



Education, education, education: A life course perspective

Friday 25 June 2010, 14.00 – 16.00, University College London

(preceded by lunch at 13.00 and followed by afternoon tea)

RSVP essential. Email: icls@public-health.ucl.ac.uk

Abstracts (pg 1 of 2)

Session 1 . Can adult education reduce inequalities in health? - Tarani Chandola

People with fewer educational qualifications have poorer health and greater risk of heart disease (NCDS /1958 British birth cohort). To date, most programs on reducing such inequalities in health have focussed on childhood interventions. There have been limited ideas on how to reduce such inequalities in adulthood, despite health inequalities being the greatest in mid-life. This presentation examines whether additional educational qualifications acquired later on in adulthood reduces the risk of heart disease over and above qualifications from earlier on in life. Findings suggest that men and women who leave school without any qualifications may be able to “catch up” to some extent with more qualified people in terms of lowered risk of heart disease, if they return to education later on in life. Adult education programs that leads to higher qualifications could help reduce health inequalities.

Professor Tarani Chandola, ia a medical sociologist with the ICLS research centre and the Cathie Marsh Centre for Census and Survey Research (CCSR), University of Manchester. His work examines explanations for inequalities in health within a life-course framework.

Session 2 - Educational attainment among young people in rural England – A Multilevel Analysis - Rosie Green

Differences in secondary school attainment between rural and urban pupils were examined using data from Longitudinal Study of Young People in England (LSYPE) data. There was no significant difference in attainment between rural and urban pupils at the ages of 14 or 16 once other factors were adjusted for. However, some evidence was found that certain groups of pupils actually had lower attainment if they lived in rural areas. These results contradict current policy indicating that rural pupils are educationally advantaged, and suggest that in some cases the reverse may be true.

Dr Rosie Green (née Head) is a NatCen researcher and analyst. The work present was carried out with Harvey Goldstein, University of Bristol.

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Tuesday 22 June 2010, 14.00 – 16.00, University College London

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Abstracts (pg 2 of 2)

Abstract 3 - Disengagement from education among 14 – 16 year olds. – Andy Ross

Young people's disengagement from school has long been a policy priority for Western governments. Implications of disengagement for the young person and for wider society are well known and lead to poor labour market opportunities and the risk of being NEET - not in education, employment or training, as well as other associated negative outcomes. Engagement of young people is also especially crucial in relation to recent legislation raising the participation age, first to 17 by the year 2013, and then 18 by 2015

This presentation looks at typical ways in which disengagement is expressed in our schools today, the age when young people are most likely to disengage and the development of disengagement over time.

Characteristics of those who are most likely to disengage and factors that may help to prevent it are also explored.

Andy Ross is a Research Director at the National Centre for Social Research, specializing in studying the lives and wellbeing of young people and a deputy director of the DCSF Centre for the Analysis of Youth Transitions (CAYT).

Presentation 4 - What role for the home learning environment and parenting in reducing socioeconomic gradients in early child development? – Yvonne Kelly

Early child health and development (ECD) is important for health and broader social outcomes in later life. Policy initiatives aimed at improving the lives of young children emphasise the importance of what parents do, the home learning environment and the warmth of relationships in fostering good developmental outcomes in young children. This presentation examines the extent of inequality in markers of ECD at two time points - ages 3 and 5 years; and assesses the contribution of the home learning environment, family routines and psychosocial factors in explaining observed inequalities in ECD.

Dr Yvonne Kelly is a member of the ICLS research group and Senior Lecturer in Epidemiology at the Department of Epidemiology and Public Health, UCL. Her work focuses on the causes and consequences of inequalities in child health and development.

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