

## The Projet 3P in France

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The 3P is a device research-action-training that also accompanies the welcome establishments of early childhood. It matches family needs too, it respects diversity and is against discrimination. The starting point of this device is:

*“In welcome establishments of early childhood, the Diversity Respect also implies financial aspects: rules, financing, educative, professional and parent-related questions) and questions of mutual representations between parents, professionals and political representatives.”*

To guide welcome establishments implies:

- acting on all the levels where obstacles stand,
- associating all the concerned actors : **P**arents - **P**rofessionals – Institutional or Political

**Partners** involved in early childhood.

**Parents** – **Professionals** – **Partners** will be referred to as **3P** in order to speak about this device.

Three strategies of guiding have been foreseen:

- to take into consideration the complexity and act thoroughly in the early childhood field
- to associate all concerned actors (parents, Professionals, political or institutional partners)
- to match research, action and training.

The national ACEPP, together with local associations, have proposed to welcome establishments to contribute to future improvements related to parents' involvement and respect for diversity. Consequently, they had to work on the following points:

- accessibility to welcome establishments: compare the population living near the welcome establishment and the population that is really welcome.
- to work for a better acknowledgement of all actors in order to act on mutual representations: professionals thought certain families belonging to a minority environment did not need childminders: “it’s cultural”, they prefer neighbours. Parents (and professionals) were barely aware of institutional managers' role. The institutional managers were barely aware of the welcome establishment- activities. Vocabulary was sometimes in question: parents were speaking of “crèche”, professionals of “welcome establishments”, institutions of “equipments”. A mother once said: “*when you are speaking of equipment, I thought you meant furniture, we cannot understand one another*”,  
\* to identify and to work on events that could stop the good functioning and the financing part.

Several measures have been reunited: trainings and local newsgroups

- training courses « on site » in every welcome establishments for willing parents and professionals. Parents have always been largely represented.
- « grouped » trainings gathering parents and professionals coming from all welcome establishments, committed in the same area device.

Local newsgroups with parents and professionals, but also political and institutional partners.

Grouped trainings included subjects that could interest everybody, such as:

- collaboration between parents and professionals: how can parents involve, together with the professionals, to the good running of welcome establishments,
- environment communication: how the welcome establishment gets in touch with other welcome establishments and what is its reputation
- partnership: what is the role of the welcome establishment and of the other institutions
- respect for diversity and its representations, non-racism have been worked on thanks to the intercultural mediation method initiated by Margalit Cohen Emerique.



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The training courses « on site » have used the « grouped » trainings and have matched them to the welcoming context. Welcome establishment - related concerns have also been discussed and changing methods proposed by parents and by professionals have been applied; professional methods have changed, because professionals have been able:

- to change their way of welcoming parents
- to foresee adequate pieces of furniture.
- The result was: a safer climate.

Welcome establishment-related difficulties have been revealed thanks to the newsgroups. Parents could express their difficulties, their misunderstandings to the institutional managers. Solutions have been found together.

Each device lasted between 18 months and 2 years.

Its peculiarities were:

- It proposed trainings where both parents and professionals took part; trainings have never been conceived like that before,
- Technical, political and human aspects of early childhood establishments were taken into consideration at the same time,
- All the persons concerned by early childhood were associated,
- It has been adapted to all context

Its results :

- Representations of welcome establishments have been changed : meetings have been organised so that parents living in the neighbourhood could visit the welcome establishments,
- Running schedules have been changed: certain parents and professionals wrote or wrote again welcome the blueprint of welcome establishments ; certain welcome establishments have become multi-service establishments (proposing more adapted services to family needs), before they functioned as crèches,
- Parents have started to take more and more initiatives in the welcome establishments and outside welcome establishments, especially parents who did not involve too much in their neighbourhood. Immigrated parents have involved themselves in their children's school,
- Institutions have admitted and valued the work of welcome establishments,
- Towns have shared their interest in this device adapted to a new context.



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