

DIVERSITY

EQF OF DIVERSITY AMBASSADOR IN ECEC ENVIRONMENTS EQF PROFILE



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



DIVERSITY+ Governance, Benchmarking and Training tools for Diversity positive ECEC provision
2020-1-IT02-KA201-078997 | With the support of the Erasmus+ program of the European Union



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

DISCLAIMER

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

1 - Introduction: the importance of equality and diversity promotion as part of the continuous professional development of ECEC core personnel	4
2 - Output description and methodology: needs and benefits of implementing a framework of qualifications for the role of a Diversity Ambassador within the ECEC workforce	6
3 - Mapping strengths and pitfalls around equality and diversity promotion as part of the continuous professional development of ECEC core personnel	10
3.1 - The European perspective	10
3.2 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Bulgaria	12
3.3 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Czech Republic	13
3.4 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Italy	14
3.5 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Slovakia	15
3.6 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in the Netherlands	16
3.7 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in the UK	18
4 - EQF of a Diversity Ambassador in ECEC environment	19
.....	
▪ Annex 1: Person specification for ECEC Diversity Ambassadors	
▪ Annex 2: Roadmap/work-flow diagram for ECEC organisations to use towards the establishment of a Diversity Ambassador role	
▪ Annex 3. Supplementary educational resources	

1. INTRODUCTION: THE IMPORTANCE OF EQUALITY AND DIVERSITY PROMOTION AS PART OF THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF ECEC STAFF AND THE "DIVERSITY+" PROJECT'S CONTRIBUTION IN THIS SENSE

Early childhood is the ideal phase to begin emphasising the importance of diversity, equity and inclusion values and behaviours. But what is the profile of a person capable of transmitting such an approach within ECEC settings, overcoming national specificities (qualifications, experiences...) with a view to concretely realise a European Education Area? Is he/she different from a common teacher?

While the web is populated by multiple definitions of diversity managers and inclusion leaders, the implementation of such a role in ECEC environments is a new and urgent trend, backed by the recent European political trajectories drawn at the EU-level in the field of Early Childhood Education and Care, e.g. through the Communication n.66 of 17 February 2011 which explicitly sees ECEC as an essential basis for the success of lifelong learning, social integration and personal development; the recent Commission Recommendation of 20 February 2013 "Investing in children to break the vicious circle of social disadvantage" (2013/112/EU); the Europe 2020 Strategy, stating that services for children aged 0 to 3 play an essential role in raising education levels and social inclusion; the recommendation on key competences for lifelong learning adopted in May 2018 by the Council of the EU...

The European Commission's Quality Framework for Early Childhood Education and Care, launched in 2019, fits into this vein, providing key principles and a European approach to high-quality early childhood education and care systems based on good practices in the EU Member States and state of the art research. It comprises ten quality statements which are structured along five broader areas of quality: access, staff, curriculum, monitoring and evaluation, as well as governance and funding. The same areas represent the pole start of the Diversity+ Charter, developed by the project consortium in a view to identify the minimum requirements that Early Childhood Education and Care (ECEC) services and institutions have to meet to accommodate different types of diversity and be classed as inclusive and diversity positive. The same services have also been provided with an interactive digital benchmarking tool meant to support ECEC

officers - often not specialised in diversity inclusion - to assess current services and mostly understand in a visual way the concrete, necessary steps needed to improve their provision.

Current trends towards the development and upholding of early childhood and education care systems identify staff as one of the cornerstones of this process. Indeed, professionalisation of ECEC staff is intended as directly linked with a better quality of services and better developmental outcomes for children, as well as for their overall well-being, identity development and self-esteem. Staff working conditions and professional development are seen as essential components of ECEC quality, and are composed of pre-service training at the vocational, bachelor's or master's level, and the ongoing professionalisation processes that take place, such as in-service-training or lifelong learning initiatives related to ECEC.

2. OUTPUT DESCRIPTION AND METHODOLOGY: NEEDS AND BENEFITS OF IMPLEMENTING A FRAMEWORK OF QUALIFICATIONS FOR THE ROLE OF A DIVERSITY AMBASSADOR WITHIN THE ECEC WORKFORCE

The output consists in a European Qualification Framework (EQF) and additional support resources to help ECEC organisations to develop and professionalise the role of a 'Diversity Ambassador' in a view to increase the overall quality of European ECEC settings, with particular regard to the diversity inclusion dimension.

Successful, high impact ECEC provision is best developed in institutions that have a dedicated member of staff driving forward policy and developments. Yet such a position rarely exists when it comes to Diversity inclusion in kindergartens and preschool frameworks, especially in terms of a broad view to respond to the individual needs of children from different backgrounds and with special educational needs, including disabilities, and to manage diverse groups.

The EQF is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

The ambition of the *Diversity+* project is to create and deliver a common reference framework for qualifications systems, covering vocational education and training and also be able to accommodate qualifications acquired through (the recognition of) non-formal and informal learning for the widespread development of a Diversity Ambassador role within ECEC environments.

It is important to underline that the ECEC workforce is multiple and includes all staff members who work directly with children in any regulated arrangement that provides education and care for children from birth to compulsory primary school age. This includes leaders and managers (who may not always work directly with children), core practitioners and assistants (this role does not exist in every country), all having clear roles and responsibilities. Within the context of this Output, considering also

the National qualification requested to ECEC practitioners within the partners' national contexts, the focus is addressed to "core practitioners" when considering the professionalisation of Diversity Ambassadors within those settings.

A core practitioner is defined as an individual (with pedagogic training) who leads practice for a group of children in the class or at playroom-level and works directly with children and their families. Core practitioners may be called pedagogues, educators, pedagogical staff, pre-school, pre-primary, kindergarten or early childhood teachers. In small settings, core practitioners may also be head/leader of the setting while still working with children. Core practitioners usually have to meet higher qualification requirements than assistants.

The profile described within this document is based on a sound investigation conducted by all partners with equality and diversity leads, ECEC practitioners, methodologist and ECEC centre leaders within their national contexts (Bulgaria, Czech Republic, Italy, Slovakia, the Netherlands, the UK) and at the European level, aimed to identify what the skills, training, experience needed for such a role would be. In parallel, an EU-level investigation has been conducted in order to highlight trends, practices, needs and challenges in the professionalisation of ECEC staff. The findings collected are thus presented here in a formal skills profile based on the European Qualifications Framework level 5. The same has been jointly revised and integrated in a European perspective during a coworking session organised in the frame of the Transnational partnership meeting held in Leiden (May 12-13, 2022).

Sound inspiration has been identified in the work of the International Step by Step Association - Diversity+ project partner, in its work of defining the competences needed in supporting diversity and social inclusion and in working as a professional in Early Childhood Education and Care. In particular, the document "Diversity and Social Inclusion. Exploring competences for professional for early childhood education and care", researched and developed by the Joint DECET/ISSA Working Group on Professionalism, clarified the fact that 'being competent' is too often reduced to 'having competencies' – a series of discrete skills and pieces of knowledge that individuals are expected to 'possess' in order to perform a particular task.

