

**Early Interventions and Child Outcomes:
Evidence from the UK**

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UK Studies on Early Childhood Experience

Day Care Project – London 1980's

Effective Preschool & Primary Education – EPPE

3000 children followed from age 3

Effective Preschool Provision in Northern Ireland

EPPNI

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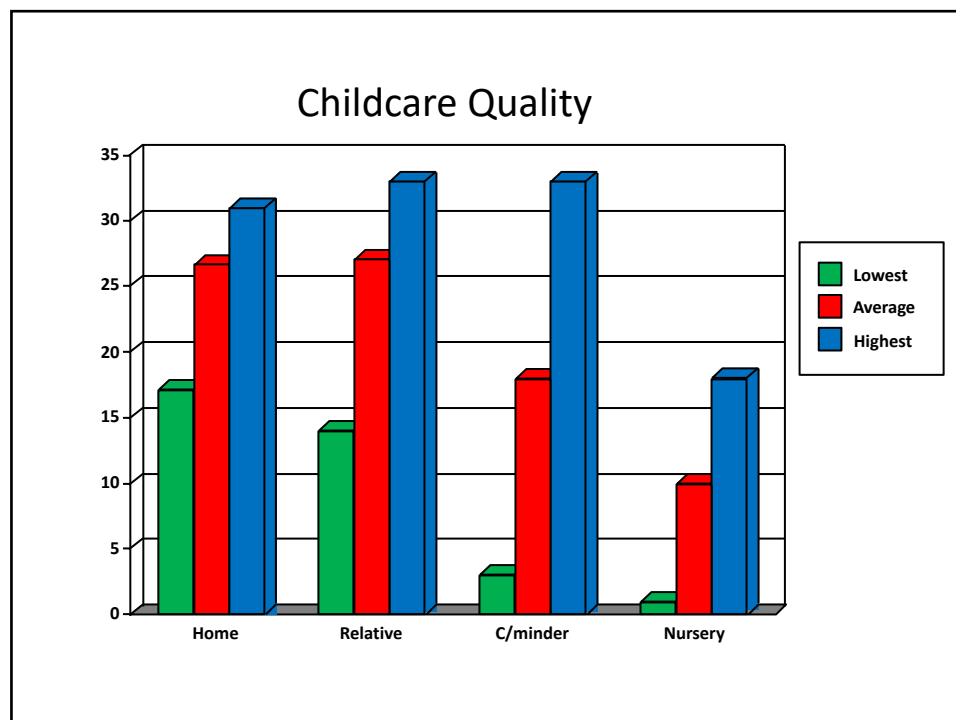
London Day Care Project - 1980's (Melhuish et al., 1990)

255 children studied 0-6 years,
first-born, 2 parent families, UK-born

4 groups

1. Home - no non-parental care
2. Relative day care - grandmother etc.
3. Child minder – individual carer
4. Nursery – Group day care

