

# MEN IN CHILDCARE

## Action Research

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'Children need models more than they need critics'

JOSEPH JOUBERT, *Pensées* [1]

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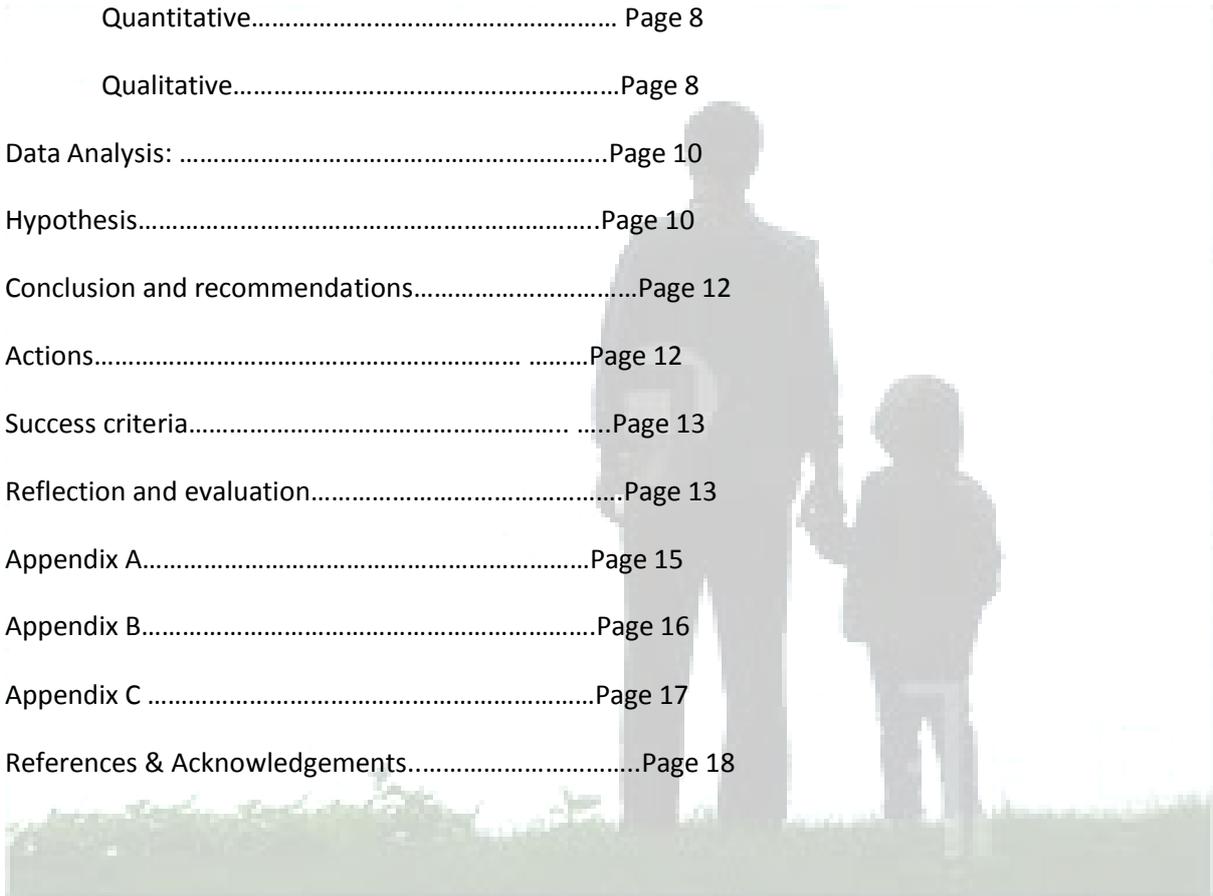
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**Abstract:**

This paper will examine the role of men in early childcare and education; whether men are fully represented in the childcare workforce, and if not, what can be done to increase the range and availability of training to promote childcare as a worthwhile and credible career option for men.

**And the question is....**

- 'Why don't more men get involved with the care and education of babies and young children?
- What can we do to make this a more attractive career for men, and what are the benefits, if any, of so doing?
- Are there barriers to men choosing this pathway which could be removed, and if so, how?

**Key features and purpose of action research:**

As a preliminary to the body of this report I will examine the key features and purpose of this Action Research Project, and identify and evaluate the implications of my chosen topic, explaining the reasons for choosing this area of study, and how this will be of benefit to me in my own teaching practice. I will also analyse why action research is appropriate for this study.

