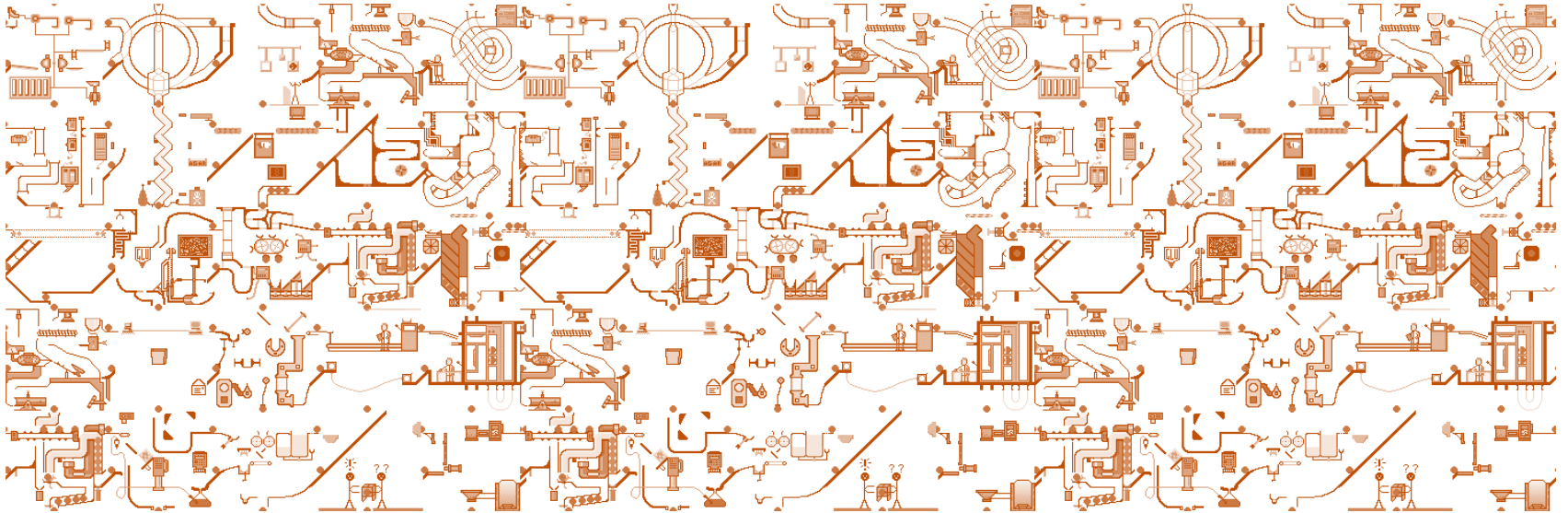


Careers Matters: Evidence and Implications for Gender and Equality




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23rd November 2016

Overview

- Career learning matters
 - Evidence: research and practice
 - Opportunities and challenges
 - Changing perceptions: where next?
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Career learning matters...







By the age of **6** children are already classifying certain jobs as 'male' and 'female'

and by **13**

many have already limited their career aspirations to fit in with gendered stereotypes (Gottfredson & Lapan, 1997)



55% of young women surveyed in 2012 said that they don't feel that they have enough positive female role models

(Girl Guiding, 2012)

2 in 3 

girls would be tempted to train for a job usually done by the opposite sex if they had more information about the kind of work they could be doing

(Beck, Fuller & Unwin, 2006)



68%

of pupils know someone personally who does their first and/or their second choice of jobs (Careers Scotland, 2004)

(EOC, 2009)

