

Tony Gallagher, Queen's University Belfast, March 2016

am.gallagher@qub.ac.uk

 @tgeducation

BERA RESEARCH COMMISSION: POVERTY AND POLICY ADVOCACY



Queen's University
Belfast

Queen's and South Belfast



Heritage trail
& tourism



Enterprise &
business
development



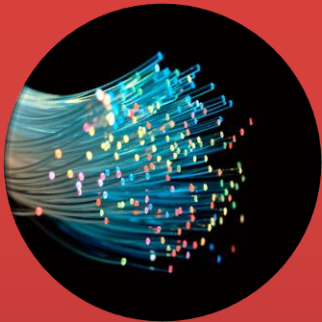
Social
benefits
from capital
projects



Volunteering
&
community
cohesion



Queen's and Belfast City



Accessible
and
connected
city



Learning
city



Green city



Prosperous
and vibrant
city



Queen's and the knowledge economy

THE KNOWLEDGE ECONOMY IN NORTHERN IRELAND

KNOWLEDGE ECONOMY IS CONFIRMED AS
WEALTH GENERATOR AND CRITICAL TO THE
FUTURE REBALANCING OF THE WIDER NORTHERN
IRELAND ECONOMY



Investing in our
young people



Growing local
businesses



Attracting external
investment

Global excellence, local impact



From laboratory bench
to patient's bedside



Cybersecurity and
innovative technologies



Food safety and
security



Conflict to peace,
peace to prosperity

SUSAN ST

DREAM, SEEK, EDUCATE,



ACHIEVE !

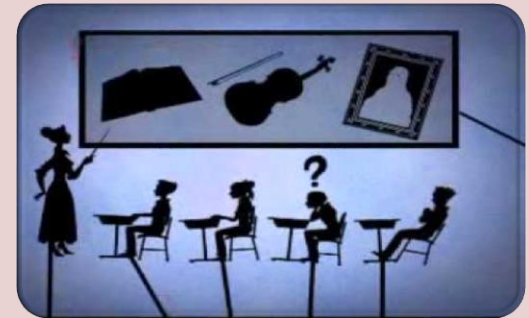
Social class



Financial
capital

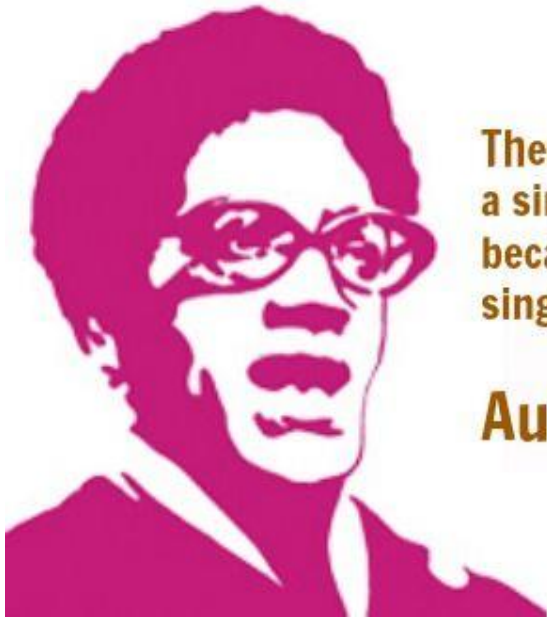


Social
capital



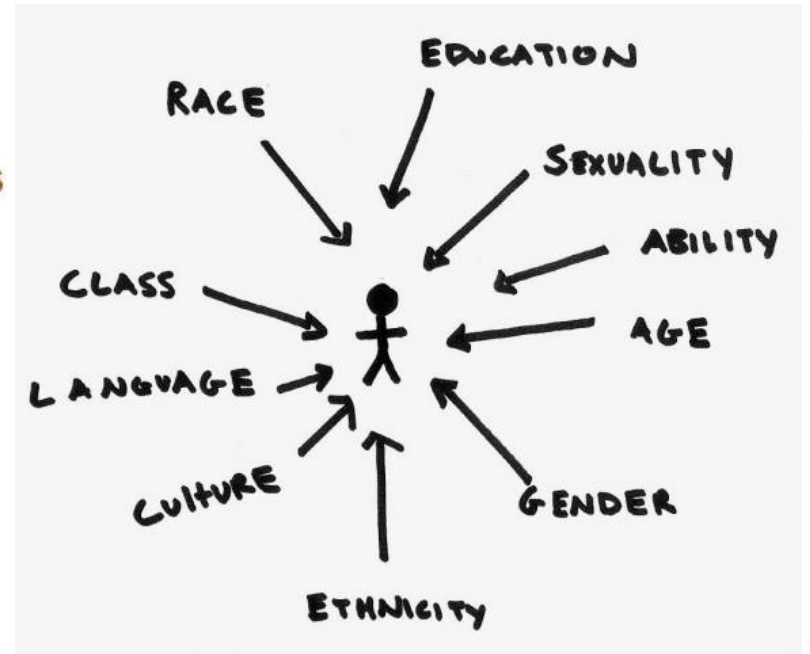
Cultural
capital

Intersectionality



There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde



Norwood Report, 1943

the tripartite system



... interested in learning for its own sake ... can grasp an argument or follow a piece of connected reasoning ...

... the learned professions or have taken up higher administrative or business posts.



