



EQUITY IN EARLY CHILD EDUCATION AND CARE: WHAT RESEARCH SAYS

**AN OVERVIEW BASED ON THE
ENCYCLOPEDIA ON EARLY CHILDHOOD DEVELOPMENT**

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AGENDA

- ① What do we know?
- ② What can be done?
- ③ When research lays the basis of long term effects: the Montreal Longitudinal Study and Intervention
- ④ The Encyclopedia at a glance
- ⑤ Discussion





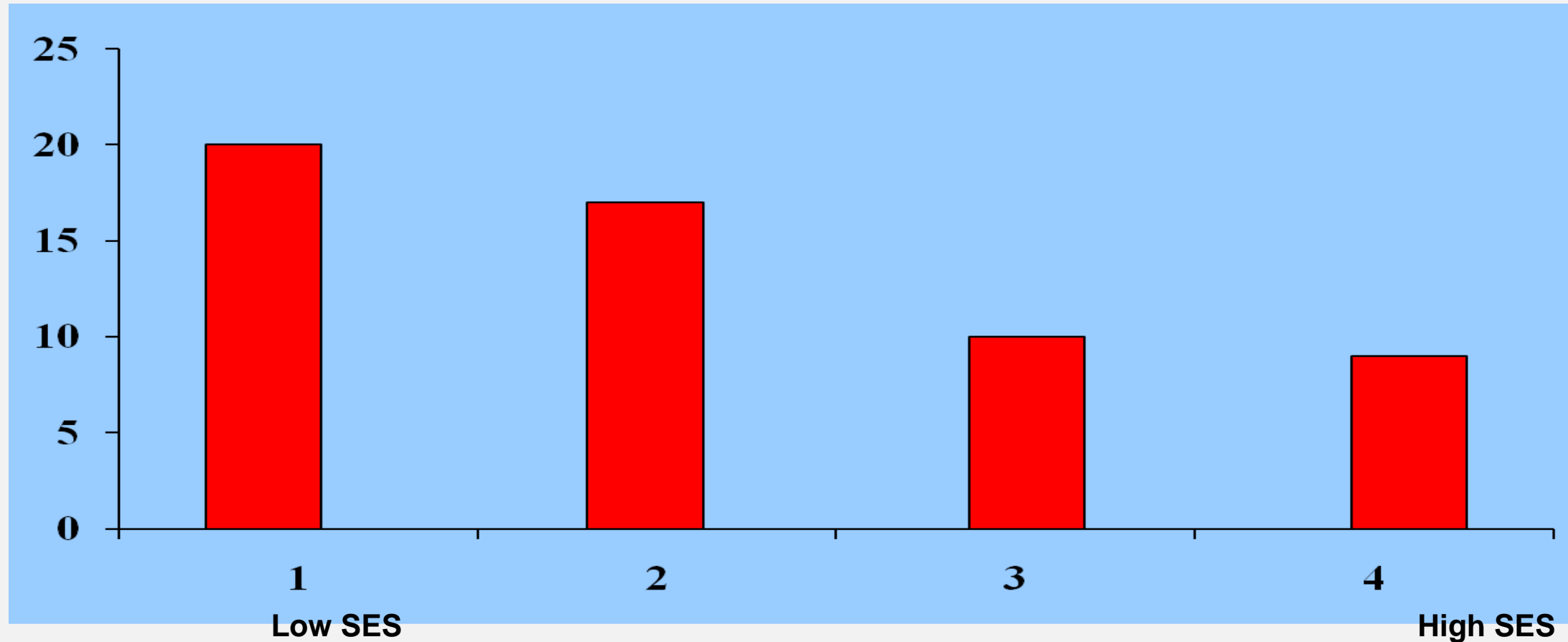
WHAT DO WE KNOW?

WHAT DO WE KNOW?

- Population-level data shows that ~~between~~ **25% to 30% of Canadian children** do not enter school meeting all of the developmental benchmarks they need to thrive both now and into the future. Kershaw P, Warburton B and al. (2010)
- There is a strong **association** between **developmental vulnerability** at school entry and a series of **parent and family risk factors** often linked to social disadvantage.



