

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

**SUMMARY RECORD OF THE 9TH MEETING OF THE OECD NETWORK ON EARLY  
CHILDHOOD EDUCATION AND CARE: FAMILY AND COMMUNITY ENGAGEMENT**

**4-5 July 2011  
Conference Centre Room CC4  
OECD, Paris, France**

Miho Taguma, Project Leader; Tel: +33 1 45 24 92 65; Email: [Miho.Taguma@oecd.org](mailto:Miho.Taguma@oecd.org)

**JT03308036**

Document complet disponible sur OLIS dans son format d'origine  
Complete document available on OLIS in its original format

**SUMMARY RECORD OF THE 9<sup>TH</sup> MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE: FAMILY AND COMMUNITY ENGAGEMENT**

**1. ADOPTION OF THE AGENDA**

EDU/EDPC/ECEC/A(2011)1/REV3

1. The Network **ADOPTED** the agenda.

**2. ADOPTION OF THE SUMMARY RECORD OF THE 8<sup>TH</sup> MEETING**

EDU/EDPC/ECEC/M(2010)2

2. The Network **ADOPTED** the summary record of the 8<sup>th</sup> meeting.

**3. OPENING REMARKS**

3. Ms. Barbara Ischinger, Director of the Education Department, welcomed the participants. She thanked all countries for their support to Japan after the earthquake and tsunami and valued the Network as a living network providing peer-support when in need. She reflected on the OECD's 50<sup>th</sup> anniversary and the Ministerial Council Meeting and re-iterated that ECEC is a great investment in the future of society.

4. Ms. Deborah Roseveare, Head of the Education and Training Policy Division, gave a brief overview to participants about the progress on the Secretariat's work on the "Encouraging quality in ECEC" project and underlined the objectives of the meeting. On behalf of Mr. Hiroki Hayama from Japan, Ms. Maria Ojimi expressed Japan's thankfulness to the network members who provided assistance immediately after the earthquake and tsunami hit the country and shared their own experiences how they responded to the unexpected situations and needs.

**4. INTRODUCTION TO THE THEME OF THE MEETING: FAMILY AND COMMUNITY ENGAGEMENT**

EDU/EDPC/ECEC(2011)1

EDU/EDPC/ECEC(2011)2

EDU/EDPC/ECEC(2011)8

EDU/EDPC/ECEC/RD(2011)2

EDU/EDPC/ECEC/RD(2011)8

5. Ms. Miho Taguma, Project Leader of the ECEC Network and the ECEC Quality project in the Education and Training Policy Division, gave an overview of findings on "family and community engagement", including country approaches to engaging families and communities in ECEC based on the responses to the project survey. She defined the scope as including parents, neighbourhood, NGO's, private foundations, charity organisations, churches, etc. She emphasised that partnerships can create resources and function as a knowledge-sharing platform. Engagement cannot only help healthy child development but also stimulates social cohesion and acts as a support tool for parents. Additionally, she gave an overview of different types of engagement: *e.g.* communicating; parenting; stimulating child development at home; volunteering; being involved in decision-making processes; and collaborating. Ms. Taguma explained that the types of involvement and amount of time spent on being involved has changed over time due to changing family structures, increasing maternal employment, increasing immigration, increased child poverty rates, and changing societal and parental expectations towards child development, which can give countries some "food for thought" for policymaking. The challenges countries face include a lack of awareness and motivation to become engaged or engage others; communicating about involvement possibilities; time constraints of parents; dysfunctional communities; and co-operation with

other services and education levels. She presented several strategies countries implement to overcome these challenges.

6. Dr. Edward Melhuish, Director of the Institute for the Study of Children, Families and Social Issues at the University of London, presented his work on early years research and policy. He emphasised that the return on investment in human capital is highest during the pre-school years when brain malleability is greatest. Based on the United State's Perry Preschool Project, Abecedarian Project, Chicago Child-Parent Centres and the United Kingdom's Sure Start programme, he explained that the returns on investment outweigh the costs for these programmes, with the Perry Preschool Project having a return of USD 7.16 over each dollar invested and the Abecedarian project having a rate of return of 1:2.50. Other benefits of participation in these ECEC projects included higher cognitive development, greater social competences in pre-school, higher college attendance rates for participants, lower substance abuse rates, and higher later earnings. He also explained how research can influence policymaking, illustrating that the United Kingdom's Sure Start programme has been revised based on the EPPE study (Effective Provision of Preschool Education) research findings, showing that integrated centres were highly effective in increasing child outcomes, for example. In 2006, the British government transformed all Sure Start programmes to integrated Child Centres. A follow-up study in 2008 found that this revision had beneficial effects on young children: more young children were living healthier lives and had better social and self-regulation skills, and home learning environments and parenting improved. In addition to these studies of disadvantaged populations, he pointed out that many studies, in both developed and developing countries, emphasise that high pre-school *quality* is critical to success for all pre-school programmes, whether these are targeted or universal for the whole population. Higher quality centres have been found to impact children's pre-academic, language and social skills and can protect a child from consequences of attending low effective schools. He noted that preschool centres encouraging parental involvement, especially helping the quality of the home learning environment, is an important aspect of quality.

7. Dr. Joyce Epstein, Director of the Centre on School, Family and Community Partnerships at Johns Hopkins University, gave a presentation on developing programmes of partnerships for student success in early education. She presented her framework of six types of involvement: parenting; communicating; volunteering; learning at home; decision-making; and collaborating with the community. She also gave an overview of the benefits for children, parents and ECEC staff of well-designed and well-implemented partnership programmes. These benefits include stronger reading, math and social readiness skills for children in pre-school, more awareness of children's progress and a more effective response to problems at the parental level, a greater readiness to involve families in new ways and increased job satisfaction for teachers. Additionally, she presented some example activities involving families and communities in ECEC.

