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# Erasmus+ for Early Childhood Education and Care

*Project results and analysis*

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# **Erasmus+ and Early Childhood Education and Care (ECEC)**

## ***Project results and analysis***

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## Foreword



### **Mariya Gabriel**

Commissioner for Innovation,  
Research, Culture, Education and Youth

How can we help our young children acquire the basic skills they need to succeed in school and later in life? How can we help them develop their social skills, help them understand tomorrow's world?

We all learn throughout our lives, but children's first years are crucial to plant the seeds which will allow them to flourish later in life. Their first years, before they even reach the age of primary school, set the foundations for their personal development, social skills and successful later learning. While their family gives them care, affection, values and so many more things, children also benefit from receiving professional education and care.

This is why the European Pillar of Social Rights established that children have the right to affordable early childhood education and care of good quality and a Council recommendation for high quality early childhood education and care systems was adopted in 2019. We will continue working with Member States and stakeholders in order to make sure that high quality early childhood education and care will be cornerstone of a European Education Area based on the principles of lifelong learning, innovation and inclusion.

One of the keys to achieving this quality is to support all the staff who work in early childhood education and care settings, such as crèches and kindergartens, to develop their professional competences, during their initial training and throughout their career. The Erasmus+ programme offers them such an opportunity, by learning from each other and discover the many ways early childhood education and care is designed and implemented in other countries. The programme is also a place to develop innovative teaching methods and new materials to support children's learning, e.g. in science, art or languages.

I am delighted to present this collection and analysis of projects funded by the Erasmus+ projects to support staff and institutions who care for and educate our young children. I hope this will inspire many more of you to use this European programme, which offers exciting opportunities.

## Summary

The Erasmus+ programme supports education, training, youth and sport in Europe and is one of the flagship initiatives of the European Union (EU). Every year, it offers opportunities for individuals to study, train, and gain experience abroad, while organisations can collaborate, develop new approaches together and learn from each other.

The programme is an instrument to help achieve European ambitions in the field of education and is an important route to support high quality provision of early childhood education and care (ECEC).

Participation in high quality ECEC is an essential foundation for the successful lifelong learning, social integration, personal development, and employability of all children. Improving the quality and effectiveness of ECEC systems across Europe is therefore essential to securing smart, sustainable and inclusive economic growth.

Education ministers from all EU countries have consequently adopted a Council recommendation<sup>1</sup> for high-quality early childhood education and care systems in May 2019, which invites member states to “work towards ensuring that early childhood education and care services are accessible, affordable and inclusive”. Member states are invited to achieve this objective in line with the five principles and ten quality statements set out in the EU Quality Framework for ECEC.



The Erasmus+ programme funds projects that contribute to the quality of early childhood education and care in many ways, including through the training and professional development of staff in this sector and creation of new tools and pedagogical approaches.

The programme includes three funding strands:

- \* Mobility of individuals (Key Action 1 – KA1)
- \* Cooperation for innovation and exchange of good practices (Key Action 2 – KA2)
- \* Support for policy reforms (Key Action 3 – KA3).

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<sup>1</sup> [eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2019.189.01.0004.01.ENG&toc=OJ:C:2019:189:TOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2019.189.01.0004.01.ENG&toc=OJ:C:2019:189:TOC)

**This publication presents a selection of these projects and their results, and it shows how they contribute to improve access to and the quality of ECEC provision across Europe. It hopes to inspire other ECEC staff and organisations to participate in the programme to improve their practice and support their professional development.**

Analysis of projects shows that KA 1 projects offer great potential for learning for the ECEC sector or potential for replication to enhance quality in ECEC settings. Most commonly, the projects offer the opportunity to enhance staff professionalisation through activities such as job shadowing or attending training courses in other countries, which implicitly enhance skills, experiences and competences for the staff and students involved. Further examples demonstrate how ECEC institutions can enhance curricula by sharing practices or attending training on established educational methods. There are also some very innovative examples, which support the theme of access, particularly with a focus on inclusion.

KA 2 and KA 3 projects cover a range of areas as described in the European Quality Framework for ECEC and offer significant opportunities for the ECEC sector to implement this Framework by providing:

- opportunities for staff professionalisation for those practitioners directly involved;
- learning on how ECEC settings can support staff to develop competencies across a range of themes to support the offer of a holistic learning environment;
- inspiration on how staff development can be effectively delivered, and the learning recognised;
- opportunities for sharing, developing and testing new curricula resources or pedagogy approaches, many of which facilitate the provision of a wider learning experience;
- important learning on approaches or strategies to make ECEC more inclusive in general or how to support particular disadvantaged groups; and,
- insights on possible strategies to improve monitoring, evaluation and governance.

This publication also invites ECEC professionals to use the many great results that have been developed by their peers (educational materials, teaching guides, e-learning modules, handbooks, research reports, etc.). Each project information sheet includes a summary of the project and links to the various linguistic versions of materials created by the project.

*Early childhood education and care (ECEC) is defined as "any regulated arrangement that provides education and care for children from birth to compulsory primary school age, which may vary across the EU. It includes centre and family-day care, privately and publicly funded provision, pre-school and pre-primary provision".*



## Introduction

The Erasmus+ programme<sup>2</sup> supports education, training, youth and sport in Europe and is one of the flagship initiatives of the European Union (EU). Every year, it offers opportunities for individuals to study, train, and gain experience abroad, while organisations can collaborate, develop new approaches together and learn from each other. The programme is an instrument to help achieve European ambitions in the field of education and is an important route to support high quality provision of early childhood education and care (ECEC)<sup>3</sup>.

Participation in high quality ECEC is an essential foundation for the successful lifelong learning, social integration, personal development, and employability of all children. Improving the quality and effectiveness of ECEC systems across Europe is therefore essential to securing smart, sustainable and inclusive economic growth. Education ministers from all EU countries have consequently adopted a Council recommendation<sup>4</sup> in May 2019, which invites all Member States to “work towards ensuring that early childhood education and care services are accessible, affordable and inclusive”. Member States are invited to achieve this objective in line with the five principles and ten quality statements set out in the EU Quality Framework for ECEC.

EU Quality Framework for Early Childhood Education and Care	
PRINCIPLE	QUALITY STATEMENT
<p><b>ACCESS</b> to quality early childhood education and care services for all children contributes to their healthy development and educational success, helps reducing social inequalities and narrows the competence gap between children with different socio-economic backgrounds. Equitable access is also essential to ensure that parents, especially women, have flexibility to (re)integrate in the labour market.</p>	<ul style="list-style-type: none"> <li>▪ Provision that is available and affordable to all families and their children.</li> <li>▪ Provision that encourages participation, strengthens social inclusion and embraces diversity.</li> </ul>
<p><b>STAFF</b> is the most significant factor for children's well-being, learning and developmental outcomes. Therefore, staff working conditions and professional development are seen as essential components of quality.</p>	<ul style="list-style-type: none"> <li>▪ Well-qualified staff with initial and continuing training that enable them to fulfil their professional role</li> <li>▪ Supportive working conditions including professional leadership which creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.</li> </ul>

<sup>2</sup> [ec.europa.eu/programmes/erasmus-plus/](https://ec.europa.eu/programmes/erasmus-plus/)

<sup>3</sup> Defined as “any regulated arrangement that provides education and care for children from birth to compulsory primary school age, which may vary across the EU. It includes centre and family-day care, privately and publicly funded provision, pre-school and pre-primary provision”

<sup>4</sup> [eur-lex.europa.eu/legal-](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2019.189.01.0004.01.ENG&toc=OJ:C:2019:189:TOC)

[content/EN/TXT/?uri=uriserv:OJ.C\\_.2019.189.01.0004.01.ENG&toc=OJ:C:2019:189:TOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2019.189.01.0004.01.ENG&toc=OJ:C:2019:189:TOC)

<p><b>CURRICULUM</b> is a powerful tool to improve well-being, development and learning of children. A broad pedagogical framework sets out the principles for sustaining children's development and learning through educational and care practices that meet children's interests, needs and potentialities.</p>	<ul style="list-style-type: none"> <li>▪ A curriculum based on pedagogic goals, values and approaches which enable children to reach their full potential addressing their social, emotional, cognitive and physical development and their well-being.</li> <li>▪ A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.</li> </ul>
<p><b>MONITORING AND EVALUATION</b> sustain quality. By pointing to strengths and weaknesses, its processes can be important components of enhancing quality in early childhood education systems. They can provide support to stakeholders and policy makers in undertaking initiatives that respond to the needs of children, parents, and local communities.</p>	<ul style="list-style-type: none"> <li>▪ Monitoring and evaluation produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.</li> <li>▪ Monitoring and evaluation which is in the best interest of the child.</li> </ul>
<p><b>GOVERNANCE AND FUNDING</b> are crucial to enable early childhood education and care provision to play its role in the personal development and learning of children and in reducing the attainment gap and fostering social cohesion. Quality results from comprehensive and coherent public policies that link early childhood education and care to other services concerned with the welfare of young children and their families.</p>	<ul style="list-style-type: none"> <li>▪ Stakeholders have a clear and shared understanding of their role and responsibilities and know that they are expected to collaborate with partner organisations.</li> <li>▪ Legislation, regulation and/or funding supports progress towards a universal entitlement to high quality affordable early childhood education and care, and progress is regularly reported to relevant stakeholders.</li> </ul>

The Erasmus+ programme funds projects that contribute to the quality of early childhood education and care, including through the training and professional development of staff in this sector and creation of new tools and pedagogical approaches. The programme includes three funding strands: Mobility of individuals (Key Action 1), Cooperation for innovation and exchange of good practices (Key Action 2) and Support for policy reforms (Key Action 3)<sup>5</sup>.

<sup>5</sup> Key Action 1 (KA 1) - Mobility of Individuals: Education and training organisations can offer their staff or learners a period of time in another country to undertake structured study, work experience, job shadowing, volunteering, training and teaching opportunities. Key Action 2 (KA 2) - Cooperation for Innovation and Exchange of Good Practices: KA2 projects support strategic partnerships to facilitate sharing of good practices, and support capacity building to work at an international level. They also focus on innovation and developing new ideas. There is a strong emphasis on the generation of outputs within these projects.

Key Action 3 (KA 3) - Support for Policy Reform: KA3 covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems, including strategic activities supporting policy reform across the EU in education, training and youth.

Since 2014, the programme has funded hundreds of projects of relevance to ECEC. This publication presents a selection of these projects and their results, and it shows how they contribute to improve access to and the quality of ECEC provision across Europe. It hopes to inspire other ECEC staff and organisations to participate in the programme to improve their practice and support their professional development.

Analysis of projects shows that KA 1 projects offer great potential for learning for the ECEC sector or potential for replication to enhance quality in ECEC settings. Most commonly, the projects offer the opportunity to enhance staff professionalisation through activities such as job shadowing or attending training courses in other countries, which implicitly enhance skills, experiences and competences for the staff and students involved. Further examples demonstrate how ECEC institutions can enhance curricula by sharing practices or attending training on established educational methods. There are also some very innovative examples, which support the theme of access, particularly with a focus on inclusion.

KA 2 and KA 3 projects cover a range of areas as described in the European Quality Framework for ECEC and offer significant opportunities for the ECEC sector to implement this Framework by providing:

- opportunities for staff professionalisation for those practitioners directly involved;
- learning on how ECEC settings can support staff to develop competencies across a range of themes to support the offer of a holistic learning environment;
- inspiration on how staff development can be effectively delivered, and the learning recognised;
- opportunities for sharing, developing and testing new curricula resources or pedagogy approaches, many of which facilitate the provision of a wider learning experience;
- important learning on approaches or strategies to make ECEC more inclusive in general or how to support particular disadvantaged groups; and,
- insights on possible strategies to improve monitoring, evaluation and governance.

This publication also invites ECEC professionals to use the many great results that have been developed by their peers (educational materials, teaching guides, e-learning modules, handbooks, research reports, etc.). Each project information sheet includes a summary of the project and links to the various linguistic versions of materials created by the project.

## Individual mobility projects (KA 1)

The Key Action 1 strand of the Erasmus+ programme allows organisations to offer individual beneficiaries a period of time in another European country to undertake structured study, work experience, job shadowing, volunteering, training and teaching opportunities. The beneficiaries of these mobility opportunities can include staff and learners. ECEC staff and learners are eligible for these mobility schemes for example through the school or setting they work in, or if they study as part of a Vocational Education and Training (VET) or higher education programme. KA 1 therefore has the potential for supporting the professional development of current ECEC staff as well as future workers and leaders in the sector.

As a whole, KA 1 projects offer wide-ranging opportunities for supporting the enhancement of quality in ECEC. Principally, the opportunities support the professional development of those who work in the ECEC sector, by supporting a broader understanding of ECEC practices, policies and systems. Participation in a mobility action can also serve to increase the capacity of individuals to trigger changes in their own settings or to enhance their motivation and satisfaction with their own work. Additionally, participation in a mobility action can enhance the participants' foreign languages competence; or raise participants' awareness and understanding of other cultures and countries.

The following sections draw on the analysis of Erasmus+ KA 1 projects to provide inspiration for the organisation of mobility projects and support the ongoing pursuit of quality in ECEC.

### Targeting current and future ECEC staff through individual mobility

Staff in ECEC settings are a key beneficiary group and Erasmus+ projects are typically working well to support the immediate enhancement of quality in ECEC settings by allowing their staff to participate in mobility actions. Nonetheless, high quality training of future ECEC staff is also an important issue. There are opportunities offered through the Erasmus+ programme to enhance the teaching of future members of ECEC staff, either through the mobility of VET trainers or higher education teachers, or for students studying under these programmes.

### Raising quality in ECEC through KA 1 projects

Erasmus+ KA 1 projects offer learning for the ECEC sector or potential for replication to address several of the key principles of the European Quality Framework, especially in terms of staff professionalisation. The projects facilitate training or shadowing in cross-national collaboration with partners, sharing good practice and learning from each other to improve their own practice means staff professionalisation is central to the majority of KA 1 projects. Some projects focus on other areas of the European Quality Framework, such as access or curriculum. In reality, mobility projects commonly address multiple principles. Staff exchange activities, where staff visit ECEC settings in other countries typically take a general approach to sharing practice but at times there is a specific focus on curriculum delivery on a particular theme. In other cases, projects have a more specific focus on a particular area of curriculum or the theme of inclusion/access but staff professionalisation might be a secondary outcome because of the nature of the mobility activities.