Action research can be defined as 'an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organisational change'. (Reason & Bradbury, 2002). [2]

The process is illustrated in the following diagram



Figure 1 adapted from Somekh in McBride [1989]. [3]

We use action research because we want to change our practice; but change is not static, and this is why action research follows the cycle illustrated above. You cannot effectively change practice without fully researching and evaluating the perceived problem, and then following the whole process again after changes have been implemented to assess how effective those changes have been, and what else needs to be done. The key features of the action research cycle and how they relate to this study are as follows:

**1. Identify the problem:** It is important firstly, to identify a problem which we feel needs to be addressed. In my area of childcare and early years' education, the workforce is predominantly female. Why is this, does it matter, and if so, what could we do to encourage more men into the childcare profession?

**2. Collect Data:** Data analysis falls into two main categories: Qualitative and quantitative data. I have worked for a number of different training providers, and have had only a handful of male learners on the courses I teach, but is this representative of the childcare training generally, or is it only a problem where I live and work, and if so, what might be the reasons for this? I will need to gather sufficient quantitative data to assess whether my experience is typical, and so I decided to send out freedom of information requests to several colleges of further and higher education nationally asking for the breakdown of learners by gender over the past five years. However, numbers alone are not sufficient to analyse why the problem, if it exists, occurs, because we also need to be able to assess how far attitudes and social conventions influence career choices. Therefore, I also decided to collect quantitative data, by researching other similar studies, and by talking to as many male and female learners as possible about their motivations for doing their chosen course of study, and what factors might influence men against choosing childcare related studies.

**3. Analyse data:** I will need to analyse both the quantitative and qualitative data in order to arrive at a hypothesis. The numbers of male learners on childcare courses will enable us to see whether there is a problem; the views and opinions of men about why they would or would not consider a career working with children flesh out the figures and enable us to understand why. In his *Journal of Theoretical and Philosophical Criminology*, Vol 1 (1) 2009 [14], Richard Tewksbury, defines 'quality' as 'the what, how, when, and where of a thing— its essence and ambience'. He goes on to say that 'Qualitative methods provide a depth of understanding of issues that is not possible through the use of quantitative, statistically-based investigations'. It is important for an action research project which is looking at social values and practices to evaluate both the statistical and circumstantial evidence.

**4. Plan action:** Once I have analysed the data collected I can assess how far my hypothesis is correct, and plan how to try to address the problem, if indeed it exists.

**5. Implement changes:** I will need to work with others to implement any changes which need to be made to attempt to attract more men into the childcare profession. Such changes cannot happen overnight, and they will need to be the subject of planning and consultation with various training providers, but it is important that changes are made, otherwise the whole purpose of action research, to change practice, is lost. It will be necessary to evaluate the implications of any proposed changes such as cost, timescales, and efficacy because it will be no good coming up with a grand plan which is never going to get off the ground because it either costs too much, or the perceived benefits do not justify the effort.

**6. Collect data to monitor change:** It will be necessary to set a timescale for re-evaluation of the situation to monitor what, if any changes have been made, and how effective they have been, and then to:

**7. Analyse and evaluate:** all over again, in order to continue with the cycle, identifying, whether there is still a problem and if so, how far, the changes implemented have addressed it, and what additional steps need to be taken.

### **Identifying the problem:**

I teach and assess qualifications in childcare and supporting teaching and learning, as well as supporting the wider curriculum in schools, and work with parents. My area of expertise primarily involves early years' education, which is predominantly a female orientated working environment. In education of older children and young people, it seems that there are increasingly larger numbers of males involved as educators, both in class teacher roles, and especially as you go higher up the scale, in senior management posts such as head and deputy head teachers.

### The problem:

Why don't more men get involved with the care and education of babies and young children? What can we do to make this a more attractive career for men, and what are the benefits, if any, of so doing? Are there barriers to men choosing this pathway which could be removed, and if so, how?

### Why have I chosen this area of study?

At the start of the current academic year, I attended an assessor team meeting to finalise plans for the childcare course I am delivering for one of the training providers for whom I work. I received the provisional course list for this intake, and realised that all of the 20 students who have expressed an interest in enrolling are women. At the pre-course assessment and information day, there was one man, but unfortunately, his literacy assessment showed his literacy skills to be too low to enable him to do the course, and so he has been advised to attend a literacy course with a view to enrolling on the next childcare course, but it started me thinking what a shame it was that he couldn't do the course, and that he was, in any case, the only man who expressed an interest in doing it. On one of my previous courses there was a male participant, and he added an extra dimension to the course from which everyone benefited. He brought a different viewpoint, and the whole atmosphere was different because, in my opinion, of his presence. Of all the courses I have taught, encompassing probably in excess of 100 students, P has been the only male participant. This is a sobering thought, and begs the question, do men not want to get involved in childcare, or are we failing to pitch our courses inclusively enough to make them attractive to men? Or, and this is a sobering thought in this supposedly modern era, is childcare and early years education still seen as a 'soft' option?

