

# Barnett House News

MICHAELMAS 2015

DEPARTMENT OF SOCIAL POLICY AND INTERVENTION



Celebrating REF success: the department achieved the highest score of any unit of assessment in REF 2014. Read more inside about the department's work and the four impact case studies.



**Impact:** Improving policy and programming for AIDS-affected children in sub-Saharan Africa.



**Impact:** Reducing child anti-social behaviour through parenting interventions.



**Impact:** Regulating labour immigration



**Impact:** Targeting resources to deprived areas



# Message from the Head of Department

The most significant piece of news received by the department in 2014-15 was the result of the Research Excellence Framework - REF 2014. The department's result was outstanding: 79 per cent of the submission was assessed in the highest category of "world-leading" or 4\* - the highest score of all Units of Assessment in the UK higher education sector. This is a wonderful success, and reflects the talent and hard work of colleagues.

There are always many achievements in the department, and it is difficult to single out highlights. However, this year I want to congratulate Professor Lucie Cluver who won a Philip Leverhulme Prize (a £100,000 prize awarded annually to early career researchers whose work has already attracted international recognition and whose future career is exceptionally promising) and was promoted to full professor in the 2015 Recognition of Distinction Exercise. The University has conferred on her the title of Professor of Child and Family Social Work.

We were also pleased that Dr Rebecca Surender, Associate Professor in Social Policy, who served as one of the University's two Proctors in 2013-14, was appointed as Pro-Vice Chancellor and the University's first Advocate for Diversity from 1 February 2015. The creation of this post shows the University's commitment to increasing diversity.

During 2014-15, we held a number of lectures and seminars. Professor Tom Cook from Northwestern University delivered the annual Sidney Ball Memorial Lecture. The podcast of the Lecture, as well as other podcasts, are available via the website. The 2015 Sidney

Ball Lecture is at 5pm on 12 October 2015, to be delivered by Professor Phyllis Solomon from the University of Pennsylvania. We hope to see you there or at one of our other seminars (see the events section of the website).

In September 2015, the department opened its doors as part of the annual Meeting Minds in Oxford weekend. Alumni were welcomed back to Barnett House, where we hosted two concurrent sessions involving a film screening followed by a 'conversation' with the researchers. These sessions were led by Professor Robert Walker on *No shame or blame: Promoting the dignity of people in poverty, globally*, reporting on research conducted in eight countries exploring the psychological dimensions of poverty; and Professor Lucie Cluver on *Snakes, gangsters and gunfire: Using science to change AIDS policy in Africa*, a look at her work with the South African government, UNICEF, the World Health Organization and UNAIDS and focused on the world's largest study of children in AIDS-affected families and the first long-term study of AIDS-orphaned children.

Finally, it was with great sadness that we learnt that Professor Chelly Halsey, the Director of Barnett House from 1962-90, passed away during the year. Chelly had an enormous impact on the sociology of education and educational reform as well as on the study of social policy more generally. We were honoured that he had attended the Centenary Reunion Weekend last July. In recognition of his work, we are establishing a new graduate scholarship in his honour in partnership with Nuffield College.

**Martin Seeleib-Kaiser**



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## **New Head of Department: Dr Rebecca Surender**

Congratulations to Dr Rebecca Surender! She has been elected by the department to serve as Head for 12 months, replacing Professor Martin Seeleib-Kaiser.

Dr Surender is also a Pro Vice-Chancellor and University Advocate for Diversity and Fellow of Green Templeton College. Her research, teaching and publications are primarily in the area of health policy and social policy in developing countries.

She is currently a Visiting Professor at the Institute of Social and Economic Research (ISER) at Rhodes University, South Africa, where she is leading a three year collaborative project examining the implementation, policy dynamics and effects of the proposed new National Health Insurance (NHI) reforms.

Dr Surender has held a number of senior administrative positions within the department, Green Templeton College and the wider University. She was elected a University Proctor for 2013-14 and was appointed a Pro Vice-Chancellor and University Advocate for Diversity in 2015. The post is designed to provide strategic direction and coordination to the various equality and diversity initiatives currently taking place throughout the University.

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# News



## David Coleman's retirement marked by a special issue of *Population Studies*

To celebrate David Coleman's retirement from his position as Professor of Demography, a workshop was organised at St John's College in September 2013. The theme of the workshop was 'Population: The Long View', reflecting the organisers' view that too little demography seeks to engage with the 'big picture' of population issues, focusing rather on technical applications of micro-sociology. To bridge this gap a number of world-leading experts were invited to present their research.

Following the workshop, a special issue of *Population Studies*, one of the world's leading demography journals, was produced, featuring a selection of the papers presented. This special issue was the first such edition produced by the journal in its long existence, and was edited by David himself, with Stuart Basten from Barnett House and Francesco Billari from the Department of Sociology. Contributions to the special issue were made by such leading scholars as Massimo Livi-Bacci, Rebecca Sear, Philip Kreager, David Reher, Wolfgang Lutz, Paul Demeny, Michael S. Teitelbaum and Quanbao Jiang. The response to the special issue has been excellent.



Findings presented in some of the papers have been reported in newspapers in the UK and across the world, and some of the papers in the special issue are already in some of the most read online articles in the history of the journal.

The success of the workshop and the special issue not only represents the hard work which David put into the project, but also is a reflection of the hard work that he has put into the study and teaching of demography over the years. The theme of the workshop reflected David's unique ability to see the 'big picture' in terms of the inter-relationship between population, politics and policy.

## Rebecca Surender appointed as first Advocate for Diversity

On 1 February 2015, Rebecca Surender took up post as the University's first Advocate for Diversity. The new position is designed to provide direction and coordination to the various equality and diversity initiatives taking place throughout the University, and Rebecca has been tasked with increasing awareness and momentum in this area across both student and staff affairs.



- 1 David Coleman
- 2 Rebecca Surrender
- 3 2014-15 Comparative Social Policy students

Rebecca says: "This is an extremely significant and timely development because if Oxford is to retain its position as a world leader in an increasingly competitive and globalised environment, it must continue to promote excellence through diversity and not in spite of it. I am excited to contribute to this important work which seeks to foster an inclusive and dynamic institutional culture and environment for all university members. There is a range of equality and diversity initiatives throughout the collegiate university. This is to be welcomed and reflects the breadth and depth of our engagement with improving equality and diversity."

## Prizes and scholarships

Each year the department awards three prizes to outstanding students: the George and Teresa Smith Awards and the Barnett prize.