WHAT DO WE KNOW: MORE CHILDREN FROM LOW SES ACCESS LOW QUALITY ECE SERVICES

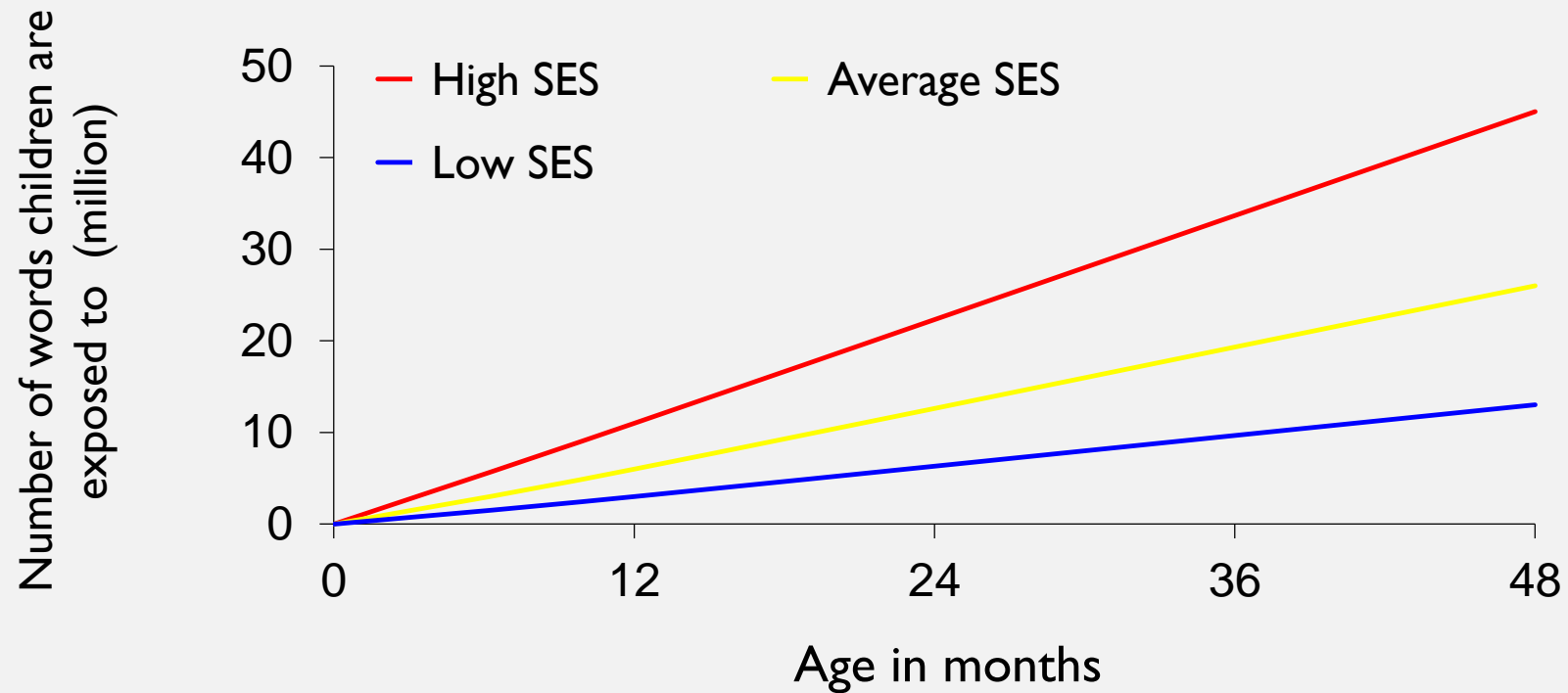


Socioeconomic Status (Quartils)

Source: Quebec Longitudinal Study "En 2002 j'aurai 5 ans"



WHAT DO WE KNOW: LOWER VOCABULARY EXPOSURE



Source : Hart & Risley, 1995; Japel 2017



WHAT DO WE KNOW?