... interests ... in the field of applied science or applied art ... the intricacies of mechanism ... [not the] subtleties of language construction ...

... taking up certain crafts - engineering, agriculture and the like.



... deals more easily with concrete things than with ideas ... interested in things as they are ... finds little attraction in the past or in the slow disentanglement of causes or movements.

Grammar school debate in England, 1950s/60s

FOR

Promotes
social
mobility

Opportunity
for low
income
children

Parental
choice

Promotes
culture of
high
attainment

AGAINST

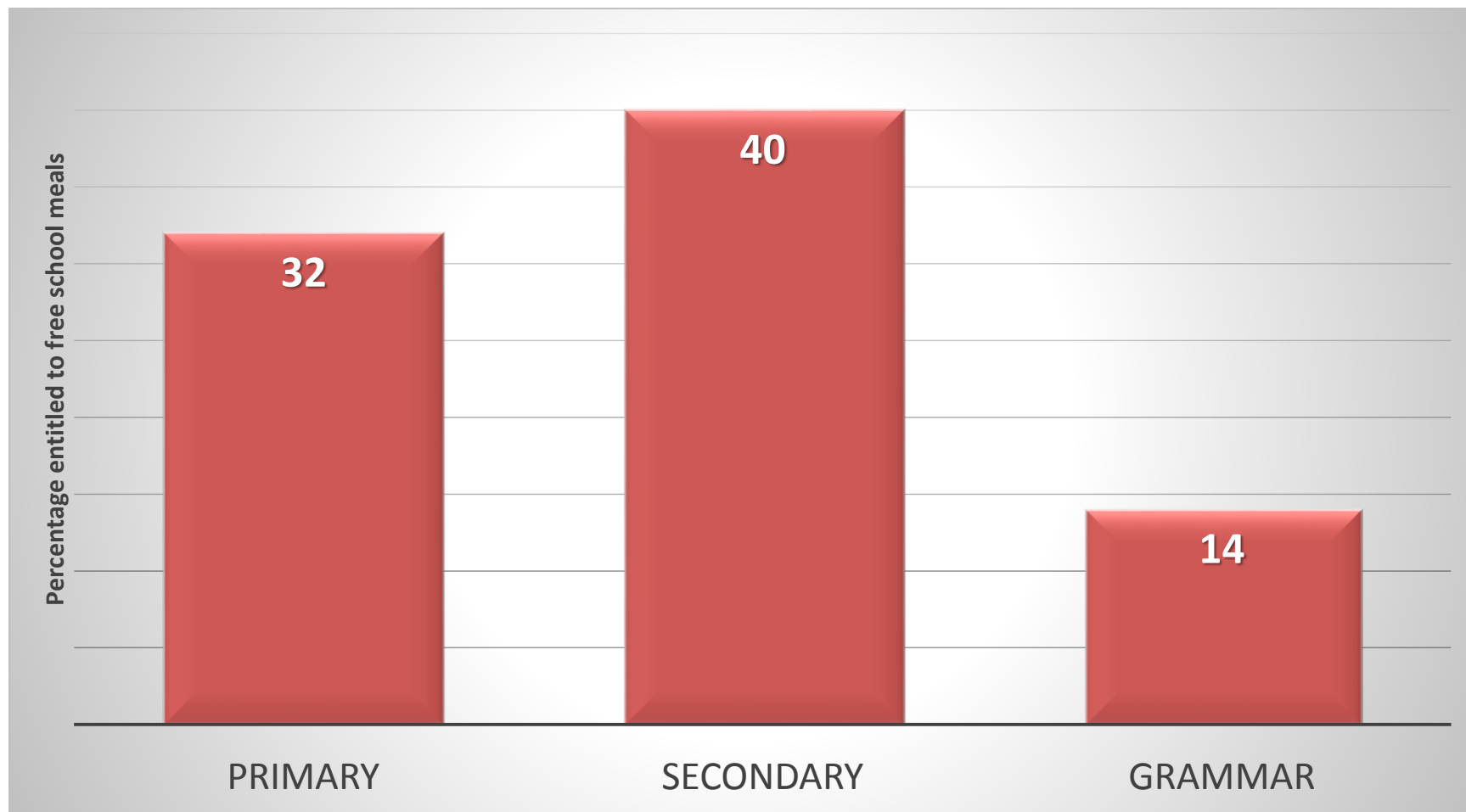
Socially
divisive – bias
on entry and
participation

