

Programme

Wednesday 11 November

18.00 – 19.15 OPENING CEREMONY

Chair: Catriona Williams, Eurochild President

Dimitris Christofias, President of the Republic of Cyprus

Vladimír Špidla, Commissioner for Employment, Social Affairs and Equal Opportunities, European Commission (video address)

19.30 COCKTAIL RECEPTION, hosted by the Commissioner for the Protection of Children's Rights, Cyprus, **Leda Koursoumba**

Thursday 12 November

9.00 – 10.45 PLENARY: GOOD POLICY, GOOD INDICATORS – WHY THEY MATTER

Chair: Mária Herczog, Family, Child & Youth Association, Hungary, Member of the UNCRC Committee, Eurochild Board Member

Making children a policy priority – what tools have been developed to monitor child well-being and how can this influence the policy agenda? - **Sotiroula Charalambous**, Minister of Labour and Social Insurance, Cyprus

Evidence-based policies and practices – monitoring and measuring issues at national and EU levels - **Eric Marlier**, International Scientific Coordinator, CEPS/INSTEAD Research Institute, Luxembourg

Child poverty and child well being in the EU: developing an indicator system to assist evidence-based policies - **István György Tóth**, Director, TARKI Social Research Institute Inc

10.45 – 11.15 COFFEE BREAK

11.15 – 13.00 WORKSHOP SESSIONS 1: INDICATORS IN PUBLIC POLICY

This session focuses on sharing good practice on how indicators are developed and used at national or regional level to promote children's rights within public policy.

WORKSHOP 1.1 Indicators & advocacy

WORKSHOP 1.2 Indicators & listening to children

WORKSHOP 1.3 Indicators & evaluating outcomes for children

13.00 – 15.00 LUNCH

15.00-16.00 KEY NOTE SPEECH: NO DATA, NO PROBLEM, NO ACTION

Chair: Catriona Williams, Eurochild President

Speaker: Paul Kershaw, Director of the Social Care and Social Citizenship Research Network, Human Early Learning Partnership (HELP), British Columbia, Canada

16.00 – 16.30 COFFEE BREAK

16.30-18.00 WORKSHOP SESSIONS 2: INDICATORS IN SERVICE DEVELOPMENT & DELIVERY

The workshops focus on four thematic priorities considered as crucial for the delivery of children's rights. Each workshop will share good practice on how indicators are developed and used to help monitor and improve the delivery of services to children and families. They focus on the areas covered by the Eurochild thematic working groups.

WORKSHOP 2.1 Early years education & care

WORKSHOP 2.2 Parenting & family support

WORKSHOP 2.3 Children's participation

WORKSHOP 2.4 Children without parental care

Friday 13 November

FIELD VISITS & CONTINUATION OF WORKSHOP SESSION 2

8.30-12.00 GOOD PRACTICE WORKSHOPS: INDICATORS IN PRACTICE

Participants will visit local projects to frame discussions – started in the previous days workshops - in the reality of organisations and individuals working in the field in Cyprus. After (or during) the visit participants will discuss recommendations for (1) their organisation; (2) Eurochild, and (3) national and EU policy makers working in the field of social inclusion and social protection.

Early years education & care - First child care centre for working mothers - Limassol

Parenting & family support - Family support group - Limassol

Participation - Cyprus Youth Board “Polythematic” Centre - Limassol

Children without parental care - Visit to Limassol Children’s Home

12.00 – 14.00 LUNCH

14.00 – 14.30 WORKSHOP FEEDBACK

Chair: Eirini Charalambidou, Psychologist & Journalist, CyBC (Cyprus Broadcasting Corporation)

Short feedback from the 4 thematic workshops: *Early years education & care*, **Bronwen Cohen**, Children in Scotland. *Parenting & family support*, **Tony Ivens**, Children in Wales. *Participation of children & young people*, **Ninetta Kazantzis**, PCCPWC. *Children without parental care*, **Chris Gardiner**, IFCO President

14.30 – 16.00 ROUND TABLE DEBATE – LINKING POLICY & PRACTICE AT EU LEVEL

Chair: Eirini Charalambidou, Psychologist & Journalist, CyBC (Cyprus Broadcasting Corporation)

What have we learnt from these two days that can help to increase leadership and commitment at the highest political level – at EU, national and regional level – to eradicating child poverty and promoting well-being?

Isabelle Engsted-Maquet, Secretariat of the Indicators Sub-Group of the Social Protection Committee, DG Employment, Social Affairs and Equal Opportunities

Maria Amor Martin Estebanez, Child Rights Team, Department for Equality & Citizen's Rights, EU Agency for Fundamental Rights

Representatives from the group of children and young people

16.00 -16.30 COFFEE BREAK

16.30-17.30 CLOSING PLENARY – LOOKING FORWARD

Chair: Catriona Williams, Eurochild President

Juan Carlos Mato, Ministry of Health and Social Policy, General Directorate of Social Policy, Families and Children, Spain

Philippe Courard, Secretary of State for Social Integration and the Fight against Poverty, Ministry of Social Affairs and Public Health, Belgium

Ninetta Kazantzis, President of PCCPWC, Cyprus

Side events: Eurochild Thematic Working Group meetings (members only)

Friday, 13 November

18.00-19.30 EARLY YEARS EDUCATION AND CARE
PARTICIPATION OF CHILDREN AND YOUNG PEOPLE

Saturday, 14 November

9.30-11.00 FAMILY AND PARENTING SUPPORT
CHILDREN WITHOUT PARENTAL CARE

Note: biographies of plenary speakers are available on page 21

Workshop session 1

WORKSHOP 1.1: Indicators & Advocacy

How are indicators used at local, regional and national level to effect policy change? How can they be used to raise public awareness and political attention and to inform policy?

Thursday 12 - 11.15 – 13.00

■ **Objective:** Identify good practice and recommendations on development and use of child-specific indicators as an advocacy tool

■ **Context for the discussion:**

Policy making and implementation is determined by political priorities. But policy development is not always driven by accurate information, either because data is not robust or simply because it does not exist. This might lead to implementation of measures which are ineffective as regard the situation they intend to address.

Whilst the common refrain '*what counts gets done*' is widely accepted, it is equally true that '*not everything that counts can be counted and not everything that is counted counts*'. Therefore, it should be remembered that indicators are one among several tools available to support policy making.

Nonetheless, the use of indicators, backed by robust data collection, can be instrumental in taking effective action. Indicators furthermore help to monitor progress, which is also a means of holding decision makers accountable. The choice of indicators is however crucial. Choosing the wrong indicators can in fact have perverse outcomes.

Despite wide recognition of the need to develop child-specific indicators, there is some reluctance among policy makers to support such efforts. Research showing indicators provide the grounds for measurement and progress appraisal is being increasingly used by child rights advocates to make the case.

UNICEF's reports card 7 and 8 (on child well-being in rich countries and on early childhood education and care) have made use of league tables – combining a set of indicators into domains – which have helped to raise awareness and governments attention while ordering states according to the fulfilment of the chosen domains.

In the EU social inclusion process common indicators have been developed, which now include a set of indicators on children's material deprivation and soon one (or a set of) child-well-being indicator(s). Other important areas for developing child specific indicators are health and access to housing and education.