This perspective, beyond the country-specific contributions developed by the partners, has been further integrated with the work offered by the

“Teacher Education for Inclusion - TE4I” project while constructing the Diversity Ambassador learning outcomes. The three-year initiative, conducted by the European Agency for Development in Special Needs Education, explored how all teachers (regardless of the subject, specialism or age range they will teach or the type of school they will work in) are prepared to be ‘inclusive’. The Profile of Inclusive Teachers is an attempt to realistically address a shared concern expressed by 55 experts from 25 different countries and has been taken as the foundation for specialist professional development routes at ECEC level. In the frame of Diversity+, the profile served as a reference, provided that the educational context of the present initiative is Early childhood education and care.

The following core values have thus been selected in a view to systematise essential skills, knowledge and understanding, attitudes and values needed by ECEC core practitioners willing to undertake an upskilling path towards diversity inclusion:

- Valuing children's diversity
- Supporting all children
- Working with others
- Continuing personal professional development

This EQF represents thus a synthesis of the abovementioned steps and serves as a reference tool to compare the qualification levels of the different national systems, in a view to promote both lifelong learning and equal opportunities in a knowledge-based society, towards the building of a European Education Area, thus ultimately more resilient and inclusive European societies. Also, the tool seeks to boost the further integration of the European labour market, while respecting the rich diversity of national education systems.

Also, as recalled in the Council Recommendation on ECEC, it is important to contribute to increase the level of professionalisation in the ECEC workforce and the EU quality framework recommend to ‘aim for a pedagogical staff that is composed of highly qualified professionals holding a full professional qualification specialised in ECEC’. Increased expectations associated with a higher entry-level qualification can at first seem to be a barrier, however, there are longer-term benefits associated with higher

quality provision, higher professional status and more opportunities for career development, which are efficient incentives for staff to join and stay in the ECEC workforce.

3. MAPPING STRENGTHS AND PITFALLS AROUND EQUALITY AND DIVERSITY PROMOTION AS PART OF THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF ECEC CORE PRACTITIONERS

Well-trained and motivated professionals help to ensure high quality early childhood education and care (ECEC) is provided to all children and families. The European Union (EU) has been promoting this vision for a number of years, but the overall outcome still depends a lot on the performance of individual Member States and even more on the actors who, in each national context, promote on a daily basis the core practitioners' upskilling. Indeed, EU support relies on the adoption by Member States' Education ministers of the Council Recommendation on high quality early childhood education and care systems on 22 May 2019. This recommends that Member States "support the professionalisation of ECEC staff, including leaders", and lends itself to more or less intense interpretations and transpositions.

3.1 - The European perspective

The professionalisation of Early Childhood Education and Care staff applies to a wide range of activities seeking to increase the knowledge, skills and attitudinal perspectives of ECEC practitioners and professionals as they engage in child care, preschool education, and kindergarten-to-third-grade teaching, as well as educational support services, home visits, as well as related activities such as parent education and support.

The ability to make ECEC an environment as inclusive as possible of all diversity is gaining ground in the wider discourse on the quality of early childhood services. Indeed, Quality in Early Childhood Education and Care has risen up the policy agenda in the European Union and beyond in the last decades.

ECEC policy has a key role to play in the European Commission's vision to achieve a European Education Area by 2025. The attention shown in the last years by the policy level determines an optimal historical phase to pursue the work relating to what still remains to be done to favour the

emergence of an ecosystem as favourable as possible for ECEC professionalisation, conceived as a driver of diversity inclusion in those settings.

Almost all European countries regulate the minimum qualification levels required to become a core practitioner. One third of European education systems require core practitioners working with a group of younger children (usually under the age of three) to have a Bachelor's degree or higher level of qualification. The proportion of education systems requiring core practitioners to have a Bachelor's degree or higher level of qualification in ECEC (or in education) is higher for those working with older children, and three quarters of the education systems have such a requirement.

Member States are moving towards an inclusive education model, but most policies still focus on compulsory school systems and/or on children with specific learning difficulties. In order to gain a more holistic approach in this sense, it seems crucial to hinge the process on institutional, regulatory and organisational drivers able to enhance and legitimise collegiality and joint work, thus the work of so-called communities of practice. Reflective competences ranging from the variety of issues tackled by ECEC staff appear indeed functional towards a systemic approach to ECEC workforce professionalisation. Despite this, ECEC staff rarely have the same possibilities for induction, in-service training and continuous professional development as are available to school teachers.

3.2 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Bulgaria

Strengths:	Opportunities:
<ul style="list-style-type: none"> ▪ Increased understanding of staff about the importance of diversity inclusion ▪ Will to change ▪ Existence of legislative framework ▪ Well-trained resource teachers and support specialists ▪ Relatively good traditions in ECEC provision ▪ Existing good practices and models 	<ul style="list-style-type: none"> ▪ Cooperation with stakeholders ▪ EU projects ▪ Existing good practices abroad ▪ Increased training offers
Weaknesses:	Threats:
<ul style="list-style-type: none"> ▪ Diversity and inclusion is not a basic strategic principle ▪ Shortage of staff in ECEC ▪ Lack of enough resource teachers ▪ Inadequate practical training of teachers ▪ Lack of supervision ▪ Lack of time for training ▪ Lack of adequate funding - materials and equipment 	<ul style="list-style-type: none"> ▪ Volatility (unpredictable situation with coronavirus) ▪ Economic crisis ▪ Brain drains of teachers and specialists ▪ Existing biases and prejudice in society, negative speech (anti-Roma, etc.)

3.3 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Czech Republic

Strengths:	Opportunities:
<ul style="list-style-type: none"> ▪ Good national pre-school education framework programme ▪ Sufficient supply of quality courses and materials on diversity inclusion ▪ Well-trained professionals to work with children with special educational needs ▪ The topic of diversity inclusion is a part of a society-wide debate ▪ Strong political support for inclusion at the policy level (ministries, local level) ▪ Financial support for inclusive education is growing 	<ul style="list-style-type: none"> ▪ There is a network of educators who bring good practice and can spread it further ▪ There is a large proportion of teachers willing to learn innovative education methods, which help them in their work with children
Weaknesses:	Threats:
<ul style="list-style-type: none"> ▪ No universally accepted definition of professional standards for teachers ▪ Pre-school education facilities do not cooperate in a sufficient way with local actors (NGOs, social services, non-formal educators) supporting integration of immigrants/minority groups into society ▪ Educators lack competencies and practical training for inclusion of children with special educational needs ▪ Teachers do not receive sufficient language training to an adequate extent to work with children with different mother tongues ▪ Lack of guidelines/ practical materials for teaching ▪ The quality of some diversity inclusion courses is low ▪ Lack of training opportunities for school assistants ▪ There are big groups of children in classes that do not allow for an individual approach to children's needs ▪ Lack of cooperation/partnership between teachers and parents 	<ul style="list-style-type: none"> ▪ The majority of teaching staff have a negative attitude towards inclusive education and its sub-areas ▪ Funding for proven and successful innovative projects/initiatives is short term and sporadic, which hinders the systematic implementation of change ▪ There are negative attitudes towards inclusion within society

