Libertec

DIGITAL LIBRARY

GUIDELINES

IN EUROPEAN ECEC COMMUNITY
Building Learning for All

ONLINE REPOSITORY TECHNIQUES

2024

CREDITS

This publication is the result of the collaborative work carried out by all the European partners within the ***LIBERTEC project - LIBrary as online Educational Repository Techniques in European Community pre-*** ***schools*** *(Erasmus + Program, KA220SCH – Cooperation Partnerships in School Education). All Partnership members contributed in various ways to the realization of these Guidelines, according to their specific technical competencies, pedagogical expertise, and know-how. They took care of the preliminary research activities on ECEC Good Practices held in the involved countries (Italy, Portugal, Spain, Romania) necessary for the Guidelines' methodological framing and creation as well as of their contents design, development and implementation. Partners' staff also cared the revision, and translation of all the texts into their own different languages (IT, ES, PT, RO), and the Guidelines final graphic layout.*

The LIBERTEC Guidelines are available as Oper Educational Resource (OER) from the Project Website [*https://www.libertecproject.eu/*](https://www.libertecproject.eu/)*, also in English as vehicular.*

EVERYONE GROWS IN
DIFFERENT DIRECTIONS

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Credits for the picture: https://www.pixstory.com/story/everyone-grows-in-different-directions/103154

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The European Pillar of Social Rights states as its 11th principle that all children have the right to affordable early childhood education and care of good quality. This is in line with the Charter of Fundamental Rights of the European Union which recognizes education as a right, with the United Nations' Convention on the Rights of the Child and with the United Nations' Sustainable Development Goal 4.2 that foresees that all girls and boys should have access to quality early childhood development, care and pre-primary education by 2030.

EU COUNCIL RECOMMENDATION of 22 May 2019
on High-Quality Early Childhood Education and Care Systems
(2019/C 189/02)

IBERTEC GUIDELINES
A proposal to digitize the pedagogical documentation within the Early Childhood Education

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The Erasmus+ KA2 LIBERTEC project - *LIBrary as online Educational Repository Techniques in European Community pre-schools*, is focused on the potentialities that can be expressed by updating the digital competences of educators and preschool teachers to deal with pedagogical activities and managerial procedures for the work within the educational 0-6 age range. The project's focal point – indeed – lies in the **key role ascribed to the ICT applying within the educational process**, especially to carry out the *documentary task* and the activities for the pedagogical coordination required for the proper functionality of Services/preschools. For that purpose, teachers, educators and the pedagogical coordinators should have specific digital competences recalling the 6 areas of the *European Digital Competence Framework for Educators*.

The common reflection on such issues as modernization and digital readiness within the ECEC system found in the 2020 pandemic emergency its hastening trigger, leading to the outlining of the LIBERTEC proposal. Later, all the related considerations have been nurtured and matured during the project's lifetime and benefited from the collaboration, the experience, and the specific competences brought by each involved organization. All the LIBERTEC Partnership members – indeed – can be considered leader in the ECEC area as well as in the methodological research, as they are preschools themselves, belong to the academic field specialized in early childhood education or work for the innovation of the European education and training systems. So, we can affirm that the contents proposed by these Guidelines started from the legacy left by the Covid experience in terms of resorting to digital technologies that - from that time - have necessarily become part of the experiential, professional and working expertise also of the ECEC professionals, but they want to make a step beyond. The **LIBERTEC methodological proposal** for the digitized pedagogical documentation, indeed, aims to systematize these practices and to highlight the related useful skills to deal with, making this way them transferable and used by operators in daily work.

But why did we decide to focus on pedagogical documentation with the intention of making it increasingly effective? Because the *socialization, learning and interactions* between educators, children and families are considered as pillars underpinning early childhood pedagogy and they all pass - and be valorized - through the documentary process.

The pedagogical documentation – indeed – is a fundamental aspect of the educational activity within the 0-6 educational Services. On the one hand, it is performed and useful in an internal logic as it keeps track of what is considered important for pedagogic and management work, and it helps not to lose any relevant informal elements pertaining to the daily educational context. Explorations, discoveries, rituals, and care gestures could risk slipping away if not shared and stored by adequate documentation. Documenting also means making visible the children's learning process and the strategies they create and adopt to build their own knowledge, showing how this key task also has a strong educational value. On the other hand,

pedagogical documentation is relevant also in external logic, as it looks at the relations with the context where the Service acts. Indeed, it contributes to disseminate experiences beyond the preschool's confines towards the educative community and beyond, making them known, understandable, comparable, repeatable and – if needed – adjusted, pursuing their steady improvement.

Since within early childhood education the documentary task is normally carried out - i.e., by collecting photos, videos, logbooks, educative materials, work procedures and rules - the methodological indications provided by the LIBERTEC Guidelines intends to enrich these traditional modalities with new practices based on digitization & ICT supports. An effective and standardized documentation, especially if digitized, can become a methodological and pedagogical strength for the 0-6 schools as it allows to organize-save files and materials to make the data collection-storing a norm. Internal procedures, educational strategies and activities can be easily catalogued, systematized, and made quickly transferable and usable in daily work by teachers, educators and pedagogical coordinators, giving to all the educational équipe the same working structure and contents. Concerning the users, families can be involved more transparently in their children school life through an effective access to clear pedagogical documentation, and the children can gain further opportunities to develop their social and cognitive skills being able to recognize themselves and their daily life at the preschool through the documented activities. Finally, the adoption at systemic level of a standard digitized repository for management procedures and pedagogical strategies can also facilitate the institutional parts in a better work-checking and in controlling the accomplishment of the due administrative requirements in a fully functional ECEC system.

However, even if we're standing out all the positive aspects brought by incorporating of digital practices within the work of ECEC organizations and by fostering their internal digital responsiveness, we don't have to forget that never than in the early childhood education the e*motional, affective and relational dimension* play a key role and not at all it can be replaced by the digital one. The ICT constitute useful tools to support or facilitate educators, teachers, and pedagogical coordinators in dealing with daily assignments, but the human contact, the care relationship with children as well as that with parents are fundamental for the pedagogic work and to build mutual trust and confidence with families.

Three main activities are considered fundamental in EU early childhood schools: *management of daily routines*; *definition of the play and teaching spaces*; *pedagogical documentation*. The first two issues will be explored within the **Guidelines' Part I**, where will be presented the results of the initial ECEC good practices mapping & exchange, a preliminary research phase aimed at pointing out the good educational practices adopted by the involved pilot preschools for the 0-6 age range[1] and to outline the pathway to be

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[1] The pilot preschools are represented by the LIBERTEC's Partnership members: CEPISS Social Coop. kindergrtens, Scandicci (FI) Italy; Associação de Jardins Escolas João de Deus, Lisbon, Portugal; Colegio de Educacion Infantil PINOLIVO, Marbella, Spain; Gradinita cu program prelungit Prichindel, Suceava, Romania.

accomplished by the documentary task from the paper to the Digital Library, starting from the direct experience of their professionals. Here will be presented also a general overview on Privacy issues and data safety measures, examining how the involved pilot ECEC Organizations manage this very delicate issue. The third theme, concerning pedagogical documentation, in its digitized way of applying and representing the core of these Guidelines, will be faced by **Part II**. There will be detailed practical instructions to set up the digital repository hosting the pedagogical documentation (the *Digital Library*) as well as on the most useful IT-programs that can be used by the operators to improve their daily work. The suggested programs will be listed in relation to the educational work, explaining how these digital resources can support the professional interactions inside and outside the Service, be used to create activities for children or to organize/manage the work as well as to sketch out proper assessment tools to self-evaluate and adapt both educational strategies and internal management procedures. Finally, the Guidelines are complemented by an **Appendix** including simple infographics on different aspects of working on ECEC. Each infographic summarizes specific themes useful for ECEC professionals such as the basic digital skills that teachers and educators should preferably be equipped with, some suggested training areas for their updating and a transnational commented pedagogical bibliography, with the key references applied by the pilot preschools as orientation for their educational work.

PART I - THEORETICAL INTRO

The good pedagogical & management practices for ECEC - the pilot preschools: a privileged observatory

Among the key goals of the LIBERTEC project there is also the **sharing and the exchange of the good pedagogical and management practices** in use in partner countries aimed at early childhood (kindergarten, preschools, other services for 0-6 children) as well as their valorization. This common objective aimed to contribute to a more and more modern, inclusive, high-quality childhood education with a European added value. To point out these practices and to analyze them, we took advantage of a *privileged observatory* on the several local ECEC systems represented by the four pilot partner preschools. As for Italy, the reference partner was ***CEPISS***, a social cooperative managing several kindergartens on behalf of the Florence Municipality in the whole metropolitan area and boasting more than 20 years' experience (since 1997) in the management 0-6 Services, while the reference partner in Spain is the ***Colegio de Educacion Infantil Pinolivo***, an innovative preschool in Marbella with 225 students 3-6 years old. As for the other two partner countries we had the ***Associação de Jardins Escolas João de Deus*** of Lisbon, an historical educational organization funded in 1882 with 40 kindergarten (pre-primary 0-6) and primary schools (6-10) diffused over all Portugal, and the ***"Prichindel"*** preschool, located in a peripherical area of Suceava (Romania) currently with over 400 preschool children between 3 and 6 years old divided into 12 groups: 4 groups (3-4 years old), 4 groups (4-5 years old) and 4 groups (5-6 years old).

These Guidelines, indeed, have been developed starting from the analysis of daily practices, already adopted by these organizations, and related to the management of children' routine, the disposal of the educational spaces and - obviously - to the pedagogical documentation[2].

From the strictly operational, all these aspects - even those related to not formally detected and recognized practices but deserving to be highlighted - have been faced and detected through a preliminary survey carried out with the direct contributions of the educators and teachers belonging to the four pilot preschools. To better frame the pedagogical work kept pursuing by each organization, the survey also entailed the detection of the main legislative landmarks on ECEC in each country and the underlining of the main theoretical-pedagogical references they use as orientation in daily activities with children.

In this opening part we're going to focus the first two key aspects for early childhood education as the routine and the spaces, both internal and external ones, offering considerations, examples and food for thoughts starting from the experience of the pilot partners.

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[2] For further details on the survey results, consult the "LIBERTEC – ECEC Compendium", available from the project website: https://www.libertecproject.eu/

The choice to emphasize the role of the **routine** is due to the pedagogical value owned by the rhythm of the school day for children. The routine, indeed, is determined considering the main aims of early childhood education such as the autonomy conquest, the identity building and the skills development and it contributes day by day to the children's growth, satisfying their basic needs (e.g., having safe and constant external reference points; psychophysical well-being; emotional components; orientation in space and time.). The routine also provides for the harmonious alternation of activities requiring to children different intensity of commitment, mixing free and structured activities, socializing and individual experiences.

On the other side, planning and organizing the **spaces i**s a fundamental aspect of the educational action. The school environment is the place where the educational relationships take place, a context full of affective meanings and educational and training connotations. This space hosts children' affections, as they should feel comfortable there while developing their experiences, memories and building their own identity. While the children grow in the school-space, this space educates them. This is the reason why we can understand a lot about a preschool from its internal and external spaces: the criteria chosen to set the rooms, the type and features of the used furniture and the games and materials display show the school's identity and the educational style of its teachers and educators.

1. European good practices for ECEC

1.1 Organization of daily Routine

Routines are a series of moments that recur throughout the day in a constant and recurring, characterized by care, well-being, intimacy, emotional relationship. They satisfy basic needs of children (use the bathroom, be cleaned, eat, sleep...) but have an important value of orientation with respect to the times and the succession of different situations in the day at school; Moreover, they enhance many personal, communicative, expressive, cognitive skills. It is important that we think carefully about how we intend and manage routines, putting the child at the center, avoiding acting out of habit and in a rigid way, to collect all the educational wealth that they offer us. The routines facilitate the memorization of scripts, that is to say simple sequences of common actions and make children participate at a conscious level of gestures and behaviors that we adults often perform and have performed mechanically, without paying much attention. Children live with pleasure, in an atmosphere of sharing, with the security that comes from the usual gestures, from the respect of usual schedules; they know what to expect and actively participate, attracted both by the re-proposal of known actions and by small innovations and changes that we introduce at the right time or that they themselves suggest. In routine activities, soon children feel capable and responsible and can take on the role of tutor towards companions who need help. Children with disabilities and difficulties also find significant participation in these moments. Each routine can be characterized in a

welcoming way and evolve over the year, in relation to the achievements of children, to allow new learning and autonomy (Butturini, 2012[3]).

Time in nursery school is an important element of educational action. The organization of school time goes beyond the timing of activities or the elaboration of schedules. Time must be understood, at this stage, as an instrument or useful tool for the organization of school life but also as an element that contributes to the process of personal construction of children. Hence its importance. Despite this, it is a task does not exempt from difficulties in which multiple variables come into play: school context, perceptions of the participants, regulations that must result in a rational planning of the activities that take place in the educational center (García and Olivares, 2017[4]).

The organization of time is therefore a fundamental aspect to be fixed based on the needs of the protagonists, in their physiological, social, economic, and cultural dimensions, the evolutionary moment, their needs and interests, as well as in the general objectives of the stage and the contents.

Therefore, it will be necessary to make a prior analysis of those context variables on which the educational event will be planned and considering the needs described above. Thus, all teachers of the stage must agree on basic principles for the preparation of schedules, always in close relation to the methodology adopted. Starting from the school reality in terms of characteristics of the students, conditions of the center and characteristics of the sociocultural environment in which it is inserted. That is, it must do the opposite of what Nair[5] (2016, p. 25) identifies in current schools: "disconnect between learning objectives and education".

The main criteria for the organization of time are:

- Planning according to the child's biological needs.
- Forecasts related to the socialization process.
- The sequences of activities and/or routines should always happen in the same order.
- Flexibility of schedules. The student should not live with haste or anxiety the school activity, so it is necessary to adapt the time forecasts to the rhythms and specific situations of the children in each daily situation.
- Contemplate period of adaptation of new schoolchildren to the center, as well as the daily reception of children upon arrival at school.

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[3] Butturini, M. (2012). *Il valore delle routine*. *Giunti Scuola.* https://www.giuntiscuola.it/articoli/il-valore-delle-routine
[4] García, M.M. & Olivares, M.A. (2017). Organizar espacios y tiempos en los centros escolares. En M.M. García y M.A. Olivares, Vivir *la escuela como un proyecto colectivo. Manual de organización de centros educativos* (pp.101-119). Madrid, España: Pirámide.
[5] Nair, P. (2016). *Diseño de espacios educativos. Rediseñar las escuelas para centrar el aprendizaje en el alumno*. Madrid, España: SM.

- Respect for the globality of the child, avoiding arbitrary segmentations since they need globalized experiences and do not easily admit parcels.
- The action-rest alternation is the rhythm that the school activity will follow, providing time for spontaneous play and time for directed activities, times for group activities and times for individual activities, all through the planning of routines, rhythms, coherent sequences that provide reference points.
- Participation of students in the organization of schedules and their follow-up through assemblies and conversations about what is going to be done in the day, in the morning.
- Knowledge by families of everything related to the organization of hours and its justification.

All members of the educational community - children, families and professionals - must find spaces for personal and professional growth, where personal contact, participation, reflection and debate are possible. Promoting the relationship and communication between all members of the school, cannot be only an intention, but requires organizing times where interrelation is possible, so moments must be designed for it. At the entrances in the morning, in the shared times in the outdoor spaces, in joint group activities, visits of small groups to another classroom, parties. In the organization of daily times it is important to establish a stable framework that facilitates the internalization of rhythms, providing security and stability, where children have to find enough time to satisfy their needs -food, hygiene, rest, activity. When organizing the sequence of daily times, a necessary balance must be considered between times defined by the adult and times where children can freely organize their activity, giving the opportunity to start-develop-end their games. In a way that allows teachers to observe and support growth from their personal rhythms and needs, this will facilitate the balance between the times of group actions and times of individual actions.
This way, we can appreciate how – in general – program of the daily routine in kindergartens is designed once a year; The routine is subject to review, evaluation, and modification whenever necessary to respond to the abilities of the children.

DAILY ROUTINE AT NURSEY SCHOOL (0-3 Years)	
Main activities that make up the daily routine	
1	Welcome. Respectful reception with children
2	Breakfast
3	Initial Assembly (first collective moment)
4	Hygiene - toilet
5	Educational activities
6	Hygiene – toilet (including, the preparation for the lunch)
7	Lunch
8	Rest
9	Freely play
10	Snack
11	Farewell Assembly (final collective moment)
12	Exit, reunion with the reference adult

Fig. 1 Summary of the main activities constituting the educational practices for daily routine within 0-3.

Following a logic of adaptation to the children' physiological, cognitive, and relational needs, the daily routine within the educational services (preschool) for 3-6 years old - obviously - shows some differences if compared with that for the 0-3 years old. In general, the organization of daily routine for this educational stage is substantially similar in all the 4 pilot preschools with small differences mainly related to the duration of the educational day (it can last half a day with optional lunch and possible extra-curricular activities in the afternoon, as in Spain, or a full day, with lunch and afternoon, as in the other countries).

DAILY ROUTINE AT PRE-SCHOOL (3-6 Years)	
Core activities of a typical day at the preschool	
1	Welcome. Respectful reception with children
2	Initial Assembly (first collective moment talking about personal development, checking the weather, the season, the month, the days of the week, the emotions of the children, etc.).
3	Educational activities (organized in different possible ways, according to the practice of each service/preschool: e.g., work project activities - Project Based Learning, or free play, individual work and/or play directed by corners)
4	Breakfast
5	Relaxation activity (rest time, break)
6	Hygiene – toilet
7	Work in corners, freely play (including also shared environments, play in corners of free choice, learning spaces, free play and / or creative individual activities).
8	Rearrangement, tidy up activities and hygiene – toilet
9	Hygiene – toilet (including, the preparation for the lunch, when it is foreseen)
10	Lunch (optional)

11	Complementary activities
12	Freely play
13	Snack
14	Farewell Assembly (final collective moment)
15	Exit, reunion with the reference adult

Fig. 2 Summary of the main activities constituting the educational practices for daily routine within 3-6.

Here below are presented some examples of daily routine activities within the 0-6 age spectrum carried out in the pilot preschools/kindergartens that could be shared, borrowed, and adapted by teachers and educators in other educational services as good practices or source of inspiration to renew and to enrich their own activities with children.

THE DAILY ROUTINE AT THE PILOT PRESCHOOLS – SHOWING TO SHARE

CEPISS Società cooperativa sociale

CEPISS Nursery school (0-3 years), Florence

ENCOURAGING PERSONAL AUTHONOMY
Personal care moments are repeated several times during the day and help the child acquire small personal autonomies, such as turning on the faucet, getting soap, and drying his or her own hands.

CEPISS Nursery school (0-3 years), Florence

DO LIKE "THE BIGGEST" DO
This is lunchtime, when children are stimulated to do it by themselves using age-appropriate tools such as glasses, plates, cutlery in real materials such as glass, steel, etc. or finding personal strategies to promote their authonomy.
As for the tools in real material, the specific choice to avoid the use of the plastic ones it is functional to show the eco-friendly attitude of the service as well as to propose the educational message of environmental sustainability to children.

Gradinita cu program prelungit Prichindel Suceava

WHAT'S GOING ON?
The program of the day, showing the moments and activities that recur throughout the day for each key step of the school-day.

THE MORNING MEETING
Personal development, with checking the weather, the season, the month, the days of the week, the emotions of the children.

Associação de Jardins Escolas Joãode Deus (3-6)

Jardim-Escola João de Deus – Belas

AT THE GARDEN
The school has some defined bed spaces for several type of plants (herbs, flowers, or wild grow). This is the bed of the aromatic herbs. The children are encouraged to care for the plants.

THE CHIEFS
Insignias for the leaders for the week.
From left to right:
"Commander of the train", child in charge
Child in charge to distribute the training materials
Child in charge to distribute the morning snack.
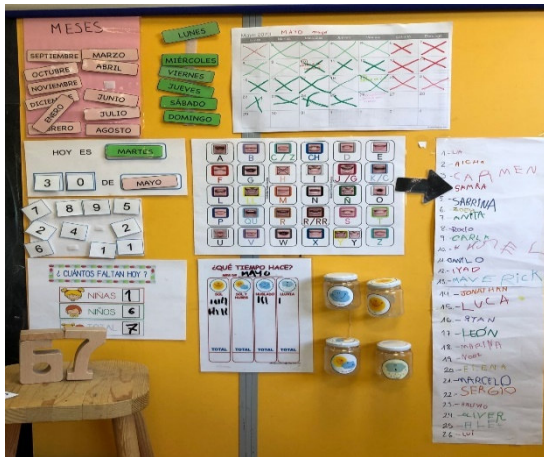

Jardim-Escola João de Deus – Belas

Assigning the children taking turns the role of "chief" helps to strengthen their sense of responsibility, the attention to the other (the classmates) and to understand the "class community" and to take care of its needs.

Colegio de Educacion Infantil Pinolivo (3-6)	
	HOW DO YOU FEEL? In the mornings children and teachers situate themselves in time within the calendar and we look at our emotions according to neuroscience, we also review how we like to be taken care of and with pictograms we plan the daily schedule favoring the inclusion of all students.
PHONOLOGIC AWARENESS & MATHEMATICS Teachers and children work on phonological awareness within the words related to the calendar, we call the roll call to see who has been absent, working on mathematics in this way, and we choose the person in charge of the day.	

1.2 Definition of Play/Didactic spaces

Educators must envision the school space as a "third educator", the first two educational figures being families and educators. This entails considering it of vital importance to allow children the opportunity to live the multiple experiences that space can offer them and, therefore, that the teaching team is concerned with the design, organization and preparation of spaces. Although, they should be understood as living spaces, that is, they are modified, de-structured and restructured according to the capacities and autonomy of children. The space becomes one of the most relevant pillars within the teaching-learning process, so every detail must be taken care of, according to the needs and interests of the students. That is why everything must be thought out and arranged to make it a pleasant and beautiful place, where they feel good and safe. In addition, spaces should be offered for the group, small groups, couples or individuals.

When it comes to the distribution of spaces in nursery schools, it is interesting to consider some assessments proposed by Díez[6] (2013).

