

ISSN 1758-2504

**Universities and their regional
engagement**

How key is Commitment?

**Making Hard Work Pay Off:
Chicago Public Schools and the
International Baccalaureate**



Much widening participation (WP) policy and practice has embraced the view that WP practitioners and their partnership organisations have local knowledge and intelligence which makes them best placed to plan, manage and deliver WP activities. Regional and national communities of practice (Lave and Wenger 1998) have developed around WP. These have been supported by, and offer excellent fora for, a knowledge and skills exchange, as well as being an effective means of sharing and building capacity in areas which contribute to WP. Such communities of practice form a key part and are actively engaged in national networks such as FACE. Through both the annual conference which this year has widening participation as its major focus and the many publications produced, FACE provides an independent member driven platform to support the work of WP and access practitioners. In different ways the relations between policy, practice and research are echoed in the papers in this edition of FACE to FACE.

As Longworth (2006) demonstrates, local practitioners working within their own communities can meet local challenges and can provide tools and information to help these communities grow not only in terms of widening participation but also contributing to economic growth and regeneration. A key issue in terms of regional approaches to WP is how to square national policy with regional delivery. In policy terms there can be tension because regions are sometimes seen as the delivery arm for national policy. It is imperative to empower the regions and the regional apparatus to deliver on their WP objectives. This national versus local dichotomy creates a mutual dependency that has implications on a number of levels. For example, each stakeholder in the sector has its own specific agenda and mission and diverse management practices exist between partners. Higher education institutions may hold particular assumptions about the modus operandi of the funding council. The funding council may in turn hold established views about the way universities operate internally. These assumptions may be shaped by regional or even local, cultural or organisational ideas and practices and can have an impact on the translation of policy into practice.

A case in point

Another illustration of the attempt to square national policy with delivery may be evidenced by the ability of a university to target specific WP projects in ways that make sense nationally, but at the operational level the process can be more challenging. A statistical problem flagged at the national level needs to be solved at the grass roots. For example individual learners' relationships with their classmates or their peer groups can make a difference to learner choices impacting on national WP statistics.

These are just two of a number of factors that can shape the probability of involvement of particular individuals or groups of individuals in WP interventions and higher education more generally. There are significant cultural differences between HEIs, and also between HEIs and FECs. Nationally FE and HE each have different aims and purposes as well as funding mechanisms and performance indicators, making collaboration a more onerous process. For some FECs and HEIs the picture is less straightforward as they deliver both HE and FE provision and consequently are subject to both sets of funding arrangements. There is also the added issue of competition and collaboration between institutions, competing for numbers, reputation and resources. It is important to recognise that universities are different and distinct and vary in terms of size or the focus of their work and their curriculum offer. Trying to meld these together so the sectors make progress on WP is a significant demand on national WP policy. In the WP arena power relations are brokered at the national, regional and area partnership levels. Firstly at the national level, the overall policy framework is set by the government and the funding formulae designed and administered by the HEFCE. The process of allocation and distribution of funds is followed by the monitoring and evaluation of the spend. At the regional and area level, once partnerships have been allocated funds through, for example, Aimhigher partnerships, have responsibilities in terms of the planning, delivery and expenditure of their resource and are accountable thereafter once it has been expended. So in considering all this we might end up well ask ourselves this question ...Is it a question of regionalising the national or nationalising the regional?



John Storan
Chair

Contents

Issue **33**

Comments From the Chair

John Storan

National Issues

How key is Commitment? - An Outline Proposal -

Charlotte J Young

International Issues

Universities and their regional engagement -

Mike Osborne

Making Hard Work Pay Off: Chicago Public Schools and the International Baccalaureate -

Brian Spittle

Events

FACE Conference 2010



Editorial

Welcome to another edition of FACE to FACE. In this edition we have a FACE first. We have the pleasure of publishing a paper from the first winner of the Escalate sponsored Early Career Researcher grant. The grant was instigated prior to last years FACE conference and offered a free conference place to a researcher new to the access and widening participation field. The conference place was awarded after a panel was convened to 'judge' submissions entered to the scheme by several early career researchers. The scheme ran again for this year's conference.

In this edition we also have a piece based on Mike Osborne's though provoking Keynote speech from last years conference. A very topical piece given the uncertainty blighting the sector at present and the need to re-envision our institutional missions in relation to the communities and regions we serve.

Many thanks once again to FACE to FACE stalwart Brian Spittle for a thought provoking paper on the uptake of International Baccalaureate in Chicago's Public Schools.

As always please let me know if there is anything you would like FACE to FACE to cover in the future, what are the important issues and themes we should be engaging with? And please remember to get in touch with ideas or finished pieces for the next issue my contact details are below.

Pete Jones
 pete.jones@staffs.ac.uk
 t: 0044 (0)1782 294941



How Key Is Commitment? - An Outline Proposal

Charlotte J Young,
Bournemouth University, UK

cyoung@bournemouth.ac.uk



Introduction

Aimhigher is a government funded initiative, which works with groups, largely within the 13 to 19 age group who have potential to achieve, but are under represented in Higher Education (HE). Emphasis is on increasing awareness, aspirations, attainment and progression (HEFCE 2008/05).

Summer Schools form a key component of Aimhigher activities. "It is intended that application and progression to Higher Education is achieved via providing an experience of HE which encourages the learners in the target group to: reinforce a commitment to learning and progression to HE" (HEFCE 2009/11, p. 6).

Following a review of organisational commitment literature and recent research, this paper provides an outline proposal as to how research models adapted from management theory could be used to measure and assess the impact of summer school activity on commitment to HE, using a mixed methods approach (Bryman and Bell 2007).

Applying such methods may provide potential for practitioners to measure and assess the impact of summer school activity on commitment towards HE, whilst investigating the concept of commitment within the wider context of Aimhigher and its objectives, evidencing and evaluating positive learner identity (HEFCE 2008/05) and references to commitment in the Higher Education Curriculum Map (Action on Access 2008).

Implementation may provide avenues to further research, an understanding of the relevance of commitment in education and answers to questions such as: Does increasing commitment to learning reinforce commitment to progression to HE? Is commitment to learning and progression reinforced by summer school activity? What other influences affect progression to HE even when commitment is apparent? Is progression to HE influenced by commitment type and is commitment influenced by year group?

Findings may assist in achieving Aimhigher objectives in evaluating activities and influencing delivery to specifically address underlying issues affecting learner decisions regarding participation in HE.