## **5. DISCUSSION 1: GOVERNANCE, FUNDING AND SECTORAL AND VERTICAL CO-OPERATION**

8. This session focused on structural issues in designing policy on family and community involvement.

9. Ms. Bea Buysse and Ms. Christele van Nieuwenhuyze (Flanders, Belgium) explained that a new regulatory system for local child care policy came into place in 2007 in Flanders. The new decree made child care a shared responsibility between *Kind and Gezin* (*i.e.* Child and Family – the central organiser of child care in Flanders) and the Communal Councils, the local organisers of child care. Additionally, Flanders has the local child care consultative forum in place. The forum functions as a communal advisory council that advises the local government on policy issues. Representatives from Communal Councils, parents and local providers are members of this forum. Out of the 308 communes in Flanders, 301 already have a recognised local child care advisory council in place.

10. Ms. Jeanine de Buysscher and Ms. Chris de Kempe (Local municipality of Ghent, Flanders, Belgium) indicated that the city of Ghent implemented policies aimed at increasing accessibility and staff development with the goal to increase equal education opportunities for all children. The accessibility policy came into force in 2006 and gives access priority to children who live in the neighbourhood of the centre and to low income families, children whose mother has a low education level, children with a non-native background, single parents and parents following training courses. Since 1979, Ghent has a policy in place to stimulate the development of child care staff by offering and supporting in-service training, conferences, new development projects and coaching of directors. The main policy lessons learnt for Ghent were that quality day care needs considerable public funding and that quality day care is a co-construction between policy makers, staff, children, parents and the community.

11. Mr. Antero Kiviniemi (Finland) explained Finland's principles in supporting family and community engagement. In Finland, early child development is regarded as a common task between parents, educators and community services. Parent-educator partnerships form part of the decentralised Acts regarding ECEC. He presented different methods implemented in Finland by ECEC centres to collaborate with parents and gave an overview of the challenges the country is facing, including the quality of ECEC staff and management, availability of services, involvement of fathers and coherence between different administrations. Solutions to overcome these challenges have been presented in the Prime Minister's governmental programme and include options such as more integration with home care, one ministry responsible for the whole ECEC age-cohort, a new comprehensive law for ECEC and further co-operation with social and health services.

12. The small group discussions indicated that countries face similar challenges regarding governance of family and community engagement. Many countries with a split system face difficulties in establishing coherence between the different ministries responsible for ECEC. Several countries face challenges in the division of responsibilities between the national, regional, local and municipality levels regarding family and community engagement and whether to make involvement mandatory or voluntary. Countries also pointed out that engagement of families and community members with a culturally diverse background can be challenging, as well as the lack of awareness among parents of the importance of being engaged. Strategies for countries in facing these challenges were to allocate funding to ECEC programmes, which include parental and community engagement activities, scaling up the frequency of contact between ECEC staff and parents, or developing or providing tools to measure engagement. Several countries indicated that they have made parent and/or community engagement a legal obligation for ECEC providers or gave the opportunity for stakeholders to be involved in decision-making ECEC bodies, which stimulated actual involvement. It was pointed out that having clear goals and objectives for family and community engagement was an important factor for success.

## **6. DISCUSSION 2: IMPLEMENTATION CHALLENGES AND STRATEGIES**

13. The session focused on challenges and strategies in getting "stakeholder buy-in".

14. Mr. Vincenç Arnaiz (Spain) explained the Plan Educa3 (2008-12) in Spain. The objectives of the plan were to increase quality ECEC provision for 0-3 year olds with 100 000 places in 1 500 ECEC centres, increase the number of educated ECEC professionals by 8 000-10 000 new employers in the ECEC workforce and validating existing competencies, and promotion of exchanging useful experiences between ECEC centres. Additionally, Spain is implementing activities to encourage family engagement, although the country is having challenges in getting parents involved due to the changing family constructions, a lack of awareness of importance among parents of being involved and a lack of experience among ECEC staff in engaging family members. Spain also faces difficulties in finding options to integrate families suitably in ECEC. To overcome these challenges, Spain has several new resources in place, such as providing massage classes for babies in co-operation with care centres and parents, yoga classes for the

whole family, and setting up partnerships between families and care-takers to discuss and inform each other on children's development. Other strategies are being considered and developed as well.

15. Mr. Richard Walley and Ms. Te Rina Leonard (New Zealand) explained that the main challenge in New Zealand is the low ECEC participation rate of Māori and Pasifika children and children with low socio-economic status. A Child Care Survey in 2009 suggested that the single biggest reason for this is preference of families. This can indicate that there might be barriers for families regarding ECEC participation such as insufficient access to or availability of services, insufficient response of services to different family, linguistic and cultural needs, a lack of affordability or a lack of awareness of the relevance of ECEC. The Government dedicated NZD 93 million to implementation of different initiatives to respond better to local needs, including offering language, culture, identity and community engagement training programmes and developing responsive home-based ECEC. The challenges New Zealand experienced in this were developing a targeting mechanism due to imperfect data, short timeframes for implementation, implementing evaluations and getting stakeholder buy-in. They pointed out that good communication and management; ongoing review; and training, development and involvement of regional staff are important for successful implementation. Early evaluations showed overall participation improvements. For the future, New Zealand is planning on working more in targeted communities.

16. Professor Kiyomi Akita from the University of Tokyo (Japan) presented the Sony Foundation's work on ECEC. She explained that the Early Development Activity programme started in 1969 aiming to foster development of the youngest children in Japan. This programme was followed up in 2002 by the Sony Preschool Education Programme with the theme "nurturing the mindset", which includes the Preschool Education Award to support excellent ECEC centres; child carers and teachers' support in the form of workshops; websites and booklets; and a photo contest for parents to capture images of their children in a scientific moment. Additionally, the programme encourages information exchange between teachers and parents. The Sony Foundation collaborates with the Ministry of Education who provides support for the foundation's activities by sending specialists from the Ministry to the foundation to give lectures in workshops and by participating in the jury of the Preschool Education Award. The Sony Foundation is currently aiming to share best practices on their website and continues to seek further innovative ways of supporting science development and ECEC.

