



## Guidelines and Didactic Concept for the training course "Sustainable food in kindergartens"

These guidelines give instructions for the use of the e-learning course and online portal "Sustainable food in kindergartens".

(PDF for download and print)







## **Content of the Guidelines**

| 1.   | Information about the project  | 3  |
|------|--|----|
| 2.   | Information about the e-learning course and portal "Sustainable food in kindergartens" | 6  |
| 3.   | Didactic concept of SusKinder  | 9  |
| 4.   | Instructions how to use the e-learning platform  | 10 |
| 5.   | Survey: Child care and kindergarten food provision in the partner countries            | 11 |
| 5.1. | Austria  | 13 |
| 5.2. | Bulgaria   | 15 |
| 5.3. | Czech Republic   | 17 |
| 5.4. | Germany  | 18 |
| 5.5. | Italy  | 20 |
| 5.6. | Slovenia   | 22 |
| 5.7. | Great Britain  | 24 |
| 6.   | Target groups  | 27 |
| 7.   | New challenges by refugee children   | 28 |
| 8.   | Practical advises and materials  | 29 |
| 9.   | Best practice examples   | 31 |

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## 1. Information about the project

The Strategic Partnership developed the e-learning course and interactive online portal "Sustainable food in kindergartens", offering learning materials and OERs on sustainable food in kindergartens for pedagogues, kindergarten staffs, caterers and kitchen staff. The content of the developed English pilot course is transfer to and adapt by the seven partner countries.

#### New requirements for kindergarten pedagogues and staffs

The vocational profile of and requirements for pedagogues and staffs employed in kindergartens, children crèches and schools in Germany and other countries in Europe have changed radically in

the past 10-15 years. In nearly all European countries the number of hours a child stays in kindergarten is increasing, in Germany the all day care up to 48,9 %. Pedagogues and kindergarten staff have to take over responsibility for a lot of new tasks and operational processes. One important topic is the care for food and full board service with 2-3meals a day.

The curricula of vocational training for kindergarten pedagogues do not contain training elements meeting the appropriate nutrition expertise requested. The project aims to enhance and complete the professional profile of kindergarten pedagogues and staffs by learning offers on sustainability of meals and food. Parallel to this the food issue is a good subject to strengthen the communication with parents and especially to force the integration of refugee families in the kindergarten society.



#### New challenges by refugee children

New challenges for kindergarten staffs and manager rise for the integration of refugee children and families. Germany and many European countries have to integrate refugees from various countries. The kindergarten is the place where families with young children meet and where there is a way to integrate them into the European culture through direct interaction and knowledge exchange.





But to integrate families as well as children from other countries kindergarten staff has to have basic knowledge about the eating habits, the religious background and rituals for not offending the children or the parents with our European consumption patterns. The project a puts a special focus on these needs.

#### Main results and outputs

- Guidelines and didactic concept on "Sustainable food in kindergartens"
- Online portal on "Sustainable food in kindergartens" with various OER in all partner languages,
- English pilot e-learning course "Sustainable food in kindergartens";
- 7 versions of e-learning course "Sustainable food in kindergartens" adapted to all partner countries and languages
- Workshops in all partner countries
- International Network on "Sustainable food in kindergartens"



The e-learning course comprises 5 modules and 15 learning units covering the following topics:

Module 1: The key role of kindergarten staff to change food habits

Module 2: How to raise quality and make food more sustainable

Module 3: Outdoor learning

Module 4: Food taste and intercultural eating skills

Module 5: How to communicate with and inspire parents





#### **Target groups and partners**

The main target groups are pedagogues, cooking personnel, kitchen staff and chefs in kindergartens as well as caterers for kindergartens who need a specific education in sustainability and its aspects in nutrition and food system that they can transfer this knowledge to children and their parents. Another important target group which needs to be addressed are headmasters and personnel manager of kindergartens, decision makers in public administration, universities and higher schools educating (future) teachers, students and parents.



The partnerships consists of 8 partners from 7 countries – Austria, Bulgaria, Czech Republic, Germany, Italy, Slovenia and the United Kingdom. The partners are institutions with experiences and competences in different areas of sustainability and education and this partnership will cover a wide area within the European Union.





# 2. Information about the e-learning course and portal "Sustainable food in kindergartens"

Content of the e-learning course for training on "Sustainable food in kindergartens":

## Module 1: The key role of kindergarten staff to change food habits

This module provides kindergarten staff tools to identify their role to create an awareness of a healthy, socially and ecologically sustainable eating culture in the kindergarten. It will describe the new challenges for kindergarten staff and primary schools pedagogues that are connected with the all day care situations (up to 5 meals in kindergarten and primary school, babies as a group to take care of, negotiation with caterers etc....) and the integration of refugee families into the community of the kindergarten or primary school.

In this module the interdependencies between health and nutrition of children, public procurement rules for schools and kindergartens, sustainable development, climate-friendly food choice and cocking will be explained. Furthermore the areas of action — when it comes to food and eating habits in kindergartens - are introduced.



#### Module 2: How to raise quality and make food more sustainable

Healthy diet is the basis of healthy physical and mental development. It is therefore particularly important for children and adolescents to receive all the appropriate nutrients the body needs for this development. Nutrition-associated diseases and overweight are unfortunately increasingly manifest in childhood. This also entails high costs for health insurance schemes, which could be avoided. The acquisition of a health-promoting nutritional style is therefore to be understood as a joint effort by parents in collaboration with kindergartens and schools, in order to prevent premature feeding.





The module describes how the kindergarten management together with kitchen staff or caterers can create healthy and sustainable meals. It provides facts on child nutrition and describes nutrition related illnesses. The second unit focuses on practical issues of the dishes in kindergarten. How should a weekly meal plan look like and how can the food choice be more sustainable (integration of organic food, fair food, regional and seasonal)? The main strategies on how to balance the costs through good weekly menu planning and good and faithful procurement chains are explained.

#### Module 3: Outdoor learning

This module will investigate some of the outdoor learning opportunities that are available to kindergarten staff in order to teach young children about where their food comes from.

The module will look at gardening in the kindergarten and how this can be used to develop a child's interest in the outdoor world. It will also examine the practical steps that are involved in visiting a farm and the ways in which children can learn from such visits.



Especially for those children with a background from a foreign country (e.g. refugee families) the farm visits enlarge their knowledge about the new country they live in. They see how crops are grown in Europe and how the landscape looks like. Kindergarten gardens serve as hands-on, interdisciplinary classrooms for children of all ages. Gardens have proved to be a source of learning outcomes for pupils, development of active citizens as well as independent learners.