- Services and programs are best delivered within a framework where a universal basket of services for all families and children is available

+

- Additional support addressing additional needs

“Different ‘mixes’ produce different outcomes within jurisdictions: a good monitoring system is important to shed light on the impact of these differences in supporting child development before school entry”

Source: Obersklaid F., Barid G., Blair M, Melhuish E., Hall D. (2013); Brinkman SA, Gialamas A, Rahman A, Mitteny MN and al. (2012)



WHAT DO WE KNOW?

- Early social contextual experiences play an important role for long term outcomes
- Strategies proven to improve outcomes include **family support (mothers), high-quality early education and care programs** and **early detection** of emerging problems and risk factors



FEATURES OF HIGH QUALITY EARLY EDUCATION AND CARE SYSTEMS

- **The system must be accessible:** no child should be excluded: yet the lack of available spaces and cost represent a barrier to quality childcare for many families



FEATURES OF HIGH QUALITY EARLY EDUCATION AND CARE SYSTEMS

- **The program should be high quality:**

Environments should be

- ✓ **Healthy**
- ✓ **Safe**
- ✓ **Stimulating**

With

- ✓ **Appropriate and qualified staff**
- ✓ **Optimal child ratios**
- ✓ **Pedagogical program recognizing the child as an actor in the here and now**

This requires **public investment**, not only to deal with **affordability**, but also to provide **well-educated staff** who will receive **fair wages**.



FEATURES OF HIGH QUALITY EARLY EDUCATION AND CARE SYSTEMS

- **The program should be comprehensive:**

The system needs to recognize the

- ✓ **Diversity of needs**

Including respect for the

- ✓ **Cultural and linguistic diversity** of the population

This too requires **government involvement**. The achievement of these goals, in turn, depends on the establishment of an **effective governance structure** to meet the challenges of **integration, coordination** and **local diversity**. (Mahon, 2011)





WHAT CAN BE DONE?

FROM RESEARCH AND POLICY PERSPECTIVE

Identify best practices

Adjustments to local needs should be considered

Involvement of national and local governments

It has to be well coordinated

Consider things globally

Understand ways in which global inequalities may impact on national regimes (welfare)



Source: Mahon, 2011



FROM RESEARCH AND PRACTICE PERSPECTIVE

- **Community level projects involving partnerships and integration of services** have shown success for improving the lives of families and outcomes for children. ([Implementing multi-sectoral HCD initiative: Lessons learned from community intervention, CCSHD 2017](http://ccsdh.ca/images/uploads/Implementing_Multi-Sectoral_HCD_Initiatives.pdf)http://ccsdh.ca/images/uploads/Implementing_Multi-Sectoral_HCD_Initiatives.pdf)
- **Scaling up of best practices require** broad system level support with policy integration across, and within, different levels of government and service organizations. Some examples include: Aboriginal Head Start, BBBF project and TFD in Ontario, etc. ([Integrated ECD Services topic](#); [Head Start policy topic](#)).
- **Widening access to preschool** can improve performance and equity by reducing socioeconomic disparities, **if extending coverage does not compromise quality.**



FROM RESEARCH AND PRACTICE PERSPECTIVE

- Every child, parent and staff member should feel a sense of belonging. This implies an active policy that takes into account family cultures and preferences when constructing the curriculum. ([Vandenbroeck, 2011](#))
- Because of the growing education gap between immigrant and mainstream children: children from disadvantaged environments need services tailored to their backgrounds and specific needs. ([Bennett, 2011](#))
- Because of this, a child-centered curriculum needs also to be a family-centered curriculum. ([Bennett, 2011](#))





THE MONTREAL LONGITUDINAL EXPERIMENTAL STUDY

Yann Algan, Elizabeth Beasley, Frank Vitaro, Richard E. Tremblay

THE MONTREAL LONGITUDINAL EXPERIMENTAL STUDY

- Spring 1984: 1037 boys in kindergarten (age 6 years) evaluated by teachers using standardized behavioral inventory
- Randomized trial for the most disruptive: N=250
- Two year intensive program: age 7-9 years
- Followed yearly from 10-17 years old
- Psychological indicators, activities, behavior, grades (self, teacher)
- Administrative data on criminal record and secondary school
- Completion + self-reported socio-eco at age 17-26 years



