



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

THURSDAY 4/05/2023

Cyprus University of Technology, CUT (TEPAK)
Tassos Papadopoulos Building, Amphitheatre 1
Themidos 1, 3036 Limassol

- 09:30-12:00 **KINDERGARTEN VISITS**
- 15:30-16:30 **REGISTRATION**
Amphitheatre 1
- 16:30-17:10 **WELCOMING GREETINGS**
President of OMEP Cyprus
[Dr Maria Vassiliadou](#)
Minister of Education, Sport and Youth
[Dr Athina Michaelidou](#)
President of World OMEP
[Lic. Mercedes Mayol Lassalle](#)
Vice President of OMEP Europe
[Dr Adrijana Visnjic-Jevtic](#)
Mayor of Limassol
[Mr Nicos Nicolaides](#)
Ambassador of
Spain
[Mr. Gabriel Ferrán](#)
Rector of Cyprus University of Technology, TEPAK
[Dr Panayiotis Zaphiris](#)
Rector of Frederick University
[Dr George Demosthenous](#)
- 17:10-17:30 **MUSIC PERFORMANCE**
Songs by boy soprano Ioannis Livanos
Accompanied on piano by Kyriaki Steliou
- 17:30-18:10 **GUEST INVITED SPEAKER**
Amphitheater 1
Chair: [Maria Vassiliadou](#)
Quality and equality in ECCE: Paths to policies transformation
[Mercedes Mayol Lassalle](#): World OMEP President

In the world, there are nearly one billion children under the age of 8 years old. Nowadays, one hundred and seventy-five million young children who do not have access to a year of preschool education before primary school. So, globally 75% of children are enrolled in pre-primary education one year before the official primary entry, but with huge inequities between half in low-income countries (45%) than in high-income countries (91%).



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Access to inclusive, equitable and quality care and education for all has been at the heart of OMEP's struggle throughout its 75 years of work. To reduce inequalities, it is fundamental to ensure free and universal access, creating a variety of institutional formats and programmes that can guarantee the principles of integrality and intersectorality. Advocating for clearest legal frameworks can help to regulate and provide real protection to the universal right to quality education and care, strengthening governance and regulating private provision. Also, advocacy work must focus on ensuring quality, which includes a wide range of actions, from providing dignified facilities, and material conditions, to professional, ethical, and humanizing practices. Another key factor is to provide public budgets raising the investment in ECCE. It is required to reorient public budgets towards the youngest, to overcome the current fragmentation, exclusions, and inequities, prioritizing children deprived of their rights.

18:10-18:50

KEYNOTE SPEAKER 1

Changed and/or challenged childhood – what does ECCE have to do with it

Adrijana Višnjić Jevtić: Vice-President OMEP Europe, Assistant Professor, University of Zagreb, Croatia

Changing paradigms of children and childhood and discussions on the position of the child in contemporary society were researched with an emphasis on understanding and respecting children's perspective, developmental neuroscience, and the perception of the child as an active participant in one's own learning. In addition to scientific research, repositioning of the child was also caused by reflection on children's rights, especially after the adoption of the Convention on the Rights of the Child. Although childhood was previously in the focus of the professionals, abovementioned changes led to a re-examination of the child's well-being and the importance of learning environment for children. A set of challenges such as excessive media exposure, helicopter parenting or limited playtime are also influencing/changing childhood.

Crises that take place in society (pandemic, wars, earthquakes, lack of energy and food) are not only a challenge for adults, but also a challenge for children. Insecurity is multiplied since adults who should ensure the safety of children are themselves insecure. Today, more than ever before, we have the polarization of society into those who are stimulated by changes, and those for whom changes cause increasing insecurity. In my presentation I



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

will try to answer the question:

Can the educational institutions be tools for solving social problems?

18:50-19:30

KEYNOTE SPEAKER 2

Inhabiting the world through art

Marián López Fdez Cao: Professor, Universidad Complutense, Director: Grupo de Investigación EARTDI. Aplicaciones del Arte en la Integración Social, Spain

Children enter the world through their senses and through the recognition of others. Neuroscience has demonstrated how the attachment with others forms and shapes our brain in the first years of life, through the gaze, the body and tactile contact. This bonding relationship will be a guarantee of adult health. In this, art has a primordial importance as it becomes an extension of the child in the space of life. Art is shaped as a transitional space between the child, the caregiver, the world, and the others, as a medium for enquiry, expression, and interaction. The line, caressing the paper, passes through the child's body, emotion, and mind to become a trace, inaugurating her/his relationship with the world, allowing the child to inhabit it. In this conference, from different research and theoretical perspectives, we will explore children's first traces, the artistic gaze, the space of art as a laboratory of life, the metaphor as a symbol and the art as a symbolic builder of relational identity.

19:30-19:50

DISCUSSION



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

20:30

OPENING CEREMONY
WELCOMING COCKTAIL RECEPTION
Morphi Gallery
Agkyras 84, 3042 Limassol (Behind the castle/ port)

Presentation of the children's art exhibition "Conferencing with colours" an introduction to the "Colour your Rights II" World OMEP artistic project.

Maria Vassiliadou, President of OMEP Cyprus

Opening of Art Exhibition

Mercedes Mayol Lassalle, OMEP World President

Children's Dance Performance: "I want to learn, to play, to laugh, to share... I want to live"

School of Ballet Christina Eliadou

Cocktail Reception



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Friday 5/05/2023

Frederick University, Limassol Campus
Mariou Agathagelou 18, Agios Georgios Havouzas
3080 Limassol

- 08:30-09:00 **REGISTRATION**
- 09:00-09:15 **WELCOMING CHILDREN'S PERFORMANCE**
Songs from KB Public Kindergarten's children
- 09:15-10:45 **ORAL PRESENTATIONS – Parallel Session 1**
(Room 306, Third Floor)
PARENTS ROLE
Chair: **Paulette Luff**

Incorporating music in daily routines with an infant: A case of a mother

Maria Papazachariou-Christoforou: Assistant Professor of Music Education & Pedagogy, Department of Arts, European University Cyprus

Drawn from the theory of communicative musicality (Trevarthen & Malloch, 2017) and the notion that music as a cultural practice (Barrett, 2009) plays an important role in strengthening social and emotional bonds between infants and parents, (Trevarthen, 2002), this inquiry aimed to investigate a case of a Cypriot mother who employed musical activities in everyday routine with her baby. The mother enrolled and participated in an online teaching program over a period of 3 months, which aimed to increase knowledge and provide practical implications to a group of mothers, concerning the use of music and movement with infants.

To fully understand the experience of the participant concerning the use of music with her baby, I addressed two research questions: 1. How does the mother describe the use of music and movement with her infant? 2. How does the mother describe the value of musical engagement for her and the infant? Qualitative data were collected through mother's journal, mother's -filmed videos, researcher field notes during the teaching program and semi-structured interviews with the mother participant.

Thematic analysis revealed that a variety of musical activities used by the mother (songs, play-songs, chants, movements and gestures, musical babble exploration) provided a significant and meaningful framework to cope with everyday routine, thus transformed maternity. The time, duration and form



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

The benefit of cooperation between the kindergarten, the family and the local community

Marijana Miočić: Assistant Professor, University of Zadar, Croatia

The participation of children, professionals and parents of the kindergarten and the local community enriches the educational process, contributes to the quality of the education and the development of the culture of the preschool institution. In addition to the mentioned positive influences, their mutual cooperation encourages the development of the educator's professional competences, the development of parenting skills and strengthens them in their parental role. The significance of the cooperation of the aforementioned triad: kindergarten-family-local community is recognized by the public policies of several European countries, among them Croatia, New Zealand and Australia. However, it should be pointed out that despite the awareness of the importance of their cooperation for the well-being of the child and the adults in his environment, not a single document clearly elaborated the form of cooperation. In the Republic of Croatia, cooperation between families - educational institutions and the local community is established by legal legislation, but the forms of cooperation are not specified. In recent literature, the most common form of cooperation with the local community is cooperation with the elementary school. Other collaborations, despite the need to affirm the institution within the local community, are rarely or not at all mentioned.

By involving parents and the local community in the work of early childhood education institutions, equality is raised among all involved stakeholders. Through the interaction of the kindergarten, the family and the local community, children are enabled to actively participate in the life of the community, become aware of their role as an active member of society who can contribute to the quality of life of the individual.

The paper will present the results of the research, during which we wanted to examine the opinion of educators about forms of cooperation between the kindergarten, the family and the local community. N=149 educators from the area of the City of Zadar in Croatia participated in the research. For the purposes of the research, a survey questionnaire was used. The results obtained from this research indicate that the research participants are aware of the importance of mutual cooperation, but that cooperation takes place spontaneously. Therefore, they suggest new forms of cooperation based on the interaction of all participants in the educational process. Keywords: educator, parent, local community, cooperation, interaction, quality



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Co-constructing stories with parents who have a young child with a learning disability in order to enhance effective partnership working

Gina Sherwood: Principal Lecturer and Researcher, University of Portsmouth, UK

Relationships with parents and young children's key carers are an essential part of effective practice, something of special significance if the child has a learning disability. This paper will present research that highlights a way of supporting parents that can lead to positive outcomes for families. The findings and processes arise from a study in England of six parents' experiences of support services for their young children who have special needs. These are discussed in making the case that co-constructing the stories of parent and researcher experiences can become a valuable conduit for improving support. An ethnographic case study approach with narrative analysis was used, and this research shows how the parents' narratives, interwoven with the reflections of the researcher/early years professional, suggest engaged listening as a way forward for professionals and parents (as well as researchers) to understand each other. Stories that each party is fearful of telling or hearing illustrate the balance of fragility and resilience in their assumptions and relationships.

Parenting counselors and preschool teachers lead groups for parental guidance in preschools according to the Parenting Pentagon Model (PPM)

Dorit Aram: Professor in the School of Education, Tel Aviv University, Israel, OMEP Israel

According to Bronfenbrenner's (1986) ecological approach, at a young age, the central systems in the child's life are the parents and the teachers. In this presentation, I will describe parent groups led jointly by a parenting counsellor and preschool teachers.

The "Parenting Pentagon Model" (PPM) is a model for beneficial parenting behaviors. It presents a straightforward, simple, holistic approach to parental guidance. The PPM includes five constructs: (1) Partnership – a collaboration between the child's primary caregivers (including the educational team). Partnership consists of behaviors such as dividing roles, resolving disputes, and presenting a uniform front to the child; (2) Leadership refers to parental behaviors that determine their home lifestyle, organize and monitor daily activities, and take responsibility for decisions concerning their children; (3) Love behaviors refer to parents' affectionate behaviors, including physical and verbal expressions and gestures, caring behaviors such as listening, encouragement, empathy, and shared time; (4) Encouraging Independence refers to parents' awareness of their children's development and encouragement to perform age-appropriate tasks; (5) Adherence to Rules refers to the ways that parents create a



structured framework of norms at home and apply them with determination.

By teaching parents the PPM, we help parents understand children's needs and the behaviors needed to address them. Applying this method promises that parents will acquire tools to utilize each construct in their own parenting. The model was studied and found valid across cultures (American, Bulgarian Israeli Arabs, Israeli Jews, and Spanish families).

The initiative goals are to:

1. Enrich parents: assimilation of the PPM constructs and skills.
2. Enrich the teachers: Learning the PPM serves them in their professional dialogue with parents and in their private lives.
3. Bring parents closer to teachers and create a common language and a dialogue between the parents and the teachers.
4. Build a supportive social network between parents within the preschool. Helping parents get to know and support each other.

In the lecture, I will present the PPM and present the nature of the initiative conducted in preschools in Israel. About 50 pairs of parents (fathers and mothers) participated in the groups. A parenting counsellor led the groups in collaboration with the teachers. Seven sessions of about two hours were held in the evening in the preschool. During the meetings, the parents learned the PPM construct and tools. In addition, the parents and preschoolers learned a common language to talk about parenting.

Will a book-reading intervention program in the Arab society promote mothers' beliefs, mothers' mediation, children's socio-emotional understanding and story comprehension?

Ofra Korat: Professor, Bar-Ilan University, OMEP Israel

We examined whether a mother-child book-reading intervention program in early childhood in the Israeli Arab community would promote mothers' beliefs, their actual behavior, and children's socio-emotional understanding and story comprehension. The program was carried out through remote digital training using PP presentations and videos. Participants included 64 mothers and their child aged 4-5 years from 3 different cities of the Arab community in Israel. They were randomly divided into experimental and control groups. In the pretest stage, the children's vocabulary and socio-emotional understanding level were tested. Mothers filled a questionnaire on demographic data, Home Literacy Environment, and beliefs about socio-emotional support and story comprehension during reading. The child's level of story comprehension was assessed. The mothers and their children were then filmed during book reading activities at home. In the intervention stage, the mothers in the experimental group received a training presentation for self-watching, which included recommendations on how to read to the child. Once a week, for a three-week period, the mothers also received a video which



demonstrated a recommended book reading to the child, according to what they were exposed, focusing on language and socio-emotional enrichment. In the post-training stage, the beliefs of both groups of mothers were tested, a mother-child book-reading activity was videotaped, and the child's story comprehension level including socio-emotional understanding were assessed.

No change in mothers' beliefs were found in either group. They were high in the beginning and remained on the same level at the end. Mothers' mediation behaviors in the experimental group changed following the intervention with reference to presenting more questions to the child, in the length of communication chains, and in the socio-emotional expansion level. Nevertheless, children's story comprehension did not differ significantly following the program in the two groups. Regression analyses showed that mothers from the experimental group benefited from the intervention program and managed to implement mediation strategies to which they were exposed in the training, and at the same time the emotional understanding level and story comprehension of the child were supported in this group. Mother's' mediation quality partially contributed to children's socio-emotional skills, while parental SES did not contribute to these measures. However, the frequency of mothers' reading activities contributed to child's socio-emotional skills. Results and applications for family programs will be discussed.

The Role of Grandparents: Insights from a Review of Educational Research

Paulette Luff: President of OMEP UK, Anglia Ruskin University

The 21st century has been described as 'The Age of the Grandparent'. Globally the ratio of living grandparents to children is rising, due to increasing life expectancy and decreasing rates of fertility. In this context, we report a thematic literature review, undertaken to explore the question: 'What insights about the role of grandparents can be gained from educational research?' A Boolean search of the British Education Index database was carried out, using the search terms: 'grandparent'; or 'grandparenting'; or 'grandmother', with 'apply related words' and 'apply equivalent subjects' selected. Results were limited by publication type with 'Academic Journal' and 'Scholarly (Peer Reviewed) Journals' selected. This returned 121 items published between 1983 and 2022 (122 results with one duplicate item). All articles are published in English but research was carried out in various countries. Titles and abstracts of these papers were scanned for relevance to the review. Inclusion criteria applied were for research that addressed: the role of grandparent(s); the influence of grandparent(s); learning with or from grandparent(s); and/or grandparent childcare. Fifty-five papers were selected and read with particular attention paid to the topic, aim, key findings and implications, with research methodology, methods, and theoretical framing also noted. In some cases, there was more than one paper



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

published from the same research study. As each paper was read, papers were grouped and regrouped thematically. At the end of this process there were seven key themes: i) grandparent and grandchild interactions and intergenerational learning; ii) grandparent learning; iii) the influence of grandparents; iv) grandparents and language learning, including language maintenance in heritage languages; v) grandparents and cultural learning; vi) grandparents and grandchildren children with Autistic Spectrum Disorders or other Special Educational Needs or Disability; and vii) grandparents providing childcare. Each of the seven themes will be discussed in turn, to explore the insights that they provide into the grandparent role. The implications of research about grandparents for quality and equality in early childhood education and care will be considered; including how professionals think about and understand the role of grandparents and the extent to which they might extend partnership with parents to take account of the wider family. Future directions for research will also be identified.

09:15-10:45

ORAL PRESENTATIONS – Parallel Session 2

(Room 305, Third Floor)

GOOD PRACTICES DURING THE PANDEMIC

Chair: **Antonio Ponces De Carvalho**

Winning the street for children

Gabriela Etchebehere: Psychologist and PhD in Health Sciences, University of the Republic and OMEP Uruguay

The intervention project "Ganando la calle para las infancias" developed within the framework of the extension activities carried out by the Early Childhood and Education program of the Faculty of Psychology of the University of the Republic is presented. In 2021 and within the framework of the COVID-19 health emergency, the proposal aimed to address what the Italian educator Francesco Tonucci stated that children have made a great effort in this pandemic, and therefore we should give them new experiences and opportunities of enjoyment and children's meeting. Specifically, it proposes that the city should invite the school to new spaces and experiences, extending the space to the street. The street becomes another space that functions as a learning laboratory, space for recreation and play. It is taking this idea, and making synergy with one of the guidelines of the strategic plan of Municipality B of the city of Montevideo, that the proposal arises to extend the space of the Kindergartens of the Municipality to the street. Give boys and girls one day a month where traffic is cut off during school hours on the entrance street to the kindergarten building so that they can go out and enjoy the space, explore it, play, develop innovative proposals. The general objective was "To promote the comprehensive development and children's rights of boys and girls from the



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Municipality's B Public Kindergartens". We worked from a participatory methodology that allowed boys and girls to have access to the public space according to their tastes and preferences, guaranteeing children's participation in the choice of activities to carry out. During 2021, only one activity could be carried out, continuing the project in 2022 with a total of 7 activities in 4 kindergartens during the months of September to December. It begins by presenting the project to boys and girls, then a day of exploration of the territory to be won is carried out, to then carry out the survey of interests together with boys and girls of what they want to do and the games they would like to play that day. Subsequently, the university team together with the teaching team of the kindergarten, plans a series of stations with the games most requested by boys and girls. On the day of the activity and as a "Ginkana" the children are divided into groups so that they can circulate through the different stations. In some instances, families were invited to participate in the journey, with the boys and girls guiding the adults through the stations. The day closed with an activity or show that allowed all the participants to unite and make a first evaluation of the experience. Boys and girls appropriated the public space, from active participation in decision-making to recreational activities to develop and the cultural spectacle to enjoy. In turn, it contributed to the Family-Institution bond, which had also been affected by the pandemic. The enjoyment and joy prevailed in all the meetings stands out.

Early Childhood Education and Care Experiences in Latin America during confinement due to the Covid19 Pandemic

Gabriela Etchebehere: Psychologist and PhD in Health Sciences ---
University of the Republic and OMEP Uruguay

Some experiences of Early Childhood Education and Care are presented, developed in countries of the Latin American region in times of Covid. Like any production, it is a cut of a much vaster, richer and more complex reality. Try to collect valuable experiences framing them in their context and national reality

The SARco-19 pandemic has had a strong impact on the world, both due to the direct consequences, the measures that governments were taking (and those that were not taken), as well as the derivations of one and the other.

The accelerated rate of contagion brought with it the fear of contracting the disease and its correlate, the fear of being with other people. The way of inhabiting and understanding public, work, educational spaces, interpersonal meeting places, was seen and still is, highly altered, just like a science fiction movie.

The processes of technologicalization of daily life were accelerated, the screens were, and in some cases continue to be, the protagonists



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

since the beginning of 2020, as the privileged space for communication, training and educational processes, as well as health care.

The message "stay at home" presents nuances in different countries, often devoid of socio-historical contextualization. Message that from the States, is accompanied by a certain romanticization of the confinement and that was accompanied in very different ways by them in terms of mobilized resources, programs and plans.

The COVID-19 pandemic that began in Latin America at the beginning of 2020, in addition to the consequences in loss of life, reveals the deep inequalities, the interdependence of human rights, and the need for intersectoral responses. It highlights the unequal situation in the different territories, particularly in relation to ECCE policies. The conditions of confinement and social distancing compromised the educational and social processes, interrupting face-to-face attendance in the centers.

It should be noted that, although the realities throughout the continent are dissimilar, it is necessary to be able to recover experiences that contribute to giving rise to multiple learning. In this sense, we would like to share experiences related to the field of early childhood education in two countries: Bolivia (Plurinational State of) and Uruguay. In the first case, as an example of the mobilization and various communitary process. In the second, due to the presence and response of the State and public policies strengthened in the last governments, which, together with the commitment of local actors and civil society organizations, promoted alternative scenarios to face the emergency context

Using puppets and new media for creative expression of children in early and preschool education

Marijana Županić Benić: Assistant Professor, University of Zagreb, Faculty of Teacher Education, Croatia

A puppet is a child's companion from its first days, either as a toy or as a protagonist in puppet shows that children watch in theatres. It also serves as a medium in the hands of the child through which the child creates and performs his/her plays. However, puppets are often part of animated films for children, and have successfully integrated into that world through new media. New technologies push the boundaries of creativity in the artistic field, while expression through new media is accepted by children with the same simplicity as other fine arts, puppetry, and other artistic expressions. Therefore, we can conclude that there is no objective obstacle for the introduction of such activities in the educational process. Namely, the rapid development of technology has had a significant impact on



communication, creativity and all components of life, including education. All children nowadays are so-called digital natives, born after the beginning of the digital age, which is why they spontaneously get along well with technology and learn to use it easily and instinctively. Generally speaking, although the range of operational skills of early and preschool children is really impressive, they are not enough in themselves for children to navigate smoothly in the complex digital world - for this they need to develop critical thinking and analytical skills and an understanding of the social and cultural aspects of the digital world (Marsh, 2016). According to many studies, modern technology and the use of new media can have a significant impact on learning and the development of competencies in early and preschool education (Van Scoter, 2008, according to Branco et al., 2014). The lack of well-designed materials, as well as studies that investigate the role and reach of new media in preschool institutions, is problematic (McPake et al., 2012). This paper examines new media in the context of encouraging children's creativity through the creation of a puppet film using the stop animation technique on the example of a case study that was created in a family environment. An example of the creative use of new media in the framework of the creation of a joint project, the creation of a stop-motion puppet film with an emphasis on the development of key competencies for lifelong learning, is presented. At the same time, the possibilities of implementing such creative activities in a kindergarten setting are considered as an example of good practice that would provide children with the opportunity to express themselves creatively through new media.

Key words: child, film, new media, puppet, stop animation

The impact of psychological resilience on parental stress: A study with Greek and Cypriot parents

Loucia Dimitriou: Associate Professor of Psychology, Department of Psychology and Social Studies, Frederick University, Cyprus

When people become parents, they experience significant life changes. These include feelings of joy and satisfaction, but, at the same time, the parental role comes with obstacles and obligations added to many people's already challenging daily routines. Our study aims to research the impact of psychological resilience on parental stress in the context of age, education, employment status, and factors deriving from the covid-19 era. It is a quantitative, web- designed survey with a sample of 161 mothers from Greece and Cyprus 18+ years old. Participants completed the CD- RISK online (Connor & Davidson, 2003), the Parental Stress Scale (Berry & Jones, 1995), and a PIF with demographic information. Data analysis through the SPSS (25.0) showed that mothers experienced parental stress at moderate to high levels, even if



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

their resilience is positively or negatively influenced by other factors such as work or the participation of others (grandparents) in the care of their children. Results indicate that mothers experience parental stress as an independent factor to resilience.



