

# GO CONSTRUCT: ENGAGE PROGRAMME

Led by Kier Construction

FINAL REPORT







## Context: 'The Challenge'

The built environment sector needs 400,000 new recruits (in the UK) each year but research and experience shows that attracting, and retaining new talent into the industry is a fundamental challenge.

This is an exciting time for the construction industry in Wales, as annual average output growth for the 2017-2021 period is expected to reach 4.6%, outstripping the rest of the UK by an impressive 1.3%. However, we must temper our excitement as, while the construction industry continues to grow and evolve in Wales, the skills gap remains to be an issue. Indeed, the 2015-2018 UK Commission for Employment and Skills' (UKCES) Employer Skills Survey findings show employers are struggling to fill one in three construction vacancies, up from one in four in 2013, because they can't find people with the right skills. This is further highlighted by a recent report commissioned by Kier, which found that the industry has an ample pipeline of work, but it is already having to carefully consider which projects to take on based on available skilled resource. This pipeline of work provides sufficient opportunity to train and develop new talent, but if the sector is poorly perceived and young people don't embrace jobs in the sector, the industry will face a delivery crisis that will stifle – if not contract – UK GDP and threaten the viability of communities.

## Forward Thinking

As a responsible and forward-thinking business, Kier have a vital role to play in changing mind-sets, reducing stereotyping, providing training and bridging the gap between the next generation and the industry. For example, as part of Kier's 'Shaping Your World' initiative, we are pledging 1% of our workforce as Kier Ambassadors, working with schools and colleges across the UK and engaging with at least 10,000 pupils in the first 12 months. No one is better placed to explain a job and the journey into it than someone currently doing that role. Add in the pride and passion that our people demonstrate, and we have a potentially potent mechanism for not just accurately informing, but also inspiring and engaging with the next generation.

To complement both this initiative and others, Kier were commissioned by CITB in 2017, to develop a programme which aimed to improve the appeal of working in the construction industry - as a priority sector in Wales - by raising awareness of opportunities, building aspirations and challenging negative perceptions. From the offset, to enable us to achieve this aim, we have continued to consult and work collaboratively with schools, employers and career professionals to improve meaningful partnerships and joint commitment to addressing the future skills gap.

As part of the Go Construct brand and initiative, Kier are delighted to work alongside our industry partners to create a robust portfolio of programs to attract and retain new and highly skilled workers. For instance, Kier have worked closely with Bouygues UK's 'Go Construct Educate' project to ensure resources and best practice have been shared to inform and enhance the productivity and quality of both programmes.



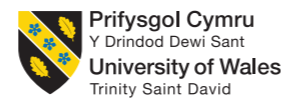


# Working Collaboratively

Working collaboratively is one of Kier's key values - the programme governance sets out a 'Memorandum or Understanding' between our valued partners, who continue to be instrumental in offering expert advice, informing and promoting the project across Wales.

## Our Steering Group Partners

- » Construction Industry Training Board (CITB) – Funding partner
- » Construction Wales Innovation Centre (CWIC)
- » Chartered Institute of Building (CIOB)
- » University of Wales Trinity St David (UWTSD)
- » Careers Wales
- » Aspire 2 Be – Technology & Education Specialists
- » Bouygues UK
- » Wates



## Network

Building a national network, our key partners have informed the development of the programme so that it is fit for purpose, whilst also supporting impact and sustainability. Consultation, best practice sharing and training will continue to ensure that the project evolves and that eventually successful education engagement is embedded into everyday practice.

In a national network approach, our research at the start of this programme played a key part in helping us to better understand the barriers faced by schools and companies, who are intrinsic to raising awareness and changing the perception of the industry. The benchmark gathered enabled us to shape the programme, address current challenges and create the best possible impact.







## Consultation Phase

At the start of the programme, we worked in collaboration with the University of Wales Trinity St David to carry out an extensive consultation phase to ensure a 'ground up approach'. The phase was structured into two main parts, firstly we carried out a national desktop survey aimed at schools and construction companies, to better understand the existing barriers to engagement. During the second part of the phase, we rolled out face-to-face consultation and focus groups, the results of which fed into the development of the programme and ensuring that it is fit for purpose.

## Survey Findings

To establish a baseline from which hard statistical data could be interpreted, it was necessary to invite both the Education Sector and Construction Industry to take part in a basic fact collecting exercise using questionnaires. There were two distinct areas to look at with this stage. Firstly, using a combination of educational databases and contacts such as Careers Wales, questionnaires were sent to Primary Schools, Secondary Schools and Alternative Curriculum providers throughout Wales.

### A summary of our findings at the start of the programme in 2017:

- » 90% of schools said that they did not have any engagement with the industry
- » 81% of school were not aware of any construction educational activities or schemes

Barriers to promoting STEM and construction activities at school:



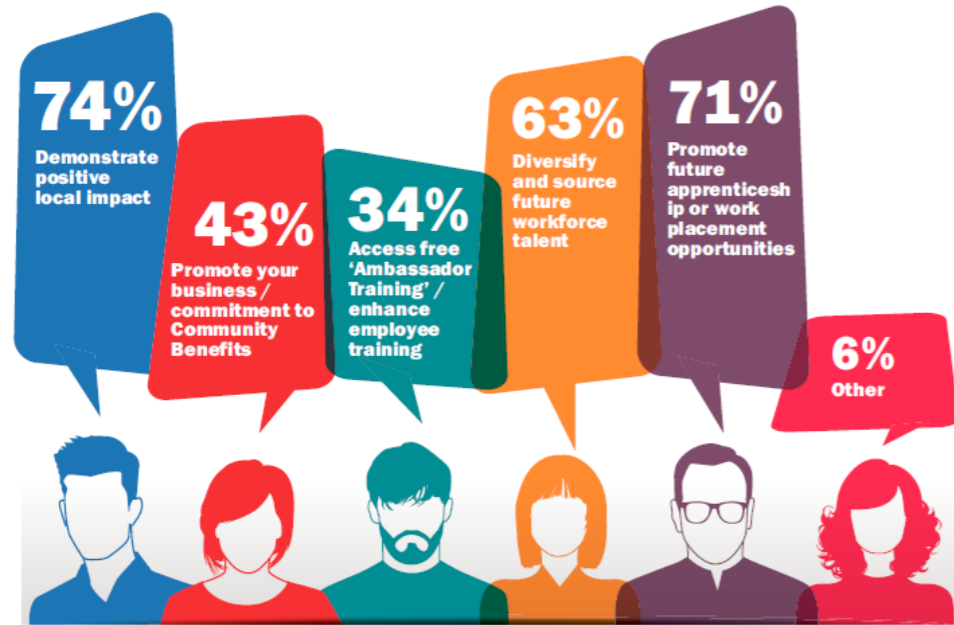
- » 94% of schools wanted to build partnerships with the industry
- » 98% of schools wanted to be a part of the programme



Utilising the Kier supply chain and CITB advisors, questionnaires were also sent out to a number of different groups and individuals within the Construction Industry. Highlights of which are below:

- » 65% of businesses were not engaging with schools
- » 90% of businesses considered school engagement to be of benefit to their company

Businesses identified the following benefits from school engagement:



Businesses identified the following barriers to school engagement at that time:



- » 90% of businesses wanted to take part in the programme.







