



Centre for Social Justice & Wellbeing in Education | Lancaster University

## An international research collaboration between 12 different countries

Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce: Why They Leave and Why They Stay

David Brody, Kari Emilsen, Tim Rohrmann and Jo Warin

Efrata Academic College of Education Jerusalem, Israel | QueenMaudUniversityCollege | HAWK Faculty of Health, Work and Society



### Aims of webinar

- To present our research story from coffee shop conversation to book publication
- To invite participants to help us analyse how and why this large-scale collaboration worked
- To consider what lessons were learnt so others can follow suit.

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## Schedule

### Presentation of the MCT research project

Men's Career Trajectories  
in the Early Childhood Education and Care Workforce

### Why did it work?

### Breakout rooms – open debate

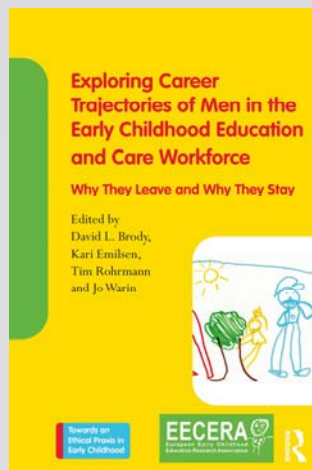
discuss opportunities and challenges  
of international collaborative research

### Conclusions and recommendations

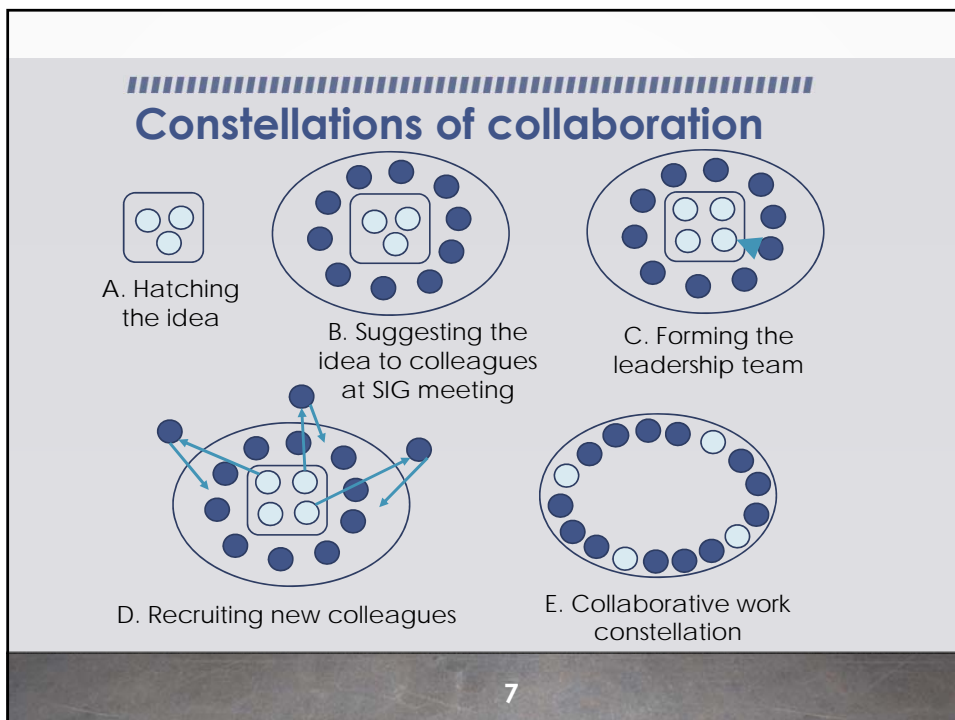
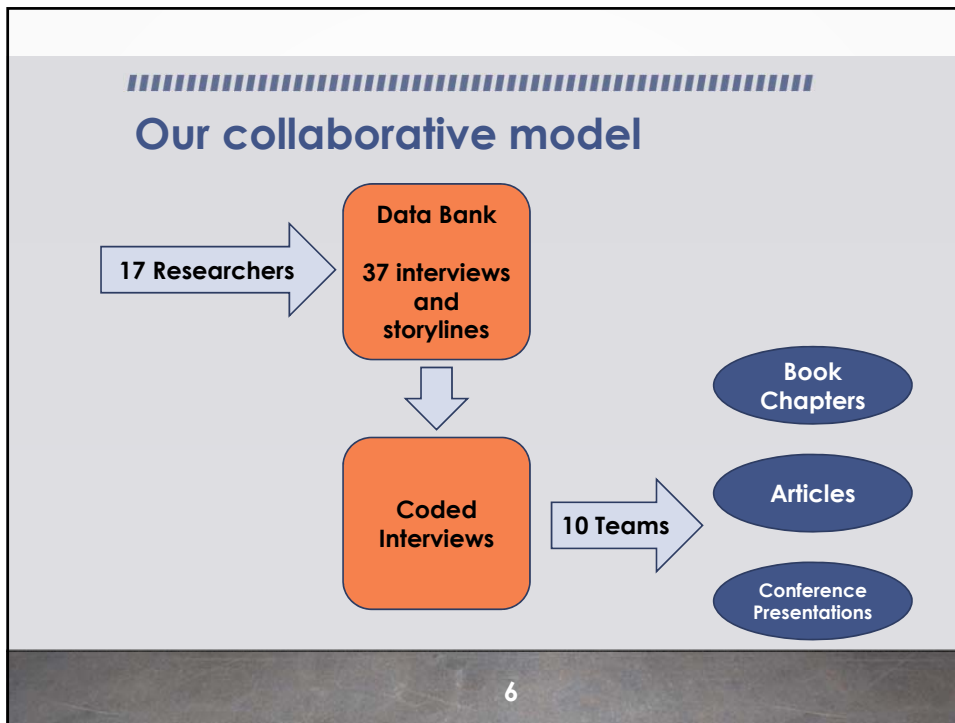
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## The book



