

METHODICAL HANDBOOK FOR CULTURAL AND SOCIAL DIVERSITY IN PRESCHOOL EDUCATION

Methodical manual
for preschool teachers

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INTRODUCTION

The main aim of the project, which is behind this publication, was to create and strengthen international partnerships between workplaces and institutions that have a similar focus and try to solve similar theoretical and practical issues. Thus, within the framework of this project, a partnership was formed between three Central European universities (Slovak Trnava University in Trnava, Hungarian Sopron University, Bulgarian University of St. Cyril and Methodius in Veliko Turnovo with their pedagogical faculties), one university in Indonesia (Semarang State University in Central Java) and selected kindergartens from participating European countries.

All the participating institutions have in common that they devote themselves intensively to early and pre-school education. Universities through the training of teachers of preschool education, research in the field and the development of conceptual materials for this segment of education. Kindergartens through the direct practical implementation of early and pre-school education and through the practical dealing with the challenges and problems that today's early childhood education is confronted with.

The participating European countries also have in common that they represent countries with a similar historical experience of the communist regime and subsequent post-socialist development and democracy building at all levels of social life, including education and training. The paradox is that, at least in the field of education and pedagogy, these countries stopped maintaining contact with each other, did not cooperate and did not have systematic information about themselves, so the development of pre-school education was not similar and it was not based on sharing experiences or failures, which could influence the own potential of individual countries.

We have deliberately provoked the cooperation of these countries in order to multiply the potential of individual countries by international cooperation and coordination of the development of those areas of early childhood education and care which are common and clearly have a transnational dimension. The partnership has revitalized the involvement of a university from a completely different cultural background, Indonesia, and the reason for enriching the project was the central theme of the project, namely cultural and social diversity in early and pre-school education, together with strengthening inclusive approaches to education as there is a direct answer to how to work with diversity in pre-school education today. Indonesia is not only different and a country very distant from us, it is really very culturally, geographically, socially, linguistically, religiously differentiated, so unlike our conditions, at least the minimum level of inclusiveness is genetically encoded in it, which is for current European inclusive policy education an extremely instructive case.

Thus, in this publication we present the recorded stories of early and pre-school education of all participating partner countries. The individual chapters describe the current state and the existing system of early childhood education and care in all these countries. We see in them common features and differences, various priorities and their solutions, proposals for measures as well as political decisions and suggestions. These stories are further elaborated specifically in relation to the imperative of inclusive education, and we see that this is a universal priority that has varying degrees of conceptual, political and implementation grasp at the country level. This documents the fact that inclusion will probably never be the final state, but the process and path on which education becomes more or less inclusive. Particularly and not entirely straightforwardly at the political level on the one hand and at the practical level on the other. We also see that the paths to inclusion are really diverse, as evidenced by Indonesia's cooperation in this project. Here we see that the inclusion, which in Europe goes from the handicapped to the broader notion of diversity in education, has the opposite path in Indonesia. The traditionally diversified Indonesian educational culture, from mastered inclusion at the level of social and cultural diversity to subsequent inclusion with the inclusion of the disadvantaged children.

The stories on pre-school education in individual countries and on inclusive education policies, which are elaborated in this publication by university academics, are supplemented in the second part by practical and episodic contributions from cooperating kindergartens and their teachers. Participating kindergartens actively and consciously work with the idea of inclusion, within their conditions and possibilities. There are kindergartens that work programmatically with and within diversity, especially those that are multilingual and have children from different cultures and countries. But also ordinary kindergartens, which programmatically apply for inclusion and try to incorporate it into work and lean on it. The individual chapters of the practical part of this publication provide an insight into the "kitchen" of cooperating kindergartens. It is not that they are creating a special program for inclusive education for the purpose of this project. On the contrary, selected common activities of kindergartens are presented, which do not declare inclusiveness as a separate or explicit goal, but which naturally allow this inclusiveness for children.

Finally, one important thing needs to be said. Like everything in the last two years, the work on this project was significantly influenced by the COVID pandemic. It narrowed the space for mutual communication and coordination of work, several questions remained open, the space for consultations as well as personal business meetings and confrontations was cut short. Kindergartens have narrowed the space for experimentation, implementation and presentation of innovations. However, the partnerships have been established and are stable and lively. We see this as a challenge for further cooperation and a coordination basis for the gradual improvement of early childhood education and care in our countries through other mutual projects.

Editors

*Branislav Pupala
Dana Masaryková*

A.
THEORETICAL PART

1. WHY INCLUSIVE EDUCATION

Branislav Pupala

The idea of inclusive education is hardly questionable today. It is considered a universal and desirable principle of education, a kind of pedagogical ideal, a moral imperative, and a cultural ethos. It is based, in particular, on the values of social justice, equal opportunities, and the requirement of equal access to education.

The history of the idea of inclusive education goes back several centuries, and its practical application has been found in school systems since the 1960s. This, of course, has evolved and taken many forms. Today, the question is not whether to implement inclusive education, but rather how to understand it and how to implement it.

1.1 From the place of education to the way of education

Historically, in the 1960s, the practice of integration (predominantly in the U.S., then in Europe) came to life. This approach focused on children with disabilities and addressed the issue of WHERE children should be educated. The answer was that these children should be placed in mainstream schools. Placing children with disabilities in mainstream schools was, therefore, the main objective of integration. It was assumed that securing a place in mainstream schools would naturally bring about changes in children's teaching and learning. It was a structural solution to the dichotomy "common" and "special", which was supposed to obliterate this dichotomy. But it did not. Research has shown that integration cannot eliminate the segregation, discrimination, or marginalization of integrated children, nor does it improve their learning outcomes.

After the disappointment of integration, the idea of inclusive education emerged in the 1970s. Although still in custody only for children with disabilities, the solution is no longer sought solely through the question of WHERE and with whom children are placed, but especially how they are educated. This means that attention is paid to what environment enables children to offer the best learning opportunities, to ensure maximum development while emphasizing the conditions that will allow children to build a sense of belonging and well-being.

The parallel pursuit of the stated goals of inclusive education creates certain tensions and misunderstandings. Learning opportunities can provide an outstanding curriculum in education at a very good level. This idea of inclusion logically supports the existence of special schools that do not necessarily mean the exclusion of children. In this educational stream, the necessary educational services are more accessible to children compared to mainstream schools. However, it is clear that there are fewer opportunities for a universally supported sense of belonging to social life, and peers. The solution to this dilemma is how to combine the idea of harmonizing inclusive education, the place where children will learn (with an emphasis on mainstream learning), HOW they will learn (with an emphasis on providing quality learning experience and stimulating environment). All this must be in connection with more systematic support in the political governance of education, in the readiness of teachers for this change, and in providing the necessary service.

1.2 Inclusion in diversity

We have seen a more radical shift in the understanding of inclusive education since the mid-1990s. A key shift occurred after the Declaration of the Conference in the Spanish City of Salamanca (1994), which directly stated that inclusion is, in fact, a completely different concept than integration and that this concept does not only include children with health disadvantages. Inclusion in this notion is the elaboration of the idea of Education for all and includes the consideration of all children who are at risk of any form of segregation. It is a platform that highlights every child's right of to be educated in mainstream education without discrimination for whatever reason, whether it is a health disadvantage, unfavourable social and economic background, language barriers, ethnicity, or gender. Such a broad understanding of inclusive education is currently the most accepted version of this ideological stream. Although there are several arguments about it, it is hardly questionable to the idea that all schools should ensure equally good conditions for learning and education of all children.

Thus, inclusive education cannot be understood in the very narrow sense that it focuses on children with special needs (in terms of health disadvantages). Today, inclusive education is understood much broader: it applies to all children and takes into account their diversity and different backgrounds. The main idea is that all children should learn together in the mainstream, even though they have some difficulties, limitations, or are different, disadvantaged, or marginalized in various ways. The point is that schools can accept and respond effectively to the diverse needs and differences of children. The idea is simple: quality education should be accessible to all and be prepared for diversity.

Inclusion is a political issue and concerns social justice and equity in education. It is a global challenge that responds in particular to the fact that there are around 260 million children in the world who do not have access to education and are not

1. WHY INCLUSIVE EDUCATION

in school (around 60 million who should be in primary education and around 200 million who should be in secondary education). The reasons are varied: poverty, the remoteness of the environment where they live, language barriers, ethnicity, health constraints, but also natural disasters, war conflicts, and humanitarian crises.

But this is not just a problem for developing countries and areas plagued by poverty and crisis. Parents of some children in our conditions are also confronted with this problem when they are interested in placing their child with a health disadvantage or, for example, with a language barrier in an ordinary school. These schools refuse them, and they cannot accept and do not accept these children because they do not have the staff or the conditions to do so. If parents want their children to be educated in the area where they live, there is nothing left to them but to provide their children with home education. Despite the legitimacy of home education, for those who voluntarily choose it, it is the so-called forced home education for these parents. Therefore, these children are denied the opportunity to participate in everyday life of the school, establish social ties in the local community, and experience a common learning experience with their peers.

More and more countries recognize the broad understanding of inclusive education, with the concept of diversity at the centre of this understanding. Diversity is considered natural in every group of learners, and inclusive education is seen as increasing success through education (access to education), participation (quality of learning experience), and improving learning outcomes (learning process and performance) (European Agency, 2014).

1.3 Factors and conditions of inclusive education

Inclusive education is not just a matter for schools themselves, even if it takes place in them. Its support is a matter of interplay of many factors: politics and the legal system, public administration and funding, education programs, staffing and infrastructure of education systems, as well as societal beliefs, trust in the idea of inclusion, and common expectations.

All of these factors require interplay and mutual support. If we want children and pupils to have an inclusive education experience and our goal is an inclusive school, it is not enough to have inclusive education. An inclusive policy is also needed. While countries may have good inclusive practice cases, they do not have an inclusive policy. Or they may have an inclusive policy, but they have no inclusive education school.

For inclusive education to move forward and function effectively, the basic conditions must be met. In particular, it is a belief that:

- all children can learn,
- all children can attend class at their nearest school,

- an appropriate educational program is provided to each child,
- every child can participate in all school activities,
- every child is able to make the most of cooperation within the school as well as cooperation between the school, the family, and the community in which they live.

The success of inclusive education lies in adhering to and applying its basic principles. Inclusive education follows these principles:

- Accepting the belief that all children can participate in mainstream and classroom life.
- Providing maximum support to children, teachers, and teaching teams to make it possible for children to participate in mainstream school and classroom.
- Judging a child not by what he/she is unable to do, but by what he/she is able to achieve.
- Setting educational goals according to the possibilities of children. It is not necessary for children to learn exactly the same goals in order to learn together.
- Organize the learning environment to enable children to develop their real potential. For example, the teaching timetable can be flexible enough to allow as much time as possible that children need.
- Strong support from the school management, its founders, and other management and control bodies.
- Engaging teachers who have thorough knowledge of different ways of learning children so that children with different abilities can learn together.
- The teamwork of headmasters, teachers, support staff, and parents to deliver proper quality education in an inclusive environment.

In particular, the benefits of inclusive education are as follows:

- all children belong to the environment where they were born and where they live, build a sense of belonging and find their own place in that environment,
- children with different abilities are more motivated to learn if they are surrounded by other children,
- successful inclusion promotes the development of children's strengths and raises expectations for children,
- inclusion encourages the involvement of parents in the education of their children,
- increasing the sense of diversity and belonging, opening up opportunities to accept individual differences of people,
- inclusion promotes broad friendships, which are a prerequisite for a happy life, a source of models, and opportunities for each person's development.

1.4 Education without dichotomies

It is important to say again that inclusive education ceases to distinguish between mainstream general education and special education, ceases to speak of ,special

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‘education’, ceases to speak of ‘special education programs’ or ‘programs for children with special needs’. Special education specialists sometimes feel threatened and point out that inclusive education has diminished the focus on children with disabilities.

However, inclusive education counts on all children together in a common learning environment that can adapt to their needs and diversity. Therefore, inclusive education is mainly removing barriers on the road to make education common to all children. It also appears that there is no need to distinguish and make dichotomies between conventional teaching methods and ‘special’ methods aimed at children with greater diversity.

Studies show that the overwhelming majority of children satisfy universally used methods, which, of course, are adapted to the needs of children. It goes without saying that some children need more time, more revision, more examples, more communication channels, slower progression, and generally used teaching methods are adapted, regardless of whether they are „ordinary“ or „special“. It is also a matter of fact that children’s difference is a matter of degree of difference, not of their categorization. It is understandable that this requires very well-prepared teachers who sensitively perceive that differences among children are a natural part of life and human development. Thus, they are able to develop the necessary and new ways of teaching very flexibly.

1.5 Inclusion in preschool education

Ever since the idea of inclusive education has been widely promoted as education for all, it has been equally strongly asserted that early care and preschool education are essential for a good start to a successful and profitable education. Access to it is the basis of a good start to life, while broad participation in pre-school education is, in principle, a gateway to an inclusive learning environment. It is therefore particularly emphasized that inclusion begins in kindergarten. Why does inclusive education help at an early age? Because:

- every child deserves a chance to participate in the life of a broad society from the very beginning of life,
- early inclusion means prospective social inclusion in the future,
- inclusion at an early age means that children naturally learn from each other and have different models of the experience of others,
- early in childhood, children quickly form friendships and engage with a broad peer community and the community to which they belong,
- every child has a chance to kick-start their potential for growth and development.

The idea of inclusive preschool education and inclusive early intervention is a priority of international challenge, reflecting the critical fact that there are about

250 million children under the age of 5 from low and middle classes in the world who are at risk, which means they have no chance of achieving their development of potential and will be at the edge of lagging (Black et al., 2017, Vargas-Barón et al., 2019). It is almost certain that these children at risk will carry such a fate further and it will have a negative impact on their education and future life.

We know very well, and we have the experience that children belonging to this group are not just part of the distant developing world. We ourselves are confronted with such children who live in socially excluded communities and represent the most vulnerable group of children in our country. We also know that these children have the lowest participation in early and pre-school education, although, paradoxically, they would benefit from it greatly for their lives. But it is not only children from disadvantaged backgrounds, but all children who may find themselves in marginalization are at risk of discrimination or have in any way difficult participation in society or limited access to development incentives to access good education and full participation in social life.

Finally, early childhood inclusion is no different in today's understanding from the general knowledge of inclusion, as we have mentioned above. Many of the documents defining early childhood inclusion include the following definition:

“Early Education Inclusion is the values, policies, and practices that support the right of every child and family, regardless of their ability, to participate in a wide range of activities and events as full-fledged and equal members of the family, community, and society. The expected results of inclusive experiences for all children, so the children with and without disadvantages and for their families, include a sense of belonging, positive links, and friendships, as well as opportunities for development and learning that lead to the full realization of potential. At the same time, the definitive features that can be used to identify quality inclusive early childhood programs and services are access to learning opportunities, participation, and support”(DEC/NAYEC, 2009).

Access to learning opportunities is an expression of the universal and fundamental idea of education for all. For children at an early age, this means that they are able to engage in early and pre-school education that is open to them and where they can meet their peers. It is often sufficient to make small adjustments to the environment to adapt the school to children's individual needs. In order to include all children in a common environment, it is recommended to create a so-called Universal Design for Learning (see, e.g., Con-Powers et al., 2006), which envisages the principles that learning environments and activities can involve all children without the difference; it is flexible, variable and uses many channels for learning. This also applies to the content of education. The training program is also universal, sufficiently general, open, and flexible to be accessible to all children and create conditions for offering educational activities that allow joint learning, taking into account children's specific needs.

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Participation means ensuring that all children and their families experience involvement in the teaching support of these children. All possible ways of such support are used, the intensity of which depends on individual children's needs. Therefore, it is emphasized that participation is linked to the good evaluation of inclusion and is linked to the necessary intervention procedures to support children. In particular, promoting social and emotional development, accompanied by learning in all educational areas of early education, is considered to be important.

Support is a precondition for ensuring well-functioning inclusive education. The efforts of those seeking to create an inclusive environment, programs, and services will not be possible without providing adequate professional development for all concerned. This applies not only to teachers but also to parents, managers, specialists involved in working with children and families. In addition to the professional and special development of all stakeholders, it is essential that their mutual communication, cooperation, and coordination will be promoted. All specialized staff (special educators, therapists, social workers) should be integrated directly into the learning environment in which the inclusive environment is implemented.

1.6 From the ideas to the implementation of real steps

The ideas that stand in documents and statements promoting inclusive education are, of course, ideal constructions that do not describe reality but the desired goal or valued ideal. There is no complete harmony between reality and ideal. Although each European country agrees with the ideas of inclusive education, there is a greater or lesser gap between the desired state and the practice of inclusive education. In this respect, the situation must be perceived as being on the road to inclusive education, with each country seeking, modifying, and adapting to many conditions. Especially because there are many factors and players in the game.

The current policies of inclusive education differ from country to country. When we take Slovakia, its legislation shows that there is no comprehensive policy for inclusive education. Comparable countries such as Bulgaria are more advanced in this policy, but this does not automatically mean that reality will be dramatically better, even if it is better placed to do so. On the contrary, there are countries that have some sort of natural inclusion present in education. This is the case, for example, with Indonesia, which, due to its cultural traditions arising from diversity, is far more inclusive than other countries, although the country itself does not explicitly admit it.

It is also a problem that countries can emphasize different aspects of inclusive education when implementing inclusive education. It is not unusual that in practice inclusion is still focused only on groups of children with health or social disadvantages, and only the criterion of the place where they are to be educated is taken into account. Hurrying solutions can even lead to systemic collapse, as

we have seen recently in the Czech Republic when a policy decision on inclusive education has massively moved children from special schools to the mainstream, without considering the broader dimensions, conditions, and factors of inclusive education.

It should also be mentioned that individual countries can, in parallel, promote conflicting policies in their schools. This is the case, for example, if inclusive education is supported at the same time and systematic measures are being implemented to improve the academic performance of pupils (most often evaluated by area-based testing). However, these policies are mutually exclusive. While inclusive education focuses primarily on the social dimension of education, performance orientation puts pressure on the academic success of individuals and schools. Often mentioned Finland has decided in recent years to move towards inclusive education. At the same time, it has consciously given up its multiple leadership in international literacy testing. Because it is clear that both policies cannot be done simultaneously, and it is a matter of priorities that education policy wants to pursue.

It is not just politics and its decisions that are involved in implementing inclusive education. As already mentioned, these are the traditions of education systems in individual countries, the cultures of these countries, the structure of the population, and its social relations. The parents and the public reflect these traditions, schools with their culture, and, of course, teachers and other professionals involved in national education systems. All these factors together create the fact that the country's difficulty in implementing inclusive education varies, differing in the way it is grasped, whether at a political, professional, or lay level. This also means that it is hardly possible for countries to have the same model and access to inclusive education.

Of course, a common understanding of inclusive education can be converged, explicitly applied to the local conditions. Individual countries can share their experiences and inspire each other. And we can also jointly support the professional development of those involved in inclusive education. And while policy solutions can be less advanced, we can make it possible for schools and teachers, within their possibilities and abilities, to create an environment for their schools and classes that approximates the criteria for inclusive education.

Kindergartens can also try to meet the criteria of Universal Design for Learning in our conditions. They have the freedom and space to experiment and develop an inclusive curriculum. At least in creating activities for children that will take into account diversity as the content of education and as part of the educational environment.

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2. EARLY CHILDHOOD EDUCATION AND CARE IN BULGARIA

Emil Buzov

In 2016, the Bulgarian parliament adopted a new law for Preschool and School education. In the Preschool and School Education Law, the main purpose of education is to develop skills for the complex handling of constantly changing information and learning of teaching methods, key competencies, and attitudes to lifelong learning. The law operates without its implementing rules. Therefore, it is detailed and concrete with the definition of the basic terms. Education is defined as a process that involves learning, teaching, and socialization. Education is a national priority and is implemented in accordance with the principles of a unified state educational policy to ensure the right to preschool and school education; focus on the interest and motivation of the child and the pupil, the age and social changes in his/her life, as well as his/her ability to apply the acquired skills in practice; equal access to quality education and inclusion of each child and each student; equality and non-discrimination in the conduct of preschool and school education; preservation and development of the Bulgarian educational tradition; innovation and efficiency in pedagogical practices and in the organization of the educational process; transparency of governance and predictability of the development of preschool and school education; autonomy for educational policies, self-government and decentralization; government engagement of the state, municipalities and non-profit legal entities, employers, parents and other stakeholders and dialogue between them on education. The preschool education process is subject to the implementation of a programming system as part of the strategy for developing the preschools. The preschool education process should be provided in 7 different types of preschool institutions, which have been different in numbers over the past 6 years.. It is visible that in the last 3 years, Weekly and Healthy preschools have closed, and at the same time the number of children visiting private preschools has increased.

The Programming System is a comprehensive concept of child development with an approach and forms of pedagogical interaction subject to a common goal and creating conditions for the overall development of the child's personality and the acquisition of a set of competencies, knowledge, skills, and relationships necessary for the successful passage of the child to school education. A new point in

2. EARLY CHILDHOOD EDUCATION AND CARE IN BULGARIA

the law is the definition of quality management as a continuous process of organizational development, based on analyzing, planning, implementing the activities, assessing, and making improvements in the work of preschools and schools. The evaluation is done through self-assessment and inspection. Self-assessment aims to create an internal assessment of the quality of education provided through activities, procedures, and criteria defined by the preschool or school. Inspection is part of the quality management process based on analyzing, planning, implementing activities, assessing, and making improvements to the work of preschools and schools.

Children in different types of preschool institutions

Types of preschool institutions	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total	240622	241123	232025	224380	220877	218767
Daily	217584	218012	210707	206470	204794	203604
Weekly	1333	1143	907	X	X	X
Healthy	609	410	439	X	X	X
Special	523	586	594	530	507	543
Half daily	20549	20948	19349	17356	15529	14593
During the seasons	24	24	29	24	47	27
Private	2718	3292	3333	3838	4007	4606

The most important new legal provisions are:

- 1. Education is defined as a national priority by:** a new understanding of educational standards with emphasis on the achievement of objectives and results – a set of mandatory performance requirements in the system of preschool and school education, as well as the conditions and processes for their achievement; the national qualifications framework and its attachment to the competencies that children and pupils should acquire in the preschool and school (this is lacking in the current model of education); redefining types of school preparation – general, extended, supplementary, profiled, professional, specialized; the regulation of inclusive education as an integral part of the right to education – a process of awareness, acceptance and support for the individuality of each child or pupil and the diversity of needs of all children by activating and including resources aimed at eliminating the obstacles to learning, and the creation of opportunities for the development and participation of children and pupils in all aspects of community life – every child and every student is impor-

tant; the consistent implementation of the policy of preserving and strengthening the role of the state in financing preschool education and changing public perceptions about it. For part of the social services system, we are already talking about pre-primary education, thus leading to the educational priorities of preschool childhood.

2. A new educational structure is introduced: the new educational structure aims at the clarity and ordering compulsory education start from 4 years of age in preschool, a basic education degree with two stages: initial (I – IV grade) and lower secondary (V – VII grade) and an intermediate degree with two stages: high school (VIII – (Grades XI and XII)); the two stages in the secondary education provide a vertical and horizontal passage in the system; a possibility to change the choice; pre-university education; closely profiled and vocational education in the last 2 years. It means that pursuant to law originally the government guarantees access to education to more than 50 000 children per year as they are over 4 years old.

Number of children from 2102 to 2018 in Bulgaria

Age (in years)	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total	235015	240622	241123	232025	224380	220877
Under 3	6632	6165	7196	5605	8585	8888
3	52919	51135	49138	47991	46790	48719
4	55840	58540	55979	51958	51074	50070
5	60725	64317	67202	61934	58044	57004
6	58264	59886	61052	63714	59253	55611
7	585	561	525	761	622	553
Over 7	50	18	31	62	12	32
Boys	121253	123947	124479	119958	116191	113996
Under 3	3323	3162	3668	2904	4401	4547
3	27104	26238	25604	24647	23973	24990
4	28844	29930	28780	26930	26390	25659
5	31347	33160	34266	32108	30134	29361
6	30270	31142	31825	32906	30915	29064
7	340	307	321	423	371	349
Over 7	25	8	15	40	7	26
Girls	113762	116675	116644	112067	108189	106881

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Age (in years)	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Under 3	3309	3003	3528	2701	4184	4341
3	25815	24897	23534	23344	22817	23729
4	26996	28610	27199	25028	24684	24411
5	29378	31157	32936	29826	27910	27643
6	27994	28744	29227	30808	28338	26547
7	245	254	204	338	251	204
Over 7	25	10	16	22	5	6

3. The law provides schools with the autonomy to develop curricula for expanded and further training – thus achieving the freedom of the school to define objectives and results (acquired competencies) at the school level based on the pupils’ needs and interests. At the classes designed to acquire this training, students can study subjects such as Entrepreneurship, Civic Education, Health Education, and more.

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Places and groups in preschools

Types of preschools	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	Places	Groups	Places	Groups	Places	Groups	Places	Groups	Places	Groups	Places	Groups
Total	244792	10113	245966	9911	243420	10115	237962	9576	234551	9355	233766	9285
Daily	220406	8952	221115	8724	219796	8982	217594	8580	216197	8457	216606	8429
Weekly	1249	53	1083	46	951	40	X	X	X	X	X	X
Healthy	471	23	330	15	330	15	X	X	X	X	X	X
Special	498	41	535	41	519	43	464	35	442	33	562	36
Half daily	22146	1043	22881	1084	21802	1034	19882	960	17846	862	16574	818
During the seasons	22	1	22	1	22	1	22	1	66	3	24	2
Private	3528	258	4861	285	4335	305	4671	322	4982	344	5334	371

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- 4. The system for student assessment is optimized.** For the first time, it included a detailed and clear definition in the law that gives it a significant status. Evaluation is put on a new qualitative level – not only as a process for identifying the results achieved but also as a tool for diagnosing individual achievements, progress, and needs of each individual student. Evaluation will also be an essential tool for monitoring the education process and developing policies to improve its quality. Highlights include qualitative assessments for pupils of I – III grade and pupils with special educational needs (SENs) (do not repeat until grade IV). Students with SEN will now receive a certificate of a completed initial stage; the present ordinance on the evaluation system mainly regulates the organization of evaluation in school education. It provides for the possibility of assessment in points – national external evaluation and state matriculation exams.
- 5. Centres for the support of personal development are created.** The aim is to develop and implement cross-sector policies and integrate childcare and schooling, to ensure the activities, services, and programs with care for the development of the children’s interests and abilities in the community. Personal development support centres and specialized service units cover existing service units in the system. The law provides for resource centres and auxiliary schools to be transformed into regional centers supporting inclusive education, and auxiliary schools to be transformed into centers for special educational support. An important step is to move the centres for personal development support to the municipalities, tie their activity with the regional and municipal community service strategy, and integrate them with the other spheres such as health and society.
- 6. A modern framework for the qualification and career development of teachers was established.** The purpose of the new law is to bring our legislation more fully into line with the requirement to increase the qualification of pedagogical specialists by introducing: compulsory qualification (48 academic hours for the appraisal period), which is measured by a system of qualification credits (1 credit = 16 academic hours, half of which are attended) and certified by a document; compulsory internal institutional qualification = 16 academic hours; 4-year attestation as a process of assessing the compliance of pedagogical specialists and headmasters with their professional profile and learning outcomes as well as the strategy for the development of preschool and school; an information register of the approved programs for improving the qualification of pedagogical specialists; the providers of qualification services for pedagogical specialists are entitled to register their programs; career development besides teachers and educators and other pedagogical specialists - headmasters, psychologists, speech therapists, etc., by awarding degrees: first and second, trainee-teacher and mentor-teacher.

Pedagogy staff ages

Age	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total	20269	20542	20420	19909	19617	19799
Under 25	274	281	293	337	345	367
From 25 to 29	875	927	1058	1183	1330	1504
From 30 to 34	1395	1443	1372	1445	1522	1559
From 35 to 39	2124	2162	2218	2238	2183	2181
From 40 to 44	2235	2222	2213	2327	2523	2719
From 45 to 49	2788	2701	2630	2497	2376	2380
From 50 to 54	3636	3425	3121	2965	2878	2836
From 55 to 59	5516	5403	5092	4474	3975	3647
Over 60	1426	1978	2423	2443	2485	2606

7. Modern and democratic rules on quality control of the management of educational institutions are envisaged.

For the first time in terms of improving the quality of management of educational institutions, the following aspects are regulated: the establishment of a public body for support and development of the educational institution and civil control over the public administration; the requirement to implement an internal quality management system in schools and preschools in order to improve the educational service and organizational development of the institution concerned; the external evaluation of the quality of the education offered by the National Education Inspectorate based on objective criteria, grouped by areas, covering the overall management of the school, the activities of the pedagogical specialists, the results and achievements of the pupils and their progress, as well as the support received for learning problems, relationships with parents, representatives of local authorities and other stakeholders. The inspection process will also take into account the impact of the external and internal environment in which the institution operates; a sustained financing model based on the decentralization of funding to the school level (so far, the norms have been of an annual basis and have been repeated in the annual state budget laws); financing from the state budget of private schools and private preschools.