### Enhancing staff professionalisation through individual mobility projects

Recognising the ECEC workforce as professionals is a key tenant of the European Quality Framework for ECEC. As such, staff professional development is an important focus of activity, as it can have an impact on the quality of teaching and children's outcomes in

individual ECEC settings and helps to create a shared agenda and understanding of quality more widely. Professional development can take different forms including:

- the exchange of good practices among countries, centres or settings involving documenting, networking and disseminating practice;
- participatory action-research and peer learning opportunities; and
- pedagogic guidance provided by specialised staff.

Professional development is also typically not the sole responsibility of individual practitioners – it is better understood as a joint effort that involves teams within a setting, training centres or other experts in a particular field. As such, individual mobility through the Erasmus+ programme is a useful route to support staff professionalisation as the examples below illustrate.

At the core of many of the projects is the opportunity for staff or learners to observe and exchange practice and/or to participate in more structured training courses. Two broad models are evident. Firstly, projects can take a wide or general focus and seek to use the mobility activities to enhance staff knowledge and competences across a number of areas of practice. For example, the 'Improving Leadership, Teaching Methods and Learning Opportunities for our Children'<sup>6</sup> project, coordinated by a pre-school in Cyprus, sought to enhance staff competences' in leadership, alternative learning practices and new teaching methods for delivery of language and mathematics teaching. This model is also commonly used by learners engaged in VET or higher education programmes to complement their theoretical and local practical learning with an opportunity to observe and enhance knowledge of practice more widely. For example, under the project 'Internship for educators in Ireland'<sup>7</sup>, VET childcare and nursery nurse students from Germany went on a 10-month internship in a kindergarten in Ireland. This served to enhance their knowledge and skills and built on the learning from the course completed at their home institution. The length of the placement in this example is worthy of note. The 10-months spent abroad is a significant period, which is likely to support the enhancement of staff competences and skills. A similar model was adopted by the following project allowing students from Romania to visit Spain and Portugal for a shorter placement period:

**Project example: The European Stage of Professional Teaching Training for a Qualitative Education (Romania)<sup>8</sup>**

This project launched in 2017 was developed with the aim to support the Romanian educational system become more compatible with that of other European countries. A group of 38 students from the 11th and 12th form, who were following a vocational programme to become primary or kindergarten teachers participated in two mobility periods in Spain and Portugal. The visits involved participation in a number of training courses as well as a two-week placement during which they observed how the ECEC settings were organised and the nature of extracurricular activities. The aim was to enhance the knowledge and skills of the students and enable them to put into practice what they had observed when they joined the ECEC workforce.

<sup>6</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2015-1-CY01-KA101-011795](https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2015-1-CY01-KA101-011795)

<sup>7</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2015-2-DE02-KA102-002632](https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2015-2-DE02-KA102-002632)

<sup>8</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2017-1-RO01-KA102-035915](https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2017-1-RO01-KA102-035915)

In a second common model projects have a particular thematic focus and the mobility activity seeks to enhance staff competences' in this particular area. Amongst these projects, the themes of inclusion or special education needs, outdoor education and language competences are commonly a focus.

The themes of special educational needs or inclusion emerge strongly as the focus of several successful KA 1 projects. The importance of the opportunities offered through the Erasmus+ mobility projects is clearly demonstrated when local opportunities are more limited in a given district or country. An example is the Luxembourg based project 'The School Development of Speech Therapy Center'<sup>9</sup> which allowed staff from the only specialised school for deaf or speech/language impaired children in Luxembourg to attend relevant conferences and activities across Europe.

The projects which focus on outdoor education reflect the emergence of evidence on the impact of outdoor education on children's learning at the time the projects were funded. Commonly these mobility activities involve staff visits to countries with more advanced practice illustrated by the following example:

**Project example: We Explore the World Around Us (Poland)<sup>10</sup>**

This one-year project launched in 2014, offered the opportunity for staff from a kindergarten in Poland to attend a structured training course in Iceland to enhance their knowledge and competences around delivering outdoor education and incorporating environmental and health related topics into the curriculum. The training delivered by Intercultural Iceland Educational Centre entitled "Learning social skills in the nature" was based on good practice examples of Icelandic schools and kindergarten forest schools. Staff used the knowledge they gained to introduce a number of new activities in their setting, consulted parents and through further development supported by an eTwinning<sup>11</sup> project have subsequently restructured much of their practice to have an outdoor education/forest school focus.

Enhancement of the language competencies of staff and their ability to introduce foreign language teaching into their ECEC setting is another recurrent theme amongst the projects, which support staff professionalisation. While this is one of several themes in some projects, in others it forms the core focus of the project. In the following example, the mobility action offered through the Erasmus+ programme supported wider reforms taking place in the country:

<sup>9</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-2-LU01-KA101-001322](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-2-LU01-KA101-001322)

<sup>10</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PL01-KA101-001287](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PL01-KA101-001287)

<sup>11</sup> eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. [www.etwinning.net](http://www.etwinning.net)

**Project example: CLIL in Pre-primary Education: Building a network of good CLIL practice (Cyprus)<sup>12</sup>**

This two-year project funded in 2016 was launched in the context of national reforms to Cyprus' Education System, which introduced the requirement to teach a foreign language in pre-primary education through the introduction of Content and Language Integrated Learning (CLIL) approaches. The project aimed to support the Ministry of Education's efforts towards the successful implementation of CLIL in Cyprus by facilitating training of an initial core group of teachers in CLIL and by developing a CLIL network across the country to facilitate the ongoing sharing of good practice.

Interestingly, some mobility projects include a mechanism to formally recognise and record the knowledge, skills and competences acquired during the mobility period, which may support the staff's career development. For example, beneficiaries who took part in the 'Internship for educators in Ireland' project<sup>13</sup>, had their 10-month internship in an Irish kindergarten recognised and formalised using tools developed through the European credit system for vocational education and training (ECVET) system<sup>14</sup>. This included a learning agreement and a memorandum of understanding to ensure the professional development activity was delivered as agreed between the project partners. Similarly, in the Romanian project 'Improving the knowledge and skills of Suceava County's special education school staff'<sup>15</sup>, teachers from a special school who visited a comparable institution in Poland attained a Europass Mobility Certificate<sup>16</sup> to recognise the professional development.

**Facilitating access to ECEC and inclusion through individual mobility projects**

A number of projects work on the principles of access and inclusion of the European Quality Framework. Many are largely focused on enhancing staff competences to provide a more inclusive setting or education for children with special or additional educational needs. For example, The Hungarian-led project 'Competences of Inclusive Education' provided its beneficiaries with training and a five-week mobility period in Germany or Italy, focusing on inclusive education and the acquisition of competences to work in an inclusive way<sup>17</sup>. Of particular note in this project was the strong focus on training to support the beneficiaries to become familiar with EU directives on inclusive education. Another project, led by an institution in Spain, supported a novel way to teach children with special needs, by facilitating the training of teachers to deliver mindfulness for children with Attention Deficit Hyperactivity Disorder (ADHD)<sup>18</sup>. These interventions were delivered in English as a means to enhance language learning. As an output from the project, ten session plans in English and Spanish are available.

<sup>12</sup> <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-CY01-KA101-017274>

<sup>13</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-DE02-KA102-002632](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-DE02-KA102-002632)

<sup>14</sup> [ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](http://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)

<sup>15</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA101-023394](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA101-023394)

<sup>16</sup> [europa.eu/europass/en](http://ec.europa.eu/europass/en)

<sup>17</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-HU01-KA102-022728](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-HU01-KA102-022728)

<sup>18</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA101-024607](http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA101-024607)

Other projects aim to support pupils from migrant backgrounds. For example, the project 'A bridge between languages'<sup>19</sup> sent Icelandic teachers, who manage a preschool, to visit UK preschools to observe how they integrate children with a migrant background into British society. The German project 'Acquisition of intercultural competences in working with children and their families', involved VET students undertaking practical training abroad, which lasted for 11 months. At the end of the training, the students received certification equivalent to a basic social work qualification for working with children who have a migrant background.<sup>20</sup>

### **Developing ECEC curriculum through individual mobility projects**

In the main, projects seek to develop specific aspects of the curriculum including teaching languages, the development of outdoor activities or the integration of soft skills or values education.

The German led project 'Development of approaches and methods for the use of digital media as well as for learning outdoors in the preschool area', aimed to integrate digital media competence and outdoor learning in the curriculum of the preschool.<sup>21</sup> The project involved job shadowing in 43 European schools. Based on this observed practice, the preschool introduced "mini-maker space" as part of the curriculum where children learnt how to programme, 3D-construct and print creatively with simple technical skills. The Romanian project 'Outdoors education, a step for the future'<sup>22</sup> facilitated the training of preschool teachers who on their return produced a case study and an activity programme for outdoor education to support the introduction of outdoor education into the curriculum of their preschool. In a similar example, a Spanish led project 'Spaces with life'<sup>23</sup> provided teachers with the opportunity to attend training in the UK and Italy, to gain new knowledge on the design of spaces and materials for outdoor learning using the Reggio Emilia method as the theoretical basis.<sup>24</sup>

Enhancing the foreign language content of a curriculum is another common focus in individual mobility projects as this example illustrates:

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<sup>19</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000026](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000026)

<sup>20</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE02-KA102-003202](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE02-KA102-003202)

<sup>21</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA101-013469](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA101-013469)

<sup>22</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA101-023716](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA101-023716)

<sup>23</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA101-024242](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA101-024242)

<sup>24</sup> The Reggio Emilia method focuses on informal learning directed by the child.



**Project example: Multilingual school, European school: training of teachers for the integrated treatment of the three languages in the curriculum (Spain)<sup>25</sup>**

This Spanish project offered a mobility scheme to build the capacity of teachers and staff in English in order to help children from low socio-cultural and economic backgrounds to learn English. Four kindergarten teachers took seven English language and culture courses; three courses on Content and language integrated learning (CLIL) and completed two study visits to UK schools. As a result, three teachers obtained an English language certificate at level B1. This improvement in the language level of the teachers has enabled the introduction of dedicated hours of teaching each week in the kindergarten curriculum.

Other projects seek to enhance the curricula by introducing a focus on soft skills or moral values. For example, the Estonian led project 'A learning environment for shaping student development'<sup>26</sup> helped teachers to acquire training which enabled them to introduce additional activities into the curriculum to help children gain life skills, critical thinking and creative problem-solving skills. The Icelandic project 'Share our values to create a better world'<sup>27</sup> involved mobility trips to schools in the UK, the Netherlands and Sweden as well as staff attending training courses in order to increase their competence to teach positive moral values as part of the curriculum.

**Evidence of wider impact beyond individual beneficiaries**

Erasmus+ projects under KA 1 directly support individual beneficiaries and typically result in professional development and enhanced personal skills and competencies for these individuals. This is illustrated in a [short film](#)<sup>28</sup> produced by two higher education students studying ECEC who visited a setting in The Netherlands.

Encouragingly there are also some examples which show wider benefits beyond the direct beneficiaries or participants in the projects. There are examples where the professional development for individual staff led to longer-term or wider diffusion of the knowledge gained. One example of this is the Cypriot project 'CLIL in pre-primary education'<sup>29</sup> which initially trained a core group of teachers in the CLIL method. These individuals have subsequently been active as founding members of a national CLIL network, sharing good practice at a series of conferences and events. Another example of secondary beneficiaries experiencing positive outcomes because of the KA 1 projects is the 'Inclusion Services European Development Plan' project<sup>30</sup> in the UK. This multifaceted project involved, as one strand, a visit by early years teachers to enhance their knowledge around parent involvement where English is spoken as an additional language. On their return, a toy library was established to enhance parental involvement in the setting and support home learning. The teachers have observed an impact as a result of this intervention, with the

<sup>25</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-ES01-KA101-001648](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-ES01-KA101-001648)

<sup>26</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-EE01-KA101-000167](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-EE01-KA101-000167)

<sup>27</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000030](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000030)

<sup>28</sup> [www.youtube.com/watch?v=ZZ-1oPwCmoU](https://www.youtube.com/watch?v=ZZ-1oPwCmoU)

<sup>29</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-CY01-KA101-017274](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-CY01-KA101-017274)

<sup>30</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA101-023979](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA101-023979)

project report noting *"The early years practitioners have really seen the benefit, as families are recognising the value of play in developing first and second languages."*

Enhancements to curricula as a result of staff development activity have been described in the examples above as one strand of the wider benefit from the Erasmus+ projects. There are other examples, which suggest whole school structures, and operating frameworks have been altered because of a mobility project. For example, the Norwegian project 'The context kindergarten - SFO – school'<sup>31</sup> led to the development of a common framework and methodological platform in the wider school in which the kindergarten was located. Staff from Norway participated in a fieldtrip to the Reggio Emilia region in Italy to look at after-school practice, in order to help pupils' transition from kindergarten to school. The framework proved successful at the ECEC stage and has subsequently been adopted throughout the whole school.

One final wider impact emerging from the mobility projects is the creation of sustained cooperation between ECEC settings in different European countries. One example is the Icelandic project 'More varied teaching methods focusing on the local environment and body awareness'<sup>32</sup> which offered a mobility experience for its teachers to visit Spain and Denmark to develop outdoor learning methods. This has led to ongoing cross-country cooperation between teaching staff allowing the exchange of practice on other themes.

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<sup>31</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-NO01-KA101-000167](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-NO01-KA101-000167)

<sup>32</sup> [ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000043](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IS01-KA101-000043)

## Partnership and policy focused projects to support ECEC

The Key Action 2 (KA 2) and Key Action 3 (KA 3) strands of the Erasmus+ programme offers opportunities to support the ECEC sector and enhance the pursuit of the specific principles of the European Quality Framework in ECEC.