■ **Questions to address:**

- Difficulties in monitoring and measuring 'softer' qualitative outcomes – or long-term impact of preventative action
- How are child-specific indicators used in advocacy?
- How can we enhance the role of advocacy in sharing successful cases / good practice?
- What are the strengths and pitfalls of league tables?
- How to ensure data robustness to inform the development of the right indicators?
- How can we avoid misuse of indicators and ensure their neutrality in advocacy actions?

■ **Abstract of presentation:**

The presentation will set out the support offered to local authorities to tackle child poverty by the Child Poverty Toolkit. This was developed by Inclusion and the Child Poverty Action Group to help authorities and their partners:

- frame local discussions on child poverty in relation to employment, income, education, health and social services;
- analyse the local child poverty story using the most reliable and comprehensive data sources;
- develop a local child poverty target;
- ensure that local policies are 'child poverty-proofed';
- design a multi-themed strategy for achieving this.

The toolkit includes:

- practical tools such as pre-formatted spreadsheets, policy briefs and check-lists to help build local strategies;
- a range of good practice examples from throughout England;
- a monthly round up of the latest news relating to child poverty.

This presentation will explain how the toolkit was created and demonstrate how it can be used.

■ **Speaker:**

Rosanna Singler, Centre for Economic & Social Inclusion, UK - www.childpovertytoolkit.org.uk

Rosanna is Policy Officer at Inclusion, a not-for-profit research organisation dedicated to tackling disadvantage and promoting social justice. She has considerable knowledge of the UK child poverty agenda, and has worked with central and local government to help develop effective child poverty strategies, including the recent delivery of a project for central government to increase quality part-time working opportunities for parents in London.

Rosanna also authors a monthly e-bulletin for the Trades Union Congress (TUC), covering all stories on work life balance and the organisation of working time, including flexible working. She has also recently co-authored a report analysing the two main UK opposition parties' policies to tackle poverty.

■ **Facilitator:**

Eric Marlier, International Scientific Coordinator of the CEPS/INSTEAD Research Institute, Luxemburg.

Eric's main personal research activities include comparative social indicators, social monitoring, international socio-economic analysis, the EU cooperation in the area of social protection and social inclusion, and the implementation of international surveys and attitudinal surveys. For more than 20 years he has been in charge of many international dossiers in these fields – for the European Commission, the Council of Europe, the United Nations, national governments, the research community and the private sector. He has also organised several international conferences in these areas on behalf of the European Commission and various EU presidencies. He has written two reference books together with Sir AB Atkinson, Bea Cantillon and Brian Nolan: "Social Indicators: the EU and Social Inclusion" (OUP, 2002) and "The EU and social inclusion: Facing the challenges" (The Policy Press, 2007). Eric was chair of the EU task force on child poverty and well-being resulting in the report adopted in January 2008 by EU member states and the EC.

■ **Rapporteur:**

Mafalda Leal, Policy Officer, Eurochild

Mafalda started working for Eurochild early 2008 after returning from New York where she took part in the negotiations led by the EU Portuguese Presidency of human rights resolutions during the UN General Assembly. She has previously worked in Brussels for UNICEF and UNHCR and conducted research in the UK on unaccompanied minor asylum seekers. For two years she was project manager in a consultancy company dealing with the evaluation of European Commission humanitarian aid projects. Mafalda has a legal background having worked as a lawyer in Portugal.

WORKSHOP 1.2. - Indicators & listening to children

How are indicators being informed by children and young people themselves?

Thursday 12, 11.15 – 13.00

■ **Objective:** Identify good practice and recommendations regarding the participation of children's and young people in the development of child-specific indicators.

■ **Context for the discussion:**

Eurochild has repeatedly called for well-being indicators that are informed by children's own perception of need. One of our key messages in our 2009 synthesis report is that '*children must be recognised as key stakeholders' reinforcing the need to listen to the views and experiences of children themselves and to empower children through participation*'¹.

Still children and young people seldom contribute to the development of child specific indicators. We argue that we cannot fully understand what is important for child well-being without asking children themselves.

Children can contribute both to the design and to the validation and assessment of indicators. Children's opinions are particularly important in developing well-being indicators as their perceptions of well-being are different from those of adults. There is a clear added-value in having children's views insofar as they contribute to design indicators that translate children's own concerns.

Children and families have been consulted through some Flash Eurobarometer² surveys and in the Kidscreen³ project. However children are not directly involved in the development of indicators.

■ **Questions to address:**

What are the outcomes from children's involvement in developing child-specific indicators, including for participating children?

How can NGOs push/support the participation of children in the development of indicators and data collection?

What are the means through which children can participate in developing indicators? What structures/resources are needed?

■ **Abstract of presentation by Klaus Wahl: How do children inform the development of indicators of child well-being?**

In recent years a new understanding of childhood is reaching the world of politics, law and science: Children are not only seen as human beings with their own rights, but *subjects* with their own views, ideas, preferences, wishes etc.

Child well-being has become an objective of many local, regional, national and international efforts. To promote the realisation of child well-being, there are several initiatives to establish catalogues of indicators to achieve this goal. Most comprise *objective* indicators like health, nutrition, and education. However, *subjective* indicators are increasingly proposed and applied as well, such as children's feelings of happiness or their experiences in their families or at school.

The newest demand for the *participation of children* in the research process for designing and measuring indicators for child well-being is easily made, but difficult to realize. It evokes sociological, psychological, and neurological questions about the origins of children's feelings, thinking and wishes and about the scientific methods to collect them. The presentation will summarise some of the international political and scientific efforts already made in the implementation of indicators for child well-being and some results of research on objective and subjective indicators. A special focus is on studies in Germany.

¹ Ending child poverty within the EU? A review of the 2008-2010 national strategy reports on social protection and social inclusion, Synthesis Report

² The rights of the child: http://ec.europa.eu/public_opinion/flash/fl_235_en.pdf; Parents' views on the mental health of their child: http://ec.europa.eu/health/ph_determinants/life_style/mental/docs/eb_246_en.pdf

³ See also Kidscreen project: <http://kidscreen.diehauptstadt.de/kidscreen/master/project/index.html>

It will also present some of the experiences, chances and difficulties in attempts to include young children not only as *objects* but as *subjects* and *active participators* in research about child well-being. The participation of teenagers in these processes is easier and more frequent. The degree of children's passive and active participation in scientific research is depending on *personal* variables (e.g. age, maturity of children), *structural* variables (e.g. goals, methods, setting of the studies; approval of parents) and on *political support* (from NGOs, local, regional, national governments, international organisations).

■ **Abstract of presentation by Jean Gordon and Daniel Kropf: Engaging young people in shaping their learning environments**

The focus of this presentation will be on why the Universal Education Foundation (UEF) believes that listening to children and young people, and attending to what they say, is central to their well-being. It will present examples from pilot work in the Middle East, Europe and North America.

■ **Speakers:**

Professor Klaus Wahl, German Youth Institute, Munich, Germany

Klaus is head of the central scientific service unit and a social scientist at the German Youth Institute (DJI). He has been professor at the University of Munich, at the Venice International University and a fellow of the Hanse Institute for Advanced Study, Delmenhorst.

At present he is studying violent behaviour among young people in an interdisciplinary empirical research project at the University of Bremen, including neurological, psychological, and sociological approaches. He is also analyzing data from a longitudinal study of developmental paths of children (DJI-Kinderpanel). In the nineties he led several empirical studies about the development of social emotions, aggression, xenophobia and youth violence against migrants (in cooperation with a Max-Planck- Institute and some universities).

