



# Transgender Children: An educative and supportive brochure for their parents and educators

Paula Cerda Varela

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Laurea University of Applied Sciences

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Paula Cerda Varela  
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This project was a functional thesis. A fragment of the objectives was to discover how open-minded and ready people were to integrate and include Transgender children into society. There were no visual elements at day cares available at these centres. A brochure would be the material to be presented to anyone who would need it. Thus, as part of an initial idea, present some facts and how it may affect not to feel integrated and the minor having lack of peer support at early stage.

Part of the objectives were inquiring into children's well-being during their transition at Early years' centres. How professionals and their guardians could work together by providing tools that can be used for their protection and prevention of bullying.

Taking this into consideration, the prevention of potential traumas, supporting and creating a safe network available for them is paramount.

The data and discoveries were congregated from the Trans community and from the (50) participants that wanted to take part in this study. This comprise children aged 3-6 years and, as aforementioned, it is the initial stage of protection and contention.

The main findings of this thesis show that people are more flexible and open to integrate others. They consider that children have their own rights and must be respected. It is essential to have new educational topics that can comprise children's rights into a more detailed and supportive platform.

Keywords: Transgender child, Inclusive education, Gender Identity, bullying prevention.

## Table of Contents

1	Introduction .....	7
2	Background .....	8
2.1	Working Life Partner .....	8
2.1.1	OTD Chile .....	9
2.1.2	Translasten ja -Nuorten Perheet Ry .....	9
2.2	Education .....	9
2.2.1	Early Childhood Education in Chile.....	9
2.2.2	Early Childhood Education in Finland.....	10
3	Theoretical Framework .....	10
3.1	Transgender .....	11
3.1.1	Transgender History .....	12
3.1.2	Biological Sex.....	17
3.1.3	Beyond the Binary .....	17
3.1.4	Non-Binary .....	18
3.2	Gender Identity.....	18
3.2.1	Children Recognising Their Gender .....	18
3.2.2	Gender expression-Neurological Study.....	19
3.3	Bullying.....	20
3.3.1	Victims of Bullying.....	20
3.3.2	Types of Bullying.....	21
3.4	Mental Health .....	23
3.4.1	Depression .....	23
3.4.2	Anxiety .....	24
4	Transition .....	25
4.1	Child's Transgender Transition .....	25
4.1.1	European Level/Finnish level .....	25
4.1.2	Chilean level.....	25
4.2	Integration.....	26
4.2.1	Family Support .....	26
4.2.2	Peer Support .....	26
4.2.3	Early Childhood Education Teacher's Role .....	26
4.2.4	Educative Brochure .....	27
5	Implementation .....	28
5.1	Survey .....	28
5.1.1	Aims .....	28

5.1.2	Trans Families	29
5.1.3	Trans Adults	29
5.1.4	Public Survey	29
5.2	Data Collection	29
5.3	Interviews	30
5.4	Results	34
6	Assessment	39
6.1	Self-Assessment	39
7	Ethics	40
8	Conclusion	40
	References	42
	Figures	47
	Tables	47
	Appendices	49

## 1 Introduction

During this thesis, we will discover and learn about Transgender children. How it is seen at Early Childhood Education level. The aim is to explore this topic and have certain educational material available to the guardians and educators to be used in the future.

This is a wide topic, but the idea is to educate by providing facts and the main point is to protect children.

This thesis topic was chosen because in the Social Services area it is not so well known and even less known at day care centres. Some Trans children talked about their gender identity at an early stage, meaning when they were receiving their first education, and it is highly important to have a support network. I have several years of experience in studying and investigating about the topic. While I was studying to become a Kindergarten Teacher, I realised most topics were well covered, and the law was also part of this network, but Transgender children did not seem to ever be considered. It is crucial to understand every single child is unique. Gender identity does not affect to the rest, but it is important to educate others about the topic and gradually starting to take these labels away.

Several curriculums in Early Childhood Education were checked. In this case from Finland, Chile and the European level.

Part of the result is to demonstrate that sometimes, the country of origin is not relevant, but to enhance the need of creating new political statements, can protect children at each one of their stages.

Initially, this thesis will have a theoretical point of view. After introducing the main topics, practical aspects will be exposed, in order to visualise possible working methods to be put into practice in the future.

Possible problems may appear, but always looking forward in finding solutions and the best approach in reaching the goals that were set at the beginning of this project.

## 2 Background

I have been doing research based on Transgender people, trying to understand why they do not feel part of society and are not integrated into it. It was difficult to realise that we are not respected by who we are but instead because of what we have or where we belong. It is then when I came to the idea of having my thesis based on the Trans community, going even further with the subject. I firstly thought of children and of who was going to protect them. What were the possible threats they might face during their childhood? What could we do as society, to have a safer network and having happy and confident adults in the future?

Doing academical research, I have found that it was difficult to find ideas that would support Trans childhood protection. Some of the research projects were broadly talking about a Trans father or mother, Trans adults' rights but never about trans children. Afterwards, I decided on talking openly about a topic that to me it is not a taboo, but for many can be and it is a reason why we need to educate ourselves.

This thesis, in the beginning, was meant to be qualitative but, after finding more information, was necessary to include a brochure that could bring a broader vision of a child's reality.

Consequently, it is a functional thesis with the approach of getting closer to the idea of integrating children into society.

It is important to mention this is a project, where there are several factors that can affect the result. This thesis is the beginning of several steps that attempts to contribute to the Early Childhood education and Social Services area. It is important to have both theoretical and numeral reference. This could be used for further investigation and having other types of support. When I started creating the idea any further, I thought I wanted to express my ideas into the thesis, but at the same time, giving Trans people or Trans families the chance to contribute to the idea. Keeping in mind to reflect their words into these lines.

In cooperation for this thesis. I was able to contact two Trans associations. They have different approaches regarding their areas. On the one hand, they work similarly in supporting Trans people. On the other hand, they are from one end of the world giving some cultural differences. The plan is to take the best of both worlds and provide to children what they deserve, which is respect and inclusion.

### 2.1 Working Life Partner

One of the purposes of this thesis is to transcribe and reflect other people's thoughts and directly related to the topic, transgender children and their families. Likewise, to anyone that is around and supports them.

It is for this reason, I wanted to work with Transgender associations that could support and

contribute to a proper vision of what are the needs and ways of backing up their work. Two organisations from each end of the world, defending the rights of Trans people.

### **2.1.1 OTD Chile**

OTD Chile is a Trans Organisation, located in Santiago de Chile. They have been working in defending Trans rights. OTD was created by 19 members of whose 11 were Transgender and 8 cisgender people in January of 2015.

It is a Trans-feminist organisation, where feminism and integration play an immense role. Every member of OTD has the right of positively influence one another. As part of their work; promotion of habits such as living in harmony with the rest of the people around the team, well-being and respect.

### **2.1.2 Translasten ja -Nuorten Perheet Ry**

Finnish Transgender association for families with non/conforming gender kids and adolescents. Their main centre is in Helsinki, Finland.

Promotion of human rights for gender minority children are one of their aims. Likewise, in the creation of debate panels and organise different events. They may apply for fundraising if needed. They are a non-profit association.

Their focus is to support children and adolescents, that are looking for answers related to what they are feeling and/or realising at that moment. They can also get emotional support if needed. In the case of parents, not everybody is ready or knows what it is about. Under this premise, the association has the tools to provide security and support to the families who have a gender minority child. It is important for them that families can support their children during this process and, at the same time for the society to understand we are all people who deserve to be respected. The association works closely with other families and facilitators.

## **2.2 Education**

When we talk about education, in developed countries. It is normal for children to get primary education. This education is often obligatory and a part of children's rights. People see education as proof of a person's development and sustain tools for their future.

Unfortunately, in average, reality is different in many if not most of the countries. At some countries, poor people have lower chances of accessing to education.

### **2.2.1 Early Childhood Education in Chile**

According to the new educative legislation in Chile. It has been important improving their services and make a more integrative society.

The Ministry of Education in Chile has created a new curriculum guidance for the Early



Childhood Education (2018). It is a referent to the actual child's and society's needs. They have taken into consideration what are the necessities children may have and build upon social and cultural conditions.

As stated in the curricular bases of the Early Childhood Education. They correspond to a modification of their structure created in 2011, in concordance to the current demand.

According to the professionals in Chile. The curriculum and other circulars are valid in the country, but it is still unknown the number of professionals that are already trained in this matter and at the same time, the ones that are following it accordingly. In simple words, there is no inspection. Some may simply not follow the actual curriculum. This includes the integration of Trans children and their right to be called by their names.

### **2.2.2 Early Childhood Education in Finland**

Early Childhood Education has been changing in the past years. According to the Ministry of Education in Finland (Ministry of Education 2018). A new act of Early Childhood Education and Care (540/2018) was released on the 1<sup>st</sup> of September 2018.

The National Curriculum will be renewed to be accordingly to the current Act.

The planification in Early Childhood consists of different objectives and appraisals to the means of the child's development, culture and well-being. In case the child needs special support, it would also be available.

Child's opinions must be taken into consideration when the planification stage, implementation and assessment time comes. Parents or guardians are committed to participate and comment on how they would like their child's Early Childhood Education to be.

