





Welcome to the Humber Summer Schools Conference

**Iain Elliott, Managing Director, HETA and Chair of the Humber Skills
Network**



THE CAREERS &
ENTERPRISE
COMPANY

Lord Haskins of Skidby

Chair, Humber Local Enterprise Partnership



THE CAREERS &
ENTERPRISE
COMPANY

Beckie Hart

CBI Regional Director

CBI – HUMBER LEP SUMMER SCHOOLS CONFERENCE

JUNE 2017



INFLUENCE – INSIGHT – ACCESS

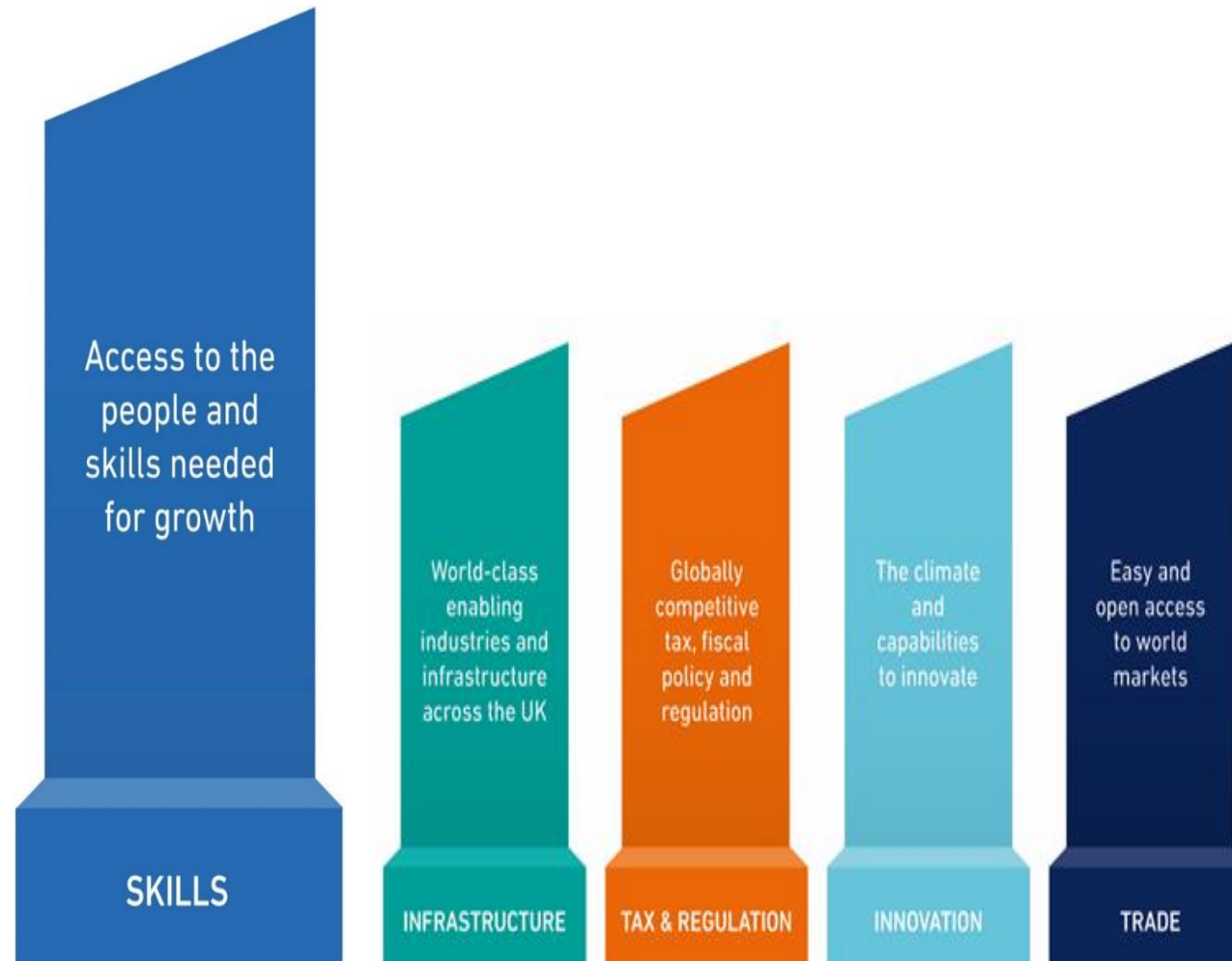
The CBI has unique weight with government, influencing policy, and informing your decision-making with exclusive insight on what matters most. This engagement means we're ideally placed to help with the practicalities of day-to-day business issues.

Influence: We work tirelessly on behalf of our members. We build relationships with the government and key stakeholders to ensure that the voice of business is heard as decisions shaping the UK business and economic landscape are made.

Insight: Knowledge is power. Our strong relationships with ministers and policymakers provide us with unique access to insights. This is shared with you through reports, briefings and emails that help shape business planning and decision-making.

Access: Our extraordinary network provides you with invaluable access to people in business and government. Local and national events provide you with opportunities to learn best practices for dealing with key issues, and gain connections with potential customers, suppliers and partners.

EDUCATION AND SKILLS IS A PRIORITY ISSUE FOR BUSINESS AND GOVERNMENT...



...AND WILL CONTINUE TO BE A FOCUS IN THE YEARS AHEAD

- Pressure is building on skills and jobs are being reshaped due to technology and longer working lives.
- The nature of work is changing, and with it, so are the skills demanded.
- Alongside this, more and more, people are working for longer, meaning they need to retrain and reskill for different roles and careers throughout their lives.
- These trends are set to continue, and with the added pressure of Brexit and uncertainties around access to talent, the challenges faced will be amplified.



BUSINESS CAN ALSO PLAY A BROADER ROLE IN SUPPORTING SCHOOLS AND COLLEGES

- While there is a clear role for businesses in careers guidance, there is a broader role for them to play in supporting education more widely.
- Last year, we worked with the Royal Society to produce a practical toolkit for businesses looking to engage with schools on STEM – setting out what good practice looks like and how employers can make an impact.
- This takes into account a role around areas such as:
 - Curriculum development;
 - Leadership and governance support
 - Support for teachers and offering placements.



Making education your business

A practical guide to supporting STEM teaching in schools and colleges

THE ROYAL SOCIETY

CBI
THE VOICE OF BUSINESS

UNLOCKING REGIONAL GROWTH

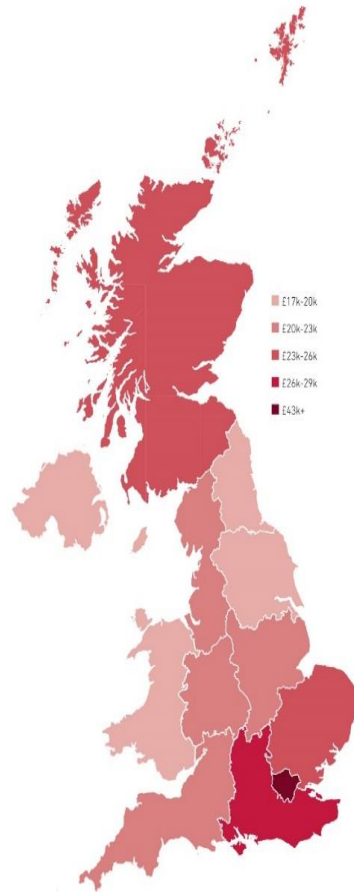
UNDERSTANDING THE DRIVERS OF PRODUCTIVITY
ACROSS THE UK'S REGIONS AND NATIONS

JUNE 2017



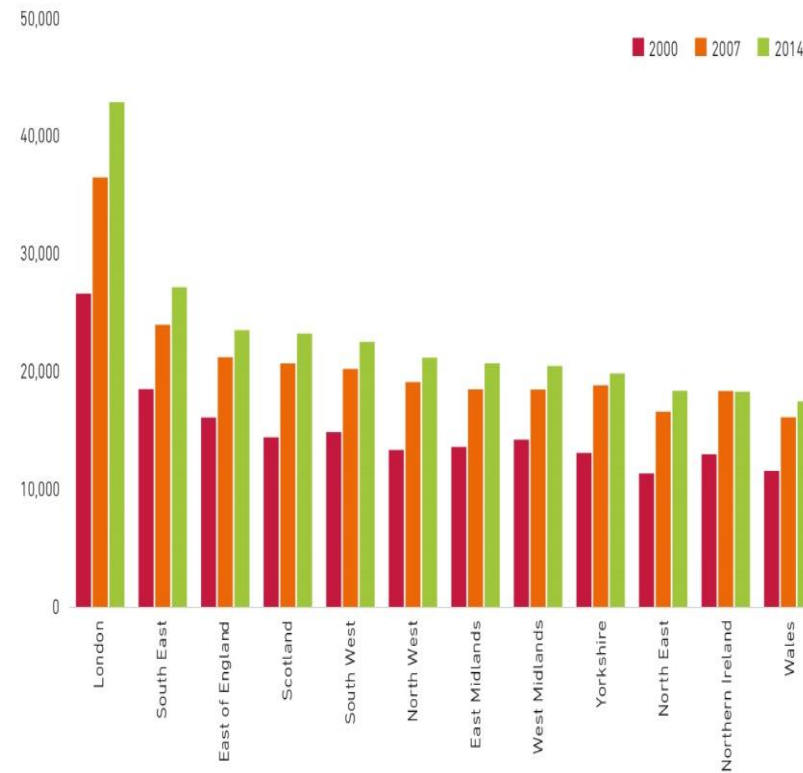
National productivity variation

Nominal GVA per head (£)*



* Measured as gross value added at basic prices which does not account for differences in inflation rates across the regions
SOURCE: ONS (2014)

