

JUC Public Administration Annual Conference 2019
Public Administration and Social Work at the Margins
Book of Abstracts



JUC Public Administration Annual Conference 2019

Northumbria University, 16-18 September 2019

Pre-Conference Monday 16 Sept	Day 1 Tuesday 17 Sept		Day 2 Wednesday 18 Sept		
09:00-17:00 7 th Annual Public Management and Administration Doctoral Workshop (Room 402 – Harvard Lecture Hall)	09:00-10:00	Registration and Refreshments (Ground Floor Foyer & Café Area)		09:30-10:00	Welcome Address Prof Andrew Wathey (Northumbria University) (Room 002)
	10:00-10:30	Conference Opening and Welcome Address Prof John Wilson (Northumbria University) Prof Sam Baron (JUC) (Room 002)		10:00-11:00	The Frank Stacey Memorial Lecture Rt Hon Baroness Grey-Thompson <i>Aim High</i> (Room 002)
	10:30-11:30	Keynote: Professor Barbara Crosby, University of Minnesota <i>Integrative Leadership in Tumultuous Times: Claiming the Center</i> (Room 002)		11:00-11:30	Refreshment Break (Ground Floor Café Area)
	11:30-13:00	Parallel Session 1		11:30-13:00	Parallel Session 4
	13:00-14:00	Lunch (Ground Floor Café Area)	TPA Editorial Meeting (Editorial Board Members Only) (Room 115)	13:00-14:00	Lunch (Ground Floor Café Area) Meet the Editors Lunch Time Discussion (Room 002)
	14:00-15:30	Parallel Session 2		14:00-15:30	Parallel Session 5
	15:30-16:00	Refreshment Break (Ground Floor Café Area)		15:30-16:00	Refreshment Break (4 th Floor Corporate Hub)
	16:00-17:30	Parallel Session 3		16:00-17:00	Reflections and Conference Close Dr Ian C Elliott (PAC) (Room 401)
18:00 Social Walking Tour of the Ouseburn	19:00-23:30	Drinks Reception at The Biscuit Factory (Sponsored by Frog Systems Ltd) Followed by the Conference Dinner		17:00-18:00	PAC Executive Meeting (PAC Institutional Representatives and Officers) (Room 115)

JUC Public Administration Annual Conference 2019 Drinks Reception kindly sponsored by Frog Systems Ltd.



About the JUC Public Administration Committee

The Joint University Council of Applied Social Sciences (JUC) is the UK Learned Society for public administration and social work. The object of the JUC is the promotion, development and coordination of the work of higher education institutions in the pursuit of education, training and research in public administration, social policy and social work. Today, the JUC represents the vast majority of higher education institutions in the UK in teaching and researching in these fields.

The JUC was launched at the London School of Economics in 1918 where esteemed scholars and influential policy activists such as Professors E.J. Urwick and Sidney Webb aimed to establish an institution for coordinating and developing social study. The goal was to create a broad intellectual and institutional base for the study of policy. The JUC over time played its role as an intellectual society for informing government and the broader public policy and academic community. The JUC still continues with these endeavours today.

The JUC consists of two committees – the Social Work Education Committee (SWEC) and the Public Administration Committee (PAC). The PAC is very active in the promotion of public administration, public policy and the study of governance, both through scholarly activities and as the representative organisation for those universities in which teaching and research in such subjects are undertaken. It does so through various activities, including an annual conference; research seminars; the publication of research work; and advising government, Parliament and other public bodies.

PAC Chair

Ian Elliott
Newcastle Business School
Northumbria University
NE2 1UY

PAC Vice-Chair Research

Pete Murphy
Nottingham Business School
Nottingham Trent University
NG1 4BU

PAC Vice-Chair Teaching & Learning

Karin Bottom
INLOGOV
University of Birmingham
B15 2TT

PAC Vice-Chair Membership

(position currently vacant)

Day One Plenary Sessions

Conference Opening and Welcome Address

Professor John Wilson

Professor Wilson has been researching British business history for almost forty years and has published fifteen books and over seventy journal articles and chapters, which offer a range of insights into the way British business has evolved over the last 250 years.

Professor Wilson has been Pro Vice-Chancellor in the Faculty of Business and Law since January 2017, he was previously the Director of Newcastle University Business School.

His previous roles have included Professor of Strategy and Director of Programmes at the University of Liverpool Management School and Director of Research and Professor of International Business, University of Central Lancashire.

Northumbria's Faculty of Business and Law is home to Newcastle Business School and Northumbria Law School. The Business School was the first higher education institution in Europe, and only one of 10 outside of the US to secure a double Association to Advance Collegiate Schools of Business (AACSB) international accreditation in business and accounting.

The vast majority of our academic staff are research active and across Newcastle Business School 40% of publication outputs are internationally excellent or world leading (3* or above). Our research is organised within a number of research interest groups including "Risk, Responsibility Ethics and Governance", "Global Entrepreneurial Talent Management" and "Public Policy and Public Management (3PM)"

Professor Sam Baron

Professor Samantha Baron is Professor of Social Work at Manchester Metropolitan University and Chair of the JUC. She has over 30 years' experience of working in social work both as a practitioner and for the last 17 years as an academic in social work. Prof Baron has experience of working in the Probation Service and for a Greater Manchester local authority as a Service Manager in mental health.

Prof Baron has extensive experience of working in partnership with employers regionally and nationally and undertakes consultancy to support organisational change within large public sector organisations. Her academic interest focuses upon inter-professional working and the integration of health and social care services. She has been involved in working with government and local employers to achieve strategic changes to improve access to services for individuals, families and communities.

Academic keynote

Professor Barbara Crosby

Professor Crosby is associate professor emerita at the Hubert H. Humphrey School of Public Affairs and former academic co-director of the Center for Integrative Leadership at the University of Minnesota. In 2017 she received the Leslie A. Whittington Excellence in Teaching Award from the Network of Schools of Public Policy, Affairs and Administration (NASPAA). She is a fellow of the Leadership Trust in the UK, and during 2002-03, she was a visiting fellow at the University of Strathclyde, Glasgow, Scotland. Dr. Crosby was coordinator of the Humphrey Fellowship Program at the University of Minnesota from 1990 to 1993 and director of the Humphrey School's Reflective Leadership Center from 1999 to 2002.

She has taught and written extensively about leadership and public policy, integrative leadership, cross-sector collaboration, women in leadership, media and public policy, and strategic planning. She is the author of *Teaching Leadership: An Integrative Approach* (2016), *Leadership for Global Citizenship* (1999), and co-author with John M. Bryson of *Leadership for the Common Good: Tackling Public Problems in a Shared-Power World* (2d. ed. 2005). The first edition of the latter book won the 1993 Terry McAdam Award from the Nonprofit Management Association and was named the Best Book of 1992–93 by the Public and Nonprofit Sector Division of the Academy of Management. She served many years on the editorial board of *Leadership Quarterly*. She and John M. Bryson were joint winners of the 2019 Keith G. Provan Award for Outstanding Contributions to Empirical Theory from the Public and Nonprofit Division of the Academy of Management.

Day One Parallel Sessions

John A Aliyu, Department of Public Administration, Kogi State Polytechnic, Lokoja
Assessment of the Impact of Strategic Leadership on Quality Public Service Delivery in Nigeria

Poor service delivery in the public sector as a result of leadership inefficiency and ineptitude is said to have contributed immensely to the slow pace of development in Nigeria. This account for the misappropriation and mismanagement of both human and financial resources as well as contributed significantly to the poor living standard of the citizens which is responsible for the recent rating of Nigeria as the world headquarter of poverty. This paper examines the role of strategic leadership in the administration of the public sector organizations in Nigeria as it is obvious that, leadership effectiveness is the key determinant of effective and quality service delivery. The objective of the paper is to identify how leadership ineffectiveness could be addressed in the public sector administration in Nigeria to boost the quality of public service delivery. The study was underpinned by a few leadership theories particularly strategic leadership. The study utilized a case study of National Inland Waterways Authority (NIWA) and collected data through face-to-face interviews of some selected staff members. Data was analyzed using content analysis and findings exposed the existence of poor and non-strategic leadership style which are detrimental to quality public service delivery and efficiency. Recommendations are that; strategic leadership, transparency, accountability and discipline be adopted to refine leadership attitude to work in NIWA and other public sector organizations in Nigeria. The recommendations, if properly implemented, will result in positive social change by providing adequate and quality service delivery for the Nigerian populace thus improving the living standard of the citizens in particular and national economic growth in general."

Sharon Zivkovic, University of South Australia

Addressing wicked problems by building the adaptive capacity of government

Governments need to be aware that when they are delivering a service to address a complex wicked problem, the service that they are delivering is actually only addressing a few of the underpinning causal factors of the wicked problem and not the problem in its entirety. Given the intertwined and non-linear nature of wicked problems (Rittel and Webber, 1973), traditional performance management that follows causal logic chains to demonstrate results (WK Kellogg Foundation, 2004, p. 1) is ineffective at determining the effectiveness of a service at addressing a part of a wicked problem. It has been argued that in such situations, instead of attempting to improve traditional performance results, governments should focus on increasing the capacity of the people who are working in these uncertain environments and the adaptive capacity of the complex system that their service is a part of (Lowe & Wilson, 2016, pp. 14-15). Taking this approach, building a complex system's adaptive capacity, enables all of the interventions that are addressing any of the intertwined and interdependent causal factors that underpin the wicked problem to take coherent action and together transition to a new way of working that has increased system functioning and system performance (Lichtenstein and Plowman, 2009). It is also argued that the adaptive capacity of governance systems can be built by balancing two activities: the unplanned exploration of solutions with communities and the exploitation of the knowledge, ideas and innovations that emerge from community-led activities (Duit and Galaz, 2008). Despite this recognition, governments are reluctant to address wicked problems using such complexity approaches (Mulgan, 2001, p. 1). This reluctance is due to governments having needs which are more easily achieved when there are clear relationships between cause and effect. These needs include time pressures for making government policy, and the requirement of governments for simplicity, repetition, clarity, and accountability, (Mulgan, 2001). This paper will provide insights into how to address government reluctance in using complexity approached to address wicked problems. By interviewing government workers, the paper will explore if measuring changes in the capacity of workers to take a complexity approach, and measuring changes in adaptive capacity characteristics contained within initiatives would satisfy the performance measurement needs of government. The government workers that will be interviewed for this inquiry have each undertaken a complex systems leadership program and are using an online tool to measure adaptive capacity characteristics that are contained within initiatives.

Andrew Judge, University of Glasgow

The Policy Brief: Integrating and Supporting Learning in Political and Policy Education

Policy briefs and positions papers are increasingly common modes of assessment within a range of Political Science, Public Administration and International Relations courses. The purported benefits of these assessments is that they allow students to develop transferable skills in alternative forms of writing that are more ‘policy relevant’ and with greater ‘real world’ applicability than the humble academic essay. In this paper I argue that this common way of marketing the benefits of a novel form of assessment is both misleading and unambitious. It is misleading because it draws a false distinction between academic and practitioner knowledge that is untenable, and unambitious because it doing so it ignores many of the wider pedagogical benefits of policy briefs beyond the acquisition of transferable skills. Drawing on the use of policy briefs in my own undergraduate course on Global Energy Politics and in a variety of other undergraduate and postgraduate courses at the University of Glasgow, I argue that policy briefs can be utilised in more creative ways to encourage active learning of key academic concepts. If well designed and properly supported, these assessments can help students to more fruitfully draw on academic work to inform their interpretations and interactions with the ‘real world’ of policymaking.

D Etherington

Welfare reform Universal Credit and local government: a case of the displacement of austerity?

Universal Credit (UC) is the Government's welfare reform programme and replaces the main means-tested benefits for those on low incomes in and out of work. It's the most controversial given that its design incorporates significant cuts to benefits as well as delays in payments to already vulnerable groups such as people with disabilities, young people, women, lone parents. The reform process is in crisis because of the critical response to these cuts. Less is known and discussed is the impact of UC on local authorities who 'are picking up the tab' in terms of the resources required in dealing with the fallout of increased poverty and social exclusion. This involves, for example, loss of rental income in terms of non-payment of rents and increased demand on social and advice services and the cuts in local welfare assistance schemes. The paper drawing on work in northern city regions examines how the roll out of UC is placing demands on local authorities, already coming to terms with the 'worst financial settlement in living memory' (Hastings et al 2018)

Chiara Fantauzzi, Nathalie Colasanti and Rocco Frondizi, University of Rome “Tor Vergata”

Strategic leadership in higher education institutions: what's new in academic research?

In a globalised society, knowledge, research, and innovation become key factors in the process of social and economic growth and higher education institutions, traditionally in charge with the capitalisation and dissemination of knowledge, are called to expand their role and their responsibilities, by enhancing their entrepreneurial mindset and developing interactions with external stakeholders (Gunasekara, 2006).

This is in line with New Public Management (NPM), seen as the application of private sector management tools in public institutions (public universities included), in order to improve their efficiency (Bleiklie and Michelson, 2008; Paradeise et al., 2009).

Universities are pressed to become more “business-like” and, in order to cope with all these new challenges, they have started to operate in a strategic manner (Pucciarelli and Kaplan, 2016), by adopting appropriate guidelines in order to identify their long term objectives, their values and features to be different from their competitors (Drucker, 1973). In this sense, strategic planning is strictly connected with the development of strategic leadership, that, for what concerns higher education institutions, represents the capacity of establishing direction, by engaging external, multiple and diversely positioned individuals in a common cause. Compared to management, strategic leadership appears as a dynamic process (Yip et al., 2008) and turns out to be more appropriate to be applied in education field.

So, strategy represents the means through which universities try to achieve competitiveness and international visibility, but, at the same time, it is a theme still not completely investigated in academic research.

Given the relevance of academic literature in any research project, a systematic literature review will be conducted on the topic, as the starting point of our final work. The aim will be, first of all, to evaluate the extent to which strategic planning in higher education is examined, with a specific focus on strategic leadership, by identifying potential connections between them.

The practical implications of this paper regard the provision of a new model for universities, more effective in terms of social and economic outcomes.

At the end, future directions for further researchers will be presented.

Toby Lowe, Max French and Melissa Hawkins

Navigating complexity – The Human, Learning, Systems future of public service

It is now widely accepted that the complex nature of public service has a number of profound consequences which public servants must address (Haynes 2003, Bovaird 2008, Rhodes 2008; Lowe and Wilson 2017). We explore what is required of public servants in order to achieve their task of creating opportunities for positive social outcomes to emerge (such as improved wellbeing, increased employment or reduced crime) in complex environments. We introduce a new conceptual framing for organisations which deal with complex problems - the Human Learning Systems approach - which explores the principles, cultures and processes required to create a complexity-engaged organisational design for public service organisations. We make the argument that outcomes are created by complex systems, not individual actors or organisations, and drawing on recent management scholarship, explore how this manifests in the work of public servants. Finally, we turn to practitioner-focussed literature to explore the ways in which public servants are being supported to navigate complexity more effectively. We use the example of the “Human, Learning, Systems” (Lowe and Plimmer 2019) approach to the funding, commissioning and management of public service to explore how the requirements of complexity may be operationalised, highlighting case study examples of this approach in action.