The Three Component Framework – An Organisational Perspective

In solution to a plethora of definitions of organisational commitment, Allen and Meyer (1990) produced a Three-Component Framework. Commitment to the organisation is identified in three approaches; Affective, Continuance and Normative. Meyer and Allen (2004, p. 2) suggest, "commitment implies an intent to persist in a course of action."

Affective Commitment is most desirable as employees are emotionally attached, identify with the organisation and want to continue employment. Meyer and Allen (2004, p. 2) continue, "research consistently shows that employees who want to stay tend to perform at higher levels". Educationally this could apply to talented learners who are ambitious having received encouragement.

Schneider (1987, cited Sims and Kroeck 1994) suggests if individuals do not fit within an organisation they will choose to leave. According to Liedtka (1989, p 812) Lack of fit can cause "internal conflict within the individual's value system, usually relating to role conflict" which in turn this can cause stress (Arnold 2005). However, employees with continuance commitment perceive a need to stay due to costs associated with leaving and lack of comparable alternatives, demonstrating this is the least desirable form of commitment. According to Mayer and Allen (2004, p. 3) employees "stay primarily to avoid losing something of value (e.g., benefits, seniority)" and "often have little incentive to do anything more than is required to retain their positions." This behaviour can compromise individual ethics (Wahn 1993) and encourage false behaviours (Gbadamosi et al 2007). This could apply to learners who do not really want to go into HE for a possible variety of reasons such as perceptions about attainment or fitting in (The Sutton Trust, 2008) but feel they have to if they are to succeed in life.

With Normative Commitment, employees feel obliged to continue employment. They have a moral obligation, explained by psychological contract (Coram and Burnes, 2001) and social exchange theory (Becker and Kernan 2003). With regards to education this could include those learners who may be nervous about going on to HE but believe it is the best course of action to take. With provision of impartial information advice and guidance (Action on Access 2008) this may become affective commitment.

Individuals develop multi foci commitment to different areas of their working environments, such as commitment towards individuals, groups or supervisors. Such foci have more powerful effects on workers than "distal foci such as top management or the organisation" Becker and Kernan (2003, p.329). The output of the model is behaviour. In considering progression to HE, an example may be individuals who have affective commitment towards their peers, which may greatly influence their decision to progress to HE.

Commitment types can be identified in practice, by obtaining responses to the following statements using a Likert scale. Arnold (2005, p 267) guarantees, Allen and Meyer's model "has stood up well to psychometric scrutiny and is now commonly used." The scales are used under licence from the authors Dr. John Meyer and Dr. Natalie Allen in the faculty of Social Science at the University of Western Ontario.

Measures Developed to Assess the Three Components of Organisational Commitment. Allen and Meyer (1990, p. 6-7)

(R) Indicates a reversed scored item.

Affective Commitment

I would be very happy to spend the rest of my career with this organisation.

I enjoy discussing my organisation with people outside it.

I really feel as if this organisation's problems are my own.

I think that I could easily become as attached to another organisation as I am to this one. (R)

I do not feel like 'part of the family' at my organisation. (R)

I do not feel 'emotionally attached' to this organisation. (R)

This organisation has a great deal of personal meaning for me.

I do not feel a strong sense of belonging to my organisation. (R)

Continuance Commitment

I am not afraid of what might happen if I quit my job without having another one lined up. (R)

It would be very hard for me to leave my organisation right now, even if I wanted to.

Too much in my life would be disrupted if I decided I wanted to leave my organisation now.

It wouldn't be too costly for me to leave my organisation now. (R)

Right now, staying with my organisation is a matter of necessity as much as desire.

I feel that I have too few options to consider leaving this organisation.

One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives.

One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice – another organisation may not match the overall benefits that I have here.

Normative commitment

I think that people these days move from company to company too often.

I do not believe that a person must always be loyal to his or her organisation. (R)

Jumping from organisation to organisation does not seem at all unethical to me. (R)

One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.

If I got another offer for a better job elsewhere I would not feel it was right to leave my organisation.

I was taught to believe in the value of remaining loyal to one organisation.

Things were better in the days when people stayed with one organisation for most of their careers. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R)

Extension of the Framework and Adaptation to Encompass Qualitative Methods

Herscovitch and Meyer (2002, p. 474-487) extended the model to apply it in the context of commitment to organisational change. They found that "only affective and normative commitment correlated significantly with cooperation and championing" but "commitment to a change is a better predictor of behavioural support for a change than is organisational commitment".

In February 2008, a study involving 15 female administrators was conducted, using the survey scales developed by Allen and Meyer (1990) and Herscovitch and Meyer (2002) in conjunction with semi structured interviews to enable triangulation of findings (Young 2008). It was discovered organisational commitment was not driving commitment to organisational change.

Yousef (2000, p. 570) maintains, those with strong affective commitment are more willing to accept change, provided it 'is not altering the basic values and goals of the organisation, and is seen as beneficial to the organisation, since organisational commitment reflects a belief in the values and goals of the organisation'. Ambrose et al (2008) suggests higher levels of organisational commitment exist when the ethical values of individuals are congruent with those of the organisation.

Consequently, those who have affective commitment towards their education may resist change if perceived detrimental and not progress on to HE. Coram and Burnes (2001, p. 4) recommend, to be successful, 'change needs to emerge locally and incrementally in order to respond to threats and opportunities thrown up by environmental instability'. This suggests an individualised approach is needed which enforces positive learner identity and commitment to change or progression to HE, even when affective commitment is apparent.

The concept of these commitment types leads one to consider whether a similar model could be constructed for the secondary education sector. If so could such a model be used to evaluate the effectiveness of activities and enhance awareness of underlying issues amongst learners' and shape Aimhigher activities to address such issues which could be impacting upon learners' awareness, aspirations, attainment, positive learner identity and progression.

Research Methodology

For the proposed research, based upon Allen and Meyer's commitment scales, statements are produce to test the three commitment types in an educational context, for use at two residential summer schools. Survey scales are provided to learners for their responses before and after the events. One of which is an Aimhigher summer school for year 11 and the other run by Bournemouth University for year 12.

Meyer and Allen (2004), permit alteration of surveys by number of items and response scale points. For this research, a five point Likert scale will be used rather than a seven point scale. Statements are carefully worded, making them applicable and easily understandable to learners.

To do this it is essential to consider what the statements are testing. With affective commitment issues of wanting to stay, being interested and maybe proud, internalisation of problems, attachment and belonging are being tested. For continuance commitment, perceived lack of alternatives, disruption and costs, as well as the need to stay and perception of benefits gained are being tested. Normative commitment is testing loyalty and values.