Benefits
some, but
disadvantages
many

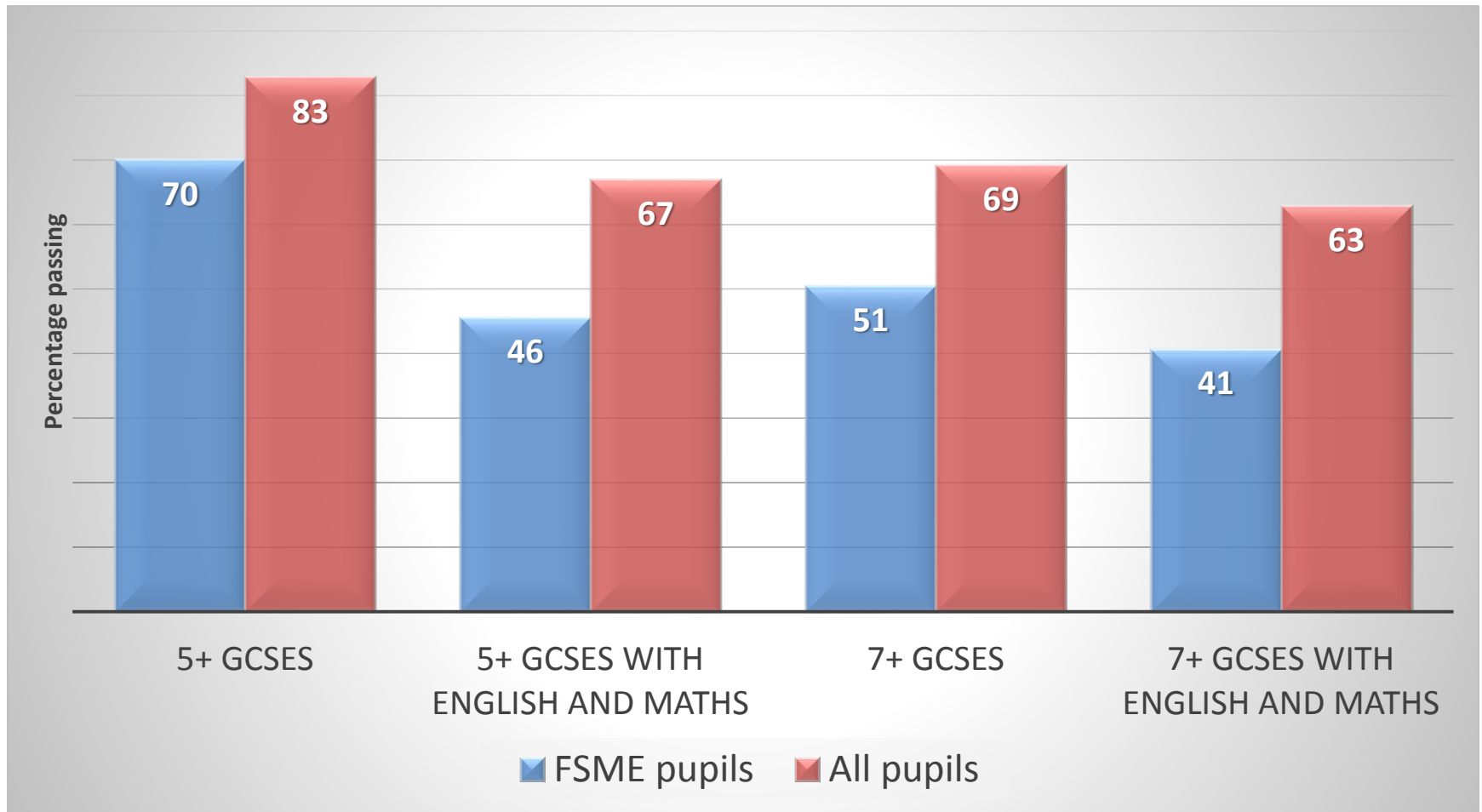
Regional
variation in
access

Outdated
concept of
intelligence

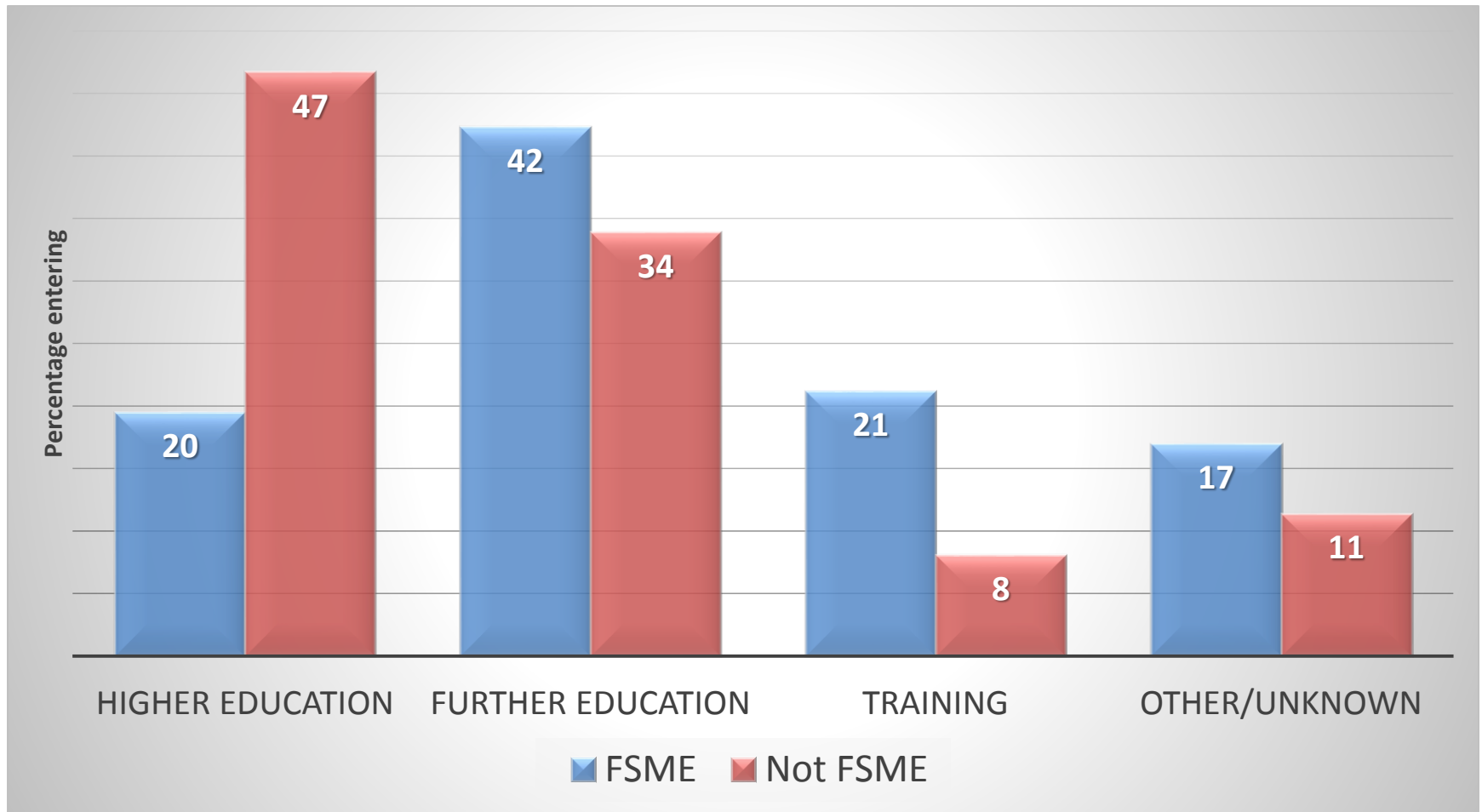
School profiles NI: % pupils entitled to free school meals (2015/16)