TRAINING PROGRAM

- Two year program, 1st and 2nd grade
- 19 sessions with small groups of children (1 disruptive kid : 3 non-disruptive kids)
- Topics focused on social skills and self control
 - Social skills (saying hello, doing things together, how to say no politely)
 - Self-control (how to wait when impatient, following rules, reacting to teasing)
 - Family visits (mean number: 17.4) to teach parents to reinforce social skills and self-control
- Reading program, training parents to monitor child behavior, reinforce good behaviour



TRAINING PROGRAM

I identify



I think



I choose



**I act and feel good about
what I have done**



Bash, M., and Camp, B.W. (1980). Teacher training in the "Think Aloud" classroom program.



MEASURES

- Yearly data on cognitive and non-cognitive measures, ages 10-17
- Thousands of observations (psychological scales, behaviors, grades)
- Teacher and subject reported
- No attrition and balance sample for most indicators
- Data (from subject) on parent behavior
- Two periods: 10-13 and 14-17 : Early and late adolescence



ADOLESCENT OUTCOMES

- Behavioral skills:
 - Self-control:
 - ✓ Attention-Impulse Control: Easily distracted, cannot concentrate,
 - ✓ Aggression Control: Bullying, fighting, vandalism
 - Social skills:
 - ✓ Trust: Trust (others, strangers...) + Perspective taking (Angry when bumped by accident ...)
 - ✓ Friendship: Interactions with best friends, parents
 - ✓ Altruism: Helps others, cleans up messes...
- Cognitive skills and school performance:
 - ✓ IQ (age 10/11) yearly grades in Math and French, Held back, Special education
- Group belonging (late adolescence only)
- Additional skills: Self-esteem, Emotional well-being...

