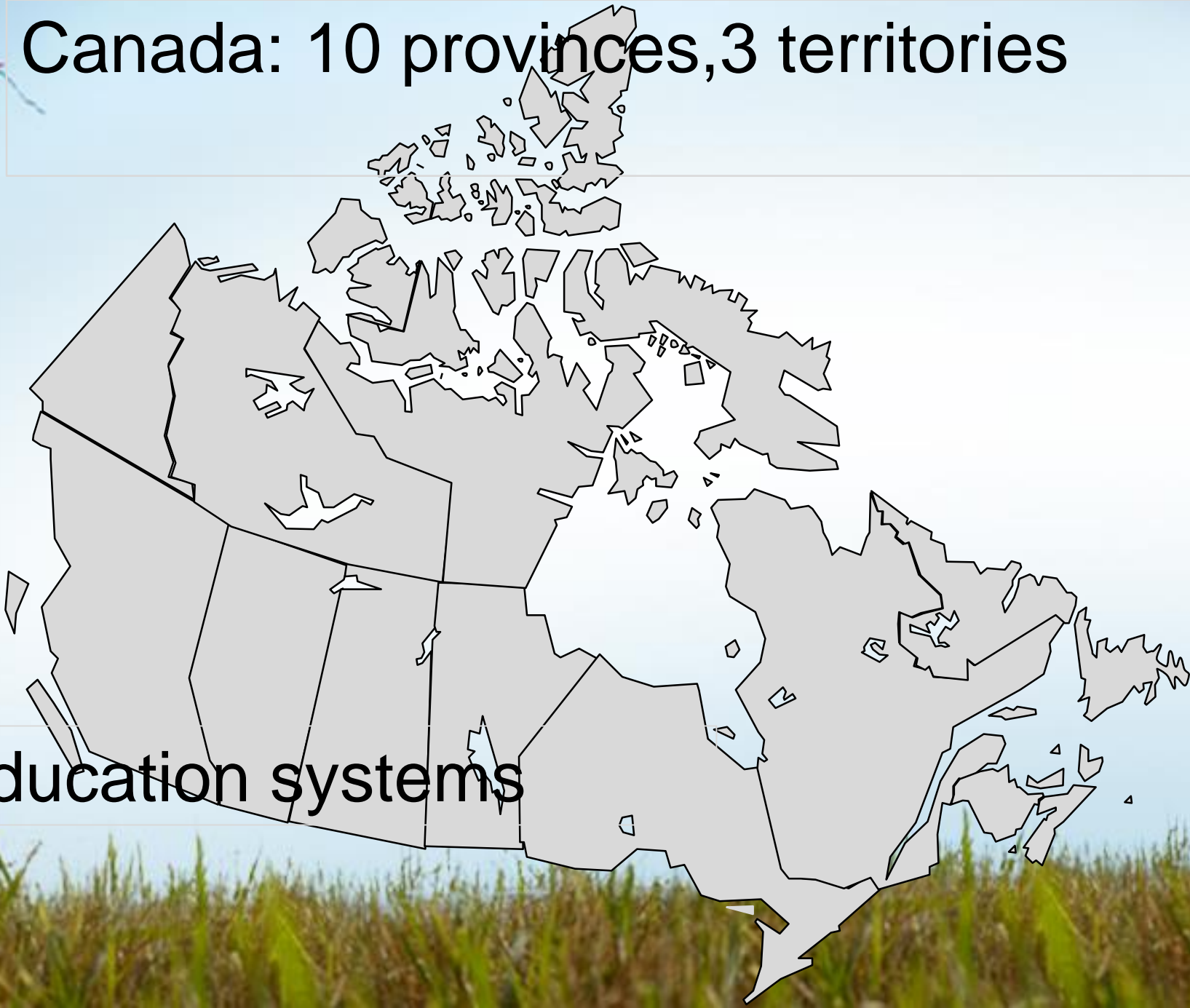


A woman with a child on her back is flying a colorful kite in a field of tall grass under a clear blue sky. The kite is a diamond shape with rainbow-colored panels. The woman is wearing a white t-shirt and pink pants. The child is wearing a white t-shirt and pink pants. The kite is flying in the upper left quadrant of the image.