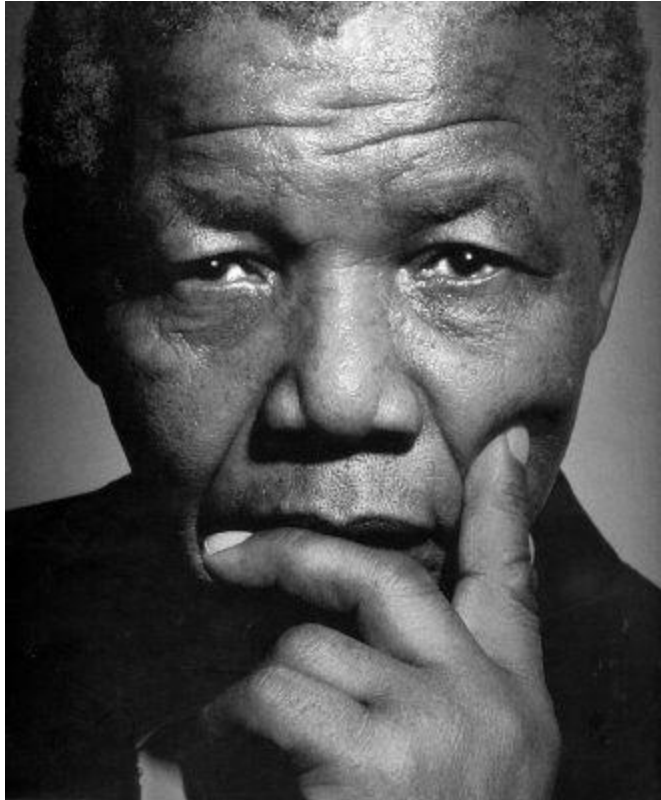


Pattern of outcome: % pupils passing GCSEs (A*-C) (2014/15)



