MOEC

More Opportunities for Every Child

FINAL REPORT

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Introduction

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In recent years, the presence of pupils with disabilities and with different types of difficulties has been a constant, if not constantly growing, element. This has contributed to making the management of educational realities more and more complex, since pre-school age. Alongside this phenomenon, it is necessary to consider some relevant aspects especially if analysed in relation to possible applications in the educational field:

- recent studies in Neuroscience have promoted a better understanding of the development of brain structures and have emphasised the role of early educational intervention for the cognitive, linguistic, emotional, and relational development of children. The ways in which adults care for a child, thanks to a wide range of stimuli (verbal and non-verbal communication), have a significant influence on the child development's process, not only in terms of skills, but also in the construction of a strong and well-structured personality (Conkbayir M., Early Childhood and Neuroscience: Theory, Research and Implications for Practice, Bloomsbury Academic Publishing, New York 2017; Center on the Developing Child at Harvard University, Applying the Science of Child Development in Child Welfare Systems, October 2016);
- The need to ensure high-quality preschool education services as a priority goal in European educational policies and welfare (ECEC). To promote the development and enhancement of these agencies, it is important to guarantee not only the achievement of quantitative parameters, but also - and mainly - of qualitative improvement. Regarding this, a very important aspect is represented by the possibility of promptly identifying signs of difficulties from the first years of a child's life.
- The sustainable development objectives identified for Europe 2030 should also be mentioned, and, specifically, point 4., dedicated to the need to "Provide quality, fair and equitable education, inclusive, and learning opportunities for all" and the target 4.2, in which the focus is detailed that is emerging here: "By 2030, make sure that all girls and boys have access to one quality early childhood development, necessary care and access to kindergarten, in order to that they are ready for primary education".

The More Opportunities for Every Child (MOEC) project focused on the domain of "early detection of difficulties" in the early childhood education of pupils in kindergarten in Italy, France, Spain, and Poland, with the overall objectives to:

1. research and review current early detection of child difficulties in kindergarten schools policies in each country;
2. share educational practices, experiences, and knowledge in early detection of child difficulties in kindergartens schools;
3. design a training suite for kindergarten teachers in order to develop specific pedagogical competencies for allow them to early detect difficulties in children;
4. develop an educational toolkit to support observation of teachers to properly detect difficulties and the further communication to parents and specialists;
5. create a website with Open Educational Resources developed from the project to support both the education of children with disability and difficulties and teachers daily activities internationally.

Funded by the European Commission through Erasmus Plus Key Action 2, Strategic Partnerships scheme, and led by Principal Investigators Dr. Silvia Maggiolini and Dr. Paola Molteni, the project involved a range of Italian, French, Polish and Spanish partners.

While the requirements of each country were distinct, and so necessitated careful adaptations of the original materials developed by the CeDisMa team to their specific needs, what united all aspects of the project was a desire to improve the educational support for children and teachers in kindergarten, as well as their general experiences in school and their outcomes.

Starting in 2019 and running over three years, the MOEC project has traversed several stages, such as the underpinning research, piloting of training materials and the launch of the website and the WebApp, and it has included a number of international meetings in Spain, Italy, France and Poland. These incorporated a range of academic and practical activities, including conferences during which information about the project was shared with teachers, researchers and parents.

"More opportunities for Every Child" used communities of practice theory and a participatory methodology to inform the collaborative and participatory working practices of the project.

The partners developed all materials in partnership with kindergarten teachers, expert reference groups, regional authority staff and teachers. Through an iterative developmental approach involving feedback from training deliverers and other stakeholders throughout the creation of the observation tools and webapp, the project team ensured that all content was clear and accessible, and relevant to the local educational context and practitioners in partner countries. Nearly 250 school staff in all the four countries received this training.

Evaluations indicate that the training and the webapp materials show sensitivity to the local and national delivery context and provide the basis for further organic development. The project has impacted on the team members themselves, on school and therapeutic staff in all four involved countries, and it has led to practitioners enhancing their practice in meeting the needs of better observe the child's needs in kindergarten. The work has resulted in a sustainable model of good early childhood education practice in partner countries and has made a contribution to local, national and international knowledge, skills and experience. The project has therefore had positive effects on the participant organisations and policy systems as well as on the individuals directly or indirectly involved in the project. Project results have been disseminated widely through social media, publications, reports, conferences and workshops.

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Description of the project 2

2.1. Introduction

The project started from the need detected by the long-standing training and consultancy experience of the project's lead university (UCSC) to support the development of skills of pre-school teachers. In this school, teachers have to face and manage realities that have become increasingly complex. According to the data released by the Italian Ministry of Education already in 2019 (Source: MIUR - DGCASIS - Information Heritage Management and Statistics Office-2019), a clear trend can be seen that has characterised the Italian school landscape in recent years and related to a constant increase in disability certifications. In pre-schools, in particular, between the a.s.1997/1998 and the a.s. 2017/2018 the number of children with disabilities rose from 0.8% of total pupils to 2.1%

The MOEC project therefore started from these needs with the aim of supporting the skills of pre-school teachers in a complex task: to balance the need for early recognition of possible developmental disharmonies in children, in the one hand, and the risk of giving in to excessive medicalisation of possible developmental fragilities, which instead require attention with the right pedagogical expertise, on the other. These statements are of particular importance especially when certain difficulties or delays in the child's development are detected that require attention without necessarily having to assume a medical or sanitary perspective.

The realisation of pedagogical tools for the observation and detection of possible developmental difficulties of pre-school children aimed to respond, through different project actions, to these emerging needs.

This project has as main object the promotion of good practices towards early detection of possible difficulties of the child in age 3-6 years, defining educational instruments shared internationally by the partner institutions. The more detailed objectives of the MOEC project have been:

1. Develop, through specific training courses, the observational skills of teachers of the schools involved;
2. To raise awareness on the importance of an adequate observation and on the acquisition of responsibilities in educational-related terms;
3. Promote a unity of aims in the educational and didactic team: the goal is a thorough management of the child from every perspective;

4. Reach, between the partner bodies (universities and schools involved), a shared definition of a tool for the early detection of possible difficulties in children and a protocol of its application which takes into account the specificities of the context;
5. Experiment the use of the tool in different contexts;
6. Outline good working practices;
7. Promote the relationship with the families, in a co-responsibility orientation of education.

All these original objectives of the project were met. MOEC partnership consisted of 11 partners, including Universities and public and private kindergartens and "istituti comprensivi" (school districts). Partners worked together through planned regular communications and activities such as project meetings; seminars, conferences, workshops and expert reference groups, and with policy makers and practitioners in each partner country, to jointly develop and deliver a range of training resources.

Many activities have been promoted. First of all, the actual training needs of the preschool teachers participating in the project were identified. The analysis of educational needs represents a fundamental subject, particularly at a time when the professional offer is wide and varied, both in presence and in blended mode.

The analysis of educational needs lies within a research program adopting a structured methodology, consistent with the twofold requirement of the survey itself: to obtain qualitative answers, which would make sense of the real needs of the school and its professionals, and at the same time, to obtain, through as many participants as possible, quantitatively significant data.

