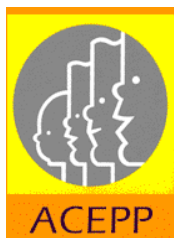




1st Edition January 2006



ACTIVITIES OF ACEPP IN 2005

Reported by Emmanuelle and Michelle, January 15th

In 2005, ACEPP started new projects:

1. **Six “Parental Universities”** started running at the beginning of 2005. Our so-called “Parental Universities” are made of groups of parents working with academics on a specific issue related to “Being a parent”. To be sure that all parents get the chance to express themselves, working methods within the groups will include different media like “Forum-theatre” and other artistic activities. Additionally, parents and academics regularly got together with politicians and civil servants to discuss about their reflection. The goal is to change the parents’ views about the politics but also the politicians’ view about the parents.

In December 5th, we organized a national conference with the parents, the politics and institutions. Parents were very dynamic and politicians and institutional people were very interested by this project. They were very surprised by the quality of the parents’ reflection and the contents of their speech. Parents could say how it is difficult to live in suburbs and how, too often, their pedagogical practices were not accepted because they are different of the dominant culture: they felt stigmatised. Some of the institutional say to us that they have changed their point of view about the parents of the suburbs....

2. ACEPP network has decided to start considering in depth the issue of “Welcoming disabled children”. A working group has been set up with the coordinators of the A.C.EPP departmental associations. The first goal of the working group will be to write a booklet for our partners about our approach about the work with disabled children. It is very important for ACEPP to integrate this issue in the diversity in order to not stigmatise. In 2006, we have the project to write a book with professionals about the practices that allow US to welcome disabled children in respecting the goals of the DECET.

“Welcoming disabled children” was the working theme of the January 2005 “Partnership Committee” meeting, with 50 persons, politics, institutions and childcares. We have seen an interest for this question from all of them. It is a political priority in a lot of areas.



3. In 2005, A.CEPP has also begun **a research about the pedagogical methods** that are being applied within intercultural parental childcares with the support of Bernard van Leer Foundation. This research is made by Gilles Brougere's University. Seven childcares participate in this research.

In addition, we support a reflection in our network about the pedagogy of the diversity with children. At the end of December, we have organized a training with Michel Vandebroek. In March, Petra will come to share the pedagogy of Kinderwelten and after Wendy and Veerle will come for the methods and tools (persona-dolls and family walls)

4. At the end of the year, we have a lot work about of the **political context**.

Two reports (one of the politics and one of the researcher centre) have been done for the government. These reports propose to detect the children who are at risk of being delinquents in the childcares and for the poor families, during the pregnancy. The factors of the risks are, for example, immigration and the fact that children speak their maternal language at home. They propose to organise meetings in all the childcares between the educators and the psychiatrists, to detect these children. After, children and parents will be forced to be supported by specialists (psychiatrics etc..).

We are very worried because there is a big risk of social control and we are concerned with the idea that if a child is in a poor family, he becomes almost absolutely delinquent. It is for us a diversion of the concept of the respect of the diversity

It is the reason why we have had a very strong political action, with a text sent to all our partners and in our network. So, we have **built a informal network** with others big networks who have the same values like ATD Quart Monde; Confédération Syndicale des Familles, Fédération des Centres Sociaux, UNIOPPS to influence the government and the society .

5. In the link with the **Furet and ESSSE, ACEPP has worked about the publication** of the Michel Vandebroek's book « Eduquer nos enfants à la diversité », that had published in the end of 2005 and Christa's and Petra's "Keine Kinder and keine vorurteile" that will be published at the end of 2006.

Also, ACEPP with ISTA, MUTANT and VBJK are producing a CD about the involvement of parents and respect for diversity.

WP 1

Subgroup Artistics activities:

The subgroup is arrived at the "momento de la verita" . Most of the partners (ACEPP Colline-Mutant – Schedia –VBJK) have finished the shooting of the film on Artistic activities as a means to encourage children to participate as active citizens. CAF will have finished it by the end of this month. During the wP1 meeting in Gent we will view all together the results of each partner and we will discuss our ideas regarding the editing.

Subgroup « documentation of families », after the seminar in October 2004 in Paris, we were in 2005 in a phase of dissemination in the different countries. Every member (ISTA, Mutant, ACEPP) has organized trainings to spread the tools and methods in his country.