## **3 Theoretical Framework**

Transgender children. This functional thesis is going to combine qualitative and quantitative research. On the quantitative research, some theory will be exposed. Likewise, educational aspects are going to be disclosed.

This thesis will explain and compare certain interpretations people may have towards Transgender children. Some of these, are due to lack of information. Considering this, one of the thesis purposes is to educate not only people around Transgender children but also to the rest of society. Learning to be caring and respectful to a person who can be next to us.

Are we ready as society to integrate everyone as the way they are? One of the constant questions from society is why to accept people that have 'become' something recently. On the contrary, there is proof they have always existed and been among us, we have records. It is going to be deeply explained.

The phenomenon should not be a subject at this point of evolution. The aim is to stop categorisation. Children are unique, each one of them have something that make them special. As future professionals, it is important to empower them and make them feel important. They are valuable people. They can feel we care about them.

Several titles with their descriptions will make the entire idea clearer. Most of these definitions are tied one after the other.

On the qualitative research's side, it is important getting to know people's opinions, which is important but for this research, it is highly relevant to address what a Transgender person feels or think about life and the way they have lived during the Early years of education. They can know at its best what is good for them. In some cases, their families can also support and back up future generations. The focus is on Transgender children and supporting them through an educative leaflet.

It is also relevant knowing about the surroundings. Because of this, one part of the survey will focus on people who may not be related or know any Trans person. We can end up having some new ideas and understanding the meaning of their behaviour.

### 3.1 Transgender

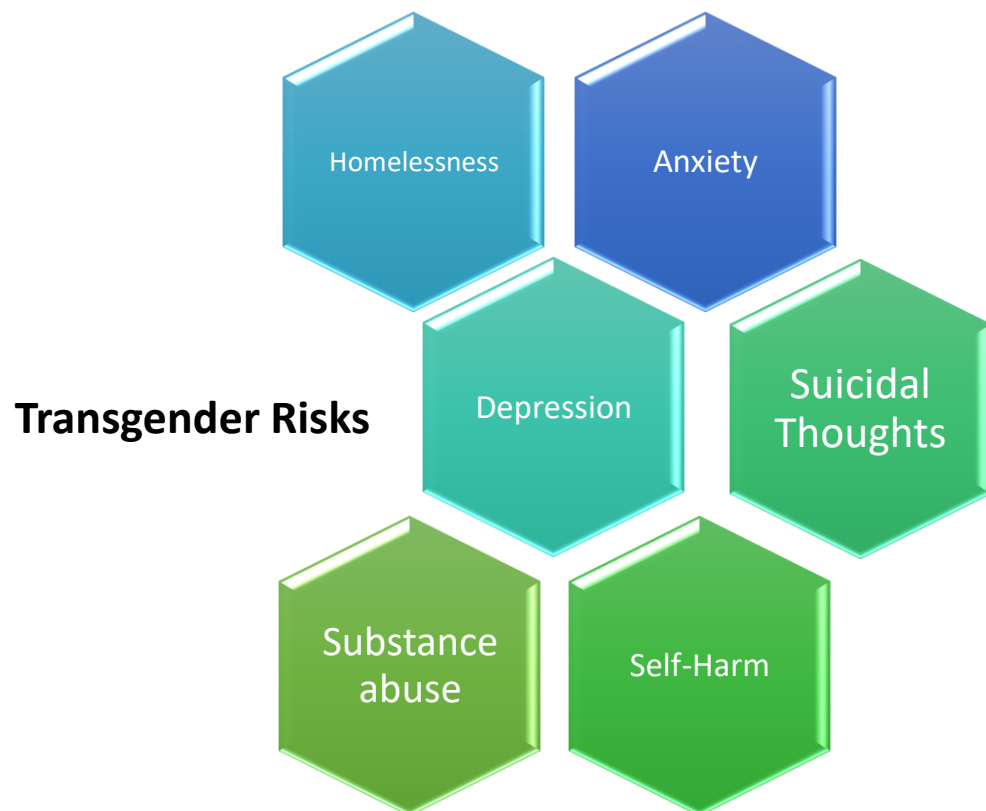


Figure 1: Transgender Risks. List of possible threats.

### 3.1.1 Transgender History

Along history, countless circumstances have made us to sadly believe Transgender community has not existed just until modern times. Truth is, they have always existed and there is proof behind it. Several recordings are available. By the twentieth century, there are physical recordings and papers where the description of Transgender is outlined.

Showing up next a partial list of Transgender people along history, presented by chronological order:

Hatshepsup (1507-1458 B.C): Daughter of Thutmose I and Ahmose. Thutmose had a previous marriage; a boy was born. Later, Hatshepsup got married to her half-brother. She was considered as a strong and determined person. Perhaps, one of the best pharaohs. Different assumptions have been made regarding her dressing. It is proven, she wore male clothing, had fake beards but also represented herself at different drawings and creations of her image on the female spectrum as well. Nowadays, there is no certainty of the motives of her behaviour, but she looked for power and as a pharaoh had the tools to do it and going further than any other could possibly do.



Figure 2: Photo Hatshepsup. Flickr.

Elagabalus (203-212): He was apparently remembered by his eccentric way of living. He was married 5 times with both men and women. He was cited as a Transgender or genderfluid person. He appeared at different places with women's clothing or cosmetics, atypical ways of dressing by that period. He also offered a colossal amount of money to a doctor that could make a surgery in order to get female genitalia.



**Figure 3: Elagabalus. Carol Mage.**

Chevalier d'Eon (1728-1810): He was a French diplomat, spy and soldier. Had androgynous features (nowadays known as intersex). At the beginning of his life, lived as a man and had masculine clothing style and then, for the next thirty-three (33) years, dressed as a woman and identified as a female. Always claimed to be a woman but because of inheritance reasons had to live as a man most of his life. After a year of investigation, got the right to live as a woman but under the condition to be and act as one, always.



**Figure 4: Chevalier d'Eon. Philip Mould.**

Lucy Hicks Anderson (1886-1954): Was born as a boy, but at an early stage claimed to be a girl, even before the term Transgender was known. As reported by the Handbook of LGBT elders, Anderson is one of the earliest registered Afro-American Trans persons. At school, she started wearing female clothing and recognising herself as Lucy. Quit school at the age of 15 and commenced working. She got married two times, but after some investigation and discovery by the authorities, she was assigned as male. She was convicted to jail for a long period of time. Same luck went to her husbands. After she completed her sentence, moved away with her second husband and lived her final years in Los Angeles.



**Figure 5: Lucy Hicks Anderson. Pinterest.**

Charley Parkhurst (1812-1879): Was born as a female and raised in an orphanage. After some years, he left the place and gave to himself the name of Charley. He worked as a stagecoach driver and had a successful career. It was told to be the first woman to have the right in presidential elections, because it was told he was a female at birth. He passed away because of tongue cancer.



**Figure 6: Charley Parkhurst. The Mobile Ranger**

We'wha- Two Spirit (1849-1896): Was a Zuni Native American. She was distinguished as a Two-Spirit. Having a male body but performing and doing female labour, also working as a mediator. During her life, she was in contact with several professionals, exposed her life, and what a person of her kind does. She died at the age of 47, after a heart deficiency.



**Figure 7: Two Spirit. U.S National Archives and Records Administration**

Michael Dillon (1865-1925): He was an English person born as Laura Maud. He was the first Transgender man to go into surgery and do a phalloplasty. He always felt more comfortable with male clothing and he knew that he was not a woman.

In 1939, contacted doctor George Foss, looking for hormonal treatment. By that time, Foss used testosterone for heavy bleeding treatment. Dillon insisted on being able to transit from female to male. After some time, the treatment worked, and Michael moved to Bristol. In the beginning had to insist in telling customers to be named 'he', so there would not be any confusions about his gender.

In 1946, he published a book called 'Self: A Study in Endocrinology and Ethics'. Many acknowledge it as the first book about Transgender Identity. Other 3 books were published by him, one of those after his death.

In 1951, he was recognised as a physician and worked in Dublin hospital for some time. Dillon Flee to India and learnt about Buddhism. He Had some trouble with the language but continued with the training. At the age of 47 he passed away in India.



**Figure 8: Michael Dillon. Unknown**

Roberta Cowell (1918):



**Figure 9: Roberta Cowell. Unknown**

At the beginning of the 20<sup>th</sup> century there were no differences between homosexuality and Trans identities. For anyone else they were 'sick' people, with no mercy. At times, Press went even further, they wrote about 'monstrosity perversion'. All this speech of hate happened in United States.

Mary Jones had all the possible negative features for that period: prostitute, Afro-American and officially a man. The yellow press titled her as 'The man monster'. She tried in different ways to prove that she had always worn female clothing. Yet, a bunch of pressure fell on her. She was accused of thievery and prostitution. Had to do forced labour. She got support from her friends and finally got accepted in the Afro-American community.



**Figure 10: Mary Jones. Henry R. Robinson**

### 3.1.2 Biological Sex

When we think about biological sex, what it comes to our minds is the image of a woman and man; female or male, consecutively. Nowadays, it is known or openly spoken, a third sex is officially recognised. In the past, this was called as hermaphrodite. Now, the official name is Intersex.

At birth, a mutual question is made that is asking about the baby's sex. (Nealy, 2017). The gender of the baby is given by a doctor, who must check several features, to present the final judgement. Physical features are important and chromosomes. Not everyone is born with XX or XY chromosomes. Until not long ago, the medical form was called 'hermaphrodite'.

