



# Be Enterprising Be Successful: Final Evaluation Report

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International Centre for Guidance Studies

Dr Gordon Parker  
Dr Claire Shepherd

Additional work on this report was undertaken by Julia Everitt, Dr. Jill Hanson and Vanessa Dodd.



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More information about iCeGS is included as Appendix 1.

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## Executive Summary

### Introduction

Young Enterprise is a UK charity which works with schools, colleges and universities to empower young people to utilise their personal and business skills. It does this by delivering a range of programmes aimed at building eight key skills: Communication, Confidence, Financial Capability, Initiative, Organisation, Problem-solving, Teamwork and Resilience.

Be Enterprising Be Successful (BEBS) was a Young Enterprise pilot programme delivered in 10 localities across England. It was funded by the Big Lottery Fund (BLF) in 2014 for three cohorts and delivered a suite of programmes/journey to each cohort. BEBS aimed to combine curricular and extra-curricular learning across years 11 to 13 in 30 schools and colleges located in areas with an above average percentage of 16-24 year olds not in employment, education or training (NEET).

Although grounded in enterprise education, BEBS addressed soft skill development (e.g. self-confidence, communication, time management, and teamwork), and aimed to progress skills and knowledge that are appropriate for more general careers education. It aimed to “test the hypothesis that employability skills and career aspirations can be [developed], regardless of whatever challenging start a young person might find him or herself experiencing” (Lemus, 2016, p.3). It consisted of the following four cumulative sub-programmes:

- Entrepreneurship Masterclass,
- Tenner Challenge,
- Summer Activity Challenge,
- Company Programme.

BEBS activities also involved members of previous cohorts acting as mentors or advisors for current or future cohorts.

Following a review of the programme after cohort 1, it was found that some schools and colleges had difficulty in accommodating the full ‘journey’ as originally envisaged, therefore a more consultative approach was taken which better suited the needs of schools, colleges and students.

### Research questions

The research set out to answer the following questions:

- Does the programme improve students’ employability skills?
- Does the programme increase students’ understanding of the labour market and the range of work and employment opportunities that are available?
- What evidence is there that the programme improves students’ progression to employment, self-employment, education or training?
- Does the programme expose students to positive role models and support the raising of aspirations?

## Findings

### Flexibility

The flexibility of approach afforded by the more localised and responsive approach offered after a review of cohort 1 was a key factor in enabling Case Study schools and colleges to participate in BEBS. Some identified flexibility of approach as a factor in the success of BEBS within their organisation and sometimes, the flexible approach was the only way that BEBS could be implemented in a school or college because the full programme or event could not always fit into the curriculum or timetable. Young Enterprise Managers were also found to be flexible, adapting the programme to fit with timetables and around exams.

### Focus on employability skills

Although an enterprise education intervention, BEBS was clearly focused on the development of a wider set of employability competencies and skills that would be appropriate for any type of employment. This was valued by all consultees and was another motivating factor for many school and colleges' engagement. Young people were clearly able to articulate their learning and could reflect on how BEBS had helped them develop as individuals and as potential employees. A key aspect of the programme for young people was that participation in BEBS allowed them to give concrete examples of the skills they have developed and how they have been applied in real-life situations.

Young people who engaged with BEBS became more adept at operating in the labour market, developing skills, knowledge and attitudes that would enable them to compete effectively.

### Conforms with effective practice

The design of the BEBS programme aligns well with aspects of effective practice. For example, BEBS enabled schools to bring in external, trained, impartial professionals, including entrepreneurs, employers and others from the world of work who could advise on a range of destinations and outcomes as well as motivate and inspire young people.

We saw many examples of inclusive learning and teaching practice, often delivered in challenging situations such as large halls with around 70 young participants. It is testament to the skills of Young Enterprise Managers, Centre Leads and volunteers that most participants remained engaged throughout.

BEBS activities were grounded in experiential learning. Young people told us they enjoyed the experiential elements of BEBS and understood that they had developed employability skills and competencies through their engagement. It is because young people were engaging in authentic activities that they had concrete examples of the skills and competencies they had develop and when they had been able to apply them.

The BEBS programme fits well with many of the Gatsby Benchmarks (Holman, 2014) such as:

- learning from career and labour market information;
- addressing the needs of each student;
- encounters with employers;
- and personal guidance.

Where there was a weaker fit with Gatsby, it was for reasons which were largely beyond the control of Young Enterprise. But even in those situations, Young Enterprise Managers were able to promote better practice which schools and colleges could incorporate into their careers and curriculum work.

Our responses to the research questions are set out below.

### **Does the programme improve student's employability skills?**

The evaluation shows that the BEBS programme did improve students' employability skills.

Quantitative data analysis was carried out on monitoring data from cohort 2 and 3 which assessed self-scored responses<sup>1</sup> to a total of eight competencies and four personal development dimensions. The data showed statistically significant improvements across all twelve BEBS employability competencies from baseline in cohort 2 and in cohort 3. In addition, over half of all students in both cohorts reported at least one-point progress on eleven out of twelve competencies and development dimensions, 'career intentions' being the exception. When we delved deeper into the data, we found that there were increases in competence levels to be had from multiple interventions, although these were not always significant.

All relevant consultees agreed that employability skills improved on the programme. Young Enterprise Managers and Centre Leads noted that they could observe improvements in both hard and soft employability skills. Sometimes the improvement was small, i.e. a group who would communicate with each other more, sometimes the improvements were life-changing, resulting in hugely improved confidence and employability skills.

### **Does the programme increase students' understanding of the labour market and the range of work and employment opportunities that are available?**

The evaluation shows that students could better compete in the labour market after a BEBS intervention.

Quantitative data analysis shows that there was a significant improvement in competencies from baseline position to post intervention. Qualitatively, it was clear that young people could reflect on their learning, skills and competencies and evidence it to employers and others. The experiential learning ethos was important in this respect, giving BEBS participants concrete examples of the employability skills they have developed and how they have used them in authentic situations.

### **What evidence is there that the programme improves students' progression to employment, self-employment, education and training?**

There is clear evidence that young people are better prepared to compete in the labour market and to make decisions about destinations, including self-employment, after participating in BEBS. Quantitative data analysis shows that young people improved their understanding of what career they wanted and the qualifications they needed after engaging in BEBS activities. There is an opportunity for further, longitudinal research with all three cohorts.

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<sup>1</sup> The questionnaire asked for responses on a 7 point scale with 1 being "Not at all / I don't know yet" and 7 being "Couldn't be better / Fully aware".

### **Does the programme expose students to positive role models and support the raising of aspirations?**

We saw examples of students engaging with positive role models. For example, Young Enterprise Managers and volunteers often used their own career development as a case study for young people, highlighting where they had to show resilience, for example, and act on their aspirations. Outdoor activity staff also appeared to be positive role models for young people. A, perhaps unexpected, result was that young people often referred to their peers as being positive role models, highlighting the way they had engaged in BEBS activities as examples.

The volunteers we spoke to had a genuine desire to help young people. For example, we were told that they wanted young people to have an advantage that they did not have when they were younger, or that they wanted to 'put something back' to help young people.

### **Recommendations**

The flexible approach adopted by BEBS was clearly valued by organisations and was an incentive for them to participate. For some Case Study organisations, it was the only reason they could engage with BEBS and fit it into their timetables. Centre Leads also valued the flexibility Young Enterprise Managers showed in adapting the BEBS offer to suit the needs of their organisations and students. Young Enterprise should maintain a flexible approach but should ensure that being 'flexible' does not entail 'watering down' their offer and they should remain guided by best practice in careers and enterprise education.

The BEBS programme conformed well with effective practice guidelines. This was the case in terms of guidelines for the design of careers and enterprise interventions in schools and colleges and for the learning and teaching methods used in its delivery. Young Enterprise should continue to do this and could also, perhaps, aim to encourage schools and colleges to better conform, for example by working with them to integrate careers and enterprise education more closely into their curricula and develop whole-school/college approaches to careers and enterprise education.

There needs to be more robust evidence about whether young people's engagement in BEBS improves their career or educational progression. It is recommended that Young Enterprise do further work with the three BEBS cohorts and any comparative schools and colleges they engage with to gather further evidence.

## 1. Introduction

Enterprise education supports young people's development of two important and overlapping competency sets: it raises their aspirations to consider self-employment and entrepreneurship and provides them with skills and experiences that support those aims; it supports the development of employability skills which will be useful whatever career path they pursue. There is an evidence base that can guide the effective delivery of enterprise education (See Chapter 3: Literature Review). This evaluation found that BEBS conforms well with the guidelines.

The environment for careers and enterprise education within schools and colleges in England has changed in recent years. The weakening of the statutory duties for schools to provide career education and work-related learning (Hooley et al., 2014) as well as the reduction in funding for Educational Business Partnerships, has resulted in an increasingly patchy landscape of provision (ibid.) However, there have been some signs of a change of policy direction with the publication of Enterprise for All (Young, 2014) and the launch of the Careers and Enterprise Company (DfE and Morgan, 2014). This fragile but dynamic policy environment makes interventions like Be Enterprising Be Successful (BEBS) even more important as they offer practical examples of how enterprise education can work in schools and colleges.

BEBS is a Young Enterprise pilot programme delivered in ten localities across England: Bristol, Newcastle, Liverpool, Hackney, Leeds, Northampton, Ipswich, Wolverhampton, Derby and Portsmouth. It was funded by the Big Lottery Fund (BLF) in 2014 for three cohorts, delivering a suite of sub-programmes to each cohort. BEBS aimed to combine curricular and extra-curricular learning across years 11 to 13 in 30 schools and colleges located in areas with an above average percentage of 16-24 year olds who are NEET. It involved 42 schools and FE Colleges over three and a half years, engaging 12,000 young people as of April 2017 and aiming to enlist the support of approximately 700 volunteers from business. A glossary is included which summarises the range of terms that are used in this report such as roles within BEBS (Appendix 2).

BEBS sought to enhance young people's personal and career development. Although grounded in enterprise education, BEBS addressed soft skill development (e.g. self-confidence, communication, time management, and teamwork), and progressed skills and knowledge that is appropriate in more general careers education. BEBS, "is designed to show how sustained enterprise education can help young people in deprived areas boost their chances of staying in education or training and ultimately of landing a job" (Young Enterprise, 2014).

The BEBS pilot was designed to "test the hypothesis that employability skills and career aspirations can be built up, regardless of whatever challenging start a young person might him or herself experiencing" (Lemus, 2016, p.3). The programme was designed to last for 18 months per cohort, during which students could reflect on their prior learning and apply it new situations. It comprised of the following four cumulative programmes of activities:

- The Entrepreneurship Masterclass,

- The Tenner Challenge<sup>2</sup>,
- The Summer Activity Challenge,
- The Company Programme<sup>3</sup>.

The programme was designed as a multiple intervention ‘journey’ which consisted of four stages:

**Stage 1:**

- Firstly, a one-or two-day Entrepreneurship Masterclass was delivered to a full-year group of Year 11 students. Young Enterprise Managers introduced BEBS and Masterclass activities and volunteer entrepreneurs and employees from the world of work shared their experiences with students and set a range of business challenges.

**Stage 2:**

- Secondly, the group of Year 11 students who participated in the Masterclass could use the knowledge and skills they developed to participate in the Tenner Challenge. They were pledged £10.00 to work, typically in groups, to develop a small company. The challenge usually ran for four weeks, after which students returned the £10.00 plus a £1.00 legacy donation but kept any profits or donated them to charity.

