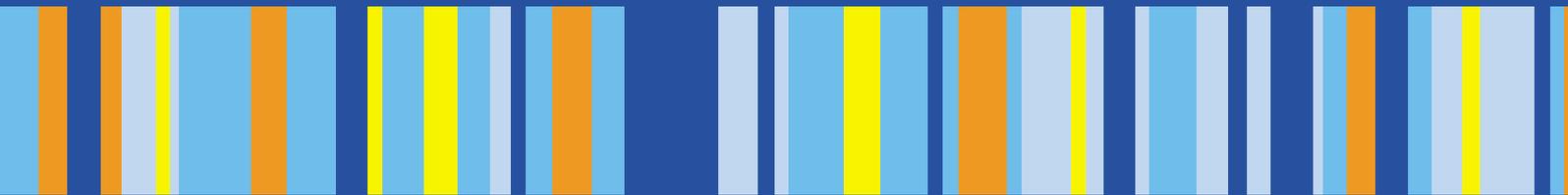
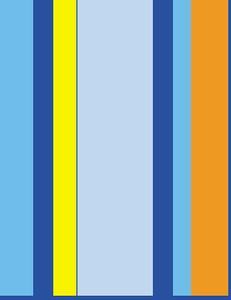


# OCCUPATIONAL SEGREGATION IN SCOTLAND



## *Jobs for the girls and the boys*

SUMMARY REPORT



# Occupational Segregation in Scotland - the problem

In 2003 the Equal Opportunities Commission launched a formal investigation into occupational segregation. We recently completed our investigation and have published our final report. Our investigation focussed on the Modern Apprenticeship (MA) programme.

The investigation has made the important link between occupational segregation and skills shortages by looking at 5 sectors currently experiencing skills deficiencies: Engineering, Construction, Plumbing, ICT and Childcare.

## **Our investigation has found that:**

- The segregation of women and men into different types of employment has a damaging effect on the economy by failing to make the most efficient use of the potential workforce, contributing to persistent skills deficits and holding back increased productivity.
- Occupational segregation and the concentration of women in low paid and low status jobs is a major contributor to the gender pay gap, currently standing at 15% for full time employees in Scotland.
- The MA currently perpetuates occupational segregation in the wider labour market, however in it could be one of the vehicles through which to challenge occupational segregation and provide greater career choice and opportunities to Scottish people.

# Occupational Segregation and the MA programme in Scotland - the facts

- there are only 4 female plumbing modern apprentices
- there are only 41 female construction modern apprentices
- only 50 engineering modern apprenticeships are female
- only 15 childcare modern apprentices are male

## EOC SCOTLAND Key Recommendations

A National Strategy needs to be developed to tackle gender segregation in education, training and work. This strategy should be driven by a high-level alliance across Government and linked to key economic and skills strategies.

As part of the Scottish Executive's ongoing review and evaluation of the MA programme action should be taken to address the systemic barriers to taking on atypical recruits.

Action should be taken to review the current information provided in schools about non-traditional careers and the opportunities for greater practical work experience or "tasters" in these sectors.

# Tackling Occupational Segregation - the benefits

## FOR INDIVIDUALS

Everyone should have the opportunity to choose their career free from stereotypical assumptions about what men and women can and cannot do. Occupational segregation and sex stereotyping reinforces outdated working patterns and denies people real freedom of choice.

## FOR BUSINESS

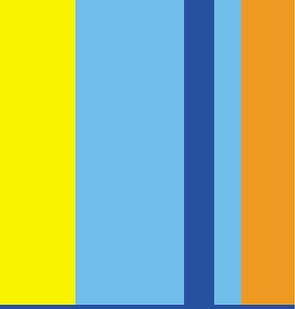
Employers will have a wider pool of talent to choose from. A greater balance within the workforce will enable a larger proportion of customers to relate to and trust the organisation more, especially in sectors such as construction, plumbing and childcare.

