

Guide to the Conference  
"Excellence and Equity in Early Childhood  
Education and Care"

**21st and 22nd February 2011**  
**Budapest**



Edited by Department for International Relations in Education, State Secretariat for Education

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## SUMMARY

The Hungarian Presidency of the European Council lays special emphasis on the topic of equitable access to high quality early childhood education and care for all. Quality early childhood education and care is crucial in the well-being and overall development of a child and can offer the best start especially for children with disadvantage to realize their individual potential. The first years of a child are decisive in physical, cognitive, social and emotional development and language-wise. Positive experiences set the child on a path of success, whereas negative ones may cause irreparable damage.

The European Union recognises the importance of early childhood education and care, especially in enhancing social cohesion by breaking the cycle of disadvantage and laying the foundation for lifelong learning as well as contributing to better educational outcomes.

The aim of the conference is to call for European cooperation in improving equitable access to high quality early childhood education and care and promoting solutions in issues of common concern. The European Commission Communication on early childhood education and care will be presented and discussed, the most urgent constraints will be identified and good practices in Member States will be promoted. The two-day conference addresses the issues of equitable access to quality early childhood education and care, the structure, governance and funding of early childhood education and care systems, comprehensive pedagogical frameworks and staff competences and the need for partnership with parents and the local community.

The target audience comprises representatives of relevant ministries of Member States involved in different aspects of early childhood education and care, international organisations supporting research in this field, member organisations of the European Social Platform and other international NGOs.

The results of the conference will serve as an input for the Council in elaborating and adopting conclusions about improving access to quality early childhood education and care which are aimed at establishing a policy framework for further European cooperation in this field.

## ABSTRACTS OF PRESENTATIONS AND SECTIONS

### MONDAY, FEBRUARY 21st

#### Opening and welcome by the Hungarian Presidency and the European Commission

**Androulla Vassiliou**, Commissioner for Education, Culture, Multilingualism, Youth and Sport, European Commission

**Dr. Rózsa Hoffmann**, Minister of State for Education, Ministry of National Resources

#### KEYNOTE SPEECH:

##### Early childhood education and care in a broad social and economic context

**Professor Edward Melhuish**, Birkbeck, University of London, UK

The first keynote speech sheds light on how equitable and high quality early childhood education and care provides the best return in human capital development and a solid foundation for success: better educational achievement, better social development, better skills and occupational success, fewer drop-outs, and more efficient public spending. Much evidence shows that experience in the early years has profound consequences for later life. Recent large-scale studies indicate how patterns of experience in the early years can have long-term impact on children's educational and social development. Also recent policy interventions have been found to have an impact on parenting and child development. It is clear that particular environmental inputs, e.g. pre-primary education, socio-economic status, parenting, will influence children's development leading to long-term consequences for individuals and societies.

##### Providing all our children the best start for the world of tomorrow - The Communication of the European Commission on Early Childhood Education and Care

**Adam Pokorny**, Head of Unit School Education and Comenius, Directorate General for Education and Culture  
Presentation about the content of the Communication of the European Commission on early childhood education and care issued in February 2011.

#### FOCUS TOPIC PLENARY PRESENTATIONS:

##### Presentation 1:

##### The structure, governance and quality assurance of early childhood services in the European Union

*„We need every child.”*

**Dr. John Bennett**, Visiting Fellow, Thomas Coram Research Institute, UK

Although underlining that country variation is great, the presentation will examine in turn the above elements in European early childhood policy. The United Nations Convention on the Rights of the Child and several authoritative European texts state what the ideal should be: that every child should have the right to primary health, development and education, first within the family and thereafter in services supported and regulated by the State. The commitment of governments to this ideal is decisive for European children both in the present and the future.

Through a series of tables, the presentation will analyse the performance of different countries in terms of organisation, governance and the quality assurance of services. It will show that Europe has among the best services in the world, particularly in the Nordic countries and some other islands of excellence, but that equity of access and high quality are not achieved in all European countries. Services for children under 3 years are often weak and in many countries still remain under-financed and under-regulated. For a number of reasons, specific populations, such as Roma families and young children, are unable to access early education services in accordance with their numbers and needs. In several countries, successful transition to primary school remains a huge barrier for these children.

European countries have been largely successful in maintaining public pre-primary education for 3-6s, with high enrolment rates. Yet, the quality and outreach of these services could, in many instances, be greatly improved. Nations vary in the extent to which they view the quality of national early education services as a critical responsibility to be supported by adequate funding, research, quality initiatives and the continued training of educators. In purely economic/educational terms, the return on investments in young children is potentially great. Such returns are foregone when societies do not provide comprehensive supports to families with young children and, in particular, fail to ensure a good start in life for excluded children.

## Presentation 2:

### Investment in equitable and high quality early childhood education and care

*„We benefit from our diverse systems.”*

**Deborah Roseveare**, Organisation for Economic Co-operation and Development

Mounting evidence shows that investment in equitable and high quality early childhood education and care (ECEC) pays off. It lays the foundation for more effective lifelong learning and for future economic success and social wellbeing. Building on this evidence, and the OECD's earlier work on Starting Strong, a clear picture of what constitutes high quality ECEC has emerged and what policy levers can be used to develop and sustain high quality ECEC services in OECD countries. A further challenge many countries face is to ensure that all children are able to access high quality ECEC services and a range of policy measures may be needed to ensure that even the most disadvantaged children – who are likely to gain the greatest benefit from attending high quality ECEC – can participate.

## Presentation 3:

### Pedagogy, staff competences and partnerships

*„We must offer the best early childhood education and care.”*

**Paul P.M. Leseman**, Utrecht University, The Netherlands

High quality early childhood care and education can make a difference in low income and immigrant children's lives and close the early education gap. Yet, not all approaches are equally successful. High quality is decisive for long term effectiveness, but what makes high quality is still a matter of debate. Striking a balance between developmentally appropriate practice and academic content is crucial, and a focus on so called learning-related skills is essential for success. Learning-related skills concern children's working memory, executive functions and self-regulation, and a core question is which pedagogical formats and social interaction patterns will foster these skills best. Teacher-guided and collaborative playful learning interactions with relevant content (e.g. emergent academic language, literacy, numeracy, science, citizenship) is particularly promising in this regard, avoiding two often observed but much less adequate approaches in early childhood care and education: the 'drill and kill' approach, when the contents and learning formats of primary school are simply copied, and the 'laissez faire' approach, when the curriculum predominantly consists of free activities without teacher

guidance. An important issue concerns the qualifications of staff in early childhood care and education and the structural quality conditions, such as group size and children-to-staff ratio, that have to be fulfilled in order to facilitate high quality processes. What are the requirements in terms of initial staff training, in-service 'on the job' training, and quality monitoring? Another issue is the need for synergy between early childhood care and education and the home environment to increase efficacy and to sustain effects in long term, which requires stronger involvement of the parents. What are feasible strategies to create trustful partnerships with parents?

## WORK IN SECTIONS:

### Section 1:

#### The structure, governance and quality assurance of high quality early childhood education and care

*„We benefit from our diverse systems.“*

##### Chairperson:

**Jan Peeters**, Ghent University

##### Presenters:

**Paivi Lindberg**, National Institute for Health and Welfare , Finland

**Miho Taguma**, Project Leader and Policy Analyst, OECD

##### Rapporteur:

**Eszter Márkus**, Eötvös Loránd University, Hungary

The United Nations Convention on the Rights of the Child proclaims the rights including the right to development and education to all children. The conference aims to increase the understanding of how national policy commitment to early childhood development services and national policies, administrative responsibilities, and other government actions can contribute to assuring that high quality services reach all young children, particularly the most disadvantaged. To counterbalance educational disadvantage coherent, systemic, cross-sectoral approaches and the integration of education and care are crucial combining policies of education and training with those related to employment, the economy, social inclusion, youth, health, justice, housing and social services.

