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INTEC  
INTERNATIONAL  
COURSES**



### **TITLE OF THE COURSE**

**INTERNATIONALISATION OF THE PRE-SCHOOL SETTINGS**

### **VENUE OF THE COURSE**

**BOLOGNA, ITALY**

### **DATES OF THE COURSE**

**28TH - 30TH MAY 2025**

### **CONTENT AND MAIN LEARNING OBJECTIVES**

The course aims at recognizing the importance of internationalization in the context of early childhood education. Indeed, participating in international activities allows early childhood educators to stay updated professionally, exchange best practices, and develop an intercultural perspective. They can improve their language skills and build global professional networks. These experiences enhance teaching quality and prepare children for a globalized world.

Thanks to this course, students will understand the idea and benefits of internationalization and learn how to incorporate the concept in a preschool settings. Furthermore, the participants will assess the organizational capacity to be able to improve internalization in preschool through a strategy. Finally, the participants will also learn about the Project Cycle Management (PCM) method and thereby be able to plan and implement projects with Erasmus+ programme. Additionally, participants will gain knowledge of the Erasmus+ education funding program, including its objectives, funding mechanisms and application process.

#### **MAIN LEARNING OBJECTIVES:**

- to acknowledge the role of internationalization in professional and personal development.
- to assess the organisational capacity and improve the degree of internationalisation of the pre-school through a strategy. to learn how to plan international activities.
- to foster engagement and activate all pre-school components (children, staff, families, community) in international activities. to plan and implement projects with Erasmus+ through PCM.

### **CONTACT PERSON**

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## **TITLE OF THE COURSE**

**THE SCHOOL-FAMILIES RELATIONSHIP AND FAMILY PARTICIPATION**

## **VENUE OF THE COURSE**

**VIC, CATALONIA, SPAIN**

## **DATES OF THE COURSE**

**7-9TH JULY 2025**

## **CONTENT AND MAIN LEARNING OBJECTIVES**

1. Understanding family diversity in educational settings
2. Designing welcoming spaces: principles and practices
3. Facilitating effective workshops and pedagogical meetings
4. Utilizing pedagogical and visual documentation for communication
5. Promoting children's rights and respectful interactions.

### *MAIN LEARNING OBJECTIVES:*

- Understand the importance of family-school relationships from an international perspective.
- Develop skills in designing and implementing welcoming environments for families and children.
- Enhance their ability to conduct effective workshops and pedagogical meetings that engage families and practitioners. Utilize pedagogical and visual documentation to strengthen school-family communication.
- Advocate for and promote children's rights and respect their individuality within educational settings.

### *MATERIALS OF THE TRAINING COURSE*

- Comparative analysis across schools/countries: Studying how each school or country implements strategies for family-school relationships, drawing comparisons to identify effective practices. Case studies and real-life examples depicting challenges and successes in family-school relationships.
- Relevant Literature: articles, books, and research papers on family-school dynamics, children's rights, and inclusive education. Reviewing scientific literature to understand theoretical frameworks and empirical findings on family-school dynamics and effective communication strategies.
- Documentary workshop: Pedagogical and visual documentation samples illustrating children's learning journeys and communication with families. Showcasing diverse images and evaluating their transmission effectiveness, examining their intent, objectives, and purposes within educational contexts.
- Reflective Rubrics: for self-assessment and improvement in family engagement practices and workshop effectiveness.

## **CONTACT PERSON**

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## **TITLE OF THE COURSE**

### **SOCIAL AND GREEN SUSTAINABILITY**

## **VENUE OF THE COURSE**

### **LIEPAJA, LATVIA**

## **DATES OF THE COURSE**

### **15 - 17TH SEPTEMBER, 2025**

## **CONTENT AND MAIN LEARNING OBJECTIVES**

Global problems, including climate change, biodiversity decrease, social inequalities, and tensions, are systemic challenges in which education has a key role to play. Civic participation and activity, responsibility for the sustainable development of the local community and the world characterize modern education and the competencies that must be acquired to implement education for social and green sustainability.

The training course enables ECEC professionals and participants to deepen their understanding of the potential of education to create a peaceful, equitable and ecologically balanced world, and encourages practitioners to develop competence to act and be aware of social and green sustainability through collaboration between the educational institution and the local community. The aim of the training course to promote the improvement of responsible pedagogical action to facilitate the implementation of social and green sustainability principles and find out how to implement these principles in the daily activities of ECEC.

#### *MAIN LEARNING OBJECTIVES:*

- Develop a heightened awareness and practice of social and green sustainability
- Embed the principles of social and green sustainability into the new competence curriculum on CPD
- Improve pedagogical competence for actualization of sustainable development in an educational institution and daily activities, as well as in the context of local and global community.