Vanesa Fuertes, University of the West of Scotland

Embedding 'ethics' and 'public value' in Public Administration programmes

After the 2008 financial crisis, some commentators questioned the role played by financial institutions and business schools in creating or sanctioning it. The financial, soon to become economic crisis, led also to questioning and revisiting the role of the state in the economy and society. Governments across Europe volunteered substantial rescue packages to banks at the beginning of the crisis, and programmes of savings and cuts to public expending started soon after. The latter, known as the 'age of austerity' (Diamond and Liddle 2012), has shaped for almost a decade now the provision of public services and goods, and the relation between the state and its citizens. Higher education institutions have not been alien to this new economic environment and public-expending reality. In this situation, it is important to revisit the teaching of Public Administration. It has become not only imperative to understand public policy making and management, but to also give prominence to the concepts of 'ethics' and 'public value' in public administration. Questions on how policy is made, implemented and managed should be accompanied by normative questions concerning the acceptability of actions and tools in the realm of public administration. This has become ever more important since alongside the challenging economic environment a 'political crisis' has emerged. Challenges to various political institutions and the rise of right-wing populist parties have been a common feature of the latter across Europe and beyond. Ethics have been said to be the thing that cannot be taught (Worthley and Grumet 1983), even though "ethics provides the preconditions for the making of good public policy" (Bowman and Knox 2008: 627). A discussion is needed on the concepts and operationalisation at a macro, meso, and micro levels of 'ethics' and 'public value', and on how to integrate or give more prominence to these in the curriculum. A starting point could be to embed Public Administration programmes in inter-disciplinary and cross-disciplinary teaching and research. Curriculum decisions should involve an awareness of the political, economic, and social environment where knowledge is being created and implemented. The economic and political crisis across Europe has not elicit the same responses in public administration, even if similar trends can be discerned. Therefore, programmes would benefit from a prominent comparative and global perspective. There have been debates with regards to ethics in Public Administration, especially in the USA, but the incorporation of these discussion into the curriculum is less clear. This paper presents some ideas to begin what could be a fruitful discussion on the merits of the proposed approach to the teaching of Public Administration.

Bowman, J.S. and Knox, C.C., 2008. Ethics in government: No matter how long and dark the night. *Public Administration Review*, 68(4), pp.627-639.

Diamond, J. and Liddle, J., 2012. Reflections and speculations on teaching and learning in public administration. *Public Policy and Administration*, 27(3), pp.265-277.

Worthley, J.A. and Grumet, B.R., 1983. Ethics and Public Administration: Teaching What" Can't be Taught". *The American Review of Public Administration*, 17(1), pp.54-67

Adina Dudau, University of Glasgow

Hybrid accountability: a theoretical model

The hybrid mode of organising in the public sector is ever growing in many OECD countries but the nature of accountability within hybrid organisations is insufficiently understood, despite it being of utmost importance to assessing the all-important public service quality. When public judgement of that quality matters, and when the interaction ultimately determining that judgement is with front-line professionals (e.g. doctors, nurses, social workers), the latter are exposed to multifaceted, accountability: managerial and bureaucratic accountability in relation to their managers, professional and legal accountability in relation to their clients (i.e. service users). This complicated accountability regime is arguably of a hybrid nature: embedding conflicting and irreconcilable institutional logics leading to goal incongruence. This is shaped by professional-consumer interactions (Dudau et al. 2018) and is different for different services (Laing 2003). Time has now come to conceptually define, operationalise, measure and test the concept of 'hybrid accountability'. This paper attempts to report on the first half of this research endeavour, by crystallising and operationalising the concept of 'hybrid accountability'. It does so through a qualitative methodology with respondents who are front-line of public service professionals (the crystallisation) and through a survey of professionals testing a theoretical model of hybrid accountability. Hybrid accountability is a threshold concept without which knowledge of public accountability cannot advance and without which implementation of hybrid governance would be markedly difficult. Indeed, as public services are designed and provided through increasingly complex organisational configurations which stretch beyond the realm of the public sector, the traditional notion on public accountability, resting primarily on political accountability, no longer applies to them. But it is, however, important to establish which accountability framework applies to public sector professionals implicated in contemporary public service provision. Public service logic (Osborne 2018) is a new paradigm in public management research which should assist this investigation of front line professionals' exposure to organisational (managerial) pressures which came in addition to, but did not replace, more traditional public accountability regimes. For a broad definition of accountability which enables subsequent discussion, we draw on Roberts and Scapens's (1985, p. 445) conceptualisation of it as 'the giving and demanding of reasons for conduct'. There are three conceptual elements in this definition: the accountee who gives reasons for their conduct (e.g., public service professionals), the accountant who receives it (e.g., management, the government, service users and citizens) and the conduct which needs justified (e.g., decision-making, organisational and / or professional goals, impact on society, communities, individual lives). A close examination of accountability types (e.g. Day & Klein 1987, Law 1999, Bovens 2009, Tummers 2012, Kallio et al. 2016) in the public sector reveals two 'meta' categories: professional (incorporating professional and legal accountability) and managerial (entailing managerial and process / bureaucratic accountability). The two are understood to be intertwined in hybrid organisations, and the effect of that is felt by public sector professionals who often inhabit the frontline of service delivery in these organisations. The public service logic approach (Osborne 2018) allows for the investigation of the effect of hybrid accountability on public sector professionals working in hybrid organisational settings.

Hans Schlappa, University of Hertfordshire and Tatusya Nishino

Leading cities through long term decline: Emerging findings from ongoing research in Japan and Europe

"Urban shrinkage is growing among small and medium sized cities around the world. While there is a wide ranging debate about what constitutes shrinkage and how the dynamics of shrinkage can be understood, many scholars argue that cities facing long term decline would benefit from enhancing their capacity to develop collaborations with local stakeholders. These would ideally draw on local people, resources and assets, be innovative and sustainable. In practice we find that those leading public agencies, civil society and business struggle to create shared initiatives locally that would fight against the causes and consequences of decline. This paper brings together contrasting insights from research on urban shrinkage to illuminate the leadership challenges encountered when attempting to respond to shrinkage.

This paper presents research on the dynamics of urban shrinkage in Japan which focuses on how urban planning and public service management tools are used to generate responses to problems to long term decline. These 'top down' approaches are then contrasted with collaborative approaches where municipal actors engage with civil society to develop sustainable response to decline.

First we draw on the work by Tatusya Nishino who focuses on public service planning in Japan. In addition to dramatic demographic changes most of the public facilities require renewal, a double challenge considered particular to Japan (Tsuji, 2014). Central government has tasked local government to create integrated management plans for public facilities to respond to this challenge (Ministry of Internal Affairs and Communications, 2014). Elaborating the challenges associated with the establishment of such plans the paper contrasts this with research from European shrinking cities which shows that the lack of government led strategies to tackle decline makes local government seek a close engagement with citizens. This opens up opportunities for service innovation and embraces initiatives ranging from service re-structuring to the re-purposing of physical resources (Neill and Schlappa, 2016). Taking a critical perspective on the challenges associated with collaborative approaches towards strategy development and implementation with local citizens (Schlappa, 2017) the paper then argues that leadership in such contexts requires is primarily relational and negotiated rather than heroic and hierarchical as mainstream schools of thought and practice suggest (Schlappa and Imani, 2018). This paper speaks to the conference themes of 'strategic leadership' and 'new approaches to service delivery'.

References

Ministry of Internal affairs and Communications HP (2014) <http://www.soumu.go.jp/english/index.html>

Neill, W.J.V. and Schlappa, H. (eds), (2016) Future Directions for the European Shrinking City, RTPI Library Series, Routledge

- Nishino T. (2015) Discussion of structure and content of early adopting municipalities' public facility reorganization plans, *Journal of Architecture and Planning (Transaction of AIJ)*, Vol. 80, No.714, pp.1775-1785, 2015
- Nishino T. (2015) Ten Domains of Issues on Restructuring of Public Facilities, AIJ Symposium 'Planning and Practice on Public Facilities Reorganization', pp.5-8, 2015
- Schlappa, H. (2017) Co-producing the Cities of Tomorrow: Fostering collaborative action to tackle decline in Europe's shrinking cities, *European Urban and Regional Studies*, Vol. 24, Issue, 2
- Schlappa, H. and Imani, Y. (2018) Who is in the lead? New perspectives on service co-production, in: Brandsen et al (eds), *Co-production and co-creation: Engaging citizens in public services*, Routledge
- Tsuji T. (2014) To prevent urban decline in the hyper aged society, 21PPI NEWS LETTER, (in Japanese)"

Hiroko Kudo, Chuo University, Faculty of Law

Geographical Marginalisation and Digital Governance as Alternative Public Service Delivery: A Case Study of Remote Islands

Modern nation States have promoted integration among populations and territories, while conserving and guaranteeing various diversities. European Union, for example, has been promoting integration of the member states, while guaranteeing their diversities. However, the recent financial difficulties have been forcing many member states to cut their budget on these issues. In order to examine the issue of diversity, the concept of insularity (Ottaviano, 2007) would provide an interesting view as explored in this paper. Inside a country, remote territories provide various diversities; however, guaranteeing equal public services to these areas could be a big burden to the government. In case of islands territories, the benefit includes richness in climate, vegetation, and resources, as well as guaranteeing Exclusive Economic Zone (EEZ). Thus, the cost for service delivery could be compensated with the possible economic activities and the resources, produced by and in the EEZ. Even though, the austerity tendency has made the governments' investment to these areas difficult to justify and some have brought the privileges of these areas into discussion. Some of these regions have developed excellences in alternative public service delivery worth investigating. There are various cases which are considered to be innovative, not only because of its use of digital technology, but also for its ideas and challenges. Insularity seems to strengthen the local identity and favours its promotion. Previous studies show that the limited partners due to their geographical positions create positive synergies between actors and thus innovation in public service delivery; in some other cases, various founding for insularity plays an important role to create opportunities. The paper analyses case of remote, yet still under Tokyo's jurisdiction Bonin Islands, in order to examine and explore the potential of digital technology, which has enabled various services and has created new opportunities. The Islands have positive impact on guaranteeing diversity to the country through their unique ecosystem, recognized as UNESCO World Natural Heritage, and wide EEZ, which produces and would produce rich aquatic and mineral resources. The territory also has significant impact on the national security. Thus, despite the high cost, it is essential to maintain the services to the inhabitants. And digital technology, indeed, has proved to be an important element for the service provision.

Paul Blakeman, Nottingham Trent University

(Interactive Seminar)

Low cost Virtual Reality and Social Work Education- it can be done!

Google Cardboard is a software project run by Google to provide inexpensive and easy access virtual reality (VR) experiences via a smart phone. Social work education does not appear to have made use of such technologies yet, and this workshop will demonstrate how VR can be used to enhance social work risk assessment training with little technical difficulty or expense.

Participants will be able to use the technologies in session to get a hands on feel for the technology and how it may be utilised in their own fields of practice. The example given will focus upon risk assessments relating to the adult mental health field of social work, but clearly will be applicable to a range of practice areas including Children & Families social care, community nursing services and forensic agencies, to name but a few.

Using a relatively modern smart phone (Android-based or iPhone), Google Cardboard can be used to view stereoscopic images via an inexpensive (~£5) headset. The technology allows the user to view scenes from the perspective of the photographer, and offers 360 degrees of rotational freedom. This means that by turning your head, the image correspondingly rotates. This allows participants to explore locations covered by the free Google mapping service Street View (e.g. city or rural streets), and in the context of risk assessment, make an appraisal of likely hazards and how they then may be mitigated.

Google also offer a further free app called Cardboard Camera, which allows users to make their own images of areas such as simulations of private homes or health settings (such as assessment spaces etc.) where a similar analysis can occur. This uniquely takes the participants into a more immersive learning experience where a truer synthesis of theory and practice can occur.

Participants will gain familiarity with the differing technologies and be exposed to a pedagogical exercise using such devices. The strengths and limitations will be explored, and it is hoped that this workshop will stimulate ideas for innovative educational and field practice.

Participants will be able to use the technology in a way that may stimulate innovation. It will also demonstrate how such technologies may be placed in routine pedagogical practice, and how the cost need not be prohibitive.

Rob Wilson and Katie Brittain, Northumbria University

The Domestic Labour of Telecare. The 'Hidden' work of Planning for (Tele)Care entering the home.

Telecare refers to the use of digital or information and communication technologies (ICTs) to facilitate health and social care delivery to individuals in their homes. This paper explores the concept of telecare examining its interconnections with existing care and caring activities, paid and unpaid. It draws on research as a part of a wider study of business models of assistive living technologies from of a set of interviews about telecare with older people and their carers in the North of England, UK. Previous empirical work on telecare conceives it as a function and components of technical systems with the focus being the effects such systems have on the user. This has led to observations from social science research that such tools and technologies create work for the user in their domestic environment. The question this paper asks is what is the form of this work, who is involved and how does the work get done? In order to address these questions we adopt a conceptual positioning of telecare as part of a wider carer network using Glucksmann's framework of the 'total social organisation of labour' (TSOL), we provide an analysis that contributes to understanding how a socio-technical approach to telecare reveals ways to improve our understanding of how formal and informal care interact. This has implications both for the design and deployment of the technologies but also the ways in which the scaffolding around the implementation of the systems ought to adapt to the challenges of the current environments in which care and caring takes place.

Russ Glennon, Nottingham Trent University

Charting the landscape of English public sector reform: when is a paradigm not a paradigm?

The nature, dominance and characteristics of (new) public management, administration, value, and governance have been perhaps the fundamental concern within public sector scholarship. Since its inception (Hood, 1991) New Public Management has replaced Public Administration (Dunleavy and Hood, 1994), stimulated convergence (McLaughlin et al., 2002), or perhaps not (Goldfinch and Wallis, 2010). It has 'gone mad' (Walker et al., 2011), 'reinvented government' (Osborne and Gaebler, 1992) and even died (Dunleavy et al., 2006), although, for anyone working currently in public services, rumours of its death may have been greatly exaggerated.

These overarching movements are often attributed as a series of paradigms in the scientific sense (Kuhn, 1970) where one paradigm replaces another; we argue against this interpretation. Although amongst others Osborne states that New Public Governance does not replace New Public Management (Osborne, 2010), and most agree that NPM is not a normative model, somehow we are still arguing for the dominance of one form or another. Saussure, considered the father of modern linguistics and semiology, proposed two forms of understanding meaning: paradigmatic and syntagmatic (De Saussure, 2011). Whilst paradigms can be conceived as wholly integral units of meaning, syntagma instead constitute parts of a whole that need to be considered together to be fully understood – they are synchronous rather than diachronous. We argue that we need to view these concepts as syntagmatic components forming part of a dialectal whole – a series of overlapping hegemonies that coexist within and between public services. To do this, we borrow from the language of visual studies and cast the syntagma of public services as part of a background, middle ground, and foreground model to highlight the challenges in applying syntagma of public service scholarship to policy development and implementation.