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

The impact of a Child Psychomotor Stimulation Program(ProEPI) on global development - The importance of prerequisites for academic learning

Antonio Ponces De Carvalho: President, OMEP Portuguese Committee

Filomena Moreira Da Silva: ESE Director, OMEP Portuguese Committee

With the beginning of the Covid-19 pandemic and the lockdown imposed by the Portuguese Government, preschool children saw their ways of learning limited and their social interactions reduced, in critical periods of their development. This article aims to analyse the contribution of a child psychomotor stimulation program (ProEPI), in 23 children between 3 and 5 years old, attending “bibe encarnado” from Jardim-Escola João de Deus, in Torres Vedras. For this purpose, the Checklist of Psychomotor Development was elaborated and applied in three moments: initial assessment, middle and final. The program's application happened over 19 weeks, with weekly sessions (1 hour each).

Wilcoxon test was used to analyse the differences between the three evaluation moments. Results pointed out the benefits of the intervention in all areas except for social interaction.

Implications for practice and research will be presented. In short, the benefits obtained in the application of this program may be a possible response to the consequences on psychomotor development caused by confinement in preschool children.

09:15-10:45

WORKSHOP 1 – Parallel Session 3

(Room 06A, Ground Floor)

Educators Promoting Children’s Fine Motor Skills in Early Years

Settings: Case Studies in England and in Lebanon

Mariam Ali Krayem: PhD Researcher, Anglia Ruskin University, UK

Physical development is acknowledged as one of the most important areas of young children’s growth, yet promoting fine motor skills is an overlooked area of investigation in comparison with other areas of child development. Fine motor skills involve the use of small hand muscles and vision to coordinate increasingly precise and accurate actions to achieve behavioural goals. The purpose of this research is to identify and develop ways to promote children’s fine motor skills using different tools within the early years curricula in two different countries; Lebanon and in England.

This qualitative research is underpinned by literature about fine motor skills, educational digital technologies, and curricula and pedagogies in England and Lebanon and framed by theories of maturation, dynamic systems, and affordances. Three nurseries from



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

both countries were taken as case studies for a whole academic year. Each nursery differed from the other by its pedagogical approach, setting, and use of digital technology. The methods include observations in the form of field notes, supplemented with photographs and videos of children's fine motor skills during their play activities during their nursery day and semi-structured interviews with teachers (one adult from each nursery) were conducted.

The data was analysed using a staged-approach to thematic coding where pedagogies in teaching fine motor skills are being promoted as an area of learning and improving those skills will boost their competences on many levels, such as eye-hand coordination, practical life and independent tasks, and writing readiness. The findings show how fine motor skills are being taught in England and in Lebanon in the early years settings and gave insights about tools, environments, and teachers within practice and cultures.

The project drew conclusions from theories and cases in both contexts that proposed a new model that will be useful for educators as a basis for their teacher training in provision of fine motor skills and to support them.

10:45-12:15

ORAL PRESENTATIONS – Parallel Session 1

(Room 305, Third Floor)

SUSTAINABLE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION AND CARE

Chair: **Renata Michalak**

A children's initiative for change in the community

Eleonora Glavina: Specialist in Clinical Psychology, OMEP Croatia

One of the tasks of early education is to bring the concept of sustainable development closer to children as a value that children will actively implement in their daily lives. Systematic education, and also the possibility of active access and causing change in one's environment, is the most effective way of learning, especially at an early age. Adults, from parents to experts in the early childhood education, play an important role in this process, as do all kindergarten employees, and decision-makers at the local level.

The aim of this paper is to present the impact of preschool children on changes in the community with the support of adults. Launched on the basis of the children's initiative, the project About Dog and Their Poop was created. The children noticed that dog owners around the kindergarten do not worry about their pets' excrement. Such situation is potentially dangerous for people, spoils the appearance of the city, and can be unpleasant (especially if you have new sneakers). After careful analysis of the situation and thinking about what they could do, children concluded that it is necessary to inform other children and



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Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

adults about it. This is how a special edition of the Zvezdice playroom newspaper was created, which contains photos, drawings and descriptions of children's observations related to the topic. Parents and all kindergarten employees were introduced to the newspaper. They also invited friends from other groups in the kindergarten and presented them with all of the above. In the end, they decided that they should talk about it with the most important person in the city, the Mayor. Their visit resulted in the engagement of the Mayor to procure a can for dog excrement, which was placed next to the kindergarten.

Through this project, the children received a strong message that they can cause change in the community. With their involvement, they showed concern for their city and taught adults the importance of caring for pets for the benefit of everyone. The process and results of the project empowered them to continue to actively engage in the application of sustainable values to the well-being of the community in which they live.

Key words: sustainable development, engagement and provoking change in the community, empowerment for sustainable development

Rethinking Education for Sustainability in Early Years for an Interconnected World

Carmela Garcia Mañas: PhD Researcher and Head of Education for Sustainability, University of Dundee and Miss Daisy's Nursery Schools, UK

We live in a constantly changing world affected by climate change and the increasing destruction of life, leading to multidimensional social effects (UNESCO, 2020). Inequality has increased globally because of the COVID-19 pandemic – the gap between the rich and poor has grown, negatively affecting children's access to high-quality education (Guterres, 2020). Early childhood education is vital in supporting societies to shift to alternative ways of sustainable living. The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognises the significance of the early childhood period for living a sustainable life because values, attitudes, behaviours and skills acquired during this period will be longer-lasting (Tülin et al., 2021). In addition to this, there is a lack of research in the context of early childhood education (Corsaro, 2018; Borg et al., 2022) in recognition of the children's right to engage with wider sustainability issues that connect them to culture, diversity, and equity within their local communities. Sustainability research has given little focus to social factors, including children's engagement and agency and their desires and needs to make social contributions (Borg et al., 2022). Good individual connections with nature alone do not guarantee the planetary future; effective and engaged social interactions are vital



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

for sustainable development. Chawla (2020) notes the importance of social trust, along with the ability to find purpose, in addressing global challenges. Social connections are unavoidable and necessary, while people achieve more by working together (Brown, 2022). In ECEC, it is necessary to break free from the individualistic lenses the child is seen through and shift to the importance of collective and mutual transformation, as understood by authors such as Prout (2005) and Corsaro (2018). It is imperative to view early childhood as a 'permanent structural category' (Corsaro, 2018, p. 30) where children learn and contribute in ways that are appropriate for their stage of life (Phillips et al., 2020). Thus, it is everyone's responsibility to envision young children not only as confident learners but as carriers of knowledge, skills, attitudes, and values that could help to form and shape a culture of sustainability within their immediate nucleus as effective agents of social change (Nishiyama, 2017). With this in mind, education urgently needs a shift from a focus on creating a diverse workforce that is responsible for national growth and competitiveness towards becoming a conduit for intercultural communication, social justice, and sustainability (Zguir, 2021). Grindheim et al. (2019) note that if education, in general, can contribute to children's interest in civil society, strengthen their social connections, and help create confidence in themselves as participants in community life, then social sustainability will be centered, bringing values of solidarity, equity, and fairness.

Preparing teachers to integrate education for sustainable development competences in their art lessons

Chrysanthi Kadji: Associate Professor, Frederick University, Cyprus

The presentation discusses the interrelations between Education for Sustainable Development (ESD) and Visual Arts Education (VAE) in the training of pre-service and in-service educators. When VAE focuses on the benefits of approaching real-life issues through art and leading learners to action by creating art, it can simultaneously enhance ESD. However, this does not happen effortlessly, and educators need to be empowered to become more effective in achieving common goals between the two disciplines. We propose a framework of how educators might be trained to effectively deliver VAE that embraces ESD. The framework was tested with in-service teachers during the Erasmus+ European-funded project "VAE in new times: Connecting art with REal life issues" (CARE, 2019-2022) with successful results. The framework is further tested in the current Erasmus+ European-funded project "Critical Arts Education for Sustainable Societies" (CARE/SS, 2022-2024). Evidence from the two projects is going to be presented, and best practices for continuous professional development training as well as implications for future teachers training in the context of



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

their undergraduate studies will be discussed. This evidence highlights the need to bring different components in the training; not only ways of building teachers' competences but also ways of creating collaborative learning spaces through establishing professional learning communities, connecting the training with real-life needs and offering experiences that are transformative enough to bring change.

Determinants of ecological behavior of preschool children- methodological assumptions of the project

Renata Michalak: Vice-President of OMEP Poland, Professor,
Adam Mickiewicz University in Poznań, Poland

Understanding the factors and mechanisms of ecological behavior is the basic condition for constructing an effective ecological education program, the ultimate goal of which is to shape the motivation to engage in ecological behavior, and at the same time to counteract the progressive environmental degradation and its consequences. Inspiring and shaping children's ecological behavior is now a duty of every educational institution, at all levels, as ecological education in Poland is compulsory.

Ecological education of children, whose development is crucial to the formation of personality and behavioral processes, is of particular importance.

Research on ecological education programs in preschools shows that the programs are unattractive, based on transmission forms and methods of education, and the proposed tasks do not develop skills, but convey knowledge of little use often detached from reality. The reason for this seems to be the scarcity of research, the results of which could become a strong basis for building environmental education programs. The studies that have been carried out so far concern mostly environmental awareness and attitudes, rarely ecological behaviors and extremely rarely refer to their determinants (Larson et al., 2011). The analysis of the literature shows that there is little knowledge available on the factors and mechanisms that lead children to be environmentally friendly. One of the reasons for this is the lack of appropriate tools for examining children, and the fact that the available ones are not precise and generally relate to both: behaviors and attitudes towards the environment, making it difficult to explain the sources of ecological behaviors.

During the presentation, the research assumptions of the project (research on the determinants of children's ecological behavior) will be discussed along with tools for studying ecological behavior of preschoolers.



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

FOX-model - Towards a sustainable future through exploration, adventure and play

Anssi Almgren: Pedagogical expert for a sustainable future, City of Helsinki, Finland

Together with early childhood education and care professionals and children, the City of Helsinki's Education Division has developed a fox model. The model comprises seven foxes that help the users learn about the goals of sustainable development and ways of achieving a sustainable future. The model's focal points include climate and environmental education, circular economy skills and futures literacy.

Each fox has its own story that introduces a sustainability-related phenomenon. For example, Outdoor Fox and Rose Chafer learn about the importance of coarse woody debris (biodiversity), Chef Fox and the juggling Desert Fox discuss food availability (climate change), and Inventor Fox studies the possibilities for reusing plastics with Lonni the Seagull (circular economy). These stories do not provide ready-made answers or solutions, but rather leave room for creativity. The idea is for children to come up with solutions through innovation, exploration and play.

In addition to the foxes' stories, each chapter includes dozens of functional exercises, paws. The paws are used to examine, explore and build a sustainable future. The paws consist of real-world phenomena, creative thinking, futures studies and finding new solutions. They have been designed in a way that allows them to be adapted according to the age, interests, ideas and wishes of children.

- More than 25,000 children participated in FOX-activities in Helsinki (2022)
- Model was co-created with more than 350 early childhood educators
- More than 1100 early childhood educators and care professionals participated in a FOX-trainings to learn more about sustainable development
- The Fox Book is available in Finnish, Swedish and English
- Model contains virtual foxes that can be searched for in different parts in Helsinki
- University of Helsinki is making research on the effectiveness of the model
- The FOX-model was presented in TIME magazine in January 2022



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Rainbow Garden: problem-solving tasks promoting risk taking for pre-service kindergarten students

Elisavet Pitri: Associate Professor, University of Nicosia, Cyprus

Agni Stylianou-Georgiou: Associate Professor, University of Nicosia, Cyprus

Antonia Michaelidou: Lecturer, University of Nicosia, Cyprus

The Rainbow Garden project was developed as an interdisciplinary collaboration among experts in art education, educational psychology, and early childhood education, in an effort to involve university student-teachers in creative problem-solving activities that would empower them to take risks. Through exploring the big idea of Identity in Community through the subject matter of a Rainbow Garden, student-teachers were engaged in arts-based problem solving producing individual artworks and games for storytelling to plan a playful setting for preschool children.

More specifically, the study examined the following question: What are the characteristics that different meaningful problem-solving activities could have to promote student-teachers' risk taking for artmaking, storytelling, and game design? Applying Walker's stages of meaningful artmaking within a sociocultural constructivist learning framework, the curriculum of three undergraduate courses targeted the development of meaningful problem-solving assignments to gradually empower student-teachers to take risks as they engaged in planning an educational play-day for preschool children and their families on the university's premises at the end of the semester.

Qualitative methods were used to study conceptual risk-taking during problem solving and how problem-solving activities motivated student-teachers to take conceptual and technical risks during the artmaking, storytelling, and game development process as well as the effect of risk taking on their final products. Instructors' thought processes for developing instructional material were recorded in reflective journals throughout the semester and were analyzed by the three researchers.

Results indicated that conceptual boundaries and limitations related to a big idea (Identity in Community), a given subject matter (Rainbow Garden), open-endedness of class and homework assignments allowing for different vantage points exploration, a broad time limit and a risk-friendly climate created in the classroom by the end of the semester resulted in conceptual and technical risk taking by all student-teachers for their final products. Allowing them to identify complex and challenging meaningful problems without providing a clear path for how to address such problems enabled student-teachers to imagine new possibilities (what could exist in a rainbow garden) and take risks (i.e. choose unconventional forms) as they



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

followed the multiple available paths to achieve the course educational aims.

Taking risks during planning and implementing an activity creates an appropriate climate in the classroom for learners' risk taking. In a classroom where risk taking is emphasized and included in assessment criteria, learners are empowered to overcome the fear of failure and consciously pursue the unknown.

A narrative image as a window for creating stories for and of multimodal play for preschool children

Agni Stylianou-Georgiou: Associate Professor, University of Nicosia, Cyprus

Antonia Michaelidou: Lecturer, University of Nicosia, Cyprus

Elisavet Pitri: Associate Professor, University of Nicosia, Cyprus

What is a picture in a wordless picture book? Is it static or does it change depending on the reader's perspective? In the wordless picture book "Follow the Firefly/ Run rabbit, run!" by Bernardo Carvalho there is a parallel narration of two stories connected to each other. The illustrations have been done in a creative way so that when the reader's attention focuses on the story of the firefly, he/she does not realize that at the same time the story of the rabbit unfolds in the pages of the book. Inspired by the parallel narration of stories starting or ending at an image, the first spread of the book was used to prompt a journey unravelling in four undergraduate courses at a university in Cyprus: Educational Psychology, Art in Early Childhood, Dance in Education, and Designing Preschool Education Activities.

Through an interdisciplinary approach with an emphasis in the arts, an instructional design project evolved in a period of one semester using the narrative image to create space and afford time for releasing instructors' and students' imagination, encouraging creative expression as they created stories for and of play for preschool children and their families at the university library. The narrative image provided visual stimuli for awakening participants' imagination and allowed for interpretation in the form of storytelling through providing or extending the context of what was represented. The purpose of the project was to examine the effects of a narrative image on instructional design that facilitate multimodal communication and play.

Multidisciplinary collaborations among instructors and university students proved to be an important learning experience allowing for the development of skills and mindsets for the 21st century and underlined the benefits of creating and incorporating multimodal contexts in non-formal educational settings for enhancing preschool students' visual literacy skills. Student-teachers engaged in meaningful



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Επιτροπή Κύπρου

art making, activity planning and game design, connected meaning to their choices and made that meaning evident through setting up a series of interconnected activities for preschoolers. The setting was based on narrative relief images on foam board or cardboard panels and 3d creations by student-teachers. The activities within the setting included storytelling, narrative artmaking promoting imagination and visual perception, and creative movement activities. A highlighting activity for the event was a storytelling game evolving around an installation by student-teachers, which encouraged preschoolers' multiple intelligences and agency during creating/listening to stories and considering the visual elements of the narrative images.

10:45-12:15

ORAL PRESENTATIONS – Parallel Session 2

(Room 304, Third Floor)

ELEMENTS OF QUALITY AND EQUALITY IN EARLY CHILDHOOD EDUCATION AND CARE

Chair: **Rozalina Engels-Kritidis**

Designing and implementing a model for supporting literary practices in Finnish early childhood education and care

Hanna Järvenpää: Senior Specialist, Finnish National Agency for Education, Finland

Elisa Helin: Senior Specialist, Finnish National Agency for Education, Finland

Belinda Kardén: Coordinator, Finnish National Agency for Education, Finland

Niina Mähönen: Specialist, Finnish National Agency for Education, Finland

The role of literary practices, reading, and books in early education is important for supporting children's equal access to practices that support the development of their literacy and language skills. According to the Finnish Education Evaluation Center (FINEEC, 2018), the day-to-day life of early childhood education in Finland does not fully achieve the objectives of children's literary education described in the national core curriculum for early childhood education and care (ECEC).

In addition, the importance of early education for children's early reading practices is further highlighted by FINEEC's (2023) assessment of the development of the mathematical and literacy skills of Finnish children in primary school. FINEEC (2023) notes that children with an active reading hobby have significant advantage as learners. These results suggest that there is a growing need to support children's early reading practices before school age.

In the Finnish National Agency for Education, we have designed a model for supporting the literary practices of ECEC in Finland. The



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Επιτροπή Κύπρου

model is based on a similar model that is designed and targeted for primary education in Finland. It consists of material and training that aim to give early educators the necessary skills and tools to support young children's early literary and multiliteracy practices. The objectives of the models are supporting the pedagogical activities of early education and improving children's equal possibilities for reading and engaging with literature.

The presentation describes the aims and content of a pilot project where the model is implemented in 27 ECEC groups or units around Finland. The pilot project is carried out during January–May 2023. The literacy and literary practices of each participant unit is assessed two times during the pilot project. The participant educators are provided with material that focuses on different aspects of early literature education, such as co-operation with parents and libraries. Our aim is to design a national and accessible toolkit for educators around Finland. In the presentation, we share our experiences and observations on the project and discuss the future development of the model. In addition, we share some of the tools and materials of the model, such as setting up a special hallway library in each ECEC unit.

Elements of quality in early childhood education and care in North Macedonia Skopje

Alma Tasevska: Professor, University Ss Cyril and Methodius, Faculty of Philosophy, Skopje

One of the national priorities is a wide coverage of children attending kindergartens, as well as raising the quality of services in the preschool education system. With these approaches, North Macedonia is getting closer to the European recommendations, which are a prerequisite for entry into the European Union. Children's right to affordable provision of good quality services is also claimed by the European Pillar of Social Rights. There is a recognition at European level that investing in high quality early childhood education and care is a smart and efficient investment as it provides the foundation for successful learning and development. It is also an effective social investment addressing inequality and the challenges faced by disadvantaged children, while having positive impacts on labour market participation of parents.

The activities are structured around 3 components:

- Modernization of the professional and career development of pre-school staff
- Revision of the model of (re)licensing the pre-school staff



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

- Strengthening parents' participation in pre-school education and care, especially for children at risk and children vulnerable to exclusion.

This process will modernize the system for professional and career development of pre-school institutions' staff drawing from EU good practice. In the Republic of North Macedonia there is lack of regulated system for professional development which would enhance the quality of educational activity, ensure overall effectiveness of kindergartens and introduce new concepts for development of future education policy in the country.

In that context, in the past period intensive work has been done to modernize the entire system of professional and career development of professional profiles in kindergartens. The coherent approach on which this system is based gives a clear direction that professional development is a responsibility for each professional profile, and career development is an opportunity for the advancement of professional profiles. Career development is developed as a methodology that supports the system of preschool education and care. Although these processes are still in the phase of discussion, consideration and redefinition, we still believe that they lead to the achievement of one great goal, which is better conditions for education, development and care for every child!

Redefinition of model of (re)licensing of pre-school staff and conditions are based on situation analysis and mapping of the most adequate model. A mechanism is developed to increase involvement of parents in the pre-school education and to support family-based education.

Key words: Quality, Early childhood, Education, Care

Growing awareness in ECEC professionals to obtain successful outcomes of change trajectories

Nathalie Ruysers: Researcher, Research Centre Pedagogy in Practice at the Karel de Grote University of Applied Sciences and Arts, Antwerp, Belgium

Change is the only constant in life (Heraclitus). It is also very much a constant in ECEC organizations. As the conditions are challenging with shortly educated staff, large employee turnover, limited budgets and increasing expectations we investigated how we can successfully manage change within ECEC organizations.

Our results show that raising awareness of the ECEC professional is key in gaining a successful outcome in a change trajectory. Thematical analysis of in-depth interviews and a larger scale survey pointed out that multiple factors impact a change trajectory. We highlight a few here. First, staff member's awareness increases when a change supervisor supports the processes. This leader of change has the knowledge and skills to support a group of people in a change trajectory. At the same time, he is engaged in inner work to grow his own awareness. Second, professionals need to connect while being



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

aware of their differences to obtain a successful outcome. By engaging in conversation about the topic of change the awareness of the group will grow. Tension and conflict need to be addressed. This contributes to the consciousness of the group. Each individual is aware of his responsibility towards the process of change. Third, the importance of why the trajectory is started needs to be addressed at the beginning of the process. By learning more about the topic of change the awareness will grow.

The level of awareness of the group will influence the change trajectory. A higher level of awareness will increase the chance of a successful outcome.

In addition, we investigated what 'change supervisors' need to be able to support successful change trajectories in ECEC organizations. Our results show that people leading change in early years want to learn from each other. They want to strengthen their knowledge and skills with regards to supporting change in groups through a community. Thus, we are now investigating if professional learning communities can support 'change supervisors' to gain successful outcomes in ECEC change projects. We will explore experiences the participants of the professional learning community have with regards to a subject related to change during the weeks they participate in the PLC, using deep democracy methods.

The Future of Learning: Exploring the Integration of Technology in Early Childhood Education and the Role of Teacher Digital Competence

Klara Bahtić: Preschool Teacher, OMEP Croatia

The digital competence of early childhood education (ECE) teachers is a crucial factor in ensuring that young children have the necessary skills and knowledge to succeed in a rapidly digitalizing world. The integration of digital technologies in ECE classrooms can greatly enhance learning experiences and support the development of various skills in young children. However, for this to happen, ECE teachers must have the necessary digital competencies. In recent years, there has been a growing body of research that explores the digital competence of ECE teachers and the factors that influence their ability to effectively integrate technology into the classroom.

One of the key findings of this research is that ECE teachers often lack the necessary knowledge, skills, and confidence to effectively use technology in the classroom. This can be due to a variety of reasons, including a lack of access to technology, limited professional development opportunities, and a lack of experience with digital tools.

To address these challenges, researchers have recommended that ECE teachers be provided with more opportunities for professional development and support in the form of workshops, mentorship programs, and online resources. This will help to build their confidence and skills, and enable them to effectively integrate technology into their teaching practice.



