



Evaluation about Criteria 1 - religion, ethnicity and race

Summary and evaluation about time period 1 (religion, ethnicity and race) was carried out and documented by Estonian partners on the first day at Estonian project meeting in Tallinn Meelespea kindergarten. Discussion was led by Kätlin Valge and documented by Terje Vandmann.

Project partners first discussed in the smaller groups in their native language about the question “*What have we learned during this period*”. After fifteen minutes all delegations shared their thoughts with other project partners. Here are some examples:

Norway:

- analyze and notice the change of our attitudes among staff members and kids; implement the practical things with kids (why? how?); more aware about what we present on the walls (documentation); thinking about what people might have in their “backpack” and try not to judge them; reflecting about how to evaluate the way teachers use their language.

Sweden:

- spreading the project (how to do it more); involving staff members, everyone gets the timesheet; involving parents; establishing the same understanding about language usage (meanings of the words); make local FB group for staff members to spread information, pictures, news etc.

Estonia:

- make FB group more active; practicing norm critique way of thinking; this project is a great opportunity to prevent discrimination (the way we think, present documentation, talk with parents, children and other staff members); we use “Free of Bullying” and “Persona Dolls” methods to talk about project subjects with children; some project subjects are too abstract for smaller children and it is a great way for teachers to work together and change ideas how to present them; most important thing what we have learned is that “human is a human like animal is a animal and flower is a flower”

Italy:



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- norm critique way of thinking; local training about communication (foreign parents); talked about materials and registered them (books and toys), tried out various activities and learned a lot from them.

Poland:

- can and should talk about acceptance - to get over the fears and prejudice; made a lot of changes, cooperation with parents and other local organizations; sharing activities and ideas internationally is important; well known stories can be changed according to our needs for educational purposes (“Little Red Hiding Hood”); improvement in different areas and seeing this project first as a possibility rather than a need.

Discussion was very open-minded and productive. All partners had good ideas that supported our project work in general. Partners presented their ideas boldly and the atmosphere was very supportive. The time period 1- *race, ethnicity and religion* is concluded. (*October, 2016*)

Evaluation about Criteria 2 - gender, gender identity and gender expression

Summary and evaluation about time period 2 (gender, gender identity and gender expression) was carried out and documented by Estonian partners on the first day at Norwegian project meeting in Fredrikstad. Discussion was led by Kätlin Valge and documented by Terje Vandmann.

Project partners discussed about the question “*What have we learned during this period*”. Here are main thoughts:

Sweden:

- Outdoor environment materials that we offer to children. For example removing bicycles, so that boys, who use them more actively, can use them at home instead. That would provoke them to use various other materials at the kindergarten.
- Not problemising the professions. For example girl as an firefighter, no need to question it.
- Sports (both boys and girls playing football)
- Teachers competence regarding language: dress up instead of dress out.



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- Documentation we use: more neutral pictures not stereotypical boy and girl outfits.

Italy:

- The knowledge about paying attention to our language usage has increased – to know how to talk with parents and colleagues without stereotyping boys and girls.
- To create the educational environment that offer the same opportunities for all children.
- Organizing the environment and space: all toys (machines and dolls) are at the same space and level reachable for all children.
- Involve parents to prevent stereotypes.
- Creating various opportunities by gathering more drama materials and costumes for children to play with.
- Outdoor environment → remove plastic toys and use only natural materials such as wood, mud etc.
- „Nature doesn't have a gender“

Estonia:

- Teachers competence: controlling language usage. For example say children instead of boys and girls
- To be more aware about our own personal beliefs and understandings about this topic.
- Awareness about the materials that we use daily. We have a chance to choose them and make new materials ourselves. Also being more norm critical when buying new materials. We present the ideas but both children and teachers can choose!
- Project topic made us more aware and open up our minds – consciousness about the topic and how important it is to have discussions about it.
- Gender roles develop during childhood – be aware about the importance of teachers and parents knowledge and attitudes that influence persons development.