In Germany, a national group was founded who consists of parents, professionals and trainers from 6 childcare centres in Berlin and Eberswalde. The national group focuses especially on working with family walls. Apart from this the national KINDERWELTEN project, working in the federal states Thuringen, Niedersachsen and Baden-Wuerttemberg, plans to spread the



method in its project childcare centres. The project aims at involving families right from the start.

In France, we disseminated in our ACEPP general meeting, where there were 300 parents and professionals. Before this meeting, we invited all the childcarers to create tools of documentation of families. During the meeting, they presented them and there was a very interesting diversity of tools and methods. So, we have organized training about documentation of families with twenty professionals.

In the Netherlands a national group has been established consisting of a primary school and 4 childcare organisations. Of each pilot two persons attend the meetings of the working group which take place every 3 months. The title of the Dutch working group is 'Families visible' ('Families in beeld'). MUTANT has received a grant for this national project. This means that MUTANT has money to write a book, make a video and organise a national conference in 2006 to present their experiences on a national level.

After this phase of dissemination, the three partners met in a seminar in November 2005 in Berlin with three people from each country. It was a very good seminar with indepth work. The first day, we have worked about the evaluation of the methods of dissemination. The second day, we looked the methods to work with the families walls (how to use the family walls with children of different ages?). We have also worked on difficult situations (for example, what do you do when a mother doesn't want her husband's photo on the wall?) and we exchanged practises. Our goal was not to do an inventory of good practises, but to identify "ethic principles" that can be repairs for the practise. These principles were built in regarding of the decet goals. For example, one of these principles is to let the parents free to give what they want for the family wall. It is for us a condition to respect them, because everyone has different aspects of his identity and he can be free to show what he wants of this identity... The last day we worked about the product and the preparation of the last seminar in Berlin in June 2006 (see after).For the product, we wish to do a pedagogic suitcase with a CD, a poster and a game to explain how it is possible to use the families walls and the documentation of families, and present the "principles". In Gent, we will work about a budget to know if it is possible to do all, or if we have to choose only one of them.

To reinforce our dissemination, and because we wanted more parents and professional could participate in the European level, we asked a grant for a Grundtvig project. With this Grundtvig project, we can organize an extra seminar in Berlin in June 2006 with parents and professionals of the three countries. This seminar will be during the Kinderwelten conference. In this way, a lot of parents and professionals of the three countries could meet each other.



Childhood and Families
RESEARCH AND DEVELOPMENT CENTRE

Over the last year CAF have been engaged in many research projects that address the issue of diverse professionals working together for the benefit of children, families and communities. The government in Scotland are promoting integrated approaches at a policy level however it is not always so easy to translate this into practice when there are different philosophies and a clash of professional cultures.

The research programme to evaluate Family Learning Centres was completed at the beginning of the year and most recently we have produced the report on the evaluation of Integrated Assessment Frameworks. The most recent research programme is on Promoting Positive Behaviour and the CAF team have been busy out observing the environment within nurseries, children's centres and schools in different areas of Scotland. It is too early to comment but anecdotally we can see that despite all the work that has been done nationally on quality, representation of various cultures is tokenistic. For example one centre had purchased a wok for their play house on the morning that we were due to visit.

However the main research project continues to be Diversity in Scotland, which is now in the final year of a three year programme. We have gathered preliminary data in France, the Netherlands and Ireland as well as the UK. DECET partners have been invaluable in providing contacts within their respective countries that can highlight to what extent there is integration in their contexts. CAF presented interim findings of the research at the EECERA conference in September as well at other more local events.



IN ENGLISH

News from ESSSE

At ESSSE, our project has finished, and we are working on the evaluation about project Respect for Diversity.

For 3 years, we worked on initial training and on on- going- training.

Initial training: we made a film with Early years educators students at ESSSE, " ten views" and a manual to support the film.

And we continue to work with the other training centres for early years educators in France.



Also we have worked with nurses, in ESSSE with our own colleagues , and 3 other training centres, one in Saint Etienne, and 2 others in Lyon.

In the field of on-going- training, we have been working with 3 municipalities, Lyon, Vaulx en Velin and Grenoble. We have been working with educators and nurses of day care centres, and one project concerns the work with travellers at school.

