

EMBRACE

*Fostering inclusion of children with intellectual disabilities in
ECEC*

Final Conference

Project Result 2: E-learning Course

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Introduction



The overall objective of the EMBRACE project is to contribute to the enhancement of the quality of early childhood education and care and promote the inclusion of children with intellectual disabilities. To achieve that, the partnership developed an E-learning course targeted at ECEC professionals.



<https://project-embrace.eu/elearning-course/>

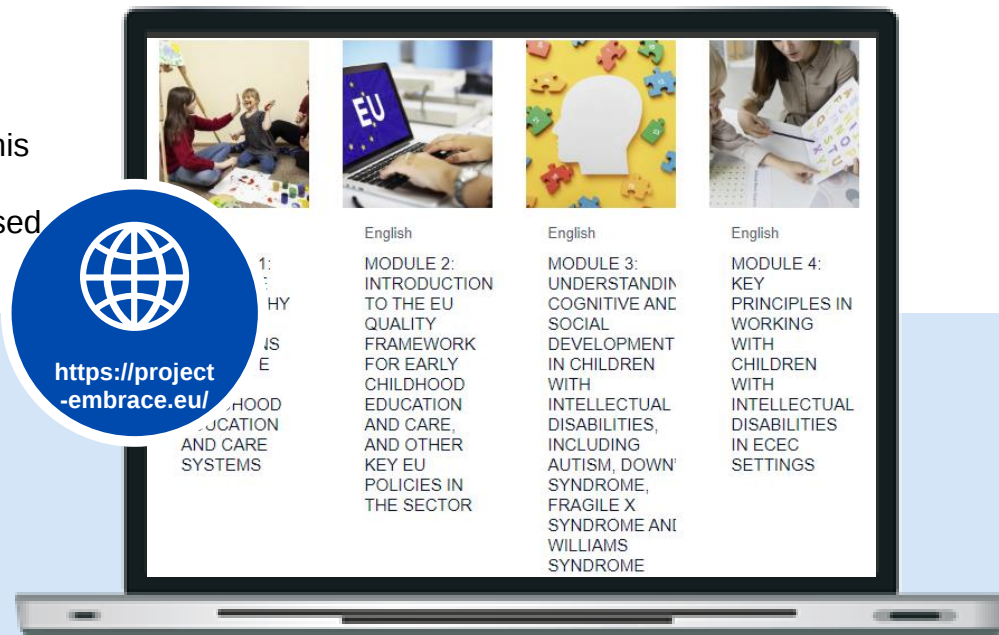
E-Learning Course

Structure of the course

The e-learning course responds to the evidenced need for training and education in relation to intellectual disability in the ECEC sector and systematic building of this level of capacity.