I feel that, if we can identify why more men do not access training to work with children, then maybe we can modify the way we advertise and promote our courses to encourage more men to see childcare as a viable option.

### What would be the benefits?

In this age of fragmented families and deteriorating social and moral standards, surely it is important for both men and women to be involved in childcare, to present good, strong role models for children and families. Our job as educators, is to equip people with the skills for work in an increasingly challenging environment, and if we are, for whatever reason, neglecting a whole group of society and we just accept that 'men don't do childcare', then surely we are missing a massive opportunity to equip families with the tools and skills they need to function in an effective society? I believe that if we can identify the reasons why men don't enrol on childcare and early years' education courses, and remove these barriers, then this would be of benefit to children, and to education as a whole. Of course, there are other groups of society which are similarly under-represented, but that would be too big a study for this project, and so I am going to focus on why men don't get involved in care and education of young children, and what, if anything, can be done about it.

### Why action research?

This study is ideally suited to action research, because there is a perceived problem, but it needs to be tested and researched to see if it is really a problem at all, or whether my limited experience gives a skewed view of the situation, and it will lend itself to research over quite a large database of students in a way which will enable a representative sample of data to be collected without breaching any confidentiality or adversely affecting studies whilst it is being undertaken. Once I have analysed the data, I will be able to suggest a solution, which can then be presented to my various training providers to trial for future courses, and it will lead to my being able to reassess the situation to see if my proposals have made any difference.

### **Ethical and confidentiality issues:**

This study and any resulting conclusions and recommendations for action need to work within the requirements of the Equality Act 2010, which requires, inter alia, that people may not be discriminated against on the grounds of gender. Whilst it may be desirable to attempt to target men in order to raise the profile of childcare as a worthwhile profession for males, and to direct advertising towards them, it is vital that any action supports practices of equality and inclusion. There are no issues of confidentiality because the data obtained concerns numbers of learners broken down by gender without identifying individuals. All the research I have drawn on is available in the public domain, and is freely available through freedom of information processes, and I have referenced my sources to satisfy copyright requirements.

### **Introduction:**

Children are born to two parents, a biological mother and father, that is a given, but increasingly children are being raised in differing families where there may, or may not be male and female family members in the home environment. Some children are raised in single-parent families, and some do not have easy access to male and female grandparents, as families often live miles apart. Male and female role models in society and especially in the early years, are therefore vital to promote positive male and female images, and to help children to learn how to be themselves, and how to engage and interact with both men and women. Society has come a long way in its' acceptance of differing roles and responsibilities, yet, at a time when women can be engineers and

train drivers, and men can be nurses or choose to stay at home and raise their children, why are there still so few men engaged in childcare in early years care and education?

'The most important role models in people's lives, it seems, aren't superstars or household names. They're 'everyday' people who quietly set examples for you- coaches, teachers, parents. People about whom you say to yourself, perhaps not even consciously, 'I want to be like that'. [4]

If this is true, then surely children and young people need both male and female role models in every aspect of their lives, both to support, educate and guide them, and to teach them how to parent and raise their own families. There are often substantial numbers of male teachers in high schools, but not in primary schools, and pre-school and other early years' settings are staffed predominantly by women.

There could be lots of reasons for this: Perceptions and prejudices, practical considerations such as salary and working environment, as well as suspicions held by others about males' motivation to engage in childcare. All of these would be valid reasons why men might be put off of a career in childcare, but ones which it may be possible to address in order to remedy the situation.

#### **Research methodology:**

In order to assess whether these perceptions are correct, I decided to obtain statistics from as many different training providers as possible about the numbers of men engaged in childcare training over the past 5 years. I sent requests to colleges in different areas of England, to see whether the figures differ by area, possibly indicating that demographics may have a role to play, as this will ensure the reliability of this data and fulfil the requirement for quantitative research. Additionally, I have researched previous studies on this subject, to see what has been done, if anything, to support and encourage men to go into childcare in other areas of the United Kingdom, and I have spoken to a very small sample of men whom I know who have taken childcare courses, or related courses of study to see why they have/have not considered a career working with children (qualitative research).

#### **Data collected:**

Quantitative: It proved extraordinarily difficult to obtain the information I required: In some cases, this was simply down to a lack of response, but in others it was because information on course participants was not readily available broken down by gender. Eventually, I managed to obtain information from 6 local colleges, and 4 colleges in other areas of England and Wales and the results are presented in table 1 at **Appendix A**.