**Stage 3:**

- Thirdly, all young people who participated in the Tenner Challenge could apply for the Summer Activity Challenge. The challenge ran over two days with an overnight stay. Twenty-five places were available in each school or college per cohort. Students participated in outdoor activities in order to build competencies<sup>4</sup> such as communication and teamwork, and to develop attributes such as improved confidence and resilience. Business ideas were developed during the challenge so that students were ready for the next stage, the Company Programme.

**Stage 4:**

- Fourthly, students participated in the Company Programme, working in groups to develop a business plan, start and manage a small company, sell to the public, and participate in competitions with other Young Enterprise companies, culminating in a UK final. The Company Programme lasted a full academic year.

**Stage 5 (Optional):**

- Lastly, as the project progressed, an unexpected benefit became that BEBS alumni could act as mentors and advisors to future participants, informing them about the

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<sup>2</sup> <https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/tenner/>

<sup>3</sup> <https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/company-programme/>

<sup>4</sup> ‘Competencies’ is used in this report to refer to the eight employability competencies (Communication, Confidence, Financial Capacity, Initiative, Organisation, Problem Solving, Resilience, and Teamwork) and four personal development dimensions (Self-esteem, Aspirations, Career intentions, and Work readiness).

benefits of the programme and, at the same time, further developing their own employability skills.

Volunteers from the world of work were involved during all stages of the programme, inspiring young people and acting as mentors or advisors.

At the 18-month point in the project, Young Enterprise discovered that some schools and colleges found it very difficult to accommodate the 'full' end to end package envisioned in the programme for a number of different reasons including:

- Changing Ofsted ratings.
- Pressure to focus on core, academic curriculum.
- School and student capacity.
- Timetabling issues.
- Competitor programmes (they may have done something similar already).
- Young people's aspirations towards and commitment to programmes compared to a need to focus on academic achievements.

It was clear that schools and colleges wanted more flexibility and Young Enterprise Managers had developed a better understanding of their needs and the needs of their students. Young Enterprise therefore requested, and were given, permission from the BLF to take a greater consultative approach to schools and colleges and to apply a more flexible strategy. This approach included consultation with schools about which programmes from the Young Enterprise portfolio suited their/their student's needs most closely and how best value could be added to the school or college's careers, enterprise and employability strategy. However, there was a clear insistence that assessing the potential impact of multiple interventions was the focus and, as such, the school had to commit to more than one activity.

Following these changes, some schools and colleges delivered an Employability Masterclass<sup>5</sup>, sometimes incorporating elements of other Young Enterprise activities such as Learn to Earn<sup>6</sup> and the Small Business Challenge. Therefore, during cohorts 2 and 3, BEBS was delivered more flexibly than originally planned. It continued as a multiple intervention programme but without the need for schools and colleges to deliver all stages. There is a more in-depth discussion of the programmes of activity and the changes to the BEBS approach in later sections of this report.

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<sup>5</sup> <https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/employability-masterclass-2/>

<sup>6</sup> <https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/learn-to-earn/>

## 2. Literature review

### Introduction

This Literature Review is the result of a Rapid Review of recent literature which is directly relevant to Young Enterprise's BEBS BLF programme. The review draws on academic papers and 'grey' literature such as policy papers and reports.

Although BEBS is an enterprise education programme, it aims to improve a range of employability skills and competencies. This review therefore discusses literature about careers guidance and education in general before discussing the specifics of enterprise education literature and relevance of BEBS to disadvantaged learners.

Later sections of this report will show that BEBS conformed well with the effective practice and guidance in careers and enterprise education outlined in this review.

### Careers guidance and education

There is general agreement that career guidance addresses three broad public policy goals: those relating to learning; the labour-market; and to social equity (OECD, 2004; Watts, 2011; Hooley et al., 2012; Coiffait, 2013). The following explanation of those goals draws on Hooley, et al. (2012) and Coiffait, (2013):

- Learning goals: to enable students to become better informed to make appropriate decisions relating to their education, training and jobs. Ultimately this can lead to improved attainment and better labour market and economic outcomes.
- Labour-market goals: to better align labour-market supply with demand from employers, thereby "closing skills gaps and leading to greater innovation, productivity and wellbeing" (Coiffait, 2013, p.16) as prospective labour-market entrants increase their knowledge of qualifications, demand for skills, and the opportunities available.
- Social-equity goals: career guidance can help students raise their "aspirations and unlock opportunities for disadvantaged groups: promoting fairness, social mobility and inclusion" (ibid).

### Responsibility for the provision of careers guidance

Responsibility for, and the provision of, careers guidance in English schools has undergone several changes over recent years (Hooley, et al. 2012; Hooley et al. 2014; Social Mobility Commission, 2017). During the past ten years those changes have involved a shift from a Connexions service which increasingly took on responsibility for a wide range of youth services as well as careers (Social Mobility Commission 2017) to the current situation in which schools and colleges are responsible for careers provision in their own organisation, following the Education Act (2011).

Current statutory guidance differentiates between what schools and colleges 'must' do and what they 'should'. Further education (FE) and sixth form colleges are required "to secure access to independent careers guidance" (BIS and DfE, 2015, p.4) and likewise, schools "must secure independent careers guidance for young people" (DfE, 2017, p.3). However, the actual content and the way it should be provided is not specifically described.

Nonetheless, the guidance documents provide an overview of what careers guidance should be. It should, for example, be independent and impartial; inspiring; link with employers; encompass a range of options at post-16, including entrepreneurialism; build confidence and

motivation (ibid), and promote the best interests of students (BIS and DfE, 2015). However, given that schools and colleges are free to choose their own approach, there is potential for disparity of provision and widely varying activities from, for example, organising motivational employer visits on the one hand, or signposting young people to a website on the other (see Watts, 2011). In practice, careers guidance in schools and colleges does vary in terms of availability, quality and methods, as discussed below.

### Delivery of guidance education

Hooley et al. (2012) identify three different approaches to the delivery of careers education in schools:

- Activity-based approaches: employer talks by employers, careers fairs, learning provider visits,
- Service-based approaches: working with individuals to consider relevant subject choices, completing UCAS forms, or addressing personal issues which might be a barrier to employment or further study.
- Curriculum-led approaches: learning about careers is integrated into the curriculum. This approach requires “that there is active whole-school buy-in to the approach. While a school’s approach might be formulated jointly with a partner and with elements of delivery contracted out, the core has to be owned, in significant part, by the school itself” (ibid, p.24).

The importance of embedding careers education in schools, and colleges, has also been recognised by the Gatsby Foundation (Holman, 2014) and others (e.g. Coiffait, 2013, Hooley et al. 2012, Ofsted 2016a, Ofsted 2016b).

In addition to the approaches outlined above, three models of programme delivery have been identified (OECD, 2004):

- Stand-alone: where courses or programmes are delivered separately from the wider curriculum.
- Subsumed: where programmes are delivered as part of a subject.
- Infused: where programmes are incorporated in most subjects.

Andrews and Hooley (2016) drawing on OECD (2004) further identify three models of delivery:

- Internal: where guidance is provided by school-based staff.
- External: where guidance is provided by external practitioners or organisations.
- Partnership: where internal and external provision is combined.

In summary, there are multiple ways in which career guidance can be delivered: internally by school or college staff (although note that Government guidance for schools and colleges in England (BIS and DfE 2015; DfE 2017) require the provision of access to independent careers guidance); externally; or a combination of both. Careers programmes might be delivered as a stand-alone subject, subsumed into some subjects, or infused into the wider curriculum. Approaches to careers programmes could be activity-based, service-based, or curriculum-led.

Research evidence suggests that the number of students having access to guidance is falling and that consistency with effective practice is limited (CDI and Careers England, 2015; CASCAID, 2015; Long and Hubble, 2017; Social Mobility Commission, 2017). In order to address deficiencies in the provision of careers guidance, guides, and benchmarks for effective practice have been developed which are discussed below.

## Effective practice

The Careers Development Institute (CDI 2014, p.7) sets out the following four elements of best practice:

- Careers Information: the provision of information, which can include a variety of resources such as leaflets, websites, helplines, information talks and visits to educational organisation. This should cover “the full range of options available in education, training and work, and the progression opportunities that follow those options.”
- Careers advice and guidance: advice to help “students to interpret information and apply it”; guidance to give “in-depth support”. Guidance should be “provided by qualified practitioners”.
- Careers education: schools and colleges should offer “planned and progressive programmes of activities in the curriculum which help students to develop the knowledge and skills to understand themselves, research the opportunities available, make decisions and move successfully on to the next stage.”
- Effective engagement with employers: schools and colleges should enable students “to be inspired, informed and advised by employers”. This could be achieved through talks, workplace visits, CV workshops and mock interviews, enterprise activities, work experience or employee shadowing. “Such activities should be integrated into the programme of careers support and complemented by access to impartial careers guidance.”

According to Ofsted (2013, p11-22) effective careers guidance has the following characteristics:

- Strong leadership: which makes “it a central part of their work to support their students’ longer-term achievements and economic well-being.” Leaders support the provision of “a wide-range of information and activities to support decision-making [and] opportunities to explore the different progression routes available”.
- A strategic priority: with a clear vision for guidance provision for the whole school from the governing body.
- Independent and impartial advice: including from “qualified external advisers”.
- Effective monitoring of the provision of guidance activities.
- A variety of career guidance activities: aimed at meeting the needs of individual students and developing their “career management skills”.
- Working with local authorities: to target young people with special educational needs or disabilities and/or at risk of becoming NEET.
- Working with employers and skills providers: to identify opportunities and the routes to achieving them, and to provide work experience and other work-related activity such as job shadowing or mentoring and in order to make effective use of labour market information.

The Gatsby foundation identified eight benchmarks which can be used by schools, colleges, researchers, Ofsted and others to evaluate careers guidance provision in schools and colleges. The eight Gatsby benchmarks are (Holman, 2014, p.7):

1. A stable careers programme: an embedded programme of which all stakeholders are aware.
2. Learning from career and Labour Market Information: pupils, students and parents have access to options for further study and labour market opportunities and are supported by an informed adviser.
3. Addressing the needs of each pupil: tailored support for individual students taking account of their needs and at different times throughout their education.
4. Linking curriculum learning to careers: teachers should link the curriculum to careers.
5. Encounters with employers and employees: multiple encounters with employers and employees so that students can learn about work and the skills needed in the workplace.
6. Experience of workplaces: opportunities for workplace visits, work shadowing or work experience should be available to all.
7. Encounters with further and higher education: students should understand the range of academic and vocational opportunities available.
8. Personal guidance: every student should have access to a trained career adviser.

### **Enterprise education**

“Enterprise education”, in the context of this literature review, refers to a range of activities such as employer talks, mentoring, motivational and confidence building activities, and enterprise competitions.

The foregoing discussion, including the highlighted effective practice and Gatsby benchmarks, is also applicable to enterprise education (Hanson, et al. 2017). However, the Careers and Enterprise Company (2016, pp. 10-11) found that the evaluation evidence base for the effectiveness of different activities varied.

Coiffait, et al. (2012) identified elements of good practice in enterprise and entrepreneurship education. They include:

- Learning by doing: applied, experiential learning (Kolb, 2015), a key aspect of BEBS, is important.
- Employer involvement: rather than delivery by teachers.
- Embed enterprise and entrepreneurship education across the curriculum.
- Delivery at age 16-19 might be of greater value than delivery at 14-16 in terms of: “deciding on a career, getting a job after education and getting into HE” (Coiffait, et al. 2012, p.13).

Hanson, et al. (2016) found that experiential games and enterprise competitions are effective if they have the following characteristics:

- Design: Games and competitions should be carefully designed with clear objectives and a context which is meaningful to students. They should be stretching but not overwhelming for participants.