## FOR SCOTLAND

A Smart Successful Scotland needs a highly skilled and highly productive economy. The potential of women and men to be productive should not be limited by their gender. Tackling occupational segregation will encourage women into higher skill, higher value jobs, lessen skills deficiencies and narrow the gender pay gap.

“I BELIEVE THERE IS A NEED TO SHIFT THINKING AWAY FROM SEEING EQUALITY AND DIVERSITY AS MARGINAL TOWARDS RECOGNISING THEM AS POSITIVE AND INTEGRAL ELEMENTS OF OUR BUSINESS – AND VITAL FOR OUR ECONOMY.”

**Jim Wallace MSP, Deputy First Minister, Minister for Enterprise & Lifelong Learning**



# Occupational Segregation - Skills Shortage Sectors

## CONSTRUCTION

- Construction employs approximately 126,000 people in Scotland, around 5% of Scottish jobs
- Jobs in construction are overwhelmingly held by men and are full-time
- 60% of hard-to-fill vacancies were due to skill-shortages
- There are 41 (0.7%) female construction MAs in Scotland, and 5,807 male MAs

## PLUMBING

- Building services engineering, including plumbing employs approximately 24,700 employees in Scotland, around 1% of all Scottish jobs
- Jobs in plumbing are overwhelmingly held by men and are full-time
- 63% of plumbing hard-to-fill vacancies were due to skills shortages
- There are only 4 (0.4%) female plumbing Modern Apprentices in Scotland and 1,234 male plumbing MAs

## ENGINEERING

- Engineering employs approximately 128,000 people in Scotland, about 6% of all Scottish employees

- The percentage of female engineering workers in Scotland is 1.92% and almost all jobs are full-time
- Engineering, primarily in the technical and craft areas, has projected continued problems caused by skills shortages over the next five years
- Within the wider construction sector, engineering employers experience more skills shortages, 36%
- There are 50 (2.4%) female engineering MAs in Scotland, and 2,034 male MAs

### ICT

- ICT employs around 45,000 people in Scotland, about 2% of all Scottish jobs
- 61% of Scottish employers believe their IT staff require additional skills compared to a UK average of 57%
- There are 154 (49.7%) female ICT MAs in Scotland, and 156 male MAs

### CHILDCARE

- In Scotland, 1 in 5 childcare workers do not have formal qualifications, and are not currently in training to get any.
- Only 4% of childcare workers were male.
- 1.9% of all posts had existed for three months or more and the main reason for hard-to-fill vacancies was a lack of applicants (including a lack of qualifications or experience).
- There are 15 (1.5%) male childcare MAs in Scotland, and 965 female MA

# The Modern Apprenticeship programme in Scotland

- 35% of individual MAs in Scotland are female
- Males (29%) were more likely than females (11%) to have left school because they were offered a Modern Apprenticeship (MA) or skillseekers placement/training
- At aged 17, 7% of men were in a MA framework, compared to 2% of females
- Female MAs are paid £1 less per hour than male MAs (females - £2.55 per hour, males £3.55)

## MEETING THE NEEDS OF EMPLOYERS

Our research shows that the majority of employers in all five sectors feel the MA programme is successful in both upskilling and providing sustainable employment for young people. However, a significant number of employers in childcare and plumbing stated they did not use the MA because they didn't know enough about the programme.

## MEETING THE NEEDS OF INDIVIDUALS

Individual apprentices gave very positive feedback about the MA programme. The main reason for this was because all MAs in Scotland have employed status, therefore allowing individuals to 'earn while they learn'.

# Operational barriers

Current funding priorities within the MA programme have been identified as a potential barrier to the recruitment of greater numbers of atypical apprentices. At present there is guaranteed funding for 16-18 year old MAs, however funding for adult MAs is not guaranteed and, as a result, employers have little incentive to hire them.