KA 2 projects support cooperation projects, including strategic partnerships. These strategic partnerships can support exchanges between ECEC settings or institutions to share good practices and support capacity building at an international level. They also focus on innovation and developing new ideas and so offer potential for enhancing how ECEC settings operate. There is a strong emphasis on the generation of outputs in these projects, which can be used by other professionals and institutions.

KA 3 covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems. Under KA 3, the Erasmus+ programme funds strategic activities supporting policy reform across the EU in education, training and youth.

The following sections illustrate how different strands of the programme have been used by the ECEC sector and how the outcomes provide inspiration for future use of the programme to support the enhancement of quality in the sector. These sections also highlight some of the most useful outputs produced by the KA 2 and KA 3 projects which provide tools and resources to address more specific aspects of ECEC delivery.

### Addressing the principles of the European Quality Framework for ECEC through KA 2 and KA 3 projects

KA 2 and KA 3 projects offer many opportunities for learning for the ECEC sector to address several of the key principles of the European Quality Framework for ECEC.

Most projects also support staff professionalisation with this being a secondary or additional outcome for the staff involved in the partnership activity.

#### Enhancing staff professionalisation through partnership projects

Many projects provide some inspiration on how to further support the professionalisation of the ECEC workforce to ensure high quality ECEC systems. It is evident that projects provide abundant opportunities for the staff directly involved to acquire or strengthen competences by participating in a partnership project. This is typically achieved by conducting research on best practice or sharing examples of practice from individual institutions. Commonly these projects produce tools, reports or resources which in turn can serve to support the wider workforce in a particular institution or more widely to enhance competences.

#### Themes and competence areas targeted by staff professionalisation related projects

Amongst the common themes and competences covered by projects, **multi-culturalism** emerge strongly as important to the European and international dimension in which ECEC is delivered. For example, the 'Learners Around the Globe' project fostered cooperation between schools from different European countries with different cultural and education traditions. Through this cooperation, the project improved teachers' knowledge about the diversity of European cultures and languages, and their importance. The 'Schoolteacher Professionalisation: Intercultural Resources and Languages (SPIRAL)' project supported the improvement of the initial training of teachers by proposing a common framework and tools to internationalise the training curriculum. By piloting an experimental phase which

saw 90 future teachers and 15 of their trainers undertake mobility in Europe and by studying the benefits of this mobility on their practices, the project team produced recommendations for policy makers, teacher training institutions and teachers. The aim was to provide a framework for future teachers to respond to the intercultural challenges of the 21st century classroom.

**Multilingualism** is the focus of other projects, with some aiming to support staff to enhance their own language competences and/or ability to teach language skills in ECEC settings. Examples of projects focussing on this competence include:

- The 'CLIL, My Open Window on the World Around Me!' project which promoted language learning and Intercultural awareness through the CLIL (Content and Language Integrated Learning) approach. Teachers from eight partner institutions shared their expertise in order to create a CLIL syllabus and teaching materials in the mother tongue and target language (English) in order to foster children's language learning and interest in other cultures.
- The 'Web and school-based professional development project for foreign language teachers of young learners' enhanced early language teaching and provided ECEC teachers with an in-service education programme. The web-based programme aimed to remedy inadequate professional preparedness of teachers for early language teaching by enhancing theoretical and pedagogical knowledge.
- The 'Guiding Activities and Methods for Teaching English to Pre-Primary Children' project promoted English language learning, and improved the techniques and methodologies used to teach English as a foreign language in order to stimulate pre-school students' motivation and interest.
- The POLYGLOT project developed a methodology and tools for educators and parents to use Open Education Resources for bilingual education in preschool. This helped teachers to integrate children with migrant background who were bilingual. The project combined the classroom activities with e-courses for parents and teachers and produced a series of [guides for educators](#) and [parents](#).

Not unexpectedly, given the need for children to develop 21<sup>st</sup> Century skills, a number of projects focus on **digital or ICT competences**. Most commonly digital approaches or applications are developed to support access to resources on other themes, for example:

- The '100 Steps' project created educational materials which combined the use of smart devices and physical activities. The project also aimed to increase teachers' English language skills and provide them with new pedagogical tools learned from the partner schools.
- The 'WE Learn and Communicate Ensemble (WELCOME)' project enhanced the integration of children with Special Educational Needs (SEN) in ECEC settings by developing tools to improve teachers' competences. These tools, including a teaching methodology and accompanying smart phone app, brought together educational research with examples of effective teaching practice shared by project partners. The aim for the tools was to inspire teachers to use this approach to work with children with SEN.

Given the increasing recognition of the importance of involving parents and working with families in supporting positive outcomes for children, a number of projects focused on enhancing ECEC settings and teachers' competences to effectively engage with parents or carers and support **parental involvement**. A key example was the 'Enhancing quality in ECEC through participation' project which aimed to improve teachers' competences and strengthened collaboration between schools, teachers, families and communities. The project identified, tested and mainstreamed best practice and innovative methods of

participation particularly in a context of diversity. The outcomes include a toolbox to promote family participation approaches in ECEC. One other project specifically focused on the role of fathers. The 'Let's Fathers, Come Preschools' project aimed to get fathers more involved in their children's education and to increase the visibility of fathers' involvement in ECEC. To achieve this, the project aimed to increase early childhood educators' awareness of the importance of fathers' involvement in their children's education. The project provided resources for teachers to use while organising father/parent involvement activities.

A further common theme across the projects is the enhancement of staff competence to support **disadvantaged children**. There is significant overlap here with projects that support the access/inclusion strand of the European Quality Framework for ECEC and as such this is examined in more detail in the next section. Of note, however, are a number of projects which seek to enhance the knowledge and skills of staff in ECEC settings to deal with the varied backgrounds of children in their setting. Specifically, there are several strong examples of projects that focus on migrant children for example:

- The 'Developing Teacher Competences for the Future' project's objective was to better prepare ECEC professionals to meet the challenge of increased migration and changes in family structures. Through sharing experiences and presenting examples of good practice, the project developed ten workshops to support professionals to develop their knowledge of the importance of understanding and respecting the diversity of family backgrounds and situations.
- The 'Social and Emotional Competences of Pre-School Children from Disadvantaged or Culturally Different Environments' project developed a methodology for integrating children with a migrant background in the school environment. The activities of the project focused on enhancing the competences of pre-school teachers and providing them with training and tools to help children and their families to integrate into society. Of interest in this project is the focus it places on the competences of pre-school teachers and staff to identify the behavioural problems and causalities as a result of children's backgrounds or prior migration experiences.

As evident in many of these examples, **multiple competences** are often enhanced through the projects. Given the partnership nature of the KA 2 projects, with schools or institutions working together, a number of projects explicitly demonstrate the opportunities to enhance competences across multiple themes, with staff professionalisation occurring through a cross section of projects, for example:

- The 'Experiments - the best learning science' project developed a methodology for teaching science in preschool education, improving teacher's ICT and foreign languages skills and sharing information about science education alongside examples of good practice.
- The 'Good Start, Grow Smart' project exchanged practice in teaching mathematics and science in ECEC using active learning methods. A series of mathematical, scientific, IT and foreign language (English) activities were completed, as well as activities to share good practice. The project highlighted the role of the child as an active and curious participant, allowing pre-school children to learn through action.

### **Who the staff professionalisation projects target**

While many projects focus on staff professionalisation for core practitioners who were engaged in direct delivery of care or teaching, some project focus on the training of future staff in vocational or higher education. For instance, the following project demonstrates an

interesting approach which sought to achieve more consistency in the initial training of ECEC staff across multiple countries.

**Project example: SPROUT, Same PROfiles for Unique Training in ECEC service (Italy)**

The general objective of SPROUT was to develop European guidelines for the initial and ongoing training and development of ECEC educators through the use of the European Qualifications Framework for ECEC.

Other projects seek to enhance quality of ECEC in non-mainstream settings as this example shows:

**Project example: Self-learning resources for informal childminders (Italy)**

The project aimed to provide online learning resources to informal childminders, particularly those from disadvantaged backgrounds, in order to implement a system of professionalisation. The educational resources created by the project are accessible freely online to increase a quality of childcare provided at home for children aged 0 to 6.

Projects may also focus on **recruitment to the sector** as a mechanism to enhance the professionalism of the workforce by attracting a more diverse workforce or implementing additional career pathways. This illustrates the potential of Erasmus+ projects to further support activity in this area as well as addressing the professional development of the workforce already in the sector.

**Project example: Universal model of professional course for new age child carers and dedicated women aged 50-64 years (Poland)**

The project responded to the need for economic activation of unemployed women and economically inactive people over 50, so that they could transfer skills from bringing up their own children into a professional career. The aim of the project was to exchange best practices and ideas for developing a universal professional vocational course for future child carers, with particular emphasis on the training needs of women aged 50-64.

### **Mechanisms for the delivery and recognition of staff professionalisation**

A number of projects seek to test alternative ways of delivering or facilitating staff development, beyond traditional face-to-face training, particularly in the light of the cross-country nature of some of the activity. The projects include the use of open resources or platforms, for example the 'Using a blog as an open learning platform for ECEC Research and Innovation to support disadvantaged and diverse children' project targeted teacher educators, researchers, policy makers and teachers in order to share knowledge of research-based insights and raise awareness of social inclusion. Online platforms or resources were also common across the projects as a mechanism for delivering staff professionalisation. The 'Early Inclusion through Learning from Each Other' project created for instance an online community of practice and an online resource for informal learning.

A number of other projects offer learning on ways to potentially identify, monitor or recognise the staff professionalisation that is achieved. The 'Continuing Education of Preschool Teachers and Education Directors through Online Training' project (EduTeach) designed, tested and implemented a modular training programme for those responsible for education and care for young children (0-6 years) across Europe. Key themes were conflict, children's behaviour and emotional and social development, storytelling and family

relations. One interesting aspect of this project was the user needs assessment and modular format of the training which sought to direct users to the most appropriate online training and resources to respond to the specific professional development needs of that individual, thus providing a potentially useful tool for school leaders to facilitate appropriately pitched staff development. The training platform also provides the facility for certification once modules were complete to evidence the professional development undertaken. The 'Early Inclusion through Learning from Each Other' project developed and shared practice examples to support inclusiveness in ECEC and created an inclusive competence passport. This monitored the number of training hours completed through self-organised learning activities as a way to recognise the informal learning of practitioners who accessed the project resources.

Another example offering a self-assessment function was this project:

**Project example: An innovative self-improvement approach for the professional development of early educators (SIA-ProD) (Greece)**

The project developed a new approach to the professional development of early educators in relation to physical activities in ECEC. It provided early childhood educators with a methodology and instruments for self-evaluation and self-improvement based on an innovative technique named Discrete Choice Modelling. ECEC staff fill in the self-assessment and get feedback about their weaknesses and strengths in promoting physical activities in ECEC. This then generates a bespoke educational package to design a personal training agenda.

**Curriculum development supported by partnership projects**

The presence of an explicit curriculum is an asset as it can provide a coherent framework for care, education and socialisation as integral parts of ECEC provision. Such a framework should define pedagogical goals enabling educators to personalise their approach to the individual needs of children and can provide guidelines for ECEC staff to create high-quality learning environments<sup>33</sup>. It is clear that Erasmus+ partnership projects can be used by ECEC settings to develop new resource materials, new staff training materials, new pedagogical approaches and new ways to organise the curriculum.

Good practice also suggests that children can reach their full potential by being supported in a holistic way. ECEC settings are using the KA 2 and KA 3 projects to expand and enhance their delivery of the curriculum to respond to this holistic focus. Those KA 2 projects with a focus on the curriculum cover a very wide range of topics including science, technology, engineering, and mathematics (STEM) subjects, language development, second language acquisition, ICT, a curriculum to support inclusion, financial education, arts and music, working with parents and the children's families; values and ethics and outdoor learning. Examples are provided below.

**Examples of curriculum development across themes**

Topic	Project example
Language learning	The 'Kiitos@21st Century Preschools' project focused on early second language learning (ESLL) through sharing and connecting different pedagogical approaches used in Europe. One main objective was to develop an integrated pedagogical approach which combines the most effective, creative and

<sup>33</sup> Council recommendation on High-quality Early Childhood Education and Care Systems (2019)

	innovative teaching and learning strategies to improve ESLL; and to develop 21st century skills such as creativity, critical thinking, problem solving, communication, collaboration and emotional intelligence. It also used music education to stimulate the development of a wide range of perceptual, physical, language, cognitive, and social-emotional skills.
Science, technology, engineering, and mathematics (STEM)	The 'Creativity in Early Years Science Education' project supported teachers in using innovative and creative methods to teach early years science. The project fostered the creation of curriculum materials, an eTwinning toolkit, training course modules for teachers and the sharing of good practice among teachers. The training modules covered an introduction to questioning, practical investigations and group work approaches to teaching early years science.
ICT	The 'Let's try I(C)T' project improved the provision of information and communications technology for disadvantaged and/or disabled children by setting up a community of practice, blended training and learning events. The output was a searchable online resource of apps appropriate for pre-school children of different ages and/or special educational needs.
Financial education	The 'On the Money Trail - Interactive Book for the Financial Education of Children' project was aimed at children, teachers and parents with an interest in financial education. The project created an interactive eBook for the financial education of pre-school children (3 to 6 years old).
Physical activity	The 'What's your move?' project enabled pre-schools in three countries to join together to implement the Young Athlete Program - an innovative sports play programme originally developed in USA which includes active games, songs and other play activities that help children develop motor, social and cognitive skills. While the programme can be delivered to children with and without disabilities, this project aimed to support disabled children.
Emotional and social development	The 'Development and testing of an Educational Affective Model' project focused on Affective Education i.e. a psychological curriculum which informed children's understanding of their emotional and social behaviour enabling them to make changes when appropriate.
Outdoor learning	The 'Taking learning outdoors – Supporting the skills of pre-school teachers in outdoor education and care' project produced a handbook for teachers, online training modules, and activities for training ECEC staff to develop outdoor educational activities. The project identified the lack of outdoor education resources and sought to use best practice to develop training programmes which support effective outdoor education.
Music	The 'Me and Music' project increased the quality and status of teaching music in early childhood education. The project developed innovative methodologies and teaching resources, completed comparative research on creativity in ECEC, and encouraged parental involvement in the pedagogical process.
Sustainability education	The 'EARTHWORM: One Earth, One World' project trained, educated and offered opportunities for ECEC teachers to learn and share their knowledge in embedding sustainability education



