

Descriptive Study on Gender Equity in Early Childhood Education in Catalonia, Spain¹

Dr. Roser Vendrell

Dr. Reina Capdevila

Dr. Mariona Dalmau

Dr. Angels Geis

Laura Ciller

Universitat Ramon Llull

Faculty of Psychology and Educational Sciences and Sport Blanquerna

C/ Císter 34, 08022 Barcelona, Spain

Abstract

We present a protocol to assess gender equality. Its application in Early Childhood education schools allows us to assess the reality. This protocol develops a quantitative and qualitative descriptive analysis of education in gender equality, and promotes reflection on those models offered at school and in society, as well as an analysis of one's own behaviour. The protocol has been applied to a representative sample from the community of Catalonia, Spain. Results show that there is a high level of awareness with regards to formal manifestations in the educational field, at an institutional, school and classroom level. However, we can see some contradictions in the field of personal beliefs. Quite often, stereotypes and prejudices seem overcome, but in practice there is still some contradiction. From this, we can deduce that in the field of training and centre improvement there should be more emphasis on changing attitudes that are transmitted through teaching and organizational practices.

Keywords: Early Childhood education, educational assessment, gender equality

Introduction

Contributions from gender theory (Fraser & Honneth, 2003) show that, despite current technological and social advances, there are still discriminatory cultural values, differentiated according to the people's gender. It has been from the social awareness of these discriminatory practices that the need has emerged to promote measures to optimize gender equity.

This paper develops an analysis on the approach to gender equity in schools for children between 3 and 6 years of age in Catalonia.¹ We are certain that the early childhood school is a privileged environment to educate towards gender equity, but we are also aware that we are the result of an education not very concerned with this issue; therefore, it is essential to know what the real educational practice is like in its natural context concerning education in values. Despite theoretical knowledge and good intentions, feelings or experiences often emerge, in a scarcely controlled way, as well as behaviours, which point at another direction (Bonilla & Martínez, 1992; Leal, 2003). For this reason, we consider that it is necessary to study whether the actual educational practice is coherent with what is often apparent, as we know that there is not always coherence between our performance and personal beliefs and opinions.

Our literature review focused on studies that analysed gender equity or discrimination in the educational field and the feminised university education of nursing and teacher training studies, more obvious in the Early Childhood Education stage (Vendrell, Baqués, Dalmau, Gallego, & Geis, 2008). It also focused on studies about sexist language and content in textbooks that are used almost during all the schooling years (Subirats, 1993).

¹Autonomous Community in Spain, with 7,565,603 inhabitants (2012), with their own culture and language, Catalan. www.gencat.cat

Abril and Romero (2008) contributed to the framework of the European project Gender Loops,² with very valid documents, contextualised both in terms of incorporation of gender in teacher training and in their instrumental proposals to develop education in the value of gender equity at the Early Childhood Education school.

Moreover, information about educational practices at school concerning gender equity confirms the importance of offering children gender equity models through the presence of men and women in Early Childhood Education schools (Àngel, 2006; Drudy, Martin, Woods, & O'Flynn, 2005; Jensen, 2000; Moss, 2000; Peeters, 2008; Rolfe 2005). In this sense, the study conducted by Mancus (1992) shows that those boys and girls that have been attended by both male and female teachers find it easier to incorporate the complementary nature of the roles of carer and authority, without developing stereotyped differences of the roles assigned to men and women. We also found some proposals (Bolaños, González, Jimenez, Ramos, & Rodríguez, 1999; Escardibul & Otero, 1995; Lojo, 2005; Roset, Pagés, Lojo, & Cortada, 2008; Torres & Arjona, 2010; Viguer & Solé, 2011) for educational intervention in gender equity contextualised in different Spanish Autonomous Communities: Andalusia, Canary Islands, Basque Country, Madrid, and Catalonia. In general, they propose guidelines to incorporate education in values, particularly gender equity, in documents of regulations and in the school's curriculum. Some of them have elements for reflection, as they are based on the assumption that the continuity of adult behaviours enhances the maintenance of gender stereotypes, whereas others present a very family-focused approach. We can state that, although there is a lot of information on educational intervention, we have not been able to find literature on the assessment of gender equity in early childhood educational practice in Spain. For this reason, we developed a questionnaire to carry out this study, as we consider that, when we speak about assessment of reality, what we are proposing is, implicitly and as a result, improvements in teaching practice.

The main objective of this research is to get to know the reality of educational practice in Early Childhood Education schools in Catalonia concerning gender equity. We also aimed at two complementary objectives: firstly, to offer a tool that makes teachers think about their own practice and guides them towards a change in concordance with their thoughts. Secondly, if results are in this direction, to offer argued proposals to the public administration with the aim of enlarging and developing measures to promote education in values and equalitarian attitudes.

Method

Due to the nature of this study, our choice was a descriptive method that combines the use of quantitative and qualitative techniques.

