

## THE SPEAKERS



**Odile Quintin** is Director-General of the European Commission's Directorate-General for "Education and Culture" since January 2006. She studied Political Science, Public Law, Philosophy and History. She began her career in the European Commission working in the Directorate-General for Agriculture and in the Directorate-General for External Relations. She worked in the field of Employment and Social Affairs for 25 years, including as Director-General of the Commission's DG Employment, Social Affairs and Equal Opportunities between 2000 and 2005.



**Larry Schweinhart** is an early childhood programme researcher and speaker for policy makers, educators and advocates throughout North America and around the world. He has conducted research at the High/Scope Educational Research Foundation in Ypsilanti, Michigan, since 1975, chaired its research division from 1989 to 2003, and now serves as its president. He has directed the following projects:

- The High/Scope Perry Preschool Study – the landmark study through age 40 establishing the human and financial potential of high-quality early childhood programs
- The High/Scope Preschool Curriculum Comparison Study – which shows that child-initiated learning activities are central to high-quality early childhood programs
- A longitudinal evaluation of the Michigan School Readiness Program, the state's preschool program for children at risk of school failure
- High/Scope's Head Start Quality Research Center, a ten-year effort evaluating the effects of High/Scope curriculum training on Head Start teachers and children
- The development and validation of the High/Scope Child Observation Record

Dr. Schweinhart received his Ph.D. in Education from Indiana University in 1975. He and his wife have two children and five grandchildren.



**Torberg Falch** is professor in economics at the Norwegian University of Science and Technology and a member of the EENEE network of experts. He has a PhD in economics from the University of Oslo. He has published in the fields of economics of education, public economics and labour economics in several academic journals, including the *European Economic Review*, the *European Journal of Political Economy*, and the *Economics of Education Review*. He has written several reports for the Norwegian Ministry of Education and Research, including reports on early childhood education and the financing of schools.



**Helen Penn** is Professor of Early Childhood in the Cass School of Education, University of East London, UK, and co-director of the International Centre for the Study of the Mixed Economy of Childcare (ICMEC) at UEL. She was previously a teacher and a senior administrator of ECEC services, before becoming an academic. She has worked for a number of international organizations. She has contributed to the OECD *Starting Strong* review acting as rapporteur for Flanders and Canada; and has advised Governments in Southern Africa and in a number of ex-communist countries as part of international aid projects. She has published widely on early years education and care. Her latest book, the second edition of *Understanding Early Childhood, Issues and Controversies* has just been published.



**Deborah Roseveare** is Head of the Education and Training Policy Division in the Directorate for Education of the OECD. She takes the lead in providing policy analysis and advice to help governments develop and implement effective and efficient policies for education and learning. A dual New Zealand and British national, Ms Roseveare previously held several positions in the Economics Department since joining the OECD Secretariat in 1993 as a senior economist. In the Policy Studies Branch, she worked on public economics issues including fiscal policy and ageing populations. In the Country Studies Branch, she was Structural Issues Co-ordinator, where she worked on policies to foster entrepreneurship and on structural surveillance, and headed several country desks. While preparing the *OECD's Economic Surveys* over a period of 10 years, she worked on a wide range of education policy and human capital development issues. Between 1990 and 1993, she was the Economic Counsellor in the New Zealand Delegation to OECD. Before that, Ms Roseveare was a manager within the Budget Management Branch of the New Zealand Treasury and has also held posts dealing with primary health care policy, macroeconomics, trade, and economic statistics within the NZ public service.



**Eva Jespersen** is currently the chief of the UNICEF Innocenti Research Centre (IRC) section for monitoring social and economic trends and policies as they affect the realisation of the human rights of children. She came to IRC from the UNICEF East Asia and Pacific Regional Office. As the regional advisor for social policy and economic analysis, she coordinated research, supported UNICEF Country Offices in engaging in poverty reduction strategies, as well as headed the Interagency Team for quality support and assurance to UN Country Teams developing Common Country Assessments and UN Development Assistance Frameworks. Earlier in New York, Eva Jespersen has also actively contributed to the development of UNICEF's Adjustment with a Human Face, "the 20/20 Initiative" and numerous other policy publications pertaining to children and macro-economics. Eva Jespersen holds a Danish passport and has an advanced degree in Macro-economics from the University of Copenhagen. Prior to joining UNICEF in 1985, she had worked for DANIDA and the Ministry of Economic Affairs in Denmark.



