

Humber LEP Skills Network – 11th July 2017 – British Steel – Table feedback summary

Question 1 – WiME does not have the capacity to attend all schools – How can we get the biggest impact to ensure that all are getting the information without WiME physically being there?

- Equip businesses, schools & colleges with marketing materials to be advocates for WiME
- Work experience opportunities from partners
- Interactive resources
- School visits to employers
- Myth busting
- Champions and ambassadors who would represent WiME
- Publicise on a website to include the ambassadors
- Existing networks in schools; WiME would be a catalyst to attract these as ambassadors/champions
- Social media; engage with the younger generation to get a following of young people's preferred route of communication
- More teachers in industry; teacher placement service
- Careers events (FOSO)
- Webinars (Kirsty Clode pre-recorded information)
- Avoid impacting on curricular time
- Real life scenarios – Ambassadors/e.g. The Apprentices at events
- 'Feminising The Industry' – i.e. toilets/facilities/uniform
- Culture Change: i.e. Scunthorpe – Always; Uncle, Dad, Grandad in Steelworks and Mum, Auntie in 'the offices'
- Target: parents/carers, perception change
- Peer to peer: older woman in Engineering, talking to others (older) to influence daughters etc.
- Sports centres/gyms
- Libraries
- Nurseries
- Primary Schools
- Secondary Schools
- Email circular
- YouTube/video
- To video the apprentices – get these out to schools etc.
- To target parents; live stream apprentices
- Tap into young people by use of mobile phones/app improve communications
- Seminars – online/videos
- Involve parents – especially at Primary School – start early
- Celebrate women in roles – International Women's Day
- Ladies/female apprentices speaking/inspiring information about different roles and linked from qualifications where the trend dips
- STEM Days – hosted with employers
- Trips and visits – challenges for employers and schools – time and staff intensive

- Make it real!
- Tap into existing forums – Big Bang, Skills Shows
- Match curriculum to local industry
- Some schools have removed engineering altogether; not an easy curriculum to run
- Schools do not have an understanding of the routes: development needed for teachers about what the routes are.

Question 2 – 40 % of WiME attendees are 35-55 years old – How can we best tap in to this talent? What are the routes back into manufacturing and engineering if they are returning after a break? What are the routes into manufacturing and engineering if they are new to this industry?

- Target the audience wherever they go; festivals, wine bars, gin bars
- Adult skills budget is already well used
- Slimming World
- Funding – where do we get this?
- Dong Energy Funding – look into this
- Interactive resources in schools
- WiME App? WiME Ambassadors
- International Women’s Day – WOW Video
- Part time courses into Engineering to support people already working – some universities have stopped part time provision
- Understanding where to start – getting on the first rung of the ladder
- We need industry/courses to understand family commitment and financial obligations
- Franchising links with training provision to create a route map
- The provision offer is not fully formed enough to support this age group; so we need to find the resources to attract the women to the industry
- ESF for progression route in?
- Work to change apprenticeships for 35-55 that it is not just young people / assumption that too old for retraining
- Feeding (in schools) the WiME message in traditional subjects rather than typical D&T – in Biology (other subjects) – earlier; year 8 – year 9 or even in Primary ‘School’ at parents evenings
- Case studies from Schools at events
- Mapping exercise: start and where can it go/what else is in the industry; e.g pictorial tree
- EBP – LMI events – linking to jobs and ‘Gill Practical/hands on’ then discussing what the industry
- A more flexible package
- How are we targeting these people: ‘Mums Net’, ‘Attended Audiences’
- Positive discrimination – Welcome ‘Female Applicants’
- Cultural change/confidence building of those out of Labour Market, e.g taster days/work experience
- Look at the barriers that need to be broken down and address
- Break down audience and factors around
- Target 1: already got the skills, looking to go back in
- Target 2: re-skilling and changing career direction

- Whole new challenge
- Flexibility and support in the workplace
- Collaboration (curriculum) between business and schools
- Breaking down the qualification barriers; converting qualifications
- Schools negative attitude to apprenticeship
- JCP
- Earning potential awareness
- Promoting positive imagery of Women in Engineering
- More female ambassadors
- more awareness of engineering roles
- The industry need to make more of their ability to provide apprenticeships
- Courses full/part time
- Soft skills
- Maths and English
- Covering costs as have commitments?
- Recognition of foreign qualifications – review qualifications
- Empty nest syndrome
- Promote adult apprenticeships to 35-55 year olds
- Flexible work arrangements
- Funding to retrain – students loans put people off at this age
- Are the routes clear? Is there an option at work experience?