

Institution: Lancaster University		
Unit of Assessment: 23, Education		
Title of case study: Enhancing gender equality in national and international educational contexts		
Period when the underpinning research was undertaken: 2001 to 2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Carolyn Jackson Jo Warin	Professor Professor	January 2001 to present January 2001 to present
Period when the claimed impact occurred: August 2013 to December 2020		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact</p> <p>Pernicious gender inequalities are prevalent globally and affect everyone. The World Bank estimated human capital losses due to gender inequality at over USD160 trillion (2018). Research by Jackson and Warin has significantly enhanced gender equality within educational contexts by shaping and influencing three key areas:</p> <ol style="list-style-type: none"> Government thinking and strategies nationally and internationally. This includes Department for Education (DfE) strategies to increase gender diversity in the UK early years workforce; strategies to tackle gender stereotyping, sexual harassment and violence through the UK Government Equalities Office and the Equality Challenge Unit; work by the Dutch Ministry of Education to address gendered achievement patterns; and reforms by the Flemish (Belgian) Ministry for Education affecting the school curricula of over 400,000 students. Behaviours, attitudes and practices relating to teacher workforce planning, teaching practices, and sexual violence training in over 20 universities across 4 countries. Understandings of gender among teachers, students and the general public, and research-informed input to GCSE, AS and A-level sociology syllabi which has underpinned the education of over 500,000 students between August 2013 and December 2020. 		
<p>2. Underpinning research</p> <p>The Centre for Social Justice and Wellbeing in Education (CSJWE) was founded by Jackson and Warin in 2011 and has produced a prize-winning and influential body of research on gender in educational contexts. The research described below builds on their seminal joint work (Jackson and Warin, 2000, British Educational Research Journal), since which their common focus on gendered cultures has produced outstanding research across early years education (Warin) and secondary and higher education (HE) (Jackson).</p> <p>Heteronormative culture in education</p> <p>Warin's work addresses the gendered teacher-recruitment crisis in early childhood education, where in 2020 only 3% of the workforce were male [G4]. Her findings show that the heteronormative culture in pre-school settings frequently positions male practitioners as upholders of hegemonic (dominant) masculinities [R4-R6]. For example, male staff are allocated traditional 'fatherly' roles such as disciplinarians or providers of rough-and-tumble play. These findings were derived from successive studies over the last decade on: Swedish male preschool staff (2011-2014, [G1]); case study of an English preschool (2016-2017, [G2]); men's career trajectories in early childhood education (12 international partners) [R4,G3]. Warin demonstrated that gender-sensitive pre-school environments can support gender flexibility and enhance gender equality when staff disrupt gender expectations by challenging traditional gender roles [R4]. She also developed a theoretical and evidence-based rationale demonstrating that the education and care of young children by men are enhanced when based on gender flexibility (which enhances equality) rather than gender difference (which entrenches inequality) [R4-R6]. This rationale provided the basis for her 3-year ESRC-funded study [G4] on gender diversification in the early years in which Warin collaborated with partners from Norway and the Fatherhood Institute's Men in the Early Years (MITEY) campaign (see project report [S7a] and website https://gendereye.org/). Findings revealed: an absence of</p>		

overall strategy in recruiting and supporting male practitioners with small advances made by isolated individuals; significant gaps in careers advice; a higher attrition rate for men; and the value of tailored support especially during periods of vulnerability.

‘Lad’ culture in education

‘Lad culture’ has been highlighted by successive UK governments as a serious and widespread problem in secondary schools and HE. In secondary schools, concerns are primarily about academic achievement, as the notion that it is ‘uncool’ to be seen to work hard academically is central to lad culture. Within HE, concerns focus largely on gender-based violence, sexism and sexual harassment.

Jackson’s award-winning research in secondary schools [R1] offers a distinctive and innovative understanding of laddism by combining social psychological theories about motivation with sociological theories about masculinities and femininities. Based on in-depth individual interviews with 203 pupils and 30 teachers across 8 schools and 779 questionnaire responses [G5,G6], Jackson offers a new way of theorising (and addressing) laddism in secondary schools in which laddism is understood as being motivated by fears of social and academic failure experienced by both boys and girls. Previous researchers had argued that many boys (but not girls) avoid overt hard work in school because it is associated with femininity.