In Chile, December 2015. The Sub secretary of public health from the Health Ministry (Minsal, for its terminology in Spanish), created a health circular about attention to intersex children. In it, they speak about the unnecessary procedures, such as irreversible surgeries or 'normalised' treatments. Nowadays, the idea is that the person can decide on their body once it has the legal age to make a proper decision.

The Organisation of Intersex International (OII,2018) declare; 'It is not a medical condition, disorder, disability nor a pathology: It is just a difference such as height, hair colour, etc'.

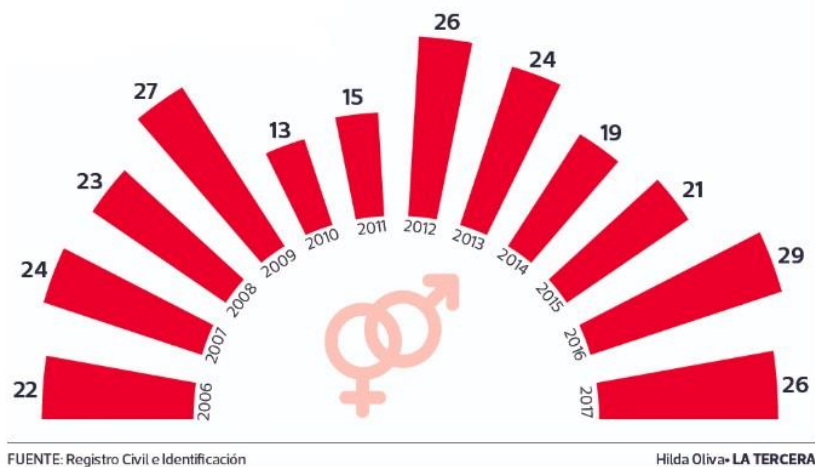


Figure 11: Registro Civil e identificación by Hilda Oliva.

### 3.1.3 Beyond the Binary

Several centuries back it has been a binary society. What it indicates is it was imposed in the community in general, to describe as a valid person, someone to have female and male features. Something else or in between was not credible. Depending on the culture and area in the world, this could have different variations and acceptance. A considerable amount of



people was detained in the past for being different or not fitting into the binary spectrum. At the same time, voluminous books and other materials disappeared, and people could continue believing that on Earth, exclusively male and females were born.

#### **3.1.4 Non-Binary**

I strongly believe non-binary or non-conforming gender people need to be mentioned, not everybody can realise how big the different variations and points of view/feelings a person may have.

According to the LGBT Foundation (2017), a non-binary person is defined as a gender that can be in between the binary, at times they can feel as male or female or inclusively not feeling identified with a gender. In this matter, in Chile and other Latin American countries, it has started a revolution, and part of the recognition is using inclusive language. This means, to talk in a neutral manner. In general, for woman or man in Spanish it is used 'a' or 'o' to identify the gender. In this case, some people may use 'e', instead of the male or female description, because some of them do not feel recognised with any of those gender and need something that could identify themselves. In the past months, there have been a heated discussion around, saying it is not possible to change our grammar or the structure because few people want to make a revolution. I wonder, if any to the ones that do not respect someone else's point of view, have ever been into an uncomfortable situation. People are not forced to use inclusive language but instead to respect it and be more considerate.

In the case of Finland is a bit different when we speak about Finnish language. In general, to refer a girl or a boy, it is referred to as 'hän'. In this sense, it does not seem to be a problem, or from my experience and the investigation I have done. A non-conforming gender person may be fine by using this neutral pronoun as well.

### **3.2 Gender Identity**

According to OTD Chile, gender identity has relation with how a person feels internally. Some people can associate with their gender assigned at birth, but there are others who do not relate to it.

#### **3.2.1 Children Recognising Their Gender**

Depending on several factors, some children may be able to recognise and tell their peers or closest family about their gender. Sometimes, it is given for granted that the biological sex is the same as the gender identity, which has no relation. Dr. Rafferty (Healthy Children, 2018), refers to how gender identity is usually developed in children between 2-4 years old. At about

the age of two, some of them can be able to recognise physical differences among a girl and a boy.

Before they turn three, they might identify themselves as either sex. By the age of four, many of them can already get the impression about their gender identity.

Considering this, we can take the interpretation a Trans child can recognise their gender at this early stage. It is not a period nor a stage. In most of the cases of children that reveal their identity, they continue with their gender identity, even after all the difficulties they may face once they start their higher education or in working life. Few of these cases, to be accepted and get some sustainability.

### 3.2.2 Gender expression-Neurological Study

In recent years, various neurological studies have been made. Some of these with success, others with not clear answers. Sometimes, some professionals may differ from different perspectives regarding Transgender rights. Along diverse forms of expression started the idea from endocrinologists to go further in the investigation. Likewise, in the traditional medicine. It is common having conventional treatment. Following certain guidelines that are not updated during countless years.

Mentioned by the European Society of Endocrinology (2018), in their yearly congregation, variations in brain function may already happen at an early stage. In the case of traditional medicine, can support the use of imaging, in the use of scanning detector. It is also said, scanning is not necessary these days, but depending on the country and policies, these can still be a treatment requirement.

In the case of transgender youth, they were taken for magnetic resonance imaging (MRI). Experts from Belgium and the Netherlands, came with the results that, brain activation of these adolescents gave the interesting result of presenting aspects of their desired gender. Meaning they could see in the activity their gender is reflected in their brains. In this state, harmonizes brain and their feelings. It is not 100% in every activity, but the most relevant fact is presented and can be used for future studies.

In Brazil, other studies have been made, reaching to the same results as the analyses done in Europe.

Dr Bakker states, 'We will then be better equipped to support these young people, instead of just sending them to a psychiatrist and hoping that their distress will disappear spontaneously'.

### 3.3 Bullying

In Finland, there has been a role that is to prevent or lower bullying rates. It has been known in the past years, bullying has been growing and it was not openly spoken. Nowadays, we also have Cyber-bullying which is threatening a person via internet.

EDC (Learning transforms lives, 2018), tell us that bullying is defined as form of aggression and this can be done individually or as a group to a person, and it is meant to be painful. It is not always a physical type of threat, but it can also be psychological. Bullying can be divided in three parts which are verbal, physical and/or psychological. They will be defined into more detail in the next chapter.



Figure 12: Punjab State of Human Rights (2018)

#### 3.3.1 Victims of Bullying

Bullying is a world-wide problem. At some countries these kinds of threats were not taken into consideration and at times seen as an exaggeration of a situation.

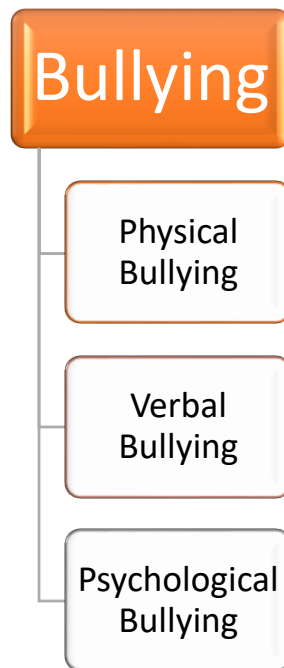
For several reasons' children may face bullying at some point of their lives. It is important to mention, it is never the victim's fault, but we also need to be aware when something like this happen and need to be stopped immediately.

Bullying can start at young stage, even when they are at nursery centres. People that are considered in the risk area are immigrants, people with a different religion than the country of origin or people from the LGTBI+ community.

We need to try not to label but, in this case, it is to make a difference and be understood with this point. For both ways, it is important they can get psychological support. The sooner and younger children are it will be easier to get those negative feelings away. Helping in raising strong and happy children.

### 3.3.2 Types of Bullying

Arnold et al. (2009, 171) explains, children or youth that may face aggressive behaviour, could be under some circumstances. Family instability, domestic violence, changing school, illnesses, parental divorce, or even it could have been bullied previously.



**Table 1 Bullying**

	Physical Bullying
Bullying	Verbal Bullying
	Psychological Bullying

**Table 2 Types of Bullying**

As we can see in the table, three types of bullying exist; physical, verbal and psychological and we could even add a fourth one that is cyber bullying but in the case of children that are in day care, it does not apply.

**Physical bullying:** Part of the threats we could define as physical are, hitting, tripping, kicking, chasing, throwing sand, pulling the hair, tearing clothes, etc.

**Verbal bullying:** For verbal mocking also applies, teasing, laughing at the person, commenting on their clothes.

In the case of poor countries or poor people per se, this can be a common way of bullying when a person (child) cannot have proper clothing or simply wear the same ones every day. This can affect greatly to their self-esteem at the point of not wanting to go to school, or in this case, to day care.

**Psychological bullying:** One can manipulate the other, making faces, ignoring, talking bad things. In this case, not everybody will be affected the same way, and, for this, there are several factors that could make the difference but what cannot be forgotten is that no one deserves to be bullied.

According to Gay and Lesbian Anti-violence Project (New York,2015) ‘Specifically Trans Women and people of colour experience higher levels of violence among records LGBT’

### **Bullying Consequences**

Part of the consequences of the bullying could affect to the child’s behaviour and performance at the different places where it attends. When this threatening is being for an extended period of time, it can lead so several problems.

