Valuing the learning:

An annotated bibliography of the resources and publications of the Bernard van Leer Foundation and its partners in the area of Social Inclusion and Respect for Diversity (2002–2008)

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Introduction

Background

The activities of the Bernard van Leer Foundation are built on many decades of experience of supporting and working with 'partner' organisations in the field. Their common focus is on improving the opportunities of young children living in circumstances of social and economic disadvantage so that they can realise their human potential. Although a relatively small organisation, the Foundation is in a unique position in having working relationships with a very diverse range of partners. They are diverse in terms of their geographical location and cultural contexts, as well as in their range of activities. The prime focus of some partners is direct work with young children, whether in the family, in an early childhood education and care (ECEC) setting, or in a community context. Other partners focus on raising awareness, or training and continuing professional development. For yet other partners, research, exploring new concepts or ways of viewing from a range of theoretical perspectives and disseminating new knowledge are priorities. Some partners are involved in all these activities.

Whatever their focus, the Bernard van Leer Foundation has consistently supported partners in documenting their activities. Indeed, a commitment to generating, documenting and sharing knowledge and learning is a core principle underpinning all of the Foundation's work. Ultimately, the intention is to effect positive change for children. Shared and documented knowledge and experience, whether in the format of teaching texts, evaluation reports, research articles, audio-visual material such as DVD or CD-ROMs, or networking can be viewed as important tools for advocacy for change. Such change can be at the level of children's day-to-day experiences at home and in ECEC services, or at structural or policy levels, regionally or cross-nationally.

In 2006, the Bernard van Leer Foundation identified 'Social Inclusion and Respect for Diversity' as one of three thematic foci for its grant-making. In doing so, the Foundation addresses the question of how such values as inclusion, respect and associated values such as democracy, participation, citizenship and belonging can become a reality in young children's lives with consequential positive outcomes for children's present 'well-being' and 'well-becoming'. These values are increasingly recognised as key values in work with young children, whatever their circumstances.

Aims and functions

The aim of this annotated bibliography is to bring together in one place, a documentary resource that captures the rich diversity of activity in the area of social inclusion and respect for diversity that has been documented by partner organisations as a result of Bernard van Leer Foundation investment. The bibliography serves a number of functions. At its most fundamental level it is about sharing and communicating, in an overview format, the multitude of experiences, innovative practices and new knowledge in everyday work with children, their families, communities and all those who work with them. The annotated bibliography will also open up of lines of communication and collaboration between partners who may be pursuing similar aims, whether at practice, research or policy levels and who can benefit from sharing common challenges and potential solutions. The dissemination of this bibliography also gives recognition and increases the visibility of partners, many of whom do not have the opportunity to share their work beyond the immediate context within which they operate. Finally, it is hoped that the bibliography may contribute to fostering an explicit concern with the importance of social inclusion and respect for diversity in addressing the essential needs and rights of children.

Scope and contents

The bibliography contains resources and outputs that have been published or made available as a result of direct or indirect funding from Bernard van Leer Foundation. The timeframe addressed is approximately six years, i.e., outputs dated from 2002 to March 2008. As noted in the Introduction, there is huge diversity in the format and style of outputs since they serve different purposes and are intended for different audiences. Thus, the bibliography contains annotations for products as diverse as information brochures, children's games and educational materials, training manuals, conference proceedings, academic journal articles and project research reports, as well as audio-visual materials and URL sites. The bibliography also contains annotations for the Foundation's own 'logo' publications, for example: *Early Childhood Matters*, the themed journal published twice per year by the Foundation and *Working Papers in Early Childhood Development*, the series that presents relevant findings and reflection 'think pieces' authored by prominent authors in the field.

An important consideration in compiling the bibliography was language. Whilst the annotations are written in English, the original title of the resource is noted followed by an English translation. Many of the resources are available in more than one language and this information is also provided where relevant. Another aspect of language is the question of the diverse and often confusing 'professional' terminology surrounding work with young children. A myriad of terms are used to describe this work, including early childhood development (ECD), early childhood education (ECE), early childhood education and care (ECEC). Similarly, many different terms are used both to describe the settings where young children spend their time, e.g., nurseries, crèches, daycare, pre-schools, kindergartens and the adults who work with children, e.g., carers, teachers, practitioners. The term ECEC is used throughout the bibliography for consistency, whilst acknowledging the diversity in form that such provision may take. Similarly, the term early childhood professional or practitioner is used to describe any adult who works with young children in an ECEC setting.

Organisation and framework

The thematic organisation of the bibliography builds on a recent historical analysis of the Foundation's programming in the area of Social Inclusion and Respect for Diversity and earlier Bernard van Leer Foundation Initiatives in 'Respect for Diversity'. In this analysis underpinning key concepts, approaches and ways of working exemplified in the everyday work of partner organisations over a number of decades were 'grouped' in three interconnected levels, each containing sub-groups or sub-themes. These represented the multiple ways of promoting social inclusion and respect for diversity in work with children. Building on this analysis, the framework for the annotated bibliography is organised as follows:

Part A. Theories, concepts and ways of viewing concerns theoretical conceptions and understandings and includes resources which primarily, although not exclusively, focus on exploring and explaining theory and key concepts. This part is divided into three overlapping sections:

A(i) *Diversity, belonging and positive identity:* incorporates such issues as inclusion and access; linguistic diversity; relationships and togetherness; place identity; belonging(s); and positive identities and self-image.
A(ii) *Children as citizens with right:* incorporates discussions around participation; listening to children; the notion of children being visible; and spaces for children.
A(iii) *ECEC settings as sites for active participation and democratic practice:* integrates closely with the notion of children as citizens with rights; focuses on interdependencies within ECEC; and the relationship between ECEC and social inclusion, social capital and well-being.

Part B. Approaches and ways of working with children, parents, early childhood professionals and trainers focuses primarily, although not exclusively, on everyday practice, relationships and training. This part is divided into five sections:

B(i) *Engaging, involving and listening to children*
B(ii) *Engaging, involving and listening to parents*
B(iii) *Changing attitudes, behaviours and structures:* awareness-raising through teaching activities and other advocacy strategies
B(iv) *Innovative training and professional development strategies and approaches*
B(v) *Creating spaces to belong:* physical; common; and meeting places.

Part C. Exchanging and disseminating information and new knowledge focuses on the processes and strategies for communicating knowledge and information on social inclusion and respect for diversity. It comprises three sections:

C(i) *Networking*
C(ii) *Articulating, communicating and sharing knowledge and insights through conference proceedings, publishing and translations*
C(iii) *Researching and documenting processes of engagement, advocacy and change.*

Format for annotations

For ease of use, a consistent format for annotations is used throughout. The title line for each annotation contains essential bibliographic detail: title of 'product' (in bold) and where relevant, English translation of title. This is followed by author details, date of publication, place of publication and publisher. The ISBN number is also included if available. The bibliographic citation (title line) alone provides considerable information. In the 'descriptor' which follows the citation, an attempt is made to provide an overview in four to eight lines, of the content of the resource, including any special features, whether for example, the book is hardback, has colour photographs, or an accompanying CD-ROM. A URL link (website or e-mail address) is provided at the end of each annotation, to provide a contact for sourcing the resource. When applicable, related peer-viewed journal articles are listed after an annotation. These contain the bibliographic citation in a format used by academic journals.

The annotations have been numbered from 1 to 105. Annotations are separated by single lines. In some instances, multiple resources from a single organisation are grouped together under one annotation. An alphabetical list of all partner organisations whose work is included in the annotations is provided in an index at the end of the bibliography. The numbers listed in square brackets after each partner organisation in the index facilitates easy cross-referencing to relevant annotations for that organisation. Additional information about the Bernard van Leer Resource Centre and 'logo' publications is provided in the Annex: About the Bernard van Leer Foundation Resource Centre and its publications.

This is the first annotated bibliography produced by the Social Inclusion and Respect for Diversity Issue Area. It is intended as an accessible and practical resource for partner organisations and other interested parties and will be updated regularly. While every attempt has been made to provide accurate information, it is possible that errors may exist. The Bernard van Leer Foundation welcomes feedback from partners regarding any errors and omissions.

1. Annotations

Part A. Theories, concepts and ways of viewing
This part of the bibliography contains resources in which attention is paid to discussing and analysing theory and key concepts underpinning the issues of social inclusion and respect for diversity. By and large the resources are discursive and include substantial reference to theory from a range of disciplinary perspectives and practice. In some examples attention is also paid to discussing policy implications. Many of the resources contain detailed bibliographies.

The three separate subsections are not mutually exclusive categories as there are clear overlaps across these themes and issues.

A(i) *Diversity, belonging and positive identity:* incorporates inclusion and access; linguistic diversity; relationships and togetherness; place identity; belonging(s); and positive identities and self-image.

1.   Developing Positive Identities: Diversity and Young Children
Brooker, E. and Woodhead, M. (eds)
2008. *Early Childhood in Focus* 3. Milton Keynes, UK: The Open University, with support from the Bernard van Leer Foundation.
ISBN 978-0-7492-1275-9

This issue of the *Early Childhood in Focus* series surveys the theory and evidence surrounding what makes for positive identity, how it can be affected by adversities, social exclusion and discrimination and how young children's resilience can be promoted. The book is organised in three thematic sections: Part I The right to identity and the development of identity; Part II Developing positive identities; Part III Identities, friendships and peer cultures. Each part contains six or seven short chapters accompanied by powerful photographic images. Key questions for policy are presented at the end of each part.

Available in English from: www.bernardvanleer.org

2.   Respect for diversity: An international overview
MacNaughton, G.M.
2006. Working Paper No. 40. The Hague, The Netherlands: Bernard van Leer Foundation.
ISBN 90-6195-093-7

This paper provides an overview on ways of thinking about young children's respect for diversity. It maps sources of knowledge about four different sorts of diversity in young children's lives: cultural and racial, developmental (including special needs), gender and socio-economic. It sketches the knowledge base in terms of: extensively researched terrain (what we know with relative certainty), inadequately explored terrain (promising directions), theoretical terrain (conceptualising and informing practice), methodological terrain, researchers and research centres and regional nuances.

Available in English from: www.bernardvanleer.org

3.   Éduquer nos enfants à la diversité sociale, culturelle, ethnique, familiale

(Educating Our Children Towards Diversity : Diversity relating to society, culture, ethnicity and family)
Vandenbroeck, M.
2005. Ramonville Saint-Agne, France: Éditions érès.
ISBN 2-7492-0527-1

The discussion at the centre of this book is about bringing up children from birth to not only accept diversity, but also to cherish it and to thrive in an increasingly diverse world. Issues addressed include: identity development, self-image development, image of the 'other', educational models and multi-lingualism. The ideas presented are supported by reference to research and are underpinned by examples from practice in a number of European countries and contexts. The author also draws on his own personal experiences to illustrate points being made.

Available in French from: www.editions-eres.com

Also available in Dutch:
De blik van de Yeti: Over het Opvoeden van Jonge Kinderen tot Zelfbewustzijn en Verbondenheid
Vandenbroeck, M.
1999. Utrecht, The Netherlands: Uitgeverij SWP.
ISBN 90-6665-328-0

Also available in English:
The View of the Yeti: Bring up Children in the Spirit of Self-Awareness and Kindredship
Vandenbroeck, M.
1999. The Hague, The Netherlands: Bernard van Leer Foundation.
ISBN 90-6195-059-7
www.bernardvanleer.org
www.vbjk.be

Also available in Greek:
Με τη Ματιά του Γέτι
2004. Athens, Greece Νήσος.
ISBN 960-8392-07-1
www.nissos.gr

4.   Young Children Aren't Biased Are They? How to Handle Diversity in Early Childhood Education and School

van Keulen, A. (Ed.)
2004. Amsterdam, The Netherlands: Uitgeverij SWP.
ISBN 90-6665-538-0

This book comprises 13 chapters written by authors who have worked with diversity within the context of ECEC. It informs readers about theoretical concepts, practice examples and projects relating to diversity and equity in work with young children. It is based in part on a number of papers presented at a conference for early childhood professionals entitled 'Education Without Prejudice' held in Amsterdam in 2000. Also included are

contributions made by members of the Diversity in Early Childhood Education and Training (DECET) network in Europe and similar networks in the USA and Australia.

Also available in Dutch:

Jonge Kinderen Discrimineren niet?! Omgaan met Diversiteit in Kindercentra en op School

van Keulen, A. (Ed.)

2004. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 90-6665-5372

Available in English and Dutch from: www.mutant.nl

www.swpbook.com

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5.   Les tout-petits ont-ils des préjugés: Education interculturelle et antidiscriminatoire dans les lieux d'accueil

(Young Children, No Prejudices? Intercultural and Anti-discrimination Education in Early Childhood Settings)

Preissing, C. and Wagner, P. (Eds.)

2006. Ramonville Saint-Agne, France: Éditions érès.

This reader, with a foreword by Louise Derman-Sparks was originally published in German. It is based on 'Kinderwelten', a three-year research and training project, which explored young children's prejudices and biases and how they should be handled in ECEC settings in Germany. Topics and teaching practices discussed include: building awareness against discrimination and exclusion, changes in teaching practice, working respectfully with parents and playful conversations with children.

Available in French from: www.editions-eres.com

Handbuch Kinderwelten. Vielfalt als Chance – Grundlagen einer Vorurteilsbewussten Bildung und Erziehung

(Handbook of the Kinderwelten Project, Diversity as Opportunity – the Basics of an Anti-bias Education)

Wagner, P. (Ed.)

2008. Freiburg, Germany: Herder Verlag.

ISBN 978-3-451-32119-1

Theoretically grounded and with concrete examples from ECEC, this publication, also based on the 'Kinderwelten' project illustrates where exclusion happens in ECEC settings and how practitioners can encounter processes of exclusion and discrimination and build up relationships with families based on equity and respect for diversity.

Available in German from: www.herder.de

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6.   The Changing Face of the US: Impact of Culture on Child Development

Maschinot, B. (with contributions from Day, M., Eggbeer, L., Emde, R., Fenichel, E., Mann, T. and Norton, D.)

2006. Washington, DC, USA: Zero to Three, National Center for Infants, Toddlers and Families.

This electronic publication consists of a comprehensive review of the empirical literature that addresses the relationship between culture and early social-emotional, linguistic and cognitive development. It draws primarily on North American anthropological, child development and developmental psychological research literature.

Available in English from: www.zerotothree.org

7. The Social Lives of Young Children. Play, Conflict and Moral Learning in Daycare Groups

Singer, E. and de Haan, D. (with contributions from van Keulen, A. and Bekkema, N.)
2007. Amsterdam,
The Netherlands: Uitgeverij SWP.
ISBN 978-90-6665-857-8

This 190-page hardback book presents a vivid picture of young children's lives in daycare groups, how they make friends and how they develop a sense of togetherness. Particular attention is given to how early childhood professionals can help children learn basic social values, rules and skills through play. The way differences and diversity are handled as they relate to younger and older children, difficult children and differences of sex and ethnicity are emphasised. The book contains numerous descriptions of children's interactions. These are based on rich observational and video data and are illustrated and analysed with reference to new psychological insights.

Available in English from: www.mutant.nl
                             www.swpbook.com

Also available in Dutch:
Kijken, Kijken, Kijken: Over Samenspelen, Botsen en Verzoenen bij Jonge Kinderen
Singer, E. and de Haan, D.
2006. Amsterdam, The Netherlands: Uitgeverij SWP.
ISBN 90-6665-709-X

■ Related training based on this publication see Section B(iv)

■ Related articles in peer-reviewed journals:
de Haan, D. and Singer, E. (2001) Young children's language of togetherness. *International Journal of Early Years Education* 9(2): 7–24.

Singer, E. and de Haan, D. (2002) The logic of young children's (non-verbal) behaviour. *European Early Childhood Education Research Journal* 10(1): 55–65.

Singer, E. and de Haan, D. (2004) Zuzammen Machen: Gemeinsamkeit Herstellen und Konflikte Lösen: Beobachtungen aus der Niederländischen Kleinkindbetreuung. *Diskurs* 3 (DJI): 49–56.

Rourou, A., Singer, E., Bekkema, N. and de Haan, D. (2006) Cultural perspectives on peer conflicts in multi-cultural Dutch childcare centres. *European Early Childhood Education Research Journal* 14(2): 35–53.

A(ii) *Children as citizens with rights:* incorporates discussions around participation; listening to children; the notion of children being visible; and spaces for children

8.   Can you hear me? The right of young children to participate in decisions affecting them

Lansdown, G.

2005. Working Paper No. 36, The Hague, The Netherlands: Bernard van Leer Foundation.

ISBN 90-6195-082-1

This Working Paper discusses the concept of participation and sets out the case for child participation in terms of five arguments: it promotes children's development; protects children better; produces better outcomes for children; strengthens democracy; and is a fundamental right. Degrees of participation are also presented, as are examples of opportunities for the participation of young children in the family, in early years' settings, in schools, health care and local communities. The paper also addresses how child participation can be measured.