As well as this, we have been working on the basis of themes, the gender, children with disabilities, and we have made research, articles in French professional magazines, investigations, and work with students.

In ESSSE, we deepened our team reflection, thanks to meetings and training.

We also deepened our collaboration with policy makers in a local and regional level, and also on a national level with institutional partners such as Le Furet (a French magazine, partner of children in Europe network) and the french association of training centres in social work (AFORTS).

So all these experiences permit us to disseminate Decet objectives and activities.



IN FRENCH

Les Nouvelles de l'ESSSE

Actuellement, nous sommes dans la phase d'évaluation du projet Respect pour la Diversité.

Durant 3 ans, nous avons œuvré à la fois dans le domaine de la formation initiale et de la formation continue.

Formation initiale : nous avons terminé le film »10 regards » réalisé par les Etudiants Educateurs de jeunes enfants à l'ESSSE, ainsi qu'un livret pédagogique d'accompagnement.

Nous travaillons aussi avec des centres de formation d'Educateurs de jeunes enfants en France . A l'ESSSE, nous collaborons aussi avec nos collègues formateurs d'Auxiliaires de puériculture, et également 3 autres centres de formation dans notre région.

Dans le domaine de la formation continue, nous collaborons avec 3 communes de notre région, Lyon, Vaulx en Velin et Grenoble. Nous travaillons avec les équipes des structures petite enfance, et l'un de nos projets concernait les gens du Voyage.

D'autre part, nous travaillons aussi sur des thématiques, le genre masculin- féminin dans les équipes petite enfance et l'accueil d'enfants porteurs de handicaps, et nous avons conduit des recherches, réalisé des articles, des enquêtes, et travaillé avec les étudiants.

A l'ESSSE, nous approfondissons la réflexion de notre équipe par des réunions et de la formation. Nous approfondissons également notre collaboration avec les politiques à un niveau local et régional, et également au niveau national avec des partenaires institutionnels comme le magazine Le Furet, et l'Association Française des organismes de Formation en Travail Social.

Toutes ces expériences nous permettent de diffuser les objectifs Decet.



INTERNATIONALE AKADEMIE
an der Freien Universität Berlin
Institut für den Situationsansatz

News from ISTA

Reported by Evelyne Höhme-Serke, Anke Krause and Regine Schallenberg-Diekmann



In the trainings of trainers to disseminate QuaSi we use the Hamza DVD made by DECET, the Family Foto Package of VBJK and other tools for the work on equity and respect for diversity to introduce issues like parents participation, democracy in childcare provision or childcare centres as learning organisations.

With these courses we reach about three hundred trainers in Germany.

For more detailed information contact: schallenberg@ina-fu.org



Berliner Bildungsprogramm:

Hopefully the English version of the educational programme “Berliner Bildungsprogramm” will finally be released in April or May – just in time for the DECET seminar in Barcelona.

Contact: preissing@ina-fu.org

In the framework of a congress on parents involvement in November 2005 in Karlsruhe with more than 800 participants Petra Wagner carried out a workshop on anti-bias-work and



Regine Schallenberg-Diekmann presented DECET in a forum on European experience in parents participation.



INA.KINDER.GARTEN

A group of heads of centres and Gerda Wunschel as well as Regine Schallenberg-Diekmann as managers of the provider have been visiting St. Thomas Centre, Adderley Centre and CREC in Birmingham. Everyone has been very welcoming and supporting and provided us with a lot of interesting information and key issues for successfully creating a Berlin version of integrated centres under completely different conditions.

Until the end of 2006 each childcare centre in Berlin – our centres as well – have to develop a special concept that is explicitly based on the educational programme “Berliner Bildungsprogramm”. The law demands that parents have to be involved in this conceptual work.

INA.KINDER.GARTEN is responsible for the link to practical experience of students in the new programme of study on the level of university of applied sciences (Alice-Salomon-Fachhochschule, Berlin) for professionals that will work in childcare centres. This programme of study will be created to aim competences; a key issue is diversity. The Berlin university of applied sciences is one of five universities in Germany. The project is funded by the BOSCH Foundation.

