

IMPROVING THE QUALITY OF CHILDHOOD IN EUROPE

draft
INVITATION

Working Group on the Quality of Childhood at the European Parliament (QoC)

MEP Anna Hedh
MEP Kostas Chrysogonos
MEP Deirdre Clune
MEP Arne Gericke
MEP Nathalie Griesbeck
MEP Karin Kadenbach
MEP József Nagy
MEP Evelyn Regner
MEP Julie Ward

This QoC Talk will be hosted by:

MEP Mary Honeyball,
Group of the Progressive Alliance of Socialists and Democrats in the European
Parliament (S&D, UK)

65th QoC Talk:

THE PROS AND CONS OF OECD'S INTERNATIONAL EARLY LEARNING STUDY (IELS)

The IELS Project will be introduced by **Rowena Phair**, Team Leader of the project at the OECD, followed by a critique about IELS by **Professor Dr. Mathias Urban** (Early Childhood) and Director of the Early Childhood Research Centre, University of Roehampton, UK. After that there will be a dialogue with the whole group.

Time: Tuesday 20 June 2017 from 14.30 until 16.30 hours

Location: European Parliament, Rue Wiertz 60, Brussels, Room number A5G305

Entrance: We will gather at the Entrance at Place Luxembourg at 14.00 hours. Please be in time. It is obligatory to take your passport and/or ID Card with you.

In this QoC Talk we will focus on the IELS Project. There will first be an introduction of the IELS Project by Rowena Phair of the OECD and then a critique vis-à-vis this project by Professor Mathias Urban, who speaks also on behalf of the RECE Group (Reconceptualising Early Childhood Education). The text of this programme was derived from the website of IELS / OECD (paragraph 1 to 2.8) and paragraph 3 was based on the comments made by Mathias Urban.

1. Introduction about IELS

The first five years of children's lives are crucial to their development. During this period, children learn at a faster rate than at any other time in their lives, developing basic cognitive and socio-emotional skills that are fundamental for their future achievements in school and later on as an adult. These skills are also the foundation for their general well-being – how they cope with future successes and failures, professionally and in their personal lives. And in order to foster this development, children require ongoing interaction with, and care and attention from their parents and other caregivers.

Empirical research, however, is still rather limited on how children's competences develop and are interconnected at an early age. Likewise, it would be important to gather more information on influential environmental factors at home and in early childhood education programmes that promote or deter children's development. There is also no common framework and comparable empirical information on these topics across national jurisdictions, which is limiting the possibility of peer-learning and sharing of best practices.

These were the main reasons behind an initiative of a group of countries that were participating in the OECD's ECEC Network (ECEC = Early Childhood Education and Care) and for establishing an international study on early learning. The OECD responded to the call and launched IELS in order to provide this kind of information, both at national and international levels, and allow countries to better support children's early development and improve their long-term well-being.

2. IELS

IELS is an international survey that assesses children at approximately 5 years of age across 3 to 6 countries, identifying key factors that drive or hinder the development of early learning.

2.1 Purpose of the study

The purpose of the Study is to provide countries with a common language and framework, encompassing a collection of robust empirical information and in-depth insights on children's learning development at a critical age. With this information, countries will be able to share best-practices, working towards the ultimate goal of improving children's early learning outcomes and overall well-being.

2.2 Perceived benefits of the study

The Study will produce benefits for children, family, ECEC centers and schools, as well as for countries as a whole.

2.3 Whom will be involved?

IELS will involve children, their parents or primary caregivers and staff in randomly selected early childhood and care centres and/or schools of participating countries.

- *Children:* The Study's primary subjects are children between ages 5 to 5.5 years in officially registered early childhood centres and/or schools.

- *Parents and Primary Caregivers:* For every child surveyed, their parents or main caregivers will be asked to complete a questionnaire about the child, his/her home environment and early childhood education experiences.
- *Staff:* For every child surveyed, a staff member who knows the child best will be asked to complete a questionnaire about the child. Staff members can be teachers, early childhood educators or any other person taking part in pedagogical work.
- *Settings:* The term “setting” refers to an institutional (officially registered) setting that provides education and care for children ages 5 to 5,5 years. Settings must provide educational activities for at least 2 hours per day and 100 days a year in order to be classified as a “setting” for the Study.

