

**TRAECE - Training, Networking and Mobility
in Early Childhood Education and Care
Project: 2018-1-DE02-KA202-005019**

Mobility project TRAECE (Training, Networking and Mobility in Early Childhood Education and Care) in the context of socio-pedagogical training courses

(1) Project title, support program, duration

The Department for EU Projects in Vocational Education and Training (VET), Cologne Government Regional Office (EUGES) has applied for an ERASMUS+ project at the National Agency for Education for Europe at the Federal Institute for Vocational Education and Training. The grant was awarded on 11 July 2018. This project focuses on Early Childhood Education and Care (ECEC) (ages 0-6). Project duration: 11/2018 to 10/2020

(2) Objectives/Products

The aim of the project is to develop a competence-based overview in the form of a matrix which summarizes the necessary competences in the field of Early Childhood Education and Care (ECEC) at the age of 0 to 6 years in the participating project countries. This simplifies and promotes transnational internships.

The THEME Smart Mobility Tool database of EUGES will be expanded to include the ECEC area, so that international exchanges can be carried out at the required high level and with the help of ECVET and assessment instruments. ECVET describes the European Credit System for Vocational Education and Training, which is used as a European transparency instrument to facilitate the comparability and recognition of knowledge and competences acquired throughout Europe.

The instruments developed can also be used as a basis for long-term internships abroad and as a prerequisite for mutual recognition of training courses/parts of training.

A further objective is the expansion of European networks in the field of ECEC.

Work steps of the project:

1. The creation of a competence matrix in the field of Early Childhood Education and Care (ECEC) at the age of 0 to 6 years.
2. Development of learning outcome units and learning outcomes based on the competence development steps of the ECEC matrix.
3. Mapping of national occupational profiles within the matrix.
4. Definition common intersections of competences in order to integrate learning outcome units and learning outcomes during internships abroad into the respective national training plans.
5. Integration of the project results into the database THEME Smart Mobility Tool of EUGES.
6. Transfer of the results into ECEC networks.

(3) Project partners

Countries: Estonia, Germany, Italy, Netherlands and Spain

EU networks are associated via the cooperation partners of the EU office in Scandinavia.

The project partners from the EUREGIO Meuse/Rhine area are the Arcus College Heerlen from the Netherlands and the vocational colleges Berufskolleg Viersen and Käthe-Kollwitz-Berufskolleg Aachen for North Rhine-Westphalia.

Partners from Belgium are not represented in the consortium.

All partners cooperate with kindergartens and educational institutions.

(4) Target groups

Direct target groups who benefit from the project results are teachers in the training of educators, future educators and educators in day nurseries. Indirect target groups are children in day-care centres and their parents and institutions to arrange internships abroad.

By-products:

Database training,

Test the products by exchanging of students,

Network building,

Presentation of innovative practical ECEC projects/approaches during project meetings.

(5) Interest of the project partners

Learning from each other, getting to know systems in order to understand, trust and afterwards exchange. Organize exchanges more easily, get to know innovative approaches to use yourself.

(6) Practical implementation:

Project architecture:

4 project meetings:

- Kick-off in Tallinn, Estonia;
- 2nd meeting in Heerlen, The Netherlands;
- 3rd meeting in Malaga, Spain;
- 4th meeting in Cologne, Germany
- Teaching Training Activity in Vicenza, Italy

(7) European added value

We expect a general increase and an improvement in the quality of mobility in the field of ECEC. In the medium term, this will help to increase cross-border mobility.

Mobility of skilled workers can help to bridge the gap between the need for well-trained skilled workers in some countries and unemployed skilled workers in others.

In general and on international level, the matrix and its instruments will be useful tools for greater transparency in the field of ECEC. Learning outcomes can be used for cross-border recognition as well as for vertical recognition and, where necessary, for the recognition of non-formally acquired competences. All instruments also serve quality assurance.

(8) Current status of the project (12/2019)

Currently, within the framework of the project, a whole Competence Matrix of ECEC competences has been developed. It is an overview of all competences in the field of ECEC (age 0-6 years) that takes place in Early Childhood and Care Institutions. At the moment a definition of intersections for possible mobility and future professional activity is in progress. Furthermore the integration of the Matrix into the TSMT database is done and ready for use and dissemination activities concerning the distribution of results is in preparation.

In addition the LTTA will be planned, documents to explain the national occupations, assessment overviews and a manual, how to use the results is in progress.

We are also working on the practical implementation and testing of the results.

Therefore we will plan mobilities in which the results are used.

Thus, for example, long-term practical stays of up to 6 months can also be made possible (e.g. in DE for an internship in the year of recognition as an educator).

Especially for vocational colleges close to the borders the products might be interesting: The results might lead in a variety of cooperations (e.g. internships from the Netherlands gain insights into German day-care centres during the internships and vice versa). Of course these opportunities are also possible for the other connected countries: Spain, Italy and Estonia.

In this way, orientation can be made possible for later professional work in Germany. This is currently being supported by partial access to employment as a „Erzieherin/Erzieher in Kindertageseinrichtungen in Nordrhein-Westfalen“ ("kindergarten teacher in day-care facilities for children").

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