Preschool education sets the foundation for lifelong learning by providing the physical, cognitive, linguistic, spiritual-moral, social, emotional, and creative development of children, taking into account the importance of the game in the process of pedagogical interaction. The preschool education process shall be subject to the implementation of a programming system as part of the development strategy of the preschool, respectively of the school, which shall be adopted by a decision

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of the Pedagogical Council. The programming system is a complete concept of the child's development with approaches and forms of pedagogical interaction subordinate to a common goal. The Programming System shall meet the following requirements:

1. to create conditions for the acquisition of competencies in each of the educational fields under Art. 28, para. 2;
2. take into account the specifics of the preschool or school and the groups;
3. match the interests, opportunities, and age characteristics of children;
4. The programming system shall include:
 - approaches and forms of pedagogical interaction;
 - distribution of forms of pedagogical interaction;
 - thematic distribution for each age group;
 - mechanism of interaction among the participants in preschool education.

The thematic distribution under Art. 29, para. 4, item 3 ensures the rhythmical and balanced distribution of the content according to the educational directions under Art. 28, para. 2 and includes topics to achieve individual competencies such as expected learning outcomes and methods and forms for tracking children's achievements. Thematic distribution shall be developed taking into account the children's interests and the specifics of the educational environment. The state, municipal and private preschools, respectively schools, may apply innovative and authorised programming systems. Innovative and authorised programming systems in pedagogical situations shall acquire additional competencies, including outside the educational fields under Art. 28, para. 2. The additional competencies under para. 2 are defined in the programming system by educational directions and age groups (Art. 32). For the achievement of the competencies under Art. 28, para. 2, as well as for the achievement of additional competencies, it is not allowed to assign homework and work with cognitive books at home. The monitoring of the child's achievements shall be carried out by the teachers of the respective group at the beginning and at the end of the study time under Art. 12, para. 1 on educational fields. The monitoring of the children's achievements for each age group shall be determined by the teachers in accordance with the methods and the forms under Art. 30, para. 1 and shall reflect compliance with the expected results under Art. 28, para. 2. The results of the follow-up of the child's achievement shall be recorded in the group's journal. After the activities under para. 1, teachers inform parents about the child's individual achievements. During preschool education, the child's achievements are reflected in a child's portfolio. The portfolio's content shall be determined by the Rules of Activities of the preschool or school. At the end of pre-primary education, in order to ensure ongoing interaction between parents and educational institutions, their portfolio is transmitted. Within 14 days before the end of the training time under Art. 12, para. 1, the teacher of the relevant preparatory group establishes the child's readiness for school. The child's readiness for school shall take into account his/her physical, cognitive, linguistic, social,

and emotional development. The preschool, respectively the school, shall issue a certificate for compulsory preschool education for the children of the preparatory age groups at the end of preschool education. The certificate for compulsory preschool education shall be issued by 31 May of the respective academic year. The certificate under para. 1 describes the child's readiness to enter the first grade and according to the expected results under Art. 28, para. 2. In the certificate, recommendations may be made to encourage and motivate the child to participate in additional activities and/or to include him/her in additional support for personal development. Where the child's state of health does not allow entry into the first class and in the certificate under para. 1. recommendations have been made to include him/her in additional support for personal development. Early schooling for this child may be postponed for one school year under the conditions and by the order specified in the State Educational Standard for Inclusive Education.

Preschool education as a process of education and socialization of the children shall be realized through interaction and cooperation with the parents. Parents are participants and partners in preschool education with children, teachers, headmasters, and other pedagogical specialists. Collaboration and interaction between the parents and the preschool, respectively the school, shall be carried out under the conditions and by the order determined by the Regulations for the the preschool or the school activity through 1. individual meetings in a convenient time for both parties, 2. parent meetings, 3. presence and participation of parents in the preschool education process, 4. other forms of communication (Art. 40). The forms of collaboration under Art. 39, item 3 shall be jointly determined by the headmasters, the teachers, the other pedagogical specialists, and the parents.

Preschool education lays the foundation for lifelong learning by providing physical, cognitive, linguistic, moral, social, emotional, and creative development of children, taking into account the importance of the game in the process of pedagogical interaction. Competencies are defined as expected results from education, training, and socialization of children for each age group in 7 educational areas: Bulgarian Language and Literature, Mathematics, Social Environment, Arts, Music, Construction and Technology, and Physical Culture and Sport.

1. Educational area “BULGARIAN LANGUAGE AND LITERATURE“

The educational area emphasizes the complex realization of the preschool child's speech development, and one of the main functions of the training in this direction is the satisfaction of the child's need for speech activity that produces positive emotions and becomes an incentive for building communication and communication skills: readiness for direct and adequate speech situation expresses. The educational area aims to build the child's attitude to listen to active work of art and express his/her attitude towards his/her and the actions of the characters in it. The content of the educational field is structured in six educational cores: Related

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Speech, Glossary, Grammatically Correct Speech, Sound Culture, Adoption of a Literary Work, and Re-Creation of a Literary Work. Activities in the educational field are subordinate to the objective of ensuring a happy childhood as well as to building motivation and confidence in his/her own abilities. Planning of the activities in the educational field guarantees the acquaintance with the national values and traditions in order to preserve and validate the national identity. It is necessary to provide conditions for stimulating the child to an activity in the process of speaking and listening by naming objects, signs, actions and using the words in the context of the sentence. The child understands the meaning of the words he/she uses; constructs different kinds of sentences in his/her daily speech; correctly pronounces phonemes in the Bulgarian language; has a culture of speech communication.

2. Educational area “MATHEMATICS”

The educational content in the mathematics area is consistent with the general purpose of pre-school education and the mathematics education objectives in the first grade. The specificity of the educational field is that its content must provide forming elementary knowledge for basic mathematical concepts that are studied later in school, and mathematical education stimulates general cognitive activity and develops the child’s mental capacity that is crucial to intellectual development. The content volume in the educational field includes specific quantitative, geometric, spatial, and temporal concepts and skills, systematized in five educational cores: Quantitative Relations, Measurement, Spatial Relations, Time Relations, Geometric Shapes, and Shapes.

The main goal of mathematical preparation is to stimulate child development by directing the child’s cognitive interests to the mathematical characteristics of the surrounding world and their differentiation by mastering aggregated methods in their perception and evaluation. The aim is to stimulate the children’s intellectual development by building the foundations of logical-mathematical thinking, developing sensory abilities, and mastering sensory standards, enriching the vocabulary and related speech. Activities in the educational field are subordinate to the objective of ensuring a happy childhood as well as to building motivation and confidence in his/her own abilities.

3. Educational area “SOCIAL ENVIRONMENT”

The proximity to the child’s environment is the natural basis for understanding the most important norms of behaviour, activity and life that demonstrate nature’s unity. Through the educational area, pedagogical interaction is realized, focusing on socializing processes – building a good view of the surrounding social environment, acquiring a culture of behaviour, social skills for communication, and an independent child’s play as a prerequisite for the readiness for school. At this age,

the child chooses what to look at and clearly shows what still does not attract his/her attention. That is why the „picture of the world“ of every child is imperfect and incomplete – it is the result of astonishment but also of the systematisation of the experience through pedagogical situations by which it acquaints with bright and emotionally attractive objects and objects. The area's priority is social skills to be transformed under the influence of cognitive skills in exploring the world. The overall character of experiences changes under the impact of the specific acquisition of social experience in pedagogical situations and self-game activity. Educational activities are subordinate to the objective of ensuring a happy childhood, as well as building motivation and confidence in his/her own abilities. In planning the activities, it ensures the acquaintance with the national values and traditions in order to preserve and validate the national identity. Destination goals are related to a variety of ways to connect with others successfully. Teacher partnering is built on emotional relationships with children, suggesting a positive mood and sincere joy of collaborative work. The volume of content in the educational field includes specific concepts and skills for the world, organized in four educational cores: self-assertion and communication with others, social and health environment, the world of nature and its conservation, and cultural and national values.

4. Educational area “ARTS“

The educational area „Arts“ is aimed at the development of various pictorial activities. More systematically, a child is involved in cognitive, pictorial, and creative school preparation activities such as solving individual and group tasks, planning, and more. Graphic skills and a sense for detail are trained to prepare the hand for writing. The introduction of applied-decorative art and sculpture is also more in-depth. Activities in the educational field are subordinate to the objective of ensuring a happy childhood as well as to building motivation and confidence in his/her own abilities. Children enhance their skills to recreate objects and phenomena from reality through painting and colouring. More active engagement in artistic design and modeling activities is also underway. The emphasis in the educational field is the development of creativity and teamwork. Through the educational direction, the child presents ideas, skills, and relationships related to the representation and recreation of objects and phenomena from the surrounding environment. Both general and specific children's perceptions and skills are developed to express their ideas and experiences in the world of shapes and colours around them. Pictorial work enriches the aesthetic feelings and experiences of children from an early age. Through organized and systematic work in the educational field, children develop their cognitive and pictorial skills in three cores: Art Embroidery, Fine Materials and Techniques, and Fine Arts. If possible, when planning the activities, familiarization with national values and traditions is ensured in order to preserve and validate the national identity.

5. Educational area “MUSIC“

The educational area presupposes the realization of a wide range of activities based on the children’s emotional activity. There are also marked problematic accents in view of the social, cognitive, and musical-artistic preparation of children. In the first grade, they study a larger number of songs, as well as improvising instrumental accompaniment of a song, the development, and enrichment of children’s speech. They also connect with the determination of the sound of music using several concepts. Attention is paid to the connection with the Bulgarian folklore by performing elements of right horo, rhinchenitsa, and some folk customs. The sense of pace and dynamics in music is based on the children’s response to the sound of music that clearly shows dynamic and dynamic changes. Activities in the educational field are subordinate to the objective of ensuring a happy childhood and forming a personal attitude towards music as an art, as well as to build motivation and confidence in his/her own abilities. Through the contents of Educational, Playback, Music and Game Educational Nodes, and Music Expression Elements, the area achieves the development of musical-performing skills and listening skills, encourages spontaneous childhood artistry, and stimulates the interest and desire of children to sing and listen to music, enjoying it and experiencing it. In planning the activities, it ensures the acquaintance with the national values and traditions in order to preserve and validate the national identity.

6. Educational area “CONSTRUCTION AND TECHNOLOGY“

The “Construction and Technology“ educational area includes both a number of manipulative and practical skills as well as important cognitive skills in the preparation of the child for school. For example, working with schematic images, understanding a construction process, problem-solving, small project work, knowledge transfer, etc. Activities in the educational field are subordinate to the objective of ensuring a happy childhood as well as to building motivation and confidence in his/her own abilities. It is also the work of initial acquaintance with the technique – tools, machines that children encounter and use as models and toys of transport and construction equipment and household appliances. Children are meant to understand their role in people’s lives and some safety rules. It is recommended that a greater proportion of the autonomy in the construction and technical work, as well as the work of its own design, incl. selecting and combining appropriate and diverse materials and tools. Suggested are opportunities for the initial development of initiative and entrepreneurship and digital competence by forming skills for teamwork, planning, presentation, and implementation of ideas and small projects. Conditions are created for initial acquaintance with the capabilities of information and communication technologies.

7. Educational area “PHYSICAL CULTURE AND SPORT“

The target orientation of the educational area is the complex development of the child of preschool age: good health, physical development and capacity, cognitive activity and emotional satisfaction with the motor activity; playful and communicative skills in gaming. Activities in the educational field are subordinate to the goal of ensuring a happy childhood as well as to build motivation and confidence in their own capabilities.

The expected results for this direction are the age-appropriate level of motor skills and functional capabilities, skills to combine applied motions and elements of sports-training games in a variety of settings, knowledge of sports, sports equipment, supplies, and equipment, positive attitude to motor activity, healthy lifestyle, sport and tourism as factors of public, family and individual prosperity.

The description of the Early Childhood Education and Care system in Bulgaria gives the opportunity to be very flexible and to use and implement all achievements existing in the digital time, creating as soon as possible a competency approach and giving to children modern skills and knowledge.

3. EARLY CHILDHOOD EDUCATION AND CARE IN HUNGARY

Réka Kissné Zsámboki

3.1 Introduction

Hungary is a country in Central Europe, in the middle of the Carpathian Basin, an independent parliamentary republic since 1989. It has a surface area of 93,036 square kilometres and a population of nearly 10 million, making it a medium-sized Member State of the European Union. The official language is Hungarian. About 90% of Hungary's population belongs to the majority Hungarian ethnic group. The following nationalities are officially recognized as indigenous minorities in Hungary: Gypsy, German, Slovak, Romanian, Croatian, Slovenian, Ruthenian, Russian, Bulgarian, Greek, Polish, Armenian, and Serbian.

The current Hungarian basic law entered into force on 1 January 2012. The Fundamental Law of Hungary states that every Hungarian citizen has the right to education. The state guarantees this right by extending and generalizing public education, free and compulsory primary education, accessible to all, and higher education accessible to everyone based on his or her abilities.

Government governance of education and training is shared. The Ministry of Human Resources is responsible for public and higher education. The Ministry is an integrated portfolio responsible for managing several sectors, education, health, social inclusion, social, family and youth, culture, and sport. Within the Ministry's responsibility for social inclusion, it is responsible for creating chances for children and ensuring equal opportunities for the education of disadvantaged children, especially the Roma. The professional and political management of each sector is carried out by the Secretaries of State. In the case of public and higher education, by the Secretary of State for Education.

3.2 Statistics on kindergarten education

Public education institutions, kindergartens, and the State, as well as the 2011 CXC on National Public Education. National Minority Municipality, Local Government, Ecclesiastical Legal Entity registered in Hungary, and any other organization or person may be established and maintained within the scope of the Act of 2004 if they have acquired the right to carry on the activity as required by law. It is the responsibility of the municipality to ensure the provision of pre-school education for all.

In the 2017/2018 school year, a total of 4,579 kindergartens were operating. The number of enrolled children is 322.7 thousand, largely due to the increase in the number of children in the age group concerned, which is 5.3 thousand more than a year earlier. At the national level, slightly more than 85 children are provided with 100 beds, while the occupancy rate is more than 100% at the local level. The shortage of places is most likely in conurbations and areas with a higher birth rate (e.g., Central Hungary). Government-focused, targeted development programs have been launched to redistribute capacity, institutional redevelopment, expand group rooms, and construct new facilities or capacity closures.

Following the trend of the previous year, in the 2017/2018 school year, the proportion of 3- to 6-year-olds attending kindergarten is 84.5%, up 0.7 percentage points from the previous year. The number of teachers employed in kindergartens is 31.5 thousand, almost the same as a year earlier. The increase in the number of teachers and kindergarten groups was smaller than the increase in the number of children, so the number of children per teacher and per kindergarten group increased slightly. The national average is 10.3 per kindergarten teacher and 21.7 per kindergarten group. Nine thousand two hundred kindergarten children have special education needs, 580 more than in the previous year. Most (82.2%) receive an integrated education.

3.3 Strategic documents for the development of early childhood education

Public policy on early childhood education is guided by several strategic documents. In the context of the Europe 2020 strategy, female employment rose by 8.5% compared to other countries between 2010 and 2017. This process was based on the systematic expansion of the early childhood care system. The Hungarian government's priority is to increase the capacity of childcare facilities for children under the age of 3 to 60,000 by 2020, which is why the capacity of the nursery school system will continuously increase. For the 2014-2020 development cycle, HUF 100 billion of development funds are earmarked to expand nursery and kindergarten space. In addition, programs aimed at further improving the availabi-

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lity and quality of early childhood education and care facilities have been developed from EU funds.

In funding the Széchenyi 2020 Development Plan, the Education Office led a national project to support early childhood education. The aim of the program is to increase the chances and disadvantages of early childhood education institutions. The program provided kindergarten teacher in-service training, professional mentoring of kindergarten teachers' work, and training of kindergarten officials until 2018. The Public Education Development Strategy has focused on health promotion based on exercise and sports throughout the education system, including kindergartens. In kindergartens, the role of physical activity in complex personality development has become prominent. The necessary infrastructure developments (e.g. gymnastics) are part of the Infrastructure and Equipment Development Program for Early Childhood Education (TOP-1.4.1-16). According to government commitments, about two thousand kindergartens will be renovated or rebuilt in the Carpathian Basin in the kindergarten development program launched in 2014 and ending in 2022. (The concept of the Carpathian Basin implies that the government also wants to support the early childhood institutional care of Hungarians living abroad.)

The early childhood education system is also a tool for combating child poverty. If the child in crèche and nursery school is living in a family with three or more children, meals are provided free of charge. Between 2010 and 2018, free meals for those younger than six years increased by about 150 percent. In 2015, free-of-charge child meals for disadvantaged children were introduced on an experimental basis (used by 142,000 children). Since 2016, children's free holiday meals have become a mandatory municipal task and are therefore generally available. As a result of government efforts, 90% of children in nursery and kindergarten receive free food.

The early dissemination of the Safe Start program in Hungary will help early childhood care for disadvantaged families. The essence of the program is to develop cooperation with parents, prospective parents and professional partners (health, social, early childhood care) to promote the physical, mental and social development of infants, young children and parents. Safe Beginning Children's Homes operate in the most disadvantaged micro-regions and in settlements with segregation and are already helping the development of children aged 0-3.

3.4 The institutional system of early childhood education in Hungary

In Hungary, the provisioning system for early childhood education and care is divided (bi-specific; split system). The first phase is from 0 to 3 years of age (nursery care; ISCED level 010), the second phase is from the age of 3 until the beginning of school (kindergarten, ISCED level 020). The institutional systems of both areas

are managed by the Ministry of Human Resources, but different state secretariats share the responsibility. Nurseries are under the social sector management, while kindergartens are under the education sector.

Daycare for children under the age of 3 is provided in day nurseries. The crèche is an institution providing daycare, and education for children over 20 weeks of age and under 3 years of age. If the child is 3 years old but is not yet matured in kindergarten education by the time he/she reaches the age of 4, he/she can be educated and cared for in a nursery school. The crèche may also provide for the education of children with special needs and those eligible for early childhood education and care up to the age of six. Nursery care can be organized in ‚mini nurseries‘, ‚work nurseries‘, and ‚family nurseries‘ if necessary. All three forms of care operate under the National Core Nursing Care Program, and staff is qualified by law as defined by law. Mini crèches provide professional care and education in a smaller group (up to seven children/group) and simpler personal, material, and operating conditions. The „workplace nursery“ primarily provides professional nursery care for the children of persons engaged in gainful employment with the employer. A „family crèche“ is a service provided by the service provider in his own home or in another space designed for that purpose.

The kindergarten provides institutional education for children aged 3-6 in a full daycare facility. Kindergarten attendance is compulsory for children from the age of three (according to the law, children must attend kindergarten from the 1st of September to the 31st of August). Children attend kindergarten for at least 4 hours a day. Still, at the parent’s request, the town clerk (the maintainer in the case of church and private institutions) may exempt the child from compulsory participation until the age of five. This may be justified by the child’s family circumstances, the development of his/her abilities, and his/her particular situation. The permit may be issued with the consent of the head of the kindergarten and the nurse.

3.5 Legal and content regulation of early childhood education

CXC was released in 2011. Law on national public education has created a high degree of centralization in public education management, school maintenance, and content regulation. The maintenance of kindergartens remained the responsibility of the local governments. At the same time, public education institutions – besides state institutions – may be founded by churches, business organizations, foundations, associations, minority self-governments, and individuals. Participation in education and training is compulsory between the ages of 3 and 16.

The National Law on Public Education defines the tasks, competencies, operating conditions (personal, employment, and material conditions) of kindergartens and authorizes the professional framework. The general legal and quality legal frameworks for kindergartens are established at the governmental and ministe-

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rial levels. In addition, the operation of kindergartens is influenced by the current budget law.

The document defining kindergarten education content, the National Basic Program for Kindergarten Education, was developed and introduced in 1996 (OM Decree 137/1996 (VIII. 28.)). On a regular basis and at least every five years, the Minister for Education shall evaluate, with the assistance of a council established by him, the National Core Program for Kindergarten Education and shall propose any necessary amendments. The basic program applies to all kindergartens regardless of the provider. It is a short document of general nature defining principles and aspects. Based on the basic program – at the institutional level – kindergartens prepare local education programs, which regulate in detail the tasks of kindergarten education, the methodological principles of development, the order and time of documentation of pedagogical work. An important feature is that there is no “curriculum” content requirement. Hence, kindergartens could compile the content of activities considered essential in a given institution into their own local curriculum. In its inclusive approach, the Core Program is a highly child-centred, play-oriented, and activity-based document that deliberately prioritizes childhood features, eliminates previous segregationist approaches (e.g. requiring segregation of age), and has allowed for the diffusion of various reform pedagogical and alternative pedagogical concepts. Freinet, Waldorf, Montessori pedagogies are mainly present in Hungary, as well as the American Step by Step Program. In addition, many kindergartens have either created their own modern program or adopted or adapted an existing kindergarten program.

Institutional planning and adapting the basic program to the local needs is the professional task of the kindergarten educators. A separate ministerial decree regulates the guidelines for minority kindergarten education. Suppose at least eight parents of the same nationality initiate a nationality kindergarten education. In that case, it shall be organized in a system as of the year following the date of receipt of the application. (Provided that at least eight children are actually enrolled in kindergarten.)

A separate ministerial decree regulates the guidelines for the care of children with special needs. The purpose of the directive is to align the national core curriculum for kindergarten education and special educational needs by adapting the expectations to the children’s pace of development, their development in the areas that are appropriate for them, and not overloading the children with their education. Programs of habilitation and rehabilitation development activities become the content elements of the kindergarten education programs. The choice of an organizational framework for development and the specific methods and tools used are always determined by the children’s individual needs. In all cases, co-education in the majority kindergarten, taking into account the expert opinion of the competent committee of experts, requires an individual decision according

to the child's needs. The law defines the ways of enforcing the right to special care, the principles, and the content of habilitation and rehabilitation care.

The kindergarten organizes a kindergarten development program for the underprivileged children in accordance with the personality development, talent development, catch-up program issued by the minister responsible for education. Within the framework of the development program, the kindergarten provides pedagogical tasks related to the child's development. These pedagogical activities help alleviate social disadvantages, establish cooperation with services that support parents during kindergarten education and provide services for children.

More and more kindergartens undertake the care and education of the children of foreign nationalities. The Public Education Act states that a minor who is not a Hungarian citizen becomes eligible for kindergarten care and can benefit from the same treatment as a Hungarian citizen.

3.6 Professional characteristics of Hungarian kindergartens

Kindergarten education is child-centred, inclusive and aims to facilitate the development of a childlike personality, bearing in mind that the primary arena for the pre-school child's education is the family. The purpose of education is to facilitate kindergarten children's harmonious development, the development of the child's personality, the reduction of handicaps, taking into account age and individual characteristics, as well as the different developmental stages (including the care of children in need).

The peculiarity of the concept of learning applied in kindergarten is that learning is considered continuous, to a large extent imitative, spontaneous, and organized activity, which supports the development and development of the whole personality. It is not limited to the acquisition of knowledge. Throughout the day in kindergarten, it takes place in natural and simulated environments, on excursions, in forms of activities initiated by the kindergarten teacher, in organizational and time frames. The primary purpose of kindergarten learning is to develop the kindergarten child's abilities, to broaden and organize his/her experiences. The kindergarten teacher builds on the children's previous experiences and knowledge to create a learning environment. The prerequisite of learning is the child's activity, the provision of direct, multi-sensory experience, the possibility of discovery, and the enhancement of creativity.

Preschool education caters to the children's needs and creates a cheerful, loving kindergarten atmosphere that provides emotional security; individual and age-specific shaping of physical, social and intellectual abilities; the diverse range of activities that can be carried out in the children's community, in line with age and maturity, with particular reference to play; through these activities the content

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and the transmission of human values that are adapted to the age and individual abilities of the child; the personal, material environment necessary for the healthy development and development of the child.

3.7 Preventing social exclusion

The National Public Education Act of 2011 sets out as a priority objective the prevention of social exclusion and talent development and pays particular attention to supporting children and students with learning difficulties and social disadvantages. The law states that the primary task of public education is to develop pre-school early childhood education and take into account the special needs of children and pupils with special educational needs and difficulties of integration. The following groups of children and pupils receive special attention in Hungarian preschool and school education under the Act on National Public Education: children with special educational needs, children with special needs, integration, learning, behavioural problems, disadvantaged children. In the provision of these children and pupils, special attention is paid to the pedagogical service institutions, which provide special education counselling, early development, education and care; developmental education, expert committee activities, educational counselling, speech therapy, continuing education, career counselling, conductive pedagogical care, physical education, school psychology, kindergarten psychology care, care of highly talented children and students.

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Ali Formen, Rina Windiarti

4.1 Indonesian early childhood education: its history and system in brief

Early childhood education has existed in Indonesia prior to independence. Its provision was stipulated in the first post-independence education law. Suyanto (2003) goes even further, stating that the rudimentary practice of early childhood education may date back to the country's imperial eras, found, for example, in the practice of a family sending their young children to their more educated, mostly wealthier relatives in order for them to learn good manners and to experience a better life. However, early childhood education in the past, including in the early independence years, was less documented. In his work, *Pendidikan dalam alam Indonesia merdeka*, Indonesian education historiographer Poerbakawatja (1970), for example, does not discuss the existence of early childhood education; and the education statistics attached to the book records only a little information about preschool. Even though "excluded" from the formal record, preschool education, in the form of kindergarten, indeed had built its footprints across the country since the colonial era. There is seemingly no better reason for its formal absence from government other than its provision by the private sector. It should be noted here that as early as 1919, in response to the Dutch's Froebel schools, Aisyiah, the women's wing of Muhammadiyah, initiated its Islamic preschool (Pengurus Pusat Aisyiyah, 1992; Van Doorn-Harder, 2006). This institution laid the foundations for the present-day 'Aisyiyah's Bustanul Athfal (Arabic, literally 'garden of children'). Further, in 1922, Ki Hadjar Dewantara (1955, 1959) established the Taman Indrya (Sanskrit or old Javanese, literally, 'garden of senses') kindergarten, which was claimed to be nationalist in its fashion as opposed to both the Dutch's and 'Aisyiah's ones.

After independence, the existing kindergarten was acknowledged as a part of the country's national education system. This was clearly stated, for example, in the first postindependence education bill (Government of the Republic of Indonesia, 1950, Article 6), which stipulated that Indonesia's national education system consisted of the "kindergarten...elementary...secondary...[and] tertiary" levels. Furthermore, the law stated that education at the kindergarten level is aimed at "nurturing young chil-

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dren’s mental and physical development prior to their enrolment in elementary school” (Government of the Republic of Indonesia, 1950, Article 7). The 1950 bill was later amended by the new one in 1989 (Government of the Republic of Indonesia, 1989, Article 6 12: 2). The new law, however, excluded the term “kindergarten” (Taman Kanak-Kanak) from the overall education levels, introduced the new term “preschool education” (pendidikan prasekolah), and stipulated that it “could be provided before elementary education”, indicating the non-priority status of early childhood education. Apart from this legal state, however, the 1990s-decade onwards marked a breakthrough in the institutionalisation of pre-elementary education. Following the new law’s publication, the government regulation on preschool education was launched in kindergarten (Government of the Republic of Indonesia, 1990). This not only legalised new institutions such as playgroups (Kelompok Bermain, KB) and childcare centres (initially introduced as Tempat Penitipan Anak, now Taman Pengasuhan Anak, TPA) but, more importantly, boost their further development and expansion. Unlike kindergartens, the last two are less formal and academic and more oriented towards play in their pedagogical orientation. Early childhood and preschool education expansion gained a new momentum in the early 2000s, following the call for expanding early childhood services made in Dakar’s World Education Summit (World Education Forum, 2000), as one of the signatory countries. As it has been well known, the Summit proposed early childhood education as one of the key strategic measures to achieve the past Millennium Development Goals (MDGs). In response to this proposal, in 2001, the Indonesian government created the Directorate of Early Childhood Education, attached to the Ministry of National Education (Department of National Education, 2001). The new directorate was tasked with promoting and expanding early childhood education services through the so-called “out-of-school line”. During that time, the Ministry had had another directorate responsible for the school-line early childhood education, namely, the Directorate of Primary Education and Kindergarten. According to the existing regulation, kindergarten education is preschool education in the school line (Government of the Republic of Indonesia, 1990). Furthermore, the new directorate was tasked with promoting more integrative services for young children by including health and nutrition components and parent education into its programs. The latter two were under the coordination of the Ministry of Health and the National Coordinating Board of Family Planning Program (National Coordination Forum, 2003; UNESCO, 2005). Indonesia’s response to the Dakar call culminated in 2003, along with the publication of the new education bill, which literally adopted the term “early childhood education” (pendidikan anak usia dini) into its provisions. The bill defines early childhood education as educational efforts from birth to six years of age by giving a stimulus to children’s physical and emotional growth and development to prepare them for further education (Government of the Republic of Indonesia, 2003, Article 1: 14). Furthermore, the bill stipulates that early childhood education could be delivered through the informal (family-based) line, non-formal line through non-kindergarten institutions, and formal line, i. e. , the kindergarten (Government of the Republic of Indonesia, 2003, Article 28). Hence, early childhood education jumped into the central Indonesian national education stage. The involvement and supports of international bodies, such as the World

Bank (see, e.g., Hasan, Hyson, & Chang, 2013; World Bank, 2006) and UNESCO has further led the service to “a stage previously unimaginable” (Formen, 2018, p. 25). It is not exaggerating to claim that, after 2003, there have seemingly been no talks about education without a reference to early childhood education as a national education priority. To illustrate, as UNESCO (2005) reports, the Indonesian government targeted an increase in the number of early childhood education centres up to 361% by 2015. To achieve this ambition, a number of measures were taken to ensure the availability of early childhood centre in every single village in the country (Directorate of ECE, 2011; Ministry of National Education, 2010). How then early childhood education is delivered in the post-2000s? The following section is devoted to elaborate it in more detail.

