

## EXPERT MEETING

Leiden - 22-23 June, 2017

## Participating Experts

## Angela Anning (UK)

Angela Anning is Emeritus Professor of Early Childhood Education at the University of Leeds, where she worked for seventeen years in the School of Education. Her professional background is in early childhood education, particularly in inner cities. Her research interests include professional knowledge and practice in integrated services for children. An ESRC funded research-based at Leeds University, working with colleagues in Psychology, Medicine, Social Work and Healthcare, into the dilemmas of implementing multi-professional teamwork is reported in an influential book, due in a third edition (Anning, A. et al (in press) Developing Multi-Professional Teamwork for Integrated Children's Services: Research, Policy and Practice) published by Mc Craw Hill. For five years she was a member of the Impact Team of the National Evaluation of Sure Start team based at Birkbeck College, London. In 2007 research designed to identify why some Sure Start Local Programmes were more effective in achieving outcomes than others was reported in Anning, A. and the National Evaluation of Sure Start Team (2007) Understanding Variations in Effectiveness in Sure Start Local Programmes. Nottingham: DfES. ([www.surestart.gov.uk/NESS/2007/FR/024](http://www.surestart.gov.uk/NESS/2007/FR/024)). Amongst the findings on key strategies to attain proficiency in delivering services for vulnerable families with young children was the effective management of multi-agency teamwork.

## Paulo André (Portugal)

Paulo André has been working in the education field for more than 27 years, as a teacher and at school and administration levels. During his path he taught Physics, Physics and Chemistry and Maths and was Class Headmaster. Beyond the classroom, he took on several posts in school management and administration as Executive Council Assistant, Vice-president of the Executive Council, President of the Administrative Council, President of the Pedagogical Council and Principal.

Since September 2009, he has been working at the Directorate General of Education of the Ministry of Education. Having started as Executive Officer, in 2013 he has taken over the Team Coordination of Projects on Inclusion and Promotion of Educational Success.

As a representative of the Portuguese Ministry of Education, he has been part of ET 2020 Working Groups: on 'Schools Policy' (2015) and on 'Schools' (2016).

## Mehmet Albek (Germany)

Mehmet Albek was born in 1958 in Izmir, Turkey. Since 1969 he has been living in Berlin, Germany. He finished his Diplom in Political Science at the Free University of Berlin and completed his PhD at the Humboldt University of Berlin in 1997. He is actively involved in education and support of parents with a migration background. He is a diversity trainer and consultant for migration focused topics. Currently he is the executive director of Föderation Türkischer Elternvereine in Deutschland (Federation of Turkish Parent Associations in

Germany) and the manager of the project “Strukturförderung von Migrantenorganisationen auf Bundesebene (Structural Support for Migrant Organizations in Federal Level)”.

### Sanja Brajković (Croatia)

Sanja Brajković is a psychologist with experience from school environment, centre for prevention of addictions as well as from the institutional care. In 2003 Sanja joined the Open Academy Step by Step Croatia and in 2014 became its program director. She is an author of several publications, including the Professional Learning Communities, which is a result of a training module for teachers as leaders of learning communities. She also has experience in providing professional development support to practitioners working with Romani children, families and communities.

### Peter Dixon (New Zealand)

Peter Dixon is the CEO of Storypark, Auckland, New Zealand. Peter was born in Auckland and went to Brooklyn Kindergarten. Since then he has helped develop a number of ventures in both New Zealand and North America, and worked to support other organisations who believe in making a difference in the world.

### Anke van Keulen (The Netherlands)

Anke van Keulen studied social pedagogy and worked on diversity in the field of parents and children of ethnic minorities, early childhood care and educational and educational issues. What she likes best about her work is developing and compiling educational material. In her assignments she likes to anticipate changes in society and gives shape to new ideas in professional practice: education and/or diversity are core concepts here. Working at a European level is a challenge to her. She is co-founder and former overall-coordinator of the European network DECET (Diversity in Early Childhood and Training). She is an active member of the International Step by Step Association (ISSA), of Eurochild and she is Boardmember of Childcare International. Specialisations of Anke: pedagogical quality and diversity, democratic citizenship, early childhood care and education, professionalism, learning communities, European network.

### Salete Lemos (Portugal)

La Salete Lemos, has a degree in Sociology from the Faculty of Economics of the University of Coimbra and has a postgraduate in social entrepreneurship and development of the territory by the Higher School of Health Technology of the Polytechnic Institute of Porto. Works in the Programa Escolhas since 2001, and is responsible for monitoring and evaluating social projects financed by the respective program that aims to support the social inclusion of children and young people from the most disadvantaged socio-economical contexts, looking towards equal opportunities and social inclusion.

### Anna-Louise van der Merwe (UK)

Anna-Louise van der Merwe is the Trust Director of the Foundation Years Trust. She has previously worked for Save the Children, UNICEF and other organizations working with children. She spent many years working in countries as diverse as Sudan, Myanmar and Lebanon, amongst others. A strong focus throughout her career has been on improving opportunities for children from many different backgrounds and circumstances.

### Cristina Milagre (Portugal)

Cristina Milagre has a degree in educational psychology (ISPA, Lisbon) and masters in social and organizational psychology (ISCTE, Lisboa). She has worked in Portuguese public bodies in

the fields of youth and adult education and training, the integration of young people, mediation, intercultural dialogue and inter-religious dialogue. Has also participated in several research projects in the fields of education, vocational training, gender and interculturalism. Currently is the Head of Unit for Intercultural Dialogue in the High Commission for Migration, Portugal.

