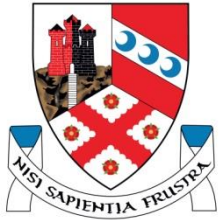


Gendered information landscapes and their impact on routes into and through apprenticeships.

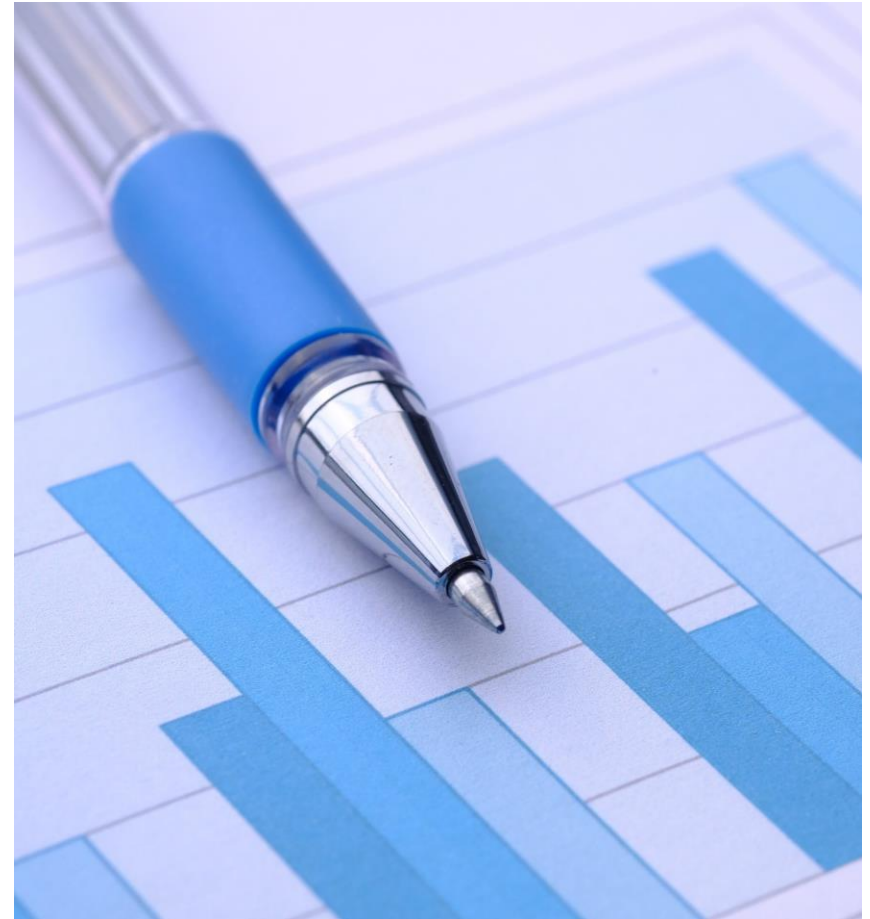
CDI Practitioner Research Conference
16th Feb 2023

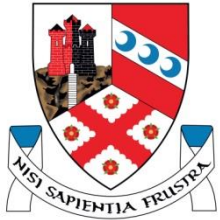
Maria Cecil – PhD Student
Email: maria.cecil@napier.ac.uk



Outline

- Overview
- Background & Rationale
- Key Concepts
- Research Questions
- Methods & Methodology
- Benefits & Impact
- Dissemination





Overview

SDS sponsored 3+1 PhD project delivered in partnership with the SGSSS and the ESRC

School of Computing, Engineering & Built Environment (SCEBE) –
Edinburgh Napier University, Merchiston Campus

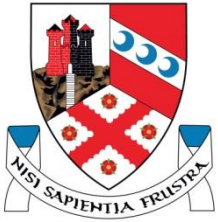
Director of Studies: Dr Ella Taylor Smith

Supervisors: Professor Sally Smith, Dr Colin Smith



Scottish
Graduate
School of
Social
Science





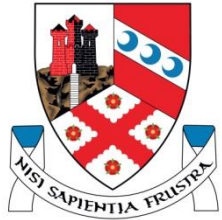
Background & Rationale

Scottish apprenticeships are crucially important in the current labour market however gender imbalances still exist in crucial sectors such as Technology and Healthcare leading to occupational segregation and skills shortages (Block, Croft, De Souza, & Schmader, 2019).