Klaus is interested in the integration of sociological, psychological and biological perspectives to improve the understanding of the social behavior of children, adolescents, and adults. His theoretical work was on bio-psycho-sociology, depth sociology, critique of sociological action theories, on emotions, aggression and xenophobia.

Jean Gordon, Universal Education Foundation

Jean is the Director of the European Institute of Education and Social Policy (Paris). She has wide experience in the comparison & analysis of education policies & systems and in contributing to lifelong learning opportunities & personal development through improving access to learning & its recognition, individualising pathways & increasing transparency of learning & qualifications in Europe. She is Joint Editor of the European Journal of Education and has designed and/or coordinated issues on the futures of learning, education & well-being, intercultural dialogue, equal opportunities, access to lifelong learning, etc. She has carried out many Europe-wide studies, most recently on cross-curricular key competences and undertakes formative, qualitative evaluation. Jean has worked in the EU Member States, the Western Balkans, the Middle East/ North Africa and Central Asia.

She coordinates European Operations for Universal Education Foundation and the Secretariat for the Consortium of foundations, 'Education by All for the Well-being of Children, Europe'. She is currently working on indicators of subjective well-being.

Daniel Kropf, Universal Education Foundation

Daniel is the Executive Director and was the Founding Chair of Universal Education Foundation (www.uef-eba.org) which works in partnership with other organizations in the development of a global advocacy movement: Education by All for the Well-Being of Children.

As a healthcare entrepreneur, Daniel has always pursued a deeper understanding of human dynamics through diverse approaches encompassing tools and methodologies from the western and eastern cultures. He has established, chaired or directed several healthcare businesses including Healthcare Technologies Ltd, Gamida for Life, Ultramind plc. (for bio feedback and cognitive behavioral therapy tools), Gamida Gen for genetic diagnostics, Gamida Cell for cell therapy, and Glyco Data (today Procognia) for glycol-protein mapping, finger printing and sequencing.

He is a member of the Board of the Evens Foundation and is Secretary-General of CEJI which supports the vision of an inclusive and democratic Europe where people fulfill their potential in all their diversities (www.ceji.org).

■ **Facilitator:**

Dr. Cordula Strocka, Programme Officer, Youth Empowerment Partnership Programme (YEPP), Berlin, Germany

Cordula is a social psychologist and holds a PhD in Development Studies from the University of Oxford. She has lived for several years in Bolivia and Peru, researching youth gangs, youth violence, street children and child labour. In 2005, she conducted a participatory study for UNICEF on the situation of youth in post-conflict areas of Papua New Guinea and the Solomon Islands. Dr Strocka's current work as YEPP Programme Officer focuses on the participatory monitoring and evaluation of projects aimed at youth and community empowerment in 19 YEPP programme sites in eight European countries.

■ **Rapporteur:**

Caroline Vink, Senior Advisor, Netherlands Youth Institute, ChildonEurope member

Caroline is a senior advisor on international children & youth policy at the Netherlands Youth Institute. Her work is to monitor trends and (international) developments that are relevant for the policy and practice of children & youth policy in the Netherlands. A large part of her work is focused on policy developments in the field of youth of international bodies such as the European Union, Council of Europe and the United Nations. Her work has covered a wide range of topics, reaching from youth participation & children rights to child abuse.

WORKSHOP 1.3: Indicators & evaluating outcomes for children

How far can indicators of well-being be relied upon to indicate that government programmes have improved outcomes for children? How to pick the right indicators? How can indicators be used along with other methods to evaluate the impact of programmes and policies on children and young people? How can children and young people be involved in evaluating programmes?

Thursday 12, 11.15 – 13.00

■ **Objective:** Identify good practice and recommendations regarding monitoring outcomes for children and how these can be used to evaluate government policy and programmes.

■ **Context for the discussion:**

The development of specific indicators on children is crucial to guide policies and assess whether and how they are impacting on children's lives.

Over the last years, there have been many efforts to improve the availability and quality of data on child well-being across the European countries and there is a political commitment to further explore this area. However, we have been making less progress on finding out what works and how indicators go beyond simply building knowledge towards monitoring impact of policy and programmes.

The collection of high-quality, reliable and standardised information on child well-being must be buttressed by regular reporting on child outcomes to ensure that quality services make real changes for children, including the most vulnerable. Having the big picture about the important outcomes helps to make wise choices about what to do and the most valuable information to collect nationally and locally.

There is also a need to monitor over time the effectiveness of policy interventions, especially on the most vulnerable children, through longitudinal/panel data.

It is essential to take the next step towards a better understanding of the interrelations between indicators, child policies and outcomes, not as a goal in itself but as a step in the long road to improving children's well-being.

In the UK, the Welsh Assembly Government developed the Children and Young People's Well-being Monitor for Wales and carried out work on evaluating the effectiveness of programmes intended to tackle child poverty. This exercise offers an example of the attempt to link together the high level monitoring of indicators related to children's well-being with policy and programme evaluation to embed it within policy making.

■ **Questions to address:**

How far can indicators of well-being be relied upon to indicate that government programmes have improved outcomes for children? Which criteria should we apply to choose the indicators and how can we make sure that they are the most appropriate? How can indicators be used along with other methods to evaluate the impact of programmes and policies on children and young people? How can children and young people be involved in evaluating programmes?

■ **Abstract of the presentation by Richard Thurston: Children and young people's well-being monitor for Wales and evaluation of the effectiveness of programmes intended to tackle child poverty**

In the presentation the speaker will share his recent experience related to developing the Children and Young People's Well-being Monitor for Wales and will discuss the work done to evaluate the effectiveness of programmes intended to tackle child poverty. Which criteria should be applied to pick the right indicators and how to link together the high level monitoring of indicators related to children's well-being with policy and programme evaluation to embed it within policy making will be debated as well.

■ **Speaker:**

Richard Thurston, Senior Principal Research Officer, Welsh Assembly Government, UK

Richard is a Senior Principal Research Officer and head of the Children, Education and Life-long learning branch of the Social Research Division in the Welsh Assembly Government. Richard is currently overseeing the development of the Children and Young People's Well-being Monitor for Wales (2010) and is a member of the Welsh Assembly Government Child Poverty Expert team. Between 2006 and 2008 Richard was the president of

the UKES. He has also conducted an evaluation of all government expenditure in Wales as part of the Welsh Assembly's Spending Review. Prior to this, Richard was a Research and Evaluation Manager in the Probation Service where he undertook evaluations of criminal justice interventions and policies. He has also held a number of university based research posts and has been involved in research and evaluation training over many years.

■ **Facilitator:**

Annita Koni, Chief Welfare Officer, Social Welfare Services, Ministry of Labour and Social Insurance, Republic of Cyprus

Annita holds a BA in Social Work from the Lebanese American University and a Masters Degree in Social Work from Boston University. She practiced social work for many years specialising in at –risk children and families. She is the head of the family and child services section of the social welfare services of the Ministry of Labour and Social Insurance. She has also been appointed by the Council of Ministers as the Chairperson of the Advisory Committee for preventing and combating family violence. She is active in the NGO Child Support aiming at providing services to vulnerable children. Annita represents the Cyprus Government in the European Network of National Observatories of Childhood (ChildONEurope) and the Intergovernmental Group L'Europe de l' Enfance.

