DEE

ERASMUS+ DEE
Diversity, Equality and Inclusion in pre- primary
Education and care: a gender perspective

2017-1-IT02-KA201-036723

A Handbook for Professionals Working in Pre- Primary Education and Care
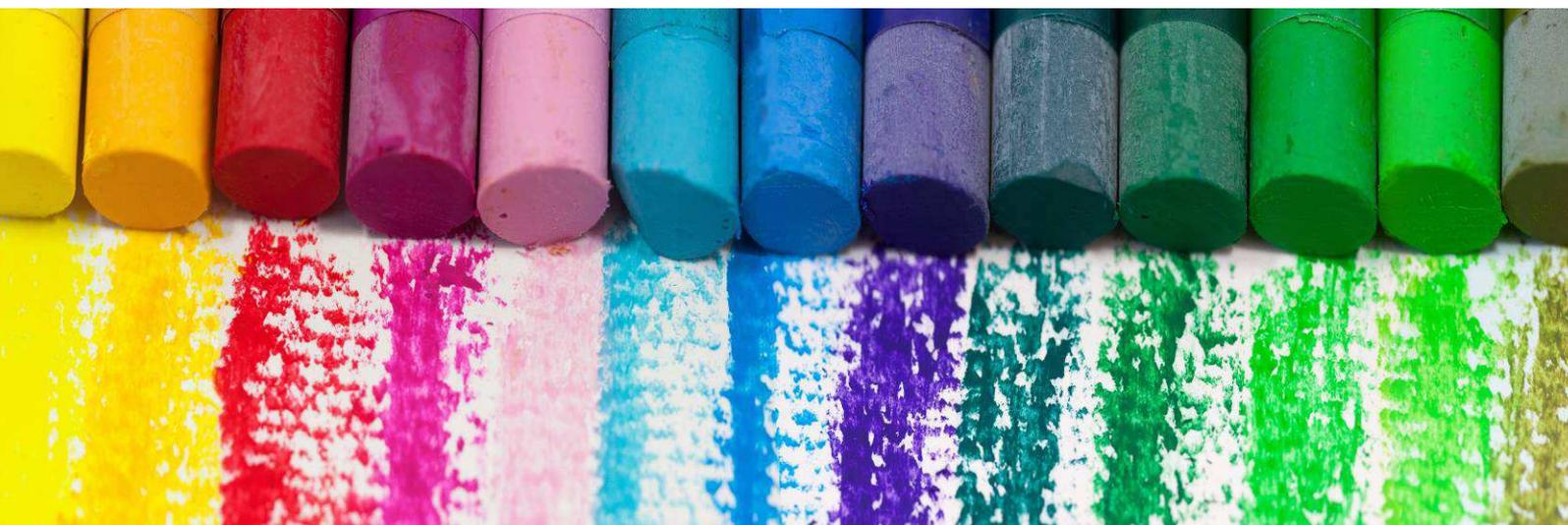
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ERASMUS+ DEE
Diversity, Equality and Inclusion in pre- primary Education and care: a gender perspective
2017-1-IT02-KA201-036723
KA2 - Cooperation for Innovation and the Exchange of Good Practices
KA201 - Strategic Partnerships for school education

This document was carried out to summarize and make accessible the activities of the Erasmus+ Dee Project. It was edited by Verein für Männer- und Geschlechterthemen Steiermark on the basis of the outputs of all partners.

DEE project reports available on https://deeplus.wixsite.com/deep
- ✓ The Training Course Handbook for pre - primary school educators, IO1
- ✓ Transnational Report on IO2: Parents information materials
- ✓ Activity toolkit for work with parents and guardians, IO2
- ✓ Policy guidelines and recommendations, IO3

- March 2020 -

About DEE

The DEE project started on 1st November 2017 and lasted for 30 months.
It was produced by a partnership of three European countries (Austria, Bulgaria, Italy).

The general objective of DEE project is to promote diversity, gender equality and inclusion starting from pre-school education by addressing educators and parents.

Our outputs

Training course for pre - primary school educators
Development of a training course for pre-primary school educators and a toolkit to be used in everyday activity of educators.

Parents information material
Development of communication materials for parents to provide awareness of stereotypes as well as benefits of diversity and gender equality.

Policy guidelines and recommendations
Development of recommendations and guidelines for pedagogical coordinators in the pre-primary education and care system and for decision makers at national and international level.

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1 Introduction: The Project and the Handbook for Professionals

This handbook is a collection of practice-relevant outcomes of the three intellectual outputs of the European Project DEE - DIVERSITY, EQUALITY AND INCLUSION IN PRE – PRIMARY EDUCATION AND CARE: A GENDER PERSPECTIVE. The target group for this handbook are professionals working with children, as well as local and national authorities concerned with pre-primary education and care.

The DEE project was carried out under the lead of the Province Autonomous of Trento (Italy) in partnership with the University of Trento (Italy), the Institute for Masculinity Studies and Gender Research (Austria), the Association Save the Child Styria (Austria) and the Alliance for Regional and Civic Initiatives (Bulgaria) with the financial support of Erasmus + / KA2 Strategic Partnerships for School Education. A 30-month project, the general objective of DEE was to promote diversity, gender equality and inclusion starting from pre-school education by addressing educators and parents. This is achieved by focussing on three areas: Developing and carrying out a training program for pre-primary educators, developing and testing materials for working with parents, as well as analysing existing policies and developing policy recommendations.

This handbook includes information which is presented in detail in the resulting reports and other outputs of the three work areas of DEE. For a more in-depth discussion of the methods and approaches employed by the responsible partners in each area of the project, please refer to the individual intellectual outputs which can be accessed via the projects website[1]:

- ✓ The Training Course Handbook for pre - primary school educators, IO1
- ✓ Transnational Report on IO2: Parents information materials
- ✓ Activity toolkit for work with parents and guardians, IO2
- ✓ Policy guidelines and recommendations, IO3

Pre-primary education and care facilities are settings in which children and educators with different backgrounds come together, interact and learn from each other. The populations of Austria, Bulgaria, and Italy respectively are made up of people who speak different languages, who have different economic positions, educational experiences, dis/abilities, and different religious backgrounds, and who live in many different families and intimate relationship constellations. Educational facilities should take this diversity into account and strive to make every child feel that they are a valuable part of the facility. The DEE project aims to support professionals in creating a familiar space for children in which they can see their different worlds represented as the many possible legitimate ways of life.

The terms "diversity" and "gender" are central to understanding the efforts and aims of the project. Recognizing **diversity** in the educational setting means understanding that each child brings unique experiences, strengths, and ideas to the facility. Diversity can be conceptualized as the exploration and

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[1] https://deeplus.wixsite.com/deep/dee-output

incorporation of differences, in order to enrich learning, as a prerequisite for open-mindedness and for dealing actively and critically with prejudices. When the word **gender** is used in the following text, it refers to a social construct that is formed historically and changes constantly. Children learn from an early age what it means to be 'a boy' or 'a girl' (through their families and peers, literature etc.) and to act accordingly (doing gender). The DEE project activities are meant as a contribution towards a more prejudice- and stereotype-aware environment for children to learn and develop.

What will you find in this handbook and why should you read it? The handbook starts with giving context on efforts to achieve diversity, equality and inclusion in the educational systems in Italy, Bulgaria and Austria and discusses challenges as well as best practices with a view on the results of a survey carried out within the project. The following section is devoted to working with educators towards a prejudice-aware environment. It presents a training course aimed at educators, as well as lessons learned from testing this training course during the project. In the next chapter, activities for educators to work with children are presented, and there is a discussion of learning from trialling these activities during the project. Parent work is the focus of the following section, offering and discussing methods for educators to engage with parents and guardians. The handbook concludes with presenting policy recommendations developed during the project (on the basis of a policy analysis and survey in all three partner countries) and a variety of useful further readings and resources for those interested on deepening their knowledge on prejudice-aware pre-primary education and care is offered.

2 Training Educators for Diversity, Equality and Inclusion Awareness

This chapter presents a model of a training course for educators which was developed and tested in Austria, Bulgaria and Italy. Also, some insights from the testing phase are shared. The model can be taken and adapted to different contexts according to their individual needs. For this, please refer to the guidelines for group work to identify needs regarding a training course. They can be found in Annex 2 of the relevant output on the DEE-Website[2].

The course model presented below was developed by conducting an analysis and exchange of best practices in early childhood gender and diversity education, carrying out focus groups with relevant stakeholders in the field of pre-primary education, cooperative work between the partners to define a set of common guidelines to develop the pilot, as well as organizing and evaluating the course in each partner country (with a total of around 125 participants). For the detailed method of development of the model presented below please refer to the relevant output on the website[3].

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[2] https://deeplus.wixsite.com/deep/dee-output

[3] https://deeplus.wixsite.com/deep/dee-output

2.1 Model of a Training Course for Educators

This section contains the model of the training course (TC) developed, carried out and evaluated during DEE. In Austria, participants in the testing of the pilot training course were 40 educators from kindergartens and crèches in rural and urban locations. The course took place in two groups who participated in 21 hours of training each (14 hours face-to-face training, 7 hours training on the job). Between the training sessions, participants were asked to conduct an analysis in their facility with regards to gender and diversity and after reporting back, the training course was used to collaboratively develop measures to promote a prejudice-aware environment. The other partner countries worked in a similar way: In Bulgaria, the participants of the trial training course were 40 educators from kindergartens (rural and urban sites). There were two groups offering training for a total of 16 hours per group. With a focus on media and gender-based violence prevention, the training course had an emphasis on empowering girls. The Italian training course involved educators (43 participants) from crèches and kindergarten alike who were split into two groups and each received training for 16 hours in total. A strong emphasis was placed on the tool of working with picture books.

In the following, an overview on the target group, educational aims, themes and topics as well as methodology of the training course are presented and then a structure of four thematic modules with individual units are outlined.

TARGET GROUP AND DURATION

The developed and tested training course is aimed at educators (and other professional figures in the field of education) who work with children with an age range 0 to 6 or 3 to 6. The total number of participants for which this model can be used depends on the need and expectations of every institution or facility, but it is ideal to not exceed 20 participants per group.
The range of total hours for the training course is 16 to 20.

EDUCATIONAL AIMS OF THE COURSE

The Educational Aims depend on the main needs of every educational context in order to provide to every educator a set of skills, knowledge and competencies. By the term SKILLS we mean the abilities to carry out technical tasks and define specific abilities that make up attitudes. Skills can be cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments) (see EQF, European Qualification Framework). By the term COMPETENCE we mean cognitive and relational abilities that work like a glue that holds together skills and knowledge. The ability of the learner to apply knowledge and skills autonomously and with responsibility (EQF). By the term KNOWLEDGE we mean the set of the components of information (theoretical and factual), understanding and learning. The following list has the aim to define a minimum (1) and a maximum (7) level of goals. From a minimum step (1) for acquiring basic knowledge to a maximum step (7) which would enable to do and to pass knowledge.

List of Educational Aims:

- Learn about concepts and terminology (Knowledge);

- Develop awareness of functioning of gender & intersecting categories (Skills);

- Analyse how these mechanisms are at play in educational settings (Skills);

- Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills);

- Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence);

- Transmit the gender sensitivity and diversity sensitivity to parents (Competence);

- Find, use and select gender sensitive and diversity sensitive materials (Competence)

METHODOLOGY OF THE TRAINING COURSE

Methodology refers to a methodological lens or approach we want to achieve in this course. This is not a set of techniques rather than a shared methodological attitude by which every trainer can choose its own techniques and instruments.

List of Methodological Attitudes:

- Reflexivity;

- Grounded-Theory Praxis;

- Accessibility;

- Reasonability;

- Analytical Approach;

- Application-oriented Approach;

- Error-oriented Approach.

TOPICS OF THE TRAINING COURSE

The main topics of the TC can be raised in a variable way from each context in order to answer to specific needs and in line with the professional expertise of the internal trainers.

List of Topics:

- Bodies and Sexuality;

- Family Roles;

- Division of Labour;

- Intersecting Categories of Social Inequalities;

- Gender Roles and Gender Basic Concepts;

- Heteronormativity;

- Gender Mainstreaming;

- Empowering Girls;

- (Caring) Masculinities;

- Gender Based Violence Prevention.

The training course is designed to be divided into four thematic section, each of which is composed of one or more units. They are described in detail in the annex of this handbook. Every unit description

contains the methodological grid of topics, educational aims and techniques. In addition, there are proposals on teaching materials and some expected outcomes.

First Module. INTRODUCTORY ACTIVITIES
      1) Identity and Diversity Activity
      2) Gender Roles in Childhood
      3) Approaches to Gender Concepts
Second Module. GENDER ROLES WITHIN FAMILY
      4) Family Roles and Media
      5) New Family Contexts and Care Roles
Third Module. INEQUALITIES
      6) Prevention of Gender-Based Violence
Fourth Module. TRANSLATION INTO PROFESSIONAL PRACTICE
      7) The 3-R-Method
      8) Working with Picture Books
      9) The Role of Reflexivity

The units can be combined according to the needs of different organizations in which the training course is offered.

2.2 Lessons Learned During DEE

Largely, the ECEN educators involved in the training course testing phase had had no prior training on how gender and diversity structure everyday working and learning in early childhood education facilities. Although they were oftentimes aware of how they personally are affected by societal inequalities (e.g. unequal pay and career opportunities for female educators), for many of them the DEE training course provided the first focused reflection on the wider societal inequalities. This is true for the participants in Austria, Bulgaria and Italy. In a pre- and post-course questionnaire which was aimed at measuring the change in perceptions, educators expressed stereotyped positions about gender roles, although there is a lot of awareness about the care work of women and about gender inequalities. First of all it is important to realize that privilege is invisible to those who have it[4]. DEE has helped to start this process and pay attention to the impact of gender and other social markers in society.