- **Authenticity:** Games and competitions should ensure simulations of reality are as authentic as possible.
- **Autonomy:** Participants should have autonomy and opportunity to experiment.
- **Teamwork:** Competitions should ideally be constructed to encourage teamwork.
- **Employer participation:** Employers and working people should be involved as coaches and/or mentors.
- **Feedback:** It is important for participants to receive feedback from employers and teachers on their decision-making and actions at key stages throughout the competition or game. A final debrief should take place at the end of the game to allow participants to assess their own performance and reflect on what they have learnt.

Percy and Mann (2014) found a “strong advantage associated with employer engagement” during school or college, even after controlling for factors such as level of education and social background. The research also found that “participants who experienced greater levels of contact with employers were significantly less likely to be NEET... and more likely to be earning at a higher level as well as more likely to be confident in the value of their current activities” (ibid, p.25). The research concludes that school-age employer engagement is closely linked to getting a good start in the labour market.

### **Inclusive learning and teaching**

The Social Mobility Commission (2017) reports that although attainment levels are rising in schools, disparities remain, for example between disadvantaged and more affluent areas and between students who are on free school meals and the other students. To prevent young people from becoming NEET, the DfE (2010) observed that school activities should be tailored to the needs of individuals using a flexible approach. Nelson’s (2011, pp13-14) rapid review suggested that schools should use “flexible approaches to learning where possible, for example learning experientially” and should “draw on the support of outside professionals”.

Inclusive learning and teaching ensures that all learners are included (Oxford Brookes University, undated; Spratt and Florian, 2015), encouraging collaboration “in learning activities which build a sense of an inclusive community learning together” (Spratt and Florian, 2015, p90). Although this implies activities such as group work, it is “important [for teachers] to be mindful what each individual brings to and gains from the complex interaction of the classroom” (ibid). Therefore, “it is not a slavish adherence to group work at all costs, but instead asks that teachers draw on their professional judgement to choose the most appropriate approach to teaching and learning in any particular context, being ever mindful about how those choices will impact on the opportunities for all” (ibid). Inclusive education learning and teaching therefore focuses on the individual and the group, using a variety of strategies to include everybody. Thus, teachers should use “strategies for whole class activities which [account] for all the class members” (ibid, p93). Furthermore, “where individual children encountered difficulties in learning, inclusive pedagogy was characterised by responses which included a consideration of everybody (not only changes targeted at that one child)” Continuing with the example of group work, strategies for inclusive learning and teaching, many of which were observed during this evaluation, could include taking young people out of their friendship groups and focusing on creating groups that are designed to be best for the particular task, developing class discussions, and giving end of session

feedback. The aim of inclusive learning and teaching is to include ‘everybody’, not ‘most and some’” (ibid, p94).

The NFER (2012, pp6-7) notes that pedagogy should use “a variety of experiential learning and innovative methods” and that “pupils should be given chances to become well-acquainted with work and its associated world”. NFER (ibid) add that “young people should have opportunities to develop career management skills, including acquiring a better understanding of their own abilities, competencies and aspirations”. As well as inclusive learning and teaching strategies, young people should have varied opportunities to engage with enterprise and careers learning. For example, Hooley, et al (2014, p5) observe that schools and colleges in their sample that are effective in offering careers guidance, “all offered students a variety of opportunities to interact with employers”.

In summary, enterprise education appears to be effective when it develops a range of skills and characteristics. There is concern about a lack of robust evaluation data but employer engagement and learning by doing appear to be important elements of effective practice, as do the use of inclusive teaching and learning strategies. When enterprise competitions are implemented, they should be authentic, encourage participant autonomy, and encourage teamwork.

### 3. Evaluation of BEBS

The International Centre for Guidance Studies (iCeGS) at the University of Derby was commissioned by Young Enterprise to evaluate BEBS. More information about iCeGS is included in Appendix 1. The research set out to answer the following questions:

- Does the programme improve students' employability skills?
- Does the programme increase students' understanding of the labour market and the range of work and employment opportunities that are available?
- What evidence is there that the programme improves students' progression to employment, self-employment, education or training?
- Does the programme expose students to positive role models and support the raising of aspirations?

#### Methods

The research was carried out using a mixed-methods approach which incorporated the following elements:

- Assessment of monitoring information supplied by Young Enterprise.
- Development of a literature review (see Chapter 2).
- Observations at Young Enterprise events in eight locations. This included observation of four Employability Masterclasses, two Introductions to the Tenner Challenge, one Small Business Challenge Masterclass, one Company Programme Board meeting and subsequent product development activity, and one Company Programme Area Final.
- Visits to nine of the ten BEBS locations.
- Interviews with stakeholders including Young Enterprise Managers, Centre Leads (schools and colleges), Young Enterprise alumni, and volunteers from business. Interviews were carried out either face-to-face or by telephone.
- Focus groups with BEBS participants.
- Informal discussions with young people, school and college staff, and volunteers during Young Enterprise events.

Interviews and focus groups were recorded, where permission was granted. A number of research tools were developed for the study including an observation schedule, interview topic guides and focus group guides (Appendix 3-5). Research participants were able to confirm their informed participation by signing a Consent Form which gave details of the study and explained about confidentiality and the safe keeping of data (see Appendix 6-7). In a small number of cases, verbal consent was given prior to telephone interviews following an explanation of the Consent Form.

## 4. Case Studies of schools/colleges

The evaluators visited schools or colleges in nine out of ten BEBS delivery areas. Visits took place in 2017 during cohort 3 and these are presented as case studies.

### Case Study: Ashington High School

Ashington High School, Northumberland, is in Young Enterprise's North East region. It is in a ward which is amongst the 40% most deprived in the country. The school is working to come out of Special Measures after the Overall Effectiveness of the school was rated *inadequate* by Ofsted in 2015. The latest Ofsted monitoring visit finds that the leaders and managers had undertaken effective action towards the removal of special measures. A consultee felt that the school "doesn't deserve its special measures in any way, shape or form" and argued that results compared well with other schools in Northumberland.

BEBS is delivered to post-16 students at the school. It was described as "an absolutely wonderful programme and we've been very, very fortunate with the facilitators that we've actually had". The school encourages extra-curricular activity for this age group, noting that it is "the most important time for developing wider skills to take into adult life. We therefore make it a priority to give our students a host of opportunities that will enable them to develop these key 'life skills'. A consultee said that BEBS contributes to the school ethos by developing student's employability and life skills, enabling students to develop an understanding of the range of opportunities available, and improving aspirations, "Young Enterprise have done a lot of work on employability skills, on CV writing, on the local labour market and that kind of thing which dovetails in very nicely, backs up the work that the students actually do their Tutor Programme as well. It really just gives the messages that we give them and other outside speakers give them". The consultee remarked that, "I think the more that students hear those messages the more they take on board" which backs up Young Enterprises hypothesis that multiple engagement with students can have a cumulative effect.

BEBS brings about learning by being "done in quite a fun way with lots of varied activities", "the practical work, where the students are getting hands-on experience works really well". The school has benefited from volunteers who are committed to sharing their experience of the workplace: "we're getting into communities and showing kids what jobs are on offer and what they can do with their lives [...] sharing your job with someone that would not have a clue about what you did otherwise or what the business was about is actually quite satisfying".

The school has found it difficult to fill places on the Summer Activity Challenge but students who do go find it beneficial, "when you talk to students about what they got out of the programme, they tend to focus on the outdoor activities". The Challenge is "useful for students who have been reluctant to engage in things", it develops their resilience, confidence, and teamwork skills. A young person agreed, saying they became much more confident during the experience. Students thought that mixing up the groups so that young people did not stay in friendship groups worked well, "I was nervous at the start but at the end I was kind of having a laugh, made new friends".

One group started Company Programme, although they did not continue for the full academic year, “it would have been good to have done it but we all realised that our A-levels were more important. We’ve got enough on our plate really”. The group were in Year 13 and thought it would have been better to do Company Programme in Year 12. Even though they did not complete Company Programme, the students found that learning about business was useful and enhanced the knowledge they had gained during the Tenner Challenge.

Students were clearly able to reflect on the BEBS journey and articulate the employability skills gained. A consultee observed that, “what they did seem to do consistently was put examples against the eight employability skills, they all had something down”. We observed effective teaching and learning practice during the session. A variety of teaching and learning methods were used including presentation, question and answer sessions, and writing activities. BEBS was “useful for CVs and job applications”, “you knew how to put it into your CV and personal statements”, “we knew the different transferable skills but we’ve learnt them in more detail, we know which ones to focus on”.

### **Case Study: Savio Salesian College**

Savio Salesian College is a school in Bootle, in the North West Young Enterprise region, in a ward which is amongst the 30% most deprived in England and in the bottom 40% for education and skills. The latest Ofsted report (October 2016) rated the school Inadequate in overall effectiveness, effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, and outcomes for pupils. The Executive Headteacher wrote to parents to express “disappointment at the unbalanced and misleading judgements made about our school in the recent Ofsted inspection” and indicated that the school had “submitted a formal complaint to Ofsted about the manner and conduct of the inspectors during the inspection”. Nonetheless, delivering BEBS contributes to addressing Ofsted’s concern that “the school does not meet its statutory duty to deliver careers education, information, advice and guidance to pupils in key stage 3”.

The Tenner Challenge was delivered at the school. Savio Salesian was able to utilise the greater flexibility of BEBS during Cohort 3 to deliver the Tenner Challenge to address an identified need, i.e. to KS3 students in Year 7 and 8, rather than Years 11 to 13 as in the original BEBS design. The school engaged both year groups simultaneously and ran Tenner for one week rather than a month because, according to a consultee, that “suited the age group better” although some students said they would have liked longer to develop business ideas.

A report of the challenge was posted on the school website (<http://www.saviosalesiancollege.com/innerpage.php?rowid=232> - accessed September 2017), highlighting the range of activities undertaken (“cleaning cars, walking dogs, baking cakes and selling ‘mocktails’”) and the employability competencies young people developed such as “team work, communication and problem solving”. Examples of how the students overcame obstacles include changing products (selling ice cream instead of doughnuts when the weather turned warmer) and overcoming lack of confidence issues when knocking on doors, with teachers, to get car-wash customers, and presenting to the school at the end of the challenge. Students were able to reflect on their learning during presentations and during Focus Group sessions. For example, during presentations challenges such as there being too much competition from multiple car wash groups and the need to get support from

teachers to manage some sabotaging, including students removing other groups' posters. A team that did not make a profit outlined what they had learned through participating and won a prize from the judges. Focus Group students highlighted what they had learnt about the importance of teamwork; about business finance such as profit and loss and mark-up, and about the competencies they had gained, particularly improved confidence. All said they would recommend it to other pupils because "it's good to learn about business early on", "it builds up your confidence", and "it's difficult but worthwhile" (Year 7 students) and "it makes you think about the future, helps you understand what you're good at" (Year 8 student).

The school valued their engagement with BEBS and the impact on employability skills. A consultee remarked, "I think they've learnt more in the last week doing that [Tenner] than maybe they have done in the last term doing lots of other things". The school has also developed a better understanding of how to engage with BEBS, "I think it's had a massive impact in the last week. What we've learnt is things like how to manage the time for this". For example, they extended lunch into an "Enterprise Lunch time" so that students could set up stalls and have decided that in future they would engage one year group at a time. When asked what could be improved, a consultee observed that they would not change anything, that Tenner Challenge was really positive for staff and students, and that it "was just right, it was just what we needed at this point".