## Consultation Findings

The survey was successful in identifying a number of trends, which emerged from the responses of both the schools and construction businesses. Kier followed up this data through detailed ideas sessions with our steering group partners, face-to-face meetings with representatives from school settings and the industry, and regional focus groups.

### The school consultation phase revealed the following information:

- » There was little awareness of construction companies (either local or national), that were working in the school's locality. The exceptions being those who either knew someone personally involved in the industry, or schools that had an active approach to delivering construction as a part of their curriculum.
- » It was felt that there was need of a facilitator, or 'middleman' in order to serve as the first point of contact for schools. It was suggested that finding engagement schemes was a time-consuming task that was dependent on teachers spending a lot of time that could be used elsewhere.
- » There was a desire to create a network of both schools and companies, where good practice and schemes could be shared. This could work in tandem with other information sharing opportunities, such as with local cluster group meetings etc.
- » There needs to be an element of caution, however. Whatever ways of working are produced, they must be practical and sustainable for the school and purposeful for the students.
- » Following on from the last point, having a relatable person, be it a person from the area, Construction Ambassador, STEAM Ambassador or past pupil, would provide greater context for pupils, rather than someone they cannot relate to.
- » One framework which was thought to have been successful and a possible resource to look at was the Arts Council of Wales' Lead Creative Schools Scheme. In Lead Creative Schools pupils, teachers and creative professionals work together to plan, implement, reflect and evaluate a creative project or projects. It facilitates a process where all the partners work together to co-construct the learning and supports enquiry-based learning, ongoing reflection and in-depth evaluation, leading to sustainable and embedded practice. It is not wholly applicable to the construction industry but serves as an example of best practice in terms of facilitating engagement.
- » In terms of delivery of a 'hook activity', a key part of its success was that the pupils should feel empowered by the activity and have ownership of it. This can take many forms, but an example is that of a team challenge where pupils come together as a team and compete against others in their class.
- » Generally, it was felt that hands-on, practical activities would be the most effective for pupils.



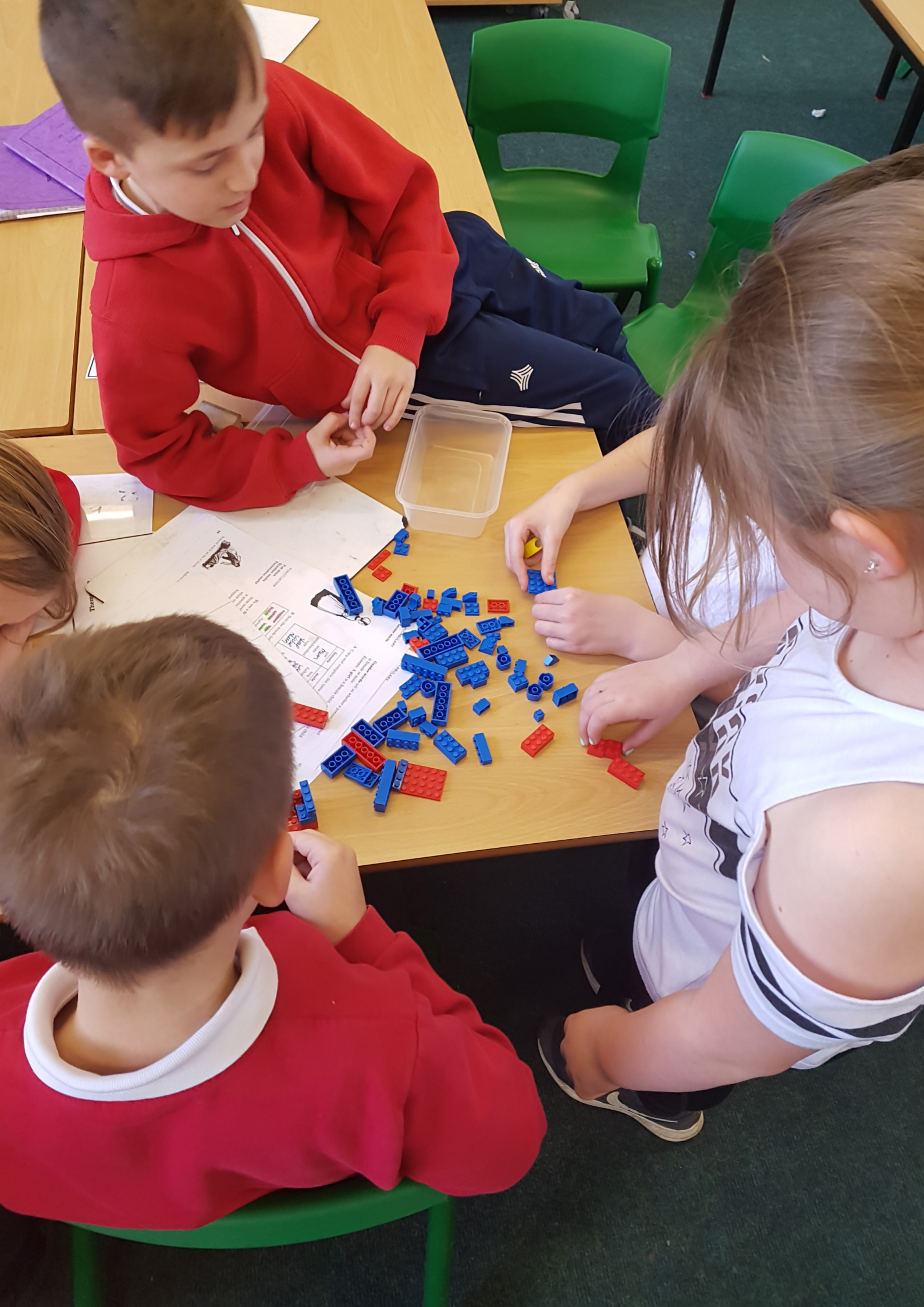
- » It would be most attractive to the school if the activity could fit into the curriculum, in some way. This also reflects the aims of Bouygues' Contextualised Curriculum Project and is important to ensure that any resolution to this point dovetails with the Contextualised Curriculum Project.
- » Engagement should not be an ad-hoc, one off activity, but more long term with an eye to building long term relationships with companies.
- » On a societal level, the activities could help raise aspirations for students, promote women in STEAM/construction and help change the perception of the industry as a whole, depending on the form the activity takes. For example, a careers day which is open to parents could possibly influence parents in thinking about the industry differently, which could then influence pupils in the same fashion.
- » While there is no 'one size fits all' time when engagement would be best for schools, there are a number of suggested routes in which engagement activities could be particularly effective, depending on the school. These include after school or STEAM clubs. However, a number of schools did specify the Summer Term as being a more opportune time in which to come into schools.
- » There was no great consensus as to how to mitigate costs to the school, save for them either fundraising or asking for companies to pay for engagement.
- » There was a lack of awareness of Go Construct and the role it plays in engaging schools, from a construction industry standpoint.