2.4 Information to be collected

The study will gather a wide scope of information on:

- Children’s cognitive and social-emotional skills
- Children’s individual background characteristics
- Characteristics of children’s home environment
- Characteristics of children’s early childhood education environment

2.5 Domains of cognitive and social-emotional skills to be included

The Early Learning and Child Well-being Study takes a comprehensive approach to studying four developmental domains that are widely recognised as key early learning and development skills that early childhood education programmes strive to develop:

- Emerging literacy/language skills
- Emerging numeracy/mathematics
- Self-regulation, and
- Social and emotional skills.

2.6 Information on contextual factors to be included

The Study will collect information on contextual factors using parent and staff questionnaires.

2.7 Selection of children

IELS will sample at least 3 000 children in at least 200 settings per country and with up to 15 children per setting. An international comparative Study, it will be based on nationally representative samples of children.

2.8 Assessing children's skills

Direct assessment: the four early learning domains

The direct assessment will measure the four early learning domains: emerging literacy, emerging numeracy, executive function, and empathy and trust. Children will complete the assessment on tablets, within the presence of a trained Study administrator. The assessment will take approximately 15 minutes per domain, with two domains administered per day.

Indirect assessment: cognitive and socio-emotional skills

The indirect assessment of children’s skills will be obtained from parents and staff through written and online questionnaires.

3 International critique of IELS

3.1 Main point of the critique by Mathias Urban to be discussed in the session

The approach taken by OECD (and other international organisations) has been met with consistent critique by international scholars, professionals and activists. Alternative proposals have been put forward as we insist we are not ‘against evaluation’. On the contrary, we are strongly in support of learning *with* and *from* each others in international contexts. Peter Moss and Mathias Urban (in an article forthcoming in *Contemporary Issues in Early Childhood*) summarise the argument:

The IELS, for us, is not just a concern; it is a wasted opportunity. We want to see further comparative studies of ECEC, but studies that adopt an approach that is respectful of diversity, welcoming of complexity, inclusive of the field’s multiple perspectives and provoking of thought. With Starting Strong 1 and 2, a landmark study of ECEC in 20 countries, using case-study methods that were sensitive to the diversity and complexity of systems and pedagogies, OECD provided an example of just such an approach.

There are four main lines of argument that have been brought forth by scholars and professionals:

1. *Lack of information, transparency, participation and accountability*

The evolution of IELS, going back to 2012, has been shrouded in secrecy; few people in the early childhood community knew of its existence even when the project was on the verge of implementation. OECD itself says that informing and consulting more widely about this project is the responsibility of member state governments, yet few seem to have done so. Nor can OECD entirely wash its hands of the matter. It now has a very detailed website, put up in February 2017. Could it not have done this much earlier, including for example notes of meetings with government representatives where the study was under discussion? The early childhood community is now faced with what is, in effect, a *fait accompli* – comments might be welcome on the details of IELS, but it is too late to question the very concept of a cross-national standardised assessment of children’s performance on selected outcomes. (Moss and Urban, 2017)

2. *Misuse of standardized assessment of young children for the purpose of international comparison and ranking*

There is plenty of evidence that standardized testing of young children (as young as 5) does not generate reliable information. If the data collected in such exercises is used for producing international comparison and country league tables, it is rendered meaningless. As Margaret Carr (New Zealand) and co-authors remind us:

many a standardized test can be perfectly ‘scientific’ and useless at the same time; in a worst case scenario, it can be disastrous.

