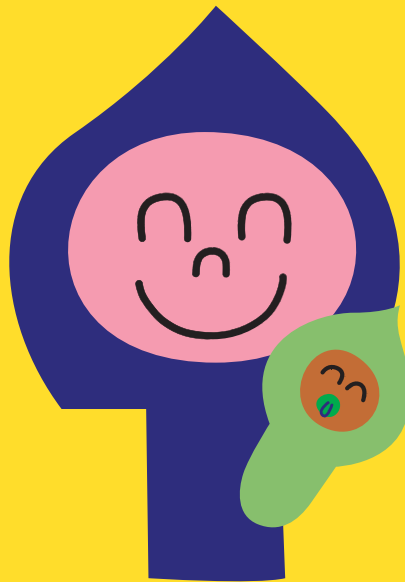


natalia gomes ribeiro garcez

# design for equity

early childhood education  
towards gender equality



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# **design for equity**

early childhood education  
towards gender equality

advisors

prof. sandra giegler

ma paloma valls

Getting to this point of the project would not have been possible without the help of my friends and advisors Sandra Giegler and Paloma Valls, who guided me, supported me, and opened my eyes in so many aspects, so many times. I am also thankful to Ana Célia Garcez, Maria de Fatima, and Adriana, for applying so many activities with their kindergarten groups. Alcinda Lee and Liza Marakov, for bringing me to The London Design Festival 2016, giving me the opportunity to meet people and spread my ideas. Daniela Spechte, Mrs. Malcher, and Mrs. Wolf also played an important role when opening their kindergartens for me to observe children's behavior. Criz Vaz, Tatiana Vieira, Lucinete Sousa, Fatima Ribeiro, and Raphael Freire also improved this project by giving their time, important feedbacks, and constructive critics. And I am also glad to have my family, Juliana Garcez, Maria Emilia Garcez, Roberto Garcez, Laurenz Pichler, Ivan Kuhlhoff, Rajni Singh, and Mats Põllumaa giving me answers, critics, support, patience, food, and hope. The complete list of people who had a finger on this project would not fit on this page, but my heart is extremely thankful to all of you.

This project was born by observing and feeling the barriers women face every day, in every part of the world. We are all surrounded by religion, traditional values, stereotypes. In Brazil, my home country, it is not different from most of the so-called developing countries: in every street, every company, every newspaper, in politics, women are insulted, harassed, raped, murdered. There is a situation which always comes to my mind. It happened in the beginning of this year, and summarizes how alarming the situation is for women there: during a plenary session, transmitted by public TV, a congressman called Jair Bolsonaro said, literally, he would not rape his opposer of the debate, congresswoman Maria do Rosário, only because she does not deserve it. And nothing was done against it. He was not arrested, he was not stopped. It is cruel and, sometimes, seems hopeless. How to transform the world into a better place for women to live, when the attacks come from every single side?

I have a guess: children's education. We all know the children from today will be the basis of the humanity of the future. They can make it better. Besides, I have this impulse to work with children since a good experience I had in an orphanage in Brazil some years ago. During a photo-docu-

mentary production, I got in touch with so many children, who, besides the adversities, were open to a change, dreaming about their good future, being always incredibly smart and creative. Working with them is so easy and promising.

Then my path towards gender equality through education started. Many activities, games, and talks were planned, explained, and, when possible, applied. This "when possible" expresses the first barrier I have found when designing my "lets-save-the-world" dream: adults. It is extremely hard to convince adults that the way they educate their children could be better in some aspects. It is extremely hard to talk with them about gender equality in practical means. It is extremely hard to make them see how the future of their children will be better if different from their present.

That is when this project starts. It seeks for ways of talking to adults about good attitudes when raising their children. Not dictating rules which can harm their ego and pride, but giving them support and autonomy. Because, in the end, it does not matter who is right and who is wrong, what matter is finding ways to open dialogues and seeking for solutions together.

<b>01.</b> <b>gender inequalities and education for the Brazilian urban poor</b>	gender equality and the future of Brazilian girls early childhood education in Brazil	7 15
<b>02.</b> <b>children's biological development and the role of pedagogy</b>	children's biological development pedagogy for early childhood	19 22
<b>03.</b> <b>children and the understanding of gender roles</b>	gender equality among kids	29
<b>04.</b> <b>the idea: dialogue</b>	briefing informative booklet for communities	55 57
<b>05.</b> <b>the final design: gender equality through dialogue, information and education</b>	informative booklets for educational and child-care centers	87
<b>06.</b> <b>making it viable and feasible</b>	distribution plan timeline	95 97
<b>07.</b> <b>regrets, lessons, improvements</b>	conclusions	99
<b>08.</b> <b>sources</b>	bibliography table of images	102 104

01.

gender

inequalities

and education

for the Brazilian

urban poor

# gender equality and the future of Brazilian girls

an overview of gender-based inequalities and the role of education to guarantee a fair future for girls

Women from all around the world face many human rights violations every day. Those violations are often justified by religion, 'traditional values', 'in the name of family'. We are in 2016 and still see forced marriage, female genital mutilation, rape, kidnapping, sexual slavery, sexual and gender-based violence in public places and at home, denial of equal access to participation in public and political life, no access to contraception and abortion, unequal wages, unfair division of household chores. There are infinite issues caused by gender inequality, and this problem seems far from a satisfactory solution.

numbers, facts and figures:  
violence against women



It is estimated that 35% of women worldwide have experienced physical and/or sexual violence by a non-partner.<sup>1</sup>



However, this number jumps to 70% when the violence comes from an intimate partner.<sup>1</sup>



In 2012, a study conducted in New Delhi found that 92% of women worldwide reported having experienced some form of sexual violence in public spaces in their lifetime.<sup>2</sup>



In the majority of countries with available data, more than 60% of the women who experience violence do not seek help of any sort.<sup>3</sup>



Women and girls account for about 70% of all human trafficking victims detected globally.<sup>4</sup>



Worldwide, more than 700 million women alive today were married as children. Child brides are often unable to effectively negotiate safe sex, leaving them vulnerable to early pregnancy as well as sexually transmitted infections, including HIV.<sup>5</sup>



Around 120 million girls worldwide (slightly more than 1 in 10) have experienced forced intercourse or other forced sexual acts at some point in their lives.<sup>6</sup>



Women who have been physically or sexually abused by their partners are more than twice as likely to have an abortion, almost twice as likely to experience depression, and in some regions, 1.5 times more likely to acquire HIV, as compared to women who have not experienced partner violence.<sup>7</sup>

Data collected in [www.unwomen.org](http://www.unwomen.org)

<sup>1</sup> World Health Organization, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, South African Medical Research Council (2013). Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence, p 2.

<sup>2</sup> UN Women (2013). Safe Cities Global Initiative Brief.

<sup>3</sup> United Nations Economic and Social Affairs (2015). The World's Women 2015, Trends and Statistics, p 159.

<sup>4</sup> UNODC (2014). Global Report on Trafficking in Persons, p 5, 11.

<sup>5</sup> UNICEF (2014). Ending Child Marriage: Progress and Prospects, p 2, 4.

<sup>6</sup> UNICEF (2014). Hidden in Plain Sight: A Statistical Analysis of Violence against Children, p 167.

<sup>7</sup> Ibid.



The situation of women in Brazil is not different. The country occupies the 5<sup>th</sup> position in the ranking of most violent countries against women. That list is composed only of countries which register such data, but Brazilian numbers are blustering: femicides doubled between 1980 and 2011, reaching the point where today a Brazilian woman is murdered every two hours. Besides that, in 2012 the country registered more than fifty thousand forced intercourses.<sup>8</sup> And as those numbers reflect only notified aggressions, we can assert the reality is even worse. The NGO ActionAid released a report affirming 86% of Brazilian women suffer some kind of aggression in their lifetime.<sup>9</sup>

Besides facing violence, disrespect, harassment, gender-based stereotypes, and many other kinds of brutality, women also must put a lot of effort to have the same quality of life men do: Brazilian women work around 4 years more than men if we add to professional life the hours spent in domestic tasks. All those hours of unpaid work mean less time for education, participation in politics, career, and entertainment. This data was calculated based on numbers released by UN Women and International Labour Organization and reveals the long path women still have to travel to achieve gender equality.<sup>10</sup>

<sup>8</sup> UN WOMEN. *Visão geral.*

<sup>9</sup> GASMAN, Nadine, 'UN women', in interview to BBC Brazil.

<sup>10</sup> ACTIONAID. *Not ready, still waiting: Governments have a long way to go in preparing to address gender inequality and the SDGs.*



PICTURE  
We must think about  
the future of girls.

## Brazilian women stories

In order to better understand the Brazilian scenario, on the first semester of 2016, eight women and girls were asked to contribute to this project by giving their testimonies about living in Brazil.

There is a strong pattern of reactions when those women write or tell their stories. All adults became reflective about the topic, and, most of the times, sad and frustrated. Many do not think about the issue so often, and even admit they prefer to never do it. The children, on the other hand, reflected about the question and shortly found many barriers they face just for being girls, and they got extremely mad. One of them even called her mother during the interview to ask for explanations, why her life should be like that.

Bellow are the complete stories.

### **Cecilia, 35 years - Woman, trans, and lesbian**

I believe the hardest situation I have gone through was my transition to becoming a woman. We live in such a limited society which defines your gender by your sex. Before transitioning, I had to understand myself as a woman. I had to “unlearn” the idea that I am a disguised man. But then comes the thoughts about the other’s perceptions: “What about people? How will they see me?”. There were two long years of me trying to isolate myself from everything, to escape from the eyes, to avoid people calling me “him”, afraid of insults and jokes. Even currently, far in the transition and considering myself a beautiful woman, people still mix genders and pronouns when talking to me. It is unpleasant now, and it is especially unpleasant for someone starting the transition.

### **Ana Célia, 63 years - Teacher in public school**

Just after I moved from Belém (PA) to São Paulo (SP), in 1976, I applied for a job in Bank F. Barreto. My first interview was really good, so I was selected for the second round. When giving me the feedback of the second interview, the ma-

nager told me I was perfect for the job, but they were looking for someone for an administrative position, and it must be a man. At this time I was substituted by a man because of the company’s chauvinism, but in another job interviews, besides chauvinism, I faced also prejudice for being from the north of the country. I used to hear my diploma from Pará is not valid in São Paulo.

### **“but they were looking for someone for an administrative position, and it must be a man”**

Ana Célia, 65 - Teacher.

### **Patrícia, 39 years - Biologist**

I was a complex and judged child and teenager. I was fat, had low self-esteem, and my mother didn’t know how to deal with that. Instead of supporting and helping me, she used to say I was inadequate being overweight and I had to fight against it in order to be accepted by society. There were a lot of diets. I didn’t have boyfriends, flirts, anything... I was sure I wouldn’t have a chance to find someone.

I studied, graduated and met my first husband on the internet (easier, since good looking is the last thing to be considered). We married a year after. My mother was really thankful to him for marrying a woman with 115 Kg. I married being virgin because I was taught virginity was more important than anything else.

I was married for 10 years. We didn’t have kids because we didn’t want to, and I was deeply judged because of that. How could a woman not procreate? We had good and bad moments, but we decided to divorce. I helped him financially for a while until he could be stabilized again. Because of this situation, I faced another judgment: how could a WOMAN sustain a man? “You should have ripped out everything from him”, I heard many times. I didn’t mind.

I ended up blossoming and enjoying more my life after my divorce. I was free, by my own. I was still obese but with some self-esteem (not so much, but something), and then I could taste

what is real sex (before with my ex-husband there was no real connection). I met and hung out with some men. I don't know if it was for self-affirmation, but every time they were getting involved I used to leave them. Maybe it was some sort of revenge for what men have done to me when I was younger. At the same time, it was extremely dangerous to be a woman and hang out with so many guys. I protected myself, of course, but I still had the necessity to taste everything and everybody.

I met an interesting person and got really involved. But during one of our talks, when being a bit more open than I should about my past life and intimacy, he chased me out. I heard words like whore, hooker, slut. Just because I have met some men after the divorce. He said a woman like me don't have value. Do you know those cliché expressions every woman hears? So...

I couldn't escape from him. He used to look for proofs of my past on my things, my emails, my mobile phone, and throw on my face as I had committed the worst crime a woman can do: feeling and being free.

I was sick of him. I was pregnant and nervous. But I couldn't escape from this man that psychologically tortured me. I am suffering this kind of torture for years. He is insecure and creates expectations about me which I could never achieve. On the smallest sign of frustration, he would start throwing up words at me as I am a toilette. And he always comes after saying he loves me and asking for pardon. And I am used to forgiving him, but each time more and more unhappy. He can make me feel responsible for everything. I am still fighting against the sequels of this relationship.

### **Juliana, 20 years - Nurse**

I was born in a chauvinist society, and what surprises me most is that even women share these ideals. In my family, for example, my mother never lets my father do any domestic task, like washing the dishes, and what he says is always an order. I have never seen my mother giving her opinion about nothing, only agreeing. My godmother refers to the kitchen of her son's house as "my daughter-in-law kitchen". My un-

cle treats his wife as his housekeeper. Those are just some few examples of what happens in my family. But the last event that shocked me most was in my University-USP's Nursing School—when a Professor was talking about physical wear activities and mentioned "domestic tasks" as "feminine tasks". It caused such an impact on me because I wasn't expecting to hear from that woman "domestic tasks" are "female tasks". She is a nursing Ph.D., and in this area, we have plenty of feminist movements.

### **Milena, 12 years**

Well, I am almost 13 years of age, and I just started hanging out with my friends alone, like going to the cinema, shopping mall, etc. And my parents guide me a lot in order to protect me.

As I have girly characteristics—I like makeup—my parents say although I know how to use it really well, some people can misinterpret me. It is the same with my clothes. I can not buy shorter clothes because people can think I am a bitch. I also like high heels, and, if I go to a place wearing them, some older people are even using the same kind of shoes, but only I am judged as the glitzy.

### **Julia, 7 years**

I was discussing here with my mother, then I got to remember when I was younger I used to like Hotwheels [little car]. I even got some, but it was a boys' toy. Then when I was at school, I wanted to practice judo as the extra activity, but I was forced to dance ballet. A bit later, when I had physical education classes, I started liking football boots, and I even had two already. One was orange, really colorful, and now I got a red one. They [my parents] do not let me have a blue one because it is for boys.

### **Maria Emilia, 53 years - Teacher in private school**

I have learned like this: girls wear pink, boys wear blue, and it is not cool to prepare the girl's layette in blue because everyone will think it is a boy. I also learned girls play with dolls, not cars. Cars are for boys. Football is also for boys.

My parents educated me like that, so I do a lot of things following what they taught me. I do not feel good about it. Sometimes I feel ashamed when my husband, my daughters, or even family and friends, enter my house and it is not in order, because keeping it in order is women's responsibility, so mine. I might say this kind of behave was demanded from me when I lived with my parents because for them that is what was the right behavior. Today my family does not demand it from me, but I do anyway. That is what I learned.

A really remarkable fact from my childhood is my father claiming women do not wear pants, only skirts, and they must have long hair as well. When I decided to break both rules, there were weeks of ugly faces and reprimands. But it was gone after a while.

Recently, another fact in my life made me really upset. My brother insulted me and my sister, calling us "dumb" because our opinion was different from his regarding reforming a house left by our parents for us.

Today I see I am a not so independent person because I rely on my husband to do many things I could do on my own. So I think if I could start everything again, I would be more self-determined.

### **Andreza, 21 years - Nurse**

Recently, a 17 years of age teenager was raped by more than 30 men. Yes, 30 men felt they had the right to rape her unconsciously, in a favela in Rio de Janeiro. They published the video on Twitter, and it was shared by millions of people. This fact made me angry and hopeless about living in such chauvinist society. Following the repercussion of the case on social medias, I had to read comments from men and women, sometimes blaming the victim. Women surprised me mostly because I would not think a woman would blame another one for her own rape.

It is so sad to know every 11 minutes a woman is raped in Brazil. While I write this text, so many women are being raped, and they will not be brave enough to report the case.

I am talking only about rape in this text because that is what I fear most in my society. I am afraid of walking at night in the streets alone, I am afraid of wearing short or tight clothes, I am afraid of taking a taxi, I am even afraid when the bus is empty. But I am even more afraid of people blaming me for the violence I can suffer. I live afraid and I question myself how long I can be like this.

**"I am afraid of walking at night in the streets alone, I am afraid of wearing short or tight clothes, I am afraid of taking a taxi, I am even afraid when the bus is empty. But I am even more afraid of people blaming me for the violence I can suffer."**

Andreza, 21 - Nurse.

Having to deal with men receiving a better salary even in the same profession, jokes about women driving, men idealizing the perfect women for "serious relationships" and depreciating the ones which do not fit into their ideal of woman, judgments about how drunk the woman is in the party, or even for being in a party (it is not a place for a respectful woman, they say), the eternal obligation of cooking well, marrying and having children, the erotization of women in media, songs, etc, is shameful, and constant.

I was born in the backwoods of Bahia, northeast of the country, and often I visit my family and friends. I notice the chauvinism there is completely different from the chauvinism in the south (where I live now), and the shock always disturbs me. Women there are even more submissive and dependent on their men.

Fortunately, there are a lot of women fighting against all that every day, and it is with them that I learn to question and stop everybody with chauvinist attitudes. If we do our part, it will be over someday.

## education for gender equality

All problems previously pointed are well known in Brazil. Chauvinism and macho attitudes are impregnated in society and every day life.

There are initiatives, social projects, and campaigns all around the country fighting gender-based inequality, but all efforts seem to be not enough. It is necessary to make the seek for gender equality part of Brazilian culture, motivating respect and freedom between people.

One way of inserting this culture in Brazil is through education. The school should be a socialization space for girls and boys, immersed in equality, respect, and tolerance. Some initiatives envision this future: in 2015, all members of UN signed the plan 'Education 2030'. Between the 17 goals, there is the guarantee of safe, non-violent, inclusive, and effective learning environments, promoting gender equality and human rights. "Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles but are empowered equally in and through education" (Education 2030 - Incheon Declaration, UNESCO).

UNESCO plan is a big step towards gender equality in Brazil, but it faces big resistance from the conservative share of the population. Although Brazil is a secular state, groups fight against the word "gender" in 'Education Plans' (Plano Nacional de Educação - PNE)<sup>11</sup> using arguments related to religion, 'traditional values', 'family moral' and 'social order'. What those groups do not understand is that this topic goes further than discussing about sexuality. "It is necessary to deconstruct this retrograde and alienating discourse about 'gender ideology'. It is necessary to make it clear it is an invention which goes against everything Brazilian society has achieved so far. It is necessary to talk about that, inside and outside the school, at every opportunity and meetings, with families, communities, and schools", defends Sylvania Cavasin, coordinator of the Gender and Education Network in Sexuality (Regis)<sup>12</sup>. Gender equality must be discussed within human rights, broaching respect between people and guaranteeing freedom for everyone.

<sup>11</sup> PNEs are plans for Brazilian education for the next 10 years. The main goals of those plans are offering good education for all, reducing inequalities and prejudice between students, appreciating teachers and other professionals related to education, and offering good higher education.

<sup>12</sup> SALGADO, Gabriel Maia. Entenda a polêmica sobre a discussão de gênero nos planos de educação.

“School is a fertile field for identification of the issues surrounding oppression, prejudice, homophobia, sexism, racism and other inequalities.”

Sylvia Cavasin,  
coordinator of the  
Gender and Education  
Network in Sexuality  
(Regis).



PICTURE  
Educating boys  
and girls for gender  
equality since early  
childhood.

# early childhood education in Brazil

history, social segregation, and current situation of early childhood services offered in Brazil

The first Brazilian kindergarten—place to give support to families in the care of children, at the same time it starts the process of education—was founded by the couple Joaquim José and Carlota Vieira in 1875, inspired by the ideas of the German pedagogue Fröbel (see chapter 2). Just a couple of years later, there was another kindergarten in São Paulo, in 'American School', founded and directed by protestants. In the next decade, many places got inspired by the idea, and in 1920, there were approximately 50 kindergartens in Brazil.<sup>13</sup>

With the forthcoming of public schools, the idea of kindergarten was divided in another two establishments: pre-school and crèche. Pre-schools are an adjunct to primary schools, instituting the condition of preparation for further years of education, and crèches were places to attend children from employees during their working time, with no intention to help with the development of the child. In those systems, both pre-school and crèche, had a strict schedule, uniform activities, and not so many options for the kids to find and explore their own process of development.<sup>14</sup>

The original kindergartens, deeply inspired by Fröbel ideas, became places for families which had an acquaintance of the importance of play on their children's development and/or had conditions to afford a private school. This way, children from lower classes did not have the opportunity to enjoy this system which combines play and education, so many times proved as being more effective for the development of children (see chapter 2). This social/educational segregation lasts until the present.<sup>15</sup>

The 1988 Brazilian Constitution is known for its advances in human rights, including rights of children and teenagers. Children's education became a children's right, families' option, and State's duty. Enrolling children with an education institution became mandatory after their 7<sup>th</sup> anniversary.<sup>16</sup>

<sup>13</sup> HAMZE, Amélia. *Jardins de Infância, viveiros infantis*.