- spaces wide enough to be able to move without feeling invaded by others and so that the gaze of the teachers can reach each child without obstacles.
- that there are secluded or more intimate spaces where they can play, be calm, rest or hide.
- that there is comfort and safety both in the spaces and in the routes of displacement between them.
- that the spaces have a concentric configuration or connected areas that lend themselves to meeting and collaboration.
- that all sites are susceptible to be exploited, that they can have several uses, that stability is combined with change.
- that children's spaces be prioritized over those of teachers, although without forgetting them.
- May the overall aesthetic that predominates is simplicity, clarity and beauty.
- that the spaces conform to the law in the sizes of the classrooms and other places, in the safety regulations and in the adaptability of the accesses.
- that there is also an outdoor space as wide as possible, with trees, sand, plants, cabins, fountains, benches, tables, houses, wheelbarrows, installations of ropes, stones or wood to climb or balance.
- and that each teacher, each team of teachers, each group of parents or each group of children feels entitled and strong to value their spaces and to plan to enrich or change them if they see fit.

THE PILOT PRESCHOOLS – INTERNAL SPACES
CEPISS Società cooperativa sociale

CEPISS Nursery school (0-3 years)
Symbolic game corner

In the symbolic corner, the child can experience the game of "pretending to..." cooking, taking care of dolls, dressing up and putting on make-up. Through this fascinating game, children internalize, imitate, and make adults' daily gestures their own. While experimenting the roles they learn, process their own experience, and develop their relational abilities to stay with others.

The symbolic corner is organized with a wooden kitchen, changing table, dressing-up closet, personal care corner

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[6] Díez, M.C. (2013). *El ambiente en esta etapa ha de estar revestido de vida. En M.C. 10 ideas clave. La educación infantil.* Barcelona, España: Graó.

The soft corner is organized with mats and **pillows,** and it's dedicated primarily at children aged 3 to 12 months. Th**i**s space encourages experimentation with early movements, individualized relationships with the educator and with small groups of children, emotional exchanges, and socialization.

CEPISS Nursery school - Soft corner
(3 -12 months)

THE PILOT PRESCHOOLS – INTERNAL SPACES

Associação de Jardins Escolas Joãode Deus

The space devoted to the activities for 1-3 years babies is closed, to prevent the child from getting lost in it, and generally organized in "corners". The corners are precisely defined and delimited with recognizable furniture and colors to help the child orientate and recognize the different activities. All furnishings (furniture with drawers, tables, chairs, bookcases) are "child-friendly", to encourage the child's independence in using them.

AJEJD – J.E.J.D. Belas: From 1 to 3 activities room

Soft Area - space full of cushions with different shapes, sizes, and colors, offering children who cannot walk yet the possibility of moving without encountering obstacles or dangers. Designed to satisfy the need for free play, relaxation, and "pampering" that each child experiences at times of the day. In this area the child is free to sit, lie down, hug a soft toy, take out a blanket or look at a little book in peace.

AJEJD – J.E.J.D. Belas, Soft Room (0-3)

THE PILOT PRESCHOOLS – INTERNAL SPACES

Colegio de Educacion InfantilPinolivo

PINOLIVO – "The Building Corner"

In this space, children can make constructions of different levels of complexity and alternate different materials for it. Then they can be invited to paint the productions on paper or to explain what they have created.

PINOLIVO – "The Reading Corner"

The reading space is present in all PINOLIVO classrooms. It is a cozy corner that houses different attractive and well-kept titles. This space favors the children' cognitive approach to the book both in situations of autonomous use and in small groups. The reading corner should be welcoming, and structured to support socialization, imagination, the reading of images and the listening to stories, promoting this way individual concentration and/or collective interaction among children.

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PRICHINDEL – "The Science Center"

In this specific space the children assume different responsibilities, carry out small experiments under the guidance of the educator, make different observations. In the Science Center there is a space for the permanent exhibition of materials from nature (acorns, stones, shells, seeds, fruits, vegetables, cereals, collections of insects, herbs); plastic molds representing animals or birds; a place for live animals (aquarium with fish or turtles, glass holder for hamster or guinea pig, cage for parrots or parakeets).

PRICHINDEL – "The Sand and Water Center"

This space gives children the opportunity to explore the sensation of touching sand and water, and each room is equipped with sand holders in various shapes, plastic tubs, basins, because children feel attracted to sand and water, regardless of age. The table with sand and water is high up to the child's waist, and the floor where it is placed must be covered because it scatters sand and water and becomes slippery. Towels, brooms and mops are available for children to collect sand and water, whenever needed. The materials and accessories used at this center includes dishes and tools, materials from nature, liquid or solid substances that dissolve.

On the other hand, we cannot forget the **outdoor school spaces** that must be lived and organized as a continuum with the interior space, in the sense that it responds to the usual educational needs and has the same objectives. But through a different organization and the use of materials more related to the structural opportunities offered by the exterior. The following aspects must be considered:

- With direct access from the classrooms and with a transition or semi-covered area to protect from the heat or rain.
- Find a balance between overly structured or unstructured spaces that can be confusing and stressful.
- Distribute the spaces creating zones for different activities and with passage areas to go from one to another.
- Adapt the outdoor space considering the wishes of children that are conflicting desires: movement / rest, safety / adventure, socialization / autonomy, imitation / creation, fiction / reality.
- Provide more intimate spaces where the child can be calm and feel safe.

- Provide spaces that are in the sun and others in the shade.

- The presence of symbolic-affective objects: castles, bridges, animals.

- The equipment of natural materials for sensory and manipulative play: sand, water, earth.

- That the soil is varied: sand, earth, cement, to provoke different reactions in children. Some reliefs on the ground also give more possibilities to the game.

- Objects, materials and facilities that put the child in open situations will be preferred. Equipment outlined, but not fully finished or fully defined because they give greater opportunities for creation and imagination.

- There is no need for games and sophisticated materials, natural materials and other materials can be harnessed that can be easily recovered. The maintenance and cleaning of these spaces must be provided, as well as a place to store the materials (Madrid and Mayorga, 2012, p.44[7]).

THE PILOT PRESCHOOLS – EXTERNAL SPACES	
CEPISS Società cooperativa sociale	
CEPISS Nursery school (0-3 years) – Outdoor Corner	**CEPISS Nursery school (0-3 years) – The Mud Kitchen**
Outdoor corner where natural materials (pinecones, small woods, shells) are arranged and organized where children can play with different elements and testing different textures. In the outdoor space children can also take care of the plants, learn the features and the use of medicinal herbs and aromatic plants for the kitchen.	This outdoor kitchen is used for symbolic play, furnished with real and salvaged objects known to the children. In this space, children can use materials such as stones, soil, mud, grass, and sand. Using recycled materials means also introduce children to the culture of re-use, and to a green attitude promoting environmental awareness since the early age.

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[7] Madrid, D. & Mayorga, M.J. (2012) (coords). *La organización del espacio en el aula infantil. De la teoría a las experiencias prácticas*. Barcelona, España: Octaedro.

THE PILOT PRESCHOOLS – EXTERNAL SPACES

Associação de Jardins Escolas Joãode Deus

AJEJD – J.E.J.D. Belas, External playground
For free play and school break. These outdoor spaces can be used also for structured educational activities designed by teachers and sport.

AJEJD – J.E.J.D. Belas Educational Garden
Here children plant and care flowers, aromatic plants, vegetables according to the seasons turning.

Colegio de Educacion Infantil Pinolivo (3-6)

Pinolivo – Green Zone
The green area is an outdoor space in the center where students can experiment and manipulate natural elements as well as socialize outdoors.

Pinolivo - The Wall of experimentation
Outside, we also find walls that encourage experimentation and observation, such as the aviaries.

Gradinita cu program prelungit Prichindel Suceava
Project "The garden for relaxation, tranquility and learning!"

Outdoor learning area
Here children can listen to a story, play/learn with weight, numbers and counting, read the sun clock.

Relaxation Area
Here children can read, sing, paint or just prepare themselves for the learning activities.

Likewise, the materials must be of low environmental impact, promoting a "green" attitude so it is interesting that we can count, for example, with a permanent exhibition of materials from nature (acorns, stones, shells, seeds, fruits, vegetables, cereals, insect collections, herbs); plastic molds depicting animals or birds; a place for live animals (aquarium with fish or turtles, glass stand for hamster or guinea pig, cage for parrots or parakeets); a pedagogical garden or orchard that provides a greater connection with the knowledge of the world; spaces with water and water, which should be placed in a more isolated place because they may have sand in their shoes, or they may slip due to water. For this reason, cleaning materials should be within reach of children and, more than that, they are taught to use them.

2. The documentary task: from the paper to the digitized Library

Summary of the key aspects on these issues emerged within the mapping that can be highlighted as good practices adopted in pilot preschools/services, showing how they pass from a full paper system to a mixed one, combining paper and digital documentation. Here can be listed the main purposes of the pedagogical documentation, with the added value brought by adopting also digital means.

To carry out an adequate pedagogical documentation both on paper and digitally, it must always start from systematic observation within the classroom, thus trying to find the meaning of what happens in the daily routine. In this way, we can contribute to achieving one of the main objectives of pedagogical documentation; Tell and share the culture of childhood.

For this, it will be necessary for each teacher to focus on something they have detected in their group through observation and begin to follow up through annotations in their teaching diary, recordings, photographs, etc., thus combining traditional documentation with digital, in which it is intended to move forward, adapting to the technological evolution so present in our society. In addition, these materials can be used later for the atmosphere of the classroom and the center, helping children to feel that they are an important part of it, being able to find, for example, a personal photograph in the corridor that leads them to the playground.

One of the keys to properly documenting is the collaborative work between teachers, so that each teacher makes available to others the findings with which he has been found and the conclusions he has managed to reach, so the work of the teaching team will be more enriching and the teaching-learning processes of the center, of higher quality. To make this possible, the digitization of pedagogical documentation is essential since, with the help of platforms such as Google Drive, Classroom, Canva, Padlet or DropBox, among others, evidence can be stored and made available to any colleague who needs it, nourishing among all the teaching practice of each one. The social networks of the center also become a resource of pedagogical documentation that allows to share with a greater number of people the work done in the classroom. However, in this resource you can find limitations when sharing photographs of students, since, out of respect for the privacy of minors, it is not always possible to share their faces, a fact that prevents showing the emotions that can be transmitted so much.

After analyzing good practices applied at schools in different parts of Europe, it can be said that pedagogical documentation can be a star resource in student evaluation reports, since it allows families to know the educational process of their sons and daughters in a more personalized way. In this sense, digitizing pedagogical documentation further enriches this issue, since, thanks to photographs, videos, voice recordings, etc., families receive much more concrete and detailed information on many aspects of their children, humanizing a document that has often been standardized and prevents seeing beyond generalized markers.

Finally, it is worth highlighting the importance of permanent teacher training to be able to know and take advantage of the many technological resources that exist today, as well as trying to find a way that this type of tools can be at the service of the entire community to reach a greater number of people and that they can resort to the stored data at the time they need it.

PART II - LIBERTEC DIGITIZED DOCUMENTATION

Competences, tools and technical procedures for the digitized pedagogical documentation

The main purpose of the LIBERTEC Project is to sustain the sharing and exchange of good pedagogical and management practices in use in the partner countries[8] for early childhood (kindergartens, pre-schools, other specific services for 0-6 children) and to create an innovative practice to document preschool's life, based on digitalization and centered on standards and needs of school facilities. The proposed documentation methodology borrows specific references from the 6 Areas of the **EU DigCompEdu**[9], *European Digital Competence Framework for* Educators, focusing the several aspects of educators' activities. Applying this methodology can contribute to provide educators and preschool teachers specific procedural suggestions, highlighting the more useful digital skills to effectively organize the pedagogical work, document daily work, set educational activities for children and coordinate the staff. The pedagogical documentation allows operators also to manage families' needs and relations with parents as well as the possible changes of legislations, and the institutional relationships with stakeholders or public bodies in charge of ECEC policies, ruling and overseeing the local ECEC network. Adopting a digital way to perform the documentary task can facilitate the management of these issues, making the related commitments quicker, immediate, and simpler.

The LIBERTEC methodological proposal revolves around the concept of **Digital Library,** the digital space for storing, organizing and sharing the resources used for teaching (e.g. documentation of experiences, presentation of topics, representation of thematic maps, carrying out group work, building repertoires of educational resources and activities, building multimedia galleries with photo, video, etc.) as well as for storing, organizing and sharing work docs (e.g. laws, regulations, work instructions, reports, official communications, evaluations).

Independently from the digital support to be chosen to host and to create it, the Digital Library constitutes a corporate secure system to store files that will be set, managed, and updated by trained operators. Its key feature lies in the relevance to **lean this virtual storing space on the technological asset already in use by each preschool**, renewing it in a perspective of optimized internal modernization and updating, which does

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8 Italy, Portugal, Romania, Spain.
9 **The European Framework for the Digital Competence of Educators** (*DigCompEdu*) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts (EC Definition).
For further references, see: https://joint-research-centre.ec.europa.eu/digcompedu_en

not substantially burden the management costs, releasing the resources to be invested in pedagogical needs, for the children's benefit.

At the same time, by adopting the Digital Library and digitalizing such documents as those especially related to work instructions or reports directly managed by educators and coordinators, can contribute to reduce the paper consume (and waste) and to promote a green attitude based on the professionals' eco-consciousness and on the environmental sustainability of the work processes of the ECEC organizations.

THE DIGITAL LIBRARY	
GENERAL OBJECTIVE	Storing internal procedures and daily activities, to support an easy-safe access to official work tools and documents.
SPECIFIC OBJECTIVES & concrete implications for the educational work	**1. Organize, catalogue, and save files/materials**, ruling the data storing in a centralized system.
	2. Quickly select, consult, share, and use the contents, making them daily transferable/usable by the pedagogical team, families, and third parties (according to the user's profile and needs).
	3. Strengthen internal management and external communication capacity of pedagogical coordinators by instant means (e.g., in managing parental receptions or Open Days, to show the educational work to families and community).
	4. Improve the mutual trust between families and preschool, making parents closer and consciously participating in their children's school life.
	5. Ensure the same quality level and Preschool's effectiveness, giving all the internal operators the same working structure and contents.
	6. Create specific and safe media education paths for 3-6 children
	7. Support Preschool's inclusiveness, making all its actors (professionals, institutions, children, families) aware of the complex work done every day in ECEC.
	8. Contribute to the green transition of ECEC organizations, by raising the awareness of incorporating sustainable and eco-friendly work practices.

Fig. 3 Main purposes and implications by adopting the Digital Library system within ECEC Services.

Part II constitutes the **operational core** of the whole methodological proposal carried out by the LIBERTEC Project and realized through these Guidelines. Therefore, in the following paragraphs several practical methodological suggestions and technical instructions aimed at pedagogical coordinators, preschool teachers and educators to perform in a digitized way the documentary task within ECEC Services are presented. Here, they can find easy technical solutions and strategies to make preschool didactic experiences

trackable and to manage their educational or managerial commitments, according to their own role within the organization and to their specific work needs.

Each key aspect of the documentary task is linked to the main operational areas of the educational work and to the related useful knowledge and digital skills to manage them. Therefore, each paragraph devoted to the Digital Library's setting, features, and work implications[10] is complemented by a **user-friendly list of the most used (or diffused) IT-programs** that can be used – or discovered – by educators for different kind of purposes (e.g., design of educational activities, work organization and sharing, assessment).
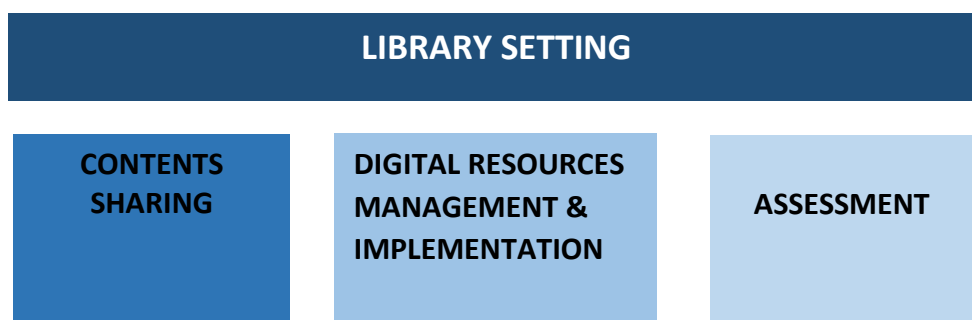
DIGITAL LIBRARY – CONCEPTUAL DEVELOPMENT

LIBRARY SETTING

CONTENTS SHARING	DIGITAL RESOURCES MANAGEMENT & IMPLEMENTATION	ASSESSMENT

Fig. 4 Logical sequence to set the Digital Library System.

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[10] See, Cap.2 Library Setting; Cap. 3 Contents Sharing; Cap.4 Digital Resources management & Implementation; Cap.5 Assessment

1. The European Framework for the Digital Competences of Educators (DIGCOMPEDU)
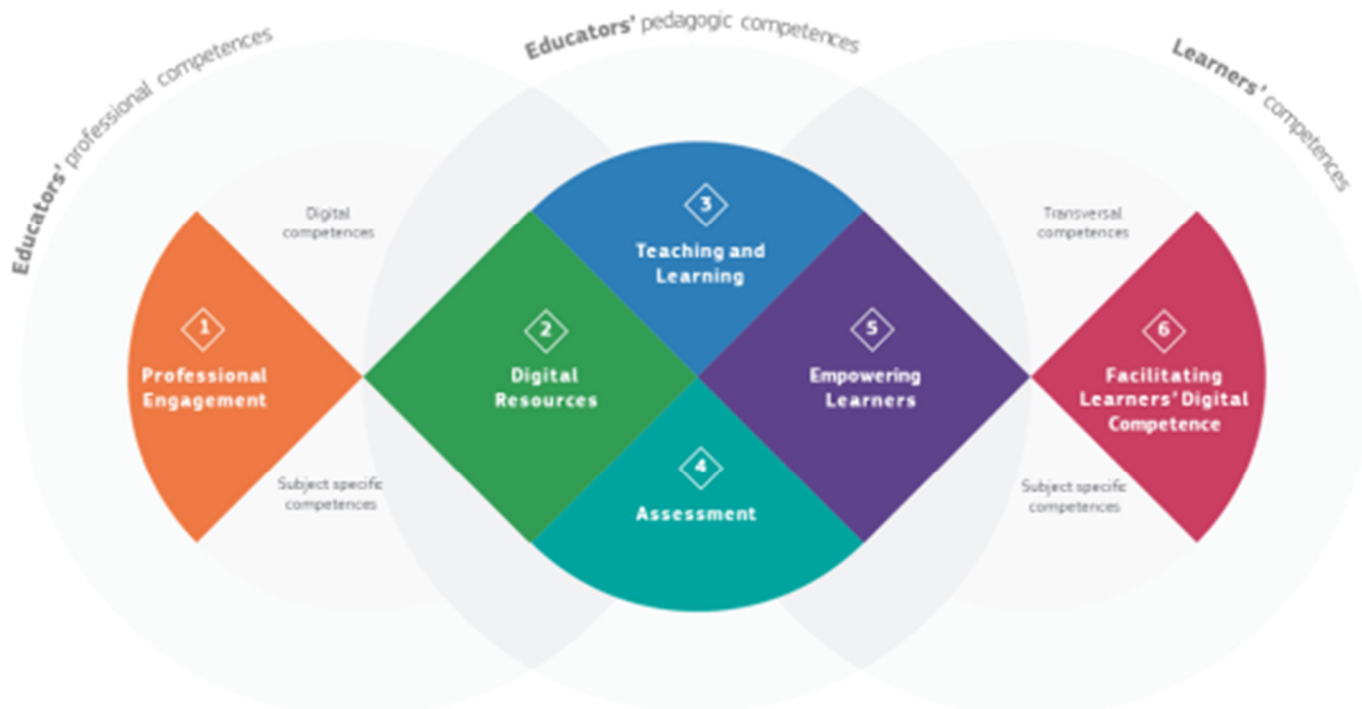

Fig. 5 Synthesis of the EU DIGCOMPEDU Framework[11]

The focal points orienting the methodological indications offered by the LIBERTEC Guidelines to carry out the documentary task with digital means are linked to the **six Areas of the DigCompEdu** and to their related competences. These specific skills have been adapted to the specific field of application (ECEC) and to the features of the educational work done by the teachers as well as to those of their final users (0-6 children). For that reason, NOT all the sub-competences provided by each Framework's area are stressed by the LIBERTEC, but only the key ones enabling operators to:

- Effectively interact among each other within the preschool and to deal with their targets represented by families, children, and external institutional parts (for purposes of *internal sharing and transferability, access, transparency, security & privacy*).

- Use and/or design educative digital resources, according to the features, limits, and possible specific needs per each age group of children.

- Evaluate the educational strategies and/or the preschool's internal management procedures, ensuring their steadily improvement and adaptation to the emerging needs.

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[11] Image from official website of the European Union; EU Science Hub, Digital Competence Framework for Educators (DigCompEdu）https://joint-research-centre.ec.europa.eu/digcompedu_en

The main features of the *Digital Library* and the operational suggestions to manage its contents have been defined through an **inductive approach** starting from the analysis of real cases to establish **standard criteria** for an efficient **digital pedagogical documentation strategy**. Before to outline the contents of these Guidelines, indeed, a tailored research phase has been carried out to point out the most relevant purposes of the pedagogical documentation as they are interpreted by the pilot preschools and kindergartens (AJEJD, CEPISS, PINOLIVO, PRICHINDEL) and to highlight how the documentary task is perceived and put into practice by their educational and managerial professionals. Therefore, the first seed of the methodological indications to set the Digital Library as well as its management and use by the educational equipe arose from the direct experiences of preschool educators and teachers and considering the concrete needs expressed by them and their coordinators (including the digital ones).

This made it possible to create a ***procedural model*** for digitized pedagogical documentation that was as close as possible to the daily operational reality of teachers and educators within the 0-6 system and that responded to their needs. DigCompEdu details different kind of competences organized in six Areas where the focus is not on technical skills, rather, on detailing how digital technologies can be used to enhance and innovate education and training.

Here below is presented a conversion table connecting the main contents of each area with the work held within early childhood education (0-6), showing how (and for which purposes) the digital technologies can be applied to push educational and work improvements therein.

Connection between EU DigCompEdu and early childhood education work					
FRAMEWORK AREAS					
Area 1 Professional Engagement Using digital technologies for communication, collaboration, and professional development	**Area 2 Digital Resources** Sourcing, creating, and sharing digital resources	**Area 3 Teaching and Learning** Managing and orchestrating the use of digital technologies in teaching and learning.	**Area 4 Assessment** Using digital technologies and strategies to enhance assessment	**Area 5 Empowering Learners** Using digital technologies to enhance inclusion, personalization, and learners' active engagement	**Area 6 Facilitating Learners' Digital Competence** Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving
APPLICATION PURPOSES WITHIN ECEC					
AREA 1	Enhancing professional interactions with colleagues, parents, third parties and children, by sharing knowledge and experience, setting new pedagogic practices, critically assessing, and actively developing one's own digital pedagogical practice and that of one's educational community.				

