



The impact of COVID-19 in ECEC services: stories and experiences of the educational staff involved in the I.ECEC project

Edited by Giada Prisco



Co-funded by the
Erasmus+ Programme
of the European Union

**The impact of COVID-19 in ECEC
services: stories and experiences
of the educational staff involved in the
I.ECEC project**

Edited by
Dr. Giada Prisco

This publication has been realized as a compilation of results in the framework of the Erasmus+ KA2 Strategic Partnerships I.ECEC – Intercultural Early Childhood Education and Care Curriculum Design for Professionals project (cod. 2018-1-HU01-KA201-047763).

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

I.ECEC QUESTIONNAIRE

for professionals concerning COVID-19 and ECEC practice

METHODOLOGICAL FRAMEWORK

This research is part of the European I.ECEC project (*Intercultural Early Childhood Education and Care: Curriculum Design for Professionals*) of the Erasmus+ KA2 Strategic Partnerships for school education (code: 2018-1-HU01-KA201-047763). The main objective of the I.ECEC survey was to gather information about the experiences of educators during the COVID-19 situation and the changes in the practice of the ECEC services.

The semi-structured questionnaire used for the I.ECEC survey was designed by the research team of the University of Florence (UNIFI), coordinated by Ph.D. Prof. Clara Silva, with the support of ELTE TOK and Erasmushogeschool Brussel (EhB) and it consisted of 4 closed-ended questions and 17 open-ended questions. It was translated into Italian, Hungarian and Dutch, with minor changes, to adapt it to specific contexts and realities. The main thematic areas/sections of the questionnaire were: relationship with children and families, routine moments, play and activities and reflections on the COVID-19 experience. Each partner proceeded to carry out the empirical survey, after identifying the sample:

- In Italy, the questionnaire was made accessible online from mid-June 2021 and data collection ended after one month. The survey took place in Tuscany (Italy) and the sample concerned educators employed in early childhood educational services and pedagogical coordinators active at the ARCA social cooperative. In total 42 testimonies were collected.
- In Hungary, the questionnaire was filled in by JEB staff and the research team collected 40 responses. The questionnaire could be completed between 10 and 15 October 2021.
- In Belgium, 14 responses were collected from different childcare centers in Brussels. The survey was conducted during the months of October and November 2021.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

All the respondents were invited by e-mail using Google-forms. We have chosen to use an online questionnaire due to COVID-19 situation and because, comparing it to traditional methods of 'research management', it has multiple advantages:

- A speedier survey management: the timing of the survey is undoubtedly lower than a survey carried out employing traditional methods (by ordinary mail, by phone, or by face-to-face interviews);
- A quick data monitoring and analysis: execution times are reduced. The faculty to be able to enter and analyze data just contemporarily to their availability is a fundamental feature of online surveys, which positively affects execution times, by reducing them significantly.
- Lower costs: research conducted online has a lower cost, compared to similar surveys carried out employing traditional methods;
- A non-intrusive data-detection: a questionnaire completed online is a questionnaire the user decided to respond to, on the request of very few external agents. Therefore, this improves not only the spontaneity of the answers, but also their fidelity. Furthermore, anonymity allows respondents to be truly themselves, to give their opinions even when inconvenient or 'unpopular';
- Achievement of different targets: Thanks to the online administration, it is possible to cover a wide geographical territory.

The empirical research conducted allowed us to "listen to" the real situation of ECEC services during the pandemic crisis.

COVID-19 SITUATION IN ITALY

By Prof.ssa Clara Silva, Dott.ssa Giada Prisco, Dott.ssa Elisa Lencioni

The COVID-19 pandemic crisis in Italy started on 31 January 2020, when two Chinese tourists in Rome tested positive for the virus.

On 31 January, the Italian government suspended all flights to and from China and declared a state of emergency. By the beginning of March, the virus had spread to all regions of Italy. On 8 March 2020, Prime Minister Giuseppe Conte expanded the quarantine to all the region of Lombardy and 14 other northern provinces, and on the following day to all of Italy, placing more than 60 million people in lockdown. The closure of ECEC services has almost coincided with the confinement in the homes of the entire Italian population. In fact, with the Presidential Decree of Council of Ministers (DPCM) of 4 March 2020 the Italian government has ordered the closure of the ECEC services and schools of all levels, which continued until the end of the educational year, in July 2020. After this decree, other measures were introduced like the so-called distance learning (LEAD - Legami Educativi a Distanza) as the main answer to give continuity to educational activity no longer carried out in the presence. With LEAD guidelines the ECEC services enter children's homes. This meant that on the one hand the educators have grasped fragments of the daily life of families directly and on the other hand the parents have been enabled to observe the dynamics that are created between their children and educators and educators.

With regard to the little ones, the main goal was to set up educational activities in order to keep the relationship alive with boys and girls, albeit at a distance, in collaboration with parents in an attempt to minimize possible traumatic effects.

PRESENTATION OF THE ITALIAN RESULTS

From the answers provided by educators some recurring core themes can be traced that can illustrate the reality of early childhood education services in Italy during the COVID-19 emergency. The categories emerged:

- Need for new strategies to involve families.
- The health emergency has allowed more networking among educators.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

- The protocols and rules of distance have generated new ways of managing the educational relationship.
- Educators have expressed the need for normality.
- The pandemic has prompted educators to think of creative and flexible solutions.
- Need to start over from what has been learned in this period.
- The health emergency has enabled other and new educational resources to be activated.

SECTION: RELATIONSHIP WITH CHILDREN AND FAMILIES

The pandemic emergency has led to a rethinking of the times and places of life in early childhood education services as well as a reshaping of the forms of communication and relationships that are established within them. From the analysis of the data collected, it emerges that the current health situation has upset all the routines and habits of childcare services right from the moment of entry, reception and setting.

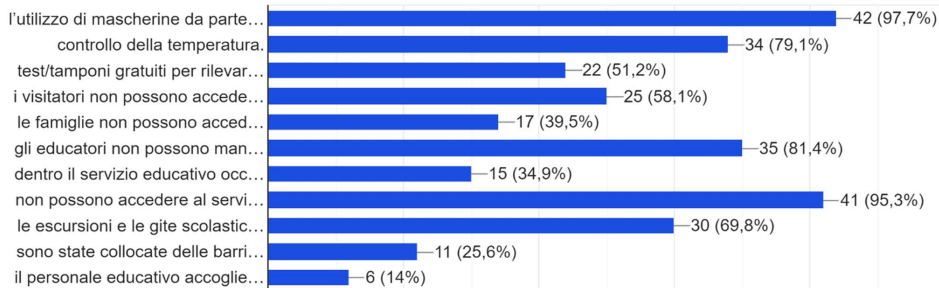
► **What measures have been taken following the coronavirus emergency?**

In the first question, where several answers could be marked, we asked them about the precautions that were taken during the pandemic in ECEC services.

- the use of face masks for staff and educators – 97,7%
- temperature checks – 79,1%
- free tests to detect SARS-CoV-2 infection for educators – 51,2%
- visitors can't access to the service (except authorised officers and health professionals) – 58,8%
- families can't access to the service – 39,5%
- educators can't eat with children – 81,4%
- exclude staff, children and visitors with symptoms of COVID-19 from the service – 95,3%
- suspended excursions and school trips – 69,8%

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

- barriers to create space at sign-in areas, seated areas etc – 25,6%
- staff collect children from outside the service - 14%



► **In September 2020, did all children come back to the ECEC center?**

In this question, we asked educators if whether all children had returned back to the ECEC center in September 2020.

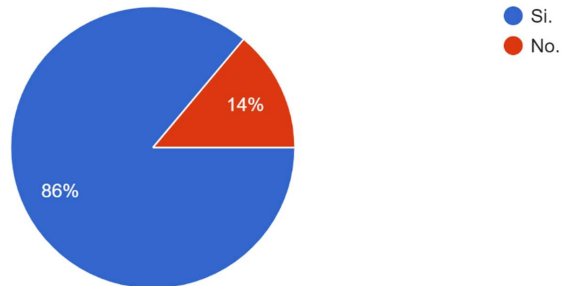
- Yes, All the children have returned – 81,4%
- No, only the younger children returned – 4,7%
- No, only the older children returned - 7%
- Yes, They all returned but not continuously - 7%



► **In September 2020, did you have to re-organize the welcome back moments for children and families (already attending before the lockdown)?**

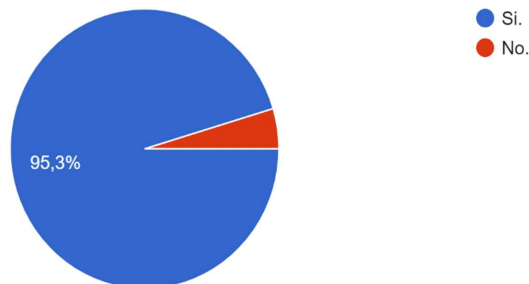
KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

- Yes - 86%
- No - 14%



► In September 2020, did you have to re-organize the welcome moments (familiarization/acclimatization - “ambientamento”) for the new inscribed families and children?

- Yes – 95,3%
- No – 4,7%



► Regarding the welcome moments for families and children, what has been done?

This question dealt with personal experience. The pandemic, in fact, has imposed a new configuration of educational practices leading to a different welcome both for children who already attended the service (as stated by 86% of the interviewees) and for those who entered it for the first time (as stated by 95% of respondents).

“The welcome-setting for boys and girls who entered the educational service for the first time included, for the first three days, the presence of the family member during the time spent in the educational service (1 hour) in the reference section with an educator for the first two days. On the third day, after breakfast shared with the family member, there was the first greeting and then the meeting of the children in setting with the group that was already attending the service. From the fourth day, the boys and girls greeted their parents at the entrance and with the reference educator reached the reference section, extending the time spent in the educational service every day until the completion of the welcome moment. For the reception of the children who were already attending the educational service was provided instead a first day, the return, with a time spent in the reference section with the educators only for the morning, from the second day for the whole day. The greeting with the accompanying family member takes place, for the entire educational year, at the entrance to the service where they will find a reference operator of the service or a reference educator of the section to welcome them”.

“The children were gradually introduced with a possibly faster setting”.

“We used the garden right away on the first day and the parents were only there for three days... the calendar of insertions was built on the health emergency and not on the needs of children”.

