**F.R.I.E.N.D.E.S.K.**

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| Main objective of the project | Innovation |
| Project Title | F.R.I.E.N.D.E.S.K.: Foster Reception for Inclusive Educational Needs: Development of Educational Support for Kids |
| Project Acronym | F.R.I.E.N.D.E.S.K. |
| Project Start Date  | 01-09-2019 |
| Project End Date  | 28-02-2022 |
| Project Total Duration | 30 months |
| National Agency of the Applicant Organisation | IT02 Agenzia Nazionale Erasmus+ - INDIRE |
| Language used to fill in the form English | English |

**Aim:** F.R.I.E.N.D.E.S.K. is a project aimed at reducing social exclusion of children 0-6 years old coming from marginalized contexts through the implementation of an innovative ECEC (Early Childhood Education and Care) model.

**Partners:** The project brings together 8 partner organizations with longstanding experience in the field of social inclusion and children education, with the aim to create and test an integrated system where teachers and experts involved in ECEC systems could work together for providing children households with an inclusive and all-encompassing service.

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|  | **PIC** | **Legal name** | **Country** |
| 1 | 905803946 | FISM - Federazione Italiana Scuole-Materne della Regione Toscana | Italy |
| 2 | 969224486 | Kentro Merimnas OiKogeneias kai Paidiou  | Greece |
| 3  | 999895789 | Universita Delgli Universita Studi di Firenze | Italy |
| 4 | 946835431 | Asociata Europanet | Romania |
| 5 | 948373366 | World University Services of the Mediterranean- Wusmed | Spain |
| 6 | 947100241 | Sdrudzennie Znam I Moga | Bulgaria |
| 7 | 948666403 | Perifereiaki Diefthynsi Protovathmias & Defterovathmias Ekpaidefsis Thessalias  | Greece |
| 8 | 904046015 | Blue Room Innovation SL  | Spain |

**Objectives:**

The general objective of F.R.I.E.N.D.E.S.K. is to reduce social exclusion of children 0-6 years old coming from marginalized contexts through the implementation of an innovative ECEC (early childhood education and care) model.

More specifically, the project aims at creating and testing an integrated system where teachers, educators, health-care workers and volunteers could work together for providing children households with an inclusive and all-encompassing service.

The specific objectives are:

- to intervene on the cultural and social deprivation of children and families who live in conditions of greater precariousness due to low income, recent immigration, loss of work, illiteracy, psychic fragility geographical marginality. Children and their families are the main beneficiaries of this project,

- to increase the professional skills of teachers and educators, experts and schools staff, through inclusive methodologies and pedagogical approaches,

- to create an "educating community" made up of nurseries and primary schools, health-care services, hospitals and associations and all the other actors dealing with the rights of children, education and social inclusion.

**Main Phases:** More specifically **F.R.I.E.N.D.E.S.K**. consists of four core phases:

1) a context analysis and benchmarking focused on best practices across the European countries partners on the main reasons of social exclusion affecting households with children aged between 0 and 6 years old;

2) a transnational activity for external teachers and experts who work within the ECEC systems;

3) a period of experimentation of the Friendesk Model consisting on physical spaces hosted by schools and aimed at providing parents with any information, contact, treatment or other services offered;

4) a launching of an Integrated Web Platform useful to deliver training contents to experts ECEC.

Considering the way in which ECEC systems are dependent on the responsible authorities at the highest level, which may be Ministries or Regions or Municipalities, at the end of the experimentation F.R.I.E.N.D.E.S.K. will try to engage public authorities in order to create guidelines improving on how to tackle child poverty and social exclusion through measures such as family support and benefits.

**Intellectual Outputs:**

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| **ID** | **Output Title** |
| **O1** | Comparative Studies on ECECsystems and Hub & Spoke ModelGuidelines |
| **O2** | Training package for ECECprofessionals |
| **O3** | Friendesk Hub & Spoke ModelExperimentation |
| **O4** | Integrated Interactive Platform withMOOC training courses |
| **O5** | Hub&Spoke Model Governance |

**Learning, Teaching, Training Activities:**

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| --- | --- |
| **ID** | **Activity Type** |
| **C1** | Blended mobility of VET learners |

**Expected Results:**

**O1*: Comparative Studies on ECEC systems and Hub &Spoke Model Guidelines (IO1).***

The situation of children social inclusion and the quality of ECEC will be deeply analyzed during the IO1. **Friendesk** will work on the quantitative and qualitative analysis. The qualitative analysis will be done by questionnaires and intends to collect feedback from:

- at least 30 per partner among teachers, experts like psychologists, professionals from nurseries, primary schools, health care services, associations for a total of 240 people;

- at least 2 national best practices and 2 local practices.