AREA 2	Effective and responsible use, modification, adding on, creation and sharing of digital resources for learning, identifying those that best fit educators' purposes and to their educative style according to their class-group, being aware of copyright rules, sensitive data protection and privacy for their activities and users. A limpid/safe documentation contributes also to strengthen the mutual trust between families and Preschool, making parents aware that actions carried out in 0-6 schools are pedagogically clear and structured.
AREA 3 AREA 5 AREA 6	Management of digital technologies in teaching and learning, creating proper media education paths according to the children' age (mainly 3-6) to facilitate their aware and time-fitted initial developing of basic digital skills and making the most of the potential of digital technologies for children-centered educational strategies.
AREA 4	Enhancement of existing assessment strategies, creating and pushing innovative evaluation approaches both for children's outcomes and for management-administrative purposes to monitor more carefully pupils' progress, gain more effective assisted feedback by families and to adapt educational strategies and/or internal management procedures.

Fig. 6 Conversion Table declining DigCompEdu Areas according to the work in the ECEC organizations.

Among the Educators' professional and pedagogical competencies listed by the Framework, the most suitable ones to be adapted to the peculiarities and specific needs of the work within the early childhood education have been selected. This allowed to highlight and to show how the educational and organizational performances of ECEC professionals can benefit from the application of digital technologies, contributing to a more strategic and integrated use of ICTs also within this key initial educational step, improving its quality standards and inclusiveness through its modernization and digital responsiveness.

The Framework includes also two specific Areas devoted to the learners' transversal and subject-based competences (Area 5-6). In our case the "learners" are children, whom age range is 3-6 years old, so they don't have to nurture particular digital competences other than a reasonable, controlled and balanced initial approach to digital technologies and devices. Therefore, especially from these two Areas, the selected competences are those that are useful to valorize the children' potentials and to foster their creative engagement in the educational activities, developing transversal skills and creative expression. A relevant contribution that - from the learners' side - can be offered by resorting to ICT is undoubtedly that to **inclusiveness**, thanks the opportunity to personalize the activities and the educational path of the children with special needs. The use of digital technologies can widen the range of activities and/or way to communicate of educators with children with disabilities, making them more involved in the school daily life. Here below, is presented how the selected sub-competences of the **DigCompEdu** have been conformed to the work within ECEC organizations.

01. PROFESSIONAL ENGAGEMENT

Organizational communication
Use digital tools and ICT for organizational purposes to enhance professional interactions with colleagues, parents, third parties and pupils (*communication flow inside the Service/Preschool; communication flow outside the Service/Preschool, towards families and third parties*).

Professional collaboration
Use digital tools and ICT to plan, coordinate and carry out the educational work by sharing knowledge and experience and setting new pedagogic practices (*sharing among colleagues of work instructions, educational practices, legislation references, documentations, etc. that are in use in the Preschool*).

Reflective Practice
Use digital tools and ICT to reflect on individually and collectively, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community (*autonomous and collegial work inside the educational equip*).

Digital Continuous Professional Development
Use digital sources for continuous professional development (*permanent training and professional update of educators and pedagogical coordinators*).

02. DIGITAL RESOURCES

Selecting Digital Resources
The educators should be able to effectively & responsibly identify, assess and select digital resources for learning (e.g., programs, e-book, animated reading, images, interactive games with shapes & colors, interactive games with alphabet letters for pre-literacy, etc.) identifying those that best fit their purposes and educative style for the pupils' groups.

Creating and modifying digital resources
The educators should be able to use, modify, and create digital resources for learning (e.g., programs, e-book, animated reading, images, interactive games with shapes & colors, interactive games with alphabet letters for pre-literacy, etc.)**,** identifying those that best fit their educational purposes and the features of the pupils' groups (*media education pathways for 3-6 children*).

Managing, Protecting and Sharing digital resources
The educators should be able to: use digital resources being aware of **copyright rules**, make digital contents available to parents and third parties and other colleagues in a safe way (secure corporate system), **protect sensitive data and privacy for their activities and users (children**). A limpid/safe documentation contributes also to strengthen the mutual trust between families and Service/Preschool, making parents aware that actions carried out in 0-6 schools are pedagogically clear and structured.

03. TEACHING & LEARNING

Teaching (teaching & learning practices)
The educators should be able to: plan, integrate and manage digital technologies in the teaching/learning process, creating p**roper media education paths according to the children' age (mainly 3-6)** so as to facilitate their aware and time-fitted initial developing of basic digital skills and making the most of the potential of ICT for children-centered educational strategies *(e.g. media education pathways with educational interactive games and activities calibrated on children age and pedagogical purposes).*

04. ASSESSMENT

Assessment strategies, Analyzing evidence, Feedback and Planning
The educators should be able to use digital technologies *(e.g. using specific programs such as GoogleForm, Survey Monkey, Kahoot*!) to enhance **existing assessment strategies** creating/pushing innovative evaluation approaches both for children's outcomes and for management-administrative purposes so as to **monitor more carefully pupils' progress** (*Analyzing evidence*), **gain more effective assisted feedback** by families and to **adapt educational strategies and/or internal management procedures** (*Feedback and Planning*).

05. EMPOWERING LEARNERS *(valorizing pupils' potentials)*

Accessibility and Inclusion
The educators should be able to ensure that the selected **digital resources and/or technologies** used within the educational work are **SUITABLE** for the children age (mainly 3-6) and the learning goals, as well as **ACCESSIBLE** to all of them, including those with special needs (when educators choose the resource/means should keep in mind this fundamental aspect).

Differentiation and Personalization
The educators should be able to use digital resources/technologies **according to the children** (mainly 3-6) **educational needs**, allowing to each of them to advance at different levels and speed (*personalization of the media education pathways*).

Actively engaging Learners
The educators should be able to use digital technologies to foster children creative engagement in the educational activities and to **develop transversal skills and creative expression** (*e.g., the cooperation among children with playful activities such as audio-video recording, virtual drawing, and painting, playing with shapes or sounds, animated readings, etc.*).

06. FACILITATING LEARNERS' DIGITAL COMEPTENCES

Information and Media pre-Literacy *(alfabetizzazione informatica e ai media)*
Considering the age of children attending Preschool - those attending the pre-primary education stage - the main goal of the educators is that to **lead/support their first (and controlled) access to the digital technologies** and to the initial development of basic digital skills.

2. Library Setting

"Pedagogical documentation is proposed as a possibility of recognition and enhancement of the experience, the production of meaning and of the condition of belonging. A narrative fabric able to support the encounter between children and adults. It is an ethical, aesthetic and political way of thinking about relationships in the educational context". (L. Pandini-Simiano, 2022[12])

Here we're going to look at a digital documentation proposal for a 0-6 Service (*kindergarten, preschool*): the claim is to provide a standardized methodology that can serve as a reference for the digitization of the documentation of an Early Childhood Education Service. However, the system for digitizing documentation must be structured according to the type of organizational structure of the ECEC provider: the service manager may be a small company or association, a public or private school, large social or non-profit companies. It depends on the different organizational realities, legislation and needs of each local context.

The main objective is to provide knowledge and set up the Digital Library, implement it and adapt it to the different pre-school Service realities. In order to set up a Library in a pre-school Service in an effective and functional way, the first step is definitely the **attitude of the work team**: it is essential to train the work team both through dedicated training courses and through specific self-training moments to develop digital skills. Many of these training possibilities can also be found on free websites and these same Guidelines offer references and tools that can be studied and used.

To start a process of digitization of documentation there can be several solutions: e.g. internal servers, or corporate clouds (e.g*. GoogleDrive, Microsoft OneDrive, DropBox*), setting them up to effective levels of security; alternatively a proprietary WEB APP or APP, or a section of a website can also be built.

However, there are **some key aspects** for setting up the DIGITAL LIBRARY of a Service that we indicate below.

A. THE DIGITAL SUPPORT FOR THE LIBRARY'S SET-UP

Independently from the type of medium that will be chosen to host/create the Library, it is really relevant to keep in mind that **the adopted medium must ensure security and safety** of the stored data. The key concept to design and set the LIBRARY consists in its being a secure corporate system. Obviously, a digitization made on a corporate APP is more secure than one created on a third-party drive, but this peculiar choice is up to the single service, according to its own needs. It is not to forget that one of the strengths of the proposed documentation methodology is the low-price or the gratuity of the chosen technological asset as well as the opportunity to adapt already existing digital storing systems taking care of the sharing function (according to user's needs) and the aspects of security and data protection in compliance with the privacy rules. According

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[12] L. Pandini-Simiano, (2022) «Ciò che non si vede non esiste». La documentazione pedagogica come narrativa dell'esperienza per e con la famiglia. *Rief* 21, 2: pp. 155-162. doi: https://doi.org/ 10.36253/rief-14006)

to the security level chosen for each section of the Digital Library, therefore, it is necessary to identify which and how much information to make shareable, including sensitive data and photos.

The LIBRARY must therefore become as much as possible a 'secure corporate system' to store files that must be set up, managed, updated in each school/service.

B. THE DIGITAL LIBRARY'S PURPOSES

Before to approach to the adoption of a digitized pedagogical documentation system and to analyze how to set and organize its main tool - the Digital Library - considering how to integrate it within the technological assets already in use, it is essential to clarify what is meant with this concept. Therefore, **what really is a Digital Library?** The Digital Library is the space devoted to storing, organizing and sharing resources used by teachers, educators, and pedagogical coordinators both for educational and managerial purposes. In this space, indeed, can be saved and stored different elements such as educational experiences' documentation, thematic projects for children, repertoires of teaching resources and activities, and multimedia galleries as well as laws, regulations, work instructions, official communications, evaluations, observations, etc., everything that is relevant for the work for the educational equip in a whole.

This is important because the Library must not only collect administrative documents, but the whole of the pedagogical documentation activities carried out in the Service and saved in an agile and sharable way in digital form. The Library must therefore have both service's documentation (administrative, documentary) and documentation of the individual and collective educational activities and paths implemented.

C. KEY FEATURES OF THE DIGITAL LIBRARY

The set-up of the LIBRARY as an archiving and sharing tool for pedagogical documentation must take some key aspects into account:

1. Building a system with a **mix of digital and paper documentation** for several reasons: the use of digital only could lead to the vulnerability of losing work; some documents must still be paper-based. To facilitate operators in consulting and using the pedagogical documentation, it is advisable that the organizational criteria used to set the Digital Library reflect those adopted for the paper documentation. This mirroring function can enable educators to easily pass from the digital to the paper archive and vice versa, ensuring the immediate access, recognition, harmonious application and use of documents, work instructions, and models for educational activities. Getting information in this double way from the various sources of documentation can contribute to improve the operators' work but, to be really effective and useful for the whole educational and managerial work inside, it is necessary that these two types of documentation are strictly integrated and connected. It is also advisable that between digital and paper pedagogical documentation there are tight, and logical links clearly recognizable by teachers, educators, and pedagogical coordinators. Well combining digital and paper documentation is an essential aspect of the work within early

childhood education, especially because in ECEC services some documents are necessarily in paper (or need concrete supports), some others are only in digital or can be in both formats, according to the specific requirements and use of each organization. As example, even if the archive of manual activities or traces of children's experiences remains mainly paper-based, adding digital photo-documentation can be a good practice, to better manage communication and sharing with families. In dealing with this type of communication it is highly recommended to identify the more suitable languages and digital tools to pursue a real family-oriented documentation, especially considering the level of digital skills possessed by parents.

2. Possibility of **offline access**: most cloud services require internet access to function properly; if the internet network dies or one is in an area with poor reception, it may be impossible to access the digital system: therefore, a non-digital variant should always be considered. Some of the most used and common programs for file-hosting, file-sharing and collaborative document editing that could be used to host the Library provide for the opportunity to access and work also off-line. It is possible to work off-line to create, open and save a file, with possible limitations due to the specific programs' features. For example, to work on a file in *OneDrive, OneDrive Business, SharePoint, DropBox* or *Google Drive*, it must have been opened in online mode at least once. The file can be used offline after opening it and then saved to disk in offline modality.

3. Identifying security and data retrieval requirements: various levels of access are needed in the Library: in addition to those who administer the digital system, accessibility to operators, institutions, colleagues and families must be envisaged. It is therefore necessary to differentiate access.

4. Identify the **physical location** of the school/service (teacher's room, administrative office, individual classroom, if equipped with its own PC) and the device that can be used. Digitization also implies that each class or group has its own PC or a replacement device (tablet, smartphone, etc.). The device must be used by teachers/educators to access pedagogical documentation and use must become daily to get used to digital work, so it must be placed in an accessible place.

5. Identify the most functional **criteria for organizing the materials** (e.g. by themes, months, age group, class, teacher, educational objectives by educational phase - if referring to digital educational resources - etc.), and this should be done in each individual service/school.

6. Establish **access criteria** for the LIBRARY folders (password for teacher/password for family/password for external users - third parties).

7. Provide for the possibility of **remote access** for different types of use.

2. 1 Contents: Library's Storage Macro-Areas

In this section we're going to explain how the ideal Digital Library could be organized through a set of digital folders, as if they were physical binders, listing what we consider to be the minimum sections to be included within the Library's storage space. We consider **6 thematic Macro-Areas**, corresponding to the main aspects constituting the educational work and considering both strictly pedagogical and administrative issues. Each

"shelf"-area should have sub-folders including their related minimum contents, for which we made an exemplificatory proposal that could be personalized, enriched and/or modified inside each single Service, according to its own operational needs, educative style, and internal work procedures.
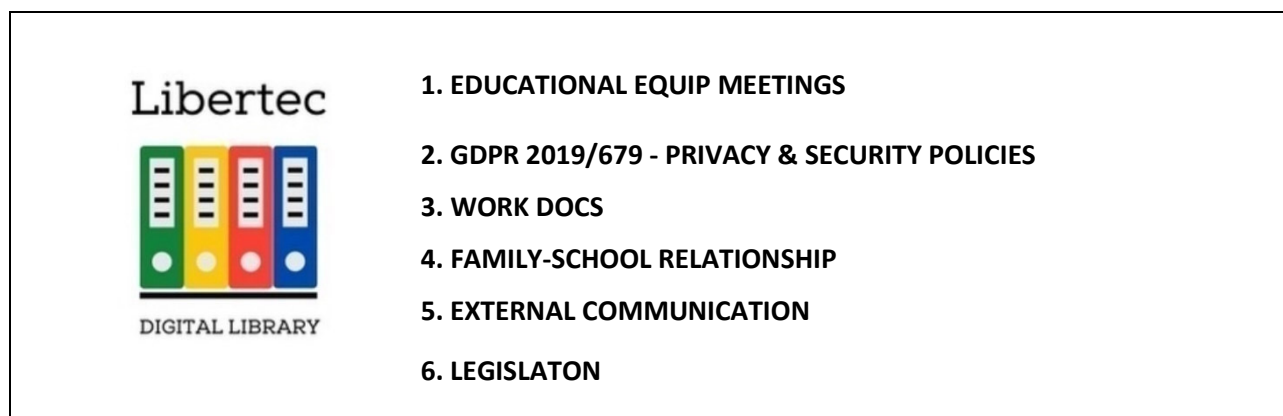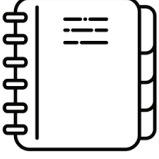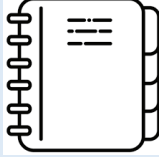
The section is complemented by a peculiar "Glossary" to facilitate the understanding of what is meant and in what each Library's macro-area consists of and which could be the possible documents to be stored therein. The Glossary is functional to pedagogical coordinators, teachers, and educators also in the adaptation of the proposed structure to the peculiar single characteristics of each preschool or kindergarten and to their needs.

MINIMUM SUGGESTED CONTENTS FOR THE DIGITAL LIBRARY'S SHELVES	
	1 EDUCATIONAL EQUIP MEETINGS • ANNUAL CALENDAR MEETING • PLANNING MEETINGS • FOLLOW-UP MEETINGS • MINUTES OF MEETINGS
	2 DGPR 2019/679 - PRIVACY & SECURITY POLICIES • AUTHORIZATIONS (CHILDREN AND ADULTS) • OTHER DOCS
	3 WORK DOCS • INTERNAL COMMUNICATIONS (for the educational equipe) • TIMETABLE-CALENDARS-SCHEDULE • EDUCATIONAL PROGRAMS (annual, monthly, quarterly, weekly, etc.) • WORK INSTRUCTIONS AND PROCEDURES • CHILDREN REGISTRY • EDUCATIONAL ACTIVITIES (e.g models and/or supports for activities, Digital educational Resources; photo-video gallery and other evidence of the educational activities performed by children) • ASSESSMENT (children learning progress; children's activities; internal procedural efficacy) • FAMILY RELATIONSHIP (Project, Reports, etc., for the equipe)

	4 FAMILY-SCHOOL RELATIONSHIP • INSTITUTIONAL COMMUNICATION FROM THE PRESCHOOL/SERVICE (e.g., official communication about opening and closing; strikes; requests from the school; meetings, activities for the families, school parties, etc.) • REPORT OF THE FAMILIES MEETINGS • INDIVIDUAL COMMUNICATION (e.g., single specific requests from the school, individual appointments, etc.) • INSTANT COMMUNICATION (e.g., WhatsApp channel, WebApps, other social media used by the preschool to communicate, etc., to send info of interests, invitations to events….) • EDUCATIONAL PROPOSALS FOR FAMILY (educational hints and tips on possible educational activities to be done at home with parents) • MENU' • DAILY ACTIVITIES (typical day and routine: description, photos, videos, etc.)
	5 EXTERNAL COMMUNICATION • COMMUNITY • LOCAL ACTIVITIES FOR FAMILIES • THIRD PARTIES (MUNICIPALITY, PUBBLIC APPLICANT, ECC)
	6 LEGISLATON • NATIONAL LAWS • REGIONAL LAWS • MUNICIPALITY LAWS • PRIVACY • GUIDELINES

2.2 The Digital Library Glossary

1. EDUCATIONAL EQUIP MEETINGS

This "shelf" includes all the documents that enable the working group to plan and to design its educational intervention, based on the preschool/service's annual educational project. On our digital "shelf" we can find the following possible digital folder, collecting the related materials produced and used by teachers and educators.

- **ANNUAL CALENDAR MEETING:** the annual calendar of all meetings, assemblies, professional training courses that concern the work group. The planning and scheduling of meetings make it possible to build an effective project and a collective and shared vision of the group of children over time.

- **PLANNING MEETINGS:** to plan medium- and long-term objectives shared by the various members of the group makes it possible to have a common vision and general outline and to limit individualistic or improvised choices, while enhancing individual skills and specific professionalism

- **FOLLOW-UP MEETINGS:** the review meetings are a time for comparing and analyzing the experience carried out, collecting and sharing the various points of view (work group, direct service users, organization) regarding the validity of the pedagogical and educational project, and the achievement or

otherwise of the planned objectives. During these meetings, the working group confirms and/or sets new objectives, identifies innovative strategies and change.

- **MINUTES OF MEETINGS:** the recording of the meetings makes it possible to leave a trace of them and to construct one's own path and work not only from a reconstructive and narrative point of view, but also assigns new meanings to actions and paths undertaken.

2. DGPR 2019/679 - PRIVACY & SECURITY POLICIES

This "shelf" collects documentation relating to the processing of personal data and the use of images and/or videos of staff and users (whether children and/or family), according to the current national and European legislation in this area. The shelf could be organized in:

- **AUTHORIZATIONS both for CHILDREN AND ADULTS,** including formal privacy release to use images and personal data.
- **OTHER DOCS** such as extraordinary documents, special requests, supporting medical documentation.

3.WORK DOCS

In this key "shelf", all the working tools that support the team in the annual educational project and document the process are collected. This type of documentation allows for clarity, telling and retelling, confrontation, and professional growth, asking questions, reflecting on one's own educational actions, constructing a common language, increasing the sense of belonging, but above all it allows one to go beyond the individual dimension and build a collective one. The shelf could be organized in the following sub-folders:

- **INTERNAL COMMUNICATIONS** for the educational team: related to all communications which concern the team arriving both from inside the service (from colleagues) and from outside (from families, public authorities and third parties with organizational, coordination, and supervision role)
- **CALENDARS-TIMETABLE-SCHEDULE,** related to the whole service's timetable including the definition of the general opening/closing of the educational year and main calendar, the service's opening hours, staff hours, annual program of staff meetings and family initiatives.
- **EDUCATIONAL PROGRAMS:** related to the planning of activities on an annual, quarterly, monthly, and weekly (or daily) basis, according to the management practices in use in each Service. It also includes the organization of a typical day (routine) with the related educational goals and actions.
- **WORK INSTRUCTIONS AND PROCEDURES,** in this sub-folder all descriptions and procedures for carrying out certain educational or managerial tasks are collected. This sub-folder can also collect such specific procedures adopted within the Service to ensure high quality standard and inclusion inspired by the principles stated within the EU *Council Recommendation of 22 May 2019 on High-Quality Early Childhood*

Education and Care Systems (2019/C 189/02[13]), as well as other formal indications and voluntary technical norms for this specific area to which the ECEC Services could adhere in their country[14].

- **CHILDREN REGISTRY,** related to the register of the planned (or unplanned) children' absences, their daily presence at school. This sub-folder can also include peculiar requests - for example - for any special menu requirements or other healthy needs of children.

- **EDUCATIONAL ACTIVITIES,** it represents the educational operational core as it includes key elements such as models and supports for activities, Digital educational Resources (when used) and the activities' trackable evidence (e.g. photo-video gallery). Here can be saved everything that concerns the planning, observation and verification of the individual activities proposed to the children (photos, videos, minutes, cards, etc.). The peculiar criteria for the organization of these essential materials and supports strictly depends on the internal managerial (and pedagogical) directives of each Service. For example, the activities can be organized per age-group (0-3 split in: 0-1; 1-2; 2-3; and 3-6 split in: 3-4; 4-5; 5-6) or per educational topics, progressively calibrated per age range, where the educator/teacher can draw according to his/her educational purposes, following the main features of the class-group he/she manages and to the children' specific needs. The Library's organization options proposed hereby, always should be adapted to the internal management criteria already in use.

- **ASSESSMENT** related to children's learning progress, children's activities, and internal procedural efficacy. This sub-folder can collect free and/or structured observation sheets on the children's competences in the short and long term, as well as on the activities they carry out (both in free and structured play). Also, it can host monitoring and evaluation documents related to the whole Service management and staff, according to the related internal procedures.

