

Cork City Childcare Company
Cork County Childcare Company

with

Barnardos

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REFERENCE ONLY

Present a report of

A One - Day Conference

“An Equal Future”

*Exploring Equality and Diversity issues
in the Provision of Childcare*

held on
14th June 2003



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Foreword

Cork City and Cork County Childcare Companies and Barnardos are delighted to present this report on the "Equal Future" Conference held in June 2003.

The conference presented:

- Inspirational speakers with wide experience of equality issues in Childcare
- Information workshops addressing a range of equality and diversity issues
- The first opportunity for City and County childcare Practitioners to come together to discuss equality and diversity issues

Participants at the conference were supported to:

- Increase their knowledge of equality and diversity issues with particular reference to the anti- bias approach
- Develop reflective policy and practice
- Learn from shared experiences
- Increase access to information, resources, materials and equipment
- Develop signposts for future practice and development

This report collates the papers presented by guest speakers, the reports from the facilitated workshops and a summary of the evaluations of a very successful conference.

The conference report offers an opportunity to reflect on the information exchanged, the experiences shared and the journey from policy to a quality, integrated practice.

The planning and organising of the Equal Future Conference was collaborative action undertaken by Cork City Childcare Company, Cork County Childcare Committee and Barnardos.

Sincere thanks to all who brought the vision of an Equal Future Conference to a reality.

The Organising Group

INTRODUCTION

Prejudice, bias, stereotyping and discrimination may appear in many forms, on a variety of grounds – including: race, colour, national origin, gender, age, ability/disability, sexual orientation, religion, political beliefs and marital or family status. It is necessary to take positive action to promote a respect for diversity and to counter discrimination and the learning of negative attitudes to differences in people.¹ All children are entitled to equality of access, and to opportunities to enjoy and to learn within a stimulating and safe care environment.

Much of the discrimination inherent in practice can be seen to be unintentional and due to lack of awareness rather than deliberate attempts to oppress. For this reason awareness raising, training and information sharing have a major part to play. By bringing practitioners together in a group discussion context, instances and issues of discrimination can be identified and levels of awareness can be raised.

Awareness raising, training and information sharing provide a consciousness-raising role for individuals but their value can be multiplied by raised collective awareness and subsequent collective action. It is essential also that practice be based on a clear and explicit theory base to challenge the general discriminatory assumptions that are made. Anti-discriminatory practice needs to be based on integrating theory and practice.²

In the belief that early years practitioners should be supported in working at developing a positive identity for all children and in encouraging and supporting all children to value and respect all cultures and ethnic groups, Cork City and County Childcare Committees and Barnardos came together to host *An Equal Future*

An Equal Future was part of a more general initiative to develop anti-discriminatory practice in early years services the aims of which are:

- ❖ To develop a position on anti-discriminatory practice and a framework for delivering an anti-discriminatory practice strategy for practitioners.
- ❖ To introduce this framework to support childcare practitioners in considering, understanding and positively influencing the way in which the foundations of anti-discriminatory values, attitudes and beliefs are created.
- ❖ To provide support, information and advice to practitioners to formulate and implement clear and effective anti-bias policies in consultation with parents and relevant members of the community.
- ❖ To coordinate appropriate training to support practitioners in implementing anti-discriminatory policy and practices.

The recent publication *Developing Anti-Discriminatory Practice in Early Childhood: A How to Guide*³ is part of the same initiative. This provides a position paper, a self-assessment questionnaire, a model policy and a step-by-step policy development guide.

¹ *Quality in Diversity in Early Learning* 1998 A collaborative work by Members of the Early Childhood Education Forum National Children's Bureau

² Neil Thompson *Anti-Discriminatory Practice* 2001 BASW

³ Developed by Cork City Childcare Company and Barnardos, supported by all Munster Area County/City Childcare Committees and available from your local County/City Childcare Committee.

Anti-discriminatory practice and a culturally appropriate curriculum equip educators and children to actively challenge inequality and injustice.

“Embedding anti-racism and multi-cultural education into nursery/school ethos and practice gives all children the opportunity to develop to their maximum potential. By ensuring equal access and participation for all children, we contribute to the creation of a more just and equal society.”⁴

Anti-discriminatory practice is a matter of a principled commitment to social justice rather than simply following political or other fashions. **Equality and social justice should be central features of all childcare theory, policy and practice. They need to be on the agenda for every service-planning group, every working group, every curriculum, every team philosophy and so on.**⁵ Anti-discriminatory practice needs to be viewed as a mainstream issue rather than as a separate, discrete specialist subject for those who are interested. Good practice must be anti-discriminatory practice.

There is a need also to constantly re-evaluate practice and to examine it in relation to our aim of challenging discrimination – if we become complacent, discriminatory practices can re-establish themselves in our thoughts and actions.

For continued support, training and information sharing the Anti-Bias Network meets every two months in Cork City⁶ and provides informal workshops. We would also encourage other childcare networks to consider adding Equality and Diversity as a standing item to their agenda and using the resources and contacts provided at the end of this report to gather and share information on an ongoing basis. Remember that developing anti-discriminatory practice is a long-term process not a once-off project.

⁴ Babette Brown *Unlearning Discrimination in the Early Years* 1998 Trentham Books: London

⁵ Neil Thompson *Anti-Discriminatory Practice* 2001 BASW

⁶ Contact Catherine Sheehan, Cork City Partnership 021- 430 2310 for information about the next meeting.

Opening Address

EQUALITY & DIVERSITY IN THE PROVISION OF CHILDCARE

By Niall Crowley, CEO Equality Authority

INTRODUCTION

Thank you for the invitation to open this unique and important event. It is important for its ambition in having a broad perspective on equality and diversity encompassing disability, gender, ethnicity and language issues. Its focus is equally important as it examines childcare and the experience of the child in relation to equality and diversity issues. All too often the experience of the child is not addressed in childcare debates. All too often it is forgotten how aware very young people are of diversity and difference and indeed of negative stereotypes and outcomes associated with diversity and difference. The commitment evident is also important. The agenda is not just about theory and dialogue but is also about commitment, the need for change and the practical approaches required for change.

A NEW CONTEXT

New equality legislation and equality institutions provide a valuable context for the debate at this conference. The equality legislation redefines the scope for debate and action on equality with its coverage of nine different grounds - gender, marital status, family status, age, disability, sexual orientation, race, religion and membership of the Traveller community. All of these grounds in different ways demand attention in your debates today.

The equality legislation takes a holistic perspective on organisations as employers and as service providers. Equality and diversity in organisations cannot be pursued in a fragmented way with one agenda and set of standards for employers and another for service users. Equality and diversity in relation to employees is inextricably linked to equality and diversity in relation to service users. Initiatives in one area will influence the other - initiatives cannot be pursued in a fragmented manner if real outcomes are to be achieved and high standards met. Equality and diversity policy and practice now needs to embrace both employees and service users.

The legislation prohibits discrimination in terms of less favourable treatment based on membership of one of the grounds and in terms of sexual harassment or harassment based on one of the grounds. Harassment is defined in subjective and objective terms. It involves behaviour that is unwelcome to the recipient and could be seen as offensive, intimidating, humiliating.

The legislation requires a reasonable accommodation of people with disabilities to ensure they can be fully capable of doing their job as employees and to ensure that is not unduly difficult or impossible for them to access services as customers. A nominal cost exemption applies. Casework to date in relation to employment has shown that this nominal cost will be calculated on the basis of the size and resources of the organisation. It allows positive action in employment where initiatives are allowed to remove existing inequalities which affect women's opportunities and in relation to older people, people with disabilities and Travellers to facilitate their integration into employment. Under the Equal Status Act initiatives are

allowed to promote equality of opportunity for those experiencing disadvantage and to cater for special needs.

This equality legislation includes the Employment Equality Act that prohibits discrimination in the workplace, with exemptions, and the Equal Status Act that prohibits discrimination in the provision of goods and services, accommodation and education. Separate provisions deal with registered clubs again with exemptions.

In relation to educational establishments specific reference is made to prohibiting discrimination in admission policies, access to any benefit or course, conditions of participation and expulsion or any other sanction.