(Gee, 2007: 364)

3. *Disregard for children’s rights, the rights of diverse communities, and ethical concerns about the proposed procedure*

Authors have pointed out that IELS (and indeed other international standardised tests) are grounded in a narrow ‘western’ concept of the child, and a technical rather than holistic understanding of education. There is little consideration for a diversity of approaches, worldviews and childrearing practices:

the recognition of minority groups and indigenous peoples in OECD countries and beyond. The United Nations Declaration of the Rights of Indigenous Peoples (DRIPS)

explicitly recognises the right of Indigenous Peoples to diversity and to education ‘in a manner appropriate to their cultural methods of teaching and learning’ (Article 14), and to ‘dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information’ (Article 15). Despite these rights the present OECD initiative intersects and overshadows countries’ own approaches to conceptualising, framing and evaluating early childhood education and care practices.

(Urban and Swadener, 2016)

At a more practical level, there is no indication that the consent of children (or families and practitioners) to take part in the study will be sought.

4. Selective use of research ‘evidence’ and general disregard for critical research

There is a general unwillingness, displayed consistently by the OECD, to engage with the well-developed body of critical arguments and research in relation to PISA and its affiliated studies.

Over the past 25 years reconceptualist scholars have contributed to a rapidly growing body of research and knowledge that offer alternative – postcolonial, critical, feminist, indigenous, transdisciplinary – understandings of what it means to educate and care for young children”

(Swadener and Urban, 2016: 7).

Such research and knowledge is rendered invisible by OECD, its existence not even acknowledged.

3.2 The international network Reconceptualising Early Childhood Education (RECE / www.receinternational.org) has taken a critical position regarding the IELS Project

The position is spelled out in a critical statement, written by Mathias Urban (University of Roehampton, London, UK) and Beth Blue Swadener (Arizona State University) (Urban, M., & Swadener, B. B. (2016)). It is published in the International Critical Childhood Policy Studies Journal and on the RECE website www.receinternational.org.

Overall objectives of the QoC Talks:

- To gain a better understanding of the Quality of Childhood in the EU Member States. This time we will focus on 'The pros and cons of OECD's International Early Learning Study'.
- To reflect on the role that the European institutions can play to improve the situation.
- To get to grips with the values, principles and approaches that could lead to improvements for children both in Europe and around the world.
- To form an effective working group and to get a sense of how to move on.

I take pleasure in inviting you for the 65th session on 20 June 2017.
With best regards,

Michiel Matthes
Chairman
Alliance for Childhood European Network Group

Programme Outline for Tuesday 20 June 2017

Time	Subject	Speaker / facilitator
14.30	Opening	MEP Mary Honeyball
14.40	A reflection from the side of the Alliance for Childhood	Christopher Clouder, one of the co-founders of the Alliance for Childhood
14.45	A reflection from the side of the Learning for Well-being Community	a representative of the Learning for Well-being Foundation
14.50	The goals and set up of the International Early Learning Study (IELS)	Rowena Phair, OECD Team Leader of IELS
15.20	Criticism of the RECE Group regarding the IELS Project	Mathias Urban Professor in Early Childhood and Director of the Early Childhood Research Centre, University of Roehampton, UK,
15.50	Discussion	Michiel Matthes, Chairman of the Alliance for Childhood European Network Group
16.25	Closing remarks	MEP Mary Honeyball

Disclaimer:

The organisers organise this session on a best effort basis. However changes in parts of the programme or in the entire programme may occur due to unforeseen circumstances and the organisers cannot be held liable for that.

Secretariat for this session:

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References:

The text of the programme for this QoC Talk (paragraphs 1-2.8) is derived from the website of the OECD 'The International Early Learning and Child Well-being Study – The Study' <http://www.oecd.org/edu/school/the-international-early-learning-and-child-well-being-study-the-study.htm>, retrieved on 17.5.2017.

Paragraph 3 is based on the comments made by Mathias Urban, paragraph 3.2 is derived from the Manifesto of the RECE Group, which has the following reference:

Urban, M., & Swadener, B. B. (2016). *Democratic accountability and contextualised systemic evaluation. A comment on the OECD initiative to launch an International Early Learning Study (IELS)*. International Critical Childhood Policy Studies, 5(1), 6-18

With the support of the following organisations:



For background information please visit our respective websites:

www.allianceforchildhood.eu

www.learningforwellbeing.org

This programme was developed in cooperation with the **Alliance for Childhood European Network Group**, whose members are:

