



# INTERGENERATIONAL SOLIDARITY APPROACHES IN ECEC SCHOOLS

**PR1 Report** 



Enhancing inclusion of disadvantaged children by promoting intergenerational solidarity approaches in early childhood education and care systems.





### **TABLE OF CONTENTS**

### **Preface**

Overview of the result 1: online training curriculum in intergenerational solidarity approach or ECEC schools

- Introduction of the project
- Goal of the project
- Project objectives
- Target groups
- Project partners
- Desk research
- Focus on the Intergenerational learning approach
- Best practices examples
  - Czech Republic
  - Greece
  - Italy
  - Spain
  - European best practices
- National frameworks
  - Czech Republic
  - o Greece
  - o Italy
  - Spain
- Development of the online curriculum
- Modules of curriculum online
  - Annex 1 Curriculum online in Czech, Greek, Italian, Spanish languages

### **Preface**

# Overview of the result 1: Online Training Curriculum in Intergenerational Solidarity Approach for ECEC SCHOOLS

The LISTEN Online Training Curriculum in Intergenerational Solidarity Approaches aims to support the professional development of ECEC staff by creating an open curriculum containing specific online training modules and guidelines tailored to social inclusion needs. This tool supports skill-building of teachers and trainers to introduce and implement the LISTEN intergenerational solidarity approach at school in collaboration with volunteers, trained to have a supporting and learning rule to children by bringing added value in children social competencies, especially for those who lack the educational figure of their grandparents.

The developed intergenerational solidarity approach teaching methodology tailored to ECEC students moves away from typical teacher-centered classroom learning environments and supports teachers to carry out collaborative project work and creative problem-solving with their students and the volunteers. Through this course, teachers are being capable to manage the internal dynamics in the classroom and improve links with the external local community, contributing to reduce causes of exclusion and social marginalization of children with fewer opportunities living in disadvantaged areas.

The development process is based on collaborative approaches that actively involves the target groups of ECEC school teachers, educators and heads to create an OER (Open Educational Resource). This innovative collaboration contributes to enrich the development of the OER giving value to all inputs and feedbacks highlighted by targets. The design and framework of the OER is user-friendly, flexible and adaptable to different school environments, composed by online training modules and guidelines for ECEC staff that is equipped with necessary skills to be used in complementary actions with the other project results. All materials developed have been translated in all languages of the partners countries in order to improve its usability and effectiveness in the ECEC schools involved in piloting phases and adjusted according to country-based needs and contexts. In all project partner countries, 162 teachers were trained

through the content of the online curriculum and were asked to experiment in classrooms with the methodologies acquired during the training.

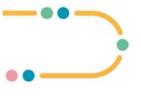
The process of constructing the online curriculum was carried out by all project partners through a preparatory desk research with the aim of constructing learning outcomes aimed at teachers. This report contains also the result of the desk research, including a description of the national policies in each country and some good practices that were useful for a benchmarking action.















# Introduction of the project

As stated into the ECEC Council Recommendation on High-Quality Early Childhood Education and Care Systems (2019/C 189/02), early childhood education and care must be part of an integrated package of child rights-based policy measures to improve outcomes for children and break intergenerational cycles of disadvantage.

In line with this goal, LISTEN aims to facilitate access to ECEC schooling and create opportunities for inclusion at the local and community levels, helping to address barriers faced by vulnerable children and contributing to the creation of an inclusive society and environments that promote equity and equality and respond to the needs of the community at large.

LISTEN promotes open dialogue between schools, civil society, and marginalized families, creating tools to restore the synergies lost during the tragic period of the first epidemics in the EU and providing safe spaces for all to build a more diverse and peaceful community of people living in the same places.

LISTEN contributes day by day to break the circle of disadvantage and promote innovative reforms for ECEC systems in the EU.

# Goal of the project

LISTEN project aims to support an early childhood education and care provision of good quality for all in the EU as highlighted by the EC in the European Pillar of Social Rights, its Action Plan (2017-2018) and the new EU Strategy on the Rights of the Child and the European Child Guarantee (2020-2021).

# **Project objectives**

The partnership includes 6 European organizations sharing the following key project goals:

- developing a high-quality early childhood education and care model promoting intergenerational solidarity approach method that involves actively local communities
- increasing the competence development and professionalization of ECEC staff, teachers and educators
- promoting solidarity initiative and innovative learning environments using formal and non-formal methodologies to increase dialogue and cooperation among key stakeholders and actors at local, national and EU levels.

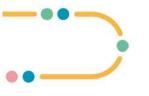
# **Target groups**

The target groups are the following:

- ECEC staff (Educators, teachers, school leaders)
- Children (3 6 years old)
- Volunteers
- ECEC schools
- Local communities
- National ECEC systems, schools decision makers

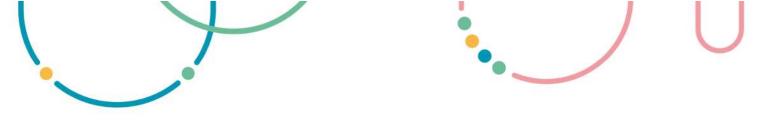












# **Project partners**

### Liberitutti (IT) - COORDINATOR

Liberitutti is a social cooperative founded in 1999 as a place for experimentation and synthesis of complex social processes, pursuing community development and empowerment. Liberitutti aims to promote the social, cultural and economic inclusion of vulnerable groups and people with disadvantaged backgrounds. The cooperative acts to address societal challenges with a strong social cohesion view to enhancing solidarity values. Liberitutti acts to promote solidarity values and social inclusion enhancing open dialogue with public and private subjects to connect the local community with the existing services in the territory of Turin and across the country.

### ATAKA MAKATA (GR) - PARTNER

Akata Makata is a nursery and pre-school. The educational program meets the individual needs of each student within our school community. The concept of the kindergarten is to help to raise happy kids in terms of being independent, responsible, flexible, creative & active citizens. Akata Makata aims at the comprehensive development of children and their subsequent attitude towards learning in personal empowerment and the formation of balanced and happy personalities.

### BABY ERASMUS (ES) - PARTNER

Baby Erasmus is an English speaking kindergarten in Badajoz (Spain) as a new concept of Early Childhood Education whose aim is to take advantage of the language skills of children between 0 and 6 years to learn a second language naturally and effortlessly.

In order for the early learning of this second language to be effective, in addition to a linguistic immersion, it is necessary to immerse the culture that surrounds the language and that the students associate an environment or a person with that second language. For this reason, since the children entered our center the only language of communication is English and we have qualified native teachers.

### CONDE DE ELDA (ES) - PARTNER

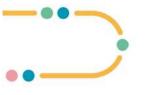
CONDE DE ELDA Kindergarten Preeschool is managed by the Association for the Management of Children's Centers (AGCI in Spanish). It was opened in 1976 and since then, the professional team begins to introduce innovative educational projects, adapting human and material resources, and remaining in constant communication with families. In 2013 academic year, the ASD (Autism Spectrum Disorder) Classrooms were opened to serve children with autism spectrum disorders. In a context of educational quality, this project improves the skills of the school and encourages the participation of all students in it.

### FAMILY AND JOBS (CZ) – PARTNER

Prague based association focusing on the balance between "work" (career and ambition) and "life" (family, health, pleasure, leisure and spiritual development). The aim of the association is to promote the implementation of work-life balance policies in all sectors of the labor market and raising awareness and know-how in this field. The platform cooperates with employers and employees as well as with other organisations focused on the issue of work-life balance. The association also provides childcare services in order to facilitate better inclusion of mothers to the labor market.

### PLAYING (GR) - PARTNER

PLAYING is a non profit organisation, established in 2013, for the promotion of play in childhood and the advocacy of children's right to play, supporting their motor, cognitive, emotional, social development and their physical and mental health. PLAYING aims at changing the culture around play, through raising awareness, education and support for parents, teachers and community services, shared play events for parents and children, as well as through research on play.







### Desk research

The inspirational practices presented in this section are intended to offer a comparison of the different four countries and are aiming at offering answers to the overarching question LISTEN is working on: how to improve quality of the ECEC system in the local contexts through improved teacher professionalization and a better social inclusion of the communities.

When doing the desk research for the curriculum online design, all project partners tried to analyse practices at local, national and European level considering how effectively the examples address the most important issues school system are facing in connection to teachers, parents, communities.

The guiding principle at analysing the practices was to explore which main challenges were addressed by the given practice and how it was delivered. Considering the plurality of project themes, the investigation of best practices was carried out through a selection of key concepts. It means that the selected best practices are significant because they have developed effective actions in terms of:

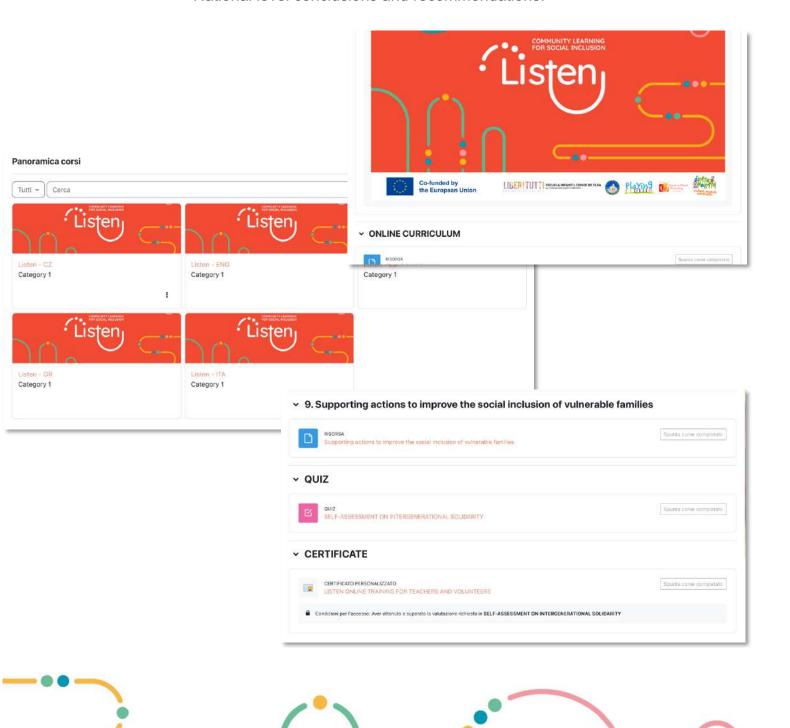
- role and potential of intergenerational learning as a pedagogical strategy in ECEC system through exploring the perspectives on intergenerational learning of teachers, children and their parents;
- the importance of relationships and informal contexts for learning and the contributions of wide ranging social groups outside the family to the learning and development of children and adults;
- the socially constructed learning through collaborative relationships in authentic cultural contexts and the strong capacity of people of all community to enrich the learning of children and adults;
- social inclusion as central topic for the development of educational spaces that are broader and more inclusive and take into consideration all the vulnerable target groups (migrants, cultural and economic fewer opportunities, disabilities).

Furthermore, the desk research helped the project partners to investigate and compare the current states of affairs about the intergenereational solidarity approaches in each country. Project partners collected background information about national and regional policies and with a focus on how the intergenerational approach is incorporated within the

practices of ECEC schools. This research has been preparatory and more in-depth in project result number 3, which initiates an in-depth study of policy recommendations for public and private decision makers.

Each country produced its own brief national report presenting the main findings and conclusions of the tasks assigned under Result 1.

- National report structure (2.000 words max / to be written in English)
- Brief summary of the desk research identifying the specific country contexts and actual needs of ECEC staff for Intergenerational Solidarity Approaches.
- National level conclusions and recommendations.



# The intergenerational learning approach

In implementing the project, the partners realized that the term "intergenerational" can lead to confused interpretation: we realized that talking about it in schools, with teachers and educators, the term immediately calls to mind the child-grandparent relationship. It is partly true but within LISTEN project the term is referred to a wider target group. Reflecting on the distortions that the term can create, the partners agreed with the European Commission's definition: "The intergenerational learning approach is where people of all ages can learn together and from each other, classically common within families where knowledge is shared down the generations". Although it is a concept widely shared and explored by the scientific community, it is as old as humankind because it encompasses any type of informal education that includes the transmission of knowledge, skills and values in multigenerational families as part of daily living. With the modern age and the separation of family and work life, different authors like Bottery (2016)1 confirm that the family is not the only context where this approach is experienced but can be widely shared at school and in various informal settings that contribute to the child's learning. Kaplan, Sanchez & Hoffman (2017)<sup>2</sup> suggest that, in general, intergenerational relationships are "instruments for the development and support of a sense of trust, in times where trust and social capital are eroding rapidly", and in the case of ECEC systems, they are "the way people of all ages can learn together and from each other".

Deepening the definition, as partners in this project, we asked what is the benefit of an intergenerational approach in ECEC schools and what target groups should be involved. It is widely acknowledged that the agents of the intergenerational approach are unskilled and untrained people who learn in nonformal community settings (Boström, 2003)<sup>3</sup>. The process contributes

<sup>&</sup>lt;sup>1</sup> Bottery, T. 2016. "The Future of Intergenerational Learning: Redefining the Focus?" *Studia Paedagogica* 21 (2): 9–24.

<sup>&</sup>lt;sup>2</sup> Intergenerational Pathways to a Sustainable Society - https://link.springer.com/book/10.1007/978-3-319-47019-1

<sup>&</sup>lt;sup>3</sup> Boström, A. 2003. Lifelong Learning, Intergenerational Learning and Social Capital - from Theory to Practice. Stockholm: Institute of International Education.

to the the increase of solidarity between generations as well as the learning outcomes for people and communities.

Within LISTEN project, however, we started with the goal of professionalization of ECEC staff training on how to create an educational community using the intergenerational approach. That is why each school/project partner organization also involves parents and volunteers first and then local communities. Families are an important key element because they are the first realities to be affected by the changing lifestyles that have led situations to a deterioration in social cohesion. Using the intergenerational approach in the LISTEN activities, we have learnt that 1) it facilitates learning through collaborative relationships and helps to create open and inclusive cultural contexts; 2) it strengthens the capacity of people of all ages to build and experiment their own learning.