17. Mr. Cyrille Gouyette, Head of the Artistic Education Unit at the Musée du Louvre (France), explained that the Louvre aims to stimulate cultural and artistic curiosity among young children. For scientific projects, the museum established co-operation with schools and pre-schools. The museum supports them in constructing pedagogical projects related to art. The museum receives funding from the local municipality to establish these educational projects. Mr. Gouyette presented a few examples of partnerships between the Louvre and schools, including organising art workshops for children or participation in ateliers. The museum also provides information and tools online for teaching staff on how to teach arts and cultures and offers educational visits for schools in which the art objects are explained simply to children. He indicated that it is important to make such development programmes suitable to children's ages, that museum visits do not take up too much time due to the short attention span of young children, and that a combination of different approaches or methods is important in getting children interested in arts and culture.

18. During the small group discussions, countries indicated that they have experienced serious challenges with reaching disadvantaged, minority or multi-cultural families; a lack of funding for implementation of initiatives for family and community engagement; and how to increase awareness among professionals and parents about involvement possibilities. Different strategies have been taken to tackle these challenges: many countries provide online information, organize information meetings at centres, set up an information telephone hotline or organize a national conference on parental and community engagement. Some countries included parental and community engagement in the initial

education programme for ECEC staff, or developed support materials for staff and parents to stimulate involvement. Involving parents in the evaluation process of the quality of the ECEC centre was, in general, found to be an effective method in increasing parental involvement in ECEC, as well as piloting involvement initiatives since this can indicate whether an initiative works and what could be improved.

## **7. PROGRESS ON THE ECEC PORTAL**

EDU/EDPC/ECEC/RD(2011)

19. The session focused on informing participants about progress on information and data collection on the OECD's ECEC-related work.

20. Mr. Pedro Garcia de Leon from the Indicator and Analysis Division in the Education Directorate explained the main changes in the ISCED descriptions of 2011. He explained that ISCED level 0 will include data and information on early childhood educational development and pre-primary education. Early childhood educational development includes educational services for children 0 to 3 years, excluding programmes which offer only child care, while pre-primary education relates to children aged 3 until they attend ISCED level 1. He further explained that the operational manual is currently being developed, which will be finalised during 2012. The final ISCED 2011 mappings will be done in 2012. In 2013/14, new fields of education classification will be adopted, and the first international survey based on ISCED 2011 will be conducted.

## **8. PROGRESS ON THE QUALITY PROJECT**

EDU/EDPC/ECEC(2011)3  
EDU/EDPC/ECEC(2011)5  
EDU/EDPC/ECEC(2011)6  
EDU/EDPC/ECEC(2011)7  
EDU/EDPC/ECEC(2011)8  
EDU/EDPC/ECEC(2011)9  
EDU/EDPC/ECEC/RD(2011)1  
EDU/EDPC/ECEC/RD(2011)3  
EDU/EDPC/ECEC/RD(2011)5  
EDU/EDPC/ECEC/RD(2011)6  
EDU/EDPC/ECEC/RD(2011)7  
EDU/EDPC/ECEC/RD(2011)8  
EDU/EDPC/ECEC/RD(2011)9

21. The session focused on a presentation of the preliminary outputs of the project "Encouraging Quality in ECEC".

22. Ms. Miho Taguma explained the objectives of this presentation. She presented the five policy levers to be included in the Quality Policy Toolbox: i) policy goals and minimum standards; ii) curricula and learning standards; iii) workforce; iv) family and community engagement; and v) data, monitoring and research. Ms. Taguma explained the five action areas of which each lever consists: 1) understanding the current state of play; 2) using research to inform policy and the public, which is reflected in the research briefs; 3) comparison with other countries, which is part of the international comparison section; 4) selecting an appropriate or alternative strategy; and 5) avoiding pitfalls, managing risks and taking advantages. For each lever/each action area, she presented the preliminary findings for comments. She indicated that comments by written procedure are welcome until 15 September 2011.

23. Ms. Kelly Makowiecki, Assistant in the Education and Training Policy Division, presented a draft version of the online toolbox. She indicated that the toolbox website will not go live before all countries have validated and agreed on the content and that the Secretariat welcomes their comments.

24. Mr. Christer Tofténus (Sweden) indicated that he believes the co-operation in the network is fruitful and rewarding. He pointed out that the project is sure to make a difference in providing deeper knowledge about quality and what improves quality in ECEC. He appreciates the streamlining of the topics to five and believes the background in the introduction sets a clear focus. He also indicated that it is very extensive and comprehensive work, yet not all factors that contribute to quality are researched. Mr. Tofténus believes it might be useful to have the first step as a later step, and that “what research says” should be the first step. The highlights, research briefs, international comparison section and strategies are found to be useful as well as the tools. The tools are solid and well-built, although field-testing might be needed to improve them. He indicated that countries are in different development stages and that this toolbox tackles all relevant quality aspects. Countries can use the parts that are most useful for the development stage they are in. He indicated that it might be of interest to think about whether the toolbox should be updated from time to time, for example with new research, and how this could be done.

25. Ms. Krista Wilcox (Canada) commented on the progress on the Quality Project by stating that Canada provided preliminary comments which would be supplemented in writing once Canada had an opportunity to consult with provincial and territorial governments. At this time, it is likely that only three jurisdictions in Canada would be participating in the Toolbox in addition to the federal government. Canada requested that all data, pre-populated by the Network Secretariat into the *OECD Survey for the Quality Toolbox and ECEC Portal*, be removed. Ms. Wilcox also noted that some sections of the Toolbox have a limited perspective on ECEC, which makes it unclear as to how this product will be used in a domestic setting.