As underlined by the interviewees, even the reception of parents and families in the educational service has undergone changes and variations and it has had to adapt to the needs of the moment:

“The parents accompanied the children to their lockers, where they were welcomed by an educator”.

“The entrance gate to the nursery remains closed, the parents ring the bell and are greeted by the operators. They do not enter the service, but remain in the entrance space between the two doors. It was asked to have only one adult per child. If two families arrive at the same time, they are asked to wait their turn outside of entry”.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

“Parents can no longer enter in the section but stop in the hall, where the educator arrives to welcome their child”.

As reported by some interviewees, during the health emergency, a lot of parents could not even access the sections, therefore, other insertion methods, different from those previously used, were provided. The pandemic has pushed educators to experiment new reception strategies for children and their families:

“At the moment of welcome in the morning, the moment of greeting, which takes place at the entrance to the educational service, the educator of the section dedicate, according to different needs, a time to the parents for news and communications. Before the emergency this moment was shared at the moment of the greeting in the reference section where parents could accompany their children”.

“We have had more exchanges of information by phone and use of writing everyday information on a card for each child has been introduced.”

“The parents agreed with the educators the time of entry and exit to avoid gatherings outside the structure. As their access to the facility was limited, the educators reminded them several times about the possibility of fixing an interview to the need at any time”.

SECTION: ROUTINE MOMENTS

As previously mentioned, the routines have also been reorganized in accordance with the protocols imposed by the health emergency.

► Did you have to re-organize the eating moment, to follow the COVID-19 rules? How do you did it?

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

This question dealt with personal experience. In this regard, the most penalized moment of all seems to be the lunch. As a precious opportunity to learn social behaviors and food education, lunch during COVID-19 limited the ability of children to act, in fact:

“We had to review the lunch routine as the children helped the auxiliary to set the table, to empty the dishes, poured water from a large shared jug and took turns bringing bread to friends, but with COVID -19 educators are the ones who carry out these tasks”.

“The educational lunch was penalized by covid rules. The educator was unable to have lunch with the children and the children often turned to the adult asking to remove the mask to eat with them. In previous years, the children took part in the lunch using the water jug and the cheese bowl on their own but unfortunately they could not do this in compliance with the COVID-19 regulations”.

“As regards the time of lunch, the modality has been changed, meaning that it’s always an educator who follows a group of children, but while before the COVID she had lunch with them to create a more familiar and intimate moment, now, with a mask and protective goggles, she follows the children, but she no longer shares this moment with them... the children have been deprived of some autonomy such as pouring water into glasses by themselves, serving the first dish with a ladle, putting the cheese on pasta...”.

► Did you have to re-organize the hygiene/toilet moment, to follow the COVID-19 rules? How do you did it?

This question dealt with personal experience. According to the answers provided by the educators, we can say that hygiene/toilet moment has remained almost unchanged. Although, at least in the beginning, for some educators, it was difficult to adapt to the masks and glasses and to build a close relationship with children by wearing such protective instrument.

However, of course, there are some changes in daily practice:

- *sanitation operations after the use of the toilet by a group of children.*
- *ask parents to bring a plastic bag with a complete change for each child.*

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

- *terry towels have been abolished on the special personal hangers, only paper and disposable towels are used.*

► Did you have to re-organize the sleeping moment, to follow the COVID-19 rules? How do you did it?

This question dealt with personal experience. According to the results, half of the respondents said that there was no significant changes in the organization of sleeping moment, but it should be noted that:

- *the beds were organized with the names of children so each child had his own bed with his own sheets closed in a bag, which was brought home every Friday to wash.*
- *personal items that each child needs to sleep (pacifier, puppet and linus blanket) remain stable in the service and sanitized daily.*
- *using gloves during diapering.*
- *beds were placed at a distance of 1 m. from each other (the prescribed distance between the beds was observed).*

SECTION: PLAY AND ACTIVITIES (IN AND OUTDOOR)

► Did you have to re-organize the free play, to follow the COVID-19 rules? How do you did it?

This question dealt with personal experience. No particular changes in free play. The reorganization of free play mainly concerned the regular sanitation of the material used by children.

“For free play, baskets of games have been prepared to be used daily in rotation as every day the games used by the children’s section are sanitized. Some games such as recycled materials, wooden games, cardboard games have been eliminated or are used less. Even the books in the children’s library are always and only used by them, but they are periodically quarantined and replaced by other books in rotation... only plastic dolls have been left because they are more easily sanitized”.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

A great challenge for all educators during COVID-19 pandemic was to “stay together at a distance”: as can be seen from the interviews, in addition to carry out their work by maintaining a sort of social distancing with the children, the greatest effort required to educators was to ensure to children a quality educational experience:

“... great effort and sorrow in having to offer the group of children an environment less rich in offers of materials or objects that help to make the various rooms warm and welcoming. See the elimination of carpets, cushions ...”.

► Did you have to re-organize the structured activities, to follow the COVID-19 rules? How do you did it?

This question dealt with personal experience. Most of the educators stated that there was no changes made in the structured activities but they reported that:

- *the structured activities have been proposed within the reference section (no cross-class activities);*
- *the need to work in bubbles*
- *sanitization of all tools used every time*
- *a weekly calendar to use the common spaces*
- *activities carried out mainly outdoors*
- *were organized with smaller groups to allow children greater freedom of movement.*

► Did you have to re-organize the outdoor activities to follow the COVID-19 rules? How do you did it?

This question dealt with personal experience. Most of the educators stated that there was no changes made in the organization of outdoor activities but they organized more activities outside with children in comparison with pre-pandemic times.

“During COVID-19, the use of outdoor space has increased which, fortunately in the nursery where I work is very large, the parents i collaborated with the educators bringing jackets and rubber boots to always keep in the nursery and to use in the colder season. Each section, had to equip

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

itself with a dedicated garden, where the same group of children always played with their games without any exchange with the other sections, obviously this was possible thanks to the enormous size of the garden that surrounds the whole service”.

“We tried to use the garden much more. Preparation methods and times were longer, having to put on boots, coats, etc. ... Especially when we had to go back to the section (very often it was also necessary to change clothes for some children)”.

SECTION: OPEN ENDED QUESTIONS

► How did you and your colleagues perceive the above mentioned re-organization due to the COVID-19 rules?

This question dealt with personal experience. If it is true that educational work presupposes “being in uncertainty”, it is equally true that the COVID-19 pandemic has changed the coordinates followed up to then, pushing care professionals to identify new forms of involvement and alliance:

“Learning the protocol was not easy and it was not always clear to know what to do or what not, with time everything became more usable and as regards working with children it gave us the opportunity to also review the educational proposal “.

“Some rules have “limited” the “educational process” a little, others have stimulated us to find new strategies and formulas”.

“It has been an intense year, which required a lot of attention and planning not only from an educational point of view. The closure in bubble sections has imposed a change in the thought of sharing and continuity between the sections of the educational service, thinking and planning in a new way, always keeping the educational project in mind”.

From the answers of the interviewees, the fatigue and tiredness of the reorganization of the service during the health emergency prevail many times: an operation difficult to face and very challenging to implement. Not surprisingly, the respondents expressed the need to express their concerns:

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

“This year has been a very difficult year for me, the concern of the pandemic and the strategies to be implemented have often distanced me from working with children, the bureaucracy has been intrusive and has deprived me of the forces that I usually dedicate to educational work. I am happy because families have always supported us and have always trusted us but I am exhausted and I miss “my job” as much as if COVID had stolen space and energy from the beauty of living in the nursery”.

► **What changed in practice, compared to how it was before the pandemic?**

This question dealt with personal experience. Restrictions, distancing and strict health protocols have limited some aspects of their work but, at the same time, have helped educators to reflect on the daily way of acting with children:

“Communication was much more visual, made up of looks and gestures that accompanied the words hidden under the masks. A way of acting made of gazes, a constant attention to the actions that accompany words, which has always been present in my being an educator, has always been part of my educational practices, the pandemic has led me to further reflection, observation and discussion on how to act with children”.

“Unfortunately I had to adapt to having little physical contact; in times of need, however, they were picked up, but between gloves, mask and glasses, even the perception of being able to comfort is very different”.

“I did not change my way of acting with children, I continued to take them in their arms whenever they requested it, to console them, to cuddle them, I continued to hug them. I tried to do my best not to make this moment weigh on them. The masks don’t give the possibility to see a smile so, I tried to make the eyes smile, to convey something with a hug”.

► **What changed in the relationship with children (regarding the educational practices)?**

This question dealt with personal experience. Maintaining the “LEAD” (MIUR, 2020) with children has involved a lot of work by educators who have worked to share activities, videos, materials with them:

“We did creative workshops online. For carnival we made an Indian headdress together with parents and children which then we used for the carnival party”.

“In the three days of closure for lockdown, before the Easter holidays, another online meeting was held for children and parents to allow us to say goodbye given the sudden closure. On that occasion I told the story in a “box” of “Petuzzo” because it was in was very much in demand by children, until that moment”.

Moreover, the children concerned have shown, as pleasantly pointed out by the educators themselves, a great ability to deal with the situation and a high level of resilience:

“Always having an FFP2 mask and protective glasses my relationship with children has not changed, meaning that I take them in my arms, I cuddle them if they need them, I support them if they are in difficulty, I play with them if they require it, I read their books, the only thing I really miss is being able to show them the expression on my face without the mask, even if they are really good at understanding, just by looking into your eyes, what you feel while you relate to them”.

“Always having the mask, they could not capture, observe the lip which is something that is very important in the nursery. On the other hand, they were able to read our eyes and looks which, at times, are worth a thousand words”.

► What changed in the relationship with families?

This question dealt with personal experience. Offering a quality service requires daily attention and care for spaces, materials, times and relationships. During the health emergency it is the daily dimension to be lost, especially as regards the involvement of families in the life of the service:

“This is the point that has certainly left me most unsatisfied. Not meeting the parents in person, either for interviews or for the usual meetings, has left a “hole”, a void that I have not been able to fill as I would have liked”.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

“Fortunately we were able to maintain a good daily relationship but the meetings or workshops not in presence made us feel less of belonging to a group”.

“As much as we tried to keep the moments dedicated to them, the moments of everyday life were “lost”... daily exchange, knowledge, especially with families who attend the service for the first year”.

