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Presentation on the 22<sup>th</sup> EECERA annual conference, 31.8.2012,

## Abstract

The author presents research conducted within the framework of the Norwegian Action plan on Gender Equality (2008-2010). The goal of gender equality is enforced through laws, regulations and curricula, including the administrative platforms for learning and teaching in Early and Primary education. Equality in ECE centers involves rights, power, and liberating relationships. Therefore, questions of equality are a question of democracy (Rossholt 2003). Gender equality is equally important for boys and girls, and actions need to include both sexes (Emilsen 2011). But, as studies show, ECE centers (ECECs) give only limited attention to gender equality (KD 2010, Østrem et al. 2009).

Several projects in nine ECECs have focused on gender equality. The aim of the projects was to increase awareness of the significance of gender in ECECs and provide gender equal options, attention and care in ECECs. Another goal was the recruitment of more men to ECECs. A variety of methods, approaches and measures were used during the project period to achieve and evaluate the aims of the Action plan.

In the mentioned ECECs, a survey was conducted to measure employee's perceptions of gender equality and diversity. The questionnaire was mainly quantitative, but included several open questions.

Equality between men and women, boys and girls is a basic value in Norwegian society. But results show that the employee's hold divergent perceptions of what equality implies, and that it is difficult to define what gender equality and diversity mean in everyday practice. Implications for the further development of strategies for gender equality in ECECs are discussed.

## Bibliography

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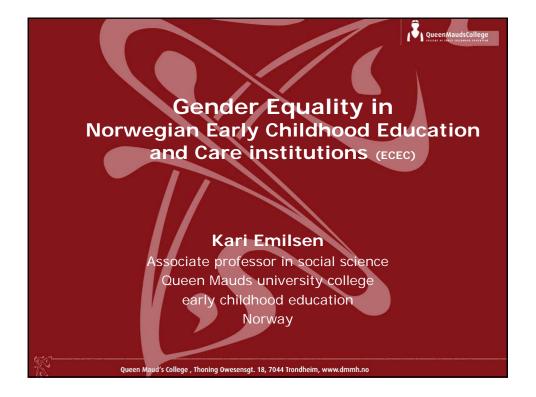
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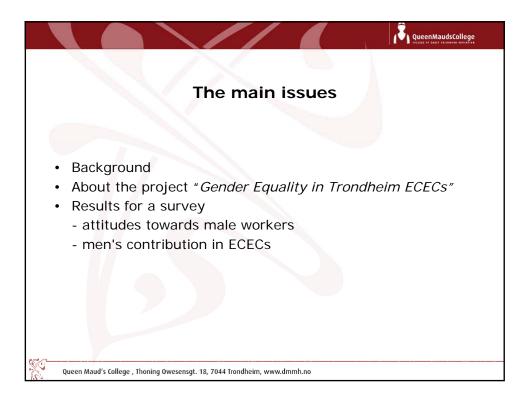
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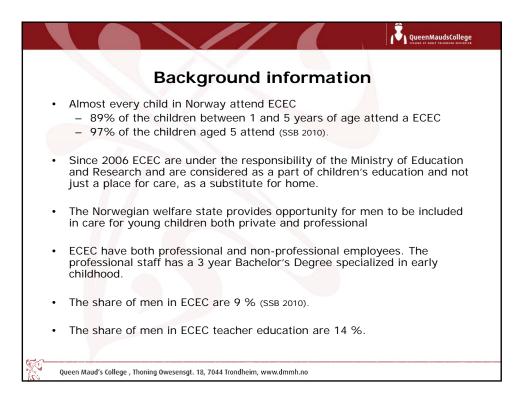
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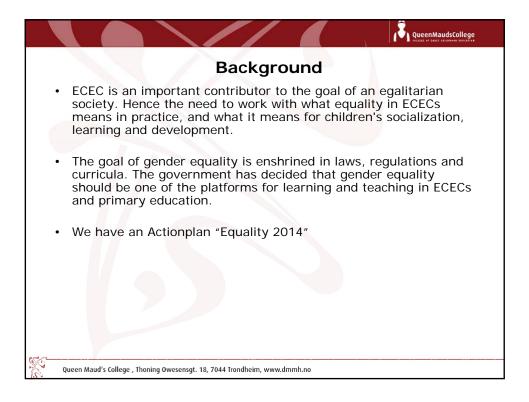
## Keywords