Alliance ELIANT, Brussels
 ARGE-Erziehungsberatung, Austria
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 EPA (European Parents Association)
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 Marie-Nicole Rubio

Petter Åkerblom and Maria Nordström
 Professor Dr. Luc Stevens / Nickel van
 der Vorm

Dr. Jean-Pierre Rossie

Marijke Sluijter
 Jeanne Specht Grijp

Lienhard Valentin/Sabine Heggemann

QoC Talks held / to be held in the period 2006-2017:

QoC Talk in 2006	
5 December 2006	1. 'The Toxic Childhood Syndrome and the Quality of Childhood' with Christopher Clouder (UK) and Professor Hans van Crombrugge (Belgium). Host: MEP Karin Resetarits.
QoC Talks in 2007	
9 January 2007	2. 'Really Improving the Education in the European Union requires Systemic Changes' with professor Luc Stevens (Netherlands) and Professor Ferre Laevers (Belgium). Host: MEP Karin Resetarits.
6 March 2007	3. 'The Quality of Child-Adult Relationships in Families and School' with Jesper Juul (Denmark). Host: MEP Karin Resetarits.
15 May 2007	4. 'The Child: his/her Networks and Neighbourhood' with René Diekstra. Host: MEP Karin Resetarits.
September 20 2007	5. 'How can we improve in the European Union the Early Childhood Educational Systems' with John Bennett, the author of the OECD Study Starting Strong. Host: MEP Karin Resetarits.
November 6 2007	6. 'How to let children and adolescents acquire key competences for the world of the 21st century?' with Dr. Martina Leibovici-Mühlberger from Austria and Geseke Lundgren from Sweden. Host: MEP Karin Resetarits
QoC Talks in 2008	
January 8, 2008	7. 'Attachment, what it is, why it is important and what we can do about it to help young children acquire a secure attachment?' with Sir Richard Bowlby. Host: MEP Karin Resetarits.
March 4, 2008	8. 'A vision on children and childhood in the European Union' by Michiel Matthes. Host: MEP Karin Resetarits.
May 14, 2008	9. Professor René Diekstra about 'The Changing Face of Adolescence. Accounting for changes in adolescent development and their effects on education and social policies'. Host: MEP Karin Resetarits.
July 1, 2008	10. Professor Steen Hildebrandt (University of Aarhus, Denmark) about the 'Multiple intelligences in the knowledge-based society'. Host: MEP Rovana Plumb.
September 16, 2008	11. Presentation of the report of the Fundación Marcelino Botín entitled 'Social and Emotional Education, An International Analysis' by Christopher Clouder and Fátima Sánchez Santiago. Host: MEP Karin Resetarits.
November 12, 2008	12. Professor Boris Cyrulnik from France: 'What measures can we take to improve the quality of childhood in the European Union?' Host: MEP Rovana Plumb.
November 17, 2008	13. Organisation of a Symposium in Bucharest, Romania at the request of MEP Mrs Rovana Plumb: 'A European Policy Agenda for the Quality of Childhood with special emphasis on the case of the children of Romanian migrant workers'.
QoC Talks in 2009	
January 27, 2009	14. Dr. Michel Vandenbroeck (University of Ghent, Belgium) about 'Diversity and Equity in Early Childhood Services'. Host: MEP Karin Resetarits.
March 3, 2009	15. 'Taking stock of what has been achieved with the Working Group since December 2006 and looking forward' with Michiel Matthes, Secretary-General of the Alliance for Childhood European Network. Host: MEP Karin