In this session we will discuss with the participants what the success factors that have enabled countries to take into account the varying needs of parents and children in one comprehensive vision and in a national commitment to high quality early childhood education and care are. We will examine the role of a multi-sectoral agreement and coordination of the different systems of early childhood education and care. We will also go deeper into the possibilities of integration of services and more specifically the integration of care and education. In the introduction the chair will focus on more systemic aspects that are crucial factors in a policy framework to enhance the quality of the services

Two speakers deliver short, ten-minute presentations about interesting practices in Member States to give impetus for the discussion .

#### Questions for discussion:

1. What can we learn from countries that have developed a common vision and an overarching pedagogical framework for a national or regional ECEC system?
2. How can different stakeholders be involved in the establishment and monitoring of national pedagogical frameworks and in the integration of services?
3. What are the necessary elements of a national pedagogical framework that need to be included?
4. A pedagogical framework can stimulate but can also obstruct transformative practices. Which factors make it possible that a pedagogical framework becomes an inspiration for new excellent practice?
5. Which systemic aspects alleviate within a comprehensive system of ECEC the problems of the child's transitions (including transitions between home and ECEC institution, between ECEC institution and primary school, within institutions between different groups, etc.)
6. Which kind of services should be integrated in a coherent ECEC system?

## Section 2:

### Investment in equitable and high quality early childhood education and care

*„We need every child.”*

#### Chairperson :

**Helen Penn**, University of East London

#### Presenters:

**Jan van Ravens**, Faculty Affiliate at the Edward Zigler Center in Child Development and Social Policy, Yale University

**Nada Stropnik**, Institute for Economic Research, Slovenia

#### Rapporteur :

**Milada Rabušicová**, Masaryk University, Czech Republic

There are a number of rationales for promoting early education and care, which draw on different kinds of evidence and data sets, and which lead to different policy priorities and outcomes. Although some countries have been able to combine all three rationales seamlessly, these rationales are more often than not addressed separately and in an uncoordinated way. Very generally these can be described as education orientated rationales, welfare orientated rationales and employment orientated rationales.

The funding of ECEC depends in part on the rationale which is being promoted. Educational provision is usually based on the principle of free and universal access for all children, and incorporates equity and citizenship goals, and the state bears the cost. Private sector investment in education is usually, although not invariably, very limited. Welfare rationales aim to target the poor and vulnerable, and are usually state funded, but run into questions of boundary maintenance – deciding who is poor and needy enough to be entitled to provision. Employment-centred options are focused on supporting women through providing childcare, rather than supporting children per se, and usually require contributions from those parents using the service. Private sector investment in childcare, especially for younger children, is more common, and returns on investment for providers may be high depending on regulatory and funding frameworks.

This discussion will try to tease out some of the rationales involved in providing early education and care, and the kinds of funding options and strategies which are available for different kinds of rationales.

#### Questions for discussion:

1. What are the rationales for investing in ECEC?
2. Do different rationales imply different strategies for investment?
3. Is investment targeted at marginal groups a good economic and social strategy?
4. Is it possible to define the right balance between private sector and public investment in ECEC provision?
5. Is it possible to translate social values into economic costs?



### Section 3:

#### High quality pedagogy

*„We must offer the best early childhood education and care.”*

#### Chairperson :

**Marisa Krenn-Wache**, Federal Training Institute for Kindergarten Pedagogues, Austria

#### Presenters:

**Carlina Rinaldi**, Reggio Children, Italy

**Iréen Nagy**, Faculty of Education, Szent István University, Hungary

#### Rapporteur :

**Carme Montserrat**, University of Girona, Spain

There is agreement in the ECEC research community that high quality early childhood programs support the young children's holistic development and establish strong foundations for their continuing success as lifelong learners. Cognitive development is inextricably linked to emotional and social development. Emotional well-being is a critical aspect with respect to brain development with far reaching consequences and should be given the same attention as concerns about cognitive development.

A rather challenging and inspiring aspect within the quality discussion comes from the field of brain research. The Dan Arts and Cognition Consortium report (2008) examined whether early arts training can cause changes in the brain that enhance other aspects of cognition. Due to advances in neuroscience and particularly with the increasing use of brain imaging, researchers are beginning to learn what happens in the brain when a child creates. They found tight correlations between arts training and improvements in cognition, attention, and learning.

Children's active engagement in singing, music and movement, storytelling, and art and craft activities is especially significant because these sustained experiences help create unique brain connections that have short and long term impacts on developmental pathways as well as on the ego and the self esteem of the child. To speak with Donald Winnicott: "It is only in being creative that the individual discovers the self".

2009 was labeled "European Year for Creativity and Innovation" and in the EU 2020 consultation document creativity was given an important role in the education and research contexts.

In her presentation Carla Rinaldi will focus on schools (institutional settings) as places, where culture is not only transmitted but build and shared in a process of participation that includes the child as well as the family and the cultural, social and political context.

Irene Nagy Jenoné presents a new arts educational programme that intends to enrich and differentiate children's moral, intellectual and aesthetic responses to art.

#### Questions for discussion:

1. How can we close the gap between what we know from scientific research across a broad range of disciplines and what we do with regard to public and private sector practices and pedagogical programmes?
2. Who and what will get us where we need to be? Which policies and programs determine and place proportionate emphasis on academic and learning related skills embedded in a rich environment of developmentally appropriate social interactions as well as cultural and artistic activities?
3. What are examples of "Good Leadership" to enhance the involvement of families considering the relevant cultural, social and political context?
4. How can an inclusive approach enhance the quality of the programme and children's educational outcomes?
5. What aspects of a programme can be dealt with in a framework curriculum?

## Section 4:

### Staff competences

*„We must offer the best early childhood education and care.”*

#### Chairperson :

**Michel Vandenbroeck**, Ghent University

#### Presenters:

**Pamela Oberhuemer**, State Institute of Early Childhood Research, Germany

**Ágnes Nyitrai-Szombathelyi**, Apor Vilmos University College, Hungary

#### Rapporteur:

**Mathias Urban**, University of East London, United Kingdom

### Abstract

There is substantial evidence that staff competences are one of the more salient predictors of quality in ECEC. The findings of the ongoing CoRe study on Competence Requirements for ECEC professionals in Europe, commissioned by the European Commission, suggest that staff competences consist of a specific body of knowledge and skills, but that this needs to be complemented by continuous reflection and the co-construction of practice with different stakeholders (including parents, children and local communities). Therefore competences cannot be considered only at the individual level, but systemic aspects (including team support and working conditions) also need to be taken into account when investing in the professionalization of staff. Indeed, staff competences cannot be viewed as a static status of individuals, but rather as an ongoing, dynamic and reflexive process.

After a brief account of the preliminary findings of the CoRe study, *Pamela Oberhuemer* will present the results of a recently conducted study on staffing practices in Europe. Two system-related workforce issues in particular were identified as challenges for the coming years: how to combat the continuing gender gap in the early years workforce, and how to create more inclusive and flexible learning pathways and career enhancement possibilities, including pay, for the wide range of practitioners working with young children.

An introduction by *Ágnes Nyitrai* leading to a team approach to staff competences will follow. It is important to identify what the most important competences are and to create a structural and functional competence model.

The first part of the session will pick up on the keynote presentation by Paul Leseman, and consist of the previously mentioned introductions as well as first reactions and questions of clarification. After the coffee break, the participants will discuss the input and focus on the following issues: professional development, systemic conditions, gender parity, taking local diversities into account. There will be ample time for discussion among the participants. The discussion aims at formulating recommendations for policy makers.