### **Case Study: South Downs College**

South Downs College is an FE college in Waterlooville, Hampshire, in the South Central Young Enterprise region. The college recently merged with Havant 6<sup>th</sup> Form to create Havant and South Downs College. It is in a ward which is among the bottom 40% most deprived in England. The latest college inspection report available is for a 2007 inspection.

South Downs College has been involved in BEBS since 2015. BEBS was integrated into the Business Studies curriculum at the college. Participation at the Introduction to Tenner Challenge was compulsory for Level 3 BTEC Business students but participation in the Tenner Challenge itself, the Summer Activity Challenge, and the Company Programme, is voluntary. The Business Studies ethos at the college is to develop an entrepreneurial mindset. BEBS was closely associated with Evolve Enterprise, the college's enterprise society which is coordinated by the Centre Lead and a colleague who also works on BEBS. It is a sign of the integration of BEBS into Business Studies activities that students have been involved in planning events (see <http://www.hsdac.ac.uk/news/2015/03/20/budding-young-entrepreneurs-take-on-challenge-at-south-downs-college/> accessed September 2017), an example of learning by doing. A consultee said that learning by doing was "without doubt" a key factor in the success of BEBS, "so, rather than sitting writing an assignment about marketing, they're thinking, 'okay, I actually do need to sell these t-shirts now'", putting into practice what they are being taught on their course.

The college has had some regional successes in Company Challenge competitions (see <http://www.hsdac.ac.uk/news/2016/04/13/uk-angel-win-company-of-the-year/> accessed September 2017). BEBS participants enthuse new students to participate and an example of that was seen by evaluators at the Introduction to Tenner Challenge when Josh Robinson, CEO of Company Programme business Local Music Scene (LMS), presented to the group. Students benefit from BEBS, "it's about developing students, it's making them more employable and it's about destination, so more students potentially going to university based

on some of the things they've done, more students starting their own business, more students going into apprenticeships."

BEBS at the college benefited from the enthusiasm of the Centre Lead and his colleague, a business volunteer observed, "they've got two really enthusiastic tutors there, that's one of the reasons I've stayed involved, they've got a real passion for it". Another volunteer thought that the presentation given by the Young Enterprise lead was "fantastic. And as a business owner myself, I was sitting there, and I could endorse absolutely everything that he said". The college found that previous years' Introduction to Tenner Challenge days were too long and had "streamlined" the event on the day of the evaluators' visit. Nonetheless, volunteers thought that students still had too much time to do some activities and thought that the day would benefit from further streamlining. However, there were clear examples of effective practice, question and answer sessions, active participation, and individualised advice from external business mentors.

### **Case Study: Oasis Academy Brislington**

Oasis Academy Brislington is a secondary school in Bristol in the South West Young Enterprise region. It is in a ward which is among the bottom 20% most deprived in England and the bottom 10% for education and skills. The school was established in 2015 and had not been inspected by Ofsted at the time of writing this report.

The Entrepreneurship Masterclass is delivered to a whole Year 10 group and participation in the Summer Activity Challenge and Company Programme is voluntary. The Summer Activity Challenge was described as being "fantastic. It completely fits the remit we ask for". Of the 25 young people from cohort 3 who completed the Summer Activity challenge, sixteen signed up for Company Programme.

The evaluator observed that there was only minimal student engagement during the business meeting but that during the practical session students became much more engaged. A consultee observed that they had to get the group "making stuff quite quickly" because the students "were getting frustrated" during planning sessions. The consultee observed further, "they're kind of a group where it's not cool to speak up or to have any good suggestions" so they found that splitting them up into small groups worked better. Consultees noted that the dynamics of the group changed weekly, partly because there has not been consistency in attendance with some students who did not participate "for weeks at a time". One consultee observed that, "I have seen, in the three-and-a-half months I've been working with them a definite change" although with this group, "we're talking about small measures here, really, really small measures". Nonetheless, consultees agreed that the group's communication skills, confidence and self-belief had improved through their involvement with BEBS, "it's probably the confidence they've got and they're able to speak out a bit more and things like that".

The group did not go to a trade fair which consultees felt limited the student's ability to develop employability skills. However, two young people did talk informally about their experience of the Summer Activity Challenge and Company Programme with evaluators and explain that they had learnt "how much you need to plan ahead and that you should plan from the beginning" and that "dividing tasks has actually improved and quickened up the process of making the boxes (the Company Programme product). One student observed

that they had “learnt how to work in team and be kind to each other” and both would recommend BEBS to potential participants, one saying because it helped with teamwork and the other they thought it would help with their CVs.

### **Case Study: Alde Valley Academy**

Alde Valley Academy is a secondary school and 6<sup>th</sup> Form in Leiston, Suffolk in the East of England Young Enterprise region. It is in a ward which is among the 50% most deprived in England and among the lowest 10% for education and skills.

Alde Valley Academy has not yet been inspected by Ofsted. Alde Valley Academy has replaced the previous Alde Valley School which was closed after being found by Ofsted to be not adequately addressing serious identified weaknesses.

We observed effective teaching and learning methods during the Small Business Challenge, including presentations, small group work, question and answer sessions and delivery by people external to the school. A news item about BEBS in the school can be found at <https://aldevalleyacademy.org.uk/2017/01/25/year-10-become-entrepreneurs-for-the-day/> (accessed September 2017). The Company Programme was introduced to the Year 9 group by current, 6<sup>th</sup> Form participants, an example of BEBS Stage 5, and a Focus Group member said they particularly enjoyed engaging with the lower school because they do not usually talk to the younger years. Students said that the Small Business Challenge was “fun” and that they enjoyed doing t-shirt design and logo, others said that “it’s made us realise things work better when you work in a team” and “it was fun. I liked learning how business worked and I think more about how complicated the finances are and setting one up would be”. A consultee remarked that “the masterclass is really great at developing the employability skills and you can see the students progress as the day goes on” and added that it was a good opportunity for the students, “particularly in our area because it’s a quite deprived area”.

Company Programme has been delivered in the school for the past two years (see <https://aldevalleyacademy.org.uk/2016/05/03/alde-valley-academy-team-ethereal-compete-in-2016-suffolk-young-enterprise-finals/> accessed September 2017). A consultee told us that it “is really valuable as the students have to engage with all the financials and calculate everything”. Focus Group members said they expected it would be “easier to find something to sell” and struggled with motivation at the start. However, they appreciated being helped through that phase by the Young Enterprise Manager and enjoyed the experience. As well as learning about the nuts and bolts of running a business, students said they have learnt about the importance of being professional and being “able to work better in a team when I usually like to work independently”. They have developed confidence, “it’s kind of even just having the confidence to do something like this again, that’s out of your comfort zone ... I feel more confident I could be doing something completely different that I haven’t done before. Students said they would recommend the Company Programme to others but would “just pre-warn them that it will be hard on top of A-levels but it will be worth it. If it was Year 12 it would be better, not Year 13.” But “it was lots of fun in the end, when you’ve achieved something”.

## **Case Study: Derby College**

Derby College has campuses in a number of locations in Derby and Derbyshire. The evaluators visited two campuses in Derby City. They are in wards which are in the bottom 10% and 20% of the most deprived in England but the college draws students from across the region. Derby College is in the East Midlands Young Enterprise region.

Derby College was inspected by Ofsted in 2016. It was rated 'Good' overall and 'Outstanding' for provision for learners with high needs.

The BEBS intervention at Derby College was an example of how organisations were able to use the flexibility afforded by the programme following the review at the end of cohort 1 and the Young Enterprise Manager's ability to adapt: "[the Young Enterprise Manager] was very accommodating because I know some of these sessions are meant to last a day when actually he's accommodated with our timetable very well and he has been able to reduce the sessions as much as possible to try and fit around us which has been kind of him ... it would never have worked without him". The college valued sessions which helped students to prepare a CV and prepare for interviews as well as the 'learn by doing' activities undertaken during the Small Business Challenge. BEBS enabled the college to "prepare students for the world of work" and aimed to deliver sub-programmes to as many students as possible, "our ultimate aim was to get as many through the programme to really provide that information to as many students as we could. And it wasn't just about hitting volume and hitting targets, it was really about trying to engage them with a very important message". It complements and has enhanced the work that Derby College does, "previously, well we haven't actually done that as a purpose-built exercise within their tutorial sessions until this project came along. That was something that we were looking at doing anyway, [the Young Enterprise Manager] just made that really easy for us to make sure that we embed it into the student study programme. BEBS has therefore changed the work experience element of the college's study programme. The Centre Lead has recently received confirmation that the college has funding for Young Enterprise to deliver workshops across the College again this year.

We observed examples of effective practice during the delivery of the Employability Masterclasses, including question and answer questions, group work and activities. The Young Enterprise Manager used examples from his own career experiences effectively and encouraged young people to reflect on their own experiences, for example in work experience or part time jobs. BEBS was delivered to all-year groups but Focus Group students explained that they could opt out. They enjoyed BEBS, developed employability skills such as teamwork, and found information on how "to make your CV stand out and be more successful". They would recommend BEBS activities to others and thought they would have benefited from the programme earlier in their education in Year 10.

## **Case study: Heath Park School**

Heath Park Academy, Wolverhampton, is a secondary school and 6<sup>th</sup> Form in the West Midlands Young Enterprise region, in a ward which is among the 20% most deprived in England. The school was inspected by Ofsted in 2014 and was rated 'Outstanding' for all criteria.

The BLF funding enabled the school to engage with BEBS. Enterprise is a high priority at the school and driving aspirations is important to the school. BEBS delivery at the school has

changed over the years, sometimes involving whole-year groups and at others a voluntary approach and extra-curricular approach. In cohort 3 the Entrepreneurship Masterclass was delivered to the whole-year group, Students then volunteered for the Summer Activity Challenge, which was completed during term time, and completed Company Programme as an extra-curricular activity. The Tenner Challenge is not run with the same students and is optional for KS3 students. In previous years BEBS activities was offered to students who were taking Double Business GCSE and was integrated into the curriculum, “which definitely worked better but we just didn’t have the timetabling capacity to do that this year. We just couldn’t quite make that work”.

The school had not had an advisor from business for cohort 3. They tend to work with the same person but the one they worked with for the last two years could not commit. A consultee thought that BEBS could improve how it incorporates local labour market intelligence but it does develop young people’s employability skills, “they don’t really notice at the time but then when they are starting to apply [for jobs] and they’re being asked for examples of when they use their skills, the ones who have been involved in that... Young Enterprise ticks virtually every single box”.

Focus Group students were encouraged to join Company Programme by past participants who, “talked to us about it and told us how much of a good opportunity it was, it was really good, it’s fun to do”. One student had a business idea they wanted to develop and Company Programme allowed them to do that. Students have benefited from learning about business finance and planning as well interacting professionally with customers and “developing people skills”. One Focus Group student intends to continue to develop their business idea or work entrepreneurially on another product in the future, another said that although they are not going into self-employment, the Company Programme has helped them to develop their skills and employability competencies.

### **Case Sowerby Bridge High School**

Sowerby Bridge High School is in Calderdale, in the Yorkshire and Humber Young Enterprise region. It is in a ward which is among the top 40% least deprived in England. The school was rated ‘Inadequate’ by Ofsted in 2016 but has been shown to be making improvements during a recent section 8 inspection. The school is now called Trinity Academy Sowerby Bridge after it became part of Trinity Multi Academy Trust for the September 2017 intake.