The industry consultation phase highlighted the following information:

- » While there was a knowledge of schools in the locality, the issue was of knowing who in the school to contact in order to start building the relationship between the company and the school.
- » Knowing who to contact would help mitigate time constraints faced by the companies as well.
- » Long-term engagement to build those relationships with schools would be the most desired outcome of these types of activities.
- » It was felt that taster days, 'Try a Trade' or workshop days would be effective, especially as they give pupils some hands on, practical experience of working in the industry.
- » There is a general awareness of other companies working in schools.
- » It is felt that, with some alterations, Go Construct could be better utilised as a tool to help facilitate promotion between both schools and the construction industry. More promoting of the site could also helpfully raise its profile within schools.







## Network Launch

Kier listened to the invaluable feedback collected and continued to consult with key stakeholders to encourage learning and improvement. Two key references highlighted by the data, was the need for a 'network' approach and the promotion of meaningful and impactful 'engagement' to advocate future career opportunities in the construction industry.

Following the consultation phase, the next step was to bring our valued partners and network together. In 2018, Kier held a successful launch event which attracted over 50 partners and key stakeholders. Sharing our learning from our research, we also utilised the event to collect further ideas from those who attended. The following ideas were further fed into the development of the programme:

- » It is important that a long-term relationship is secured between the school and employer, not just 'ad-hoc activities to more easily demonstrate impact, legacy and that a difference has been made.
- » Engagement and activities should be embedded into the curriculum, with the employer supporting curriculum delivery.
- » Ambassadors and role models will be a vital part of the programme and support to raise profile and raise aspirations of pupils. They should also have sound understanding of curriculum needs.
- » It is important to engage parents in the programme, i.e. give them information on careers and salary, opportunities etc.
- » Improved regional collaboration (network support) would be helpful, as would working with cluster groups.
- » At the moment there appears to be no clear career pathway, signposting and advice on how to access should be improved – the industry is not communicating the 'skills that are needed' clear enough.
- » Work experience is no longer available – there is a need to find an alternative.
- » Effective communication is an issue - there is some awareness of what resources and programmes are available, but more promotion is needed. Communication is 'better' initially with the headteacher, to capture their attention.
- » Ground up approach could be effective – ask the students how they want the programme to look and how it can link to their learning.
- » The programme could work well as an afterschool club or summer holiday provision.
- » Concerns raised over barriers to employment and opportunities for disadvantaged people.
- » Lack of awareness of Go Construct as a resource to aid engagement.



# Network Feedback

The launch event attracted a diverse range of partners and proved successful in bringing key stakeholders together to learn and share ideas. Creating a network around the Go Construct Engage Programme has been extremely beneficial in terms of sharing a collaborative approach to cascading information and best practice. By continuing to build the network from the start, Kier intended for this to have a ‘snowball’ effect i.e. key partners advocating the programme and its purpose in their own networks, therefore raising awareness and future engagement. The event was useful in that it gave a positive message and introduction to the programme.

## Snapshot of Partner Feedback

*“I’ve taken a lot of ideas and contacts away with me and have some ideas of how I can move the school forward. Thank you for organising this event”*

Headteacher, Tremains Primary

*“An excellent event. A great opportunity to establish links that will most certainly be beneficial in strengthening community links and links between Education and Construction”*

Headteacher, Penyrheol Primary

*“Thank you for the event yesterday, it was very informative”*

ARC Academy

## Building a programme that is fit for purpose

Based on our research findings and input from key stakeholders and partners, we developed a programme that addresses barriers and school/industry priorities and needs. The key barriers highlighted were:

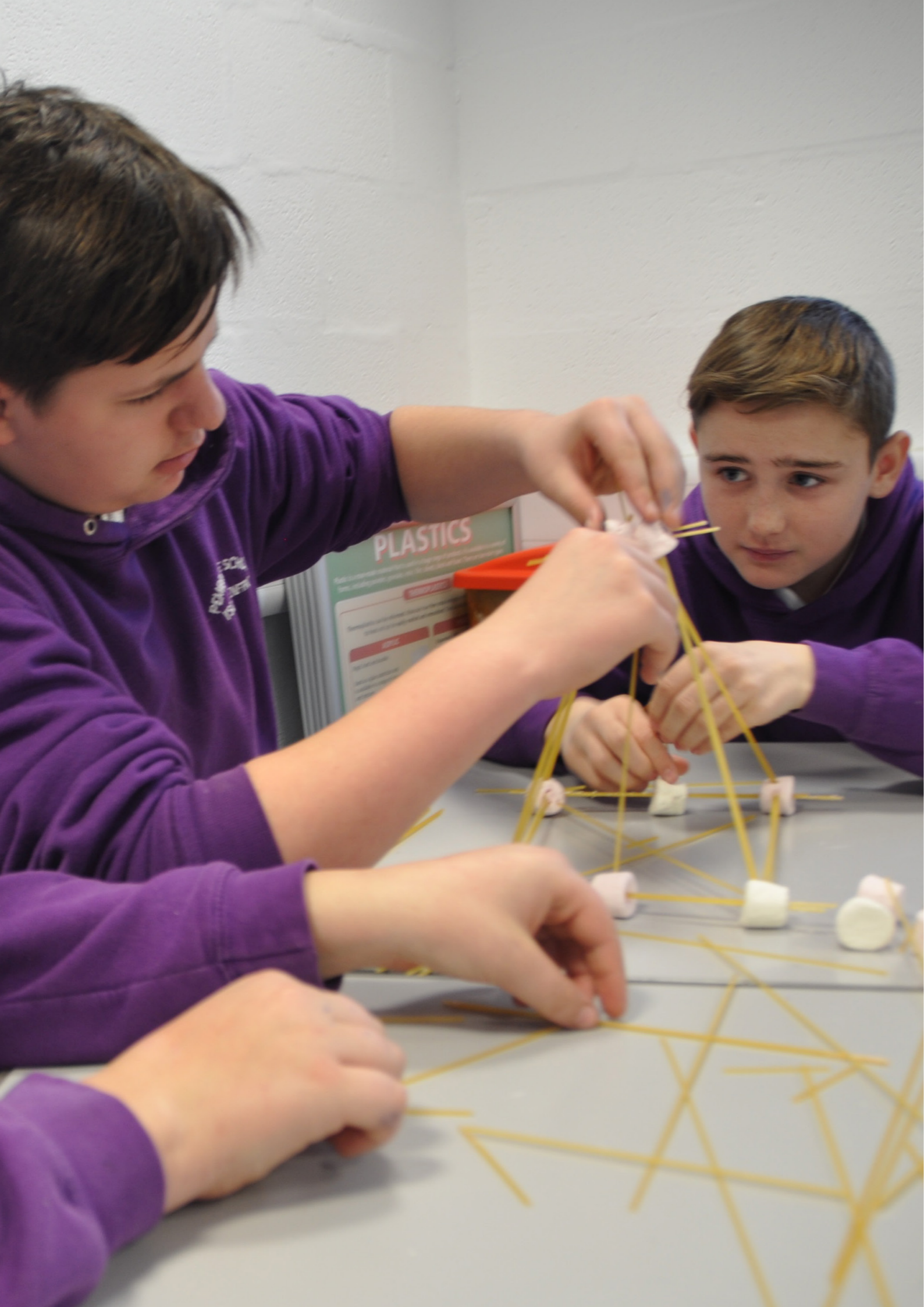


Based on the above information, we worked collaboratively with our partners to build a programme that:

- » provides free dedicated materials, training and support for the industry
- » builds partnerships to promote collaborative working and using resource effectively
- » provides free, easy to use materials
- » creates and co-ordinates a network of like-minded partners to assist with shared learning, best practice and sustainability



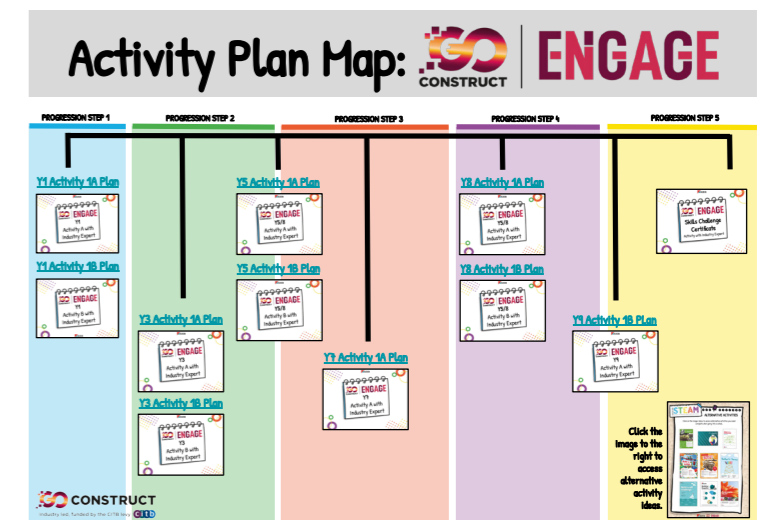




## Development of programme and materials

Working alongside the 'Go Construct' CITB brand to promote construction and meet the future skills need of the industry, we developed a programme to compliment existing initiatives such as the CITB Ambassador Programme and to work alongside **Go Construct Educate** and **Go Construct Experience**. Working collaboratively with other organisations to build an index of resources and activities, which can be embedded into the curriculum and contextualised; we designed a project that mobilises and equips industry role models to forge meaningful partnerships with schools to promote a full range of careers and opportunities and to raise future aspirations.

From in our in-depth consultation, we identified that 'lack of resources' and 'cost' were key issues for the industry. Working collaboratively with the project steering group and in delivering on our research findings, our aim was to create an interactive, user-friendly pack of resources that corresponded with curriculum-based STEM learning and engaged industry ambassadors into contextualising learning and improving future aspirations.



Go Construct Engage Activity Map

In order to be fit for purpose, we needed to inform the development of the programme with specialist education information and to understand the new Welsh Curriculum, which at that stage was imminently coming into place. The activity resources needed to contain two important elements, firstly, how do we compliment the national curriculum? And secondly, how do we ensure that it reflects the industry to ensure that the learner is more aware of construction and future opportunities?

With these two aspects in mind, we set up a development group formed on the basis of our research findings and consisting of staff from Kier, to input industry knowledge and Aspire 2 Be – a multi-award winning education and technology specialist. Bringing the education and industry elements together, we developed an interactive activity map, which can be easily navigated by the ambassador. The formation of each of the activities is based on the shared vision of supporting school's by complimenting their efforts to develop ambitious and capable learners, as part of the '4 Purposes' of the new curriculum in Wales. With expert advice from Aspire 2 Be, the resources support learning in the areas of Science, Technology, Engineering, Art and Maths (STEAM).



# How the resources can add value to other CITB programmes and initiatives

Working alongside our industry partners, all of the Go Construct Programme offers can compliment one another and add value to our work with schools. Kier are proud of the fact that we worked closely, as part of the national steering group, with Bouygues on the development of their now launched 'Go Construct Educate' Programme. Also commissioning Aspire 2 Be, the Go Construct Educate are an index of contextualised curriculum resources and support that can be embedded into schools. To compliment STEAM learning, the project introduces construction into the classroom and setting, to inspire and inform young people about the wealth of diverse opportunities in the industry.

The CITB Ambassador Programme, Go Construct Educate and Go Construct Engage all interlink to add value to our industry engagement. 'Engage' brings the curriculum resources 'to life' by providing experiential learning and exposure to role models from across the breadth of career paths in the industry. In simple terms, the resources available to the industry, are intended to support school engagement and those who would like some ideas and guidance around leading, for example a careers workshop or interactive activity. In response to the initial consultation with the industry, the resources have been created so that they are 'easy to pick up and go and can be adapted to suit style of delivery'. We are aware that there is a wealth of best practice already happening, so firstly, the project was intended to address earlier comments and suggestions, such as

***"many members of the team are not familiar with standing in front a classroom of 30+ young people, so support and ideas would be welcome"***

and secondly, for the project to be a platform which promotes an **'industry network'**, from which best practice and ideas can continually be shared.