4.2 Early childhood institutions and providers in Indonesia

As mentioned in the past sections, by the law, early childhood education in Indonesia could be delivered through informal, non-formal, or formal lines. The informal line of early childhood education is basically the young’s caring and education by and in the families. The formal line refers to the kindergarten program, including its Islamic versions, Raudhatul Athfal and Bustanul Athfal. Inclusive in the non-formal line are basically all types of childcare centres other than kindergartens, such as playgroups and nurseries, and other institutions with educational and caring functions for young children. Data taken from the Ministry of Education and Culture (2017) shows that until December 2017, there were 91,089 kindergartens and 109,058 non-kindergarten programs. The kindergarten program employed 314,147 teachers and catered a total of 4,606,102 children. The total number of non-kindergarten programs was distributed unevenly to playgroups (83,162), day-care (3,092) and other non-formal centres (Satuan PAUD Sejenis, SPS) (22,804). In total, they involved 269,927 and served 8,379,447 children. It should be noted here that there has been an issue of data reliability, and different units within the Ministry may present different data. Table 1, modified from a previous study by Fikriani, LensenBotter, Heyward, and Formen (2016, p. 5), summarises these existing services. Apart from these centres, many early childhood services exist, directed to various targets, ranging from young children and their families to expectant mothers. These services were delivered even before the post-2000 early childhood campaign, involving numerous governmental institutions, including the Ministry of Health, the Ministry of Social Affairs, and the National Coordinating Board of Family Planning Program (Ministry of National Development Planning/National Development Planning Agency, 2013, 2015; UNESCO, 2005).

There has been a multiplicity of agencies responsible for early childhood services. At a glance, the presence of these multiple agencies may be understood as a reflection of the country government’s commitment to early childhood services. Yet, unless a clear and strong coordination line is available, that situation may lead to redundancy. In its observation UNESCO (2005), for example, reminded

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that the situation had resulted in the “wastage of resources” (p. 27) due to the service redundancy. Initiative to integrate the complete services was apparent during the early years of the post2000s early childhood campaign. The World Bank (World Bank, 1998, 2006), for example, facilitated the integration of services such as childcare, playgroup, kindergarten, and Posyandu under one roof. Within this scenario, kindergarten should take the health-focused services played by Posyandu. However, the system did not seemingly run well, and most centres remain to focus on their traditional roles and service (Formen, 2017). The initiatives for service integration were made successively in 2010, 2011, and 2013. Initially, it was done within the structure of the Ministry of National Education (Government of the Republic of Indonesia, 2010) through the delegation of responsibilities for early childhood education to a single directorate. This was followed by the publication of the Grand Framework of Indonesian ECE development 2011-2025 (Directorate of ECE, 2011), which asks relevant governmental agencies to go hand in hand for the success of “the national ECE movement” (p. 67). Lastly, the call was made through the presidential regulation on holistic-integrative early childhood development (Government of the Republic of Indonesia, 2013). Like the Framework, the regulation stipulates the coordination of intergovernmental agencies dealing with young children and their families. Moreover, it mandates the creation of a taskforce on holistic-integrative early childhood development at the central, provincial, and district government levels. The Regulation, however, was not adequately followed up at both the provincial and district levels. It might have helped to integrate the actors, not the real delivery of the services. In fact, after a half-decade of its publication, only recently has the government clarified what they mean by holistic-integrative early childhood development by publishing the National Action Plan of the holistic-integrative early childhood development (Ministry of National Development Planning/National Development Planning Agency, 2018). Still, there is no guarantee that the Plan would be followed through at the regional levels; and not less critical is that there is no guarantee that it truly reflects the intended integration. Reflecting on this situation, it cannot be clearly stated when the integrative early childhood services will be achieved completely. When combined with other issues and challenges such as teacher quality and education database disunity, the fragmented and disintegrated service situation is even more daunting. The next section is devoted to highlighting these issues further.

4.3 Contemporary issues in Indonesian early childhood education

As hinted in the previous sections, the archipelagic and multicultural nature of Indonesia is a real challenge for the country’s early childhood education. The distance between regions, for example, might hinder the distribution of learning materials. Likewise, the distance might be challenging for teacher development package deployment. In this section, another three challenges are identified besides this challenge. Namely, discursive tensions within early childhood education policy, overlapping quality framework, and teacher quality.

4.4 Policy discursive tensions

The production of any policy, including early childhood service policy, as many have said (Ball, 1994; Olssen, Codd, & O'Neill, 2004; Penn, 2011a, 2011b), is controlled by specific logical frameworks or discourses. In the case of Indonesia, early childhood education policy has been mainly shaped by the discourses of developmentalism, religion, and more specifically, Islam, and human capital (Adriany & Saefullah, 2015; Formen & Nuttall, 2014; Octarra & Hendriati, 2018). This tendency is apparent at the linguistic level such as in the use of developmental, religious/Islamic, and human-capital-related concepts and vocabularies. The use of these discourses is admitted to be partly beneficial for the country's early childhood education. Reliance on the developmental and human capital discourses, for example, has connected Indonesia with the global actors of early childhood education. For instance, this has linked the country with international early childhood donors, as hinted above in the case of the World Bank and UNESCO.

Meanwhile, its reliance on religious/Islamic discourse partially maintains the country's religious characteristics. Furthermore, specific discourses in the policy define what practices are acceptable and what practices are unacceptable. Thus, discourses constitute what a good early childhood education is. The use of developmentalism, for example, in the Indonesian case is accompanied by the introduction of the ideas of "developmentally appropriate practice", "play-based pedagogy", and "child-centredness" as the triumvirate quality early childhood education. The use of religious discourse, for example, is accompanied by the idea that preschool is the site to nurture religiously correct behaviours. Apart from these benefits, the presence of multiple discourses has resulted in discursive tensions. The discursive tension here refers to the policy's internal inconsistencies due to conflicting ideas resulting from conflicting discourses and the disjuncture between what is said in the policy and how it is practised in the field. Among the identified tensions, for example, are the universalising nature of developmentalism of children development on the one hand against the recognition of intercultural differences in children development or the use of Islam as the major religious discourse against the recognition of religious differences on the other hand (Formen, 2017; Formen & Nuttall, 2014).

4.5 Overlapped, artificial quality construct

Quality is one of the central issues in almost all talks about early childhood education. In the case of Indonesia, especially after 2000, this is apparent in the successive calls for and publications of quality standard documents. The call for quality standards appeared initially in the 2003 education law (Government of the Republic of Indonesia, 2003). It states that "quality" (Indonesian, *mutu*) is one of its enactment rationales. Furthermore, to achieve the quality goal, the law calls for producing a "national education standard" (Article 35). Following this call, in 2005,

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the first Regulation of national education standard was published, regulating eight aspects of education, namely, graduate competencies, contents, process, educators and education personnel, facilities, management, finance, and assessment (Government of the Republic of Indonesia, 2015; Waluyo & Formen, 2015). Hence, Indonesian education has entered a new era, in which quality means standard. Following the national standard publication, in 2007, teacher standard of qualification and competencies, which will be discussed in more detail in the next section, was published (Department of National Education, 2007). A more comprehensive follow-up of the national education standard was the publication of early childhood education standard regulation in 2009 (Department of National Education, 2009). Like the national standard, this regulation generally stipulated all aspects of the national standard in the context of early childhood education. There are at least two striking points within this regulation. Firstly, it introduced the term “assistant teachers”, whose qualification is surprisingly below both national and teacher standards. Secondly, it standardised children’s development. Children’s developmental and learning outcomes previously recognised more as an aspiration hence became a set of universalised and regulatory achievement targets.

Nevertheless, the 2009 standard was not effective for a long time. In 2014, it was repealed and replaced by the new one. The new standard also regulates the same eight aspects of education. Yet, unlike the old one, whose contents were partially presented more descriptively, 2014 presents all aspects of education standard in a legal-framework genre. Apart from its regulatory characteristics, none of its 38 articles governed either the prohibition or sanction of any breach against its stipulation. In addition to the standard production, quality is ensured through accreditation. For this purpose, a different set of accreditation instrument was developed. In the past, the instrument for kindergarten (National Accreditation Board, 2009) was differentiated from one of the centres such as playgroup and childcare (National Accreditation Board of Non-Formal Education, 2009). For this purpose, several instruments were developed (National Accreditation Board, 2009; National Accreditation Board of Early Childhood and Non-Formal Education, 2014; National Accreditation Board of Non-Formal Education, 2009). The kindergarten instrument was literally more comprehensive and essentially in-depth than that for the non-formal centres.

4.6 Teacher and educator quality

Studies have for a long time established that the quality of an education system could not exceed the quality of its teachers (Barber & Mourshed, 2007). The better the teacher, therefore, the better an education system will be. Apart from the agreement on teachers, centrality to education quality, a good teacher is open to question what makes quality. For example, Goldhaber (2002) points out that teacher quality is constituted mostly by less tangible characteristics, such as the joy to teach or knowledge-transmission skills. Therefore, it is, not a surprise there

is no single definition that can encompass the notion of quality teachers (Cruickshank and Haefele, 2001, p. 26). Apart from the elusive characterisation of quality teachers, the Indonesian government has chosen that a quality teacher is the professional one. By ‘professional’, teachers should meet the minimum academic qualification and demonstrate four domains of competencies: personal, social, pedagogical, and professional (Department of National Education, 2007; Government of the Republic of Indonesia, 2005). Table 3 shows sample 13 of these four competency areas. Furthermore, to make them formally and legally a professional, teachers must be certified either through professional training in the form of remedial professional learning or professional education.

Behind the Indonesian government idealisation of a professional teacher was the daunting situation that most teachers held only high school background or even lower (Jalal et al., 2009). Thus, in line with Barber and Morshed’s (2007) study referred earlier, improving their academic background is considered a recipe to improve early childhood education quality. Through so doing, it is projected that only those meeting the minimum qualification and competency standard can teach. At a glance, this qualification and competency standardisation is practically reasonable. In fact, to obtain a degree or academic qualification requires a long process, at least four-year study according to the Indonesian undergraduate curricular system. This is also the case for the remedial training, delivered in the form of a short course that could not cater all unqualified teachers and did not cover all the competency aspects mandated by the regulation. In addition to qualification, another issue related to teacher quality is pedagogical practice, which is highly structured and teacher-centred. As it is common in early childhood education scholarship, Indonesian early childhood education follows the principle of child-centredness, instead of teacher-centredness. In fact, a number of government regulations and directives require teachers to provide a pre-prepared, highly prescriptive list of skills and activities for children to follow and/or perform during their attendance at the centres. As regulated in the national standard (Ministry of Education and Culture, 2014) and directives (Directorate of ECE, 2015a, 2015b), the list is presented in the annual, semester, weekly, and daily plan. Inclusive in this prescriptive approach is the list of pre-determined learning themes, which to some extent functions as the subjects in the case of upper education levels. This leaves almost no room for children to freely express and choose what they want or do not want to do, and therefore, represent more teacher- instead of children-centred pedagogical practice.

4.7 Redundant visions, uncoordinated information

As indicated earlier, the Indonesian government has targeted every individual child to have access to and benefit from quality early childhood education. In line with this target, the Indonesian government, in addition to national standards indicated in the previous sections, produced a number of documents that state its

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vision and information on which such vision was crafted. The presence of a vision is, of course, critically important to guide the government's actions. However, the problem with the Indonesian early childhood sector is the fact that there has been a redundancy of vision on and/or related to early childhood education. When the campaign for early childhood education expansion started in the early 2000s, it was envisioned that early childhood education was aimed at producing "healthy, smart, and cheerful" Indonesian children (ECE Forum, 2004, p. 119). In 2011, along with the publication of the Grand framework of early childhood education development, another vision was introduced, namely early childhood education as the cradle for the birth of Indonesia's "golden generation" (Anam & Nabila DP, 2011; Directorate of ECE, 2011). In the light of this vision, early childhood education is expected not only to produce the "healthy, smart, and cheerful" children, but more perfectly, those who are faithful in the One and Only God, pious, noble, healthy, smart, honest, responsible, creative, self-reliant, and patriotic-nationalist" (Directorate of ECE, 2011). Not least, another vision of early childhood education and development, namely, the "wholistic-integrative early childhood education/development", was later introduced in 2013 (Government of the Republic of Indonesia, 2013). At a glance, these visions look rational, irresistible, and not problematic. However, the presence of such multiple visions not only add more burdens to the educators and practitioners in the field, who legally speaking are mandated "only" to facilitate children's school-readiness (Government of the Republic of Indonesia, 2003, Article 1), but more critically confuse them in selecting of the focus of their pedagogical practice. In fact, they are not specifically prepared to meet the challenges brought by and through those visions. The same redundancy is also the case for information about early childhood education. For example, uncoordinated basic information is apparent in the national gross enrolment rate published by the Ministry and the national statistics office. The Ministry reported that in 2016 the national enrolment rate was 70.06% (Data and Statistics Center, 2016), while the national statistics office reported (Statistics Indonesia, 2019) that the rate was only 34.62% in the same year. The difference is also seen in the 2014 enrolment rate between that published by the Ministry of National Development Planning (Ministry of National Development Planning/National Development Planning Agency, 2017), with 66.81%, and the Ministry of Education (Data and Statistics Centre, 2014), with 65.16%. Perhaps, behind these differences was the difference in how each governmental agency produced their statistical measurement. However, it is clear that behind each digit of those statistics are Indonesian children, who could be easily included or excluded from early childhood service due to statistical errors. In this case, there was a useful lesson from the last early childhood education expansion that lasted in 2015. It was targeted that by 2015, 75% of young Indonesian children would enrol and participate in early childhood programs (National Coordination Forum, 2003). In fact, as the post-2015 reports referred to in this section have shown, the target was not adequately met, for which uncoordinated information is likely one root source of the problems.

4.8 Concluding remarks

This report has provided a general picture of Indonesian early childhood education. The sector has its cultural and historical roots in the country's long history. Its position has changed over time, along with the politico-historical dynamic of the country. Even though its position has strengthened from 2000 onwards, the Indonesian early childhood education sector has continued to face the challenges brought by its very novelty within the country's national education system. Several initiatives aiming at improving both its availability and quality has been formulated. However, the sector has been continuously challenged by less effective coordination between actors, including responsible governmental agencies. Therefore, effective coordination is seemingly the key to achieve Indonesia's vision towards quality early childhood education for all.

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5. EARLY CHILDHOOD EDUCATION AND CARE IN SLOVAKIA

Ondrej Kaščák

ECEC in Slovakia is applicable to children aged 0 to 6/7 years, which is the year of the start of compulsory education. Currently, there are two main types of institutions in Slovakia responsible for early childhood education and care. For children 0-3, there are “institutions of care for children under 3 years of age”. For children 3-6 years old, there are kindergartens (called “materská škola”).

Institutional care for children up to 3 years old is generally provided through day-long care, half-day care, or care for a few hours a day/week. In 1993, nurseries were removed from the Ministry of Health authority and remained unregulated until 2017. From March 2017, the amended Law No 448/2008 on Social Services regulates conditions for establishing nurseries as institutions of social service. The type of social care is also governed by the Ministry of Work, Social Affairs, and Family and these institutions are mostly private. The justified category of parents gets donations from the state for childcare, which can be used as reimbursement for the child visiting this institution. The parents are entitled to choose any facility, in case of its availability in the given region, where they live, or other regions. Criteria for admission of children into these facilities are defined by the Act on Social Services.

As care for children in these facilities is considered a social service that supports harmonisation of family and work life, priority is given to children of parents who are:

- working,
- studying at a secondary school or a higher education institution,
- preparing for labour market or performing activities related to entering or returning to the labour market.

Children of parents who do not meet any of these conditions will be provided care if capacities in a facility cannot be allocated to children of working or studying parents.

There are no obligatory curricular regulations for nurseries. Care can be provided in facilities providing care for children up to 3 years of age to a maximum of 12 children in one day room that serves both as a playroom and a bedroom. The number of children per one room can be higher by 3 children, i. e., 15 in total if no child younger

than one year is taken care of in the room. ECEC participation among under-3s is especially low (less than 5%) in Slovakia.

In childcare facilities under 3 years, the staff is not qualified as the pedagogical staff (they are not educators, teachers, or teacher assistants). They are considered nurses and their qualification is a secondary education focused on childcare. If their education is not focused on childcare, the staff can get the qualification with 220 hour-long accredited course. In case the facility also includes children younger than 1 year, at least one worker has to be qualified as a nurse.

Kindergartens represent the first formal educational institutions children in Slovakia may attend. They constitute part of the educational system and offer pre-school education. They are designed for children from 3 years to compulsory school age (6 years) or the age of 7 in the case of delayed admission to elementary school (deferred school entry). If capacity allows, a kindergarten can also admit 2-year-olds, but preference must be given to 5-year-olds and children with deferred school entry. Admission of children into kindergarten is absolutely within the kindergarten headteacher's competence. Children are admitted to kindergartens based on an application submitted in writing by a child's parent to the headteacher of the kindergarten. The statement on the child's health made by a general practitioner for children and adolescents, which must also include a statement on mandatory vaccination. However, the fact that a child has not been vaccinated does not constitute a reason for not admitting the child into a kindergarten. In the case of a child with special education needs, the parent submits, in addition to the health statement, also a statement of the respective institution of the educational counselling and prevention. In the case of a child with sensual or physical disadvantages, the parents' applications are also appended statements by the specialists.

Kindergartens are financed and governed by the municipalities with state contribution and are partly funded by parents as well. In the case that children are in their last year before starting school, the preschool education is fully paid for by the state, and it is financed from the public resources (including the diet).

Except for public kindergartens, there are also private kindergartens run by churches or physical or law entities. These kindergartens are co-financed from the public resources and, therefore, some do not require payment of school fees by the parents. Currently, non-public kindergartens can ask for covering salaries and other services in the amount of 88% from the public resources. The ratio of children in non-public kindergartens was 6.3% in 2016.

Slovakia does not yet have a compulsory early childhood education system, but it is recommended that every child attends kindergarten for at least one year before compulsory schooling. Whether founded with the public, church, or private funds and oversight, all types of kindergartens are obliged to ensure access to free kin-

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dergarten for children with residency within a given municipality who have one year left before entry to elementary school.

In 2017, the participation rate of Slovak children over 4 in early childhood education and care (ECEC) was 78.2%, the lowest in the EU. The weakest participation was in Eastern Slovakia at 65.3%. The government expanded free kindergarten places to all children (regardless of age) from socio-economically deprived families from September 2018. In June 2019, the Parliament approved lowering the compulsory school age to 5 starting in January 2021. The ESIF supports the provision of kindergartens: 11147 places are to be created over 2014-2020 to enable enrolment of 5-year-olds to rise to a projected 96.4% in 2020. Around 2100 more places will be needed to ensure full enrolment. The management of supply and demand for places is ineffective: 12502 child admission requests were not met in 2018/2019 for capacity reasons, predominantly in developing municipalities and those with a high share of Roma, despite there being 12000 spare places nationwide (Hellebrandt et al. 2019).

A kindergarten is divided into classes. Each kindergarten can have one or more classes. The classes are either age-homogeneous or age-heterogeneous. The highest number of children per class in kindergarten with half-day and full-day education and care is:

- 20 children per class for children aged 3 to 4 years
- 21 children per class for children aged 4 to 5 years
- 22 children per class for children aged 5 to 6 years
- 21 children per class for children aged 3 to 6 years

Due to parents' increased interest in enrolling their children in kindergartens, the headteacher can admit to every classroom, in case of suitable spatial conditions, three children above the highest number of children set up by the Education Act. Pre-primary education in classes with half-day education is provided by one teacher. Pre-primary education in classes with all-day education is provided alternately by two teachers. The average children/teacher ratio is higher than 10, but it is exclusively a statistic average. Actually, since about 90% of teachers' working time does not overlap, according to the source from the Slovak Centre of Scientific and Technical Information, there is an average of 20.3 children per one teacher.

In the kindergartens, there work teachers of preschool education. They are pedagogical workers. The lowest qualification is the secondary education in the field of teaching in kindergartens. Still, more and more teaching placements require teachers with bachelor's degree in the field of preschool (and elementary) education. Those represent 40% of all teachers in kindergartens. In the group of kindergarten teachers, there is also a small number of teachers with higher education levels than bachelor's degrees. A number of qualified teachers is almost 100%. Teacher training of kindergarten teachers is not very much focused on inclusion and specifically not on children with special education needs (SEN). The students in this study field do

not attend any practical training in special kindergartens. They are also not qualified for work in these special kindergartens.

Education in nursery schools is carried out through the following kinds of daily activities:

- games and activities as selected by the children,
- health exercises,
- educational activities,
- outdoor time,
- lifestyle activities (personal hygiene, eating, resting).

In Slovakia, there is a two levelled curriculum, where one level is the so-called state education program approved by the Ministry of Education in the Slovak Republic. The second level is the so-called school education program approved by the school itself. The structure of both documents is given by Law No. 245/2008 (School Law). While the conditions given by the School Law have been valid for more than ten years, state education programs are innovated continually in different periods of time. These innovations, even though they are limited by the School Law, consider the development that has been done in the pedagogical sector in the last years.

The content of the education to be provided in nursery schools is set out in the following education areas:

- Language and Communication
- Mathematics and Working with Information
- People and Nature
- People and Society
- People and the World of Work
- Art and Culture
- Health and Exercise

Each education area in the national curriculum (the so-called State Pre-Primary Education Program) has three levels:

1. performance standards,
2. content standards,
3. evaluation questions.

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The performance standards for the education areas are only to be monitored and assessed in the final year of nursery school and are aimed at the child's standard performance. The performance standards can be achieved by the majority of the child population who receive a standard nursery school education.

The content standards are rooted in the conceptual basis of the education areas for standard nursery school education. In order to ensure that the relationship between the educational content and the child's performance is workable, basic suggestions are given on the kinds of activities the teacher can undertake to ensure the child attains the performance standards.

The evaluation questions are designed to help the teacher manage the process of assessing the child's learning and progress. The questions are intended to enhance the teacher's ability to set up learning situations and determine the child's progress in relation to the child's cultural and social background.

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6. INCLUSIVE EDUCATION IN BULGARIA

Aleksandar Krastev

A new Law on Pre-school and School Education has been in force in Bulgaria since 01.08.2016. The implementation of inclusive education was taken as a national policy. Until now, the main focus of this activity has been on children with special educational needs. To date, the practice of educational philosophy is changing in the understanding that every child in his or her education may have periods or stages in which they need support for their personal development and motivation to learn.

The National Educational Standard for Inclusive Education in Bulgaria recognizes that inclusive education is a process of recognizing, accepting, and supporting the individuality of each child and the diversity of needs of all children by activating and integrating resources aimed at removing barriers to learning and creating opportunities for the development and participation of children in all aspects of community life. Inclusive education is an integral part of the right to education.

Over the last fifteen years, organizing and building an inclusive environment in the education system has spanned different levels - culture, politics, practical application, and all stakeholders.

In 2006, the implementation of Integrated Education for Children with Special Educational Needs started in Bulgaria, whereby the child, regardless of the type of disability, is included in the general educational environment. This was ensured by creating a supportive environment that included appropriate architectural and social conditions, individual educational programs, teams of specialists, special training aids and equipment, didactic materials, and aids. The support procedure followed these steps:

- consultation and examination by a psychiatrist, psychologist, speech therapist, and others,
- a comprehensive pedagogical assessment team formed in the Regional Education Management in the respective area. The team consists of different specialists: psychologist, special educator, speech therapist, hearing and speech rehabilitator, teacher, social worker, physician, etc. After a primary assessment of the child's overall development, the type and form of training is recommended, which is appropriate for the child's education.

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- At that time, medical records that attested to specific learning disabilities, impairments, or the degree of mental retardation were of major importance. Only after an evaluation by the Complex Pedagogical Assessment Team does the child go to resource support from a special educator, psychologist, speech therapist, or another specialist.

An integrated learning policy was implemented by the Resource Centres to support integrated education and upbringing of children and students with special educational needs, which were also established in 2006. The creation of the centres prevented many children with special needs from falling into an isolated educational environment and from being educated among their peers. The resource centres were created as state service units – out-of-school pedagogical institutions opened in the territory of every district in the country. The centres have been instrumental in helping the successful integration of children and students with special educational needs into the general education environment. The activity of the resource centres was carried out by a team of specialists, which included resource teachers, psychologists, speech therapists, rehabilitators of hearing and speech.

As of 2006, children with special education are defined as those who experience different learning difficulties due to:

- sensory impairments (impaired vision or hearing impairment)
- physical disabilities,
- mental retardation,
- language and speech disorders,
- specific learning difficulties (specific learning disabilities),
- emotional and/or behavioural problems,
- communication and communication disorders,
- chronic diseases leading to SOP,
- multiple injuries.

As the next step in the process of inclusion of children with special educational needs, another important step in the process of building an inclusive education system was launched in 2011 and the inclusive training project of the Ministry of Education, Youth and Sports started. The overall objective of the project was to provide a supportive environment for equal access to education and the opening of the education system to the delivery of inclusive training. The specific objectives of the project were:

1. Early detection of children at risk of learning disabilities and their successful inclusion in pre-school and school education, successful socialization.
2. Increasing the role of kindergartens and schools in building an inclusive educational environment and in providing quality education tailored to each child's individual needs.
3. Increasing the capacity of special schools for children with sensory disabilities to build a functional work model to support inclusive education for children with sensory disabilities.

4. Creating positive attitudes in the community towards inclusive training to achieve an integration effect.

The project aims to work with children from 3 to 7 years of age at risk of learning difficulties and students with special educational needs, but also with parents and pedagogical specialists providing resource support.

The project involved about 1500 children, parents, and pedagogical specialists. In its second phase, the project was to provide the conditions and support for the transition from integrated to inclusive training in pilot public education schools and kindergartens. Creating a supportive environment in schools and kindergartens for the adaptive learning of children with special educational needs. At the end of 2015, UNICEF-Bulgaria initiated the project Together with Kindergarten. The project was intended to contribute to the development of an inclusive and supportive educational environment in kindergartens, which would ensure the full development of each child's potential and talents with a focus on children with special needs. In the long term, the project has contributed to the promotion of kindergarten as a key element of inclusive education and strengthening its role in the early identification of children at risk of learning disabilities and early intervention. The project was implemented in partnership with the Ministry of Education and Science, which guarantees unidirectionality, synchronization and multiplication of the processes for creating an inclusive environment in kindergartens in the country. Building an inclusive and supportive educational environment in kindergartens and schools aims to support the quality personal development of each child's potential and talents, and especially with a focus on children with special needs.

A model is a holistic approach to providing support centred around the needs of the child through the following key elements:

- transformation of the physical environment to stimulate the development and talents of each child,
- development of new skills among the pedagogical and non-pedagogical staff in kindergartens to work with children with special needs and active interaction with children and to build an inclusive climate in the group and the kindergarten,
- provision of specialized and additional support for kindergartens by a psychologist, speech therapist, teacher's assistant, resource teacher to guarantee early intervention in learning difficulties,
- active involvement and communication with parents,
- building a support network around the kindergarten by strengthening the links and improving the coordination processes between the institutions and support services,
- development of supportive public attitudes towards children with disabilities and specific needs and their right to education.

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6.1 Inclusive education

A new law on pre-school and school education came into force in 2016. As a fundamental principle, the law declares equal access to quality education and inclusion for every child. Education law states that inclusive education is an integral part of the right to education. This educational law created the conditions for introducing inclusive education and taking over the path of making the Bulgarian education system inclusive.

In 2017, the government adopted an Ordinance on Inclusive Education, which sets the state educational standard for inclusive education under the Pre-school and School Education Act.

The regulation regulates public relations related to the provision of inclusive education for children and students in the system of pre-school and school education, as well as the activities of the institutions in this system for providing support for the personal development of children and students.

Emphasis on inclusive education is placed on supporting children's and students' personal development. Opportunities for further training in the subject matter and counselling for children and students are provided, emphasizing the provision of additional support to children and students with outstanding gifts, as well as care for the health of children and students.

Parents' role as a partner of kindergarten and school in the provision of inclusive education is defined. Coordination between the education system and that of child protection is also increasing.