Creating a good life for children through quality early education

Kerry McCuaig, University of Toronto, Canada
Copenhagen, June 23, 2014

Canada: 10 provinces, 3 territories



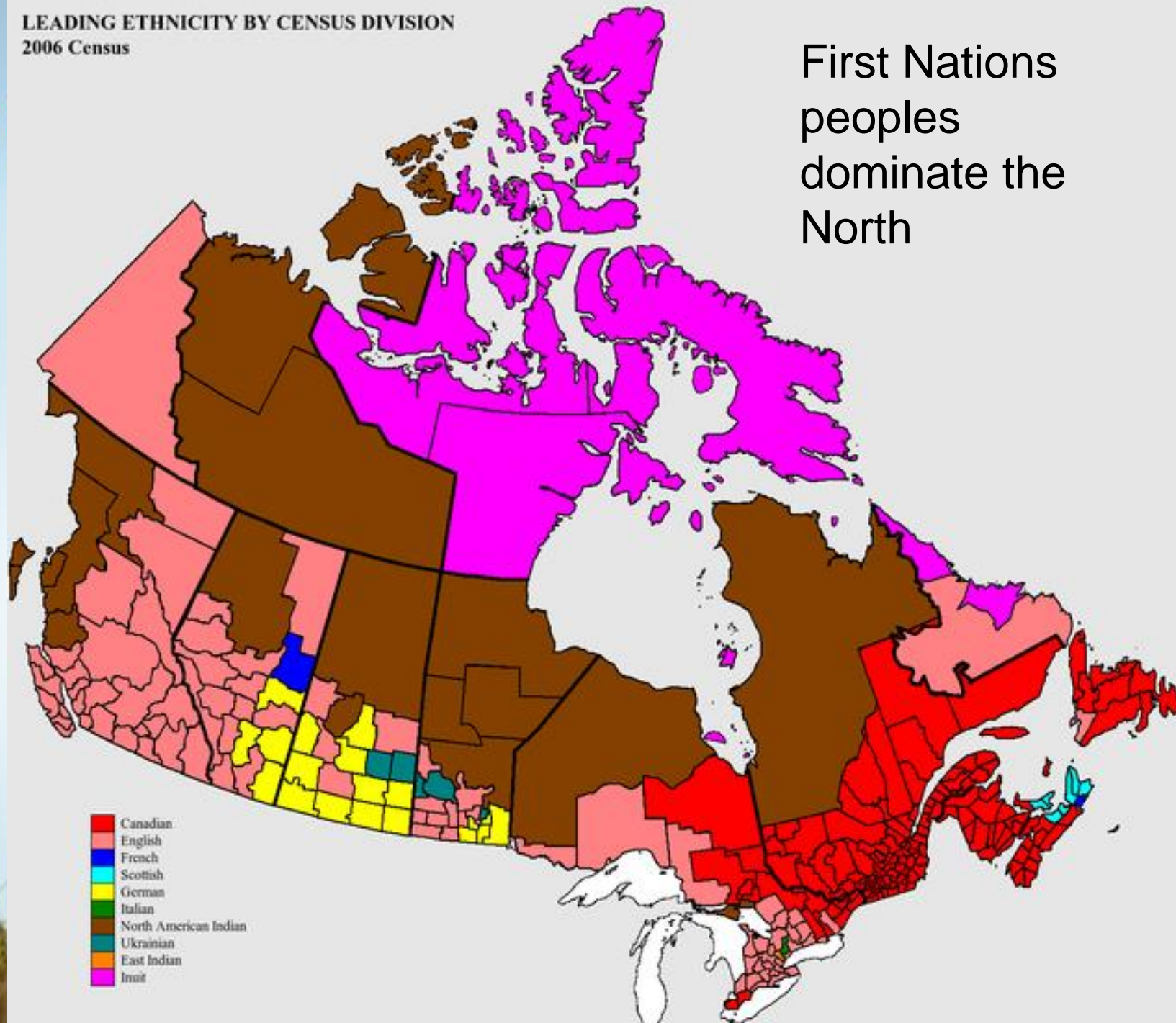
13 education systems



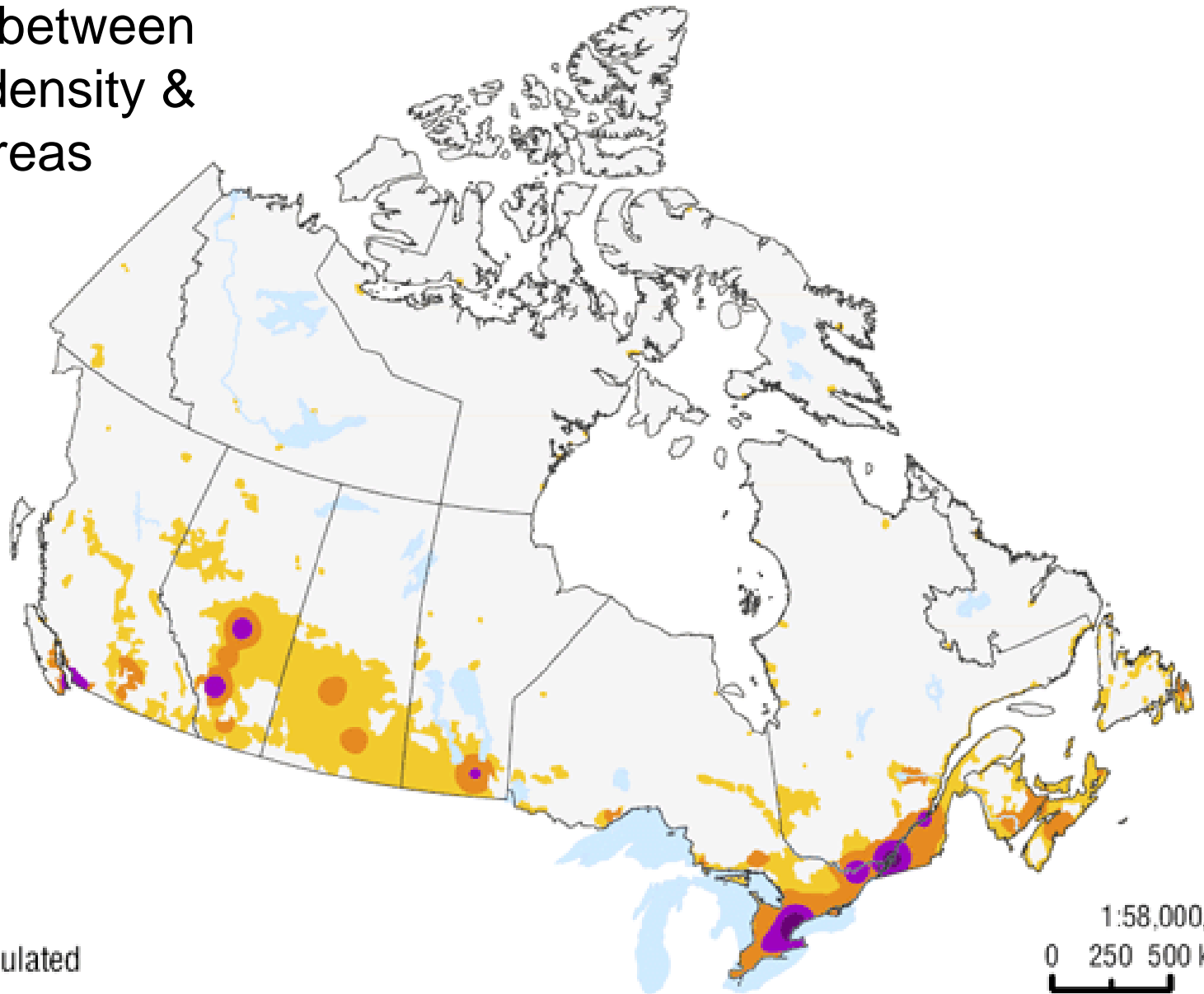
QUEBEC:
Unique culture,
language,
legal code,
education system