- **FAMILY RELATIONSHIP** related to Projects, Reports, etc. for the team including everything concerns the planning, observation and verification of the individual activities proposed to the families (photos, videos, minutes, cards, etc.).

4. FAMILY-SCHOOL RELATIONSHIP

In this "shelf" all documents, communications, documentation addressed to families are collected. Documenting for the families means making them participants in the life of the Service, through the story of the experiences made, of the methods used in care and routines, of the relationships between the children.

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[13] COUNCIL COUNCIL RECOMMENDATION of 22 May 2019 on High-Quality Early Childhood Education and Care Systems (2019/C 189/02) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605(01)

[14] In Italy, for example, some ECEC Services can be certified by UNI 11034:2003, a complementary norm of the UNI EN ISO 9001 for the organizations' quality management systems (QMS), representing the quality standard for those which deal with the 0-6 educational services.

It means creating a link between the nursery and the family, building the same image of the child and strengthening the mutual trust.

The information needed by the family are mainly divided between daily communications and more general communications, which require more time and attention. The shelf could be organized in the following sub-folders:

- **INSTITUTIONAL COMMUNICATIONS** FROM SCHOOL TO CHILDREN' FAMILIES: This sub-folder collects the official communications made by the preschool/Service related to the school's daily life and to its work-plan such as the official communications on annual (and daily) opening and closing; strikes and other didactic interruptions; special school requests; health communications, calendar of parents' meetings, family activities, school library schedule, school holidays, etc.). The internal organization of the sub-folder - how to store the different kind of communications - depends on the criteria already in use in each Service and it can be easily borrowed inside the digital environment. For example, it can be done per topics or per class.

- **MINUTES OF FAMILY MEETINGS,** the sub-folder collects the reports made by teachers and educators about the contents treated within the official meetings with families. These collegial appointments are useful to inform the families about the educational program offered to their children, the possible extra-curricular activities, the whole class atmosphere and its internal dynamics of interaction and socialization. Special meetings can be organized with families also to discuss (or to face) specific contingent issues. According to the practice already in use in each Service, the Minute can be directly produced on digital support, and therefore easily storable in related sub-folder of the Digital Library or written on paper and then scanned or reported in digital way. Since the issues treated within the family meetings can be very different, even their outcomes can be. The features of these outcomes also determine their different use by the educators and teachers. The minutes reporting the family meetings - indeed - can be split in minutes including specific info and work notes only for educational personnel (internal use) and minutes including the report of the official family meetings, consultable by the parents (external use). The distinction between internal and external use entails a different way of documents archiving. The first one, mainly resulting from individual appointments between parents and operators, could be stored in the key "shelf" number 3 "WORK DOCS", in the sub-folder "Family relationship" where data and info on the children's peculiar social-familiar conditions (or about the child himself) are collected, enabling operators to better work with him/her. The other one, can be stored in this sub-folder, as sharable materials with the families.

- **INDIVIDUAL COMMUNICATION,** generally organized per child, these communications concern individual school requests, individual appointments, etc.

- **INSTANT COMMUNICATION,** this optional sub-folder can collect the instant communications to keep track of them, even if they are made using the specific "informal" means such as WhatsApp channel or

other media for instant communication adopted by the Service (e.g. a WebApp). These communications are mainly related to the sending of information of interest, invitations to events, etc.)

- **EDUCATIONAL PROPOSALS FOR THE FAMILY,** this sub-folder collects the educational hints and suggestions for possible educational activities to be carried out at home by children with parents, strengthening the bond with the Service and its educational mission.
- **MENU,** for the Services providing lunch, this sub-folder includes the seasonal menus. Here can be saved also the information on the snacks offered to children during the daily breaks or on possible special food-educational programs proposed by the school.
- **DAILY ACTIVITIES,** since the prerequisite for a proper and good relationship between the family and the school is the clarity, the transparency and the availability of information, giving to parents the opportunity to access to pedagogical documentation - with special regard to children' daily activities - it is essential. In this sub-folder can be collected all the items related to children' typical day and routine at the Service such as descriptions, photos, videos, etc. These items can be organized per class and/or per child. In this latter case, a password for each family to access their children's typical routine is highly suggested.

5. EXTERNAL COMMUNICATION

This Library's "shelf" is dedicated to all the events aimed at families that are organized in the area, as well as a list of the associations/organizations present that can interest parents and children according to their needs and form a network to support parenting.

- COMMUNITIES
- LOCAL ACTIVITIES FOR FAMILIES
- THIRD PARTIES (MUNICIPALITY, PUBLIC APPLICANT, ETC.)

6. LEGISLATION

This "shelf" collects all the national, regional and municipal legislation regulating an ECEC Service.
Additional thematic Guidelines are also archived here, i.e. focuses on specific issues that aim to emphasize the educational value of certain choices (outdoor education, documentation, acclimatization, etc.). The "shelf" can be organized in the following sub-folders:

- NATIONAL LAWS
- REGIONAL LAWS
- MUNICIPAL LAWS
- PRIVACY
- GUIDELINES

3. Contents Sharing

*STAFF is the most significant factor for children's well-being, learning and developmental outcomes. Therefore, staff working conditions and professional development are seen as essential components of quality ECEC. (EU **COUNCIL RECOMMENDATION on High-Quality Early Childhood Education and Care Systems, May 2019**)*

Among the key competences of the educational professionals there is the peculiar trait to be able to collectively reflect on the pedagogical practice, starting from its observation and documentation, to evaluate and improve it, by co-building a shared pedagogical knowledge with colleagues. Teachers and educators act as "reflective professionals" engaged in participatory dynamics who face the educational reality as an issue to be analyzed and tackled, designing, and developing shared suitable solutions for the children' benefit. Children' benefit, indeed, represents the final goal of the whole pedagogical action and child-centered approaches are essential to enable children to reach their full potential and to pursue their social, emotional, cognitive, and physical development and their well-being.

Thanks to a series of participatory and reflective practices based on active and fruitful professional interactions among colleagues, the educational equip operating within an ECEC service does its best to manage the class group and its educational needs. Acting with a real teamwork means to analyze and to jointly discuss class-group features and those of the single children, paying attention to the context's conditions, sharing how to pursue the curriculum's objectives, and agreeing on how to deal with the daily challenges. For these reasons, we understand how discussion, interaction, exchange, and confrontation among the equip members are unavoidable aspects of the educational work. Even if the presential interaction and human relationship among colleagues remain the core aspect to well plan, coordinate and carry out the educational work, resorting to digital tools and ICT for organizational aspects can constitute a valid aid, especially if it requires remote participation.

At the same time, the opportunity to resort to digital tools and online programs to share contents can be useful also outside of the educational equip, for example, to enhance the parents' involvement. Online meetings can be planned with parents when they are not able to attend to the official presential ones. This way, the digital resources can act as effective support to families to conciliate their work or lifetimes with the need to participate to their children school-life, following their pathway and their ongoing progress. Even the relationships with the third parties and the stakeholders belonging to the ECEC service's network can be complemented by remote contents sharing, facilitating reporting activities, info and communication spreading or the external assessment. In this sense, the legacy left by the Covid experience in terms of resorting to digital technologies have necessarily become part of the experiential, professional and working expertise also of the ECEC professionals, and the use of these tools became a sort of natural work routine.

Here below it is presented a set of tools to manage distance activities and team communication inside and outside the Service, supporting educators' relations with colleagues, parents, third parties and pupils useful

to share knowledge and experiences, design and implement educational activities or pedagogical procedures, critically assess them and discuss new ones.
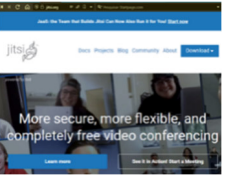
Mastering the following listed programs can support teachers, educators and pedagogical coordinators in the acquisition and/or in the development of the digital skills pertaining to the EU DigCompEdu:

1	**PROFESSIONAL ENGAGEMENT**

Within the Area 1 of DigCompEdu the reference to the *continuous professional development* of teachers and educators is included too. The professional update, indeed, can be done through tailored permanent training to be attended by the operators also online. Educational platforms are complex software with an integrated set of interactive online services that provide people involved in education with information, tools and resources to support and enhance educational delivery and management, provide access to online learning resources and tools to help users to learn or improve their skills in a particular field. Applications are online learning tools, designed to enhance the learning experience and make sessions more interactive and attractive. They offer personalized and flexible learning opportunities through which users can improve their knowledge and skills at their own pace and needs. In addition, educational platforms can be used effectively to save time and costs associated with traditional training by providing wider access to knowledge and learning tools.

Additionally, the use of interactive didactic games created with the help of various digital applications also contributes to capturing children's attention and their active involvement. Through educational platforms, lessons become much more attractive. Children are delighted to be able to change the look of the games, which helps develop their creativity. Under the roof of game etiquette, various skills are developed, skills and useful skills are formed. Children learn through discovery and interactivity, with apps allowing for individualization of the process. Their integration in different stages of the lessons contributes to the creation of quality, interactive educational contexts that support active learning, learning that takes into account the interests of children's, managing to capture their attention and provide them with quick feedback.
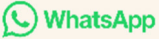
LIST OF PROGRAMS FOR CONTENTS SHARING			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
ETWINNING /TWINSPACE **License**: free to use **Runs on system** Web, via browsers **Download** https://school-education.ec.europa.eu/en/about/eTwinning-NSO	THE PROGRAM IS to share ERASMUS workspace for school meetings. The eTwinning European School platform is the European Commission network where the community of schools meet for organizing projects, communicate and have live sessions. Each country have a National Support Organisation Selected information collected from the official webpage: The National Support Organisations are responsible for vetting user registrations, promoting eTwinning in their countries, helping teachers to set up and carry out their projects, rewarding schools for their successful participation in eTwinning projects, organising training sessions for teachers, and ensuring that eTwinning evolves in a way that fits the particular needs of local schools. They receive a grant from the European Commission that covers up to 80 % of their costs". (cf.:https://school-education.ec.europa.eu/en/about/eTwinning-NSO)	On eTwinning teachers across Europe can share, create, follow and view projects and activities, or discuss contents for curricula integration. For children eTwinning can be a space to collaborate and communicate among European countries schools. The eTwinning was recently integrated in the European School Education Platform.	Participating in international school projects or creating their own ones is probably the best reason to use eTwinning. Besides, as the platform has his own video and audio communication means that turns eTwinning a very secure digital place for preserving data and people's identity.
JITSI	THE PROGRAM IS am e-Conference. Jitsi is useful to have e-conference for free. Like other more used programs, this e-conference package can be used with video, audio and share screen communication. Selected features collected from the official webpage:	The package can be used with video, audio and share screen communication, using a webpage with a good stream of Internet access. On using the Internet permission resources, Jitsi doesn't need to access to other system authorizations like using audio, dial-in, recording, and simulcasting.	Teachers have the possibility of using a simple tool, free of charge, easy to configure and using only a webpage. It is fully encrypted and there is no need to give any personal information to use it, not even an email address.

LIST OF PROGRAMS FOR CONTENTS SHARING			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
License: E-conference for free **Runs on system** Web platform, Windows, Linux, macOS, iOS and Android **Download** https://jitsi.org	"Jitsi is a set of open-source projects that allows you to easily build and deploy secure video conferencing solutions. At the heart of Jitsi are Jitsi Videobridge and Jitsi Meet, which let you have conferences on the internet…". (Cf.: webpage site)		
GOOGLE MEET Google Meet **License:** E-confe free **Runs on system:** web browser, any device **Download** https://play.google.com/store/apps/details?id=com.google.android.apps.tachyon&gl=US)	THE PROGRAM IS for e-conference Google Meet is for group digital conference meetings. There is a free limited plan for all who have Gmail accounts. If institutions or schools have a paid business plan, called Google Workspace, then more resources are available, like record sessions saved in Google Cloud, more than 60 minutes of live time and more users attendance. <u>Selected features collected from the official webpage</u>: - Organise video calls and meetings in one place - Access on any device - Enjoy high quality audio and video - Have fun with backgrounds and visual effects - Share content - Keep track of conversations - Have secure meetings and conversations - Anyone can join a Meet meeting with an invitation. However, some of the features are only available to Google Workspace customers. (cf.: https://play.google.com/store/apps/details	Like others e-conference platforms, this Google Meet suite can lead virtual communication starting from a personal Gmail account. It is integrated in Google universe, so teachers can use all the facilities and features from Gmail, G-Drive and G-Docs.	Teachers with a free Google Account can host till 60 minutes of Meet video conference and receive until 100 participants. No need resources from school. Can use real time share folders from G-Drive complementing with the G-Meet synchronic access.

LIST OF PROGRAMS FOR CONTENTS SHARING			
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	?id=com.google.android.apps .tachyon&gl=US)		
WHATTSAPP WhatsApp **License**: free messages app **Runs on** Web, via browsers, any device **Download** https://www.whats app.com/	THE PROGRAM IS is a free messaging app WhatsApp Messenger is a free messaging app available for Android and other smartphones. WhatsApp uses the phone's internet connection to allow the user to send messages, media files, and call friends or family. WhatsApp can also be accessed and used on computers as long as the user's phone remains connected to the Internet while using the app on the PC. The user also has the option to use WhatsApp to send SMS.	The WhatsApp app is free. It can be downloaded in the virtual store of the operating system that has the device (for example, in the Android PlayStore) without having to pay any kind of fee. WhatsApp does not charge for the services it provides: you can send messages and make unlimited calls without any problems. You only need to have an internet connection. The WhatsApp platform offers a wide range of services: instant messaging, voice and video calls, voice memos and multimedia content uploading.	Messages, images and audio messages sent within a chat are protected by end-to-end encryption. This encryption consists of a user privacy protection system that ensures that messages are only read by the phone number they were sent to. In addition, the app offers different levels of privacy. For example, it allows users who are not registered as contacts not to see their profile picture or personal information. In WhatsApp you can share different types of media files: from images to audio files and videos.
MESSENGER facebook **License:** a FREE mobile messaging app, host up to 50 people with no time limits **Runs on system** Web, via browsers, any device **Download** https://www.messe nger.com/	Facebook Messenger is a FREE mobile messaging app. Facebook Messenger is used for instant messaging, sharing photos, videos, audio recordings, and group chats.	The app, which can be downloaded for free, can be used to communicate with Facebook friends and phone contacts.	With this app you can send photos and videos to keep in touch with your close friends and receive files for even more productivity. Teachers send a link to group video chat with anyone, even if they don't have Messenger. Host up to 50 people with no time limits. Made for big screens and close connections. Get access to free* texting, and high-quality voice & video chat built specifically for desktop.

LIST OF PROGRAMS FOR CONTENTS SHARING			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
MOODLE CENTROS **License**: free **Runs on system** : Web server with PHP and data base system **Download** https://moodle.org /?lang=es	Moodle Centers is a learning management tool (LMS), Free and Free Software. This tool allows us to share educational resources (REA, videos, links, presentations, texts...), communicate with our students (videoconference, chat, forums), propose and evaluate activities and tasks or set up a multitude of interactive activities.	This tool is designed to help teachers create online learning communities, facilitating content management, communication and evaluation. Its design is inspired by constructivism and cooperative learning.	This tool comes with different extensions: Text editor extension (Atto/TinyMCE) Internal mail module of the platform Questions Wiris Geogebra MathJax Google Drive and Dropbox repository HotPot and HotPot Question Import JClic It offers teachers a secure digital environment, promoted by the Junta de Andalucía, in which we can find a multitude of digital resources. Its use is easy and intuitive. At the same time, the administration offers training for its management and to get the most out of this tool.
WEBEX **License**: is free **Run on systems:** Android şi iOS. **Download** https://www.webe x.com	Cisco Webex Meetings is a multi-device video conferencing tool that allows you to organize online meetings with multiple users (up to 1000 simultaneously), through your desktop application or a web browser A powerful tool in remote teaching is the use of videoconference with our students. Moodle allows us to create scheduled video conferences with Webex.	A secure, easy-to-use web-based learning experience to join or host class sessions, listen to and search for recordings, track class attendance, and more.	The digital whiteboard allows students and teachers to always participate together.
ZOOM L icense: is free	Zoom is a program that allows for online meetings with both audio and video capabilities. There are both free and paid versions that have some different features. This program has expanded into business use, online school, telehealth and just for friends to meet online.	Zoom is a simple program to use. You can either make your own meeting room or join someone else's room. This is as simple as clicking a link or sending the link to other people. Even new users only need a few minutes to acclimate to Zoom. Zoom allows you to independently control audio and video. You can choose to have both on, just one or have both off. This is done by two simple buttons. One	If you're using Zoom for school, then sharing your screen can be very useful. Zoom is an intuitive program that allows you to video chat with other people. This can be used to talk with friends, business associates, teachers and much more. While there is a paid version with more features, the free version works for many people.

LIST OF PROGRAMS FOR CONTENTS SHARING			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
Run on systems: Windows, macOS, Linux, Android, iOS, ChromeOS Download page https://support.zoom .us/hc/en-us/articles/44152941 77549-Downloading-the-Zoom-desktop-client-and-mobile-app	Zoom is a versatile program that works on nearly every major system. Not only that, but you can easily meet other people no matter what computer their using. You can use your phone and meet someone else on their laptop, desktop or tablet. This ensures that everyone can meet regardless of what device is most convenient for them.	looks like a camera for video and the other looks like a microphone for audio.	
GOOGLE CLASSROOM **License**: is free **Run on systems**: Android și iOS **Download** page/Site https://play.google. com/store	THE PROGRAM IS a free web service developed by Google Google Classroom is a free web service developed by Google for schools that aims to simplify the creation, distribution and grading of assignments in a paperless way.	The main purpose of Google Classroom is to streamline the file sharing process between teachers and students. Teachers can monitor progress for each student, and after grading students, teachers can leave private comments based on the assignment.	Google Classroom combines Google Drive for creating and sharing assignments, Google Docs, Spreadsheets, and Slides for writing, Gmail for communication, and Google Calendar for schedules. Students can be invited to join a class via a private code, or automatically imported from a school domain. Each class automatically creates a separate folder in that user's Drive where the student can submit work to be graded by a teacher. The mobile apps, available for iOS and Android devices, allow users to take photos and attach them to themes, share files from other apps, and access information offline.
SKYPE License: is free Run on systems: Android și iOS.Windows,	Skype is free software that allows users to make video phone calls over the Internet using Voice over IP (VoIP) techniques.	Calls to other Skype users are free, regardless of the cities and countries where they are spoken from, while calls to regular analogue telephones in the classic (landline) network are usually charged. The audio and video quality of the call is usually very good. Free additional features: video calling, instant messaging, file transfer, conference calling and video conferencing.	Teachers can send instant messages to a person in the contact list or to the open group chat, where several interlocutors can communicate. I can set up a conference call to discuss upcoming activities In addition to video and voice calls, Skype is an instant messaging app that lets you send real-time messages to anyone, anywhere in the world. Instant messaging is useful if you need to ask a quick question or have a long conversation without using your phone. .

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Windows Phone, iPhone, Windows Mobile, Google Android, PSP, Symbian Dowload page https://www.skype.com/it/get-skype/			

4. Digital Resources Management & Implementation

"The European Framework for the Digital Competence of Educators (DigCompEdu) responds to the growing awareness among many European Member States that educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies for enhancing and innovating education." (Redecker e Punie, 2017)

The new educational paradigms, as well as the constant transformations in society, necessarily lead us to reflect in order to solve the new challenges that teachers face and the necessary changes in the pedagogical dynamics, particularly in the reinforcement of digital education. (Almeida e Pereira, 2023[15]).

The enormous variety of digital resources easily accessible to children, young people and their families becomes a compelling factor for changes in those dynamics and in the learning strategies implemented in all educational processes. Children experience digital resources at an increasingly early age, some of them even before their own parents or educators.

We know, for sure, that digital resources for children have a strongly playful component and, when used in non-formal learning contexts, they promote greater satisfaction in the performance of activities, which contributes to the reinforcement of children's learning.

On the other hand, the current generation of educators already belongs mostly to the era of digital natives (Prensky, 2001), that is, born during and after the 80s of the 20th centuries. However, despite their very fluent use of digital information, communication, and educational technology in their personal lives, this does not mean that they are able to choose and use tools to manage and build their pedagogical digital work or to empower them to select appropriate digital tools for their children (or students) to use in formal or informal learning contexts.

Knowing that (a) educators are mostly "digital natives" and (b) digital technology is very present in the children's activities in family, we should not forget that "the success of the integration of Digital Educational Resources in teaching and learning processes is ... dependent on the adherence of schools and their teachers to the initiative [of organize, use and make them available to children]" (Carneiro, Rodrigues, Matos, Almeida and Melo, 2010, p.56). This organization and qualitative use become determining factors for technologies and digital tools to become an asset in the teaching and learning process.

Following literature about educators' skills and children learning process, the suggestions of this toolkit guide is subdivided in two titles: (3.1.) abording digital tools for managing work activities in a preschool service and (3.2.) the digital tools to manage, as well, educational activities.

In the following paragraphs we're going to explore how to deal with already available digital resources both educational and usable for managing purposes. This will be done providing to the reader an easy-consultable

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[15] Almeida, J, & Pereira, P. (2022). O ensino online durante a pandemia em 2020 – 2021: uma experiência com professores no 1.º ciclo do ensino básico. Revista Científica Educação para o Desenvolvimento, , 9, 37-62. http://www.joaodedeus.pt/documentacao/revistacientifica/ED_9.pdf

list of the most used or interesting programs already applied or usable by teachers, educators, and pedagogical coordinators to manage their daily work within the preschool as well as to deal with the educational activities. For each program is reported a short explanation on how it works, and which are its main strengths in relation to the teachers' needs. This way, teachers and educators can be facilitated in choosing - or experimenting - the most appropriate tool, according to their digital attitude, work needs and/or to the educational goals they are moving to. From the strictly operational point of view, we would like to make the educational equip aware of how to use digital resources, connect, modify, add on and develop new ones improving the use of the advanced functions of the most popular software (such as MS Office package, audio-video recording and cutting programs, painting and drawing interactive programs, etc.) to maximize their effectiveness for work as well as their educational potential for proper children-centered actions. The listed digital resources include free and not-free programs to allow a wider range of choices and pay attention to ACCESSIBILITY for children with special needs.

