

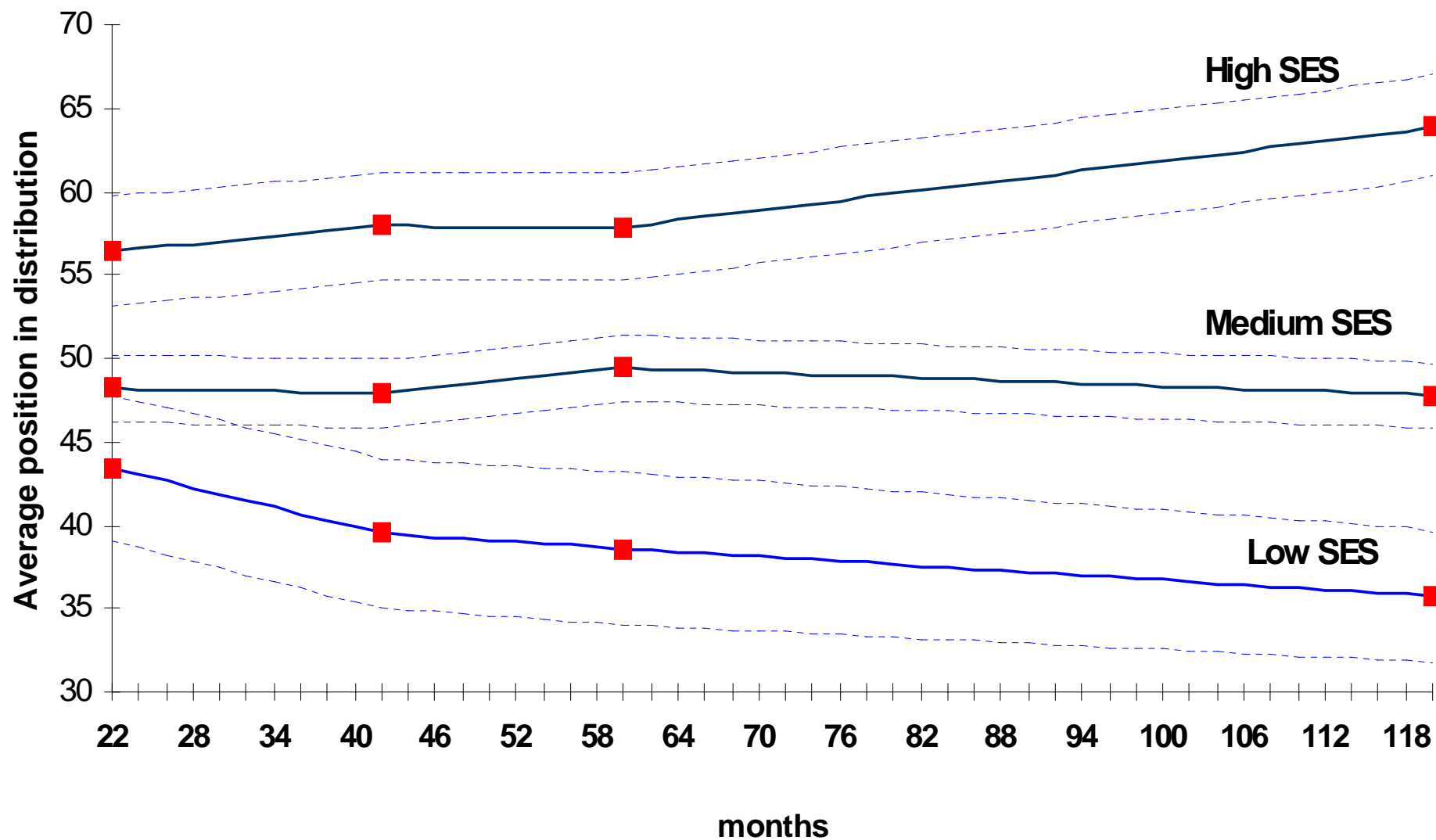
Looking to the future: Achieving social outcomes