More specifically, the objectives of this research can be summarized as follows:

- to carry out an early identification of the knowhow possessed by teachers, in terms of investigating their previous educational experience;
- to identify the needs of teachers with respect to a particular subject – e.g. the early detection of difficulties – which is considered significantly important, not so much in terms of contents, as in relation to the methodologies of the educational intervention they consider as qualitatively more effective.

Subsequently, a training course was delivered, which, due to the outbreak of the pandemic, was delivered almost entirely online, through live meetings that were also video-recorded to allow the greatest possible dissemination of the training content even for teachers not directly involved in the project.

The topics covered were as follows: "Let's start with us: the educational team as the first resource at school"; "The developmental stages of the pre-school child for a correct reading of any disorders and difficulties"; "Metacognition: strategies, activities and tools for everyone"; "How and when to observe the child: towards the construction of an operational tool". For the realisation of this training course, professionals from various disciplinary backgrounds were involved in order to meaningfully reach the training needs of teachers (pedagogists, teachers, neuropsychiatrist, psychometrist).

The activities in which the project is structured were oriented to achieve the general aims and the objectives in which it is divided. Specifically, the key MOEC outputs were:

1. **The State of the Art report (O1)** on childhood education and care in preschool years in all four countries and EU overview (written in EN and translated in each national language).
2. **The training on Early childhood education and detection of child difficulties in kindergarten (O2)**, delivered timely in all four Countries in presence and online despite to the pandemic upcoming.
3. **The reports on quality assurance (O3 - O5)**, fundamental overview on how the training and implementation of the project was conducted in a coordinated and efficient manner (written in EN and translated in each national language).
4. **Observation Toolkit development (O4)**, core output of all the MOEC project activities. The toolkit was firstly developed for "pen-and-paper" use then is was digitalized into a webapp application more accessible and usable for teachers and school professional.
5. **The website development (O6)**, a digital Open-Source repository of information, resources and materials in languages in use in the MOEC project, including the Observation webapp tool.
6. **The final report and dissemination (O7)**, including a detailed description of what has been done, for dissemination and sustainability use (written in EN and translated in each national language).

The project drew on the experience and expertise developed through the creation of the Italian FISM training and observation tool programme, which has been developed in 2015-2017 by the UCSC-CeDisMa team. The UCSC programme was developed through an innovative partnership model, in which a number of schools

worked together to develop a shared ethos and a vision for autism education, which linked the public, private and voluntary sector together. It received excellent evaluation, with clear evidence of enhancing the knowledge, understanding and practice of autism practitioners. A publication was made by the CeDisMa team in 2017 and it was the guide to start and implement the whole MOEC project internationally.

The methods for reaching the objectives of the MOEC project were based on adapting and translating the materials created in Italy, as well as the lessons learnt State of the Art report conducted nationally by each university team, and by developing close team work in translating the Italian observation materials to Poland, Spanish and French, with IT team members advising on the process.

Materials were developed and reviewed through an iterative process of team members working together and eliciting feedback from the expert reference groups in each country, and in particular by consulting with school professionals and child development specialists (such as paediatricians, speech therapist, neuropsychiatric doctors) in the creation of training and observation tool materials.

After a process of review, the training materials were delivered in each country and were used by local teams. Feedback from this stage informed the further development of the observation materials. Having concluded the deliver of the training materials, the teams began the development of coherent observation tools, with school teachers actively participating in each review session and team members improving the tools accordingly. With the upcoming of the Covid-19 pandemic followed by massive school closure, the MOEC team deeply agreed to develop an online resource (WebApp) that allows to used the observation tool in digital and shared way, instead of only "pen and paper" mode.

Feedbacks from teachers indicated that the training educational programme and the digital observation tool was worthwhile, of high standard, with an appropriate balance of theoretical information and practical advice and resources. Teachers reported that they were now more able to observe children in the classroom and detect difficulties timely, and that the training and the webapp use affected their everyday practice. As a result of the MOEC project, schools and practitioners have requested further collaboration with the partner organisations and a sustainable model for continuing to develop the training and the observation WebApp has been developed in all four countries.

The project was innovative in five key ways. Those included:

1. The way in which the professional development programme was underpinned by research.

The development of the training was informed by underpinning research. Before the development of the training materials, current early educational practices in Italy, Spain, Poland and France were investigated. This included investigation of legislation on early education, special education and detection of difficulties and its current application; study of current practices in educational settings and the identification of attitudes about classroom observation and the training needs of teachers and educators working in kindergarten. Findings from this informed both the content of the training (O2) and the observation tool (O4 and O6).

2. The strong participatory methodology and the involvement of specialists and non-school staff in all four countries.

The inclusion of kindergarten teachers and early education specialists in the programme offered a new perspective for the understanding of all four countries kindergarten contexts, with the hope that it will be the beginning of active involvement. In the Italy, SENCO teachers, speech therapist, neuropsychiatric and paediatric doctors were involved in trainings and focus groups to develop the Observation tool, they have worked on the project and it was instrumental in supporting the whole team to consider how to effectively develop new early education perspectives.
In France, one specialist on Early development participated in the programme. He reviewed all the material and offered his opinion, he attended one transnational meeting (TM2), took part in one multiplier event, but mostly, offered his clear views and helped the team to see through the perspective of new observation tools for the classroom, related to what is already existing in the country. Other members of the scientific community in Spain and Poland also offered their support and help in the programme the local teams. This included professors on research methodology and parents giving feedbacks on what has been observed.

3. The collaborative working practices.

The creation of the teachers' training programmes focused on the dual goals of drawing upon a strong evidence base for the content and ensuring that the materials represent and embody clear notions of what constitutes effective good early educational practice in kindergarten. Thus we gave practi-

tioners, teachers and specialists the opportunity to shape the development of training programmes in a way that made those relevant and accessible to them whilst researchers gained the opportunity to develop their knowledge base by understanding the concerns and practices of practitioners, and learning to apply complex research findings to practice in an accessible way. This community of practice approach played a highly effective role in enabling effective project implementation. It represented a shift away from traditional conceptions of knowledge transfer (from the researchers to the practitioners) and even knowledge exchange (reciprocity between researchers and practitioners) towards a much more shared and collaborative endeavour in which knowledge and outcomes were developed with practitioners through a process of knowledge co-creation.

4 The development of a sustainable model of observe and timely detect child difficulties in kindergartens that can be helpful to people in other countries.

The MOEC project team was committed from the outset to the development of a sustainable model of observe and timely detect child difficulties in kindergartens so that the project could continue after the EU funding was finished. This was achieved and the training programme continues to be delivered in Italy, France, Poland and Spain, whilst the website and webapp is being maintained in all countries

5 The methodology for evaluating the work of the team.

In addition to evaluations of transnational meetings and multiplier events, the project used the Focus Group methodology to evaluate the outcomes of the project. This framework represents a research method evaluation, drawing on both quantitative and qualitative data. The use of Focus Groups was particularly important to the team, in providing team members and other participants with the opportunity to reflect on their own learning during the course of the project, as well as the ability to identify the key learning moments, and the most powerful learning activities of the project.

Project management

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3.1. Indicators of achievement

Indicators of achievement for the project focused on meeting the carefully outlined objectives and intellectual outputs. We developed a combination of quantitative and qualitative ways of measuring the level of success of our project. The keyways of measuring the success of the project externally were that it should impact on our target audience in terms of **i)** increasing awareness on early childhood education; **ii)** lead to better understanding, knowledge, and skills of professionals and **iii)** lead to better practice of observation and support. In addition to this, disseminating the findings and the work of the project and ensuring that it reached people was also a success indicator.