As is often the case when confronted with societal norms which may have felt uncomfortable but have largely been taken for granted, it is a longer process to deconstruct them. When being asked to analyse

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[4] See McIntosh, Peggy (1989): White Privilege: Unpacking the Invisible Knapsack, In: Peace and Freedom Magazine, July/August, S. 10- 12.

everyday interactions and behaviours using the "gender lens", sometimes a binary and essentialist approach was the first step in understanding how inequalities come into existence and how they are held up. The DEE project was therefore an important step towards a more complex understanding of the interplay and impact of social categories such as gender, ethnicity, social class, dis/ability, and being able to use this understanding for effective involvement of parents/guardians in the facilities. One learning for future projects therefore is to put emphasis on trying to avoid reinforcing stereotypes in the process of raising awareness for them; so: do not reconstruct during deconstructing.

The majority of the educators involved consider the educational context crucial to promote equality on diversity and gender issues.

3 Practice Research: Working with Educators to Observe and Analyse their Facilities

The DEE project was committed to a participatory approach, whereby the participants from the facilities were involved actively in all the processes under the guidance of gender and diversity expert trainers. This allowed for a theory-to-practice and back process which leads both to a high theoretical and pedagogical standard and a high operational usability of the project outputs. The following chapter gives in insight into this process and describes how educators conducted observations and what the outcomes of these self-evaluations were.

3.1 Participatory Design Approach

The training of pedagogical staff and the development of measures during DEE were conducted interlinked. Toolkit development used a participatory design methodology (PDM), drawing on the results which emerged during the training phase and accounting therefore for the actual needs the educators expressed during training. One of the first steps in the project was self-evaluation and observation of the everyday practice in the facilities. Educators used tools provided by the project team. These consisted of a monitoring sheet ("parents' presence in our facility", see attachment) as well as a checklist ("gender equality and diversity in our facility", see attachment). The goal of the monitoring sheet was to help educators monitor and analyse the engagement of parents/guardians with a special focus on fathers/male guardians and diversity. The checklist was developed to help educators become aware of practices, spaces and materials in their work which contribute to or hinder the creation of a prejudice-aware environment. It outlines different dimensions of diversity which influence children and people in their near social environment, such as gender, health status, migration experience, educational background, family forms. Nine areas of work were offered to the educators as sites for analysis. They were asked to monitor and document over the course of one month and to take time to watch, listen, and discuss within the team for at least five days. This process

was proposed to be done two times within each involved ECEN – before and after the implementation of activities (informational display, parents/guardians' evening). The areas the checklist covered are:

- Books and materials which are in regular use in the facility: The goal was to analyse how gender is represented/visible in them, how resources are distributed with respect to gender, and which realities are depicted and created through the materials (method 1).
- Use of spaces, use of designated play areas by children with a focus on gender and other diversity markers (through method 2 and 3).
- Possible differences in interactions between children and educators because of different diversity markers (in method 4 with respect to assisting children to dress when going outside/coming in, in method 5 with respect to drawing attention to outfits children have on).
- Norms and concepts of "families" which might guide the work of educators (in method 6)
- Gendered routines in parent work based on stereotypical concepts of task distribution in families (in method 7)
- Awareness of sexual and gender diversity (in method 8)
- Diversity within educators as a resource (in method 9)

During DEE project, at least five of the proposed 9 areas of work in the checklist had to be answered by the participating ECEN. The DEE partners had to select the relevant areas on top of the three compulsory topics (4, 5, 7). Each partner had chosen the other 2 topics regarding its pedagogical and educative context.

The use of the checklist during two separate time-spans offered the possibility to show developments. The results and necessary consequences of the mid-term self-evaluation were discussed during the second part of the training course and/or in planning sessions arranged between facilities and DEE researchers/trainers.

Among the measures developed to promote parent work towards more gender and diversity awareness were one-time events such as parents/guardians' evenings, as well as longer-term interventions such as visible statements and informational displays on gender and diversity in the entrance hall of the facilities. A total of 7 parent-focused events and 8 visual interventions (exhibitions, information displays) were implemented by the participating facilities.

To evaluate effectiveness, the project team provided feedback questionnaires and report templates which were translated in the local languages. After all the activities were finished, feedback from parents/guardians and other guardians/family members participating in the events, the feedback from the involved educators, as well as short reports from facilities on their activities was analysed. The activities related to the DEE project were documented by the facilities (photographs, print-outs).

3.2 Outcomes of Self-Observations in the Facilities

Here, a number of insights from the self-observations in the facilities are presented, starting with the Austrian results.

Austria

According to the notes in the monitoring sheets, when they bring the child to the facility in the morning, fathers usually take time to help the child change from street clothing to inside clothing and even seek out educators to talk about necessary information of the day. The documentation shows that fathers and grandfathers are present in the facilities in a number of ways. This indicates that there are many opportunities to involve them to be more strongly present in the ECEN activities. The DEE researchers/trainers think that the morning arrivals are an opportunity for educators to engage with fathers and other male relatives.

According to educators' observations with the help of the checklist as well as discussions in the second part of the training course, educators do not consider gender as being of great relevance when looking at children who are very young (up until three years-old). Most influential for the behaviour of the child (i.e. who they play with, which games they prefer, how autonomous they are in dressing themselves, helping others) is, according to the educators, their stage of development. However, it was noticeable that gender stereotypes are present in the actions of educators, in the material on offer to children, as well as in parent work. Educators drew the following conclusions for their work and planned to make some changes in the areas outlined below:

Materials and spaces:

Educators identified the need to make the building corner more popular with girls (e.g. by adding animals, figures) and make drawing/painting more popular with boys (e.g. by offering to paint buildings, cars). The educators approach with these suggestions to make the games more attractive to girls/boys is still somewhat gender-stereotypical one. This can be interpreted as a starting point to a longer process with the aim to eventually deconstruct gender stereotypes through the use of materials. Indeed, educators also expressed that they plan to offer more gender non-specific materials.

Personal behaviour:

Educators stated that they will keep on encouraging children to choose activities according to their personal interests. This was identified as a good practice. They also plan to be more aware of the need to serve as role models (e.g. as a female team member who also plays with stereotypical games "for boys"). They decided to offer materials for longer and repeatedly. They also committed to offering freedoms (of space, choice), as well as to support children in developing individual personal interests (e.g. by encouraging times of boredom). On the whole, they will observe closely the needs of children. Reflecting about personal ideas on gender was also identified as a need by the educators through the process of monitoring and observing.

Parent work:

Educators identified the need to be more transparent in work with parents/guardians and to reflect on their roles in influencing children. One suggestion for this was to invite parents/guardians to spend a half day in the kindergarten to see what happens on a typical day plus reflect with them about what they experienced. In the discussions of the results of the self-observation, educators also expressed the wish to make a public commitment/explanation about gender-sensitive education (e.g. on the website, through posters). Another idea regarding diversity-friendly parent work was to use smaller groups during parents/guardians' evenings so that one interpreter can be used for parents/guardians with a

common language. Because the facilities serve families who speak different languages, it was decided that it would be a good idea to more strongly include these languages when creating events, posters and so on.

Educators also suggested to be aware of children in their role as 'educators' for their parents/guardians. This can also be a way to engage fathers more strongly. Another way for involving fathers would be to actively take up cooperation opportunities with fathers/male guardians as they present themselves. Educators generally learned that they need to be more aware of stereotypes when establishing contact with families (e.g. contacting mothers first, talking about mothers when talking about housework).

In all the outlined areas, Austrian educators identified best practices already in use as well as opportunities to change their practice. They came up with creative ways to do so. While many of the suggestions are still firmly rooted in a heteronormative perspective on family life and gender, there was also a noticeable awareness of potential restrictions of each child's personal expression and learning through gender stereotypes.

Bulgaria

The monitoring sheet and checklist gave the participating Bulgarian educators the first ever opportunity to work on the topics of gender and diversity.

Looking at the observations documented in the checklist, one significant example is the attention of educators to their practice of helping children dressing and undressing when going outside. After one month of the group observation, the results showed changes in all facilities. The number of children assisted by educators has decreased. The number of children seeking assistance decreased. The children who gained confidence in this process began to offer help to others. With regards to gender, the documentation shows that mostly they support each other on the basis of friendships, and girls are more likely to provide mutual help than boys. As one of the educators has pointed out: "Often we think that the child is not able to manage on its own or in a hurry we do this for him (dressing them). The child can do so much more than we think. Often parents/guardians make the same mistake". This shows a reflection process on the part of the educators.

Outfit choice and preferences in outfits, feeling comfortable in clothing, was discussed by educators with children when the checklist observations of educators focused on "outfit". They reflected on gender roles with respect to preferred clothes, shoes, accessories for girls and boys, and the role of the parents in assisting children.

According to the observations/self-evaluations in Bulgaria, family forms are diverse (grandparent-families, single mothers, separated families). Not many fathers bring their children to the facility. The involvement of male relatives seems to depend both on the attitude of the educators and on the personal motivation of the parent/guardian. Most often, it is the mother who takes care of the children and participates in different events in the kindergarten. Mostly the men are helping in the maintenance of the yard, small repairs etc. (gendered duties). Fathers and grandparents/male guardians are less likely to attend parent`s meetings. The traditional understanding that it is the

mother who is responsible for raising the children is wide-spread among the parents in the Bulgarian facilities. During the parents' meetings, individual opinions were shared which stated that the topic of gender equality has been overexposed recently and that there is no need for any change in the already established gender/social roles. However, most parents/guardians, and also the educators, shared the wish for changes in the perception of that theme. Children, according to the observation in one facility, are happy when fathers are present at events and holiday celebrations.

The analysis of materials and educational content used in Bulgaria (such as tales taught to children, illustrations, lesson plans, books) also showed prevalence stereotypes (e.g. in clothes and activities of male and female figures), as well as some missing topics, such as untypical occupations, people of colour, multi-language settings, sexual education, religion.

The following potentials for change in the facilities were identified by educators after using the tools:

Personal behaviour:

New insights into the effect of gender and intersecting categories (age, ethnicity, social status, and education level – stereotypes) are needed. Also a raised awareness on the role of educators is needed, the stereotypes and prejudices hidden inside of this role – e.g. how the educators transmit their own prejudices and stereotypical thinking. It is important to gain a deeper understanding of how gender roles are taught to children since the early childhood, as well as the impact educators themselves can have on children.

Work with parents/guardians:

From the short observation period (one month) the Bulgarian researchers/trainers are not able to report a significant change in the presence and influence of parents/guardians in the ECEN work, but even the small steps during this period are important for the work of the educators. It can be seen as a success that parents/guardians have been made aware of the issues of gender and diversity and the interaction with them on these issues will continue in the future. In some instances, a stronger involvement and interaction between parents/guardians, educators and children was noticed, especially regarding fathers. The educators' work on attention to dressing and undressing for example was shared with parents/guardians and they were asked to assist in this process and provide guidance on how to support their children at home and prepare them for independence, irrespective of their gender. Fathers were invited by educators to share experiences from their working life and discuss the gendered (or non-gendered) nature of these. After participating in the DEE events and reading the information materials, ECEN educators have received the parents/guardians' support and confirmation to participate in new meetings of a similar nature.

All in all, there has been progress in the educators' and parents' perception of this subject and a growing recognition of the terminology associated with it.

Italy

In Italy, three crèches were involved in the observations and self-evaluations. The monitoring sheet has been filled in two of the facilities (during one timeframe in each), while a selection of the tools from the checklist has been carried out in all three facilities. In one case, a facility carried out repeat

observations with the checklist two months apart, in the other facilities there was no possibility to repeat observations. There is no data available on possible changes in the wake of the self-evaluations and subsequent parent-work events, since, due to organizational changes for the Italian partners, the parent-centred events were carried out some months after the self-evaluations took place.

Monitoring sheet (ECEN 1 and ECEN 3):

There is a difference in the observations between the facilities: In ECEN 1, in 90% of the cases, mothers bring children to the facility. The most typical situation observed is mothers dressing and undressing children. The situations observed in ECEN 3 describe an involvement of both fathers and mothers, all of whom tend to encourage the autonomy of children in dressing and undressing (an important educational aim especially in ECEN 3).

Checklist (ECEN 1, 2, 3):

Regarding the answers of gendered use of play spaces, there is a difference between the three facilities, even though all three cater to the same age group. While in ECEN 1, there was no gendered use of play areas described, in ECEN 2, boys and girls tend to play separately. Boys often play with toy cars and buildings while girls are often observed role playing ('mothers'). Even in the case of role play in the kitchen, the girls fed their imaginary children while the boys played cooks. ECEN 3 reports that the choice of play spaces by children is not influenced by their gender.

Generally, in all three facilities, the children are supported to achieve autonomy in the dressing up situation (when changing from sleeping clothes to play clothes, when arriving at the facility, when going outside, and so on). The educators report that they support children in gaining autonomy and give attention to them during this activity regardless of gender. The cases in which the educators offer help vary from facility to facility (between 50% and 90%), but all report that there are no differences in treatment or behaviour with respect to gender. Mutual aid between children does rarely exist; children also ask for help, but this happens more often in ECEN 3 than in ECEN 1.

Regarding the importance placed on outfits (by educators, parents/guardians and children), the answers from the three facilities showed some differences as well: In ECEN 1, it was stated that children of this age rarely define themselves through clothing. When they get older, some of them (whether they are male or female) begin to draw attention to what they are wearing, simply by making educators notice which clothes they like, without gender connotations and differences. In ECEN 2, it is described as important for the children to show to the educator what they are wearing. Often this happens during the reception in the morning and prompted by an invitation of the parent to the child. Here, it is also the oldest children (24-36 months) who show the importance of clothing, always reinforced by the parent (almost exclusively the mother), and the educators note that it is a phenomenon found in the more wealthy parents/guardians. Educators are careful not to demonstrate expressions that define children through clothing. In ECEN 3, it may happen that educators turn to children with these expressions, especially during the time of reception in the morning, when often the parent first emphasizes the new clothing and asks a child to show it. Here it is noted that this is a tendency prevalent to girls, but also to some boys who show that they value what they are wearing, perhaps for a particular colour or printing. Educators states that habits of children who differ from the

norm are accepted and respected. It is also noted that sometimes, educators turn to children with phrases like "how beautiful you are today" or "how well you dressed today" and it happens more frequently with girls.