Following the adoption of the Pre-school and School Education Act in August, the entire education system was transformed, in particular, the activity of resource teachers. As of August 1, 2016, the Resource Centres have become Regional Centres to support the inclusive education process. The process was further supported by the entry into force of the Inclusive Education Ordinance in November 2017. The change has allowed resource teachers to be recruited in schools and kindergartens on a practical level.

6.2 Supporting the personal development of children

Children in pre-primary education are entitled to general and additional support for personal development. The support provides an appropriate physical, psychological, and social environment for developing their abilities and skills. Personal development is tailored to the individual educational needs of each child. The types of support for personal development are common and additional.

General and additional support for personal development is provided in kindergartens and centres for personal development and special cases at home or in hospitals. In order to realize the general and additional support for personal development, a team for the support of personal development is formed in each kindergarten. The team employs a psychologist or pedagogical advisor, speech therapist, resource teachers and other specialists according to the actual students' needs. Total support for personal development is provided by teachers and other pedagogical specialists in the kindergarten or the personal development support centre. The additional support for personal development is closely linked to the child support plan, which identifies the specific activities for additional support and the necessary specialists to provide the support. The support is organized in accordance with the established regional and municipal strategies for supporting the personal development of children. Each Kindergarten, the Regional Centre for Support of the Inclusive Education Process, or the Personnel Support Centre create an annual plan for their activities. This plan outlines the types of activities, timelines, and responsibilities for providing support for personal development. At the beginning of each school year, in the kindergarten, a coordinator of the personal development support team is appointed by the principal's order. The coordinator also organizes the process of providing general and additional support for the personal development of children by coordinating the work of the support team. Of particular importance is the quality of teamwork between pedagogical specialists, parents, and children.

The coordinator has the following main functions:

1. discuss with the teachers of the children concerned their observations and with regard to training, development, and participation in the group's activities,
2. coordinates the activities of the support team, including their work with parents,
3. coordinates the provision of general and additional support,
4. organize the activities related to juvenile foreigners' support and inclusion in their admission to kindergarten training.

6.3 General support for personal development in kindergarten

In order to develop each child's potential, the inclusion process has introduced a tool called total personal development support. The overall support aims to provide each child during their stay in the education system with personal development according to their individual needs. The big idea behind common support is to ensure equal children's participation in the educational process. Of course, according to their needs and skills.

In kindergarten, support activities include:

1. Teamwork between teachers and other pedagogical specialists,
2. Interest activities,
3. Health care,
4. Early needs assessment and prevention of training difficulties,

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5. Promotion with moral and material rewards,
6. Activities for prevention of violence and problem behaviour,
7. Speech therapy work.

A major focus of overall support is the prevention of learning disabilities. Prevention activities include:

1. Additional modules for children who do not speak Bulgarian,
2. Programs for psychomotor, cognitive, and language development,
3. Work in established language and/or emotional-behavioural and/or sensory difficulties.

The additional Bulgarian language modules are aimed at children for whom the Bulgarian language is not their mother tongue or who do not speak Bulgarian well. The Kindergarten Personal Development Support Team monitors each child's progress twice during the school year. Teachers report to the principal at the end of the school year on the results of the child's progress.

6.4 Additional support

Additional support for the personal development of children is provided on the basis of an assessment of their individual needs. Assessing a child's individual needs is a process of gathering and analyzing specific information about their functioning - strengths, difficulties, the potential for optimal development, participation in the educational process, and opportunities for realization.

The assessment of a child's individual needs of a child who does not speak Bulgarian is done in the language that the child speaks best, using a translator provided by the parent if necessary. The assessment of the individual needs of children with indications of special educational needs is carried out by the child support team, whose staff includes a psychologist, speech therapist, resource teacher, and in children and students with hearing impairment or with impaired vision - and a hearing and speech rehabilitator or a teacher of impaired children, the teachers in the kindergarten group. Assess as well cognitive development, communication skills, social skills, physical development, adaptive behaviour, mental reactions, family functioning, individual needs of children at risk is carried out by the child support team, whose staff includes a psychologist and/or pedagogical advisor, and a speech therapist in kindergarten, teachers in the kindergarten group. The risk and protective factors in the situation of the child or the student and their environment are evaluated. The child support team, whose staff includes kindergarten teachers, a psychologist or pedagogical advisor, or child-care professionals assess the individual needs of gifted children. The specific areas of manifested gifts and abilities are evaluated. Individual needs of children with chronic diseases are carried out by the child support team, whose staff includes a psychologist, the teachers in the kindergarten group,

the medical specialist in the health office in cooperation with the child's doctor. The health of the child and its impact on learning are assessed.

Inclusion is not just a concept limited to location issues. Its definition must encompass broad perceptions of access to education and recognize the importance of meeting different needs. Increasing access for more and more children is an important goal. But this will not develop spontaneously and must be actively planned and encouraged.

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László Varga

7.1 Kindergartens in Hungary

According to the State and the Act CXC of 2011 on Public Education, a public education institution or kindergarten can be established by a local government, an ecclesiastic-legal person registered in Hungary and other organization or person if they have acquired the rights to continue the activity.

Children may be admitted to kindergarten upon application. (Children are admitted to kindergarten after reaching the age of 3 and are in kindergarten until they start school). Parents are obliged to enrol their children who are required to attend kindergarten under the law on the date defined. In conformity with the principle of the free choice of kindergarten, a parent may apply for admission to any kindergarten. Besides the principle of the free choice of kindergarten, a district system is in use. The system ensures that every child has access to kindergarten care. The kindergarten is obliged to enrol and take over the child who is compulsory to go to kindergarten and if his/her residence is located in the kindergarten's district. The local municipality defines admission districts for kindergartens; in micro villages, a district may consist of one or two settlements, while in towns it is a smaller geographical area.

The task of kindergarten education is to satisfy physical and mental needs of preschool children, including:

- developing a healthy lifestyle,
- emotional, moral, and value-oriented community education,
- implementation of native language and intellectual development and education.

7.2 Kindergarten Life - Personnel Conditions

1. In kindergarten, children are the centre of educational work.
2. In kindergarten, the key person of educational work is the kindergarten teacher, whose personality is decisive for children. The kindergarten teacher's presence

is an important condition for kindergarten education throughout the entire period of education. The kindergarten teacher's accepting, helpful and supportive attitude is a model and an example for children.

3. The activity of kindergarten teachers and the co-ordinated work of non-teaching employees supporting the operation of the kindergarten should contribute to the effectiveness of kindergarten education.
4. The development of children with special educational needs requires the involvement of a specially trained specialist.
5. Those working in kindergarten also educate children belonging to a minority to achieve the objectives of minority kindergarten education.
6. Those working in kindergarten also educate migrant children to allow children to learn about each other's culture and mother language.

Kindergarten education can be implemented on the basis of an approved pedagogical program, which is controlled by experts. Education can be organized in the context of activities involving the whole kindergarten life, with the absolute presence and involvement of the kindergarten teacher. The kindergarten teachers prepare the weekly plan of each kindergarten group in accordance with the principles of the local education program and the institutional organizational rules.

In the organization of kindergarten life, care (taking physical needs into account) has a prominent role. The kindergarten teacher educates even during the care process, builds relationships with the children, and helps to develop their autonomy. The kindergarten teachers are supported by nurses who the institutions employ.

7.3 The National Core Programme of Kindergarten Education

The National Public Education Act defines the responsibilities, competence, and operating conditions (personnel requirements, employment requirements, and requirements related to material facilities) of kindergartens. It gives authorisation for a professional regulatory framework.

The general professional, legal, and quality-related frameworks for kindergartens are defined at the governmental and ministerial levels. Furthermore, the operation of kindergartens is affected by the Budgetary Act in force.

The National Core Programme of Kindergarten Education defines the content of kindergarten education. It was introduced in 1996 (Government Decree 137/1996, VIII. 28.). In cooperation with a committee set up by the minister responsible for education, he/she evaluates the National Core Programme of Kindergarten Education on a regular basis, but at least every five years, and proposes necessary modifications. The National Core Programme of Kindergarten Education applies to each kindergarten regardless of the maintainer. It is a core curriculum providing

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a general framework for the general pedagogical principles and objectives of kindergarten education and care. The staff of kindergartens is responsible for developing the local educational programme (i. e., local curriculum) of the kindergarten in line with the National Core Programme. Kindergartens provide local education programs that detail the tasks of kindergarten education, the methodological principles of development, the order and time of pedagogical work documentation. Institutional planning and adaptation of the basic programme to local needs is a professional task of the nursery school.

Ministerial decrees regulate the Directive on kindergarten education for national minorities (Ministerial Decree 17/2013, III. 1.). If at least eight parents of the same nationality initiate national kindergarten education, they must be organized in a system that is upgraded after the date of the application. (Given that at least eight students actually enrol in kindergarten.)

Ministerial decrees regulate the Directive on kindergarten education for children with special educational needs (Ministerial Decree 32/2012 (X. 8.)). The purpose of the Directive is to bring the national education programme in kindergarten education and the special educational needs into line as follows:

- expectations are aligned with the progress of child development,
- their development is carried out in the areas that are appropriate to them,
- not to override the children's education and development,
- rehabilitation development lessons become elements of the nursery education programmes.

7.4 Children with Special Needs

The governing principle makes it possible to select the framework of development. The applied special method and toolkit are determined by the individual requirements of the child. In accordance with the professional judgement of the authority board, **associated education** in majority kindergartens needs individual decisions according to the child's requirements. Law determines the mode of the validation of the **right for special care**, the concept, and content of habilitation and rehabilitation.

The implementing regulation of the National Public Education Act (20/2012., VIII. 31.) sets out that kindergartens also have child protection duties. The educational programme of the kindergarten help reduce or eliminate any threats to the development of children. This regulation controls how nursery psychologists perform pedagogical tasks in the kindergarten, and the work of kindergarten teachers.

The kindergarten organises development programmes for disadvantaged children complying with the character developing, ability attending, integrating program-

me discharged by the Secretary for Education. Within the kindergarten's development programme framework, the kindergarten guarantees the educational tasks following the development of the child, educational activity concerning the moderation of social disadvantages and the establishment of co-operation with the services that support the parents in their kindergarten education and provide services for children.

An increasing number of kindergartens undertake to provide education and care for the children of foreign citizens.

The Public Education Act specifies that a minor who is not a citizen of Hungary becomes entitled to kindergarten care and may use kindergarten services under conditions that are similar to those applied to Hungarian citizens, if

- according to the provisions of Asylum Acts,
- he or she is entitled to the rights identical to those held by Hungarian citizens,
- he or she is a person with the right of free movement and residence (a citizen of an EU member state), and exercises his or her legal rights of entering and residing in Hungary as per the act on entry and residence,
- he or she falls under the scope of the Act on the entry and residence of third-country nationals, and his or her legal status is "immigrant" or "established", he or she is a holder of a permit that permits him or her to stay in Hungary.

7.5 Teaching Methods and Materials

Education in kindergarten is child-based, receptive, and aspiring in facilitating the **evolvment of child personage**, observing that the place of education for children attending kindergarten is primarily the family. Education aims to facilitate versatile, harmonic development, the evolution of the child's personality, decreasing disadvantages, taking the individual properties, and **altering development measures** (including alignment of children requiring emphasized attention) into consideration.

The main feature of **learning conception** facilitated in kindergarten is that learning is considered a continuous, mainly imitating, spontaneous action that assists the development of personality as a whole. It is not reduced to obtain knowledge, and it materialises in attitudes happening during the workday, natural and simulated situations, excursions, actions indicated by the teacher in a structural timeframe. The primary aim of learning in kindergarten is to develop the child's capabilities, **expansion, and organisation of experiences**. The kindergarten educator relies on the experiences, observations, and knowledge of the children during the creation of the skill-promoting environment. A premise of learning is the **child's activity**, experiences that employ many sensory organs directly, assuring the opportunity to discover and strengthen creativity.

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Kindergarten education takes care of:

- The satisfaction of the child's **needs**, creating an emotionally safe background and a cheerful, loving atmosphere,
- Forming physical, social and age-specific intellectual **capabilities**,
- A colourful action performed in a filial **community** – compliant with age and maturity with emphasized attention to games that are not substitutional,
- Through these activities, the content of literacy adapted to the age and the individual's abilities, to the transmission of human values,
- Necessary personal and objective environment essential for the **healthy** development of the child.

The unique characteristics of Hungarian kindergarten education are that **playing is considered the essential tool of kindergarten education**, which is the most effective for children's development. The kindergarten teacher uses game activity in the process of acquiring knowledge. The significance of playing has to be reflected in the daily timetable and schedule of the kindergarten. The prevalence of free play in kindergartens is important.

Kindergarten education is mainly based on the following activities:

- Poems, stories
- Singing, music, and playing
- Drawing, modelling, craft
- Physical exercise
- Learning actively about the external world
- Worklike activities

The kindergartens' teachers can choose the materials and methods used for the educational work. Within the National Development Plan framework. The Human Capacities Operational Program was developed as a **competence-based kindergarten program** package that offered new alternatives to pedagogical innovation, taking the legal regulators into account.

During their education in kindergarten, **children belonging to a minor nationality** are entitled to attendance, strengthening, and transmitting their self-identity and guaranteed the possibility of multicultural tutoring based on integration. Children of families **forced to leave their countries** (migrants) must be assured of conserving, attending to, strengthening their self-identity and social integrity.

By the end of kindergarten, children are mature enough to attend school. A physical, psychic, and social matureness is required to attend school:

1. A **physically** fit and developing child is capable of smooth and harmonious movement. The child can manage his/her movement, behaviour, and the satisfaction of physical needs.

2. A **mentally** fit and developing child is interested in and ready to enter school by the end of kindergarten. The necessary capabilities to learn makes him apt to begin school studies. (Besides automatic imprinting, recollecting and immediate reminiscing, intentional recollecting and reminiscing appears. Purposeful attention, which is a base for learning, and basic conceptual thinking is evolving.) Maturity of field cognition, visual and acoustic differential, field awareness, three-dimensional navigation maturity, and body pattern evolution are of particular importance.
3. By the end of kindergarten, the child is **socially** mature to attend school. A socially mature child can adjust to an increasing number of regulations, and delay his/her psychical needs. His/her duty consciousness is evolving, which manifests in understanding the task and solving it in a more effective way. Formation of his/her endurance, work speed, self-reliance, and self-discipline assures this activity.

7.6 The Child's Development

The National Core Programme of Kindergarten Education aim is to register the child's developmental pathway in detail. Various mandatory and not mandatory documents promote the kindergarten education plan and the understanding and development of children and contribute to their development. Based on the child's development tracking system, all children get a planned professional overwatch and support every step from kindergarten to school. Based on the developmental test, it can be determined that how and to what degree individual children achieve the development level specified in the Core Programme. The Core Programme considers the child's development to school life as a target value.

Kindergarten teachers choose **follow-up documents** from available professional papers to consider their local educational plan or prepare them by themselves.

As specified by legislation, the documentation that monitors the child's development contains the following documents (Section 93/A of Ministerial Decree, Ministry of Human Capacities) 20/2012, VIII. 31.):

- the child's health history,
- the indicators of the child's development (the data of his or her emotional, social, intellectual, speech, and movement development, recorded in every 6 months as a minimum),
- other observations related to the activities defined in the kindergarten's pedagogical programme,
- observations made and measures taken to promote the child's development,
- the results achieved,
- if the child, in the event of a suspicion of a disability or a special need, was examined by the expert committee,

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- the conclusions of the examination,
- proposals for measures taken by the child development teacher,
- the conclusions of the regular reviews performed by the expert committee,
- notes on the information provided to the parents.

The kindergarten records the indicators of child development, such as the results of mental, speech, hearing, vision, and movement skills, as needed, at least every six months. Measures, findings, and suggestions for the development of the child should also be fixed. The kindergarten teacher informs the parents of the child's development on a regular basis. Typically monitored psychological development factors in development diaries are:

Movement development:

- body scheme development
- improvement of movement
- space orientation
- dominance
- fine motor movements
- the development of the child's drawing
- movement coordination

Speech development:

- willingness to talk
- speech fault
- speech rhythm
- vocabulary
- picture interpretation
- text comprehension

Intellectual development:

- visual perception
- acoustic perception
- space orientation
- features of attention and imagination
- cognitive operations

If necessary, the children's expert committees are responsible for the course of expert pedagogical activities including the examination of abilities to identify special needs and disabilities professionally. In order to monitor the supply of services, an integrated traceability system has been applied for each child since 2015. An integrated follow-up system makes possible to keep track of all expert pedagogical services received by the child (all events of the care procedure) and ensure their path of development (or changes). The advantage of the system is that the child's career can be monitored regardless of the change in educational institutions.

According to the Public Education Act, there are two categories of children entitled to additional state grants:

1. children with special educational needs: children with physical, sensory, mental disabilities and speech impediment, or other disabilities such as autism, and pupils with learning disorders such as dyslexia, hyperactivity, etc.
2. children with social, behavioural, and learning difficulties. In the first case, the eligibility for additional support is determined by the National Committees for Assessing Learning Abilities and Rehabilitation. In the second, the eligibility is determined by educational counsellors.

7.7 Early Childhood Intervention

Early childhood intervention measures are brought together at the governmental level to provide assistance as early as possible. This is pursuant to Government Resolution No. 1246/2015 (IV. 23.) on the measures needed for effective intervention in early childhood.

According to the National Core Programme of Kindergarten Education, it recommends kindergartens not to segregate children with special needs, which practice has its traditions in the country's early education institutions.

Early childhood intervention is a summary description, which includes intervention aimed at pre-primary learners in the independent sector. Part of this belongs to the public education sector and part to the 'special education counselling, early intervention, education, and care' (in short, early childhood intervention) tasks of the pedagogical service.

Objectives of the project are as follows:

1. Harmonise the different sectors of early childhood intervention activities; coordinate the early years of a child's life is a priority for the government project.
2. Ensure uniform, common guidelines for learners. Developing protocols and analysis of existing protocols, implementation, and adaptation. The creation of a single modern and standardised measurement and evaluation system, validated screening methods, and the introduction of testing procedures.
3. Increase the competencies of professionals, forming a coherent approach.
4. Develop partnerships with families.
5. Improve access to services dealing with children.
6. Develop interfaces between areas of the organisation and co-ordination aspects involved in early intervention.

It can be stated that the success of the children's inclusion depends primarily on the teachers' personality, professional commitment, and pedagogical experience. Teachers' training prepares future educators primarily for teaching homogeneous groups of children.

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8. INCLUSIVE EDUCATION IN INDONESIA

Diana Amirul Mukminin, Ali Formen

8.1 A quick look: a diverse Indonesia

One of the consequences of the archipelagic nature of the Indonesian territory is the diversity in its societies. Through a long route of evolution, the inhabitants of different regions and islands have developed particular way of life. Therefore, particular values, thoughts, and customs, must adapt to diverse natural resources and physical environments. In short, through such a long process of adaptation and evolution, Indonesian societies bear wide differences, ranging simply from what they eat to what they believe in. Popularly, it has been recognised that 700 ethnicities occupy the country, yet Statistics Indonesia (Statistics Indonesia, 2011) reports that the number is up to 1,300, and more than 400 are spoken (Nababan, 1991).

Enriching Indonesia's ethnic diversities is the existence of different religious and spiritual beliefs. There are officially six religious beliefs recognised; namely, Islam, Roman Catholic, Christianity, Hinduism, Buddhism, and Confucianism, with hundreds of spiritual beliefs that exist yet unregistered officially across the country. Complicating these diversities is undoubtedly the differentiation and stratification of Indonesians in terms of their socio-economic classes. Of course, some principles and commonalities between Indonesia's diverse societies are reflected in their identical cultural practices. Yet, they do not simply make them a single blend. Indeed Indonesia, as its official national motto "Bhinneka tunggal ika" (approximately, unity in diversity) says, is a diverse nation. Even the motto itself, says Ledge (1990), appears as if it is "a proud surprise that it should exist" (p. 127).

8.2 A nationalist approach to inclusion

Situated within rich social and cultural diversities, as discussed earlier, since the very beginning, the Indonesian government designed an inclusive education system. Initially, this was done by creating a nationalist education system. Despite its social diversities, early independent Indonesia inherited the Dutch-established

elitist education system, accessible only by the high echelons of the societies. Exacerbating the situation in the past was the classist Dutch policy, which stratified people based on their race of origin and/or social class. Additionally, people were also diverse in terms of their ideo-political orientation. In this sense, a nationalist education was seen as a panacea for both the existing diversities and the threat of disintegration they might bring to a new-born nation. Such a nationalist-inclusive characteristic of the early Indonesian education system is apparent in the condemnation of the Dutch colonial legacy of the elitist education system, promotion of the Indonesian language to include the country's diverse societies, and permission of the use of local language as a medium of instruction as clearly stated in the first post-independence education bill (Government of the Republic of Indonesia, 1950): There is no need for a long explanation that the foundations of the [new] education system must be different from the one during the Dutch era. Education during the Dutch era generally had no roots in Indonesian societies; people did not feel that the schools belonged to them. From whatever standpoints, those schools remained alien to the eyes of Indonesian people. [In addition]... those schools received only a small proportion of the Indonesian people...mostly the upper levels. Common people generally did not have the opportunity to access education and instruction at schools... Therefore, in the education and teaching in the Republic of Indonesia, the national character must be prioritised in a sense that they are based on our own culture...[and] what is even more important, which clearly states the national nature of education in our country is that the Indonesian language (bahasa Indonesia) is [used as] the language of instruction in all schools. Language is a tool to express the fruit of the mind, but apart from all, it is the most important tool to thicken a national sense of a nation. Although principally the Indonesian language is the language of instruction... it should be compromised on the basis of psychology that in the lowest three grades and lower schools, the language of instruction could be a local language (Government of the Republic of Indonesia, 1950, Addenda 3, 9). Indonesia's early education nationalist-inclusive tendency was also to respond to the country's diversities in terms of religious belief and ideo-political orientations. Since before the independence Indonesian leaders and their common fellows have been ideo-politically divided—ranging from the most right to the most left nationalist and from the secular to the religious ones. This ideo-political division also influenced the education system (Sirozi, 2004) In fact, religious organisations were the biggest education providers even before the Indonesian government was established amid the ashes of the pre-independence wars. The 1950 education bill (Government of the Republic of Indonesia, 1950, Article 16) and its explanation furthermore stated that “at school, teachers must respect all religious schools of thought and way of life”. In accordance with this provision, the bill further detailed what it means by ‘respect’. Therefore, it stipulated that: At school, teachers should not denounce, insult, or behave in a way that may offend the dignity of religious schools of thoughts or way of life. Inclusive to ‘way of life’ is political beliefs (Government of the Republic of Indonesia, 1950, Addenda Article 16). The above provision could be read in two ways. Firstly, the authors of the 1950 law were aware that Indonesia's religious and political diversities might

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lead to disintegration, for which an inclusive approach to education policy and practice is needed. Secondly, those diversities should not be the reasons for the education system to act in a way that violates the principle of justice, equality, non-discrimination, and inclusion. Apart from its relatively comprehensive inclusive voice with regards to social, cultural, religious, and political diversities, the 1950 law did not show comprehensive provision on inclusion in terms of people with disabilities. There is only one article yet not firmly stipulating the provision of inclusive education in the context of special education (Indonesian, pendidikan luar biasa/pendidikan khusus). Article 6 (2) states that “special education and instruction could be provided specifically for those who need it”— emphasis added. The use of the term ‘could’ (Indonesian, dapat) and the phrase ‘for those who need it’ (Indonesian, bagi mereka yang membutuhkan) indicates that the service is optional for both the provider (the government) and the people. As the rest of this section has shown in early independent Indonesia, inclusive education was more directed towards social inclusion. The education system was intentionally created to respond to and include the social, cultural, religious, and political diversities and create the national bond. This approach was taken as Indonesia was a newly born nation state, for which a popular sense of nationhood was seen as a basic recipe for its survival. Education for people with disabilities was not clearly advocated in the early education main policy documents. However, it should not be misunderstood that services for them do not exist. Indeed, there was a number of initiatives on this matter, but it is beyond the scope of this report (for example as discussed in Akter & Kuntoro, 2011; Sunardi, 2010; Tarsidi, 2004). In the next section, inclusive education will be discussed in terms of including children with disabilities, with a focus on the 1989 education law.

8.3 A strengthened focus on people with disabilities

The publication of the 1989 education bill marked a significant shift in the function of education. Under the new Act, education was not seen merely as a site to produce citizens of strong nationalism. Rather and in addition to that purpose, the education system was seen as machinery to mould the country’s young people into obedient citizens whole-heartedly committed to the national development. The Act, moreover, treated citizens not merely in terms of their position as part of the whole nation but rather as individuals with their own rights. This is shown in its specific, relatively detailed provision regulating citizens’ right to education. The shift in the way the macro education system positioned the citizens had also led to the strengthening recognition of the ‘right to education’ of people with disabilities. If compared to the 1950 bill, which stipulated the possibility of special education, the 1989 bill had a special article on the rights of disabled persons. The bill firmly stated that “citizens with physical or mental disability (literally kelainan, ‘abnormality’) have the right to receive special education” (Government of the Republic of Indonesia, 1989, Article 8: 1). The same right was reconfirmed in the section on the students’ rights (Article 24: 7). Surprisingly, the bill did not have a special stipula-

tion on what it meant by special education throughout its main body. However, a general definition was provided in its explanation of Article 8, stating that “special education is an education that is adjusted to learners’ disability”. It should be noted here that the bill consistently used two terms with regards to the education of people with disabilities. Firstly, the bill used the word ‘kelainan’ (literally, otherness and/or abnormality) in reference to disability. Secondly, the bill interchangeably used the phrases ‘pendidikan luar biasa’ (literally, extraordinary education) and ‘pendidikan khusus’ (literally, special education), referring to the education programming especially targeting people with disabilities. This linguistic choice apparently shows the Indonesian government’s construction of special education as a field of adjustment, adaptation, and normalisation of people with disabilities. Providing them with education is expected to help them interact effectively with the mainstream world and acquire job-relevant skills. This tendency was further elaborated in a regulation on special education launched after the publication of the 1989 education bill. The regulation (Government of the Republic of Indonesia, 1991) defined special education as an education programme that is called ‘luar biasa’, literally also means ‘excellent’ and ‘exceptional’, and this has led to another understanding of special education as not merely the provision of an education programme for disabled persons but also for the gifted and intellectually superior ones. However, this topic is beyond the scope of this report. Later, in 1998, the Indonesian government published a law on people with disabilities, followed by a regulation on their welfare system (Government of the Republic of Indonesia, 1997, 1998). The law firmly acknowledges their equal rights to aim at helping learners with physical and/or mental abnormality (*kelainan*). Each of them should be seen as an individual and member of a society to be able to develop attitude, knowledge, and skills to interact with their social, cultural, and physical and natural environment and to develop capabilities [necessary] for jobs and further education. The 1991 regulation, furthermore, followed the institutional approach to special education, for which it stipulated that the education of people with disabilities should be organised through special institutions. Generally, special institutions could be created at all but higher education levels.

The duration of study at special primary and preschool levels is minimum of 6 years and a maximum of 3 years, respectively. For the mainstream ones their durations are 6 years and 2 years, respectively. The longer indicative training and learning period indicates the policy-makers’ assumption that people with disabilities require extra training. This notion must have emerged from the discourses of comparison and normalization. Under these discourses, people with disabilities are acknowledged, and their rights are recognised, yet they are seen in comparison — and for the purpose of their adjustment — with the “mainstream” world.

Following the Salamanca statement (UNESCO, 1994), the Indonesian government’s approach to special education and the education of people with disabilities has shifted. Hence, the notion of inclusive education was introduced, even though it does remove the use of the term ‘special education’ both from the policy do-

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cuments and public conversation. The present education law, published in 2003, for example, continues to use this term. Moreover, the ministry's organizational structure, which was changed several times from 2015 to 2019, continues to use this term. Currently, the ministry has the Directorate of Special Education (Ministry of Education and Culture, 2019, Article 348). Thus overall, while nationalist thoughts have continued to shape Indonesian education, in the case of inclusive education, their influence was mainly apparent in the early independence policy. In the following years, inclusive education has been largely about the special education of people with disabilities.