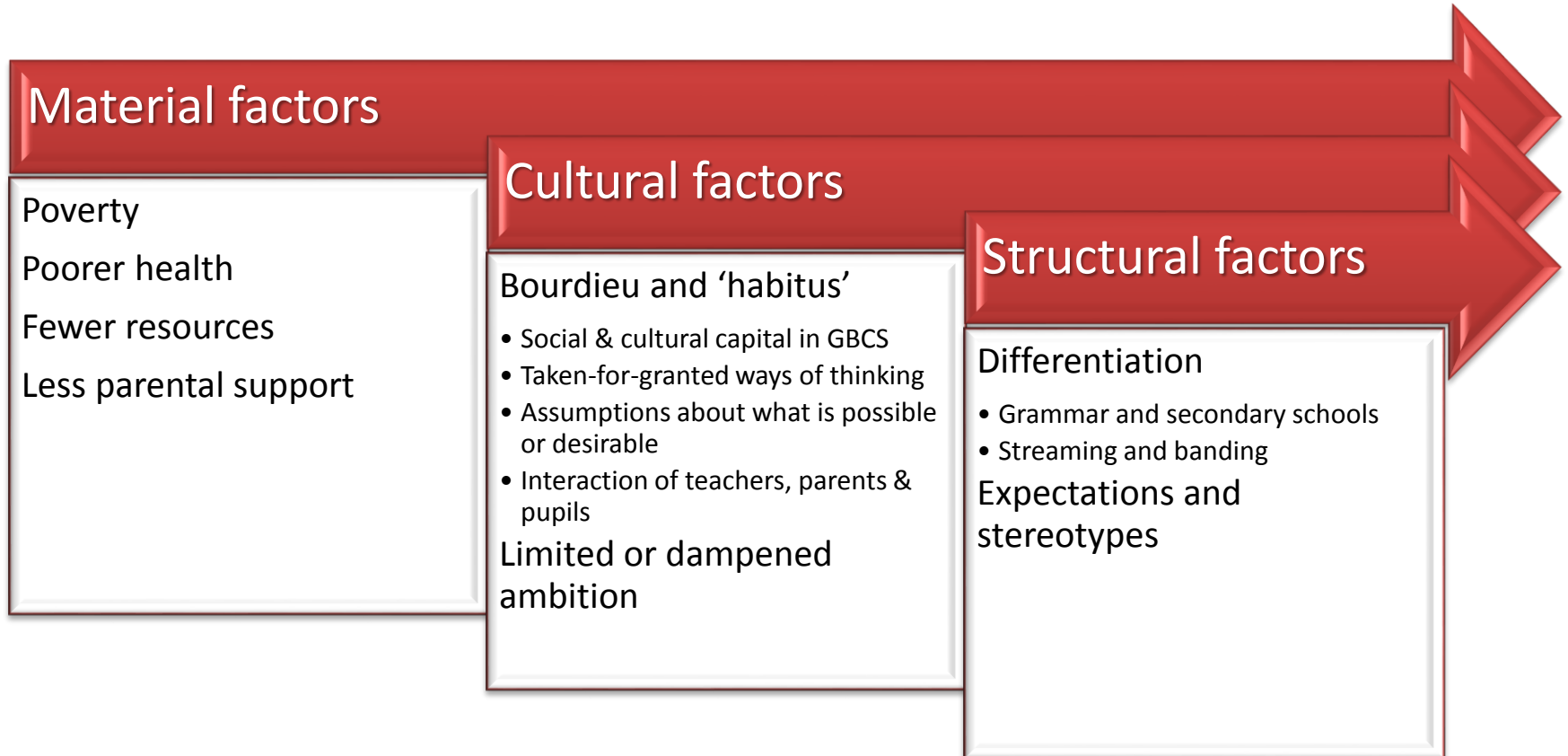
% schools leavers by post-school destinations (2013/14)