Some of these consequences could lead to having nightmares, mental disorders, mood swings, poor school performance and at the worst cases suicidal thoughts.

Bullying Consequences	
Nightmares	Mental Disorders
Mood Swings	Suicidal Thoughts
Poor School Performance	

**Table 3 Bullying consequences**

The idea would be to create a support network to create a strong personality in the Early Years. Consequently, once the child is at school, **they** will have the necessary tools to defend themselves and not letting this negativity go through it. About the mental disorders, they will be described into more detail in the next chapter.

### **3.4 Mental Health**

This topic can be something that can affect us from very early stage and, at some stages, even before we are born.

As mentioned before, several situations can turn into having mental health issues, but for the case of Trans people, this can be increased. However, it does not mean that because they are Trans, they will automatically be having some concerns. Childhood mental illness may be a reaction to environmental stress or family rejection, and it can also include other traumas.

#### **3.4.1 Depression**

According to the World Health Organization (WHO) 2018, 10-20% of children and adolescents struggle with mental health issues around the world.

Considering this percentage, it is high, thinking of them as children when they should not have worries nor bad thoughts.

As part of the symptom's depression could lead to the following:

- Low Self-Esteem
- Environmental Stress
- Anxiety

##### **3.4.1.1 Low Self-Esteem**

Low self-esteem as any other topic varies depending on the living situation of each person, to some may affect greatly, and others, not so badly. But, in the case of children can demark a before and after in their lives.

Kids Health refers (2018), children with low self-esteem may feel they are not good as other kids, their confidence is not at its best. They can usually doubt their abilities and doubting if anything can go well.

Low self-esteem may lead to the first stages of isolation and creating a net of negative thoughts. If this happens, it is important to have the parents or their closest family member to support them and let them know that they can be good at different things. As adults, we must focus on their strengths by enhancing them, telling them how good they are.

As said by Bravo & Pons (2014,85-86) Self-esteem is granted by the inspiration they receive from others, especially from their parents. Here is a table where some points are discussed.

#### **Conditions that can stimulate children and their self-esteem**

- To feel unconditionally loved by their family and peer group.
- Believing in themselves; being smart, happy and healthy children.
- When parents have high self-esteem. It is easier for the child to follow it as a role model. They can see how beneficial is to be self-determinant.
- When the child is respect and not violating its rights. They have consensus about every decision that is made for its well development.
- Touch, a child first learns about touching feelings, then talking.

#### **3.4.1.2 Environmental Stress**

According to Kids Health (2018), some people may think children do not have any worries and they are stress free, which is wrong. This can affect to anyone that is feeling overwhelmed. Nowadays we live in a busy world. Sometimes, we do not realise how much in a hurry we could be, leaving behind some important things. Some children are very sensitive or need more the parents and can notice this lack of attention. It can create a certain level of stress to them. For instance, if they listen adults' problems or even worse, some addiction. It may create anxiety and they may start worrying about these situations.

#### **3.4.2 Anxiety**

Conforming to PSYCOM (2018). During childhood there can be different types of anxiety, but six of them are the most common ones. Here is a detail of them:

- Specific Phobia
- Panic Disorder
- Social Anxiety Disorder
- Selective Mutism
- Separation Anxiety Disorder

- Generalised Anxiety Disorder

When a guardian considers it is not something they can manage, it is important to seek for professional guidance. Different therapies may help in controlling anxiety.

## **4 Transition**

A transition in a child's life can be a traumatic process. Many factors can affect to it. For instance, culture, religion, economic condition, among others. One of the most remembered ones from people is when transitioning from the day care to school, or the primary school to secondary school. They can be difficult to face but there is usually someone supporting the child.

Support network is there when needed, most of the time. The entire process is seen differently but also friendlier. Even when it can look like a nightmare.

### **4.1 Child's Transgender Transition**

#### **4.1.1 European Level/Finnish level**

At European level, contrasting realities can be seen. Depending on the country, culture, level of education, among others.

In average, European reality is not as different as any other continent. Frequently, could be an advanced part of the world, but it lacks some points. Transgender Europe is trying to develop a fairer place where to live.

In Tampere, in the daycares around the city. During last autumn, a project has started which in English could be called as 'No Bullying', prevention of it as stated. The idea is using Positive Psychology by using proper words and support the child in case of threat. For this project, it is important to do a complementary work with parents and educators.

#### **4.1.2 Chilean level**

In Chile, sensibility towards Trans people, has been changing in the past years. Even though, it is considered one of the most conservative countries in Latin America. These changes are a step forward into a better society. Yet, a great quantity of work must be done to follow what is has been said. The ideal of a developed country.

Statistics about the Trans community it is difficult to be encountered. Different are the reasons but they cannot be counted in numbers. At the same time, the approach in regard to



certain information, is not appropriate or under binary concepts, which in not all the cases reflect a Trans person's thought.

## **4.2 Integration**

Factors children might face during their education, are the lack of integration. They can be at different levels, acceptance. Depending on the education given, this can also make a great difference. Specifically talking about Trans children, it can be at times even more difficult than a cisgender child to integrate.

### **4.2.1 Family Support**

As mentioned before, several factors can influence child's perspective. Therefore, it is important to highlight family's role and the peer support. It is crucial to create a safe environment and a network support. Using same language, getting to know the child better. Sometimes, not only a child needs support but the family as well.

For some of the families it is not easy situation to face and accept their child when they have been born in a traditional family and strong religious beliefs.

We want to enforce a positive relationship always thinking in the child's well-being and happiness.

### **4.2.2 Peer Support**

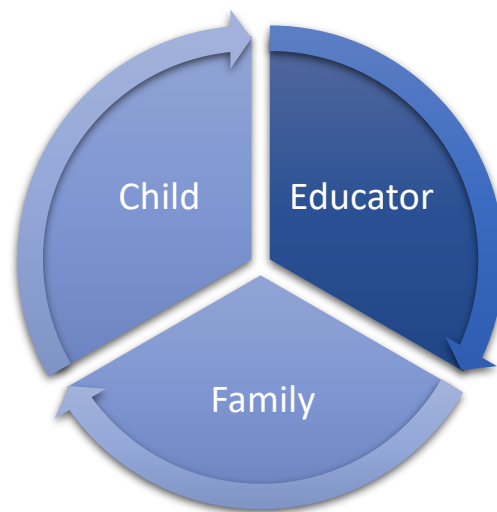
In the case of Trans children or non-conforming gender, it is important having some type of support. Sometimes, peer support comes first than family or the other way around.

Our task as society is supporting people, especially children. At times and depending on their age they are not capable of understanding some things, but the support it is essential, and we should not deny it.

### **4.2.3 Early Childhood Education Teacher's Role**

Different approaches an educator may have but certain is, a common thought is shared, child's well-being.

The ideal state of work is by having good communication with the family and speak openly in case of some situation may appear.



**Table 4 Early Childhood Educator's role**

At a national level there is a project running around the country (Finland), which wants to implement gender equality in Early Childhood. This means, treating children with no gender, unless the kid's wishes to be called in a certain gender otherwise.

According to Equality in Early Childhood education (Tasa-arvoinen varhaiskasvatus,2020).

They want to treat and talk to children equally no matter their gender or cultural background. In this case, the brochure (See below), can be connected with this new national project and complement to what is part of the actual curriculum in Finland.

#### **4.2.4 Educative Brochure**

Every person has different ways of learning and getting attracted to different items. One of the ideas that came after the thesis idea, was the need of having a physical document that would be available to anyone that needs it or simply wants to educate themselves more. After doing some research, we concluded a brochure could be a good idea and it is easier to handle than a book. Several people are visual learners. An attractive brochure can take their attention. It can also be easier absorbing the provided information.

The brochure will include numerous amounts of meaningful terms of the Trans community. The template of this brochure was created through the page CANVA. We have the rights over the use of this template after paying for the service. I do not own the rights of the page itself but for the creation of the template, as well as for the first image of the brochure which was paid for the distribution of information. In the case of the logos of each organisation, we have authorization to make use of them.

It is important to mention that this is an initial idea, which in long term would be ideal having the brochure throughout Finland and its different daycares. For the time being, it is only

presented as an idea to what can be implemented at the educational centres.

## **5 Implementation**

### **5.1 Survey**

As part of this project. One objective was the creation of a survey with the purpose of getting to know at its best what can people think about Trans children. On the other hand, also meant for the community that had previously been supporting.

Alike these days, it is still common hearing from Trans associations mentioning they are getting threatened, beaten up and, in worst cases being killed just because they are Trans people.

Indicating some of these situations have not changed throughout time. This survey can help us, firstly, by showing some facts to the society. What it is like living in a world that does not understand other person's feelings and follow a narrowed minded structure, where there is no space for more than the binary or biologically born people.

This survey is created with the purpose of displaying Trans realities. What they are or were going through in their lives. What are the most painful threats they could have suffered during childhood?

The survey does not have any sponsors. The entire creation is under free online pages, collaborations and the will of people participating for the interest of an inclusive society. A segment of the survey is supported by two Trans associations, whose material can be used for further studies.

In the case of the public survey, most of the contestants were parents from a daycare in the city of Tampere. None of them in our understanding, had Transgender children.

The number of participants did not cover the total amount of parents that belong to that daycare but can more or less express a general opinion about Trans children and their rights.

