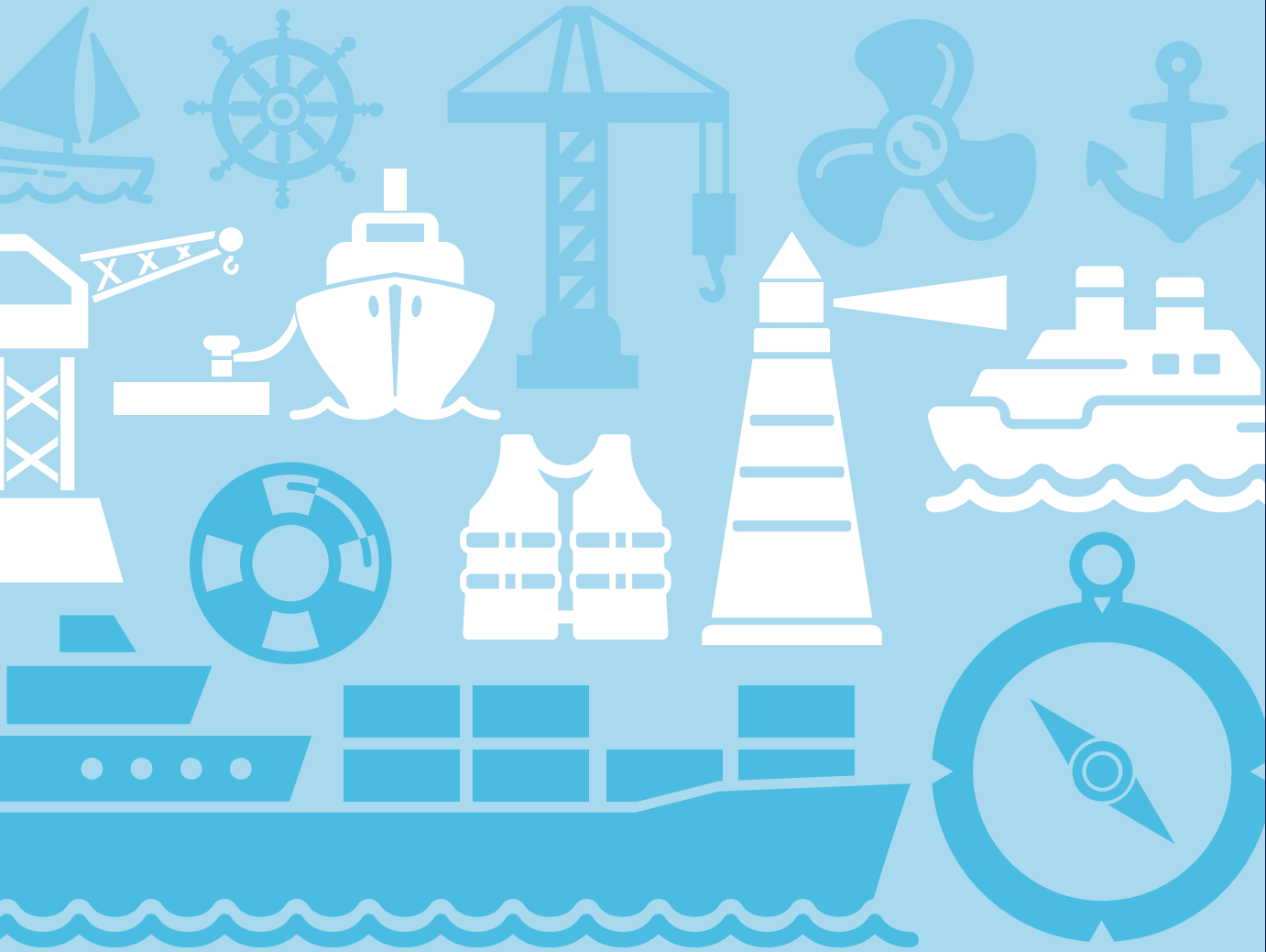




MARITIME & ME



Department
for Transport



MARITIME
UK



is a campaign
by



MAKING THE CASE FOR 'GIRLS ONLY' INTERVENTIONS TO INCREASE THE PARTICIPATION OF WOMEN IN STEM CAREERS.

Women make up just 23% of the core STEM workforce and only 11% of engineering professionals.

WISE campaign 2018

UK Industry needs 186,000 new engineers annually until 2024 (Engineering UK 2017) to enable it to compete in the global economy. It cannot expect to meet this demand whilst ever it only recruits from half the talent pool.

Failure to consider the wide range of opportunities within the STEM industries means that girls and young women are missing out on well paid, rewarding careers that would make the most of their potential.

We often hear comments that 'girls just don't apply' and that 'you cannot run a 'girls only' careers event as it would illegally discriminate against the boys'. Your My Skills My Life training has shown you that this is just not the case; however, you may still need to convince your employers and colleagues and even schools that this is a good idea.

Positive Action

Positive action is the deliberate introduction of measures to eliminate or reduce discrimination, or its effects, including gender stereotyping.