A consultee valued BEBS because young people “get something outside of education, something that makes a link into business and understanding things that are outside of education such as teamwork and the understanding of finances, the understanding of management roles”. Learning about teamwork, particularly during the Summer Activity Challenge and Company Challenge had a big impact on participants, “first and foremost, the thing that hit them most was the teamwork because if you’re working as a team and you’re finding that a couple of people are just ‘tagging along’ and not doing anything then it has an impact [...] that was so valuable, the fact when you get into the outside world that most businesses work through the baseline of teamwork”.

BEBS benefited from the input of the Young Enterprise Manager and the structured process that was put in place. They also benefited from the input of an enthusiastic external business

advisor who engaged the students, for example by explaining about how she had progressed from education into employment and the time-management skills you need to succeed.

Focus group participants valued taking part in Company Challenge. They decided not to progress into the competition and to a sales fair, saying that they wanted to focus on academic work for the upcoming A-levels but still developed employability skills. The young people valued their involvement in the Summer Activity Challenge which they documented in a prize-winning video (see <http://www.sbhs.co.uk/young-enterprise/> accessed September 2017). The video also explains about their BEBS experiences and has been sent to other schools as an example of an effective documentary.

### **Case Study: Barking and Dagenham College**

Barking and Dagenham College is an FE college in Romford, in the London Young Enterprise region. It is in a ward which is among the 20% most deprived in England. Following an Ofsted inspection in 2013, the college had a Short Inspection in May 2017 and continues to be rated as 'Good'.

Students volunteered to participate in BEBS at the college, a consultee saying that compulsory participation would not work with the cohort. Students enjoyed attending the Summer Activity Challenge which was reported to be the first time some students had been out of London and participated in the outdoor activities.

The Employability Masterclass was delivered to students who, according to the Young Enterprise Manager, varied in age from 16 to 25 plus. We observed effective practice at the Masterclass including small group activity, question and answer sessions, and fun participation activities, including a good and bad practice interview demonstration. The Masterclass covered topics such as CV development, mock interviews, and developing a 'personal pitch'. Some students presented their pitch to the group. A key feature of the Masterclass was that students were able to benefit from the participation of a relatively large number of volunteers, many from employment services, who were able to offer small group and individualised advice.

## 5. Sub-programme commentary

This section of the report discusses the implementation of the BEBS programme. The section is based on empirical data collected for the evaluation Case Studies, the opinions of consultees.

### Masterclasses and Small Business Challenge

During the evaluation period, the evaluators were unable to observe an Entrepreneurial Masterclass but did observe Employability Masterclasses and a Small Business Challenge which schools and colleges were able to implement due to the flexibility introduced into the programme after the review of Cohort 1. The impacts are discussed below.

The Employability Masterclasses and Small Business Challenge conformed well in many respects with effective practice as outlined in the literature review. For example, they were opportunities for students to be inspired by people who are external to the school, including Young Enterprise professionals, people from business and from employment services. The emphasis was often on learning by doing, particularly during the Small Business Challenge as young people developed logos and t-shirt designs but also during Employability Masterclasses where, for example, young people reflected on their competencies by completing competence worksheets and during discussions with others in their groups. Some young people were taken out of their friendship groups and grouped with others, Focus Group participants said they were initially nervous about this but then felt that they gained confidence through working with others. Another consultee remarked that in business you might be working with people you might not know so well or might not even like, mixing up groups therefore gives a taste of real-world experience.

The employability Masterclasses we observed were designed for different reasons, although all worked towards similar outcomes. One was particularly designed to enable students to reflect on their experiences of BEBS. Participants had been involved in the Entrepreneurship Masterclass, the Tenner Challenge and, a smaller number, in the Summer Activity Challenge. This was a group of 60 to 70, participants situated in a large hall. The group were engaged through a variety of learning and teaching strategies such as question and answer sessions, completing tasks, and engaging with volunteers, school and Young Enterprise staff. One of the advantages of this Employability Masterclass was that students had shared experiences of BEBS and could discuss how the programme had helped them gain experiences and competencies which could be used in interviews, in CVs and in Personal Statements. Focus Group participants would have liked to have had the session earlier in the year because, although they found the reflection useful, they had already applied to university.

The other Employability Masterclasses we observed were less focused on reflecting on the impact of BEBS activities and more on participants' wider experiences. One was a group of around 70 people from a variety of subject areas, the others were smaller, class-based groups of around ten people. Participants in the former benefited from around 20 volunteers from employment services; there were no business volunteers present at the smaller sessions. The Masterclass for the larger group was a full-day session and used learning and teaching methods such as role play; group discussions; presentations, including from participants; and question and answer sessions. The evaluators discussed the session with

two volunteers who said that although participants engaged with the session, some had little experience on which to draw, for example to complete CV outlines. They also observed that the Young Enterprise booklet would have benefited from CV examples which reflected participants' employment and skills development experiences. The smaller, class-based Employability Masterclasses were much shorter in length, lasting for one, to one-and-a-half hours. These sessions were designed for young people who had not necessarily had previous BEBS experience. Young people were engaged in activities which were designed to help them reflect on their experiences and competencies and summarise them, for example for CVs.

The Small Business Challenge activities included presentations, small group work, and question and answer sessions. Students reported that they enjoyed the creative elements of the challenge such as designing a t-shirt and logo. They said it was "fun" and remarked how it improved their teamwork and working with people outside their friendship groups.

In some schools and colleges, Employability Masterclasses and Small Business Challenges were only able to be implemented because of the flexibility built-into the programme following the review after cohort 1. All schools and colleges which undertook the activities valued them, typically remarking that they complemented the school or college's curriculum, improved young peoples' understanding of their competencies and skills, and improved their employability skills. Numbers of participants varied from around 10 to around 70 but in all cases inclusive learning and teaching methods were used. Volunteers were used effectively, conforming to effective practice guidelines such as the Gatsby Benchmarks to facilitate encounters with employers and employees. Some volunteers at different sessions thought that rather too much time was allocated to some activities such as reflection on competencies and skills but otherwise, consultee feedback was very positive.

It was observed that a small number of students at two of the Employability Masterclasses were engaging in what would be their only BEBS encounter. The ability to address the hypothesis that individuals benefit from multiple, cumulative interventions was therefore weakened.

Nonetheless, with reference to the research questions, taken as a whole, the Employability Masterclasses and Small Business Challenge:

- Improved students' employability skills: for example, there was evidence that the Employability Masterclass activities enabled young people to reflect on and recognise their skills and experiences and how to apply them. Students on the Small Business Challenge could start to develop skills such as teamwork and communication.
- Improve understanding of the labour market and the range of work and employment opportunities that are available: there was little evidence that local labour markets were discussed in depth in all areas but some Employability Masterclasses did briefly address that. Nonetheless, participants were able to learn how to compete more effectively in the labour market, for example by recognising their employability skills and competencies and improving CVs.
- Exposed students to positive role models: This was achieved in two ways, through encounters with volunteers from the world of work, and through the inspirational

activities of Young Enterprise Managers who often used their own experiences and/or the experiences of participants, to support the raising of aspirations.

### Tenner Challenge

Tenner Challenge is designed to be a four-week intervention which was originally integrated into BEBS for Year 11 students. It was often offered to whole year groups who had participated in the Entrepreneurship Masterclass. Students were pledged £10.00 to start a small business with the intention of making a profit which they could keep or donate to charity, except for a £1.00 donation which is returned to the 'Tenner Bank', together with the original £10.00, to be reinvested in future challenges.

The Tenner Challenge complied well with effective practice. Students usually worked in groups and their participation enabled them to develop and practice employability skills such as teamwork, leadership, financial capacity and problem solving. Students developed self-confidence as they pitched their ideas to their peers and others during the introductory session and as they sold their products. Along with Company Programme, Tenner Challenge is a prime example of learning by doing.

The evaluation team observed the Introduction to Tenner Challenge in one school and one college. They were also able to observe Tenner Challenge practical activity during a repeat visit to one of the schools where, in another example of how the flexibility afforded to schools and colleges during cohorts 2 and 3, the challenge was delivered to Years 7 and 8. One school told us they ran Tenner Challenge to a different cohort of students than the other activities (Entrepreneurship Masterclass, Summer Challenge and Company Programme) in order to fit the remaining activities into one academic year.

The Year 7 and 8 students who participated in Tenner Challenge were able to reflect on their learning at an age-appropriate level. For example, Year 7 students said they had learnt that business "is hard" and that "the team worked well together". Year 8 students observed that it "made you think about jobs and what you would like to do" and enabled participants to understand "what you are good at". A Year 7 student said they would do it again and therefore they would recommend it and a Year 8 student said they would recommend it because "it's fun". The Tenner Challenge was the only part of BEBS that this school had implemented. However, it had a positive effect on the school and staff. One member of staff remarked: "I wish we'd done things like this when I was at school because kids need it, the opportunities, being able to stand up there, even if they don't say anything, for some of those children there's a massive progress"

As another example of the flexibility of the programme to address the needs of schools, colleges and their students, another organisation had realised that its implementation for previous cohorts was less than ideal, primarily it was too long and therefore they designed a cut-down day of activities. Feedback from the Centre Lead and volunteers was that the session worked better than the previous year and was better for students.

An example of how BEBS alumni can progress to Stage 5 for the benefit of future participants was observed when a successful Company Programme alumnus introduced his company to the students. Effective learning and teaching methods were observed such as question and answer sessions, and working in groups. At the end of the morning session three groups presented their business ideas.

The entrepreneur volunteers did have some criticisms of this Tenner Challenge day but some of these were founded on the assumption that the main goal was for young people to start a business. However, BEBS is designed to enhance the development of employability skills and the learner journey is an important consideration. This was one of several occasions when it appeared that volunteers could benefit from training in Young Enterprise's aims and objectives, a view supported by some consultees.

With reference to the research questions, the Tenner Challenge:

- Improved students' employability skills: as students put into practice skills such as teamwork and communication as well as developing, for example, financial capacity, organisation and decision making, problem solving and creative thinking.
- Improved understanding of the labour market and the range of work and employment opportunities that are available: Students learnt about self-employment and entrepreneurialism while developing skills that are also relevant for employees.
- Exposed students to positive role models: as entrepreneurs and other business people advised on student's plans, commented on pitches, and assessed results.

### **The Summer Activity Challenge**

The BEBS Summer Activity Challenge provided an opportunity for up to 25 young people from each region per year to attend and outdoor activity centre, participate in a range of challenges, and develop a business idea. The Challenge usually took place during school or college days and was a two-day activity with an overnight stay. Places are allocated to young people who can show that they can benefit from participation and further develop their employability skills. The Summer Activity Challenge complied with effective practice in that it enabled young people to further develop employability competencies such as teamwork, problem solving, confidence and resilience; it also brought young people into contact with positive role models in the form of activity centre staff and business mentors. Students could begin to develop ideas for the Company Programme while on the Summer Activity Challenge.

The evaluators were not able to attend a Summer Activity Challenge. We found that the Summer Activity Challenge was very much enjoyed by students. Many reported that it was effective in building employability skills such as teamwork, confidence and resilience. Young Enterprise Managers and Centre Leads worked together to select young people who would benefit most. One Centre Lead explained that they found it "more useful for students who have been reluctant to engage in things" and added that it develops resilience and teamwork skills "they didn't know they had". This Centre Lead gave an example of an extremely quiet student who, once engaged in Summer Activity Challenge activities, "showed a lot of determination to succeed" and became "much more articulate and did a presentation that she wouldn't have been able to do prior to the challenge". Some Focus group respondents when asked about BEBS in general, tended to focus their responses on the Summer Challenge. They could reflect on the learning and development they had undergone and gave concrete examples of how they had used their experiences to inform university applications, Personal Statement and as concrete exemplars during interviews. A number of young people commented that Summer Activity Challenge had taken them out of their comfort zones and had enabled them to make new friends.