**Adam Pokorny** is Head of Unit in European Commission's DG Education and Culture responsible for school policy cooperation and the Comenius Programme.

## THE PANEL MEMBERS



**John Bennett** was director of the Early Childhood and Family unit at UNESCO from 1989-97, and represented the organisation on the United Nations Committee on the Rights of the Child and the UN Committee for the International Year of the Family. He joined the OECD as senior consultant to the Early Childhood Policy Review in 1998. In that capacity, he co-authored the Starting Strong reports. More recently, he has provided the research background to the forthcoming UNICEF Report Card on early childhood education and care. Author of many articles, including contributions to the *International Encyclopaedia of Education*, *Encyclopaedia of the Social and Behavioural Science*, he has also been a member of several international juries and committees in the field of early education and children's rights.

**Viviane BOUYSSÉ** is general inspector of National Education since 2005. During her career, she has held various positions related to primary education in the French education system: primary school teacher, educational psychologist, trainer, and inspector. She was responsible for the schools department at the Ministry of National Education between 1998 and 2005. She is committed to a global, comprehensive and systemic approach of education. More specifically she works on pre-primary education, on teaching and learning of French at school, on learning difficulties, on the various factors leading to school failure and on ways to prevent and remedy them.



**Paola Cavazzoni** is pedagoga and responsible for Human Resources at Reggio Children s.r.l., Italy. She holds a Degree in Pedagogy from the University of Bologna. She has been working in the field of education for 25 years, first as educator and then as pedagoga in the pedagogical coordination team of the infant-toddler centres and preschools of Reggio Emilia. Among the many activities as a pedagoga, she led and coordinated consulting activities for the design and planning of new early education services in collaboration with architecture studios, professional development projects on theatre and body and dance language. She is a speaker at several professional development events for educators, atelieristas, parents of Reggio Emilia, professors and international study groups.



**Marta Korintus** is the Head of International Relations of the Institute for Social Policy and Labour in Budapest, Hungary. Her responsibilities include developing and managing international relations and international research projects of the Institute. She has been involved in work related to services for children under the age of 3 for more than 25 years. Her activities extended to producing guidelines for working with young children, developing curricula for training childcare workers and family day care providers, conducting surveys, evaluating services, promoting the diversification of existing childcare services, introducing new services, and monitoring all forms of childcare for under-threes. Her international work experience includes bi-lateral cross-national projects, cross-national research, and participation in international project and activities. She participated in the OECD Thematic Review of Early Childhood Education and Care, and she was the Hungarian coordinator of EU-funded projects. Her present interests include services for young children, leave policies, and balancing work and family life.



**Stig Lund** is a former public Kindergarten teacher and headmaster. With post-graduate studies at the Danish University of Education, he is a member of the national board of and a special advisor to the Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL) since 1982. He is responsible for Early Childhood Education and Care and out-of school education and care policies at BUPL, also responsible for international affairs and cooperation. He is the editor of the Danish version of the *Children in Europe Magazine* and a member of the Executive Committee of the Nordic Teachers' Council (NLS).



**Edward Melhuish** is a developmental psychologist who does longitudinal studies. His work includes studies of social, linguistic and cognitive development; emergent literacy; day care and the evaluation of policy initiatives. His earlier work influenced the 1989 Children Act. He has regularly collaborated with social, economic, biological and medical scientists. Currently he is involved in the Effective Provision of Pre-school Education (EPPE) and the National Evaluation of Sure Start, which are informing policy formation, such as the 2004 Children Act and the 2005 Childcare Act.

He is a scientific advisor to the Nordic Research Council, the Academy of Finland, the Portuguese Research Council, the Australian Research Council and Chile.