Chris Hanvey, Formerly CEO of the Royal College of Paediatrics and Child Health
Shaping Children's Services

Based on "Shaping Children's Services" (Routledge 2019) the presentation explores the fractured nature of social care, health, education and voluntary sector services for children. It provides a critique of "hokey-cokey" - largely short term- post 1948 initiatives from Sure Start, Extended Schools, Total Place and the Kennedy review of children's health and the way they have shaped current policies. It explores the economics of caring for children, arguing that there is little hard data on what is globally spent.

Comparisons are made with other European child care, both in terms of how the UK compares on a number of health and social care indicators and in relation to other patterns of more integrated, joined up provision.

It argues for a radical new model which does not involve a widespread reorganisation of health, education or social care, but requires the co-location of services on a scale never previously tried. An examination of multi agency safeguarding hubs is outlined, as one indicator of how the integrated delivery of children's care is achievable.

Kiri Smith and Marelize Joubert, Sheffield Hallam University

Perceptions of Poverty: Exploring the attitudes of Social Work students to service-user poverty

An understanding of poverty and its impact on service-users is essential for social workers to be able to act in an empowering, anti-oppressive way. Our actions are often influenced by our attitudes. This qualitative study aims to identify the attitudes and causal attributions of poverty amongst social work students to provide a baseline indicator that might inform poverty education within SHU's social work courses. To date, no UK investigations of this nature have been undertaken recently, leaving us with a profound lack of understanding of the knowledge and attitudes of student social workers toward poverty and its impact on people in the UK. The study design is multi-method, incorporating two data sources: an on-line questionnaire (43 responses) and individual telephone interviews (6). Findings revealed that students enrolled on a BA Social Work degree were generally compassionate towards those experiencing poverty. They preferred structural causal explanations rather than individual; students also strongly held the government responsible and saw poverty as something impacted by political choices. However, poverty was understood to be absolute rather than relatively defined and a trend towards dissociating from and 'othering' those in poverty was discerned. The study recommends the inclusion of poverty-awareness in the values and ethics element of social work courses, to enable it to be incorporated into students' anti-oppressive practice.

Alyson Nicholds, Staffordshire University

Urban Policy at the Margins of Business?: Using discourse to understand what place leaders need to do to make things happen

Changes to the funding landscape linked to the marketization of HE and broader moves by government towards New Public Management (Olssen & Peters 2005) has, for some created a perfect storm (as with Economic Geography in the move to Business Schools), whilst opening up new interdisciplinary opportunities for others (Shephard 2009, James et al 2018; Cockayne et al 2018). In Place Leadership studies, concern about 'what place leadership is and in whose interests' (Sotarauta & Beer 2017) has reignited debate about longstanding symbolism in urban policy (Atkinson 2000), prompting a return to classical debates in organisation and policy studies to conceptualise 'who place leaders are' and 'what they do' (in terms of traits, behaviours and processes involved) (Zacarro 2007, Huggins et al 2018). But this says little of the types of conditions that different actors require to make things happen. Given the capacity of discourse to explain 'how and why actors act' (Howarth 2000, Howarth & Torfing 2005, Van dem brink & Metze 2006) I suggest that there is much scope in exploring the agentic role that language plays in tailoring strategies to serve the specificities of place (Beer 2014) by making explicit how place leaders use framing, identity-work and power-brokering (Nicholds et al 2017).

Adina Dudau, University of Glasgow, and Diana Stirbu, London Metropolitan University.

Value co-creation eco-systems in housing

The housing sector has seen the effects of the reforms of the past three decades which affected all public services in Britain (e.g. Massey 2019), both at the level of strategic design and at the level of delivery. The sector has come to find itself in a hybrid space (Denis et al. 2015, Mullins et al. 2012) operating on the basis on business and nonprofit principles but at the same time subject to public accountability. Housing associations inevitably find it difficult to navigate this complex environment while developing a meaningful culture of transparency and openness, particularly towards their tenants. Additionally, or perhaps consequently, recent failures in the sector (such as the infamous Grenfell fire) lead to erosion of public and stakeholder trust, which now provides a significant push for strengthening the relationship between tenants/residents and housing associations. This relationship is the focus of an ever widening body of research in public sector management, on co-production, co-design and value co-creation in public services –see Glennon et al. forthcoming for a comprehensive overview. Taking stock of the field’s development to present, Glennon and colleagues identified a number of gaps and research directions, including (a) more empirical examination of normative assumptions entailed in these concepts (such as that according to which they necessarily lead to positive outcomes for clients), (b) contingent application of the ‘co’ paradigm, for example on service type, and (c) investigations of the applicability of value-creation theories to public service eco-systems contributing to further development of the incipient value creation eco-system theory. This paper uses the case study of a recent sector-level housing initiative to integrate tenants’ and residents’ voice in the design of sustainable tenants’ scrutiny and engagement channels, to further all these three research avenues. In particular, we aim to contribute to the emergent theory, post –public service logic (Osborne 2018), of value creation eco-system (Petrescu forthcoming). We shall do so by investigating the short term impact of developing and implementing the ‘Together with tenants’ charter on key stakeholders, such as: tenants/residents, staff, executives, board members, MPs, Councillors. We shall examine enablers and barriers in the development and implementation of the charter, good practices and models emerging, and key lessons for theory and practice.

References

- Denis, J.L., Ferlie, E. and Van Gestel, N., 2015. Understanding hybridity in public organizations. *Public Administration*, 93(2), pp.273-289.
- Glennon, R., Dudau, A., Vereschuere, B. (forthcoming). ‘Following the yellow brick road? (Dis)enchantment with the ‘co-’ paradigm of co-design, co-production and value co-creation’, *Public Management Review*. Special issue editorial.
- Massey, A., 2019. Persistent public management reform: an egreore of liberal authoritarianism?. *Public Money & Management*, 39(1), pp.9-17.
- Mullins, D., Czischke, D. and van Bortel, G., 2012. ‘Exploring the meaning of hybridity and social enterprise in housing organisations’. *Housing Studies*, 27(4): 405-417.

Osborne, S.P., 2018. From public service-dominant logic to public service logic: are public service organizations capable of co-production and value co-creation? *Public Management Review*, 20(2): 225-231. Petrescu, M. (forthcoming). 'Where next for value co-creation in public services: Ideas from marketing'. *Public Management Review*.

Joanne Harris, County Durham and Darlington NHS Foundation Trust and Ian Elliott, Northumbria University

Process mapping - the affect on staff in a healthcare team

Process mapping - the affect on staff in a healthcare team Joanne Harris, Registered Dietitian Abstract Aim: To establish in which ways process mapping affect staff who participate. Background: Following process mapping being implemented in a UK healthcare organisation, staff appeared to be more engaged in their work and there was a closer relationship between teams and management. As this was an unexpected but beneficial outcome it was decided that research focusing on how staff report being affected by participation in process mapping would be of interest. Methodology: A qualitative study was undertaken using semi-structured interviews with 9 participants. A thematic analysis was carried out and results presented. Results: Factors found to affect participation were: if participation was mandatory, history of the team, team dynamics, inter-personal concerns. Participating in process mapping was found to: increase staff engagement, facilitate team working and distributed leadership, increase job satisfaction and reduce stress levels. Participation broke down barriers with management, helped participants to feel listened to and increased staff confidence in their role. Conclusion: The research showed a positive effect of participating in process mapping. The research findings propose that new evidence has been found showing that process mapping can affect staff by making them feel listened to, giving them more confidence in their role and reducing stress levels

Ukertor Gabriel, University of Abuja-Nigeria

Teaching and Learning Public Administration: A perspective from Nigeria and a thought on globalisation of the discipline.

Teaching and Learning Public Administration: A perspective from Nigeria and a thought on globalisation of the discipline. By Professor Ukertor Gabriel Moti (Professor of Public Sector Management and Governance) Department of Public Administration, University of Abuja-Nigeria +2348033114425; +23490954318577 ukertor@yahoo.com; gabriel.ukertor@uniabuja.edu.ng and Dr. Jacob Alada Director, Public Affairs Tertiary Education Trust Fund (TETFund), Abuja-Nigeria +2349092927495 aladajack@yahoo.com The debate for a global public administration has been ongoing. It is argued that as in the case of the legal profession where specifics are interpreted through larger principles and frameworks so, too can the administrative sciences only become a universal science by going global. A global public administration offers opportunities for clearer understanding of the strengths and weaknesses of administrative systems, and challenges of wicked problems that hinder prosperity, poverty reduction, and service delivery in any country. This article describes the evolution of teaching and learning of public administration education in Nigeria through an exploratory method of inquiry. It examines the public administration curriculum of tertiary institutions in Nigeria exploring the interconnections between the local and the global and argues that although the curriculum is gradually becoming globalised it needs to deliberately incorporate the key concepts in the global dimension in the school curriculum such as global citizenship, diversity, human rights, interdependence, and sustainable development. It concludes by recommending strategies such as linkages by institutions offering public administration discipline to build knowledge, global learning partnerships and professional development as means of enhancing the globalisation of the discipline and understanding, as well as, developing skills and attitudes for growth and academic excellence and global competitiveness. Key words: Curriculum; diversity; global competitiveness; interdependence; linkages; public administration.

Alex Murdock, Northumbria University and Stephen Barber
Beyond Public services: exploring themes and possible directions'

The history of public service delivery in the UK (and in other countries) has been one of constant change. Services often had their origins in charitable response often with a faith basis (such as the 'police court missionaries which presaged the probation service). Then especially with the post 1945 welfare state these services became 'public' in all respects (financing, legality and delivery). Post New Public Management there was a move towards outsourcing and indeed 'privatisation' of many of these services. In the focus of 'steering not rowing' could be seen a foretaste of the academic theories of 'new public governance' and 'new public leadership' which later emerged.

The financial crisis and austerity brought with it a new imperative especially in the UK which challenged not only the ability of the public sector to deliver but also to resource a range of services. Funding cuts of the magnitude of 30% or more required a radical review of both which services were prioritised and also of which services could be restructured in the absence of traditional sources of resource yet often with increased demand.

This paper will explore the diversity of themes and directions which have emerged and are emerging. We group these as follows (with the specific example which illustrate)

1. Privatisation ' a bridge too far': In the wake of both scandals and failures from privatisation we identify (in military terms) in which there is a recognition that privatisation in terms of 'bold leaps' has encountered its; own Arnhem. Whilst some privatisation has had a measure of success the particular example of the National Probation Service is arguably a defeat and a retreat.
2. The implicit reliance of 'civil society' to respond when the public resource is inadequate and privatisation is inappropriate . Here the example of food and in particular food banks and similar food provision is examined
3. Individual life style choices which avert the need for public intervention. Here we explore the particular aspects of ageing and challenge perceived implications of the pressures of a growth in this demographic. In effect it is reversing the perception of a liability to construct this demographic as an 'asset'. Here we will use the concept of 'positive ageing' as a vehicle.
4. A move away from entitlement (in the traditional Welfare state construct) to a social investment state approach in which there is an expectation that citizens will acknowledge an obligation to avert dependency and recognise in the ending to 'entitlement' a positive opportunity to engage in and contribute to society. Perhaps 'boldly' we will evaluate aspects of Universal Credit in this light."

Aissa Mosbah, Management and Science University, Malaysia

Supporting refugee entrepreneurship in Malaysia: the case of PichaEats project

Refugee entrepreneurship is one of business disciplines that have captured little scholarly attention and remain poorly understood. Refugees often face acute socio-economic obstacles that do not only effect their residential status but also hinder their social mobility. This situation aggravates in countries like Malaysia where there is no formal legal and policy framework for refugees. Malaysia is not a party to the 1951 Refugee Convention. Such environment makes survival of refugees difficult as they lack access to legal employment. Thus, to gain their sustenance, refugees either work illegally or conduct small scale business illegally. A few NGOs have been established in Malaysia to support this segment of people and their families through sustainable business engagement. This paper adopts a case study approach to report the functioning of the PichaEats project, the obstacles facing it as well as its impact. Key words: PichEats, refugees, families, income, business

Chukuka Ojeme, De Montfort University

Integrative Model for Performance Measurement in the Public Sector

This study is a follow up of my thesis which focused on measuring performance in local government through the integration of service users, in order to improve service delivery performance. Through the engagement of evidence-based literature, theory and data, a new model was developed which critiques previous models such as Balance Score card and Business Excellence Model. Amongst other findings are that an integrative system for performance measurement in the public sector is not a spontaneous activity but that it consists of several incremental stages which include; a diagnostic stage, prescriptive, implementation and assessment stage. For each stage an action is required but the completion of each stage leads to the climax of performance measurement which is the assessment stage. The problem however, is that this model was created within a local government setting and for the diagnostic stage which is a collaborative stage between the community and the leaders, it is vital to reassess how a collaborative effort can be organized within a certain which comprises of users of a service arriving at what the problem of performance is. Thus, the goal of this study is to explore the workability of this model in a different public sector, to explore how a network can be created amongst service users for the purpose of determining what the problem of performance is, that is, the diagnostic stage and to explore the extent to which this integrative model can enhance performance in a post new public management era

Catherine Farrell, University of Cardiff and Jo Hicks, Academi Wales

Developing Public Servants for the Future – the All Wales Public Service Graduate programme

The vast majority of UK civil and public servants have been developed within their service and professional sectors and there is frequently very little movement in terms of their employment in other areas. This means that many of our leaders have limited experiences in services and organisations other than their 'own'. This paper focuses on a new graduate programme for the training and development of public leaders of the future in Wales. In keeping with the spirit of the Well Being of Future Generations Act 2015 and the 'One Welsh Public Service' values and behaviours, this programme has been set up as a leadership and development programme for civil and public servants of the future exposing them to a range of sectors and services. The intention is that through these experiences, future leaders will approach problems from a multi service perspective, be well networked and ready to deal with complexity. Some areas of good practice will be highlighted together with some of the challenges of developing leaders in this way.

Mansur Muhammad Bello, Bashir Lawal and Mai Shinkafa, Department of Liberal Studies, Abdu Gusau Polytechnic, Talata Mafara, Nigeria

Responding to Challenges of 21st Century Public Sector Management: What Policy Makers and Public Managers in Nigeria Should Know?

