

Beyond Inclusion

Early Childhood Education and Care in Hungary, Budapest-Józsefváros



**Józsefváros Joint Crèches, Budapest
ELTE Eötvös Loránd University
Faculty of Primary and Pre-School, Education, Budapest**

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Edited by
Angéla Bajzáth
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“To work together as a good team for a good team and for future generations, for better, in unison and safety, in Józsefváros, Jointly and in Confidence.”

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Dear Reader,

Can there be anything more important than our children's mental, psychological and physical health? Can there be a worthier goal than to work on the education of our children, to develop a community and a background of infrastructure for them where not only do they feel good but they also develop continuously thanks to expert professionals? Every family considers children's future to be a top priority, therefore the Józsefváros District Government is doing its best for parents so that parents could safely entrust their children to the teachers and carers working in our crèches. We are proud that the complex institution of Józsefváros Joint Crèches is characterised by responsible, loving and caring education build upon a scientific foundation.

Please accept this book, which shows a slice of Hungarian early childhood education in a new light. Familiarise with the work of our teachers and carers, and the approach which has the District Government is commitment and wholehearted support.

Budapest, 5th November 2017

Dr. Máté Kocsis
Mayor of Józsefváros

Introduction

The institution on which this book was written is located in Central Europe, in the Capital of Hungary, Budapest. District VIII is located in the centre of Budapest on the Pest side. The institution Józsefváros Joint Crèches consisting of seven crèches and a Sure Start Children's Centre (www.bolcsode-bp08.hu) is operated by the District Government. With 187 staff the complex institution provides day care to 492 children aged 0-4 in 40 groups.

In 2013 new management came to head the institute. As a result the organisation has been on a spectacular course of development for the past three years. New 21st century infrastructure enhanced information communication (for instance new computers, Internet, and website), energy related development projects (including replacement of doors and windows, insulation, and upgrading indoors lighting) supported cost-effectiveness; improvement of working conditions (building new modern play yards, sourcing new furniture, creating parents' waiting rooms, gymnasiums, creativity rooms, as well as offices and changing rooms) promoted efficiency at work. Creating an attractive child care environment of a high standard of quality and professional educational work has grown to be essential requirements. Management has put into focus high-quality education embedded into day-to-day care, a weekly order based on a harmonious environment and health-conscious diet and feeding, and mutual support between the institution and parents.

Support from the operator has also been crucial in the development process. District Mayor Dr Máté Kocsis and Deputy Mayor Zsófia Sántha responsible for human services are dedicated to promoting innovation in the district's crèches, and have granted professional trust as well as funds.

In Hungary, parents have access to earliest childhood care for their children from 20 weeks to 3 years in institutions named *bölcsőde* in Hungarian. Terminology and usage is not uniform in the English-speaking countries or across Europe and the same type of institution is called nursery, crèche or daycare, just to mention a few of the terms. In this book crèche and nursery refers to the same institution.

Budapest, 2018

Judit Koscsóné Kolkopf
Head of institution

Foreword

Angéla Bajzáth and Anna Bereczkiné Záluszi

This volume of papers is intended to acquaint early childhood education professionals, and all interested parents with the multifaceted and rich work of high standards of academics active in bachelor level pre-school education and early childhood teachers working in Józsefváros Joint Crèches (JJC) in District 8 of Budapest.

The authors joined forces in the context of the European Union-funded Multicultural Early Childhood Education (MECEC+) project and created a jointly thinking professional team with the goal of preparing a comparative analysis of early childhood education in three countries: Hungary, Italy and Spain. In the light of their experience acquired abroad, the Hungarian members of the team decided to share the achievements of the JJC projects, at the vanguard of early childhood education in Hungary, in the form of a comprehensive publication. Józsefváros Joint Crèches launched a complex development programme that necessitated careful planning and preparation with the participation of all stakeholders. Their goal is to provide education and care services of superior quality in every crèche of the district. This work requires not only raising awareness and the continuing training of staff but also carefully conceived “joint learning” involving every stakeholder including parents and the operator. In this book we present some of the stages of this exciting and edifying trip.

The papers in this volume address, in the spirit of unity of theory and practice, the areas where major achievements have been scored through persistent innovative efforts. Deployed in the context of team work in collaboration with academia, these efforts have been aimed at problem analysis, multiculturalism, organisational development and setting up practice-oriented professional communities on the one hand, and renewing the educational work in the crèches in District 8 on the other hand.

The papers report on recently implemented developments and innovations and contain the ideas of early childhood teachers, the head of institution and the dietician, each of them dedicated to crèche education and care.

The authors share hands-on experience that helps make early childhood teachers' work both multi-faceted and individual. A non-negligible goal of this book is to present best practices and serve as an example for institutions in and outside of Hungary.

History of the Hungarian nursery and the education of nursery professionals

Sarolta Darvay

Preface

In accordance with SZMM policy no. 7/2010. (II.19.) the Nursery Day is held on 21 April in every year, paying respect to the opening of the first nursery in Hungary, in Pest, founded by Pesti Első Bölcsődei Egylet (First Nursery Union of Pest). It means that the Hungarian nursery will be 166 years old on 21 April 2018.



Image 1.

The first nurseries were founded at around the end of the first industrial revolution, in the middle of the 19th century. The increasing demand for work-force expanded to women, too. The foundation of nurseries in Europe started in Paris, followed by Brussels, Copenhagen, Vienna, London, Milan and Pest. In the beginning the women of socially struggling families were forced to look for work in the industrializing Hungary. Nurseries endeavoured to substitute mothers with central care.

In the period between 1945–1970 nurseries had an important role due to mass employment of women and the necessity of improving the protection of mothers and childcare services.



Image 2.

From the 1970's until nowadays the operation of nurseries is characterised by preserving the social services function as well as meeting family needs.

This era starts from the foundation of the National Methodological Institute of Nurseries (BOMI) which is a particularly dynamic period of Hungarian nursery education. This period is characterised by the preservation and the further development of the social service function, the restoration of the leading social role of the family, emphasising the necessity of raising children together, a more differentiated (though professionally justifiable) adjustment to family needs, the utilisation of the findings of Hungarian and international research in the interest of children, and the appearance of social services. New methodological papers, professional concepts were born, professional qualifications

were improved, and the nurseries joined the international professional community. Further to nursery care, and supplementing it, different forms and services of day care for toddlers appeared from the middle of the 1980's (Nyitrai, 2015).

However, since 1985 the number of institutes and the capacities have been constantly decreasing. The decrease accelerated particularly after the system change. One of its triggers was the decrease in the number of children, the other one was the deterioration in the income of municipalities operating the nurseries, and the collapse of corporate social institutions (KSH, 2008).

The number of nurseries was the highest in 1979 when there were 71,911 toddlers at nurseries in Hungary. The bottom was in 2002 with 28,847 children. Since then the number of toddlers at nurseries has constantly been increasing (KSH, 2008).

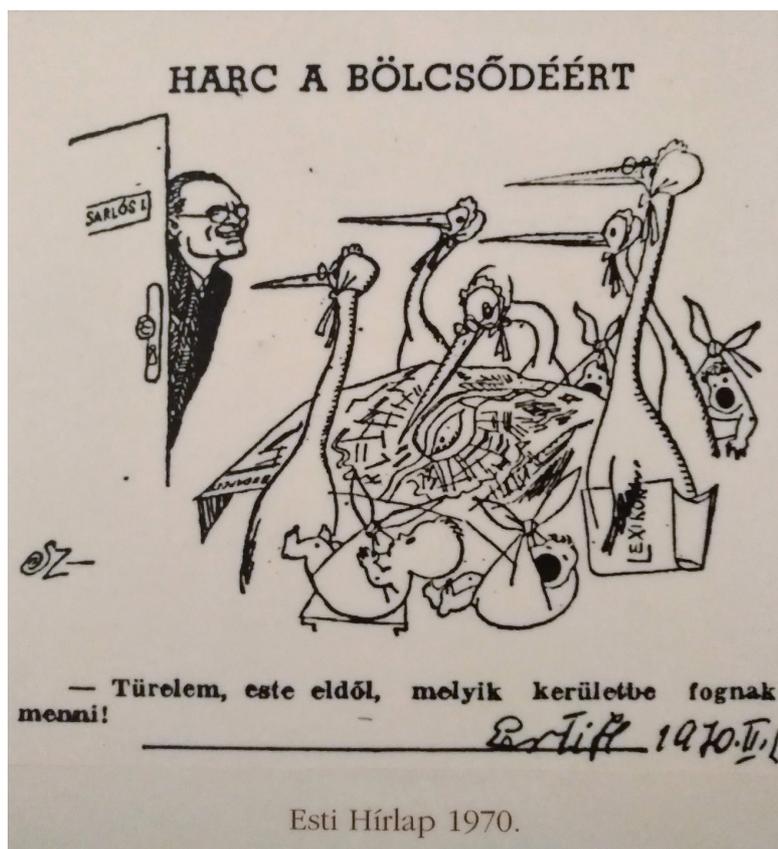


Image 3.

Fight for the crèche:

Patience, in the evening will be decided which district you should go!

Day care of children – European principles in the first decades of the 21st century

In 2002 the European Council agreed at its meeting in Barcelona that, latest by 2010, within the scope of institutional childcare, full-time daycare is to be provided to at least 90% of children over 3 years of age but still not in school age, and to at least 33% of those under 3 years of age.

High quality education at early childhood (nursery, kindergarten) has a privileged role in increasing equality in education and in compensating disadvantages, and an indirect role in reducing the number of those who fall out of school too early or live in poverty. In the field of education and nursing at early childhood the proportion of cases yielding a return on the investment is the highest in the case of those with disadvantages.

In the EU member states childcare in the fields of care (or education) and nursing is characterised by diversity. The Europe 2020 strategy provides opportunity for a harmonised, integrated approach.

Services related to early childhood education and nursing are to be designed and executed in a way that, all needs (cognitive, emotional, social and physical) of children must be met. These needs are different from those of elder, school age children. Acquiring non-cognitive skills (i.e. perseverance, motivation, being interactive) in early childhood is crucial to successful learning at later stages and to the successful social engagement. Therefore the contents of the applied syllabus in early childhood education and nursing have to cover not only the cognitive learning but also the wide range of socialisation and non-cognitive aspects.

I.e. care and education must be integrated, regardless of whether or not the system of early childhood education and nursing divide into two stages (child-care from birth to 3 years of age and kindergarten education from 3 years until school age) or covers all ages from birth to school age in a uniform structure” (Publication of the Commission: “Education and nursing of children at early childhood: to substantiate every child’s future” COM (2011/ 66.3).



Image 4.

The high quality and receptive early childhood education and nursing, covering everyone and available to anyone, obviously can only partly compensate the disadvantages suffered in a family. For disadvantaged children it is only possible to achieve the long-term, positive effect with a comprehensive strategy, working together with other initiatives of other policies (healthcare, housing, employment, etc.).

The foundation of high-quality, early childhood daycare services can be provided together by the factors as follows.

The education of nurses must be aligned with the education of kindergarten teachers. The international tendencies consider early childhood age (0-7 years) as a whole, in consideration of professional principles, practices and central coordination. The implemented higher education programme should provide higher reputation and wages for industry professionals. The development of common professional principles and methodology is imperative for any form of early childhood care. A complex approach (cooperation with other organisations dealing with children) is crucial amongst professional principles as well as the cooperative work supporting the transitions across the lifespan. The approach of “continuous learning and self-development” is expected from

educators and nurses in the daily work. Further to the traditional professional trainings it is essential to have a professional supervision within the institutions. A uniform measurement-evaluation system should be developed, including the evaluation of changes in the complex (covering all areas) competences of children, and the detailed registration of the professional work (Surányi and mtsai, 2010).

Substantial changes in daycare of children in Hungary

As of 1 January 2017, as the result of the amendment of the child protection act (GYV, 1997), the daycare of children was substantially transformed. As per the act the childcare for those under 3 years of age must be organised within the scope of nursery services, and for making this possible to be implemented, different forms of care services were developed that were more flexible than the earlier services. The aim of the amendment was that, these new forms should provide such daycare services for children that take the child population of communities and the employment conditions into consideration (EMML, 6/2016).

These services can be provided by standard nurseries, “mini-nurseries”, workplace nurseries or family nurseries. Further to that, daycare services for children at or over 3 years of age, and the alternative daycare similarly as it was before, complement the range of the offered daycare services (KSH, 2018).

Before the statutory amendment it was compulsory to organise nursery services in communities of more than 10,000 inhabitants, but from 2017 it is a compulsory task for municipalities of every community where more than 40 children under 3 years of age live, or where there is a demand for the service in relation to at least 5 children. The statute gives time to perform this obligation and to create the appropriate conditions until the end of 2018.



Image 5.

According to the data from KSH, in 2017 the number of children registered at the 4 types of nurseries and at the daycare services for children was 44,896. 2% of the registered children were in need of special education, whereas the number of disadvantaged or severely disadvantaged children was more than 1300 (KSH, 2018).

Due to the substantial expenditures in recent years, and the prioritised governmental support of this field, the coverage is at approximately 16%. This, however, is still way behind the 30% target. A significant step forward is only expected if longer term the capacity and infrastructure development of the institutions providing daycare remains a priority, primarily in those areas that are without service.

In line with the quantitative development of the service the qualitative side is also an important issue. The primary factors defining quality are the qualification of professionals and the development of knowledge related to this field of practice. The perspective in this field, on one hand, may be the uniform expectation of high quality education, and on the other hand the increasing intensity of research regarding early childhood, which would also substantiate the high quality education.

Educating professionals taking care of toddlers (0–3 years of age) in Hungary

The high quality early childhood education and nursing yield only in the long run, therefore ensuring a high service standard is as important as its accessibility and affordability.

Professional competences of educators and nurses play a substantial role in the quality of early childhood education and nursing.

In the field of early childhood education and nursing there are basically two types of practice in Europe. The first one is a divided system where educators attend to children over 3 years of age, and professionals with other qualifications attend to those children that are younger than 3 years. Pedagogy qualification is at least BA level, whereas the other qualifications are usually from lower level education. In the other approach teachers with same qualification deal with children up to 6 years of age, in different institutional frameworks. It is generally a typical endeavour that, those working in childcare and dealing with children until school age, should complete at least a 3 years long undergraduate course.

There is a major difference between countries in a sense that, to what scale does the education specialise in the age of early childhood, and to what scale do theory and practice align.

In Hungary a substantial development curve is clearly visible in the field of educating nursery professionals.