Jackson began working on lad culture in HE in 2011, producing an award-winning publication in 2015 with Dempster (Lancaster) and Pollard (Greenwich) through an interview-based project with university students and staff [R3,G7]. Later, partnering with Sundaram (York), a new investigation [G8] built on previous research that explored students’ perceptions of lad culture, but this project was the first to explore staff perspectives. The research involved in-depth interviews with 72 staff in a broad range of roles in 6 universities across England. It revealed that dominant understandings of lad culture, frequently trivialised as ‘boys being boys’, mask the deep-rooted, structural inequalities that produce and perpetuate it. They offered a new theorisation of lad culture that made visible the gendered norms and intersecting structural inequalities that underpinned it, and demonstrated that tackling sexism, sexual harassment and violence in the UK and overseas requires cultural and structural change [R2].

3. References to the research

- [R1] Jackson, C. (2006) *‘Lads’ and ‘Ladettes’ in School: Gender and a Fear of Failure*. Maidenhead: Open University Press. Held at HEI. Awarded 1st prize for books published in 2006 by the Society for Educational Studies. *Peer-reviewed publication*.
- [R2] Jackson, C. and Sundaram, V. (2020) *Lad Culture in Higher Education: Sexism, Sexual Harassment and Violence*. London: Routledge. Held at HEI. *Peer-reviewed publication*.
- [R3] Jackson, C., Dempster, S. & Pollard, L. (2015) ‘They just don’t seem to really care, they think it’s cool to sit there and talk’: ‘Laddism’ in university teaching-learning contexts, *Educational Review*, 67(3), 300-314. DOI: [10.1080/00131911.2014.910178](https://doi.org/10.1080/00131911.2014.910178). Ranked 2nd in the *Educational Review* Article of the Year Awards 2015. *Peer-reviewed publication*.
- [R4] Warin, J. (2018) *Men in Early Childhood Education and Care: Gender Balance and Flexibility*. Palgrave Macmillan. Held at HEI. *Peer-reviewed publication*.
- [R5] Warin, J. (2019) Conceptualising the value of male practitioners in early childhood education and care (ECEC): Gender balance or gender flexibility, *Gender and Education*, 31(3), 293-308. DOI: [10.1080/09540253.2017.1380172](https://doi.org/10.1080/09540253.2017.1380172). *Peer-reviewed publication*.
- [R6] Warin, J. & Adriany, V. (2017) Gender flexible pedagogy in early childhood education. *Journal of Gender Studies*, 26(4), 375-386. DOI:[10.1080/09589236.2015.1105738](https://doi.org/10.1080/09589236.2015.1105738). *Peer-reviewed publication*.

Peer-reviewed research projects:

- [G1] Warin (Co-I), *Gender and teachers/leaders for young children*, Swedish Research Council: (2011-14) EUR47,588
- [G2] Warin (PI), *Men in the Nursery: Impact*, Childbase Partnership: (2016-17) GBP8,843
- [G3] Warin (Co-I), *Men’s Career Trajectories in ECEC*, Collaborative research and publication with 12 international partners. Unfunded.

- [G4] Warin (PI), *Gender diversification of the early years education workforce: Recruiting, supporting and retaining male practitioners*, ESRC: (2018-2021) GBP288,347.
- [G5] Jackson (PI), *Does 'laddish behaviour act as a self-worth protection strategy?*, Nuffield Foundation: (2001-02) GBP3,438.
- [G6] Jackson (PI), *Ladishness and self-worth protection*, ESRC: (2003-05) GBP81,673.
- [G7] Jackson (PI), *Laddism in H.E.*, Society for Educational Studies: (2011-12) GBP8,000.
- [G8] Jackson (PI), *Are 'lad cultures' a problem in Higher Education? Exploring the perspectives and responses of HEI staff*, SRHE: (2014-2015) GBP10,000.

4. Details of the impact

Achieving gender equality is one of the United Nation's Sustainable Development Goals to 'transform our world'. Research by Jackson and Warin has enhanced gender equality in educational contexts by shaping and influencing: a) government thinking and strategies; b) behaviours, attitudes and practices; and c) understandings of gender.

a) Influencing government thinking and strategies to enhance gender equality

Early years

Warin's research has significantly influenced government policy on gender diversification in the early years' workforce, providing a new justification for policies that challenge gender stereotypes. The author of the DfE's 'Early Years Workforce Strategy' (2017) consulted with Warin for the chapter on the Gender Diversification of the Workforce. Subsequently, the DfE invited Warin to play a leading role in shaping the recommendations of the Gender Diversity Task and Finish Group, where she co-authored the group's report 'Improving Gender Balance and Increasing Diversity in England's Early Years Education (EYE) Workforce' (2018) [R5, S1]. The group's Chair commented that Warin's research "*made a significant contribution to public debate, raising general consciousness and influencing national policy to refocus on gender flexibility with the Early Years workforce*" [S2]. Recommendations included a national campaign to raise the profile of early years education as a career for men. Consequently, the DfE allocated funding (GBP30,000) to the Fatherhood Institute (a partner in Warin's 'GenderEYE' research) for a Men in the Early Years (MITEY) conference (Sept 2019), with Warin as the keynote speaker. There were 130 participants, including from the Government Equalities Office, who gave extremely positive feedback and continue to follow Warin's research, as corroborated by the Fatherhood Institute [S3].