#### Module 4: Food taste and intercultural eating skills

Food is a characteristic way human beings discovered to get in touch, know each other, exchange opinions. Kindergartens are typical places where families with young children meet and where their eating habits, religious background and rituals could be shown without offending, neither the children nor the parents. To do that, kindergarten staff needs basic knowledge about how food could help them to manage relationship with families of migrants and refugees.



The module will describe how kindergarten staff can learn to reflect their own eating habits, their food choices and existing eating rituals. Kindergarten pedagogues and staffs will be taught in the underlying principles of sustainable food (reseasonal, organic). Young children are on their way to develop eating habits over years. Pedagogues have to help them to explore the big variety of food, to develop skills in smelling, taste and feeling of food.

#### Module 5: How to communicate with and inspire parents

This module will give you some basic ideas on how to make teachers and parents work together in order to maximize the educational benefits for children. Also, one unit looks at the imminent issue of integrating immigrant families into the school community. Hints on how to celebrate the children's birthday in the kindergarten, how to fill the lunch box for breakfast, on how to organise dishes for the summer fest of the kindergarten help to integrate parents. Farm visits or gardening events are other options to transfer experiences the children make in the kindergarten to parents.

Kindergarten staff needs knowledge on intercultural communication to start a dialogue with refugee families. One unit will explain how this families can be supported by the kindergarten e.g. with additional cooking classes for the parents so that they learn how to cock with low budget e.g. by using seasonal, unprocessed food.





## 3. Didactic concept of SusKinder

The core of the didactic concept of the e-learning course and the portal "Sustainable food in kindergartens" is the training of competences using a student-based salutogenetically oriented didactic approach. Therefore the web-based training material and learning environments not only relate to the transfer of knowledge and skills but also to a change in behavior in the students. The experience-driven and biographical-based processing of the contents enables learners an understanding of the complex interconnections in order to be able to develop fresh practical approaches for the daily work in kindergartens.

#### The following principles are implemented in order to maximize the quality of transfer:

- Professional training that is based on practical considerations
- Theory and practice in a balanced combination oriented to action and justification
- Skills-based and transparent formulations of learning outcomes
- Coherence of course objectives and learning format
- Didactic curriculum design and appropriate modularization
- Mix of methods implemented in the e-learning course
- Consistent design of individualized learning options

#### Concept - e-learning course

The e-learning course comprises 5 modules (see page 5-7). All modules start with the following elements: What is the goal of this module? After finishing this module I will have learnt (learning outcomes)

Each module comprises 4 to 6 units including about 3 to 5 chapters. All units contain the following elements: Introduction into the topic, Learning outcome of the unit, Chapters with theoretical information supplemented by methods and checklists for practical action and reflection, tipps and best practice-examples from real life and links to further learning tools.

At the end of each module, the students find 3 to 4 **key actions** for transfer to practice.

In **the section "resources" on the platform** (http://suskinder.suscooks.eu/resources), students find a lot of additional materials like articles, activity sheets (pdf), new created videos (these videos are under 2 minutes and feature different activities/discussions related to kindergarten-food), youtube-videos, web-links, additional thematically information in order to study the subjects in more detail.

In the section "knowledge-tests" (http://suskinder.suscooks.eu/tests), all tests and quizzes are summarized for an easy self-check. In the section "news" (http://suskinder.suscooks.eu/news) students find actual informations about the topic like references to conferences, referring publications and activities of the project-partner network.





## 4. Instructions how to use the e-learning platform

The project offers an e-learning course and interactive online portal titled "Sustainable food in kindergartens" with online resources for pedagogues, cooking personnel, kitchen staff and chefs in kindergartens caterers as well as for headmasters and personnel manager of kindergartens, decision makers in public administration, universities and higher schools educating (future) teachers, students and parents.

#### The online portal can be found here: <a href="http://suskinder.suscooks.eu">http://suskinder.suscooks.eu</a>

The portal presents an English pilot e-learning course "Sustainable food in kindergartens – e-learning for pedagogues, caterers and kitchen staff" and 6 adapted national versions of the course in all partner languages – Austrian, Bulgarian, Czech, German, Italian and Slovenia.

The course contains learning contents to train skills targeting learning qutcomes, defined according to EQF requirements. The course will comprise 5 modules divided into 15 learning units. Each unit contains several chapters.

#### Learners' navigation

For learners the online course content is reachable from the main web menu, item "E-learning": <a href="http://suskinder.suscooks.eu/e-learning">http://suskinder.suscooks.eu/e-learning</a>.

After opening the menu, learners can directly browse the modules and chose which module to start with. No registration or login is necessary. All modules are available online, as well as offline – the modules can be downloaded as pdf documents for offline study. To strengthen the learning process, test questions have been created for each Module. The tests are available at a separate menu item called tests.

More detailed information and links to other documents related to the topics of individual modules, the learner will find in the resources menu item.

#### **Administrator navigation**

Each teacher or administrator has the ability to use the secure content management system at <a href="http://suskinder.suscooks.eu/admin">http://suskinder.suscooks.eu/admin</a>: create new units or chapters, upload new content, documents, photos, videos, or links to external websites. Text can be edited thanks standard content formatting features. Thanks to the File manager all documents and photos are readily available online and can be linked to the course content. The system contains all language versions of the course and administrators can easily browse through them.





## 5. Survey: Child care and kindergarten food provision in the partner countries

The survey describes the organization and situation of kindergarten care and kindergarten food provision in the partner countries. The structure of day care facilities for children less than 7 years old vary between countries. In a lot of countries there are very flexible day care systems available. Some children stay only for few hours in kindergarten and eat a breakfast that they bring from home; others sometimes stay more than 10 hours in child care facilities and get three meals a day (breakfast, lunch, and afternoon snack).

Not in all countries enough data is available to describe the meal situation and the food provision systems of the country, the available studies were analyzed and summarized to give a short overview. Important stakeholders, as well as literature available can be found for each country.

In the early 2000ands the European countries have noted that civilization illnesses and overweight have increased



greatly among people. The WHO even speaks when it comes to overweight of an epidemic of the 20th century. More than a third of all adult people worldwide are overweight or obese. In developed countries this is now also true for every fourth to fifth child. The total number of all overweight or obese people is according to a new analysis (Lancet, 2014; do: 10.1016/S0140-6736 (14) 60460-8, <a href="http://www.thelancet.com/journals/lancet/article/PIIS0140-6736">http://www.thelancet.com/journals/lancet/article/PIIS0140-6736</a> (14) 60460-8 / abstract) rose globally from 875 million in 1980 to 2.1 billion.