26. Mr. Danny Yagan, PhD candidate in Economics at Harvard University, presented his research work on how kindergarten classrooms affect later earnings of project STAR in Tennessee, United States. He explained the research design of the experiment in which children were randomly assigned to classrooms with teachers with more than ten years of experience or with less than ten years of experience. Children randomly assigned to kindergarten classrooms with experienced teachers earned significantly more as adults than children randomly assigned to inexperienced teachers. The random assignment proves that kindergarten teacher quality caused these differences in long-term outcomes. The policy implication of the study is that teachers are highly relevant in pre-school and that public investment in quality teachers who stay in the teaching profession is important in stimulating child and societal development. He also encouraged countries to implement experiments or studies on different ECEC policies to know their effects.

27. Ms. Nora Milotay (European Commission) presented the preliminary results of the European Commission’s survey on ECEC staff competences. The findings of the survey reveal that in many EU countries, almost half of the ECEC staff consists of “invisible assistants” who often do not have formal training requirements and have few in-service training possibilities. The results of the case studies indicate that competent practitioners contribute to a competent ECEC system. It was also found that continuous pedagogical support is important as well as dialogue with parents and having room for innovation. The final report will be published later this year and will include recommendations for countries and policymakers.

## 9. MANDATE RENEWAL

EDU/EDPC/ECEC(2011)4  
C(2006)173  
C(2006)173/ANN1

28. This item focused on reviewing the mission and working methods of the network as part of the process of preparing a revised draft mandate for the network to be approved by the EDPC.

29. Ms. Tove Mogstad Slinde (Norway) started the discussion on the mandate renewal of the ECEC network. She indicated that the network has greatly developed over the past years and that the meetings contribute to increased knowledge on ECEC policies and research. The network also contributes to the

identification of data development needs and facilitates contacts among researchers, policymakers and practitioners. It co-operates efficiently with other international bodies. She explained that she hopes the network members support her and the Secretariat in extending the mandate for the network and that the renewal of the mandate needs to be approved by the EDPC. She concluded that ECEC should be part of ongoing work in policy development concerning education and care and that the network should continue to contribute to this. She encouraged network members to discuss about the future activities and purpose of the network to ensure the network is most useful to governments.

30. Ms. Krista Wilcox (Canada) stated that Canada provided preliminary comments which would be supplemented in writing once Canada had an opportunity to consult with provincial and territorial governments. Canada indicated its ongoing support for the Network and prefers that the evolution of work and focus of the Network be on the sharing of best practices and lessons learned between countries and not on the publication of public outputs. Ms. Wilcox added that the goals of the Network should not be to promote a single approach to ECEC recognizing that each country is faced with different realities and objectives in the area. She stated that since the Network has been brought into the OECD, it has lost the element of on-site visits within countries which provided an opportunity for a firsthand look at innovative practices.

31. Network members indicated that they support the renewal of the mandate. Several countries indicated that the network meetings and its outputs are needed and useful. It was suggested that a clear mission statement of the network be put on paper to clarify the network's purpose and goals. It was also proposed to broaden the scope of the network to early childhood development including services for children 0 to 8 years since those are the years most important for early development. Countries also indicated that they would find it useful to have practical learning experiences in the form of visiting ECEC sites. The Secretariat noted they would look into their suggested ideas and thanked members for their support to renew the mandate.

## **10. THE WAY FORWARD**

31. This item discussed the organisation of the roundtable on the "Encouraging quality in ECEC" project, the theme for the next meeting, and the Chair's conclusions.

32. Ms. Tove Mogstad Slinde (Norway) announced that the Minister of Education of Norway expressed a great interest in hosting the roundtable in Oslo, Norway. The aim is to organise a high-level conference with the presence of ministers, government officials and policy-orientated researchers on 24 January 2012. Norway suggested discussing policy implications for societies, relevant ECEC research, cross-sectoral challenges and launching the publication of Starting Strong III and the policy toolbox during the roundtable. The roundtable will be followed by the network meeting, which Norway also offers to host on 25 January 2012. The suggested theme of the network meeting is "Research, data collection and monitoring" since this theme can be organised back-to-back with the themes discussed at the roundtable. Norway also suggested organising a study visit to ECEC and knowledge centres in Norway on 23 January 2012. Ms. Mogstad Slinde indicated that Norway welcomes network members' ideas about the programme for the roundtable and encouraged participants to send any suggestions to her and the Secretariat.

33. Network members welcomed the idea of organising the roundtable and network meeting in Norway. The study visits are thought to be a great learning opportunity. Participants indicated that ideas for the programme of the roundtable will be sent by written procedure.

34. Ms. Alexandra Marques, the Chair of the Network, announced that the theme for the next meeting is, as suggested, "Research, data collection and monitoring". The meeting is scheduled for 25 January 2012 in Norway, back-to-back with the final roundtable of the project on 24 January 2012. She concluded that the topic of the meeting is highly relevant for policymakers, since many countries face



challenges in engaging parents and community members in ECEC. She commented that sharing internal information, expert perspectives and country experiences on “family and community engagement” is a constructive way to gather useful knowledge and learn from others’ practices. She announced that the Secretariat will continue its work on the toolbox and that additional sections of the toolbox will be sent to network members by 5 August 2011. She invited countries to send comments to the preliminary outputs of the policy toolbox by 15 September 2011 and invited them to send additional suggestions for the roundtable discussion.

**11. ANY OTHER BUSINESS**

35. Ms. Nora Milotay (European Commission) announced the organisation of a discussion group on ECEC within the EU and welcomed countries to participate in these discussions.

36. The Secretariat thanked Ms. Alexandra Marques (Portugal) for chairing the 9th ECEC Network meeting and for the time and support she put into making the meeting a success.