**Ingrid Pramling Samuelsson** is professor and coordinator for early childhood education at the Department of Education, Göteborg University, Sweden. She has a background as a preschool teacher and got the first chair in early childhood education in Sweden in 1996. Her research mainly deals with how children create meaning and make sense of different aspects of the surrounding world, in the context of preschool (day care and kindergarten). Another research interest is teachers' professional development. Professor Pramling Samuelsson has been consulted by the Ministry of Education, the National Agency for Education, and the Department of Social Welfare and Health concerning questions about children. She is also World president of OMEP (Organisation Mondiale pour l'Éducation Préscolaire). In 2005 she was both appointed honorary doctor at Åbo Akademi, Finland and honoured with the Swedish Fridtjov Berg Award. She also holds a UNESCO Chair in Early Childhood Education and Sustainable Development.

## THE SESSION CHAIRS



**Gordon Clark** is Acting Director for "Lifelong Learning – horizontal Lisbon policy issues and international affairs" in the European Commission's DG Education and Culture. He has been, since 2005, the Head of Unit responsible for the coordination of lifelong learning policies and their contribution to the Lisbon process. This includes responsibility for policy development at EU level based on the "Education and Training 2010 work programme". From 1999 to 2004, Gordon Clark was firstly responsible for the Commission's Europe-wide lifelong learning consultation process leading to its 2001 Communication "Making a European Area of lifelong learning a reality". Subsequently, he was in charge of the development of the Copenhagen process to enhance cooperation in the field of Vocational Education and Training (VET) policy and its subsequent implementation.



**Jean-Michel BAER** is Director for "Science, Economy and Society" in the European Commission's Directorate-General for Research since October 2006. He holds a Master's Degree from the University of Paris in Economic Sciences and from the *Institut d'Etudes Politiques*, in Political Sciences. He joined the European Commission as a member of the private office of President Delors (1984-1989). He was the Head of the European Commission's Representation in France between 1990 and 1994, European Commission's Director for Audiovisual Policy and Culture between 1994 and 2003. In 2003, he was seconded to the European television channel ARTE for two years. In July 2005, he was appointed Director for Science and Society in the Commission's Directorate-General for Research.



**David COYNE** is Director for the "European Social Fund (ESF), Monitoring of Corresponding National Policies I and Coordination" in the European Commission's Directorate-General for Employment, Social Affairs and Equal Opportunities. He was previously Director for Education, responsible for co-ordinating the Commission's education programmes and activities, and before that Head of Unit for the Policy Co-ordination of the ESF. Prior to that he was a member of the private office of Sir Leon Brittan, Vice President of the Commission responsible (at various times) for

external trade, relations with the US/Canada/China/OECD countries, pre-enlargement issues, and Anti-Trust Policy. David Coyne joined the Commission in 1977. He studied at Cambridge University.



**Pierre MAIRESSE** is Director for "Youth, Sport and Citizenship" in the European Commission's Directorate-General for Education and Culture. He studied engineering and information technology at the universities of Lille and Montreal. He joined the European Commission in 1984 and worked in the Directorate-General for Staff and Administration until 1992. Between 1996 and 1999 he was the Head of Unit for "Programming, Budget, and Finance" in the Commission's Directorate-General "Information, Communication, Culture, Audiovisual". He later served as Head of Unit for "Youth – Policies and Programme" and as acting director before he became director for "Youth, Sport and Citizenship" in 2006.

## **PRESENTATION ABSTRACTS**

### ***Why do countries invest in early childhood education and care?***

**Dr. Larry Schweinhart**

Countries invest in early childhood education and care programs because of their promise of long-term effects and strong economic return on investment. This promise is based on the findings of studies of three programs – the High/Scope Perry Preschool program, the Abecedarian child care program, and the Chicago Child-Parent Centers. These studies found positive effects on children’s intellectual performance in childhood, school achievement in adolescence, reduced placements in special education and retentions in grade, improved high school graduation rate, reduced arrest rates, and teen pregnancy. They found economic returns that were 400% to 1600% as great as the initial program investment. However, recent studies of publicly funded Head Start and prekindergarten programs in the U.S. have found only modest, short-term effects unlikely to lead to long-term effects and economic returns. To produce long-term effects, early childhood program investments need to have five ingredients. They must include children living in poverty; employ qualified, supported teachers; use a validated, interactive child development curriculum; have teachers spend time with parents; and confirm results through continuous assessment of programs and children.