It is also important to note, that there are a number of other CITB initiatives that can add value to school engagement. In the area of digital literacy and emerging technology – the Go Construct Experience programme, led by WRW, utilises Minecraft Clubs to engage teachers, pupils and parents in construction activities to enhance learning and awareness of different skills and roles required by the growing industry.

## Go Construct Engage Pilot

As Kier continually built the network, consulted and shared ideas, we were excited about testing the resources in schools and other educational environments, from which the feedback was extremely useful and intrinsic to future development. In order to get a diverse range of feedback, we visited primary, secondary and alternative education settings.

Referred to within our method and learning further in this report, working closely with CITB, Careers Wales and a range of other diverse partners, enabled us to make effective and meaningful links with schools through referrals and introductions.







## Case Study One: Woodlands School, Cardiff

Based in Ely, Cardiff – Woodlands Special Education High School places high value on creating a stimulating learning environment that prepares pupils for their future.

Working in partnership with the Welsh Government Initiative ‘Have A Go’ (Inspiring Skills) enabled us to inform the development of the activity plans and to utilise available, young person friendly equipment such as the ‘Strawbees’ kit <https://strawbees.com/>. Kier piloted an activity session with 39 post-16 pupils. During the workshop, we carried out an interactive survey, from which we learnt that **52%** of the group stated that they knew about construction and associated words like ‘building site’, ‘heavy vehicles’ etc.

The immediate feedback from the survey allowed the Kier ambassador and the classroom teacher to subtly challenge their views i.e. ‘construction is only for men’, whilst opening up discussion about the other opportunities to work in a variety of areas in the industry i.e. planning, designing, management and social media.

As an icebreaker, the pupils took part in a memory game which enabled them to use their communication and team work skills. The pupils were split into 4 groups, each group member labelling themselves 1 to 4. Each sub-group member had 10 seconds to go into the other room to view the object, and on returning to the group had to describe from memory what they had seen. From the descriptions one person (the designer) drew the object. The group with the most similar drawing to the object won the task.

The challenge involved constructing a bridge using Strawbees. The pupils were split into groups and took part in the following stages, taking on job roles for the task:

**Designing:** pupils drew their ideas down and chose between themselves which design they were going to use.

**Buying and costing:** the groups selected 2 people from each team to be the ‘buyers’. The buyers selected which materials they would need and made sure that the project was in budget (£4) at 20p a straw.

**Building:** the groups worked together to construct their bridge based on the initial design.

**Testing:** each group presented their bridge to the class, talking about what worked and what were the challenges. They shared the overall cost of the project and whether they came within budget, and also tested the durability of the bridge by testing it with the most ‘impressive/weighty’ object from the classroom.



A number of skills were utilised by the pupils throughout the session, to include communication skills, mathematical skills and problem solving. Following the activity, the lead contact – Lisa Purcell, stated the following:

*“The pupils really enjoyed the activity and learning about the construction industry. It was great to see all pupils working together as a team and using a number of skills that would be very relevant to their future career choices. Staff were interested to learn about how the pupils perceived construction, how the discussion and activity helped to challenge this and raise awareness of the many opportunities available for all academic levels”.*

## Case Study Two: Greenhill School

Based in Cardiff, Greenhill School is a unique school where the staff work to support young people to achieve examination success, develop their social skills and improve their opportunities in life. Their vision and purpose is to ensure that every child has a right to educational excellence through the provision of high quality teaching.

12 pupils took part in an activity which explored working from memory to construct a Lego building. Working in two teams, the pupils were given a set of materials (Lego) and a ‘tool’ of their choice (iPad). The task was to view a completed structure for a short period of time (each team member took a turn), and using memory, communication and team-working skills they worked together to build a replica model. The team with the structure that was most like the original won.

The pupils found the task challenging but enjoyable. At the end of the activity they were asked about the skills that they needed to use to complete the challenge, all agreed that communication was key. We also talked about how these skills could be useful to the industry.

Setting the activity as a challenge helped to engage the pupils. Using the iPad helped to simplify the task, whilst utilising ICT skills and getting the pupils to think about the benefits of technology in the industry. Working as a team was initially a challenge in terms of allocating tasks to all pupils so that they felt equally challenged.

The school gave useful feedback on the activity, which will contribute to future project and resource planning. As part of the programme, the pupils will take part in the tetrahedron challenge and explore interview skills in future sessions. Two of the pupils from today’s activity would like to pursue work experience opportunities with Kier.

*“The pupils engaged well with the activity, which can be easily adapted to suit a range of abilities and ages”*

Melanie Davies, 14-19 Co-ordinator

*“I will be using this activity in other lessons. Aside from soft skills, it links to ICT and mathematics based learning”*

Year 4 Teacher







## Case Study three:

### Opportunity to engage supply chain partners at West Monmouthshire School

BBC News Report, January 2018: To further Kier's engagement with the school through 'Business Class' and Go Construct activities, the Croesyceiliog Site Team, supply chain and volunteers teamed up alongside 50 construction pupils, teachers, parents and community volunteers, to improve areas of the school, to include redecorating the science lab and gym hallways. As part of Kier's social value initiatives and long-standing relationship with the school, we were delighted to mobilise the supply chain and create a day that only improved the school environment, but also allowed pupils to get hands on with construction alongside industry ambassadors.

## Case Study four:

### Opportunities to bring Go Construct Projects together

**Go Construct National 'Buildathons':** Marking the launch of Go Construct Experience, Kier were delighted to join Bouygues and WRW to showcase the Go Construct Projects across 3 regional CITB-led events in Wales. Jess Morgan gave a presentation to schools and employers, outlining the benefits to the industry and education, as part of our collaborative approach to changing the perception of construction. Pupils from across Wales also took part in a Minecraft-based 'Buildathon', designing and building their own imaginative structures and bring their ideas to life.

**Go Construct Educate Launch:** To mark the launch of Go Construct Engage, the three project Educate, Engage and Experience, came together to deliver a morning of activities at Willowtown Primary School. With our partners from Gleeds and McCann & Partners, we delivered activities from the Go Construct Engage resource, working with 60 pupils, teachers and parents to design, build and test bridges. Positive feedback from Gleeds and McCann & Partners highlighted that as recently attending the programmes' 'Train the Trainer' workshop, the event was a good opportunity for them to put the learning into practice.

