

Learning for Work in the Baking Industry

George Stevenson -Chairman Bakery Training Council

Thank you very much Paul and good morning ladies and gentlemen. This morning my aim is to bring you up to date with a particular Bakery Training Council project that we feel is of vital importance to the future of the Craft Baking Industry.

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Learning for Work in the Baking Industry

Although I will try to keep jargon to the minimum, some acronyms are inevitable, so before I start, please memorise these:

NTO National Training Organisation

BTC Bakery Training Council (Our Industry's NTO)

EBP Education Business Partnership.

From anecdotal evidence and our own research, it is clear that attracting good quality young people into the craft baking industry is a major problem throughout the UK.

What are the reasons for this?

- Government policy to maximise entry into FE & HE
- Glamour of .com sector, IT and Media Industries
- High profile of professions on TV (British & American)

Hospitals
Vets
Fire Service,
Police Lawyers even Dentists and Pathologists

As opposed to the Poor Image of the Baking Industry

- TV Chefs = celebrity
- TV Baking/Catering = comedy
- Associated with unsocial hours
- Reputation for low pay
- Lacks credibility regarding qualifications structure career progression.

So the competition to attract new entrants to our industry is getting tougher. If we are going to win we will need to try to: I Present a more attractive profile of the industry as a real career opportunity to

- Teachers
- Parents
- Careers people
- Children.

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The younger the children are when we get to them the better

How can we do that?

- Work Experience
- School visits to the Bakery
- I Baking Industry as part of the Curriculum.

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Work Experience

Many secondary schools will have links with local employers to give 4th or 5th year pupils a week's work experience in a shop or the bakery. A wonderful opportunity to inspire impressionable young people so that at the end of the week they are left with a burning ambition for a rewarding career in the food industry when they leave school.

Here are some extracts from pupil reports:

- . worst week of my life
- . 5 days of scraping pans and sweeping floors *f* never again
- When I arrived nobody knew who I was or why I was there...
- I was just told to stand and watch - I gave up after 2 days
- Boring.

Pupils talk about their experiences to other pupils, teachers, parents and younger brothers and sisters. I know that a number of enlightened companies put a lot of effort into ensuring that this doesn't happen but unfortunately they are in the minority and even one experience like that can kill the reputation locally of the Baking Industry as a viable career option.

So either don't do work experience at all or do it better - a lot better!

The BTC has a project nearing completion in Central Scotland to try to ensure that the situations leading to the sort of experiences described above are less likely to happen. By working with teachers we have developed a work experience pack for both schools and employers which detail best practice that both parties need to adopt to maximise the chances of the pupil having a positive experience.

Work Experience - Employer's Pack

Contents :

- Benefits to Employers
- Aims of Work Experience
- Check List
- Sample Work Experience Programme
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- Guidelines for Review
- Certificate for Students.

Work Experience - Student's Pack

Contents:

- Facts and Figures on Baking industry
- Outline programme with exercises

- Evaluation and review | Information on training and careers.

However, by the time pupils have reached their 4th or 5th year many of them, and certainly the more able, will probably have their sights set on careers other than bakery or indeed the food industry. Often the pupils we do get on work experience are there not by choice but because it was the only thing left that was available. So we need to get at them earlier and the best opportunity for doing that is through the "Education for Work" initiative. The government now makes it mandatory for schools to develop links with the world of work. Done properly this is a wonderful opportunity for us to change the perceptions of teachers, parents and pupils.

Class visits to the Bakery

On a one off basis this can be mutually beneficial. Again we have worked with teachers to develop guidelines to try to ensure that everyone gets the maximum from the visit. Topics and issues covered are:

- Safety and Insurance
- What teachers are looking for
- What employers are looking for | What features make for a good visit
- What preparation needs to be done beforehand.

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Baking Industry as part of the curriculum

Potentially the most powerful means of changing perceptions and influencing young minds is to encourage teachers to introduce into their teaching plans links between various strands of the curriculum and real life situations in a bakery.

Q.How?

A. Supply the schools with curriculum based materials that are:

- good quality
- easy to use
- clearly matched to the requirements of the curriculum
- accessible (including cost)
- Interesting, stimulating and FUN!

Projects linked to bakeries have tremendous scope for covering a wide range of topics in the 5 - 14 curriculum. At secondary school the prize is to get the Home Economics Department to link with a Bakery for their projects rather than a Dairy or Food Manufacturer. By getting secondary school teachers into bakeries on placements with the specific remit to investigate the opportunities for projects and then to write the course materials, we have secured a number of key features for the project:

- Good fit with the curriculum
- Course will work within school timetables
- Written by teachers for teachers.