Leon Feinstein

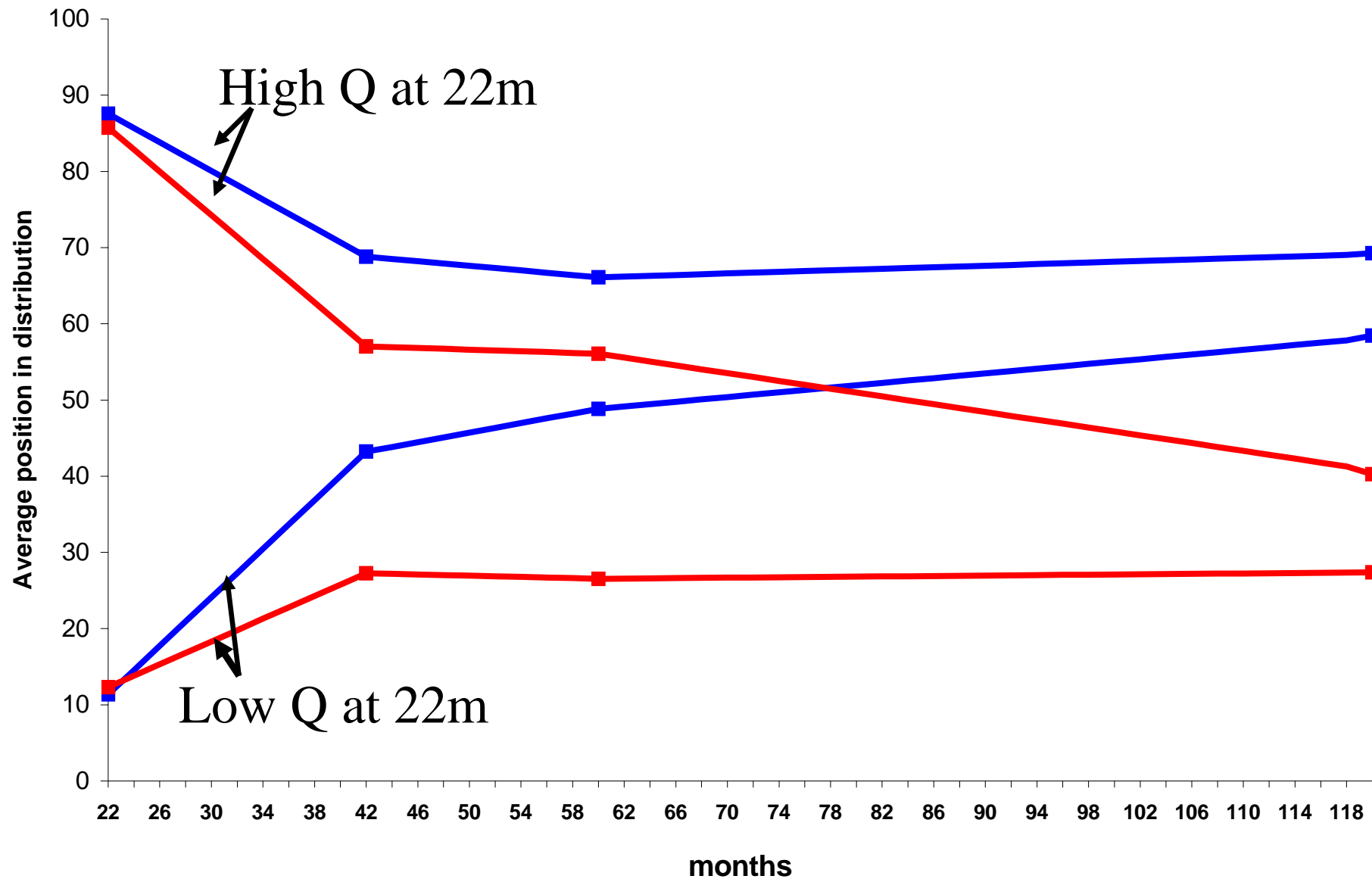


The Centre for Research on the Wider Benefits of Learning,
Institute of Education, London