The George and Teresa Smith Awards were launched in 2010 to acknowledge academic achievement by Masters students. The Awards were established by five alumni who wanted to thank the department for the opportunities and skills gained during their time at Oxford. In 2014, the George Smith Award was won by Joanne Cave, and the Teresa Smith Award was won by Janina Steinert.

The Barnett Prize recognises the best paper submitted by a graduate research student. In 2014-15 the prize was awarded to two students:

- Ali Naghieh for *Rebuilding professional identity and community: addressing systemic stress generated by new public management*.
- Jamie Lachman for *Pilot Randomized Controlled Trial of a Parenting Program to Reduce Child Maltreatment in South Africa*.

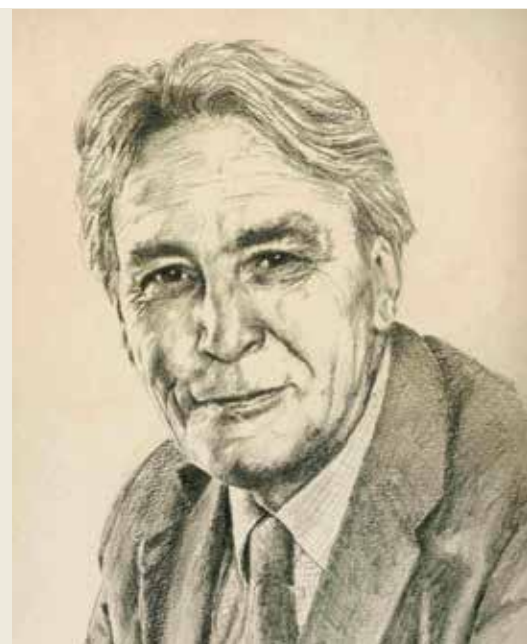
Supporting graduate students is important to Barnett House, and increasing the number of scholarships available is an ongoing goal. We are delighted to have been able to increase the value of the Barnett Scholarship since 2013, and, as part of the Centenary celebrations, to have established the Centenary Scholarship. For admission in October 2015, the Barnett Scholarship has been awarded to Craig Carty and the Centenary Scholarship to Amalee McCoy. Congratulations to Craig and Amalee!

We bid farewell to the 2014-15 cohort of students studying the MSc in Comparative Social Policy and in Evidence-Based Social Intervention and Policy Evaluation, and send them all good wishes for the future.



# Professor A H 'Chelly' Halsey at Barnett House

It is with great sadness that we record the death of Professor A H Halsey on Monday 14 October 2014, aged 91. George and Teresa Smith reflect on his life and work at Barnett House.



'Chelly Halsey', as he was universally known, had far more impact than any other academic on the post second world war development of Barnett House, then the Department of Social and Administrative Studies (now Social Policy and Intervention). Appointed director in 1962, he turned Barnett House from a small department at the margins of Oxford University to a powerful graduate teaching and research centre with a growing international reputation. He remained its head for the next 28 years – a span never likely to be repeated. He was by far the dominant figure throughout, key in appointing staff and deciding its direction, and also leading by example in both teaching and research. Already a rising star in sociology when appointed, he quickly established himself as one of the leading sociologists of the second half of the 20th century with a prodigious output of major books, reports and articles.

Barnett House was a major focus of Halsey's Oxford life. From the start he was powerfully committed to the Barnett House tradition of social enquiry and social training closely allied to social reform and social action, subtly restating this in the 1976 Festschrift to his long-lived predecessor Violet Butler to give greater emphasis to sociology. But his conception of sociology and social policy was always a broad one that explicitly included social work as the applied end. The Barnett House social work course grew to be the largest graduate course in the Social Studies Faculty. While Chelly was sometimes ambivalent about the way this developed and shaped his department, he was always willing to push for its expansion and defend

it. 'Wheeling out the Chelly' (a colleague's phrase) was a tactic we all used when the going got difficult.

Halsey wrote in the late 1960s, 'The challenge is irresistible for the social scientist to become involved in the development of social policy, its definition of ends, its allocation and planning of means, and its measurement of results'. Seizing the opportunity provided by his role as adviser to Crosland, a powerful minister in Harold Wilson's government, he and Michael Young devised the first action-research project, or in Chelly's phrase 'experimental social administration', in education in the UK (the Educational Priority Areas). Almost at the same time Halsey became a key figure in the parallel Home Office Community Development Project, and for a time was the central research figure in both national programmes, one directly run through Barnett House with four projects in England, the other run by the Home Office. These projects more than doubled the size of Barnett House.

Internationally, Chelly was also a key figure in the OECD's shift from a concern with education as manpower planning to detailed work on its nature, organisation and effects at all levels – working to secure very major grants from the US Ford Foundation and the Japanese government and chairing the key OECD section for many years. His work with the UK civil service generated the first systematic survey of civil servants with Ivor Crewe for the Fulton Commission.

Almost as a footnote, at the same period in the late 1960s, he secured the first research grant for social mobility, the first of a long series of studies run jointly between Nuffield College and Barnett House.





*'A most impressive human being, scholar and activist'.*

George and Teresa Smith

In addition to his powers as an academic lecturer, usually speaking without notes or other aids, he had the capacity to articulate ideas in ways that resonated with many different groups both in print and face to face (the BBC Reith lectures are an example). Audiences included politicians and civil servants. He even charmed Mrs Thatcher, then Secretary of State for Education, to take EPA seriously and add its ideas to her 1972 White Paper. But also, in line with his commitment to adult education, he spoke to very many groups up and down the land ('wearing out the shoe leather' in his phrase).

But the changing climate in the late 1970s/1980s made the going much tougher with constraints and pressure on all fronts and tensions as funds were cut. By 1985 Mrs Thatcher's door (now 10 Downing Street) was firmly shut – for example in the face of the Archbishop of Canterbury's report 'Faith in the City' on urban deprivation, where Halsey was the principal researcher ('the best bishop the Church of England never had', according to a former Head of an Oxford College).

We first met Chelly when he interviewed us for admission as graduate students in 1966, later working with him as research and teaching colleagues until he retired in 1990. We last met him on a glorious summer day in July 2014 at the Barnett House Centenary celebrations though he had already given us several tutorials and written comments on the draft centenary book we were compiling.

Chelly Halsey had an extraordinary range of talents and skills. We cannot do better than end with his US friend



and colleague Professor Hal Wilensky, who wrote to us in 2006 – 'a most impressive human being, scholar and activist'.

*George and Teresa Smith*

As part of the Centenary celebrations last year, George and Teresa with Elizabeth Peretz wrote a history of Barnett House. There are at least two chapters devoted to the Halsey era in the book, *Social Enquiry, Social Reform and Social Action* (available from the department).