### Questions for discussion:

1. How can we implement multiple pathways for qualifying professionalization for all staff (including unqualified staff at work in ECEC)?
2. How can we implement policies that challenge gender stereotypes in the ECEC workforce and make the jobs in ECEC more attractive for men?
3. How can we stimulate ECEC centers to create the systemic conditions for ongoing professionalization (such as team meetings, exchange, pedagogical supervision...)?
4. How can we implement programs that improve collaboration between staff and local communities, especially ethnic minority communities?
5. How can we facilitate the entry of ECEC workforce in tertiary education?

## Section 5:

### Partnership with parents and the local community

*„We must offer the best early childhood education and care.”*

#### Chairperson :

**Greg Brooks**, University of Sheffield, United Kingdom

#### Presenters:

**John Vorhaus**, Institute of Education, University of London, United Kingdom

**Myriam Mony**, École Santé Social Sud-Est, Lyon, France

#### Rapporteur

**Mária Szabó**, Hungarian Institute for Educational Research and Development

Parents are children's experts and first educators, so parental engagement is essential for successful pre-primary education.

The section will define family support for early literacy development, and discuss

- partnerships between parents and the community
- a common vision of ECEC
- involving parents and the community in financing ECEC and providing easier transitions for children and support for marginalised groups.

**John Vorhaus**, *Institute of Education, University of London* will

- review the evidence on parental engagement in children's learning
- cover activities designed to promote the relationship between schools and parents; support and training for parents; family- and community-based interventions
- indicate where the evidence is reliable, or not
- provide evidence-based messages and challenges for practitioners and policy-makers.

**Myriam Mony**, *director of social educative department, Ecole Santé Social Sud-Est, Lyon and Valence, France* will discuss

- why working with children inevitably means working with parents
- working effectively with parents at three levels and in different circumstances

and show part of a film based on a three-year action research project.

The section aims to provide conclusions on the range and effectiveness of family literacy programmes and on ensuring that every child is given the best grounding for literacy, and make proposals for

- sharing information and good practice on involving parents and local communities effectively in ECEC
- ensuring that all families receive the community support they need.

#### Questions for discussion:

- How can parents and the local community effectively be involved in ECEC?
- How can we best approach parents as having strengths, and not treat them as though they had only weaknesses and deficits?
- How can the quality of ECEC be enhanced by cooperation among relevant stakeholders and social agencies (health, education, social services, ...)?
- How can we ensure that all families, including the most marginalised and disadvantaged, receive the community support (from the public and/or private and/or third sectors and/or informally) needed to give every child the best possible grounding for literacy?
- What measures (in addition to the sharing of information and good practice) can be taken at European level?

## TUESDAY, FEBRUARY 22nd

### KEYNOTE SPEECH:

#### Children in Europe in the 21st century - Challenges and opportunities in children's education and upbringing

**E. Sylvester Vizi**, physician, neuroscientist and pharmacologist, former president of the Hungarian Academy of Sciences

The keynote speech will examine the opportunities and challenges of different educational perspectives from the viewpoint of another field of science. It aims to generate new ideas in early childhood education. The speech will encourage a multidisciplinary view and a holistic approach to children.

### REPORT ON THE WORK OF THE SECTIONS:

**Eszter Márkus**, Eötvös Loránd University, Hungary

**Milada Rabušicová**, Masaryk University, Czech Republic

**Carme Montserrat**, University of Girona, Spain

**Mathias Urban**, University of East London, United Kingdom

**Mária Szabó**, Hungarian Institute for Educational Research and Development

The rapporteurs use the following guiding questions to structure their reports of the work in the sections:

- What dilemmas and challenges were raised during the work of the section?
- What are the necessary conditions to ensure the intended equitable expansion of access to quality ECEC provision and what are the policy recommendations of the Section?
- How can European cooperation enhance and support Member States' efforts and initiatives?

### PANEL DISCUSSION:

**Peter Moss**, Thomas Coram Research Institute, United Kingdom

**Bernard Rorke**, Director of Roma Programmes, Open Society Institute

**Kari Jacobsen**, former OECD Head of ECEC Network

**Benoît Parmentier**, representative of L'Europe de l'Enfance, Belgium

**Mary Honeyball**, Member of the European Parliament

**Márta Korintus**, National Institute for Family and Social Policy

The panel reflects on the keynote speeches and the reports of the sections. Participants of the conference are given an opportunity to reflect on the ideas presented by the panellists and help bring about common understandings, and possible solutions.

### Conclusions and closing by the European Commission and the Hungarian Presidency

**Jan Trzuszczynski**, Director General, DG for Education and Culture

**Zoltán Gloviczki**, Deputy State Secretary for Compulsory Education, Ministry of National Resources

### Feedback:

It is essential that the organisers of the conference receive feedback, especially on the professional aspects, since at the end of the Hungarian EU Presidency Council Conclusions on early childhood education and care are intended to be adopted. In order to receive feedback the organisers encourage participants to share their views either in person at the conference or after the conference by e-mail ([Hupres.educ@nefmi.gov.hu](mailto:Hupres.educ@nefmi.gov.hu) )

# PROGRAMME

## PROGRAMME

## “Excellence and Equity in Early Childhood Education and Care”

February 21-22, 2011, Budapest

## Monday, February 21st

**Chair:** Dr Zoltán Gloviczki, Deputy State Secretary for Compulsory Education, Ministry of National Resources

8:30 – 9:30	Registration, welcome coffee/tea
9:30 – 9:45	Opening by the Hungarian EU Presidency Dr Rózsa Hoffmann, Minister of State for Education, Ministry of National Resources
9:45 – 10:00	Opening by Androulla Vassiliou, Commissioner for Education, Culture, Multilingualism, Youth and Sport
10:00 – 10:45	<b>Keynote Speech: Early childhood education and care in a broad social and economic context</b> Prof. Edward Melhuish, Birkbeck, University of London
10:45 – 11:15	<b>Coffee/tea</b>
11:15 – 11:30	<b>Providing all our children the best start for the world of tomorrow</b> - The Communication of the European Commission on Early Childhood Education and Care Adam Pokorny, Directorate General for Education and Culture
<b>11:30 – 13:00</b>	<b>Focus Topics</b>
11:30 – 11:55	<b>Focus Topic 1: The structure, governance and quality assurance of high quality early childhood education and care</b> Prof. John Bennett, Thomas Coram Research Institute, United Kingdom
11:55 – 12:20	<b>Focus Topic 2: Investment in equitable and high quality early childhood education and care</b> Deborah Roseveare, Organisation for Economic Co-operation and Development
12:20 – 12:55	<b>Focus Topic 3: Quality pedagogy, staff competences and partnerships in early childhood education and care</b> Prof. Paul Lesemann, University of Utrecht
12:50 – 13:00	Orientation on Conference Arrangements
<b>13:00 – 14:30</b>	<b>LUNCH</b>