Secondary and higher education, and beyond

At a 2014 by-invitation seminar hosted by the Minister for Women and Equalities, Jackson presented proposals to the Government Equalities Office (GEO) about challenging lad culture and gender stereotypes. Drawing on her research on lad culture in schools and HE [R1-3], the proposals were incorporated into 5 (of 6) recommendations in the GEO's report '*The Watched Body*' about how the UK Government, business, academia and the women's sector should work together to achieve gender equality [S4a,b]. The GEO Report informed the Advertising Standards Agency's (ASA) report '*Depictions, Perceptions and Harm: A report on gender stereotyping in advertising*' [S4c] and subsequently their new ruling in 2018 to ban 'harmful gender stereotypes' [S4d]. Later, the Equality Challenge Unit (ECU) invited Jackson to a specialist seminar in May 2015 on 'lad culture, sexual harassment, consent and sexual violence on university campuses', where she reiterated her recommendations for cultural and structural changes. The ECU drew on these to inform a series of University UK (UUK) reports on 'Changing the Culture', which focused on understanding and combatting 'lad' culture and sexual harassment and violence in HE. The Office for Students have provided GBP4.7 million to universities since 2018 to support initiatives for change (e.g., training to break down misconceptions about gender-based violence and harassment).

Jackson's research on 'effortless achievement' and the 'uncool to work' discourse [R3] was used to explain and address patterns of gendered achievement in a 2015 report commissioned by the Dutch Ministry of Education, Culture and Science [S5]. The research has also informed

government thinking and strategies in Flanders. As an Advisor to the Flemish Department for Education and Department for Equal Opportunities testifies, *“Professor Jackson’s research on advancing moves towards gender equality in education ... underpinned our recommendations about tackling traditional gender-role attitudes in specific school contexts ... These recommendations have fed directly into current planning and curriculum reform by the Flemish Department and Ministry for Education which applies to all Flemish secondary schools (952 schools with 427,456 students) ... Professor Jackson’s work has also informed school teachers and teaching practices across Flanders”* [R1, S6].

b) Changing behaviours, attitudes and practices

Early years

Warin’s work has improved the gender equality-related practices and attitudes of hundreds of pre-school managers and practitioners in Bristol, Southampton, Bradford and London. They have changed their strategies (e.g., changing language within job advertisements) to recruit and support male staff through engaging with her research at the annual national MITEY conferences, attended by 452 early years personnel since 2016. Importantly, Warin’s work has enhanced gender equality by changing attitudes as well as behaviours: the head of the MITEY campaign stated that *“Warin’s focus on establishing and transmitting a clear rationale for male recruitment is important, timely and influential ... [and] underpinned the messaging of this campaign”* [S3]. The recent ‘GenderEYE’ project (4,000 website views) has further integrated research findings into recommendations for practitioners through the development of a training toolkit [S7b] (downloaded 290 times), 4 training sessions in 2020 and the establishment of a self-support group by attendees where best practice about male teacher recruitment and support is shared. As a result of Warin’s presentation at the GenderEYE conference (October 2020), she was invited by the Council for Awards in Care, Health and Education (CACHE), to contribute her expertise on the recruitment of male Early Years teachers to their careers toolbox.

Secondary and higher education

Jackson’s research on lad culture, sexual harassment and violence [R2] underpinned the training programmes developed by the EU-funded ‘USVreact’ project in which she was an Associate Partner and also keynote speaker at the project conference ‘Universities Supporting Survivors of Sexual Violence’ (2018, University of York). The project developed and delivered 7 programmes of sexual violence ‘first responder’ training that were tailored to local contexts. Over 700 staff in 21 universities across 4 European countries benefited from the training: UK (10 universities), Spain (7), Italy (2) and Greece (2), enabling them to respond appropriately to students or staff who report sexual and gender-based violence. The final report noted *“The UK was fortunate in having several key figures writing about gender violence on campus and about students’ experience of ‘lad culture’ at universities whose research informed the study from the start, in particular Alison Phipps, Carolyn Jackson, Vanita Sundaram ...”* [S8a, p20]. The training was extensively evaluated, revealing very positive outcomes in terms of increased understanding of gendered and sexual violence and improved institutional support for survivors [S8a]. This is of great importance because poor responses can lead to further trauma, resistance to further disclosure and increased likelihood of additional psychological distress. A UK participant’s feedback reflected the views of many: *“I also loved the fact that the training involved a large part of theorisation, reflection about root causes, contextualisation, discussion. We need the pragmatic advice, active listening practice and clear list of actions to take (and we got them), but responding to disclosure is so much more than setting a chain of actions into motion”* [S8b].

