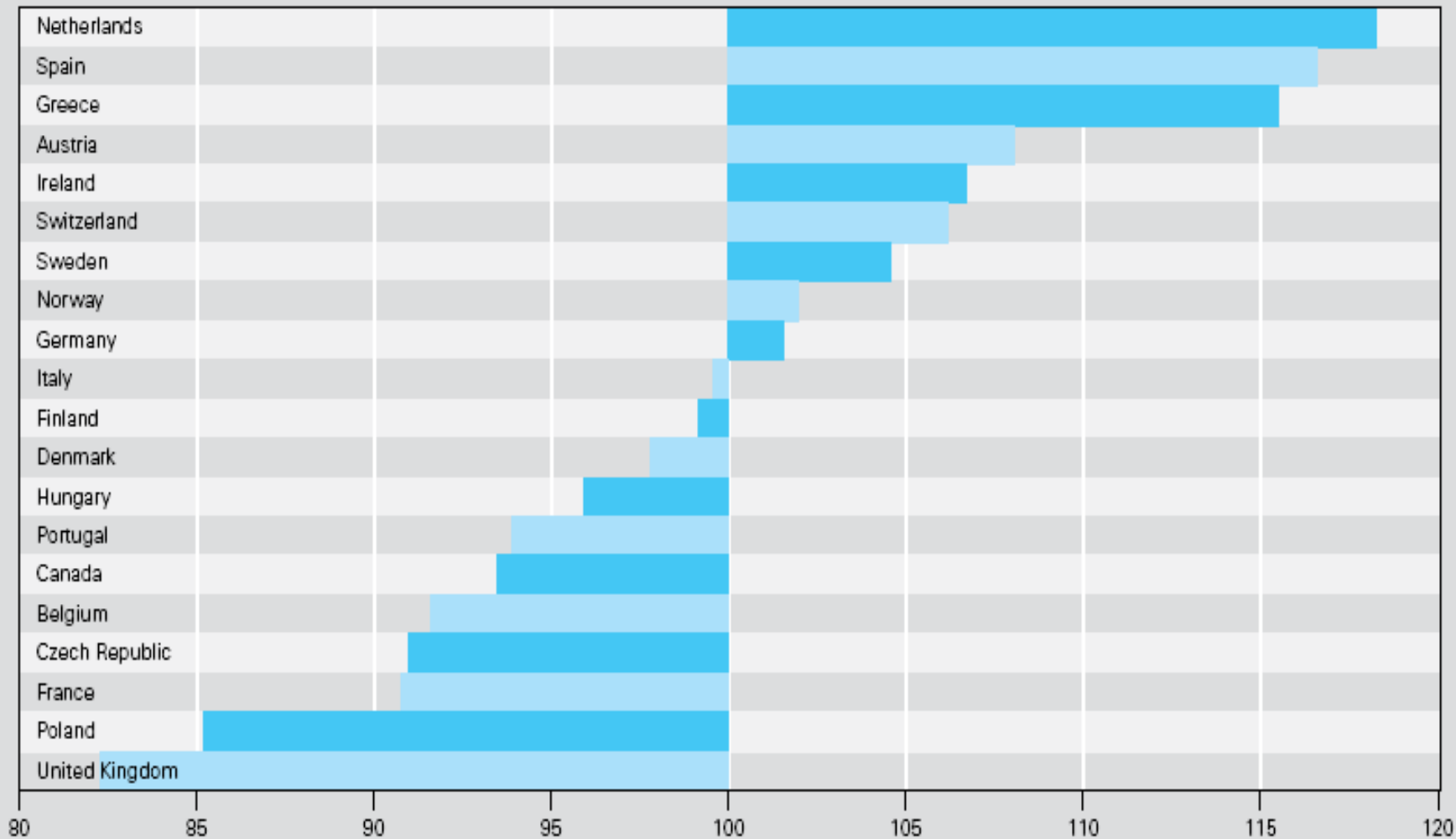


NIACE conference Families, Learning Impact and the National Agenda
Sheffield 22 January 2009

INTERVENTION AND DISADVANTAGE: A LIFE COURSE APPROACH

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Subjective well-being* of young people – an OECD overview*



*Note: based on health, school life, life satisfaction, UNICEF Innocenti Research Centre Report Card 7, 2007

The UNICEF topic areas of childhood disadvantage

- Material well-being,
- Health and safety,
- Education,
- Subjective well-being
- Behaviour and life-styles,

Life Course Perspective

- Time and place
- Linked lives
- Trajectories and Turning points
- Contexts
- Social Exclusion

Social Exclusion

- For Society as a whole social exclusion takes the form of disintegration and fragmentation of social relations and hence, a loss of social cohesion. For individuals and particular groups social exclusion represents a progressive process of marginalisation leading to economic deprivation and various forms of social and cultural disadvantage.
- Major dimensions are likely to be economic, cultural, social and spatial.