The legislation creates two new bodies. The ODEI Equality Tribunal makes findings in relation to cases brought before it. It has an important investigative role, which enhances its accessibility, as the claimant does not necessarily need a capacity to bring forward the legal arguments on which to ground their claim. A mediation service is also provided for those who wish to resolve issues in this way.

The Equality Authority has a broad mandate to promote equality and combat discrimination in the areas covered by the legislation. As such the work of the Equality Authority focuses both on the obligations within the legislation and on the ambitions that gave rise to the legislation in the first place. Enforcement and development roles are played by the Equality Authority. The current strategic plan focuses attention on:

- Service provision with particular regard to education, health and the equality/diversity principle of the public sector Quality Customer Service Initiative.
- Workplace equality and the development of planned and systematic approaches to equality.
- Reasonable accommodation of people with disabilities, organising the anti-racist workplace week and developing a focus on the equality agenda for carers.
- Building the equality infrastructure at national and local level.
- Working on the interface between poverty and inequality.

CHILDCARE PROVISION

Childcare providers, providers of early childhood care and education providers are covered under the legislation as employers and as service providers. In responding to such obligations it is valuable and important to go beyond compliance to ambition. It is also useful to go beyond ambition in terms of roles as employer and as service provider, and to look to responsibilities in the child's developing perspectives and understanding of the world around them. Children learn from a very early stage about equality and diversity, about inequality, about how diversity serves as a basis for inequality, about power and resource distribution and about negative stereotypes of diversity.

PRACTICE

Progress has been made on these issues in this sector. Progress that provides a leadership for other sectors. In particular the Anti-Bias Curriculum and work is at the heart of this progress being developed.

Four challenges can be identified for practice in this area: -

A. What do Children learn?

Difference can be perceived and learned about in a variety of ways. The focus on difference can be about denial. They are all children after all. Naming difference can just expose people. However children observe and absorb. The denial of difference in this way sends its own negative message of difference as being something to be ashamed of. The focus on difference can be romantic. The celebration of difference is important. It sends positive messages about difference and it is important that difference is valued. However it is important not to deny a context where discrimination and inequality have been constructed around difference. An all too rosy picture of difference does not convince. Where difference of identity is currently linked to difference in resources and in power in a damaging way and, indeed, where difference is all too often experienced as a source of hostility and abuse romantic notions can be too far from reality to serve as a useful starting point in a child's learning about diversity.

Learning about difference needs to happen. It needs to be real and needs to be based on an understanding of the experience, situation and identity of those groups experiencing inequality. This understanding needs to be free from false assumptions myths and stereotypes. Learning about difference and learning about living in a diverse society is currently also about being learning to live in an unequal society. Children need a capacity to understand this and a capacity to resist negative stereotypes, to relate across diversity, and to cope with the impact of negative experiences, inequalities and stereotypes.

B. Who gets access to the service?

Childcare providers and early childhood education providers serve diverse communities. The diversity of the community needs to be reflected in the diversity of service users and employees. All too often there is the danger of segregation of particular groups. Targeting is important but so to is real choice about access to mainstream provision.

C. What sort of learning environment is created?

The focus on learning environments raises questions as to how issues of harassment are prevented or dealt with as they arise. It makes an issue of how employees and children relate across difference. It creates a context for an exploration of how diversity is affirmed and celebrated in the provision made

D. How are stakeholders engaged?

The first challenge is the mobilisation of stakeholders behind an anti-bias agenda. Particular attention needs to be focused on parents. In this it is also important to include the full diversity of parents. A second challenge relates to the identification and inclusion of children as stakeholders. How are children's voices heard in decision-making? A diversity of children's voices also need to be heard.

CONCLUSION

Planned and systematic approaches to equality are key to progress in this area. Adhoc and reactive approaches are wasteful and fail to reap benefits from an equality perspective. It is necessary to put in place the drivers or infrastructures for such an approach as employers, as service providers and as practitioners. There are four key elements to such an infrastructure:

1. An equality policy that covers employment, harassment and service provision issues. An equality policy is a statement of commitment. It includes procedures to deal with equality issues that arise. It sets out a statement of equality objectives and a strategy to achieve these objectives. It is important that it covers the nine grounds with no hierarchies. This is an integrated approach bringing forward all nine grounds. However it should not seek to homogenise the different grounds.
2. Equality training is necessary to turn this policy into practice. The challenge is to build capacity alongside awareness. Training should build an awareness of legal obligations, of the nine grounds and of issues of equality and inequality. It should develop skills to build on equality dimension into recruitment and management, into the curriculum, into admission strategies and into the organisational environment and culture.
3. An equality action plan that is developed out of a review of policy, procedures, practices and perceptions for their impact on equality. Such a review should identify outcomes across nine grounds from an employment and service provision perspective. It should generate evidence of the current situation and of current equality issues. From this an equality action plan can be developed with clear timescales, targets and initiatives.
4. Responsibilities for building and implementing the equality infrastructure need to be given to a senior member of staff and to an equality committee. Everyone in the organisation has responsibilities in this regard. However organisations need someone to be the holder of expertise and knowledge, someone with the mandate to monitor progress and gather the data for this and someone to stimulate necessary action. This person serves as the focal point for a wider participation in meeting equality and diversity challenges, for making links with the nine grounds, and for making links with stakeholders on these issues.

Keynote Speaker

Equality and Diversity: An Anti-Bias Approach

Colette Murray Coordinator of the 'éist' Project, Pavee Point Travellers Centre

The aims:

- To introduce the work of the 'éist' project
- To highlight the importance of addressing diversity and equality issues in early childhood
- To explore diversity and equality in the Irish context
- To examine the various approaches to diversity education
- To identify the challenges facing early childhood practitioners in their crucial role of promoting equality and challenging discrimination.

Introducing Pavee Point

- Partnership of Travellers and settled people working to improve the living conditions and quality of the life of Travellers.
- Innovative Programmes are a key contribution.
- Information sessions, fact sheets and resources, contact 01 8780255, www.paveepoint.ie

The 'éist' Project, Pavee Point 2001-2003

Equal Opportunities Childcare Programme

Department of Justice, Equality and Law Reform

The Aim of the *éist* Project is to develop a diversity and equality approach relevant to the Irish context and to promote its inclusion within the early childhood sector.

A vision for the *éist* Project:

That early childhood services in Ireland will be accessible to all children regardless of difference, and that every child can participate and gain equitably from this experience

Part One

The Context

Rationale for developing the 'éist' project

- Respect Conference 1998 followed by early childhood working group on diversity and equality
- Limited diversity and equality training at pre-service and in-service levels
- International research on the development of pre-prejudice and the effects of discrimination and oppression

Rationale

- UN Convention on the Rights of the Child 1989, Equal Status Act 2000, White paper 1999, CCC's & National Children's Strategy 2000, International Convention on the Elimination of all Forms of Racial Discrimination 1965(ratified in 2000).

Diversity in Ireland - the Historical Context.

Is diversity a new phenomenon in Irish Society?

8000BC	100BC	432AD	795AD
Arrival of the first men in Ireland across land-bridge from Scotland	Arrival of the Gaels	Christianity introduced	Vikings arrive
1079	1100's	1400's	1709
First Jews arrive	Earliest documentation of Traveller crafts people, 'Tinkers' or tinsmiths	Jews arrived from Spain and Portugal	Palatines arrived-German refugees
1881	1950's	1956	1973-4
Jewish community settle in Ireland	Muslims begin arriving	Hungarian Refugees arrive	120 Refugees from Chile arrive
1979	No dates available	1992	1999
Vietnamese refugees arrive	Chinese and Italian communities	Bosnian programme Refugees arrive	Kosovar programme Refugees arrive
2001	2001		
Ireland receives 40,189 immigrants	10,325 applications from asylum-seekers from 103 different countries		

How has Irish society responded to diversity and equality?

