

**DIRECTORATE FOR EDUCATION AND SKILLS  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

**DRAFT SUMMARY RECORD OF THE 13TH MEETING OF THE OECD NETWORK ON EARLY  
CHILDHOOD EDUCATION AND CARE (ECEC): OUTCOMES**

17-18 June 2013  
Conference Centre Room CC7  
OECD, Paris, France

Miho Taguma, Project Leader; Tel: +33 (0) 1 45 24 92 65; Email: [miho.taguma@oecd.org](mailto:miho.taguma@oecd.org)  
Arno Engel, Trainee; Tel: +33 (0) 1 45 24 99 13; Email: [arno.engel@oecd.org](mailto:arno.engel@oecd.org)

JT03342761

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## **DRAFT SUMMARY RECORD OF THE 13TH MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE (ECEC): OUTCOMES**

1. The 13th meeting of the ECEC Network was held from 17-18 June 2013 at OECD Headquarters in Paris, France. The meeting was chaired by Ms. Tove Mogstad Slinde (Norway) and was attended by 83 participants from 28 OECD countries, including Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Slovak Republic, Slovenia, Spain, Sweden, Turkey, United Kingdom, United States of America, as well as by partner countries Croatia, Russia, Singapore, the European Commission, UNESCO, and the World Bank. The main objectives of the meeting were to:

- Advance the work on the new project “Monitoring Quality in Early Learning and Development” in the Programme of Work 2013-14.
- Give opportunity to all participants to freely exchange their policy experiences with respect to the theme of the meeting "Outcomes".
- Serve as a clearing house of new policy issues on the theme of the meeting and facilitate discussions among researchers and policy-makers and among other international networks.

### **Adoption of the agenda and summary record of the 12<sup>th</sup> meeting**

2. Following the opening of the meeting by Ms. Tove Mogstad-Slinde, the agenda [doc. ref. [EDU/EDPC/ECEC/A\(2013\)1/REV1](#)] for the meeting was adopted, as well as the summary record of the 12<sup>th</sup> meeting [doc. ref. [EDU/EDPC/ECEC/M\(2012\)3](#)].

### **Opening remarks**

3. Ms. Barbara Ischinger, Director of the Directorate for Education and Skills, welcomed participants, underlined the objectives of the meeting and reflected on the publications of the OECD related to ECEC. She highlighted the Policy Review “Social Cohesion for Korea” which advocates to channel more public spending on ECEC and the Economic Survey of Japan which advocates an increase in the availability of affordable, high quality childcare. She also informed the meeting about the newly available German and Korean translations of *Starting Strong III* and those in Japanese and Mandarin, which are under preparation.

### **Introduction and updates regarding the Programme of Work for 2013-14**

4. Mr. Michael Davidson, Head of Division, informed the Network about the relevant work of other Committees, especially regarding the INES Working Party. He presented the IEA Early Childhood Education Study and provided an update on the ECEC Budget 2013-14. The Network:

- **NOTED** that compared with the original budget and scope of the project, there is a funding gap of EUR 306,000 if only the confirmed country contributions are received and of EUR 206,000 if prospective country contributions are also taken into account.
- **ASKED** the Secretariat to set out scenarios to manage the funding gaps.

5. Ms. Miho Taguma, Senior Policy Analyst, reported on progress in the three strands of the project for 2013-14, including the delivery of the literature and draft survey, and in the respective activities of the working groups. She presented the updated timeline and the challenges faced in the work. Ms. Taguma informed the Network about contributions made to other bodies and organisations. The Network:

- **NOTED** that Strand 1 is on track as planned, while Strand 2 has adjustments with the timeline and its expected outputs.
- **NOTED** that threshold number of countries for Strand 3 (four) has not been met for “monitoring quality” and, thus, countries could request an individual country review specific to their needs.

#### **Special session on ‘outcomes’:**

6. Mr. Jim Grieve (Canada) presented the preliminary findings of the thematic working group on ‘outcomes’ [doc. ref. [EDU/EDPC/ECEC\(2013\)8](#)]. The thematic working group proposed common understandings for OECD learning and development that had the following guiding principles: child and family-centred, the view of the child, the view of the family, OECD commitment to quality programmes and services. He argued that the principles embedded in the framework place the emphasis on assessment for the purpose of learning. Members of the working group strongly supported investigating methods for assessing the development of a wide range of social and developmental outcomes under the following six priority headings: communication, cooperation and collaboration, critical thinking and problem-solving, creativity and imagination, character, community and citizenship.