Attending the event, the Education Minister for Wales commented:

*"I am grateful to the CITB and partners for launching Go Construct, using these within the classroom and as part of work experience will help schools to recognise and utilise the opportunities that the construction industry has to offer our learners".*



**Go Construct Engage Activities alongside CITB Immersive Learning Initiatives:** The Go Construct Engage resources are adaptable and can incorporate the use of technology i.e. iPads for researching famous Welsh architects and building designs. With the emergence of new ways of using technology in construction, activities that incorporate items such as drones and virtual reality can be really effective in engaging young people.

Key stage 3 pupils at Fitzalan High School took part in an 'Immersive Learning Day' with Kier and our partners CWIC, VMACH Media and Aerial Optics. 120 pupils took part in activities that explore new technology and how it is used in the construction industry. Ambassadors to include a Drone Pilot and Construction Manager talked about different types of drones and how they are used. Pupils also had the opportunity to test a new virtual reality training platform, therefore not only having the opportunity to try out new technology but also to input into the future design of the programme with their input. To aid continual improvement, activity sessions can also be used as an effective platform for consultation and feedback with all age groups.

## Working creatively to maximise impact

**Supporting Health & Wellbeing:** As part of the School Holiday Enrichment Programme (SHEP) in Cardiff, which provides children with a healthy meal and activities over the summer holidays – We delivered Go Construct Engage activities with Key Stage 1 and Key Stage 2 pupils at Severn Primary.

During the day the pupils took on the role of a Designer, by designing their own 'dream school'. They also took part in activities which tested their communication and teamwork skills. As a feeder school to Fitzalan High, they were excited about one day being a pupil there and it was an opportunity to talk about the variety of job roles that would be a part of the build.

*"Thanks, we really appreciate the support you give to our Food and Fun holiday programme"*

Judith Gregory, Cardiff Council.

**Supporting work experience opportunities:** Following the delivery of a number of Go Construct Engage activities at West Monmouthshire School and as part of Kier's Business Class partnership via Careers Wales with the school,





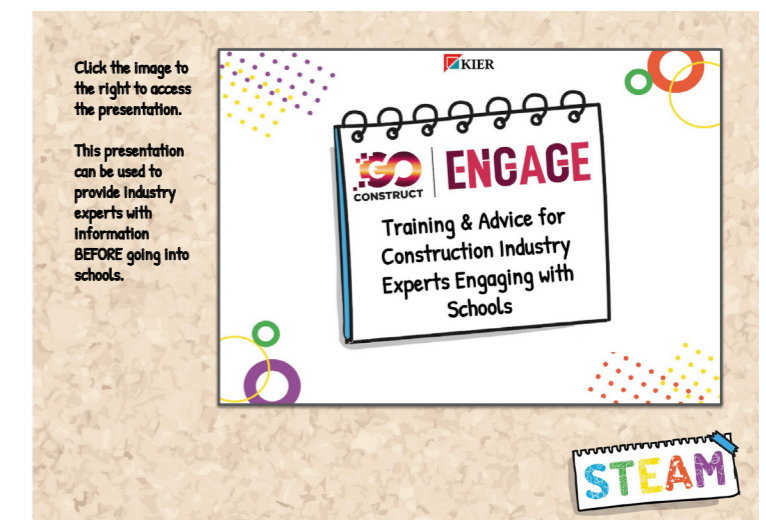


## Programme sustainability planning and roll out of the ‘Train the Trainer’ phase

Over the 3 years of the Go Construct Engage pilot, Kier have researched, consulted, tested ideas and shared information with our industry partners. This will continue to happen, although it is not possible for Kier to do this alone. The purpose of the programme is to recognise the benefits of effective educational engagement and for the industry to continue to test, share ideas and best practice – collaboratively then, as responsible businesses, we can connect with schools, improve the perception of construction, attract future skills and meet growing industry demand.

In order to sustain and continue the work carried out, the third and final phase of the programme was to roll out ‘Train the Trainer’ workshops national across the 3 regional cohorts, the idea of which was to train individuals from construction businesses large and small, and equip them with the necessary learning, tools and resources from the programme to bring that learning back to their teams and ambassadors.

Within the Go Construct Engage Activity Map, we have embedded an adaptable workshop and guideline for businesses to utilise at their places of work and was also used as a basis for the Train the Trainer sessions led by Kier in the first instance.



During 2019 and 2020, Kier delivered 6 workshops in Wales. Over 40 businesses and 78 construction representatives have taken part of the training, by 2021 and official launch of the programme Kier will increase this total, aiming to exceed our target of 50 businesses and 100 construction representatives through further training delivered in North Wales by our Corporate Social Responsibility team in that region. In addition to the reported workshops, we have also carried out individual businesses face-to-face sessions and ‘lunchtime learning’ at company offices. Both our partners Gleeds and McCann & Partners took part in lunchtime learning sessions, and plan to further roll this out across their business to utilise the Go Construct Engage Resource.



# Personal business objectives

At the start of every training session, individuals were asked to consider their personal objectives for their business and place of work, in terms of their own expectations for the session. This helped Kier to ensure that the course was useful and meaningful and would be 'something that individuals could take back to their own businesses'. Personal objectives noted, as follows:

- » Learn from others in the industry
- » Expand knowledge of resources available
- » New ways of engaging
- » Widening networks to increase opportunities
- » Understand how best to get our members engaged and delivering
- » New tools to use with a variety of ages
- » Aid work with STEM activities
- » Understand more about the challenges the construction industry faces
- » Share and learn experiences of others
- » New resources to be shared with partners not only contractors
- » Understand how the programme works and how I can link into it
- » New activities to engage pupils

# Monitoring and evaluation – did the training meet expectations?

All individuals that took part in the programme were invited to complete an evaluation form and feedback their thoughts on the programme. The evaluation focused on recording data on six key areas, vital for continual improvement:

- » Did the trainer meet your expectations?
- » The training was relevant to the needs of my organisation?
- » The trainer met the training objectives.
- » I will promote collaborative working and shared learning.
- » I will use the Go Construct Engage training resources.
- » I would like to be involved in future CITB Go Construct projects and initiatives.