<b>14:30 – 17:30</b>	<b>Sections</b> With an internationally acclaimed expert chairing each section, participants listen to two opening presentations on good practice, learn about the diverse contexts and take stock of progress in Member States towards quality early childhood education and care for all.
	<b>SESSIONS OF SECTIONS</b> <b>1. The structure, governance and quality assurance of high quality early childhood education and care</b> <i>Chairperson:</i> Jan Peeters, Ghent University <i>Presenters:</i> Paivi Lindberg, National Institute for Health and Welfare , Finland Miho Taguma, Project Leader and Policy Analyst, OECD <i>Rapporteur:</i> Eszter Márkus, Eötvös Loránd University, Hungary
	<b>2. Investment in equitable and high quality early childhood education and care</b> <i>Chairperson:</i> Helen Penn, University of East London <i>Presenters:</i> Jan van Ravens, Faculty Affiliate at the Edward Zigler Center in Child Development and Social Policy, Yale University Nada Stropnik, Institute for Economic Research, Slovenia <i>Rapporteur:</i> Milada Rabušicová, Masaryk University, Czech Republic
	<b>3. Quality pedagogy</b> <i>Chairperson:</i> Marisa Krenn-Wache, Federal Training Institute for Kindergarten Pedagogues, Austria <i>Presenters:</i> Carlina Rinaldi, Reggio Children, Italy Irén Nagy, Faculty of Education, Szent István University, Hungary <i>Rapporteur :</i> Carme Montserrat, University of Girona, Spain
	<b>4. Staff competences</b> <i>Chairperson:</i> Michel Vandenbroeck, Ghent University <i>Presenters:</i> Pamela Oberhuemer, State Institute of Early Childhood Research, Germany Ágnes Nyitrai-Szombathelyi, Apor Vilmos University College, Hungary <i>Rapporteur:</i> Mathias Urban, University of East London, United Kingdom
	<b>5. Partnership with parents and the local community</b> <i>Chairperson:</i> Greg Brooks, University of Sheffield, United Kingdom <i>Presenters:</i> John Vorhaus, Institute of Education, University of London, United Kingdom Myriam Mony, École Santé Social Sud-Est, Lyon, France <i>Rapporteur</i> Mária Szabó, Hungarian Institute for Educational Research and Development
<b>15:30 – 16:00</b>	<b>Coffee/Tea</b>
<b>16:00 – 17:30</b>	Sessions of Sections: discussion and summary agreement on reports <b>1. The structure, governance and quality assurance of high quality early childhood education and care</b> <b>2. Investment in equitable and high quality early childhood education and care</b> <b>3. Quality pedagogy</b> <b>4. Staff competences</b> <b>5. Partnership with parents and the local community</b>
<b>18:00 – 19:30</b>	<b>Cultural programme</b>
<b>19:30 – 22:00</b>	<b>Dinner</b>

## Tuesday, February 22

**Chair:** Dr Zoltán Gloviczki, Deputy State Secretary for Compulsory Education, Ministry of National Resources

9:00 - 9:45	<b>Keynote Speech: Children in Europe in the 21st century – Challenges and opportunities in children's education and upbringing</b> E. Sylvester Vizi, physician, neuroscientist and pharmacologist, former president of the Hungarian Academy of Sciences
9:45-10:45	<b>Report by Sections</b>
10:45 – 11:15	<b>Coffee/Tea</b>
<b>11:15 – 12:30</b>	<b>Panel discussion</b> Peter Moss, Thomas Coram Research Institute, United Kingdom Bernard Rorke, Director of Roma Programmes, Open Society Institute Kari Jacobsen, former OECD Head of ECEC Network Benoît Parmentier, Belgium: L'Europe de l'Enfance Mary Honeyball, Member of European Parliament Márta Korintus, National Institute for Family and Social Policy, Hungary
12:30 – 13:00	<b>Conclusions and closing</b> Conclusions by Jan Trzuszczynski, Director General, DG for Education and Culture Closing by Zoltán Gloviczki, Deputy State Secretary for Compulsory Education, Ministry of National Resources
<b>13:00 – 14:30</b>	<b>LUNCH</b>

*Afternoon, February 22: Visit to a Hungarian institution of early childhood education and care (3 options)*

## Hungarian Institutions of Early Childhood Education and Care

Participants can choose one out of the following three Hungarian institutions of early childhood education and care to visit in the afternoon of the second day.

1.) Practice Kindergarten of Apor Vilmos Catholic College in District 6.  
<http://www.aporovi.hu>

2.) Sure Start Programme Children's House in District 8.  
<http://www.biztoskezdet.hu/>

3.) Early Intervention Centre Budapest  
<http://www.koraifejleszto.hu/>



## Practice Kindergarten of Apor Vilmos Catholic College in District 6.

**Zsuzsanna Farkasné Egyed**

Apor Vilmos Katolikus Főiskola

Terézvárosi Gyakorló Óvodája

Szondi u. 65., 1064 Budapest

E-mail: [aporovi@enternet.hu](mailto:aporovi@enternet.hu)

[http:// www.aporovi.hu](http://www.aporovi.hu)

The kindergarten operates at two venues, at 65 Szondi utca and at 25 Munkácsy Mihály utca in the 6th district of the capital. The well-coordinated, enthusiastic and friendly community of staff comprises professionals, kindergarten teachers, kindergarten teachers specialized in SNE and early intervention as well as skilled assistants and nurses.

The fact that the kindergarten is a practice institution for the teacher trainees of Apor Vilmos Catholic College shows the high quality of work that is carried out in the kindergarten. Teacher trainees are introduced to the pedagogic approach of the institution, which is based on free play and playful activities transmitting our values.

Our local pedagogic programme is based on the development of mothertongue, musical mothertongue (Hungarian folk music) and physical education. For years, we have integrated children with different disadvantages, e.g. disabilities or social handicap. We have participated in several European projects thus raising the standard of our work.

Our aims: to develop children' emotional competence, striving for harmony, patience, tolerance and understanding, believing in God, establishing a healthy lifestyle. We also aim at involving parents into the life of the kindergarten as much as possible and at preserving our Hungarian and local traditions. Our image of the child is that of a balanced, open, creative, physically, socially and emotionally well developing child. We believe in ensuring all the help they need to develop to the fullest of their potential.



## Sure Start Programme Children's House in District 8.

**Éva Scheer** Head of Institutions

Head of Model Programme

Joint Nursery Schools in Józsefváros, in the 8th District of Budapest

Biztos Kezdet Józsefvárosi Gyerekház

Szigetvári u. 1., 1083. Budapest

E-mail: jeb@chello.hu

<http://www.biztoskezdet.hu/>

The Sure Start Programme Children's House in Józsefváros („Joseptown”) in the 8th district operates in a part of Budapest, where due to a high number of bad quality flats the number of inhabitants with low status is high, the number of inhabitants of Gipsy origin is significant and where there is a high number of unemployed inhabitants due to their low educational level.

The **Joint Nursery Schools of Józsefváros** cover day-care for 300 children in 5 institutions, employ 132 employees, among them 82 professionals and skilled workers.

Only with the help of excellent social institutions can families with children living in the district comply with their responsibilities as parents due to their social background and other disadvantages.

The type of “family education” of children aged 0-3 based on the Sure Start Programme complemented with the nursery programme is able to provide children the necessary materials missing from the home, the proper stimuli helping their development and regular feeding ensuring the physical development.

### **Motivation for introducing the Programme:**

Most children born in Józsefváros lack chances at their conception. All the development disorders and disadvantages should not only be stopped but can be reversed with the help of professionals and materials. Learning difficulties and behaviour disorders, occurring later can also be prevented.

**Aim of the Programme:** Every child should be able to realize their potential before starting school, therefore the aim is to help family education and to provide what is needed for the children's optimal development. Furthermore, supporting parents, strengthening them in their roles, and making them able to enhance their children's physical and mental development are also priorities of the institutions. Parents' clubs and self assistance groups are also encouraged.

Methods include the early complex complete status survey and development programme, the training of nurses and services supporting families (e.g. leisure, community and information programmes for families with children aged 0-6, supporting disabled parents, babysitting at home, advising families on health matters, child care, household and healthy feeding, etc.)