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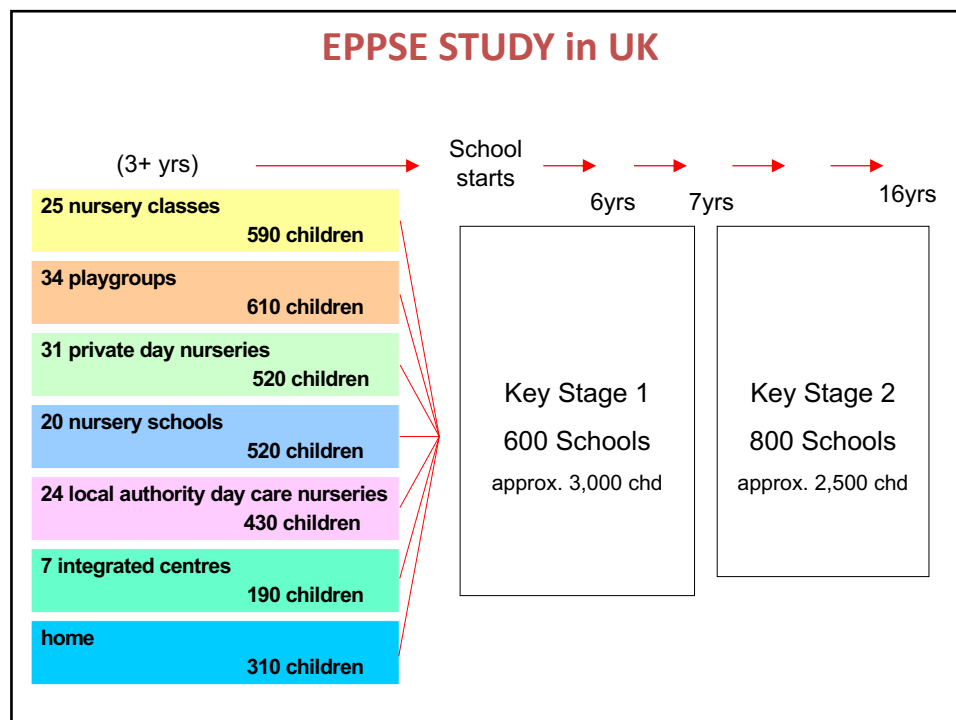
0-3 years child care experience

Melhuish et al (1990) Study of home and day care in London

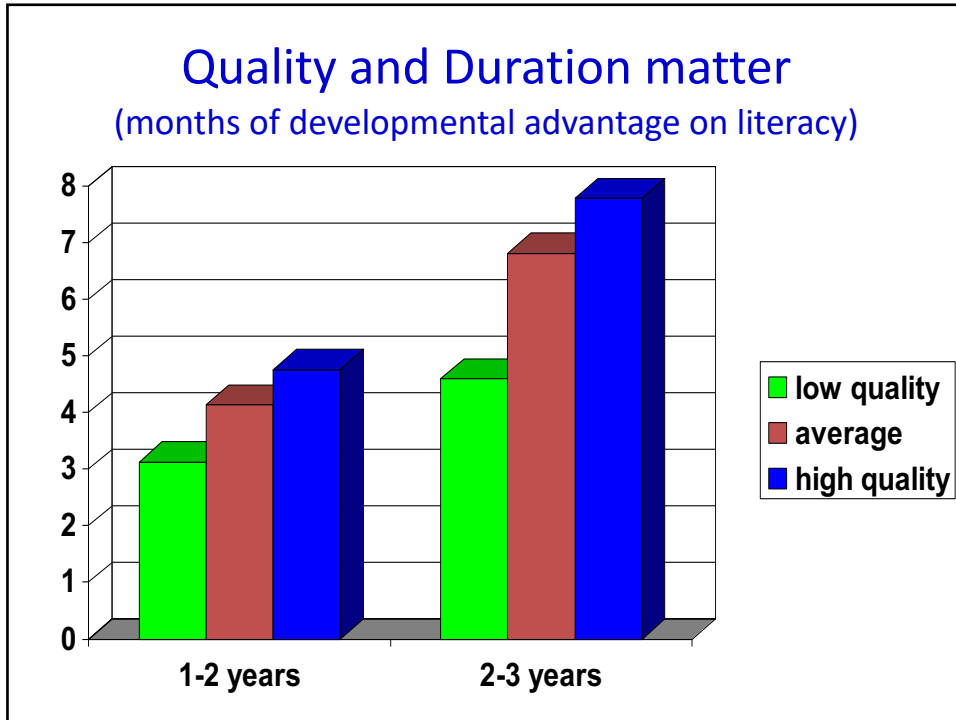
Controlling for family background factors

1. Language development linked to quality of care 0-3 – particularly communication and responsiveness
2. These effects persisted
3. Stability of care associated with quality of care.
4. Influenced 1989 Children Act