7. Mr. Jim Grieve (Canada) gave a second presentation about the Early Development Index (EDI), a population-based instrument to assess early child development, which can be used to identify vulnerable neighbourhoods in which children’s development is at risk and action required. The EDI, albeit not based on individual children, takes into account physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication.

8. Mr. David De Silva (Australia) presented Australia's work on the National Quality Standard. The Australian National Quality Framework follows principles such as the importance of children’s rights and best interests, seeing children as successful, competent and capable learners, emphasise equity, inclusion and diversity, value Aboriginal and Torres Strait Islander cultures, respect and support the role of parents and families, expect best practice in the provision of ECEC. All areas of the National Quality Framework are outcomes-based and the National Quality Standard sets a national benchmark for ECEC services. Mr. De Silva emphasised that shifting away from a prescriptive system requires a cultural shift for services, educators and regulatory authorities.

9. Ms. Abigail Raikes (Unesco) presented the work on the Learning Metrics Task Force and gave an overview of where its work stands. The task force engages high-level political actors, technical experts and practitioners in a global consultation process to build consensus on standards (what learning is important for all children and youth?), measures and methods (how should learning outcomes be measured?) and implementation (how can measurement of learning improve education quality?). Six areas for global measurements were recommended for tracking, including two areas of educational inputs and four areas of learning outcomes. She reported that efforts are made at a global level to develop a school readiness

indicator. The next steps taken by the taskforce are to identify a range of possible measures that countries can use to measure child development from birth to 8 years (with WHO, UNICEF as partners) and to identify how best to use assessment data to inform practices and policies.

10. As result of the small discussion groups on outcomes, the Network:

- **AGREED** with the general direction of the proposed framework.
- **INDICATED** that the word “framework” could trigger unintended reactions and that applicability across different countries, with distinct pedagogical traditions and separate systems for different age groups, may be challenging.
- **INDICATED** that several member countries have developed and implemented national quality and early development instruments at different levels of sophistication.
- **INDICATED** that the proposed holistic view might not always be shared by parents who have experienced a different educational trajectory.
- **NOTED** the potential cost and risks involved in creating and disseminating outcome measures but **RECOGNISED** the opportunity that the Network has to influence OECD work in this area.
- **ASKED** the thematic working group to take stock of the current instruments in use, explore definitions of desired child outcomes and engage international researchers.
- **SUGGESTED** that the definitions of outcomes proposed by the thematic working group be revised, possibly considering areas such as health, well-being, motor development, and resilience.

### **Session on strand 1: monitoring quality**

11. Mr. David De Silva (Australia) presented the preliminary findings of the working group on monitoring quality [doc. ref. [EDU/EDPC/ECEC\(2013\)5](#); [EDU/EDPC/ECEC\(2013\)5/ANN1](#); [EDU/EDPC/ECEC\(2013\)5/ANN2](#); [EDU/EDPC/ECEC\(2013\)5/ANN3](#); [EDU/EDPC/ECEC\(2013\)5/ANN4](#)]. Acknowledging that quality ECEC is not a universal concept, Mr. De Silva suggested that quality ECEC service is driven by the following inter-related indicators: the quality of interactions between children and staff, educational programs to support learning and development, connections with family and community, service leadership and management, staff qualifications and training and staff-to-child ratios, physical environment requirements, health and safety requirements. He argued that a clear regulatory framework, such as regarding minimum standards, and effective monitoring are key for promoting quality ECEC services. He illustrated his points with the example of the Australian National Quality Framework.

12. Prof. Vladimir Sobkin, Director of the Center for Sociology of Education, Russian Academy of Education made a presentation on monitoring of parental attitudes to pre-school education in Russia. Drawing on studies in Moscow and Krasnoyarsk, he elaborated on equality considerations, and the role and priorities of parents. The new standard addresses socio-economic inequality, the change of family priorities and the schoolification of ECEC. Prof. Sobkin explained that the Vygotsky theory serves as a basis, with ‘play’ seen as a major activity and with a focus on curiosity.

13. Ms. Ineke Litjens, Policy Analyst, presented the draft literature review on monitoring quality [doc. ref. [EDU/EDPC/ECEC\(2013\)3](#)]. In her presentation, Ms. Litjens provided an international overview of monitoring practices as well as the design and implementation of quality monitoring. In doing so, she referred to research evidence from several OECD countries. The Network:

- **AGREED** to provide written comments on the draft literature review by the end of July 2013.