**Provisional participants list – 9th Meeting of the Network on ECEC**  
**Liste des participants provisoire – 9ème réunion du Réseau sur**  
**l’EAJE**

4/7/2011 - 5/7/2011

All Sessions

**Chair**

**Ms. Alexandra MARQUES**

Director  
General Directorate for Innovation and Curriculum  
Development  
Ministry of Education  
Av. 24 de Julho, 140  
1339-025 Lisbon  
Portugal

Tel: +35(1)213 934 559  
Fax: +35(1) 213 934 685  
Email: alexandra.marques@dgidc.min-edu.pt

**Australia/Australie**

**Ms. Margaret PEARCE**

Minister-Counsellor (Education and Employment)  
Education and Employment, Permanent Delegation  
4 Rue Jean Rey  
75015 Paris  
France

Tel: +33 (1) 40 59 33 45  
Fax: +33 (1) 40 59 33 94  
Email: margaret.pearce@deewr.gov.au

**Ms. Laura HIGGINS**

Education Manager  
DEEWR  
Rue Guimard 6  
Brussels  
Belgium  
Tel: +32 2 2860586  
Email: laura.higgins@dfat.gov.au

**Ms. Robyn SHANNON**

Acting Group Manager  
Childcare Programs and Business Support Group  
Australian Department of Education, Employment and  
Workplace Relations  
Canberra

Email: robyn.shannon@deewr.gov.au

**Austria/Autriche**

**Ms. Marisa KRENN-WACHE**

Head of Federal Training College for Kindergarten Pedagogues  
Federal Training College for Kindergarten Pedagogues  
Klagenfurt  
Hubertusstrasse 1  
9020 Klagenfurt  
Austria

Tel: +43 463 23364  
Fax: +43 463 23364 12  
Email: bakip-dir@lsr-ktn.gv.at

**Belgium/Belgique**

**Ms. Bea BUYSSE**

Scientific Advisor  
Kind en Gezin (Child and Family)  
Hallepoortlaan 27  
B-1060 Brussels  
Belgium

Tel: +32 2 533 14 22  
Fax: +32 2 534 14 48  
Email: bea.buysse@kindengezin.be

**Ms. Jeanine DE BUYSSCHER**

Director  
Department Education and Upbringing  
Child care service  
Stadhuis  
Botermarkt, 1  
9000 Gent

Tel: +32 9 268 20 02  
Fax: +32 9 268 20 39  
Email: Jeanine.DeBuysscher@Gent.be

**Ms. Chris DE KIMPE**

Head of child care  
Pedagogical counselling service  
Child care service  
Stadhuis  
Botermarkt, 1  
9000 Gent

Email: Chris.dekimpe@gent.be

**Mrs. Anne-Marie DIEU**

Directrice de Recherche  
OEJAJ  
Ministère de la Communauté Française  
Rue du Commerce, 68A  
1040 Bruxelles  
Belgium

Tel: +32 413 28 20

Email: anne-marie.dieu@cfwb.be

**Ms. Christele VAN NIEUWENHUYZEN**

Staff Member  
(Child and Family) Child care department  
Hallepoortlaan 27  
B-1060 Brussels  
Belgium

Tel: +32 2 533 1230

Email: christele.vannieuwenhuyzen@kindengezin.be

**Canada**

**M. Jacques ROBERT**

Sous-Ministre Adjoint  
Direction générale des services de garde éducatifs à l'enfance  
Ministère de la Famille et des Aînés  
425, rue Saint-Amable, 4e étage  
G1R 4Z1 Québec  
Canada

Tel: +1 (418) 643 1681

Fax: +1 (418) 643 8670

Email: jacques.robert@mfa.gouv.qc.ca

**Ms. Krista WILCOX**

Director of Family Policy  
Social Policy Directorate  
Strategic Policy and Research Branch  
Human Resources and Skills Development Canada  
140 Promenade du Portage  
K1A 0J9 Gatineau

Tel: +1 (819) 997-3103  
Fax: +1 (819) 953-9119  
Email: krista.wilcox@hrsdc-rhdcc.gc.ca

**Ms. Amanda HODGKINSON**

Coordinator, Education Data and Research  
Council of Ministers of Education, Canada (CMEC)  
95 St. Clair Avenue, West, Suite 1106  
M4V 1N6 Toronto  
Canada

Tel: +1 (250) 727-0722  
Fax: +1 (416) 962 2800  
Email: a.hodgkinson@cmecc.ca

**Ms. Marie-France CHOUINARD**

Programme Support Analyst  
Permanent Delegation of Canada to the OECD  
15 bis, rue de Franqueville  
75116 Paris  
France

Tel: +33 1 44 43 20 16  
Fax: +33 1 44 43 20 95  
Email: marie-france.chouinard@international.gc.ca

**Czech Republic/République tchèque**

**Ms. Helena CIZKOVA**

First Secretary  
Permanent Delegation  
40, rue Boulainvilliers  
75016 Paris  
France

Tel: +33 1 46 47 29 54  
Fax: +33 1 46 47 29 44  
Email: helena\_cizkova1@mzv.cz

**Dr. Irene BORKOVCOVÁ**

Senior Officer on Education and Training  
Czech School Inspectorate  
Frani Šramka 37  
15021 Prague 5  
Czech Republic  
Tel: +420 728 856 665  
Email: irena.borkovcova@tiscali.cz

**Finland**

**Ms. Kirsi LINDROOS**

Counsellor (Education, Science)  
Education  
Permanent Delegation  
6 rue de Franqueville  
75116 Paris  
France  
Tel: +33 1 45 24 73 09  
Fax: +33 1 45 20 63 04  
Email: kirsi.lindroos@formin.fi

**Mr. Antero KIVINIEMI**

Counsellor, Social Affairs, Health and Insurance  
Permanent Delegation  
6 rue de Franqueville  
75116 PARIS  
France  
Tel: +33 1 45 24 73 12  
Fax: +33 1 45 20 63 04  
Email: antero.kiviniemi@formin.fi

**France**

**Mme Martine CARAGLIO**

Inspectrice Générale, Inspection générale de l'administration  
de l'Éducation nationale et de la recherche,  
Ministère de l'Enseignement supérieur et de la Recherche  
110 rue de Grenelle  
75357 Paris  
France  
Email: martine.caraglio@gmail.com