■ **Rapporteur:**

Niamh Gallagher, Research and Policy Analyst, Children's Rights Alliance, Ireland

Niamh is Research and Policy Analyst at the Children's Rights Alliance in Dublin. As part of her work she represents the Alliance at Social Partnership, on the End Child Poverty Coalition, and at Eurochild, where she is Chair of the Policy Working Group. Before joining the Alliance Niamh was a researcher at Demos, one of the UK's leading think tanks. There her research focused specifically on public services, looking at issues of disability, youth services, education and family. She co-authored a series of Demos reports, including 'Making it Personal' looking at the future of Social Care in the UK with Charles Leadbeater. Niamh also worked closely with UK local authorities supporting them to co-design new local education services with local people. Niamh holds a Masters Degree in Politics from the London School of Economics and a BA in European Studies from Trinity College Dublin.

Workshop session 2

WORKSHOP 2.1 – Indicators in service development & delivery. Early Years Education & Care

How are indicators that monitor outcomes for children informing the development of early years' care and education services?

Thursday 12, 16.15 – 18.00

■ **Objective:** Identify good practice in policies and services in delivering best outcomes for children in early years' services, and how monitoring and measurement can inform the development of early years care and education services.

■ **Context for the discussion:**

A 1992 Council Recommendation on child care highlights that by developing child care services Member States would promote the well-being of children and families, ensuring their various needs would be met.

In 2002, Member States agreed on the 'Barcelona targets', according to which by 2010 childcare should be provided to 'at least 90% of children between 3 years old and the mandatory school age and at least 33% of children under 3 years of age'. However, these targets were a response to labour market needs and women's employment but disregarded quality criteria in service provision.

More recently, the conclusions of a European Commission Symposium⁴ acknowledge that improving access without quality is of little merit and challenge Member States to commit to invest in high quality, accessible early childhood education and care. This should be monitored through indicators that respect diversity in service delivery and take into account quality criteria might change according to the context under which services are provided, which can vary widely from and within countries.

Much work has been carried out by the European Commission Childcare Network⁵ who proposed specific objectives, conditions and 40 indicators for the development of services for young children. These provide a comprehensive framework to assess quality in early years care and education.

It is widely recognised the first years of a child are paramount for his/her mental, physical and emotional well-being and development of their social identity. The environments where children grow have a major role to play in this regard; services should therefore be developed to fit children's needs.

There are many examples where successful outcomes for children have been achieved – the project presented by la Bottega di Geppetto is one. How have such outcomes been assessed and how could indicators build upon them to monitor the delivery of better services for children?

■ **Questions to address:**

- What do we measure when assessing quality of early years care and education services?
- How can indicators draw on experiences with proven high-quality outcomes for children?
- How can values as diversity and equity best be translated into indicators?
- Why and how should early years' staff contribute to the development of indicators?
- What about the participation of very young children themselves in the development of well-being indicators?

■ **Abstract of presentation by Aldo Fortunati:**

A 15 minute video will present the ongoing experience in the educational services for early childhood in the San Miniato municipality (Tuscany-Italy). The video will offer the possibility to discuss the implications of San Miniato's approach to the education of children as a contribution to an updated and constructive discussion about infant

⁴ Early Matters- European Symposium on improving early childhood education and care, October 2008
http://www.eurochild.org/fileadmin/user_upload/files/thematic_priorities/Yearly_years/ECEC_Symposium_Conclusions_14_Oct_2008.pdf

⁵ The network was set up under the community programme on equal opportunities, looking at, i.a., establishing safe and secure care for children while parents are at work – it operated for 10 years.

pedagogy's orientations and about policies for the development of educational services for young children and families.

It will present San Miniato's services for early childhood, an experience in which the recognition of children's identity and protagonism together with a strong assumption of public responsibility based on a project design focused on the organisation of opportunities' contexts for possible experiences, has created an experience strongly shared and deep-seated in the community.

Following the video implications of this experience on pedagogy and policy's orientations will be drawn, namely:

- the recognition of children protagonism leading to a reflection on the theme of a curriculum in a different/ opposite way compared to main current reflections on this issue. The term curriculum, as it is applied to early childhood services throughout the world, implies that predetermined actions are carried out to achieve predetermined outcomes. In San Miniato's approach this is understood as organising contexts and opportunities for children to learn. Adults main commitment should be taking on the responsibility to make contextualised choices, experiments, discuss, reflect and change, focussing on the organisation of opportunities rather than following laid down procedures.
- services should not be represented as a solution for the needs of working parents, but as a complementary environment full of opportunities for children and families. Educational services for early childhood do not remove responsibilities from parents but rather strengthen them in their role and deepen their understanding of their own and their child's identity and educational potential. For these reasons, services should reach as many children and families in the community as possible, be universally available, and conceptualised as a public responsibility that attests to the virtuous relationship that should be established among public policy, civil society and young children, at a time in which policies persist in taking directions predominantly different from those of the children.

■ **Abstract of presentation by Anastasia Houndoumadi: Diversity and Equity - Making Sense of Good Practice**

A working group of the DECET network has worked together with the key stakeholders of Early Childhood Education and Care services across Europe. Six partners, France, Belgium, Germany, Greece, Scotland and England used the 6 principles/goals of DECET to develop a framework with guiding criteria for making sense of good practice in early childhood education. The presentation will focus on the description of the core method used to co-construct along with the key service users (children, parents, educators, policy makers and students) a document to be shown at the presentation. Our research question was "How are parents, children and professionals making sense of what is considered as good practice in terms of 'respect for diversity and equity'?"

Key findings highlight that there is a diverse level of knowledge and understanding across all six countries; within local communities, local service providers, professionals, adults and children. Based on our findings we can conceptualise that the participatory research has provided a kind of needs' analysis that points to the areas of tensions between parents and professionals, e.g. additional language learning, and beliefs about how ECEC programmes should approach questions of religion, culture, identity and citizenship.

■ **Speakers:**

Aldo Fortunati, La Bottega di Geppetto, President, Early Childhood Research and Documentation Centre, Italy

Aldo Fortunati is vice-president of the Gruppo Nazionale Nidi-Infanzia and Director of the Documentation, Research and Training Area at the Istituto degli Innocenti in Florence. He is a developmental psychologist and early childhood education specialist having completed his professional education at the Institute of Psychology of the C.N.R. in Rome. Interested in issues related to young children's social, communicative, linguistic development, as well as in the strategies of observation and assessment of young children's behaviour, he has conducted or directed several training and research initiatives in Italy and abroad. He is consultant to several projects developing experimental and innovative services for young children and families, and has recently extended his interest to the issue of quality in educational services, service management and quality evaluation having coordinated on behalf of the Italian government research projects for the development of national policies. Sensitive to educational context design, he has helped design a furniture line for early childhood services (www.spazioarredo.com).

Author of several publications, his volume *L'educazione dei bambini come progetto della comunità* (Edizioni Junior, 2006) about San Miniato's approach to children's education, has been translated into several languages including English, Spanish and Portuguese.

Anastasia Houndoumadi, SCHEDIA – Centre for Artistic and Pedagogical Training, Athens, Greece, member of DECET network– Diversity in Early Childhood Education and Training

Anastasia Houndoumadi received her M.A. in psychology from Portland State University in 1974 and her Ph.D. in educational/developmental psychology from the University of Oregon in 1977. She is currently professor of psychology at the American College of Greece where she teaches courses in the areas of developmental and educational psychology both at the undergraduate and graduate program. Her teaching and research interests are in early childhood development and education, and the psychology of motherhood across the life span, with an emphasis on intercultural issues and related social intervention programs.

