

Index

- Abbott preschool system *see* United States, Abbott preschool system (New Jersey)
- Akgündüz, Y.E. 189
- ALSPAC (Germany) 91
- Austria 299, 300
preschool and reading competencies 136, 138, 139, 141–2, 144, 145, 146–7
- Barnett, W.S. 15
- Bayley Scales of Infant Development 92, 94, 103, 104
- Behavioral Outlook: Norwegian Developmental Study (BONDS) 198, 201, 211, 306
- Belgium 136, 138, 141–2, 299
- Belsky, J. 15
- Bernal, R. 17, 216
- Bialystok, E. 126
- BiKS 3-10 cohort study (Germany) 90, 113, 126
- Blanden, J. 217
- Bracken School Readiness assessment (age 3) (United Kingdom) 215, 219
- Bradbury, B. 142
- Bradley, R.H. 112
- Brief Infant and Toddler Social and Emotional Assessment (BITSEA) (the Netherlands) 181
- British Picture Vocabulary Scale (II) 199–200
- Bronfenbrenner model 126
- Caldwell, B.M. 112
- Cascio, E. 216
- CESIFO (2011) (Italy) 33
- Children's Problem Solving Test (CHIPS) (Denmark) 255–6
- choices and patterns of early education and care 6, 287–308
activities at home 11, 12, 297
child:teacher ratios 5, 9, 292
continuous improvement cycles 307
costs 17, 19, 292, 295
cross-national perspective 5, 17–21, 290–93
dual earner model 287
familial environments 11, 12, 288
findings 293–6
formal childcare 5, 7, 9, 13, 14, 15, 16, 289–91, 295, 298, 299, 302, 304–5
forms of early education and care 5, 289–90
household income 292, 293
informal childcare 4, 5, 10, 13, 16, 17, 290, 294
institutional environments 17–21, 288
maternal education 10, 304–5
maternal employment 10, 18, 20, 287, 291
number of children 292
opening hours of centres 5, 292
parental attitudes 8, 9, 291
parental care 10–12, 296–7
parental education 9, 293, 304
parental employment status 292
parental involvement 10–12, 296
preschool attendance and educational outcomes 13–16, 299–304
preschools 13–16, 289, 293, 298, 304–5
- Programme for International Student Assessment (PISA) 289, 299, 300, 304

- Progress in International Reading Literacy Study (PIRLS) 289, 299, 300, 304
- public childcare 7, 18, 19, 20, 292, 294, 298
- quality of care and education 5, 14, 15, 16, 298, 306–8
- reading competencies 22, 299
- social background effects 10, 11, 12, 13, 15, 288, 304–5
- social origins 8, 9, 298
- socio-economic status 10, 13, 293
- staff qualifications/education/training 6, 19, 292
- structural quality 6, 291–2
- subsidized childcare 17–21, 291
- Classroom Assessment Scoring System (CLASS) Toddler version (the Netherlands) 181, 188
- cognitive development 309
- Cohen, J. 176
- consequences of non-parental care and preschool education for early and later educational outcomes 7–8, 22–3
- see also* Denmark; Finland; Germany; Netherlands; Norway; United Kingdom; United States
- country contexts, relevance of 17–21
- cross-national analysis 22
- see also* choices and patterns of early education and care
- cultural activities 310
- Czech Republic 136, 138, 141–2
- Datta Gupta, N. 217, 250, 264, 271
- Denmark, maternal education and type of care 22–3, 349–64
- age of entry 5, 303
- child:staff ratio 252
- childminder's private home 252
- children's distribution across different types of preschool care arrangements 257
- Children's Problem Solving Test (CHIPS) 255–6
- choices and patterns of early education and care 8–10, 289–91, 295–6, 299–300, 302–4, 306
- cognitive skills 254–6, 302
- at age 11 250, 255–6, 259, 261, 262, 264, 302
- at age 15 250, 256, 259–61, 262, 264, 302
- contextual background 251–3
- data, research design and methods 254–6
- dual-earner families 302
- family background 261
- family-friendly policies 251
- formal childcare 270
- private 302
- public 249
- gender of child 256
- gender equality 251
- handicaps or illnesses 264
- home care only 255, 257, 260, 261, 262
- language skills 254–6, 302, 303
- at age 11 250, 255–6, 259–60, 262, 264, 302–3
- Longitudinal Survey of Children (DALSC) 251, 302
- maternal education 302
- maternal employment/unemployment 256, 264
- Ministry of Education 252
- Ministry of Social Affairs 252
- out-of-home care 255, 257, 258, 259
- private 255, 257, 259, 260, 261, 262, 263
- public 255, 257, 258, 259, 263, 264, 302
- parental education 296
- parental employment status 251
- parental leave 251, 264
- preschool and reading competencies in primary and secondary school, cross national analysis 135, 136, 137–8, 139, 141–2, 144, 145, 146
- problem solving 302
- public childcare 295, 306
- centre-based 250, 252
- family-based 252