Overweight at child age is particularly rapid increasing. The share rose by almost 50 percent between 1980 and 2013. In developed countries, more than 22 percent of all girls and 24 percent of boys are overweight or obese. In the developing countries, the share is only 13%, but it is also growing strongly. There are many children in the Middle East and North Africa who are affected. The increase in children is an issue for experts, as obesity and obesity increase enlarges the risk of developing cardiovascular diseases, diabetes, but also cancer. Experts have the fear that the costs for the public health system will increase due to this illnesses immensely.

The European Ministerial Conference of the World Health Organization (WHO) met in November 2006 in Istanbul. They considered obesity one of the most difficult challenges for health policymakers. The most important measure is in their eyes prevention:

http://www.euro.who.int/de/publications/abstracts/who-european-ministerial-conference-on-counteracting-obesity.-conference-report.





#### Nutrition recommendations for kindergartens in the partner countries

As a result of the WHO recommendation and due to the health monitoring systems of the individual partner countries all partner countries of this project have defined quality standards for healthy nutrition in kindergarten, that are presented in this project-output Nr. 1.

But in all partner countries the recommendations are only recommendations and they are not binding. In none of the countries there is an institution that proves that the meal quality served in the kindergarten fits with the recommendations.



A federal wide study in Germany (Bertelsmann Stiftung 2014) for example shows that German kindergarten children still eat too few vegetables and too much meat, see:

https://www.bertelsmannstiftung.de/en/publikationen/publikation/did/isst-kita-gut and https://www.bertelsmann-stiftung.de/en/publikationen/publikation/did/7fragen-7-respond-to-noon-catering-in-German-kitas

To introduce changes kindergarten staff as well as kindergarten kitchen staff needs more knowledge. The knowledge gap between nutrition recommendations on paper and the day to day food quality in kindergarten

has to increase and this is the overall aim of this project and the e-learning course as a result.

#### Recommendations for sustainable kindergarten nutrition in the partner countries

In the 21 century we know that climate change is manmade and experts assume that approx. 20 % of the CO2 emissions come from the food system. The loss of biodiversity, water pollution and other environmental problems are directly connected to our not sustainable live style and eating habits.

To change diets in kindergarten offers the unique chance to develop not only a healthy but a sustainable, healthy and balanced diet. This is so important since eating habits develop in the first years of live and are very hard to change when one is growing up.

Locking at the recommendations and the analysis in the partner countries one can see that in some countries the aspect of sustainable food is consider already. In some parts of Austria for example a climate friendly kitchen is promoted and the percentage of organic food is defined. In Italy waste reduction is mentioned as one aim in the recommendations.

In the e-learning course that will be developed in this project, kindergarten staff as well as kindergarten kitchen staff should learn that it is possible to create win-win-situations for the health of the children as well as for our environment by developing new eating habits.

Again this has to do with knowledge transfer. The good practice examples form the partner countries will lead to a better understanding of the starting points for a positive development in the other countries.





#### 5.1. Austria



#### Administrative responsibility

In Austria public authorities (federal states, municipalities) are responsible for 56 percent of crèches and kindergartens. The majority of public facilities are provided by municipalities (98.7%). The majority of private care facilities are managed by associations (65.3%), 24.7% by church organizations. The remainder is distributed to facilities maintained by companies, private individuals or other entities.

#### **Development of attendance rates**

Looking at the development of the care rates of children aged 3, 4 and 5 (the proportion of children in children's homes, in relation to the same age population) over the last ten years, it becomes clear that there are considerable increases in all three categories of age. The support rate for the 3-year-olds increased from 66.3 percent in 2005 to 85.6 percent. Among the 4-year-olds, an increase from 89.8% to 96.0% has been recorded in the last ten years, while the 5-year-old has increased from 91.9% to 97.4%.

Among the under three-year-olds, the institutional care rate has almost quadrupled from 4.6 percent in 1995 to 19 percent in 2010.

#### Attendance times

77,5% of children in crèches eat lunch there. 47% of children in nursery schools use the offer of lunch.

#### Prices and financing

The prices for a kindergarten/crèche place are very different depending on the federal state. Child care is not uniformly regulated and varies from free to expensive. Usually the costs are adjusted to the income. The municipalities set the price for lunch, which is usually additionally paid by the parents. The average prices range from 2,80 € to €3,80 per day.

#### Lunch, breakfast, afternoon snacks

Normally, kindergartens in Austria are not equipped with professional kitchens. Only very few municipalities have their own kitchens and kitchen staff. Most kindergartens and crèches are supplied with lunch. Caterers or restaurateurs are commissioned by the municipalities. The methods range from "cook and serve" and "cook and chill" to frozen food and regeneration in the kindergartens.





Solutions for breakfast and afternoon snacks – ranges from snacks from home, offers by the caterers to fresh and self-made breakfast and afternoon snacks, made by the kindergarten staff.

#### Group-size / care key

With regard to the group size, a maximum of 15 children per crèche-group is permitted. At least



one pedagogue is required in each case; an assistant is usually also required. At full utilization, depending on the federal state, the key is from 1: 4 to 1: 8. The maximum limit in kindergarten groups is between 20 and 25 children. At full utilization, the care key is from 1:12 to 1:17.

#### **Education of staff**

In most of the federal states, pedagogues in a nursery school require training as a nursery pedagogue and an additional training for early childhood education may be required. In the case of groups of kindergartens, a pedagogical specialist per group is also provided uniformly throughout Austria, which requires training as a nursery teacher.

In addition, an assistant is required in many federal states, whereby differences in the qualification requirements are shown. They range from no special professional qualification to 60 to 300-hour courses including practice.

#### Timetable nutrition/health in nursery school

Principles of health and nutrition: 3 hours per week (2 hours in the first year of education, 1 hour in the fourth year of education)

1st year of training:

• nutrition of children, foodstuff, hygienic knowhow, kitchen safety, multicultural aspects, gender aspects, principles of public catering, nutritional education in kindergarten

4th year of training:

sustainable consumer education, several health aspects, diseases

Advanced training and the further education of kindergarten staff is organized by pedagogical universities, teacher training colleges and the regional authorities. Training topics are relatively free depending on the interest of the participants.