<sup>14</sup> KISHIMOTO, Tizuko Mochida. *O Jogo e a Educação Infantil*.

<sup>15</sup> HAMZE, Amélia. *Jardins de Infância, viveiros infantis*.

<sup>16</sup> UNESCO. *Early Childhood Services in Brazil*, p 9.

services for children aged zero to six<sup>17</sup>

<b>name of the service</b>	<b>main settings</b>	<b>age-group served</b>	<b>opening hours</b>	<b>responsible ministry</b>
Crèche	Day-Care Center / Education Centers	0–3 years of age	Full-time or part-time	Education
Pre-school	Schools / Education Centers	4–6 years of age	Full-time or part-time	Education
Support to Children and Youths / Shelter	Collective spaces at temporary houses, with a responsible guardian	0–18 years of age (exceptions are made to include youths aged 18–21)	Non-stop (24 hours a day, 7 days a week)	Social Security and Social Assistance
Support to People with Disabilities	Several within the community, at home, at day-care centers, shelters and clinics	Children, adolescents, adults and senior citizens	Vary depending on the type of service. There are 11 different modalities	Social Security and Social Assistance
Primary Health Care	Basic Health Units / At home (Family Health)	Children, adolescents, adults and senior citizens	During the day, 5 days a week	Health
Hospital Assistance	Hospitals	Children, adolescents, adults and senior citizens	Non-stop (24 hours a day, 7 days a week)	Health

<sup>17</sup> UNESCO. Early Childhood Services in Brazil, p 13.



Besides the Constitution and the theoretical variety of services dedicated to early childhood, the quality does not reach the desirable level. Firstly, those services are not under the responsibility of the Ministry of Education, but under the Ministry of Social Assistance, consequently receiving less budget from the State.<sup>18</sup> It is also decreed teachers and directors of pre-schools and crèches should be at least graduated in high school, desirably with higher education, with no equivalent rule for teacher's assistants. But in reality, 69,2% of teachers are graduated in high school, and 20,8% in higher education. The last number jumps to 7,1% in the Northeast of the country, and to 4% in rural areas.<sup>19</sup>

About the rate of children enrolled in the system, 39,8% of children are not enrolled either in pre-schools nor crèches, and this number gets bigger in the North and Northeast of the country. This data is directly connected to the population's income<sup>20</sup> (table bellow).

If the rate of enrollment with early childhood education is directly connected to the income of the family, Brazilian children between 0 and

6 years of age are especially in disadvantage, as 42% of them are born in families which live with less than half minimum salary per capita.<sup>21</sup>

All those kids who do not frequent any kind of legal institution are either at home, in the streets, or in alternative care centers, often present in the poorer communities. Those centers have bad infrastructure and its staff and space do not have to follow any criteria. They are often overloaded, and the employees often do not have a proper qualification. The reason families enroll their kids in those establishments can vary: community spirit, convenience for being closer home and/or work, lack of spots in public places, etc.<sup>22</sup>

With this resumed view over Brazilian education for early childhood, it is clear the complexity of the system and special difficulties to run social projects for this target. Poorer kids are spread in public and informal services, their home, and the streets. Any effective policy that aims to interfere with the quality of education of those kids must be flexible enough to reach children wherever they are.

<sup>18</sup> UNESCO. Early Childhood Services in Brazil, p 9.

<sup>19</sup> UNESCO. Early Childhood Services in Brazil, p 31.

<sup>20</sup> UNESCO. Early Childhood Services in Brazil, p 22.

<sup>21</sup> UNESCO. Early Childhood Services in Brazil, p 22.

<sup>22</sup> UNESCO. Early Childhood Services in Brazil, p 27.

### rates of access to educational services for children from birth to six years of age, according to family income - 1999<sup>23</sup>

service	0 to ½ MS*	+½ to 1 MS	+1 to 2 MS	+2 to 3 MS	+3 to 5 MS	+5 MS	total
<b>from birth to three years of age</b>							
<b>crèche / pre-school</b>	5,90	7,18	10,55	15,14	21,84	32,51	9,15
<b>four to six years of age</b>							
<b>crèche / pre-school</b>	42,47	50,47	59,52	68,96	76,21	81,48	52,00
<b>primary education</b>	8,33	8,30	7,49	7,45	7,93	9,27	8,14
<b>total</b>	50,80	59,77	67,01	76,38	84,15	90,76	60,14
<b>from birth to six years of age</b>							
<b>crèche / pre-school</b>	22,13	26,16	32,05	39,04	46,78	54,97	28,13
<b>primary education</b>	3,70	3,64	3,29	3,35	3,64	4,25	3,6
<b>total</b>	25,83	29,80	35,34	42,57	50,42	59,25	31,74

\* Monthly per capita income expressed in minimum salaries (MS).

<sup>23</sup> Brazilian Institute of Geography and Statistics/ National Household Sample Survey 1999-Tabulation by the institute of Applied Economic Research/ Social Studies Coordination.

02.

children's

biological

development

and the role

of pedagogy

# children's biological development

## what are the real and imaginary differences between boys and girls

Sex is a group of biological characteristic that identifies a human being by male or female. Sexuality is the expression of feelings, thoughts, and behaviors, connected to one's sex. And gender is a set of attributes society defines for human beings depending on their sex, including attitudes, behavior, and expectations.<sup>24</sup> Those are three completely different concepts, often treated as the same.

Experiences, environment, culture, and other factors, can not interfere in human sex or sexuality. Even in cases when one changes his or her sex, there are studies showing this impulse is present in human mind since early years of age.<sup>25</sup> But gender ideas are extremely connected with how the family raises, how teachers teach and others interact with us.

In fact, boys and girls are different. Male brains, for instance, are around 8–11% bigger than females'. Female brains, on the other hand, finish growing about one or two years earlier. It would explain the greater height and weight commonly observed in boys, and the earlier puberty and maturity observed in girls, for example. Those

biological differences can affect minimally even cognitive skills, such as speaking, reading, mechanical ability; and interpersonal skills, such as aggression, empathy, risk taking and competitiveness.<sup>26</sup> But deeper differences starts when humans, in the early stages of life, are motivated to develop only one part of their skills, those called "girls' and boys' actions and behavior". The limitations children find in this stage can follow them for the rest of their development and life.

In newborns–kids at the age when powerful social learning begins–the differences between boys and girls can unambiguously be attributed to nature<sup>27</sup>, and in these cases, it can observed clearly the gender stereotypes present in parents' minds. In one classic study, parents were asked to rate their newborns on various attributes. "Parents of girls tended to describe them as prettier, softer, more delicate, weaker, finer-featured, and less attentive than parents of boys described their infants".<sup>28</sup> One possible argument to explain this behavior are the naturally bigger bodies of boys. But interesting cross-dressing experiments show fascinating results: researchers have "disguised the babies'

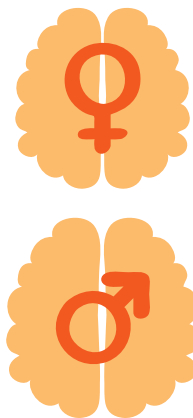
<sup>24</sup> PROMUNDO. *Trabalhando com mulheres jovens: empoderamento, cidadania e saúde*, p 14.

<sup>25</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 112.

<sup>26</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 5.

<sup>27</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 17.

<sup>28</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 84.



**Male brains are around 8–11% bigger than females'. Female's, on the other hand, finish growing about one or two years earlier.**

sex by dressing them in gender-neutral clothing, or they deliberately mislead adult subjects by calling a baby girl Jonathan or a boy Marie".<sup>29</sup> In one of those studies, the attributes commonly addressed to girls were given to the boys, and attributes commonly addressed to boys were given to the girls.

Later, children meet the so-called "boys' toys and plays" and "girls' toys and plays". By playing, kids have their bigger and most important period of development in their lives. As Friedrich Froebel and following developmentalists have declared, "playing is the work of the child". When one group of kids is motivated to interact only with one kind of toys and games, such as dolls, dress-up and drawing, for example, they develop more motor, verbal, preliteracy, nurturing and empathetic skills. Another group, playing only with trucks, balls and wrestling, for instance, will develop better motor, spatial, visual, competitive and risk-taking skills.<sup>30</sup>

If we keep analyzing the relationship kids have with their toys and plays in an environment with "traditional values", we can find the roots of many gendered-based issues. "A Swedish study has revealed, boys grow increasingly adamant over the preschool years about avoiding girl toys, whereas girls start doing a reversal in preference about midway through this period. Most boys four or older express a strong taboo against anything girlie. Girls, however, begin opening up around four or five, experimenting more with toy vehicles, sports games, and other boyish toys avoided a year or two earlier".<sup>31</sup> The roots of this behavior can be in the own family,

where, even having a more egalitarian relationship between parents, there is some asymmetry of power, expressed, for example, when the father has the last word on important decisions or is the ultimate disciplinarian.<sup>32</sup> "Children begin picking up on this status difference early on, and it is reflected in their toy choices: boys increasingly avoid feminine toys, while girls increasingly explore masculine ones."<sup>33</sup> This way, the idea of superiority of men over women is raised on kids, and it follows them into adulthood when opportunities and barriers are different to men and women.

At three, children are in their nonjudgmental phase, ignoring the other's choices, even when they do not match with their already strong preferences. However, by four children begin understanding personal choices as "right or wrong". And at the age of six or seven, it is when they have the strongest judgments towards others.<sup>34</sup> Children go through all those changes in only three or four years because it is in this period their brains are expanding faster and are extremely malleable.<sup>35</sup> Depending on the influences they receive during those years, children can become closed in a universe destined to their gender, or explorers of many possibilities of development, intolerant or respectful to differences and freedom.

Comparing the current generation with the past one, it can be observed raising styles are starting to change. Schools with the constructivist approach are spread all over the western world, reproducing Montessori's, Waldorf's, Fröbel's, Piaget's, and many other ideas about how to raise children developing all their skills. But this reality is not so accessible to the urban poor, mainly when looking to underdeveloped countries. In Latin America, for instance, most of those methods are present in private schools, way over the budget of most poor and middle-class families. Those kids are still learning gender stereotypes from parents, media, teachers, etc, consciously and/or unconsciously. It is necessary to push adults to shape a better environment for children to develop all their skills, without gendered limitations. This way they will be closer to a future with equal opportunities, freedom, and respect for boys and girls, men and women.

<sup>29</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 84.

<sup>30</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 133.

<sup>31</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 110.

<sup>32</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 110.

<sup>33</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 110.

<sup>34</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 117.

<sup>35</sup> ELIOT, Lise. *Pink Brain, Blue Brain*, p 94.

From birth to around six years of age, children learn a huge amount of information effortlessly. During this stage, they are constructing their individuality and the way they identify with others. At 3 years of age, children already have strong preferences, but still do not judge the other's ones. From this age, they start learning the ideas of what is right or wrong based on gender.<sup>37</sup> There is a great opportunity to present values based on freedom, respect, and egalitarianism.

### 2–3 years

Start of social relations outside the family core<sup>37</sup>

### 0–2 years

Development of the child's own personality<sup>37</sup>

### 3–6 years

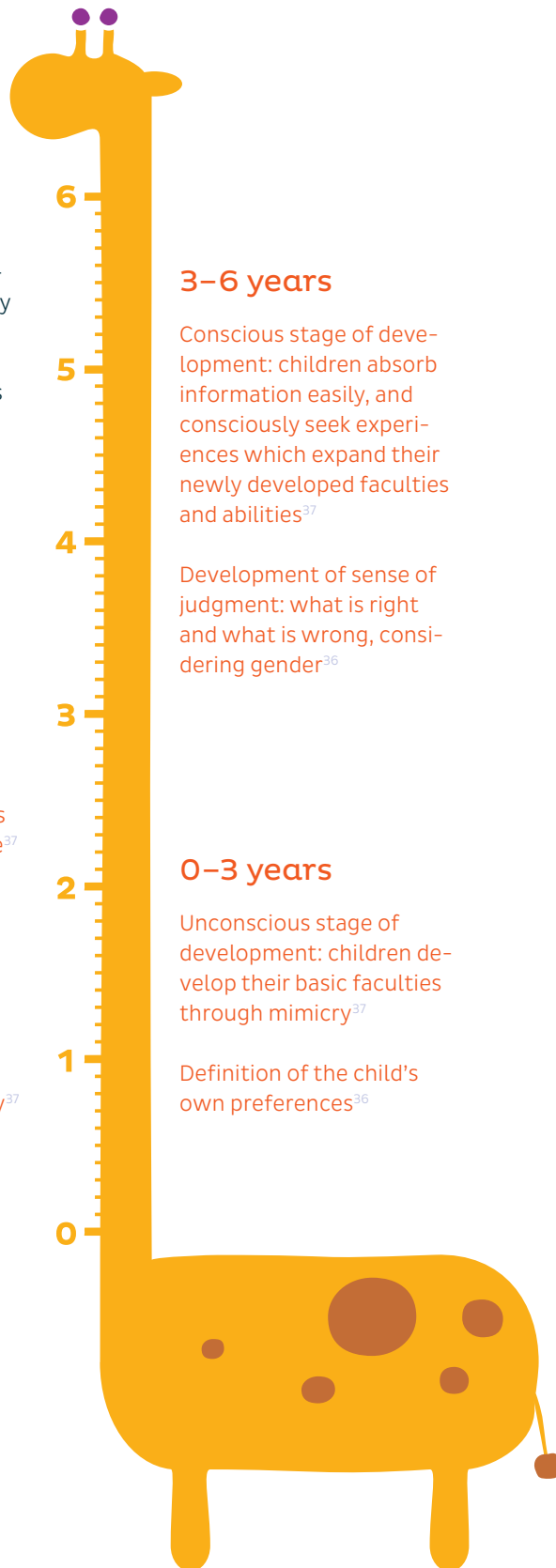
Conscious stage of development: children absorb information easily, and consciously seek experiences which expand their newly developed faculties and abilities<sup>37</sup>

Development of sense of judgment: what is right and what is wrong, considering gender<sup>36</sup>

### 0–3 years

Unconscious stage of development: children develop their basic faculties through mimicry<sup>37</sup>

Definition of the child's own preferences<sup>36</sup>



<sup>36</sup> ELIOT, Lise. Pink Brain, Blue Brain, p 117.

<sup>37</sup> MONTESSORI, Maria; PRAKASAM, A. Gnana. What you should know about your child, p 80.

# pedagogy for early childhood

main ideas of masters of pedagogy and their application for the urban poor

## the importance of playing

Friedrich Fröbel, German pedagogue from the 19<sup>th</sup> century, devoted his life to studying children's education. He is the creator of kindergarten system, which is based on play materials and activities. He believed humans are essentially productive and creative, and playing is the child's work.<sup>38</sup>

Fröbel's concept of kindergarten was the first educational method focused on early childhood. He turns his attention to this target mainly due to the fast brain development between birth and three years of age. Religious and passionate observer of nature, he developed his method from a biological and spiritual perspective, proposing a holistic approach. Among his learning styles are play, parent involvement, paper folding, music, games, and movement.<sup>39</sup>

<sup>38</sup> FRÖBEL, Friedrich. The education of Man.

<sup>39</sup> FROEBEL USA. Froebel's Kindergarten Curriculum Method & Educational Philosophy.

**“The plays of this age are the buds of the whole future life; for the whole man shows himself in them in his finest qualities, in his inner sense. The whole future life of man has its fount in this space of time, whether this future life is clear or clouded, gentle or boisterous, moving quietly or violently, industrious or lazy, rich or poor in action, dully staring or clearly perceiving, forming or destroying, bringing harmony or discord, war or peace. Allowing for the child’s individual and natural qualities, his future relations with father and mother, to his family, to his fellow-citizens and to man, to Nature and to God, depend especially on his manner of life in this age (...).”**

“In recent decades the kindergarten as educational space has undergone many changes. Its task and objective are to accompany the children in their development, to encourage and support them in learning new skills and acquiring capabilities as the foundation for a life in self-determination, self-responsibility, and social participation. The kindergarten as educational space creates a social and emotional environment shaped by the interaction of children and educational staff. (...) Children learn holistically – with all the senses. (...) [they] need to experience diverse spaces so that they form references and develop relationships, follow their desire to explore and to discover, engage fully with creativity and imagination, act out their joy of experimenting and their urge to move around.”<sup>40</sup>

It is necessary to give children time for self-development. Learning, defends Fröbel, should

be formed by the curiosity and impressions acquired during play. Those impressions will create a very solid foundation of understanding, being much more effective than a verbal communication of ideas. Comprehension does not happen abruptly but is built gradually.<sup>40</sup>

Besides defending self-development, Fröbel gives an important function for teachers: they are “the translators of the cultural heritage and as mediators can guide the child in making the link between the interior and exterior world. (...) The teacher asks open-ended questions and the child gives significance or meaning to the images it has created”<sup>41</sup>, incorporating his/her own interpretation and/or judgment. This way, the child is in an active process of creation and experimentation, aware of its personal way of learning.

“All true educators must at each instant, in all their requirements and designs, be at the same time two-sided, – giving and taking, uniting and separating, dictating and following, acting and enduring, deciding and setting free, fixed and movable; and the pupil must be so also. But between the two, educator and pupil, demand and result, there must be an invisible third – to which educator and pupil are alike and equally subjected – to chose the best, the right necessarily proceeding from the conditions, and voluntarily expressing itself. (...) This submission to an invariable third, to which the pupil, as well as the educator, is subjected, must, therefore, express itself even in detail in every requirement of the educator. Therefore the necessary general formula of instruction is as follows: do this, and see what results from your action in this precise respect, and to what discovery it leads you – and so the direction for life for each human being is, represent your spiritual nature, your life outwardly and by means of the outward in action, and see what your nature requires, and how it is constituted.”<sup>42</sup>

Donald Woods Winnicott, English pediatrician and psychoanalyst from the 20<sup>th</sup> century, also approaches the importance of play to the development of children. He defends an evolution from inner development to play, from play to play together, and from play together to cultural experiences, basis of mental growth and health. By playing, the individual expresses

FRÖBEL, Friedrich.  
The education of Man,  
p 31.

<sup>40</sup> FRÖBEL, Friedrich.  
The education of Man.

<sup>41</sup> FROEBEL WEB.  
Key role of teachers  
in guiding learning  
processes.

<sup>42</sup> FRÖBEL, Friedrich.  
The education of Man,  
p 9.

“The liberty of the child should have as its limit the collective interest; as its form, what we universally consider good breeding. We must, therefore, check in the child whatever offends or annoys others, or whatever tends toward rough or ill-bred acts.”

LILLARD, Paula Polk. *Montessori: a modern approach*, p 53.

its creativity, and it is only by being creative that one discovers its own personality and values.<sup>43</sup>

Winnicott defines play as “to do things”, a creative experience that consumes space and time and essentially satisfies the ones playing. In order to play, be creative, and achieve goals, children need three main aspects in their surroundings: a) autonomy and confidence, translated in direct and concrete instructions and simple materials and shapes, b) guidance and safety provided by an adult always present, and c) freedom to accomplish their own tasks. This way, they will generate ideas, thoughts, impulses and sensations, that apparently have no connection, but do establish the base of their character.<sup>44</sup>

As mentioned on the previous chapter, children between 3 and 6 years of age are in general expanding their faculties and abilities, anxious to put in practice all skills they have discovered in the first years of development. The first role of education is to provide and magnify spaces and opportunities for this expansion<sup>45</sup>, also helping them to understand their importance as creative beings. However, providing space and freedom for self-development must come with proper guidance, connecting children to the outside world. During this stage, humans are introduced to social roles and learn their responsibility to the others. Their future relations with members of society will be fundamentally defined by the social consciousness built on the early childhood.

<sup>43</sup> WINNICOTT, D.W. *Playing and Reality*, p 70.

<sup>44</sup> WINNICOTT, D.W. *Playing and Reality*.

<sup>45</sup> MONTESSORI, Maria; PRAKASAM, A. Gnana. *What you should know about your child*, p 66.



**01** Children are firstly conscious of themselves.

**02** Later, they grow relations with closer people, such as family and friends.

**03** The next stage is creating relations with other people.

**04** Only after social consciousness, they are able to be taught mathematics, grammar, chemistry, etc.



## Kindergartens and contemporary realities

In recent decades the ideas developed by Fröbel have gone through many changes, mainly when spread to other realities. Besides providing the necessary environment for self-development, it became its task to work as the foundation for learning responsibility and social participation.<sup>46</sup> The many cultures, though, interpret social behavior in different ways, so kindergartens must be shaped according to scenarios and its aspects.