Qualitative: I have researched various sources of information about previous studies into the numbers of men involved in childcare, mostly through the internet, and by speaking to contacts at local colleges and Surrey County Council.

I identified a similar project, started over 10 years ago in Scotland, which has been hugely successful in getting men into childcare and early education, and which has resulted in the formation of MIC, an organisation focussing on the recruitment of males into childcare professions [5]. Their initial research, conducted in 1999, showed that only 10 out of 1200 pre-school teachers were male, and that even in primary schools, 87% of teachers were female. By secondary school, the breakdown of

male to female teachers is around 50:50, so why is it that men do not choose to enter early years' education? The Scottish study found that men were particularly put off by the thought of working and studying in female dominated environments, and so in Scotland, they started to offer men-only training programmes, which consist of a short introductory childcare course, covering two half modules in childcare, which can then lead on to a full Higher National Certificate in childcare. The studies in Scotland found that by offering initial training in male only classes, men were given the basic skills and knowledge to be confident enough to go on to further study in a mixed environment. The two introductory modules cover child development and an introduction to play, and so form the ideal basis for further study. This has led to greatly increased recruitment and retention of male learners and practitioners in childcare settings. Things have not moved on this far in England and Wales, however, as a study conducted in 2006 by the National Daycare Trust[6] & [7], found that

- 97.5% of the childcare workforce is female;
- Only 3% of those on foundation modern apprenticeships and 2% of those on advanced modern apprenticeships are men
- 1% of nursery nurses are men, and this has been the figure for 10 years.

This situation is similar to the environment a few years ago for men entering the nursing profession, yet now over 14% of the nursing workforce is male, and it is no longer regarded as a strange occupation for a man. Further, in our current family and social structures, it is not uncommon for fathers to change nappies and feed babies, or to be seen taking their children out and playing with them, so why is it that there is still a barrier to men entering childcare?

Following the success of the Scottish project, there have been a number of initiatives in other countries to increase the numbers of men involved in childcare, notably in New Zealand and in Norway, where almost 10% of the Early Years' workforce are now men. There was a European conference held in London in 2005 to raise the profile of men in children's care and education; there is an Irish Men in Childcare network [8], and they held a conference in November 2011 entitled 'Re-imagining Childhood Care and Education: A celebration of Universal Children's day, and International Men's Day' [9]. However, I have struggled to find many initiatives being undertaken in England and Wales to similarly increase the uptake into the childcare profession by men. I have found one very interesting initiative being run by Surrey County Council's Early Years and Childcare Service [10], and I have spoken to Cheryl Marie, who is the 'Men in Childcare' project coordinator. She told me that the figures for men in childcare in Surrey were 2% when they started the project two years ago, and now, through a combination of initiatives, they have managed to increase that to 4.1%. They have achieved this through a three-pronged approach:

- targeting employers to increase awareness of the vetting and barring procedures and address safety issues surrounding the employment of males in children's environments;
- Educating parents about the benefits of having men in the early years and childcare workforce;
- Raising awareness among the general public of the importance and suitability of men in childcare professions.

They have established links with schools across the county encouraging them to take male practitioners; they offer funding, available equally to men and women for reasons of equality, but targeted at male applicants, to pay for level 2 and 3 childcare and playwork courses; they run men only information sessions where men can attend and explore all the options and qualifications available and talk to male practitioners; they organize roadshows going out to different venues across the borough taking the concept of careers in childcare to shopping centres, schools and community centres to target places where men go with their families, and they disseminate leaflets and information via children's centres, doctor's surgeries and libraries. Although they do not run any men only courses, and men have to enroll in mixed gender classes, retention is good, and the feedback is that men feel that by the time they enroll they are informed and confident enough to cope with this. Also, as more men attend the higher the likelihood that there will be more than one man on any course, so the ethos of classes will gradually change to make them situations where men feel increasingly more comfortable.

### **Data analysis:**

Statistical analysis. The table in **Appendix A** shows the number of male: female learners on childcare courses at a selection of colleges of Further and Higher Education across the U.K. These figures show that the numbers of men attending childcare courses is still very low, and the figures do not differ greatly by area, which seems to imply that demographics do not play a significant part in the recruitment and retention of men into childcare training and work. The table at **Appendix B** shows these figures as a percentage of the total number of learners, and this is represented visually in the graph at **Appendix C**. The graph seems to show a skewed result for Calat, but this is due to there being no figures available for two of the years included in the study, which meant that these years had to be set to 0% to enable them to be included in Excel, and also to one atypical year, in 2008/2009, when the number of male learners was exceptionally high. This seems to be an anomaly, since Calat tell me that they have not had a particular recruitment campaign aimed at men over the period of the study. Another interesting result is from Guildford College, who had a massive rise in the percentage of male learners over the four years up to 2010, and then a slight drop. Their participation by males in childcare training is way above the national average. Similarly, FutureWorks Training have had greatly increased numbers of men enrolled on childcare courses, and this is down to their very close liaison with local nurseries, one of which especially, is very proactive in recruiting men and actively promoting the inclusion of men in their setting. Otherwise, the figures are broadly as expected, and in line with the national average, although the figures do show a gradual increase in the number of males attending childcare training over the period of the study.