Poland:

- Working with teachers competence: underline our language usage
- Language that teachers use with children every day can make them feel low or high.
- Show and give children opportunities to choose what they want (toys, clothes, materials, books).



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- There are no good or bad choices. There are independent choices that are made by children!

Norway

- Chance to reflect about the topic among staff members gave us more competence.
- Formal reflections and also to notice it from our everyday life.
- Knowledge and awareness is the power – one can change the pictures or materials but without reflecting about language usage, it doesn't work.

Discussion was very open-minded and productive. All partners had good ideas that supported our project work in general. Partners presented their ideas boldly and the atmosphere was very supportive. The time period 2 - *gender, gender identity and gender expression* is concluded. (*April, 2017*)

Evaluation about Criteria 3 – Sexual identity and LGBTQ

Evaluation and feedback about Criteria 3 was done in smaller groups, where all project delegations reflected about two questions: „What was most challenging for me and how did I get over the obstacles? What did I learn?“. Results were posted online to our project platform on Facebook and compiled by Estonian project team.

Sweden:

What has been most challenging for us is how we could go further in challenge ourselves with LGBT since we have worked with this before. We therefore chose to focus on children's integrity/children's sexuality as we did not work with this before. The hardest thing has been to create an outdoor environment that reflects period 3. There we still have a lot left to work with since it has been difficult to involve the entire preschool in this. For us personally, the work on LGBT has not created any personal dilemma as we have worked so long with this through our LGBT certification that we received 2015.

From Charlotte's lecture in Norway we have taken the importance of the work on children's sexuality and integrity. First, to see it, but also to dare to talk about it to help children. In Sweden, a campaign is ongoing to prevent sexual abuse of children in preschool and school. Our preschool has chosen to be active in this by adopting guidelines and creating documents to work extra extensively with the integrity and child sexuality in our preschool.



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Italy:

At the beginning of the project nursery's teachers and preschool's teacher had meeting together only in few occasions like the end-school party, so this was an obstacle for the organization.

Erasmus plus project give us the possibility to work better together sharing ideas, activities and giving us a chance to grow up learning by each other.

Especially for the last period where the topic we thought would be difficult to deal with; we had a lot of discussion and we asked us if we could be able to open sufficiently our mind and our point of view, giving to families and children the right prospective of what we are going to do.

It was hard, because in Italy the topic of sexual orientation and LGBTQ is really felt, we don't have so many laws or something to base on our reasoning.

We learned that we could and we must deal with the topics even if we don't "read" the needs directly, we must open our horizons and go over stereotypes and prejudices so we can have a positive results. Thanks to discussion and sharing ideas we learned so much, we discover various ways to approach, that we can and have to talk and enrich with other knowledge but we also mustn't forget where we come from and who we are with our cultural baggage and tradition.

Only in this way the welcome of new educational practices is really an huge enrichment and a great contamination.

We learned to be more reflexive in the material and activities proposal. We think that now we're more attentive at our heterogeneity and that we're improving ourselves.

Poland:

The period no 3 was the most difficult to deal with. We had some doubts if we could be able to open our mind and to understand why and how to introduce the topic of sexual orientation to the children. Also, we had no idea how to talk to families and children, what language to use. First of all we had to change our own point of view and way of thinking. Useful were:

a video about a boy in a dress (from Norway) meeting to trainers who have changed their sex



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reading about the topic in the internet valuable workshops in Estonia (about gender) trying on your best practises and seeing that children follow them without bad feelings, are active and engaged sharing the experience and ideas with you.

We should deal with this topic because it is really important for creating a child as the adult free of stereotypes and free of violence. We must work on opening our horizons and breaking stereotypes and prejudices. We discovered practical ways of introducing the topic of perion 3 to children. We can recognize the stereotypes in books, photos, songs...and we dont use them in our language.

Norway:

An exciting theme, but we found it difficult to distinguish between this theme and the previous one. We repeatedly had to read up on the differences between sexual identity and gender identity. It was also difficult to find good activities for the youngest children. How much should we explain and how should we explain it. It was hard to visualize the subject in documentation for parents and other staff. We focused on families and how different families can be.