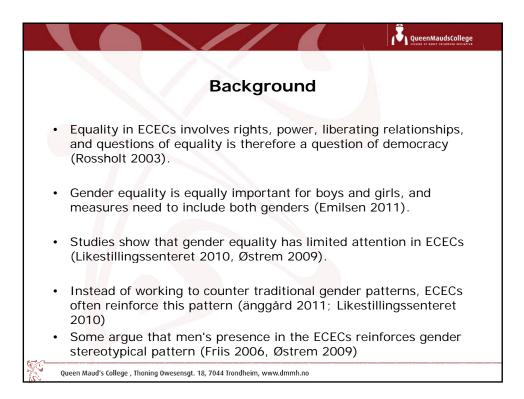
Gender equality, Gender balance, male workers

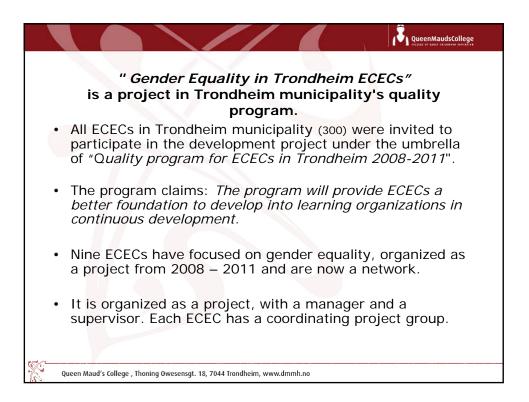


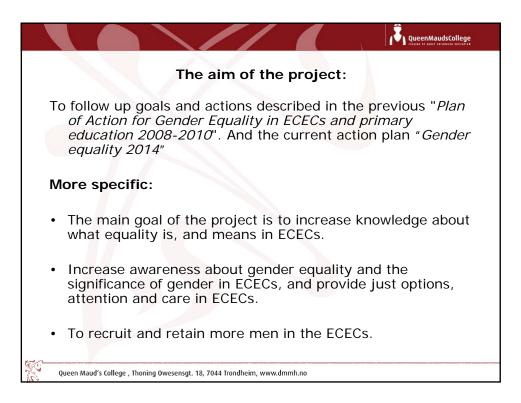


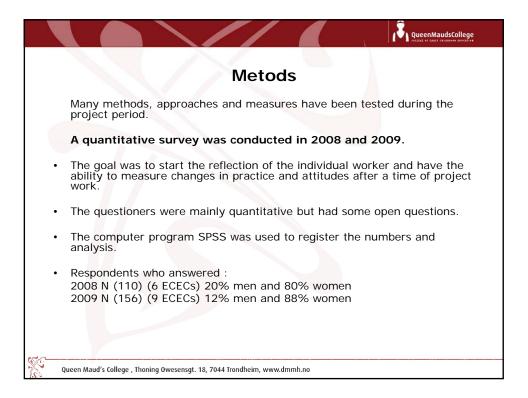


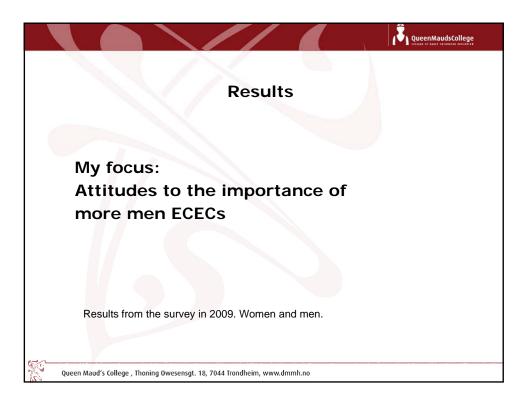










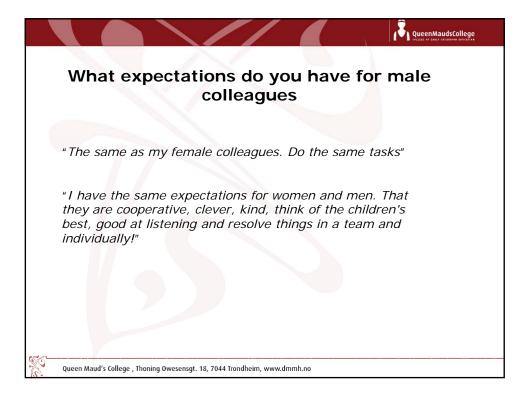


	t is important to lean in ECECs gene	
	Frequency	Valid Percent
Disagree very	4	2.6
Disagree	4	2.6
Slightly disagree	8	5.2
Agree a little	22	14.3
Agree	26	16.9
Agree very	90	58.4
Total	154	100
System missing	2	
Total	156	

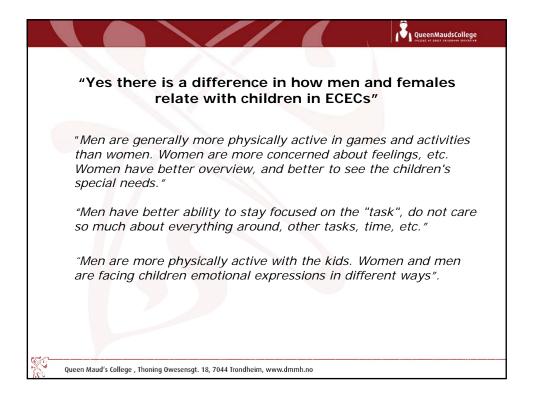
I think it is important to have more male staff in our ECEC		
	Frequency	Valid Percent
Disagree very	5	3.2
Disagree	6	3.9
Slightly disagree	11	7.1
Agree a little	35	22.6
Agree	39	25.2
Agree very	59	38.1
Total	155	100
System missing	1	
Total	156	

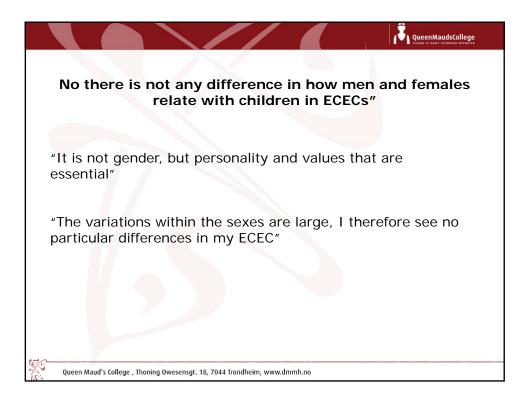
I do not want men in the department for "any price"		
	Frequency	Valid Percent
Disagree very	23	15.2
Disagree	10	6.6
Slightly disagree	8	5.3
Agree a little	18	11.9
Agree	35	23.2
Agree very	57	37.7
Total	151	100
System missing	5	
Total	156	

colle	eagues than to fe	ons for male emale
	Frequency	Valid Percent
Disagree very	63	42.3
Disagree	26	17.4
Slightly disagree	17	11.4
Agree a lit <mark>tl</mark> e	28	18.8
Agree	11	7.4
Agree very	4	2.7
Total	149	100
System missing	7	



	Frequency	Valid Percent
Yes	109	74.1
No	16	10.9
Do not kn <mark>o</mark> w	22	15
Total	147	100
System missing	9	
Total	156	





I think it's different to work in an ECEC where there is a male head		
	Frequency	Valid Percent
Disagree very	9	6.0
Disagree	15	10.1
Slightly disagree	36	24.2
Agree a little	39	26.2
Agree	35	23.5
Agree very	15	10.1
Total	149	100
System missing	7	
Total	156	