Policy making and public service delivery in the 21st century is arguably associated with volatility, complexity, uncertainty and complexity. These have been characterised with events of unexpected occurrence, events with unclear short term and medium term consequences, issues that are very difficult to understand and issues with hidden and inconsistent information constraining public sector management across the globe. This has led to the remodelling of the modus operandi of public sector organizations in many part of the Western World. For example, it is now trending in most part of the Europe that public sector cannot operate optimally in isolation, there is substantially application of various innovative approaches geared towards responding to complex operating environment in the 21st century. Complex public problems in Nigeria such as high rate of crimes, increased rate of children out of schools, lack of access to health care services, lack of trust in public institutions among others have transcend government boundaries. It is in this vein, this paper explores co-production, collaborative and network governance and public value creation as some of the approaches for responding to these aforementioned public problems in Nigeria. These approaches have been applied, continue to be in application and studied in most part of the Europe, but however, there is shortage of literature on how policy makers and public managers should respond to volatility, uncertainty, complexity and ambiguity constraining policy making and public service delivery in other part of the world, especially from Nigeria. This paper reviews some case studies from other part of the World and extracts some key lessons for policy makers and public managers in Nigeria. The paper reveals that the decaying nature of policy making in Nigeria may be connected to the inability of politicians and administrators to look beyond their organizational horizon. Thus, the paper recommends the adoption of coproduction, network governance and public value creation as some of the approaches for mitigating complex public problems in Nigeria.

Peter Eckersley, Nottingham Trent University

Supplier selection and the politics of procurement in British local government

Traditionally, public bodies have viewed procurement primarily as a technical function rather than a political tool – despite politicians, academics and government reports arguing that contracting should be more strategic and take greater account of political objectives (Byatt 2001; Bolton 2006; Murray 2007; Gelderman et al 2015). However, EU regulations that allow public bodies to consider social and environmental factors in procurement decisions, together with legislation such as the Public Services (Social Value) Act 2012, mean that it is now easier for contracting authorities to consider non-financial issues when selecting suppliers. More recently, the Scottish and Welsh governments have emphasised their desire to increase the social impact of procurement, and a growing interest in the ‘Preston Model’ (whereby the council in this city has an explicit policy to buy from local suppliers) has added to the political momentum to bring public contracting in from the margins and use it as a political tool. Studies into public procurement have focused largely on the barriers that SMEs and third sector organisations face in winning public contracts (Loader 2007; Peck and Cabras 2010; Ancarani 2019), risks associated with rent-seeking or corruption (Neu et al 2015; Auriol et al 2016), or how organisations have sought to resolve potential conflicts between regulatory compliance, price and public value (Erridge and McIlroy 2002; Preuss, 2009). We know less about what factors might be influencing supplier choice, particularly in local government. This is despite the fact that we might expect procurement to be more political at the local level, because there could be a clearer link between the contracting authority and local supply chains and the smaller nature of the organisational bureaucracy could give politicians more influence over decision-making. This paper draws on an extensive database of local government contracts to examine whether political control of the council or devolved government strategies to favour certain types of supplier may be correlated with particular procurement choices. In particular, it looks at whether Scottish and Welsh authorities are more likely to buy from local and regional contractors than their English counterparts, and investigates potential links between political party control and preferences for public, private or third sector suppliers. These findings will provide useful insights into how politicians at local and national levels might be influencing council procurement practices and thereby contribute towards discussions on the ‘new municipalism’, central-local government relations and public administration and policy more broadly.

Rob Wilson, Northumbria University, Ewan Mackenzie, Newcastle University, Josephine Go-Jefferies, Newcastle University, Rebecca Casey, Newcastle University and Mike Martin, Northumbria University

Shared and Spread or Spilt on Dusty Ground? Exploring the experiences of 'middle managers' in the diffusion of new care model innovations in healthcare

The language of 'share and spread' has become a shorthand in the NHS in England to drive service improvement through innovation in the guise of the latest modernisation funding initiative (the 'Vanguard' programme). Those receiving funding from the national pot have been required to conduct evaluations and dissemination of the services innovation they have developed in their local context to peers within the healthcare system. The language of share and spread derives partially from the work of Greenhalgh et al (2004) which set out the territory in the review of the conceptual and theoretical basis of innovation in service organisations. The intent of the 'share and spread' message is an optimistic and empowering message of the potential advantages of adopting new care models in the NHS with advice from the programme including: 'Don't be afraid to share your failures'; 'Share early, and share often'. Our study was commissioned to explore the drivers and barriers for 'middle managers' working in and around the Vanguard programme in the adoption of innovations. Using the Greenhalgh et al. (2004) model as an initial guide we explored through interviews with over 30 'middle managers' the characteristics the diffusion and adoption of new care models for middle managers working in the NHS and stakeholders in partner organisations, how they found out about new care models and other innovations including the local mechanisms for the sharing of innovation and associated processes for including the roles, responsibilities of the stakeholders involved.

Alice Moseley, University of Exeter and John Connolly, University of the West of Scotland

The Use of Inquiry-Based Learning in Public Administration Education: Challenges and Opportunities in the Context of Internationalisation

This paper discusses challenges of, and potential for, using Inquiry-Based Learning (IBL) within the teaching of Public Administration at postgraduate level in the context of increasing internationalisation. In particular, we discuss the appropriateness of IBL for teaching diverse groups of students from varied international backgrounds. IBL has been widely promoted in UK Higher Education sector, and intuitively seems an appropriate pedagogical approach for an applied subject such as public administration. However there are challenges associated with using IBL with international students who have a short time to assimilate complex theories and concepts in a non-native language, and have often been educated previously in contexts with a more didactic tradition of education. With the increasing internationalisation of the UK Higher Education sector, we suggest there is a tension between some of the teaching and learning methods that are being promoted nationally, and the needs of an increasingly diverse international student body. Reflecting on our own experiences as teachers of international students on public administration programmes we outline both the benefits and limitations of teaching with IBL but also suggest ways in which this type of approach could be assimilated within the broader set of pedagogical practices used with international postgraduate students.

Acharu Faith Tony-Okeme, Kogi State Polytechnic, Lokoja, Kogi State, Nigeria

Diversity in Practice and Training of Office Technology and Management (OTM) Students in Polytechnics in Kogi State

The high level of graduate unemployment has been a source of major concern all over the world and as such, there seem to be doubts as to whether educational institutions are effectively meeting the needs of the society. The purpose of the study was to find out the views of students, lecturers and employers on the adequacy of Office Technology and Management curriculum (content, methodology and instructional materials) in the preparation of students for the world of work. One research question guided the study. A thirty-item questionnaire and focus group discussions were used in collecting data for the study. Twenty managers of private business organizations and twenty supervisors in government parastatals in Kogi State were randomly selected for the study. On the other hand, the entire twenty-two lecturers and One hundred and seven final year students of the Department of Office Technology and Management in the two Polytechnics in Kogi state were used for the study. Findings showed that respondents believed that there was a gap between training acquired in school and the actual practice of the profession in the world of works. They equally believe that a close relationship between curriculum developers and the industry is necessary to produce graduates whose skills and competencies are congruent with the expectations of the world of works. More so, all the respondents were of the opinion that constant review of the curriculum, adequate funding and availability of competent educators were key elements in the attainment of the aforementioned. Finally, it was recommended among others things that for OTM graduates to fit effectively and perform efficiently in the world of works, a synergy between all stakeholders in education; students, lecturers, employers, parents and government etc. was crucial, as they all should be involved in the process of curriculum development and review.

(Keywords: Diversity, Practice, Polytechnic and OTM)"

Onamah Godwin Ojodoma, Department of Public Administration, Kogi State Polytechnic, Lokoja
Critical Roles of Local Government in Democratic Governance In Nigeria

This paper examines the Critical role of Local Government in Democratic governance in Nigeria bearing in mind that Nigeria operates a federal system of government where the Local Councils are constitutionally recognized as a third tier of government and the closest level of government to the people. The objective of the paper is to understudy the role of the Local Government in facilitating democratic process of governance in Nigeria. The study is significant because available data show that, a large number of Nigerian citizens live in the rural areas which are administered by this third tier of government and therefore, political participation and delivery of the dividends of democratic governance is largely determined by the activities of the government at the grassroots level. The study is descriptive in nature and the survey method is applied in collecting primary information about the role of the Local Councils in facilitating democratic governance in Nigeria. The research population is the seven hundred and seventy four (774) Local Government Councils in Nigeria. A sample of eighteen (18) Local Councils was adopted through a random sampling technique. The Local Government performance Assessment Questionnaire (LGPAQ) as an instrument for collection of data. The frequency distribution table was applied in the presentation of data collected. The findings of the study revealed that Local Government Councils in Nigeria were not properly and adequately funded and managed towards mobilizing the citizens for all inclusive political participation and this is accountable for failure of the democratic governance in Nigeria. For sustainable democratic governance, the paper recommends that, quality leadership, improved political awareness, adequate funding and accountability will facilitate sustainable democratic governance in Nigeria.

Ian Elliott and Ian Robson, Northumbria University

Why can't we all just get along? The role of coproduction in the classroom.

"The concept of coproduction began to make significant inroads into public administration literature in the 1980's and 1990's. In particular the work of Ostrom (1996) and Whitaker (1980) highlights how citizens can be directly involved in policy design and service delivery. In other words, "the coproduction approach assumes that service users and their communities can—and often should—be part of service planning and delivery" (Bovaird 2007:846). It therefore marks a significant shift from traditional, top-down approaches to public policy and administration.

Within pedagogy ideas of student engagement and participation have a long and well-established track record. Student engagement has been defined as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin 1984, p. 297). The importance of engagement in the learning process has been recognised by many, such as Dewey (1916), Piaget (1977), Vygotsky (1978) and Papert (1993). Subsequently, the concept of curriculum co-design has become part of a wider shift towards seeing students as partners in learning and teaching (Healey et al 2014). This has led to significant research on the nature of students as partners (Cliffe et al 2017).

Working in partnership with students may enable a deep form of democracy in the classroom (Meighan and Harber, 2007: 240) as opposed to a shallow, or tokenistic, form of democracy. This is not to equate students to passive consumers who have the right to demand what they should study and how to study it. Quite the contrary, viewing students as active partners, drawing on research by Little et al. 2009, includes an expectation that they will actively engage with the learning process. They must take ownership for their learning and recognise that in order to achieve the learning outcomes for any one module or programme of study they must fully engage in that process.

As noted by Fairclough (2001) language is inextricably linked with ideology and power and as such is used to maintain the dominance of certain groups over others. In academia the nature and language of 'the discipline' is defined by those in positions of power or authority: academics. These disciplines then make up what is typically viewed as the higher education curriculum and create a sense of 'knowledge' which is seen to be superior to that of the 'other': the general public. Yet the nature of public administration is inter-disciplinary and applied. As such we might expect it to be particularly conducive to co-design principles.

This research sets out the potential benefits and challenges in facilitating a co-designed curriculum for public administration programmes. In doing so it makes the case for greater co-design and co-production of teaching. Further research will provide some practical tips for the classroom."

Geoffrey Heath, Keele University Management School

Management Control and Performance Measurement in the English Emergency Ambulance Service

In the paper, it is intended to introduce some key conceptual frameworks from the management control literature. In particular, the paper will focus on: 1. the Balanced Scorecard and the Tableau de Bord. 2. Simons' Levers of Control. 2. Broadbent and Laughlin's Rationality Clusters. A relatively brief description and critique of each conceptual framework will be presented. Then the developments in performance measurement relating to the English Emergency Ambulance Service will be described and analysed briefly. Finally, the conceptual frameworks will be used to discuss the evolution of the performance management regime in the ambulance service in an attempt both to shed light on those developments and assess the usefulness of the frameworks. It will be argued that the changing contingent factors affecting the ambulance service seem to suggest a move from a predominantly instrumental rationality cluster to a predominantly communicative rationality cluster; but that has only happened to a limited extent, giving rise to practical difficulties.

Claire Brown, Teesside University

Adoption and fostering Social Work at the Margins: assessing and supporting trans and non-binary applicants

This oral paper will discuss findings of a narrative inquiry exploring trans peoples'™ experiences of adopting or fostering children in the UK. While there is an established research base focusing on the experiences of lesbian and gay adopters and foster carers (see for example: Golombok et al., 2014; Cosis-Brown et al., 2015), the voices of trans people have rarely been included (Hicks & McDermott, 2018). It can indeed be argued that research with lesbian, gay, bisexual, trans (LGBT) communities can have the effect of subsuming and silencing trans voices (Biblarz & Savci, 2010; Rogers, 2016; 2017b).

In response to the need to bring trans and non-binary voices into adoption and fostering research, this paper will examine the findings from narrative interviews with prospective adoption and fostering applicants, as well as those who have successfully adopted or fostered. The study also includes interviews with Social Work staff who have been involved in assessing and supporting trans and non-binary applicants.

Utilising a lens of cisgenderism, the paper will analyse the challenges faced by trans and non-binary people as a marginalised group who routinely experience discrimination and oppression (Ansara & Hegarty 2011, 2014; Rogers 2017b). It will explore themes of misgendering, uncertainty about Social Work responses and pressure to conform to normative gender roles. It will further consider the experiences of individuals whose identities place them at intersections of marginalised groups, such as those who define as trans or non-binary and also have a disability.

The presentation will consider how Social Work can utilise co-production and service user involvement in research, education and practice to work more effectively with those who are gender diverse. It will explore how we can overcome problems and work towards greater inclusivity in adoption and fostering services (Brown et al., 2018).

Paul Carmichael, Ulster University

Still at the Margins? Reflections on the New Local Government Arrangements in Northern Ireland

In the twenty years since its devolved political institutions were restored, following the Belfast Good Friday Agreement, Northern Ireland has experienced fitful and often dysfunctional regional and local governance, most notably following the suspension of the devolved Assembly and Executive early in 2017. Northern Ireland's unstable political environment represented an unpromising backdrop against which efforts to reform the wider system of sub-regional governance in the Province were attempted. Consequently, despite a comprehensive examination of sub-regional governance, the subsequent Review of Public Administration (RPA) proved difficult to implement in such challenging circumstances. Eventually, in 2015, a reformed local government system was introduced in Northern Ireland following a lengthy period of review, legislative action, preparation and implementation. Primarily involving a reduction in the number of local authorities – from 26 councils to 11, the changes only occurred some 13 years after the RPA had reported, even then representing a substantial modification to what had been originally proposed. Moreover, the reforms brought with them only a marginal increase in the functional responsibilities and fiscal capacity of local government. More importantly, these developments have continued to pose fundamental questions about the nature of representative and participatory democracy, and their combined relationship to the functional coherence of local government, other sub-regional governance and wider regional governance arrangements more generally. The operation of local government has received little attention in discussions of the governance of Northern Ireland. This paper assesses the degree of change in what was always a limited system of local government in comparison to Great Britain. It considers the adaptation to new functions, changes in governance, performance management and relations with devolved administration. The local government system has continued to develop as a sustainable dimension of multi-level governance, power-sharing and cross-border cooperation. The paper evaluates the significance of local government reforms and the possibilities of a further enhancement of powers in the light of the absence of a functioning Executive and Assembly.

Tamara Mulherin, University of the West of Scotland

How can public administration programmes be adequately versatile to respond to the needs of different types of students in such uncertain times?