Mastering the following listed programs can support teachers, educators and pedagogical coordinators in the acquisition and/or in the development of the digital skills pertaining to the EU DigCompEdu:

2	DIGITAL RESOURCES
3	TEACHING AND LEARNING
5	EMPOWERING LEARNERS
6	FACILITATING LEARNERS' DIGITAL COMPETENCES

3.1. List of tools/programs to manage work activities in a preschool

For Lagarto and Marques (2015), being born "digital native", "does not confer competencies. Each individual must move towards acquiring a digital intelligence that is not innate" (p.18). Thus, each educator must, in a logic of continuous learning, develop skills to:

● Sourcing, creating and sharing digital resources;

● Managing and orchestrating the use of digital technologies in teaching and learning;

● Using digital technologies to enhance inclusion, personalization and learners' active engagement;

● Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.
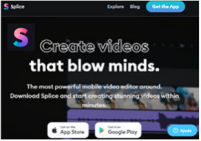
(DigCompEdu, 2017, p.16)

However, schools and educators are not alone in this digital transformation effort. Cardoso and Baldi (2020) do not fail to want to reinforce that, Today, there are already several online platforms where lessons are available, mainly for teachers, to be used in their classes. Increasingly, the references and guidelines for

educators are digitalized, available on Internet platforms, responding to the technological demands of the modern world (p.12[16]).

In the next pages is presented a **proposal of programs** that could be used by the educational equip members to manage their work activities.

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[16] Cardoso, G., & Baldi, V. (Org.) (2020). Literacia dos Media - projetos e organizações em Portugal e no estrangeiro. Observatório da Comunicação. https://obercom.pt/wp-content/uploads/2020/06/Literacias_2020_Final.pdf
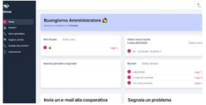
LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
SKETCH ON PDF **License**: Free. Runs on system(s): Android. No ads. **Download** page: https://play.google.com/store/apps/details?id=com.applikationsprogramvara.sketchonpdfs - PT -	**PDF Annotation tool**. It is for use to underline, comment, annotate and write over PDF documents. Undo or erase are also available tools. **Alternatives**: Xodo PDF Reader & Editor. Needing a more powerful but heavier tool, better for reading EBooks for example, Xodo PDF Reader & Editor is another great app. More complete, with a free version and multiplatform, Xodo can be used in Windows iOS and Android systems. Website: https://xodo.com	Useful for corrections and annotation work and handwriting over digital paper space on touch screens. It is possible to read and annotate PDF ebooks, as well. Selected information collected from the official webpage: "- Markup key words and sentences - Write down your comments - Extend margins - Choose any color you like - Change any brush you like - Scroll smoothly through the PDF" (cf.: Play Store repository)	The simplest program for correct or annotate children's works, as well as to be used with administrative or learning documents and even communication digital papers for and from parents. For all the known programs like this it seems to be the most similar to physical paperwork. Easier to use with tablets and if the person uses a digital pen, then can even better write over the screen, even in cheaper devices. The use of digital white boards or interactive displays with Android systems empowers the user with more accuracy in handwriting text. A good strategy could be the use of a text processor or a slide presentation to make worksheets for children, convert the final document in PDF and then, with this app, put children doing the handwriting work using a digital pen over a classroom interactive whiteboard.
SPLICE **License**: Free under GNU Lesser GPL license. Runs on systems: Android 5.0 +; iOS. No ads.	**Video creation and sound registration**. Create videos or record picture sequence pitches with or without soundtrack. **Alternatives**: Aardman Animator. A free version can be downloaded from the App Store and Google Play store.	With this app is very easy to create a professional look of educator's work. A sort of intuitive basic features like merge, overlap and title video clips, soundtrack synchronization, adjust time, turns easy the way of making and directing videos. Selected information collected from the official webpage: "- Trim, cut, and merge your photos and video clips in seconds - Adjust speed for fast or slow motion	Sometimes educators and teachers have to make funny videos for children's motivational learning from curricula objectives. Other times is necessary to report in video practices with children, study visits, field trips and other visual report appointments. The app is, therefore, useful to record educational activities. Tools for lettering, for cut and adjust clips, add music, adjust moving speed, create slideshows; easy share on social networks.

LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
Download page: https://spliceapp.com - PT -	Website: https://www.wallaceandgromit.com/news/download-new-aardman-animator-app	- Quickly add music choosing from our library of 400+ songs - Add titles and text overlays - Import photos & videos and set the perfect length. - Quickly organize & combine your pictures and clips within our intuitive timeline: Video making has never been easier. - Change speed to slow down clips or make fast motion edits. - Stand out on social media with timelapse and hyperlapse." (cf.: Play Store repository)	
GOOGLE DRIVE AND DOCS **License:** Free 15GB virtual storage, under web Gmail account. Runs on Web, via browsers. No ads. **Webpage:** https://drive.google.com - PT -	**Virtual storage space with apps** such as a Cloud-based office Google Drive is a cloud-based solution to store digital data. It is possible to store documents, videos, photos, music, or any other filetype. The great advantage of such a resource is the easy way to access and synchronize files from anywhere, with any device as long as you have an Internet connection. **Alternatives**: Microsoft Onedrive. A free web version can be used, with some active functionalities of Microsoft 365/Office. Only offers 5 GB of cloud-based digital files storage. Website: https://onedrive.live.com	These cloud solution turns easy, for institutions and common people, the access to their main files whenever they need. Files are more or less protected against spam, virus and other malware, which gives users some confidence in using this tool. The use of Google Drive emphasizes the work based on team collaboration and integration in Google Docs tools (a set of apps for writing docs, sheets, slides, forms, notes and much more). In having a Google account based on Gmail box, educators can use the Google Docs apps to their pedagogical or administrative work, and avoid installed software like the main apps of Microsoft Office. Selected information collected from the official webpage:	Integrates Google Docs apps for writing documents, slides and sheets, as well as query forms. Gives users some confidence on offering basic protection against spam, virus and other malware. All files can be shared with chosen people and groups. The possibility of doing team work on documents creation and review is the best characteristic for educators and teachers' work.

LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
		"With Google Docs, you can create and edit text documents right in your web browser — no special software is required. Even better, multiple people can work at the same time, you can see people's changes as they make them, and every change is saved automatically." (cf.: https://support.google.com/a/users/answer/9300503)	
CEPISS WEB APP free of charge Runs as Web App on browsers. **Webpage:** https://cepiss-asili.netlify.app/ - IT -	**CEPISS App is for work group, families, Pedagogical Coordination**. App for smartphone, PC, or tablet, providing secure and protected access with login and password and with different users. In the Web App, children's data can be entered (personal details, delegated persons, various certificates, special diets), data relating to the individual sections (reference educators, etc.), the activities carried out (daily diary) and the relevant observations by the educators, communications for families, documentation. Digital contributions in video, audio and photos are also uploaded (following release) to share with families video-tutorials of workshops and activities that can also be done at home, books and small readings, music and rhymes.	The Cepiss web app is useful for teachers because they have a digital data archive on each individual service and child. The web app enables communication between teachers from the same school or different schools. This is useful for exchanging activities between teachers and exchanging practices. The WEB APP serves for communication between the school and the family primarily for communicating and documenting activities also by sharing pictures or videos. The Web app is used to communicate with external bodies both public and private. The Web App has optimized web security codes and is therefore very secure for privacy: all documents in the App are in fact edited and generated by Cepiss.	The strength is that it is a single tool for sharing and communicating with co-workers but also with parents and outsiders. The critical point is that all teachers have to digitize, so there may be some resistance at the beginning, but afterwards each teacher can work better and faster.

LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
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PADLET **Free of charge** until 3 users and 20 MB. There are other paid access plans. Runs on Web, via browsers. Possible use on Windows as app store. No ads. **Webpage:** **https://padlet.com** - IT -	**For sharing "post its" of visual information.** Is a free digital canvas collaboration tool easy to use for school environments. It easily embeds text, photos, video, audio and web links for sharing. Selected information collected from the official webpage: "- Include your best friends, family, and colleagues, so no one will grumble about being left out. - Invite others to contribute - Work with unlimited contributors - Give read-only, writing, moderator, or admin access; revoke at any time - Watch updates appear instantly across devices - Allow others to remake your work to use as a template. (Cf.: https://padlet.com/features) **Alternatives**: Stormboard. "all-in-one shared digital transformation workspace and collaborative whiteboard where high-performing professionals and teams hold meetings, project manage, and perform day-to-day initiatives no matter where they are located" (cf.: the website). It is not as visual as padlet. There is a free plan for personal use. Website: https://stormboard.com	When there is a brainstorm technique to apply on contributing ideas that teams want to share, each educator can write their opinions, photos, sounds, videos, websites, or other digital content on a "sticky" note and add it to a whiteboard. Then, all together, they can rearrange the sticks on the board and organize the strategy of communication.	Educators can organize and collaborate with pairs or families and get feedback, create timelines, share children's work, keep track of who needs help, share planning activities or homework. Other way of a good use is to setup collections of books, songs, sites, places to explore. Probably the limit is the use of each one's imagination.

LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
BOOK CREATOR **Book Creator App** Create Your Own Accessible Books on iOS, Android and Windows Tablets Perkins **License:** FREE for individual teachers until 1 library with up to 40 books. Run system iOS (iPad); runs on Web, via browsers. No ads. **Webpage:** https://bookcreator.com/ - IT –	**Book Creator is a tool for creating digital books** and producing ebooks that can be read online or downloaded in ePub format. It is available for both the iPad and the Web. **Alternatives**: WriteReader. A free web version with basic text creation for 60 books, with audio recording and book link sharing. Website: https://www.writereader.com	Book Creator allows you to insert text, images, audio and video into the digital book to create: interactive stories. Documentation of projects, special narratives, etc. It is a tool that can be used by the working group to document to the families the routes taken and to create digital narratives for the children. It is possible to create digital books for each individual child, for the section or for the school. Book Creator was initially created as an app, but is now accessible directly from Google Chrome You can also convert ePub to PDF or MOBI to PDF Select the PDF Converter function from the Home Page. Load or drag the eBook files (ePub or MOBI). Click "Start conversion". Once the processing is complete, your PDF files will be ready for downloading. You can also download the files in Zip format. Therefore, it is also a useful product for teachers who use it in a less basic and intuitive way.	Book creator is useful for teachers because original content can be developed. Is an incredibly easy-to-use digital book creation tool with almost unlimited usage options. It is available for both the iPad and the Web. In addition, there is no cost for students and no limit to the number of students who can subscribe to a teacher's library.

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SIEMBRA ESTRELLAS *Siembra Estrellas* **License:** Free webpage blog. No ads. Runs on Web, via browsers. **Webpage:** http://siembraestrellas.blogspot.com - ES -	**Siembra Estrellas is a blog** for language development. It is a program that offers us resources for the adequate development of oral expression skills, which will favor the beginning of the reading-writing process.	Siembra estrellas offers teachers to communicate, which is a program for the development of language skills and the basis of processes readers, providing opportunities to: - Prepare students for the acquisition of the reading and writing process - Prevent possible difficulties in both oral and written language, - Reduce those that may already exist. It offers teachers resources to work on oral expression, inferences, auditory memory or oral comprehension.	This tool allows sharing resources, experiences and information for educational intervention with children, mainly with communication and language. It offers teachers a structured work and a fortnightly schedule that facilitates the development of the program with the students. This program can be used with preschool and primary school students.
GOOGLE CLASSROOM Google Classroom **License:** Free virtual storage, under web Gmail account. Runs on systems Android and iOS; runs on Web, via browsers.	**Free educational web service** developed by Google. It is part of the G Suite for Education package, which includes Google Drive, Docs, Gmail and Calendar. Classroom facilitates communication between students-families and teachers, both inside and outside the educational centers. Classroom saves time and paper, and allows you to create classes, distribute tasks, share documents, files, communicate and have everything organized in a simple way.	Classroom offers multiple advantages to teachers: - It's easy to set up: teachers can add students and/or families directly or provide them with a code to sign up themselves. Sets up in just a few minutes. - Saves time: With a simple workflow and no need for paper documents, teachers can quickly create, review, and grade assignments in one place. - Improves organization: Students can see all assignments on a dedicated page, and all class materials (for example, documents, photos, and videos) are automatically filed in Google Drive folders. - Facilitates communication: Classroom allows teachers to send notifications immediately.	Classroom offers a safe and easy-to-use educational digital environment for the entire educational community. Classroom is ad-free and never uses your content or student data for advertising purposes.

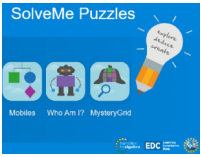| LIST OF TOOLS/PROGRAMS TO MANAGE WORK ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
No ads. **Webpage:** https://classroom.google.com - ES -	**Alternatives**: Moodle. A free LMS open-source platform, open source under the GPL license, running from servers. Website: https://moodle.org	Students and/or families can share resources with others or answer questions on the bulletin board. - It's safe: Like Workspace Education services.	
CANVA **License:** Free for personal use, until 5GB. There are other paid access plans. No ads. **Webpage:** https://www.canva.com - ES -	**Online design tool**. Allows to create communication content, like posters, social media images, infographics, presentations, and even videos. **Alternative**: Vismeo Creative platform for making documents, presentations, data visualizations, videos and more. Website: https://www.visme.co	Canva offers a collection of 8,000 free templates for 100 types of multipurpose design. It also allows you to make your own designs from scratch, adding images, other elements and texts to them. To do this, it uses an interface in which you only have to move the menu items to the composition with the mouse. Among the designs you can create with Canva you have logos, posters and business cards. You can also create flyers, covers, programs and invitations, work templates, material for the laureate and publications for social networks among other things.	With Canva for Education, classes can be more engaging and activities more organized for students to complete in class or online. Access to thousands of templates for any subject, course or topic and other features of Canva for free.

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MICROSOFT 365 **License:** 1. Free Office suite web based with email account for Android or iOS Can have limited use of Word, Excel, PowerPoint, and Forms. 2. Paid school license under Office 365 education, offered to teachers and students of the institution. No ads. **Webpage:** https://www.microsoft365.com https://www.microsoft.com - RO -	**Office tools most used by teachers** to plan and elaborate work activities. Microsoft Word - to plan weekly, annual didactic activities and most curriculum documents; Microsoft Power Point - to create stories, presentations with the themes addressed in the preschool group; Microsoft OneDrive - used to store teaching materials; Microsoft Paint - to edit and create images; free with windows. **Alternatives**: LibreOffice suite. Open source and freeware. Download from: https://www.libreoffice.org	It helps teachers to search and provide to the kids different educational videos/stories/experiments on the topics discussed at the preschool group.	It helps teachers transform the way they design their classroom learning activities, making them more engaging and real for students, allowing them to easily and quickly create documents, spreadsheets and presentations. integrated learning methods.

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VOICE CHANGER WITH EFFECTS **License:** Free with limitations. CAREFUL! Ads and in-app purchases **Runs on systems:** Android, iOS, Windows. **Download page:** https://play.google.com/store/search?q=vioce%20changer%20with%20effects&c=apps - RO –	**To record a story**, or to create a recording for puppet theater. A very simple application that lets you record speech and apply dozens of fun effects to it. **Alternatives**: Microphone Voice Changer. A free version on Google Play store. Website: https://play.google.com/store/apps/details?id=com.microphonevoicechanger.robotsound.artificialintelligence	To create a digital story for preschoolers, according to their interests, imagination and needs.	Voice changer is 100% free, the program is easy to use and can produce sound effects, has a high quality sound, supports many different effects and can be customized very well to get the best sound effect.

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SOLVEME PUZZLE **License**: Free. Runs on Web, via browsers. No ads. **Webpage**: https://solveme.edc.org - RO -	App that **encourage math-based play** It is used by preschool teachers to create puzzles on different themes.	TEACHER Puzzles are a great way to engage students to think strategically, flexibly, and develop language. All of the games require players to solve a math-based puzzle. The SolveMe MysteryGrid app is credible as it is developed at the Education Development Center (EDC), Waltham, USA. (Cf.: https://edc.org)	SolveMe engages students in hands-on math learning experiences using the educational power of puzzles to help them develop key mathematical skills. The site offers three main sets of puzzles: MysteryGrid, Who Am I?, and Mobiles. These puzzles would be a fun and challenging activity for students to complete as they are coming into class. Students love playing games, so this is a fun way to get them interacting with math in a visual way.

3.2. List of tools/programs to manage educational activities in a preschool

The huge variety of digital resources easily accessible to children, young people and their families becomes an imperative factor for changes in learning strategies implemented in all educational processes. Children experience digital resources earlier and earlier, some of them even before their own parents or educators.

We know for sure that digital resources aimed at children must have a markedly playful component and, when used in non-formal learning contexts, they promote greater satisfaction in carrying out activities, thus contributing to the reinforcement of children's learning.

The choice of these digital tools should, focus on developing skills to:

● Using digital technologies to enhance inclusion, personalization and learners' active engagement;

● Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.

(DigCompEdu, 2017, p.12)

However, security and privacy issues must be ensured in the educational context when children access digital educational resources. Media education and the use of digital technologies become fundamental for the integral and responsible development of school-going citizens. In this relationship of trust between families and educators, it must be ensured that access to and sharing of personal data of the child is prevented and that the child is protected from exposure to distracting and advertising elements, often hidden or concealed in programs, applications or other digital tools.

Without media and information literacy, across the varied types of media now available, our children cannot act as responsible citizens, digital or otherwise, and the question of who will teach this to our children has not yet been established. (Council of Europe, 2023)

In the next pages is presented a **proposal of programs** that could be used by the teachers and educators to carry out educational activities with children, enabling them to create educational games and activities (with shapes, colors, letters, images, stories) according to their own educative style and aims for the different pupils' age group, respecting copyright rules and protect sensitive contents and privacy data of activities and users.

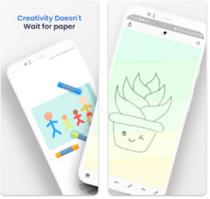| LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
GCOMPRIS **License:** Free, under GNU GPL with a Creative Commons Attribution CC-BY-SA) Run on systems; GNU/Linux, Windows, Android, iOS. No ads. **Site:** https://gcompris.net - PT -	GCompris - is an **educative software suite with activities for children,** based on the French elementary school curriculum. It is used in worldwide countries. Age: from 2 to 10. It is for training exercises and activities within and outside the classroom. It offers about 100 funny games covering the main pedagogical issues. Selected some of the activities information from the official webpage: "- Learning how to use a computer; Practicing reading with activities to learn words and lexical sets; Acquiring proficiency in math by practicing numeration, arithmetic, measures and puzzles; Discovering the world through logic, the arts and music; Exploring science and humanities through experimentation, history and geography; Developing strategic thinking with board games". (cf.: https://gcompris.net/schools-en.html)	As GCompris is translated into more than 30 languages, including Italian, Spanish, Catalan, Euskara, Portuguese and Romanian, it is a great help for foreign kids. The activities for learning includes almost all curricula areas. The experience of doing this package for schools is one of the good examples of sharing work among programmers and teachers all over the world. Everyone can join this project, on programming, on translating, or just on doing manuals for using the package. The activities /games for learning are organized to be chosen inside the following categories: Computer, Discovery, Sciences, Fun, Mathematics, Puzzle and Reading.	GCompris has been used for more than 20 years in schools (since 2000), supervised and with teachers' contribution. This package allows educators to select difficulty levels in many of the proposed activities, adjusting gamification to the skills of each child. Children can learn, for example, what is a computer, how to use the mouse and the keyboard, reading and writing, learn foreign languages or algebra. They can also use the GCompris only for fun or general development, choosing activities to train memory and logic games or to try virtual scientific experiments.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
CARD TALK **License:** Free, limited under owner conditions. Run on systems: Android, iOS. Ads: None. **Site**: https://app.litalico.com/cardtalk - PT -	Card Talk - is a **verbal language strategy** to solve some children difficulties in communication. Age: 3+ Language communication for children to indicate emotion and intention with cards. This gamification approach facilitates verbal communication for children who have relationship difficulties. The text in cards are linked to voice sound files to encourage children to use a correct pronunciation of words. The app is owned by "LITALICO", a name that combines the Japanese words: altruism and self-centeredness. These 2 words are the concepts for the company philosophic principles of "building a relationship between societal benefit and each individual's happiness", aiming to "create a world where we can achieve both of these concepts, by building a relationship between societal benefit	By facilitating verbal communication for children who have relationship difficulties, teachers can promote conversation starts using digital cards from the app. These cards are organized in three packs: Food, People and Animals. Each card is named and the child can listen to the word that represents the picture. On the free version only is possible to create a sequence of words and educator can ask children to make sentences on the choices. The complete version is possible to organize sentences for emotional and intentional children's communication. Learning words in other languages is also possible. It is Translated in 10 languages, including Spanish and Portuguese.	Children can identify objects, persons or animals and listen to their names. Then, they can repeat what have heard and try the same words in other languages. Educators can also make their cards with original pictures to expand knowledge. For assuring confidence, the app has been improved based on feedbacks from classrooms. Some comments referred good results with autism.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
	and each individual's happiness". (cf.: https://litalico.co.jp/en/vision/philosophy).		
FREE HAND DRAWING **License:** Free, open source. Run on systems: Android, iOS. Ads: None. **Site:** https://play.google.com/store/apps/details?id=com.mihir.drawingapp&pli=1 - PT -	Free hand drawing - is for **drawing and sketching**. Age: all. It is a simple app with functions like undo/redo, background colour change or image as background. Brush and pencil resizers and colours selection can be defined as well. Supports different image formats: PNG, JPG, SVG, etc. Selected information collected from the official webpage: "You can either draw something new from scratch, or open some file and just play around with it, trace an image. It is perfectly usable either by you, or by a family with children to play some games. … You will not find any fancy or advanced tools, brushes, fonts, filters, paints here, it is supposed to be used to have some fun with." (cf.: website)	The app is suitable for children to draw and paint over a touch screen. An educator can load an image for paint or let children freely draw over the touch screen. The user can use the dropper tool to peek different colours and the brush tool to define thickness and transparency of lines and paintings. Rubbish can be erased and the digital slate can be cleaned. The final work can be shared or saved in the gallery.	Children can freely draw during arts or spare times at school. This app is very similar to the use of physical paper so, is easier to use with a digital pen. Children can, then, do a better draw or paint over the screen, even on cheaper devices. The use of digital white boards or interactive displays with Android system empowers the user with more accuracy in handwriting trace.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
VIDEO SHOW **License:** Free Ads: Yes Careful! In-app purchases Run on systems: Windows, Android, iOS. **Site:** https://play.google.com/store/apps/details?id=com.xvideostudio.videoeditor - IT -	VideoShow - is a **video editing tool** that allows you to create, combine and edit movies, using several different videos. This tool allows you to shoot a video with your device (smartphone, tablet, etc.) and apply different filters to it; you can also add text, music, filters, etc. Video Show is available in several languages. As Movie Maker is an old but still present programme, many cultures use it because many activities have been documented with it in the past.	Usable from a PC, it has similar functions to other video editing tools; simple and immediate in use. The videos are created for the purpose of re-telling the experiences to the children, so that they have a tool that is pleasant for them to review at home and that can help them to consolidate the experiences and then generalize them, renew memories and private emotions. The videos also have the role of sharing meaningful topics with families and stimulating group reflection.	It is interesting to work with this software as it is very simple and is also important to have children testing it.
WINDOWS MOVIE MAKER	Windows Movie Maker - is a software designed by Microsoft, which allows you to **edit video** files, edit photos, make music edits and	Usable from a PC, it has similar functions to other video editing tools; simple and immediate in use. As Movie Maker is an old but still present programme, many cultures It's easy to create	If there is older versions of videos at school service, a strong advice is to combine old Movie Maker with other more recent multimedia software.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
License: Free Ads: None. **New version Site:** https://www.videowinsoft.com/videowin-movie-maker.html - trial functional version Free **Alternative**: VideoPad https://www.nchsoftware.com/videopad/vpsetup.exe - IT –	add voice comments, using the microphone. It is a software that looks dated but is still very much present. Old Windows Movie Maker is no longer supported and has been replaced by a new version with the same name. However, the old programme is still widely used and supported by PC, so is pointed out because in fact it is still widely used today and easy to use with a very user-friendly and intuitive proposition for both teachers and children.	movies for use in many activities to document for future use. Video clips, music, text, animations, effects and mosaic can be added to videos. Is possible to cut, join, crop or rotate videos. Internet publishing can be directly made.	Using the old Movie Maker version it is possible to digitize videos in older PCs and devices that support it, and then move on to newer, more advanced software.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
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STORYJUMPER **License:** Free. Runs on Web, via browsers. Ads: None. **Site:** https://www.storyjumper.com - IT -	Storyjumper - is a **web app that allows to create books** and stories to browse through digitally and interactively. StoryJumper is free to create books online.	Storyjumper is aimed at teachers, educators and families; by creating an account, you can create digital books and stories, fully customisable: from the background, to images, audio, text, vignettes StoryJumper helps for sharing the stories in your heart and mind - both with those around you and across the world. StoryJumper is a web-publishing programme that allows children to create images to go along with text, creating a professional looking children's book that parents can print, or even pay to have bound.	It can be seen the appeal to children of being able to create pictures using images that are drawn with greater skill than they have yet mastered. For teachers, Storyjumper is a web app that allows to create digital books, so it is the classic creative web app for working with children and digitizing stories, perhaps integrating manual and paper activities.
COMUNICARNOS **License:** Free webpage blog. No ads. Runs on Web, via browsers. Ads: None.	Comunicarnos - is a program for the **development of language skills** and the basis of reading processes. It gives the opportunity to: - Prepare children for the acquisition of the reading and writing process - Prevent possible difficulties in both oral and written language.	It offers us interactive resources to work on oral expression, inferences, auditory memory or oral comprehension, among other aspects. This tool allows sharing resources, experiences and information for educational intervention with children, mainly with communication and language difficulties. It offers teachers a structured work and a fortnightly and age-based programming that facilitates the development of the program with the students. This program can be used with both preschool and elementary school students.	In the classroom, it is a resource of great value to encourage children, whether or not they present difficulties, to make an adequate approach to reading and writing, starting as this program advocates for the correct acquisition of oral language, which is involved in all areas of knowledge and learning.

