

UPPER Good Practice	
<b>Code</b>	ESHA – GP05a
<b>Name (title) of the good practice:</b>	Ubuntu <a href="http://www.vbjk.be">www.vbjk.be</a> VBJK Centre for innovation in the early years (ECEC)
<b>Country/region</b>	Belgium, Ghent
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li>■ <b><u>Policy Making</u></b></li> <li>■ <b><u>Teachers Competence Development</u></b> <ul style="list-style-type: none"> <li>□ Self-Assessment</li> </ul> </li> <li>■ <b><u>Concrete School Practice for early child care centers</u></b></li> <li>■ <b><u>Community Building</u></b></li> <li>■ <b><u>Mainstreaming</u></b></li> </ul> <p><i>Short Description:</i> The African cultural world-view known as UBUNTU, which highlights the essential unity of humanity and emphasises the importance of constantly referring to the principles of empathy, sharing and cooperation in efforts to resolve our common problems. VBJK stimulates innovation in four areas of work where services for <b>Early Childhood Education and Care</b> operate. Good ECEC services are important for all children and their families. They help children grow in their development, they support education at home and play a major role in society. Each day thousands of professionals engage in these areas of work.</p>
<b>Full Description</b>	<ul style="list-style-type: none"> <li>● VBJK believes in solidarity with the world. We want to work towards an inclusive and democratic society, upholding human and children’s rights and respecting diversity. Initiator, Partners, Target Groups, Stakeholders involved.</li> <li>● VBJK is up-to-date with the world of young children and their families, with changes in the ECEC areas and with movements in larger society. That’s exactly why our projects are always innovative. VBJK elaborates the themes and topics that are relevant today and tomorrow. Themes are: <ul style="list-style-type: none"> <li>- Cooperating in a network</li> <li>- Inclusion and diversity</li> <li>- Informal support and social cohesion</li> <li>- Professionalisation</li> <li>- Partnership with parents</li> <li>- Transition</li> <li>- Pedagogy of the child</li> </ul> </li> </ul>

	<p>- Gender balance</p> <ul style="list-style-type: none"> <li>● <i>Content and Methodology of the GP:</i> together with parents, the people from the surrounding neighbourhood, volunteers and partner organisations Tierlantuin creates a warm nest where all children are welcomed. When Tierlantuin won the Evens Prize for Peace Education, this childcare centre decided to make a movie about their inclusive and democratic work with children <a href="https://vimeo.com/229250026">https://vimeo.com/229250026</a></li> <li>● <i>Availability and link to evaluation results:</i> <a href="https://vbjk.be/en/publications-filter/pre-primary-education">https://vbjk.be/en/publications-filter/pre-primary-education</a> dissemination of all innovations via books, films, brochures, manuals, reports</li> <li>● <i>Synthesis of evaluation: AN AFRICAN PERSPECTIVE ON PEACE EDUCATION: UBUNTU LESSONS IN RECONCILIATION</i> <a href="https://link.springer.com/article/10.1007%2Fs11159-009-9129-0">https://link.springer.com/article/10.1007%2Fs11159-009-9129-0</a></li> </ul>
<b>Why is the case interesting?</b>	<p><i>Specific description of innovative value in relation to UPPER:</i> VBJK pre education as a good practice is relevant because it meets all defined indicators of strategies mentioned below.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li>1. <b><u>Transformative</u></b></li> <li>2. <b><u>Observable results</u></b></li> <li>3. <b><u>Methodologically structured</u></b></li> <li>4. <b><u>Potential for re-contextualisation</u></b></li> <li>5. <b><u>Beneficiaries consider it a GP</u></b></li> </ol>
<b>Coordinating institution</b>	VBJK together with Kind en Gezin and Ghent University
<p><b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> <li>1. <b><u>Avoiding segregation (4)</u></b></li> <li>2. <b><u>Leadership/governance (2)</u></b></li> <li>3. <b><u>Information on diversity (3)</u></b></li> <li>4. <b><u>Teacher education on diversity (2)</u></b></li> <li>5. <b><u>Diversity in teaching workforce (2)</u></b></li> <li>6. Curriculum and pedagogies</li> <li>7. <b><u>Multilingual education (3)</u></b></li> <li>8. <b><u>Interactive, culturally relevant methods (2)</u></b></li> <li>9. <b><u>School-Society relationship (4)</u></b></li> <li>10. Socially responsible ICT</li> <li>11. Involving NGOs and Youth organisation</li> <li>12. Incentives and reward for GP</li> <li>13. <b><u>Social integration (4)</u></b></li> <li>14. <b><u>Awareness of injustice (4)</u></b></li> <li>15. <b><u>Promotion of Peace Value (4)</u></b></li> <li>16. Other (please specify)</li> </ol>
<b>Accessibility of data and</b>	Average via website mentioned

<b>persons by UPPER Team</b>																																																	
<b>Impact</b>	Short, medium and long term for children and their families as well as a the community. Availability and link to evaluation results: <a href="https://vbjk.be/en/publications-filter/pre-primary-education">https://vbjk.be/en/publications-filter/pre-primary-education</a>																																																
<b>Brief description of the context in which the practice was applied</b>	VBJK gets engaged in basic provision for young children and families in: child care, out of school care, pre-primary education and parental support.																																																
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	Innovation for VBJK means working continuously on quality. We keep track of evolutions on the work floor and in research, we follow-up in national and international changes and keep moving so that basic provision for young children can keep on growing. VBJK is committed to support, improve, deepen and fine-tune the daily work of so many professionals.  We do this by connecting all involved parties: children, parents, practitioners, researchers, policymakers and all possible relevant organisations. We also do this in our coaching projects, our product development and our research. VBJK always looks for work on the crossroads between practice, policy and research. Every innovation stands on its own but is, at the same time, embedded in the larger picture. Here you can see how we work, both on the NATIONAL and the INTERNATIONAL level. <a href="https://vbjk.be/en/how-we-work">https://vbjk.be/en/how-we-work</a>																																																
<b>Matrix</b>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Partnership structure</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Methodology</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Content of training</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Stakeholders involvement</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Evaluation approach</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Training to practitioners</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	Partnership structure			X			Methodology				X		Content of training				X		Stakeholders involvement					X	Evaluation approach					X	Training to practitioners				X		Other (please specify)					
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<b>Critical aspects in the application of the practice</b>	There might be costs involved. I have contacted them and am trying to find out exactly.																																																
<b>Sustainability elements and recommended use in UPPER</b>	Participation in European Erasmus Projects on continues innovation and professionalisation of core professionals working together on transition. Informing EU policy makers on the most important socio-educational themes of today by participation in writing report f.e. NESET II																																																
<b>Contact persons</b>	<a href="https://vbjk.be/en/contact">https://vbjk.be/en/contact</a>																																																



<b>Web link(s)</b>	<a href="https://vimeo.com/231046802">https://vimeo.com/231046802</a> Ubuntu in Tierlantuin English version <a href="https://vbjk.be/en/our-mission">https://vbjk.be/en/our-mission</a> <a href="http://ijep.icpres.org/2009/v3n1/msila.pdf">http://ijep.icpres.org/2009/v3n1/msila.pdf</a>
<b>Filled by</b> [name and partner institution]:	European School Heads Association – Monique Westland