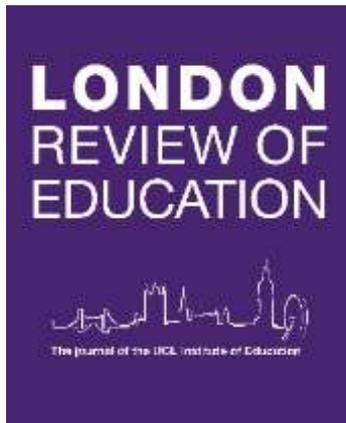


## CALL FOR PAPERS



Colleges as anchor institutions in their local community: Promoting inclusive economic, social and educational growth

Edited by [Lynne Rogers](#)

For publication summer/autumn 2022

Early expressions of interest invited until: 19 July 2021

**DEADLINE for draft papers: 18 October 2021**

Further education (FE) colleges in the UK, Technical and Further Education (TAFE) institutions in Australia, and Community Colleges in the US offer a wide range of programmes that enable young people and adults to develop and realise their aspirations, and in doing so they are rightly recognised for their critical role in fostering social mobility. Far less acknowledged is the importance of these place-based institutions for promoting inclusive social and economic growth that meets the needs of students, communities, businesses and industries.

An underlying issue, seen internationally, has been the negative impact of marketisation. In England this has meant that institutions most often compete rather than collaborate with other providers in the locality, with implications for the range of qualifications offered. Another potentially dampening factor is the high-accountability framework where innovation can be seen as risky (Keep, 2020). In Australia, the impact of marketisation on TAFE institutions has been even more damaging than in England. As Wheelahan (2019, p. 4) comments: 'TAFE has been decimated by the failed experiment of the last 30 years in marketisation and through the imposition of narrow competency-based education qualifications.'

There are complex economic, environmental and social challenges for national contexts (e.g. skills gaps at higher technical levels and exiting the EU in the UK) and international contexts (e.g. rapid developments in technology and AI, climate change and the post-pandemic recovery). These are heralding a shift away from marketisation to a situation where colleges are recognised and valued as anchor institutions within their communities (Diamond, 2020; Wheelahan, 2019).

In this climate, colleges offer a more expansive role in the community, one that is based on trust, innovation and sustained relationships with employers, other educational providers and the community. Many colleges are already actively working with employers and communities, for example in promoting digital technologies and addressing digital poverty, working with industry to develop bespoke training and providing accessible spaces for community use. But there is more to be done to embed this and more to be understood about the benefits and challenges of this approach.

Given the growing recognition of colleges as anchor systems that support inclusive economic, social and educational growth, authors are invited to submit original articles of around 6,000 words on this topic. This could include theoretical or conceptual contributions or empirical papers.

Illustrative rather than exhaustive themes might include:

- whole college approaches to becoming anchor institutions within communities
- the development of local education and skills ecosystems
- working collaboratively with employers to co-produce and co-create skills development
- supporting innovation in the community
- developing supportive networks with different social partners
- supporting teacher professional development through community and employer partnerships
- involving students in community or employer-based enterprise and entrepreneurship.

The goal is to bring together and showcase high-quality conceptual or empirical papers that theorise, demonstrate, problematise or offer solutions for how colleges internationally act as anchor institutions within their local and regional communities to support inclusive economic, social and educational growth.

#### **Submitting to this special feature**

Early expressions of interest in the form of an abstract of 300–500 words should be sent to **LYNNE ROGERS** at [lynne.rogers@ucl.ac.uk](mailto:lynne.rogers@ucl.ac.uk)

To submit an article, or for more information about the journal, please visit the [LRE website](#).

#### **References**

Davidson, I. (2020) *The UK-wide final report from the Independent Commission on the College of the Future*. Available at <https://www.collegecommission.co.uk/final-report-uk> (accessed 10 December 2020).

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