



**Building Gender Equality
From the Start**

Toolkit for Monitoring and Evaluation of Gender Equality in ECEC Settings



**Co-funded by
the European Union**

Project Information

GENDERBEST

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Acronyms and Abbreviations

EC	European Commission
ECEC	Early Childhood Education and Care ¹
ECD	Early Child Development
EIGE	European Institute for Gender Equality
EU	European Union
EU FRA	European Union's' Fundamental Rights Agency
GENDERBEST	Building Gender Equality from the Start
SWOT	Strengths, Weaknesses, Opportunities, Threats

¹According to the European Commission, it refers to any regulated arrangement that provides education and care for children from birth to compulsory primary school age, which may vary across Europe. It includes centre and family-day care, privately and publicly funded provision, pre-school and pre-primary provision.

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Introduction

The idea of inequality between the sexes starts from the belief that men and women are opposed to each other in terms of personality, abilities, skills, and preferences. These differences are evaluated differently, again according to sex. Thoughtfulness and aggression are attributed to "masculine" traits and are considered more valuable than emotion and passivity, which are designated as "feminine" traits, which also imposes male dominance.

Changing social and cultural models of behaviour, and especially eliminating stereotypes about the gender roles in society, is an important element of the basic principles of the Convention on preventing and combating violence against women and domestic violence (Article 6). The Convention mandates the signatory states to take measures aimed at changing social and cultural models of behaviour, as well as eliminating prejudices, customs and practices that encourage and nurture the inferiority or superiority of the sexes and stereotypes, whilst encourage those cultural patterns and social situations that promote the joint responsibility of women and men in raising their children.

What is certain is that most of the stereotypes and prejudices have persisted to this day, but people's awareness of the need for change in this field has changed considerably. Even today, there are debates about what gender equality is and what it is not, and they are linked to various topics, concepts, organizations, implicating something that gender equality does not actually represent. Unfortunately, we still encounter examples of gender stereotypes in schools, as well as the presence of physical, verbal and sexual abuse. What is evident is that every society, including all the partner countries in this project, needs clarification and elucidation about the concept of gender equality, and more information on this topic, which would lead to a better understanding of the issue, and then to designing strategies to overcome stereotypes and prejudices.

Within the entire educational system, there are differences and inequalities that are related to gender issues. Additionally, gender diversity is present when it comes to educational profiles – for example, women and girls are still underrepresented in STEM fields (science, technology, engineering and mathematics), while boys are underrepresented in the social sciences.

Preschool and school systems can be leaders of change when it comes to achieving gender equality.

Working to achieve gender equality is a prerequisite for solving these issues and creating a more equal society. By achieving equality, all different groups of women and men will have the power to shape society and their own lives.

1. About the project

As the fight against gender stereotypes from an early age is one of the key goals of the EU Strategy on Gender Equality 2020-2025 and the Sustainable Development Goals of the United Nations 2030 (Goal 5), gender mainstreaming - including the perspective of gender equality in key activities, processes and policies is observed as the most effective way to achieve the set goals of the EU and the UN. Considering that the EU Quality Framework for Early Childhood Education and Care provides comprehensive guidelines for all ECEC areas that need to be addressed in order to achieve the overall quality of pre-school education, they enable ECEC providers to monitor and assess how gender equality is included in each of the areas of quality assessment as the best way to promote gender equality from an early age.

COVID-19 has revealed the importance for all education professionals and children to have at least basic digital skills. There is a huge gender gap in access to digital tools, especially when resources are limited. With all this in mind, the partnership is committed to providing educators, support teams and training providers with innovative methods and tools for their professional development and to developing teams of expert trainers who can ensure the sustainability of acquired knowledge and skills to work towards reducing gender gaps and the gender-related inequality in use of digital tools, i.e. inequality between boys and girls.