- quality of day care 271, 302
 quality of family day care 306
 quality of public out-of-home care
 255, 257, 258, 259, 260, 261,
 262, 263, 264
- Raven's Standard Progressive
 Matrices (SPM) 256
- reading competencies 302, 303
- research interests 253–4
- results 257–62
 children's distribution across
 different types of preschool
 care arrangements 257
- cognitive skills
 at age 11 261
 at age 15 262
- language skills at age 11 260
- type of children's preschool care
 arrangement 258
- Social-Democratic welfare model
 250, 251
- socio-economic status 26, 256, 2646
- staff qualifications/education/
 training 252, 255, 264
- type of childcare arrangements 258,
 302
- universal approach 302
- Dettling, A.C. 271
- Duncan, G.J. 195, 197, 209–210
- Early Childhood Behavior
 Questionnaire (ECBQ) (the
 Netherlands) 181
- early childhood education and care
 (ECEC) 17–19, 21, 287, 288,
 298–9, 306 *see also* individual
 countries
- Early Childhood Education Policy (the
 Netherlands) 190
- Early Childhood Environment Rating
 Scale – Revised Edition
 (ECERS-R) (United States) 155,
 162, 164
- Early Childhood Home Observation
 for Measurement of the
 Environment (HOME) (Ireland)
 112
- Early Childhood Longitudinal Study
 – Birth Cohort (ECLS-B) (United
 States) 92
- Early Learning Improvement
 Consortium (ELIC) (United
 States) 159, 160, 162, 164
- East and West Germany 22, 231–46
 absent father household 238, 241
 age at enrolment/transition to
 centre-based care 236, 238, 240,
 241, 242, 243–4, 245
 age of child at test day 241
 amount of centre care 238
 attendance, longer 233
 birthweight 241, 242
 causal effects 243
 centre-based childcare 237–40, 243–5
 child promotion law (2008) 234
 childcare provision 232
 cognitive development 231
 control variables 237
 crèches 231, 233, 236
 data and methods 235–7
 listening comprehension 236–7
 variables 236–7
- day care centres 231, 233, 236
- demand-side arguments 234
- early centre-based care and child
 outcomes 233, 234–5, 243
- East versus West Germany 236
- ethnicity/migration background 236,
 237, 238, 240, 241, 242, 243
- federal structure 234
- fees and costs of services 234
- fertility 232
- first language 241, 242
- formal care 231–2
- gender of child 241
- group-based settings of childcare
 233
- household income 236, 238, 239,
 240, 241, 242, 243
- informal care from relatives/friends/
 nannies 241
- International Socio-Economic Index
 (ISEI) score 236, 238, 243
- kindergartens 233, 234, 235–6, 237,
 240
- language skills 232–3
- listening comprehension 232, 236–8,
 240–43, 244, 245–6
- maternal education 234, 237–8, 239,
 240, 241, 243–4, 245

- maternal employment 237, 239, 240, 241, 242
- National Educational Panel Study (NEPS) 232, 235–6, 245–6
- non-parental settings of childcare 233
- nurseries 233
- opening hours of day care centres 235
- parent–child groups 236
- parental education 236, 237–8, 242
- parental and family-based care 234
- parental leave policies 239
- paternal education 238, 241, 243
- peer interaction 233
- play groups 236
- private day care centres 235
- public childcare 234–5
- reading to child (parental involvement) 241, 242–3
- reading comprehension 232
- results 237–45
 - entry to centre-based care by age of child 239
 - heterogeneous returns to centre-based care by social background 243–5
 - listening comprehension in preschool age 240–43
 - maternal education, age of child at entry and listening comprehension (age 5) 244
 - preschooler characteristics 237
 - social background, listening comprehension and centre-based care 238
 - transition to centre-based childcare 237–40
- selection effects 243
- siblings 241, 242
- social background 236, 237–8, 240, 242, 243–5
- staff qualifications/education/training 235
- subsidized day care places 235
- supply-side arguments 234
- Effective Provision of Pre-School Education study (EPPE) (Ireland) 15, 16, 112, 113
- Europe and European Union 7, 31, 136, 216, 288, 307, 309, 311
- expectations and childcare policies 308–311
- Family Investment Model (FIM) (Ireland) 110
- Fernald, A. 187
- Finland 22, 268–81
 - access to public childcare 296
 - age at entry into public day care 273–4, 276, 277, 278
 - child:staff ratio 270, 300
 - choices and patterns of early education and care 289–91, 296, 299–301, 304–5
 - cognitive abilities 271
 - cortisol levels 271
 - data and methods 272–5
 - day care 269–71
 - educational outcomes 271–2 and entry into secondary education 278–9
 - entry into higher education 278–9, 301
 - family background 276, 277
 - family-based day care 269, 270, 276, 280
 - formal day care 280
 - gender of child 274, 277
 - homecare 273, 280–81 allowance/subsidies 269–70, 273, 296, 305
 - household income 271, 272, 274, 277, 278, 279, 280, 281, 301
 - labour market ties 279–80
 - maternal education 276, 278
 - maternal employment status 271, 278
 - parental education 272, 274, 277, 279, 280, 281, 301
 - parental employment status 272, 274, 277, 279, 301
 - parental leave 269
 - paternal education 278, 301
 - paternal employment status 278
 - personality traits 271
 - preschool and reading competencies in primary and secondary school, cross national analysis 134, 136, 138–9, 141–2, 145–7