8.4 Inclusion in the early childhood education context

This final section aims specifically to portray the state of inclusion in the early childhood education context. As indicated in the previous section, inclusive education in Indonesia is understood both as special education for people with disabilities and the practice of education that includes and respects diversities. For this purpose, and given the scarcity of resources on this matter, the discussion in this section focuses on information about inclusion related to preschool institutions, content, and teacher preparation and development. Institutionally speaking, inclusive education at the preschool level in the Indonesian context could be seen in two ways, inclusive education as in terms of the application of inclusive pedagogical philosophies and practices and inclusive education as special preschool education for children with disabilities. The first understanding of inclusive preschool education could be seen from a policy perspective that, like all educational institutions, early childhood education centres are encouraged to manage and deliver their programmes inclusively. In this sense, preschool centres should not formally reject children based on their status of disability, social background, or other sources of diversity. The principle of non-discrimination is firmly stipulated in the education law (Government of the Republic of Indonesia, 2003) as well as national early childhood education standards (Ministry of Education and Culture, 2014b). In support of this principle, the current early childhood curriculum is supplemented with a guide for detecting children's developmental delay and special needs and general including disability. In short, all centres should be as inclusive as possible learning space. The second understanding of inclusive preschool education could be seen in the stipulation of the provision of special kindergarten (Taman Kanak-Kanak Luar Biasa, TKLB) for children with disabilities/special needs. This special preschool centre is stipulated, for example, in the ministerial regulation on the establishment of early childhood education centres (Ministry of Education and Culture, 2014) and the early childhood education national standard (Ministry of Education and Culture, 2014b). Apart from recognizing this institution at the policy level, special kindergartens do exist in the field. Yet, regrettably, their numbers, teachers, and students are not clearly identified. Their profiles have been consistently not presented both in the Ministry of Education and Culture early childhood education and special education statistical reports (Data and Statistics Centre, 2014, 2015,

2017, 2018). Since 2007, the responsibilities for early childhood (kindergarten) and special teacher development have been delegated to the same unit (Centre for the Development and Empowerment of Kindergarten and Special Education Teacher and Personnel, 2015; Ministry of Education and Culture, 2015). As a study by Poernomo (2016) reported that as of 2002, the Indonesian government, piloted special education into its mainstream education including kindergartens. In 2007, the study reported 17 kindergartens were involved. However, it was not clear which kindergartens participated and what their status was. In this situation, as if special preschool education institutionally exists but is rarely recognised.

Even though the notions of ‘tolerance’, ‘respect’, and ‘self-adaptation’ do exist, they are not presented in both the standard and document more generally and not specifically in response to diversities. Apart from this problem, the curriculum itself is claimed to recognise diversity and promote an inclusive principle. The preamble of Attachment 2 of the curriculum documents states: Education is rooted in national culture in order to enhance the present and a future life of the nation... [thus] Kurikulum 2013 is developed based on the diverse culture of Indonesia [as recognised in the national] principle of *Bhinneka Tunggal Ika* [unity in diversity]... Indonesian societies are highly diverse. Early childhood centres represent those diverse societies in terms of their social-economic strata, culture, ethnicities, religions, and physical and mental conditions. To accommodate those diversities, Kurikulum 2013 was developed inclusively in order to lay the foundations for forming mutual respect and non-discriminatory behaviours (Ministry of Education and Culture, 2014b, Attachment 1, p. 3). Thus, if the three expected social behaviours — tolerance, respect, self-adaptation — which are not explicitly related to diversity, are compared with the curriculum inclusive statement, there appears to be an internal disjuncture between what the curriculum wants and what it really offers. As a result, the way they are brought and offered to children is totally in the teachers’ hands. If the teachers are diversity-sensitive, they could be offered a set of diversity-related skills. Still, if they are not educators with that disposition, the skills could be totally different from that of the curriculum developers. Conceptually, every single behaviour has a cognitive component; yet none of the three supposedly diversity-related behaviours are absent in both the standard’s and curriculum’s cognitive developmental areas. The last perspective that is useful to look at the Indonesian early childhood education is a teacher. The question here is how inclusion and inclusive skills are addressed in teacher policy. As a matter of fact, Indonesian regulation stipulated that the teacher must be proficient in four competency areas—personal, social, pedagogical, and professional. These four domains are further detailed into 24 items of teacher core competencies and 69 early childhood teacher-specific competencies (Department of National Education, 2007, pp. 5-10).

Several inclusion-related behaviours are presented in the document as part of the personal, social, and pedagogical competency domains. These behaviours are presented in a slightly different formulation, but in general, they refer to three

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basic behaviours, namely ‘respect’ (menghargai), ‘behave inclusively’ (bertindak inklusif), and ‘act nondiscriminatorily’ (tidak diskriminatif). To this point, a teacher must be an inclusive professional. Still, whether or not they behave inclusively are dependent on numerous factors, of which the most critical one is their preparation and development. To date, inclusive education is offered as a mandatory paper for early childhood pre-service teachers. Yet, professional development specifically designed to embrace inclusive education is extremely limited. While the centre for kindergarten and special teachers and education personnel, mentioned earlier, is mainly responsible for inclusive education in the sense of special education.

8.5 Concluding remarks

Throughout this report, we have provided a general picture of inclusion in Indonesian early childhood education. Historically, inclusive education was more related to the social and cultural diversities of Indonesia. Education institutions, including preschool, are the site to cultivate a common national identity and mutual understanding between different members of the nation. Yet, along with a successful campaign for the equal rights of people with disabilities, the nationalist approach to inclusive education slightly faded. Hence, inclusive education was understood more as special education for people with disabilities, for which special education institutions, including special kindergartens, are created. In recent times, inclusive education has been aimed to combine the nationalist and special education approaches to inclusion. It is regretted to witness that, even though inclusion is one of the core principles of Indonesian education, formal reports have rarely touched its achievement, especially at the preschool level. This absence has been the case for both the understanding of inclusive as special education for people with disabilities and as an educational philosophy and practice respectful of broader diversities.

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9. INCLUSIVE EDUCATION IN SLOVAKIA

Branislav Pupalá, Ondrej Kaščák

9.1 Legal and social conditions of inclusive education in the country

In 2017/2018, only 43% of children aged 3-5 from families receiving the 'benefit in material need', and 31.7% of children in that age group from marginalised Roma communities were enrolled in kindergartens (Hellebrandt et al., 2019). To increase the enrolment of children from low-income families, the NPDE envisages free transport starting in 2020. The qualification requirements for kindergarten staff are to be reassessed in 2020. Ensuring the quality and inclusiveness of educational provision is crucial as poor-quality ECEC can eliminate the potential benefits or even have detrimental effects on children's development and learning (OECD 2018).

Apart from that about 40% of children with disabilities do not visit the kindergarten, and the parents must take care of them alone. There are more reasons for this situation. Firstly, the capacities of kindergartens are not sufficient and are not always accessible; secondly, the parents are not always interested in the placement in special kindergartens. Last but not least, regular kindergartens are not motivated to accept children with disabilities.

Regular kindergartens are not ready for including children with disabilities. They do not have the necessary equipment for these groups of children. The environment is not adapted to these children (the kindergartens do not have to be without barriers). The teaching staff is not professionally trained to work with these children. The state does not support kindergartens with special educators or sufficient support staff, such as teacher assistants.

This situation is not supported by the appropriate curricular policy for preschool education because even though the national curriculum supports inclusive education and it is adaptable for a large spectrum of children, the state (with no explanatory reasons) prescribes for children with disabilities a different type of education programme which is not compatible with the main education programme. This situation complicates the development of school education programmes of kindergartens that would accept a child with a disability and work with these children.

In relation to the admission of children with special educational needs, one standard classroom (not specially founded for children with special educational needs) may admit at most two children with special education needs, namely those with mental, perceptual, or physical handicaps, children with a communication disability, maladjusted children, children with autism (after this referred to as “child with health impairment”).

The highest number of children in a classroom may be diminished by two children per child with a health impairment. In special kindergarten classes, there are usually children with the same kind of health impairment.

The child may attend a special class exceptionally only upon consent by its legal guardian and representative of the institution after diagnostic examinations aimed to identify its special education needs to be executed by the educational facility of educational counselling and prevention.

The work in special kindergartens requires different qualifications. The teachers in these kindergartens are graduates of special education, a special study programme at universities, or special studies for secondary school graduates. In terms of current legislation, these teachers are not considered qualified in regular kindergartens. They can only work there on positions of special teachers in case of having special classes in the particular kindergarten or in the case of integrating children with disabilities. Integration is not generally widespread. As it was already mentioned, kindergartens avoid it because they do not have good conditions for work with children with SEN.

The conditions for inclusive education in Slovakia are not very favourable. On the one hand, if children with SEN have institutional education, special kindergartens are often criticized because they are based on a segregation system. However, regular kindergartens do not have appropriate conditions for inclusive education, and therefore they avoid accepting children with SEN. A special group of children is represented by children coming from a marginalized social (mostly Roma) environment. A great number of children stay behind the gates of early childhood education and care, but for which preschool education could be an opening gate into a good life start.

The children from a socially disadvantaged background are enrolled into classes along with the other children; if a separate class is composed exclusively of the children from a socially disadvantaged background (such classes exist especially in some regions in which there is a high concentration of marginalized Roma communities), the maximum number of children per class is 16 children. In kindergartens, special classes may be created to develop the children’s gifts in aesthetic, intellectual, or sports areas. The class with gifted children may not go beyond 12 children. The enrolment to this class requires the notified consent of the parents of the child and the opinion of the facility of educational counselling and prevention.

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The biggest issue is the inclusion of Roma children. The barrier to Roma children's access to kindergartens is related to administrative enrolment procedures. To enrol a child in kindergarten, a parent first needs to complete the pre-printed form (most often found on the website of the founding authority and/or the kindergarten) or submit a hand-written application. This initial step can already represent a problem if the parents lack literacy and/or computer skills to complete this administrative requirement.

Geographic inaccessibility of kindergartens is another serious issue that continues to be directly linked to (un)equal access for Roma communities. The Atlas of Roma Communities 2013 estimated that 18 percent of municipalities with Roma inhabitants do not have kindergarten facilities in their vicinity; in the region of Banská Bystrica, this situation existed in one-third (32.7 percent) of the examined municipalities. The average distance of kindergartens from Roma dwellings/settlements is 6 kilometres. It is obvious that a significant number of Roma parents do not have the opportunity to enrol their child/ren into kindergartens in the vicinity of their dwelling (Vančíková et al., 2017).

Over the past decade or so, the Government has adopted a number of strategic documents aimed at Roma integration. Education has been identified as one of the key strategic priorities, and the main objective has been to improve access to ECEC for Roma children. In 2011, a revised National Action Plan for the Decade of Roma Inclusion (2005–2015) included a kindergarten enrolment goal of a minimum of 50 percent of children from socially disadvantaged environments or marginalized Roma communities for the 2011–2015 period.

A reform strategy from 2012, *The Right Way – Roma Reform*, considered the introduction of compulsory three-year early childhood education. However, implementation plans were not further elaborated and among other roadblocks was the very real lack of kindergarten capacity. Acknowledging this obstacle, the Slovak Republic's 2015 National Program of Reforms placed specific emphasis on state efforts to scale up the capacities of kindergartens in locations with higher representation of children from marginalized Roma communities, with associated costs covered by a combination of public and European Union funds (Vančíková et al., 2017). Support teams are also crucial. They are based on a teacher's cooperation with professionals such as special pedagogues, school psychologists, and speech therapists. Teacher assistants play an indispensable role in this practice and process.

Through an amendment to Act No. 408/2002 (1631/2002), the Ministry of Education legislatively introduced the position of teacher's assistant in 2002 and set up explicit criteria to determine whether a school is allowed to employ a teacher's assistant. Unlike elementary schools, local authorities that establish kindergartens cannot ask the Ministry of Education for funds for teacher assistants.

Given the funding obstacle, only a very small number of teacher assistants have been employed in kindergartens. The situation improved slightly during the implementation of the European Union-funded national projects. In the 2014/15 school year, more than 50 were employed by kindergartens participating in the MRKII project, increasing the total number from 110 to 162. According to the Project of Inclusive Education (PRINED) evaluation, teachers benefited assistants in only 17.85 percent of kindergartens involved in the project (Vančíková et al., 2017).

However, with the end of the projects, the kindergartens were not able to sustain these positions. In 2015/16, kindergartens employed only 116 teacher assistants (85 in state kindergartens, 27 in private kindergartens, and 4 in church kindergartens). It seems that the employment of teacher assistants will continue to be funded primarily from European Union funds through the national project, School Open to All, which was launched in October 2016. However, it is clear that unless systemic changes are introduced, the number of teacher assistants in kindergartens remains low.

The fundamental law in education in the Slovak Republic is Law 245/2008 (School Law), which is ambivalent towards the observed idea of inclusion. This is also caused by its date of adoption in 2008. At that time, the international commitments of the Slovak Republic to the policies of inclusive education were not followed. In relation to inclusion, it is possible to present some levels of its effects that enable or limit the inclusion policies in our country.

The Law does not mention the term inclusion. In the text, it is not used at all, and therefore this approach is not obligatory for education. The importance and obligation of this approach would be possible only if the inclusion was mentioned in the introduction part of the Law where the principles of education are defined. That is not the case of the Law now.

Despite the absence of the term "inclusion" at the level of defining principles of education, it is important to mention that especially in the chapter on principles, the school law is supported by relevant thesis (§3, letters c and d), which explicitly define "equal access to education and care with considering each individual's education needs", as well as "forbidding all forms of discrimination, especially segregation", which significantly corresponds with the idea of inclusion.

The same implicit approach to inclusion is also present in the part of rights and duties of children and pupils (§144), which declare the right to adapt forms and methods of inclusion to their needs (that means to apply specific methods and forms), this could also consider differentiated conditions for individuals in inclusive education. The stressing of differentiated approaches as a general condition to education could represent one of the basic ways and models of inclusion.

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For clarifying (and weakening) "inclusive interpretation" of a particular part in the Law, we need to add that the right to specific forms and methods of education is in the Law only specified for children with "special education needs". This exclusivity suggests and fixes two results that could be explained by negative interpretation.

The first result is that a certain group of children is withdrawn from the right to a specific approach, and they are pushed into universal forms and methods of education and care. For the idea of inclusive education without considering an unlimited number of variabilities this approach is probably not acceptable. The second negative interpretation is: the Law requires identifying and labelling specific groups of children and pupils with "special education needs". This alone suggests, at least on the term level, a certain type of segregation and classification of children and pupils.

The second of the factors mentioned above (the negative formulation or understanding, which is contrary to the idea of inclusion) is for the particular Law very much characteristic. It is a basic principle of the Law ranging almost all crucial parts of the Law. In certain terms – especially in understanding the word – segregation concept of "children with special education needs" is defined already in the first parts of this document. It is decisive and clearly explained in the definition of basic terms (§2). At this point, the "special education needs" related to specific groups of children and pupils are defined as exclusive for children and pupils who belong to this group or are exclusively specific. Classification of these groups of children and pupils is the most significant item of the particular paragraph of "basic terms", so this exclusivity of specific groups of children and pupils is based on the exact qualification of differences (from the norm).

Classification of exclusivity is in logical sequences applied in all the parts of the Law, specifically in part 7, which describes the "schools for children and pupils with special education needs" in detail. Each subcategory of children and pupils is defined through an institutional solution of their education and care through general and vocational education levels. There is presented all the scale of formal education of specific groups of children – starting from schools for children with disabilities, including "special schools" and "practical schools" only for a subcategory for children with mental disabilities, through "special classes" for groups of children (in all subcategories defined through special disabilities), finishing with "classes" where all the children with special education needs are educated according to individual plans with all the other children. This legal approach has a segregation character despite the fact that it presents all the possible solutions – from education in specifically adapted institutional conditions until integration supported by individual education plans.

A specific case is a subcategory defined as "children and pupils from the socially disadvantaged environment" (the third part of the particular Law § 107-108), whe-

re only integration in schools is presented with a solution of "specific forms and methods".

In accordance with the above-mentioned logic and legal principles also the curricular policy is created. This requires – in relation to defined subcategories of children and pupils – the development of specific parts of state education programmes, or according to not specifically defined circumstances, development of individual education programmes that should respect the "special education needs" of these children and pupils. Again, specific conditions apply for the category of "children and pupils from the socially disadvantaged environment", where specific curricular strategy is expressed through correction of curriculum on the level of development of individual education programmes, an adaptation of environment, or use of "specific methods and forms of education".

A specific education approach in this category of children is defined through so-called "zero grades" (§60). This can be understood as a specific case of integration/segregation in the mainstream education system. According to Law, the children from marginalized Roma communities are considered children with special education needs and the school Law understands this as a group requiring special organization forms in the form of zero grades of primary schools.

It is evident that the base ground of these terms, classification, and organization forms does not create an inclusive education model but more a concept of targeted intervention activities focused on specific groups of children. Inclusion, in this case, does not represent a principal nor methodological focus, and it only fixes approaches known as segregation/integration built on principles of segregation of "disabilities". All the other legal norms governing preschool education are related to the above-mentioned Law, and therefore they identically follow the ideology and terminology of the Law.

The Legal regulation of preschool education does not work with the idea of inclusion. On the contrary, the specificities of "children with special education needs" are emphasized, and based on precise calculation, these children are placed in classes or special classes in kindergartens. There is expressed a difference of "children with special education needs" that are "placed in classes with all the other children", in case that "the class is attended only by children from the socially disadvantaged environment" the number of children is lowered to 16.

Contrary to the school law, which conceptually limits inclusive education processes, the state education programme for preschool education in kindergartens tries to be open to inclusion in respecting the school law. It creates conditions for inclusion for children with new approaches included in the education process (use of evaluation questions), and it also eliminates the barriers between the education levels. It also clearly declares its pro-inclusion, which is in Slovakia currently very important.

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The important part of the state education programme has the title "Education for children with special educational needs" and ensures conditions for inclusive education. This part was adapted especially with the need to express the inclusive character of the education environment. This part of the programme starts with a statement that "all kindergartens (nursery schools) should be capable of providing the conditions for inclusive education. This type of education is based on the idea that everyone should have equal opportunity, equal access to education, and ultimately full inclusion."

In the programme there are also mentioned the main principles of inclusion that every school should follow:

1. Education for all.
2. Universality and equality in educational goals (for educational outcomes).
3. Diversity and adaptability in identifying and differentiating the initial terms of and progress in education.
4. Processes and approaches are adapted to local community conditions and requirements.
5. Links between school activities and local activities and integrated school activities.
6. Frequent professional development for all collaborating teaching staff.

Also, the criteria of effective inclusion are stated: Fairness and equality in the provision of education, Coordination and collaboration, Training teaching staff for inclusive education in kindergartens.

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B.
PRACTICAL PART

10. BULGARIA

Gergana Krasteva

10.1 Description of the inclusive environment

Support for personal development and provision of the appropriate physical, psychological, and social environment for the development of the abilities and skills of children in kindergarten.

The following information presents the organization of the educational process in the kindergarten “Snejanka”, which is in accordance with, on the one hand, the conception of inclusive education, described in the Bulgarian ordinance and, on the other hand, with the philosophy of the curriculum in the kindergarten “Snejanka”.

To be clear for the reader the content of the terms used below, we present them as described in the legal acts:

- ✓ **Education** is a process that involves training, education, and socialization.
- ✓ **Inclusive education** is a process of recognizing, accepting and supporting each child’s individuality and the diversity of needs of all children and students by activating and integrating resources aimed at removing barriers to learning and creating opportunities for the development and participation of children and students in all aspects of community life. Inclusive education is an integral part of the right to education.
- ✓ **Support for personal development** – children are provided with general and additional support for personal development, which provides an appropriate physical, psychological, and social environment for developing their abilities and skills.
- ✓ **Organization and coordination of** the process of providing general and additional support for the personal development of children and students in kindergarten, there is a *coordinator* who coordinates the work of teams for supporting the personal development of children and activities with pedagogical specialists, as well as with parents connected with the support for the personal development of children.
- ✓ **General support for the personal development** is provided by the child’s admission to kindergarten according to his/her individual needs. General support for the personal development is aimed at developing the potential of every child in kindergarten.

General support for the personal development in children includes:

1. Teamwork between teachers and other pedagogical specialists
2. Activities by interests
3. Health care
4. Early needs assessment and prevention of training difficulties
5. Encouragement with moral and material rewards
6. Activities for prevention of violence and overcoming problematic behaviour
7. Logopedic work (under Article 13, paragraph 1 of the Ordinance on inclusive education).

1. Team work between teachers and other pedagogical specialists includes discussing activities involving children, exchanging information and good pedagogical practices, holding regular meetings to review, and discussing information on children's learning and development.

2. Activities by interests include activities related to educational, creative, sports, and tourism participation and appearances on projects, programmes and other similar activities at municipal, regional, national, and international levels.

The activities by interests develop the integration of key competencies in the education of the values:

- patriotic, civic, health, environmental, and intercultural education
- promotion of innovation and creative thinking.

Interest classes can be conducted through a variety of organizational pedagogical forms – club, ensemble, section, team, and more.

3. Health care is provided by creating conditions of access for children and students to medical care.

4. Early needs assessment and prevention of children's training difficulties is done in the pre-school education process.

The pedagogical specialists carry out an early assessment in the kindergarten. Early assessment of the needs for support for the personal development of children in kindergarten includes:

- early assessment of the child's development and the risk of learning disabilities,
- determining the need for additional modules for children who do not speak Bulgarian,
- determining the need for an assessment by the personal development support team of the individual needs to provide additional personal development support.

Early assessment is performed for children from 3 years to 3 years and 6 months for the first time the child is admitted to kindergarten. The assessment is performed through a screening test to determine the risk of learning disabilities. The assessment is carried out individually for each child with the parent's written consent after being informed of the method of conducting.

After the evaluation, the parent is acquainted with the results of the evaluation. The evaluation results are used solely to identify activities to support the child's personal development and are only accessible to the group's teachers and other kindergarten teachers who have performed the assessment and/or work with the child and his/her parents.

5. Encouragement with moral and material rewards – the rewards awarded to children and students can be certificates, plaques, prizes, etc., depending on the capacity of the institution and the achievements of children and students. Prizes are awarded on important national holidays, on official occasions, or specially organized events.

6. Activities for preventing violence and overcoming problematic behaviour contain the involvement of individual children and students in activities to influence internal motivation and provide psychological support. Psychological support is aimed at children and students, pedagogical specialists, and parents. Psychological support is provided by a psychologist and includes:

- creating conditions for cooperation and effective communication among all participants in the educational process,
- providing methodological assistance to teachers to prevent bullying and violence and to overcome problematic behaviour of children,
- performing group work with children and/or crisis intervention,
- work with the environment in which the child, family, peers are.

7. Logopedic work is carried out by speech therapists in kindergartens and includes:

- prevention of communicative disorders and learning difficulties,
- diagnosis of communicative disorders,
- therapeutic activity when there are established indications of communicative disorders,
- consultative activity with teachers and parents of children and students with communicative disorders.

✓ **Additional support for the personal development** of children is provided on the basis of an assessment of their individual needs. A child support team carries out the assessment.

Assessing a child's individual needs is a process of gathering and analyzing specific information about their functioning – strengths, difficulties, the potential for optimal development, participation in the educational process, opportunities for realization.

- ✓ **The assessment of the individual needs** for additional support for the personal development of children and students is *functional*. The assessment of children and students is carried out according to the Card for assessing the the child or student’s individual needs. The parent shall express in writing on the assessment card his/her agreement or disagreement with assessing the individual needs and the decision on the offered additional support for the personal development of the child or the student.

The kindergarten conducts additional support for personal development through a support plan prepared for the particular child. The parent is acquainted with the support plan and is obliged to assist in its implementation.

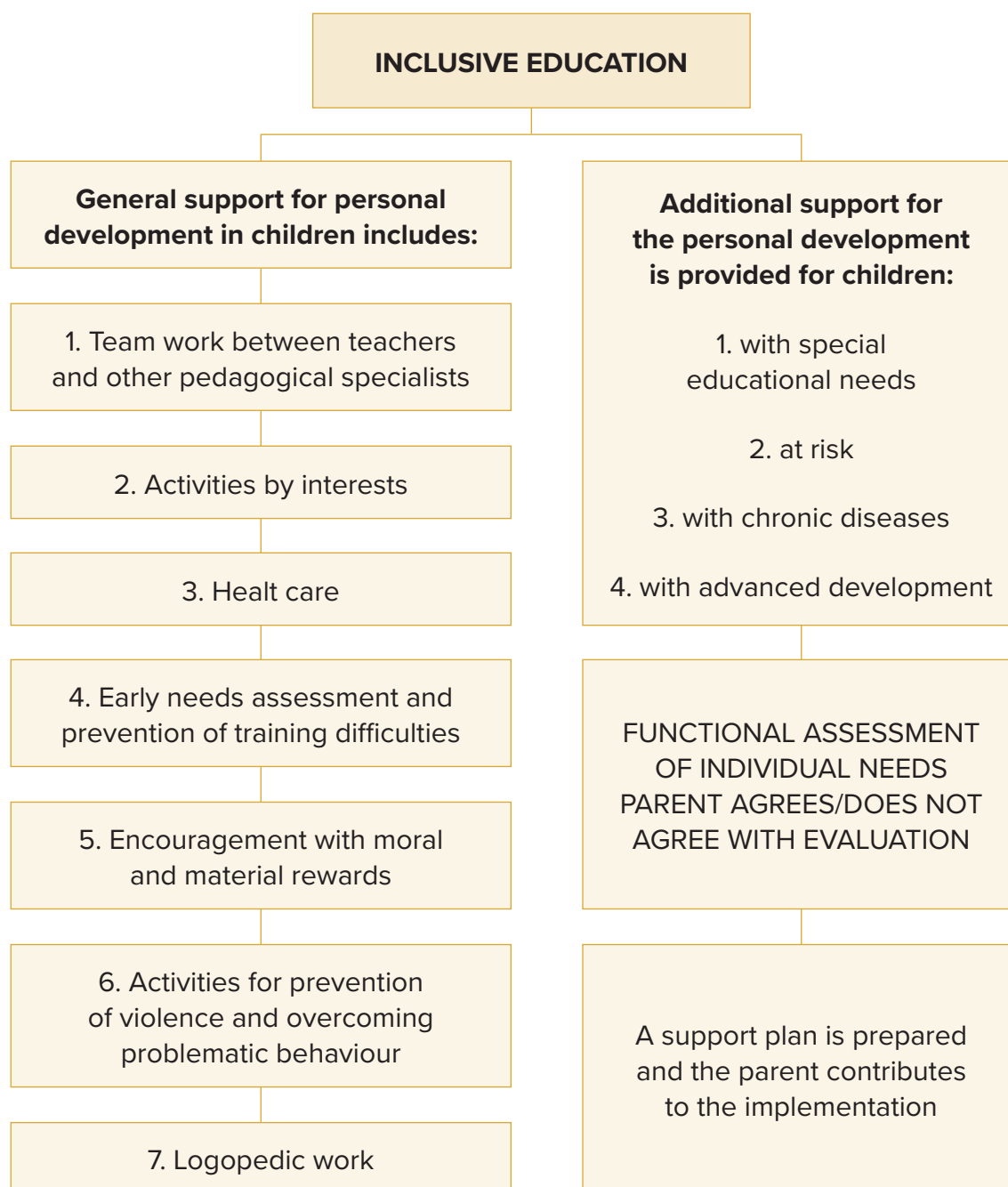


Table 1 *Inclusive education*

The kindergarten provides conditions for equal access to education for children by:

1. providing an accessible architectural and specialized supportive environment
2. accessibility of information and communication
3. access to the curricula and curriculum content
4. didactic materials, methodologies, and specialists.

1. An accessible architectural environment and specialized support environment is provided by:

- provision of suitable premises for logopedic offices, resource offices, and other specialized offices,
- organization of the environment in the classroom in workplaces and activity centers.

2. Access to information and communication is ensured by:

- access to the types of media and communications (telephones, computers, the Internet, and others),
- access to information on the rights and obligations of children and pupils, the proposed training activities and programmes and their presentation in an accessible format,
- accessibility of educational books, textbooks, and training kits by providing tailored materials to suit the individual needs of children.

3. Access to the curricula and curriculum content is guaranteed by:

- providing support for the personal development of children and pupils to ensure continuity in their transition through the various stages and levels of education,
- adaptation of the educational content to the individual needs of children and students with special educational needs,
- the use of appropriate training materials and teaching aids.

4. Access to didactic materials, methodologies and specialists is ensured by purposeful personnel policy, provision of funds and updating the curricula according to the individual, group and age characteristics of children.