LEADING ETHNICITY BY CENSUS DIVISION
2006 Census

First Nations
peoples
dominate the
North



Disconnect between population density & economic areas

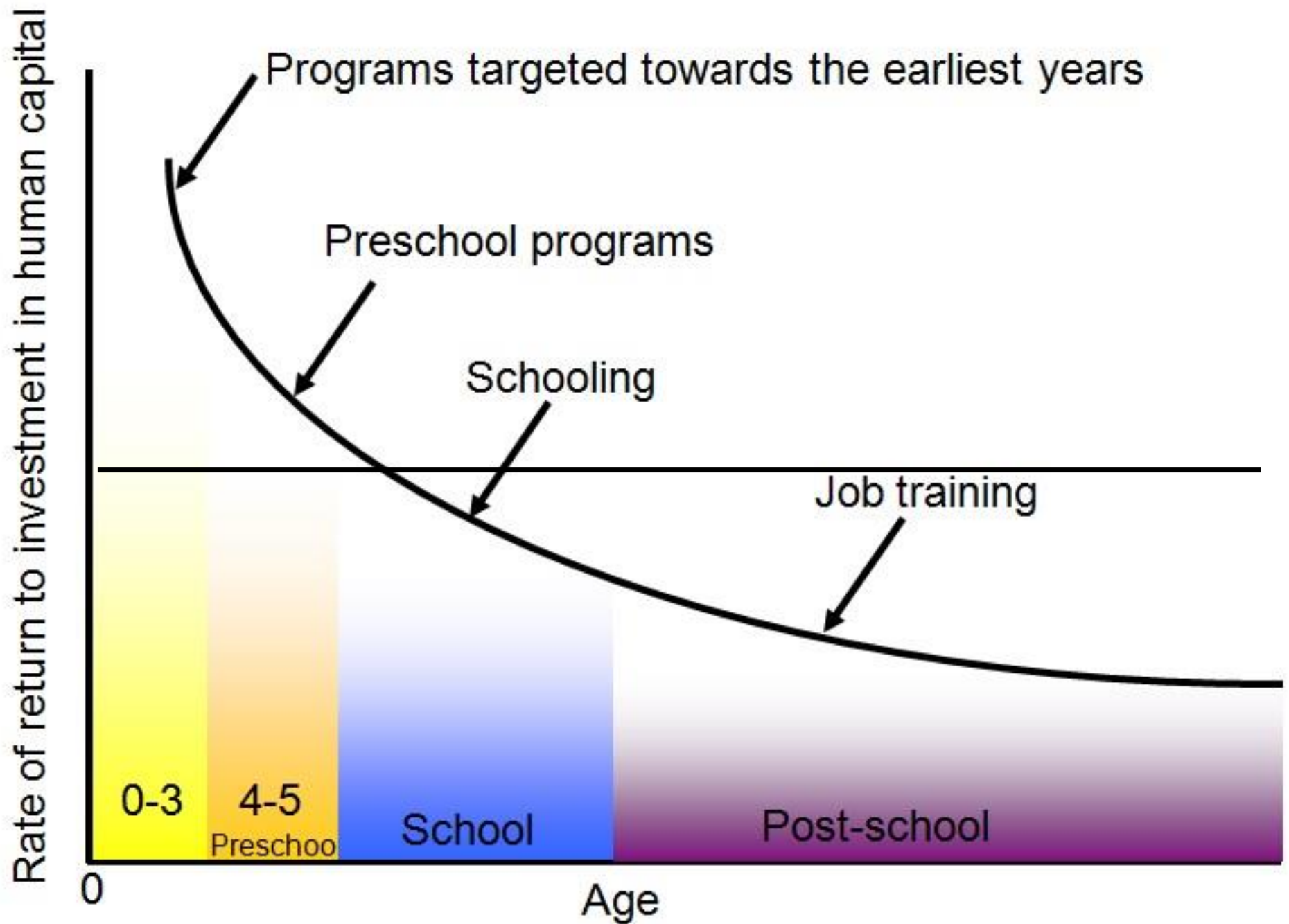




Regarding the good life for children

Creating a good life for small children is not a priority for Canadian policy makers

- Human capital development/global competition
- Labour market stability
- Demographic considerations
- Education outcomes/closing the gap between advantaged and disadvantaged groups



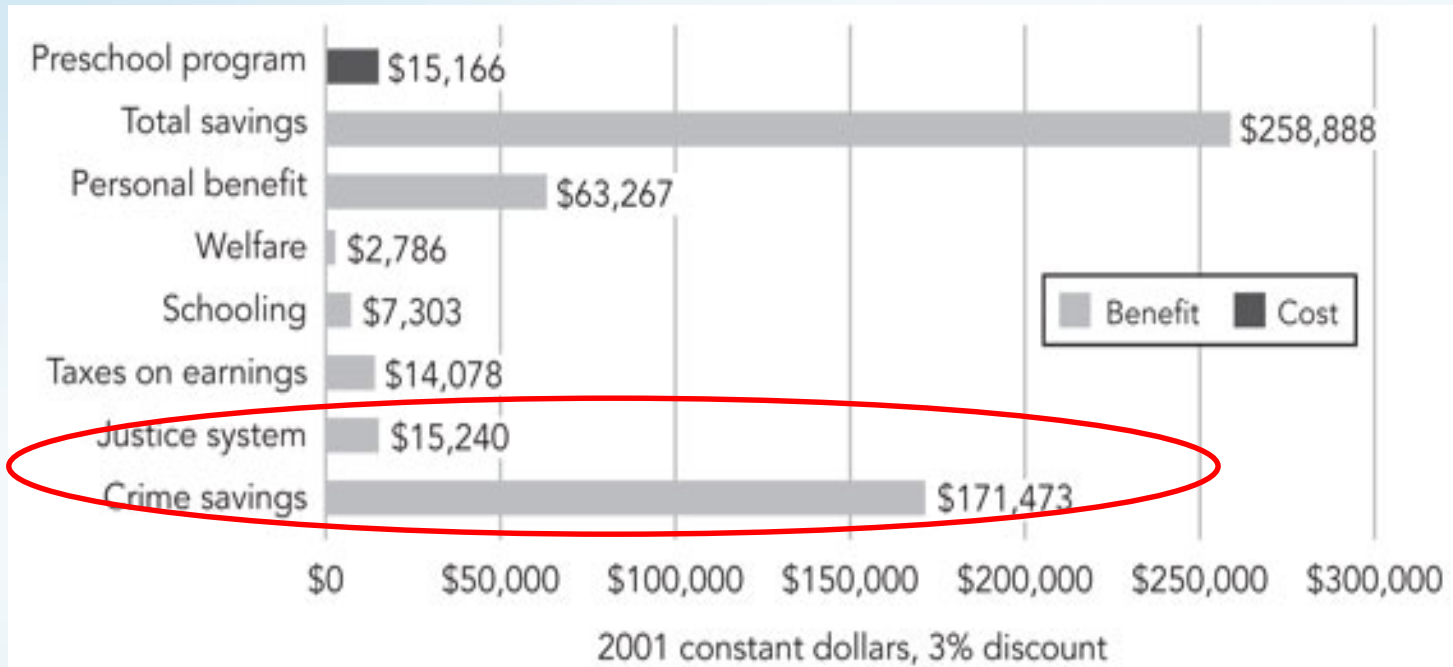


3 U.S. studies

	Abecedarian	Chicago Centres	Perry Preschool
Began	1972	1967	1962
Sample	58	1286	50
Design	Random control	Comparison	Random control
Duration	5 years Full time	18 months Part time	2 years Part time
Last assessed	21 years	28 years	40 years
Per child	\$69,500	\$7,428	\$30,400
Benefits	\$143,674	\$83,511	\$258,888
Return rate	\$4:1	\$10:1	\$17:1
Barnett, W.S. & Masse, L.N. (2007); Schweinhart L.J. et al (2005); Temple, J.A. & Reynolds A..J. (2007) Reynolds A..J., Temple, J.A. & Ou.S. et al (2011).			