- Ireland has been a victim of oppression itself
- The racialisation of the Irish abroad. UK, USA
- Racism is not a new phenomenon in Irish society
- Policies for the Traveller community over decades
- Pressure from the EU to ratify conventions
- Current legislation, the contradictions

(See *éist* Report for more details)

Part Two

**What are we talking about when we talk about diversity and equality education?
An exploration of approaches to date and what they represent.**

Approaches to Diversity Education

- Assimilation
- Integration
- Multicultural
- Intercultural
- Anti-bias

Comparing the approaches

- Assimilation

Western child rearing practices are viewed as superior and should be adopted by all. Ethnic diversity is divisive, minority groups are deficient, deprived, lacking in cultural capital. Absorption of minorities into majority culture is necessary to socialise everyone into a shared value system and essential for progress. You must give up your culture to join the dominant culture which is superior, the correct way to be.

- Integration

Acknowledgement of the need for economic and social support for minorities in order for them to integrate into society. Minorities must change in order to succeed within the system. Similar to the assimilationist approach but offers some support, however you are still expected to give up your culture.

- Multicultural

Celebrates difference mainly through materials and festivals but focuses only on minority cultures. It is a tokenistic approach, focussing on the 'other', can be stereotypical and added onto the curriculum, not tackling oppression and power relations. It is however valued as a good starting point.

- Intercultural

Recognises that culture and equity are not just minority issues, all people need to be aware of their culture. Promotes the integration of diversity across all areas of the curriculum and acknowledges the need for critiquing racism and power issues and challenges stereotypes and racism.

- Anti-bias

Addresses all the isms, every child and adult is involved, minority and majority, children are supported in developing a positive individual and group identity and in becoming comfortable with differences they learn to be critical of bias and to stand up for themselves. This approach tackles oppression, is integrated throughout curriculum, and involves adult reflection.

(See éist report for more details)

The Anti-Bias Approach

The Anti-Bias Approach was originally developed in America by Louise Derman -Sparks. It has been adapted and used in Australia, New Zealand, South Africa and many European countries. The approach consists of four goals, which are applicable to both adults and children. Each of the goals build on one another.

The Goals of Anti-Bias Practice:

Goal One

- *Support each child's individual and group identity.*

Goal Two

- *Support the child to become comfortable with difference.*

Goal Three

- *Help children to critically think about diversity (help them identify what is fair and unfair).*

Goal Four

- *Help children to stand up for themselves and others.*

Why we need diversity and equality training in mainstream early childhood courses:

Research findings from survey of Trainee Teachers

- *We do not have a problem because we have no Black children here.*
- *I refuse to acknowledge that the child is Black because I am sensitive to her needs. If I openly acknowledge her ethnic identity it would embarrass her. She just wants to be like all the other children.*
- *I know he is being abused by the other children but this is not because he is a Black. It is because he is a 'right little swine'. The other children laugh at him, call him 'Paki' and make derogatory references to his ethnic identity, but it is not because he is a Black, it is because he is not sociable or a likeable child.*
- *I refuse to acknowledge the child is Black because I refuse to see colour as an issue. All people are exactly the same in my eyes and I treat them as such.*

Ref: Racism, Teaching or Tackling it, Multicultural Stories From White Beginning Teachers. Jones & Russell, 1999, Trentham Books, Staffordshire.

Quotes From Training Participants

- *'A course on diversity should be obligatory, each child deserves it, they should all be prepared for living in the real world'.*
- *'I Know much more about the Traveller community in Ireland and for the first time received positive information about them'.*

Second year students on Degree in ECCE in the DIT 2002/2003.

Quotes From Training Participants

- *'If you don't respect other people, their beliefs, background and culture, then it is easy to pass your prejudices onto children without even realising you are doing it'.*
- *'I feel more aware now of diversity and the importance of it. I feel I can understand it more and help children in the placement and concentrate on their needs more'.*

Second year students on Degree in ECCE in the DIT 2002/2003.

Key Areas of Challenge

- Terminology – understanding the area
- Exploring our expectations of children and tapping into our own prejudices
- Exploring our own values
- Reflecting on policy, practice, interactions, communication...
- Learning to be flexible, creative and imaginative – one glove does not fit all
- Moving beyond the stereotypes
- Addressing diversity as a majority issue
- Acknowledging and respecting our differences rather than ignoring them
- Recognising the benefits of diversity in our lives

The 'éist' project

The objectives of 'éist'

- *Raise awareness about the concepts of diversity and equality in early childhood.*
- *Consult the sector to develop and pilot the diversity and equality approach in colleges and services.*
- *Promote the use and development of inclusive materials and resources for the sector in training and practice.*
- *Promote inclusive services*
- *Network with trainers and providers at European, national and local levels.*

The Work of the Project Involves

- Designing and developing inclusive resources for training
- Designing and developing training in partnership with the sector for pre-service and in-service levels
- Delivering training
- Submissions, representative and policy work
- Staff complement 3

Available supports for practitioners and trainers from the 'éist' project

- Resource materials
- Resource list
- Reports
- Training

Resources can be ordered by contacting the information section in Pavee Point:01 8780255

'éist' Training Methods

- Direct input by trainer
- Groupwork
- Interactive exercises
- Handouts

Content

- Establishing the Foundations
Approaches to diversity Education
The Goals of the Anti-Bias Approach
Terminology
Exploring Racism
 - Exploring Diversity in the Irish Context
How Ireland Became Diverse
The UN Convention on the Rights of the Child
The representation of children in the early childhood environment and society in general
- Applying this Knowledge to Childcare Practice
Using children's books and toys to respect and reflect diversity
Creating an inclusive environment

Research on the development of pre-prejudice in young children

Dealing with difficult scenarios

Working with Families

- Childcare Practice: Looking to the Future

Developing Diversity and Equality Policy

Developing an Implementation Plan

'Mammy I was in school today'

The response of a young Traveller child to seeing her way of life depicted in a jigsaw in the nursery she attended.

'No one is born hating another person because of the colour of his skin, or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite'.

Nelson Mandela, 1994, at his inauguration as President of South Africa.

Keynote Speaker

Refugee Children in the Early Years:

Tina Hyder London Metropolitan University

The Principle aims of this presentation are to clarify the appropriate definitions in this area and to present the relevant facts and figures. These figures set the context for us to consider the impact of conflict and violence on the lives of young children and suggest ways of supporting young refugee and asylum seeking children and their families.

A **refugee** is someone who has fled his or her country and is unable to return owing to: "a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or opinion" (United Nations Convention on the Status of Refugees, 1951). An **asylum seeker** is someone who has crossed an international border in search and is applying for refugee status. Many are now displaced people caught within countries affected by war and conflict.

The effects of war on the civilian population are changing over time, particularly in terms of the proportion of military compared to civilian casualties. In World War 1 5% of the casualties were civilians. In World War 2 this figure had risen to 10%. In the wars that are fought today, 90% of the casualties are civilians. This has led to a situation where there are approximately 20 million refugees in the world (UN High Commission on Refugees). The largest groups of refugees are from Afghanistan, Burundi, Iraq and Sudan.

In comparison to the world figures, Ireland receives a very small number of applications per year. In 2002, 11,634 people applied for asylum in Ireland. This represents 1% of the total asylum seekers worldwide. In the past ten years there have been 50,000 applications for

asylum from people originating from former Yugoslavia, former Soviet Union, DRC, Rwanda, Nigeria, Romania and Iraq (Amnesty International). Of these applications refugee status is granted to about 10% of people. The remainder are either refused refugee status or given temporary leave to remain. Whilst their application are being processed, asylum seekers have no right to work, get reduced social welfare payments and get dispersed around Ireland. This situation leaves many asylum seekers experiencing racism. The combination of the circumstances, which lead to the asylum seeker status and the application process, has a considerable impact on young children.

A refugee child may have lived through many stressful events both in their home countries and on arrival. Refugees are not all the same but children may well have experienced loss, violence, trauma and change. These experiences can result in emotional withdrawal and inability to trust. Children may show signs of specific or generalised fear. They could regress in their development for example start bedwetting or stammering. Children may have difficulty with play, forming relationships and dealing with frustrating situations. These difficulties may manifest in aggressive behaviour or withdrawal. Most children are resilient and do not need specialist help but childcare and early years provision are extremely important as opportunities for PLAY are provided. This opportunity for play is a child's right under the United Nations Convention on the Rights of the Child, 1989.