One element of the success of the project is that it should impact on the project members themselves and increase their knowledge, skills and understanding. Project members were involved in a dedicated focus group at the end of each transnational meeting and these captured changes to their skills, knowledge and understanding. Furthermore, we undertook workshops and engaged in observation and research in kindergarten in all the four transnational meetings, and these captured the transformational impact of the project on team members as well as other stakeholders.

Qualitative indicators of achievement were also captured by involving experts reference groups in the development of the training and observational materials, by engaging them in giving feedback on drafts of the materials, in order that we could improve them in such a way as to make them as relevant as possible.

Further qualitative indicators captured the impact of the training on the participants by gathering feedback related to their responses to the training, including outlining what they had learnt. We analysed this feedback and wrote reports summarising the findings from it. Indicators of achievement were also measured by capturing the numbers of people who engaged with the project in a meaningful way, and through capturing the depth of impact and change in participants as a result of engagement in the project.

Quantitative measures of success included numbers of people who read our website and other digital and printed material; numbers of people who participated in multiplier events, and in MOEC training at all levels. Once the project resource

website and webapp was up and running, we also monitored the number of hits and downloads of resources from this website.

In addition to these mechanisms, there was a range of reporting mechanisms during the development of intellectual outputs. For example, project members wrote reports at key points in the development of project outcomes. For Intellectual Output One this included sharing various drafts of the questionnaires and interview schedules, drafts of the policy, expert and literature reviews. For Intellectual Output Two, the adapted and translated project materials were shared with the project coordinator and the core team; short reports were submitted on the evaluation of the materials and summaries of progress were made before each meeting.

3.2. Implementation and monitoring activities

In line with the grant agreement and the original bid, we put in place a range of monitoring activities to assess the extent to which the project was meeting its objectives. The Community of practice approach informed our project management approach and played a highly effective role in enabling effective project implementation. The project was implemented by holding four transnational meetings (at least one per year), regular whole-team Teams meetings every 6-8 weeks and regular core team Teams meetings 3-4 weeks, as well as project specific Teams meetings as and when these were needed when working towards a particular Intellectual Output. For example, there was a team of five working together on planning the MOEC WebApp. This included two member of research staff and a member of staff from ILAB (ICT dep.) from Università Cattolica del Sacro Cuore (UCSC), two teachers from Italy and three lecturers from the other countries. They met regularly through Teams discussion at key in order to develop the WebApp and they also communicated by email.

Core Teams meetings and whole team Teams meetings served as a way of monitoring as well as guiding. Five team members constituted the core team throughout and consisted of the principal investigator, the overall project managers, and the three project managers in France, Spain and Poland. This was not a monitoring mechanism per se, as it was set up to support and enable, but it acted as a mechanism for assessing progress and for diagnosing what level of support was needed in order to complete the project outcomes.

It was also agreed that in order to reduce the amount of time involved in recording minutes, these would be simplified to predominantly action points, with

individual team members taking their own notes during meetings as needed. The UCSC Coordinator sent the predominantly action points immediately at the end of each meeting to all the referee persons. For 2021 and 2022, the same broad pattern remained.

In the project, minutes and action points were noted at every meeting as well as summary reports sent to project members beforehand. Dates for these meetings were planned and agreed with partners in advance, which is good practice and helps to ensure good attendance levels. Where necessary, additional ad hoc meetings were scheduled to address specific issues or developments.

To support project management and document sharing we used a Google Drive account. All partners could deposit and view documents (with the exception of confidential information such as contracts). Editing rights were restricted to the core team of project managers, thus ensuring that clear protocols were in place for document management and version control.

In order to save time during core team meetings, individual teams were encouraged to write and circulate by email a summary of key actions which had taken place since the previous meeting, as well as underline any points of discussion which might be required during the meeting.

Transnational project meetings took place four times (one remotely in May 2020 due to Coronavirus situation in Europe) and involved the whole project team, with all partner organisations represented. The wider team all took part in these transnational meetings. Every partner organisation had representatives of the organisation at each transnational meeting. Monitoring also happened through setting key dates at which partners needed to submit timesheets and financial summaries. As well as the communication management approach for the MOEC team as a whole, we also had similar systems set up for each of the French, Spanish and Polish teams to aid communication between them. The Salesianas School (ES) was not able to come in presence at the last meeting in Milan (June 2022) due to urgent problems related to the school. The school participants were able to attend each meeting and Multiplier happened in Milan through online connection in Teams.

3.3. Language and other issues

An important issue throughout the project was the different languages involved: English, Italian, French, Spanish and Polish. While English tended to be the main

language used during core or whole team meetings, a number of team members – many of whom were fluent – took on the role of translators for those who were less fluent in one of the languages. At the multiplier events in Spain, Poland and Italy, simultaneous translation was available to attendees.

Similarly, when school visits were arranged, they were always organised so that each group consisted of team members who could interpret if necessary. Team members also ensured they used simplified language during presentations and meetings.

Due to the upcoming of the Covid-19 pandemic, on March 2020 the project manager re-organised the planning and structure of meetings for that year in order to facilitate the sharing of information on a proportional and appropriate basis, while ensuring that certain team members were not unduly committed to these meetings. In agreement with the team, it was decided that whole team meetings should be once a term, core team meetings once a month, alternating with project manager meetings (which involved one member from each team and the Principal Investigators only).

In addition, in order to reflect the high number of additional meetings that were taking place (for example, with the website development team, or between the Principal Investigator and the Project Manager), it was agreed that these would be recorded and send to absent participants.

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Implementation

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4.1. Project activities

Communication management was based on putting in place a number of systems for communication, with clarity about how we used these systems of communication. We used email for communicating key issues, both to the whole team and individually to project members. This included communication about meetings, key goals and circulation of meetings, as well as work related to intellectual outputs. We posted all completed documents to Google Drive so we had them all in one place. We organised whole team and core meetings in between the transnational meetings and these took place through using Microsoft Teams conferencing.

Finally, we used WhatsApp within the core team for urgent communication and for logistical and organisational communication during transnational meetings.

The main activities organised by the project were the Outputs, Transnational Meetings, multiplier events and workshops. During the transnational meetings the team had a combination of activities. These included workshops, school visits, multiplier events, team building events and social activities. In between transnational meetings, team members had local meetings that were associated with the development of the intellectual outputs, as well as project management and implementation.

School visits

These were a strong element of the project, and happened during transnational meetings, when all project members were given the opportunity to visit schools in the region where the transnational meetings were held. School visits involved observation of practice in the classroom, and also entailed the opportunity to talk to school staff. We organised the school visits in different ways in each country. These visits were powerful in enabling cross-cultural understandings between project members, with the opportunity to also take what was learnt from these back to practice in their own countries.

Modelling and providing professional development

In the first transnational meeting in Madrid (Spain), the UCSC leading team presented in details the observation tools developed in the previous action-research

experiences in Italy. This modelled the quality and interactivity of the project, and gave Spanish, Polish and French participants a practical insight into how the observation tool was developed in Italy.