Cost-benefit Perry Preschool study per participant at 40 years old (\$17.07:1)



Schweinhart L.J. et al (2005); Belfield, C., et al (2006)



UK - random sample of children born in 1958 who attended preschool

- Pre-school leads to better cognitive scores at 7 and 16 years
- In adulthood, pre-school was found to increase the probability of good educational qualifications, being employed and having better earnings at age 33.

Goodman & Sianesi (2005). Early education and children's outcomes: How long do the impacts last? *Fiscal Studies*, 26, 513-548.



Other international findings

Norway

- Higher educational levels, better job outcomes and higher income later in life.

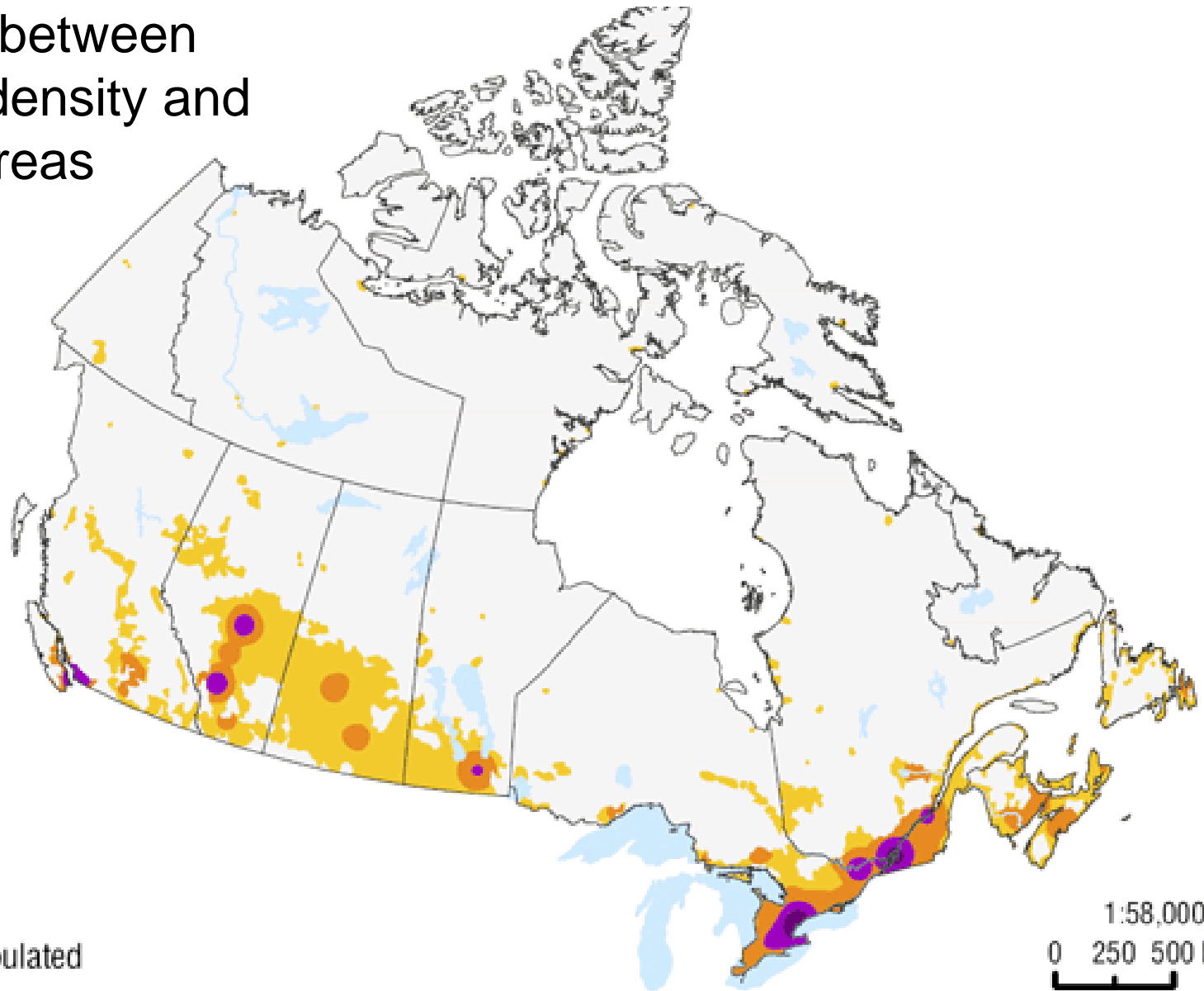
(Melhuish & Barnes 2012)

Switzerland

- Improved intergenerational education mobility
- Especially beneficial for disadvantaged children

(Bauer & Riphahn 2009)

Disconnect between
population density and
economic areas



Population density
(persons per km²)