Nominal GVA per head (£) since 2000*



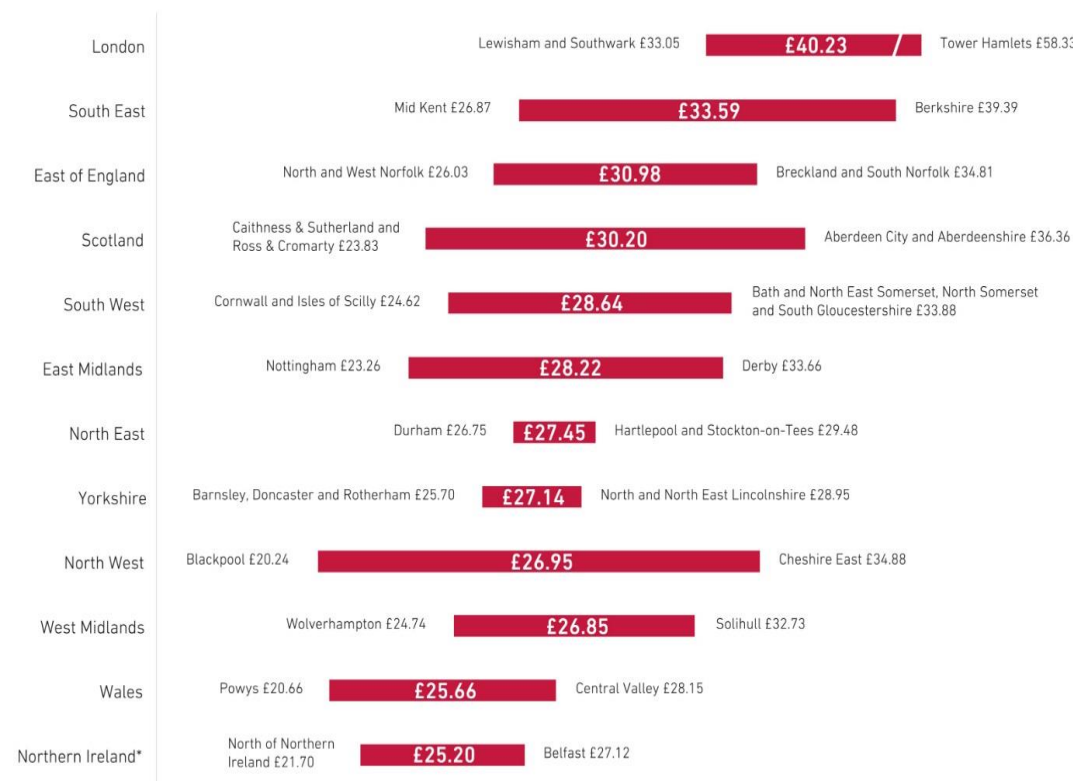
* Measured as gross value added at basic prices which does not account for differences in inflation rates across the regions

SOURCE: ONS (2014)

Productivity variation within the regions and devolved nations



Local productivity variation within the UK (GVA per hour)



■ Regional/national average

* Northern Ireland NUTS3 figures are based on 2013 data for GVA per job filled and hours worked

SOURCE: ONS (2014)

Three main drivers of regional productivity



1/ Educational attainment of young people at 16 and skills

- A strong school performance and ensuring children get the best result at GCSE (or equivalent) is the single most important driver of productivity differences
- There is also a crucial role for businesses to help get things like 'in-work' training and development right

2/ Transport links that widen access to labour

- A greater pool of skills and talent leads to greater connections between business and supply chains and higher productivity in the local area.
- Improved connections between the UK's largest cities can help to drive growth
- Further gains can be made by improving local transport links and reducing congestion

3/ Better management practices

- There is great potential for firms to increase their productivity by closely examining their management practices and adapting. For example, firms with higher productivity are more likely to export and innovate, but exporting also makes firms more productive

EDUCATIONAL ATTAINMENT OF YOUNG PEOPLE AT 16 AND SKILLS



Migration within the UK is relatively low



Net internal migration by age

	17-19		20-29		30-49		Total (17-64)	
	Net migration (000s)	% of resident workforce	Net migration (000s)	% of resident workforce	Net migration (000s)	% of resident workforce	Net migration (000s)	% of resident workforce
North East	4.40	4.1%	-5.5	-1.6%	-0.9	-0.1%	-1.7	-0.1%
North West	-1.80	-0.7%	-4.0	-0.4%	-1.5	-0.1%	-8.3	-0.2%
Yorkshire and The Humber	7.30	3.3%	-11.8	-1.6%	-1.7	-0.1%	-6.4	-0.2%
East Midlands	4.70	2.6%	-8.0	-1.4%	3.2	0.3%	1.5	0.1%
West Midlands	-0.90	-0.4%	-3.0	-0.4%	-0.2	0.0%	-4.8	-0.1%
East of England	-8.70	-4.1%	7.2	1.0%	10.0	0.6%	10.0	0.3%
London	-6.90	-2.4%	35.5	2.4%	-35.4	-1.3%	-18.2	-0.3%
South East	-4.30	-1.3%	-0.3	0.0%	16.1	0.7%	11.9	0.2%
South West	3.20	1.6%	-2.8	-0.4%	7.4	0.5%	13.5	0.4%
Wales	2.20	1.7%	-6.2	-1.6%	0.6	0.1%	-1.5	-0.1%
Scotland	1.90	0.9%	-0.5	-0.1%	2.1	0.1%	5.3	0.2%
Northern Ireland	-1.10	-1.4%	-0.6	-0.2%	0.2	0.0%	-1.1	-0.1%

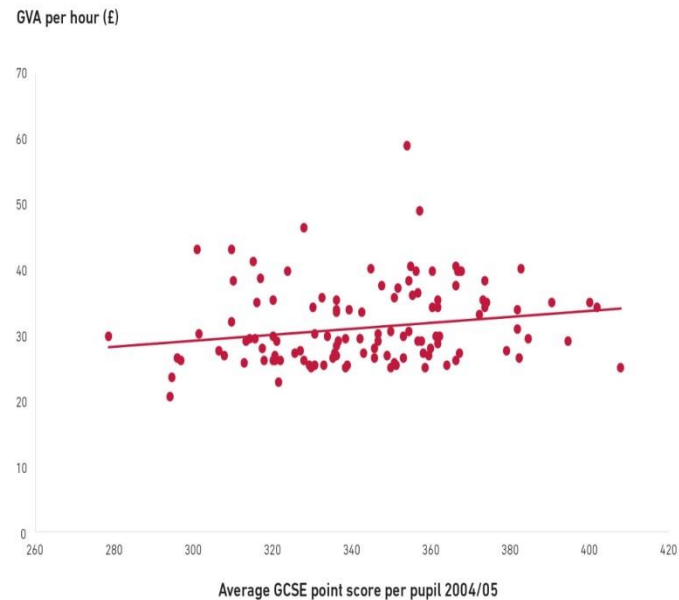
SOURCE: ONS (2014)

Better links between businesses and schools pays dividends for local productivity



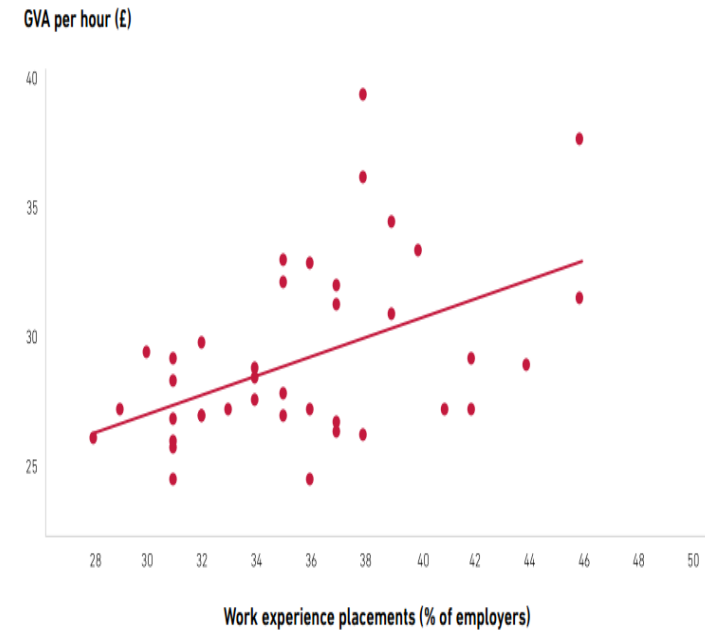
Productivity in local areas is linked to achievement of secondary school leavers

Average GCSE point score in 2004/05 vs productivity in 2014 by NUTS3*



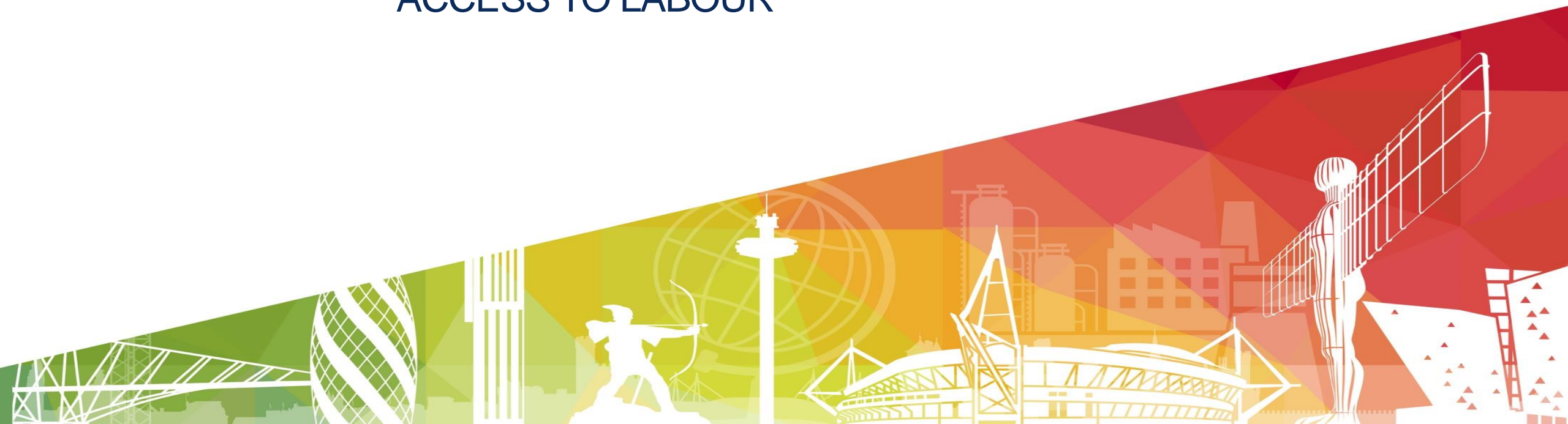
* Includes GCE/VCE and other equivalent examinations
SOURCE: Department for Education, WalesStat; ONS (2014)

