



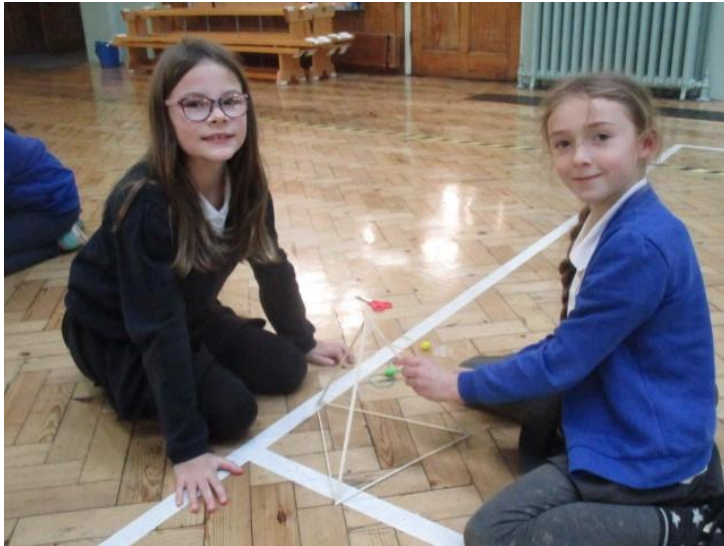
Annual Report 2020

Introduction and Background

WEST's main focus for 2020 was the 'Yes We Can!' project funded by Arconic / Howmat which started on 30 September 2019 and through 2020 (eventually running until 31 July 2021).

There is a clear and longstanding under-representation of girls and women in engineering and non-traditional trades and a high 'drop out' as girls struggle with a male dominated culture in UK as in many other countries. Currently (according to a WISE Campaign) in the UK there are fewer than 10% of women in skilled construction and engineering trades and less than 12% in professional engineering occupations. The WEST bursary scheme which has run for 9 years, endeavours to support and encourage girls and women who face financial hardship or other challenges to focus and aspire in their early career stages. Girls do not easily aspire to engineering and non-traditional trades and so our work with primary and secondary schools including the distribution of our 'Yes we Can' books that WEST produces, challenges the embedded stereotypes that girls face. The use of local real-life role models within the books and in classrooms helps to make the possibility for these choices in career to become reality.

There is a challenge to make engineering and allied careers interesting and relevant to young people. Engineering is often misunderstood and seen as dirty and boring by many young people. However if the same young people can gain experiences with activities that are engaging and relevant to them, alongside seeing people like themselves doing those interesting jobs - they are more likely to want to find out more.



Creating engaging, challenging activities that embed gender equality and diversity are essential if we are to challenge the status quo. In drawing together a local pool of female role models at the same time as drawing on local educational and STEM expertise we have started to build a successful model.

WEST works closely with local universities and colleges to ensure our approaches are shared and supported. For example: Sheffield Hallam University host our bursary awards evening and publicise our bursaries to students. WEST works closely with colleges, universities and employers to ensure role models are supported by their own community. In this way we mainstream responsibility and encourage all to take part in making a difference. This approach is the best way for our small charity to ensure it reaches the audience in needs to reach.

If engineering is to become a diverse community we need to make sure more girls and women progress through college onto university and into careers. Our scheme provides a helping hand for some of those who may experience what can be a lonely pathway.



Project Aims

Aim 1

To continue and develop our current scheme to award small bursaries to female engineering students who are in the beginning and middle of their studies to reward and encourage them to continue. We want to provide a helping hand to female students already facing financial hardship or other challenges such as family caring duties or those who may be first in family to attend university. Bursaries are used to buy equipment or textbooks or travel expenses, sometimes the bursary funds driving lessons that can help the student find a good industry placement. Bursary winners are encouraged to become role models themselves and to get involved in our outreach work with schools. Our sponsored bursaries have been running 4 years (via Sheffield Hallam University) and we have awarded more than 40 bursaries. The bursaries are run via an online application and considered by a panel of experts. The ARCONIC award winners are invited to our annual awards evening where we also award other bursary winners for WEST. The award evening is a special night where we share and promote their stories with a wide audience (over 100) and provide them with the opportunity to network with women further up the career ladder and with STEM employers and providers.



Aim 2.

