

# CHANGE

# CHANGE!

## מוטיבציה פנימית כגורם מכריע בשילובם ו'הישרדותם' של גברים בתחום החינוך לגיל הרך ד"ר ירדן קדר



RWTH AACHEN  
UNIVERSITY



NIB  
NACIONALNI INŠTITUT ZA BIOLOGIJO

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IFAM

המכללה האקדמית בית ברל  
الكلية الأكاديمية بيت بيرل  
Beit Berl College



Challenging Gender (In)Equality in Science and Research



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# מטרות CHANGE



(1) הסרת חסמים בגיוס, שימור וקידום קריירה של נשים חוקרות.

(2) טיפול ומענה לחוסר איזון מגדרי בתהליכי מדיניות וקבלת החלטות.

(3) חיזוק המימד המגדרי בתכניות מחקר.



Challenging Gender (In)Equality in Science and Research



# BBC Gender Equality Plans

- Personal interviews of ECE teachers, lecturers, and pedagogical advisors
- Gender awareness training for ECE students, lecturers, and pedagogical advisors
- Research + Support group for men in ECE

\*Gender mainstreaming in research and teaching content

Early Childhood Education

Work-Life Balance

- On-line questionnaire
- Interviews
- Gender workshops for academic staff members

\*Prevention of gender-based violence

- Personal interviews of staff members
- Gender workshops and lectures about unconscious bias
- Personal talks and guidance on academic career-management
- Organizational gender mainstreaming

Institutional Barriers and Job Security

Women of Minority Groups

- Personal interviews of women researchers of minority groups (Ethiopian, Arab)
- Mentoring
- Awareness events

אתגרים מגדריים בתחום החינוך לגיל הרך

## Early Childhood Education (ECE)



### 1. Professional Issues in ECE

- **Social and financial status; Single Teacher (Loneliness); Work & Family**
  - The personal/professional interface is even more challenging than in other professional/academic fields because **the caring role burnout is doubled** – occurs both at home and at work

### 2. Gender Concept & Identity Development in Children:

- Children – Only **female role models** in ECE (and beyond)
- Promoting a tolerant, equal, exploratory **gender environment** in kindergartens
  - Physically, socially and linguistically

4



# מטרות תחום גיל הרך – בית ברל



## 1. Research – Professional trajectories and dilemmas

- Lecturers, pedagogical advisors, and graduates of Beit Berl's Early Childhood Education Department

## 2. Gender Awareness Training

- Students, lecturers, and pedagogical advisors in Beit Berl's Early Childhood Education Department

## 3. Research + Founding a support group for men in ECE

- Studying and helping **MEN** in the academic and professional fields of Early Childhood Education in Israel



# Men in Early Childhood Education

1. **General info**
2. **Challenges for Men in Early Childhood Education**
3. **Intrinsic Motivations**  
“Persisters” vs. “Dropouts”
4. **The Israeli Men in ECE forum**



# Men in Early Childhood Education

## 1. General info

In Israel – only about 1/100 ECE teachers are men

In OECD countries – overall, a bit more balanced, but even in the most liberal countries only about 10/100 are men



# אתגרים וחסמים מרכזיים בשילוב גברים בתחום החינוך והטיפול לגיל הרך



## 1. סטטוס מקצועי נמוך

מהו החשש/אתגר?

- מפחית מוטיבציה לגברים
- "מה יגידו עליי?" "גבריות" - איך המקצוע נתפס?

למעשה:

- מדובר בתחום מרתק ובגיל הקריטי ביותר מבחינת ההתפתחות!
- מקצוע ניהולי, דינמי, יצירתי, ומאתגר, אחריות עצומה – לא הייתי שורד יום אחד כמנהל גן...





# אתגרים וחסמים מרכזיים בשילוב גברים בתחום החינוך והטיפול לגיל הרך

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## 2. הורים.

מהו החשש/אתגר?

- פגיעה מינית.
- נטייה להומוסקסואליות/תפיסה מינית מוטית

למעשה:

- אין יותר עברייני מין בקרב גננים יחסית לאוכלוסייה הכללית.
- אין יותר הומוסקסואלים – וגם אם היו, אין קשר לפיתוח זהות מינית 'שונה'



# אתגרים וחסמים מרכזיים בשילוב גברים בתחום החינוך והטיפול לגיל הרך



## 3. א-סימטריה מגדרית.

מהו החשש/אתגר?

- מקצוע שמוחזק, מנוהל ומפוקח על ידי נשים – חשש מחוסר קבלה/גיבוי מצד נשים קולגות.

למעשה:

- עד גיל תיכון, הילדים חשופים כמעט באופן בלעדי למודל נשי וזה לא טבעי.
- גברים מביאים משהו אחר/נוסף לגנים – למשל, פעילות מוטורית, ספורט, גני יער.



# אתגרים וחסמים מרכזיים בשילוב גברים בתחום החינוך והטיפול לגיל הרך



## 4. רמת המאקרו – מדינה/כלכלה.

מהו החשש/אתגר?