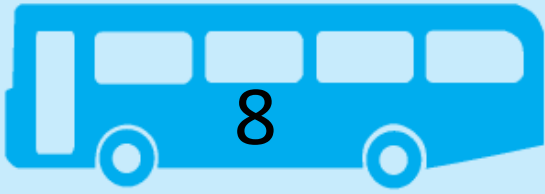




**“Education
is the most
powerful weapon
which you can
use to change
the world.”
- Nelson Mandela**

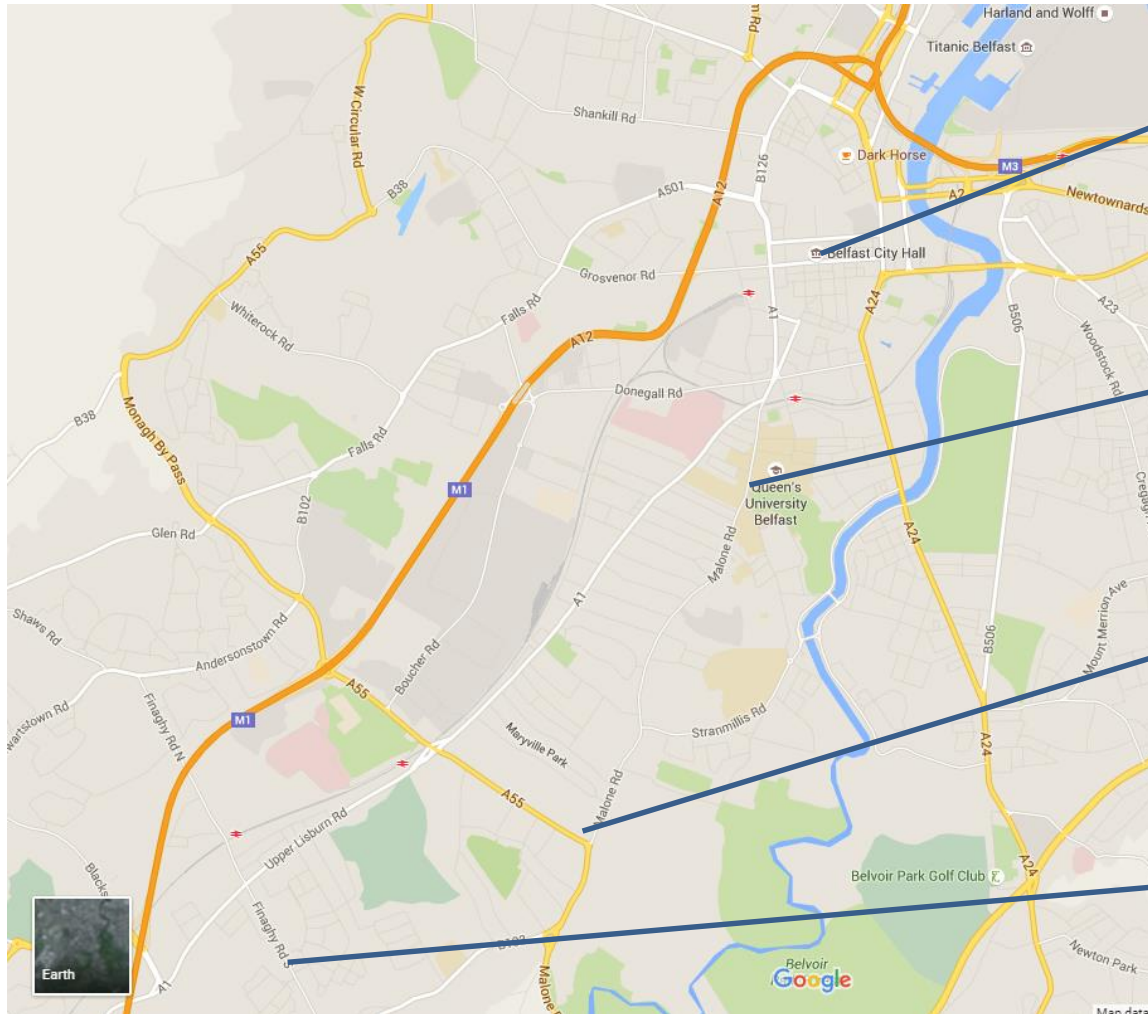
Consequences of social disadvantage





Life expectancy by ward

(source: Nolan, 2012, Peace Monitoring Report)



Men 71 yrs
Women 77 yrs

Men 74 yrs
Women 81 yrs

Men 79 yrs
Women 82 yrs

Men 80 yrs
Women 83 yrs

Addressing material factors

Support targeted on pupils

- Special education needs
- Free school meals
- Uniform grants
- Breakfast clubs
- Homework clubs
- Guaranteed pre-school place
- Signature programmes (literacy, numeracy)

Support targeted on schools

- Formula funding & TSN
- Special initiatives
- School improvement & effective use of data
- Schools under special measures