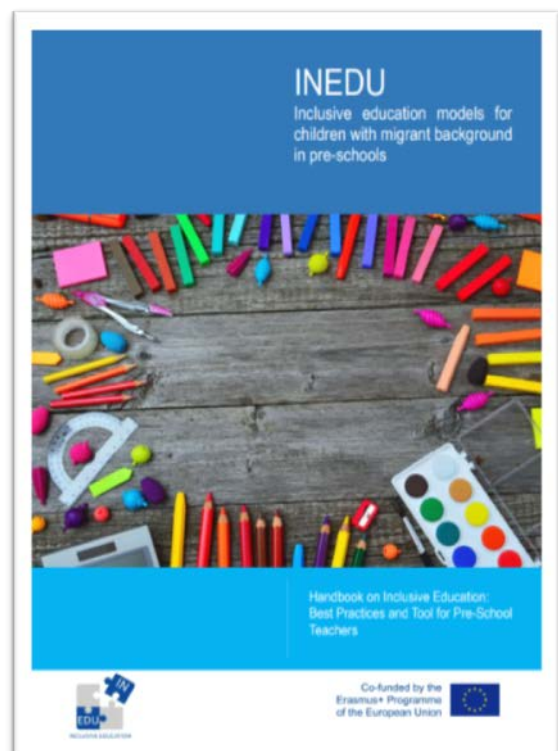
	<p>in their teaching. The 'Eco Farm Kindergartens' project enabled kindergarten teachers, parents, assistants, leaders and other educators to engage in a holistic and sustainable approach to education using eco-farming. Throughout the project teachers guided children in a variety of eco-farming tasks such as planting trees, making a beehive, etc.</p>
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Developing curriculum resources to allow ECEC settings to promote diversity and democratic values can also be done through partnership projects. For example, the 'Ethics and values education' project supported schools and educators in ethics and values education. The project's themes were justice, respect, responsibility, self-esteem, conflict resolution, ethical actions. The project involved a needs analysis based on focus group workshops, the development of a manual for teachers and educators, training for teachers, examples of activities and tips for classroom teaching of ethics as well as policy recommendations. Similarly, the 'Added Value Learning for Preschool Teachers and pedagogical coordinators' project focussed on ethics and values education with an emphasis on empowering ECEC and primary professionals to learn about ethical, democratic and environmental values. The project developed a transnational ethics curriculum, promoted innovative learning approaches in ethics and values education and created an educational ethics and values resource centre.

### Enhancing access to ECEC and inclusion through partnership projects

A range of projects contribute to making ECEC systems more accessible and inclusive for all children. The projects provide inspiration and learning was most commonly based on how specific practices and strategies can be adopted and adapted to the needs of children with disabilities and/or additional learning needs, children with a migrant or ethnic minority background or children from particular groups which typically face greater disadvantage.

A number of projects took a wider view and sought to enhance the general inclusiveness of ECEC settings. For example, the 'Inclusive Education in Early Childhood: Developing Good Practices' project analysed inclusive education and practice in partner countries and developed a new model to use in teacher education to enhance inclusive education. The 'Social Inclusion, Education and Urban Policy for Young Children' project aimed to combat discrimination in schools and make the learning environment more inclusive by focusing on inter-professional and inter-sectional cooperation to create inclusive education in an urban environment.



Of note is one of the KA 3 projects which by the nature of the funding sub-strand had a wider policy focus. The 'InEDU inclusive education' project supported inclusive education for children with a migrant or disadvantaged background. It used ECEC as a tool for the integration and socialisation of families. The activities focused on collaboration between policy makers, pre-school educators and families. The outcomes include testing model

solutions and policy recommendations, and support for teachers to implement inclusive techniques. The inEDU project's main result was two handbooks on inclusive education. One aimed at policy makers and the second one, based on good practice, was designed for teachers and preschool teachers.

Other projects have a narrower focus and look at one element of inclusion or targeted particular groups. A number of projects targeting migrant children principally focus on language issues, covering development of tools and approaches to support migrant children to acquire a second language to support integration and effective learning. For example, the 'KIKUS with us' project focused on implementing a methodology for teaching a second language in early education. It helped children of migrants to learn the Czech /Slovak language as a second language. The 'Multilingual ECEC for young refugees' project likewise provided tools for educators and childcare professionals. The project collected and analysed examples from four countries to see how ECEC for young refugee children is organised. Particularly interesting was that the project produced indicators for assessing the quality of ECEC provided for young refugee children at the level of the ECEC centre and individual professionals.

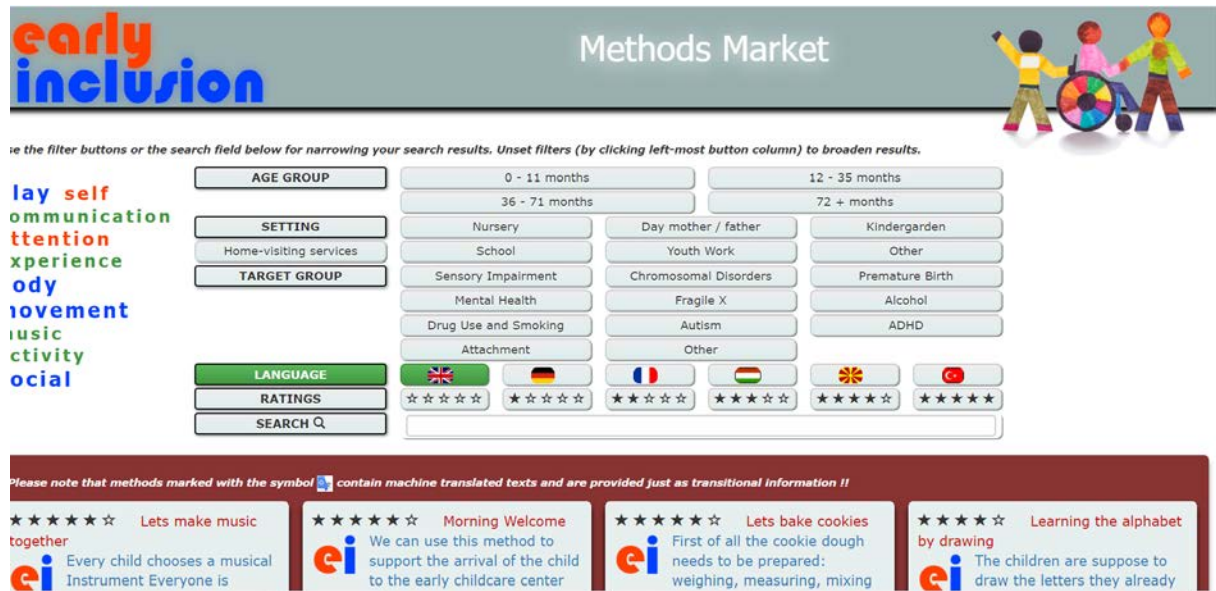
Roma children were the focus of the 'Khetaun (Total): with key steps towards the inclusion of Roma children' project. This project raised the awareness of professionals and the public of the importance of education and ensuring social justice in childcare and education. Activities for Romani children who were not enrolled in preschools were organised and their parents empowered with regard to childcare. This demonstrates the potential of the Erasmus+ programme and the KA 2 strand in particular to support ECEC settings by sharing practice from across Europe on a particular group of children for which there may not be a strong focus in any given region or country.

Other projects exclusively focus on children with disabilities or special/additional educational or learning needs. In the main, projects typically focused on disabilities across the board, for example:

- The 'MEET: Meta-cognitive Educational Training - Disabilities for Ability' project facilitated the development of transferable skills for professionals working in the ECEC sector. The project was based on the concept of Disabilities for Ability and took teaching methods typically used for supporting students with disabilities and adapted them to create guidelines which empowered professionals to deliver high quality and accessible ECEC services.
- The 'Inclusive preschool by digital VAK' project created a methodological and learning tool for early learners with learning difficulties. It developed diagnostic and pedagogical intervention solutions and provided a wide range of digital tools for pedagogues which can be easily implemented to assist children with learning difficulties.

An example of a more targeted project is 'Teaching European signed languages as a first language.' This developed sign language curricula, workshops, coaching and counselling activities, and other learning materials. These aimed to foster teaching European Sign Languages to deaf students as a first language. The project aimed to fill existing skills' gaps by developing a teaching curriculum and educational materials for teaching European Sign Languages. The project also developed sign language assessment instruments for this target group. The specific needs of different types of learning disability was also considered in the 'Early Inclusion through Learning from Each Other' project aimed to develop more inclusive approaches in ECEC by disseminating information packs on disability, creating an online community of practice, and an online resource of informal learning. The main output was a searchable online resource of methods and activities – the method market – for

parents, teachers and professionals working with pre-school children of different ages and with different needs/areas of disadvantage.



**early inclusion** Methods Market

Use the filter buttons or the search field below for narrowing your search results. Unset filters (by clicking left-most button column) to broaden results.

**lay self communication attention xperience ody movement music ctivity ocial**

**AGE GROUP**  
0 - 11 months | 12 - 35 months  
36 - 71 months | 72 + months


**SETTING**  
Home-visiting services | Nursery | Day mother / father | Kindergarten  
School | Youth Work | Other

**TARGET GROUP**  
Sensory Impairment | Chromosomal Disorders | Premature Birth  
Mental Health | Fragile X | Alcohol  
Drug Use and Smoking | Autism | ADHD  
Attachment | Other

**LANGUAGE**  
UK | Germany | France | Hungary | Spain | Turkey

**RATINGS**  
☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆

**SEARCH**

Please note that methods marked with the symbol  contain machine translated texts and are provided just as transitional information !!

☆☆☆☆☆ **Lets make music together**  
Every child chooses a musical Instrument Everyone is

☆☆☆☆☆ **Morning Welcome**  
We can use this method to support the arrival of the child to the early childcare center

☆☆☆☆☆ **Lets bake cookies**  
First of all the cookie dough needs to be prepared: weighing, measuring, mixing

☆☆☆☆☆ **Learning the alphabet by drawing**  
The children are suppose to draw the letters they already

## Supporting monitoring and evaluation through partnership projects

Erasmus+ projects may also focus on the European Quality Framework theme of **monitoring and evaluation**. These processes are important components to enhance quality in ECEC and provide support to decision makers to respond better to children's and families' needs. Typically, these projects examine tools or approaches to be used for child assessment or they support the assessment of quality in ECEC settings.

One project looking at child assessment, did so with the aim to develop a new methodology for assessment. The 'This is me; under construction' project created an alternative way to assess pre-school children's learning using an open-ended evaluation methodology which recognises children's multiple intelligences, strengths, interests and talents. The project created a process-growth portfolio with learning stories and pedagogical guidelines for teachers to share best practice and develop open-ended evaluation methods. One other project looked at child assessment in terms of measuring children's achievement at the end of ECEC provision in order to support school transition. The 'PREDICT: Good Start to School' project created a toolkit to contribute to increasing ECEC teachers' competences to evaluate and address adequately children's skills and maturity prior to entering into early school education, thus ensuring a smooth transition. There was an additional focus on parent involvement in the process. Outputs included a diagnostic and evaluation tool - PREDICT and accompanying handbooks for teachers and parents.

Of those projects looking at monitoring the quality of provision, there are some potentially interesting work directly relevant to enhancing quality in ECEC. The SEQUENCES project aimed to improve the quality of ECEC in private and public services by developing tools for the self and external evaluation of quality, and by directly involving providers and relevant stakeholders as quality development partners. This project is of note as it directly references and uses the European Quality Framework for ECEC to structure its work. Of clear relevance is the 'European Quality Seal for Early Years Childcare and Education Institutions' project which focussed on developing a scientifically proven and rigorously tested European Quality Seal for pedagogical quality in ECEC institutions.

### **Enhancing governance through partnership projects**

This area of the European Quality Framework for ECEC is more easily addressed at the system level rather than developed at the institutional level. However, it is possible for Erasmus+ projects to work on that topic, as demonstrated by the project 'What's up in education: new models for future pre-school services' project. It facilitated work between three schools in three countries using transnational meetings, job shadowing and seminars to exchange practice and experiences on a number of themes, one of which was organisational and governance models for the individual institutions involved. In addition, the KA3 project 'Together - Supporting vulnerable children through integrated early childhood services (INTESYS)' focused on providing access to high quality ECEC for vulnerable children and allowing them to integrate in society. The project outcomes included developing a toolkit and creating collaboration between stakeholders at each governance level - local, regional, national.

## Policy lessons

Analysis of the Erasmus+ projects of relevance to the ECEC sector and in particular the stronger examples provide significant learning to support implementation of the European Quality Framework for ECEC. This learning has been illustrated in relation to the individual key action strands of the Erasmus+ programme in the previous chapters. This chapter seeks to present an overview of the lessons to emerge from the analysis exercise. It focuses on the positive examples to emerge from projects but also highlights where there are potential gaps in activity which could further support policy implementation. It is structured in line with the European Quality Framework for ECEC.

### Staff professionalisation

Those projects with a focus on staff professionalisation cover a wide range of continuing professional development topics for ECEC core practitioners, ECEC leaders and ECEC assistants. These projects range from those which provided opportunities for staff to visit ECEC settings in other countries (mainly KA 1) to those which led to the development of training materials for existing staff (mainly KA 2). These projects are to be welcomed as they provide great opportunities for front-line staff to experience new approaches to ECEC provision. In the group of projects analysed, there were no projects which focused on the review and analysis of the initial education and training of ECEC staff. While some projects provide trainees/students with opportunities to visit ECEC settings in other countries, these projects did not seem to involve any critical analysis on how to improve the quality of the initial education and training programmes. The absence of projects which focus on initial training is a significant gap in the development of support for this aspect of the European Quality Framework for ECEC.