### 5.2. Bulgaria



#### "Milk" kitchens/ Children's kitchens

Children's kitchens, also called "milk" kitchens in Bulgaria, are separate organizational structures in which medical and other experts prepare, store and provide food for children from the age of 10 months to three years old. Food must meet quality in composition and technological treatment of age characteristics of the child's group.

In the children's kitchens food is prepared for the unorganized and organized contingent of children. "Unorganized contingent" are children from 10 months to three years old who are grown

at home and the food are prepared according to daily request made by their parents. "Organized contingent" are children from 10 months to three years old age who are raised at crèches and crèche groups, part of the kindergarten.

Children's kitchens, which are part of kindergarten, are run by the director of the kindergarten, who takes control for the overall activity of the kitchen, including compliance with the norms for healthy nutrition in food preparation.

#### **Crèches**

Crèches are separate organizational structures in which medical and other specialists carry out breeding, upbringing and education of children from three months to three years. They are established to assist family in raising children under three years of age and to ensure their normal physical and mental development (under Art. 118 of the Health Act). Children kitchens are separate organizational structures where medical and other specialists prepare store and provide food for babies less than three years old.

Crèches are permanent and seasonal. Permanent crèches are those in which children are grown without interruption throughout the year. They are daily, weekly and mixed. In the all-day crèches children are enrolled from the age of three months to three years old. Crèches are open every day except Saturdays, Sundays and official holidays.

In the weekly crèches children are enrolled from the age of ten months to three years old. Children in the weekly nurseries are accepted in Monday and return to parents on Friday. Children can be taken from their parents also in the other days of the week and food for an afternoon snack and dinner is given to parents. Seasonal crèches reveal if necessary for a period of 4 to 6 months. They raise children from the age of ten months to three years old. Seasonal crèches are only on daily basis.





Management and administration in the crèches are performed by a director. Director of the crèches can be a person with higher education in "Medicine" or a person with higher education in the specialty "Nurse" or "Midwifery", "Bachelor" degree and with work experience not less than one year.

#### **Kindergartens**

Each municipality develops and executes the following regulations:

- Ordinance on the organization and operation of crèches in the municipality of ....;
- Ordinance for enrollment, withdrawn and transfer into municipal kindergartens in the municipality of ....;

#### **Budget & prices**

In public kitchens food is paid per day / three course menu incl. soup, main course and dessert/ - 1 - 1,50 BGN / 0,50 - 0,75 EUR. 50% discount can be used by: single mothers / unknown father of their child; students, wives of soldiers, children and parents with permanent disability and type of disability, parents with many children - 3 or more.

The price of food in private children's kitchens ranges from 2,80 to 4,50 BGN/ 1,40-2,25 EUR per day. In contrast to the public kitchens, private ones offer also delivery, which is calculated in the price as well as food during the weekend.

Municipal crèches and kindergartens provide food at prices set by the Municipal Council in accordance with the Law for Local Taxes and Fees. Parents pay monthly fee of 60 to 20 BGN/ 30-10 EUR in different municipalities in Bulgaria.

Private crèches and kindergartens collect monthly fees as they calculate the meals during the day depending on the stay of the child - half-day or full day. The fees vary from 300 to 700 BGN/ 150-350 EUR monthly.

#### Meals

Generally crèches and kindergartens offer 4 meals per day.

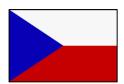
- Breakfast is served between 8:30 a.m. 9:00 a.m. and it includes hot sandwich, noodles, pancake, etc. + fruit or drink / milk, tea or yogurt/
- Morning fruit between breakfast and lunch and it is usually seasonal.
- Lunch contains three course menu: soup, main dish+ side dish/salad and dessert.
- Afternoon snack is served between 15:30 16:00 and it includes hot sandwich, rice pudding, pumpkin pie, yogurt, cookies with oatmeal, etc. + fruit or drink / milk, tea or yogurt/

Most crèches and kindergartens are equipped with kitchens where food is prepared daily according to weekly menu prepared beforehand. The menu is put on information board/ official webpage of the kindergarten. In some cases when the kindergarten doesn't have a kitchen or it is unprofitable for maintaining kitchen unit for small-sized groups food can be supplied by other kindergartens or private caterers.





## 5.3. Czech Republic



#### Administrative responsibility

In the Czech Republic public authorities (municipalities) are responsible for setting up and running kindergartens. The majority of private care facilities are managed by private companies or entrepreneurs or by church organizations.

#### Lunch, breakfast, afternoon snacks

Most kindergartens are equipped with professional kitchens and have their own kitchen staff. When a kindergarten is part of a primary school, there would be a common kitchen preparing dishes for both institutions. Kindergartens without own kitchen are usually supplied by other school kitchens or private caterers. All school kitchens and caterers supplying schools have to adhere to national nutritional standards. There are no breakfast offered at state kindergartens.

#### **Budget & prices**

Parents pay for the meals according to minimal and maximal financial limitations set by the national law. The parents" payment is used to buy ingredients for meal preparation. The costs of energy, water and utilities are paid by the municipal government; the salaries of the cooks are paid by the state budget. Snacks are prepared fresh every day and are served in the morning and in the afternoon. Every snack includes food and drink. Lunch is always cooked from scratch every day, contains soup, main dish and salad/dessert, drink. National or local recommendations (nutrition): there is a state law stating the nutritional requirements of the school meals based on food groups. There are no national or local recommendations on sustainability in public catering.

#### Children education on nutrition

State kindergartens education is ruled by a national guide called Framework educational program. This program sets the learning outcomes for every school educational program. The state Framework program sets no rules regarding nutritional education and/or "food" education. The only exception is that it states: "Teachers adhere to healthy lifestyle principles and thus give children good example.

#### General trends in pedagogic/education:

There is an overall trend towards healthier food among young parents. This trend projects itself via pressure of mothers to make the food served to their children in kindergartens healthier.





### 5.4. Germany



#### Administrative responsibility

Most of the kindergartens are run by private care facilities (66,9%), such as the protestant or the catholic churches, followed by kindergartens organized by public authorities (33.1%). 2% of kindergartens are run by a private carrier (for example business enterprises) and 8.2% are parents' initiatives (Statista, 2016, p.11-14).

#### Attendance times

Looking at the development of child care in Germany, one can see that in 2008 32% of the under 7 year olds visited a kindergarten while in 2015 already 48,9% of the youngh children used the option to visit a crescent or a kindergarten. For this reason the number of children visiting day care facilities in total increased from 1. Mio. in 2000 up to 2,86 Mio in 2015 (Statistisches Bundesamt 2015). The number of day care facilities raised from 25.500 in 2000 up to 54.536 in 2015 and the number of meals served in kindergarten increased from 1 Mio in 2000 up to 2,01 Mio. in 2015 (Tecklenburg, ArensAzevedo 2016)

63% of children under 3 years old eat lunch in the kindergarten and about 80% of children in the age from 3 to 6 take advantage of the offer of lunch (Arens-Azevedo et al., 2014).