Multiplier events

These are described in detail in a separate section, but in summary, we organised four multiplier events during the course of the project. This included one multiplier events in each country.

Team building events

We organised a number of team building exercises during the course of transnational meetings. In one transnational meeting, for example, project members worked in groups of cross-national teams to dialogue without using words and passing object without using hands.

Project activities related to Intellectual Outputs

There were a number of project activities related to intellectual outputs. In phase one of the project, when we were undertaking research, project activities involved designing questionnaires, travelling to interview participants and running focus groups in different parts of the three countries. During the development of training materials, competencies and quality indicators, project activities involved gathering groups of stakeholders for discussion about the materials. Implementation and delivery of the training were a key project activity for that phase, and in Greece, this also involved following up training with two mentoring visits by a project member to each school to support them in continuing to improve their classroom practice. In addition, project activities involved collating resources and materials for the website and this often involved visiting schools for further discussion with teachers. Project activities also involved organising face-to-face team meetings related to project implementation for local project teams.

Dissemination activities

The project undertook a number of dissemination activities. This included writing newsletters and gathering material for those, speaking at conferences and a range of other events in order to disseminate the work of the project.

4.2. Collaboration between partners

4.2.1 The Project Partners

Università Cattolica del Sacro Cuore (UCSC) was overall in charge of managing the project. Their role was focused on developing a clear overview of the project, implementing the different phases effectively and managing communication between partners. We developed a Gantt chart for the different phases of the project and used transnational meetings, whole teams TEAMS meetings and core TEAMS meetings to communicate key priorities. The UCSC team, and the Research and Study Center for Disability and Marginality (CeDisMa) were in a unique position to manage this role as they had been commissioned to develop the training materials, quality indicators and competencies for the FISM training programme in Italy previous to the implementation of the MOEC project. The FISM professional development programme had been developed in partnership with a number of kindergartens in Northern Italy. The experience of UCSC meant that we were in an excellent position to lead and mentor other partner organisations to:

- **Undertake the background research.**
- **Support colleagues in other organisations.**
- **Guide content development.**
- **Manage and cohere the different partners organisations.**
- **Implement and manage all aspects of the project.**
- **Guide the organisation of the transnational meetings and multiplier events.**
- **Develop and implement the evaluation strategy.**

The **IC "Gabrio Piola"** and **IC "Falcone and Borsellino"** joined the MOEC project with great involvement, participation attention from the earliest stages of the project. The starting point was a training course that involved all kindergarten teachers and allowed them to reflect on the meaning and importance of having a support tool as comprehensive and targeted as possible for the 3-5 year old age group. The team of teachers put a lot of effort into the creation of the tool through an initial phase of observation and comparison with the available models. Thanks to the always continuous collaboration within the teams, they have developed a relationship of mutual sharing and support that has led to the development of a tool that is increasingly rich and adequate to the needs that have emerged. During the three-year period international meetings were held, which were a fundamental moment and for all the teachers involved since it was possible to see and experience new realities and in many ways different from the Italian school.

University Catholic West (UCO) has been engaged in the MOEC project as a partner. A teacher-researcher assumed the role of manager for the French part within the program. The regular exchanges organized by the pilots of the University of the Sacred Cuore, enabled the manager on the French side to respect the project schedule, to understand the expectations both administratively, financially and educationally, and in terms of writing the various reports. We were very well supervised and supported in our efforts throughout the course of the project. It was the first time that we took part in an Erasmus project. The quality of the exchanges between the different interlocutors, the different partners involved in the project was really exceptional, they really allowed us to progress in the knowledge of this type of project

The school/university partnership was very important for **Notre-Dame de la Source** team. In the focus groups, all the teachers were able to speak of their job and their difficulty in helping children with disabilities or learning difficulties. Ségolène Le Mouillour and Jacques Legal from the university have been listening without judgment. They helped the school teachers to problematize their training needs. The two trainings were very interesting and important too. They learned new comprehensions of learning difficulties with the writing of students' portraits, the inclusion definition, the place for the families and the accompanied the team to analyse our professional practice with theoretical lighting.

The team from **Municipal Kindergarten nr. 5** in Puławy in Poland was mainly responsible for running researchers and observing the children taking part in the project. Our role was to observe the children's behaviour, analysing and withdra-

wing the conclusions as well as updating the parents about the whole process. After the direction of work had been established the teachers were working with specialists in order to overcome educational difficulties the children were facing. The team from the kindergarten presented while the online meeting multimedia presentation, all the educational and pedagogical data being the base of a carried out observations of the children. The translation of the presentation had been prepared by the Polish team from the kindergarten nr. 5 too. We were also responsible for organising the transnational meeting with all the project partners in Puławy in our kindergarten. Our kindergarten was also the venue of a conference with the project expert Prof. dr hab. Edyta Gruszczyk – Kolczyńska. As a following contribution the kindergarten team recorded a film documenting the whole visit of our partners both in the kindergarten nr.5 as well as in KUL.

In what regards the Spanish team, in which participated the **Universidad Pontificia Comillas** and the **Institución Profesional Salesiana** as the educational centre, several training sessions were carried out among the participants in which the members of the team and the teachers involved in the application of the observation questionnaire took part. These sessions were deemed necessary in order to go further into the topics directly related with the project and to unify the criteria among all participants, whose formative and professional origin was very different.

For the creation of the Spanish version of the observation questionnaire, we collaborated with **Dña. Elisa Gutiérrez**, Graduated in Educational Psychology and Holder of a Diploma in Special Education, with an extensive career in the field of Educational Psychology. Her mission in the project was double. On the one hand, she advised the Spanish Team in the production, organisation and adaptation of the observation questionnaire to the Spanish reality. On the other hand, she advised the Spanish team in the creation of a complementary tool of atypical markers, which was of great use for the subsequent work with the final design of the observation tool. This tool was very positively valued by the members of the MOEC teams of the different countries in the transnational meetings in which it was mentioned.

The Spanish team has worked efficiently in the different tasks carried out in these three years, with a great personal interest from all of the participants in order to achieve the aim of the final result of this project turning out to be a useful tool for the teachers for the early detection of difficulties and of possible problems in the stage Pre-School Education stage.

It is to be highlighted as well the great involvement of the participating teachers of the three years of Pre-School Education, both in the formative sessions and in the training ones, and in the application of the designed tool. This attitude is specially significative in the two years during which the hardest measures due to the COVID 19 lasted, in which, besides their normal teaching work, they had to attend to their students from other perspectives and collaborate with MOEC.

The fluent communication which has taken place at all times is to be stressed, both regarding the Italian team as the project's leader and the rest of participating countries. The exceptional work carried out by the Italian team is to be specially highlighted, whose leadership throughout these three years has been impeccable and efficient, fostering the good relations between the MOEC members and making the work easier at all times. In this way, they have answered all doubts in a fast, clear and efficient way, solving all of the problems which have occurred; they have kept a fluent communication; they have made the production of works and presentations easier; and they have positively collaborated to the good relations kept among all participants during these three years.

