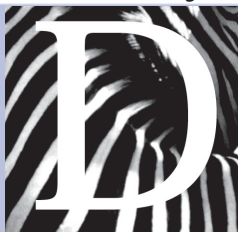


# Newsletter

6<sup>th</sup> Edition December 2010

All children and adults  
diversity & equity  
have the right  
diversité & équité  
to evolve and to develop  
diversiteit & gelijkwaardigheid  
in a context where there is  
Vielfalt & Gleichwürdigkeit  
equity and respect  
la diversidad y la equidad  
for diversity  
éagsúlacht agus cothromas

Diversity in Early Childhood Education and Training





## News from ESSSE

### Training activities:

**Training with municipality of Lyon** in Early childhood service (teams from 4 day care centres and directors and managers and experts from the service).

Systemic approach of training about diversity for 2 years; we achieve this process with a conference with all actors of the training, in 2011 march.

We continue to introduce diversity in initial training for EJE and others professionals.



### Conferences:

- **2010/11/23: conference in ESSSE** with : municipality of Lyon, and local partners: The end of research about accessibility for all children on territory.

### Documents:

- Picture: we have done a picture named: **“variation for adults voices and young children, Diverse professions, shared competences”**.

A presentation of work with parents in early childhood centres, special needs children centres, hospitals and schools. It will be translated in English and Spanish and German. This picture was presented in a group during our last plenary Decet. We can diffuse it at the end of November 2010. If you are interested, we can send to you some of them.

- Documents on diversity from different research process with professionals and trainers:

Training for Nurses  
Training for educators of young children,  
Training for coordinators of child minders  
Research on gender in day care centres  
Translation of a document from UCIEP in Mexico, Spanish to French, “Be a woman, be a person”

All these documents will be achieved in 2011 march; they are in French. If you are interested, we can send to you some of them.

**Others:**

We continue our contacts with Atfale in Morocco, Rosa Sensat in Spain, Usiep in Mexico, and Issa, with different perspectives of collaboration;

Practices out of boundaries: each year, some students can go in Europe , Africa, Canada, principally, and it's always a good opportunity to work on diversity, connected with Decet partners;

**Best wishes from Dominique and Myriam**

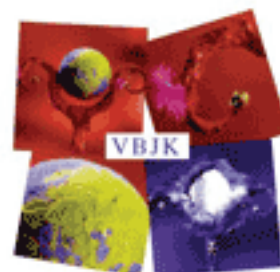


## News from Flanders

### Policy advocacy on EU level

VBJK was involved in two conferences in the framework of the Belgian Presidency of the EU. The conferences focused on the topic of early childhood education and care. We hope this will result in recommendations from the Council of Ministers.

During the EU expert conference 'L'Europe de l'Enfance' in Antwerp (8-10 September 2010) experts wrote a draft declaration for the 27 EU ministers in charge of childhood policies. The text emphasizes social inclusion and accessibility for disadvantaged and ethnic minority families.



VBJK also contributed to the EU conference and ECEC workshop on 'Breaking the cycle of disadvantage – Social Inclusion in and through Education'. This workshop offered overwhelming evidence of the benefits that quality ECEC has for children from disadvantaged families. After the workshop Nora Milotay from the European Commission announced that several initiatives on the topic of ECEC and social inclusion will be taken in the spring of 2011.

### Policy and practice

#### **Social Inclusion in Childcare Provisions in Brussels.**

Some 40 daycare centers have received support to work together on a social and inclusive policy within their region. The support was based on the specific working context of each centre. At the same time the teams had the opportunity to take a pedagogical challenge and try to answer the needs of an evermore diverse public.

The results of this process which focused on accessibility and the social function were presented during the meeting day "Toegankelijkheid? Een kwestie van samenspel!" (*Accessibility is a matter of cooperation*)

Our partner VGC invited all pedagogical trainers who were interested in this matter.