She has been working with "Schedia" since 1992 and has been involved in the development and evaluation of all the social intervention programmes undertaken by Schedia since 1998.

■ **Facilitator:**

Eva Lloyd, Reader in Early Childhood, Cass School of Education, University of East London

Eva Lloyd is reader in Early Childhood at the University of East London. With Prof Helen Penn she established the International Centre for the Study of the Mixed Economy of Childcare – ICMEC in 2007. ICMEC aims to generate greater knowledge about Early Childhood Education and Care (ECEC) provision in countries which employ mixed economies of welfare and education services. Prior to this they collaborated on the Early Years group of the EPPI-Centre systematic review initiative, having produced three early years systematic reviews.

Prior to 2007 Eva worked for four years in the School for Policy Studies at the University of Bristol as director of the BSc in Early Childhood Studies where she collaborated on several multi-disciplinary poverty studies. While her work focuses primarily on UK early years policies and their interface with child poverty strategies, she also has a strong interest in comparative policy research.

Eva is also familiar with a range of different perspectives on early childhood policy making gained during a fifteen year period working for children's NGOs. Between 1989 and 2003 she worked in policy and research for Save the Children UK and Barnardo's UK and as Chief Executive of the National Early Years Network, an umbrella association for childcare practitioners.

■ **Rapporteur:**

Bronwen Cohen, Chief Executive, Children in Scotland, UK

Bronwen is Chief Executive of Children in Scotland. She is a member of the editorial board of *Children in Europe* (a magazine published in 15 languages across Europe), chairs the Early Years thematic working group of Eurochild and is Programme Director of the EC Project: Working for inclusion: the role of the early years workforce in addressing poverty and promoting social inclusion. She is the author/editor/contributor to numerous publications. Recent publications include:(with K. Bloomer) (2008) *Young children in charge: a small Italian community with big ideas for children*, Children in Scotland, Edinburgh. (2008) *Introducing the 'Scottish Pedagogue'* in *Working it out: developing the children's sector workforce*, Children in Scotland, Edinburgh with support from the Scottish Government, pp19-23. (2007) (with R. Milne) *Northern Lights: Building better childhoods in Norway*, Children in Scotland, Edinburgh.

■ **Study visit: First child care centre for working mothers – Limassol - Friday 13, 8.30 – 12.00**

This project is situated close to the first Industrial Area outside the town of Limassol and is run and funded by the government under the supervision of the Welfare Office. It started as a service to working mothers when the women's lobby was strongly demanding adequate services to enable mothers of newborns and very young children to return to work. Today, it still serves the original purpose but it has also developed into a pre-school educational centre serving babies and children of families living in the vicinity.

After the workshop session we will visit the Kolossi Castle and lunch at a nearby restaurant before returning to the hotel for the afternoon conference sessions.

WORKSHOP 2.2 – Indicators in service development & delivery. Family & parenting support

How are indicators that monitor outcomes for children and their families informing the development of early intervention and prevention services for families in difficulty? How can children's right to live in a positive parenting environment be best translated into indicators?

Thursday 12, 16.15 – 18.00

■ **Objective:** Identify good practice and recommendations regarding the development and use of indicators to improve policy and practice in the field of family and parenting support.

■ **Context for the discussion:**

Parents play a critical nurturing and education role towards their children and are the principal advocates of their children's rights, particularly in the early childhood period.

In 2006 the Council of Europe adopted a Recommendation on Positive Parenting, which recognises the importance for children of growing up in a positive family environment⁶. It emphasises the responsibility of the state in providing the right conditions by ensuring parents have access to the appropriate material, psychological, social and cultural resources. Thus there must be a greater recognition of the need to support families and parents, especially those in vulnerable situations, who lack access to the resources necessary to enable the child to grow up in a positive family environment. The state holds the responsibility to act as final guarantor. Inclusive early childhood education and care services, coupled with support and education for parents, and employment policies that reconcile work and family life, are the best way to ensure that all children can develop their full potential. This support should be monitored through indicators that respect diversity in service delivery and assess the implementation of family policies at all levels of governance.

The Pinocchio project and Happiness Counts offer two examples where successful outcomes for children have been achieved. How have such outcomes been assessed and how could indicators build upon them to shape better policies and monitor the delivery of better services for children and families?

■ **Questions to address:**

How are indicators that monitor outcomes for children and their families informing the development of early intervention and prevention services for families? How can indicators capture the most vulnerable families, including immigrant families, and monitor that they are given specific support to ensure that their children do not become socially and economically excluded? How can children's right to live in a positive parenting environment be best translated into indicators?

■ **Abstract of presentation by Eva Westerling & Ylva Söderlind: The Pinocchio project**

The overall goal of the project was to identify and take action to improve the working process around children under age 12 who risk developing permanent antisocial behaviour or conduct disorders. Behaviours that in different ways break against existing norms and rules in the child's context, including school, family, friends and leisure time. The Pinocchio programme was initiated in 2007 by the Swedish Association of Local Authorities and Regions (SALAR) and the Institute for Evidence-Based Social Work Practice (IMS). Several significant challenges were identified: the prevalence of children with problem behaviours had been a growing concern in Sweden; cooperation between the different organisations involved in care delivery was poor; and the availability and use of evidence-based methods in the field was quite limited. The Pinocchio programme included 30 teams across Sweden. Each team consisted of participants from at least two out of three organisations, namely schools, social care and child psychiatry. The Pinocchio programme was finished in May 2009, and all 30 teams have written a final report.

The presentation will focus on risk and protective factors. The teams have proved that it is possible to change the development of risk and protect factors in children's life, even if the follow-up of the interventions has been

⁶ Council of Europe Recommendation 19 [2006] December 2006.

relatively brief. They have learned to measure over time, follow-up and present their results through continuous measuring, using a structured assessment tool. All teams have used a structured assessment tool to identify evidence-based risks and protections, and used evidence-based intervention/help. They have tried new ways of working together with different organisations and also worked more successfully with parents. Therefore, it seems that a breakthrough collaborative approach can be successfully applied to improve the care for children with problem behaviours.

■ **Abstract of presentation by Kate Mulley: Happiness Counts project**

There has been a long standing consensus among fellow charities, partners in local authorities and national governments across the UK that prevention is intuitively better than cure. Yet a significant shift in investment from picking up the pieces to early intervention and prevention has not occurred; halted by barriers including a lack of economic modelling, and an understanding of how to commission and provide services specifically to promote well-being. Action for Children is determined to remove these barriers, which is why we commissioned a major piece of research carried out over the last 18 months. The research was called Happiness Counts. The Happiness Counts project aimed to: capture the benefits of universal and targeted services that promote positive feelings and capabilities for children and young people; calculate the longer term cost savings of more preventative and early intervention approaches; provide national and local governments with recommendations to take substantive action in this area.

The research report - Backing the future - continues Action for Children's drive to support a change in emphasis from spending on acute services to prioritising early intervention. The impact of deprivation can scar families' lives over generations. Yet as this research demonstrates, judicious targeted intervention is cost effective and helps release families from the trap of cyclical deprivation. The report sets out the financial and social case for early intervention. Action for Children is seeking cross-party commitment in the UK to invest in essential services to build the foundations of a society that is better and fairer for our families and communities, and where children can live happy and fulfilled lives.