On the other hand, the interviews show the predisposition of the educational staff to want to involve families and to identify other communication channels to reach them. From the voices of the interviewees emerges the will and the commitment to ensure, even in virtual form, the continuity of educational ties. Despite the objective difficulties of being in relationship at a distance, to keep the relationship with families alive, educators have explored the potential made available by technologies, identifying “other” communication spaces and “other” ways of contact:

“With parents there has always been an attention to communication, to give them back with words, with the story, what they could not see, especially during the pandemic, not being able to enter the environments, in the educational service, and observe during some moments of the day the boys and girls (welcome and reunification), this was accompanied, with greater frequency, by photographic and video documentation through the online platforms”.

“During the lockdown we introduced the Edmodo platform and this year we chose to continue using this platform. Here is published the logbook of the reference section, the lunch menu and all communications to families. The meetings were held online, with the exception of the one in June which took place in the garden with only one parent for family”.

“During the educational year, meetings, reunions and workshops with families were scheduled online, using the Google Meet platform. Communications with the families took place through the use of broadcast lists, where documentation with photos and videos was sent periodically (every 15 days) to tell the day at the nursery and the activities proposed to the children”.

“The relationship with families has experienced a variation in the methods of “contact”. The educators maintained the frequency of the meetings that took place on the digital platform”.

► What changed in the relationship with your colleagues?

This question dealt with personal experience. Many of them complain about the lack of opportunities for discussion and exchange:

“Relationships with colleagues from the other sections have changed a lot because there was no daily exchange. Due to the covid rules, bubble sections were born which led to isolate from others. In previous years, the welcoming moments was made in the hall with the other section so there was the possibility of meeting the other children, during the educational year activities were planned between intersections and in the open spaces there was the possibility of being together, now everything takes place within its own section”.

At the same time, material distance was the condition for developing new approaches, new connections, new ways of networking. A network that, despite its intangibility, generates solid, lasting bonds not only for children, educators and families but also for the professionalism of the operators.

In this regard, the response of an educator who, with great awareness, underlines the importance of “rediscovering oneself as a group” and networking to face the most delicate and difficult situations is emblematic:

“The working group shared doubts and fears relating to emotional and practical management of the situation; we respected the physical distancing, but not the social one”.

Eight educators stated that the pandemic has not led to any change in the relationship between colleagues.

► When thinking about your work, what is (or are) the biggest lesson learned from the COVID-19 pandemic for you as professional?

This question dealt with personal experience. As can be seen from the interviews reported here, despite the drama of the situation, alongside the anxieties and restlessness, it is also possible to grasp the willingness of educators to treasure the lessons learned during this experience such as: appreciation of social relationships, the great adaptability of children, the extraordinary value of

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

everyday life (too often taken for granted), the need to promote tolerance and empathy, the importance of collaboration and solidarity within the equipe.

“If outside everything was heavy and worrying inside the educational service, the lightness and serenity were almost a MUST! I am not exaggerating in emphasizing the will to apply that “pedagogy of kindness” that nourishes us all”.

“The cure lies in the time dedicated to communication, paying attention to the signals, requests, needs of boys, girls and families”.

“Maybe it is rhetoric but we must learn to value what we have, others are fundamental. We need to confront each other, to support each other, to bear with each other, to be together”.

► During this emergency period, how did you take care of the relationship with parents and children with a migratory background?

This question dealt with personal experience. With respect to this question, educators expressed different point of views and opinions. 13 educators expressed the fact that they had not direct experiences with families and children with a migratory background in their educational services. The most significant and recurring responses:

- *In the same way that we take care of all other families.*
- *With families and children with a migratory background I had the same type of relationships that I had with other families, but communication, during this period, is often more difficult so I had to repeat the same things several times, but were no great misunderstandings.*
- *Our families with a migratory background are already integrated in the local community, so I have not noticed or needed to implement different strategies.*

► How did you take care of you as educator in COVID-19 times in order to be able to do your job better?

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

This question dealt with personal experience. As an open question, the educators could provide examples from their specific experience, so each respondent provided their own personal answer and perspective. The most significant and recurring responses:

- *I kept the safety devices, the social distancing and I got vaccinated immediately.*
- *I tried to respect all covid rules by adopting all prevention measures, avoiding risky situations for myself and for others.*
- *To overcome this phase, I focused on children, enjoying the time spent with them and with the continuous support and discussion with my colleagues.*
- *Be informed as much as possible to continue to do my job and be able to manage the pandemic emergency.*

REFERENCES

MIUR (2020): *Orientamenti pedagogici sui Legami educativi a Distanza*, <https://www.miur.gov.it/documents/20182/2432359/ORIENTAMENTI+PEDAGOGICI+SUI+LEAD.pdf/cdf36ed7-0ce7-70fa-6ab2-6983fe2f035c?version=1.1&t=1589889085827> (last access: 11.12.21)

Silva, C. M. (2021): *Educazione e cura dei bambini e delle bambine ai tempi del coronavirus. La risposta dei servizi educativi italiani*, «Educação», *Just Accepted*.

Silva, C. M., Gigli, A. (2021): *Il “virus rivelatore”. Nuovi scenari, emergenze e prospettive di ricerca sulle relazioni educative e familiari*, «RIVISTA ITALIANA DI EDUCAZIONE FAMILIARE», vol. 18, pp. 5-17, ISSN:1973-638X.

COVID-19 SITUATION IN HUNGARY

By Angela Bajzáth

In the framework of the IECEC - Intercultural Early Childhood Education and Care - Curriculum Design for Professionals 2018-1-HU01-KA201-047763 project, a questionnaire survey was conducted. The questionnaire was designed by ELTE TOK colleagues and filled in by JEB staff. The questions could be completed between 10 and 15 October 2021. There were 40 respondents, with an average age of 40.6 years, all women. The survey was designed to learn more about the experiences of early childhood educators during the pandemic and the changes in the life of a childcare centre. Responses were anonymous and voluntary. The pandemic has also presented nurseries with an unexpected challenge. The emergency period in Hungary lasted from 11.03.2020 to 18.06.2020. Municipalities were allowed to declare an extraordinary holiday from 16.03.2020 [under the authorisation of Article 2 of Government Decree No. 45/2020 (III.14.)], which was lifted in the capital on 2 June by Government Decree No. 215/2020 (V.20.). In this situation, the professionals had to develop solutions that had never been seen before. In most institutions, on-call services were already in place during the first week of the pandemic, but parents were afraid to use them for fear of infection (Farkas et al., 2020, MPT)

Introduction

The coronavirus (COVID-19) is a rapidly spreading pandemic disease caused by the new human coronavirus SARS-CoV-2. The virus first appeared in early December 2019 in Wuhan Province, China. COVID-19 infection has spread rapidly to other countries around the world, with the World Health Organization (WHO) announcing the status of the pandemic on 11 March 2020.

Coronavirus infection reached Hungary on March 4, 2020, when the first COVID-19 positive patient was registered. The Government of Hungary on 11 March 2020, 40/2020. (III. 11.) in a government decree reacted to the coronavirus infection appearing and spreading in Hungary by declaring a state of emergency for the entire territory of Hungary to protect the health and life of Hungarian citizens.

The restrictive measures included an exit restriction imposed on the entire territory of Hungary from 28 March to 11 April 2020, which was subsequently extended several times. On June 18, 2020, the Government of Hungary lifted the emergency, but at the same time established epidemiological preparedness due to the existence of the pandemic.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

In educational institutions, the schedule of the school year was changed and thus out-of-class digital education (on-line education) was maintained until the end of the school year. Exceptions to this were kindergartens and nurseries, where the normal operation returned from 25 May.

The National Center for Public Health (NCPH) published advice, information, rules, and procedures related to the coronavirus in nursery in the following chronological order.

- Practical advice on coronavirus for kindergartens and nurseries was published on March 10, 2020.
- Information on epidemiological rules related to nursery and kindergarten education was published on 22 May 2020.
- About pre-school and nursery care, the epidemiological preventive rules were published on 8 June 2020.
- On 14 September 2020, NCPH published a procedure for nurseries on epidemiological rules to be applied during epidemiological preparation.

As part of the phasing out of epidemiological restrictions, the reopening of kindergartens and nurseries is regulated by Decree 215/2020. (V. 20.) came into force.

As of June 2, 2020, kindergartens, and nurseries (including mini nurseries, family nurseries and workplace nurseries) existing in the Budapest operated in the normal order before the emergency.

To prevent the spread of the coronavirus pandemic, the National Center for Public Health (NCPH) drew the attention of the operators to the following epidemiological prevention rules during kindergarten and nursery care. The following list outlines the rules relevant to the research (NCPH, 2020a, 2020b).

- Only healthy, asymptomatic children and workers can go to the institutions.
- The basis of personal hygiene is frequent, thorough soap washing and hand disinfection. Unnecessary direct body contact and contact with your own face, eyes and mouth should be avoided. Educators should teach children what is called cough etiquette.
- NCPH does not recommend that children wear masks during kindergarten and nursery care.
- Preference should be given to outdoor activities.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

- Increased and continuous ventilation of group rooms are important depending on the weather and the surrounding traffic.
- Particular attention must be paid to the cleanliness of the institution's premises and to the performance of daily disinfection cleaning. Increased attention should be paid to surfaces, toys, sports equipment, etc. that are frequently touched by hand. Disinfection with an antiviral agent is required.
- To reduce contacts, when handing over children, parents should stay in the locker room for as short a time as possible and try to keep a safe distance.

In sleep time the rooms use the space available to accommodate the beds to maximize the distance.

- The rules on meals call attention to the cleanliness and continuous disinfection of the meal area. Care should be taken to wash or disinfect the hands of the children thoroughly with soap before and after meals. It is extremely important to wash dishes used by children (cutlery, glasses, trays) with an effective disinfectant, storage of clean cutlery, glasses, plates, trays protected from droplet infection. When serving in a self-service system, avoid groping cutlery, plates, glasses by children.

Strict adherence to preventive measures (disinfection, personal hygiene, ventilation, distance) can significantly reduce the epidemiological risk.

Q.1. What precautionary measures were taken in the nursery during the COVID-19 pandemic?

In question one (where several answers could be marked), we asked what precautions were taken during the pandemic? Here we gave several answers as options. The results showed that the most frequently selected answer was 16.5% (38 out of 38 respondents) for temperature measurement.

The second most common response was 15.6% (36 out of 36 respondents) for the mandatory use of masks by childcare workers and staff.

