

No Quality without Equality

International Conference on Diversity, Equality,
and Social Justice in Early Childhood

4-5 June 2015

DECET in collaboration with Newman University, Birmingham UK

Keynote speakers:

Louise Derman-Sparks, USA | Deepa Grover, UNICEF | Peter Thatchell, UK



'Quality' continues to be the defining term for early childhood education and care. There is now a broad consensus among policy makers, practitioners and researchers that *'access to universally available, high-quality inclusive ECEC services is beneficial for all'* – as emphasised by the proposal for a *European Quality Framework for ECEC*, launched by the EU Commission in 2014. But what constitutes 'quality' in relation to the experiences of young children, their families and communities in and with early childhood institutions and programmes remains a highly contested matter. There is no shortage of definitions – but they all depend on the context, the vantage point and the vested interests of those who are in a position to define.



As DECET, the international network that works for diversity, equality and social justice in early childhood, our position is clear: Firstly, questions of 'quality' are first and foremost connected to the rights of *all* children to grow up and live free of discrimination. Secondly, *all* means *all* – regardless of a child's or their family's race, ethnicity, colour, sex, gender, language, belief, religion, nationality, legal status, economic status or ability.

THERE CAN BE NO QUALITY WITHOUT EQUALITY

The international conference, jointly hosted by DECET and Newman University, is a forum for practitioners, trainers, academics, policy makers and activists to explore crucial questions we believe should sit at the very centre of any discussion about 'quality' in early childhood:



How to achieve quality for all? How can we ensure all children and families have access to the services they need? How to ensure diversity, equality and social justice are constituting elements of all early childhood services?

Quality for whom – whose quality? How can we ensure that defining and developing and evaluating 'quality' is a democratic, participatory process that involves all stakeholders – including (but not limited to) children, families, diverse communities, practitioners, policy makers, researchers?

Quality with whom? How can we best support democratic educators in a competent system?

Call for papers and information:

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Diversity in Early Childhood Education and Training