75%

of women still end up in the

5 'C's

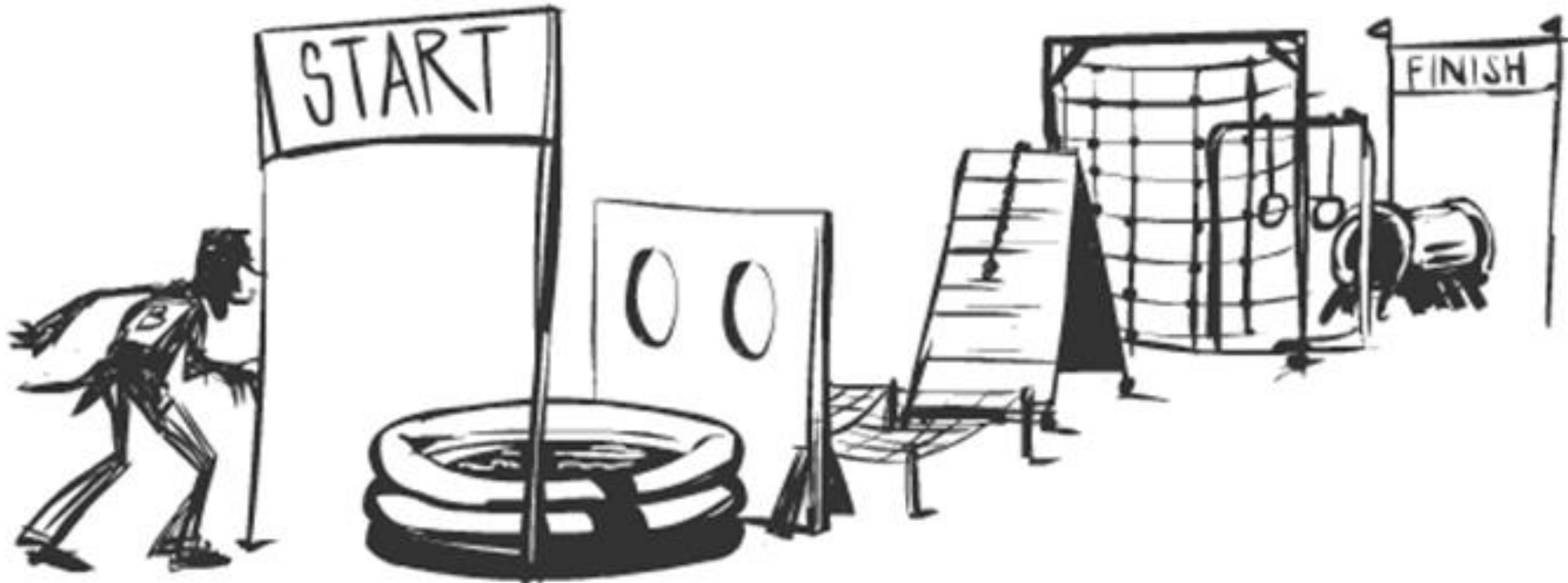
of employment:

- Cleaning
- Caring
- Catering
- Cashiering
- Clerical

Follow the Inspiring Women blog:

www.itfindinspiringwomen.wordpress.com

Career learning




Task ahead



- ✓ Keep more people switched on to learning
- ✓ Encourage them not to close down opportunities too early
- ✓ Broaden horizons and challenge inaccurate assumptions
- ✓ Create relevant experiences and exposure to the world of work

Gender matters

“While the term gender relates to a single variable, in reality it is often associated with multi-dimensional disadvantage. Other biological, social and cultural categories, like race/ethnicity, socio-economic status, age and other axes of social identity interact, often simultaneously and at different levels, due to systematic injustice and social inequality” (Bimrose et, al, 2015)



The Global Gender Gap Report 2016

- Can you identify the top five performing countries?
 - What is Ireland's current ranking?
 - <https://www.weforum.org/reports/the-global-gender-gap-report-2016>
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Research

Sharing knowledge and experiences

Does careers education make a positive difference?
Is it worth the investment?