The instrument developed was an ad-hoc questionnaire that allowed us to collect enough information as to assess how education in gender equity is being carried out in Early Childhood Education Centres (3-6 years) in Catalonia. Before applying the questionnaire to schools, different experts were asked for their opinion concerning the appropriateness of the content, clarity of questions and instructions to answer them. After rewriting the questionnaire following their suggestions, a pilot test was carried out with teachers from two schools in Barcelona. The final questionnaire consists of 30 closed questions, with a 4-point Likert-type answer scale (not at all, a little, quite, a lot). The questions are grouped in categories: institutional field, didactic field, and the field of the teachers' personal beliefs. The *institutional field* considers the official documents of the school, the managing teams and professionals that work in the school. Questions are about the level of representation of both genders in the teaching staff, services and administrative staff, and monitors of after-school activities; presence of gender equity values in the centre's identity documents, pedagogical approaches and work meetings; and also about training given to properly tackle these aspects in everyday life with pupils and their families. The *didactic field* considers educational and leisure proposals aimed at children, programming, materials, etc.

Questions are about the presence of gender equity in programming; equitable planning concerning working teams and chores in the classroom; and finally the non-sexist use of language and leisure and academic materials. The *field of personal beliefs* aims to collect information from the teachers concerning the transmission of gender-based stereotypes and discrimination in educational practice. Questions are about their personal opinion on the influence of the pupils' gender on types of play, on the ways of working in the classroom and the school; on educational and management practice; on their own personal attitudes; and they are also asked about the perceptions of families with regards to a man as an early childhood educator,

² <http://www.genderloops.eu/>

and whether the male gender implies more credibility to manage a school. The questionnaire also includes two open questions where respondents should explain experiences at school to show gender-based discrimination or equity. In the first open question, they are asked to explain an experience that shows positive practice towards equity, and in the second to explain an experience with stereotypes and/or prejudices towards gender equity. Both in the first and the second, the experience can refer to any member of the educational community: pupils, teachers, administrative staff, and families. Information from these two questions is more subjective but equally important, and deserves special attention to analyse the differences between beliefs and practice in the educational field.

The representative sample of Early Childhood Education teachers from Catalonia was determined from all the population that belongs to 2315 schools, 586 of which are private centres (25.3%) and 1729 are state schools (74.7%). Sampling was randomised, according to ownership (private and state). Centres were defined at random, with sample size of every group being taken into account in order to maintain proportionality. With the aim of making data collection easier, it was the school the one that decided what two teachers were to answer the questionnaire. The sample, thus defined, has a 95% confidence level, and sampling error is +/- 8.6% for global data. 130 teachers participated, from all Catalonia.

The procedure to make the questionnaire available to schools was by post, at the attention of the centre's managing team. Questionnaires enclosed a letter explaining the research and the procedure to be followed. The collection of questionnaires lasted for two months. From the closed questions, we carried out a statistical analysis of information, by applying the SPSS statistical package.³ And from the open questions, a system of categories was devised for the qualitative analysis of data.

In order to study these data in more detail, 9 schools were selected according to ownership and in proportion with the population under study in Catalonia, with the aim of interviewing the teachers, who filled in the questionnaire, together with a member of the managing team. The interview was semi-structured, with 6 questions related to the questionnaire's functionality, and the possible consequences for educational practice at school.

Results

Final participation was of 130 participants, with 94.5% of them being women and only 5.5% men. According to ownership, 73.1% of Early Childhood Education centres were state schools, and 26.9% were private, with 71.4% of them being religious schools. It is worth mentioning that Early Childhood Education centres, despite their different ownership, share very similar characteristics in terms of basic curriculum, their professionals' qualifications, number of pupils per class, and their heterogeneity, as there are groups of boys and girls together.

The mean age of participants was 39.5 years. In Figure 1, we can see that 46.9% were included in the 36-50 age group, 42.2% in the 20-35 group, with a minority (10.9%) being included in the over-51 age group.

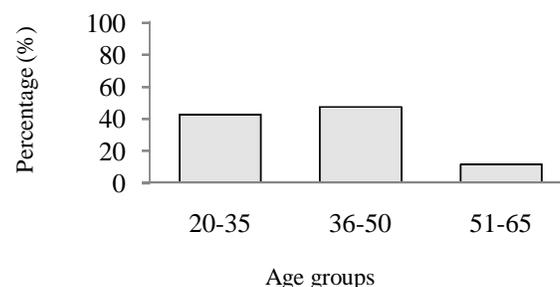


Figure 1: Age groups of Participants

Concerning their years of teaching experience, we can see that the mean is 14.4 years. Figure 2 shows that 44% of teachers have between 3 and 10 years of professional experience, with a decrease in percentages being noticeable with the more years of experience a teacher has. Nevertheless, we can see that 24.8% of participants have more than 21 years of experience.

³IBM SPSS Statistics package, version 19.

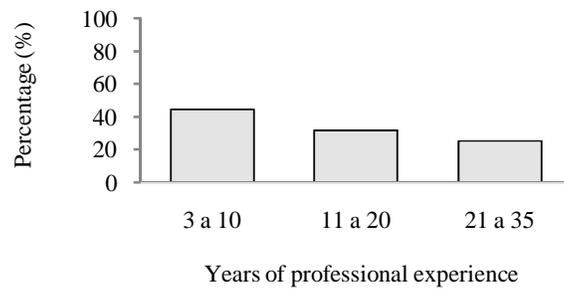


Figure 2: Years of Professional Experience

Quantitative Analysis of Results from the Institutional Field

Firstly, with regard to the institutional field, results show that the value of gender equity is present in institutional documents in 86.6%, between «quite» and «a lot». Secondly, data in Figure 3 show us that the presence according to gender of Early Childhood Education teachers and administrative staff lies between «not at all» and «a little»; and, despite this, there is 70.3%, between «quite» and «a lot», of presence according to gender in monitors of after-school activities. The increase of a more equitable presence according to gender in after-school activities could be justified by the fact that the monitors are usually young secondary education students, in many cases former students of the same educational centre, who provide the service as a collaboration with the school and, therefore, this is not a specific professional task.