For more information please contact:

gerda.wunschel@inakindergarten.de or r.schallenberg@inakindergarten.de



in Kindergarten und Schule

After disseminating the project idea towards childcare centres Eberswalde and the region we have started a new stage in October. Seven child care centres, who decided to work intensively in an “inner circle” in the project, are in a process of self-evaluation of their pedagogical work concerning children’s participation in education. The evaluation will end with the formulation of perspectives and aims in order to carry on their development of their pedagogical quality in certain fields chosen by them. In development workshops - from March to the end of the year - they will have the possibility to work on their particular themes together with other teams in a multiplication system.

Because of the experiences with the particular necessities and interests of the different new child care centres we have come to the conclusion that we should find a way which allows as much flexibility as possible in order to include as many teachers and kindergartens as possible. There is an amount of approximately 10 additional child care centres which are not able to integrate themselves in the whole project process because of different reasons. But

they are interested in integrating themselves for a certain time. So they will cooperate in the development workshops.

A second main subject of the project is a more stressed attempt to include parents in the process of reflection and change. The corresponding activities are:

- Qualification of the teachers towards a better communication with and participation of parents. This will be done in one of the development workshops. Moreover three child care centres have done a self-evaluation in this field and are developing new activities in this respect.
- Part of the project team and teachers are qualifying themselves in leading parents' circles with pedagogical themes.
- We are starting with a support group of young parents living in difficult living conditions whose children are not necessarily in child care centres.

For more detailed information please contact: demokratieleben@gmx.de



KINDERWELTEN

Kinderwelten is underway with its project regions since January 2005. This means looking back at one year of project work in three federal states in Germany (Niedersachsen, Baden-Wuerttemberg and Thuringen) with a total of 15 provider organisations and 32 day-care centres. We set out on our journey with a preparatory phase in which all partners in the project (except parents) encountered and reflected on the anti-bias-approach in its adapted version and evaluated their work and concepts on the basis of the approach developed by Kinderwelten (Vorurteilsbewusste Bildung und Erziehung) and the contextual approach. The project is constructed in six phases. Phase 0 being the introduction to the anti-bias-approach while Phase 1 to 4 are oriented along the four goals for children that can roughly be characterised as identity; diversity, critical reflection and action, the sixth phase is dedicated to an evaluation of the process in the project. In June 2005 phase 1 "identity" was launched with a so called *impulse workshop*. True to our concept of dissemination and training, the impulse workshops are facilitated by the Berlin counsellors and the participants are regional counsellors, managers of day-care centres and so called delegates (practitioners who have been delegated by the teams in the centres to focus on dissemination of project contents). The participants of the workshop train the teams in the day care centres. Next to the training of the teams in the day-care centres so called developmental workshops were established for the managers of the day-care centres and for the representatives of the providing organisations. Both managers and providers have the opportunity to reflect along the goals of the anti-bias-approach what the consequences of a translation into their specific working context are. It is



work in progress and very exciting. In November/December 2005 the first phase was rounded up with a regional presentation of the work done so far. All groups, i.e. the teams of the centres, the providers and the managers displayed to each other how they have translated the occupation with the first goal into concrete practice or reflection. It was also the first time for the partners in the region to meet and exchange and present their work to a broader audience. In January 2006 the impulse workshops for the second phase were launched and are at the moment being brought into the centres. Next to having to develop materials for trainers (we had been working directly with the teams in the centres in the Berlin project before) we are promoting a process in which teams, managers and providers take time to intensely explore and develop practice for their specific contexts all focussing on the same anti-bias goal. Each region has established “project boards” (one to two) in which representatives of the municipalities, local policy makers, initial and further training organisations, universities, parents and local initiative groups are represented. With establishing the project boards we hope to create new synergies and support systems and set a further founding stone for the national network.

The project has further established a new website (www.kinderwelten.net) and we hope to set up the site in English in this year. And we are very happy to have secured additional funding through the Third Millennium Foundation.

For more information contact: koordination@kinderwelten.net



Training of trainers course ‘Respect for Diversity’

In October 2005 MUTANT has provided its 7th Training of trainers course (since 2001) ‘Respect for Diversity’. Participants are ten pedagogical staff leaders and in-service trainers in large child care providers, trainers of initial training institutions and consultants at educational services from The Netherlands and Belgium.