### ***The economic importance of early childhood education in a European perspective***

**Prof. Torberg Falch**

The most convincing evidence on the beneficial effects of early childhood education comes from randomized experiments in the US. In Europe, early childhood education and care arrangements are more widespread than in the US. In addition, ECEC typically has a universal design in Europe and include children from all kinds of families. In addition, the European public sector systems typically developed to improve women’s ability to participate in the labour market and not for the education of children.

This talk will present some evidence from European ECEC systems. The effects on children’s educational outcomes are smaller in magnitude than in the US experiments, and positive effects are mainly present for disadvantaged children. It seems like ECEC can compensate for what may be lack of cognitive, social and emotional stimulation in some children’s homes. The main potential for improvements of European ECEC arrangements seems to be a stronger emphasize on these kinds of children. Better stimulation and education of disadvantaged children will boost their school readiness.

### ***The social importance of Early Childhood Education and Care***

**Prof. Helen Penn**

This work reviews the evidence for some of the commonly held rationales for promoting early childhood education and care (ECEC). It notes that these rationales tend to draw on different and sometimes contradictory sources of evidence, and the most recent of these rationales which pertains to child rights has so far been understated. The report concludes that good quality ECEC services can benefit children, particularly vulnerable children, but that bad quality ECEC services may be harmful to them. Privatized for-profit ECEC services tend to have the worst standards, even where regulation is in operation. Whilst high quality ECEC services may improve young children’s chances and lead to higher attainment, poverty and social class are the most powerful predictors of later outcomes. The report also concludes that mothers’ labour force participation is indirectly related to availability of ECEC services and other measures to reconcile work and family life; but that the well-being of children is assured by such measures. The report recommends that the EU takes a *comprehensive*

*and interlinked* approach to ECEC services and that it considers updating the previous EU Childcare Network quality targets for ECEC services.

### ***Key conclusions from OECD work on ECEC and their implications for policy***

**Deborah Roseveare**

OECD work on ECEC has focussed on access to affordable, high quality childcare for working parents, public investment in future economic growth, and providing the solid early foundation for education and better social outcomes for all. Policymakers can act on several levels to improve both participation and quality in ECEC and a coherent set of policies have been identified both outside and within the education sector to improve both quality and access, ranging from tax and benefit provisions through to pedagogical practices. But a range of obstacles can prevent such policies from being successfully implemented. And many challenges remain: identifying the most important factors affecting quality and balancing quality and cost; ensuring delivery of ECEC services to those children most in need; getting the balance right between cognitive and non-cognitive development; finding the best institutional settings; and addressing capacity constraints.

### ***Towards quality ECEC services in Europe for all – findings from assessment by the UNICEF Innocenti Research Centre***

**Dr. Eva Jespersen**

The presentation contrasts available evidence in neuroscience on the development of cognitive, emotional, physical skills in early childhood and experiences across OECD countries of successful initiatives of services for young children and their families, with the comparatively modest levels of funding for comprehensive packages, including access to parental leave with adequate compensation and licensed early childhood development services.

There is increased public awareness with great stride being made in expanding the availability and quality of services but it remains in many countries a sector with low remuneration, insufficient staff training, and high staff turnover, and a sector where concerted measures are needed for children in disadvantaged families, including immigrants, minorities and children with special needs to equitably benefit from such services.

Experts have pointed to a set of standard that should apply in the provision of services for young children with a recognition that service for young children cannot be done on the cheap. Public funding, in excess of 1 percent of GDP is needed to provide all children with an good start in life – an investment that is recuperated with interest as children with strong skills and interest in learning and social engagement reduce costs to address adverse behaviour.