



TOOLKITS FOR MANAGING EMPLOYER-LED INPUTS INTO SCHOOLS AND COLLEGES



Toolkit 10: Targeted audience talk or workshop (e.g. to challenge stereotypes)

Outline of activity

There are lots of career sectors that are dominated by one gender that desperately require skills, attributes and experience from the other gender. Examples include the need for more females in engineering, cyber security, and finance, and males in health care, nursing and teaching.

There are lots of opportunities for young people to learn about exciting careers that they may not have considered previously, or to help challenge their perceptions and the stigmas that might be putting them off certain careers or routes into certain careers.

Possible activities:

- Presentations about what is it like to be a male in a female dominated career: explaining how to access these careers, promotion opportunities etc.
- Visits from former students working in the opposite gender-dominated sector.
- Completing a work-related activity can also students understand the reality of a role that they might not have considered.
- A workshop or series of workshops on either a single career area or several sectors or careers – could be held on one day or over a period of time.
- A project working with an employer (as described in Toolkit 3) related to a specific career with a shortage of a certain group of people.
- Talks or workshops focused on widening participation for students who are less likely to go to university - all universities have Widening Participation schemes and welcome opportunities to work with under-represented young people in schools.

Inspiring Women Campaign and WISE are examples of campaigns aimed at raising aspirations and encouraging females into male-dominated career areas and there are many employers willing to work with female students. Universities, Gloucestershire NHS and care providers are all potential sources to run talks/workshops aimed at under-represented students. See the see useful contacts section for details.

Resources and materials needed

- Any materials related to the activity.
- A room with sufficient space and facilities for your group.
- Check with employers if any materials need to be provided or resources need photocopying or printing.

Activity considerations

- By targeting specific groups, some students may miss out on an opportunity linked to their careers interests.
- How will you target or promote the activity to the groups you want to reach?
- Clear communication with the employer(s) is needed so that you understand how the activity will be run.
- What will the rest of the year group be doing while this activity is taking place?

SMART objectives for students

- ✓ Students' ideas and perceptions are expanded/challenged in a positive way.
- ✓ Students are better informed about the opportunities open to them.
- ✓ Students gain the confidence and encouragement to look into a broader range of options and careers than previously.

How to measure success:

- Through verbal feedback from students e.g. focus groups, class discussion, views about the event.
- Through student evaluation forms.
- Possibly through destinations data.

Feedback from similar activity

From employers offering to run activities that challenge stereotypes in schools:

Finance

"As part of International Women's Day, I have an idea where a number of colleagues here could come and speak about being women in business and hopefully breaking down some barriers to working in traditionally male dominated roles e.g. one of our apprentices, a graduate and a senior member of staff. Would this be of interest to you?"

Civil Engineering

"I was wondering if there was an opportunity for me to come to a school and run a 'People Like Me' session with a group of female students? This initiative was developed by the WISE Campaign to broaden the horizons of female students and to highlight potential career opportunities that would fit with their personality. "

Timeline of activities		
	1-3 months before	<ul style="list-style-type: none"> • Check dates for any other events happening and room availability. • Plan activity: when and how will it fit with the curriculum and which group of students/year group are you targeting? • Who can help? Ask colleagues? Contact employer with a brief of what you are trying to achieve, discuss and agree format, arrange visit to school if needed. • Advise all staff/update school calendar. • Book resources. • Do you wish to arrange photographs?
	Week before	<ul style="list-style-type: none"> • Contact employer to confirm attendance/times. • Make selected students aware that a guest is coming in what is expected etc. • Send evaluation forms to Reprographics Department to print.
	Day before	<ul style="list-style-type: none"> • Remind all teaching staff Reception staff and students what is happening and is expected etc. • Collect evaluation forms.
	On the day	<ul style="list-style-type: none"> • Set up room • Greet employer, offer water, tea or coffee, advise where the toilets are and the fire alarm procedure. • Brief teachers of any changes. • Introduce activity. • Manage behaviour. • Thank employers at the end of the activity/day.
	Day after	<ul style="list-style-type: none"> • Email thank you to employer and ask if they would consider taking part again/in other activities. • Gain verbal feedback/evaluation form.
	Week after	<ul style="list-style-type: none"> • Review evaluation forms and feedback: what was successful? Are follow-up activities required? If so, what? Plan follow-up activities. • Check permission for photographs. • Write up newsletter/website article.