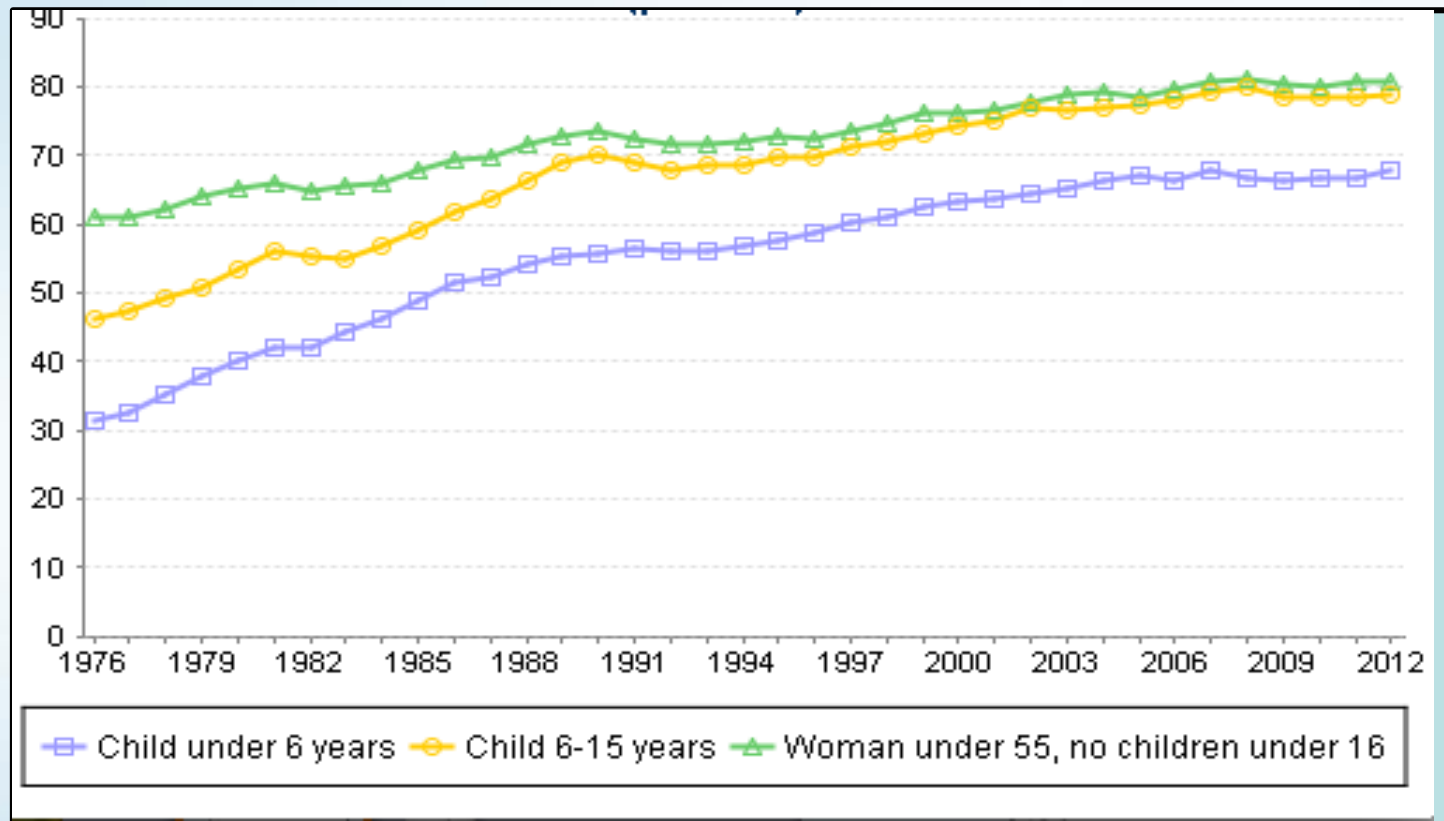


Sparsely populated

1:58,000,000
0 250 500 kilom



Mothers labourforce participation rate by age of child: Canada 1976-2012



What has low cost ECE done for Quebec?

- 70,000 more mothers are working
- They generate \$1.5-billion annually in taxes
- And draw \$340-million less in social transfers
- Boosting the GDP by \$5-billion

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

Quebec mothers have:

- Moved Quebec from the bottom to the top in female labour force participation in Canada
- Halved child poverty rates
- Halved social assistance rates for lone parents
- Boosted fertility
- Reduced vulnerability in children starting school and increased student test scores

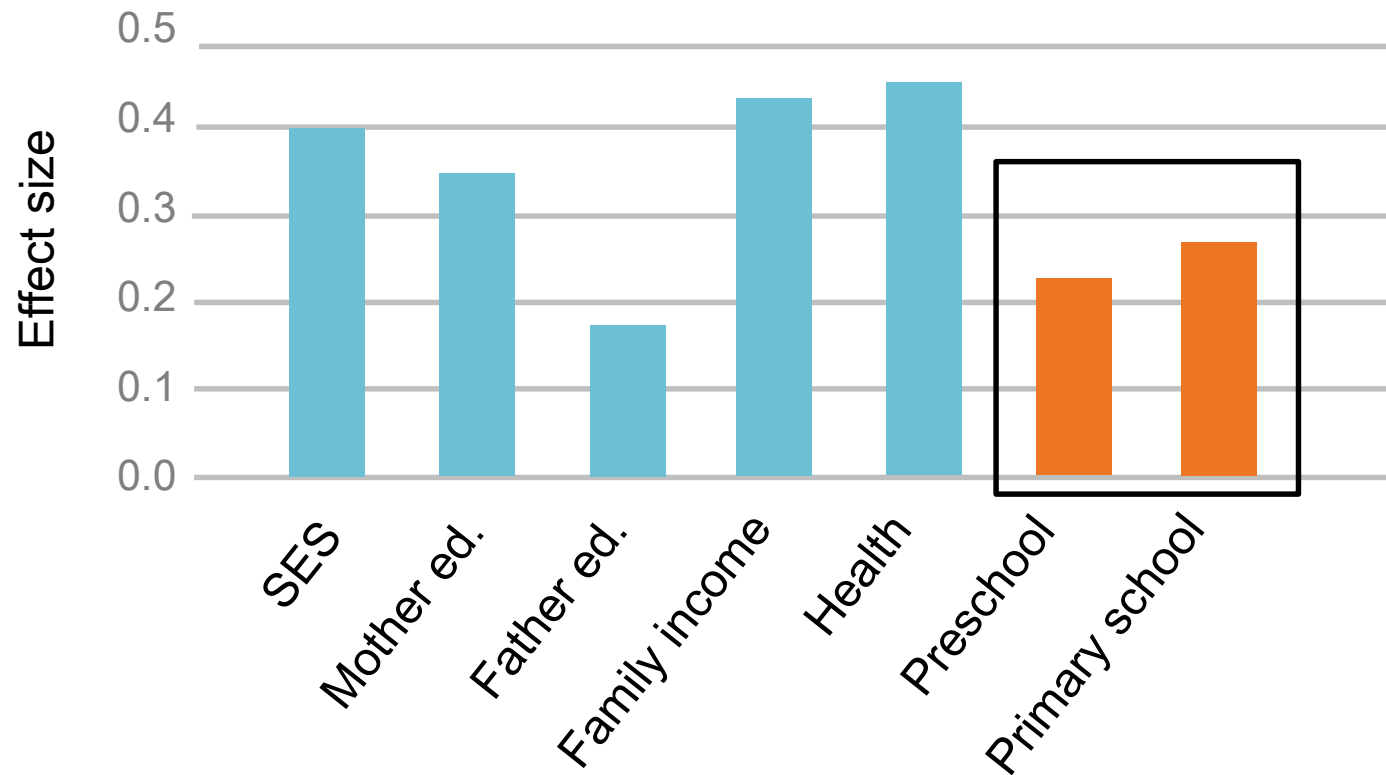
Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

Done right early education and care pays for itself

*For every dollar Quebec spends on ECE,
it collects \$1.05 in increased taxes and
reduced family payments, while the
federal government gets \$0.55*