- private day care 270, 273
 proportion of children in day care 275
 public day care 273
 quality of day care 270
 reading competencies and preschool attendance 300
 research objectives and expectations 271–2
 results 275–9
 descriptive results 275–6
 multivariate results 277–9
 secondary education enrolment 277, 301
 socio-economic status 271, 301
 staff qualifications/education/training 269, 270, 300
 standard of day care 270
 Statistics Finland 272, 274
 subsidies 268, 269, 270
 universal childcare system 301
- France 136, 138, 141–2, 299
 Friedman-Kraus, A. 167
- Germany, National Educational Panel Study (NEPS) 89–105, 296, 310
 activity levels of child 96, 100, 101, 102, 103–4, 296
 age (adolescence) of the mother 91, 96, 97, 98, 99, 100, 102
 age of child 97, 99, 100, 101, 102, 103
 Avon Longitudinal Study of Parents and Children (ALSPAC) 91
 Bayley Scales of Infant Development 92, 94, 103, 104
 BiKS 3-10 Cohort Study 90, 113, 126
 bioecological and cumulative models of development 89, 90, 91
 child characteristics 94–5, 97–8, 101, 102
 cognitive development 91, 92
 culture-free indicator of fluid intelligence 90
 developmental status of child 91, 94, 98, 99, 296
 early learning resources 95
 environmental and child characteristics, disparities in 90–93
 family background (income, maternal education, living in partnership) 97, 99, 100, 101, 102, 103, 105
 family stress model of economic hardship 91
 gender of child 97, 99, 100, 101, 102, 103
 habituation–dishabituation paradigm 94, 95, 98, 99, 103, 104, 105
 health-related child characteristics 92
 household income 99, 101
 Infant Behavior Questionnaire 95
 language skills 92
 maternal education 93, 103, 296
 methods 94–8
 age (adolescence) of the mother 96
 child characteristics 94–5
 child temperament 95
 developmental status 94
 early learning resources 95
 mother–child interaction 95–6
 psychological stress of the mother 96
 sample 94
 socio-economic, socio-demographic and educational family background 97
 statistical analyses 97–8
 mother–child interaction 90–92, 94–6, 98–105
 quality 93, 94, 97, 99, 101, 102, 103, 104
 National Institute of Child Health and Human Development's Study of Early Child Care and Youth Development (NICHD SECCYD) 91, 96
 parental education 91–2, 98, 99, 104
 personal characteristics of interaction partners 91
 psychological stress of mother 91, 96, 97, 98, 99, 100, 102, 104
 results 98–101
 early phases of child development, disparities 98, 99

- interactional child characteristics and family background 101, 102
 - mother-child interaction 98, 100–101
 - scaffolding behaviour 91
 - sensitivity/stimulating behaviour of mother 103, 105
 - sensorimotor performance 98, 99, 100, 103, 104
 - socio-economic status 91–2, 93, 97, 98
 - socio-emotional child behaviour (mood and social interest) 91, 92, 96, 98, 100, 101, 102, 103
 - sociodemographic frame conditions of family 91, 97
 - statistical analyses 97–8
 - sustained attention to objects 92, 96, 98, 100, 101, 102, 103–4, 296
 - temperament of child 91, 95, 97–8, 99, 100, 101, 102, 296
- Germany 22, 216–17
 - choices and patterns of early education and care 289, 290, 291, 295, 301, 304
 - costs of childcare 293
 - kindergartens 292, 301
 - linguistic competencies 186, 301
 - listening comprehension 301
 - preschool and reading competencies in primary and secondary school, cross national analysis 136, 138, 141–2
 - social background 295
 - timing of enrolment 301
 - see also* East and West Germany
- Ghysels, J. 20
- Halle, T. 92, 104
- Hamre, B.K. 195, 197, 210
- Hansen, C. 17
- Hansen, K. 233
- Harvey, E. 271
- Havnes, T. 271
- Hawkes, D. 17, 233
- Head Start program (United States) 154, 155
- home care 308
- Hong Kong 134
- Hungary 134, 136, 138–42, 144–6, 299
- Iceland 270
- in-service professionalisation 183
- Infant Behavior Questionnaire (Germany) 95
- informal childcare arrangement 16–17, 309
- institutional childcare 309
- International Socio-Economic Index (ISEI) 55, 56, 59, 60, 61, 62
- International Standard Classification of Education (ISCED) 136
- Ireland 22, 109–126
 - behavioural difficulties and poorer learning outcomes 112
 - Bronfenbrenner model 126
 - care-type 123
 - centre-based care 122, 125
 - Child Benefit Register 115
 - child characteristics and temperament 112
 - childcare
 - high quality 113
 - inside the home 116
 - outside the home 116, 122
 - places, expansion in 109–110
 - children's books in the home 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 297
 - choices and patterns of early education and care 289, 290, 291, 296–7, 300, 305
 - cognitive development 109, 119–23, 297
 - concerted cultivation (parenting style) 110
 - costs of childcare 114, 292
 - crèche or preschool 114, 116
 - data and method 115–17
 - description of measures and variables 115–17
 - Growing up in Ireland (GUI) Infant Cohort 115
- Early Childhood Home Observation for Measurement of the Environment (HOME) 112