With reference to the research questions, the Summer Activity Challenge:

- Improved students' employability skills: for example, as students gained in confidence, developed communication skills, and improved teamwork and leadership skills.
- Improved understanding of the labour market and the range of work and employment opportunities that are available: Business volunteers accompany young people on the Summer Activity Challenge and start to develop ideas for the Company Programme.
- Exposed students to positive role models: as entrepreneurs and other business people advised on student's plans. Outdoor centre staff also acted as positive role models, promoting attributes such as resilience, 'can-do' attitudes, and initiative.

## Company Programme

During BEBS, Company Programme ran throughout one academic year. A key feature was that it provided students with real-life experience of a business start-up. Activities included everything that would be needed to create a small business: developing an idea and pitching it, creating a brand, opening a bank account, accruing shareholders, developing and selling a product or service, maintaining business records, writing business reports, and sharing dividends with shareholders. Public liability insurance was provided by Young Enterprise. Students took up roles such as Managing Director, Marketing, and Finance Director.

Young people developed a range of employability competencies during Company Programme, including teamwork, resilience, and problem-solving as well as learning about effectively managing tasks and making important decisions. Students were encouraged to be self-reflexive and apply their knowledge and skills more broadly, within curriculum activities and beyond to post-compulsory education, training, or work.

We undertook observation at one Company Programme activity day and at one judging and presentation day. Three judges from local businesses discussed the Companies' reports, interviewed company personnel, deliberated on the results and ranked the companies in relation to different award criteria. Each of the four companies involved then gave a presentation of their companies to an audience of other schools, staff, and a small number of parents. After further deliberation, the judges made their recommendations for awards and prizes were given out. One prize-winner was heard to observe, "I've actually won something! It's the first time I've ever won a prize". It was observed that the volunteer judges reflected on the business idea and issues such as its sustainability but not on the learning journey or on the skills developed. For example, all students appeared confident in discussing their businesses and the roles they played, could reflect on their learning, and many participated in accomplished and interesting presentations. Yet the evaluator did not hear or see the judges discussing the learner journey during their deliberations, or asking questions about how much they felt they had progressed. This is another example of where training could be beneficial and the evaluators believe that Young Enterprise has adapted the judging criteria to better reflect the learning journey.

Where Case Study organisations had not completed Company Programme or had withdrawn from fairs or competition, it was viewed negatively by consultees, but not those who were students. Students explained that they took a decision to prioritise school work over what was essentially an extra-curricular activity for most. When asked when would be the best school year to have Company Programme, consultants, including students, almost universally said that Year 12 would be the most appropriate.

Overall, Company Programme did engage BEBS students. The following table shows the total number of students participating in Company Programme and the number of companies created.

**Table 1: Number of students participating in Company Programme and companies created**

<b>Cohort</b>	<b>Number of students</b>	<b>Number of companies</b>
<b>1</b>	318	35
<b>2</b>	311	38
<b>3</b>	203	42
<b>Total</b>	<b>832</b>	<b>115</b>

**Source: Young Enterprise**

## **6. Analysis of programme evaluation data (data supplied by Young Enterprise)**

### **Introduction**

The evaluation of BEBS cohort 1 was undertaken by Young Enterprise (Lemus, 2016, p.17) and the analysis is not repeated here. Lemus found that “The BEBS Learner Development Journey validates the hypothesis that longer and gradual learning-by-doing interventions can raise young disadvantaged people’s perceptions about their employability skills, self-esteem and ultimately have a positive impact on their intended destinations regardless of the challenging circumstances from which they might start their journey”.

Quantitative data analysis was carried out on monitoring data from cohort 2 and 3 which assessed self-scored responses to a total of eight competencies and four personal development dimensions. The results of our analysis of BEBS monitoring data are presented below, merging competencies and personal development dimensions in tables and figures for clarity.

### **Cohort 2**

- Statistically significant improvements were found across all twelve BEBS employability competencies from baseline,
- Over half of students reported at least one-point progress on eleven out of twelve BEBS employability competencies from baseline,
- The majority of competencies improved with only one activity. This improvement continued to grow as students completed additional activities.

### **Baseline to Master Class, Tenner Challenge and Summer Activity**

Cohort 2 pre-test data and post-test data were merged based on a unique student ID and analysed in SPSS. Two thousand, five hundred and six (2,506) participants were assessed for the baseline measure, 2,056 matched students completed the post Entrepreneurship Masterclass assessment, 866 matched students completed the post Tenner Challenge assessment and 162 students completed the post Summer Activity Challenge assessment.

The assessment measured thirteen competencies at baseline, eight competencies at post Entrepreneurship Masterclass, thirteen competencies at post Tenner Challenge and nine competencies at post Summer Activity Challenge (see Table 2). The competencies were assessed with varying numbers of items (see Table 2). Those items were summated and average scores produced for each underlying competency across all respondents. The competency scores ranged from 1 to 7 where 7 was ‘fully aware or couldn’t be better’ or at the competency and 1 was ‘not at all aware or not yet knowing.’

**Table 2: BEBS assessment items and competencies**

Competency	Baseline	Master Class end	Tenner end	Summer end
Teamwork	I can work in a team and I get involved in team discussions	I can work in a team and I get involved in team discussions	I can work in a team and I get involved in team discussions	I can work in a team and I get involved in team discussions
Teamwork	I can explain myself and listen to other people's ideas	I can explain myself and listen to other people's ideas	I can explain myself and listen to other people's ideas	I can explain myself and listen to other people's ideas
Teamwork	I can handle my feelings and respect other people's opinions	I can handle my feelings and respect other people's opinions	I can handle my feelings and respect other people's opinions	I can handle my feelings and respect other people's opinions
Problem Solving	I can identify creative ways to overcome problems with available resources	I can identify creative ways to overcome problems with available resources	I can identify creative ways to overcome problems with available resources	I can identify creative ways to overcome problems with available resources
Problem Solving	I can come up with new ideas	I can come up with new ideas	I can come up with new ideas	I can come up with new ideas
Financial Capability	I can create and manage a budget	I can create and manage a budget	I can create and manage a budget	I can create and manage a budget
Financial Capability	I can read and interpret financial statements	I can read and interpret financial statements	I can read and interpret financial statements	I can read and interpret financial statements
Financial Capability	I can manage incoming and outgoing costs for projects	I can manage incoming and outgoing costs for projects	I can manage incoming and outgoing costs for projects	I can manage incoming and outgoing costs for projects
Financial Capability	I know about bookkeeping	I know about bookkeeping	I know about bookkeeping	I know about bookkeeping
Communication	I can talk and present my ideas to groups of people and members of the public	I can talk and present my ideas to groups of people and members of the public	I can talk and present my ideas to groups of people and members of the public	I can talk and present my ideas to groups of people and members of the public
Communication	I can use computers to present ideas clearly	I can use computers to present ideas clearly	I can use computers to present ideas clearly	I can use computers to present ideas clearly
Communication	I can talk to people in authority	I can talk to people in authority	I can talk to people in authority	I can talk to people in authority
Enterprise Ability	I can network	I can network	I can network	I can network
Enterprise Ability	I can carry out market research	I can carry out market research	I can carry out market research	I can carry out market research
Enterprise Ability	I can evaluate risks and consider pros and cons for each option	I can evaluate risks and consider pros and cons for each option	I can evaluate risks and consider pros and cons for each option	I can evaluate risks and consider pros and cons for each option
Organisation	I can think ahead and manage my time	I can think ahead and manage my time	I can think ahead and manage my time	I can think ahead and manage my time
Organisation	I can design a timeline to achieve goals	I can design a timeline to achieve goals	I can design a timeline to achieve goals	I can design a timeline to achieve goals
Confidence	I do not let day to day problems affect my motivation to do things well and succeed	NOT ASSESSED	I do not let day to day problems affect my motivation to do things well and succeed	I do not let day to day problems affect my motivation to do things well and succeed
Confidence	I can be proactive and take the lead	NOT ASSESSED	I can be proactive and take the lead	I can be proactive and take the lead

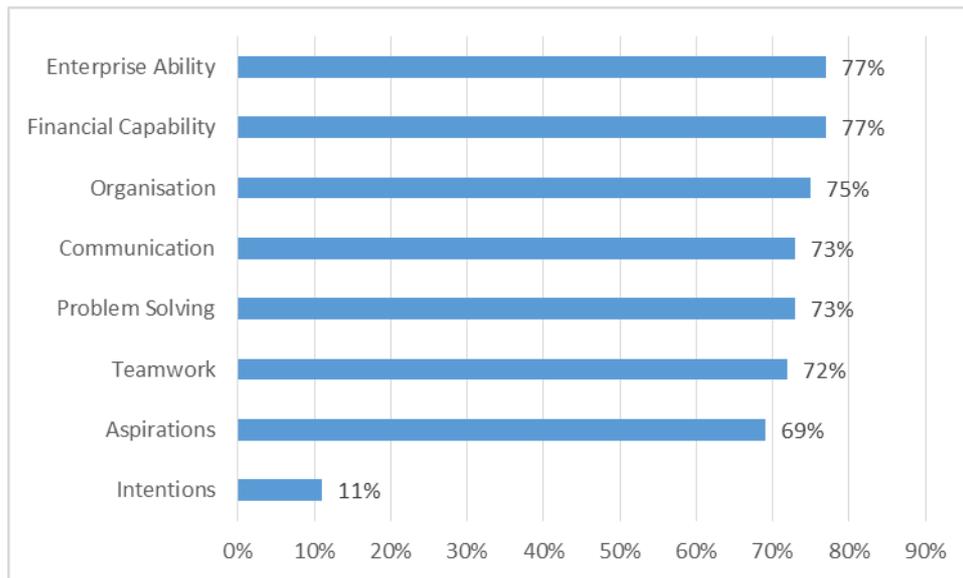
Confidence	I am a positive person and I know I can learn from my mistakes	NOT ASSESSED	I am a positive person and I know I can learn from my mistakes	I am a positive person and I know I can learn from my mistakes
Resilience	I can work productively under continuous pressure and conflict	NOT ASSESSED	I can work productively under continuous pressure and conflict	I can work productively under continuous pressure and conflict
Resilience	I persist when facing setbacks	NOT ASSESSED	I persist when facing setbacks	I persist when facing setbacks
Resilience	I know about my strengths and weaknesses	NOT ASSESSED	I know about my strengths and weaknesses	I know about my strengths and weaknesses
Self-esteem	I feel I am in control of whether I am going to have success with what I do	NOT ASSESSED	I feel I am in control of whether I am going to have success with what I do	I feel I am in control of whether I am going to have success with what I do
Self-esteem	What happens to me in the future mostly depends on me	NOT ASSESSED	What happens to me in the future mostly depends on me	What happens to me in the future mostly depends on me
Self-esteem	I feel positive about myself most of the time	NOT ASSESSED	I feel positive about myself most of the time	I feel positive about myself most of the time
Self-esteem	On the whole I am satisfied with myself	NOT ASSESSED	On the whole I am satisfied with myself	On the whole I am satisfied with myself
Aspirations	I know what career I want	I know what career I want	I know what career I want	I know what career I want
Aspirations	I know what qualifications/education I need to get there	I know what qualifications/education I need to get there	I know what qualifications/education I need to get there	I know what qualifications/education I need to get there
Aspirations	I am confident in my future and know I can succeed	I am confident in my future and know I can succeed	I am confident in my future and know I can succeed	I am confident in my future and know I can succeed
Aspirations	I am motivated to keep going and work hard	I am motivated to keep going and work hard	I am motivated to keep going and work hard	I am motivated to keep going and work hard
Intentions	I am clear about what I want to do in my future education and career	I am clear about what I want to do in my future education and career	I am clear about what I want to do in my future education and career	I am clear about what I want to do in my future education and career
Intentions	I know which personal qualities employers think are important	NOT ASSESSED	I know which personal qualities employers think are important	I know which personal qualities employers think are important
Work Readiness	I know about the employability skills employers are looking for	NOT ASSESSED	I know about the employability skills employers are looking for	I know about the employability skills employers are looking for