	Resetarits.
April 28, 2009	16. Professor Peter Moss (University of London) about young children and their services: developing a European approach. Host: MEP Rovana Plumb.
September 8, 2009	17. 'Continuing to work on improving the Quality of Childhood in the European Union during the present economic downturn' with Professor Emeritus Richard Wilkinson, co-author of the book 'The Spirit Level, Why More Equal Societies Almost Always do Better'. Host: MEP Rovana Plumb.
November 17, 2009	18. The Technical University of Dortmund won the tender issued by the European Commission to execute a Research Project to identify the key research questions regarding families and family policies. The leader of this project, Professor Dr. Uwe Uhlenborff gave a briefing on this Project and spoke about 'Developing a European Research Agenda for Families and Family Policies'. Host: MEP Livia Járóka.
December 8, 2009	19. Why Love Matters: How Affection Shapes a Baby's Brain, and the policy requirements in this respect with Sue Gerhardt, author of the book with the similar title. Host: MEP Evelyn Regner.
QoC Talks in 2010	
January 12, 2010	20. The PISA Study and lessons learned regarding the Quality of Childhood with Andreas Schleicher, Head of the Indicators and Analysis Division of the OECD Directorate for Education. Host: MEP Evelyn Regner.
March 2, 2010	21. 'Improving the Quality of Childhood in the European Union: the Case of Roma Children' with Ivan Ivanov, Executive Director of the European Roma Information Office (ERIO) and Bernard Rorke, Director of the Roma Initiative Programs of the Open Society Institute (OSI). Host: MEP Gerald Häfner.
April 13, 2010	22. Improving the Quality of Childhood in the European Union: the Aspect of Parental Leave Policies by Professor Peter Moss of the Thomas Coram Research Unit, Institute of Education, University of London. Host: MEP Gerald Häfner.
June 8, 2010	23. 'The City for the Children'. Key-note speaker: Vanessa Pallucchi, Director for Education of Legambiente, Rome, Italy. Host: MEP Vittorio Prodi and MEP Karin Kadenbach.
August 31, 2010	24. 'The impact of television and screen media on the Quality of Childhood and what are good policies in this respect on the level of the family, on the level of the country and on the EU level?' with Dr. Aric Sigman, author of the book 'Remotely controlled, how television is damaging our lives'. Host: MEP Karin Kadenbach.
November 17, 2010	25. 'The proposed research agenda for the European Commission re families and family policies' with Professor Dr. Uwe Uhlenborff of the Technical University Dortmund, Germany. Host: MEP Mr Gerald Häfner
QoC Talks in 2011	
January 11, 2011	26. 'The Quality of the Physical Environment of the Child, the Current Problems in this area, and what needs to be done?' together with the Health and Environment Alliance and the INCHEs Network. Host: MEP Gerald Häfner.
March 1, 2011	27. 'Educating the Art of Life: Resilience and Creativity in Contemporary Education' with David Brierley, Associate Professor at the Rudolf Steiner University College, Oslo Norway. Host: MEP Evelyn Regner.
March 29,	28. 'A reflection on the European Commission's High Level Group on