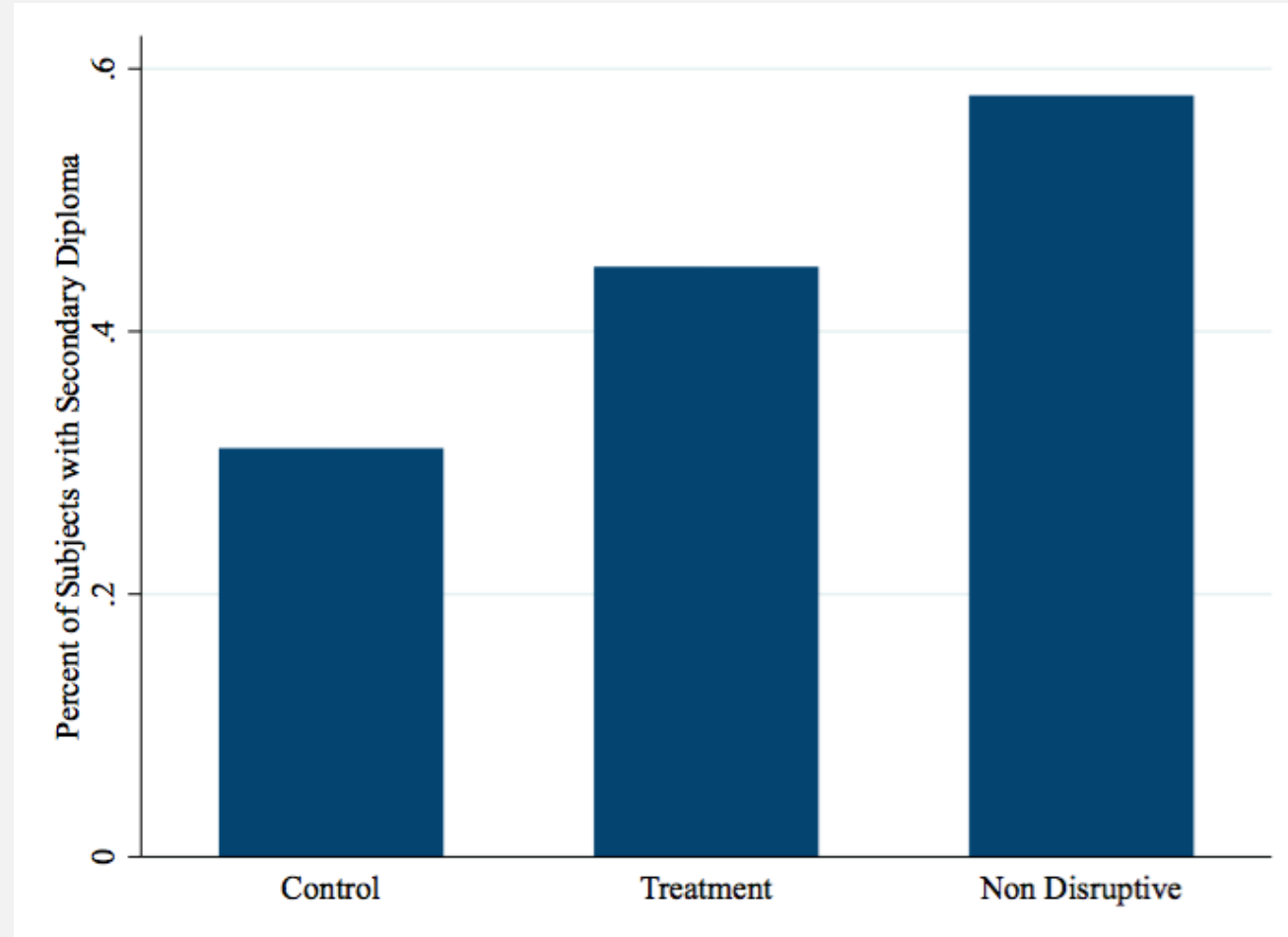


ADULT OUTCOMES

- Criminal Record at Age 24 years (Ministry of Public Security)
- Secondary School Diploma (Ministry of Education)
- Percent of reported years from ages 17-26 years active full-time (work or school)
- Other indicators, and index, for economic outcomes give similar results
- Belonged to social/civic group at age 21-26