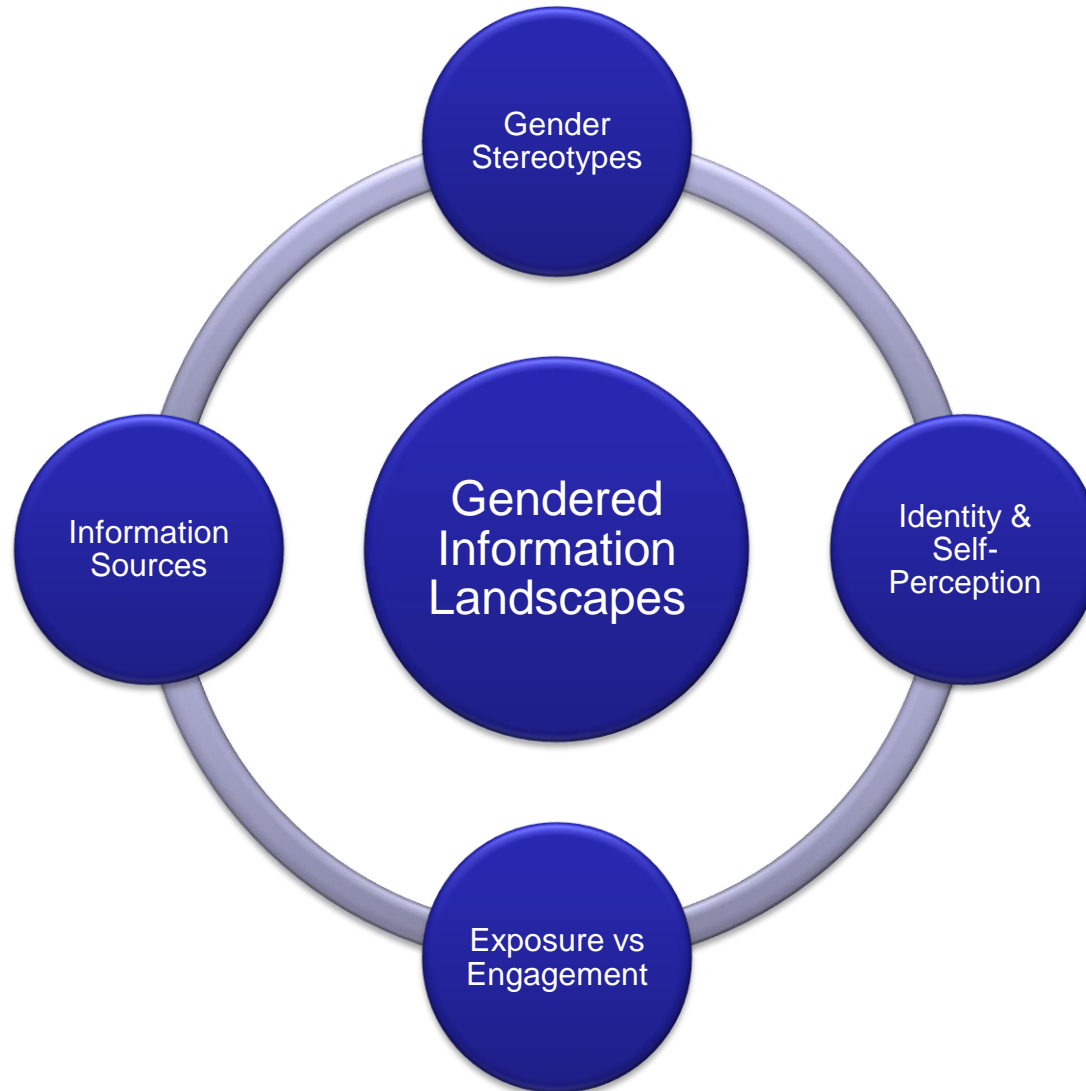
Many stakeholders still regard apprenticeships in gendered terms, which can have a profound impact on advice, recruitment, and delivery (Beck, Fuller, & Unwin, 2006).

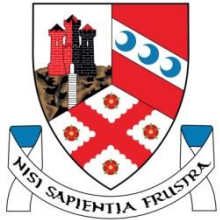
There is a gap in extant knowledge about the impact of gendered information landscapes on young people's career choices.

Interdisciplinary research project to examine and understand sources of gender stereotyping which can impact on young people's choices around apprenticeships and work-based learning (WBL).



