



Mission:

To promote innovative, interdisciplinary, comparative research on Productive Youth Development

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Leading education
and social research
Institute of Education
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Comparative Research

- Aims to identify, analyse and explain similarities and differences across societies.
- Takes account variations of socio-cultural settings and context
- Tries to establish whether shared phenomena can be explained by the same causes





Comparative Research

- Challenges
 - Gaining access to comparable datasets
 - Managing and funding cross-national projects
 - Definition of concepts might vary
 - Lack of comparative measures
 - Different samples
 - Different time points and ages
 - Different contexts and settings



Comparative Research

- Remedies
 - Agree common definition
 - Comparison of concepts
 - Matched samples and time points
 - Comparison of time frames/historical periods
 - Critical mass of evidence
 - Active dissemination





Comparative Research on Productive Youth Development

- Challenges
 - Definition of key concepts
 - Identify comparative measures
 - Match samples
 - Similar ages
 - Similar time points
 - Define contexts and settings



Key concepts

- Developmental transitions
 - Education transitions (school context)
 - Transition to adulthood (employment, independent living, family formation)
 - Life projects



Key concepts: Task for next meeting

- Identify comparative measures
 - Family background (parental education, occupation, income, family structure)
 - Gender, age, ethnicity, religion
 - Socio-historical context (boom, bust, civil unrest, ..)
 - Matched samples (e.g. similar age/ stage)
 - Academic attainment (e.g. Exam score, test scores on math, reading, drop-out, truanting)
 - School motivation
 - Aspirations, values
 - Burn out
 - Life satisfaction, etc.

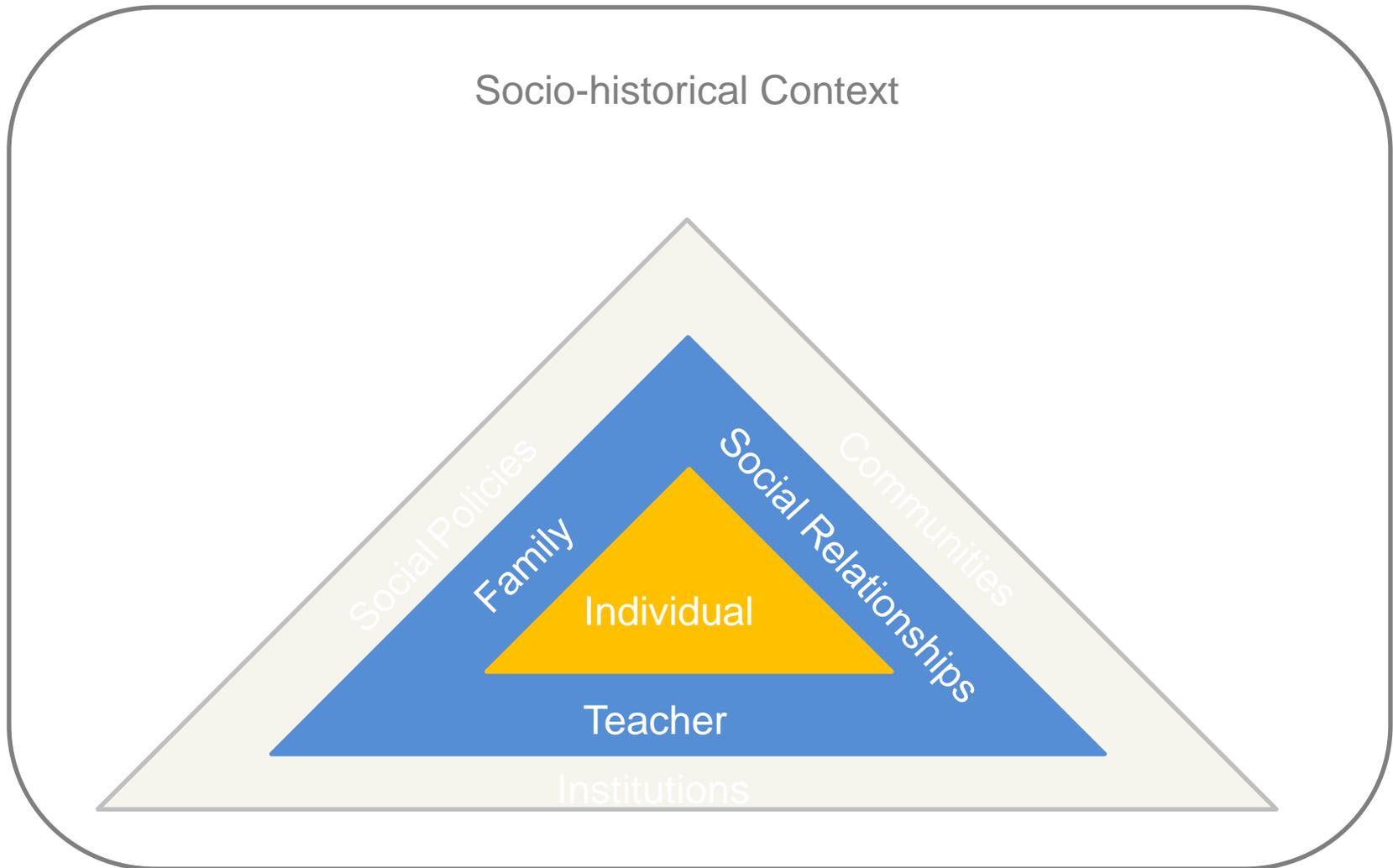


Key concepts

- Task for next meeting: Compare social context
 - Family background (parental education, occupation, income, family structure)
 - Gender, age, ethnicity, religion
 - Social relationships (peers, friends, colleagues, important others)
 - Wider social context (neighbourhoods, school, work)
 - Socio-historical context (boom, bust, civil unrest, ..)