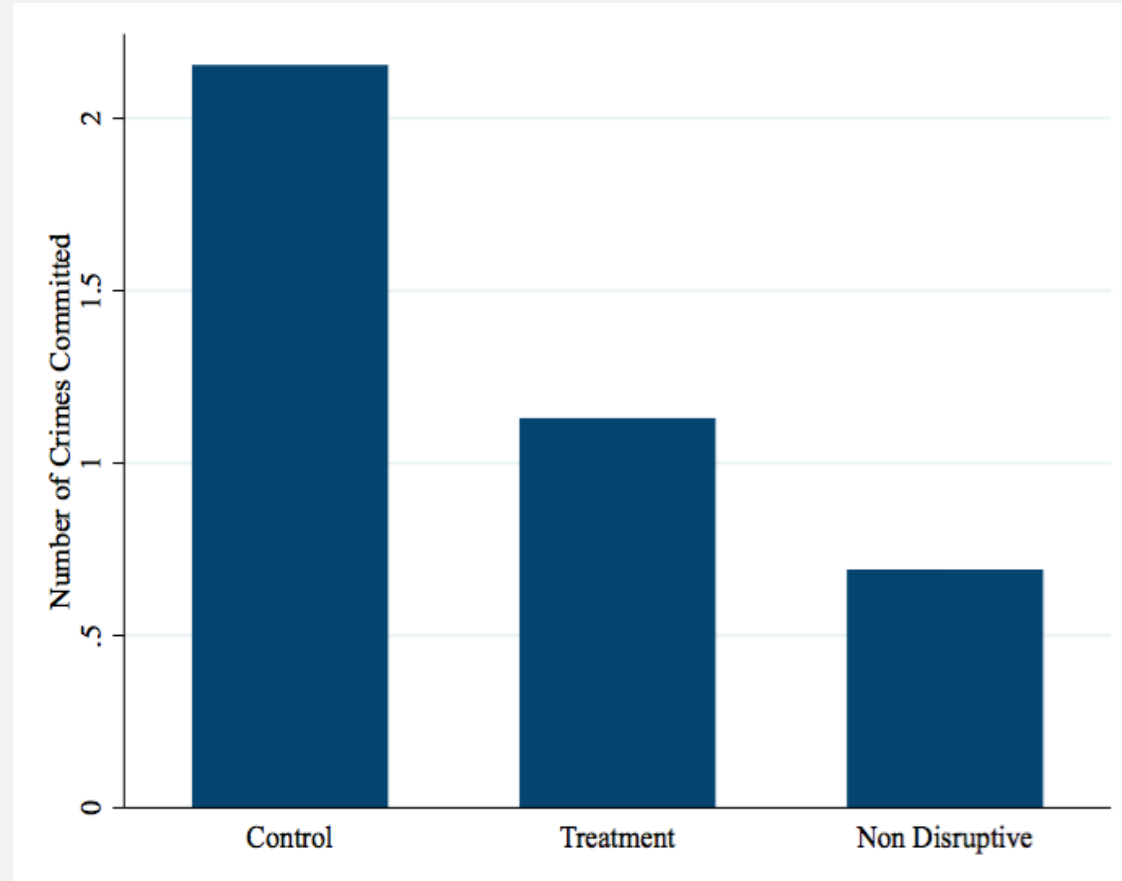
NUMBER OF CRIMES COMMITTED AT 23 YEARS



Regression with controls: treatment coefficient is 0.19***
Treatment reduced the gap with non-disruptive by 80%



RATE OF OBTAINING A SECONDARY SCHOOL DIPLOMA



Regression with controls: treatment coefficient is -1.09^*
Treatment reduces the gap with non-disruptive by 79%



CONCLUSION

- Substantial effect of intensive non-cognitive skills training at school entry for children at high-risk
 - Higher secondary graduation, lower criminality, better economic outcomes, social capital
 - Substantial effect, Cost/Benefit: \$1 invested yields \$14 over 53 years
- Non-cognitive channels are key: Self Control, Trust



A close-up photograph of several hands raised in a gesture of agreement or voting. The hands are in various positions, some with fingers spread, others with fingers curled. The background is blurred, showing what appears to be a meeting or a classroom setting. A teal header bar is at the top of the image.

THE ENCYCLOPEDIA AT A GLANCE



Encyclopedia

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age five.

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Featured topic

Learning disabilities

Learning disabilities, if left untreated,
compromise knowledge acquisition,

Most viewed



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The Encyclopedia engages leading experts to develop rigorous syntheses that provide our users with the relevant information they need to become knowledgeable in no time.