■ **Speakers:**

Eva Westerling, Project Director, Swedish Association of Local Authorities and Regions (SALAR), Sweden

Eva is a social scientist and work as a project director at the Swedish Association of Local Authorities and Regions (SALAR). She has been leading a number of Breakthrough Collaboratives on different topics. She is experienced in improvement knowledge. In this programme she has been one of the initiators and also one of the two project directors.

Ylva Söderlind, Project Director, Children's welfare foundation, Sweden

Ylva is today working on a national board with developing methods and support research for children's welfare and protection.

Kate Mulley, Policy and Research Manager, Action for Children, UK

Kate joined Action for Children in November 2006 as Policy and Research Manager. Previously she was employed by the Local Government Association (LGA) leading their three-year domestic violence project to develop policy in this area, commission research, identify and promote good practice with a focus on effective partnership working and the interface between children's and adult services. Before joining the LGA, Kate was Policy Manager at Victim Support. She is an expert in public policy relating to crime victims and witnesses.

■ **Facilitator:**

Lamprini-Ninetta D. Zoi, Social Perception and Social Solidarity Division of the Ministry of Health and Social Solidarity, Greece

Lamprini-Ninetta is currently working at the Social Perception and Social Solidarity Division of the Hellenic Ministry of Health and Social Solidarity. She has served from April 2004-October 2009 as Scientific Advisor to the Deputy Ministers of Health and Social Solidarity in Greece. From 1977-2008 she was an employee of the Hellenic Institute of Social Protection and Social Solidarity, since 1992 Head of different Departments at the Project Development Innovative Initiatives and Research Section. She is a Social Worker and has also studied Business Administration and Languages; she has an MA on "Intercultural Social Work and Conflict Management" and is an accredited Adult Trainer. She has worked with children/young people, co-ordinated several projects, and edited books and written articles on family care, refugees' integration and children's rights. She represents the Hellenic

Ministry of Health and Social Solidarity at the Hellenic Network aiming to end corporal punishment of children, ChildONEurope, and L Europe de l'Enfance.

■ **Rapporteur:**

Tony Ivens, Fatherhood Development Officer, Children in Wales, UK

Tony is part of the team at Children in Wales responsible for Family and Parenting Support at a strategic level in Wales. Tony has worked in Family and Parenting Support for over 10 years, specialising predominantly on Fathers. For 3 years he chaired the Government Working Group responsible for Parenting in Wales. He has written extensively on the subject including co-publishing a report in September 2009 entitled 'Growing up with Dad: Fathers and their impact on substance use'. Tony has lectured widely and presented papers at conferences across Europe.

■ **Study visit: Family support group in Limassol - Friday 13, 8.30 – 12.00**

There are two family support centers in Limassol, the one run by the Church and the other by the Germasogeia Community Welfare Council. Family support groups have not been a tradition in Cyprus and the ones existing are mostly running for short periods of time as they rely on EU project funding. The attempt for a Family Support Group run by the government failed and was taken up by the Church, not reaching the standards we would have liked. Yet, you will get the real picture of the situation in Cyprus and help make things better by providing your insight and suggestions.

After our workshop session we will visit the Germasogeia area with the dam and lunch at a local taverna.

WORKSHOP 2.3 - Indicators in service development & delivery. Children's participation

How can we monitor children's participation in the family, in society, in schools and in public life? How can this help to improve services for children?

Thursday 12, 16.15 – 18.00

■ **Objective:** identify good practice and recommendations regarding how we monitor child participation in the family, in education, in communities and in public life and how can this help promote participation more widely.

■ **Context for the discussion:**

In its General Comment on the right of the child to be heard⁷, the UN Committee on the Rights of the Child stresses the importance to foster children's participation in different settings, including in the family, in alternative care, in health care, in education and school, and in leisure activities.

In reality we have very few examples of where information is systematically collected on levels of children's participation in the different settings. Eurochild believes where indicators of child poverty and well-being are developed they should be informed by what children and young people themselves say is important to them and their own perceptions of need. To this end, children should be empowered to be involved and express their opinions.

In this workshop we will hear from a study in Belgium which has monitored levels of children's participation in French-speaking Belgium and explore what lessons can be learnt for future studies of this kind. We will also explore how such monitoring approaches can be used to promote a stronger participatory approach in children's services, in schools and in the home.

■ **Questions to address:**

- What can be learnt from the Belgian survey? Could such a survey be replicated across the EU?
- What is important to monitor if we want to measure children's participation? What is most important to children and young people themselves?
- How can we monitor this on an on-going basis?
- How can the results of monitoring be used to promote a stronger participation approach in children's services, schools and in the home?
- How has children's participation lead to improvements in policies and practice?
- How can we develop more cultural sensitive indicators regarding children's participation in different settings?
- Is it possible to gather quantitative, objective and comparable data in order to have a more comprehensive set of indicators on children's participation?
- How can we follow a bottom-up approach in the on-going process of developing appropriate indicators rather than a top-down one?

■ **Abstract of presentation by Michel Vandekeere: Study on how children participate in society in French-speaking Belgium**

A representative sample of 1144 children aged 10-18 have been surveyed in 2007 about their own experience of participation in different contexts: family, school, youth organisations, interaction with adults, community.

The main results lead to three questions: what are the opportunities of participation at school? What are the opportunities of learning citizenship and the "art" of living together? What do children know about the United Nations Convention on the Rights of the Child (UNCRC)?

What we learned can be summarised in three observations:

- Whereas most children seem to be heard and listened to in their family, only a small fraction of them have some opportunity to be active participants in the school context. The opportunity to participate in the

⁷ <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.doc>

school context is also at odds with the opportunities found in the activities outside school (youth organisation, sport club, ...).

- A strong minority of children stay away from any kind of social affiliation outside family or school and have no experience at all of any kind of concrete experience of a democratic process.
- Only a minority of children is well informed about the content of the CRC.

■ **Speaker:**

Michel Vandekerke, Research Director, Observatory for childhood, youth and youth care, Belgium

Michel holds a master in social psychology and is currently Research director at the Observatory for childhood, youth and youth care of the French Ministry in Belgium, where he works since 2001.

He was previously researcher at a university survey centre (1987-2001) and research assistant at the University of Liège, Belgium (1978-1986).

■ **Facilitator:**

Leda Koursoumba, Commissioner for Children, Cyprus

- Commissioner for the Protection of Children's Rights of Cyprus, since 29.8.2007.
- Law Commissioner of the Republic of Cyprus, since 1.11.2002.
- President of the National Institution for the Protection of Human Rights (2003-2008).
- Head of the Ad Hoc Technical Committee on the Laws within the framework of the Good Offices of the UN Secretary General for the Solution of the Cyprus Problem (2002-2004).
- Member of the Negotiating Team for the Accession of Cyprus to the European Union (1998-2004).

Leda was born in Nicosia. Studied law in England. Barrister at Law. Registered advocate in Cyprus. Member of the European Group of Public Law. Specialized in the field of Constitutional Law, Administrative Law and Human Rights Law, in particular Children's Rights Law. Represented Cyprus before international courts, organizations and Committees of the United Nations. Participated in the drafting of the "Manual on the Basic Principles of Administrative Law", edited by the Committee of Experts on Administrative Law of the Council of Europe. Co-author of the "Systematic Commentary of the Treaty of Accession of the Central and Eastern European Countries, Cyprus and Malta to the E.U.", published by the University of Hagen (wrote the chapter on Cyprus).