Most of the data available that describes the situation "of eating in the kindergarten" comes from a national survey of the ministry of agriculture from 2016. 7000



kindergartens were selected for the survey and 1408 (20,1%) send a questionnaire back to the research group. Beside this 691 meal plans and 225 recipes from 8 Caterers were analyzed. (Tecklenburg, Arens-Azevedo 2016)

#### **Budget & prices**

The prices for a kindergarten/creche place are very different depending on the federal state. Child care is not uniformly regulated and varies from nearly free to expensive. Usually the costs are adjusted to the income on the parents. The municipalities set the price for the day care and the price for lunch (and breakfast) are included depending on the income of the parents.





If a child stays only 4-5 hours in kindergarten the price is lower that if a child stays 8 hours in kindergarten and has to eat during the day.

Average prices, the parents usually have to pay for a lunch, are very different even within one federal state since the private associations and parents initiatives can make other regulations with the parents than the public authorities. For this reason the prices for "eating in kindergarten" range from 0.45 to 5.00 per day.

The average price for the daily lunch is 2.42 €. (Tecklenburg, Arens-Azevedo 2016)

Experiences form the daily consultancy work of the Ökomarkt e.V. in Hamburg show that kindergarten caterer in Hamburg offer lunches (delivering warm food) for 1,95 Euro up to 3,50 Euro/per lunch. Kitchen staff in self cooking kindergartens (kindergartens with more than 70 children) has a budget of 0,70 Euro up to 1,50 Euro/per day and child for the food.

#### Lunch, breakfast, afternoon snacks

Average 95.9% of kindergartens offer lunch. 53.3% also offer a breakfast and 60.8% an intermediate meal in the afternoon. 9.8% offer an additional catering in the groups. Very few kindergartens offer no meals (1.9%) (Arens-Azevedo et al., 2014, p.14).

Most of the kindergartens are supplied with warm food by an external kitchen (56.4%). The second is the catering system of the fresh and mixed kitchen (32.8%), where the food is prepared on the spot. The frozen food system, at which the

| WACKELPETER<br>om 97.1111.11.2016 | Montag   | Dienstag   | Mittwoch                                      | Donnerstag  | Freitag  |
|-----------------------------------|--|--|---|---|--|
| estations<br>Essen I              |  | Kartoffelsuppe<br>"Saint Germain"<br>mit Geffügelwiener<br>(100% Hanschen)<br>und Vollkornbaguette | Knusperfisch<br>mit Buttermöhren<br>und Pürce | Gulasch<br>(100% Rind)<br>mit Kartoffeln                      | Hähnchenschnitzel<br>mit Tomatensauce<br>und Reis        |
| Neu!!! Extraportion               |  | Geflügelwiener   | Knusperfisch                                  | Gulasch   | Hähnchenschnitzel  |
| Essen 2                           | Ei<br>mit Rahmspinat<br>und Kartoffeln           | Spinatpfanakuchen<br>mit Tomatensalsa<br>und Basilikumquark  | Milehreis<br>mit Zimt und Zucker              | X Ein<br>Spaghetti-Röster<br>mit Tomaten-Zuechini-<br>Gemüse  | Große Portion Püree<br>mit<br>gratiniertem<br>Blumenkohl |
| Essen 3                           | Kässpätzle<br>überbucken<br>mit Sahnegurkensalat | "Pomme Boulanger"<br>überbacken<br>Möhrensalat mit<br>Sonnenblumenkernen                           | Hirsetaler<br>mit<br>Maisgemüse               | Kartoffel-Linsen-Topf<br>mit Räuchertofu<br>und Sesambaguette | Buntes<br>Tofuragout<br>mit Reis                         |
| Dessert                           | Schokopudding                                    | Erdbeerjoghurt   | Rote Grütze mit<br>Vanillesauce               | Mangojoghurt  | Schweizer Sahnereis                                      |
| Salatschüssel                     | Salmegurkensalat                                 | Möhrensalat mit<br>Sonnenblumenkernen  | Blattsalat mit Dressing                       | Bunter Krautsalat   | Fitnesssalat mit<br>Dressing                             |
| Brot des Tages                    | Sonnenblumenbaguette                             | Vollkornbaguette   | Helles Baguette                               | Sesambaguette   | Mohnbaguette   |

food is usually produced by the supplier and finally frozen, is in third place. The nurseries then receive the frozen food (7.7%).

The catering system "Cook and Chill" (3.1%) is the least popular in this process, the food is rapidly cooled down to temperatures of 2 to 4 ° C after the preparation and is returned to the consumption temperature immediately before delivery in the kindergarten heated (regenerated)(Arens-Azevedo et al., 2014, p.17).





### **5.5.** Italy



#### General Information about legal responsibilities

The Italian pre-school education system includes two categories of kindergartens:

- nidi di infanzia (Kindergartens forkidsaged 0-3);
- scuoladell'infanzia (Kindergartens for kids aged 3-6).

The Italian Ministry of Education defined rules about the sector in 1968, periodically updating pedagogic and organization guidelines.

It is worth noting that even if kindergartens could be public and private, both operate under control of Municipalities, which are responsible for their management at local level.

#### **Figures and Statistics**

In 2000, Italian public kindergartens for kids aged 0-3 were 2.404, while private ones were 604. Educational supplementary services for this age range (like play areas, family centers, etc.) were 732. These structures, distributed among the 8.102 Italian Municipalities, hosted 201.565 kids in the same year (source: Istat, AnnuarioStatisticoItaliano, 2015). In 2012-2013, kids aged from 3-6, attending the 24.036 Italianscuoledell'infanzia, were 1.686.095.

Every month, 49 million meals are served in school canteens, even though school catering services are more present in Center-North regions than in the South of Italy: in the latter, school meals are normally more frequent in medium and large cities.

Self-service meals are not really common, both for cultural and technical reasons, as every canteen has to comply with basis weights (grammatura) stated by municipal regulations for school canteens.

#### People-teacher-ratio

Accommodation is normally established in a range from 20 to 60 kids for each kindergarten, following clearly defined criteria taking into account available surface, number of rooms and toilets. For nidi d'infanzia, one teacher for no more than 5 kids is normally prescribed. In the case of scuoladell'infanzia any class must not exceed 28 kids, so that the teacher/pupil maximum ratio is 1 to 28.

