



Publication list 2022 (July)

Publications on men, women and gender balance in ECEC in 2022

English

Reports

Bernacchi, Erika, Di Grigoli, Antonio R., Hrženjak, Majda & Humer, Živa (Eds.) (2022). *Caring masculinities in early childhood education and care services and primary schools in Europe. ECaRoM – Early Care and the Role of Men. Transnational report*. Berlin: Dissens - Institut für Bildung und Forschung e.V. <https://ecarom.eu/wp-content/uploads/2022/03/Transnational-report-EcaRom-final.pdf>

Di Grigoli, Antonio R., Bernacchi, Erika & Bicchieri, Luca (2022). *ECaRoM - Early Care and the Role of Men. National Report – Italy*. Florence: Istituto degli innocenti. https://ecarom.eu/wp-content/uploads/2022/02/ECaRoM_Report_Italy_ENGLISH.pdf

Suppan, Veronika & Scambor, Elli (2022). *Masculinities and care: Analysis of needs for gender sensitive early childhood education. National report of the Early Care and the Role of Men (ECaRoM) project – Austria*. Vienna: Institute for Masculinity Research and Gender Studies. https://ecarom.eu/wp-content/uploads/2022/04/Ecarom_national-report_AT_EN.pdf

Journal and book articles

Bhana, Deevia, Moosa, Shaaista, Xu, Yuwei & Emilsen, Kari (2022). Men in early childhood education and care: on navigating a gendered terrain. *European Early Childhood Education Research Journal*, 1–14. <https://doi.org/10.1080/1350293X.2022.2074070>

Brody, David & Andrä, Markus (2022). “It wasn’t A Romantic Marriage”: A Metaphor Analysis of Male Early Childhood Educators’ Career Narratives. *The Journal of Men’s Studies*, 106082652210961. <https://doi.org/10.1177/10608265221096157>

Fukkink, R. G. (2022). Caregiver–child relationships in after-school care: the role of gender and the gender match. *Early Child Development and Care*, 1–14. <https://doi.org/10.1080/03004430.2022.2046565>

Santos, Maria H., Cruz, Eduardo F. & Marques, António M. (2022). Gender and pre-school: The Experiences and strategies of male early childhood educators. *Cadernos de Pesquisa*, 52. https://doi.org/10.1590/198053148974_en

Xu, Yuwei, Schweisfurth, Michele & Read, Barbara (2022). Men’s participation in early childhood education and care (ECEC): comparative perspectives from Edinburgh, Scotland and Tianjin, China. *Comparative Education*, 1–19. <https://doi.org/10.1080/03050068.2022.2062950>

German/Deutsch

Dissens – Institut für Bildung und Forschung e.V. (2022). *Fürsorgliche Männlichkeiten in der Kindheits- und der Grundschulpädagogik in Deutschland* (Holtermann, Daniel, Hrsg.). Berlin.

https://www.dissens.de/fileadmin/ECaRoM/Holtermann_Daniel_Hrsg._2022_Fuersorgliche_Maennlichkeiten_in_der_Kindheits-_und_der_Grundschulpaedagogik_in_Deutschland.pdf.

Rohrmann, Tim & Andrä, Markus (2022). Berufswege von Männern in Kindertageseinrichtungen: Bedingungsfaktoren für Ausstieg oder Verbleib im Arbeitsfeld. *Perspektiven der empirischen Kinder- und Jugendforschung*, 8 (1), 5–22.

https://fel-verlag.de/files/u757/Perspektiven_1_2022_Jg_8_1.pdf

Scholand, Barbara & Thielen, Marc (2022). Benachteiligte junge Männer in der Ausbildung zur Sozialpädagogischen Assistenz: Potenziale für die Transformation von Männlichkeit? *Gender – Zeitschrift für Geschlecht, Kultur und Gesellschaft*, 14 (2-2022), 26–41.

<https://doi.org/10.3224/gender.v14i2.03>

Portuguese/Português

Santos, Maria H., Cruz, Eduardo F. & Marques, António M. (2022). Gênero e pré-escola: Experiências e estratégias de homens educadores de infância. *Cadernos de Pesquisa*, 52.

<https://doi.org/10.1590/198053148974>