The department and Nuffield College have joined together to honour Chelly's memory with the Oxford-Chelly Halsey Graduate Scholarship open to graduate students studying social policy and sociology. Chelly believed that education is precious and should be accessible to everyone, and so it is thought that there is no better way to remember his legacy and impact on the study of social policy.

It is hoped that we will be able to raise sufficient funds to endow the scholarship. This would cost £835,000. However, until 2017, the University has set aside funds to match private donations towards graduate scholarships, which, with gift aid taken into account, means that the amount needed is £501,000. This is a unique opportunity to help us create a new scholarship in Chelly's memory. All donations are welcomed.



# Barnett House achieves highest score of any Unit of Assessment in the 2014 REF

No-one involved with the higher education section in the UK will have any uncertainty about what the REF – the Research Excellence Framework – is, or the importance of it to the department.

But to explain for those readers less familiar with it, it is the system for measuring the quality of research in UK higher education institutions, replacing the previous exercise, the Research Assessment Exercise (RAE). REF 2014 was the first iteration of the new exercise, assessing research carried out between 2008 and 2013, with submission to the Higher Education Funding Council for England (HEFCE) in December 2013 and results announced in December 2014.

The department's submission consisted of up to four outputs for each eligible member of staff; an environment template summarising the research environment and organisation in the department; an impact template summarising our approach to impact; and four impact case studies. A huge amount of work went into planning and compiling the submission.

The lead up to results day was a nail-biting time. However, it turned out to be a day of celebration: the department was confirmed as a leader in social policy and intervention with overall 79 per cent of the submission given the highest score of "world-leading" (4\*). This was higher than any other department within the Social Work and Social Policy Unit of Assessment. In addition, it was the highest score of all units of assessment – truly a moment to break open the champagne (although we stayed more down to earth and celebrated with Prosecco)!

In addition to 79 per cent of research achieving the highest score, a further 14 per cent was assessed as "internationally excellent" (3\*), meaning that in total 93 per cent of the research submission was assessed as world-leading or internationally excellent. As well as being important in confirming the quality of work carried out by Barnett House and the reputation of the department, the results of REF has also some practical implications as it is a driver of funding – so this result is very good news for the department.

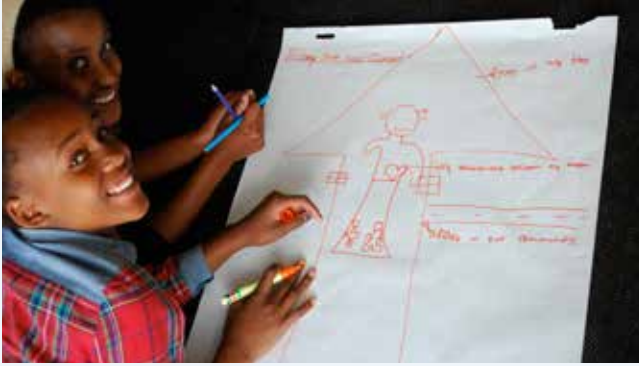
The department's research environment was assessed as 100 per cent 4\*, which reflects developments in recent years to consolidate expertise in particular research areas while growing specific new areas. It also recognises the strength of the department's working environment, investment in top academic appointments as well as the development of opportunities for early-career researchers, and the emphasis placed on a strong supporting infrastructure.

Impact was new to the assessment in 2014, and included to measure the non-academic impact of research. HEFCE intended to measure the 'reach and significance of impacts on the economy, society and/or culture that were underpinned by excellent research'. The department's four case studies and impact strategy were all assessed as 100 per cent 4\*.

Sadly the period for celebration is short: already colleagues are concentrating on preparing work to be included in the next REF.

## The department was confirmed as a leader in social policy





# Impact case studies

## Improving evidence-based policy and programming for AIDS-affected children in Sub-Saharan Africa

**Professor Lucie Cluver**

The phenomenon of children living in AIDS-affected families in sub-Saharan Africa was first identified in the mid-1990s, and has risen to massive proportions with an estimated 3-4 million AIDS-affected children in South Africa alone. Since 2005, Lucie Cluver has designed a pioneering set of studies which have informed the development of evidence-based policy, practice, and programming for AIDS-affected children in sub-Saharan Africa (an estimated 85 million children, orphaned by HIV/AIDS or living with AIDS-ill caregivers).

The use of these studies by policymakers and practitioners has contributed to the mitigation of the effects of AIDS on some of the world's most vulnerable children. For example, the research has been cited by the South Africa government in a number of major policy documents that are used to determine the provision of services for AIDS-affected children, and in the development of the National AIDS Council's national framework for HIV/AIDS programming. In addition the studies have been a key influence on US government's foreign aid policy and programming: the President's Emergency Plan for AIDS Relief (PEPFAR-USAID) is the largest single funder of programming for AIDS-affected children globally and PEPFAR-funded programmes reach an estimated 4.5 million children per year. The research has also influenced the policies of the key bodies involved in policy and interventions for AIDS-affected children in sub-Saharan Africa: UNICEF, Save the Children, Regional Interagency Task Team for Children Affected by AIDS and the Regional Psychosocial Support Initiative.



100 YEARS OF SOCIAL ENQUIRY



# REF2014

**DSPI scored top** of the unit of assessment for percentage of overall research activity assessed as

**world-leading**

# 79%



DSPI score is **highest** of all units of assessment

# in the UK



DSPI's research environment was assessed as

# 100%

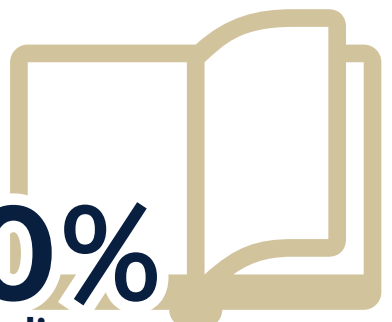
**world-leading**



DSPI's **impact** submission was assessed as

# 100%

**world-leading**





## Impact case studies *continued*

### Reducing child anti-social behaviour through effective parenting interventions: international impact on policy, practitioners and families

**Professor Frances Gardner**

Persistent antisocial behaviour in children is a major social issue, with public costs estimated at £250,000 per child by age 27. Frances Gardner's research demonstrates that parenting programmes significantly reduce antisocial behaviour, and has encouraged uptake of these programmes by bodies that play a major role in forming policy. As lifetime costs of antisocial behaviour are so high, these interventions are likely to produce high return on investment – potentially over £200,000 per child could be saved.