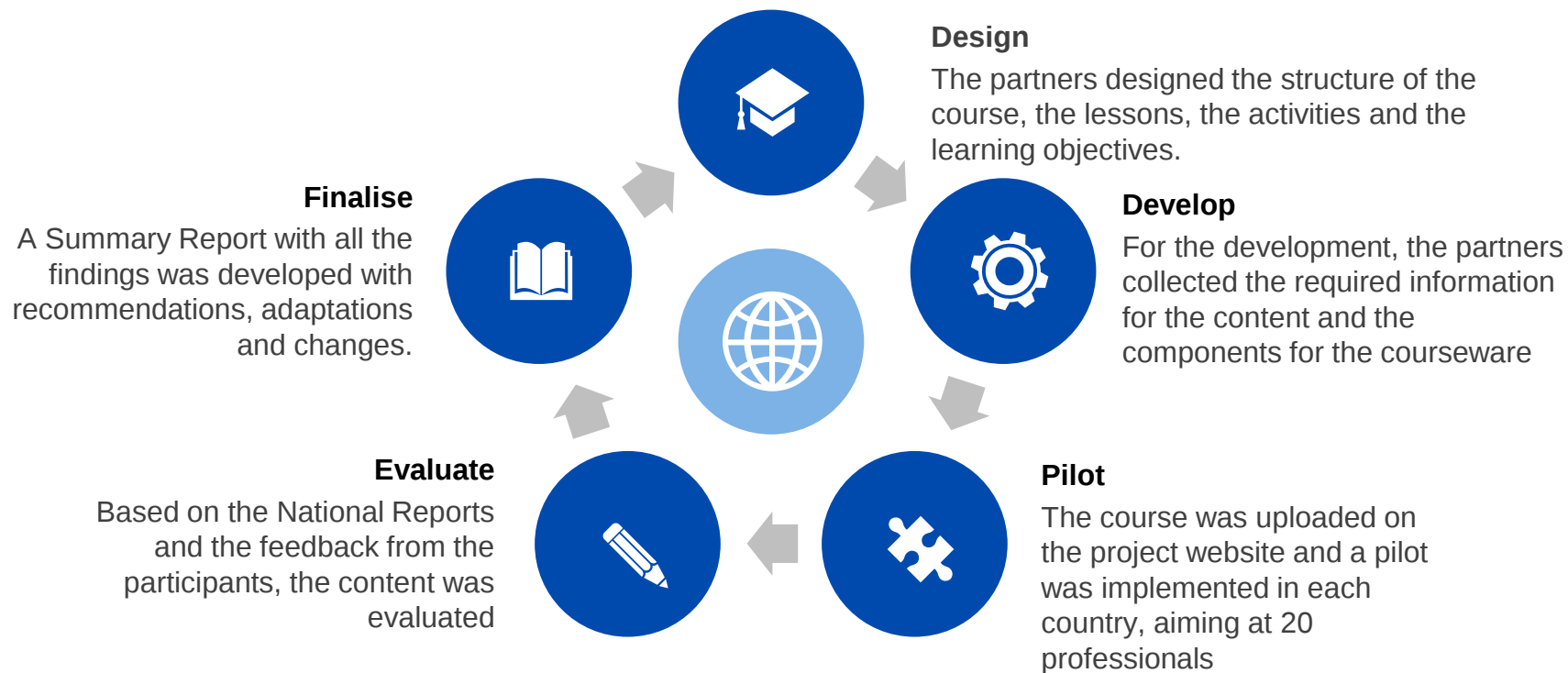
Unlike existing training opportunities, that have a predominant focus on strengthening knowledge, this e-learning course fosters ECEC staff's inclusive values, attitudes and skills based on the rights-based social model of disability.

The course was designed, developed and piloted with ECEC staff, with the aim to strengthen their attitudes, knowledge, values, and skills that are central to ensuring that ECEC settings are welcoming and inclusive of children with intellectual disabilities.



Steps for the Course

Development and Pilot in Each Country



Timeline

Timeline for the Development of the E-learning Course



The partners developed their content which was then uploaded into the project website as an e-learning course

Based on the data from the Questionnaires and the National Reports, a Summary Report with the main findings, recommendations and adaptations was developed

Sept' 22

Dec' 22

July' 23

Sept' 23

Oct' 23

The partners received guidelines on the course's structure



The partners implemented their national pilots, collected feedback and developed their national reports.



The partners worked on their national versions and made the adaptations based on the participants' feedback.

Modules

The e-Learning course consists of **four** Modules:



Module 1

The core philosophy that underpins inclusive early childhood education and care systems

Module 3

Understanding cognitive and social development in children with intellectual disabilities. (Autism, Down's syndrome, Fragile X syndrome and Williams syndrome)

Module 2

Introduction to the EU quality framework for early childhood education and care, and other key EU policies in the sector

Module 4

Key principles in working with children with intellectual disabilities in ECEC settings

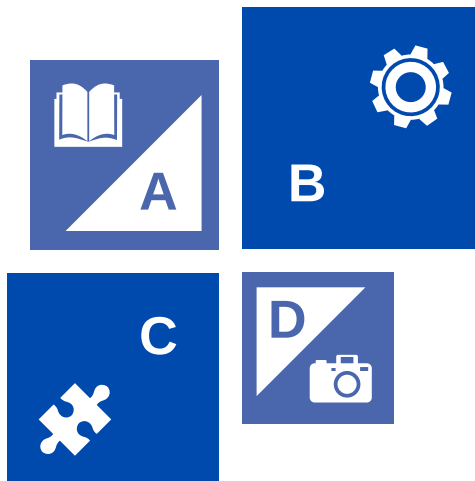
Pilots in Each Country

Pilots

The pilot events took place in North Macedonia, Belgium, Cyprus, Greece and Poland, involving various participants from different educational backgrounds, mainly from the ECEC system.

Achievements

The pilot implementations of the EMBACE online course in the five countries showcased achievements in knowledge dissemination, engagement, and enthusiasm from participants.



Participants

The participants were stakeholders, ECEC and education professionals. In total, 127 professionals participated at the pilots of the E-Learning Course.