There has been professional education on multiple levels for caring and nursing children between 0-3 years of age. In the 1950's and 60's healthcare and nursery education took place in the scope of skilled worker education and secondary school education. From 1975, those who chose this profession attended basic healthcare courses, or a 10 month course if they had secondary education, primarily while working as a nursery nurse. In this period the care-taking and healthcare factors dominated the professional care of 0-3 years old children, therefore the education of childcarers belonged to the framework of secondary education (Gyöngy, 2014, Podráczky, 2015, Nyitrai, 2015).

The approach focusing on the unity of education and nursing started to strengthen gradually from the middle of the 70's, where further to the principles of nursing required to healthy physical and psychical development, the topic of education and the contribution to the social wellbeing of the child and its family, the support of the functioning family became important. At that time the unity of education and nursing prevailed only with a strong emphasis on nursing, the educational aspects were limited to situations related to nursing.

In order to satisfy the increasing requirements in terms of professional nursing, in the beginning of the 1990's a 2 and 3 years long, post GCSE education supported by the World Bank was started, and in the second half of the 90's the NQR (National Qualifications Register) accredited nursing course was started. After that, for the initiative and with the cooperation of the National Methodological Institute of Nurseries dealing with nurseries, nursery education and nursing, the Faculty of Primary and Pre-School Education of the Eötvös Loránd University worked out the accredited "Infant and Early Childhood Educator" higher education programme and submitted it for approval. The development of this programme was under the coordination of the Ministry of National Resources.

In accordance with decree no. 1999/6/VIII/2. dated 4 July 1994 of the Hungarian Accreditation Committee the Infant and Early Childhood Education programme was stated to be a higher education vocational training.

The development of the programme was preceded by working out a two-level education system and a questionnaire-based research amongst nursery directors and nurses. These were related to the colleagues at the National Methodological Institute of Nurseries (Mátay, Stróbl és Nyitrai, 1996).

In the next step, as part of the award of contract of the HEFOP tender in 2005, the professional reconsideration of the higher education accredited "Infant and Early Childhood Education" major took place. (Tender no. HEFOP-3.3.1.-P-2004-09-0150/1.0 on "The structural development of teacher training"). The main candidate was the Faculty of Primary and Pre-School Education of the Eötvös Loránd University.

One of the most important characteristics of the "Infant and Early Childhood Education" major is that, it is integrated into the so called Bologna Process in higher education. The major's structure, the subjects' contents and compat-

ibility with each other satisfied the requirements of credit transfer prescribed by law. The Bologna Process made it possible for students to enter different education systems compatible with each other.

In 2013 the higher education vocational training went under the regulation of the Higher Education Act. The name of the qualification was Degree in Infant and Early Childhood Educator Assistance. The major's last course was in 2016/17.

Infant and early childhood educator, undergraduate major

In 2008 a new undergraduate major was added to the Hungarian teacher training programmes. This was when the Infant and Early Childhood Educator Bachelor's (BA) programme application was approved in teacher training. The opportunity to obtain a higher level professional qualification in this field of practice was remarkable even in international comparison.

The name of the undergraduate major is: Infant and Early Childhood Education

Obtainable qualification level on undergraduate major and the name of qualification on the certificate:

- qualification level: Bachelor's (BA) degree
- qualification name: Infant and Early Childhood Educator

Scientific field: teacher training

Course length in semesters: 6 semesters

Number of credits required for Bachelor level: 180 credits



Image 6.

The ministry (the Childcare and Youth Care Division of the former Department of Labor) absolutely supported the endeavour that, professionals working with 0-3 years old children in nurseries should possess Bachelor's degrees in higher education.

The obtained knowledge can provide better social status as well as higher professional quality. In accordance with nursery principles it also indicates the reformation of the profession in the sense that, it puts the emphasis on educational, development and socialising activities and not on nursing (Bimbó, 2015).

From 2012 the use of term of "nurse" in Hungarian was changed to "child educator", indicating the paradigm shift in childcare, i.e. reflecting the unity of education and nursing.

The diverse ways of education in the profession (qualifications obtained in the fields of healthcare, social services, pedagogy) mean differences not only in the educational levels but also between different industries, i.e. different priorities will prevail in the service (Podráczky, 2015, Nyitrai, 2015). Nowadays it is possible to obtain a nurse status with qualifications achieved on different educational levels. According to the new regulation promulgated in January 2017 the aim is to employ nurses with at least BA level qualification at nurseries and "mini-nurseries".

The educational and qualification requirements of the infant and early childhood educator undergraduate major were worked out after joining the European Qualifications Framework for Lifelong Learning (EQF) in 2008. This framework distinguishes different educational levels in particular educational fields (Government, 2008). The educational framework is "outcome-oriented", it registers the typical training and outcome requirements of the particular educational level (Derényi, Vámos, 2015, idézi Gyöngy, 2015). In terms of the particular qualifications (EMMI, 18/2016) these are regulated by EMMI decree no. 18/2016. (VIII. 5.).

The training and outcome requirements indicate four categories: knowledge, skills, attitude, autonomy and responsibility. The scientific fields, the fields of practice, are the theoretical and practical perspectives of pedagogy, psychology, social science, IT, health science, institutional early childhood education at nurseries, development assistance and the methodology of nursing.

In consideration of the optional specialisations it is possible to obtain specialised knowledge in some areas related to the potential fields of practice, or to the position, or to the further education of the infant and early childhood educator (institutional childcare, innovations in childcare, supporting education at home, child protection, educating children in need of extra attention, artistic education in early childhood, early childhood and foreign languages, inter- and multicultural education).

The group work and the individual institutional practices, and evaluating, documenting them, and the related field work, all form part of the professional practice.

It indicates the popularity of the major that, in 2016, amongst those applied to higher education in Hungary, and marked this major on the first place of choice, this course was in the top 10 in terms of popularity (Felvi, 2016).

The teachers' career path scheme was extended from 1 January 2016 to those nurses, professional consultants, special education teachers, psychologists who, further to their basic professional qualification, also obtained higher education qualification, i.e. a degree.

In 2017, out of 7000 professionals working amongst cca. 11,000 nursery employees, approximately 1000 people were affected by this measure countrywide.

A booklet detailing the teachers' qualification system was published, and its content meets that of the national core policies on Nursery education and nursing, with particular attention to the sections on the tasks of nursery education, the most common situations of nursery education, the peculiar conditions on the execution of nursery education, and the methods and possibilities of family support (Útmutató, 2016).

Final considerations

A new interdisciplinary science is in development, the early childhood neuro-pedagogy, which was born out of the discussions of the findings of early childhood neurology research, the theory of the physiology of the nervous system in early childhood, and the pedagogy of early childhood (Wasserman, 2013, Battro, 2013).

The affectionate and professional, i.e. scientifically substantiated education, is for establishing a happy and satisfied human life (Diamond and Hopson, 1999, Evangelou, Sylva and Kyriacou, 2009). In the long run a society can only be competitive if it considers the family, the parental and nursing work as core values, and if it can raise mentally and physically healthy generations. I.e. the high-quality early childhood education enjoying priority in every aspect is not only a pedagogical but also a social question. The necessity and pay off of programmes ensuring a healthy development in early childhood is undisputable (Shore, 1997, Sousa, 2010).

The Hungarian social, economical, demographical changes reinforced the endeavour of nursery services that, the principle of education and nursing should be prioritised. In 2008 a new undergraduate major was added to the Hungarian teacher training programmes. This was when the professionally supportive Infant and Early Childhood Educator Bachelor's (BA) programme application was approved in teacher training. The opportunity to obtain a higher level professional qualification in this field of practice contributed to the social and professional reputation of nursery professionals.

As of 1 January 2017, due to the amendment of the child protection act, the daycare of children was substantially transformed. The aim of the amendment was that, the new system should provide such daycare services for children that take the child population of communities and the employment conditions into consideration.

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Intercultural practices in early childhood teacher training

Angéla Bajzáth

Pedagogical requirements of diversity

Education and nursing is particularly effective and efficient if it is done by the application of differentiated methods appropriately tailor made to the different skills and aptitudes of children. Furthermore, statutorily regulated public education has to be provided to students with different linguistic-cultural backgrounds (Allen and Cowdery, 2014).

Issues related to these groups with special educational needs appear across Europe in different forms. In Hungary the education and nursing of children of minorities also has prioritised attention. In this section we will discuss the possible integration of migrant children also represented in our country, the prevailing statutory regulations in force, the relevant ideas of this topic, the continuously developing and reforming pedagogical experiences, and the structural and methodological possibilities appearing in early childhood teacher training (Mrázik, 2017).

The aim of the intercultural education is that, it should be able to provide peculiar support in consideration of the special educational needs of children, and as part of the general education. Another important condition of educational efficiency is that, those affected by intercultural education should experience the supportive educational and institutional impacts from early childhood until the integration into adult life. The reliance on intercultural education usually comes together with the difficulties of adaptation to the environment. Therefore children and their parents need supportive treatment in every area of integration, and institutional support that considers their physical and mental state (Spodek and Saracho, 2014).



Image 1.

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (Declaration of Human Rights, Articles 1. and 26.). The Hungarian law reflects this spirit.

Special educational needs are determined in accordance with pre-defined categories in the Czech Republic, France, Germany and Hungary. In Greece, New Zealand and Switzerland disadvantaged students are also classified into this category. In Switzerland non-native speakers are also in this classification. In Spain and in Turkey, just like in Hungary, talent management is defined as an educational and nursing requirement that needs particular attention. In Canada the definition of specialised educational needs is based on the conditions that are required to the solution of issues arising during the educational and nursing process. The most important characteristic of the reliance on multicultural education is the unsuccessful average education, the failure, the obstruction, the limitation, the impediment (Kucirkova and Co., 2017).

In order to be able to establish a common professional language, it is a good starting point to clarify some terms, such as enculturation, multiculturalism, migration, prejudice, stereotype, intercultural education. For this purpose the preparation and awareness training towards the topic starts already at the teacher training stage.

Migration is a word of Latin origin, it can be domestic or international migration across countries. International migration has two types, voluntary migration and forced migration. A characteristic of forced migration is that fundamental personal factors become intolerable and it forces people to leave their home. Compulsory school age is regulated by law. “In accordance with the provisions of the public education act, all students admitted to school are entitled to the same treatment as that of Hungarian citizens. Therefore any disadvantageous differentiation in public education is prohibited, with particular attention to the skin colour, gender, religion, nationality, ethnical or social origin, financial situation, age, lack of or limitation in legal capacity, birth or other situation of the child or its relatives.”

Migration is the migrating act itself, and migrant is the person who tries to settle in another country by leaving its population and living environment behind. We do not intend to analyse domestic migration in this section. Further to the definition of terms, understanding the legal background and statutory regulation is also of significant importance. Experience in the terms and the regulations is substantial in the professional work of teachers, since this is the only way they can appropriately interpret the supportive educational environment and its establishment (Lastika and Lipponen, 2014).

Due to the historical background, those coming from east have a different category in the professional language, since sometimes for them our country is a country of transit. They envisage their future west of us. With regards to the length of stay, the compulsory school age of minors arriving to our country, should they be entitled to institutional care, is regulated by the public education act. This must be observed by the parents, teachers and children, and the arriving families should get an appropriate professional support from the institutions of the hosting countries in order to be able to continue the education of their children, despite the substantially changed conditions. Though the number of foreign children is not high in our country, compared to that of Western-European countries, however it is prescribed by law that, they should participate in education with the same conditions as native Hungarian children. To achieve this, teachers and other professionals dealing with children need substantial preparation (Golyán, 2016).

In Anglo-Saxon language the term “interculturalism” became common, whereas in German language areas the “multicultural education” is more widely in use. By intercultural education we mean that, at least two different cultures interact with each other during everyday interaction in a way that, they also

influence each other on a group, national or international level. In Gregory's interpretation multiculturalism is that, different cultures live together and understand each other in the same society.

Understanding the theories of subcultures, the social learning, the labelling helps us to understand that, we should not discriminate an individual, a group or a phenomenon based on stereotypes (Gregory, 2017). The point of integration is that, different cultures live together under the same law in a way that, they accept the law on individual as well as on group level, they respect it, and for that to be possible it is crucial to make compromises. The aim of multiculturalism is to implement this as much as possible. In national literature we can find both terms of inter- and multiculturalism.

Multicultural contents appearing in education

In order to be the integration of foreign children successful, the opportunity of socialisation must be provided to them by all means available. By analysing international experiences and methods we can find some good examples for this promotion of social inclusion. The teacher training is still far from prepared for this new task, the teachers' society still needs much more professional and methodological support for the high-quality professional work. At this stage it is mainly up to the motivation of the educator that, what sort of education will the arriving child receive at the particular institution.

How and how much is a teacher prepared right after graduation? How experienced is it in the culture and past of the arriving child? How can it get rid of or handle its prejudice? We have to consider these questions during the planning of the pedagogical work and the early childhood teacher training programme.



Image 2.

The pedagogy courses of most of the institutions do not include the topic of the integration of foreign children. While studying the literature and the good international examples we can see that, we can find useful examples and methodological practices to take over from Austria, Sweden (i.e. we can bridge linguistic difficulties by picture cards or info cards, and gradually progress to a level where the student can already study in its own age group on the local language).

We use progressive pedagogical methods in teacher training, such as compensatory, cooperative and liberal education, where prevailing children's rights is above all. Such is the creation of group and community situations while working together with families, i.e. strengthening the social contacts while reducing prejudice. While working together with families it is necessary to liaise with the professional environment, i.e. the professionals working at support services and the institutions. These principles appear as social constructs during the planning state of the pedagogical work. Teachers can listen to well-proven methods at seminars, and also they can apply these not only on migrant children but also regarding the gypsy minority (Kucirkova and Co., 2017).

How can a teacher plan the integration, to be it as efficient as possible, and how can it involve its colleagues in the process? How can a teacher prepare a hosting group (children and colleagues)? How can it plan the partnering relationship with the migrant parents? What are the methods it can choose from to overcome language barriers. Together we have to look for the answers of these questions in early childhood teacher training, and prepare the teachers for high-quality professional work in a swiftly changing environment.

Intercultural education is also a difficulty for the teachers' society because previously we have experienced only a few examples in institutional practices. Earlier, in the 70's and 80's, the integration of children coming with their families from Romania or the other neighbouring countries was not a huge problem because their native language was Hungarian and they did not have big differences in their culture. The next larger wave of migration was in 1991-92. There were 48,000 asylum seekers in Hungary from the former territory of Yugoslavia.