***O2: Training package for ECEC professionals (IO2)***

After the design of the offline and online training, it will proceed with the selection of participants for the training activity C1. For each country will be involved:

- 2 teachers

- 1 coordinator

-3 experts (among phycologists, teachers for special need children, cultural mediators)

Total for the partnership 30 people.

***O3: Friendesk Hub &Spoke Model Experimentation (IO3)***

- 120 children (age 0-3)

- 298 children (age 3-6)

- 27 teachers

These numbers are intended for each partner country.

***O4: Integrated Interactive Platform with MOOC training courses (IO4)***

At least 50 users.

***O5: Hub & Spoke Model Governance (IO5) At least 3 public entities involved per country.***

**Number of beneficiars:**

Each partner has managed to involve schools that will represent the Hubs of the Model Friendesk. In involving schools, partners agreed to achieve a uniform number of beneficiaries in terms of children, teachers and experts.

In details, each partner should involve a number of:

- 120 children (age 0-3)

- 298 children (age 3-6)

- 27 teachers

- 8 classroom coordinators

- 4 head teachers

- 4 psychologists

These numbers are intended for each partner country. A balanced participation from each partner country will be preferred so that everyone can contribute equally to the realization of the project objectives. To date the associated partners that have joined are 11 of which 1 municipality and 10 schools.

**PDETh Intellectual Output 5**

Regional Directorate of Thessaly for Education is the lead partner for the “Hub & Spoke Model Governance” providing recommendations to public entities in order to improve the quality of ECEC systems.

The expertise of the Regional Directorate is focused on inclusion educational policies and could count on a wide network of stakeholders involved in the school services. All partners will contribute to the qualitative feedback.

The way in which ECEC is designed and organised is highly dependent on the responsible authorities at the highest level, which may be Ministries or Regions or Municipalities.

The output O5 will provide guidance for public entities on how to tackle child poverty and social exclusion through measures such as family support and benefits, quality childcare and early childhood education.

The objective is to influence the authorities in order to improve the local contexts within the social inclusion of children. On the basis of the IO1 results, the Regional Directorate for Primary and Secondary Education of Thessaly, Lead organisation responsible for the IO5, will realise the governance guidelines useful for a sustainability of the project and a better impact on local contexts.

The guidelines will take into account the strengths and weaknesses of the local contexts identifying common points starting from the analysis produced by the IO1. Impact can only be ensured by involving relevant stakeholders and gatekeepers.

P.D.E.Th as regional education authority has been involved in order to ensure impact on policy level. All associated partners will use their network, to impact not only locally, but also on regional and national level.

European networks, such as European Schoolnet (http://www.eun.org/), public entities and stakeholders will be involved.

There will be recommendations to public bodies across partner countries for usage beyond the project duration. The free access and the free availability of the recommendations to public bodies will be kept readily available to all interested stakeholders and will be maintained to attract further input.

Transferability to other countries will be explored with the participation of all partners and P.D.E.Th’s role as leader, due to its close cooperation with educational stakeholders across and beyond Europe.

**IO5 WP1 – Methodology**

P.D.E.Th will draft the governance guidelines consisting of:

* description and explanation of the data gathering and guidelines development methodology,
* the criteria for assessing the implementation of directives in public sector structures,
* public understanding of early childhood education and care,
* collaboration with municipalities, structures that help to improve the ECEC systems in vulnerable situations.

The draft will be validated by all partners.

**IO5 WP2 – Local entities engagements**

Organisation of meetings at local level with representatives of the regional municipalities, educational directorates and relevant departments at the Ministry of Education, Agencies for families with socio economic problems, as well as representatives by the educational committees at the national Parliaments responsible for the decision-making, in oerder to convince them to support the participation of as much as possible representatives of the pedagogical staff (at all educational levels in the country) both in the experimentation phase and in the creation of the guidelines.

Each partner will organize from 1 to 3 meetings with the coordination of P.D.E.Th addressed to local entities on the possibility by their engagement to improve the quality and how. The proceedings of the meetings will be used for the conclusions to be inserted in the WP3.

**IO5 WP3 – Finalisation**

P.D.E.Th will realise a final report to make recommendations about social policies referring to care and educational centers for early childhood inclusion (administrative and financial systems, legal aspects) and provide a clear map of the intervention frame. The draft will be validated by all partners.

**Kick off Meeting 17-18/10/2019**

Intellectual Output organisation leaders will present their tasks, goals and timelines. The roles and activities of partners will be clearly stated. The Monitoring and Evaluation Plan for the project will be introduced, discussed and a task list set out.