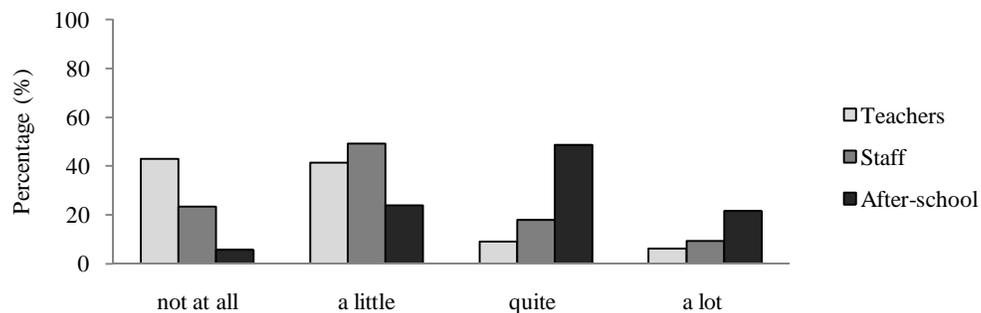


Figure 3: Presence of Professionals According to Gender

Figure 4 presents data concerning the possibilities of participation for both fathers and mothers in all the activities of the family-school relationship, with 79.2% of answers corresponding to «a lot», trying to promote an equitable representation of both parents. Despite these good results, we can see higher difficulty concerning equitable quality in content for these activities of the family-school relationship, with only 53.1% of answers being «a lot», as there is a tendency to maintain differentiated roles according to gender and they spontaneously emerge in the activities thus reproducing social stereotypes. A usual example is the greater representation of mothers, rather than fathers, in the different proposals of participation at school; for example, in activities related to meals, occasional collaborations in the classroom, attendance to meetings or interviews, etc.

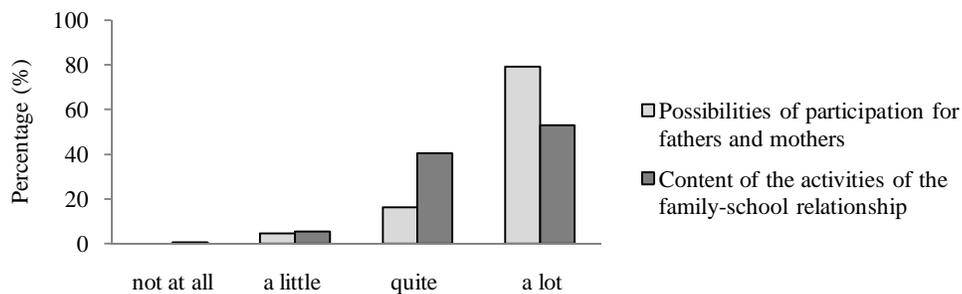


Figure 4: Family-School Relationship

The educational team recognises, as can be seen in Figure 5, with 43.5% of answers being «a little», the insufficient time that they devote to think about practices in the centre concerning gender-based discrimination or equity. The most significant data refers to the little or absent training that teachers (77.1%) and administrative staff (83.9%) have on this issue.

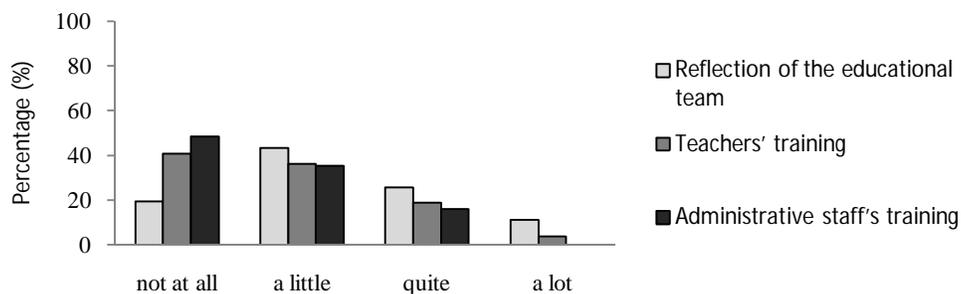


Figure 5: Training in Gender Equity

Quantitative Analysis of Results from the Didactic Field

Teachers observed that they take gender equity aspects very much into account in all the didactic or educational classroom activities, both in terms of types of activities, materials and classroom setting. All the answers corresponded to «a lot», in a percentage higher than 50%. In another aspect, with a lower percentage of 30.2% in «a lot», we can see that there is higher difficulty to provide pupils with stories that pay attention to equity. Moreover, we can see higher percentages, 93.8% of «a lot», for the distribution of class chores, and 80% of «a lot» for the equitable organization of small working groups. It is very significant that teachers' answers mainly correspond to the options «quite» and «a lot», which leads us to think that this is a field with greater awareness and attention paid to make education in the value of gender equity explicit.