Refugees lived in refugee camps and around them in larger numbers. The majority of the families did not speak Hungarian. They were Croatians, Bosnians, Serbians, Slovenians and Albanians. A primary school was operated in Nagyatád where teachers taught in accordance with the Croatian syllabus. A Bosnian school was founded in Harkány to support the arriving people. The Croatian Minority Ethnic school in Pécs admitted 250-300 children in a way that, they did not integrate them into their school system but the children were educated by teachers who were refugees themselves. For children from Greece or of Greek origin there is an afternoon school in Hungary operated by the

Greek Minority Municipality¹. Two secondary schools from Eszék transferred their seats to Hungary, first to Nagyatád, then to Kaposvár. These were alternative solutions and due to the fact that, the number of child refugees decreased, these institutions were closed. Those who stayed were transferred to Hungarian educational institutions (Balogh and Császár, 2017).

An equal relationship between teachers and parents is determinative in the socialisation, the educational success and life skills of the children. For the teachers it is important to introduce the different habits, cultures and behaviours as values to the hosting group. The other important task is to prepare the parents' community of the hosting group. "Intercultural learning may be successful if we can reduce the sensible distance between cultures and strengthen our sensitiveness towards others.

The larger the distance is between cultures, the more professional knowledge we need in order to support the intercultural learning under planned and organised circumstances." The educational institution, the teacher itself also becomes a "student" by way of trying to give adaptive responses to different impacts coming from the environment. Only a paradigm shift in stereotypes can make a major change, and achieving this is a long process.

According to the literature of bilingual education it is necessary to apply outstanding processes in the education of foreign children, since the education is not on the child's mother tongue or any language they know well. Native teachers and differentiated education can help the children to catch up, integrate and learn the language. If the child's mother tongue is different from that of the hosting group, it may cause serious integrational, learning, uncertainty and bullying problems. The difficulties of learning the Hungarian language is also due to its agglutinating characteristic, so for those who have a similarly agglutinating language (Turks, Koreans, Japanese, Mongols, Finns, Estonians, Samis) it is easier to learn Hungarian. For them the intonation and pronunciation is more of a problem. Students with non-agglutinating mother tongue need to fight with language difficulties from agglutination (lack of grammatical genders, conjugation of articles, sentences with nominal predicates, etc.)

¹ The webpage of the primary school in operation of the Greek Minority Municipality: <http://mgoo.hu/manolisz-glezosz-12-evfolyamos-kiegeszito-gorog-nyelvoktato-iskola/> (downloaded: 18.03.2018)



Image 3.

Migrants arrive with psychical burdens, torn out of their environments, no matter what the motivation of migration was. While experiencing cultural grief acculturation appears, and its worst outcomes are segregation and marginalisation. Instead of assimilation, the most ideal is the integration for the individual as well as for the host society. For the child the most important thing is momentum, the way it gets a reception at the institution (Lastika and Lipponen, 2014).

In institutional practices it is typical that, children with intercultural educational needs are admitted without understanding their typical characteristics and culture, and then it is expected from them “not to stand out of the crowd” and to perform similarly to the others. This practice expects the child to adapt to the level of other children. The teacher does not change its educational practices if it faces a problem, it does not look for the solution, the problem solving will be almost completely the responsibility of the child or the parent. This type of integration is particularly difficult when a teacher is strongly performance oriented, it does not have or hardly has differentiation amongst its methods, and orients only towards Hungarian children in its daily practices, i.e. expressed or tacitly, but it is disturbed by children coming from a deviating sociocultural environment, no matter if they are different or outstanding in something. Accordingly, the educational set of tools is not diverse enough, the deficiencies in the intercultural skills of teachers cause direct difficulties at the institution.

What are the conclusions of this?

At this stage it seems that, on one hand, compared to the end of the 1990's, the number of asylum seekers coming from the neighbouring countries has significantly decreased by today, and on the other hand, those coming from far countries have different educational needs, and the institutional difficulties due to rejection and lack of capacities and competences have deepened. Nowadays the institutional difficulties come not only from the different socialisation and psychical problems of the arriving children, but also from the lack of language knowledge and intercultural competences of teachers.

Teachers have to prepare themselves for establishing and maintaining an equal partnership with migrant children and their parents, collecting information regarding their culture, religion and ethnicity, and developing intercultural competences. Social workers, native teachers, pedagogy assistants help the communication between the families and the school, and together with the host institutions they aim to support the integration by different programmes.

By summing up these studies it is good to keep in mind that, the success of children in public education is in substantial interest of everybody, and the successful education is the main responsibility of teachers. “It is totally irrel-

evant where they come from, and totally irrelevant what they know. They came here to develop and our task is to help them to achieve this. That is why we are here” – wrote a kindergarten teacher of a migrant child.

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Firm steps towards developing a multicultural organisation

Angéla Bajzáth

Creating an early childhood educational environment that is inclusive for teachers, children, parents and society alike is not easy as each early childhood community is unique. Our perception of inclusion is that in an inclusive community every member feels they belong, that they are valuable members of the inclusive group (Sapon-Shevin, 1996). In Hungary there are regulatory mechanisms supporting inclusion at the level of documents but it is up to each institution to devise the way in which it is the most capable of implementing inclusion. Even the most supportive social environment is faced with challenges when it has to find the best solutions at a local level. In order for children to become empowered, competent and confident adults who are ready for life-long learning and able to advocate for their own interests they must be made to feel and know that they are useful members of society (MOE, 1996a, 1998).

To design support that creates the educational environment necessary for social changes institutions must be able to provide real support along clear guidelines and with conviction to teachers, parents and communities involved in the development process.



Image 1.

The management of Józsefváros Joint Crèches recognised that without an organisational development based on the concept of multiculturalism some of their work invested in the process could remain tilting at windmills. Caring for children, being able to develop an ever better and more supportive environment is inconceivable without the involvement of parents and the local community.

The real question is not whether we need complex thinking about development but what the most optimal solutions would be, taking the given circumstances into consideration. How to create an institutional environment that is capable of effectively support common thinking amidst differing cultural traditions.

Familiarity with globalisation theories, diverse cultures and cultural interactions should be an essential part of high-quality educational work. By being increasingly active participants of the restructuring and revival of cultures and aware of cultural environments outside of our own we gain a more complex picture of the world around us.

Organisations are under constant pressure of innovation and this does not always allow enough time for users to adequately join and stay within the development process. To avoid this, organisations should themselves identify problems and design adaptive solutions.

But what does multiculturalism mean in early childhood education? What should be the direction of organisational development planning?

Multiculturalism means cultural diversity; the provision of environmental elements aimed at embracing cultural diversity as a value. This framework of thinking comprises three approaches:

- Melting pot – traditions are amalgamated into a new culture;
- Monoculturalism – assimilation of minority cultures and dominance of the majority culture;
- Multiculturalism – the emphasis is on preserving particular cultures and traditions. (Due to the limitations of this paper the first and second generation cultural theories will not be analysed in detail.)

Some researchers of multiculturalism (Giddens 2000, Nadrag and Bala, 2014, Barrow and Keck, 2017) are of the opinion that there is no basis for a debate on globalisation because current social processes are not different from past ones.

Another group of researchers (*Alonso and Manuel, 2017*) argue that mobility takes place at a much higher level than earlier, and the nations lose some of their ability to independently influence social events.

The effectiveness of early childhood education is obviously closely connected to wider social characteristics; moreover, the educational methods promoting adaptability and providing effective support should also be taken into account. The stakeholders involved in the development of JEB's educational methodology have taken careful stock of the district's capabilities and developed possible solutions whilst aware of the changes in progress. The fact that childhood determines future life chances is not a new paradigm.

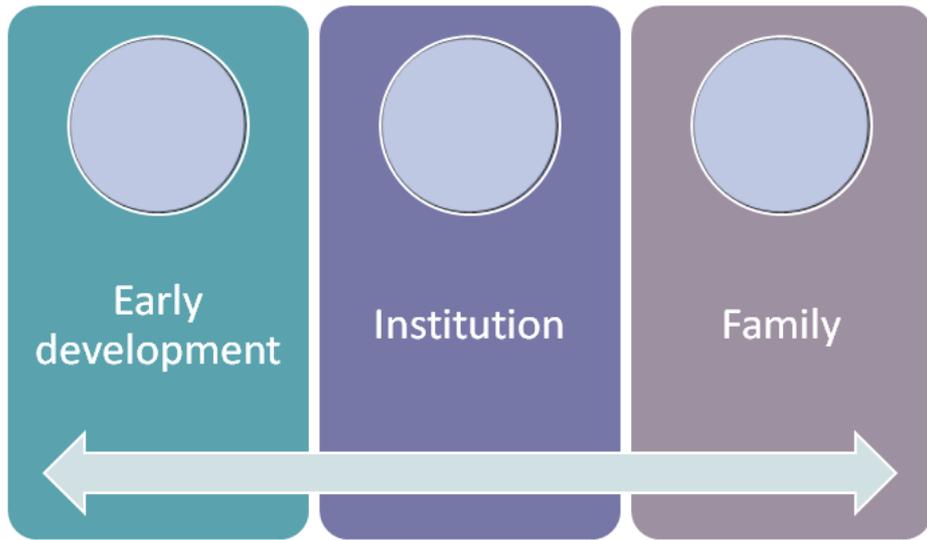


Figure 1. The union of early development and institutional and family-based education

The preliminary experiences of early childhood educators were processed in the form of workshops. Awareness of these experiences is important because they basically determine educators' attitudes to difference, to ethnic groups that differ from their own (Spodek and Saracho, 2014).

When exploring educational support, different approaches of trained and untrained carers of young children are worth distinguishing. Based on their reports, early experience is driven by curiosity about the unknown, by the desire to understand and process physical differences, colour and prejudice.

Headed by Judit Koscsóné Kolkopf, the planning of organisational development was primarily focused on identifying problems as accurately as possible on the one hand, and devising steps closely related to the problems on the other hand. This process will be described in detail in the chapter In-house Training Group. The goal of the cooperation was to link developmental work to initial and continuing teacher training, with a view to the sustainability of outcomes.

In-house training as well as organisational and capacity development of the institutional background of supporting and parents' organisations was implemented through operational goals. Goals included, *inter alia*,

- Expansion of knowledge banks and capacities required by teachers involved in higher education and for the enhancement of the quality of training and related development;
- Coordination of cooperation between early education and care institutions and higher education institutions;
- Mapping the knowledge and experience of staff in early education and care institutions; identifying the required competences.



Image 2.

Multicultural developments gave rise to programmes created by a professional community which were in conformity with educational competence models and also met training requirements. Enhancing and enriching methodological culture and organisational development training aimed at promoting awareness were based on the principle of coexistence and acceptance. The workshops were aimed at identifying service components in particular areas of cooperation, while in other areas (for example in liaising with parents) the goal was to develop methods that could be directly implemented in practice. In JEP, the organisational development efforts have resulted in the renewal of educational work and have deepened work in certain fields of education and care (see the chapters on literature teaching and nutrition).

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Unified Nurseries of Józsefváros – Sure Start Programme / Sure Start Children’s Home

Judit Koscsóné Kolkopf

Before introducing our children’s home, I think it would be practical to introduce the history of the programme and its Hungarian adaptation process. I think it is also important to introduce its unparalleled necessity and possibility to offer social inclusion in some legal context.

History of the Sure Start Programme

In the last years of the 20’s century the child protection practices of the developed Western countries went through some significant changes. Different forms of early childhood care were in the centre of attention (Herczog, 2008). While earlier the aim was to protect the child from every hazard at all costs (i.e. removing into care), in the 1980’s and 90’s this was changed to the priority of family, as the demand of strengthening the basic social unit. (Bányai, 2004)

Due to this paradigm shift in legal regulation, in the approach and generally in the profession, in 1999 in England a response was developed for tackling the issue of child poverty, where a preventive and therapeutic programme was worked out for children suffering any sort of disadvantage, with the aim of early skill development. This programme started with absolute support from the English government, with gradual implementation in disadvantaged areas, in consideration of the whole child protection institutional system, and nowadays it operates at more than 3600 locations (Sure Start Programme Offices, 2002, notebooks 1-5). The name of the programme was Sure Start. (Koscsóné, 2015.)



Image 1.

Hungarian adaptation of the Programme

In 2003 social processes after the system change collectively led to a government decision that, the Sure Start Programme should be implemented in Hungary. A work group was set up at the Ministry of Healthcare, Social and Family Affairs with the task to adapt the Sure Start Programme in consideration of the English programme and the Hungarian peculiarities, i.e. to start a pilot scheme. The next two years' experience was necessary in order to be able to spread the initiative countrywide and to establish the first Sure Start Clubs, then 6 years later the first Sure Start Children's Homes were opened within the framework of TÁMOP 5.2.2. tender. In a multi-year long process the local core principles and targets were also defined.



Image 2.

Justification of the Hungarian implementation

To answer the question why does it mean a chance to implement this programme in Hungary, a theoretical answer may be that, as defined by the XXXI. Act (Gyvt.) of 1997 on child protection and guardianship relations, children's and parents' rights partially prevail in practice.

As per 6.§ sections (1), (4) of the Gyvt.: *“every child has the right to grow in a family environment that ensures its physical, intellectual, emotional, moral and healthy development and wellbeing” “...has the right to be protected against such environmental and social impacts, and unhealthy substances that are harmful to its development”*

Social disadvantages that cumulated after the system change, due to inevitable social processes, were regenerated year by year and unfortunately have not been reduced in the last 25 years.

On the countryside, in low populated communities and in impoverished, often segregated districts of our cities the disadvantages appear aggregated, by intensifying each other. The problems caused by poverty are further loaded by economic and geographical isolation. For new generations growing up in these areas breaking out of the poverty trap has become almost impossible.



Image 3.

Family support systems in smaller communities, often due to the lack of professionals or other factors, function only on a minimum level (Bányai, 2006; Szomor, 2006). Children of dysfunctional, fragmented or single parent families, generated by metropolitan isolation, do not always have access to services they are entitled to, that are otherwise well-established in cities. In such cases there is no opportunity to recognise the lagging development, hence those necessary early developments that are the most effective between 0-3 years of age do not take place, particularly in case of deprived children.

Unfortunately poverty, low education, psychical / material deprivation, bullying, and the related damage to health in families with children generate such environmental and behavioural patterns, that do not or hardly ensure the possibility of optimal development for a growing child. Children born into this sociocultural environment many times lag behind other children of the same age, they attend compulsory kindergarten and school while growing up in social and intellectual poverty.

One of the main tasks of the programme is to cooperate with parents expecting a baby or already raising a child / children in order to reach this goal:

“Disadvantaged children and children with multiple disadvantages have the right to receive increased help to overcome conditions hindering their development and to increase their chances” (Gyvt. 6. § (2a)).