The first revisionists concerned with kindergarten's role among children in the poorest and greatest cities were yielded in England between the 19th and 20th century. The first kindergarten in British territory was endowed by the German refugees Johannes and Bertha Ronge in 1851. In order to spread the ideas and train teachers in a quick and reasonable way, they also developed "A Practical Guide to the English Kindergarten". Shortly after, admirers of the German methodology began collectivist

movements towards the urban poor, aiming to induce public organs to adapt the current methods to the child-centered one. But the obstacles were many. For instance, it is typical on the urban poor scenarios to have large classes and unprepared educational staff.<sup>47</sup>

The Fröbelian groups did not give up on spreading the German methodology through the poorest communities of England, though. The solution found by them was offering free of charge educational spaces in ghettos based mainly on donations and voluntary work. In order to adapt Fröbel's methods to the tight budget, some modifications were made, as substituting the expensive educational apparatus created by Fröbel for housework and increasing the number of children per teacher.<sup>48</sup> "Hitherto it [Fröbel movement] had been a middle-class institution in the sense that it was patronized by that class and was also organized by it. Now, it was to be changed into one which its advocates

<sup>46</sup> STEGER, Renate. *Kinder (!) Garten*, p 43.

<sup>47</sup> BREHONY, Kevin. *English Revisionist Froebelians and the Schooling of the Urban Poor*.

<sup>48</sup> BREHONY, Kevin. *English Revisionist Froebelians and the Schooling of the Urban Poor*.

**"The early childhood development theories that are currently used were created by European males and don't take into account cultural context. (...) Often, children from minority backgrounds are labeled by mainstream society as 'culturally-disadvantaged' or 'culturally-deprived.' I say these children are not deficient, but different. I believe early childhood practitioners should affirm these differences, value them and build upon them. I think we, as practitioners, should ask 'What do these children already know when they come into our classroom?'"**

WOODS, Irma. *Rethinking Froebel's Kindergarten Metaphor: A Study of Culture and Development*.

claimed was eminently suited to the needs of the children of the urban poor.<sup>49</sup>

The innovative spaces were expressively accepted by the communities, but it did not take long until new problems arose. Children were dealing with completely different scenarios in the kindergarten and at home, facing on one side a space based on freedom and self-responsibility, and on the other the lack of discipline provided by parents. For the first time, it was observed children need not only provision of a good environment based on strong models which stimulate the self-development, but also a society-centered approach which considers spaces, culture, and people surrounding the pupils.<sup>50</sup>

When turning to America, the dissemination of kindergartens happened in similar conditions, being modified in order to fit the necessities and realities of the countries. There, as in 19th/20th century England, the opportunity of having children in public child-care centers is highly popular among the poorest as parents need time to work and can not afford private nannies. Nevertheless, for families and government, those centers serve rather as crèches than early childhood educational systems, losing much of its main goals (see “Early Childhood Education in Brazil” - p. 19). As in England, the system created by Fröbel could not be fully applied in America due to incompatibilities regarding culture and social development. Besides the gap between kindergarten and home environments and unprepared educational staff, Dr. Irma Woods,

doctoral researcher, name some of the particularities found in American underdeveloped countries which should be considered when bringing Fröbelian models.

Nicknames are one of the most common aspects in most of the American countries. While the European kindergarten believes using proper names helps to build identity and self-worth, in America, it is believed nicknames help to establish closer relationships based on caring and nurturing among children and family, and children and community.<sup>51</sup>

Using food as an educational material is also an important aspect to be considered. While in European kindergarten using this material is highly disseminated, in American underdeveloped countries it is an important item which can not be wasted, and represents meals bought with hard earned money.<sup>52</sup>

To show respect is also different on the two realities. In Germany, the home country of Fröbel, the formal addressing is used only on the first contacts between teacher and children, further developing the feeling of family connection making it not necessary the use of formal titles. But in most countries of America, it is important to the adults to be addressed formally, even in family relations. So children may not get used to calling teachers by the first name, and what could be interpreted as disrespectful is actually a salutation.<sup>53</sup>

<sup>49</sup> BREHONY, Kevin. English Revisionist Froebelians and the Schooling of the Urban Poor.

<sup>50</sup> BREHONY, Kevin. English Revisionist Froebelians and the Schooling of the Urban Poor.

<sup>51</sup> WOODS, Irma. Rethinking Froebel's Kindergarten Metaphor: A Study of Culture and Development.

<sup>52</sup> WOODS, Irma. Rethinking Froebel's Kindergarten Metaphor: A Study of Culture and Development.

<sup>53</sup> WOODS, Irma. Rethinking Froebel's Kindergarten Metaphor: A Study of Culture and Development.



PICTURE  
Brazilian children  
in Rio de Janeiro.

Culture, social status, and family structure, have major implications for children's development. Children from the so-called 'uneducated classes' should have a different approach to Fröbelian methods, not forging a natural rapport between rich and poor, educated and uneducated. But at the same time, poetry, story, music, games, and activities, so well introduced and defended by Fröbel, must be considered in the development of educational materials for those kids.

03.

children and the  
understanding  
of gender roles

# gender equality among kids

workshops, activities and observations  
to understand how far are kids with  
gender stereotypes

In order to fight against gender inequality since early childhood, it is important to understand how the topic affects directly children's lives, and what is their perception of it. Envisioning that, a workshop were applied to Brazilian children, children were approached with small activities in The London Design Festival, and two kindergartens were visited.

Within the next pages, the documentation is presented, and the thoughts, lessons, and impressions described.

workshop  
**fences kids face**

target  
**children between 7 and 9 years of age**

where  
**public School in a poor community  
 of São Paulo, Brazil**

when  
**2<sup>nd</sup> of June 2016**

details  
**kids should write or draw something  
 they can not do for being a boy  
 or a girl**

This workshop was realized for the purpose of understanding the barriers Brazilian kids face. It was applied in a poor community school in the south of São Paulo, with 55 kids between 7 and 9 years of age. The activity was applied on the 2<sup>nd</sup> of June 2016, analyzed, and shared with the MAID group on the 8<sup>th</sup> of June 2016. After this presentation, new inputs appeared, and the final outcome is what is presented here.

The workshop was applied to children between 7 and 9 years of age aiming to discover the gender stereotyped ideas former developed during early childhood. The main question for the children is: "what can not you do because you are a girl/boy?". As expected, the majority of answers mentions gender stereotypes, with just a few mentioning ethics, respect, good behavior, and things children, in general, can not do. Some points have a stronger impact on children's life, as the sexual issue: some girls mention they can not have sex, get pregnant, or be a mother, but any boy mentions the equivalent. Clothing is also a strong point, as many girls mention they can not wear short and tight clothes because it is vulgar, and boys mention only girls wear this kind of clothes. It is a strong evidence of the rape culture<sup>54</sup>, where girls are taught to defend themselves, but boys are not taught to respect.

The barriers built around toys and professions also define which kind of future those kids imagine for themselves: girls have strong limitations which boys do not. For boys, science, engineering, mathematics, political roles, are possible. But for girls, it is destined nurturing and housekeeping.

These kids also cultivate the image of delicate and weak girls. It is often mentioned boys can not attack and knock around girls because it would be cowardice, but it is never mentioned as a general idea to do not attack someone because it is not an expected human and social behavior.

Within the next pages, examples of answers are shown, and also highlights of the data collected.

<sup>54</sup> In her book 'Transforming a Rape Culture', Emile Buchwald defines it as "a complex set of beliefs that encourage male sexual aggression and supports violence against women. [...] In a rape culture women perceive a continuum of threatened violence that ranges from sexual remarks to rape itself. A rape culture condones physical and emotional terrorism against women as the norm. In a rape culture, both men and women assume that sexual violence is a fact of life. Rape culture normalizes the idea that men are unable to control themselves and that women may be "asking for" rape. Rape culture can be seen in a blatant or passive manner in society."

## examples of girls' answers

a vantagem das meninas é que as meninas não pode bratar nelas não e a vantagem é porque que deve ser legal se menina

The advantage of being a girl is boys can not knock around on them because it is cowardice.

BRICAR DE DINOSAURIO  
BRICAR DE CARRINHO  
BRICAR DE BONECO

Play with dinos, cars, and puppets.

Não posso ser: pedreiro, porque dizem que mulher não sabe construir  
goleiro de futebol  
volante  
arbitro  
defensor  
atacante  
porque sou menina.

I can not be a bricklayer because women do not know how to build. Also, president, football player, guard, scientist, fighter, because I am a girl.

NÃO POSSO BRINCAR DE CARRINHO FUTEBOL BRINQUEDO DE TVBARÃO



I can not play with cars, football, toys, sharks.

Eu não posso ser jogadora de futebol. Porque a torcida não respeita e porque dizem que mulher não joga futebol.

I can not be a football player because the fans do not respect and people say women do not play football.

Usar roupa curta. Usar maquiagem forte. E roupa colada. E namorar

I can not use short clothes. I can not use strong makeup. And tight clothes. And flirt.

PEGAR OS MENINOS NA DANHEIRO  
NÃO CORRER PORQUE EU SOU MENINA EU SOU MININA

I can not fool around with boys in the toilette. I can not run {or jog} because I am a girl.

Eu queria dirigir moto mais não  
 posso porque eu sou menina não  
 menina dirige moto mas minha mãe  
 não deixa

I would like to drive a motorcycle but I can't because I am a girl. But girls also drive motorcycles, but my mother won't let me.

\* Quem disse que mulher não pode ser pedreiro por causa da desigualdade na politica porque dizem que mulher não sabe fazer coisas de homem

Who said women can not be a bricklayer? Because of inequalities in politics? They say women can not do men's things.

1º Usar cueca  
 2º Em gravidez novinha  
 3º Não usar relógio

1º use male underwear;  
 2º get pregnant when young;  
 3º do not use a wristwatch.

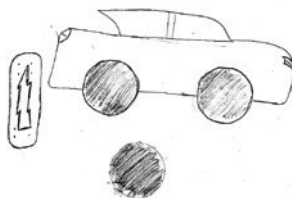


Na minha opinião menina pode fazer tudo que menino faz  
 Ass: Layssa

In my opinion, girls can do everything boys do.  
 Ass: Layssa.

Eu posso fazer tudo

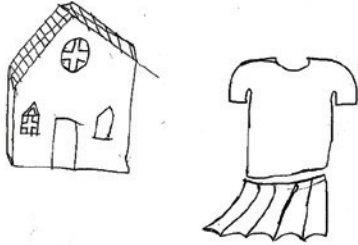
I can do anything.





examples of boys' answers

brincar de Boneca ou de casinha  
usar roupa de menina dar banho  
em Boneca



Playing with dolls or house, using girls' clothes and bathing a doll.

NÃO BRINCO DE BONECA

I do not play with dolls.

Eu gostaria de ser  
mulher por um mo-  
tivo, por que no encon-  
tro para sair é o ho-  
mem que paga.

I would like to be a woman for one reason:  
because on the first date, it is the man who  
pays the bill.

Eu gostaria de ser bailarino mas não  
consegue porque eu acho isso coisa  
de menina.

I would like to be a ballet dancer, but I can't  
because I think it is a girls' thing.

Existe alguma coisa que só não  
pode ser por ser menino?  
R: Eu quero ser mulher porque elas  
são mais espertas do

I would like to be a woman because they  
are smarter.

Eu queria cozinhar mas sou  
menino

I would like to cook, but I am a boy.

Não usar maquiagem  
 Não usar salto, Não usar  
 roupa curta, não passar muito  
 no mais hora, não usar chinelos  
 Não ficar muito tempo no chuveiro  
 Não pode entrar no banheiro das meninas

I can not use makeup. I can not use high heels.  
 I can not use short clothes, nail polisher, tiara  
 hair, short pants. I can not stay so long in the  
 shower. I can not enter the girls' toilette.

Não pode bater nas meninas  
 Porque é muita covardia

I can not knock around on girls because  
 it is cowardice.

não pode pederia rabar  
 não pederia insina pipa pa  
 do do fio elétrico  
 não pode fazer Buli  
 não pode pater em menina

I can not steal, fly a kite near the electric cables,  
 I can not practice bullying, I can not knock  
 around on girls.



não usar biquini  
 não usar salto,  
 não usar maquiagem  
 não usar Brincos,  
 não pintar a casa de rosa,  
 não ter um carro pintado de rosa.

I can not wear a bikini, I can not wear high heels,  
 I can not wear makeup, I can not wear earrings,  
 I can not paint roses in pink, I can not have a  
 pink car.

ter uma casa rosa  
ter taturagem  
usar brincos

I can not have a pink house, I can not have  
 a tattoo, I can not wear earrings.

## highlights on collected data

	topics mentioned	forbid professions	forbid toys/plays
	<ul style="list-style-type: none"> <li>• football</li> <li>• professions</li> <li>• having sex</li> <li>• toys</li> <li>• clothes</li> <li>• violence</li> <li>• drive</li> </ul>	<ul style="list-style-type: none"> <li>• mechanic</li> <li>• bricklayer</li> <li>• president</li> <li>• football player</li> <li>• guard</li> <li>• scientist</li> <li>• dentist</li> <li>• fighter</li> <li>• tv presenter</li> <li>• farmer</li> </ul>	<ul style="list-style-type: none"> <li>• cars</li> <li>• dinosaurs</li> <li>• puppets</li> <li>• sharks</li> <li>• football</li> <li>• catch-up</li> </ul>
	<ul style="list-style-type: none"> <li>• toys</li> <li>• clothes</li> <li>• profession</li> <li>• domestic tasks</li> <li>• money</li> </ul>	<ul style="list-style-type: none"> <li>• ballet dancer</li> </ul>	<ul style="list-style-type: none"> <li>• dolls</li> <li>• house</li> </ul>

Looking at the topics mentioned by each group, it is seen gender stereotypes these kids will face as adults. Domestic tasks and nurturing are seen as a female obligation, while money and football as male. Girls also mention their sexual life as a concern: they can not “provoke” boys, have sex, and get pregnant. Boys, on the other hand, mention vulgar, tight and short clothes as a female thing.

Regarding professions and toys, the gap between the sexes is graphic. While boys have more dynamic, spatial and aggressive characteristics, girls must be delicate, interested in babies and house. A curious detail is in professions, where girls mention they can not be president, football players or TV presenters, while the Brazilian president at this time was a woman (Dilma Rousseff), the female football team was getting more popular once Marta became the top scorer of the country, and many TV presenters are women.

The workshop revealed many aspects of the reality of Brazilian children, especially the urban poor. It is clear the necessity to talk to those groups about their rights and obligations, emphasizing, among other topics, the limitations they face in life are not defined by physical or biological conditions, but social rules which can be questioned and changed. Other important points are: women are not fragile and submissive; respecting each other's body is independent of the other's sex, how they dress, and how they behave, and in any situation, ‘consent’ and ‘respect’ must be the first rule; domestic responsibilities are not women's obligation once most of them have professional lives and are financially important to the family, and have as much time as men to keep the house in order; independent of your own beliefs, it is important to accept and respect the other's individual choices.

exhibition and activities

**gender equality among children**

target

**children between 4 and 7 years of age**

where

**The London Design Festival 2016**

when

**24<sup>th</sup> of September 2016**

details

**a project developed originally for Brazilian kids from lower classes were presented in order to understand the acceptance of the non-gendered character in another context. Besides that, small activities involving gender were suggested to kids**

In the first semester 2016, a game focused on creating awareness about gender equality among kids was developed. It is the outcome of a Studio class which the proposed topic was "fences".

Shortly after the concretization of the project, there was an invitation to present it at The London Design Festival 2016, in a pavilion dedicated to children. The opportunity was used to present the topic to kids and designers, through activities, talks, and invitations for people to think about how to work on this issue.

Within the next pages, each activity is better explained, and also the original game developed for Brazilian children.

## non-gendered Bu

Bu is a friendly, curious and non-gendered character who aims to bring an important topic to Brazilian schools: gender equality. It talks with kids about empathy, respect, and freedom. Bu is also an invitation to all designers to use their knowledge to help to create a better place for women to live.

Besides presenting the topic to a bigger target, Bu exhibition in the London Design Festival 2016 was important to check the acceptance kids have towards the character and its validity as a non-gendered persona.

The activity with the character involves both parents and kids. It consists of parents adding accessories to Bu which would connect it with their kids, and kids adding accessories which would make Bu closer to themselves. By the end, both BUs would be compared, opening the discussion with parents about the gap between their expectations for their kids, and what kids really want for themselves.

The feedback was mostly positive, and kids got really enchanted by the figure and interaction. Parents were not so comfortable by participating, though. They seem to be afraid of using their creativity and prefer to let “children’s activities” to children. The original goal was not achieved, but through this activity, it was possible to observe the many faces Bu can have, and testify its validity as a non-gendered flexible character.



PICTURES  
Bu at The London  
Design Festival 2016.



PICTURES  
Personalized Bus.

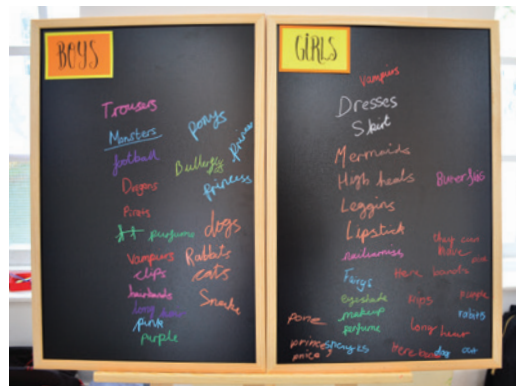


## activity: boys and girls

The second activity suggested for the kids visiting The London Design Festival consists of two boards entitled “girls” and “boys”. Children were asked to write or draw things related to girls and boys on the corresponding board. After that, the titles of the boards were swapped, forming new boards with the former girl’s characteristics for boys, and vice versa. The new image generated interesting dialogues with children, leading all to the conclusion there is no such a thing as “girls’ things” and “boys’ things”, but only “children’s things”.

The results of this activity were surprising: most of the British kids visiting the fair do not have strong gender stereotypes among them. But the few children who brought stereotyped words for each sex enjoyed the discussion after, understanding the lack of sense on defining girls’ and boys’ preferences.

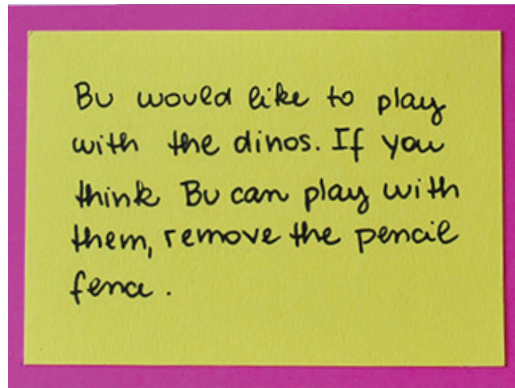
This activity, besides showing how easy and simple it is to open a dialogue with a kid, brings the importance of interactivity for them. Having the contact with the boards, colorful pens, and the opportunity to create something, attracted them powerfully, and the discussion after started easily.



PICTURES  
Activity at The London  
Design Festival 2016.

## Brazilian Bu

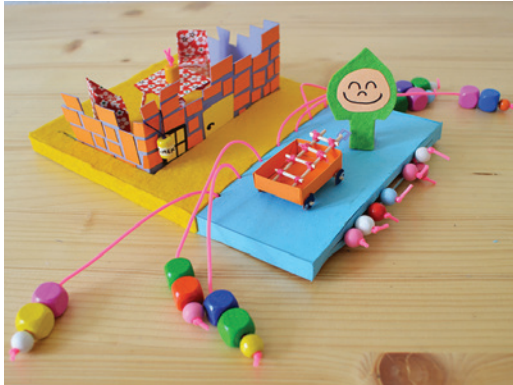
The activity for Brazilian kids with Bu as a protagonist was created in July 2016 as a Semester project for the Master of Integrated Design of Hochschule Anhalt. The main topic was "fences", as previously mentioned, and it was a prerequisite to have a physical fence in the outcome. The images bellow show the project which was applied in a Brazilian poor community school and presented in the London Design Festival.





Bu would like to bake a cake for its family and asked its grandfather's help. If you think they can bake the cake, remove the fence around the stove.

Bu would like to help to build a house. Bu brings a ladder and a car to carry bricks. If Bu can help in this construction, disassemble the fence by pulling the little bricks.



PICTURES  
Experimental activity  
for Brazilian children.



The game is designed for poor community schools, so it is important all boards are mountable and demountable. This way, the activity can be played with many different groups.

The kits bring most of the pieces, but some of them can be found at the schools like small colored pencils kids do not use anymore.



PICTURES  
Experimental activity  
for Brazilian children.