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Another important factor that has been identified in this research is the need for teachers to have a clear understanding of the pedagogical benefits of technology and how it can be used to support the learning and development of young children. This requires teachers to be familiar with a range of digital tools and to be able to choose the most appropriate ones for their classroom.

It is also important for ECE teachers to be aware of the potential risks and challenges associated with technology use, such as online safety and privacy concerns. To address these issues, researchers have recommended that teachers be provided with ongoing training and support to help them navigate the complex landscape of digital technology.

Overall, the research on the digital competence of ECE teachers highlights the need for continued investment in professional development and support to help these teachers effectively integrate technology into their classrooms. This will help to ensure that young children have the skills and knowledge they need to succeed in a rapidly digitalizing world.

In conclusion, the digital competence of ECE teachers is a critical factor in ensuring that young children are equipped with the necessary skills and knowledge to succeed in the digital age. This requires ongoing investment in professional development and support, as well as a focus on building teacher confidence and skills in the use of technology in the classroom.

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World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

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In conclusion, the digital competence of ECE teachers is a critical factor in ensuring that young children are equipped with the necessary skills and knowledge to succeed in the digital age. This requires ongoing investment in professional development and support, as well as a focus on building teacher confidence and skills in the use of technology in the classroom.

Variable-Dynamic Educational Model for Individualization and Differentiation of Pedagogical Interaction in Bulgarian Kindergartens

Rozalina Engels-Kritidis: President of OMEP Bulgaria, Sofia University "St. Kliment Ohridski", Bulgaria

Based on earlier research and the general professional experience of the author (Engels-Kritidis, 2015; 2016, 2017, 2020), the proposed paper presents the conceptual basis of a variable-dynamic educational model for individualization and differentiation of pedagogical interaction, developed for application in Bulgarian kindergartens and based on learning from emotional experience and children's personally-significant practical experience.

In the context of the author's research and definitions (Engels-Kritidis, 2020), individualization means a conceptually-conditioned variable-dynamic system of methods, processes, means, and forms of group pedagogical interaction whose targeted application in a unified comprehensive personalized approach guarantees optimal expression of each child's potential and ensures his/her emotional well-being and active involvement in the pedagogical interaction while considering and respecting all other children in the group. In the same spirit, differentiation can be viewed as a scaled version of individualization, in which children are dynamically divided and rearranged into subgroups (meaning both actual separate groups as well as teachers' internally-conceptualized categories aimed at supporting the effectiveness of pedagogical interaction) on the basis of their specifics with a focus on the optimal development of each child's potential; for this task, the teacher uses a variable-dynamic system of methods, processes, means and forms of pedagogical interaction that consider and respect the dignity of all children in the overall group.

The paper argues for the necessity of the proposed kind of model in the context of researching and accounting for the individual specifics and requirements of each child, underlining the importance of positive emotional experience, of provisions by the teacher for alternative



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

opportunities for practical/real-life experiences for children, and of activities initiated by the children. Viewed through the lens of learning from emotional experience and children's personally-significant practical experience, in the context of Bulgarian preschool education, the pedagogical situation is once again confirmed as a flexible main form of interaction that supports the successful achievement of group and individual educational goals, ensuring opportunities for each child's active participation and accounting for their emotional well-being.

Quality indicators in early childhood education: The use of the Early Childhood Environment Rating Scale (ECERS-R) in kindergartens in Cyprus

Margarita Ioannou: PhD Candidate, Frederick University, OMEP
Cyprus

Chrisa Nitsiou: Assistant Professor, Frederick University, OMEP
Cyprus

Over the past years, different assessment methods and systems have been used in early childhood education. One such assessment system for early childhood education and care classrooms is the ECERS-R (Early Childhood Environment Rating Scale – Revised). The use of ECERS-R in the context of Early Childhood Education refers to the assessment of the quality of the environment and practices used in the care and education of children aged 0-5 years in early childhood centers. The use of ECERS-R has many benefits, including providing a comprehensive assessment of the quality of the early childhood environment, identifying areas for improvements in early childhood centers, and facilitating communication and collaboration among professionals. It can also be used as a tool for self-professional improvement and development among educators.

This system assesses several dimensions of quality. It includes 43 items that are organized into seven categories: Space and Furnishing, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, Parents and Staff. For the purposes of this presentation, data that involve an ECERS-R pilot application of the tool will be presented. The results of the present pilot study will help identify the importance of assessing different quality dimensions in early childhood education classrooms in kindergartens in Cyprus.



11:00-12:00

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Επιτροπή Κύπρου

SYMPOSIUM in SPANISH

(Room 306, Third Floor)

DERECHOS DEL NIÑO - DERECHO A LA EDUCACIÓN Y CUIDADO

Chair: **Maria Vasiliadou**

El derecho a la educación en la primera infancia: de las intenciones a las realizaciones

Mercedes Mayol Lassalle: President of World OMEP

La humanidad tiene una enorme deuda con la primera infancia. Nos encontramos en una coyuntura histórica profundamente cruel y dolorosa para la niñez que exige transformaciones sociales y económicas profundas y la construcción de una acción decidida que asegure el bienestar y el desarrollo pleno de los niños y niñas desde su nacimiento. La causa por los derechos humanos de la infancia debe ser puesta en el centro de las agendas políticas de todos los países para asumir, enfrentar y superar los riesgos, sufrimientos e injusticias que viven las y los más pequeños en la etapa fundacional de sus vidas.

Es sabido que el compromiso mundial establecido en la Meta 4.2 "Para 2030, velar por que todas las niñas y todos los niños tengan acceso a servicios de atención y desarrollo en la primera infancia y a una enseñanza preescolar de calidad, a fin de que estén preparados para la enseñanza primaria" no será cumplida, pese a los esfuerzos realizados.

Por ello, OMEP está trabajando para posicionar a la Primera Infancia en el centro de la agenda global, promoviendo la creación de un amplio movimiento mundial con participación del Sistema de las Naciones Unidas, los Estados y gobiernos, la sociedad civil, el mercado, la academia y la ciencia, para incrementar, de manera significativa y urgente, los esfuerzos por la protección integral de los derechos humanos de la primera infancia con especial énfasis en su cuidado y educación. La aprobación de una "Década por el Cuidado y la Educación de la Primera Infancia" por parte de las Naciones Unidas puede constituirse en un hito para la transformación y fortalecimiento de las políticas públicas, la inversión adecuada y la calidad de la educación en los primeros años, para todas las infancias.

Colorea tus Derechos: de la emergencia a la sugerencia

Maria Vassiliadou: Coordinadora del Proyecto Artístico Mundial "Colorea tus Derechos", Presidenta de OMEP Chipre
Profesora Asociada de Educación Artística, Universidad Frederick.

Observando los resultados del Proyecto Artístico Mundial de OMEP titulado "Colorea tus Derechos", que tenía como objetivo brindar a los niños la oportunidad de expresar sus pensamientos, sentimientos e ideas en relación con sus derechos a través del proceso creativo, pudimos confirmar que el arte es el vehículo de expresión de los sentimientos más profundos del niño.



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

A pesar de las dificultades que enfrentamos para llevar a cabo el proyecto por causa de la pandemia, conseguimos reunir una muestra significativa.

Vistos los resultados, surgieron algunos temas que dominan la temática de las obras de los pequeños artistas: el derecho al juego, a pasar tiempo con amigas y amigos y el derecho de ir a la escuela. Las niñas y los niños sufrieron las restricciones de libre circulación que impusieron la mayoría de los países durante la pandemia con especial fuerza.

El arte puede convertirse en una ayuda para la comunicación y expresión de sentimientos. A través de ella cada persona puede plasmar con cualquier material y medio sus vivencias personales, sus pensamientos, sus inquietudes, sus inseguridades y en general sus propias vivencias de una manera única. (Vassiliadou, 2020:39)

Viendo las muestras de “Colorea tus derechos” sacamos la conclusión de que es necesario seguir escuchando a los niños y que, una vez más, la expresión plástica ha resultado un medio muy eficaz para sacar a la luz los sentimientos, las preocupaciones y las necesidades de los ciudadanos pequeños.

Después de la presentación del proyecto en el Congreso Mundial de OMEP el año pasado, se votó en la Asamblea Mundial dar continuidad al Proyecto Artístico Mundial, esta vez enfocando en el derecho a la educación.

Como coordinadora de este proyecto, antes de dar las pautas y la metodología para todos los países y con el pretexto de este congreso, hicimos un pilotaje con la temática para enriquecer la metodología.

En esta presentación vamos a hablar sobre los resultados de “Colorea tus derechos II: de la emergencia a la sugerencia” que es como se titula la actividad que llevamos a cabo en diferentes escuelas de Chipre. “De la emergencia a la sugerencia” es realmente la continuación del primer proyecto, centrándonos en los temas que parecen interesar más a los niños y niñas. Como hemos mencionado al principio, los niños hablaron a través de sus dibujos mucho sobre el juego, la escuela y los amigos. Creemos que es de gran importancia escuchar sus voces e intentar mejorar la educación de los niños y niñas.

El derecho al arte como garantía de libertad y construcción de paz

Marián López Fdez Cao: Professor, Universidad Complutense, Director: Grupo de Investigación EARTDI. Aplicaciones del Arte en la Integración Social

En esta breve intervención uniremos el proceso creador y el espacio de experimentación como espacio de seguridad y libertad, donde las opciones artísticas se convierten en acciones simbólicas a través de las cuales el niño ordena su mundo y lo enseña a los otros. En estas opciones se maneja la curiosidad, la investigación, la vinculación corporal y emocional pero también la frustración, la responsabilidad y el placer de compartir. En la acción artística colectiva, el niño se convierte en parte responsable de la comunidad.



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World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

“Colorea tus derechos”: La perspectiva de niños y niñas sobre sus derechos en un jardín de infantes del Uruguay

Gabriela Etchebehere: Psychologist and PhD in Health Sciences ---
University of the Republic and OMEP Uruguay

En el marco del proyecto mundial de OMEP “Colorea tus derechos” se realiza nuevas experiencias desde OMEP Uruguay que permiten seguir aportando a la temática. Desde la investigación-acción que realiza un equipo universitario en un Jardín de Infantes se plantea la implementación de actividades que tuvieron como objetivo recoger la perspectiva infantil respecto a los derechos de la infancia a través de sus voces y de la expresión gráfica. En concordancia con la 33ª conmemoración de los Derechos de Infancia, resulta relevante abordar la temática para continuar reivindicando a niños y niñas como sujetos de derecho en el ámbito educativo. A partir del reconocimiento de sus derechos, se espera que les niños conozcan su importancia, y consecuentemente se fortalezca su autoestima, la cual es la base sobre la que se construyen relaciones interpersonales en el futuro. El conocimiento de derechos fomenta una toma de conciencia sobre la realidad, e introducirlos desde temprana edad, fomenta el desarrollo de ciudadanos críticos y partícipes de la sociedad en la que vivimos. La metodología utilizada fue de taller, dado que implica propiciar y habilitar espacios de escucha con niños y niñas donde a través de sus propias palabras puedan expresar y poner en común sus ideas, vivencias y percepciones sobre los derechos de infancia. El recurso gráfico con la consigna “Dibuja tus derechos” permitió complementar la expresión de la perspectiva infantil. Se realizan un total de 7 instancias, participando alrededor de 180 niños y niñas de entre 3 a 5 años. Si bien al inicio muchos manifestaron no saber qué son los “derechos” el tomar contacto con las imágenes facilitó la identificación de los diferentes derechos planteados. Los datos recogidos tanto en las conversaciones como en los dibujos se sistematizaron y categorizaron, lo que permitió realizar un análisis de frecuencia. Se destaca el reconocimiento a los derechos a tener una familia, a ser cuidados y protegidos, a ir a la escuela, a jugar, a la identidad. De la evaluación realizada se entiende que se logró intercambiar con niños y niñas sobre sus derechos y recoger su perspectiva, lo que significa un aporte al desarrollo del proyecto “Colorea tus derechos”.

12:15–12:45 COFFEE BREAK



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

POSTER PRESENTATIONS

(During the COFFE BREAK)

Kindergarten teachers' views on playful teaching and its inhibition factors in the educational process in the Greek kindergarten

Harilaos Zaragas: Associate Professor, Department of Early Childhood Education, School of Education, University of Ioannina, OMEP of Central Macedonia, Greece

Vassiliki Pliogou: Assistant Professor, Department of Early Childhood Education, School of Social Sciences & Humanities, University of Western Macedonia, President of OMEP of Central Macedonia, Greece

Maria Sofologi: Adjunct Lecturer, Department of Early Childhood Education, School of Education, University of Ioannina, Member of OMEP of Central Macedonia, Greece

A wealth of research has shown that play plays an important role in how young children learn and develop. Research on brain development confirms that play is an important mechanism of early childhood because it provides the context for experiences that are vital to the development of neural pathways thus contributing powerfully to brain development, flexibility and the joy of learning during early and late childhood. Playful teaching refers to tactics that the environment creates and enhances the learning process through play. The utilization of the game in the learning process seems to contribute on multiple levels to the promotion of learning and at the same time to the strengthening of the trainees' involvement in it. The purpose of this study was to investigate the views of kindergarten teachers regarding the contribution of playing to the learning process and the factors that influence the use of playful teaching. The research was done using a questionnaire via an electronic platform and 306 kindergarten teachers (female f1=272 89% & male f2 = 34, 11%) from different regions of Greece responded to it. The confidence level was .05. The results showed that the kindergarten teachers' views on the contribution of play through playful teaching to the development of the child's personality were, in descending order, fun, socialization, moral learning, psychomotor - motor skills learning, the development of physical concepts and concepts of the environment, the development of mathematical and geometric concepts, as well as language learning. There was a difference of opinion regarding the use or not of the game in the educational process. The factors that affect the use of the game during the educational process in the kindergarten are the lack of time, the lack of relevant training of the teachers, the concern of incompatibility of the game with the object of learning, the lack of self-confidence of the teachers, the security regarding the spaces and the mobility of children does not help to make more games. In conclusion, the kindergarten teachers suggest that they need more training, regarding the adaptation of the



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

planning, programming and evaluation of appropriate playful activities to the developmental level of the children, their interests and needs, a fact that is directly related to the curricula of the Education Departments both at undergraduate and postgraduate level. A limitation of the present research was the small representation of male kindergarten teachers, for which a future research with a larger participation of them could be implemented.

Human rights in early childhood education: Good teaching practices

Athina Koliopoulou: Preschool Teacher, Ms Teaching the New Greek language, University of Western Macedonia, Greece

Vassiliki Pliogou: Assistant Professor, University of Western Macedonia, President of OMEP of Central Macedonia, Greece

Human rights and children's rights provoke constant interest research on an international level, in an attempt to explore possible solutions, which are also under the scope and aims of global organizations, to a prevailing and crucial topic -the deprivation of children's right to basic needs for survival as well as for his/her education. During the Covid-19 pandemic, even stronger inequalities were observed in children's access to education, health, and society, because all children did not have equal access to digital media, therefore were deprived from their education, and especially teenagers were forced to work to support their families, as parents were either unemployed or suspended. Therefore, the concept of "one school for all", according to the principles of inclusive education, was immensely disrupted and deconstructed to "one school for some". This poster presents the work in group of kindergarten students, aged 4-6 years during the school year 2021-2022, within the frame of the "Skills Workshop" of the Institute of Educational Policy of Greece on human rights and on the occasion of "World Children's Rights Day", November 20th. The activities presented have been carried out in a school in Athens, and more specifically in Menidi-Acharnes district area of Attica. The project was implemented to 25 students with typical development and with a low socio-economic status, in an area which is characterized by increased school dropout rates, something that results in incomplete education or the abandonment of schooling and the overall educational process. Therefore, the issue of children's rights, the prohibition of child labor, and especially the right to education and the fulfillment of children's basic needs should be more emphasized. The occasion was the reading of the book "Malala-Iqbal", awarded with a Nobel Peace Prize, which narrates the story of two brave children fighting for their education and their intellectual freedom. The activities that took place in the school classroom, the discussion, the videos and the supervisory material used, raised new information and questions in relation to children's rights,



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

strengthened the students' critical thinking, made them wish that "all the children of the earth have food, water, school, home, family, friends, toys, hospital, freedom", regardless of gender, origin, religion, culture, socioeconomic status. The kindergarten teacher of the class, observing the intense interest and active participation of her students, continued this project with the aim of developing the emotional education of the children by carrying out other activities related to the feelings evoked when we all enjoy our rights and when we are deprived of them.

Blue Heroes in Action: An educational programme of the Children's Museum of Thessaloniki

Vasiliki Pliogou: Assistant Professor, University of Western Macedonia, President of OMEP of Central Macedonia, Greece

Athanasia Protopsalti: Museologist, Children's Museum of Thessaloniki, Greece

Play is an international language of communication for all people, regardless of their age, socio-economic status, ethnicity, nationality, gender, language, and experiences. Through play we understand the world around us and ourselves, it is our first step in obtaining knowledge and learning and developing social skills. For this reason, the common denominator of our actions in the **Children's Museum of Thessaloniki**, is play, and through this way, we try to sharpen the curiosity and attract the interest of students, to broaden their horizons, to instill in them the belief that learning can be a fun process as well as the value of cooperation.

Museum educational program: "**Blue Heroes in Action**"

Objectives of the program:

- To teach children their rights in an understandable and playful way.
- To familiarize themselves with our modern European cultural heritage.
- To build a European citizen identity.
- To think about sustainability, ecology etc.
- To develop their skills.
- To broaden their horizons.
- To learn to "work" as a team and of course to have fun.

Program structure:

Guided tour of the exhibition with the "Smurf" collection. Presentation of the history of "Smurfs" through power point (with reference to Peyo, and of course to Belgium and Brussels and their role in modern Europe). Then, the following dialogue/discussion about the timelessness of the "Smurfs", focuses on the one hand, to the humanistic messages they send (equality, tolerance of diversity, cooperation, etc.) and, on the other hand, explores their graphic development.



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Action 1st.

We hand out the “smurf” tabs which the students stick to tongue depressors, creating a children's rights poster. Each child makes a presentation of the right that corresponds to him/her and then we do a peaceful demonstration.

Action 2nd.

We create a “smurf” dice and play with it. Each side of it refers to what education offers us. Alternatively, we divide the laminated dice squares separately, and in pairs, play a memory game.

Action 3rd.

The children are divided into 4 groups and compose 4 “smurf” puzzles.

Action 4th.

We give them a black and white drawing to color, and then colored “smurfs” to stick in the form of the collage and making a short comic page concerning topics, such as sustainability etc.

Action 5th.

We give students a “smurf” page to either write their impressions or draw them.

In Children’s Museum of Thessaloniki we believe that combining difficult information with a fun event helps children to make the subject matter their own. **Blue Heroes in Action** achieving its goals.

Towards an educare approach in children’s ECEC services in Belgium

Florence Pirard: Professor, Université de Liege, Belgium

Bernadette Parmentier: Member OMEP committee Belgium ---Stad Gent

Siska Van Daele: Senior researcher (Phd), Karel de Grote Hogeschool

Thomas Boxho: Social worker, Nursery director, Ville de Séraign

In the French, Flemish and German-speaking communities of Belgium, where the provision of services in ECEC is divided, holistic childcare is a real challenge. It requires going beyond institutional constraints and building bridges between the worlds and actors of early childhood, out-of-school care and nursery school. Together they aim at a more integrated care, concerned at the same time with the well-being, development and learning of the child that the concept of educare covers.

Health Promotion in educational settings

Jarka Kreskociová: Child Psychologist, OMEP Slovakia

“Veggie Madness” - program aimed at preventing childhood obesity and healthy lifestyles in kindergartens. The target of the year-round experiential program is the effective establishment and support of



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

healthy eating, hygiene and work habits of children, within which scope they acquire the concept of “HEALTH” and its value in human life at an early age, just like the importance of proper nutrition as part of caring for their own body.

Developmental changes in visuo-spatial working memory in preschool children: A preliminary analysis of gender effect in an educational setting

Maria Sofologi: Adjunct Lecturer, Department of Early Childhood Education, School of Education, University of Ioannina, OMEP of Central Macedonia, Greece

Vassiliki Pliogou: Assistant Professor, Department of Early Childhood Education, School of Social Sciences & Humanities, University of Western Macedonia, President of OMEP of Central Macedonia, Greece

Harilaos Zaragas: Associate Professor, Department of Early Childhood Education, School of Education, University of Ioannina, OMEP of Central Macedonia, Greece

Research studies on WM performances measured before school started revealed that it is possible to predict future WM resources and academic achievement at school. To illustrate the complexity of WM's multi-dimensional character, it is vital to discuss WM's developmental character during childhood. The present study aims to evaluate the profile of visuo-spatial working memory and its development which seems to be highly interconnected with age. More specifically, for the purpose of the present study, two groups were created. The first group consisted of 30 preschool children 4 years old, ($M = 58.04$, $SD = 2.45$), and the second group consisted of 33 children aged 5 ($M = 69.04$, $SD = 3.94$). Phonological Working memory was evaluated with the Digit Span Backward subtest from the standardized in Greek population WISC-III test, whereas the Visuo-spatial Working memory with the Visual Pattern Recall (VPT) and the Block Backward Test. Nonverbal intelligence was evaluated with Raven's Progressive Matrices. Results analysis revealed that 5-year-old children performed better in visual-spatial and working memory tasks compared to 4-year-old preschool children. However, it must be mentioned that a male advantage in working memory and visual-spatial tasks appeared to be prominent among 5-year-old children. In specific, although 4-year-old working memory performances do not show any variations, a male advantage seems to exist, as 5-year-old boys' scores are significantly higher. Ultimately, the present study's findings empower the assumption that the parent's socioeconomic status does not affect the performance in visual-spatial ability and working memory tasks in preschool children between the ages of 4 and 5 years old. Finally, we discuss the underlying mechanisms behind gender differences in visuo-spatial performances and the relationship of development dealing with the adoption of gender-typical preferences



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

and behaviors in preschool children and draw the connection to the role parents' and teachers' gender stereotypes play in this process.

Play, research, participation: a conceptual framework for developing children's potential

Lidija Vujičić: Professor, Head of The Centre for Childhood Research, Faculty of Teacher Education, University of Rijeka, Croatia

Quality improvements in early childhood and preschool education and in the area of children's participation in daily kindergarten life are not possible without researching and reconstructing educators' approaches to daily activities and questioning their relationships with children. In this way, changes occur in educators' attitudes, beliefs, and behaviors (e.g., in the conditions for increasing children's participation in the daily curriculum) and in the quality of pedagogical practice itself. The change in the image of the child and the shift in emphasis from the question of the child's individual development to the understanding of the child as an active participant in sociocultural reality has led to increased interest in early childhood and preschool education policy and practice in children's participation in their own lives.