For disadvantaged children, further to ensuring equal accessibility, another key condition to incentivise equality is that, supportive steps and services

should be designed and implemented which reduce their existing disadvantages and improve their chances of success at school in the future. Ensuring and incentivising equal opportunities are not to be mixed up or substituted with each other, these are well distinguished terms that are setting such targets that complement each other. Ensuring equal opportunities is usually a passive act that opens up something or makes something possible for the protected group. Incentivising equal opportunities is an active act and its result is that, the members of the protected group are able to take the opportunities provided for them. Equal opportunities prevail only if both goals are achieved in the same time, the particular protected group becomes a real participant.²

Children are vulnerable, they need the protection, care and love of adults. They need safety to survive, to have a healthy development, a joyful childhood and to become active participants of the society in the future. This right is declared by the United Nations Convention on the Rights of the Child (1989).



Image 4.

The primary goal of the Sure Start Programme is *“to provide the best possible chances to develop skills and abilities, as early as possible, for those children who*

² <http://www.nefmi.gov.hu/kozoktatas/eselyegyenloseg/kozoktatasi-090803>

live in the greatest poverty.” (excerpt from Government decree no. 1195/2009. (XI.20.) on the “Let it be better for children!” National Strategy).

“The children have the right to receive help to be raised in their own families, evolve their personalities, avert situations jeopardizing their development, integrate into the society, and establish their independent life” (Gyvt. 6. § (2)).

“Should there be a deviation between age characteristics and the development of a particular individual, then we can say it is insufficient or delayed development” (Szomor, 2007. 21). In case of children born immature or with minimal developmental disorder or delay due to environmental reasons, early recognition is essential because this way it may still be possible to catch up with the developmental processes.

Difficulties and delays are already recognisable in infant and toddler age. In consideration of successful development of the later stages of children’s life, it is essential to provide professional support in the earlier stages of their life because this can substantiate their educational success.

Supporting the early development of toddlers must be two-way. On one hand it has to be direct, towards the child, and on the other hand it has to be indirect development, transferring parental skills and knowledge to the parents, within the scope of cooperation. (Koscsóné, 2015)

It is very important that, the infant should grow in a family of constant existence, which can overcome its own problems, the burdens of the (own) miniaturised world. For those who are not able to do this, the state should act at its best to provide help and protection (Winnicott, 2000. 161-162).

“As per 12. § S(2) of the Gyvt: “the child’s parent is entitled to receive information regarding services that support raising its child, and help to its education”.

The Sure Start Programme was implemented in disadvantaged environments, locally. It provides services for children and families that incentivise their social and emotional development, improve their health, their language, communicational and learning skills, prepares them for the adaptation to the institutional system, strengthens the family, gives practical life skills and is able to create a retaining community of the members who support each other (Szomor, 2006.)” (Koscsóné, 2015)

Early school leaving:

Joining the IEA (*International Association for the Evaluation of Educational Achievement*) in 1968 made it possible for Hungary to compare the educational systems of other countries and learning performances that are remote

from each other in space and time. Benő Csaló says in his study “The knowledge of Hungarian students in international comparison”: *„It turned out that, family and cultural factors have greater significance than the fact that, when do students start learning to read at school and how long does it take.”* (Csapó, 2002).

One of the strategic goals of the European Union set for 2020, also targeted by Hungary, is to have a smaller than 10% proportion of youngsters between 18-24 by the end of the decade who have not completed secondary education, i.e. those with almost no chance to enter the labour market.

In accordance with a document prepared by the European Commission in 2010, targeting the reduction of early school leaving, those youngsters will have a greater chance to fall out of the system who:

- *“have a poor, socially disadvantaged, lower qualified family background;*
- *belong to disadvantaged minorities (gypsy origin);*
- *belong to vulnerable groups, such as those in children’s homes, who become parents while they are still teenagers, those with special educational needs;*
- *need to take care of their family members financially or in other sense;*
- *hardly have any ties with schools, i.e. truants, have disruptive behaviour, are on distance learning;*
- *do not have success at school, repeat a year”.*

Some of these endangering factors are recognisable at a relatively early age, therefore preventive and supportive interventions as soon as possible may be an efficient solution for the treatment.

[...] In consideration of the complete childhood it was proven that, *“investments at early age may be interpreted as efficient social investments. Cost-benefit analysis in economics proved that, early childhood programmes may lead to incomparably more favourable results, and are cheaper than compensational programmes targeting later life stages (Darvas, 2011. 9).”* (Koscsóné, 2015)

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Józsefváros Joint Crèches – Sure Start Children’s Centre

Judit Koscsóné Kolkopf

Unique in Budapest, Józsefváros Joint Crèches operates a Sure Start Children’s Centre at 1 Szigetvári utca, in the so-called Magdolna quarter of District VIII. This is the area within District VIII where social and environmental problems are the most rampant. The concentration of underprivileged families is the heaviest, the physical environment is run-down, the area lags the farthest behind in terms of economic potential, employment and educational attainment, and the Roma population is concentrated here. Sure Start Children’s Centre is located on the edge of the quarter, next to the only housing estate of the district. Launched initially in two crèches in 2005, Józsefváros Sure Start Children’s Centre has operated on its own premises since September 2009 as a depository of innovation.



Image 1.

Sure Start is “an early childhood programme” (Szilvási, 2011. 57) with the “basic aspiration to promote children’s chances of welfare and health before and after they are born” (Szomor, 2004. 62). My colleagues and I have realised that due to biological properties the sensitive period of 0-3 years of age is the best age for the perfect construction of stable foundations of skills. This stable foundation can lay the basis for the future development of a hierarchy of complex skills (Gruidl, 2015. 23-28).

The principles of our Children’s Centre are based on this recognition: easing social and cultural disadvantages; strengthening parenting competences; prevention aimed at narrowing the social gap; voluntary access for all stakeholders; operation as an open service based on local needs. Our professional guidelines are characterised by the idea of partnership (with professionals and parents); our service is universal and targeted, the target group being pregnant mothers and children aged 0-3 and their parents who start life with serious disadvantages. I am convinced that Sure Start is a badly needed programme because offsetting social disadvantages, “breaking the cycle of propagation must be started in the first years of life” (Darvas, 2011. 10). One of the main goals of the programme is to cooperate with parents having or expecting children to achieve this goal.



Image 2.

The children's Centre follows a weekly schedule based on the principle that it should involve all stages of the physical and intellectual development of the child. Sessions in related areas take place on the same days, thereby reinforcing children's sense of regularity and offering predictability to parents (Monday: vocal and music, Tuesday: fine and gross motor development, Wednesday: cooking and baking, Thursday: prevention and interaction presentations, Friday: traditions and development programmes).

It is "best practice" programme, unique nationwide, that every year we take the families on a one-week holiday camp in the district's holiday facility. This intensive period spent together has a significant community development power.

We consider our community events and our cooperation with professionals to be crucial in promoting families' opportunities.



Image 3.

We are open for families free of charge every weekday from 8:00 a.m. to 1:00 p.m. On an average we are visited by 10-15 families every day, most of them with weekly regularity and some come daily. The number of families using our services is 60-80 on an annual basis. The Children's Centre has two permanent full-time staff assisted by approximately 15 volunteers.

The district Government is committed to our programme and has extended continuous support. As a result of our interprofessional dissemination work

our programme is well-known by the district nurses and child protection professionals, and the great majority of families in need are advised to seek out the Children’s Centre by them.

We keep records of the development of families and children. In our experience, as a result of our efforts parents’ trust, respect for each other, networking, natural helping attitude and parenting behaviour improve over the time they spend in the programme, and parents’ improvement goes hand in hand with their children’s development.

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Creating conditions for cultured, healthy nutrition in the nursery

Sarolta Darvay

Introduction

Food is one of the most important environmental factors, which not only ensures the conditions for the daily routine activities of people but plays an important part in determining the health of growing generations. The food consumed and the appropriate dietary principles mastered in the phases of rapid growth, i.e. in the first year and in adolescence have an impact on dietary habits, the prevention of diseases associated with a poor diet, and the progression of diseases about to develop or in their early stages in later life (Vályi, 2017).

A systemic approach is a tenet of modern nutrition science. Our health and our diseases can only be understood if examined together, in their genetic, biological, psychological and social context. Through the epigenetic impact our diet may affect the outlook of the second next generation, as contrary to earlier ideas, environmental effects including nutrients can have a bearing on inherited traits.

“Today the purpose of the modern, optimal, functionally oriented diet is to promote the maintenance of health and the prevention of chronic diseases, to contribute to the minimisation of physical and functional impairment related to diseases, and to help retain, develop and restore health and function” (Vályi, 2017, 128),

Obesity has been rapidly spreading over the past few decades becoming an increasingly serious health issue in both industrially developed and developing countries. Child overweight is a serious problem, and obesity in childhood and adolescence is particularly aggravating. Overweight and obesity are independent risk factors of chronic non-infectious diseases such as cardiovascular diseases, type 2 diabetes, certain tumours and locomotor diseases (Henter, 2016, OECD, 2017, Wijnhoven et al. 2014). Carbohydrate metabolism disorders and type 2 diabetes are increasingly frequent among children (Fodor and Sófi 2013).

Catering tasks in crèches

“The main task of communal catering in crèches is to meet the nutritional needs of users in terms of quality and quantity whilst showing an example, educating to a modern and healthy diet as an integral part of a healthy lifestyle with a view of prevention of diseases.” (Henter, Izabella, Dr. Mramurácz, Éva, Szabó, Zsuzsanna – Táplálkozástani és ételmezéstani ismeretek [Nutrition and catering], 2013. Líceum Kiadó, Eger, p. 94).

Crèche catering is regulated by the following legislation:

- Decree No. 37/2014 (30 April) of the Minister of Human Capacities on the nutritional health standards applicable in communal catering
- Decree No. 36/2016 (8 December) of the Minister of Human Capacities on the amendment of Decree No. 37/2014 (30 April) of the Minister of Human Capacities on the nutritional health standards applicable in communal catering

Catering in crèches is a special task within catering as crèches provide four meals a day five days a week, ensuring 75% of children’s energy needs in the form of two main meals and two snacks.

The order and succession of meals – breakfast, mid-morning snack, lunch, mid-afternoon snack (tea), and dinner – ensures the biological and physical balance of children, and have a beneficial effect on their development. The order and predictability of meals make adaptation easier and lay the basis of children’s sense of security. Meals and eating is not just about meeting a need; it also gives a feeling of comfort and has a positive effect on children’s behaviour. Children learn to use eating utensils and accessories (spoon, glass and napkin) properly. Experience and knowledge about food and meals, eating at a table, skills and habits related to laying the table, rules of communal eating, etc. are part of cultural acquisition. Cultural expectations are affirmed and embedded. While practising meals-related operations the child masters the ability to carry out these tasks independently, reliably and accurately. Apart from providing a carefully conceived diet meals and eating should also be a source of pleasure for the child. Aesthetically pleasant meals and clean eating boosts appetite and enhances the sense of pleasure over eating – in all, provides aesthetic experience related to eating, and develops a demand for the experience (Bimbó, 2015).



Image 1.

Early childhood educators know children's personalities, moods, individual needs, habits and peculiarities related to meals. They are present at meals, and set the atmosphere for the meal. It is important the children should always be active participants in eating. Attention should be paid to their signals and their specific needs regarding the flavour, texture and amount of food and their decision to finish eating must be accepted. Even young children must be given the right to activity, autonomous decision and taste.

Mastering the hygiene culture related to eating, i.e. hand washing and the use of napkins also takes place in early childhood. Clean and laid table, attractively served food, the demand for calm and civilised meals is also developing at this age. Up-to-date nutritional aspects, creating the conditions for civilised meals, accommodating individual needs and aspiration to independence promote the joy of eating and good appetite as well as the formation of adequate eating habits.

Eating and dietary habits acquired in infancy and early childhood are set as a pattern and play a lifelong part in shaping taste. It is very difficult to change them later. Similarly to other conditioned reflexes, those associated with eating are largely established in childhood. The development of these reflexes is influenced not only by the taste, texture, colour and smell of food but also the circumstances surrounding eating and meals. Food related pleasant or unpleasant experiences can leave a lifelong imprint on the child. There is an obvious connection between diet and physical health but psychological factors are equally important in shaping dietary habits. Psychological problems may lead to eating disorders.

Food only satisfies one's appetite and nutritional needs if the given kitchen technology results in colour, form, taste and temperature best suited to the consumer's requirements; in other words, if palatability, or enjoyment, is at its the best. Enjoyment is not necessarily in correlation with the nutritional or biological value of the food. It is rather subjective and difficult to quantify as it strongly depends on the consumer's individual taste. Enjoyment if of course, affected by the quality and provenance of raw materials, the method of preparation, and even serving and the quality of food and drinks consumed at the same time.



Image 2.

Besides providing a healthy diet, catering in the crèche should develop children's taste and eating culture. Therefore it is very important that the food prepared by a diversity of technologies should be enjoyable. When preparing, making, serving and eating the meals observation of hygiene and safety rules is crucial.

A healthy diet has a role in health preservation and disease prevention, and is an essential condition for the child's balanced physical development. Yet most of the problems in crèches are related to eating.

Families with young children struggle with uncertainties and doubts when it comes to their children's diet and eating habits. Often there is a mother-child relationship problem or inadequate child raising methods in the background of eating problems. Parents expect the crèche to be the ultimate solution for their child's eating problems.

There may be several causes in the background of the often voiced “lack of appetite.” The relationship between parent and child may be fraught with tension due to excessive expectations on the part of the parent. As a result the child often experiences the parent’s dissatisfaction and becomes frustrated and tense, but doesn’t dare or doesn’t want to openly antagonise the parent – after all, the child loves and is dependent on the parent. A small child doesn’t have too many ways and means to express its bad feelings triggered by parental limitations. One – subconsciously used – tool can be rejection of food, lack of appetite, and pickiness. There may be other reasons behind lack of appetite, for instance feeling poorly, illness, sadness or fear. It is important that the adult should identify and remedy the real cause of lack of appetite; otherwise eating may become a perpetual struggle that impairs the joy of being together with the adult, and ultimately harming their relationship. Instead of being a source of joy eating becomes increasingly frustrating and without avail. As a result of repeated negative experience the child’s secretion of gastric juices and, consequently, digestion and metabolisation of the ingested food will be insufficient, and the problem is exacerbated rather than eased.

Starting crèche is a big change in the life of a child. After the initial adjustment and adaptation separation from the mother, the new community, new rules and even new meals create a new situation in the child’s life (Bimbó, 2015).

Children come to the crèche with differing dietary habit. The professionals working in the crèche must take every opportunity to acquaint families with young children with the basic principles of a healthy diet, and should support parents in applying modern principles at home too.



Image 3.