#### Times of attendance

Normally, kindergartens are open at least six hours a day, five days a week, for minimum 39 weeks per year.





#### Meals

Meal menus in kindergartens are studied and designed by ASL (Aziendesanitarielocali = Local Healthcare Services, operating at sub-regional level) on the basis of criteria based on the age and nutritional needs of kids.

Neither home-made food nor beverage are allowed in Italian kindergartens, where meals could be cooked and delivered by three kinds of kitchen:

- a. indoor kitchen: meals are entirely made inside the kindergarten;
- b. external food-service: meals are cooked by a catering service relatively far from the kinder-garten. Conveniently packaged meals are received, portioned and served by qualified personnel, inside a specific kindergarten room, duly equipped to comply with healthcare regulations in food and beverage preparation.
- c. just in time kitchen: meals are semi-prepared by an external service and are cooked and served in the kindergarten.

When meals are prepared at central kitchens, there are two modes of preparation:

- 1 with fresh hot-link;
- 2 with cooled hot-link (Cook and Chill): preparation cooking chilling storage transportation regeneration distribution.

The menus for pupils are worked out by a dietitian in accordance with the regional guidelines regarding the improvement of the nutritional quality in school catering and endorsed by the Food and Nutrition Hygiene department of ASL (Local Healthcare Service).

The menus rotate in four weeks and take account of seasonality. Menus must follow a weekly and/or monthly frequency of single food in rotation (e.g., egg once a week, ham or tuna once a month, etc.). In case of food allergies, intolerances, when legally documented by a medical certificate, special diets are prescribed.

Normally, foods are cooked in the morning of the same day they are to be consumed. Simplest and healthiest cooking procedure, like steaming, boiling and baking, must be preferred. No fried food is admitted. As for raw material choice, high-quality foods, like organic, certified DOP (Protected Designation of Origin), IGP (Guaranteed Geographical Indication) and STG (Seasonal specialties guaranteed) are recommended. In the case of single course, food matching the prescribed daily caloric intake of the meal is preferred. For breakfast and snack, energetic and easily digestible foods are favoured, e.g., yogurt, fresh fruit, bread, biscuits, cereal flakes, biscuits.





### 5.6. Slovenia



#### Age groups

There are 978 kindergartens with their units in Slovenia or 91%, mostly public kindergartens which are run by municipalities and only 89 or 9% are private care facilities. (Bureau of statistics, 2016). Private care facilities are run by churches, different associations (Montessori, Waldorf ...) or other private care organizers.

In general children are divided into two sections: First age period: 11 month - 3 years and second age period: 3 - 6 years. Regarding the number of children enrolled, two sections are divided into smaller groups - classes. Usually children of the same age are in one group (homogenous groups).

Sometimes groups can be mixed with children from the same age period (heterogenous groups) or with children from both age periods (combined groups).

#### **Budget & prices**

Price of the kindergarten depends from income of the family and is set by the law and municipality. Municipality calculates the full price, but by the law parents pay only certain percentage, which is calculated every year according to their income. So, the price may vary from free to 77% of full price for first child, 30% of this, by the law fixed price for the second child and free for every further child. Municipalities also set the prices of meals: 1,77 - 2,86 euro (2014).

#### Meals

In Slovenia all kindergartens have their own kitchens. In some cases this kitchens prepare food also for other users - mostly for schools. Food is freshly prepared and served in classrooms with the help of teacher and her assistant. When discussing food, parents are also very important and a lot of kindergartens organize presentations of their food policy, are willing to answer their questions and are open for their suggestions.

#### National or local recommendations (nutrition)

Kitchen staff should follow National recommendations for healthy nutrition in kindergartens, 2010, prepared in cooperation of Ministry of health, Ministry of education and some other professional bodies. Ministry of health and Institution of education published also very useful Practical book of menu plans for kindergartens. We have new Resolution of national program about nutrition and sport activity for health 2015 - 2025. From 2014, according to the law, kindergartens and schools must have at least 10% of organic food. There are some projects helping to raise the awareness about benefits of local food: Traditional Slovenian breakfast (1 day per year, Ministry of agriculture pays for it), Scheme of school milk (milk at lower price), Scheme of school fruit (fruit for free) ..





#### How kindergarten staff is educated

Kindergarten teachers are educated at Faculty for preschool pedagogic (3 years). Their kindergarten assistants have to finish secondary school for preschool pedagogues or if they already have at least secondary education, they have to conclude one year of additional education from preschool pedagogic. At secondary and faculty level they don't have themes about nutrition in their curricula.

General trends in pedagogic/education:

- 1. healthy & sustainable food (healthy, organic, sustainable)
- 2. growing methods
- 3. cooking session

General trends are mostly healthy & sustainable food (healthy, organic, sustainable) and in some kindergartens and schools also growing methods. Program Ekošola and Šolskiekovrt (School organic garden) are both well known and slowly getting more popular.





### 5.7. Great Britain



#### Overview of kindergartens in England

There are two types of childcare settings within England – those which are registered and those which are unregistered. Registered childcare settings are and inspected by Ofsted, the government's Office for Standards in Education, Children's Services and Skills. There are a number of different childcare settings in England which include children's centres, day nurseries, sessional pre-school settings, primary schools with pre-school classes and registered childminders.

#### Children's centre

Children's cenacts drop in centre for families of children aged between 0 and 5 years of age. They usually open between 8am and 6pm. They offer a range of services including health support and benefit advice for parents of young



children. Some children's centres will provide on-site childcare and early education services such as a nursery. Those that don't will usually offer advice to parents about where you can access these types of services locally. Those centres that do offer nursery facilities offer a range of play and learning activities, including cookery, and outdoor play. The nursery will be registered and follow the Early Years Foundation Stage (EYFS).

#### Day nurseries

Day nurseries look after and educate children aged between 0 and 5 years of age. They are usually open all day, with many now staying open in the evening and at weekends to suit changing parental work patterns.





There are different types, including private, community, council and workplace nurseries. But all nurseries must be registered and inspected by Ofsted. They offer a range of play and learning opportunities for children, including cookery, and imaginative and outdoor play. The nursery will follow the Early Years Foundation Stage (EYFS).



#### Sessional pre-schools

Pre-schools provide play and education sessions lasting around three hours for children aged 2 to 5. If a session lasts for more than two hours, and children are left in the care of staff, the pre-school must be registered with Ofsted.