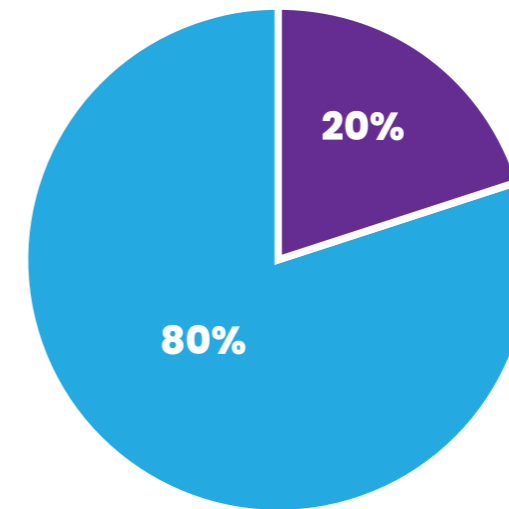




## The data collected 2019/20:

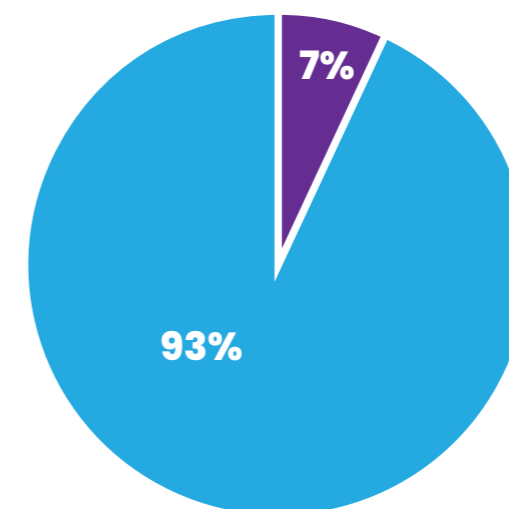
### The trainer met your expectations

Strongly agree Agree Neutral Disagree Strongly disagree



### The training was relevant to the needs of my organisation

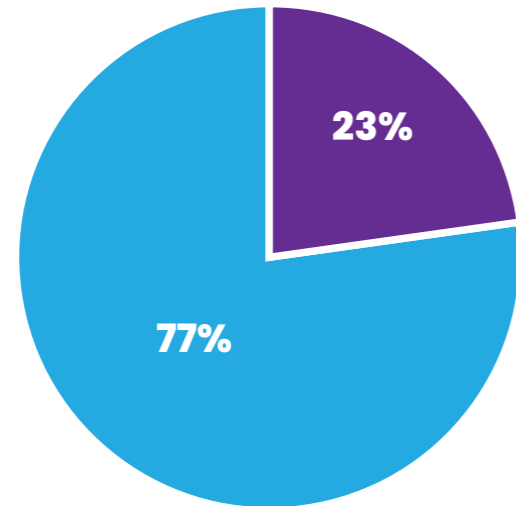
Strongly agree Agree Neutral Disagree Strongly disagree





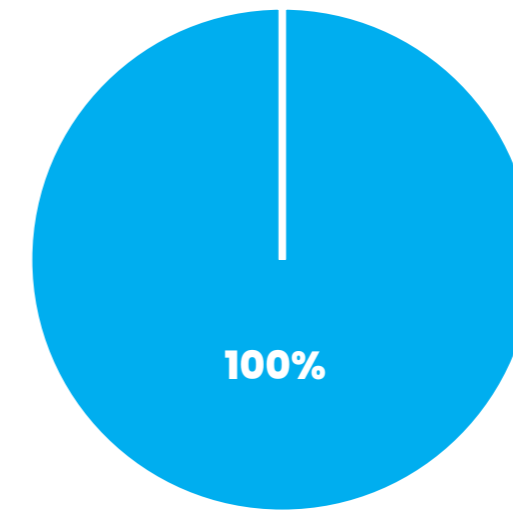
## The trainer met the training objectives

Strongly agree Agree Neutral Disagree Strongly disagree



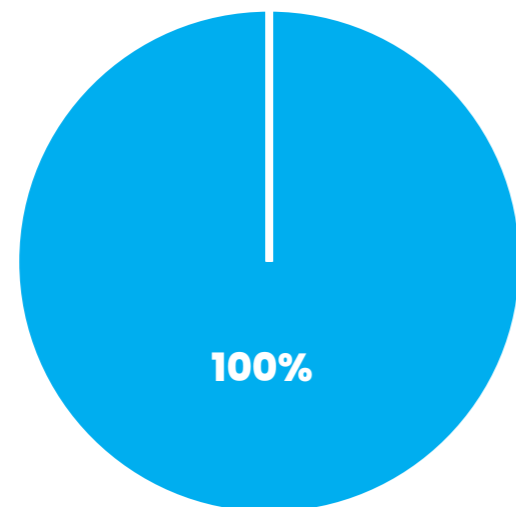
## I will use the Go Construct training and resources

Strongly agree Agree Neutral Disagree Strongly disagree



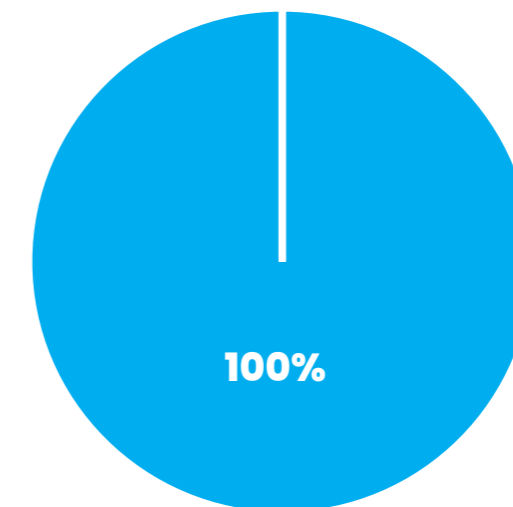
## I will promote collaborative working and share learning

Strongly agree Agree Neutral Disagree Strongly disagree



## I would like to be involved in future Go Construct projects and initiatives

Strongly agree Agree Neutral Disagree Strongly disagree







## Industry feedback and testimonials:

*“The opportunity to network with like-minded peers was invaluable and the resources are a fantastic template for other resources to be developed, as well as being excellent as stand-alone resources”*

National Access and Scaffolding Confederation)

*“I would like to thank you for a very well presented and informative workshop yesterday. It was a really worthwhile visit and has given me a lot of thoughts and ideas to take back to the National Training Manager which will benefit our industry. Thank you”*

National Federation of Roofing Contractors

*“The session has provided wonderful knowledge on the wide Go Construct umbrella, but particularly the ‘Engage’ resources, in order to make sure that engagement with schools is meaningful”*

Andrew Scott

*“Particularly enjoyed the opportunity to network/link with other construction ambassadors”*

Alun Griffiths Ltd.