From 1999–2005, Frances and her team undertook a series of randomised controlled trials funded by the Esmée Fairbairn Foundation, the Health Foundation and the National Institutes of Health. They found that parenting interventions developed in the US were effective in reducing behavioural problems in children and in improving parenting and parent mental health in low-income families in Oxfordshire, and that, contrary to expectations based on previous research and practice, there was no evidence for greater effects on more advantaged families.

The research has had significant impact on policy relating to parenting and child behaviour both within the UK and beyond, contributing to family intervention development in US trials, and to policy change by organisations such as the WHO and the UN Office on Drugs and Crime (UNODC). The research has influenced parenting interventions in Europe and many countries have implemented and tested these programmes, citing the Oxford research. It has also been used by policymakers in New Zealand, Malta, Slovenia, Estonia and South Africa.

### Targeting resources and interventions in deprived areas using small area level indices of deprivation in the UK and South Africa

**Professor Michael Noble**

Since 1999, Michael Noble and his team have undertaken a programme of research to produce small area level indices of deprivation in the UK and South Africa. The indices are widely used by central and local government, regional bodies, civil society, academics and others, to analyse patterns of deprivation, to identify areas that would benefit from special initiatives or programmes, and as a tool to determine eligibility for specific funding, enabling governments and other bodies to target their resources more effectively.

The methodology developed for England was subsequently used to produce indices for the other countries in the UK as well as South Africa, and is increasingly being applied elsewhere in Africa and Asia. There are many examples of uses of the indices of deprivation in the UK, including:

- **targeting funding:** £1.5 billion (2008–09 to 2010–11) Working Neighbourhoods Fund (WNF) allocated to local authorities on the basis of levels of deprivation in their constituent neighbourhoods (2007 Indices);
- **funding formulae:** the NHS has used the English Indices as part of its weighted capitation funding formulae to allocate funding to primary care trusts and deprivation-weighted additions to GP salaries e.g. £85 billion allocated in 2011–12;
- **targeting programmes:** the Community Energy Saving Programme (2009–2012) contributed to the government's Fuel Poverty Strategy by targeting geographical areas; and
- the indices also appeal broadly to charities, voluntary organisations, businesses and the general public. For example, many National Lottery grants are targeted at deprived areas using the indices, as are other charitable funds, such as the Church and Community Fund.







The UK's growing reliance on migrant workers is closely related to public policies that have encouraged employers to recruit migrants over British workers. Ruhs' insights impacted the development of a new approach to immigration by the Labour party. Ed Miliband's first major speech on immigration (2012) drew directly from the research. After a private discussion with Ruhs, Miliband argued that there was a need for "a new approach to immigration based on building a different kind of economy."

## **Regulating labour immigration: Labour markets, welfare states and public policy** Dr Martin Ruhs

The regulation of labour immigration and the rights of migrant workers are among the most contested public policy issues in high-income countries. However, labour immigration is often viewed as a discrete area of policy, and the relationships between immigration, labour demand and other public policy areas typically remain unrecognised in public debates and policymaking.

Martin Ruhs and his collaborators have shown how labour immigration and employer demand for migrant workers are closely related to a wide range of institutions and public policies that go beyond immigration policy. Labour market policies, housing policies, and a wide range of social

policies, have in many countries created incentives for employers, especially in low-wage sectors, to develop a preference for recruiting migrant over domestic workers.

The research has directly impacted on labour immigration legislation and policymaking in the UK, and on policy debates in the US, Netherlands and various UN agencies dealing with migration issues. For example, through collaborative work with the UK's Migration Advisory Committee (MAC), the research on labour immigration and public policy has directly informed and heavily impacted on the MAC's work in drawing up a list of "shortage occupations" (where employers get easier access to migrant workers). All the shortage occupation lists recommended by the MAC since 2008 have been accepted by the Government. The research has also had considerable impact on debates and legislation on immigration reform in the US as well as informing key individuals working on labour and immigration across Europe.



# VC visits projects in South Africa



In one of South Africa's poorest areas, Professor Lucie Cluver and her team are testing a new intervention, the Sinovuyo Caring Families Project for Parents and Teens. The intervention is intended to tackle the physical and emotional abuse of children. In May 2015, the University's Vice-Chancellor, Professor Andrew Hamilton, travelled to the villages of the Eastern Cape to see the results for himself.

Visiting the township of King William's Town and its surrounding villages to witness the new social intervention in action, he met schoolchildren, clowns and a village chief, all taking part in an initiative to reduce the abuse of children in some of South Africa's poorest communities.

The research project is funded by the European Research Council (ERC), and has been devised by researchers in the department working in collaboration with Clowns Without Borders South Africa, the University of Cape Town (UCT), UNICEF, the World Health Organization, and the South African government. Led by Lucie Cluver, the team has completed a trial of a 12-week version of the programme involving 130 families from six villages. A larger scale study is now under way. Some 500 families – 1000 participants – are taking part in a 14-week version, which now also includes workshops on family budgetary planning.

After an early morning flight from Cape Town, the Vice-Chancellor arrived at Charles Morgan School in Ginsberg township (once home to Steve Biko, the anti-apartheid activist), and was introduced to a group of students who took part in last year's trial. They explained all that they had learned, including staying safe from teenage pregnancy, anger control and the dangers of drugs.

At the project's headquarters in King William's Town, Professor Hamilton witnessed the training under way for local researchers. They were being trained to collect answers to questionnaires with the families taking part in the next phase of the trial and had a practice on members of the Vice-Chancellor's party. The questions came as something of a culture shock: how many times have you seen someone with a knife in the last month?



“Oxford’s Social Policy and Intervention researchers have just been ranked number one in the UK, but it’s only when you get out here on the ground that you see what that actually means.”

Professor Hamilton reported: “Oxford’s Social Policy and Intervention researchers have just been ranked number one in the UK, but it’s only when you get out here on the ground that you see what that actually means. Our academics are enjoying these programmes but they’re also rigorously assessing them with the fundamental aim of reducing child abuse. It means that Oxford academics... are providing evidence which can then feed into policy-making in South Africa and beyond.”



The Vice-Chancellor’s day ended with a visit to a group session in the village of Rhamnyiba, the new part of the programme, dealing with financial planning in a part of the world where many do not possess a bank account. In the small church hall, he met the local chief, Ernest Mene, and thanked him for the community support vital to the project success. Then Sibongile Tsoanyane, one of the performers from the Clowns without Borders South Africa, who leads the group sessions with singing and dancing, included Professor Hamilton in the proceedings.

Professor Cluver said: “There are so many people at our University doing amazing work and the Vice-Chancellor dancing with grannies in a community centre in the Eastern Cape is a real sign that the University is invested.”