Coordinating crèche meals and home meals is an important aspect. The menu put up at a place easily visible for parents can help. Once parents know

what their child is fed at the crèche they have a good idea how to round up the child's daily calorie and nutrient intake on the one hand, and it would help parents to devise a healthier diet at home on the other hand. Mothers especially follow the menu with great attention; they often ask for recipes and are open to try new things. During the adjustment period and on open house days the crèche stages tasting sessions where mothers familiarise with the dishes prepared in our kitchens.

An important task of the professional staff of crèches is to recognise and help recognise eating disorders. Unfortunately there is a growing number of young children year by year who need a special diet. Crèches must provide the diet prescribed or children who present their doctor's certificate of special dietary needs.

In 2010 a research study was conducted with the participation of 10% of Hungarian crèches to explore nutritional and dietetic provisions of crèches, along with their circumstances of catering and education to a healthy diet. The findings of the study contributed to the optimisation of services, and generated professional material for the initial training of students of infant and early childhood education (Henter, 2010).

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Józsefváros Joint Crèches – Meals Reform

Dorottya Kötél

In order to ensure high-quality operation our maintainer provides meals for children prepared by fully equipped kitchens in the buildings rather than using the services of an external caterer. A great advantage is that cooked meals are put on the children's tables in the shortest and quickest way, so the risk of superinfection is eliminated, and the texture and temperature of the food is not impaired. Józsefváros Joint Crèches (JEB) is complete with seven fully equipped kitchens and one serving kitchen. Each fully equipped kitchen is headed by a diet manager who manages the operation of the kitchen and is responsible for the safe preparation of meals. Kitchens have two or three staff (cook and kitchen helper).

Senior diet manager Dorottya Kötél is responsible for compliance in respect of meals and diet. She supports professional work in her field and I invited her to present the Józsefváros crèches' meals programme.

Judit Koscsóné Kolkopf

Until 2014 meals provided by crèches were regulated by the chief medical officer's Normative Instruction No. 1 of 2011 on the Aspects of Nutritional Health Control Applicable in Communal Catering, and the nutritional health recommendation titled Nutritional Health Recommendation for Caterers of Organised and Regular Communal Meals. At that time the recommendation was only applied by a few diet managers in the district, who had more up-to-date views on diets. Decree No. 37 of 2014 (20 April) of the Minister of Human Capacities on the Nutritional Health Standards Applicable in Communal Catering brought a change. Caterers were given 1.5 years for its introduction.

The management of Józsefváros Joint Crèches immediately recognised the opportunities brought by the Decree and decided to put it into practice from January 2015. To this end the first step was to set up a professional team that coordinated and, prepared and helped to implement the changes imposed by the Decree. A highly experienced dietician was elected to lead the team, and the principles of change were determined:

The main child catering tasks of Józsefváros Joint Crèches are as follows:

- To provide a healthy and modern diet,
- To develop children's taste and dietary and eating culture,

- To promote children’s education to health through eating rather than merely satisfying a basic need.

In addition, preparation of food with appropriate and varied technologies has also become an important task.

Before the introduction of changes the catering provided by each crèche had to be mapped. After visits in the kitchens and meetings with heads of diet we were convinced that changes and innovation were not only timely but also necessary.

The first action was to introduce central sourcing of menus and foodstuffs. The main reasons were “obsolete” and repetitive meals and raw materials of inadequate quality. Together with the management we decided to plan the menu as a team: meals were planned monthly, in a 2x10 days system. The institutional diet managers are involved in the planning process, which is supervised by the senior dietician. It has been a requirement ever since to include new recipes whilst keeping well-established children’s favourites.



Image 1.

When planning the menu we have taken great care to acquaint children with as many foods and dishes as possible while keeping the provisions of the Decree, and make children like new foods. Our main considerations are variety and seasonality. We have gradually introduced the characteristics of reform diet in terms of both raw materials and cooking technology. We stopped using semi-prepared foodstuffs and replaced them with home cooked food. Sweet dairy products (fruit yoghurts, puddings, milk desserts) were also put in the banned list, and children are served food, including dessert, prepared in our kitchens with sugar, fruit and milk measured and added by us. We have increas-

ingly emphasized the importance to eat raw fruit and vegetables. Children are served either one or the other with every meal. Sugary black tea has been replaced by real fruit teas prepared without added sugar. The mid-morning snack includes fresh fruit squash from our kitchen. These changes are aimed at reducing “factory made” sugar and eliminates the use of fruit juices and drinks with low fruit content. We have also radically reduced our use of cold cuts because of their high salt and low meat content. Instead we offer home-made sandwich spreads made of various ingredients.

The dish best suited to this age group is vegetables. Carefully chosen nutritious vegetables combined with reform raw materials offer endless possibilities of preparation. The public idea of the Hungarian-type vegetable dish is boiled or steamed vegetables thickened with roux, but oven baked layered and au gratin vegetables are a favoured variety we include on our menus on a regular basis.



Image 2.

We replaced roux made with oil with thickening made with milk or dairy products or own materials. Pan frying using a lot of oil was replaced by oven baking requiring much less oil. Salt is substituted by herbs, for example basil, savory, lovage, lemon balm, mint, parsley, dill, oregano, rosemary and tarragon. Rice ceased to be our main cereal as new and reform cereals such as couscous, porridge, pearl barley, millet, bulgur, buckwheat and tapioca were introduced.

When making meals we pay special attention to texture suited to age, from preparation to serving. At the preparation stage we take into consideration the various age groups' capabilities and take great care to cut ingredients to the appropriate size. We think it is important to name food correctly in order to provide full-fledged information to parents.



Józsefváros Joint Crèches
MENU
Week 8, 19 February – 23 February 2018



	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Milk Pick spring cold cut Venus multivitamin Bavarian rye bread Sweet red pepper	Milk Home-made cream cheese with radish Wholemeal bun Cucumber	Milk Broccoli and egg spread Milk bread Leek	Vanilla milk Apricot jam Venus multivitamin Bran ciabatta	Milk Tuna spread Potato bread Cucumber
allergen	<i>milk, gluten, soya</i>	<i>milk, gluten</i>	<i>milk, egg, gluten</i>	<i>milk, gluten</i>	<i>milk, fish, mustard, egg, gluten</i>
nutrient (total, protein, fat, carbohydrate, sugar, salt)	164kcal 5.4g 2.6 g 0.7, g 2.3g 0g 0.4g	184kcal 8.4 g 5.8 g 2.6g 23.4 g 0g 0.4g	207kcal 9.6 g 5.2 g 2.6 g 29.6 g 0g 0.6g	188kcal 7g 6.7 g 2.9 g 24.3g 0.7g 0.2g	262kcal 113.6 g 8.1g 2.5g 33.3 g 0g 0.6
Snack	Orange, water	Pineapple, water	Pear, water	Tangerine, water	Happy Day fruit juice 100%
nutrient (total, protein, fat, carbohydrate)	33kcal 0.5 g 1.2 g 6.8g	53kcal 0.4g 0.7g 12g	52kcal 0.4g 0.3g 12 g	45kcal 0.7g 0.8g 9g	44kcal 0.7g 1g 10g
Lunch	Oven baked mixed Mexican veggies with turkey and buckwheat	Pumpkin and cream chicken breast Steamed rice	Palóc bean soup with pork Chestnut and cherry cake Orange	Chicken breast in zucchini coat Bulgur with beetroot Apple	Chicken liver and egg soufflé Green pea Apple
allergen	Banana <i>milk</i>	Pear <i>milk, gluten</i>	<i>celeriac, milk, egg, gluten</i>	<i>milk, egg, gluten</i>	<i>milk, egg, gluten</i>
nutrient (total, protein, fat, carbohydrate, sugar, salt)	393kcal 18.8 g 17.4g 5.3 g 38 g 0g 0.5g	373kcal 17.5 g 7.4 g 1.4g 57.2 g 0g 0.5g	434kcal 20.6g 12 g 2.7 g 60.8 g 0.7g 0.2g	378kcal 23.9g 11.8g 3.5g 45.4g 0g 0.4g	400kcal 26.3g 16 g 3.5 g 57.8 g 0g 0.5g
Infant lunch	Carrot puree with formula Apple puree	Pumpkin puree with formula Apple and pear puree	Potato puree with formula cherry and chestnut puree	Zucchini and potato puree with bulgur and formula Apple puree	Carrot and potato puree with formula Apple puree
allergen					
Tea	Fruit tea Home-made vanilla cottage cheese Bran finger roll	Chicory coffee with milk Sandwich spread with herbs Rye and wheat bread California bell pepper	Milk Butter Rye bun Baby radish	Milk Home-made chicken pate Wholemeal bun California bell pepper	Banana shake Vincefőr rolls
allergen	<i>milk, gluten</i>	<i>milk, egg, gluten</i>	<i>milk, mustard, gluten</i>	<i>milk, gluten</i>	<i>milk, gluten</i>
nutrient (total, protein, fat, carbohydrate, sugar, salt)	210kcal 3g 6.1g 2.6 g 27.4 g 0g 0.2g	276kcal 11.6g 8.8g 2.3 g 36.4 g 3g 0.4g	197kcal 9.3g 4.3 g 2.3g 0g 0.6 g	247kcal 14g 9.2g 3.8g 26.5 g 0g 0.6g	233kcal 18.7 g 4.5g 1.9g 39.5g 0g 0.3g

Children under one have fruit puree for a snack, and formula or milk pap for breakfast and tea depending on their age.
We reserve the right to change the menu.

Image 3.



Józsefvárosi Joint Crèches

MENU

Week 9, 26 February – 02 March 2018



	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cocoa Milk bread	Fruit tea Porridge with fruit	Chicken liver pate with parsnip Potato bread Sauerkraut	Home-made vegetable and butter spread Wholemeal bun Creole onion	Delco turkey breast ham Venus multi Milk bread Sweet red pepper
allergen nutrient (kcal, protein, fat, carbohydrates, sugar, salt)	<i>milk, egg, gluten</i> 214 kcal, 8.4 g, 4.6 g, 0 g, 31.3 g, 2 g, 0.2 g	<i>milk, gluten</i> 124.9 kcal, 2.5 g, 0.6 g, 21.8 g, 0.1 g, 0g, 1.2 g	<i>milk, mustard, gluten</i> 215 kcal, 12.5 g, 8.2 g, 2.8 g, 25 g, 0 g, 0.2 g	<i>milk, gluten</i> 192 kcal, 7.4 g, 2.8 g, 25 g, 0 g, 0.2 g	<i>gluten, milk</i> 184 kcal, 8.2 g, 5.7 g, 2.5 g, 3 g, 0 g, 0.2 g
Snack	Pear, water	Apple, water	Happy Day fruit juice 100%	Orange, water	Happy Day fruit juice 100%
nutrient (kcal, protein, fat, carbohydrates)	41.6 kcal, 0.3 g, 0.2 g, 0g, 9.6 g, 0g, 0g	27 kcal, 0.4 g, 0.4 g, 6.2 g	60 kcal, 0 g, 0 g, 12.6 g	32 kcal, 0.5 g, 1.2 g, 6.8 g	60 kcal, 0 g, 0g, 12.6 g
Lunch	Chicken soup with lemon Millet and cheese souffle Orange drizzle Apple	Chicken and vegetables ragout Mashed potato Kiwi	Carrots au gratin with turkey Tangerine	Cauliflower bake Feta and zucchini Banana	Tuna pasta and broccoli Apple
allergen nutrient (kcal, protein, fat, carbohydrates, sugar, salt)	<i>milk, egg, gluten, celeriac</i> 510 kcal, 12 g, 18.5 g, 58.7 g, 0.1 g, 3 g	425 kcal, 15.8 g, 2.2 g, 35.8 g, 0 g, 1.2 g	<i>milk, gluten</i> 325 kcal, 14.2 g, 20.2 g, 4.2 g, 10.9 g, 0.1 g, 0.4 g	<i>milk, egg, gluten</i> 348 kcal, 24.4 g, 20.2 g, 48 g, 0 g, 0.6 g	<i>fish, gluten, milk</i> 345 kcal, 20 g, 10.5 g, 4.2 g, 32.5 g, 0 g, 1.2 g
Infant lunch	Mixed vegetables puree with millet and formula Apple and pear puree	Green peas puree with formula Apple puree	Carrot and potato puree with formula Apple and banana puree	Zucchini puree with formula Banana puree	Broccoli puree with formula Apple puree
allergen	-	-	-	-	-
Tea	Kids' tea Celeriac cream Bavarian rye bread Baby radish	Milk Butter spread Rye bun California bell pepper	Milk Home-made millet and cherry ball	Milk Sweet cheese cream with poppy seed Bral roll	Coconut milk Korpvit bran cracker
allergen nutrient (kcal, protein, fat, carbohydrates, sugar, salt)	<i>milk, celeriac, mustard, gluten</i> 219 kcal, 7.3 g, 6.9 g, 0 g, 28.5 g, 0 g, 0.1 g	179 kcal, 4.2 g, 6.5 g, 0 g, 24 g, 0.8 g	<i>milk, egg, gluten</i> 218.7 kcal, 8.5 g, 6.6 g, 0 g, 43.9 g, 5 g, 0.2 g	<i>milk, gluten</i> 295 kcal, 10 g, 7 g, 0 g, 53.2 g, 4 g, 0.3 g	<i>milk, gluten</i> 253 kcal, 7.6 g, 3.4 g, 6.4 g, 0 g, 0.2 g

Children under one have fruit puree for a snack, and formula or milk pap for breakfast and tea depending on their age.
We reserve the right to change the menu.

Diet managers are present at meal times, so they have first-hand information about children's the reception of novel food items.

The use of new and less known raw materials, new processing technologies, the introduction of multifarious changes and breaking with age-old traditions required greater precision of kitchen staff. We therefore provided training to our kitchen staff. As a first step we had joint meetings attended by all staff, where they were acquainted with our new expectations, as well as with new foodstuffs and kitchen technologies. The learning process is still in progress as we can still show new dishes to be put on the menu and new techniques to be tries in the kitchen.

To guarantee food safety we had our HACCP audited. Being senior dietician, my employer made it possible for me to acquire HACCP system host qualification, which allows me to monitor and inspect our food safety system on an ongoing basis.

The first year was very difficult. It was hard to get used to new requirements and meet new expectations. At first there were some mistakes but over time and with increasing experience we managed to raise the standard of catering and kitchen work to new heights.

Once the kitchen staff had been trained educators also had to be involved in the new system. It was not enough that high-quality and tasty food was prepared in our kitchens; we also needed the positive attitude of nurses and educators, as without it reception would have been a lot worse. Young children have different eating habits when they start crèche, and our professionals must take every opportunity to make children accept new foods and acquaint parents with the principles of a healthy diet. To this end we organise events for parents where they can meet our paediatrician and senior dietician, and hear presentations about our new guidelines, and more importantly, they can ask questions about their children's health and diet. These meetings are extremely popular with parents, the atmosphere is relaxed and there is a lot of interaction.