14. Ms. Miho Taguma, Senior Policy Analyst presented the draft survey on monitoring quality for discussion. [doc. ref. [EDU/EDPC/ECEC\(2013\)6](#); [EDU/EDPC/ECEC\(2013\)6/ANN1](#)]. Asking for the Network's suggestions, she clarified that the survey uses the same definitions and terminologies as the EURYDICE survey, where applicable. She also referred to the glossary which is under preparation by the EU Peer-Learning Activity. The draft network survey includes both closed and open-ended questions to reduce the time needed to respond and process results, whilst ensuring rich qualitative information. The Network was asked to indicate priority questions, which the Secretariat could consider and review the questions in finalising the survey. The Network

- **AGREED** to provide written comments on the draft survey by the end of July 2013.

15. As a result of the small discussion groups on Strand 1, monitoring quality, the Network:

- **INDICATED** that the regulatory/ legal status of monitoring differs across countries and depends on the concerned age group.
- **INDICATED** that in many cases monitoring focuses on service quality, staff competences, regulations and minimum standards
- **SUGGESTED** that the question on the regulatory/ legal status of monitoring should, with some modifications, be kept as a priority question.
- **INDICATED** that the levels of governance should be clarified in the survey questions and terminology.
- **SUGGESTED** to use the EU glossary in the survey if possible and to provide definitions from the Secretariat otherwise.
- **SUGGESTED** several modifications and clarifications for specific questions and definitions in the survey.
- **SUGGESTED** to merge, simplify and re-design parts of the survey to reduce the overall length.
- **ASKED** for the deadline for comments on the survey to be extended (It was changed from 7 July to the end of July).

### Session on strand 2: data development

16. Mr. Richard Walley (New Zealand) presented the draft paper for discussion on Data Development and Policies for ECEC - Implementing ISCED 2011, Input to the INES Working Party. [doc. ref. [EDU/EDPC/ECEC\(2013\)4](#)]. Following an introduction to ISCED 2011 and its implications, Mr. Walley suggested that not dividing data (collection) between education and care but taking a unified approach would allow to describe at a later stage how systems emphasise different goals. Nonetheless, informal care and care-only services should be excluded. Commenting on the inclusion of home-based care in the data collection, Mr. Walley suggested that the classification criteria for other educational arrangements set out in ISCED 2011 should be applied in determining which programmes should be included. While a broader set of indicators could be commissioned and developed by the INES working party, Mr. Walley proposed to discuss priorities for the development of additional indicators such as the level of qualification, equity and results of quality monitoring frameworks.

17. Ms. Miho Taguma, Senior Policy Analyst, presented the draft data development strategy for discussion [doc. ref. [EDU/EDPC/ECEC\(2013\)1](#); [EDU/EDPC/ECEC\(2013\)1/ANN1](#); [EDU/EDPC/ECEC\(2013\)1/ANN2](#); [EDU/EDPC/ECEC\(2013\)1/ANN3](#); [EDU/EDPC/ECEC\(2013\)1/ANN4](#); [EDU/EDPC/ECEC\(2013\)1/ANN5](#); [EDU/EDPC/ECEC/RD\(2013\)1](#)]. Ms. Taguma underlined that the data development strategy would allow the Network to ensure that the collected data serves policy needs and to define short-term and longer-term goals, the latter of which could be proposed for the Programme of Work 2015-16. Furthermore, the strategy seeks to avoid overlapping responsibilities and duplication with the work of other organisations. The strategy's proposed objective is to address the data gaps identified by the mapping exercise that was reported in the previous Network meeting. Ms. Taguma explained the typical procedure followed in data development and emphasised that the Network's strength lies in the identification of relevant policy questions and indicators. She moreover illustrated the proposed analytical framework, demonstrating a model for simplified relationship between context, policies, factors (inputs, outputs, processes) and child development. A work plan for data development was then proposed, with the next phase in Q3/Q4 2013 dedicated to the conceptual development at system, service and classroom level as well as regarding outcomes. For 2014, data development and analysis was proposed for system level data, while a feasibility study was proposed regarding the other items, with results reported in Q4 2014. The Network:

- **AGREED** to provide written comments on the data development strategy by the end of July.