3.4 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Italy

<p>Strengths:</p> <ul style="list-style-type: none"> ▪ ECEC workers' professional development has a strong tradition of local support in Italy ▪ Critical reflection, connected to observation and documentation, is the central trend, inspiring several new programmes ▪ Certain regions and municipalities have made ECEC professionalisation a priority, also thanks to the support of the research world 	<p>Opportunities:</p> <ul style="list-style-type: none"> ▪ The national policy is guided by a vision that all teachers can access career-long professional learning opportunities regarding the principles of inclusive education ▪ The legislation referred to career-long professional learning is quickly advancing ▪ A network of coordinators exists in two regions: Tuscany and Emilia Romagna
<p>Weaknesses:</p> <ul style="list-style-type: none"> ▪ Opportunities vary between the nursery school and preschool sectors, with the former relying more on municipal or institutional funding, while the Ministry of Education, Universities and Research provides ongoing training for preschool teachers ▪ It is at the discretion of each school to define their in-service training plan related to training needs in terms of inclusive education ▪ The system, despite being conceived to boost inclusive learning, is still mainly focused on the inclusion of children with disabilities or special educational needs ▪ There is no systematic monitoring and evaluation of professional development in the country, and no research being conducted on how professional development impacts ECEC 	<p>Threats:</p> <ul style="list-style-type: none"> ▪ The last decade has seen increasing budget cuts at the national level in investments for education

3.5 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Slovakia

Strengths:	Opportunities:
<ul style="list-style-type: none"> ▪ Established legal environment, underpinned by supranational strategic and programming documents ▪ Reform changes across ministries and the creation of new support systems ▪ The willingness of stakeholders to develop services ▪ The experience of piloting services for socially disadvantaged families by non-profit organisations ▪ Compulsory participation in the kindergarten education programme for children aged 5 and over 	<ul style="list-style-type: none"> ▪ Linking health, social care and education systems ▪ Overall improvement and availability of social services and interventions for children and families with children ▪ Better use of information and linking of systems increasing the commitment of providers to the development of the service training of staff ▪ Support for the development of newly established services ▪ Funding from the Structural Funds ▪ Increasing the independence and inclusion of people from socially disadvantaged backgrounds, should they have access to support services in childhood
Weaknesses:	Threats:
<ul style="list-style-type: none"> ▪ Low regional services availability ▪ Lack of information campaigns and outreach programmes ▪ The inconsistent quality of services provided across Slovakia, ▪ Insufficient funding ▪ Insufficient sustainability of projects after their completion ▪ Insufficient flexibility in support systems ▪ Lack of interventions and services causing a negative impact on families ▪ Dependence of existing programmes and projects implemented in the MRC on EU funding ▪ Poorly developed institutional infrastructure and lack of qualified professionals for ECEC 	<ul style="list-style-type: none"> ▪ Lack of financial linkages requiring the involvement of several ministries for selected services and responsible actors ▪ Sustainability of change and continuity ▪ Failure of effective dialogue between the partners involved ▪ An absence of professional staff ▪ Lack of interest of providers to provide services ▪ The current pandemic situation ▪ Lack of political will to allocate the necessary funding for early care services for socially disadvantaged families

3.6 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in Netherlands

Strengths:	Opportunities:
<ul style="list-style-type: none"> ▪ ISOTIS project brought in new insights and suggestions for creating a more inclusive, intercultural, and justice system and practice ▪ Landelijke Kwaliteitsmonitor Kinderopvang – LKK (National Quality Monitor for Childcare) collects yearly data on the quality of ECEC in the Netherlands and the project is prolonged until 2025, and an increased focus on the multicultural perspectives and practices in the system is foreseen, as well as the societal impact of a more diverse and inclusive childcare service provision ▪ In 2018, Wet Innovatie Kwaliteit Kinderopvang (IKK) (Childcare Innovation Quality Act) introduced the pedagogical policy officer to ECEC organisations, to function as a pedagogical coach 	<ul style="list-style-type: none"> ▪ Political momentum which can bring positive change or create additional tensions and disputes ▪ Public discussions about the Black Pete (Zwarte Pete) and colonial past of the Netherlands and the Black Lives Matter movement made more people aware of the problems and open for change ▪ Daycare providers and parents see the need to start to work on diversity inclusion from the earliest age to build social cohesion and prepare young people to live constructively and peacefully in a very diverse society ▪ The hybrid ECEC system in the Netherlands creates both challenges and opportunities. The system shifts organisations that are run by the municipality to become more client-centred and initiative taking. On the other hand, it increases the effective reach out to vulnerable and disadvantaged communities and provision of high-quality inclusive ECEC. Facilitating these organisations in a hybrid system can contribute to a fairer redistribution of society's collective wealth ▪ Existence of the pedagogical coaches and pedagogical policy officers and the fact that diversity and inclusion are on their agenda, because these concepts and the concept of quality are intertwined, so some of them will include these topics in the pedagogical policy of the provider

Weaknesses:	Threats:
<ul style="list-style-type: none"> ▪ ECEC system is very complex (hybrid), privatised (guided by marketing philosophy), expensive and still favours working parents ▪ In many cases those who need the ECEC the most are usually excluded ▪ Profit and non-profit organisations are competing each other in terms of attracting parents which negatively affects the quality and reduces accessibility ▪ Lack of national frameworks of quality, curriculum and professionalisation in ECEC ▪ Day-care workforce is not prepared to work in a very diverse context ▪ The workforce is also not prepared to go beyond dealing with diversity and address very challenging situations related to discrimination, biases and exclusion based on language, ethnicity, religion, cultural background and immigration status ▪ Apart from individual initiatives of several organisations, a systemic reflection and learning on multiculturalism is missing ▪ The general focus in the classroom environment is on monolingualism, mainly from the perspective that children coming from diverse backgrounds learn Dutch and integrate, although there are ECEC centres that value multilingualism (in the sense that acknowledging the mother tongue of children) ▪ Current national curriculum does not involve guidelines in terms of accepting and acknowledging mother-tongue in the classrooms 	<ul style="list-style-type: none"> ▪ ECEC services have the right to choose what they are going to do and implement and what kind of professional development they will organise ▪ Social inclusion is not an explicit theme either in vocational training profiles and competency frameworks ▪ Definitions of social inclusion from recent theoretical publications have not (yet) been incorporated in vocational training curricula and ECEC practice ▪ In general, Dutch culture is known to be tolerant but it brings an understanding of being "colour blind". However, the understanding of colour blindness sometimes prevents deeper acknowledgement of these groups to fully include them, to effectively respond to their needs and demands ▪ Neighbourhood level segregation, including the big super diverse cities, poses a threat for social inclusion and cohesion. As families and children mainly use the services available in the neighbourhood, this creates a disproportionate composition in ECEC centres