#### **5.1.1 Aims**

This is a project plan. The aim is to have the possibility to be executed in the future, having the tools and necessary people working as well as the budget. The creation of a final brochure that may possibly be at day cares in Finland and possibly to Chile.

At this stage, the conviction is having a draft or first step for this project. It is not important the amount of people that will answer to this survey, but on the contrary, we want to see the

answers, this can be a valuable mechanism to be used later for the purpose that was previously mentioned.

### **5.1.2 Trans Families**

Focused on creating questions to families who have a Trans family member. In the case of families, it is not easy. They may be afraid for their children, especially when the society is not friendly, at times violent.

The idea was to create questions that could be related to their situation and how we could support them when needed.

Sometimes, a family can be open, and their lives continue almost the same as before. In some cases, a family may not understand what is happening with their child and build up confusion but not finding answers. A diverse amount of realities and the survey can be related as support material and for families to visualise that they are not alone, and many families may possibly be living the same.

### **5.1.3 Trans Adults**

Part of the survey is established for Trans adults. They are the ones that already have experienced their transitions at day cares and schools and broadly have the knowledge on how cruel society can be. Also, giving tips on how to prevent future traumas, having a happier life. By means of life, anyone can have a different perspective, but what we know is they are the ones can refer and with facts, tell how society mechanism could change.

### **5.1.4 Public Survey**

As part of this survey, it was considered including people who have never heard or been in contact with a Trans person. The approximation of this entire project is to make a friendly and integrative process. It is meant to be open to everybody with no exception. Uncertainly a person does not accept the fact we live among multiple genders, races, cultures, etc. They likewise have the right for giving their point of view, under certain parameters.

## **5.2 Data Collection**

At this point, different types of data will be uncovered. Surveys, interviews, presenting the type of information that has been collected. They are defined as unstructured data.

The data was collected in an approximate time of 3 months. The elaboration of the entire process, including questionnaires and evaluating them took up to several months.

The complex part of this process was getting to a middle point where all the groups would be satisfied with the questions and could cover all of their needs.

According to Ainsworth Quentin (Data Collection Methods, 2020), exist several types of data collection. For this project, we have collected materials from interviews, questionnaires, documentation and oral histories. Bearing in mind we have different forms of acknowledging the information, we have quantitative and qualitative data.

The questionnaires were done in three (3) different languages (English, Spanish and Finnish). Out of which four (4) were Transgender families, forty-four (44) from public participants, out of those, 25 belong to a public daycare in Tampere, and two (2) were Trans adults. More details can be found at results (See below 5.4)

### 5.3 Interviews

The idea of interviewing was problematic to define. In the beginning of this thesis, various misgivings appeared. Interviews were an option in case survey would not grind. As stated by Rapley (2001), this is a qualitative interviewing. Some opinions and questions are unstructured interview related, but the main idea has relation to the first type of interview. Overall, people like to communicate to one another. According to Mulhall (2007), community live in unity and empathy, leading to dialogue. Meaning this is part of the human-being. The questions were done online. They were sent in beforehand to the interviewed people. Once they agreed on the terms, we continued with the next process that was the interview itself. The interviewed people are over 18 years old. As education professionals we decided to protect their integrity by not interviewing young age children, but instead we interviewed Trans people that went through their childhood already and can express what they have experienced during those years. In the case of the Trans adults their identities are also protected. Their names are not mentioned nor their origin and are called as 'contestant 1' and 'contestant 2'.

#### Questions and answers from contestant 1.

For this and most of them, their names are not going to be revealed, unless the participant declares the need of showing its name.

##### 1. Did you get family support when you were a child?

No, quite the contrary. I grew up in an extremely conservative and religious household that was hostile to LGBTQI+ people in general.

##### 2. Did you get support from anybody?

During childhood? No. During my teenage years, I did have online support groups where we had many teens going through similar experiences as I did, but outside of that, no-one supported me until adulthood.

**3. Why is it important to get support at young stage?**

Trans and gender non-conforming children and teens face a huge amount of **stigma** and oppression, so a supportive environment is crucial. If children aren't supported in their gender, or, worse, are pushed to "be cured", they will internalize the transphobia directed at them, which will hurt their mental health tremendously.

Transition-wise early support is necessary. With social transition, trans children will feel accepted, they can be their true selves and will be much happier and their mental health will be much better. Medically, puberty blockers can prevent trans youth from going through unwanted changes that are hard (and in many cases impossible) to reverse later in life, saving trans youth from painful dysphoria and giving them more time to decide what they wish to do in the future.

**4. Why is it important for a Trans child to get emotional support? What can be avoided?**

Children can be cruel, so emotional support is a must. Some trans children can 'pass' as cis and avoid most of the abuse, but if they can't, the abuse can be horrifying.

What parents and other supportive people around trans children should avoid is 'outing' their children to others as trans and thinking too far ahead. It is very hard for parents who wish to fight for their children to avoid outing their kids, but they should take every precaution possible to try and keep their children from the public eye until they are old enough to understand the risks associated with coming out publicly as trans. As for thinking too far ahead, don't start planning for blockers too early, or stressing about surgeries and other transition-related issues, just focus on your child's needs at the time. Trans children are the same as cis children in that they need to feel loved, to feel safe, to have their parents interested in them and their life and to know that their parents will be there to protect them whenever they need. Most importantly: do not make the fact that your child is trans be a big part of their life, just support them in their true gender and treat them as you would your cis children.

**5. What are the most common threats a Trans child could suffer during childhood, considering they do not have enough peer support?**

Trans children could face severe bullying, including constant ridicule and even violence. Parents of trans children should pay extra attention to signs of bullying because transphobia is still very rampant in most countries and victims of bullying tend to not tell anyone, for fear of the bullying getting worse.

This bullying can lead to **mental health problems**, trouble at school, trouble at home, loneliness, **isolation** and even self-destructive behaviour.

**6. What has affected you the most during your childhood?**

I always thought of myself as my true gender, not as trans, until at around 4-5 I started to be attacked due to my gender, by my parents, peers and other people around me, both physically and mentally. I was told that my gender-identity was "imaginary" and told that it was a sin and a sickness. I was threatened with doctors and therapists that would "fix me" and was eventually made to attend sessions with religious "therapists" until I accepted that I would have to hide my identity to be safe. It took me years and years to get over the trauma of my childhood and to take my first steps towards transitioning.

Personally, my experiences left me deeply hurt, with trust issues and with a feeling that something is wrong with me, a feeling that it is not okay to be who I am. This carries on to this day, even when I know that this isn't true and I'm not the one to blame, because the damage done at childhood leaves permanent scars that will most likely never heal completely.

**7. Can a Trans thematic brochure help in education and integration of a child?**

Yes

**8. When a family is not emotionally supporting a Trans Child. Shall the Government be in charge/take the responsibility?**

Yes.

**9. How important do you consider it is for Trans families and educators to be involved during the creation of new educational policies to benefit Trans children in their well-being?**

Highly important.

**10. Thinking of the future and the Trans Identity Law. Should Trans children also be included?**

Yes.

**11. Do you agree on educating about gender diversity?**

Yes.

## Participant number 2

1. **Did you get family support when you were a child?**  
‘Partially’
2. **Did you get support from anybody?**  
‘My spouse and local trans support group and the internet support group’.
3. **Why is it important to get support at young stage?**  
Then there is room to explore themselves in a safe environment and the identity does not necessarily reflect so much e.g. internalized transformation.
4. **Why is it important for a Trans child to get emotional support? What can be avoided?**  
Serious psychological harm or even suicide can be avoided.
5. **What are the most common threats a Trans child could suffer during childhood, considering they do not have enough peer support?**  
Bullying, isolation, the cis assumption is really strong so if you don’t talk about transitions anywhere you can but think you are “bad cis” and there is no reason for severe anxiety (usually rooted in dysphoria) which leads to depression and an anxiety that can last for years.
6. **What has affected you the most during your childhood?**  
Cis presumption, for instance the assumption that all are cisgender.
7. **Can a Trans thematic brochure help in education and integration of a child?**  
Yes. Even better if we discuss about sexual and gender minorities, for example, in health information time.
8. **When a family is not emotionally supporting a Trans Child. Shall the Government be in charge/take the responsibility?**  
At the moment does not really take it.
9. **How important do you consider it is for Trans families and educators to be involved during the creation of new educational policies to benefit Trans children in their well-being?**  
Highly important.
10. **Thinking of the future and the Trans Identity Law. Should Trans children also be included?**  
Yes.



## 11. Do you agree on educating about gender diversity?

Yes.

People that were interviewed I did not know them in beforehand. Quantifying this, I can confirm I did not intervene in any possible way but instead letting express themselves freely.

### 5.4 Results

In the beginning, I was not certain about a survey, but I chose to do the survey because that way I could reach more people and make the final product more trustworthy.

It was uncertain to know how many people we could reach and how many of those answers would be on our side.

On the first chart we can see the amount of people that were part of this survey. Fifty (50) people were the participants, out of 86% percent of them were general public and 14% percent were Trans people/Trans families.