“YOU ONLY GET ADULTS IF YOU COULD GET PROPER FUNDING FOR THEM WHICH YOU CAN'T. UNTIL THE GOVERNMENT WAKE UP AND PROVIDE EQUITABLE FUNDING, IT JUST WON'T HAPPEN.”

**Employers' Representative, Plumbing**

The lack of 'parity of esteem' between Further Education (FE)/Higher Education (HE) and the MA qualification was identified as a barrier to recruiting more female school leavers.

“.... THEY [THE SCHOOL] PREFER PEOPLE TO GO TO UNI BECAUSE IT LOOKS BETTER FOR THEM... WHEN I SAID I WANTED TO GO TO THE JOB SHOP ONE OF THE TEACHERS QUESTIONED IT AND SAID 'BUT WHY, THAT'S FOR 4TH YEARS?' WHAT THEY MEANT THERE WAS 'THAT'S FOR PEOPLE WHO CAN'T DO HIGHERS.’”

**Female MA, Engineering**





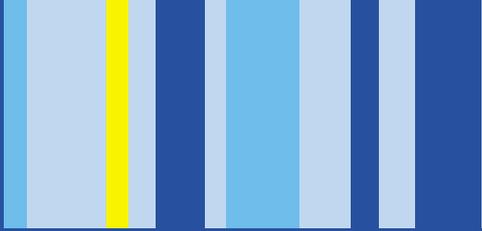
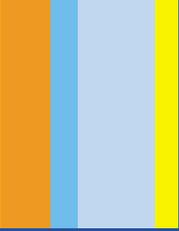
## Barriers before work

In the childcare sector, employers and employers' representatives found there was a 'purchaser' barrier that often limited their ability to recruit men because of parents' negative perceptions of male childcare workers. In addition, the low pay in the childcare sector was felt to be a significant barrier to attracting more men into the sector.

"... IT'S THIS PUBLIC PERCEPTION, IT'S THE WAY THE MEDIA TREATS MEN, IT'S THE WAY THEY LATCH ON TO WORDS LIKE PAEDOPHILE ETC. 'IF YOU WANT TO WORK WITH CHILDREN, YOU MUST BE SOME KIND OF PAEDOPHILE' AND ALL THESE KIND OF PEJORATIVE STATEMENTS THAT ACTUALLY MAKE MEN RELUCTANT TO TAKE THAT STEP. OLDER MEN COMING INTO THE PROFESSION AFTER THEY HAVE PERHAPS DONE A BIT OF FOSTERING OR DONE A BIT OF CARING AT THE WEEKEND; THEY'RE OFTEN VERY SUCCESSFUL BECAUSE THEY KNOW WHAT THE JOB INVOLVES, THEY HAVE THAT KIND OF CONFIDENCE TO BE ABLE TO SAY, 'NO, HANG ON'."

**Employers' Representative, Childcare**

Both apprentices and employers representatives stated that employer's perceptions of the reproductive role of women had led to both direct and indirect discrimination during the recruitment process.



“I THINK IN OUR INDUSTRIES IT’S, THEY’VE NOT DONE IT BEFORE, A LOT OF THEM ARE SMALL, 97% OF OUR COMPANIES EMPLOY LESS THAN 13 PEOPLE; THEY’VE NEVER HAD A FEMALE APPRENTICE, THAT’S SCARY. THEY DON’T KNOW WHAT TO DO, THEY DON’T KNOW WHAT TO DO ABOUT TOILETS, ‘ONCE A MONTH SHE’S GOING TO BE A NIGHTMARE, WHAT AM I GOING TO DO? HOW AM I GOING TO COPE? AND WHAT IF?’ AND THEY COME UP WITH THESE ENORMOUS ‘WHAT IFS’ THAT DON’T REALLY EXIST, IT’S A PROBLEM IN THEIR HEADS.”

**Employers’ Representative, Construction**

Before securing a MA, women in male dominated sectors found that the negative attitudes of friends, family and peers made it difficult for them to make non-traditional career choices.