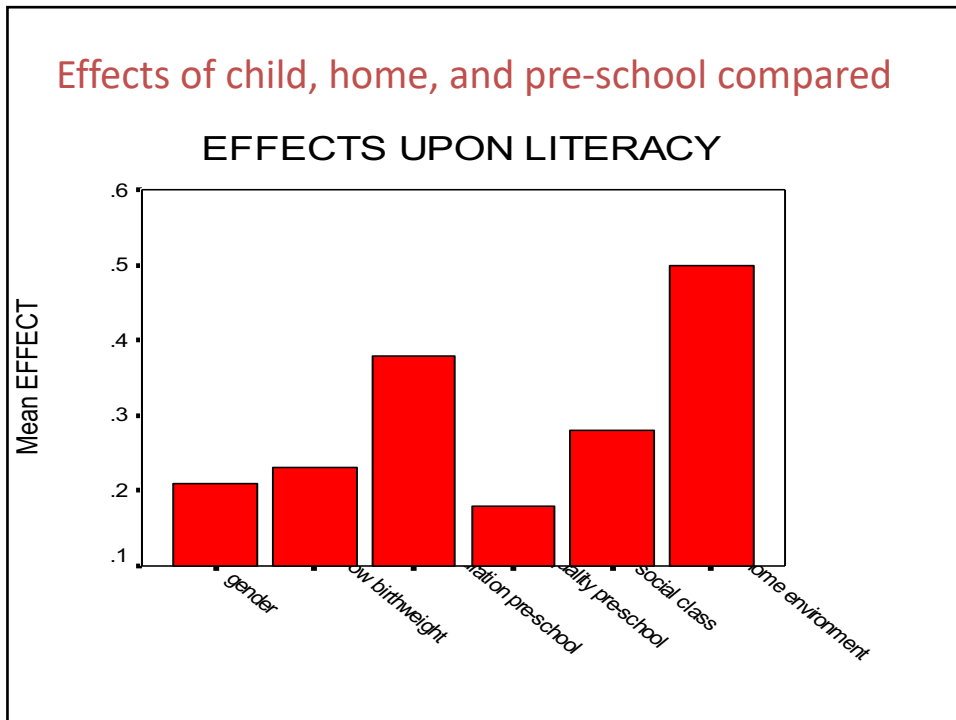
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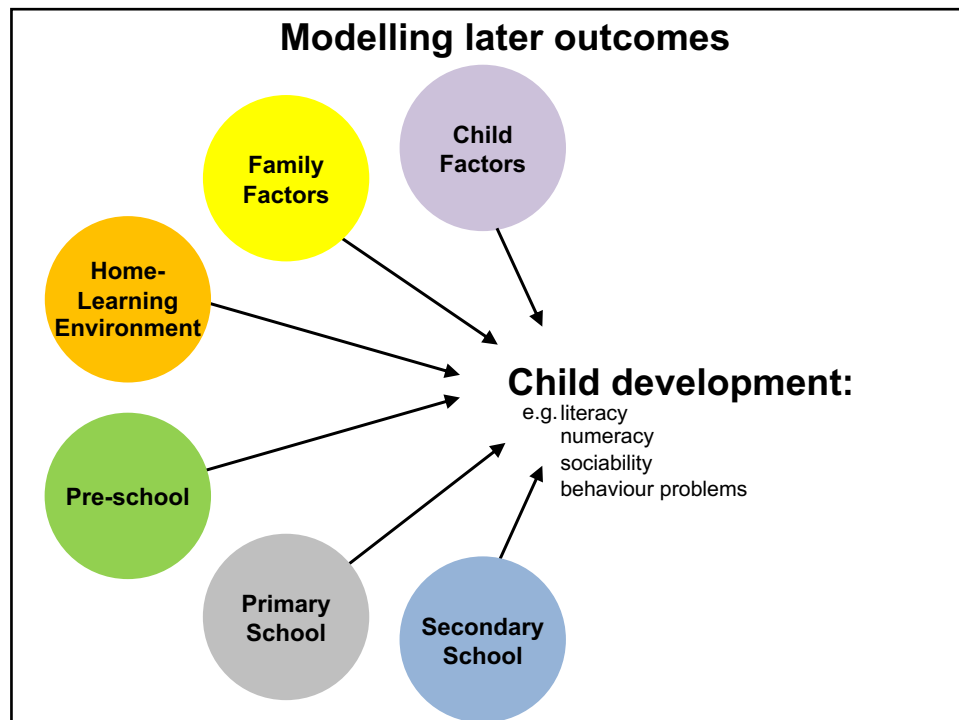
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EFFECTIVENESS