The provision of early years childcare has many benefits for young children. It provides:

- A safe and consistent environment
- Opportunities to play and make friends with other children
- Exposure to a rich language environment
- Material support such as food
- A challenge to the isolation that the child might face
- Familiarity and routine
- A place of certainty
- Opportunities for additional support and training

In a case study, a childcare worker said, "I remember when R first started at the group. He was just three and had arrived recently from Eritrea. He was so angry and frustrated he threw things and hit other children. Over the weeks he began to trust us start communicating with other children. I think he really benefited from his time with us. We were a place of safety.

There are few issues associated with accommodating the needs of refugee children. Childcare staff can feel they lack the skills and information to support the refugee children effectively, whilst refugee communities state that much of the early years and childcare provision fails to take account of culture and linguistic needs of refugee children. Families can be stressed and may be living in difficult conditions. They may not speak English and consequently have little knowledge about services or childcare practices. Parents may be preoccupied with their applications and be experiencing racism fear and poverty. These issues are problematic for families and service providers but families can be supported by good practice.

It is suggested that good practice guidelines would include:

1. The creation policies for working with refugee children and families.
2. Good outreach to inform refugee families of available services.
3. Flexible admissions policies.

4. Ensuring good induction.
5. Identification of sources of information and resources.
6. Commitment to anti-racism and awareness raising.
7. Understanding and support for children's language acquisition.
8. Support in relationship building.
9. A commitment to play as a healing experience.
10. The use of play that is self-directed with opportunities for self-expression, i.e. sand play.
11. Activities to promote emotional well being.
12. Commitment to inter-disciplinary working.
13. Knowing when to refer children and to whom.
14. Activities that support children's identify and recognition of culture.
15. Recruitment of bilingual staff.

Refugee children can really benefit from time spent in childcare and early years provision and the principles that support them are the same as for any high quality practice:

- A commitment to equality and social justice.
- A belief in working with parents.
- Play as a child's right.

Further information about working with refugee children in the early years is available from:

Amnesty International: www.amnesty.ie

Irish Refugee Council: www.irishrefugeecouncil.ie

Refugee children in the early years (report on the UK) Jill Rutter & Tina Hyder, from Save the Children: www.savethechildren.org.uk

Refugee children and childcare – A leaflet from The Daycare Trust: www.daycaretrust.org.uk

WORKSHOPS

Workshop Title.

Facilitator.

Sugar and Spice and All Things Nice....
Is gender stereotyping still affecting our children?

Joanie Barron.

Religion and Issues of Spirituality when
working with children.

Claire Breen

Ensuring Equality for Children with Disabilities.

Marian Dowd.

Policy Development from an Equality
and Diversity Perspective.

Marian Hanrahan

Childcare in a Multi-Racial Society.

Tina Hyder.

Engaging with Children about
Equality and Diversity.

Deirdre Madden.

Supporting Children who use
English as an Additional Language.

Máire Mhic Mhathúna.

Fostering the Individual and
Group Identity of the Child.

Colette Murray.

Cultural Diversity in Childcare.

Beni Oburu

Understanding Difference.

Rita Wilde

There follows information from a number of the workshops.

Workshop: Religion and Spiritual Issues when working with Children.

Facilitator: Claire Breen.

Thinking about Spirituality.

Definition:

Being aware of the essence of life and the wonder and beauty of the world. Searching for meaning; living as a sacred journey; being centred.

Behaviour reflecting the value:

S/he responds to beauty; is aware of the mystery of life. S/he is careful of the environment; picks up trash. S/he looks for the meaning in what a child says. S/he notices the similarities as well as the differences in the world's religions, political thought, and philosophies.

Knowledge and skills needed:

The ability to meditate helps even a young person stay in touch with and connected to her inner life. Knowledge of the religious stories and belief of his parents' faith often gives expression to the spiritual, especially for young children.

Insights about the value.

This value is not so much taught as it is lived. Time is of the utmost importance; time to be in touch, to envision the relationships and connectedness of the universe. It is also important to have beauty around.

Value present at birth?

Yes – It can be seen in the open-eyed stare of the new baby seeing the world of colour for the first time. It can be detected in an unborn baby's response in utero to music.

Teaching or Preserving Spirituality.

Baby /Toddler:

Provide beauty in art and music forms. Give him time to enjoy and to wonder. A young child responds to beauty so easily; all you need to do is give him opportunities and time to enjoy it. Include religious stories in what you read to him. Teach him expressions of gratitude, such as prayers or silence before and /or after meals and at bedtime.

Pre-schooler:

Continue as before. Help her to respect her environment. For example, teach her not to tear leaves off trees or bash flowers or step on bugs because they too are living beings. Continue to read the stories of your faith to her.

School age /Teenager:

Respect his search for meaning. Consider what his music means to him.. Guide him to be respectful of the environment and people. Take time to listen to his questions, to be aware of the issues, and to answer his questions honestly.

Influences on learning spirituality.

Needs.

Spirituality is a value that is also a basic need, one that often goes unmet in later life for many people. It is easily observably in children’s response to beauty.

Temperament:

Her temperament will influence how she experiences beauty or comes in touch with the essence. An active child may dance to the music while a quiet child sits and listens, both will be moved.

Learning style:

Make available to him the experiences to which he is most responsive. They might be music, art, dance, literature, mountain climbing, observe him carefully to see what moves him.

Reflections about Spirituality.

Influence of other values:

Many values, such as caring, being aware, and being co-operative, help children experience connectedness and consequently increase their potential for being spiritual.

New thinking resulting from analysis:

It is difficult to say what spiritual means exactly.... and yet it exists. Perhaps that is one of the reasons people have found so many different expressions of the spiritual aspect of their lives. Thinking about a child’s spirituality can strengthen your desire to be aware of her spiritual journey, though it takes a different form from your own or anyone else’s.

Adapted from *Using Your Values to Raise Your Child to Be an Adult You Admire* by Harriet Heath.

Religion.

- In formal education terms, there are distinct differences in teaching **about** religion and the teaching **of** religion.

ABOUT RELIGION	OF RELIGION
Teacher’s approach is academic	Teacher’s approach is devotional (and academic).
Teacher strives for awareness	Teacher does not press for acceptance
Teacher supports study about religion	Teacher encourages the practice of religion
Teacher exposes students to a variety of religions	Teacher imposes a particular view
Teacher informs student about various beliefs	Teacher seeks to conform students to a particular belief
Teacher educates about all religions	Teacher promotes one religion (and possibly denigrates others)

Spirituality.

- Spirituality appears to be a conglomeration of many aspects of human existence, meaning different things to different people (McSherry and Draper 1998). Some commentators (Cawley 1997) suggest spirituality has become polarised- on end relating to religious connotation and the other to non-religious connotation.

- One definition sums up a lot of what is understood by the word spirituality.

“A quality that goes beyond religious affiliation, that strives for inspirations, reverence, awe, meaning, and purpose, even in those who do not believe in any good. The spiritual dimension tries to be in harmony with the universe, strives for answers about the infinite, and comes into focus when a person faces emotional stress, physical illness or death”, (Murray and Zentner 1989).

Spirituality seems to be subjective, unique, universal and mysterious. At the same time it is complex and deeply personal, a very sensitive aspect of our humanity.

- The area of spiritual development can be enhanced by adopting a theme of “togetherness” (Dr. F. Douglas, U.C.C.)

Workshop Ensuring Equality for Children with Disabilities **Facilitator Marian Dowd, Barnardos**

When I was asked to facilitate this workshop I could have agreed for a number of reasons for instance I have been involved in childcare for almost 30 years and I currently work with Barnardos as Project Leader of a Family Support Service. However the actual reason I chose to be here today are my son Lorcan and my experience as his parent. Lorcan had a physical disability called Duchenne Muscular Dystrophy and he died in 2002 at the age of 22. I have learned more from him, his life and his courage than anything else.