Available in English from: www.bernardvanleer.org

■ Related articles in *Early Childhood Matters*:

The November 2004 edition of *Early Childhood Matters* focused on the theme 'Young children's participation: Rhetoric or growing reality'. It contains a range of articles from research and practice providing multiple perspectives on listening to children and child participation. Articles addressing theory and conceptual issues include:

Lansdown, G. (2004) Participation and young children. *Early Childhood Matters* 103: 4–4.

Penn, H. (2004) What does 'child development' tell us about early childhood programming and the participation of children? *Early Childhood Matters* 103: 15–20.

9.   A Guide to General Comment 7: 'Implementing Child Rights in Early Childhood'

United Nations Committee on the Rights of the Child, United Nations Children's Fund and Bernard van Leer Foundation.

2006. The Hague, The Netherlands: Bernard van Leer Foundation.

ISBN 90-6195-089-9

The purpose of this substantial publication is to illuminate the drafting process that led to the publication of General Comment No. 7, on 'Implementing Child Rights in Early Childhood', by the United Nations Committee on the Rights of the Child. Section I describes the Day of General Discussion 2004; Section II contains the text of General Comment No. 7, along with a brief analysis; Section III offers, in extracted form, the texts submitted by various organisations and other interested parties to the Committee; Section IV provides texts that supply additional insights into the background to the General Comment; Section V reproduces the Convention on the Rights of the Child; and Section VI lists the members of the Committee on the Rights of the Child.

Available in English and Spanish from: www.bernardvanleer.org

10. Ser Niña y Niño en Mesoamérica, Documento de Trabajo

(To be a Girl or a Boy in Mesoamerica, a Working Paper)
Flores, N. and Rodríguez, M.I. (Eds.)
2008. Mexico and Guatamala: Grupo de Trabajo Infancia Indígena y Educación.

This working paper is written by the members of the network in Mesoamerica, which focuses on issues relating to children from indigenous communities. It consists of a conceptual analysis of the child from the perspective of different social actors including children, practitioners and parents. The main finding is that children understand the concept of child in a very different way than adults. They tend to understand the concept of child from a much more holistic perspective whereas the adults see children only partially.

Available in Spanish from: http://gtinfancia.googlepages.com/

A(iii) *ECEC settings as sites for active participation and democratic practice:* integrates closely with the notion of children as citizens with rights; focuses on interdependencies within ECEC; and the relationship between ECEC and social inclusion, social capital and well-being

11. Promoting social inclusion and respect for diversity in the early years

The theme of the June 2007 issue of *Early Childhood Matters* was Social Inclusion and Respect for Diversity. Four of the articles in this issue discussed and analysed the concepts of social inclusion and respect for diversity and the relationship between ECEC and social inclusion in diverse societies:

Bernard van Leer Foundation (2007) Education for world citizenship needs to begin early:
An interview with Martha Nussbaum. *Early Childhood Matters* 108: 15–19.

Friendly, M. (2007) How ECEC programmes contribute to social inclusion in diverse societies.
Early Childhood Matters 108: 11–14.

Rhedding-Jones, J. (2007) Reading 'diversity': implications for early childhood professionals.
Early Childhood Matters 108: 47–49.

Vandenbroeck, M. (2007) De-culturalising social inclusion and re-culturalising outcomes.
Early Childhood Matters 108: 7–10.

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12. In Verzekerde Bewaring. Honderd Vijfig Jaar Kinderen, Ouders en Kinderopvang

(In Custody/Care/Detention: One Hundred and Fifty Years, Children, Parents and Childcare)
Vandenbroeck, M.
2004. Amsterdam, The Netherlands: Uitgeverij SWP.
ISBN 90-6665-606-9

This is the published version of the PhD research undertaken by Michel Vandenbroeck, Department of Social Welfare Studies, University of Ghent. The research analyses childcare in Belgium and Flanders from a socio-historical perspective. Amongst the questions explored are: Why was a coherent social teaching method never realised? And why is childcare still considered a necessary evil? The question of quality in early childhood

services is reconceptualised as a balancing act between three dilemmas: governmental responsibility versus autonomy; standardisation versus diversity; and inclusion versus exclusion.

Available in Dutch from: www.swpbook.com

■ Related academic articles in peer-reviewed journals:
Vandenbroeck, M. (2003) From creches to childcare: Constructions of motherhood and inclusion/exclusion in the history of Belgian infant care. *Contemporary Issues in Early Childhood* 4(2): 137–148.

Vandenbroeck, M. (2006) The persistant gap between education and care. A 'history of the present' research on Belgian childcare provision and policy. *Paedagogica Historica* 42(3): 363–383.

Vandenbroeck, M. (2007) Beyond anti-bias education: changing conceptions of diversity and equity in European early childhood education. *European Early Childhood Education Research Journal* 15(1): 21–35.

Vandenbroeck, M. and Bouverne-de Bie, M. (2006) Children's agency and educational norms: a tensed negotiation. *Childhood* 13(1): 127–143.

■ Related Bernard van Leer Foundation Working Paper:
Globalisation and privatisation, the impact on childcare policy and practice.
Vandenbroeck, M.
2006. Working Papers in Early Childhood Development No. 38 The Hague, The Netherlands: Bernard van Leer Foundation.
ISBN 90-6195-088-0

13. Repenser l'education des jeunes enfants
(Rethinking the Education of Young Children)
Brougère, G. and Vandenbroeck, M. (Eds.)
2007. Brussels, Belgium: Peter Lang.
ISBN 978-90-5201-375-6

This book is a collection of current and new thinking and knowledge about ECEC with an emphasis on its social, historical, cultural and political dimensions. It also provides renewed reflection on diversity and the mechanisms of inclusion and exclusion. A further aim of this publication is to connect the anglophone scholarship involved in reconceptualising early childhood (Joseph Tobin, Gunilla Dahlberg, Peter Moss, Berry Mayall, Barbara Rogoff and Martin Woodhead), with francophone researchers and action-researchers active in the same innovative way (Liane Mozère, Perrine Humblet, Michel Vandenbroeck, Tullia Musatti, Florence Pirard, Nathalie Roucous, Gilles Brougère, Nacira-Guénif-Souilama and Sylvie Rayna) and with a large francophone audience.

Available in French from: www.peterlang.com

14. Bringing politics into the nursery: Early childhood education as a democratic practice
Moss, P.
2007. Working Papers in Early Childhood Development No. 43. The Hague, The Netherlands: Bernard van Leer Foundation.
ISBN 978-90-6195-097-4

In this Working Paper, Peter Moss makes the case for institutions providing ECEC becoming forums for democratic political practice. He begins by discussing the importance of democratic participation as a right of citizenship, a defence against oppression and injustice and a means for fostering diversity in society. He then looks at what it means to have democracy in ECEC institutions, suggesting that democratic practice needs to be considered at several levels: national or federal, regional and local, as well as at institutional or ECEC setting levels. Throughout the paper Moss draws on examples from practices around Europe and elaborates on the conditions that are necessary to foster the establishment of democratic participations in ECEC settings.

Available in English from: www.bernardvanleer.org

15. The Construction of a New Profession, a European Perspective on Professionalism in Early Childhood Education and Care
Peeters, J.
2008. Amsterdam, The Netherlands: Uitgeverij SWP.
ISBN 978-90-6665-950-6

This book discusses the possibility of constructing a democratic professionalism in ECEC, whose reflective practitioners can deal with complex situations and relationships. It has been written at a time when professionalism in ECEC is on the political agenda and when there is a broad consensus that a well-trained childcare workforce is needed if young children are to have the chances to which they are entitled. Chapters address: the debate on professionalism in ECEC in Europe; what kind of professionalism do we need? professionalism and gender in the professions for young children; and an international perspective on professionalism in ECEC with examples from five countries. The book is part of a wider PhD study by the author.

Available in English from: www.swpbook.com

16. Pas de 0 de conduite pour les enfants de 3 ans
(*No Zero for 3-year-old Children*)
Le collectif 'Pas de 0 de conduite' *(a collective of organisations and professionals working in health and childcare)*.
2006. Paris, France: Éditions érès.
ISBN 2-7492-0675-8

This publication is a pamphlet that challenges the report of l'Institut national de la santé et de la recherche médicale (INSERM) a scientific institute and advisory body to the French Government about their recommendation to assess young children's behaviour to predict later delinquency and prevent violent unrest in suburban areas. A collective of organisations including l'Association collectifs enfants–parents–professionnels (ACEPP), the organisation responsible for parent-run crèches and a Bernard van Leer Foundation partner, wrote this pamplet in response. It sets out their views, analyses and requests including a plea for partnership between the State, parents and institutions (associations and/or services) working together in the ECEC field.

Available in French from: www.edition-eres.com
                          www.acepp.asso.fr

Part B: Approaches and ways of working with children, parents, early childhood practitioners or professionals and trainers

This part of the bibliography includes a very wide range of resources that describe diverse ways of engaging and listening to children, families, early childhood practitioners and trainers and supporting them to engage with the 'other' to change attitudes and behaviour. It is organised in five sections. The first focuses primarily on exploring ways of engaging, involving and listening to children through meaningful respectful conversations, through music and creative activities, theatre, games and play. In the second section, the focus is on parents and the various innovative ways partners have used to engage with and listen to parents. Section three is about changing attitudes, behaviours and structures and raising awareness. Training is another tool for change. Many Bernard van Leer Foundation partners are specifically involved in the continuing professional development of early years practitioners in order to effect change and positive outcomes for children. Examples of this work are provided in B(iv). The final section: 'Creating Spaces to Belong' includes resources in which the notions and realities of spaces to belong, common spaces, or meeting places are prominent.

B(i) *Engaging, involving and listening to children*

17. Are You Listening to Me? Communicating with Children from Four to Twelve Years Old

Delfos, M.F.

2001. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 90-6665-366-3

This book is underpinned by the view that taking children seriously, listening to their opinions and experiences and then using this information to improve their situation is of the utmost importance. It offers detailed practical guidelines to support adults in open (two-way) respectful conversations and interviews with children aged 4 to 12 years. Part 1 addresses the kind of attitude necessary to have a verbal exchange. In Part 2, attention is paid to specific techniques required when conversing with children. The author draws on research conducted by the Dutch organisation Wetenschappelijke Educatieve en Sociaal-culturele Projecten (WESP) on interviewing children and on other research in this area, as well as on her own experience as a therapist.

Available in English from: www.swpbook.com
www.wespweb.nl

Also available in Dutch:

Luister Je Wel Naar Mij: Gespreksvoering met Kinderen Tussen Vier en Twaalf Jaar.

Delfos, M.F.

2000, 2nd edition 2006. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 90-6665-340-X

www.swpbook.com

Also available in Spanish:

Me escuchas? Cómo conversar con niños de cuatro a doce años

Delfos, M.F.

2001. The Hague, The Netherlands: Bernard van Leer Foundation.

ISBN 90-6195-058-9

www.bernardvanleer.org

Also available in German:

Sag mir mal…Gesprächsführung mit Kindern 4–12 Jahre.

Delfos, M.F.

2006 (4th edition). Weinheim, Germany: Verlagsgruppe Beltz.

www.beltz.de

Also available in French:

De l'écoute au respect, communiquer avec les enfants

Delfos, M.F.

2007. Ramonville Saint-Agne, France: Éditions érès.

ISBN 978-2-7492-0715-5

www.editions-eres.com

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18. Conceptos Calle

('Street' Concepts from the 'Calle' Programme)
Melel Xojobal
2005. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

This booklet describes the work with babies, toddlers and young children who participate in programmes run by Melel Xojobal. It is intended for organisations who work with children accompanying adults working on the street and who wish to reflect on the conceptual basis of their educational work. The book is accompanied by a CD, which contains points of reflection on the phenomena of children's presence on the street. These 'reflections' can serve as a stimulus for discussion and can be applied in a number of contexts.

Available in Spanish from: www.melelxojobal.org.mx

Lotería de Emociones

(Lottery of My Emotions: Children's bingo game about feelings and emotions)
Melel Xojobal
2007. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

The objective of this attractively produced picture and word bingo game is to stimulate children to recognise their emotions and the situations that provoke various emotional responses. The game, developed by Melel Xojobal is intended as a bilingual resource in Spanish and Tsotsil (an indigenous language spoken in Chiapas, southeastern Mexico) for use when working with children from indigenous communities.

Available in Spanish and Tsotsil from: www.melelxojobal.org.mx

Bernard van Leer *Foundation*

■ Related article in *Early Childhood Matters*:

Waters, K., Fellow, H. and Melel Xojobal (2004) Pay attention to me! Documentation and child participation (in Melel Xojobal). *Early Childhood Matters* 103: 40–42.

19. By a Pool, Eating Plums … Exploring the Learning Needs of Muslim Families Living in Metaxourghio, Athens

Houndoumadi, A.

2002. Athens, Greece: Centre for Artistic and Pedagogical Training (Schedia)

This book describes research conducted during the development phase of an intervention project that aimed to integrate mostly working children from Romany-and Turkish-speaking Muslim families into the Greek educational system. It describes the rationale behind the project; the research planning; the findings; designing the intervention; overall conclusions; and evaluation.

Available in English and Greek from: www.schedia-art.gr

20. Listening to Young Children Resource Pack

Lancaster, Y.P., Broadbent, V. and the Coram Family.

2003. Milton Keynes, UK: The Open University Press.

ISBN 0-335-21372-3

This resource pack supports early childhood professional's and parents' understanding of what it means to include the voices of young children and to respond to what they have to say. The pack consists of five parts that complement each other: Getting Started – The Introductory Guide; Promoting Listening to Young Children – The Reader; Listening and Looking – The Practitioner Handbook; Shared Experiences, eleven individual case study booklets; and a CD-ROM with audiovisual material to illustrate the studies.

Available in English from: www.openup.co.uk

21. My Story

Atlas, Y. Asad, D. Shmuel, N. Ozer, Y. Vardi, N. Magen, S. Exelrode, E. and Shir, S.

2008. Haifa, Israel: Pardes.

This is a large hardback 'knee book' that documents the lives of six young children through photographs and accounts of their daily lives and the important people in them. It is one of the outputs of the 'Educators in a Multi-cultural Society' project of the Differences and Multi-cultural Society, Venezia Institute. Three of the 'stories' document the lives of three children from different sections of Israeli society. Three further stories have been translated from the Dutch book 'Dit ben Ik' (*This is me*), produced by the Anne Frank Museum in Amsterdam, which inspired this publication. The aim of the book, an educational tool, is to encourage openness and empathy amongst young children with regard to other children who are 'different'. A second aim is to support teachers of young children to engage with the unique personal world of each child in the ECEC setting.

Available in Hebrew and Arabic from: www.venezia-institute.org.il
contact@pardes.co.il

Ze-Zu
(This-is-That)
Venezia, N. and Sharfman, A.
Tel Aviv, Israel: Lir Theatre.

In collaboration with Lir Theatre, the 'Educators in a Multi-cultural Society' project team developed an interactive theatre play for children in which the key characters are animals. The play contains subtle diversity messages and addresses universal themes of needing to belong, being included and excluded in play and fear of difference. The play is accompanied by follow-up discussion points and activities, facilitated by early childhood practitioners and presented in a manual.

More information: www.venezia-institute.org.il

See related training, Section B(iv)

22. Musharaka Trust for Arab Early Childhood Care and Development in Israel

This organisation has recently produced colourful and attractive educational materials in Arabic for young children in Israel. These consist of three kits incorporating sets of picture cards of activities, illustrated with photographs. Each kit focuses on a specific theme: Fun, feeling and fullfillment; Plants and identity; Language and identity.

Available in Arabic from: www.musharaka.org

23. Ontvlambare Vingers, Een Handleiding om te Verdwalen
(Inflamable Fingers, On Artistic Childcare and Education)
Boudry, C. and de Weerdt, H.
2008. Ghent, Belgium and Amsterdam, The Netherlands: Expertisecentrum Opvoeding en Kinderopvang (VBJK) and Uitgeverij SWP.
ISBN 978-90-6665-933-9

This publication (hardback book and DVD with English subtitles) subscribes to new thinking about quality early childcare and education: such that it is not enough to provide rich environments to young children, but that it is essential to work on such processes as their well-being and engagement. Bringing arts into the preschool centre is an excellent way to work on respect for diversity and social inclusion and to enrich the educational environment of young children.

Available in Dutch from: www.swpbook.com

24. Poppen Zoals Wij
(Dolls Like Us)
van Keulen, A. van Beurden, A. and Doeleman, W.
2003. Bureau MUTANT, Utrecht, The Netherlands: Uitgeverij SWP.

This book describes a methodology for work with young children in ECEC settings that uses character dolls with a biography (also known as 'persona' dolls) to stimulate socio-emotional and cognitive development and

support identity formation in young children. During circle conversations, the dolls come and visit, their story is told and the practitioner invites the children to talk and think about the things the dolls have experienced. The intention is that the children learn to be proud of themselves and their own background, but also to respect the differences and equalities of other people. The book provides information about doll selection, how the dolls can be introduced to the group and how the dolls' stories can be told.