**M. Claude GIRARD**

Conseiller  
Délégation Permanente  
5, rue Oswaldo Cruz  
75016 PARIS  
France  
Tel: +33 143175701  
Fax: +33 143175832  
Email: [claude.girard@diplomatie.gouv.fr](mailto:claude.girard@diplomatie.gouv.fr)

**M. Cyrille GOUYETTE**

Chef de l'unité Éducation artistique  
Musée du LOUVRE  
  
Email: [Cyrille.Gouyette@louvre.fr](mailto:Cyrille.Gouyette@louvre.fr)

**Dr. Michael JANSEN**

Chargé de mission multilatérale  
Bureau des institutions multilatérales et de la francophonie  
Ministère de l'Enseignement supérieur et de la recherche  
Direction des relations européennes et internationales  
110, rue de Grenelle  
75357 Cedex 07 Paris  
France  
Tel: +33 1 55 55 23 47  
Fax: +33 1 55 55 61 23  
Email: [michael.jansen@education.gouv.fr](mailto:michael.jansen@education.gouv.fr)

**M. François LOUIS**

Inspecteur général de l'administration de l'Éducation nationale  
IGAENR  
107, rue de Grenelle  
75007 Paris  
France  
Tel: +33 1 55 55 31 34  
Fax: +33 1 55 55 10 01  
Email: [francois.louis@education.gouv.fr](mailto:francois.louis@education.gouv.fr)

**Mr. Gilles PETREULT**

Inspecteur général de l'éducation nationale  
Inspection générale de l'éducation nationale  
Ministère de l'éducation nationale  
110, rue de Grenelle  
75357 PARIS 07 SP  
France  
  
Tel: +336 07 11 21 56  
Email: [gilles.petreault@education.gouv.fr](mailto:gilles.petreault@education.gouv.fr)

## **Germany/Allemagne**

### **Mr. Uwe VIOLE**

Head of Unit, Ministerium für Bildung, Wissenschaft und Kultur  
Mecklenburg-Vorpommern  
Werderstr. 124  
19055 Schwerin  
Germany  
Tel: +49 385 588 7230  
Fax: +49 385 588 7029  
Email: u.viole@bm.mv-regierung.de

### **Mr. Peter KLANDT**

Senior Scientific Officer  
International Bureau of the Federal Ministry of Education and  
Research (BMBF)  
Heinrich-Konen-Str. 1  
53227 Bonn  
Germany  
Tel: +49 228 3821 1506  
Fax: + 49 228 3821 444  
Email: peter.klandt@dlr.de

### **Mr. Philipp Laurenz ROGGE**

Desk Officer  
Referat 513 - Ausbau und Qualität der Kinderbetreuung  
Federal Ministry of Family Affairs, Senior Citizens, Women and  
Youth (BMSFJ)  
Glinkastr. 24  
10117 Berlin  
Germany  
Tel: +49 30 18 555 1912  
Fax: +49 30 18 555 41912  
Email: philipp.rogge@bmfsj.bund.de

## **Italy/Italie**

### **Mrs. Silvana MARRA**

Teacher in Charge at the Head Office for Personnel Formation  
in Order to Support the School Autonomy  
General Directorate for personnel  
Ministry of Education  
VIALE TRASTEVERE 76 A  
00153 Rome  
Italy  
Tel: +39 06 58492584  
Fax: +39 0658492888  
Email: silvana.marra@istruzione.it



**Dr. ANGIOLINA PONZIANO**

Dirigente Tecnico (Inspector of Education)  
Directorate General Workers' School  
Ministero dell'istruzione dell'università e della ricerca  
Viale Trastevere 76/A  
00153 Rome  
Italy

Tel: +39(0)6 5849 3473  
Fax: +39(0)6 5849 2312  
Email: [angiolina.ponziano@istruzione.it](mailto:angiolina.ponziano@istruzione.it)

**Japan/Japon**

**Mr. Jugo IMAIZUMI**

Counsellor  
Education and Science  
Permanent Delegation  
11, avenue Hoche  
75008 Paris  
France

Tel: +33 1 53 76 61 42  
Fax: +33 1 45 63 05 44  
Email: [jugo.imaizumi@mofa.go.jp](mailto:jugo.imaizumi@mofa.go.jp)

**Dr. Kiyomi AKITA**

Professor  
Graduate School of Education  
University of Tokyo  
7-3-1 Hongo, Bunkyo-ku  
113-0033 Tokyo  
Japan

Tel: +81-3-3988-9376  
Fax: +81-3-3988-9376  
Email: [kakita@p.u-tokyo.ac.jp](mailto:kakita@p.u-tokyo.ac.jp)

**Dr. Riyo KADOTA-KOROGI**

Professor  
Childhood Education  
Seinan Gakuin University  
6-2-92, Nishijin, Sawara-ku  
814-8511 Fukuoka  
Japan

Tel: +81-92-823-4408  
Fax: +81-92-823-4408  
Email: [riyo@seinan-gu.ac.jp](mailto:riyo@seinan-gu.ac.jp)

**Ms. Maria OJIMI**

Unit Chief  
Early Childhood Education Division  
Ministry of Education, Culture, Sports, Science and Technology  
2-5-1, Kasumigaseki  
Chiyoda-ku  
Tokyo  
Japan

Tel: +81-3-6734-3136  
Email: ojimi-ma@mext.go.jp

**Korea/Corée**

**Ms. Mugyeong MOON**

Director of Trend Analysis & International Cooperation Team  
Korea Institute of Child Care and Education  
Ankuk Building 11F,  
175-87 Anguk-Dong, Jongno-Ku  
110-734 Seoul  
Korea

Tel: +82 2 398 7710  
Fax: +82 2 730 3317  
Email: mgmoon1@hanmail.net

**Luxembourg**

**M. Manuel ACHTEN**

Conseiller de Gouvernement  
Division IV - Famille, Enfance et Jeunesse  
Ministère de la Famille et de l'Intégration  
12-14, avenue Emile Reuter  
L-2420 Luxembourg  
Luxembourg