4.2.2 Collaboration between partners

There were high levels of cooperation and communication in the project, with a tremendous amount of passion and positive energy. Individuals developed deep friendships and transnational meetings had an energising and positive atmosphere. The project benefited from the fact that all partner organisations had contact with colleagues at Università Cattolica del Sacro Cuore (UCSC, the lead institution) before. UCSC colleagues had worked closely with the two involved schools – Istituto Comprensivo "Piola", Giussano and Istituto Comprensivo "Falcone e Borsellino", Offanengo. A referee teacher from Offanengo School had also worked with colleagues at all four Catholic universities involved. All five schools were directly connected to the national involved university.

UCSC and the two local kindergartens had worked closely together on educational training, supervision and active projects for children This background cooperation was important to the project as partners already had a good track record in working together. This got the project off to a good start, and it meant that different organisations and individuals started the project with shared values and a joint passion for effecting change for autistic children.

As soon as the MOEC research program was launched, the University Catholic de l'Ouest organized a meeting with the entire educational team of the Notre Dame de la Source school committed with us in the program. It seemed very important for us to be able to associate all the professionals of the school for better communication between the different partners and consequently the respect of the expectations for the different stages of the project. The headteacher of the school also made sure to inform the parents of the pupils attending the school of the participation of the teachers in the project. The school wasn't chosen by chance. The director works at UCO as a trainer for future teachers. We have thus built and defined a planning of the various activities to be undertaken. Regular exchanges in focus groups have facilitated relations between the different professionals. The review day organized with all the actors highlighted the interest of the program experienced both for the professionals who were really able to question their professional gestures and postures and for the academics. Professional and friendly relations were thus able to develop. We continue today to discuss the follow-up given to the project.

In the Spanish national team, the collaboration between UPC and the school has been fantastic. Throughout the Project, the teamwork was worked in a coordinated way. Both Zahira Ciprián and María del Mar Gómez have carried out a great

coordination work with the teachers of the Institución Profesional Salesiana, to which the added difficulties due to the pandemic have to be added, for which they had to deal with this, the project and their managing functions in the centre.

On the other hand, the teachers of the educational centre who have taken part in the application of the tool should also be mentioned. They have provided a prior analysis of the first versions of the questionnaire and very useful feedback once the first application was carried out, which has contributed to our being able to polish the tool until reaching its current version, which they deem useful for teachers.

It should also be mentioned that the time of applying the questionnaires has coincided with times of special workload in the school, both for the managing team and the teaching one. The response of the whole team and teachers has been very good, achieving the meeting of the project's deadlines.

Communication was greatly supported by colleagues meeting regularly at transnational meetings. As these transnational meetings lasted for five days at a time and took place twice a year, a strong team ethos developed and individuals got to know each other well. A good sense of camaraderie therefore developed and this sustained everyone throughout the implementation of the project. Implementation relied on a good mixture of cross-national and local implementation. Again, the core team structure helped this process, as the project managers in each country had an overview, whilst not overwhelming everyone by taking charge of communicating and implementing within their own teams.

We set very ambitious goals for this project. To conduct research and also develop and deliver several tiers of training as well as other resources was an ambitious project. We developed training materials, observation tools, a webapp and research reports, to mention the most substantial intellectual outputs. These high expectations meant that all staff members committed more time to the project than allocated in the bid. We set very high standards in relation to quality, and whilst this clearly was positive, it also meant that team members were often stretched and did not always have enough reflection time.

Communication management was based on putting in place a number of systems for communication, with clarity about how we used these systems of communication. We used email for communicating key issues, both to the whole team and individually to project members. This included communication about meetings, key goals and circulation of meetings, as well as work related to intellectual outputs. We posted all completed documents to Google Drive so we had them all in one

place. We organised whole team and core meetings in between the transnational meetings and these took place through using Microsoft Teams conferencing.

Finally, we used WhatsApp within the core team for urgent communication and for logistical and organisational communication during transnational meetings.

The language issue, as described in the previous section, was an issue experimented by all team members in all four countries involved. The coordinator decided to manage the whole project in English because it was the language known by the highest number of team members but throughout the project often we needed to slow down the activities to allow to all participants to understand what was being told and reply. The Core Team decided that a restrict number of team members – many of whom were fluent in English – took on the role of translators for those who were less fluent in one of the languages.

The MOEC team, if we were to carry out a similar project in the future, would try to know in advance the existing tools in each Nation involved in the project to save time in the development of a new combined tool if interest for each partner country.

4.2.3 Key Target Groups in the project

Our key non-academic partners included schools, Local Authorities, third sector organisations, a design consultancy, regional and national government and business. The participating organisations cascaded the work to other non-academic partners through the development of the training programmes and observation tools and, above all, the MOEC WebApp. This involved setting up expert reference groups who were involved in shaping the materials through giving feedback and design interface and usability of the analogic and digital tools. These expert advisory groups consisted of specialists, key policymakers, ICT and design experts and practitioners in each country. Furthermore, project partners delivered the teachers' development programme to a group of school practitioners in Italy (n=110), France (n=26), Poland (n=64) and Spain (n=45). In total, we worked with four schools. We have received feedback from teachers in schools where they have undertaken the training to indicate that they have changed their practice as a result of it, and that the training has therefore in turn benefited the children. Team members have been able to undertake observations to indicate that this is indeed the case through school visits.

A broader group of policy makers, trainers and school staff participated in our multiplier and dissemination events (n>400). Finally, last but certainly not least, children were centrally involved (n=305 in total). Staff and parents (n=42) accessed the open educational resources shared by teachers and the synthesis of observations done in the classrooms.

In summary, target groups for the project therefore included kindergarten children, practitioners, policy makers, teachers and trainers in the field and other interested stakeholders. We involved these target groups through focus groups and interviews for Intellectual Output One, through the Multiplier Events, school visits during transnational meetings and by involving expert reference groups in feedback about the training materials.

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Engagement and Impact 5

5.1. Impact on team members

The project has had a beneficial impact on the individual participants in the project, as evidenced by their feedback from the transnational meetings and the evaluation reports from these. It has enhanced their knowledge and understanding of the needs of the stakeholders they are serving. All partners have mutually benefited from the cooperation as it has enabled them to develop their participatory and collaborative working practices, and it has impacted on their technical skills as well. All participants have learnt about policies and practices in other countries and have thus widened their knowledge and understanding.

The project engaged networks of people in a meaningful way that extended beyond expectations. The engagement and impact of the network can be seen from the number of people involved in our expert reference groups (n=14); the number of people who engaged in training (n= 60 in Italy; n=16 in France; n= 23 in Poland; n=37 in Spain) and from the number of people who attended multiplier events during the project (n=over 300 in total).

The project has given partner organisations the opportunity to develop the transferrable skills of their staff in developing evidence-based training programmes, a range of interactive and motivating resources for practitioners, delivery of training and the creation of guidelines for staff in schools and other settings. The project has had a particular impact on enabling the development of collaborative practices, of doing things together and the acceleration of the learning process that this brought on.

The Core Team focus groups captured how members of all the partner organisations started working together more collaboratively as a result of the project. Focus groups have also, for example, captured how involvement in collaborating with three others teams to write the bid, fundamentally changed the way each team member worked with his/her national team.

Others shared about how the work had led to improvement in their own and others' professional skills. For the Polish participants in particular, one participant focused on how the work in the project changed her ideas. She talked about the power of collaboration to go beyond what we can do individually. As a result, as

a team in Poland, she highlighted that the consequence was that they now meet more often, to discuss and solve problems together and feel more positive about the future.