Using reform ingredients, scrapping semi-prepared food, including fresh fruit and veggies in the diet made us realise quickly that it was necessary to increase the catering budget. We applied to our maintainer district government and received their consent; they are committed to support modern catering for children and allocated the necessary funds to raise the catering budget. The new technologies also required upgrading of the equipment in our kitchens and the maintainer provided the funds.



Image 5.

As the reputation of communal catering at the Józsefváros crèches spread in September 2015 I was invited by Eötvös Loránd University's Faculty of Primary and Pre-school Education to deliver a lecture to students and crèche professionals. I presented our catering practice, from little tricks to make children accept novel foods to the way meals are served, illustrated with lots of photos and videos. We have become experts in the field by frequently observing meals. A positive proceed was a new food preparation process: mixing raw materials and refining ingredients with a characteristic taste. A good example is beetroot and celeriac; both are rich in vitamins and minerals, and would perfectly fit in with the diet of the age group – if only children liked them. After much brain racking and experimentation we started to mix them with apple and invented the veggie dishes apple and beetroot, and apple and celeriac, both of which proved immediate hits with the children.

After the presentation we received a lot of positive feedback from professionals and students alike. This confirmed our conviction that we were on the right track and what we created worked well.

The parents of our children also followed the introduction of new dishes and food with great interest and approval. So we decided to share our new recipes with them. Every month we upload the recipes of the children's favourite dishes

new in the month on JEB's website. This was such a huge success that JEB's management published the recipes as a series of mini-cookery books. Our plans for the future include staging a food tasting event for the parents of newly enrolled children where they can taste "crèche meals" and also a cookery class where parents can master the basics of reform cooking.

Three years after the introduction of these major changes we can say we have succeeded in creating a good and safe catering programme for young children in Józsefváros.

First steps towards the introduction of musical education

Heléna Kiss

When I got employed by JEB (United Nurseries of Józsefváros) Judit Koscsóné Kolkopf indicated while assigning my tasks that she would need my support in establishing a working team for music. Being a kindergarten teacher with musical education, I was happy with the task and I regarded it as a challenge.

Why is musical education in nursery schools important?

“It is the task of musical education in the nursery to introduce Hungarian rhymes and singing games to children, to give them patterns for voluntary imitation, to make them like spontaneous singing; the nursery teacher will induce children to coordinated movements with repetitive play gestures, will improve their sense of rhythm and create an atmosphere in which children feel good and like sounding” (Forrai, 1986. 9).

“In groups where singing is common, children are happier, they cry little, play actively, sleep well, their development is healthy and balanced. Where music initiative is common, children utter more sounds, there are more rhythmic sounds, more sung lyrics, children are friendlier, there are more positive emotional reactions and more empathy. The nursery teacher’s voice encourages children to imitate, speak, listen, express and move. A singing atmosphere promotes a cheerful and a nurturing atmosphere and an intimate personal relationship. Musical education is a force that which forms and enriches the personality and the community: the transfer power of music prevails.” (Kissné, 2012)

The usefulness of introduction of our musical project to nursery school children are based on these professional arguments.

Concerning the introduction of the project we started discussions with a Hungarian band which mostly performs Hungarian folk music for regular instrumental support of musical education in nursery schools. In order to provide instrumental accompaniment with alongside or in parallel with chants and rhymes, we purchased musical instruments for our nurseries.



Image 1.

Looking at the websites of manufacturers and distributors of musical instruments, I had to face the fact that there was no age-specific musical instrument package for nursery school age group. For this reason, we decided to set up the

most suitable sets of musical instruments for the development of those children who attend our institutions.

With the special professional knowledge gained from the publication of Kinga Gyöngy (2015) we created two sets of musical instruments according to the physical characteristics of two nursery school age groups. We chose instruments that "... sound excellently in the musical world of young children, they can easily be adapted to the musical material (folk rhymes, children's songs, other folks' songs, composed children's songs) in style, naturally sounding in the hands of young children." (Gyöngy, 2015. 137.).

We made a difference between two age groups; between the ages of 12-24 months and 24-36 months because they greatly differ in their age characteristics. One set of the selected instruments belong to sound directly without additional sound sources (e.g. by hitting, shaking or scraping) (Gyöngy, 2015).

Each set of instruments consists of 14 pieces so that also in that case when the maximum number of children who can be admitted are present (12 children) each of them can have an instrument, included the two nursery school teachers.

The set of instruments for 12-24 months age group consists 7 types of instruments, 2 pieces of each type. It was developed because there were fewer instruments suitable for them from the available choice, and, there would be less chance of disagreement if more children wanted to try and use the same type of instrument at the same time.

- 2 systroms
- 2 sleigh bells on handle
- 2 sleigh bells on stick
- 2 mini maracas
- 2 sleigh bells on leather strap
- 2 castanets with handle
- 2 wooden clackers



Image 2.

For children aged 12 to 23 months, we selected instruments that can be easily held in their hands and played with simple gestures.

For the 24 to 36-month-old, we dared to select instruments which improve their fine motoric and their hand muscles as well. In this set many instruments will be familiar to those children who have already used the kit for 12-24 months, but it can also be exciting for them to use some new instruments. Based on prior knowledge and individual development, the nursery school teachers can differentiate the development through the instruments offered to the children.

- 2 mini maracas
- 1 orchestral whip
- 1 sistrum
- 2 sleigh bells on handle
- 1 10 cm triangle
- 1 pair of egg shakers
- 1 sleigh bells on stick
- 1 one tone agogo
- 1 tambourine with jingles
- 1 sleigh bell on leather strap
- 2 pairs of claves
- 1 pair of finger cymbals

In order to be able to use metallophones confidently, the nursery school teachers must be trained musically. Our plans include the further musical training of the nursery school teachers which we imagine within an organised form as peer teaching or knowledge sharing among the colleagues working in our institution.

Regarding the use of metallophones, we think there are two possible ways: to play music with the help of the ABC marks of the cymbal, or to mark each tone with colours and make a “colour note” to the children’s songs. This latter idea would also be an opportunity for advanced 2-3-year-old children to try out to play exact melody.

We would also like to launch a choir that could make children (and adults) happy with their short performances in the celebrations before (national) holidays.

In order to develop musical education a decision was made that a professional working group would be responsible for the development and the implementation. The organization of the working group is in process, anyone working in the institutions in any job can freely join it independently from the member institution. The person of the leader of the working group has already been selected, and one of the great tasks of the year 2018 is to jointly establish the first elements of development in the field of musical education and to begin implementing them.

All of this work is being done in the hope that the children in the nursery can be amazed at every little beauty of life in an emotionally stable, loving and developing environment in all respects.

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Józsefváros Joint Crèches – In-house Training Working Group

Judit Koscsóné Kolkopf

The programme “Let’s Get to Know Each Other” has become another important pillar of the development work in our crèches. As I mentioned in the Introduction, the Józsefváros Joint Crèches complex operates seven crèches at different locations with a total staff of 200. Opportunities for all-staff meetings are infrequent. Community development was one of my important adjunct goals in the course of the innovative development programme. The first step was for staff to get to know each other, observe each other’s work, learn from each other, and forge human relationships. So we had to develop a framework which offered this opportunity without hindering day-to-day work. This is how the In-house Training Working Group was inceptioned.

Operative implementation started in the autumn of 2015 with the participation of our consultant and the heads of crèches. The first step was to inform staff about the new programme and to motivate them to join. The first visits were about getting to know each other’s crèches. The colleagues observed the environment, the features of the buildings, safety, the courtyard, hygiene, working conditions, the manager’s vision, etc. they tasted the food cooked on site for the children and the adult staff. In this way they could compare crèches. With the passage of time there was a growing number of colleagues who became interested and wanted to join – more and more of them considered it important to get to know the district’s crèches.



Image 1.

By the spring of 2016 a group consisting of dedicated members emerged, who met increasingly frequently. By then, coordination of the programme was

left entirely to the group, they appointed a programme organiser and persons responsible for other tasks. They developed their goals and objectives, and established and scheduled visits.

This is what they wrote about their work:

“Based on the founding principle of the in-house professional working group, our objective is to help the staff working in the district’s crèches get to know each other as well as the professional work, special conditions and ideas. This promotes the work and professional development of colleagues, makes them professionally open, and helps prevent burnout.

Our long-term goal is to develop a uniform protocol, taking local characteristics into consideration (e.g. Játékvár Crèche – sleeping outdoors, Tücsök-lak Crèche – SEN children, etc.), and thereby to promote the professional advancement of new recruits, interns and students, and the professional receptivity of older colleagues. Another long-term goal is to help professionals working in the crèche master observation techniques at least at a basic level, so that they can apply these techniques any time in any situation. Also to promote the development of a community that is capable of thinking and working as a team, thereby promoting collaboration of various professional fields.”

Currently, members of the working group pay regular and systematic visits to the district crèches in a rotational system. They arrive in the morning and spend the workday there. They conduct targeted observation as the daily routine progresses according to a pre-determined set of criteria.

From the spring of 2016 observation was targeted at professional work (e.g. play, meals, keeping records, composition of the group, etc.). Observation has been expanded and has been continuous. The observers visit the selected groups in pairs. After over eighteen months it is possible to explore even smaller components more thoroughly.

Once the visit has been concluded at the end of the workday, local staff and heads have a debriefing session where the observers share their experiences. This is followed by staff response and a discussion on local features. Differences in approaches are also discussed and clarified, and confronting views can be debated.

Based on the new experience, often positive ideas were formulated that we would like to apply in other crèches. The observers record their personal opinion and impressions in a document of about three pages, to be prepared in a week (this enhances their critical thinking and writing skills), then read each other’s reports and discuss them as a group at the next session. The positive aspects mentioned most frequently in the reports were as follows: *“kind welcome; insight into one another’s work; feedback about own work; emergence of a professional dialogue; recurrent meeting with colleagues.”*



Image 2.

I quote from a working group record (this is what they write about themselves):

“The fruit of the professional working group’s labour is the unified professional protocol that every crèche in Józsefváros will be able to follow with adequate professional safety. The professional material supporting the experience relies on relevant literature and practical work of a high standard.

This material will contain all the knowledge and insight that

- early childhood teachers have experienced in practice over the years and wish to pass on to successive generations of teachers;*
- significantly promote the high-quality work of our teachers in the Józsefváros crèches and greatly facilitate the development of the skills that are indispensable in the education and care of young children;*
- ease the uncertainties of career starting professionals;*
- significantly promotes the progress of our students and inters.”*



Image 3.

We have been enriched by a host of valuable experience in the course of our observations. It was great to see the well-trained teachers and carers in their daily work, who promote the physical, intellectual and psychological development of the children in their care selflessly and with dedication



Image 4.

The group is open; any new member ready to liaise can join any time.

I consider the programme a success. It is continuously expanding, and the greatest achievement is that my staff have recognised and formulated the need for it. In addition to professional development, it supports in-house mobility and promotes objective vision and free thinking.

Supporting aesthetic emotions development by literature in nursery

Anna Bereczkiné Záluszi

The educational programme of Józsefváros Joint Crèches amalgamates care and education of young children, and supports the development of childhood competences in a complex fashion. The eight member institutions give high priority to diverse methodologies of education through art: besides music and creative visual activities, literary experience also features with appropriate emphasis in local programmes. One of the most important goals of teachers in early childhood education is to involve the family in daily common activities. This paper describes the long-term literature project launched in the district.

In early childhood, children's imagination is stimulated by poetry, nursery rhymes and tales, by literature of their first years. In these years literary texts play an important role, therefore the careful selection of texts can have an influence on the way they will enjoy and appreciate fine art.

Young children's interest in algorithms in the internal and external world expressed in short rhythmic texts is conspicuous at an early age: they perceive and enjoy the cadence of the lines in traditional nursery rhymes, songs and games, and verses stimulate them to move. Naturally, the role of parents and the home environment is paramount in conveying the first literary experience, but for children attending crèche it is the early childhood teachers' and carers' responsibility to select the best gems of Hungarian literary culture for the daily programme of the crèche, and to present them in an emotionally rich manner to allow the aesthetic experience to unfold in the course of daily activities. Creating early literacy experience responding children's needs and supporting literacy skills in a multi-faceted fashion as part of the daily routine requires appropriate professional knowledge of teachers, who embrace new information.

Responding to the challenges of a constantly changing environment, Judit Koscsóné Kolkopf, head of the Józsefváros crèches in District 8 of Budapest considered it important that the professional staff in the institutions should keep abreast of the latest phenomena of children's culture, the change of paradigm in children's literature, and new experience techniques in methodology; and once prepared, they can create spontaneous intimate situations that serve as fertile ground for children's aesthetic receptivity. In the spirit of effectively supporting

emerging literacy, a multi-stage institutional development process aiming to better understand the aesthetic, psychological and pedagogical aspects of literary education was started. In 2016 a complex project was launched that envisioned teachers' professional enrichment, more tangible relations between children and arts, and broader opportunities to provide aesthetic experience. To achieve these goals the academics of Eötvös Loránd University's Faculty of Primary and Pre-School Education were involved, and joint thinking resulted in attitude changing courses and workshops that presented latest trends in Hungarian literature as well as practical applications of modern methodologies.

New books supporting literacy skills

Psychologists, literacy researchers and education professionals have paid increasing attention to the specific problem of how to counterbalance young children's time spent by visuality centred acquisition of information by emotions-dominated, intimate literary experiences in institutional education. There is a consensus in that appropriate literacy skills development and speech support in early childhood should use anthologies of children's literature that provide aesthetically rich material for a modern approach as well as for developing targeted motivations and experience techniques.

One of the outstanding contemporary Hungarian (children's) poetry is Sándor Weöres, who became a model for children's poetry. His sense of music, humor and boundless pictorial fantasy made his verse easy to recite, and receive even when the lines also have some philosophical message. Children are touched by the world of emotions in his poems.

Weöres was and still is a model for many outstanding poets like Zoltán Zelk having his imagery rooted in more realistic traditions, or Imre Csanádi having his roots in the rural life. Ágnes Nemes Nagy and Ottó Orbán experimented with prosodies less attached to traditions, and Károly Tamkó Sirató tried to exploit the touch of avant-gard.

The greatest classic Hungarian poets whose poems are beloved ones in kindergarten and nurseries are the following: Lajos Pósa, Erzsi Gazdag, Ede Tarbay, Sándor Csoóri, Ervin Lázár, István Csukás, Sándor Kányádi, Ákos Tordon, Miklós Mészöly. Their poems are real treasures in the literature written for children.