## Early Intervention Centre Budapest

**Barbara Czeizel** director

Budapesti Korai Fejlesztő Központ  
Foundation for the Support of the Early Intervention Centre Budapest/  
Korai Fejlesztő Központot Támogató Alapítvány  
Csantavér Köz 9-11. 1146 Budapest  
E-mail: titkarsag@koraifejleszto.hu  
<http://www.koraifejleszto.hu/>

The Early Intervention Centre Budapest regards early childhood intervention as its main objective whereby it provides services for children (aged 0-6) with delayed or impaired development as well as risk-children and their families as follows:

- complex diagnostic assessment,
- individual and planned developmental and therapeutic program,
- other social help and counseling.

Early childhood intervention is a package of services that are carried out by a group of specialists (pediatrician, special teacher, physiotherapist, integration specialist) in a unique way and focuses on the development of the child as well as the needs and circumstances of the family. The main goal of these activities is to ensure health and well-being of the child, to enhance competencies within the family and to minimize developmental delays. We can provide help in case of the following problems:

- Mental retardation
- Physical disabilities
- Speech delay
- Behavioral problems
- Hearing and visual impairments
- Disorders related to eating, sleeping and toilet training

The Centre's special competences include assessing and assisting premature babies, children with autism and with severe and multiple disabilities.

Besides these activities Early Intervention Centre Budapest is in the process of drafting the methodology of early childhood intervention (e.g. introducing new diagnostic tools) and in disseminating these services through accredited trainings, conferences for professionals.

Early Intervention Centre in Budapest is an independent institution financed by a registered charity, Foundation for the Support of the Early Intervention Centre Budapest / Korai Fejlesztő Központot Támogató Alapítvány.





## Biographies of presenters, chairs, panellists and rapporteurs



**Androulla Vassiliou**

**Commissioner for Education, Culture, Multilingualism, Youth and Sport**

Androulla Vassiliou studied law at Middle Temple Inn of Court in London (1961-1964) and international affairs at the London Institute of World Affairs (1964-1966). She practised law in Cyprus for 20 years (1968-1988). Mrs Vassiliou was for many years involved in the work of the United Nations Association of Cyprus and was elected as its President for four consecutive terms. In 1991 she was elected President of the World Federation of United Nations Associations and was re-elected for another term, serving until 1995. In the year 1996 she was elected as a Member of the Cyprus House of Representatives and she was re-elected for a second term of five years. As a member of the European Affairs Committee, she played a very active role in helping to prepare Cyprus for its accession to the EU. During this period she was also a member of the Joint Parliamentary Committee of Cyprus and the EU. In 2009, Androulla Vassiliou was nominated by President José Manuel Barroso as EU Commissioner-designate for Education, Culture, Multilingualism and Youth.



**Rózsa Hoffmann**

**Minister of State for Education, Ministry of National Resources**

Dr. Rózsa Hoffmann is the Minister of State for Education at Ministry of National Resources. She graduated at the Faculty of Arts, Eötvös Loránd University as a French-Russian secondary school teacher in 1971. Later she received a PhD degree. She began her career at the National Relations Department and Universities Department of the Ministry of Culture as senior desk officer. She held teaching and then Vice-Principal post at Kaffka Margit Grammar School. Later she was the Principal of Németh László Grammar School. From 1995 she was Head of the Teacher Training Institute at the Faculty of Arts, Pázmány Péter Catholic University as associate professor and honorary grammar school principal. She also held the position of Director at the National Public Education Assessment and Examination Centre. From 2006 she was Member of Parliament in the parliamentary group of Christian Democratic People's Party (KDNP). In 2010 she obtained a seat from Fidesz-KDNP Győr-Moson-Sopron County list in the general elections.



**Zoltán Gloviczki**

**Deputy State Secretary for Compulsory Education,  
Ministry of National Resources**

Dr. Zoltán Gloviczki graduated as a language teacher in 1991 and as an archivist in 1992 at Eötvös Loránd University's Faculty of Humanities. Since 1991 he has been teaching Latin, Ancient Greek and History at the Németh László Grammar School in Budapest. In 1997, he joined Pázmány Péter Catholic University as head grammar school teacher. From 1998 to 2001 he pursued post-graduate studies in Ancient Studies at ELTE University's Faculty of Humanities. In 2006, he earned a PhD degree, addressing issues of interaction between politics, society and art in Ancient History in his doctoral dissertation. Since 2008, he has served as chair of the Educational and Science Committee of the Christian

Democratic People's Party (KNDP). Since 1996, he has attended national conferences, published professional and pedagogical writings and studies. He has edited and revised several books and textbooks. In 1986, he was awarded the "Kazinczy Prize", in 2006 the "Németh László Prize," in 2005 the Society for Ancient Studies' "Faludi Szilárd Prize," and in 2008 the "Educator Researcher Prize" of the Hungarian Academy of Sciences (HAS). He is a member of the Society for Ancient Studies, the Hungarian Historical Society, and the Cambridge Philological Society. Since 2010, he has been Deputy State Secretary for Public Education at Ministry of National Resources.



### **Adam Pokorny**

#### **Head of Unit of School Education and Comenius Programme, Directorate General for Education and Culture**

Adam Pokorny studied literature, languages and philosophy in the UK before joining the Department for Education in London, where between 1990 and 2001 he worked on dossiers including further education reform, education finance, school curriculum and examinations, and teachers' pay reform, as well as spending a couple of years running the private office of the Minister of State. He was seconded to the European Commission 1995–1998, where he worked on the Erasmus Programme. From 2001 he moved to Brussels and worked for the European Commission on the preparation and negotiation of the Lifelong Learning Programme, the coordination of education and training policy, and, since 2007, on school policy cooperation and the implementation of the Comenius Programme.



### **Jan Truszczyński**

#### **Director General, DG for Education and Culture**

Jan Truszczyński has been providing leadership to the Education and Culture DG in carrying out its work in the areas of education, training, culture, youth, citizenship, multilingualism and sport since May 2010. He was Deputy Director-General of the Education and Culture DG. He joined the European Commission in January 2007, when he was appointed Deputy Director-General for Enlargement, with responsibility for enlargement strategy and communication. From 2001 to 2005 Truszczyński was first Undersecretary of State, then Secretary of State in the Polish Ministry of Foreign Affairs. In this capacity, he was Poland's chief negotiator during its EU accession negotiations. Prior to that, Truszczyński was Ambassador of Poland to the EU in Brussels from 1996 to 2001.

## KEYNOTE SPEECHES

**Edward Melhuish****Professor at Birkbeck, University of London, UK**

Edward Melhuish is Professor of Human Development at Birkbeck, University of London and Visiting Professor at the Institute of Education. He is an internationally recognised expert in the study of child development and social policy. He has undertaken research in 12 countries, including the Effective Pre-school & Primary Education (EPPE) and the National Evaluation of Sure Start projects. The studies consider family, community and pre-school experiences on child development, and policy implications. He has written reports for government departments, policy makers, practitioners and academic researchers. He has over 200 publications, some translated into eight languages. He has contributed to the formulation of social policy for young children and he is a scientific advisor in Norway, Finland, Portugal, Australia, Korea and Chile.

**E. Sylvester Vizi****Physician, neuroscientist, professor of pharmacology and pharmacotherapy at the Semmelweis University, member of the Hungarian Academy of Sciences**

E. Szilveszter Vizi is Head of Department of Pharmacology and Head of the Drug Laboratory in the Institute of Experimental Medicine of the Hungarian Academy of Sciences. He has published more than 400 research papers and articles on brain research and neuropharmacology. He is member of the editorial board of several international journals on neurochemical research and brain research. He is editor-in-chief of *Neurochemistry International* (Elsevier) and section editor of *Brain Research Bulletin* (Elsevier). Since 1984, he is Visiting professor of Psychiatry and Anesthesiology Albert Einstein College of Medicine of Yeshiva University Montefiore Medical Center, Bronx, N.Y. USA

In 1996, Vizi was elected Vice President and, in 2002, President of the Hungarian Academy of Sciences. He held this position until 2008. He has been member of the Academia Europaea since 1992.