Positive action goes beyond a 'non-discriminatory' approach. It is not about special treatment for any one particular group, but the fair treatment of all people. It is concerned with 'levelling the playing field' and taking account of the effects of past discrimination and disadvantage, so that everyone has genuine access to the same opportunities. The qualification requirements remain the same for all applicants for a job but you are assisting them to consider and apply for those jobs.

My Skills My Life 'girls only' events are an example of positive action which attempts to counter-balance the under-representation of girls and young women in STEM education and employment through outreach work.

Positive action is not the same as positive discrimination, an example of which would be recruiting or promoting someone purely on the basis of his or her gender. It is illegal to recruit someone purely on that basis, unless there is a genuine occupational requirement (GOR).

Making a convincing argument

- Provide the Statistics for the low numbers of women in STEM occupations, particularly your own industry (see WISE statistics).
- Compare these with the numbers of girls achieving A-C (9-4) grades in STEM GCSE subjects. (See WISE statistics). The WISE pipeline infograph is a useful tool to explain this.
- Discuss your own organisation's Gender Pay Gap Report, if they have had to publish one.
- Discuss the benefits of having a diverse workforce.
- Ask them to consider their own daughters, sisters, wives – would they hope that they could reach their full potential and access well paid, and rewarding work?

If faced with the comment “girls don’t choose STEM careers because they are not interested in STEM” remind your colleagues/employers/schools that;

- Girls need to self-identify with job roles. They need positive and visible role models to follow. They cannot choose what they cannot see.
- Girls do not see the majority of STEM occupations as being an opportunity that is open to them, they may view these occupations as jobs for boys and as a limiting choice.
- Girls are often not directed or supported to consider STEM occupations, mothers in particular may try to dissuade their daughters from pursuing a career they feel may be difficult or unsafe.
- It is common place for girls of 16 to self-select themselves out of these occupations by making ill-informed subject choices post 16.

A ‘girls only’ event is not aimed at forcing girls to be engineers or preventing boys from accessing these roles - it is about enabling the girls to make fully informed choices about ALL the opportunities open to them.

SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS

During this session, students will learn that:

- people are happier and more successful in job roles which match their aptitudes and characteristics.
- everyone has their own preferred way of working, and having to work another way can be stressful, frustrating and less successful.
- if students understand their own aptitudes and characteristics it will help them find job roles in the future in which they can be happy and successful.
- if students keep a science subject in their portfolio it can give them more job options.

Emphasise that:

- this session is not about persuading everyone to become a scientist or an engineer.
- it is about finding out where people like themselves are happy and successful can help students to make career decisions, as they can think about how they will fit in when choosing their own future directions.
- this exercise highlights which job roles can suit individual personalities – these roles are not restricted to STEM industries. This exercise highlights roles that use STEM knowledge.

USING MY SKILLS MY LIFE

Top tips for careers stands and events

- Emphasise the values and benefits which girls (and their families) care about.
- Emphasise the 'types of people' that are successful in a range of STEM careers (WISE - My Skills My Life).
- Provide opportunity for girls, teachers and parents to meet a range of young role models from similar backgrounds, and cultures to the girls.
- Discuss social and cultural pressures that may influence career choices.
- Explain what University is for those who do not know – don't assume all have the same background knowledge.
- Show that there are vocational routes leading to technician and apprenticeship jobs and that these are a positive alternative and a stepping stone into higher education.
- Communicate the demand for, and benefit of, STEM skills and qualifications to girls and parents.
- Offer workplace experience/taster days – include 'girls only' events.
- Offer peer support and mentoring.
- Support teachers through STEM CPD.

Tips for Role Models and Ambassadors

Well trained and well prepared role models have an important role to play in delivering this information and encouraging excitement and interest in STEM.

When talking to young people:

- Be prepared
- Know your audience
- Keep it simple and fun

Do

- Encourage them!
- Speak mostly to the pupil, not the adult. Include the adult – they are important too as they can influence choice.
- Give examples of real people and real jobs within your company.
- Stress the different types of people working and successful in STEM.
- Make them think ‘that could be me’.
- Be positive about their ability to succeed.
- Give real life examples that will appeal to all.
- Explain the societal benefits and relevance of what you do: the bigger picture.
- Talk about apprenticeships as well as the University route.
- Emphasise the benefits of apprenticeships as a route to higher qualifications.

Try not to

- Use negative statistics.
- Use jargon, acronyms and technical terms.
- Focus on confident pupils at expense of quiet ones.
- Suggest that particular groups of people couldn’t or wouldn’t want to go into STEM careers.
- Stereotype people.

**INSPIRE
ENTHUSE
ENCOURAGE**

HEALTH AND SAFETY

Health and safety is an important consideration when working with anyone, but particularly children and young people. Whilst the school will have full responsibility for the safety of the children in their care, you will have a role to play in keeping everyone safe.

Health and safety is often used as an excuse not to engage in a range of exciting and educational activities, but by assessing and managing risk, children can experience a wide range of activities to enhance their education.

The Department for Education guidelines say that;

- Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.
- It is important that children learn to understand and manage the risks that are a normal part of life.
- Common sense should be used in assessing and managing the risks of any activity.
- Health and safety procedures should always be proportionate to the risks of an activity.
- Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.