#### **'Training of the trainers' Social Inclusion in Childcare Provisions**

K&G asked VBJK to develop a three day 'training for the trainers' on social inclusion. The participants were trainers from Flanders who wish to implement the social function in daycare services throughout the country. After this training a supervision group has been launched. The group will offer support to trainers or pedagogical workers who wish to start guidance projects themselves.

#### **Community-based out of school care**

In 2009 & 2010 VBJK started a critical learning group of pedagogical workers from out of school care initiatives in Brussels. In this critical learning group experiences are being shared and a new

approach in out of school care has been co-constructed. Out of school care has both a nest function (creating a safe, warm environment for children where they can choose how to fill in their leisure time) and a web function. Children and families have the right to participate in the local community as active citizens. Therefore the out of school care initiatives work together with eg. schools, sports organizations, cultural organizations to create diverse leisure time activities accessible to all children in the community. Besides these structural activities, occasional projects are organised for the community (e.g. a party in the community,...) The experiences of this critical learning group are used to inform the Flemish policy in out of school care. A new vision and decree will be developed in the future.

## Baboes

In 2010, VBJK was a committed partner for Baboes, a meeting place for young children and their parents in Brussels. Baboes offers children, their parents and other in charge of the education the possibility to play and meet other people. It is a fun and stimulating environment where children can play and meet other children in the company of an adult with whom they are familiar. Parents or other educators are offered time and space to play with their children and meet other parents. The staff of Baboes is responsible for creating this environment and offering children and parents qualitative “play time”, as well as the opportunity to build new relationships and start a dialogue on the education of children.

The meeting place is designed for children of the preschool age, their parents and others in charge of the education (eg. grandparents, an older sister or brother, a babysitter). The place is accessible for all families in the neighbourhood.

During the past year we have been focusing constantly on the accessibility of this meeting place. Ghent University performed thorough research on the functioning of the place. Results show that the target of reaching a diverse public, has been reached. No less than 25 different languages were registered at Baboes. 73% of the visitors are mothers, 19% are fathers. The specific goal of the meeting place is to reach both mothers and fathers. This is an important issue as fathers often remain unaddressed by the vast majority of childcare initiatives. It is a problematic situation because the (possible) involvement of fathers has a huge impact on the education of their children. Baboes has succeeded in reaching out to fathers. This will remain the focus in the near future.

## Documentation

Together with our partner VGC we have produced the DVD ‘The tale of language’. It is a film for all those involved in childcare who meet young children and their families in a multilingual environment. Parents, providers in childcare centres and educators can easily make use of the stories collected on this DVD.

A French translation of the manual “Inclusion for children with special needs in Childcare provisions” was made: *L’inclusion des enfants ayant des besoins spécifiques*. VBJK, 2010. VBJK and ONE, the governmental agency responsible for childcare in the French community, presented this manual on the ISSA conference ‘*Embracing inclusive approaches for children and youth, with special education needs*’ in Riga, Latvia (11-14 July 2010).



## News from SCHEDIA

### A. Our new project:

**IRIS** - Combating stereotypes and discrimination: Actions promoting participation, inclusion and diversity.



The project's specific goals are to:

- a) positively contribute to the fight against discrimination and stereotyping and promote more effective assertion and implementation of the rights of vulnerable groups experiencing discrimination and social exclusion, i.e. school-age children with different backgrounds attending school in the city-centre of Athens and in Western Attica, migrants and especially women migrants, physically disabled persons and marginalized Roma communities around Greece and
- b) educate and sensitize selected target groups playing a significant role in the inclusion of the above-mentioned vulnerable groups, such as teachers and educators, school advisors, parent associations, civil society, local authorities and policy makers.