18. As a result of the small discussion groups on Strand 2 of the project, data development, the Network:

- **EXPRESSED** mixed views as regards whether or not integrated or separate reporting for different age groups in ISCED 2011 would be desirable as national frameworks do not concern the same age groups in different countries.
- **INDICATED** that it does not expect problems when applying ISCED 2011 for the collection of data for existing indicators as long as clear criteria are applied.
- **AGREED** that the data development strategy should aim to fill the identified data gaps but also to improve quality of existing data.
- **AGREED** that the proposed policy questions in the draft data development strategy are relevant.
- **AGREED** that the Network's role could be to provide guidance to INES regarding data development.
- **INDICATED** that indicators for process quality are a priority.
- **EXPRESSED** interest in exploring what data could be gained from a TALIS-type survey of ECEC staff within ECEC settings.
- **NOTED** the difficulty in singling out factors due to inter-linkages.
- **AGREED** on the value of the Network continuing its work on outcomes but **EXPRESSED** mixed views about the desirability and feasibility of developing international indicators on this.
- **SUGGESTED** that the Strategy fully recognises the longer-term nature of some of the data development activities.

### The way forward

19. Ms. Tove Mogstad Slinde, Chair of the Network, discussed the theme and date of the next ECEC Network meeting and the way forward regarding the project.

20. Mr. Richard Walley (New Zealand) provided further information on the 14<sup>th</sup> Network meeting which will be held in Wellington, New Zealand on 9-11 December 2013. He explained that the meeting will focus on 'curriculum' and will include one day of conference, site visits to services and thematic sessions according to the programme of work.

21. It was announced that the 15<sup>th</sup> meeting is planned on 16-17 June 2014 at the OECD Headquarters back in Paris.

22. The Chair reflected on the 13<sup>th</sup> Network meeting and indicated it has been a successful meeting with fruitful discussions and many opportunities for peer-learning.

**Any other business**

23. Chair thanked the speakers and all the Network members, whose contributions helped producing a successful meeting. The Chair also thanked the interpreters and note-takers, as well as the OECD Secretariat for their assistance in the preparation and delivery of the meeting.

24. The Secretariat thanked Ms. Tove Mogstad Slinde for chairing the meeting and all Network members for their contributions and active participation in the 13<sup>th</sup> ECEC Network meeting.

**Participants List for 13th Meeting of the Network on Early Childhood  
Education and Care**

**Liste des Participants pour 13ème réunion du Réseau sur l'accueil et  
l'éducation des jeunes enfants**

17/6/2013 - 18/6/2013

All Sessions

**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](mailto:margaret.pearce@deewr.gov.au)

**Mr. Mark UNWIN**

Senior Advisor  
Permanent Delegation  
4, rue Jean Rey  
75015 Paris  
France

Tel: +33 1 40 59 33 38  
Email: [mark.unwin@dfat.gov.au](mailto:mark.unwin@dfat.gov.au)

**Mr. David DE SILVA**

Group Manager, Early Childhood Initiatives Group  
Department of Education, Employment and Workplace  
Relations (DEEWR)  
Level 5, 17 Moore Street  
2600 Canberra City  
Australia

Tel: +61261217745  
Email: [david.desilva@deewr.gov.au](mailto:david.desilva@deewr.gov.au)



**Miss Sabrina MHAR**

Research Officer (Education and Employment)  
Permanent Delegation  
4, rue Jean Rey  
75724 Cedex 15 Paris  
France

Tel: +33 140593357  
Email: Sabrina.Mhar@dfat.gov.au

**Austria/Autriche**

**Ms. Marisa KRENN-WACHE**

Principal  
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

**Mr. Christian HEDERER**

Counsellor for Energy, Trade and Industry  
Permanent Delegation of Austria to the OECD  
3, rue Albéric Magnard  
75116 Paris  
France

Tel: +33 1 53 92 23 44  
Fax: +33 1 40 50 87 05  
Email: christian.hederer@bka.gv.at

**Belgium/Belgique**

**Mr. Arif AKGONUL**

Department of Education  
Koning Albert II Laan 15  
B-1210 Brussels

Email: arif.akgonul@ond.vlaanderen.be

**Mrs. Anne-Marie DIEU**

Directrice de Recherches  
Observatoire de l'enfance, la jeunesse et l'aide à la jeunesse  
(OEJAJ)  
Ministère de la Communauté Française  
Rue du Commerce, 68A  
1040 Brussels  
Belgium

Tel: +32 413 28 20  
Email: anne-marie.dieu@cfwb.be

**Ms. Christele VAN NIEUWENHUYZEN**

Staff Member, Policy Development  
Child care department  
Kind en Gezin  
Hallepoortlaan 27  
B-1060 Brussels  
Belgium

Tel: +32 2 533 1230  
Email: christele.vannieuwenhuyzen@kindengezin.be

**Canada**

**Mme Marie-France CHOUINARD**

Programme Officer  
Délégation permanente du Canada auprès de l'OCDE  
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