The Convention on the Rights of the Child (1989) strongly supports the image of the child as a competent participant in his or her upbringing and education, capable of forming his or her own opinions and having the right to express them freely in all matters affecting him or her, and adults in his or her environment are obliged to respect this. Notwithstanding the currently prevailing image of the child, however, the realization of the above is still in its infancy, as preschool children are still viewed in educational practice as users of systems and services rather than as agents of change in their communities. Recent literature points to the need for preschool educators to engage in lifelong, continuous learning through engagement with their pedagogical training as an effective means of bridging the gap between theory and practice and continuously improving the quality of preschool education. This paper presents the process of action research aimed at increasing children's participation in (co-)designing the preschool curriculum and in (co-)decision-making on issues that affect their stay in an early childhood and preschool educational institution. In addition, the process of developing the reflexive practice of preschool teachers who participated in this research is presented.

This research aims to increase children's participation in (co-)designing the preschool curriculum and in (co-)decision-making on issues that affect their stay in an early childhood and preschool educational institution. On the other hand, preschool teachers should be enabled to explore and (only) reflect on their pedagogical practice independently and together.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

“Healthy habits, healthy you healthy you, HAPPY you”: Sustainable school goals- Good health and well-being.

Kontou Elissavet: Preschool teacher, owner
Ntekroli PrivateKindergarden and Preschool Center, Greece

The recent trends place in the epicenter of interest, the need for education for Sustainable development as it allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future.

In this context the culture of sustainability largely affects the organization and procedures that take place in an educational unit. Ntekroli private Kindergarten and nursery school, aims at joining the network of sustainable schools in Greece. In order to accomplish this goal, it is necessary to promote a number of approaches that will change the philosophy and culture of the school before it is characterized as “sustainable school”. Among a variety of different programs that take place in our school, we have chosen to give emphasis to the pylon “Promotion of mental and physical health” as it is described in the presentation of sustainable schools.

More specifically, the kindergarten teacher in cooperation with the pediatrician of the school, present visual prompts in relation to hygiene routines and give emphasis to their importance to maintain good health. The doctor also demonstrates the instruments she uses to acquaint the children with them. The implementation of the program involves learning how to brush the teeth and wash the hands the right way as it institutes two of the most important daily hygiene routines. Role playing, singing, and creating their own tooth and toothbrush, enhance the program making it even more appealing to children.

Quality and Equality: Activities with technological tools

Eleni Kontou-Founta: Kindergarten Principal, Hellenic College of Thessaloniki, Greece

Quality and equality in early childhood education and care refers to providing access to high quality educational experience for all children, regardless of their socioeconomic background or other factors. Since we live in an ever-changing world, where digital literacy is very important, schools should be ready to deal with any potential digital divide by providing support and resources, because there are families who might not have access to technological tools at home. More specifically, schools should provide access to technological resources that support children's learning and development, such as tools to achieve digital literacy, educational applications and online learning platforms. In addition, schools should have skilled teachers who can effectively



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

integrate technology into their teaching process and support children's use of technology. Also, teachers have to make the necessary adjustments to ensure that the use of technology is adapted to development and level of every student. Furthermore, it is important to evaluate and continuously improve the quality of early childhood education and care programs to ensure that they meet the needs of all children, as well as keeping up with the rapid development of technology. There are a lot of ways and activities to use technology in the learning process. At this poster will be presented activities using technological tools, such as digital storytelling, keyboard, mouse, interactive whiteboard and projector. The purpose of these activities is to bring all children into contact with technology, as well as acquiring knowledge with interactive and enjoyable way. In addition, children are not only passive observers of the educational process, but they are also given the opportunity to actively participate. In this way, students will learn more effectively and with less effort. Finally, the activities, that will be presented, will be both individual and group in order to achieve the development of the cooperative spirit that is considered the foundation of the most complex social skills.

Qualitative inquiry into work-related distressing experiences in primary school principals

Maria Karanikola: Associate Professor, Mental Health Nursing, Nursing Department, Cyprus University of Technology

Introduction

Although there exists an abundance of data about leadership, there are relatively few data on leaders' wellbeing in educational organizations, such as primary schools.

Aim

Exploration of professional role related psychologically demanding experiences in primary school principals, with special focus on the factors associated with these experiences.

Methods

A qualitative methodology, based on inductive content analysis approach was applied. Following informed consent, the sample size was 20 men and 6 women from an urban region of the mainland of Greece, based on the theoretical and data saturation criteria. Data collection (May 2018-March 2019) was achieved through focus-group interviews with open-ended questions. The participants were organized in three groups (9-9-8) and three interviews were conducted with each group, two weeks apart, ranging from 1 to 3 hours.

Results

Several professional role related dimensions were associated with psychologically demanding experiences in the participants, mainly grouped in the following themes: 1) Quality of interpersonal relationships, whereas conflict with pupils' parents, with colleagues and between colleagues, and with superiors in hierarchy such as



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

administration, management and consultants were described; 2) Administration policy and legal framework. The major categories formed herein included a) instability of the work environment resulting from frequent changes in laws, b) dysfunctional disciplinary and referral procedures for pupils with severe behavioral problems and lack of autonomy in principals to handle such cases, c) wide range and time consuming duties, d) lack of an institutional framework supporting principals' duties, and e) role conflict; 3) Discipline issues and risks for pupils, including the following categories: a) limited autonomy and power in principals regarding administrative issues, b) lack of qualified personnel to handle special cases, such as behavioral difficulties, and support families and the personnel of the school.

Moreover, the participants identified personal and professional strategies to cope effectively with the demands of their professional role.

Conclusions

Based on the Job Demands-Resources model, it is suggested that the psychologically demanding factors identified herein may be transformed into work engagement factors by using targeted resources, aiming to improve the quality of life and professional efficiency of primary school principals.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Depression in students of age up to twelve years in the period of COVID-19: The role of CBT psychotherapy.

Fotini Kyriakides-Kranou: Lecturer, Department of Psychology and Social Work, Frederick University, Cyprus

Stella Perikleous: Student, Department of Psychology and Social Work, Frederick University, Cyprus

Covid -19 pandemic and the various preventive measures affected the psychosocial development of individuals and especially that of children and adolescents. Schools were closed and thus education with physical presence transformed into an online education at home. Additionally, due to the quarantine measures children have become socially isolated and withdrawn. Understandably, the Covid -19 pandemic has had several negative consequences on children's mental health. Some of the negative consequences that the Covid -19 pandemic has brought to the mental health of children are nervousness, anger, fear, sleep difficulties, uncertainty, discomfort, loneliness and others.

The purpose of this study is to study whether the Covid -19 pandemic affected the mental health of children up to twelve years of age. In addition, this poster presentation will analyze the important role of CBT psychotherapy for the mental health of children and for dealing with various negative emotions brought by the Covid-19 pandemic. This study will also present the reasons why the Covid -19 pandemic caused childhood depression in children.

Cognitive-behavioral therapy (CBT) has received a vast amount of research attention and considerable support. CBT has been widely adopted as a primary treatment approach in many countries across a range of disorders and age groups (Dobson, McEplan & Dobson, 2019). CBT has been shown to be effective in treating emotional disorders such as depression, anxiety disorders. Through this therapy, children learn to identify and modify their dysfunctional thoughts, solve various problems and dilemmas that arise, evaluate and control behaviors, manage their anxiety and anger. In addition, cognitive behavioral therapy strengthens the self-awareness and self-esteem of children and adolescents (Beck, 2011). CBT has demonstrated favorable long-term outcomes in youth with anxiety disorders in efficacy trials (Kodal et. al., 2018).

The Covid -19 Pandemic caused people to think in a dysfunctional way of thinking. CBT could be a good solution for the treatment of depression and anxiety disorder that arised during that time. CBT has been shown to be effective in depressive symptoms. Due to the pandemic and the quarantine, the treatment was also available online. It has been shown that distance and online cognitive behavioral therapy is as effective as when done face to face with cognitive behavioral physical contact (Lebel , 2020).



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Children's voices without words

Anastasia Skiada Georgiou: Student of Cyprus University of Technology, OMEP Cyprus

Maria Vassiliadou: President of OMEP Cyprus, Associate Professor Frederick University, Special Scientist Cyprus University of Technology, Cyprus

The target of this activity is through children's drawing to express emotions that originate from the children's family or friendship relationships and daily experiences.

The work is carried out in the schoolspace because it affects the coexistence and communication of its members. Cypriots and refugee children co-exist in the school room, so it is a small society. The refugee children are struggling to adapt to an environment completely foreign to them and an additional aim of the activity was to give the children the opportunity to communicate with each other.

According to Vassiliadou, M. (2020), "art can become an aid to communication and expression of emotions. In it, every person can capture with any material and means his personal experiences, thoughts, concerns, insecurities and generally his own experiences in his own unique way".

The material: Handkerchiefs, simple, square cotton fabrics, have accompanied people at farewells, celebrations, dances and funerals, in many cultures for centuries. The handkerchief is a container of memories, stories, emotions, and consolation. The handkerchief binds wounds, is infused with perfume, protects against bad odors, displays wealth, and is also used for practical hygiene purposes.

The children were given handkerchiefs and colored markers and asked to create with pencils only the outline of the drawing they first created on the paper and then fill it with color. The aim is to highlight the expressive and creative ability of the children. Also, getting to know the new material, i.e., the thin fabric, developed the children's imaginations to create on a material other than paper and expanded their knowledge and horizons. Although the time given to the children was not enough, the children's creations were impressive.

The children mentioned and drew scenes from their everyday life:

I paint, I play football, I skate, I hang out with my friends, I play with my animals, I hang out with my family, I help my mother, I do ballet, I hang out with my friends in the park, I plant flowers

Through the paintings, the children managed to cooperate, to express themselves emotionally, to communicate with each other and through the application of the visual process to "reduce" the distance of diversity.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Our Rights are growing like a tree!

Nikos Katsoulogiannakis: Student of Cyprus University of Technology, OMEP Cyprus

Maria Vassiliadou: President of OMEP Cyprus, Associate Professor Frederick University, Special Scientist Cyprus University of Technology, Cyprus

In the context of the didactic of art teaching, we initially agreed for the creation and the construction of a tree from cardboard boxes, where its surface was consciously left as a "white canvas", in order to let children aged 4 - 8 years, of the French Cypriot school of Limassol express themselves freely on it.

Through the combination of art and play, the children had fun using in the first phase, colored markers and acrylics, to render their own gestural painting, leaving on the surface of the tree, messages, drawings, symbols, words and also the imprint of them, the cartoon characters they admire, as well as their names. The purpose of this project was to let children "talk" about their feelings and Rights through colours.

In our next meeting, we had at our disposal many colored cardboards, that these children drew, colored and cut into the shapes they wanted, such as leaves, nests, birds, fruits, dragons etc. Finally, they glued them all in various places and in this way the project began to be completed and closed in the form of an interactive process, with the recording of their impressions on colored papers, saying goodbye to the moment of this wonderful and unique experience.

So we conclude that, through the exploration of the children's imagination, the joy of creation and what ultimately pleases them and expresses them but also makes them feel familiar and beautiful, the children not only managed to "dress up" an initially bare tree with warmth and love, but also to show us how essential, useful and necessary art is, as a way of expression in their lives and in general in the fundamental building of their childhood.

Cultivating collaboration culture through self-evaluation processes for inclusive pre-school and school environments.

Olga Lyra: Assistant Professor, Frederick University, Cyprus

Following the concept of schools as learning organizations, teachers do teach and expand their own learning at the same time. In this context, they are expected to take part in decision making processes, working as teams, i.e. in the basis of collaborations that enable them to work more effectively in inclusive school environments (Papazoglou & Koutouzis, 2020). In fact, research suggests that one of the main aspects in regards to the implementation of inclusive education is the cultivation of a collaboration culture among teachers (Hardiani, 2021). At the same



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

time, teachers express feelings of unfamiliarity or unease when it comes to collaborative approaches to teaching (Nilsen, 2020; Symeonidou, & Phtiaka, 2014), which appears to be due to insufficient formal training in co-teaching forms, as well as personal insecurities and fear of judgment (Robinson & Goodey, 2018).

The purpose of our research is twofold: first, to investigate the attitudes of primary school teachers towards the cultivation of a collaborative culture for the implementation of inclusive values and practices, and second, to investigate whether introducing a school self-evaluation process could be an effective approach, in order to create a collaboration culture among teachers. A school self-evaluation process invites members of school communities (pre-school or primary), to engage in an ongoing activity as a team with the goal of understanding and collectively define crucial challenges and evaluate themselves in terms of inclusiveness, efficacy of teaching methods and strategies, quality of collaborations, among others. We consider participatory action research to be the most effective method to help us understand the dynamic between teacher professional relationships, as well as their attitudes towards collaborating with colleagues for increasing their effectiveness, especially in the light of teaching in mixed ability classrooms. We rely on one renown and widely used tool for school self-evaluation process, in the context of inclusive school development (Booth & Ainscow, 2016). Currently, we work with a primary school located in the city of Limassol (Cyprus) and collect data through semi-structure interviews, focus groups, observation, workshops and small-scale survey, as a case study. Our goal is to contribute to the cultivation of an inclusive collaborative culture, as well as in capacity building for implementing inclusive practices.

12:45-14:15

ORAL PRESENTATIONS – Parallel Session 1

(Room 306, Third Floor)

ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CARE

0-3: RIGHTS, COGNITION AND DEVELOPMENT

Chair: **Andrijana Višnjić Jevtić**

The Assessment of Preschool Students after a Crisis. Specific Effects on All-Round Development, Types of Crisis, Suggestions for Prevention and Child Support

Eleni Socratous: Pre-Primary Teacher MA in Educational Administration and Leadership, Cyprus

Childhood is a critical period of a person's life. Environmental influences interact with genetic factors and shape characters, attitudes, abilities. The coronavirus pandemic has affected everyone's lives. Specifically, according to the most recent bibliography and research, children's development has been affected by parameters identified with the



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

pandemic, such as confinement, reduced social interaction, school closure, and the psychological state of parents. In addition, some researches make mention of irreparable damage to development.

The burning issue of the coronavirus, regarding the coordinate of the effects on the assessment of preschool students in Cyprus, occupied my recent research for the purpose of my master's thesis. In Cyprus there is not any mechanism to group and classify the assessments of preschool students, which would have the ultimate purpose of drawing conclusions and revising approaches. In contrast, kindergarten teachers only assess pre-primary students with a simple categorization of abilities, attitudes, and skills on a four-point scale. Assessments remain at school and any sharing is illegal. In essence, they do not serve any general purpose and do not contribute to the development of assessments. So we felt the need to gather information on student assessment following the impact of the pandemic. The results demonstrate the negative impact on the child's all-round development, highlighting the lack of progress in self-confidence, self-care, social skills, respect for rules, behavioral boundaries, perception of behavioral consequences, expression of emotions, empathy, emotion control, gross motor mobility, fine motor mobility, correct eating habits, physical exercise, accident prevention, cognitive skills (comparing, grouping, sorting, matching, sequencing, prioritizing, reasoning), problem solving, creative thinking, critical thinking, metacognition, listening, speaking, reading, writing and using numbers/mathematical operations.

In this presentation we are going to demonstrate how the coronavirus pandemic can be connected and projected alongside any crisis in a child's life. Such examples are war, divorce, abandonment, orphanage, malnutrition, homelessness, rape, bullying, neglect, lack of early childhood education. The effects of seizures have detrimental effects on a child's all-round development.

Furthermore, we are going to give emphasis to governments' role and point that they should have as their main concern the beneficial education of their future citizens, giving a basis in the field of education and health. Exemplifying model systems and exploring the global scope of research findings will make policy adaptation more effective. Finally, frequent evaluation of policies implemented with the aim of child welfare will bring to light useful results for modification.

Baseline data on the social and gross motor development status of children with autism spectrum disorders prior to an intervention with an interactive educational software

Eleftheria Farsari: PhD Candidate, Frederick University, Cyprus

Chrisa Nitsiou: Assistant Professor, Frederick University, OMEP Cyprus

The present study is part of a broader investigation that concerns the



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

potential improvement of social and kinetic performance of students with autism spectrum disorders using a movement-based interactive educational platform. Children with autism experience difficulties in social and kinetic behavior but new and modern technological improvements may be used to strengthen the physical, emotional and cognitive skills of the children. The aim of the broader study is to measure gross motor development and social skills in children with Autism Spectrum Disorders after the implementation of an intervention using the interactive educational software Kinems®. For the purposes of this presentation, the baseline data on the social and gross motor development status of children with autism spectrum disorders before the intervention with the interactive educational software will be presented. A cohort of 31 children with a diagnosis of autism spectrum disorder (ASD), from four special education schools in Greece participated in the study. Inform consent from parents, as well as the Greek Ministry of Education approval, had been granted before the commencement of the study. The mean chronological age of children was 9.2 ± 1.4 years old and 21 (67.7%) of them were males. Initial, baseline characteristics of social skills were measured, by the children's responsible classroom teacher, using the Educational Evaluation Tool (EET) for children with autism (Apteslis et al, 2012). Nine categories of social skills were assessed using the EET for each participant in the study: proximity/closeness, eye contact, parallel activity, social response, social initiative, turn order, following rules, reciprocity and adaptation to changes. Additionally, children's gross motor development was measured using the TGMD-3 inventory (Ulrich, 2020). Baseline TGMD-3 measures were divided into locomotor and ball's skill scales. Locomotor skills consisted of six skills, namely, run, gallop, hop, skip, horizontal jump, and slide, while the ball skills included seven skills, namely, two-hand strike of a stationary ball, one-hand forehand strike of self-bounced ball, one-hand stationary dribble, two-hand catch, kick a stationary ball, overhand throw and underhand throw. In this presentation, the baseline data that had been collected using both tools between November and December 2022, will be presented. Regarding the interactive educational software Kinems® intervention's potential effect when compared to conventional interventions, that is still under an on-going investigation, with a control group of children, and an experimental group of children playing the Kinems® games.

Identifying strengths and weaknesses in early mathematics ability: a pilot study with preschool-age children.

Evangelia Charalambous: PhD Candidate, Frederick University, Cyprus

Chrisa Nitsiou: Assistant Professor, Frederick University, OMEP Cyprus

This pilot research study focused on the use of the Test of Early Mathematics Ability-3rd edition (2003), adopted for pre-school age children in Cyprus. TEMA-3 assesses the mathematical ability of children



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

aged from 3 years (3:0) to 8 years and 11 months (8:11) and identifies specific strengths and weaknesses of the child. The test identifies children with learning difficulties in mathematics, children who may face difficulties in mathematics, as well as gifted children. Specifically, the tool assesses numbering skills, number-comparison facility, numeral literacy, mastery of number facts, calculation skills and understanding of concepts. The sample consisted of 4 preschool age children who had turned 3 years of age, at the time of the study, to determine their knowledge of mathematics and whether they faced serious difficulties, which would need intervention. The data were collected through the method of convenient sampling. The assessment of children took place in the presence of their mothers. After conducting the tests, it was found that it takes about 20 minutes for each subtest on each child. The activities were done in a simpler and more playful way, in order to attract the interest of the children. The use of pictures helped a lot in order to stimulate children's interest and curiosity about what came next. Also, activities rotated quickly so as to keep the children engaged. The results of the pilot study showed that the children who were younger than 3 years 6 months had achieved low results, but no definite conclusions regarding learning difficulties can be drawn, because of the children's very young age, as well as their low levels of concentration and cooperation with the assessor. For these reasons, a meta-test in early mathematics ability will be performed at 4 years of age to determine whether children would show better performance in the TEMA-3 subtests.

Keywords: TEMA-3, early mathematics ability, pre-schoolers' assessment

The Importance of Developing pre-literacy skills in Early Childhood Education

Angela Charalambous: Reading Specialist, The Workshop Reading Centre, South Africa

What is phonological awareness, why is it important as a foundation for successful reading and how can it be developed in Early Childhood education?

Phonological awareness is crucial set of skills to develop throughout early childhood and primary school. It is strongly linked to later reading and spelling success. Problems with phonological awareness have been identified as a major cause of reading and subsequent learning challenges. Learning difficulties are known to impact not only in the academic domain, but also on a child's emotional development and behaviour.

Many of these skills can be developed at the pre-literacy level. This talk will explore the importance of phonological awareness, assessing and implementing classroom strategies.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

The development of social relations children in nursery

Matea Pintarić: Preschool Teacher, OMEP Croatia

Adrijana Višnjić Jevtić: Vice-President OMEP Europe, Assistant Professor, University of Zagreb, Croatia

The development of social relationship children takes gradually. The children make their first social contacts with environment within the frameworks of mechanisms necessary for survival and development. They express their needs and sends signals upon the environment reacts. In the interaction between the children and their immediate environment a strong, affective connection is created. It is an important prerequisite for further development. Over the time, interaction between child and his/her environment become richer and more complex. Consequently, the child begins to establish relationships with others and is encouraged to separate from the person with whom he has established an affective bond. As child develops and grows, his/her relationships with others become more intense. Interest for socializing is emphasized during the whole early childhood. In the beginning, the children are playing in parallel game or just observing other children. Later, the interaction begins to appear. Based on other children's reactions to their own behaviour, children are taught appropriate behaviour, that is, they are socialized. In interactions, the child learns to control and adapt his own behaviour and has the opportunity to observe other children who become role models.

This paper discusses the development of social relations of children from 1 to 2 years old through 6 months, based on qualitative research paradigm (action research). The results show that an appropriate social and material environment can have a positive effect on the development of relationships in children of that age.

Keywords: children, social interactions, nursery

12:45-14:15

WORKSHOP 2 – Parallel Session 2

(Room 06A, Ground Floor)

Let's tell a story with puppets and music

Matteo Corbucci: President of OMEP Italy, Educational puppeteer and storyteller

Biagio Graziano: Musician and expert in musical education, OMEP Italy

This workshop proposal intends to involve the participants in an expressive activity that narrates the Italian cultural heritage through the languages of popular music and puppetry. Each participant will have a collective experience of telling a short story through storytelling, singing, music and puppet animation. The aim of the activity will be to show a specific methodology, but also to explore some possibilities of creative use of these tools for the construction of an interesting and engaging



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

daily practice.

The objectives of this type of approach are to spread the culture of theatre, music and other arts from the earliest years of life, to experiment with the globality of expressive languages and to foster an authentic relationship between adult and child through play and shared educational animation.

To build a community of life, which is also an educational context where boys and girls begin to get to know each other, to build meaningful relationships with peers and other adults and to learn about the world around them, it seems to us necessary to use those tools that expressive and artistic languages provide - such as singing, movement-dance, dramatization, animation, etc. - to involve children in fun and stimulating activities to be carried out together in their day in educational services.

Doing together, with the aim of representing a story, becomes an opportunity for a good welcome, mutual recognition, an appropriation of the environment and for various reasons of activities that implement the expression and development of language, which they encourage reflection and knowledge of nature and other beings, which bring together moments with a strong emotional and affective connotation to be shared together.