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Site: https://view.genial.ly/620770c758b1a5001849fddf/presentation-comunicarnos-encuentra-y-explica-los-errores - ES -	- Reduce existing ones.		
FILMORA ◆ filmora **License:** Free Ads: Yes Careful! In-app purchases Run on systems: Windows, Android, iOS. **Site:** https://www.wondershare.net - ES -	Filmora - is a **video editing tool**. It is an editor designed so that any user can learn to use it quickly and with great results, regardless of previous experience with this type of application. Ideal video editor for YouTube or to create videos for social networks or to make presentations for students and families.	This tool offers teachers multiple possibilities. You can make videos as a motivating activity for work projects, to show families the work done at school or to work on different aspects with the students. From the most basic ones such as clip cutting or color, brightness and contrast adjustments, to more advanced ones such as reverse video playback, transitions between clips or screen recording. Other options can be used for basic audio editing, such as cutting or splitting tracks, fading in and out, and recorded voiceovers.	Filmora Video Editor allows to enjoy a great variety of really useful functionalities, some of them fundamental and others that make the difference with respect to other programs when it comes to creating and editing videos. Having basic experience, it offers preset templates, and auto beat sync to make a video in just a few steps. To create scenarios for the classroom work, it has green screen, keyframing, as well as a bunch of features and effects easy to use.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
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PREZI **Prezi** **License:** Free. when using only on Web, via browsers. Ads: None. **Site:** https://prezi.com - ES -	Prezi - is an online multimedia application for **creating presentations**. This tool does not allow the creation of videos and presentations full of movement that favor learning in a simple and dynamic way, since it manages to attract the attention of the students, regardless of the setting in which they are.	Prezi has three powerful teaching tools: Prezi Present, Prezi Design and Prezi Video, all of them created to help teachers in their activity with students, of any academic level, in person or online. Any of the Prezi versions has templates that allow the user to save time by when developing the presentation	Among its main features, it allows you to organize the information in a schematic way and expose it freely, without following the sequence of slides. You can navigate the presentation from the overview, zooming in or out. Depending on the narrative, visual effects, videos or any other content can be implemented to enhance communication.
YOUTUBE KIDS **YouTube Kids** License: License: Free, when using only on Web, via browsers. Ads: Yes, segmented by children video choices.	Youtube Kids - is used to give kids a more contained environment filled with **family-friendly videos on all different topics**. It is an official app from YouTube that's designed to let small children enjoy content specifically tailored to them.	Before beginning to use this app, an adult can select whether they want to include content for preschool children or for kids that have already started primary school. Teachers can guide, as well, the journey so that kids can discover new and exciting interests along the way. Search can be used to provide kids with different educational videos /stories /experiments on the topics discussed at the preschool group.	Teachers can categorize content/videos into playlists, content can be shared and uploaded to other platforms, it can be put a lot of infotmation to many kids in a short period of time, uses cookies very well and targets viewer.

LIST OF TOOLS/PROGRAMS TO MANAGE EDUCATIONAL ACTIVITIES IN A PRESCHOOL			
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Site: https://www.youtubekids.com - RO -	YouTube Kids' two most important configuration options are the following: the possibility to restrict searches and to set a time limit. The second option lets you easily monitor the amount of time your little ones spend in front of the screen watching videos.		
EDU EDUCATIONAL PACKAGE **License:** Buying a magazine with a code. Runs on tablets or smartphones, on Windows and Android Publishers **Site:**	EDU Educational package - is used for **educational activities in preschool**. The package contains integrated learning activities of mathematics, and language education, socio-emotional education, English or environmental awareness. They are aimed at preschoolers and are designed for two age levels: 3-5 years and 5-6 years. All educational content is in a digital app with 20 edu-fun games and 31 animations and a magazine (64 pages). The magazine that accompanies the CD has 64 color pages filled with integrated learning activities.	Many of the tasks involve practical activities (cutting, gluing), very useful for the formation of dexterity at preschool age. The activities can be carried out both online with the help of the digital application (with the help of the parents), and in the group with the help of the educator, both in the application and by working on the magazine. By playing, preschoolers learn the main proposed themes, through funny animations and educational applications.	Contribute to ecological education (education of a positive attitude towards the environment, environmental pollution and destruction), socio-emotional education (understanding emotions through empathy), Comprehension of a text (listening to a reading after pictures), communication oral (formulation of sentences and dramatizations) and many others.

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https://www.librariadelfin.ro/editura/edu--i315 It can be accessed by entering a code from buying a magazine (price ≃ € 3.50). - RO -			
SHADOW PUPPET License: Free, until 15 children. Runs on Web, via browsers. Ads: None. **Site:** https://cheqdin.com - RO -	shadow puppet - is used for **educational activities in preschool**. Shadow Puppet is a really versatile app that is suitable for both kids and adults who want to make and share a story. Kids can choose images or video, then add music and/or record their voice narrating.	To create a digital story for preschoolers, according to their interests, imagination and needs.	It helps to create simple, eye-catching presentations to kids; Useful for showing off any creative ideas, and once these presentations have been made, they are saved both the local device and to the cloud. It can also be shared via a number of services such Facebook, Youtube and more.

5. Assessment

"The assessment should serve then, to reorient and plan the educational practice. Knowing what happens in the classroom from the pedagogical processes used and their incidence in the student's learning, reorienting the processes as many times as necessary during their development, is one of the most important functions of evaluation." (Shmieder, 1966; Stocker, 1964; Titone, 1966)

The teaching and learning processes that are generated in the early childhood education school need for their development of the evaluation. The evaluation, as an element of the curriculum, is understood as the elaboration of contrasted judgments that allow understanding and making useful decisions for improvement of these processes.

The assessment must be understood as an evaluative and investigative activity inserted in the development of the educational action, which affects both the children' learning processes as well as the teaching practice, acting within the educational projects and on the contexts where it is registered. The assessment has to be adapted to these contexts and - in particular - to the children features in order to promote the participation of all the educational community actors directly involved in the development of the teaching and learning process, mainly the family.

The assessment in early childhood education is defined as global, continuous and formative and will have as reference the objectives established for the related age stage. In this sense, the character of the assessment will be processual and continuous, which implies its link to the development of all kinds of educational situations and activities. Available evidence indicates that a mix of monitoring methods (e.g. observation, documentation, narrative assessment of children competences and learning) can provide useful information and give account of children's experiences and development, including helping a smooth transition to primary school. Monitoring tools and participatory evaluation procedures can be created to allow children to be heard and be explicit about their learning and socializing experiences within settings[17].

This Guidelines' section describes the main digital resources used by the different collaborators (teachers and educators) in force of the pilot educational centers in partner countries to carry out the assessment, that can be borrowed and used by other professionals working within the 0-6 age range.

This assessment of which the authors speak to us, currently has a series of digital resources and tools, but this does not mean that we lose the identity and meaning of educational evaluation. Digital environments facilitate collaborative and online work between education professionals and with the direct involvement of families and students. Therefore, these resources should be considered in their meaning of methodological enrichment allowing teachers, educators and pedagogical coordinators to design an evaluation process adjusted to current needs and challenges.

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[17] EU Counc. Rec. High Quality ECEC Systems, *"8. Monitoring and evaluation which is in the best interest of the child", pg.13*

Here we can find twelve diverse evaluation tools but all of them seek to pour information on the teaching and learning processes in educational assessment.

In the words of Carrión Carranza (2005)[18] "*Assessment is a systematic operation, integrated into the educational activity with the objective of achieving continuous improvement, through the most exact knowledge possible of the student in all aspects of his personality, providing adjusted information about the process itself and about all the personal and environmental factors that affect it.*".

The relevant role covered by the assessment process for the ECEC Services is recalled and valorized also within the EU Quality Framework for ECEC (*quality statements 7-8*). Monitoring and evaluation actions - indeed - constitute important components of enhancing quality in early childhood education systems as they are aimed at pointing out strengths and weaknesses, providing support to stakeholders and policy makers in undertaking initiatives that respond to the needs of children, parents and local communities. Therefore, close to the children' learning progress assessment purposes to steadily improve educational strategies, some of the digital resources listed below can be used also to evaluate the preschool's internal managerial efficacy. These resources- indeed - could be applied also to set proper online assessment module to self-evaluate (and later adapt) the service's internal management procedures, analyzing its operational results for a more careful pupils' progress monitoring and effective assisted feedback by families and other interested parties. The list of the most used or interesting programs for the assessment shows short explanations on how they work, and which are their main strengths in relation to needs of educators, teachers, and coordinators.

Mastering the following listed programs can support teachers, educators and pedagogical coordinators in the acquisition and/or in the development of the digital skills pertaining to the EU DigCompEdu:

4	ASSESSMENT

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[18] Carrion, C. (2005). Necessary discussions around the evaluation of education. Mexican Journal of Educational Research, 1259-1263

LIST OF PROGRAMS FOR ASSESSMENT			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
AEI CUADERNO EVALUACIÓN APTITUDES EDUCACIÓN Physical program License: not free	It is a program for the evaluation of aptitudes at the end of the Early Childhood Education stage. Is a blog for language development. The objective of the test is to find out the strengths and weaknesses of the c students to plan reinforcement and extension programs for the start of primary education, offering a more appropriate response. This program is presented in physical and online format.	This program is of great importance for teachers since it allows adequately evaluating the aptitudes of the students at the beginning of their school activity to establish a forecast of their possibilities of successfully carrying out the learning task, favoring their emotional balance and their adaptation. Verbal, Quantitative, Spatial, Memory and Visual Motor skills are evaluated through diverse and attractive tasks that are perceived by children as a game.	Its main strength is that it provides the teaching team with an objective evaluation of the abilities and skills of the students individually at a specific moment in their educational trajectory. In our case, we usually use it at the end of the stage, in the second trimester to also be able to detect weaknesses and try to alleviate them before finishing the early childhood education stage.
CORUBRICS License: free Runs on Web via browser Download Site: https://es.corubrics.org/	Corubrics is a plugin for Google spreadsheets that allows you to carry out a complete evaluation process with rubrics. It is used for the teacher to assess students (or groups of students) with a rubric and also for students to peer-assess each other with a rubric. It can only be used if students and teachers are in the same G suite domain.	First we will have to define the rubric we want to use and then indicate the students and their email addresses. Once this is done, the plugin (or template) will take care of: Create a form with the content of the Rubric. Mail this form to students or give us the link (if only corrected by the teacher). Once the form has been answered (by the students or by the teacher), the data is processed to obtain the averages. Finally, we receive the results with a personalized comment.	In addition, CoRubrics allows: Make comments when the rubric is answered. Allow peer assessment, self-assessment, and teacher assessment in a single CoRubrics.

LIST OF PROGRAMS FOR ASSESSMENT			
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KAHOOT **Kahoot!** License: Free Runs on Web via browser or App Download page/Site https://kahoot.it/	Kahoot! is a game-based learning platform that makes it easy to create, share, and play learning games or trivia quizzes in minutes.	As our students are young, and do not have a mobile phone, some printed templates are created where they can put a sticker on the correct answer, so that we can evaluate the knowledge acquired with this attractive and simple tool. It can be used for an initial evaluation of concepts, as well as to evaluate other knowledge of a project that they are studying in class.	Kahoot stimulates the development of physical, mental and social functions, for all ages and all subjects. This tool can also be used as a dynamic activity in meetings or workshop talks with both families and the teaching team.
WORDWALL **Wordwall** License: basic, free Runs on Web via browser (online program) Download page/Site: https://wordwall.net/it	The program is To create the construction of interactive educational games in digital format. The role of the wordwall.net resource creator is limited by the type of account created: free, standard or pro. Wordwall is a free online tool for creating learning activities. At the preschool level, the wardwall platform allows us to create resources suitable for any experiential field, adapted to the child's age level. Program available in all languages.	We can use a game created on this platform to capture attention if we want to introduce a new notion, theme or idea. Interactive games spark preschoolers' curiosity and maintain attention.	Teachers can enter the topic that they would like to cover in class into the Wordwall and receive a variety of ready-made, fully customisable activities such as quizzes, word games, maze chases and much more.

LIST OF PROGRAMS FOR ASSESSMENT			
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LEARNINGAPPS License: free Runs on System: web App Download page/Site: https://learningapps.org/	The program is a platform that allows building interactive educational games in digital format, which can be embedded in other learning platforms or shared by link. LearningApps is used by teachers to create small games that can be used to consolidate/evaluate the knowledge acquired by preschoolers in kindergarten activities.	It is very attractive for preschoolers as they can perform the tasks both alone and in competition with other colleagues. At the end I can see the result. This app helps preschoolers learn alphabet letters, rhymes, numbers, animal names, fruit names more easily, in an interactive and fun way in the form of an educational learning game.	The teacher has the possibility to structure the material he wants to teach in the better way, or maybe use the exercises offered by colleagues. For students, LearningApps offer the most interactive and attractive ways of learning new things information. Through LearningApps the student learns much more easily through discovery and through interactivity. It is also possible to create classes and distribute exercises to students. It can invite students with a link or, more recently, with a QR code. The student scans the QR code and enter directly into his class, where he finds the proposed exercises. With the help statistics, work and problem solving can be tracked.
MENTIMETER License: basic free Run on system: Web app Download page/Site: https://www.mentimeter.com/	The program is an important work tool which gives the teacher the opportunity to interact with the students in real time: the teacher asks a question and the students with the help of a mobile phone connected to the Internet can give the answer Mentimeter allows everyone to ask questions, to get clarification or a clearer understanding on subjects resulting in a more fulfilling learning experience.	To carry out an activity, the teacher will enter his/her account and press the new presentation button. He/she will then enter the title of the question, choose how the student answers will be presented, and select the Present button to have the question appear on the classroom screen as well. Students will access the menti.com platform through the Google search engine, enter the code generated by the application visible on the class screen and then write the answer. The answers entered by each student will be visible to the whole class. On the classroom screen, after the students have already entered their answers to the question posed by the teacher, it will be possible to see: the code they have to enter, the question and the answers they give organized in the form of a word cloud words") which has in the	The program can be used by the teacher at different moments of the lesson, the students being very receptive and excited. From this "word cloud" the teacher can start a discussion with the class to clarify certain notions and analyze the answers formulated by the students together with them.

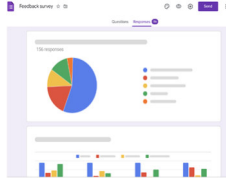| LIST OF PROGRAMS FOR ASSESSMENT			
Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
		center written in larger and bold characters (bold) the word that is repeated and represents the answer given by most students.	
EDUCABIZ License: free Runs on Web via browser or as App (from App Store, Google Play) (Online platform) Download page/Site: www.educabiz.com	Online platform developed for specific needs of nurseries, day-care centers and kindergartens. Main Functions: record of daily routines and activity; activity planning; development reports; assessment records; digital portfolio with photo and video sharing; accounting and administrative management. On Play store. Now only in Portuguese.	The application offers three different profiles: - For the school management, with access to the pedagogical, communication, management and billing components. - For educators with access to the pedagogical and communication component. - And for families with access to the educational process, personal data, invoices, evaluations, reports...	PEDAGOGICAL AND COMMUNICATION COMPONENT: - Check-in and check-out. - Activity planning. - Daily activity records; (food, hygiene, sleep...). - Personal development reports (validation of competencies). - Periodic evaluation reports image sharing digital portfolio. - Organization of events (meetings, parties, etc.). - Communication with parents through the application (app).
CLASSDOJO Flourishing classroom communities, flourishing kids License: free Runs on Web via browser	It is a platform that allows teachers, students and families to be connected through digital communication to receive feedback. Feeding news, photos and videos of daily routines, as well as messaging are some of the functions that will be used. It enables portfolios for children work, so that families can be aware of school activities.	The application allows to evaluate the attitude in the children, giving it a follow-up and assigning it positive or regular badges. Gamification is the basis of the teaching process. Classdojo can be found in more than 30 languages. At the same time, it allows teachers to set up folders for children's work, so families can keep up with school activities.	Two mechanisms stand out in the Classdojo app: 1. The interaction of the three important figures in the teaching/learning process; that is, the teacher, student and parent. This is intended to fully support the child, to have constant feedback, to motivate him from all areas, to transcend the academic part. 2. Positive reinforcement in each activity carried out, creative action, skill developed, knowledge acquired. The idea is to encourage positive behaviors and make learning rewarding. In addition, it is taught to work for a goal, recover and adapt.

LIST OF PROGRAMS FOR ASSESSMENT			
Name of the Program & Logo	**What the program is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
Download page/Site www.classdojo.com	On Play store and App store. In more than 30 languages.		This exclusive classroom management system is available for any device, be it a tablet, a mobile or a computer; for Android and iOS operating systems; it even offers a free assistive technology for people with disabilities. The photos, videos and messages shared in real time can be seen in two ways: by the whole class when they are group dynamics or by each parent when it comes to special material per student.
GOOGLE FORMS License: free Runs on Web via browser Download page/Site docs.google.com/forms	Google Forms is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. A web-based survey and questionnaire builder application that allows to create forms that could be shared for evaluation of school management. It can disseminate surveys and generate real-time response charts.	Educators can use Google forms for the evaluation of school management and his students. This application allows us to carry out these forms and surveys at any time and therefore measure the knowledge of each boy and girl individually. Teachers can broadcast surveys and generate response graphs in real time.	Due to its structure and functionality, it is highly suitable for implementation as an evaluation instrument or exchange tool with the school community. Forms is a tool in constant transformation, as new functions are added based on user trends. The potential of use depends on the way in which these elements are combined. In the case of evaluation, we can go from thinking of a multiple-choice test to a personalized evaluation route in which the path adapts to the responses of the students. In addition to using different types of questions, Forms offers multiple elements that allow the tool to be enhanced in the school setting. This resource allows you to convert the form into a self-assessment test: - Generates instances of measurement that clearly communicate the progress of each student and the achievement of the proposed objectives. - Allows you to assign points to the questions and qualify the test. - Allows you to give personalized feedback to students. - Reduce correction times without losing quality in the return. - Create adaptable and personalized tests.

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Name of the Program & Logo	What the program is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
			These characteristics make it possible to generate more periodic measurement instances having a real-time follow-up of the group and of each student.

Here below are also suggested some other specific evaluation tools - properly designed for the 0-3 age group and appliable in the kindergarten - that could be used by educators to assess the children' learning process and the quality of the adopted educational strategies. These tools also include a specific model to deal with children with special needs (aged 3-6), and useful for a more careful and attentive evaluation of their peculiar educational requests. All these tools can be also digitalized and saved in the Digital Library.

ADDITIONAL ASSESSMENT TOOLS FOR 0-3			
Name of the Tool	What the tool is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
AMBIENTATION PERIOD OBSERVATION SHEETS (Diary) **(0-3 years)**	The educational project in the early childhood services is born and evolves thanks to the observation process carried out by the work group, which makes it possible to: ●Identify the children's needs and develop suitable educational strategies ●Reflect on the hypotheses identified ●Design and verify the educational project	We consider observation as the basis for designing the Educational Project, because it makes it possible to collect from the very first time the child enters the service, observations with respect to the child, the relationship with the parents, to build a framework with respect to the environment in which the child lives, the reference group and to observe the evolution of skills and relationships. From the very beginning of the child's attendance, the Settlement Diary is used to record daily information for each child and for the group of children (use of space, time and detection of developmental needs).	The working group can thus verify the effectiveness of the strategies used, can keep track of the child's entire journey throughout the year, can tell and re-tell the family about the path they have taken and help them interpret and understand its meaning.