The Core Team focus groups documented how practice changed in schools. An outreach teacher who works for Polish local school department in supporting other teachers in mainstream schools, felt that the visits of Spanish, French and Italian colleagues to Polish school strengthened her sense of supporting the practitioners to build capacity rather than be the person always trying to deliver. For a teacher in a Spanish school, the visits strengthened her appreciation of the importance of providing a network of peer support, cultivating friendship groups and opportunities to develop social interaction skills in a safe, supportive and inclusive environment for any child in kindergarten. One teacher in Italy outlined that she had learnt to behave differently with the children in that she now used visual prompts and provided simple instructions. She felt she could adapt her teaching to individual student needs now, could prevent crisis and manage difficult situations and that the child had reduced meltdowns and collaborated more with others as a result of her improved practice. Another Italian teacher talked about how her understanding of the importance of peer-to-peer learning had developed, that she had gained tools to implement changes to her pedagogy and had also learnt to deal better with behaviour that challenges her in the classroom.

The positive impact on the relevant target groups and stakeholders cannot be underestimated, as the materials improved skills, understanding and knowledge of good early education practice in the school workforce and of the practice and policies of the respective national contexts. The training programme itself is innovative in that it uses film clips, activities built into the training materials, and the Observation Tool developed in the Web App provides an excellent framework for an use in a number of organisations and individuals to deliver it.

The creation of the MOEC WebApp for wider use internationally has had a beneficial impact on the participating organisations by strengthening their understanding of the universal aspects of good early education and observation, helping them identify a range of new resources and thus enabling them to enhance the capacity of their respective organisations. The Open Source webapp is available to practitioners internationally and provides those stakeholders with vitally needed awareness raising resources about early education, and about the model of professional development.

5.2. The impact of the project at the local, regional, European and/or international levels

The desired overall impact of the project was to move the early education field forward in Italy, Poland, France and Spain in terms of understanding how to improve the educational knowledge, understanding and practices of teachers who work with children in kindergartens. This move entailed a shift from a focus on deficits to a focus on differences and strengths. We have gathered evidence of impact through evaluating all transnational project meetings; each of the Multiplier events; taking feedback from participants who took part in training and writing evaluation reports on this and creating value creation stories with team members and other stakeholders. We have also monitored how people have engaged with the website, Facebook page, Journals and Twitter (see below under dissemination).

At the local level, we enabled **1)** increased levels of digital competence; **2)** improved competencies linked to professional profiles, **3)** new educational practices in the early detection of child difficulties in kindergarten, and **4)** broader understanding of practices, policies and systems in early childhood education. At a systemic level, the project has led to education and training that is better aligned to the needs of the education workforces in the respective countries. As such, it has contributed to the social inclusion of all pupils at school. The project has also had a broader societal impact by developing knowledge of early childhood education, from awareness raising and day-to-day practices, to training the teachers of the future. It has created future observation champions who can cascade the training to new audiences, thus leading to long lasting and sustainable change and impact. There have been organisational benefits for all partners and organisations involved in the project, including widening international networks and learning from good practice in the four countries.

At the European level it is making a contribution to social inclusion in education and social cohesion more widely. We hope that the MOEC WebApp will raise awareness of the importance of early detect child difficulties in a number of countries and will support and reinforce interaction between practice, research and policy. As part of the project, the team has created a model for international collaboration and a method of delivery that can be applied to other countries to research, evaluate and develop educational practice in early childhood education in different contexts. The model itself and the content therein thus enables the development, transfer and implementation of innovative practices at local, natio-

nal and European levels. We have already started communicating with potential partners in different countries about extending the model to those countries. These countries include USA, Romania, Turkey, Finland, Belgium, Jordan.

5.3. Contribution to the most relevant priorities of Erasmus Plus Key Action 2

In an era like ours, defined by the European Commission (2014) as an era "of unprecedented economic and social challenges", the first real way to reduce forms of social inequality could be represented by investment on services for early childhood, in both economic and qualitative terms.
The quality of childcare services would promote high-quality opportunities for all children by reducing the forms of inequality and disadvantages. In addition to having a value in terms of social equity, certainly the value added can be represented by the reduction of future public expenditure for welfare, health and justice. The data on the exponential growth in the number of minors and families benefiting from these services should make us think about the importance of encouraging and promoting research in this direction. In Italy, 96.5% of children from 4 to 6 years of age attend kindergarten. This datum grants us an above-the-average status, compared to the European average (94.3%).

This project has promoted promote good practices towards early detection of possible difficulties of the child in age 3-6 years, defining educational instruments shared internationally by the partner institutions.

The more detailed objectives of the MOEC project have been:

1. Develop, through specific training courses, the observational skills of teachers of the schools involved.
2. To raise awareness on the importance of an adequate observation and on the acquisition of responsibilities in educational-related terms.
3. Promote a unity of aims in the educational and didactic team: the goal is a thorough management of the child from every perspective.
4. Reach, between the partner bodies (universities and schools involved), a shared definition of a tool for the early detection of possible difficulties in children and a protocol of its application which takes into account the specificities of the context.
5. Experiment the use of the tool in different contexts.

6. Outline good working practices.
7. Promote the relationship with the families, in a co-responsibility orientation of education.

These aims are strongly aligned with the Erasmus Plus Key Action 2 aims of strategic partnerships that focus on **1)** promoting structured cross-border and interregional cooperation; **2)** improving the capacity of organisations active in education; **3)** enhancing the professional development of those working in education by increasing the quality and range of initial and continuing training; **4)** facilitating validation of formal and non formal learning; and **5)** producing Open Educational Resources that are created as a result of both research and engagement with experts and practitioners in the education community.

The project has contributed to and aligns well with Erasmus Plus Key Action 2 priorities in that it achieved its objective of fostering meaningful and productive strategic partnerships that promoted structured cross-border cooperation. It improved the capacity of all the participant organisations, as well as of regional authorities and schools that participated in professional development. It enhanced the professional development of those working in education by increasing the quality and range of continuing education in the field of early childhood education and it facilitated validation of formal and informal learning through the production of tiers of professional development, a set of observation tools, a webapp, international reports, and open educational website.

The collaborative model enabled participant organisations to work together constructively and it enabled researchers and practitioners to co-create knowledge together. The innovative and participatory methodologies engaged a range of stakeholders in its development. This model has in turn led to a sustainable model that continues after the end of the project. The professional development programme, in partnership with the website with open educational resources is making a distinct contribution to improved practices for catering for the needs of a disadvantaged group. It has strengthened links between research and services in the areas in which we have been working.

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Dissemination

6

6.1. Target Audience

Our target audiences included our significant network of contacts, including 3000 students (past and present) associated with the Study and Research Centre for Disability and Marginality (CeDisMa) at the Università Cattolica of Milan (IT); 1000 students associated to the with the Faculty of Education at the Univerisitee Catolique de l'Ouest; 700 students associated to the with the Faculty of Education at the Univerisitee Catolique de l'Ouest; the vast School Hub network in the province of Monza (IT) where IC Piola school belongs (+1000 teachers) that is a network consisting of over 50 kindergarten schools; and a large database of interested stakeholders such as EECERA (European Early Childhood Education Research Association), Save the Children Italia.