Quantitative Analysis of Results From Personal Beliefs

We present the quantitative results concerning the presence of stereotypes in the teachers' beliefs according to differentiated treatment based on the pupil's gender, the child's skills, and finally according to maturation and type of play. Figure 6 shows that teachers establish no differences in the children's treatment due to their gender when telling them off or call attention to them (85.2% of «not at all»). They also express, in 82.9% of «not at all», that they use the same communication strategies for both genders. But concerning the amount of time that they need to solve emotional conflicts there is no general agreement, and we can observe that results are similar in «a little» (42.6%), «quite» (31.0%), and «a lot» (26.4%). Therefore, there are differences in how teachers perceive the behaviour of boys and girls in front of conflicts.

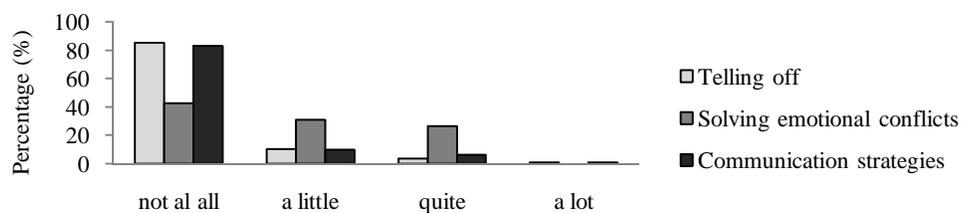


Figure 6: Presence of Stereotypes in the Teachers' Perceptions about Differential Treatment Depending on the Child's Gender

With regard to the possible differences in the children's skills, the answers of teachers have been very varied (see Figure 7). We can stand out that teachers do not think that boys are more independent than girls, with 57.4% of answers being «not at all» and 31.8% of «a little», thus avoiding most usual stereotypes. Concerning the fact that girls are more accurate in their assignments, are quieter, and promote a better working atmosphere, answers are very similar, with approximately 30% of answers in every possibility, with a tendency towards «not at all», «a little» and «quite», which shows that there is no gender-based discriminatory perception in connection with these beliefs.

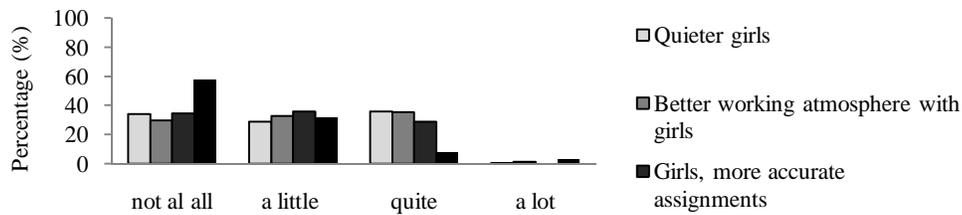


Figure 7: Presence of Stereotypes in the Teachers' Perceptions about the Child's Skills

Figure 8 corresponds to the presence of stereotypes in the teachers' perceptions on differences: in the children's process of maturation, with 55.4% of answers as «quite», they point at an earlier maturation in girls; with 41.5% of «quite», they show that boys tend to be more aggressive than girls; and, finally, concerning play, with 56.9% of «quite», they consider that boys engage in motor play more and, with 48% of «quite», they think that playing kitchen, which in Spain is linked to the female gender, is also usual in boys. We can see, then, that stereotypes are maintained although in some cases there are initial changes such as the fact that boys show interest in traditionally feminine play

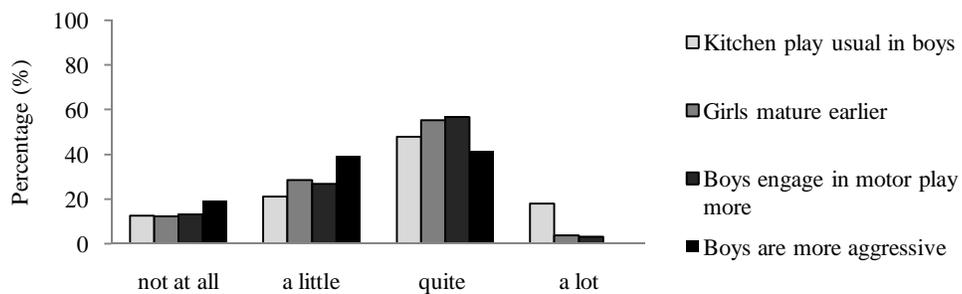


Figure 8: Presence of Stereotypes in the Teachers' Perceptions about Maturation and Kind of Play

Concerning the role of men as early childhood educators, teachers expressed that they perceive that families show no preference for a male or female early childhood teacher for their children, with answers in the «not at all» and «a little» being 73%. Finally, they observed that the male gender is not a guarantee of credibility to manage an educational centre, with answers being almost unanimous, 94.6% of «not at all». In accordance with the population under study, we can see that Early Childhood Education is a much feminised professional field and, therefore, results show the acceptance of the woman's cultural and social tradition in all the professional functions in Early Childhood Education schools.