ADDITIONAL ASSESSMENT TOOLS FOR 0-3			
Name of the Tool	**What the tool is & What is it for**	**How/for what purpose can be used by a teacher-educator**	**Main strengths in relation to the educators'/teachers' needs**
	●Build a memory of the child's experiences within the educational context ● Evaluate and enhance the children's developmental path. The settling-in diary is archived within the web app, in the section dedicated to the child's personal file and can be viewed by the whole team.	The diary is filled in every day during the acclimatization, for a period of 2 to 3 weeks; the observations made by the educator are noted down, based on the child's relationship with the accompanying adult, with respect to the discovery of a new environment, the relationship with the other children present, and finally, the relationship with the welcoming educators. Over the course of the two to three weeks, the child's changes with respect to detachment, the greeting used, with respect to adapting to the time of lunch and sleep are noted down through an objective narrative; the child's entry into the group and how the relationship with the others develops are recorded.	
INDIVIDUAL OBSERVATION SHEETS **(0-3 years)**	After the settling-in period, the first structured observation of the individual child is defined in order to identify specific skills in three different areas: linguistic-cognitive area, psychomotor area, affective-relational area. The forms are differentiated according to the child's age, thus distinguishing different levels of development and competences: - Observation form for children from 3 to 12 months	The forms are filled in at three different times during the educational year: - at the end of the child's acclimatisation period; - around the middle of the educational year (February-March) - at the end of the educational year (June-July) This makes it possible to understand which specific skills are evolving or declining and thus identify the most appropriate educational intervention strategies or experiences to propose to facilitate the learning process.	Within the cards it is possible to indicate with a scale ranging from 1 to 5 (1= NEVER and 5=EVER) whether the child possesses a specific competence at that moment and in what way. The form is filled in at the end of a period of observation by the educators and is compiled through a process of sharing and reflection by the entire team. At the end of each period, the form also notes the educational objectives for that child, specific to that period, at the end of which the form is filled in again to check whether or not the objectives have been achieved. The individual observation forms are archived within the web app, in the section dedicated to the child's personal file, and can be viewed by the entire team.

ADDITIONAL ASSESSMENT TOOLS FOR 0-3			
Name of the Tool	What the tool is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
	- Observation sheet for children 12 to 24 months - Observation sheet for children from 24 to 36 months. These three different age groups correspond to the age differentiation in regional legislation.		
BES[19] REVIEW FORM **(3-6 years)**	This observation form is used in Infant-toddler Centres and aims to identify the specific needs of those children who, on the basis of the teachers' observations, are found to have special educational needs and/or areas of fragility that need to be supported;	In some cases, the form is then used to support the request for an additional teacher in addition to the team, who can support the child's progress with individualized objectives and paths. The form is divided into different areas: - Functional, bodily and cognitive area, which includes aspects related to autonomy, body management, memorization, attention and time management. - Learning and knowledge application area, relating to basic learning and knowledge. - General tasks and demands, describing any difficulties in participating in specific activities, responding to requests made and adapting one's behavior to the context.	There is a part dedicated to the family context, the child's strengths, the strengths of the class group, in order to identify channels and intervention strategies that exploit the potential of the peer group, and finally a specific one with respect to facilitating conditions that could facilitate the child's participation and learning. The scale used ranges from a minimum of 1 to a maximum of 4: a high number means a higher need on the part of the child.

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[19] BES: This is the Italian Acronym for "BISOGNI EDUCATIVI SPECIALI" (Special educational needs). BES include disability, disadvantage and fragility (socio-economic, linguistic, cultural), other specific developmental disturbances entailing particular educational requirements by the children.

ADDITIONAL ASSESSMENT TOOLS FOR 0-3			
Name of the Tool	What the tool is & What is it for	How/for what purpose can be used by a teacher-educator	Main strengths in relation to the educators'/teachers' needs
		- Communication area, to investigate aspects related to verbal and non-verbal communication. - Relational area, to understand the quality and type of relationships with other children, teachers and other adults present in the school.	

6. Safety & Privacy Issues

Considering the specific subject covered by these Guidelines - the pedagogical documentation inside the ECEC organizations - the issues related to data protection, safety and privacy necessarily play a key role. Storing data, personal (also reserved) information, and pictures is naturally connected with the documentary process and since it traces the children' daily life at kindergarten or in the preschool and all around them (families, personal-social conditions, etc.) it must be done scrupulously in the full observation of Law.

Here we're going to briefly explore how the involved pilot ECEC organizations (*Associação de Jardins Escolas João de Deus*, Portugal*; CEPISS*, Italy; *Colegio de Educacion Infantil Pinolivo*, Spain; G*radinita cu program prelungit Prichinde*l, Romania) manage this peculiar and delicate issue in daily work with children, families and third institutional parts. A general overview on the key aspects on the Privacy management such as regulatory references and practical application in the educational system of 0-3 or 3-6 in partner countries will be presented.

Firstly, we can appreciate a common European Data Protection Regulation from which national data protection regulations descend as directly applicable by the Member States. Indeed, in 2016, the European Parliament and the Council of the European Union approved the General Data Protection Regulation 2016/679 of 27 April 2016 (EU Regulation 2016/679), which has been applicable throughout the Union since 2018. The main foundation and spirit of the standard focuses on the need to regulate the impact of technology, the progressive processing of data in computerized support or the growth in data storage capacities. Previously, Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals regarding the processing of personal data and on the free movement of such data, already regulated some of the new use cases that arose due to the impact of technology in the 90s. The new regulation has come to respond to the incessant advance of new technologies in recent decades, they have had to regulate in more detail (by virtue of their competences) aspects that derive from this technological evolution, such as privacy and data protection.

In Italy, the main privacy laws are, as we shall see, Legislative Decree 196 of 30 June 2003 and the GDPR (EU Regulation 2016/679). The Labor Safety laws are constantly evolving due to the steadily evolving work conditions. The current laws take over from the former Law 626/94 (imposing sanctions on companies that do not enforce occupational health and safety regulations) and are stated by the D.lgs 81/2008. This Law takes over the previous one, introduces criminal sanctions and states that it is mandatory for the employer to train workers on safety. Also, the State-Regions Agreement of 21/12/11 imposes the employer to update all workers with health and safety training (at least 6 hours every 5 years, recently adapted with a compulsory training every 3 years), underlining the strong value of these aspects on daily work for all. The EU DPGR 2016/679 execution is done by the Dlgs. 10 August 2018 n. 101, which adapted the former Code for Personal Data Protection (Dlgs. 30 June 2003, n. 196) to the EU Regulation's provision. Starting from this main compulsory frame, **CEPISS** manages safety and privacy issues in the ECEC services run on behalf of the

Florence Municipality, mixing the official legislative landmarks and proper corporate internal procedures for an effective secure system. Therefore, the work of Pedagogical coordinators, educators and auxiliary staff is carried out according to the privacy regulation GDPR 679/2018 (EU GDPR 2016/679) and to the corporate privacy document, with a tailored training provided by art.2 of L.D. No. 39/2014 for the fight against the abuse and exploitation of minors and child pornography. CEPISS operators are required to: Visibly wear their identification badge; Carry out their tasks with diligence and professionalism; Assume collaborative behavior and ensure courtesy and kindness/reliability and punctuality. They also must take care of their clothing appearance; Respect professional secrecy and confidentiality on information concerning children, family members and other stakeholders, in compliance both with the GDPR and with the Privacy Company Document. The whole Staff is also expected to share the approach, philosophy and educational style with which the service is designed.

Since May 2018, the **AJEJD** follows the European Parliament recommendation (UE) 2016/679, that implements the DPGR (General Data Protection Regulation). The DPGR execution is assured by **Portuguese** Law 58/2019. Internally, for open school events (party days, season commemorations, etc...), the institution inform every family and community, request each parent or tutor permission to advertise or publish in media (social networks, press, broadcast) these events, ask formal registered authorization for participation, as well as the consent to take photos or record videos. Some of these more regular permissions are questioned for answering each scholar year when children registration is fulfilled. For school visitors, taking photos or videos with children are not allowed. All these data protection formalities are expressed by Portuguese laws or in internal regulations.

In **Romania**, the Ministry of Education, in its capacity as a personal data operator, is constantly concerned with ensuring a high level of protection of individuals about the processing of personal data carried out according to the provisions of Regulation (EU) 2016/679. **Prichindel** preschool institution has a legal basis for processing personal data (for example, to take and store photos) and provides clear and concise information about what it does with this personal data, how long it will keep it, etc. The may withdraw consent at any time, provided, however, that withdrawal of consent does not affect the prior use of any photographs taken of that child. Prichindel requests this consents at the beginning of each school year. Parents are obliged to provide a series of mandatory data (information about the identity of the person as well as the parents or legal representatives, the acceptance of video monitoring to increase security in the educational system).

The EU 2016/679 Regulation has been in force in **Spain** since May 25, 2016. Although it was not applied globally until May 25, 2018. In Spain, Organic Law 3/2018, of December 5, on the Protection of Personal Data and guarantee of digital rights, includes the General Data Protection Regulation in accordance with the guidelines of Directive 95/46/EC of the European Parliament and of the Council, of October 24, 1995, on the protection of natural persons about regarding to the processing of personal data and on the free movement of such data.

This organic law consists of ninety-seven articles structured in ten titles, twenty-two additional provisions, six transitory provisions, one repealing provision and sixteen final provisions.

It is interesting to note that in the Education sector, the Spanish Data Protection Agency has published a Guide that includes the basic concepts and principles on data protection that aims to facilitate the concrete application to situations that arise in practice bearing in mind the perspective of the new General Data Protection Regulation (Agencia Española de protección de datos. (2018). *Guía para centros educativos.* https://www.aepd.es/es/documento/guia-centros-educativos.pdf). **Pinolivo** follows as reference also that Decalogue, establishing that the management teams, teachers, administrative and auxiliary staff of the educational centers in the exercise of their functions and tasks need to process personal data of the students and their families, which they must do with due diligence and respect for their privacy and intimacy, bearing in mind the interest and protection of minors.

Administrations and educational centers are responsible for the processing of data and must educate on its basic principles and how to do it correctly.

As a rule, schools do not need the consent of the owners of the data for their treatment, which will be justified in the exercise of the educational function and in the relationship caused by the enrollment of the students. However, they must be informed in clear and simple language, which can be done on the same form in which the data of the following are collected:

- Existence of a file or processing of personal data,
- Purpose for which the data are collected and its lawfulness, for example, for the exercise of the educational function, or to disseminate and publicize the activities of the center,
- Obligation or not to provide the data and the consequences of the refusal to provide them,
- Recipients of the data,
- Rights of data subjects and where to exercise them,
- Identity of the data controller: the education authority or the school.

APPENDIX

Infographic 1 – Basic digital skills for educators

This FACT-SHEET shows some of the key digital skills that a teacher or an educator and a pedagogical coordinator should own to effectively manage digital technologies in their daily work (with special regard to the documentary task) as well as to identify, select and use digital resources for educational purposes with children.

The list of basic digital skills suggested to operators can be used by teachers and educators also as a sort of self-assessment tool to identify possible training gap to be fulfilled or possible improvement perspectives for their competences.

(Peanuts strips: Copyright ©1969 United Feature Syndicate/Charles M. Schulz)

An Educator should have digital skills to .....

Manage and use programs for file hosting-file sharing and collaborative document editing

To share tools, information and work instructions among the members of the educational equipe

e.g. Google Drive, Microsoft OneDrive, DropBox, Sync

Manage and use programs for remote participation

To run pedagogical coordination & internal communication within the educational equip and to lead external communication

e.g.Google Meet, Zoom, Skype, Jitsi, Moodle Centros, Webex, MS Teams

Manage and use programs to carry out work and/or educational activities

To deal with daily professional commitments and work requirements and to integrate the use of digital tools and resources into educational activities for children

e.g. Microsoft 356, Padlet, Canva, Free Hand Drawing, Video Show, Story Jumper, Solve me Puzzle...

Manage and use programs for Assessment

To monitor and evaluate both children' learning progress and the preschool's internal managerial efficacy to steadily improve educational strategies and work procedures

e.g. Google Forms, CoRubrics, Educbiz, Mentimeter, Classdojo, Kahoot!

Infographic 2 - Suggested Training areas to educators for their updating of digital competences

This FACT-SHEET shows some suggestions for teachers, educators, and coordinators on possible training areas - mainly related to specific kind of programs and their possible application educational field - that could be used to orient their choices for professional development linked to digital competences upgrade and permanent training in ICT.

The Infographic's contents are organized to show both some examples of digital resources that could be applied by teachers and educators into educational activities for children and some examples of what could be used (or improved) to better deal with daily assignments for work planning, and implementation.

(Peanuts strips: Copyright ©1969 United Feature Syndicate/Charles M. Schulz)

Infographic 2

Which digital competences may I improve?

Digital skills that could help you to integrate the use of digital resources into educational activities for children and develop new practices

1) PROGRAMS FOR INTERACTIVE GAMES

Discover and learn how to use programs for interactive recognition games with shapes and colors, to reorder sequences and crate stories, to play with the alphabet letters for pre-literacy and playful approach of children to the written word

2) PROGRAMS FOR ANIMATED READING

Animated reading is a loud reading in which the story comes to life, through the reader's voice and being supported by sounds, colors, pictures. Discover and learn how to use animation softwares to play with stories and fairy tales

3) PROGRAMS FOR CREATION OF MULTIMEDIA AND HYPERMEDIA PRESENTATIONS

Discover and learn how to use programs or Apps to create presentations: starting from a topic, the teacher can stimulate his/her learners to search for materials, to organize the info into a structure and/or in conceptual maps, to define nodes and links between the various aspects, etc.

4) USE OF TOUCH TECHNOLOGIES

Discover and learn how to use programs or Apps with a high level of iconicity and easily accessible even to younger children for the initial development of arithmetic, drawing and-or pre-writing skills

5) NEVER FORGET TO TAKE CARE OF ACCESSIBILITY ISSUES

Teachers and educators should be able to ensure that the selected digital resources and/or technologies used within the educational work are SUITABLE for the children age, respect the learning goals, and be ACCESSIBLE to all of them, including those with special needs

Infographic 2

Which digital competences may I improve?

Digital skills that could help you to carry out and improve daily work activities

1) ADVANCED FUNCTIONS OF MS OFFICE PACKAGE (OR SIMILAR)

Discover and master the advanced functions and updated versions of the programs for the creation of texts, calculation tables, presentations can improve the quality and effectiveness of daily assignments, as they allow to optimize working times and to benefit from the features of the last and most advanced software

2) AUDIO-VIDEO EDITOR PROGRAMS

Discover and learn how to use Audio-video editor programs it is useful to create videos that could be used for documentary, promotional or educational purposes for the Service's benefit

3) GRAPHICS PROGRAMS

Discover and learn how to use graphics programs for drawing, color, editing images can help the professionals in dealing with the external communication creating infographics, flyers, posters or informative panels to be hanged up in the school for families and children. In that case, using images and pictures to communicate with children is very effective (e.g for the routine, safety, ecc)

4) WORK PLANNING PROGRAMS

Discover and learn how to use work planning programs can help professionals in reaching their goals, improve their mutual collaboration, streamlining processes and fostering creativity through a common flexible and intuitive workspace for collaborative planning and visualization of ideas and deadlines.

5) GRAPHIC DESIGN ON PRE-SET MODELS

TDiscover and learn how to use programs for graphic design on editable templates can facilitate professionals in creating concept maps, web supports, communication panels making the work faster, more precise and effective thanks to already available resources

Infographic 3 – Pedagogical Bibliography
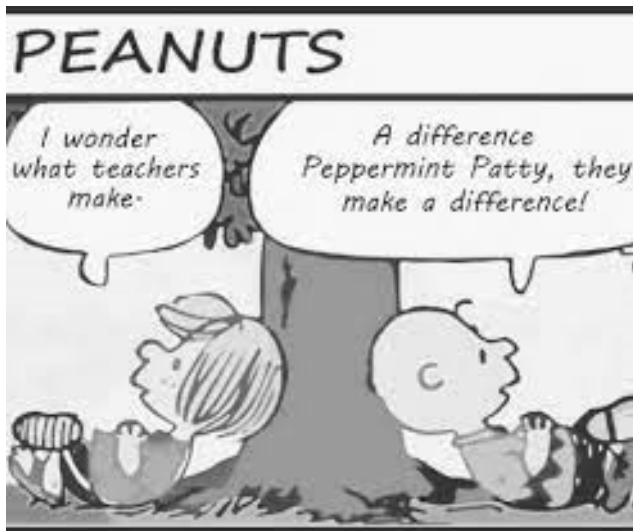
This FACT-SHEET includes rich bibliographic suggestions as orientation of the pedagogical action coming from each partner pilot preschool-kindergarten for a full and concrete exchange and sharing of knowledge and competences among European ECEC professionals.

For each partner country a specific bibliographic suggestion is presented in order to catch scientific references, ideas and food for thought from the professionals daily working in 0-6 services.

(Peanuts strips: Copyright ©1969 United Feature Syndicate/Charles M. Schulz)

COMMENTED PEDAGOGICAL BIBLIOGRAPHY

SUGGESTIONS FROM ITALY

TA. L. GALARDINI, 2012, CRESCERE AL NIDO. GLI SPAZI, I TEMPI, LE ATTIVITÀ, LE RELAZIONI CAROCCI.

Starting from the experiences of a number of Italian crèches, this text allows us to reflect and update on the organisation of space and time at the crèche, the experiences and structured activities to be proposed, the relationships between children, both in mixed and homogeneous age groups, between children and adults, and relationships with families.

C. EDWARDS, L. GANDINI, G. FORMAN, 1996, I CENTO LINGUAGGI DEI BAMBINI. L'APPROCCIO DI REGGIO EMILIA ALL'EDUCAZIONE DELL'INFANZIA, REGGIO CHILDREN

The experience of the Early Childhood services of Reggio Emilia constitutes a model for all the operators in the sector; the theoretical and practical principles of Loris Malaguzzi are at the basis of the educational choices of our work groups: the hundred languages of children, space as a third educator, the concept of the school as a permanent workshop, the ateliers, concepts that are intersected daily with the Tuscany Approach of Catarsi.

A. FORTUNATI, E. CATARSI, 2011, L'APPROCCIO TOSCANO ALL'EDUCAZIONE DELLA PRIMA INFANZIA JUNIOR EDIZIONI

The educational services in Tuscany have specific characteristics and peculiarities, given by the legislation and the pedagogical tradition present on the territory. This has allowed the definition of a real approach, characterised by attention to the design of spaces, the care of relations with the family, the documentation of paths with the children, the presence of pedagogical coordination, and the valorisation of the 0/6 educational continuity.
In these two texts, the pedagogical criteria of the approach, experiences in the area, and good practices are made explicit.

E. CATARSI, 2010, COORDINAMENTO PEDAGOGICO E SERVIZI PER L'INFANZIA, JUNIOR EDITORI

In the 0-6 educational services the Pedagogical Co-ordinator plays a role of support and assistance to the work group, in agreement and sharing with the organisation; he is a linking figure between the various services that the Cooperative manages, contributing to the identification of lines, methods and criteria common to the Infant-toddler Centres and Preschools. In this text the coordinator's functions are made explicit, which are based on diversified skills, as he or she responds to the needs of the children, the families, the work group, the territorial context and the organisation.

P. RITSCHER, 2015, SLOW SCHOOL. PEDAGOGY OF EVERYDAY LIFE, GIUNTI

In the services run by the Cepiss Cooperative, we believe that time devoted to routines and care should be quality time. We work constantly on the time to be dedicated to each individual moment of the day, calibrating the child's time with the nursery's organisational time; we reflect on the spaces available for routines, which must be recognisable, functional and safe; we think about the tools and materials available to the children so that they can acquire autonomy during their care time

L. MALAGUZZI, 1995, IN VIAGGIO CON I DIRITTI DELLE BAMBINE E DEI BAMBINI, EDIZIONI REGGIO CHILDREN EDIZIONI REGGIO CHILDREN

Malaguzzi is one of the fathers of the definition of space (the learning environment, the play space) as a third educator.

Infographic 3.1 – ITALY

COMMENTED PEDAGOGICAL BIBLIOGRAPHY

SUGGESTIONS FROM ITALY

R. FARNÉ, A. BORTOLOTTI, M. TERRUSI, 2019, OUTDOOR EDUCATION: PROSPETTIVE TEORICHE E BUONE PRATICHE, GUERRINI EDIZIONI

Outdoor Education valorises outdoor space as an environment of learning and educational well-being; the adult first discovers and broadens the horizons and potential of this context and draws from it educational opportunities for children. In this text we find contributions, theoretical reflections, lines of intervention, research frameworks and cultural suggestions in support of outdoor education as a way of doing education.

C. DI BARI, 2017, EDUCARE L'INFANZIA NEL MONDO DEI MEDIA. IL RUOLO DELL'ADULTO IN FAMIGLIA E NEI CONTESTI EDUCATIVI, ANICIA ED

In a daily life increasingly characterised by the presence of digital tools, it is essential that educational services, in collaboration and continuity with the family, contribute to the transformation of children's 'natural' confidence with these tools into real competence; supporting their relationship with these tools so that they become aware, critical and creative.
The Media Education approach involves raising the awareness of parents, educators and teachers and through an 'ecological', problematic and reflexive use of the same tools in the educational, instructional and training spheres. Without being terrified by the dangers or enchanted by the potential, but on the contrary becoming aware of the risks and turning them into opportunities.

L. MALAVASI, B. ZOCCATELLI, 2019, DOCUMENTARE LE PROGETTUALITÀ NEI SERVIZI E NELLE SCUOLE DELL'INFANZIA, JUNIOR EDITORI

Documentation represents an indispensable way of 'DOING EDUCATION' in order to make the identity of a service recognisable, recount and enhance the pedagogical and educational project; make good practices visible; involve the families in their child's journey and make them participate in the objective that the Service sets, so that they can share and support it; share the image that the Service has of the child guaranteeing memory, stimulating reflection, renewal and development, with a view to qualitative improvement; sharing the evaluation and quality of the educational contexts, through the transparency of interventions and the search for feedback; facilitating the construction of the professional knowledge of the work group, in order to define and/or strengthen their professional identity, overcoming the individual dimension; generating reflections, evaluations and thoughts.
This book supports the educator in defining a documentary project that respects the objectives and clarifies the annual project paths.