Fine-Tuning

Based on the Evaluation Questionnaires filled by the participants and their feedback, the course was fine-tuned

Pilots

Number of participants and approach

1 North Macedonia

33 participants from seven institutions. Participants expressed their thoughts through art, painting their vision of social inclusion in schools. This activity created a safe space for fruitful discussions and critical thinking about the course modules

2 Belgium

15 participants. The meetings(F2F and online) gave participants from diverse backgrounds the opportunity to discuss the course objectives, structure, and access. The participants shared information about the online course with colleagues, resulting in a wider audience taking the course.

3 Cyprus

21 participants. The participating teachers came from diverse backgrounds and experiences, providing unique perspectives to the project. The piloting process was well-received, and participants actively engaged during the presentation, sharing valuable feedback to refine and improve the course content.

4 Greece

26 participants. The participants came from both the public and private education sectors. The workshop lasted approximately 4 hours and involved a lecture-style presentation followed by interactive teaching methods to discuss the course's content, its implementation, and its potential benefits for inclusive education.

5 Poland

32 participants. The classes involved various interactive activities, such as integrative exercises using theatre techniques and group discussions, which allowed for a dynamic exchange of opinions and insights.

Results from each country

North Macedonia

Participants expressed a high level of interest in learning about the EMBRACE project and engaging with professionals from other kindergartens. The training and piloting opportunities led to improved knowledge, skills, and attitudes in promoting social inclusion. Participants emphasized the need for further professional development to provide better services and nurture positive childhood development.

Belgium

Participants found the e-learning course useful in filling the knowledge gap on inclusive education. While they expressed overall satisfaction with the content, some improvements were suggested, such as user-friendliness and audio descriptions for enhanced accessibility. Recommendations included expanding outreach to more Belgian schools and promoting the course certificate for increased engagement. Lastly, participants recommended the translation of the e-learning course into French and Dutch for a better dissemination in Belgium.

Results from each country

Cyprus

Cyprus witnessed positive feedback from participants, acknowledging the value of the workshop in fostering inclusivity in ECEC settings. They expressed interest in delving deeper into the social and developmental aspects of disorders, suggesting opportunities for attending transnational conferences to enhance their professional development.

Poland

Poland's participants appreciated the course's promotional value for inclusive education and its role in invigorating self-education among educators. Recommendations included including the course in central or local institutions' training offerings dealing with inclusive education.

Greece

Greece experienced a resounding success in promoting inclusive environments through the workshop and pilot online course. Participants highlighted the practical relevance of the content and the need for ongoing collaboration and exchange of ideas among professionals. Recommendations included establishing a community of practice for sustained implementation and making the course accessible to a wider audience.

Overall

Conclusions

The pilot implementation of the EMBACE online course was successfully conducted in diverse educational settings across five countries.

Each country's approach provided valuable feedback to improve the course content and delivery.

In total, 127 professionals participated at the pilots of the EMBACE E-learning course.

The workshops and events facilitated collaborative learning environments and supported participants in understanding and implementing inclusive practices in early childhood education and care.

The piloting process showcased the potential of the EMBACE course to contribute significantly to fostering an inclusive and supportive learning environment for children with intellectual disabilities in the ECEC system.

Feedback

Quotes from the pilot participants

"The training course will support my professional growth and networking with stakeholders at the national and local level".



"It is important that the development of education integrates many people. It is encouraging for teachers"



"Interesting discussions with colleagues, technological advances proposed which will allow a more inclusive education"



"Knowledge in the work of a teacher is an essential part of the workshop".



"The small number of participants helped in maintaining a conversation and being able to receive a thorough answer to our questions."



"I gained a deeper understanding of how to identify and support children with different needs in my classroom".



"The eLearning platform is complete, flexible, easy-to-use. Very positive impressions".



"Working with children with disabilities can be both challenging and rewarding. We need more events like this to understand social inclusion's complexity better and create safe environments where children can thrive"



Library with Resources

Fine-tuning

One of the most noteworthy comment that we received was to include additional information regarding the topics.

As a consortium we discussed and agreed that it would be beneficial to create a Library with additional resources from each national context.

This way, educators and general public who need additional information (videos, articles, podcasts, blogs etc.) can access them in their national language from the participating countries.

On the project website, we include resources from Poland, Belgium, Greece, Cyprus and the Republic of North Macedonia

Library on the Project Website



Library Resources

You can check the library of resources developed by the EMBRACE consortium related to inclusion, ECEC, intellectual disabilities etc. for the partner countries (Poland, Greece, Cyprus, Belgium and North Macedonia).