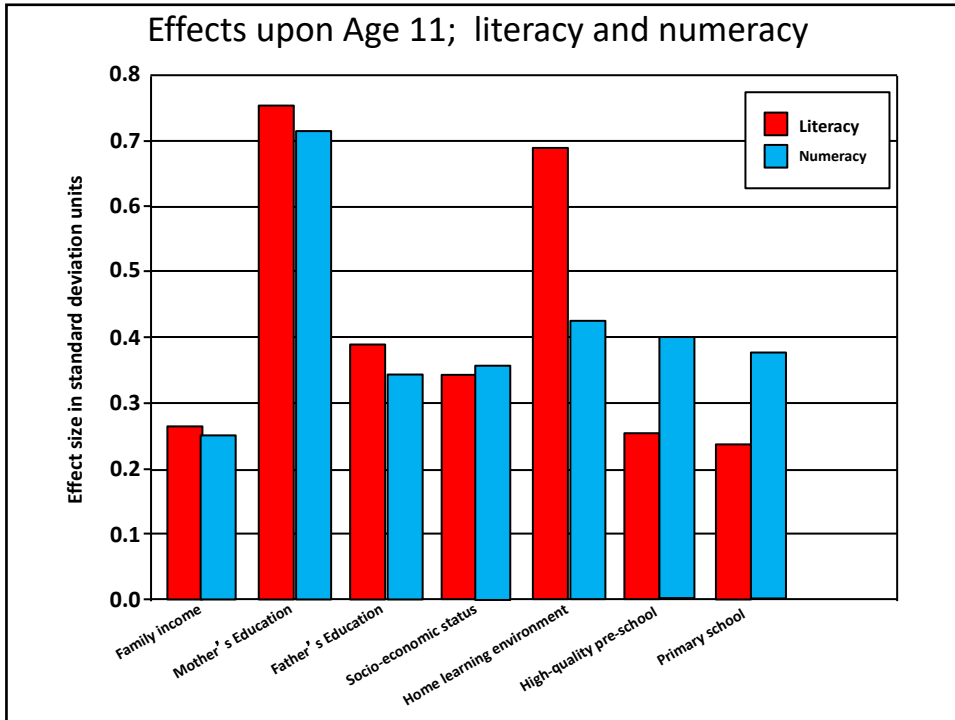
- Schools where children make greater progress than predicted on the basis of initial attainment and pupil and area characteristics can be viewed as *more effective*.
- Schools where children make less progress than predicted can be viewed as *less effective*.