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## Aspects of collaboration (1)


*Various disciplines:*

- Early Childhood Education
- Educational Sciences
- Sociology
- Psychology
- Gender studies
- Linguistics

→ A diversity of theories, concepts, understandings

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Where we come from.

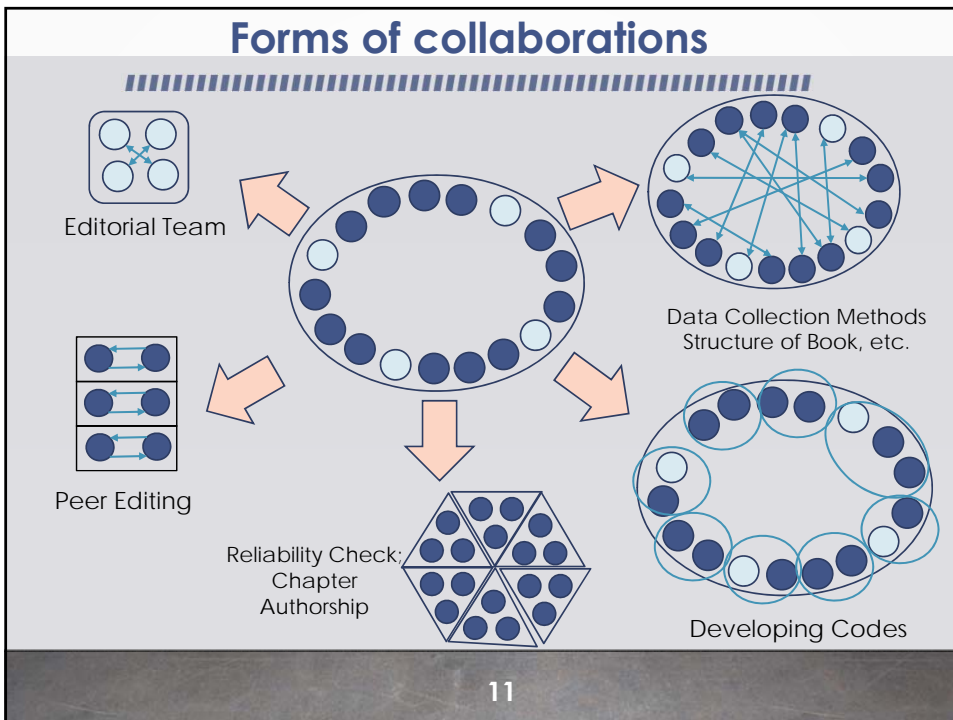
Aspects of collaboration (2)