As a public administration practitioner/trainer moving into the world of academia, the challenges facing both practitioners and students in what has been described as volatile, uncertain, complex and ambiguous contexts (Van der Wal 2017) and the consequent underplaying of workforce implications of this (Dickinson 2018) has been a theme in both my own professional experiences and in my ethnographic doctoral research on collaborative practices in health and social care integration in Scotland. This concern about students being able to anticipate in advance and navigate uncertainty has also been explored in other higher education contexts. Donna Rooney, David Boud, Nick Hopwood and Michelle Kelly (2015) in their research into nursing practice have explored the extent to which higher education 'questions the assumptions on which preparation for practice is based. It is not a stable and knowable future where graduates will practice – as assumed by much of the curriculum. Rather, graduates should not only be knowledgeable and skilful in relevant domains, but also adaptive and responsive to the changing nature and demands of work'. The paper also considers the implications of educationalist critiques of conventional, approaches to learning that are based on certain assumptions about the transmission of canonical knowing and the 'individualist 'acquisitional' metaphor' (Fenwick and Nerland 2014), reproduced through university routines (Gherardi 2006; Edwards, Fenwick, and Sawchuk 2015).

Weaving together from this work (Hopwood et al. 2016; Rooney et al. 2015; Rooney and Nyström 2018) the ideas of scholars from design in ubiquitous computing and anthropologies of infrastructures, this paper will introduce emergent concepts arising out of a small empirical project undertaken with Clinical Education colleagues at the Edinburgh Medical School. This research has been attempting to discern opportunities for greater congruence with learning for relevant working practices; consider impediments to sustainable professional development; and surface tensions that engender stasis in curriculum in light of shifts in workplace learning. Arising out of this work this paper and reflections on my doctoral research, I introduce theoretical and pedagogical handles based on the concepts of seamfulness and metis, which may be generative for public administration programmes more generally, as they too seek to respond to a world in flux.

Much is made of the unwieldy transitions learners make as they move from the worlds of university to the worlds of work and whether universities can improve learner's capabilities to navigate these shifts. This paper foregrounds traces from a sequence of focus groups, which invoke sociomaterial relations embedded in learning practices in spaces of transition where there are breakdowns and failings and in doing so, exposes seams in practice, but where acts of repair and 'make do', reveal both shared accomplishment, as well as how learners navigate practices and respond. Reflecting on these insights, the paper introduces the concepts of seamfulness and metis, and offers a proposition of the notion of seamful simulation, as a possible pedagogical approach to bridge university and the workplace, a site for exploring

educational/workplace transitions and agility on the part of learners. It patches interdisciplinary notions of seamful spaces (Vertesi 2014), a framework for a practice-based pedagogy (Leigh and Freeman 2017), as well as incorporating the work of Rooney et al (2015, 2018) and Hopwood et al (2016). It builds on Hopwood and Rooney's notion of agility, by proposing instead the use of the ancient Greek knowing called metis, associated with the enactment of something 'practical' out of possibilities, an inscribed, materialised, embodied and distributed knowing that Pflugfelder (2018) identifies as the 'logic of the unexpected event, as cunning knowledge, and as bodily knowledge' (Pflugfelder 2018), 203.

The paper will consider the potential of pedagogical interventions, like simulation and the production of metis, based on Hopwood and Rooney's argument that there are lessons for higher education more widely, which might warrant consideration by public administration programmes.

References

- Dickinson, Helen. 2018. "Review - The 21st Century Public Manager by Zeger Van Der Wal " Australian Journal of Public Administration 77 (3):510-1. doi: 10.1111/1467-8500.12316.
- Edwards, Richard, Tara Fenwick, and Peter Sawchuk. 2015. Emerging approaches to educational research: Tracing the socio-material: Routledge.
- Fenwick, Tara, and Monika Nerland. 2014. Reconceptualising Professional Learning : Sociomaterial knowledges, practices and responsibilities. : Routledge Taylor Francis.
- Gherardi, Silvia. 2006. "Organizational knowledge: The texture of workplace learning." In.: Oxford: Blackwell.
- Hopwood, Nick, Donna Rooney, David Boud, and Michelle Kelly. 2016. "Simulation in Higher Education: A sociomaterial view." Educational Philosophy and Theory 48 (2):165-78. doi: 10.1080/00131857.2014.971403.
- Leigh, Darcy, and Richard Freeman. 2017. "Teaching politics after the practice turn." Politics:026339571769302. doi: 10.1177/0263395717693027.
- Rooney, Donna, Nick Hopwood, David Boud, and Michelle Kelly. 2015. "The role of simulation in pedagogies of higher education for the health professions: Through a practice-based lens." Vocations and Learning 8 (3):269-85.
- Rooney, Donna, and Sofia Nyström. 2018. "Simulation: A complex pedagogical space." Australasian Journal of Educational Technology 34 (6).
- Van der Wal, Zeger. 2017. The 21st century public manager: Macmillan International Higher Education.
- Vertesi, Janet. 2014. "Seamful Spaces: Heterogeneous Infrastructures in Interaction." Science, Technology, & Human Values 39 (2):264-84.

Paresh Wankhade, Edge Hill University

(Interactive Seminar)

Health and Wellbeing Crisis in Emergency Services staff: Implications for Policy and Practice

"In the seminar, we focus on the problem of wellbeing and resilience, which is of major concern for the three emergency services and pervades across the police, ambulance and fire & rescue services. Recent evidence supports our hypothesis. For example, a recently published survey by the Police Federation of England and Wales (2019) has reported high levels of under-staffing in the forces which is resulting into continued cases of stress and PTSD. The survey reported that almost eighty percent officers have experienced feelings of stress and anxiety in the previous twelve months with more than ninety percent respondents said that their job made it worse with the experience of traumatic experience in their careers reported by almost every officer (Elliot-Davis, 2019). Sickness absence rates in the ambulance services are highest within the National Health Service (NHS) organisations in the UK. Over a seven year period, data published from 2009-10 shows average absence rates of around 6% against the national average of 4.2%, which is the highest for the entire NHS workforce (Wankhade, 2018; 2016). Sickness absence data in the fire services, monitored locally suggest that sickness absence is on the rise (Cleveland Fire Brigade, 2015). There were 2,362 full-time equivalent police officers on long-term sick leave in March 2018 in the 43 forces in England and Wales, accounting for 1.9% of police officers in England and Wales, with more female officers on sick leave than their male counterparts (Home Office, 2018).

The discussion will also explore the links between stress and the issue of bullying and harassment in emergency services and draws upon the evidence from the ambulance service staff which continues to face high levels of discrimination from their peer, managers and the public. The latest 2017 staff survey highlights the problem and demonstrates that ambulance services are "far worse than other NHS organisations for discrimination and equal opportunities, worst for illness due to work-related stress, worst for organisational and management interest in their health and wellbeing" (Vaze, 2018). This has implications for the employment practice in so far as raising questions about whether it is possible to design jobs which are positively extreme and whether it is sustainable to motivate staff or retain and recruit new members while moderating these negative influences. We argue that resilience and wellbeing of emergency service workers has implications for the service leaders and policy makers to consider providing adequate training and support to staff as an organisational priority over operational exigencies."

Mark Gatto and Jamie L. Callahan, Northumbria University

Interpellating with dystopian fiction: A critical discourse analysis technique to disrupt hegemonic masculinity

Introduction Dystopian fiction (DF) speculates on 'the hegemonic order and... resistance' (Baccolini & Moylan, 2003). When researching gender in organisational contexts, unconventional methods can enable researchers to look again from a new critical angle and challenge the primacy of mainstream qualitative research by using a critical genre. DF provides a lens for critical discourse analysis/CDA (Fairclough, 2013) enabling researchers in identifying ideological influences and proposing acts of resistance and change inspired by the genre. Background This research method expands on research promoting storytelling and fiction in managerial and organisational research (e.g. Rhodes & Brown, 2005). By positioning this method in an abstract space, we hope to generate creative solutions to enduring 'wrongs'(Fairclough, 2013). Dystopian Fiction – a Conceptual Framework Identifying DF tropes guides this method as illustrated by two related examples. Firstly, fertility appears in some prominent dystopian novels (e.g. James, 2018 "The Children of Men") as an existential threat. Secondly, dystopian 'hegemonic masculinity' (Connell, 2005) presents masculine oppression of population groups. Framing our analysis around these tropes enables enquiry beyond the empirical data and speculate about the insidious motives reproducing the fertility 'wrong'. Method CDA integrates micro, miso and macro level discourse and can reveal markers of ideological influence through lexical, organisational, and societal influences. CDA typically involves an intentional focus on social wrongs (e.g. injustices and inequalities), barriers, systemic aspects of the 'wrong' and promotes ways to circumnavigate these 'wrongs'(Fairclough, 2013). Using illustrative examples with working parents, this CDA examines parental decision making and demonstrates how DF can enhance CDA methods. This method also enables us to consider the possible fictional allegories for our findings and draw comparisons with our contemporary 'wrong' to disrupt the masculine workplace paradigm as a subversive change agent. Conclusion This method aspires to the liminal spaces in between fiction and reality, where greater insights into our ideological influences may exist and we can glean important lessons towards a speculative pathway of resistance and change.

References

- Baccolini, R., & Moylan, T. (2003). Introduction. *Dystopia and Histories*. In R. Baccolini & T. Moylan (Eds.), *Dark horizons: science fiction and the utopian imagination*. London: Routledge.
- Connell, R. W. (2005). *Masculinities*. Berkley and Los Angeles, California: Polity Press.
- Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*: Routledge.
- James, P. D. (2018). *The Children of Men*: Faber & Faber.
- Rhodes, C., & Brown, A. D. (2005). Writing responsibly: Narrative fiction and organization studies. *Organization*, 12(4), 467-491.

Karin Bottom, Stephen Jeffares, Catherine Mangan and Louise Reardon, INLOGOV University of Birmingham
Pathways for Reflexivity: Designing a Blended Level 7 Executive Apprenticeship in Public Management and Leadership

Ongoing change to public governance and its economic, social and technological context require public managers to exhibit new and more expansive ways of working that are flexible, responsive and less bounded (Needham and Mangan, 2014; 2016). Indeed, this new 'modus operandi' contrasts with traditional understandings of the public manager role and exposes workers to 'complexity', 'ambiguity' and 'indeterminacy' that collectively require significant shifts in thinking and role interpretation (Quinn, 2013: 7), and have important implications for the design of educational and professional development programmes (Oldfield, 2017). This paper focuses on a skill that is universally recognised as a requirement of public managers, reflexivity (Quinn, 2013) and here, its importance is considered in the context of higher education. The paper employs the curriculum design of a 'Blended Level 7 Executive Degree Apprenticeship in Public Management and Leadership' as a case study, demonstrating how reflexivity has been explicitly designed into the programme which is currently being delivered to a cohort of senior leaders working in the public sector. With a particular emphasis on the public sector context and practitioners' learning needs (see Broussine and Ahmad, 2012), the paper critically reflects on how reflexivity is integral to three sites of learning on the programme: online, classroom and the workplace. The paper maps how these three sites integrate and cumulatively build learning in terms of knowledge, skills and behaviour.¹ These relationships are conceptualised through a framework and the paper concludes by discussing how the higher education sector can respond to the need for more reflexive public managers.

Key words: complexity; governance; change; learning; reflexivity; practitioner.

References

- Broussine, M. Ahmad, Y. (2012), 'The Development of Public Managers' Reflexive Capacities', *Teaching Public Administration*, 31, (1): 18-28.
- Needham, C. Mangan, C. (2014), 'The 21st Century Public Servant', University of Birmingham. Needham, C. and Mangan, C. (2016), 'The Twenty-First Century Public Servant: Working at Three Boundaries of Public and Private', *Public Money and Management*, 36, (4): 265-272.
- Oldfield, C. (2017), 'Changing times: A Changing Public Sector may Require Changes to Public Management Education Programmes', *Teaching Public Administration*, 35, (1): 8-21.
- Quinn B. (2013), 'Reflexivity and Education for Public Managers', *Teaching Public Administration*, 31, (1): 6-17.

Katarzyna Lakoma and Peter Murphy

A risky process? - The efficacy of Integrated Risk Management Plans in Fire and Rescue Services

The production, implementation and maintenance of up-to-date Integrated Risk Management Plans (IRMPs) has been a mandatory requirement for all Fire and Rescue Authorities and Services in the UK since they were introduced by the Fire and Rescue Services Act 2004. Every one of the five National Frameworks for England assumes that IRMPs are both publically available and adequate to underpin or inform strategic decision-making as well as operational service delivery. Yet despite this strategic role in public protection and service delivery, there has been no suggestion by government or Fire and Rescue Services (FRS) that they are considering systematically reviewing the content, currency nor fitness for purpose of the existing IRMPs. The purpose of this paper is to examine the form and content of publicly available IRMPs. A document analysis was adopted which commenced with an analysis of the current official requirements from the National Framework for England, an exploration of the accessibility, availability and reporting periods of the current IRMPs produced by English FRS, followed by an in-depth analysis of protection and prevention activities of a sample of FRSs. The research found that most of FRS acknowledge the importance of IRMPs as a fundamental and significant part of modern FRS service delivery. Despite these encouraging results, subsequent findings demonstrate that the current requirements on IRMPs tend to be too narrow and open to interpretation by individual FRS. Furthermore, the absence of national guidance was a common area of concern. This has led to some variations in names, content, availability and reporting periods of IRMPs. This paper acknowledges the need for regular review of IRMPs and for the public reporting of its contents. IRMPs have not been subject to independent research since their introduction in 2004. The findings of the research may therefore be of value to the government, the fire and rescue sector and the inspectorate. Although they do not capture a complete national picture of FRS performance, they add to evidence previously available and support calls by fire and rescue bodies for a systematic and comprehensive assessment of all IRMPs

Ozoemena Njoku and Nwori B. C, Ebonyi State College of Education Ikwo.

