



Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

Inclusiveness of ECEC: the macro-perspective

Theme 4 – Access, Inclusiveness & Equal
Outcomes

Evidence from WP5, WP2 and WP4



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COST-BENEFIT ANALYSIS: IS THERE A CASE FOR UNIVERSAL ECEC ?

Cost-benefit analysis: is there a case for universal ECEC?

Two central policy objectives of ECEC:

- Improve child development

Evidence from natural experiments – main lessons:

- Somewhat mixed overall: positive but also many insignificant effects, some negative evidence
- High quality ECEC generally produces positive child outcomes
- Evidence of positive long-run effects
- The gains of ECEC are concentrated among children from lower SES families. Children from higher SES families generally do not benefit from ECEC

- Increase (maternal) employment

Evidence from natural experiments – main lessons:

- Most studies find positive effects of ECEC expansion on maternal employment. However, in some cases the effects are small
- Most estimates in the range: 1 extra mother in employment for every 3-10 extra children in ECEC

Cost-benefit analysis: is there a case for universal ECEC?

- Spanish case (LOGSE): lowering eligibility age (4→3) of universal preschool education
 - Child development effect: improvement of age 15 cognitive test scores
 - Maternal employment increased: 1 extra mother in employment for every 5 extra children in ECEC
- Benefit-cost ratio: for each euro invested in ECEC, society gains:
 - 1.7 <-> **4.4** euro <-> 7.9 (90% confidence interval)
- However: probably negative effects on government budget
- Evidence indicates that only lower SES children gain: when this is taken into account, the benefit-cost ratio decreases from 4.4 to 2.5
- If maternal employment increases but children do not gain: from 4.4 to 0.9
- In general, the benefits are rather uncertain: large range of plausible benefit-cost ratios
- There is an economic case for targeting (or income dependent fees/subsidies), potentially within a universal scheme

Edward Melhouish, Katharina Ereky-Stevens, et al.

EFFECTS OF ECEC ON DISADVANTAGED CHILDREN: WHAT DOES THE LITERATURE TELL US ?

Effects of ECEC on the disadvantaged children

Targeted programmes:

ECEC (especially in combination with parent-training) can yield large and long-lasting benefits.

Centre-based ECEC for the general population:

- <3s: attendance of ECEC can be particularly beneficial for children from disadvantaged families
- >3s: attendance can be beneficial for all, in terms of educational and social development
- impact varies with the quality of ECEC provision

Group composition effects

- a (balanced) mixed intake of social backgrounds: better results for disadvantaged children
- segregation, with high proportions of disadvantaged children can be problematic for process quality and child outcomes

Special support measures in universal ECEC

ECEC experience can benefit the disadvantaged populations in particular, but if they are to catch up with their peers, they may need environments and pedagogical approaches specifically adapted to their needs.

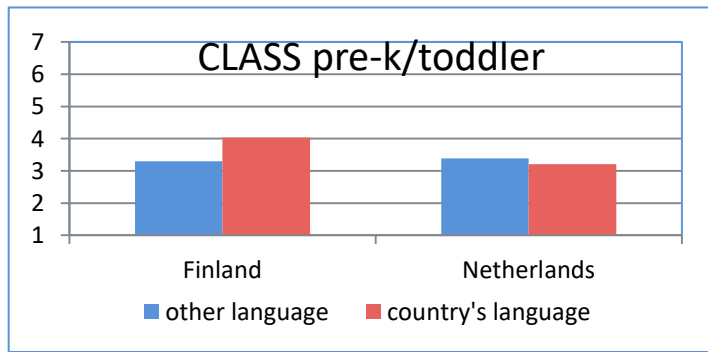
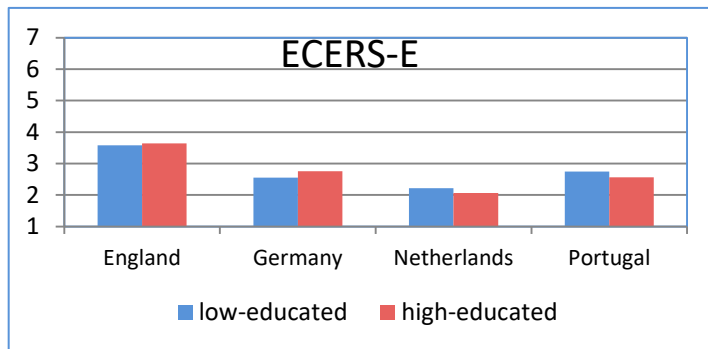
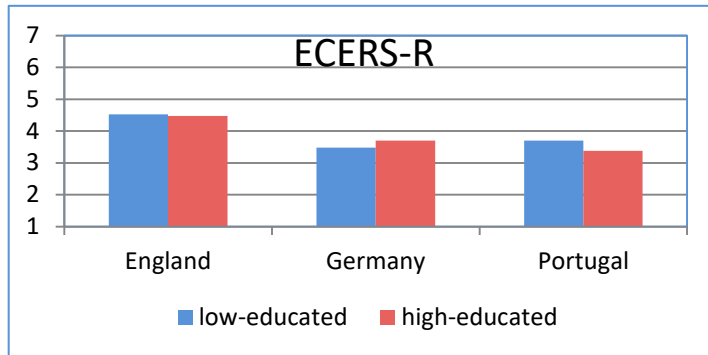
- need for more programmes that help disadvantaged children to better exploit learning opportunities
- by enhancing pedagogical processes and improving structural arrangements in regular provision
- research evidence on those special support measures = rare, but valuable

Providers with a high % of disadvantaged children need support measures to ensure good quality ECEC experiences that benefits all

Pauline Slot, Marja-Kristina Lerkkanen
and Paul Leseman

**DO DISADVANTAGED CHILDREN GET
THE QUALITY THEY DESERVE ?
IN-DEPTH ANALYSIS IN SELECTED COUNTRIES**














Who gets the best quality ?



- Secondary data analyses of 5 European datasets (EN, FI, GE, NL, PT).
- In Germany (Bavaria, Hessen) and Finland: disadvantaged children get *lower* quality ECEC ($d = -.20$ to $-.50$).
- In Portugal and Netherlands: disadvantaged children get *higher* quality ($d = .30$ to $.50$).
 - 70% of children attended a public provision (PT)
- **Effects of targeted (priority) policy and public-private division.**

Özgün Ünver, Tuba Bircan and Ides Nicaise

IMPACT OF INSTITUTIONAL ECEC CHARACTERISTICS ON (PERCEIVED) INCLUSIVENESS

Indicator	Perceived Accessibility (childcare)	Take-up (all ages)
Non-existence of Private centre-based provision		
Start of legal entitlement (in months)	Average income 	
ECEC system being integrated (vs. split)		
Carer/teacher qualifications post-secondary		
Teacher qualifications (for care and education of 3-4 year-olds) <div data-bbox="131 325 1566 1115" style="background-color: #cccccc; transform: rotate(-15deg); padding: 10px; font-weight: bold;"> Low-income / immigrant families benefit most from Integrated systems (stronger educational impact) <ul style="list-style-type: none"> Integrated systems (stronger educational impact) Public spending Quality services </div>	Lower income Immig. parents 	
Public expenditure on care and education (per child)	Lower income 	Lower income 
Proportion of total edu expenditure on ISCED 0 from private sources		

Questions for discussion

- What is best for disadvantaged groups: universal (high-quality) services or targeted services ?
- What other system characteristics matter for disadvantaged groups ?