Most projects focus on the continuing professional development of core practitioners (much less on ECEC assistants or leaders). This suggests that ECEC settings have the capability and competence to develop their own staff - and this should be encouraged. It would also help if ECEC settings could be further encouraged to support ECEC assistants (not just as a way to train them to become core practitioners) in order to strengthen the quality of provision; and ECEC leaders particularly when they need to work with a range of other agencies to provide appropriate support to children and their families.

In relation to the core competences which an ECEC professional should possess, there is an emerging theme in the projects: preparing ECEC staff to work in a 21st century environment where children live in a broad range of households, in families from many backgrounds and regularly use ICT. It is possible that the initial education and training of ECEC staff is too firmly based on more traditional family and societal arrangements and needs to take more account of the realities of family life in the 21st century. The wide range of continuing professional development (CPD) activities demonstrated in the projects illustrates that many ECEC settings have the skills and competences to develop and support their own staff to gain these competences. While some projects benefit from the expertise of outside organisations (e.g. research teams, universities, agencies etc.) it seems that considerable progress in developing the competences of ECEC staff can be made by strengthening and supporting ECEC settings.

It is clear that measures to monitor and record the further professionalisation of the ECEC workforce is an area where more guidance is needed from officials with responsibility for the ECEC system. It is great to see so many projects aiming to strengthen the competence and effectiveness of ECEC staff, but there are few examples of how progress is monitored and improved outcomes for children are measured.

There are very few projects explicitly looking at the recruitment of a more diverse workforce. Given the very significant recruitment and retention challenges in some Member States, it is an area for which ECEC providers should be encouraged to develop more innovative approaches. It is possible that the system-level restrictions/constraints on who can be employed in an ECEC setting are inhibiting innovation. Similarly, there are no projects that explicitly address the issue of how to attract and retain a well-qualified, motivated and diversified workforce in ECEC. This is a potential area that ECEC institutions and Member States could be encouraged to prioritise in future Erasmus+ applications.

## **Access and inclusion**

Those projects with a focus on access cover a very wide range of topics (including strengthening access to ECEC for children from migrant communities, socio-economic disadvantaged families and the Roma community). There are also projects to support greater access for children with physical and mental disabilities, those facing disadvantage, and those with additional learning needs.

The very large number of projects in the area of social inclusion is welcome. Across the KA 1 and KA 2 projects there is much that can be celebrated as staff from ECEC settings are using the Erasmus+ programme to discover new approaches and ways of working and developing new resources which benefit ECEC practitioners. It illustrates the extent to which ECEC providers (and their staff) recognise there is more that can be done to support children from all backgrounds. The decision of ECEC settings to focus so heavily on social inclusion also reflects the changing environment in which staff work - ECEC settings are increasingly working in more diverse communities and, the large number of initiatives seeking to increase access to ECEC are encouraging more families to use ECEC services. Many of these projects are very 'topic focused' (e.g. outdoor education, special educational needs, sign language, storytelling etc.) and it would not be possible for each of these topics to have been covered in depth during an initial education and training programme. As such it is completely appropriate that existing ECEC staff use the Erasmus+ programme as a way to determine their own professional development priorities and build on their previous learning and experience.

How to measure the inclusiveness of ECEC systems is an area of ECEC practice that is largely determined at the system level, and for which there are few projects. It seems this is an area where policy officers at the system level need to provide more certainty and clarity about how the quality of ECEC provision can be measured and what appropriate data collection is needed. This would enable ECEC providers to review, critique and share practice within an Erasmus+ project.

## **Curriculum**

Those KA 2 projects with a focus on the ECEC curriculum cover a very wide range of topics on the content and pedagogic approach (including STEM subjects, language development, second language acquisition, ICT, a curriculum to support inclusion, financial education, arts and music, working with parents and the children's' families; values and ethics, outdoor learning etc.) The KA 1 projects relating to the curriculum mainly focus on the observation of different practice and ways of working but there are examples of KA 1 and KA 2 projects which developed new resource materials, new staff training materials, new pedagogical approaches and new ways to organise the curriculum. The learning from these projects is welcomed and is likely to have been very beneficial to the staff working in this area. The topic-based approach to developing resources is likely to be a reflection on the fact that some aspects of the curriculum were not covered in depth during an initial

education and training programme. The prevalence of 'gaps' or the mismatch between what is required to be effective at work and the content of the initial education and training programme would suggest much greater emphasis needs to be placed on involving ECEC settings in the design of the initial curriculum, the initial training of ECEC staff and the assessment of trainees/students.

### **Monitoring and evaluation**

There are few projects with a focus on evaluation and monitoring. For KA 1 projects this is unsurprising as their focus is mobility - while it is possible for mobile staff to focus their learning on one or more aspects on evaluation or monitoring (e.g. evaluating children's progress, self-evaluation of an ECEC setting, preparing children for transition to school, the use of indicators or targets etc.) there were no KA 1 projects addressing these issues. However, it is surprising to find so few KA 2 projects have considered this element of the Quality Framework. A few projects however focused on this topic, e.g. through the development of a 'badge' or 'scientifically proven and rigorously tested European Quality Seal' for pedagogical quality in ECEC institutions. Other KA 2 projects also focus on sharing effective practice in assessing and monitoring children's achievement. There are no KA 3 projects in this area – these should be encouraged, as there is considerable potential for policy officials to be more involved in supporting improvements in practice in this area of ECEC provision.

### **Governance and funding**

The absence of a strong focus on governance and funding in the Erasmus+ projects is not unexpected as this area of the Framework is more easily addressed at the system level rather than developed at the institutional level. The examples of individual projects that seek to share practice on governance do however illustrate the potential for greater use of the programme to address this issue. In particular the opportunities offered through the KA 3 strand given its primary focus on policy. Likewise, the absence of projects which look at funding (and the limited consideration of governance issues) highlights more can be done in this area to support the implementation of the European Quality Framework for ECEC.

## Concluding thoughts

Analysis of Erasmus+ projects supported under KA 1, 2 and 3 which are of relevance to ECEC, overall suggests that the Erasmus+ programme provides a good framework for supporting the implementation (at system and provider level) of the European Quality Framework for ECEC. The projects supported to date provide much learning on how individual mobility and strategic partnership opportunities can be maximised to support the individual domains of the European Quality Framework for ECEC. More practically, the results and outputs from many of the individual projects provide useful tools and resource for use by ECEC practitioners.

Looking ahead to future use of the programme, the analysis exercise also leads to some conclusions and potential recommendations on how the programme could be further utilised. Applicants to the Erasmus+ programme could be encouraged to focus on the various dimensions of the European Quality Framework for ECEC but particularly in relation to the monitoring and evaluation of the quality of their provision, innovative ways to train new staff (in situations where there are staff shortages), and the development of all staff including ECEC assistants and leaders.



## Project results

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## Supporting inclusion in ECEC

## A blog as open learning platform for the field of childhood education about research and innovation to support disadvantaged and diverse children

This project focused on how to support disadvantaged and diverse children in ECEC. A blog was launched targeted at teacher educators, researchers and policy makers to share knowledge of research-based insights and raise awareness of social inclusion. Central topics were ECEC for disadvantaged children, instruction quality, valuing diversity, and teaching children competences to deal with diversity.



### Results

Blog website

EN

### Project key information

**Project coordinator** Odisee vzw - Belgium

**Partner countries** Portugal, Belgium, The Netherlands, Poland

**More information** [tinyurl.com/tzxp4j](https://tinyurl.com/tzxp4j)

## Together – Supporting vulnerable children through integrated early childhood services

The project aimed to provide access to high quality ECEC for vulnerable children and allows them to integrate in society. The outcomes included development of a toolkit and creating a collaboration between stakeholders at each governance level – local, regional, national through a series of recommendations.



### Results

Toolkit

EN

Policy recommendations (general)

EN

Local policy recommendations: Belgium

EN & NL EN & FR

Local policy recommendations: Italy

EN

Local policy recommendations: Portugal

EN

Local Policy recommendations: Slovenia

EN

### Project key information

**Project coordinator** Fondation Roi Baudouin - Belgium

**Partner countries** Belgium, Slovenia, Italy, Portugal, The Netherlands

**More information** [tinyurl.com/u8qgzsw](https://tinyurl.com/u8qgzsw)

## Enhancing quality in early childhood education and care through participation

The project focused on improving teachers' competences and creating collaboration between schools, teachers, families and communities. The project sought to identify, test and mainstream best practices and innovative methods of participation particularly in context of diversity. The outcomes included a toolbox to promote family participation approaches in ECEC.



## Results

Toolbox to promote learning, discussion and the testing of participation practices in the field of early childhood education services

Multiple languages

Toolbox information sheet to compliment the toolbox, providing instructions for users

EN NL FR SV EL SL IT PT LV

E-Book: Enhancing quality in ECEC through participation

EN

## Project key information

**Project coordinator** Sweden Emilia-Romagna Network Associazione - Italy

**Partner countries** Italy, Portugal, Greece, Slovenia, Sweden, Belgium, Latvia

**More information** [tinyurl.com/vebmw79](https://tinyurl.com/vebmw79)



## Inclusive education in early childhood: developing good practices (REACH)

The goal of the project was to analyse inclusive education and its practices in each country and develop a new model to use in teacher education to enhance inclusive education. The project developed the REACH model for wider dissemination.



### Results

An overview on inclusive education in each partner country, the REACH model and case studies

EN

### Project key information

**Project coordinator** Balıkesir University - Turkey

**Partner countries** Turkey, Belgium, The Netherlands, Lithuania, United Kingdom, Portugal, Denmark

**More information** [tinyurl.com/u5r7y6z](https://tinyurl.com/u5r7y6z)

## Social inclusion, education and urban policy for young children

The project aimed to combat discrimination within schools and attempt to make the environment more inclusive by putting in place inter-professional and inter-sectional cooperation to create inclusive education in an urban environment. In order to achieve this, universities of applied sciences together with expert centres and city councils in Slovenia, Denmark, Belgium and The Netherlands developed education and training materials supporting social inclusion.



### Results

Systematic review of literature in the field of social inclusion and inter professional collaboration with a focus on Belgium, Denmark, Slovenia and The Netherlands

EN

The competences needed to develop and maintain inclusive ECEC settings

EN

Films about the inclusive pedagogue at work

EN

A framework for an educational programme

EN

Recommendations for local and national policy makers

EN

### Project key information

**Project coordinator** Stichting Hogeschool Van Amsterdam - Netherlands

**Partner countries** The Netherlands, Denmark, Belgium, Slovenia, Germany

**More information** [tinyurl.com/wl3dpxw](https://tinyurl.com/wl3dpxw)



## Supporting migrant children

## POLYGLOT-Multilingual education in preschool age

The project has developed a methodology and tools for educators and parents, on how to use Open Education Resources for bilingual education in preschool. This aims to help teachers to integrate children with migrant backgrounds who are bilingual. The project combined the classroom activities with e-courses for parents and teachers.



### Results

State of art report introducing bi-and multilingual education in kindergartens (pre-school)

EN

An introduction to web based OER for bilingual education

EN DE

Guidelines on use of web based OER for bi- lingual education in kindergartens

EN DE IT BG ES TR EL

A practical guide including examples of good practice and worksheets

EN DE IT BG ES TR EL

A practical guide including examples of good practice and worksheets

EN DE IT BG ES TR EL

### Project key information

**Project coordinator** Kinderbetreuungseinrichtung/Kindervilla - Austria

**Partner countries** Cyprus, Turkey, Spain, Italy, Bulgaria, Austria

**More information** [tinyurl.com/qnx7lkd](https://tinyurl.com/qnx7lkd)

## KIKUS with us

The project was focused on implementing the KIKUS methodology (a method for teaching a second language) as a teaching method in early education, for children of migrants to learn the Czech Republic/Slovak language as a second language. As part of the project, the participating professionals and teachers increased their competences and expertise in integrating children with a migrant background in the preschool.



## Results

Overview of the KIKUS methodology

CS SK

Worksheets for use in implementing the KIKUS methodology

CS SK

## Project key information

**Project coordinator** META, o.p.s.- Společnost pro příležitosti mladých migrant – Czech Republic

**Partner countries** Czech Republic, Germany, Slovakia

**More information** [tinyurl.com/rwn66e2](https://tinyurl.com/rwn66e2)

# Supporting social and emotional competences of preschool children from disadvantaged or culturally different environments

The project aimed at developing a methodology for integration of children with a migrant background in the school environment. The activities of the project focused on enhancing the competencies of pre-school teachers and providing them with the training and tools to help children and their families to integrate into society. The collaborative approach allowed sharing of good practices between the participating countries.



## Results

Report on the situation of pre-school education in partner countries

EN

Inclusive methodology

EN

Training of pre-school teachers

EN CS SK

Good practice guide

EN CS SK

## Project key information

**Project coordinator** Schola Empirica - Czech Republic

**Partner countries** Czech Republic, United Kingdom, Slovakia

**More information** [tinyurl.com/yxyvtbwl](https://tinyurl.com/yxyvtbwl)

# Multilingual early childhood education and young refugee children

The overall objective of the project was to enhance the quality of Early Childhood Education and Care for young refugee children (age 0-4) by providing tools to educators, childcare professionals and policy makers. The project collected and analysed examples from four different countries, of how Early Childhood Education and Care for young refugee children is organised, both with respect to the legislation and teaching practices.



## Results

Multiple reports outlining early education and care for refugee children

EN

Indicators of quality of early childhood education and care for young refugee children

EN

Training packages – A series of scenarios involving refugee children in preschool centres, with accompanying reflective questions

EN

## Project key information

**Project coordinator** Sardes BV - Netherlands

**Partner countries** The Netherlands, United Kingdom, Belgium, Norway

**More information** [tinyurl.com/sf4yzk8](https://tinyurl.com/sf4yzk8)



## inEDU inclusive education model for children with migrant background in preschools

The project aimed to foster the equality of inclusive education for children with migrant and disadvantaged backgrounds, and use ECEC as a tool for integration and socialisation of families. The activities were focused on collaboration between policymakers, preschool educators and families. The outcomes include resources for teachers to implement inclusive techniques and policy recommendations.