The main goal of the project "Building Gender Equality from the Start - GENDERBEST" is to support educators, managers of preschool institutions and other practitioners to improve gender equality and gender equality of access to digital tools in preschool institutions in all aspects that ensure inclusive quality in ECEC in accordance with the EU Quality Framework for Early Childhood Education and Care. At the same time, the goal is to empower them to monitor and self-evaluate the inclusion of gender issues in ECEC.

Through the GENDERBEST project, we have created self-assessment tools so that everyone can check their own (un)conscious bias or prejudices in relation to gender, gender roles and expectations of different genders. These tools are intended for educators and parents and other family members. The tools were tested in Serbia, Slovakia and Italy. The results clearly showed that although both groups of very important people in the life of every young child agree that gender equality is a good idea, they need advice and guidance on how to support gender equality and avoid harmful stereotypes in practice.

A collection of examples of best practices was also created to offer practical and useful ideas on how to promote gender equality in an acceptable way for children.

We present here the third product of the project: Toolkit for Monitoring and Evaluation of Gender Equality in ECEC settings. It should enable everyone in each ECEC setting to monitor and evaluate their policies and practices regularly to develop the conditions for building gender equality from the very start.

2. Starting points of the Toolkit for Monitoring and Evaluation of Gender Equality in ECEC Settings

Why is gender equality important?

Gender is not only a socially constructed definition of a man and a woman, it is also a socially constructed definition of the relationship between the sexes. The construct contains an unequal power relationship with male dominance and female subordination in most areas of life. Men and their tasks, roles, behavior and values attributed to them are in many ways more valuable than women and their associated values. That characteristic of society that it is biased, under the influence of men is increasingly being recognized: the male role is assumed as a norm for society as a whole, which is reflected in politics and other structures. Policies and structures often unintentionally reproduce gender inequality.

The new EU Gender Equality Strategy 2020-2025 states that girls and boys, in all their diversity, should express their ideas and emotions and follow their chosen educational and professional paths without the constraints of stereotypical gender norms. It is also emphasized that effective prevention of violence (including gender-based violence) is the key, which includes educating boys and girls from an early age about gender equality and supporting the development of non-violent relationships.

At the UN summit in 2015, members of the United Nations adopted the Sustainable Development Strategy 2030, which has 17 goals. The fifth goal of sustainable development is gender equality.



Gender-sensitive education is an essential driver of sustainable development and a key condition for building an inclusive society based on human rights and social justice.

To avoid misunderstandings and different interpretations of the terms, we first list the definitions of the basic terms necessary for understanding both the topic and this Toolkit.

Sex

According to the Cambridge dictionary, sex refers to the physical differences between people who are of male, female or intersexual sex. Typically, a person has a sex assigned at birth based on physiological differences, including genitalia and chromosomal makeup. This sex is also called the natal sex.

Gender

Gender is a socially constructed definition of male, female and intersex sex; it is the social modeling of biological sex, determined by the understanding of tasks, actions and roles attributed to men and women, in society, in public and private life; it is a culturally specific definition of femininity and masculinity and therefore variable in time and space.

Gender is a term that denotes socially established roles, position and status of persons in public and private life. It can change over time and relationships in society. Apart from male and female, there is a whole spectrum of gender groups (transgender, asexual, bisexual, omnigender, non-binary...).

The construction and reproduction of gender takes place at both the individual and societal levels. Both are equally important. Individual human beings shape gender roles and norms through their activities and reproduce them by fitting into expectations.

There is a growing awareness that gender needs to be taken into account at the political and institutional level.

Gender equality

Gender refers to the socially constructed roles of women and men. How a society sees the role of women and men and what it expects from each of them (social expectations related to gender roles) depends on a number of factors: cultural, political, economic, social and religious.

Gender characteristics, in fact, have a much broader meaning than gender roles because cultural circumstances impose the acceptance of patterns of behavior, thoughts and feelings that largely condition the possibility of development and choice.

Differences in the understanding of the social roles of men and women can be seen in different contexts: social, political, educational, economic.