ברמה הלאומית – לצערנו הרב, בכל מקצוע אליו נכנסים גברים, הסטטוס של המקצוע עולה, ובעקבותיו השכר, תנאים, וכו' - דוגמת תחום הסיעוד.

למעשה:

- המדינה אינה מנסה לשלב גברים במקצועות החינוך והטיפול בגיל הרך – מנציחה את המצב
- במדינות אחרות באירופה יש מגמות חיוביות יותר

# Men in Early Childhood Education



## 3. Intrinsic Motivations

### "Persisters" vs. "Dropouts"

- *When kids are around me it's where I belong. It's my place to relax... I don't feel as if I'm working for one second... I'm scheduled from 8 to 13, but many times I come after work and they're like "What are you doing here?!"*
- *Like today, my day off... I could sit downtown, drink a cup of coffee and relax, but no, I went... that's my fun, I went to the kindergarten for an hour, got my fix, man what fun.*



~Amos, Persister, Israel



# Men in Early Childhood Education

## INTRINSIC MOTIVATIONS

Actions and thoughts that are not dependent on external rewards, but rather reflect a person's **internal desire or interest** to learn something new, or to use or share some knowledge they have gained in practice.

~Ryan & Deci (2000)



# Men in Early Childhood Education



- **Background:** Men who work in 'feminine' occupations must struggle with their societal status, often experiencing confrontations and pressures even from their close environments.
- **An international study: Explore the role of IMs in men's decisions to enter, stay or leave the field of ECEC in professional settings.**
- **Main hypothesis:** To overcome gender-related pressures in ECEC, men must have an internal, robust ability to resist the common gender order in this field.



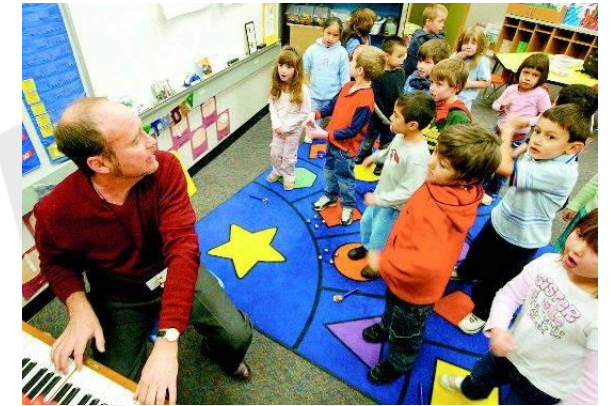
# Men in Early Childhood Education



## Findings

**Persisters demonstrated more of the following –**

- (a) Having a true interest in their professional activities;
- (b) Experiencing a sense of control and autonomy;
- (c) Feeling that they have the skills that are required for effectively obtaining their goals;
- (d) Seek interpersonal attachments and connections with their professional and personal environments



# Men in Early Childhood Education



## Findings

- Statements concerning **personal and professional values regarding ECEC** were significantly more common in the persisters' data. This suggests that possessing a strong collection of such values is of importance in men's struggle and commitment to stay and advance in ECEC.
- Persisters also had a **greater sense of competence, autonomy and social relatedness** regarding their work in ECEC than dropouts.





# Men in Early Childhood Education



- *I think the children have a big significance to whether I choose to stay on in the profession. I like to be challenged, so I think it's fine to struggle a little bit with a few of the children.*
- *If the whole group had been demanding it wouldn't be any fun, but if just some of the children are difficult, I find that it challenges me, and it makes me more and more interested and think that this is something that I will be able to deal with.*

*~Norbert, persister, Norway*



# Men in Early Childhood Education



In some cases, one's originally-strong IMs & commitment to ECEC are crushed by extrinsic factors:

- *When you love the job you're with, then you're just going to keep coming to work, doing the best you can, and that's just the simple fact of it.*
- *I'm probably at the stage now where I don't, and I'm a little bit, I wouldn't say I'm bitter and angry, I'm over that now, but I'm pretty much at the stage where the inspiration and the motivation is not there purely just because of certain management decisions [\*regarding his activities as a male teacher].*

*~Anakin, dropout, Australia*



# Men in Early Childhood Education



## Conclusions

Persisters in this study have shown confidence, as autonomous agents, in their ability to work with children and transform their lives.

They are satisfied with their daily performance as well as in retrospect, looking back at their careers.

**Above all, it seems that these men truly love their job and, in some cases, would turn down offers for advancing to another position or profession.**



# Men in Early Childhood Education



## Conclusions

**New policies must promote a work environment that acknowledges and reinforces men's intrinsic motivations to excel in ECEC.**

Training programs (before and after entering the field) should enhance men's sense of **competence, autonomy and social relatedness**.

Furthermore, the **development of professional values** (e.g., perception of job responsibilities; professional pride; working with preferred pedagogy; approaches to qualification) seems to be crucial for men's inclination to stay in the field (even for those who originally had strong IMs).



# Men in Early Childhood Education



## 4. The Israeli Men in ECE forum

- Founded 2020
- Meeting with 60 attendances from the field & academic world in Beit Berl College
- Providing support for prospective/current men in the field
- Promoting the Men in ECE agenda in the media/parliament/education domains
- Research