The project’s Postdoctoral Research Officer Dr Franziska Meinck added: “The Vice-Chancellor came away from his trip with a taste of the work that we undertake. He was able to see how social science can be conducted in low resource settings.”



# Rebel Researchers

We previously reported the appointment of Rys Farthing as the last Barnett Fellow. The Barnett Fellowship was established in 1928 by ‘certain British and American friends of Canon Samuel Augustus Barnett’, to be managed by trustees to be appointed by ‘an association called the Universities Settlement in East London and commonly known by the name of “Toynbee Hall”...and... Barnett House in the city of Oxford, an institution for the promotion amongst other things of economic study’. The Fellow was to ‘devote him or herself to such an extent and in such a way as the Trustees shall reasonably require to work which shall involve teaching or research (or both) in social or economic science in or in connection with one of the above named universities with a period of residence in an industrial community’.

Rys took up post in 2013, and worked closely with Toynbee Hall on The Rebel Researchers project, a peer-

led project involving 12 young women, aged 15-18, who were supported to undertake their own research project. The group decided to explore where young people like themselves felt they could exercise their political agency, and what ‘spaces’ were available to them to ‘be’ political within.

Developing their own methodology, the group held five focus group sessions with 27 young people and surveyed 42 other young people to gather their thoughts. They asked about six ‘spaces’ they thought might be open to youthful political actions, but – analysing the data themselves – they found that among the young people they spoke to, very few ‘spaces’ were felt to be open for youthful politics, as shown in the table.

The young women also devised a dissemination strategy for their research, which included presenting at three academic conferences, making a YouTube video, co-

	Did they feel young people were listened to, when they spoke about important issues in this space?	Did they feel they were able to make changes, or ‘do’ politics in these spaces?
Traditional political spaces, like parliament	No	No
Local political spaces, like councils	No	No
Youth clubs	No	No
On social media	Yes	No
In schools	Yes	Mixed, mostly yes
In their families	Mixed, mostly yes	Yes

*‘The idea of running a focus group at first was definitely something we all were looking forward to. We were slightly nervous yet very keen as we had never ran a focus group to such a level. Knowing that we are the main researchers and this was OUR focus group had installed us with such confidence, which allowed us to take on the focus group. We have to admit, we were a little tense in regards to if the participants would show up and if they did, would they be enough to run a focus group? AMAZINGLY we had the perfect amount of participants. Our conversations were absolutely wonderful and undeniably fruitful as we were faced with a variety of opinions and views. Whilst running the focus group we were buzzing, we couldn’t get enough, we wanted to ask more questions, get more answers, just more and more. The experience of running a focus group was certainly enlightening. A day we will all remember.’*

**A Rebel Researcher on running a focus group**



*'On our journey to the conference we rehearsed our presentation as 'practice makes perfect' and it was especially true for us as it did go perfectly. I was simply buzzing with excitement when I had to go up and present and honestly who wouldn't? Getting an opportunity to present at a conference full of academics at the age of 17, MIRACLE. Getting on that stage, camera on one side, video recorder on the other and the audience right in front of us, sounds nerve racking, doesn't it? Well not for us, Rys instilled confidence in us, as she knew we could do it and as always was ever so encouraging. Presenting at the conference went brilliantly, the audience were lovely and we even got them to the Mexican wave! For one part we played a game and let me tell you the audience were eager and actually very active, as of course there were chocolates at stake. Now I just can't wait to get the video recordings of our presentation, wouldn't it be great to show off to my family and friends? Plus I am hoping to get the audio out on YouTube for everyone to see how awesome the rebel researchers are and the hard work we put in which allowed us to present. Make sure to check it out when it's up.'*

**A Rebel Researcher on their experience of presenting at an academic conference.**

writing two academic articles which are currently awaiting peer review, and launching a report on the Houses of Parliament on 'Take Over Day'.

At their event in Parliament, the Rebels were able to work with MPs and charity sector staff to co-develop ideas to address the lack of political voice their research identified. Some of the co-designed ideas included:

- Introducing "champions" for young people in the political domain.
- Changing the language of politics, so it is more inclusive.
- Making sure members of schools councils sit on school governing boards, so participation within schools is meaningful.
- Placing more trained youth workers in youth clubs.
- Identifying more small wins, to support young people to make small positive changes to start with.
- Engaging in more organised efforts for youth issues.



**Full details of their findings  
can be found here:**

[https://www.spi.ox.ac.uk/fileadmin/  
documents/PDF/141210\\_  
RebelResearchers.pdf](https://www.spi.ox.ac.uk/fileadmin/documents/PDF/141210_RebelResearchers.pdf)

**or more information about the project  
on the young women's blog:**

[https://www.spi.ox.ac.uk/research/site/  
rebel-researchers/blogitics-update.html](https://www.spi.ox.ac.uk/research/site/rebel-researchers/blogitics-update.html)



# Fifty years on: celebrating the Class of 1964-65

**As a new feature in Barnett House News, we are celebrating the fiftieth anniversaries, the first being that of the class of 1965.**



In 1965 Barnett House was a young department in University terms: in 1960 it had become a full University department, the Department of Social and Administrative Studies, and had been in its current location in Wellington Square for ten years. Barnett House was still very small, with just six academic members of staff plus the director, Chelly Halsey. It was a time of development, however, preparing for the significant expansion that was to take place in the late 1960s.

Sarah Vincent, our Communications and Alumni Relations Officer, caught up with three alumni from 1965 and discussed their memories of the time at Barnett House.

## **Mark Weston** graduated with the Diploma in Social Administration

"Studying for my postgraduate diploma in Social Administration was a life-changing experience. Most people undertook the diploma to become social workers or probation officers, but I wasn't sure about taking that path. After finishing my Classics degree at Wadham, I wanted to explore the social problems of the world around me. The diploma provided me with a placement in a different type of social situation for each vacation. My experiences on these placements gave me insights that have shaped my whole approach to social policy ever since.

At Barnett House, the professors I remember now were Professor Halsey and Dr Walker, who was in charge of Criminology. A lot of the lecturers at the time were very young – even in those days, Halsey seemed to be a senior figure.

My first placement was in Edinburgh with the local authority's social services. I worked in Niddrie, one of the most deprived areas of the city, notorious for violence and crime. I remember vividly the ferocity with which children as young as four or five attacked each other in a school playground. Having only just acquired my driving licence, I found myself having to drive through the centre of Edinburgh to rush a little girl with a serious head wound to hospital.