In the same way, workshops can be organized that involve the participation of families and which re-propose with the participation of parents and children's reference figures some of the activities that we carry out every day with our little ones to bind everyone in a sense of true educating community. children and adults who attend our service.

The tools we plan to use are:

- Songs and music of the traditional folk,
- Puppets, shapes, figures from the puppet theatre;
- Themes from traditional myths and fairy tales.

14:15-15:30

LUNCH BREAK AND COFFEE

15:30-17:00

ORAL PRESENTATIONS – Parallel Session 1

(Room 306, Third Floor)

INCLUSIVE EDUCATION AND EQUALITY

Chair: **Mary Moloney**

Advantages and limitations of inclusion programs in French preschools

Gilles Pétreault: Vice-President OMEP France, Honorary State Inspector

Some features of the French system promote inclusion for young children, mainly universal access to preschool education (free access and mandatory enrolment from 3 years old) and strong public policies to compensate people's disadvantages and give everyone the same chance of success.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Implementing such policies suppose accurately designed programs with criteria (children's characteristics, access conditions, professionals involved, specialised activities, time span...) and planning provision.

For children from 3 to 6 years old, in a system organised by class (a stable group of children, usually of the same age, a unique educator during schooltime, with generally an assistant for each preschool class) and a strong inclusion policy focused on education in an ordinary group, various programs can occur:

- Pedagogical arrangement in the class, depending on individual projects for special needs and sick children.
- Help of different kinds of professionals, in the class or the school, for children with learning difficulties or with special needs: psychologists or pedagogist trainers from the specialised support service ('réseau d'aides spécialisées aux élèves en difficulté'); mainly, and more and more, school helpers for children with special needs (AESH: accompagnants pour les élèves en situation de handicap).
- Enrolment in a special class or institution, in part or full time; special structures are rare for young children: some special classes exist (for instance teaching sign language, children with autism) and some children are educated in institutions.
- More provision and programs for schools belonging to disadvantaged areas (priority education zone): improved children/teacher ratio, for all the school or for a particular level, more time without class for heads, enrolment of children from 2 to 3 years old.

Such programs have a direct effect on the relationship of the children with their peers, in the organisation of classes and schools, on the implementation of the curriculum, on the relation of professionals in the classroom and with children, also with parents.

Beyond the real possibility to implement these programs everywhere (provision and local conditions; training and certification for educators/teachers and other professionals; ability to consider such diverse individual projects in the same group), the presentation will aim to identify the advantages and limitations of such programs in terms of inclusion (consider individual features; propose challenging situations for the child's development; ensure the quality of the learning process and ability for children; belong to the education community) and try to underline best practice.

Challenges of inclusive education and equality and advantages to adopt it at kindergarten

Nathalie Lieke Mahoya Elambo: Kindergarten director at college Samuel Levi/Kinshasa and Director of the Hadassa Training Center, Democratic Republic of Congo

According to UNESCO, inclusive education is a system that allows schools to serve all children, especially those with special needs, including children with disabilities. Inclusion is all about ensuring that



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

every child, adolescent and youth, has the same importance within the education system. UNESCO studies in 2020 say that even with the best will in the world and high-level commitment. What is really happening in its implementation in our school systems? Are our school programs flexible enough to incorporate a special curriculum with appropriate materials, a trained and knowledgeable professional and a suitable school environment? From what level of education can we appropriate it? Our experience in early childhood since 2004 to date has enabled us to supervise and support preschool children with learning difficulties at all levels; children with autism, physical disabilities, hard of hearing, visually impaired, with dys disorders (dyspraxia, dyslexia, dysphasia, etc.). We have previously agreed to include them in class groups through school regulations, inform teachers and other school staff, parents of students with no apparent learning difficulties or disabilities as well as all students. I take the case in point, of a little girl who had growth difficulties and a problem of dyspraxia which led to dysgraphia; helped by her classmates and teachers in the prose of the notes and the socio-affective care, she was able to progress in her school course later, helped by a school life assistant. later, she could not have her baccalaureate but organized an NGO helped by her mother and some teachers. This allowed her to realize her dream: the schools of the heart in kinshasa which are structures allowing hospitalized children to continue the school curriculum during their hospitalization. My presentation will therefore focus on my personal experience of the application of inclusive education, the encouraging results obtained, the difficulties encountered and the suggestions as to the material and training needs to be met; Certainly it is a global challenge, but daring to take up this challenge allows us to experience the beauty of this education which allows disadvantaged children to raise their self-esteem and those who have no visible handicap to realize that differences can be assets, develop altruism and respect for differences very early on to be effective later and at ease in any social group in working life. Develop the joy of being of service and empathy.

Inclusive early childhood education – how to get everyone included? Good practices in Helsinki

Emmi Hellsten: Project Manager in inclusive early childhood education development work, Finland

Oral presentation about how inclusive operational culture is developed in Helsinki by presenting tools and other good practices. Focus in the development work is co-operation with ECEC professionals and child's participation.

During the development work we have built tools that help to promote, evaluate and develop inclusive operating culture in the daycare units. One of them is KAMU- evaluation tool that has been created to facilitate evaluation and development concerning inclusiveness in the child groups.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

KAMU consists of six sections:

1. Social learning environment
2. Communication possibilities
3. Physical learning environment
4. Leadership
5. Involvement of families
6. Child's involvement
7. Psychological learning environment

KAMU- evaluation tool is practical to use in every child group and ECEC unit. The main idea is that educators identify the strengths and the areas of development of their own work regarding inclusion. It also helps educators to recognize the extent of the inclusive operating culture.

Other tools/practices for presentation:

- Handbook – support for child in Helsinki ECEC
- Checklist for pedagogical methods that promote inclusive operational culture
- Knowledge sharing in workshops
- Continuous training for early childhood educators

Background:

In Helsinki we think that inclusive early childhood education covers the whole operating culture which is inclusive for each child, family and staff member. It is the value base for the whole system but also those daily pedagogical practices and choices. Everyone working in ECEC could promote inclusive early childhood education. It is our duty to enable participation for each child as their own individual selves.

Education division at City of Helsinki has received funding from the Ministry of Education and Culture to develop inclusive early childhood education in the ECEC operating culture. Funding has made it possible to hire pedagogical experts to coordinate the development work and to organize high-quality training for ECEC personnel.

Playing with gendered toys and stereotypes: think outside the pink and blue boxes: gender equality through a lesson plan in early childhood education

Vassiliki Pliogou: President of OMEP of Central Macedonia, Assistant Professor, University of Western Macedonia, Greece

Sophia Tromara: Dr. of Educational Sciences, Aristotle University of Thessaloniki, Greece

Gender equality promoted through gender mainstreaming has been for many decades part of the local and global agendas. National and global policies have initiated strategies to promote gender equality in all sectors of human life, such as the economic, political, educational, and social, while aiming at the attainment of sustainable development and safeguarding human rights. Education has been the most prominent field for combating various manifestations of gender



Organisation Mondiale pour L'Éducation Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

inequality, to raise awareness on the unequal power relations, deconstruct social norms and discriminatory practices, beliefs and stereotypes which construct, reconstruct, and perpetuate inequitable power relations and social exclusion, promoting the right of girls and boys, women and men to an equitable and inclusive education and lifelong learning of high quality. Having capitalized the added value drawn from global experience, extensive research and implemented policies and strategies, education aims not only to the transmission of knowledge and skills concerning gender equality, but also to the empowerment of girls and boys to accomplish social transformation. Early childhood is a crucial age for young children as it is a period of accelerated physical growth and accumulative cognitive, social and psychoemotional development, where children absorb socially constructed gendered norms, values, ideas, beliefs, stereotypes, and attitudes. Gender transformative approaches along with gender flexible pedagogy should start early in early childhood education, as it provides, through various interventions which involve children's toys, play and storytelling, an immense opportunity for educators to construct gender equitable and respectful perceptions and attitudes. Play, either through toys, games and/or activities, has a decisive role in children's development and socialization, while consciously or unconsciously it reinforces gender stereotypes that intersect with other categories, such race, ethnicity, disability, can provoke harmful and unhealthy attitudes and behaviour, and affects future academic and/or occupational choices and plans. The specific paper proposes a coherent lesson plan for pre-primary education, ages 6-8, that focuses on how children perceive and respond to gendered toys and the gender binary division which is extended to all products consumed and used by children. The suggested set of multimodal activities aim to explore children's views on gender stereotypes, raise awareness against bias, challenge the segregation of girls and boys around play and toys that is largely mobilized by marketing and the Media, promote collaborative learning and create a transformative learning environment through the use of common materials.

Exploring equality and quality within inclusive practice in Early Childhood Care and Education within the Irish context

Sarah O'Leary: Lecturer in Early Childhood Education, Mary Immaculate College, Limerick, Ireland

Mary Moloney: President of OMEP Ireland, BA ECCE Course Leader

This paper explores the, sometimes fraught, relationship between the concepts of equality and quality in the experiences of children with additional needs within the Irish early years education system. Bronfenbrenner's (1979) Ecological Theory of Human Development is presented as an integral tool in understanding the children's and families lived experiences of equality and quality within inclusive



education. This ecological stance facilitates the exploration and interpretation of the action inherent within the interconnected social systems of these young children's homes, educational settings, communities and wider society. It also facilitated a critique of the relationship between equality and quality in these young children's ECCE experiences. A particular emphasis is placed on the macro influence of policy (DCYA, 2016a; DCYA, 2016b; DES, 2017) on the microsystems of these children and families throughout.

The research is underpinned by critical narrative inquiry, whereby, the importance of narrative (families' experiences) and grand narratives (wider social issues) permeate the methodology and associated methodological tools. Through an analysis of narratives, parents' experiences reveal the presence of conflicting and contradictory perspectives and action at macro-level that, in some instances, resulted in the exclusion of their children from education settings and in other instances, ensured their equality of access and opportunity. A child-centred narrative analysis offered further insight into these young children's experiences of inclusion, and indeed exclusion, and highlighted how, for them, experiencing quality education relied heavily on the action that individual parents and educators took to ensure equality of access, opportunity and outcome.

Public Sector Duty in relation to access to education for Traveller Children in Ireland

Denise Baker: Lecturer/Researcher, OMEP Ireland

Section 42 of the Irish Human Rights and Equality Commission Act 2014 states that:

All public bodies in Ireland have a legal responsibility, under section 42 of the Irish Human Rights and Equality Commission Act 2014:

- a) To eliminate discrimination,
- b) To promote equality of opportunity and treatment for its staff and the persons to whom it provides services, and
- c) To protect the human rights of its members, staff, and the persons to whom it provides services.

The Public Sector Equality and Human Rights Duty 2014 upholds an important role to eliminate discrimination, promote equality, and protect human rights of staff and service users and when introduced, was the first time all public bodies in Ireland including the Department of Education were required to perform and carry out services in a non-discriminatory and inclusive way, and protect the human rights of the children accessing the services. The Traveller community, as service users are among the most vulnerable, and most discriminated clients who interact with mainstream services that are not designed to meet their specific cultural needs. One of the reasons for the introduction of the Public Sector Equality and Human Rights Duty (2014) was therefore, to create confidence, of equal and fair



treatment from public bodies. However, nine years later these anticipated changes have not come about, and policies remain steadfastly out of sync with the national Traveller inclusion policy.

The research for this report was participatory and Traveller-led, based on the principle of “nothing about us, without us,” and was comprised of focus group discussions with Travellers, questionnaires completed by Travellers on their experiences of accessing public services, key informants (public sector) interviews, and a literature review. One of the key messages which Travellers stressed during the research was that the system has failed them. Travellers are not to blame for their lack of education. It is the responsibility of the State to provide the necessary systems to support Travellers. It follows that the overall aim of this research is to promote the accountability of public sector bodies regarding their statutory obligations to ensure equality and non-discriminatory access for Traveller children and their families in Ireland to education from the early years onwards.

Children at Risk of Social Exclusion in Institutional ECEC

Ivana Visković: Assistant Professor, Faculty of Humanities and Social Sciences, University of Split, Croatia

Enrolment in institutional early childhood education and care (ECEC) is the right and need of all children (Convention on the Right of the Child, 1989). In the Recommendation of the EU Council (2019) the importance of institutional ECEC as one of the ways of equalizing the educational opportunities of the individual, and starting point of education as lifelong learning process, is emphasized. Early involvement in the ECEC setting is interpreted as “a key instrument for fighting inequality and educational poverty” (The Recommendation, 2019, (4). The availability and accessibility of the system facilitates the inclusion of children in the setting.

It is reasonable to assume that involvement in ECEC is not enough and that the key factor is quality. The quality of institutional ECEC can be analysed in the dimensions of structure, educational process and educational outcomes. (European Commission, 2014).

Children’s well-being from ECEC setting involvement is greater for those children who grow up in various unfavourable conditions and at risk of social exclusion (RSI), with particular sensitivity to the quality of ECEC pedagogical practice. Children at risk of social exclusion often have deviant developmental status (lower or higher than chronological age limits), low socio-economic status, belong to groups of minority cultural origin and/or are exposed to unfavourable family relationships and poor-quality parenting.

The quality of pedagogical practice, especially for children in RSI, is related to the quality of the relationship between teachers and children, and children themselves. It is visible in the methods of communication and support activities. Support



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

activities are aimed at empowering children (development of an affirmative identity, self-confidence and self-esteem), development of resilience (resistance to change) and social interactions that contribute to mutual trust. Respect for diversity and the promotion of educational approaches that reflect the developmental, cultural, linguistic and other diversity of children and their families are encouraged.

Quality involvement of children in institutional ECEC implies inclusion as equal involvement of all stakeholders in the process - children and families. It positively correlates with the current and long-term well-being of children. Current well-being is recognizable in the development of children's socio-emotional competences and initial educational achievements.

This work is part of the project "Model of response to the educational needs of children at risk of social exclusion in institutions of ECE" funded by the Croatian Science Foundation.

15:30-17:00

ORAL PRESENTATIONS – Parallel Session 2

(Room 305, Third Floor)

MULTICULTURALISM AND MULTILINGUALISM

Chair: **Chrisa Nitsiou**

The bilingual education program "Bilingual Preschooler" as a pedagogical innovation in pre-school in Poland

Agnieszka Szplit: Associate Professor, Jan Kochanowski University of Kielce, Poland

The EU's language policy promotes teaching and learning of foreign languages to children at their early ages to prepare them for life in an increasingly global society. Learning about different cultures can help children understand each other and bilingual education can offer them a solid base for an international future.

Bilingual education and language immersion result in improvement of language skills, understanding and respect for other cultures, and bring a great variety of cognitive, social, personal, and economic benefits (Bertelle, 2011; Bialystok, 2011; Bialystok & Barac, 2012; Castilla, Restrepo & Perez-Leroux, 2009; Kovacs, 2009; Zurer-Pearson, 2013). There are many studies exploring the positive impact of bilingualism.

The training of bilingual competences should take place in preschool context and everyday activities, and not be limited to foreign language education. However, in Poland, there is a high number of preschool teachers not prepared to work in bilingual learning environments. The preschool teachers struggle with a number of issues related to their misbeliefs concerning teaching foreign languages, lack of understanding of English, the need of changing teaching methods, and a lack of understanding how to integrate English and preschool teaching content.



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World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

The speakers will provide an overview of bilingual education theories and examples of good practices of foreign language teaching to young learners (Szpotowicz & Szulc-Kurpaska, 2009; Gładysz, 2009). The speakers will characterize the supportive educational environment and show the way learning English becomes similar to the mother tongue acquisition. They will also provide a model of innovative language immersion pre-school education and present a program called “Bilingual pre-schooler”. It uses an innovative learning platform and provides a wide range of teaching materials for use in preschool education, together with know-how and real scenarios. The speakers will analyze the experiences of the activities undertaken in several kindergartens in Poland. They will evaluate the effectiveness of the program from various points of view: institutions’, teachers’, parents’, and children’s. During the presentation, authentic materials and recordings made in kindergartens will be used. The speakers will recommend that bilingualism should become the basis for preschool curriculum development as well as be embedded into a coherent teacher education curriculum.

Providing equal opportunities in diverse multilingual class-room environments

Eleni Alifieraki: Early Years Teacher, OMEP UK

In a conversation about quality and equality in early childhood education the multilingual class diversity couldn’t be neglected. Nowadays, in a period of intense social change, the notions of bilingualism and multilingualism make part of the present-day school’s reality, as part of children’s linguistic reality, which affects the whole school community.

For children with a migration background bilingualism is not a choice. They must adapt in a school environment where the spoken language is not their native language. Under these hard conditions they are expected to make academic progress and thrive. These children go through the school life in an effort of chasing constantly a moving target. That requires always extra time and extra hard work, plus the fact that it doesn’t feel like sharing equal circumstances in their group, or in class.

The increased educational needs make the teacher of nowadays needing support when facing these kinds of challenges. Therefore, there is the need of a linguistic approach different than the one of the traditional education. The approach of languaging and translanguaging offers the possibility to the pupils and all the members of the school community to communicate effectively and actively.

That is to say, to move freely back and forth with their spoken languages, to use their existing linguistic and cultural knowledge in an effective and energetic way; in general to use their linguistic potential in order to make good progress in school. This approach



acknowledges bilingual children's individual needs, focuses on the social and communicative aspects of all languages, encourages and activates the sense of belonging in an equal communication, in a respectful, welcoming and embracing environment.

From the perspective of an early childhood teacher with experience in a variety of multilingual environments, this presentation aims to highlight some of the teaching methods and techniques that will help to adapt alternative educational strategies in order to build up confidence and enhance positive attitudes to learning in a multicultural and multilingual early years class. Teachers of nowadays need to be in tune with the changes, which means to be resilient and flexible, in order to turn the linguistic challenges into a rich positive experience and academic success.

Key words: multilingualism, bilingualism, communication, language, translanguaging, diversity, differentiation, inclusion

An image is worth a thousand words. Using visual methodologies to engage with refugee children

Siska van Daele: Senior Researcher, Research Centre 'Pedagogy in Practice', Karel de Grote University of Applied Sciences and Arts, Belgium

One of the main goals of participatory research is to find ways to enable listening, give voice, appreciate multiple perspectives, appreciate silence, even. In short, participatory research has to enable participants to be approached as experts of their own experience (Gilligan & Eddy, 2017). Methodological challenges rise time and again. When the respondents do not master the institutional language of the country where the research takes place, for instance, or when the participants are part of a volatile, mixed-age group whose composition changes throughout the study.

In this presentation we draw on an experiential, participatory action research about the wellbeing of refugee children who live in reception centres in the province of Antwerp in Flanders. Participants are 34 children, aged 6-12 years old, from 15 different countries. We will not focus on the results of the study, however. Instead, we will discuss the multimodal method of listening we co-constructed with the children to enable equitable discussions about their wellbeing.

To increase mutual understanding, confidence and self-advocacy we made use of photovoice and photo elicitation from the onset of the study. After careful evaluation of the first research phase, however, we adapted the original protocols and added a variety of arts-based inquiry techniques and pedagogical documentation to our methodological repertoire (e.g. Belluigi, 2018; Flear, 2014). We found that the refugee children's talent for narrating with images was worth a thousand words and tied in with their agency and their capacity to advocate for and co-design small exploratory pedagogical interventions that improved their wellbeing.



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

During the presentation we will discuss the methods we used and address questions pertaining to methodological protocol, and the need for flexibility and responsiveness in participatory action research with multilingual refugee children.

Creative digital tools of 21 century in Language Learning

Chryso Constantinou: Spanish Teacher, English School of Nicosia, Cyprus

Living in an increasingly globalized world, it becomes more important than ever for students to be prepared for a very demanding working environment.

What was thought for university, career and life is no longer enough to be taught by the book. It has been demonstrated that to meet current demands and success in today's world, we must go beyond academics which means that we are now asked to develop lifelong skills.

Students who possess growth mindset are empowered to approach their future with confidence dream big and achieve big.

The "base" of 21st century learning is the acquisition of key academic subject knowledge, with additional skills including Learning Skills (4Cs: critical thinking, creativity, collaboration, communication), Life Skills (flexibility, leadership, initiative, productivity, social skills), and Literacy Skills (information, media, technology).

Students are expected to master these skills while learning core subject content in meaningful, interdisciplinary way for this reason teachers are expected to use these guidelines, known as the "P21 Framework", as a foundation for developing curriculum, assessments, and standards.

In this proposal we are focusing on the component of creativity (produce new and original concepts) and especially in ideas generation, design, collaboration with others, production, and innovation.

We are going to explore how students can produce their own design as part of a project-based learning and be engaged by adding colors and features that fit to their personality. In this way students can "articulate" concepts in a clear and intuitive way demonstrating what they have learned.

Students become design thinkers coming up with their own background, font, style, color scheme and content layout and they successfully record their learning. They can even interact with viewers of their work with emojis to show how appealing it is to them. It is also important to highlight where they can download images or even create animated images and always remember to credit the owners.

KEYNOTE SPEAKER 3

(Room 306, Third Floor)

Chair: Maria Vassiliadou



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Building resilience in children: Teamwork between parents, teachers and mental health professionals

Dr. Machi Cleanthous: MD, Consultant Child and Adolescent Psychiatrist

Resilience is the process, and the outcome, of adaptation to challenging experiences. Fundamental prerequisites are the emotional, behavioral, and mental flexibility of a person, as well as the ability to adjust accordingly to internal and external challenges. Research suggests that Resilience can help protect us from various mental health conditions, such as depression and anxiety. Research also suggests that the resources necessary for increased resilience can be cultivated and that the skills required can be practiced.

From my point of view as a child psychiatrist, mental health professionals are approached when the mental health of a child is already damaged or at stake. Although we know that prevention is preferable to treatment. This keynote lecture will discuss how resilience is built in children and how the cooperation between parents, teachers, and mental health professionals is of outmost importance to achieve the aforementioned.

