



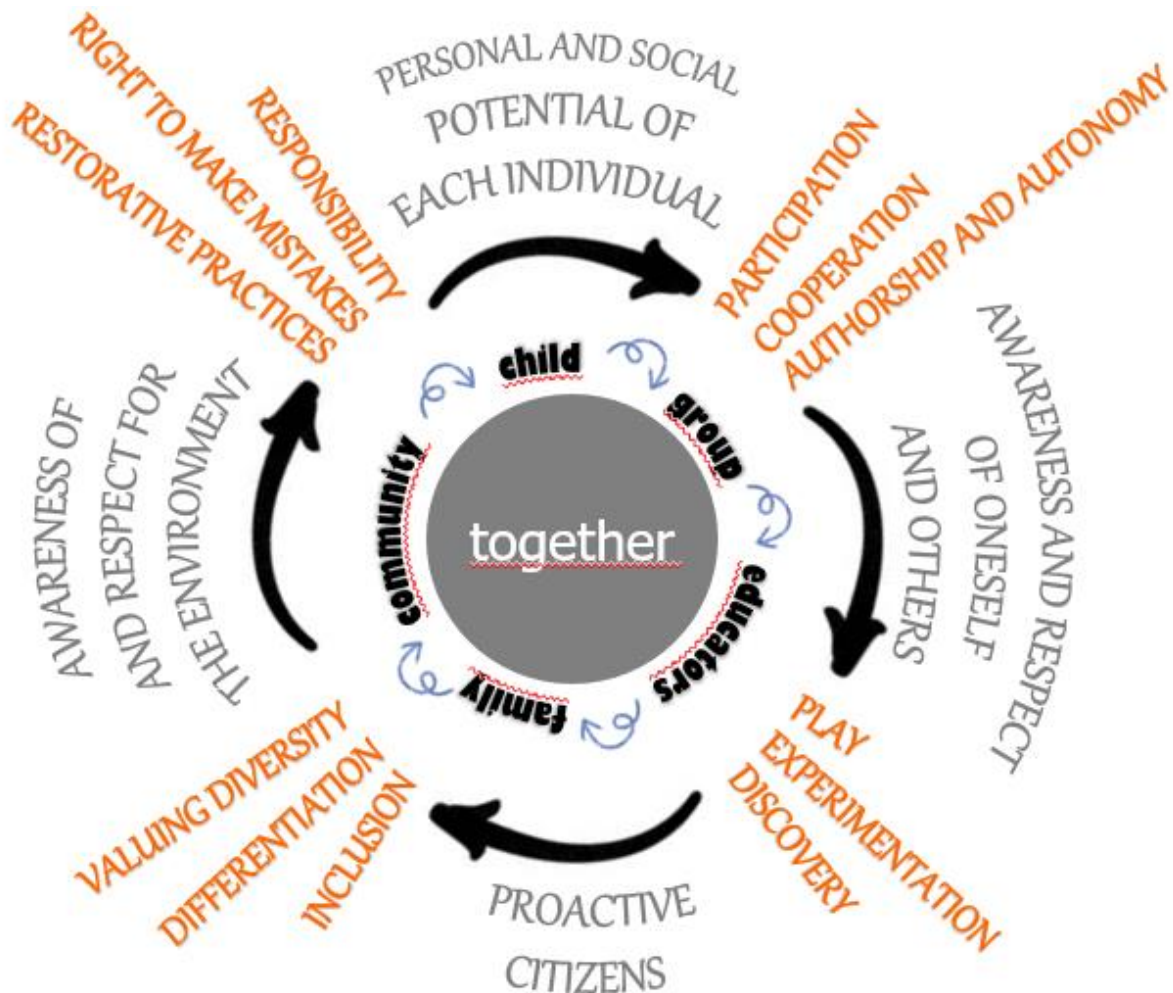
EUROPEAN COMMISSION  
OFFICE FOR INFRASTRUCTURE AND LOGISTICS - LUXEMBOURG

OIL.05 Interinstitutional Children's Centre (CPE) Kirchberg  
OIL.07 Interinstitutional Children's Centre (CPE) Bertrange/Mamer

# PEDAGOGICAL PROJECT

INTERINSTITUTIONAL CHILDREN'S CENTRE (CPE)

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The purpose of this Pedagogical Project is to define the CPE's chosen guidelines and umbrella approach, as well as the educational objectives and resources available to the educational team. It aims to be open, flexible, constantly improving, open-ended and adaptable to the circumstances.