1. Women Marginalization in Africa Politics; Causes and Effects to Sustainable Development in Nigeria 1999 – 2019
2. Violence Against Women in Africa Causes, Effects and Challenges to Nation Building in Nigeria

Women Marginalization in Africa Politics; Causes and Effects to Sustainable Development in Nigeria 1999 – 2019 Abstract

The political structure and the patriarchal nature of Nigeria most often work against women participation in Nigeria politics. The cultural setting of Africa and Nigeria in particular has made it practically impossible for women to assume some political positions in Nigeria. The Nigerian political space is so hot and a difficult terrain for women to participate and navigate actively. This is because women are seen to belong to the kitchen based on our cultural and religious beliefs. However, women need access to political positions in Nigeria even though majority of them are under spoken to participate at most level of government. Their male counterparts see women in politics as harlots and prostitutes and as such harass and abuse them in politics therefore making it difficult for women to participate actively in the political space of Nigeria. Women have been under represented in Nigeria politics since 1999 to date because of so many factors such as economic status of women, religious believe, gangsterism of Nigeria political space, the male patriarchal nature of Nigerian politics (the chauvinism of male against women in Nigeria). Women are seen as praise singers and campaign objects for wining election but not good enough for some political/elective positions in Nigeria. In the history of Nigeria no woman has ascended to the position of a Governor except Eti Aba of Anambra State that was the Deputy Governor to Chris Ngige. No woman has been elected president of Nigeria, President of the Senate, Speaker of House of Representative, Governor of CBN etc. This study shall look at the causes and effects of women marginalization in Nigerian politics from 1999-2019. The topic is categorized into Introduction, Literature Review, Conceptual Framework, , Summary and Conclusion. Keywords: Marginalization, Development

Violence Against Women in Africa Causes, Effects and Challenges To Nation Building in Nigeria. Abstract Violence against women in Africa is an ugly tread that has to be nipped in the bud of such before now. Violence against women in Africa has taken a new turn because of the attention that the issue is getting from the international community especially from the (NGOs) Non-Governmental Organization. Women empowerment in Africa has created a shift on the narrative of what is expected of the women domestically and at work places. There are many forms of violence against women such as physical, sexual, emotional and psychological abuses. Violence against women are of many dimensions and it starts from the home, at work places, market places, in offices, and business environment etc. Violence against women in Africa has been a burning issue which is difficult to stop as some of our leaders are also involved in the act especially as it seems that our culture aids and abates violence against women. Some women are also involved in the act against their fellow women. Some factors which are responsible for violence against women include sex related matters, change in values, economic hardship, male chauvinism in Africa, political/leadership status. In Africa women are relegated to the background and are expected not to speak up on issues that affects them and their families. Women are therefore seen but not heard. The violence against women in Africa affects her social status, psychological behaviour

as well as physical well being. This paper discusses the causes, effects and challenges of women violence in Nigeria. Keywords: Violence, Women, Nation Building

Alistair Jones, De Montfort University

Parish Councils and Councillors: a resurgence in the most local tier of government in England?

In the UK, local authorities are already the largest across Europe. There are moves in England and Wales to make some of these local authorities even larger. This is being carried out through voluntary mergers as well as through central government initiatives. As these principal authorities get so large, they lose their feeling of 'locality'. A consequence is they are becoming distanced from the communities they are supposed to represent. Into this vacuum an increased role for parish councils is appearing. Parish councils do not have the same financial constraints on them as principal authorities. Some of them are picking up the delivery of services which the principal authorities claim they can no longer deliver, and delivering said services more effectively and more efficiently through local engagement. At the same time, there appears to be increasing interest among the population in both establishing parish councils (including within London) and in standing for election to parish councils. Thus the 'local' may be coming back into local councils. This paper explores the ways in which parish councils are being revived. No longer are they dismissed as being superfluous or a joke. Instead, they appear to be taking up the reins of local government, and trying to make it 'local' again. Concepts such as 'democratic deficit' have been used against principal authorities and parish councils. The apparent resurgence in parish councils suggests a degree of interest in, and enthusiasm for, 'local' government. All of this brings into question the extent to which there may be such a democratic deficit. This deficit may be questioned further when noting the levels of interest from members of the public in standing for office at the parish council level. Part of this may be attributed to the 'local' issues, but there is also an important factor of party labels. Most parish council elections are fought without party labels – or, at least, open party labels. Party politics appears to matter far less at this most local level.

Katarzyna Lakoma and Peter Eckersley, Nottingham Trent University

Narratives and evidence in public service reform: Explaining changes to the governance of English fire and rescue services

A growing literature highlights how senior decision-makers develop and use narratives to try and convince others of the need for policy or organisational change. Stories often help advocates of change to persuade others of the efficacy of a particular option, because they can create ‘information shortcuts’ or heuristics that support people’s existing worldviews and hold their attention much better than drier technical analyses of potential benefits and drawbacks (Golding et al 1992; Crow and Jones 2018). However, storytellers may have to simplify real-world events in order to make a narrative coherent and persuasive. This means that their stories may only have tenuous links with objective reality (Llewellyn 2001; Weiss 2018) and risks raising expectations that reforms will (a) be straightforward to implement and (b) address real and pressing concerns effectively. In other words, narratives can help to foster political debate around possible changes, but they risk dominating over the need for well-informed decision-making and the practical administrative aspects of implementation. Our paper will examine these issues by drawing on publicly-available debates and consultations relating to proposed changes to the governance of seven fire and rescue authorities in England. These reforms led to a number of Police and Crime Commissioners (PCCs) assuming responsibility for fire and rescue within their force areas. In the absence of convincing evidence in favour of reform in five of the seven areas, the paper will highlight how PCCs developed and deployed narratives of ‘efficiency’, ‘democratic accountability’ and ‘improvement’ to try and persuade others of the need for change. It will also show how opponents of reform deployed counter-narratives critiquing the PCCs’ arguments that their proposed reforms were necessary. By stressing that reforms are often proposed for political reasons, rather than because the evidence suggests that they will be easy to implement and deliver obvious benefits, the paper will remind us that elected officials can still exert significant influence over public debates and policymaking, perhaps particularly within smaller policy subsystems at the subnational level.

Day Two Plenary Sessions

Welcome Address and Frank Stacey Memorial Lecture

Professor Andrew Wathey

Professor Wathey became Vice-Chancellor and Chief Executive of Northumbria University in September 2008. Previously, he was Senior Vice-Principal at Royal Holloway, University of London, from 2006, and Vice-Principal from 2003.

Professor Wathey's published research focuses on the social and cultural history of music in late-medieval England and France. He is a co-founder of the Digital Image Archive of Medieval Music (DIAMM), and a member of the British Academy's Early English Church Music Committee, which he chaired 2002-2007. He also chaired the Music subject panel in the 2008 Research Assessment Exercise.

Professor Wathey has served on a number of national bodies and committees. He chairs the UK-Wide Standing Committee for Quality Assessment and is a Non-Executive Director of the Student Loans Company. He is a Board member of the Quality Assurance Agency, and is a member of the Council of the All Party Parliamentary Universities Group. He has chaired the North East regional higher education association Universities for the North East, and was Deputy Chair of the University Alliance 2009-12.

Rt Hon Baroness Grey-Thompson

The Chancellor is the ceremonial figurehead of the University. Alongside the specific role of presiding at annual academic congregations to confer degrees, diplomas and other awards of the University, the Chancellor acts as ambassador for Northumbria, promoting the University on a regional, national and international level.

In the course of her 16 year sporting career, Tanni, Baroness Grey-Thompson, won 16 medals in five Paralympic Games, including 11 gold, and was a six times winner of the London Wheelchair Marathon. She has held 30 world records.

Now retired from competitive sport, Tanni's current roles include the chairmanship of UK Active and membership of the boards of the London Marathon, Transport for London and the London Legacy Development Corporation. She still plays an active role in the administration of sport and holds prominent positions in various sporting bodies. She has been a member of the National Disability Council and Senior Deputy Chair of the UK Lottery Award Panel. In March 2010 Tanni was appointed to the House of Lords as a non-party political cross bench peer, becoming Baroness Grey-Thompson of Eaglescliffe in the County of Durham.

Meet the Editors Lunch Time Discussion

Public Policy and Administration

Professor Claire Dunlop is a political scientist and, specifically, a public policy and administration scholar. Her main research interests are the politics of expertise and knowledge utilization; epistemic communities and advisory politics; risk governance; policy learning and analysis; impact assessment; and policy narratives and myths. She explores these conceptual interests at the UK and EU levels principally, and most frequently in relation to agricultural, food and environmental issues.

From 2010-2016, Professor Dunlop convened the UK Political Studies Association's (PSA) Public Administration Specialist Group and since January 2014 has been co-editor of Public Policy and Administration.

Prof Edoardo Ongaro is Professor of Public Management at The Open University, UK. Previously he held positions at Northumbria University, as Professor of International Public Services Management, and SDA Bocconi School of Management and Bocconi University, where he still serves as Visiting Professor of Management of International and Supranational Organizations.

Since September 2013 Professor Ongaro has served as the President of EGPA, the European Group for Public Administration, having been in the Steering Committee of EGPA since 2009. During the period 2006-09 he has been one of the chairs of the EGPA Permanent Study Group on Intergovernmental Relations, and over 2010-13 a chair of the Permanent Study Group on EU Administration and Multi-Level Governance.

Professor Ongaro has served in various academic and expert committees and contributed to numerous international research projects. He has been visiting professor and invited speakers at various institutions in Europe, the Americas and Asia. He is co-editor of Public Policy and Administration.

Teaching Public Administration

Professor John Diamond is an independent public policy and professional practice consultant. Formerly he was Associate Dean for Knowledge Exchange and Innovation at Edge Hill University.

In 2015 he was invited to give the Annual Keib Thomas Memorial Lecture in London. He was for four years the national chair of a not for profit: the Association for Research with Voluntary and Community Organisations (ARVAC). He has over 25 years' experience of working as an

external evaluator for a range of funded agencies and charitable organisations. He acts as a critical friend to CEOs working in the profit and not for profit sector in the UK and abroad.

Dr Catherine Farrell is a Senior Lecturer in Public Management at Cardiff Business School, Cardiff University.

Dr Farrell's research interests are in public boards and their leadership and governance. She is currently researching different approaches to governance in both education and the fire and rescue and the association with effective leadership. She has also published widely on professionals and their careers in public services. Catherine's research has been published in journals including Public Administration, Policy and Politics, Local Government Studies, Human Relations and Industrial Relations.

Reflections and Conference Close

Dr Ian C. Elliott

Dr Elliott is Senior Lecturer in Public Leadership and Management at Northumbria University. He is Programme Leader of the MSc Strategic Leadership for Public Services and Co-Convenor of the Public Policy and Public Management (3PM) Research Interest Group.

His research includes work on public leadership, organisational change in the public sector and community empowerment. He has extensive consultancy and research experience and has successfully supervised and examined up to doctoral level. He is also the current Vice-Chair of the Joint University Council (JUC) and Chair of the JUC Public Administration Committee and sits on the Editorial Board of Teaching Public Administration.

Dr Elliott first taught within the Higher Education sector as a Graduate Teaching Assistant in 2002. Since then he has amassed over 10 year's experience of teaching and learning across five UK universities. He has led the development of many postgraduate and doctoral programmes in public administration and management. He has also held strategic leadership roles within and across faculties including at Graduate School and Senate.

At a national level Dr Elliott is currently Chair of the JUC Public Administration Committee – the UK Learned Society for public administration and management. He has also served on the CABS Academic Journal Guide Committee as a subject expert in Public Sector and Healthcare. Much of Dr Elliott's prior academic experience has included engaging with employers such as Academi Wales, City of Edinburgh Council, Dundee City Council, Orkney Islands Council and Association of Chief Officers of Scottish Voluntary Organisations. Dr Elliott has also been commissioned by organisations to run training courses and has been invited to speak at numerous academic and professional events including for Higher Education Academy, MacKay Hannah and Holyrood Events.

Day Two Parallel Sessions

John Gibney, University of Birmingham, Joyce Liddle and John Shutt, Northumbria University

Gazing Beyond Brexitland: City and Regional Transnational Dialogue in Europe and Relational Leadership Dilemmas

This paper presents findings from a Brexit-contextualised research study of recent experiences of city and regional development leaders. The discussion contributes, i) to advancing the idea of relational leadership (RL) theory and practice in the UK-EU sub-national setting, and ii) to our understanding of the dilemmas for sub-national leadership in transnational working beyond Brexit. We argue that pan-Europeanising dialogical approaches at the sub-national scale are germane to overcoming the problematic relational legacies of Brexit. However, the research reveals that an altered political and economic environment is presenting four challenges for city and regional development leaders involved in promoting transnational knowledge exchange and learning. Key words: Relational leadership, Brexit, city & regional development, transnational knowledge exchange and learning.

Xiaojian Wu, Northumbria University

(Interactive Seminar)

Validating Vulnerability: a relational approach in policing socially marginalised population

Street-Level Bureaucrats (SLBs) interact directly with citizens and use substantial personal discretion in executing their public responsibilities (Lipsky, 1980; 2010). Nowhere is this more evident than engagement with vulnerable people as they must find practical ways to not only initiate and delivery direct service to those people, but also to identify and administer the very resources making such services possible on the first instance. Lipsky (2011:188) noted that the broader social environment “significantly affects bureaucratic relation”, this paper tries to follow Lipsky’s lead and explore relevant public administration practices and problems in culturally and politically diversified situations like that in China. We will firstly examine how SLBs operate in China in conceptual terms, especially how certain local Chinese public officials deal with protesting groups within a system of centralised accountability and under-developed legal standardisation. Because of its deeply enrooted tradition of preserving social harmony and its nominal communist ideology, the use of physical coercive force is customarily avoided on uncooperative working people who are old, vulnerable or in poverty for example, Chinese SLBs such as police and other local public officials are encouraged to explore a variety of other ways to help them fulfilling administrative responsibilities. Within the society where personal connections or social relationships are widely highlighted as the bedrock in defining one’s identity and shaping out his or her life style, a mechanism of relational repression has been pioneered and put in place by both the people in need of helps and SLBs concerned. Chinese public officials have in this respect procured and popularised through their administrative measures various shapes and forms of validating the vulnerability (of others and their own). This paper will then explain that such a culturally embedded “relational pressure” is in essence a psychological engineering approach targeting the vulnerable social groups. It reflects first and foremost the unique strength of China as an authoritarian high capacity state, but SLBs in a wider social context should be enlightened as well that they do have a whole range of social and relational tools to push and pull in delivering public services to the marginalised. This Chinese example of mobilising extensive social and economic resources to ensure that policies are carried out dutifully and diligently, could well be part of the key to unlock the understanding on China’s phenomenal economic success and relative social stability in recent decades.

Puke Tunde Anthony, Department of Public Administration, Kogi State Polytechnic, Lokoja, Nigeria

Educational Infrastructure and Implementation of Universal Basic Education in Kogi State, Nigeria

This paper focuses on educational infrastructure and access to Universal Basic Education in Kogi State, Nigeria. The objective of the paper is to assess how the provision of educational infrastructural facilities have enhanced access to Universal Basic Education in Kogi State, Nigeria. The study is significant because available data shows that Nigeria has the highest number of school age children that are out of school relative to population. As a response, in October, 1999, the federal government of Nigeria launched the Universal Basic Education programme in order to increase access and improve literacy. In November, 2004, the Kogi State Government launched her Human Development Agenda under which the Universal Basic Education is a sub-sector. This study therefore, covers the period of implementation between 2004-2019. The fifteen (15) years period is adequate for an assessment upon which inference can be made. It is a descriptive study. It adopted a survey method in order to obtain primary information about how the provision of educational infrastructure like classrooms, libraries, laboratories, home economics materials as well as classroom furniture have contributed to the implementation of the UBE programme. The research population is the 2595 primary and junior secondary schools in Kogi State. A sample of 364 was determined using the Taro Yamane formula. The schools were then sub-stratified into the State's nine (9) Federal Constituencies from which a random sample was obtained. The instrument for data collection is the Universal Basic Education Implementation Assessment Questionnaire (UBEIAQ). Data was presented using the frequency distribution table while the hypothesis was tested using the chi-square. The study found that classrooms and other educational infrastructure were inadequately provided hence the failed implementation of the UBE programme in Kogi State. For improved implementation and access, the study recommends that, adequate funding, transparency and accountability, as well as the adoption of maintenance culture for educational infrastructural facilities will enhance effective teaching and learning, and indeed, access to Universal Basic Education in Kogi State, Nigeria.