Targets of the dissemination plan in Italy include kindergarten teachers, professional on the field of early childhood education and care such as therapists and doctors; associations and foundations interest in childhood care and education, support teachers and educators, headmasters, parents, thanks to the CeDisMa, policy makers and contact persons in the Ministry of Education. Tangible aspects of the dissemination plan are schools' and centres' websites which have a link to the project, the delivered materials, the observation tools, the knowledge and the experiences of the participants.

The primary goal of the project was to raise the knowledge, skills and understanding of the education workforce in early detect difficulties of children aged 3 to 6 years old. Outside of our existing networks, our main target audience for this at local and regional levels was staff in school settings in Italy, France, Spain and Poland as well as training organisations, voluntary and no-profit organisations interest in childcare and education as these are the people we wished to provide awareness-raising and training to. These were the target audiences whose knowledge and practice we wanted to enhance through the development of the intellectual outputs and strategies of the project.

In addition, the development of the training required people who were keen to engage with delivering the training in a variety of schools and other settings. At regional level, it was therefore crucial to target audiences through school networks and education departments within local and regional authorities. Hence we

engaged with staff at the Ufficio Scolastico in Monza and Brianza, for example, as well as a network of schools in associated with our partner Universidad Comillas in Madrid and its region, and particularly through links with the Salesiana school network.

We were also interested in reaching academics and students as the project represented a good example of knowledge co-creation between researchers and practitioners. We wanted the project to represent a strong example of community engaged scholarship, with the opportunity to train a new generation of researchers who are committed to participatory research with kindergarten teachers centrally engaged in this research. The project provided a model for enabling students and early career researchers to participate in a project in which they were given the opportunity to be involved in knowledge co-creation, engagement with practitioners, teachers and children in kindergarten. We wished to disseminate this approach to other academics and students as we believe this approach is more likely to lead to change and impact on practice in the field of early educational studies.

At national level, our target audiences were policy makers and Ministries of Education in the respective countries so that the project could become a model of good practice in the development of continuous professional development courses. Members of the Pedagogical National Society (SIPES) in Italy participated in our multiplier event in Milan; at the conference in Poland, a representative of the Local Educational Authority opened the conference and in Spain, we engaged with a number of members of the Educational Faculty throughout the project.

At European level, we were keen to engage with wider audiences of academics and practitioners in order to illustrate the power of the collaborative model based on the development of a community of practice. These audiences primarily consisted to academics in universities, with the resource website aiming to reach wider audiences in schools. We reached an audience of international participants through our delivery of posters and a workshop at the 30th EECERA conference (September 2021).

6.2. Dissemination activities

Our dissemination activities included dissemination of project activities through: multiplier events; websites; newsletters; publications; social media; newspapers articles.

The multiplier events have been the lynchpin of the dissemination of information about the MOEC project, as well as an important means by which its impact can be measured. The multiplier events have been reported in the section on multiplier events. In order to provide a flavour of feedback from multiplier events, a few representative examples are presented below:

- Collaborative Innovation in Early Childhood Education: Prevention of neurodevelopmental disorders, Madrid (Nov. 2019)
- Collaborative approaches serving a shared definition of inclusion education, Angers (online) (May 2020)
- Equal opportunities for child's development in kindergarten: theory-diagnosis-practice, Lublin (Nov. 2021)
- More Opportunities for Every Child - Prospettive e riflessioni per includere nella scuola dell'infanzia, Milan (June 2022)

The Università Cattolica del Sacro Cuore - MOEC website was created to disseminate project results specifically to an academic audience. This provided information about the project, with the view of giving those who accessed it a flavour of the processes involved in setting up the teacher training programmes and observation tools in Poland, France, and Spain. The URL for this website is: https://progetti.unicatt.it/moec-home

A press conference was held on February 15, 2020, attended by IC "Piola" dr. Roberto Di Carlo, the teachers involved in the project and pedagogist Paola Molteni, during which the project was presented to local newspapers.

By September 2022, this website had attracted 3217 unique page views by people from a number of countries. The majority of those accessing the website were from Italy, Spain, Poland and France, but viewers from UK, Greece and Romania each constituted 9% of viewers.

In March 2022 a resource-based project website was launched. This was one of the intellectual outputs of the project: www.moecproject.eu. In September 2022, this website had attracted more than 1000 page views and 219 users, with a total of 280 sessions. Most of users (131) are from Italy but it is interesting that a large

number (60) are located in Ireland. The website got also hits from USA, Germany, New Zealand, India and The Netherlands.

In addition, all the other partners in each country also provide information about the MOEC project on their websites (e.g. https://www.cedisma.it/2020/01/20/progetto-e-moec-more-opportunities-for-every-child/).

The CeDisMa Facebook page was used as main MOEC social page. Between October 2019 and September 2022, approximately 7K people were reached (from @cedisma account).

The UCSC team members have delivered presentations at 18 local and national conferences in total. UCdO team members have delivered six presentations about the project at student conferences and to teachers and school staff working with children in kindergarten, reaching over 3000 people through this.

The UPC team have disseminated the MOEC work into the university website (Recording and open Access availability of the training activities carried out during the celebration of the KOM, through Comillas TV: https://tv.comillas.edu/media/Jornada+Proyecto+MOEC/1_hse6q0tz/158129391 and News published in the web about the training courses for teachers: https://www.comillas.edu/noticias/61-comillas-cihs/chs/chs-investigacion/1469-el-reto-de-la-atencion-a-la-diversidad-en-el-aula

They have written articles previously referred to in other sections in the Padres y Maestros journal: It is a quarterly publication devoted to the dealing with topics related to education of varied thematic edited by the Universidad Pontificia Comillas and whose articles are published after being peer-reviewed. Nowadays, it has 355 subscribers in Spain and a number of visits from all around the word (Mexico, USA, Canada, Argentina, Colombia and Brazil).

Each of the European partners has also promoted the project at conferences and seminars. This included an oral presentation at the SIPeS National Conference in Macerata (IT) (Mar 2022). Team members have also presented the project internationally. This has included in Skopje, Macedonia in June 2022 and Jordan in November 2021.

At European level, we have disseminated our work through the Erasmus Plus+ dissemination platform by uploading all our intellectual outputs. The MOEC project has been promoted at one international conference so far. EECERA 2021 constitutes one of the most important early childhood conferences on the international calendar. In 2021, due to the pandemic, EECERA conference was hosted

online, and the MOEC team was granted a workshop. During the workshop, representatives from the international team described the project and its aims.

The most important mechanism for promoting open access to our intellectual outputs is through our resource based website, which is itself an intellectual output. The URL for this is www.moecproject.eu

We also promote free access to the intellectual outputs through our University website and by uploading the intellectual outputs onto the dissemination platform, as well as providing links to our organisation websites.

We do not wish to encourage anyone to use the training materials to train others or the observational tools alone though, unless they have participated in "MOEC training" events, as we plan to develop a system of licensed training in order to protect the quality assurance of the training and observation tool through the use of the webapp.

The training materials and their delivery through the universities (USCC; UCdO; KUL e UPC) were created through an interactive synergy with the national school teams bringing to life and supplementing the core materials developed by the researchers. This collaborative model was crucial to the long-term success of the programme as it was significant in shaping the flexibility of the materials to be used by the training teams in a variety of educational settings (mainstream, special and specialist). It enabled change in the culture and attitudes of school staff in their areas and initiated a willingness to update, renew and revise existing approaches, strategies and provision for pupils with difficulties in kindergarten. It also meant that the materials have continued to be available and used by others.