As gender roles imply unwritten rules, norms, and expectations that are acquired through the process of socialization, so is the construction of personal identity largely influenced by gender identity in most societies. Of course, that role is largely determined by cultural, economic, religious and other norms.

They are equally influenced by customs, law, class and ethnicity, as well as prejudices spread in a given society. Attitudes and behaviors towards gender are learnt and can be changed.

Gender equality is:

- A term that denotes equal rights, obligations and opportunities for all persons.
- What provides equal opportunities and rights to all individuals, regardless of gender in different spheres of society.
- Equal distribution of power and resources between gender groups.
- Paying attention to the norms and ideals that affect the living conditions of everyone.
- A question concerning justice and democracy, but also a matter of economics and sustainable development.

Gender equality is not:

- An attempt to make women more like men or men to be like women.

The Digital Aspect of Gender Equality

Considering the changes brought about by Covid-19, the need to make everyone digitally literate and promote the use of digital tools from an early age has also become an imperative.

Educational staff also need to address gender (in)equality in the acquisition of digital skills among young children, especially if they come from marginalized groups.

Digitization of staff in preschool institutions is an ongoing process that is continuously and constantly developing with the emergence of new opportunities (various tools, applications, etc.). Therefore, since the digital aspect is one of the big challenges for experts in ECEC settings, working in a group is also a big challenge that is being worked on. The improvement of working conditions in the digital aspect and training in that field has initiated positive changes among experts, thus enabling them to work with all children equally, providing the opportunity to use various tools in a safe manner.

Digitization also makes it possible to train parents about the importance of using digital tools by children, using content that motivates children and encourages their curiosity, while at the same time not endangering their safety and health. Here, on one hand, we come to the issue of gender equality in mastering and using digital tools, and on the other hand, gender equality in active participation in the upbringing and education of children. The Analysis during the project in partner countries and throughout Europe show a lower degree of availability and use of digital tools by mothers, while at the same time they are the ones who participate more in the active upbringing and education of children. Gender equality in these fields is extremely important for the child's development.

Gender sensitive monitoring

Gender-sensitive monitoring is a systematic, regular and objective monitoring of the realization of the plan, goals, planned activities, ongoing activities, project, program or policy from a gender perspective. It takes into account information and data collected and compared during different stages of planning and implementation of policies, programs or activities, as well as other knowledge and sources.

Evaluation

- Evaluation is the process of comparing and evaluating the achieved result in relation to the planned result after the completion of the implementation of the plan, program or activity.

3. Methodological approach and how we approached it

Self-evaluation of quality, within each preschool institution, is a process initiated by the each preschool institution itself. The mentioned process involves assessing the quality of one's own work with the aim of improving the conditions for the growth and development of children, improving the work of employees and providing support to the family. Through the process of self-evaluation, preschool institutions retain autonomy when it comes to evaluating existing practice and devising work strategies that would contribute to improving the quality of the overall work.

ECEC settings' work quality standards are determined by the following quality areas:

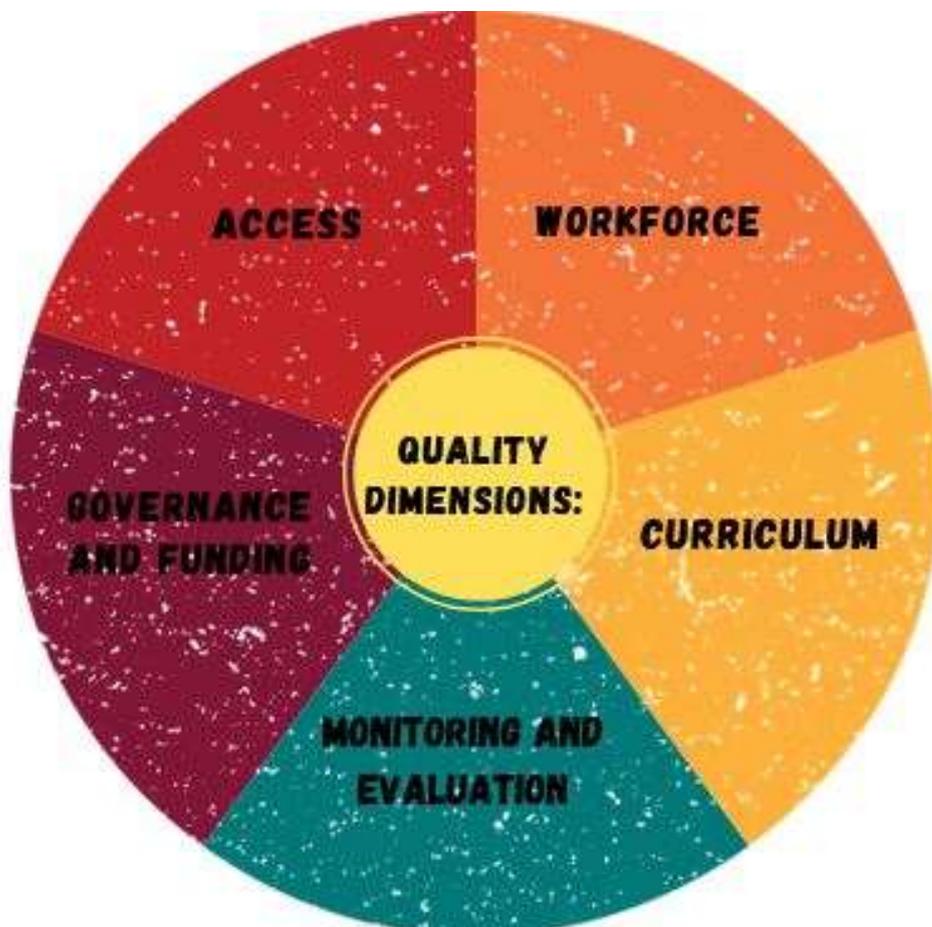
1. Access
2. Workforce
3. Curriculum
4. Monitoring and Evaluation
5. Governance and Funding

Access

1. ACCESS

Due to the insufficient number of places in preschool institutions for children, the key priority factors for children's enrollment are mainly: employment of both parents, children from marginalized groups, socially vulnerable children and children with developmental difficulties. This should be criteria regardless of sex/gender affiliation of children.

In the course of their work, experts rely on cooperation mainly with one parent (according to the results of the survey, it is mostly mothers). Improving the availability of information and cooperation with both parents is one of the key goals of this area, as well as encouraging the cooperation of the whole family with the institution.



Possible standards for gender-sensitive monitoring and assessment of availability:

1.1.1. Equal access of boys and girls to preschool institutions

Although during enrollment, attention is paid to several aspects of priorities, is gender equality also represented? Is the number of admitted boys and girls roughly the same?

1.1.2. There is sensitivity for gender equality when forming groups

When forming groups, is attention paid to ensure that the number of boys and girls in the group is the same, or are groups formed according to other criteria?

1.1.3. Availability of information and encouragement for the active participation of the whole family in the work of the preschool institution

Is it important to cooperate equally with both parents, or the cooperation is mainly with one parent (mainly mothers), and is it preferred to involve the whole family in the life of the kindergarten?

1.1.4. Gender-equal adaptation of the entire space in the institution

Are the external and internal spaces in the institutions adapted to suit the characteristics of children regardless of sex/gender affiliation?

1.1.5. Gender equal access to digital resources

Are digital tools equally accessible to all children?

2. WORKFORCE

Developing the awareness, knowledge and skills of educators and all others who work in preschool institutions to create a gender-equal environment in the earliest period is very important, but at the same time a very difficult task for educators and everyone else. Each of us has our own beliefs about gender inequality, we have stereotypes related to gender that come from our childhoods. In order to change the awareness of gender inequality among employees, parents, colleagues and the community itself, continuous professional training, improvement of knowledge and skills to create a gender-equal environment and continuous development of awareness and attitudes about the need to enable gender equality of professional staff are necessary.