ECEN 3 also makes outfit a conscious part of the educational process. Situations where children place attention to cloths are used as an opportunity for discussing gender issues and talk about the masculine and the feminine in relation to parenting roles. ECEN 3 also expresses that clothing must not compromise the experiential activity of the child, but allow them to live it in its entirety, guaranteeing maximum comfort.

Regarding parent work, educators in ECEN 1 show less awareness and ambition to include fathers than the other facilities; here mothers are the primary person of contact. ECEN 2 describes a little more involvement of fathers: Both parents/guardians are always involved in initiatives aimed at the family, but it can happen that there are special events where only mothers or only fathers are invited. In ECEN 2, male figures are often involved in laboratory activities or in the collaboration in setting up the garden. The explanation given for this is that at the parents/guardians' evening, the dads show more interest in lending themselves for manual, DIY activities or for the possible maintenance of the greenery or for the realization of the garden. In ECEN 3, estimating a percentage for parent involvement, the results are: 60% mother, 35% father, 5% others (grandparents/guardians or others). Mothers tend to express the desire to be contacted first. For payments, nutrition, behavior of the child, events and clothing, both parents/guardians are contacted without distinction. For aspects of childcare (wearing and feeding, changing from diapers to potty, change and clothing ...) the father often refers the information to the mother, who then asks the educator for details, while details on payments are frequently requested by fathers (this is also the case in the other two facilities). Fathers are involved in every initiative addressed to the family, but the participation is mainly female. It may happen that there are separate laboratories for mum and dad to create an opportunity for dedicated play, and the preferences of the parents/guardians tend towards the traditional gender roles (garden for fathers, indoor play for mothers). As in the other facilities, the fathers tend to propose themselves for more practical-manual activities, often delegating the mother to participate to more creative activities.

The self-observations lead to self-reflection on the part of the educators, in instances where they found themselves acting in ways which reinforce gender stereotypes. As outlined below, this concerns for example approaching female children more often with comments on their choice of outfit. It also concerns placing the focus on involvement of fathers when being in contact with parents. From the analysis point of view, it seems advisable for the educators to critically address some automatisms present in the organization of the facilities and in the relationship with the parents. Another potential for change would be to continuously encourage children to play together regardless of gender. Offering and encouraging games and materials in which stereotypical gender roles are mixed is also important.

4 Working with Children for Diversity, Equality and Inclusion

During the training course and subsequent work with facilities and individual educators, project staff encouraged and supported educators in the development and implementation of activities with children which focus on gender and diversity. This chapter offers activities for educators to engage children in work for a more prejudice-aware environment. Additionally, some insights from using these methods during the DEE project are shared.

4.1 Activities for Educators to Work with Children

This section presents methods and games that can be used in working with children to reflect on gender, and encourage self-perception and self-reflection. They have been (further) developed/adapted, carried out and evaluated in the eight participating facilities in Bulgaria, Italy and Austria.

1) Drama/theatre play of "Die Dumme Augustine"

educational aim	Show children that it does not matter if you are a girl or a boy, man or woman. Everyone can develop according to their abilities. You can do everything you want.
suitable age	4-6
duration	About one month
educational techniques	1. Read the book/story to children
	'Stupid Augustine' lives with her husband, 'stupid August' (clown), and their three children in a circus car. She also likes to perform in the circus, instead of solely taking care for children, animals and domestic tasks. When her husband has a long treatment at the dentist, she represents his role as a clown in the circus show. Everyone is enthusiastic about her ability. The book 'Stupid Augustine' by Ottfried Preussler was published in 1971 for the first time.
	Children see that Augustine has the courage and the opportunity to stand up for her dream. The book has funny, colorful drawings of the clowns.
	2. Talk to the children about the characters and contents.
	Ask questions that encourage children to describe what the characters in the story do and why they act this way. Encourage children to voice their opinions about the story: Do they like it? Why do they (not) like it?
	3. Develop a script and play the story

	Write a script which includes scenes, the text of the story as well as directorial remarks for the actors. Play the story with the children and refine it. Find roles for all the children who want to participate (apart from the central characters, roles can also be made from the animate and inanimate objects in the book). Educators can act as the "storyteller", but children who are able can also speak short sentences. You can have children who help opening and closing curtains, direct the lighting, manage the requisites, etc. When directing, all the children how are not currently on "stage" act as an audience for the other children. 4. Study the play, develop more characters and helper roles Children try out the characters. The educators can show the children how a character could be played by taking on different roles themselves. Children can try out different characters to understand the play more deeply. All the children can also see which children are especially suited to play which characters. During the course of a few weeks, guide the children so they themselves settle on a distribution of roles and helper roles. 5. Act out the play in front of an audience Audiences can be parents, other groups from the facility, etc. (Guidelines in German for creating a play in Kindergarten see http://www.ihvo.de/755/theaterspiel-im-kindergarten/)
educational material	The book "Die Dumme Augustine", different materials needed for creating a play, such as a stage, curtains, chairs for audience, clown makeup and dress, and all objects from the story which seem necessary for you

2) Creating family pictures & talking about them

educational aim	Make visible the diversity of family forms, raise awareness among children that there are many different constellations of "families" and that this is okay. Use the expression 'families' instead of 'family' in order to pronounce the diversity of different relational constellations.
suitable age	0-6
duration	Min. 1 hour
educational techniques	In small groups, encourage children to draw pictures of their families (with smaller children, let them make handprints of the members of the family and ask them about their family members). Ask the

	children to show each other their pictures, talk to the group about the different members of their family, why they are important to them, where/how they live together, visit each other, what they do together, etc. Compare the different families, highlighting differences and similarities (such as: how many members, how many generations, living arrangements, activities together…)
educational material	Drawing/painting materials

3) Picture book: "Roles in my Family"

educational aim	Sensitize children (and parents who look at the finished book) for stereotypes, make visible non-traditional distribution of roles in the family
suitable age	4-6
duration	A number of weeks
educational techniques	1. Tell the children about the idea of the picture book
	e.g. "We want to create a book that shows the roles of your different family members. We will show the picture book to your parents when they come for the parents evening."
	2. Give the children time to create pictures of their family life and their family members.
	Using any materials they want to use, encourage children to paint pictures of their family life. "Please paint what your parents do in the family, what the children do in the family. Who is responsible for which tasks (cooking, washing dishes)? What you do together and individually?"
	3. Share stories about family life and the roles of different members (paid and unpaid work), optional: create a text accompanying the pictures.
	Let each child talk about their drawings and tell stories from their family life. Ask questions about the different tasks in the family and who does what (e.g. changing the nappies). Highlight especially situations from their family life which show behaviour which is not gender-stereotypical (e.g. men ironing).
	4. Create a book with a text and a title
	This can be done by the educators but can also be a shared activity (making copies of the drawings, pasting them on hard paper, binding the book together). You can create a structure in which the different situations are aligned and create a text which accompany the pictures.

educational material	Paper, drawing and painting material, copying machine, material for binding a book/leaflets

4) My parents' professions

educational aim	The aim of the activity is to show that when choosing a profession it doesn't matter whether you are a boy or a girl. Everyone can develop according to their abilities. You can do everything you want
suitable age	4-6
duration	About one month
educational techniques	1. Read to the children some short stories / some tales in which the characters involved have different professions. Select a few with traditional roles for men and women and a few that are not typical (e.g. female firefighter / astronaut, male chef or kindergarten teacher, female auto racer, etc.)
	Talk with the children the types of professions they have heard about in the stories. Make a discussion. How they perform, where they apply, who practices them most. Ask children what are their parents' professions? You can also use video materials to support and enrich information about different professions.
	2. Invite parents to join a parent meeting with their children in order to present their professions. Encourage both mothers and fathers to participate. Besides that, they will demonstrate their occupation it will be good if they also tell how they chose it, what is the most enjoy about their job. Encourage children to ask questions. What do they like, who do they think would be more appropriate for a particular profession, would they like to do something like that, and if so, why?
	3. Children visits at places where their parents work. In this way, they will gain an idea of the working environment in which their mothers and fathers work, how the professions actually work. Choose places to visit that show that the work of parents is valuable and important and can be performed both by women and men
educational material	Book excerpts, videos for various professions, newspaper pictures and magazines for various professions, pencils, paints, drawing sheets

5) If I want, then I can!

educational aim	To change the attitude of children towards the gender division and various sports, hobbies and more. leisure activities
suitable age	4-6
duration	1 hour or longer, suitable for a number of sessions
educational techniques	Ask the kids to do they like sports, which sports do they like, why? Do they have and friends who play sports?. Show them pictures or videos of different sports disciplines, incl. less popular. Tell them about the benefits of sport, how it affects the body and the human spirit. Ask them the men or women most often practicing one or the other sport? Give them examples of sports that involve both genders. Show them pictures of distinguished athletes of both genders. Encourage them to seek information and if they desire to participate in various games and sports, because only the motivated people manage to achieve their dreams. You can do a similar session on the other topics, such as hobbies and etc.
educational material	Books, videos for various professions, newspaper pictures and magazines for various professions, pencils, paints, drawing sheets

6) Playing with fairy tales

educational aim	Traditional fairy tales depict a strong traditional pattern of gender roles and identities. At the same time, however, they are very important in collective imaginary as narrative kit for development. Aim of this activity is the deconstruction of the pattern of gender roles within the fairy tales and the stimulation of children critical thinking toward roles.
suitable age	3-6
duration	1 to 2 hours, to be repeated for 3-4 consequent weeks
educational techniques	In the first session identify one or two fairy tales to work with children; devote a time for animated reading of different edition of the same fairy tale (i.e. more Grimm brother style or more simplified versions, different drawing in picture books, etcetera) and question children about difference and similarities of the stories. Repeat the reading activity several times in order to make children familiar with the characters and the story. Afterword, invite children to play with the story by create new characters, change the roles and activity within the story and change the ending. This doesn't mean simply switch the active/passive role of the main characters (i.e. make red

	hood win over the wolf), but also imagine new possible stories, different attributes of the characters or different strategies to solve the story (i.e. cooperative strategies vs hero strategy). Give children tools to tell their stories as the material to draw or to make collage to create a new book of the fairy tale.
educational material	Different version of traditional fairy tales, as Red Hood, Cinderella or Snowwhite; different material to draw and do patchwork, big papers.

7) The grammar of emotions

educational aim	This activity is aimed at making boys and girls familiar with the whole spectrum of emotions and deconstruct the stereotypes that some emotions are suitable for one gender and not for the other.
suitable age	3-6
duration	1 hour
educational techniques	Prepare several illustrated cards for each emotion. You can draw them yourself using different colours and images to identify each emotion (i.e. red and fire for rage, dark blue for sadness, violet for happiness, etc.); otherwise you can use some of the many illustrated card pack available on the market (i.e. Dixit 's cards). Make the children sit in circle and invite one of them to pick up a card and put it in the centre of the circle. Afterwards, ask each one to recall a situation when they felt that emotion (i.e. I was angry with my brother because he stole my game or I was sad because my neighbour friend left, etc.). Ask question to children about how they felt and invite the other to do the same. At the end of the activity all the emotions will be within the circle and the educator can close the activity briefly recalling all the feelings we can have as human being and how beautiful is to be capable of it as a boy or a girl.
educational material	Emotion cards.

4.2 Lessons Learned During DEE

The trial of methods, in which the DEE project staff supported the educators in Austria, Bulgaria and Italy brought to light promising ideas for working with children towards prejudice-aware environments. Children are often open and when something is presented to them as self-evident they deal well with it (e.g. different family forms, same-sex couples, or gender-atypical professions). Allowing **parents/guardians to "learn from children" was noticeable as a benefit** from working with children on the project topics. What does this mean? When facilities plan diversity or gender equality related projects towards which there are at first reluctant attitudes among the parent

community, it can be helpful for parents/guardians to see that their children are actually happily involved in what happens in the facility. When children report to their parents/guardians about, for example, events where male nurses or policewomen are present in the kindergarten, then parents/guardians can gradually be more enthusiastic about topics or approaches as well. The analysis of the DEE parent work measures also showed the importance of presenting and addressing issues like equal opportunities and diversity in a way which allows the educators showing their competence and specific skills. Continuous educators' training is therefore essential for a good work with parents/guardians and children towards prejudice-aware environments.

An **everyday life approach** (discussing gender and diversity in relation to personal life) as it is used in many of the activities presented above is very promising. A personal-life approach is interesting to children and also succeeds in bringing parents/guardians on board for a stereotype- and prejudice-aware education. The events and activities carried out during DEE made visible that when the specifics of family life (who is doing which tasks, which members are there, what are their jobs, what do they like to do for fun, etc.) are a topic, parents/guardians as well as children joyfully participate (in the words of one educator: "Children love to talk about families"). ECEN educators can build on the trustful relations with children and parents/guardians to implement gender and diversity in a sustainable way. They also usually know what is perceived as weird and threatening and can address concerns in a subtle way.

5 Working with Parents for Diversity, Equality and Inclusion

The activities undertaken by the partners in Bulgaria, Italy and Austria with regards to parent work aimed to engage parents/guardians[5] through educators, to support educators to reflect on the influence of stereotypes in their work and in contact with parents/guardians, and to support educators to help parents/guardians to become aware of bias and prejudices. A total of eight facilities carried out self-evaluations/observations of their work with the help of tools provided by the Austrian partner VMG (and translated into the local languages), developed measures for parent work based on the results of the self-evaluations, supported by DEE researchers and trainers, and took part in evaluating the effectiveness of these measures. The following section provides activities for educators who want to work with parents and guardians to promote gender equality and diversity awareness in the environment of their facilities. They have been tried and evaluated during the DEE project in cooperation with early childhood education and care facilities in Bulgaria, Austria and Italy, and were developed and implemented based on the self-evaluations of the educators involved. The chapter also provides some reflections on working with educators to help foster sensitivity and adequate competence for a stereotype- and prejudice-aware education.

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[5] The term "parents/guardians" is used in this report in order to acknowledge that family constellations and children's home environments can vary from the biological mother-father-child model.