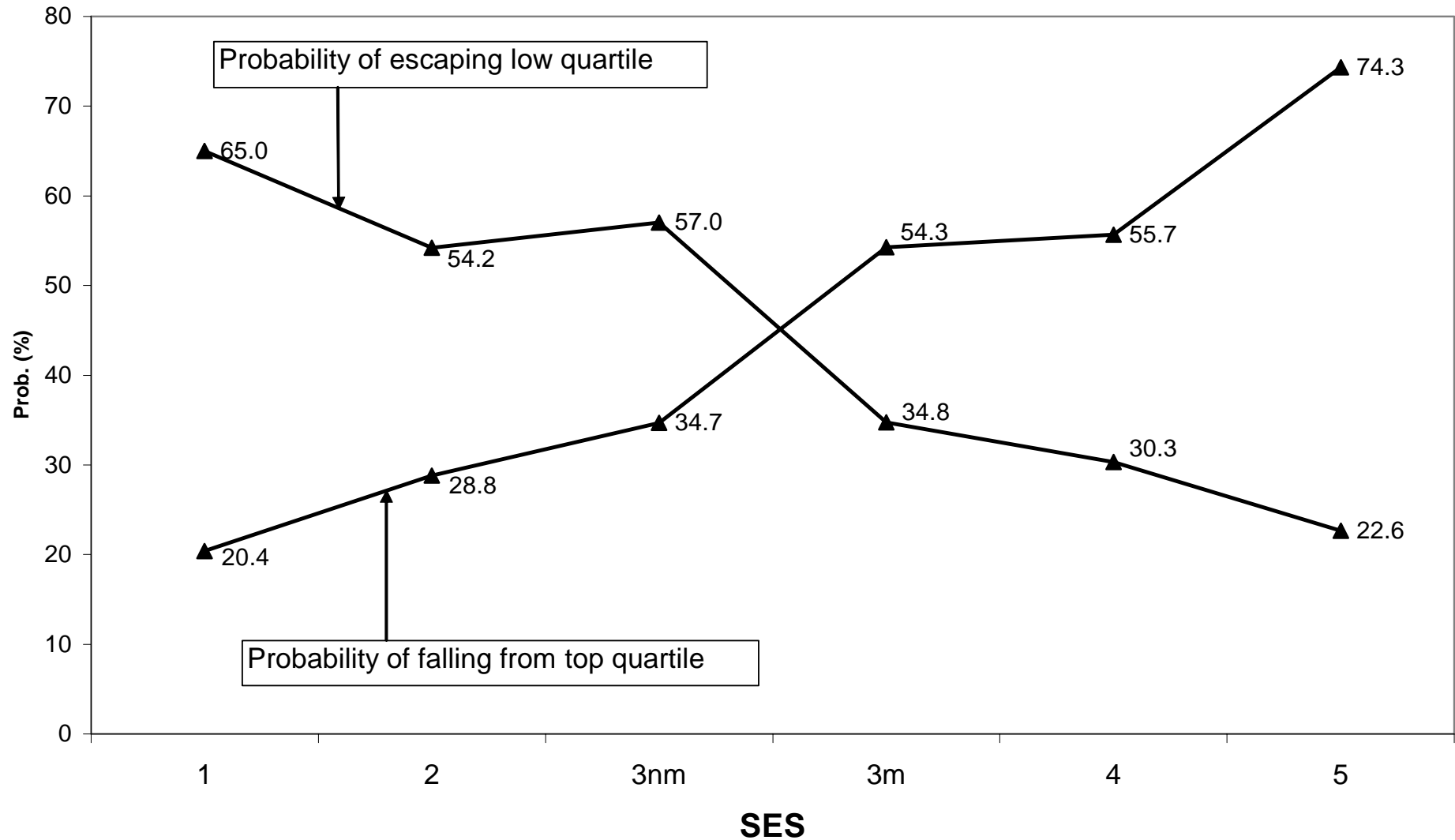
Cognitive scores 22 months to age 10, by SES