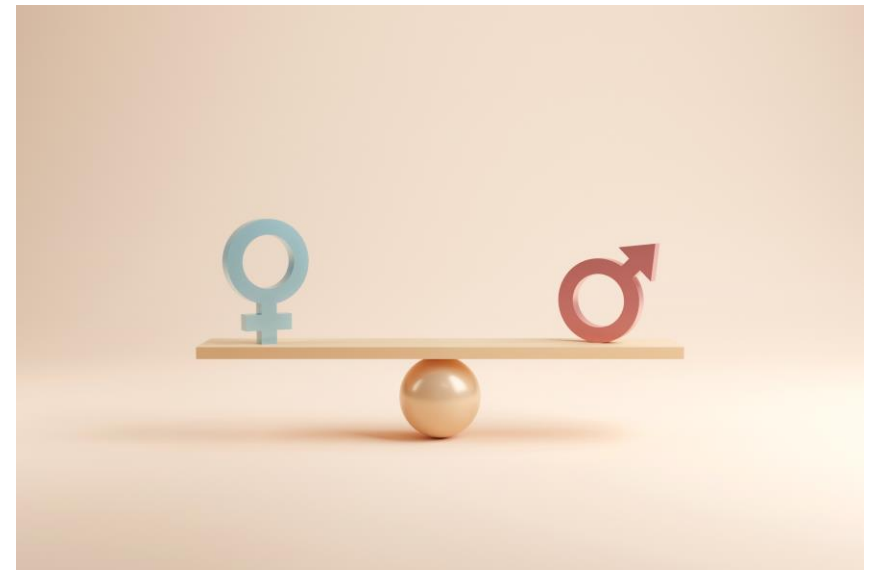
Key Concepts



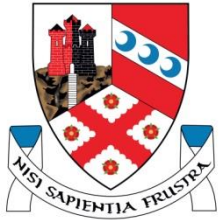


Gendered Information Landscapes

The spaces which incorporate the information sources which are most relevant to people in their own context e.g., their gender/gender identity.



(Savolainen, 2020)

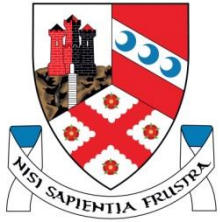


Development of Information Landscapes

Shaped by a combination of exposure to and engagement with a myriad of information sources (Rottger and Vedres, 2020)

People may passively absorb information throughout their lives from early childhood (Lievrouw, 2001)

Or they may actively consume, process and utilise information for a distinct purpose (Lloyd & Wilkinson, 2019)



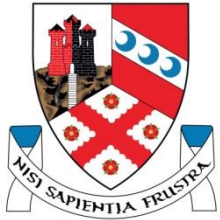
Information Sources

Digital Sources

- Websites
- Videos
- Social Media
- Blogs
- Podcasts

Non Digital Sources

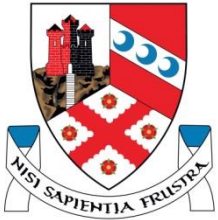
- Books/Print Media
- Careers Practitioners
- Teachers
- Parents/Family
- Peers



Gender Stereotypes & Cultural Norms

- ❑ Children and young people are exposed to “gendered” content which embodies or reinforces gender stereotypes or traditional gender roles.
- ❑ Variations in how different genders are influenced by gender stereotypes and cultural norms - young girls tend to be acutely aware of instances when typical gender roles are violated but boys are not.

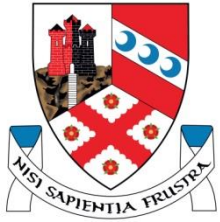
(Siyanova-Chanturia et al, 2015)



Identity & Self Perception

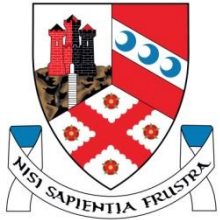
- ❑ Stereotypical representations of males and females have been found to shape the attitudes, behaviours and beliefs of young people.
- ❑ Young people make choices about careers based on confidence which has been gained through prior successes and achievements and also through second hand exposure to the accomplishments of family and peers.

(Dasgupta, 2018)



Research Questions



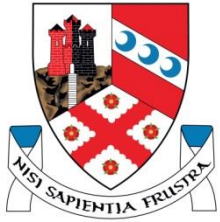


RQ1. To what extent are apprenticeships segregated by gender in UK nations and internationally?

RQ2. What are the main current and recent policies and strategies to address gender stereotyping and disparities in young people's choices around WBL and apprenticeships?

RQ3. What theories address occupational segregation in WBL and apprenticeships, and how do these fit with educational timelines from early years to leaving school?

RQ4. What gendered influences do young people identify when looking back over their choices of apprenticeships (or otherwise)?