A: Businesses offering work experience placements vs productivity by LEP



SOURCE: UKCES EPS 2014; ONS (2014)

TRANSPORT LINKS THAT WIDEN ACCESS TO LABOUR



Reducing congestion within large cities could boost productivity



B: Results of reducing journey times by 50% by selected cities

City	Increase in population (million people)	Increase in productivity (%)
Liverpool	6.2	14%
Manchester	4.4	10%
Sheffield	3.8	9%
Leicester	3.6	8%
Leeds	3.3	7%
Nottingham	2.4	6%
Birmingham	2.3	5%
Bristol	1.7	3%
Edinburgh	1.4	2%
Newcastle	0.7	1%

SOURCE: Census, Postcode Sector to Sector data (XYZ maps)

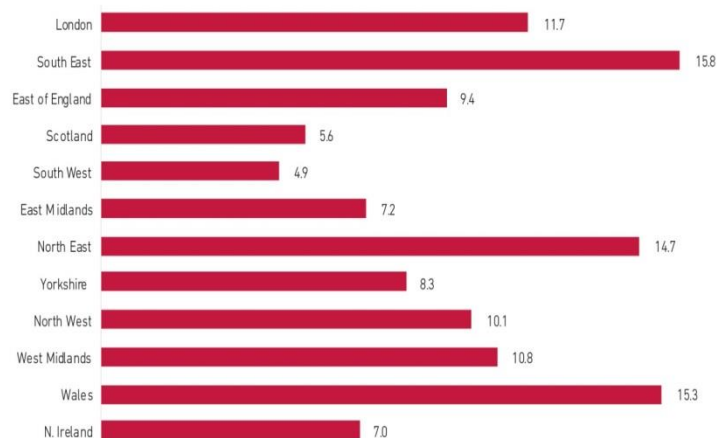
BETTER MANAGEMENT PRACTICES



Innovation and Exporting



Turnover attributable to new, improved, and novel products (%)

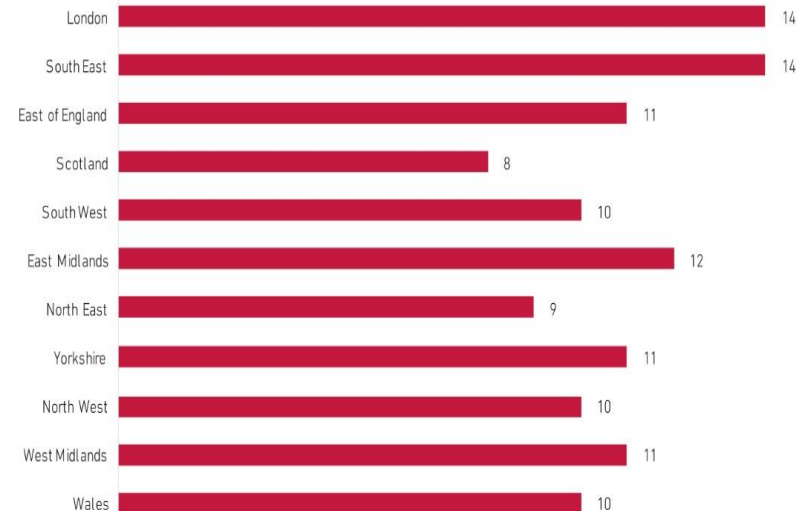


In a firm level regression of productivity, two proxies of innovation were found to be statistically significant factors for predicting productivity

- Firms planning to invest in R&D were significantly more productive than firms that were not
- Firms that spent a higher share of their turnover on software development were also significantly more productive

SOURCE: Community Innovation Survey (2008); ONS Microdata (2014)

Proportion of non-exporting firms that are "potential exporters" by NUTS1* (%)



* Average value for 2004 - 2010

SOURCE: Harris and Moffat (2013)

Regional scorecards: every devolved nation and region is different



- Our scorecard can serve as a useful starting point to draw upon to evaluate how each region/area performs against others. This will help decision makers to prioritise which policy levers to pull in order to deliver the greatest gains to productivity.
- Our regional growth data and analysis offers two new perspectives on the regional growth debate: (1) prioritisation and (2) granularity.
 - Prioritisation is to understand – based on quantified evidence – which levers are most important for raising productivity.
 - Granularity is necessary as one size does not fit all: from this, regions can understand in their specific area which levers are the most important for them.
- The regional growth scorecard really brings this to life.

Yorkshire and The Humber



Recommendation levels: H High priority M Medium priority L Low priority

Productivity

GVA per hour – percentiles



GVA per hour – £



Productivity in Yorkshire and The Humber is in the 37th percentile for the UK, meaning it is less productive than 63% of NUTS3 areas in the UK.

Productivity of NUTS3 areas in Yorkshire and The Humber ranges between the 18th to 57th percentiles in the UK.

Productivity range of all NUTS3 areas in the UK.¹

Economic outcomes¹

GVA per head – £ per person



Employment rate – %



Participation rate – %



Average hours worked per week



¹ Economic outcomes are plotted on an absolute scale showing the 5th – 95th percentile of NUTS3 areas in the UK. Productivity drivers are plotted on a percentile scale of all NUTS3 areas in the UK.

Education & skills

School outcomes



Business interaction with schools



In-work training

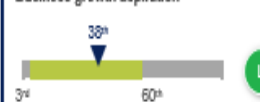


Share of graduates in the workforce



Business practices

Business growth aspiration



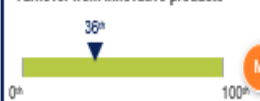
Presence of high-growth firms



Exporting propensity



Turnover from innovative products



Infrastructure & connectivity

Mobile connectivity (4G)



Size of economic area (agglomeration)



Additional population within 30-45min commute time

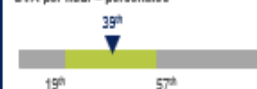


4,108,138

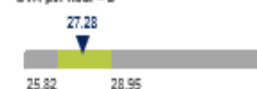
Recommendation level: H High priority M Medium priority L Low priority

Productivity

GVA per hour – percentiles



GVA per hour – £



▼ Productivity in Humber is in the 39th percentile for the UK, meaning it is less productive than 61% of NUTS3 areas in the UK.

■ Productivity of NUTS3 areas in Humber ranges between the 19th to 57th percentiles in the UK.

■ Productivity range of all NUTS3 areas in the UK.¹

Economic outcomes²

GVA per head – £ per person



Employment rate – %



Participation rate – %



Average hours worked per week



¹ Outside England, special sub-regions have been created to capture economic ecosystems, approximating the geographical idea of the 39 LEPs in England.

² Economic outcomes are plotted on an absolute scale showing the 5th – 95th percentile of NUTS3 areas in the UK. Productivity drivers are plotted on a percentile scale of all NUTS3 areas in the UK.

Education & skills

8 school outcomes



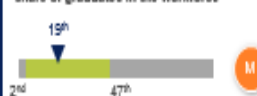
Business interaction with schools



In-work training



Share of graduates in the workforce



Business practices

Business growth aspiration



Presence of high-growth firms



Exporting propensity



Turnover from innovative products



Infrastructure & connectivity

Mobile connectivity (4G)



Size of economic area (agglomeration)



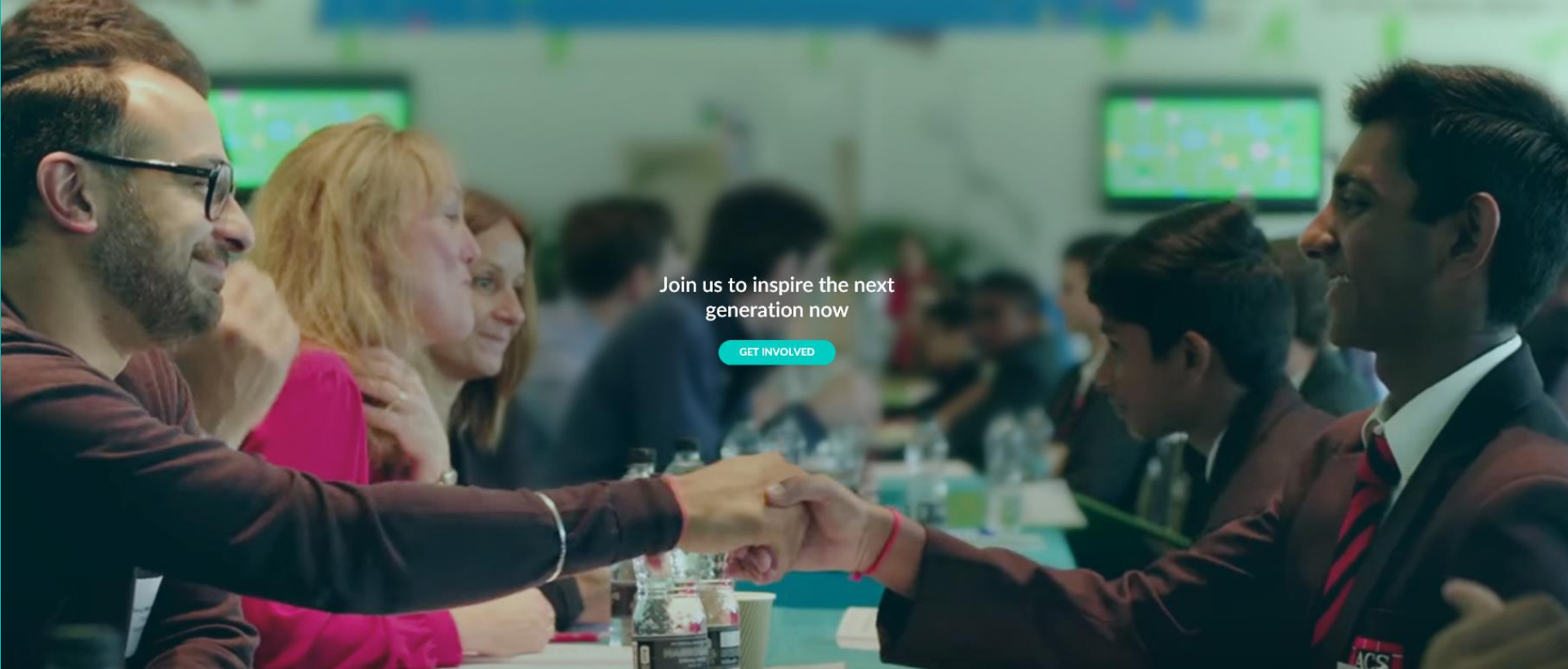
Additional population within 30-45min commute time



2,621,158

Beckie Hart
Regional Director, Yorkshire & the Humber
e: beckie.hart@cbi.org.uk
t: 0113 264 4242





Join us to inspire the next
generation now

GET INVOLVED

THE CAREERS &
ENTERPRISE
COMPANY

Gurdip Juty

**Chief Financial Officer
The Careers & Enterprise Company**

Lord Young's Enterprise for All Review

1. Employers reported lack of skills and work readiness of school leavers. To what extent did they want to be part of the solution?
2. Extent that schools prioritised careers/enterprise education and what support they needed
3. How responsive and coordinated careers and enterprise activities were in a changing world of work
4. Did anyone care?