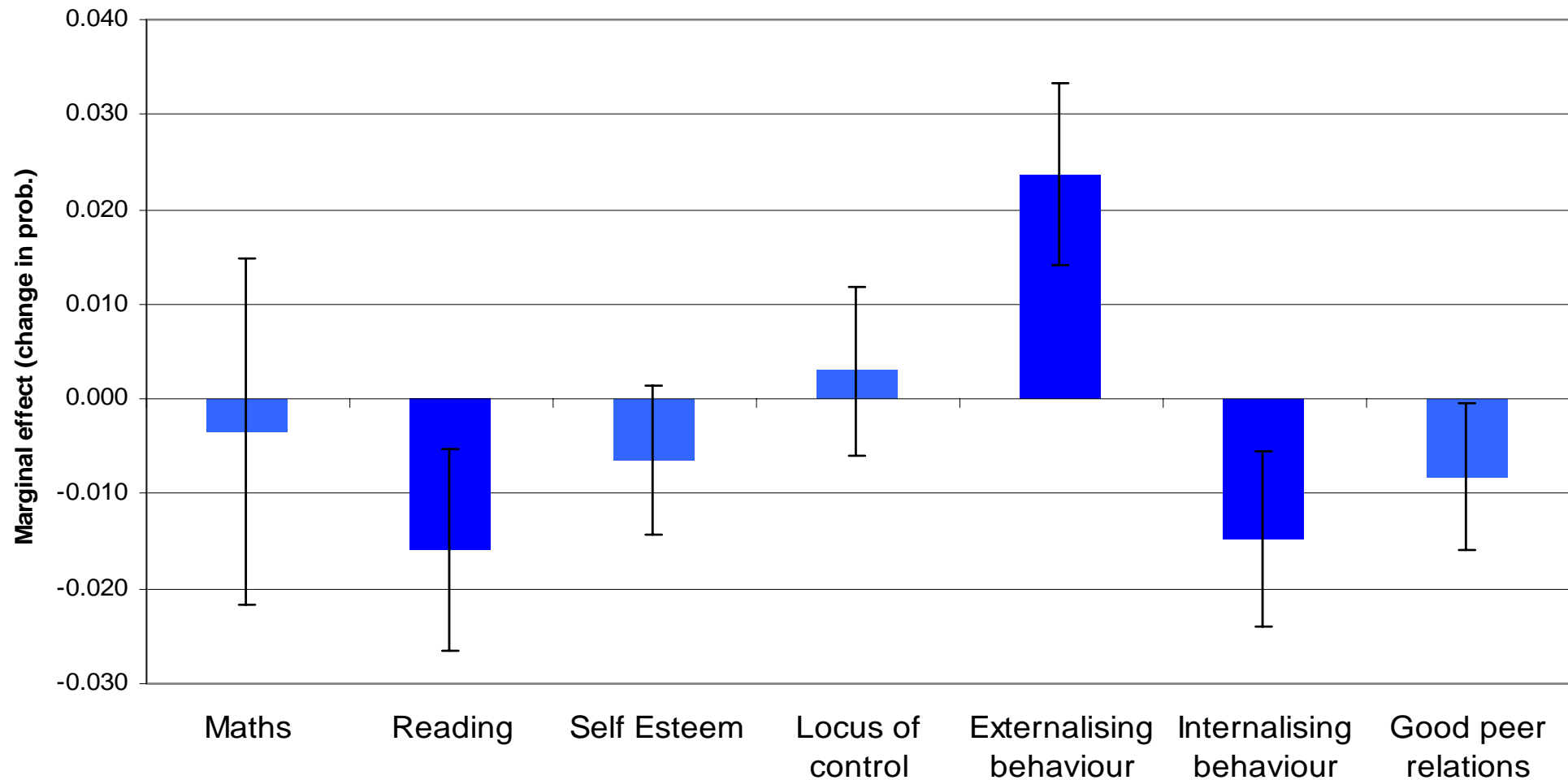
Relative cognitive shifts, 22m to 10y



Relative cognitive shifts, 7 -11, by SES, 1958 Cohort

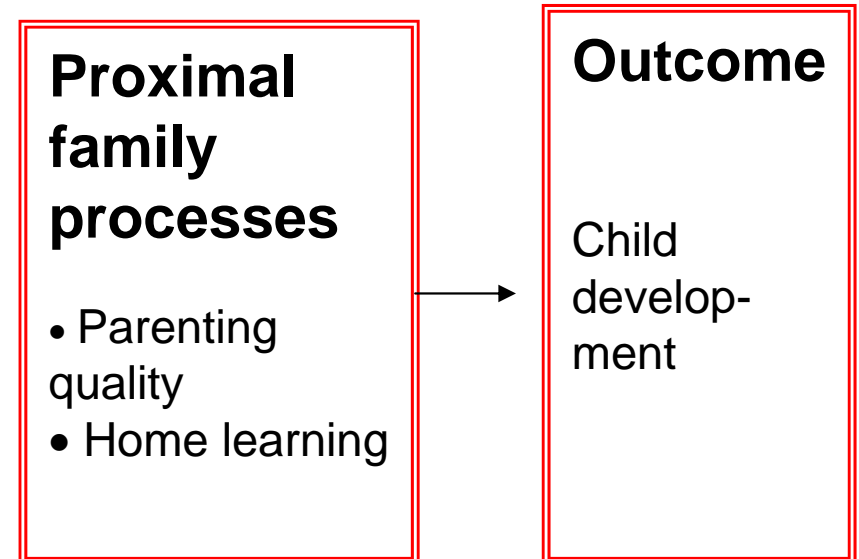


The importance of age 10 capabilities; probability of being in workless household with children at age 30