Qualitative analysis

Data analysed come from the two open questions of the questionnaire to assess gender equity in Early Childhood Education. 61.5% of participating teachers answered them in a valid way, and the others either did not answer them or did so in a wrong or incomplete way, which made us reject them. Concerning the respondents, they all answered the first question, telling an equitable experience lived at the school. This was not the case in the second question, where they were supposed to explain a reality considered to be sexist or discriminatory, with only 53.8% of answers. This is, in itself, quite significant. Some thoughts emerge concerning: whether or not there are gender-based discriminatory experiences at school; whether it is difficult to recognise experiences where stereotypes in one's own professional experience are still maintained; or whether gender stereotypes are maintained in such a way that they condition an open debate at school.

The data from the narrations of experiences at school linked to gender-based equity or discrimination allowed us to establish the categories and subcategories shown in tables 1 and 2, according to the frequency of expressions that represent the same content and according to our literature review.

Thus, we can see in Table 1 that the categories with more presence when explaining a reality with equitable behaviours or measures are those referring to: giving children freedom of choice (for example, the boy that can choose to play kitchen or to use pink colours, or the girl that can choose to play football); taking gender equity into account when programming educational tasks in the classroom (for example, assigning chores in classroom management, and rotation in play corners); and applying equitable measures by the teaching team (for example, use of non-sexist language, encouraging presence of both fathers and mothers, and taking advantage of everyday events to intervene in education in values and more particularly in gender equity).

Table 1: Percentages of Categories and Subcategories from Equitable Answers

Categories	Subcategories	%
Freedom of choice regardless of gender	Choice of supervised activities, play (corners or playground) and colour of smocks	32.8%
Equitable programming	Organization taking into account gender of groups, chores, class activities, rotating play, and non-differentiating clothing	38.8%
Equitable measures from the teaching and managing teams	Non-sexist language	12.1%
	Compensation of male teachers	1.7%
	Inclusion of fathers and mothers in the family-school relationship	2.6%
	Taking advantage of everyday situations to think with children	12.1%

Concerning the data from narrations of sexist or discriminatory experiences, only one category was defined, as can be seen in Table 2: maintenance of gender stereotypes, with the corresponding subcategories.

Table 2: Categories and Subcategories Referring to Gender Discrimination

Categories	Subcategories	%
Maintenance of gender stereotypes	By the families	26%
	By the teachers and school professionals	14%
	By the boys and/or the girls	54%
	With measures from the managing team	6%

We can observe that the subcategory with a higher percentage (54%) refers to the maintenance of gender roles by the children themselves (for example, girls do the cleaning, boys don't cry, if a boy plays with dolls his peers will laugh at him, etc.). This, in itself, gives us a lot of information and room for thought: Can teachers observe in children those things they do not recognise in their own behaviour?; if children copy models, what is their reference: the family, the school or society? These questions lead us to examine the difficulties that we adults have, both as family and educators, when changing our non-equitable attitudes and practices, and make us think about the influence of culture and tradition, as well as consider the role of mass media, such as TV, in the maintenance of stereotypes.

The information collected via the questionnaire was supplemented with the information from the personal interviews. Specifically, we carried out 9 interviews in different schools, with 6 of them being state schools and 3 state-funded private schools. After analysing the content of the interviews, two types of centres emerge: firstly, schools and professionals that report having overcome the issue of gender inequity in Early Childhood Education; and secondly, schools and professionals that are able to develop self-criticism and criticism about the school and society in general. The former consider that gender equity is a value present in their educational intervention. Nevertheless, throughout the interview, these professionals use such expressions as: «When we go shopping for toys, we have in mind that there has to be variety... although girls are more interested in dolls and boys in cars», «We've been doing this for years...», «There's no need to consider this issue, publishing houses already take care of that...». The latter group of schools and professionals report their concern towards the new family structures and consider that the increase in immigration has implied many cultural differences at schools. This facilitates that children observe a wider diversity of models among which discriminatory behaviours that can be copied are more likely to happen. Some of their expressions were: «At a theoretical level, this is very clear for us, but at an unconscious level...», «Filling in the questionnaire has implied to think and pay more attention to the quality of our interaction with children ».

Conclusions and Proposals for Future Action

Firstly, we can confirm that the **presence** of males among the Early Childhood Education professionals in Catalonia is really a minority, as it is the case in the rest of Spain and most western countries.

In another aspect, results show a high level of awareness for formal, equitable manifestations in the educational field: at an institutional and school level, and also in the didactic preparation of educational classroom activities. Despite assessing all the current educational interventions very positively, we cannot consider this equity as achieved, because there were still, in line with what Tomé (2011) observed, some contradictions by teachers in the field of the professionals' personal beliefs. In this same sense, Abril and Romero (2008), in the conclusions of their report for the Gender Loops Project, expressed the evidence for the teachers' subjective perception of having overcome gender-based discrimination in their professional practice of everyday school, although this is not always coincidental with reality. Thus, overcoming stereotypes and prejudices seems to be easier at a conceptual level than when putting it into practice. There are often some contradictions, as some formal equity practices are already assumed that may suggest that stereotypes are overcome, but professionals go on reproducing, though unconsciously, models of our society with sexist values and attitudes still too present. An example of this situation is the answers concerning spontaneous play and differences, according to gender, in their maturation level. In the same direction, we can see some of the contributions made in the interviews: when female teachers expressed that the value of gender equity is present and, even, overcome at school, but on the other hand they applied slightly sexist criteria when buying toys or in other usual educational activities.

In the qualitative analysis, the presence of discriminatory behaviours by members of the educational community also became apparent, and these behaviours even occur in the children themselves in play situations.