- Effective Provision of Pre-School Education study (EPPE) 112, 113
- employment patterns (general population) 114
- family background 115, 123
- family composition 111, 117
- Family Investment Model (FIM) 110
- family size decrease 111
- family structure (lone parent) 118, 119, 121, 123–4, 125
- fertility 109, 114
- financial/economic hardship 110, 118, 119, 121, 124, 125
- first language of child 117, 118, 119, 121, 122, 126
- free preschool year 114
- gender of child 111, 117, 118, 119, 121, 124
- Growing up in Ireland (GUI) Infant Cohort 22, 110, 114, 115, 122, 126, 297, 300
- health of child 117, 118, 119, 121, 124
- home learning activities 116, 117, 118, 119, 120, 121, 122, 123, 124, 126
- home learning environment (HLE) 110–112, 296–7
and cognitive outcomes 112–13
- home-based care (relative, childminder or au pair) 114, 116
- household income 110–111, 113
- literacy 109, 113, 126
- maternal education 115, 116, 117–18, 121, 123, 124
- maternal employment 109, 111, 114, 117
- maternal employment status 121
- maternal time (intensive mothering) 111
- meso, exo and macro systems 111, 126
- Naming Vocabulary subscale from British Abilities Scales 115–16
- National Institute of Child Health and Human Development (NICHD) 126
- non-parental childcare 121, 122
- numeracy 113, 126
- parent–child interactions 121
- parental childcare 119
- parental education 110–111, 113, 115, 116, 117, 124, 125, 297
- parental employment 110–111, 125
- paternal education 119
- preschool and reading competencies in primary and secondary school, cross national analysis 134, 136, 138, 139, 141–2, 145, 146–7
- Programme for International Student Assessment (PISA) 300
- Progress in International Reading Literacy Study (PIRLS) 300
- quality and time spent with children 110
- reading to children 109, 111
- relative/non-relative care outside the home 119, 122
- research questions 114–15
- results 117–24
cognitive outcomes at age five 119–23
maternal education 117–18
social class gradient in vocabulary at age five 123–4
- school start 121, 122
- shared activities 111
- siblings 118, 119, 121
- social class 111–12, 119, 123–4
- socio-economic status 109, 110, 113, 116, 117, 122, 124, 297
- socio-emotional/behavioural outcomes (self-regulation, prosocial behaviour and hyperactivity) 119
- sociological and psychological models 109
- staff qualifications/education/training 300
- structural and demographic characteristics (family composition, housing and educational beliefs and expectations) 112
- time spent in preschool 300
- TV viewing, time spent 116, 119, 121, 123

- vocabulary development 115, 117, 119, 120, 121, 122, 123, 124, 125, 297, 305
- working hours, number of 118
- zone of proximal development 111, 126
- Israel 134
- Italy 21, 31–46, 136, 138, 141–2
 - age-differentiated model 33
 - availability of childcare services 34
 - CESifo (2011) 33
 - child characteristics 38
 - choices and patterns of early education and care 289, 290, 291, 293–4, 299
 - costs of childcare 35, 293
 - cultural norms/values 35, 45
 - decentralization of service provision and regulation 33
 - demographic characteristics 35
 - educational and cultural resources 35–6
 - eligibility requirements 34
 - empirical results 39–44
 - descriptive results 39
 - multivariate analysis 40–44
 - formal childcare 35, 36, 37, 39, 41, 42, 43–4, 45, 46, 294
 - geographical area (North-Centre and South) 32–4, 35, 38, 39, 43–4, 45
 - geographical and temporal heterogeneity 36
 - income support for maternity leave 33
 - informal childcare (grandparents, relatives, friends, neighbours, babysitters) 35, 36, 37, 39, 41, 42, 45, 294
 - maternal care 39
 - maternal education 36, 37, 38, 40, 41, 42, 43–4, 45, 46, 294
 - maternal employment status 32–3, 38, 40, 41, 43
 - maternity leave duration 33
 - methodology 37–9
 - data 37
 - variables 37–8
 - neighbourhoods and housing 35
 - parental care 36, 37, 39, 41, 42, 45, 294
 - parental characteristics 38
 - parental leave 33
 - parental preferences 35
 - paternal occupation 36, 37, 38, 40, 43, 44, 45
 - personal preferences 45
 - preschool and reading competencies in primary and secondary school, cross national analysis 136, 138, 141–2
 - private childcare 34–5
 - public childcare 34–5, 36
 - Scuola Materna* 292
 - social position of parents 32, 40, 41, 294
 - socio-demographic characteristics 38
 - socio-economic status 32, 35–6, 45
 - Survey of Births (ISB) 32, 37
 - type of childcare arrangement 37
 - year of survey 38
- item response theory (IRT) 184
- Jordan, L.P. 72
- Kalil, A. 111
- Kay, N. 155
- Keane, M.P. 17, 216
- Kurtz-Costes, B. 35
- Lareau, A. 12
 - lasting effects of early education and care 15–16
- McGreevy, J. 157
- Magnuson, K. 14, 195, 197, 209–210
- Malta 134
- material resources 310
- Mayer, S.E. 111
- Melhuish, E.C. 112–13, 216
- Meyers, M.K. 72
- Milkie, M.A. 111
- Millennium Cohort Study (MCS) (United Kingdom) 110, 215, 218, 219
- Minervino, J. 168
- Mogstad, M. 271
- mother–child interactions 308