Possible standards for gender-sensitive monitoring and evaluation of the quality of employees' work:

2.4.1. Awareness of the need to enable gender equality of employees towards children, family, colleagues and the community

Do employees check their opinions and attitudes related to gender equality and possible (un)conscious biases and prejudices?

2.4.2. Knowledge and skills to create a gender-equal environment with children, families, colleagues and the community

Do employees, as part of continuous professional development in the preschool, hold regular trainings for achieving gender equality in work with children, families and the community?

2.4.3. Continuous professional development on gender equality

Do I strengthen my competences regarding gender equality?

Curriculum

3. CURRICULUM

When planning and programming educational work with the aim of supporting children's learning and development, it is necessary for the teacher to be guided by the children's interests, that is, to bring their needs into connection with the set goals of development and learning. In order for the program to run smoothly, it is desirable to provide a more flexible rhythm of the day that would allow children to realize various activities related to play and learning. For the development of gender equality, it is necessary to consciously plan that every activity gives the possibility of equal participation to both boys and girls.

In addition to children, as initiators of ideas for projects, children's parents, who can provide additional guidelines, proposals, suggestions, are of great importance in planning and programming. In all of this, educators and parents have a common goal, which is to encourage children to explore, solve problems, become independent, expand their experiences, and more through play and meaningful activities. It is especially necessary to emphasize different ways of children's learning and take that into account during the planning and programming process so that children can achieve the best possible results and feel satisfaction with their achievements through their strengths and their learning style. That is why it is necessary to convey the need for gender equality of children to the parents themselves.

"Planning and programming of work in an ECEC settings" as part of the first area of the institution's work quality, which refers to educational work, is one of the most important segments in the process of education. It also includes monitoring, documenting and evaluating the process, which is certainly in the function of supporting children's learning and program development.

The Plan emphasizes the arrangement of the learning environment: the use of the interior and exterior space of the kindergarten in order to ensure a pleasant, comfortable and safe stay for children in which they can easily navigate. The goal is to create a stimulating environment that is attractive, inspiring, adapted to children's needs and that creates diverse ways for their learning and development.

Books, toys, didactic and other materials - properly arranged, complete, classified, marked, usable, should be available to all children, support research, play and various forms of their expression in a planned way. Their content should reflect gender equality, so that children also indirectly receive messages that there is no better or worse gender.

The availability and use of digital tools provide different types of early literacy and dispositions for learning, and enable children to express themselves and present themselves for the purpose of play, documenting various activities, accessing information, which contributes to the development of an adequate relationship and culture of using digital technologies. By monitoring the availability of all digital tools to all children, information is obtained for the planned development of gender equality in the availability and use of digital tools.

The ECEC setting and its programs have a more effective impact on the child's development when the activities and cooperation with the local community are realized, through getting to know the natural environment (walks, excursions, research activities...) and when resources and spaces in the community are used for the realization of various activities (open spaces, institutions of education, culture, sports...); active participation in various events in the local community (celebrations, festivals, actions). In planning these activities, awareness of enabling gender equality in the availability and use of these spaces should be an integral part of overall planning.

In all these activities and plans, it is necessary to encourage conversations with children about diversity, equal opportunities and social inclusion, cooperation and positive interdependence, which is a good basis for children to develop appreciation and acceptance of others regardless of gender.

Possible standards for gender-sensitive monitoring and evaluation of the Curriculum:

3.1. Physical environment

3.1.1. Materials, toys and resources are available to every child, they support exploration and play regardless of their gender orientation

Can all children choose and use materials and toys independently and according to their wishes?

3.1.2. Equal access to digital resources and tools

Are digital tools available to all children?