### **Hypothesis:**

It seems that there are three main attitudes which can affect men's willingness to consider childcare as a profession:

Perceptions: People still see caring for young children as 'women's work' and so men may feel effeminate by working in this environment. This attitude can be held by both men and women, even if it is unintentional, and so needs to be addressed at all levels of society. How can we make childcare seem a 'masculine' occupation, and how do we address these prejudices? It may be that we need to consider, as current childcare practitioners, what messages we are sending out, especially in the way we portray childcare, and the images we use in our training and advertising

resources. How can we encourage men to get involved in this field if all the posters they see show only women working with children?

Practical considerations: Some men who might consider a career in childcare may be those who have been made redundant from other professions, and are considering a career change. The pay in childcare professions is notoriously low, and this may put people of both sexes off, but especially men who may have worked at a high level in previous employment, and for whom the low pay associated with childcare may be a disincentive. It is generally accepted that you have to start at the bottom in any job, and maybe if we can promote the possible career structure in childcare then men would be more willing to take it on. Anyone who has completed their level 2 childcare can go on to a level 3, and then an Early Years Foundation degree and possibly a full honours degree in Early Childhood Studies. This sort of progression would help to promote childcare from a vocational job to a worthwhile profession with status, responsibility and increased earning potential, which may enhance its appeal to men.

Suspicious about motives: There is still a degree of suspicion about a man's motives for wanting to work with children. There have obviously been several high profile cases of abuse where men were the perpetrators, notably the convictions of Ian Huntley for the murders of Holly Wells and Jessica Chapman, and of Roy Whiting, for the murder of Sarah Payne, but, unfortunately, recent abuse cases have highlighted the need for vigilance with people of both sexes who work with children and vulnerable young people. Examples of these are Tracy Lyons, who worked at a nursery in Portsmouth, and was convicted for being part of a Facebook child sex ring, and Rosemary West, who collaborated with her husband, Fred West, to rape and torture young girls over a 16 year period. These high profile cases show that, whilst there is no room for complacency in dealing with child abuse, both men and women need to be treated equally and be checked thoroughly before they are allowed to work with children. There is, nevertheless, still suspicion about male practitioners working with babies and very young children, and extensive work needs to be undertaken to advise and educate society to remove these stereotypical attitudes, and to portray childcare as an entirely suitable job for men.

The men I spoke to were largely reluctant to enter a childcare profession for the reasons outlined in previous research. They generally felt comfortable entering a teaching profession because it has status, or training to support parents and families, because this would not just focus on the childcare aspect, but felt less comfortable about caring for babies and children in an early years setting. One man I spoke to is engaged in childcare, having completed both his levels 2 and 3 childcare qualifications, and he said that he loves his job, and is the main carer for his own children, him and his wife having decided that she should return to her former employment, and that he would become the main carer for their children. Even against this background of family acceptance and tolerance he said that he had found it difficult in class because he was the only man, and sometimes he felt that the women patronized him and marginalized his opinions. He also said that his peers 'took the mikey' out of him for his choice of profession, which he found difficult because he felt that it robbed him of status and respect. Another man I spoke to said that he felt uncomfortable being intimate with other people's children, for example, cuddling them or having to change nappies, even with all the appropriate safeguards in place, because he felt, rightly or wrongly, that people might question his motives, and whilst he would never harm a child, he still felt tainted by association. These are very difficult attitudes to address.

**Conclusion and recommendations:**

It seems that, in order to address the problem of low numbers of men entering childcare professions we have to follow a three-pronged approach, similar to those initiatives run by Surrey County Council, and the Scottish Government:

- Educating men in particular, and the public in general, about the appropriateness of a career working with young children, and the benefits to the practitioner, children and the wider society of involving males in early years care and education;
- Tailoring our training courses to enable men to participate in a way which makes them feel confident and comfortable, and;
- Addressing, via publicity and training materials the images we portray of childcare practitioners to present a balanced and broad-based approach.

