

Genetics and Environment in Early Intervention – Expert Panel



Gabriella Conti, Reader in Economics, University College London.

Gabriella's research draws on both the biomedical and the social sciences with the aim of understanding the developmental origins of health inequalities, and the behavioral and biological pathways through which early life conditions affect health throughout the life course. Her work includes projects on the health effects of early life interventions, both in humans and in nonhuman primates; on the importance of prenatal investments and fetal development for long-term outcomes; and on the effects of health insurance on health in developing countries. Gabriella is also a Research Associate at the Institute for Fiscal Studies, and a Faculty Research Fellow at the National Bureau of Economic Research. Joint with Burt Singer, she is the leader of the Health Inequality Research Network, which is part of the Human Capital and Economic Opportunity Global Working Group at the University of Chicago.



Vivette Glover, Professor of Perinatal Psychobiology, Imperial College London.

Vivette is an international expert on the effect of the mother's emotional state in pregnancy on the development of the fetus and her child. She originally studied biochemistry at Oxford and did her PhD at University College London. In 1975 she came to work at Queen Charlotte's, and developed an interest in biological psychiatry in relation to pregnancy and the postnatal period. In more recent years she has focused especially on the effect of the mother's mood on fetal development. She has over 400 publications, and is invited to speak, including giving the keynote address, at meetings around the world. She is a special advisor to the Department of Health on the Family Nurse Partnership, which supports teenage mothers, and on antenatal education.



Gordon Harold, Professor of Psychology, University of Sussex.

Gordon is the inaugural Director of the Andrew and Virginia Rudd Centre for Adoption Research and Practice which will look at the major challenges facing children and families in transition as well as specific challenges faced by adopted children and their families. Previously, Gordon was Professor of Developmental Psychopathology and Quantitative Behaviour Genetics at the University of Leicester. Before that, he spent three years (2008-2011) as Alexander McMillan Chair, Professor of Psychology and Director of the Centre for Research on Children and Families at the University of Otago in New Zealand, having served as Lecturer to Professor in

the School of Psychology at Cardiff University (1998-2008). His research interests focus on the role of the family as a context for understanding children's normal and abnormal psychological development, the genetic origins of children's emotional and behavioural development, and policy and practice applications of research relating to family influences on children.



Yulia Kovas, Professor of Genetics and Psychology, Goldsmiths University of London.

Yulia is the Director of InLab (International Laboratory for Interdisciplinary Investigations into Individual Differences in Learning) at Goldsmiths and co-directs the International Centre for Research in Human Development (ICRHD) at Tomsk State University and the Russian-British Laboratory for Behavioural Genetics at the Psychological Institute of the Russian Academy of Education, Moscow. She leads the genetically informative research into mathematical development in the Twins Early Development Study (TEDS) at King's College, London; and directs the Russian School Twin Registry (RSTR). The goal of her research programme is to provide insights into the development of individual differences in cognitive abilities, emotional and motivational processes and academic achievement. Understanding the origins of variation in these traits will ultimately lead to more personalised educational approaches and to better education for all learners.



Anna Vignoles, Professor of Education and Director of Research at the Faculty of Education, University of Cambridge.

Anna has extensive experience of using large scale administrative data to study factors relating to pupil achievement and students' outcomes from education. She has published widely on widening participation into higher education and on the socio-economic gap in pupil achievement. Her research interests include issues pertaining to equity in education, school choice, school efficiency and finance, higher education and the economic value of schooling. Anna has advised numerous government departments, including the Department for Education, the Department of Business, Innovation and Skills and HM Treasury. She provided advice to the Browne Review of Higher Education Funding, the House of Commons Education and Skills Committee investigation of higher education funding, the House of Lords Economic Affairs Select Committee, as part of their inquiry into education and training opportunities for young people, and Lord Leitch's Review of Skills. Anna is also a member of the ESRC Research Committee.