In my next vacation I spent several weeks, including Christmas, at Shenley mental hospital, then a huge, impersonal institution for more than 1500 in-patients where the readmission rate was 48%. Shenley also housed Dr Cooper's famous Villa 21, a separate unit where young schizophrenic patients were encouraged to discover their true identity by rejecting the negative self-image imposed by their families. I witnessed several of these young patients being transferred to secure wards in the main hospital when their behaviour became too violent for the unit to handle. Both the hospital and Villa 21 were closed in the 1980s.

In the Easter vacation I had a placement at the psychiatric prison at Grendon Underwood near Oxford. This prison had been established in 1962 as an experiment to provide treatment for male offenders considered to be psychopaths to see if they could be helped to confront and change their behaviour. It was – and still is – the only prison in the country run as an autonomous therapeutic community. I was amazed by the diversity of offenders in the groups – murderers, sex offenders and fraudsters – and the strong commitment to sharing experience in the group therapy. I was also impressed by the results, with only 20% of inmates who had been in the prison for at least 18 months reoffending. On the other hand, I witnessed experiments in electric shock therapy to cure addictions that would be frowned upon today.

Eventually I joined the civil service in the administrative grade with aspirations to influence government policies, but as a junior civil servant I found it incredibly bureaucratic and filled my spare time with volunteer work. Throughout the rest of my career, I volunteered, and now that I have retired I work as a volunteer adviser and social policy co-ordinator for my local Citizens Advice Bureau. Looking back, my experiences on placements gave me a sense of direction both for my career as a civil servant and for my voluntary work – an ambition to learn enough about the system to know how to change it or to help my fellow citizens get what they are entitled to from the system as it is."



- 1 Mark Weston
- 2 Senator Larry Pressler
- 3 Andrew Flockhart

### **Senator Larry Pressler** graduated with the Diploma in Public and Social Administration

"In 1964, I matriculated at Oxford University in Philosophy Politics and Economics (PPE) at St Edmunds Hall as a Rhodes Scholar. However, there was much military draft-related uncertainty in the United States at that time due to the Vietnam War. Although I did not entirely agree with that war, I made the decision that if I did not volunteer, someone poorer or less able would have to go in my place. So I volunteered and was "called up" a short time after my arrival at Oxford. I negotiated a delay of one year, and worked with Warden E.T. Williams of Rhodes House to find a one-year program where I could get a diploma, although the usual time for Rhodes scholars those days was two years to get a PPE bachelor's degree.

Chelly Halsey welcomed me to a one-year program, and I took a variety of exams, mostly in English history. I received my diploma on December 2nd, 1965. I took tutorials mainly from Mr. Richard Smethurst (subsequently Provost of Worcester) and also took a history and politics class from John Dunbabin, now retired from St Edmunds Hall. I took two days of examinations upon completion of my year and submitted a thesis that fall on The New Towns of England. I also took a tutorial and attended lectures on social studies.

I have used my diploma in Public and Social Administration in several ways. I subsequently received a Masters degree in Public Administration from Harvard in one year rather than the two required at that time, by piggybacking the diploma and the degree. Also, in 22 years of service in the US Congress, including 18 in the US Senate, I frequently used the knowledge I had acquired in public administration as I served on the education and labour committee. I am currently serving on the board at the New York Baruch School of Public Administration and I have been on an advisory board for the Kennedy School of Government at Harvard.

I think a study of social policy and public administration is critical in today's society. Governments throughout the world are struggling to deliver goods and services in a regulated environment. It is crucial that we have good civil servants to efficiently administer and deliver those services. I salute the work of Barnett House."

**Andrew Flockhart** graduated with the Diploma in Public Administration as a part time student over two years, whilst working as a public health inspector with Oxford City Council. Previously, he had read PPE at St Peters in two years, gratefully funded by HMG through a mature student scholarship.

"Peter Collinson was a particularly inspirational teacher that I remember, and Brian Keith Lucas, who was a City Councillor and Chair of the Housing Committee. I also remember Chelly Halsey well – I fondly remember gatherings at his house. He was a wonderful, supportive man. I had a very accelerated career after my time at the department, because the support I received from staff members was enormous.

Studying at Barnett House gave me great breadth in terms of my future career. Following my degree, I started as an Economist at The National Economic Development Office in London– it was a busy time, commuting from Didcot for two years, but it was a great place to work, full of big hitters at the time.

I returned to Local Government in 1969 as Assistant Town Clerk in Blackburn and on Local Government reorganisation in 1973 I moved to be the first Chief Executive of what is now Telford and Wrekin Council, where I stayed for 6 years before moving back to Scotland to become Director of Housing for the City of Glasgow. I was also responsible for hosting French Civil Service students from L'école Nationale D'Administration, En Stage in the UK, many of whom went on to be senior civil servants and who I am still in contact with.

I am very active in the Oxford Society in Perthshire, where I have the opportunity to mix with intellectual giants of their time!"

Sadly, we don't have any pictures of the 1965 class. However, we would love to hear from staff and students from 1965 – if you have any photos or memories to share, please email [alumni@spi.ox.ac.uk](mailto:alumni@spi.ox.ac.uk). Next year, we will be featuring 1966. Please send us your photos and memories in readiness for next year's edition.



# Social Mobility in Britain: some new findings

The study of social mobility was once just a specialised field in the social sciences, of little policy interest. But, in Britain, the situation changed dramatically in the early 2000s following the publication of an influential report that claimed that mobility was in decline. Since then, virtually all discussion of public policy in regard to social mobility has been based on this claim. And yet, in the light of a larger body of relevant social research, the validity of the claim is debatable. Investigating this issue, and addressing a range of related questions, is the main concern of a three-year ESRC-funded project led by Dr Erzsébet Bukodi (Associate Professor in Quantitative Social Policy). The research team – that also includes Dr John Goldthorpe (Distinguished Senior Research Fellow), Professor Heather Joshi (UCL Institute of Education, London) and Dr Jouni Kuha (London School of Economics) – has already published a number of papers in leading academic journals, such as the *Journal of Social Policy*, the *British Journal of Sociology* and *Research in Social Stratification and Mobility*.

The research is based on a dataset covering the lives of more than 20,000 British men and women in four birth cohorts, spanning the period from the 1940s through to the early twenty-first century. It has been found that around three-quarters of these men and women ended up in a different social class to the one they were born into, and that this proportion is in fact more or less constant across the cohorts. In other words, there has been no decline in the total rate of mobility. But what also emerges is that there has been a clear change in the upward and downward components of total mobility. Over recent decades, the experience of upward mobility has become less common, and that of downward mobility more common. This creates a situation new in modern British history: young people now entering the labour market face less attractive mobility prospects than did their parents.



Findings so far suggest that a policy focus on education as a means of increasing the overall amount of mobility, and especially of upward mobility, is questionable.