#### Primary schools with nursery and reception classes

Nursery and reception classes are open during school hours in term time. These classes are usually run as part of the local authority primary schools. They offer the same play and learning opportunities as other day nurseries. Children can attend all day, or just on a sessional basis (for example, three hours in the morning or afternoon) depending on the nursery policy.

#### Registered childminders

Childminders are self-employed child carers who will look after your child in their own home. If they care for children under the age of eight, they must be registered with Ofsted in England. Childminders can often offer very flexible care. As they work with smaller groups, they may be able to offer more individualised care. They can also look after siblings of different ages. Childminders will offer the same learning and play opportunities as other childcare settings, including cookery, and



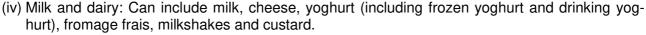


imaginative and outdoor play. When caring for children between 0 and 5 of age, childminders will follow the Early Years Foundation Stage.

In England, any food and drink provided to registered pupils (aged 5 years of age and over) at a local authority maintained primary school, is required to meet the Education (Nutritional Standards and Requirements for School Food) Regulations 2007. These regulations relate to the nutritional standards for school food and define the types of food and drink that should be served during school hours. For those children who attend the nursery units of these local authority primary schools, the school is required to meet schedule 5 of these regulations.

The schedule states that for each day, food from each of the categories (i), (ii), (iii) and (iv) must be provided as part of the school lunch.

- (i) Fruit and vegetables: Can include fruit and vegetables in all forms (whether fresh, frozen, canned, dried or in the form of juice)
- (ii) Starchy foods: Can include bread, pasta, noodles, rice, potatoes, sweet potatoes, yams, millet and cornmeal.
- (iii) Meat, fish and other non-dairy sources of protein: Can include meat and fish in all forms (whether fresh, frozen, canned or dried) including meat or fish
  - products, eggs, nuts, pulses and beans, other than green beans. Other non-dairy sources of protein.



Public Health England (PHE) have recently commissioned the Children's Food Trust to develop menus for early years settings in England, to reflect current government dietary recommendations for intakes of energy, and carbohydrate (including dietary fibre and free sugars), and it is therefore necessary to develop menus that are aligned to updated dietary recommendations. This will help support key national priorities including reducing childhood obesity, addressing health inequalities, and ensuring the best start in life for all children., illustrating food provision which meets the nutritional requirements of children aged 6 months to five years. These updated menus and guidance are due to be published early 2017. Following the work above the new guidelines will state fruit juice is not to be provided at lunchtimes.







## 6. Target groups

The e-learning course and online platform "Sustainable food for kindergartens" is addressed to target groups like pedagogues and staff in kindergartens, crèches and primary schools, headmasters and personnel manager, kitchen staff and chefs and other stakeholders.

#### 1. Pedagogues and staff in kindergartens, crèches and primary schools

Main target groups of the course and portal "Sustainable food for kindergartens" are pedagogues and staff in kindergartens, crèches and primary schools. They transfer the gained knowledge about sustainable and healthy nutrition and food systems to children and their parents. Pedagogues in kindergartens educate children in basics in nutrition and promote the development of healthy food choices. They are also engaged in children physical activities which can also include gardening and farms field trips. The cultural aspect of food and nutrition comes into focus when the integration of refugee families in the European society is addressed. Pedagogues and staff in kindergartens are the most important multipliers for spreading the knowledge and experiences to other manager and other colleagues, kitchen staff and caterers, parents and children.

#### 2. Headmasters and personnel manager of kindergartens

Another important target group addressed are headmasters and personnel manager of kindergartens. Without their support and engagement kindergartens and pedagogues couldn't participate in e-learning and in further work on sustainable food education.

#### 3. Cooking personnel, kitchen staff and chefs

Cooking personnel, kitchen staff and chefs in kindergartens as well as caterers are other target groups, since they prepare food for children, which will be presented by pedagogues. They have to cooperate with pedagogues, but also with parents, who are both target groups..

#### 4. Teacher and students of vocational schools, vocational colleges and universities

Further target groups are teacher and students of other vocational schools, vocational colleges and universities benefitting from training for kindergarten and pre-school pedagogues. Teachers and students are important multipliers for the long-time impact and implementation of the portal and course. They give their feedbacks for adjusting learning outcomes with the curricula of VET and for assessing and improving the outputs by testing and revising.

#### 5. Decision makers in public administration

Decision makers in public administration, especially those responsible for kindergartens, are important for financial and structural issues. Kindergarten programs are often financed or approved by municipality. Therefore the information and integration of public representatives about the sustainable approach is important for successful implementation. Furthermore sustainable public procurement is a subject that is actually discussed and actively supported by the European commission and many municipalities; this is a good link for cooperation on sustainable issues in kindergartens.





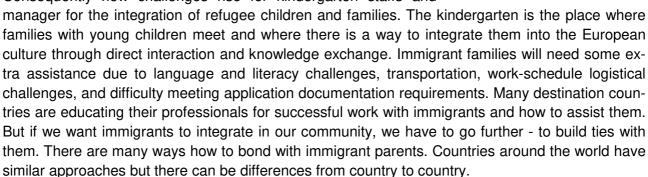
## 7. New challenges by refugee children

In the last years we are facing one of the biggest migrations in Europe. In 2016, more than 1 million people applied for asylum in Europe, mostly in Germany. Other countries who received big numbers of asylum seekers were: Sweden, Hungary, Austria and Norway. The far biggest driver was the conflict in Syria, but also the ongoing violence in Afghanistan and Iraq, abuses in Eritrea, as well as poverty in Kosovo - all reasons which lead people to look for new lives elsewhere.

Migrants in Europe are nothing new, since Europe is already intercultural and it will remain so. But it is true, that a lot of asylum seekers came in a short time and we all have to learn how to coexist together successfully. Smart destination countries know that they should integrate them into everyday's life as soon as possible and profit from their skills and knowledge. But because of different cultural background and ways of life, this process has some specifics.

Immigrants have to adopt new lifestyle and habits they don't know. New kindergarten, new school could be stressful - both for parents and children. The good news is that children are much more flexible than we think. Anyway, educators and other professionals who work with this population can be of great help in integration process. By accepting them as people, rather than as a category and by helping them to see the positive aspects of the future they could give immigrants and their children great moral support.