10.2 Examples of activities

Key competences	Purpose	Activities
Social and civic competences	Developing the ability to subordinate their desires to social rules, cooperating with others, and participate in socially acceptable behaviour.	Dashboard with rules in the group, rendered through pictures and text
	Expressing themselves while respecting their own personality.	Sharing during the morning meeting Theme "Me and My Family"
	Developing decision-making skills and involvement in social processes.	Open door days
	Fostering tolerance, empathy, and respect for others. Let the child approve ways of tolerant behaviour in the activities.	Game "Fog" Game "Tunnel" Birthday party in the group
	Developing the ability to quickly adapt and implement effective interaction. Educating respect for people of different ethnicities.	Morning meeting Finger games Dinosaur World Diorama Game Twist Game
	Developing a sense of belonging to the group.	Walks and games in the park The Parachute Game Twist Game
	Teaching the child to establish positive social contacts with adults and peers, regardless of their gender, physical characteristics, and ethnicity.	Communication games during the morning meeting Theme "I was born" Twist Game
	Overcoming acts of violence and avoiding conflicts.	Jenga game Holidays
	Developing teamwork skills and regulating behaviour.	Split the Pebbles game Street Traffic Collage Jenga game Parachute Game
	Fostering the ability to accept diversity and respect different perspectives.	Dances Jenga Game
	Learning to experience everyone's success as a common achievement.	Dramatization of the story „Bremen Town Musicians“ Motor skills activity – sports competition

Key competences	Purpose	Activities
Communication in the mother tongue	Developing behaviour regulation skills.	Role-playing game Restaurant Parachute game
	Developing a sense of closeness with other children.	Playground games "I love" game
	Mastering the etiquette of speech communication.	Greetings Friend game Phone Talk Game
	Successful mastering of the language.	The Three Piglets Table Theatre Watching and participating in theatre productions Picture games Finger games Letter and number games Borrowing books and toys from the group and taking them home
Cultural awareness and expression	Fostering an interest in fiction.	Reading Week Group Lending Library The Big Reading Diary Watching the dramatization of the story "The Golden Girl"
	Developing creative imagination.	Santa Claus – work with paper, cardboard, cotton Christmas card making Our food – modeling with homemade plasticine
	Developing the ability to share with others and understand their point of view. Expressing themselves while respecting their personality.	Illustration on the story "To have friends" „Me and My Family“ – making dolls of cardboard, paper, and thread Christmas holiday Spring holiday

Key competences	Purpose	Activities
Sense of initiative and entrepreneurship	Creating roles and situations that reflect their socio-cultural world.	Dramatization of the story "Bremen City Musicians"
	Arousing interest in the work of adults and stimulating the desire to perform various work orders.	Production of booklets „Professions“ Cooking Christmas cakes
	Developing non-verbal communication skills.	Spider Web Game Fog Game
Mathematical competence and basic competencies in science and technology	Encouraging the child to learn about the diversity of the surrounding world.	Snail game (outdoor) Visit to the Natural History Museum Excursion to the grocery market
	Education for taking care of animals.	Observe kittens Production of bird feeders
	Discovering the beauty of nature in different seasons.	Purposeful walks and games in the park
Emotions and empathy	Experiencing and expressing confidence, gratitude, responsiveness.	Birthday party in the group, making, presenting, and receiving gifts
	Developing the ability to recognize the feelings and moods of others.	Jenga game "I love" game
	Optimizing the child's self-esteem.	Taking the role of presenter in the morning meeting Dances Spring holiday
	Motivating children through positive emotions.	Visiting primary school

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Key competences	Purpose	Activities
<p>Cultural awareness and expression</p>	<p>Familiarity with folklore, oral and musical folk art, the country's holidays, customs, and traditions.</p>	<p>Folklore custom "Koleduvane" Christmas songs and dances Preparation of Christmas sweets Preparation and celebration of the national holiday of Bulgaria on March 3rd</p>
	<p>Familiarizing children with cultural characteristics.</p>	<p>„To meet“ Posters Christian Family Day Introducing a clarinet musical instrument Preparation of pickles from vegetables</p>
<p>Learning to learn</p>	<p>Practical implementation of cultural behaviour habits.</p>	<p>Visit to the Natural History Museum Excursion to the grocery market Visiting primary school</p>
	<p>Developing critical thinking skills, observation skills, research skills, and assumptions.</p>	<p>The Dinosaurs theme Paleontologists game</p>

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Arianna Kitzinger

11.1 Participating kindergarten: Fáy András Kindergarten (Pápa, Hungary)

Pápa is a town of 30 thousand inhabitants in the Western part of Hungary. With its several educational institutions, the famous Reformed Church Secondary School ('kollégium') and Theological Academy can be considered an acknowledged college town. Till the political regime changed, it was known in Hungary for its Soviet presence at the local airbase. In 2007, however, Pápa Air Base became the host of NATO aircraft. The arrival of NATO brought very special changes to the education of Pápa. As soldiers seconded to Pápa were usually made up of young families with small children, the focus of education was suddenly shifted onto kindergartens. Namely, Fáy András Kindergarten, which undertook the integrated education of foreign and Hungarian children.

Setting and material conditions

The building of Fáy András Kindergarten bears the mark of the typical housing estate design of the 1970s: a grey cube building with its minimalist style does not inform about the special work in the kindergarten. There are two flags on the wall outside: one is that of Pápa town, and the other is the Hungarian national flag. The name of the kindergarten is written on the wall in Hungarian. The courtyard is a little more modern with the usual playing territories and toys for children like a shallow swimming pool, sandpits, and monkey bars with slide-ways, tyres, see-saws, and swings (Figure 1). A safety notice can be read on one of the iron gates in Hungarian and English.

A visitor is welcomed by two framed texts on the tiled wall of the corridor: Hymn, the Hungarian national anthem by Ferenc Kölcsey and Appeal by Mihály Vörösmarty. Both can be read in Hungarian supplemented with Hungarian national symbols like the coat of arms (Figure 2). Other parts of the walls are used to inform parents about the news. Posters and notes vary according to the timely events running and organised in the institute (e.g., an invitation in English for Children's Day) (Figure 3), the weekly menu containing all the three meals provided by the kindergarten in Hungarian, and English and a bilingual piece of information about how to cancel meals (Figures 4, 5 and 6).

Multiculturalism can already be noticed in the kindergarten corridor as the scene is decorated with huge pictorial boards where the characteristic features of kindergarteners' different countries are introduced. In the thematic boards, children

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and their parents can see the map, some famous people, typical animals, the national costume, the flag, and the coat of arms of each country (Figures 7 and 8). Besides, a brief description of the countries is added in Hungarian and English.

The arrangement of the group rooms does not differ from other group rooms in a Hungarian kindergarten. Separate water units (toilets and washbasins) and dressing halls belong to each of them. The dressing halls, however, do differ. Every group furnishes and decorates its dressing hall according to their taste and their special characteristics. Flags, bilingual information, maps, coloured pictures, and realia appear on the walls. Flags show which countries children of the given group come from, bilingual information, just as in the common corridor tells parents about the news of the given group, bilingual posters contain helpful phrases in Hungarian and English, maps, pictures, and objects provide an insight into the different countries' national costumes or sights (Figures 9, 10, 11 and 12). The kindergarten also uses decorative and informative boards and maps where interculturality is emphasised.

Inside the group rooms, one can find the standard equipment of a Hungarian kindergarten group: bookcases, a large carpet to play on, little chairs, dining tables, plants, shelves, and pinboards with children's products (e.g., drawings, ceramics, toys and presents made for special occasions). Besides, the basic equipment in multilingual groups is completed with American books and leaflets, English language storybooks and CD-s and Hungarian-English, English-Hungarian dictionaries, and pictorial dictionaries (e.g., David McPhail's *Animals A to Z*, Emmano Crisit: *In my garden*, Helen Oxenbury: *Friends*, Franklin Hammond: *Ten little ducks*, etc.).

Personal conditions

There are six children's groups in the kindergarten, out of which three work as Hungarian-English bilingual groups. There are educated Hungarian and migrant children in an integrated way. In each integrated group, at least one kindergarten teacher speaks English, and there is a pedagogical assistant as well. Besides, so-called "nurses" help with meals and cleaning.

In the intercultural groups, preferably experienced and well-trained kindergarten teachers are employed. However, language command is only one of the factors. Kindergarten teachers should possess special skills that make intercultural education possible. Therefore, they should be familiar with the theory and practice of bilingualism, i. e., they should have thorough professional knowledge of early childhood methodology. At the beginning of their new programme, kindergartens from Pápa took part in a two-year early childhood in-service training provided by Benedek Elek Faculty of Pedagogy at the University of Sopron.



Figure 1 The building of Fáy András Kindergarten, Pápa, Hungary

Source

<http://varosiovodakpapa.hu/fay-andras-lakotelepi-ovoda-fay-andras-housing-estate-kindergarten>

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Figure 2 Two Hungarian national poems in the corridor



Figure 3 An invitation for Children's Day

Menu
from 30 May to 05 June

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning snack	cereals with milk, roll with cocoa	bread with butter, boiled egg and paprika cream, tea	bread with butter and jam, coffee	bread with cold cuts salad, fruit tea	bread with butter, cold cuts and paprika, tea
Lunch	goulash soup, pasta with cottage cheese and sugar	soup with semolina dumplings, vegetable sauce, fresh green beans, chicken stew, bread	cauliflower soup, pork stew with rice	dumplings soup, pastry with cocoa	tomato soup, beef stew, granulated dried pasta
Afternoon snack	bread with butter, cold cuts and paprika	bread with butter, cold cuts and beetroot	roll with cheese cream, salami, juice	roll with cheese, fruit	roll with butter and cold cuts, musti - snack

Figure 4 The weekly menu

Cleaning break in this summer

Due to our yearly cleaning procedure, our kindergarten will be closed between 25 July - 05 August 2011.

The two following Kindergartens will be available during this time:

Erzsébetvárosi Óvoda (Kindergarten)
Huszár Lakótelepi Óvoda (Kindergarten)

Figure 5 A notice about the cleaning break

Dear Parents,

The price of the meals paid but cancelled will be compensated in the next monthly fee it depends of Secretary's work schedule. It will be between 1st - 8th in every month.

If you pay the price of lunch by transfer you get an E-mail about amount of fee and please transfer this exactly. If you have got any problem or question let her know personally.

Thank you for your cooperation.

Csákvár: Jud. directress

KEDVES SZÜLŐK !

Az étkezési díjak lemondásának figyelembevételét az előző hó lezárása után csak a következő havi befizetésekben áll módunkban rendezni.
A lezárás havonta elseje és nyolcadika között óvodánként az óvodatitkár beosztása szerint változó.

Kérjük az átutalást igénybe vevő szülőket, hogy mindig az e-mailban megadott összeget szíveskedjenek utalni, probléma és kérdés esetén pedig személyesen forduljanak az óvodatitkárhoz.

Intézményvezető

Figure 6 A notice about meal cancellation



Figure 9 *Phrases in English about the weather*



Figure 10 *Dutch clogs*

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Figure 11 Objects and pictures from Norway



Figure 12 Bilingual notice for parents

11.2 Inclusive environment in Fáy András Kindergarten (Pápa, Hungary)

The legal background

In Hungary, migrant children of mandatory school age must be provided with suitable education. Forgács (2001) explains that education should be free of charge, with special stress on the language of the host country. Moreover, migrant children's own language and culture should be familiarised as well. Besides, teachers should get special initial and in-service training. Although the Directive 77/486/EEC prescribes the rights mentioned above for children from the European Union, the effect of the directive should be extended to the children of non-EU citizens, too, especially if they stay in the country for the reason of permanent work. Legally, migrant children should have the same rights and obligations and be treated equally at school.

Simon (2009) emphasises that according to the Directive 77/486/EEC, migrant children, regardless of their state of origin, should be integrated in a way that both their language and their culture could be preserved (Integrating, 2009). In Hungary, organising mother tongue tuition is within the scope of the country's own education system. It means that the country can choose the way of funding and establishing L1 education. The integration policy of the European Union was refined in 2003 in Thessaloniki, where education and language teaching got into the limelight. Children can get direct integrated education within the majority classes, segregated education in special classes or participate in extra-curricular activities. How the teaching of the language of the host country is provided depends on the different educational traditions of the states.

Vámos (2011) gives a comprehensive example of a Hungarian school, namely Tarczy Lajos Primary School, which is an interesting insight from our point of view as this school works under the direction of the self-government of Pápa, where our target institute, Fáy András Kindergarten works as well. The school operates on the basis of a Hungarian–English educational programme, which is mutually favourable to both foreign and Hungarian pupils. It is a significant point that this school has gained exemption from general legal rules, and special permission was given in order to establish their own bilingual programme.

The school's slogan became “meeting languages = meeting cultures” (Vámos, 2011, p. 203) which stimulates intercultural attitude among students. Similar goals can be observed in the programme of Fáy András Kindergarten (Morvai, 2008).

Multiculturalism in action

Since September 2008, the children of foreign families working at the airbase of Pápa have been going to the local Fáy András Kindergarten, which was appointed to be their host institution by the town's self-government. Families came from NATO members and two Partnership for Peace nations in the frame of the Strategic Airlift Capability programme called SAC/C-17 (Strategic, 2013). Families

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are usually made up of young parents and their children who go either to school or kindergarten. Their delegation lasts approximately 1.5-4 years. The multilingual-multicultural kindergarten in Pápa hosts children from 11 different foreign countries, namely from Bulgaria, Columbia, Lithuania, the Netherlands, Norway, Poland, Romania, Serbia, Slovenia, Sweden, and the United States. Apart from Hungarian, the children's mother tongues are Bulgarian, Lithuanian, Dutch, Norwegian, Polish, Romanian, Serbian, Slovenian, Swedish, and, in the case of the American families, English, Filipino, and Spanish. The setting is exceptional as NATO bases establish their own international schools elsewhere in the world. However, the town of Pápa, Hungary, is the first place where foreign children are trying to adapt to the local community from linguistic, social, educational, and cultural aspects.

The situation is special because of its complexity which resides in linguistic, cultural, and pedagogical features of the setting. Linguistic, as children's mother tongue varies, which, especially at the beginning, might cause problems in communication both with the kindergarten teachers and the peers. Cultural, as children come from various socio-cultural backgrounds. Pedagogical, as they might have different educational experiences if any, their own countries' education systems may vary to a great extent.

Problems might appear for each actor of multilingual-multicultural education, thus

- for children
- for parents
- for kindergarten teachers and
- for educational decision-makers.

Therefore, the kindergarten has to guarantee suitable language pedagogical circumstances. In order to meet the manifold requirements, the institution has to revise its educational programme as far as the new concepts, objectives, tasks, and methods are concerned. First of all, they had to agree on the linguistic (mono-, bi- or multilingual) and the pedagogical (separate or integral education) bases. They also had to improve personal conditions such as kindergarten teachers' language competence and material conditions, for instance, technical equipment, just like their relationship with Hungarian and foreign parents.

Besides linguistic and pedagogical questions, cultural and social issues appear. Families, who wish to integrate into their workplace, in the educational institutions, and the town, have to be given support. Kindergarten teachers had to invent and learn various methods to support children and parents in their daily routine. Special strategies and sources became indispensable to alter a monolingual kindergarten into multilingual.

It is apparent that the present pedagogical situation is the outgrowth of a political decision where the actors' participation could not be called "balanced" if a world power and a small town are put on the scales. While the political concept had prominent supporters in finding an appropriate basis for the educational scene, the town of Pápa was left alone. It could have indicated an intolerable educational situation if the self-government had not seen a certain challenge that had to be responded to.

Some hesitation and doubts can also be observed about the legal status and naming of the foreign families. Terms like 'migrants' and 'refugees' appear. In fact, the working members of the foreign families are on secondment from NATO. Therefore, 'seconded' and 'secondment' can be the proper expressions while determining their status. Otherwise, they are often labelled as "elite migrants" (vs. refugees).

Extracurricular activities

Apart from the programmes in the curriculum, kindergarten teachers often organise programmes for children, their parents, and the kindergarten staff. The most popular ones are:

- Sensitising drama plays
- Hiking
- Special children's days
- Consulting with parents
- Nations' Week
- International Family Day

Some of these programmes can be organised in the frame of the European Social Reform Operative Programme and are usually very popular. Familiarising with each other's culture is done in an interesting way (e.g., food, songs, etc.), sometimes with the help of a Hungarian-English bilingual theatre company (Figures 13, 14, 15 and 16). Then languages are used by the actors alternatively: narrating go on in Hungarian and English. With non-native English foreign children, the actors use meta-communication: they show and help the process of playing in this way when one's mother tongue is not available. In some other cases, instructions can be given to parents in English, and they pass them on to their children in their own language.

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Figure 13 *The American brownie on the International Day*



Figure 14 *The Bulgarian cabbage pastry on the International Day*



Figure 15 *The Swedish game on the International Day*



Figure 16 *A winner on the International Day*

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11.3 Inclusive education: social and lingual diversities in Fáy András Kindergarten (Pápa, Hungary)

How to cope with a new situation, the altered linguistic, cultural, and pedagogical circumstances is the key issue of kindergarten education in Pápa as it is reflected in the programme of the kindergarten, too. The different approaches can be covered under the heading “strategies”. Scrutinising the programme, general pedagogical, language educational, and socio-psychological strategies can be recognised, which naturally overlap. Yet, here, for the sake of analysis, the examination will be done one by one.

General pedagogical strategies

The pedagogical basis of the kindergarten is the integrated education of foreign and Hungarian children. On the one hand, the programme does not give an explicit explanation why they have chosen this type of education (vs. segregated) as a starting point; it only refers to the fact that NATO operates international schools elsewhere in the world. On the other hand, the whole programme stresses the advantages of integrated education and parents’ increasing demand for early FL development. Therefore, both parties (i. e., foreign and Hungarian parents) may find integrated education beneficial. Integration means a two-way process: it requires effort both from the host country actors and from those of the foreign countries.

Integration naturally generates linguistic diversity and results in a more refined repertoire of pedagogical methods. The programme highlights kindergarten teachers' intercultural competence, which besides tolerance and unconditioned acceptance means the rational organisation of kindergarten sessions and playtime. During these activities, children will get the opportunity to establish and maintain friendship; thus, from particular personal relations, general characteristic features like tolerance and acceptance can be developed. Additionally, integration can also be extended beyond the kindergarten, i.e., in the town community.

Another manifestation of supporting integration can be noticed in the emphasis on interpersonal relations. Relations among children and parents from different countries are promoted by the kindergarten in extra-curricular activities as well. Examples of this are outings with parents and the International Day.

Informative behaviour in both Hungarian and English is also the key issue. It involves kindergarten teachers' regular contact with Hungarian and foreign parents. The programme mentions that foreign parents require more teacher-parent meetings. Teachers also provide parents with bilingual information booklets and notices. On the other hand, the kindergarten relies on getting information from parents and asking for their help in English language matters.

Language educational strategies

The kindergarten declares in its programme that bilingual Hungarian-English education is available for all children in multicultural groups. As English is used among the NATO officers in their workplace on the airbase, it becomes the vehicle language between the kindergarten teachers and the parents. With this commitment, the kindergarten has to fulfil a double duty: on the one hand, English is used as L2 for Hungarian and other non-English speaking children; in this case, it can be regarded as foreign language development. On the other hand, English is the mother tongue of American children; in this case, English is not L2, but L1. Similarly, Hungarian is the mother tongue of Hungarian children, while it can be "offered" to children whose mother tongue is not Hungarian (also for American children) as a foreign language.

However, the programme indicates that mother-tongue development is beyond the competence of the kindergarten. It reads: "Kindergarten teachers can be expected to have intercultural awareness, yet they cannot be expected to know and mediate the different nations' traditions. ... In the case of migrant children, the responsibility of maintaining mother tongues and traditions goes to the parents¹⁾." (Morvai, 2008) It is especially true for non-native Hungarian/English children.

To achieve the aim, language educational strategies (both in L1 and L2 development) had to be revisited in multicultural groups. Therefore, a playful language

¹⁾ English translation is by the author.

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acquisition method was introduced, which involves a patient, natural approach based on a wide range of activities just as much as spontaneous and continuous everyday language use (especially in the case of Hungarian).

Motivation for language acquisition is supported by positive feedback from the side of the kindergarten teachers. As it reads in the programme, one of the goals is “to motivate children and create interesting opportunities for practice by experience”. Metacommunication also plays an even more important role in multilingual groups than in monolingual. It is especially valid in the case of non-Hungarian/English speaking children. To expand the “territory” of languages, teachers organise special programmes for children (e.g., puppet shows, interactive musical programmes, outings, and swimming) where, through experience, they can develop understanding Hungarian (and also English in the case of bilingual events) as a foreign language.

The elements of language education strategies are summarised in the chart below (Table 2):

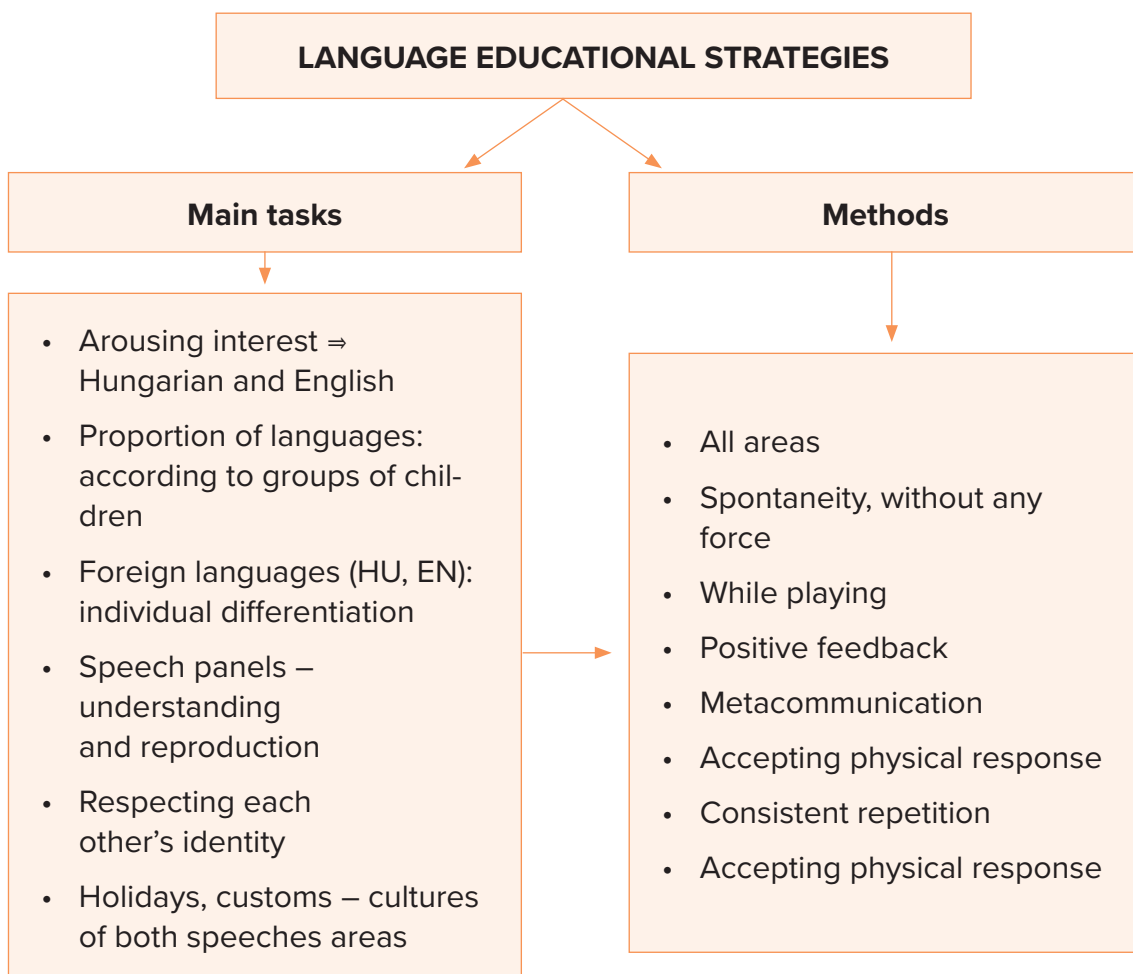


Table 2 *Language educational strategies with the main tasks and methods*

Additionally, the improvement of kindergarten teachers' English language command is a permanent task. In one group, there is at least one teacher who speaks English. Pedagogical assistants who can speak English are also employed in each group. The employment of English native speaker kindergarten teachers does not appear in the programme.

Socio-psychological strategies

Pedagogical and language educational strategies cannot be successful if there is no articulated socio-psychological approach from the side of the kindergarten teachers towards the Hungarian and foreign children and their parents. The programme confirms that the kindergarten works according to the *Basic National Programme of Kindergarten Education* that announces equal attitude to all children and does not permit any social, sexual, and other kinds of prejudice against children and their families. Therefore, staff members guarantee personal treatment and the opportunity to integrate and socialise in order to create a loving, homelike, and supportive atmosphere. Kindergarten teachers' professional and personal qualities should also guarantee the development of children's empathy, interpersonal, and communication skills, just like tolerance, flexibility, and respect. To achieve these aims, the programme puts cooperative methods in the limelight. It also seems to be a good solution that children go to mixed age groups as older children are socially more mature and can help their younger migrant peers.

Another important feature is to gain children's and parents' trust in the institution and the staff. Children from other countries might suffer from emotional insecurity. Therefore, one of the major tasks is to ensure a secure background with well-planned activities to gain experience and foster cooperation among peers. To lessen emotional instability, the role of encouragement cannot be underestimated.

A loving attitude cannot be missing, either. It can be manifested in close contact (e.g., playing on the teacher's lap), conforming behaviour (also in a non-verbal manner), and unconditional love; all of these according to children's age characteristics. As far as parents are concerned, essential part of the daily routine is to give the necessary information to the parents about their children and the operation and programmes of the kindergarten.

Other major aspects of socio-cultural integration can be adjusting to norms (i.e., to the Hungarian daily routine, food, etc.). At the same time, foreign children can also create new habits (e.g., introducing their own national customs, celebrations, or food brought from home). In the frame of integration and multiculturalism, they can become organic part of kindergarten life so that children's own identity can be preserved while respecting others.

The outcome of programme analysis

The programme gives an account not only about probable but real results because the kindergarten teachers had already had some experience at the time of compiling the educational programme.

A lot depends on the teaching staff's intercultural competence. As a basis of the programme, in integrated education, kindergarten teachers should adopt and show a multicultural attitude which determines the pedagogical methods. The different cultures are welcome with curiosity also in the daily routine, for instance, by encouraging children to bring in photos from home life in the native country. The kindergarten shows a special interest in foreign children's own cultural heritage, their national symbols, the families' habits, and contact mode, while the teachers try to arouse interest in the different cultural traditions and literature.

A crucial point in kindergarten teachers' intercultural competence is seeing things from parents' perspectives and understanding what foreign parents find peculiar in the Hungarian pre-school system and values that need explanation. In the case of cultural misunderstandings, the teacher should be able to analyse them and find a solution strategy.

In this way, the final aim is to establish a system of common values that everybody can respect and tolerate and increase the demand for cooperation among the different education actors, i.e., in children, kindergarten teachers and parents. Cooperation is also needed among the teachers themselves regarding completing each other's pedagogical methods and sharing a similar educational philosophy.

The programme already mentions the most important results of intercultural education. The majority of the parents find it valuable for their children to get acquainted with other nations' culture and/or language, and some of them have already experienced changes in their children's conduct. Foreign parents highlighted self-service, better cooperation skills, and generally calmer behaviour in their children's personality traits. They also appreciate the kindergarten teachers' pedagogical and linguistic efforts. At the same time, according to their parents, Hungarian children have become more tolerant, empathetic, flexible, and helpful.

In conclusion, what the programme considers the advantage of multicultural education is establishing mutual respect, living in linguistic and cultural diversity, arousing interest and curiosity in otherness, and increasing demand for communication. On the other hand, the drawbacks may be adaptation, communication problems, and emotional instability.

Summary: The "Pápa Model"

It was Kitzinger (2015), who, after the most detailed analysis of multilingual-multicultural education in Pápa up to now, determined the characteristics of this new model of education and named it the "Pápa Model" (PM) (Table 3).

“The ‘Pápa Model’ is a Hungarian educational pattern introduced in the kindergarten pedagogy in 2008 which operates within the frame of the SAC/17 (Strategic Airlift Capability) NATO programme and makes integrated multilingual and multicultural education possible for Hungarian and migrant children in Fáy András Kindergarten, Pápa. The main elements of the programme are as follows” (Kitzinger, 2015, p. 202):

The “Pápa Model”	
1.	The PM programme is based on Hungarian–English bilingualism while children, due to the international composition of the kindergarten groups, can also get familiar with several other languages.
2.	Kindergarten teachers and pedagogical assistants use the Hungarian and/or English language(s). At the same time, children’s language choice and language use are optional.
3.	The language pedagogical aim of the PM is a to give the appropriate motivation and impulse for kindergarteners to acquire their mother tongue and foreign language(s) and b to facilitate language development under spontaneous and natural circumstances, embedded in a playful setting which result should be the oral production of languages according to the age characteristics.
4.	The programme emphasises the acquaintance with Hungarian and other nations’ culture present in the kindergarten and their widespread introduction. Therefore, the multicultural aim of the programme is to arouse interest in exploring other cultures among children, parents, and educators so that children could get accustomed to cultures and behavioural norms different from their own. At the same time, they should be familiar with their own culture’s features and values.
5.	The major features of the PM are a uniqueness, i.e., it is unexampled at the worldwide language education policy level b innovation, i.e., the continuous renewal and development (e.g., by projects, material, and personal conditions) c expansibility and expandability both in its linguistic and cultural contents.
6.	The prospect of the PM lies in its “good practice” or “pattern” status, which can be implemented through further dissemination and cooperation emphasising both the advantages and drawbacks of the programme.