Available in Dutch from: www.swpbook.com
                          www.mutant.nl

See related training, Section B(iv)

25. Mit Kindern ins Gespräch Kommen. Vorurteilsbewusste Bildung und Erziehung in der Pädagogischen Praxis
(*Talking with Children: Raising Awareness about Prejudice in Teaching Practice*)
Weck, R.
2008. Berlin, Germany: Institut für den Situationsansatz, Internationale Akademie (INA–ISTA) gGmbH/ 'Kinderwelten' Projekt.

This DVD film shows work with persona dolls within the context of four goals for children in the prejudice-aware or anti-bias approach in four ECEC settings in Berlin, Germany. Part 1 provides a general introduction to the approach; Part 2 illustrates how the persona dolls and the stories they tell 'work' for each goal of the anti-bias approach; Part 3 consists of a complete persona doll story. The DVD is aimed at trainers and practitioners.

Available in German from: koordination@kinderwelten.net

26. Spaces to Play: More Listening to Young Children Using the Mosaic Approach
Clark, A. and Moss, P.
2005. London, UK: National Children's Bureau.
ISBN 1-9047-87-43-6

This book reports on a pilot study that used the mosaic approach (Listening to Young Children: The Mosaic Approach, Clarke and Moss 2001) to explore, with young children, their understanding and uses of outdoor provision in ECEC settings, in order to inform future plans. It demonstrates young children's competencies in expressing their perspectives, given the right tools and sufficient time. One whole section discusses key messages, challenges and future directions in listening to young children for practitioners and researchers.

Available in English from: www.ncb.org.uk

27. Sporen van Reggio: een Introductie in de Sporen-Pedagogiek
(*Traces of Reggio: An Introduction to the SPOREN Teaching Method*)
Meeuwig, M., Schepers, W. and van der Werf, T.
2007. Amsterdam, The Netherlands: Uitgeverij SWP.
ISBN 978-90-6665-892-9

Inspired by the renowned Reggio-Emilia teaching approach to ECEC which originated in northern Italy, Stichting Pedagogiek Ontwikkeling (P0-7) in The Netherlands, have developed a new and innovative approach to

education for young children entitled SPOREN or 'Traces'. This book provides an overview of SPOREN, illustrating how the Reggio Emilia approach has been translated and interpreted in the Dutch context, specifically in a number of early childhood settings in the city of Amsterdam. The book combines theory with examples from practice, as well as interviews with early childhood practitioners and an'atelierista'. The text is richly illustrated with children's drawings, words and photographs.

Available in Dutch from: www.pedagogiekontwikkeling.nl
www.swpbook.com

28. An Encounter with Reggio Emilia: Children's Early Learning Made Visible
Kinney, L. and Wharton, P.
2008. London, UK: Routledge, Taylor and Francis Group.
ISBN 978-0-415-43421-8

This book describes a documentary approach to ECEC inspired by the documentation of young children's learning in Reggio Emilia and implemented by Stirling Council in Scotland. Issues addressed include: how documentation has a resonance with curriculum practices in early years settings in Stirling; how a documentation approach to early learning can look in practice; new understandings about children, educators, parents and families. In this book there is particular emphasis on an ethos of respect between adults and children, building a reciprocal learning community and children's rights in terms of participation.

Available in English from: www.routledgeeducation.com
www.stirling.gov.uk/index/services/learning/nurseries

See related training, Section B(iv)

29. Stichting Memorabele Momenten
(Memorable Moments Foundation)

This organisation brings high-quality music and dance into ECEC settings in the Amsterdam region of The Netherlands through the direct involvement of students from the Conservatoire of Amsterdam and other talented artists, in shared 'musical moments' with children from birth to 6 years. A key aim of the project is to explore how music can be used as a tool to enhance positive self-identity and respect for diversity at an early age.

More information from: www.memorabelemomenten.nl

30. The Therapeutic Riding Center of Israel

This is a non-profit organisation that aims to improve the lives of disabled children through a therapeutic and recreational method involving contact with animals, specifically ponies, horses and dogs. Important aspects of the children's lives, such as their self-esteem, independence, motor functioning, coordination, posture and balance, as well as their ability to communicate with one another are addressed in a range of activities. A DVD illustrating the work of the Center has recently been produced.

More information from: www.trci.org.il/indexeng.htm

31. Toowey–Toowey: Playing, Drawing, Singing for Diversity

2006. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

This DVD illustrates how the arts can be used as an effective teaching tool to promote respect for diversity. The 20-minute film presents examples of artistic activities with children, filmed in a variety of ECEC settings in Greece, Belgium, France, The Netherlands and Scotland. The settings empower children: to develop the diverse aspects of their identity and gain self-respect; allow children of different cultural backgrounds to share elements of their culture and learn from each other; encourage children and adults to communicate, collaborate and develop a sense of belonging; encourage children and adults to participate as active citizens and to fight for their rights.

Available in English from: www.decet.org

32. Young Children in Poland – Experiences of Non-governmental Organisations

Białek-Graczyk,M.
2006. Warsaw, Poland: Comenius Foundation for Child Development.
ISBN 83-920643-8-0

This collection of good practices includes portraits of 12 non-governmental organisations working with young children. The leaders talk about well-tried solutions and effective programmes that have been implemented. They share ideas and talk about the successes their organisations have achieved. The publication also presents various activities including training programmes, artistic events, dissemination of early childhood education and attempts to introduce system solutions. It also includes a useful database of over 300 organisations that support the development of young children.

Available in Polish from: www.frd.org.pl

33. WESP (Wetenschappelijke Educatieve en Sociaal-culturele Projecten/*Scientific Educational and Socio-cultural projects*)

WESP is an organisation in The Netherlands that has developed the 'Vraaggericht werken' approach or 'child-driven work' whereby adults (early childhood professionals and school teachers) are trained to work with children in ways that allow children to co-determine what services do and how they are delivered. WESP provides training and support to institutions to achieve this vision. The organisation has its own website, produces its own regular newsletter (*Respons*) which focuses on a specific theme in relation to listening to children and is engaged in a range of projects in the field of education and care.

More information from: www.wespweb.nl

B(ii) *Engaging, involving and listening to parents*

34. Ouders over Opvoeden, Werk en Kinderopvang/Childcare Stories: Parents' Voices on Education, Work and Childcare/ Education, travail et lieux d'accueil de jeunes enfants: Des parents témoignent/ Eltern über Erziehung, Arbeit und Kinderbetreuung/Educazione, lavoro e servizi all'infanzia e genetori raccontano

Vereist, G. and Peeters, J.

2006. Ghent, Belgium: Expertisecentrum Opvoeding en Kinderopvang (VBJK).

ISBN 90-6665-8231

The Childcare Stories DVD features the testimonies of 17 parents from different countries within the European Union. Their stories highlight the important role that childcare plays in the lives of both children and parents. The film also highlights the value of inclusive quality childcare – in particular giving equal importance to the perspectives and expectations of both parents and early childhood professionals of what good-quality childcare is. The material on this DVD can be used as a discussion tool with early childhood practitioners and parents. Guidelines are available in two pdf documents, which can be downloaded from www.vbjk.be.

Available in Dutch, English, French, German and Italian from: www.vbjk.be

www.lefuret.org

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35. Children Crossing Borders. Children of Immigrants in Early Childhood Settings in Five Countries: A Study of Parent and Staff Beliefs

This cross-cultural and cross-national study explores how the ECEC systems of five countries (England, France, Germany, Italy and the USA) are serving the children of recent immigrants and what parents who have recently migrated from another culture want for their children in ECEC settings. The core method of the study involved making videotapes of typical days for four-year-olds in settings in each of the five countries and then using the videotapes as an interviewing cue to draw out the beliefs and concerns of parents and community leaders from immigrant communities, of teachers and administrators and of early childhood education experts and policymakers. The project director is Joseph Tobin, Arizona State University, USA.

More information available from: www.childrencrossingborders.org

■ Related conference presentations:

Tobin, J. (2005) Children of immigrants in preschool in five countries. Keynote address at the European Early Childhood Research Association Annual Conference, Reykjavik, Iceland 30 August– 2 September, 2005.

Adair, J., Brougère, G., Pascal, C., Pastori, G. and Sulzer, A. (2007) Children Crossing Borders Project: The challenges and potentials of coding as means of handling large cross-national data sets. Presented at the European Early Childhood Research Association Annual Conference, Prague, Czech Republic, 29 August–1 September, 2007.

■ Related book chapters:

Adair, J. and Tobin, J. (2007) Listening to the voice of immigrant parents. *In:* Genishi, C. and Goodwin, L. (Eds.) Diversities in *Early Childhood Education: Rethinking and Doing.* Abingdon, UK: Routledge Falmer.

Bove, C. (2008) Bambini e genitori immigrati nei servizi per l'infanzia. Considerazioni da un'esperienza di ricerca *(Immigrant children and parents in ECEC. Issues from research)* pp. 23–33 *in:* Molina, P. (a cura di) *Infanzia e Servizi nella Ricerca Educativa*. Azzano San Paolo, Italy: Edizioni Junior.
ISBN 978-88-8434-376-3.

Bove, C., Mantovani, S. (2006) Alle soglie della consapevolezza *(On the threshold of awareness)* pp. 13–34 *In:* Favaro, G. (a cura di) *Nello Stesso Nido*. Milan, Italy: Franco Angeli.
ISBN 88-464-7655-7

Brougère, G., Guénif-Souilamas, N. and Rayna, S. (2008) De l'usage de l'altérité pour comprendre le préscolaire. *In:* Brougère, G. and Vandenbroeck, M. (dir.) *Repenser l'éducation des jeunes enfants*. Bruxelles, Belgium: Peter Lang.

Guénif-Souilamas, N. (2007) Pour une reconnaissance de l'altérité incarnée. *In:* Payet, J.-P. (dir.) *La reconnaissance dans les sociétés contemporaines*. Berne, Switzerland: Peter Lang.

Mantovani, S., Bove, C. and Tobin, J. (2008) Methodological issues in video-based research on immigrant children and parents in ECEC. *In:* Tarozzi, M. and Bertolani J. (Eds.) *New Frontiers of Phenomenology. Proceeding of the International Human Research Conference*, 2007. Rovereto, Italy: Università degli studi di Trento.
ISBN/ISSN 978-88-8443-218-6

■ Related articles in peer-reviewed journals:
Bove, C. (2007) Metodologie visuali e contesti dialogici. Un metodo di ricerca in situazioni interculturali (*Visual methods and dialogical settings. A research approach for intercultural settings*). *Educazione Interculturale* 5: 341–359.

Mantovani, S. (2007). Bambini e genitori immigrati nelle scuole dell'infanzia in cinque paesi (Immigrant children and parents in ECEC of five countries). *Educazione Interculturale* 5: 323–339.

Brougère, G., Guénif-Souilamas, N. and Rayna, S. (2008) Ecole maternelle (pre-school) in France: A cross-cultural perspective, *European Early Childhood Education Research Journal* 17.

■ Related article in *Early Childhood Matters*:
Tobin, J., Arzubiaga, A. and Mantovani, S. (2007) Entering into dialogue with immigrant parents. *Early Childhood Matters* 108: 34–38.

■ Related article in *Children in Europe*:
Pascal, C. and Bertram, T. (2007) Children crossing borders: enhancing the inclusion of children in pre-school settings. *Children in Europe* 13: 13–14.

36. Don't Say 'It is Just a Child'
(Çocuk deyip de geçme)
Berlin, Germany: Arbeitskreis Neue Erziehung e.V. (ANE)

This resource consists of 16 bilingual letters to parents, designed to assist parents of Turkish origin in raising their child from the time of its birth up to the age of 14. The letters tell the story of little Canan and her family,

describing everyday situations of family life and providing information on (almost) all issues parents should know about childrearing and education. Each letter attempts to answer the questions that arise at a specific age.

Available in German and Turkish from: www.ane.de

37. Database BEN: Bundesweites Elternnetz
(a network of information for parents in Germany)

BEN is the database service of Arbeitskreis Neue Erziehung e.V. (ANE) covering information on more than 4000 services and projects for parents with children aged 0–6. BEN provides information from A for adoption to Z for zoo. BEN is accessible 24 hours a day and 7 days a week, information is always up-to-date and complete. BEN is intercultural – the database includes services in 33 languages. Originally a Berlin database, BEN is currently expanding to other regions in Germany.

Available at: www.ben-elternnetz.de

38. Together: Teachers and Parents Together in an Intercultural School
Society for the Development and Creative Occupation of Children (EADAP) (Ed.)
2004. Athens, Greece: Typothito Press, Giorgos Dardanos.

This book presents part of the research/training programme on intercultural education (Aesop) designed by EADAP and implemented from 1999 to 2005 in preschool institutions in Greece. It describes the efforts of teachers to approach parents and actively involve them in the activities and life of the day nursery. The techniques used to bolster cooperation between teachers, children and parents are presented in detail.

Available in Greek from: www.eadap.gr

39. Je Hebt een Heel Dorp Nodig om een Kind op te Voeden/ Il faut tout un village pour élever un enfant/Es Braucht ein Ganzes Dorf, um ein Kind Groß Zu Ziehen
(It Takes a Whole Village to Raise a Child)
CD-ROM
Association collectifs enfants–parents–professionnels (ACEPP), Institut für den Situationsansatz, Internationale Akademie (INA–ISTA), Expertisecentrum Opvoeding en Kinderopvang (VBJK) and Bureau MUTANT
2003/2006. Birmingham, UK: Grundtvig.

Four partner organisations of the Diversity in Early Childhood Education and Training (DECET) network involved in a European Grundtvig programme 'Partnership between parents and professionals and respect for diversity' over a 3-year period (2001–2003) brought together their experiences and those of parents and professionals from 30 childcare settings in France, Germany, Belgium and The Netherlands to produce this CD-ROM. It contains various methodologies and examples of working with children and parents that reflect the diversities within the families. It includes: a slide show of photographs and a collection of documents that describe: the family wall; recognising the home languages of families; links between a childcare setting and the neighbourhood in which it is located; learning from conflicts; and communication between parents and professionals.

Available in Dutch, French and German from: www.acepp.asso.fr
                                             www.kinderwelten.net
                                             www.vbjk.be
                                             www.mutant.nl

40. Ouders en Diversiteit
(Parents and Diversity)

The following resources are all outputs of the Dutch research and development project 'Ouders en Diversiteit' (*Parents and Diversity*) which was co-ordinated by Bureau MUTANT with research support from The Netherlands Institute for Health Services Research (NIVEL). The overall aim of the project was to improve the co-operation and communication between parents and practitioners to take into account diversity among parents and by doing so improve the overall quality of provision and children's well-being in ECEC settings in The Netherlands. All the resources are in Dutch. Bureau MUTANT provides training related to specific elements of the project (see Section B(iv).

Partnerschap tussen Ouders en Beroepskrachten: Handboek voor Kinderopvang en Onderwijs
(Partnership between Parents and Professionals: Handbook for Early Childhood Education and Care)
van Keulen, A. (Ed.)
2006. Bureau MUTANT, Utrecht, The Netherlands: Uitgeverij SWP.
ISBN 10-90-6665-762-6
ISBN 13-978-90-6665-762-5

This 205-page book has contributions from practitioners, researchers, trainers, parents and organisations related to ECEC and primary school. It contains seventeen chapters organised into three parts: Background; Policy and management; and Examples from practice. Key concepts such as partnership, equality, respect, recognition of power relationships and learning from conflicts and clashes are discussed and illustrated by examples from practice.

Available in Dutch from: www.mutant.nl
                         www.swpbook.com

Van Botsingen kun je Leren: Een Methodiek om Contacten tussen Ouders en Beroepskrachten in de Kinderopvang te Versterken
(Learning from Conflicts and Clashes: A Methodology for Strengthening the Relationships between Parents and Practitioners in Early Childhood Education and Care)
de Graaff, F. and Doeleman, W.
2006. Bureau MUTANT, Utrecht, The Netherlands: Uitgeverij SWP.
ISBN 10-90-6665-777-4
ISBN 13-978-90-6665-7777-9

This book describes a particular method or approach (based on the work of Margalit Cohen-Emerique) whereby early childhood practitioners are guided to analyse possible conflicts with parents, to ask questions openly, to interview parents and when required, to negotiate. Exercises and exemplars in the book can be used in training or team meetings in ECEC.

Families in Beeld

(Families in the Picture)

Doeleman, W. and van der Kaa, M.