John Gibney, University of Birmingham, Joyce Liddle and John Shutt, Northumbria University

Still friends across frontiers? City and regional (transnational) dialogue in Europe and relational leadership dilemmas

Still friends across frontiers? City and regional (transnational) dialogue in Europe and relational leadership dilemmas John Gibney, Joyce Liddle and John Shutt An interactive seminar for the Joint University Council (JUC) of Applied Social Sciences, Annual 2019 Conference, Newcastle Business School, Northumbria University (UK): 16th-18th September, 2019. ABSTRACT This paper presents - and invites discussion at the JUC conference of - findings from a Brexit-contextualised research study of recent experiences of city and regional development leaders. Our research contributes, i) to advancing the idea of relational leadership (RL) theory and practice in the UK-EU sub-national setting, and ii) to our understanding of the dilemmas for sub-national leadership in transnational partnership working beyond Brexit. We argue that pan-Europeanising dialogical approaches to leadership at the sub-national scale are germane to overcoming the problematic relational legacies of Brexit. Our research reveals that an altered political and economic environment is presenting four challenges for city and regional development leaders involved in promoting transnational knowledge exchange and learning. Key words: Relational leadership, Brexit, city & regional development, transnational knowledge exchange and learning.

Sanjay Chopra, National University of Public Service, Budapest, Hungary

Feminisation of urban poverty in the developing world: A case study of Domestic helps in Delhi, India

While India has been making rapid strides as a fast developing nation, over the last two decades, it continues to fight colossal poverty. Poverty affects women more forcefully causing increased proportion as well as types of deprivations, a phenomenon called feminisation of poverty. Migration of rural poor to cities gives rise to problems of its own, more so for the women among them. They come to cities in a bid to escape from rural unemployment and deprivation but lead insecure lives in the cities, exemplified by the urban domestic helps. The co-existence of feminisation and urbanisation of poverty affects the women and their families, particularly children. Among the children, especially impacted is the girl child who begins to experience deprivations in all its forms from a tender age. These reduced circumstances thus perpetuate across generations of poor urban women and entrap them deep in poverty. The present study examines the feminisation of poverty in Indian urban centres while recognising the shift of population and consequently of poverty from rural to urban India. Another area it focuses on is the role of Government and the Civil Sector in creating conditions that favour circumventing the gender biases leading to inclusive development. The target group chosen to reflect on these issues is the domestic servants spread all over Delhi, one of the largest cities of India.

Benjamin Nwori and Njoku Ozoemena M. Ebonyi State College Of Education, Ikwo, Nigeria.

Impacts of Social Development Agency on Poverty Reduction in Nigeria: A Study of Community and Social Development Agency(CSDA) Ebonyi State, Nigeria.

The fast rate at which globalization is gaining currency nationally, internationally and at the community levels is quite encouraging. One of the integral aspects of globalization is community development. Poverty prevalence in third world nations is more pronounced at the community levels. Therefore, community development is the whole essence of integrating people's efforts within a defined geographical area to transform and improve on their standard of living in terms of socio-cultural, economic, politics, science and technology, food security, health and other indices of social existence. This paper is designed to assess the level of efforts and strategies employed by Community and Social Development Agencies in reducing poverty in the country with special focus on Ebonyi State, Nigeria. The paper is designed to cover the introduction which x-rayed the background of the subject matter, an overview of Ebonyi State community based and social development project, selected projects executed by the Community and Social Development Agency, factors affecting project implementation, objectives/mandates of the project, funding / management of project, system theory as the theoretical framework, recommendations and references of relevant literature. Key words: Community, Development, Poverty. Women Marginalization in Africa Politics; Causes and Effects to Sustainable Development in Nigeria 1999 – 2019 Abstract The political structure and the patriarchal nature of Nigeria most often work against women participation in Nigeria politics. The cultural setting of Africa and Nigeria in particular has made it practically impossible for women to assume some political positions in Nigeria. The Nigerian political space is so hot and a difficult terrain for women to participate and navigate actively. This is because women are seen to belong to the kitchen based on our cultural and religious beliefs. However, women need access to political positions in Nigeria even though majority of them are under spoken to participate at most level of government. Their male counterparts see women in politics as harlots and prostitutes and as such harass and abuse them in politics therefore making it difficult for women to participate actively in the political space of Nigeria. Women have been under represented in Nigeria politics since 1999 to date because of so many factors such as economic status of women, religious believe, gangsterism of Nigeria political space, the male patriarchal nature of Nigerian politics (the chauvinism of male against women in Nigeria). Women are seen as praise singers and campaign objects for wining election but not good enough for some political/elective positions in Nigeria. In the history of Nigeria no woman has ascended to the position of a Governor except Eti Aba of Anambra State that was the Deputy Governor to Chris Ngige. No woman has been elected president of Nigeria, President of the Senate, Speaker of House of Representative, Governor of CBN etc. This study shall look at the causes and effects of women marginalization in Nigerian politics from 1999-2019. The topic is categorized into Introduction, Literature Review, Conceptual Framework, , Summary and Conclusion. Keywords: Marginalization, Development Violence Against Women in Africa Causes, Effects and Challenges To Nation Building in Nigeria. Abstract Violence against women in Africa is an ugly tread that has to be nipped in the bud of such before now. Violence against women in Africa has taken a new turn because of the attention that the issue is getting from the international

community especially from the (NGOs) Non-Governmental Organization. Women empowerment in Africa has created a shift on the narrative of what is expected of the women domestically and at work places. There are many forms of violence against women such as physical, sexual, emotional and psychological abuses. Violence against women are of many dimensions and it starts from the home, at work places, market places, in offices, and business environment etc. Violence against women in Africa has been a burning issue which is difficult to stop as some of our leaders are also involved in the act especially as it seems that our culture aids and abates violence against women. Some women are also involved in the act against their fellow women. Some factors which are responsible for violence against women include sex related matters, change in values, economic hardship, male chauvinism in Africa, political/leadership status. In Africa women are relegated to the background and are expected not to speak up on issues that affects them and their families. Women are therefore seen but not heard. The violence against women in Africa affects her social status, psychological behaviour as well as physical well being. This paper discusses the causes, effects and challenges of women violence in Nigeria. Keywords: Violence, Women, Nation Building

Ian Fitzgerald, Northumbria University

The European Union (EU) Referendum, marginalised communities and underpinning Government policy

"This paper will be based on twelve years ongoing research on Central and Eastern European (CEE) (mainly Polish migrants), with nineteen projects undertaken. The EU Referendum Leave vote itself can be traced back to the infamous Margaret Thatcher 'Bruges Speech' (1988) and indeed further within both the main political parties. However, it has also been argued that underpinning this vote were marginalised communities (the 'left-behind') and a general displeasure with recent large-scale migration (Gietel-Basten, 2016; Goodwin and Heath, 2016; Goodwin and Milazzo, 2017). Given this the paper aims to detail how migration policy has changed from being supportive of new CEE migrants (for example Home Office, 2007) to being noncommittal, if not hostile (Burnett, 2017; Gower, M., 2015). It argues that a recent significant factor for this policy change, the 'left-behind' vote and displeasure with migration has been the banking crisis of late 2007 and the consequential need to reduce public spending overall (see Hastings et al, 2015). This has compounded many already existing issues due to neoliberal global change with many traditional industries literally relocated from UK shores. Thus support for marginalised communities, local authority migration policy implementation and those that were funded to work with both migrants and local communities has all but gone.

References:

Burnett, J. (2017) 'Racial violence and the Brexit state', *Race and Class*, 58 (4) 85–97.

Gietel-Basten, S. (2016) 'Why Brexit? The Toxic Mix of Immigration and Austerity', *Population and Development Review*, 42 (4) 673–680.

Goodwin, M. and Milazzo, C. (2017) 'Taking back control? Investigating the role of immigration in the 2016 vote for Brexit', *The British Journal of Politics and International Relations*, 19 (3) 450–464.

Goodwin, M. and Heath, O. (2016) 'The 2016 Referendum, Brexit and the Left Behind: An Aggregate-level Analysis of the Result', *The Political Quarterly*, 87 (3) 323–332.

Gower, M. (2015) *Immigration and asylum: changes made by the Coalition Government 2010 – 2015*, House of Commons Library briefing paper, 24th March 2015.

Hastings, A., Bailey, N., Bramley, G., Gannon, M. and Watkins, D. (2015) *The Cost of the Cuts: The Impact on Local Government and Poorer Communities*, York: Joseph Rowntree Foundation.

Home Office (2007) The Economic and Fiscal Impact of Immigration, a Cross-Departmental submission to the House of Lords Select Committee on Economic Affairs, October, London: Home Office."

Max French, Melissa Hawkins, Toby Lowe and Rob Wilson, Northumbria University

Making complexity matter: using action research to embed complexity-informed-practice in social interventions.

"Our research considers how practitioners working in the public and third sectors can create systems change through utilising complexity theory as an alternative to a reductionist approach to social interventions. This is as a response to the problematics of working in organisations when complex reality creates tensions between policy and practice, and when the dominant discourse of new public management fails to match this complex reality (Davidson et al., 2017).

Many of the social problems which most concern governments and public services organisations can be described as complex, wicked or intractable. It is now commonly argued that to create the conditions for effective systems change in organisations, attention needs to be re-focused from methods of performance management which attempt to improve efficiency and effectiveness through a reductionist focus upon a narrow range of targets and outcomes-based accountability (Lowe and Wilson, 2015). Complexity-informed management studies articulate a powerful alternative, providing an alternative conceptual architecture from which to engage with performance management and organisation. However complexity theory is often aligned to concepts and language which are abstract, and which seem remote to practice. Most applied research meanwhile is aimed at helping policymakers and service organisation leaders grapple with complexity, while less attention has been placed on the day-to-day work of service managers and practitioners, where the complexity of social issues is most immediate, and perhaps most resolvable.

Academics and professionals interested in applying complexity constructively face a dual problem: how to make the language and concepts of complexity meaningful on an operational level, and how to enable practitioners and managers to embody these operational practices. In this paper, we position Action Research as a means to bridge these divides. We draw on (Chandler and Torbert, 2003) typology of first, second and third-person Action Research to describe how practice and strategy can co-evolve to better fit the complexity of the operational environment. Action Research provides the means by which practitioners can democratically build knowledge, work to reform organisational silos and make sense of the 'messiness' of their individual practice (Phelps and Graham, 2010, Phelps and Hase, 2002, Sumara and Davis, 2009) in order to invoke change.

This paper reports initial findings from two charitable foundation-funded projects exploring how to enact complexity-informed practice and create local place-based system change through the process of action research. The discussion will focus on the need to consider what the responsibilities of commissioners, funders and managers are, from the 'controllers and measurers' of systems to the role to be played in nurturing and evolving a healthy place-based system. Key themes emerging are: that trust is a necessary condition for systems change, as

well as a diffusion of power and hierarchy, in order to ensure that service user voices are heard, so that outcomes that matter can inform policy and practice. The significance of this research is that we use complexity theory and practitioner experience to co-evolve a praxis. "

Luke Geoghegan and Godfred Boahen, British Association of Social Workers.

(Interactive Seminar)

At the Intersection of Social Work Research and Westminster

"The British Association of Social Workers (BASW) represents just under 21,000 social workers across the UK. BASW has significantly expanded lobbying activities at the Westminster Parliament. Central to this effort has been the knowledge provided by the social work academic community through primary research, through published work and as expert witnesses. The views of BASW are increasingly sought by legislators and civil servants, through Select Committees and through APPGs (All Party Parliamentary Groups).

This presentation will bring together research evidence on how the knowledge of academia can be heard at the centre of government (e.g. Gal and Weiss-Gal (Eds) 2017) with "lived experience"™ of how effective political lobbying occurs with reference to a number of recent and current policy and legislative activities at Westminster. The presentation will also address the ethical issues of working with individual politicians and political parties who may have a range of ideological positions. The session will conclude with some practical tips for colleagues to maximise the impact of their work in Westminster.

References

Gal J and Weiss-Gal I (Eds) (2017) Where academia and policy meet: a cross-national perspective on the involvement of social work academics in social policy. Bristol: Policy Press

Ian Robson, Northumbria University

New questions, new insights? - emerging themes from a case study applying practice theoretical principles in local government children's services.

Sustained austerity in public and voluntary sector budgets have exacerbated the challenges facing local government and their partners in the voluntary and community sectors trying to support the most vulnerable in society. Many existing ways of working appear less feasible, relevant and impactful amidst new funding and organisational landscapes. In the light of this, and in response to a UK cross government manifesto to better support 0-2 year olds (www.1001criticaldays.co.uk), this case study emerged from an informal, developmental relationship between a HEI and a local authority in the North East of England. A key feature of the case study was the application of practice theoretical perspectives in an action-research project with managers and senior practitioners working with 0-2 year olds across a city. This case study presents a unique implementation of practice theoretical approaches. Practice theoretical approaches generally focus on emergent patterns created when elements such as activities, rules, ideas and materials come together at specific times and places (Hui, 2017; Schatzki, 2006). This perspective therefore considers both the agency of the human actor and the structuring force of the environment. Further, adopting practices as a fundamental unit of analysis (Babbie, 2015) orientates scholars and practitioners of public administration to questions such as "Why do we see these emergent properties in this bundle of practices?", and "Where is the learning or resistance within these sets of practices?" – explained elsewhere as focus on emergence (Gherardi, 2017). The paper presents emergent insights from this co-enquiry between a HEI and local authority, and focuses on insights gained from the process of applying practice theoretical principles to a complex system of administrative and professional practices aiming to promote health, wellbeing, safeguarding and development for babies and their parents/carers. New empirical insights from this on-going study pose productive questions and lines of enquiry for public administrators and scholars re-thinking responses to complex social challenges. These include the urgent need to revisit units of analysis (Babbie, 2015:99) adopted in complex administrative-social challenges, and the practical implications of conceptualising public administration as study of practices.

References

- Babbie, E. (2015) *The Practice of Social Research* (14th Ed.), London: Cengage Learning.
- Gherardi, S. (2017) Sociomateriality in posthuman practice theory, In: *The Nexus of Practices: Connections, Constellations, Practitioners* (Hui, A., Schatzki, T., Shove, E., Eds.), London: Routledge, pp.38-51.
- Schatzki, T. R. (2006) 'On Organizations as they Happen', *Organization Studies*, 27(12), pp. 1863–1873.