To develop and produce new outreach activities to accompany our Yes We Can books (the two existing books are aimed at 5-7-year age group and 8-10-year age group.) The books include puzzles and activities based on real life South Yorkshire female role models from diverse backgrounds and with diverse STEM roles. They have been produced with the help of education professionals and illustrators. We focus on primary schools that are in areas of disadvantage and/or low employment/progression to further and higher education. The books are supplied to schools and each child who attends the activity receives their own copy to take home and share with parents / carers / family. This helps to raise awareness of stereotypes with their own families and to raise career aspirations.

We design the activities to be appropriate for the age group they are to be delivered to; to be fun and imaginative; to be achievable in a classroom situation; and to provide the resources for teachers to continue the activities with more groups. The activities are delivered by female role models to mixed groups. (We believe it is just as important to show boys that girls can do these jobs).

We work closely with local experts who offer knowledge of the region and have developed expertise in our approach. Our experts are professionals who have strong links with schools and are trusted to deliver effective and enjoyable outreach that is inclusive and diverse.



Aim 3.

To design and deliver a targeted careers poster campaign for secondary schools. Research tells us that images of women doing engineering and non-traditional trades are a positive stimulus towards considering a future career for (11-16-year-old girls) particularly when there are links for teachers and careers advisers to draw on. The posters provide signposts via a link to our own WEST website that depicts role model stories and further links to Women in STEM websites and support organisations. Introducing the posters into secondary schools is normally in conjunction with a visit from a female STEM role model. Any activities can be delivered to mixed year groups, assemblies, in career related lessons and maths / science lessons to raise awareness of careers and to challenge gender stereotypes.



COVID Impact on English Schools: 2020-2021

From 23rd March 2020 until September 2020 the majority of Schools across Sheffield were closed for most of the face to face teaching / and partially offering online lessons or delivered by teachers to children being home schooled. Children who had parents working in essential jobs were able to attend school some of the time. From September 2020 to December 2020 / January 2021 – February 2021 there were local lockdowns with some school closures. This disruption meant that we had long periods when we were unable to deliver the outreach – and initial deadlines for completion were extended. The response to enquiries from the project when schools returned varied from school to school. Whilst most primary schools were comfortable with visitors, a few preferred to opt for our online offer –so we adapted, and we delivered the Yes We Can Books to the schools separately for the teachers to hand out. Secondary schools tended to prefer an online presentation – and we delivered the posters to schools for use by teachers.

Both sets of activities lend themselves to adaptation to online delivery. However the response of the pupils (for Primary activities) was clearly much stronger with face to

face events meeting a role model rather than in online delivery (although one teacher did remark during the Zoom event that the pupils were excited to see a different person from their usual teacher!).

What we achieved

Our Experts managing the projects were Liz Kettle (who has worked with WEST for a number of years – delivering a wide range of outreach projects and who led on the design and production of our Yes We Can books) and Amy Cooke (a Careers Guidance Professional, having worked successfully with school pupils and staff at all levels in the region). The role models and the teachers feedback confirmed that Amy and Liz have been at the heart of our success.

I would love to continue to work with WEST next year and I'm happy to discuss the different ways this could be done. I'd like to take the opportunity to thank Amy Cooke for her excellent communication and enthusiasm for the project.

Activities – We recruited new role models via bursary winners, university students and through local contacts to add to existing role models. New activities were designed and adapted by our Experts, and some were introduced by the role models themselves. Short self-videos of some of the role models were added to a presentation about STEM and Careers to set the background for the online delivery.



Bursaries Awards Event 2019/20 & 2021 -10 Bursaries were awarded to engineering students in 2019 with presentations at our 2019 Filmnight at Sheffield Hallam University and we kicked off our photo shoot of our female role models for the poster project. Bursaries were postponed for 2020 due to Covid 19. Another 10 Bursaries have been awarded in 2021 to students in colleges and apprentices working and studying across Yorkshire and Nottinghamshire.

Primary Teacher Outreach – Responses

(See also separate report from Amy Cooke)

We ran events at 14 Primary schools – running events with pupils from Y1 all the way up to Y6 at targeted schools across Sheffield, regularly delivering sessions to more than one-year group – reaching approximately 820 pupils altogether.