Sirius Academy North

THE CAREERS &
ENTERPRISE
COMPANY



We know what works

1. **Encounters** with employers, with workplaces, with further and higher education
2. **Information** about local jobs, how the curriculum connects to work
3. **A plan** tailored to an individual's needs and supported by guidance

- Sir John Holman

"...young adults surveyed who recalled greater levels of contact with employers whilst at school were **significantly less likely to be NEET** and earned, on average, **18% more** than peers who recalled no such activities."

Latest research finds **86%** reduction in chance of being NEET following **4 or more encounters**

- Dr Anthony Mann



Education
AND
Employers

We know that there is more to do

There are 750,000
vacancies, one quarter
skill-shortage related...

... youth
unemployment 3x
higher than total
unemployment

ONS June 2016

But it's not consistently implemented

Only in **40% of schools**
do young people have
one encounter each
year

- **66% businesses** believe work experience is critical for recruitment
- yet only **38%** offer work experience in England



There is a market structure problem

- **Schools and colleges** are not supported to distinguish between offers from different providers and often 'give up'
- **Careers and enterprise services** from good and innovative providers are not consistently available across the country
- **Employers** do not know how best to connect to schools and colleges or which ones need the most help



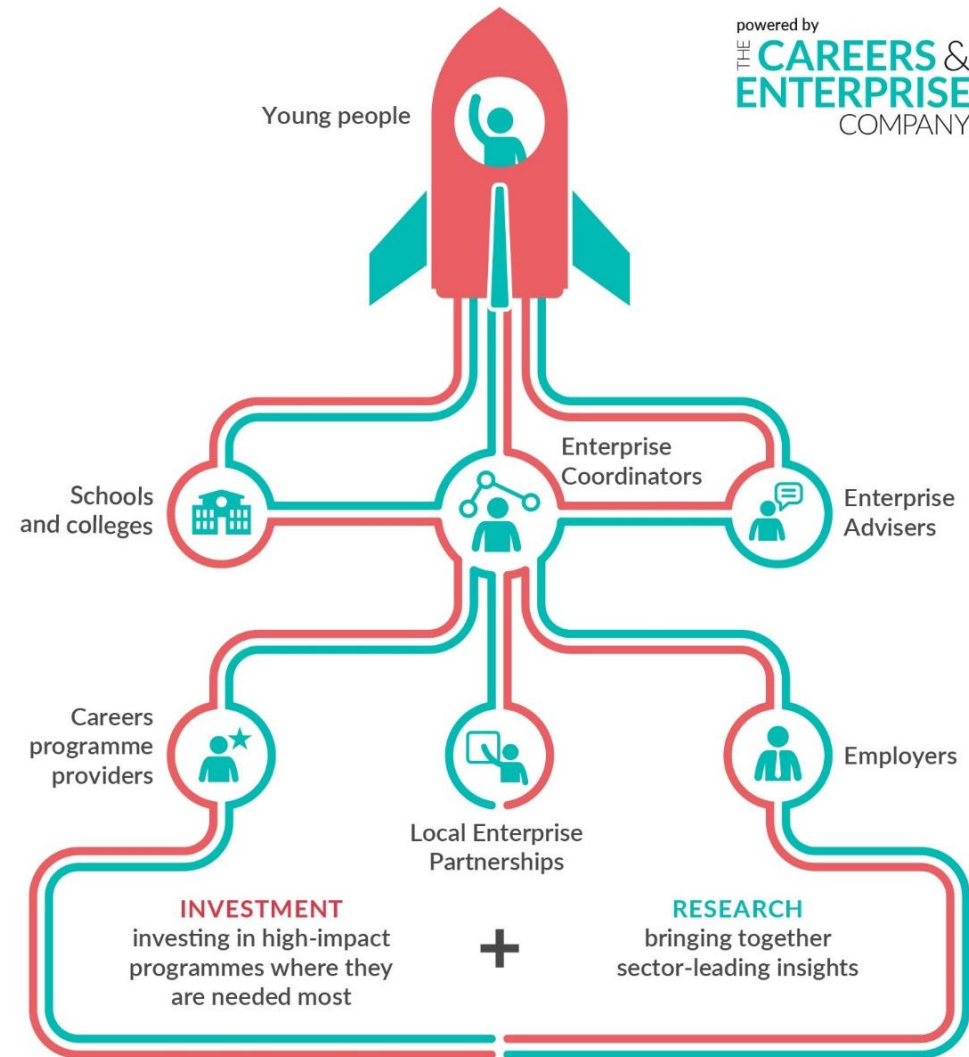
Goodwill evaporates and energy is lost



Our role is to become the one-stop shop for employers, schools, colleges, funders and providers to provide high impact careers and enterprise support to young people

1. Built nationwide network of coordination

- **1,700** schools and colleges signed up
- More than **1,700** business volunteers
60% CEO, or senior manager level
- **100+** Coordinators
- **3x** more employer engagement plans



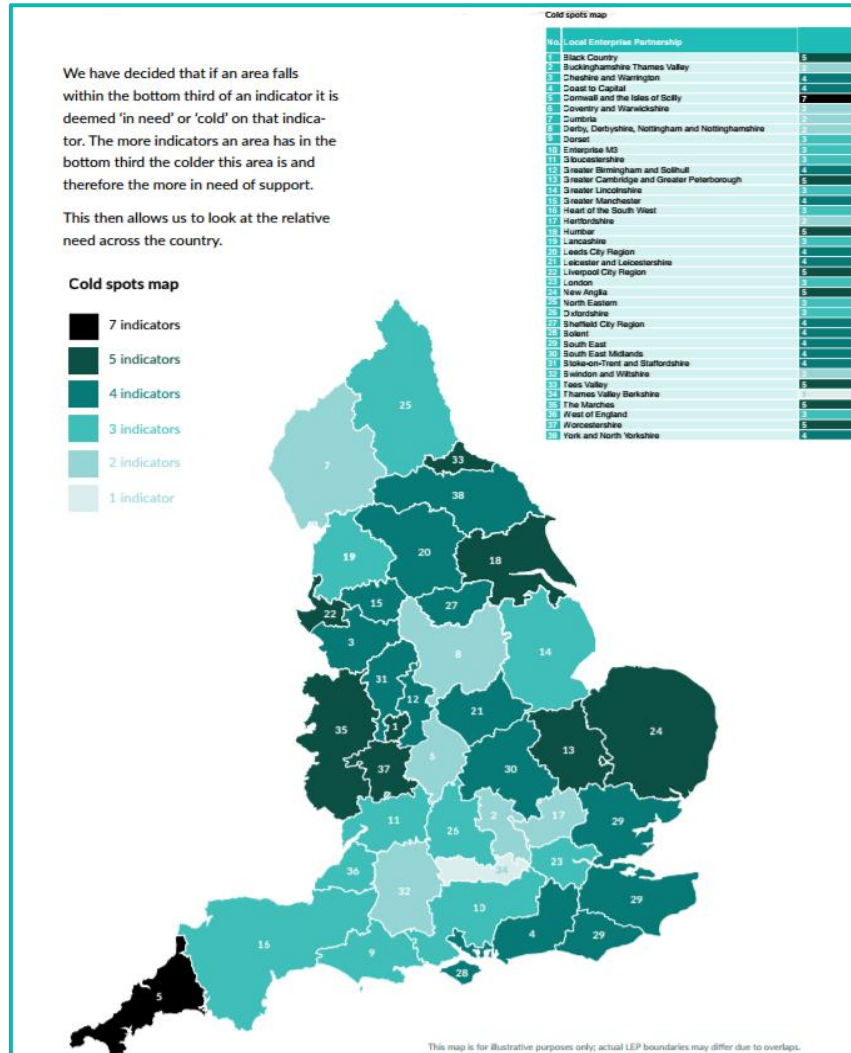
- **4 or more encounters**
- **Start younger**
- **Follow the impact**
- **Make it last**

- ## 2. Scaled 'what works'
- 100 supported, verified providers
 - 75% of funding in Cold Spots
 - 500,000 young people to benefit
 - 170,000 new STEM encounters already
 - 3000 new employers working with a young person for first time