I have spoken to all three of the training providers I currently work with about the possibility of running men only courses, but, because of cutbacks in funding and the need to ensure above all else that courses we run are cost-efficient, they would have to be convinced about the need for such courses and that there were sufficient numbers of potential male learners to make this viable. It seems, then, that we have to start with the advertising stage, and then if sufficient numbers come forward, to run a men only introductory course as a pilot project, with further evaluation and analysis at the end of it. This is the whole rationale behind action research, in that it is meant to be ongoing, and lead to a spiral of analysis, planning, implementing and re-evaluating, so this will be an ongoing scheme which will take years to see results. I am in close contact with Surrey County Council, and they would provide support if we could get enough men interested in participating on a men only course in the future, and they have sent me lots of literature about funding which is not widely advertised, so this will be a good starting point.

**Actions:**

1. Work with current training providers to design advertising to promote childcare as a worthwhile profession for men as well as women;
2. Arrange information sessions which are particularly suitable for men considering childcare training for the next academic year, such as at Dad's groups, in the evening or at weekends;
3. Leaflet local Childcare providers, libraries, doctor's surgeries and community centres with information about childcare courses and targeted information sessions;
4. Redesign current course literature to ensure it reflects positive male and female images of people working with children and young people.

These strategies will take time to see results, so they will need to be re-evaluated in 12 months time, to assess their effectiveness, and to plan further intervention strategies.

**Success criteria:**

At the end of the first year the desired outcome would be greater numbers of men expressing an interest in childcare training. By the end of the second year there should be a rise in the number of men who have attended childcare courses or who are enrolled on a course for the next academic year. Since, in my area, the current uptake of training for childcare by males is around 5%, and the local childcare workforce is almost entirely female, any increase would be an improvement, and the aim would be to reach 10% for training and employment in the childcare sector over the next five years. Given the current reduction in funding for adult and vocational training generally, this may be difficult to achieve, but this is something which would need to be re-evaluated on an ongoing basis to see whether these targets are realistic, if not, why not, and whether any additional strategies can be employed which would help.

### **Reflection and evaluation:**

I have no prior experience of action research, and so I have tried, throughout this process, so far without success, to speak to the founders of the Scottish project, to ask for information, support and guidance. I have received a great deal of advice and guidance from Surrey County Council, who have offered ongoing support, and I will continue to read and research to help me to improve my own skills in action research so that I may better understand how to take this process forward. Another area for action research in the future which interests me is how to engage young adults in lifelong learning, as I have recently had two 19 year old learners on courses I teach, and both have struggled to achieve because, it seems, it is too big a transition from school or college based learning, where their learning has been teacher led, to adult learning, where they have to develop a much greater ownership of their learning and be able to be self-motivated and able to engage in self-directed study. If I wanted to pursue this I would research relevant journals about engaging young adults as lifelong learners, and I am also interested in undertaking a BA (Hons) in lifelong learning. One of the modules for this is 'Approaches to Research and Professional Development'.

'Dewey (1933) identified the three characteristics or attitudes of people who are reflective as; open-mindedness, responsibility and wholeheartedness. At a basic level models of reflection exist to provide guidance to help us look back over events that have happened and to turn them into learning experiences' [11]. For me, it will be important that I use a reflective approach to taking this project forward, because, for me, I am going into uncharted territory. In my teaching career to date I have been commissioned to deliver training which is specific to my employer's requirements, and which satisfies the criteria for the awarding body. Following this project to increase the numbers of men entering the childcare profession requires me to be innovative and open-minded, taking responsibility for pushing it forward, and then to regularly re-evaluate what progress, if any, has been made. There are several models of reflective practice: David Kolb said 'Learning is the process whereby knowledge is created through the transformation of experience' [12], and he defined the reflective process as

- Experiencing- immersing yourself in the task;
- Reflection-what did you notice?
- Conceptualisation-what does it mean?
- Planning-what will happen next and what do you want to change?

Dean Acheson is quoted as saying 'Always remember that the future comes one day at a time' [13], and achieving change in the childcare profession will take time, but any progress towards the goals identified will be change for the better.

Susan Still- Smith

23rd March 2012



## Appendix A

Table showing breakdown of male to female learners on childcare courses

College	2007/08		2008/09		2009/10		2010/11		2011/12	
	M	F	M	F	M	F	M	F	M	F
Bridgend College of FE Wales	5	232	3	237	8	256	10	281	8	242
Croydon College	9	328	11	360	23	417	8	316	7	214
South Nottingham College/Castle College	n/a	n/a	2	93	4	86	6	133	5	105
South Thames College	8	208	3	192	5	263	5	237	8	250
Walsall College, Birmingham	2	183	4	188	6	273	10	214	13	237
Guildford College	7	319	11	282	20	302	26	264	30	440
Croydon Adult Learning and Training	0	76	14	158	n/a	n/a	5	103	n/a	n/a
Tower Hamlets College	15	529	15	485	17	423	21	447	11	334
Kingston College	0	26	0	22	1	31	1	31	1	38
FutureWorks Training	n/a	n/a	0	30	4	80	6	55	1	16

