

EMBRACE

Fostering inclusion of children with intellectual disabilities in ECEC

Final Conference

Mapping the terrain: Challenges for inclusive ECEC

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Co-funded by the
Erasmus+ Programme
of the European Union

Overview



This transnational report offers in-depth insights in each of the participating countries regarding the opportunities for initial and continued education of ECEC staff on topics concerning inclusive ECEC of children with intellectual disabilities, the knowledge and skills gaps, and identified needs. The report is concluding with policy recommendations.





EMBRACE 



Poland

Emphasys
CENTRE

Cyprus



Greece



Republic of North
Macedonia



Greece



Belgium



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Target audiences

National and EU policy makers and educational authorities



Civil society organizations providing non-formal educational opportunities to ECEC staff



ECEC settings that aim to improve the initial and continuous training of their staff

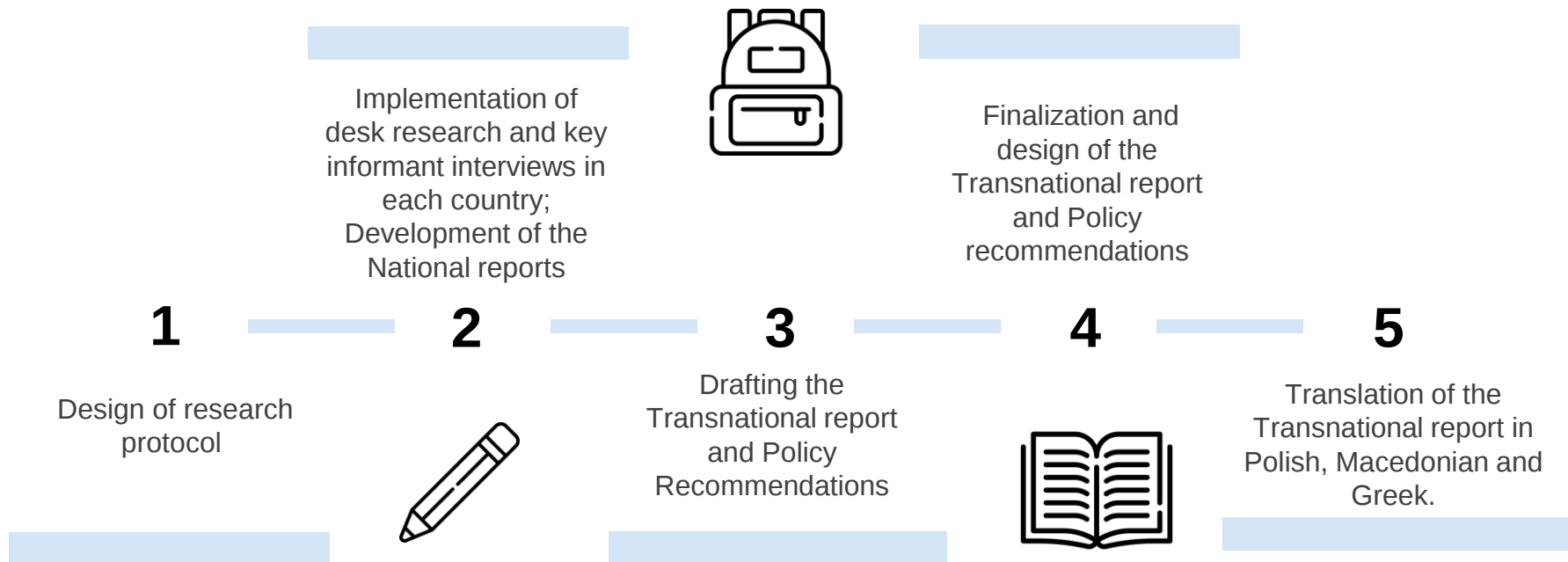


ECEC researchers that could use it and expand on it



Timetable

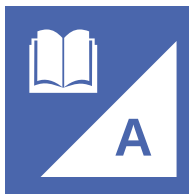
February 2022 - November 2022



Structure of the Transnational report

INTRODUCTION

Information about the scope of the research and the target audience.



METHODOLOGY

Overview of the research methodology and the research process



RESEARCH FINDINGS

Comparative analysis from the desk research and key informant interviews findings with ECEC professionals

CONCLUSION AND POLICY RECOMMENDATIONS

- Concluding observations
- Policy recommendations



Desk research

01
Inclusion

02
Professional development

03
National strategies



Children
Parents
ECEC Staff
Community

Desk research

Belgium

The transition of children from early intervention to mainstream kindergartens is rather successful for children with sensory, physical, or motor disability, but for children with a severe form of autism or intellectual disabilities challenges remain.

