

## ECaRoM long Checklist on gender stereotypes, masculinities and care in education

### CONTEXT

The “Early care and the role of men” (EcaRoM) project is a European funded project that focuses on gender, masculinities and the role of men in early education. It involves 6 European countries and partners: Dissens Institut für Bildung und Forschung e.V.–Germany (coordinator), Verein für Männer-undGeschlechterthemen Steiermark –Austria, The Peace Institute –Slovenia, Istituto degli Innocenti –Italy, Center of Women's Studies and Policies – Bulgaria, Center for Equality Advancement –Lithuania.

### AIMS AND SCOPE OF CHECKLIST

We encourage you to use this checklist in order to observe issues related to gender stereotypes, masculinities and care in your school/kindergarten. We invite you to observe, monitor and document your work and the work carried out in your facility to answer to the following questions.

#### 1) TOOLS: USE OF BOOKS

Books are a fundamental tool in education and are one of the most important instruments to either reproduce and reinforce gender stereotype or propose more gender equal representations of reality.

Checklist for books (both kindergarten books that illustrate stories/fairy tales and learning books for primary schools) (DEE)

Please estimate the percentage of books which focus on ...	Percentage of books (estimate)
... non-stereotypical representations of gender ...	
... women/girls as strong and adventurous ...	
... men/boys as caring and helpful to others ...	
... other genders than female and male ...	
... diversity of families (e.g. parents, female, single parent, male single-parent, same-sex-parents, patchwork, ...) ...	
... un-typical occupations (boys in care, girls in technic) ...	

#### 2) CARE

EcaRom project focuses on the centrality of care in education and aims at promoting the concept of caring masculinities so that boys are taught about the importance of care for themselves, the others, the environment from an early age. In the next section we ask you to analyse how you and your colleagues develop care activities with children and especially with boys.

Which care activities do you practice with children on an everyday basis? For which activities do you ask the help of children? How? To whom? How is making up a room after playing time, for meals preparation and for rest organised?

Please estimate the percentage of boys participating the following activities ...	Percentage of boys participating
... tidying up toys	
... preparing for lunch/meals	
... tidying up after meals	
... consolation of a friend	
... gardening	
... taking care of pets	

Are there any specific caring activities in which you engage boys? Which?

How do you engage boys? Reflect on you day to day actions.

### 3) OCCUPATIONS AND PROFESSIONS

Occupations and professions are still a gendered area of human activity in a number of cases as some professions continue to be predominantly performed by men (e.g. scientific and technic) and others by women (education and care). Given the focus of the EcaRom project we are particularly interested in how you address care professions.

- which of the learning materials /playing materials (pictures, videos, games, toys, books, cartoons) portray a distribution of work, family roles and occupation in a gender equal way?  
 Name the resources:
- Are these resources sufficient and proper to provide gender equal examples? What do you miss?  
 Reflect:
- Which professions are most often discussed and how?
- Please describe examples in which men in caring occupations are addressed in the work with children
- Do you involve supporting school/kindergarten personnel like cooks, cleaning ladies/men, janitor in work with children? How, can you describe examples?

#### SOCIAL ATTENTION

Do you sometimes address issues like poverty, migration, social exclusion, minorities in conversations with children? At which occasion? How (do you invite guests in the kindergarten/school, organise thematic days etc.)?

What are your experiences with inclusion of minority (for instance Roma children), migrant, asylum seekers, children coming from disadvantaged socio-economic situation?

#### CARE FOR ENVIRONMENT

How do you engage children in ecological activities (do you organise a cleaning day, collecting trash, competition in collecting paper/plastic?) Reflect on gender.

#### SOCIAL HIERARCHIES, POWER RELATIONS AND VIOLENCE

Do you have issues with violence in your classroom? How do you deal with it?

Do you practice any specific gender equality game/event/routine/trigger in your group of children?

How do you include children, who are shy or silent or tend to be isolated within the group?

#### 4) CLOTHING

Clothing is another instrument of gender socialization and children are confronted since an early age with norms and values about outfit. Social norms generally lead to limited choices for girls and even more for boys in relation to their physical appearance and clothing. Please pay attention to the following items:

- How often do you welcome children with sentences like 'you are very pretty today' or 'what a nice dress you wear today'? Who are these children? How do welcome rituals and sentences differ with different children?

#### 5) ATTENTION AND PERSONNEL HELP

Please think about typical situations when children ask for support. In which ways are different children (gender, age) involved in these situations? In which way does the gender of the child matter when pedagogues provide support?

#### 6) FAMILIES AND THE ROLE OF FATHERS AND MALE RELATIVES

Families are the first agent of gender socialization as mothers/fathers and other relatives represent the first models for children. In this section we are particularly interested in how you and your colleagues relate to fathers and male relatives as generally information about children is provided mostly mothers. This is related to norms and values around care (mainly linked to women) and also to work models (male breadwinner and female co-earner).

