THE EMBRACE NEWSLETTER

EMBRACE
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EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

The EMBRACE Project aims to:

- To develop inclusive values and attitudes among ECEC educators.
- To equip ECEC staff and leaders with the needed tools and knowledge to foster a culture of inclusion.
- To raise awareness about the importance of inclusion of children with intellectual disabilities in ECEC.
- To increase the visibility of children with intellectual disabilities and deconstruct stereotypes.

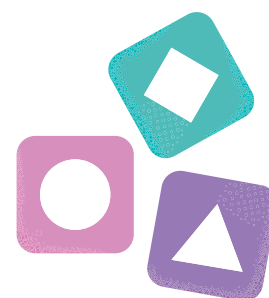www.embrace.project.eu

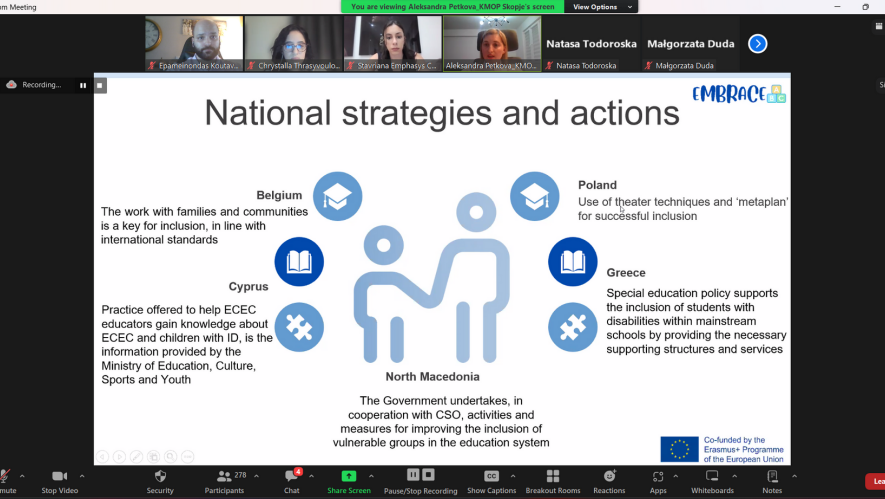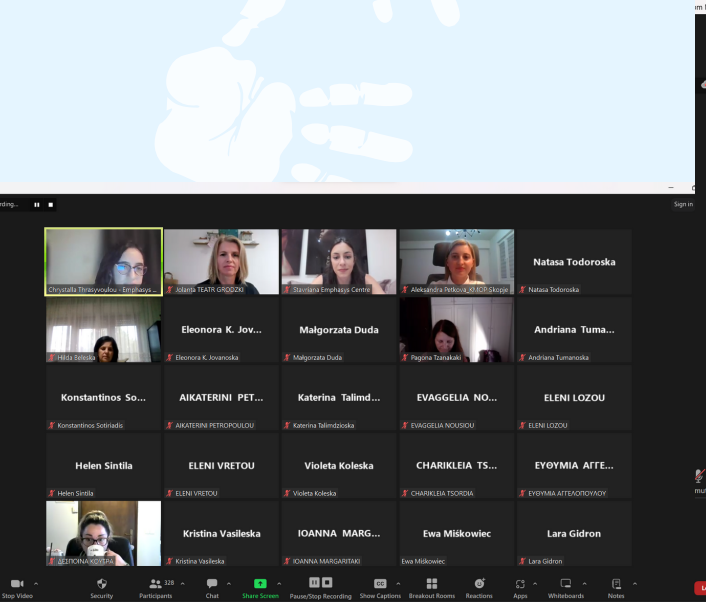@embraceeuproject

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Target Groups:

- Individuals working at ECEC settings i.e. educators, assistants.
- Parents of pre-school children.
- Organizations active in the field of ECEC.

National strategies and actions

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Belgium
The work with families and communities is a key for inclusion, in line with international standards

Poland
Use of theater techniques and 'metaplan' for successful inclusion

Cyprus
Practice offered to help ECEC educators gain knowledge about ECEC and children with ID, is the information provided by the Ministry of Education, Culture, Sports and Youth

Greece
Special education policy supports the inclusion of students with disabilities within mainstream schools by providing the necessary supporting structures and services

North Macedonia
The Government undertakes, in cooperation with CSO, activities and measures for improving the inclusion of vulnerable groups in the education system

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

Digital Multiplier Event

On the 26th of October 2023, the consortium of the EMBRACE project organised the digital multiplier event of the project with a total number of **352** participants from all partner countries Poland, Cyprus, Greece, Belgium and North Macedonia! The main aim of the webinar was the presentation of the EMBRACE project, the project's results, and an open discussion regarding the inclusivity of children with intellectual disabilities into ECEC.

PR3 - Inclusion Handbook

The inclusion handbook consists of programmes, projects and methodologies fostering inclusion of children with intellectual disabilities and describes their transferability and applicability to local and national contexts in a clear and practical way.

CHAPTER 1: Best strategies, approaches and activities for encouraging children to support the participation of their peers with intellectual disabilities, help them feel safe and welcome in the setting, develop a sense of belonging and reach their full potential

CHAPTER 2: Approaches and strategies for connecting with and fully engaging parents (of children with and without disabilities) in ensuring the successful inclusion of children with intellectual disabilities

CHAPTER 3: Approaches and strategies for encouraging open debate and discussion within the workplace and enabling learning environments in which the ECEC staff will feel free to express questions and request help in order to solve challenges and share experiences and skills in relation to working with children with intellectual disabilities

CHAPTER 4: Strategies and approaches for coordinating information, resources, and services from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, colleges and universities, and other community groups that can support the ECEC inclusion of children with intellectual disabilities

The Consortium:

TEATR GRODZKI
Bielskie Stowarzyszenie Artystyczne

KMOP SKOPJE

KMOP
KINDLING A BETTER WORLD

Emphasys CENTRE

EASPD

ΑΤΤΙΚΗΣ