I am not an ‘expert’ on any particular disablement, I will focus instead how we as individuals and practitioners can encourage all children to be able and thus ensure equality.

What disabilities?

Disabilities are usually categorised into Physical (Cerebral Palsy, Spina Bifida) Sensory (Hearing/vision impaired) and Intellectual (different levels of learning difficulties)

There are many misconceptions about all of these; assumptions are commonly made about children’s ability and intelligence in all areas, based on restrictions in some.

“My voice has been totally camouflaged by silent vocal chords. It is not merely muffled. It cannot be assessed through speech therapy. A brain scan taken when I was five years old showed an abnormality consistent with severe physical disability. My brains ability to signal my distress at being intellectually undermined did not show on the CAT scan.....

I inhaled the noxious fumes of platitudes, misunderstanding and misdiagnosis during my early years. Not believing what the logical negativists had diagnosed, my parents nurtured me with music, stories and moments of splendid madness'

(Hanna, Davoren 1990 *Not Common Speech*)

For many years services and attitudes to people with impairments have been based on the medical or individual (personal tragedy) model of disability. This approach is based on the principle that there is something wrong with the person (not normal) and it is the person's individual problem. We have a limited view of what constitutes normality.

'Normal implies that which is average within any social structure. Those who do not conform to what is average in terms of appearance, function, behaviour or belief are no longer (considered) normal. That assumption underpins the prejudice experienced by people with disabilities "That whatever we choose to do or think, any work or pursuit we undertake is done so as therapy, with the sole intention of taking our mind off our condition".

The Social model of disability on the other hand implies that the level of 'handicap' experienced by the person with the individual impairment is caused by society, which excludes those who do not fit with the norm. This model defines disablement in terms of social/cultural factors and personal prejudice that causes people with disabilities to be portrayed in negative light and thus marginalised.

Excercise

I would invite you to imagine yourself as a wheelchair user wishing to go out for to meet some friends, imagine arriving at the venue to find that you cannot negotiate the steps with your wheelchair. Is it because you are disabled that you cannot enter or because there is no ramped entrance?

The Social Model places a responsibility on all of us to identify the barriers to inclusion, participation and equality, to expand our understanding of what is normal, to challenge our own individual prejudice and fears and to make a difference.

We know that children's self image, self esteem and identity are shaped by how their basic needs are met, that body image is closely linked with self image. We know that a child's self image is also shaped by the perceptions of those adults closest to them and the encouragement received from them.

We must consider then, if a child receives the message from an early age that there is something 'wrong' with him, that she/he doesn't 'fit', is not normal, is dependant, not responsible, unable, to be pitied - what outcomes should we expect?

The medical model places the expertise, knowledge and responsibility firmly on professionals to take control, prescribe and make decisions, absolving our collective responsibility for an able society.

"Children do not exclude or devalue each other until they are taught to do so by the unconscious or uninformed behaviour of adults. Children do not see environments as fixed things. They constantly try to rearrange environments to suit their own purpose. We adults often call this making a mess or being destructive, but it is extremely creative. Children will

change the use of familiar objects – a saucepan into a drum or a box into a house” (Mason M. Inclusion the Way Forward 1993)

‘What happens to Childhood happens to the rest of their lives’

Play is the medium that is acknowledged to be the greatest resource for childhood and central to the overall development of happy competent children. Play is now considered to be an essential for physical, intellectual, emotional and social development. Play provides opportunities to develop skills that lead to independence and competence.

The UN Convention on Children’s Rights establishes the right to play for all children; our own National Children’s Strategy commits to support that right.

‘Children’s opportunities to play are often restricted by factors such as discrimination inappropriate responses to disability and special needs, insufficient space, environmental dangers, poverty, and other social conditions, fears for children’s safety, individual or family circumstances’ *The New Charter For Children’s Play 1998*

Play versus therapy

People with disabilities have spoken of the assumption that everything they do needs to be in the context of therapy.

When a child has a developmental delay or disability, their ‘special need’ becomes the focus of attention and early intervention. Early intervention is important to ensure the child receives the additional support, which will improve physical development competence and self-direction such as speech and language therapy, physiotherapy, and occupational therapy. However what is equally important is that those ‘special’ or additional needs are not allowed to override the child’s other needs. The challenge is to get the balance right.

Children with typical development use play to practice new skills and those skills are strengthened and reinforced by the activities in which they engage. The adult plays a facilitative role by

- Creating a safe environment
- Providing stage appropriate equipment and materials
- Ensuring adequate supervision
- Encouraging social experiences

The child will explore the environment, having different sensorial experiences as he discovers the world around him. Sensation is viewed as a conducting agent between self and world. The child with disability will need extra support and stimulation to be able to experience the world around him.

The disability does not define the child

- Each child is a child first and has all the needs which are essential for a healthy and happy childhood
- Every child is an individual and very special
- Some children have additional needs

Every child needs:

- Love and Security
- Physical Care
- A sense of identity
- Encouragement, Praise and Recognition
- New experiences
- Responsibility
- Competence
- Guidance

Some ideas for inclusion

- Encourage Diversity
- Create an accessible uncluttered child friendly environment
- Have a good variety of materials and equipment
- Do not forget sensorial development
- Consult other relevant professionals for advice/training
- Listen to parents-consult them, work in partnership with them
- Remember they are the best experts on their own child
- Parents may be familiar with other sources of support
- Brainstorm all options before refusing to accept a child
- Be clear about your reasons
- Do not make assumptions about a child's ability
- Do not underestimate your ability to respond to a child's needs, but be realistic
- Offer other support to parents if possible
- Access training

Some additional needs

- Extra sensorial stimulation
- Extra help to play, explore, socialise have new experiences
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Psychology
- Aids and Equipment

WORKSHOP: Supporting people who use English as a second language

Facilitator Máire Mhic Mhathúna. DIT.

Theme1: How would you welcome a newcomer child and his/her family to your Early Years centre?

1. What would you do if the family do not understand English?
2. What basic information about the centre would you provide? Will this be written or verbal?
3. Plan how you would obtain basic background information about the child.
4. What else do you do to welcome other families to your setting?

Theme 2: Introducing the newcomer child to the centre.

1. How would you introduce the child to the other children? What would you say about his/her home language and about English?
2. How would you plan to help the child to settle in?
3. How would you plan to help him/her to learn English?
4. How could you deepen your understanding of language learning processes?
5. What additional toys/equipment /books would you consider buying or obtaining?

RECCOMENDED READING AND BOOKS FOR BI-LINGUAL PARENTS.

Baker, C.2000. *The Care and Education of Young Bilinguals. An introduction for Professionals.* Clevedon, Avon. Multilingual Matters.

Coghlan, S. 2001. *Changing Faces; A guide to multicultural books for children.* Dublin, IBBY Ireland.

Murray, C. & O'Doherty, A.2001. *Respecting diversity in early childhood care, education and training.* Dublin Pavee Point.

Siraj-Blatchford, I.&Clarke, P. 2000. *Supporting Identity, Diversity and Language in the Early Years.* Bucks: Open University.

Tabors, P. 1997. *One Child, Two Languages.* Baltimore, USA, Paul Brookes.

Baker, C., & Prys Jones, S., 1998. *Encyclopaedia of Bilingualism and Bilingual Education,* Clevedon: Multilingual Matters.

An excellent reference work with a very good chapter on Bilingual Families. This might be available in public libraries or could be ordered by them. Price: Stg £99.00.

Baker, C., *A Parents and Teachers' Guide to Bilingualism,* Clevedon: Multilingual Matters, 2000.

A “popular” book in question and answer format. Good information but I found the format unhelpful and repetitive. Price: c. €20.

Cunningham-Andersson, Ú & Anderson, Staffan. 1999. *Growing Up with Two Languages: A Practical Guide*. London: Routledge.

Excellent book, written in an easy to read style, without losing the theoretical foundation. **Highly recommended**. Price-. c. €20.

Hoffmann, C. 1991 *An Introduction to Bilingualism*. London-. Longman.