3.7 - SWOT analysis on the state of ECEC staff professionalisation for diversity inclusion in UK

Strengths:	Opportunities:
<ul style="list-style-type: none"> ▪ Policies show legal commitment to Equality and Diversity inclusion ▪ Issues relating to gender (minorities) are increasingly understood, accepted, and gaining traction regarding mainstream education policy ▪ Staff support measures exist in workplaces ▪ Institutions now incorporate diversity/inclusion in their policies and websites 	<ul style="list-style-type: none"> ▪ In line with most European countries, equality and diversity issues are already a staple focus of the UK education system (room for improvement) ▪ ECEC is far more focused on the child rather than the curriculum: easier to make changes/adaptations to provision ▪ It is easier for ECEC professionals to work together with families: parents are more involved in Early Years education of their children
Weaknesses:	Threats:
<ul style="list-style-type: none"> ▪ Absence of a long-term ECEC policy strategy (England in particular) ▪ Low pay ▪ Lack of funding available for ECEC resources ▪ Staff shortages and recruitment strategies ▪ Absence of "Diversity Ambassador" as a specialist to drive awareness ▪ Most equality and diversity training is not face-to-face, but online (not as effective) ▪ Parents can have different attitudes to bringing up their children ▪ Low expectations of what young children can do and understand 	<ul style="list-style-type: none"> ▪ Disparities in pay and conditions ▪ Failure to achieve full integration of education and care ▪ Sector is underfunded ▪ Sector suffers from gender inequality – too few men employed

4. EQF OF A DIVERSITY AMBASSADOR IN ECEC

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Valuing the Diversity of children and families	Characteristics and values of diversity inclusive early childhood education and care environments	The Diversity Ambassador is expected to observe, notify and coordinate the promotion of diversity inclusion principles in ECEC environment	Have knowledge and understanding of the theoretical and practical concepts and principles underpinning inclusive Early childhood education at the national and European levels	Is able to deconstruct historical, economic, cultural and social dimensions of influencing ECEC inclusiveness to take adequate actions to influence current situations and inclusiveness contexts	Value that diversity inclusion in ECEC is based upon a belief in equity (fairness) equality (equal outcomes), child and human rights and democracy for all children
		The Diversity Ambassador is expected to understand different aspects of a setting's inclusiveness and subsequently promote concrete actions to ensure an inclusive ECEC environment for all children	Know ECEC policies regulating ECEC national system, and how they impact on diversity inclusion of children and families Shares strengths and weaknesses of the ECEC system and helps other practitioners understand them	Actively reflects on their own beliefs and attitudes, the social, learning, policy and physical pre-school environment, and supports other colleagues to do it. Predict the impact all this could have in terms of children and families' diversity inclusion Knows how to mobilise colleagues to create a change. Suggests and contributes to revision and update of the centre's policy documents in cooperation with parental committees and colleagues	Integrate coping strategies that prepare ECEC practitioners and assistants to challenge non-inclusive attitudes, beliefs, actions and segregated situations in the ECEC centre/setting

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to promote diversity that exists, coordinating the promotion of children's differences as a resource and an asset in ECEC environments	Recall that inclusive education is an approach for all learners, not limited to children who are perceived to have different needs and may be at risk of exclusion from early childhood education opportunities	Engage in ethical and honest approaches and exchange at all times in ECEC practices, and respect confidentiality	Promote empathy and unbiased approaches to the diverse needs of all children and their families
		The Diversity Ambassador is expected to develop a culture of ECEC conveying? f respectful terminology, approaches and attitudes in ECEC settings	Explain the language of inclusion, multiculturalism and diversity and the implications of avoiding labelling and using appropriate, non-biased terminology to describe and categorise children and families	Point out the importance of respect in social relationships and the use of sensitive language with all children, families and stakeholders in ECEC	Argue that diversity inclusive early childhood education is about societal, cultural and policy reform Stress that the use of non-stereotyped and non-judgemental languages is non-negotiable
		The Diversity Ambassador is expected to supervise the holistic and multifaceted implementation of diversity inclusion in ECEC environments	Recognise diversity inclusive ECEC as accessible (universal access to ECEC services) participative (fairness and equity of the learning experiences) and achievements(quality of learning processes and outcomes) of all children	Illustrate that a general and superficial conception of ECEC accessibility is not enough: diversity inclusive participation in ECEC means that all children feel welcomed and are engaged in learning activities that are meaningful for their development	Interpret that diversity inclusive early childhood education and quality in ECEC cannot be viewed as separate issues and have an impact on all children and families, sending a message that there is no quality without equity in ECEC

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Valuing the Diversity of children and families	The ECEC core practitioner's view of children's different perspectives	The Diversity Ambassador is expected to coordinate the identification of different children's needs without labelling them, so for the centre to act in a way to meet them.	Distinguish essential information about diversities among children (arising from support needs, culture, language, socio-economic background etc.)	Identify the most appropriate ways of responding to diversity among children and families and situations in ECEC environments Detect predictors of specific learning challenges in children, as well as in adaptation, building social contacts etc.	Defend that all people and children are all different' and that categorisation and labelling children and their families can have a negative impact upon learning opportunities
		The Diversity Ambassador is expected to supervise that all children's perspectives are taken into account on all essential matters that impact their development, learning and wellbeing	Explain that children's perspectives can be used as a resource to facilitate understanding about diversity for themselves and their peers	Demonstrate that diversity among children in ECEC can serve as a resource for teaching Demonstrate that learning how to learn from differences is key in this sense	Support that all children's voices should be heard and valued in an equal, welcoming and tolerant atmosphere
		The Diversity Ambassador is expected to value, acknowledge, and supervise the respect of all aspects of a child's identity(s) so for the ECEC curriculum and setting's pedagogical vision to promote a whole child approach	Estimate that children act, behave and learn in different ways and this complexity can be used to support their own learning and that of their peers	Address diversity and cultural sensitivity in curriculum design and implementation	Assess that content, materials, space, and learning and/or teaching strategies have a key impact on children's self-esteem and, as a consequence, on their learning outcomes and overall development

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Valuing the Diversity of children and families	The ECEC core practitioner's view of children's different perspectives	The Diversity Ambassador is expected to manage the adjustment of diversity inclusive strategies in ECEC settings in accordance with the specificities of the system and the classrooms	Infer that the ECEC system and classrooms' population is constantly changing and diversity cannot be seen as a static concept	Contribute to building dynamic and forward-looking ECEC settings as inclusive learning communities that respect, encourage and celebrate all children's achievements	Reiterate that children's diversity is to be respected, valued and understood as an evolving resource that enhances learning opportunities and adds value to continuously changing ECEC systems, local communities, families and societies