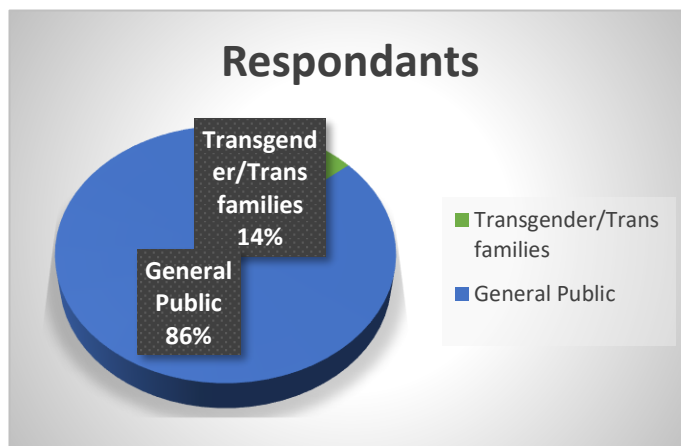


Chart 1: Respondents

Pitäisikö mielestäsi sukupuolten moninaisuudesta opettaa?

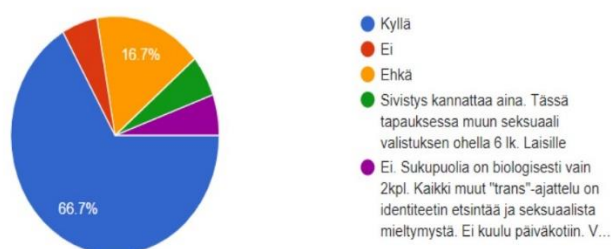
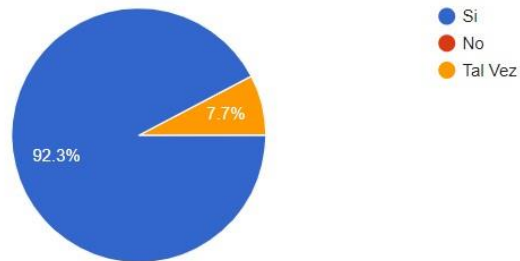


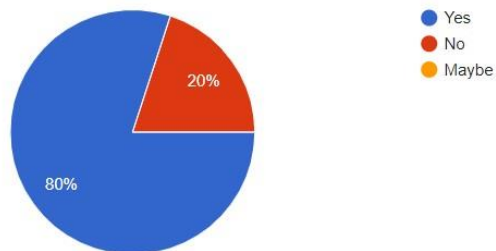
Chart 2: Do you agree on educating about gender diversity? (In Finnish)

¿Está de acuerdo en educar acerca de diversidad de género?



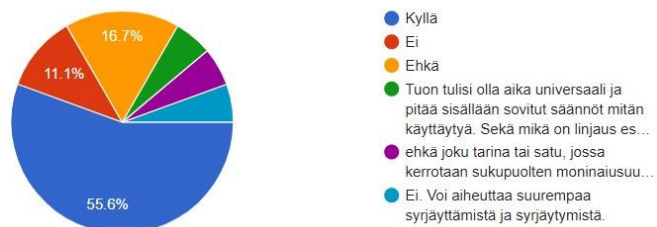
**Chart 3: Do you agree on educating about gender diversity? (In Spanish)**

Do you agree on educating about gender diversity?



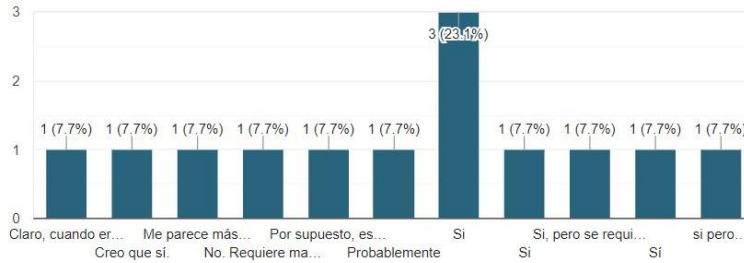
**Chart 4: Do you agree on educating about gender diversity?**

Voiko transaiheinen esite auttaa koulutuksessa ja lapsen yhteisöön sopeutumisessa?



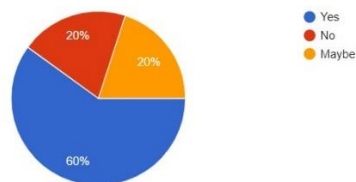
**Chart 5: Can a Trans thematic brochure help in the education and integration of a child? (In Finnish)**

¿Puede un folleto de temática Trans ayudar en la educación e integración de un niño?



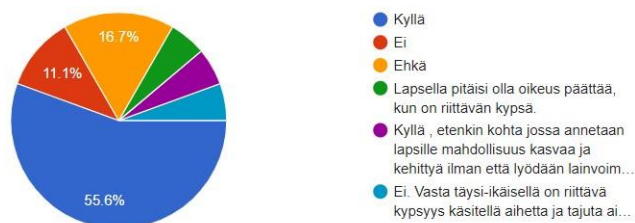
**Chart 6: Can a Trans thematic brochure help in the education and integration of a child? (In Spanish)**

Can a Trans thematic brochure help in the education and integration of a child



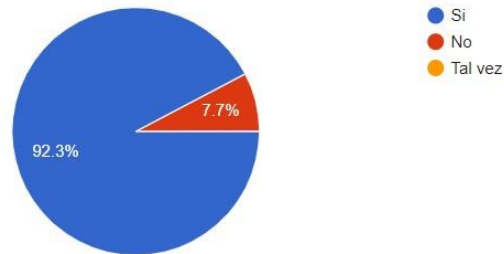
**Chart 7: Can a Trans thematic brochure help in the education and integration of a child?**

Ajatellen tulevaisuutta ja transidentiteettilakia. Pitäisikö translapset sisältää siihenmyös?



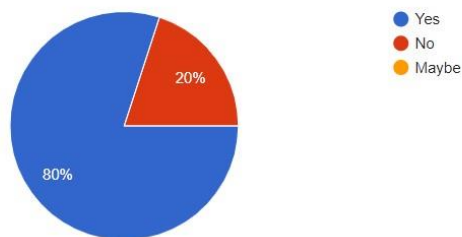
**Chart 8: Thinking of the future and the Trans identity law. Should Trans children also be included? (In Finnish)**

Pensando en el futuro y la Ley de Identidad de Género. Les niños deberían ser incluidos dentro de esta ley?



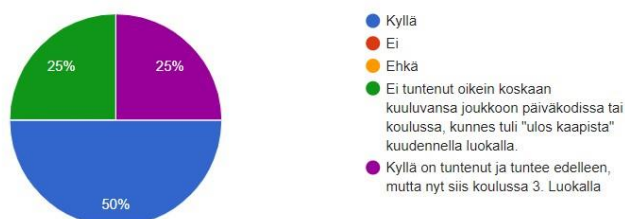
**Chart 9: Thinking of the future and the Trans identity law. Should Trans children also be included? (In Spanish)**

Thinking of the future and the Trans Identity Law. Should Trans children also be included?



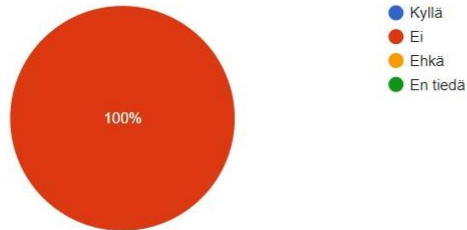
**Chart 10: Thinking of the future and the Trans identity law. Should Trans children also be included?**

Tunteeko lapsesi kuuluvansa päiväkotiyhteisöön?



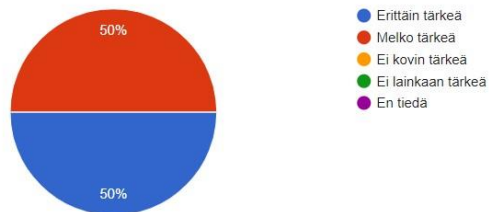
**Chart 11: Does your child feel integrated at daycare? (In Finnish)**

Kun perhe ei ole henkisesti tukemassa Translasta. Ottaako valtio vastuun?



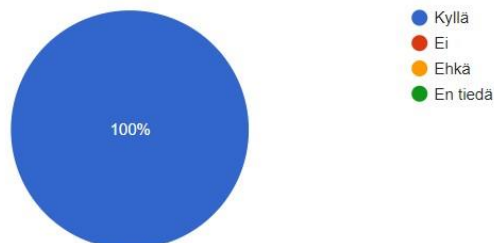
**Chart 12: When a family does not support a Trans child. Does the government have to take responsibility over the child? (In Finnish)**

Kuinka tärkeänä pidät sitä että transperheet ja opettajat olisivat mukana uuden koulutuspolitiikan luomisessa translasten hyvinvoinnin edistämiseksi?



**Chart 13: How important do you consider for families and teachers to be involved in the creation of a new education policy for the Trans children well-being? (In Finnish)**

Pitäisikö mielestäsi sukupuolten moninaisuudesta opettaa?



**Chart 14: Do you think that gender diversity should be taught? (In Finnish)**

In average, most of the answers had positive feedback. Fifty people cannot fully cover the reality of a country, but more than numbers, it was the possibility of creating a survey and slightly see what people think of this topic. In most of the questions we got over 50% of

positive answers, in some of them reaching up to 80%. Some of the participants, in their words may seem fearful of the future. At the same time, they are open-minded and want to include all the groups in the society.