2006. Bureau MUTANT, Utrecht, The Netherlands: Uitgeverij SWP.

ISBN 10-90-6665-751-0

ISBN 13-978-90-6665-751-9

The teaching approach described in this book supports good practice with families with a particular focus on the ways in which diverse family backgrounds and environments can be brought into everyday experiences in the childhood setting, facilitating a respectful attitude towards the 'other'. Approaches and methodologies described include: the importance of vision and guiding principles; developing and using a family wall; the map; child of the week; and an introductory handbook. The accompanying DVD illustrates good practice in five diverse settings in The Netherlands including: a preschool playgroup, primary school, out-of-school setting and childcare centre.

Available in Dutch from: www.mutant.nl

www.swpbook.com

41. Toolkit 'Documentation of families': CD, game and poster

2007. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

The aim of this resource is to improve communication and mutual understanding between parents and ECEC settings. Trainers may also find it useful as guide for their work on documentation of families. The DVD gives an overview of the project including its objectives and methodology. There is also a specific focus on the family wall. The game is intended for early childhood professional teams as a means to familiarise them with the principles of documentation of families and to encourage engagement with the approach. The poster shows a range of diverse family forms and the key message 'Respect for Every Child, Respect for Every Family' is printed in many languages on it.

Available in Dutch, English, French, German and Lithuanian from: www.decet.org

www.mutant.nl

www.swpbook.com

www.acepp.asso.fr

www.ina-fu.org/ista

Poster can also be ordered from: www.verlagdasnetz.de

■ Related peer-reviewed article:

Peeters, J. (2007) Including men in early childhood education: Insights from the European experience. *New Zealand Research in Early Childhood Education* 10: 15–24.

42. 12 Principles for Successful Cooperation between Childcare Workers and Parents

Prott, R. and Hautumm, A.

2005. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 9-6665-618-2

This 'pocket-sized' publication arose from a presentation one of the authors made entitled 'Partnership between childcare workers and parents' at the 4th Central and Eastern European Early Childhood Care and Development Regional Meeting in Belgrade in 2002. The intention was to develop principles that would support the childcare workers in establishing partnerships with the parents, regardless of national borders and cultures. The principles, intended as general rules or fundamentals for facilitating target-oriented activities are organised in three groups: 1. Preconditions for co-operation; 2. Basis for co-operation; 3. Ensuring co-operation.

Available in English from: www.swpbook.com

Also available in German:

12 Prinzipien für eine Erfolgreiche Zusammenarbeit von Erzieherinnen und Eltern

Prott, R. and Hautumm, A.

2004. Berlin, Germany: Verlag das Netz.

ISBN 3-9377-85-01-9

Also available in Dutch:

12 Principes voor een Successvolle Samenwerking Tussen Ouders en Professionals

Prott, R. and Hautumm, A.

2005. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 90-6665-617-4

43. Ouderparticipatie, ook voor Vaders! Hoe kan je Vaders Betrekken bij Kinderopvang?

(Parent Participation, also for Fathers! How to Involve Fathers in Childcare?)

Demuynck, K. (Ed.)

2006. Ghent, Belgium: Expertisecentrum Opvoeding en Kinderopvang (VBJK).

This is a practical brochure focusing on how and why to involve fathers in childcare. It has been developed within the larger programme framework of a European Social Fund (ESF)– Employment, Social Affairs and Equal Opportunities (EQUAL) project 'Ecce Ama! Childcare in Learning Networks' and within a partnership between VBJK, Pedagogische Begeleidingsdienst Stad Ghent and Flora vzw. It is designed to help childcare professionals (managers and educators/practitioners) to actively involve fathers in the childcare settings in which they work. The brochure outlines the importance of parent participation and the role of fathers; sets out the rationale for an instrument to measure father participation; describes various ways to involve fathers: preparation, testing, action; includes a paper which goes more into depth about the importance of involving fathers; and provides descriptions of individual and group activities and examples.

Available in Dutch from: www.vbjk.be

(French and German versions in preparation).

B(iii) *Changing attitudes, behaviours and structures*: awareness raising through teaching activities and other advocacy strategies

44. ABC der Demokratie: Demokratie-Erziehung für Kinder vom Kindergarten bis Zur 6. Klasse
(The ABC of Democracy: Education for Democracy for Children, Kindergarten to Class 6)
Shinar-Zamir, N.
2006. Lich/Hessen, Germany: Edition AV.

The Adam Institute develops and implements programmes that promote education for democracy and peace, civic education and methods of conflict resolution. This book is essentially a programme of activities designed to promote education for democracy and peace. The activities are organised in eight themes or topics including: accepting difference, relations between majority and minority, rights and conflict resolution. Each chapter begins with a theoretical introduction with background to the theme. This is followed by a series of activities with guidelines for target age groups, aims, required materials and a description of the activity broken down into different stages or phases and suggestions for further development.
Translated from the original in Hebrew and Arabic, published 2004

Available in Arabic and Hebrew from: www.adaminstitute.org.il

Available in German from: www.edition-av.de

45. Yaar Hachaim
(*The Forest of Life)*
Harish, L.
Jerusalem, Israel: Adam Institute.

This is an educational programme including workshops and activities based on stories in the book, 'Yaar Hachaim' *(The Forest of Life)*, by Lior Harish. The book includes seven stories about animals and each story deals with the study of a principle or a basic democratic concept, such as freedom of speech, inequality, oppression, equality, acceptance of those who are different, denial of rights, the election process in different communities, discrimination and conflict resolution. This 70-page manual includes a theoretical section examining each democratic topic and offers suggested workshop activities using drawing, arts and crafts, music, puppetry, acting and writing.

Available in Hebrew from: www.adaminstitute.org.il

46. Achiya Mobile Project for Tender-aged Children: Intervention Programme and Research
Achiya Institute
2007, Bnei-Brak, Israel: Achiya Developmental Institute.

This hardback bilingual book in Hebrew and English provides a photographic account of an intervention programme, which involved more than 1000 boys aged between 3 and 6 attending Talmudey Torah in the cities of Bnei-Brak and Elad in Israel. In the programme, early childhood practitioners were supported by occupational therapists and speech therapists in identifying children with developmental difficulties and to enrich the all-round development and learning of the children through the provision of additional equipment, materials,

games and activities. The staff of the intervention programme also engaged with parents and school principals through workshop sessions that focused on broadening knowledge in child development.

Available in English/Hebrew from: www.achiya.org

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47. Arab Resource Collective (ARC)

The ARC is a regional non-profit organisation, which aims to disseminate knowledge and build capacity in ECEC in the Arab Region, specifically, Egypt, Lebanon, Palestine, Sudan and Syria. Resources and materials published by ARC include:

Early Childhood Counts: A Programming Guide on Early Childhood Care for Development
2005 (first Arabic Trial Edition, 2000). Hanra, Beirut, Lebanon: Arab Resource Collective (ARC).

Active Learning Pack and Kindergarten Teacher's Manual: Concepts and Activities for Children 3 Months to 3 Years Old
2000. Hanra, Beirut, Lebanon: Arab Resource Collective (ARC).

Qatr an-Nada
(*Dew Drops*)
Published in Arabic and English since 2004. Hanra, Beirut, Lebanon: Arab Resource Collective (ARC).
A seasonal journal containing contributions from researchers, doctors, psychologists, authors and educators. Contributed articles and reviews about topics that relate to children's rights and early childhood care and development.

Haqqi
(*My Right*)
Published in Arabic since 1997. Hanra, Beirut, Lebanon: Arab Resource Collective (ARC).
A newsletter on children's rights in the Arab world. 17 issues to date.

Childhood Bibliography
Published in Arabic since 2005. Hanra, Beirut, Lebanon: Arab Resource Collective (ARC).
A bibliography of books, films, newsletters and other resources on childhood issues.

Available in Arabic from: www.mawared.org

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48. *Children in Europe* Magazine Issues 1 (2001) to 14 (2008)
Moss, P. (ed.)
The key aims of the *Children in Europe* magazine are to: explore diversity within a European context; promote the exchange of ideas and experiences; and raise awareness amongst early childhood professionals and policymakers about diversity issues in work with young children and their families. To date, 14 issues have been published, each with a particular theme. The following are a selection of articles from *Children in Europe* that address the areas of social inclusion and respect for diversity and related issues.

Koebel, M. (2001) At what age does one become a citizen? *Children in Europe* 1: 9–12.

Martinell, A. (2001) Diversity: A positive value? *Children in Europe* 2: 10–12.

Meleady, C. and Broadhead, P. (2001) The norm not the exception – putting diversity in its place. *Children in Europe* 2: 14–16.

Vandenbroeck, M. and van Keulen, A. (2001) Images and prejudices amongst children and childcare workers. *Children in Europe* 2: 2–5.

Vianello R. and Truffa, G. (2001) Integrating children with disabilities in Italy. *Children in Europe* 2: 6–9.

Peeters, J. and Vandenbroeck, M. (2003) On the agenda at last – diversifying the workforce in Flanders. *Children in Europe* 5: 24–26.

Bennett, J. (2007) Early childhood services and equal opportunities. *Children in Europe* 13: 9–11.

Buzov, E. Tankersley, D. and Trikic Z. (2007) The Roma: Challenging discrimination in the minds of millions. *Children in Europe* 13: 26–27.

Cohen, B. (2007) Towards an inclusive education. *Children in Europe* 13: 15–16.

Connolly, P. (2007) Using the media to promote respect for differences. *Children in Europe* 13: 21.

Krause, A. (2007) Persona dolls: Opening dialogues with children about exclusion and discrimination. *Children in Europe* 13: 25.

Mony, M. (2007) Training early childhood workers with a focus on respect for diversity. *Children in Europe* 13: 28–29.

Murray, C. (2007) Éist means listen: Diversity and equality in Ireland. *Children in Europe* 13: 22.

Schallenberg-Diekmann, R. (2007) We cannot please everybody! Diversity in the situation approach. *Children in Europe* 13: 17–18.

Şikcan, S. (2007) Multilingual children in monolingual centres. *Children in Europe* 13: 15–17.

Stendahl, E. (2007) Teachers should challenge gender stereotypes. *Children in Europe* 13: 19–20.

Stendhal, E. (2007) A desire to communicate: Life in a multilingual Swedish pre-school. *Children in Europe* 13: 20–21

Vandenbroeck, M. (2007) Diverse aspects of diversity. *Children in Europe* 13: 7–8.

van Ginneken, M. and Taborsky, K. (2007) How at home does everyone feel at kinderstad in The Netherlands? *Children in Europe* 13: 23–24.

Woodhead, M. (2007) Children's rights – a new kind of universal standard. *Children in Europe* 13: 12.

Wyn Siencyn, S. (2007) A model for promoting early bilingual experiences. *Children in Europe* 12: 12–14.

Available in Danish, Dutch, English, French, German, Italian, Polish, Portuguese, Spanish and Swedish from: www.childrenineurope.org

Young Children and their Services: Developing a European Approach: A *Children in Europe* Policy Paper/Vers une approche Européenne de l'accueil de la petite enfance : une politique proposée par *Enfants d'Europe*

Editorial Board, *Children in Europe* 2008.

This policy paper, written in English and French, is intended to stimulate a democratic dialogue about European policy and the need for a European approach to services for young children and so to support the creation of a European politics of childhood. Topics addressed include: The case for a European approach to services for young children; What is a European approach?; Building on past work: the basis for a European approach; Our image of the child; and Ten principles as the basis for a European approach to services for young children.

Available in English/French from: bambinieuropa@edizionijunior.it
redactie@kiddo.net
info@vbjk.be
boernieduropa@bupl.dk
info@childreninscotland.org.uk
evagrueber@verlagdasnetz.de
www.frd.org.pl
www.laraforbundet.se
redaccion@revistainfancia.org
redaccio@revistainfancia.org
apei@mail.telapac.pt
observatoire@grandirabruxelles.be
lefuret@noos.fr

49. Melel Xojobal

is an organisation based in San Cristóbal de Las Casas, Chiapas, Mexico that works with indigenous communities. The following are resources and outputs from Melel Xojobal that have been designed to inform and raise awareness about the everyday lives of indigenous communities.

Para que Sepas. Anhelos e Historias de Mujeres de Chiapas. Una Compilación de Cuentos Creada por Mujeres para suas Hijos e Hijas

(So You Know: The Wishes and Stories of the Women of Chiapas. A Compilation of Stories Created by Women for their Children)
Melel Xojobal
2006. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

This book and DVD resulted from a series of workshops with women during which they described their own life histories, including their experiences of migration to the city from their communities of origin in search for a better quality of life for themselves and their families. The text is richly illustrated with black and white photographs taken by the women and by children's drawings. This book is not only a collection the women's individual stories, but is also intended as an educational resource with the objective of raising awareness about the realities of this invisible population through their own documented histories. The book incorporates questions for consideration when working with children, adolescents and adults.

Available in Spanish from: www.melelxojobal.org.mx

Una Tierra para Soñar Cuentos. Compilacion de Cuentos de Historias de los Niños de San Cristóbal

(A Land to Dream Stories: A Collection of Stories of the Children of San Cristóbal)

Melel Xojobal

2003. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

This book contains stories that are based on the life histories of children of San Cristóbal de Las Casas and how they spend their time on the street. The book aims to raise awareness regarding the day-to-day realities of lives of children who accompany workers or who themselves work in the city.

Available in Spanish from: www.melelxojobal.org.mx

Cómo Aprendí a Trabajar

(How I Learned to Work)

Melel Xojobal

2005. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

This animation on DVD tells the story of one indigenous family who, due to socio-political conflicts in its community of origin, migrated to the city of San Cristóbal de Las Casas. When they arrived there they were faced with a different and often hostile social and cultural environment. This animation stimulates reflection on the process of migration from rural to urban settings, particularly from the point of view of the indigenous children of San Cristóbal de Las Casas.

Available in Spanish from: www.melelxojobal.org.mx

Campaña de Sensibilización sobre Derechos de la Infancia

(Awareness-raising Campaign about the Rights of the Child)

Melel Xojobal

2006–2007. San Cristóbal de Las Casas, Chiapas, Mexico: Melel Xojobal AC.

This resource consists of a series of 12 informative audio clips that were broadcast on radio in order to raise awareness about children's rights, in particular the situation of indigenous children who live and work in the city.

Available in Spanish from: www.melelxojobal.org.mx

Cápsulas de Salud

(Radio clips about health)

Melel Xojobal

San Cristóbal de Las Casas, Chiapas, México: Melel Xojobal AC.

Members of the indigenous community are the actors in this audio material. It consists of short dramatisations, which were broadcast on radio to raise awareness of 14 different health issues in order to prevent illness. The collection of radio clips has been recorded onto an audio-cassette.

Available in Spanish from: www.melelxojobal.org.mx

50. Children of Imprisoned Parents: European Perspectives on Good Practice

Ayre, L., Philbrick, K. and Reiss, M. (Eds.)

2006. Paris, France: European Committee for Children of Imprisoned Parents (EUROCHIPS).

ISBN 2-9526-725-0-4

This handbook of practice and experience is a product of the EUROCHIPS Network. It is designed for specialists and volunteers working with or for children of imprisoned parents. It seeks to promote, expand and inspire good practice. The following issues are discussed: a. parenting in prison; b.supporting the imprisoned parent; c. the legal framework; d. international and European conventions, national law and maintaining family ties; e. influencing public policy; f. mothers and babies in prison; g. children visiting prison; h. maintaining family ties: i. identifying training needs and methods. Each chapter offers a European approach and perspective on some of the work currently being carried out across Europe, presenting a commonality that transcends borders and national judicial and penal policies. The handbook provides a child-centred guide for ideas and initiatives that foster and reinforce family ties for children with imprisoned parents and indicates how to protect their emotional, psychological and social development.

Available in English, French and Italian from: www.eurochips.org

51. Diversity and Equity: Making Sense of Good Practice

Houndoumadi, A., Gill, D., Moussy, F., Lee, P., Vervaet, V. and Schallenberg-Diekmann, R.

2007. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

This document outlines principles and quality criteria in respect for diversity and suggests some methods for their promotion. The six principles are presented and illustrated in clear and simple language and include quotes from children, parents and early childhood professionals. These principles are meant for critical reflection. At times they may challenge what is considered good practice, what is the value-base of work with children and families, or who has the right to transmit values to children. The document can be used to stimulate interactive dialogue with policy-makers, staff teams, staff, parents and children about promoting respect for diversity as a major foundation of any early years practice and to challenge negative attitudes and to develop further existing practice on respect for diversity.

Also available in German:

Vielfalt und Gleichwürdigkeit: Orientierungen für die Pädagogische Praxis

2007. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

Also available in Dutch:

Gelijkwaardigheid en Respect voor Diversiteit: Zin Verlenen aan Praktijk

2007. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

Other language versions (French, Greek and Spanish) are in preparation.