School budgets: contributing factors

- age-weighted funding per pupil

AWPU



- school-size

Premises



- free school meal entitlement

TSN



- rural schools

Small schools support



- sub cover

Principal release time



- curriculum support

Foundation



- teacher salaries

Salary protection

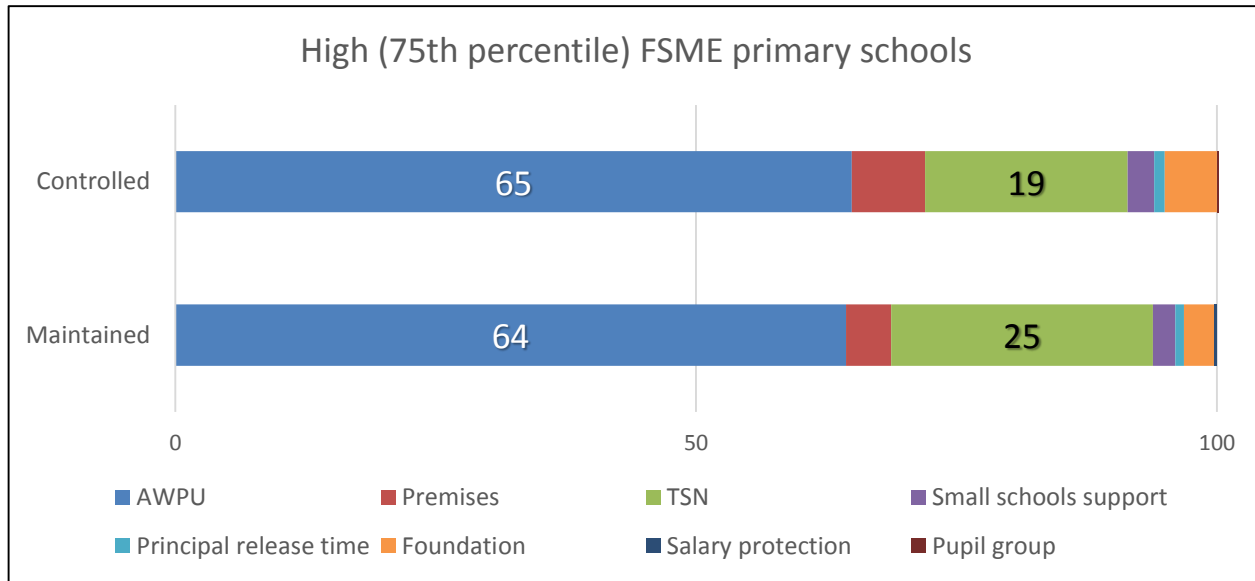


- newcomers
- service
- in care
- Travellers
- special needs

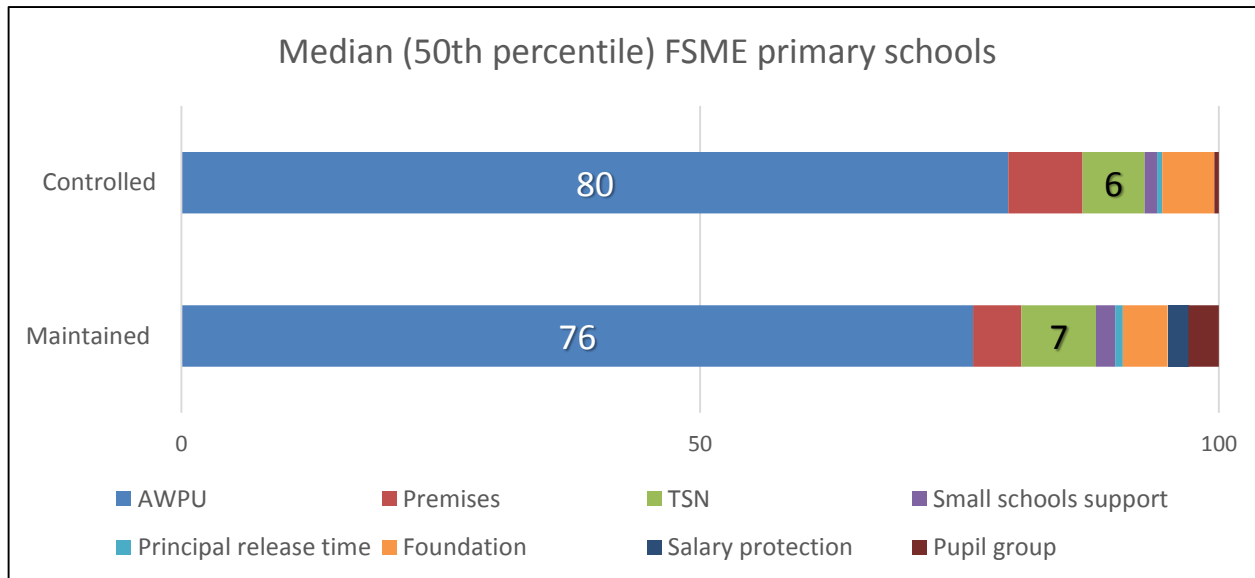
Pupil group



Enrolment = 250
 FSME = 80%
 Per capita = £3.5k



Enrolment = 250
 FSME = 30%
 Per capita = £2.8k



Addressing cultural factors

Raising the status of education

- Encouraging parents to read to their children
- Promoting the value of education
- Joined-up projects in areas of need

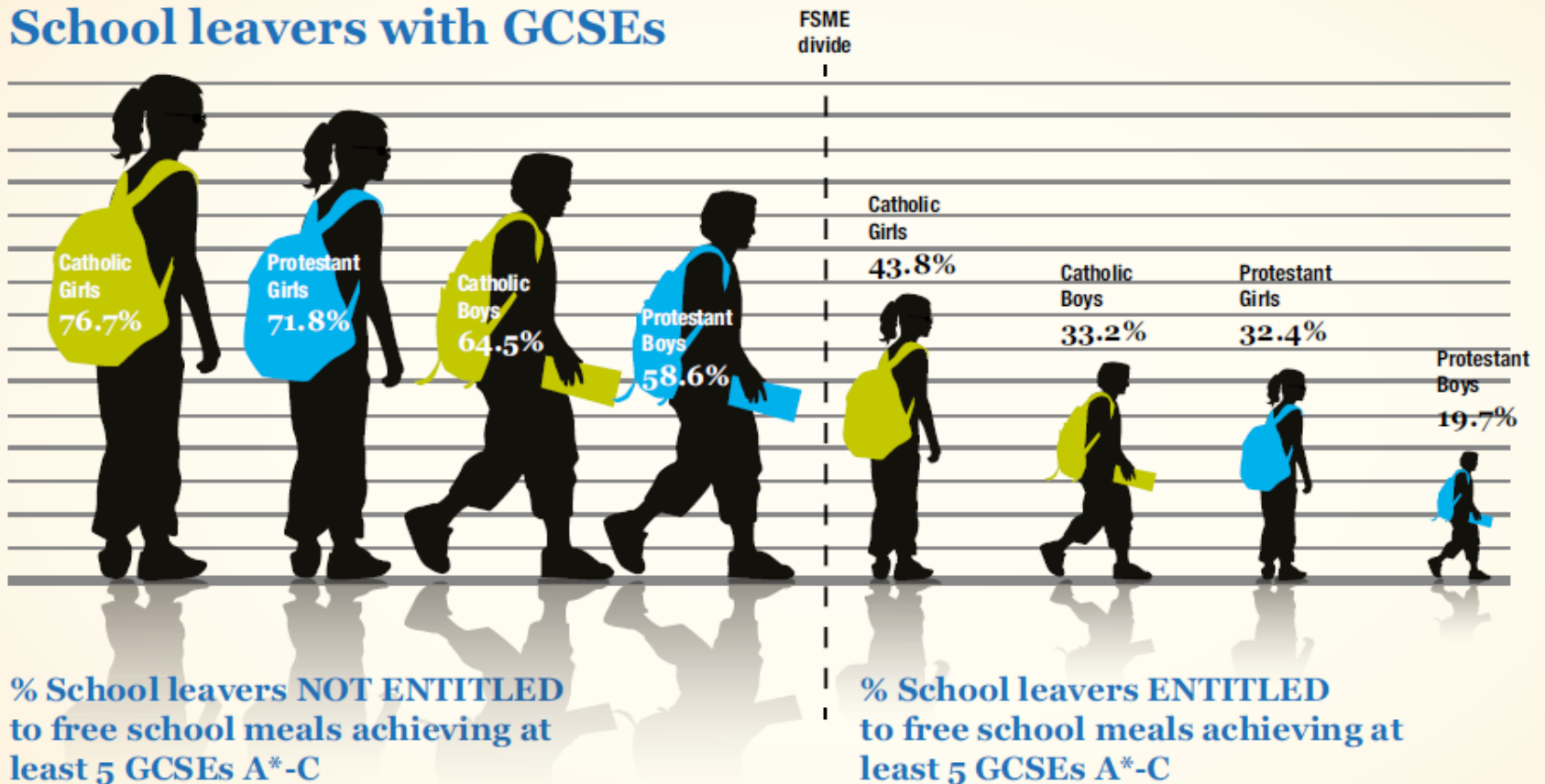
Interventions

- Education interventions
 - extended schools
 - full service schools
 - urban villages initiative
- Community interventions
 - Sandy Row Homework Club
 - Shankill Children & Young People's Zone
 - Eastside Action