Resources of Poland



Resources of Greece



Resources of Cyprus



Resources of Belgium

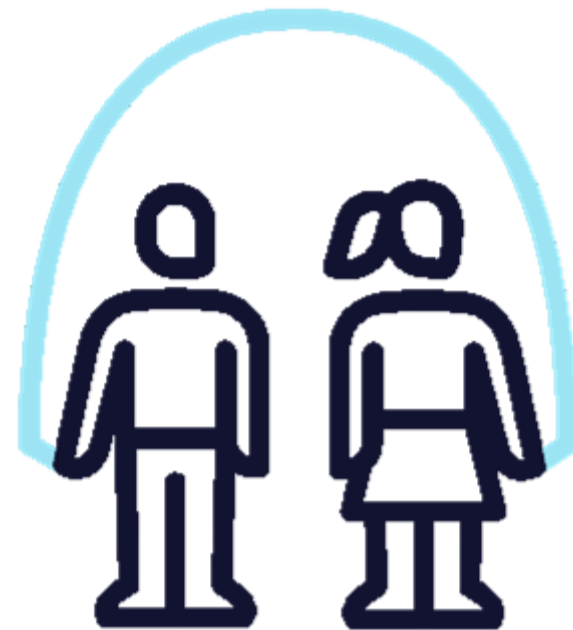


Resources of North Macedonia

Summary

The EU Erasmus+ project EMBRACE has successfully achieved its goal of promoting inclusive education for children with intellectual disabilities in the early childhood education and care (ECEC) system. The pilot implementation of the EMBRACE online course in five different countries showcased positive outcomes and valuable feedback for improvement.

The key achievements and successes in each country were evident, with participants expressing appreciation for the comprehensive content and the potential benefits of the course for inclusive education. The positive feedback from participants demonstrates the project's effectiveness in disseminating knowledge and engaging professionals in the promotion of inclusive early childhood education and care.

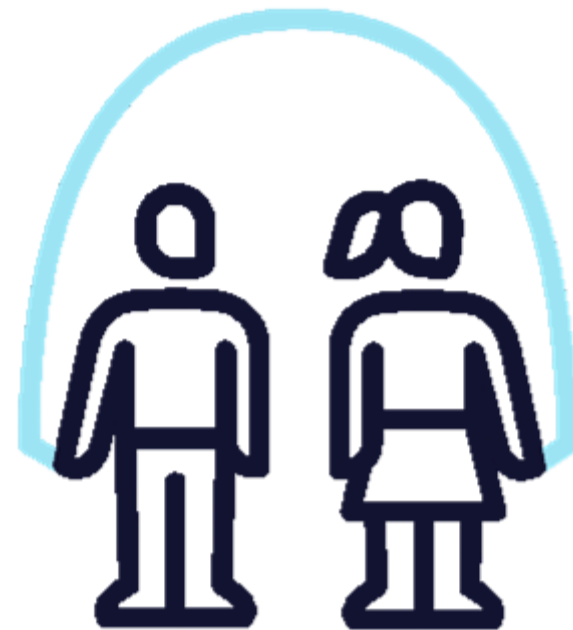


Summary

The feedback from participants in Poland, Belgium, Cyprus, and Greece further reinforces the positive impact of the EMBRACE platform and e-learning course. Participants praised the course's structure, relevance, and practicality, suggesting some minor improvements for enhancing the learning experience.

The pilot implementations of the EMBACE online course in the five countries showcased achievements in knowledge dissemination, engagement, and enthusiasm from participants.

The insights gained from the pilot implementations served to refine and improve the course content and delivery, fostering a more inclusive and supportive learning environment for children with intellectual disabilities in the ECEC system.



Conclusions

**01**

Achievements

Successfully achieved its goal of promoting inclusive education for children with intellectual disabilities in the early childhood education and care (ECEC) system

02

Pilots

The workshops and events in each country fostered collaborative learning environments, enabling participants to gain valuable knowledge, skills, and attitudes in promoting social inclusion.

03

Challenges

Technical issues, language barriers, and time constraints. However, these challenges did not overshadow the success of the events, and the feedback received highlighted the participants' willingness to further engage in inclusive education and disseminate project results.

04

Fine-Tuning

By continuously fine-tuning the course based on individual responses and incorporating recommendations, the EMBRACE project can further contribute to creating inclusive and supportive learning environments for children with intellectual disabilities in the ECEC system.

Thank you



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