20:30 *Optional dinner at an extra cost*

GALA DINNER
KARATELLO TAVERN, LANITIS CAROB MILL COMPLEX
Vasilissis Str., 3602 Limassol



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

SATURDAY 6/05/2023

Frederick University, Limassol campus

Mariou Agathagelou 18, Agios Georgios Havouzas
3080 Limassol

08:30-09:00

REGISTRATION

09:00-10:30

ORAL PRESENTATIONS – Parallel Session 1

(Room 306, Third Floor)

PLAY AND LEISURE TIME IN SCHOOL AND FAMILY ENVIRONMENT
HEALTH PROMOTION IN EDUCATIONAL SETTINGS

Chair: **Rita Panaoura**

Perspectives on play: the view of the official Greek kindergarten curriculum texts, Greek kindergarten teacher's definitions

Panagiota Georgopoulou: Kindergarten Teacher, Graduate Student, STEM Education & Educational Robotics Systems, National and Kapodistrian University of Athens, Greece

Angeliki Vellopoulou: Laboratory Teaching Staff Member, Department of Educational Science and Early Childhood Education, University of Patras, Greece

Play is considered so important for child development that it has been recognized as a right of every child (1). Great pedagogues such as Froebel and Montessori, as well as scientists who studied human development and epistemology such as Piaget and Vygotsky, also engaged in the study of play. As children play and interact with objects, peers and adults, they develop and learn, they test possible solutions to problems and conflicts, they test their capabilities and ideas, they act creatively and express their initiative. Play is one of the most important functions for the holistic development of the individual. It is considered a situation in which children learn and acquire academic as well as social skills effortlessly and in a pleasant, happy mood. Official kindergarten curriculum texts, also seem to support this view. It is generally accepted that play supports children's social / emotional development and is closely related to learning. The attempt to define play is a difficult process, and it seems that there is no common agreement among researchers, because play is a particularly multifaceted and complex activity. However, in the relevant literature one can identify a common element: play is always combined with learning. For this reason, it is often considered as a quality indicator of the education provided. We



can distinguish two main factors that may influence the education provided in kindergarten schools: the current curriculum framework and teachers' choices. The relationship between play and learning reflected by the curriculum texts is important, but more important is the point of view of the teachers themselves, as they are responsible for implementing the curriculum in everyday practice. The purpose of this paper is to study how the official Greek kindergarten curriculum texts and Greek kindergarten teachers define play. A qualitative research process was followed to examine in depth the research questions. Thematic analysis was used in order to identify the official curriculum texts' perspective on play. Forty semi-structured interviews with kindergarten teachers were conducted and analyzed. The participants' responses were coded and categorized according to relevant emergent themes. According to the research results play is considered by the official texts mainly as a way of learning, whereas the teachers define play as entertainment and relaxation, or as a teaching means. Some teachers associate it only with organized play and teaching, a few with free play, and a few believe that play is a complex activity.

Play is the work of the child

Sarah Cummins: Senior Lecturer & Educational Consultant ---
Leeds Trinity University, UK

My presentation would focus on the concept that Play is a child's work and I will look at this through the Montessori lens. Young children learn through play and Montessori believed that children learn best with purposeful, hands on and age-appropriate activities. A child's play should be self-driven but for this to be successful, the child needs to have access to a prepared environment that is designed and equipped to meet their developmental need. I will look at Montessori's work of the young child's stage of development and sensitive period and explore how a Montessori environment meet these needs of the young child. The environment is prepared for the child to be engaged and develop their focus and concentration but also their internal desire to learn and grow.

The environment offers freedom within limits and enables the child to be independent.

The adult in the environment is seen as the guide or facilitator, there to guide the child to their work. The adult is responsible for preparing the environment, so it is vital for adult to really know their children. The environment can meet the needs of individual children and follow their interests. Each child is on their own journey and they are not compared to their peers. The adult knows the child's starting point and through 1:1 work and observation, can track their progress.

How we, as adults, address play needs to change in order to see its true value. Children do not need to be scheduled into activities



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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

throughout the day. In the right environment, the children should be free to choose their work or free time.

I will also explore how a child grows immensely through observation of their peers. This time is crucial in their development, yet traditional a child who is not seen as 'busy' is considered to be wasting time or off task. This is an unhealthy outlook and negative for a child's wellbeing.

In a world that is constantly busy, children need to learn to be calm. Freedom to take that time in school and at home is vital for their development.

I will address how this can be adapted in the home environment and traditional settings easily and without much expense.

Throughout the presentation I will also address how a child's wellbeing and mental health needs is met through the environment that meets their needs through purposeful play.

Play: Bridging the gap from Kindergarten to Primary School

Effrosyni Katsikonouri: President of OMEP Greece, School Principal, Ph.D Cand. National and Kapodistrian University of Athens, MSc in Education, Legal Adviser

Looking back in the past we notice that ancient Greeks primarily paid much attention on the importance of play, having integrated games in children's edification program, considering that they practice both spirit and body and that they develop fellowship and discipline. In ancient times boys used to play outdoor team games like hide and seek, tag, ball and spinning top. On the other hand, girls played with dolls made of wax or clay which they called "plagones", or played with hoops and replicas of household items.

Nowadays, in an era when globalization prevails, society has been transformed into a common financial, political and cultural territory in which technology has become an indispensable part of daily life. In this sense, the form and nature of play has also changed promoting many times lonely use of consumer goods, causing adults to worry and be skeptic.

Play is a basic axis of the analytical syllabus in kindergarten. In the other grades of education such as Primary School where learning is more school-like, learning through play is minimized or not at all used depending on the syllabus of each country. This empowers the existing difficulty faced in the transition from Kindergarten to Primary School.

And the question is: Could play become the bridge so as to achieve a smooth transition from Kindergarten to Primary School?

This study will focus on the way in which students could be taught in a playful manner according to the syllabus of the first grade of Primary School, so as to facilitate the passage of preschoolers to graded school. Education and learning of the teaching subjects of first grade in Primary School which is conducted in a sterile way today, will be mastered through play, stimulating children's interest for learning and



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Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

thus helping the smooth transition from Kindergarten to Primary School.

The need for central, governmental education planning will be featured, so that analytical educational syllabuses will be planned accordingly, including play as a major means in educating students in Primary School.

Play-based activities at the age of infancy. Non-formal learning and the parental involvement

Rita Panaoura: Professor Mathematics Education, Frederick University, OMEP Cyprus,

It is worldwide accepted that the development of mathematical competencies begins at birth, as part of the children's non-formal learning which concentrates on the investigation and exploration of the surrounding environment. The development of mathematical skills at the children's first years of life is usually examined by cognitive and developmental psychology and it started to concern formal education more recently. One of the main issues is the starting point of what we call "education" and the development of Curriculum for early ages as part of the formal or the informal teaching. A different important issue is the parental involvement on children's learning through the daily play – based activities as part of the non-formal learning.

We believe that a more explicit bridge is needed to connect the early nursery education with the preschool education and probably with the early primary school education. Both researchers and practitioners in the field of nursery education and mathematics education need to work further in order to balance the play-based pedagogy and mathematics as a curriculum discipline

The present paper concentrates on the ages of infancy (11 months – 2 years) and the nursery teachers' good practices in order to guide parents to involve positively through everyday activities at their children's informal learning. We believe that there are everyday play-based activities which can fulfil the infant's interest and motivation to participate actively. Play and math can be a powerful and dynamic combination of learning with the contribution of nursery teachers and parents under an informal and nonformal framework.

Nutrition Education Intervention to promote nutrition knowledge and healthier eating habits in preschool children

Panos Constantinides: Assistant Professor, Frederick University, OMEP Cyprus

Several factors may influence children's nutritional habits as they grow up, such as parents' food choices, lack of knowledge, TV ads, and



other. Since children spend half of the day at school, in a setting where education grows, it seems reasonable to expect that school settings may be the key to improving children's nutrition knowledge and consequently, their nutritional habits. Therefore, the purpose of the intervention study was to promote nutrition knowledge and healthier eating habits in preschool children in Nicosia, Cyprus. For that purpose, 164 preschool children (74 boys and 90 girls) 3-6 years of age were randomly selected among private schools in urban settings in Nicosia. Children's nutrition knowledge was recorded, in collaboration with school teachers, before and after the intervention program. In addition, nutrition information was given by the parents for their children before and after the intervention program, using the 3-day dietary recall. The intervention program included a series of activities in school, such as acquaintance with the food guide pyramid, acquaintance with the fruits and their colors, acquaintance with the vitamins, preparation of a fruit salad, design of fruit posters, acquaintance with vegetables, fruit and vegetable parade, growth of a vegetable garden, creation of a fruit-piggy bank and trips to vegetable and fruit gardens. The duration of the intervention was six months, to allow children sufficient time to assimilate knowledge about a balanced diet and furthermore, for frequent consumption of fruits and vegetables, instead of any other pre-prepared foods and snacks. The results of the study were quite encouraging, since there was a significant improvement in children's knowledge of nutrition issues, such as the consumption of fruits and vegetables, in terms of number and variety, and the reduction of the consumption of pre-prepared foods and sweets. The intervention program revealed that effective nutrition intervention in preschool children has the potential to positively influence their nutrition knowledge and eating habits towards healthy eating. When the intervention is organized in a simple and comprehensible way for children's age and knowledge level, in a playful and joyful manner, it may bring about significant changes in their knowledge and their diet. The results of this research, however, raised the following question: Could the implementation of a similar program in all kindergarten settings, organized by the Ministry of Education, have a positive effect on children's knowledge and eating habits and furthermore, the prevention of childhood obesity?

Promoting physical activity in ECEC - Finnish Joy in Motion programme

Nina Korhonen: Chief Specialist, Joy in Motion programme, The Finnish National Agency for Education and JAMK University of Applied Sciences, Finland

The Joy in Motion programme was launched in 2015 with the aim of enabling every child to enjoy physical activity and get sufficient exercise every day. Approximately 71% of all ECEC units in Finland



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World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

participate in the programme. The programme is based on the new act on early childhood education and care, the national core curriculum for early childhood education and care and the recommendations for physical activity in early childhood. The work and its impacts are carefully monitored by an evaluation framework that combines self-evaluation and research. The programme is coordinated and funded by the Finnish Ministry of Education and Culture. The latest updates of the Finnish recommendations for physical activity in early childhood were published in 2016 with the key message 'Joy, play and doing together'. Daily physical activity is just as important for children's well-being as healthy nutrition and sufficient sleep and rest. The presentation discusses the current state of the programme and provides concrete examples of the programme's work in practice. Recent research has shown that most young children do not participate in the recommended level of daily physical activity (WHO 2019). A majority of children spend a large part of their day in early childhood education and care (ECEC) units, so ECEC units are appropriate venues in which to promote children's physical activity. Physical activity in ECEC has been highlighted as a focus area of Finland on the Move, a government programme with the aim of enabling every child to enjoy and get sufficient physical activity every day. The free programme offers concrete steps and objectives for creating a physically active learning environment and operating culture. The programme combines the integration of activities into everyday life, broad-ranging development work and doing things together in its central method for the development of a physically active operating culture. Each municipality and ECEC unit can develop the active culture in its own way. Adults are responsible for supporting children's wellbeing, health and learning, so that every child's right to be physically active and play every day is ensured. The Joy in Motion self-evaluation survey enables the participating ECEC units to plan and evaluate their activities and provides a picture of the current preconditions for physical activity in ECEC units in Finland. An efficient physical activity promotion programme needs multilevel national and local actions to increase children's possibilities to reach their daily amount of physical activity.

09:00-10:30

WORKSHOP 3 (in Greek language) – Parallel Session 2
ΕΡΓΑΣΤΗΡΙΟ 3 (στην ελληνική γλώσσα)
(Room 06A, Ground Floor)

Υιοθετώντας το θεωρητικό πλαίσιο του family musicking στο νηπιαγωγείο: Από τη θεωρία στην πράξη

Maria Papazachariou-Christoforou: Assistant Professor of Music Education & Pedagogy, European University, Cyprus
Revekka Paraskeva: Music Educator & Special Educator, Kentro



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Επιτροπή Κύπρου

AMEA Ayios Lazaros, Cyprus

Η έννοια της μουσικοτροπίας (musicking) (Small, 1988) αναδεικνύει ότι η πράξη του μουσικείν αποτελεί ένα πανανθρώπινο φαινόμενο, μια κοινωνική δραστηριότητα όπου τα άτομα που συμμετέχουν σε αυτήν δημιουργούν σχέσεις με τους ήχους και τους συμμετέχοντες σε αυτή τη διαδικασία. Η μουσικοτροπία αντικατοπτρίζει απόλυτα τον φυσικό τρόπο που τα παιδιά εμπλέκονται σε μουσικές δραστηριότητες και συμπεριφορές από τη γέννησή τους, με ένα ρευστό, ενσώματο, πολυτροπικό, και σχετικό με το πλαίσιο, τρόπο (Young & Ilari, 2019).

Η θεωρία του *family musicking framework* που αναπτύχθηκε πρόσφατα από την Koops (2020), παρέχει μια νέα προοπτική για την κατανόηση της χρήσης της μουσικής σε διαφορετικά πλαίσια, όπως το σπίτι, ή το νηπιαγωγείο, υπογραμμίζοντας ότι πέραν από τη μουσική ανάπτυξη των παιδιών, η χρήση της μουσικής προάγει την γενικότερη τους ανάπτυξη. Η επικοινωνιακή μουσικότητα (Trevanthen & Malloch, 2002) που αναπτύσσεται μεταξύ βρέφους και ενήλικα φροντιστή/ γονιού, αποτελεί κοινωνική-πολιτισμική πρακτική και διαδραματίζει σημαντικό ρόλο στην ανάπτυξη των παιδιών. Περιλαμβάνει επικοινωνία συναισθημάτων και *αφηγήσεων* σε μια διαδικασία συντονισμού, διέγερσης και προσοχής μεταξύ παιδιού και φροντιστή/γονιού, που χαρακτηρίζεται από μουσικότητα. Θεωρείται μια υγιής αλληλεπίδραση μεταξύ φροντιστών και βρεφών και φαίνεται να αποτελεί ένα ουσιαστικό εργαλείο για να χαλαρώσει και να ηρεμήσει το μωρό και να ρυθμίσει τη συναισθηματική του κατάσταση, υποστηρίζοντας την καθημερινή του φροντίδα. Η γνώση της επικοινωνιακής μουσικότητας προσφέρει το πλαίσιο μέσα στο οποίο εκπαιδευτικοί και παιδιά στο πλαίσιο της πρώτης αγωγής και εκπαίδευσης, μπορούν να συντονιστούν μέσω μουσικών δράσεων, για την ενθάρρυνση της μαθησιακής διαδικασίας.

Καταδεικνύεται ότι η ενσωμάτωση μουσικών ρουτίνων που μπορούν να ενσωματωθούν στο πλαίσιο πρώτης αγωγής και εκπαίδευσης, ισχυροποιούν τη δυαδική σχέση εκπαιδευτικού-μαθητών, υποστηρίζοντας τη συναισθηματική, γνωστική και κοινωνική ανάπτυξη των παιδιών. Η παρουσίαση έχει στόχο να αναπτύξει το θεωρητικό πλαίσιο της έννοιας του *family musicking* εστιάζοντας στο πλαίσιο του νηπιαγωγείου και να συζητήσει τρόπους αξιοποίησής του με παραδείγματα πρακτικών δραστηριοτήτων που μπορούν να αποτελέσουν χρήσιμες εμβόλιμες μουσικές ρουτίνες στο καθημερινό πρόγραμμά του.

10:30-12:00

ORAL PRESENTATIONS – Parallel Session 1

(Room 305, Third Floor)

MENTAL HEALTH AND RESILIENCE IN CHILDREN AND EDUCATORS

Chair: **Ntina Kourmoussi**



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Strengthen the capacity of early childhood practitioners to provide psycho-social support

Aljosa Rudas: Program Manager, International Step by Step Association –ISSA, Netherlands

Since the incipit of the conflict in Ukraine, in late February 2022, ISSA has been able to activate a wide range of resources and collective actions and mobilize partners and its members to respond to the consequences of the war on young children and their families who remained in Ukraine or fled abroad. Among several actions, ISSA has worked to empower carers (parents and the workforce) to support young children who have been through terrible trauma, using child-responsive, play-based, and trauma-informed approaches and practices.

With support from War Child Holland, Amna, and UNICEF ECARO, ISSA developed the *Foundational Training on Psychological First Aid and Trauma-Informed practices* to promptly respond to the high demand for capacity building among early childhood development (ECD) professionals. The training brings early childhood practitioners closer to understanding the impact of war and trauma on children and their caregivers. It enables professionals to provide attuned practices to appropriately approach children in distress and equips them with tools and ways in which they can protect themselves from stress and burnout.

The Training of Trainers (ToT) is meant to equip experienced trainers with core content to be used in training ECD practitioners working in formal or non-formal early childhood services with children under six years of age and their caregivers who may have lived traumatic experiences.

Up to this point, the training has been brought to 8 countries (Ukraine, Bulgaria, Slovakia, Romania, Moldova, Poland, Hungary, and Czech Republic) to be roll-out at the country level within a cascade model; 140 experienced trainers completed the training and became part of a learning community who receives technical and programmatic support on an ongoing basis. Moreover, a training package, comprising training modules, recordings, and a training guide, as well as other relevant and practical resources for practitioners to be used in their daily work with children and families affected by trauma, has been developed and translated into eight languages.

Drama improvisation as a social-emotional communication intervention for children with ASD

On Na Wong: Master's Student, University of Saint Joseph

Ka Lee Carrie Ho: Senior Lecturer in Education, Anglia Ruskin University, UK



Drama improvisation experience empowers children with autism spectrum disorder (ASD) to freely express their feelings and reveal their inner thinking that contributes to their social emotional communication development. This study aimed to investigate the intervention strategies for children with autism spectrum disorders through improvisational drama. Using positive psychology and Theory of Mind, a case study of a 5-year-old boy with ASD through a ten-day drama improvisation workshop as a social emotional intervention. The findings identified three significances of drama improvisation that (i) it supports the understanding of self-emotions in children with autism spectrum disorder with positive behaviour; (ii) the shared attention cultivated by improvisation can develop social interaction behaviour; and (iii) the improvisation techniques can deal with children with ASD and peer conflict. Discussion focuses on (i) lack of relevant knowledge of using drama improvisation as a strategy to support children with ASD; (ii) failing to meet the emotional needs of children with ASD. The study provides teachers with a better understanding of the characteristics and social-emotional communication of children with ASD, and how drama improvisation can serve as an effective intervention for social emotional communication development and adjustment.

Keywords: autism spectrum disorders, social emotions, drama improvisation, early years.

Mental Health and Resilience in Children - How do we Develop it

Eleonora Papaleontiou – Louca: Associate Professor,
Psychology European University Cyprus

RESILIENCE is the ability not only to recover and endure a difficulty, loss or crisis, but to come out of it even stronger. It is the ability of the individual to regenerate, to return, to successfully adapt to the environment (despite adversity) and to develop social, academic and professional competence, despite being exposed to intense stress". SOME PROTECTIVE FACTORS CAN EITHER BE PERSONAL, FAMILY, SCHOOL OR SOCIAL. For example, social skills; the ability to create healthy and warm relationships; the ability of independence, but also flexibility; the ability to set goals for oneself and insist on achieving them regardless of obstacles; to have an optimistic attitude; to act hoping to succeed and not fearing of fail as well as a sense of self-worth and self-confidence. Moreover, a supportive family context governed by healthy relationships as well as a stable and structured value system can promote Resilience and Mental Health. Within the school setting, the opportunity of acquiring knowledge but mainly to create close interpersonal relationships with adults and peers is an important protective factor for the promotion of mental resilience.

SOME RISK FACTORS INCLUDE:

Any stressful experience or negative situation could be considered as a risk factor. For example, Mental or Physical Illness; Financial



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

difficulties; Experiencing rejection, neglect, hostility; School with high delinquency; disadvantaged position of the family within the community; death of a family member; Deprived or Disturbed family environment; Parents' divorce, etc.

HOW CAN WE DEVELOP CHILDREN'S MENTAL RESILIENCE?

The quality of parent-child relationship and the type of parental care, seems to develop to the child a feeling that the parent can protect him/her from dangers and at the same time can and will impose certain limits if needed, without disturbing the good relationship with the child. Parental support and upbringing play an important role in the development of mental resilience. More specifically: Parents' / Teachers' Role can include reinforcing their children's need for autonomy, while at the same time helping them to exercise self-control of their impulses, the children are expected to gain self-confidence and feel personal pride and security with themselves. Development of positive emotional relationships and provision of emotional care and support; Encouragement, positive acceptance and unconditional love, especially in situations of adversity; Clear boundaries; Possibility for initiatives and pursuit of high but achievable goals e) Learning of life skills (e.g., communicative, cooperative, assertive skills); Opportunities for effective participation in issues that concern us.

A psychoeducational Prevention Program for Children's Mental Resilience

Louiza Ioannidou: Lecturer, Frederick University, School Psychologist, Cyprus

Katerina Michael: Visiting Lecturer, Frederick University, Teacher and Psychotherapist, Cyprus

Mental resilience in children has been defined by Bernard (2004) as the ability of children to use coping skills in stressful situations that may help them regulate the intensity of negative emotions they experience due to adverse events. Preventive and intervention programs aiming to strengthen mental resilience have been implemented internationally in formal and informal learning settings for children, parents, schools, and communities. As far as Cyprus is concerned, research programs that promote the mental resilience of children have yet to be developed or implemented in schools. Therefore, considering the need to promote children's mental resilience, the present research aims to develop, implement and evaluate the effectiveness of a psycho-educational preventive program in primary school children. The preventive program called "We.R.Stars" is implemented for the first time in primary schools in Cyprus for the current school year 2022-2023. The program's main objective is the development of children's mental resilience and well-being, self-esteem, self-regulation, self-efficacy, and social skills. Furthermore, the program aims to empower positive parental



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World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

involvement and a healthy school climate. The schools participating in the research have been randomly divided into intervention and control groups. The children in the intervention group participate in ten psycho-educational sessions in the school setting. The program also provides group behavioral psychoeducation sessions to parents/guardians and teachers adopting a holistic/ecological approach that involves all support systems to which children belong. The participants in the control group only complete the questionnaires. The questionnaires are administered to all participants of both groups (children, parents, and teachers) at two different times (before the start and at the end of the prevention program). The research project results are expected to be beneficial towards strengthening the mental resilience and well-being of children and enhancing parental bonding and relations with the school. The results will also have practical application to the community and schools, as the program could be implemented locally and internationally in other schools through its dissemination. The research findings will also be valuable for future planning and implementation of similar programs to promote children's and their families mental resilience and well-being.

Design of a Mental Health Promotion intervention in Greek Nurseries

Ntina Kourmoussi: Laboratory Teaching Staff Member, Department of Education, School of Pedagogical and Technological Education (ASPETE), Greece

Early childhood education (0-4) is critical for children's health and well-being later in life, while having economic benefits that far exceed its costs. However, in Greece, it falls behind significantly. In particular, regarding mental health promotion, although social-emotional development has been defined by the new Framework for the Operation of Nurseries as a key pillar, there is no systematic guide to support nursery educators in teaching social-emotional learning.

The presented study concerns a project that aims to create, implement and evaluate - with priority in disadvantaged groups - a universal, annual structured Program for Mental Health Promotion (Social-Emotional Learning) for Greek Nurseries, in a sample of at least 2000 children (2.5 - 4 years), with the aim of developing their socio-emotional skills, such as self-concept, functioning in the classroom, recognizing/managing basic emotions, empathy and friendship skills. The program, mainly cognitive-behavioural in nature, will use strategies such as storytelling using pictures, scenarios using puppets, escalating dialogue, adult modeling and role-play, and family involvement using informative letters and joint activities.