### Iris Roose (Belgium)

Iris Roose is a PhD researcher at the Centre for Diversity and Learning at the Ghent University. Her research is situated in the project POTENTIAL Power to Teach All. The project POTENTIAL aims to develop (student) teachers' competences to create inclusive learning environments. The research of Iris focuses on the development and implementation of a video-based pairwise comparison approach to measure secondary education teachers' professional vision of inclusive learning environments. Prior to the POTENTIAL project, Iris was involved in projects on strengthening student teachers to appreciate and exploit diversity and cope with social inequality in pre-primary and primary education.

### Sally Smith (UK)

Sally has been CEO since 2011 and has worked for the Peep charity since 2006. She leads the staff team, develops collaborative relationships with others working in our sector, and is responsible for the strategic direction and financial management of Peep. Sally has a background in research, including six years as a Research Officer in the Department of Education at Oxford University. Her doctoral thesis was about the origins and uses of the ORIM framework (which underpins the Peep Learning Together Programme).

### Magdalena Szeniawska (Poland)

Co-founder and now vice president of Mierz Wysoko (Aim High) Association. For over 10 years, she has worked with children and youth from a wide range of backgrounds (social schools, foster care, rural environments, urban environments). She cooperated with such organizations as the Robinson Crusoe Foundation (Fundacja Robinson Crusoe), the REMUS Theater Association (Teatr Remus), Aim High (Mierz Wysoko) Association, the Guardian Angels (Fundacja Aniołów Stróżów). She developed her skills and expanded her experience during an 8-month internship in the USA, a month-long internship at the Guardian Angels Foundation in Katowice (within the Ashoka Academy of Social Innovators) and 3-month internship in Senegal (within the GLEN Program), as well as during post graduate studies, various courses and trainings. She got her MA at the Institute of Applied Social Sciences, at the Warsaw University, where she majored in negotiation and mediation. Her master thesis concerned the situation of migrants from Africa and Asia working as sales people and peddlers at the largest marketplace in Europe – an old sports arena (Stadion Dziesięciolecia) in Warsaw. Magdalena also works directly with children and adults from migrant communities – at the Mierz Wysoko and together with the Forum for Social Diversity Foundation (Fundacja na Rzecz Różnorodności Społecznej) and Practitioners of Culture Association (Stowarzyszenie Praktycy Kultury).

### Magdalena Škoro (France)

Magdalena Škoro is a PHD candidate in Literature - Linguistics & French Didactics since 2012 at the University of Bourgogne (France). She holds a Master 2 in French & Linguistics-Paris Sorbonne 4. She is also graduate from the University of Zadar (Croatia) in French Language, Civilisation and Literature and Archaeology. She has been in charge of workshops among migrant publics, using innovative pedagogical approach. She coordinated a team of volunteers working with migrants and refugees at the association « AtoutsCours » in Paris (2012-2015),

and at the social center" ENS-Espace Torcy" Paris [www.ensparis.fr](http://www.ensparis.fr) (2015-2017). In Croatia, she was co-responsible in 2012 of an intensive course in the framework of the project "Reading and teaching French" a partnership between the University of Zadar and the association «Sorbonne Sonore - Livreurs, lecteurs sonores». She is involved in the Di&Di project as coordinator of a group of learners - [www.di-di.fr](http://www.di-di.fr). She was also associated in 2015-2016, to the European projects: Vintage - [www.vintage-language.fr](http://www.vintage-language.fr). In 2015, she created the association French for social and professional integration, FISPE-[www.fispe.fr](http://www.fispe.fr).

### Zorica Trikić (Netherlands)

Zorica Trikić is the Senior Program Manager at ISSA. She is in charge of different ISSA initiatives such as Embracing Diversity (a training program for adults and for practitioners working with children), providing support to professionals working with refugees and immigrant children, enabling the use of the Resource Modules for Home Visitors (developed by ISSA in partnership with UNICEF). Zorica joined ISSA's Secretariat in January 2014 and prior to that she worked as a Program Director in one of ISSA's NGO members the CIP - Centre for Interactive Pedagogy in Belgrade, Serbia. A psychologist with a Master's degree in Education and Human Resources Development, Zorica has more than 25 years' experience in the early years' sector working with children, parents, communities, educators, ECD professionals and policy makers. Her special focus is on the most vulnerable children, families and communities, especially Romani children. She has experience in developing training and professional development programs for practitioners working with young children and families, and is especially connected with promoting quality in early childhood services, respect for diversity and social justice issues. She has also participated in the development of different policy reports and by-laws as well as many international working groups.

### Margy Whalley (UK)

Margy Whalley is Director of Research, Development and Training at Pen Green Research Base in Corby, UK. She is an early years' educator, having operationally led multi-disciplinary, multi-functional early years' services in the UK, Brazil and Papua New Guinea. She was a founder head of Pen Green Children's Centre and has worked there since 1983. As a fully integrated service for children and families, Pen Green became the prototype for the UK Government's Early Excellence, Sure Start and Children Centre Programmes. She is committed to engaging in practitioner research and established the Research Base at Pen Green 13 years ago. It is currently the only Early Years Research Base in the UK that has grown out of practitioners' researching their own practice. At the Research Base she has led the development of a comprehensive programme of initial and post-qualifying training to become the "University of the Workplace" in Corby, working in collaboration with the University of Leicester, the University of Hertfordshire and the University of Middlesex. She led the national project for designing, writing and developing the UK National Qualification in Leadership – the NPQICL (The National Professional Qualification Integrated Centre Leadership). As a research base Pen Green continues to influence policy and development at a national, regional and local level. In 2008, Margy received the Childcare Lifetime Achievement Award, in honour of her outstanding contribution to the Childcare Development, over the past 35 years.