This can be accounted for not only by the influence of the family context, but also by the media context, mainly the TV, and publicity (Camps, 2003; Minow, 1995), which we consider to be one of the most aggressive fields in the continuity of gender stereotypes that have a more direct influence on children's education. In this perspective, Grau and Margenat (1992) reported, from their results on the observation of children's play, a high rate of reproduction of gender stereotypes. The evidence that discriminatory behaviour is more easily identified in children leads us to rethink our study and requires starting from a wider approach, beyond the school framework. In order to achieve a real change beyond formal data, families have to get involved in the educational process; therefore, a fluent relationship between school and family is necessary. In this sense, we can cite, for example, the study conducted in the Bages County by the team of professionals of the Bages County Council and professors Viguer and Solé (2011). We believe that schools have to go beyond their physical setting and open up to their social environment, by designing their educational proposals widely, with an integration of all the contexts that children develop and learn.

This argument reflects the need to tackle teachers' initial training at universities, as well as their continuing training. Contributions by Piaget (1974), Kolberg (1982) and Gilligan (1982) are crucial to understand moral development and in connection with gender. We can remember that the first two authors, Piaget and Kolberg, approached moral development on the basis of the pursuit of social justice and underlying values that are particular to traditional masculinity. Later, Gilligan (1982) explained moral development in women on the basis of the significance of interpersonal relationships and taking care of others. In this sense, she proposed a possible complementary nature between values related to «justice», usually associated with the male gender, and values related to «caring», usually associated with the female gender. It is also interesting to know the contributions by Camps (1990) when she explains the relationship between the ethics of caring and the «private sphere» of behaviour, culturally associated with the female gender, and the relationship between the ethics of justice and the «public sphere» of behaviour, culturally associated with the male gender. Or the contributions by Benhabib (1990) when she advocates that the moral judgment among the female population is highly contextualised and develops with strong empathy. According to this author, we can observe the “generalised other” (pursuit of universal justice, Piaget and Kohlberg) with the «concrete other» that includes what is particular, more specific. In concordance with these new approaches, educational intervention programmes are being carried out, as mentioned before, in different educational stages, also in secondary education (Lojo, 2005; Pescador, 2012). The latter author contributes with the Ulysses project,⁴ to help adolescents define their masculinity or femininity without necessarily resorting to cultural stereotypes.

⁴<http://www.igualdaddegeneroyeducacion.es/documentos/Talleres> and <http://www.masculinidades.com>

Finally, we want to emphasise the importance of not forgetting that those models that adults (family and school) offer to children are very significant models and very probably they will imitate them. The power of the hidden curriculum (Bonilla & Martínez, 1992; Leal, 2003; Martino, 2008) is apparent when, without noticing and despite our good intentions, we engage in discriminatory or stereotyped attitudes that we thought were overcome. Often previous education and our unconscious do not really help, precisely.

We know that processes of reflective practice may result in an improvement in educational practice and then a higher level of educational quality. At present, our school has to integrate children from very diverse cultures where equalitarian values may not be so present; we cannot forget, on the other hand, the importance of offering non-discriminatory educational models as a prevention of gender violence.

On the basis of the previous conclusions, we propose the following measures in order to enhance the value of gender equity in our country:

- To promote, equitably and in accordance with educational institutions, an increase in the number of male professionals in Early Childhood Education Centres, both in the 0-3 stage and the 3-6 stage, with the aim of offering pupils some socio-educational models with more equitable gender-based presence in accordance with social reality (Vendrell et al., 2009).
- To increase the number of teaching quality improvement projects from internal work, which makes it possible to assess and think about gender equity (Viguer & Solé, 2011).
- To develop awareness workshops in gender equity for teachers, administrative staff and families.
- To increase education in values, particularly in gender equity, in the training curricula of Higher Education Schools and Colleges of Education.
- To promote policies that enhance, from public institutions, an equitable treatment that rejects the use of gender stereotypes in all actions and particularly in the media world, thus promoting a less discriminatory environment.