## What is the CPE?

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The Interinstitutional Children's Centre (CPE) is a multicultural and multilingual educational care and support service of the European Commission, where the child grows and develops their global capacities within a group of peers, integrated in an educational community

The CPE provides care and support for children aged 3 to 14 whose parents work for the European institutions. This service operates outside European School hours and during school holidays.

## What do we want to develop in the children at the CPE?

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The aim of the CPE is to promote children's global development in a safe and secure space of educational freedom. It stimulates the soft skills, which form part of their personal and interpersonal skills, **according to the child's needs and at their own pace.**

Building on the values the European Union stands for, including **democracy, participatory citizenship and freedom**, the CPE's multidisciplinary team (*educators, the team of back-up educators, educational coordinators, the CPE's medical team<sup>1</sup>, educational psychologists, and technical and administrative staff*) guides the children towards **autonomy** and **responsibility**, while adapting to the challenges of the different age groups.

With an educational model that tends towards non-formal education<sup>2</sup>, the child learns to express himself or herself through a relationship dynamic that facilitates their development and empowerment, in a process of co-construction (of the child with others). This process favours the child's commitment to **citizenship**: learning to be proactive, analytical/critical and responsible.

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<sup>1</sup> Nurse(s) present on site and paediatrician of the Medical Service

<sup>2</sup> <https://www.enfancejeunesse.lu/fr/education-non-formelle>



## Personal development

The CPE fosters learning on several fronts by targeting the personal skills of each child:

- Stimulating **physical development** through a range of personal and technical skills, such as gross motor skills, fine motor skills, coordination, etc..
- Promoting good **lifestyle** and **health** habits.
- Fostering **cognitive development**: spatial-temporal benchmarks, language, observation, memorisation, information research, sorting, analysis and interpretation, formulating and carrying out projects, etc
- Encouraging **autonomous and critical thinking** and formulating valid arguments.
- Stimulating the child's **curiosity** and **creative thinking**.
- Promoting **wellbeing** and **emotional development**: learning to recognise and manage their own emotions, reinforced by self-respect and self-esteem, as well as developing their empathy ...

## Social development

As children are cared for in groups, the educational team also promotes social skills acquired through community life:

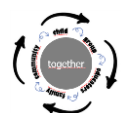
- Respecting **human, social and cultural diversity** and **living together** in an environment of freedom to **value others in all their dimensions**.
- Encouraging **cooperation** and **solidarity** within the educational community<sup>3</sup>.
- Developing **positive communication** (verbal and non-verbal) and **conflict management** through, among other things, empathy, kindness, active listening, assertiveness, etc
- Promoting **citizenship**: democratic, participatory and proactive.
- Raising **environmental awareness** and **sustainable, social and inclusive development**.

The child discovers their versatility through their **multiple intelligences**<sup>4</sup> and the following skills: intra- and interpersonal, physical, visual-spatial, musical, logical-mathematical, linguistic, experimental and naturalist.

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<sup>3</sup> The educational community includes the multidisciplinary team, the child, their family and any person having some degree of educational responsibility.

<sup>4</sup> Howard Gardner theory of multiple intelligences



**Differentiated educational strategies** are put in place, which take into account the **specificities, needs** and pace **of each child** as an individual in their own right: we are working to become an **inclusive organisation**.

In a broader context, developing **appreciation for the many cultures** present at the CPE helps to facilitate connections while **respecting differences** (*related to disability, cultural origins, gender or sexual identities and orientations, etc.*).

Broad-based learning takes place through **play, discovery** and **experimentation**. At the CPE, **mistakes** are valued as potential learning opportunities. **Restorative practices** help children to gradually learn to live together through their mistakes, efforts and successes.

The child is a social being **belonging to a reference group** (composed of children of different ages). They therefore develop with their peers through **participatory and cooperative education** as an **agent and a willing stakeholder** in their own development: adults are learning facilitators, not the decision-makers.

Time and the environment are organised according to children's needs and rhythms through educational, creative and recreational resources. The **relationship dynamic** between the educational team and the groups is central to the development of each child: interaction is enriched by **educational intentionality**.

**Partnership** and **open and kind communication** are crucial. The group educator **cooperates and consults with the child** and their family to put in place strategies that promote the child's global development.

The CPE's multidisciplinary education team is also a **team of learners** that values reflection, exchanges, shared projects and continuous training. Each adult too is growing thanks to the experiences lived with the children.