Teachers also receive a one-page manual with the steps to apply the activity.

01

Each kit brings a board with cards explaining a situation. The teacher assembles the boards as in the images that follow them.

02

The students divide into 10 groups. Each group works with one board. The group reads the card and make the decision: do they remove or keep the fence in Bu's path?

03

After everybody make a decision, the teacher asks each group to explain its situation and tell its answer.

04

The teacher starts a discussion: if we give Bu a gender, would any decision change? What is the reason? The teacher guides the discussion for the students to understand their changed-decisions are based on gender stereotypes, and, when we do not consider the gender, everyone is able to do everything.



PICTURE  
Teacher's manual.



PICTURE  
The London Design  
Festival 2016.

The experience at The London Design Festival brought many aspects and inputs about the non-gendered character Bu, parents, children, and interaction. The character is effective as a non-gendered image and catching children's attention. It was also made clear during the festival offering the opportunity for children to do or modify something is more effective to catch their attention than just speaking or pointing something. Besides that, children do understand really complex topics if explained in a direct, clear, rational and simplified manner.

observation  
**kindergarten**

target  
**children between 3 and 4 years of age**

where  
**Kneipp – Kita „Villa der fröhlichen Kinder“  
 Halle (Saale)**

when  
**27<sup>th</sup> of October 2016,  
 from 8:30 am to 11:30 am**

details  
**kids were observed during one morning, doing  
 their everyday activities at the kindergarten.  
 Gender roles and the interaction between  
 children and teacher were focused**

The first kindergarten visited in order to observe children in their learning space is „Villa der fröhlichen Kinder“, in Halle (Saale), Germany. The kindergarten follows Kneipp philosophy, but often Montessorian ideas were observed. Sebastian Kneipp is a famous name in medicine field, as he is concerned with the health of body and mind. His ideas are based on five pillars, transferred to the kindergarten as well:

- water, as the most important element, the base for every healing substance;
- plants, as a point of contact with nature and source of medicines;
- exercise, as the most important movement on the development of children, either in the shape of physical activities or plays/games;
- nutrition, as the foundation for healthy and active life;
- order, as the path to achieving internal and external balance.<sup>55</sup>

The kindergarten was visited between 8:30 am and 11:30 am, during the activities between breakfast and lunch. In this kindergarten, the groups are divided by age, and the one observed is between 3 and 4 years of age. Fortunately, it was a rainy day, and children kept inside, playing with a bigger variety of toys.

Besides observing kids, the visit to the kindergarten ended with a rich conversation with Mrs. Wolf, the director of the space, about gender roles and the education of children.

<sup>55</sup> ST. H. Kneipp  
 Kindergarten – Was  
 ist das? and KNEIPP.  
 Kneipp's Five Pillars.

## details of the visit

The visit started just after the children's breakfast. During the morning, they stay in the playroom, which has three play areas and a toilette with no sex division. There, the children were free to play, with easy access to almost all objects. They were offered all kinds of toys, with a preponderance of traditionally non-gendered ones, non-gendered books, media players, art supplies, and furniture.

Some gender stereotypes were seen in the group, like clothes' colors and toys' preferences. But it was clear the majority respects choices out of common sense. It was also observed twice both sexes playing together with gender-stereotyped toys.

In this group, there is a specific case which is interesting to this project. A boy likes to wear traditionally female items, like skirts and hair accessories, plays he is a hairdresser, which is a stereotyped female profession, and claims he has a female name. In the beginning, any child gave extra attention to this boy particularly, letting him be and play like all the others. But at around 10am a boy joined the group and made jokes pointing the first one. The other boys in the group followed the joker, making the first boy extremely upset. The teacher, on the other hand, tried to end the situation only by saying "Jungs, hört auf, das ist nicht cool" (stop it, guys, it is not cool).

Besides the not expected bullying, it was noticed the teacher and assistant did not have a special attitude against it. It was treated as a general issue, and the boys were softly rebuked. This reaction fits the whole philosophy of the kindergarten, which is giving children freedom to play, interact, and learn. But, personally, I question how much educational spaces must be engaged in effectively fighting against any kind of intolerance since early childhood, as it seems to be a huge problem in the contemporary world.

Concerning the relation between children and teacher, kids are quite independent, as mentioned before. But if an issue appears, even minor ones, the teacher is the one responsible

for solving it. At one moment, for example, a boy took a loop from a girl. Instead of solving the issue by themselves, the teacher was requested by the girl to solve it. The same kind of situation happened when a boy took water from the toilette to play with the kitchen tools, and a girl asked the teacher to interfere. It shows children are free to develop by themselves in this space, but the teacher is still the authority who brings safety and order.

When reprimanding children, teacher and assistant are careful to do not overreact, or make children feel bad for what had been done. For instance, a boy broke part of the Halloween decoration in the room. For some moments, all children were silent and looking at him, who was visibly feeling bad about it. The teacher handled to end the situation as soon as possible hanging the broken part in another decoration piece, and motivating children to put their attention in something else. A stronger scolding was observed only once when a child ran around the room at a moment the group should organize it to go for lunch.

In order to organize kids to join an activity, for instance organizing the room or reuniting for lunch, teacher, and assistant use songs to catch their attention. The technique is impressively effective, making children organize themselves and engage in a task within just a few minutes. Another group activity which caught children's attention as effectively as singing was the story time. Teacher and assistant narrated a story about animals, and children happily interacted doing animals' noises.

Before lunch children helped with simple tasks, like bringing the plates and cutlery, distributing them among everyone, and serving their own drinks. After eating, the group organized itself for the nap time. They undressed and folded their clothes by themselves, together in the same room. After some minutes, the group was hearing a story full of songs until they felt asleep.



PICTURES  
While German kindergartens seek for individuality and self-development, Brazilian children face strong rules and standardization.

Comparing this kindergarten with Brazilian poor communities' ones, it is possible to trace the following parallels:

- the room the visited group has is expressively bigger than the ones in the Brazilian scenario. In Brazil, groups are bigger and rooms are smaller due to the amount of children per community and amount of kindergartens around;
- Kneipp kindergartens are especially concerned with nutrition, and the same quality of food can not be seen in every kindergarten in Brazil, where often children bring snacks from home and have only the main meals with the group;
- besides the bullying observed against the boy dressed with traditionally female items, it came in fact from only one another boy, while in Brazil the environment would be more reproachful in this situation;
- in the visited kindergarten, teacher and assistant were calm and comprehensive with children's actions. In Brazil, as exposed on the introductory part of this book, teachers with no higher education are often found, and most of them do not have the same good methods and patience;
- some points are common in both scenarios, like catching kids' attention through songs and stories, teacher's authority, and children helping to accomplish simple organizational tasks.

## talk with Mrs. Wolf

The talk with Mrs. Wolf was a rich source of information about children's education towards gender equality. Below, a summary of the main points.

### topic one: the service

In Germany, kindergartens must follow some particular regulations. Quality standards, on the other hand, are not mandatory, but desirable. Mrs. Wolf mentioned some important mandatory regulations:

- all kindergartens must cost the same, so parents are free to choose one which fits better to their ideals and expectations;
- the amount of children per teacher is also regulated, guaranteeing every child has proper attention (older the groups, more kids per teacher are allowed);
- every kindergarten must have a sleeping room;
- every kindergarten must motivate kids to develop through play and interaction, other than traditional ways of education.

Particular characteristics of „Villa der fröhlichen Kinder“:

- every teacher and assistant have training in Kneipp concepts;
- twice a year, there is a meeting with parents, to present the monthly plan for the next semester. This way, children's education comes from parents also, making them aware and responsible for what their kids are learning;
- besides natural sciences, math, languages, and creativity/arts, children from 3 years of age get in contact with another cultures and realities, either by the teacher approaching this topic, or some foreign worker in the kindergarten (example: one of the interns come from Syria, and he tells openly to the children he is in Germany escaping from the war);
- the kindergarten suggests children should learn about sexuality and respect from four years of age.

### topic two: talking about gender and sexuality with parents and children

During the conversation, it is mentioned discussing gender, sexuality and different kinds of relationships are still a taboo starting to be demystified in Germany. Mrs. Wolf claims her kindergarten is introducing this idea to parents to speak openly with children from 4 years of age.

The first attempt to introduce it in the lesson plan was realized this year, with a huge adherence: from 23 parents, 20 agreed to let their children hear about gender, sexuality, and respect at the kindergarten. Following, some of the activities to be worked with the children:

- in a draw of a male/female body, mark with a blue pen where you like to be touched, and with a red pen where you do not like;
- ask children to divide between groups which want to do traditionally gendered activities, for instance playing football and nurturing dolls. With this picture, start the discussion about gender-stereotyped activities and personal preferences;
- one child is a cat, and the other children should caress it, but only where the cat allows;
- explanation of how a child is conceived, with models of an egg and sperms.

There are still three children not allowed to join those activities, but they learn a lot with each other, and surely the concepts will be transmitted to them by the children joining the activities.



Discussing gender, respect, and freedom with children is recognized as a national necessity in Germany. One of the actions taken to promote this discussion is “Kita-Koffer”. It is a box with many materials aiming to teach playfully gender diversity and different family models<sup>56</sup>. It is a great policy envisioning tolerance and education, but it has been facing resistance from some conservative shares of German families. Adults are questioning how much their kids should know about this topic, and the answer is as early as possible. Later children get in touch with this reality of diversity, bigger it will be the estrangement and intolerance.



### topic three: dealing with cultural varieties

Germany is known for receiving plenty of foreigners. In the kindergartens, it can be found children with many backgrounds, experiences, cultures, and beliefs. It becomes a hard task to deal with all this variety.

It is a common situation certain things being forbidden in Germany but allowed in another countries. For instance, Mrs. Wolf mentions a case where parents want to do circumcision in their girl, a practice still allowed in some countries. As the director of the kindergarten, she must call the police and inform the case. But nothing stops the family to bring the child back home, do the procedure, and come back to Germany. Another example is fasting, a common practice in many cultures. Should the kindergarten offer food to children in this period? With these examples, she raises the question how to deal with those differences inside the kindergarten environment. An ultimate answer is not

known yet, but professionals are conjecturing this issue. A seminar for kindergarten professionals is scheduled for December, in order to discuss this reality.

### topic four: constructing in the kindergarten, deconstructing at home

Mrs. Wolf claims her kindergarten lets children free to play what they want, motivating tolerance to different preferences and variety of choices. But she clarifies it is impossible to control what children absorb at home. To strengthen the fight against intolerance, teachers deal with bullying and discrimination situations in a rational way, asking straight to the kids why they are laughing or making jokes, and why they think it is a reason to humiliate someone.

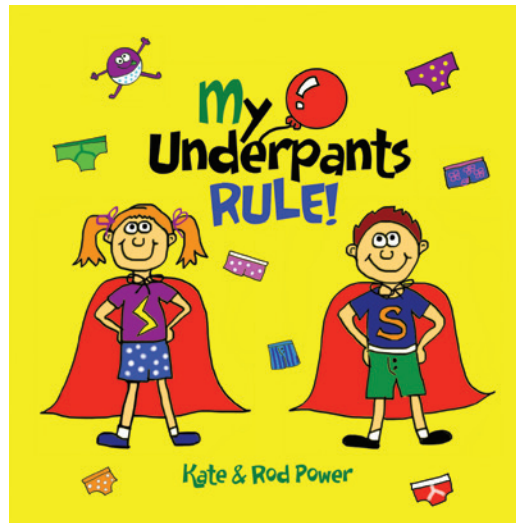
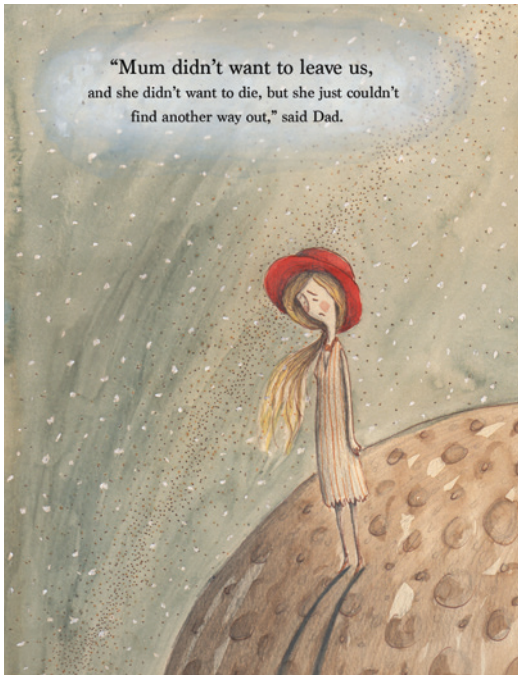
She mentions the case of the boy who enjoys dressing traditionally female items, like skirts and loops. The parents repress this behavior at home, and informed the kindergarten they would like to make sure the institution would repress it too. As the director of the space, Mrs. Wolf informed the parents she can not help with the education the parents transmit to their children, but inside the kindergarten, they are free to be what they want. In this situation, the only option parents have is changing the institution.

### topic five: talking about hard topics with children

By the end of the talk, an interesting subject was approached: how to talk about hard topics, such as death, illness, etc, with children? There are many books attempting to develop those matters with early childhood. For example, the book “Luna’s Red Hat”, by Emmi Smid, is a charming, honest, and comprehensive book which helps children to deal with a suicide in the family. Another one is the book/campaign “My Underpants Rule” (<https://myunderpantsrule.com>), which teaches children to protect themselves from sexual harassment.

PICTURE  
Olivia Jones reads her book to children in a kindergarten.

<sup>56</sup> EPOCH TIMES. „Kita-Koffer“ für sexuelle Vielfalt jetzt auch in Sachsen-Anhalt.



PICTURES

Luna’s Red Hat: An Illustrated Storybook to Help Children Cope with Loss and Suicide, by Emmi Smid.

My underpants RULE!, by Kate Power and Rod Power.

Another two examples of how to talk about complex topics with children were related from personal experiences. Das Licht brennt, a German expression which literally means “the light is on fire”, can be used to say “the light is on”. An adult made a child completely shocked by saying “the light is on fire in the other room”, where a child’s friend was in. In order to calm down the kid, it was explained the origin of the word, which goes back to having a candle light on fire, and its contemporary meaning. The child understood the whole story and was calm again. The second example happened during a friends’ meeting, when a girl complained with her mother about a kid in school who does not

like her. The mother answered it is not a problem, and sometimes people would not like her. It does not mean the other people are bad, or she is a bad person, but sometimes people do not like each other, and it is completely normal. The daughter was satisfied with the explanation, but the friends were completely shocked with the frankness. The mother explained she wants to raise a child who is not afraid of rejection, and that was her technique.

With all those examples, it can be claimed children do understand complex topics if explained the right way.

observation  
**kindergarten**

target  
**children between 3 and 6 years of age**

where  
**Kindertagesstätte Apfelblüte – Dessau**

Apfelblüte is a kindergarten in Dessau-Roßlau, officially not connected with any specific ideas, but directed by Mrs. Malcher, graduated in Montessorian methodology. She received me for a short talk before the visit and explained she applies as much as possible what she learned with the master Maria Montessori, and designed the whole space to let children free to learn and develop by their own.

The kindergarten is composed by a huge external area, where children can run, ride bikes, tricycles, scooters, etc. The inside area is composed by a huge hall, mainly used for meetings

when  
**8<sup>th</sup> of November 2016,  
 from 8:00 to 11:00**

details  
**kids were observed during one morning, doing their everyday activities at the kindergarten. Gender roles and the interaction between children and teacher were focused**

with the whole group, a kitchen, a dining area, a playroom connected with the external area, an art room, and a sleeping room (besides the administrative rooms, and areas for newborns). Every space is malleable, working for children's and adults' size, including the kitchen. It is a wide space for a group of around 20 children between 3 and 6 years of age

During the visit, the relation between children and space, children and teachers, and children among themselves, were the point of attention, and how gender roles take part in their learning environment.

## details of the visit

Compared to the first kindergarten visited, Apfelblüte brought many more gender stereotyped situations. The first image was a blueish mass containing boys and another pinkish containing girls. Besides clothing colors, the behavior of the children is also stereotyped: while girls are soft, delicate and calm, boys are incredibly dynamic, aggressive and loud. During the visit, the art room had only girls producing, while the open areas were occupied by boys running and throwing cars to each other.

As mentioned before, the art room was occupied only by girls during the whole observation period. At some point between 8 and 9 am, a boy entered the room behaving a bit louder than the ones already there. One of the girls complained, and the teacher took the boy outside, explaining in this room it is not space to be effusive. Meanwhile, two boys were at the main hall playing with giant building blocks made with foam. After a few minutes, they started throwing the blocks at each other, and, the last idea appeared, they organized it side by side forming a surface to jump. They began throwing themselves on that and kept going like this for more than 10 minutes. Those two examples draw how far girls and boys are from each other during most of their play.

The methodology of the director of the space claims children must have opportunities and support to develop all their skills through experimentation, failure, and success. Indeed the building is completely designed to let children reach objects, furniture, and do their tasks by their own. But a discordance to this philosophy was seen in the relation between children and teachers. Children are free to choose what to do, but how to do is dictated by the teacher in precise instructions. For example, serving yourself a glass of water: children must seat, put the glass on the lunch table, and serve themselves. There is no space for experimentation, to see by doing some other way they might split water on the floor or drop the glass.

The group observed seems to bring small conservative values which affect their interaction with other kids. The only two kids with a different ethnical heritage are brothers and twins, and during the whole visit they just played among themselves with their own toys. A strong twins connection is not discharged, but no children tried to interact, or teacher to involve them with the group. The interaction with me, another foreigner in the group, was also diffident and polite. An example of short dialogue passed with a boy who approached me asking "Wie heißt du?" (What is your name?), "Natalia, und du?" (Natalia, and yours?), "Mit Nachname Timo, mit Vorname Loui" (Surname Timo, first name Loui [the name was changed in order to keep the privacy of the child]).

The last 30 minutes of observation were a group activity involving also the director of the kindergarten. At 9:30 all children met in the main hall and spotted on pillows, in a circle. There, they do not use songs to organize children, but a little bell which emits a deep sound. When children lose attention, the bell is played, and they get concentrated again. During this meeting, the director proposed a couple of activities for the next days, asking the group if they were interested in it and if she could buy all materials. Children got engaged in organizing their own schedule. After the "bureaucratic" part, the group sang while one of the teachers played guitar. In the time following, the director presented an idea of activity to come next. The ones who would like to join could stay in the room, the others could go back to the play room. The activity consisted of an interactive story, where children pretend they are a family of animals during one day. First, the director is the mother and children follow her. Succeeding, one of the children is the mother and the others are the babies, with the director reading the story for them to follow. When the activity is over, children complain not all of them could be the mother. Everybody wanted to be the leader and in front of the "babies". The director solved by dividing the kids in pairs, one mother and one baby, and reproducing the activity two times more, for everybody to be the leader once.



PICTURE  
It is important  
to motivate both  
sexes to play to-  
gether, developing all  
their skills.

During both visits to kindergartens, it was observed respecting children's wishes does not guarantee an egalitarian development for both sexes. Children learn at home some principles, and they do reproduce them at the kindergarten. If at home they learn they should interact more with dolls and dresses, that will be their preference outside too. And, as descanted in the chapter about children's biological development, in order to have equal opportunities in the future, it is necessary to encourage kids to go out of their comfort zone and explore all universes of plays and toys. This way, they will develop all their skills and will have equal chances to be what they want, independent of sex.

04.

the idea:  
dialogue

# briefing

summary of the main criteria  
to guide the creative phase



## the scenario is permeated by

- Poor communities;
- social segregation;
- uneducated people;
- children spread in kindergartens, informal services, and at home;
- not well-prepared education staff;
- bad physical infrastructure.



## the problems can be summarized in

- Families based on traditional values, religion and the image of the ideal family;
- oppressive social rules defining what is right and wrong regarding gender and behavior;
- gender-based toy choices, which leads children to develop specific skills, influencing expressively in their future;
- strong sexualization of women and girls since early childhood;
- image of delicate, fragile, and submissive women and girls.



## **the project seeks for**

- Opening dialogues with children and adults about freedom, respect, and gender equality, through rational and logic arguments, simplicity, patience, and comprehension;
- engaging teachers and parents by explaining the positive intentions of the project and how big the impact can be in the future of their children;
- boosting children equality-learning through play, games, activities, songs, and creativity;
- empowering parents and teachers regarding guiding children through their development, convincing them about the importance of motivating both sexes to explore all kinds of plays and toys. This way, they will help kids to develop all their skills, thereby promoting equal opportunities for them to be what they want;
- exploring with adults and children the difference between sex, gender, and sexuality, inducing respect to different personal choices;
- bring familiar icons, language, graphics, prioritizing local culture;
- explore female icons;
- be easily spreadable;
- be affordable.