In the educational adaptation "I would be very happy to spend the rest of my career with this organisation, I really feel as if this organisation's problems are my own, I think that I could easily become as attached to another organisation as I am to this one (R)" (Allen and Meyer 1990, p. 6-7) become; I would like to go on to University or Higher Education, I feel that my future and my education are my responsibility, and I think I would quickly become attached to my course at University or Higher Education.

The (R) after the final statement in Allen and Meyer's scale indicates a reversed scored item. Therefore if the respondent strongly agrees they would normally score 5. As the scoring is reversed they would score only 1 for agreeing as if they agree with the statement they are not demonstrating affective commitment. For the educational commitment scales attempts are made to minimise reversed scored items, to prevent learners becoming confused with what is being asked.

For continuance commitment; "I am not afraid of what might happen if I quit my job without having another one lined up (R); It would be very hard for me to leave my organisation right now, even if I wanted to; One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives; One of the major reasons I continue to work for this organisation

is that leaving would require considerable personal sacrifice – another organisation may not match the overall benefits that I have here” (Allen and Meyer 1990, p. 6-7), become, I am afraid of what might happen if I don’t go on to University or Higher Education and I don’t know what else I would do if I did not go on to University or Higher Education. “Too much in my life would be disrupted if I decided I wanted to leave my organisation now” and “It wouldn’t be too costly for me to leave my organisation now (R)”, (Allen and Meyer 1990, p. 6-7), become, It would be quite difficult for me not to go on to University or Higher Education, even if I didn’t want to go. “Right now, staying with my organisation is a matter of necessity as much as desire” and “I feel that I have too few options to consider leaving this organisation” (Allen and Meyer 1990, p. 6-7), become, I feel I do not have to go on to University or Higher Education (R).

For normative commitment; “I think that people these days move from company to company too often; I do not believe that a person must always be loyal to his or her organisation (R); One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain; If I got another offer for a better job elsewhere I would not feel it was right to leave my organisation” (Allen and Meyer 1990, p. 6-7), become, I think there are a lot of people who don’t go on to University or Higher Education when they could; If people can get the grades I think they should go on to University or Higher Education; I feel that I ought to go on to University or Higher Education; and If someone offered me a really good job now, I would not feel that I would need to go to University or Higher Education.

Not all statements are applicable or necessary. This results in there being 17 statements for educational commitment rather than 25 statements as in Allan and Meyer’s scales. For example in affective commitment the following statements are not relevant, as rephrasing them would result in comparisons being made between school and HE, “I do not feel emotionally attached to this organisation (R), this organisation has a great deal of personal meaning for me, I do not feel a strong sense of belonging to my organisation (R)” Allen and Meyer (1990, p. 6-7). Also the following statements for normative commitment are considered not to be applicable, as they are testing loyalty, when educational loyalty has already been tested. “Jumping from organisation to organisation does not seem at all unethical to me (R), I was taught to believe in the value of remaining loyal to one organisation, things were better in the days when people stayed with one organisation for most of their

careers, I do not think that wanting to be a ‘company man’ or ‘company woman’ is sensible anymore (R).” Allen and Meyer (1990, p. 6-7).

In the education commitment statement a section entitled ‘other’ has been added in an attempt to capture additional data considered to be relevant, due to existence of such variables having the potential to influence educational commitment such as obtaining required grades, affordability and fears about fitting in (The Sutton Trust, 2008). Therefore “I do not feel like ‘part of the family’ at my organisation (R), Allen and Meyer (1990, p. 6-7) becomes I think I would fit in at University or in Higher Education. This issue is not dealt with as part of affective commitment as it is more to do with a perceived fear of the future and could be separate to educational commitment. Even if a learner feels like they feel like part of the family at school they still may doubt the unknown. This research should address such issues as well as the impact of summer school activity. The final two statements under ‘other’ are designed to test if goals (such as exam results or career aspirations) might increase interest and success. If they do not initially it is likely that they might after the summer school. It is also likely that such statements could reveal other relevant variable such as self-esteem.

Proposed Statements for Educational Commitment.

Affective Commitment

I would like to go on to University or Higher Education.
I enjoy talking about education.
I feel that my future and my education are my responsibility.
I think I would quickly become attached to my course at University or Higher Education.

Continuance Commitment

I am afraid of what might happen if I don’t go on to University or Higher Education.
I don’t know what else I would do if I did not go on to University or Higher Education.
It would be quite difficult for me not to go on to University or Higher Education, even if I didn’t want to go.
I feel I do not have to go on to University or Higher Education. (R)

Normative commitment

I think there are a lot of people who don’t go on to University or Higher Education when they could.
If people can get the grades I think they should go on to University or Higher Education.
I feel that I ought to go on to University or Higher Education.

If someone offered me a really good job now, I would not feel that I would need to go to University or Higher Education. (R)

Other

I think I will get good enough grades to go to University or Higher Education.

I think I will be able to afford to go to University or Higher Education.

I think I would fit in at University or in Higher Education.

When I am working towards a particular goal, I find I am more interested than if I am just doing something because I am told I have to.

If I am working towards a particular goal, I am more likely to be successful than if I am just doing something because I have been told to.

Meyer and Allen (2004, p. 3) recommend that 'items from the three scales can be mixed' for purposes of survey administration. Therefore in presentation to learners, items from the scales will be arranged in random order by taking one item from each commitment type consecutively.

It is proposed that qualitative data will also be obtained, to enable triangulation of findings (Bryman and Bell 2007) thus enabling the quantitative findings to be complemented by contextual qualitative information. Due to time constraints it will not be possible to interview individual learners at summer schools, so focus groups will be conducted and led by mentors. Participant responses will then be analysed by interpretation (Ritchie and Lewis 2006).

Questions for focus groups were compiled, by extracting key words and meanings from the statements used in the scales. For example, 'I do not feel like part of the family at my organisation' may imply a lack of attachment to the organisation and insinuate continuance commitment. So the variable to be tested here is 'attachment'.

Open-ended questions were constructed to encourage respondents to discuss these issues and enable the researcher to capture the items as referred to by the scales.

Focus Group Questions for Educational Commitment.

Affective

How would you feel about going to University / HE?

What do you think it would be like to be at University / HE?

Continuance

Why do you think you would need or would not need to go on to University / HE?

How do you feel about options other than University / HE?

Normative

How would you feel about going to University if you were offered a good job now?