Research resources to understand the Social Exclusion process?

Life Histories of large population samples - 17,000 births initially

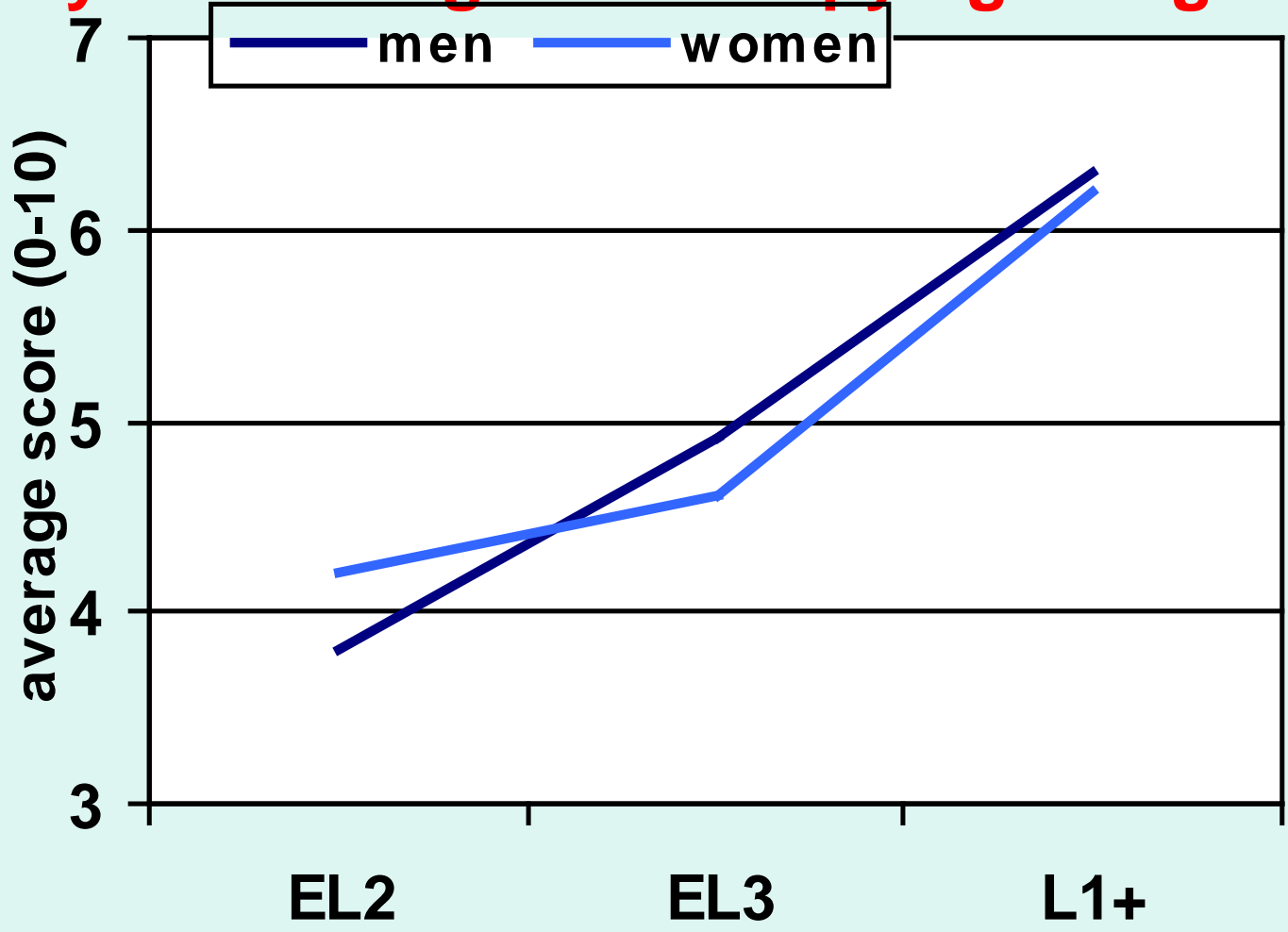
- National Child Development Study: birth to 50
Started in 1958
- 1970 British Cohort Study: birth to 38
Started in 1970
- Millennium Cohort study: birth to 3, 5, 7
Started in 2000

Obstacles to social inclusion

1. Early skills development impeded: visual-motor skills
2. Family learning culture
3. Schools and teachers
4. Family aspirations
5. Digital divide