# informative booklet for communities

first draft: booklet which talks to communities about the importance of education towards gender equality

## the material talks to

teachers and staff from formal and informal Brazilian child-care centers, families and communities, prioritizing the urban poor.

## about

the importance of raising children in more egalitarian environments, offering practical and simple ways to make it possible.

## in the format of

a booklet introducing the topic and presenting a collection of good attitudes and activities to be applied to the children.

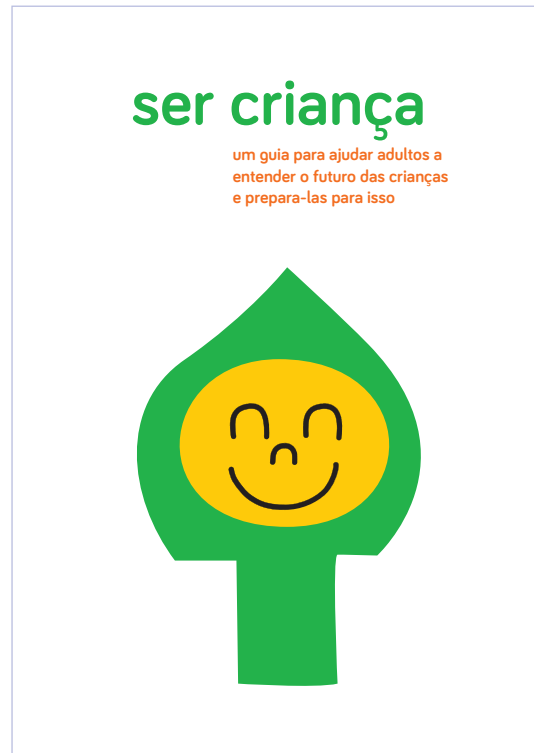
## using elements such as

light and uncomplicated language, which does not judge but only presents new ideas and information, and illustrations to connect the reader with the content.

## plan

- ▶ designing the first draft
- ▶ researching with public
- ▶ receiving evaluations and feedbacks
- ▶ refining booklets
- ▶ drawing distribution plan
- ▶ planning next steps

**designing  
the first draft**



**Being a Child**

a guide to help adults  
to understand the future  
of children and prepare  
them for it



## introdução

Olá! Esta cartilha foi desenvolvida para ajudar pessoas de bem a espalhar o bem. Ela pretende apoiar os adultos na difícil tarefa de educar as crianças para o mundo do futuro, que será muito diferente do que temos hoje. E como podemos saber como será o mundo do futuro? Não sabemos. Mas com base nas mudanças que ocorreram do passado para o presente, podemos valorizar o que aconteceu de bom, e batalhar para construir um futuro mundo ainda muito melhor para todo mundo.

3

Uma das coisas que vem mudando das últimas décadas para cá é o papel da mulher na sociedade e sua qualidade de vida. Hoje em dia, cada vez mais mulheres trabalham fora de casa, todas votam, aprendem a fazer coisas que antes eram feitas só por homens, e vivem uma vida mais saudável física e psicologicamente. Mas ainda assim elas ainda são muitas vezes vistas como submissas, fracas e emocionais, e, por isso, sofrem muito com violência física, psicológica e sexual, na rua, no trabalho e dentro de casa. Ler os dados e reportagens sobre mulheres que sofrem somente pelo fato de serem mulheres é assustador.

## introduction

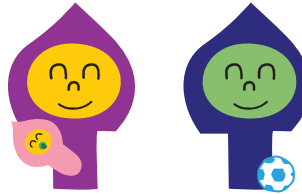
Hello! This booklet was developed to help good people to spread good actions. It intends to support adults on their hard task of raising children for the future world, which will be really different from the one we live in today. And how could we know how the world is going to be? We couldn't. But looking at the changes which happened from the past to the present, we can valorize the good things which happened and work on even better changes.

One of the main things which have been changing is the role of women in society and their quality of life. Nowadays, more and more Brazilian women work outside the home, all vote, learn to do things beforehand only done by men, and live a healthier life physically and psychologically. But in many situations, they are still seen as submissives, weak and too emotional, suffering a lot with physical, psychological and sexual violence, inside and outside the home. Reading data and reports about women who suffer only for the fact of being women is frightful.

A vida dos homens também vem mudando. Dividir a responsabilidade financeira com as mulheres da casa os deixam menos estressados, e lhes dão mais tempo para brincar com os filhos, cuidar da saúde e se divertir. Mas também enfrentam problemas. Por motivos lógicos, muitos homens passaram a dividir as tarefas domésticas com suas mulheres trabalhadoras, mas muitas vezes enfrentam preconceito vindo de amigos, parentes e até desconhecidos (como se lavar pratos e limpar a sala mudasse o caráter e personalidade de alguém).

4

Mas como criar nossas crianças, futuros adultos donos e donas de casa, para ajudarem e respeitem uns aos outros? É uma tarefa difícil essa de educar uma geração que traz mudanças significativas para a sociedade. O time que produziu esse material, após estudar muito sobre educação, crianças e futuro, descobriu ações simples e importantes que ajudam, e muito! E essa cartilha veio justamente para dividir essas descobertas e tornar o trabalho dos adultos mais fácil e o futuro das crianças melhor. Ela traz dicas de como interagir com crianças de três a seis anos, fase em que elas definem praticamente toda a sua personalidade e modo de lidar com pessoas e com o mundo.



Então, primeira coisa: precisamos desmistificar o que é "ser menina" e "ser menino". Há duas coisas diferentes que fazem com que separemos meninos de meninas: o sexo e o gênero. O sexo é determinado pelo nosso corpo, e dificilmente alguém pode mudar isso. Se temos um corpo masculino, somos meninos. Se temos um corpo feminino, somos meninas. E nessa idade, crianças não estão interessadas se o outro é do sexo masculino ou feminino, só estão interessadas em interagir, se divertir e aprender juntas. Já o gênero é o que as pessoas esperam da gente só por causa do nosso sexo. Um exemplo clássico é, se somos meninas, deveríamos gostar de bonecas e rosa, e, se somos meninos, deveríamos gostar de carrinhos e azul. E não há nada de errado nisso! Bonecas são demais, e azul é uma cor linda! Mas o problema começa quando os meninos não são livres para gostar de rosa, ou as meninas de azul. Os gostos pessoais das crianças não interferem em nadinha no seu sexo ou até

5

Men's life also have been changing. Sharing financial responsibility with women made them less stressed and gave them more free time to play with their children, take care of health and have fun. But they also still face problems. For obvious reasons, many men began sharing domestic tasks with their working women, but many times face prejudice and judgments coming from friends, family, and the community in general (as if washing the dishes and cleaning the living room could change the personality and character of someone).

But how to raise our children, future adults, to help and respect each other? It is a really hard task to raise a generation which brings significant changes to society. The team who produced this material, after studying a lot about education, children, and future, discovered simple and important actions which help a lot in this task. This booklet exists exactly to share those discoveries and make the adults' work much easier, and the future of children much better. It brings tips about how to interact with children between three and six years of age, phase in which they define basically all their personality and way of dealing with people.

So, first thing: we need to demystify what is it to "be a girl" and "be a boy". There are two different things which make us differentiate boys and girls: the sex and the gender. The sex is presented by our body, and hardly someone can change this fact. If I have a male body, I am male. If I have a female body, I am female. And in this age, children are not worried about the sex of the other, only in interacting, having fun and learning together. Gender, on the other hand, is what people expect from us only because of our sex. A classic example is if a girl she should like dolls and pink and if a boy he should like cars and blue. And there is nothing wrong there! Dolls are pretty cool, and blue is a really beautiful color. But the problem starts when boys are not free to like pink, and girls are not free to like blue. The preferences of children do not interfere at all with their sex or even their future relationships.

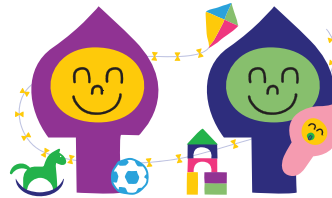
relacionamentos amorosos futuros. Um menino que gosta de rosa aprecia a cor apenas porque lhe parece bonita. Uma menina que brinca de bola só quer mover seu corpo e gastar energia. Mas então por que a maioria dos meninos gosta de azul e as meninas gosta de rosa? Porque são criados em um mundo azul e rosa desde o começo. E quando encontram alguém que não foi criado assim, e acabou por gostar de lilás, acham extremamente estranho. E estranhar algo é um passo para não respeitar. Então é muito mais conveniente deixar que as crianças gostem de amarelo, verde, lilás, rosa, azul, carrinhos, bonecas, bolas, lápis de cor e pula-pula, sem interferir muito, e respeitar suas preferências independente do sexo.

6

*São determinados pelo sexo:  
amamentar; produzir esperma.  
São determinados pelo gênero:  
cozinhar; arrumar o telhado.*

*Definitivamente,  
homens não podem  
amamentar e mu-  
lheres não podem  
produzir esperma.*

*Todos somos capazes  
de cozinhar e arrumar  
o telhado. Mas apre-  
ndemos de geração em  
geração que normal-  
mente apenas um sexo  
realiza tal tarefa.*



Ao deixar as crianças livres e motivá-las a brincar com todos os tipos de brinquedos e jogos, os adultos também estão as ajudando a desenvolver habilidades incríveis. Brincando com bonecas e bonecos, meninos e meninas aprendem carinho, afeto e cuidado pelo outro, características tão necessárias nos dias de hoje. Ao brincar de bola, meninos e meninas exercitam seus corpos, treinam suas habilidades motoras, e aprendem a respeitar regras, espaço e o grupo. É muito injusto para os meninos que só as meninas desenvolvam habilidades sociais e afetivas, e muito injusto para as meninas que só meninos desenvolvam habilidades motoras e esportivas. E este foi só um exemplo, pois todas as brincadeiras, por mais banais que pareçam, estimulam muitos talentos nas crianças. Então deixemos nossas crianças brincar, com tudo e com todos!

7

A boy who likes blue only appreciates the color because it seems beautiful to him. A girl who likes to play with balls only wants to move her body and spend energy. But then why does the majority of boys like blue and the majority of girls like pink? Because they are raised on a blue and pink world since the beginning. And when they find someone who was not raised this way, and maybe likes lilac, they judge it as strange. And judging someone as strange is a step ahead not respecting. So it is much more convenient to let children like yellow, green, lilac, pink, blue, cars, dolls, balls, colored pencils and pogo stick, without interfering so much, and respecting their preferences independent of sex.

**It is defined by sex:  
breastfeeding and producing  
sperm. It is defined by gender:  
cooking and fixing the roof.**

When children are free and being motivated to play with all kinds of toys and games, they are also developing incredible abilities. Playing with dolls and puppets, boys and girls learn to love, caring and nurturing, characteristics so important nowadays. When playing with balls, boys and girls exercise their bodies, train their motor skills, and learn to respect rules, space and the collective. And it is so unfair if only girls develop social and emotional skills, and only boys develop motor and sports skills. This is only an example, but every single play and game, even when it seems meaningless to adults, they stimulate some talents on children. So let children play, with everything and everything!

## e como faremos isto?

Nas próximas páginas, separamos algumas dicas simples para a casa, a escola ou a creche, que tornam os arredores das crianças mais propícios para uma educação que estimula meninos e meninas de maneira igual. Essas atitudes visam ajudar no desenvolvimento de uma futura comunidade que respeita homens e mulheres e suas escolhas particulares, onde ambos tem o dever de contribuir para a família, sociedade e mundo, e o direito de desfrutar prazeres, descanso e entretenimento.

8

## os três pilares principais

1

*Primeira, as crianças não apenas recebem ideias e ordens de adultos, mas são protagonistas no seu próprio desenvolvimento. Elas participam, realizam atividades, criam, brincam e formam sua própria opinião.*

2

*Os adultos, por sua vez, precisam oferecer o melhor ambiente possível, cheio de paciência, e independente das diferenças entre as crianças, motivá-las a desenvolver o máximo de habilidades, ensinando-as a dar o seu melhor.*

3

*E, por último, é necessário ensinar pelo exemplo. Crianças são criativas, mas também grandes copiadoras. Elas imitam seus modelos principais, e, nessa idade, e talvez por toda a vida, são seus familiares e amigos mais próximos.*

9

## and how are we going to do it?

On the next pages, we collected some simple tips for the house, school, crèche or kindergarten, which make the surroundings of children better for educating them stimulating both sexes equally. Those attitudes aim to help with the development of a future community which respects men and women and their personal choices, and both have the obligation to contribute to family, society, and world, and have the right to have pleasures, resting and entertainment.

## the three main pillars

1

First, children do not only receive ideas and orders from adults but are the main characters on their own development. They accomplish tasks, achieve goals, are creative, play and shape their own opinion.

2

Adults, on the other hand, have to offer the best environment as possible, full of patience and, independent of differences from children to children, motivate them to develop the maximum of abilities guiding them to give their best.

3

And, last, it is necessary to be a good example. Children are creative, but they also big copiers. They imitate their main models, and at this age, and maybe for the whole life, the models are their family and closest friends.

### dica 01

Entre seres humanos tão pequenos, não existem meninos e meninas, somente crianças! E elas não estão interessadas pelo sexo uma da outra, apenas pelo quanto podem se divertir e aprender juntas. Portanto, se é necessário dividi-las em grupos, não mande meninas para um lado e meninos para o outro. Tente fazer sempre grupos mistos. Também preste atenção na hora de falar com elas, evitando frases do tipo "olha como as meninas estão se comportando bem". Tente algo como "olha como Ana está se comportando bem". Mencionar as crianças pelo nome, além de fazê-las sentirem-se especiais, evita ideias do tipo "todas as meninas são quietinhas" ou "todos os meninos são bagunceiros" (o que bem sabemos que não é verdade!).

10



### dica 02

Reduza o acesso a conteúdos violentos. Na verdade, elimine. Entre os 3 e 6 anos de idade, crianças aprendem muitas coisas copiando o que veem de outros fazendo. Quando presenciam violência em histórias, desenhos, filmes ou livros, podem reproduzi-la na escola, na creche, em casa ou na rua, com parentes, amigos e desconhecidos.

11



## tip 01

Among so small human beings there are no boys and girls, but only children. They are not interested in the sex of each other, but only on how much they can have fun and develop together. So, if it is necessary to divide them into groups, do not send girls to one side and boys to the other. Try to always have mixed groups. Also, pay attention when talking to them, avoiding sentences as "look how the girls are behaving well!" Try something like "look how Ana is behaving well!" Mentioning children by their names, besides, make them feel special, avoid ideas like "every girl is calm" and "every boy is dynamic" (what everybody knows it is not true).

## tip 02

Reduce children's access to violent content. Actually, eliminate. Between 3 and 6 years of age, children learn a lot by seeing what the others are doing. When they see violence on stories, cartoons, movies or books, they can reproduce it at the school, at the crèche, at home or on the streets, with family, friends and unknown people.

**dica 03**

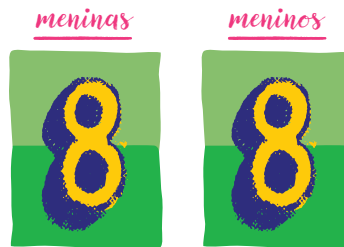
Ao escolher livros de colorir, filmes, desenhos, brinquedos, etc., tente evitar imagens ou textos que contenham "lugar de mulher" e "lugar de homem", como, por exemplo, a mãe cozinhando enquanto o pai lê o jornal, ou o pai consertando a TV enquanto a mãe pinta as unhas.

12

**dica 04**

Na creche ou escola, quando pedir às crianças para ajudar com alguma tarefa, por exemplo organizar os brinquedos ou apresentar um desenho que acabou de ser feito, tente chamar meninos e meninas a mesma quantidade de vezes (chamar um sexo de cada vez intercaladamente é uma boa maneira de garantir o equilíbrio). E lembre-se de sempre dar tempo suficiente às crianças para desenvolverem cada tarefa dada. Cada ser humano tem seu tempo, e ser mais devagar ou mais rápido não significa ser melhor ou pior.

13

**tip 03**

When choosing coloring books, movies, cartoons, toys, etc., avoid images or texts which bring "women's things" and "men's things", for example, the mother cooking while the father reads the newspaper, or the father fixing the tv while the mother polishes her nails.

**tip 04**

At the crèche or school, when asking children to help with something as organizing the toys or presenting an activity, try to invite boys and girls the same amount of times (asking a sex at a time intercalated is a good way to keep the equilibrium). And remember to always give enough time for children to develop the tasks, Every little human being has its own time and being slower or faster do not mean to be better or worse.



**dica 05**

No desenvolvimento das crianças, a brincadeira é a parte mais importante. É brincando que elas desenvolvem coordenação motora, habilidades em esportes, gosto por desenhar (o que virá a ser escrever num futuro próximo), e muitas outras coisas. É importante deixá-las livres para brincar com o que aparecer pela frente, e criar suas próprias brincadeiras!

14

**dica 06**

Tente motivar as crianças a brincar com brinquedos que não são chamados "de menina" ou "de menino" (apesar de acharmos que todos os brinquedos são para meninos e meninas!). Blocos de montar, livros de colorir, jogos de tabuleiro, lápis de cor, papéis, massinha de modelar. Há uma infinidade de brinquedos e brincadeiras que meninos e meninas vão aproveitar juntos, sem julgamentos, aprendendo e se desenvolvendo lado a lado!

15

**tip 05**

On children's development, playing is the most important part. Playing they develop motor skills, sports abilities, interest for drawing (what is going to become writing), and many others. It is important to let them free to play with everything they see, and creating their own plays!

**tip 06**

Try to motivate children to play with toys which are not called as "girls' toys" or "boys' toys" (although we believe every toy is for girls AND boys). Building blocks, coloring books, board games, colored pencils, papers, clay. There are many toys and plays both boys and girls are going to enjoy together, without judgments, learning and developing side by side.

## dica 07

Mas isso não significa que bonecas e carrinhos estão proibidos! Muito pelo contrário. Brincar de boneca e boneco é muito importante para desenvolver sentimentos de respeito, carinho e cuidado com o outro, o que todas as pessoas devem ter entre si. Brincar de bola e carrinho também desenvolvem habilidades motoras e psicológicas muito importantes para a vida adulta. E todas as crianças deveriam desenvolver os dois lados, é direito delas! Então é muito importante deixar os meninos brincarem com bonecas e as meninas com os carrinhos e bolas. Esses tipos de brincadeiras nunca irão moldar a opção sexual das crianças. O máximo que vai acontecer é ajudar a formar ótimos pais e mulheres ágeis e saudáveis.

16



## dica 08

Quando dizemos que é necessário deixar as crianças livres para brincar e se desenvolver, não significa que achamos que crianças podem fazer tudo o que quiserem. É muito importante estabelecer regras e limites em casa, na creche ou na escola. Mas é também muito importante que essas regras sejam coerentes e não mudem de um dia para o outro. Crianças são muito boas em entender explicações simples e diretas, mas podem fazer muita birra antes de obedecer a ordens que elas não entendem. Em vez de "organize já esses brinquedos na sala", tente "sua mãe quer assistir TV, e não é justo que ela tenha que pisar em bonecas e carrinhos antes de chegar ao sofá. Que tal arrumar os seus brinquedos?". Após explicar porque é importante arrumar sua própria bagunça, regras claras podem ser definidas para o cotidiano. Podemos dizer às crianças, por exemplo, que todos os dias, logo depois do jantar, os brinquedos devem ser guardados. E elas vão entender. Sabemos que muitas vezes não é fácil ser paciente, racional, simples e claro após um dia inteiro de trabalho, mas suas crianças agradecerão seu esforço num futuro muito próximo!

17

## tip 07

But it does not mean dolls and cars are banned. Actually, it is the opposite. Playing with dolls is really important to develop respect, nurturing and carrying skills, what everybody should have for each other. Playing with balls and cars also develop motor and psychological skills really important for adult life. And every child should develop both sides, it is their right! So it is really important to let boys play with dolls and girls with cars and balls. That kind of plays will never shape the sexuality of the children. Maximum can happen is shaping amazing fathers and healthy women.

## tip 08

When we say it is necessary to let children free to play and develop, it does not mean children can do everything. It is really important to define rules and limits at home, at the crèche or school. But it is also important those rules are coherent and do not change from one day to the other. Children are really good at understanding simple and direct explanations, but they can protest a lot before obeying an order they do not understand. Instead of "clean your mess now!", try "your mother wants to watch TV, and it is not fair she has to step on dolls and cars to reach the couch. Could you organize your toys?" After explaining why it is important to organize your own mess, clear rules can be defined, as organizing your own mess after dinner every day. And they will understand. We know sometimes it is not that easy to be patient, rational, simple and clear after a day of work, but your children will be grateful in a near future.

