

Partners



**UNIVERSITÀ DEGLI STUDI
DI CAGLIARI**
Dipartimento di Pedagogia, psicologia, filosofia



**UNIVERSITÉ
DE LORRAINE**



Contact

Project coordination

Dr. Christophe Dierendonck,
University of Luxembourg

Project management

Nadine Drechoux,
Eurice - European Research and Project
Office GmbH

Website & Social Media



mtss-k.eu



LinkedIn

Project funded by



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Confederation

Federal Department of Economic Affairs,
Education and Research EAER
**State Secretariat for Education,
Research and Innovation SERI**



**Funded by the
European Union**

mtss-k

Innovative and evidence-based kindergarten
organisation and teaching practices
for high-quality education across Europe

Why MTSS-K?



The “wait-to-fail” model is prevalent in several European education systems. Therefore, there is a **need for preventive and more effective teaching practices**, as well as **early intensive support** for kindergarten students with learning or behavioural difficulties.

To address **efficacy and equity issues** in kindergarten, the EU-funded project MTSS-K examines how the provision of **evidence-based practices** and **early intensive support for struggling kindergarten students** can contribute to effective and inclusive education for everyone.

MTSS-K also aims to gain better understanding **learning trajectories**, provide **free resources for teachers** and to develop **policy recommendations**, enhancing opportunities of school success across Europe.



Duration
Jan 2024 – Dec 2027



Funding
3.8 Mil €

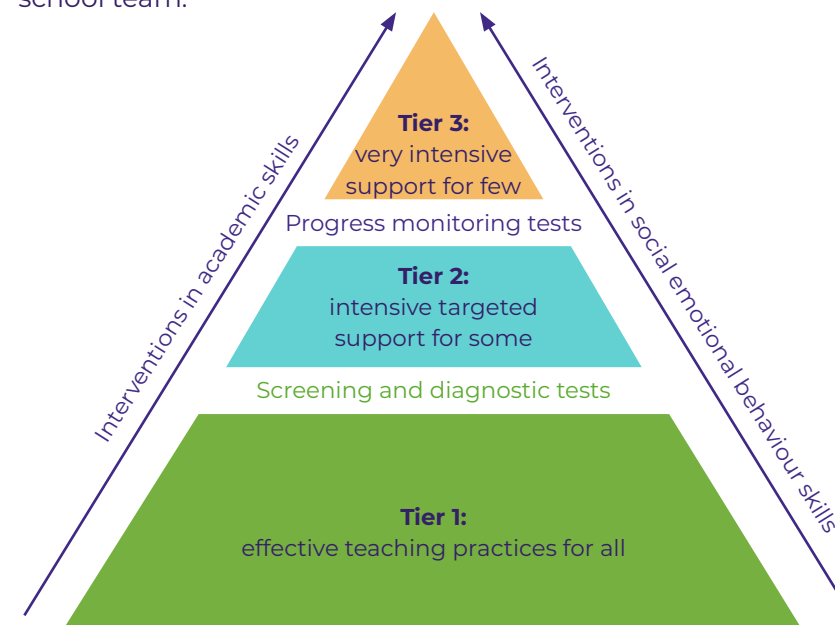


7 Partners
from 6 countries

Our Approach



To reduce education inequalities, the MTSS-K project aims to adapt, implement and assess the Multi-Tiered System of Support in kindergarten (MTSS-K). This approach is typically conceptualised as a data-driven three-step approach piloted by a school team.



Impact

1. Improving kindergarten students' learning and behaviour skills, and promoting social resilience, inclusivity and fairness.
2. Providing data-based information for policy stakeholders and encouraging engagement for the MTSS approach.
3. Diffusing knowledge to promote interdisciplinary and cross-regional academic learning and input for the research on teaching practices.