Out of 14 schools we visited – 8 responded (57% response) to the survey – all 8 would recommend our Yes We Can books to other teachers. All who responded were satisfied or very satisfied with our Covid procedures.

It was well organised and met the needs of the Y5 class. It was great to have female role models delivering the activities, especially because the class have a male teacher and we have been unable to have other teachers in the class or to go out on visits due to Covid restrictions.

The event was very well resourced and planned with enough information provided prior to the date. Our children loved working with someone so knowledgeable

Well-organised. Happy to have visitors in school. Good communication. Great to have female role-models, especially in a girl-heavy class.

7 out of 8 schools definitely want us to come again and 1 would probably want us to come again.

We would love to work with you guys further during the next academic year

I feel that it is essential that female role models in engineering are able to come into schools

What they said about the Yes We Can Books

*They are a great resource that the kids were enthusiastic about taking home
They are well-published. The children enjoyed them*

Lovely resources. The children really liked learning about the different characters that were being featured. Some children have gone on to research some of the more unusual jobs featured!

Good books- they have been popular with children in class during reading time.

They are informative and supported our learning

What the Role Models told us about their experience (5 responded to the survey out of 8 recruited for Primary Outreach)

I was pretty nervous on the First session but I feel that was partially due to the Covid situation and ensuring I understood and followed all of the schools guidelines (both sessions were attended in person) Both classes in both schools were great and really enjoyed the activities and I had a great time helping out and chatting to the kids.

The event was great, I really enjoyed being back in a school environment and the engagement and enthusiasm shown by the children. The event was live so really lovely to see their faces and see the rockets they built. I was a little nervous but Amy really put me at ease and the planning / communication was fantastic so I knew exactly what was happening. It was the most enjoyable morning

The events I attended were really rewarding. I was slightly nervous to begin with as my entire life has been primarily education-based but from the student's standpoint, however for these events I was the one stood at the front teaching and helping which was initially daunting. Things always ran smoothly; Amy ensured every session was thoroughly planned out and always filled the hour slot. I really enjoyed it, I have since signed up to be a STEM ambassador so I can continue participating in such events. I personally know the need for these sort of activities in primary and secondary schools, having not being exposed to this myself throughout my education, its really important to make children aware from a young age what STEM is if the gender disparity is to change in the future. I attended a 3 live school visits and have an online event planned for next week.

How did the role models think the children responded?

A few children were shocked at my job and what it entails and what I study, but they had plenty of questions which was great. It was really interesting to hear their presumptions and impressions of what a mechanical engineer is and does.

The children on the whole were overall excited, engaged and motivated. I think quiet at first but really came out of their shells once they started the activity. It was fantastic to see them afterwards using their rockets in the playground.

When I started talking about my university life / career I heard a lot of gasps. I believe its something they have never heard of before. Upon talking about my course, most kids hadn't heard of Aerospace Engineering before but some came

forward with similar interests in other engineering principles and it seemed like the kids were interested in STEM.

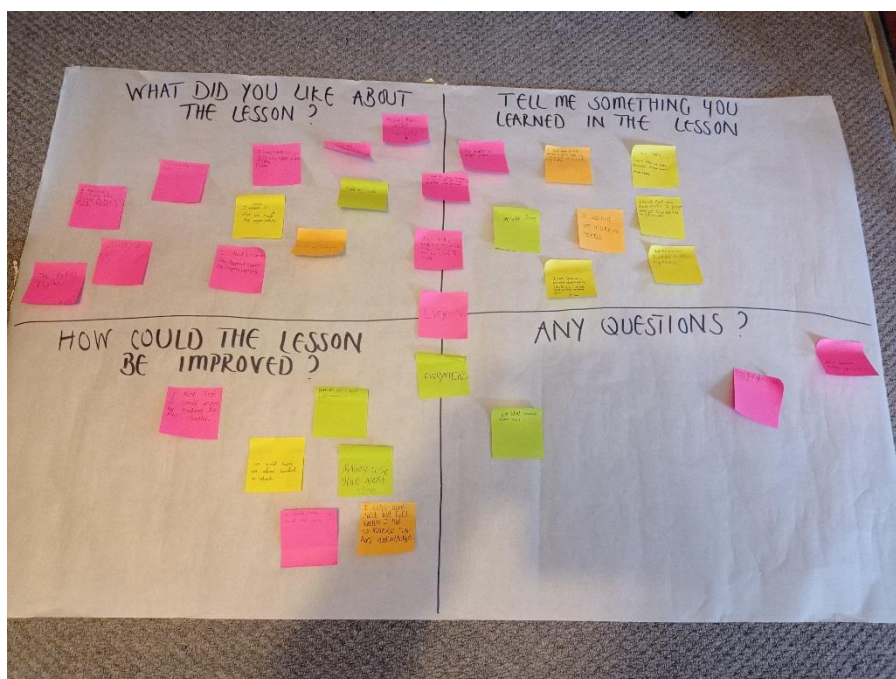
On my last visit a child raised their hand after I spoke and said “I am inspired” which is such a rewarding remark to hear. I think because aerospace engineering is quite a niche subject and with me being a female, the response is always a surprise or shock.