Social background & educational outcomes (Peace Monitoring Report 2014)

The height of their achievement

School leavers with GCSEs



Addressing structural factors

Ensure standards

- Teacher training
- Statutory curriculum
- Entitlement framework
- School inspection
- School improvement policy

Change the structure

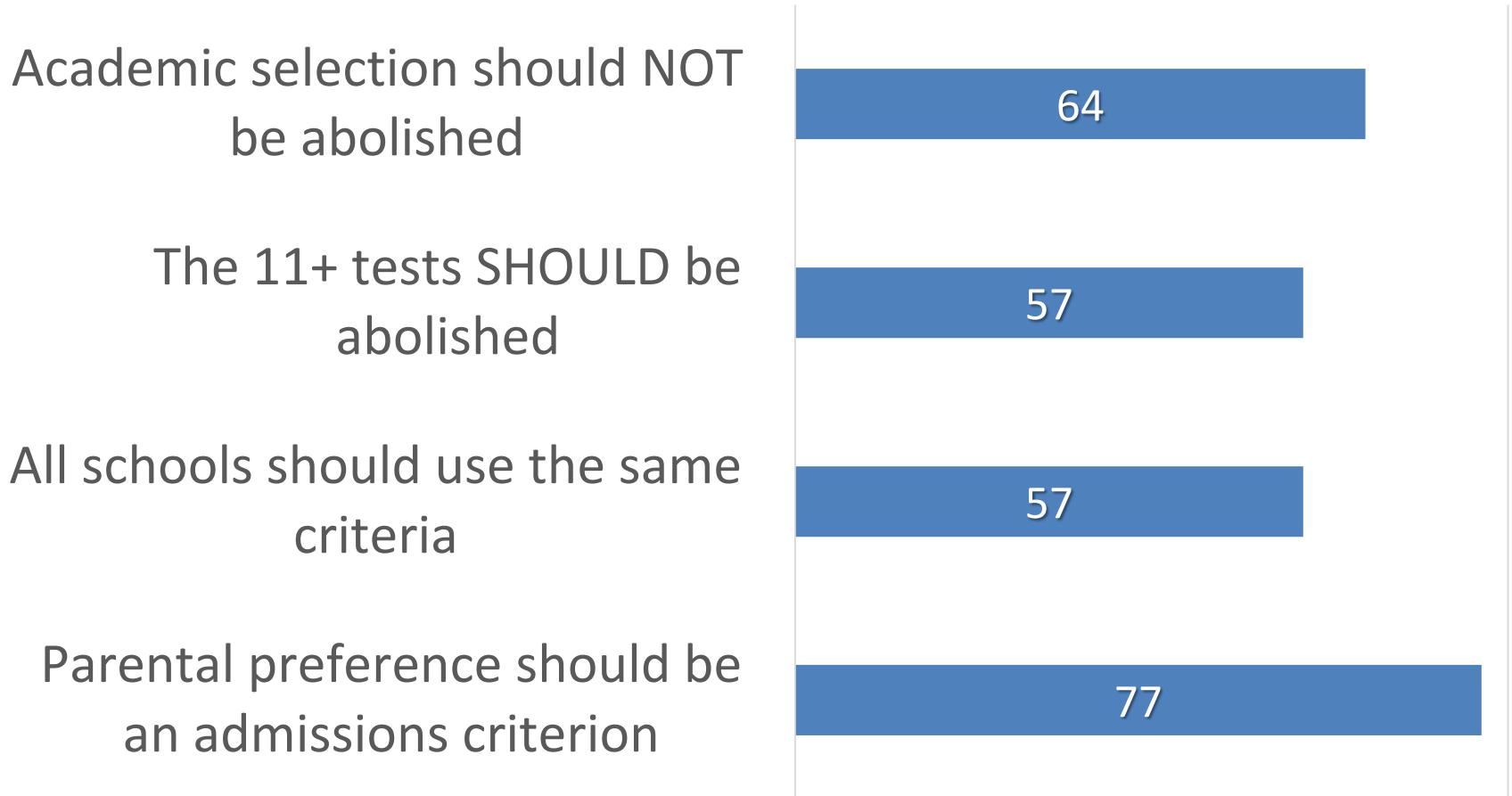
- Comprehensive schools
- Integrated schools
- Academies
- Area learning communities
- Shared education
- No 'one best system'

The problem of politics

*"What is **right** is not
always **popular** and
what is **popular** is
not always **right**."*

-Albert Einstein

Consultation responses to the Burns Report (2000) (source: household survey)



Equity & Excellence



Andreas Schleicher
OECD

... world-class systems ... achieve high performance across the entire system. ... invest resources where they can make the most difference ... attract the strongest principals into the toughest schools ... the most talented teachers into the most challenging classroom.