## What was the percentage of students progressing on each competency?

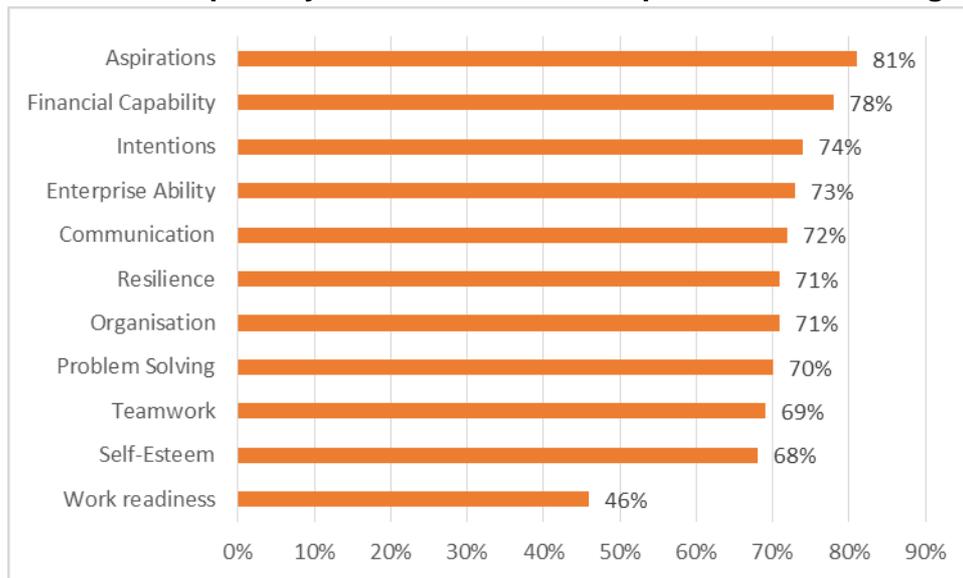
- Students reported progression on all BEBS employability competencies after having taken part in an activity

Students reported progress on BEBS employability competencies from baseline to after the Entrepreneurship Masterclass, to the end of the Tenner Challenge and the end of the Summer Activity Challenge. Over half the students reported making at least one-point progress on eleven out of twelve BEBS competencies. The percentages of students reporting progress on the assessed competencies compared to baseline at each measurement point are shown in Figures 1, 2 and 3. Intentions stand out as being significantly lower and, as will be seen later, taking part in the Entrepreneurship Masterclass decreased intention scores. However, going on to partake in later activities had the effect of increasing intention scores. Work readiness was also much lower than the other competencies at only 46%. The other competencies were all above 67% progression.

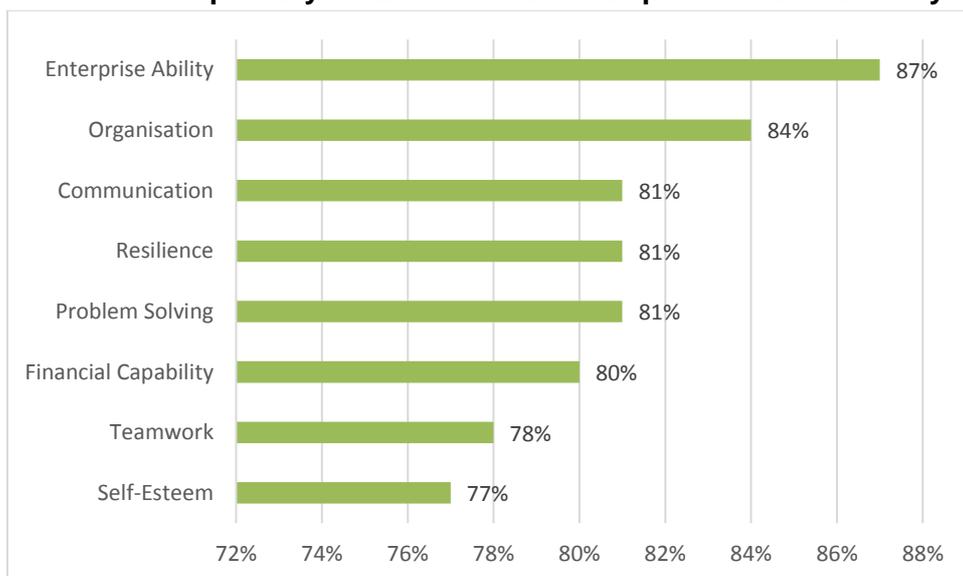
**Figure 1: Percentage of BEBS participants reporting progression on each assessed competency between baseline and post Entrepreneurship Masterclass**



**Figure 2: Percentage of BEBS participants reporting progression on each assessed competency between baseline and post Tenner Challenge**



**Figure 3: Percentage of BEBS participants reporting progression on each assessed competency between baseline and post Summer Activity Challenge**



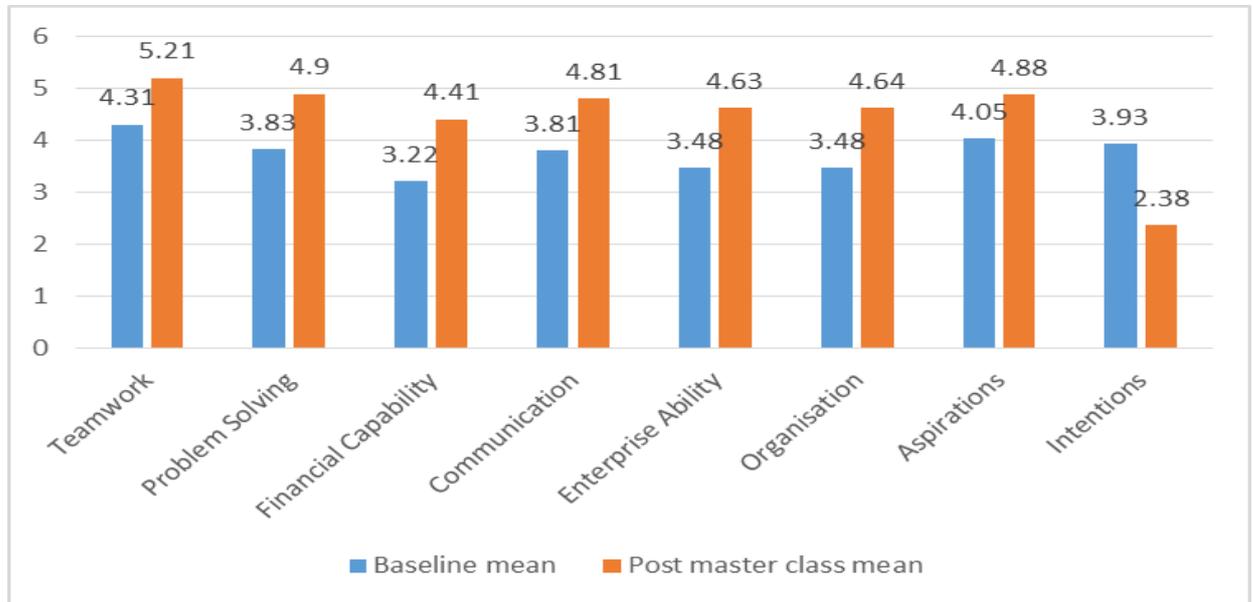
**Did competency scores change significantly from baseline to post activity?**

- Paired samples t-tests showed there was a significant change in all competency scores from baseline

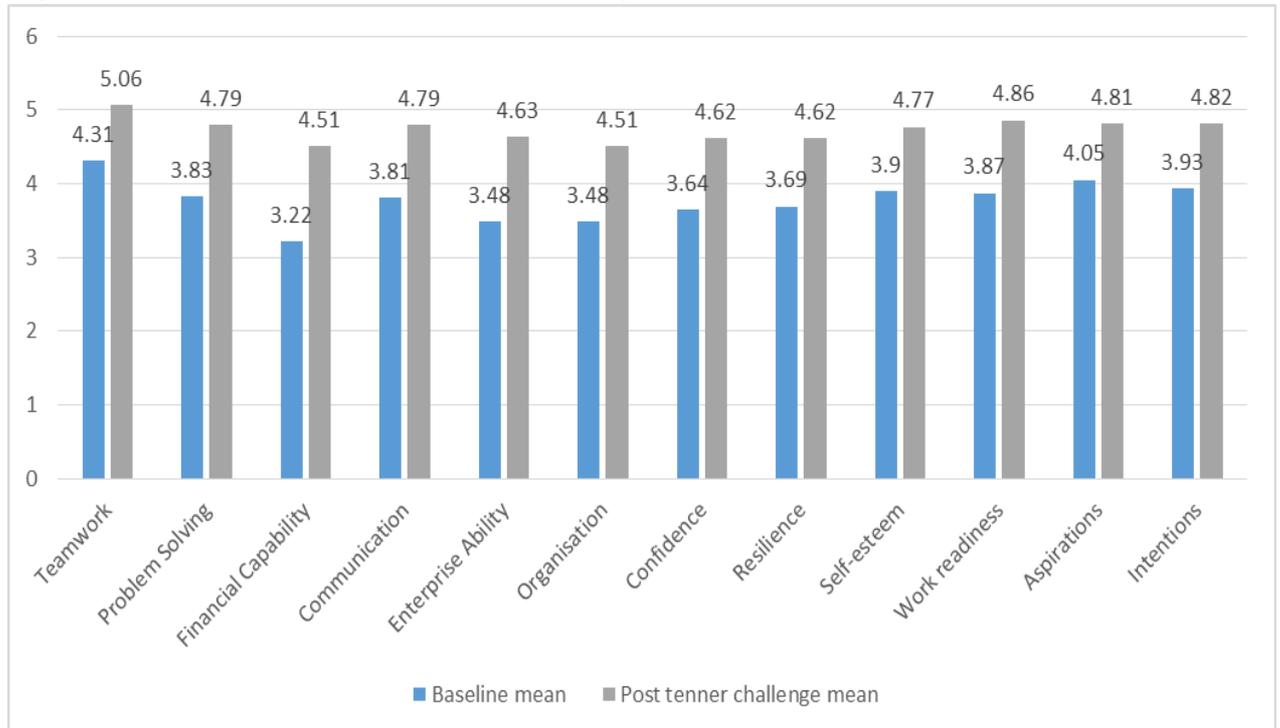
Data for each competency post Entrepreneurship Masterclass, post Tenner Challenge and post Summer Activity Challenge was compared to the baseline measures. These scores are shown in Figures 4, 5 and 6 below. All the assessed competencies show increases from baseline to post masterclass except intentions which decreased significantly (Figure 4). All competencies showed an increase from

baseline to post Tenner Challenge and all the assessed competencies showed an increase from baseline to post Summer Activity Challenge (Figure 5 & 6).

