



## Publication list 2022 (updated December 2023)

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

### Brazil

Perspectivas em Diálogo: Revista de Educação e Sociedade (2022). Dossiê Temático: Atuação de professores homens com crianças: educação infantil e anos iniciais do ensino fundamental  
*Perspectivas em Diálogo: Revista de Educação e Sociedade*, 9 (20).

<https://periodicos.ufsc.br/index.php/zeroseis/issue/view/3126>

*Themed issue: 14 papers with abstracts in English language, all available for full download*

### English

#### Monographs

Holtermann, Daniel & Scambor, Elli (2022). *Fostering Caring Masculinities in early childhood education and primary schools. A manual for childcare pedagogues and teachers in primary schools*. Berlin: Dissens e.V. [https://www.dissens.de/fileadmin/ECaRoM/Scambor\\_-\\_Holtermann\\_2022\\_Fostering\\_Caring\\_Masculinities\\_in\\_early\\_childhood\\_education\\_and\\_primary\\_schools\\_online\\_Version.pdf](https://www.dissens.de/fileadmin/ECaRoM/Scambor_-_Holtermann_2022_Fostering_Caring_Masculinities_in_early_childhood_education_and_primary_schools_online_Version.pdf)

McHale, Joanne (2021). *Gender, care and career trajectories in Early Childhood Education and Care in Ireland. Doctoral thesis (Ph.D)*. University College London (UCL), London.  
<https://discovery.ucl.ac.uk/id/eprint/10146579/>

Sullivan, Victoria (2022). *Pride and prejudice: the claiming and contesting of male participation in early childhood education and care. PhD Thesis*. The University of Queensland, Brisbane.  
<https://doi.org/10.14264/ef2d045>

#### Reports

Bernacci, 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](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](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*, 30 (4), 543–556. <https://doi.org/10.1080/1350293X.2022.2074070>
- Bonnett, Tina H. & Wade, Chase E. (2022). Procuring Gender-Situated Voices of Male Early Childhood Professionals in Canada. *International Journal of Early Childhood*, 55, 187-204. <https://doi.org/10.1007/s13158-022-00337-8>
- 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>
- Ljunggren, Birgitte & Eidevald, Christian (2022). Men’s career choices in early childhood education and care – an embodied intersectionality perspective. *Gender and Education*, 37-52. <https://doi.org/10.1080/09540253.2022.2142531>
- 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](https://doi.org/10.1590/198053148974_en)
- Sullivan, Victoria, Coles, Laetitia, Xu, Yuwei & Thorpe, Karen (2023). Men times ten: does the presence of more men support inclusion of male educators in early childhood education and care? *Gender and Education*, 35 (1), 18–36. <https://doi.org/10.1080/03004430.2018.1501564>
- Wilkinson, Joann & Warin, Jo (2022). Men-only support spaces in early years education: a step towards a gender diverse or a gender divided workforce? *Gender and Education*, 34 (4), 478–493. <https://doi.org/10.1080/09540253.2021.1990221>
- 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*, 58 (3), 345-363. <https://doi.org/10.1080/03050068.2022.2062950>

### German/Deutsch

- Cremers, Michael & Krabel, Jens (2022). Die Relevanz der Kategorie ‚Geschlecht‘ im Feld der frühen Kindheit. Un/doing gender in Kindertageseinrichtungen. In Jürgen Budde & Thomas Rieske (Hrsg.), *Jungen in Bildungskontexten. Männlichkeit, Geschlecht und Pädagogik in Kindheit und Jugend* (S. 93–116). Leverkusen: Verlag Barbara Budrich.
- 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](https://www.dissens.de/fileadmin/ECaRoM/Holtermann_Daniel_Hrsg._2022_Fuersorgliche_Maennlichkeiten_in_der_Kindheits-_und_der_Grundschulpaedagogik_in_Deutschland.pdf).
- Gintzel, Mathias (2022). *Geschlechterkonstruktionen von Erziehern in Kitas. Ergebnisse einer qualitativen Studie*. Wiesbaden: Springer VS. <https://doi.org/10.1007/978-3-658-39328-1>

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](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>

## Norwegian/Norsk

Emilsen, Kari, Ljunggren, Brigitte & Rohrmann, Tim (2022). Rekruttering av menn til barnehager – et falmende likestillingsprosjekt. *Utdanningsnytt.no*, <https://www.utdanningsnytt.no/barnehage-barnehagelaerer-likestilling-i-barnehagen/rekruttering-av-menn-til-barnehager-et-falmende-likestillingsprosjekt/341612>

## Portuguese/Português

Perspectivas em Diálogo: Revista de Educação e Sociedade (2022). Dossiê Temático: Atuação de professores homens com crianças: educação infantil e anos iniciais do ensino fundamental  
Perspectivas em Diálogo: Revista de Educação e Sociedade, 9 (20).

*Themed issue: 14 contributions with abstracts in English language, available for download*

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>