Tel: +352 2478 65 34  
Fax: +352 2478 6570  
Email: manuel.achten@fm.etat.lu

**M. Thierry EWERT**

Stagiaire  
33 avenue Rapp  
75007 Paris  
France

Tel: +33 1 45 55 13 37  
Fax: +33 1 45 51 72 29  
Email: ewert\_thierry@hotmail.com

**Mme Claude SEVENIG**

Institutrice, Chargée de Mission  
Division de l'Innovation pédagogique  
Ministère de l'Education nationale et de la Formation  
professionnelle  
29, rue Aldringen  
L-1118

Tel: +352 2478 5183  
Fax: +352 2478 5137  
Email: claude.sevenig@men.lu

**Mlle. Lynn TOCKERT**

Stagiaire  
Délégation Permanente  
33 avenue Rapp  
75007 Paris  
France

Tel: +33 1 45 55 13 37  
Fax: +33 1 45 51 72 29  
Email: lynn.tockert@gmail.com

**Mexico/Mexique**

**Ms. Luisa SOLCHAGA**

Education Counselor  
Permanent Delegation  
8, RUE DE BERRI  
75008 Paris  
France

Tel: +33 1 56 59 29 13  
Fax: + 33 1 45 63 03 63  
Email: lsolchaga@delegamexocde.org

**Ms. Blanca GUZMÁN**

Intern  
Permanent Delegation of Mexico to the OECD  
8, RUE DE BERRI  
75008

Tel: +33 1 56 59 29 13  
Email: blanca\_economia@yahoo.com.mx

**Netherlands/Pays-Bas**

**Mrs. Wytske BOOMSMA**

Senior Policy Advisor  
Primary Education  
Ministry of Education, Culture and Science  
Rijnstraat 50  
P.O. Box 16375  
2500 BJ The Hague  
Netherlands

Tel: +31 70 412 4294  
Fax: +31 70 412 4294  
Email: w.a.boomsma@minocw.nl

**Ms. van der Werf WILLEKE**

Ministry of Social Affairs  
Anna van Hannoverstraat 4  
Postbus 90801  
2509 LV The Hague  
Netherlands

Tel: +31 70 333 4174  
Email: wvdwerf@minszw.nl

**New Zealand/Nouvelle-Zélande**

**Ms. Te Rina LEONARD**

National Manager  
Parents, Families and Whanau  
Ministry of Education  
45-47 PIPITEA STREET, THORDON  
PO BOX 1666  
WELLINGTON  
New Zealand

Tel: +64 4 463 8450  
Fax: +64 4 463 8001  
Email: TeRina.leonard@minedu.govt.nz

**Mr. Richard WALLEY**

Early Childhood & Regional Education  
Ministry of Education  
45-47 PIPITEA STREET, THORDON  
PO BOX 1666  
Wellington  
New Zealand

Email: richard.walley@minedu.govt.nz

**Norway/Norvège**

**Mrs. Tove Mogstad SLINDE**

Senior Adviser  
Department of Early Childhood Education and Care  
Ministry of Education and Research  
P O BOX 8119 DEP  
0032 OSLO  
Norway

Tel: +47 2224 2501

Fax: +47 22224 0123

Email: Tove-Mogstad.Slinde@kd.dep.no

**Ms. Lena JENSEN**

Head of Board  
National Parents' Committee for Early Childhood Education and  
Care (FUB)  
Box 9360 Grønland  
0135 Oslo  
Norway

Tel: +47 91 30 01 69

Fax: +47 22 05 90 71

Email: lena.jensen77@gmail.com

**Poland/Pologne**

**Ms. Emilia ROZYCKA**

Counsellor to the Minister  
Educational Opportunities Department  
Ministry of National Education

Tel: +48 22 347 4589

Email: Emilia.Rozycka@men.gov.pl

**Mr. Alexander TYNELSKI**

Head of Child Development Support and Pre-School Education  
Unit, Educational Opportunities Department  
Ministry of National Education  
al. Szucha 25  
00-918 Warsaw  
Poland

Tel: +48 22 347 4419  
Fax: +48 22 347 4229  
Email: Aleksander.Tynelski@men.gov.pl

**Ms. Olga WASILEWSKA**

Senior Specialist  
National and International Relations Unit  
Educational Research Institute  
Poland

Tel: +48 22 241 71 09  
Email: o.wasilewska@ibe.edu.pl

**Portugal**

**Mrs. Liliana MARQUES**

Technical of Pre-school Education  
General Directorate for Innovation and Curriculum  
Development  
Ministry of Education  
Avenida 24 de Julho, nº140  
1399-025 Lisbon  
Portugal

Tel: +35 (1) 21 393 4559  
Email: liliana.marques@dgidc.min-edu.pt

**Mme Catarina FIGUEIREDO CARDOSO**

Counsellor, Délégation Permanente  
10Bis rue Edouard Fournier  
75116 Paris  
France

Tel: +33 1 45 03 33 69  
Email: catarina.cardoso@ocde-portugal.com

## **Slovak Republic/République slovaque**

### **Ms. Marcela HANUSOVA**

Third Secretary, Permanent Delegation  
28, avenue d'Eylau  
75016 Paris  
France  
Tel: +33 1 56 26 50 97  
Fax: +33 1 56 26 50 92  
Email: marcela.hanusova@mzv.sk

## **Spain/Espagne**

### **Mr. Vicenç ARNAIZ**

Directeur de l'Equipe d'Attention Précoce de Minorque  
Conseil d'Education et Sciences  
Gouvernement des Iles Baléares  
Email: vicens.arnaiz@gmail.com

### **Mr. José Antonio BLANCO FERNANDEZ**

Conseiller technique  
Délégation Permanente de l'Espagne auprès de l'OCDE  
1, rue Miollis  
75015 - Paris Paris  
France  
Tel: (+33) (0)1 45 68 33 87  
Fax: (+33) (0)1 47 83 49 98  
Email: jantoniobf.educacion@gmail.com