- Naming Vocabulary subscale from British Abilities Scales 115–16
- National Childcare Strategy (1998) (United Kingdom) 217
- National Institute of Child Health and Human Development's Study of Early Child Care and Youth Development (NICHD SECCYD) (Germany) 91, 96
- National Longitudinal Survey of Youth (1979) (United Kingdom) 216
- Netherlands, the, pre-COOL study 22, 173–90
 - affective control domain 180–81, 183
 - after-school care 177
 - age at testing 185
 - approved education programmes 180, 181, 188, 190
 - Brief Infant and Toddler Social and Emotional Assessment (BITSEA) 181
 - centre-based programmes 175
 - child:staff ratio 176, 183
 - child's background information 182
 - choices and patterns of early education and care 289, 290, 291, 296, 307–8
 - class sizes, reduced 174
 - Classroom Assessment Scoring System (CLASS) Toddler version 181, 188
 - classroom observations 181
 - cognitive domain 180, 182, 183
 - costs of childcare 177, 293
 - current early childhood education policy 175–8
 - curriculum characteristics 180, 181, 182
 - day care centres 175, 176, 177, 178, 180, 181, 182, 183, 189–90, 307
 - Early Childhood Behavior Questionnaire (ECBQ) 181
 - ECEC 19, 177, 179–80, 182, 186–90, 308
 - Early Childhood Education Policy 190
 - Early Childhood Education Ruling year 2000 176, 177
 - educational disadvantages, persistent 173–4
 - emergent school skills 181
 - emotional quality 176, 181, 183, 186, 189
 - ethnicity/immigrant groups 173, 174, 175, 178, 182, 183, 184, 186, 188
 - family background 185
 - first findings 182–6
 - first language vocabulary 188
 - Full Information Maximum Likelihood (FIML) estimation 184
 - full-time day care 175
 - gender of child 185
 - half-day playgroups 175
 - home factors 186
 - home-based programmes 175
 - instruction methods 174
 - instructional quality 181, 183, 186
 - intensity of use 189
 - item response theory (IRT) 184
 - kindergarten quality 182
 - kindergartens 175, 177–9, 181, 182, 184, 189, 293
 - language skills 176, 179, 180, 182, 183, 187
 - literacy 176, 179
 - Mammoth Act (1968) 174
 - maternal education 184
 - maths skills 173, 176, 179, 186
 - national educational testing service (CITO) 181
 - objective standardized assessments 190
 - organizational characteristics 181
 - parental education 182, 183, 184
 - part-time work culture 189
 - playgroup system 175, 176, 180
 - pre-academic activities and guided play 186, 307
 - preschool system 175, 176, 177, 178–9, 180, 181, 182, 183, 189–90, 307
 - previous evaluation studies 178–9
 - primary schools 173, 174, 176, 178
 - process quality 176, 180, 181, 182, 307

- provision type (day care, playgroup, preschool) 180
- quality characteristics 183, 185–6, 189, 307–8
- reading comprehension 173
- region of the country 180
- remedial teachers 174
- secondary schools 173, 174
- selective attention 183–5, 186–7
- social class bias 190
- social-emotional skills 180
- socio-economic status 178, 184–5, 186–8, 189
- ‘split system’ of formal childcare 293
- staff qualifications/education/training 183
- structural quality 176, 180, 181, 182, 183, 307
- subsidies 176, 293
- targeted education programmes 178–9, 186, 189–90
- teacher characteristics 181
- urban versus rural 180
- vocabulary 183–8
- voucher, means-tested (tax allowance) 177
- New Zealand 134
- Nordic countries 31, 290–91
 - see also* Denmark; Finland; Iceland; Norway; Sweden
- Norway 22, 36, 194–212, 216, 271
 - age of mother 199, 200
 - behavioral domains 194
 - Behavior Outlook Norwegian Developmental Study (BONDS) 198, 201, 211, 306
 - birthweight 201
 - books, availability of 202
 - British Picture Vocabulary Scale (II) 199–200
 - care quality 306
 - child:staff ratio 197, 198, 201, 208, 209, 210, 306
 - choices and patterns of early education and care 289, 290, 291, 295–6, 305
 - classroom management 197, 198, 201, 209, 210
 - cognitive opportunities to learn (OTL) 198, 201–210, 211
 - cognitive skills 306
 - cognitive versus social focus, role of 209–210
 - costs of childcare 196
 - cumulative social risk index 198, 199, 200, 205, 210–211
 - curriculum plan 196
 - differential selectivity 305
 - early global development 201, 207
 - ECEC model 194–212
 - ‘active ingredients’ in 194, 195, 197–8, 205, 208, 209, 210
 - content 201–2
 - educational content 197
 - ethnicity 200
 - financial/economic hardship 200, 205, 210
 - formal day care 270
 - gender of child 201
 - group size 198, 201, 208, 209, 306
 - language skills 194, 197, 198, 202–211, 306
 - learning materials, availability and adequacy of 197–8, 209, 210
 - limitations to present study 211
 - living space, limited 199, 200
 - maternal education 198, 199, 200, 204–8, 211, 307
 - maternal employment/unemployment 200
 - maths skills 196
 - methods 198–203
 - analyses 202–3
 - child and family variables 200
 - ECEC content 201–2
 - family covariates 200–201
 - participants 198–9
 - receptive language skills 199–200
 - socioeconomic risk indicators 200
 - opportunities to learn (OTL) 197, 204–7, 210–211
 - parental education 296
 - parental leave 195, 212
 - parent’s preference for age of entry into ECEC 200
 - paternal education 199, 207
 - paternal employment/unemployment 199, 200

