"Linking health, equity and sustainability in schools

Notes

Slide 1Title page

Describe me and the Centre

Slide 2 Agenda

What I will talk about

Slide 3 Global issues, local impact

Link between global issues, what happens locally and the influence on the classroom atmosphere

Slide 4 The Gap

Quote:

- Launch of [Growing Unequal](#)?

  Remarks by Angel Gurría, OECD Secretary-General

  Paris, France, 21 October 2008

- Doesn't inequality encourage people to try to do better? Our data dispel this myth to a large extent. Social mobility is low in countries with high inequality like Italy, the UK and the United States. And it is much higher in the Nordic countries, where income is distributed more evenly.

- In countries where there is a big gap overall performance is affected – economic growth is slower, overall health issues are worse,

- Education. Better education is a powerful way to achieve growth which benefits all, not just the elites. And it is the key to upward social mobility. If access to early childhood education or to tertiary education depends on the depth of parents' pockets, it is very hard for the child of poor parents to do well. If quality education depends on the neighbourhood where you live, this will also impact the capacity of people to improve their lives

Slide 5 Characteristics of Community Schools :
Pluralistic. Open and accessible

Slide 6 Examples:

Food for Life : UK
Wells in Moldova
Skilled for Life – UK
Healthy Eating – sponsored by Kellogs, breakfast clubs
Going for Goal
- With one in three children in Wales above a healthy weight, the MEND (Mind, Exercise, Nutrition...Do it!) Programme aims to help local children become fitter, healthier and happier whilst having fun.
- At the 10-week after school programme, children aged between seven and 13 and their parents will learn about healthy eating and how to enjoy physical activity. The free course, which was devised by child health experts at Great Ormond Street Hospital and is funded by the Welsh Assembly Government also includes a visit to the local supermarket where the children and their parents will learn how to read food labels.

Talk about Cantle report parallel lives, schools' role in community cohesion – but only where there is proper state provision – not when educatyional provision is fragmented.

Slide 7 How can we protect this

Comment re Gove changing name of Department of education from Department of Schools, Children and Families

Waterman said: "Because children and families are no longer mentioned, we have gone back to talking about a service, rather than the children and their families. Children and families must remain at the heart of what the department does. Children's services will now become a subset of education and that inevitably could mean that some schools might just want to do teaching and learning. They could put up the barricades to multi-agency working."

Centre for Educational research and Innovation (CERI): The OECD Schoolong scenarios in brief

Describe here in briad terms the different possible models –
centralised, bureaucratic, controlled and unable to react to change or local issues community schools
market led schools, little government liberal economics and small government – results fragmentation of society into cultural groups, quality according to income
Talk about supplementary schools – ups and downs
Without state system – how will the following be possible?
- OECD

- OECD Reviews of Migrant Education – Closing the Gap for Immigrant Students: Policies, Practice and Performance
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- 1) setting explicit policy goals for immigrant students within broader education policy goals;
- 2) setting regulations and legislation;
- 3) designing effective funding strategies;
- 4) establishing standards, qualifications and qualifications framework;
- 5) establishing curricula, guidelines and pedagogy;
- 6) building capacity (especially training and teacher support);
- 7) raising awareness, communication and dissemination;
- 8) monitoring, research, evaluation and feedback.
- Effective alignment of these discrete steering tools is required

Slide 8 Strategic Level work (1)

Coordination – at national, regional, local
Intelligence

Slide 9 Strategic Level work (2)
Leadership

Quality

Slide 10 Networking and ICECS' work

- Exchange of information
- Practical examples and support
- Raising quality
- Ensuring focus
- Not re-inventing wheels or duplicating mistakes
- Meetings, websites, newsletters

Slide 11 Thanks and contacts

- Africa '

     The evidence of successes in Africa
       In gender equity at enrollment
       Female rention Rates
       Improved female student performance

     Much of the above is simply said to result from the egagement of local women

in Community Schools

As 'Teachers'
   helpers
   in the running of the school
   because community Schools attract more Parent participation
 Specific evidence

#World Learning found in Ethopia, that overall enrollment rates in Community Schools were 8.9% better than other Schools
and 13.8% better for girls.
In grade 4 Community Schools 36% were girls against 26 % in other Schools
In Guinea Community schools Rifkin & Makin found that the overal female ratio was 37% against 31% elsewhere
CARES work in South Sudan focussed on creating local committes in order to sensitize parents and the community
on the need to send children and especially girls to school as a result girls enrolment increased to 96%
In Community Schools in Mali Save the Children found that on average females stayed at school 1.7 more years than in other Schools

The evidence of increased female performance is actually thin although anecdotally it is extensive. This highlights an issue which is common and not just in Africa
Evidenced based approaches particularly to outcomes are not systematic too often lack statistical rigour and rarely are useful in comparative study.
For example the same charity operates in Mali,Chad and Senegal funded by the same sources and yet does not gather common data does not commission
overarching research nor has the mechanisms to share best practice across programmes.Consequently it is not possible to say why such promising results in one Country are not replicated in an other...or maybe they are !!