A more detailed reference book, with more in-depth information on Bilingualism. Very sound theoretically and well written. Based partly on the author's experience of being a bilingual Danish and German speaker in Germany and then moving to Britain. Very good chapters on bilingual children and on switching languages (code-switching). Price-. c Sterling £25.

Bilingual Family Newsletter: Available as sample copy and on subscription from Multilingual Matters, one of the main publishers in Bilingualism. Their catalogue is available on-line at www.multilingual-matters.com and from Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, Avon BS21 7SJ, UK

These books will probably have to be ordered by a bookshop or through www.amazon.co.uk. Other books are available under the heading Second Language Acquisition. These tend to be more theoretical.

Workshop Facilitator

Understanding Difference Rita Wilde

The aim of this workshop was to raise awareness among the participants of the social exclusions faced by Lesbians and Gay people including children and young adults.

One exercise was used to highlight these exclusions, which was followed by a discussion with the group.

The exercise involved all participants being given a “character” and then asked to respond to a variety of social situations whilst in character. The outcome of the exercise demonstrates social exclusion.

All participants engaged fully in the workshop, feedback on the day was positive, the participants appeared to enjoy the exercise and the discussions afterward demonstrated understanding and awareness.

Workshop: Engaging with Children about Equality and Diversity Facilitator: Deirdre Madden

The following is a brief outline of material covered during workshops entitled “Engaging with Children about Equality and Diversity”. Much has been heard on how important it is that we, as childcare workers, instill and support an awareness and appreciation of diversity and equality in the children in our care. While anyone I have spoken to on this topic agrees wholeheartedly that this is essential, almost everyone has asked, “How do we do this with the children themselves?” or “How do we respond when these issues arise among the children?” This workshop aims to provide practical, hands-on suggestions as to HOW to do this.

It's essential to acknowledge that we all have our prejudices. In the workshop there was no need to be awkward regarding political correctness. An honest awareness of our own problems with difference/s is essential to being able to handle such topics with the children. Through being frightened of doing something the "wrong" way or of not being "up" on current political correctness, we often avoid or ignore difficult topics or fail to respond when a child presents a question. To do nothing is more damaging than "Getting It Wrong". Think how lucky the children you work with are to have people who want to be active in supporting their exploration of their world and all the wonderful and challenging new changes it presents.

This is a huge topic and the workshop could only touch on the subject, provoke discussion and ideas and hopefully send participants home with some useful, practical ideas. To begin with, some of the areas where we need to be constantly aware of issues of equality and diversity were outlined;

Gender

Age

Race

Religion

Differing physical & mental abilities

Physical differences

Sexual orientation

Ethnic/cultural differences

Family backgrounds - from family make up to financial background

Education

A daunting list, no doubt about it! It seems overwhelming to be on our toes for all these issues but we're up to it as we make part of our daily work with the children. So how do we make it part of our daily work with the children? For practical purposes we broke the ways in which we engage with children into four basic elements. We engage with children? Through

1. The physical environment.

2. Our interaction with the children.

3. Planning activities with the children.

4. Diversity in the mix of children and/or staff in our school.

The workshop then went on to provide suggestions and guidelines under each of the four headings.

1. PHYSICAL ENVIRONMENT

Images in abundance..

- Of all the children and staff - reflecting their backgrounds.
- Of children and adults reflecting ethnic groups in Irish society.
- That reflect people's daily lives in Ireland.
- With a numerical balance among different groups - avoid tokenism!
- With a balance of images of women and men working inside and Outside the home.
 - Of elderly people of various backgrounds doing different activities.
- Of differently abled people of various backgrounds at work and at play.
 - Of diversity in family styles.

-Of important individuals, past and present, which reflect gender, racial/ethnic and abledness diversity.

- Of artwork from various backgrounds.

Toys & materials

BOOKS & PUZZLES

Books and puzzles where the images and stories represent the whole spectrum of society.

DRAMATIC PLAY

Cultural diversity reflected in the “home corner” e.g. Chopsticks and wok as well as pots and pans.

Male and female dress-up for work and play.

Accessibility to and exploration of tools used by people with special needs: crutches, glasses, hearing aids, wheelchairs.

LANGUAGE & MUSIC

Providing children opportunities to hear different languages (Braille and sign included).

Music and dance from different cultures explored.

ART MATERIALS

Skin tone crayons, paints and paper.

Children’s mirrors to examine and artistically explore physical features.

Diversely representative art work (drawings, paintings, sculpture).

DOLLS

A mix of dolls representing a balance of male and females, and a mix of race.

2. OUR INTERACTION WITH THE CHILDREN

We lead by example!!!!!!!!!!!!!!!

Children are VERY, VERY honest and forthright with questions and comments. We need to be always listening and ready to respond to a comment or a question. Instead of dreading these moments, try to see them as opportunities for the children to learn.

* In such situations take care:

LISTEN CAREFULLY!!!!

Do not ignore.

Do not change the subject.

Do not answer indirectly.

Be honest.

Welcome all questions.

Avoid judgmental language (e.g. you shouldn’t, you mustn’t)

Avoid being vague (e.g. ‘that’s not nice’, ‘we don’t say that’ or ‘we’re all the same’)

Be clear and specific in your responses remembering the developmental level of the child/ren in question.

Use positive language, valuing and supporting all individuals.

Take care not to over react or misinterpret curiosity, imitation or simple observations.

We need to be aware of our own “stuff”!

Always intervene to stop and address discriminatory behaviours.

Always challenge stereotypical comments or behaviours.

3. PLANNING ACTIVITIES WITH THE CHILDREN

As well as responding to children's observations and questions we need to anticipate and initiate activities and discussions fostering equality and diversity.

Some examples are:

Family projects: Each child's family photograph on the wall with anything they wish to say about their family written/drawn underneath. The process of putting these together is as important as the display as this is when the really interesting discussions on "family" come up. Do this as a group activity over a number of days with a lot of adult support.

"All about me" projects where the uniqueness of each child is celebrated in a record of anything and everything about themselves from their height and handspan to their favourite food to their eye colour.

Self-portrait project—mixing skin coloured paints and providing mirrors so the children can produce physical differences and similarities in an artistic way. Again be ready for some interesting discussions!

Workers themselves leading the dramatic play with female staff playing firefighters/ police/ doctors/ builders etc. and male staff playing ballerinas /cooks /hairdressers etc., ideally with dress-up (Great fun!!)

Make a collage of different eye shapes and colours. Include photos of your own children and add other pictures.

Similarly with hair colour, style and type.

Encourage positive feelings about black and brown colours. Gather a collection of black and brown coloured play dough, paints and paper.

Have the children make a list of beautiful brown and black things they know (e.g. chocolate, their black cat etc.)

Ensure activities/games are inclusive of children with special needs with respect to space and equipment.

Model specific ways to interact with a child who has special needs e.g. the worker brings a child who uses a wheelchair in for dance time and partners with her for the Hokey-pokey.

Provide supervised exploration time for the children to use equipment and devices used by people with disabilities.

Over a period of time introduce some sign language to the 'daily routine.

Create activities for children to learn about specific disabilities.

- "Touch'n'feel box" – by wearing a blindfold or by covering the contents of a box children try to identify an object by touch only in order to learn to explore without sight.

- Teach the children to each finger spell their own name.

- Wheelchair group activity to explore accessibility where one child sits in a wheelchair and the children as a group are asked how will that child get to the garden/ the shops/ the toilet..

Fieldtrip to see adaptations for various disabilities e.g. Braille numbers on lift buttons, ramps, sounds from traffic lights etc.

HAVE FUN!!!!

4. DIVERSITY IN THE MIX OF CHILDREN AND/OR STAFF IN OUR SCHOOL

It is through exposure to and positive experiences with people of different gender, age, race, religion, physical and mental abilities, sexual orientation, ethnic/cultural backgrounds and family backgrounds that children truly get a sense of celebration of a world that is rich in diversity and develop tolerance and an appreciation of equality. Each service provider needs to examine policies on staff recruitment and on children's enrolment to determine whether or not positive discrimination is appropriate for them. The subject is fraught with difficulties and should definitely be a workshop topic at the next "Towards an Equal Future" conference!

