



Exploring the gendered information landscapes of Scottish apprentices

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Background, Aim & Objective

Crucial sectors, such as digital, healthcare, and education (especially early years), suffer from significant gender imbalances (Block, Croft, De Souza, & Schmader, 2019) with apprenticeships being regarded as stereotypically male (Beck, Fuller, & Unwin, 2006). For example, in Scotland engineering apprenticeships are over 80% male (Close the Gap, 2024).



To better understand this phenomenon, this study explored the gendered information landscapes of Scottish apprentices.

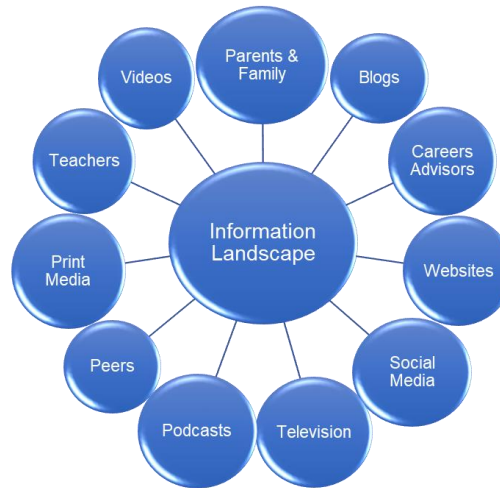
Methods

Phase 1 – Mixed method questionnaire survey carried out with approximately 200 apprentices in Scotland.

Phase 2 – Small online qualitative focus groups or paired interviews with apprentices aged 16-24. Participants recruited through questionnaire survey.

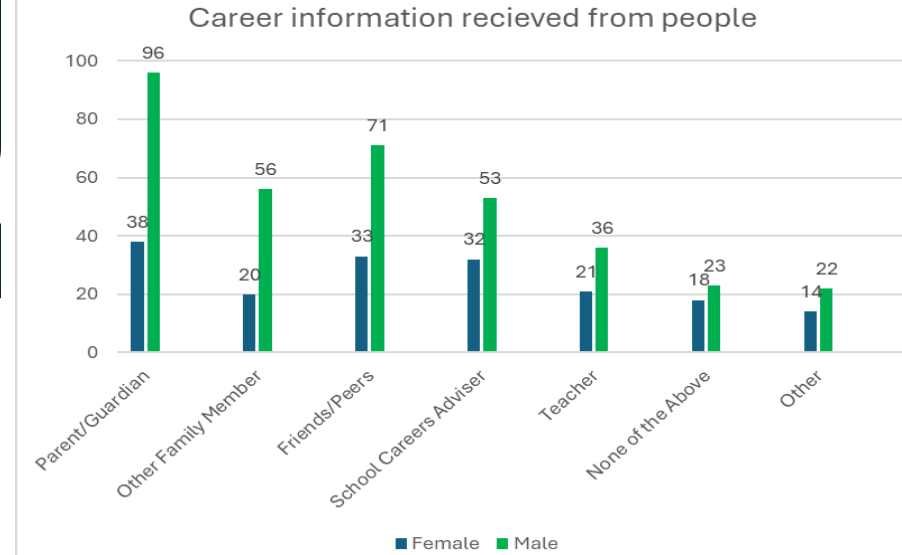
Collaboration between careers services and parents is crucial in addressing gender imbalance in apprenticeship programmes.

Information Landscapes



Information landscapes can be defined as spaces which incorporate the information sources which are most relevant to people in their own context or environment (Savolainen, 2020).

Results & Conclusion



Parents were found to represent the greatest and most trusted source with one participant saying *“Parents, as they are a trusted voice, and I have seen them succeed in their own careers”*, and another commenting *‘My parent. My mum is successful in her job and for that reason, I would trust her to give me career advice’*. It can also be said that a much higher percentage of the male apprentices (70.59%) had received information about apprenticeship opportunities from their parents than females, which could signify a parental expectation that boys will undertake more vocational types of training than girls.