S. MEI, M. OGNISANTI, 2020, DAL RISCHIO ALL'OPPORTUNITÀ. ESPERIENZE DI OUTDOOR EDUCATION NEI SERVIZI PER L'INFANZIA E NELLA SCUOLA PRIMARIA, JUNIOR EDITORI

The text presents a number of outdoor education experiences conducted within children's education services and primary schools in the Municipality of Bologna.
The value is given to the outdoor environment of the educational service as a space for learning, relations and educational care, and proposes an observation of the change that has affected the 0-6 services on various concepts: the dimension of the body and movement; the exploration of the environment; the relationship with spaces and contexts, between limits and possibilities; self-expression in the relationship with the environment and in the relationship with peers; the comparison with multiple cultures of being outside; the participation and involvement of families.

Infographic 3.2 – PORTUGAL

COMMENTED PEDAGOGICAL BIBLIOGRAPHY

SUGGESTIONS FROM PORTUGAL

CARDONA, M. (COORD). PLANEAR E AVALIAR NA EDUCAÇÃO PRÉ-ESCOLAR [PLANNING AND EVALUATING IN PRE-SCHOOL EDUCATION].

With reference to the Portuguese Curricular Guidelines for Pre-School Education (ME, 2016), the brochure addresses several aspects of planning and evaluation in pre-school education and its implications for educational practices, integrating reflection issues, working suggestions and examples.

CARVALHO, C., & PORTUGAL, G. (2017). AVALIAÇÃO EM CRECHE, CRECHENDO COM QUALIDADE [NURSERY EVALUATION, CRECHENDO WITH QUALITY]. [BOOK] PORTO EDITORA.

Evaluation in Pre-School Education - Child Monitoring System (SAC) is the result of a project to develop a culture of assessment in early childhood education, inspired by "A process-oriented child monitoring system for young children", instrument developed by the team of the Experiential Education Center of Leuven (Belgium).

ME /MINISTÉRIO DA EDUCAÇÃO DE PORTUGAL (2016). ORIENTAÇÕES CURRICULARES PARA A EDUCAÇÃO PRÉ-ESCOLAR [CURRICULAR GUIDELINES FOR PRE-SCHOOL EDUCATION].

The Curricular Guidelines establish the principles, objectives, competences and contents to be worked on Pre-School Education in Portugal. They provide guidelines on areas and development domains to be explored, such as knowledge of the self person and the others, oral and written language, mathematics, physical-motor, drama, music or plastic expressions.

VASCONCELOS, T., ROCHA, C., LOUREIRO, C., CASTRO, J., MENAU, J., RAMOS, M., FERREIRA, N., MELO, N., SOUSA, O., HORTAS, M., RODRIGUES, P., MIL-HOMENS, P., FERNANDES, S., & ALVES, S. (2011). TRABALHO POR PROJECTOS NA EDUCAÇÃO DE INFÂNCIA: MAPEAR APRENDIZAGENS, INTEGRAR METODOLOGIAS [PROJECT WORK IN EARLY CHILDHOOD EDUCATION: MAPPING LEARNING, INTEGRATING METHODOLOGIES].

The aim of this paper is to demonstrate the importance of introducing project work methodology from the early years, to promote quality proposals for early childhood education. It also illustrates the application of the project work methodology among trainers, with diverse sensibilities and skills.

PORTUGAL, G., & LUIS, H. (2016). OBSERVATION OF EARLY CHILDHOOD EDUCATORS' INTERACTION STYLE AND CHILD EXPERIENCE – OPPORTUNITIES FOR TRAINING IN CONTEXT. REVISTA ELECTRÓNICA INTERUNIVERSITARIA DE FORMACIÓN DEL PROFESORADO, 19(2), 173-182.

Educational interactions between adults and children are essential in any learning process. Given the importance of the quality of the interactions in early childhood education for the well-being, development and learning of children, this paper presents a proposal for analyzing children's living experiences and adult style, through child and adult engagement scales.

MATA, L., & PEDRO, I. (2021). PARTICIPAÇÃO E ENVOLVIMENTO DAS FAMÍLIAS - CONSTRUÇÃO DE PARCERIAS EM CONTEXTOS DE EDUCAÇÃO DE INFÂNCIA [PARTICIPATION AND INVOLVEMENT OF FAMILIES - PARTNERSHIP BUILDING IN EARLY CHILDHOOD EDUCATION SETTINGS].

This study highlights the role of the educator and provides theoretical and pragmatic bases that allow to build his way of perspective, relations and achievements to the participation of families. These relationships will contribute to development and learning environments adjusted to the specific needs of each child.

Infographic 3.3 – ROMANIA

COMMENTED PEDAGOGICAL BIBLIOGRAPHY

SUGGESTIONS FROM ROMANIA

Păişi, Lăzărescu, E., Ezechil, L., "PRESCHOOL LABORATORY", EDITED BY V&I INTEGRAL, 2010

The most important change foreseen by the preschool education reform of 2000 was the transition from a curriculum centered on contents to one centered on objectives. Guide for preschool education offers essential guidelines on the basis of which educators can carry out their work in the context of curriculum reform, containing theoretical openings, a presentation of policies in the field of early education and useful methodological suggestions.

GLAVA, A., POCOL, M., Tătaru L., "METHODICAL GUIDE FOR THE APPLICATION OF THE PRESCHOOL CURRICULUM", EDITED BY PARALELA 45, 2009

The fruit of a harmonious collaboration between preschool education theoreticians and experienced practitioners of the field, the paper proposes didactic solutions for understanding some aspects that pose real problems of pedagogical decision. Through the reflections and theoretical analyses, as well as through the variety of situations and teaching learning resources proposed, the authors effectively guide the reader in penetrating the pragmatics of the new curriculum and in continuing a personalized understanding of it.

Tătaru, L., GLAVA, A., CHIŞ, O, "THE PYRAMID OF KNOWLEDGE - METHODICAL BENCHMARKS IN THE APPLICATION OF THE PRESCHOOL CURRICULUM", EDITED BY DIAMANT, 2014

The fundamental concepts of the work reflect in extension and in depth the contemporary developments in the Pedagogy of preschool education: curriculum, experiential domains - developmental domains, experiential learning, integrated and interactive activities, etc. The theoretical reflections, as well as the applications with good practice value, are organized in the work in seven comprehensive thematic areas, in the elaboration of which a number of 54 authors, educators, teachers for preschool education, university teaching staff, school counselors collaborated.

CIOLAN, L., "INTEGRATED LEARNING. FOUNDATIONS FOR A TRANSDISCIPLINARY CURRICULUM", EDITED BY POLIROM, 2008

Its fundamental idea is that the personal and social development of the individual through education must occur especially in integrated contexts (multi-, inter- or transdisciplinary), embodied in cross-curricular themes. Addressing education specialists and students from specialized faculties, Integrated Learning brings clarifications in a very current field, taking into account the three pillars on which the paradigm of the integrated approach to the curriculum is based: epistemological, social and pedagogical.

MANOLESCU, M., "EVALUATION THEORY AND METHODOLOGY", EDITED BY EDITURA UNIVERSITARĂ, 2010

It suggests that contemporary school evaluation must take into consideration both assessment process actors (evaluated and evaluator). It speaks not only about making co-responsible and accompanying the learner, but also about the relations between stages of pedagogical process (teaching, learning, assessment). Teachers can talk about roles and relationships of those involved in evaluative process.Therefore, acquisitions, academic progress, social implications are values pursued by the Evaluation Theory. Not just what? and why? (content), but how? and what for? (process).

BREBEN, S., GONGEA, E., RUIU, G., FULGA, M., „ TREATY ON EDUCATIONAL MANAGEMENT FOR PRIMARY AND PRESCHOOL EDUCATION ", EDITED BY EDITURA ARVES, 2010

The educational management treaty for primary and preschool education proposes a re-signification and a modern pedagogical valorization of the concept of educational management, as well as personalized approaches for primary and preschool education. It values an interactionist vision, as it brings together - in a modern systemic approach - the epistemic components of educational management, offering a functional synchronic perspective on the current managerial context, at all levels.

Infographic 3.4 – SPAIN

COMMENTED PEDAGOGICAL BIBLIOGRAPHY

SUGGESTIONS FROM SPAIN

DAVOLI, M. (2011). DOCUMENTAR LA VIDA DE LOS NIÑOS Y NIÑAS EN LA ESCUELA. TEMAS DE INFANCIA N°28 EDUCAR DE 0 A 6. ROSA SENSAT. EDITORIAL OCTAEDRO.

Focused on the pedagogical strategies for 0-6 children based on the observation of classrooms interactions of such aspects as calmness, care, curiosity and wonder, showing how the teachers can achieve these items if they stop and observe children, collect notes, images, videos, reflecting on findings with colleagues to later sharing them within the whole Educational Community. The book offers food for thought to develop learning theories and different perspectives on pedagogical documentation. On one hand, the Italian teachers, Mara Davoli and Mariano Dolci, working in the Reggio Emilia School for more than 40 years. On the other, the Spanish teachers Meritxell Bonas and David Altimir, collaborating with Reggio Children and the Catalan public schools. They both offer us a look at childhood and how to approach it, making teachers consider their "pedagogical philosophy and their way of being at school".

LOUV, RICHARD. (2005). THE LAST CHILDREN IN THE FOREST. CAPTAIN SWING

The purpose of this book is to show the advantages of the interaction between children and nature. Natural and open spaces are ideals for boys and girls to express themselves and reconnect with their essence. They find calm and feel free to demonstrate their creativity. It is also observed that physical and emotional deficits are alleviated. Nature also needs the presence of children because only this will make girls and boys aware of the importance of their care.

MARAÑÓN, I. (2018). EDUCAR EN EL FEMINISMO. PLATAFORMA EDITORIAL.

This is an essential book for families and teachers as it is focused on education in equality. It promotes a teaching for girls and boys free of gender stereotypes and roles associated with them. The book also offers spaces for reflection, advice and activities to work on emotions and conflict resolution.

TRUE, B. (2015). ESPACIOS EN ARMONÍA. PROPUESTAS DE ACTUACIÓN EN AMBIENTES PARA LA INFANCIA. TEMAS DE INFANCIA. EDITORIAL OCTAEDRO.

The school must be a place where students can express themselves. They must be provided with different spaces to respond to the various needs of every child as they do not experience the same developmental pathway and with same space. The author offers several proposals to show the suitability of the spaces in a classroom, materials, sounds, lights and many other elements that perhaps we do not take into account a priori but they might be helpful during the process of learning. We consider this book as a good guide to configuration and evaluation of the spaces.

TRUJILLO, F. (2016). APRENDIZAJE BASADO EN PROYECTOS. INFANTIL, PRIMARIA Y SECUNDARIA. MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE- ÁREA DE EDUCACIÓN.

It is a key document about PBL methodology (Project Based Learning), from its definition to the different elements that compose it. It also includes strategies to implement them successfully and examples of projects carried out by teachers.

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

Infographic 4 – EU Quality Framework for ECEC

THE 5 DIMENSIONS OF THE EU QUALITY FRAMEWORK FOR ECEC

Access
available, affordable for all; encourages participation and strengthens inclusion; embraces diversity

Curriculum
holistic; flexible; requires collaboration; improved/revised regularly

EU Quality Framework for ECEC

Staff
professional and well-qualified; leadership; supportive working conditions

Governance & funding
coordinated legislation & responsibilities; collaboration; progress towards universal legal entitlement

Evaluation& Monitoring
regular and transparent; in the best interest of the child; effective use for policy development

The Council Recommendation on High Quality Early Childhood Education and Care Systems aims to help Member States to improve the quality of their early childhood education and care systems and ensure better access to them. It recognizes that good investments in early childhood education and care must be inclusive, accessible, affordable and high quality in order to deliver benefits to society.

DISCOVER MORE ABOUT THE EU QUALITY FRAMEWORK FOR ECEC

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THE LIBERTEC PARTNERSHIP

CEPISS SOCIETÀ COOPERATIVA SOCIALE
Applicant, Scandicci, ITA

CEPISS is a NPO social enterprise/cooperative working in Florence District, the Cooperative headquarters are in Scandicci. CEPISS has 126 employees and 68 associates. Services ran by CEPISS can be summarized in 4 areas of action: 1. Early years/ childhood area: CEPISS runs educational services for children with competence, professionalism, and experience. New projects are tailor-made on children and families' different needs and developed by an improving, comprehensive, and diversified design. Through a skilled, motivated and constantly trained staff CEPISS offers to families solid help during children's developing and growing path. Cepiss as Applicant of LIBERTEC boasts more than 20year experience (since 1997) in the management of kindergarten, playrooms, and pre-school services. Among those: 11 preschools (0-6) of several municipalities: Kindergartens Palazzolo, Little Prince, L'Albero di Alice; Childhood Schools Rucellai, Sant'Ambrogio, Vittorio Veneto (FLORENCE); Kindergartens: il Gatto e Volpe Sesto F.no (FI); La Girandola, Pane e Cioccolata, Scandicci (FI). In particular for the Municipality of Florence Cepiss manages also the nests Baloo and Baghera (0-6), that are historic services in the city-center with a lot of migrant users. The Coop.is member of the first social enterprises managing public "Infancy Schools" 2. Youth area: Over the years CEPISS gained operative expertise characterized by ongoing research for non-invasive strategies and actions which ought to be based on involvement and confrontation. By the realization of innovative projects, the Coop. offers to youth concrete occasions for positive and reflective use of spare time, supporting expertise exchange and suggesting to at-risk youth meeting occasions and positive models of participation. 3. Socio-cultural area: CEPISS has a very long and consistent experience in planning and realizing educational and vocational training projects. Answering to question posed by the intercultural scene of nowadays, the Coop intervenes in schools supporting children's schooling with facilitating methods, for those who, for linguistic or cultural reasons, had found difficulties during the integration path. 4. Family and disability area: Since its foundation CEPISS is engaged in designing, realizing and running of welfare and socio-educational services for vulnerable people and families

CENTRO MACHIAVELLI
Partner, Florence, ITA

Centro Machiavelli was founded in 1978 as Italian Language school for foreigners, becoming later a consultancy and VET organization. The Centre operates within EU programmes and in VET activities. In the last decade realized several multilateral and mobility projects (both as coordinator and partner) within EU Programmes like Lifelong Learning and Erasmus+ with partners from AT, BE, BG, FR, DE, GR, ES, IE, NL, NO, PL, PT, RO, SE, SK, TR, UK. Some projects were focused on state-of-the-art technology for education and VET (ELLVIS, VET4VIP, ALL4WELL, MOLLVIS). Through these projects have been implemented several software for PC and app for mobile devices as support for VET activities. In 2012 CM obtained the European Language Label for creating a innovative software-application for an English language learning program for blind and visually impaired learners. The Centre has two departments corresponding to its two main fields of activity: Language School for Foreigners and Training Agency. The latter, involved in this project, has been setup with the following aims: Promote collaboration and integration among different subjects involved in high quality education, Promote the training of trainers, teachers and educators in general, Foster methodological and digital innovation in education and training, through the creation and testing of innovative pathways addressed to language teaching/learning or to teaching methodologies in general, Promote training paths and models of professional development (including also tailored distance learning paths), functional to local needs, which contributes to the preservation and development of innovation in very traditional sectors.

ASSOCIAÇÃO DE JARDINS ESCOLAS JOÃO DE DEUS
Partner, Lisbon, PT

Associação de Jardins Escolas João de Deus is a non-profit organization, funded in 1882. This institution implemented, in 1920, the first course on Pre-Scholar Educators in Portugal, with its own reading and learning method (Método de Leitura João de Deus). The It has near a thousand workers, more than 600 are teachers from kindergarten to higher education levels in 5more than 50 Educational Centers spread across the country, social projects and a Higher Education School (HEI), all under the same OID/PIC. Associação de Jardins-Escolas João de Deus has currently 40 kindergarten (pre-primary 0-6) and primary schools (6-10) diffused over all national territory. Also, the Association has a Ludotec, a pioneering itinerant project aimed to provide leisure activities to children and young people between the ages of 3 and 12 from communities in a situation of exclusion. The program operates with two mobile play lodges, every afternoon in caravans equipped with books, games, computer and audiovisual equipment. Educational centers are divided into: 37 kindergarten-Schools, 7 Children's Centers and Family Day Care, 2 Itinerant Playhouses, 2 Museums, the Higher Education School João de Deus (ESEJD), the "BOBA STUDIO" and GIP (Professional Insertion Office) Social Projects and the Temporary Reception Center for Children and Youth at Risk «Casa Rainha Santa Isabel». The educational centers are geographically dispersed throughout the Portuguese territory, including the islands of Madeira and the Azores. The 37 educational schools for 0 to 6 children and the Higher Education Institution João de Deus (HEI - ESEJD), are centres with great experience on kindergarten education. All of them have experienced diplomated professionals and students in practice coming from HEI ESEJD teaching courses. Created in 1988, the HEI Escola Superior de Educação João de Deus (HEI-ESEJD) follows institutional tradition, with special emphasis on the development and significance of the human, cultural, scientific, technique, lifelong learning and professional formation. Together with its acknowledged mission on Teaching and Community Education (Short size courses, Level 5, Degree, level 6, and Master, level 7, as well as Post Graduations) the Escola Superior de Educação João de Deus is also engaged, with its Research Centre, on research about educational subjects, in cooperation with national and international institutions.

COLEGIO DE EDUCACION INFANTIL PINOLIVO
Partner, Marbella, ES

Pinolivo is Early Education public School located in Las Chapas, district of the east of Marbella and 10 kilometers from the center. The school has 225 students 3-6 years, 15 teachers plus some non-teaching staff. Its pedagogical line contemplates an image of childhood that modifies spaces and methodology as well as the means of communication with families. Its methodology is based on a triangle of action where its vertices are formed by Project Based Learning, Shared Spaces (similar to learning environments), and emotion as a learning engine. The Pedagogical Documentation would be the common thread between its vertices. We believe that School, from the childhood stage, has to generate new scenarios that, in a creative and flexible way, enhance living processes that involve boys and girls in understanding and solving problems, proposals, challenges or projects relevant to the present and the uncertain and changing future of future society. These processes have more to do with developing competencies than with acquiring certain watertight bodies of knowledge. We believe that shared spaces contribute, as a third educator (Malaguzzi), to developing the following basic childhood competencies, since they start from a diverse and rich design of situations that generate significant and relevant learning (P. Gómez, 2012), that incorporate the interests and needs of children and generate real contexts of social interaction in which learning is promoted naturally due to

cognitive dissonance between equals, in the "zone of proximal development" that Vigosztky conceptualized. These competences or aims that make us think about our teaching and think of ourselves as teachers are sustained through the following substantial methodological, curricular and organizational axes: Work in cooperative groups and the exchange of opinions, which open very powerful spaces for the construction of knowledge, skills, emotions, attitudes and values Aesthetic and spatial dimension of the environment as a key element to promote warm and welcoming spaces, where the resources, furnishings and aesthetic documentation of the walls gain relevance and an educational role. The experience of a time with meaning and attentive to the different rhythms, desires and needs. The idea of a teacher who accompanies life learning processes, where the research function takes on special relevance. The purposes that we pursue with our educational practice can be summarized as: The full development of the personality, promoting respect for rights and freedoms. Preparation to participate in social life through training for peace, cooperation and solidarity. The acquisition of intellectual habits of autonomy at work and scientific curiosity, having learning to learn as the ultimate and fundamental goal of all the educational practices developed. All this we develop in a specific space, with careful and aesthetic materials, which seek to develop the capacities of our students thanks to their own free experimentation.

GRADINITA CU PROGRAM PRELUNGIT PRICHINDEL SUCEAVA
Partner, Suceava, RO

The "Prichindel" kindergarten is located in a peripherical area of Suceava town, a rather industrial one, and it was founded in 1980. Currently the kindergarten is with a full day program, which is from 8 am to 4 pm, and operates with over 400 preschool children between 3 and 6 years old divided into 12 groups: 4 groups (3-4 years old), 4 groups (4-5 years old) and 4 groups (5-6 years old). The mission of our kindergarten is to: promote a quality education, inclusive education and ensure equal chances, to encourages initiative, creativity and the maximum use of the potential of preschoolers, to implement learning strategies according to the individual learning styles, needs, abilities and motivation level of each child; to develop the competitive spirit, stimulate performance and excellence. The new approach of our educational system determines the teachers to find and use the best strategies for effective and quality learning appropriate to preschool education. The contemporary challenges (online learning, limited parenting time, increasing number of children with emotional instability, influence of electronic games on children's behavior, lack of outdoor activities) determine teachers to identify the most effective methods and procedures to assist in the educational process. All these contribute to increasing our pupils' complete development, offering them a good start for the new stage of their learning pathway. Training with the help of digital tools is a didactic / educational method, which capitalizes on the principles of modeling and cyber analysis of the training activity in the context of new information and communication technologies, characteristic of the post-industrial society.

UNIVERSIDAD DE MALAGA, SCIENCES OF EDUCATION & PEDAGOGY DEPT.
Partner, Malaga, ES

The University of Malaga (UMA) is one of Spain's premiere institutions of higher education (world ranking Webometrics: 496) [2019]. Since its foundation back in 1972, UMA has rapidly expanded its international presence and prestige. Currently, UMA has 2 campuses (1.797.247 m2), +35,700 students, +2,500 professors, +1900 administrative staff, 23 faculties and schools, 82 departments, 200 educational programmes (incl. 68 undergraduate, 75 master and 34 PhD), 309 research groups, research projects (425 national / 150 EU) and

+1,800 business contacts. Regarding international relations, UMA has bilateral agreements with +945 universities from all over the world with +1,500 incoming and +1,100 outgoing exchange students per year and +100 incoming and +200 outgoing exchange staff per year. UMA participates actively in international, national and regional as well as privately funded programmes, all of them managed by the Office of International Affairs and Cooperation. UMA is member of +100 networks and associations. UMA stimulates educational innovation and research by boosting the quality of its professors and research groups through their participation in international research projects -managed by Research Results Transference Office (OTRI) - with the support and sponsorship of enterprises from local TechPark (PTA). The university has a dedicated career center which fosters the employability of students and young researchers by offering a wide services portfolio including academic and professional counselling, paid internships and fellowships. UMA meets the following quality standards: EFQM 200, EFQM 300, ISO 9001, ISO 14001. UMA is also part of the "Andalucía Tech" Campus of Excellence.

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