Remit

- To provide an overview of the evidence-base underpinning careers education and its impact on pupils' skills and outcomes
- To examine robust casual evidence on careers education impact assessment from a wide range of studies using **experimental and quasi-experimental designs**

Definition: Careers education

“Careers-focused school and/or college mediated provision designed to improve students’ education, employment and/or social outcomes”

Careers education

- Aims to enable students to acquire the knowledge, skills and attitudes that will allow them to understand and succeed within and beyond their schooling
 - Research literature over the last twenty years on the impact of careers education on student outcomes is often considered weak and fragmented, due mainly to the complexity of differing elements identified and reported in differing ways
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Key Stages: methodology

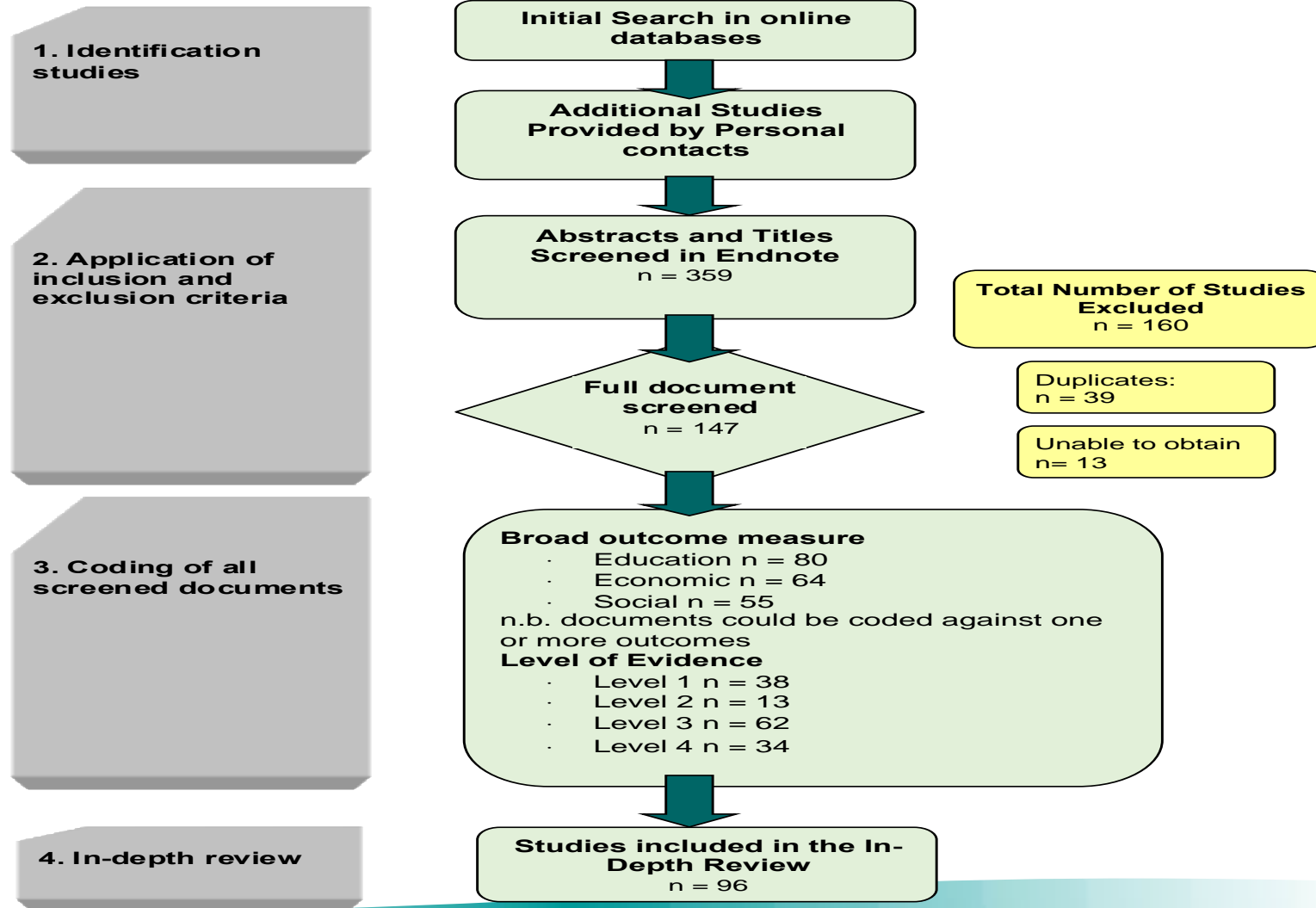


Figure 2 Representation of broad outcome measures by country of study

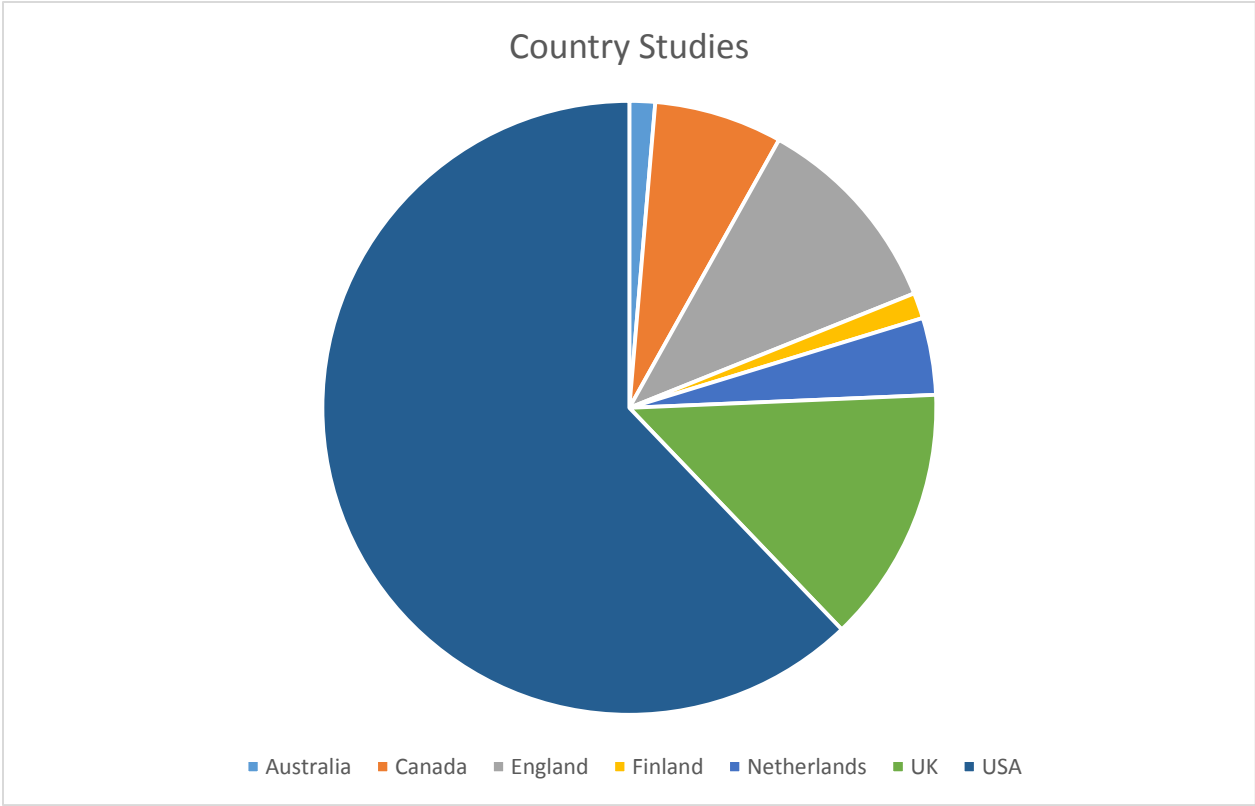


Table 3 Documents reviewed by population and broad outcome measure

	Documents reviewed		Broad outcome measures			
	No.	%	Education	Economic	Social	Combination of measures
Primary	2	3%	1		1	
Secondary	59	81%	17	13	10	19
Primary / Secondary	9	12%	4			5
SEN / Secondary	3	4%	1	1	1	
Total	73		24	14	12	24