We have a continuous scale of school effectiveness

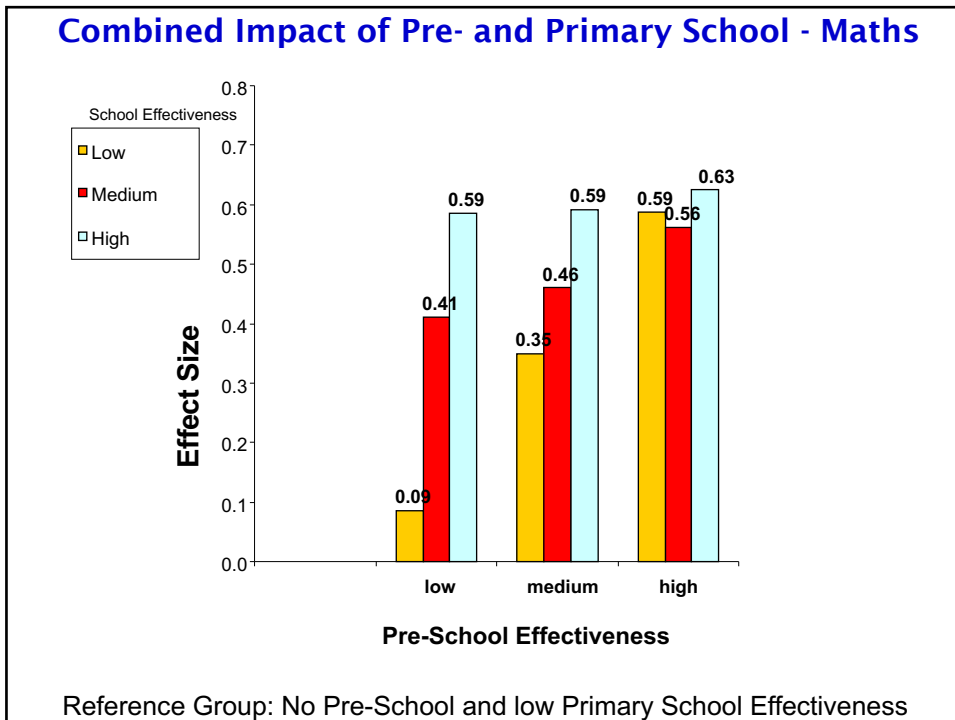
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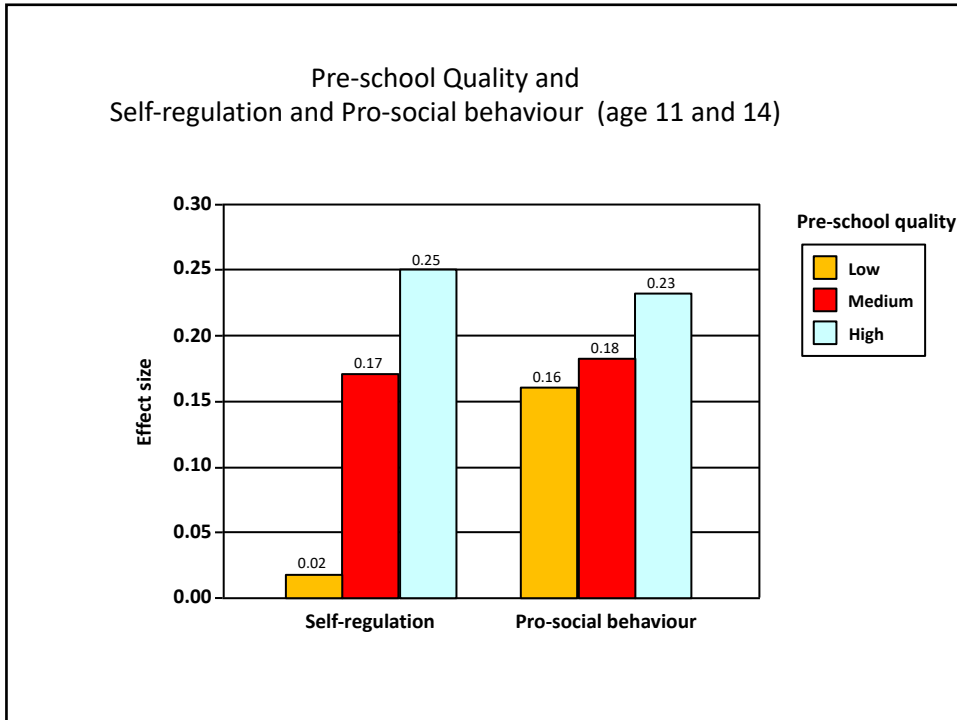