There were 29 responses indicating that children and visitors with symptoms of COVID-19 should not be allowed to use services or visit the facility. Other responses included mandatory hand disinfection and a sluice system.

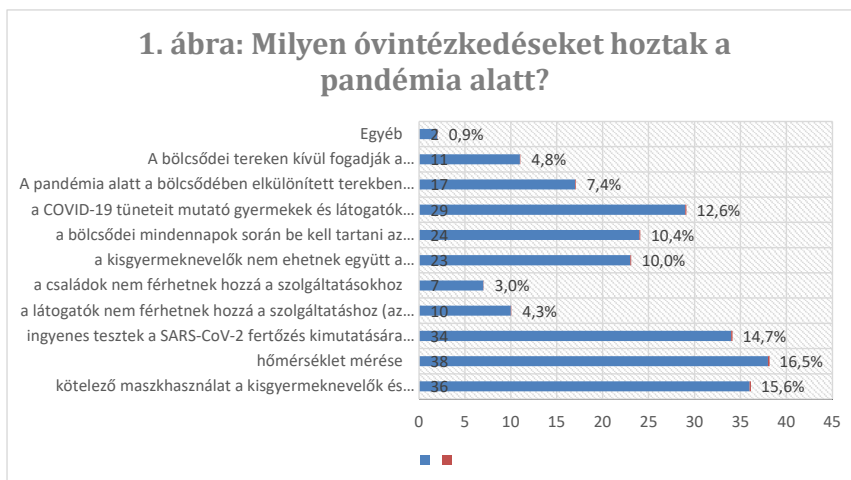
**KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)**

In connection with the first question, it is necessary to look at the answers of 17 people: "during the pandemic, children / families are received in separate spaces in nurseries",

11 people answer: "children / families are received outside of nursery spaces",

10 people are answered: visitors cannot access the service (except licensed staff and health professionals),

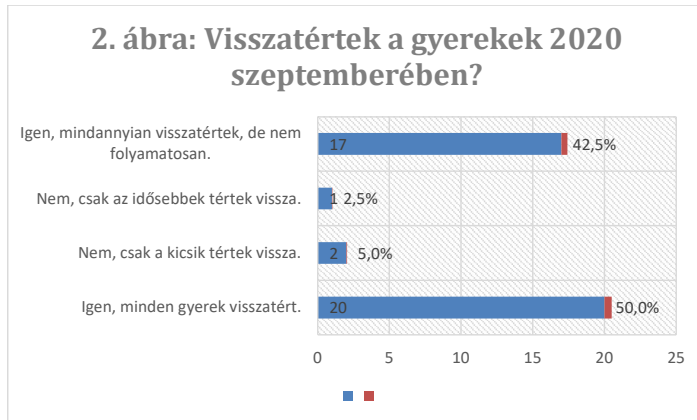
7 main answers: "families cannot access the services". From these parts of the text, we can conclude that this necessary reorganization weakened the diversity of IECEC services during the pandemic.



Q2. Did all children return to the facility in September 2020?

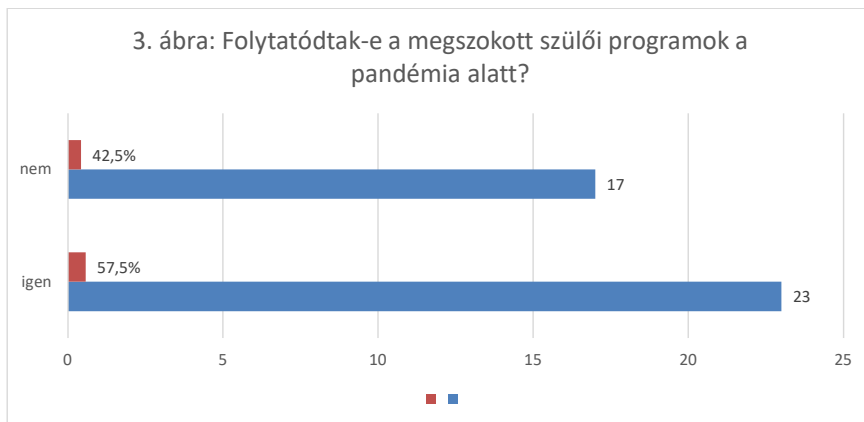
Question 2. asked whether all children had returned to the facility in September 2020? From the answers shown in Figure 2, 20 out of a total of 40 respondents said that all children had returned, 17 said that all had returned but not continuously.

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)



Q.3. Did the usual activities with/for parents continue unchanged during the pandemic?

Question three asked about the continuity of contact with parents. The responses showed that 23 respondents rated that communication continued.



Q.4. Did you have to adjust your lunch program to comply with COVID-19 rules? What happened to better organize this moment?

To prevent the spread of the coronavirus pandemic, feeding was / are carried out under increased hygiene requirements in accordance with the epidemiological prevention rules to be observed during nursery care issued by the National Center for Public Health (NCPH).

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

68% of respondents indicated that serving conditions had changed. During the pandemic, food was served on the sideboard. Each child received the food on their own plate. Elimination of the serving plate during meals was made to avoid infections. Two respondents indicated that they do not see much point in changing the serving conditions as children are seated together at the same table. At the tables, they sought to keep more distance from the children in the dining room. If possible, a maximum of two children sat at the table at the same time. The educators often used hand sanitizers while feeding. One respondent highlighted the introduction of a vitamin-rich meal.

Kitchen workers used masks in the processes of kitchen work.

According to the Hungarian customary, nursery staff eat in a separate dining room separate from the children. During a pandemic, 4 people can be in the dining room at the same time during employee meals. Some respondents said that common meals were temporarily not allowed among workers.

Six (15%) of the respondents received a negative answer, according to which there was no change in the organization and management of nursery meals during the pandemic.

Answers concerning the change of distance and the various precautions can be found in several points: For the answers to the fourth question, "At the tables in the dining room, we tried to keep more distance between the children. We often used hand sanitizers while serving." "The chefs used a mask in the kitchen work processes." "We kept a greater distance from each other, taking up less space in the dining room at the same time. At the tables, we tried to keep a greater distance than the children in the dining room. We often used hand sanitizers while eating." "When feeding the children, if possible, a maximum of two children were seated at the table at the same time."

Q.5. Did sleep time have to be reorganized to comply with anti-COVID-19 rules? What happened to better organize this moment?

The prescribed distance of one and a half to two meters between the beds was observed. Where few children went to the nursery group at the time of the pandemic, they were able to keep even greater distances between the beds. Bedding and plush animals were washed more frequently. There was a place where bed linen was changed daily. In the Palace region of the 8th district of Budapest, sleeping takes place in the open air. There were no significant changes in sleep time here, but care was taken to social distances here as well.

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

To reduce the concentration of pathogens indoors, special attention should be paid to continuous or regular, intensified natural ventilation in the nursery. The epidemiological prevention rules issued by NCPH to be observed during nursery care cover the use of artificial ventilation, air conditioners and air purifiers. The examined nurseries were ventilated in a natural way. Three of the respondents emphasized the importance and frequency of ventilation during sleeping time. One respondent said ventilation was continuous. According to 17 responses (45%), there was no change in the organization of sleep time.

In the answer to the fifth question: "There were 5 children in the group rooms, we kept our distance from the play activities in the backyard, we tried to spend more time with the children in the downstairs yard. . At one point, a group was downstairs in the garden, the children could play in a designated area in the yard for each group, and there was a separate section for groups. " Seventh question: "During structured activities, the adults kept the distance between each other, and they wore a mask. "

Q.6: Did you have to rearrange the diaper timing to comply with anti-COVID-19 rules? What happened to better organize this moment? We asked to provide specific examples.

There was no change in the diapering process. In terms of organization, on the other hand, yes, there was a change. There was only one educator and one toddler at the diaper in the bathroom at the same time. Thus, the two groups, which have a shared bathroom, adapted even more to each other.

To comply with the hygienic regulations, the disinfection of the changing room and the toilet, the replacement of the textile diapers, the more frequent emptying and disinfection of the bins and diapers became more frequent.

Educators were even more committed to thorough hand washing, using gloves during diapering. Two respondents explicitly stressed that so far there has been continuous disinfection after all children have been cleared, and there have been several disinfections in the bathroom during the day, such as washing and wiping.

Twenty-one respondents (55%) said that there was no need to rearrange or reorganize the diaper timing.

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Neither distance nor the use of a mask is conducive to poetry, storytelling, and supporting regular daily social skills, as it reduces children's sense of security and the privacy of receiving literary works.

Q.7. Did the free play have to be reorganized to comply with anti-COVID-19 rules? What has been done to better organize this activity?

According to one third of the respondents (13 responses from the 39 participants), there were no change in free play activities; in other words, they see that the previous practice during free play was not affected by the epidemic situation. Two-thirds, however, saw a major or minor change in the practice so far. Some participants also provided justifications for their responses, which can be classified in few categories.

In line with the general principles of protection, several respondents indicated that they aimed for a smaller group size and a greater distance from each other (5 responses), one of them preferred to keep distance only in the case of adults. Significantly more participants indicated that care was taken to separate groups as much as possible during the games and to limit the number of groups in the yard at the same time (9 responses).

The highest proportion of educators indicated frequent disinfection of toys and equipment (11 answers), but some of them also indicated that they avoided the use of toys that are more difficult to disinfect (e.g. toys made of wood, plush). It was also common that the respondents tried to spend more time outdoors than before (10 responses).

Thus, the answers to this question revealed that the most important changes in the organization of free play were the frequent disinfection, segregation of groups, and an increase in time spent outdoors.

Activities of literary groups were also disadvantaged, as parents were not free to choose from book recommendations, there were not many opportunities to exchange experiences or recommend literary works. The virus situation also interrupted the family visit: "We did not make a family visit".

**Q.8: Did structured activities have to be reorganized to comply with anti-COVID-19 rules?
What has been done to better organize these activities?**

Compared to free play, participants indicated fewer changes in the organization of structured activities: most of them stated that no further measures were needed in this area (23 responses). Only two respondents indicated the need to introduce distance during the activities.

Three respondents pointed out that they were aiming for a smaller group size, but it is worth to mention that in principle, fewer parents had brought their children into the nursery during the pandemic. This question also raised the priority given to toy disinfection (4 responses). One participant also indicated that contact with parents was restricted: no family visits were made during this period, and a new system for entering the nursery was introduced (parents were not allowed to enter the building except the lobby).