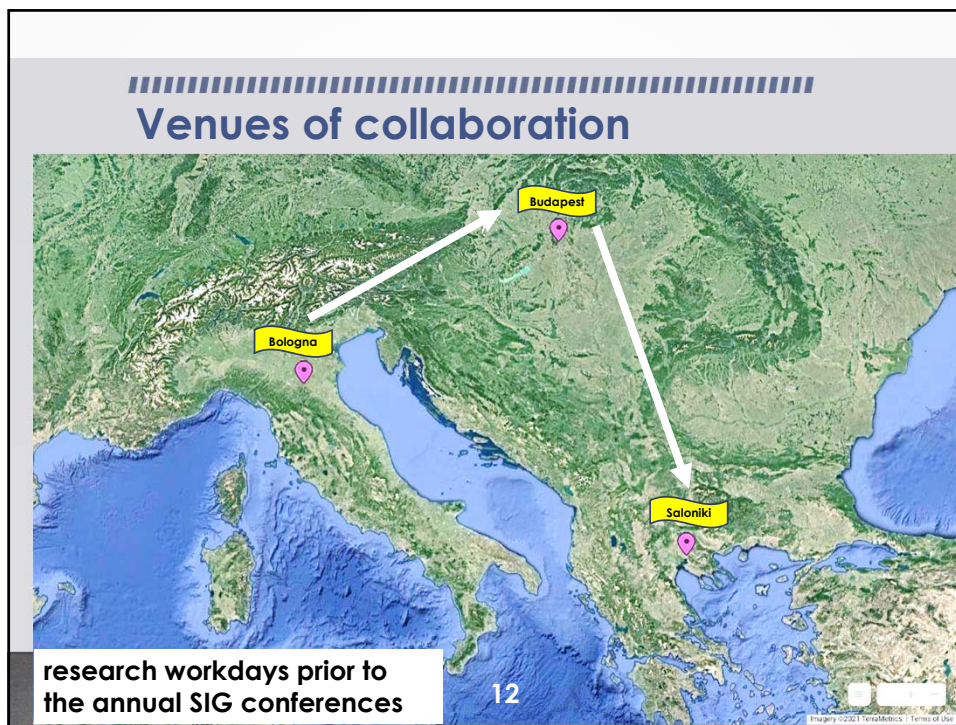
*13 languages:*

1. English, English, English, English, English, & English
2. Icelandic, Norwegian, Swedish, German, Jewish, Turkish, & Chinese

→ English as dominant language in discourse.  
All transcriptions, codes, ... were translated,  
all papers were presented in English language.

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**Outcomes, spinoffs, benefits**

Peer collaboration:

- Invitations to conferences
- Participation in steering groups, editorial boards etc.
- Joint publications on the project, and as well on related and new topics
- Establishing formal and informal networks

→ continued collaboration beyond the project

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The slide has a decorative dashed line at the top. The text is presented in a clear, sans-serif font. The number '13' is centered at the bottom of the slide.



## Outcomes, spinoffs, benefits

Individual benefits:

- More knowledge on differences between cultures, systems, ...  
→ intercultural competence
- Competencies in Academic English
- International visibility
- ... and also wonderful informal results!

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## Why it worked

- Pre-existing network (EECERA SIG)
- Leadership
- Collaboration within a tight framework
- Unfunded project
- Experienced team:
  - many years of expertise in the field
  - experience in conducting networks and research groups
- Working technologies

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## Obstacles

- Language issues
- Differences in EY policies and practices
- Intercultural nuances
- Wider global political concerns

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## Exchange in small groups

*What are the opportunities –  
What are the challenges  
of international collaborative  
research in social justice and  
education*

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## Share your thoughts on *padlet*

The screenshot shows a Padlet board with a corkboard background. At the top, there are two main sections: 'Opportunities' (green) and 'Challenges' (pink). On the left, three yellow boxes labeled 'Group 1', 'Group 2', and 'Group 3' have arrows pointing to a large white box in the center. This central box contains the following text:

**Opportunities**  
qualitative research increased.  
Timing  
many ideas  
the editorial team combined ideas  
Developed English  
Translating to English from Turkey  
Explaining terminology  
organising people  
communication within cultures  
Increased contacts  
Each male teacher taking on other roles was interesting- hence insight to other opportunities- success

**Challenges:**  
Different systems  
Changes due to pandemic- employment  
creating more opportunities

learning academic norms in other countries

On the right side of the board, there are two more white boxes:

**Opportunities**  
Shared ideas  
Our own development is challenged working with others  
Shared vision and motivation

**Cultural sensitivities**  
Get a detailed understanding of other countries systems and structures

At the bottom center of the board, the number '17' is visible.


## Summary of group discussions

- Ideas and questions discussed in the groups
- Recommendations for cross-cultural cooperation in research

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**Danke fürs Zuhören**  
**Takk for at dere hørte på**  
**Dinlediğiniz için teşekkürler**  
**Tack för att du lyssnar**  
**Thanks for listening**  
**谢谢你的倾听**  
**Xièxiè nǐ de qīngtīng**  
**Takk fyrir að hlusta**  
**תודה רבה על ההשתתפות**



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