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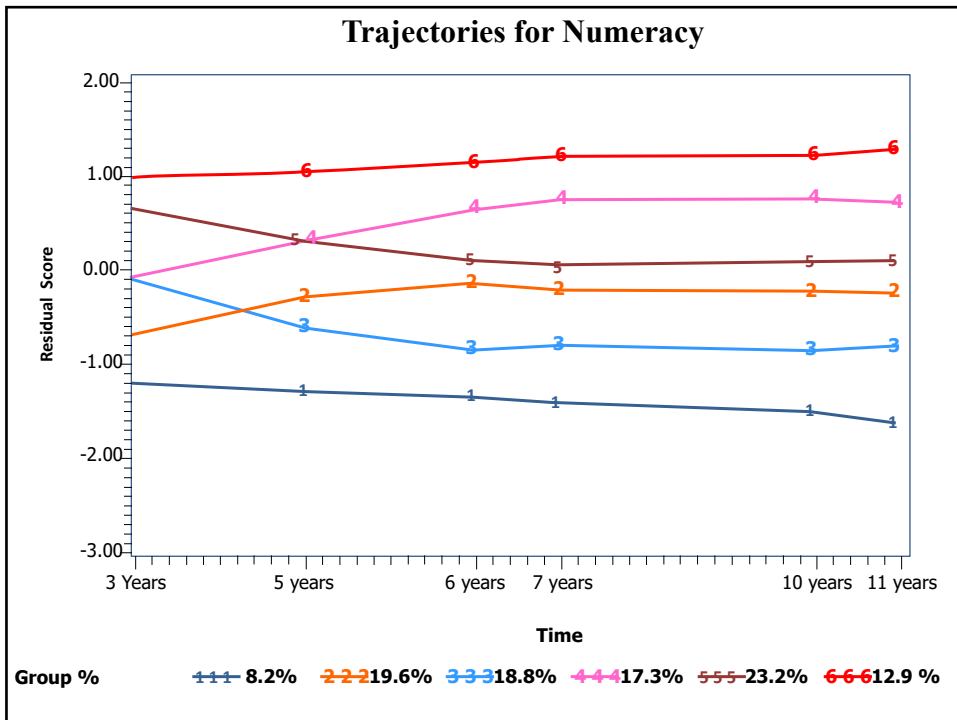
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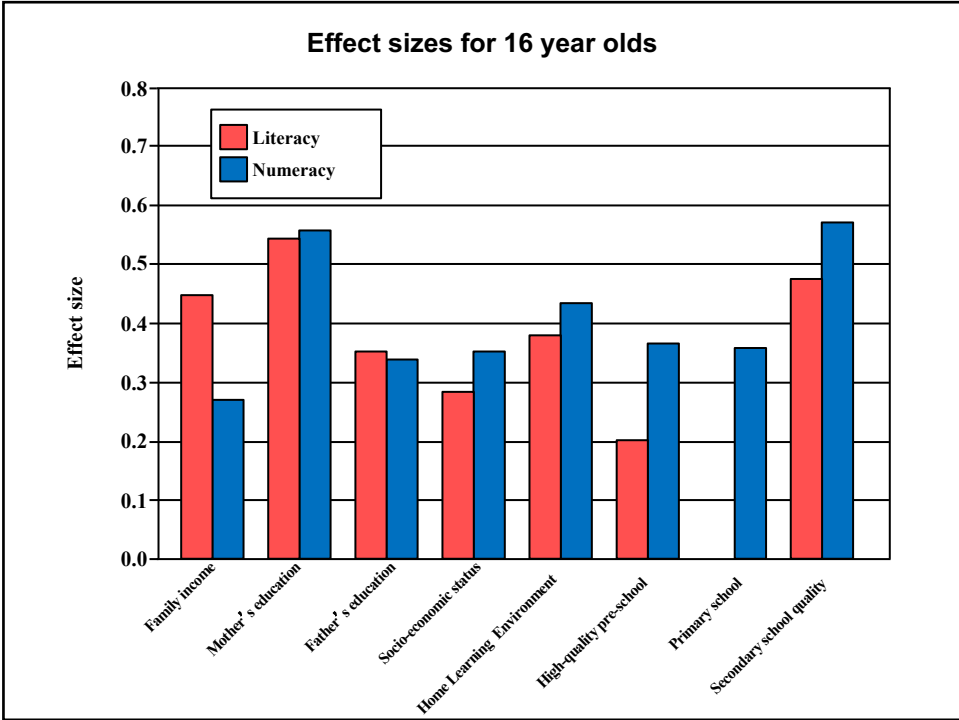
What matters