2011	Literacy' with emeritus Professor Margaret Clark from the UK. Host: MEP Lambert van Nistelrooij.
May 31, 2011	29. 'Learning to move and moving to learn. Why physical development in the early years supports later learning, behaviour and achievement' with Sally Goddard Blythe, Director of The Institute for Neuro-Physiological Psychology in the UK. Hosted by MEP Edward McMillan-Scott.
September 6, 2011	30. Presentation of the report 'Learning for Well-being: a Policy Priority for Children and Youth in Europe, A Movement for Change' by Professor Ilona Kickbusch, Director of the Global Health Programme at the Graduate Institute of International Development Studies in Geneva. Host: MEP Karin Kadenbach.
November 8, 2011	31. Alcohol Nation, How to protect our children from today's drinking culture' with Dr. Aric Sigman. Host: MEP Gerald Häfner.
QoC Talks in 2012	
January 10, 2012	32. Presentation of a Proposal to set up a European Academy for Complementary Pedagogy by Jesper Juul. Host: MEP Judith Merkies.
March 6, 2012	33. 'What Contribution can the Digital Environment make to the Improvement of the Quality of Childhood?' with Professor Martine Delfos from the Netherlands and Thibaut Kleiner of the Cabinet of Euro-commissioner Neelie Kroes. Host: MEP Evelyn Regner.
April 11, 2012	34. 'Improving the Quality of Childhood as a challenge to European institutions: Reflections from the Ombudsmen for Children' with Maria Kaisa Aula, the Finnish Ombudsman for Children. Host: MEP Liisa Jaakonsaari.
5 June 2012	35. The State of Affairs of the Child in the City, and What Needs To Be Done? with Dr. Jan van Gils, President and founder of the European Network of Child Friendly Cities and President of the International Council for Children's Play. Host: MEP Karin Kadenbach
4 September 2012	36. '500,000 Preterm Births in Europe Each Year. What are the Dangers, and What are the Main Components of a Successful Strategy to Address this Challenge?' with Professor Luc Zimmermann (Belgium / Netherlands), Professor Dominique Haumont (Belgium) and Silke Mader (Germany), all working with the European Foundation for the Care of Newborn Infants (EFCNI). Host: MEP Peter Liese.
13 November 2012	37. 'How can we help children to reach their unique potential and how can we support the parents, caregivers and teachers in their role vis-à-vis children' with Dr. Gordon Neufeld from Vancouver, Canada. Host: MEP Gerald Häfner.
QoC Talks in 2013	
9 January 2013	38. 'Children and their connection with nature: why it is important and how can it be stimulated?' with Tim Gill from the UK. Host: MEP Judith Merkies and MEP Gerald Häfner.
5 March 2013	39. 'IFFD's Family Enrichment Courses: the Case Study Method applied to Family Settings. What it is and how to provide it to more families?' with Marina Robben, President of the International Federation For Family Development (IFFD). Host: MEP Anneli Jäätteenmäki and MEP Anna Záborská.
9 April 2013	40. Finland has the best literacy score in the European Union. What are the main elements of its strategy and to what extent can it be copied by other countries? with Professor Heikki Lyytinen. Host: MEP Liisa Jaakonsaari.

4 June 2013	41. 'The commercialisation of childhood in the USA: what is the current situation, to what extent is it harmful for children, what needs to be done and what are the lessons for the European Union?' with Susan Linn, Founder and Director of the 'Campaign for a Commercial-Free Childhood'. Host: MEP Anna Záborská.
3 September 2013	42. 'The Human Biotechnology Revolution is opening the door to the creation of genetically modified 'designer babies': what is the current situation?, what is at stake at the moment?, what needs to be done?, and what role could the European Union play in this respect?' with Enola Aird, Founder and Director of 'Mothers for a Human Future'. Host: MEP Anna Záborská.
12 November 2013	43. 'Positive human development: a spontaneous or guided process?' 45 years of experience with longitudinal research and the policy lessons that can be drawn from it' with Professor Lea Pulkkinen. Host: MEP Anneli Jäätteenmäki.
QoC Talks in 2014	
7 January 2014	44. 'Early Childhood Education and Care (ECEC) Systems in Europe: what are the current trends and what needs to be done?' with Professor Dr. Mathias Urban, Professor of Early Childhood and Director of the Early Childhood Research Centre, University of Roehampton, London, Great Britain. Host: MEP Gerald Häfner.
4 March 2014	45. Parents' partnership stability and quality as a context for child development. What are the challenges, and what policies and programmes are in place? Some insights from Germany' with Professor Dr. Sabine Walper, Research Director of the German Youth Institute in Munich, Germany. Host: MEP Jürgen Klute.
18 June 2014	46. 'Make the European Parliament a global Child Rights Champion'. The presentations will be given by members of the Child Rights Action Group (CRAG) a.o. Jana Hainsworth of Eurochild, Deirdre de Burca of World Vision and Lilana Keith of PICUM. Host: MEP Gerald Häfner.
8 July 2014	47. 'Youth employment in the EU member states: what is the current situation?, and what is the role of the European Commission in the domain of the Youth Initiative and the Youth Guarantee? Discussion of the Commission's Country Specific Recommendations' with Jeroen Jutte of the European Commission, Head of Unit, DG EMPL, Unit C1 European Employment Strategy and Governance. Host: MEP Julie Ward.
9 September 2014	48. 'Developing inclusive systems across Education, Health and Social sectors for early school leaving prevention' with Dr. Paul Downes of Saint Patrick's College, Dublin City University. Host: MEP Julie Ward.
18 November 2014	49. 'The Mental Health Situation of Children and Young People in the European Union: What is the Current Situation and What could be done?' with Professor Ulrike Ravens-Sieberer and Dr. Veronika Ottova-Jordan. Host: MEP Anna Hedh.
QoC Talks in 2015	
6 January 2015	50. 'The effect of the Great Recession on Southern European Children's and Adolescents' Adaptation and Wellbeing: Risks and Resilience Processes. What is necessary at this moment?' with Professor Frosso Motti-Stefanidi, PhD. Host: MEP Kostas Chrysogonos.
3 March 2015	51. '4000 City Councils for Children in France: how do they operate and what makes them successful?' with Jonathan Lévy. Host: MEP