There was a lot to cover in a short workshop and unfortunately little time was left for discussion. However when participants did get to contribute and "thrash out" some difficult issues and scenarios people were very enthusiastic and animated. I think everyone, including myself, was left wanting more so roll on the next conference!!!!

Workshop: Bringing the Developing World into the Child Care Practice

Facilitator: Beni Oburu

Aim:

- To promote awareness of a "Developing World".
- Create appreciation that the basic needs of children are universal.
- To foster and encourage greater understanding of other cultures in relation to Irish Culture.
- Identify similarities with children of developing countries.

Introduction: Why the need to explore Cultural diversity in Child Care.

Body: Hands on Percussion instruments - Tin Instrument - Shaker.

Play material – plastic ball.

Song – Jambo Beni (Hallo Beni).

Dance – African Dance.

Learning outcome:

- Music / Movement.
- Numeracy.
- Physical Education.
- Language Development.
- Hand eye co-ordination.
- Social Skills.
- Environment Care / Recycling.

Conclusion:

Group feedback.

Early Childhood Education either through passive or active learning can have a long lasting impression.

Workshop: Sugar and Spice and all things nice..Are our children still being affected by gender stereotyping

Facilitator: Joanie Barron

Taking a cue from the traditional nursery I looked at some research on girls and boys and how they were faring. Are girls growing up to take their full place in society or are there still barriers to participation. According to Irish Employment figures women are still kept out of the top echelons are still paid less and are restricted in the types of employment they choose. Boys on the other hand were not faring too well in other areas, they much more likely to be told they have learning disabilities, put in special education classes and are more likely to be given medication for hyperactivity, they are more likely to be suspended from school, to commit more crimes and as adolescents they are five times more likely to take their own lives and as adults more likely to end up in jail. So the stereotypes are alive and well!

I brought in some studies for research about gender difference. Are they real or imagined, is it nature or nurture. I presented some information about the development of gender identity at this stage of the child's life and how it might affect their behaviour. Based on research I looked at roles of the childcare workers and position they are in to create a difference for the better or worse. And finally presented some ideas on how create an environment to support children's healthy development in relation to gender identity.

Summary Of Evaluations

	Excellent Ar Fheabhas	Very Good An Mhaith	Good Maith	Fair Cuíosach
Venue Ionad	71	9	1	0
Quality of Information Caighdeán an Eolais	66	15	0	0
Workshops Ceardlanna	52	22	5	2
Organisation on the day Eagar ar an lá	60	16	5	0

Have you any other ideas or suggestions for promoting equality and diversity?

- Would welcome a training programme to help in drawing up an Equality & Diversity policy
- Would have liked to have more time
- More pictures, more books
- Let's share what we have found to work in our services, better access to resources
- The workshops were too short. It was a very thought provoking day. I really enjoyed the day. The day went too fast.
- Training opportunities for - policy making
 - practical ways to include diversity in the preschool setting
- Training for implementing policy with staff on equality and diversity
- Ideas of practical actions/activities next please, am looking on today as a starting point
- Longer time, start on time
- More time for the workshops
- More training and more time for workshops
- Leanuint ar aghaidh!
- Multi cultural day for play groups, preschools. Every school get a different country and come together in common venue with different dress, songs & music, games, pictures etc.
- Information packs made available from different countries.
- Do some anti-racism training with providers
- Set up a register of childcare practitioners to share experiences and ideas
- More practical workshops. They were excellent
- More conferences like today's
- Be open to difference. Be not afraid to talk about difference
- Team of asylum seekers/refugees speakers
- Staff training events throughout the year
- Understanding the cycle of internalised oppression (& remedy of this). Nurturing the young child's self-esteem, helping children cope with grief. Helping children deal with anger. Practical workshops on play and creativity.
- Information, training. Resource lists

- More opportunity for discussions and practical exercises to really do for ourselves to experience the issues of the day
- I like the idea of change but how do you get the training to work on language barriers.
- Níos mó traenail ar na habhair seo. Níos mó eolas ar cultura difiriúl
- Including it as a module in NCVA level 2 in childcare & creating courses for equality & diversity alone
- Access to more resources – especially materials and books
- Network set up for library of information

Any other comments

- The late start meant everything was rushed. I also felt that there wasn't enough time for each workshop. Overall, while the quality of the day was excellent, it really was only a "taster"
- Started late, rushed workshops because of this.
- More of these conferences should be given throughout the year.
- Workshops on drawing up policies.
- No similar days would be good
- Wonderful, excellent workshops, guest speakers were very focussed and pitched at exactly the right level.
- Too little time for workshops and lack of opportunities for people to exchange experience and information
- More days like this needed
- Overall the conference was an enriching and educational event. The social aspect and opportunities to meet other providers excellent
- More time and would love the overheads as handouts. Too much to take down at same time
- Not enough time – but very good. Great opportunity for networking and learning. Enjoyed the exhibits – would have liked more time to see them.
- Information, history and facts are very useful but I should have liked a bit more of the practical side i.e. how to... The opening talk didn't really hold my attention
- Need lots more days on this and many other topics!
- A very interesting and informative day. Thoroughly enjoyed it. Thank you
- Exceptionally well-organised day! Congratulations
- Lots of information really enjoyed it
- Maybe have a conference/mini convention that would give people an opportunity to attend some of the workshops that they missed
- Thoroughly enjoyable and informative. Well done.
- Molaim sibh go hard. B'fhéidir gur leor ceardlann amháinn – seans chun plé níos fearr a dhéanamh.
- More time needed on workshops. Very enjoyable day. Thanks very much.
- Great day. A little too near the holidays. It would be better earlier in the term.
- I found today very informative, was disappointed that opportunity to do more workshops was not made available i.e. only two workshops.
- First talk a little long but overall content great
- I felt that the workshop was a bit disappointing
- Really enjoyed today
- Not enough time for the workshops
- The workshops were a bit too short. It could have gone on a bit longer.
- Participants name tags would have been a help
- Very beneficial day. Got lots of ideas to bring back to our centre

- More time for workshops. Further training for staff
- Wasn't enough time for the workshops. Overall was a very interesting day
- Give out contact addresses and website addresses for further information. List of contact names and phone numbers for other providers/childcare services in the area. Very well organised
- A very impressive conference & inputs from speakers and workshop facilitators were invaluable
- A little rushed at the workshops
- Keep up the good work
- Thank you for a great day
- Excellent day. Well organised. An absolute credit to all. Thanks
- Really enjoyed the conference – excellently organised and run- had some reservations about lateness of date in June- Tired at the end of year but really good to have been
- I thought it was very interesting and very truthful in context with the diversity and equality side of it
- A most informative day
- An excellent day. Well done! Thank you for making today possible. It would be helpful to have name tags. A pity there was not a broader selection of books on display – particularly with photos/pictures of children of colour in Irish-type environment
- I thoroughly enjoyed the guest speakers they were really brilliant. I liked the idea of giving us ideas of what children themselves say and how to challenge this
- Enjoyed the workshop. Great encouraging to learn
- Very informative. Great day overall
- Lá iontach. Go raibh mile maith agaibh
- Enjoyed all the topics
- Thank you for organising such an interesting day
- Workshops: could have spent longer at workshops – was sorry they had to finish

USEFUL CONTACTS

WEBSITES

www.equalityni.org

Website of the Equality Commission for Northern Ireland which has information on a range of equality issues including racial equality and this activity pack and its updates.

<http://homepage.eircom.net/~racismctee>

Website of the National Consultative Committee on Racism and Interculturalism which has a wide range of background information and this activity pack and its updates.

www.equality.ie

Website of the Equality Authority in the Republic of Ireland with information on a range of equality issues, including information about the recent equality legislation.

<http://www.unhchr.ch/>

Website of the UN High Commission for Human Rights; for further information about the forthcoming World Conference on Racism.