What would you think if someone said to you that you ought to go to University / HE?

Conclusion

This paper has proposed methods to assess and measure commitment to education and answer related questions. Models are derived from management theory and a mixed methods approach is taken. It is suggested, talented learners who are receiving encouragement may have affective commitment, however continuance commitment could be enhanced by negative learner perceptions regarding attainment and fitting in. Normative commitment may be driven by a belief that HE is the best path to take. Multi foci commitment is likely to impact upon progression to HE.

The findings of the research will provide illumination regarding these suggestions and questions concerning commitment and progression, the impact on commitment of summer school activity, other influences, year group and comparisons between an Aimhigher target group and a non target group. The findings may influence evaluation methods and delivery of activities. Alternatively it may be discovered that commitment plays only a limited role in an educational context when considered along side other variables.

Findings will be limited to the sample group. A longitudinal approach might better capture the true impact of summer school activity on commitment. In using a mixed methods approach, differences in findings may be revealed in providing access to different realities and complexities. It may also be found that statements and questions other than those in this paper may be more appropriate to obtain the required data.

References

Action on Access (2008) Higher Education Progression Framework Guide, Lancashire, Action on Access

Allen, N., Meyer, J. P. (1990) 'The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organisation' in *Journal of Occupational Psychology*, 63 (1):1-18

Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C., Burnes, B. (2005) 'Work Psychology. Understanding Human Behaviour in the Workplace'. 4th ed. London, Pitman

Becker, T. E., Kernan, M. C. (2003) 'Matching Commitment to Supervisors and Organisations to In-Role and Extra-Role Performance' in *Human Performance*, 16 (4): 327-348.

Bryman, A., Bell, E., (2007) 'Business Research Methods'. 2nd ed. Oxford, Oxford University Press.

Coram, R., Burnes, B. (2001) 'Managing Organisational Change in the Public Sector - Lessons from the Privatisation of the Property Service Agency' in *The International Journal of Public Sector Management*, 14 (2): 94.

Conway, N., Briner, R.B. (2005) 'Understanding Psychological Contracts at Work A Critical Evaluation of Theory and Research'. Oxford, Oxford University Press.

Gbadamosi, G., Josephine Ndaba, J., Oni, F. (2007) 'Predicting Charlatan Behaviour In A Non-Western Setting: Lack Of Trust Or Absence Of Commitment?' *The Journal of Management Development*, 26 (8): 753.

Herscovitch, L., Meyer, J. P. (2002) 'Commitment to Organisational Change: Extension of a Three-Component Model' in *Journal of Applied Psychology*, 87 (3): 474-487

HEFCE (2009/11) Aimhigher Summer Schools Analysis of Provision and Participation 2004 to 2008, Bristol, Higher Education Funding Council for England

HEFCE (2008/05) Guidance for Aimhigher Partnerships, Bristol, Higher Education Funding Council for England

Liedtka, J. M. (1989) 'Value Congruence: The Interplay of Individual and Organizational Value Systems'. *Journal of Business Ethics*, 8 (10): 805-815.

Meyer, J. P., Allen, N. J. (2004) 'TCM Employee Commitment Survey Academic Users Guide 2004'. Department of Psychology, University of Western Ontario.

Ritchie, J., Lewis, J. (2006) 'Qualitative Research Practice: A Guide for Social Science Students and Researchers'. London, Sage.

Sims, R. L., Kroeck, K. G. (1994) 'The Influence of Ethical Fit on Employee Satisfaction, Commitment and Turnover'. *Journal of Business Ethics*, 13 (12): 939-948.

The Sutton Trust (2008) Increasing Higher Education Participation amongst Disadvantaged Young People and Schools in Poor Communities, Report to the National Council for Educational Excellence

Wahn, J. (1993). 'Organisational Dependence and the Likelihood of Complying with Organisational Pressures to Behave Unethically'. *Journal of Business Ethics*, 12 (3): 245-251.

Young, C. J. (2008) 'An Investigation of Commitment to Organisational Change amongst Female Administrators, in the School of Health and Social Care at Bournemouth University' in unpublished MBA dissertation, Bournemouth University, UK.

Youseff, D. A. (2000) 'Organisational Commitment and Job Satisfaction as Predictors of Attitudes towards Organisational Change in a Non-Western Setting'. *Personnel Review*, 29 (5): 567-592.

Charlotte was the winner of Escalate Early Researcher grant in 2009. The grant is awarded to researchers new to the field of access and participation and consists of a free residential conference place at the FACE' Annual Conference.



Universities and their regional engagement

Michael Osborne,
University of Glasgow

A number of small events have affected my thinking about this presentation, and these have occurred in various parts of the world. Such are the stresses on the international comparative research. Once someone asked where we would be without comparative research, and there were a number of very-well argued responses from serious academics sitting around the table, but of course the simple answer was 'At Home!'

So to begin I'm going to relate to you a few stories from around the world.

I was at the University of British Columbia in Vancouver during the course of the recent PASCAL conference that the university hosted on our behalf on universities and the third mission. We have been looking at the work of UBC in external engagement as part of an exercise to benchmark our own work at the University of Glasgow. It has significant engagement in a number of areas.

For example, in the arena of culture, the Chan Centre for Performing Arts has been developed into a major cultural venue for the City of Vancouver and the Museum of Anthropology is a major resource nationally and for the local community, and has an active programme of visits from schools and community groups.

In the area of social inclusion, UBC through its Continuing Education Department offers certificate courses in Intercultural studies, and in Aboriginal Health and Community Administration. These are one of the important means by which it seeks to meet strategic objectives in relation to First Nation peoples.

And UBC can demonstrate its work in knowledge transfer and business innovation. For example the Wine Research



Centre is working on issues of micro-climates for wine growing and factors associated with the longevity of wine in close association with the emerging wine industry in the Okanogan valley region.

Performing arts, a museum, a commitment to disadvantaged communities and a improving the quality of wine. This sounded like my sort of place! And take a look at the backdrop!

Secondly here is an image from the University of Botswana in Gaborone. The cow is symbolic of the contributions made by people at the time of its establishment when donations were made in this form. When I was there recently in the context of exploring the contribution of the university to the development of the city of Gaborone, I heard that the former UK High Commissioner to the country had endowed 3 studentships for University of Botswana staff to take doctorates at the University of Glasgow. This led me to thinking about if I were to be in the fortunate or unfortunate position to leave money to a university what would the criteria be. Certainly it would be about in some sense its contribution to its community, city or region.