In conclusion, all the beneficiaries like volunteers, ECEC staff, family members and the communities can benefit from the solidarity intergenerational approach and can address major concerns and issues in the local community such as inequality. But the most important reflection that needs to be made is that the intergenerational approach has a high impact on children: the educators of this study reported that the IGL relationships enriched children's social and emotional development including through supporting their sense of identity and belonging, self-esteem and social skills.

# **Best Practices**

### **CZECH REPUBLIC**

# CZ | Best Practice n.1

Title of the practice	2generace / 2generations
URL of the practice	https://2generace.cz/
Location /geographical coverage	Prague, Czech Republic
Brief description of the practice	The main objective of the project was to connect elderly people with pre-school children through joint intergenerational activities.  Active seniors who like to spend their leisure time with children, were visiting alone or in small groups children's groups and nursery schools and were reading to children, playing with them or simply sharing their life experience and knowledge. Moreover, they could benefit from many events organised for them, e.g. conferences and workshops focused on ECEC or other topics depending on their demand, joint meetings, outings etc.  For seniors who no longer have the capacity to visit the schools, a cooperation was established between children's groups or nursery schools and retirement homes or other living facilities for the elderly so that

the children visit the seniors. Children were visiting the retirement homes and participating in joint art or music workshops, exercices or other activities (e.g aromatherapy, canistherapy etc.)  Given that the project was planned for the period from September 2019 until July 2021, many of the activities had to take place on distance due to the COVID pandemic. Educational workshops and conferences for senior were organised online and seniors in retirement homes were communicating with children in childrens's groups and nursery schools by means of sending photos, videos or small gifts that they created for each other.
Family and Job, z.s. as organiser Jesle Little Heroes, Maxíkova školka na Stodůlkách, Dětský klub Tamino, Mateřská školka Botička, Smartkids, MŠ Podbělohorská, SeneCura Klamovka Ústav sociálních služeb Prahy 4, as participants of the project
Elderly people, children from 2 to 6 years of age
<ul> <li>Informal education</li> <li>Intergenerational explicit learning</li> <li>Development of empathy, interest in people and their needs</li> <li>Building of social values like respect to elderly and tolerance</li> <li>Knowledge sharing</li> <li>Role models – by sharing their experience and knowledge, seniors can become important role models for children</li> <li>Activities enhancing creativity, motricity, communication</li> <li>Social inclusion – the project emphasizes the importance of the senior generation in our society</li> <li>Psychological benefits – children without grandparents can find their "alternate" grandma or grandpa and vice-versa; children bring joy and fun to the lives of the elderly, keep them active physically and mentally.</li> </ul>

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Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for its effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project was adjusted to the local system, practice and specific situations. Nevertheless, it is easily applicable EU-wide.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	The project is suitable for local implementation, but or a national scale (i.e. it can be organised only locally but anywhere in the country). The replication of this good practice requires first of all an open mind and a good will of the directors of both ECEC establishments and retirements homes. It requires also good advertisement within the active elderly community in order to find suitable volunteers for the practice.
What are the elements of this practice which could be used in the capacity building programme ?	<ul> <li>motricity skills – art activities develop motricity skills of children and maintain motricity skills of the elderly</li> <li>communication skills – through reading, children broaden their vocabulary</li> <li>social and personal competences – children learn empathy, capacity to listen and pay attention to the needs and feelings of others</li> <li>civic competencies – children learn to be tolerant to differences, the importance of active assistance and help to those in need, the benefits of intergeneration acommunication</li> </ul>
What are the possibilities of extending the good practice more widely?	<ul> <li>Promoting the importance of intergenerational contacts, communication and sharing on all the levels of the educational system.</li> <li>Including the intergenerational cooperation in national educational programmes</li> </ul>

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# CZ | Best Practice n.2

	Multi-cultural advantion in the many
Title of the practice	Multicultural education in the nursery school Sluneční, Prague 10
URL of the practice	http://www.msslunecni.cz/text/28-multikultura.html
Location /geographical coverage	Prague, Czech Republic
Brief description of the practice	The practice monitors the development of children overcoming national, social and cultural barriers and thus strive to strengthen freedom and peace in society. Multicultural education in the nursery school accepts the cultures of all nationalities of children who are attending the school, i.e. who are in the same class.  It is very important to start multicultural education at pre-school age, because children around the age of three do not yet have prejudices, they do not realize their differences. Appropriate motivation, positive examples and friendly relationships between children create the foundations of positive attitudes for life.  Although the project is prepared from a Czech point of view (as a view of a group of Czech children on other, different nationalities), it is an occasion for both Czech children and children of foreign origins to get to know the culture and traditions of the others.  Foreign children must feel well, secure and safe in nursery school environment. They must be able to adapt to the new environment and situation. This project gives children space to get acquainted with their immediate surroundings. Furthermore, the horizons of their knowledge expand thanks to specific sensory experiences.  In this project, children travel around the globe. They gradually get to know other countries and people who live there.

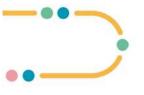
	The aim of this project is to give children the foundations for a healthy self-confidence and self-assurance, for the ability to be oneself and at the same time to adapt to life in the social community - in a cultural and multicultural society. The project gives children the opportunity to act in the spirit of basic human and ethical values - all at a level adapted to the age of the preschool child.
Institution/ Organisation/ Service provider/ Implementing agency	Nursery school Sluneční, Prague 10
Target Group(s)/ Beneficiaries	Preschool children, parents of foreign origins
Main points / areas	<ul> <li>We live in the Czech Republic - we are Czechs – the aim is to present the Czech Republic, its nature, culture, the way of life in the country.</li> <li>Countries that are close to our friends - teachers focus on the countries of origin of children who do not have Czech nationality. This activity is carried out in cooperation with the parents of foreign children. A visit of a parent of another nationality is arranged, the parent talks about the country he/she comes from, describes its landscape, nature, cities, mentions his/her favourite food in the country, a fairy-tale character, speaks his/her mother tongue for a while.</li> <li>Traveling the globe (Europe and other continents) – children work with puzzles and atlases, they compare the landscape, fauna and flora in the different countries etc.</li> </ul>
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	Yes, the practice focuses on nationalities present within the school/class.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-	The practice is suitable for national implementation in ECEC establishments with presence of children of foreign origins.

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replicated (in a similar context)?	
What are the elements of this practice which could be used in the capacity building programme ?	<ul> <li>Learning competence - children have a basic knowledge of the world of people, culture, nature and technology surrounding them, its diversity and transformations. They get familiar with the order of things and events in the environment in which they live.</li> <li>Problem solving competence – children notice events and problems in their immediate vicinity. A positive response to their active interest becomes a natural motivation for solving other problems and situations.</li> <li>Communicative competence - children master the speech, use appropriately formulated sentences, express independently their thoughts, messages, questions and answers. They understands the heard, respond verbally and have a meaningful dialogue.</li> <li>Social and personnel competencies - children are able to understand that people are different and can be tolerant of their differences and uniqueness.</li> <li>Activity and civic competences - children know that it is of importance what environment they live in. They realize that by their behaviour they can influence its nature.</li> </ul>
What are the possibilities of extending the good practice more widely?	Activities can be organised to present and celebrate main traditions and cultural or religious events of each respective nationality present within the community. The school/class can organise a food festival where all the nationalities prepare their traditional food.











# CZ | Best Practice n.3

Title of the practice	Support for inclusive education for socially excluded localities in Ostrava
URL of the practice	https://inkluzevostrave.webnode.cz/
Location /geographical coverage	Ostrava, Czech Republic
Brief description of the practice	The project focuses on improving the quality of education of children in socially excluded localities in Ostrava, through increasing the competencies of pedagogical and non-pedagogical staff in inclusive education, through pre-school education of vulnerable children, activities to prevent school failure and staffing of inclusive education in schools.
	The main objective of the project is to strengthen equal opportunities for pre-school and school-age children by staffing nursery schools with school assistants. These non-teaching staff provide support especially to children from socially disadvantaged and culturally different backgrounds, who are expected to be at risk of school failure after entering primary school. At the same time, good practice and education are regularly shared between pedagogical and non-pedagogical staff.
	The project also supports cooperation between school facilities and children's parents in the adaptation period after entering the nursery school and aims at increasing parents' awareness of the importance of pre-school education as a fundamental means of prevention of school failure.
Institution/ Organisation/ Service provider/ Implementing agency	RC Chaloupka as organiser, Nursery schools:  ZŠ a MŠ Ostrava – Svinov, p. o.,  MŠ Slezská Ostrava, Komerční 22a, p. o.,  MŠ Slezská Ostrava, Požární 8, p. o.,

	MŠ Ostrava, Špálová 32, p. o.,  MŠ Slezská Ostrava, Zámostní 31, p. o.,  ZŠ a MŠ Ostrava – Zábřeh, Volgogradská 6B, p. o.,  MŠ Ostrava – Jih, Volgogradská 4, p. o.,  MŠ Ostrava – Vítkovice, Prokopa Velikého 37, p. o., as participants
Target Group(s)/ Beneficiaries	<ul><li>- Professionals of ECEC</li><li>- Social Workers</li><li>- Parents</li><li>- Pre-school children</li></ul>
Main points / areas	<ul> <li>Support in adaptation process — educational specialists in the informal pre-school center founded by RC Chaloupka help children to manage concentration, address children's cognitive and emotional areas, contribute to the comprehensive development of communication skills, create conditions and rules for children, support their prosocial and emotional skills, while communicating with parents and teachers</li> <li>Awareness-raising and educational activities for parents — monthly workshops organised for parents to raise their awareness of the importance of educating their children. Workshops are addressing topics such as school maturity (how to prepare children for entering primary school), solving of problem situations in communication and relations between parents, children and teachers, counselling on how to solve conflicts, truancy, bullying, pathological phenomena occurring in schools etc.</li> <li>Facilitation of inclusive education through informal activities like regular sessions of "parent club" (parents participate once a week in activities organised by the nursery schools for the children and are offered counselling on parenting and children education) or home-visits of active Roma mother recruited in the scope of the project to mediate the communication parent-child-school within the Roma community;</li> <li>Staffing aid — the project coordinates implementation of school assistants in 8 nursery schools in Ostrava;</li> <li>Social inclusion through non-pedagogical support of children and parents who are at risk of social exclusion;</li> </ul>

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	<ul> <li>Sharing of experience and good practice within joint meetings of school assistants and other proffessionals;</li> <li>Trainings for pedagogical and non-pedagogical professionals on social inclusion and other relevant topics.</li> </ul>
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The effectiveness has not been assessed yet, as th programme is still running.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	Yes.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	The practice is suitable for local implementation as it scope, running and activities might differ based o causes of social exclusion and population at risk of social exclusion.
What are the elements of this practice which could be used in the capacity building programme ?	<ul> <li>Learning competence – children get non pedagogical assistance and pedagogical support to get well prepared for entering the primary school in order to prevent from their school failure.</li> <li>Problem solving competence – parents get counselling on how to handle communication with teachers and schools representatives and how to address patological phenomena at school of within their community.</li> <li>Communication skills - children broaden their knowledge of Czech language and delevop their communication skills. Parents learn the rules of non-conflictual communication.</li> <li>Social competencies - children learn to socialise with their peers from different communities.</li> </ul>
What are the possibilities of extending the good practice more widely?	Offering more public financing for employing non pedagogical staff trained in social inclusion in ECEC establishments

# CZ | Best Practice n.4

Title of the practice	Creative workshop for parents and children
URL of the practice	e.g.:https://skolypraha3.cz/ms-prazacka-cesta-k-detske-kreativite-projekt-tvorive-dilny-pro-rodice-adeti/
Location /geographical coverage	Czech Republic
Brief description of the practice	Creative workshops for parents and children help creating space for joint activities of children and parents on the grounds of ECEC establishments. The aim of these workshops is to create and deepen good relationships and understanding between ECEC establishments, children, and parents and grandparents who play an important role in the upbringing and education of children. In pre-school age, children learn mainly through practical activities and experiences. The presence of a parent or other close person in the class where they spend a large part of their day is a welcome opportunity for children to introduce their family to their friends, show them their favorite toys, show off their own dexterity and create a whole new and original object with the help of their family, which they can take them home. During the workshops, children and parents get acquainted with various art and craft techniques, work with natural products, decorative objects, textiles and other art materials.
Institution/ Organisation/ Service provider/ Implementing agency	Implemented broadly by ECEC establishments
Target Group(s)/ Beneficiaries	Pre-school age children and their parents and grandparents

Main points / areas	<ul> <li>Creative activities developing children's motricity and manual dexterity, sense of art and cooperative work.</li> <li>Parents' involvement – parents can be involved on different levels: they can participate in procuring the material for the creative aktivity, they assist their children during the activity, they can prepare some food or refreshments for the event.</li> <li>Building positive relations between ECEC establishments, children and their parents/family.</li> </ul>
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The activity si not assessed for effectiveness, but in practice it is an event that is usually regarded favourably by the parents.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	Yes, activities are usually linked with main traditions and feasts in the Czech Republic (autumn activities like pumpkin carving and creating paper lanterns, Christmas and Easter traditions, etc.)
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes, it's suitable for national implementation.
What are the elements of this practice which could be used in the capacity building programme?	<ul> <li>Development of fine motor skills - children effectuate different manual tasks and work with different materials.</li> <li>Communication competence - children learn to work in a team, to communicate their tasks, difficulties and successes.</li> <li>Art expression competence - children are led to acquire knowledge and skills that will enable them</li> </ul>

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	<ul> <li>to "independently choose and use the means of artistic expression";</li> <li>Cultural competences – children acquire sensitivity to artistic values, accept them as an important part of human life, and are led to contribute to their creation and preservation in order to pass them on to future generations.</li> </ul>
What are the possibilities of extending the good practice more widely?	Make it an obligatory part of educational programme of the ECEC establishments.