Table 3 The ‘Pápa Model’

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11.4 Examples of activities

Project week 1: The little rooster

Place: Fáy András Kindergarten, Pápa, Hungary

Age group: 3 – 6 years

Type of kindergarten: multilingual and multicultural

Programme of the kindergarten: Hungarian-English bilingual educational programme – worked out and implemented by the kindergarten teachers of Fáy András Kindergarten, Pápa

Theme	Week of the Nations: Hungary, my homeland
Activities	Dramatizing a tale (“ <i>The little rooster’s halfpenny</i> ”)
Pedagogical and cultural aims	<ul style="list-style-type: none"> · To give literary experience · To raise awareness of the Hungarian language · To increase Hungarian vocabulary · To play together · To arouse children’s interest in the host country’s culture
Methods	Motivation starting from free playing, presentation, literary experience, dramatization, controlling, evaluation.
Materials	Costumes, folding screen as a palace, painted cardboard background (treasury, well, furnace, beehive), glass, toy coins, chairs.

In the kindergarten

Process	Methods, notes (+ necessary translations)
<p>1. Preparation: Preparing necessary tools and arranging the gym. I ask acting children to put on their costumes and go to the gym with my colleague. They will be waiting for the audience there.</p> <p>2. Motivation: I put toy coins from the classroom to the gym.</p>	<p>Tools are already in the gym in the morning. Toy coins are in the room, but children cannot see them.</p>

Process	Methods, notes (+ necessary translations)
<p><i>"Look, children, how many sparkling and flashing coins are under our feet! That's diamond! Where do you think it leads? ... Come on, let's see it!"</i></p> <p>We follow the diamonds to the gym. There we take our seats, and the performance begins.</p> <p>3. Greeting before the play <i>"Dear children. Accept with love the tale called 'A kiskakas gyémánt félkrajcárja' ('The little rooster's halfpenny'). Have fun."</i></p> <p>4. Dramatizing the tale Introduction: The little rooster found a halfpenny while it is scraping on the dump.</p> <p>Conflict: The Turkish emperor happened to go there and took home the diamond halfpenny. The little rooster decided to get back what he had found.</p> <p>Development: Every time it flew up to the emperor's window, it started to crow and demanded its diamond halfpenny back. The emperor called his servant every time who threw the rooster to the well, then to the furnace, and in the end to the beehive. But the rooster outsmarted at every turn and got free.</p> <p>Climax: The Turkish emperor got fed up with the rooster's crow, and he put him into its own knickers. But the rooster let out the bees from its crop who bit the emperor. Then the emperor showed the little rooster the treasury so that he could find its diamond halfpenny.</p>	<p>Developing fantasy and imagination. I give place to children's own ideas.</p> <p>I also speak English to foreign children.</p> <p>The narrator child greets the audience. He/she says the title of the tale both in Hungarian and English.</p> <p>I am close to the acting children so that I could help them in case they forget the text.</p> <p>We have discussed with the children to pay attention to the volume, intonation, and clarity of the text.</p> <p>My colleague is responsible for the background: it is turned at the right time at the right place in the text.</p> <p>With the help of the changing background, the tale is more understandable for foreign children, too. Listening to the Hungarian tale, their passive vocabulary will increase.</p>

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Process	Methods, notes (+ necessary translations)
<p>Solution: In the treasury, the little rooster blows up all the three tubs of the emperor's money. He took it home and made his landlady a rich woman.</p> <p>5. Ending the activity: <i>"Let's clap the little rooster....the Turkish emperor....the servant...the housekeeper... and the story-teller."</i></p> <p>6. Follow-up activities:</p> <ol style="list-style-type: none"> 1. After going back to our room, I recommend the children to draw their favourite part from the tale. 2. I take the little puppet screen in case children might feel like performing the tale. 	<p>To increase excitement, the players try to affect the audience with metacommunication and their voice.</p> <p>At the end of the tale, the players bow and introduce the protagonists of the tale for the sake of foreign children.</p> <p>I encourage children to think over their experiences, and I offer different opportunities to do so. I let their imagination work.</p>

Resources

Bauer Gabriella: Gyermekirodalmi szöveggyűjtemény Tankönyvkiadó, Budapest, 1983

Project week 2: A trip to Lithuania

Place: Fáy András Kindergarten, Pápa, Hungary

Age group: 3 – 6 years

Type of kindergarten: multilingual and multicultural

Programme of the kindergarten: Hungarian-English bilingual educational programme – worked out and implemented by the kindergarten teachers of Fáy András Kindergarten, Pápa

Theme	Travelling within the Week of Nations: Lithuania
Activities	Travelling abroad by bus. Dancing. Visual and physical activities.
Pedagogical and cultural aims	<ul style="list-style-type: none"> • To get acquainted with <ul style="list-style-type: none"> – the sights, traditions, flora, and fauna of foreign children’s countries – Lithuanian culture in a playful way • To foster link to nation and homeland • To develop identity and a sense of belonging • To intensify tolerance and arouse curiosity toward other nations and countries • To gain experience together
Methods	Conversations, explanations, gaining experience, practising, cooperation, differentiation, giving personal examples, positive feedback.
Materials	Pictures, storybooks, chairs, CD-player with Lithuanian music, memory stick, chimney-shaped cake, cutlery, napkins.

In the kindergarten

Process	Methods, notes (+ necessary translations)
<p>1. Preparation:</p> <p>Preparation of necessary materials and airing the room before the activities.</p> <p>Arrangement and decoration: pictures and storybooks about Lithuania on the table, setting the CD-player, preparing cutlery for food tasting.</p> <p>2. Motivation:</p> <p>We discover a picture of a flag on the table.</p> <p><i>"Children, what do you think, which country's flag it is? Is this similar to the Hungarian flag? What colours are there?"</i></p> <p><i>"This is the Lithuanian flag."</i></p> <p><i>"Do you think there is a child from Lithuania in our group?"</i></p> <p><i>I am just travelling there. Will you come with me?"</i></p> <p>3. Realisation:</p> <p>Children help to 'build' a bus from chairs for our trip. A bus driver is chosen.</p> <p><i>"Get on!"</i></p> <p><i>"Everyone takes their place on the bus, and our journey can begin!"</i></p> <p>While travelling, we sing a song and act it out to pass the time:</p> <p><i>" The wheels on the bus...."</i></p>	<p>I lead the children to the tables so that the rug should remain empty.</p> <p>To help effectiveness, the materials and tools should be already at hand.</p> <p>Practising the names of colours in English and Hungarian.</p> <p>English as a foreign language (EFL) – to raise awareness in the intercultural group.</p> <p>To arouse interest.</p> <p>Creating a relaxed atmosphere and offering choices.</p> <p>During the activity, individual differences are taken into consideration, which is indispensable in mix-aged groups.</p> <p>To arouse interest in communication and to develop communication skills.</p>

Process	Methods, notes (+ necessary translations)
<p>In-between, I draw children’s attention to the scenery: <i>“Look out of the window!”</i> <i>“What a meandering river!”</i> <i>“What a beautiful hilly landscape!”</i> <i>“We’ve arrived; this is Lithuania.”</i></p> <p>After sitting too much, we stretch our legs and move our bodies. <i>“Let’s move our body!”</i> <i>“Try to dance with me!”</i> <i>“Make a big circle!”</i></p> <p>After the dance, we sit down on the rug. <i>“I’m so tired.”</i> <i>“Let’s take a rest!”</i> <i>“I tell you a story I learnt from a Lithuanian friend.”</i></p> <p>I tell the Lithuanian tale <i>“Tom Thumb”</i>.</p> <p>In-between, everybody got hungry, so we go to buy some Lithuanian delicacy called <i>“sakotis” (“chimney-shaped cake”)</i>.</p> <p><i>“In Lithuania, we cannot pay with forint but with euro. The name of this sweet is ‘chimney cake’. Where do you think this name comes from?”</i></p> <p>I distribute the cutlery to children who want to taste the cake. <i>“This is a chimney cake.”</i> <i>“What does it look like?”</i> <i>“Is it yummy?”</i></p> <p><i>“Now, that we’ve got to know Lithuania, it’s time to go home!”</i> <i>„Let’s go back to the kindergarten!”</i></p> <p>We get on the bus and leave for kindergarten.</p>	<p>To raise awareness of the English language. To sing correctly, and to intensify group cohesion.</p> <p>To motivate and involve children by using imagination. I also pay attention to passing on accurate knowledge about the country.</p> <p>Movement serves complexity and maintaining attention.</p> <p>To pass on knowledge about the given nation’s musical characteristics.</p> <p>While telling the tale, I pay attention to intonation, volume, pronunciation so that listening to a tale could be a pleasant experience for children.</p> <p>Passing on knowledge about culture (here: foreign currency).</p> <p>Gaining experience in a direct way.</p>

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Process	Methods, notes (+ necessary translations)
<p>4. Checking and evaluation Individual evaluation is done during the activity. The aspects of group evaluation are</p> <ul style="list-style-type: none"> – brushing up our knowledge on Lithuania, – English names, – sentence phrasing, – active participation in the movement. <p>5. Ending the activity: We are chatting on the bus: <i>“What did you like the best?”</i> <i>“Did you like the Lithuanian dance?”</i> <i>“Was the chimney cake yummy?”</i></p> <p>6. Follow-up activities:</p> <ol style="list-style-type: none"> 1. Shall we bake a chimney cake? We discuss the ingredients, and I initiate baking in the doll’s kitchen, trying to involve as many children as possible. 2. We observe the colours of the Lithuanian flag again and prepare flags at the tables with paint and glue. 3. During free play, I suggest dancing a Lithuanian dance while listening to the CD. 	<p>A positive feedback intensifies children’s self-confidence.</p> <p>Self-check, self-evaluation, establishing social connections.</p> <p>To foster cooperation in role-play, too. To develop observation skills and memory.</p> <p>Connection to other genres of art.</p> <p>To develop abilities: fine motor skills, colour sense, and eye-hand coordination.</p>

Resources

Forrai Katalin: Ének az óvodában (Zeneműkiadó, Budapest, 1974.).

<https://www.youtube.com/watch?v=EW03QZAXBz4> (Lithuanian song).

<http://mek.oszk.hu/07700/07769/07769.htm#71> (Tom Thumb).

https://www.youtube.com/watch?v=ki_R_4FcFK0 (A song in English).

Project week 3: Midsummer in Scandinavia

Place: Fáy András Kindergarten, Pápa, Hungary

Age group: 3 – 6 years

Type of kindergarten: multilingual and multicultural

Programme of the kindergarten: Hungarian-English bilingual educational programme – worked out and implemented by the kindergarten teachers of Fáy András Kindergarten, Pápa

Theme	Midsummer within the Week of Nations: Scandinavia (Sweden and Norway)
Activities	Movement activities, competitive games
Pedagogical and cultural aims	<ul style="list-style-type: none"> • To get acquainted with <ul style="list-style-type: none"> – Scandinavian traditions, with the help of Swedish and Norwegian parents • To extend knowledge on old tales and myths on St. Ivan’s Day/ Midsummer Day • To gain common experience via movement activities • To develop children’s physical (movement) skills
Methods	Conversations, explanations, gaining experience, encouragement, differentiation, giving personal examples, positive feedback.
Materials	Midsommar cross, branches, logs for fire jumping, board for throwing game, apple and mushroom shapes for throwing, outdoor gym equipment, Viking head decoration

In the kindergarten

Process	Methods, notes (+ necessary translations)
<p>1. Preparation Preparing the room with the help of the nannies. Children should change clothes for the movements in the yard.</p> <p>2. Motivation Warming up with a game together. <i>“Let’s go bear hunting!”</i></p> <p>The rhyme: Menjünk medvét vadászni? Menjünk medvét vadászni! Induljunk! Ninini! Mit látok? Itt egy híd! Keljünk át! ~mutatjuk a mozdulatot~ Erdő. Mocsár. Sásos. Hegy. Barlang. Egy nedves orr, két szem, két nagy szőrös fül... ááá, egy medve! Szaladjunk! Vissza a barlangból, le a hegyről, át a sásoson, mocsáron és az erdőn. Megmenekültünk!</p> <p>3. Realisation <i>“Can you remember the Northern light we saw together in the documentary film?”</i></p> <p><i>“Where can it be seen? Which colours could we see?”</i></p> <p><i>“Now we are going to play traditional Swedish games. Let’s become Viking warriors!”</i></p>	<p>Common activity of <i>Hawthorn</i> and <i>Elder</i> groups.</p> <p>The aim of this game is to prepare children for further games.</p> <p>Shall we go bear hunting? Let’s go. Let’s start. Loooook! What can I see? Here is a bridge! Cross over it! - showing the gesture - Forest. Moor. Reeds. Mountain. Cave. A damp nose, two eyes, two big hairy ears... oooh, a bear! Let’s run! Back from the cave, down from the mountain, across the reeds, the moor, and the forest (with the same movements). Escaped!</p> <p>The rhyme and the movements will move children physically and mentally. They can also learn how to imitate.</p>

Process	Methods, notes (+ necessary translations)
<p><i>“Put on your Viking head decoration and gather into teams.”</i></p> <p><i>“One team should get on one Viking boat, and you should row as fast as you can to get to the other side.”</i></p> <p><i>“Ready, steady, go!”</i></p> <p><i>“I congratulate the fastest Vikings!”</i></p> <p><i>“The next trial will be aiming. Teams should throw apples and mushrooms at the fiery furnace. The team that throws the most will win.”</i></p> <p><i>“Ready, steady, go!”</i></p> <p><i>“Let’s applaud the cleverest team!”</i></p> <p><i>“Now comes the Vikings’ race. We should collect the logs carrying them to the campfire site. Everybody can take only one log!”</i></p> <p><i>“I congratulate the fastest Vikings!”</i></p> <p><i>“Midsommer night is also famous for its big fires. In the northern hemisphere, there are bonfires on the mountains and also outside the villages.”</i></p> <p><i>“Now comes the test of courage: jumping over the fire. Stand behind each other. Look at the bravest and watch them what to do.”</i></p> <p><i>“Come on! Let’s go!”</i></p>	<p><i>More information can be shared:</i></p> <p><i>“Midsommar, or the day of John the Baptist in Sweden is equal to national identity, the respect of ancestors, preserving and passing on traditions. This evening and the following two are also the solidarity and cohesion of families.”</i></p> <p><i>2-2 teams are formed. In cooperation, children can practise moving together. Touching each other’s shoulders with one hand and imitating the eating movement with the other, they proceed to the designated aim.</i></p> <p><i>Fruit, thrown into the fire, was meant to have magic (curing) power. Swedes also threw poisonous mushrooms into the water to break trolls’ power. They are especially afraid of them as they think trolls can open mountains and cruel spirits can get released who will flood the upper world.</i></p> <p><i>Throwing with one hand.</i></p>

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Process	Methods, notes (+ necessary translations)
<p>Game: "I know you like the Elves' dance. So, let's play it together."</p> <p>4. Ending the activity: Setting up the Midsommar cross.</p> <p>Inauguration of the Friendship tree: Friends stand opposite each other and recite a poem of friendship:</p> <p>About girls: <i>"Mátka, mátká, mátkázzunk, Míg élünk, míg halunk, Mindig mátkák maradunk."</i></p> <p>About boys: <i>"Koma, koma, komázzunk, Míg élünk, míg halunk, Mindig komák maradunk."</i></p> <p>5. Follow-up activities:</p> <ol style="list-style-type: none"> Making a floral wreath from daisies and dandelions. Movement game in the yard in pairs or in groups. 	<p>Jumping over the fire had power over love and health. Helping everybody means cooperation. The less brave children should remain the last so that they can see that they are able also to succeed. Encouraging each other.</p> <p>The singing game was taught by Swedish parents. Revision of "Midnat rúder"/elves' dance".</p> <p>Setting up the cross-shaped "midsommarstång"/"Maypole" means life-death-resurrection. Its floral decorations symbolise the reviving life.</p> <p>Togetherness in the kindergarten is symbolised by the Friendship tree.</p> <p><i>"Let's make friends. We remain friends till the end of time."</i></p>

Resources

<https://www.youtube.com/watch?v=6oMPGd3tvB0>

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12. SLOVAKIA (PRIVATE KINDERGARTEN)

Lucia Rauková

12.1 Examples of activities

Activity 1: A festival of colours

Place: Private kindergarten UNES, Nitra, Slovakia

Age group: 3 – 4 years old

Type of kindergarten: Multilingual and multicultural

Kindergarten programme: The Door of Languages Unlocked – Experimental education programme of preschool education implemented in the Slovak, English, and Spanish languages by the teachers of Private kindergarten UNES

Theme	Spring is coming!
Activities	Scavenger hunt, sensory play, art.
Pedagogical and cultural/linguistical aims	<ul style="list-style-type: none"> • To name primary and secondary colors • To describe spring • To describe the Indian festival Holi
Methods	Creative expression, hands-on learning, active learning
Materials	Hand coffee grinder, colour paste (made of flour, water, and food colouring), sensory table, fake grass, plastic flowers, toy bug, scoops, magnifying glasses, bowls, tablet, white T-shirts, fabric paint.

In the kindergarten

Process	Methods, notes (+ necessary translation)
<p>1. Preparing Children go on a spring scavenger hunt in the kindergarten surroundings the day before.</p> <p>2. Motivation Children play on a spring sensory table filled with fake grass, plastic flowers, and toy animals/bugs. They can play and explore freely using scoops, magnifying glasses, and bowls.</p> <p>3. Realization Children watch a short video about India’s festival of colours “Holi”. They see that the festival of colours is a celebration of springtime, and since we have been learning about it, we will have our own celebration. Children sort all the items on the sensory table by colour to decide which colours we’ll have for the celebration (primary and secondary colours).</p> <p>Once children have sorted everything out, they list all the colours, and the teachers give each child a coloured paste for children to turn into powder using the hand coffee grinder. While doing so, they try to name objects for each colour.</p> <p>4. Ending the activity Children go outside with children from other groups for the celebration, but instead of throwing the powder at each other (since it’s still cold and the powder might stain our winter clothes), children use the powder to make drawings on the floor.</p> <p>While doing so, the teacher plays Indian music and children, can dance to it.</p>	

12. SLOVAKIA (private kindergarten)

Process	Methods, notes (+ necessary translation)
<p>5. Checking and evaluation The teacher asks questions to review spring vocabulary and colors.</p> <p>6. Follow-up activities</p> <ul style="list-style-type: none"> • Singing and dancing spring-themed songs. • Making an art process project, mixing colours. • Painting Holi T-shirts. 	<p>As other groups have also been working on the Holi theme, they are invited to join us for a small celebration.</p> <p>Vocabulary: bugs, butterfly, grass, flower, bee, tree, fruit, caterpillar, snail, bird.</p> <p>Songs: <i>How does a caterpillar go?</i> <i>One little bug</i> <i>I take my shovel and dig dig dig</i></p>

Resources

Happy Holi | Holi for kids - https://www.youtube.com/watch?v=vOq_LWrSx0k.

Activity 2: ¿De dónde somos?

Place: Private kindergarten UNES, Nitra, Slovakia

Age group: 5 – 6 years

Type of kindergarten: multilingual and multicultural

Kindergarten programme: The Door of Languages Unlocked – Experimental education programme of preschool education implemented in the Slovak, English, and Spanish languages by the teachers of Private kindergarten UNES

Theme	International Mother Language Day
Activities	Speaking, writing, colouring, and matching.
Pedagogical and cultural/linguistical aims	<ul style="list-style-type: none"> • To name the countries we are from: Slovakia, South Korea, Bulgaria, Poland, and Spain • To locate our countries on a map • To tell common words in our languages: Slovak, Korean, Bulgarian, Polish, and Spanish
Methods	Cooperative learning, conversation.
Materials	Magnetic world map, world map printed on cardstock paper, paper flags, tourist pictures from the countries above, pencils, coloured pencils, scissors, glue sticks, children's profile pictures.

12. SLOVAKIA (private kindergarten)

In the kindergarten

Process	Methods, notes (+ necessary translation)
<p>1. Preparing Gathering all materials in the classroom and decorating one of the walls with the flags and tourist pictures of each country.</p> <p>2. Motivation Children enter the room and see the pictures on the wall. They recognize the flags and the pictures: “esto es Eslovaquia”¹⁾, “yo he ido allí”²⁾.</p> <p>The teacher asks them if they know all these places and if they’ve been to the places in the pictures. She also asks: “¿quien es de Bulgaria?”³⁾ “¿quien es de Polonia?”⁴⁾ “¿quien es de Eslovaquia?”⁵⁾ “¿quien es de España?”⁶⁾ “¿quien es de Corea del Sur”⁷⁾. After each question, they all try to locate the countries on a magnetic map.</p> <p>3. Realization Once children are eager and into the topic, they talk about their countries and say a few words in their mother language (hello, thank you, goodbye). All children repeat and try to pronounce the words in other languages correctly. After the conversation, they sit around the table to work on the world map printed on cardstock paper. They colour in the countries (only the countries we’ve been working on during the lesson), write the countries’ names, cut out children’s profile pictures and paste them on the world map.</p>	<p>1 “this is Slovakia” 2 “I’ve been to that place”</p> <p>3 “who’s from Bulgaria?” 4 “who’s from Poland?” 5 “who’s from Slovakia?” 6 “who’s from Spain?” 7 “who’s from South Korea?”</p> <p>Children listen to their friends speak in their mother language and repeat the words for hello, thank you, and goodbye.</p>

Process	Methods, notes (+ necessary translation)
<p>4. Ending the activity Children look at the world map and name all countries, say who's from each country, and recall the words in each language they listened to before.</p> <p>5. Checking and evaluation The teacher asks questions to see if children can locate all the mentioned countries on a map. She also asks them to repeat all the foreign words learned during the activity.</p> <p>6. Follow-up activities</p> <ul style="list-style-type: none"> • Listening to songs in Slovak, Bulgarian, Spanish, Polish, and Korean, and identifying in which language the song is. • Matching pictures of tourist places to the map of the country they belong to. • Listing new common words in each language, such as please, good morning, excuse me, you're welcome. 	<p>They write the countries' names copying what the teacher has written on the wall under each flag.</p> <p>Children themselves decide who prefers to write the names, who cuts and pastes the pictures, who colours each country.</p> <p>Children should try to use the same sentence structures the teacher has used: "xxxxx es de Bulgaria" (xxxxx es de Bulgaria), "en español se dice hola" (hola is hello in Spanish).</p> <p>Are children capable of distinguishing the different languages by listening?</p> <p>They discover and explore new places.</p> <p>During the following lessons, they reproduce other phrases in all children's mother languages.</p>

12. SLOVAKIA (private kindergarten)

Activity 3: Food festival

Place: Private kindergarten UNES, Nitra, Slovakia

Age group: 4 – 5 years old

Type of kindergarten: Multilingual and multicultural

Kindergarten programme: The Door of Languages Unlocked – Experimental education programme of preschool education implemented in the Slovak, English, and Spanish languages by the teachers of Private kindergarten UNES

Theme	World Food Day
Activities	Crafting, speaking, cooking.
Pedagogical and cultural/linguistical aims	<ul style="list-style-type: none"> • To roll and model the clay into different shapes. • To improve fine motor skills. • To name food items. • To name traditional dishes from Italy, Slovakia, and Spain. • To express an opinion about food.
Methods	Hands-on learning
Materials	Playdough, Playdough toys, paper plate, pictures.

In the kindergarten

Process	Methods, notes (+ necessary translation)
<p>1. Preparing For the whole week, the teacher tells and reminds children that the International Food Festival will be held on Friday, all parents are invited, and they'll have the opportunity to eat delicious food there.</p> <p>2. Motivation Each child chooses which colour of playdough they want; they're allowed to play freely for some time. After a few minutes, the teacher reminds them of the food festival and asks them what they are looking forward to eating:</p> <ul style="list-style-type: none"> • “yo quiero pizza, ñam”¹ • “y yo quiero Goulash”² • “mi mama va a traer un pastel”³ <p>The teacher prompts more conversation by asking if they like to cook at home and what they like to make:</p> <ul style="list-style-type: none"> • “yo ayudo a mi mama”⁴ • “otro dia, yo hice pizza con mi papa”⁵ <p>3. Realization After playing for some time and talking about their favourite food, the teacher gives each child a paper plate and asks them to make their favourite dish, showing them pictures for inspiration: bryndzové halušky, pizza, paella, churros, spaghetti and meatballs, ice cream, goulash.</p> <p>Children decide what they want and roll their modelling clay into the desired dish. While children work, the teacher asks questions and prompt children to ask them as well:</p> <ul style="list-style-type: none"> • “¿te gusta la pizza?”⁶ • “¿te gusta la pizza con piña?”⁷ • “¿tu quieres tus spaghetti con queso”⁸ 	<p>The International Food Festival is a big event in the kindergarten. Most parents visit the event, and children get really excited by having their parents share with them and eating delicious things.</p> <p>Children love to play with playdough, it's one of their favorite things to do, and they're eager to create many different things with it.</p> <p>¹ “I want pizza, yum!” ² “And I want goulash” ³ “My mom will bring a cake”</p> <p>⁴ “I help my mom” ⁵ “The other day, I made pizza with my dad”</p> <p>Children get more playdough in different colours for them to use on their craft.</p> <p>They get to speak a lot by expressing their opinion on food, the one they're crafting and food in general.</p> <p>They role-play a lot during the activity, pretending to eat what they're cooking and offering the teacher what they're making.</p> <p>⁶ “do you like pizza?” ⁷ “do you like pizza with pineapple?” ⁸ “do you want cheese on your spaghetti?”</p>

12. SLOVAKIA (private kindergarten)

Process	Methods, notes (+ necessary translation)
<p>4. Ending the activity Children present their finished dishes and tell their friends what they made and the ingredients they used:</p> <ul style="list-style-type: none"> • “esta es pizza de queso y pimientos, he puesto tambien un poco de jamon”⁹ • “yo he hecho goulash, he puesto patatas y carne”¹⁰ <p>The rest of the children express if they like the food their friends made.</p> <p>5. Checking and evaluation The teacher asks children questions to make sure they remember the food vocabulary they’ve used during the lesson. She also asks them questions in which they need to use the phrases “me gusta”¹¹ and “no me gusta”¹²</p> <p>She also encourages a discussion to decide what each child will do for the food festival depending on their interests.</p> <p>6. Follow-up activities</p> <ul style="list-style-type: none"> • Graphing children’s opinion on traditional dishes from Italy, Spain, and Slovakia. • Making traditional Spanish tapas for the International Food Festival. • Visiting the International Food Festival. 	<p>The teacher helps children form correct sentences and helps them with any words they don’t know in Spanish.</p> <p>⁹ “this is cheese and pepper pizza; I’ve also added some ham”</p> <p>¹⁰ “I’ve made goulash, I made it with potatoes and meat”</p> <p>¹¹“I like it”</p> <p>¹²“I don’t like it”</p>

13. SLOVAKIA (STATE KINDERGARTEN)

Soňa Hippová, Andrea Benková

13.1 Characteristics and Inclusive Educational Environment of the Nursery School Močenok, the Slovak Republic

The nursery school in Močenok is an independent fiscal organization founded by the municipality Močenok. The building has one floor, there are six classes and a small gym – the space for small physical exercises and activities. In the afternoon, it serves for hobby-group activities: exercising, ball games, and English language lessons. The nursery school premises include an area with climbing frames, a sandpit, and a children's traffic playground. In 2018, a major reconstruction of the building was conducted, and at the same time, the capacity of the nursery school was extended by an addition to the building.

The nursery school provides full daycare for children from 3 to 6 years, children with postponed compulsory school attendance, and, if possible for capacity reasons and children under three years. At the request of the child's legal representative, the school also provides half-day care. The nursery school is attended by 141 children from Močenok and neighbouring municipalities. Children are divided into classes based on their age.

The pedagogical process is ensured by twelve qualified employees (four teachers with second-level university education, three teachers with first-level university education, and five teachers with secondary education). There are seven non-teaching employees. Two cleaning ladies take care of cleanliness and hygiene, the manager of the school canteen and three cooks take care of the food. An ICT administrator is employed part-time. To assist in children's education and supervision in the morning hours, the nursery school uses graduates from a graduate project established by the Ministry of Labour, Social Affairs, and Family.

Education is carried out in accordance with the school education programme "By playing to knowledge", with reference to social inclusion, to provide all children with quality education, taking into account their individual possibilities. It means that all children are involved in the activities we prepare, and the activities are modified according to their performance levels. We have long-time experience in integrating children from socially disadvantaged backgrounds. Those are mainly Roma children. Most of them are from the Centre for Children and Families in our

13. SLOVAKIA (state kindergarten)

municipality and the families living in the municipality. Our experience shows that by early inclusion of these children in pre-school education, they are naturally accepted in their peer group, while minimizing differences in their readiness to enter higher education level, compared to children coming to the nursery school from a more stimulating environment. If allowed by the conditions, we also include children with health disabilities.

The whole teaching staff has adopted the principles of social inclusion aimed at fulfilling each child's personal potential. We create a safe and secure environment with a positive social and emotional climate. We emphasise developing children's skills in the context of awareness and strengthening their identity, as well as social solidarity and cohesion. We pay attention to building and improving mutual acceptance, acquiring values of respect for diversity, and engaging children regardless of their physical, ethnic, social or any other characteristics. We closely cooperate with family, community, and the institutions supporting the inclusive education model, making our nursery school the "school for all children".