Methods & Methodology

Idealist (social
constructivist) ontology

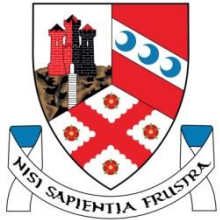
Building new
theories/conceptual
frameworks – mapping
gendered information
landscapes

Non-probability
purposive sampling

Mixed methods
approach

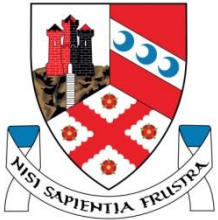
Paired interviews or
small focus groups with
young people aged 15 –
24 in Scotland
incorporating a
participatory method

Questionnaire survey to
other key stakeholders
e.g., employers, parents



Benefits & Impact

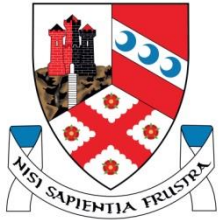




Careers Advice Information & Guidance

- A baseline summary of policies and initiatives and their relative success, expressed in a stakeholder-friendly format, will help to support development of practical, policy-focused strategies to address gender disparities in apprenticeships.
- Model of relevant theories will indicate how gender stereotypes are experienced and what interventions (and when) may be effective to help to move beyond them.
- Data will offer a contemporary picture of the source and influence of gender stereotyping in choosing apprenticeships.



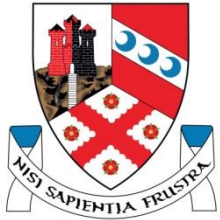


Academia

This study will address current gaps in existing knowledge

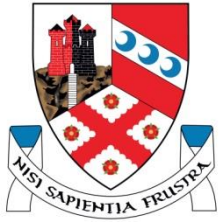
Research on apprenticeships and WBL programmes will help HE institutions to improve recruitment into STEM and HEED programmes

The project will also provide the opportunity to work collaboratively with partner organisations to produce practical outputs



Policy Makers

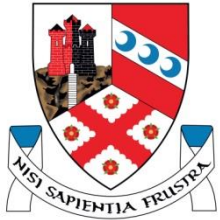
- Potential to explore the reasons why current policies may not be as effective as expected at the implementation stage.
- Provide robust data on young people's information landscapes which will inform future strategy and investment.
- Contemporary information on international policy around gender balance and occupational segregation



Young People



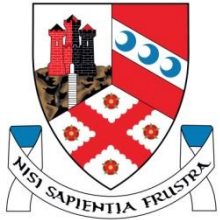
- Participation in study will allow them a space to have their voices heard and will enable better understanding of their information and career needs
- Opportunity to inform future policy and practice
- Improvements to current apprenticeship and WBL programmes
- Better career prospects and greater earning potential



Labour Market

- Right people in the right place at the right time
- Safeguarding against future skills shortages
- Larger talent pool to choose from
- Highly qualified workers

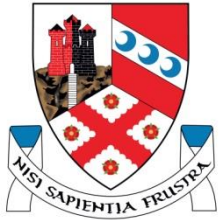




Economy

- Improving gender balance in apprenticeships will positively contribute to economic activity including pandemic recovery
- Reducing gender pay gap will leave women less exposed to the current cost of living crisis as they tend to be closer to the poverty line than men, and will increase Scotland's GDP
- Improving equality and gender balance will raise Scotland's reputation as a good global citizen encouraging an influx of new talent



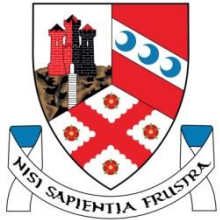


Society

Understanding how gender stereotypes are embedded and reinforced through cultural norms will help to reduce their impact and influence on young people

Gender balance leads to safer communities with greater levels of cohesion and wellbeing

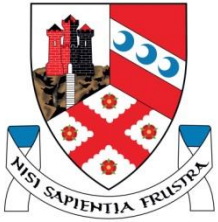
Creating a fairer, more equal and just society will benefit all citizens, reducing deprivation, poverty and discrimination



Dissemination

Output	Year
<ul style="list-style-type: none">• Baseline summary of policies/initiatives (infographic)• Conference poster for Horizons in STEM conference	2023
<ul style="list-style-type: none">• Model of theories (infographic)• Conference paper e.g., ISIC	2023
<ul style="list-style-type: none">• Data (information landscapes mapping in visual format e.g., rich pictures)	2024
<ul style="list-style-type: none">• Article (e.g., Journal of Education and Work, Journal of Information Science)	2025





Thank you