Rob Wilson, Mike Martin, David Jamieson, Northumbria University and Sue Baines, Manchester Metropolitan University

(Interactive Seminar)

Living Labbing for the Co-creation: Making sense of the social innovation process of complex public service areas across the EU

There is widespread belief that public services will be improved through innovation. The EU Horizon 20/20 CoSIE project seeks to contribute to democratic dimensions and social inclusion through co-creating public services by engaging diverse citizen groups and stakeholders. The project introduces experiments that encompasses various stakeholders for co-creating service innovations with various combinations of public sector, civil society and commercial actors. The project is being implemented as a joint venture between 24 partners from 10 EU countries. The CoSIE project has two overarching aims: i) advance the active shaping of service priorities by end users and their informal support networks, ii) engage citizens, especially groups often called 'hard to reach', in the collaborative design of public services. Pilots include co-housing of older people in Poland, youth co-empowerment for health and wellbeing through social media in Finland and empowering entrepreneurial skills in Spain. This workshop/seminar will introduce the Newcastle Living Lab methodology for supporting sensemaking and co-productive analysis by reflecting on a cross-cutting project activity using an open innovation approach called Living Lab. The aim of Living Lab methodologies is to support the innovation of relationships by co-creation process to develop a set of models of the roles, structures, processes and capacities of their social innovation context and the exchange and then promote learning between the pilots based on common approaches to representing their visions, developments and outcomes. The session will explore the application of the theory of 'moral ordering' in the design and implementation of social innovations using material from the first set of project pilots which included a holistic approach working with those with complex needs in Sweden, to reducing childhood obesity in Italy and co-creation of personalised services in rehabilitation of offenders in the UK.

Josephine Bleach, Early Learning Initiative, National College of Ireland

Changing lives through community action research.

Changing lives through education is an essential part of National College of Ireland's (NCI) mission. Established in 2007 by NCI, the Early Learning Initiative (ELI) is a complex community initiative, which partners with local families, services, communities, industries and the State to improve educational, career and life outcomes through the life span. Each year, 10,000+ children, parents, professionals and corporate volunteers in 67 services and 29 corporate organisations take part in one of ELI's programmes. ELI has a proven track record in using community action research to improve outcomes for children and influence policy and practice in the areas of educational disadvantage; community development; and early intervention and prevention. Acknowledging, respecting and utilising the expertise and experience within the local families and communities is at the heart of this cyclical process, which supports participants to deliver high quality services; share their learning; and change their relationships, theories, policies and practices. At national level, NCI, through ELI, is the lead agency for the Area Based Childhood Programme, which aims to address child poverty and will inform the design of future prevention and early intervention initiatives in Ireland. Locally, we are involved in the Children and Young People's Services Committees, Dublin Regional Homeless Executive and the North East Inner City Programme Implementation Board. Acting as the 'bridge' between different interest groups, ELI enables stakeholders at local and national level to learn from each other's experiences and work together to find solutions to common problems. Working with real people within real social systems, people do not act as one might wish and things do not always go according to plan. With evolving programmes and new stakeholders, each action research cycle is different from the previous one. Ensuring continuity and progression from one action research cycle to the next, in an evolving, rapidly changing environment is difficult. Sustaining the levels of engagement and resources needed for deep-rooted viable change is tough. Demands from funders, evaluators and policy makers have to be continuously balanced with the inherent tensions of a community development project. Managing these conflicting positions is an on-going challenge, particularly as local stakeholders applaud ELI's CAR approach and see it as key to successful long-term change. This presentation highlights how Community Action Research helps us understand and address society's most significant challenges of poverty, violence and marginalisation.

Helen Watson, Northumbria University

The standardisation of public sector audit

The abolition of the Audit Commission in the UK and the transfer of its auditors to private firms in 2012 is an example of the government's continued implementation of New Public Management policies in pursuance of neoliberalist ideals of efficiency and choice. This paper shows how the increasing influence of regulatory standards combined with the ongoing commercialisation of public sector audit, exacerbated by an environment of austerity, is leading to a growing standardisation of audit, both within and across firms, to a minimum level defined by the profession.

We used a grounded theory methodology and interviews with practitioners to explore changes in audit practices as a result of the transfer. Our analysis shows a marked increase in commercialisation over a short period of time, and a trend towards standardisation. Firms use standardisation strategies to varying extents to achieve efficiency whilst presenting a favourable image to their clients and controlling for a minimum level of quality.

The increase in standardisation challenges both professional judgement and public sector specialisation. Moreover, the tendency for audits to incline towards a standard product effectively limits the range of audit options available to public bodies, thereby subverting one of the key objectives of the NPM and neoliberalist agenda: choice.

Beth Perry, Sheffield University, Catherine Durose, University of Birmingham, and Liz Richardson, University of Manchester

Welcome to the Action Research Collective.

With the goal to help ‘make devolution matter’ in Greater Manchester, the distinctive design of the Jam and Justice project involved the creation of an Action Research Collective (‘ARC’) - as a boundary space to connect knowledge and action for transformative urban change.

The ARC brought together co-researchers from different walks of life with academic researchers to test and learn about more participatory urban governance. The ARC specifically co-initiated 10 projects on a variety of urban issues, including spatial planning, procurement and youth participation.

In this presentation we examine three questions: how and in what ways has the practice of action research confirmed or challenged existing theories and approaches? How has the ‘action research’ process been perceived and experienced by participants? How can the impacts and outcomes of action research be tracked, measured and evaluated?

In so doing, the project makes a valuable contribution to the panel through an empirically-informed reflection on the theory and practice of action research.

--

Peter Murphy, Nottingham Trent University

A generic conceptual model for illustrating and evaluating performance management regimes.

"National Frameworks or performance regimes for individual public services or for sectors of the public services have become increasingly popular with successive governments in the UK since the New Labour administrations of Tony Blair and Gordon Brown. Since the advent of joined-up government introduced by the modernisation agenda of the first New Labour administration, governments have attempted to adopt a more strategic approach to policy and delivery of public services. Successive governments have produced more holistic policy and guidance that include central government policy supplemented by advice, guidance and sometimes regulation on how public agencies should deliver the services. These have invariably been accompanied by revised arrangements intended to improve accountability and transparency, and ultimately public assurance.

National frameworks or performance regimes, attempt to bring these three areas of policy development, service delivery, and public assurance, into a mutually supportive, coherent and joined-up approach. They are defined as "the context, the parameters, the agencies and the relationships operating within the three domains of policy development, service delivery and public assurance in public services or sectors" (Murphy, et al. 2018).

Martin et al. (2016, p.129) have found the concept of performance regimes to be valuable but suggest that to-date they have been used in a general sense rather than as an evaluative tool. They have called for future research to include "analysis of the impacts of performance regimes and interactions between their visible features" ,

This paper will describe a generic conceptual model that has been developed to show how the different parts of the frameworks are configured and inter-relate) but which can also be useful as an evaluative tool (Murphy and Lakoma 2019).

References.

Martin, S., Nutley, S., Downe, J., and Grace, C. (2016). Analysing Performance Assessment in Public Services: how useful is the concept of a Performance Regime? *Public Administration* 94 (1) pp. 129-145.

Murphy, P. and Lakoma, K., 2019. Working paper no 7. Developing a model to facilitate evaluation of performance regimes and national frameworks. Nottingham: Nottingham Trent University

Murphy, P., Lakoma, K., Hayden, J. and Glennon, R., 2018. Do the pieces of the jigsaw fit? Evaluating the national framework for fire and rescue services in England. In: Fire Related Research And Developments Conference (RE18), West Midlands Fire & Rescue Service Headquarters, Birmingham, 13 November 2018."

Richard Brunner, University of Glasgow and Hayley Bennett, University of Edinburgh

Nurturing the buffer zone: conducting collaborative action research with public service practitioners in Scotland.

There is an increasing shift in universities towards collaborative research, alongside a drive for innovative approaches to undertaking social research in inter-disciplinary teams and with non-academic partners. This has particular salience in social policy research. In this paper, we share our learning from collaborative research on public service reform in Scotland to demonstrate how this shift both challenges and creates new considerations for social research practices. Public service reform involves public, private, and third sector organisations collaborating within a complex, multi-actor system addressing long standing social issues or responding to new demands. It additionally involves public service practitioners experiencing swift changes to working practices and structures. Collaborative Action Research (CAR), which seeks to combine social research with social change, has offered us an agile means through which to research this demanding and fast-changing context. At the same time adopting a CAR approach appears to meet demands within academia to increase the involvement of research users in knowledge generation and in creating impact. We contend that adopting collaborative research approaches creates challenges for social science researchers, which require greater consideration. Using empirical data from a two-year CAR programme with multiple public services addressing various social policy issues as part of the What Works Scotland collaboration, this paper describes the activities used to foster what we conceptualise as a 'buffer zone': a dynamic, contextual space and set of practices necessary to enact CAR within complex and changeable settings. We find that researchers need to engage in distinctive, significant and ongoing relational and political work in the 'buffer zone' when setting up, conducting, and withdrawing from CAR with multi-agency partnerships. We discuss the implications of CAR in terms of research design, ethics, and impact, with a particular focus on social policy-focused research.

Luke Craven, UNSW Canberra, Deborah Blackman, UNSW Canberra and Andrew Hoffman, Royal Australian Air Force

Understanding Antifragility in Complex Systems: Implications for the Delivery of Public Services.

Recent years have seen renewed interest in the complexity of wicked policy problems such: as ageing demographic profiles and pensions shortfall; high youth unemployment; rising crime rates; and terrorist threats. Despite notable exceptions, the use of terms such as “complexity” and “wickedness” in public administration is most commonly used as a loose metaphor “a complexity gloss” that adopts the language but not the fundamental logic of principles of the complexity sciences. This paper examines the work on antifragility in complex systems and its implications for public administrators that seek to achieve change in complex environments. Drawing on a range of key resources in systems theory, we show that, systemic antifragility emerges from the interdependencies found within complex systems that manifest as both balancing and reinforcing feedback loops. Implicitly present in the work of Donella Meadows as “meta-resilience” (Meadows 2008, p. 76), the concept gained prominence with the 2012 release of *Antifragile* (Taleb 2012) which argued that while some systems can be fragile and break under stress, other systems “antifragile systems” can benefit from shocks. More recent work has shown that all complex systems can be classified in a five-fold typology: anticipatory (systems that avoid harm); antifragile (systems that recover from damage to a higher level); resilient (systems that recover from damage); robust (systems that withstand damage); or fragile (systems that break under stress) (Albino et al. 2016, pp. 3-4). We argue that despite the importance of systemic antifragility, it is not well considered in how public policy and administration practitioners design and implement interventions to address complex and wicked problems. We suggest this is of particular interest in policy areas which are using market-based strategies to effect change and use long-term employment to explain this. We will then discuss a range these theoretical developments in the context of developing new approaches that “target” antifragile policy problems in a systems-based way.

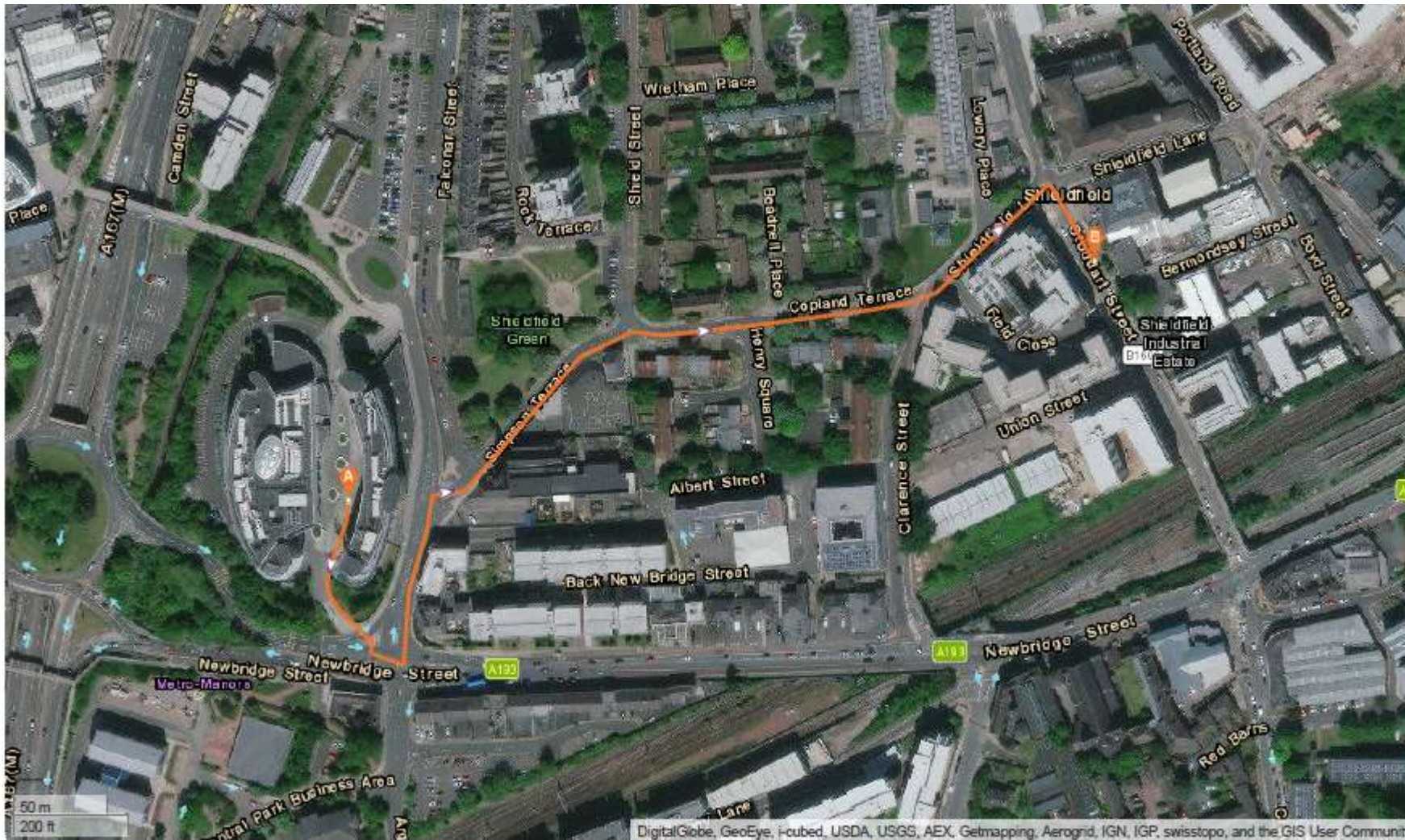
REFERENCES

Albino, D. K., Friedman, K., Bar-Yam, Y., Glenney W. (2016). Military strategy in a complex world. New England Complex Systems Institute, 18 February 2016, retrieved 06 February 2018 <http://www.necsi.edu/research/military/strategy.html>

Meadows, D. (2008). *Thinking in Systems: A Primer*. London, UK: Earthscan.

Taleb, N. N. (2012). *Antifragile: Things that gain from disorder*. (Vol. 3). New York, NY: Random House Incorporated.

Map from City Campus East to the Biscuit Factory (conference dinner venue)



Biscuit Factory address: 16 Stoddart St, Newcastle upon Tyne NE2 1AN

Map of Northumbria University City Campus



City Campus East 1 – Newcastle Business School, Northumbria University.