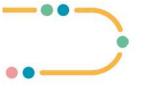


## **GREECE**

# **GR | Best Practice n.1**

Title of the practice	"Grandparents & Grandchildren" initiative (G&G)
URL of the practice	https://joinup.ec.europa.eu/collection/einclusion/document/grandparents-grandchildren-initiative-gg
Location /geographical coverage	Italy, in Milan
Brief description of the practice	The Grandparents & Grandchildren initiative is about adult digital literacy improvement: it aimed to promote and facilitate digital active citizenship of elderly people.
Institution/ Organisation/ Service provider/ Implementing agency	AIM (Associazione Interessi Metropolitani, in Milan) in 1998 called "Nonni e Nipoti", which was transferred in other Italian regions by ENAIP which, afterwards transferred it also into other European countries with an EU eLearning project, then extended thanks to a GRUNDTVIG learning partnership which is still ongoing.
Target Group(s)/ Beneficiaries	The elderly has been not exposed to new technologies at school nor in their working years. Now they found themselves in a condition of "digital illiteracy" restraining them from a full access to the new services allowed by the digital technology.
	The elderly usually considers computers and technology with fear, thinking of them as complicated and difficult. They need a friendly, simple, non-competitive, free of charge approach.

	This is the main target group of the G&G initiative, which, on the other hand, had the occasion to verify during the pilot experience in some of the partner countries (Finland and Sweden in particular) that the approach adopted is very suitable also for the immigrant population.
	The project's scope is to foster a process of local stakeholders involvement in supporting low cost training initiatives aimed to allow elderly people to gain full citizenship in the digit society.
Main points / areas	The most original aspect of the initiative is that the teachers of the elderly are young volunteer students, who have the role of 'grandchildren' assisting on a one-to-one basis the 'grandparents' in learning the very basic of internet browsing and e-mail messaging. The project thus strongly encourages the intergenerational dialogue as well as linguistic diversity and local cultural issues.
	The G&G initiative is a trial to merge: enthusiasm with experience, movement with rest, dreams with destiny, youth with wisdom, innovation with aging.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project responsible would like to have future and past helping each other to use technology to foster citizenship, personal growth and mutual understanding.  In other words, to transform information into knowledge
	and knowledge into wisdom for a better life in modern times.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project provides a common, but flexible framework to respond to the local needs of young children and families.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes.
What are the elements of this practice which could	<ul> <li>very low cost: this project used the school laboratories or existing open spaces available</li> </ul>







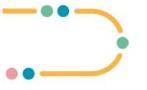


be used in the capacity building programme?	<ul> <li>when they were not used by the students, the teachers were volunteers (apart for the trainer assisting the grandchildren), the training resources were free of charge;</li> <li>it links very well to other social inclusion projects (i.e. immigrants and refugees)</li> <li>very strong intergenerational and intercultural fall out.</li> </ul>
What are the possibilities of extending the good practice more widely?	The project can be extended more widely (to cover young ages)

# GR | Best Practice n.2

Title of the practice	"Young and old in the Time Machine" Intergenerational learning program in the KDAP of the municipality of Larissa in collaboration with KAPI
URL of the practice	https://www.ilarissa.gr/news/larissa/mikroi-kai-megaloi-sti-michani-toy-chronoy-programma-diageneakis-mathisis-sta-kdap-toy-dimoy-larisaion-se-synergasia-ta-kapi https://www.thenewspaper.gr/2018/11/19/%CF%80%CF%81%CF%8C%CE%B3%CF%81%CE%B1%CE%B1%CE%B0CE%B1%CE%B1%CE%B1%CE%B1%CE%B1%CE%B5%CE%B1%CE%B3%CE%B5%CE%B1%CE%B3%CE%B5%CE%B1%CE%BA%CE%AE%CF%82
Location /geographical coverage	Larissa, Greece, library

Brief description of the practice	The Centers for the Creative Occupation of Children (KDAP) and the Centers for Open Care of the Elderly (KAPI) of the Deputy Mayor for Social Policy of the Municipality of Larissa were collaborating in an innovative intergenerational learning program that has started since October 2018. Intergenerational activities give the elderly the opportunity to actively participate and transfer their experiences for the better coexistence of generations in society, while children understand the changes associated with the maturation process, acquire a positive attitude towards the stages of life, learn what it means solidarity, generosity and responsibility.
Institution/ Organisation/ Service provider/ Implementing agency	The Centers for the Creative Occupation of Children (KDAP) and the Centers for Open Care of the Elderly (KAPI) of the Deputy Mayor for Social Policy of the Municipality of Larissa
Target Group(s)/ Beneficiaries	The elderly people from the KAPI and the young children of KDAP
Main points / areas	The first topic of intergenerational dialogue was playing and games, a reference point for the children of the KDAP of the Municipality in their regular daily program. In the welcoming space of the library, young and old talked about what they love and played together with a skipping rope, pentacles, balls and other games.  The intergenerational learning programs in the KDAP of the Municipality of Larissa are a new challenge for the empowerment and support of the family and are part of this year's program of joint actions of the network. Larissa - A Learning City is a city that utilizes the human resources of its small and larger citizens through continuous innovative actions and synergies of the social structures of our Municipality.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for its effectiveness.
Is the practice tailor-made based on the cultural and socio-economic	Yes. the project is based on the needs of the specific population.



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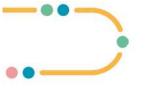


environment of each partner country?	
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	This practice is suitable for local, regional or national implementation. It could be transferred, implemented and replicated in similar context to another country. The conditions that need to be in place to be well replicated are the Covid cases to be limited. As this practice was implemented before the Covid -19 outbreak.
What are the elements of this practice which could be used in the capacity building programme?	Activities can take place at the local libraires but also in other settings, such as community centers, parks, squares, preschools, elderly centers e.t.c. The key element is the interaction among participants and play as a method to be used in the capacity building programme.
What are the possibilities of extending the good practice more widely?	Community initiatives need to be encouraged and supported, especially in large cities where the sense of belonging to a community does not develop naturally. Support should be provided at all levels: the local and regional levels, but also at the national and EU levels. This practice could definitely be extended more widely.

# GR | Best Practice n.3

Title of the practice	Young and old create 'one for the other' Μικροί & μεγάλοι δημιουργούν «ο ένας για τον άλλο»
URL of the practice	https://antama.gr/mikroi-kai-megaloi-antama- hcm?lang=en
Location /geographical coverage	Online
Brief description of the practice	From 20/4 to 16/5 ANTAMA & the Hellenic Children's Museum invited younger and older persons (aged 4-15

	and 65+) to come "close" and create for each other, by dedicating a drawing, painting or writing to their beloved one (younger to older and vice versa).
Institution/ Organisation/ Service provider/ Implementing agency	ANTAMA and the Hellenic Children's Museum
Target Group(s)/ Beneficiaries	Younger and Older persons (aged 4-15 and 65+)
Main points / areas	Through this online intergenerational activity, we gave space to the creative expression of the feelings of different generations, wishing to highlight the need for and importance of intergenerational contact, to promote a society in which there is no room for age discrimination and "distances". A society that even if conditions require distance for some time, we can be "RESPONSIBLE".
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for its effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project provides a common, but flexible framework to respond to the local needs of young children and elderly.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes.
What are the elements of this practice which could be used in the capacity building programme?	Art is the key element of this practice that can be used in the capacity building programme. As art is a nonverbal way of communication it can link really well with the inclusion of disadvantaged children and the intergenerational solidarity approaches.



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What are the possibilities of extending the good practice more widely?	Face to face initiatives need to be encouraged and supported, especially in the after Covid era, where the online activities created a sense of belonging to a community that was not developing naturally. Support should be provided at all levels: the local and regional levels, but also at the national and EU levels. This practice could definitely be extended more widely in a face-to-face context.

# **GR | Best Practice n.4**

Title of the practice	Interactive action 'a heart travels from generation to generation' Intergenerational Family Album Workshop with the author & illustrator M. Gioti
URL of the practice	https://antama.gr/diageneaki-drasi-hcm2.php?lang=en
Location /geographical coverage	Athens, Greece
Brief description of the practice	On Saturday, October 2, on the occasion of the "International Day of Older Persons" (October 1), ANTAMA and the Hellenic Children's Museum, together with the author - illustrator Marina Gioti and members of 12 families gathered at the Children's Museum of Athens and participated in the intergenerational activity "A heart travels from generation to generation"!
Institution/ Organisation/ Service provider/ Implementing agency	ANTAMA and the Hellenic Children's Museum
Target Group(s)/ Beneficiaries	Families

Main points / areas	The day started with the reading of the book "A heart" by the author Marina Gioti and was followed by dialogue, sharing if experiences and feelings, which confirmed that the heart not only of the parents but also of every loved one is given, sealed and accompanies our whole life, from generation to generation. The intergenerational activity was completed with the creation of family albums.  The foundations for the creation of a special family album full of emotions, memories, photos, stories, dreams were laid at the Children's Museum of Athens and as stated by the participants, they look forward to enriching it with moments of their lives in the future.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for its effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project provides a common, but flexible framework to respond to the local needs of young children and elderly.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes.
What are the elements of this practice which could be used in the capacity building programme?	Storytelling and art are the key elements of this practice that could be used in the capacity building programme.
What are the possibilities of extending the good practice more widely?	The project can be extended more widely (to cover more families).



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# **GR | Best Practice n.5**

Title of the practice	Educational Program for adults aged 65+ " Interpreter in the museum"
URL of the practice	https://antama.gr/ekpaideftiko-programma-65-plus
Location /geographical coverage	Athens, Greece
Brief description of the practice	65+ years old with a creative flair?  Become a "Performer at the Museum"  ANTAMA and the Hellenic Children's Museum are organizing the Educational Program "Performer at the Museum", with the aim of the active participation of adults 65+ in experiential education, so that, in the future, they can act as volunteer performers.
Institution/ Organisation/ Service provider/ Implementing agency	ANTAMA and the Hellenic Children's Museum
Target Group(s)/ Beneficiaries	65+ years old people
Main points / areas	The Training Program is expected to start in September 2022, will be 6 months long and will include theoretical and practical training, during which participants will have the opportunity to:  • link modern pedagogical and learning theories with museum education,  • to get acquainted with the museum and its educational development,  • make use of museums as a valuable tool for culture, learning, skills development and skills development,  • become familiar with volunteering practices.  The ultimate goal of the Educational Program is the empowerment and mobilization of the participants, so that they remain socially active, and the strengthening of the intergenerational relations, through the interaction

	of the generations in the programs of the Hellenic Children's Museum.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The practice is still ongoing
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project provides a common, but flexible framework to respond to the local needs of the elderly.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes.
What are the elements of this practice which could be used in the capacity building programme?	The theoretical and practical training is the element of this practice that can be used in the capacity building programme.
What are the possibilities of extending the good practice more widely?	The ultimate goal of the Educational Program of this practice is the empowerment and mobilization of the participants, so that they remain socially active, and the strengthening of the intergenerational relations, through the interaction of the generations in the programs of the Hellenic Children's Museum. This practice could definitely be extended to a ECEC setting locally but also nationally or even on EU levels as long there is a proper theoretical and practical training.



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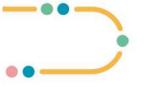




# **GR | Best Practice n.6**

Title of the practice	(Intergenerational project)
URL of the practice	http://www.gsae.edu.gr/el/geniki-ekpaidefsi- enilikon/oikogeneia-kai-mathisi/diageneaka- programmata/162-pliroforiaka-stoixeia-gia-ta- diageneaka-programmata
Location /geographical coverage	Athens / Greece
Brief description of the practice	The main objective of the project is the counseling support of families in the region, who are particularly affected by the economic crisis, mainly on issues of family literacy (support of their children in the learning process, ways of exploiting free cultural resources given the economic hardship, etc.), strengthening mental resilience, preventing discrimination and bullying.
Institution/ Organisation/ Service provider/ Implementing agency	Network for Children's Rights
Target Group(s)/ Beneficiaries	Target groups (parents, children from 4 to 12 years old)
Main points / areas	<ul> <li>familiarity with ways to support children in learning writing – reading through texts of the everyday environment and activities</li> <li>collaborative reading and cultivating a love of reading</li> <li>collaborative reading techniques</li> <li>experiential activities based on the books</li> <li>games on intertextuality of otherness (through texts), as a factor that enriches life</li> <li>The project has experiential character. Emphasis is placed on the collaborative (intergenerational) reading of books and the drawing from them of issues that</li> </ul>

	touch on othernesses, friendships, rights, school experiences as well as autobiographical texts and testimonies of people who learned reading in old age.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project was not assessed for its effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	Yes. the project is based on the needs of the specific population.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	The project is suitable for local, regional or national implementation. Liaising with the community resources is very important. This project is collaborating with the Municipality library of the city of Athens, with the Historical Archive of the National Bank of Greece as well as the bookbook.gr web site.
What are the elements of this practice which could be used in the capacity building programme?	<ul><li>literacy skills</li><li>communication skills</li><li>games on intertextuality</li></ul>
What are the possibilities of extending the good practice more widely?	Local community initiatives need to be encouraged and supported, especially in large cities where the sense of belonging to a community does not develop naturally. To be truly effective, support should be provided at all levels: the local and regional levels, which are directly concerned, but also at the national and EU levels which can provide the impetus for citizen-based initiatives by providing all motivated citizens with adequate legal and financial tools and offering support for provision of information, coordination and exchange of good practices.



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### **ITALY**

## IT | Best Practice n.1

Title of the practice	"Montevelino – School of community"
URL of the practice	https://www.comune.milano.it/aree- tematiche/scuola/scuoleinfanzia/scuola-infanzia- montevelino-10
Location /geographical coverage	Milan
Brief description of the practice	The territorial area that hosts the Monte Velino School has a long-standing tradition of immigration. It is located in a working-class neighborhood of Milan, strongly characterized by the presence of diverse ethnic, migrant and fragile families at risk of socioeconomic and cultural exclusion.  There were two levels of planning: - daily; - annual.  DAILY The educators structured a daily teaching of rituals:  The welcome: each day begins with a time dedicated to the child and his/her family member as a time to meet and talk with the educator, to listen, greet and start the activities. Where there are language difficulties, care is taken to use alternative or supplementary languages, for example, leveraging gestures and mimicry and/or the
	cooperation of other parents as language mediators is sought.