In the last 10 years there have been increasing interests for the contemporary children's book in Hungary. New generations of talented authors and illustrators are producing colorful and fascinating books. On-line magazines focused on literature and art publish more and more analyses of the children's literature (like gyermekirodalom.hu, prae.hu, barkaonline.hu). To accompany the modernistic scientific view for the professional literature new events came to light: e.g. The Book Week and Children's Book Days, International Book Festival Budapest with a children's book programs, Aranyvackor Award, Children's Book of the Year or the activity of the Fairy Tale & Story Museum.

In the scientific and academic field there are organized conferences on poetry (Eötvös Loránd University, Budapest) and new master programs were started on contemporary children's literature training at the Károli University of Budapest



Image 1.

New books supporting literacy skills

It is a welcome fact that thanks to publishers and many dedicated editors new children's books have been published in recent years handing down the best of Hungarian folk lore. The publication of books building on traditional nursery rhymes, games and songs gives an opportunity for teachers and parents to familiarise with the best pieces of Hungarian folk lore and the collective heritage of past generations. Some recently published anthologies collect traditional nursery rhymes, masterpieces of classic children's literature, and works by contemporary authors in a single book. A prominent collection of this kind is *Toppantós [Tap your feet]* edited by Andrea Lovász. The editor presents a colourful selection of nursery rhymes and poems from the collection titled *Csemegék [Delicacies]* by János Gáspár, and from the works of classic and contemporary poets. Published by Pagony and Csimota publishers, *Friss tinta [Fresh ink]* is another noteworthy anthology presenting poems by outstanding poets of past and present generations of poets structured by themes. Another example is the diverse collection of poems titled *Bölcsödések verseskönyve [Poems for the crèche]* published by Móra Publishing House.

Besides lyric genres, the frequency of storytelling and the aesthetic quality of tales determine the intensity of interest in literature evolving in early childhood. The multitude of trends in fairy tale research and related publications prove the crucial importance of fairy tales as a literary genre. “Traditional history of literature and ethnographic research and psychoanalytic studies also dating back in time are joined by literature and specifically child literature approaches that are highly heterogeneous within their own discipline but have an anthropological or psychological orientation. They have turned the discourse on children’s fairy tales an expressly interdisciplinary phenomenon.” (Szilvássy, 2016. 97)

Of the many approaches to the genre of children’s tales it is mainly psychological studies that point out the fact that the symbolism of fairy tales and the attitudes of heroes coincide with children’s view of the world, and that the motifs of fairy tales are in harmony with the process of children’s psychological growing. Linguistic and cognitive development related to fairy tales and the role of fairy stories in developing social competences are addressed by educational research. The series titled *Népmesekeincstár [Treasure trove of folk tales]* by Mária Bajzáth has enriched the output of research of education through fairy tales. The books come together with a complex methodology system relying on the riches and elements of Hungarian textual folk lore. The main selection criteria of the multi-book series are as follows: length that is easy to grasp for the youngest audience; and characteristics of the genre suited to children’s world (Bajzáth, 2013). Written for the crèche age group of 0 to 4, the author’s book *Itt vagyok, ragyogok! [Here I shine!]* together with the adjoining *Mesefoglalkozások gyűjteménye 1. [Collection of fairy tale related occupations I]* offers rich literary materials and sketches from several cultural domains.

Along with the choice of folk lore based children’s books the offer of publications of works by contemporary authors has been expanding day by day. Edited by Andrea Lovász, the children’s encyclopaedia of literature *Navigátor [Navigator]* helps users to become acquainted with the young generation of authors. The encyclopaedia presents writers and poets whose message comes across through children’s own experience, thus making children receptive of the everyday beauties and peculiarities of the world presented by artistic means. The changes in terms of topics, forms and world view of contemporary children’s literature is conspicuous from the works featuring in the book: “pieces (aspiring to the category of *belles lettres*) no longer babble or contain euphemisms; the didactic function is non-existent or is on a back-burner – consequently, the works contain hardly any explicatory or enlightening descriptions.” (Lovász, 2015. 43). The encyclopaedia published by Cerkabella Publishers plays a particularly important part in orientating teachers and parents: as suggested by the title, the book indeed helps the reader to navigate through their literary choice on a high aesthetic level of quality.

Together with high-quality books distributed by other publishing houses that are key players in the children's books market, the publications cited above as examples give an impetus to literacy processes in early childhood. In order to support childhood emotions it would be desirable to get these good publications to the largest numbers of children. This is the goal embraced by the sequential stages of the literature project of the District 8 crèches. As a first step, with the help of the district government the heads of the member institutions sourced the best classic and contemporary children's books, including the anthologies mentioned above, from a list carefully conceived and recommended according to professional considerations, and made them available to everybody. In this way, the teachers in the crèches can select from a store of books representing a high aesthetic value when designing their daily literary activities.

Pillars of the literature project: orientation – learning – innovation

As the next stage of our innovative efforts the crèches invited experts to deliver lectures on different topics of language education and early literacy attended by staff and parents. These further training sessions also included, *inter alia*, essential information about how to support linguistic and communicative development and about the mature presentation of literary works.



Image 2.

By learning how to use sentence phonetic tools appropriately, participants of the training courses mastered practical methods to render the pieces of child folk lore and classic and contemporary children's literature more colourful and empathetic.

In possession of new knowledge, teachers can plan the changes of pitch, tone, volume, tune, emphases and pauses of recitals, thus bringing the message of literary pieces closer to their young audience. The training sessions also stressed the need to strengthen the emotional attitude related to the empathetic personality of early childhood teachers must. As regards promoting linguistic development, the need for teachers to consciously develop an appropriate model was also addressed.

The next focus of the lecture series was on reviewing the criteria of text selection, so that families as well as professionals find their way in the maze of books on offer. “Children’s books (colour and folding albums and anthologies) as well as variations broadcasted by the media often contain distorted variations of stories. The fairy tale is no longer an independent aesthetic category but a tool. Books straining for effect select and alter parts of fairy tales to accompany sensationalist pictures. The saleability and catchy appearance of these publications are poor imitations of fairy tales, and drag down the story to the level of diluted, empty entertainment.” (Tancz, 2015, 45). Therefore, when selecting from the available literature it is paramount that teachers should be able to suit their choice to the new stage of children’s development.



Image 3.

As Ildikó Boldizsár states, good works of children's literature have multiple layers and are enjoyable and useful also for adults. Whether read for the first or the twenty-first time, they don't disappoint (Boldizsár, 2004, 147).

At the professional sessions in the district's crèches teachers and parents were provided with guidance for separating the wheat of valuable books suited to children's age from the chaff of worthless batch jobs.

Literature notice boards to guide parents

After the information dissemination lectures, in early 2017 the project stepped into a new dimension marked by developing family relations. The institutions made it a priority to promote crèche-going children's exposure to regular literary experience suited to their age also in their home. The researchers, together with the members of the literature teams and the project managers decided to make the texts of nursery rhymes, poems and other works spontaneously recited during daytime care at the crèche available to parents. So the next stage in the progression of the literature project was parent information. By recommending the best quality anthologies, children's periodicals and websites of children's literature crèche teachers brought outstanding Hungarian and foreign books in the children's books market as well as experience based methods of processing literature, and contemporary children's culture closer to families.



Image 4.

Notice boards, hand-made by the working groups, were mounted on the walls of the institutions for the information of parents. They contained specially labelled pockets with the printed words of the pieces spontaneously recited in the course of daily work. In this way, traditional and contemporary nursery rhymes, children's poems written by classic and modern poets, the best pieces of Hungarian folk stories, and tales by contemporary authors were brought within easy reach of parents. The recommended excerpts represent the multi-faceted nature of children's literature in our days and draw from a wide choice of works published by illustrious old as well as recently established publishers. The teachers' choice contains an abundance of contemporary texts that are suitable for deepening the emotional relations forged between the adult and the child because of their aesthetic value and diversity.

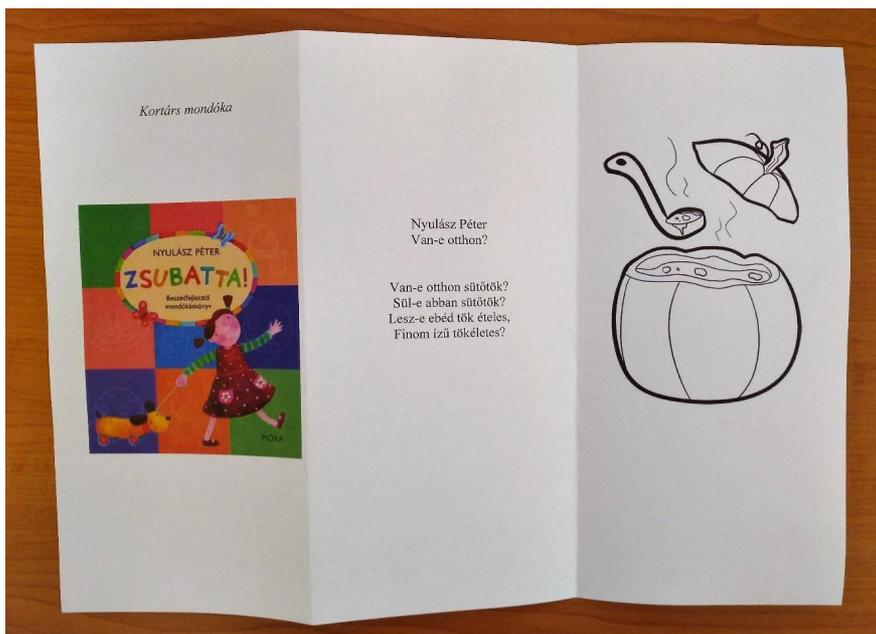


Image 5.

Literature notebook created jointly teachers, parents and children

Institutional education and care only supplement family upbringing. It is important to be aware of the daily complex processes and experiences that have an impact on young children's development (Katona, 2015). It was in the spirit of these ideas that the Józsefváros crèches launched their project designed for the long term. One of its key goals is to become better acquainted with the way in which families relate to culture and reading.

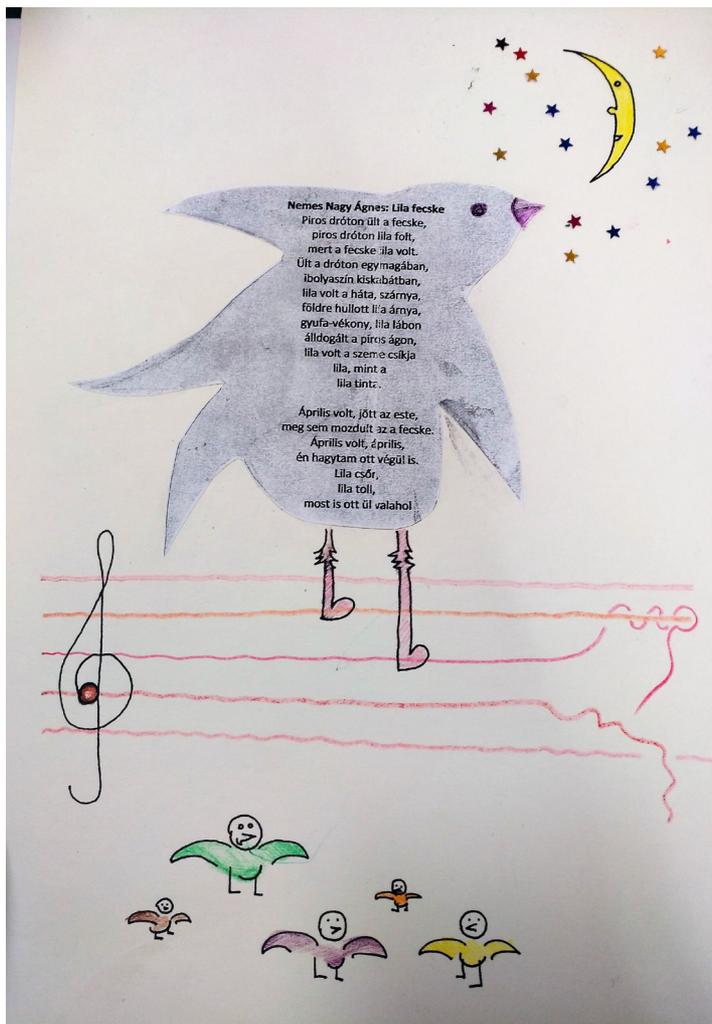


Image 6.

The aim of designing and implementing the JCC Literature Notebook was to build closer ties between parents and institutions, to support families, and to promote parental competence. This initiative was another step in involving family members in literacy processes at crèche. Provided by the district government, the notebooks record memories of reciting nursery rhymes and poems together, listening to stories at crèche or at home, and are testimonies of the joint work and shared literary experiences of the teacher, the family and the child.

The concept of the “notebook project” was presented in workshops organised by the institutions. Early childhood teachers and parents were invited together to familiarise with the set of nursery rhymes and poems chosen on the basis of professional recommendation, then expressed their emotions in connection with the works in point intuitively, in a creative process. The steps of the creative process were as follows: 1. Selection of favourite excerpts; 2. Justifying the choice; 3. Discussing different possible interpretations of the pieces; 4. Activation of the selected work’s vocabulary by sharing impressions and experience; 5. Expressing the emotional imprint of the work using visual techniques.

The participants experienced the strength of literature. They received a model for creative self-expression and feeling art as a personal experience. Working together enabled them to enjoy the artistic experience and deepen social relations. The participants can later use components of the positive experience gained at the sessions in their active quality time with their children at home. The organisers trust that parents will apply the model were shown and the improvisation techniques they learnt through their own experience in their family environment on a regular basis, and in future they will present their children with a similar literary experience with increasing frequency.

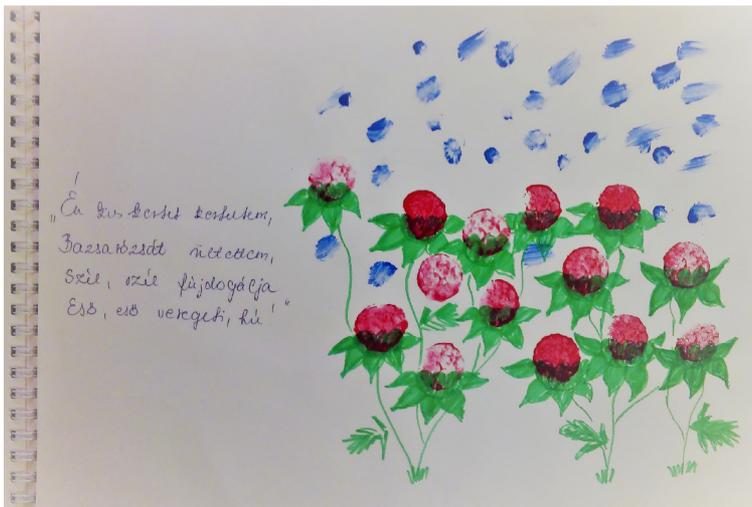


Image 7.