OBSTACLE 1; EARLY SKILLS DEVELOPMENT

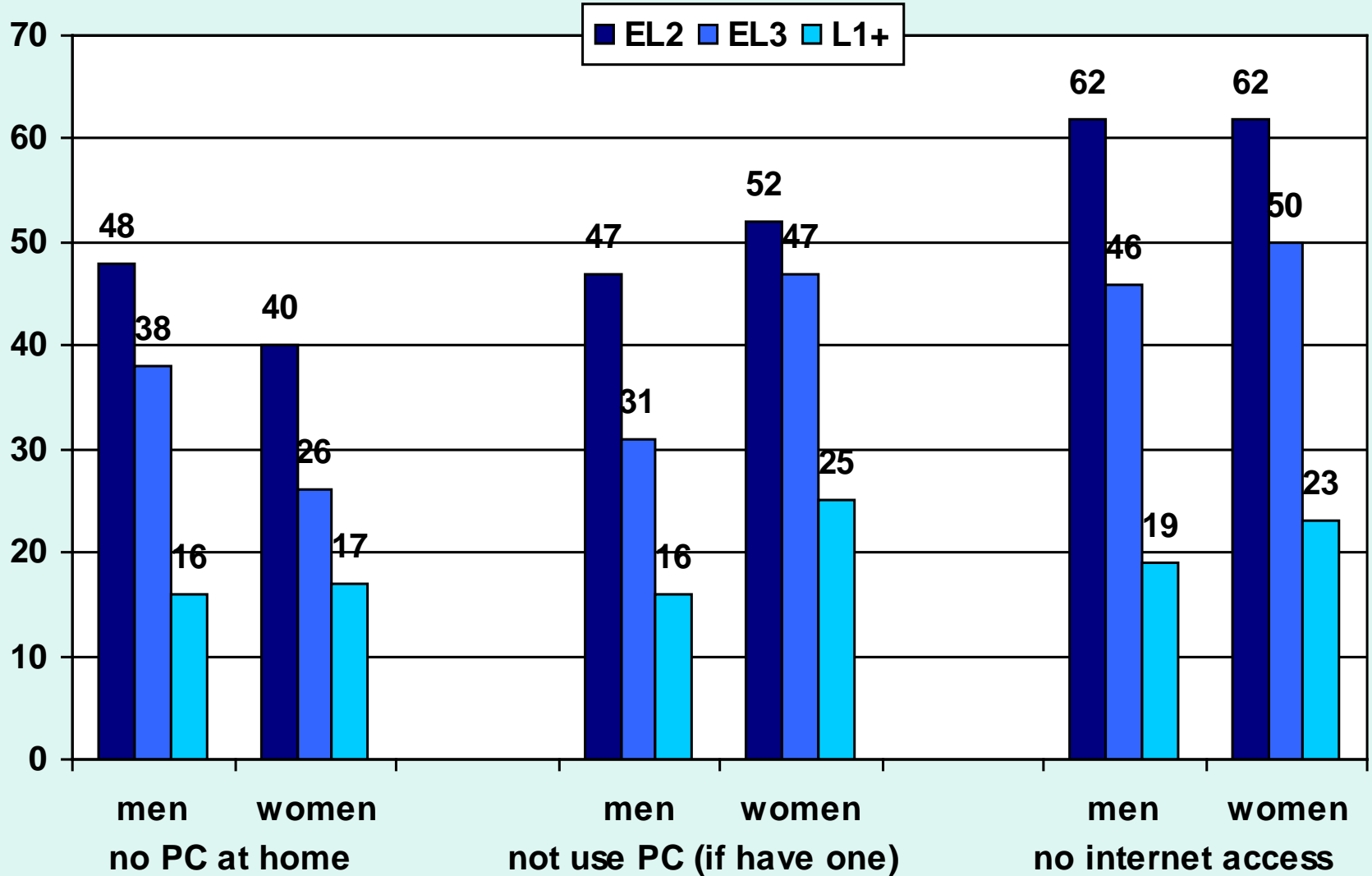
Mean scores in cognitive assessments at age 5 by literacy level at age 34 – ‘copying designs’



Life course obstacles to social inclusion

1. Early skills development impeded: visual-motor skills
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3. Schools and teachers
4. Family aspirations
5. Digital divide

Digital Divide by literacy level at age 34



Intervention

Age	Disadvantage	Education outcome	Intervention
0-13	<p>Unskilled family,</p> <p>Overcrowded, rented home</p> <p>Free school meals</p> <p>Workless family</p> <p>Lack of parental interest in and engagement in child's education</p> <p>Low parental aspirations</p>	<p>Poor pre school cognitive skills</p> <p>Literacy and numeracy acquisition slow</p> <p>Falling behind at school</p>	<p>Sure Start</p> <p>Family learning</p> <p>Family literacy</p> <p>'Personalised' provision (matched to needs)</p> <p>Home school relations</p>

Social Exclusion and Intervention

- Social exclusion begins early but the poor skills component is often unrecognised by teachers
- Trajectories reflect statistical tendencies not inevitability: there are opportunities for intervention to raise literacy and numeracy levels at every age and stage of life
- Provision needs to be life course directed i.e. *holistic and embedded* in family lives to match needs

Whose Intervention?

- World class capabilities? (Sen) vs World class Skills (Leitch)
- Communities or individuals and their families? Scotland vs England
- Capability building or social engineering?
- Wherefore lifelong learning?