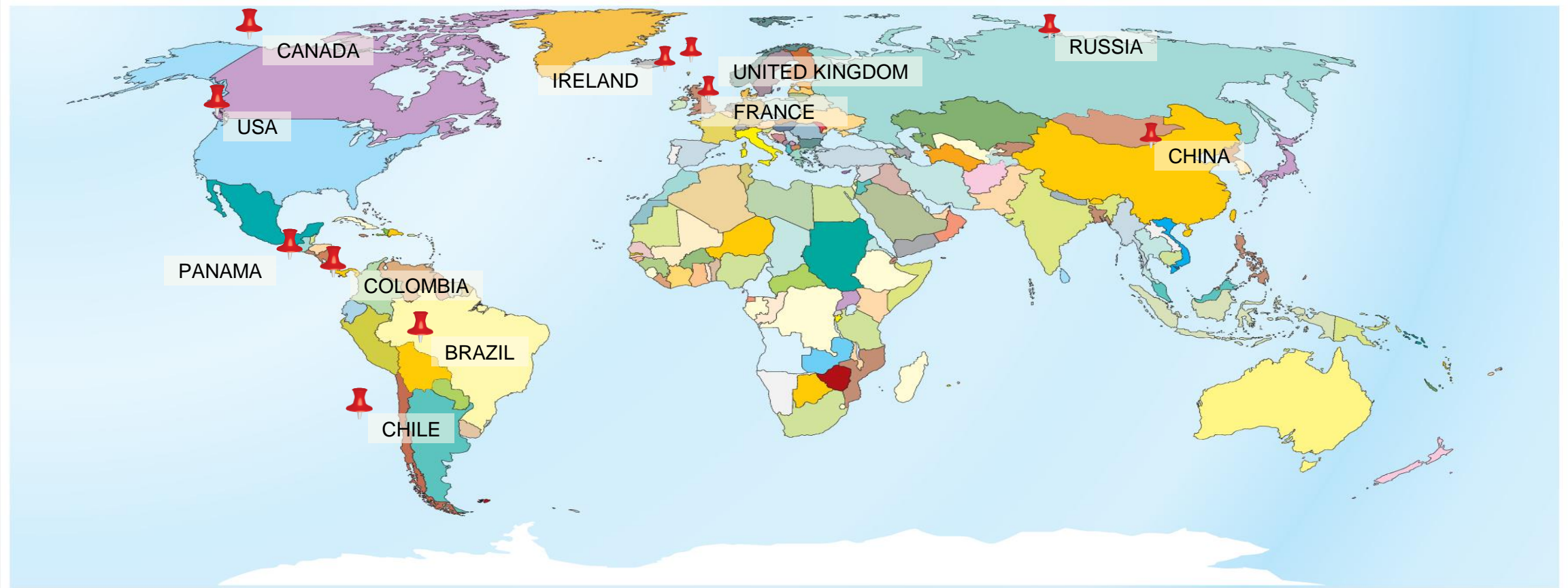
- ① We provide you with expertly curated resources on the field's leading topics
- ② To help you answer your questions in no time
- ③ We're committed to positively effecting the conditions of childhood everywhere



BRIDGING KNOWLEDGE TO DECISION MAKING



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EXPERT ARTICLES FROM THE EECD CONSULTED FOR THIS PRESENTATION

Clyde Hertzman

Framework for the Social Determinants of Early Child Development (2010)

<http://www.child-encyclopedia.com/importance-early-childhood-development/according-experts/framework-social-determinants-early-child>

Joanne Klevens, MD, PhD

Collective Violence and Children (2011)

<http://www.child-encyclopedia.com/social-violence/according-experts/collective-violence-and-children>

Luis Fernando Duque, MD, MPH, Alexandra Restrepo, MD, MSc

Early Prevention of Aggression in Children in Developing Countries (2012)

<http://www.child-encyclopedia.com/social-violence/according-experts/early-prevention-aggression-children-developing-countries>

Catherine S. Tamis-LeMonda, PhD, Eileen T. Rodriguez, PhD

Parents' Role in Fostering Young Children's Learning and Language Development* (2009)

<http://www.child-encyclopedia.com/language-development-and-literacy/according-experts/parents-role-fostering-young-childrens-learning>



EXPERT ARTICLES FROM THE EECD CONSULTED FOR THIS PRESENTATION

Katherine Scott, Vice-President, Research, Canadian Council on Social Development
VOICES FROM THE FIELD - **Why Money Matters: Low Income and Child Development (2004)**

<http://www.child-encyclopedia.com/sites/default/files/docs/perspectives/scottangps.pdf>

Rianne Mahon, PhD

Child Care Policy: A Comparative Perspective (2011)

<http://www.child-encyclopedia.com/child-care-early-childhood-education-and-care/according-experts/child-care-policy-comparative>

Carl Corter, PhD, **Ray DeV. Peters**, PhD

Integrated Early Childhood Services in Canada: Evidence from the Better Beginnings, Better Futures (BBBF) and Toronto First Duty (TFD) Projects (2011)

<http://www.child-encyclopedia.com/integrated-early-childhood-development-services/according-experts/integrated-early-childhood>

Edward Melhuish, PhD, **Jacqueline Barnes**, PhD

Preschool Programs for the General Population (2012)

<http://www.child-encyclopedia.com/preschool-programs/according-experts/preschool-programs-general-population>



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