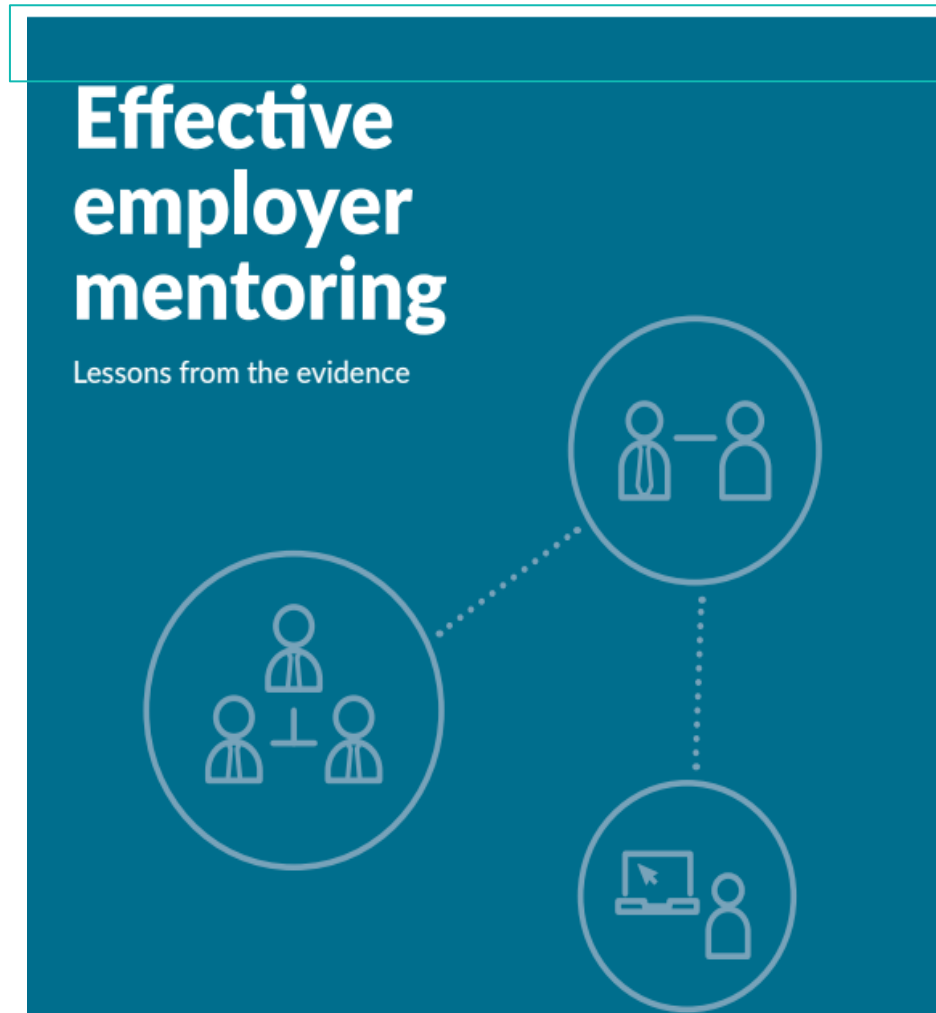


3. Focused our efforts on need & impact

Careers & Enterprise 'Cold Spots'



"What Works" Research



4. Developing 'Passport for Life'

- Allow young people to capture a verified record of the experiences they gain outside of education, promoting the value of skills developed
- Allow young people to be alerted to opportunities to develop their skills through work experience, volunteering and other extra-curricular activity
- Drive social mobility by helping employers and voluntary sector organisations diversify recruitment into opportunities for skills development and employment

"..for people to digitally record young and demonstrate their enterprise learning and work experience throughout their education."



Funnelled additional cash into the system

£15m

£15m leveraged in
additional cash
match

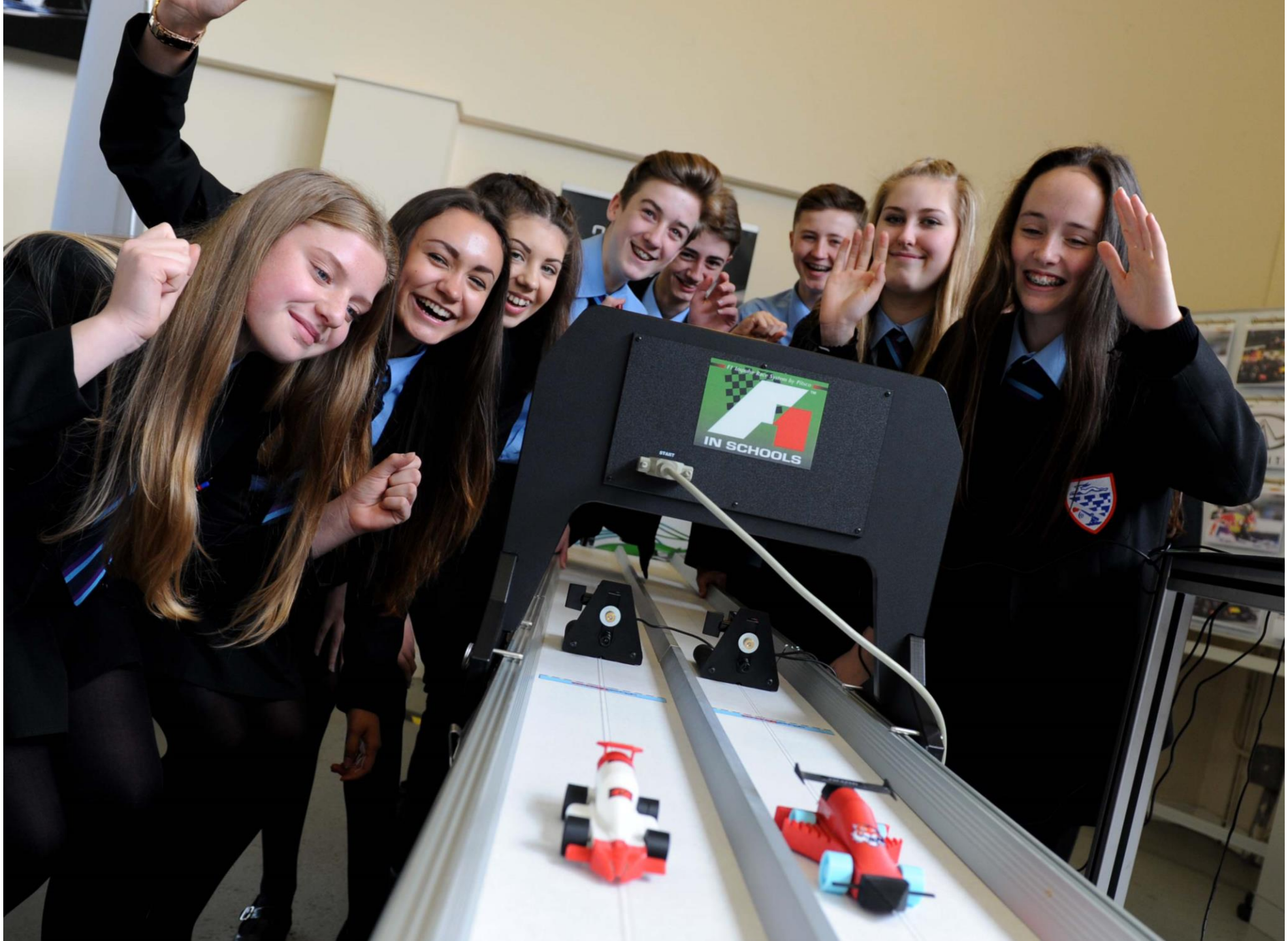


Annual Review – key stats



Priorities for 2017

1. **Continue to build the core infrastructure** focusing on **quality and impact**:
 - 1.1 **Strengthen the Enterprise Adviser network**
 - 1.2 **Launch further funds, focused on leveraging external resource**
2. **Deepen our technology programme** to underpin our work
3. **Build the case for greater capacity in schools and colleges** including 'Careers Leaders' or 'Air traffic controllers'
4. **Spread the word** to ensure we can truly 'join the dots'
5. **Support/ challenge government on its careers strategy, Industrial Strategy and Opportunity Areas**



Thank you!