### Results

inEDU Handbook for policy makers on inclusive education policies in pre-schools

EN

Practical handbook on inclusive education including best practices and tools for preschool teachers

AL CS EN ET MK PL RO RU

### Project key information

**Project coordinator** Fundacja Rozwoju Demokracji Lokalnej - Poland

**Partner countries** Poland, Sweden, Estonia, Czech Republic, Romania, United Kingdom, Italy, North Macedonia

**More information** [tinyurl.com/rfheae](https://tinyurl.com/rfheae)

## **Supporting children with disabilities and special educational needs**

## Early inclusion through learning from each other

This project aimed to foster inclusion in ECEC and youth work by diffusing information packs on disability, creating an online community of practice, and an online resource of informal learning. The main output was a searchable online resource of methods and activities for parents, teachers and professionals to do with pre-school children of different ages and with different needs/area of disadvantage. A series of briefing packs on key areas of disadvantage were produced for professionals. The project also set up a certification process for informal learning.



### Results

Inclusion research

DE

Briefing pack on inclusion overview

DE EN FR HU MK TR

Briefing packs on use of learning tools

EN

Online methods market

EN

### Project key information

**Project coordinator** Dr. Pretis - Austria

**Partner countries** Austria, North Macedonia, Hungary, Luxembourg, United Kingdom, Germany, Turkey

**More information** [tinyurl.com/wg469z9](https://tinyurl.com/wg469z9)

# Everyone was ringing! – Integrated Practice Protocol for Early Childhood Intervention and Collaborative Education for People with Disabilities

This project aimed to develop and test an integrated complex protocol, encompassing interventions for children with Special Educational Needs from early childhood to school age. It builds on a previous project Schools4All that aimed to allow the inclusion of significantly more children with SEN into ECEC provision. Outputs include the protocol and a secondary guidebook for parents.



## Results

Integrated Practice Protocol for Early Childhood Intervention and Collaborative Education for People with Disabilities

EN HU SK RO

Parent's Guidebook

HU

Impact Study

HU

## Project key information

**Project coordinator** Rejtett Kincsek Down Egyesület - Hungary

**Partner countries** Slovakia, Romania, Hungary

**More information** [tinyurl.com/tslcdk3](https://tinyurl.com/tslcdk3)

## What's your move? – Early intervention through physical activity and the YAP model to promote future wellbeing of disabled children

The project facilitated three preschools in to join together to implement the Young Athletic Program – an innovative sports play programme which includes active games, songs and other play activities that help children develop motor, social and cognitive skills. While the programme can be delivered to children with and without disabilities, this project aimed to support its delivery to enhance provision for disabled children. The project allowed a number of transnational visits for job shadowing as well as lectures and visits to other schools of interest. Outside of these visits, the participating pre-schools stayed in touch, sharing presentations and discussions using the eTwinning platform.



### Results

Curriculum YAP - Introduction and eight-week detailed lessons

Multiple Languages

Young Athlete Program factsheet

EN

Guide for teachers

EN

### Project key information

**Project coordinator** Heilsuleikskólinn Háaleiti - Iceland

**Partner countries** Norway, Estonia

**More information** [tinyurl.com/tm4tjcb](https://tinyurl.com/tm4tjcb)

## Inclusive pre-school by digital VAK

This project aimed to create a methodological and learning tool for early learners with learning difficulties. Specifically, it developed diagnostic and pedagogical intervention solutions and provided a wide range of digital tools for pedagogues that can be easily implemented to assist the learning process with children with learning difficulties.



### Results

Methodology Manual for Pedagogues

EN ET LV RO TR

Toolbox for Pedagogues

EN ET LV RO TR

Learning Handbook for Parents

EN ET LV RO TR

### Project key information

**Project coordinator** Pre-school Attistibas centrs gimenei - Latvia

**Partner countries** Latvia, Lithuania, Romania, Turkey

**More information** [tinyurl.com/tog5xwk](https://tinyurl.com/tog5xwk)

## Let's Try I(C)T

This project aimed to improve the provision of information and communications technology (ICT) for disadvantaged and/or disabled children, by setting up a community of practice, blended training and learning events. The output was a searchable online resource of apps appropriate for preschool children of different ages and/or special educational needs. Other categories (platform, fees etc.) allow teachers to find appropriate ICT resources.



## Results

SEN App Adviser – An online resource presenting apps appropriate for pre-school children

EN

App-Tutoring – An overview for professionals in the field of ECEC

EN

## Project key information

**Project coordinator** Anadolu University - Turkey

**Partner countries** Austria, France, Croatia, Portugal, Germany, Turkey, Belgium

**More information** [tinyurl.com/t7ugkk4](https://tinyurl.com/t7ugkk4)

## Teaching European signed languages as a first language (Sign First)

Development of sign language curricula, workshops, coaching and counselling activities as well as other learning material aimed at fostering teaching European Sign Languages to deaf students as a first language. The Sign First project specifically aimed to fill existing skills gaps by the development of a teaching curriculum and educational materials for teaching European Sign Languages. Additionally, the project aimed and developed sign language assessment instruments.



### Results

Survey for teaching sign languages as a first language

EN

Assessment instruments

EN & EL

Sign language curriculum and teacher's guide

EN

Platform of education and assessment materials

EN

### Project key information

**Project coordinator** Institouto Ekpedeftikis Politikis - Greece

**Partner countries** Greece, Cyprus, The Netherlands, Switzerland

**More information** [tinyurl.com/qscx5k3](https://tinyurl.com/qscx5k3)



## WE Learn and COMMunicate Ensemble

The WELCOME project aimed to enhance the integration of children with Special Educational Needs (SEN) in ECEC settings by developing new tools to improve teachers' competences. The tools, including a teaching methodology and accompanying smart phone app, brought together educational research with examples of effective teaching practices shared by project partners, with the aim for the tools to act as inspiration for other teachers in their approach to working with SEN children.



### Results

Methodology for Working with Children with SEN in Preschool Education

CS SK BG EN

The Welcome Idea App provides educational diagnostics to evaluate a child's current state in individual development areas

CS SK BG EN

### Project key information

**Project coordinator** Nakladatelstvi Dr. Josef Raabe s.r.o. - Czech Republic

**Partner countries** Czech Republic, Slovakia, Bulgaria

**More information** [tinyurl.com/v564qbb](https://tinyurl.com/v564qbb)

## MEET: MEtacognitive Educational Training – Disabilities for Ability

The MEET project aimed to facilitate the development of transferable skills for professionals working in the ECEC sector. The project was based on the concept of Disabilities for Ability taking teaching methods typically used for supporting students with disabilities and adapting them as the basis for guidelines to empower professionals to deliver high quality and accessible ECEC services.



### Results

Information on the theoretical background to the project and an outline of the approach

EN

### Project key information

**Project coordinator** Specchio Magico Cooperativa Sociale ONLUS - Italy

**Partner countries** Italy, Spain, Cyprus, United Kingdom

**More information** [tinyurl.com/vfgeom4](https://tinyurl.com/vfgeom4)

## Supporting Roma children

## Khetaun (Total): with key steps towards the inclusion of Roma children in quality preschool programmes.

The project developed four educational modules in English with an overall theme of actively including Romani children in ECEC programmes. Specifically, the project covered key themes of raising awareness of professionals and the public about the importance of education and ensuring social justice in childcare and education. Activities for Romani children who are not enrolled in preschools were delivered and their parents empowered with regard to childcare. Four international training sessions were then delivered based on these modules. In addition to the modules, the project produced national guidelines on the inclusion of Roma children in preschool programmes and policy recommendations for the local and national level.



### Results

Recommendations for policy makers in the field of inclusion of Romani children into preschool programs

[EN](#) [LV](#)

National guidelines for the inclusion of Roma children and their parents into preschool programs

[EN](#) [SL](#)

Recommendations for policy makers at the level of individual country of partner organisation in the field of inclusion of Romani children into preschool programs Czech Republic

[CS](#) [EN](#)

Recommendations for policy makers in Slovakia

[EN](#) [SK](#)

Child's and parents' rights and obligations

[EN](#) [LV](#)

## Parenting with Confidence

EN

Training module: The importance of preschool education and ensuring social justice in education

CS EN LV SK SL

Training module: Activities for children who are not enrolled in preschools and their parents

CS LV SK SL

Training module: Programs for empowering Romani families with regard to childcare and encouraging child development

CS EN LV SK SL

Training modules: Building trust and connecting preschool with different actors within the local community

CS EN LV SK

## Project key information

**Project coordinator** PEDAGOSKI INSTITUT - Slovenia

**Partner countries** Czech Republic, Latvia, Slovakia

**More information** [tinyurl.com/sk3gfqz](https://tinyurl.com/sk3gfqz)

## Curriculum (Multi-culturalism)

## Customs and traditions in Europe as an educational concept for pre-school and primary education

The project used the educational approach of 'artephiletics' focused on development of communication, reflection, critical thinking, and active learning through art. The activities and outputs of the project included organising community festivals, producing didactic materials, reports, interviews, research and sharing of good practice.



### Results

Customs and traditions book – How traditions and customs are celebrated and implemented into school curricula

CS EN NL

A presentation on what artephiletics is and how to introduce it into early education

EN

### Project key information

**Project coordinator** Mesto Pribram - Czech Republic

**Partner countries** Czech Republic, The Netherlands

**More information** [tinyurl.com/vqo9fvm](https://tinyurl.com/vqo9fvm)

## For learners around the globe

The project aimed to foster cooperation between schools from different European countries, with different cultural and educational traditions. Through this cooperation, the project aimed to improve both teachers' and students' knowledge about the diversity of European cultures and languages, and its importance. These aims were realised through cooperation and collaboration on all outputs based on traditional folklore and crafts, celebrations and culture and shared understanding of partners' educational systems and methods.



### Results

My European book – A summary of the project and its activities

EN

E-book “We are the same” – A summary of observations and activities of the first year of the project

EN

E-book “FLAG” – A summary of the work undertaken in the second year

EN

Web 2.0 tools for schools – A list of online tools and resources

EN

### Project key information

**Project coordinator**   Materska skola Juhoslovanska 4 Kosice - Slovakia

**Partner countries**     Italy, Bulgaria, Poland, Croatia, United Kingdom, France

**More information** [tinyurl.com/s27rwm8](https://tinyurl.com/s27rwm8)



## Curriculum (Early language development)

## From zero we start

This project was focused on improving early language development in preschool settings. Based on the research, the participating countries developed guidelines for parents, preschool experts, and special needs educators. As part of the project, training and teaching resources were developed and disseminated as well as recommendations for policymakers.



## Results

Guidelines for teachers on early language development

EN SL

Guidelines for Teachers on Early Language Development for Special Needs Children

EN SL

Guidelines for Parents on Early Language Development

EN SL

Questionnaire on Early Language Development

EN SL

Recommendations to National Policies on Early Language Development

EN SL

## Project key information

**Project coordinator** Zavod za gluhe in naglusne Ljubljana - Slovenia

**Partner countries** Slovenia, United Kingdom

**More information** [tinyurl.com/sc86mjv](https://tinyurl.com/sc86mjv)

## Curriculum (Acquiring a second language)

# Kiitos@21<sup>st</sup> century preschools – An integrated pedagogical approach to promote 21<sup>st</sup> century skills and second language learning in childhood education

Kiitos@21<sup>st</sup> Century Preschools was an early second language learning project, which aimed to promote high-quality ECEC, through sharing and connecting different pedagogical approaches being used across European countries. One of the main objectives was to develop an integrated pedagogical approach that combines the most effective, creative and innovative teaching and learning strategies to improve ESLL; and to develop 21<sup>st</sup> century skills such as creativity, critical thinking, problem solving, communication, and emotional intelligence. Furthermore, it is sought to encompass music education which stimulates the development of a wide range of perceptual, physical, language, cognitive, and social-emotional skills.



## Results

KIITOS@21<sup>ST</sup> CENTURY PRESCHOOLS Handbook

EN IT PL PT TR

English songs for children E-book

EN

Music without words E-book

EN

Research - Kiitos @ 21st Century Preschools – A Case Study

PT EN

## Project key information

**Project coordinator** Município de Ponte de Sor – Portugal

**Partner countries** Portugal, Poland, Italy, Turkey

**More information** [tinyurl.com/vl5vzso](https://tinyurl.com/vl5vzso)

## CLIL, my open window on the world around me!

The project aimed to promote language learning and intercultural awareness through the CLIL (Content and Language Integrated Learning) approach. Teachers from eight partner institutes shared their expertise in order to create a CLIL syllabus and teaching materials in the mother tongue and target language of English to foster children's language learning and interest in other cultures.



### Results

Project website

EN

Examples of lesson plans using the CLIL approach

EN

### Project key information

**Project coordinator** Istituto Comprensivo L. Pirandello - Italy

**Partner countries** Italy, Spain, Lithuania, Malta, Finland, Latvia, Turkey

**More information** [tinyurl.com/tektqk](https://tinyurl.com/tektqk)

## Guiding activities and methods for teaching English to pre-primary children

The project aimed to promote English language learning and improve the methodologies used to teach English as a foreign language in order to stimulate preschool students' motivation and interest in the subject. In addition, the project endeavoured to provide partner organisations with the opportunity to develop better understanding of European policy and frameworks, by promoting the concept of European Language Portfolio, CLIL (Content and Language Integrated Learning) and CALL (Computer Assisted Language Learning).



### Results

Teacher's guide outlining the theory behind language learning and lesson plans and activities

EN

Workbook for pre-schoolers to accompany the activities outlined in the teachers' guide

EN

Interactive group methods brochure

EN & RO

### Project key information

**Project coordinator** Gradinita cu Program Prelungit "Castelul Copiilor" Vaslui - Romania

**Partner countries** Spain, Italy, Lithuania

**More information** [tinyurl.com/w9ob7pz](https://tinyurl.com/w9ob7pz)

## Serious games for fostering multilingualism in early childhood education

The project aimed to support the development of multilingualism skills in preschool children, through development of a series of appropriately pitched games, which promote active learning. Language Games immerses learners in a range of learning activities that are based on both school and real-life. As well as development of the game, teaching resources were produced to support integration of Language Games into teaching practice.