Good planning and organisation is essential for putting on an event that is both safe and enjoyable.

The Law

The main legislation covering this area is the Health and Safety at Work etc., Act 1974 and regulations made under that Act.

The employer (the local authority, governing body or proprietor) is responsible for health and safety, though tasks may be delegated to staff. The school is responsible for ensuring that the students will be safe, as well as the employer where the activity takes place in the workplace.

Employees, and this includes volunteers, also have a legal duty to look after their own and others' health and safety.

Employers, school staff and others also have a duty under the common law to take care of pupils in the same way that a prudent parent would do so.

What does assessing and managing risks mean?

Health and safety law requires the school; and in the case of a workplace visit, your employer, to assess the risks to health and safety. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them.

If you are delivering at the school, you will need to comply with their health and safety policies.

The school will have a risk assessment procedure and you will be asked to contribute to the completion of a risk assessment. The school will need to know details of your event and activity, and if you, or any of your role models, will be carrying out an activity that may carry a risk or have potential to be hazardous. They will take into account the age and ability of students, as well as the environment, and any precautions you may be taking. The final assessment should state any precautions or actions you may need to take, as well as providing details of the first aider who will be available in the event of an accident or illness.

If the event is delivered in your workplace, your HR team should liaise with the school to ensure a full risk assessment is carried out. Consider all activities and whether there may be any risks. Your HR team and the school will have the expertise to carry out the assessment.

You should have a copy of the risk assessment in advance and with you at the event, and you should note and follow any recommendations identified.

A blank risk assessment is available in the Learning Catalogue.

Your responsibilities.

You should be aware that it is **your legal responsibility to keep yourself safe and not to endanger others.**

You must carry out all activities in accordance with the health and safety instructions provided by the school and your employer.

You must:

- take reasonable care of your own health and safety, and that of others who may be affected by what you do.
- co-operate with the school and employers on all health and safety matters.
- carry out any activities in accordance with training and instructions.
- inform the school/ employer of any situation representing a serious and immediate danger, so that remedial action can be taken.
- in addition, teachers and other staff, including volunteers, working with schools have a common law duty to act as any prudent parent would do when in charge of pupils.

IMPORTANT:

You should have a completed copy of the **Risk Assessment** with you at the event, it should include the **named First Aider and how to contact them.**

For more information see

- [Health and Safety: Advice on legal powers and duties DfE 2014](#)
- [Guidance on running events safely](#) Health & safety Executive

SAFEGUARDING

The wellbeing of young people is important and should be your main priority. The school will ensure the safety of the students and support you to keep them safe.

It is important that you understand your role in keeping them safe and what your responsibilities are.

Safeguarding is quite different to health and safety, which is what most people think of when they talk about safety.

Safeguarding is the action that is taken to promote the welfare of children and to protect them from harm.

Safeguarding means;

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Tacking action to enable all children and young people to have the best outcomes

NSPCC 2018

Safeguarding children and child protection applies to all children and young people up to the age of 18, and vulnerable adults. You have a responsibility to report any concerns.

The teacher should be with you at all times when you are working with the young people.

Who do I tell?

If your event takes place at the school then the school will provide you with information about their safeguarding policy and procedure. This will identify the school's safeguarding officer, the person to whom you would report any concerns to. The teacher working with you can direct you to the officer if needed.

Where the event takes place in premises outside of school, the teacher will be able to support you to contact the safeguarding officer if needed.

What do I do?

If you have a concern about a child, young person or vulnerable adult, inform the schools safeguarding officer as soon as possible within 24 hours.

If a child, young person or vulnerable adult discloses to you,

- Stay calm and listen, do not ask probing questions.
- Remember the key facts, make a note of this after.
- Do not promise to keep anything secret, explain you will need to share this information.
- Inform the school's safeguarding officer as soon as possible within 24 hours or sooner if immediate action is needed to keep that child safe.

You may be asked to complete an incident form. Include as much detail as you can and try to write using the child's own words. Do not discuss this incident with anyone else.

What are Risks and Disclosures?

There are four categories of abuse, we have listed them below and given some examples of what to watch out for. You may notice something about the student or their behaviour which raises a concern, or they may disclose something to you which will be a cause for concern. Here are some examples.

Physical

Young people may have bruises or appear to be in pain and to brush this off with comments such as "I fell over" or "I am always like this".

Neglect

The young person may have dirty, worn or ill fitting clothing.

They may have poor hygiene.

They may not have food or money for food, and say "Mum forgot to give it to me".

Emotional

The young person may be upset and crying, saying they hate their parents.

They may say that they hate their career choice but their parents say they have to do it.

They may not eat much and explain this is because they want to be a model.

Sexual

The young person uses explicit sexual language and is not concerned about it.

The young person engages in inappropriate behaviour towards the volunteer, i.e. flirting.

Do be aware of the general behaviour of students towards each other, the teacher will be with you at all times and is responsible for managing behaviour and challenging any inappropriate behaviours.

Immediately report all incidents of bullying, racist, sexist, homophobic abuse, or other concerns you may have to the teacher.

You can find more information about safeguarding on the NSPCC website www.nspcc.org.uk