#### In more detail the project aims to:

- ⦿ Combat direct, indirect and multiple discrimination, especially in primary and secondary education through continuing training and sensitization of primary and secondary education teachers and service providers.
- ⦿ Provision of specialized practical tools that actively promote diversity in schools
- ⦿ Sensitization of youth, students and the wider public on issues of social exclusion
- ⦿ Facilitate access to monitoring mechanisms and improve the rights of targeted. vulnerable groups, i.e. children, youth, migrants, women migrants, disabled persons, Roma.
- ⦿ Increase visibility and effectiveness of domestic law against discrimination, namely the Law 3304/2005 and 3488/2006 that integrate EU directives 2000/43/EC, 2000/78/EC and 2002/73/EC.
- ⦿ Mobilization of local administration against the marginalization of vulnerable groups with particular focus on the Roma population.

#### Partnerships:

This project was designed as a partnership between institutional bodies (General Secretariat for Youth, Greek Ombudsman) and civil society (NGOs KEPAD, SCHEDIA), with the aim to work in synergy to ensure maximum impact and capitalise on experiences already gained from working in the field.

### B. Our International Conference

#### Respecting Diversity through Children's and Parents' Active Participation in Early Childhood Education

April 5-6, 2011 – Athens, Greece

*organized by Schedia Center for Artistic and Pedagogical Training with funding support from the Bernard Van Leer Foundation*



The conference will be international and diversity in children and families will be mainly considered in terms of social and cultural background. A special challenge to be addressed is that of poverty which affects an increasing number of families, at a time when state resources are also scant.

The target audience will be educators, animators, trainers, managers of early childhood care provisions, parents, policy makers and NGOs working with the promotion of social inclusion, equity and respect for diversity in young children's environments.

### C. News of Elefsina's Inter-Cultural Centre

Following the summer festival which took place in Elefsina's municipality park, and marked the end of another fruitful year for the activities of the Inter-Cultural Centre, brought to life by Schedia, registrations for this year's artistic workshops which will begin on October 15, are now underway.

### D. Our new publications:

#### Elele\*-

#### **A social intervention programme for the promotion of respect for diversity through art**

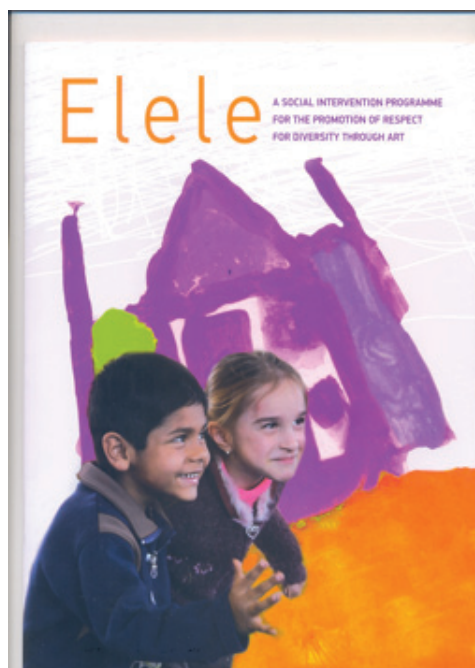
This publication describes the goals and actions of **Elele**, a programme of social intervention through art that took place in Elefsina from 2002 until 2008. The publication is accompanied by 8 short films that record specific actions of the programme and film made by children.

More specifically, with regards to this social intervention through art programme, this publication covers the goals of Elele, the method and the strategy used, its basic principles and its evolution. The programme concerned children, parents, educators and local authorities which were brought together in an effort to promote respect for diversity and the harmonious cohabitation of groups with different social and cultural backgrounds.

The book is available in Greek and English versions.

The Elele programme was designed, organized and brought to life by Schedia, financed by the Bernard van Leer Foundation and supported by the municipality of Elefsina.

**'Seeing the world through different eyes'**



## CHILDREN'S BOOKS CATALOGUE

This is a catalogue of children's books recommended by primary and secondary school teachers. The books deal with the subject of children's rights through the prism of diversity. Each book is presented with a short summary and the aspects of children's rights with which it deals.