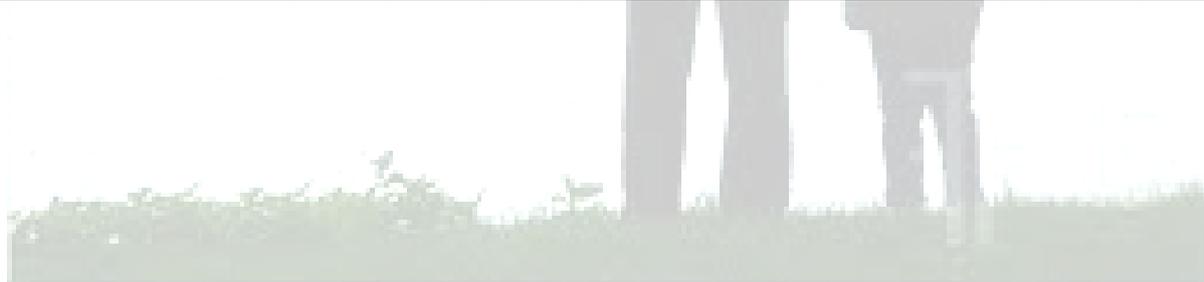
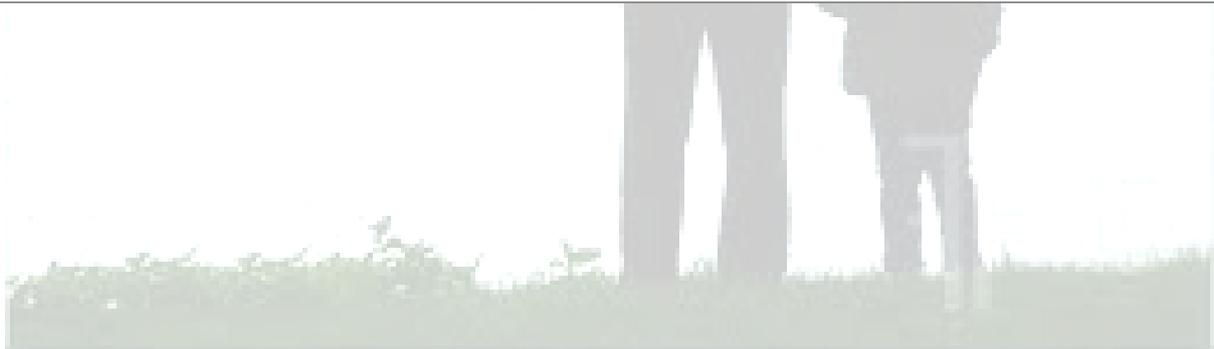
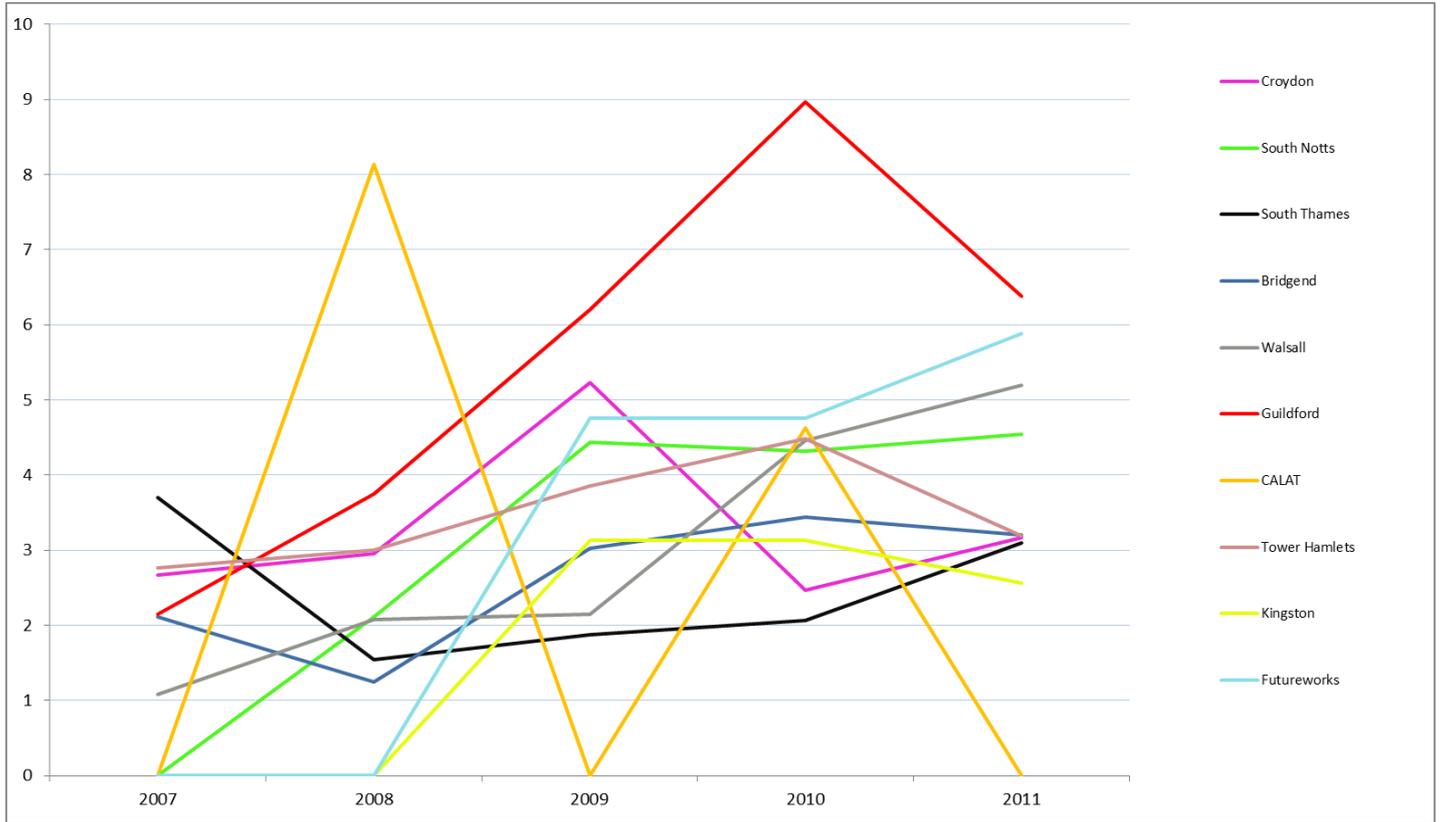