Presumably, there was less needed to reorganize structured activities because they are under tighter control anyway, and generally, children are already divided in smaller groups.

However, in differentiation, a smaller workforce meant greater opportunity. "" Due to the smaller number of children, it was easier to take care of the child individually. "

Q.9. How do you support families and children from migrant culture during this period of extraordinary health?

"During the pandemic, make video recordings of home gaming activities that are available to everyone on the website." "I will keep them informed of the new rules in the current situation." An English-speaking colleague provided support to the families and contact with a refugee aid organization was also available through the crèche. "

References

Farkas Anikó, Kocsis Ildikó, Nyitrai Ágnes, Szücs Viktória, Vokony Éva: Research Results of Online Contact During the Extraordinary Nursery Break Due to the Coronavirus Outbreak, MPT Department of Early Childhood Education, 2020

National Center for Public Health (NPCH) (2020a). Information on epidemiological rules related to nursery and kindergarten education. Nemzeti Népegészségügyi Központ (NNK), Tájékoztatás a

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

bölcsődei és óvodai neveléssel kapcsolatos járványügyi szabályokról.

<https://www.nnk.gov.hu/index.php/koronavirus-tajekoztato/653-tajekoztatas-a-bolcsodei-es-ovodai-nevelessel-kapcsolatos-jarvanyugyi-szabalyokrol>

National Center for Public Health (NPCH) (2020b). Attention notice regarding the legal rules of kindergartens and nurseries during pandemic. Nemzeti Népegészségügyi Központ (NNK), Figyelemfelhívás az óvodai, bölcsődei járványügyi szabályokkal kapcsolatban.

<https://www.nnk.gov.hu/index.php/koronavirus-tajekoztato/663-figyelemfelhivas-az-ovodai-bolcsodei-jarvanyugyi-szabalyokkal-kapcsolatban>

COVID-19 SITUATION IN BELGIUM

By Safa Göregen

This quantitative research is a part of I.ECEC - Intercultural Early Childhood Education and Care: Curriculum Design for Professionals (2018-1-HU01-KA201-047763) of the Erasmus+ KA2 Strategic Partnerships programme. The overall objective of this survey was to gather data about the experiences of early childhood educators during the pandemic and the changes in the practice of a childcare centre. It was designed by the project partner University of ELTE in Budapest, in Hungary. Subsequently translated in Dutch with minor changes. The survey of 21 questions was conducted during the months October and November in Belgium whereas a total amount of 14 responses from different childcare centres in Brussels was gathered. All the was collected voluntarily and anonymously. The overall results emphasize the challenges in childcare centres when dealing with the COVID19 precautions.

Introduction

The COVID19 epidemic -which is thought to have emerged in the city of Wuhan, China in December 2019- started to spread rapidly, whereas Chinese experts prepared a report and forwarded towards the World Health Organization (Huang et al., 2020). The WHO assigned experts for investigations in the city of Wuhan, where the epidemic was thought to have occurred, followed by an entire lockdown of the city of Wuhan (Wnag et al., 2020). Despite the quarantine measures taken, the disease started to spread and affected the whole world. The rapidly increasing number of cases in the world and the resulting increase in deaths have made it compulsory for states to take precautions (Wnag et al., 2020). Singapore, which is one of the first states to take precautions, warned the whole world about the issue in January 2020 and started to take precautions at the entrance and exit of the country (Wong et al., 2020). The number of cases and deaths related to the epidemic is quite high, in particular countries with fewer COVID19 measurements. On January 30, 2020, the WHO announced that the global COVID19 situation as an "International Health Emergency". Furthermore, on February 11, 2020, the World Health Organization announced the name of the "epidemic" as Covid-19 towards the world (WHO, 2020).

COVID19 in Belgium

The COVID19 crisis in Belgium started on February 3, 2020. The coronavirus SARS-CoV-2 was diagnosed in one of the nine Belgian evacuees who arrived by plane from the Chinese city of Wuhan the day before. According to the then Belgian Federal Minister of Health Maggie De Block, the patient was in good health on 4 February and showed no symptoms (Het Nieuwsblad, 2020). He was completely virus-free again on February 15, 2020 (VRT, 2020). A second infected person was admitted to the University Hospital of Antwerp on February 29. He returned from a visit to France (VRT, 2020). The spread of the virus started increasing on 1 March. This was due to the fact that many who had gone on a skiing holiday in Northern Italy during the school holidays went back to work or school. Belgium announced phase 2 of the so-called "Corona emergency plan" on March 1. If the government lost track of who had come into contact with the infected when conducting the contact tracing, phase 3 would be called (De Tijd, 2020). On March 11, the government announced that the virus had caused the first death. Two more patients died on the same day (VRT, 2020). In the context of combating the coronavirus SARS-CoV-2 in Belgium, a number of measures have been taken by the federal governments, next to a number of additional measures by the various regional governments (Flemish, Brussels and Walloon regional governments). Central to the measures was the concept of a "bubble", a fixed group of a small number of people (Belgian Federal Government of Health, 2020). Social contacts were only possible within that bubble. In the next paragraph we will describe the specific measures taken for the childcare centres in Brussels and the Flemish region. It will be divided into: (1) The organization of childcare centres; (2) Safety and health; (3) Dealing with potential risks; (4) Parental involvement; (5) External adults in reception (Kind en Gezin, 2021).

The organization of childcare centres

The organization of childcare centres	Approach in Flanders	Approach in Brussels
Children	All children are welcome, except sick children who have to be in mandatory home isolation	
Childcare workers and (service) managers	Staff can work in different service locations per week	Work as much as possible in one location per week

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

Other employees who have contact with the children	These employees can work in different childcare centres/ locations per week	Work as much as possible in one location per week
Overcrowding by children	Exceptionally allowed in case of force majeure at other childcare locations and subject to respect of conditions	

Safety and health

Safety and health	Approach in Flanders	Approach in Brussels
Personal hygiene	For all adults and children who come to centre: Wash your hands thoroughly on a regular basis; Good hygiene for snout/cough/sneeze	
Social distancing and masks	Childcare staff wear: - No face masks for babies, toddlers and pre-schoolers - Always wear a mouth mask in the presence of primary school children, colleagues from other living groups, parents and external parties, unless: - You're sitting at a safe distance and with sufficient ventilation; - You're outside at a safe distance Staff should always wear a mouth mask unless: - Sitting at a safe distance and with sufficient ventilation; - Outdoors at a safe distance; - In a living group where you work as a childcare worker Children from the first grade has to wear a face mask: - If children are sitting while there is sufficient distance and ventilation, masks may be removed; - Masks can be removed outside when avoiding intense physical contact; - For children with a specific support need, this only applies to those who are able to do so.	

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

Group classification	Continue with regular operation	Supervisors are attached to 1 group as much as possible. Taking into account the impact of bringing groups together.
Materials from home	There is no problem bringing material from home to the organization as before	Admitted under the following conditions: - Do not mix child's own toys/material with toys/material of other children - Washing hands after touching
Ventilation	Maximum ventilation remains one of the most important precautions; Avoid recirculation of indoor air; Use of a CO2 meter in order to measure the quality of indoor air	

Dealing with potential risks

Dealing with potential risks	Approach in Flanders	Approach in Brussels
Illness of Children and Staff	Sick children and adults do not belong in the organization	
Measures in case of contamination and high-risk contacts	Quarantine at home and complete isolation of the group in question	

Parental involvement

Parental involvement	Approach in Flanders	Approach in Brussels
Parent Involvement	Regularly enter into a dialogue with parents about the care of their child; Strengthen cooperation with parents	
Well-being	Be open to questions and concerns from parents and children	

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

Playing outside and going for a walk	Play outside as much as possible; follow the (local) guidelines
On a trip	Allowed, subject to activity guidelines
Getting used to parents	Can be in the living group

External adults in ECEC

External adults in organization	Approach in Flanders	Approach in Brussels
Parents and external educators & Support for staff and people in training (e.g. internship, mentors, trainers, ...)	May join the group if necessary: - Indoors with mask; - Outside and at a safe distance, no mask is necessary; - Washing or disinfecting hands before and after. Consultation is possible indoors, taking into account the measures. But the preference remains to keep contacts outside as much as possible	

Methods

In this section, the research method is clarified that aims to contribute to an answer towards the central research question: How do the Brussels early childhood education and care centres deal with the COVID19 measures? The design, the respondents and the data analysis are discussed in succession.

Design

To answer the aforementioned research questions, a quantitative research design was chosen (Bryman, 2012). The current study is based on the translation of a questionnaire prepared by the project partner ELTE in Budapest, Hungary. A total of 21 questions were translated without any separation of (sub)-themes. And 18 of which were open-ended questions. This allows for a comprehensive analysis of this theme. Moreover, these data are large-scale, as the questionnaire is also conducted in Hungary and Italy. An additional advantage of such quantitative research is that it makes it possible to analyse a large amount of data in a relatively short period of time. Finally, such a study can strengthen the existing primary data from other studies (Fielding, et al., 2017).

Respondents

14 childcare centres from Brussels took part in this study. Each time with 1 employee per nursery. The study spans a period of two months, namely October and November. In doing so, we opt for an in-depth study with sufficient participants to collect data and perform analysis within a limited amount of time. Moreover, when asking open-ended questions, the number of respondents is not a major factor. Researchers do not want to make any statements about the extent to which a particular phenomenon occurs in the population or work context. Sufficient representation is not expressed in a number. The number of respondents does not say anything about the quality of the research. The researcher must ensure that the respondents represent a research group that exhibits relevant characteristics for the research. A total of 14 respondents are therefore considered sufficient in qualitative research. All the respondents were invited by e-mail using the online survey tool of Google-forms. The contact information of the respondents were collected using the database of the Flemish government in Brussels.

Results

Question 1: What measures have been taken following the coronavirus emergency?