### Results

Methodological learning frameworks for fostering multilingualism in Early Childhood Education

EN

Instructor support material

EN

Learning sheets with a lesson structure and step by step instructions and tips

EN

### Project key information

**Project coordinator** Inspectoratul Scolar al Municipiului Bucuresti - Romania

**Partner countries** Greece, United Kingdom, Estonia, Portugal

**More information** [tinyurl.com/tkngrya](https://tinyurl.com/tkngrya)

# A web and school-based professional development project for foreign language teachers of young learners

The project focused on enhancing early language teaching and providing ECEC teachers with an in-service education (INSET) programme. The web-based INSET programme aimed to enhance the professional preparedness of teachers for early language teaching by enhancing theoretical and pedagogical knowledge.



## Results

Online in-service education programme

EN

Classroom-tested best practices, lesson plans and activities

EN

## Project key information

**Project coordinator** Gazi Universitesi - Turkey

**Partner countries** Turkey, Italy, Slovenia, Spain

**More information** [tinyurl.com/uq3fku2](https://tinyurl.com/uq3fku2)



## School teacher professionalisation: intercultural resources and languages (SPIRAL)

The aim of the SPIRAL project was to support the improvement of the initial training of teachers in Europe by proposing a common framework and tools to internationalise the training curriculum. By piloting an experimental phase that saw 90 future teachers and 15 of their trainers undertake mobility in Europe and by studying the benefits of this mobility on their practices, the SPIRAL project team was able to produce recommendations for policy makers, teacher training institutes and teachers themselves. The aim was to provide a framework for future teachers to respond to the intercultural challenges of the 21<sup>st</sup> century classroom.



### Results

SPIRAL common reference framework

EN

SPIRAL recommendations

EN

### Project key information

**Project coordinator** Centre International d'Etudes Pédagogiques(Ceip) - France

**Partner countries** France, Germany, Norway, Spain, United Kingdom

**More information** [tinyurl.com/u6rycsm](https://tinyurl.com/u6rycsm)

# Curriculum (Science, Technology, Engineering and Mathematics - STEM)

## Experiments – The best learning science

The project aimed to develop a methodology for teaching science in preschool education, improving teacher's ICT and foreign languages skills and sharing information about science education in different European countries.



### Results

Database of science experiments and activities for pre-school children

EN

### Project key information

**Project coordinator** Dobeles Speciala Pirmsskolas Izglitibas Iestade "Valodina" - Latvia

**Partner countries** Lithuania, Bulgaria, Poland, Italy, Romania, Turkey

**More information** [tinyurl.com/wfsjogo](http://tinyurl.com/wfsjogo)

## Creativity in early years science education (CEYS)

This project supported teachers in using innovative and creative methods to teach early years science. The collaboration among the participating countries fostered the creation of curriculum materials, an eTwinning toolkit, training course modules for teachers and sharing good practice among the teachers. The training modules cover various themes including an introduction to questioning, practical investigations and group work.



### Results

CEYS Training Guide and Scenarios of Use

EL EN NL RO

CEYS Training Course

EL EN NL RO

### Project key information

**Project coordinator** Ellinogermaniki Agogi Scholi Panagea Savva Ae - Greece

**Partner countries** Greece, United Kingdom, Romania, Belgium

**More information** [tinyurl.com/yx35c6t6](https://tinyurl.com/yx35c6t6)

## Good Start, Grow Smart

This project aimed to exchange practice in the teaching of maths and science at ECEC stage using active learning methods. During 24 months of implementation, a series of specific activities, mathematical and scientific, IT and foreign language (English), were carried out, as well as activities sharing good practices. The project highlighted the role of the child as an active and curious participant, allowing pre-school children to learn through action.



## Results

Good practices guide on science in kindergartens

EN

Good practices guide on maths in kindergartens

EN

## Project key information

**Project coordinator** Gradinita cu Program Prelungit Nr.8 Targu-Jiu - Romania

**Partner countries** Bulgaria, Italy, France, Estonia, Turkey

**More information** [tinyurl.com/tyqeggo](https://tinyurl.com/tyqeggo)

# Scientific literacy at the school: improving strategies and building new practices of science teaching in early years education

The main objective of the project was to create a network between European scientists and teachers for the implementation of innovative practices in the teaching of science from nursery to primary school. This involved scientific training for teachers and the preparation of materials to support the transfer of knowledge to classrooms.



## Results

A new methodology proposal

EN ES ET IT LT PL

Teaching guide: An inquiry about what is the world made of

EN ES ET IT LT PL

Teaching guide: An inquiry about archaeology in the classroom

EN ES ET IT LT PL

## Project key information

**Project coordinator** Agencia Estatal Consejo Superior De Investigaciones Cientificas - Spain

**Partner countries** Spain, Italy, Poland, Estonia, Lithuania

**More information** [tinyurl.com/vkzzlf3](https://tinyurl.com/vkzzlf3)

## Curriculum (Ethics and values education)

## Ethics and values education in schools and kindergartens

The project was focused on supporting schools and educators in ethics and values education. The themes were justice, respect, responsibility, self-esteem, conflict resolution, ethical actions. The project activities involved needs analysis based on focus group workshops, development of a manual for teachers and educators, training for teachers, examples of activities and tips for classroom teaching of ethics as well as policy recommendations.



### Results

Ethical manual for teachers

DE EN ES IT SL

State-of-the-art needs analysis for ethics and values education

EN

Ethics and values education curriculum proposals

DE EN ES IT SL

Policy paper

DE EN ES HR IT SL

Educational materials and tools

DE EN ES HR IT SL

### Project key information

**Project coordinator** Univerza V Ljubljani - Slovenia

**Partner countries** Slovenia, Spain, Italy, Austria, Germany, Croatia

**More information** [tinyurl.com/wgg7dmk](https://tinyurl.com/wgg7dmk)



## Ethical values for preschool children

The project aimed to develop tools for teaching preschool children ethical values such as fairness, honesty, empathy, responsibility, gratitude and patience. The tools developed include an e-handbook of activities, reading books, games and online training courses. The project also included a large-scale research project including a survey among teachers, comparative analysis of preschool curricula, and research interviews with preschool children.



### Results

Ethics for pre-school children – A critical review of literature on values education among preschool children

EN SL TR

Training for educators on how to develop young children's values

EN SL

### Project key information

**Project coordinator** Leila, izobrazevanje in raziskovanje d.o.o. - Slovenia

**Partner countries** Slovenia, Turkey

**More information** [tinyurl.com/uvhyvyf](https://tinyurl.com/uvhyvyf)

## Added VALUE learning for pre-school teachers & pedagogical coordinators

The project focussed on ethics and values education with an emphasis on empowering ECEC preschool professionals to learn about ethical, democratic and environmental values. The project aimed to develop a transnational ethics curriculum, open educational and professional development resources, promote innovative learning approaches in ethics and values education and create an educational ethics and values resource centre.



### Results

Handbook for teachers and parents

DE EL EN ES HR HU IT RO SL

Guidelines for the implementation of values education in pre-school and primary education

DE EL EN ES HR HU IT RO SL

Online training material

DE EL EN ES HR HU IT RO SL

### Project key information

**Project coordinator** Asociación Mundial de Educadores Infantiles (AMEI-WAECE)  
- Spain

**Partner countries** Spain, Germany, Hungary, Greece, Croatia, Slovenia, Italy, Romania, Cyprus.

**More information** [tinyurl.com/rokw35f](https://tinyurl.com/rokw35f)

# Facilitating Transitions

## Good start to school (PREDICT)

This project combined the efforts of nine organisations from the Czech Republic, Slovakia and Hungary to create an innovative toolkit, which aimed to increase ECEC teachers' competencies to evaluate and address adequately children's level of skills and maturity prior to entering into early school education, thus ensuring a smooth transition. An additional focus was placed on parent involvement in the process. Outputs included a diagnostic and evaluation tool – PREDICT and accompanying handbooks for teachers and parents.



### Results

Predict – A tool for assessing the progress of a child in kindergarten

CS EN HU SK

A practical guide to the Predict diagnostic tool

CS HU SK

A parent guide to assessing child development and communicating with nursery school

CS EN HU

Electronic form of Predict evaluation and diagnostic tool in excel format

CS EN HU SK

### Project key information

**Project coordinator** Nakladatelstvi Dr. Josef Raabe s.r.o. - Czech Republic

**Partner countries** Hungary, Czech Republic, Slovakia

**More information** [tinyurl.com/s3oq3aw](https://tinyurl.com/s3oq3aw)

## A good start for all: sustaining transitions across the early years (START)

The START project aimed to collect examples and best practices focused on easing the transition of children across home, ECEC services and schools. The project involved different stakeholders (teachers, families, local institutions) through participatory action research and experimentation of innovative practices.



### Results

Literature review focusing on transitions across home, early childhood settings, preschool and primary school

EN

Rethinking educational continuity through participatory action research – a case study from Italy

EN IT

Enabling well-being and participation of families – a case study from Belgium

EN NL

A parent and professional partnership to ensure continuity from ECEC to primary - a case study from England

EN

Developing Transitional Activities for Romani Children and Their Families - a case study from Slovenia

EN SL

### Project key information

**Project coordinator** Asociación Mundial de Educadores Infantiles (AMEI-WAECE)  
- Slovenia

**Partner countries** Spain, Germany, Hungary, Greece, Croatia, Slovenia, Italy, Romania, Cyprus.

**More information** [tinyurl.com/svrmv5e](https://tinyurl.com/svrmv5e)

## Animated Learning for Transitions – Early Recognition (ALT-ER)

The project aimed to foster resilient learning environments, lessen early school leaving and give European children a good start in their education by focusing on bridging the transitional period that experts recognise as occurring for children around the ages of 4 – 6 years. The project involved the organisation of workshops for ECEC staff focused on how to use animation and games to support transition.



### Results

Toolbox app and learning resources – Learning activities specific to the transition from kindergarten to school

EN

### Project key information

**Project coordinator** Via University College - Denmark

**Partner countries** Denmark, Romania, Estonia, Finland, Belgium, The Netherlands

**More information** [tinyurl.com/w7phzn4](https://tinyurl.com/w7phzn4)

## Discovering kindergarten

This project aimed to improve the socialisation and integration of young children within the education system and promote the creation of new methodologies for early years education. The result of the project was a practical methodology book "Discovering Kindergarten. Big book of experiences". The book describes the experience gained during the project implementation, and the organisation of project activities.



### Results

Practical methodology book "Discovering kindergarten. Big book of experiences"

EN

### Project key information

**Project coordinator** Siauliai lopselis-darzelis "Ziogelis" - Lithuania

**Partner countries** Bulgaria, Poland, Italy, Turkey

**More information** [tinyurl.com/s6pt5an](https://tinyurl.com/s6pt5an)

## Curriculum (Various topics)



## HOME

The project aimed to involve 3-6-year-old children in project activities on the theme of 'Home' to make the learning process more enjoyable and provide them with the opportunity to learn by experience. The most important impact of this project was to discover how to live better together respecting our differences in shared spaces. A website, a board game and a book were the main intellectual products to help teachers and educators working on the subject of home in all its aspects.



## Results

Summary of the activities and outputs of the HOME project

EN & FR

## Project key information

**Project coordinator** Ecole maternelle Nuyens - France

**Partner countries** Spain, Italy, United Kingdom, Hungary, Turkey

**More information** [tinyurl.com/w6vj2u6](https://tinyurl.com/w6vj2u6)

## On the money trail – Interactive book for the financial education of children

On the Money Trail was a project for children, teachers and parents that hold an interest in financial education. The project's main goal was to create an interactive learning eBook for the financial education of pre-school children (3 to 6 years old) that can be used in both formal and informal learning contexts.



### Results

An interactive storybook focused on financial education for pre-school children

EN HR IT PL PT

### Project key information

**Project coordinator** Stowarzyszenie Centrum Wspierania Edukacji I Przedsiębiorczosci - Poland

**Partner countries** Portugal, Italy, Croatia

**More information** [tinyurl.com/tpx9bpr](https://tinyurl.com/tpx9bpr)

## 100 Steps

The project aimed to create new educational material that will combine use of smart devices and physical activities. Additionally, the project also aimed to increase teachers' English language skills and provide them with new pedagogical tools learned from the partner schools.



## Results

Educational materials for pre-school teachers

EN

## Project key information

**Project coordinator** Tartu Kesklinna Lastekeskus - Estonia

**Partner countries** Estonia, Latvia, Croatia, Finland, Spain

**More information** [tinyurl.com/r9kze5y](https://tinyurl.com/r9kze5y)

## European development of the early childhood education is the key to success in life

The main objective of the project was for educators to share methods for developing children's basic skills such as reading comprehension, writing and communicating with the use of diversity in European art. Participants shared innovative solutions, new forms and methods of work, which aimed to develop skills in children such as openness, faith in their own abilities, entrepreneurship, and self-esteem.



### Results

Project portal –The Open Educational Resources created by the partners

EN

Guidebook on innovative methods and techniques for the education of young children

EN

Programme to support artistic education

EN

### Project key information

**Project coordinator** Przedszkole z oddziałem integracyjnym we Wreczycy Wielkiej - Poland

**Partner countries** Poland, Hungary, Spain, Portugal, Romania, Italy, Turkey

**More information** [tinyurl.com/s3y5gct](https://tinyurl.com/s3y5gct)

## Me and music

The project brought together three European countries with a common goal to increase the quality and status of teaching music within early childhood education. The project aimed to develop innovative methodologies and teaching resources, undertake comparative research on creativity in ECEC and to encourage parental involvement in the pedagogical process.