The research also shows that there has been no decline in the degree of inequality in the chances of individuals of different class origins moving to different class destinations. That is to say, relative mobility rates, like the total mobility rate, show a long-term constancy. At the same time, though, it has also been found that the degree of inequality that persists in mobility chances is significantly greater than previous research has suggested. The research team is now turning to the explanation of these trends and patterns of social mobility. Findings so far suggest that a policy focus on education as a means of increasing the overall amount of mobility, and especially of upward mobility, is questionable. In increasing rates of upward mobility, economic policy would seem more relevant: that is, policy aimed at creating more 'top-end' jobs in both the public and the private sectors; otherwise, the increasing numbers of the higher-educated risks resulting in increased 'over-qualification'.

# Live Friday: Social Animals

On Friday 15th May 2015, research groups at the Department took part in the Ashmolean Museum's 'Live Friday' public engagement evening held in collaboration with the Social Sciences Division.

Themed 'Social Animals', visitors were invited to explore the Division's wide array of research through live performances and hands-on workshops. Mongolian camels, 19th century wondering anthropologists with butterfly nets, and drum-beating Samba performers drew an estimated 4,500 people through the Museum's doors. According to Professor Roger Goodman, the Head of the Social Sciences Division, "It is hard to imagine anything which could have done more to put Oxford's Social Sciences on the local map."

The Young Carers research group ([www.youngcarers.org.za](http://www.youngcarers.org.za)), which works with young people and families in AIDS-affected communities in South Africa, screened a short video on their research and invited visitors to take part in a competition. The aim was for participants to design a fashion prototype to enable HIV+ adolescents to carry

their antiretroviral (ARV) medication with them in a cool and discreet way. The stigma of being HIV+ is a tricky barrier for adolescents to navigate and can affect their medication adherence. Thus, figuring out ways to encourage teenagers to take them is very important.

Despite the sombre nature of the subject, the evening was great fun, with crowds, both young and old, drawn by plasticine into tactile design creativity. Some of the designs were seriously stellar, ranging from unrealistic suggestions like storing medication inside pets (the participant was 3 years old) to hiding pills in secret shoe compartments. It was also a great opportunity to promote the University's research; connect with other research projects from across the Social Sciences Division; spend time with funder representatives; and to get the public involved in ways that directly benefit the Young Carers

research group's projects by making a difference to vulnerable South Africans.

A big thank you goes out to all those who took part, both in planning process and on the night itself, in particular: Lizzy Button, Sarah Hoeksma, Beth Vale, Freddie Mallinson and the Bray family.

## LIVEFRIDAY SOCIAL ANIMALS



1 Live Friday design entries.

2 Visitors sit to discuss ideas amid ancient pottery.

# Where are they **now**?



“Being a writer and editor was not what I had anticipated when I began my studies at Barnett House, but I nonetheless continue to find the analytical skills and global perspective I learned there to be invaluable in my daily work. I am often placed in situations where I must engage with an unfamiliar political context, including new data, information or policy considerations, and then be able to make quick sense of what is going on, before translating the language of policy experts into something more accessible to readers.”

## **Sean Braswell**

Sean completed his MSc in Comparative Social Policy in 2002, followed by a DPhil in Social Policy in 2005, funded by Rhodes and Clarendon Scholarships. For his DPhil, supervised by George Smith, Sean focused on education policy, and used administrative datasets to track the impact that school choice policies had on the segregation of British secondary school students by social class. Whilst at Barnett House, Sean also worked for George Smith and Professor Michael Noble on the Social Disadvantage Research Centre’s pioneering use of administrative data to study deprivation.

After completing his DPhil, Sean earned a law degree at Harvard and worked for five years as a litigation associate at the international law firm Hunton & Williams. He now uses his legal and policy training as a Senior Editor for the online magazine, OZY (ozy.com), based in California. In addition to covering law and politics stories from across the globe, Sean enjoys writing about history, higher education and sports. He takes any chance he can get to return to Oxford to recruit graduate students interested in contributing to OZY, to enjoy a shandy or Pimms, and, of course, to catch up with old Barnett House friends like George and Teresa Smith. Sean lives with his wife and young daughter in North Carolina.





## Stephanie Dobrowolski

After the first term of her MSc in Evidence-Based Social Intervention, Stephanie knew that just one year in the department would not be long enough. Through the encouragement of her supervisor, Professor Frances Gardner, and the generous financial support of the Clarendon fund, she stayed on to complete her DPhil in Social Intervention in 2012.

What first drew Stephanie to the Social Intervention programme was its combination of strong research skill development and real world applicability. After completing her DPhil, she was keen to apply the knowledge and skills she had developed in a real-world context. In the Fall of 2013 she moved to Freetown, Sierra Leone, to look into starting up an education programme. Working with the former deputy CEO of the Africa Governance Initiative, Mr Paul Skidmore, Stephanie spent her first few months in Sierra Leone conducting background research to better understand what was needed to start addressing some of the many challenges facing education in the country. In the spring of 2014, Stephanie and her colleagues decided to launch the Rising Academy Network with the vision of establishing a network of high quality, affordable private schools.

Less than a few months later, the Ebola crisis hit the region and plans for opening their first junior secondary school in Freetown were put on hold. But with students and their families already committed to attending their school, teachers who were in the midst of their training, and no foreseeable plans to meaningfully address education while schools were closed due to the crisis, Stephanie and her colleagues decided they had to find some way of supporting their students. What took shape became known as ECHO, the Ebola Crisis Home Outreach programme, which involved teachers

going to the homes of students and teaching small study groups for a few hours each day. The programme started out with just over 20 students, and over the following six months grew to reach over 150 students across 18 different study groups.

From the beginning, Stephanie ensured that the programme included an evaluation component and that student progress was tracked over time. She also drew on some of her experiences working with other researchers in the department to assess student reading. Even with just a few hours of instruction each day, the results were encouraging and indicated improvements in English reading, writing and Maths, with greater improvements shown for students who attended lessons more often. Although the ECHO programme had been initiated in reaction to the health crisis in the country, it proved to be a time of real learning and growth for Rising Academy, as approaches to teaching and learning could be tested in a more informal way. It also helped to build strong relationships with students and their families as the new organization weathered the crisis alongside them.

In mid-April 2015, after many months of uncertainty and adapted operations, Stephanie and the Rising Academy team finally opened the doors of their first school to 87 grade 7 students. Their first term was a challenging but encouraging one, and they have a lot of exciting developments on their horizon, including two more schools set to open for the coming academic year. Although it is still early days for Rising Academies, so much of what enabled Stephanie to do her part in getting the organisation to this stage has drawn on the learning from her time in the department. As they now look to scale up their efforts over the coming years, this will certainly continue to be the case.