The project's main actions will include a) intervention design, b) Program description, c) educators' training, d) parallel training of psychologists and social workers of Prevention Centers and Municipalities in order for them to be able to function as trainers in



the following years and e) evaluation of the Program's effectiveness through an experimental interventional study which will be carried out by pre and post intervention administration of a questionnaire investigating the frequency of behavior manifestations. The questionnaire will be administered to educators and parents of both experimental and control groups.

The beneficiaries of the presented project will be a) the students who will attend the Program, b) their parents who will be informed on ways to enhance their children's socio-emotional learning, c) the children's educators who will be trained on social-emotional-education and d) the Prevention Centers' and the Municipalities' psychologists and social workers who will be trained to train educators on social-emotional learning and promotion of mental health.

The presented project, seeking to ensure a healthy start in life for all children in the country by giving priority to disadvantaged social groups in order to address difficulties due to poverty & social inequalities, will fill the gap of systematic teaching of social-emotional learning to children attending Nurseries; it is also expected to reduce behavioral problems and improve the children's psychosocial health both in the short & in the long term.

Recently, the entire planet has been experiencing an unprecedented, restrictive situation. Citizens have undergone extraordinary controls on one of their fundamental rights: free movement. Children are the youngest members of a global society that is at awe and scared, trying to manage the new reality. It is the youngest members, however, who are equally afraid and often unable to express what they feel. It is estimated that the disruption of school life has affected over 1.5 billion students in 165 different countries during the pandemic, according to data published by UNESCO. This means that almost nine out of ten students worldwide were psychologically affected. A UNICEF report highlights that children who are cut off from support structures at a time when they need them the most, are at greater risk of facing lasting psychological effects. Closed schools and other social restrictions create the prospect of long-term damage to their mental health and well-being. It is vital to everyone's mental balance to have an outlet and maintain a sense of routine in times of stress and difficulty, and it is especially important to maintain optimism, positive psychology and hope. In a time of limited social interaction and play with friends, art is a powerful tool for providing that sense of stability.

This announcement attempts to discuss the crucial importance of art as an expression of the function of the soul, as a helper of emotional balance and psychological resilience. Art is much more important than a 'spare time' occupation, a 'hobby' or a playful, light activity for children. Art is a powerful tool to support them in difficult, demanding times, such as during the Covid-19 pandemic, while they face thorny



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

and unprecedented facts, fear, threat and immense stress. Through a review of the contemporary and most recent scientific research literature, the announcement will move along two axes: At first, it will focus on presenting the positive influences of art on children as a soothing, healing and consoling means in stressful times of crisis, threat and pandemic like the present one. In the second part, the pedagogical and psychological parameters of art will be mentioned, as well as the importance of highlighting and incorporating it in school.

Keywords: Art, pandemic, psychological resilience, children, school.

10:30-12:00

SYMPOSIUM IN FRENCH – Parallel Session 2

(Room 306, Third Floor)

Chair: **Manon Boily**

Des activités de développement professionnel pour construire un environnement éducatif inclusive de haute qualité

Manon Boily: President of OMEP Canada, Professor, University of Quebec in Montreal, Québec, Canada

Julie Lefebvre: Professor, University of Quebec in Montreal, Québec, Canada

Nathalie Goulet: Professor, University of Quebec in Montreal, Québec, Canada

Isabelle Deshaies: Professor, University of Quebec Trois-Rivières, Québec, Canada

Sara Lachance: Research Assistant, University of Quebec in Montreal, Québec, Canada

Nawel Hamidi: Master's student, University of Quebec in Montreal, Québec, Canada

Marie-Christine Allaire: Master's student, University of Quebec in Montreal, Québec, Canada

Le gouvernement du Québec s'est fixé comme objectif d'offrir à tous les enfants des services éducatifs favorisant l'égalité des chances de réussite (MEES, 2018). Pour y parvenir, il propose la voie de la reconnaissance et de la valorisation de la diversité (MEES, 2018). Cependant, cette offre d'environnements inclusifs ne peut se réaliser que si les enfants les plus vulnérables font partie des priorités du système éducatif (UNESCO, 2021). Certaines vulnérabilités ont été répertoriées dans la littérature, notamment celles liées aux tensions identitaires vécues par les enfants de diverses communautés culturelles (Hyeeun & Agee, 2019). Au Québec-Canada, les milieux



éducatifs de la petite enfance (0-5 ans) ont accueilli une importante population d'enfants issus de l'immigration (Boily & Bissonnette, 2021). Cette communication présente une étude portant sur l'offre d'une éducation inclusive qui tient compte de la diversité ethnoculturelle et linguistique, notamment en considérant l'avenue des pratiques culturellement sensibles (Gay, 2002; Spanierman et al., 2011) pour aider les enfants à surmonter les obstacles sur leurs parcours éducatifs (Currenton et al., 2019). S'appuyant sur des recherches indiquant que les apprentissages réalisés par les professionnels de la petite enfance dans leur milieu de travail contribuent à augmenter la qualité de l'environnement (Wadel & Knaben, 2022), cette communication expose une étude dans laquelle des professionnels de la petite enfance ont suivi 13 activités de développement professionnel pour développer une compétence en pédagogie multiculturelle. Ces activités ont été réalisées selon une approche en trois étapes (Boily et al., 2023) : 1) sensibilisation et déploiement de pratiques sensibles à la culture ; 2) réflexion sur un design pédagogique qui met en valeur la diversité culturelle des enfants ; 3) conception d'un curriculum basé sur des activités visant à valoriser les différences. La première étape consistait à offrir des activités d'auto-évaluation et de réflexion pour aider les éducateurs à mettre en œuvre des pratiques adaptées à la culture. La deuxième étape avait pour but d'offrir des activités de formation qui conduiraient à la création d'un centre d'apprentissage multiculturel dans chaque groupe. La troisième étape comportait une activité de sensibilisation visant à amener les éducateurs à inclure dans leur programmation des activités qui mettent en valeur les différences et à les vivre avec les enfants. Cette communication présente 13 activités de perfectionnement suivies par quatre éducatrices de la petite enfance. Ensuite, les résultats concernant la qualité de l'environnement éducatif sont présentés en lien avec la valorisation de la diversité ethnoculturelle dans l'environnement.

Les portraits de l'enfant construits au sein du dossier éducatif par le personnel éducateur pour rendre compte de son développement holistique : un pas vers la qualité et la réussite éducative

Nawel Hamidi: Master's student, University of Quebec at Montreal, Quebec, Canada

Manon Boily: President of OMEP Canada, Professor University of Quebec at Montreal, Quebec, Canada

Nathalie Goulet: Professor, University of Quebec at Montreal, Quebec, Canada

La période de la petite enfance est cruciale pour l'enfant afin de garantir son développement optimal (Mustard, 2010) et sa réussite éducative (Attanasio et al., 2022). Toutefois, il apparaît qu'une éducation de qualité est indispensable pour garantir la réussite éducative de l'enfant (Bouchard et Duval, 2013; Attanasio et al., 2022). C'est en lui offrant un environnement de qualité, que l'enfant



aura l'occasion de vivre des expériences enrichissantes, qui contribueront au développement de son plein potentiel, et ainsi à sa réussite éducative (MF, 2019; MEES, 2017, 2018). Cette communication présente une étude réalisée dans divers services de garde éducatifs à l'enfance chez les enfants de 4 et 5 ans. Elle s'attarde à l'un des objectifs de l'étude qui est d'examiner les portraits de l'enfant construits par le personnel éducateur pour rendre compte de son développement global dans chacune de ses dimensions à travers les expériences vécues. Elle s'intéresse au dossier éducatif de l'enfant qui s'avère être un élément essentiel à l'amélioration de la qualité éducative offerte dans les services de garde, notamment parce qu'il permet de rendre compte de son développement holistique pour ensuite en informer les parents. Le cadre théorique s'appuie sur les domaines du développement global de l'enfant établis par le ministère de la famille en lien avec leurs composantes, soit : 1) domaine physique et moteur; 2) domaine cognitif; 3) domaine langagier; 4) domaine social et affectif. Dans le cadre de cette étude, l'approche méthodologique qualitative est choisie parce qu'elle permet de « rendre compte de l'expérience humaine dans un milieu naturel » (Fortin et Gagnon, 2016, p.33). En ce sens, elle permet de rendre compte des portraits bâtis dans les milieux éducatifs à l'enfance. La méthode de collecte de données qualitatives choisie est le recueil de texte. Selon Fortin et Gagnon (2016), cette méthode permet d'examiner plusieurs types de documents, en l'occurrence, les dossiers que l'on peut retrouver dans les milieux où la recherche a court (Fortin et Gagnon, 2016). Selon Paillé (2007), l'étude de documents consiste à « faire de la recherche en analysant des documents pour mieux comprendre le monde qui nous entoure » (p.135). Les analyses de contenu sont réalisées en fonction des domaines de développement des enfants et des composantes qui sont intégrées à ceux-ci. L'échantillon à l'étude comprend les enfants dont le dossier éducatif sera examiné (n=6), ils seront choisis de façon aléatoire, qu'ils soient à besoins particuliers ou non.

L'influence des domaines de la qualité des interactions de l'enseignant sur les domaines de la qualité de l'engagement de l'enfant à l'éducation préscolaire 5 ans

Isabelle Deshaies: Professor, University of Quebec Trois-Rivières, Québec, Canada

Océanne Éthier: Master's student, University of Quebec Trois-Rivières, Québec Canada

Dès son jeune âge, l'enfant est amené à vivre des expériences tant personnelles que scolaires qui lui permettent d'optimiser ses apprentissages et son développement global et ainsi de favoriser sa réussite éducative tout au long de son parcours scolaire (Feyfant, 2014). Plus précisément, ce serait davantage la qualité des interactions offerte par l'enseignant (Pianta et al., 2008) ainsi que la



qualité de l'engagement de l'enfant dans ses apprentissages qui témoigneraient d'une influence positive sur sa réussite éducative, tant présente qu'ultérieure (Bohlmann et Downer, 2016; Bohlmann *et al.*, 2019). En ce sens, la conceptualisation de la qualité des interactions de l'enseignant par le *Classroom Assessment Scoring System* [CLASS] (Pianta *et al.*, 2008) permet d'observer trois domaines liés à cette qualité; soit celui du soutien émotionnel, celui de l'organisation du groupe et celui du soutien à l'apprentissage (Pianta *et al.*, 2008). Dans cette même visée, le niveau d'engagement de l'enfant, dans ses activités éducatives quotidiennes, est mesuré par l'*Individualized Classroom Assessment Scoring System [inCLASS]* (Downer *et al.*, 2012). Cet outil permet d'observer cette qualité selon trois domaines distincts soit : la qualité des interactions de l'enfant envers son enseignant, envers avec ses pairs et enfin, envers son orientation sur la tâche (Downer *et al.*, 2012). Ayant pour objectif de soutenir la réussite éducative pour tous, une recherche s'est orientée sur le niveau d'influence des domaines issus de la qualité des interactions de l'enseignant sur les domaines de la qualité de l'engagement de l'enfant âgé de 5 ans. Cette recherche est structurée autour d'un objectif : 1) identifier les relations entre les domaines de la qualité des interactions de l'enseignant et les domaines de la qualité de l'engagement de l'enfant au préscolaire 5 ans. Afin de répondre à cet objectif, une étude a été menée auprès de 19 enseignantes à l'éducation préscolaire 5 ans ainsi que de 103 enfants. Les résultats issus des différentes analyses statistiques démontrent l'existence de liens entre les niveaux de certains domaines liés aux interactions de l'enseignant et ceux de la qualité de l'engagement de l'enfant; notamment en ce qui a trait à l'importance de l'engagement de l'enfant envers ses pairs. Cette proposition ouvre la discussion sur l'importance de pratiques favorables en salle de classe, propres aux différents domaines liés à la qualité des interactions de l'enseignant, pour soutenir la qualité de l'engagement de l'enfant et ainsi, concourir à sa réussite éducative.

Les rôles de l'enseignant lors des périodes de jeux libres à l'éducation préscolaire 5 ans pour soutenir la maturité de jeu de l'enfant: revue de la littérature

Océanne Éthier: Master's student, University of Quebec Trois-Rivières, Québec, Canada

Isabelle Deshaies: Professor, University of Quebec Trois-Rivières, Québec, Canada

Le jeu promeut le développement global de l'enfant, et ce, en influençant le développement de ses habiletés (Bodrova et Leong, 2011; Obradovic *et al.*, 2012). En effet, le jeu mature chez l'enfant, qui se définit telle la capacité de ce dernier à créer des scénarios se vivant sur plusieurs jours (Leong et Bodrova, 2012) favorise sa réussite éducative (Bodrova et Leong, 2011; Duncan *et al.*, 2007; Miller et Almon, 2009; OCDE, 2007). Plus précisément, Leong et Bodrova



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
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Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

(2012) distinguent cinq stades présents dans le niveau de développement de la maturité du jeu de l'enfant tel qu'il est pratiqué durant les périodes de jeu libre : 1) premiers scripts; 2) rôles en action; 3) rôles avec règles et scénarios; 4) rôles matures, scénarios planifiés et mise en scène; 5) thèmes et rôles multiples. En revanche, par le faible niveau de maturité du jeu des enfants du 21^e siècle observé au cœur de plusieurs recherches (Bodrova, 2008; Bodrova et Leong, 2011, 2012a, 2012b; Karpov, 2005), l'importance de porter un regard sur les pratiques éducatives favorables à ce contexte se voit essentiel. Un regard se doit d'être porté sur le rôle de l'enseignant lors des périodes de jeux libres offertes aux enfants et plus particulièrement, le soutien qu'il offre en vue de favoriser des expériences stimulantes qui enrichissent le niveau de maturité du jeu de l'enfant. Afin de bien comprendre cette relation entre le niveau de maturité du jeu de l'enfant et le rôle de l'enseignant, une revue de la littérature a été effectuée. Cette revue est structurée autour de deux objectifs : 1) identifier les rôles que prend l'enseignant lors de ces périodes; 2) examiner quel est l'apport de l'utilisation de ces différents rôles afin de soutenir le développement du niveau de maturité du jeu de l'enfant. Afin de répondre à ces deux objectifs, une analyse qualitative à l'aide du logiciel NVIVO de 14 articles portant sur le rôle offert par l'enseignant à l'éducation préscolaire 5 ans lors des périodes de jeux libres, de 2010 à 2023, a été effectuée. Les résultats mettent en évidence que les rôles qu'occupe l'enseignant lors de ces périodes bonifient certains aspects du niveau de maturité du jeu de l'enfant. La discussion ouvre sur des pistes d'intervention pour veiller au soutien efficace de l'enseignant à travers les périodes de jeu libre afin de favoriser le développement global de l'enfant et ainsi concourir à sa réussite éducative.

10:30-12:00

WORKSHOP 4 (in Greek language) – PARALLEL SESSION 3 ΕΡΓΑΣΤΗΡΙΟ 4 (στην ελληνική γλώσσα)

(Room 06A, Ground Floor)

«Οι πολιτείες των συναισθημάτων»

Πρακτικές ενεργοποίησης συναισθημάτων για παιδιά με αναπτυξιακές διαταραχές.

Apostolia Pastra: Collaborating Academic Staff, Frederick University, OMEP Cyprus

Maria Athanasekou: Collaborating Academic Staff, Frederick University, OMEP Cyprus

Eleftheria Gerassi: Student of Special Education, OMEP Cyprus

Οι «πολιτείες των συναισθημάτων» αποτελούν ένα δραματοποιημένο εικαστικό εργαστήριο που απευθύνεται σε ομάδες εκπαιδευτικών της Α/θμιας και Β/θμιας εκπαίδευσης, που ασχολούνται με παιδιά με ΔΑΦ επιπέδου 1: «Ανάγκη υποστήριξης» που προκύπτει από



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

δυσκολίες στην κοινωνικοποίηση και την ευελιξία-προσαρμογή και επιπέδου 2: «Ανάγκη ενισχυμένης υποστήριξης» που προκύπτει από αξιοσημείωτες δυσκολίες στην κοινωνικοποίηση και την ευελιξία-προσαρμογή. Το εν λόγω εργαστήριο συνδυάζοντας τη διερευνητική δραματοποίηση με την εικαστική τέχνη ως θεραπευτικό μέσο, οδηγεί στην εκμάθηση της έκφρασης των συναισθημάτων των παιδιών με ΔΑΦ, καθώς εκπαιδεύει τους συμμετέχοντες στον τρόπο εστίασης των σημείων εκείνων που δομούν την αφηρημένη έννοια μιας ιστορίας που επιλέγεται κάθε φορά, τους μυεί στους τρόπους εκφοράς του λόγου των προτάσεων που χρησιμοποιούνται για την εκάστοτε ιστορία και τους εκπαιδεύει στη δημιουργία κινήσεων του σώματος, που συνδέονται με τις αφηρημένες έννοιες που αφορούν τα συναισθήματα των παιδιών. Επιπλέον, τους οδηγεί στην εκμάθηση της σύνδεσης των αφηρημένων εννοιών με τα προσωπικά περιστατικά των παιδιών με ΔΑΦ. Στόχος του εργαστηρίου είναι να βελτιώσει τις πρακτικές των συμμετεχόντων στη συμπεριφορική εικόνα τόσο των παιδιών με ΔΑΦ, καθώς είναι αναγνωρισμένη ερευνητικά η δυσκολία τους να εκφράσουν τα συναισθήματά τους, όσο και των παιδιών της τυπικής ανάπτυξης που αποφεύγουν να εκφράζουν τα συναισθήματά τους. Οι «πολιτείες των συναισθημάτων» αποτελούνται από 10 ιστορίες που φέρουν τους εξής τίτλους: 1. του «συστήνομαι», 2. του «διαλόγου και της ακαμψίας», 3. της «ενσυναίσθησης», 4. της «εμμονής και της αλλαγής», 5. του «αποξενώνομαι», 6. του «παρασύρομαι» και του «βρίσκω τον εαυτό μου», 7. του «πείθω», 8. του «αφήνω το στίγμα μου» και του «στιγματίζω», 9. του «εκφοβισμού», 10. του «φτιάχνω ατμόσφαιρα».

12:00-12:30 COFFEE BREAK

12:30-14:00

ORAL PRESENTATIONS – Parallel Session 1 ART AND MUSEUM
EDUCATION

(Room 305, Third Floor)

Chair: **Vassiliki Pliogou**

**The role of picture books in the deconstruction of gender
Stereotypes**

Francesca Truppa: Professional Educator, OMEP Italy

The present analysis concerns the educational role of the illustrated book in the age group ranging from 0 to 3 years, with particular attention towards the deconstruction of gender stereotypes.

Although there is the Polite self-regulatory code in textbooks which draws up the guidelines for gender identity and the Istanbul Convention which emphasizes attention to gender in every order and level of education in Italy. The attention to gender, gender identity and freedom of expression is still a taboo topic, which has only



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

recently found its place. Constant training, dissemination, conscious choice can be the set of tools that lead to change. Through a survey of the scientific literature on gender stereotypes, it is shown how important visual and verbal messages are for their transmission, especially in early childhood. We then proceed to an analysis of the structure of the illustrated book, presenting its general characteristics, and deepening the aspect of the educational role of images and words in early childhood. The reflection on the educational functions of illustrated book is enriched by four interviews with privileged witnesses: a reader, a writer, an expert in educational training and a director of a publishing house specializing in inclusive children's literature and without stereotypes. In all four interviews, the importance of having an expansion of the possible scenarios around children that can make the youngest feel represented and go beyond the pre-set categories. The study revealed the close relationship between illustrated books and the construction of the imaginary and showed the decisive role that books can assume in the process of deconstructing gender stereotypes, especially in an age group such as early childhood in which children assimilate socially accepted to their surroundings. Comparing the reflections that emerged from the interviews with the experts, the great value attributed to the independent use of books by children emerges as common traits and the idea that a trained operator can, through the use of carefully chosen books suitable for different experiences and age groups, promote the construction of an open, inclusive and intersectional vision in boys and girls. The choice must be prudent, thematic books are not enough to tell a story that has real value or potential, just as it is not enough to insert a quality illustrated book if the environment and the people who live in it are not open to change then the internal deconstruction of the stereotypes will stay the same.

Educational puppetry for the participation of young children in cultural and artistic life

Matteo Corbucci: President of OMEP Italy, Pedagogist, Contract University Professor at Sapienza University of Rome, Italy

The right of children to participate freely in cultural and artistic life must be preserved and promoted. For this reason, it is important to create concrete possibilities for their expression and participation that are truly inclusive and that enhance an intergenerational perspective in play and recreational and educational interventions in the community. This presentation aims to underline the importance of promoting the participation of young children and encouraging the expression of their voice through operational tools mutated from traditional heritage and performing arts. To allow a good meeting between children and adults, in a



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

meaningful relationship and during interesting and engaging activities, it is important to reaffirm the contribution that art and culture bring to a quality early childhood education proposal make to it: therefore, we will talk about synergies between educators and artist for the enhancement of the culture of childhood using artistic tools and languages and through cultural proposals. Reflecting on the spaces for participation guaranteed to children from early childhood in the artistic and cultural world, allows us to evaluate the concrete inclusion of the little ones in leisure and recreational activities and their possibility of freely contributing to the progress of their community. It is important to provide educational paths that, in pursuing the goal of humanizing, collect the contributions of typical human expressions: that is, those coming from art and culture, not only in view of future formal and disciplinary learning but, first, for the integral development of the person. The enhancement of the use of simple but effective tools, such as puppets, not only equips educators with additional and significant "allies" for their intervention but also allows them to convey contents that link educational practice to the knowledge and practices of community understood in its various dimensions: local, national and global

12:30-14:00 **WORKSHOP 5 – Parallel Session 2**
(Room 06A, Ground Floor)

Promoting the principles of inclusive education through the creation of simple animated films

Kyriakos Demetriou: Assistant Professor in Inclusive Education, University of Nicosia, Cyprus

In recent decades, the inclusion of children with disabilities in mainstream school settings has become a norm and incontestable policy. The Conventions on the Rights of the Child (UN, 1989) and the Rights of Persons with Disabilities (UN, 2006) are examples of the international calls for the promotion and assurance of access to mainstream schools for everyone within a fixed policy framework. Inclusion calls for a societal change rather than a change of individuals who may experience oppression because of discriminatory social markers such as ableism, ageism, class, heterosexism, racism and sexism. Society builds obstacles that prevent opportunities for societal inclusion of individuals from different ethnic, racial, cultural, or linguistic backgrounds since there is a tendency to ignore individual differences. In fact, society expects individuals to adjust to the demands and conventions of the society rather than recognising individual differences.

Since the success of the venture of inclusive education vastly relies on the cultivation of an atmosphere of diversity respect and acceptance, the emphasis of early years education must be the provision of



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

opportunities to correct any erroneous understandings about diversity through collaborative creative interdisciplinary activities. Animation and animated videos can be a great means for the promotion of the values of inclusion in early years settings. Animation is a method of photographing successive drawings, models, or even puppets, to create an illusion of movement in a sequence.