**Mr. Jim GRIEVE**

Assistant Deputy Minister  
Early Learning Division  
Ontario Ministry of Education  
24th Floor - Mowat Block  
900 Bay Street  
M7A 1L2 Toronto  
Canada

Tel: +1 416 314 9393  
Email: Jim.Grieve@ontario.ca

**Ms. Antonella MANCA-MANGOFF**

Coordinator  
International Unit  
Council of Ministers of Education, Canada (CMEC)  
95 St Clair Avenue West  
Suite 1106  
M4V 1N6 Toronto  
Canada

Tel: +1 (416) 962-8100  
Fax: +1(416) 962-2800  
Email: a.manca-mangoff@cmecc.ca

**Mr. Doug MURPHY**

Senior Director, Social Development Policy Division  
Strategic Policy and Research Branch  
Human Resources and Skills Development Canada (HRSDC)  
140 Promenade du Portage  
Place du Portage, Phase IV, Office 3A086  
K1A 0J9 Gatineau  
Canada

Tel: +1 (819) 994 0675  
Fax: +1 (819) 953 9119  
Email: doug.murphy@hrsdcc.gc.ca

**M. Jacques ROBERT**

Sous-Ministre Adjoint  
Direction générale des services de garde éducatifs à l'enfance  
Ministère de la Famille  
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

**Chile/Chili**

**Mr. Fabian GREDIG**

Counsellor  
Permanent Delegation  
3, rue Albéric Magnard  
75016 Paris  
France

Tel: + 33 1 45 27 96 45  
Email: fgredig@minrel.gov.cl

**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. Irena BORKOVCOVÁ**

Senior metodologist  
Czech School Inspectorate  
V sídlišti 383/1  
15021 Prague 5  
Czech Republic

Email: irena.borkovcova@csicr.cz

**Denmark/Danemark**

**Mr. Lars Hornung BAHN**

Head of section  
The Ministry of Children and Education (MBU)  
FREDERIKSHOLMS KANAL 25  
1220 Copenhagen K  
Denmark

Tel: +45 3392 5262  
Email: Lars.Hornung.Bahn@uvm.dk

**Estonia/Estonie**

**Ms. Tiina PETERSON**

Chief Expert  
General Education Department  
Ministry of Education and Research  
Munga 18  
50088 Tartu  
Estonia

Tel: +372 735 0114  
Fax: +372 730 1080  
Email: tiina.peterson@hm.ee

## **Finland/Finlande**

### **Ms. Kirsi ALILA**

Project Manager  
Department for Education Policy  
Ministry of Education and Culture  
PL 29  
00023 Helsinki  
Finland

Tel: +358 295 3 30365  
Fax: +358 9 160 77139  
Email: Kirsi.Alila@minedu.fi

### **Ms. Kirsi LINDROOS**

Counsellor (Education, Science)  
Permanent Delegation of Finland to the OECD and Unesco  
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

## **France**

### **Mrs. ANNICK KIEFFER**

Directeur de recherches CNRS en sciences de l'éducation  
CNRS  
CMH 48 Bd Jourdan  
75014 Paris  
France

Tel: +33(0)616296434  
Email: annick.kieffer@gmail.com

### **Mr. Gilles PETREAU**

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

**Germany/Allemagne**

**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-Laurenz.Rogge@BMFSFJ.BUND.DE

**Ms. Carolyn SEYBEL**

Wissenschaftliche Referentin  
Deutsches Jugendinstitut e.V. (German Youth Institute)  
Nockherstrasse 2  
81541 Munich  
Germany

Tel: +49 89 6 23 06 - 128  
Fax: +49 89 6 23 06 - 407  
Email: seybel@dji.de

**Hungary/Hongrie**

**Mr. László LIMBACHER**

Senior Adviser  
Department for International Relations in Education  
Ministry of Human Resources  
Szalay utca 10-14  
H-1055 Budapest  
Hungary

Tel: +36 (1) 79 54 300  
Fax: +36 (1) 79 50 220  
Email: laszlo.limbacher@emmi.gov.hu

**Mr. Gergely VÁRKONYI**

Counsellor  
Permanent Delegation  
140, avenue Victor Hugo  
75116 Paris  
France