	Physical accompaniment of the child and parent in the classroom space is a norm that has become customary and spontaneous practice.
	The establishment of a specific time for sharing choices with children
	by carrying out <b>circle assemblies</b> on the mat. This practice has a strong
	value for the child, who feels protagonist;
	<b>Story time:</b> listening lasts throughout the day, the child is stimulated to
	tell and tell about themselves especially in group situations, where they have the opportunity to express experiences, compare and be valued by the adult;
	<b>Lunch</b> is an occasion in which convivial exchanges and comparison of experiences are realized, but also about different eating habits. Several times a year, children share
	international menus.
	ANNUAL PLANNING
	- The annual calendar is especially concerned with times to meet and talk with the families through workshops, parties; creation of markets to support activities;
	- co-planning with the stakeholders in the area and the neighborhood and the city. Such openness is also reflected in the school's ability to promote experiences of connection with the city: in addition to carrying out interventions on an yearly with the neighborhood multiple outings are made to the local area with all children to enjoy exhibitions, theaters, etc.
Institution/ Organisation/ Service provider/ Implementing agency	Public school – Municipality of Milan
Target Group(s)/ Beneficiaries	3-6 children from ethnically diverse, migrant and fragile families at risk of socioeconomic and cultural exclusion
Main points / areas	Social inclusion



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Assessed effectiveness of/ Contribution that the practice has made to the specific target group	<ul> <li>Validation of the emotional state that recognizes a value to the thoughts and emotions of children (and their families);</li> <li>individual gratification within the group, understood as restitution to the child of the achievements of his growth path and for the adult of recognition social recognition within their context of belonging.</li> </ul>
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	yes
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Of course, it is suitable also for regional and national implementation.
What are the elements of this practice which could be used in the capacity building programme?	<ol> <li>mid- and end-of-year evaluation actions in which all stakeholders (educators, children, parents) are called upon to give their contribution in the reading of the lived experience and in its redefinition;</li> <li>actions of capitalization of good practices (communities of practice) in which the educators read the processes implemented and share effective strategies so that they become the heritage of the school itself.</li> </ol>
What are the possibilities of extending the good practice more widely?	

## **IT | Best Practice n.2**

Title of the practice	INTESYS: Together supporting vulnerable children through integrated early childhood service (Erasmus Plus)
URL of the practice	https://www.issa.nl/node/144
Location /geographical coverage	Belgium, Italy, Portugal, Slovenia.
Brief description of the practice	Focusing on promoting ECEC systems that are responsive to and inclusive of vulnerable children and their families, due to better integrated services and a more holistic and child and family-centred approach. The pathways to building a competent inclusive ECEC system will be explored by engaging with two levels of the system – workforce preparation and professional development, and governance – through innovative tools and processes.  Based on existing experiences and best practices in Europe, the INTESYS consortium partners developed a toolkit in order to:  - analyze the complexity of the concept of integration;  - indicate the key factors influencing integration;  - propose quality practices, pathways and tools for action at different levels.
Institution/ Organisation/ Service provider/ Implementing agency	VBJK, Belgium Compagnia di San Paolo, Italy Fondazione Emanuela Zancan, Italy Gulbenkian Foundation, Portugal Aga Khan Foundation, Portugal Educational Research Institute, Step by Step centre for Quality, Slovenia
Target Group(s)/ Beneficiaries	ECEC staff & stakeholders
Main points / areas	Social inclusion, professional development, improvement of governance

Assessed effectiveness of/ Contribution that the practice has made to the specific target group	<ul> <li>a deeper understanding of the concept of service integration, its relevance and adaptation to contexts;</li> <li>better awareness of the importance of having a common integration framework and the complexity of the integration process achieved</li> </ul>
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	It is a framework suitable for different contexts
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	It needs a network of local stakeholders

## **IT | Best Practice n.3**

Title of the practice	Othertime ZeroSix
URL of the practice	https://www.compagniadisanpaolo.it/wp-content/uploads/Brochure-Altrotempo.pdf
Location /geographical coverage	Municipalities involved within the Region of Piemonte:  Alpignano Baldissero Torinese Borgaro Torinese Cambiano Caselle Torinese Chieri Collegno Druento Grugliasco Moncalieri Pecetto Torinese Pino Torinese Rivoli San Mauro Torinese Settimo Torinese Trofarello
Brief description of the practice	Starting in 2014, the Action Othertime of the ZeroSei Program has encouraged in the first belt of Turin the spread of spaces dedicated to the care, education and sociality of children 0 to 6 years old, supporting inclusion and parenting. With this objective, the Compagnia of San Paolo has promoted and accompanied in 16 municipalities the establishment of as many tables of participatory planning between institutions, local health local health, associations, private social entities and groups informal parents, who have worked together for five years to the realization of initiatives joint, dedicated to children from 0 to 6 years and their families.
Institution/ Organisation/ Service provider/ Implementing agency	Compagnia di San Paolo (Italian Bank Foundation)

Target Group(s)/ Beneficiaries	ECEC stakeholders and public bodies
Main points / areas	Governance
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	70 Open spaces 42 Non-exclusive public and private institutional spaces for families 12 Spaces dedicated to families 37 Educational places 0/6 years old (kindergartens and preschools)
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	
What are the elements of this practice which could be used in the capacity building programme?	16 local co-design tables
What are the possibilities of extending the good practice more widely?	

### SPAIN

## ES | Best Practice n.1

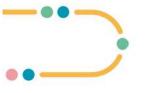
Title of the practice	Inclusion and coexistence: a shared European commitment
URL of the practice	https://erasmus- plus.ec.europa.eu/projects/search/details/2018-1- ES01-KA101-048526
Location /geographical coverage	Spain
Brief description of the practice	The consortium requesting this project is made up of 5 educational centres for early childhood and primary education located in the region of Ferrol, which have defined a series of strategic lines of action regarding the Strategic Framework for Education and Training 2020 (ET 2020). The different lines of work, research and training defined by these schools converge in the field of inclusive education and positive coexistence, granting a relevant role to families.
Institution/ Organisation/ Service provider/ Implementing agency	CFR de Ferrol
Target Group(s)/ Beneficiaries	15 participants were selected to participate in the mobilities developed within the framework of two structured courses. In order to enable all students to acquire the key competencies, considering their possibilities, we have developed two structured courses.
Main points / areas	The main points of the project were:  To enable all students to acquire the key competencies, taking into account their possibilities key competencies taking into account their possibilities; to ensure that students were able to develop the skills of reading, writing, arithmetic and

	problem-solving reading, writing, arithmetic and problem solving skills; to establish ways of collaboration and direct participation of families in the families in the educational process; to promote a timely educational intervention in order to prevent and compensate for difficulties, to implement and compensate for difficulties, implement inclusive methodologies and strategies and strategies, which would allow for the personalization of the curriculum and design curricular adaptations in order to provide educational curricular adaptations to provide educational responses to students with special educational needs; and to provide students with resources for peaceful resources to resolve conflicts peacefully, among others.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	Thanks to actions under the Erasmus+ program, the received a strong impetus towards the reinforcement of the level of internationalization of the schools and, consequently, a increase in the knowledge of Europe and its values. Numerous activities were carried out with the student of the various schools involved, such as school involved, such as didactic units, exhibitions and didactic units, exhibitions and presentations, both physical and virtual.  All this in order to maximize the dissemination and impact of the project results.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project provides the acquisition of key competencies by students, the decrease of school failure and the development of inclusive strategies.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes.
What are the elements of this practice which could	The trainings provided in this good practice could be replicated as the objectives are aligned with the projectives.

be used in the capacity building programme?	The course "Inclusion: different approaches to teach kids with special needs" focused on
	on the exchange of knowledge and experiences on diversity
	diversity measures; they also observed the work carried out using robotics in the work done using robotics in the field of education for pupils with special education of pupils with special educational needs. They also had the opportunity to compare education systems European countries; and they had the opportunity to reflect on the on the promotion of inclusive education.
What are the possibilities of extending the good practice more widely?	This good practice facilitates the inclusion of children with special educational needs, encourages inclusion, so replicating this practice would facilitate the work of educational teams.

## ES | Best Practice n.2

Title of the practice	School time bank as an integration model
URL of the practice	https://diario.madrid.es/villavallecas/2017/06/15/banco-de-tiempo-escolar-como-modelo-de-integracion/ https://www.educaciontrespuntocero.com/recursos/banco-del-tiempo/
Location /geographical coverage	Madrid, Spain
Brief description of the practice	This "bank" is mainly based on offering the skills of each person, the only exchange currency being the time invested in teaching someone else the task that is easier to perform. The innovation of this program is based on introducing the idea that there are no schoolchildren with disabilities, but that some have more developed intelligence than others.



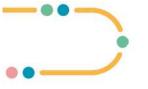




Institution/ Organisation/ Service provider/ Implementing agency	Public School Francisco Fatou, Madrid, Spain
Target Group(s)/ Beneficiaries	All students in the school
Main points / areas	The objectives to be achieved can be grouped into three axes, depending on whether they refer to knowledge and skills, school coexistence or communication skills. Thus, for each of these axes, the objectives to be achieved with the program are the following:  1. Knowledge and skills:  To improve students' school achievement.  To progress in their learning.  To increase students' motivation.  To recognize that we all possess knowledge and skills that we can transmit and that are necessary for others. necessary for others.  To increase students' self-esteem, self-concept and self-empowerment.  2. School coexistence:  To establish and improve interpersonal relationships and social ties.  To promote the values of cooperation and collaboration.  To favour positive relationships among students: mutual help, participation, trust among equals, etc.  To fulfill the acquired responsibilities, commitment.  Encourage the recognition of all students.  Reinforce the feeling of belonging to the class-group and to the school.  To prevent situations of violence and harassment.  To favour the resolution of conflicts in a peaceful way, spontaneous mediation.  3. Communication Skills:  Searching for information and preparing the material to carry out the exchange.  Selecting, ordering and structuring the contents and ideas to be transmitted.  Adapt the speech to the person to whom it is addressed.  To be coherent during the transmission.  Check that the other person understands what is being transmitted.

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	To increase the students' assertiveness.  To know how to listen.
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	Not specified, it is indicated that it is an inclusive practice.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	Yes.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes, it is an easily replicable practice that can involve the whole educational community, as well as the families and volunteers of the school.
What are the elements of this practice which could be used in the capacity building programme?	The time exchange will take place in schools, or places where children and families participate. It is a structured time exchange, even if it is a voluntary one, so that the interaction between participants can be taken care of, and it can be carried out in optimal conditions.
What are the possibilities of extending the good practice more widely?	This good practice is easily replicable, involves the community and families. It generates a sense of belonging and fosters solidarity in the neighbourhood and in the schools involved.



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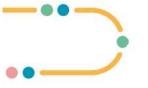




### ES | Best Practice n.3

	In Search Of A School For All:
Title of the practice	Early Educational Inclusion For Students With Visual Impairment
URL of the practice	http://www.schoolforall.eu/
Location /geographical coverage	Spain, Norway, Italy
Brief description of the practice	The main objective was to create materials and tools to facilitate the care of children with visual impairment in early childhood education classrooms, as well as to provide these materials to all professionals in formal and non-formal education.
Institution/ Organisation/ Service provider/ Implementing agency	SEPIE (Spanish NA)
Target Group(s)/ Beneficiaries	Visually impaired children between 0 and 6 years
Main points / areas	- O1. VIRTUAL TRAINING COURSE FOR THE TRAINING OF TEACHERS AND PRE-PRIMARY EDUCATION CENTERS IN THE INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN THEIR CLASSROOM O2. VISAPP - ORIGINAL ICT TOOL FOR THE INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN THE CLASSROOM.

Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project has had a high impact on pre-primary education, especially on its students with mild to severe visual impairment, and on the training of teachers at this level
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	No, it is a practice that can be implemented in more countries.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes, the practice is suitable for local, regional and national implementation in those pre-primary schools with students with mild to severe visual impairment.
What are the elements of this practice which could be used in the capacity building programme?	The two Intellectual Outputs, developed multiple tangible and intangible results that complement them and enhance their impact: a methodological guide for the adaptation of a pre-primary schools into inclusive schools for students with low vision, a flexible and innovative methodology to train pre-primary education teachers, a user guide for the APP.
What are the possibilities of extending the good practice more widely?	This good practice facilitates the inclusion of children with visual impairment, encourages inclusion, so replicating this practice would facilitate the work of educational teams in pro-primary.



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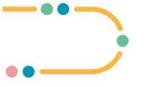


### **EUROPEAN BEST PRACTICES**

### **UE | Best Practice n.1**

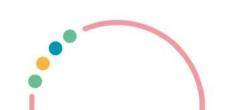
Title of the practice	FEINAMC – Disseminating and scaling up good practices to Foster Educational Inclusion of Newly Arrived Migrant Children
URL of the practice	https://www.kmop.gr/projects-vf/educational- inclusion-of-newly-arrived-migrant-children/
Location /geographical coverage	Greece, Spain, Italy, Cyprus, Austria
	Migrant students have difficulties adjusting to their new educational system. The main challenges identified are related to the migration process, the socio-economical and political context, student participation in education, and inadequate teacher training to support children in the classroom.  Additionally, young migrants have a higher early
Brief description of the practice	school-leaving rate than other children. Early school-leaving is an obstacle and fuels poverty and social exclusion.
	The project aims to foster the <b>inclusion</b> of newly arrived migrant children in the formal education system by upscaling two innovative tools (mentoring program, prior learning assessment tool) for educators working with migrant students.

	These practices will favour a climate of coexistence and will support teaching staff to better respond to migrant students' needs. The main goal is to promote diversity and equal opportunities in education, leading to a fairer and more inclusive society.
Institution/ Organisation/ Service provider/ Implementing agency	In Greece the project is been implemented by KMOP
Target Group(s)/ Beneficiaries	Primary target group→ teachers of secondary schools Beneficiaries → migrant school children
Main points / areas	The two good practices identified from previous projects are the Mentoring Programme for newly arrived migrants and the Prior Learning Assessment Tool. The first has been implemented by three partners (InteRed, CESIE and KMOP), while the second has been previously tested by KMOP.  Based on their past experience, partners will specify the background of these good practices, their strengths and weaknesses, while they will deliver training sessions on how all partners can implement these practices in their countries.
	<ul> <li>The mentoring programme aims to support the inclusion of newly arrived third-country national students through the active</li> </ul>

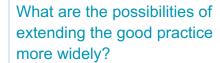


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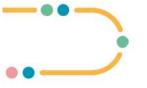
	<ul> <li>involvement of their peers and by favouring relationships with them.</li> <li>Workshops and meetings will be organised for teachers to exchange their experiences during the implementation of the two good practices in their schools (mentoring program and prior learning assessment tool).</li> <li>Guidelines will be developed to facilitate the inclusion of newly arrived migrant children in the schools. The document will explain the implementation process of the two good practices step by step. It will include a final section of frequently asked questions based on doubts raised in schools. The guidelines will be developed to provide policy input to educational authorities on fostering the inclusion of students with a migrant background.</li> </ul>
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The project will be assessed for effectiveness.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The project is under implementation.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	The material will be localized based on the needed of each country.
What are the elements of this practice which could be used in the capacity building programme?	The assessment of learning needs is very important in order to better respond to the needs of migrant students.