■ **Rapporteur:**

Ninetta Kazantzis, President, Pancyprrian Coordinating Committee for the Protection and Welfare of Children (PCCPWC)

Ninetta is an Educational Psychologist working as a school councilor for the past 9 years, after a long time working in the private sector. She is married and has three children.

Founding member and currently President of the Limassol District Committee for the Protection and Welfare of Children she is involved in children's issues since 1980. In 1982 she was a founding member of PCCPWC and was elected President in 2007. One of the two persons to have insisted and worked towards the founding of the Cyprus Children's Parliament (established in 2000), she is now the General Coordinator and the liaison between the District Parliamentary Committees of children, as well as the facilitator to all their meetings.

She is also Eurochild's Treasurer and Member of the Executive Committee of the European Anti-Poverty Network (EAPN) since 2005, she is also President to the Cyprus Network since 2008.

■ **Study visit: Youth Board "Polythematic" Centre in Limassol - Friday 13, 8.30 – 12.00**

Visit to the Cyprus Youth Board "Polythematic" Centre - a new project in the heart of the town, it is open to children and young people on a daily basis. It provides information on many issues concerning children and youngsters and it will – by next March – also house a preventive anti-drug facility. We will meet with representatives from the Children's Parliament and other young people attending the conference.

After our workshop session we will have the opportunity to visit the old Limassol town, the Venetian castle and the old harbor and lunch at a small taverna.

WORKSHOP 2.4 - Indicators in service development & delivery. Children without parental care

What indicators are available to monitor the situation of children without parental care? What are the main challenges? How are indicators informed by the views and experience of children in care?⁸

Thursday 12, 16.15 – 18.00

■ **Objective:**

Identify good practice and recommendations regarding data collection and development of indicators that are able to capture the situation of children in, at risk of, or leaving, alternative care; and equip policy makers and practitioners to better address their specific needs.

■ **Context for the discussion:**

Between March-June 2009 Eurochild carried out a survey of the situation of children without parental care in the EU-27 through its member organisations. By June 2009 surveys from 19 countries have been collected and published in a first edition⁹. A second edition will be published in January 2009, where data will be verified and missing countries included. It is clear from the surveys that data is not collected in a consistent way across Member States. There are different definitions of type of care. Residential settings may for example include boarding schools, 'special schools', infant homes, homes for mentally or physically disabled, homes for children with behavioral problems, institutions for young offenders, after-care homes. There is no common understanding of what constitutes family or community-based care. The system of data collection varies by country.

Furthermore, there is very little consistent data about why children are taken into care and what happens after children leave the public care system¹⁰.

This lack of information and consistent data collection hampers our understanding of the situation, the needs of the children and young people, and therefore improvements to policy and practice.

Work on monitoring of child poverty and well-being should promote collection of data on children deprived of their family environment. Policies aimed at preventing the separation of children from their families must be based on quality data to ensure needs are understood and interventions are effective.

This workshop will explore these issues and look at examples of where data is collected to come up with recommendations to national, regional and EU government on data collection and indicators. It will in particular focus on how the views and experiences of children and young people themselves can both influence the development of indicators and the on-going monitoring of policies and practice in this field.

■ **Questions to address:**

What indicators are available to monitor the situation of children without parental care? What are the main challenges? How can the gap in the existing data be filled? How can indicators able to capture the specific situation of children without parental care be developed? How are indicators informed by the views and experience of children in care? To which extent is the link between child protection statistics and poverty & social exclusion made?

■ **Abstract of the presentation by Jean Kennedy, Kersti Kukk and Hava Ryustem: Children without Parental Care – good practice for improving the protection and well-being of children**

'Children without parental care' are a particularly vulnerable group within the EU with regards to, risk of, and indeed suffering from, poverty and social exclusion. In an effort to properly determine, identify and change this situation throughout Europe, it is necessary to address the inconsistent measurement, indicators and specific

⁸ In June 2009 the Eurochild Members' Exchange Seminar focused on how the voices of children and young people are captured in developing and implementing standards. The annual conference will further develop the theme.

⁹ Eurochild (2009), *Children without parental care*. Members survey, 1st edition.

¹⁰ European Commission (2009), *Transition from Institutional to Community-based Care*, Report of the Ad-hoc expert group.

research in this area. The emphasis of policy development and indicators should always be two-pronged; towards protection and towards well-being.

In the context of EU policy, it is necessary to develop indicators in service development and delivery that are able to: capture the situation of children in, at risk of, or leaving, alternative care; and equip policy makers and practitioners to better address their specific needs.

This workshop will explore what indicators exist to 'monitor the situation' of children without parental care; how effective are they as a measurement tool; identify the challenges and gaps in identifying more indicators and asks the question: how can indicators specific to children without parental care be developed? In doing so, it will establish a link between child protection statistics and poverty & social exclusion. Governance and policies at all levels, international, European and national will be highlighted in an effort to identify 'best practice' towards protection and well-being of children and young people without parental care. Implicit in these is the inclusion of the UNCRC and other policies concerning young people and children's involvement and consultation towards protection and well-being.

Suggestions will be proffered as to the benefits of a wider application of these positive practices. How can we then turn policy into practice? The three presenters, from Estonia, Bulgaria and Ireland will reflect on their own experiences of the alternative care system in order to give personal context of how indicators, policy and practice impacts on young people.

■ **Speakers:**

Jean Anne Kennedy, IFCO Youth Committee Chairperson, Power4Youth Board Member

Jean Anne is a Power4Youth Board Member, a Board Member of IFCO and IFCO Youth Committee Chairperson. She currently works as a researcher in the Centre for Social and Family Research in Waterford Institute of Technology, Ireland. Jean is currently on the Quality4Children Co-ordination Team representing IFCO.

Kersti Kukk, Power4Youth Board Member

Kersti is a Power4Youth Board Member. Her enthusiasm and support of the Quality4Children Standards process saw her involved and participating in Quality4Children events since their origin. Kersti is currently studying Political Science.

Hava Ryustem, Power4Youth Founding Member

Hava is currently working her first job in the social sphere as Youth Coordinator of the first Bulgarian social network between children in foster care. Meanwhile she is studying German and is preparing for applying to university.

■ **Facilitator:**

Richard Carter, Independent Consultant

Although originally trained as a chemist with a PhD in organic chemistry, Richard Carter has 40 years' experience of carrying out analytical and policy studies in health and social services in the public sector in both the UK and abroad. Whilst at the Department of Health, he worked on a wide variety of issues at national level concerned with the policy and management of health and personal social services. He also edited a book on primary health care and co-authored another on the organisation and management of social work, and has presented papers at many conferences. After leaving the Department of Health in January 1999 he worked in international development on children's issues for the European Children's Trust (subsequently EveryChild) and is now an independent consultant, specialising in the reform of institutional care for children in Central and Eastern Europe and the former Soviet Union.

■ **Rapporteur:**

Chris Gardiner, President of the International Foster Care Organisation (IFCO)

Chris is from the UK and was a foster parent for seventeen years, after which he decided to devote himself to childcare in Central and Eastern Europe. He is now based in the Czech Republic where he is also President of the International Foster Care Organisation. He is part-time trainer / lecturer / consultant on several child care reform projects mainly in Central & Eastern Europe and was a Steering Group member for the Quality4Children European Project and also the NGO Group for the UN CRC's Guidelines Working Group for Children in Alternative Care.