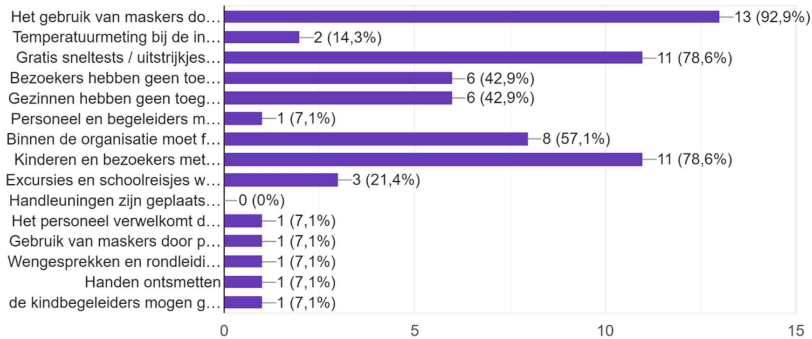
The first question dealt with the precautions that were taken during the pandemic in their work. Several answers could be marked as well as each marked answer was unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently selected answer was “The use of masks by staff and instructors” with 92,9% (13 out of 14 respondents). The second most common response was “Free tests or swabs to detect SARS-CoV-2 infection for instructors” with 78,6% (11 out of 14 respondents) together with “Children and visitors with COVID-19 symptoms should not have access to a personal education service” with 78,6% (11 out of 14 respondents). There were 8 respondents indicating the precaution that “Social distance must be maintained within the education service” (57,1%). Which is in relation with the next answers regarding the danger of overcrowding the services: “Visitors are not allowed to access the service, except for authorized staff and healthcare professionals” (6 out of 14 respondents) and “Families cannot access services” (6 out of 14 respondents). Other answer possibilities gained less attention such as “Field trips and school trips were suspended” with 3 respondents and “Temperature measurement” with 2 respondents. However, it is not that these answers are indicated as few that they are considered unimportant. Same applies to “Disinfecting hands”, “Instructors are

**KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)**

not allowed to eat with children”, teaching staff receive children out of service”, “Digital consultations and guided tours” and “Use of masks by staff and parents”.

Welke maatregelen zijn er genomen in uw organisatie naar aanleiding van de coronacrisis
(meerkeuze: u kunt meer dan één optie kiezen)? *

14 antwoorden



Question 2: Would you describe children’s participation in services from September 2020?

This open question asked whether all children had returned to the facility in September 2020. . A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 10 respondents answered with the notion that the situation was normalized as the period before COVID19 pandemic. 3 respondents stated that the occupation is limited in comparison with the period before the pandemic, returned but not always continuously. While 1 respondent didn’t understand the question. The answers were as following:

1. Limited
2. Fully occupied
3. In the beginning less, now back as usual
4. Only 1 child has stopped childcare because of corona
5. Normal
6. Many parents who left their children at home when the parents did telecommuting
7. Don't understand this question, children were kept at home partly as a precaution
8. Normal
9. The number of entries has been reduced
10. As for corona

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

11. Had little effect on children
12. Fewer children, a lot of distance
13. Had some effect
14. Generally normal

Hou zou u de deelname van kinderen aan de organisaties vanaf september 2020 omschrijven? *

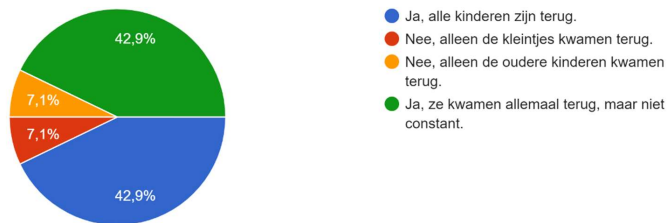
14 antwoorden

Beperkt
Vaak volledig bezet
In het begin minder, nu terug zoals anders.
Er is maar 1 kind gestopt met opvang omwille van corona
De kinderen begrijpen dit en zijn volgzzaam
veel ouders die hun kinderen hebben thuis gelaten wanneer de ouders telewerken hebben gedaan
begrijp deze vraag niet, kinderen werden deels thuis gehouden uit voorzorg
normaal
Het aantal deelnames is verminderd

Question 3: Did all the kids come back in September?

This closed question asked whether the children were returned to the nurseries if compared with the period before the pandemic. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The respondents had the possibility to mark only one answer out of 4 possibilities. Two answers were major: 6 respondents marked the answer “Yes, all the kids are back” (42,9%) while this answer is in line with the answers of “Yes, they all came back, but not constantly” (42,9%) from 6 other respondents. The resting two respondents were emphasizing that “No, only the little ones came back” (7,1%) and “No, only the older ones came back” (7,1%). The on this question are in line with the answers of question 2.

Zijn alle kinderen in september teruggekomen?
14 antwoorden

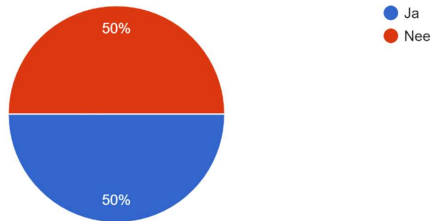
**Question 4: Did the pandemic lead to a different organization (acclimatization) for children who first entered their educational service?**

This closed question asked whether the “new children” were confronted with a different style of working in the nurseries. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The respondents had the possibility to mark only one answer out of two possibilities. 7 Respondents (50%) stated a different style of working in comparison with the period before the pandemic. In contrast to the remaining 7 respondents (50%) that there no difference in the way of their working. Children are not confronted with another form of childcare when compared with the pre-pandemic period.

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

Heeft de pandemie geleid tot een andere opvang voor kinderen die voor het eerst in het in uw (onderwijs)instelling terechtkwamen?

14 antwoorden

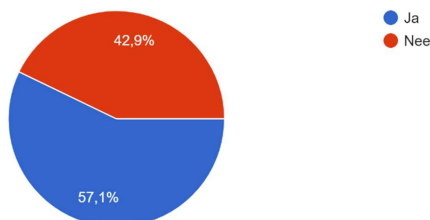


Question 5: Compared to children who have already participated in the service, are there new host methods been introduced?

It is interesting to gather insight regarding “new methods” that are introduced in childhood services due to the pandemic. This closed question asked whether that is the case with two answer possibilities. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). 8 Out of the 14 respondents (57,1%) stated that they use of new methods when compared with the pre-pandemic period. However, 6 Out of the 14 respondents answered that they didn’t introduced any new method due to COVID19 precautions.

Zijn er in vergelijking met kinderen die al in uw organisatie hebben deelgenomen, nieuwe methoden geïntroduceerd?

14 antwoorden



KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Question 6: Were there (specific) changes towards the care of boys and girls?

This question dealt with the changes that are made in the daily care of children. As an open question, the respondents could provide specific examples from their work. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently answer was “No, the functioning within the classes has remained the same” emphasizing that there was no change (78,8% or 11 out of 14 respondents). The remaining answers, each with 1 respondent were:

- ❖ “A bubble system was organized, in the before and after school care: ribbons were placed so that the children of different classes were not taken in by each other”
- ❖ “Parties that were normally celebrated in groups or that required an outside party to enter the buildings were cancelled. Eg. Santa Claus, photographer”
- ❖ “The change was mainly due to the supervisors, children are still allowed to participate freely. Examples of this were mouth masks, better hygiene, contact with parents, etc.”

Zijn er veranderingen gebeurd met de opvang van jongens en meisjes? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Nee
Neen
In de voor-en naschoolse opvang werd een bubbelstysteemgeorganiseerd: linten geplaatst zodat de kinderen van verschillende klassen niet door elkaar werden opgevangen
?
Neen
niet van toepassing
Neen. Ik begrijp de vraag ook niet helemaal.
neen De werking binnen de klassen is hetzelfde gebleven. Feesten die normaal in groep werden gevierd of waarvoor een externe de gebouwen moest betreden,

Question 7: Were there changes regarding the situation of adoptive parents?

This open question asked whether there is a change when childcare workers are dealing with adoptive parents. The respondents were asked to answer with specific example when applicable. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). All the employees from the 14 respondents answered with the notion that there were no changes in dealing with adoptive parents. All of them answered with “No” or “Does not apply” or “Adoptive parents remain parents” (100%).



Zijn er veranderingen gebeurd met adoptieouders? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

- Nee
- Neen
- /
- Neen
- niet van toepassing
- Neen.
- neen
- Nee, ouders blijven ouders.
- Nee, adoptieouders blijven ouders

Question 8: Were there changes regarding the activities with the parents? Is it possible to give continuity to activities with and for parents?

This open question dealt with possible changes regarding the activities with and for the parents of children during the pandemic, in particular the continuity. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 10 respondents answered (71,4%) with the notion that parental contacts are no longer going on - also not in a digital way. Due to possible risk of contamination. Parental conversations in the morning and evening and pick up are limited. No open days or individual tours. And introduction moments were limited in time. Appointments that were previously staggered (time to get used to and

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

appointment to start up the file) were combined to limit the access of external parties. The second most common answer (28,6%), with 4 respondents (out of 14) was less/or no physical activities but rather online or digital activities with/for parents such as reading moments during Sinterklaas, theater performance during English lesson, etc.

Zijn er veranderingen gebeurd wat betreft de activiteiten met de ouders? Is het mogelijk om continuïteit te geven aan de activiteiten met ouders en ten behoeve voor de ouders? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

- Online of telefonische besprekingen en minder fysiek
- Geen oudercontacten meer georganiseerd, ook geen eindejaarsontbijt
- Dit is niet meer doorgegaan.
- Ouders gaven hun kind aan de deur af, zij kwamen niet meer binnen. Er werden geen activiteiten georganiseerd waar ouders konden aan deelnemen.
- Geen ouderbetrokkenheid
- Ja, we hebben one-line activiteiten gedaan met de kinderen.
Voorleesmoment tijdens het sinterklaas,, theatervoorstelling Engelse les, ea..
- communicatie gebeurde vooral digitaal
- Activiteiten met ouders zijn niet meer doorgegaan. Wel hebben we steeds ten minste op een 'minimale wijze' de wenmomenten bij instap + verhuis naar peutergroep laten doorgaan + zijn ouders ondertussen

Question 9: Did you have to adjust your lunch program to comply with COVID19 rules? What changed in order to organize this moment in a better way?

This question dealt with the changes that are made in the daily lunch program of children in order to comply with the COVID19 regulation of the Flemish and Belgian Federal government. As an open question, the respondents could provide specific examples from their work. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently answer was practically that there was no new changes (64,3% or 9 out of 14 respondents). The remaining answers, each with 1 respondent and specific examples were:

(1) At the pick-up moment for the children, the children had to stay in their own bubble as much as possible. Ventilate enough, regularly disinfect the door handles, wash and disinfect hands, wear

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

gloves when changing diapers, all materials with which the children and the supervisors have been in contact. So we spent more time on that while the children had free play;

(2) Extra tables in the staff room, alternating breaks instead of from 12 noon to 1 pm and 1 pm to 2 pm, also from 12:30 pm to 1:30 pm, interns no longer all take a break at the same time;

(3) Overtime in particular for the organization;

(4) Toddlers have a permanent place in the dining room;

(5) Staff wear a mouth mask while feeding the children.