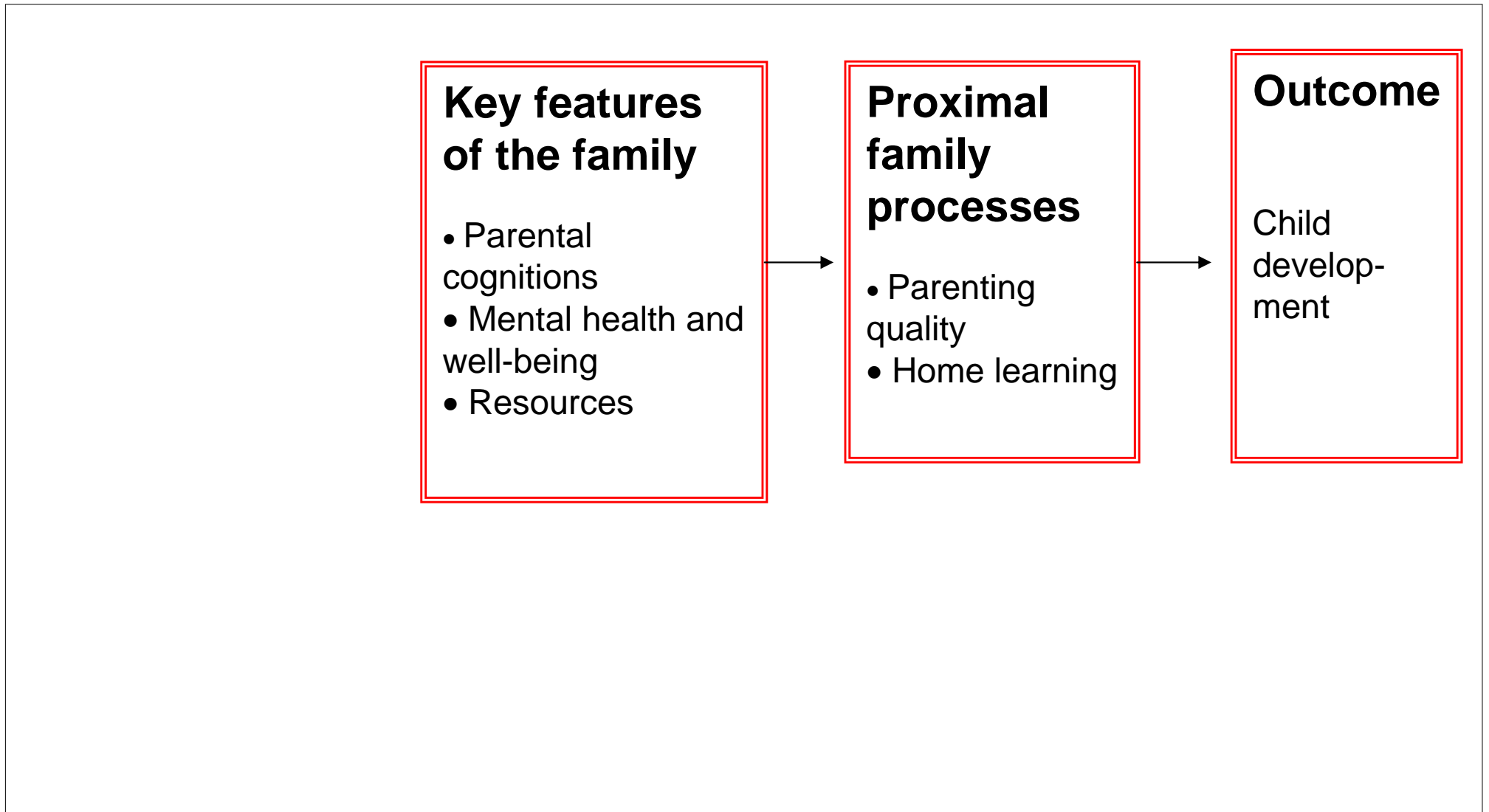


Source: Feinstein, L. and Bynner, J. (Dec 2003), 'The benefits of assets in childhood as protection against adult social exclusion: the relative effects of financial, human, social and psychological assets', Note to HM Treasury.