THE CAREERS &
ENTERPRISE
COMPANY

Teresa Chalmers

**Exec. Director Employment and Skills,
Humber Local Enterprise Partnership**

Humber LEP

Teresa Chalmers – Exec Director Employment & Skills

Humber LEP Summer Schools Conference 2017



Humber
Local Enterprise
Partnership

OUR CORE PURPOSE

**DRIVING GROWTH OF THE
HUMBER ECONOMY FOR THE
BENEFIT OF OUR COMMUNITIES**

OUR AMBITIONS

AN INFRASTRUCTURE THAT SUPPORTS GROWTH



THRIVING SUCCESSFUL BUSINESSES

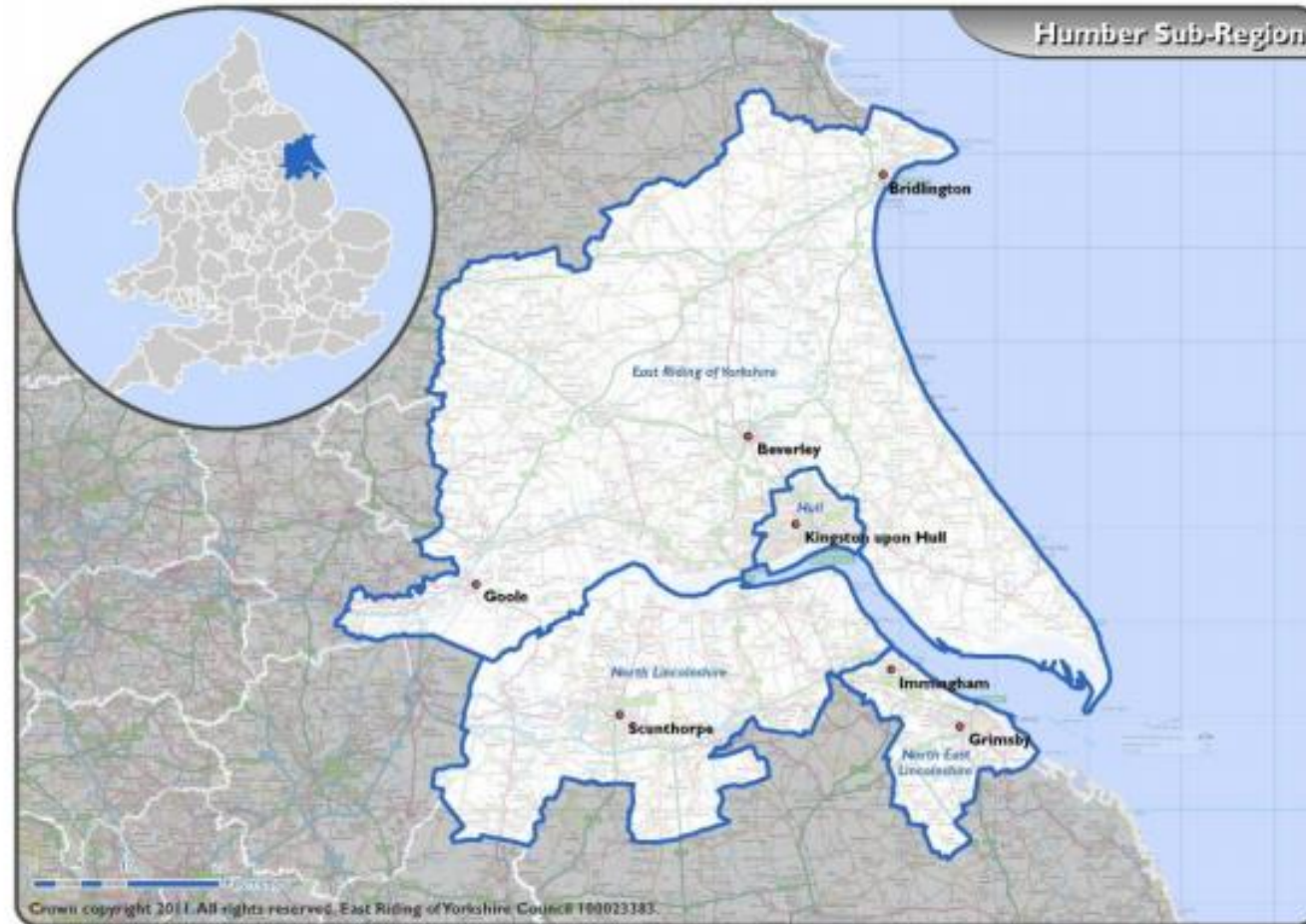


A SKILLED AND PRODUCTIVE WORKFORCE



Working in partnership, lobbying and securing funding for the region

A Great Location



- **Business led partnership**
- **Strategy and policy lead**
- **Strategic Economic Plan**
- **Catalyst and bridge to government**
- **Influence government policy**
- **Resources**
- **Business voice/engagement**
- **Local delivery**

HUMBER ECONOMY

- **Population 925,100**
- **Working Age 572,300**
- **Unemployment 5.7% and dropping**
- **JSA Claimants - 14,815**
- **ESA Claimants - 38,530**
- **Business population - 29,000**
- **87% less than 10 employees**
- **Start up rate increasing**
- **Survival rate poor (53.5% after 3 years)**
- **GVA £17.5billion (2014) up from £14b in 2012**
- **Lower skills base (lowest share of highly qualified residents in the North)**
- **High number of unskilled/Low skilled (9.8% have no qualification)**

Vision:

‘To deliver an appropriately skilled, motivated and productive workforce to drive economic growth and sustainability for the Humber region.

This will be achieved by utilising our diverse assets of people, place and products and recognising our unique potential in the Estuary and its ability to act as a catalyst in regeneration and innovation.’



STRATEGIC PRIORITIES



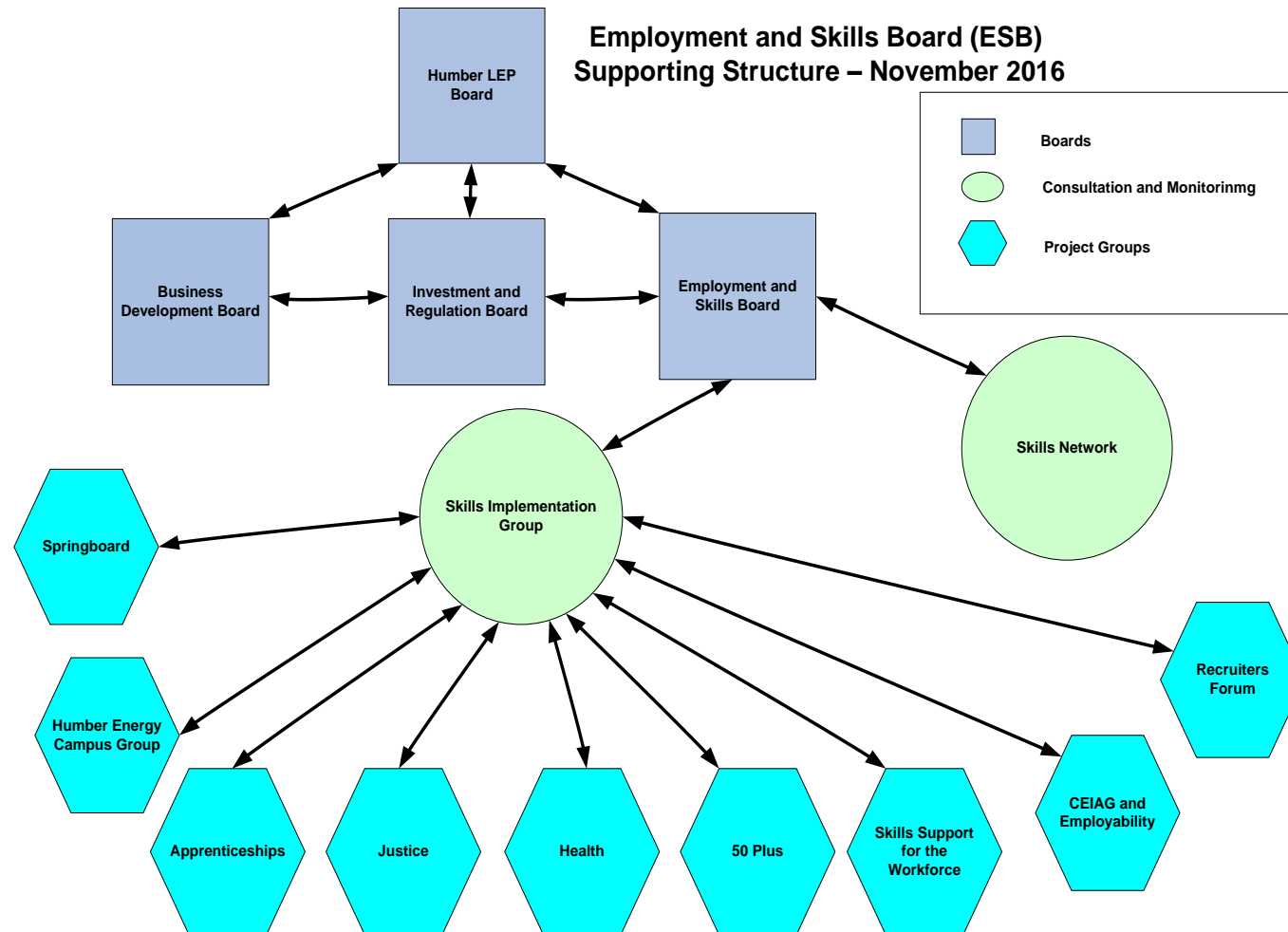
1	Raise employer commitment and investment in skills at all levels.
2	Foster an inclusive, LEP-wide approach with all key stakeholders.
3	Influence provision to better meet local economic need.
4	Improve the quality, accessibility and dissemination of labour market information and careers education, information, advice and guidance (CEIAG), empowering employers and local people to make informed choices.
5	Support people in finding and sustaining employment, in progressing at work and/or setting up their own enterprises.
6	Maximise the use of funding, including capital, to develop excellent learning environments and facilities, leading to a more highly skilled current and future workforce.
7	Extend residents aspirations to gain higher level academic and vocational skills, including progression to Higher Education.

A SKILLED AND PRODUCTIVE WORKFORCE

PRIORITY SECTORS



HUMBER LEP “GOVERNANCE”