Table 4 Documents reviewed with specialist focus and broad outcome measure

Specialist focus	Number of documents	Broad outcome measure			
		Education	Economic	Social	Combination of measures
Gender	15	4	3	3	4
Class	26	9	6	6	5
Ethnicity	14	3	4	3	5
SEN (disability)	3	1	1	1	

Dimensions

- Careers provision
- Enterprise
- ICT and careers education
- Job Shadowing
- Mentoring
- Transformative leadership
- Volunteering
- Work experience
- Work-related learning



Outcomes



- **Educational outcomes**, e.g. attainment level, participation in education and/or training, sustainable progression
 - **Economic and employment outcomes**, e.g. earnings, employee retention, likelihood of finding work and/or congruence with the work environment, transition from education to work, social mobility
 - **Social outcomes**, e.g. cultural capital, community engagement, confidence, resilience, self-esteem, improved non-cognitive skills and/or mental health well-being, reductions in those not engaged in education, employment or training (NEET), those not engaging in criminal activity
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Table 6 Broad outcome measure by intervention

Intervention	No. of documents	Broad outcome measure			
		Education	Economic	Social	Combination of measures
Work-related learning	28	13	3		12
Work experience	10	1	5	1	3
Volunteering	0				
Leadership	6	4			2
Mentoring	18	6	4	1	7
Job shadowing	6		3		3
ICT in careers education	5	3		2	
Enterprise	10	1	3	4	2
Careers provision	29	3	10	7	9

WHAT WORKS? EDUCATION OUTCOMES

- Does careers education improve educational outcomes?
 - What difference can it make?
 - Why does it make a difference?
 - Which interventions can be expected to be most effective?
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WHAT DIFFERENCE CAN IT MAKE TO EDUCATIONAL OUTCOMES?

- **Examination results, academic course-taking behaviour** i.e., selection of more advanced courses (Dalton et al., 2013)
- **Progression to, and completion of, higher education and type of institution and courses successfully undertaken** (Bragg et al., 2002) (Neild); (Fletcher & Zirkle, 2009; MacAllum et al., 2002, p.9);
- **GCSE or equivalent qualifications results** – eight highest grades achieved;
- **Staying on rates (UK) at 16** (Golden et al., 2005);
- **High school graduation rates (US)** (Kemple, 2001; Nield et al., 2015; Bishop, 2004)
- **Grade Point Average (US)** (MacAllum et al., 2002);
- **Credit accumulation** (Nield et al., 2015).

WHAT WORKS? ECONOMIC OUTCOMES



WHICH INTERVENTIONS CAN BE EXPECTED TO BE MOST EFFECTIVE?

- Job shadowing (80% of 5 assessments indicating largely positive outcomes);
 - Work experience (75% of 8 assessments);
 - Careers provision (67% of 10 assessments);
 - Mentoring (67% of 6 assessments);
 - Work-related learning (55% of 11 assessments).
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WHAT WORKS? SOCIAL OUTCOMES

- Measurements of social outcomes vary considerably across the literature
- Use of measurement or inventory tools
- Degree of exposure to work experience
- Not a single approach – multi-dimensional

See also: Social Mobility Annual Report 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/569410/Social_Mobility_Commission_2016_REPORT_WEB_1_.pdf