*“Training provided a good range of ideas and good to link with others in same position”*

Techniquest Glyndwr

*“Really useful to meet with a group of people who have experiences to share and focus on making positive change. Thanks”*

Stride Treglown

*“Great session – learnt more about resources than expected. Thank you”*

Engje

*“I will use the resource at Pentrebane School and feedback”*

Plasdwr

*“Thanks. Great afternoon. Super project!”*

Encon

*“Fab workshop – very interesting and thought provoking. Thanks!”*

CITB



## Continually improving how we engage with schools:

As part of the industry 'Train the Trainer' session, we delivered two break-out workshops. Workshop One focused on how the resources can be adapted to suit different age groups and trainer delivery styles – this enabled individuals to start to explore the tools and identify how they can be utilised and made more bespoke to their businesses. Workshop Two explored ideas of the sustainability of the programme and how as an industry we ensure that educational engagement can be continually improved.

## Industry opinion on how we can further drive improvement:

- » Continue to learn from others in the industry
- » Keep expanding knowledge of resources available
- » Consider adapting activities and exploring new ways of engaging
- » Continually widen networks to increase opportunities
- » Understand how best to get our staff engaged and delivering i.e. benefits, what do they need?
- » Adapt activities to reflect Civil Engineering, ensuring we have Civil Engineers as ambassadors to deliver
- » Continue to use, adapt and add new ideas to resources and tools to use with a variety of ages
- » Utilise Go Construct Engage to aid work with STEM activities
- » Continue to listen and understand more about the challenges the construction industry faces
- » Keep sharing and learning the experiences of others
- » New resources to be shared with partners not only contractors
- » - Continue to improve engagement with teachers and parent/carer(s) to ensure wider awareness of opportunities in the industry







## Recommendations and ideas to take forward:

The Go Construct Engage programme, with its key 3 phases – research & consultation, pilot delivery with schools and roll-out of industry training, has enabled Kier as the lead delivery partner to collect a wealth of learning, and to most importantly identify continual improvement to maximise the future impact, in terms of how the industry can work together to improve the perception of the industry and careers and opportunities it has to offer.

## From the information collected and our learning in practice, Kier have identified:

- » Well-structured consultation and a ground-up approach works. Engaging with our industry partners will need to continue to inform on-going improvement and best practice sharing
- » Building a diverse network of partners drives the programme forward. Growing this network will only improve the way in which we work. We can also be quite innovative with how we work with young people in order to engage them successfully, an example of this would be using sport as a tool to extend to ‘harder to reach individuals’ who are comfortable in this environment. Our advice would be to explore partnerships with organisations like StreetGames and Dallaglio Rugby Works to find out their approach to embedding skill development and employability in their delivery
- » Flexibility is key. In order to successfully broker relationships between schools and the industry, there needs to be a shared understanding of what either side wants to achieve i.e. ‘how does this benefit the industry and us as a business?’ and, ‘what is the schools’ current priorities, and how do we add value whilst educating about construction?’. One of the most effective identified ways of promoting mutual benefits, is for us as an industry to understand the purpose of the new curriculum and key priorities such as STEM and the well-being and future aspirations of young people – both of which are vitally important aspects when we consider the priority sectors in Wales, and the vision to encourage ‘strong and capable learners’, who are equipped for the future world of work
- » Adaptation of resources is important. It is vital that we keep up with the pace of learning and continue to modify and add to the activities available on the Go Construct Activity Map. Using the Go Construct platform as a portal for shared resources will enrich the offer and add more value to what we as an industry are contributing to STEM and careers education



- » Young people value exposure to a wider-range of ambassadors from different areas of the business. Increasing the ambassador pool and range will benefit the future growth of the programme greatly. Encouraging a wider-pool of ambassadors and equipping them with the CITB ambassador training and additional Go Construct Engage resources can only improve how we connect with young people to raise aspirations and attract them to considering a career in construction
- » During delivery and in talking to young people, very often ‘a change of thinking’ or ‘penny drop moment’ was very clear, particularly so with female participants. For example, on many occasions an ambassador would ask the question ‘have you ever considered a career in construction?’, to which mainly male participants would answer yes to a potential career in a construction trade. Asking this question was a good opportunity to subtly challenge answers, by opening up the conversation to a wider-range of industry professions that wouldn’t generally be considered. It is also an opportunity to link interests with careers in construction i.e. associating finance with a Quantity Survey role, design and interests in creative subjects, engineering, design and architecture. To continue to change perceptions, these discussions can be really effective, and it important that we continue to subtly challenge and support career options. For older pupils, the offer of meeting a representative from a career role discussed and supporting a work experience placement in that role is also positively supportive and influential
- » Increasing visibility of educational engagement is important. The programme was not only built on sharing information through network events, workshops and meetings; but also, partners investing in the programme, advocating and ‘shouting out’ about what your business and the industry is doing to improve future prospects. The use of social media has been intrinsic to the growing awareness of ‘Go Construct’, this has been especially so on LinkedIn where information is exposed to both education providers, businesses and other partners from the industry, careers etc.
- » Understanding the effect of education engagement on: the future industry as a whole, your company/business and young people we inspire is vitally important in order to gain commitment of your team. On reflection, the programme has taught us a lot about our approach and what education engagement means. Talking about this aspect with potential ambassadors and honing in on not only what the programme can achieve in terms of social value, but the impact that it can have of staff in terms of CPD, the business in terms of commercial priorities/CSR and the future position of the industry, is extremely important to improve understanding and commitment. As an industry, we need to continue to make this work visibly recognised so the importance is embedded as a core business activity, and not simply ‘a nice thing to do’







## Key statistics and achievements to date:



## The growing Go Construct Engage Network

Thank you to the Go Construct Engage Steering Group and our network of valued partners for the opportunity to work collaboratively to work towards making a difference:





Thank you to the businesses that have taken part in the programme so far and your commitment to continue to deliver Go Construct Engage:



\* This report is also available in Welsh on request

\*\*For further information, advice and to provide your feedback/ideas, please contact the Kier Corporate Social Responsibility Team:  
 Kier Construction | Conway House, St Mellons Business Park, St Mellons, Cardiff CF3  
 OEY. Tel: 02920 361 616\*





**Carla Rendell**

Corporate Social Responsibility Manager  
Kier Regional Building | Western and Wales  
M: 07772 588 357 | E: carla.rendell@kier.co.uk  
TEL: 02920 361616

**CARDIFF OFFICE**

Conway House | St.Mellons Business Park |  
Cardiff | CF3 0EY

**SWANSEA OFFICE**

3<sup>rd</sup> Floor Suite 1 | Ethos | Kings Road |  
Swansea | SA1 8AS

[kier.co.uk](http://kier.co.uk)