3.1.3. Local community spaces are used as a place for children and adults to learn

Do experts, parents, educators and children participate together in the learning process in the local community, regardless of gender orientation?

3.2. Social environment

3.2.1. In the group, positive relationships, cooperation and solidarity are fostered among children, regardless of their gender

Do I encourage all children to play together, cooperate and help each other, regardless of the child's gender?

3.2.2. The relationship between children and educators is based on respect for diversity and trust

Do I build a warm emotional relationship with each child? Do I develop communication based on trust regardless of the child's gender?

3.2.3. In the kindergarten, relationships of trust and cooperation between adults (employees and parents) are fostered in order to support children's learning and development.

Are the attitudes of employees and parents, related to gender equality, harmonized to a greater extent?

3.3. Planning and programming of educational work

3.3.1. The planning of educational work is based on continuous observation, listening to children and monitoring their needs and interests.

Are the children's interests carefully followed when creating the program? Are the suggestions of all children respected?

3.3.2. In development of the program, the initiatives, suggestions, ideas and experiences of children and parents are taken into account.

Do all children and both parents participate in the creation of the program? Do I follow their interests and needs and are the parents' ideas respected?

3.3.3. Adopting the perspective of gender equality in the planning of pedagogical activities refers to all aspects of children's development

Are the activities carried out with the aim of developing gender equality planned so as to include all aspects of development?

3.3.4. The adoption of the perspective of gender equality in the implementation of pedagogical activities refers to all aspects of children's development

Are all aspects of the development of all children included in the implementation of activities aimed at developing gender equality?

3.3.5. Adopting the perspective of gender equality in the planning and implementation of cooperation with parents, colleagues and the community.

Are parents, employees and the local community more involved in activities related to gender equality?

Monitoring and evaluation

4. MONITORING AND EVALUATION

The modern age, in which we live, brings with it numerous changes and challenges in all areas of work. In an effort to respond to new needs, it is necessary to improve the professional development of employees. In order to improve work and professional development, we need to monitor how plans, programs and activities are implemented and to finally assess to what extent the plans and goals of the implemented programs and activities have been achieved.

Legal and program documents regulate the professional development and training of educators. That regulation clearly defines the obligations of individuals, institutions, and professional associations in the field of planning, implementation and assessment of the professional development of educators and other employees in ECEC settings.

Joint monitoring of the implementation of plans, programs and activities, in addition to employees, also includes beneficiaries. Consequently, parents should be involved in the development of gender equality in preschool institutions.

Possible standards for gender-sensitive performance monitoring and evaluation:

4.1.1. Monitoring the level of existence of gender equality in all areas of the institution's work

Are the roles and responsibilities of the holders, monitoring systems and controlling plans related to the presence of gender equality among employees determined?

4.2.1. Monitoring the achievement of gender equality in all areas of the institution's work

Are there instruments and data for monitoring the implementation of plans for the development of gender equality among children?

4.3.1. Evaluation of the presence of gender equality in all areas of the institution's work

Are the roles and responsibilities of the holders, evaluation systems and time frames related to the presence of gender equality among employees defined?

4.4.1. Evaluation of the achievement of gender equality in all areas of the institution's work

Are there instruments, assessment systems and time frames for assessing the success of plans for the development of gender equality among children?

Governance and Funding

5. GOVERNANCE AND FUNDING

Good governance adheres to the principles of democracy, openness, responsibility, as well as the efficiency and effectiveness of the constant provision of services according to the needs of citizens. It is important to unify democracy, modernization in work (application of principles of entrepreneurial management), as well as the quality of management in all areas (financial, budgetary, project, human resources management, inclusive decision-making). The vertical dimension of good governance implies the existence of partnership relations of cooperation and constant exchange of knowledge and information among all actors.