Greater use of technology and LMI



LMI for All <http://www2.warwick.ac.uk/fac/soc/ier/research/lmiforall1617/>

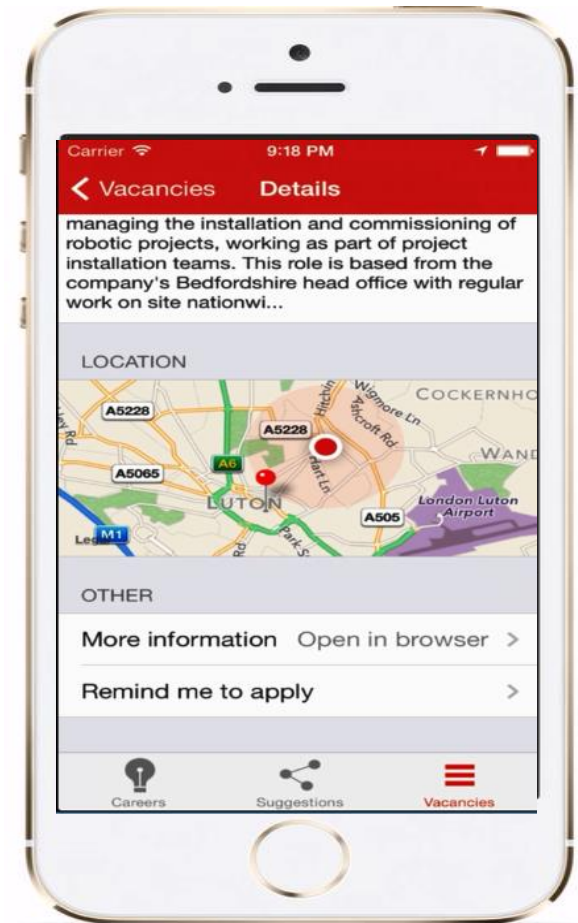
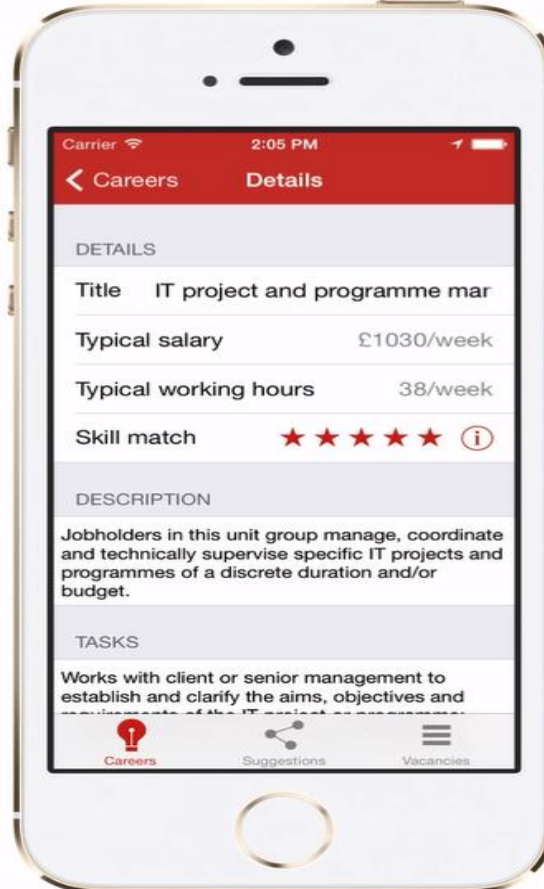
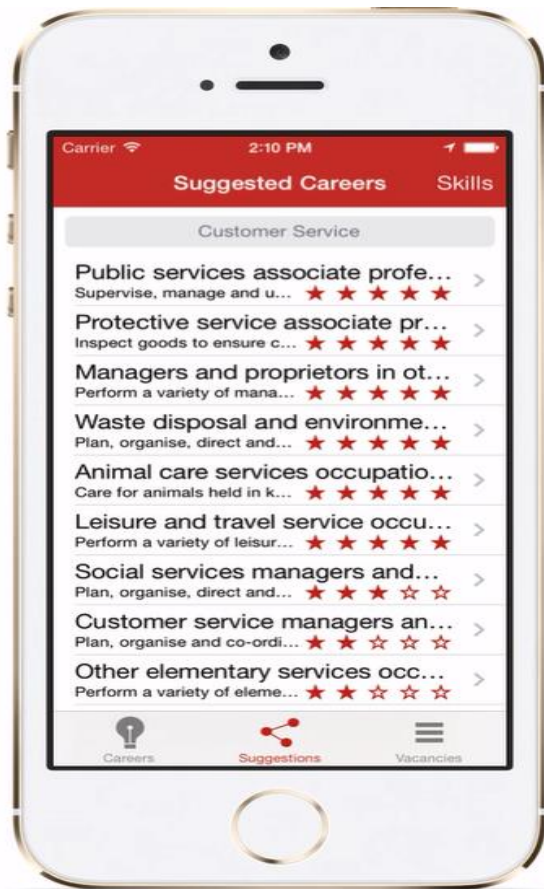
Practice

Sharing knowledge and experiences – influence?