Project Outline

The Brief:

| Your local baker would like to expand his range of pastry products by introducing a new savoury snack which can be eaten on the move. It would be sold in their retail outlets.

The Task:

Your task, as part of the design team, is to produce a product specification list for your new snack and use this to make the initial trial run of 200 savouries.

Project Stages:

- Market research
- Research production process (bakery visit)
- Brainstorm ideas
- Trial recipes
- Product specification
- Hygiene procedures and HACCP
- Small sample testing
- Product evaluation
- Production plan and trial (at bakery?)
- Final evaluation.

So now that we have excellent curriculum based course materials, all we have to do is get them printed and sent to all the schools. They will start to use them and soon we will have schools and bakeries working together in perfect harmony. If only! School stationery cupboards all over the country are full of lovely glossy brochures and educational packs that just lie there gathering dust. No - writing the materials is the easy bit. Getting them into use is where the task really starts and this is where the EBP staff come into play by introducing the materials to teachers directly through "In-Service" Courses.

In-service Courses

- Introduce resources and content
- Demonstrate how materials may be used in class
- Opportunity for education staff to network with Liaison contacts from Industry
- Opportunity for industry to highlight career and training opportunities.

Bullet point 3 on the above list highlights the last key element for success - liaison. Without a named and responsive contact in the local bakery business the initiative will wither and die.

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Liaison Person

- understands the concept and the potential benefits
- is keen, enthusiastic and proactive
- is prepared to visit the school and contribute in class
- can prepare and organise visits to tackle specific elements of the curriculum.

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Summary

So, over the next year, the BTC will have:

- Produced, piloted and printed
- Work Experience Packs for Employers and Schools
- Guidelines for hosting successful school visits to Bakeries
- Curriculum materials for use in Primary and Secondary Schools
- Established procedures for getting the materials into everyday use through the EBP network

- Started the long drawn out process of changing attitudes of children, teachers and parents towards the food industry and in particular, Craft Baking.

Through the consultations we have carried out at BTC conferences, one of the strongest messages that we have received consistently was "please can you do something about the poor perception of the industry amongst children, teachers and parents".

I hope you will agree with me that, although there are no easy overnight solutions, we have made the right start to develop a structure that has an excellent chance of success provided we get industry support where it is needed. And of course this is just one initiative of many within the BTC's business plan. To get even just a flavour of all the projects on the go and the resources, materials and information available from BTC, please take a few minutes one day to look at our website

www.bakerytraining.co.uk

For them all to come to fruition we will need to look to the industry for more support in terms of involvement from key players and of course cash but let's leave that one for another day.

Sessional Chairman

Thank you George. The key role of the Sessional Chairman is to keep things on time so we have time for perhaps only one or two questions. If there's anyone who would like a question answered by George, there are microphones around, if you could just stand up, a microphone will come, and then if you can just give us your name and the town from where you came. So does anyone have a question for George.

Question - no name or town given. Thank you, I'd just like to ask if you've got any idea when you're likely to be rolling out these initiatives?

George Stevenson

I said in the summary that it's going to be twelve months. Some things will come quicker than others, and the work experience packs, and the guidelines for visits will, I would hope, be ready to come out within the next three months. But again, launching these things, just sending packs out to people really is not an effective way of doing it. I mean we can have talks like this, we can lean on Sylvia and ask her to mention it in her excellent publication, But what we feel is, it's so important to get this message across at first hand, so again it's the EBPs, even with things like the work experience packs and so on, are much more likely to be effective if we can do it through the EBPs co-ordinating things locally between bakeries and schools. So just meetings, evening meetings even, it doesn't have to be in service for the work experience packs, but it still needs invitations to go out and get people together, offer them buffet and wine or something like that. But provided the industry see the value of this and the benefit and put their bit in, we are pretty sure through the EBPs that we'll get our response. So it's important to get it right.

Sessional Chairman

On account of the time, I know George will be here over coffee and over lunch, so if you've any other questions then I think if you hold them I'm sure he'll be happy to deal with them on a personal basis. The summary I think I would put over, however, is for us to realise that people are putting time and effort in to really the seed of our industry, which is to get young people in. This is something which we should all be grateful for and answer George's plea for support. Quite a lot of us are still governors, quite a lot of us have children in contact with schools, and therefore when this does roll out

I think we'll have the opportunity to do. So if you could just finally thank George once again for a good presentation.