WP Game Playing:
Exploring alternative pathways to 'New Political Minds'

Chris Bayes, Matthew Johnson & Guillermo Alonso

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The current HE environment

- Historical overview highlights marketisation and strong differentiation of HE institutions (McCaig, 2018a), that leads to increased competition between universities in order to maintain the hierarchy of prestige (McCaig, 2018b)

- WP acquires different meanings (Harrison & Waller, 2017) that lead to force universities to manage the tension between encouraging social mobility and competing among themselves (Bowl and Hughes, 2016:269)
    - "[The universities'] need for self-reproduction in order to maintain their legitimacy is often at odds with calls for increased access and inclusion" (Rainford, 2017:48)

- Supply and demand of HE are affected by this
    - WP and social justice become commodities (McCaig, 2018b:79), subordinated under the aim of SR
    - The rise of instrumentalism as a motivation for HE (Tomlinson, 2017)

Criticisms and alternatives

- It is not clear whether this approach has achieved its aim of widening access, or whether serves only as a 'shift to quality' (McCaig, 2016:227) that barely extends university participation (McLellan et al, 2016:60)

- Harrison and Waller (2017, 2018) highlight issues within current WP practice:

  - Targeting and efficiency issues

  - Problematic epistemology

  - Schools interfering with WP's aims

  - Tension between disadvantaged young people's attainment and aspirations

  - WP discourse prioritising aspirations over expectations

- McLellan et al (2016) focus on 'WP as pedagogy', bringing people with mixed experiences together and utilizing them in the learning process

- What is the meaning and purpose of WP?

The Politics problem

- The 'recruitment' challenge for Politics/IR

  - Definitional

  - Generational

  - Socio-cultural

  - Economic

- Politics as epitomising the WP problem

- The need for subject area engagement

New Political Minds

- Summer school in its 5th year

  - Academic shaped and driven

  - Subject focused

  - Campus-based

  - Experience-guided

- The funding challenge

- The demographic challenge

How will westphalian sovereignty be affected by Brexit

* The European communities Act of 1972 will be repealed as UK law can't be overruled
* The ECJ will have no judicial power over the UK
* British law makers making laws for the UK
* The ability to make trade deals with countries outside the EU

Exploring new pathways to NPM

- Links with Liverpool Schools Parliament (LSP) from previous role

    - MNCO project – Merseyside Youth Parliament
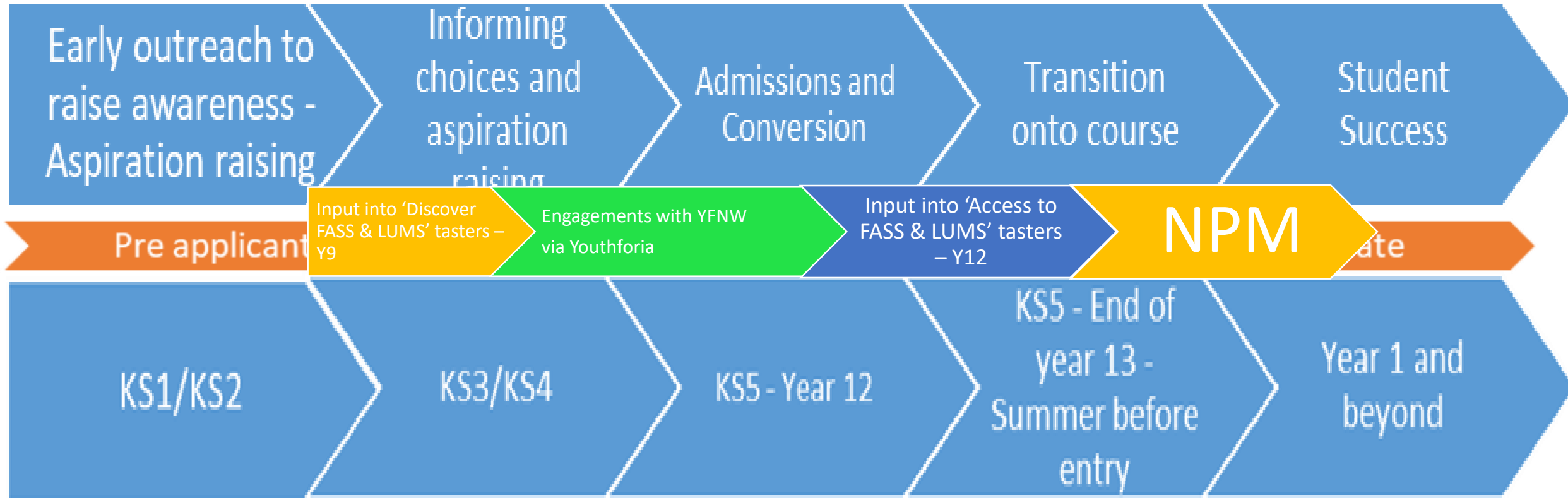
    - Model EU referendum

- Through engagement with LSP, recommended to speak to Youth Focus NW:

- *"Youth Focus NW is a strategic hub with youth work values at the heart of every piece of work. Across the North West of England and beyond our work is driven by a desire to improve the lives of young people. We like to make things happen and our belief in young people, listening to their voices and moving from voice to power underpins everything."* - https://youthfocusnw.org.uk

- Presented at Youthforia – Middlewich, 19th Jan and hosted at LU, 24th March

- Ring-fenced places on Summer School for young people engaged via Youthforia

Developing a pathway onto NPM

- Development of 'Discover FASS/LUMS' and 'Access to FASS/LUMS' taster days targeting Y9 pupils (Discover) and Y12 pupils (Access) from WP backgrounds

- Content of sessions align nicely with NPM:

  - ***'The Government vs. the Free Market'***

  - ***'Identity, Surveillance, and Security in Society'***

  - ***'The Future of Work and Technology'***

- Interest and scope to develop an out of school engagement with younger students via Youth Focus NW.

Developing a pathway onto NPM

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- McLellan, J., Pettigrew, R.G., & Sperlinger, T. (2016) "Remaking the elite university: An experiment in widening participation in the UK", *Power and Education*, Vol 8 (1), p.54-72

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