EMPLOYMENT AND SKILLS PARTNERSHIPS



IMPACT TO JUNE 2017



16,943

Learners
Supported

£14.7M

Invested

6,548

Students and
Apprentices in
STEM subjects via
City Deal
Investment

1,622

Young People
supported through
Springboard

7,624 Learners
Supported in the
Workplace via
SSW 1&2

176
Apprenticeships
created through
Humber
Apprenticeship
Brokerage

26

Graduate
Internships
created

454

Businesses
engaging with
young people
through Skills
Pledge

KEEP IN TOUCH



Teresa Chalmers 01482 485266



t.chalmers@humberlep.org



www.humberlep.org



@HumberLEP



THE CAREERS &
ENTERPRISE
COMPANY

BREAK



THE CAREERS &
ENTERPRISE
COMPANY

Welcome Back

Stephen Logan

Deputy Principal, Malet Lambert School



THE CAREERS &
ENTERPRISE
COMPANY

Graham Stuart MP



THE CAREERS &
ENTERPRISE
COMPANY

Joanna Hall

Deputy Director Schools, Ofsted

An update from Ofsted

Joanna Hall HMI Deputy Director Schools



An overview

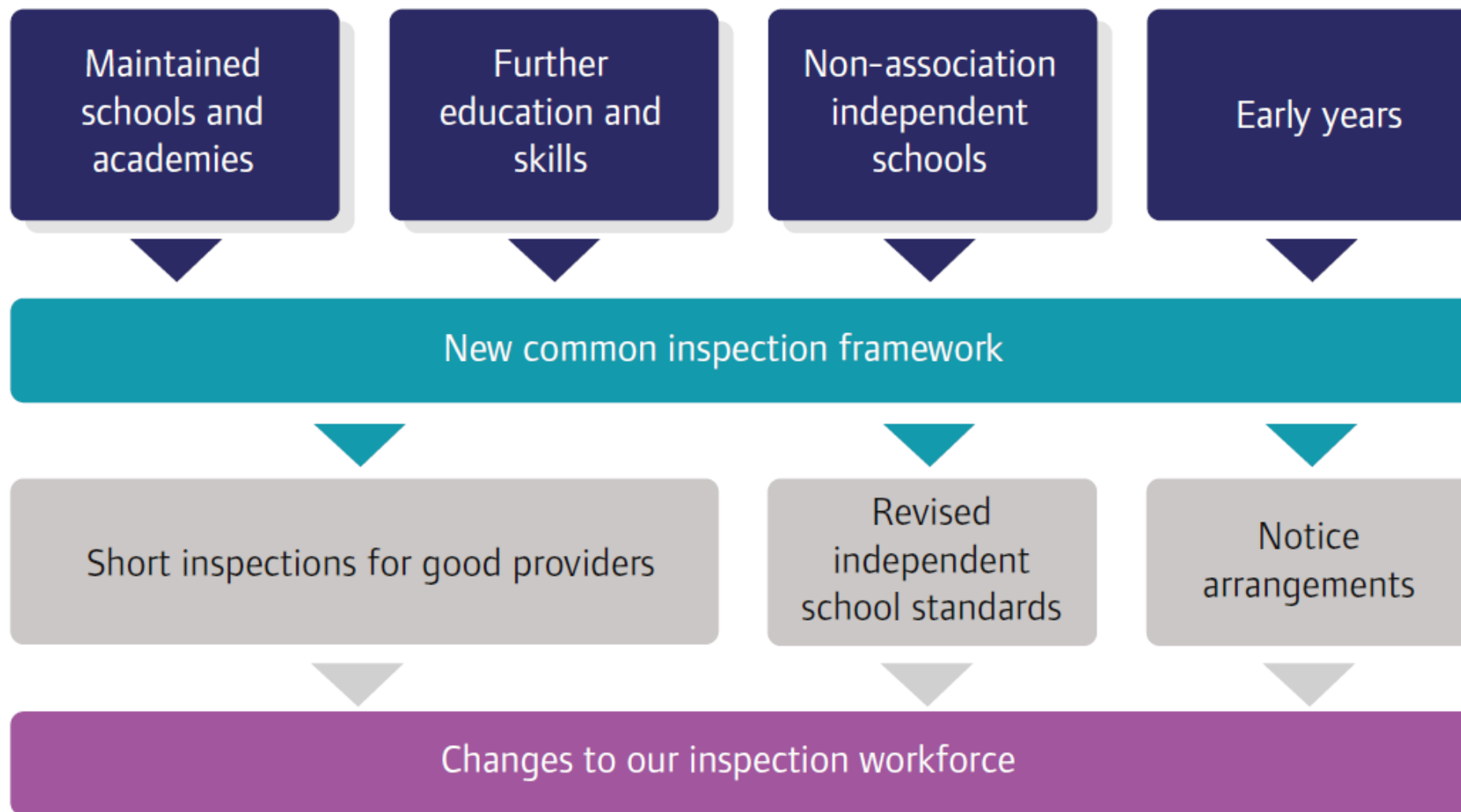
- **Common Inspection Framework – 2 years on**

- ❖ Key findings
- ❖ The short inspection consultation

- **Current policy priorities and some key messages:**

- ❖ The curriculum survey
- ❖ Our findings from the Getting Ready for Work survey and our messages about apprenticeship provision
- ❖ Myth buster work about school inspections

2015 – the new CIF and policy changes



Short inspections



Short inspections for good school and academies – approximately every three years, for **one day**.

Two judgements only:

Is the school **still good**?

Is **safeguarding** effective?

Greater professional dialogue during the inspection and **regular reporting** to parents and pupils

Launched in June 2017- Short Inspection Consultation

<https://www.gov.uk/government/consultations/short-inspections-of-good-schools>

CIF – school improvement headlines



In 2015/16: 73% of schools judged good or better in their inspections (HMCI Annual Report)

In 2016/17: 70% of schools judged good or better in their inspections (published to 31 March 2017)

At end of August 2016: 90% of primary and 78% of secondary schools were good or better (most recent inspection)

At end of December 2016: 91% of primary schools and 79% of secondary were good or better (most recent inspection) BUT how well does the curriculum in secondary schools and partnership working really prepare young people for work?

At end of December 2016: 2% of primary schools and 5% of secondary schools were inadequate (most recent inspection)

Amanda Spielman HMCI – Festival of Education speech



The substance of education

'One of the areas that I think we sometimes lose sight of is the **real substance of education**. Not the exam grades or the progress scores, important though they are, but instead the real meat of what is taught in our schools and colleges: **the curriculum**.

To understand the substance of education we have to understand the objectives. Yes, education does have to prepare young people to succeed in life and make their contribution in the labour market. But to reduce education down to this kind of functionalist level is rather wretched.

Because education should be about broadening minds, enriching communities and advancing civilisation.'

23 June 2017

Launched this year – research project about the curriculum

Questions and thoughts to take forward



- How ready are young people for work and how do you know?

- How do strategic partnerships enable all partners to review and refine:
 - The curriculum offer - locally and across settings, skills gaps
 - Develop opportunities for enterprise education
 - Ensure that young people receive comprehensive well-informed careers education, advice and guidance – appropriate to their needs and aspirations, impartial advice
 - Workplace learning

Ofsted Survey

Getting Ready for Work *(November 2016)*



Ofsted survey and report: Main findings



- Provision for enterprise and employability and engagement with employers **varies hugely from school to school depending on the priority** given by governors and senior leaders.
- Attitudes of headteachers range from 'A luxury we can't afford', to governors and leaders choosing to prioritise spending on preparing pupils and learners for next steps and their preparation for adulthood.
- We have the best qualified generation of school leavers ever, yet youth unemployment remains well above average.

Employers need to play their part



- **Employers - could do more to support education.**

London Ambitions reports that 'two thirds of employers say work experience is a critical or significant factor in their recruitment. But just 19% of employers (in the capital) offer work experience placements to young people in schools.'

- Difficulty in setting up work experience is a barrier to schools offering meaningful opportunities.
- Poor communication and lack of clarity about what is wanted and why are common barriers to employer engagement.
- Work to bring together education and business is ad hoc and despite decades of initiatives, some projects are embryonic not developing strategically

Recommendations. Secondary school should:



- ensure a coherent programme to develop enterprise education, including the economic and business knowledge, understanding and skills of all pupils
- develop stronger links with business by using local networks provided by, for example, the chambers of commerce and LEAs, and set clear objectives for the intended outcomes of these partnerships
- make the most effective use of the expertise of their specialist teachers in delivering these programmes and ensure that all teachers involved in delivery have access to appropriate professional development
- ensure that these programmes have effective mechanisms for monitoring and assessing progress in relation to developing knowledge, understanding and skills.

and the Ofsted report recommended that Ofsted should:

- ensure that inspection judgements take greater account of the coherence and rigour with which schools prepare pupils for employment and self-employment.

Apprenticeships: key messages



Key messages

- Take up of apprenticeships by young people aged 16 to 18 is low due to a number of reasons such as:
 - although improving in the majority, more can be done in some schools to promote the value of an apprenticeship
 - there is a continuing perception among both pupils and parents that apprenticeships are for less-able pupils and that, regardless of career path, the safer option is to obtain a university degree
 - there was good awareness that the apprenticeships of some major national businesses, such as Rolls-Royce, were excellent destinations.

What parents and students say

I was never told about apprenticeships. It was always 'uni is the way forward, uni is your life now', but it just wasn't for me. I was even told in my school that if I got an apprenticeship I would be wasting my time and I wouldn't have a job

I was never even taught how to write a CV, and was encouraged instead to concentrate on my UCAS personal statement.

I was told that I needed to 'do personal research'. When I said 'are you saying Google it?' I was told "pretty much". I was lost!

#Ofstedmyths



Myth-busting

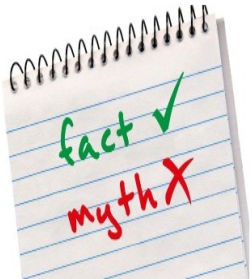
- 'Clarification for schools' document published in 2014 in response to sector feedback about teachers feeling overwhelmed by the need to do 'what Ofsted want to see'
- This is now included as a section in the School Inspection Handbook
- It explains what inspectors do and do not 'expect' to see during school inspections

Myth-busting materials

Busting myths on Ofsted inspections

Sean Harford, 20 January 2016 — Common inspection framework, Leadership, Schools

A belated happy new year – I hope you all managed to have some rest at the end of last year, and like me, are fully refreshed for this new term.



Already this term, I have been at conferences across the country meeting our Ofsted Inspectors and Her Majesty's Inspectors. We reflected on the first term of inspections under the new framework and how the new ways of working were bedding in. As I said on Twitter, my main message to all our inspectors was "Don't stop thinking like a good teacher or leader – remember what's practically possible".

- [Mythbuster and inspection handbook](#)
- [Blogs from Ofsted on busting myths](#)
- [Slides from Ofsted on inspections and myths](#)
- [Videos from Ofsted on mythbusting](#)

School inspections: myths

Mike Sheridan,
Regional Director,
London

June 2016



If you want to find out more, search for
#Ofstedmyths www.twitter.com/Ofstednews

Marking and feedback



Myth
Inspectors don't understand what it's like in a school.

<http://bit.ly/OfstedMyths>

Lesson planning

Ofsted does not require schools to provide individual lesson plans to inspectors.

Equally, Ofsted does not require schools to provide previous lesson plans.

<http://bit.ly/OfstedMyths>

Fact



Over 70% of inspectors are currently working in schools as heads, deputies or in other senior roles.

Lesson observations



We don't:

- expect schools to carry out a specified amount of observations
- need to see specific pay grade details of individual teachers that we observe.



#OfstedMyths | 7

#OfstedMyths | 9

Thank you





THE CAREERS &
ENTERPRISE
COMPANY

Dr Kirsty Clode

Women into Manufacturing and Engineering (WiME)



Women into Manufacturing and Engineering



Introduction



Kirsty Clode, Chair, WiME



Women into Manufacturing and Engineering

Agenda



- ✦ Women into Manufacturing and Engineering
 - ✦ The skills gap
 - ✦ The campaign so far – Rebekah Shepherd (Siemens Gamesa)
- ✦ Our apprentices – Julie Shave (Airco)
- ✦ My request of you
- ✦ Q&A



The opportunity



- ✦ Manufacturing contributes 10.5% of our employment in the Humber (285,000 people) with a value of £16.2bn
- ✦ There is a high demand for people with STEM (Science, Technology, Engineering and Maths) qualifications in the Humber because they are very useful to our local industries. At present women are under-represented in these roles.