- Changing the discourse (Richardson et al, 2015)
 - Helping individuals to adapt to a changing world (Blustein, 2015)
 - Centrality of culture in career counselling (Arulmani, 2014; Collins & Arthur, 2010; Watson et al, 2011)
 - Advocate for social justice and equality (Arthur, 2015)
 - The policy discourse: generating evidence including the voices of girls/women (Hughes, 2012 – present)
- 

Digital JobHappy

<https://www.youtube.com/watch?v=7imKYpvKZjk&index=3&list=PLuvzHvGAOplyzJgBX2IHLUAecEIK3IzOi>



Practice

- Career reflection
- Career exploration
- Career action
- Networking
- Learning environment
- Career dialogue
- Career conversations individuals have in and outside the workplace



Women & STEM

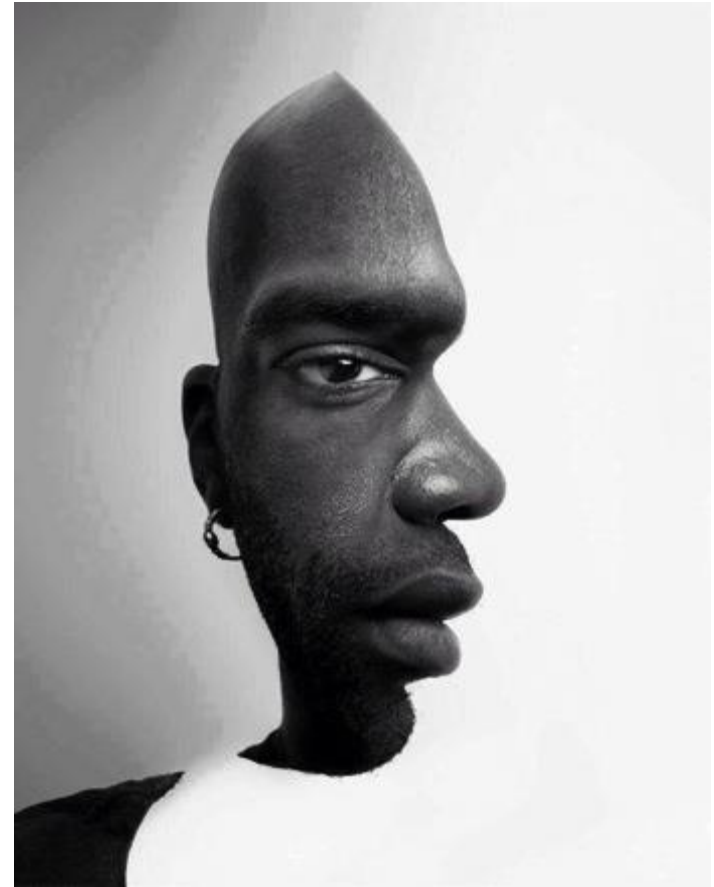
The image shows a screenshot of the National Grid website and a tweet. The website header includes the 'nationalgrid' logo, navigation links for 'Home', 'About us', 'Responsibility', and 'Investors', and regional links for 'Corporate', 'UK', 'US', and 'Media'. A search bar and a 'Contact us' link are also visible. The main banner features a woman holding a globe with the text 'Inspiring for the future' and 'Nurturing the next generation to contribute to society and enrich lives.' Below the banner is a list of links: 'Responsibility', 'Our approach', 'Connecting for tomorrow', and 'Preserving for the future'. A tweet from @QEPrize is displayed, stating: 'We are hiring a communications and events intern! Please RT or pass on bit.ly/1jpv969'. The tweet is retweeted by National Grid CR and includes an 'Expand' link. A 'Follow' button is also present.