Table showing the percentage of male learners on childcare courses.

College	Percentage of Male Learners					
	2007	2008	2009	2010	2011	Total
<b>Bridgend College of FE Wales</b>	2.11%	1.25%	3.03%	3.44%	3.20%	2.65%
<b>Croydon College</b>	2.67%	2.96%	5.23%	2.47%	3.17%	3.43%
<b>South Nottingham College/Castle College</b>	n/a	2.11%	4.44%	4.32%	4.55%	3.92%
<b>South Thames College</b>	3.70%	1.54%	1.87%	2.07%	3.10%	2.46%
<b>Walsall College, Birmingham</b>	1.08%	2.08%	2.15%	4.46%	5.20%	3.10%
<b>Guildford College</b>	2.15%	3.75%	6.21%	8.97%	6.38%	5.53%
<b>Croydon Adult Learning and Training</b>	0.00%	8.14%	n/a	4.63%	n/a	5.34%
<b>Tower Hamlets College</b>	2.76%	3.00%	3.86%	4.49%	3.19%	3.44%
<b>Kingston College</b>	0.00%	0.00%	3.13%	3.13%	2.56%	1.99%
<b>FutureWorks Training</b>	n/a	0.00%	4.76%	9.84%	5.88%	5.73%

Appendix C

Graph showing the percentage of male learners on childcare courses broken down by year



## References:

- [1] <http://josephsoninstitute.org/quotes/quotations.php?q=Education>
- [2] [http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research)
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Respondents to e mail freedom of information request for the numbers of learners on childcare courses broken down by gender :

Bridgend College of Further Education, Cowbridge Road Bridgend, Mid Glamorgan CF31 3DF

Croydon College, College Road Croydon CR9 1DX .

South Nottingham College (merged with Castle College), Greythorn Drive West Bridgford, Nottingham NG2 7GA

South Thames College, 71 Tooting High Street London SW17 0TQ

Walsall College Birmingham, Littleton Street West Walsall, West Midlands WS2 8ES

Guildford College, Stoke Road Guildford GU1 1EZ

Croydon Adult Learning and Training (Calat), Ambassador House Brigstock Road Thornton Heath Surrey CR7 7JG

Tower Hamlets College, Poplar High Street, London E14 0AF

Kingston College, Kingston Hall Road Kingston upon Thames, Surrey KT1 2AQ.

FutureWorks Training, Unit 17, Capital Business Centre, 22, Carlton Road, South Croydon, Surrey. CR2 0BS

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