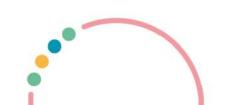
The practice can be extended more widely based on mentors.

### **UE | Best Practice n.2**

Title of the practice	TOY for inclusion
URL of the practice	http://www.toyproject.net/project/toy-inclusion-2/
Location /geographical coverage	Croatia, Hungary, Italy, Latvia, the Netherlands, Slovakia, Slovenia and Turkey.
Brief description of the practice	TOY for inclusion aims to improve the transition experience of vulnerable children, and especially those with a Roma, minority or migrant background, to schools. It does so by creating community based Early Childhood Education and Care (ECEC) Play Hubs, where relationships between young children and families from different backgrounds are built. They are located in areas that are reachable for all families, and are designed and run by multi-sectoral teams composed by representatives of communities, school and preschool teachers, health services, parents and local authorities (Local Action Team).  • advocating at national and international level about the need to enhance the interaction between young children and older adults when developing policies for lifelong learning; • developing accessible professional development tools and training with the intention that the TOY approach will be recognised and validated in adult education, and in pre-service and continuing professional development of practitioners (visit the TOY Online Course page);







	<ul> <li>promoting IGL activities in disadvantaged and segregated communities (visit the TOY for Inclusion page);</li> <li>providing information, resources and links to research about intergenerational learning worldwide involving young children and older adults (visit the Publications page and the TOY Blog).</li> </ul>
Institution/ Organisation/ Service provider/ Implementing agency	TOY for Inclusion was coordinated by International Child Development Initiatives – ICDI (NL).  Other partners were the International Step-by-Step Association – ISSA (NL), Akromfed (Mediterranear Roma Associations Federation), Associazione 27 Luglio (Italy), Centre for Education Initiatives – CE (Latvia), Dublin City University, Educational Research Institute – ERI (Slovenia), Open Academy Step by Step – OASS (Croatia), Partners Hungary Foundation the Salvation Army Netherlands and Wide Open School – WOS (Slovakia).
Target Group(s)/ Beneficiaries	- 10.000 CHILDREN - 5.000 ADULTS - 1.000 PRACTITIONERS
Main points / areas	- TOY FOR INCLUSION TOOLKIT  (A step-by-step guide to creating inclusive Early Childhood Education and Care (ECEC) Play Hubs for all generations', provides the necessary information to enable trainers and practitioners of different sectors to set-up and run play spaces for children, families and communities. The toolkit pays particular attention to social integration, intercultural and intergenerational dialogue, and social inclusion in the context of ECEC.  - PLAY HUBS (The Play Hubs are non-formal higher quality inclusive spaces where children and families are brought together to play, meet and take part in creative and social activities. Particular attention is given to reaching out to Roma, migrant and socially disadvantaged families. Play-based activities are

organized to support creativity, increase confidence and develop social and verbal skills.)

- Policy Recommendations

The project covered the following areas

- Communication in the community
- Inclusive society and wellbeing
- Educactional environments
- Professional development and group work
- Monitoring and evaluation
- Sustainability
  - Increasing access of harder to reach children (0-6) to inclusive and quality ECEC settings through the upscaling of the TOY approach
  - Increasing the knowledge and skills of educators, leaders of educational institutions, practitioners of the health sector, carers and local policy makers
  - Embedding the TOY approach in local educational policies.

Assessed effectiveness of/ Contribution that the practice has made to the specific target group The project was evaluated using a qualitative methodology for data collection and analysis. The research found that the project is making a difference through shared values and orientations interpreted and put into practice in diverse ways in diverse contexts.

The following obstacles were identified:

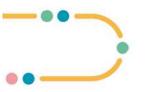
- Lack of trust, e.g., in professionals, administrations, and generally 'the state' by members of marginalised communities.
- Lack of clarity of aims, e.g., between specific (local) and general (project level) aims in relation to the level of formal learning to be provided in an informal Play Hub, or between professionals and officials of different backgrounds.

Lack of access, e.g., access to communities by Play Hub personnel due to location of settlements. More crucially, marginalised children and families' lack of access to services, transport, sanitation. Lack of resources, most importantly to make the Play Hubs sustainable beyond the project phase, and to ensure their continuation during crises and disruption, as exemplified by the COVID-19 pandemic. (https://reyn.eu/impact-evaluation-and-policyrecommendations-executive-summary/) Is the practice tailor-made The project provides a common, but flexible based on the cultural and framework to respond to the local needs of young socio-economic environment children and families. of each partner country? The project has published a guide that describes the Is the practice suitable for process of establishing a play hub https://reyn.eu/wplocal, regional or national content/uploads/2020/07/FAQs-TOY-Forimplementation? What are <u>Inclusion.pdf</u>). The following steps are required: the conditions (institutional, community mapping economic, and social) that training need to be in place for this needs assessment good practice to be wellpreparation replicated (in a similar open the play hub context)? ongoing monitoring and evaluation The Local Action Teams, responsible for each Play Hub, mobilize local communities around young children and organize intergenerational activities involving older adults with and without Roma background. Activities can take place in the Hubs but What are the elements of also in other settings in the communities, such as this practice which could be community centers, libraries, parks, squares, used in the capacity building preschools, health centers. programme? The Play Hubs also function as parenting support hub where parents and grandparents can visit with their young children/grandchildren to borrow toys and books, and at the same time learn about how play supports children's learning development and

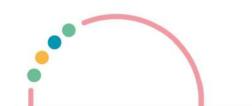
	access information about other child and family-focused services and events in the community.
What are the possibilities of extending the good practice more widely?	The project has published a guide that describes the process of establishing a play hub, thus providing opportunities for the extension of this practice.

## **UE | Best Practice n.3**

Title of the practice	HOPEFUL – Extending Teachers Competences in the effective teaching of literacy, numeracy and digital skills to refugee children. (ERASMUS +)
URL of the practice	https://www.kmop.gr/news-hopeful-social-integration-refugee-migrant-children/https://www.hopeful-project.eu/
Location /geographical coverage	Malta, Greece, Italy, Cyprus
Brief description of the practice	HOPEFUL project aims to improve the performance of secondary school-aged refugee and migrant children who have remained outside the educational system for an extended period of time, as well as to reduce refugee and migrant pupils' early school leaving in Malta, Greece, Italy and Cyprus. In particular, the project aspires to enhance secondary school teachers' aptitude in teaching numeracy, literacy and digital skills to refugee and migrant children with learning gaps due to interrupted education and with minimal native or English language skills.
Institution/ Organisation/ Service provider/ Implementing agency	In Greece the project was implemented by KMOP



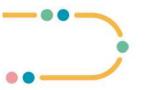




Target Group(s)/ Beneficiaries	-Primary target group → secondary school teachers Benefefiaries a. Lower Post- Primary students (12-15 y.o.) b. Upper Post-Primary students (15-18 y.o.)
Main points / areas	The key goal of the HOPEFUL project was the development of an innovative diagnostic tool for the effective assessment of numeracy, literacy and digital competences, gaps and needs of refugee and migran pupils.  The project developed an accurate diagnostic assessment tool that allows teachers to identify gaps and misconceptions, differentiate learning needs and make informed decisions so as to address the actual needs of the pupils and assist them in bridging the gaps caused by interrupted education, thus, reducing the likelihood of early school leaving.  Deliverables:  Capacity Building Curriculum for teachers Diagnostic Tool Lower Post Primary Manuals for teachers-Lower Post Primary Manuals for Teachers-Upper Post Primary Roll-up banner Poster Leaflet
Assessed effectiveness of/ Contribution that the practice has made to the specific target group	The two manuals were implemented by 100 educator at local, national and EU level.  All the material of the Curriculum and the Diagnosti Tools Outputs has been digitized so that more teachers can access it as it has been speciall designed to support them in their daily work.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country?	The two manuals are not based on specific ag clusters, but on two broader education stages of secondary education: 12-15 y.o. and 15-18y.o. since each country has a different education system.

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	The manuals were tailor-made on the specific socio- economic environment of each country.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, and social) that need to be in place for this good practice to be well-replicated (in a similar context)?	Yes
What are the elements of this practice which could be used in the capacity building programme?	The methodology used in the capacity building program is based on learner-centred approaches. Learner centred methods are mainly focused on the participants being at the centre of the learning process. Developing a curriculum based on this methodology means that the focus is given on what the learner will be able to do after the completion of the course, in other words it is an outcome-based approach
	https://www.hopeful-project.eu/wp- content/uploads/2021/06/Capacity-building- curriculum-IO1 EN-vf.pdf
What are the possibilities of extending the good practice more widely?	The project can be extended more widely (to cover young ages)



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# National Framework We Collected For Each Country

#### **CZECH REPUBLIC**

#### **General Summary**

The very first childhood care is most often provided by parents, usually the mothers, who benefit from paid parental leave until 3 years of age of their child. At this age every child must have a place guaranteed in public preschools.

As of 3 years of age of a child, the core of ECEC in the Czech Republic is provided by public preschools (materské školy) which are intended mostly for children from 3 to 6 years of age. Children younger than 3 years (but at least 2 years old) can be accepted only in case of free capacity. 90 % of nursery schools are established by municipalities or a group of municipalities, in which case the education is offered free of charge. The law allows for private preschools too, but these offer uniquely paid tuition and represent only 7 % of all existing preschools in the Czech Republic<sup>4</sup>. Pre-primary education is voluntary for children under 5 years of age. On the other hand, attendance in the last pre-primary year is obligatory for all children who reach at least 5 years of age before 31 August. This requirement can be fulfilled in preschools or in the preparatory classes which are established within primary schools and designated mostly for children with "postponement of the compulsory school attendance". Under certain conditions, individual education in the form of home schooling is possible.

Pre-primary education is regulated by the Ministry of Education, Youth and Sport at the central level, based on the Education Act, and is organised in accordance with the Framework Education Programme for Pre-primary Education, which is a binding document for all types of nursery schools (public or private) as well as for preparatory classes. Nevertheless, within this framework, schools can create their own educational content.

<sup>&</sup>lt;sup>4</sup> In Zykanová, T., Janhubová, K. (2020): Analýza dostupnosti zařízení péče o děti v předškolním věku. *Ministry of Labour and Social Affairs*, p. 6,

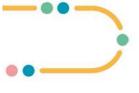
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Older the children are, higher is their nursery school attendance. Based on data from the school year 2018-2019, nursery schools were schooling 95 % of children aged 5 to 6 years, 90 % of children aged 4 to 5 years and 83% of children aged 3 to 4 years of age. As for children aged 2 to 3 years of age, only 37 % of them were attending public nursery schools<sup>5</sup>. This significant drop in numbers is caused by a combination of factors, most relevant being insufficient capacity of public nursery schools for 2-year-olds, lack of interest of the parents for placing their child earlier in a nursery school (parents preferring to care for their child for the whole length of their parental leave) and lack of part-time employments enabling parents to return progressively to their professional activity.

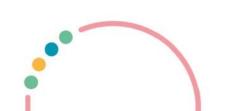
The demand for placing children younger than 3 years of age is higher in major cities (Prague, Brno, Plzeň) and surrounding regions where parents tend to regain their professional activity earlier and the cultural pressure that might push mothers to stay longer with their children at home is less substantial. However, due to higher population in these parts of the country and the obligation of public nursery schools to prioritise enrolment of older children, the demand to place 2-year-old or even younger children in childcare establishments is significantly higher than the actual offer.

That is where mainly the so-called children's groups (dětské skupiny) are partially compensating for the lack of public schools capacity. The children's groups are private childcare establishments run under the terms of Act n° 247/2014 Coll. on Providing Childcare in a Children's Group and under the control of the Ministry of Labour and Social Affairs. They offer childcare service for children from 6 months (mostly from 1 year) until the age of compulsory education (5 years of age), and only in exceptional circumstances for children up to 6 or 7 years (age when they enter the primary school). In fact, majority of children attending children's groups are younger than 4 and most commonly switch to public preschools as soon as they can. The reason is that even though children's groups are run on a non-profit basis by either various non-profit entities (most commonly nonprofit associations) or employers as part of benefits for their employees, the service they offer is subject to monthly fee paid by the parents. By amendment of the Act on Children's Groups put in effect in 2021, the children's groups registered in Children's Group Register administered by the Ministry of Labour and Social Affairs can benefit from state contribution to assure their daily activity. This amendment has been crucial as it will make the institutionalised early childhood care more sustainable and affordable for the parents.

<sup>&</sup>lt;sup>5</sup> Idem, p. 20







To this day, there are 1,279 children's groups registered in the Czech Republic with an overall capacity of 16,863 children.<sup>6</sup> Given that children under 3 years of age, who represent up to 75 % of all enrolled children in children's groups<sup>7</sup>, usually attend the groups for only two to three days a week, the real capacity of the existing groups would be higher, around 20,000 children, which would represent roughly 6 % of Czech children under 3 years of age.

As for the children's group education programme, the law does not provide for any centralised programme. Yet, every group must set up its own individual programme of education and care to comply with the standards for quality of care. In practice, though, children's groups very often follow the main lines of the framework education programme binding for nursery schools.

Children can also be placed **childcare facilities for children under 3 years of age** (*zařízení pro péči o děti do 3 let*) which are established according to the <u>Trade Licensing Act</u> within the trade "Daily care of children under 3 years of age". However, their number and thus capacity are rather insignificant.

### Analysis About Methods And Training Used In The Ecec Context With Emphasis On Intergenerational Solidarity Approaches

The Framework Education Programme for Pre-primary Education ("FEP PE"), i.e. a binding document for pre-primary education in the Czech Republic which defines fundamental requirements, terms and rules for institutionalised education of children under 6 years of age, takes into account the necessity of good relations and cooperation between parents and nursery schools. Involving parents in pre-primary education of their child is considered as one of the key elements for successful development of the child during the pre-primary phase.