Inspiring the Future: Inspiring Women Campaign

- The *Inspiring the Future: Inspiring Women* campaigns aims to get 20,000 inspirational women by the end of 2016 into schools, talking to girls to broaden their horizons and raise aspirations
- Visit: <http://www.inspiringthefuture.org/inspiring-women/>



Changing perspectives



MOOC 2017

Massive Open Online Course
The Changing World of Work

Policymakers


The Changing World of Work

COURSE INFO

Barbara Kieslinger 28 Mar '17 6 Weeks Free Certified ENBA TRANSLATION -

Virtual Classroom

COURSE OVERVIEW



Do you want to be prepared for the challenges of the **changing labour market**?

Do you want to better understand and apply skills related to **emotional awareness, active reflection, coaching skills, peer coaching and powerful questioning**?

Do you want to explore tools for handling **Labour Market Information (LMI)** and the **digital economy**?

This course has been devised as part of the European **EmployID** project, for Public Employ practitioners and careers professionals. It runs for 5 weeks with an estimated workload of 30 hours, the total workload is expected to be 17.5 hours.

Learning Objectives

The course aims to give learners opportunities to:

- make sense of how the world of work, careers and identities are changing;
- recognise the cultural and the digital agenda changes within PES and career guidance practice;
- support changes in practice, for example those associated with coaching;
- recognise the importance of Labour Market Information (LMI) and Sectoral Knowledge for effective practice;

Register now!



Tuesday, March 28, 2017
<https://employid.eu/mooc>

Friday, September 28, 2017 (tbc)
<https://employid.eu/tallinn-2016>

Thank you!

- Hughes, D. & Meijers (in press) *New School for Old School: Guidance and Counselling*, Editors, International Symposium Series, *British Journal for Guidance and Counselling*, Vol, 45, No.2, April 2017.
- Hughes, Mann et al. (2016) *International Literature Review: Careers Education with Education and Employers*, London. Visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf
- Hughes, D., Adriaanse, K., & Barnes, S-A. (2016a) [Adult Education: Too important to be left to chance](#), commissioned by the All Parliamentary Group for Adult Education in England, London: House of Commons, Westminster.
- Bimrose et al (2015) *Women's Career Development Throughout the Lifespan: An international exploration*. Oxon: Routledge, 2015

Contact

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Further information:

- ELGPN publications: <http://www.elgpn.eu>
 - EmployID: <http://www.employid.eu>
 - LMI for All: <http://www.lmiforall.org.uk>
 - matrix: <http://matrixstandard.com/>
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Additional Resources

The Education and Employers Taskforce

<http://www.educationandemployers.org/news/help-us-to-redrawthebalance/>

EU Conference Professional Identity Transformation Tallinn 2017

<https://employid.eu/tallinn-2016>

Inspiring Women blog

www.itfindinspiringwomen.wordpress.com

The national **Inspiring Women** campaign

<http://www.inspiringthefuture.org/inspiring-women/>

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Additional Resources (continued):

JobHappy - app to help people find the right career

<https://www.youtube.com/watch?v=7imKYpvKZjk&index=3&list=PLuvzHvGAOpIyzJgBX2IHLUAecElK3IzOi>

Social Mobility Annual Report 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/569410/Social_Mobility_Commission_2016_REPORT_WEB_1_.pdf

Warwick Institute for Employment Research

<http://www2.warwick.ac.uk/fac/soc/ier/research/lmiforall1617/>

Women Into Science and Engineering campaign

<https://www.wisecampaign.org.uk/resources/tag/resources-for-schools>

World Economic Forum

<https://www.weforum.org/reports/the-global-gender-gap-report-2016>