5.1 Methods for Educators to Engage and Work with Parents

The tools and activities for parent work outlined here are intended to be used when parents and guardians are invited to the facility. They can be grouped into the categories information & discussion (method 1-2), exercises & theatrical approaches (methods 3-8), and events & installations (method 9-10). They can be selected according to the needs of the facility and the preferences of the target group. Some activities involve the children together with parents and guardians, some are intended for settings in which only educators and parents and guardians are present. The methods 2, 5, 6, 8 and 9 can be found in the annex of this handbook.

1) Training session: Equality and education

Method
Training session: Equality and education
Topics covered
• Are the educator and the parent/guardian equal in the educational process?
Target group
Educators, parents and guardians
Minimum and maximum number of participants
20-40 participants
Useful for the following situations
5 PM/ late afternoon
Necessary material
Flipchart, markers, A4 paper
Preparation
Prepare your presentation and an agenda
Time needed
One hour
Rooms
One room, minimum 5m x 15 m
Instructions
1. Ask the participants to think about what makes them equal to the others.   2. Choose one person and ask for their opinion. For example, if the person says "I have five brothers and sisters" and somebody in the group can say "Me too," then this participant gets 1 point. However, if another participant cannot claim "Me too", this person is given the right to point out their differences. In this way all the participants in the group are involved.   3. The scores are recorded on the flipchart in front of everyone's name. People usually point out as uniqueness and diversity such facts as significant ones which are positive and make them proud. Thus, moderation can touch on some of the participants' values.   4. At the end of the game, the scores are added together.   5. Discussion (Reflection):   • Is everyone unique? Why?

• Is it good to be equal?
• What prevents us from being equal?
• What feelings do you experience when showing your equality?
• What feelings do you feel when one of the participants declares their equality?
It is essential that the facilitator is a well-trained moderator.

Aims
• Participants understand that in a spirit of understanding, peace, tolerance and equality, the right of all children to education and a dignified life is to be respected.
• Participants are sensitized to the professional orientation of children, including attracting girls as well as boys to a "social" profession/ care-sector profession.
• Participants can experience participating equally with the educator in the training.
• Participants understand that the key to success is when an educator, a parent/guardian and a child work together.
• Uniting the individual participants in the education process, strengthening the role of parents and guardians in direct work with children.

What significance does gender have in this method?
By their status, the educator and the parent/guardian are equal participants in the educational process, but their participation in the shared responsibility for the results of the educational process is different. The responsibility is also gendered, since often mothers take on the responsibility. This method works on attracting fathers/male guardians and future male educators to the kindergarten.

To what extent does the method highlight paths of non-traditional behaviour?
Involve mothers and fathers, male and female guardians more strongly in the educational process.

3) Social Barometer: Gender in Early Childhood Education

Method
Social Barometer on Gender in Early Childhood Education

Topics covered
• Intro into the topic of gender equality and diversity awareness
• Exchange of positions, getting to know positions within the group
• Starter for reflection sessions

Target group
Parents and guardians

Minimum and maximum number of participants
10 to 20

Useful for the following situations
In the first half of a parents and guardians' evening/event – should be a starter for discussion and reflection

Necessary material
Room with enough space (for 10 participants: minimum 6m x 2.5m, better a bit more), theses (see below), paper sheets: one saying "YES" (or: "agree"), the other saying "NO" (or: "disagree"), tape

Preparation
No need for hand-outs

Time needed

Flexible, between 15 and 60 minutes (depending on number of theses, with and without reflection etc.)

One room. Big enough that all participants can build a line and move.

Instructions

1. Pin the "YES/NO" paper sheet on opposite sides of the room, clear the space in between with the help of participants. It is best to have a relatively long walk in between (like minimum 5 meters for 10 participants).

2. Ask the group to stand up, while you explain: "*The following activity is meant to get to know your personal view on the topic. It is not (yet) time for a controversial discussion, which can take place after the activity. It is just for you to take a stand on your opinion, get to know the opinions of the others, and think about these. I will read a number of sentences, and you are asked if you agree or not. After every sentence (or thesis), you have to decide if you agree – then you walk towards the "YES", or disagree (walk towards "NO"). The stronger you agree, the closer you go to the "YES" and vice versa. There is an invisible line in the middle, meaning you are neutral, neither yes nor no. Take a stand wherever you feel most comfortable. When everybody is positioned, I will ask some of you for their opinion, 'Why are you standing there?' Please give your reasons comprehensively, in 2-3 sentences maximum, before we turn to the next thesis.*"

3. The instructor should prepare minimum 3 theses, better 5-6. The number you actually read aloud will very much depend on the group atmosphere. Read the first thesis, ask the participants to take "their" position. Interview a few of them (about 3 to 5). Make sure they do not respond to each other and start a controversial dynamic.

4. After 3 to 5 answers another round begins. Start over by reading another thesis. Interview different people now.

5. After the last thesis you ask the group to sit down again.

Aims

- Step into the topic
- Exchange of positions about gender roles
- Make visible benefits of care jobs

What significance does gender have in this method?

Gender aspects and the gender gap are central aspects of this method. Participants can experience positive aspects from gender sensitivity in early childhood education. It helps participants to understand gender sensitive aspects. Benefits of care professions will become visible.

To what extent does the method highlight paths of non-traditional behaviour?

The method supports individuals on decision making about occupations. Traditional models of distribution of paid and unpaid work between the genders will be critically reflected. The method can help breaking with the idea of so-called female and male habits and occupations.

Possible modifications

It is always possible to set a different focus, with providing other statements. E.g. if you want to set the focus more on gender aspects, create questions focusing more on gender aspects. This method is quite variable, but modification works better when you are experienced with using the exercise.

Possible follow-ups

You can change to the next activity or input right after the Social Barometer. There is no obligation to reflect the activity, although it is better to take some time for reflection. You can start the reflection with the open question "How did you like the activity?" or "What was new/surprising to you?" You can then open the space for a discussion. Make sure that you provide information on the issues of each thesis and question stereotypes of the participants.

Additional comments
- The ideal group size is 10 to 20. Less than 6 or more than 20 might not make sense.   - The instructor should maintain a moderate, neutral position.   - Nobody is obliged to give reasons for their position (but should be encouraged to do so).   - The activity structure is open to many overall (potentially controversial) topics, depending on your theses, from organizational development to political topics.
Sources of the method
Blum, H., Knittel, G.: Training zum gewaltfreien Eingreifen gegen Rassismus und rechtsextreme Gewalt. Köln 1994 (Training on non-violent intervention against racism and right-wing extremist violence. Cologne 1994).

B) Theses:
- Boys have other interests than girls.
- Boys may have other interests than girls.
- Girls and boys can have the same interests.
- Care work is more natural for women than for men.
- Men as educators have no fundamentally different working style than women.
- Female Kindergarten educators take care of children differently from male kindergarten educators.
- Boys need more male educators.
- The attitude, not the gender, of a mother, a father or a Kindergarten educator shapes the relationship with children.
- Men in care professions have a better chance of work-life balance than men who do not work in care professions.
- In early childhood it is better if parents and guardians share care work equally.
- Many male nurses are affected by the prejudice of being gay.
- ....

4) Sharing about toys: How I liked to play when I was a child

Method
Sharing about toys: How I liked to play when I was a child
Topics covered
- Gendered games and toys   - Personal biography   (Gendered) rules & restrictions in childhood
Target group
Parents and guardians
Minimum and maximum number of participants
10 to 20
Useful for the following situations
In the first half of the parents and guardians' evening/event – should be a starter for discussion and

reflection

Room with enough space (for 10 participants: minimum 6m x 2.5m, better a bit more), blanket, a big selection of old toys and games (from the time where the participants were children), e.g. Lego, animals, musical instruments, dolls, cards, magician tools,...). Everyone should be able to choose a toy, ideally there should be more toys than participants.

Preparation

No need for hand-outs

Time needed

Flexible between 15 and 30 minutes (depending on number of participants, intensity of discussion etc.)

Rooms

One room. Big enough that all participants can sit in a circle.

Instructions

1. Put a blanket on the floor or mark a space on the floor, put toys and games on the blanket/floor.

2. Ask the group to gather around the toys and explain: "The following activity is an opportunity to see differences and similarities in each other's biographies. We invite you to think about how you liked to play when you were a child and share it with us. We are also interested in if all toys and games were accessible to you as girls and boys or if you experienced any rules and restrictions. Please take the time now to choose a toy that you used often when you were a child. We will then make a round and everyone introduces their toy."

3. The participants will now choose their toys. After everyone has a toy you start asking everyone to tell the group why they chose this toy and how they used it: "Please tell us about you toys and how you used to play when you were a child".

4. While the participants share about their childhood, you can ask if all toys and games were used by girls and boys alike, if they would have liked other toys and games but were not allowed to use them, if all toys were accessible or if the participants experienced any rules and restrictions, e.g. because of their gender.

Aims

- Sharing of personal experiences

- Thinking back about oneself as a child

- Reflecting about restrictions and stereotypes regarding gender in childhood

What significance does gender have in this method?

Division of boys and girls when playing and using toys will become visible. Restrictions because of gender will become visible.

To what extent does the method highlight paths of non-traditional behaviour?

Participants usually reflect about games which were accessible to all genders (such as exploring the woods, helping with animals on farms, …). Participants usually share about toys and games that they played despite being "for the other gender" and how they enjoyed them.

Possible modifications

The sharing can also be done in small groups before discussing in the big group. Participants build

groups of two persons and share with a partner. Afterwards they can come together as a big group and explain about the differences and similarities between them and their partner.

Other questions you can ask the participants are:

- "Think about if you were an obedient child or a wilder child."
- "Where there things you found really unfair when a child?"
- "Did you fit into the roles assigned to your gender?"
  "What did you look like when you were small?"
- "Did you have any duties as a child? Were they different for boys and girls?"

Possible follow-ups
There is no obligation to reflect the activity, although it is better to take some time for reflection. You can start the reflection with the open question "How did you like the activity?" or "What was new/surprising to you?" You can then open the space for a discussion.
Additional comments
The ideal group size is 10 to 20. Less than 6 or more than 20 might not make sense. The instructor should maintain a moderate, neutral position. Nobody is obliged to share details of their childhood. Encourage participants to only share what they are comfortable with.
Sources of the method
Jens Krabel & Michael Cremers (Hg) (2008): Biografische Methoden zur Reflexion eigener geschlechtsbezogener Erfahrungen und Geschlechterbilder. Zusätzliche Arbeitsmaterialen des Gender Loops - Praxisbuchs für eine geschlechterbewusste und –gerechte Kindertageseinrichtung.

7) Analysing picture books: Family stereotypes

Method
Analysing picture books: Family stereotypes
Topics
- Stereotypes   - Families   - Picture Books
Target group
Parents and guardians, educators
Minimum and maximum number of participants
No limits
Useful for the following situations
It's a useful method during training courses or other group works.
Necessary material
Bring mainstream books that illustrate and narrate stories of mainstream families (e.g. heterosexual couples from the main ethnicity of the region) and books in which other types of families appear.
Preparation
No need for hand-outs
Time
One hour
Rooms

One room large enough to hold all participants

Divide participants into multiple groups and provide them with several copies of books. Each group will have to read and analyse all the books given to them and make a final comparison with respect to the different types of representation in terms of family. It may be useful to provide a grid of questions to facilitate discussion within groups. For example:
What are the books you would like your children read? Which ones represent your family? Which reproduce stereotypes? Which ones instead convey an idea of freedom of choice in affective matters?

Aims

- Participants practice being able to compare different narratives
- Learning to critically choose and use books in domestic educational work with children
- Raise awareness among participants about the importance of showing how many different types of families actually exist in society

What significance does gender have in this method?

The family is the cardinal institution of the gender order. Gender roles, expectations and stereotypes are built into the family. There are also many types of families today, LGBTIQ families, mestizo families, recomposed and extended families, single-parent families. The social construction of reality starts from the family and from the family it is possible to imagine a path of liberation from stereotypes and patriarchal norms.

To what extent does the method highlight paths of non-traditional behaviour?

This tool gives voice to and shows non-traditional families.

Sources

http://www.scosse.org/leggere-senza-stereotipi/

5.2 Lessons Learned During DEE

Participating educators were very conscientious and careful in preparing and carrying out the events and measures, and mostly very happy about the feedback of children and parents. According to the questionnaires in which educators' were asked for their perceptions of the events in which the methods above were carried out, many felt that gender and diversity issues and activities need time to prepare and continuous support around them. **Sustainable parent work needs time**, for example time to communicate issues and measures well before and after events, as well as time to prepare a united position towards gender and diversity issues as a facility. In order to involve parents/guardians, educators have to be in intensive contact with parents/guardians, which can often be difficult due to the demands on educators in managing everyday work as well as lack of interest/time among the parents/guardians. Many expressed the wish to work on this long-term, since they realize measures and events on this topic need time to prepare and digest. All involved can see the benefits for their children and the educational process and showed enthusiasm to engage with parents on this topic in the future.

Educators need to be **provided with profound and continuing training** on transmitting to parents/guardians the benefit of stereotype- and prejudice-aware education and care. Explicitly focusing parent work and activities in the ECEN on gender and diversity issues provoked on the "extreme" poles two kinds of reactions among parents/guardians: To some parents/guardians,

stereotype- and prejudice-aware education and care is an obvious topic and they feel that they are already very conscious of it, while the opposite pole consists of parents/guardians who feel this specific focus is unnecessary (and in some cases even dangerous to the development of their children). In many circles in all three countries, also influenced by current political events, "gender" has turned into an emotionally charged topic (e.g. manifested in resistance to gender sensitive language, opposition to accepting the "third option" for gender identity categories), while traditional gender roles are being re-invented again (re-traditionalisation). This leads to an ambivalent and challenging situation for educators involved in promoting gender and diversity awareness – between fulfilling expectations (e.g. also from parents/guardians: "*children should learn appropriate rules to live in societies*") and gender sensitivity in daily work. Apart from a general training course as provided in the DEE project (which focusses on daily work with children and self-reflection), there should be trainings on communication with parents/guardians, e.g. in the form of an argumentation training (communication strategies against common stereotypes and resistances towards the topic). Also, materials such as brochures on how to communicate against anti-feminism and anti-equality rhetoric should be made known and easily available. The inclusion of experts from outside the facilities in parents/guardians' events is also beneficial for educators and parents/guardians alike. As was done during DEE, awareness-raising professional literature needs to be made available to all persons involved in the educational process.