1. How do you relate with parents? Do you relate primarily with mothers? Do you provide different information to mothers and fathers?
2. Are male relatives (grandfathers, siblings, etc.) of the children involved in the school/kindergarten and how?
3. In case, the child hurts himself/herself, whom of the parents or near relatives of the child do you usually call? Think about all children in your facility and estimate the percentage of near relative (e.g. mother, father) you call in case of emergency. Please describe the results.



## 7) TRAINING

Training about gender stereotypes in education is essential for educators and teachers to develop a gender sensitivity but in many countries is not part of the official curriculum.

1. Do you think that during your occupational education you were provided with sufficient and adequate knowledge and tools how to deal with gender stereotypes? Y/N and explain
2. Have you been involved in any additional trainings about gender stereotypes and how to address them in kindergartens? Y/N  
If yes, recall:

## 8) SELF REFLECTION ON GENDER STEREOTYPES

Gender stereotypes are deeply entrenched in our existence and often they influence our behaviour unintentionally, please answer the following:

1. Have you ever reflected on how your own gender socialization has influenced your attitudes with children in your work? For instance do you react differently to boys and girls behaviours? Do you interpret differently feelings of boys and girls (sadness, anger, joy, fear)? Do you have different communication styles (e.g. tone and volume of voice, body language, words used) ?
2. Have you ever video-recorded your interactions with children or kept a gender diary in order to reflect on your attitudes in relation to gender stereotypes?

## 9) DIVERSITY IN YOUR INSTITUTION

Reflect about the diversity of the staff in your institution: Are there different ... in your facility?  
 Genders \_\_\_\_\_  
 Ethnic backgrounds \_\_\_\_\_  
 Age \_\_\_\_\_  
 Education \_\_\_\_\_  
 Other \_\_\_\_\_

## ECaRoM short Checklist for caring masculinity supportive ECEC

1. Are boys offered the same toys/games/books/activities as girls?
2. Do you use books where people are showing working together for a change (rather than acting as individual (male) heroes?)
3. Do you engage boys in tidying up toys?
4. Do you engage boys in preparing tables for meals and cleaning after meals?
5. Do you involve boys in consolation of a friend if needed?
6. Do you involve boys in assisting in (un)dressing to a friend?
7. Do you encourage children to play in gender mixed groups?
8. Do you invite girls to play football and boys to play with dolls?
9. Do you react differently to boys and girls behaviours?
10. Do you interpret differently feelings of boys and girls (sadness, anger, joy, fear)?
11. Do you have different communication styles (e.g. tone and volume of voice, body language, words used) when interacting with boys or girls?
12. Do you pay attention that all children are equally involved and receive your attention?
13. Do you involve supporting school/kindergarten personnel like cooks, cleaning ladies/men, janitor in interaction with children?
14. Do you use role models/examples of men in caring role (like involved father, male nurse, eco activist)?
15. Do you discuss/play caring occupations with children?
16. Do you present men examples of nurses, kindergarten teachers, social workers, elder carers in books, videos or other resources?
17. Do you sometime invite a male care worker in a group to discuss his work with children?
18. Do you visit a nearby eldercare home with kids?
19. Do you invite disabled person in a group to talk with children?
20. Do you offer examples how children can take care for their grandparents?
21. In your work with families, do you engage also fathers, grandfathers, brothers?
22. In case the child gets sick, whom do you usually call?
23. Do you pay attention to the gender equality in the classroom?
24. Do you discuss films, videos, books, cartoons from a gender equality perspective too?
25. Do you foster empathy and solidarity in the group and in society and general?
26. Do you discuss with children situation of people pushed on the margins of society (Roma, refugees, migrants, living in hard economic situation)?
27. Do you discuss different forms of families (LGBT, single parents, reconstructed, multigenerational, transnational) and how care is divided within them?
28. Have you attended any training on gender equality?
29. Did you receive any training on men and masculinities?

The project ECaRoM was co-funded by the European Commission, DG Justice and Consumers Rights, Equality and Citizenship Programme (REC-AG) and in Germany by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, in Austria by the Federal Ministry of Social Affairs, Health, Care and Consumer Protection and the Ministry of Education, Science and Research.



**Co-funded by  
the European Union**



Federal Ministry for  
Family Affairs, Senior Citizens,  
Women and Youth



Federal Ministry  
Republic of Austria  
Education, Science  
and Research

The contents of this publication are the sole responsibility of the ECaRoM project team, and can in no way be taken to reflect the views of the European Commission or of the other co-financing institutions.