Consequently new challenges rise for kindergarten staffs and



To integrate families as well as children from other countries kindergarten staff has to have basic knowledge about the eating habits, the religious background and rituals for not offending the children or the parents with our European consumption patterns. In the on-line course there is more about this topic, with some examples of good practice, that could give you an idea how to integrate immigrants into kindergarten or school community, which is the first step of wider community.







### 8. Practical advises and materials

(to be completed by examples from course modules)

#### **Activity Worksheet for:**

Module 4: Food taste and intercultural eating skills

Unit 1: Food socialization in kindergartens: Role of teachers, peers, ambience

# 10 steps to positive eating behaviour (on basis of Erik K. Eliassen)

- 1. Provide a variety of foods at meals and snacks, especially whole grains, vegetables, and fruits.
- 2. Offer repeated opportunities to taste new foods a least 15 20 repetitions are needed to become familiar with certain food.
- 3. Share with families' nutrition resources, such as lists of foods (by category) to guide their food selections and offer new ideas for meals sent from home.
- 4. Apply the same guidelines to food selections in teachers' lunches brought from home.
- 5. Sit with children at meals, and enjoy conversation. Talk about the taste, texture, appearance, and healthful aspects of foods. But: don't talk just about food, it may become annoying. Include topics that all children like: family, family trips and activities, animals.
- 6. Plan adequate time for all children to finish eating.
- 7. Respect a child's expression of satiety or sense of being full.
- 8. Develop a routine for serving snacks, applying the same rules whether offering carrots, crackers, or cookies.
- 9. Wash hands before snack and mealtime; encourage touching and smelling a food as a step toward tasting.
- 10. Find alternatives to using food as a reward or serving foods high in fat, sugar, or salt as part of a celebration.

Source: "The Impact of Teachers and Families on Young Children's Eating Behaviors". (Link: PDF is in the attachment)





#### **Activity Worksheet for:**

Module 5: How to communicate with and inspire parents

Unit 3: Integrating immigrant parents into kindergarten community

# Strategies to build ties with immigrant parents

Educators need new skills to work with refugee and migrant children. In different countries, teachers can be trained to work with immigrant children and their parents.

There are many ways how to bond with immigrant parents. Countries around the world have similar approaches but there can be differences from country to country.

#### Here are some ideas:

- 1. All parents and children who interact with prekindergarten staff must be treated in a friendly manner and with respect. Staff should learn at least to say hello in their language.
- 2. A trained interpreter who shares the cultural background of the parents, helps building strong communication between parents and programs.
- 3. If possible: all staff should clearly communicate with immigrants: from bus drivers to administrators to teachers, that the program intends to be inclusive of all children in the community, whatever their backgrounds.
- 4. Cultural sensitivity training for teachers and staff are very useful.
- 5. Inviting parents into their kindergartens/schools for a variety of activities.
- 6. Parents sometimes may not be familiar with how kindergartens operate and what they expect from parents.
- 7. "Cultural nights," where parents can share food from their home country.
- 8. Monthly breakfast, where parents can stay at school after dropping off their kids, enjoy some food, and hear from a local celebrity, such as someone from the local news station.
- 9. Educational and informational sessions, covering topics such as children's health and discipline, children's early brain development, and the importance of early education; such programs could be focused on topics of particular interest to immigrant parents.
- 10. Programs reported working toward more culturally competent programs through two main strategies: hiring from within diverse communities and training existing staff. Hiring bicultural assistant teachers is also possible. Bringing parent volunteers into the classroom can support cultural competency.





## 9. Best practice examples

## Workshops for developing multicultural skills

In Slovenia, these workshops are organized for parents, children and educators. The aim is to encourage them for better and respectful relationships and understanding each other. In workshops, they try to point out language and cultural similarities and differences. Activities can be organized only for children or for children and parents.

If parents are involved, workshops must be organized at afternoon and they have to be invited in time with an written invitation. At workshops, different opportunities for parents and children in local environment are presented: public organizations, NGO, which offer different supportive networks.

(Priročnik za izvajanje programa Uspešno vključevanje otrok priseljencev; ISA institut Ljubljana, 2015)

#### **Examples of workshops for parents and children**

- Fortifying the families: workshops where families represent their country: presentation of culture, country, food, celebrations. They can have activities as: making Christmas cards, preparing food together...
- **School for Mums**, where mums from different country and school teachers meet at afternoon once per month. They talk about their countries, eat typical food, prepare food or tea together. Point of meetings is to bond, help immigrant mums to integrate into a society and explain them how country works.
- Foreign language for parents, which goes together with presentation of school/kindergarten, city where they live, important buildings they will use in everyday life. They get to know words and expressions they will use in school/kindergartens: rooms in kindergartens, timetable, web sites of school/kindergarten, menu, written apology of non-attendance (they write one example).

(Priročnik za izvajanje programa Uspešno vključevanje otrok priseljencev; ISA institut Ljubljana, 2015)





# Program for immigrant wives: getting to know the local environment

Program is designed especially for wives of immigrants, because they usually stay at home, so their chances to integrate into a new society are very low. Women in program and their mentor visit important buildings in local environment, which they will use in their everyday life and organizations who offer help to immigrants: library, centre of social work, employment service, market ... and also cultural and natural sights, so that they can get the impression about their new environment and new cultural habits.

Participants will meet local people, speak language of new country and practice communication skills in positive atmosphere. Beside getting to know local environment, women will also get in touch with each other, what couldn't be possible if they would stay at home. Another useful part of the program is visit to possible interested employees. Mentor chooses the most appropriate employer regarding interests of the group. Both, women and employees have to be prepared for the visit and cooperate actively.

Source: Barbara Fajdiga Perše, Tanja Krpan, I AM AN ACTIVE MEMBER OF A MULTINATIONAL SO-CIETY Programme for social integration of women – third country nationals: Methodology and guidelines for train the trainer course, Ljudska univerza Nova Gorica, 2016





## Parents' group -Good practice from Bulgaria

Parents' groups are an innovative practice in Bulgaria Kindergartens.

At the first meeting parents choose so called "parents 'group" which consists of three people that is a mediator between the parent community and the kindergarten to ensure an effective educational process. Parental group submit proposals from all parents to the board of kindergarten.



Parents are organized and motivated to participate in the activities of the kindergarten by supporting its initiatives for the benefit of the children such as Puppet Theater, children's holidays, excursions, field trips, walks, working days, joint celebrations and events, participation in children's classes, open-door days.

General Meeting of parental group is held minimum twice a year to discuss issues related to children education, common holidays and other events, problems with repairs and facilities etc. Usually parents are connected in closed group in social Medias.