Based on the empirical results, the District 8 early childhood teachers have come a long way from the inception of the project, and when shaping the literature notebook, their encouraging attitude can coax families to tell or read their children stories, poems and nursery rhymes daily.

Special attention is paid to developing the emotional competence of children raised in families that are more difficult to approach: in the spirit of education

through art, teachers strive to work together with parents in shaping literary experience. They send home the notebooks if they see there is an interest or work on them together with the children at crèche. In future they are hoping to involve some the more active parents, and popularise the idea by staging ad-hoc exhibitions of jointly produced literature notebooks.

The multilayered Paper Theatres of the Publishing House Csimota

The literal meaning of the Japanese word ‘Kamishibai’ is a theatre performance in paper, it transforms the storybooks into theatre. The pictures tell a story – each illustration brings to life an element of the tale. The images fill the entire card and are presented facing the audience. With a pinch of creativity it is easy to organize simple but exciting performances for the children in the nursery or in the family. In this ‘show’ children can enjoy both the text of the story and the illustrations prepared as the imaginative background completing the text. „The person telling the tale can turn traditional storytelling into a truly theatre-like experience with the aid of large moveable cards. The paper theatre maximizes children’s attention, as it makes the images clearly visible to all; attention can therefore be paid both to the images and text. The narrator can deliver the text of the tale, printed on the back of the cards, to their audience with all the necessary impact.” (<http://csimota.hu/en/paper-theatres-description/>).



Image 8.

This way of interacting with the images lends the illustrations a dynamic quality, multiplying them, and presenting the tale like a cartoon.

It's important, when telling a tale in Kamishibai form, to try and make the most of its possibilities by breaking up the rhythm of the reading and making it more diverse and exciting. Needless to say, based on the audience's reaction, we can pause over one image or another. If necessary, we can communicate outside the limits of the tale itself, even asking questions, thus keeping in constant touch with our audience. We can thereby adjust the tale to their level of interest and age.

Practiced storytellers can enliven their tales with well-chosen musical excerpts (For further details and interesting content see: <http://csimota.hu/en/paper-theatres-description/>).



Image 9.

Summary

The way children are related to books and literature depends to a great extent on the experience-centeredness of literary education in educational institutions, the loving atmosphere they experience there, and the professional knowledge of early childhood teachers. The staff of Józsefváros Joint Crèches in Budapest work in the context of a long-term project focused on exploring the relationship of the family environment to culture, and on exploiting the multifarious opportunities inherent in education through arts. In the framework of ongoing self-training, early childhood teachers contribute to enriching the literacy habits of families by a wide range of valuable pieces of literature, by serving as positive examples, and by innovative initiatives. as the Kamishibai.

The message of the District 8 project is that professional preparation and expertise in children's literature coupled with appropriate motivating techniques can multiply the literary experience of children aged 0 to 4. Involving parents in literary education, the loving atmosphere of active quality time with children, intimate moments together can bring the experience of absorbing the power of art, and can lay the foundations of a long-term love of nursery rhymes, poems and tales.

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Pilot Programme of Literary Education at Józsefváros Joint Crèches

Judit Koscsóné Kolkopf

In the course of my activity as head of crèche assessment of early childhood educators' knowledge of literature has become an important pillar of developing the content of early pre-school education development, and in light of the findings appropriate training plans were devised so that knowledge in the field could be expanded and incorporated in the educational process. To achieve my goals I called a meeting of heads and outlined my ideas about literary education. My crèche manager colleagues were open and receptive, so I did not have to quote additional arguments to win them over. We were able to get down to operative tasks straightaway, and together we devised a strategy to enlist the support of the 101 educators in our respective institutions to implement the goals and objectives of the development project.

To underpin the professional legitimacy of our project we explored professional sources and references and were satisfied that choosing literature as the capstone for our development project was a good idea. We stated that the role of educators of young children in conveying knowledge about books and literature is unquestionable. We also agreed that it would be beneficial to involve an external expert who possessed the knowledge and experience necessary for laying the scientific foundations of the development process. Currently the highest level professional training in our field is offered by the infant and early childhood education programme of Eötvös Loránd University's Faculty of Primary and Pre-school Education, so we approached Dr. Anna Bereczkiné Záluski, senior lecturer of the Department of Hungarian Language and Literature to be our consultant and mentor. When exploring the topic in depth my colleagues also endorsed the following idea put forth by our mentor: *"The role of parents in transferring knowledge about books and literature is unquestionable; it is therefore imperative to widen (or create) their background knowledge about the process of literacy, and their positive attitude to children's books and reading should be developed (or strengthened)."* (Bereczkiné, 2013. 39).

I was driven by these statements when trying to plot the course of my research and development work. In agreement with my fellow managers we

staged a series of lectures for our educators and parents on the diversity of genres in child literature, the aesthetic values of classical and contemporary works, and methods of conveying literature. Following the recommendation of our consultant and thanks to the support of the District VIII government we purchased 800 children's books of literary value in 70 categories, and made them available in each crèche.



Image 1.

During the lecture course we decided to set up literary teams of our early childhood educators as a first step. After six months of operation I put together a questionnaire to assess the educators' knowledge and orientation in the topic.

The research explored the following questions:

To what extent is the importance, tools and methodologies of literary education determined in professional documents?

What knowledge of children's literature do early childhood educators have?

What sources do they use in their work?

What professional support do they need in the interest of efficient development?

What in-service training is necessary?

Who are the experienced and motivating colleagues we could rely on at the first approach?

How to involve external professionals?

How should the in-house training system and the work of literary groups based on self-education be developed?

How can the institution become a learning organisation with the help of literary circles?

In what way can parents be involved?

In addition to the questionnaire I analysed the Professional Programme of Józsefváros Joint Crèches to determine how important literary education is in the everyday work of crèches. A SWOT analysis and an inventory of resources were prepared and at a later stage of implementation (28 April – 2 May 2017) I conducted a questionnaire based survey, and based on the findings I adjusted the steps of the development process. I was assisted by Heléna Kiss, external developer, in the administration of the survey.

My document analysis was based on an empirical research method (Falus, 2000. 263.; Kontra 2011. 44.), which was suitable for drawing important conclusions regarding the professional programme of the institution. The online questionnaires allowed me to gather a large data stock within a short time. The survey was representative as the response rate was 95% (Falus, 2000. 153.; Kontra 2011. 46.).

With the help of my external developer I analysed the level of educators' knowledge of literature and their further training preferences. We gained an insight into the knowledge colleagues with different degrees of professional experience had gathered in the field of literary education, and the forms of training they would find best for their own development.

The main findings were as follows:

- Forty-nine percent of infant and early childhood educators have spent no more than five years in the profession.
- The distribution of staff by experience is uneven across the member institutions.
- Due to retirements there is a number of new staff in the institution.
- Early childhood educators have differing levels of literary knowledge.
- Early childhood educators consider different learning organisation methods useful.
- Early childhood educators like using different types of books.

The limitations of this paper do not allow a detailed description of the research; therefore I only highlight the key points of the process, as well as the results of our procedures.

Some findings of the analysis of responses to the questionnaire

Most of the educators in my institution belong to the young generation; their knowledge acquired in their initial training are still fresh, therefore they are open to innovation. In my opinion they constitute the active core of the group supporting the development project.

About 80% of the colleagues attended the lectures of Dr. Anna Bereczkiné Záluski. The lectures lay the professional foundation of the development project, and determined the practical and professional aspects for successfully introducing literary education and improving its efficiency. On the other hand, I had to ensure the flow of information for the sake of those who could not attend the lectures, so that they too familiarise the key elements. To this end we developed an in-house training system (see in more detail in the In-house Working Group chapter), where educators can observe each other's groups and use the experience to master literary education embedded in care situations.

Transfer of the professional content of developments take place at the regular meetings of the designated staff responsible for literacy. The meetings are open for anybody wishing to get information or needing help.



Image 2.

My staff considered four learning organisation methods to be the most appropriate, therefore future literary development will be based on their preferences. Lectures or presentations are the preferred method of 32% of the respondents, 23% favour discussion, 15% observation, and 14% group tasks. Accordingly, we will continue with the lectures of Dr. Anna Bereczkiné Záluski,

the monthly meetings of literature teams, observation-based in-house training which by now has a well-established culture and methodology in our institution, and group discussions.

The emerging data underscored my initial conviction that my colleagues need ongoing high-quality professional support and training. In addition, I need to give an opportunity to monitor early childhood educators. In a year from now I will invite staff to fill the questionnaire again so that the hoped-for progress can be demonstrated and substantiated based on a comparison of the answers.

Achievements

We are proud of several elements of the development already realised and successfully operating. With the help of the literary team educators created an in-house training system of ongoing daily observation. New colleagues are introduced to the concepts of literary education, thus their work is made more effective and interactive. Colleagues keep in touch electronically between discussions, and the regular meetings are naturally open to anybody.

A spectacular achievement is the corkboard hanging on the wall of the hall of each member crèche with identical format and content, displaying our “literary treasure trove.”



Image 3.

The pockets assigned to the various literary categories contain excerpts on sheets for parents to take. The fanfold A4 sheets include the literary work recommended by staff, the picture of the front cover of the book the excerpt is taken from, and a related colouring picture.



Image 4.

Parents can also borrow our newly acquired books for a certain period. The literary circle elected its own leader, and they have monthly meetings on changing the contents of the “literary treasure trove.” Selection of excerpts is generally accompanied by heated debates among educators, which, in my opinion, is highly stimulating professionally and also on a personal level.

Parents are actively involved in other aspects of our development project; for example, Dr. Anna Bereczkiné Zálászi gives lectures and interactive presentations intended specifically to enhance parents’ awareness of the importance of literary education.

“My First Literary Scrapbook” has been prepared. This is a notebook designed for children. Parents can paste in it the brochures of literary works advertised by the crèche, and can work on it with their children, using different visual techniques, photos, pictures, etc. to complete and decorate the nursery rhymes, poems and stories. The scrapbook could also prove beneficial for pre-school teachers: they can use it to bond with children going on to their pre-school institutions from my crèches.

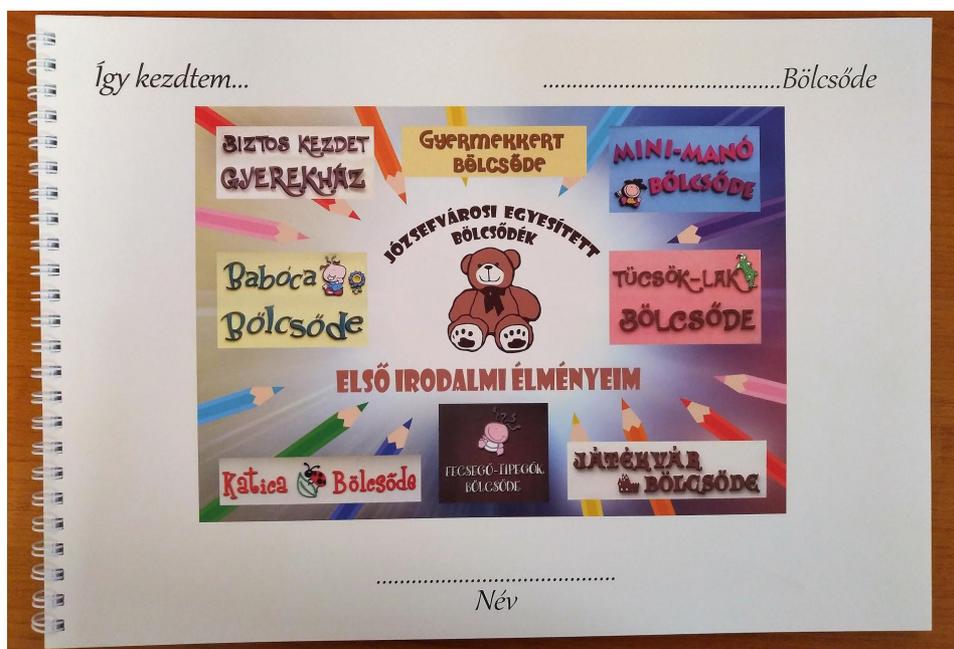


Image 5.

Future plans

I am optimistic regarding the continuation of the development project, so our future plans includes a variety of ideas. Parents' feedback on our literature topics is important, so I am contemplating to collect opinions of and assessment by parents. I am also planning to set up an open bookshelves system where anybody can borrow books and bring their own books for others to borrow, thus promoting children's language development and literary awareness, and strengthening intimacy within the family. I would also like to stage book fairs, where publications of high standards of quality would be sold and visitors can meet and talk to the authors.

We intend to disseminate our development project and goals therefore we are planning to organise "road shows" to present our endeavours in line with our financial capabilities. No goal is nobler than developing young children, teaching the mother tongue to future generations, and strengthening the emotional bond between parents and their young children.

My goal is to solidify our literary pilot programme in the daily practical work of our staff and share it with the widest possible group of interested crèche educators.

Summary

The implementation of the pilot programme of literature education relying on a new foundation is the result of an 18-month process peppered with trials, 'whys' and 'hows,' successes and halts. We are still at the beginning of the road together with many dedicated colleagues. As head of institution it is my desire that children get more through the care and education work without noticing it, but this requires additional work from educators. I hope that with the staff of our crèches and the Sure Start Children's Centre we will be able to further our achievements. I thank them all for their enthusiasm, and our thanks to the maintainer for the multifarious support promoting our work.

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www.bolcsode-bp08.hu

The presentation on the developments is available at:

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Beyond Inclusion

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Early Childhood Education and Care
in Hungary, Budapest-Józsefváros

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Budapest, Hungary, 2018

Time in childcare is changing, just like the methods and the approach to it. In the centre of the educational method in Józsefváros Joint Crèches, there is a mixture of mental, cultural and physical care. To reach this aim, nurseries of Józsefváros Joint Crèches worked out several good practices: to educate healthy, culturally motivated children. The maintainers, the employees and professionals of nurseries work hand in hand to achieve an atmosphere where education of high standard can be started.

This book is a compendium of good practices which came to life after the joint work of Józsefváros District Government and Józsefváros Joint Crèches. It presents several methods letting all readers to emerge in the peaceful and careful work and daily routine of nurseries.

Józsefváros Joint Crèches is more than a net of nurseries. It is a place where professionals can practice in *Józsefváros, Jointly and in Confidence*



JJB JÓZSEFVÁROSI
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