### **Mr. Rafael BONETE PERALES**

Conseiller pour l'Education  
Permanent Delegation  
22 Avenue Marceau  
75008 Paris  
France  
Tel: +33(1)44433043  
Fax: +33(1)44433051  
Email: rafael.bonete@educacion.es

**M. Manuel GÁLVEZ CARAVACA**

Ministerio de educación  
C/ Los Madrazo, 15-17, 2a planta  
28071 Madrid  
Spain

Email: manuel.galvez@educacion.es

**Sweden/Suède**

**Mr. Christer TOFTÉNIUS**

Senior Adviser  
Division for School  
Ministry of Education and Research  
103 33 Stockholm  
Sweden

Tel: +46 8 405 44 73

Fax: +46 8 405 19 09

Email: christer.toftenius@education.ministry.se

**United Kingdom/Royaume-Uni**

**Ms. Karuna PERERA**

Early Years Quality & Standards Division  
Department for Education  
Level 1, Sanctuary Buildings  
Great Smith Street  
SW1P 3BT London  
United Kingdom

Tel: +44 207 340 7187

Email: Karuna.Perera@education.gsi.gov.uk

**United States/États-Unis**

**Mr. J. William WADE**

Advisor for Environment & Education  
Permanent Delegation  
12 avenue Raphael  
75016 Paris  
France

Tel: +33 1 4524 7464

Email: wadejw@state.gov



**EU/UE**

**Mrs. Nora MILOTAY**

DG Education and Culture  
European Union  
School Education B2  
Rue de la Loi  
1049 Brussels  
Belgium  
Tel: 00 32 22950400  
Email: nora.milotay@ec.europa.eu

**UN Educational Scientific and Cultural Organization  
(UNESCO)/Organisation des Nations Unies pour l'éducation la science et la  
culture (UNESCO)**

**Ms. Yoshie KAGA**

Programme Specialist  
Section for Basic Education  
Division for Basic to Higher Education and Learning  
UNESCO  
7 Place de Fontenoy  
75007 Paris  
France  
Tel: +33 1 45 68 08 86  
Fax: +33 1 45 68 56 26  
Email: y.kaga@unesco.org

**Ms. Anais LOIZILLON**

Research Officer, Education for All Global Monitoring Report  
UNESCO  
25, rue Vincent Compoint  
75018 Paris  
France

Email: anais\_loiz@hotmail.com

**OECD/OCDE**

**Ms. Barbara ISCHINGER**

Director  
EDU, OECD  
Marshall Building 3183  
2 rue André-Pascal  
75016 Paris, France

Tel: +(33-1) 45 24 92 10  
Email: Barbara.ISCHINGER@oecd.org

**Ms. Deborah ROSEVEARE**

Head of Division  
EDU/ETP, OECD  
Marshall Building 3234  
2 rue André-Pascal  
75016 Paris  
France

Tel: +(33-1) 45 24 17 54  
Email: Deborah.ROSEVEARE@oecd.org

**Ms. Miho TAGUMA**

Analyst  
EDU/ETP, OECD  
Marshall Building 4141  
2 rue André-Pascal  
75016 Paris, France

Tel: +(33-1) 45 24 92 65  
Email: Miho.TAGUMA@oecd.org

**Mr. Matias EGELAND**

Intern  
EDU/ETP, OECD  
Marshall Building 4113  
2 rue André-Pascal  
75016 Paris, France

Tel: +(33-1) 45 24 80 71  
Email: Matias.EGELAND@oecd.org

**Mr. Pedro Lenin GARCIA DE LEON**

Statistician  
EDU/IA, OECD  
Marshall Building 4183  
2 rue André-Pascal  
75016 Paris, France

Tel: +(33-1) 45 24 92 27  
Email: Lenin.GARCIADALEON@oecd.org

**Ms. Janice Heejin KIM**

Consultant  
EDU/ETP, OECD  
Marshall Building 3283  
2 rue André-Pascal  
75016 Paris, France  
Tel: +(33-1) 45 24 99 27  
Email: JaniceHeejin.KIM@oecd.org

**Miss Ineke LITJENS**

Consultant  
EDU/ETP, OECD  
Marshall Building 3283  
2 rue André-Pascal  
75016 Paris, France  
Tel: +(33-1) 45 24 86 19  
Email: Ineke.LITJENS@oecd.org

**Ms. Kelly MAKOWIECKI**

Assistant  
EDU/ETP, OECD  
Marshall Building 4113  
2 rue André-Pascal  
75016 Paris, France  
Tel: +(33-1) 45 24 80 71  
Email: Kelly.MAKOWIECKI@oecd.org

**Ms. Eli SUNDBY**

Economist/Policy Analyst  
EDU/CERI, OECD  
Marshall Building 4157  
2 rue André-Pascal  
75016 Paris, France  
Tel: +(33-1) 45 24 92 53  
Email: eli.SUNDBY@oecd.org

**Birkbeck, University of London**

**Professor Edward MELHUISH**

Director, Institute for the Study of Children, Families & Social  
Issues, Birkbeck, University of London  
7 Bedford Square  
WC1B 3RA London  
United Kingdom  
Tel: +020 7079 0834  
Fax: +020 7323 4738  
Email: e.melhuish@bbk.ac.uk

## **Harvard University**

### **Mr. Danny YAGAN**

Ph.D. candidate in Economics  
Dept. of Economics, Harvard University  
1805 Cambridge Street  
02138 Cambridge

Tel: +1 (617) 504-2921  
Email: [yagan@fas.harvard.edu](mailto:yagan@fas.harvard.edu)

## **Johns Hopkins University**

### **Dr. Joyce EPSTEIN**

Director, Center on School, Family and Community  
Partnerships  
Johns Hopkins University  
2701 North Charles Street, Suite 300  
21218 Baltimore  
United States  
Tel: +1 410 516 8807  
Fax: +1 410 516 8890  
Email: [jepstein@CSOS.jhu.edu](mailto:jepstein@CSOS.jhu.edu)