It works well to engage parents/guardians through joyful and creative events in which children have a central role. According to the evaluation of the parent work activities, what parents/guardians enjoyed most was spending time with their kids and watching them perform (e.g. songs, poems, play acting). This use of creative tools would also work well for events where parents/guardians are present as the target audience and where the focus is more on giving information/ transmitting knowledge. Educators know how to approach "their" parents/guardians and which kind of events are popular in their context – all the while recognizing that parents/guardians are a heterogeneous group and so there have to be different strategies to engage them and work on gender and diversity issues.

6 Working on Policies for Diversity, Equality and Inclusion

As a result of data analysis, recommendations for professionals and decision-makers in system of pre-primary education and care have been developed. They are based on the following steps of analysis:

- a questionnaire (28 open and closed questions which aim to gather information of the participants' perception on the presence of gender equality and diversity in general and related to education, see information in chapter 2),
- a desk analysis of the national legislation of the partnering countries, statistical methods, including descriptive data analysis, graphical data analysis and analytical methods,
- as well as a primary review and secondary analysis of data from existing studies and analysis of documents.

As member states of the EU, the project partnering countries are committed to eliminating inequalities and promoting gender equality and has made considerable advances over the years. Though there are areas in which responses from the survey from Austria, Bulgaria and Italy show very different local circumstances, a number of similar issues emerges.

The respondents from all countries report a strong demand for more active involvement of governmental advisory and/or policy- making bodies. Many of the current initiatives for promotion of equality/equal opportunities which are known to the respondents are project based, targeted at public awareness and participation in educational programs, but lack the participation of consistent network that involves policy-making bodies. Although the results of the survey show that there is awareness about the bodies responsible for implementation of gender equality policies and their commitments and regulations, they are rarely approached.

In all of the partnering countries there are still existing stereotypes that block the opportunities for implementation of equality policies and the family is seen as a key factor in (not) forming equality values. Those society stereotypes often create barriers for personal and professional realization. It is not a rare fact that women have limited opportunities for career development and often are underpaid. The feminization and masculinization of professions is common phenomenon that only exacerbates gender inequality. A strong educational system and approach is seen as a basic condition in order to achieve equality between women and men. Education is recognized as a tool for achieving equality by most of the participants, but specialists, mostly educators/teachers, are still not well enough prepared to introduce and bring up values such as equality. In the education system as well in the society, there is a lack of good examples in the field or if there are, they are not brought to the attention of the specialists.

Last but not least attention needs to be brought to people with disabilities, migrants and ethnic minorities that suffer lack of equal access in healthcare education, employment, career development and equal pay. The early childhood years are critical for cognitive, social and emotional development. Early childhood education that promotes equality and inclusion build a solid ground for individual performance in the educational path and self-esteem. Decision makers at local governments and all education stakeholders have key roles to take social and gender discrimination out of early childhood education and replace it with empowerment.

When looking at the survey results and the DEE analysis, we arrive at recommendations to undertake actions for:

1. Involvement of government and policy-making bodies in active networks of stakeholders. The intensive dialogue for creation of new policies is a precondition for the establishment of a synchronized network of targeted interventions for improvement of the state of gender equality in the States.

2. Involvement of State and Municipal/regional bodies in public awareness initiatives and enlarging their network of local offices. There is awareness about the bodies responsible for implementation of gender equality policies and their commitments and regulations, but they

are rarely approached. Often local structures are not present or known of by the community and it requires wider dissemination of the core functions and locations of the structures.

3. Development of binding guidelines and strategies for the implementation of gender equality measures as well as mechanisms for control of the compliance. Such framework is crucial to overcome the existing female- male segregation in different fields of private and professional life. The mechanisms could also include corporate`s certification for its equal opportunities policies.

4. Development and improvement of non-discriminatory practices for providing employment. Creation and/or development of policies stimulating women`s participation in the labour market, career development and participation in decision- making processes requires further exploration of the possibility of introducing/improving the actions for overcoming the gender- pay- gap, introduction of gender quotas.

5. Development/enlargement of networks that are linking the relevant stakeholders and targeted long- term State/regional financing for measures and initiatives in the field of gender equality. Most of the initiatives for promotion of equality/equal opportunities are project based, targeted at public awareness and participation in educational programs, but lack the participation of consistent network that involves policy-making bodies.

6. Overcoming the prejudices, patriarchal stereotypes and gender based discrimination. Existing stereotypes block the opportunities for implementation of equality policies. They often create barriers for personal and professional realization and it takes measures such as strong cultural investment, social awareness, education and legislation, media training to achieve awareness that people are equal.

7. Special focus on the education system at all levels and deeper involvement of respective Ministries/bodies and school managements. A strong educational and system approach is a basic condition in order to achieve equality between women and men. Education is recognized as a tool for achieving equality, but specialists, mostly educators/teachers, are still not well enough prepared to introduce and bring up values such as equality. The development of new, up- to- date curricula, provision of mandatory and regular trainings for educators/teachers, revision and/or development of school text books and instruments are of great importance.

8. Wider promotion of existing good practices and professional networks. In the education system as well in the society, there is a lack of good examples in the field or if there are, they are not brought to the attention of the specialists and community. In most cases, the best practices are known to limited professional groups that have access to broader sources of information and experiences, which is often not the case in the rural areas of the countries.

9. Wider range of services in support of reconciling career and family. There is a need for broader network of childcare services that will allow the family members to balance their private-professional life. In addition, flexible measures regulating both maternity and paternity leaves would strengthen the perception of equality and possibly influence the process of overcoming the existing stereotypes of family roles.

10. Development of policies and practical measures that stimulate inclusion and promote possibilities for development for people with disabilities, migrants and ethnic minorities that suffer lack of equal access in healthcare education, employment, career development and equal pay.

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7.1 Recommended Literature and Resources

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7.2 The Project Partner Organizations

Autonomous Province of Trento (P.A.T.)

The Autonomous Province of Trento (P.A.T.), is one of the two provinces of the Trentino - Alto Adige / Südtirol Autonomous Region in the Italian Alps. On the basis of the Italian constitutional chart, the Autonomous Province of Trento is a self-governing province: it was given special autonomy which provides provincial institutions with ample legislative and administrative powers in almost all the most important areas, which concerns, among other things, the economic, social and cultural as well as the education and scholar sectors. This project will involve two departments: Education one, with pre-primary school unit, and health one, with Equal opportunities office and the assessor of Equal opportunities as the political reference of the Equal opportunities office. The Equal opportunities office was established in 2000 and it carried out many activities:

- proposes and adopts actions to combat gender violence in terms of prevention and awareness

- promotes, coordinates and adopts study, research and planning initiatives on equality and equal opportunities
- the building up of a thematic web-site (http://www.pariopportunita.provincia.tn.it)
- the organisation of a documentation and information centre at the citizenship's disposal
- the organisation of a statistical observatory concerning the equal opportunities
- the publication of thematic brochures
- the collection of gender indicators useful for monitoring the evolution of women' and men' situation in our province, and for confronting it with the situation at the national and the European level.

The Pre-primary school Unit at the Education Department in the Autonomous Province of Trento is responsible, among other things, for training programmes and qualification of pre-primary teachers and pedagogical staff. The Trentino pre-primary school landscape comprises about 400 schools (0-3 and 3-6 years old children), both provincial and private. The in-service teachers of Trentino pre-primary schools have 32 hours per years of compulsory continuing and ongoing training as well as opportunities for ad hoc training activities. The Pre-primary School Unit also promotes and coordinates research and innovation activities. Pre-Primary Education in Italy is organized at kindergarten and nursery. The nursery, 0-3 years, are managed by municipalities and cooperatives and the Province has a role of supervision. The kindergarten lasts 3 years and is addressed at children from 3 to 6 years of age. The Pre-primary school is part of the education and training system, yet is not compulsory.

University of Trento Centre of Interdisciplinary Gender studies

The University of Trento was founded in 1962 and has always aimed at building alliance and reciprocal efficiency with Italian and foreign institutions and organizations. In 1982, the University (until then private) became public, with a statute that guaranteed self-government. The Milan Agreement, signed in 2009 between the Government and the Autonomous Province of Trento (together with that of Bolzano and the Regional Authority), regarding the change to the special Statute of autonomy on financial regulations, gave the Province new authority over the University. This is a further step forward in the development of the University and guarantees that the financial resources will be allocated and sufficient. There are more than 16,000 students, about 600 professors and researchers and the same number of technical and administrative staff: these numbers indicate that the University can provide an ideal environment for study and research.

The Centre of Interdisciplinary Gender studies (CSG - http://web.unitn.it/csg) is a research centre established in 2007 within the Department of Sociology and Social Research of the University of Trento that adopts gender differences as a key tool to develop research and best practices to promote gender equality and social innovation across many different fields: economic, juridical, political,

scientific, social and humanistic. Its main aim is to spread gender culture through different initiatives such as cultural exchanges, action-research, training and seminars.

Institute for Masculinity Studies and Gender Research at the Association for Men and Gender Issues Styria (VMG)

The Institute for Masculinity Studies and Gender Research is a department of the Association for Men and Gender Issues Styria (VMG). VMG is a NGO/NPO, founded in 1996. Its activities cover the province of Styria (with approx. 1.000.000 inhabitants). The centre is located in Graz, Austria, with branch offices in two districts (Bruck, Feldbach). The centre's aim is to provide gender sensitive services, especially concerning violence prevention and gender reflective work with boys (sexuality, violence prevention) as well as to do networking, education and training, fostering the public discussion about men's and gender issues and research in the field of men's studies and gender studies (violence resilience, 'caring masculinities'). The research department (Institute for Masculinity Studies and Gender Research) is taking part in the project. Since 2001 the Institute has much experience in international gender and masculinity research projects and training. It was partner of the EU-project GenderLoops (tools, resources and strategies to deal with gender issues in early childhood education and for trainers of teachers) and conducted gender & diversity trainings for educators in early childhood institutions as well as lectures and articles related to the topic. In cooperation with Frauenservice Graz (Women's Service Graz) VMG works in a work group on Gender Mainstreaming, called "GenderWerkstätte" ("Gender Lab"), where women and men work together continuously on improving methods, reflecting/ evaluating experiences from gender-trainings and observing related research and new developments. Organizational analysis, trainings, counselling and projects are realized in various organisations and offered to the interested public.

Save the Child Styria

The Association Save the Child Styria is non-profit and non-partisan. Our mission statement is based on the Geneva Declaration's principles of recognizing the rights of the child, providing protection and assistance to children in need without regard to nationality, religion and racial integrity, preventing emergencies, and calling the population into relief. The basic principles of our work are education, development support and self-help with the aim of increasing the quality of life of the individual. Our target groups are children, adolescents and adults, socially and mentally impaired people, regardless of their status, class, nationality, religion or race, political sentiment and gender, and people in acute crises or problematic life situations. Through our work in the multiprofessional team, we guarantee a variety of methods based on high professional and personal competence. The qualification of our employees is based on specific training, continuous training, teamwork and intervision. We undertake to develop and secure publicly recognized quality standards. Not only in the present, but also in the medium and long term, we are creating a space for the successful continuation of our high quality level. We follow current trends and are aware of the sociopolitical role model. It is our aim to ensure

the acceptance of social policy through our work and also to present the value of this activity economically. The efficient use of the available human and financial resources and corresponding transparency with regard to the decision-making processes addressed are demands of our clients. Their satisfaction is therefore an important goal for us. The organization is certified with ISO 9001:2008 standard.

Alliance for Regional and Civil Initiatives (ARCI)

The ALLIANCE FOR REGIONAL AND CIVIL INITIATIVES (ARCI) is a non-governmental organization, registered in public benefit in the beginning of 2006. The headquarters is in city of Sofia, as it has established branches in five cities in Bulgaria – Haskovo, Blagoevgrad, Vidin, Silistra and Lovech. The association has a license No 200712450 from the National Agency for Vocational Education and Training (NAVET) for organizing and conducting training for vocational qualifications for 41 professional branches in 67 specialties. ARCI is registered by the Agency for Social Assistance for 4 types of social services. The association is a member of the National Alliance for Social Responsibility (NASO) from 2009. More than 400 organisations – social services providers are members of NASO. NASO is part of the European Association of Service Providers for People with Disabilities (EASPD). ARCI participates in the Bulgarian Platform for International Development (BPID), which is a network structure of NGOs working in the sphere of international cooperation development. 23 organizations working on issues related to development education, health, gender issues, environment and sustainability are members of BPID. Since 2010, BPID is a member of CONCORD - European NGO Confederation for Relief and Development. ARCI is also a member the UN Global Compact /www.unglobalcompact.org/.

THE MISSION of ARCI is to support the development of the civil society in Bulgaria through fostering the involvement of people of all social groups in public affairs and the governance of the country in order to enhance the social and economic situation and the quality of life of the Bulgarian citizens.

MAIN ACTIVITIES IN BULGARIA

- Supports the development and implementation of initiatives for economic, social and cultural development of the regions in Bulgaria;
- Promotes civil initiative by supporting, initiating and implementing actions for civil society involvement in the decision-making process of public institutions;
- Organization of joint initiatives with bodies of the government and local authorities;
- Enhances the social involvement of young people for the resolution of their specific problems and assists minority groups, people with disabilities and socially vulnerable groups;
- Organizes and conducts trainings and seminars in order to increase the professional qualification of the labor force in the Center for Vocational Training to ARCI;
- Initiates and participates in establishing partner networks with national and international organizations and NGOs;

The association develops successfully and consistently many significant and major initiatives using the opportunities from participating in partners networks which creates prerequisites for cooperation and support between NGOs, employers, local and public authorities, media, other civil society structures, volunteers, etc. not only at national but also at interregional and transnational EU level. Since 2006, Association "ARCI" has implemented numerous projects in various areas - youth work (trainings to increase the capacity of NGO), encourage volunteering, global education, anti-discrimination, sustainable development, cultural and social activities, regional and inter-regional development, entrepreneurship, tourism, CSR and others. We have participated in partnerships with organizations from Romania, Turkey, Serbia, Macedonia, Hungary, Poland, UK, Tunisia, Cyprus and etc. ARCI possesses a quality management system ISO 9001.