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Supporting All Children	Promoting the practical, social and emotional learning of all children	The Diversity Ambassador is expected to develop a democratic ECEC environment that encourages and empowers families and parents to regularly contribute to decision making, improvement of ECEC quality and curriculum for diversity inclusion	Understand the value of collaborative working with children's parents, families and communities	Be an effective verbal and non-verbal communicator who can respond to the varied communication needs of children, parents and other ECEC professionals, being aware of the impact their values and attitudes have on children and their families	Promote empathy and unbiased approaches to the diverse needs of all children and their families
		The Diversity Ambassador is expected to supervise that equal importance is given to cognitive, pedagogical, intellectual and socio-emotional learning and development of children	Understand how the different environments can support holistic child development List child development patterns and pathways, particularly in relation to social, emotional, cognitive, physical development and communication skills	Support the development of children's communication skills Implement positive behaviour management approaches that support children's social development and interactions Develop autonomous children, observe and document progresses Ensure that teachers are using a variety of approaches to meet the needs of all children, adapting the learning environment in this sense and recognise the needs for involving other professionals	Estimate that: developing autonomy and self determination in all learners is essential practical, social and emotional learning are equally important for all children learning is primarily a social activity

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to ensure that high expectations are set for all children and that models of learning and approaches enable all children for meaningful participation	<p>Describe different theoretical models of learning and approaches to learning children may take</p> <p>Have a deep understanding of the ECEC setting's curriculum, the value of play and early childhood development in order to support individual children and groups</p>	<p>Develop and organise different pedagogical experiences and ECEC activities</p> <p>Facilitate learning situations where children can 'take risks' and even fail in a safe, respectful and non-judgmental environment</p> <p>Facilitate cooperative learning approaches</p> <p>Assess and then develop 'learning to learn skills' from an early age</p>	<p>Defend that:</p> <p>all children should be active decision-makers in their learning and any assessment processes they are involved in the learning potential of each children has to be trusted, discovered and stimulated</p> <p>ECEC practitioners' expectations are a key determinant of children's success and therefore high expectations for all children are critical</p>

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Supporting All Children	Effective teaching approaches in heterogeneous classes	The Diversity Ambassador is expected to coordinate diversity inclusive and responsible classroom management approaches	Reproduce positive behaviour and inclusive classroom management approaches, encouraging participation and embracing diversity	Employ classroom leadership skills that involve systematic approaches to positive and inclusive classroom management Work with individual children as well as heterogeneous groups	Judge that, effective teachers are teachers of all children, thus taking the responsibility for facilitating equal access to early childhood education services of all children
		The Diversity Ambassador is expected to review the adequacy of physical and social components in ECEC environments (classrooms etc.) so for the settings to ensure diversity inclusion to all children	Describe the key physical and social components of the classroom so for it to support diversity inclusive learning Observe and recognise the learning context in a holistic way, not limiting the initiative to the needs of individual children but wondering about the group's needs	Facilitate cooperative learning where children help each other in different ways within flexible learner groupings Use a range of teaching methods, tools and approaches in systematic ways, including the employ of ICT and adaptive technology to support flexible and distance learning Use ECEC individualised approaches that are evidence based and experiential Provide clear feedback to children	Appraise that the learning process is effective for all children, provided that it is comprehensive and flexible enough to respond to all children's needs

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to exercise the importance of social competences and lifelong learning towards ECEC settings' diversity inclusiveness	Recognise the development of basic skills – in particular key social competences – along with associated teaching and assessment approaches addressing different barriers to learning	Engage in collaborative, play-based problem solving with children Draw on a range of verbal and non-verbal communication skills to facilitate learning Use formative and summative assessment that identify the strengths of a children, support learning and does not label or lead to negative consequences for children	Predict that on some occasions, particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches Estimate that learning is a process and a goal for all children is to develop the full potential including knowledge, skills, attitudes
		The Diversity Ambassador is expected to supervise on the effectiveness of ECEC provision as functional to all children's autonomy	Outline personalised learning approaches and curriculum's content to support all children's autonomy in their learning	Use the curriculum as a tool for diversity inclusion that supports universal access of children to learning Differentiate methods, content and outcomes for learning in ECEC	Argue that children's abilities are not fixed; all children have the capacity to learn and develop their autonomy

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Working With Others	Working with parents and families of children	The Diversity Ambassador is expected to coordinate a participatory design, implementation and monitoring process as for the ECEC curriculum, with parents, families and staff working together on this aspect	Relate diversity inclusive early childhood education with a collaborative and creative working approach, involving parents and families	Effectively engage parents and families in supporting their children's learning	Promote the added value of working collaboratively with parents and families of all children
		The Diversity Ambassador is expected to manage the growing challenges that increasing diversity among children and families creates in daily practice and is flexible in responding to this complexity with positive interpersonal skills	Recall the importance of positive interpersonal skills and the impact of interpersonal relationships on the achievement of learning goals of children	Communicate effectively with parents and family members of different cultural, ethnic, linguistic, socio-economic backgrounds, individuality and level of ability Use artefacts, stories and other resources from community	Respect the cultural and social backgrounds and perspectives of parents, families and communities Value effective communication and collaboration with parents and families as a teacher's responsibility

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Working With Others	Working with a range of other ECEC professionals and stakeholders	The Diversity Ambassador is expected to coordinate the work of sectoral experts so to increase the inclusivity of classrooms	Define multi-agency working models where ECEC practitioners co-operate in inclusive classrooms with other experts, methodologists and staff from a range of different disciplines	Implement class-room leadership and management skills that facilitate effective multi-agency working Co-teach and work in flexible teaching teams Draw on a range of verbal and non-verbal communication skills to facilitate working cooperatively with other ECEC practitioners	Value the benefits of collaborative work among teachers and ECEC professionals
		The Diversity Ambassador is expected to supervise the work of multi-disciplinary groups of experts so to increase the inclusivity of classrooms	Select collaborative teaching approaches where ECEC core practitioners take a team approach involving children themselves, parents, peers, other school teachers and support staff, as well as multi-disciplinary team members as appropriate	Contribute to wider partnerships with other schools, community organisations and other non formal and informal ECEC organisations Work as part of a ECEC community and drawing on the support of school/centre's internal and external resources	Promote that diversity inclusive early childhood education requires all teachers and staff to work in teams and should be welcomed in all ECEC settings

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to manage the contribution of relevant external support systems in a view to increase the setting's diversity inclusion	Identify support systems and structures available for further help, input and advice (e.g. health workers, social workers, family support teams etc.) Recognise the power relationships that exist between different stakeholders that have to be acknowledged and effectively dealt with	Build a class community that is part of a wider ECEC community at national and European levels Contribute to whole setting's evaluation, review and development processes towards diversity inclusion, so that stakeholders have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations	Argue that collaborative teamwork involving relevant advocacy groups and stakeholders supports ECEC professional development

