

# INclusion and Diversity in EARly childhood education

Emerging challenges in society, such as changes in gender roles or influx of families from war regions, reflect on both families and their children from their earliest age. In this sense, childcare professionals have a pivotal role to create an inclusive and welcoming environment for every child regardless of their background (country of origin, possible traumatic experiences, beliefs in the family, etc.).

**The project INDEAR** aims at promoting inclusion and diversity in childcare institutions by equipping professionals with the knowledge and skills needed to address recent societal trends.

## WHO?

7 partners from 5 European countries (Germany, Bosnia and Herzegovina, Italy, Spain and Poland)

## FOR WHOM?

- Persons who are or will be involved in early childcare education
- Early childcare education organisations
- Children and families

## HOW?



### Self-Assessment Tool

Enabling childcare professionals to assess their knowledge, skills and attitudes in the context of inclusion and diversity.



### Upskilling Course

Enabling childcare professionals to address the topic of culture, traumatised persons, and gender identity and sexual orientation.

During our 1st Transnational Project Meeting in Cham (Germany), partners were engaged in a peer session aimed at exchanging ideas and experiences related to three main project topics: **culture**, **gender identity and sexual orientation**, and **traumatised persons**.

What is the definition of the topics in terms of early childhood education? What competences should childcare professionals have to address these topics? What experience do partners have and what challenging situations did they face in the context of these topics? Those and many more questions were in the focus of our discussion and the basis for further development of the self-assessment tool and the course.

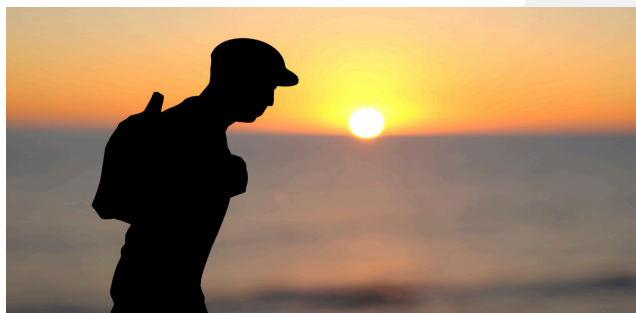


## CULTURE

Recognising cultural diversity caused by migration and valuing cultural safety to ensure welcoming and intercultural learning environment.

## GENDER IDENTITY AND SEXUAL ORIENTATION

Supporting children in forming own gender identity without the fear of judgement or discrimination.



## TRAUMATISED PERSONS

Understanding the context of trauma caused by forced displacement and providing children and families in crisis emotional support and professional guidance.



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