Poland

Educational model 'a way of many educational paths'. Most of the disabled children attended regular schools (75.9), 15.7% of whom attended integrational nursery schools and 12.7% the nursery schools with integrational units

Greece

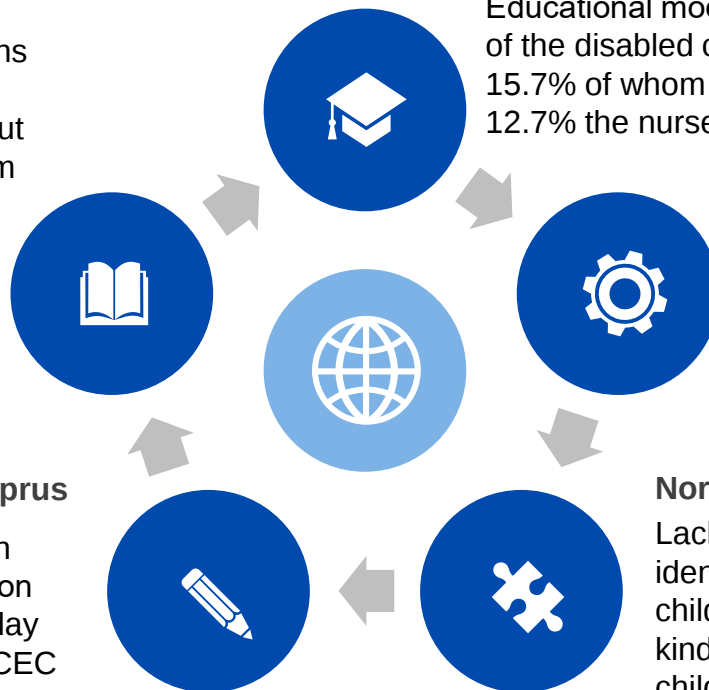
One of the lowest participation rates (81.5 %) in ECEC for ages 4 and over

North Macedonia

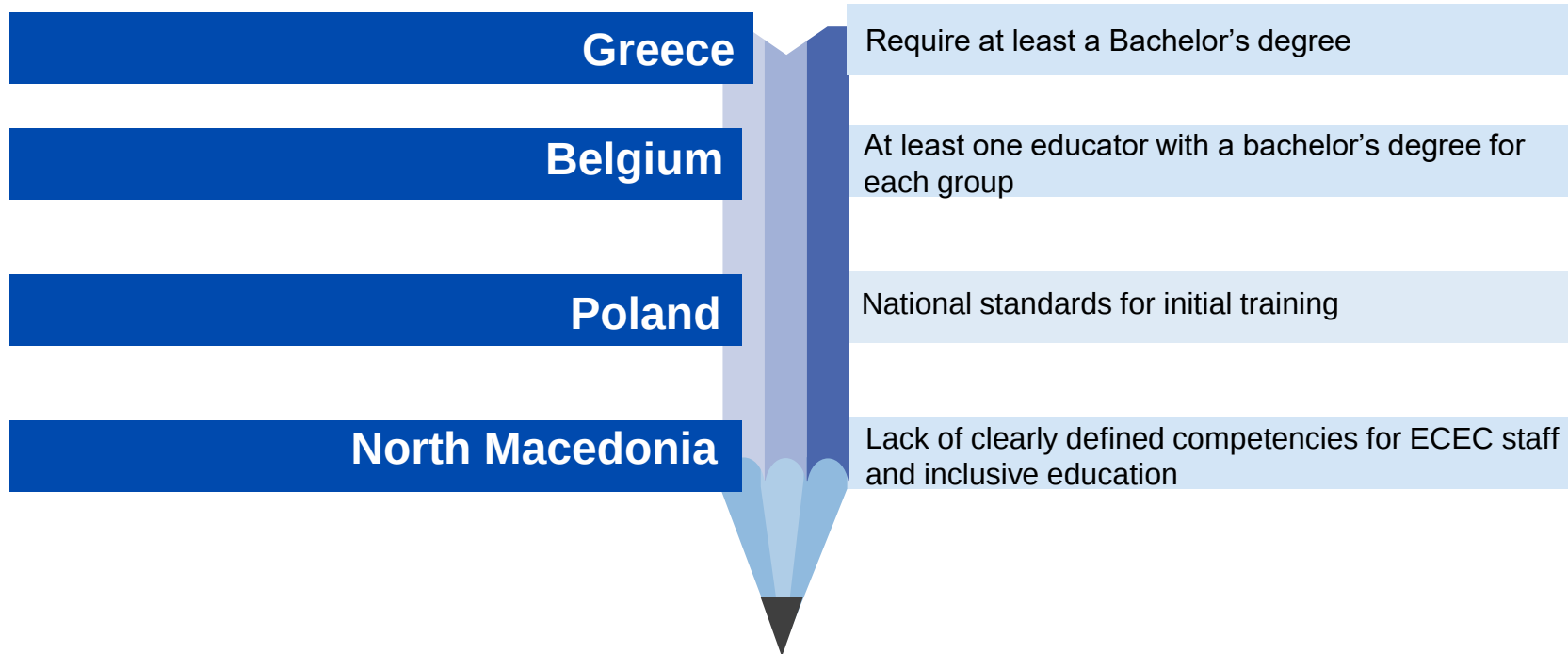
Lack of a mechanism for systematic identification, recording and monitoring of children with disabilities. 68% of the kindergartens provide care and education for children with disabilities, particularly for children with autism or other form of ID