Tel: +33 1 53 65 65 00  
Fax: +33 1 47 55 80 60  
Email: gvarkonyi@mfa.gov.hu

**Ireland/Irlande**

**Mr. Albert O'DONOGHUE**

Assistant Principal, Childcare Directorate  
Department of Children and Youth Affairs  
Department of Children and Youth Affairs  
43/49 Mespil Road  
Dublin 4 Dublin  
Ireland

Tel: +353 (1) 64 73 09 2  
Email: albert\_odonoghue@dcya.gov.ie

**Ms. Theresa RYAN**

AP, Early Years Education Policy Unit  
Department of Education and Skills  
43-49 Mespil Rd  
4 Dublin  
Ireland

Tel: +353 1 6473250  
Email: TheresaM\_Ryan@education.gov.ie

**Italy/Italie**

**Dr. Amilcare BORI**

Inspector  
Ministry of Education, University and Research  
Via Palermo  
I-06129 Perugia  
Italy

Tel: +390755828302  
Fax: +390755837561  
Email: amilcare.bori@istruzione.it

**Japan/Japon**

**Mr. Takashi MURAO**

First Secretary  
Permanent Delegation  
11 Avenue Hoche  
75008 Paris  
France

Tel: +33 1 53 76 61 42  
Email: takashi.murao@mofa.go.jp

**Mr. Yohei ITO**

First Secretary  
Permanent Delegation  
11, avenue Hoche  
75008 Paris  
France

Tel: +33 1 53 76 61 32  
Email: yohei.ito@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

**Koichiro BABA**

Deputy Director  
Day Care Division  
Ministry of Health, Labour and Welfare  
Equal Employment, Children and Families Bureau

Email: baba-kouichirou@mhlw.go.jp



**Ms. Chiharu SHIMATANI**

Deputy Director  
Early Childhood Education Division  
Ministry of Education, Culture, Sports, Science & Technology  
(MEXT)  
3-2-2 Ksumigaseki Chiyoda-ku  
100-8959 Tokyo  
Japan

Email: [chiharus@mext.go.jp](mailto:chiharus@mext.go.jp)

**Mr. Masatoshi SUZUKI**

Associate Professor  
Hyogo University of Teacher Education  
2007-109 Yamakuni, Kato-shi  
673-1421 Hyogo

Tel: +81-795-40-2213  
Fax: +81-795-40-2203  
Email: [suzukimj@hyogo-u.ac.jp](mailto:suzukimj@hyogo-u.ac.jp)

**Korea/Corée**

**Ms. Miran JANG**

Counsellor  
EDU  
Permanent Delegation  
4 Place de la Porte de Passy  
75016 Paris  
France

Tel: +33 1 44 05 21 81  
Fax: +33 1 47 04 07 39  
Email: [ace@mest.go.kr](mailto:ace@mest.go.kr)

**Hye-jin JANG**

Associate Research Fellow  
Korea Institute of Child Care and Education  
Korea

Tel: +82 10 5527 4474  
Email: [hjjang@kicce.re.kr](mailto:hjjang@kicce.re.kr)

**Professor Dongju SHIN**

Professor  
Department of Early Childhood Education  
Duksung Women's University  
Dpt. of Early Childhood Education, Duksung Women's  
University  
33, Samyangro 144-Gil, Dobong-Gu  
132-714 Seoul  
Korea

Tel: +82 10 9031 2925  
Fax: +82 2 901 8473  
Email: djshin@duksung.ac.kr

**Professor Ji-sook YEOM**

Professor  
Department of Early Childhood Education  
Konkuk University  
Korea

Tel: +82 11 9840 3359  
Email: jyeom@kku.ac.kr

**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

**Mme Anne REINSTADLER**

Population et Emploi  
CEPS INSTEAD  
3, avenue de la Fonte  
L-4364 ESCH SUR ALZETTE  
Luxembourg

Tel: +352 58 58 55 555  
Fax: +352 58 58 55 700

**Mme Claude SEVENIG**

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

Tel: +352 2478 5183  
Fax: +352 2478 5137  
Email: [claudesevenig@men.lu](mailto:claudesevenig@men.lu)

**Mexico/Mexique**

**Mr. Carlos TENA**

Third Secretary  
Permanent Delegation  
8, RUE DE BERRI  
75008 Paris  
France

Tel: +33 1 56 59 29 17  
Email: [ctena@delegamexocde.org](mailto:ctena@delegamexocde.org)

**Netherlands/Pays-Bas**

**Ms. Wytske BOOMSMA**

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](mailto:w.a.boomsma@minocw.nl)