8.1 Monitoring Sheet: Parent Contact

Please monitor and document over the course of 1 month how parents are present in your facility.

Main questions we want to find out about:
- How involved are fathers, how involved are mothers, how involved are other carers?
- What topics are of the most relevance when we talk to parents or parents talk to us
- Is gender and sexuality a topic in the interactions (e.g. regarding dress, play, behavior, special events, friendships,…)
- Are differences of the children a topic, such as cultural, language, traditions, background
-

Information on how to use sensitive data
We want to ensure preserving the anonymity of children & parents as well as keep secure the data from your institution. We therefore ask you to go over the finished materials and anonymize persons which you have identified by name before you hand them to the DEE researchers. We suggest using the first letter of their family name to identify parents and other carers, in combination with the relationship they have to the child (see below). For children, please choose a fantasy name starting with the first letter of their given name and the first letter of their family name.

Examples:
Child: Jessica P (for Julia Pavarotti), Martin H (for Massimo Huber), etc.
Carers: Mother Z (for mother with family name of Zanella), Aunt: Aunt Z (for aunt with family name of Zanella), Grandmother Z, Big sister Z, other female* carer (please specify) Z,…
Same with Father, Uncle, Grandfather, Big brother, Other male* carer…

Date/Time	Child (Nick/Name)	Parent(s)/ Carers	Situation	Topics of the interaction	Comments	Educator(s) present

8.2 Checklist: Gender & Diversity in Our Facility

This is a toolbox which gives you the opportunity to analyze in what way gender and diversity are issues in your facility.
Please monitor and document over the course of 1 month by using the tools below and taking time to talk, watch, listen, and document for at least 5 days.
You need to reflect on issues like the use of games, personnel help and attention, or work with parents. It does not mean that you have to ask parents – it rather means that you observe and reflect in your team: **The observations never directly involves the parents! The purpose of this checklist is to reflect in your team about the daily work in your facility and to observe everyday situations**. This evidence-based perspective should lay the ground for further development of measures and approaches targeting gender and diversity in your facility.

Please take a look at the picture below. It shows dimensions of how diversity can influence children. These are issues you can look for and document.

Figure (1) Dimensions of Diversity
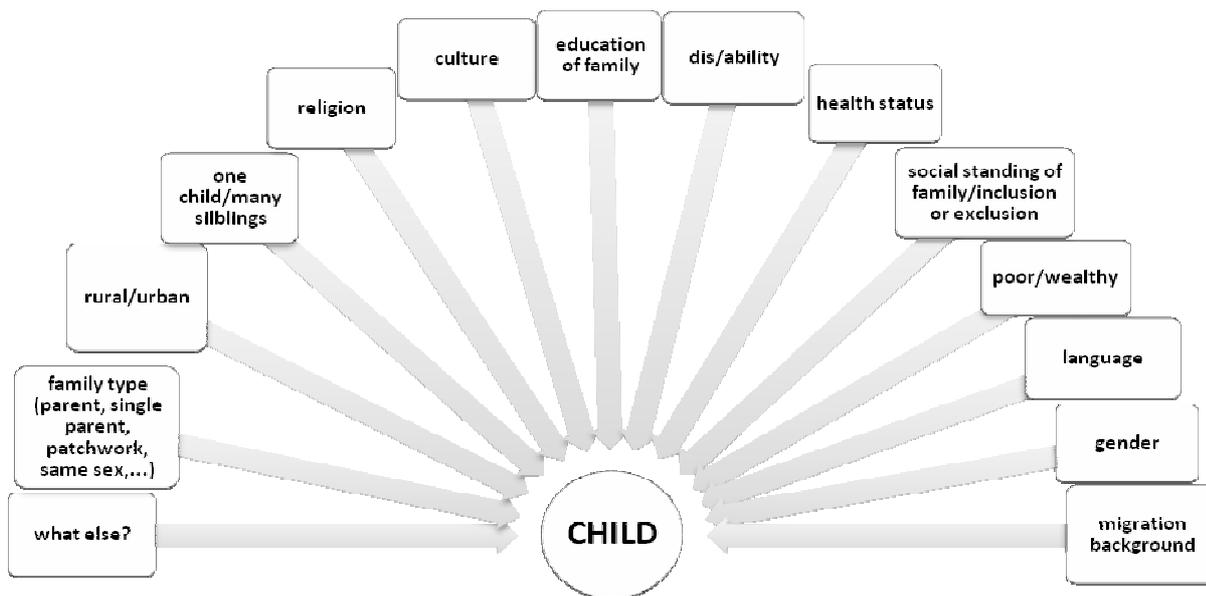
Inspired by a graphic in a publication of Kinderbüro Graz: https://kinderbuero.at/data/uploads/2017/07/Leitfaden-KulturelleVielfaltLeben-2017-Kinderbuero-1.pdf, S. 12.
Here you can find articles about Diversity and Inclusion: https://www.gardenswartzrowe.com/archives

These dimensions influence children and people in their near social environment. They can also influence your work in the facility in a number of ways. These dimensions correspond with the analysis tools in this checklist.
We suggest to concentrate on the following aspects in your facility: (in underlined there are those aspects which were selected by the DEE partners)

Information on how to use sensitive data
We want to ensure preserving the anonymity of children & parents as well as keep secure the data from your institution. We therefore ask you to go over the finished materials and anonymize persons which you have identified by name before you hand it to the DEE researcher partners. We suggest using the first letter of their family name to identify parents and other carers, in combination with the relationship they have to the child (see below). For children, please choose a fantasy name starting with the first letter of their given name and the first letter of their family name.

- Example for Child: Jessica P (for Julia Pavarotti), Martin H (for Massimo Huber)
- Example for Carers: Mother Z (for mother with family name of Zanella), Aunt: Aunt Z (for aunt with family name of Zanella), Grandmother Z, Big sister Z, other female carer (please specify) Z,…
- Same with Father, Uncle, Grandfather, Big brother, Other male carer…

1) Books and Written Material

Look at the books you provide in your facility through a "gender and diversity" lens and identify how gender and other social markers are represented (stereotypes). Make use of the 3-R method as a grid to organize your observations. This method is suitable for the analysis of books and written material.

3-R Method
Representation: How are the genders represented in the books? To what extent and in which roles? Are 'other' genders (apart from male and female, transgender, intersex, etc.) represented? How is gender represented in the language used (generic masculinum, symmetrical-binary mentions, linguistic "gender gap", etc.)? Is gender represented in connection with other social markers (e.g. ethnicity/race, religion, sexual orientation, age)?
Resources: How are different resources distributed among gender groups? How are space and time used in the material (e.g. men outside, women inside)? Are actions assigned stereotypically (women taking care for children, men in paid work, pretty girls and strong boys, etc.)? Is the relationship between activity and passivity gendered?
Realities: Why are the conditions depicted exactly as they are? What seem to be the underlying values and norms behind the representations? Which model of femininity and masculinity does the material suggest? Is diversity represented? In which way?
Please focus on the books which are mainly used in your facility. Try to focus on REPRESENTATIONS of genders, distribution of RESSOURCES and REALITIES (3-R) and fill in the following table (1).

Table (1) Books

Please estimate the percentage of books which focus on …	Percentage of books (estimate)
… non-stereotypical representations of gender …	
… women/girls as strong and adventurous …	
… men/boys as caring and helpful to others …	
… other genders than female and male …	
… diversity of families (e.g. parents, female, single parent, male single-parent, same-sex-parents, patchwork, …) …	
… un-typical occupations (boys in care, girls in technic) …	
… people of color and/or multi-language …	
… exclusion, discrimination and prejudice …	
… physical and/or psychological dis/ability …	
… religion …	
… sexual education …	
… violence prevention and/or resilience …	

2) Observation Map – Use of Room and Games

In order to find out if children with different gender prefer to play with different games in your facility, we suggest that you draw an observation diagram like below and document which games/activities which child prefers in which corner of the facility. You can enter children and their activities. We suggest to draw the map at least **one to two days a week** at a **previous fixed point in time** (e.g. 9 am). It is important that you always **observe the same group/class** in order to be able to see if things change. Please make kind of a **snapshot** with the observation map about games/activities which child prefer to play with in **all different corners of the facility at a fixed point in time**. Please observe the **same games/corners in all observations**. Please document over the course of 1 month by using the observation map. This results in a total of 8 observations/ observation maps. Find observation maps in attachment (1).

Figure (2) Example of Observation Map
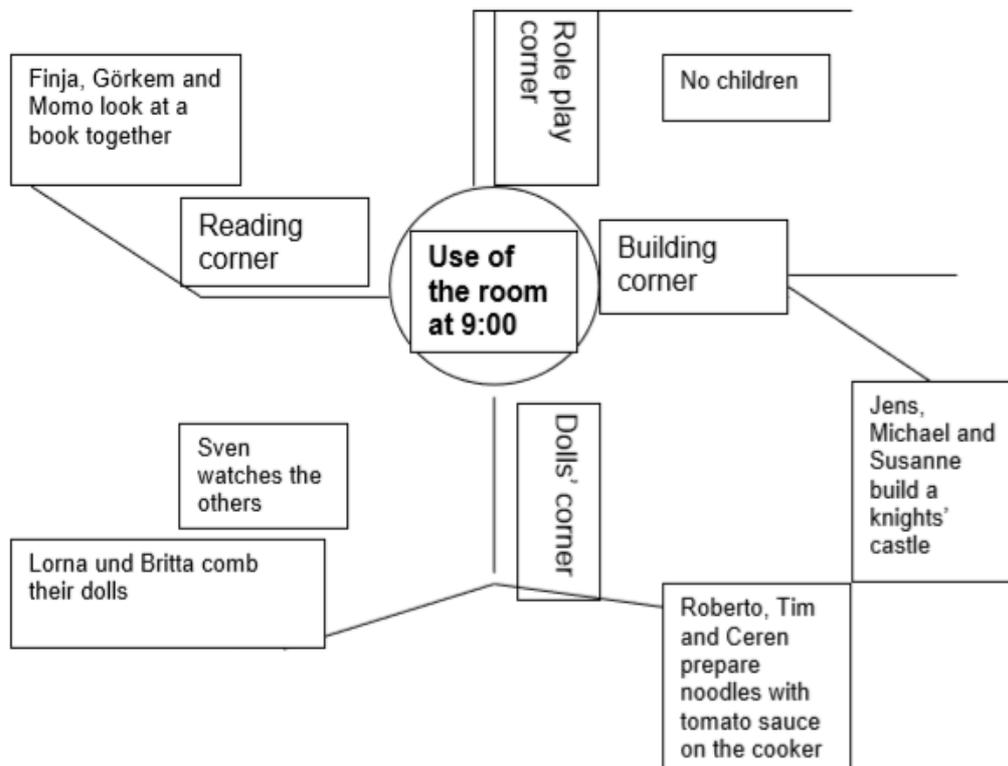
3) Use of Room - Children Take Pictures

Include the perspective of children and complete your observations with the children's perspective. Ask the children to take pictures of the facility on the basis of the following questions:

• Which parts of the kindergarten do you like playing in best?
• Which parts of the kindergarten do feel comfortable in?
• Which parts of the kindergarten do you not like playing in?
• Which parts of the kindergarten do you not feel comfortable in?

In the photo sessions, make a note of the children names and their motives. This allows you to evaluate the photos later according to gender and diversity.
Make an exhibition in the entrance hall of your facility.

4) Attention and Personnel Help – Dressing-Up and Undressing Children when going Outside during the day (not in the morning, when children arrive)

Personnel help is one important gendered dimension in childcare facilities. It can be observed in different situations of daily life in the kindergarten. Dressing-up and undressing when children go outside is one possibility to pay attention to interactions which happen between personnel and children and also among children in the changing room/entry hall.
You want to find out who gives help and who asks for help and how gender and diversity play a role? Please observe the dressing-up and undressing situation **four times** during the one month documentation phase. It is important that you always **observe the same group** of children in order to see changes over time? The **whole group** should be covered in the sample. Please make use of this method just with an **appropriate age group** (children who are able to dress and undress themselves). Please make observations **only during the day**, when children go out (e.g. a walk , in the garden). During the **second filling** of the checklist, the **same group of children** should be observed. Please focus on 'Personnel help to dress-up and undress', 'A child asks an adult for help', 'Children help each other' and 'Personnel urge a child to dress-up and/or undress'. Find four tables to be filled in in attachment (2).

Table (2) Dressing-Up and Undressing Children **during the day** (not in the morning when children arrive)

Nick/Name of the child…	Personnel offer help	Child asks for help	Children help each other	Personnel urge a child

Please think about and describe influencing factors for the situations you observed:

5) Outfit

From the early age on children are confronted with norms and values with regard to outfit. The social environment (incl. media and merchandising), adults and peers influence the children's perspectives on body and outfit and usually lead to limited opportunities to dress, with potentials of exclusion in cases of transgression (e.g. is it possible for boys to wear pink clothes?).
Please concentrate on the situation in your facility and reflect on the following questions:

How much do children in your facility define themselves through clothing and outfit? For whom is outfit important? Who does not care about it? Please also describe children for whom outfit is important with regard to gender, age, class, etc.

How often do you welcome children with sentences like *'you are very pretty today'* or *'what a nice dress you wear today'*? Who are these children? How do welcome rituals and sentences differ with different children?

In which fields of your work with children does outfit play an important role (e.g. dancing)? How is it related to the gender and diversity of children? Give examples.

6) Families

The concept of parent families with heterosexual parents and one or two children are usually normatively influencing the concept of 'the family' in western societies. But we know that many different forms of families exist in the children's reality. Single parenthood, same-sex parents, patchwork-families or other forms of families may be common for children, but may not be reflected in books, songs, etc.
Therefore reflect upon the topic together with your team. Don't ask parents or kids. Try to figure out with your team if different forms of families are evident in your facility:

Think about single parents, same-sex parents, patchwork-families, parent families, etc. How many different families are evident in the daily work with children? Which forms of families?