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Personal Professional Development	Reflective ECEC practitioners	The Diversity Ambassador is expected to supervise on the setting's conception of early childhood education as a learning activity where practitioners and other staff take responsibility for their lifelong learning	Describe personal meta-cognitive, learning to learn skills, including professional leadership and mentoring approaches	Contribute to the development of the ECEC centre/school as a permanent learning community Provide guidance and support, including mentoring, to ECEC assistants or other staff	Support group and individual reflections on practice
		The Diversity Ambassador is expected to coordinate the ECEC setting's reflective practice within and outside the institution/organisation	Define what makes a reflective ECEC core practitioner and how personal reflection on and in action can be developed	Effectively involve others in reflecting upon teaching and learning	Estimate that reflective practice facilitates ECEC core practitioners to work effectively with parents as well as in teams with teachers, methodologists and other professionals working within and outside of the ECEC centre/school

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to continuously supervise the ECEC practitioner's performance. provide support and suggest the follow-up strategies	List methods and strategies for self and group reflections on own performance	Systematically evaluate/reflect on one's own performance Develop personal strategies for problem solving. Through self-reflection, to demonstrate improvements in the practice	Support the importance of evidence-based practice to guide an ECEC practitioner's work Appraise that early childhood education is a problem-solving activity that requires on-going and systematic planning, evaluation, reflection and then modified action

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
Personal Professional Development	Initial and continuous education as a foundation for ongoing professional learning and development of ECEC practitioners	The Diversity Ambassador is expected to manage the overall setting's development towards diversity inclusion	Recognise the educational law and the legal context they work within and their responsibilities and duties towards learners, their families, colleagues and the teaching profession within that legal context and the overall ECEC ecosystem	Contribute to the whole ECEC community learning and development processes	Defend that: ECEC practitioners have a responsibility for their own continuous professional development initial education is the first step in practitioners' professional lifelong learning early childhood education is a learning activity; being open to learning new skills and actively asking for information and advice is a good thing, not a weakness

Value	Learning Unit	Learning outcomes	Knowledge	Skills	Attitudes
		The Diversity Ambassador is expected to embrace and coordinate CPD programmes, approaches and theories responding to the multifaceted contemporary reality	List possibilities, opportunities, tools and routes for further in-service education, in order for practitioners and staff to develop knowledge and skills to enhance their diversity inclusive practices in ECEC environment, e.g. those offered by the European Commission, especially in the frame of Erasmus+	Apply flexibility in teaching strategies that promote innovation and personal learning. Employ time management strategies that will accommodate possibilities for pursuing in-service development opportunities. Be open to and proactive in using colleagues and other professionals as sources of learning and inspiration. Apply Marshall's approach to empathic communication, the intersectional feminism, as well as F. Canfora's neuroatipicity approach to diversity inclusion	Estimate that: a practitioner cannot be an expert in all questions related to inclusive education. Basic knowledge for those beginning in inclusive education is crucial, but continuous learning is essential change and development is constant in inclusive education and core practitioners need the skills to manage and respond to changing needs and demands throughout their careers

ANNEX 1: PERSON SPECIFICATION FOR ECEC DIVERSITY AMBASSADORS

WHO

The Diversity+ Ambassador in Early Childhood Education and Care environments is an open minded professional, able to lead transformation in ECEC towards a positive approach to hyperdiversity of children and families. They are team players who treats resistance to inclusion with empathy, resilience and innovation. They must be able to cooperate with stakeholders, including children, peers, managers, families and the wider community in a non-judgemental way.

WHAT

The Diversity+ Ambassador in Early Childhood Education and Care environments is expected to:

- observe, notify and coordinate the promotion of diversity inclusion principles in ECEC environment
- understand different aspects of r setting's inclusiveness and subsequently promote concrete actions to ensure an inclusive ECEC environment for all children
- promote diversity that exists, coordinating the promotion of children's differences as a resource and an asset in ECEC environments
- develop a culture of ECEC conveying? f respectful terminology, approaches and attitudes in ECEC settings
- supervise the holistic and multifaceted implementation of diversity inclusion in ECEC environments
- coordinate the identification of different children's needs without labelling them, so for the centre to act in a way to meet them.
- supervise that all children's perspectives are taken into account on all essential matters that impact their development, learning and well-being
- value, acknowledge, and supervise the respect of all aspects of a child's identity(s) so for the ECEC curriculum and setting's pedagogical vision to promote a whole child approach
- manage the adjustment of diversity inclusive strategies in ECEC settings in accordance with the specificities of the system and the classrooms
- develop a democratic ECEC environment that encourages and empow-

ers families and parents to regularly contribute to decision making, improvement of ECEC quality and curriculum for diversity inclusion

- supervise that equal importance is given to cognitive, pedagogical, intellectual and socio-emotional learning and development of children
- ensure that high expectations are set for all children and that models of learning and approaches enable all children for meaningful participation
- coordinate diversity inclusive and responsible classroom management approaches
- review the adequacy of physical and social components in ECEC environments (classrooms etc.) so for the settings to ensure diversity inclusion to all children
- exercise the importance of social competences and lifelong learning towards ECEC settings' diversity inclusiveness
- supervise on the effectiveness of ECEC provision as functional to all children's autonomy
- coordinate a participatory design, implementation and monitoring process as for the ECEC curriculum, with parents, families and staff working together on this aspect
- manage the growing challenges that increasing diversity among children and families creates in daily practice and is flexible in responding to this complexity with positive interpersonal skills
- coordinate the work of sectoral experts so to increase the inclusivity of classrooms
- supervise the work of multi-disciplinary groups of experts so to increase the inclusivity of classrooms
- manage the contribution of relevant external support systems in a view to increase the setting's diversity inclusion
- supervise on the setting's conception of early childhood education as a learning activity where practitioners and other staff take responsibility for their lifelong learning
- coordinate the ECEC setting's reflective practice within and outside the institution/organisation
- continuously supervise the ECEC practitioner's performance. provide support and suggest the follow-up strategies
- manage the overall setting's development towards diversity inclusion
- embrace and coordinate CPD programmes, approaches and theories responding to the multifaceted contemporary reality

WHY

The Diversity+ Ambassador in Early Childhood Education and Care environments values and promotes:

- the enriching diversity of children and families
- the importance of supporting all children and families in the light of inclusion
- the journey towards equality
- teamwork and cooperative problem solving
- non-judgemental relationship with key stakeholders (peers, children, families...)
- continuous Professional Development opportunities

ANNEX 2: ROADMAP/WORK-FLOW DIAGRAM FOR ECEC ORGANISATIONS TO USE TOWARDS THE ESTABLISHMENT OF A DIVERSITY AMBASSADOR ROLE

The 4-steps journey toward the establishment of a Diversity Ambassador role in ECEC environments:

1. Organisations willing to establish that role, will need to keep up-to-date with the different provisions to conform to in order to consider their service as "Diversity positive", so to create governance approaches to Diversity inclusion which are benchmarked against robust quality requirements, approaches and best practices from all over Europe. Concretely, the institutional change foreseen includes HR policy and staff training, activities design, facilities offered and children support solutions, towards the full, high-quality inclusion of the little ones, without bias and stereotypes. Useful Open educational resources: ([link to the Charter and eBook](#))
2. Forward-looking and inclusive ECEC organisations will then assess how multiple identities (the "diversities") fit into their services, so to develop approaches which are fully inclusive to all, with a specific focus on children from marginalised or vulnerable groups. To ease this process, they can make use of the Diversity+ Footprint Assessment Tool ([link](#)): based on the European Quality Framework for Early Childhood Education and Care, this interactive digital tool is meant to support ECEC officers to assess current services and mostly understand in a visual way the concrete, necessary steps needed to improve their provision. The organizations rated as having an 'excellent' Diversity footprint get a Certificate likely to increase the prestige of the organisation itself and encourage others to undertake a similar path.
3. Interested organisations will then identify a suitable professional, among the core practitioners, in a view to improve ECEC HR management, thus to profile key knowledge, skills and attitudes required to respond to individual and group needs of children from different backgrounds and with special educational exigencies. The school head will encourage Continuous professional development opportunities so for those individuals to develop key knowledge, skills and attitudes outlined in the Diversity+ European Qualification Framework (level 4) ([link](#)), through the use of specific learning resources complementing

that scheme. This will incredibly ease the international readability of professionals' competences, and thus their mobility across Europe.

4. The organisation will finally promote the use, among core practitioners and assistance, of the Diversity+ Serious game ([link](#)): an interactive serious game planned to help children in recognizing and challenging bias rather than internalizing them, to place a positive value on differences and to treat all people with respect. Indeed, the learning scenarios are built around common situations arising in everyday dynamics related to discrimination, racism, bias and stereotypes.

ANNEX 3: INSPIRING PRACTICES AND TOOLS TO SUPPORT THE ENHANCEMENT OF DIVERSITY INCLUSION IN ECEC

GENERAL RESOURCES ON DIVERSITY AND INCLUSION			
	Video: Ubuntu in Tierlantuin	2017	English and Dutch
Braunsteiner, M. &al.	A Perspective of Inclusion: Challenges for the Future	2018	English
European Commission	Toolkit for inclusive early childhood education and care - Providing high quality education and care to all young children	2021	English
European Commission	Strengthening the quality of early childhood education and care through inclusion	2020	English
Vandenbroeck, M., Lenaerts, K., & Beblavý, M.	Benefits of Early Childhood Education and Care and the conditions for obtaining them	2018	English
Vančíková, K., Porubský, Š., Šukolová, D., et al	Grasping the concept of inclusive school in Slovakia and England - Q study. In The New Educational Review	2021	English
Porubský, Š., Vančíková, K., Vaníková, T.	Possibilities and perspectives of inclusive education in Slovakia as a result of comparing historical development of two school educational systems. In ICERI 2017 : 10th international conference of education, research and innovation, 16.-18.11.2017, Seville : conference proceedings	2017	English

IMPROVING THE ACCESSIBILITY OF ECEC

Archambault, J. & al.	Early Childhood Education and Care Access for Children from Disadvantaged Backgrounds: Using a Framework to Guide Intervention	2019	English
CATCH	Reaching the “Hard-to-Reach” Families Investigating Research and Findings in Communities across the Globe (Includes practice recommendations)	2012	English
Daniel, S., Trikic, Z., Cortellesi G., and Kernan, M	What works guide: ECEC Play Hubs - a first step towards integration	2018	English
European Commission, EPIC	Access to quality education for children with special educational needs	2019	English
Raes, A., Piessens, A., Willockx, D.	Flexibility in childcare	2020	English, Dutch and French
Van Den Bosch, K. Artevelde University Vandenbroeck & al.	Feasibility study for upscaling: Providing Access to Childcare and Employment (PACE) Accessibility of Early Childhood Education and Care (ECEC) for children from ethnic minority and low-income families	2013	English
Vandekerckhove, A., Trikic, Z. et.al.	Manual for Diversification of Programs for Preschool Education	2013	English
/	Expanding Access to Early Childhood Programs	/	English

IMPROVING THE ACCESSIBILITY OF ECEC

Kahanec, M., Petrasová, A., Rosinská, M., Rusnák, J., Rusnáková, J. & Sabo, R.	Analýza vstupného monitoring a hodnotenia cieľov, obsahu a aktivít realizovaných verejných politík vzhľadom k prístupnosti predprimárneho vzdelávania detí zo sociálne znevýhodneného prostredia. (Analysis of initial monitoring and evaluation of goals, content and activities of implemented public policies with regard to the accessibility of pre-primary education of children from socially disadvantaged backgrounds)		Slovak
Hall, R., Drál, P., Fridrichová, P., Hapalová, M., Lukáč, S., Miškolci, J. & Vančíková, K.	Learning makes sense project: The Analysis of Findings about the State of the Education System in Slovakia - Education openness, flexibility and permeability	2020	English

Diversity + E- book

Bulgaria	Multisensory Garden - Karindom		
	Active inclusion in the system of preschool education		
	Integration of Roma children		
	Inclusive education of children with SEN		
	Promoting access through removing taxes		
Czech Republic	Adaptation days		
	MŠ Sluníčko - Safety and Growth for All Children		
	The Good Start Methodology		

IMPROVING THE ACCESSIBILITY OF ECEC

Italy	S.P.E.R.A. PROJECT – Open Educational and Recreational Spaces		
	Prima Infanzia Social Club		
	Bambini: Dalla Periferia al Centro		
Slovakia	Toy for Inclusion		
	DETSTVO DEŤOM		
Belgium	ELMER, Brussels - Open Doors and Open Minds		
	Family Support Workers		
	Neighbourhoods as mirrors to create diversity positive services		
Croatia	Smooth transition to primary school for Roma children		

RESOURCES SUPPORTING THE UPSKILLING OF ECEC WORKFORCE TOWARDS DIVERSITY INCLUSION

Bonetti, S.	The early years workforce: A fragmented picture	2018	English
Hostyn I., Mäkitalo, A-R., et al.	ProuD! Pedagogical, Reflective, Orgulous and Useable Documenting!	2017	English
ISSA&DECET	Diversity and Social Inclusion - Exploring Competences for Professional Practice in Early Childhood Education and Care	2011	English
ERASMUS+ SOCIAL INCLUSION, EDUCATION AND URBAN POLICY FOR YOUNG CHILDREN Project	Social Inclusion, Education And Urban Policy For Young Children	2019	English
Fatherhood Institute	Men in Childcare	2015	English
Karlsudd, P.	Promoting Diversity and Belonging: Preschool Staff's Perspective on Inclusive Factors in the Swedish Preschool		English
Miller. A.	Creating Effective Professional Learning Communities	2020	English
Sharmahd N., & al.	Transforming European ECEC services and primary schools into professional learning communities Drivers, barriers and ways forward : analytical report	2017	English
Slot,P. &al.	Integrative report: Professionals and organizations Includes competences of professionals and practice recommendations	2019	English
Slot,P. &al/ISOTIS	The role of professionals in promoting diversity and inclusiveness	2019	English