What did we learn? Keep it simple! Don` t judge by the looks, you never know what people feel like. Unbox people! The lecture by Harry Benjamin resource center gave us more knowledge about trans people and gave us more understanding about what they are going through. It really touched us.

Estonia:

The project meeting in Norway was eye-opening and challenging at the same time since most of us didn` t have previous experience in this subject regarding working with children. Estonia as a society is still in a „baby shoes“ when it comes to personal topics and talking about them in public. At first we had to do personal reflections about the information that we recived before we could spread our knowledge with other teachers. But learning to think norm critically gave us advantage to overcome our personal fears and understand the bigger Picture. How delicate and important it is to talk about subjects that are uncomfortable since only then we can start healing and growing as a person and as a society.

We learned that we should work with this subject as it was as normal as talking about letters, numbers, weather etc. If I feel ashamed to talk about different things regarding this subject,



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the children will see that. This subject should be something I feel okay talking about and I have been finding confidence in me to do so (surely there is still much room for improvement). We have also learned that not all teachers feel this way and that this is understandable and okay. We will all „get there“ on our own time. Best we can do is share the knowledge from this project, different schoolings and our own personal experiences (from teacher to teacher learning).

During the project meeting in Poland project partners shared their results regarding work with Criteria 3. We supported eachothers discussions and analyzed through presentations of Action Plans what and how has been done back in our preschools. The time period 3 – *Sexual identity and LGBTQ is concluded. (October, 2017)*

Evaluation about the Criteria 4 – Age and disability

Summary and evaluation about time period 4 (age and disability) was carried out by Swedish partner and documented by Estonian partner on the second day at Sweedish project meeting in Mölndal. Discussion was led by Hanna Pfothauer and Rebecca Bergdahl, documented by Kätlin Valge. Project partners discussed about the question “*What have we learned during this period?*”. Here are main thoughts:

Sweden:

- This time the time period was longer and we knew better what to do.
- We learned to apply our knowledge to all the children. We learned how to involve environment not for one kid but for all the kids.
- External organization decides what we can change in the „bigger picture“ like the gates outside, wheelchair entrance, security etc.

Italy:

- Our knowledge is bigger since we learned new point of views thanks to best practic ideas and environment adjustments.
- We learned to put ourselves into somebody elses shoes (try out being blind and deaf).
- Childrens books and litterature tend to be problematic but we want it to be normal thing. Not to problemize the subject!



Estonia:

- For us this was easiest from all the project topics because it was more common for us. We have two special groups in our kindergarten.
- Biggest problem was to work with physical environment since the lack of money for making bigger changes (wheelchair entrance, gate, security etc.).
- We know how to work with the subject and we feel secure and confident in this area.
- We have more experience in working with mentally challenged kids rather than physically challenged.

Norway:

- We had some good fun trying out activities during this criteria.
- We compared age with disability.
- We worked with the subject „age“ inside our kindergarten. But we should go more outside – go see elderly home and other areas.
- Discussion about why we divide kids into groups? Grown ups construct and deconstruct and inside the childrens group divide and let dividend.
- We got new experiences of trying to raise the empathy level of kids. Let kids try out more stuff!
- Fearing the unknown – constant reflection about our language and work.

Poland:

- We feel more experienced in this topic.
- Changing best practice ideas enriched our knowledge and we are grateful for the valuable training.
- Challenging work with blind and deaf and mental disabilities was more challenging for us.
- Our work with autistic kids will bring good results and we are proud of that.
- Our teachers ability to work together has grown. For example this year on the Grandparents Day we had all the groups together.
- We feel that teachers cooperation with parents is also better, since we got positive feedback from the training we organized. Parents now have better understandings about our everyday work.



Co-funded by the
Erasmus+ Programme
of the European Union

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Discussion about last project criteria was very pleasant. Partners presented their ideas boldly and the atmosphere was very supportive. The time period 4 – *age and disability* is concluded.
(May, 2018)