Cyprus

Ministry of Labor and Social Insurance in collaboration with the Parents' Association and local authorities establishes public day nurseries. 53% of children enrolled in ECEC attended public facilities, while 47% attended private ones



Professional development



National strategies and actions

Belgium



The work with families and communities is a key for inclusion, in line with international standards



Cyprus



Practice offered to help ECEC educators gain knowledge about ECEC and children with ID, is the information provided by the Ministry of Education, Culture, Sports and Youth



North Macedonia

The Government undertakes, in cooperation with CSO, activities and measures for improving the inclusion of vulnerable groups in the education system

Poland



Use of theater techniques and 'metaplan' for successful inclusion



Greece



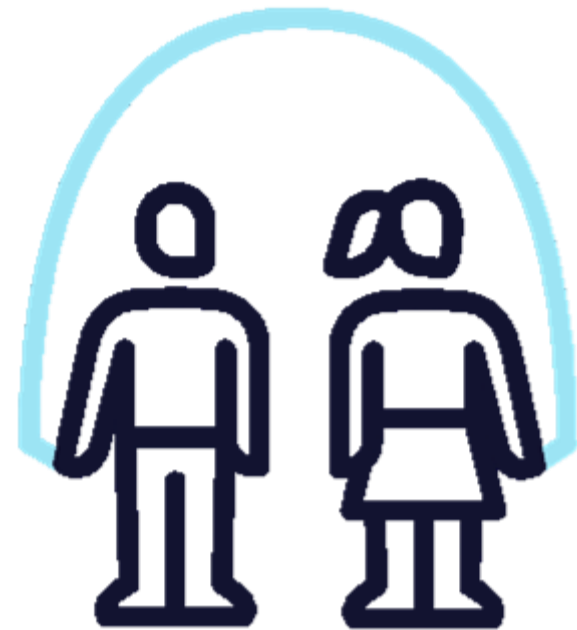
Special education policy supports the inclusion of students with disabilities within mainstream schools by providing the necessary supporting structures and services



Key informant interviews

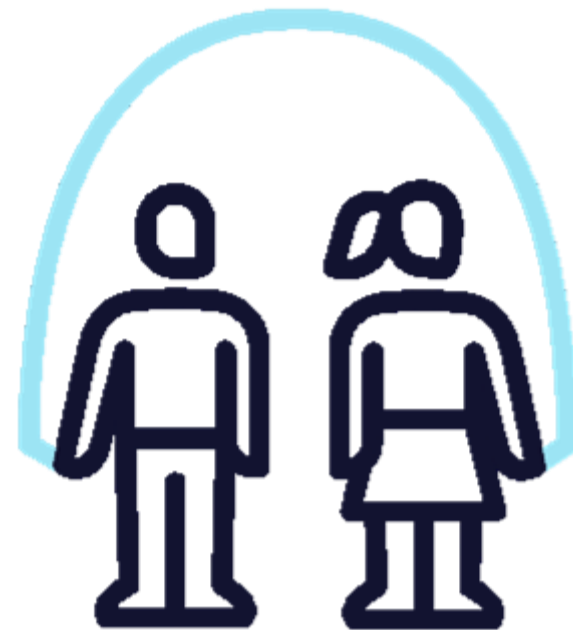
In total (36) ECEC professionals took part in the interviews.

The participants professional backgrounds were different, with most having worked in ECEC settings - nurseries or kindergartens as teachers, pedagogues, special educators, educational coordinators or heads of the settings. Some were involved in education public authorities and policy-making.



Key informant interviews

- Inclusion of children with intellectual disabilities in the ECEC
- Opportunities for initial and continuous education of ECEC staff on issues concerning inclusive ECEC of children with intellectual disabilities
- Strategies and actions that ECEC settings can take to increase the engagement of children, parents, staff and the whole communities in inclusive processes



Policy Recommendations



01

Provision of educational seminars focusing on a variety of ID

02

Reflection and action around quality, which includes higher training requirements for staff, and practices about working with families and communities.

03

Continuous education and professional development for the ECEC staff, promotion of inclusive ECEC and dissemination of integrational education programs

04

Implementing parent-teacher conferences during ECEC and to create platforms for collecting resources and tools for inclusion;



Policy Recommendations



05

Strengthen the availability and training in educating students with special needs, by eliminating any pedagogical barriers between special needs education and mainstream education

06

Provision of educational courses that inform about evidence-based techniques

07

Strategic documents

08

'Mini-Max' strategy in the work of politicians and decision makers - minimum words, maximum results





Q & A

Thank you!

You can find the Transnational report and resources on our website!



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