**“The Social Intervention programme not only developed my research skills and understanding of programme design and evaluation, it also challenged me to be more thoughtful and critical about my work. I enjoyed working closely with my supervisor, fellow students, and other members of the department, and by doing so built strong foundations for my current work as well as lifelong friendships.”**

## Where are they **now**? *continued...*



“My time in Oxford at Barnett House has made an indelible impact on my academic thinking, my scientific career, and my personal life in an incredible way.”

### **Sean Grant**

I came to Barnett House in Michaelmas Term 2010 for an MSc in Evidence-Based Social Intervention, and I immediately realized that I wanted to stay for a DPhil. For my thesis project, I received a Clarendon-Green Templeton College Linked Scholarship to work with Professor Paul Montgomery and former Departmental Lecturer Dr Evan Mayo-Wilson in developing an extension of the influential Consolidated Standards of Reporting Trials (CONSORT) Statement that would provide guidance on reporting trials of social and psychological interventions. During my time at Oxford, I received the Teresa Smith Award from the Department of Social Policy and Intervention, as well as Nautilus Awards for excellence in academics and college life from Green Templeton College.

Through my studies at Barnett House, I came to develop a deep understanding of and appreciation for the value of rigorous scientific investigation of the programs and policies used to address important societal challenges. Upon completion of my DPhil in 2014, I became an Associate Behavioural and Social Scientist at the RAND Corporation in Santa Monica, USA. My work primarily focuses on two areas: developing research tools and research standards that aim to increase the quality and value of intervention research in the behavioural and social sciences, and conducting rigorous empirical

studies on prevention and treatment strategies for behavioural health issues — particularly substance misuse. Recent projects include systematic reviews on substance use interventions to inform updates to clinical practice guidelines for health systems in the US, a series of studies on the management of behavioural health conditions within primary care settings, and the development of quality measures for treating alcohol use disorders. Funders of my research include the UK Economic and Social Research Council, the US National Institutes of Health, the US Department of Veteran Affairs, and the US Department of Defense. I have published in high-impact journals such as *Addiction*, *Lancet*, and *BMJ*.

My time in Oxford at Barnett House has made an indelible impact on my academic thinking, my scientific career, and my personal life in an incredible way. I am indebted to all members of DSPI for fostering my intellectual curiosity and passion for social enquiry, social reform, and social action. Because of Barnett House, I left Oxford dedicated to a vocation focused on advancing the evidence behind social interventions. Lastly, through my studies, I made invaluable relationships with mentors, colleagues, and friends that span the globe and will last a lifetime.

“My time at Barnett House was my first experience being trained and nurtured as a researcher and scholar. The direction I received from the faculty continues to shape the way I approach my legal and historical research today and also has—and will—continue to serve as a model in my own teaching efforts. I will always be grateful to the program and faculty for providing me with a toolbox for research and socialising me into the world of professional academia.”



## Emily Prifogle

Emily Prifogle entered Barnett House believing she might pair an MSc with a law degree and have a career as a public interest lawyer in the United States. Instead, she completed the MSc in Comparative Social Policy interested in researching social policy and activism academically as a career path. She attributes Dr Rebecca Surender for fostering that interest in research and writing and guiding her through her thesis on non-profit education provision in developing countries.

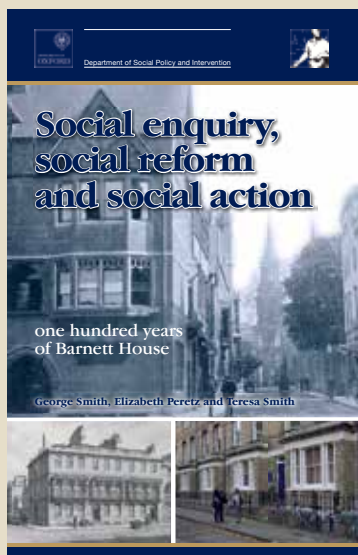
After completing the MSc in 2009, Emily entered the University of California, Berkeley School of Law. There, she put to use the research skills gained at Barnett House in her work as a Coblenz Fellow at the Earl Warren Institute on Law & Social Policy where she helped gather data on the juvenile justice system. Her work as an Education Advocate, appointed to uphold the education rights for a foster child with disabilities, was an opportunity to implement her Oxford studies in education provision. But it was Emily's training in conducting research and writing, particularly her training in qualitative research, which was of most immediate use. While in law school, she researched and wrote a historical article examining local community civil rights activists who unexpectedly became part of a US Supreme Court decision. Armed with the research skills gained at Barnett House, she gained

confidence during this experience and decided to begin a PhD programme in History at Princeton University after graduating from law school.

Today, Emily continues to study social policy, now from a historical perspective. She is currently a PhD candidate in History at Princeton University, and recalls that it may have been Professor Stein Ringen's lectures at Barnett House on the "History of the Welfare State" that planted the seed inspiring her to pursue an academic career in legal history. Her current dissertation research, which examines the ways in which American rural communities governed themselves throughout the twentieth century, draws on her experience at Oxford in many ways. Emily's research incorporates her interdisciplinary background by utilising the research of policy scholars and social scientists on local governance and social welfare.

Emily continues to keep one foot in the non-academic world and will soon take time off from her PhD program to clerk for a judge on the US Court of Appeals for the Seventh Circuit. But perhaps most importantly, Emily's time at Barnett House studying education from a policy and advocacy perspective has now transformed into her own present path into education and teaching. She looks forward to a future career as a professor, teaching the research and writing she enjoys so much.





***Social enquiry, social reform and social action:***

***One hundred years of Barnett House*** was written by former heads of department George Smith and Teresa Smith with Elizabeth Peretz as part of the celebrations of the centenary of Barnett House with funding from the Nuffield Foundation. It tells the story of the department, opened in 1914 as a 'civic house' to combine social enquiry, policy debate and social action.

"A good history of Barnett House has long been a major gap in writing about Oxford University's history, but also about British history as a whole, because the University deeply influenced twentieth-century British social policy and social studies. With its wide range and analytic approach, this attractive and readable book fully yet concisely satisfies the need."

Sir Brian Harrison, editor of the latest volume (1914-70) in the *History of the University of Oxford* (1994) and of *The Oxford Dictionary of National Biography* from 2000 to 2004.

**The book is now available electronically as well as in hard copy. To order, please contact the department ([events@spi.ox.ac.uk](mailto:events@spi.ox.ac.uk)) or visit the University of Oxford online store.**

