



SIG Gender Balance
EECERA Special Interest Group

Publication list 2024 (updated October 2025)

Publications on men, women and gender balance & diversity in ECEC in 2024

English

Monographs and edited books

Bhana, Deevia; Xu, Yuwei & Adriany, Vina (Eds.) (2024). *Gendered and sexual norms in global south early childhood education. Understanding normative discourses in post-colonial contexts* (Routledge critical studies in gender and sexuality in education, vol. 12). New York, NY: Routledge.
<https://doi.org/10.4324/9781003211600>

Journal and book articles

Haines, Serena; Nater, Christa & Sczesny, Sabine (2024). Creating a system that cares: A PRISMA review and road map to increase men's representation in early childhood education and care. *Psychology of Men & Masculinities*, 25(4), 451–465. <https://doi.org/10.1037/men0000486>

McDonald, Paula; Coles, Laetitia & Thorpe, Karen (2024). How women educators frame the scarcity of men in early childhood education and care. *Gender and Education*, 36 (5), 510-526.
<https://doi.org/10.1080/09540253.2024.2357825>

Montecino, Valentín D.; Philominraj, Andrew & Saavedra, Rodrigo A. (2024). Factors of Entry and Retention of Men into the Early Childhood Education Profession: A Systematic Review. *International Journal of Religion*, 5 (10), 3093–3103. <https://doi.org/10.61707/1kvb8998>

Moosa, Shaaista; Bhana, Deevia & Govender, Diloshini (2024). Parents' views on gay male teachers in early childhood education. *Cambridge Journal of Education*, 54 (5), 645-662.
<https://doi.org/10.1080/0305764X.2024.2397378>

Msiza, Vusi (2024). Male Teachers' Perceptions of Gender Equality in the Foundation Phase. *Journal of Research in Childhood Education [Online]*, 1-20.
<https://doi.org/10.1080/02568543.2024.2367411>

Msiza, Vusi & Msibi, Thabo (2024). "I had to be a mother": foundation phase male teachers negotiating masculinity in the Mpumalanga Province of South Africa. *Educational Review*, 1–17.
<https://doi.org/10.1080/00131911.2024.2398045>

Nordmo, Bente G. K. (2024). Promotion of 3–5-year-old girls' and boys' physical activity in the outdoor playground of kindergarten, viewed from female and male kindergarten staff's perspective. *European Early Childhood Education Research Journal*, 32 (5), 772–787.
<https://doi.org/10.1080/1350293X.2024.2311076>

Rodger, Nicole; Quinones, Gloria & Adams, Megan (2024). The influence of family life on the pedagogical praxis of male teachers in early childhood education and care. *European Early Childhood Education Research Journal [Online]*, 1-20.
<https://doi.org/10.1080/1350293X.2024.2387565>

Wilkinson, Joann; Davies, Jeremy & Warin, Jo (2024). Men changing nappies: Dismantling a key barrier to gender-diversifying the early years workforce. *Journal of Early Childhood Research* (2/2024), 224–237. <https://doi.org/10.1177/1476718X231201725>

French/Français

Research report

Pirard, Florence & Razy, Elodie (Hrsg.) (2024). La petite enfance au défi du genre en contexte interculturel : Rapport de recherche. Bruxelles: Office de la Naissance et de l'Enfance/ONE Academy. <https://orbi.uliege.be/handle/2268/329856>

Norwegian/Norsk

Journal and book articles

Emilsen, Kari; Ljunggren, Birgitte & Rohrmann, Tim (2024). Manglende mangfold i barnehagen. *Første Steg* (Nr. 2/2024), 70–72.

Swedish/Svensk

PhD

Gonçalves de Sousa, Ricardo (2024). *Fysisk beröring som pedagogisk handling i förskolan. Beröringens funktioner och villkor i mötet mellan manliga förskollärare och barn* (Örebro Studies in Education, Bd. 67). Örebro: Örebro University.
<https://urn.kb.se/resolve?urn=urn:nbn:se:oru:diva-116661>