Overall aim of this Training of trainers course is to implement and integrate the targets of this program in the pedagogical policy of the participant organisations. During the course the participants learn: to enhance the professional competences of practitioners in diversity issues and via the practitioners to enhance the personal and social competences of children and the participation of parents. The T of T pays attention to the concepts of inclusion, multiple identity, respect, diversity and othering. Other issues are: how to deal with resistance and how to certificate knowledge, attitudes and competences.



Trainers: Ana del Barrio Saiz and Anke van Keulen

Training

Democracy and young children. Young children playing together and coping with conflicts.

The results of the research '*Young children playing together and coping with conflict*' of Elly Singer (University Utrecht) have been used in two pilot training courses for educators in Amsterdam and Utrecht. Aim of the training is to promote togetherness and playing together in a children's group and to support childrens' competences to learn from conflicts and to learn to reconcile. Educators reflect on their own conflict solving strategies with children and practise how to use various interventions to prevent and to solve conflicts. Some remarks from educators after the course:

'I am looking at conflicts now in a different way, my starting point is the child now'.

'I have learned to observe not only the children, but also myself.'

After these pilot training courses MUTANT will finalise the training and provide it to other child care institutions.

Trainers: Anke van Keulen and Wendy Doeleman

Documentation of families

During a international DECET meeting of workpack 1 the national project group of 'Documentation of families' - consisting of Bureau MUTANT and 5 pilot organisations: schools and child care centres - met in November 2005 in Berlin the German and French workpackmembers. In June 2006 there will be a (Grundtvig) seminar for professionals and parents in Berlin. The Dutch group will contribute at the international product with a game for professionals that can be used to promote the theme of diversity and 'documentation of families'.

On a national level, the Dutch pilot organisations have been developing for one year now several methods such as the Family wall, worldmaps, booklets, games and other ways of documenting. The aim is to show and to make visible the familie of the child in the childcare centres and schools and also to document the approach and daily life of the childcare centres and schools for the parents. In 2006 Bureau MUTANT will publish the book 'Families in beeld', including a video/dvd with the expereinces in the pilotorganisations. On the 10th of April, this video/dvd will be shown during the national MUTANT conference 'Doors open for parents in childcare and education'.

Project Coordination: Wendy Doeleman, Monique van der Kaa



Inspiratiebronnen
voor opvoeding & kinderopvang

News from Flanders...

Reported by Caroline Boudry

Open hands – respect for diversity

This is a staff development project on respect for diversity and equity in day care centre, in collaboration with the city of Antwerp.

It is a project with the accent on the research for good practices and the needs for good practices and the need for a good centre for parents and children with special needs.

3 day-care centres were selected, 4 staff teams participated.

They had intensive staff development on parental collaboration and respect for diversity.

The staff teams developed practice on inclusion of children with special needs in mainstream services.

The city of Antwerp will publish a brochure for all home assistant organisation, and health centres.



Exchanging to develop a pedagogical model for childcare

Creative activities often take place in childcare. Young children enjoy experimenting with all kind of materials. Drawing and painting give children the opportunity to express themselves. It also brings variation in the program.

The question is: what kind of tasks and materials fit for young children? Why is creativity so important? Do all children like painting and drawing?

Exchanging to develop a pedagogical model for childcare



Inspired by the famous approach in the North of Italy (Reggio Emilia, Pistoia, Genua and Bologna) VBJK wants to develop a pedagogical model that is based on the observation and documentation of artistic activities for children in day care centres and out of school centres.

By analogy with the famous approach of Nord Italy (Reggio Emilia, Pistoia, Genua and Bologna) VBJK wants to develop and spread a pedagogical model that is based on observing and documenting artistic activities for children in nurseries and out of school care.

Participants

A group of organisations from Leuven, Gent, Brussel and Lokeren (some of them are day care centres, others are ateliers for children) will try to fill in these creative activities inspired by the pedagogical view of Reggio Emilia. In 2005 the focus will lie on the working out of concrete activities for out of school centres and day care centres. In 2006 their experiences will be disseminated to others through a conference and a publication.

The results will be published in Kiddo magazine. A manual and a DVD with some of the new activities will be prepared. Publication in the beginning of 2007.