## Results

Curricula guidelines for early childhood music education

EN

Descriptions of activities for early childhood music education

EN

## Project key information

**Project coordinator** Biedriba Latvijas Pirmsskolas muzikas izglitibas asociacija - Latvia

**Partner countries** Latvia, Estonia, Hungary

**More information** [tinyurl.com/v3vrfyz](https://tinyurl.com/v3vrfyz)

## Development and run - test of an educational affective model

The project developed and tested a curriculum based on the concept of Affective Education, i.e. a psychological curriculum designed to inform students understanding of their emotional and social behaviour, enabling them to change where appropriate. The project aims to introduce an innovative pedagogical path, shared at European level to improve the educational practices used in EU.



### Results

Guidelines for professionals on how to put emotions and affections at the centre of educational practices

EN EL ES FR IT

Teacher handbook to complement the guidelines, including suggestions of activities

EN EL ES FR IT

### Project key information

**Project coordinator** Università Degli Studi Di Firenze - Italy

**Partner countries** Italy, Greece, France, Spain

**More information** [tinyurl.com/skxx275](https://tinyurl.com/skxx275)

## Working with Families

## Developing teachers' competences for the future

The main objective was to make ECEC professionals better prepared to meet new challenges concerning increased immigration and change in family structures. Through sharing experiences and presenting examples of good practice, the project developed ten workshops aimed at supporting professionals to develop better knowledge of the importance of understanding the diversity of family backgrounds.



### Results

Workshop 1. Everyone is welcome

[EN](#)

Workshop 2. Respect for Diversity

[EN](#)

Workshop 3. Partnership with parents and forms of cooperation

[EN](#)

Workshop 4. Teacher Competencies for cooperation with families

[EN](#)

Workshop 5. Verbal and Non-verbal communication skills and competent Educator

[EN](#)

Workshop 6. Modern Forms of Cooperation with families

[EN](#)

Workshop 7. Supporting families in optimal interest of children

[EN](#)

Workshop 8. The child as an active actor in cooperation with parents

[EN](#)

Workshop 9. Working with parents on specific issues

[EN](#)

Workshop 10. Empowering parents

[EN](#)



## Project key information

**Project coordinator** Kidsa Øvsttun AS - Norway

**Partner countries** Norway, United Kingdom, Poland, Greece, Croatia

**More information** [tinyurl.com/ta3b423](https://tinyurl.com/ta3b423)

## Let's fathers, come pre-schools!

The project aimed to increase early childhood educators' awareness of the importance of father involvement and to get fathers more involved in their children's education. The project provided resources for teachers to use while organising father/parent involvement activities.



### Results

Father involvement guidebook for educators

EN NL TR SV

Father involvement handbook suggests activities to involve fathers

EN NL TR SV

### Project key information

**Project coordinator** Baskent University - Turkey

**Partner countries** Turkey, Sweden, The Netherlands

**More information** [tinyurl.com/v7ocunv](https://tinyurl.com/v7ocunv)

## **Staff Professionalisation (General)**

## Sinbad – a journey to promote key competences in early childhood education through storytelling

The project aimed to promote storytelling as an educational technique to improve the key competences of preschool and primary school children and to support educators and teachers in applying storytelling in education. The partnership developed a pedagogical framework and educational resources and materials to be used as part of a blended learning format.



### Results

Competence development through storytelling: a conceptual framework

EN

Educational pack – A resource for teachers and other educators providing information, guides, techniques and methodologies

DE EN EL LT NL TR

Sinbad e-learning course aimed at early childhood educators who are interested in learning new teaching methodologies

DE EN EL LT NL TR

Guidelines for storytelling practice

DE EN EL LT NL TR

Policy recommendations

EN

### Project key information

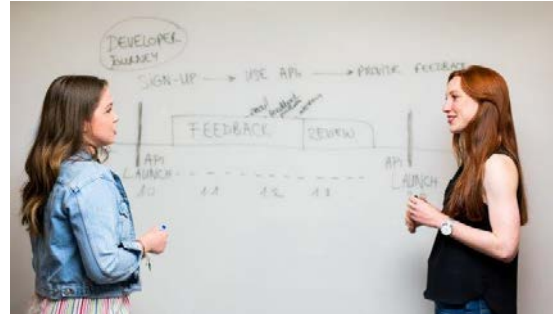
**Project coordinator** Wisamar Bildungsgesellschaft gemeinnuetzige GmbH - Germany

**Partner countries** Germany, The Netherlands, Greece, United Kingdom, Turkey, Lithuania

**More information** [tinyurl.com/v4n5hqk](https://tinyurl.com/v4n5hqk)

## SPROUT, Same PROfiles for Unique Training in ECEC service

The objective of SPROUT was to develop European guidelines for the initial and ongoing training and development of ECEC educators enhancing the quality of initial training through the use of the European Qualifications Framework (EQF).



### Results

ECEC educators in Europe – Results of a comparative survey providing analysis of ECEC services and sector in partner countries

EN & IT

EQF based profile of ECEC educators – An integrated professional profile for ECEC educators and teachers

EN & IT

Recruitment and potential evaluation in ECEC system: an EQF based tool

EN & IT

Guidelines for in-service training for ECEC educators

EN & IT

### Project key information

**Project coordinator** Fondazione “Franco Demarchi” - Italy

**Partner countries** Italy, Sweden, Spain

**More information** [tinyurl.com/r7In5du](https://tinyurl.com/r7In5du)

## Self-learning resources for informal childminders

The project aimed to provide online learning resources, which will be beneficial to informal childminders, particularly those from disadvantaged backgrounds, in order to implement a system of professionalisation. The educational resources created by the project are accessible freely online to increase a quality of childcare provided at home for children aged 0 to 6.



### Results

Child in Mind self-paced open course online

EL EN ES IT SK

Child in Mind E-Book

EL EN ES IT SK

Knowledge resource for providers of the Child in Mind course

EL EN ES IT SK

### Project key information

**Project coordinator** Università Degli Studi Di Macerata - Italy

**Partner countries** Greece, Spain, Slovakia, Ireland

**More information** [tinyurl.com/v4n5hqk](https://tinyurl.com/v4n5hqk)

## Continuing education to pre-school teachers and education directors through online trainings (EduTeach)

The EduTeach project designed, tested and implemented a modular training programme adapted to the needs and interests of those responsible for education and care for young children (0-6 years) across Europe. Key themes were conflicts, children's behaviour and emotional and social development, storytelling and family relations. The modules were available online and through self-study to be used by all.



### Results

EduTeach learning platform – E-learning modules on eight different topics

DE EL EN ES FI HU IT SL

### Project key information

**Project coordinator** Friedrich-Alexander-Universitaet Erlangen Nuernberg - Germany

**Partner countries** Germany, Slovenia, Spain, Hungary, Italy, Finland, Greece

**More information** [tinyurl.com/qvp8lno](https://tinyurl.com/qvp8lno)

## An innovative self-improvement approach for the professional development of early educators (SIA-ProD)

The SIA-ProD project created an innovative approach to the professional development of early educators on the theme of promoting physical activities in ECEC. It aimed to provide early childhood educators with a methodology and instruments for self-evaluation and self-improvement based on a technique named Discrete Choice modelling (DCM).



### Results

Teacher self-assessment tool

DE EL EN IT

Self-improvement educational training package

EN

### Project key information

**Project coordinator** Panepistimio Kritis - Greece

**Partner countries** Italy, Greece, Cyprus, Germany

**More information** [tinyurl.com/rpskk24](https://tinyurl.com/rpskk24)



## Universal model of professional course for new age child carers and dedicated women aged 50-64 years

The project responded to the need for economic activation of unemployed women and economically inactive people over 50, so that they could transfer skills from bringing up their own children into a professional career. The aim of the project was to exchange best practices and ideas for developing a universal professional vocational course for future child carers, with particular emphasis on the training needs of women aged 50-64.



### Results

Handbook of results

BG CS EN HU IT PL

Tools and test for assessing child carer predispositions

EN

Self-assessment test for child carers

BG CS EN IT PL

Vocational course for child carers

EN

### Project key information

**Project coordinator** Wojewodzki Urzad Pracy w Katowicach - Poland

**Partner countries** Poland, Czech Republic, Ireland, Italy, Bulgaria, Hungary

**More information** [tinyurl.com/sxhu8xb](https://tinyurl.com/sxhu8xb)

## A benevolent and demanding European pedagogy

The project aimed to exchange pedagogical practices among the partners. The main output of the project was a collective website that holds practice examples from different partners to develop benevolent pedagogy.



### Results

Website presenting the purpose and scope of the project

EL EN ET FR IT SV

Practice examples on supporting children's differences

EL EN

### Project key information

**Project coordinator** Ecole Maternelle Capendu - France

**Partner countries** France, United Kingdom, Estonia, Sweden, Greece, Italy

**More information** [tinyurl.com/rjb7wjb](https://tinyurl.com/rjb7wjb)

## **Staff Professionalisation (Sustainability, food and outdoor education)**

## Sustainable food for kindergartens: open educational resources for pedagogues, caterers and kitchen staff

The project created an e-learning course and interactive online portal on sustainable food in kindergartens, in order to promote healthy eating habits and educate kindergarten teachers and other staff about sustainable food and meal production. It also had an inclusion element, focusing on the eating habits of different ethnic groups or cultures, due to an increasing number of refugees in European kindergartens.



### Results

Guidelines “Sustainable Food in Kindergartens”

BG CS DE EN IT SL

Course content “Sustainable Food in Kindergartens”

BG CS DE EN IT SL

Online Portal “Sustainable Food in Kindergartens”

BG CS DE EN IT SL

### Project key information

**Project coordinator** Equalita, Institut für Qualifizierung und Vernetzung in Europa e.V. - Germany

**Partner countries** Germany, Bulgaria, Slovenia, United Kingdom, Italy, Czech Republic, Austria

**More information** [tinyurl.com/w3a6wwr](https://tinyurl.com/w3a6wwr)

## Taking learning outdoors – Supporting the skills of pre-school teachers in outdoor education and care

Production of different outputs (handbook for teachers, online training modules, ideas for activities) aimed at training ECEC staff to develop outdoor educational activities. The project identified the lack of outdoor education resources in Slovakia especially, and using best practices elsewhere to develop training programmes to deliver effective outdoor education.



### Results

Handbook for preschool teachers on outdoor education

DA EN ET SK

Standards for outdoor teaching

DA EN ET SK

Online database with ideas for outdoor activities aimed at children aged 3 - 6

Multiple Languages

Online training modules providing theoretical knowledge for outdoor teachers

DA EN ET SK

### Project key information

**Project coordinator** NAK - Slovakia

**Partner countries** Slovakia, Estonia, United Kingdom, Denmark

**More information** [tinyurl.com/tjbvs7y](https://tinyurl.com/tjbvs7y)

# Innovative teaching methodology of health friendly nutrition development and practice in pre-primary education

The aim of the project was to enhance parents' and professionals' knowledge and awareness of healthy nutrition habits. The project facilitated the sharing of current practices across different countries and delivered training, resulting in a method handbook.



## Results

Analysis outlining priorities in relation to nutrition and initiatives in each country:

Bulgaria

EN

Greece

EN

Italy

EN

Lithuania

EN

Spain

EN

Turkey

EN

Materials for health education in kindergartens

EN BG EL IT LT ES TR

## Project key information

**Project coordinator** Vsl "eMundus" - Lithuania

**Partner countries** Lithuania, Turkey, Greece, Italy, Spain

**More information** [tinyurl.com/uuu9ao9](https://tinyurl.com/uuu9ao9)

## Earthworm: one earth, one world. The metamorphosis of sustainability education in the ECEC (Early Childhood Education and Care)

The EARTHWORM project intended to train, educate, and offer more opportunities to teachers who are working in ECEC and give them chance to learn and share their knowledge in embedding sustainability education in their teaching practices.



### Results

EARTHWORM website – A source of information and materials about sustainability in education

EN ES LT RO

### Project key information

**Project coordinator** Lundabol - Iceland

**Partner countries** Spain, Lithuania, Romania

**More information** [tinyurl.com/u96uwa9](https://tinyurl.com/u96uwa9)

## Eco Farm Kindergartens

The project aimed to enable kindergarten teachers, parents, assistants, leaders and other educators to engage in a holistic and sustainable approach to education using eco-farming.



## Results

Project Booklet summarising the activities and outputs of the project

EN

## Project key information

**Project coordinator** Dosemealti Belediyesi Baskanligi - Turkey

**Partner countries** Romania, Portugal, Lithuania, Estonia, Italy, Norway

**More information** [tinyurl.com/ueondrr](https://tinyurl.com/ueondrr)



## **Monitoring and Evaluation (Child assessment)**

## This is me, under construction

The project aimed to create an alternative way to assess preschool children's learning using open-ended evaluation, which recognises children's multiple intelligences, strengths, interests and talents. The project created a Process – Growth portfolio with learning stories and pedagogical guidelines for teachers to share best practice and develop open-ended evaluation methods.



## Results

A collection of good practices from the country case studies

EN

A series of guidelines on open-ended evaluation

EN

## Project key information

**Project coordinator** Kirkjuból - Iceland

**Partner countries** Norway, Belgium, Sweden

**More information** [tinyurl.com/wpa7mff](https://tinyurl.com/wpa7mff)

## Monitoring and Evaluation (Setting quality)

# Self and external Evaluation of Quality in Europe to Nourish Childhood Education Services (SEQUENCES)

The SEQUENCES project aimed at responding to the need to improve the quality of private and public ECEC services through adequate evaluation of quality, by directly involving providers and relevant stakeholders as quality development partners. The project examined quality in relation to the key domains of the European Quality Framework for ECEC.



## Results

SEQUENCES toolkit for the self and external evaluation of early childhood education and care provision

EN HU IT LT RO SR

Multi-stakeholders guidelines for the implementation of the toolkit

EN HU IT LT RO SR

Training curriculum and supportive didactic materials

EN HU IT LT RO

## Project key information

**Project coordinator** Forma.Azione Srl - Italy

**Partner countries** Italy, Malta, Hungary, Romania, Lithuania, Ireland, Belgium

**More information** [tinyurl.com/ucpwgya](https://tinyurl.com/ucpwgya)