Think about each child in your facility: Do you know all the different family forms in which children in your facility grow up?

Do you know, how the children call their parents (name, 'mam' or 'mama', 'daddy' and 'dad', etc.)?

7) Work with Parents

It often happens that information about children is forwarded to mothers. This is connected with norms and values around care (mainly linked to women) but also with work distribution models (male breadwinner-female co-earner model or male breadwinner-female carer model). Please reflect about the following questions in your team and summarize the results.

In case, the child hurts himself/herself, whom of the parents or near relatives of the child do you usually call? Think about all children in your facility and estimate the percentage of near relative (e.g. mother, father) you call in case of emergency. Please describe the results.

Reflect upon examples you usually point to in everyday work with children, e.g. "*What did your father cook for you yesterday evening?*" or "*Please don't run out with socks, your mother will have to wash it afterwards*". Please describe the examples you reflected upon and the results of your team discussion about it.

To whom do you usually provide information about nourishment, behavior, dressing, event, dues and taxes? Think about all children in your facility and estimate the percentage of near relative (e.g. mother, father) to whom you provide this information. Please describe the results.

Are male relatives of the children (e.g. father, grandfather) actively involved in the facility? Are men involved as assistants in case of excursion or at parents evenings? Maybe you provide special events for fathers (e.g. cooking at *Fathers Day*)? Please describe how men are actively involved in the facility?

Did you ever focus on the topic of gender sensitivity and/or diversity in the work with parents? Give examples.

8) Sexual and Gender Diversity

Please reflect on questions about gender diversity and sexual diversity together with your team and summarize the results of your discussion.
Does your facility address the diversity of children with regard to gender (boys, girls, non-binary, …)? Please give examples showing how the topic is addressed? On a daily basis or from time to time? Which topics? Which target group(s) (e.g. relatives, gender-homogeneous work with children, …)?

Have you or your colleagues ever experienced situations in which transgressions in relation to gender have become evident (e.g. *boy likes to wear hairslides and has become attacked because of this*

transgression of gender norms). Please describe what has happened and how you dealt with the situation.

Have you or your colleagues ever been confronted with an intersex person (not binary, not male or female body, chromosomes, hormones, etc.) in your facility? Please describe what has happened and how you dealt with the situation.

9) Staff

Please indicate the number of personnel in your facility with regard to the following diversity indicators Gender_____ Ethnic background_____ Age_____ Eduaction_____ Others_____

Please provide a short description about the qualification of personnel in your facility with regard to gender and diversity. How many childcare educators have attended trainings/further education in the fields of gender and diversity? Please specifiy the education.

8.3 Units of the Training Course: Content Description

First Module of the Training Course. INTRODUCTORY ACTIVITIES

1) Identity and Diversity Activity

duration	2 hours
topics	- Gender Roles and Gender Basic Concepts - Diversity and Intersectionality – Intersecting Categories of Social Inequalities - Gender Mainstreaming
educational aims	- Learn about concepts and terminology (Knowledge) - Develop awareness of functioning of gender & intersecting categories (Skills) - Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills)

educational techniques	We can call this exercise also "You as a human being with many diversity markers/ characteristics". Participants are asked to fill in a picture with social markers of diversity that characterize them and are therefore important to them (incl. norms and values). Then they should reflect about their diversity picture in small groups (2 participants). Afterwards each participant will have the possibility to reflect in the big group (voluntarily).
educational materials	• Sheet prepared for the exercise "You as a human being with many diversity markers/ characteristics". • 4 Layers of Diversity chart like example (see page 42 of the "Training Course Handbook" for the worksheet[6])
expected learning outcomes	If participants work on gender and diversity issues with children, it is essential to explore their personal background. This will give them a different perspective and help to clarify the objectives of pedagogical practices so as to improve professional work.

2) Gender Roles in Childhood

duration	2 hours
topics	• Gender roles and Gender Basic Concepts • Gender Mainstreaming • Family Roles
educational aims	• Learn about concepts and terminology (Knowledge) • Develop awareness of functioning of gender & intersecting categories (Skills) • Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills) • Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence)
educational techniques	• Q&A session • Preparation of lists • Group work on texts (famous fairy-tale) • Discussion and feed back Example of questions for the "Q&A session": How do parents prepare themselves for the birth of a child?; What are the

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[6] https://deeplus.wixsite.com/deep/dee-output

	clothes for boys and girls?; What are the toys given to boys and girls?; What are the messages transferred from adults to children since the early childhood?; What can we learn from fairy-tales?
educational materials	• Flip charts and markers • Copies of selected texts • Toys
expected learning outcomes	Participants understand how gender roles are taught to children since the very early childhood. Participants understand the importance of stereotypes and the impact they can have on children. Participants understand the impact of social environment, including media on the perception of children about their gender roles.

3) Approaches to Gender Concepts

duration	2 hours
topics	• Gender Roles and Gender Basic Concepts • Diversity and Intersectionality – Intersecting Categories of Social Inequalities • Gender Mainstreaming • Heteronormativity
educational aims	• Learn about concepts and terminology (Knowledge) • Develop awareness of functioning of gender & intersecting categories (Skills) • Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills)
educational techniques	It will start with an exercise, through which "different gender approaches" become visible. Participants will be asked to get up and position themselves focusing on the question: How can gender equality be reached? - Boys* and girls* must be treated equally - Boys* and girls* are different and must therefore be treated differently - The dichotomous concept of boys* and girls* must be abandoned. A variety of identity characteristics must be considered together. - … These answers are displayed on Flipchart-paper, positioned in different

	corners. Participants are asked to explain why they choose a specific answer.
	Through this method, different theoretical positions can be introduced and discussed (equality of treatment, difference approach, de-constructivism, etc.)
educational materials	• Flipchart paper and pencils • Laptop and beamer
expected learning outcomes	If participants work on gender and diversity issues with children, it is essential to explore you're their own gender history. This will give them a different perspective and help to clarify the objectives of pedagogical practices so as to improve professional work.

Second Module. GENDER ROLES WITHIN FAMILY

4) Family Roles and Media

duration	2 hours
topics	• Family Roles • Division of Labor • Heteronormativity • Gender Based Violence Prevention
educational aims	• Learn about concepts and terminology (Knowledge) • Develop awareness of functioning of gender & intersecting categories (Skills) • Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills) • Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence)
educational techniques	• Brainstorming – roles in the family • Creation of description lists • Discussion and feed-back • Readings Example of questions: What mothers are expected to do at home?; What fathers are expected to do at home?; Who is the parent that the educators work mostly with? Why?; Motherhood leave versus fatherhood leave; Who is the 'better' parent?; What do mothers teach to children and what do fathers teach?

educational materials	• Flipchart and markers • Pictures from magazines • Copies of short readings
expected learning outcomes	Participants understand how stereotypes about gender roles affect the attitudes of boys and girls to family duties and family life. Participants understand how the media contribute in strengthening the stereotypical understanding of family roles by different advertisements and images of men and women. Participants understand the impact of social environment, including media on the perception of children about their gender roles.

5) New Family Contexts and Care Roles

duration	2 hours
topics	• Gender Roles and Gender Basic Concepts • Family Roles • Heteronormativity • Intersecting Categories of Social Inequalities
educational aims	• Learn about concepts and terminology (Knowledge) • Develop awareness of functioning of gender & intersecting categories (Skills)
educational techniques	This unit will provide a general frame of gender issues with a specific focus on analyzing reproduction of gender stereotypes in family contexts and on gender-care-roles in family. Moreover, it will identify and analyze the main transformations about family composition making in terms of geographical and ethnical origin of the members, non-heteronormative families and extended-recomposed families. Lecture; Discussion; Brainstorming.
educational materials	• Flipchart paper and pencils • Laptop and beamer • Power point presentation • Videos
expected learning outcomes	Participants involved in the TC at the end of this unit have acquired awareness about reproduction of gender stereotypes in family contexts and

	develop sensitivity about recent transformations in family definition and practical structuring.

Third Module. INEQUALITIES

6) Prevention of Gender-Based Violence

duration	2 hours
topics	- Family Roles - Division of Labour - Intersecting Categories of Social Inequalities - Gender Roles and Gender Basic Concepts; - Heteronormativity - Gender Mainstreaming - Gender based violence
educational aims	- Learn about concepts and terminology (Knowledge) - Develop awareness of functioning of gender & intersecting categories (Skills) - Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills) - Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence)
educational techniques	- Brainstorming - Lecture - Case studies - Discussion What is gender-based violence: definition and types; physical and psychological violence; violence during armed conflicts; dating violence; domestic violence; school violence; prevention of violence; shelters, specific laws and international conventions; the role of men in violence prevention.
educational materials	- Flipchart and markers - Case studies - Readings - List of resources
expected learning outcomes	Participants learn the definition of gender-based violence. Participants learn the different types of violence and how to recognize the signs of violence in the behaviour of affected children.

	Participants learn who to contact in case of witnessing of a case of violence. Participants learn some basic skills to react in case of doubt of violence against a child in the family.

Fourth Module. TRANSLATION INTO PROFESSIONAL PRACTICE

7) The 3-R-Method

duration	2 hours
topics	• Bodies and Sexuality • Family Roles • Division of Labour • Intersecting Categories of Social Inequalities • Gender Roles • Heteronormativity • Empowering Girls • (Caring) Masculinities • Gender Based Violence Prevention
educational aims	• Analyse how gendered mechanisms are at play in educational settings (Skills) • Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills) • Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence) • Find, use and select gender sensitive and diversity sensitive materials (Competence)
educational techniques	This unit will start with a lecture, introducing the use of the 3-R method as a grid to organize observations and analyse materials in early childcare institutions **3-R Method** **- Representation**: How are the genders represented in the materials on offer? To what extent and in which roles? Are genders apart from male and female represented? How is gender represented in the language used (generic masculinum, symmetrical-binary mentions, linguistic "gender gap", etc.)? Is gender represented in connection with other social markers (e.g. ethnicity/race, religion, sexual orientation, age)? **- Resources:** How are different resources distributed among gender groups? How are space and time used in the material (e.g. men outside, women inside)? Are actions assigned stereotypically (women taking care

	for children, men in paid work, pretty girls and strong boys, etc.)? Is the relationship between activity and passivity gendered? **- Realities**: Why are the conditions depicted exactly as they are? What seem to be the underlying values and norms behind the representations? Are stereotypical, modernised or other gender attributions and expectations communicated? Which model of femininity and masculinity does the material suggest? Is diversity represented (or a compromise)? During the lecture different fields of analysis (books, games, work with parents, use of room, staff shared responsibilities, etc.) will be addressed and different examples of analysis will be shown. The 3-R method of analysis will be applied by participants. Participants will be asked to use the method when working with material from different fields. Therefore, trainers have asked childcare pedagogues taking part in the training course to prepare some material for analysis beforehand: - Bring pictures from the childcare facility (room concepts) - Bring books (picture books and song books) - Bring information material about the childcare facility - Bring information material for parents Within small groups (approx. 4 participants each group), participants apply the 3-R Method to material they brought to the trainings course (like books, information material, room concepts, etc.). Afterwards they are asked to do a flipchart presentation reflecting the findings in the groups. The findings will be discussed about in the whole group.
educational materials	• Flipchart paper and pencils • Laptop and beamer • Books, info material, pictures, etc. from the childcare facilities • Worksheet 3-R method
expected learning outcomes	Participants learn to apply a gender & diversity analysis method onto daily material of childcare institutions. In doing so they learn how gender and diversity influence everyday work in educational settings. Participants learn about gender & diversity as a cross-cutting topic in early childhood education and how these dimensions form a hidden curriculum.

8) Working with Picture Books

Duration	2 hours
Topics	- Gender Roles and Gender Basic Concepts - Family Roles - Heteronormativity - Bodies and Sexuality - Empowering Girls - Intersecting Categories of Social Inequalities - Gender Based Violence Prevention
educational aims	- Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence) - Transmit the gender sensitivity and diversity sensitivity to parents (Competence) - Find, use and select gender sensitive and diversity sensitive materials (Competence)
educational techniques	This unit will provide an overview of Picture Books as practical tools to transmit knowledge, deconstructing stereotypes and to build gender sensitivity in o-6 age children. - Group Work - Brainstorming - Lecture - Power point presentation
educational materials	- Picture books - Flipchart, paper and pencils - Laptop and beamer
expected learning outcomes	Participants involved in the TC at the end of this unit should have acquired awareness about the role of the Picture Books in deconstructing gender stereotypes in children and in proposing new imaginaries of society and gender identities.

9) The Role of Reflexivity

Duration	2 hours
topics	- Bodies and Sexuality - Family Roles - Division of Labour - Intersecting Categories of Social Inequalities

educational aims	• Gender Roles and Gender Basic Concepts; • Heteronormativity • Gender Mainstreaming • Empowering Girls • (Caring) Masculinities • Gender Based Violence Prevention • Develop awareness of role of educators and of the stereotypes and prejudices hidden inside of the role (Skills) • Strengthen capability to work in a gender sensitive and diversity sensitive way (Competence)
educational techniques	This final unit will focus on the role of educators in reproducing gender stereotypes and gender care roles. Everyone has a gender story that starts from childhood and goes up to today. it is important to retrace it to understand who we are and how our work tools are built and influenced. This unit can start with a general brainstorming starting, for example, with the help of pictures, magazines or photos. "Where does our gender-vision come from? Starting from yourself and your own story".
educational materials	• Flipchart, paper and pencils • Laptop and beamer • Magazines • Photo Albums
expected learning outcomes	Participants at the end of this final unit should have built awareness about their gendered role in educational system and they should be able to revise their social constructions and normative attitudes.