**dica 09**

Hoje em dia, muitas mulheres ficam em casa mantendo tudo em ordem (um emprego não remunerado consumidor de muita energia!), enquanto homens trabalham fora e garantem o sustento financeiro. Mas as coisas estão mudando, e as mulheres cada vez mais trabalham fora e são importantes para as finanças da família também. É mais do que certo que todas as mulheres e homens trabalharão duro o dia todo no futuro onde nossas crianças são adultos. E não é justo que a jornada seja dupla somente para as meninas futuras mulheres. Para que no futuro todas as famílias que dividam justamente tarefas domésticas, assim como responsabilidade financeira, precisamos ensinar as crianças que mulheres também consertam pequenas coisas, e homens também ajudam a manter a casa em ordem todos os dias. O exemplo é a melhor forma de educar, e é fundamental que elas vejam desde pequenas que limpar, cozinhar, trocar a lâmpada ou arrumar o telhado não é "coisa de mulher" ou "coisa de homem". Quando a divisão igual de tarefas domésticas não for possível, é necessário deixar claro para as crianças o motivo. Mas as crianças devem entender que nenhuma tarefa é designada a alguém só porque se é mulher ou se é homem.

18

**atividades**

Além das dicas, desenvolvemos algumas atividades que podem ser aplicadas com grupos de crianças, seja em casa, na creche ou na escola. São brincadeiras e jogos simples que podem ser adaptados para diferentes contextos, alimentando a criatividade, estimulando o respeito e garantindo horas de diversão e aprendizado.

19

**tip 09**

Nowadays, many women stay at home keeping things in order (a non-remunerated job which consumes a lot of energy!), while men work and guarantee the financial support for the family. But things are changing, and more and more women are working outside the home and are also important for the finances of the family too. It is sure every woman and man will have a professional life in the future our children are adults. And it is not fair only girls future women have the double journey. In order to every family to divide domestic tasks in the future, as well as financial responsibility, we need to teach children women also fix small stuff and men also contribute to keeping the house in order every day. The example is the best way to educate, so it is fundamental children learn since early childhood that cleaning, cooking, change the light bulb or fixing the roof are not "women's job" or "men's job". When the equal division of domestic tasks is not possible, it is necessary to make it clear for the children the reason. Every child must understand any task is directed to someone just because of the one's sex.

**activities**

Besides the tips, we developed some activities which can be applied to groups of children, either at home, crèche school. They are simple games and activities which can be adapted to different contexts, feeding the creativity, promoting respect and guaranteeing hours of fun and learning.

## dicas gerais



20

*Para organizar crianças e chamar sua atenção, tocar músicas e cantar junto é um ótimo método.*

que tal  
brincarmos  
juntos?

*Explique resumidamente às crianças a atividade que será aplicada, e pergunte se estão interessadas em participar. Caso não estejam, as deixe brincar com outras coisas enquanto o grupo interessado realiza o proposta.*



21

*Na primeira atividade, Bu é a personagem principal. Bu não é menina nem menino. Acrescentando adereços, torna-se menina, menino, médica, astronauta, enfermeiro, e muitas outras coisas. Não é necessário deixar isto claro para as crianças, mas prestar atenção para não definir um sexo ao mencionar a personagem.*

*As brincadeiras são originalmente pensadas para duas ou mais crianças, mas nada impede que sejam aplicadas apenas com uma, ou (melhor!) os adultos assumam o papel de crianças.*

## general tips


To organize children or catch their attention, playing songs and singing together is an effective method.

Explain briefly the activity to be played to the group of children, and ask if they are interested in playing it. Those who are not interested should be free to do something else.

On the first activity, Bu is the main character. Bu is neither a girl or a boy. If you add accessories, it becomes boy, girl, doctor, astronaut, nurse, and many other things. It is not necessary to let it clear for children, but pay attention to do not define a sex when mentioning the character.

The plays are originally designed for two or more children, but it is possible only one child plays. Or, even better, an adult play the role of a child!

**eu sou Bu!**  
**nem menina, nem menino.**  
**apenas criança!**



22

**atividade 01: em seu lugar**

*objetivo*  
Ensinar as crianças a se colocar no lugar do outro, motivando-as a tomar decisões justas, que não levam em consideração se o outro é menino ou menina.

*passo-a-passo*  
01 A seguir, temos algumas situações ilustradas vividas por Bu. Apresente às crianças.

*Nos desenhos abaixo, Bu enfrenta três difíceis situações. Você tem o poder de decidir como o problema será resolvido! Desenhe o final de cada história.*

Você pode optar por pedir que elas desenhem finais individualmente ou fixar as histórias em uma parede e desenhar o final discutido verbalmente com o grupo. Atente ao mencionar Bu para não definir nenhum sexo.

02 As crianças provavelmente desenvolverão finais que permitem a personagem realizar o seu desejo.

03 Após ter todos os finais criados e apresentados para o grupo, adicione itens em Bu que a/o fa-

**I am Bu!**  
**Neither a girl or a boy,**  
**only a child!**

### activity 01: in your shoes

*objective*

Teaching children to put themselves on other person's position, motivating them to be fair and never consider if the other person is a girl or a boy.

*step-by-step*

01 On the next pages, there are some illustrated situations lived by Bu. Present them to the children.

On the following illustrations, Bu faces three hard situations. You have the power to decide how the problem will be solved! Draw the end of each story. You can ask children to draw individually or fix the draws on a wall, discuss verbally with the children, and draw what is decided by the group. Be careful to do not define a gender when talking about Bu.

02 The children will probably develop ends which allow Bu to realize its wish.

çam parecer com um menino ou uma menina (por exemplo, um laço ou um boné).

- 04 Agora que Bu tem um gênero, pergunte às crianças se algum final para as histórias mudaria. Caso ninguém se manifeste, dê os parabéns ao grupo, e finalize a atividade afirmando que, independente se menino ou menina, todos os seres humanos podem realizar seus desejos, desde que não machuquem ou atrapalhem outro alguém. Caso as crianças decidam mudar algum final, questione o motivo.

24

*Guie uma pequena conversa para levar as crianças a entender que limitar alguém apenas pelo seu sexo é muito injusto.*

*importante*

As situações vividas por Bu foram desenvolvidas com base em uma pesquisa realizada com crianças em uma comunidade específica do Brasil, sobre tudo o que elas não podem fazer/ser só pelo fato de serem meninos ou meninas. Você pode criar novas situações ou adaptar as aqui sugeridas com base no seu grupo de crianças e na sua comunidade.

*situação 01*

Bu gostaria muito de brincar com os dinossauros de brinquedo, mas eles estão guardados dentro de uma caixa fechada. Você tem a chave para abri-la. Desenhe o final, contando-nos se você abriu a caixa para Bu ou não.



25

03 After every end is created, draw items in Bu which will make it seem a boy or a girl (a loop and a hat, for example).

04 Now that Bu has a gender, ask the children if they would change any end of the stories. If no one wants to change anything, congratulate the group, and finish the activity telling the children every human being, independently if a girl or a boy, can realize their wishes, since it does not hurt or bother someone else. If any child wants to change an end, ask the reason. Guide a small talk to lead children to understand limiting someone by the gender is really unfair.

**important**

The situations lived by Bu were developed based on a research realized with a specific community in Brazil, about what they can not do for being a girl or a boy. You can develop new situations or adapt the ones here presented based on your children's group.

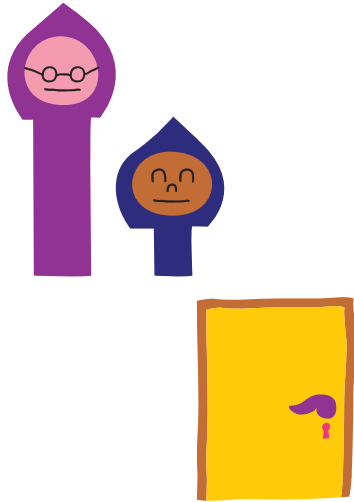
*situation 01*

Bu would like to play with the dino puppets, but they are inside a locked box. You have the key to open it. Draw the end of the story, telling if you open the box or not.

*situação 02*

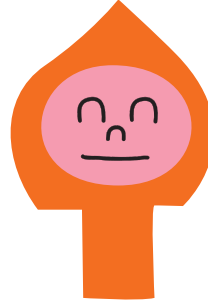
Hoje é aniversário da mamãe, e Bu gostaria muito de fazer um bolo especial. Bu pediu ajuda ao vovô, e aqui está ele! Mas a cozinha está trancada, e agora? Você tem a chave da cozinha. Desenhe o final, contando se você abriu a porta para Bu e vovô ou não.

26

*situação 03*

Bu gostaria muito de dançar, mas esqueceu os sapatos de dança na casa da tia. Se você quiser, você pode ajudar desenhando os sapatos de Bu. Faça um desenho de Bu com sapatos se você quer ajudá-la.

27

*situation 02*

Today is mama's birthday, and Bu would like to bake a special cake. Bu asked grandpa to help, and here he is! But the kitchen is locked, what now? You have the key to the kitchen. Draw the end of the story, telling if you open the door or not.

*situation 03*

Bu would like to dance, but it forgot the dancing shoes on its uncle! If you want, you can help by drawing Bu's shoes. Make a draw of Bu with its shoes if you want it to dance.

**atividade 02: de menina ou de menino?***objetivo*

Mostrar às crianças que meninos e meninas podem gostar e fazer as mesmas coisas.

*passo-a-passo*

28

01 Em uma lousa ou folhas de papel, faça duas colunas, uma com o desenho de uma menina no topo, e outra com o desenho de um menino.

02 Se estiver com um grupo grande, peça às crianças que falem várias coisas relacionadas a meninas (cores, jogos, roupas, qualquer coisa!), e, logo depois, o mesmo para meninos. Enquanto isso, você vai escrevendo nas colunas o que vai sendo dito. Se estiver com um grupo pequeno, pode pedir para as crianças desenharem ou escreverem diretamente na lousa ou papéis.

03 Quando as duas colunas estiverem completas e as crianças satisfeitas, repasse com as crianças rapidamente o que está em cada coluna.

04 Agora troque o título das colunas. Na que antes havia uma menina, desenhe um menino, e na que havia um menino, desenhe uma menina.

05 Discuta, palavra por palavra ou desenho por

desenho o que pode ser mantido nas novas colunas ou deve ser apagado.

06 Caso as crianças resolvam apagar alguma coisa de alguma das colunas, pergunte "por que?". Tente contar para as crianças situações onde uma menina ou um menino façam ou gostem do que foi pedido para ser apagado.

*Leve as crianças à entender que tanto meninos quanto meninas podem fazer o que foi escrito ou desenhado em ambas as colunas, a não ser que apareçam algumas questões biológicas, como fazer a barba ou amamentar. Use sempre argumentos lógicos e simples.*

29

## activity 02: girls' things or boys' things?

*objective*

To show children boys and girls can like and do the same things.

*step-by-step*

01 On a blackboard or sheets of paper, do two columns, one entitled with the draw of a girl and the other with the draw of a boy.

02 If you have a big group, ask children to say anything which comes to mind and is related to girls (colors, games, toys, clothes, anything!). Just after, ask them to do the same, but for boys. Meanwhile, you write on the columns what is being said. If you have a small group, you can ask children to draw by themselves.

03 When the children are done and satisfied with the columns, quickly review what is in each column, making sure they agree with everything.

04 Now change the title of the columns. Where there was a girl, draw a boy, and where was a boy, draw a girl.

05 Discuss, word by word and draw by draw, what should be kept or erased from the columns.

06 In case the children want to erase something, ask why. Try to come up with situations which bring a boy or girl doing and enjoying what was asked to be erased. Guide children to understand boys and girls can do what was written or drawn in both columns, unless some biological topics appear, as shaving beard or breastfeeding. Always use rational and simple arguments.



**atividade 03: estátua!***objetivo*

Estimular as crianças a expressar sentimentos e trabalhar mensagens corporais.

*passo-a-passo*

- 01 Peça às crianças que fechem os olhos. Você dirá uma palavra e elas terão que fazer uma estátua com esse tema.
- 02 Quando todas as crianças terminarem suas poses, as peça para abrir os olhos e observar as estátuas umas das outras.

30

*ideias de palavras:*

amor alegria  
tristeza  
FORÇA RAIVA  
GENTILEZA

**atividade 04: mulheres que me fazem feliz***objetivo*

Fazer uma coleção de bons exemplos de mulher.

*passo-a-passo*

- 01 Distribua papéis e lápis de cor para as crianças.
- 02 Peça à elas que desenhem uma mulher que as faz feliz.
- 03 Peça à elas que acrescentem ao desenho por que aquela mulher às faz feliz. Por exemplo:  
– Minha irmã me faz feliz porque ela me ensina a desenhar melhor.  
– Acrescente lápis de cor e papéis ao desenho da sua irmã.”
- 04 Fixe os desenhos em uma parede, formando um mural de exemplos de mulher. Mantenha assim por uma semana, de vez em quando lembrando os bons exemplos.

31

**activity 03: statue!***objective*

Stimulate children to express feelings and work with body messages.

*step-by-step*

- 01 Ask children to close their eyes. You will say a word and they will make a pose like a statue which represents it.
- 02 When all children finish their pose, ask them to open their eyes and observe each other.

**Ideas of words: love, happiness, sadness, power, anger, kindness.**

**activity 04: women who make me happy***objective*

To make a collection of good examples of women

*step-by-step*

- 01 Distribute papers and pencils to the children.
- 02 Ask them to draw a woman who makes them happy.
- 03 Ask them to add to the draw why this woman makes the child happy. For example:  
– My sister makes me happy because she teaches me how to draw.  
– Add a pencil and papers to the draw of your sister.”
- 04 Hang the draws on a wall, making a mural of good examples of women. Keep it like that for a week or so, sometimes reminding children about those women.

**atividade 05: o poder das mãos***objetivo*

Mostrar às crianças as várias coisas que as mãos podem fazer ao invés de bater.

*passo-a-passo*

01 Peça às crianças que pensem em coisas que eles podem fazer com as mãos.

*Você pode dar algumas ideias, como fazer carinho em animais, desenhar, plantar, fazer sombras divertidas na parede, escovar os dentes, etc.*

02 Enquanto elas falam, você pode desenhar ou escrever na lousa ou em um papel, fazendo uma lista de coisas que podem ser feitas com as mãos.

03 Termine a atividade mostrando para as crianças quantas coisas incríveis as mãos podem fazer ao invés de promoverem violência, batendo em animais ou outras pessoas.



32

**atividade 06: o que vou ser quando crescer!***objetivo*

Alimentar os sonhos, mostrar os vários diferentes desejos das crianças, e motivar o respeito entre elas.

*passo-a-passo*

01 Caso esteja na escola ou creche, peça à família no dia anterior que mande uma camiseta extra no dia seguinte, velha e que possa ser usada quando as crianças estiverem trabalhando com tinta.

02 Compre tinta removível para tecidos, ou faça uma tinta natural no dia anterior cozinhando alimentos que soltam muita cor, como beterraba, espinafre ou pó de açafraão.

03 Peça às crianças que escrevam ou desenhem em suas camisetas o que querem ser quando crescer, e as vistam quando estiverem prontas e secas. Peça-as a usar as camisetas o dia inteiro.

04 Observe se há algum julgamento entre as crianças sobre a profissão escolhida pelo outro, e converse com elas caso qualquer tipo de piada seja feita. Explique que todas as profissões são necessárias para o funcionamento do mundo, e meninos e meninas podem estudar e serem bons profissionais em qualquer área.

33

**activity 05: the hands' power***objective*

To show children how many nice things hands can do other than hurting someone.

*step-by-step*

01 Ask children to think about things hands can do. You can give some ideas, as petting an animal, drawing, planting, making funny shadows on the wall, brushing teeth, etc.

02 While they speak, you can draw or write, making a list of things which can be done with hands.

03 Finish the activity showing children how many incredible things hands can do other than promoting violence.

**activity 06: what I am going to be when I grow up!***objective*

Feeding dreams, motivating the respect among children.

*step-by-step*

01 In case you are at the school, crèche or kindergarten, ask the child's family to send on the next day an old t-shirt which can be used while playing with paints.

02 Buy removable ink for clothes, or prepare a natural ink cooking food which loses a lot of pigment, like beets, spinach or turmeric powder.

03 Ask children to write or draw on their t-shirts what they want to be when they grow up. They should wear the t-shirt the rest of the day.

04 Observe if there is any judgment among children about the choice of the other, and talk to them if any kind of joke or bad comment is made. Explain every profession is necessary to the functionality of the world, and boys and girls can study and be professionals in any field.

**atividade 07: profissões***objetivo*

Mostrar às crianças as mais variadas profissões que homens e mulheres podem ter.

*passo-a-passo*

01 Esta atividade foi pensada para creches e escolas. Antes de aplica-la, avise aos demais funcionários que as crianças farão pequenas entrevistas em um determinado horário. Adiante quais serão as perguntas, e que as respostas devem ser honestas, simples e claras.

34

02 Explique às crianças que hoje elas vão brincar de jornalistas. Elas devem andar pela escola procurando adultos, e pergunta-los sobre todos os trabalhos que tiveram até então, o que faziam, e do que mais gostavam. Peça a cada criança que entreviste pelo menos uma mulher e um homem.

03 Se possível, convide uma mulher da comunidade local a visitar a escola ou creche, e termine a atividade com esta mulher explicando o que faz profissionalmente, quais são as habilidades necessárias para poder fazer o que ela faz, e o que ela gosta no seu trabalho. Valorize profissões tradicionalmente exercida por homens. Caso não seja possível, pesquise e traga uma

foto de uma mulher com profissão diferente do comum e a apresente para o grupo. Alguns exemplos são:



Rita Levi-Montalcini, cientista que fez muitos estudos sobre o cérebro das pessoas.



Jane Goodall, pesquisadora de chimpanzés.



Cecilia Payne-Gaposchkin, pesquisadora de estrelas.



Margaret Mee, desenhista de plantas.



Joana D'Arc, soldada francesa.



Clarice Lispector, escritora brasileira conhecida mundialmente.

35

**activity 07: professions***objective*

Showing children a number of professions women and men can have.

*step-by-step*

01 This activity was planned for crèches, schools, and kindergartens. Before applying it, tell the other adults of the space children will make a short interview at some hour of the day. Tell them which are the questions, and ask them to give honest, simple and clear answers.

02 Explain the children today they are going to be journalists. They have to walk through they place looking for adults and ask them all the jobs they had or have in their lives, what they used to do and what they used to like most about this job. Ask each child to interview at least one man and one woman.

03 If possible, invite a woman from the local community to visit your group of children, and finish this activity with this woman explaining what she does professionally, what are the necessary abilities to do what she does, and what she likes most about her job. Preferably, bring a woman who has a profession traditionally practiced by men. If it is not possible, bring a picture of a woman with an uncommon profession and present it to the group. Some examples are Rita Levi-Montalcini, a scientist who studied a lot about the brain of people; Jane Goodall, researcher of chimpanzees; Cecilia Payne-Gaposchkin, researcher or stars; Margaret Mee, a drawer of plants; Joana D'Arc, french soldier; Clarice Lispector, Brazilian writer known worldwide.

**atividade 08: família-brinquedo***objetivo*

Contar às crianças que há muitas famílias diferentes, e nem todas se assemelham à nossa.

*passo-a-passo*

- 01 Coloque à disposição das crianças vários brinquedos personificados (bonecas, bonecos, animais de pelúcia, monstrinhos, etc).
- 02 Peça que cada criança forme uma família com dois ou mais brinquedos. Elas devem decidir se o brinquedo é um adulto ou uma criança.
- 03 Conte à elas que na vida real também é assim.

36

*Famílias tem diferentes cores, rotinas e tradições. Às vezes são formadas por duas pessoas, às vezes por vinte. Às vezes todos se parecem, às vezes são diferentes. Algumas tem madrastas e padrastos, outras adotam crianças. E todas as famílias são cheias de amor e respeito uns pelos outros.*

**atividade 09: resgate***objetivo*

Colocar as crianças para trabalhar em equipe, motivando solidariedade e cooperação entre elas.

*passo-a-passo*

- 01 Esta atividade precisará de dois adultos e ao menos duas crianças.
- 02 Peça ao adulto 2 para sair de vista e aguardar um sinal para voltar. Divida as crianças em dois grupos mistos.
- 03 Conte a elas a seguinte história, acompanhada de pequenas encenações (entre parênteses):

37

*"Num belo dia de verão, as crianças estavam brincando no parque da charmosa Vila do Faz de Conta. De repente, o céu ficou nublado e um dragão apareceu entre as nuvens! (o adulto 2 entra na sala, se possível com alguma fantasia ou máscara de dragão) As crianças correram, mas algumas não conseguiram escapar do bicho malvado e foram levadas para a torre mais alta da cidade! (o dragão leva um dos grupos de crianças para outro lugar, escondido do primeiro) E agora? O grupo de crianças que ficou precisa procurar e resgatar seus amigos!"*

**activity 08: toys-family***objective*

To show children there are many kinds of families, and not all of them look like ours.