- preschool attendance and later earnings, education duration and labour force participation 197
- preschool and reading competencies in primary and secondary school - cross national analysis 136, 138, 141–2
- preschools 197
- process quality 195–6, 197
- public childcare 295
- quality-regulated education and care 195, 196, 198
- reading competencies 196
- results 203–8
- opportunities to learn (OTL) 204–7
 - preliminary ECEC variable selection 203–4
 - probing selection effects 207–8
- school achievement 194
- siblings, same-aged 200
- single parent family 199, 200
- social opportunities to learn (OTL) 198, 201–210, 211
- social skills 306
- socio-economic status 198, 200
- spatial toys 202
- staff qualifications/education/training 195, 196, 198, 210
- structural quality 195–6
- subsidized/publicly funded education and care 195
- symbolic toys 202
- teacher–child interactions 195, 197
- toys 202, 209
- Organisation for Economic Co-operation and Development (OECD) 17, 33, 139, 147
- parental activities 309
- parental care 7, 10–12, 308
- parental education 7, 9, 13, 145, 289, 297
- parental involvement 309
- patterns of childcare arrangements 8–10, 21–2
- Peabody Picture Vocabulary Test – Third Edition (PPVT-III) (United States) 163
- Pennucci, A. 155
- Portugal 136, 137, 138, 141–2, 299
- pre-COOL study *see* Netherlands, pre-COOL study
- Preschool Classroom Mathematics Inventory (PCMI) (United States) 162, 164–5
- Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) (United States) 163
- preschool and reading competencies in primary and secondary school, cross national analysis 133–48
- age at which child started school 136–7
 - attendance at preschool 135, 137, 139, 140–41, 146, 148
 - more than 30 hours per week 143, 144, 146
 - and reading competencies 133, 141, 143, 144–6
 - Austria 136, 138, 139, 141–2, 144, 145, 146–7
 - Belgium 136, 138, 141–2
 - books in the home 136
 - child:staff ratios 135, 137, 139, 142, 143, 146
 - children living with both parents 137
 - cognitive skills 134–5
 - coverage rates 137, 139
 - crèches 136
 - Czech Republic 136, 138, 141–2
 - data and analytical approach 135–40
 - country-level variables 137–9
 - data 135–6
 - individual-level variables 136–7
 - methods 139–40
 - Denmark 135, 136, 137–8, 139, 141–2, 144, 145, 146–7
 - duration of attendance 135
 - early preschool system 138, 139
 - educational beliefs 135
 - educational processes 135
 - ethnicity/immigrant origin of child 136
 - European Union 7, 136
 - family-of-origin effects 147

- Finland 134, 136, 138, 139, 141–2, 145, 146, 147
- fixed-effects models 140
- France 136, 138, 141–2
- gender of child 136
- Germany 136, 138, 141–2
- Hong Kong 134
- Hungary 134, 136, 138, 139, 140–42, 144, 145, 146
- institutional characteristics 146
- International Standard Classification of Education (ISCED) 136
- Ireland 134, 136, 138, 139, 141–2, 145, 146–7
- Israel 134
- Italy 136, 138, 141–2
- item response model 148
- kindergarten system 136, 137, 138, 139, 142, 144, 146, 147
- macro-level analysis 133
- Malta 134
- maths competencies in secondary school 134, 135
- networking with families 135
- New Zealand 134
- Norway 136, 138, 141–2
- Organisation for Economic Co-operation and Development (OECD) countries 139
- parental education 136, 140, 144, 146, 147, 148
- parental employment status 137
- parental involvement in educational activities before primary school 137
- Portugal 136, 137, 138, 141–2
- preschool characteristics and reading competencies, relationship between 140–44
- preschool system 136, 138
- Programme for International Student Assessment (PISA), secondary school reading competencies 134, 135–6, 137, 139, 147, 148
- Progress in International Reading Literacy Study (PIRLS), reading competencies in primary school 134, 135–6, 137, 139, 147, 148
- quality of preschool system 133, 135, 137, 140, 146–7
- reading competencies 133, 136, 139–40, 141, 143
- in primary school 134, 144, 145
- in secondary school 142, 144, 145
- results 140–46
- preschool attendance and reading competencies 144–6
- preschool characteristics and reading competencies, relationship between 140–44
- Romania 134
- school-level characteristics (social composition of school, teachers' qualifications) 139–40
- selectivity into schools 140
- Singapore 134
- social background 8–10, 133, 136, 141
- socio-economic status 135–6, 147
- South Korea 134
- Spain 136, 138, 139, 141–2, 144, 145, 146
- staff qualifications/education/training 135, 137, 139, 142, 143, 144, 146
- structural characteristics 135
- Sweden 136, 138, 141
- time intensity of attendance 133, 137, 139, 146–7
- United States 134
- Preschool Teaching and Learning Expectations: Standards of Quality (Expectations)* (United States) 158, 160, 162
- primary effects, sociological concepts 310
- Programme for International Student Assessment (PISA) 289, 299, 300, 304
- cross-national analysis of preschool and reading competencies 134, 135–6, 137, 139, 147, 148
- Progress in International Reading Literacy Study (PIRLS) 289, 299, 300, 304
- cross-national analysis of preschool and reading competencies 134, 135–6, 137, 139, 147, 148