The skills gap



The annual shortfall
of engineers
and technicians



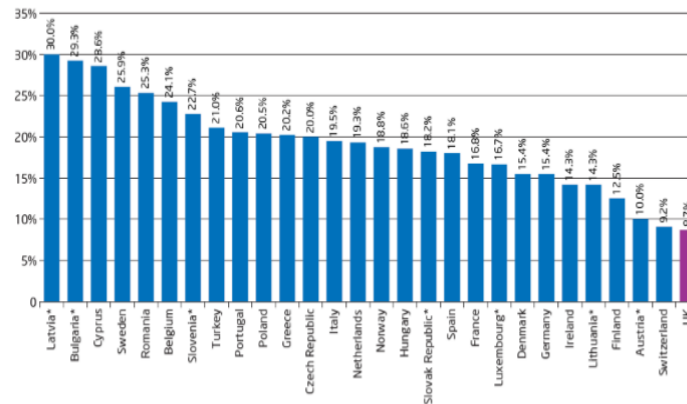
Information taken from Engineering UK Report 2016

The gender gap

UK engineering workforce



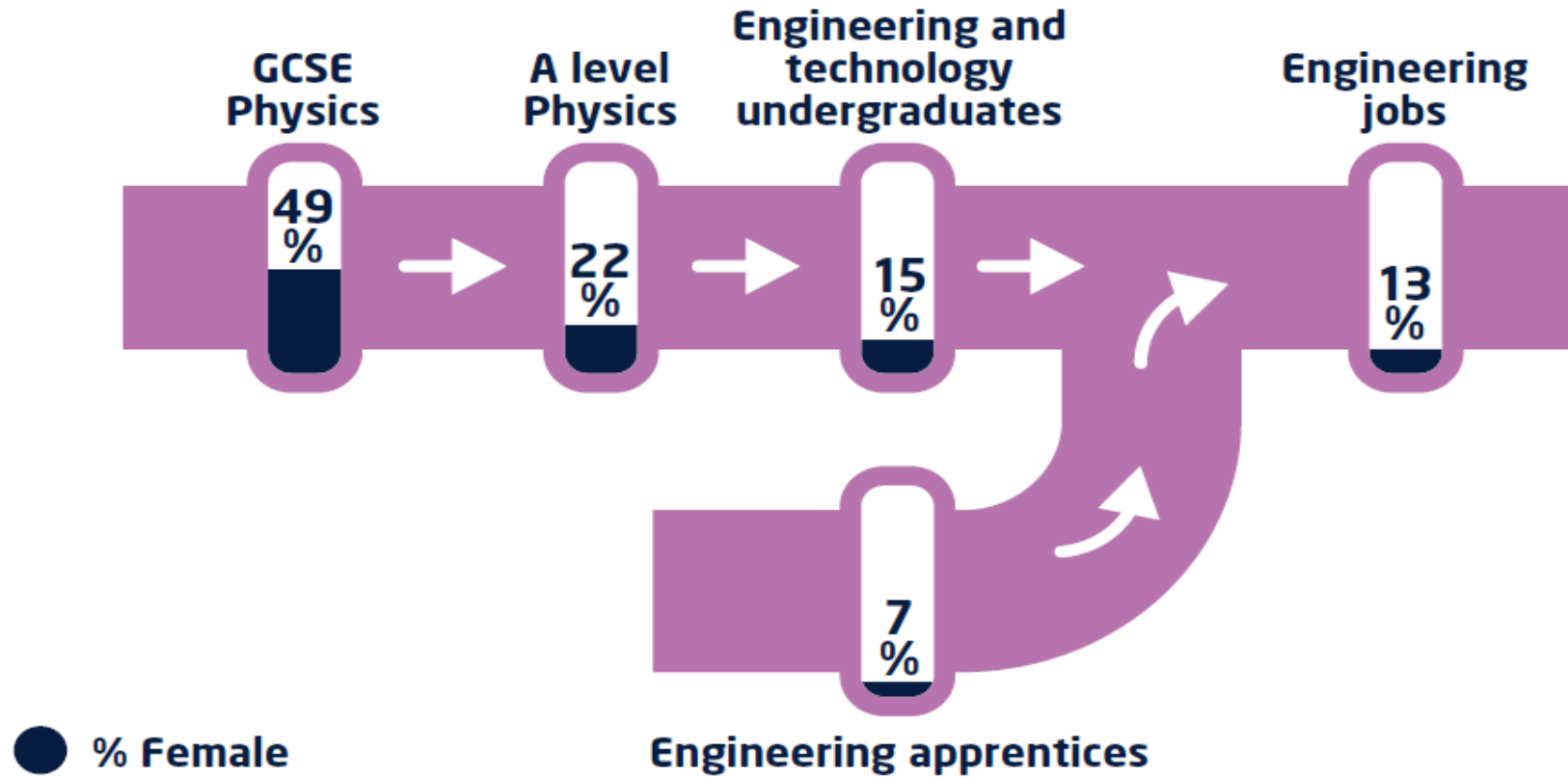
Fig. 26.4: Proportion of female engineering professionals in EU countries



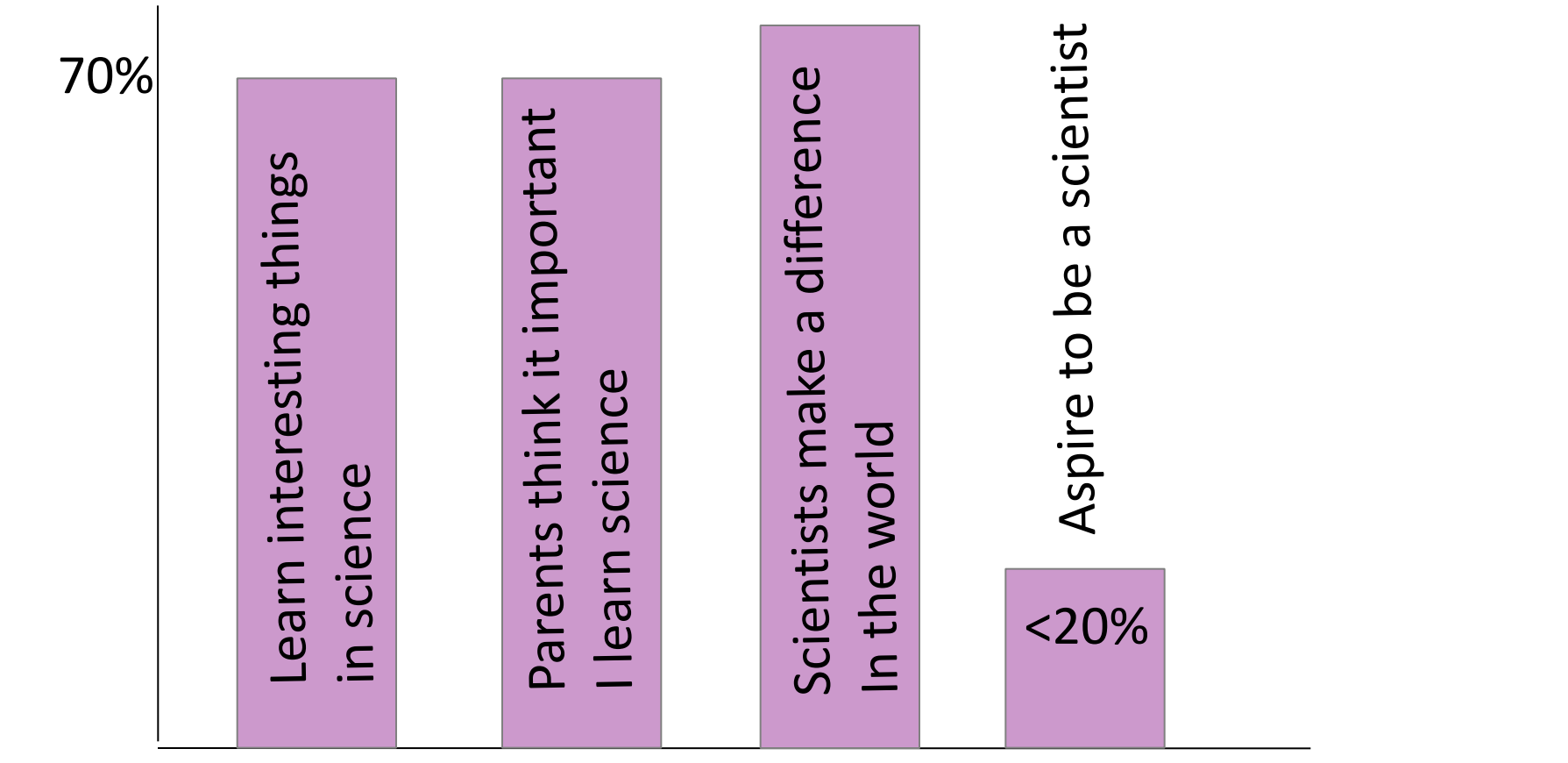
Source: UKRC's analysis of the European Labour Force Survey (2007)

Britain currently ranks 28th
(out of 28 countries) in Europe

Gender gap in the engineering pipeline



Survey of 10 to 14 year olds



Women into Manufacturing and Engineering (WiME)



- ✦ WiME was developed to start addressing this issue - attracting female talent to STEM careers in Yorkshire and the Humber is critical to the region's success



- ✦ Careers Advisors event
- ✦ Public events targeting girls and women

Current Partner companies



Our events



- ✦ Delegates (pupils and parents) have the opportunity to:
 - ✦ Speak with women like them that currently work in manufacturing and engineering
 - ✦ See and talk about the work environment with current employees
 - ✦ Speak with Careers Advisors from the National Careers Service about the opportunities in the Humber region

Our Apprentices



My request of you



We are planning a South Bank event in October

- ✚ We need girls to attend the event with their parents and these girls currently attend your schools.

We also would like your Careers Advisers to be there.

- ✚ Help us by
 - identifying the girls who should attend
 - ensuring they know about the event and tell them how useful it could be
 - ensuring your Careers Advisers come along

- ✚ One final thing – if you want to be 'a leader in industry for a day' contact us.

Our partner companies are eager to show you around

Thank you



Developing Practical Solutions Workshop
Choice of 2 15 minute workshops

- **Apprenticeships (HETA & Humber Apprentice Brokerage Service)**
- **National Careers Week (Stephen Logan & Andrew Bernard, Directors)**
- **Reaching the Gold Standard (C&K Careers and Humber LEP)**
- **Careers and Enterprise Opportunities (Karleen Dowden, CEC Regional Manager)**



THE CAREERS &
ENTERPRISE
COMPANY

Q & A Panel and Key Messages

**Bill Meredith, Bishop Burton College and Vice-Chair of Humber Skills
Network**



THE CAREERS &
ENTERPRISE
COMPANY

Lunch and Networking

