



SIG gender online seminar March 2026

Thursday 5th March 2026, 12.00-15.00 GMT* (see time zones below), **Online**

International Perspectives on Men's Engagement in Early Childhood Education

The EECERA SIG gender invites you to our 2026 online Spring seminar. SIG meetings are places for exchange and open-minded discourse. In the past years, the SIG has developed global perspectives by focusing on research and policy developments on all continents. This time, we focus on approaches to foster the engagement of men in the ECEC work force. Finally, we will discuss the future development of the SIG and the next SIG research conference in Funchal, Madeira, in August 2026.

The meeting is the biannual meeting of the EECERA SIG and open to all interested participants.

Program (see detailed abstract next page)

12.00 Welcome & Introduction

Tim Rohrmann & Joanne McHale

The EECERA Special Interest Group Gender

Introduction round

12.30 Dr. Serena Haines, Eastern Switzerland University of Applied Sciences

Men in early childhood education: Understanding barriers, motivations, and solutions

13.00 Prince Laryea, Komenda College of Education, Ghana

The lived experiences of male early-grade instructors/teachers in a Ghanaian early childhood classroom

13.15 *Tea/coffee break (sorry, you have to bring your own tea/coffee...)*

13.45 MoMEC research team

Challenges in men's vocational careers in ECEC – an international survey

14.15 **Outlook** on future projects and collaboration, and on the upcoming SIG conferences and symposia in Funchal, Madeira, August 2026

14.45 Final round

We are looking forward to meeting you!

Joanne McHale (Ireland), Tim Rohrmann (Germany) & the SIG team

Conference registration

To register for the event, please go here: [SIG Gender Online Seminar March 2026](#).

*** Conference times for some of the world time zones - Please check if these times are correct.**

EST	UTC/GMT	CET	EET	TRT	JST
7.00-10.00 am	12 pm-15.00	13.00-16.00	14.00-17.00	15.00-18.00	21.00-24.00
NYC (USA)	IS, UK, IE	N, SE, DE, F, CH, AT, I	GR, ISR, RSA	TR	Japan

Abstracts

Dr. Serena Haines, Eastern Switzerland University of Applied Sciences

Men in early childhood education: Understanding barriers, motivations, and solutions

This presentation brings together three complementary studies on men's underrepresentation in early childhood education and care, to explore how societal perceptions, individual motivations, and evidence-based interventions intersect to shape men's participation in this field. Together, these studies offer a multi-level perspective on the barriers and opportunities influencing men's engagement in early childhood education and provide practical directions for fostering greater inclusion in care-oriented professions.

Prince Laryea, Komenda College of Education, Ghana

The lived experiences of male early-grade instructors/teachers in a Ghanaian early childhood classroom

Grounded in social role theory and gender performativity, this study examines the lived experiences of male early childhood educators in the Central Region of Ghana through a qualitative phenomenological approach. Drawing on in-depth interviews, it explores how participants construct professional identity and negotiate cultural norms within a feminized educational space. The findings offer critical insights into gendered labor, inclusion, and the contextual dynamics shaping early childhood education in West Africa.

Joanne McHale, Technological University of Dublin, Ireland

İkbal Tuba Şahin-Sak & Ramazan Sak, Van Yüzüncü Yıl University, Türkiye

Jean Plaisir, Borough of Manhattan Community College, New York City, USA

Tim Rohrmann, HAWK University of Applied Sciences, Hildesheim, Germany

Kari Emilsen, Queen Maud's University College, Trondheim, Norway

Challenges in men's vocational careers in ECEC – an international survey

This international research collaboration aims to create the necessary conditions for developing a gender-mixed work force in ECEC. A quantitative overview survey was conducted in five countries to identify challenges relevant at specific stages of men's vocational careers. We present the questionnaire and some preliminary results. These will inform strategies and measures supporting the qualification of male students and practitioners, their transition to the workplace, and the retention of male professionals in the sector.