**New Zealand/Nouvelle-Zélande**

**Mrs. Sandra COLLINS**

Senior Education Evaluator  
Education Review Office  
Level 1, Sybase House  
101 Lambton Quay  
6140 Wellington  
New Zealand

Tel: +64 (64) 4741231  
Email: [Sandra.collins@ero.govt.nz](mailto:Sandra.collins@ero.govt.nz)

**Mr. Richard WALLEY**

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

Tel: +64 4 4638281  
Fax: +64 4 4638252  
Email: richard.walley@minedu.govt.nz

**Norway/Norvège**

**Ms. Annette QVAM**

Head of Department  
Department for Research and International Studies  
Norwegian Directorate for Education and Training  
P.O.Box 9359 Grønland  
N-0135 Oslo  
Norway

Email: annette.qvam@utdanningsdirektoratet.no

**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. Katrine Stegenborg TEIGEN**

Senior Adviser  
Norwegian Directorate for Education and Research  
P.O. Box 2924 Tøyen  
0608 Oslo  
Norway

Email: kte@utdanningsdirektoratet.no

**Slovak Republic /République slovaque**

**Mrs. Viera HAJDUKOVA**

Head of Unit  
Department of Kindergartens, Primary School, Art School and  
School Facilities  
Ministry of Education of the Slovak Republic  
Stromova 1  
813 30 Bratislava  
Slovak Republic

Tel: +421 259374347  
Fax: +421 259374322  
Email: viera.hajdukova@minedu.sk

**Slovenia/Slovénie**

**Ms. Nada POZAR MATIJASIC**

Secretary  
Education Development Office  
Ministry of Education, Science and Sport  
Masarykova 16  
1000 Ljubljana  
Slovenia

Tel: +386 1 400 5410  
Fax: +386 1 400 5332  
Email: nada.pozar-matijasic@gov.si

**Spain/Espagne**

**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: jantonio.blanco@mecd.es

**Margarita FIGUEIRAS**

Dirección General de Evaluación y Cooperación Territorial  
C/ Los Madrazo 15-17, 2ª plta.  
28071 Madrid

**M. Javier MUÑOZ SANCHEZ-BRUNETE**

Conseiller pour l'Education  
Délégation Permanente  
22 Avenue Marceau  
75008 Paris  
France

Tel: +33(1)44433043  
Fax: +33(1)44433051  
Email: Javier.munozs@mecd.es

**Sweden/Suède**

**Professor Sonja SHERIDAN**

Gothenburg University  
Box 300  
SE 405 30 Göteborg  
Sweden

Tel: +46 31 786 23 68  
Email: sonja.sheridan@ped.gu.se

**Mr. Christer TOFTÉNIUS**

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

Tel: +46 8 405 44 73  
Fax: +46 8 405 19 09  
Email: christer.toftenius@gov.se

## Turkey/Turquie

### **Mr. Bülent KARADENİZ**

Deputy Permanent Representative  
Permanent Delegation  
9, rue Alfred-Dehodencq  
75016 Paris  
France

Tel: +33 1 42 88 50 02  
Fax: +33 1 45 27 28 24  
Email: bkaradeniz@mfa.gov.tr

### **Ms. Derya DOSTLAR**

Preschool Education Officer,  
United Nations Children's Fund, Turkey  
UNICEF Birlik Mah. 2.Cad.No:11 Kat:2  
Cankaya  
Ankara

Tel: +90532 505 40 84  
Fax: +90312 496 14 47  
Email: ddostlar@unicef.org

### **Ms. Eda ÖZBEK**

Specialist for Education  
EU and International Department  
Ministry of Education  
Milli Egitim Bakanligi Merkez Binasi Bakanliklar  
Ankara

Tel: +90 505 577 29 33  
Email: edozbek@hotmail.com

## United Kingdom/Royaume-Uni

### **Miss Jayne BUCHANAN**

Education Counsellor  
Permanent Delegation  
British Embassy, 35 rue du Faubourg St Honore  
75008 Paris  
France

Email: Jayne.Buchanan@fco.gov.uk

**Mr. Michael DALE**

Research  
Department for Education  
SANCTUARY BUILDINGS GREAT SMITH STREET  
SW1P 3BT Westminster, London  
United Kingdom

Email: michael.dale@education.gsi.gov.uk

**United States/États-Unis**

**Ms. Jennifer HARWOOD**

Education and Social Policy Advisor  
Permanent Delegation  
12, avenue Raphaël  
75775 Paris  
France