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

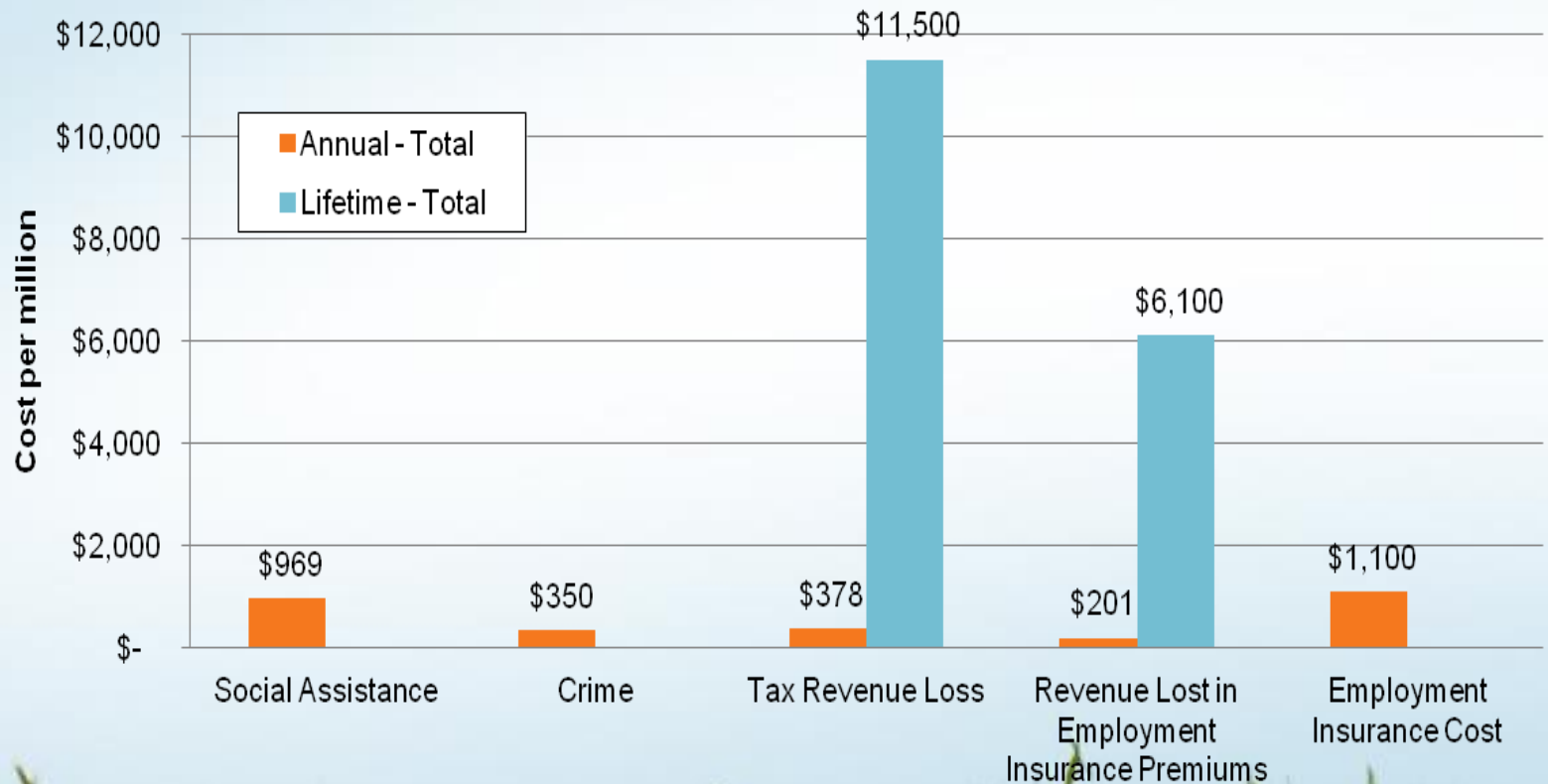
Factors affecting achievement – Age 11



Source: Melhuish, E. in Roseveare, D. (2011).

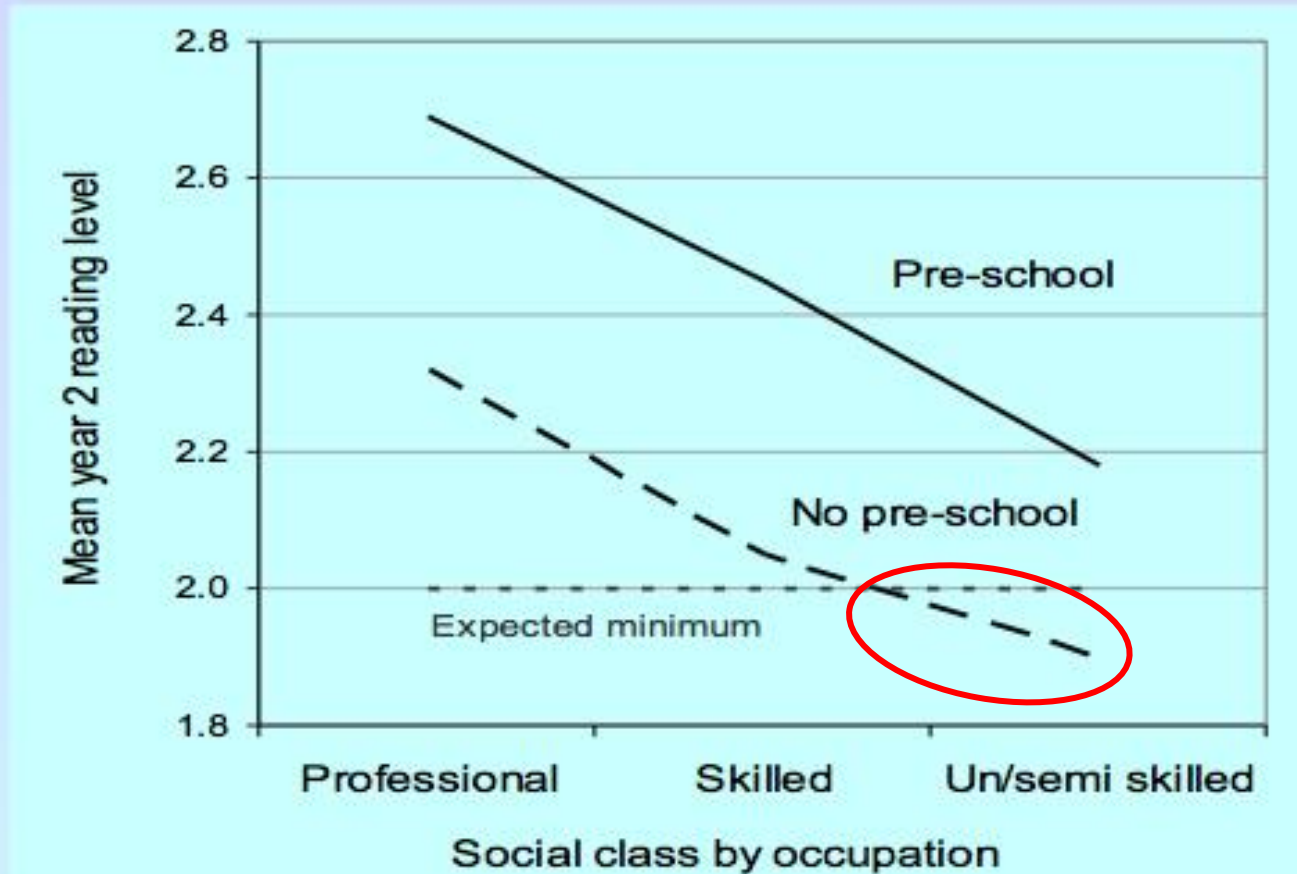


Public cost of high school non-completion in Canada by cohort (2008 dollars)



Source: Hankivsky, O. (2008).