Heeft u het middagprogramma moeten aanpassen om te voldoen aan de COVID-19 maatregelen? Wat is er veranderd om dit moment beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Overuren en meer tijd In de organisatie steken

Extra tafels in het personeelslokaal, wisselende pauzes ipv van 12u tot 13u en 13u tot 14u00, ook 12u30 tot 13u30, stagiaires nemen ook niet meer allemaal gelijktijdig pauze

Neen

Nee

Kleuters hebben vaste plaats in de eetzaal

Bij het afhaalmoment de kinderen moesten de kinderen zoveel mogelijk in hun eigen bubbel blijven. Genoeg ventileren, regelmatig ontsmetten van de deurklinken, handen wassen en ontsmetten, handschoenen dragen bij het verversen van luiers, alle materialen waarvan de kinderen en de begeleiders in contact is geweest.
Dus daar hebben we dan meer tijd in gestoken terwijl de kinderen vrij spel hadden.

niet van toepassing

Question 10: Did the sleep time have to be reorganized to comply with anti-COVID-19 rules? What changed to organize this moment better?

This open question dealt with possible changes regarding the (re-)organization of the sleep time of children. Where there changes or not at all? A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 12 respondents answered (85,7%) with the notion that there was no changes made in the organization of sleep time. The usual organization was continued in their practice during the pandemic. However,

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

the resting two respondents answered with a specific example enlightening the changes in their practice: (1) Children within the same group must stay together whereby moving or mixing with other groups was not allowed. The latter answer emphasized the importance of (2) constant ventilation of the rest room and the use of CO2 meter to monitor air quality.



Moest de slaaptijd worden gereorganiseerd om te voldoen aan de anti-COVID-19 maatregelen? Wat is er veranderd om dit moment beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Nee

/

Neen.

Neen

Constant ventileren van de rustruimte en CO2 meter aangeschaft om controles uit te oefenen

neen geen wijzigingen

neen.

Neen.

Niet speciaal

Question 11: Did you have to rearrange the diaper timing to comply with COVID19 precautions?

This open question asked whether there is a change regarding the diaper timing in order to comply with COVID19 precautions. Where there changes made to organize this moment in a better way? The respondents were asked to answer with specific example when applicable. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). All the employees from the 14 respondents answered with the notion that there were no changes in rearranging with diaper timing. All of them answered with “No” or “Does not apply” (100%).

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Moest u de timing van de luierversing aanpassen om te voldoen aan de anti-COVID-19 maatregelen? Wat is er veranderd om dit moment beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Nee

Neen

Nee

/

Neen.

Niet van toepassing in kleuterschool

geen wijzigingen

neen.

Nee er zijn geen aanpassingen gebeurt

Question 12: Did the free game have to be reorganized to comply with COVID19 rules?

This open question dealt with possible changes regarding the (re-)organization of the free game of children. Where there changes or not at all? A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 8 respondents answered (57,1%) with the notion that there was no changes made in the organization of free game time. The usual organization was continued in their practice during the pandemic. However, the resting two answers were (with 3 respondents out of 14) disinfecting material and toys more often on a regular basis. And (also with 3 respondents out of 14) emphasizing that not all the children are allowed to play in the common room, there has to be one group per part. By saying that, during pre-pandemic times it used to be several groups together.

Moest het spelmoment anders worden gereorganiseerd om te voldoen aan de anti-COVID-19 maatregelen? Wat is er veranderd om dit moment beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Nee
Neen
Het materiaal verdelen over de bubbels per week
In de gemeenschappelijke ruimte mogen niet meer alle kinderen spelen, per deel een groep. Vroeger waren het meerdere groepen samen.
veel speelgoed ontsmetten
neen.
Neen, wel vaker ontsmetten van materiaal
Niets
Kinderen bleven per groep in de ochtend. hiervoor werden de groepen aemend tot er voldoende personeel

Question 13: Did structured activities have to be reorganized to comply with COVID19 regulations?

This question dealt with the changes that are made regarding the structured activities in the daily program of children in order to comply with the COVID19 regulation of the Flemish and Belgian Federal government. What happened to better organize this moment? As an open question, the

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

respondents could provide specific examples from their work. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently answer was practically that there was no new changes (50% or 7 out of 14 respondents). The second common answer with three respondents was no cross-class activities, working in bubbles (21,4%). The remaining answers, each with 1 respondent and specific examples were:

- (1) The change of timetables/schedules;
- (2) Only that no third parties could be present during activities;
- (3) They were organized at 10:30 am, parents won't come in then;
- (4) Disinfection on a regular base

Moesten gestructureerde activiteiten anders worden gereorganiseerd om te voldoen aan de anti-COVID-19 maatregelen? Wat is er veranderd om dit moment beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Nee
Tijdschemas
Niet van toepassing
Enkel dat er geen derden aanwezig konden zijn
Geen klasoverschrijdende activiteiten
Neen
Leefgroepen werden niet gemengd
neen.
neen

Question 14: Did outdoor activities have to be reorganized to comply with COVID19 rules?

This open question dealt with possible changes regarding the (re-)organization of outdoor activities. Where there changes or not at all? A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 8 respondents answered

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

(57,1%) with the notion that there was no changes made in the organization of outdoor activities. The usual organization was continued in their practice during the pandemic. However, the resting two answers were (with 3 respondents out of 14) the separation of classes during the outdoor activities in order to maintain the contact bubbles. And (also with 3 respondents out of 14) emphasizing that there is more teaching or activities outside with its own class/group in comparison with pre-pandemic times.

Moesten buitenactiviteiten anders worden gereorganiseerd om te voldoen aan de anti-COVID-19 maatregelen? Wat is er veranderd om dergelijke activiteiten beter te organiseren? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

- Nee
- Bubbels
- Niet van toepassing
- Veel buiten lesgeven met eigen klasgroep
- Neen
- neen
- neen.
- Klassen moesten tijdens de buiten-activiteiten gescheiden blijven om de contactbubbels te behouden.
- Er zijn meer activiteiten buiten

Question 15: How did you perceive and experience the COVID19 precautions within the service?

This open question was about the COVID19 precautions experience of the staff in nurseries. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 7 respondents answered (50%) with the notion that it was difficult and hard, as well as not easy to organize and change everything. Certainly for the staff, emphasizing that it was quite an adjustment that sometimes weighed heavily. The second most common answer was (with 5 respondents out of 14) enlightened several challenges, in sum contacts with parents in particular have suffered as a result. Daily drop-off and pick-up moments where parents are quietly welcome in the learning group are crucial moments to build a bond with the parents. Because parents had to bring/pick up their child 'from the doorway' for a long time. Besides,

KA2 Strategic Partnerships for school education
LECEC project (2018-1-HU01-KA201-047763)

the general group activities were also more influenced. Staff often had to 'let go' of the other children for a very short time. When parents can enter the living group and sit quietly on the mat or sit down at the table, it is easier for the supervisors to divide their attention. The last answer (with 2 respondents) is mainly about the experienced and continuously growing pressure "They never knew how many childcare staff would come to work and what the consequences would be. Many parents had to cancel in order not to come because we had too little staff. Therefore, they stayed at home"

Hoe heeft u de COVID-19 maatregelen binnen de dienst ervaren?

14 antwoorden

Stresvol

Oke

In het begin werden deze goed gevolgd, na een langere tijd werden ze minder opgevolgd. Ze veranderen ook heel veel, wat het moeilijk maakt

Deze waren goed haalbaar.

Duidelijk

een constante druk. Men wist nooit hoeveel kinderverzorgsters er zouden komen werken en wat de gevolgen gingen zijn. Veel ouders moeten afzeggen om niet te komen daar we te weinig kinderverzorgsters hadden. Bij de minste covid-19 symptomen bleven ze thuis

Zeer belastend wegens voortdurende aanpassingen en procedurewijzigingen

Vooral contacten met ouders hebben er onder geleden. Dagelijkse breng- en haalmomenten waarbij ouders

Question 16: How has your treatment of children (educational practices) changed during the COVID19 period?

This question dealt with the changes that are made regarding the educational practices in childcare centers in order to comply with the COVID19 regulation of the Flemish and Belgian Federal government. What happened to better organize this moment? As an open question, the respondents could provide specific examples from their work. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The first answer (with 50% or 7 out of 14 respondents) was less physical contact or maintaining physical distance such as no more hugs or kisses and working in separate groups. The second common answer was practically that there was no new changes (35,7% or 5 out of 14 respondents). The two resting answers were as following:

KA2 Strategic Partnerships for school education
IECEC project (2018-1-HU01-KA201-047763)

with two respondents was no cross-class activities, working in bubbles (21,4%). The remaining answers, each with 1 respondent and specific examples were: (1) Working with a mouth mask slows the language development of young children and (2) Disinfection of hands on a regular basis.



Hoe is de omgang van kinderen (namelijk onderwijspraktijken) veranderd tijdens de COVID-19 pandemie?

14 antwoorden

- Afstandzlijker
- Niet
- Niet van toepassing
- Niet
- Minder fysiek contact
- Niet van toepassing. We zijn een kinderdagverblijf
- werken met mondkemper vertraagt de taalontwikkeling van jonge kinderen
- niet
- /

Question 17: How has your treatment of parents changed during this period?

This open question was about the treatment of children's parents during this period with several COVID19 precautions. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 10 respondents answered (71,4%) with the less involved or distanced treatment and the impact on the adjustment moments (especially in the first half of the year - first year) is a major issue. Daily exchange moments were limited (because of other waiting parents on the one hand and the group that had to 'let go' on the other). Only 1 person at the time has the right time to bring/pick up their child. More informal contacts were thus severely curtailed, whereby parent activities could hardly continue: For example, inviting parents to come and read, invite parents to celebrate the birthday, invite parents for a parent's breakfast,... The second most common answer was (with 3 respondents out of 14) a lot of digital communication and more limited in time, which is detrimental to trust in information exchange. And lastly one unique answer (with 1 respondent) as following: "In the beginning it was all new and

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

everyone was anxious about what was to come. Afterwards it all became clearer and then after the vaccination more relief. But now that there's a 4th wave we feel the tensions again and think it's all too overprotective”.