## PRESENTERS OF THE FOCUS TOPICS



**John Bennett**

**Visiting Fellow, Thomas Coram Research Institute, UK**

John Bennett is Visiting Fellow at the Thomas Coram Research Unit, Institute of Education, University of London, he is engaged in researching early childhood policies for Roma children in the CEE countries for OSI, UNICEF and the Roma Education Fund.

Dr. John Bennett was the head of the Early Childhood and Family Unit at UNESCO from 1989-97, he worked in the early childhood policy field with UN Committee on the Rights of the Child and the UN Committee for the International Year of the Family. In 1998, he joined the OECD as senior consultant to the Early Childhood Policy Review, where he co-authored two comparative works on early childhood policy in twenty OECD countries. The reports entitled *Starting Strong: early childhood education and care* were published by the OECD in 2001 and 2006. John Bennet is author of many articles and member of several international juries and committees in the field of early education and children's rights and sits on the editorial board of several research publications, including the *European Early Childhood Education Research Journal*, the *Journal of Early Childhood Research* and the *Early Childhood Development Encyclopaedia*.



**Deborah Roseveare**

**Head of the Education and Training Policy Division in the Directorate for Education, Organisation for Economic Co-operation and Development (OECD)**

Deborah Roseveare was appointed Head of the Education and Training Policy Division in the Directorate for Education in June 2007. She takes the lead in providing policy analysis and advice to help governments develop effective and efficient policies for education and learning. She manages a team of analysts, economists and support staff as well as being a member of the Management Group for the Directorate of Education. A dual New Zealand and British national, Ms Roseveare has held several positions in the Economics Department since she joined the OECD Secretariat in 1993 as a senior economist. In the Policy Studies Branch, she has worked on public economics issues including fiscal policy and ageing populations. In the context of EDRC reviews, she has 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 and was vice-chair of the EDRC in 1992 and 1993. 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.



**Paul P.M. Leseman**

**Professor at Utrecht University, The Netherlands**

MSc, major in psychology; minor in linguistics, at the University of Amsterdam, 1985. PhD (cum laude) in social sciences, Erasmus University Rotterdam, 1990. Visiting professor of early childhood education at the Free University of Berlin, 2000-2003. Full professor of education, in particular early development and school achievement of low income and minority children, since 2003. Co-principal investigator of the Dutch national cohort study PreCOOL on the effects of early childhood care and education provisions on children's development and school achievement, since 2009. Consulted expert for OECD's *Starting Strong* study, 2000 and author of a research review on efficacy of early childhood care and education for low income and immigrant children. Advisor on early childhood care and education to Eurydice, 2006-2007, and to the Comenius Program of the European Commission, 2009. Author of a research review on early childhood care and education, commissioned by Eurydice, 2009. Research publications on efficacy of preschool education programs and inclusive education.

## TEAM MEMBERS OF SECTION 1

**Jan Peeters**

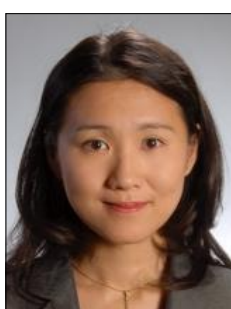
**Coordinator of the Research and Resource Centre for Early Childhood Education and Care of the Department of Social Welfare Studies at the Ghent University, Belgium**

Dr. Jan Peeters is the coordinator of the Research and Resource Centre for Early Childhood Education and Care of the Department of Social Welfare Studies at Ghent University (Belgium). Together with other international colleagues, he founded in 1998 the European DECET network on Diversity and professional development in ECE. He is the author of 'The Construction of a New Profession' (2008) on professionalism in ECE. He is co-founder (2001) of the European magazine Children in Europe. He is a board member of the international Step by Step Association, an Eastern European and Central Asian ECE Network. He is one of the promoters of the European Commission study on Competencies in Early Childhood Education, (CoRe research project) which started early 2010 and will publish the results in spring 2011.

**Paivi Lindberg**

**Head of Child, Adolescent, and Family Services Unit, National Institute for Health and Welfare, Finland**

Lindberg has over 20 years of experience in early childhood education and care, of which the last 12 years at national level. Her area has been ECEC policy in Finland, including childcare, pre-school education, family support and services, with a special interest in 'National Curriculum Guidelines on ECEC' (2003/2005). In 2007 she led an EU-project 'Assessment and Regulation of the Child Day Care Services' in Romania. She has represented Finland in various cross-national ECEC networks, and work-groups. Since 2009 she has been leading a group of 35 experts in the Child, Adolescent and Family Services Unit at the National Institute for Health and Welfare. The tasks of the unit are related to supporting municipalities in their work of developing child and family services.

**Miho Taguma**

**Project Leader and Policy Analyst, OECD**

Miho Taguma is Policy Analyst at the Education and Training Policy Division of the Directorate for Education, OECD (2006-). She is the project manager for the OECD Network on Early Childhood Education and Care and the OECD research project „Encouraging Quality in Early Childhood Education and Care” and the OECD Policy Review of Migrant Education. Additionally, she has worked on the OECD Policy Review of Recognition of Non-formal and Informal Learning and worked at the Center for Educational Research and Innovation of the OECD (2003-2005) and on „E-learning in Tertiary Education”. She was also involved in the UNESCO-OECD Policy Review of Education Sector for Mauritius as a review team member. Prior to joining the OECD, she was working in the Education Sector of the UNESCO (2002-2003). She was working on intercultural dialogue and education projects.





### **Eszter Márkus**

**Vice Dean responsible for Education, Eötvös Loránd University, Hungary**

Eszter Márkus is a Special Education Teacher specializing in education and rehabilitation of people with Learning and Intellectual Disabilities, and people with Physical Disabilities (BA-degree 1990), teacher of Special Education and Specialist for Education (MA-degree 1995). She has a PhD in Pedagogy (2006), further qualifications in Augmentative and Alternative Communication (1992), as well as Occupational Therapy (1997).

Eszter Márkus has been associate professor at the Department of Physical Disabilities, Eötvös Loránd University Bárczi Gusztáv Faculty of Special Education since 1991. She has been vice dean of the Faculty responsible for education (since 2007). Her practical experience includes family based early intervention, day-time care, residential care for persons with profound and multiple disabilities, as well as adult education (training specialists in early childhood intervention and inclusion, social care, medical rehabilitation, education etc.).

## **TEAM MEMBERS OF SECTION 2**



### **Helen Penn**

**Professor at University of East London, UK**

Helen Penn is Professor of Early Childhood and co-Director of the International Centre for the Study of the Mixed Economy of Childcare (ICMEC) at the Cass School of Education at the University of East London, UK. She acts as a consultant to many international organizations including the European Union, OECD, UNICEF, UNESCO and Save the Children. Her most recent book is "Quality in Early Childhood Education and Care: An International Perspective" just published by McGraw Hill/Open University Press. Other publications include articles and chapters on the financing of

early education and childcare.