Available from: www.decet.org
www.vbjk.be
www.essse.fr
www.ina-fu.org/ista
www.schedia-art.gr
www.crec.co.uk
www.strath.ac.uk/centres/caf

52. Diversity and Equality Guidelines for Childcare Providers

Office of the Minister for Children

2006. Dublin, Ireland: Government of Ireland, Office of the Minister for Children.

These guidelines aim to support early childhood professionals, managers and policy-makers in Ireland in their exploration, understanding and development of diversity and equality practice through: fostering awareness about diversity and equality issues; stimulating discussion about bias and discrimination; and encouraging the development of services that are inclusive of all children and their families. Topics addressed include: values and attitudes; working with children; responding to discriminatory incidents; diversity and equality policy; equal opportunities recruitment; partnership with families; the physical environment; child-rearing traditions; and discipline. The guidelines were prepared by the Éist team at Pavee Point on behalf of an Advisory Subgroup for Children with Special Requirements, Minority Ethnic Groups and Traveller Children, National Childcare Co-ordinating Committee, Ireland.

Available in English from: www.omc.gov.ie
                            www.paveepoint.ie

53. Grandir à Lyon, c'est trop bien : Un projet social et éducatif pour l'accueil du jeune enfant

(It is Nice to Grow Up in Lyon: A Social and Educational Project for Childcare Provision)

Ville de Lyon (Municipality of Lyon)

2006. Lyon, France: Direction de l'enfance (Directorate of Early Childhood), Ville de Lyon.

This brochure and CD-ROM are intended to inform the general public about the local childcare policy in the Municipality of Lyon as well as advocating an approach to provision which is inclusive, respectful of diversity, close to the families and the communities and supported by a strong staff development and in-service training programme. Issues addressed include: early childhood in a changing society; new directions required to diversify childcare services in order to embrace diversity and meeting the 'other', the recognition of cultural diversities and the fight against social isolation; locating childcare settings close to the family; innovation and experimentation; in-service staff development and support programme. The brochure and CD-ROM also provide detailed information about ECEC provision in various municipal districts.

Available in French from: www.lyon.fr
                           www.essse.fr

54. The Illustrated Convention on Children's Rights, KA-MER 'Life for Children' Project

KA-MER

2002. Diyarbakir, Turkey: KA-MER 'Life for Children' Project

This publication, created by the KA-MER 'Life for Children' Project aims to raise awareness about the UN Convention on the Rights of the Child in Turkey through the use of photographs. The images, photographed by local photographers, depict girls, boys; younger children, older children; children at play, work and school; children who are sick, children with a disability; children alone and with family groupings.

Available from: www.kamer.org.tr

55. The following three handbooks, two of which are bilingual (English/Turkish) were produced by the **KA-MER 'Life for Children' Project** in order to raise awareness about good practice and egalitarian and respectful approaches in ECEC in Turkey:

First Steps in Opening a Creche/*El Kitabi: Kres Açarken Iik Adimlar*
KA-MER

2004. Diyarbakir, Turkey: KA-MER 'Life for Children' Project.

ISBN 975-499-252-5

This handbook, illustrated by photographs and drawings, provides practical information about activities and the organisation of space and resources when setting up an ECEC setting.

Available in Turkish from: www.kamer.org.tr

Potty Training/*Tuvalet Eğitimi*
KA-MER

2005. Diyarbakir, Turkey: KA-MER 'Life for Children' Project.

This handbook challenges traditional methods and approaches to toilet training and presents practical advice on issues such as: potty training and hygiene; potty training and emotional development; guidelines when potty training is a problem; and practical suggestions for sex education.

Being a Girl/Being a Boy/*Kiz Olmak/Oglan Olmak*
Merkezi, K.

2006. Diyarbakir, Turkey: KA-MER 'Life for Children' Project.

This handbook introduces the issue of children and gender roles. It presents information about the factors that reinforce gender roles (children's development, family, education, media) and the role of mothers, fathers and educational institutions in gender discrimination. It also offers practical suggestions about how gender can be handled positively in ECEC settings.

Available in English/Turkish from: www.kamer.org.tr

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56. The following resources published by the **Comenius Foundation for Child Development in Poland** are designed to raise awareness amongst the Polish public about the importance of ECEC and how to improve the quality of ECEC provision in Poland.

It Is Never Too Early – Development and Education of Young Children
Ogrodzińska, T. (Ed.)

2004. Warsaw, Poland: Comenius Foundation for Child Development.

ISBN 83-9206-43-2-1

Why are early years so important for the child development? What should parents pay attention to if they want to provide the best possible start in life for their children? How can quality standards be introduced to preschools? What can rural municipalities do to disseminate preschool education widely in their communities?

How do EU countries take care of their citizens? This book attempts to answer all those questions. It was prepared by the Comenius Foundation for Child Development to attract the attention within Poland to children's developmental needs and to highlight how important the early years are for the future education outcomes of children. The book also presents solutions and programmes for supporting quality education of young children.

Available in Polish from: www.frd.org.pl

Young Children in Poland – Report on Elementary Education
Szlendak, T. (Ed.)
2006.Warsaw, Poland: Comenius Foundation for Child Development

This report presents, in an accessible format, information on: the functioning of educational legislation in Poland; teacher training; the role of parents in education; financing early education; and education for children with special needs who come from national minorities and from educationally neglected groups. The report includes examples of solutions implemented in the EU and innovative programmes developed by Polish non-governmental organisations. The report analyses the state of early education in Poland, highlights neglected areas and suggests activities to improve the educational situation of young children.

Available in Polish from: www.frd.org.pl

Young Children in Our Municipality – How to Raise the Quality of Early Education?
Białek, M. (Ed.)
2006. Warsaw, Poland: Comenius Foundation for Child Development.
ISBN 83-244-24-0-7
ISSN 978-83-924-424-0-0

Long-term planning and activities and the efforts of the whole community are needed to ensure children from villages and small towns have equal educational opportunities. This publication describes the social process of increasing the quality of elementary education step by step. Model solutions are presented which can be used in each municipality after they have been adapted to local needs and conditions. It is hoped that the book will encourage readers to pay more attention to early education in Polish municipalities.

Available in Polish from: www.frd.org.pl

Pineapple Doesn't Want to Sleep
Rosciszewska-Wozniak, M., Bialek-Graczyk, M., Wolski, T. and Bukowski, P.
2007. Warsaw, Poland: Comenius Foundation for Child Development.

The Comenius Foundation supports 300 early education centres in various parts of Poland. This 12-minute film on DVD illustrates five basic attributes as fundamental goals in children's development: self-confidence, self-reliance, social skills, creativity and curiosity. A key message of the film is that children who are curious about the world, who are confident in their abilities and become actively involved in a variety of projects, will be more likely to take advantage of the opportunities that the future will bring them.

Available in Polish from: www.frd.org.pl

57. Children's Rights

Elefsina, Greece: Elele

This colourful brochure informs parents about children's rights through the explanation of selected articles from the United Nations Convention on the Rights of the Child (1989). It is one of the outputs of the project, which aims to promote respect for diversity in the city of Elefsina, Greece.

Available in Albanian, Greek and Turkish from: www.schedia-art.gr

B(iv) *Innovative training and professional development strategies and approaches*

58. 'Ar an mBealach' *(On the Way)*: Diversity and Equality Training Manual for Early Childhood Trainers

Éist Project Team
2004. Dublin, Ireland: Pavee Point Publications.
ISBN 1-897-598-85-8

The Éist Project at Pavee Point seeks to enhance mainstream training by developing a diversity and equality approach to meet the needs of both majority and minority children. This training manual aims to provide trainers with the tools to deliver diversity and equality training at in-service and pre-service levels. It covers the progression from strategic thinking about the issues through to implementing new approaches to address them. The manual incorporates a structured programme of exercises and tasks to bring participants on a journey of change, offering accurate information, attitudinal exploration and skills for working with children and families. It also describes a theoretical framework, background information, suggestions for assessment and evaluation, a bibliography and useful contacts.

Available in English from: www.paveepoint.ie

Equality and Diversity Early Childhood Training of Trainers' Programme

The Éist project offers an intensive course for trainers and practitioners in Ireland to deliver quality and diversity training for early childhood practitioners. It includes: theory, concepts and terminology; building a sound knowledge base; addressing attitudes, values and beliefs; and providing practical skills for practitioners for immediate implementation. It also provides a framework for both trainers and practitioners to engage in ongoing critical reflection to support engagement with diversity and equality.

More information from: ecce@pavee.iol.ie

59. CAF (Childhood and Families) Research and Development Centre, University of Strathclyde, Scotland.

CAF offers a range of continuing professional development opportunities; develops and delivers training courses and workshops at undergraduate and postgraduate levels; and provides community outreach. Themes addressed include: respect for diversity; inter-agency collaboration; working in partnership with families and communities; social inclusion; social development of children; community learning; and home–school community links.

More information from: www.strath.ac.uk/centres/caf

60. Demokratie Leben

(Living Democracy)

Berlin, Germany: Institut für den Situationsansatz, Internationale Akademie (INA–ISTA).

This in-service training project is implemented by INA–ISTA, affiliated with the Free University, Berlin and the Berlin office of the Regional Network for Migrant Affairs, Youth and School (RAA). The project team worked together with childcare centres in the former German Democratic Republic with the aim of creating democratic conditions for children in the centres and thereby contexts in which they can experience and attain the abilities necessary to act democratically. With the support of the project team the educators reflected thoroughly on their communication and attitude towards children and the quality of their teaching. As a result of this critical reflection they changed their teaching approaches completely and developed new methods.

More information from: www.ina-fu.org/ista

■ Related articles:

Höhme-Serke, E. (2005) Partizipation in Kitas in den Neuen Bundesländern *(Participation in childcare centres in the new German federal states) KiTa Aktuell Spezial, Sonderausgabe 4 (Partizipation)*: 34–37

Höhme-Serke, E. (2005) Partizipation in der Kindertagesstätte. Erfahrungen mit Veränderungsprozessen in dem Projekt – Demokratie leben in Kindergarten und Schule in Eberswalde *(Participation in the childcare centre. Experiences with change processes in the project Living Democracy in Kindergartens and Schools in Eberswalde) Frühe Kindheit 5: (Beteiligung von Kindern an Entscheidungen)* 36–38.

Höhme-Serke, E. (2006) Kinder erfahren Demokratie durch eigenes Erleben. Demokratische Bildung und Erziehung – eine Herausforderung für Erzieherinnen *(Children learn democracy through their own experiences. Democratic early childhood education – A challenge for early childhood educators) Kitadebatte* 2: 30–40.

■ Related book chapters:

Höhme-Serke, E. (2006) Autonomie und Partizipation: Was brauchen Pädagog/innen, um sich auf Veränderungsprozesse einlassen zu können? *(Autonomy and participation: What do early childhood educators need to become involved in change processes?)* pp. 61–64 *in:* Stiftung, A.A. (Hrsg.) *Interkulturelle Beiträge Jugend und Schule No. 8 Unser Haus der Kinderrechte. Menschenrechtsbildung für demokratische Kultur* (Intercultural contributions, Youth and School No. 8 Our House of the Rights of Children. Education for Human Rights and Democratic Culture).

Höhme-Serke, E. (2007) Demokratische Bildung und Erziehung – eine Herausforderung für Erzieherinnen. *(Democratic early childhood education–a challenge for early childhood educators).* pp. 154–161 *in:* Hammes-di Bernardo, E. (Hrsg.) *Kompetente Erziehung von Anfang an. Zwischen Anleitung und Selbstbildung, Jahrbuch des Pestalozzi-Fröbel-Verbandes (pfv).* Weimar und Berlin, Germany: Verlag das Netz.

Beyersdorff, S. and Höhme-Serke, E. (2008) Verhältnis zwischen Ost und West –einem Tabu auf der Spur *(Relations between East and West – Tracing a Taboo). In* Wagner, P. (Hrsg.) *Handbuch Kinderwelten Vielfalt als Chance – Grundlagen einer vorurteilsbewussten Bildung und Erziehung.* Freiburg, Germany: Herder.

61. Diversity and Equity in Early Childhood Training in Europe: Examples of Training Practices in the DECET Network/Diversité et équité: Dans le champ de la petite enfance en Europe: Manuel de formation/Diversidad y Equidad en la Formación para la Primera Infancia en Europa : Ejemplos de Prácticas de Formación en la Red DECET

DECET

2004. Brussels, Belgium: Diversity in Early Childhood Education and Training (DECET).

Diversity in families, standards and values within European society influences both educational systems and ECEC services. Every day early childhood trainers and educators are confronted with new questions and challenges: How should they deal with them? How should they communciate with the diversity of parents? What do we want for the children? Who decides how to raise children? A presupposition of the authors is that including diversity and equity issues requires changes in the role of early childhood practitioners and as a consequence, changes in training approaches and courses. This publication (153 pages) provides guidelines, examples and experiences of training in this area in many European countries.

Available in English, French and Spanish from: www.decet.org

62. Developing a Multi-cultural, Diverse Kindergarten Environment

Educators in a Multi-cultural Society

Givataim, Israel: Educators in a Multi-cultural Society, Venezia Institute for Organizational Empowerment.

This project aims to create an educational environment that will express all the various identities of young children in Israeli society, in a way that shows equal respect for everyone who is different. A key component of this project, which is administered by the Differences and Multi-culturalism (Venezia) Institute, is the provision of in-service training for early childhood professionals that aims to change attitudes and ways of working.

More information from: www.venezia-institute.org.il

63. A Documentation Approach to Early Learning

Dundee, Scotland: Early Learning Associates.

A continuing professional development training course: 'A Documentation Approach to Early Learning', is being developed by Early Learning Associates, in conjunction with the book *An Encounter with Reggio Emilia: Children's Early Learning Made Visible.*

More information from: patricia.wharton1@btinternet.com
                       e.greig@blueyonder.co.uk
                       kinneyl@stirling.gov.uk

64. Dix regards

(Ten views)

Ecole santé sociale du sud-est (ESSSE) and Mouvement

2005. Lyon, France: Ecole santé sociale du sud-est (ESSSE).

In an innovative training initiative, 10 students of ECEC attending ESSSE, a social sciences training institute in Lyon, were supported to make a film which captured the diversity of cultures in everyday life within the context of the community centres and ECEC institutions for young children where they were employed. The

final product, 10 subjective realities of diversity is accompanied by a brochure (in French in English) that details themes and questions for consideration and discussion and can be used as a training tool.

Available in English and French from: www.essse-formations.com

65. Family: A Training Guide to Talk about Families
Vandenbroeck, M.

2004. Ghent, Belgium: Expertisecentrum Opvoeding en Kinderopvang (VBJK).

This pack provides guidance for trainers on the theme of diversity and families. It contains a collection of black and white photographs of families that illustrates the diversity of family forms. It also provides guidelines for a variety of study and discussion training sessions on a range of issues.

Translated from the original in Dutch:
Familie: een Vormings Pakket om te Praten over Gezinnen
Vandenbroeck, M.

2002 Ghent, Belgium: Expertisecentrum Opvoeding en Kinderopvang (VBJK).

Available in French from: www.vbjk.be
www.decet.org

66. 'Kinderwelten'

This is a training and professional development project focusing on inter-cultural education within ECEC settings in four states in Germany. Institut für den Situationsansatz, Internationale Akademie (INA–ISTA) located within the Free University, Berlin steers and implements the project. The project incorporated training activities in ECEC settings, team meetings, off-site workshops and local and national seminars. A large amount of material arising from the project is available for download (in German) on the project website in the form of pdf files organised under following headings: anti-bias approach; anti-bias ECEC; working with parents; environment; children's rights; interactions; prejudice and discrimination; personal dolls; children's books. The following provide a sample of some of the publications arising from this project:

Macker, Zicke, Trampeltier – Vorurteilsbewusste Bildung und Erziehung in Kindertagesein-richtungen, Handbuch für die Fortbildung
(Anti-bias Education in Early Childhood Education and Care Settings, A Training Manual)
Wagner, P., Hahn, S. and Enßlin, U. (Eds.)
2006. Berlin and Weimar, Germany: Verlag das Netz.
ISBN 3-937785-39-6

How can early childhood practitioners support the educational processes of all children in heterogenic groups? How are they able to successfully support the learning of each child, given that their understandings are quite different and unique? What support do practitioners need to develop a practice that is based on equity and respect for diversity and thereby create an environment to support these processes? This training manual for trainers brings together a rich collection of exercises and methods that support practitioners and managers of centres in the development of a prejudice-aware learning environment.

Available in German from: www.kinderwelten.net

■ Related book chapters:

Preissing, C. (2006) Aus anderer Sicht: wie Deutsch sind Unsere Kindergärten? *(From another viewpoint: How German are our Kindergartens?) In:* Irskens, B. (Hrsg.) *Guck Mal: Bildungsprozesse des Kindes Beobachten und Dokumentieren*. Gütersloh, Germany: Verlag Bertelsmann-Stiftung.

Koné, G. (2007) Kinder brauchen Bücher–aber welche? Kinderbücher für die vorurteilsbewusste Bildung und Erziehung *(Children need books – but which ones? Children's books for Anti-bias Early Childhood Education)*. pp. 79–106 *In:* Sir Peter Ustinov Institut (Hrsg.) Vorurteile in der Kindheit. Ursachen und Gegenstrategien. Wien, Germany: Wilhelm Braumüller Universitäts–Verlagsbuchhandlung.