Social class and pre-school on literacy (age 7)



PISA results for 2009



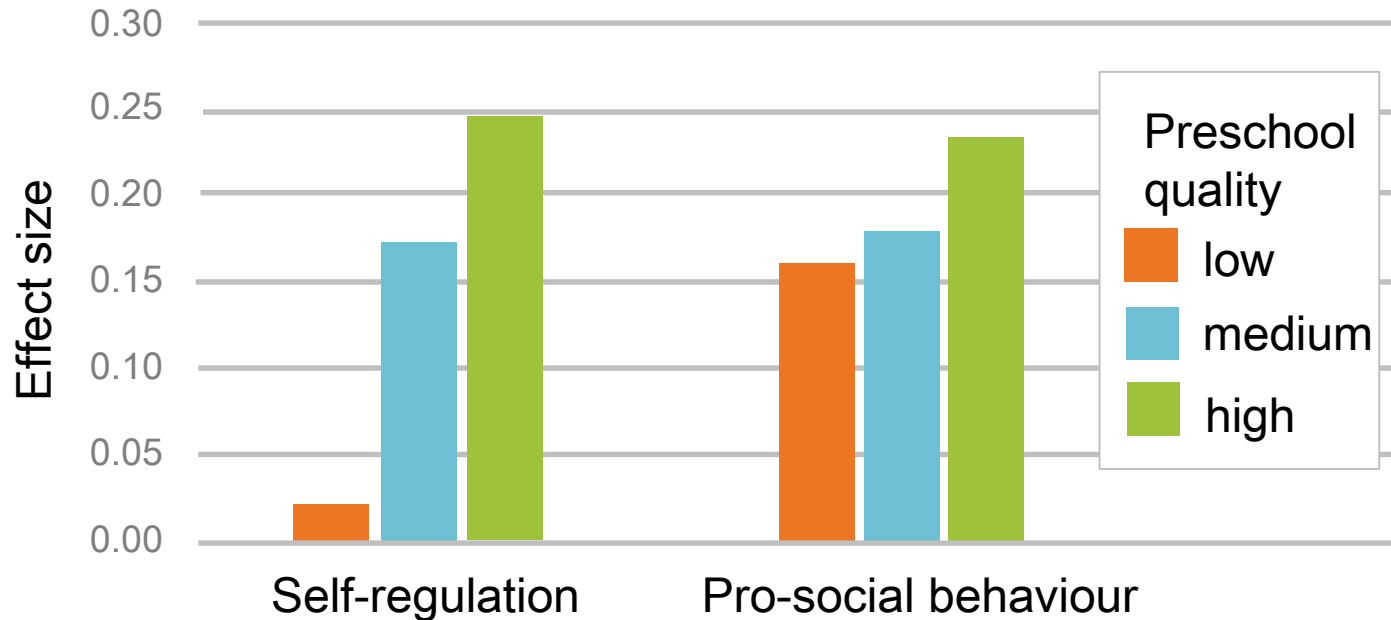
- Pre-school participation is strongly associated with reading at age 15 in countries that:
 - have sought to improve the quality of pre-school education
 - provide more inclusive access to pre-school education.

“The bottom line: Widening access to pre-primary education can improve both overall performance and equity by reducing socio-economic disparities among students, if extending coverage does not compromise quality.”

OECD (2011). *Pisa in Focus 2011/1: Does participation in pre-primary education translate into better learning outcomes at school?*. Paris: OECD.

Outcomes linked to quality

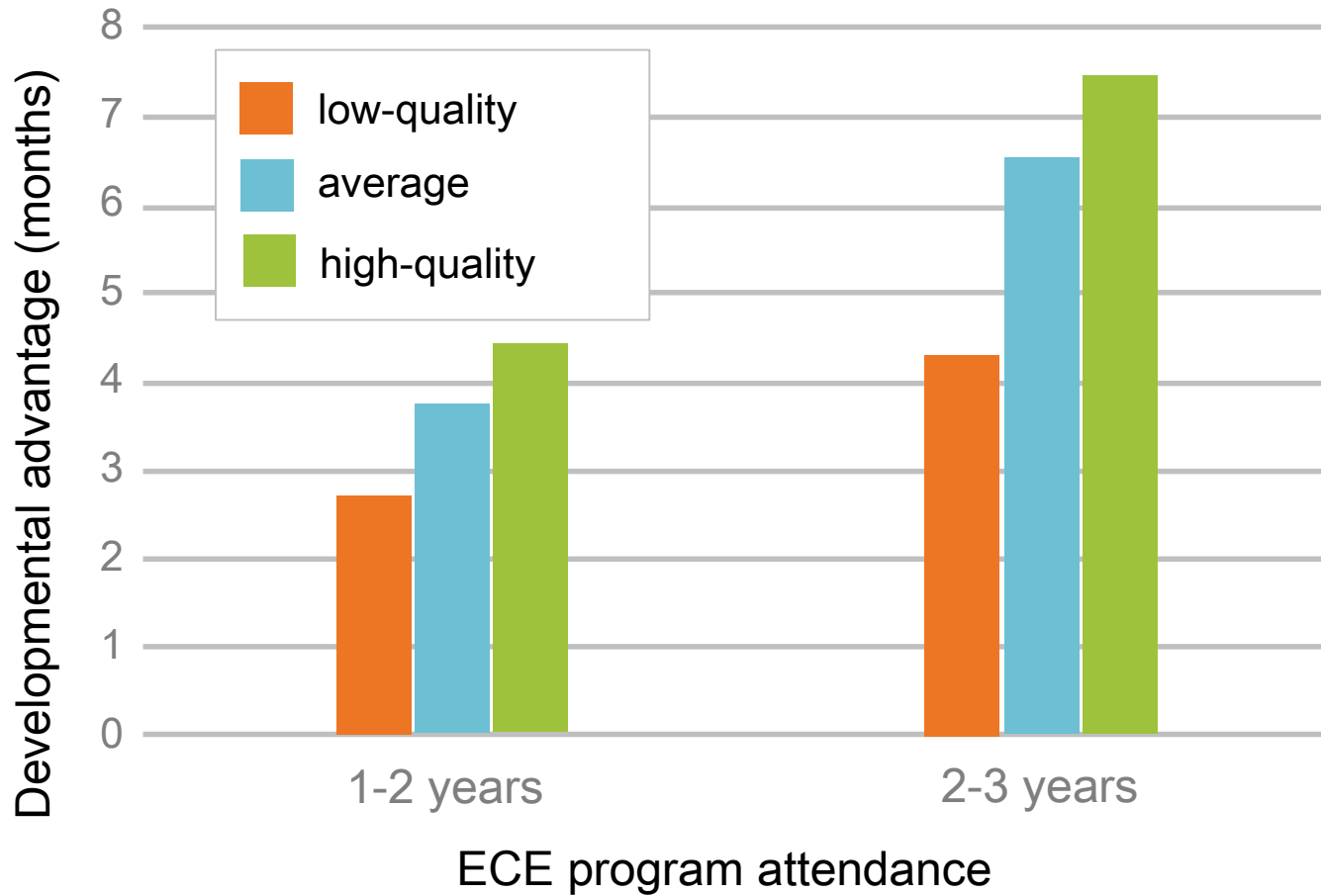
Preschool quality and self-regulation and pro-social behaviour (age 11)