*step-by-step*

- 01 Give children a box with a lot of personified toys (dolls, puppets, stuffed animals, little monsters, etc).
- 02 Ask the children to make a family with two or more toys. They must decide if the toy is an adult or a child.
- 03 Tell them in real life it is the same. Families have different colors, routines, and traditions. Sometimes they are formed by two people, sometimes by twenty. Sometimes they look all the same, but sometimes look different. Some have stepmother or stepfather, others adopt children. And all of them are full of love and respect.

**activity 09: rescue***objective*

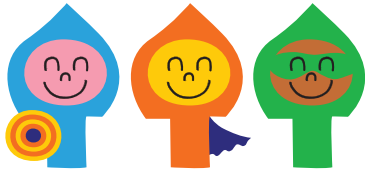
Put children to work as a team, motivating solidarity and cooperation among them.

*step-by-step*

- 01 This activity needs at least two adults and two children.
- 02 Ask the second adult to leave the room and wait for the call to come back. Divide the children into two groups.
- 03 Tell them the following story, with some playings:

- 04 Peça ao grupo que ficou na sala para procurar e trazer seus amigos de volta.
- 05 Provavelmente as crianças pedirão para jogar de novo, invertendo o papel de cada grupo. Repita a história e leve o grupo de crianças "capturado" para um local diferente.

38



### atividade 10: somos todos gatos

#### objetivo

Ensinar as crianças a respeitar o corpo e os limites dos outros.

#### passo-a-passo

- 01 Entregar às crianças uma cópia dos desenhos abaixo. Dê o corpo feminino para as meninas e o corpo masculino para os meninos.
- 02 Peça a elas que pintem partes do seu corpo que elas não gostam que sejam tocadas por ninguém.
- 03 Agora escolha algumas crianças, meninos e meninas, para serem os "gatos" do grupo.
- 04 Os outros podem fazer carinho nos gatos se quiserem, mas somente nos lugares permitidos por eles no desenho.
- 05 Escolha outro grupo de crianças para o papel de gatos. Repita algumas vezes.

39

"During a wonderful summer day, the children were playing at the park of the charming Once Upon a Time Village. Suddenly, the sky became cloudy and a dragon appeared in between the clouds! {the second adult enters the room, preferably with a dragon costume or mask} The children ran, but some of them could not escape from the evil animal and were taken to the highest tower of the city! {the second adult takes one of the groups to a different room, hidden from the other group} And now? The group of children which escaped has to save their friends!"

04 Ask the group which stayed to look for their friends and bring them back.

05 Probably the children will ask to play again, inverting the role of each group. Repeat the story and take the "captured" group of children to a different room.

### activity 10: we are all cats!

#### objective

Teaching children to respect each other's bodies and limits.

#### step-by-step

- 01 Give children a copy of the following pages. Give the female body to the girls and the male body to the boys.
- 02 Ask them to paint in the draw the parts of their bodies they do not like to be touched by no one.
- 03 Now name some of the children to be the "cats" of the class.
- 04 The others can pet the cats if they want to, but only on the parts allowed by the cat on its draw.
- 05 Choose another group to be the cats. Repeat some other times.

## livros

As atividades chegaram ao fim, mas para complementar este material, fizemos uma lista de livros interessantes para se ler e ler junto a crianças. Caso estes livros não estejam disponíveis, abaixo há uma lista de pontos para observar e avaliar se determinado livro ajuda a criar as crianças de forma justa entre meninos e meninas. Portanto, evite livros que:

40

- 01 tragam meninas ou mulheres como seres fracos ou que precisam ser resgatados/ajudados por um homem;
- 02 mostrem meninas fortes e independentes, mas "masculinizadas". Meninas podem ser femininas e muito fortes sim, isso não é característica somente masculina;
- 03 retratem de forma debochada meninos que não praticam esportes, não são agressivos, ou são focados em estudos;
- 04 mostrem homens como preguiçosos ou membros de gangues;
- 05 tragam "coisas de homem" e "coisas de mulher", como uma mulher lavando a louça enquanto o homem lê o jornal.

E, por fim, uma lista com algumas ótimas opções de livros:



Reinações de Narizinho,  
Monteiro Lobato



Pippi Meialonga,  
Astrid Lindgren



Alice no País das Maravilhas,  
Lewis Carroll



Procurando Firme,  
Ruth Rocha



Malala, a menina que  
queria ir para a escola,  
Adriana Carranca



A Lua Cheia de Vento,  
Mel Adún

41

## books

The activities are over, but to complement this material we did a list of interesting books to be read with the children. In case those books are not available, we also made a list of things to be observed and evaluated when buying a book for the children. So avoid books which:

- bring girls or women as weak and fragile who need a boy or man to help or rescue;
- show strong and independent women but masculinized. Girls can be feminine and strong, it is not an only male characteristic;
- bring in debauched way boys who do not practice sports, are not aggressive or are focused on studying;
- bring men as lazy or members of gangs;
- bring "men's roles" and "women's roles", as a woman washing the dishes while the man reads the newspaper.

And, finally, a short list of interesting books:

- The Adventures of Lúcia Little Nose, by Monteiro Lobato
- Pippi Longstocking, by Astrid Lindgren
- Alice in Wonderland, by Lewis Carroll
- Procurando Firme, by Ruth Rocha (no English translation)
- Malala, the Girl who Wanted to Go to School, by Adriana Carranca (no English translation)
- The Moon full of Wind, by Mel Adún (no English translation)

## 42 muito obrigado!

Esta cartilha foi produzida com muito carinho, com as melhores intenções do mundo. Não almejamos dizer aos adultos como educar suas crianças, mas sim compartilhar aprendizados que tivemos ao estudar estes seres tão fantásticos, e que acreditamos serem úteis ao criá-las. Mas o mais importante de tudo é motivar a todos a pensar formas cada vez mais justas de tratar meninos e meninas, dando sempre as mesmas oportunidades e motivando-os a desenvolver tudo o que eles tem de melhor individualmente. As "boas práticas", "dicas" e "atividades" não terminam nestas páginas, mas são descobertas todos os dias pelos próprios educadores, tão interessados em aperfeiçoar cada vez mais a sua missão de educar.

Caso alguma ideia não tenha ficado clara, ou alguém tenha algum pensamento que deva ser dividido com a autora deste material, é muito fácil contata-la. Só usar um dos meios presentes na página ao lado.

Mais uma vez, muito obrigado pelo interesse e por nos acompanhar até aqui. Até uma próxima!

A autora deste livro não tem endereço fixo. Vive caminhando, procurando por pessoas, coisas e ensinamentos bons para dividir com o resto do mundo. Portanto, a forma mais fácil de contata-la é por email. Mas o website do projeto também é cheio de informações, e um canal para contato.

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*Sincero e enorme agradecimento:  
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Paloma Valls, Raphael Freire,  
Roberto Garcez, Sandra Giegler,  
Sra. Wolf, e muitas outras que  
a memória falha ao lembrar.*

43

## thanks a lot!

This booklet was produced with lots of love and the best intentions in the world. We do not aim to tell adults how to educate their children, but sharing the knowledge we got when studying those amazing human beings, which we believe are useful to help to raise them. But the most important is motivating everybody to think more and more fair ways to raise boys and girls, giving them the same opportunities and motivating them to develop what they have best individually. The good practices, tips, and activities are not over with those pages. They are discovered every day by the own adults who are interested in making it better their task to raise children.

In case any idea is not clear, or someone has a thought which should be shared with the author of this book, it is really easy to contact her. It is just using one of the ways on the next page.

One more time, thanks a lot for your interest in reading so far!

The author of this book does not have a fixed address. She is always walking, looking for people, things and good teachings to share with the rest of the world. So the easiest way to contact her is by email. But the website of the project is full of information and is a good communication channel.

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*Honest and huge thanks to Alcinda Lee, Ana Célia Garcez, Daniela Spechte, Juliana Garcez, Laurenz Pichler, Liza Makarov, Mrs. Malcher, Maria Emilia Garcez, Paloma Valls, Raphael Freire, Roberto Garcez, Sandra Giegler, Mrs. Wolf, and many others who the memory fails to remember.*

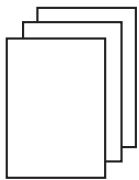
## assembling

The file was sent to volunteers interested on spreading the project. It is a pdf with eleven A4 pages, each one containing four A6 pages of the booklet.

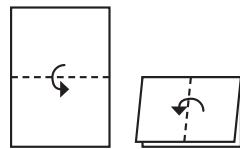
It has to be printed, folded in half, put in order, and folded again to shape the material. It can be finalized with a stapler or a string.

The manual presented bellow was sent with the pdfs, explaining how to assemble and reminding the necessity of briefly presenting the project verbally, reinforcing the importance of personal communication on spreading the idea.

The material was received by four volunteers, who printed, assembled, and presented the booklets to kindergarten's staff and families in Brazil, in order to collect critics and opinions, which will be used to refine the project and its messages.



**01**  
Imprima as 11 folhas em somente um lado do papel. Não reduza o conteúdo proporcionalmente, mantenha as proporções. O arquivo foi gerado exatamente no formato A4 e considerando a margem da impressora.

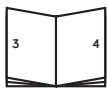


**02**  
Dobre as folhas impressas ao meio duas vezes, conforme a ilustração acima. Você pode dobrar até 3 folhas ao mesmo tempo sem correr o risco de amassar o papel. Mas preste atenção para não misturar as folhas, pois elas já estão na ordem correta.



*as 11 folhas dobradas e encaixadas farão um pequeno livro de 44 páginas*

**03**  
Encaixe as folhas dobradas como um caderninho.

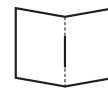


**04**  
Confira a ordem das páginas para ter certeza que nenhuma foi perdida ou trocada de lugar.

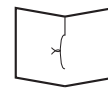


**05.a**  
A primeira opção para finalizar o material é grampea-lo duas vezes na dobra, como se fosse uma revista.

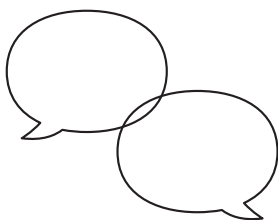
*com as páginas encaxadas, faça um corte na área indicada pelo tracejado*



*amarre as folhas com um barbante passando pelos cortes*



**05.b**  
A segunda opção é fazer dois pequenos cortes na parte da dobra das páginas e amarrar com um barbante.



**06.a**  
Se você entregar o material em escolas ou creches formais ou informais, tente dar uma breve introdução sobre o assunto aos responsáveis. Também incentive-os a introduzir e distribuir o material às famílias das crianças.

**06.b**  
Se você entregar o material diretamente para famílias, também faça a pequena introdução, motivando-os a disseminar as ideias nele contidas para amigos, familiares e creches ou escolas de seus filhos.

01. Print the 11 pages of the document on only one side of the A4 paper. Do not reduce the content proportionally if the printer asks to. The file was generated considering the margins from the printer.

02. Fold the printed pages in half two times, following the illustration above. You can fold 3 sheets at the same time, without damaging the paper. But pay attention to do not mix the pages, they are already in correct order.

03. Put the folded pages together, shaping a booklet. (The 11 folded pages will form a 44 pages booklet)

04. Check the order of the pages to be sure nothing was lost or misplaced.

05.a. The first option to finish it: staple two times in the folding mark, as a magazine.

05.b. The second option is doing two little cuts on the two ends of the folding mark, and use a string to fix the pages. (With the sheets together, make little cuts on the area represented by the dashed line. Fix the pages together using a string passing by the cuts.)

06.a. If you deliver the material in formal or informal educational or child-care centers, try to give a brief introduction to the topic.

06.b. If you handle the book straight to families, also give a brief introduction, motivating them to spread the material.



## receiving evaluations and feedbacks

The material previously presented was sent to a couple of educational staff from Brazilian child-care centers, parents, and families, in order to collect critics and opinions, which will be used to refine the project and its messages.

Besides asking for any comment which comes to mind when reading the preview of the booklet, it was also pointed three questions, to be answered after reading.

### 01

What is your general opinion about the material?

### 02

Did you recognize some attitude you currently have with children? Which?

### 03.a

For kindergarten's staff: do you feel motivated to apply any activity presented in the booklet? Which? Is there any you believe is not applicable in your community?

### 03.b

For families: do you feel motivated to change something in your routine in order to educate boys and girls in more egalitarian ways? Is there any tip you consider unnecessary, impracticable, or which offends you?



PICTURES  
Volunteer assembling the material, and teacher/mother reading it.

### Tatiana Vieira, 31 years - Designer

I read your material trying to put myself in the shoes of the teacher or director of child-care centers. Only by doing that I could find something negative or positive.

I believe the introduction should be deeper, creating a more friendly relationship with the reader. Supposing I am a teacher or director of a space, if I do not know you or your project, why should I hear you?

To involve the reader, maybe you should include more illustrations, being more literal about each topic. This way, it is less probable the reader will stop reading for any prejudice, or feeling that this material does not understand his or her reality. This topic is too sensitive, personal, and internal.

Besides pointing good books for children, you should recommend good books for educational staff. They need a new way of thinking, and the booklet is only a starting point.

Many parts should be quotes of well-known people, but keeping the light language you use.

The material brings many long topics. Maybe it should be divided in different materials, which could be received or accessed on a monthly basis, giving time for absorption and understanding. Also to do not make people leave it in the middle. I do believe even among teachers, the ego is a strong factor, especially when spending time by reading about their own profession.

### Criz Vaz, 40 years - teacher

#### O1

The material brings an extremely significant and important topic. It claims boys and girls must be raised with equity, considering their necessities as individuals. As a teacher, I would recommend it mainly for parents, to help them with the development of their children.

#### O2

As I am a teacher, I saw myself in many situations pointed by the book, even on the activities (which I applied some already). But unfortunately,

not all educational staff is conscious of their role as mediators of social transformations in this world, which is still in many ways so full of prejudice. Studying this topic is extremely necessary for us educational staff, only then we can guide our children to live a happier life.

#### O3.a

As I mentioned before, I have applied many similar activities with my group of children already. In our talks, we always discuss things boys and girls can do together. Boys can wear pink and girls can wear blue. Even when organizing the space, I try to put together boys and girls (each of our tables has four spots). I make available a costumes' box, and when I let them free to wear whatever they want, I see the child innocence. Boys wear high heels and dresses. Girls choose suits and ties. They feel free to be what they want, to experiment.

**“But unfortunately, not all educational staff is conscious of their role as mediators of social transformations in this world, which is still in many ways so full of prejudice. Studying this topic is extremely necessary for us educational staff, only then we can guide our children to live a happier life.”**

Criz Vaz, 40 years -  
Teacher.

At school, we would like to apply the “Friend's Project”. The boys would take a doll home for the weekend. They would take care of it and bring a register of the experience on the next week. The girls would also take home a “male puppet”. Unfortunately, parents did not accept this activity, and we could not take it forward. They still have this stereotyped vision over toys for girls and boys. Many times I was even asked why boys sit with girls. Then I must explain it facilitates social interactions, and children are all the same, independent of sex.

For me, this kind of material is not new because I work in a school committed to the development of children, always looking for new ways to stim-

ulate their development, mainly through play. But for parents and another educational staff who do not know how to act with their children, it is completely useful, grade 10!

### **Ana Célia, 62 years - Teacher in public school**

#### **O1**

I really like it, mainly the activities which integrate the whole school. But I wonder if the space I have in class is enough to apply some of them, like the “statue!” one.

#### **O2**

Yes, I would change my behave with one child. There is an effeminated boy in my group, and I always rebuke him. When I apply projects in pairs, I always put him with a girl, because I judge him as gay.

#### **O3.a**

As I said before, I like all activities, but I wonder if my space is enough to apply some of them. Maybe it is, I must try to be sure.

### **Maria Emília Garcez, 53 years - Teacher in private school**

#### **O1**

It is beautiful and well explained. I think it talks properly with many people of my generation.

#### **O2**

I do not think so.

#### **O3.a**

Besides paying more attention on my behave inside the classroom, I would apply all activities. The ones I like most are the “statue!” and “boyish or girly?”.

### **Roberto Garcez, 56 years - Upholsterer**

#### **O1**

I really like it. It is a smart way to approach such a hard topic.

#### **O2**

I do not think so.

#### **O3.b**

No, I do not have so small children anymore, and I think the way I raised my two girls was quite good.

### **Lucinete Souza, 48 years - Teacher**

#### **O1**

When I began reading, at the first words I already thought, with some prejudice, it would be a book with “too open minded” ideas, which would induce children to make gender choices, something I believe children can not do unless it is motivated by someone. Surprisingly I read a light and delicious material, with objective ideas. Some of the ideas I already live every day, others I do not, but made me curious about discussing and working on this topic. I work with six years of age children and I do want to apply some tips and activities.

#### **O2**

Yes, I do recognize the pattern when comparing children (girls are quiet and boys are too fuzzy). I also like the idea to call boys and girls intercalated, emphasizing everyone is able to have good behavior and help with the group, independent of the sex.

#### **O3.a**

Yes, the activity “in your shoes” is quite interesting. The activity 04 could bring women and men which make me happy. And activity 10, I would be really careful when applying. I have to consider the family background if it is open minded or conservative. A bit of prudence is always good.

#### **O3.b**

I do believe the ideas fit to what we live nowadays, and the book brings me ideas about equality which enchants me. I point only what I mentioned before, about being prudent and consider perceptions children have.

**“And activity 10, I would be really careful when applying. I have to consider the family background if it is open minded or conservative. A bit of prudence is always good.”**

**Adriana - Teacher****O1**

I think the material is really interesting, because it talks about a topic we usually do not think about but is there, everyday, in our culture, but sometimes we do not give it enough attention.

**O2**

I do not think I would change something on my work because I already do it considering I have children, not “boys and girls”.

**O3.a**

The activities are great, but I would not apply it to my group (they are 11 already). I think it works better for younger children.

**O3.b**

I would not change my behavior because I always educate my children for equality.

**Fatima Ribeiro, 50 years - Pedagogue****O1**

I just read your booklet, and for me it is wonderful. It is really cool, and you use an accessible language for parents and educational staff. Your examples are really good. You show you are concerned about talking to people in an effective way.

**O2**

I recognize some things I would change when dealing with children. For example, I have two girls at home. The oldest one always preferred dolls, makeup, and that stuff directed to girls. The youngest, on the other hand, is the opposite. She likes most toys directed to boys. In the beginning, it is really hard to deal with that, but today I understand better. I am still concerned about directing her to live some situations, to have a good relationship with boys and girls. I am educating her to deal well with boys and girls.

**O3.b**

I think I try to do my best to educate my children respecting the way I was educated and also the world changes. For example, we already have been with families different from the traditional ones. Both of my children understood the

structure of the family. Our concern [mine and my husband] is teaching them to respect people, understanding they see happiness in different things, and the important thing is everybody living in harmony, each one with your own choices.

**Extra comment**

I love your activities, really! I love the non-gendered character Bu, and how children can use their imagination with it. It was a wonderful idea to use a non-gendered character. You can build wonderful things with this concept.

There is a part of the text I would like to highlight as the best: “among so young human beings, there are no boys and girls, but only children who want to have fun and learn together”.

**“I love the non-gendered character Bu, and how children can use their imagination with it.”**

Fatima Ribeiro,  
50 years - Pedagogue.

**Maria de Fatima - Teacher****O1**

In general, the work is really interesting. I think children will be more independent if getting in contact with those activities and concepts since early childhood, with gender egalitarian values. They will understand men and women have the same rights and obligations. If raised considering their particular differences, they can become competent adults able to do many changes in the world.

**O2**

I work with children a bit older than the target, but I am still considering to apply many activities with my group. All activities can be adapted accordingly to the age, increasing the level of difficulty.

**O3.a**

I love projects which challenge children to change concepts in their minds. I think independent of the group, we can apply the activities and create new ones. We teachers can also make necessary changes in the activities in order to fit better to the group and better achieve its purpose.

## refining booklets

Every comment, feedback, and critics on the material were constructive and lead to significative changes on it. The feedbacks from Brazilians and advisors were mostly positive, and the material is well accepted by the final target. But it does not talk to educational staff already involved in education towards gender equality. In fact, it is a material to people who do not think about it and should be introduced to the topic.

Bellow, there is a list of important points to help to refine the material.