8.4 Additional Methods for Parent Work

1) Theatrical Play: Dramatization with children & parents and guardians

Method
Theatrical Play: Dramatization with children & parents and guardians
Topics covered
• Creative coexistence • Mutual help • Tolerance • Equality • Responsiveness • Learning by play

Target group
Children aged five to seven and their parents and guardians

Minimum and maximum number of participants
Number of direct participants: 2 to 10 (parents and guardians, children) Number of indirect participants (audience): other parents and guardians and children in the group

Useful for the following situations
Special events in the facility

Necessary material
Text of a fairy tale or story (e.g. text of the fairy tale "Under the Mushroom" by V. Suteev or other stories with characters which work regardless of the gender of the available actors, stories which emphasise gender equality), costumes, masks, stage décor

Preparation
1. Inform the parents and guardians about the event in advance and ask for volunteers for the preparatory activities 2. Invite the parents and guardians who volunteered and discuss with them the fairy tale/story, their roles and their participation to the preparation of costumes and decors. Make sure that in the dramatization there are roles for all genders. 3. Foresee at least two repetitions - the second one shortly before the event. 4. Keep in contact with the parents and guardians involved. Ask them to bring the costumes and decors at least one week before the second repetition. 5. Start to work with children at least 4 weeks before the event. 6. Invite all the parents and guardians of the group to the performance.

Time needed
The method needs a good amount of time and pre-planning/involvement of volunteers in advance. Preliminary preparation two hours, preparation on the day one hour, realization 20 minutes.

Rooms
One room, minimum 5m x 15 m

Instructions
1. Meet all the parents and guardians on the door of the room and ask them to take specific places. 2. Tell them it is important to feel relaxed and play as if they were children. 3. Tell them that after the play there will be a discussion.

Aims
• Self-motivation • Self-initiative • Mutual feeling of mutual assistance • Tolerance to others • Improvisation and interpretation skills • Active recreation • Creative enrichment • Rethinking of events

What significance does gender have in this method?
Gender equality plays a role in this method because trough the fairy tale/story there can be analogies to real events which serve to reflect on gender equality or non-equality. On the other hand the dramatization game itself can reflect a level playing field, when selecting the participants. In the case of the characters from the fairy tale "Under the mushroom" (animals), it does not matter whether it will

be played by a man or a woman, a parent/guardian or a child.
To what extent does the method highlight paths of non-traditional behaviour?
The method of dramatization is very suitable for working with children and parents and guardians because it makes it possible for participants to try out different behaviours, no matter traditional or non-traditional.
Possible modifications
The method of dramatization can also be used in a family environment with different fairy tales, stories, real events and situations. In this case, the roles can be exchanged - performed by children and parents and guardians, or can be improvised with the classic text of the fairy tale by introducing imaginary situations.
Possible follow-ups
Once the method has been implemented, it is appropriate for the family to analyse and comment on the game, the behaviour of the participants and the stories in the fairy tale. It is important to emphasize the positive moments and positive actions of the characters in the fairy tale. Children are able to feel and assimilate mutual assistance, tolerance, equality. Get feedback from parents and guardians about children's feelings, emotions and reactions.
Additional comments
There is always a risk in implementing the method. It can be caused by prejudices, fear, shame and concern from direct participation, unwillingness to participate, not accepting the topics.
Source of method
http://dete-bg.com/wp-content/uploads/idrama.pdf
Further reading
http://www.academia.edu/23149958/Asia_Veleva_Pedagogika_na_igrata Петрова, Елка – „Игровата дейност" – София НП 1976 год. Елконин, Д. „Психология на играта" – изд. Народна просвета – София 1984год.

2) Passing the ball: Let's name the differences

Method
Passing the ball: Let's name the differences
Topics covered
- Gender differences   - Gender issues   - Diversity   - Gender mainstreaming
Target group
Parents and guardians
Minimum and maximum number of participants
5 to 15 persons
Useful for the following situations
Can be the first activity with parents and guardians during a parents and guardians' evening/event
Necessary material
Ball

Preparation
No need for hand-outs
Time
15 to 30 minutes but it depends on the progress of the activity
Rooms
One room large enough to hold all participants
Instructions
Participants should be placed in a circle. The facilitator starts the game by passing the ball to another member of the circle and, doing this, names a difference which describes a gender characteristic. For example: "Woman: empathic; Man: rational". Every participant has to repeat this action until the facilitators decide to end the game by achieving the objective of the activity. The facilitator, after starting the game, will position themselves near a blackboard to note the named characteristics/differences every time. At the end of the game, the facilitator reads all the named characteristics and with the help of the participants will place them inside the column dedicated to the male or female gender. The game ends with a collective discussion in which, with the help of the facilitator, the group will try to name gender stereotypes which emerged during the activity.
Aims
- Icebreaking   - Step into the topic   - Think about stereotypes and try to deconstruct them
What significance does gender have in this method?
It helps in the beginning of the activity with parents and guardians to introduce gender issues and stereotypes. It can promote self-reflexivity.
To what extent does the method highlight paths of non-traditional behaviour?
Naming gender stereotypes highlights what the social constructions present in society are and therefore gives space and visibility to non-traditional behaviours and roles.
Variations
Ball of wool or other object that can be thrown to pass from person to person
Possible follow-ups
After this first activity the climate should be more relaxed and allow empathetic and listening relationships.
Additional comments
Reproduction of a gender binarism – necessary step to introduce the issue with laypersons at the first experience of this type. There may be situations of embarrassment due to the fact that adults are not used to using their bodies in such activities. Adults often inhibit themselves for fear of making mistakes. For the reason mentioned above it's important clarifying from the beginning that there are no right or wrong definitions.
Sources
Adaptation by DEE partner UNITN (Italy) of a method often used at the beginning of training courses to foster the creation of a working team.

3) Constructing 'identity cards': The game of identities and inequalities

Method
Constructing 'identity cards': The game of identities and inequalities
Topics
- Gender Stereotypes   - Stereotypes   - Personal Identities   - Gender Diversity   - Differences   - Race and Ethnicity   - Dis/ability
Target group
Parents and guardians
Minimum and maximum number of participants
5 to 20 participants
Situation
It is a game that can be done after a first icebreaking activity, such as the method "Passing the ball: Let's name the differences"
Necessary material
Indoor or outdoor room/space, cardboard used to construct 'identity card' or 'passport', markers.
Preparation
Before the activity, build as many 'identity cards' as there will be participants. In each card describe biographical characteristics or personal identities. Each profile must correspond to a person with certain elements of diversity: gender identity, age, race, occupation, ability-dis/ability, sexual orientation etc... In the construction of profiles, it is necessary to mix the different characteristics in order to construct complex characters that combine both elements of potential social disadvantage (such as being migrants, women or homosexuals) and social markers which lead to positions of privilege (such as being young, having a well-respected job, living in or coming from a first world country, etc.). For example: Mary is a woman, is thirty years old, is a lesbian, is American and lives in New York and works as a graphic designer in an advertising studio. Write on a sheet 10 questions that you will ask the participants during the game. These are simple questions concerning the management of daily life, freedom of movement, emotional and private life, etc... Some examples: a) Can you walk down the street freely holding your boyfriend or girlfriend by the hand? b) Can you go out alone and go to a restaurant or a club to dance? c) Can you dress as you like? d) Can you rent a house? e) Can you make a career? f) Can you go on summer vacation? g) Are you free to practice your religion?
Time
Minimum one hour and 30 minutes
Rooms
A room large enough to hold the participants and allow them to walk back and forth
Instructions
Ask the participants to position themselves in a line at one end of the room. Give each of them the card containing the profile of the character they will impersonate during the activity. Each participant will have to read and memorize all the dimensions of diversity that make up the biographical profile of the character. Read the first question and ask those who think they can answer in an affirmative way to

the question to take a step forward and to all the others to stand where they are. Continue in this way until you have finished the questions.

At the end of the game the scene in front of your eyes will be composed of some participants left at the back of the classroom, some in the middle and some far ahead of you. Invite everyone to stand firm in the position in which they are and ask them to reveal their identities. Usually the position of the participants corresponds to the characteristics: those with the most social advantages will be found at the beginning of the room and the others at the back, showing in a "spatial" way the inequalities and the discriminations there are in our society.

To reflect the contradictions and the stereotypical character of some beliefs about certain categories of individuals as well as the real inequalities, invite the participants to discuss the game both in emotional and analytical terms.

Here are some guiding questions for the discussion: How did you feel in this new identity? Did you feel at ease or not? How did you feel about having to stay in the back of the room? How did you feel about being able to freely advance to each question? Why are some of you at one end of the room and others at the back? What are the characteristics of those who have been able to advance and which ones have been? Why didn't you ask this X question? Why, instead, did you think you could move forward?

Aims
- Reflect on how diversity and stereotypes affect the quality of life and the possibilities of choice.   - Identify with biographies in which multiple levels of diversity are intertwined.
What significance does gender have in this method?
This method makes it possible to relate the gender dimension to other dimensions of diversity, from an intersectional perspective.
To what extent does the method highlight paths of non-traditional behaviour?
Showing the complexity of the biographical experiences present in our contemporary societies.
Sources
Amnesty International; Progetto Alice
Further reading
Amnesty International: https://www.amnesty.it/pubblicazioni/kit-percorso-contro-la-discriminazione/   Progetto Alice: https://ilprogettoalice.files.wordpress.com/2010/07/manuale_senzaimmagini_stampa.pdf

4) Father's day feast

Method
Father's day feast
Topics covered
- What does it mean to be a father?   - What are the games that fathers play with children?   - What makes the children proud of their fathers?   - Could the father be substituted by another male guardian?   - What is the added value for the men (the fathers and male guardians)?
Target group

Children, educators, parents and guardians

Minimum and maximum number of participants

10 to 20

Useful for the following situations

In the morning, e.g. 10 to 11 AM and in the afternoon, e.g. 5 PM

Necessary material

Pictures of professions, food products, children's books, blocks, coloured pencils, paints, football gates, soccer balls, cups, certificates

Preparation

1. Weeks before the event, inform all parents and guardians that the facility will participate in the national "Father's week"/will put the focus on fathers/male guardians for a certain amount of time
2. Ask children to draw special invitations for their fathers/male guardians.
3. Contact the parents and guardians and find out if there is a father/male guardian with an interesting profession who would agree to talk with the group during the first day.
4. Ask children to draw their fathers/male guardians at work (at the end of the day each father/male guardian will receive the picture drawn by his child).
5. Learn from children in the group if there is a father/male guardian who likes cooking and invite him for the second day to prepare with the children (ideally something simple).

Make arrangements, prepare working spaces & materials needed.

Time needed

One hour and 30 minutes

Room

One room or outside in the yard

Instructions

Plan activities led by fathers/male guardians for each day during "Father's Week" according to the following agenda:

Day One - "Daddy's Occupation" (Tell us about your profession. Show your uniforms, clothing, attributes, tools.)
Day Two - "Cooking with Daddy" (Prepare your most desired dish.)
Day Three - "Dad, please read to me..." (Read us our favourite stories.)
Day Four - "I'm painting with my Daddy "
Day Five - "Sports Tournament" (Fathers/male guardians organize a tournament in a sport they and the children like.)

Aims

To experience cooperation, creativity and tolerance, harmony in diversity.

What significance does gender have in this method?

Children will have the opportunity to participate in activities with their fathers/male guardians, which will break the established model that all the celebrations and holidays are mainly attended by mothers/female guardians. The latter will also take part in the sports tournament. Establishing such practices in a family environment.

To what extent does the method highlight paths of non-traditional behaviour?

Actively breaks the stereotype that engaged participants in parents and guardians' events are mainly female.

Possible follow-ups
Summarizing the initiatives, feedback, handing out certificates and awards

Additional comments
The organization of the initiative should be very well planned. All parents and guardians should be encouraged to participate.

5) Photo exhibition: Reflecting about spaces in the facility

Method
Photo exhibition: Reflecting about spaces in the facility

Topics covered
Gendered use of spaces and activities

Target group
Parents and guardians

Minimum and maximum number of participants
All attendants at the parents and guardians' evening/event

Useful for the following situations
Upon coming through the door, throughout the event

Necessary material
- Wall space   - Prints of photos made by the children   - Questionnaire (see below) for every participant   - Box for questionnaires   - Pens

Preparation
Before the parents and guardians' evening/event, carry out method no. 3 from the DEE-checklist with the children ("Use of room. Children take pictures"), prepare an exhibition from the photos. The photos should include name and age of the child. Print hand-outs with the questionnaire (attached below).

Time needed
Parents and guardians need 10 minutes to fill out the questionnaire.

Rooms
Entrance hall with wall space for making the exhibition

Instructions
1. When the parents and guardians walk in, they are greeted by a photo exhibition. Children have taken pictures of their favorite spaces in the facility. They can see where their own child likes to play, they can see where other boys and girls like to play, they can see if groups of children like to play together. 2. Verbally encourage parents and guardians to fill out the questionnaire about their impressions and put them in the box. 3. At the end of the evening, take 5 minutes to have a look through the questionnaires. 4. Gather the parents and guardians around and thank them for filling out the questionnaires. Share with the parents and guardians the surprises and impressions that they have written

down anonymously, and if you want, make a few comments in which you explain the way in which your facility encourages equal access and participation of boys, girls, children with different diversity categories, and describe the challenges you face with this.

Aims
• Making visible divisions and commonalities between children (e.g. because of gender, disability, migration background…). • Making visible gendered use of space and activities. • Reflecting about restrictions and stereotypes regarding gender in childhood.

What significance does gender have in this method?
Division of boys and girls when using the spaces in the facility and activities will become visible. Restrictions because of gender and other categories of difference will become visible.

To what extent does the method highlight paths of non-traditional behaviour?
Efforts of the facility to make everything accessible for everyone should also become visible.

Possible modifications
You can do the exhibition and then ask parents and guardians to share their impressions in front of the group.

Sources of the method
DEE-checklist, method no. 3 ("Use of space. Children take pictures")

Questionnaire Handout for Parents and guardians who look at the exhibition

This exhibition shows how and where boys and girls in our facility like to spend their time. Please tell us what you think about it.

Was there something unexpected for you?

Yes.€   No. €

If yes, please describe it.

When you were small, did you like the same activities and spaces as your child?

Yes.€   No. €

Why do you think this is?