This is the main aim of this whole idea. Integrating everybody, no matter the gender, origin, colour, etc.

For a first trial, this were good numbers and people were willing to support the idea.

## **6 Assessment**

### **6.1 Self-Assessment**

I am satisfied with the result yet, there are always elements that can be performed differently. I have always had the need of reflecting what, in my vision as a future Early Childhood professional, must be voiced out. I do not remember when it all started, but before even beginning my studies I could see how unfair it was for Transgender people and have a regular life than anyone else. Since then, I have started with my investigation and trying to get into the answers I was looking for. I have always been careful and respectful towards the Trans community. Trying to reflect their feelings and thoughts on these lines. In general, needs cannot be fully filled, but the aim was to cover a significant amount of people that could feel reflected with this idea.

I consider, I could have started earlier with the process, even though the original idea was bigger than what I am presenting now. I have felt the pressure, when I knew I should ideally be working with some association related to the topic. I tried all the possible ways to engage with any of the associations that would be matching to the idea I have had.

Persistence is the word I can define during these months of work. I wrote several e-mails, in different languages, sometimes taking time I did not have. Yet, I continued and insisted. Looked somewhere else at times, I also thought that this might not be the appropriate time to proceed with the idea and do something else.

I believe this project could have been done with at least one more person. It could have provided fresher ideas, perhaps a different point of view, and, extra hands are always welcome. In that sense, the process would have been more friendly and easier to handle.

If I am not so self-critical, I think I have done well. I have faced innumerable lack of sources. Every day I have learnt something new, getting more attracted to what initially started as a nice challenge. Every time I have had doubts, I asked how it could be done or what would be the best way to be reflected. Something it could have been done distinctively is to continue with the processes as planned. For instance, writing down everything and if there would not be feedback continuing and in the end do minor changes or modifications.

Regarding the survey, I did all the possible investigation. At that point, I have felt I needed someone else working with me and the distribution of it. What I saw as a negative point was not having a sponsor, and money to support the idea. Everything was done with love and hard work. It is also crucial mentioning the Trans associations that backed me every time I had had new ideas, survey related. From their opinions, I also have had my own and combined the recommendations with my own thoughts.

I would like to continue working on this idea. Personally, this is the first step to an amazing project that can hopefully be reproduced and exposed at different places in the future.

## **7 Ethics**

One of the purposes of the thesis is to be respectful and to protect children. They are not publicly exposed. They are cared and hoping for a modification in their rights. The collaborators and parties involved have been informed about the different processes and documents. I have also used Laurea's ethical guidelines, it is to protect each other's rights. I communicate in a proper language, always respecting the others. One of the important points followed by Laurea's ethical guidelines and also my own point of view is the respect to the diversity. For this topic, this title applies conform. We respect every person, also accepting different ideas, even when those are not the same as our own thoughts.

## **8 Conclusion**

Thinking on how it all started some months back. I can acknowledge this thesis as successful, in the sense I was able to contact people I never thought I would. For instance, Transgender people from Finland. I understood other facts that gave me the right in the end why some answers can take longer than expected, or when answers never come. At some point of the process it came to my mind the idea that I was not going to get any answers from the Trans community, but in the end, they came. I am thankful for each one of them who took some of their time by answering to those questions but also, some time for a small chat or even an interview.

I would like to have a more active participation in the Transgender community as an ally. Be supportive, share what I have learnt during these years. Provide children support, create a safety network to them. It would be nice to get the opportunity in working with a Finnish LGBTI+ community, work side by side and become a professional that can also speak on their behalf.

I am self-aware not everyone is attracted to this topic, but, to me as a future professional either as a kindergarten teacher or in the social services field. It is a task but also the way I

feel it is to protect children. They deserve to be happy and not to be judged by their feelings. It is important to teach our children to be compassionate and accept everyone with no judgement. Children are our future and we must protect them, give them a happy and easy life. Learning from the good things. Giving them the tools to become good human beings. We can prevent several issues such as depression, low self-esteem, anxiety, self-harm, among others.

I would like this topic and others that are related to be openly be spoken, this could take multiple myths down. Finland and its inhabitants are educated people and it may be a door to have agreements with other countries and sharing experiences. In the case of Chile and Finland both at different educational levels. Exchange of information may be highly appreciated it at both ends. If this would be possible, one and the other could asset and expose successful projects and similar in terms of education, this role model ideas may be used in other countries and make a more equal community.

I strongly wish that this won't be a topic to be discussed in the future, but instead people can live freely and will not have to give answers to the population because of a label. We can respect each other. Liking one colour or another it does not affect your daily life. That is something I have learnt through the years. Let's live a happy and peaceful life. It is certain we cannot know everything, but when we are open to listen, it can always be a good start.

I would like to thank the associations that have supported my idea. The idea has always been to reflect their thoughts and needs into these lines. Everything has been made with a lot of respect and trying to do a delicate job.

All my teachers at Laurea that in different ways have supported me through my studies, without their support this entire career would have not been possible nor be completed.

My family and friends for the patience and at the same time for the energy and support provided. In my weakest times they were there, unconditionally.



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## Figures

Figure 1: Transgender Risks. List of possible threats .....	11
Figure 2: Hatshepsup. Flickr .....	12
Figure 3: Elegabalus. Carol Mage.....	13
Figure 4: Chevalier d'Eon. Philip Mould .....	13
Figure 5: Lucy Hicks Anderson. Pinterest .....	14
Figure 6: Charley Parkhurst. The Mobile Ranger .....	14
Figure 7: Two Spirit. U.S National Archives and Records Administration .....	15
Figure 8: Michael Dillon. Unknown .....	15
Figure 9: Roberta Cowell. Unknown .....	16
Figure 10: Mary Jones. Henry R. Robertson .....	16
Figure 11: Registro Civil e Identificación. Hilda Oliva .....	17
Figure 12: Punjab State of Human Rights (2018) .....	20

## Tables

Table 1: Bullying .....	21
Table 2: Types of Bullying .....	21
Table 3: Bullying Consequences .....	22
Table 4: Early Childhood Educator's Role .....	27

## Charts

<b>Chart 1</b>	<b>Respondents</b>
<b>Chart 2</b>	<b>Do you agree on educating about gender diversity? (In Finnish)</b>

Chart 3	Do you agree on educating about gender diversity? (In Spanish)
Chart 4	Do you agree on educating about gender diversity?
Chart 5	Can a Trans thematic brochure help in the education and integration of a child? (In Finnish)
Chart 6	Can a Trans thematic brochure help in the education and integration of a child? (In Spanish)
Chart 7	Can a Trans thematic brochure help in the education and integration of a child?
Chart 8	Chart 8: Thinking of the future and the Trans identity law. Should Trans children also be included? (In Finnish)
Chart 9	Chart 8: Thinking of the future and the Trans identity law. Should Trans children also be included? (In Spanish)
Chart 10	Chart 8: Thinking of the future and the Trans identity law. Should Trans children also be included?
Chart 11	Does your child feel integrated at daycare? (In Finnish)
Chart 12	When a family does not support a Trans child. Does the government have to take responsibility over the child? (In Finnish)
Chart 13	How important do you consider for families and teachers to be involved in the creation of a new education policy for the Trans children well-being? (In Finnish)
Chart 14	Do you think that gender diversity should be taught? (In Finnish)

## Appendices

Appendix 1: Questionnaire Cover Letter.....	50
Appendix 2: Questionnaire.....	51
Appendix 3: Brochure.....	51
Glossary: Vocabulary .....	51



## Appendix 1: Questionnaire Cover Letter

Hello! My name is Paula Cerda Varela. I am social services student at Laurea, University of applied sciences in Vantaa, Finland. I am doing my Thesis based on Trans children. The purpose of this thesis is to create an educative brochure to the Early Childhood Educational Centres. The indicated, to construct a support network and protection to Trans children.

Answering to this survey will take no longer than 2 (two) minutes.

Please help me by answering to these questions.

If you want to leave some registry on the thesis with your name or for an interview, please contact me via e-mail and I'll be more than happy in answering to your questions. Here is my e-mail paula.cerda.varela@student.laurea.fi. For any other case, this survey is anonymous

Thank you for your time!

### Links

General Public <https://docs.google.com/forms/d/1Gk4FSiN3LHTowDoT-GoPrYW0rdBV5fDsLIS5E0bs--LM/edit>

Trans Families <https://docs.google.com/forms/d/1i5Ld-slxFlWKjliNvQbVMhgP-PynH3yj6yxs9JtHHGMo/edit>

Trans Adults <https://docs.google.com/forms/d/1vjMtszwHDd-TiLq8EE481HDZ6zsOt0AUZ8RtTCxK-TYE/edit>

## Appendix 2: Questionnaire

### Questionnaire for General Public

Country of residency

Do you agree on educating about gender diversity?

Yes

No

Maybe

Other

Can a Trans thematic brochure help in the education and integration of a child

Yes

No

Maybe

Other

In your opinion. What are the reasons why a Trans child is not treated in the same way as any other children?

Thinking of the future and the Trans Identity Law. Should Trans children also be included?

Yes

No

Maybe

Other

### Questionnaire for Trans Families

Country of Residency

Why is it important to get support at young stage?

Did you get Family Support?

Did you get support from anybody?

Why is it important to get support? What can be avoided?

What has affected you the most during your childhood?