Of the 5 that responded 4 said they were likely or very likely to do more events.

...Now I know what it is about I will do some prep work that will support the day and Amy a bit more. She was brilliant – a real credit to the charity and so fantastic at getting the children engaged,

What did the pupils think?

At the end of each event we had an informal feedback session (unless we ran out of time)...



We gave out post-it -notes and asked for responses with 4 categories – they could do as many post-it-notes as they wanted to...(some examples)

1. Something you enjoyed

- I liked the lesson because it was a bit of power and exercise. Powerful
- I enjoyed learning about different jobs
- I enjoyed learning how you make a video game
- I enjoyed the quiz because it was fun
- I liked how Jess said how she does her job

- I liked how it gave courage to the girls
 - I enjoyed listening to the fact that you can do any job and don't let boys opinions stop you
2. Something you learned
- Today I learned what STEM stands for
 - I learned it takes loads of people to make a video game
 - I learned that girls can fix cars
 - I liked learning that whether you are a boy or a girl you can be ANYTHING
 - I learned that if you have done wrong you can try again
 - The lesson taught me to try and try
3. How would you improve the lesson?
- Have more time
 - Have more materials
 - I would like
 - I would change nothing. I enjoyed this lesson
 - Could we have more time on the Activity Books?
4. Any questions?
- Is there more roles than science, engineering and technology?
 - How many types of engineers are there?



Appendices

Questions for role models

1. Please tell us how you the event was for you (If this the first time you had done this...Were you nervous? Did things go to plan? Did you enjoy the event? Would you like to do more?)
2. How do you think the children responded to the event? (When telling them about yourself, your job/career and the activity)
3. Have you looked through the Yes we Can Books? What do you think?
4. If/ When you do this again is there anything you would like to change?
5. Were there any concerns relating to Covid?
6. Is there anything you would like to add about the project?
7. If we get further funding would you be willing to take part again?

Questions for Primary teachers

1. Please tell us any overall thoughts about the event – was it well organised and suitable? Did you have enough information in advance? Did you like to have a female role model?
2. Please tell us what you think of the Yes we Can Books. Would you recommend them to other teachers?
3. Is there anything you would like to add or change to the visit / event to improve it?
4. Would you like WEST to do this again at your school in the future?
5. Were there any concerns relating to Covid (if applicable)?If so please explain.
6. Anything else?