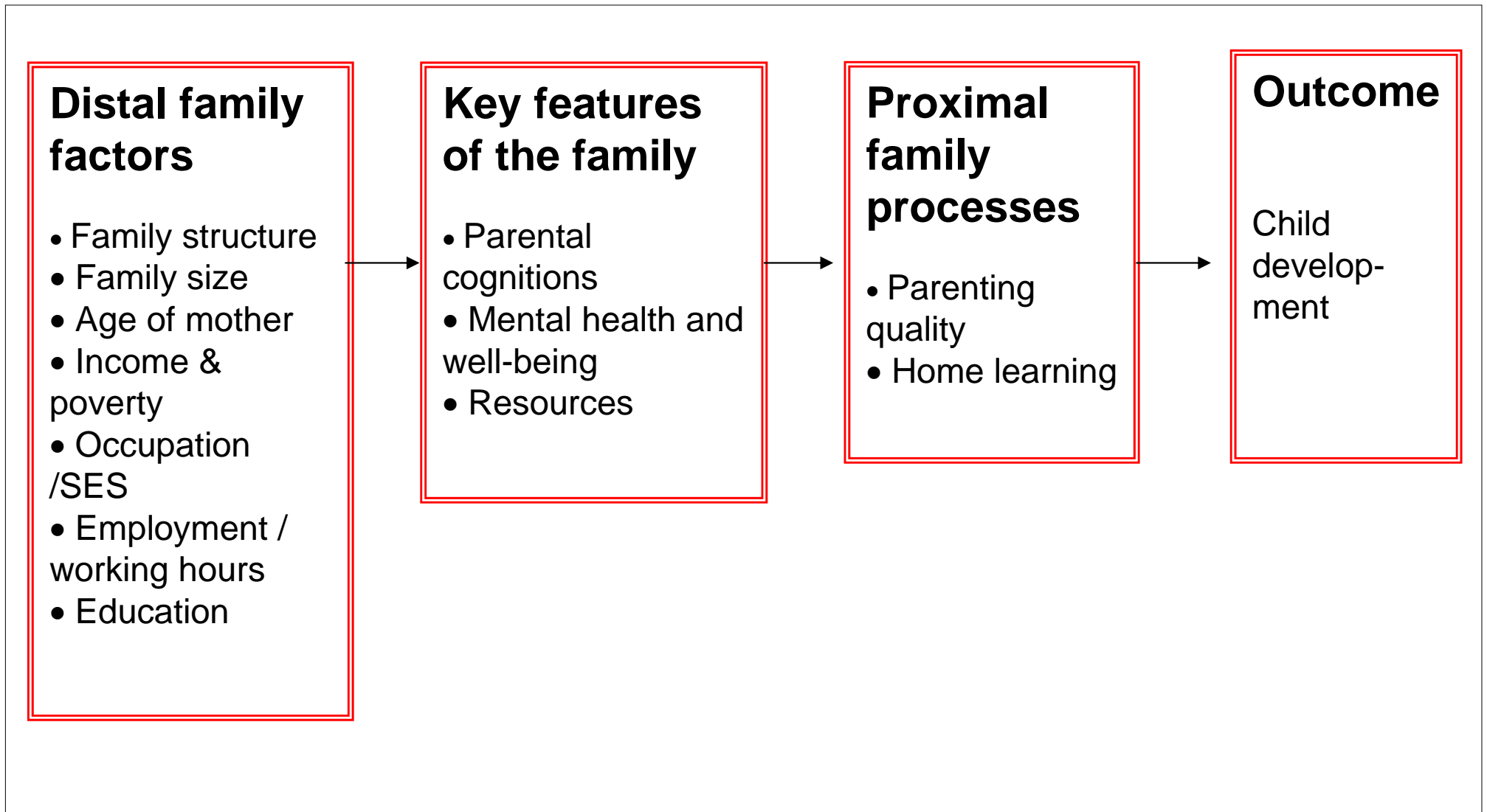
Conceptual model for influences on child development