“I KNOW THAT A LOT OF PEOPLE THOUGHT THAT IT WAS JUST A PHASE – ‘SHE’LL GROW OUT OF IT, JUST LEAVE HER ALONE’... THERE WAS A LOT OF PEOPLE SAYING TO ME AT THE TIME (WHEN DECIDING TO DO A MA) ‘THAT’S GOING TO BE A HARD JOB, YOU WON’T BE ABLE TO DO THAT’. THINGS THAT THEY SAY JOKINGLY BUT YOU KNOW THEY HALF MEAN IT. THEY SAY IT TO YOU TO SEE YOUR REACTION, IF YOU’RE ACTUALLY SERIOUS ABOUT DOING IT OR NOT AND THEN WHEN THEY SEE YOU ARE, THEY BACK DOWN.”

**Female MA, Engineering**

# Barriers at work

In the workplace, the female apprentices described how their co-workers often doubted the abilities of women in traditional industries. This meant that atypical apprentices often worked 'twice as hard' as their male counterparts to prove their abilities and win the confidence of co-workers.

"... APPARENTLY THIS GUY HAD WENT UP TO HIM (EMPLOYER) AND SAID 'WHAT THE HELL ARE YOU EMPLOYING A WOMAN FOR? SHE'LL NEVER BE ABLE TO DO IT - IT'S A WASTE OF MONEY AND A WASTE OF A GOOD APPRENTICESHIP YOU COULD'VE GIVEN TO A GUY' AND THEN SIX MONTHS DOWN THE LINE HE WENT UP AND SAID 'GOOD CHOICE – I THINK SHE'LL GO FAR'."

**Female MA, Engineering**

The dominance of a masculine workplace culture often led to the exclusion of women at work.

"SOMETIMES I THINK ONE OF THE BAD THINGS IS BECAUSE YOU ARE A GIRL, THEY DON'T EXPECT THAT YOU CAN DO IT, THEY DON'T MEAN IT BAD BUT THEY JUST SAY 'OH, WE'LL GET SOMEBODY ELSE – THEY CAN LIFT IT INSTEAD OF YOU' AND I THINK 'NO, I'LL DO IT MYSELF, I'M CAPABLE OF DOING IT, I'M NOT ANY WEAKER THAN YOU'. I THINK THAT'S MAYBE ONE OF THE BAD THINGS."

**Female MA, Engineering**



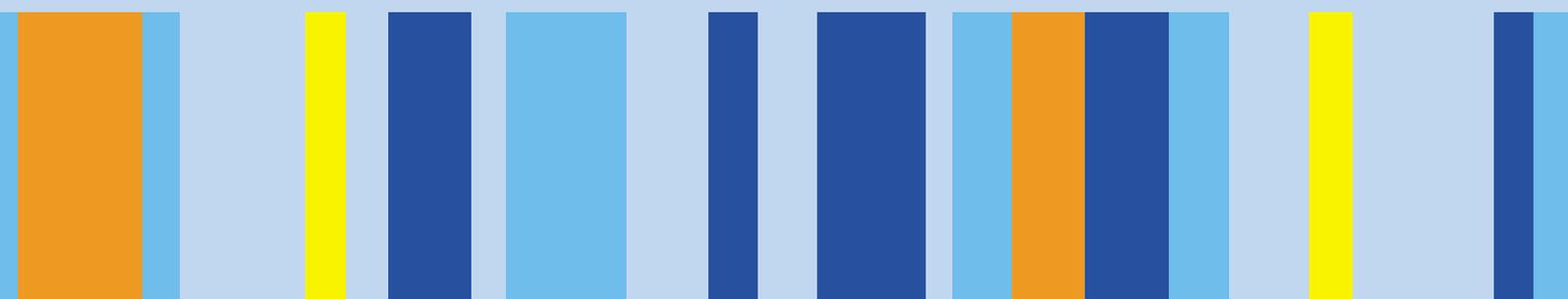
"THERE'S A LOT OF COMMENTS WROTE IN THE TOILETS ABOUT LASSIES IN HERE... AT FIRST I FOUND THAT UNCOMFORTABLE, YOU DON'T KNOW WHO'S WRITING IT AND YOU DON'T KNOW WHAT THEY'VE BEEN SAYING ABOUT YOU. BECAUSE I'M IN THERE WORKING WITH THE GUYS AND I KNOW THAT IT'S SOMEBODY THAT I WORK WITH THAT'S WRITING IT BUT I DON'T KNOW WHO IT IS.