Source: Melhuish, E. in Roseveare, D. (2011).

Duration matters

(months of developmental age)



Source: Melhuish, E. in Roseveare, D. (2011).



What's trending now?

Largely positive:

- Public investments in ECE have doubled since 2006 when OECD revealed Canada's last place finish (.5% of GDP)
- More attention paid to governance – merging early education and child care
- More focus on quality - the status of the ECE workforce, pedagogy and program monitoring
- ECE access growing through public education



Why the schools?

- More cost effective than a brand new social program
- Public education enjoys public confidence. Highest percentage enrolment of all the Anglo-American countries
- Facilitates the building of strong relationships between children, families, the community and the school

Applying OECD policy findings



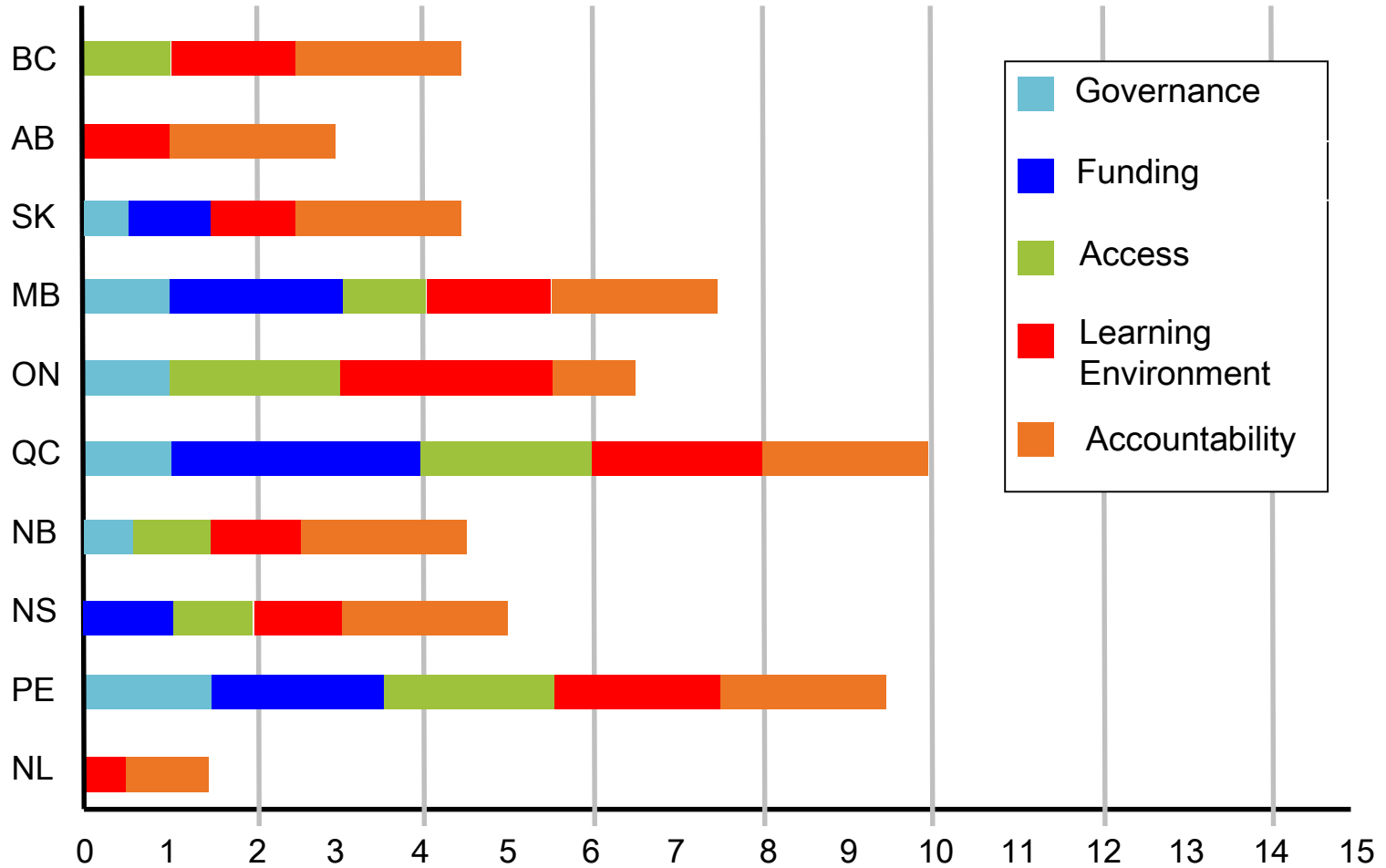
Governance	Policy	EC Workforce	Curriculum	Parents
Lead ministry	Strategy for 0 to 8	EC trained	Have one	Free access
Merged functions	Quality agenda	Narrow qualification gap	Living documents	Lower school age
ECE units with experts	Research/evaluation	Ongoing professional development	Align with school to support transitions	Ceiling on fees & supports
Regional leadership	Reconcile goals	Enhance recognition	Expert & sector input	Democratic input
Dedicated funding	Reduce transitions			Open doors



Adapted OECD policy findings to the Canadian context

- **5 Categories/equally weighted**
- **19 Benchmarks**
 - Limited by the availability of consistent data across jurisdictions
 - Availability of similar information in future to allow for across time comparisons
- **Thresholds**
 - Influenced by those established by UNICEF (2008) and UNESCO (2010) to support international comparisons
 - Adapted to Canada – has been achieved, or be in development, in at least one jurisdiction

Early Childhood Education Report





Early Education Report & Policy Monitor

www.oise.utoronto.ca/atkinson

Early Years Study 3

www.earlyyearsstudy.ca

kerry.mccuaig@utoronto.ca