- public programmes 13–15 *see also*
 United States, public programs
 Pungello, E.P. 35
- quality of parental care and
 consequences for social inequality
 in child development 22
see also Germany; Ireland
- Raven's Standard Progressive Matrices
 (SPM) (Denmark) 256
 resources 308
 Rogde, K. 210
 Romania 134
 Russia 21–2, 49–64
 age at enrolment 55, 64
 choices and patterns of early
 education and care 288, 289,
 290, 291, 294
 costs of childcare 57, 58, 63
 data and method 54–6
 demographic situation 64
 features and changes in early
 childcare 50–54
 formal childcare 51–2
 social policy 52–4
 fertility rates 51
 formal childcare, public and private
 51–2, 53, 55, 56–9, 62–3, 64
 free external childcare 57, 58,
 61–2
 gender roles 53
 in-home (parental) childcare 50, 57,
 58, 60, 63
 informal childcare 54–5, 57, 58,
 59–60, 62
 informal payments 52, 64
 informal shadow market 294
 intensity of participation 56, 57,
 59–60
 International Socio-Economic Index
 (ISEI) 55, 56, 59, 60, 61, 62
 kindergartens 51–2
 Longitudinal Monitoring Survey
 (RLMS) 50, 54, 62, 64
 maternal employment status 49, 50
 maternity capital allowance 53–4
 maternity leave 52–3
 nurseries 51
 parental occupation 58
 policy settings and reforms 294
 population-average (PA) estimator
 55–6
 private childcare 50
 pro-natalist and familialist political
 agenda (Putin) 52, 53, 63
 public childcare 50–51, 63
 results 56–62
 formal childcare 56–9
 in-home (parental) childcare 60
 informal childcare 59–60
 paid external childcare 61–2
 probability of usage, time and
 costs by social background
 and period 58
 variation of social inequalities 57
 rule evasion and petty corruption 52
 social background 55, 57, 58, 59
 social policy 52–4, 64
 socio-economic status 51–2, 57, 60,
 62–3
 subsidies 57, 58, 61–2, 294
 time spent in childcare 58, 59
 universal access 294
 vouchers 53
- Schütz, G. 134–5
 secondary effects, sociological concepts
 310
Self-Assessment Validation System
 (SAVS) (United States) 159
 Sibley, E. 36
 Simonsen, M. 217, 250, 264, 271
 Singapore 134
 skill formation 309
 South Korea 134
 Spain 136, 138, 139, 141–2, 144, 145,
 146
 Support for Early Literacy Assessment
 (SELA) 162, 164
 Sweden 22, 67–84
 ability of childcare to meet child's
 needs 72
 access to preschool, changes in 70
 age of childcare start 76–9, 81, 82–3,
 295
 age, origin and birth month of child
 76, 80–81
 benefit days 71, 75, 76, 79, 80, 84
 child:staff ratio 83

- choices and patterns of early education and care 289, 290, 291, 294–5, 299, 303
- collective agreements 71
- costs of childcare 70, 82–3
- data and methods 74–6
- demographic characteristics/variables 74, 76
- formal day care 270
- gender equality 74
- group size reduction 83
- household income 68, 71–6, 80–84, 295
- income ceiling reform 70
- informal childcare 73
- institutional constraints 73
- interaction model 80
- maternal leave 71
- municipality-run childcare 70
- parental education 68, 69, 71, 73–4, 76, 77, 79, 81, 82–3, 295
- parental leave 67, 68–9, 70, 71, 72–5, 76, 77, 82, 295
- Parental Leave Act 75
- parental occupation 70, 73, 76, 80, 81
- parental and staff cooperatives (management) 70
- paternal education 295
- paternal leave 68, 71, 74, 76, 77, 80, 81, 82, 295
- policies of childcare 73
- preschool and reading competencies in primary and secondary school, cross national analysis 136, 138, 141
- private childcare 70, 72
- profit or non-profit organizations/ companies (management) 70
- public childcare 70
- quality of childcare 72, 83
- regional differences in access to childcare 73, 76
- results 76–80
- Social Insurance Agency 74
- social-democratic universalistic welfare state model 291
- socio-economic status 67, 74, 77, 81–2, 295
- subsidies 84
- theory and earlier research 72–4
- timing of enrolment 68, 72–5, 76, 80–81, 295
- universal access 294–5
- Sylva, K. 113
- United Kingdom 22, 215–29
 - Bracken School Readiness assessment (age 3) 215, 219
 - British Picture Vocabulary Scale (II) 199–200
 - child characteristics 221
 - choices and patterns of early education and care 288, 289, 290, 291, 295, 301–2, 304–5
 - cognitive outcomes 218–21, 222, 224, 226, 228, 304–5
 - age five 227
 - age seven 228
 - age three 226
 - Construction Score 224–5
 - data and sample 218–20
 - dependent variables, child cognitive outcomes 218–20
 - independent variables, formal childcare and maternal education 220
 - Millennium Cohort Study (MCS) 218
 - sample 218
- ECEC 19
 - formal childcare 215–18, 220, 224, 226–9, 301–2, 304–5
 - and child cognitive skills 224
 - and maternal education, regression-based approach 221–2
 - simulation approach 222–3
 - free childcare 217, 292
 - household characteristics 221
 - household income 222–3
 - maternal characteristics 221
 - maternal education 220, 221–3, 224–5, 229
 - methodology 220–23
 - formal childcare, simulation approach 222–3