The FEP PE deals with the intergenerational solidarity in the chapter 7.7. It declares that parents must have the opportunity to participate in activities and various programmes organised by their nursery school, they must be regularly and sufficiently informed about everything that happens in the nursery school and about the individual progress of their child, and if they show interest, they must have the possibility to participate in planning of the school's educational programme, in problem solving, etc.

The schools must try to establish a functioning partnership with the parents of their pupils, based on mutual trust, respect, understanding, open

<sup>&</sup>lt;sup>6</sup> See Register of Children's Groups, <u>www.evidence.mpsv.cz</u>

<sup>&</sup>lt;sup>7</sup> In Zykanová, T., Janhubová, K. (2020): Analýza dostupnosti zařízení péče o děti v předškolním věku., Ministry of Labour and Social Affairs, p. 34

communication and a will to participate. The school must keep information about the family situation of the children confidential and must not intrude the family's privacy. However, the nursery school should support parents in terms of childcare by offering them counselling or organising workshops or other educational activities for them.<sup>8</sup>

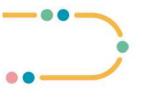
Unfortunately, the FEP PE nor the Ministry of Education give no further methodological guidance on how precisely these principals be put in practice. This lack of guidance might be seen as the result of our historical experience. Since 1990's, the extremely centralised and directive system of the communist era education was progressively replaced by the conceptual system where governing bodies define fundamental policies and rules by means of curricular documents but try to leave enough space for the schools and teaching staff to set up freely their educational programme and content. While this aspect is mostly seen as extremely positive, it is ironically also the weakest point of the system, as it allows for generating white gaps within the system, where schools and teaching staff might easily find themselves in a situation where they don't know how to apply the required rules correctly in practice. The proof might be found in the fact that only 5 years ago, the Czech School Inspection praised only 12,3 % of nursery schools for applying appropriate mechanisms enabling constructive communication between parents and the school as well as active participation of parents in the running of the school, even though 90,3 % of nursery schools were seeking to become an accommodating and safe space for both children, teaching staff and parents.9

The necessary guidance is usually offered by academical sphere through conferences and methodology documents created within grant projects. Rather than focusing on pure theory, these events or methodology outputs offer examples of good practices.

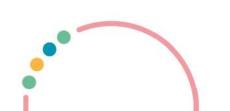
The school directors and teaching staff are also regularly participating in training seminars and workshops (in-person or online webinars) offered within further education of teaching staff by private providers of trainings for teaching professionals, accredited by the Ministry of Education. In recent years, these trainings have often been financed by structural funds of the EU.

The same situation concerning the intergenerational approaches and training applies to children's groups too.

<sup>&</sup>lt;sup>9</sup> In Annual Report of the Czech School Inspection 2016/2017 (2017), p. 43-44, https://www.csicr.cz/CSICR/media/Prilohy/2017\_p%c5%99%c3%adlohy/Dokumenty/Vyrocni-zprava-CSI\_2016-2017\_web.pdf







<sup>&</sup>lt;sup>8</sup> In Framework Educational Programme for Pre-primary Education (2021). Prague: *Ministry of Education, Youth and Sport*, p. 34-35, https://www.msmt.cz/file/56051\_1\_1/download/

#### Ways Of Incorporating The Intercultural, Intergenerational Dimension In The Educational Context In Your Country.

The first Czech ECEC establishments to apply the intergenerational approach were schools applying alternative educational philosophies – Waldorf or Montessori schools. Usually private and often founded at the initiative of parents, these schools are community-based, they consider parents as partners and expect them to participate actively in both educational process and content.<sup>10</sup>

The experience of Waldorf and Montessori schools showed that the following actions encourage establishment of good communication between the ECEC establishment and the family and the community character of the ECEC establishment (hereinafter referred to as "school"):

- offer the possibility to the child and his/her family to visit the school in beforehand:
  - through an open house,
  - in case of public nursery schools, by giving access to the school's garden/playground to all inhabitants of the surroundings in the afternoons and on week-ends;
- give parents a thorough information about the running of the school, ideally before summer holidays so that the parents can prepare their child for their school attendance as of September; eventually invite the parents for an individual meeting in order to explain them the running of the school and at the same time learn more about their child, his/her habits, likes and dislikes, the family's way of life;
- organisation of shared events for families, children and teachers even outside of school attendance - celebrations, workshops, trips, garden meetings, for example:
  - garden party to celebrate the beginning of the new school year –
    the school prepares games and activities for children and their
    family, the parents prepare the catering, or the school provides for
    the possibility to make a barbecue or a bonfire in the garden of the
    school;
  - art and craft workshops for children and parents teachers prepare a manual activity or an art project that the children can make together with their parents (for example making paper



<sup>&</sup>lt;sup>10</sup> In Kropáčková, J. Syslová, Z., Čapek Adamec, M., et allii (2019): Metodika předškolního vzdělávání zaměřená na didaktické aspekty práce s dětmi aneb Jak usnadnit přechod dětí z předškolního do primárního vzdělávání. Prague: Pedagogická fakulta Univerzity Karlovy, p. 61 - 62, <a href="https://pages.pedf.cuni.cz/sc1/files/2020/02/Metodika-PV.pdf">https://pages.pedf.cuni.cz/sc1/files/2020/02/Metodika-PV.pdf</a>

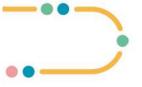
lanterns for the St. Martin's Day, decorating ginger bread cookies for Christmas, making Easter decorations etc.) – when linked with cultural festivities, children learn about traditions that have always helped creating bonds between generations;

- positive use of parental presence and involvement in school's activities:
  - enabling parents to take part in school's management by means of parents associations which help organising and raising funds for school trips and special events for children, they choose and finance small Christmas gifts for children etc.
  - a very good way how to involve parents and eventually grandparents is to invite them to present their professional activity (either (grand)parents can come to school and talk with children about their job, or they can invite children to visit their place of work);
- putting in place educational programmes involving children's families:
  - shared care of a school animal the children and their families take turn caring for the animal on weekends and during holidays;
  - creating of a class "elf" or a mascot and its journal children take the mascot home for the weekend and holidays and their parents help them fill in its journal with photos or descriptions of what the mascot did with them during the time spent with the family;
- open communication with parents about the (dis)abilities of their child and active offering of mentoring the parents while informing them on their child's development;
- all other ways to support the child's well-being in the school:
  - o organising sleep-over nights
  - giving the possibility to organise birth parties at school or in its garden.

### Appropriate Skills Of Ecec Staff And Training To Work With Both Generations.

All the teaching staff in nursery schools must have relevant pedagogical qualification:

- specialised 4-year programme "Pre-primary and extra-curricular pedagogy" at a pedagogical high school, attested by a GCSE examination (graduation exam, achieved level ISCED 354);
- 3-year programme "Pre-primary and extra-curricular pedagogy" at a higher vocational school, achieved level of education ISCED 655;









 Bachelor's degree programme at a pedagogical faculty, achieved level of education ISCED 645.

These study programmes include both theoretical subjects such as preprimary pedagogy and ontogenetic psychology, rudiments of special needs pedagogy and numeracy and lecture didactics, and specialisation modules (music, art, drama and physical education) and practical internships in nursery schools.

As for children's groups, the caregivers must have either medical training (usually a nurse), qualification of a social worker, pedagogical qualification or the qualification of a childminder in a children's group.

Thanks to this professional background, teachers at ECEC establishments have fundamental skills for working with children, which they are obliged to extend through courses of further education for teaching professionals. But they have very little or no training at all on how to work parents. This is something they have to learn "on the way" during their work or eventually within their further professional education where they can take courses of communication with parents. These courses focus mainly on mastering non-directive communication and communication in conflictual situations.

As for the skills that teachers/childminders should work on, Čapek (2013) defines the following as decisive for successful cooperation between teachers/childminders and parents:

- Professionalism a good teacher/childminder who is able to motivate children positively, pass on them his/her knowledge and passion and in overall make children happy at school, is respected by both the children and their parents. His/her professionalism translates also in a bigger involvement of the parents, because a teacher/childminder who is also a good professional is able to explain intelligibly the rules of the school's running, rights and obligations of the parents and also the ways they can participate.
- Good communication the teacher/childminder shows his/her interest in children in his/her class and their development, he/she shares his/her observations with the parents but avoids judging or labelling the child. It is important to respect that some information the teacher/childminder shares with parents about the children are private and so these discussions shouldn't take place in public, so that the parents feel less under pressure. The teacher/childminder should always let the parents respond to his comments, so that the

discussion is a real dialogue of equal partners and not a "parent and child" type of monologue.

- Optimism and positive attitude parents must feel that the teacher/childminder is sincerely concerned about their child and wants his/her best. Therefore, the teacher/childminder should always emphasise positive results, personality traits and any progress of the child. It helps if the communication style of the teacher/childminder is slightly informal. Parents will feel more at ease to share more information about eventual "problems" of their child. Afterwards, parents will be more open to accept the teacher's eventual counselling or recommendations.
- Helpfulness it is good if the teacher/childminder is understanding when it comes to individual problems of the family, he/she offers helps if the child encounters some issues in his development.<sup>11</sup>

#### Conclusions For Intergenerational Solidarity Approaches

The daily ECEC practice shows that a good cooperation between parents and ECEC establishments is an extremely important factor for successful adaptation of the child at school and his healthy social, psychological and educational development.

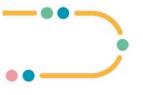
It is very positive that the ECEC system in the Czech Republic pays more and more attention to the issue. The intergenerational aspect of ECEC is part of the Framework Educational Programme for Pre-primary Education and therefore binding to be observed for all the nursery schools and indirectly for children's groups as well.

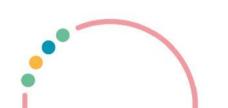
On the other hand, the governmental bodies regulating the ECEC system and establishments in the Czech Republic do not provide enough methodological guidance to ECEC establishments in terms of applying the intergenerational approach in practice. These have to rely on academic initiatives such as conferences or grant outputs, further professional trainings or simply sharing of good practices to obtain more information of the topic and practical suggestions. The result of it is a huge disparity among Czech ECEC establishments in terms of successful intergenerational management.

It would certainly be useful to address this issue more thoroughly already during the primary pedagogical education and offer the teachers/childminders-to-be a full training in intergenerational solidarity, non-directive communication and conflict management.

At the same time, an official methodology could be created or relevant sources recommended by the respective governmental bodies – a

<sup>&</sup>lt;sup>11</sup> In Čapek, R. (2013). Učitel a rodič: spolupráce, třídní schůzka, komunikace. Praha: *Grada*, p. 18 - 19





comprehensive study on the subject created for the specific context of the Czech ECEC system, which would present the theoretical background of the issue and a list of recommendations and good practices advised to be followed. These should concern not only recommendations of activities to make parents participate in the institutionalised childcare of their child. Recommendations should also advise teaching/caring staff on how to handle suitably the communication with parents in different situations that might occur during the school/children's group attendance of the child (e.g. child with special educational needs, child with different mother tongue, child with social disadvantage, child abuse, divorce of the parents etc.). Unfortunately, all the support from official sources might not be enough if the parents are not willing to "play their part" and share the responsibility for their child's well-being and education. The institutionalised ECEC is there to complete the parental childcare, not to replace it. Therefore, should the effort in intergenerational solidarity be successful, it is necessary that parents are motivated to get involved and work on establishing a real community climate with their childcare provider.

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#### **GREECE**

#### Introduction

The children of regular migrants enjoy the same rights as Greek children, and children of families residing irregularly in Greece also have access to school and to hospitals for medical care. The Ministry of Education and Religious Affairs delivers policies and initiatives aimed at constantly providing quality of education for all pupils, including those with disabilities and/or special educational needs (SEN). In this context, inclusive education is among the priorities of the Greek educational system.

The Ministry of Education has created 26 intercultural schools to address the needs of children from different cultural, linguistic and ethnic backgrounds.

The provision of free education to all citizens and at all levels of the state education system is a constitutional principle of the Greek State.

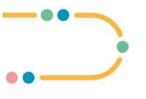
Education in Greece is compulsory from the ages of 4 to 15.

#### Early years education

Education of all learners, including learners with disabilities and/or SEN, is compulsory from the age of four. Learners may attend mainstream kindergartens with the appropriate support (i.e. parallel support, inclusive class, special auxiliary personnel, school nurse) or special kindergartens. Attendance in kindergartens lasts for two years, but in special kindergartens it can be extended to the age of seven.

Laws 3699/2008 and 4547/2018 provide for the design and implementation of early intervention programmes. Law 3699/2008 mentions that systematic interventions at pre-primary age are provided by special kindergartens through the development of early intervention classes (article 2, par. 6c and article 8, par. 1). The Institute of Educational Policy (IEP) is responsible for designing early intervention programmes in special kindergartens, which become part of their curriculum.

According to Law 4547/2018, developing early intervention programmes in schools is also among the responsibilities of the supportive structures (i.e. Centers for Educational and Counseling Support, KESY; Interdisciplinary Educational Evaluation and Support Committees, EDEAY). EDEAY may plan early intervention programmes in co-operation with KESY, the Community Mental Health Centres or the competent municipality services. They may also organise training programmes for parents on this matter.









Inter-ministerial co-operations (Ministry of Education, Ministry of Health, Ministry of Labour) are expected to promote the implementation of early intervention programmes.

### Inclusion and the education of other socially vulnerable social groups (Roma, refugees, etc.)

Education and support for vulnerable pupils is an issue of high priority for the Greek Ministry of Education. Several supportive educational mechanisms are in place to increase equitable access to mainstream education for all learners.

Law 3879/2010 (article 26, par. 1a and 1b) (GG 163 A/2010) introduced 'Educational Priority Zones' (ZEPs) to promote the equitable access of all learners in the educational system and improve learning outcomes.

The aim of the Reception Classes ZEP is the participatory-active and effective education of primary aged learners who have little or no knowledge of Greek (Roma, foreigners, refugees, vulnerable social groups, etc.) to allow them to be included in the Greek educational system.