<http://www.unhchr.ch/>

Website of the UN High Commissioner for Refugees includes a section especially for teachers (see "for teachers" on the main page of the site). For primary schools there is a free seven minute video and support pack – "Carly" – which is an educational tool for 5- 8 year olds and includes a handbook and notes for teachers. This pack and video are available from the UNHCR, 27 Upper Fitzwilliam Street, Dublin 2 or UNHCR, 21-24 Milbank Tower, London, SW1P 4QP

www.ir.gov.ie/justice

Website of the Department of Justice, Equality and Law Reform which includes press statements on Ireland's recent ratification of the CERD and the forthcoming national anti-racism public awareness programme.

www.cre.gov.uk

Website of the Commission for Racial Equality in London for a range of information on racial equality issues.

www.nihrc.org

Website of the Northern Ireland Human Rights Commission

www.blink.org

Website of the 1990 Trust with links to a number of other sites.

<http://www.enar-eu.org/>

<http://www.icare.to/>

Websites of the European Network Against Racism in Brussels and the Internet Centre Against Racism.

<http://www.racism.org.za/NGOFORUM>

For information on the non-governmental forum in South Africa that will run parallel to the World Conference.

<http://www.hri.ca/racism/>

Website of the Human Rights Institute in Canada which includes, among other things, updated and comprehensive information on the World Conference.

<http://ireland.iol.ie/~pavee/>

Pavee Point Travellers Centre.

www.itmtrav.com

Irish Traveller Movement.

Childrens Rights Alliance.

www.childrensrights.ie

**The following references have been drawn from the book
Smith, S. (1999) Tools for Change Dublin National Committee for Development
Education**

African Cultural Project

Ulster Bank Chambers, 4 Lr O'Connell St, Dublin I

Fax:01 878 0615

Tel: 01 878 0613

e-mail: acp@indigo.ie

Contact: Adekunle Gomez

Organise and co-ordinate cultural events, education projects, youth activities and research around issues affecting Africans and African-Irish in Ireland. Promotes awareness about African cultures and the contributions of Africa, using the arts as a medium.

Barnardos:

The Bowling Green,

White Street,

Cork.

Tel.021/4310591 Fax;021/4310691

ncrc@cork.barnardos.ie

Christchurch Square, Dublin 8.
Tel: 01 4530355 / 4549699 (library) Fax: 01 4530300
e-mail: info@barnardos.ie
Contact: Jean Cassidy.

Comhlámh – Cork

55 Grand Parade, Cork.

Tel. 021 275881

e-mail: comhcork@iol.ie

Contact: Barbara Hegarty.

Have a resource library open to the public. Offer a lending service to members. Have a variety of publications for sale.

Conference of Religious in Ireland.

Tabor House, Milltown Park, Dublin 6.

Tel: 01 269 7799.

Fax: 01 2698887

e-mail: justice@cori.ie

Contact: Séan Healy, Justice Office.

Conduct advocacy and lobbying activities relative to refugees and asylum seekers in Ireland.

Educate Together.

9B John Player House, 276 –288 South Circular South Circular Rd, Dublin 8.

Tel: 01 4730309.

Fax: 01 4730386

e-mail: info@educatetogether.ie

Web: www.educatetogether.ie

Contact: Deirdre O'Donoghue.

The national association of Educate Together schools, which are multi-denominational, child-centred, co-educational and democratically run.

European Anti-Poverty Network.

5 Gardner Row, Dublin 1.

Tel: 01 8745737

e-mail: eapn@iol.ie

Web: www.iol.ie/~eapn

Board members represent Ireland on task forces at European Level on a variety of issues related to poverty including racism and women. Reports occasionally produced, for information contact office.

Galway One World Centre.

1 The Small Crane, William Street West. Galway.

Tel: 091 581688

Fax: 091 581694

e-mail: gowc@iol.ie

Web: <http://homepages.iol.ie/~node>

Contact: Vicky Donnelly or Heike Vornhagen.

Resource library available including teacher training tools and packs. Training for teachers and youth workers.

Interculture Ireland.

10A Lower Camden Street, Dublin 2.

Tel: 01 4782046

Fax: 01 4780614.

e-mail: info-ireland@afs.org

Web: www.afs.org

Contact: Kerry Lawless.

A voluntary non-profit organisation providing international exchanges for school, vocational and community groups. Conduct training. Reference library available by appointment. Library mainly carries country specific information

Irish Council for Civil Liberties.

Dominick Court, 40 – 41 Lower Dominick Street, Dublin 1.

Tel: 01 8783136/8783137

Fax: 01 8783109

e-mail: iccl@iol.ie

Web: www.iccl.ie

Work to promote and defend human rights and civil liberties. Work in partnership with various groups on specific issues i.e. women's rights. Provide a research resource.

Irish Refugee Council – Dublin.

40 Lower Dominic Street, Dublin 1.

Tel: 01 8782854

Fax: 01 8730088

e-mail: refugee@iol.ie

Contact: Peter O'Mahony

Offers legal advice/counselling, English language classes, support and referral services to asylum seekers and refugees. Main focus is on campaigning and advocacy. Comprehensive information pack geared to adults is available (£5.00)

Kerry Action for Development Education (KADE)

2nd Floor, 4 Bridge Place, Tralee, Co. Kerry.

Tel / Fax: 066 7181358

e-mail: kade@eircom.net

Contact: Mary McGillicuddy-Sheehy

Resource Library includes teacher tools, packs, culture kits and books. KADE staff also conduct outreach work with schools and community groups exploring cultural and development education issues.

National Committee for Development Education (NCDE)

16-20 South Cumberland Street, Dublin 2.

Tel: 01 6620866

Fax: 01 6620808

e-mail: ncde@eircom.net

Web: <http://homepage.eircom.net/~ncde>

Contact: Barbara Wilson.

Involved in education, lobbying, and advocacy. Maintain a resource library open to the public by appointment. Resource lists by topic are available upon request.

National Consultative Committee on Racism and Interculturalism (NCCRI)

26 Harcourt St. Dublin 2

Tel: 01 4785777

e-mail: nat.racism.ctee@eircom.net

Web: <http://homepage.eircom.net/~racismctee>

Contact: Philip Watt.

A partnership of government and non-government groups acting in a policy advisory role to government. Developing an integrated approach against racism. Conduct training and develop resources.

National Youth Council of Ireland (NYCI)

3 Montague Street, Dublin 2.

Tel: 01 478 4122

e-mail: info@nyci.ie

Maintain a list of resources for purchase. Co-ordinate the Youth Action against Racism and Discrimination (YARD) programme (see below).

Pavee Point.

46 North Great Charles Street, Dublin 1

Tel: 01 8780255

Fax: 01 8742626

e-mail: pavee@iol.ie

Contact: Ronnie Fay

Provide in-service training for teachers and health providers with an emphasis on Traveller issues including anti-racism and equality. Work with community development projects at local level. Resources available for purchase.

World Development Centre.

25 O'Connell Street, Waterford.

Tel: 051 873064

Fax: 051 853979

e-mail: wcentre@eircom.net

Contact: Lucy Whittle.

Reference library open to the public – Hours 9.30am to 5.50pm (Mon – Fri)

And 12.30pm to 5.30pm (Saturday).

Know Racism (National Anti-Racism Awareness Programme).

Room 502

43 –49 Mespil Road,

Dublin 4

Tel: 01 6632694

Web: www.knowracism.ie

Ógra Chorcaí,

The Cork Youth Association,
20 St Patrick's Hill,
Cork.

Tel: 021/4502112

e-mail: orgachorcailtd@bigfoot.com

Web: www.welcome.to/ogra

City of Cork V.E.C.

Emmet Place,
Cork.

Tel: 021/4273377

County of Cork V.E.C.

County Hall,
Cork.

Tel: 021/ 4800900

E-mail: ceo@cocorkvec.ie

Website: www.cocorkvec.ie

For information re literacy and language classes.

Forbairt Náíonraí Teo.

7 Cearnóg Mhuirfean

Baile Atha Cliath 2

Éire

Tel:01/6398442/9

E-mail: Ríomhphost:comhchoiste@eircom.net

Cork City Childcare Company

29 Penrose Wharf

Cork City

Ph. 021/4507942

Cork County Childcare Committee

Floor 2

The Mill

Castletownroche

Co.Cork

Ph.022/26648