- formal childcare and maternal education, regression-based approach 221–2
- household income 223
- maternal education 223
- Millennium Cohort Study (MCS) 110, 215, 218, 219
- Naming Vocabulary 215, 219, 224–6, 227
- National Childcare Strategy (1998) 217
- National Foundation for Educational Research (NFER) Progress in Math test 219
- National Longitudinal Survey of Youth (1979) 216
- National Pupil Database (NPD) 217
- non-verbal reasoning 302
- Number Skills 215, 219, 223, 224–5, 228, 229, 302
- parental care 220
- paternal characteristics 221
- Pattern Construction 215, 219, 225, 227, 228
- Picture Similarity 215, 219, 223, 224–5, 227, 229
- private childcare 217, 295
- results 223–8
 - cognitive outcomes (age five) 227
 - cognitive outcomes (age seven) 228
 - cognitive outcomes (age three) 226
 - formal childcare and child cognitive skills 224
 - formal childcare and cognitive skills (at ages 3, 5, and 7) 224
- School Readiness 223–6, 229, 301–2
- socio-economic status 305
- subsidized childcare 215
- Word Reading Score 215, 219, 224–5, 228
- United States, Abbott preschool system (New Jersey) 15–69, 216
- Abbott Pre-K Program 303–4, 307
- Abbott Preschool Program
 - Continuous Improvement System 157–8, 168–9
 - Abbott Preschool Program Implementation Guidelines 158, 159
 - Abbott v Burke (1998) 156
 - Abecedarian 154
 - age of child 161
 - Bateria Woodcock-Munoz Pruebas de Aprovechamiento – Revisado 163
 - Bayley Scales of Infant Development 104
 - Chicago Child Parent Centers (CPC) 154
 - child:staff ratios 162, 293
 - child measures 162–4
 - child outcomes 165–6
 - choices and patterns of early education and care 288, 289, 290, 292–3, 295, 303–4
 - classroom improvement plan 159
 - classroom observations 159, 162
 - coaching 159, 162, 164
 - Core Curriculum Content Standards 160
 - Department of Education (DOE) 157–8, 159, 160, 307
 - duration of programs 155
 - Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) 155, 162, 164
 - Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) 92
 - Early Learning Improvement Consortium (ELIC) 159, 160, 162, 164
 - ECEC 17, 18
 - effects by research design, years of participation and time of follow-up 165
 - enrolment 162
 - ethnicity 155–6, 161, 166
 - family background 161, 163
 - formal childcare 293
 - funding for education program 156
 - further development of program 157
 - gender of child 161
 - Georgia 155
 - grade repetition 164, 166, 167, 303

- Head Start program 154, 155
- household income 153, 155–6, 161, 166
- Individualized Education Plan 159, 164
- intensity of preschool programs 154, 155
- kindergartens 152, 161, 162, 166–7
- Language Arts Literacy (LAL) test 163–4
- language skills 160, 163, 165, 166, 186–8, 303
- learning outcomes 157
- Life Science, Earth Science and Physical Science 164
- literacy skills 160, 163, 165, 166, 303
- maternity leave 293
- Mathematics test 164
- maths skills 153, 163, 165, 166, 303
- ‘model’ programs 154
- national context 152–4
- New Jersey Assessment of Skills and Knowledge (NJASK) 163–4
- objective of study 155–6
- origin of program 156–7
- parenting practices and child cognitive outcomes 113
- Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 163
- political will and leadership 156–7, 168
- Preschool Classroom Mathematics Inventory (PCMI) 162, 164–5
- Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) 163
- preschool and reading competencies in primary and secondary school, cross national analysis 134
- Preschool Teaching and Learning Expectations: Standards of Quality (Expectations)* 158, 160, 162
- previous research 154–5
- primary and secondary education 134, 153
- private childcare 293
- process quality 162
- professional development 162
- program access 164–5
- program effects by research design, years of participation and time of follow-up 165
- program measures 162
- program operation 157
- program standards 158
- Prueba 25 Problemas Aplicados* 163
- public childcare 293
- public programs 152, 154–5, 167–8
- Perry Preschool 15, 154
- quality of preschool programs 153–4, 155, 156–7, 164–5, 271
- quality of teaching 157
- reading achievement at K-entry by income 153
- regression discontinuity (RD) design 160–61, 165–6, 167
- research methods 160–64
 - child measures 162–4
 - program measures 162
- researcher-designed model programs 154
- results 164–6
 - child outcomes 165–6
 - program access and quality 164–5
 - program effects by research design, years of participation and time of follow-up 165
- school district 154–5, 159, 161
- Science test 164
- Self-Assessment Validation System (SAVS)* 159
- socio-economic status 153–4, 155–6, 167
- special education 164, 166, 167, 303
- staff qualifications/education/training 162, 164, 168, 293
- staff role 159–60
- state’s role 154–5, 158–9
- structural quality standards 162
- Support for Early Literacy Assessment (SELA) 162, 164
- Tennessee 155

- Test de Vocabulario en
Imágenes Peabody (TVIP)* 163
timeline for improvement 159
Woodcock-Johnson Tests of
Achievement – Third Edition
(WJ-III) 163
work groups 158
- Van Lancker, W. 20
Vandell, D.L. 14
- Veen, A. 182
Vygotsky, L.S. 111, 126
- Waldfogel, J. 111
West, A. 217
Whitmore Schanzenbach, D. 216
Woodcock-Johnson Tests of
Achievement – Third
Edition (WJ-III) (United States)
163