References

- Abril, P. & Romero, A. (Eds.) (2008). «Introduciendo el género en los planes de estudio del profesorado de educación infantil» [Introducing gender in the curriculum for Early Childhood Education teachers]. Project Gender Loops, Leonardo da Vinci, N° D/06/B/F/PP/146. Retrieved 20 October 2011 from <http://www.genderloops.eu/docs/curriculum-es.pdf>
- Àngel, C. (2006). «Visió panoràmica de l'atenció a la petita infància dins el marc europeu» [General view over attention in early childhood within the European framework]. In F. Casas (org.) *Infants, drets dels infants i la seva qualitat de vida: algunes aportacions des de la recerca psicològica a Catalunya* [Children, rights of children and their quality of life: Some contributions from psychological research in Catalonia], 11-28. Girona: Documenta Universitària.
- Benhabib, S. (1990). *El otrogeneralizado y el otroconcreto: la controversia Kohlberg- Gilligan y la teoría feminista* [The generalized and the concrete other: the Kohlberg-Gilligan controversy and feminist theory]. In S. Benhabib & D. Cornell, *Teoría feminista, teoría crítica* [Feminist theory, critical theory]. Valencia: Alfons el Magnànim.
- Bolaños, M.C., González, M.D., Jiménez, M., Ramos, M.E., & Rodríguez, M.I. (1999). «Educación afectivo sexual en educación infantil. Guía para el profesorado» [Affective and sex education in Early Childhood Education. Guide for Teachers]. Junta de Andalucía, Consejería de Educación y Ciencia e Instituto de la Mujer. Retrieved 22/09/2011 from http://www.educagenero.org/ESJunta/Infantil/guia_profesorado_infanti.pdf
- Bonilla, A. & Martínez, I. (1992). «Análisis del Currículum oculto de los modelos sexistas» [Analysis of hidden curriculum of sexist models]. In M. Moreno (Ed.), *Del silencio a la palabra. Coeducación y reforma educativa* [From silence to words. Coeducation and educational reform], 60-92. Madrid: Ministerio de Asuntos Sociales. Instituto de la Mujer
- Camps, V. (1990). *Virtudes públicas* [Public virtues]. Madrid: Espasa Calpe.
- Camps, V. (2003). La violencia en la televisión: ¿qué debemos hacer? [Violence on TV: what can we do?] *Quaderns del CAC*, 17, 3-14.
- Drudy, S., Martin, M., Woods, M., & O'Flynn, J. (2005). *Men and the Classroom: Gender imbalances in teaching*. London: Routledge.
- Escardibul, C., & Otero, M. (1995). *Programa de igualtat d'oportunitats per a noies i nois a l'escola: cicles inicial, mitjà i superior* [Programme of equal opportunities for girls and boys at school: initial, mid and higher cycles]. Barcelona: Generalitat de Catalunya, Departament d'Ensenyament: Institut Català de la Dona.
- Fraser, N., & Honneth, A. (2003). *Redistribution or recognition? A political – philosophical exchange*. London: Verso.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

- Grau, X., & Margenat, M. (1992). «El juego y los modelos de género» [Play and gender models]. In M. Moreno (Coord.), *Del Silencio a la palabra* [From silence to words], 47-58. Madrid: Ministerio de Asuntos Sociales. Instituto de la Mujer. Colección Estudios no. 32.
- Jensen, J. (2000). «Men as workers in Childcare Services. A discussion paper». (ED 403 080 PS 025 006) European Commission Network on Childcare. London.
- Kohlberg, L. (1982). Los estadios morales y la moralización [Moral stages and moralization]. *Infancia y Aprendizaje*, 18 (2), 33-52.
- Leal, A. (2003). «Mirar y pensar desde la cultura de género» [Observing and thinking from gender culture]. *Anuario de psicología*, 34 (2), 279-290.
- Lojo, M. (2005). Atenció a la diversitat de l'ESO des d'una perspectiva de gènere [Attention to diversity in Compulsory Secondary Education from a gender perspective]. Barcelona, Departament d'Educació, Generalitat de Catalunya. Retrieved 7 May 2010 from <http://www.xtec.es/sgfp/licencias/200405/memories/977m.pdf>
- Mancus, D.S. (1992). Influence of male teachers on Elementary School children's stereotyping of teacher competence. *Sex Roles: A Journal of Research*, 26 (3-4), 109-128.
- Martino, W.J. (2008). Male teachers as role models: Addressing issues of masculinity, pedagogy and the re-masculinization of schooling. *Curriculum Inquiry*, 38(2), 189-223.
- Minow, N.N. (1995). *Abandoned in the Wasteland. Children, television and the First Amendment*. New York: Hill and Wang.
- Moss, P. (2000). «Workforce Issues in Early Childhood Education and Care», Institute for Child and Family Policy, Columbia University: New York. Retrieved 26/07/2011 from http://www.childpolicyintl.org/publications/Workforce%20Issues%20in%20Early%20Childhood%20Education%20and%20Care_Peter%20Moss.pdf
- Peeters, J. (2008). *The construction of a new profession. A European perspective on professionalism in Early Childhood Education*. Amsterdam: SWP Publishers.
- Pescador, E. (2011). Reconstrucción de masculinidades [Reconstruction of masculinities]. In M. Jiménez, V. Robles, F. Añños, & F.J. del Pozo (Coords.), *Educación para la igualdad: Reflexiones y propuestas* [Education for equity: Reflections and proposals] (pp. 165-176). Granada: Natívola.
- Piaget, J. (1974). *El criterio moral en el niño* [The moral judgment of the child]. Barcelona: Fontanella. (original edition 1932)
- Rolfe, H. (2005). *Men in Childcare*. National Institute of Economic and Social Research. Manchester (1 84206 156 9)
- Roset, M., Pagés, E., Lojo, M., & Cortada, E. (2008). *Guia de coeducació per als centres educatius: pautes de reflexió i recursos per a l'elaboració d'un projecte de centre* [Coeducation Guide for educational centres: reflection patterns and resources to develop a centre project]. Generalitat de Catalunya, Institut Català de les Dones.
- Subirats, M. (Coord.) (1993). *El sexismo en los libros de texto: análisis y propuesta de un sistema de indicadores* [Sexism in textbooks: Analysis and proposal of a system of indicators]. Madrid: Instituto de la Mujer.
- Tomé, A. (2011). «Los valores que sustentan la coeducación: el valor de la autonomía en niñas y niños de 6 años» [Values underlying coeducation: The value of autonomy in 6-year-old girls and boys]. Lecture given on 4 May 2011. Emakunde: Instituto vasco de la Mujer. Retrieved 26 September 2011 from http://www.emakunde.euskadi.net/u72ahikcon/es/contenidos/informacion/nahiko_materialak/es_ponencia/adjuntos/Los%20valores%20que%20sustentan%20la%20coeducacion_AMPARO%20TOME.pdf
- Torres, G., & Arjona, M.C. (1993) «Coeducación» [Coeducation]. *Temas transversales del currículum*, 2, 77- 154. Junta de Andalucía. Retrieved 10/05/2010 from http://www.educandoenigualdad.com/IMG/pdf/Coeducacion_en_EInfantil.pdf
- Vendrell, R., Baqués, M., Dalmau, M., Gallego, S., & Geis, A. (2008) «La educación en valores y actitudes igualitarias: los varones estudiantes de magisterio de educación infantil» [Education in values and equalitarian attitudes: Male students of Early Childhood Teacher Training]. *Revista de Ciencias de la Educación*, 214, 223-233.
- Vendrell, R., Baqués, M., Dalmau, M., Gallego, S., Geis, A., & Frapiccini, P. (2009). L'enseignement et l'apprentissage des valeurs et des attitudes égalitaires: des hommes éducateurs dans les Ecoles d'Education Infantile (0-6 ans) [Teaching and learning values and equalitarian attitudes: Male educators in Early Childhood schools (0-6 years)]. In 19 European Early Childhood Education Research Association Annual Conference EECERA: Diversities in Early Childhood Education, Strasbourg.
- Viguer, P., & Solé, N. (2011). «Debate familiar sobre valores y convivencia: una investigación participativa para implicar a las familias en el análisis y la transformación de su realidad» [Family debate about values and coexistence. A participatory research to get families involved in the analysis and transformation of their reality]. *Cultura y Educación*, 23(1) 105-118.

