

FORSKNINGSPROJEKT – RESEARCH PROJECT

In Swedish

En förskola för alla barn – en inkluderande förskola

Forskare i CHILD har deltagit i projektet The Inclusive Early Childhood Education (IECE), som syftar till att identifiera och analysera faktorer som ger hög kvalitetutbildning i förskolan för alla barn. Projektet har genomförts av European Agency for Special Needs and Inclusive Education Agency som stöder utbildningsdepartementen i över 30 medlemsländer i ambitionen att förbättra politik och praktik när det gäller att utveckla inkluderande förskolemiljöer.

IECE fokuserade på strukturer och processer som säkerställer och effektivt tillgodoser de kunskapsmässiga och sociala utveckling hos alla barn i förskolan. Projektet fann att de faktorer som gynnar alla barn styrdes av en inkluderande vision med mål som omfattar alla barns tillhörighet, engagemang och lärande.

IECE-projektet har lyfts fram i en rekommendation från Europeiska kommissionen 2019 och i ett memo 2020 samt i en skrift 2020 och en rapport 2021.

In English

The Inclusive Early Childhood Education (IECE)

Researchers in CHILD have participated in The Inclusive Early Childhood Education (IECE) project, which aimed to identify, analyze and subsequently promote the main characteristics of quality IECE for all children. The project has been implemented by The European Agency for Special Needs and Inclusive Education Agency that supports the ministries of education of over 30 member countries as they improve their inclusive education policy and practice.

IECE focused on the structures and processes that can ensure a systemic approach to provide high-quality IECE that effectively meets the academic and social learning needs of all children from the preschool's local community. The project found that the high-quality IECE services that benefited all children were guided by an inclusive vision and worked towards inclusive goals. Their primary outcome was to ensure each child's belongingness, engagement and learning.

The IECE project has been highlighted in a recommendation from the European Commission 2019, in a memo 2020, a publication 2020 and a report 2021.

Project activities and outputs

A literature and policy review, providing the project conceptual framework and including a review of post-2000 international and European research literature and policy papers on the project themes.

Country questionnaires for collecting information about national policy and practice in relation to IECE.



Examples of inclusive practice in ECE: agency member countries were asked to identify and describe innovative examples of inclusive practice in ECE. The project team received 32 examples.

Qualitative analysis of examples: the project team conducted a qualitative analysis of the 32 examples of how IECE providers perceive inclusion and try to provide it.

Case study visits: eight of the proposed IECE examples were selected, on the basis of some quality criteria, for more in-depth investigation. Detailed reports on the eight selected case study sites, including analysis of the key project themes investigated, were drafted.

A self-reflection tool for the IECE environment was developed for practitioners to use. It consists of sets of questions about the inclusiveness of the ECE environment. These sets of questions served as an observation tool during the case study visits. They were developed into a self-reflection tool, which has been translated into all Agency languages.

Synthesis report: all the information collected over the project's lifetime was combined into a synthesis report. The project will particularly highlight how ECE settings can be truly inclusive by building their capacity to educate all the children in the community with the backing of national policy and investment in this highly influential area of education.

Final Summary Report is a summary of the synthesis report that brings together the main findings of the IECE project. The report concludes with a set of recommendations mainly directed at policy-makers.