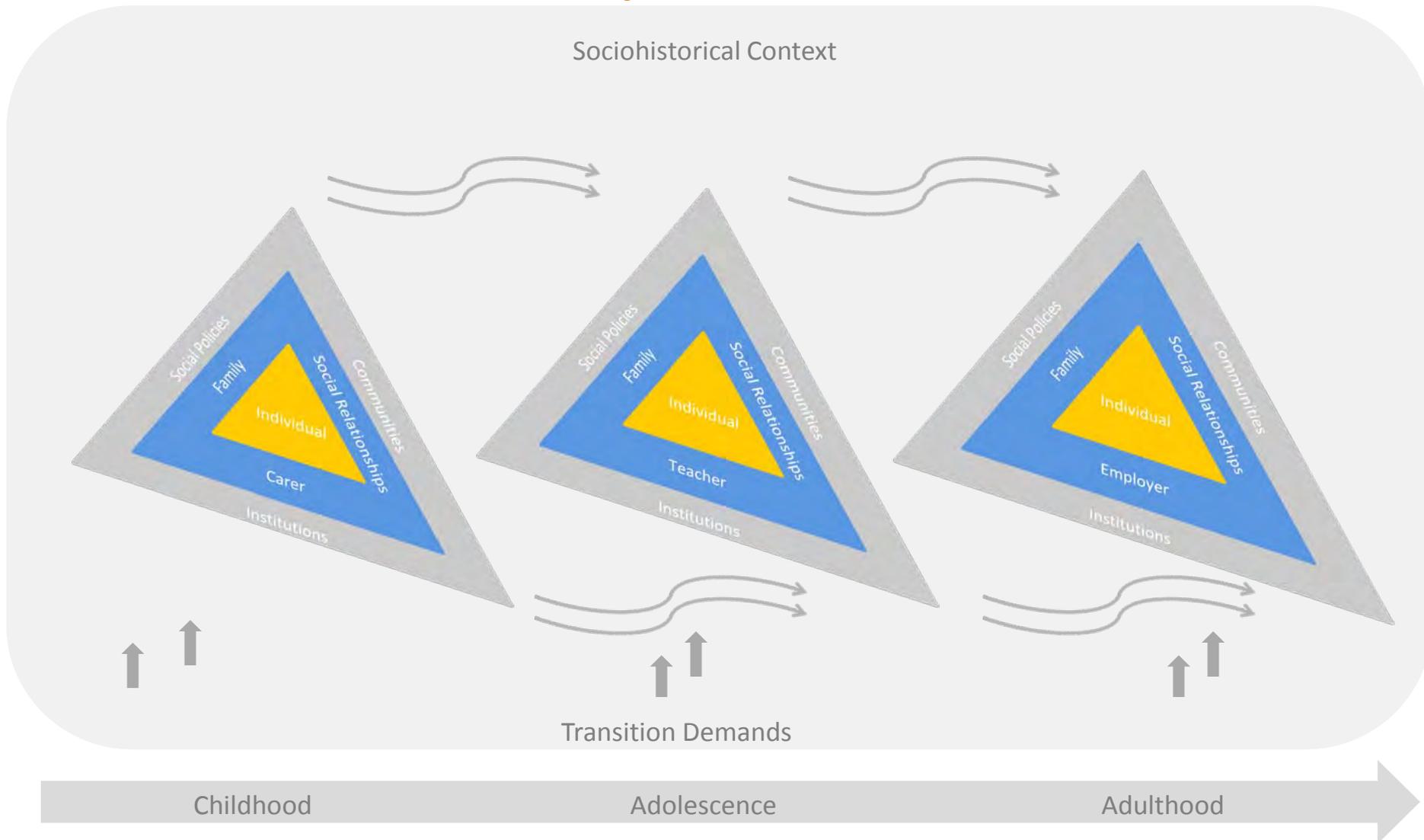
Integrative Model: The Individual in Context



Individual



Developmental Contextual Model of Pathways to Adulthood





Example: School Readiness & Later Achievement (Duncan et al., 2007)

- Research Questions:
- How important are academic vs. behavioral skills acquired by the point of kindergarten entry in the development of children's later achievement?
- Are there differences based on gender, SES, race/ethnicity, or skill levels?





Overview of data

- 6 major longitudinal developmental studies:
 - 1970 British Cohort Study;
 - NICHD Study of Early Child Care and Youth Development;
 - Early Childhood Longitudinal Study – Kindergarten Cohort;
 - Infant Health and Development Project;
 - National Longitudinal Survey of Youth - Child Study
 - Montreal Longitudinal-Experimental Preschool Study





Study design and time frames

- Measures of school readiness cover the period from 1975 (BCS) to early 2000 (MLEPS)
- Comparing 3 different countries with varying educational systems
- Different contexts and different settings vs. replication studies and critical mass of evidence
- Nature of the research question
 - Relative importance of children's early capabilities and of increments in those skills on later school success





'Matched' samples and time points

- All longitudinal studies with assessments at at least 3 time points (standardised measures)
- Exact timing of assessments varies across each of the studies
- However, each meet conceptual definition

	<i>BCS</i>	<i>NICHD</i>	<i>ECLS-K</i>	<i>IHDP</i>	<i>NLSY</i>	<i>MLEPS</i>
Achievement outcome	Age 10	Grade 5	Grade 3	Age 8	Age 13/14	Grade 3
School entry skills	Age 5	Age 4 1/2	Fall of KG	Age 5	Age 5/6	Jnr & Snr KG
Prior child controls	Age 42 months	Age 3	n/a	Age 3	Age 3/4	Age 3

Thank You

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