#### Reception Structures for Refugee Education

Law 4547/2018, article 73, Enrolment in the Reception Structures for Refugee Education (DYEP), stipulates that the learning aims of DYEP are directly associated with refugee learners. It aims to enable learners to gradually adjust to the new national, cultural and school environment, as well as exposure to Greek and European culture and literacy background. Attendance at DYEP lasts for one school year, which may be extended to two years. The Teachers' Board of the respective school unit may allow the learner to promptly enrol in a mainstream primary or secondary education class, provided that they are capable of attending all school subjects. When their studies in DYEP are completed, on recommendation of the teachers and the person in charge in DYEP, learners receive a certificate of attendance.

Child refugees with disabilities can be included in the most suitable educational environment after their educational assessment by the Centres for Educational and Counselling Support (KESY).

#### Roma learners

Besides attending mainstream school classes, Roma pupils may also attend Reception Classes of Educational Priority Zones (ZEP).

According to articles 6 and 7 of Presidential Decree 79/2017 (GG 109/A):

- School principals must not only encourage Roma children to enrol and attend, but also seek Roma children living in the area of their competence and ensure their enrolment and attendance.
- All Roma children are admitted to school, regardless of whether they have registered in the official population registers or not.

Additionally, the Ministry of Education promotes actions and programmes in primary schools where Roma pupils attend, in order to respond to school and social exclusion, school drop-out, etc.

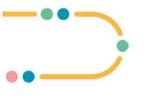
#### **Barriers**

Despite the fact that teachers generally develop positive attitudes toward inclusion, they express concerns originated from insufficient training and lack of appropriate educational material. The following were identified as barriers.

- lack of training
- shortage of teaching and learning materials
- large number of pupils in classes
- large number of periods per teacher
- shortage of time per period
- poor governmental and parental support
- poor cooperation with other teachers special staff and generally with the various public and private entities.

# Analysis about methods and trainings used in the ECEC context with emphasis on intergenerational solidarity approaches

According to Law 2910/2001 "Foreign minors residing on Greek territory are subject to the requirement of the minimum schooling as their counterpart nationals." The same law also regulates the free access to all levels of schooling and education by immigrant children by following the same procedure: "The foreign minors studying at all levels of education have unrestricted access to school or educational community activities". In fact, it obliges the administration of the school to enrol immigrant and political refugee children even in the event of "insufficient documentation". Hence viewing access and participation to schooling by immigrant and refugee children independent from the residence permit status of their parents. The same law also sets the terms and conditions for the recognition and accreditation of educational qualifications gained in the







country of origin. It also provides the framework for the possibility of the teaching of the immigrant students' mother tongue together with the cultural aspects of the country of origin, on a voluntary basis, after school hours. Conjunct to this, the Law 2413/1996 foresees the adoption of intercultural education and the adjustment of the school curriculum to the new social, cultural and educational needs generated in multicultural environments.

Education policy underwent extensive changes incorporating within its framework of educational approach, an intercultural education, defined as an approach which promotes, the appreciation of cultural diversity, solidarity and tolerance, the fostering of mutual respect, ethnorelative thinking as a means of avoiding stereotyping and prejudice and as a strategy, focusing on the reformation of the school curriculum, of its established practices, of its procedures and structure as a means of reducing the impact of the disablement of students from different language and cultural backgrounds.

In order to meet the needs of disadvantaged students and as a general response to the challenges posed by the multicultural synthesis of the student population evident in Greek schools, the Greek State has, over time, developed and implemented a series of measures identified either as general measures, directed towards all school students or as specialized measures directed for implementation in specific schools with significantly high enrolment numbers of students from migrant backgrounds, for the purpose of facilitating school inclusion.

General Support Measures. An intercultural approach in education, as a means of school improvement, is fundamentally about raising student achievement through focusing on the teaching- learning process and the conditions which support intercultural understanding and communication. Therefore, any strategies developed should focus on improving the school's capacity for providing quality education for all students in times of change. Intercultural Interventions. A series of interventions have been implemented over the years within the Greek education system with the aim of introducing the intercultural dimension into the educational process. These amongst others, include:

- The redesigning and the reconstruction of the School Curricula and school text books to adhere to the principles of intercultural education.
- The establishment of the interdisciplinary approach in an attempt to analyze issues related to multiculturalism, the European identity, globalization and the daily lives of citizens.
- The establishment of partnerships between Greek and foreign schools

- The integration of intercultural education into the curricula of University teacher education departments.
- The organization of intercultural education training and development seminars for teachers in primary and secondary schools.
- Programs for Intercultural Intervention at the school level

Afterschool Tuition Classes For students from a migrant background in state schools and who need further support, these students can participate in small afterschool classes (between 3-8 students) which provide curriculum specific language support. These classes usually cater for students who have completed both phases of reception class support.

The educator's goal is to give children the ability to concentrate, have self-motivation, confidence in themselves and their abilities, following the most modern teaching methods.

## Ways of incorporating the intercultural, intergenerational dimension in the educational context in your country

Intercultural integration means, the recognition of the cultural diversity of the society and the concurrent pursuit for interaction and cooperation while supporting the right of all cultural social groups to preserve aspects of their culture which they deem as relevant in their lives and which contribute to the general culture of the host society.

The Ministry of Education and Religious Affairs is implementing a wide range of policies for refugee and immigrant children.

#### Reception Classes

During Phase I, students attend separate classes for intensive language instruction for Greek and other language embedded subjects of the curriculum. In subject areas of the curriculum where Greek language skills are less demanding such as music, gymnastics, art and another foreign language, students participate together with all other students. The maximum period of participation in Phase I classes is two years and it is expected that there is close cooperation between the school and the family. During Phase II, students are mainstreamed into the school curriculum and participate in regular classes with their peers but receive additional support in the form of individualized instruction. In this revised form of Reception Classes, students are no longer isolated in autonomous parallel classes but are integrated into the mainstream school with participation in support classes.

- Online educational material for students
  - http://iep.edu.gr/el/component/k2/content/50-ekpaidefsiprosfygon
- Training for inclusion program
  - The main goal of the program is to improve the skills of teachers and staff in their contact with multilingual and multicultural learning environments. In this way, the aim is to benefit refugee or immigrant students, both in terms of enhancing school attendance and reducing school dropout and in terms of their learning outcomes.
- LearnIn Emergency Manual for Teachers (<u>https://www.teach4integration.gr/learnin/</u>)
  - The main goal of the program is to improve the skills of teachers in areas such as the teaching of Greek as a second language, psychosocial support and integration of refugee students, differentiated teaching, teaching in non-language courses, the use of intensive learning tools, the development of participatory-experiential learning activities, classroom management and team dynamics, e-learning and distance learning, in order to respond more adequately to the challenges that arise in the field and to effectively implement educational practices that promote integration, strengthen students and lead to school success.
- Psychological Support Service
  - Support of students and teachers by Psychologists and Social Workers of the Centers for Interdisciplinary Assessment Counseling and Support (KEDASY) to support the psychosocial development and progress of students and to ensure equal access to education for all students. KEDASY also provides counseling support to teachers on acceptance of diversity and utilization of heterogeneity of student staff, promotion of integration practices, empowerment of specific members or vulnerable groups in the school community and dealing with crisis situations.

# Appropriate skills of ECEC staff and training to work with both generations

The prospective teachers of Early Childhood and Primary Education, which includes Pre-primary school (Nipiagogeio) and Primary school (Dimotiko),

are graduates of Pedagogical Departments of Pre-primary and Primary Education respectively, operating at universities across the country.

- Pre-primary teachers' initial training (Education for nipiagogeia) is provided by Pedagogical Departments of Pre-primary Education of the Universities of Athens, Thessaloniki, Patras, Ioannina, Thrace, Crete, Aegean, Thessaly and Western Macedonia.
- Primary teachers' initial training is provided by the Pedagogical Departments of Primary Education established at the Universities of Athens, Thessaloniki, Patras, Ioannina, Thrace, Crete, Aegean, Thessaly and Western Macedonia and in the Department of Special Education of the University of Thessaly for Special Education teachers in Pre-primary and Primary Education.

The initial training provided to prospective Pre-primary and Primary Education teachers, which includes, among others, teaching-oriented courses, teaching in the classroom, as well as the study of various teaching methods, is integrated is attendance comprising pedagogical training in addition to theoretical education (concurrent model).

#### Pre-primary and primary education

Law 4692/2020 establishes the internal (self-evaluation) and external evaluation for both Primary (Kindergartens / students aged 4-6 and Primary Schools) and Secondary Education schools (Gymnasiums, General and Vocational Lyceums). The purpose of the internal and external evaluation process is the continuous improvement of the educational work's delivered at school level.

Law 4547/2018 establishes a system of evaluation for teachers who serve as officials in positions of education. The purpose is to improve:

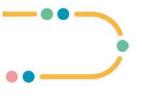
- Performance
- The quality of public education.

There are also teachers who serve on:

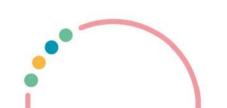
- The Ministry of Education and Religious Affairs
- The Institute of Educational Policy
- Other bodies.

To support each child and build a caring community of children and adults learning together, early childhood educators engage in continuous decision making by integrating their knowledge of the following three aspects of child development:

(a) principles, processes, and trajectories of early childhood development and learning;







- (b) individual variations in children's development and learning; and
- (c) children's development and learning in different contexts.

## Conclusions for intergenerational solidarity approaches

The last two decades of immigration have significantly, and irreversibly, altered the social, cultural, economic, ethnic, racial and religious characteristics of the population residing within Greece. Faced with increasing and changing diversity as a result of immigration, Greek society and the state have been called to respond, adapt and formulate adequate policies through which to manage these transformations. The education sector is probably one of the most sensitive and politically charged areas of public policy because of its determining role in identity formation, national cohesion and national consciousness. It is equally one of the most important sectors in socio-economic terms since it determines access to the job market, personal and economic development.

There is evidence to suggest that migrant children are still heavily influenced by the difficulties encountered in the Greek educational system. However, given that integration is a continuous process and observing the rising trend in the indicators pertaining to the number of students from a migrant background who complete primary school, and those who continue to Junior and Senior High School, Greece has shown a gradual improvement in the educational situation.

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## **ITALY**

## General summary

Educational services and preschools constitute the integrated system of education from birth to six years. The Zerosei system is directed, programmed and coordinated by the Government and consists of a plurality of educational facilities.

Services 0-3 y.o. are early childhood educational services:

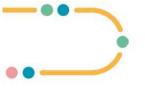
There are numerous types of children's services that offer different modes of experience for children and aim at meeting different parental needs in terms of organization or cultural sensitivities.

The precise definition of the types of services and their organizational and functional characteristics constitutes an essential tool against the spread of mere "custodial" services. This phenomenon is still present in many territories and represents a major element of concern for the quality of the educational experience for young children.

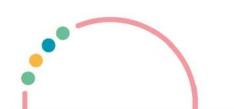
The first category includes the nursery school (or micro-nursery school), which welcomes children from 3 to 36 months of age, and the spring section for children between 24 and 36 months. Nursery schools and spring sections aim to provide children with a daily life experience marked by physical and psychological well-being, rich in opportunities for sociality and learning, calibrated in relation to different ages.

The second category gathers integrative services that enrich the educational offerings in the territories:

- play spaces for children 2-3 y. o. for a reduced time in the day and in the week offering them opportunities for socializing with other children, playing and learning;
- child and family centers for children from the very first months of life together with a family member, offering children moments of socialization and learning and the adults who accompany them opportunities to meet and discuss issues of education and parenting;
- educational services in a home context, however named and managed (family daycare centers, nursery schools family, Tagesmütter, nannies, etc.), in which one or more educators welcome on an ongoing basis with different modes of use a small group of children between 3 and 36 months in an environment







home appropriate for the presence, care and education of young children.

Preschools for children between 3 and 6 years old offer an organized experience of living which takes place in continuity with the educational services for children and facilitate further processes of children's knowledge and encounter with different languages, also projecting towards the subsequent first cycle of education.

The continuity of the experience of children and their parents during the zerosei educational journey requires integrated supply planning, as well as pedagogical coordination territorial unity. It finds in the establishment of the "Poles for Childhood" that host in a building, or in neighboring buildings, educational services of different types and sections of schools kindergarten, within the framework of a coherent and articulated educational project in consideration of the age and the specific purposes of each institution.

Analysis about methods and training used in the ECEC context with emphasis on social inclusion and diversity and professional development of ECEC staff

- In recent years, the characteristic of Italian 0/6 services is to consider the child in his/her entirety. He/she arrives at the nursery with a baggage which must be considered and respected, to begin a path of growth. Services have to observe family-child dynamics in order to collaborate and implement strategies aimed at the well-being of the child.
- b) Parenting support: once the family dynamics are understood, ECEC staff collaborates and helps parents, not only in disadvantaged situations, but generally supporting in the difficult tasks. Listening groups, support with counters, empowerment of families, local networking are the key words.
- c) Training of educators and teachers: it is an essential step to be updated and to find continuous stimulation. The professionalization is improved by organizing regurarly meetings to support the educational role and to monitor the teaching team. A team cannot be static, it must evolve through confrontation and exchange, also with the help of specific external professional experts, capable of stimulating and moving on the purpose.
- d) Play: through play, children's reflections and dynamics can be "moved."

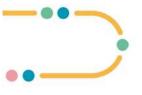
- Structured and unstructured play, organized by groups, proposed in all its forms is the most interesting tool for observing, evaluating, proposing and highlighting each moment of school life. Play is the most free and interesting expression for children.
- Through play, relational dynamics, emotions, experiences can emerge.

# Appropriate skills of ECEC staff and training to work with both generations (children Vs volunteers and parents).

The professionalism of educational staff is based on specific university basic training aimed at promoting cultural and theoretical knowledge about the different dimensions of typical and atypical child development and the construction of inclusive educational contexts that take into account differences (of age, gender, development, learning styles, social and cultural background), methodological skills, and an aptitude for research, which is combined with the acquisition of the ability to observe and interpret the behaviors of children from zero to three years old, to read the various contexts of educational services for children and with the ability to create an ongoing and critical link between theoretical knowledge and educational practice. Furthermore, the required skills of educational staff are those related to knowledge of the opportunities offered by the local area and the development of useful synergies and collaborations with other professionals such as, for example, psychologists and pediatricians.