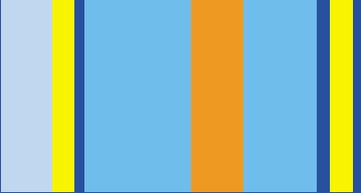
IF YOU'RE STUCK IN A TANK WITH SOMEBODY AND THERE'S DETAILS OF WHAT PEOPLE ARE WANTING TO DO TO YOU IN A TOILET, YOU DON'T KNOW IF ITS THAT GUY. IT'S REALLY NOT A NICE FEELING."

**Female MA, Engineering**

'WE BUILT THIS REALLY, REALLY HEAVY RECEPTION DESK AND ONE OF THE GUYS GOT EVERY APPRENTICE IN THE WORKSHOP, EXCEPT ME, TO LIFT IT.'

**Female MA, Construction**





# Moving Forward

- All participants agreed that tackling occupational segregation would be positive for the Scottish labour market.
- The way in which careers advice and subject choice is provided in secondary schools was identified as limiting the potential numbers of atypical candidates.
- Extending the role of 'hands-on', occupational 'tasters' was identified as a useful way to encourage the recruitment of more atypical candidates.
- Female apprentices in construction, plumbing, engineering and ICT felt that an increase in the number of female apprentices in their sector as well as more female role models at work would enhance their working lives and make the sector more attractive to women.
- Introducing more male role models in childcare was identified as a desirable outcome in terms of challenging perceptions of gender stereotypical jobs at a young age.

"I THINK THAT'S PROBABLY WHERE THE PROBLEM HAS TO START GETTING SOLVED; RIGHT DOWN AT SECOND YEAR WHEN YOU'RE CHOOSING YOUR OPTIONS. BECAUSE MY FRIEND WENT TO THAT SCHOOL AND SHE SAID 'EVERYBODY THINKS YOU'RE DEAD WEIRD FOR TAKING TECHNOLOGICAL STUDIES – NO GIRL WOULD EVEN CONSIDER TAKING IT'."

**Female MA, Engineering**

# Jobs for the girls and the boys - our final recommendations

1. A National Strategy needs to be developed to tackle gender segregation in education, training and work. This should form part of the key Scottish Executive economic and skills strategies and will complement the work that is currently being done to ensure that employers have the right skills to support the success of their business and individuals have the right skills they need to be both employable and personally fulfilled.
2. All relevant data, including information on pay rates for MAs should be available in the public domain in a readily accessible format.
3. As part of the Scottish Executive's on-going review and evaluation of the MA programme action should be taken to address the systemic barriers to taking on atypical recruits.
4. Future directions in promoting industries to atypical candidates should capitalise on the existing expertise and experience of the Sector Skills Councils (SSCs) (and Careers Scotland) that are active in this area. Promoting positive action through the Sector Skills Agreements (SSAs) could be one way to achieve this aim.
5. The development of SSAs offers an opportunity for specific sectors to identify whether gender based occupational segregation is a problem and to take remedial action to tackle it. Therefore, the relevant stakeholders should consider including within the SSAs a gender breakdown of labour market data and those participating in learning and training programmes to inform any potential action taken.