The organization of the work of each institution should first of all be efficient and effective. Governance should be in the function of improving the work of the institution and in the function of its development. The question arises as to how the activities financed within ECEC settings contribute to gender equality and the fulfillment of the obligations of local self-government in relation to gender equality in the domain of ECEC. Public authorities, employers in accordance with the law and other regulations are obliged, among other things, to provide support for educational programs and scientific research in order to contribute to promoting gender equality and overcoming gender stereotypes. When planning resources for books, toys and other didactic resources, it is necessary to pay attention to provide supplementary and additional resources for promoting gender equality (gender-neutral toys, books that encourage gender equality and freedom of choice in play and work regardless of gender), as well as for trainings for all employees in order to ensure awareness of gender equality among all employees.

Possible standards for gender-sensitive monitoring and evaluation of planning and financing:

5.1. Planning the work of the institution

5.1.1. Documents are prepared through consultations and with the participation of experts in charge of gender equality

Does the Leadership of the ECEC setting consult with experts in the field of gender equality when drafting strategic documents?

5.1.2. The ECEC setting's documents are mutually harmonized and reflect the importance of developing gender equality from the very beginning

Do the governance bodies of the ECEC setting create documents that are mutually harmonized and encourage gender equality?

5.2. Organization of the work of the ECEC setting

5.2.1. Material and technical resources are used to support the development of gender equality

Can the setting provide material and financial resources that contribute to gender equality?

5.2.2. The Director creates conditions for the use of digital technologies for the development of gender equality

Does the Director of the setting encourage the use of digital technologies for the development of gender equality?

5.3. Governance of the Director

5.3.1. The Director of the setting recognizes the importance of gender equality and contributes to its development and its presence in the setting

Does the Director systematically monitor and evaluate the work of employees?

Does it contribute to the quality of their work regarding gender equality?

4. Instruments for Evaluation of the Presence of Gender Equality

Standards and indicators for Evaluation of the presence of gender equality within ECEC settings

QUALITY AREA	STANDARDS AND INDICATORS
<p>1. Quality Area:</p> <p>Access</p>	<p>1.1.1. Equal access of boys and girls to ECEC</p> <p>1.1.2. There is sensitivity for gender equality when forming groups</p> <p>1.1.3. Availability of information and encouragement for the active participation of the whole family in the work of the ECEC setting</p> <p>1.1.4. Gender-equal adaptation of the entire space in the ECEC setting</p> <p>1.1.5. Gender-equal access to digital tools</p>
<p>2. Quality Area:</p> <p>Workforce</p>	<p>2.1.1. Developing awareness of the importance of gender equality among employees towards children, family, colleagues and the community</p> <p>2.1.2. Knowledge and skills are developed to create a gender-equal environment with children, families, colleagues and the community</p> <p>2.1.3. Continuous professional development on gender equality is organized</p>
	<p>3.1. Physical environment</p> <p>3.1.1. Materials, toys and resources are available to every</p>

<p>3. Quality Area</p> <p>Curriculum</p>	<p>child, they support exploration and play regardless of their gender orientation</p> <p>3.1.2. Equal access to digital resources</p> <p>3.1.3. Local community spaces are used as a place for children and adults to learn</p> <p>3.2. Social environment</p> <p>3.2.1. In the group, positive relationships, cooperation and solidarity are fostered among children, regardless of their gender</p> <p>3.2.2. The relationship between children and educators is based on respect for diversity and trust</p> <p>3.2.3. In the kindergarten, relationships of trust and cooperation between adults (employees and parents) are fostered in order to support children's learning and development</p> <p>3.3. Planning and programming of educational work</p> <p>3.3.1. The planning of educational work is based on continuous observation, listening to children and monitoring their needs and interests</p> <p>3.3.2. In developing the program, the initiatives, suggestions, ideas and experiences of children and parents are taken into account</p> <p>3.3.3. Adopting the perspective of gender equality in the planning of pedagogical activities refers to all aspects of children's development</p>
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	<p>3.3.4. The adoption of the perspective of gender equality in the implementation of pedagogical activities refers to all aspects of children's development</p> <p>3.3.5. Adopting the perspective of gender equality in the planning and implementation of cooperation with parents, colleagues and the community</p>
<p>4. Quality Area:</p> <p>Monitoring and Evaluation</p>	<p>4.1.1. Monitoring the presence and evaluation of the achievement of gender equality in all areas of the ECEC setting's work</p>
<p>5. Quality Area:</p> <p>Governance and Funding</p>	<p>5.1. Planning the work of the ECEC setting</p> <p>5.1.1. Documents are prepared through consultation and with the participation of experts in charge of gender equality</p> <p>5.1.2. The ECEC setting's documents are mutually harmonized and reflect the importance of developing gender equality from the very start</p> <p>5.2. Organization of the work of the ECEC setting</p> <p>5.2.1. Financial and technical resources are used to support the development of gender equality</p> <p>5.2.2. The Director creates conditions for the use of digital technologies to develop gender equality</p>