This basic training is consolidated, in the course of the experience, through a life long learning approach, understood as professional development, in its many forms (research-action, group discussion of protocols or films, indepth study of issues, supervisions, webinars and courses in blended mode), in the interweaving of experience and reflection, research and practice, and is deepened in the specific context of individual educational services through continuous comparison and exchange among colleagues, with the pedagogical coordinator, with practitioners from other educational institutions, teachers, university and research center researchers and experts in a zerosei continuity perspective. Similarly, self-education, which is also practiced in educational group meetings, plays a fundamental role because it is the means for the exchange and confrontation of experiences and questions and for the construction of a coherent vision of children, their development and paths of experience, for the sharing of educational responsibility and the creation of an educational community.

#### **Conclusions**







According to the 2019 Eurydice report "Key Data on Early Childhood Education and Care in Europe", early childhood education and care in the stage before primary education is increasingly recognized by European countries as essential to providing the foundation for lifelong learning and child development. While in the past the aspect of care and reconciliation aimed at allowing parents the opportunity to work outside the home was the focus of welfare policies in many countries, today the focus on intentional educational aspects is becoming preeminent. Research shows that the integration of child, work and family policies offers better opportunities both in terms of resource management and educational outcomes. European countries, including Italy, are increasingly integrating regulatory choices affecting zerosei educational facilities by issuing national guidelines to ensure high levels of educational quality throughout the zerosei system. In Italy, the 0 -6 system has been established since 2017. The framework described outlines a complex institutional design that requires coordination, integration, and synergies among state, regional, local, and public and private entities for the purpose of implementing the rights and welfare of the new generations. This is the first time that institutional functions and tasks are defined in the childhood sector in a timely manner that facilitates discussion and relationship with policy and administrative decision makers by every citizen, directly involved personnel, and managers of educational services and preschools.

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## **SPAIN**

## **General Summary**

The LOMLOE Organic Law 3/2020, of December 29, establishes the minimum teaching requirements for Early Childhood Education in Spain, understanding this as a single educational stage, with its own identity and organized in two cycles that both respond to the same educational intention (article 3). The first one comprises up to 3 years of age and the second one from 3 to 6 years of age.

Educational practice at this stage will seek to progressively develop and lay the foundations that facilitate the maximum development of each child. This practice will be based on meaningful and emotionally positive learning experiences and on experimentation and play. (Art.6)

Progressive attention will be given to the development of movement and body control habits, to the different forms of communication, language, to the elementary patterns of coexistence and social relationships, as well as to the discovery of the physical and social characteristics of the environment. In addition, children will be helped to develop a positive and balanced self-image and to acquire personal autonomy.

Analysis About Methods And Trainings Used In The Ecec Context With Emphasis On Social Inclusion And Diversity And Professional Development Of Ecec Staff.

Educational inclusion is one of the principles of the Madrid education system.

Educational inclusion is an organisational and curricular characteristic and a feature of attention to the diversity of abilities, interests, motivations, individual circumstances and socio-cultural contexts. Accordingly, the education system in Madrid contemplates and provides a series of resources and measures in response to its generalised implementation.

Attention to diversity is deployed at each educational stage in accordance with the specificities established in the different curricular objectives of Infant and Primary Education, Compulsory Secondary Education and Baccalaureate.

Special attention is given to students with special educational needs, learning difficulties, Attention Deficit and Hyperactivity Disorder (ADHD), high intellectual abilities, late entry into the education system and personal conditions or school history that make this advisable.

Attention to diversity in Early Childhood Education

At these stages, special emphasis will be placed on attention to student diversity, individualised attention, the prevention of learning difficulties and

the implementation of reinforcement mechanisms as soon as these difficulties are detected.

Educational intervention must consider the inclusion of pupils as a principle, on the understanding that this will guarantee their development as well as personalised attention according to the needs of each pupil.

Pupils with Special Educational Needs. Curricular and organisational measures and significant adaptations of the elements of the curriculum will be established for pupils with special educational needs, considering the different learning paces and promoting autonomy and teamwork.

Pupils with High Intellectual Ability. Appropriate measures will be adopted to identify pupils with high intellectual abilities and to assess their needs at an early stage. Likewise, action plans and curricular enrichment programmes appropriate to these needs will be developed to enable them to develop their abilities to the maximum.

Attention to diversity from the teaching teams. The teaching teams will design and apply organisational and curricular measures to cater for the diversity of students. The Pedagogical Coordination Committee will draw up the proposal of criteria and procedures to carry out the appropriate curricular adaptations for students with specific educational support needs. Infant education school Conde de Elda

We are an INCLUSIVE educational centre of reference in Early Childhood Education, promoting scientific, theoretical and practical exchange with the social and educational institutions of our environment.

Our educational and service offer is innovative and responds satisfactorily to the needs of our pupils through an intense collaboration with their families.

The CONDE DE ELDA School has a highly specialised team of professionals and an innovative methodology. We teach values through personalised attention, thus achieving the maximum development of our pupils' abilities.

Our school project includes:

Support for integration: specific attention to students with special educational needs.

Experience in the ASD Classroom: Preferential schooling centre for pupils with ASD.

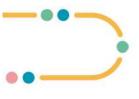
Schooling of children in vulnerable and socially disadvantaged situations (marginal environments).

Schooling of pupils with health care or dependency

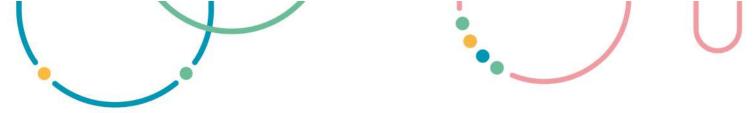
Initiation in the English language from 2 years of age.

We currently have a total of 334 pupils:

First cycle pupils (0-3): 205 Second cycle pupils (3-6): 129







Students with ASD: 9

**SEN: 20** 

Inclusive working methodologies

Methodology based on termly projects.

With this type of learning methodology, students take on an active role and academic motivation is encouraged. The method consists of carrying out a project, usually in a group. This project has been previously analysed by the teacher to ensure that the student has everything necessary to solve it, and that in its resolution he/she will develop all the desired skills.

Classroom organisation by corners.

Working in corners is a methodological proposal that makes possible the active participation of the children in the classroom, who are the main protagonists of their learning.

The subject matter is presented in a playful and motivating way that is carried out by the pupils themselves. This organisation of the classroom in small groups allows us to carry out a specific and different task, and favours a better individualised attention to the pupils.

For this purpose, we have a multidisciplinary team made up of the following specialists:

- Higher Technician in Early Childhood Education.
- Degree or diploma in Early Childhood Education.
- Therapeutic Professional (TP).
- Professional specialised in Hearing and Language.
- Speech therapist.
- Guidance counsellor. Psychologist.
- Social worker.
- Nurse

In order to be able to carry out our work, the professionals who make up the E.I Conde de Elda, are in continuous training, and receive the following specific training which is updated periodically:

- Attention to students with needs.
- Management of the teacher's emotions.
- Early Attention, competences.
- 1st Aid.
- Project work to develop multiple intelligences and key competences.
- Attention to students with ASD.

Ways Of Incorporating The Two Project Priorities In The Educational Context In Your Country Through An Intergenerational Approach.

Organic Law 3/2020 art.5.3 "With the aim of guaranteeing the principles of equity and inclusion, the programming, management and development of

Early Childhood Education will attend to the compensation of the effects that inequalities of cultural, social and economic origin have on the learning and development of children, as well as the early detection and early attention of specific educational support needs". https://www.boe.es/buscar/act.php?id=BOE-A-2022-1654

E.I. Conde de Elda is an INCLUSIVE centre where pupils with special educational needs and pupils who a priori do not have needs live together without perceiving any difference between their classmates. This experience enriches us all as the society they will join in the future is diverse.

This inclusion is carried out in the following areas.

- Inclusion of children at risk of exclusion, with economic difficulties or with health difficulties that require the intervention of Social Services, Health Services and/or NGOs to cover their economic and health needs.
- Inclusion of pupils with special educational needs due to developmental delay, disability (motor, hearing, intellectual, visual) and even pupils who require the permanent accompaniment of a nurse for their schooling. In line with inclusion, but broadening the approach/term of inclusion, the school encourages the participation of families, extended families and grandparents in the centre's activities.
- School-family activities are the intergenerational reading workshops "Grandfather, tell me a story", vegetable garden workshop and care of the environment, cooking "recovery of traditional recipes", etc.
- School for families. Training in skills and tools for the care and support of children.

# Appropriate skills of ECEC staff and training to work with both generations (children Vs volunteers and parents)

Article 92 of Organic Law 2/2006, of 3 May, on Education, establishes that direct educational care for children in the first cycle of Infant Education shall be the responsibility of professionals who hold the title of Infant Education Technician and/or Teacher with a specialisation in Infant Education or the equivalent degree and, where appropriate, of other staff with the appropriate qualifications for the care of girls and boys of this age. In any case, the elaboration and monitoring of the pedagogical proposal referred to in section 2 of article 14 shall be the responsibility of a professional with the title of Early Childhood Education Teacher or equivalent degree. The second cycle of Pre-school Education shall be taught by teachers with the title of Teacher and the speciality of Pre-school Education or the equivalent degree, and may be supported in their teaching work by Teachers of other specialities when the teaching required.

#### **Conclusions**

The changes and transformations that have been taking place in today's society have shaped an increasingly diverse, heterogeneous and complex educational reality. This reality requires that professionals are constantly adapting to the needs of their students in order to provide a personalised education. Each student has different abilities, interests, rhythms, learning styles, motivations, educational experiences, social and cultural differences and, in short, different educational needs; their teaching/learning process is unique and unrepeatable. Therefore, it is necessary to organise and update the implementation of a wide range of both ordinary and extraordinary measures to attend to and respond to this diversity of pupils.

The family is the context initially responsible for the educational process according to Ruiz and Fernández (2009): "It is in the family where the first socialising guidelines and the first learning oriented towards maturity, care and responsibility take place and where the bonds of affection and relationships are established which will last a lifetime and which must provide opportunities for well-being, development and favour the socialisation process within the framework of the family culture and the culture of the place where one lives (cultural identity) (p.132)".

Therefore, the relationship between families and school should focus on building an active, cooperative and complementary relationship. From our school we perceive that the socialising role and the role of testing social relations that the family used to have is being lost, leaving this function in the hands of educators. Schools must face up to this reality, and prepare our pupils so that they can develop and develop in their community and in society.

# Development of the online curriculum

The online curriculum supports skill-building of teachers and trainers to introduce and implement the LISTEN intergenerational solidarity approach at school in collaboration with volunteers, trained to have a supporting and learning rule to children by bringing added value in children social competencies, especially for those who lack the educational figure of their grandparents. Through this course, teachers will better manage the internal dynamics in the classroom and improve links with the local community outside their class, contributing to reduce causes of exclusion and social' marginalization of children with fewer opportunities or living in disadvantaged areas.

The platform design and framework of the online curriculum is user-friendly, flexible and adaptable to different school environments, composed by online training modules and guidelines for ECEC staff that will be equipped with necessary skills to be used in complementary actions with the other project result.

In developing the online curriculum we followed the following steps:

- Establishment of training objectives
  - The partnership described the skills and knowledge gap(s) that the training will resolve based on the national reports and the best practices reports. The training hopes to:
    - increasing the competence development and professionalization of ECEC staff, teachers and educators about intergenerational approaches
    - increasing the knowledge of ECEC staff, teachers and educators about intergenerational approaches
    - develop skills in order to manage effectively the internal dynamics in the classroom and improve links with the local community outside their class, contributing to reduce causes of exclusion and social' marginalization of children with fewer opportunities living in disadvantaged areas.

#### 1. Establishment of target group

a. Target groups were selected based on the application form.

#### 2. Content format

- a. In designing the content we identified and removed barriers to learning. Nowadays people do not have the time to read lengthy articles and sometimes they access material from their mobile devices (phone or tablet). In order to remove this barrier, we create a short ppt file, with all the main points of the respective module. If the trainee wants to learn more, he/she has the option to access the accompanied word file which contains the same information in detail. Also, each module incorporates an "Additional Recourses" section with articles and videos, so the trainee has the option to access more information.
- Regarding the language, we tried to use plain and concise language, organized, and appropriate for the target groups. We tried to use short sentences as much as possible and everyday words.

#### 3. Online training module template

- a. The material was organized based on the **informational** course format which is a popular training format that typically represents a set of slides with text, pictures, and "Next" buttons. This provides trainers with information on a specific topic. In presenting the material we focused on clarity of look and optimal length to help trainees to focus on the learning topic better.
- b. Assessment. At the end of the course the trainee can fill in an interactive assessment that tests the trainee's knowledge of the topics that were covered previously in the course. This allows trainees to put their knowledge into action and eventually retain the information better.

#### 4. Microlearning approach

a. Microlearning is where topics are broken down into short, bitesize online training modules, allowing for greater flexibility and higher learner engagement. The partnership decided on this format because it is effective in making large complex topics into easierto-consume chunks of information. Due to the short duration of microlearning, trainees can also access the course at any point in time to refresh their memory. Trainees are able to finish a training module quickly and acquire the required skills. This keeps their motivation high.

- 5. Development of ppt and word files and translation in national languages
  - a. Based on the national reports, the best practices reports and the experiences of the partners, we outlined the main modules.
  - b. Partners prepared the ppt and word files in English. All files were online and they were presented at the translational meeting in Prague. All files were peer reviewed. After the finalization of the files, partners translated all files into their national language.
- 6. Internal testing. The material was uploaded on the platform and all partners were given sufficient time to test the functionality and the content of the platform. All partners made final corrections and revisions.
- 7. Upload of final course. The final material was uploaded on the platform.

# Modules of the curriculum

All the material is on-line (English and national languages )

- 1. Introduction to Intergenerational Solidarity Approaches
- 2. Best practices for supporting social inclusion of disadvantaged children.
- 3. Competence development
- 4. Supporting interdisciplinary collaboration practices between social solidarity and child development
- 5. Psychological issues relating to social inclusion.
- 6. Pedagogical aspects of social inclusion actions and designing lessons to support the social inclusion.
- 7. Management of volunteers in intergenerational solidarity approaches
- 8. Cognitive, language and social issues relating to disadvantaged children.
- 9. Supporting actions to improve the social inclusion of vulnerable families.
- 10. Self-assessment on intergenerational solidarity