Facts and Figures and Milestones

| Project Activity | Period delivered | Notes |
|---|----------------------------|---|
| 1. Appointment of Experts as advisers and Consultant to make links with schools / teachers in target areas and manage liaison work with schools and role model training and activity development. | November 2019 to July 2021 | <ol style="list-style-type: none"> Two consultants appointed to coordinate secondary and primary project (November 2019- February 2020) Liaison work ongoing throughout project with pause during Covid19 Lockdown periods (January 2020 – July 2021) |
| 2. Set up and launch application process for ARCONIC engineering undergraduate bursaries in co-operation with Sheffield and Sheffield Hallam University. | October /November 2019 | <ol style="list-style-type: none"> Completed and compiled list of 10 potential engineering role models (November 2019) |
| 3. Assess bursary applications and review with panel of experts and then check references, inform winners. | November 2019 | <ol style="list-style-type: none"> Complete (November 2019) |
| 4. Plan, promote and deliver awards night including inspirational film celebrating role of women. | November 2019 | <ol style="list-style-type: none"> Film – the Fight / awards to Arconic bursary winners. (November 2019) Photography for posters / postcards of role models begins on filmnight (November 2019) |
| 5. Develop new outreach activities and recruit and train new role models. | Up to July 2021 | <ol style="list-style-type: none"> Developed 6 new activities by November 2020 Recruited 8 new Primary Outreach role models and 5 Secondary role models (including videos and posters) by November 2020 |
| 6. Design and launch poster / activity campaign. | Up to February 2020 | <ol style="list-style-type: none"> Posters launched November 2020 in 3 schools at students assembly / Options Day |
| 7. Design feedback forms/ interview schedule for children and for teachers and collect data for evaluation. | Up to July 2021 | <ol style="list-style-type: none"> Feedback designed and used with all schools during event with pupils – additional survey of schools after events for teachers and interview with role models. Up to July 2021 |
| 8. Delivery of the programme to targeted schools | By July 2021 | <ol style="list-style-type: none"> Delivered programme to targeted schools – reduced number of primary schools due to Covid, but increased |

| | | |
|--|-------------------------|---|
| (primary and secondary). | | number of pupils reached at visited schools / some online delivery at secondary and primary because of Covid. |
| 9. Follow up work with role models and employers to ensure continuation of role models beyond project. | By July 2021 | 1. Worked with all role models to encourage continuation. Some reluctant presently because of Covid, many would like to work with us again. |
| 10. Evaluation report written and launched. | By July 2021 | 1. Complete by 31 July |
| Design and input on postcards / publicity / banners etc and website for WEST | Ongoing through project | 1. Successful designs and promotion all the way through project |

| Milestone | Delivery Dates | Comments / amendments |
|--|--|---|
| 1. Award 10 Bursaries to female engineering undergraduate students at the Annual WEST award and Filmmight | November 2019 and July 2021 | 2020 awards postponed because of Covid |
| 2. Designed and Developed 5 new outreach activities ready for delivery in target primary schools along with 10 female role models trained to deliver activities. Poster for secondary schools designed and launched at a special event for teachers and careers advisers | Delivered in sections due to Covid – all complete - 13 role models and 6 New activities by July 2021 | Posters launched November 2020; Outreach activities designed throughout project until July 2021. |
| 3. Delivered outreach activities in 20 targeted primary schools and poster / activity in 10 targeted secondary schools. Received follow up feedback form schools including children and teachers | By July 2021 | Delivered outreach to 14 Primary Schools. But we reached 820 pupils by delivering to multiple classes rather than in the original plan of 600 (delivery to one class at each of 20 schools). Due to Covid both parts of delivery in the project were delayed – and varied in style of delivery (some delivered online rather than face to |

| | | |
|---|---------------------|---|
| | | face) to meet school requirements. |
| 4. 75% of role models committed to continue being a role model through employer, institutions or STEM Ambassador scheme. Evaluation report complete and published and distributed to STEM Community (online or hard copy) | By end of July 2021 | 75% of role models would continue to act as role models...25% were reluctant either because of confidence or Covid. We will continue to work with role models – and add new ones via annual bursary scheme. Report published and distributed by 31 July – online. |

Number of students to be impacted: 2000 – 820 primary and more than 2000 secondary

Number of teachers to be impacted 100 – More than 50 Primary and more than 100 secondary

Number of schools impacted 30 – 14 Primary and ? Secondary

Communication strategy

1. Our existing links, our local reputation and recommendations enabled WEST to reach many schools that otherwise may have been cautious during Covid restrictions. For the Primary project – once we started to deliver – teachers themselves were recommending us to other local schools and teachers. Our Expert delivering Primary Project is a Professional Careers Adviser and her expertise and contacts were very helpful for the project as a whole..
2. We utilised our links with local employers and the universities to find our role models and via other contacts. The annual bursary scheme also provided us with positive role models from diverse backgrounds and ethnicities.
3. Reaching schools and teachers via Social Media was important – our followers shared our messages / posts about the project which drew enquires to us and this also promotes the importance of tackling gender stereotypes in careers work with schools.
4. The Yes We Can Books are seen as a very valuable resource by teachers in Primary schools and by parents in the region. The postcards we produced to support the posters have become a useful tool in themselves, whilst the posters are becoming more well known in the region. We have had enquiries from beyond Sheffield to do more work in schools.