	József Nagy.
13 May 2015	52. 'Children's Well-Being Indicators: a Powerful Tool to Improve the Well-Being of Children. Launch of the European Report of Children's Worlds' with Professor Ferran Casas, Professor Sabine Andresen and Professor Jonathan Bradshaw. Host: MEP Nathalie Griesbeck
2 June 2015	53. 'Health Assets for Young People's Health and Well-being. A New Basis for a set of Indicators for Policy and Practice?' with Dr Antony Morgan from the Glasgow Caledonian University, London Campus, UK Host: MEP Marie Arena and MEP Jana Zitnanska
1 September 2015	54. 'Elham Palestine: a multisector national partnership towards making schools more conducive to children's well-being. What is the philosophy and approach of Elham? What positive outcomes have resulted? In which way can we apply the same approach in a European context?' with Professor Dr. Marwan Awartani. Host: Julie Ward.
17 November 2015	55. 'Prosperity without growth: a vision of a lasting prosperity for all' with Professor dr. Tim Jackson from the University of Surrey, UK. Host: MEP Molly Scott Cato.
QoC Talks in 2016	
12 January 2016	56. 'Curious Minds: The English approach to offer rich educational and cultural programmes to all children and young people' with Derri Burdon. Host: MEP Julie Ward.
1 March 2016	57. 'Refugee and immigrant children and youngsters: some reflections on the successful integration of them in the receiving societies' with Professor Frosso Motti-Stefanidi, PhD and Lilana Keith. Host: MEP Caterina Chinnici.
26 April 2016	58. 'What constitutes good education and what are the roles of measurement and evaluation in it?' with Professor Dr. Gert Biesta. Host: MEP Liisa Jaakonsaari.
14 June 2016	59. What we can do to establish a good education and which new pedagogical approach we may propose? with Martine Reicherts, Director-General for Education and Culture in the European Commission. Host: MEP Julie Ward.
6 September 2016	60. 'Toward media literacy or media addiction?', contours of good governance for healthy childhood in the digital world' with Professor Dr. Paula Bleckmann. Host: MEP Julie Ward.
8 November 2016	61. 'How to empower parents for a better Quality of Childhood?' with Professor Ramón Flecha. Host: MEP István Ujhelyi
QoC Talks in 2017	
10 January 2017	62. Children with imprisoned parents: 'How to support children to cope with their parent's imprisonment and enhance their potential to lead safe, included, happy, achieving lives?' with Kate Philbrick and Hannah Lynn from 'Children of Prisoners Europe' (COPE) network. Host: MEP: Julie Ward.
7 March 2017	63. 'Innovation in Education, Improving Learning & Well-being' with Professor Dr. Els Laenens. Host: MEP József Nagy.
11 April 2017	64. 'Primary Health Care for Children in Europe. Similarities and Differences between Countries - what do they Mean? Interim findings of the Models Of Child Health Appraised (MOCHA) Horizon 2020 Project ' with Professor Michael Rigby and Dr. Denise Alexander. Host: MEP Hannu Takkula.
20 June 2017	65. The pros and cons of OECD's International Early Learning Study (IELS) with Rowena Phair and Professor Mathias Urban. Host: Mary Honneyball

Five yearbooks were published with the reports of these sessions:

session 1-16: Improving the Quality of Childhood in the European Union: Current Perspectives.

session 17-23: Improving the Quality of Childhood in Europe 2011, Volume 2.

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