RESOURCES SUPPORTING THE UPSKILLING OF ECEC WORKFORCE TOWARDS DIVERSITY INCLUSION

VVOB Education for Development	GRP4ECE Toolkit: Gender-Responsive Pedagogy for Early Childhood Education, a Toolkit for Teachers and School Leaders	2019	English
Farkas, Z., Melikantová, P., Mínyová, M., Mušinka, A.	No child left behind? Study on Early Childhood Development (ECD) and Early Childhood Education and Care (ECEC) interventions (with focus on the Hungarian-Slovak border area)	2020	English
Diversity + E- book			
Bulgaria	Active inclusion in the system of preschool education		
Czech Republic	The Good Start Methodology		
The Netherlands	KindeRdam - Building a Democratic Community		
UK	MITEY - Men In The Early Years		
Croatia	Professional Learning Communities for quality and diversity		

DEVELOPING DIVERSITY INCLUSIVE ECEC CURRICULA

Aguiar,C. & Silva,S.C. (ed.)	ISOTIS: Case studies on curriculum, pedagogy, and social climate interventions tackling inequalities	2018	English
Australian Human Rights Commission	Building belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice	2016	English
Cortellesi, G. et al.	TOY FOR INCLUSION TOOLKIT	2018	English
Esquivel,K.	THE ROLE OF EQUITY AND DIVERSITY IN EARLY CHILDHOOD EDUCATION An Open Educational Resources Publication by College of the Canyons	2020	English
Head Start/ Early Childhood Learning Center	Teacher Time Center	2021	English
Inclusion & diversity service Ireland	Together towards inclusion PRE-SCHOOL TOOLKIT FOR DIVERSITY	2010	English
Manning, K.	Incorporating equity and inclusion in early childhood curriculum	2021	English
NAYEC	Recommendations for ECEC educators		
Papaprocopiu,N. &al.	Toolkit for Day Care Centers "Young Refugee Children in Greek Early Childhood Day Care Centers" (booklet and activity cards)	2020	English, Greek
Trikic,Z &Stelakis, N. (ed.)	Building Bridges: Bridging the Gap - Supporting wellbeing, learning, development and integration of young refugee and migrant children	2020	English, Greek
Trikic, Z	Building Opportunities in Early Childhood from the Start - A Teacher's Guide to Good Practices in Inclusive Early Childhood Services	2012	English

DEVELOPING DIVERSITY INCLUSIVE ECEC CURRICULA

Turner, M. and Morgan, A.	Opening eyes onto inclusion and diversity in early childhood education		English
UNESCO Bangkok	Embracing diversity toolkit for creating inclusive, learning-friendly environments		
Diversity + E- book			
Bulgaria	Multisensory Garden - Karindom		
	Inclusive education of children with SEN		
Czech Republic	Adaptation days		
	MŠ Sluníčko - Safety and Growth for All Children		
Italy	ARTLUDIK		
	LIBELA'		
	Associazione Genitori Scuola Di Donato		
Slovakia	AFLATOT		
	DETSTVO DEŤOM		
The Netherlands	The Language Friendly Schools		
	KindeRdam - Building a Democratic Community		
	LUDENS Day Care Center		
UK	Schools Out		
Germany	Bridging Diversity: An Early Years Programme		
Slovenia	Public kindergarten Ringeraja		

MONITORING AND EVALUATION OF DIVERSITY INCLUSION APPROACHES IN ECEC

California Child care	Quality Inclusive Child Care Checklist		English
Diversity+ Project	Diversity + Charter		English, Italian, Slovak, Czeck, Dutch
European Agency for Special Needs and Inclusive Education	INCLUSIVE EARLY CHILDHOOD EDUCATION ENVIRONMENT SELF-REFLECTION TOOL	2017	English
ISSA	Competent Educators of the 21st Century: Principles of Quality Pedagogy		English, Roma, Russian, Spanish, French
KIDSactive National Development Division	All of Us Inclusion Checklist for Settings		English
New Jersey Council on Developmental Disabilities New Jersey Coalition for Inclusive Education	Quality Indicators for Effective Inclusive Education Guidebook		English
SEQUENCES – Self and external Evaluation of QUality in EUrope to Nourish Childhood Education Services	Toolkit for the self and external evaluation of early childhood education and care provision Additional documents in different languages	2019	English
Schuman, H.	Self- and Peer Evaluation in Inclusive ECEC Settings	2017	English
UNC	EARLY CARE AND EDUCATION ENVIRONMENT INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION	2020	English
University of Calgary	Inclusive Teaching Checklist	2012	English

MONITORING AND EVALUATION OF DIVERSITY INCLUSION APPROACHES IN ECEC

Diversity + E- book

Italy	Bambini: Dalla Periferia al Centro		
The Netherlands	LUDENS Day Care Center		
UK	MITEY - Men In The Early Years		
	Rights Respecting Schools UNICEF UK Award		
	Schools Out		
Belgium	ELMER, Brussels - Open Doors and Open Minds		
Germany	Bridging Diversity: An Early Years Programme		

ECEC GOVERNANCE FOR DIVERSITY INCLUSION

Blevins, D. & al	Start with Equity: From the Early Years to the Early Grades	2021	English
Diversity in Early Childhood Education and Training (DECET)	Making sense of good practice	2007	English
Ceneter for great teachers and leaders	Insights on Diversifying the Educator Workforce: Data Tool for Practitioners		English
Open, Learn, Create	2 Whole school approaches		English
OECD	Building a High-Quality Early Childhood Education and Care Workforce : Starting Strong Survey: Chapter 4. Leadership and management in early childhood education and care centres	2018	English
Stier, J. & al.	Diversity management in pre-schools using a critical incident approach	2012	English
Van Keulen, A., and Vandekerckhove, A., et al.	European Quality Framework: 5 Steps to Quality	2017	English, Dutch
Young Fail, Erasmus+	A WHOLE SCHOOL APPROACH to Tackling Early School Leaving		English
Diversity + E- book			
Bulgaria	Active inclusion in the system of preschool education		
	Promoting access through removing taxes		
	Model of preschool integration of children with special needs		
Italy	Prima Infanzia Social Club		
	Associazione Genitori Scuola Di Donato		

ECEC GOVERNANCE FOR DIVERSITY INCLUSION

Slovakia	Toy for Inclusion		
	AFLATOT		
UK	Rights Respecting Schools UNICEF UK Award		
Belgium	Neighbourhoods as mirrors to create diversity positive services		
Croatia	Smooth transition to primary school for Roma children		
Slovenia	Public kindergarten Ringeraja		

DIVERSITY



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



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.