In this workshop, participants will be introduced in animation as a medium that can be used to promote the values of inclusion in their settings. The workshop will introduce participants to the history of animation with reference to some animation techniques. The focus of the practical part of the workshop will be on a simple animated filmmaking technique called “stop motion”. Participants will be guided how to create their own animation short movies through eight simple steps with the use of free phone applications.

The idea is part of the activities of the EU funded Erasmus+ project “I_AM: Inclusive education using Animation and Multimedia” which completed in December 2022.

ORAL PRESENTATIONS IN GREEK-Parallel Session 3

(Room 304, Third Floor)

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

Chair: **Apostolia Pastra**

**Ο εκφοβισμός στα παιδιά με ΔΕΠΥ και η κοινωνικοποίησή τους
στα πλαίσια του σχολικού περιβάλλοντος**

Chrysi Gaitantzi: PhD Candidate, Frederick University,
Cyprus

Τα παιδιά με διάγνωση ΔΕΠΥ παρουσιάζουν υψηλότερα ποσοστά θυματοποίησης σε σύγκριση με αυτά που δεν εμπίπτουν στη διαταραχή ενώ σχετίζεται σημαντικά με τον εκφοβισμό και συγκεκριμένα με τις φτωχές σχέσεις με τους συνομηλίκους. Η παρουσία θυματοποίησης από συνομηλίκους έχει θετική συσχέτιση με την κατάθλιψη και το άγχος, τα κοινωνικά προβλήματα, την παραβατική και την επιθετική συμπεριφορά στα παιδιά με ΔΕΠΥ. Τείνουν να είναι αντιπαθείς από την πλειοψηφία των συνομηλίκων τους και να έχουν λίγες φίλιες που να βασίζονται κατά βάση στην ανταπόδοση ενώ μπορεί να περιέχουν περισσότερες συγκρουσιακές καταστάσεις και λιγότερη οικειότητα σε σχέση με τις φίλιες παιδιών χωρίς ΔΕΠΥ. Η παρουσία θυματοποίησης έχει συνδεθεί με επιπλοκές στην εξέλιξη της ΔΕΠΥ καθώς η θυματοποίηση από συνομηλίκους έχει θετική συσχέτιση με την κατάθλιψη και το άγχος, τα κοινωνικά προβλήματα, την παραβατική και την επιθετική συμπεριφορά στα παιδιά με ΔΕΠΥ (Humphrey, Storch, & Geffken, 2007, Sciberras et al., 2012). Η θυματοποίηση είναι γνωστό ότι σχετίζεται επίσης με εσωτερικά, καταθλιπτικά και ψυχοσωματικά συμπτώματα και παρουσιάζει τάση να επιμένει και να εντείνεται στην ενηλικίωση



Organisation Mondiale pour L'Education Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

(Copeland, Wolke, Angold, & Costello, 2013, Leadbeater, Thompson, & Sukhawathanakul, 2014). Βασικός σκοπός της παρούσας έρευνας η παρουσίαση του εκφοβισμού που δέχονται τα παιδιά με ΔΕΠΥ στον σχολικό περιβάλλον στον κυπριακό χώρο. Θα γίνει προσπάθεια να αναδειχθεί επίσης το έλλειμμα που παρατηρείται στις κοινωνικές δεξιότητες των παιδιών αυτών που σε συνδυασμό με την παρορμητικότητα και χαμηλά επίπεδα ενσυναίσθησης οδηγούν τα παιδιά αυτά να αποτελούν μια ομάδα που εύκολα οδηγείται στη θυματοποίηση αλλά και πολλές φορές λαμβάνει και το ρόλο του θύτη. Αν και θεωρείται ότι τα άτομα με ΔΕΠΥ έχουν σημαντικές δυσκολίες στον έλεγχο και την έκφραση των συναισθημάτων τους, η αλήθεια είναι ότι υπάρχει λίγη επιστημονική βιβλιογραφία σχετικά με τη σχέση μεταξύ ΔΕΠΥ και ΣΝ σε παιδιά και εφήβους (Yarça & Taman, 2019). Οι Climie, Saklofske, Mastoras & Schwean (2017), ανέφερε ότι τα παιδιά με ΔΕΠΥ έλαβαν χαμηλότερες βαθμολογίες στη συναισθηματική κατανόηση ενώ οι Craparo et al. (2015) κατέληξαν, μελετώντας μια ομάδα παιδιών κατά την πρώιμη εφηβεία με συμπτώματα απροσεξίας, στο γεγονός ότι παρουσίασε χαμηλότερα επίπεδα ολικής EI και προσαρμοστικότητας. Επομένως, σημαντικό κομμάτι της έρευνας αποτελεί η χρήση του Trait Emotional Intelligence Questionnaire – Child Form, καθώς η συναισθηματική νοημοσύνη και η ενσυναίσθηση αποτελούν σημαντικό κομμάτι για την ανάπτυξη υγιών κοινωνικών σχέσεων. Η ανάπτυξη της συναισθηματικής νοημοσύνης και των κοινωνικών δεξιοτήτων μελλοντικά θα βοηθήσει αυτά τα παιδιά σε μια ομαλότερη ένταξη στο κοινωνικό περιβάλλον. Πέραν του προαναφερθέντος, στην παρούσα έρευνα έχουν χρησιμοποιηθεί τα εξής ερωτηματολόγια: The Revised Peer Experiences Questionnaire, Conners-Wells' Adolescent Self-Report Scale (Short Form), Lubben Social Network Scale (LSNS), SNAP-IV Teacher and Parent Rating Scale, Spence Children's Anxiety Scale (SCAS), Weiss functional impairment rating scale-parent report form (WFIRS-P). Η έρευνα είναι σε εξέλιξη και τα αποτελέσματά της θα παρουσιαστούν στο συνέδριο.

Βελτίωση της ποιότητας και ισότητας στη προδημοτική εκπαίδευση μέσω της πολυτροπικότητας, της πολυμεσικότητας και της διαμεσικότητας

Christakis Christofi: Lecturer, Department of French and European Studies, University of Cyprus, Cyprus

Στο σύγχρονο πεδίο έρευνας στην προδημοτική εκπαίδευση αρχίζει να αποτυπώνεται αμυδρά η συνδυαστική χρήση διαφορετικών μέσων όπως σχέδιο, εικόνα, διαφήμιση, βίντεο, κινηματογραφική ταινία ή απόσπασμά της κ.ά. Ωστόσο, τα σύγχρονα τεχνολογικά πολυτροπικά μέσα, όπως το βίντεο, και οι διαφορετικές χρήσεις τους αποτελούν αναπόσπαστο μέρος της προδημοτικής εκπαίδευσης και της σύγχρονης κοινωνίας. Η



παρουσίασή μας θα επιχειρήσει αρχικά τον ορισμό των τριών εννοιών που μας αφορούν, αφού αρκετές φορές συγχύζονται στην επιστημονική βιβλιογραφία. Στη συνέχεια, θα γίνει παρουσίαση των βασικών πλεονεκτημάτων της παιδαγωγικής χρήσης τους στην προδημοτική εκπαίδευση η οποία εμπεριέχει εν δυνάμει τόσο μεθοδολογικά όσο και μαθησιακά πλεονεκτήματα, αφού υποβοηθά το παιδί να ενταχθεί σε μια ξεκάθαρη μαθησιακή διαδικασία με ενεργό ρόλο και με ίσους όρους σε μία ομάδα. Τέλος, θα εξεταστεί συνοπτικά πώς ο σχεδιασμός και η πραγματοποίηση διαμεσικών δραστηριοτήτων επιτυγχάνουν τα βέλτιστα μαθησιακά αποτελέσματα, υποβοηθώντας το παιχνίδι και τη βιωματική εμπειρία. Η διαμεσικότητα και η πολυτροπικότητα αποτελούν πολύτιμα εργαλεία για την προδημοτική εκπαίδευση, επειδή συνδυάζουν διαφορετικά μέσα τα οποία σχετίζονται με ένα θέμα μέσω της διαφορετικότητας και της διαστρωμάτωσής τους και ενδυναμώνουν τις καλές πρακτικές διδασκαλίας καθώς μπορούν να αποτελέσουν μέρος αυτών.

Γονική εμπλοκή ως παράγοντας ενίσχυσης της φυσικής δραστηριότητας στην παιδική ηλικία

Garifallos Anagnostou: Assistant Professor, Frederick University, OMEP Cyprus

Elena Avraam: PhD Candidate, Frederick University, Cyprus

In recent years, severe changes in children's lifestyles have been noticed. The increase in media technology usage has led to a preference for a non-active lifestyle from a very young age (Morris, Skouteris, Edwards & Rutheford 2015). There has been a strong research focus on finding practices that will get students active; thus, from preschool age, there is an emphasis on increasing children's physical activity levels and reducing obesity, as these two factors are directly linked to indicators of good health (Timmons et al., 2015). It is established that the family influences children's exercise frequency and that parents who lead an active lifestyle either by choosing organised sporting activities or opting for nature-based outings are role models for their children. Children with their parents as role models also tend to appreciate physical activity's value and exercise more (Dwyer et al., 2012). Additionally, parents who feel they should be role models for their children, having taken their role as parents seriously, are those who ultimately manage to find time to exercise themselves but also seem to push their children to exercise (Ice, Neal & Cottrell, 2014). Research further (McSweeney, et.al., 2017; Yavuz, Ijzendoorn, Mesman & Veek 2015) acknowledged that many parents who are involved in increasing their children's physical activity, regardless of their socio-economic and educational level, manage to change their family's habits and adopt a more active lifestyle. Particularly in the preschool age, the means of awakening children to the benefits of physical activity is through play and is directly linked to good mental and physical health (McCurdy et al., 2010). Parental involvement in their children's play helps to model behaviour for them



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

and is an excellent opportunity to develop solid mutual bonds. It is generally accepted that parents play an important role in nurturing and educating a child. Parents act as an important factor not only for decision-making, but also for choices made by the child throughout his/her whole life. Parental behavior is a determining factor which influences the personality of a child. Undoubtedly, children are under the influence and control of their parents and one could say that their attitudes to physical activity and sports in everyday life are directly related to that of their parents (Anagnostou, 2018).

Ενσυναίσθηση στα παιδιά με ΔΑΦ: Δραματοποίηση και τέχνη

Maria Vassiliadou: President of OMEP Cyprus, Associate Professor Frederick University, Cyprus

Apostolia Pastra: Collaborating Academic Staff, Frederick University, Cyprus, OMEP Cyprus

The investigative acting called 'Dramatize Art' refers to a group of experiential workshops which help elementary education children with autism spectrum disorders to understand abstract meanings which are connected with their emotional behavior.

The recognition of autism spectrum disorders children's weakness to understand a number of abstract meanings in order to make their feelings more understanding to their parents and tutors, led us to the connection of the investigative dramatization with Art.

The connection of investigative dramatization and Art contains an interactive theatre additional to an artistic workshop, which are called 'Dramatize Art'.

The acting 'Dramatize Art' gives them firstly the chance to grow their ability to act by themselves, also the self information and finally the opportunity to express of the repressed parts of themselves.

The choice of the investigative dramatization along with the artistic activity relies on its interactive form, on its potential to investigate their personal problems, on its similarity with the method of 'social stories', on the safety of their environment that helps them try to find solutions, on the lack of using the term 'winners and losers', on the possibility to 'put yourself in other person's shoes', on the ability of the investigative dramatization to transfer what they have experienced into understanding it.



Organisation Mondiale pour L'Education Précolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Παγκόσμια Οργάνωση Πρώτης Αγωγής και Εκπαίδευσης
Επιτροπή Κύπρου

Μουσειακή Αγωγή για την κατανόηση της διαφορετικότητας

Skevi Kourti: Student, Frederick University, OMEP Cyprus

Maria Vassiliadou: President of OMEP Cyprus, Associate Professor Frederick University, Cyprus

Σ'αυτήν την παρουσίαση θα μιλήσουμε γιατί η Μουσειακή Αγωγή είναι σημαντική και πως μπορεί να βοηθήσει το νηπιαγωγείο στην προαγωγή της.

Το μουσείο είναι ένας χώρος όπου το παιδί μπορεί να ταξιδέψει πίσω στο χρόνο, να γνωρίσει της ρίζες του αλλά και συνάμα να αποκτήσει ενδιαφέρον για την ιστορία που κουβαλά ως άνθρωπος και να την αγαπήσει. Οι επισκέψεις σε μουσειακούς χώρους γενικότερα βοηθά το παιδί να μάθει την ιστορία που κρύβει ένα έργο τέχνης και να νιώσει δέος και θαυμασμό γι' αυτό. Τα μουσεία προάγουν την κριτική σκέψη γιατί όταν ένα παιδί επισκέπτεται ένα αρχαιολογικό χώρο, ένα μουσείο φυσικής ιστορίας, μια γκαλερί κλπ ασυναίσθητα θα συγκρίνει τα εκθέματα μεταξύ τους, θα εκφέρει άποψη και θα την αιτιολογήσει με το δικό του τρόπο. Ένα άλλο πλεονέκτημα της Μουσειακής Αγωγής είναι ότι μέσα από την διερεύνηση και την παρατήρηση διεγείρεται η φαντασία του παιδιού. Νοείται ότι το παιδί και ο άνθρωπος γενικότερα θα πρέπει να γνωρίσουν το παρελθόν τους, τις ρίζες τους για να μπορέσουν να βελτιώσουν το μέλλον τους. Επιπρόσθετα οι επισκέψεις σε μουσεία είναι μια καλή ευκαιρία για τον εκπαιδευτικό και για τον μαθητή για ομαδική και βιωματική μάθηση ιδιαίτερα αν γίνουν εκπαιδευτικές δραστηριότητες στο χώρο του μουσείου αλλά και στην σχολική τάξη. Καταλαβαίνουμε λοιπόν πως η συνεργασία μουσείου και σχολείου είναι υψίστης σημασίας για να μπορέσουν να επιτευχθούν οι στόχοι που έχουν τεθεί.

Καθοριστικό ρόλο για να ελκύσει ένα παιδί κάποιο μουσείο πρέπει η επίσκεψη του σε αυτό να είναι ελκυστική, ενδιαφέρουσα και παιγνιώδης. Όπως όλοι γνωρίζουμε το παιδί μαθαίνει καλύτερα μέσα από το παιχνίδι και την βιωματική μάθηση. Γι'αυτό είναι σημαντικά τα μουσεία να οργανώνουν και να προσφέρουν εκπαιδευτικά προγράμματα για παιδιά του νηπιαγωγείου ούτως ώστε η επίσκεψή τους σε αυτά να μην είναι να «δουν» απλά τα εκθέματα αλλά μέσα από ενδιαφέρουσες και παιγνιώδης δραστηριότητες, μέσα από παιχνίδια ρόλων και πρακτική εφαρμογή να μάθουν την ιστορία των εκθεμάτων.

Μέσα λοιπόν από αυτήν την παρουσίαση θα συζητήσουμε για το σημαντικό ρόλο που έχουν οι εκπαιδευτικοί αλλά και τα μουσεία για την προαγωγή της Μουσειακής Αγωγής στο νηπιαγωγείο αλλά και στην εκπαίδευση γενικότερα.



Πόσο χρήσιμες είναι οι εικαστικές τέχνες στην ζωή των παιδιών;

Anastasia Hapsi: Student, Frederick University, OMEP Cyprus

Maria Vassiliadou: President of OMEP Cyprus, Associate Professor Frederick University, Cyprus

Η τέχνη σε οποιαδήποτε μορφή και ιδιαίτερα στην εικαστική μορφή παίζει σημαντικό ρόλο στα πρώτα χρόνια της ζωής του παιδιού. Τα παιδιά με τις εικαστικές τέχνες μπορούν να αναπτύξουν σωματικές δεξιότητες, να συμφωνήσουν με το μυαλό και να μάθουν κοινωνικά συναισθήματα.

Στον σωματικό τομέα τα παιδιά μπορούν να αναπτύξουν τις κινητικές τους δεξιότητες και να ενεργοποιήσουν την αυτομάθηση και την οργανωτική εξέλιξη και συμπεριφορά.

Για την ανάπτυξη του μυαλού, τα παιδιά μπορούν να επεκτείνουν τη φαντασία τους, τη δημιουργική τους σκέψη και ευρηματικούς τρόπους για να επιτύχουν στόχους μέσω της επεξεργασίας των εικαστικών τεχνών και της οπτικοποίησης των δικών τους έργων.

Επιπλέον, η εικαστική τέχνη προωθεί την αυτοεκτίμηση, την έκφραση και τη συναισθηματική ανάπτυξη, αγκαλιάζει τη δημιουργικότητα.

Η πολιτιστική εικαστική τέχνη στην πρώιμη ζωή δίνει την ευκαιρία για εκπαίδευση, ανοιχτή προοπτική και για «ανοιχτόμυαλα» παιδιά.

Τα παιδιά μπορούν να δώσουν ζωή στο όραμά τους χωρίς λόγια και αυτό μπορεί να εκφραστεί οπουδήποτε και με οποιοδήποτε μέσο. Τα σχολεία και τα νηπιαγωγεία είναι απαραίτητα για να αφιερώσουν ώρες στην εικαστική τέχνη και να διαθέσουν χώρο στα παιδιά να δημιουργήσουν και να δώσουν οπτικές πτυχές των σκέψεών τους. Τα νηπιαγωγεία ως το πρώτο εκπαιδευτικό σπίτι της εκπαιδευτικής ζωής πρέπει να παρέχει αυτή την ευκαιρία στα παιδιά να εκφραστούν. Δάσκαλοι και γονείς θα πρέπει να αγκαλιάσουν το ξεδίπλωμα του χαρακτήρα κάθε παιδιού μέσω των έργων τους. Από την πλευρά των παιδιών, προσφέρει έναν δημιουργικό τρόπο για να μάθουν νέα πράγματα για να δώσουν νέο λεξιλόγιο και πτυχές αυτού που θέλουν να εκφράσουν και να δείξουν στο κοντινό περιβάλλον που ζουν. Επιπλέον, τα παιδιά μπορούν να δώσουν έναν παιχνιδιάρικο τρόπο εργασίας με τις εικαστικές τέχνες παίζοντας και διασκεδάζοντας για να αναπτύξουν και να αποκτήσουν νέες δεξιότητες.

Τέλος, όλα τα ποιο πάνω χρειάζεται να εφαρμόζονται μέσα στα πλαίσια της φράσης «δεν υπάρχει σωστός τρόπος να κάνεις τέχνη».

14:00-16:00 LUNCH BREAK

16:00-17:20 KEYNOTE SPEAKERS 5-6

Amphitheater 1

Chair: Mercedes Mayol Lassalle



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CLOSING CEREMONY

Cyprus University of Technology, CUT (TEPAK)
Tassos Papadopoulos Building, Amphitheatre 1
Themidos 1, 3036 Limassol



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16:00-16:40 KEYNOTE SPEAKER 5

Reconceptualizing Early Childhood Systems for Justice and Equity

Mathias Urban: Professor, Desmond Chair of Early Childhood Education, Dublin City University/Early Childhood Research Centre, Ireland

In this presentation I outline and critically interrogate some global trends and factors that shape early childhood policy in a rapidly changing world. I ask, how can we learn with and from each other how to build better support systems for young children from birth, their families and communities, that ensure more just and equitable outcomes for all children?

The Covid19 pandemic has thrown into sharp relief the crucial role of early childhood education (ECE) as common good and essential public service for functioning societies. Despite significant differences between countries, transnational similarities make ECE a 'matter of concern' (Latour) in both the Global South and North raising urgent questions about future directions of policy, practice, and research in the field. Well-intended initiatives are undermined by a dominant paradigm of the universal, individual child, decontextualised knowledge and its creation, simplistic measurement and comparison, and policies as tools for solving complex social problems by distinct programmatic means.

The pandemic exacerbated pre-existing inequities and injustices. The global picture shows converging and mutually reinforcing existential crises. Pandemic, loss of biodiversity, forced migration, violence and war, and corrosion of democracy and human rights all have profound implications for young children and require urgent reconsideration of the role of ECE and its surrounding policy-systems.

Against this background, some hopeful developments are taking place in diverse geo-political locations, and in academic and policy discursive spaces. They include increasing recognition of the complexity and systemic characteristic of ECE, Requiring whole-systems-approaches, multi-sectoral policies and service development, and trans-disciplinary research and scholarship (Kagan et al., 2019; Urban, 2022; Urban et al., 2018, 2021). Initiatives in the Global South, namely in South America, have advanced systemic and integrated policies and practice in ways that have been largely absent from the Global North, especially North America and Europe. Often grounded in social movements, they include the integrated early childhood policy frameworks De Cero a Siempre (Colombia) and Uruguay Crece Contigo (Uruguay), among others. The European Union has only recently shown interest in integrated and multi-sectoral policies for young children, adopting an EU Child Guarantee.

Concepts of Global South/North are colonial constructions that prevent mutual learning amid global processes. The Global South is



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not a geographical concept. Rather, it encapsulates a frame of thinking, a possible epistemology, that enables us to fundamentally question Eurocentric, colonialist thinking including its equally Eurocentric critique—i.e. critical theory—from other forms of knowing, being, and doing.

16:40-17:20 KEYNOTE SPEAKER 6

Effective practice in Early Childhood Education for Sustainable Citizenship (ESC)

John Siraj – Blatchford: Professor (Hon), Director OMEP UK Award Project

The keynote presentation will discuss both the research and development, and the international implementation of the OMEP UK ESC Award Scheme. The Award Scheme has been developed within OMEP in more than a decade of collaboration with colleagues around the world. Its concerns are fundamentally grounded in the United Nations Convention on the Rights of the Child (1989) and the UNESCO (2017) Sustainable Development Goals Learning Objectives. Sustainable Citizenship is a life-long emergent capability that we all aspire to achieve. We share this journey with the children in our care, and with the families that we serve. While the socio-cultural, economic and environmental challenges are great, the consequences of our failure to meet these challenges are even greater. Each of us has a part to play in achieving the global goals of interdependence and sustainability.

17:20–17:40 Discussion

17:40-18:10 Closing of OMEP European Conference 2023
Conclusions – Discussion – Final words – Future Perspectives

Panelists: Mercedes Mayoll Lassalle, Adrijana Višnjić Jevtić, Maria Vassiliadou, Guilles Petreault

19:00-21:00 Castle by Night - Free entrance for all participants

Closing Ceremony: Cocktail and Delivery of Certificates
Limassol Castle – Cyprus Medieval Museum
Ancara 73, 3042 Limassol



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Επιτροπή Κύπρου

SUNDAY 07/05/2023 EXCURSION

09:30-16:30 Optional Excursion to Paphos with an extra cost