5.3. Governance by Director

5.3.1. The director of the ECEC setting recognizes the importance of gender equality and contributes to its development and presence in the ECEC setting

Checklist for Evaluation of the Presence of Gender Equality within an ECEC Setting

The checklist is intended for all those who want to check whether they respect gender equality from the earliest period during their work with children.

STATEMENT		YES	NO	COMMENT
1. Quality Area: Access				
1.1.1.	The principle of gender equality is respected when children are admitted to ECEC settings.			
1.1.2.	When forming groups, the principle of gender equality is respected.			
1.1.3.	Both parents have equal access to information and are equally involved in the work of the ECEC setting.			
1.1.4.	The space is largely structured to support gender equality.			
1.1.5.	All children have equal opportunities to use digital technologies.			
2. Quality Area: Workforce				
2.1.1.	I support activities that nurture and encourage gender equality.			
2.1.2.	I implement activities that encourage gender equality in my work.			
2.1.3.	I participate in organized activities (seminars, trainings, tribunes...) aimed at educating employees about the importance of implementing gender equality.			

3. Quality Area: Curriculum				
3.1.1.	All children can choose and use materials and toys independently and according to their wishes.			
3.1.2.	Digital resources are available to all the children.			
3.1.3.	Experts, parents, educators and children, regardless of gender, participate together in the learning process in the local community.			
3.2.1.	I encourage all children to play together, cooperate and help each other, regardless of the gender of the child.			
3.2.2.	I build a warm emotional relationship with each child and develop communication based on trust, regardless of the gender of the child.			
3.2.3.	The attitudes of educators and parents related to gender equality are largely harmonized.			
3.3.1.	When creating the plan and program, the children's interests are carefully followed and the suggestions of all children are taken into account.			
3.3.2.	All children and parents participate in the creation of the plan and program, as the teacher follows their interests and needs and respects the parents' ideas.			
3.3.3.	Activities carried out with the aim of developing gender equality are planned to include all aspects of development			
3.3.4.	During the implementation of activities that are carried out with the aim of developing gender equality, all aspects of the			

	development of all children are included.			
3.3.5.	Parents, employees and the local community are increasingly involved in activities related to gender equality.			
4. Quality Area: Monitoring and Evaluation				
4.1.1.	The roles and responsibilities of the bearers, monitoring systems and control of plans related to gender equality (self-evaluation team) have been determined).			
5. Quality Area: Governance and Funding				
5.1.1.	When drafting strategic documents, the ECEC setting consults with experts in the field of gender equality.			
5.1.2.	The Governance bodies of the ECEC setting prepare documents that are mutually harmonized and within the framework of gender equality.			
5.2.1.	The ECEC setting is able to provide material and financial resources that contribute to gender equality.			
5.2.2.	The Director of the ECEC setting encourages the use of digital technologies for the purpose of developing gender equality.			
5.3.1.	The director systematically monitors and evaluates the work of employees and teams and contributes to the quality of their work in relation to gender equality.			