Classes are divided into activity centres by arranging furniture to respect the child's needs to have enough space for games, exercise, and educational activities. All classes are equipped with an interactive whiteboard and computers with the Internet access, audio-visual equipment, and other digital technologies. The layout of toys, children's literature, teaching aids, musical instruments, and equipment for physical education follows the requirements of each activity centre equipment. Regarding the activity centres, it is an organization of the classroom environment, material provision, creation of an optimal environment for inclusive education, encouraging all children in the classroom to be interested in playing and learning, to be able to cooperate, and to be active. The environment creates suitable conditions for peer learning, cooperation, help while ensuring certain privacy of small groups, not disturbing each other. The ways of dividing children into education centres:

Dividing children by their choice - children themselves decide who they want to work with in the group. In this way, the teacher makes sure that no child stays outside the groups.

Dividing children by random choice - children learn to cooperate with different children, which enables better cognition and at the same time prepares children for life.

Dividing children heterogeneously – the teacher intentionally creates groups with a diverse representation of children in terms of their performance level. Therefore, s/he includes children at a higher, average, and lower level in terms of cognition in each group. Such a division is very good in terms of inclusion since the weaker children learn from the more skillful ones, and more skillful children learn to help the weaker.

Dividing children homogeneously – the teacher intentionally creates groups with a similar structure of child’s performance level. This method of division is suitable in terms of the individual progress of children. In this way, the children with better cognitive skills can solve quite demanding tasks, and children who are at a lower level have more time to think, the chance to be more active.

We change these ways of dividing so that children learn to make decisions, enforce themselves, conform to, cooperate, and at the same time can progress individually.

In addition to the group learning centres, we also have some space for frontal classroom activities (meeting centre) where we, among other things, focus on creating an overall favourable social and emotional climate, promoting good relationships among children, mutual communication, listening to others, leading children to argumentation, evaluation, joint conflict resolution and alike.

It is a place in the middle of the class, marked by a circle in the form of a smiley on the floor (Picture 1), where children as a whole group meet at least once (or more times) a day. The circle evokes equality, fellowship, friendship, coherence. Part of the meeting centre is a wall with all the children’s photos and names to support the children’s awareness that each one is an equal part of the class. In the meeting centre, there are also class rules (Picture 2) that lead children to regulate their behaviour, respect themselves and others, feel safe and secure.



Picture 1 A smiley on the floor

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Picture 2 Our rules

13.2 Examples of activities

Activity 1: Friends from a meadow

Place: Kindergarten Močenok, Slovakia

Group aged: 5 – 6 years

Type of kindergarten: public, established by the village

Programme of kindergarten: School education programme "By playing to knowledge" (included social diversity)

Topic	Insects and other little creatures
Activities	Frontal, groups
Performance standards	<ul style="list-style-type: none"> • Can identify the variety of the animal kingdom • Through observation can identify differences between animals and the way they move • Can engage in group activities based on personal characteristics • Can express the content and enjoyment of reading in creative activities • Experiments with colours • Can create a set using a specified number of prescribed objects (up to 10) and then divide them into sets containing a specified number of objects
Methods	Discussion, explanation, methods of practical work (cutting, sticking, drawing), work with a book, listening to text, making and verifying hypotheses, experimentation, differentiation, collaboration, observation, revision, self-evaluation, evaluation, praise, encouragement
Materials	Soft grasshopper toy, pictures of the real insect and other little creatures, toy "Insect and spiders " and arthropods casting, big white paper divided into 3 columns (crawls, jumps, flies), encyclopedia and educational book about insects and little creatures, CD player with 6 headphones outputs, CD record Story How the Frog mock beetles, colour, papers, little insect containers, magnifying glass, kids microscope, ladybirds and spots from coloured paper, scissors, glue sticks, wide and low box, big size of cardboard paper, tempera paints, 3 little balls, smaller coloured picture of insects with a marked line for cutting out.

13. SLOVAKIA (state kindergarten)

In the kindergarten

Process	Notes
<p>1. Preparation:</p> <ul style="list-style-type: none"> hide toy grasshopper under a pillow in a class put the pictures on the wallboard get ready all the stuff in activity centres <p>2. Motivation:</p> <p>„Can you hear it, children? Shhhh, I can hear something here. It is coming from under the pillow (there is a hidden grasshopper, children are guessing its name).“</p> <p>Teacher: „...because we go to park very often, we know a lot of little friends of grasshopper.“</p> <p>3. Realization:</p> <ul style="list-style-type: none"> naming insects and little creatures based on own experience from the park or pictures on the wallboard – ladybird, ant, bee, wasp, bumblebee, mosquito, spider, butterfly, fly, earthworm, snail, centipede, ect. discussion about the occurrence of these animals: <i>“Where in the park can we find it? (in the grass, on the dirt, on tree trunks, under the stones, etc.)</i> <p><i>“Have you recognised how they moved”</i> Children are mentioning the ways of individual insects moving based on their experience.</p> <p>Moving up time: “Butterfly and earthworm”: on the word “butterfly” children stand up (butterfly flies high), on the word “earthworm” they crouch down (earthworm crawls, can’t fly)</p>	<ul style="list-style-type: none"> it is good to do this activity on the interface of spring and summer when there is sufficient presence of insects and little creatures in Nature for the frontal part for group activities <p>the teacher tries to involve as many children as possible to join a conversation; she leads them to listen to each other. Wrong information she rebuts, but she asks similar questions to provoke other ideas of thinking.</p>

Process	Notes
<p>Explanation of centres tasks:</p> <p>a) Science centre – arthropods casting sorting according to the way of moving, on a big white paper divided into 3 columns (crawls, jumps, flies). Children have encyclopaedias, educational books about insects and little creatures and comes to a teacher who reads about an exact animal. The teacher searches for the needed information, and children sort the information on the basis of what they have listened to.</p> <p>b) Literacy and language centre – CD record listening Story How the Frog mock beetles via headphones and at the same time they draw the context they are listening to.</p> <p>c) Mathematical-logical centre – de “Dotted Ladybirds”: children have ladybirds from coloured paper (format A4) with a certain number of dots on one wing. From black paper, they cut out drawn dots and stick on another wing the same number of dots as is on the first win.</p>	<ul style="list-style-type: none"> • moving up time is needed to include for the reason of children’s relaxation needs in movement after long sitting and concentrating in discussion • explanation rules of play • children put in coloured cards on their picture sign based on what centre they chose, to know where they already worked • the teacher directs children to build on their experience with more known species, and with the less known to sort them by its bodybuilding (if they have wings, or just legs, etc.); she highlights for children that it is a joint activity, so they must cooperate, she leads them to help each other, discuss, at working with encyclopedia she leads them to search for objective information, • the teacher makes a record before via the mobile application; she records it several times in a row, so children can listen to it repeatedly • in the afternoon, children can sort illustrations of a storyline in sequence, and the teacher will tie it into a book (book-story). • the teacher gets ready the Ladybirds with a different number of dots for children by their individual learning level

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Process	Notes
<p>d) Art centre – de “Meadow full of insects” – creating a joint meadow by rolling balls on cardboard paper put in a box, where is tempera paint blobs (light green, dark green, yellow, white). Children hold the box together and move with it, so the balls come through pain blobs that make marks which look like the grass. They cover the whole surface, watch how the pain mixes new shades of colour. Then they cut out small pictures of insects and stick them on the meadow surface.</p> <p>4. Conclusion: Triangle sound – activity ending, children sit at the meeting point.</p> <p>5. Review and rating:</p> <ul style="list-style-type: none"> review and rating happen individually during the activities in centres, <p>Children present their work, saying what their work was like. The teacher gives questions (see on the right).</p> <p>6. Follow-up activities: Children search for insects and other little creatures while they are outside in a park. They can use a magnifying glass. They watch the way of moving, pick some into insect containers and take it with a bit of grass to kindergarten. They verify them according to their new experience if they sorted it right on the poster.</p> <p>For exploring part of an insect’s body, they have kid’s microscopes. For the next day, they put the insect back outside in the same place.</p>	<ul style="list-style-type: none"> the teacher reminds children to cooperate; they move the box together to the balls make the marks – grass. The better will be their cooperation, the more surface they can cover. she draws a line around the pictures before the activity, children follow the line when cutting with scissors children with slower working time can finish activity in the afternoon <i>“Did you know how individual insects can move?” “Have you had a problem with some of it?” “How did you finally solve it?” “Did it help you that you could cooperate?” “Why?” “What did you draw from the story?” “How were you doing in counting the Ladybirds dots?” “How did you do in creating a meadow?” “What colours did you use?” “What shades of colour rose?” “Did you like joint moving with the box?” “Why?”</i> <p>Teacher: “Grasshopper is satisfied as well because you know a lot about its friends.”</p>

Resources

State Pre-Primary Education Programme for Nursery Schools (2016). Available on the Internet: http://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzde-lavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf (downloaded on 10th September 2016).

Activity 2: The Little Gardeners

Place: Kindergarten Močenok, Slovakia

Age group: 4 – 5 years old

Type of nursery school: public, established by the municipality

Programme of the nursery school: School Education Programme “By playing to knowledge“ (with regard to social diversity)

Topic	Professions
Activities	Frontal, group, individual
Goals	<ul style="list-style-type: none"> • To name the basic workload of the chosen professions – the gardener • To identify different kinds of fruit and vegetables and to realize the purpose of their consumption for a healthy lifestyle • To describe the condition ensuring germination and growth of the plant • To use some daily household items as well as elementary work tools in the garden • To express the character of song and music by natural cultivated movement • To make a picture using seeds
Methods	Conversation, asking questions, discussion, dramatization, practical activity, evaluations
Aids	Paper trays, plasticine, peas seeds, beans, pumpkin seeds, sunflower seeds, wheat, watermelon seeds, corn, apricot and cherry stones, children garden tools, children garden table, fruit and vegetables, seedlings of the everbearing strawberries, watering can, soil, water, booth (shop), children wheelbarrow, bag, purses, underground discoverer (glass container for planting), interactive board, bowls, forks

Process	Notes
<ul style="list-style-type: none"> • Realizing that fruit and vegetables are of a plant origin and obtained by cultivation in the gardens, fields – through answering teacher’s questions: “How does strawberry, tomato, pepper, apple come to existence? What are seeds? Where do they come from? Where do we bring vegetables and fruit from to the shop, marketplace? ...“ • Children’s description of the conditions assuring germination and growth of the plants – demonstration of the pre-germination growth of the bean plant – in the glass container (underground discoverer), the types of questions: “What would happen if we did not water the plant, if it did not have any light, warmth?“ <p>b) Music and motion activities</p> <ul style="list-style-type: none"> • Imitation of motion – through a song on the interactive board – “Wowee Tralalee, we exercise from the early (age) – the seeds“ <p>c) Application part – groupwork</p> <p>Division of children into groups into activity centers.</p> <p>Group 1: “Gardeners“ – planting the peas seeds, and seedlings of the everbearing strawberries in the planting tables, bringing the soil in the wheelbarrows, raking, evening the soil up, digging a hole, planting the seeds, watering...</p>	<p>Children simulate teacher’s movement and the movement of the interpreter on the interactive board – growth of the plant from the seed.</p>

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Process	Notes
<p>Group 2: “Artists“ – making pictures from the seeds by pressing the seeds in the plasticine, which is spread in a butter or marmalade jar lid.</p> <p>Group 3: “Cooks“- Preparing the fruit salad – by cutting banana, apple, pear... using the plastic knife. There are kitchen caps, aprons, and boards available for children.</p> <p>3. Finishing the activity: Finishing the activity by the agreed signal. In case some groups finish earlier, they can play the marketplace and shop for fruit and vegetables or seeds.</p> <p>3. Conclusion: Evaluation of the activity – reflection, self-reflection –children are sitting in the circle on the carpet in front of the interactive board. They are talking about how they worked, what they liked, how they cooperated, whether they could agree with each other about what to do, what new they have learned...</p> <ul style="list-style-type: none"> • How you worked together in the group • How we take care of the plants, what we have to do, what they need to grow • I commend the children for their activity, also individually. I point out the positive moments, so children can realize the consequences of their behaviour and thereby I contribute to and develop the favourable environment in the class, which is the right place for inclusive education afterwards. • In the end, the children feast on the fruit salad. 	<p>The teacher explains the tasks in the individual groups. Children circulate between the groups through out the week. We recommend to make heterogeneous groups of children when it comes to the level of output – developing the cooperation, help among children.</p> <p>The teacher regulates the activity by asking questions (What could happen if we plant a seed too deeply? What could happen if we water the seedlings too much?...) to achieve the right planting technology.</p> <p>Children work individually; there are different kinds and sizes of seeds available to realize the diversity. Finally they can make an exhibition of their pictures.</p> <p>The teacher draws their attention to the importance of hygiene and safety when working with the knife; she guides children to cooperate and regulates the activity so that also the children from the socially disadvantaged environment can join the activity.</p> <p>The teacher finishes the activities once the group activities are finished – seeds and seedlings are planted and the fruit salad is ready. Children who take pictures can resume the activity in the afternoon.</p>



Resources

State Pre-primary Education Programme for Nursery Schools (2016).

Available on the Internet http://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf.

Interactive programme: available on the Internet <https://www.youtube.com/watch?v=pjCN0KxcuSo> (Fíha tralala, cvičíme od mala – semienka – Engl. translation: Wowiee Tralalee, we exercise from the early (age) – these seeds).

E. A. Sherwoodová, R. A. Williams, R. E. Rockwell – Od báboviček k magnetum.

13. SLOVAKIA (state kindergarten)

Activity 3: Means of transport

Place: Kindergarten Močenok, Slovakia

Group aged: 5 – 6 years

Type of kindergarten: public, established by the village

Programme of kindergarten: School education programme "By playing to knowledge" (included social diversity)

Topic	Means of transport
Activities	Frontal, divided into small groups
Performance standards	<ul style="list-style-type: none"> • Can construct an item out of an appropriate number of building blocks (up to 10) on a particular theme and according to a template, model, or instructions • Joins in games or activities in a socially acceptable way. • Knows the different public transport modes • Can use digital technologies to a basic level and can play digital games or use digitally animated programmes aimed at that age group
Methods	Conversation, explanation, demonstration, methods of practical work (constructing, stamping, drawing), play, conceptual image mapping, work with computer, collaboration, self-evaluation, evaluation, praise, encouragement
Materials	CD player, CD record "What sound is it?", means of transport pictures, dice with picture pockets, Polycarp blocks (big wooden blocks), photo of built ship, anchor, navy caps, life jackets, rescue wheels, table, cash register, toy money, pliers, ship rudder large white paper with environment pictures and name words, glue sticks, means of transport colourings, educational book and encyclopaedia about means of transport, colours, water paint, brushes, pots for water, papers, means of transport stamps, stamp ink, markers, 2 computers, interactive board, education software "Dominik 1"

In the kindergarten

Process	Notes
<p>1. Preparation Preparation of picture material on the wallboard. Preparation of material for the activity centres.</p> <p>2. Motivation</p> <ul style="list-style-type: none"> riddles of a mean of transport sound on CD, naming, searching on the wallboard, <p>3. Realization “There are also pictures which sound you didn’t hear. Which ones are they?”</p> <ul style="list-style-type: none"> interview about a less known mean of transport, children say their place of moving on the base of own experience, moving time: a child throws a dice which has means of transport pictures on all sides, then he/she names picture, which is on the top and makes a move which represents the place where the thing moves (for example ship- waves by wiggling arms, plane – stands straight with arms pointing on the sky, car- straightening and putting legs together as a road, tram- straightening arms in the front of them as a rail track, dividing children into 4 groups – activity centres according to a children’s choice (they mostly make heterogeneous groups of educational level) <p>a) Constructive centre – cruise ship construction from Polycarp blocks according to photography, following play for “Cruise ship passengers”</p> <p>b) Meeting centre – dconceptual image mapping, sorting, and joining means of transport pictures, names words according to the environment where it moves (water, air, road, railway), colour pictures</p>	<ul style="list-style-type: none"> for frontal activity for activities in small groups <ul style="list-style-type: none"> the teacher directs attention to special means of transport (police, fire engines, ambulance) individual movements the teacher visually shows <ul style="list-style-type: none"> in each group is a maximum of 5-6 children; they put in a small card of appropriate colour in their sign pocket so they know where they already worked <ul style="list-style-type: none"> there is a cash point for buying tickets, pliers, a ship rudder, navy caps, life jackets, rescue wheels; during the play, they can swap roles, the teacher doesn’t involve in playing without reason,

13. SLOVAKIA (state kindergarten)

Process	Notes
<p>c) Art centre – drawing of surface for means of transport (roads, railways, sky, sea, river, and combinations as well). Stamping means of transport stamps onto the surface according to where it moves.</p> <p>d) Digital centre – solving tasks in educational software “Dominik 1” with Means of transport topic base on software instructions. A group is divided into 2 subgroups – one group works on a computer and another one on an interactive board (IT).</p> <p>4. Conclusion Triangle sound – activity ending, children sit at the meeting point.</p> <p>5. Review and rating: Children present how they worked; the teacher gives supporting questions.</p> <p>6. Follow-up activities: Outdoor time on traffic play ground on kindergarten grounds, children’s ride on cars, formulas, bicycles, scooters.</p>	<ul style="list-style-type: none"> • children collaborating, the teacher leads them to help each in giving advice while sorting, • she highlights conceptual words “collaboration” and “cooperate”, • there are encyclopedia and educational books which could be useful, • groups can swap around the centre’s afternoon or the next day, • in the art centre and meeting centre there are similar task aims, so it is unnecessary to accomplish both, • children’s division in the digital centre into subgroups is suitable for the reason of more frequent children’s swapping by the computer or IT, • on-going support, individual/group rating in activity centres by the teacher, • children with slower tempo have the opportunity to finish their products in the afternoon, <p>For example: “What other means of transport did you get to know?”, “Did you know to sort all according to where it moves?”, “Which means of transport was a problem?”, “How did you cooperate in the common activity?”, “Was it better than to work alone?”, “Why?”, “How were you helping each other?”, “What was the Cruise ship play like?”, “Did you take turns on the ship?”, “How were you solving tasks on a computer?”, “How did you take turns?”.</p>

Resources

State Pre-Primary Education Programme for Nursery Schools (2016). Available on the Internet: http://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzde-lavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf (downloaded on 10th September 2016).

Activity 4: How the Little Well Got Lost

Place: Kindergarten Močenok, Slovakia

Age group: 4 – 5 years

Type of nursery school: public, established by the municipality

Programme of the nursery school: School Education Programme “By playing to knowledge” (with reference to social diversity)

Topic	Environmental Protection
Activities	Frontal, group, and individual work
Goals	<ul style="list-style-type: none"> • Comparing natural phenomena, objects, situations and determining similarities and differences • Naming the basic characteristics of objects • Selecting all objects with a certain characteristic (material) from a group of objects
Methods	Interview, asking questions, discussion, dramatization, brainstorming, practical activities, singing activities, music and motion games
Aids and teaching resources	Animal puppets, puppet theatre stage, picture material – waste recycling, waste bins – three from blue, yellow, dark brown, green. Different types of waste (for three groups): candy wrappers, paper hankies, yoghurt cups, mineral water bottles, and others..., protective gloves, instructions, dummies of story characters, colouring pencils, scissors, wrapping paper, permanent marker, memory game

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Process	Notes
<p>b) Music and Motion Game “Like a snake”</p> <p>Rules of the game Children take each other’s hands behind the teacher and walk a winding way through the playroom. They sing – There is a new road to the town called Paper Land, who wants to travel with us, must cheerfully clap their hands – clap – clap – clap, must cheerfully clap their hands. The station: Paper Town. When it is the Paper Town, what will all the things be made of? Made of paper... What is in this station? Children name the objects made of paper. Accordingly, they get to Plastic Town, Glass Town, Metal Town, Biological Waste Town; thus the activities are changing – e.g., happily stomp, snap fingers, whistle...</p> <p>c) Children’s group activities We have already visited all the stations – we will just yet go to the Town of Cleanliness, where all children get off the ‘train’ and are divided into three groups.</p> <p>Group 1 – separating the picture material on the mat – pictures of different kinds of rubbish to the respective containers</p> <p>Group 2 – separating real rubbish into real containers</p> <p>Group 3 – memory game – recycling</p> <p>4. Termination of activities Termination of the activity will be done by a teacher – through an agreed signal.</p> <p>The children will move their containers onto the carpet in the meeting centre and be seated in groups around their containers.</p>	<p>The rules of a well-known game have been changed to conform to the topic of this activity.</p> <p>Through this activity, the children are naming objects made of paper, plastic, glass, metal, and what is the biological waste (what it is made of).</p> <p>Dividing children into different groups – we recommend making heterogeneous groups in terms of the performance level of children.</p> <p>The teacher will explain the content of activities in individual groups and will guide the activity with some additional questions, if necessary.</p> <p>If the children have trouble sorting the rubbish into the bins, the teacher can present a helping tool – a blueprint for waste separation – a laminated sheet – A3 format – divided into 6 coloured boxes; in each box, there is a container of the respective colour and the objects which belong to this container.</p>

Process	Notes
<p>5. Review and marking</p> <p>Leaders of two groups will present how they have separated their rubbish (where they put it).</p> <p>The teacher will lead the conversation about:</p> <ul style="list-style-type: none"> • What objects they had a problem with when separating into containers, how they figured it out • What new things they found out, what new things they learned and what they liked about it... • What was it like working in their group if they helped one another? • During the game – who racked up the most pairs, what was in the pictures... • How they liked the play, how the animals felt when they had seen a huge pile of waste in their forest • How the children behave in the forest, they don't throw rubbish on the ground, if they find a piece of paper on the ground, what they do with it... 	<p>If one of the groups finishes the activity earlier, they can perform the play – How the little well got lost, perhaps make a paper model (by colouring it in, cutting a dummy out, and sticking it onto a skewer).</p> <p>During the week, the children will change in each centre.</p> <p>The teacher asks encouraging questions.</p> <p>The waste containers will be placed in the Nature Corner, and according to the conditions of the kindergarten, we will continue in separating the waste created in the classroom. After the containers in the Nature Corner have been filled in, we will continuously throw the separated waste in the respective coloured waste container in the kindergarten premises.</p>

Resources

State Pre-primary Education Programme for Nursery Schools (2016). Available on the Internet http://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdela-vaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf.

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13. SLOVAKIA (state kindergarten)

Activity 5: Taking care of animals and birds in winter

Place: Kindergarten Močenok, Slovakia

Group aged: 5 – 6 years

Type of kindergarten: public, established by the village

Programme of kindergarten: School education programme "By playing to knowledge"(including social diversity)

Topic	Taking care of animals and birds in winter
Activities	Frontal, groups (in small groups)
Performance standards	<ul style="list-style-type: none"> • Can describe how to look after some animals • Can identify various animal ways of life • Can work according to simple drawing-based instructions • Can think about the information presented via ICT technologies • Can engage in group activities based on personal characteristics • Can put 3 to 4 objects in order according to a specific dimension • Can draw a figure (an animal)
Methods	Discussion, explanation, differentiation, conceptual image mapping, sorting, methods of practical work (constructing, drawing, painting, organizing, sticking), work with a book, self-evaluation, evaluation, praise, encouragement
Materials	Real colour pictures of wild animals and birds (from winter season), interactive whiteboard, PC, building toys, instruction plans, large white wrapping paper for sorting animals by way of care in winter (divided into 3 columns, conceptual-picture map), black and white animal pictures, encyclopaedia, animal educational books, glues, colours, markers, drawing strips with boxes, envelopes with animal images of different heights, wider strips of card paper divided into squares with a drawn feeder, cardboard paper, permanent markers, watercolours, brushes, water glasses, cloths, tree headbands, animal stamps, triangle (music instrument), drumsticks.

In the kindergarten

Process	Notes
<p>1. Preparation Preparation of environment and material</p> <ul style="list-style-type: none"> at the meeting point – pictures on the wallboard in activity centres (constructive, science, mathematical-logical, art) tools as is mentioned in part “realization” <p>2. Motivation By poem: Once animals woke up in the morning, they were very surprised. The green meadow has gone, it was covered with a white duvet. What will we eat in winter? Who will fill the feeder? Animals already knew well, good people will help.</p> <p>3. Realization</p> <ul style="list-style-type: none"> they discuss together the individual pictures on a magnetic board with the knowledge from the video being watched in advance. They name the animals in the pictures, decide which of them sleep in the winter, which ones need to be fed, which does not need to be fed as they hunt for themselves, <p>Moving time: “Wolf, Bear and Squirrel” - the teacher introduces simple movements that children will do when they hear a particular name of animal: wolf – grin teeth; bear – imitate sleep by joining hands under the tilted head; squirrel – shake a bottom. The teacher alternates the names, and the children mimic the movements, while the teacher can accelerate the tempo of the game by.</p> <ul style="list-style-type: none"> after the front part, the teacher explains activities on the interactive whiteboard, which children will work on in the individual centres, 	<ul style="list-style-type: none"> for an activity frontal realized <p>Children sit on chairs in a semicircle</p> <ul style="list-style-type: none"> for activity in groups material is needed to prepare in advance <ul style="list-style-type: none"> short interview about the poem, follow up on video watched day before people care about wild living animals in winter and on theme play “Animals in forest and woodsman” <p>(the poem in the native language has the same sounds at the end of two following lines, it rhymes)</p> <ul style="list-style-type: none"> the teacher naturally tries to involve children from a socially disadvantaged environment with appropriate questions to their level, invites them along with other children to, for example, the point at the particular animal, in case the children become less attentive, the teacher has ready a few short movement games, which she includes when needed,

13. SLOVAKIA (state kindergarten)

Process	Notes
<p>a) Constructive centre – construct a birdhouse according to a created plan with sequences of steps. The teacher gives them 2 kinds of building plans, one being more complicated, using more parts and having more sequence steps (enclosure 1). For children at a lower-level, a simplified schedule is needed - with fewer parts of the block, easier schedule and less sequence steps (enclosure 2).</p> <p>b) Science centre – the task of a group of children is to sort together wild animals into those we feed in winter and those that we do not feed in winter (those that sleep in winter and carnivores). They sort animals by sticking black-and-white pictures of particular animals to the prepared large wrapping paper, divided by columns either into three columns (easier sorting) or into a picture-conceptual map (a more complicated form of sorting). Children also use encyclopaedias and animal educational books, where they can find specific animals. After sorting and sticking animals, they can colour them.</p> <p>c) Mathematical-logical centre – the task of each child is to take out from envelopes cut-out pictures of animals, arrange them according to a height criterion into squares on wider strips of card paper towards a drawn feeder. Put it in order from the lowest animal to the highest, stick it there and finally colour the animals.</p> <p>d) Art centre – children draw a wild animal’s figure with a black marker and then colour it with a brush and watercolours. They have real animal picture material, as well as encyclopaedias and animal books for inspiration, a better idea, and more.</p>	<ul style="list-style-type: none"> • before dividing children into groups into individual centres, the teacher will decide on one way of division (either by choice of children, random, heterogeneous, homogeneous), • children will swap all centres during the next four days, • children in the constructive centre can work alone or in pairs • teacher accents to children this is a common task so they must consult, agree, help, and cooperate , • in case they are unable to decide to classify them in the given categories, they may ask the teacher to read the animal information given in the book, how they learn the ability to acquire objective information from relevant sources,

Process	Notes
<p>4. Conclusion Children who finished the activity earlier can browse educational books about animals.</p> <p>Triangle sound – activity ending, children sit at the meeting point.</p> <p>5. Review and rating</p> <ul style="list-style-type: none"> • review and rating happens individually during the activities in centres, • finally, the teacher provides space for children to self-evaluation, present products, and she leads to a sensitive assessment of children, <p>Suitable questions:</p> <p>“What new did you learn today?”, “How was it to build according to a plan?”, “Was it easy or difficult?”, “Why?”, “How was the animal sorted by height?”, “How were you proceeding?”, “Were you able to draw an animal?”, “Did you have any problem with it?”, “How was your cooperation?”, “Why is it good to cooperate?”</p> <p>6. Follow-up activities Children can draw a forest in the afternoon time and stamp in it some animals, meanwhile, from the offer of various animals they choose just those which live in the wild nature (as a key they can use pictures seen on the wallboard).</p>	<ul style="list-style-type: none"> • a number of animal pictures in individual envelopes will differ for the various educational level of children (from 2-3 pictures to 5-6 pictures), • the activity doesn't require any special modifications in different educational levels. Although different drawing level can be seen in the work of individual children, they are naturally integrated into the activity, and they enjoy the activity as well as the resulting product. • the teacher finishes activities in time when is almost everybody finished, who isn't can continue in the afternoon time, • while rating, the teacher highlights other positive moments of the activity that she has noticed during realization, such as, for example, mutual help, the positive appreciation of a friend, etc. • by stamping stamps on the surface, children are trained in higher intensity pressing, which is important for graphic-motor skills

Resources

State Pre-Primary Education Programme for Nursery Schools (2016). Available on the Internet: http://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzde-lavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf (downloaded on 10th September 2016).

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