■ **Study visit: Visit to one local small group residential care centre in Limassol - Friday 13, 8.30 – 12.00**

The “Children’s Home” is run by the Welfare Office and houses children aged 5-14. It has a capacity of 25 children at a time and is purpose-built in the center of the new town. The Home exists for many years and is the only residential care facility currently running in Limassol. Two small group foster homes run by NGOs (one for boys aged 14-18 and one for girls aged 12-18) closed mostly because of the lack of funds. Moreover, NGOs apply strong pressure to the Welfare Office to place children in foster homes and not in institutions. You will have the chance to talk to the people in charge – not the children themselves as they are going to be in school during our visit.

After our workshop session you shall have the chance to visit the Limassol archaeological museum or stroll alongside the beach before having lunch at a small local restaurant.

Plenary and Round Table speakers biographies

- **Maria Herczog**, Family, Child & Youth Association, Hungary, Member of the UNCRC Committee, Eurochild board member

Maria is Member of the Committee on the Rights of the Child since February 2007. She is also civil society representative at the European Economic and Social Committee and member of the Eurochild management board. She is a researcher and lecturer in the field of child welfare and child protection and editor in chief of Family, Child, Youth professional journals. Over the past 15 years she has been temporary expert and advisor on several related issues for UNICEF, WHO, Council of Europe, one of the authors of the Alternative NGO Report on Hungary on the implementation of CRC in 2005 on behalf of the Family, Child, Youth association; participant in several international research projects in EU framework -AGIS, Daphne etc.. She is an economist by training, and carried out a doctoral thesis on institutional care of children under the age of 3 at Karl Marx University of Economics, Budapest and a Ph.D. thesis on the dilemmas of the child protection system in Hungary, at the Hungarian Academy of Sciences, Budapest.

- **Sotiroula Charalambous**, Minister of Labour and Social Insurance

Sotiroula was appointed Minister of Labour and Social Insurance on 29 February 2008.

She was born in occupied Ayios Memnonas in the Famagusta District, in 1963. She studied Political and Social Science at the Sofia Academy of Social Science and Social Administration from which she graduated in 1986. After returning to Cyprus she worked with the Pancyprian Federation of Labour (PEO), which she has served from several posts. In January 2006 she was elected Central Organizing Secretary of PEO. She was elected to the House of Representatives in the May 2001 elections and was re-elected in May 2006. She has served as Chairwoman of the House Standing Committee of Labour and Social Insurance, Chairwoman of the House Standing Committee on Equal Opportunities for Men and Women and as member of the House Standing Committee of Financial and Budgetary Affairs. She is a member of the Central Committee of AKEL Party and a member of the Pancyprian Federation of Women's Organizations (POGO).

- **Eric Marlier**, International Scientific Coordinator, CEPS/INSTEAD Research Institute, Luxembourg

Eric is the International Scientific Coordinator of the CEPS/INSTEAD Research Institute. His main personal research activities include comparative social indicators, social monitoring, international socio-economic analysis, the EU cooperation in the area of social protection and social inclusion, and the implementation of international surveys and attitudinal surveys. For more than 20 years he has been in charge of many international dossiers in these fields – for the European Commission, the Council of Europe, the United Nations, national governments, the research community and the private sector. He has also organised several international conferences in these areas on behalf of the European Commission and various EU presidencies. He has written two reference books together with Sir AB Atkinson, Bea Cantillon and Brian Nolan: "Social Indicators: the EU and Social Inclusion" (OUP, 2002) and "The EU and social inclusion: Facing the challenges" (The Policy Press, 2007). Eric was chair of the EU task force on child poverty and well-being resulting in the report adopted in January 2008 by EU member states and the EC.

- **István György Tóth**, Director, TARKI Social Research Institute Inc

István is PhD in Sociology, director of the Budapest based Tárki Social Research Institute and Privatdozent at the Budapest Corvinus University. He participated and/or directed various projects on Hungarian and European income distribution and social policies. He has been a consultant to various international organisations such as the OECD and the World Bank, and he served as a Steering Committee Member of the "Taking forward social inclusion" project organised by the Luxembourg presidency of the EU. He is also an Advisory Board Member of the Luxembourg Income Study. In addition, he has been asked to comment on European survey projects, e.g. Eurobarometer and EU-SILC. He has authored a number of reports for various EU projects and currently co-directs the "Study on child poverty and child well-being" commissioned by DG Employment of the European Commission. He has edited and co-edited over fifteen books, and published articles in Hungarian and English (including in journals such as Economics of Transition and the Journal of European Social Policy). He is author of the book Income Distribution: From the Systemic Change to the Joining of the European Union (in Hungarian), co-editor of the bi-annual Hungarian Social Report series since 1998, and editor of the TARKI European Social

Reports. His most recent publication is Ward, T, O.Lelkes, H. Sutherland, I.G. Tóth (eds): European inequalities Budapest: Táarki 2009.

■ **Paul Kershaw**, Assistant Professor at the University of British Columbia in the College of Interdisciplinary Studies

Paul is the Human Early Learning Partnership (HELP) Scholar in Social Care, Citizenship and the Determinants of Health where he serves as the Director of the Social Care and Social Citizenship Research Network and Co-Director of the Early Learning and Child Care Research Unit. In these roles, he is also a Faculty Associate with the UBC Department of Political Science and in the UBC Centre for Research on Women Studies and Gender Relations. He lives at Homecoming Farm, Pitt Meadows, BC.

■ **Eirini Charaambidou**, journalist with the Public Radio and Television Station the CyBC

Eirini is responsible for the research and presentation of the weekly political television program "Let us Discuss it" which is highly popular and rated, according to AGB, first among the other political shows on all TV channels. She studied Journalism and Psychology. She is married and has two sons. She started her career as a journalist at the daily newspapers "Agon", "Eleftherotypia" and "Kirikas" while she cooperated with the TV channels of "ANT1" and "LOGOS". In December 2007 she published her first book entitled "What we have Discussed" presented by the President of the Cyprus Republic Mr Christofias.

■ **Isabelle Maquet**, Secretary to the Indicators Sub-Group of the Social Protection Committee

Isabelle is Policy Analyst in the European Commission, Unit E2 for Inclusion, Social Policy Aspects of Migration, Streamlining of Social Policies. She is secretary to the indicators sub-group of the Social Protection Committee.

■ **María Amor Martín Estébanez**, Programme Manager of Legal Research at the Department of Equality and Citizen's Rights of the EU Agency for Fundamental Rights (FRA)

María Amor is a Programme Manager of Legal Research at the Department of Equality and Citizen's Rights of the EU Agency for Fundamental Rights (FRA) since March 2009. She manages the projects on the rights of the child at the FRA.

Before she was a legal officer at the Legal Services, Office of the Secretary General of the OSCE. She obtained a M. Phil degree in International Relations (University of Amsterdam) and a D.Phil in Law from the University of Oxford, where she lectured at the Foreign Service Masters' Programme. She worked as a consultant for the CoE, the HCNM of the OSCE and several NGOs (MRG International, ECMI, IDEA). She also worked a researcher and project manager at the Institute for Human Rights/Department of Law of the Åbo Akademi University (Finland). She is the author of several publications on human rights protection in Europe, as well as on the legal status of the OSCE.

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