6. Actions to promote desegregation by gender should be seen as the collective responsibility of all key policy makers, not just SSCs or other agencies with a marketing remit.

7. Local Enterprise Companies (LECs), in partnership with the relevant SSCs, should become more pro-active in ensuring employers are aware of the efficiency losses of occupational segregation.

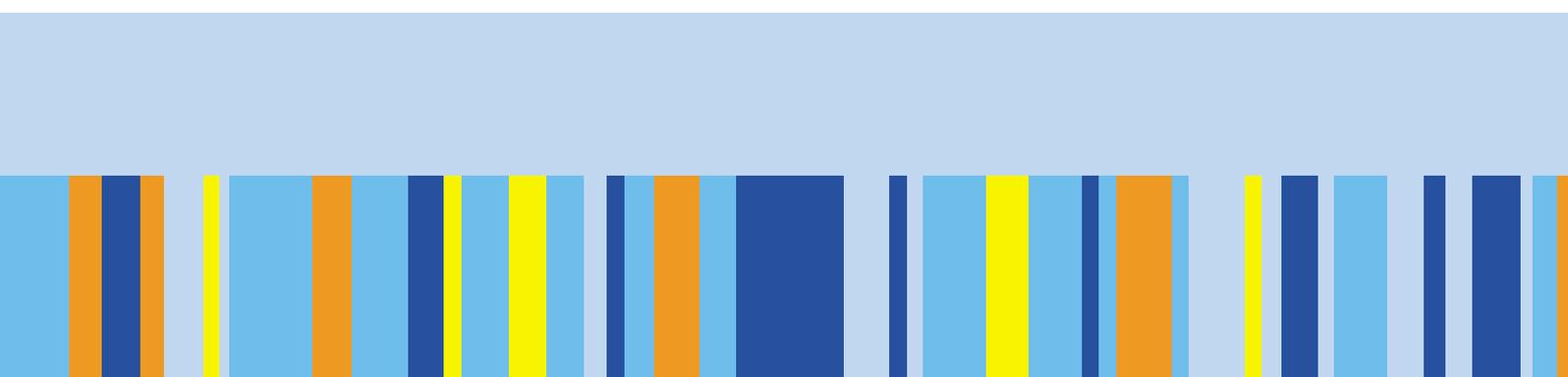
8. In conjunction with the relevant SSCs, LECs should become more involved in circulating best practice in an attempt to encourage initiatives designed to promote non-stereotypical career choice through the MA programme.

9. After consultation with Scottish Enterprise, it is suggested that training

providers be required to provide qualitative feedback about the actions they have taken in the area of gender equality in the previous time period making more use of the 'contractual management process'.

10. Action should be taken to review the current information provided in schools about non-traditional careers and the opportunities for greater practical work experience or "tasters" in these sectors.

11. Careers advisers and teachers advising secondary school pupils on subject and career choice need to inform young people of the benefits of the MA programme as well as other further education options. Action should be taken to ensure that this is happening throughout secondary schools in Scotland.





Women. Men. Different. Equal.  
Equal Opportunities Commission Scotland

EOC Scotland  
St Stephens House  
279 Bath Street  
Glasgow  
G2 4JL

T. 0845 601 5901  
W. [www.eoc.org.uk](http://www.eoc.org.uk)  
E. [scotland@eoc.org.uk](mailto:scotland@eoc.org.uk)

## Useful information

The five Scotland GFI reports and the Great Britain summary report can be accessed from the EOC website [www.eoc.org.uk](http://www.eoc.org.uk)

A new interactive website providing 11-15 year olds with information challenging gender based stereotypes and prejudice about appropriate jobs for women and men has been launched by the EOC [www.works4me.org.uk](http://www.works4me.org.uk)

EOC Scotland is working with the Scottish Executive, Scottish Enterprise, Highlands and Islands Enterprise, Careers Scotland, the Sector Skills Development Agency and other related organisations to take forward the findings and recommendations from the GFI.