- It is interesting to make a coloring book version. The impact is weaker when the material is printed in black and white;
- the content is not too long, but too deep. Dividing the content in different books can make the reading easier, and the content better assimilated;
- on the tougher questions, like the division of domestic tasks, it is necessary to use even more illustrations. It is important to make the reader see itself on the situation, and do not feel like receiving rules from a manual;
- Bu has a quite simple shape, bringing the opportunity to be built by any teacher and child. It should be better harnessed on the activities;
- regarding the layout of the tips, it is necessary to make the main idea explicit from the beginning;
- besides listing good books for children, it is interesting to list good books for educational staff;
- educators should be motivated to spread the ideas to parents on every opportunity;
- for further tasks, it will be developed support materials for the kindergartens to talk with parents about the topic.
- to take into consideration the proposal of a gender-neutral pronoun which can be used in activities (following steps).

05.

the final design:  
gender equality  
through dialogue,  
information  
and education

# informative booklets for educational and child-care centers

the first step of a project which motivates people to have a good attitude towards gender equality

The final material is a collection of three booklets which addresses care and educational centers. After the evaluation regarding the first draft's message, it became clear it is impossible to communicate with every adult. The poorest communities are often illiterate, making it harder to directly communicate. The solution is focusing on formal and informal institutions which care and educate children, still keeping the easy and non-judgmental language. The message brings, besides all points about gender equality, a call for those places to spread the message to the community they are surrounded by.

It was important to divide the content in smaller books in order to keep the reader's attention and interest. The first booklet brings an introduction to the topic, and, by the end, invites the reader to get the second and third books. The second one brings good attitudes and tips regarding raising a child in more egalitarian ways. The third brings activities which can be applied to groups of children, motivating respect, freedom, and tolerance among them.

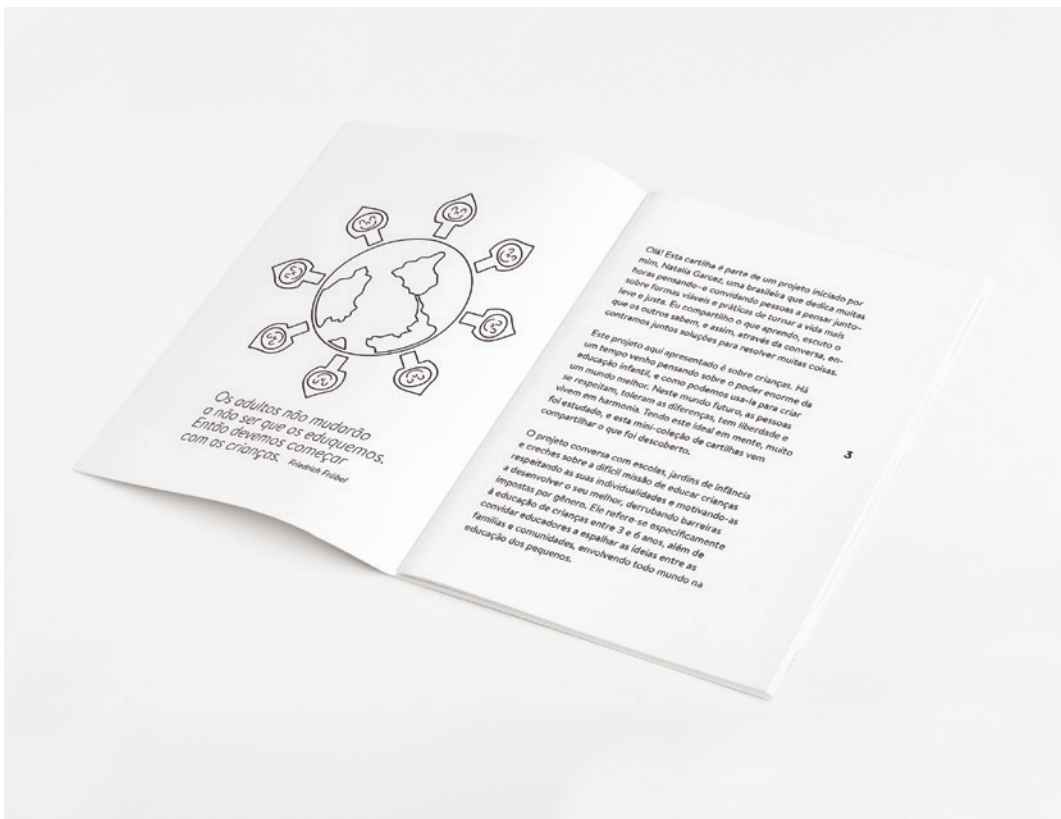
All three volumes were designed in colors and outlines, so those who can not print the colored version have the option to color it by themselves. The three booklets follow this book, in colors and outline versions, in their original language (Portuguese) and a translated version (English).

Following, it is presented the criteria for illustration, the chosen typography, color palette, and the main aspects of the tone of speech as well. On the CD which also follows this book are available the printable files.



PICTURE Booklet 01 - colors.





PICTURES  
Booklet 01 -  
black and white.

**name**

criando  
crianças

criando  
crianças

The name of the collection of booklets is “Criando Crianças” (Raising Children), as “raising” is composed of many actions adults have towards children. The material here presented is directed to child-care centers, involved with education or not. In following steps of the project, materials to support centers to open dialogues with parents will be designed, and the name of the materials will be the same. So it is important the title reaches all purposes.

The colors follow the palette previously presented, with a highlight on both “i”. They bring a humanized shape simplified enough to do not be connected to any specific gender.

## tone of speech

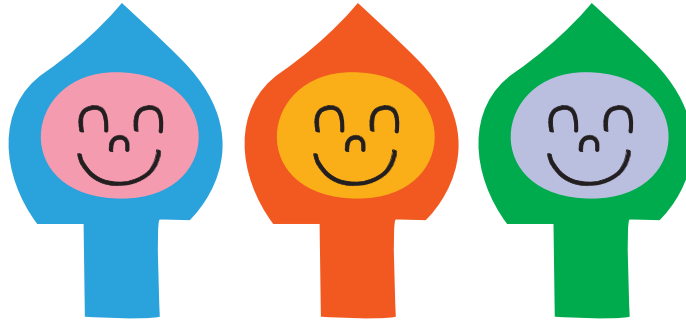
“Hello! This booklet was developed to help good people to spread good actions. It intends to support adults on their hard task of raising children for the future world, which will be really different from the one we live in today. And how could we know how the world is going to be? We couldn't. But looking at the changes which happened from the past to the present, we can valorize the good things which happened and work on even better changes.”

Raising Children -  
Introduction.

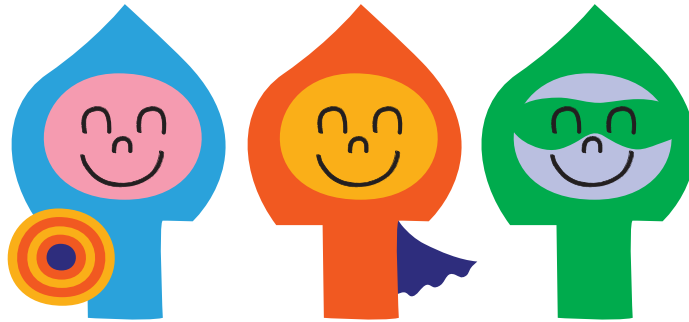
The material's content brings a friendly tone of speech, resembling a friends' talk. It does not judge or dictate rules and tries to make the reader see him or herself in the situations, and cause a reflection. It is an invitation to take better actions on raising children towards gender equality, and a highlight on the path to defining them. It defends better attitudes are discovered in everyday life, and those presented on the booklets are just a starting point for reflection.

## illustration

The illustrations of the booklet are mostly around the non-gendered character Bu. It is composed of simple shapes and a big face, which receives different expressions. Bu is always colorful, and should not bring a gender or an ethnicity.



When Bu comes with items, it can assume different roles, like a superhero, a doctor, an astronaut, etc. It can also have objects around, which creates a scenario. Every part of the illustration has to follow the simple aesthetics and the color palette.



Sometimes the compositions bring adults. They are secondary illustrations and appear when necessary. They follow the same shape as Bu but elongated. They can be alone, interacting with Bu, or with other adults, in action or not.



## typography

brandon text

AaBbCc

abcdefghijklmnop  
qrstuvwxyz123456  
7890!?!\*#@%&}

Clear and friendly sans-serif  
for long texts, or small sizes.

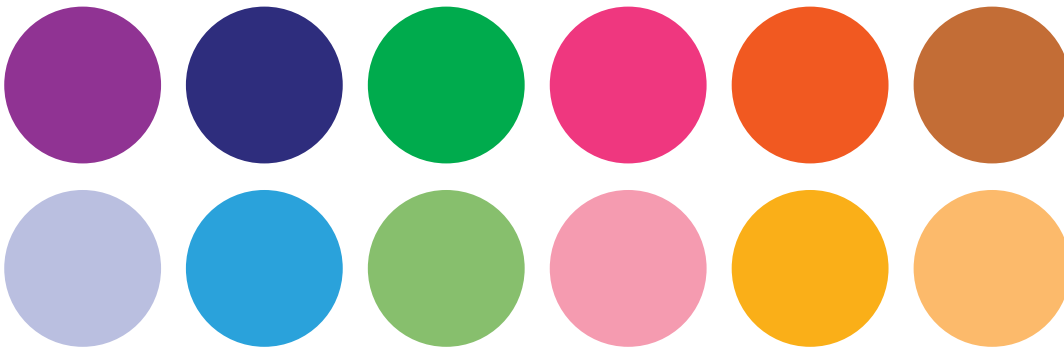
brandon grotesque

AaBbCc

abcdefghijklmnop  
qrstuvwxyz123456  
7890!?!\*#@%&}

Clear and strong variation,  
for titles and big sizes.

## colors



Happy and diverse color  
palette, with many possible  
combinations.

06.

making it viable  
and feasible

# distribution plan

how this material intends to reach child-care centers in Brazilian territory

**01** This project promotes equality through education, spreading information about good practices on educating a child towards gender equality.

**02** It will call for volunteers and NGOs through social media, mouth to mouth, opinion formers, advertisement, a website, etc.



**03** Those facilitators will be invited to print the first booklet and take it to educational and child-care spaces, assuming the task to briefly introduce the project.



**04** The child-care centers, after introduced to the topic, will be invited to download the second and third booklets from the website. A second option, mainly for when printing is not possible or affordable, is sending a letter to the project, ordering the second and third booklets for free.

**05** The centers, besides assuming more positive attitudes towards gender equality, are invited to spread the information to the families. To make this dialogue easier, the child-care centers can download or order the support materials specific for this purpose.

## calling for action: volunteers

### what puts us together

#### **purpose:**

educating children towards gender equality.

#### **values:**

- solidarity;
- empathy;
- communication;
- patience.

#### **goals:**

- spreading information;
- motivating education towards gender equality;
- reading at least the information made available by this project, in order to have empathic, rational, and respectful arguments to discuss the topic;
- printing and assembling the material for child-care centers;
- contacting personally educational staff in child-care centers, briefly introducing the project and delivering the printed materials, and printable digital files for further copies.

#### **first focus:**

- engaged volunteers;
- engaged volunteers;
- NGOs;
- social workers.

#### **intern communication:**

- newsletter updating about the project status (feedback from child-care centers, funding, partnerships, media, etc);
- online map with child-care centers which could be approached by the project, showing the ones already approached and the volunteer who engaged this space;
- an online community with profiles, forums, chat, etc.

### demands of possible volunteer

#### **wants:**

- to use its free time to something meaningful.

#### **fears:**

- short periods of free time;
- distance;
- traffic.

#### **needs:**

- the sense of achievement;
- be part of a community;
- take on a challenge;
- self-realization by helping others;
- being recognized by family and friends as a person who does good and care about others;
- using free time to do good.

### how the project fills those demands

#### **benefits:**

- certificate of volunteering work, boosting curriculum;
- day-off work (an idea of public policy).

#### **features:**

- easily spread;
- "shareable" on social medias;
- friendly and persuasive language;
- uses technology to connect people and child-care institutes which are nearby.

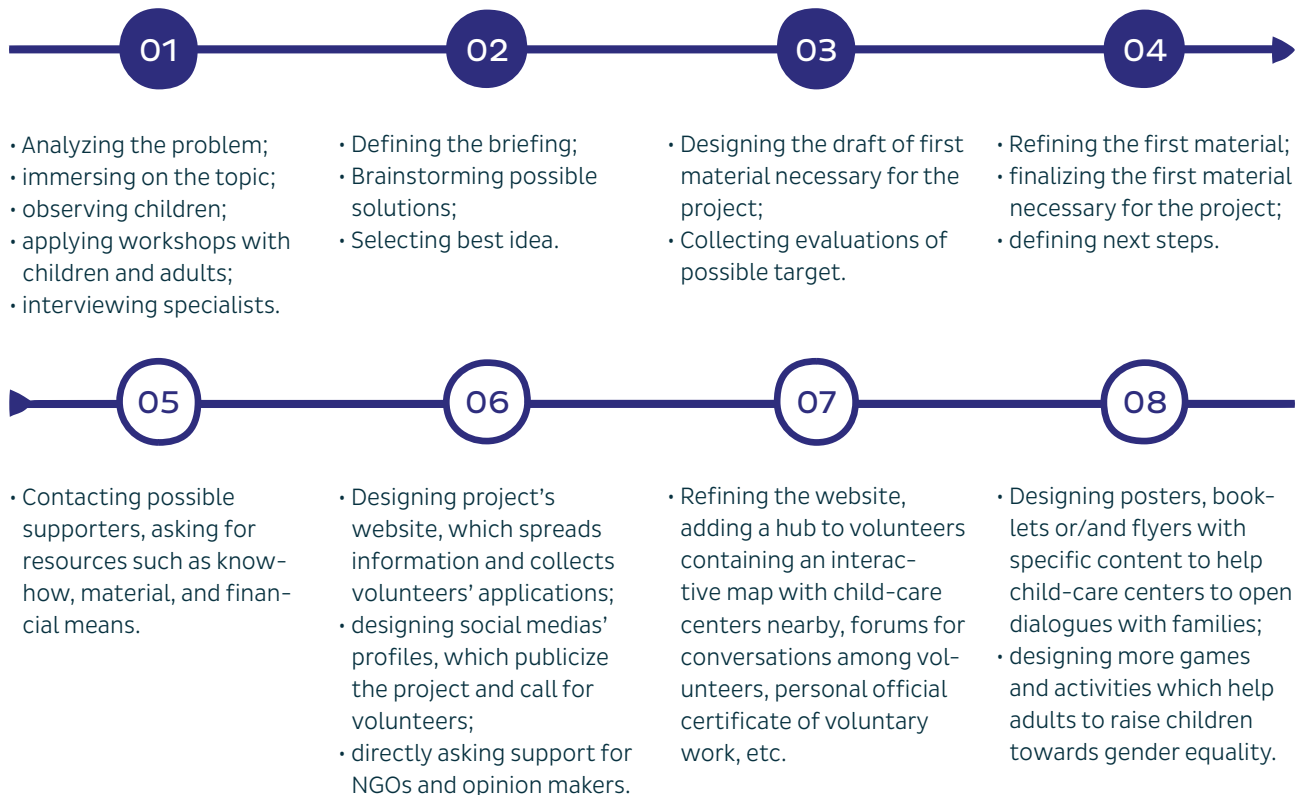
#### **experience:**

- self-realization;
- craft work, economic, effective, and relaxing;
- promotes social experience, putting people in touch with people;
- possibility to organize group events, and joint efforts.



# timeline

what is done and the necessity of complementary materials and resources to make the project feasible



07.

regrets, lessons,  
improvements

# conclusions

This project was born by observing the struggle of women. Every day, in all parts of the world, they face problems and are murdered by religion, culture, traditional values, chauvinism, violence and others. The big question was how design can work against this scenario.

It would be wonderful to somehow address all women in the world with one project, but experience has shown us, designers, it is not an effective (maybe not possible) way of solving a problem. It is necessary to be specific in order to design efficiently. Then Brazilian women became the focus. The problems there can be summarized in hyper-sexualization of women's bodies, traditional values based on roles men and women play in a family and society, the idea all women are fragile and submissive, a lack of respect and extreme violence. Chauvinism is strongly present in the country's culture, politics, working environments, streets, homes. But how to crave a target which is spread all over an enormous country, in all its aspects?

Education. The Brazilian society would not change overnight, so it is necessary to build a

strong foundation based on egalitarian attitudes, and one of the ways to settle it (maybe the only) is through educating children towards respect, freedom, and tolerance.

The immersion on education towards gender equality leads to early childhood. Many researchers, scientists, and pedagogues, such as Maria Montessori, Fröbel, Lise Elliot, and Winnicott, have studied and proved every human develops his or her personality, beliefs, and the way they identify with others between the age of 0 and 6. Here is where I found the desirable public for this project.

The question became how to educate children to have better attitudes towards gender equality. Within the first hours of research and reading about the topic, it has become clear it is essential to grant children the freedom for self-development, giving them the opportunity to play with all kinds of toys, games, and other children, getting in contact, as much as possible, with the many realities we live in the contemporary world. It was discovered, by the middle of the first stage of this project, the basic model

of education and attitudes towards gender equality were strongly present in constructivist methodologies, such as Montessorian, Fröbelian, Waldorf. Methodologies which are already present in the Brazilian scenario.

Contemporary schools with open-minded values are available for the Brazilian society for a high price. It is hardly (to not say never) achievable for someone below the high-middle-class. The standard schools and kindergartens, public and private, are still funded in traditional models. The wonderful methodologies created by Europeans are still not suitable for the contrasting scenarios and do not consider the natural rapport between rich and poor, educated and uneducated people. Consequently, this project found another reason to exist, which was bringing more egalitarian ways of being raised to children of young age.

With a bit more research, contact, workshops, and interviews, it is noticeable working with children until 6 years of age is easy (with a bunch of patience and physical preparation). They are naturally curious human beings, who explore and enjoy all the space and opportunities their adults give them. They will learn whatever their examples and environment bring. But, unfortunately, reaching the children is not the easiest task.

It is necessary to also address the adults. They form such a strong barrier surrounding their children and the way they believe is the best to raise them. Generally, they do not accept rules coming from an outsider (unless they are looking for it), “too open-minded ideas”, or, in any aspect, hearing they are wrong. Here, again, the project took another path: convincing adults about the importance of raising their children with egalitarian values.

The previously described adult is not exclusively from poor communities. Even here in Europe, most children still get gender-stereotyped toys for Christmas, grandparents give a crooked look if the color of the clothes is a bit out of the traditional palette, and families still motivate “boyish abilities” in boys, and “girly abilities” in girls. If this is the common scenario in developed countries, home of the most open-minded methodologies, imagine what it is like in underdeveloped countries of America.

It is not an easy dialogue. These adults would not accept rules or hear what they are doing is wrong. The best way to present some new ideas is through sharing knowledge, and, mainly, by empowering them when the topic is the education of their children. It is necessary to give them the input and opportunity to create something better, asking for ideas, solutions, better practices, always with a non-complicated language free of judgments.

The project started taking shape, giving adults input about creating better ways of raising their children. After the first draft of the project, which was sent to Brazilian people to be evaluated regarding its message, it became clear it is impossible to communicate with every adult. The poorest communities, mainly from rural areas, are often illiterate, do not have access to the internet, and are harder reachable. The solution was focusing, even more, on working on a material for formal and informal child-care centers, still keeping the easy and non-judgmental language. The message would bring, besides all points about gender equality since early childhood, a call for the institutions to spread the message to its community through the families of their children.

The next step is spreading the idea to a huge country in an affordable way. Brazil, besides having a strong conservative mass which deprives women of their rights every day, is full of people unhappy with this situation, looking forward to solutions. So counting on individuals' volunteer work promises the best results of change. This project is acupuncture. By changing small piece by small piece, it can have a revolutionizing effect.

I am proud of what has been accomplished so far. I believe it is a good starting point, which will lead to big ideas and motivate more designers to think about their role as social transformers. But the path until here was not easy. Combining the short time period available with such a moving project created a hard working schedule. It was necessary to try to do not get emotional about a topic strongly connected to my own culture and my own experiences, and never take a break. For the next steps, hopefully, more Brazilians will be engaged, and more poor communities will get involved with a project which actively changes their future.

08.

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# table of images

Page 13: iStock/knape.  
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Page 36: Personal Archive Natalia Garcez  
Page 37: Personal Archive Natalia Garcez  
Page 38: Personal Archive Natalia Garcez  
Page 41: Personal Archive Natalia Garcez  
Page 42: Personal Archive Natalia Garcez  
Page 43: Personal Archive Natalia Garcez  
Page 44: Personal Archive Natalia Garcez  
Page 45: Personal Archive Natalia Garcez  
Page 46: Personal Archive Natalia Garcez  
Page 47: Personal Archive Natalia Garcez  
Page 48: Personal Archive Natalia Garcez  
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Page 92: Personal Archive Natalia Garcez  
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Master Thesis by Natalia Gomes Ribeiro Garcez

Advised by  
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