Wagner, P. (2007) Vielfalt respektieren, Ausgrenzung widerstehen–Politisches Lernen in der Einwanderungsgesellschaft. pp. 260–274 *In:* Richter, D. (Hrsg.) *Politische Bildung von Anfang an. Demokratie-lernen in der Grundschule*. Bonn, Germany: Bundeszentrale für Politische Bildung.

Wagner, P. (2007) Vorurteilsbewusste Bildung und Erziehung im Kindergarten. pp. 125–140 *In:* Sir Peter Ustinov Institut (Hrsg.) *Vorurteile in der Kindheit. Ursachen und Gegenstrategien*. Wien, Germany: Wilhelm Braumüller Universitäts–Verlagsbuchhandlung.

■ Related articles:

Wagner, P. (2006) Sprachliche Bildung und gesellschaftliche Ausgrenzung. Anforderungen an Kindertages-einrichtungen. *Klein and Groß* 7–8: 22–27.

Wagner, P. (2006) Ich und du, wir alle gehören dazu. Was heißt Inklusion für Kindertageseinrichtungen? *Klein and Groß* 10: 10–13.

Wagner, P. (2007): Das ist doch nichts für Kinder! Zur Thematisierung von Unrecht und Diskriminierung in der Kita. *Betrifft Kinder* 1–2: 6–11.

Wagner, P. (2007): Alle Deutschen tragen Lederhosen? – Stereotype und Vorurteile im Kindergarten und was man dagegen tun kann. *Kinderzeit* 3: 14–19.

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67. Leaders in Parenthood in the Bedouin Population
Kaye Academic College of Israel

This training course combines theory, workshops and practice. It includes studies on a broad range of topics of particular relevance to the Bedouin population, such as: Bedouin family psychology; developmental psychology; group dynamics; law (traditional Bedouin law as well as Muslim and Israeli law); prevention of violence in the family and community; Adlerian concepts of family conversation and community. Graduates of this training can conduct parenthood-training groups within formal and non-formal, governmental, private and non-profit institutions.

More information in Hebrew from: http://ceti.macam.ac.il/horut

horutkaye@macam.ac.il

68. National School Resilience Project
Jerusalem, Israel.

This project, administered by Israel Centre for the Treatment of Psychotrauma works within the school system to increase preparedness and provide a sense of safety in ECEC and school settings. With the benefits of crisis training workshops, teachers, counsellors and psychologists are better equipped to deal with the effects of trauma in early childhood through to high school, to help students build resilience and manage stress. The Bernard van Leer Foundation has supported the Israel Centre for the Treatment of Psychotrauma to make training and materials available in Arabic. Materials include the accompanying training manual for workshops with pre-school teachers and an Arabic version of *Building Resilience in the Schools*, a background manual designed to accompanying the training course.

More information from: www.traumaweb.org

■ Related book chapters:

Baum, N. L. (2004) Building resilience: A school-based intervention for children exposed to ongoing trauma and stress. *In:* Danieli, Y., Brom, D. and Sills, J. (Eds.) *The Trauma of Terrorism: An International handbook of Shared Knowledge and Shared Care.* Binghamton, NY, USA: Haworth Press.

Baum, N., Pat-Horenczyk, R., Rotter, B. and Brom, D. (2008, in press). Building resilience in the shadow of war and terror: A school-based ecological intervention model. *In:* Muntasser, S. and Munoz, R. (Eds.) *Children and War: The Impact of War and Terror on Middle Eastern Children and Adolescents.* Westport, Connecticut, USA: Praeger Press.

69. Bureau MUTANT
Bureau MUTANT offers a range of training courses and workshops in Respect for Diversity. The following are examples of courses that are linked to specific publications.

Ik Ben Ik en Jij Bent Jij: Omgaan met Diversiteit
(I am I and You are You: Education without prejudice).
Utrecht, The Netherlands: Bureau MUTANT.
This train-the-trainers course is intended for practitioners and trainers working in ECEC. It is linked to the publication *Ik Ben Ik en Jij Bent Jij, Methodiek en Praktijk Boek.* van Keulen, A. 2000. Amsterdam, The Netherlands: Uitgerverji SWP.

Available in Dutch from: www.mutant.nl

Poppen Zoals Wij
(Dolls like Us): A methodology that promotes respect for diversity in work with young children.
Utrecht, The Netherlands: Bureau MUTANT.

This training course is intended for practitioners working with young children (1 to 7 years) in ECEC settings. It introduces an approach that uses special character dolls (persona dolls), who come to visit the group and support children in their development of positive self-identity and respect for the 'other'. This course is supported by a book of the same name and a training DVD.

Available in Dutch from: www.mutant.nl

Samen Spelen, Botsen en Verzoenen

(Playing Together, Conflicts and Making up)

2008. Utrecht, The Netherlands: Bureau MUTANT.

This Dutch language training course is based on the research and publication:
Kijken, Kijken, Kijken. Samen Spelen, Botsen en Verzoenen (The Social Lives of Young Children, Play, Conflict and Moral Learning in Daycare Groups). The course and accompanying training materials will be available in English by the end of 2008.

Available in Dutch from: www.mutant.nl

70. Three Steps of the Child Towards Future: Materials for Teachers

Krawczyk, Anna (Ed.)
2005. Warsaw, Poland: Comenius Foundation for Child Development.
I Know What I Am Worth ISBN 83-920643-5-6
I Know How to Communicate ISBN 83-920643-3-X
I Am Creative ISBN 83-920643-6-4

The publication consists of three parts: *I Know What I Am Worth* describes the genesis and development of a child's own image and points out to the importance of self-assessment and its impact on a person's life. It trains teachers how to develop the child's self-esteem and build positive self-assessment. It also helps teachers work out their own development programme; *I Know How to Communicate* introduces issues related to effective communication with children, it teaches how to listen actively and how to observe; *I Am Creative* introduces issues related to the development of children's creativity and presents the principles for pursuing activities to develop children's creative abilities. Each part includes scenarios for working with children and guidelines for working with parents.

Available in Polish from: www.frd.org.pl

Project Approach in Young Children's Education

2007. Warsaw, Poland: Comenius Foundation for Child Development.

This CD-ROM, produced by the Comenius Foundation for Child Development contains photos, films and animation documenting projects implemented in preschool centres and preschools that have been co-operating with the Comenius Foundation. The documented projects include projects about: shoes, cows, goats, the swimming pool, the garden and leaves. The material is addressed to teachers working with young children and to trainers who teach the Project approach to early education in Poland.

Available in Polish from: www.frd.org.pl

71. Total Child Development Organisation training modules
Windhoek, Namibia: Total Child Development Organisation

The Total Child project is based in two remote communities east of Windhoek in Namibia. The project aims to: improve the holistic well-being of young children; strengthen ECEC initiatives at family, community and service-provider levels; and improve the access of marginalised groups such as children from the San community to ECEC settings and schools. One of the activities of this project has been to develop training modules which are offered locally in the form of workshops in such areas as: social exclusion analysis; rights with responsibilities; Ask for childhood and Ask for the future; Forum Theatre as an advocacy strategy.

More information from: kandrikirira@totalchild.namibia.na

B(v) *Creating spaces to belong: physical; common; and meeting places*

72. Wiegenlied voor Hamza: Kinderopvang als Ontmoetingsplaats/ Lullaby for Hamza: Childcare as a Meeting Place/Berceuse pour Hamza: Un service d'accueil de l'enfance/ Ein Wiegenlied für Hamza: Kindertagestätten als Orge der Begegnung/ Una Nana para Hamza: la Educación Infantil, un Lugar de Encuentro
2003. Ghent and Brussels, Belgium: Expertisecentrum Opvoeding en Kinderopvang (VBJK) and Diversity in Early Childhood Education and Training (DECET).

This 50-minute film on DVD traces the journey of travel journalist, Mark Gielen to four different European cities: Ghent (Belgium), Auby (France), Berlin (Germany) and Birmingham (England). His quest is to find out how ECEC settings deal with diversity in each of the cities. The documentary film provides background information on the origin and development of ECEC in each city and includes interviews with early childhood professionals, managers, supervisors and parents as well as plenty of footage of the four ECEC settings in the cities visited.

Available in Dutch, English, French, German and Spanish from: www.decet.org
www.lefuret.org
www.vbjk.be

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73. Ben u Sen Çocuklari Projesi
(Project for Ben u Sen Children)
ÇaÇa *(Association for Children Under the Same Roof)*
2007. Diyarbakir, Turkey: Association for Children Under the Same Roof (ÇaÇa).

The aim of ÇaÇa, is to promote the dissemination and implementation of the basic rights of children according to the UN Convention of the Rights of the Child in eastern and southeastern Turkey and to raise awareness about the risk factors associated with children working on the street. This publication (bilingual English/Turkish) is the first report of the Ben u Sen Project, one of ÇaÇa's initiatives that focused on young children (4–6 year-olds) and their families. It provides background information about ÇaÇa and the integrated activities of the Ben u Sen Project (Art Workshops, Big Sister–Brother Programme, activities with mothers, links with other organisations). It also contains first-hand subjective accounts of participating project workers. The report is illustrated with many colour photographs of participating families engaged in project activities.

Available in English/Turkish from: cacader@mynet.com

74. Çocuklara Hayat Projesi
(Life for Children Project)
Diyarbakir, Turkey: KA-MER Foundation.

This colourful brochure provides background information about the KA-MER 'Life for Children' Project, in particular the 'alternative'/kindergartens or children's centres that have been established and the kinds of activities that young children engage in there. The brochure also contains the contact details for all children's centres and is illustrated with photographs of the children at work and play indoors and outdoors at the centres. The children's centres are envisaged by KA-MER as "meeting places where appropriate relations with the society, the family, the official organisations, other families and other children-related activities are established".

Available in Turkish from: www.kamer.org.tr

75. Hand-in-Hand Center for Jewish–Arab Education in Israel

Hand-in-Hand was established in 1997 to promote a new educational model of bilingual, multi-cultural education in which Jewish and Arab children can study together as equals. Each school and pre-school established (four in total) has Arab and Jewish co-principals, each class has equal numbers of Jewish and Arab children. Hebrew and Arabic are the languages of instruction. The community that makes up the schools mirrors the diverse religious, cultural and social backgrounds of the Israeli population. Hand-in-Hand produces an electronic newsletter.

■ The following are some of the other publications and resources of Hand-in-Hand:

Hand-in-Hand – Jewish and Arab Families in Israel
Center for Jewish-Arab Education in Israel
2006. Jerusalem, Israel: Hand-in-Hand.

This book tells the stories of 20 families, parents, principals, teachers and children who are part of the Hand-in-Hand schools. It documents, through text and photographs, the complexities, struggles, challenges and achievements of a people dealing with building a society in the midst of conflict and war.

Available in Arabic/ English/ Hebrew from: www.handinhandk12.org

The Pre-school Bilingual Program
Hand-in-Hand Center for Jewish–Arab Education in Israel
2007. Jerusalem, Israel: Hand-in-Hand.

This book provides an overview of the bilingual programme implemented in the Hand-in-Hand ECEC settings (pre-schools and kindergartens). Chapter 1 describes the basic principles for the establishment of the kindergartens; Chapter 2 depicts the existing situation of the two languages (Hebrew and Arabic) in the kindergartens, including recommendations; Chapter 3 is a theoretical review of language development and how children acquire a second language; Chapter 4 provides an account of the relationship between the Hand-in-Hand ECEC settings and the Hand-in-Hand Association bilingual model; Chapter 5 provides information on the actual implementation of the programme including principles, objectives and details of activities, strategies and resources.

Available in Arabic/Hebrew from: www.handinhandk12.org

Hand-in-Hand Weekly Planner 2007–2008

This hardback weekly planner/diary provides background information about the Hand-in Hand schools as well as information about all the Jewish, Muslim, Western and Eastern Church holidays, Druze pilgrimages, international days and memorial days.

Available in Arabic/English/Hebrew from: www.handinhandk12.org

■ Related book chapter

Bekerman, Z. (2008 in press) The ethnography of peace education: Some lessons learned from Palestinian–Jewish integrated education in Israel. *In:* Byrne, S., Sandole, D., Senehi, J. and Staroste-Sandole, I. (Eds.) *Handbook of Conflict Analysis and Resolution*. Binghamton, New York, USA: Routledge.

■ Related articles in peer-reviewed journals:

These have been primarily researched and written by Zvi Bekerman, Hebrew University of Israel, who has conducted an extensive ethnographic study of one of the Hand-in-Hand Jewish–Arab schools.

Bekerman, Z. (2005) Complex contexts and ideologies: Bilingual education in conflict-ridden areas. *Journal of Language Identity and Education* 4(1): 21–44.

Bekerman, Z. (2005) Are there children to educate for peace in conflict-ridden areas? A critical essay on peace and co-existence education. *Intercultural Education* 16(3): 235–246.

Bekerman, Z. (2007) Rethinking intergroup encounters: Rescuing praxis from theory, activity from education and peace/co-existence from identity and culture. *Peace Education* 8(3): 259–276.

Bekerman, Z. and Horenczyk, G. (2004) Arab–Jewish bilingual co-education in Israel: A long-term approach to inter-group conflict resolution. *Journal of Social Issues* 60(2): 389–404.

Bekerman, Z. and Ifat, M. (2005) Troubles with identity: obstacles to coexistence education in conflict-ridden societies. *Identity* 5(4): 341–358.

Zembylas, M. and Bekerman, Z. (2008) Education and the dangerous memories of historical trauma: Narratives of pain, narratives of hope. *Curriculum Inquiry* 38(2): 125–154.

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76. Μουσική στους Μαχαλάδες/Mahallede Müzik Var
(Music in the Neighbourhoods)
SCHEDIA and KEDV
2003. Elefsina, Greece and Istanbul, Turkey: Centre for Artistic and Pedagogical Training (SCHEDIA) and Foundation for the Support of Women's Work (KEDV).

This bilingual publication is a guide and video that illustrate how women can come together to create ECEC day-care centres and how such centres can promote respect for diversity. The video illustrates the work of childcare centres in Istanbul, Turkey and artistic activities, facilitated by SCHEDIA, which took place in Elefsina, Greece.

Available in Greek and Turkish from: www.schedia-art.gr
www.kedv.org.tr

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77. Sesame Stories

(Rechov Sumsum/ Shara'a Simsim and Sippirau Sum Sum/Hikayat Simsim)

Sesame Stories, a television programme, is designed to help young children in Israel, Jordan, the West Bank and Gaza appreciate diversity and develop mutual respect through animated versions of children's stories drawn from the ethnic and religious traditions of each represented society. Core themes of acceptance, friendship and appreciation of similarities and differences between individuals are illustrated. This initiative is supplemented by educational materials and outreach programmes to reinforce and extend the goals of the series beyond the television viewing experience. The initiative can be viewed as a shared electronic space where young Jewish and Arab children, their parents and teachers, see each other as peers and counterparts.

More information from: www.sesameworkshop.org

■ Related article in peer-reviewed journal:
Cole, C.F, Arafat, C, Tidhar, C., Zidan Tafesh, W., Fox, N.A., Killen, M., Ardila-Rey, A. and Lea, L.A. (2003) Educational impact of 'Rechov Sumsum/Shara'a Simsim': A Sesame Street television series to promote respect and understanding among children living in Israel, the West Bank and Gaza. *International Journal of Behavioral Development* 27(5): 409–422.

■ Related article in *Early Childhood Matters*:
Bernard van Leer Foundation Programme Staff (2007) Early childhood programmes in two divided societies: Northern Ireland and Israel. *Early Childhood Matters* 108: 43–46.

Part C. Exchanging and disseminating information and new knowledge
This final part of the annotated bibliography illustrates the range of strategies supported by the Bernard van Leer Foundation through which knowledge and experience are shared, exchanged and disseminated. The first section provides information on the range of local, regional, national and cross-national networks supported by the Foundation. Organising conferences and seminars, publishing proceedings and translating publications in order to make knowledge and information accessible to a wider audience is another supported strategy. Such resources are described in C(ii). In the final section, C(iii), the focus is specifically on analysing the processes of engagement, research and change.

C(i) *Networking*

78. ACEPP (Association collectifs enfants–parents–professionnels), France

ACEPP is a French national federation of non-profit associations operating parent-run childcare services. ACEPP functions as a regional and national network of 30 associations spread over different 'departements' of France and 800 childcare structures or settings that are characterised by operational flexibility and parental participation (management and/or work with children). ACEPP's activities cover: training, thematic action-research, documentation, distribution of information, development of working instruments and advice for policy formulation (local and national) that are related to such major child-development issues as: young children and quality care; childcare and local development; social and cultural diversity in childcare; and

partnerships between parents and professionals. ACEPP has its own website and resource centre and publishes a journal *La Gazette*. ACEPP is a member of the DECET network.