This publication was made possible with funds of the Bernard van Leer Foundation and was the result of the cooperation between the following NGOs:

Network for Children's Rights

[www.ddp.org.gr](http://www.ddp.org.gr)

Schedia, Centre for Pedagogical and Artistic Training

[www.schedia-art.gr](http://www.schedia-art.gr)

EADAP,

[www.eadap.gr](http://www.eadap.gr)





## News from ACEPP

### At this moment ACEPP is working in several areas:

- ⇒ in October 2010, **ACEPP** organised a conference on 'Inclusion of children with a handicap', with 350 participants attending. Veerle Vervaeke (VBJK) gave a very interesting presentation at this conference. Also the book « Une place pour chacun, une place pour tous » (« A place for everyone, a place for all ») was published. This book, aiming at professionals, offers ways of reflection, methods and working instruments for working on inclusion with children with a handicap.
- ⇒ **ACEPP** is continuing the work on the **UPP** (Universités Populaires de Parents, Parental Universities). There are currently 16 UPP in France. The research that they conduct is linked to school, poverty, stigmatisation of the 'quartiers populaires', authority etc. The parents involved in the UPP are very often consulted by official institutions (municipalities, conseils Généraux, Caisses d'Allocations Familiales schools, etc.) for their participation in debates on education, as well as for presentations at conferences. These 200 participating parents remain very motivated, and their motivation keeps on growing! **ACEPP** has created a website [www.upp-acepp.org](http://www.upp-acepp.org) and developed a charter containing the values of the project. A book « Universités Populaires de Parents, des parents acteurs chercheurs citoyens » was published in August 2010 at the « Chronique Sociale ». The project of the **UPP** obtained the well deserved label of « European Year against poverty » and is also subject of a large and important media interest.
- ⇒ **ACEPP** also continues the work on quality of the network of parental crèches. The quality criteria have been defined, very focused on respect for diversity and parental participation. The first crèches are now taking part in the start of working with these criteria.
- ⇒ **ACEPP** keeps on working on trainings on parenthood and diversity for professionals, parents, municipalities etc.
- ⇒ But the political climate concerning Early Childhood (lightning the terms of qualifications for professionals, and raising the number of children per professional) is worrying **ACEPP**. This decreases the possibilities for professionals to take part in/ have access to trainings and reflection! From the point of parenthood, the context is also difficult, with a report published anchoring the politics in a direction of a security objective, with the possibility for parents being sanctioned when not "exercising their authority" and insidious amalgams between families of foreign origins and one parent families, delinquency, ...





## News from WP1

### Work pack Parents Voices

**Coordinator:** ACEPP Emmanuelle Murcier, in partnership with VCOK and the local government of Berlin Friedrichshain- Kreuzberg

The Parental Universities project started within ACEPP in 2005. There was a first Grundtvig program during 2008-2010 to diffuse the method in Belgium and Germany.

Now there are 16 parental universities in France, 4 in Berlin and 6 in Belgium (4 in Flanders and one in Brussels). The UPP represent 300 parents.

In June 2010 a seminar was organised in Ghent (Belgium) with all actors (parents, coordinators, facilitators, universities). The day after the seminar, we organised a conference with 300 persons.

A book “Universités Populaires de Parents, des parents acteurs chercheurs et citoyens” was published in France in August 2010.

The project was elected “**the best Grundtvig project**” in France, so we participated in a big conference about that in November with 4 ministers.

Since one year the impact is very important in each country. In France parents from the parental universities are solicited by different important institutions (conseils Généraux, Caisses d’Allocations Familiales, Municipalities...) and in a lot of conferences to present the UPP process and the results of their researches. For the Belgian government, parental universities are considered as a method to work with parents about “**parenthood**”.

For the period 2010 to 2012, we have another Grundtvig project.

We’ll organise a seminar for researchers and facilitators in 2011 (January in Paris), a seminar for parents (in Brussels in October 2011), and a final conference in January 2012 in Berlin.

