

In joint meetings and visits to various institutions engaged in similar work we observed mutual unevenness of curriculum and competencies of teachers. Also, between the individual states in Central Europe, even regions of some countries there are differences in age of children inclusion in organized forms of kindergarten and pre-school education, even more children do not enter the school system at the same age. All these are the reasons for the application of our network entitled: Educational systems in Central Europe with the primary purpose of setting a common framework of preschool and elementary school education in Central European states. There are two directions of evaluation of pre-school programs (kindergarten and pre-school) and the related study programs, same goes for elementary school programs. Selection and evaluation of best practices of early learning of the mother tongue and selection and evaluation of best practice of early learning of a second language (not-mother language or stepmother language). Quality assurance mechanisms which are based on pedagogical framework should cover the entire period of 0 years (where applicable) to school age. Native speakers in other countries / institutions are invaluable to us in the education of future teachers in kindergartens and pre-school with migrants or ethnic minorities, and will be one of the preferred groups of educators.

We should also point out that the high level of worth pre-school programs is very effective tool in the fight against socio-economic circumstances (social exclusion of minorities, migrants, the disabled, the poor).

Curriculum development must be based on children cognitive, emotional, social, physical needs, and considering the relationships and balance between cognitive and non-cognitive components.

Development of Joint Program is planned - interdisciplinary and multimodal program with usage of modern technologies (virtual classrooms, e-learning, remote learning) combine with the classic learning methods to overcome physical distance of partner institutions. Level of study is master (postgraduate) at first and latter evolved on to the doctoral degree if successful.

For now there are fifteen participants: Pedagogische Hochschule Karnten / Viktor Frankl Hochschule, Austria; University "Aleksander Xhuvani" Elbasan, Faculty of Teaching and Social Sciences, Albania; Palacky University, Faculty of Education, Olomouc, Czech; University of Sarajevo, Pedagogical Faculty and Faculty of Architecture, Bosnia and Herzegovina; St Cyril and St Methodius University of Veliko Turnovo, Bulgaria; Trnava University in Trnava, Slovakia; University of Pitesti, Faculty of Educational Sciences, Romania; University of Zagreb, Faculty of Teacher Education, Croatia; Faculty for Montenegrin Language and Literature in Cetinje, Montenegro; University in Osijek, Faculty of Education, Croatia; University of Sopron, Benedek Elek Faculty of Pedagogy, Hungary; State Pedagogical University "Ion Creanga", Faculty of Education Sciences, Moldova; Silesian University of Technology, University College of Social Sciences and Philologies, Poland; University of Tuzla, Faculty of Humanities and Social Sciences, Bosnia and Hercegovina; State University of Tetovo, Faculty of Philosophy, Macedonia and several others Universities/Faculties willing to join us in our efforts in future (Slovenia, Kosovo, Serbia, Czech, Slovakia, Romania, Bulgaria, Austria and Croatia) for year 2019/2020.

We plan more levels of network outputs: The exchange of students at two levels in two forms with the recognition of ECTS credits between institutions (through a joint commission - host institution and guest's institutions). This is the basic idea of the network - imposed on us is the expression of competence through credits in our systems of education are in some ways so different and there is a need to establish common frameworks to make this a reality and to function properly not just declaratively. Three levels of student exchange are: undergraduate, graduate and postgraduate. Two forms: short (six days or more) and long (three months or more). The exchange of teachers is also in

these two forms (short (week) and long (month or more)). For starters, we planned another joint workshop (fall 2019) which would be precipitated by all parties (all precipitants will be asked to nominate topics and lecturers and joined commission will select the most appropriate). Certainly, the most targeted students are PhD and postdoctoral students of our institutions who will be encouraged to the exchange in this context (as exchange students and lecturers where applicable). Their goal is, together with more experienced professors, to work out new methods, scientifically validate common pre-school and elementary school framework, find new interdisciplinary approaches of problematics and publish their results in scientific publications in joined institutional efforts (which will be especially encouraged).

We will begin with evaluating of the state of our institutions/countries and later expanded to other institutions/countries, analyse and evaluate (benchmarking, past and current PISA results, etc.), to be able to set up a common framework - to seize what is good in others and eliminate weaknesses.

The aim of the involvement of children in preschool/primary school programs is to provide children educational incentives, to build a base for future reading, writing and numeracy. Research shows that what happens in the context of pre-school institutions is of great importance for the further education of the child. Social inclusion is one good result and the other is a solid basis for entering primary school. One of the sub-goals of this network is and determine the relationship between pre-school success of children with later success in school through sociometrical research (both qualitative and quantitative) in a case studies in pre-schools and schools in our environment.

The issue is complex and delicate and require an interdisciplinary approach: pedagogues, educators, psychologists, linguists, sociologists, physicians, kinesiologists and others.

Finally, our goal is to exchange students (undergraduate, graduate, postgraduate, doctoral) and teachers and together build a common framework on which we could work on and grow on in the future.