More information from: www.acepp.asso.fr

Des lieux d'accueil associatifs et parentaux pour l'intégration des enfants en situation de handicap et de leurs familles
(Brochure about childcare settings run by associations and parents, for the integration of children with special needs and their families)
Paris, France: Association collectifs enfants–parents–professionnels (ACEPP).

This brochure briefly explains the childcare provision of the ACEPP network and how, from a philosophy of respecting each child and each family, this childcare provision is accessible to children with special needs. It includes a number of statements from parents and childcare professionals and examples of good practice.
It also explains the kind of support the ACEPP network can offer, for example: awareness raising and providing information; training; and tailor-made support to childcare facilities. The brochure contains a list of useful phone numbers and e-mail addresses of all the regional and district ACEPP services.

Available in French from: www.acepp.asso.fr

79. CAF (Childhood and Families) Research and Development Centre, University of Strathclyde, Glasgow, Scotland

CAF seeks to enhance the quality of childhood and family experience in Scotland by working in partnership with parents, professionals and policy-makers. CAF and its predecessor, the Scottish Early Years and Family Network (SEYFN), have been particularly active in areas that are isolated, such as rural Western Isles and urban disadvantaged areas in need of regeneration. Its work includes: establishing a national network on integration/social inclusion; course development and delivery; in-service training; and hosting seminars on integration and social inclusion aimed at managers and professionals. CAF has been located within the Childhood and Primary Studies Department of the Faculty of Education, University of Strathclyde, Glasgow, since 2001. CAF is a member of the Diversity in Early Childhood Education and Training (DECET) network and is currently fulfilling the role of DECET coordinator.

More information from: www.strath.ac.uk/centres/caf/

80. *Children in Europe*: a network of national magazines

This initiative stemmed from a desire amongst some members of the influential European Commission Childcare Network (1986–1996) to continue the Network's contribution to the exchange of ideas and experience in Europe. The principal focus has been the production of a magazine *Children in Europe*. The by-line of *Children in Europe* is "exploring issues – celebrating diversity". It is essentially a collaborative cross-national and multi-lingual publishing initiative, currently involving 13 countries and 11 languages in Europe. It is linked to and supplements, a national magazine in each of the participating countries. *Children in Europe* aims include the creation of a forum – a 'European space'– for the exchange of ideas, practice and information and to contribute to the development of policy and practice at European and national levels. See Section B(iii)for information on articles published in *Children in Europe*.

More information: www.childrenineurope.org

81. DECET (Diversity in Early Childhood Education and Training)

DECET, 'a network of networks' has existed since 1998. It comprises 11 membership organisations from 10 countries in Europe: Belgium, Denmark, England, France, Germany, Greece, Ireland, Portugal, Scotland, Spain and The Netherlands. The core focus of DECET's activity is working with diversity in early childhood centres and strengthening practice through participatory research. It also aims to influence policy and instigate change. The wide range of DECET activities include: the 'workpacks', which are outcome-oriented transnational task groups; annual partner meetings; organising seminars/conferences; the production of a twice-yearly newsletter which provides up-to-date information on the activities of DECET members; maintenance of a website; and development of a resource database. DECET's activity is underpinned by a strong critical, activist, social justice stance. The membership organisations of DECET are ACEPP, Paris, France; CAF, Glasgow, Scotland; Centre for Research in Early Childhood (CREC), Birmingham, UK; ESSSE, Lyon, France; INA–ISTA, Berlin, Germany, Bureau MUTANT, Utrecht, The Netherlands; Pavee Point Travellers' Centre, Dublin, Ireland; VBJK, Ghent, Belgium; Rosa Sensat, Barcelona, Spain; and SCHEDIA, Elefsina, Greece.

More information from: www.decet.org

■ Related article in *Early Childhood Matters*:
Lee, P. and van Keulen, A. (2007) Experiences in the Diversity in Early Childhood and Training (DECET) network. *Early Childhood Matters* 108: 29–33.

82. EDeNn (Equality and Diversity) Early Childhood National Network, Ireland

This recently established network brings together organisations, networks, individuals and county and city childcare committees in Ireland who have common goals about valuing equality and diversity in ECEC. It aims to provide a national platform to: consult on priority issues in ECEC; listen and critically discuss equality and diversity issues; develop and disseminate new resources; circulate two newsletters annually; hold seminars on relevant equality and diversity issues; develop and inform policy interests; and work in collaboration with other networks nationally and internationally.

More information from: www.paveepoint.ie

83. EUROCHIPS (European Committee for Children of Imprisoned Parents)

This is a Europe-wide initiative that advocates on behalf of children with an imprisoned parent. With its network of partners active within prison-related, children's rights and child-welfare fields in Belgium, France, Italy, Luxembourg, Sweden, The Netherlands, UK and other countries, EUROCHIPS seeks to raise awareness and achieve new ways of thinking, acting and interacting on issues concerning prisoners' children. The child and his or her best interests are at the heart of its action. Activities and initiatives include: providing forums to foster exchange of ideas and good practice for children with imprisoned parents; building a resource centre; and training professionals and volunteers. EUROCHIPS website is very comprehensive.

More information from: www.eurochips.org.

84. Grupo de Trabajo, Working Group on Indigenous Childhood and Education, Mexico

This working group or network grew out of a suggestion at the meeting of regional Bernard van Leer Founation partners in San Cristóbal de Las Casas, Mexico, held in February 2004, that partners focusing on indigenous peoples in southern and southeastern Mexico and Guatamala, should come together to clarify concepts, identify shared concepts, terminology and ways of working that would make explicit a common framework and a common agenda focused on young children of indigenous origin. Participating groups all work from practice, rooted in local community-based contexts. Their common frame of reference is that all advocate for the right of indigenous children to have access to good quality educational experiences (formal and non-formal), health services and positive identity. The participant organisations: Melel Xojobal AC; Unidad de Capacitacion e Investigacion Educativa para la Participacion AC (UCIEP); Integracion y Atencion a Ninos y Adolescentes Trabajadores AC (INTEGRANAT); Asociacion para la Educacion Integral Bilingue Intercultural Maya Ixil (APEDIBIMI); and Foro Oaxaqueno de la Ninez (FONI) are joined by three individuals: Ileana Seda; Lair Espinoza; and Krisjon Olson.

More information from: http://gtinfancia.googlepages.com

■ Related article in *Early Childhood Matters*:
Loyzaga Davila Madrid, K. and Figueroa Fuentes, P. (2007) Indigenous childhood and education: a shared dialogue. *Early Childhood Matters* 108: 39–42.

85. Le Furet, France

The Le Furet network, which is based in Strasbourg, northeastern France, evolved from a working group established by Fonds d'action sociale d'aide aux travailleurs migrants (FAS), a government organisation. The original aim was to support early childhood professionals working with young children and families living in situations of exclusion and discrimination. Le Furet has a strong commitment to sharing and disseminating knowledge and information. Activities include maintaining an up-to-date website, training, organising an annual study day and networking. Les Amis du Furet also publish their own magazine, *Le Furet* – 52 issues have been produced to date. This is a substantial periodical whose articles range from information about specific projects and initiatives, research and training to perspectives from Europe and general information.

More information from: www.lefuret.org

86. The Human Dignity Network, Israel

This network was established at a conference that brought together the nine school principals who operate the Human Dignity Program, directed by the Person-to-Person Association in their schools. The Human Dignity Program has developed its own website in Hebrew.

Developing Respect for Human Dignity in Nine Elementary Schools:
Summary of a 3-year program, 2004–2007.

This brochure describes the Human Dignity Program and how it is implemented in each of the participating schools.

Available in English from: persontoperson@bezeqint.net

87. NiC (Network for Intercultural Communication), Germany

NiC aims at: community building; providing knowledge; networks; interaction to stimulate intercultural debate; and participation of parents in issues concerning the future of their children. It is NiC's vision to become a real and virtual intercultural meeting place where parents meet other parents, experts and friends interested in social justice and equal chances for all children. NiC's core instrument is the internet portal 'Aktiv für Kinder' *(Active for Children)* that offers important information and useful links on a monthly changing main topic, interactive tools for discussion and a workshop where forthcoming topics are prepared, an archive, networks and 101 tips on education. 'Aktiv für Kinder's' key focus throughout 2008 is children's rights, emphasising the added value for everybody (adults as well as children) if they look at society from the perspective of the child. The portal is complemented by a monthly newsletter used to introduce each new topic.

More information from: www.aktiv-fuer-kinder.de

C(ii) *Articulating, communicating and sharing knowledge and insights through conference proceedings, publishing and translations*

88. Alternative Education Models for the 0–6 Age Group, Symposium/*0–6 yaş döneminde alternatif eğitim modelleri sempozyumu*
KA-MER Foundation
2007. Diyarbakir, Turkey: KA-MER
ISBN 978-9944-084-0-0

This publication (in English and Turkish) is the full proceedings of an international symposium organised by KA-MER's Life for Children Project, which took place in Diyarbakir, in southeastern Anatolia, Turkey in June 2006. It is organised in four parts. Part I includes contributions which provide background discussion on alternative approaches in ECEC, Part II consists of papers which address specific models of ECEC, Part III provides examples of non-governmental organisations providing ECEC programmes and Part IV contains presentations about ECEC provision and training in Turkey.

Available in English and Turkish from: www.kamer.org.tr

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89. Proceedings of the Conference 'Respect for Children's Needs and Rights in Early Childhood Education'
Vafea, A. (Ed.)
2003. Athens, Greece: Centre for Artistic and Pedagogical Training (SCHEDIA).

This conference, held in Athens 28–29 November, 2001, was co-organised by SCHEDIA and the Research Centre for Gender Equality Issues (KETHI) under the auspices of the General Secretariat for Equality of the Ministry for Internal Affairs and in collaboration with the Ministry of National Education and Religious Affairs, Greece. The conference programme included lectures, workshops and presentations about good practices and innovative educational methods that promote respect for children's rights. Lecturers were invited from 7 countries: Belgium, Germany, Greece, Ireland, The Netherlands, Turkey and UK. Amongst the 400 people who attended the meetings were state officials, municipal officers, members of non-governmental organisations and preschool education professionals.

Available in English and Greek from: www.schedia-art.gr

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90. DECET Training Seminar 'Respect for Diversity, Equity and Social Inclusion: Working with Parents and Professionals in Early Childhood Education'

In May 2006, the Diversity in Early Childhood Education and Training (DECET) network hosted a European seminar in Barcelona for trainers, training managers and policy-makers. The purpose of the seminar was to introduce and discuss theoretical considerations and practical approaches focusing on equity and respect for diversity in ECEC and training.

Plenary sessions available for download from: www.decet.org

DECET Conference 'Foundations for Equal Opportunities for All in Early Childhood and Education'
The DECET network hosted a second conference by invitation in Brussels in October 2007.

Keynote presentations are available for download from: www.decet.org

91. Construire une pédagogie à partir de la diversité: Un enjeu pour la petite enfance
(Proceedings of a European colloqium on Constructing a Teaching Method Based on the Diversity of Children and Families)
ACEPP
2008 Paris, France: Association collectifs enfants–parents–professionnels (ACEPP).

This publication consists of the proceedings of a one-day colloqium organised by ACEPP in France. It contains six sections: the four opening addresses (given by Alain Martin-Rabaud, President of ACEPP; Solange Passaris, honorary member of ACEPP; Rita Swinnen, Bernard van Leer Foundation; and Jacque Fee, DECET); a presentation by Michel Vandenbroeck on important questions about teaching methods based on diversity; views and experiences from practice; a presentation of the Families and Diversity Toolkit (DECET/ACEPP/INA–ISTA/ Bureau MUTANT); the results of a research project, 'Parental Participation and Intercultural Teaching' conducted by Alexandra Moreau under the supervision of Gilles Brougère, University of Paris Nord; and finally a report of the roundtable discussion which focused on how a teaching method based on diversity can be promoted.

Available in French from: www.acepp.asso.fr

92. 'Respect for Diversity'
EADAP (Ed.)
2007. Athens, Greece: Society for the Development and Creative Occupation of Children (EADAP).

This book contains the papers presented at the workshop 'Respect for Diversity' held in February 2004 by EADAP and the Municipal Day Nurseries Directorate of the Municipality of Athens. The book features texts from representatives of the fields of academia, journalism and the arts who attended the workshop. Its core focus is the Aesop Programme for in-service training in intercultural education which was implemented for one year in the 5th and 6th Municipal Day Nurseries of the Municipality of Athens. It presents the key principles, methodology, main topics and results of the programme.

Available in Greek from: www.eadap.gr

93. Bridging Diversity – an Early Childhood Curriculum

Prott, R. and Preissing, C. (Eds.)

2006. Weimar, Germany: Verlag das Netz.

ISBN 3-937785-46-9

This colourful, attractively produced publication is the English translation of the curriculum framework of early childhood learning or 'Bildung' for the Berlin 'Land' in Germany. The curriculum has been designed as an orientation aid and an open concept and is intended as a guide for parents, early childhood professionals, those involved in administrative tasks and politicians. It is organised in the following sections: The Educational Programme – a brief guide; The concept of Bildung; Goals and competencies through Bildung; Educational method tasks; Areas of Bildung; Co-operation with parents; Transition to primary school; Democratic participation – co-operation and communication.

■ Translated from the original in German:

Berliner Bildungsprogramm für die Bildung, Erziehung und Betreuung von Kindern in Tageseinrichtungen bis zu ihren Schuleintritt

Senatsverwaltung für Bildung, Jugend und Sport des Landes Berlin (Hrsg.)

2004. Weimar, Berlin, Germany: Verlag das Netz.

ISBN 978-3-937785-615

Available in English and German from: www.verlagdasnetz.de

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94. Musharak Trust for Arabic Early Childhood Care and Development in Israel

A key aim of this organisation has been to provide sensitive, rich and authentic teaching resources and materials in Arabic to further the development of young Arab children in Israel. Important initiatives in furthering this has been the dissemination of information about teaching and resources to early childhood practitioners through the publication of a newsletter *Hamsat Wasal*, the development of a website and the publication of an electronic newsletter with information about resources that are available to early childhood professionals on specific topics.

Available in Arabic from: www.musharaka.org

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95. Practical Guide to Institutions Involved in Early Childhood Development in Egypt

Al Damrawy, A.

2003. Cairo, Egypt: National Union for Early Childhood Development (ECDU).

This resource is essentially a directory of non-governmental organisations (NGOs) engaged in early childhood development in Egypt. The first part of the directory provides background and context information about the benefits of early childhood care for development, a description of ECEC services in Egypt and an overview of the most important international donor agencies, national agencies and initiatives operating in Egypt. The second part provides basic summary information on 30 NGOs including: contact details, membership, description of activities including ECEC related activities, target groups and geographical reach.

Available in English from: www.ecdunion.org.eg

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96. Καταπολεμώντας τις προκαταλήψεις, Παιδαγωγικά εργαλεία
(Anti-bias Curriculum (ABC): Tools for Empowering Young Children)
Derman-Sparks, L.
(2005) και ομάδα εργασίας Α.Β.C, Καταπολεμώντας τις προκαταλήψεις. Παιδαγωγικά εργαλεία, Μετάφραση: Ευγενία Μόρφη-Αναστασία Χουντουμάδη.

Two staff members of the Greek NGO, SCHEDIA, Evgenia Morfi and Anastasia Houndoumadi undertook the translation into Greek and editing of the seminal text, *Anti-bias Curriculum: Tools for Empowering Young Children*, authored by Louise Derman-Sparks and the ABC Task Force (1989) in order to make it accessible to a Greek audience.

Available in Greek from: www.schedia-art.gr

97. Wörterbuch der Pädagogik/Pedagoji Sözlüğü/Dictionary of Education
S Şıkcan, S. and Dohrmann, W.
2006. Berlin, Germany: Dohrmann Verlag.
ISBN 3-938620-03-X

How can you translate Situationsansatz into Turkish or English? Anti-Bias Approach into German? Discrimination into Turkish? This is the first Dictionary of Education in three languages for teaching practice and training in Germany that includes central terms in German, English and Turkish. It also includes the terminology important for working with the concepts of equity and respect for diversity.

Available in German/English/Turkish from: www.kinderwelten.net

C(iii) *Researching and documenting processes of engagement, advocacy and change*

98. Abschlussbericht des Projekts 'Bildungs und Lerngeschichten als Instrument zur Konkretisierung und Umsetzung des Bildungsauftrags im Elementarbereich'
(Final Report of the Project 'Observing and Documenting Children's Learning Processes)
Deutsches Jugendinstitut
2007. Munich, Germany: Deutsches Jugendinstitut.

This is the final report of a research study that focused on adapting the 'Learning Stories' approach to assessment of young children's learning, developed by Margaret Carr in New Zealand, to the German ECEC context. The project had four major areas of activity: adapting Carr's approach for early childhood professionals in Germany by developing materials for vocational training; testing this material in 25 kindergartens in different parts of Germany; workshops with 120 vocational trainers who then tested materials in other kindergartens; revising material based on experiences of the research team and vocational trainers. This report contains results of the survey of parents and practitioners and an account of the project team's experiences throughout the whole research and development process.