3 elements for good educational and social success

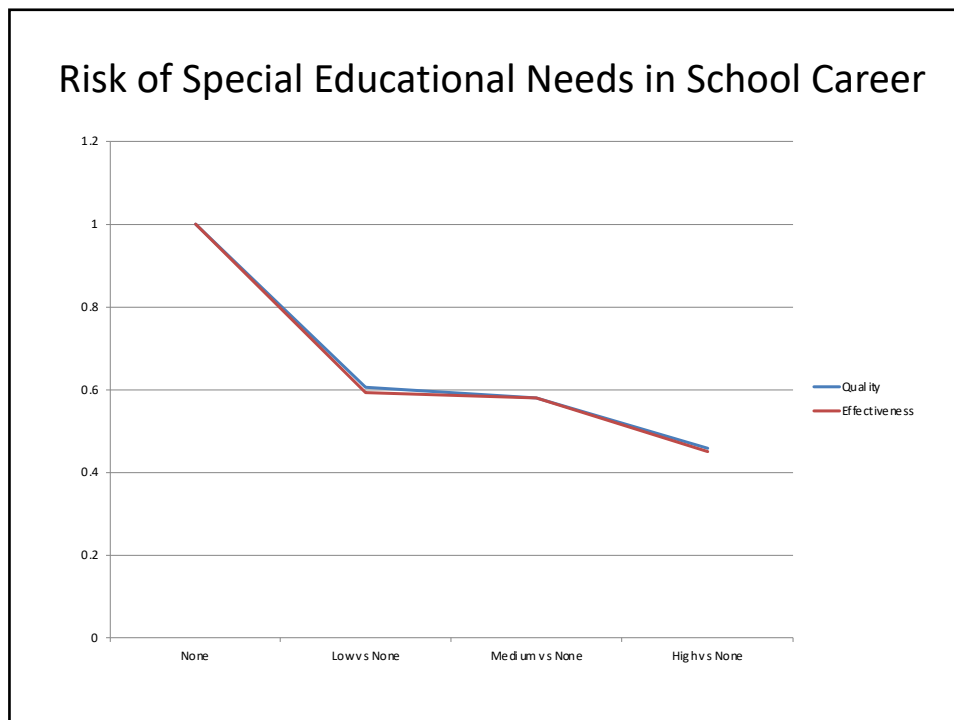
- Good Home Learning Environment (before school)**
- Good preschool for longer duration**
- Good primary schools**

Those children with all 3 will out-perform those with 2
 who will out-perform those with 1
 who will out-perform those with 0
 All other things being equal

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EFFECTIVE PRE-SCHOOL PROVISION IN NORTHERN IRELAND (EPPNI)

Study in Northern Ireland

850 children followed from 3 to 11 years of age.

Similar results to EPPE in England.

At age 11, allowing for all background factors,

The effects of quality of pre-school persist until age 11 years

High quality pre-school – improved English and maths,

And improved progress in maths during primary school.

Children who attended high quality pre-schools were **2.4** times more likely in English, and **3.4** times more likely in mathematics, to attain the highest grade at age 11 than children without pre-school.

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

Pre-school in random sample of children born in 1958 in UK

Effects on cognition and socialisation are long-lasting.

Controlling for child, family and neighbourhood, there were **long-lasting effects from pre-school education.**

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 and employment at age 33**, and **better earnings at age 33.**

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Conclusions

- From age 2 all children benefit from preschool.
- The quality of preschool matters.
- Part-time ECEC has equal benefit to full-time.
- Preschool effects persist to adulthood
- High quality preschool boosts development
- Preschool lifts population curve.
- Disadvantaged children benefit most.
- High quality preschool can reduce SEN.
- Parenting is also very important

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