Around the same time I heard from two of the institutions that I attended as a student. The third, the University of Greenwich (or as my part was then, Garnett College) doesn't have me on its radar yet.

My first institution was the University of Reading, and I regularly get the alumni magazine and phone calls from current undergraduates encouraging me to contribute to supporting the university. As I'm also in various networks concerned with continuing education I also get messages from across the UK, and in one week earlier this year I heard about the plight of 3 universities in England who were cutting their provision of accredited continuing education because of the introduction of Equivalent Level Qualifications – ELQs. I am sure that hardly any of you can be unaware of this change in funding policy in England, which effectively means that institutions cannot draw down units of resource for students with an equivalent level qualification to the course that they are intending to take. To do these courses would have to be subsidized by the university or be very expensive.

Reading was one of those universities affected and I've taken these quotes from their website, the last of which is from the Vice – Chancellor¹.

'In this year's annual grant to the University of Reading, HEFCE reduced teaching funding by £450,000 as a result of the withdrawal of ELQ funds'

'There will be no further short course on the open programme from the end of the summer term'

'We are committed to ensuring that the University and its staff continue to share its collective knowledge, expertise and enthusiasm for learning with the community'

I also get phone calls from charming undergraduates from UCL, usually female, asking me to pay back some of the largesse given to me when I was there as a doctoral student. I was a Withington-Batt scholar, and was by modern standards very well supported during my 3 years there. Reduction of support from government in real terms from universities has led to calls for ever-increasing contributions from students themselves to their education. In the wake of the recent review of tuition fees, *Changing Landscapes: future scenarios for variable tuition fees*², some have called for increases, prominent amongst them the Provost of UCL. Here is a recent quote.

'The critical thing is how we can provide our students the world class education they deserve. It is appropriate, I think, that

those who benefit from a world-class quality education should make some provision for its cost. We need to ensure that as a society we grapple with the question of how we maintain world-class universities in this country'

I also hear periodically from colleagues from institutions that I used to work at, most notably the University of Stirling where I worked until relatively recently. I moved there in 1989 to develop access provision, having spent the previous decade in London working for the ILEA engaged in similar work. Here's the view from the city towards the university.

A Senior Tutor at my interview at Stirling in 1989, who would not have been completely out of place in a David Lodge novel, wondered just why I would want to leave the comfort of a London FE college to attempt the impossible by developing Access courses in rural Stirlingshire.

There were a couple of names of interested adults somewhere in a dusty file – remember no PCs then and it was all reminiscent of a particularly bleak episode of *Taggart* with none of the humour, but more hangdog faces and depression!

But despite the best efforts to persuade me that there were pastures browner in the south, I took the job and with a number of colleagues, over a ten-year played I think a significant part in turning the university into one, which genuinely combined access with quality. Some of you will no doubt have heard me speak about different models of access using the typology of in-reach, out-reach and flexibility³. I'm not going to detail what I mean by that right now, but I do think that we created many of the building blocks of a truly flexible university. We had in place:

Internal Access courses for adults

Multiple links with FE colleges in central Scotland
An Evening part-time Degree programme to which the majority of departments contributed, and the possibility of all students taking options in the evening rather than the day
A Summer semester that allowed acceleration by part-time students and making good by full-time students
Work-based programmes and even an APEL scheme

¹ See <http://www.rdg.ac.uk/about/newsandevents/releases/PR20072.asp>

² UUK (2009) *Changing landscapes: future scenarios for variable tuition fees*. London: UUK. Online at <http://www.universitiesuk.ac.uk/Publications/Pages/ChangingLandscapes.aspx>

³ Osborne, M (2003) A European Comparative Analysis of Policy and Practice in Widening Participation to Lifelong Learning. *European Journal of Education*, 38(1) pp. 5-24.

I could continue the list with a range of other innovations, but that would not add to the main point that I want to make. Of the above list only that original Access course from 1989 survives. Colleagues working there now are amongst the most well known in the world in the field of lifelong learning and do great work in research and teacher training, but the space for the external mission as defined in terms of widening participation is a narrower one. We all know why that is. Universities have multiple missions to potentially fulfill and there are competing positions internally within institutions as to how these should be prioritized. There are not sufficiently strong policy levers or forms of incentivisation to privilege widening of participation over other imperatives that include research, knowledge transfer and internationalization.

The final institution that I should mention is the University of Glasgow, where I work, and firstly the Department of Adult and Continuing Education. Here is how we in part describe ourselves:

As the adult education arm of a leading international university, we bring global knowledge and practice to local and national adult education, aiming also to sustain and add value to Scottish culture and society, to the natural environment and to the national economy.

Some may think that mission statements are simply rhetoric, but the principles included in our statement are perhaps the beginning of creating benchmarks for the contribution of a university to its community, city or region.

Returning to the question of where I'd make that endowment, I'd want to know not only how my chosen university was making a contribution to the economic development of my city or region through technology transfer, knowledge transfer, stimulating innovation and developing business, but I'd be concerned with the variety of ways that it was contributing to social inclusion.

And of course prominent amongst my concerns would be the ways in which the university reflected the community within which it is situated, and the opportunities that it affords to its local population. This includes widening participation, which is considered in some quarters to be 'solved', but we know that there are huge differences of social class profile across universities in one city, and further differentials between disciplines. Our own work at Glasgow in access to medicine well demonstrates this ⁴.

I'd also be interested in how it contributed to cultural development through its museums, galleries and

performing arts, and not only in terms of the access it affords to its artifacts, knowledge and skills, but also the ways in which it brings these to its communities.

As a scientist by training, I'd be interested in the ways it was contributing to the public understanding of science and in particular I'd want to know how it is using its expertise to promote sustainable development and the combating of the effects of climate change. I'd also want to know how it was contributing to public understanding in a range of other areas including the arts, social sciences and not least in the field of education.

One of the cross-cutting themes of the Research Councils UK is health, well-being and deprivation, and especially in the case of the city where I work, a contribution in the field of public health is something I would be looking for. Many of you will know of the World Health Organisation Report ⁵, which received much attention last year. The life expectancy of men in one of the most deprived areas of Glasgow is 54 years, compared with 82 years in the most affluent. The poorest men in Glasgow have a lower life expectancy than the average in India. These differences are not biologically determined, but are a function of affordable housing, management of access to unhealthy foods, social security protection and education, and I know that some of my colleagues in Public Health have made substantial contributions to the city.