#### *CONTENT OF THE TRAINING COURSE:*

- Sustainable and ecological education in preschool.
- Global social and green sustainability challenges in everyday life and education
- Basics of sustainability: well-being and harmonious development.
- Learning strategies and approaches and methods for implementation of social and green sustainability principles in daily activities in ECEC.
- Green entrepreneurship education – general description.
- Global challenges of social and green sustainability to improve the quality of life for existing and future generations.
- Good practices of social and green sustainability learning in preschool.

## **CONTACT PERSON**

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## **TITLE OF THE COURSE**

**MUMABOT**

## **VENUE OF THE COURSE**

**MILANO-BICOCCA, ITALY**

## **DATES OF THE COURSE**

**20-22ND MAY 2025**

## **CONTENT AND MAIN LEARNING OBJECTIVES**

The course is an exploratory project experience interested in exploring the potential of the intersections between expressive languages and 'disciplines' by considering them as fields of experience. Our hypothesis is that the presence and use of two or more different languages facilitates children's access to and expression of knowledge and promotes learning (where by languages we mean the different modes of representation, communication and expression through different media and symbolic systems). The contact and contamination zones created when 2 (or more) languages are present together are potential areas of development that can facilitate learning. In the training course, participants will be involved in practical activities to understand and "feel" the connections, experimenting with new ways of understanding and learning things that are usually perceived as specialised and out of the ordinary: the course aims to make the participants feel comfortable with music, mathematics and robotics concepts and knowledge in a holistic and natural way.

### *MAIN LEARNING OBJECTIVES AND OUTCOMES*

- Creating experiences that weave together multiple ways for children to know, understand and express themselves.
- Making complex concepts in music, mathematics, physics and robotics accessible, deconstructing the concepts to find different ways to learn and teach them.
- Observing and reflecting on children's thinking processes.
- Using observation and design tools.
- Creating playful and engaging settings where emotions are recognized as part of the learning process.

### *TOPICS OF THE TRAINING COURSE*

- Concepts of time and quantity in music, math, physics and robotics (rhythm, algorithm, duration, length, fractions, proportionality)
- Languages as codes, coding as languages by playing with digital and analogic Steku, Lego, Rhythm Box and Ozobot (also unplugged versions)
- The Learning Context: how to create playful, engaging and exciting scenarios
- The role of the adult: trigger questions or solutions? Examples or indications? Offering possibilities in thinking process; Tools to observe and document learning, interactions and thought processes
- Designing workshop activities (project approach based on observation, didactic transposition, fields of experience and transdisciplinarity).

## **CONTACT PERSON**

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## TITLE OF THE COURSE

**DIVERSITY, EQUITY AND INCLUSION (DEI)**

## VENUE OF THE COURSE

**CAMPUS KANAL (BRUSSELS), BELGIUM**

## DATES OF THE COURSE

**8-12TH SEPTEMBER 2025**

## CONTENT AND MAIN LEARNING OBJECTIVES

Diversity, equity, and inclusion are three closely linked values. They relate to different groups of individuals, people of different races, ethnicities, religions, abilities, genders, sexual orientations and furthermore. **Diversity** includes "all characteristics and experiences that define each of us as individuals". **Equity**: the derivative root of the noun is the Latin word *aequus*, meaning "even," "fair," or "equal"; the French translated *aequus* as *équité*. *Équité* has clear legal connotations, it means "justice" or "rightness," and those meanings, plus a splash of "fairness," carried over to the English word equity. **Inclusion** refers to the act or practice of including and accommodating people who have historically been excluded (because of their race, gender, sexuality, or ability). So, whether it's about fostering a sense of belonging or ensuring equal access and participation, inclusion plays a crucial role in building a more equitable and compassionate society. "If the table is too small we make a bigger one." The course focuses on creating an environment where everyone feels valued, respected, and heard.

### *MAIN LEARNING OBJECTIVES*

Reflective attitude: the participant acts from awareness of one's own frame of reference with respect for the identity of others (children, parents, employees, external partners).

Culture education: the participant inspires and moves the children, their parents and the team to experience the connecting power of culture (educational activities) for themselves. He/she stimulates children to reflect on cultural experiences and encounters. He/she incites children to grow through culture.

Urban education: the participant actively applies his/her knowledge about urban education to create opportunities for all children in a metropolitan context and bears witness to a clear view on the social role of the teacher/educator.

### *METHODS AND MATERIALS*

Learning methods: Small group work, experiential activities, role-play, reflection strategies, peer review

Learning Materials: students use all materials as provided during classes by both teachers and peers, the material available on the electronic platform and the notes they make during classes.

## CONTACT PERSON

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