Tel: +33 (1) 43 12 74 64

Email: harwoodja@state.gov

**Miss Rachel KAREN**

Permanent Delegation  
12, AVENUE RAPHAEL  
75775 Paris  
France

Tel: +33 (1) 43 12 74 76

Email: KarenR@state.gov

**EU/UE**

**Ms. Nora MILOTAY**

Policy Officer  
Directorate General for Education and Culture  
European Commission  
School Education B2  
Place Madou 1  
1049 Brussels  
Belgium

Tel: +32 22950400

Email: nora.milotay@ec.europa.eu



**Russian Federation/Fédération de Russie**

**Vladimir SOBKIN**

Director of the Center for Sociology of Education  
Russian Academy of Education  
8 Pogodinskaya str.  
119121 Moscow

Tel: +7 499 245-04-33  
Email: sobkin@mail.ru

**Croatia/Croatie**

**Ms. Dunja MOROVIC**

Senior Adviser  
Department for Preschool Education  
Ministry of Science, Education and Sports  
Donje Svetice 38  
Zagreb  
Croatia

Tel: +385 1 4594 097  
Email: dunja.morovic@mzos.hr

**Singapore/Singapour**

**Mr. Charles CHAN**

Assistant Director, Pre-School Education  
Pre-school Education, Education Programmes Division  
Ministry of Education  
51 Grange Road  
249564 Singapore  
Singapore

Tel: +65 6838 7315  
Fax: +65 6836 2102  
Email: charles\_chan@moe.gov.sg

**Ms. Pik San LEONG**

Pre-School Education Specialist  
Ministry of Education  
51 Grange Road  
249564 Singapore

Tel: +65 6838 7315  
Email: LEONG\_Pik\_San@moe.gov.sg

**Mr. Ee Tuo LIM**

Deputy Director  
Kindergarten Registration & Regulation  
Ministry of Education  
Early Childhood Development Agency  
51 Grange Road, Block 5, #B1-01  
249564 Singapore  
Singapore

Tel: +65-68380547  
Fax: +65-88362102  
Email: Lim\_ee\_tuo@ecda.gov.sg

**Mrs. Teck Yong LOKE-YEO**

Director  
Education Services Division  
Ministry of Education  
51 Grange Road Blk 1 #01-01  
249564 Singapore  
Singapore

Tel: +65 6831 9500  
Email: yeo\_teck\_yong@moe.gov.sg

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

**Ms. Stellina GALITOPOULOU**

Junior program specialist  
Education  
United Nations Educational Scientific and Cultural Organization  
(UNESCO)  
BLS/BAS  
7 Place de Fontenoy  
F-75352 07 SP Paris  
France

Tel: +33 (1) 45 68 08 86  
Email: s.galitopoulou@unesco.org

**Dr. Abbie RAIKES**

Programme Specialist  
Division for Basic to Higher Education and Learning  
United Nations Educational Scientific and Cultural Organization  
(UNESCO)  
Section for Basic Education  
7, place de Fontenoy  
75352 Paris  
France

Tel: +33 1 4568 1179  
Email: a.raikes@unesco.org

**World Bank/Banque mondiale**

**Mr. Tigran SHMIS**

Education Specialist  
Europe and Central Asia Human Development Unit  
The World Bank  
36/1 Bolshaya Molchanovka  
121069 Moscow  
Russian Federation

Fax: +7495 745 7002  
Email: tshmis@worldbank.org

**OECD/OCDE**

**Mr. Michael DAVIDSON**

Head of Division  
EDU/ECS  
OECD  
Marshall Building 3213  
2 rue André-Pascal  
75016 Paris  
France

Tel: +(33-1) 45 24 92 25  
Email: Michael.DAVIDSON@oecd.org

**Mr. Arno ENGEL**

Trainee  
EDU/ECS  
OECD  
Marshall Building 4141  
2 rue André-Pascal  
75016 Paris  
France

Tel: +(33-1) 45 24 99 13  
Email: Arno.ENGEL@oecd.org

**Miss Leila FORRIERRE**

Assistant  
EDU/ECS  
OECD  
Marshall Building 4113  
2 rue André-Pascal  
75016 Paris  
France

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

**Miss Ineke LITJENS**

Analyst  
EDU/ECS  
OECD  
Marshall Building 3263  
2 rue André-Pascal  
75016 Paris  
France

Tel: +(33-1) 45 24 86 19  
Email: Ineke.LITJENS@oecd.org

**Ms. Miho TAGUMA**

Senior Analyst  
EDU/ECS  
OECD  
Marshall Building 4141  
2 rue André-Pascal  
75016 Paris  
France

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