But much of what I know of my own university is sketchy. I have the excuse of only having been there for 18 months, but I am sure that this is not uncommon even amongst longstanding colleagues in most institutions. And having read an external assessment of a researcher's take on what we do, I realized how much more difficult it is to make judgments of other institutions, even those where one has worked or visited for some time.

In order to achieve some order in these judgments, I will conclude with a brief introduction to some work that we are doing within the PASCAL Observatory, namely the Pascal Universities Regional Engagement (PURE) project ⁶.

⁴ See McGavock and Osborne (2005) and Lumsden et al (2008) McGavock, K. and Osborne, M. (2005), "Making a Difference?: A Review of UK Widening Participation initiatives to Medicine", *Journal of Access Policy and Practice*, 3(1), pp3-20. Lumsden, M.A., Millar, K., Osborne, M., and Remedios, R. (2008) Working in Health Access Programme (WHAP): Initial results *Medical Education* 42(4) pp. 412-419

⁵ World Health Organisation (2008) Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health. Geneva: WHO

⁶ See <http://www.obs-pascal.com>

The project concerns the Higher Education system of regions (including both universities and HE component of Vocational Education and Training (VET)) and its engagement with those regions. It is a development from work of an OECD programme conducted by the Institutional Management of Higher Education (IMHE) in collaboration with the Directorate of Territorial Development and Public Governance. The thematic review project "Supporting the contribution of HEIs to regional development" embraced 14 regions across 12 countries. The study was based on regional self-evaluations and international peer reviews. Reports of the 14 regions have been published and are in the public domain ⁷. The study provided guidance in policy and practice for higher education institutions and regional and national governments and assisted with capacity-building in each country/region.

Among the conclusions of the OECD's first phase of studies was that the potential of higher education institutions to contribute to the economic, social and cultural development of their regions is far from being fully realised. The report of this phase analyses the barriers to improvement, and suggests that universities should adopt a wide agenda of regional development - economic, social or cultural.

In our work in PURE, we have been seeking to extend the work in the 14 existing regions and have involved new regions, including outside some outside the OECD. We have also taken further several important issues identified but not fully addressed in 2004-07 study.

Of particular importance has been our intention to monitor and compare approaches to the innovation system and human capacity-building work of HEIs across all strands of balanced social development - cultural, civil society, health and welfare, environmental as well as economic. And there are a number of other areas that we are exploring that include:

- Identification of barriers and ways of overcoming them, where appropriate trying out approaches new to partnership and organisation successful in other regions
- Interrogation and use of existing data more effectively and study the impact of HE partnership on regional development, with realistic tasks and targets for HE partnership-based regional development (metrics and impact evaluation) including 'soft' social, cultural, health and sustainability dimensions
- The use of benchmarking tools and I will return to this topic

- Exploration of the impact on regions of global warming and other ecological questions such as transportation, waste management and disposal, and the contribution of HEIs where science and social science can be applied e.g. to the intelligent energy agenda
- Analysis and comparison of trends towards and away from greater devolution
- Comparison of different intermediary models for university engagement
- Exchange of approaches to advocating engagement nationally and rolling out regional engagement elsewhere in their countries.

In our current work, we are working with the following 15 regions around the world:

Bukersud County, Norway
 Darling Downs, Australia
 Essex County, England
 Flanders Region, Belgium
 Gaborone City, Botswana
 Glasgow City, Scotland
 Kent County, England
 Jamtland Region, Sweden
 Lesotho
 Melbourne City, Australia
 Northern Illinois
 Puglia Region, Italy
 South-Trans-Danubian Region, Hungary
 Thames Gateway, London, England
 Varmland Region, Sweden

And we are currently developing a second cohort of regions.

Our work involves self-reviews by regions, visits by expert teams, including members from other regions in the world, the benchmarking exercises that I've mentioned, and structured bilateral and cluster interactions. We group regions around areas of common interest and organise electronic exchanges of experience and practice.

⁷ The final synthesis report is OECD (2007) Higher Education and Regions – Globally Competitive, Locally Engaged. Paris: OECD. It is available in English, French and Spanish (see http://www.oecd.org/document/48/0,3343,en_2649_35961291_39872432_1_1_1_1_00.html). A further OECD study is also now underway.

I said that I would return to 'Benchmarking'. There are limitations to the process, but also a lot of value. We are using a well-validated tool developed by colleagues David Charles and Paul Benneworth at the University of Newcastle. It benchmarks regional contributions of HEIs and was initially created for the Higher Education Funding Council for England (HEFCE)⁸. It has been re-worked for use internationally and in parallel we are developing our own tool for regions as well. The tool for HEIs has 7 themes.

Theme 1 of 'Enhancing regional infrastructure' refers to supporting the regional infrastructure, regulatory frameworks and underlying quality of environment and lifestyles. This includes the HEI helping the region to identify where improvements can be made, or providing direct input to the quality of the local environment.

Theme 2, 'Human capital development processes' is about supporting the development of human capital through education and training both within the HEI and in other organisations. The emphasis here is on how the HEI adds to the stock of human capital by facilitating the development of people in the region, and retains both local and non-local graduates.

Theme 3 is concerned with 'Business development processes', namely the creation and attraction of new firms, as well as support for developing new products, processes and markets for existing firms.

Theme 4 focuses on 'Interactive learning and social capital development processes', and the ways in which there is encouragement of co-operation between firms and other institutions to generate technological, commercial and social benefits. Regional collaboration and learning between organisations are important in regional success. HEIs can promote the application of knowledge through regional partnerships, and encourage networking and the building of trust.

So far it seems rather economically driven, but then we move on to Theme 5, 'Community development processes', which is about ensuring that benefits, including those of enhanced business competitiveness are widely shared within the community, and that the health and welfare of the population are maximised.

Theme 6 is 'Cultural development'. Here the concern is the creation, enhancement and reproduction of regional cultures that underpin the other themes. Culture is

interpreted as activities that enrich the quality of life and as patterns of social conventions, norms and values that constitute regional identities.

Finally Theme 7 is about Promoting sustainability, and arguably given the condition of our eco-system might be Theme 1. Long-term regional development must be underpinned by processes seeking to improve sustainability, even though some of these objectives may appear to conflict with business development objectives.

There are issues with this sort of exercise, which relies on universities self-reporting their activities, and this has been the subject of internal debate in our project between David Charles and another of our PASCAL associates Steve Garlick in Australia. The results of an activity such as this depend on the honesty of institutions and to whom one speaks internally.