Can a Trans thematic brochure help in education and integration of a child?

Shall the Law Identity Law include children?

Does your child feel integrated at day care?

What are the most common threats a child could suffer during childhood?

Questionnaire for Trans Adults

Country of Residency

Did you get family support when you were a child?

Did you get support from anybody?

Why is it important to get support at young stage?

Why is it important for a Trans child to get emotional support? What can be avoided?

What are the most common threats a Trans child could suffer during childhood, considering they do not have enough peer support?

What has affected you the most during your childhood?

Can a Trans thematic brochure help in education and integration of a child?

Yes

No

Maybe

Other

When a family is not emotionally supporting a Trans child. Shall the Government be in charge/take responsibility?

Yes

No

Maybe

Other

How important do you consider it is for Trans families and educators to be involved during the creation of new educational policies to benefit Trans children in their well-being?

Highly important

Very important

Not very important

Not important at all

I do not know

Thinking of the future and the Trans Identity Law. Should Trans children also be included?

Yes

No

Maybe

Other

Do you agree on educating about Gender Diversity?

Yes

No

Maybe

Other

Appendix 3: Brochure



We want happy and strong children, help us by promoting healthy communication.

Let's stop pathologization together!

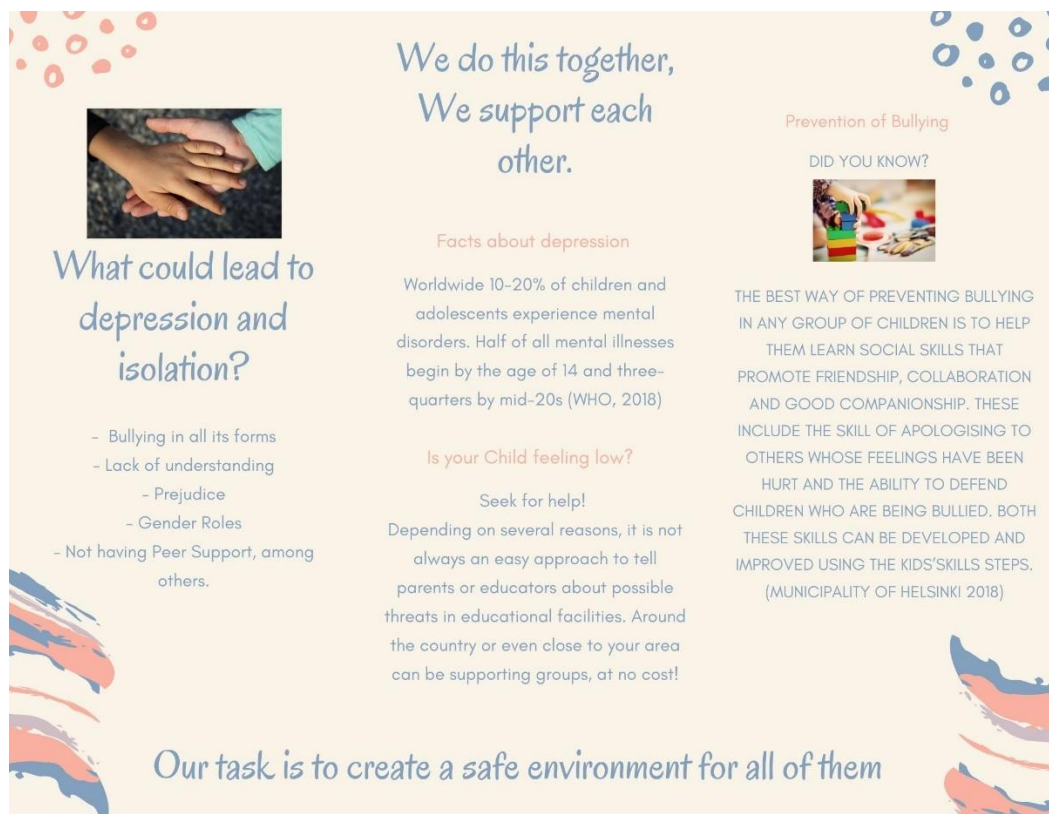
For a future without Bullying and judgmental thoughts.

**Trans Friendly Brochure**

by Paula Cerda Varela

Let's be in contact!

For more information, Visit: [www.transperheet.fi](http://www.transperheet.fi)  
[www.otdchile.org](http://www.otdchile.org)



**What could lead to depression and isolation?**

- Bullying in all its forms
- Lack of understanding
  - Prejudice
  - Gender Roles
- Not having Peer Support, among others.

**We do this together, We support each other.**

**Facts about depression**

Worldwide 10-20% of children and adolescents experience mental disorders. Half of all mental illnesses begin by the age of 14 and three-quarters by mid-20s (WHO, 2018)

**Is your Child feeling low?**

Seek for help!

Depending on several reasons, it is not always an easy approach to tell parents or educators about possible threats in educational facilities. Around the country or even close to your area can be supporting groups, at no cost!

**Prevention of Bullying**

**DID YOU KNOW?**

THE BEST WAY OF PREVENTING BULLYING IN ANY GROUP OF CHILDREN IS TO HELP THEM LEARN SOCIAL SKILLS THAT PROMOTE FRIENDSHIP, COLLABORATION AND GOOD COMPANIONSHIP. THESE INCLUDE THE SKILL OF APOLOGISING TO OTHERS WHOSE FEELINGS HAVE BEEN HURT AND THE ABILITY TO DEFEND CHILDREN WHO ARE BEING BULLIED. BOTH THESE SKILLS CAN BE DEVELOPED AND IMPROVED USING THE KIDS'SKILLS STEPS. (MUNICIPALITY OF HELSINKI 2018)

**Our task is to create a safe environment for all of them**

## Glossary

Part of this glossary can be found at several LGBTIQ+ pages. The meanings or expressions are not my own words but are part of what the collective group have define what is the best expression for each term. (Vanderbilt University, 2020)

**LESBIAN:** Usually refers to a woman who has a romantic and/or sexual orientation toward women. Some nonbinary people also identify with this term.

**GAY:** Used in some cultural settings to represent men who are attracted to men in a romantic, erotic and/or emotional sense. Not all men who engage in same-gender sexual behaviour identify as gay, and as such this label should be used with caution.

**BISEXUAL or BI:** A person who experiences sexual, romantic, physical, and/or spiritual attraction to more than one gender, not necessarily at the same time, in the same way, or to the same degree.

**TRANSGENDER:** A person whose sense of personal identity or gender does not correspond to the sex they were assigned at birth or does not conform to gender stereotypes. Sexual orientation varies and is not dependent on gender identity.

**QUEER:** a multi-faceted word that is used in different ways and means different things to different people. 1) Attraction to people of many genders. 2) Don't conform to cultural norms around gender and/or sexuality. 3) A general term referring to all non-heterosexual people. Some within the community, however, may feel the word has been hatefully used against them for too long and are reluctant to embrace it.

**QUESTIONING:** An individual who is unsure of and/or exploring their gender identity and/or sexual orientation.

**INTERSEX:** An umbrella term that describes people born with any of 30 different variations in sex characteristics including chromosomes, gonads, sex hormones, or genitals.

**ASEXUAL:** A person who experiences little or no sexual attraction to others and/or a lack of interest in sexual relationships/behaviour. They may or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice. People who are asexual may call themselves ace.

**AROMANTIC:** A person who experiences little or no romantic attraction to others and/or has a lack of interest in romantic relationships/behaviour.

**PANSEXUAL:** A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.

**NON-BINARY or ENBY:** A person whose gender identity does not fall within the binary genders of man or woman.

**GENDERFLUID:** A person who does not identify with the gender binary and move within genders and gender stereotypes.

**GENDERQUEER:** A person who does not identify or express their gender within the gender binary. Those who identify as genderqueer may identify as neither men nor women, may see themselves as outside of or in between the gender binary, or may simply feel restricted by gender labels.

**AGENDER:** a person with no (or very little) connection to gender, no personal alignment with the concepts of either man or woman, and/or someone who sees themselves as existing without gender.

**STUD:** A term originating within communities of colour to describe a masculine identifying person who was assigned female at birth. Here is a study looking at the sexuality and gender construction of people who use ‘stud’ to describe their identity.

**MĀHŪ:** (‘in the middle’) in Kanaka Maoli (Hawaiian) and Maohi (Tahitian) cultures are third gender persons with traditional spiritual and social roles within the culture.

**MUXE:** Derived from the Spanish word for woman (mujer), muxes generally represent Mexican people who are assigned male at birth and identify as different genders. The iterations among the muxe community and their self-identifications vary - some identify as male but are female-expressing, while others identify as female and are more closely associated with Western culture’s understanding of transgender. Others defy gender entirely. But, in Mexican culture, the term “third gender” is often tacked to the muxe community.

**HETEROSEXISM:** Prejudice against individuals and groups who display non-heterosexual behaviours or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power. Any attitude, action, or practice backed by an institutional power that subordinates people because of their sexual orientation.

**CISGENDER:** A person whose sense of personal identity or gender does correspond to the sex they were assigned at birth.

**LGBTQI ALLY:** Someone who confronts heterosexism, anti- LGBTQIA biases, heterosexual and cisgender privilege in themselves and others; believes that heterosexism, homophobia, biphobia, and transphobia are social justice issues.