c) Deepening understandings of gender

Early years

Warin’s research [R4] has drawn attention to the early years workforce as the least gender-diverse caring profession amongst: a) practitioners through ‘Nurseryworld’ and ‘Under 5s’ magazines (readership estimated at 7,000 fortnightly and 60,000 monthly respectively), the

Day nurseries website (8,727 views in 2020: Kantar), and b) the general public through The Guardian (reach: 1.9 million online) and by forming the basis of a debate on the BBC's Sunday Politics Show (2019, 916,000: Kantar) [S10]. The research has generated conceptual and instrumental impacts; her book on gender balance and flexibility [R4] is seen as transformative in the UK and internationally. For example, a teacher-educator in early childhood education in Israel wrote to Warin, "*I ... wanted to share with you how much I learned from your thoughts about gender flexibility and gender transformation. You are really pushing my thinking forward with these notions ... I won't be able to look at the question of men in ECEC [early childhood education and care] without struggling myself with the task of conceptualising or reconceptualising what we are trying to accomplish here*" [S11]. A day-long training event in 2020 engaged 36 managers and policymakers with the 'GenderEYE' research, 82% of whom now understand why a gender-diverse workforce is important in the early years [S12].

Secondary and higher education

Every year, tens of thousands of UK students engage with Jackson's work through A-level and GCSE sociology curricula [S13]. Her research on gender and laddism in schools [R1] has a long-standing position on the AS and A-level sociology syllabi of the main exam boards (including AQA and OCR) and is included in A-level sociology textbooks (e.g., Haralambos & Holborn, AQA A-Level Sociology, 2018, and AQA-approved A-level textbook by Bown, Pountney and Maric, AQA A-Level Sociology, 2015). Jackson's work is also core to GCSE level and is featured in the Eduqas-endorsed GCSE sociology textbook (Tivey and Davies, WJEC Eduqas GCSE Sociology, 2017). The reach of Jackson's research through the sociology curriculum is extensive: OfQual data (<https://bit.ly/391Nf2G>) show that in 2019 there were 7,415 AS and 36,965 A-level sociology exam entries and 38,355 social science GCSE entries, which approximates to over 500,000 students over the REF period. Due to the centrality of Jackson's work to sociology AS and A-level exams, she was interviewed in April 2020 for a Sociology Show podcast (<http://bit.ly/2M2XhYm>) for sociology teachers and students (which the producer reported was downloaded 392 times within the first 10 weeks). Her research is thus shaping and enhancing 14 to 18-year-old sociology students' understandings of the ways that gender impacts young people's experiences of, and approaches to, schooling.

5. Sources to corroborate the impact

[S1] DfE Report: 'Improving Gender Balance and Increasing Diversity in England's Early Years Education (EYE) Workforce' (2018).

[S2] Testimonial from Chair of DfE GDTFG (2020).

[S3] Testimonial from Head of MITEY campaign at the Fatherhood Institute (2020).

[S4a] Watched Body Report (2014); [S4b] letter from Minister for Women and Equalities (2015); [S4c] <https://www.asa.org.uk/resource/depictions-perceptions-and-harm.html> (2017);

[S4d] CAP (Committee of Advertising Practice) Regulatory statement on gender stereotypes in advertising, <https://www.asa.org.uk/uploads/assets/uploaded/0e8d7270-3dcc-4aeb-8e6b09903448cf2e.pdf> (2018).

[S5] Report commissioned by the Dutch Ministry of Education, Culture and Science (2015).

[S6] Testimonial from Advisor to Flemish Dept. for Education and Dept. for Equal Opportunities (2020).

[S7a] 'GenderEYE' Project Report (2020); [S7b] Training Toolkit <https://gendereye.org/outputs/> (2020).

[S8a] 'USVreact' Final Project Report (2018); [S8b] Endorsement by a participant in USVreact (2018).

[S9] Testimonial from author of 'Boys don't try? Rethinking masculinity in schools' (2020).

[S10] 'GenderEYE' media coverage: <https://gendereye.org/outputs/publications/> (2021).

[S11] Email from teacher-educator in early childhood education in Israel (2018).

[S12] 'GenderEye' training evaluation – group 2 participants (2020).

[S13] AS and A Level Teacher Guide – Sociology, OCR, (2015).