The fear sometimes is ranking. But the purpose however is not to create a league table although it would be interesting to see a league table that included third mission rather than simply research and teaching⁹. Some methodologies that are extensively quoted such as the Shanghai Jiao Tong ranking¹⁰ give particular weight to Nobel Prizes and Field Medals, but that not quite our purpose.

⁸ HEFCE (2002) Evaluating the regional contribution of an HEI - A benchmarking approach. Bristol: HEFCE. Online at http://www.hefce.ac.uk/pubs/hefce/2002/02_23.htm

⁹ A new EU project on university ranking including third mission is actually aiming to fill this gap. See <http://www.donau-uni.ac.at/de/departement/wbbm/forschung/lifelonglearning/projekte/13111/index.php>

¹⁰ See 2008 Academic Ranking of World Universities. This ranks universities using a number of indicators of academic or research performance, including alumni and staff winning Nobel Prizes and Fields Medals, highly cited researchers, articles published in Nature and Science, articles indexed in major citation indices, and the per capita academic performance of an institution. Online at <http://www.arwu.org/rank2008/en2008.htm>

Rather it is to create a system that allows

1. A set of universities in a region to exchange information with each other and with regional parties to establish the degree to which the themes are covered and the extent to which the offer is reflective of demand. Strengths can be identified, and other areas can be developed. Duplication can potentially be avoided, although of course there can be marginalisation of certain less desired activities to one part of the sector.
2. Through dialogue the stimulation of new demand. It is often the case that regional partners do not know what is potentially available.
3. Through repeated use of benchmarking tools, institutional learning.
4. A set of regions to exchange and share practices within clusters of interest.

It is also important that we have parallel benchmarking tools for both HEIs and regions, is an important way of discussing the regional agenda 'on the same wave-length'. Our experience in some regions is that universities don't listen at all to the region, unless they are institutions like the University Colleges of Norway which have set up to train key workers such as teachers or nurses. In most jurisdictions universities are not required to dialogue with their regions and anyway it's a distraction from the first two missions.

Here are two examples of the sorts of activities that we captured in our visits to the Lesotho and Gaborone City in Botswana.

In Lesotho some examples of external engagement included:

- Re-interpreting of laws for community groups by law students
- The Winter/Summer Institute for Theatre for Development (TfD). This is collaborative work between the National University of Lesotho (NUL) Theatre Unit and Medicins sans Frontieres (Lesotho)
- Open and Distance Learning (ODL) for health professionals in Lesotho. This is a partnership between Faculty of Health Sciences at NUL and University of Dundee
- The use of Open, Distance and Flexible Learning (ODFL) initiatives to open up access to education in the context of high HIV/AIDS prevalence rates
- Non-formal Education and Poverty Reduction. This is a Kellogg funded research project investigating the impact of the vocational skills component of literacy classes for herd boys and farmers

- Potato seed production. This is work in different parts of Lesotho involving the University of South Africa (UNISA) and the Institute of Extra-Mural Studies (IEMS) at NUL, taking the form of series of training workshops funded from Kellogg via the Department of non-Formal Education (NFCE).

In Gaborone we have highlighted:

- Placement of University of Botswana (UB) architecture and planning students in City Council
- A Business Clinic at UB, which places students in Small to Medium-sized SMEs, aids with company registration processes and helps prepare business plans, organizes a roadshow to cultivate entrepreneurship and runs tailor-made outreach programmes for groups of SMEs
- An Environmental Science department at UB which had developed with the city an eco-park, worked with schools on projects in water harvesting and has been engaged in solar energy trials with households in the city.

However, it is very difficult to get a full picture of what an institution and how well it is engaging with and contributing to its community, city and wider region. I don't really have the evidence to say objectively whether I should donate to UBC, Reading, UCL, Stirling or Glasgow, and fortunately they have not all asked me.

I am pretty sure that just like my own university there are all doing a range of good, and often wonderful things for a range of communities. However, less obvious is whether this occurs in a joined up way within institutions and between institutions at a regional level. Further to what extent are these activities organised with the needs and demands of regional stakeholders in mind, and how much are they prioritised in relation to agendas where internationalisation dominates? Governance of institutions is clearly very important. Irrespective of the good will of various institutional players, we need courts and senates with regional influence; we need regional 'steering' groups and strategic partnership with real influence.

In my decision-making, in the end the heart would dominate. Having served on a number of university committees over the years, I know that like their students academics are very adept at generalising from the case of one. The withdrawal of adult education provision and the proposing ever-higher top-up fees have their rationale, but these moves make my contribution less needed. Currently Botswana and Lesotho are moved to the top two places in my league table.

This paper was originally delivered as a keynote address at FACE Conference, 2009.



Making Hard Work Pay Off: Chicago Public Schools and the International Baccalaureate

Brian Spittle

Center for Access and
Attainment, DePaul University

One of the more intriguing access initiatives in this country over the past decade has been the establishment of a dozen or so International Baccalaureate programmes in Chicago Public Schools. The schools don't exactly fit the usual American IB profile in that they serve predominantly low-income communities. And yet the programmes have been pretty successful in improving the education of the students enrolled in them and, by extension, expanding the postsecondary opportunities available. As a result, while less than 5% of CPS graduates each year have taken the IB, their story has larger implications. It's a story on the face of it that might be seen as little more than a subplot in the larger saga of school reform in the city. For more than twenty years, the schools in Chicago have been in a state of almost permanent revolution – the local term is 'transformation' – with a highly centralized and patronage-ridden system giving way, in the face of demographic change and financial crisis, to one driven by the twin imperatives of contemporary school reform: choice and accountability. Chicago schools may still be in financial crisis – there is talk of a possible billion dollar deficit in 2011 – but that may be where the continuity ends. The mayor's 'Renaissance 2010' plan launched in 2004, called for the creation of 100 new schools (and the closure of underperforming schools) but the new schools don't look much like the old. There are now over 150 public high schools in Chicago, but 29 are charter schools (much like the UK Academies), and a miscellany of contract schools, small schools, magnet schools and even military schools account for much of the remainder. It is not yet clear whether all this reform is working. What counts as improvement tends to

be narrowly defined and is in any case pretty uneven. But one of the things we can say for sure is that the schools are becoming more stratified. At the top stand eight selective admission high schools which dominate the system in resources, quality, visibility and results. There is enormous pressure to get into these schools – 13,000 applications for about 3,000 places last year – and not surprisingly they account for a disproportionate share of the subsequent college enrollment of CPS graduates. The International Baccalaureate, then, is one of the choices open to CPS students, though it is often the second choice. This is not how we are accustomed to thinking about IB, but such is the level of competition to get into the selective high schools that in many cases IB becomes the fall-back option. While the programs are also selective, they are by no means as difficult to get into as the selective high schools. By the same token, they tend to be more representative of the CPS population as a whole which is overwhelmingly low-income and minority.