CHARITY COMMISSION
FOR ENGLAND AND WALES

| | |
|--------------|--------------|
| Charity Name | No. (if any) |
|--------------|--------------|

Receipts and payments accounts

CC16a

| | | | |
|------------------------|---------------------------------|----|-------------------------------|
| For the period from | Period start date 01.01.2020 | To | Period end date 31.12.2020 |
|------------------------|---------------------------------|----|-------------------------------|

Section A Receipts and payments

| | Unrestricted funds to the nearest £ | Restricted funds to the nearest £ | Endowment funds to the nearest £ | Total funds to the nearest £ | Last year to the nearest £ |
|---|---|--------------------------------------|-------------------------------------|---------------------------------|-------------------------------|
| A1 Receipts | | | | | |
| Grant | - | - | - | - | 24,147 |
| Legacy | - | - | - | - | 15,803 |
| Fundraising | 30 | - | - | 30 | 1,482 |
| | - | - | - | - | - |
| | - | - | - | - | - |
| | - | - | - | - | - |
| | - | - | - | - | - |
| Sub total (Gross income for AR) | 30 | - | - | 30 | 41,432 |
| A2 Asset and investment sales, (see table). | | | | | |
| | - | - | - | - | - |
| | - | - | - | - | - |
| Sub total | - | - | - | - | - |
| Total receipts | 30 | - | - | 30 | 41,432 |
| A3 Payments | | | | | |
| Insurance | 250 | - | - | 250 | 240 |
| Bursaries | 100 | - | - | 100 | 2,100 |
| Internet / Website | 150 | - | - | 150 | 46 |
| Catering | - | - | - | - | 73 |
| Printing / Photography | 1,166 | - | - | 1,166 | 351 |
| Travel / expenses | 156 | - | - | 156 | - |
| Consultants | 14,490 | - | - | 14,490 | - |
| | - | - | - | - | - |
| | - | - | - | - | - |
| Sub total | 16,312 | - | - | 16,312 | 2,810 |
| A4 Asset and investment purchases, (see table) | | | | | |
| | - | - | - | - | - |
| | - | - | - | - | - |
| Sub total | - | - | - | - | - |
| Total payments | 16,312 | - | - | 16,312 | 2,810 |
| Net of receipts/(payments) | - 16,282 | - | - | - 16,282 | 38,622 |
| A5 Transfers between funds | - | - | - | - | - |
| A6 Cash funds last year end | - | - | - | - | - |
| Cash funds this year end | - 16,282 | - | - | - 16,282 | 38,622 |

Section B Statement of assets and liabilities at the end of the period

| Categories | Details | Unrestricted funds to nearest £ | Restricted funds to nearest £ | Endowment funds to nearest £ |
|----------------------|--|------------------------------------|----------------------------------|---------------------------------|
| B1 Cash funds | Current account | 8,091 | - | - |
| | Savings Account | 17,512 | - | - |
| | | - | - | - |
| | Total cash funds | 25,603 | - | - |
| | (agree balances with receipts and payments account(s)) | Agreement Reached | OK | OK |

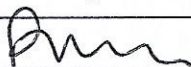
| | Details | Unrestricted funds to nearest £ | Restricted funds to nearest £ | Endowment funds to nearest £ |
|---------------------------------|---------|------------------------------------|----------------------------------|---------------------------------|
| B2 Other monetary assets | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |

| | Details | Fund to which asset belongs | Cost (optional) | Current value (optional) |
|-----------------------------|---------|-----------------------------|-----------------|--------------------------|
| B3 Investment assets | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |

| | Details | Fund to which asset belongs | Cost (optional) | Current value (optional) |
|---|---------|-----------------------------|-----------------|--------------------------|
| B4 Assets retained for the charity's own use | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |

| | Details | Fund to which liability relates | Amount due (optional) | When due (optional) |
|-----------------------|---------|---------------------------------|-----------------------|---------------------|
| B5 Liabilities | | | - | |
| | | | - | |
| | | | - | |
| | | | - | |
| | | | - | |

Signed by one or two trustees on behalf of all the trustees

| Signature | Print Name | Date of approval |
|---|------------|------------------|
|  | PAT MORTON | 27.10.2021 |