We ensured that this team dynamic developed from this Erasmus Plus project will remain active and that the project's results remain available and used by others for a long time after the project is completed: each national team have built up strong collaboration with the local school and all universities opened up a collaboration with other teachers in order to keep using the MOEC materials. We can declare that the partnership has leaded to further natural and organic development, becoming financially self-sustaining and has the potential to extend to other sectors. So, given that one of the key objectives of this project was to create a sustainable training and observation model of childhood difficulties in kindergarten, we can assure that the results of the project will remain available and be used widely.

The Università Cattolica del Sacro Cuore, MOEC coordinator, will continue to develop and maintain the MOEC website and web app (www.moecproject.eu) after the project is completed through the internal resources available in the department. This will ensure that the project's results will remain available and used by others after the end of the project for at least 5 years. The resources, such as open access article, presentations, training recording and more others, will continue to remain available online on this website, and we will ensure that we continue to disseminate these in all our future work. Every time a school receives training by MOEC members, they are likely to disseminate the work further to other schools for us too., in particular the webapp observation tool. This project has surely created a dynamic that enables further development within each partner nation and across Europe. Each country has worked hardly to identify further sources of funding locally within the partner organisations to ensure that the materials are updated regularly and kept abreast with developments with ICT and within the field of early education.

Photo by Sigmund, Unsplash

6.3. Potential to use the approach of MOEC in other projects on a larger scale

There is huge potential to use the lessons from the MOEC project on a larger scale and in a different geographical area. Aspects of our methodology that has the potential to be useful for other countries includes:

1. the notion of engaging in research to determine the knowledge levels and training needs of schools staff before developing training programmes;
2. gathering a cross section of the community in order to ensure that the materials draw on a number of knowledge bases and are relevant to practitioners and
3. building a community of practice consisting of passionate stakeholders, including specialists, families and professionals working together.

The notion of developing different modules of training, from awareness raising to more in-depth training is also crucial to this model as it enables the development of a groups of practitioners who can become education champions. These people can in turn cascade their knowledge to larger numbers of educators, families and children and thus build the capacity for the development of inclusive practice. We believe such a model could be useful to people in a number of countries.

Part of the vision of the project is to continue the work that has been developed by researching the impact of the programme on **1)** the development and practice of teachers and **2)** the observation of pupils. We also wish to extend what we have learnt from this project, to develop models for organisations and individuals in other countries to employ. We have already undertaken a training project for the "Bridges in Amman" project in Jordan, promoted by the Center for the International Solidarity (CESI), which conducted research on how to improve education and observation in schools around the world. We are also in discussions with colleagues at Australian Department of Education, in particular Dr Kendra Kots, who came to visit our faculty in Milan.

In order to move forward, we plan to submit further funding bids to **1)** continue the collaboration with our colleagues in Spain, Poland and France by conducting research through case studies of schools and teachers to capture the impact of the project longitudinally; **2)** extend a similar project to other countries in the European Union and beyond. Plans include setting up a social enterprise through which this work can be promoted, and the initial preparation work for this has been undertaken.


Magenta
PC930
Magenta
Orange
PC1003
Spanish
Cramoisi
PC929
Pink
Rose Fané
PC928
Blush Pink
Vermillion
PC921
Pale
PC995
Mulberry

Sustainability

7

As a result of the project, we have trained school staff in different schools in Italy, France, Poland and Spain. The MOEC training will continue to be delivered by trainers after the EU funding has ended so the materials developed throughout the project will continue to be used. The overall website (www.moecproject.eu) will be sustained and developed by UCSC staff after the project is completed, with UCO, KUL and UPC maintaining the website in each national language respectively. The resources and outputs will also remain available on the website for practitioners in a number of countries to download and use. The MOEC WebApp included in the website will keep being disseminated and promoted by all university members and the log-in and tutorial will be made to each new school that want to use it in the future.

Partners have developed models to make the MOEC outputs self-sustaining. Sustainability of the programme has clearly been a challenge in the current financial and social European reality. However, the positive feedback and the great response of the school professionals, has brought out the need to continue the programme.

Sustainability of the training will happen in the following way in Italy: the UCSC has a specific training decree for future kindergarten teachers and a new lecture will be dedicated to the MOEC topic, that is the early detection of child difficulties in kindergarten. All students attending the training course at UCSC (more than 150 every year) will have the understanding of the project and will explore with the professors the webapp, reports and materials. New dissemination activities will be planned, active collaboration is open with a the town of Monza, that supports more than 120 teachers in municipality public kindergartens. IC "Falcone Borselino" and IC "Piola" will continue the collaboration with UCSC and within their teams, with pedagogical shared support and two annual visits and exchange.

In Spain, the Universidad Pontificia Comillas, during the 2022/23 academic year, and following ones will do the following actions: Information and access to the observation tool designed in the Project will be sent to the more than 250 educational centres in which the students of the Degrees in Pre-School and Primary

Education do their internships, with the purpose of their being able to join the application of the observation tool; The Project itself will be dealt with and the tool will be shown to all of the students of the Degree in Pre-School Education of the University who take the subject of "Dificultades de Apredizaje y Trastornos del Desarrollo" ("Learning Difficulties and Disorders in Development"), which is given in the 3rd year (about 30 students per year), who are potential users of it when they start in the working world; The Project itself will be dealt with and the tool will be shown to all of the students of the Degree in Pre-School Education of the University who take the subject of "Dificultades de aprendizaje relacionadas con el desarrollo cognitivo" ("Learning difficulties related to cognitive development"), taught in the 5th year of the Double Degrees in Pre-School Education and Primary Education (about 50 students per year), who, as in the previous case, are potential users of it when they start in the working world.

The UCO will deliver the training and the webapp use on a worldwide scale: the Faculty of Education has a permanent site in the French Polynesia where one a year the UCO MOEC coordinator will go for training and lessons. One UCO researcher has become the Educational Needs coordinator in a supramental "Island School" in French Britain: he will keep using the MOEC materials, in particular the webapp, with this school teachers.

The KUL university team will deliver the MOEC training into the regular classes for future teachers, at the Faculty of Education. Collaboration with MP Nr5 Kindergarten will continue due to an agreement for consultancy and pedagogical support. The teachers will keep using the webapp for at least three years after the end of the project.

Concluding comments

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In summary, the More Opportunity for Every Child (MOEC) project has been a highly successful project that has led to demonstrable impact on the team members involved in it, the organisations they work for, and the stakeholders they engage with. The project has generated a number of valuable intellectual outputs and ways of working which are likely to continue making an impact on the field of early childhood education locally, regionally, nationally and internationally.

The achievements of the project exceeded initial expectations in relation to the quality of the outputs; the impact of the project on team members; the engagement and participation of a strong network of people and the reach to broader audiences.

The materials and resources created by the project are available:

- on the project website site: www.moecproject.eu

- on the Erasmus Plus Dissemination platform: http://ec.europa.eu/programmes/erasmus-plus/projects/

More Opportunities for Every Child

Early detection of child difficulties in kindergarten

FINAL REPORT

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