### **Jan van Ravens**

**Faculty Affiliate at the Edward Zigler Center in Child Development and Social Policy, Yale University, The Netherlands**

Jan van Ravens is a senior free lance consultant, affiliated to Yale University, more in particular to the Edward Zigler Center in Child Development and Social Policy. In recent years he supported early childhood policy development in Armenia, Bangladesh, Indonesia, Jordan, Kenya, Kosovo, Kyrgyz Republic, Macedonia, Nepal and Tanzania. From 2002 to 2005 he worked as Senior Policy Analyst in the Education for All (EFA) Monitoring Team in Paris. One of his special fields of attention was EFA

Goal 1, expanding and improving Early Childhood Care and Education. Prior to this he headed the Department of International Affairs of the Dutch Ministry of Education. He published some 60 articles on early childhood policy and on education.



### **Nada Stropnik**

**Senior Researcher at the Institute of Economic Research, Ljubljana, Slovenia**

Dr. Nada Stropnik, Senior Researcher at the Institute of Economic Research, Ljubljana, holds a PhD in economics. Her main research areas are social (particularly family) policy, work-life balance (including early childhood education and care), poverty, income inequality and social inclusion. As an expert, she has been involved in policy making in Slovenia in the fields of family policy, early childhood education and care, and social inclusion. She is active in international scientific organizations and networks (including European Association for Population Studies and International Network on Leave Policies & Research), and serves in editorial councils of two international scientific journals. Nada Stropnik is a widely published author.



### **Milada Rabušicová**

**Professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University in Brno, the Czech Republic**

Milada Rabusicová is Professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University in Brno, the Czech Republic. She currently lectures on educational policies, comparative education, family education and preschool education. She has published a number of papers in the Czech Republic and abroad and she authored and co-authored several monographs on school-family relations, functional literacy and lifelong learning. She has been active as an expert working for OECD and its international study on Early childhood Education and Care – Starting Strong (in Finland and Hungary). She is a member of OMEP (World Organization for Early Childhood Education) executive committee and OMEP Vice-President for Europe in her second term.

## **TEAM MEMBERS OF SECTION 3**



### **Marisa Krenn-Wache**

**Head of the Federal Training Institute for Kindergarten Pedagogues, Austria**

Marisa Krenn-Wache has been Head of the Federal Training Institute for Kindergarten Pedagogues (BAKIP) in Carinthia/Austria since 1999. She is trained as Coach and Supervisor and has been working in various international settings (OECD-National Coordinator for ECEC in Austria from 2004-2010, Consultant in the field of ECEC for Eurydice, SEEPRO, SSGI, IFOR, GTF/SEE and others).



### **Carlina Rinaldi**

#### **President of Reggio Children, Italy**

Carlina Rinaldi is President of Reggio Children and Director of the Loris Malaguzzi International Center in Reggio Emilia, Italy. She is also a professor at the University of Modena and Reggio Emilia. She worked side-by-side with Loris Malaguzzi from 1970 until 1994 in the municipal infant toddler and preschool system of Reggio Emilia, where she was the first pedagogical coordinator. She lectures frequently on the Reggio Emilia experience in several countries around the world. She was vice-president of the Gruppo Nazionale Nidi-Infanzia (National Early Childhood Association). She is co-author of various books such as "The hundred languages of children" catalog, "The fountains", "Children, spaces and relations" Metaproject for an environment for young children", "In dialogue with Reggio Emilia" and many others. She has coordinated the publication of the book „Making Learning Visible”.



### **Irén Nagy**

#### **Faculty of Education of Szent István University in Szarvas, Hungary**

Irén Nagy started her early career as a kindergarten teacher. Later she became an expert of the Institute of Pedagogy in Szolnok County, where she was responsible for the professional development of 213 kindergartens of the county. In the last decade she has been teaching theory of education, research methodology in pedagogy and quality improvement in education at the Faculty of Education of Szent István University in Szarvas. She was one of the founders and now she is the president of the Association of Kindergarten Teachers for "Kindergarten education with artistic instruments" which is a professional association of hundreds of educators who teach her early childhood education program. She is also author of 20 books, 39 essays, and 73 articles.



### **Carme Montserrat**

#### **Researcher and lecturer at the Faculty of Education and Psychology at the University of Girona, Spain**

Dr. Carme Montserrat works as a researcher and lecturer at the Faculty of Education and Psychology at the University of Girona. She is member of the research team on "Childhood, Adolescence, Children's rights and their Quality of Life" (ERIDIQV). Until 2004 she worked as a practitioner for 13 years within the child protection system in the Council of Barcelona.

Dr. Montserrat has participated in several research projects on child abuse and neglect, as well as educational and social issues and during the last years she has written several publications about these subjects. She has participated in research on early school leavers, family foster care and residential care in Spain and bullying in Catalan schools. She has also participated with the Catalan government in creating a programme on detection, notification and registration of child abuse cases. Recently she has been involved in EU research about the inequality of opportunities in education of children in the public care system and leaving it (The YIPPEE project). She has also collaborated with the Council of Europe as an international expert.

## TEAM MEMBERS OF SECTION 4

**Michel Vandenbroeck****Professor at the Social Welfare Studies of Ghent University, Belgium**

Michel Vandenbroeck is professor in family pedagogy at the department of Social Welfare Studies of the Ghent University, Belgium. His research concentrates on issues of professionalism, diversity and social inclusion in early childhood education and care. He is president of the VBJK Research and resource centre on early Childhood Education (Flanders, Belgium) and was one of the co-founders of the European DECET network (Diversity in early Childhood Education and training) and, as such, co-chair of one of the six learning groups in the “Una” global project on diversity in early childhood education. At present he coordinates, together with Mathias Urban, a study on core competences for early childhood education in Europe for the European Commission. He is the author of several books and articles on these issues and is member of the editorial board of the European Early Childhood Education Research Journal.

**Pamela Oberhuemer****Researcher at the State Institute of Early Childhood Research, Germany**

Pamela Oberhuemer was educated in England and worked for 35 years as a researcher at the State Institute of Early Childhood Research (Staatsinstitut für Frühpädagogik) in Munich, Germany. She recently directed a project funded by the German Federal Ministry for Family and Youth Affairs which reviewed qualification requirements and staffing practices in early education and care services across the European Union. Her book publications include Professionals in Early Childhood Education and Care Systems – European profiles and perspectives (2010, with Inge Schreyer and Michelle Neuman) and Working with Young Children in Europe (1997, with Michaela Ulich), both published in English and German and the latter additionally in Japanese. Pamela participated in the OECD Early Childhood Policy Reviews (Starting Strong, 2001, 2006) as rapporteur for the USA and Ireland reviews. She is an academic editor of Early Years – An International Journal of Research and Development.

**Ágnes Nyitrai-Szombathelyi****Head of Pedagogical and Methodological Institute, Pedagogical and Methodological Institute, Apor Vilmos Catholic College, Hungary**

Ágnes Nyitrai-Szombathelyi is primary school teacher, lecturer in education, research. Publications in early childhood education on the role of story-telling and play in the development of children, emergent literacy, “growing in” to written culture, education in infant and toddler centres, experience in teacher training and further training and in designing training programs.



### **Mathias Urban**

**Reader in Education (Associate Professor), Cass School of Education,  
University of East London, United Kingdom**

Mathias Urban works on questions of diversity and equality, evaluation and professionalism in working with young children, families and communities in diverse socio-cultural contexts. Mathias Urban is currently directing, together with Prof. Michel Vandenbroeck, a pan-European study on competence requirements in early childhood education and care (CORE). His recent work includes international case-based comparisons on change processes in early childhood systems (Strategies for Change, Urban, 2007) and on professional epistemologies and habitus (A Day in the Life of an Early Years Practitioner, Dalli, Miller, Urban, forthcoming). Mathias Urban is convenor (with Carmen Dalli, Victoria University of Wellington, New Zealand) of an international special interest group on professionalism in early childhood. He is also a member of the DECET (Diversity in Early Childhood Education and Training) network and of the AERA special interest group critical perspectives on early childhood education.