The initial impetus for IB in Chicago is a matter of some debate. Certainly, it was seen as part of the wider quality enhancing effort in CPS. IB has been growing rapidly in the US and indeed there had already been a very successful IB school in Chicago for some years. The general idea was to extend the model to other neighbourhoods of the city many of which were underserved in terms of quality high school options. Some have claimed that the motivation had as much to do with gentrification – keeping middle class families in the city – as education. Be that as it may, the fact remains that the majority of students in the new IB programs were and are drawn from low-income communities and

households. What then are we learning? To date there have been essentially two efforts to gather information about the profile and performance of IB students in Chicago: a large-scale longitudinal project by the Consortium on Chicago School Research and, second, ongoing efforts at DePaul University to track the performance of IB students at the university. While the studies differ in terms of focus and scale they essentially reinforce each other.

The Consortium's initial findings were summarized in a 2009 report: *From High School to the Future: Making Hard work Pay Off*.^{*} The study showed that IB programs (along with other kinds of advanced coursework) seemed to be filling an important gap in the neighbourhood schools and that students were graduating with "substantially higher" levels of academic performance than the average CPS student. More telling by far, however, was the finding that IB students seemed to be making bigger educational gains than students in the selective high schools; they often started off somewhat behind the selective school students but generally caught up and even surpassed them by the time they graduated. The authors of the Consortium's report are careful not to over-claim. They note that they are comparing a relatively small number of students in cohort programs with a much larger pool of students in the selective schools. And there could be many factors contributing to the gains, not least the possibly greater levels of teacher and peer support in the IB programmes. But the gains are there to see and in a population again with fewer family and community resources. True, the report sounds a warning note that too many well-qualified IB students are either setting their college sights too low or falling foul of the college search and enrollment process in some way. But the overall news coming out of the IB schools is very encouraging.

The DePaul research to date points to a parallel conclusion. At the college-level too, we are finding that Chicago's IB students tend to outperform their economic, social and academic profile. CPS students are central to DePaul's access strategy; the university enrolls far more CPS graduates than any other selective, private university. But with eight selective high schools driving so much of the college progression in the city, the university has also sought to build pathway programs for underserved students in the neighborhood schools. In fact, with the university facing its own tug-of-war between a growing reputation on the one hand and an historic commitment to student access on the other, the emergence of IB in the city became something of a strategic opportunity. In Chicago at least, it represented one of those few educational moments where student access and 'quality' seemed to intersect.

Nowhere do they intersect more clearly than in the admission process. DePaul's enhanced reputation has fueled

increased student demand which has in turn led to increased admission selectivity. The problem, of course, is that many of the measures we tend to rely on to make admission decisions – particularly standardized college admission test scores – reflect socioeconomic profile as much as academic ability or potential. Indeed, Chicago's IB students tend not to do particularly well on such measures. But first observation and then research told us that in fact they were performing quite well once they got to the university.

Indeed, we have been tracking the performance of Chicago's IB students at DePaul for about eight years now. The numbers were fairly small in the early days but remarkably consistent in what they told us. IB students were more likely to be drawn from low-income families, more likely to be students of color and more likely to score below the university average on standardized test scores for college admission; yet they were more likely to be retained than other students from CPS and indeed other students at DePaul more generally. With larger numbers of Chicago IB students enrolling in more recent years – thanks to a long-term relationship building strategy with IB programs, DePaul now attracts almost 1 in 10 of all IB students from CPS – the data are starting to become more robust. Indeed, we are now embarking on a more in-depth case study of Chicago's IB students at the university. But to date at least we have found no reason to reassess our optimism about this particular aspect of school reform in Chicago.

It's a simple and yet seemingly counter-intuitive idea this notion of providing a high-quality education to students in some of our poorest communities. But that's the radical idea driving IB in Chicago. It certainly challenges the current conventional wisdom here with its emphasis on measurements and accountability. And it refocuses attention back on the classroom, curriculum and learning at a time when so much of the reform effort is directed elsewhere; on school choice, turnarounds, merit pay for teachers and so on. And it seems scalable. Certainly IB (and other programs for advanced high school curricula such as the College Board's Advanced Placement program) cost more to implement than regular curricula, though in the Chicago context probably not as much per capita as the selective high schools. And, of course, it's not for everyone. But the IB experiment in Chicago seems to be working. And as we are seeing in Texas, California and elsewhere, schools in other low-income communities are starting to implement the IB.

Will it catch on, I wonder?

*The report can be accessed through the following link:
<http://ccsr.uchicago.edu/publications/Making%20Hard%20Work%20Pay%20Off.pdf>

FACE Annual Conference 2010 @ Southampton Solent University

Which Way Now To Widen Participation?
Lifelong Learning, Economy & Society
30 June – 2 July 2010

<http://face2010.solent.ac.uk/default.html>

Our conference this year looks at the issue of lifelong learning in changing economic and social circumstances. The widening participation agenda in the UK has reached a critical point, with increasing evidence of impact but shifting political priorities. Join us to debate the issues and examine the options for all those involved in lifelong learning as researchers or practitioners.

Keynote speakers include, Pat Bacon, President of the Association of Colleges and Bev Thomas, Deputy Director for Widening Participation and Quality Teaching in Higher Education in the Department for Business, Innovation and Skills.





University
of Glasgow

FACE

Forum for Access
and Continuing Education

FACE 2011 Annual Conference

“Lifelong Learning and Community Development”

University of Glasgow, Glasgow, Scotland | 29th June - 1st July 2011

An international panel of keynote speakers including:

Professor Andy Furlong
University of Glasgow

Professor Wendy Purcell
University of Plymouth



Themes will include:

- Community-based access to further and higher education
- Stakeholder contribution to lifelong learning within regions, cities and communities
- The relationship between lifelong learning, regeneration and new growth areas, partnership and the development of social capital

For advance information and notification of
future booking arrangements, contact: cradall@educ.gla.ac.uk

Established in 1451, the University of Glasgow is one of the
UK's oldest and most prestigious higher education institutions

FACE

 The Organisation for Lifelong Learning
Membership

Details of FACE membership can be obtained from:
Jackie Leach, Tel: 0208 223 4936 and the FACE website

www.f-a-c-e.org.uk