Questionnaire for Early Childhood Education Teachers

This questionnaire, to be completed individually, aims at assessing equity in the Early Childhood Education stage, particularly concerning non-discrimination of pupils due to their gender. Below you can find a group of statements on elements related to the school, children and your task as a teacher. Please answer considering your own experience.

Instructions to answer this questionnaire:

- Please mark the cell corresponding to your choice with a cross.
- Two explanatory proposals are presented that you can optionally answer.
- Would you like to write down notes, there is a space for this purpose at the end of the questionnaire.

Gender: Male Female

Age: _____ **Years of experience in Early Childhood Education:** _____

School: State

State-funded Private: Religious

Not religious

Private

	Not at all	A little	Quite	A lot
Elements of analysis in the institutional field				
1. The school management documents include the philosophy on gender equity beyond non-sexist language.				
2. Both genders are represented in the teaching staff of Early Childhood Education.				
3. Both genders are represented in the school service tasks (dining rooms, reception, cleaning, etc.).				
4. The centre’s educational team shares moments of reflection about the team’s behaviours related to gender equity, non-discrimination due to gender.				
5. Both genders are represented in the staff in charge of after-school activities.				
6. Services and administrative staff are provided with training to promote their relationship with pupils in gender equity.				
7. The school’s teachers are provided with training to promote their relationship with pupils in gender equity.				
8. Participation of both fathers and mothers is encouraged in all the activities for the family-school relationship.				
9. In the content of activities for the family-school relationship, gender equity is taken into account.				
Elements of analysis in the didactic field				
10. Gender equity is taken into account when developing classroom programming, both regarding language and content of didactic proposals.				
11. Pupils have children’s tales at their disposal where gender stereotypes are compensated.				
12. Working sheets for pupils are elaborated considering the overcoming of gender stereotypes.				
13. Classroom setting and documents are elaborated trying to avoid gender stereotypes.				
14. Printed material used at school is respectful with gender equity.				
15. Choice of toys is carried out with gender equity criteria.				
16. Distribution of chores is carried out among boys and girls indiscriminately.				
17. Representation of both genders is considered when making small groups in monitored activities.				

	Not at all	A little	Quite	A lot
Elements of analysis in the personal field				
18. I think that playing kitchen is usual among boys.				
19. I think that you have to tell off boys more often than girls.				
20. I think that girls are quieter than boys.				
21. I think that in classrooms with more girls there is a better working atmosphere.				
22. I think that girls develop graphic activities more accurately.				
23. I think that boys are more independent than girls.				
24. I think that, with girls, it takes me more time to solve emotional problems.				
25. I think that, in general, girls mature earlier than boys.				
26. I think that boys play motor games more.				
27. I think that boys tend to be more aggressive than girls.				
28. I think that I use different communication strategies (voice tone, use of generic words, etc.) whether I am talking to a girl or a boy.				
29. I think that, with the same professional quality, families prefer a female teacher rather than a male teacher in Early Childhood Education.				
30. I think that it is better if the school has a headmaster, rather than a headmistress, for credibility reasons.				

Please, can you explain a situation that you lived at school as evidence of gender-based non-discrimination, gender equity?

And a situation lived at school as evidence of gender-based discrimination, gender non-equity?

Notes

Thank you very much for your cooperation!!

ⁱⁱWith support from the Catalan Institute for Women.Generalitat de Catalunya. (ASC/ 1148/ 2010. Exp.: U-59/ 10)