Hoe is de omgang van ouders veranderd tijdens de COVID-19 pandemie?

14 antwoorden

- Afstandelijker
- Minder betrokken
- Meer afstand
- Minder close contact. Snel afhandelen, aan de deur blijven, geen activiteiten, ..
- Afstandelijker, geen betrokkenheid met het lesgeven
- In het begin was het allemaal nieuw en iedereen was gespannen van wat er komen zou. Nadien werd het allemaal duidelijker en dan na de vaccinatie meer opluchting. Maar nu dat er een 4 de golf is voelen we terug de spanningen en vinden het allemaal maar te overbezorgt
- Veel digitale communicatie en beperkter in tijd, toch wel nadelig voor vertrouwen in info uitwisseling
- Impact op de wenmomenten (vooral in het eerste half jaar - eerste jaar). Dagelijkse uitwisselingsmomenten werden beperkt (omwille van andere wachtende ouders enerzijds en de groep die

Question 18: How has the way you keep in touch with colleagues changed during the COVID19?

This open question was about the changes in the interaction with colleagues during the COVID19 pandemic. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 9 respondents answered (64,3%) with the notion that it the contact is more distant and online. Besides the fact that there are fewer informal conversations in between them. The second most common answer (with 3 respondents out of 14) enlightened a lot of support and understanding has grown within the team due to COVID19. Also more understanding towards each other. The resting unique answers from two respondents is as following: “Closer co-operation. More checks done. Sometimes more frustration from colleagues who exaggerated to be able to stay at home. After the corona self-test, this went better, but because this was also not 100%, this has also been reduced a lot” and “Staff meetings were postponed and rather contacts with a smaller group of colleagues”.

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Hoe is de wijze waarop je contact houdt met collega's veranderd tijdens de COVID-19 pandemie?
14 antwoorden

- Afstandelijke en digitaler
- Niet
- Meer afstand
- Door afstand te houden en af en toe in quarantaine te moeten, werd de band soms zwakker onderling.
- Vergadering online, geen teambuilding
- Nauwere samenwerking. Meer controles gedaan. Soms meer frustraties van collega's onder elkaar die overdreven om te kunnen thuis blijven.
Na de coronazelf test ging dit al beter maar doordat dit ook niet 100% was is dit ook al weer veel verminderd.
- Personeelsvergaderingen werden uitgesteld en veeleer contacten met beperktere groep collega's
- minder gezamenlijke overlegmomenten

Question 19: When you think about your work, what is the biggest lesson (or what are the biggest lessons) from this pandemic?

This question dealt with the lessons that are made from this pandemic as an individual childcare worker. As an open question, the respondents could provide specific examples from their experience. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently answer (6 out of 14 respondents or 42,9%) was in line with following the rules of fundamental hygiene. The second most common answer (with 3 respondents or 21,4%) was regarding the payload or well-being of nurseries staff. The third common answers (2 respondents or 14,2%) was regarding the importance of personal and parental contact without physical distance or any limitation. The remaining answers, each with 1 respondent were:

- ❖ That seeing more of the people helps to understand and get to know them better. That you have to be very clear so that everyone understands you.
- ❖ Added value of parents who are welcome in the ward to 'take part' in the day's activities. Importance of childcare as a sector... (not that we had to learn this lesson in the sector... ;)
- ❖ How we can support each other, how we stand as a team and how important each person is to guarantee the care of children. A lot of exhaustion and annoyance was also expressed.

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Als je aan je werk denkt, wat is dan de grootste les (of wat zijn de grootste lessen) uit deze pandemie?

14 antwoorden

Het kunnen omgaan met stress

Werknemers hebben een grotere draaglast dan draagkracht, komt sterk tot uiting nu. En dat komt omdat er van bovenaf te weinig aandacht gegeven wordt aan het welbevinden van die werknemers!

Dat het meer zien van de mensen helpt om ze beter te begrijpen en te leren kennen. Dat je zeer duidelijk moet zijn, zodat iedereen je verstaat.

Dat de goede band met de ouders echt van belang is. Ouders en kindbegeleiders hebben nood aan hun dagelijkse babbel met elkaar over de kinderen.

Hygiëne, respect voor de andere

De coronaregels volgen en geen uitzonderingen maken anders blijft dit maar duren

Persoonlijk contact is belangrijk en elke beperking in werkmethode vertraagt het proces

Meerwaarde van ouders die welkom zijn op de afdeling om even 'deel te nemen' aan het daggebeuren.

Question 20: During this emergency period, how did you contact families of children with a migration background?

This open question was about the treatment and contact of migrant children's parents during this period with several COVID19 precautions. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). From the total of 14 nurseries, 7 respondents answered (50%) with the notion that they contact parents by phone rather than email to maintain a more personal contact. e.g.: in the event of overdue invoices, inquire by telephone about the situation at home and, if possible, discuss a possible payment plan rather than immediately take further steps. The second most common answer (with 3 respondents out of 14) was practically that nothing was changed in their service. Next to answers (with 3 respondents out of 14) that is in line with language barrier, stating that language problem was always the biggest stumbling point; written communication is only allowed in Dutch; and oral explanation in another language took a lot of time. And lastly one unique answer (with 1 respondent) as following: "More was done by e-mail, what was important here is that these e-mails were easily written and afterwards it was also checked whether the parents understood".

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Hoe zorgde u tijdens deze periode van (gezondheids)crisis voor het contact met gezinnen en kinderen met een diverse culturele achtergrond? (Gelieve specifieke voorbeelden te geven).

14 antwoorden

Telefonisch of digitaal

Sterkere contacten opgebouwd met collega's van het huis van het kind, ze ondersteunen die instroom. Videobeelden van de KO gemaakt om visueel toch te communiceren.

Er werd meer via mail gedaan, wat belangrijk was hierbij is dat deze mails makkelijk werden geschreven en erna ook werd nagevraagd of de ouders het verstonden.

De opvang is steeds opengebleven voor mensen die hier echt nood aan hadden.

Online, thuisbezorging v materiaal, mailverkeer

Zoveel mogelijk Google translate gebruiken om communicatie gemakkelijk te maken. Soms werden er pictogrammen gebruikt.
D-Care systeem waarvan alles nog eens uitgelegd wordt en zelf Google translate kan gebruiken

Taalprobleem was steeds het grootste struikelpunt, schriftelijke communicatie mag enkel in Nederlands, mondelinge toelichting in andere taal vergde massa's tijd!

Question 21: During this period, how did you take care of yourself as an educator so that you could do your job better?

The last question dealt with personal experience in order to do be a better childcare worker. As an open question, the respondents could provide specific examples from their experience. Several answers could have been given as well as each answer is unique. A total of 14 childcare centers in Brussels answered this question, thus response rate was complete (N=14). The frequently answer (6 out of 14 respondents or 42,9%) was in line with taking the COVID19 regulation seriously as an educational professional as well as an individual. For example informing yourself from good sources. The second most common answer (with 4 respondents or 28,6%) was the importance of flexibility at work. The third common answers (4 respondents) was regarding positivity towards oneself and other colleagues. How important it is to work together and how you should support each other. An unique answer in line is as following: "Informing supervisors. Be open to questions and concerns from all team members. Listening... Fortunately, we also have a team of managerial/pedagogical coach, where we mainly found support from each other. And row with the oars we have and don't judge ourselves too heavily on everything that doesn't work out 100% as we would like or where we can't fully realize our vision... And furthermore, I don't think every professional succeeds very well at it to take care of oneself as well as one tries to take care of the other..."

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

Hoe zorgde u tijdens deze periode van (gezondheids)crisis voor uzelf als educatieve professional, zodat u uw werk beter kon uitvoeren?

14 antwoorden

De voorzorgsmaatregelen ten harte nemen

Eigen bureau gecreëerd in een wachtzaal van ons zodat ik niet constant een mondmasker op moest (zat dan alleen op bureau wanneer ik op bureau was)

Dat deed ik niet echt, we bleven thuis als we symptomen hadden en deden sneltesten.

De ondersteuning vanuit onze vzw voor het gehele team is steeds blijven verder lopen.

Positief zijn

Door zelf alle coronamaatregelen te nemen veel info te lezen en te bevagen ivm coronacrisis vooral bij IDEWE
En nog meer coronamaatregelen te nemen die nodig zijn om de pandemie in te dijken

proberen steeds flexibel te zijn en zelfzorg om het te kunnen volhouden

Informereren van begeleiders. Openstaan voor vragen en bezorgdheden van alle teamleden. Luisteren...

References

Belgian Federal Government of Health. (2020) Retrieved from <https://www.info-coronavirus.be>

Bryman, A., 2012. Social Research Methods. 4th ed. New York: Oxford University Press.

Het Nieuwsblad. (2020). Retrieved from <https://www.nieuwsblad.be/>

De Tijd. (2020). Retrieved from <https://www.tijd.be/politiek-economie/internationaal/algemeen/tweede-besmetting-met-coronavirus-in-belgie/10211706.html>

Fielding, N., Lee, R. and Blank, G. ed., 2017. The SAGE Handbook of Online Research Methods. 2nd ed. London: SAGE Publications.

Huang, Chaolin, Yeming Wang, Xingwang Li, Lili Ren, Jianping Zhao, Yi Hu, Li Zhang, Guohui Fan, Jiuyang Xu, Xiaoying Gu, vd. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. The Lancet 395: 497–506.

Kind en Gezin. (2021). Retrieved from <https://www.kindengezin.be>

KA2 Strategic Partnerships for school education
I.ECEC project (2018-1-HU01-KA201-047763)

VRT. (2020). Coronavirus 11 maart. Retrieved from
<https://www.vrt.be/vrtnws/nl/2020/03/11/coronavirus-11-maart/>

VRT. (2020). Coronavirus blog 2020. Retrieved from
<https://www.vrt.be/vrtnws/nl/2020/03/01/liveblog-coronavirus/>

WHO.(2020). Rolling updates on coronavirus disease (COVID-19). Retrieved from
https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen_on_05/12/2021.

Wang, C., Cheng, Z., Yue, XG ve McAleer, M. (2020). Risk Management of Covid-19 by Universities in China. Journal of Risk and Financial Management,13: 36-42.