## **TEAM MEMBERS OF SECTION 5**



### **Greg Brooks**

**University of Sheffield, United Kingdom**

Greg Brooks is Emeritus Professor of Education, University of Sheffield, UK, where he held a Personal Chair, 2001-07. He worked at the National Foundation for Educational Research in England and Wales, Slough, UK, 1981-2000. His expertise and long list of publications cover family literacy, early childhood interventions, literacy interventions for children and adults, phonics, adult literacy, national surveys of the literacy attainment of children and adults, trends in attainment over time, and systematic and expert reviews of research evidence. In particular, he has directed six evaluations of family literacy programmes, two of book-gifting programmes for babies and two of preschool interventions, been a consultant to UNESCO on family literacy and to the most recent national evaluation of family literacy in England, and published several analyses of data on literacy catch-up programmes.



### **John Vorhaus**

**Director of the Centre for Research on the Wider Benefits of Learning (WBL),  
Institute of Education, University of London, United Kingdom**

Dr. John Vorhaus is the Director of the Centre for Research on the Wider Benefits of Learning (WBL) and the Research Director for the National Research and Development Centre for adult literacy and numeracy (NRDC). He has directed numerous projects on the wider benefits of learning and on adult literacy and numeracy, including a recent review of evidence on interventions to support parental engagement in their children's learning. He is currently directing a three-year study of the impact of literacy and numeracy levels on the operational effectiveness of personnel in the UK Armed Forces. He has also written about disability, dependency, citizenship, respect and social capital.



### **Myriam Mony**

**Director of the Training center for educators of Young Children, École Santé Social Sud-Est, Lyon, France**

Since fifteen years, Myriam Mony is the Director of the training center for educators of Young Children at the ESSSE and Manager of the project Respect for Diversity in link with the European network DECET (Diversity in Early Childhood Education and Training).

Engaged for thirty five years in the training of professionals of education of young children and social work, her skills in education of young children are based on her trainings as social worker, a manager and trainer in early childhood education and social context. Her experience as a mother of two adoptive children, her two research works (the second master's degree), her management of project Respect for Diversity in all initial and in-service trainings since 2001, her theoretical references: systemic and complexity and social psychology all contribute to the shaping of her professional views with focus on a work between professionals and parents in education.

She is also the author of several articles in books and author of onebook which is published in May 2011 "Entre laïcité et diversité, quelles perspectives éducatives pour les jeunes enfants ? in ERES edition.



### **Mária Szabó**

**Researcher at the Hungarian Institute for Educational Research and Development, Hungary**

Mária Szabó is working as researcher of education development at the Hungarian Institute for Educational Research and Development, Budapest. Her research areas in competence development of children, especially at the early stages of education. She is interested in different solutions of effective support of individual learning competencies of children with a focus on effective transition between stages. She

firmly believes that leadership has a key role in developing a professional community within institutions. She has professional experiences in effective networked learning. She has been involved in different national and international school improvement projects including quality management.



## MEMBERS OF THE PANEL

**Peter Moss****Professor at the Thomas Coram Research Institute, Institute of Education, University of London, UK**

Peter Moss is Professor of Early Childhood Provision at the Institute of Education University of London. His interests include early childhood education and care (ECEC); the workforce in children's services; the relationship between care, gender and employment (including the role of leave policies); the relationship between ECEC and compulsory schooling; social pedagogy; and democracy in children's services. Much of his work has been cross-national, in particular in Europe. He was the Coordinator of the European Commission Childcare Network (1986-96), an expert group studying services in the EU for children, leave policies and men as carers; and he is currently the co-coordinator of the international network on leave policies and research and editor of the network's annual review of leave policies, covering 29 countries in 2010.

**Benoît Parmentier****Permanent Intergovernmental Group "Europe de l'Enfance", Belgium**

Benoît Parmentier, trained as social psychologist, has been since 2008 General Administrator of the "Office de la Naissance et de l'Enfance" (Birth and Childhood Bureau (ONE)), the Public Administration Body responsible for policies for childhood for the French speaking Community of Belgium. Since 2000, he has represented the Minister of Childhood of the French speaking Community of Belgium's Government to the Permanent Intergovernmental Group "Europe de l'Enfance". He is the former President of the Assembly of the European Network of National Childhood Observatories "ChildONEurope" that he has chaired from 2007 to June 2010. From 1999 to 2008, he has filled the role of Coordinator of the "Observatoire de l'Enfance, de la Jeunesse et de l'Aide à la Jeunesse" (Childhood, Youth and Youth Protection's Observatory) of the French speaking Community of Belgium.

**Mary Honeyball****Member of the European Parliament**

Mary Honeyball became a member of the European Parliament in 2000 and currently sits as a full member on the Committee on Culture and Education, for which she is the Socialist coordinator.

Previously Mary Honeyball has been involved in a variety of projects and initiatives in the field of education. Last year she helped to launch a study on EU funding for London's higher education institutions, she hosted and chaired a hearing with EAEA on adult education and lifelong learning.

More recently Mary Honeyball has written a report on Early Years Learning in the EU. This report suggests ways that the EU can improve early years services through training programmes and exchange of best practice. Immediately prior to presenting this report in the Parliament, Mary Honeyball chaired a seminar Working for Inclusion.



### **Bernard Rorke**

#### **Director of Roma Programmes, Open Society Institute, UK**

Bernard Rorke is director of International Advocacy at Open Society Roma Initiatives. Formerly director of the Roma Participation Program, he has worked with the Open Society Foundations since 1998. The Open Society Foundations implement a range of initiatives to advance justice, education, public health, and independent media. Currently Bernard Rorke teaches the “Roma Rights” course at Central European University in Budapest. He has a PhD from the Centre for the Study of Democracy, University of Westminster, and an MSc in politics and sociology from the University of London. He has written on national identity and democratic theory and he is the author of *Beyond Friends and Enemies: the Politics of Irish Nationalism in the 20th Century* (2010). His blog post for commentary on Roma issues can be found on <http://blog.soros.org/?s=rorke>



### **Kari Jacobsen**

#### **former OECD Head of ECEC Network, Norway**

Kari Jacobsen educated as a preschool teacher and holds a masters degree in early childhood education and care from Oslo University College. She has practiced as a preschool teacher and principal in Oslo. Since 1976 she has been employed in Norwegian ministries responsible for ECEC, since 2006 as a senior adviser in the Norwegian Ministry of Education and Research. Her work has been related to legislation, content and quality of ECEC and Nordic and international co-operation in the field. In 2001 – 2002 she was chair of a working group in the Council of Europe, Programme for Children and Families, drafting a recommendation on Early Childhood Care and Education. The recommendation was adopted by the Committee of Ministers September 2002. Kari Jacobsen was the Norwegian national coordinator in the OECD's Thematic Review of Early Childhood Education and Care policy 1998/2006, member of the review team in Portugal 2000, member of the OECD ECEC network since 2006, appointed vice chair of the network in 2008 and chair of the network in 2009 and 2010.



### **Márta Korintus**

#### **Director of Research at the National Institute for Family and Social Policy, Hungary**

Marta Korintus is Director of Research at the National Institute for Family and Social Policy in Budapest, Hungary. She has been involved in work related to services for children under the age of 3 for more than 30 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, cross-national research projects, such as *Care Work in Europe*, which looked at the situation of care workers in some European countries; and *YIPPEE*, which studied the educational pathways of young people with a care background. Her present interests are: services for young children, leave policies, and balancing work and family life.