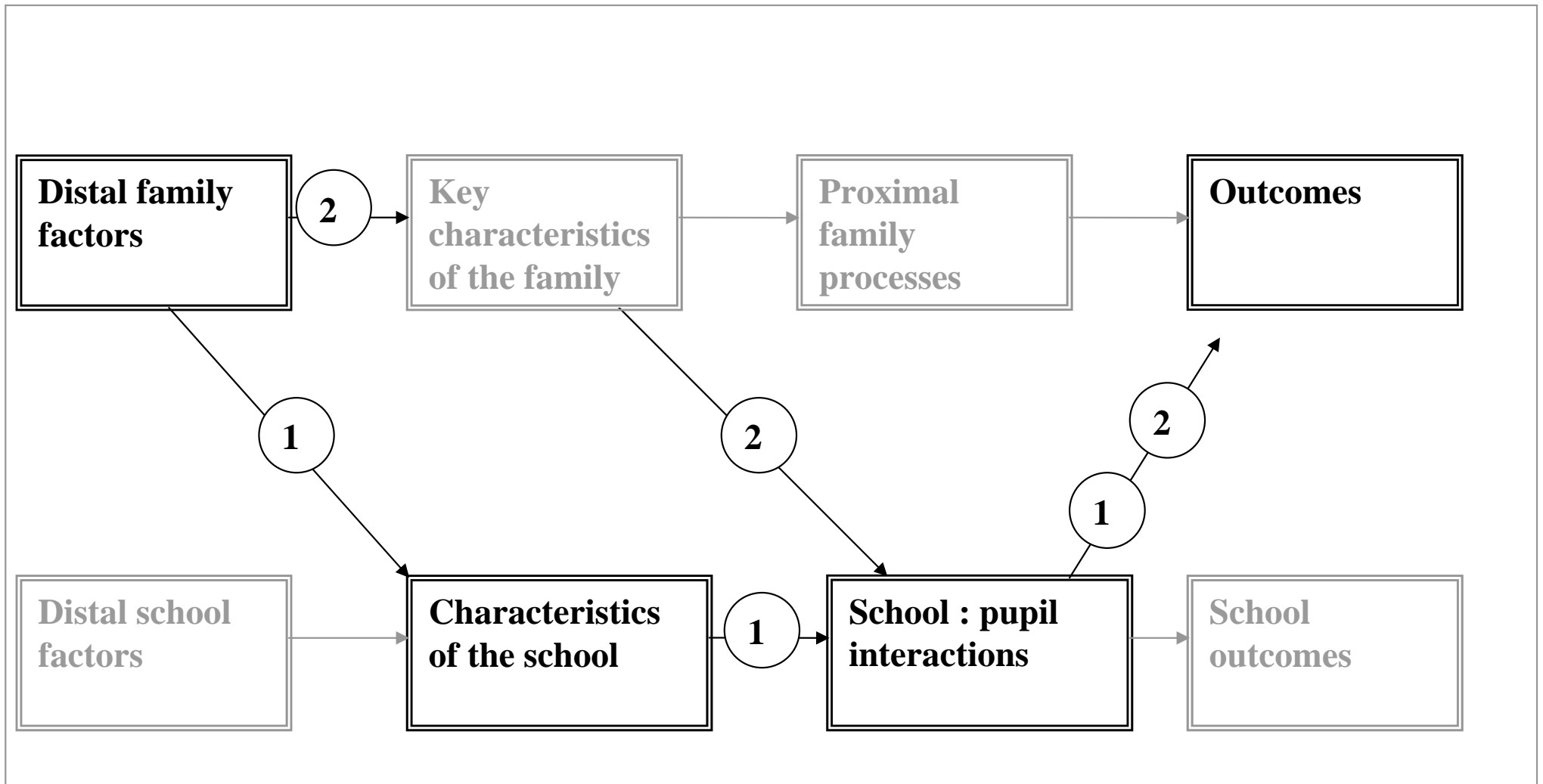
Conceptual model for influences on child development



Simple model for influences on child development



Interactions between the family and school



So:

- Interventions and investments should be high quality, persistent, personalised, timely and appropriate
- It is not enough just to invest in the early years or just in cognitive skills
- The people who know the children are key
- They should be highly skilled, highly-trained, well-paid, with high morale, good support and with wide-ranging kit of programmes to draw on, as they see fit.