Available in German from: www.dji.de

99. Des parents dans les crèches, utopie ou réalité ? Accueillir la diversité des enfants et des familles dans le réseau des crèches parentales

(Parents Presence in Crèches, A Dream or Reality? Valuing the Diversities of Children and Families in a Network of Parent-run Crèches)

Cadart, M.-L.

2006. Paris, France: Éditions érès.

ISBN 2-7492-0588-3

This book tells the history of ACEPP the French network organisation of parent-run crèches, which stretches over a period of more than two decades. It provides a descriptive and analytical account of an alternative form of ECEC provision, often set up in at-risk neighbourhoods. These parent-run crèches offer quality care for young children and allow parents to go back to work, to take up a responsibility within the community or neighbourhood and to experience citizenship. There is a special focus on the development of intercultural crèches, theoretical foundations, methodologies of training and support and international networking links with MEQ, Early Childhood Network Diversity in Early Childhood Education and Training (DECET) and Grundtvig.

Available in French from: www.edition-eres.com
                            www.acepp.asso.fr

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100. Exploration of motivations, processes and consequences of networking: The Early Childhood Network Diversity in Early Childhood Education and Training (DECET)

Krause, A.

2003. Berlin, Germany: Diplompädagogin dissertation, Free University of Berlin.

Part I of this dissertation describes the journey of travelling through the myriad definitions and ideas connected to the network. It looks at the structures and functions of networks, gives an overview of network concepts of various research fields and considers approaches to network analysis. The second part provides an overview of the many facets of the Diversity in Early Childhood Education and Training (DECET) network: its development, structures and projects. A section on equity and respect for diversity introduces the anti-bias approach, looks at the importance of an anti-bias curriculum in a European context and describes how the approach has been implemented in different national contexts. A further section provides insight into how members in the network relate to one another and how they "relate the network to their personal motivations, their culture and to the broader socio-political and economic contexts in which they function".

Available in English from: anke.krause@kinderwelten.net

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101. A Good Start: Alternative Forms of Early Education

Ogrodzińska, T. and Białek-Graczyk, M. (Eds.)

2008. Warsaw, Poland: Comenius Foundation for Child Development.

ISBN 978-83-924424-3-1

This manual presents the experiences resulting from implementing the Comenius Foundation programmes 'Where There are No Preschools' and 'Preschool Centres – Opportunity for a Good Start'. The Comenius Foundation has been supporting municipalities in setting up and running over 300 preschool centres all over Poland for 4 years. It has assisted local authorities in implementing the programme and together difficulties are

being overcome and successes enjoyed. This publication describes these experiences step-by-step and in doing so, is helping municipalities to implement similar projects in their own communities.

Available in Polish from: www.frd.org.pl

102. From Ghent out into the World: 25 Years of Action Research in Services for Young Children
Gielen, M.

2004. Amsterdam, The Netherlands: Uitgeverij SWP.

ISBN 90-6665-588-7

This book tells the story of the pioneering work of the Expertisecentrum Opvoeding en Kinderopvang (VBJK) in Ghent, Belgium from its beginnings in 1979. It began as a Bernard van Leer Foundation-funded research study about daycare centres in the city of Ghent and over the years has developed into a vibrant resource research centre with a sister training centre linked to the University of Ghent. The 76-page book is written in a journalistic style and provides a vivid account of VBJK's innovative work that includes: active research; involvement in national and cross- national networks; editing a journal (*KIDDO*); producing videos, DVDs, teaching material; and publishing training materials. It is also a good case study of the nature of the Bernard van Leer Foundation's programme development.

Also available in Dutch:

Van Ghent naar de Wereld: 25 Jaar Actieonderzoek in de Kinderopvang

Gielen, M.

2004. Amsterdam, The Netherlands: Uitgeverij SWP.

Available in English and Dutch from: www.vbjk.be
                                       www.swpbook.com

103. The Mirrors' Maze: On Multicultural Education in Israel
Venezia, N.

2008. Haifa, Israel: Pardes Publishing.

This book provides an account of the Venezia Institute project 'Developing a Multicultural Kindergarten Environment'. The aim of the project is to create an educational system that will encompass all the diverse identities and lifestyles of children in kindergarten and in Israeli society in a respectful and equal fashion. Written by the director of the project, this book provides a very detailed and personal account of each element of the project including: background and first steps; the development of educational tools; and the theoretical concepts of the project. An evaluation of the in-service training course is provided in the Appendix.

Available in Hebrew from: www.venezia-institute.org.il
                            contact@pardes.co.il

104. Onderzoek Diversiteit en Ouderbetrokkenheid in Kindercentra: Eindrapport
(Researching Diversity and Parental Involvement in Children's Settings: Final Report)

de Graaff, F., Singer, E. and Devillé, W.

2006. Utrecht, The Netherlands: Netherlands Institute for Health Services Research (NIVEL).

ISBN 10-90-6905-825-1

ISBN 978-90-6905-825-2

This research report of the study 'Ouders en Diversiteit' *(Parents and Diversity)* provides: an overview of the literature; a 'tape measure' designed as a methodology tool; findings relating to the perspectives of early childhood practitioners and parents from different backgrounds; and the process evaluation of the impact of the project. Research instruments are contained in the Appendix.

Available in Dutch from: www.nivel.nl

105. Processes of Change Undergone by Educators in the Hareidi Community with Reference to the Challenged Child as a Result of the 'Active Nurturing Playground' Project, A Report of the Qualitative Research

Wolfson, S. and Stoler, M.

2007. Bnei Brak, Israel: Ezer Mizion.

This report documents the processes of change reported by male and female early childhood professionals in the *Haredi* (ultra-orthodox) Jewish community, with reference to the developmentally challenged child, following participation in 'The Active Nurturing Playground'. This is an early intervention programme designed to support the development of boys attending kindergartens within the Talmud Torah Educational System. The programme focused on: creating an enriching developmental environment for all the children participating in the programme; identifying at an early age, children with difficulties who are at risk of learning disabilities and minimising their difficulties with the help of the educational staff; encouraging processes of change in early childhood professionals, as well as in more extensive circles in the community with reference to children with developmental difficulties; increasing the awareness of the community and its leadership about the importance of sensory–motor components of early childhood development.

Available in English from: www.ezermizion.org

■ The quantitative data relating to the Active Nurturing Playground study is available in a separate report:
Alteration of Attitudes and Perceptions of the Educational Staff and Effectiveness of the 'Active Nurturing Playground' Project as Preventive Early Identification and Intervention Tool for Children with Challenges, Quantitative Research

Wolfson, S. and Stoler, M.

2008. Bnei Brak, Israel: The Children's Division, Ezer Mizion.

Available in English from: www.ezermizion.org

2. Index of contributing Bernard van Leer Foundation partner organisations

The numbers in the square brackets after each partner organisation refer to the annotations for that organisation in part 1 above.

ACEPP [16] [78] [91] [99]
Association collectifs enfants–parents–professionnels *(Association of Collectives for Children, Parents and Professionals)*, Paris, France.
www.acepp.asso.fr

Achiya Institute [46]
Achiya Developmental Institute, Bnei-Brak, Israel.
www.achiya.org

Adam Institute for Democracy and Peace [44] [45]
The Adam Institute for Democracy and Peace, Jerusalem, Israel.
www.adaminstitute.org.il

ARC – Arab Resource Collective [47]
Beirut, Lebanon.
www.mawared.org

Arbeitskreis Neue Erziehung [36] [37]
(Parenting support network), Berlin, Germany.
www.ane.de

Bureau MUTANT [4] [24] [40] [69]
Agency for action research, training, consultancy, Utrecht, The Netherlands.
www.mutant.nl

ÇaÇa, Çocuklar Ayni Çatinin Altinda Derneği [73]
(Association for Children Under the Same Roof), Diyarbakir, Turkey.
cacader@mynet.com

CAF [59] [79]
Childhood and Families Research and Development Centre, University of Strathclyde, Glasgow, Scotland.
www.strath.ac.uk/centres/caf/

Child and Youth Studies Group [1]
The Open University, Milton Keynes, UK.
www.open.ac.uk

Children Crossing Borders [35]
Cross-national research project
www.childrencrossingborders.org

Children in Europe [48] [80]

Children in Europe Magazine Network.

www.childrenineurope.org

Comenius Foundation for Child Development [32] [56] [70] [101]

Warsaw, Poland.

www.frd.org.pl

Coram Family [20]

Coram Family, London, UK.

www.coram.org.uk

DECET [31] [39] [41] [51] [61] [81] [90] [100]

Diversity in Early Childhood Education and Training, Brussels, Belgium.

www.decet.org

Department of Developmental Psychology [7]

Faculty of Social and Behavioural Sciences, University of Utrecht, The Netherlands.

www.uu.nl

Department of Social Welfare Studies [12] [13] [15]

University of Ghent, Belgium.

www.ugent.be

www.agogiek-rug.org

Deutsches Jugendinstitut [98]

Department of Child and Childcare, German Institute for Child and Youth Studies, Munich, Germany.

www.dji.de

EADAP [38] [92]

Society for the Development and Creative Occupation of Children, Athens, Greece.

www.eadap.gr

Early Learning Associates [28] [63]

Educational Consultancy: Birth to Eight, Dundee, Scotland.

Patricia.wharton1@binternet.com

ECDU [95]

The National Union for Early Childhood Development, Cairo, Egypt.

www.ecdunion.org.eg

ESSSE [53] [64]

Ecole santé social sud est *(Social Sciences Training Institution)*, Lyon, France.

www.essse.fr

EUROCHIPS [50] [83]

European Committee for Children of Imprisoned Parents, Paris, France.

www.eurochips.org

Ezer Mizion [105]

Health Support Organisation, Bnei Brak, Israel.

www.ezermizion.org

Grupo de Trabajo [10] [84]

Working group on indigenous childhood and education, Mexico.

http://gtinfancia.googlepages.com

Hand-in-Hand [75]

Center for Jewish and Arab Education, Jerusalem, Israel.

www.handinhand12.org

Human Dignity Network–Person-to- Person [86]

Jerusalem, Israel.

persontoperson@bezeqint.net

INA–ISTA [5] [25] [42] [60] [66] [93] [97]

Institut für den Situationsansatz, Internationale Akademie, Free University of Berlin, Germany.

www.ina-fu.org/ista

Israel Center for the Treatment of Psychotrauma, The [68]

Jerusalem, Israel.

www.traumaweb.org

KA-MER [54] [55] [74] [88]

KA-MER Foundation, Diyarbakir, Turkey.

www.kamer.org.tr

Kaye Academic College of Israel [67]

Beersheva, Israel.

http://ceti.macam.ac.il/horut

KEDV [76]

Foundation for the Support of Women's Work, Istanbul, Turkey.

www.kedv.org.tr

Le Furet [85]

Le Furet–Early Childhood and Integration, Strasbourg, France.

www.lefuret.org

Melel Xojobal AC [18] [49]

Melel Xojobal social organisation, San Cristóbal de Las Casas, Chiapas, Mexico.

www.melelxojobal.org.mx

MEMO, Memorabele Momenten [29]

Foundation for Memorable Moments in ECEC, Amsterdam, The Netherlands.

www.memorabelemomenten.nl

Musharaka Trust [22] [94]

Musharaka Trust for Arab Early Childhood Care and Development in Israel, Nazareth, Israel.

www.musharaka.org

National Union for Early Childhood Development in Egypt [95]

Cairo, Egypt.

www.ecdunion.org.eg

NiC [87]

Network for Intercultural Communication, Berlin, Germany.

www.aktiv-fuer-kinder.de

NIVEL [104]

Netherlands Institute for Health Services Research, Utrecht, The Netherlands.

www.nivel.nl

Pavee Point [52] [58] [82]

Pavee Point Travellers Centre, Dublin, Ireland.

www.paveepoint.ie

RAA Berlin [60]

Regional Centre for Education, Integration and Democracy, Berlin, Germany.

www.raa-berlin.de

SCHEDIA [19] [57] [76] [89] [96]

Centre for Artistic and Pedagogical Training, Elefsina, Greece.

www.schedia-art.gr

Sesame Stories [77]

Sesame Workshop, New York, NY, USA.

www.sesameworkshop.org

Stichting Pedagogische Ontwikkeling 0-7 (P0-7) [27]

Amsterdam, The Netherlands.

www.pedagogiekontwikkeling.nl

The Therapeutic Riding Center of Israel [30]
Tel Mond, Israel.
www.trci.org.il/indexeng.htm

Thomas Coram Research Unit [26]
Institute of Education, University of London, London, UK.
http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=470

Total Child Development Organisation [71]
Total Child, Windhoek, Namibia.
berny@totalchild.namibia.na

VBJK [3] [23] [34] [43] [65] [72] [102]
Expertisecentrum Opvoeding en Kinderopvang *(Resource and Research Centre for Early Childhood Care and Education)*, Ghent, Belgium.
www.vbjk.be

Venezia Institute [21] [62] [103]
Venezia Institute for Organisational Empowerment (Differences and Multi-culturalism Institute), Givataim, Israel.
www.venezia-institute.org.il

WESP [17] [33]
Wetenschappelijke Educatieve en Sociaal-culturele Projecten *(Scientific Educational and Socio-cultural Projects)*, Voorhout, The Netherlands.
www.wespweb.nl

Zero to Three [6]
National Center for Infants, Toddlers and Families, Washington DC, USA.
www.zerotothree.org

Bernard van Leer Foundation [2] [8] [9] [11] [14]
Resources and Publications, The Hague, The Netherlands (see Annex)
www.bernardvanleer.org

Annex. About the Bernard van Leer Foundation Resource Centre and its publications

Resource Centre

The Bernard van Leer Foundation Resource Centre contains a huge range of materials related to early childhood development. Amongst its resources are about 7,500 books on early childhood education, children's rights, behavioural science, philanthropy and other subjects relevant to the Foundation's work; some 3,000 materials related to supported projects, such as curricula and educational, research and visual materials; over 150 journals; and Bernard van Leer Foundation's own publications.

Visitors are welcome to use the Resource Centre for study and research by prior appointment. They can also access the Resource Centre's database, audiovisual and copying facilities. Resource Centre staff are available to assist in searches for relevant materials. Borrowing materials is possible on a restricted scale.

Visiting address of the Resource Centre is:

Eisenhowerlaan 156, 2517 KP The Hague, The Netherlands.

Telephone: + 31 (0) 70 3312200 or email rc@bvleerf.nl to arrange an appointment.

Logo Publications

Bernard van Leer Foundation has a very well established publications programme. This includes a number of publication series many of which are available free for download from the Foundation's website: www.bernardvanleer.org

Bernard van Leer Foundation 'logo' publications include:

- Corporate publications, such as the *Annual Reports*
- *Early Childhood Matters/Espacio para la Infancia*, a journal about early childhood published in English and Spanish, published twice per year
- *Working Papers in Early Childhood Development* series
- *Online Outreach Papers*, a new web-based series
- *Early Childhood in Focus/La Primera Infancia en Perspectiva* published in English and Spanish by the Open University in collaboration with Bernard van Leer Foundation
- *Practice and Reflections*
- Books and monographs.

For further information about Bernard van Leer Foundation logo publications, check the website: www.bernardvanleer.org or contact pubsrequest@bvleerf.nl.

About the Bernard van Leer Foundation

The Bernard van Leer Foundation funds and shares knowledge about work in early childhood development. The foundation was established in 1949 and is based in the Netherlands. Our income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883 to 1958.

Our mission is to improve opportunities for children up to age 8 who are growing up in socially and economically difficult circumstances. We see this both as a valuable end in itself and as a long-term means to promoting more cohesive, considerate and creative societies with equality of opportunity and rights for all.

We work primarily by supporting programmes implemented by partners in the field. These include public, private and community-based organisations. Our strategy of working through partnerships is intended to build local capacity, promote innovation and flexibility and help to ensure that the work we fund is culturally and contextually appropriate.

We currently support about 140 major projects. We focus our grantmaking on 21 countries in which we have built up experience over the years. These include both developing and industrialised countries and represent a geographical range that encompasses Africa, Asia, Europe and the Americas.

We work in three issue areas:
- Through "Strengthening the Care Environment" we aim to build the capacity of vulnerable parents, families and communities to care for their children.
- Through "Successful Transitions" we aim to help young children make the transition from their home environment to daycare, preschool and school.
- Through "Social Inclusion and Respect for Diversity" we aim to promote equal opportunities and skills that will help children to live in diverse societies.

Also central to our work is the ongoing effort to document and analyse the projects we support, with the twin aims of learning lessons for our future grantmaking activities and generating knowledge we can share. Through our evidence-based advocacy and publications, we aim to inform and influence policy and practice both in the countries where we operate and beyond.