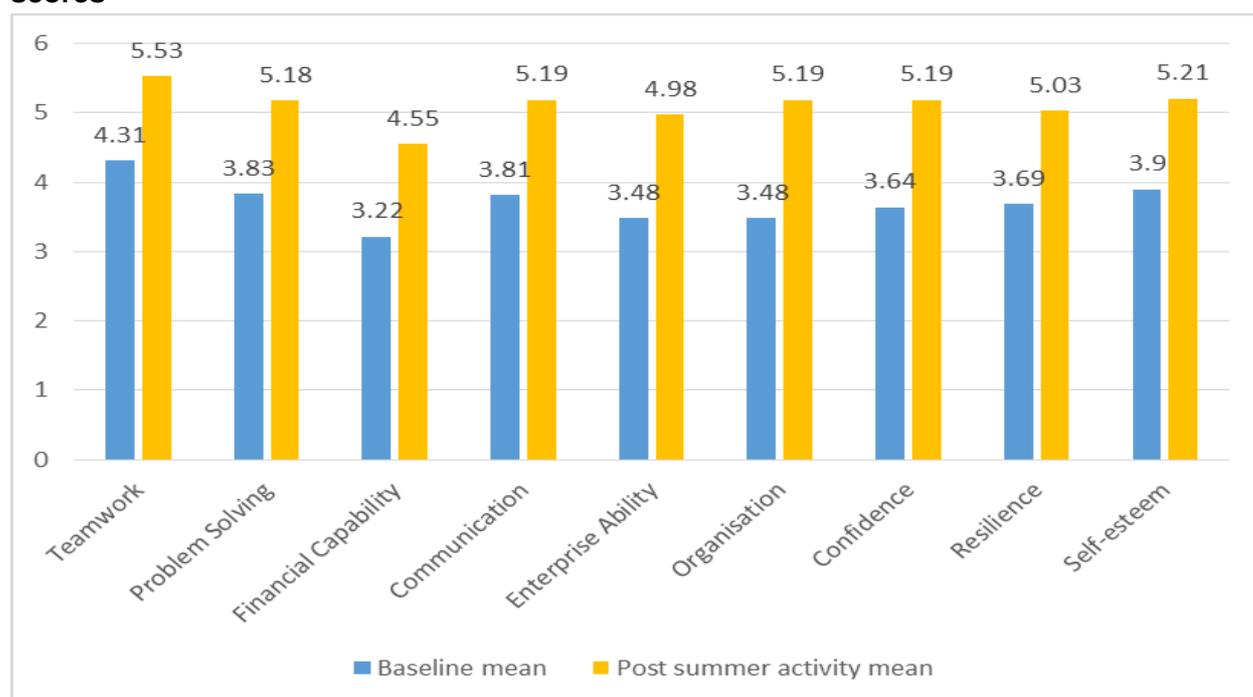
**Figure 4: Baseline and post Entrepreneurship Masterclass mean competency scores**



**Figure 5: Baseline and post Tenner Challenge mean competency scores**



**Figure 6: Baseline and post Summer Activity Challenge mean competency scores**



To test whether the changes from baseline in each mean competency scores were statistically significant a series of paired samples t-tests were ran using SPSS. Paired sample t-tests captured all the students that had completed the assessments at the two time points being compared (N varied from 162 to 2506). They revealed that each competency was found to increase significantly from baseline to post Entrepreneurship Masterclass, baseline to post Tenner Challenge and baseline to post Summer Activity Challenge (see Appendix 8 for statistical output) with the exception of intentions which decreased significantly from baseline to post Entrepreneurship Masterclass.

### Were there multiplicative effects of doing multiple activities?

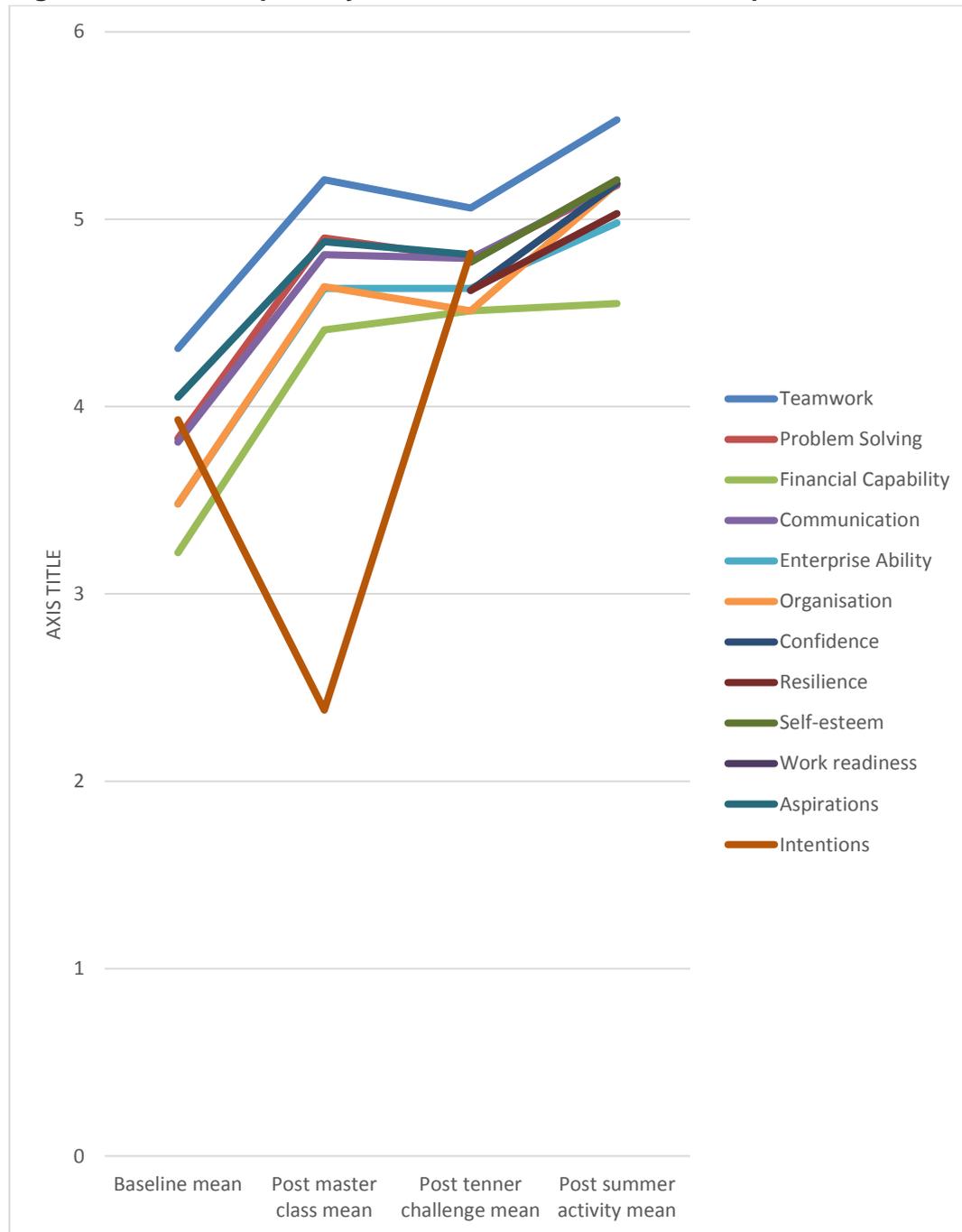
- There were multiplicative effects of multiple activity performance on four competencies

To test whether there were multiplicative effects on competencies of doing more than one activity (that is to say, were there also significant changes between doing the Entrepreneurship Masterclass and Tenner Challenge, Entrepreneurship Masterclass and Summer Activity Challenge and Tenner Challenge and Summer Activity Challenge activities?) a series of repeated measures ANOVA's were run. The ANOVA's worked on a smaller sample of students as they use only those students who had completed eligible survey responses at all four points (N = 75). Means for each competency across the four assessment points are shown in Figure 7 below.

The results showed that competency scores did not typically increase *significantly* from post Entrepreneurship Masterclass to post Tenner Challenge and post Summer

Activity Challenge even though there were often small increments (see Figure 7 for plotted means, Table 3 for statistically significant differences and see Appendix 8 for statistical output). These results suggest that taking part in any one activity would significantly improve the scores on a competency from baseline and that there would be further increases in competencies after doing a second or third activity, although these are only statistically significant in four competencies.

**Figure 7: Mean competency scores across all assessment points**



**Table 3: Statistically significant differences across all comparisons**

Competency	Baseline to Master class	Baseline to Tenner	Baseline to Summer	Master class to Tenner	Master class to summer	Tenner to summer
<b>Teamwork</b>	Significant increase	Significant increase	Significant increase	Non-significant increase	Non-significant increase	Non-significant increase
<b>Problem Solving</b>	Significant increase	Significant increase	Significant increase	Non-significant decrease	Non-significant increase	Non-significant increase
<b>Financial Capability</b>	Significant increase	Significant increase	Significant increase	Non-significant increase	Non-significant increase	Non-significant increase
<b>Communication</b>	Significant increase	Significant increase	Significant increase	Non-significant increase	Non-significant increase	Non-significant increase
<b>Enterprise Ability</b>	Significant increase	Significant increase	Significant increase	Non-significant increase	Significant increase	Non-significant increase
<b>Organisation</b>	Significant increase	Significant increase	Significant increase	Non-significant decrease	Significant increase	Non-significant increase
<b>Confidence</b>	N/A	Significant increase	Significant increase	N/A	N/A	Significant increase
<b>Resilience</b>	N/A	Significant increase	Significant increase	N/A	N/A	Non-significant increase
<b>Self-esteem</b>	Significant increase	Significant increase	Significant increase	N/A	N/A	Significant increase
<b>Aspirations</b>	Significant increase	Significant increase	N/A	Non-significant increase	Non-significant increase	N/A
<b>Intentions</b>	Significant decrease	Significant increase	N/A	Significant increase	N/A	N/A
<b>Work readiness</b>	N/A	Significant increase	N/A	N/A	N/A	N/a

Table 3 shows that the following competencies were improved from baseline by doing any one of the activities (but that doing more than one activity did not have significant multiplicative effects, i.e. competency scores did not significantly increase after the first activity so students only need to do one activity to obtain the improvement):

- Teamwork,
- Problem solving,
- Financial Capability,
- Communication,
- Organisation,
- Aspirations,
- Intentions.

Four competencies did however increase significantly between doing the second and third or third and fourth activity which suggests that doing multiple activities did improve competency scores more than doing only one:

- Enterprise ability,
- Organisation,
- Confidence,
- Self-esteem.

### Did taking part in BEBS activities change student’s decisions about what to do after leaving school?

Students indicated at baseline, post Entrepreneurship Masterclass and post Tenner Challenge what they were planning to do after leaving school – percentages of students choosing each option can be seen in Table 4.

**Table 4: Percentages of students choosing each destination option**

	Full time job	Further education	Higher education	Apprenticeship	Some other form of training	Self-employment	Un-decided
<b>Baseline</b>	16%	12%	40%	13%	4%	2%	13%
<b>Post Masterclass</b>	16%	12%	43%	11%	3%	4%	11%
<b>Post Tenner Challenge</b>	7%	15%	45%	10%	2%	3%	8%

Taking part in the activities led to an increase in students having made a decision about what they wanted to do after leaving school – fewer were undecided after the two activities than at the start; and more had decided to enter FE and HE.

### Conclusion

In conclusion, taking part in any of the three activities (Entrepreneurship Masterclass, Tenner Challenge or Summer Activity Challenge) had a significant effect on all the competencies which were assessed. This effect was to increase scores in all competencies except for Intentions which decreased significantly from baseline to Entrepreneurship Masterclass. However, intention scores did increase significantly from baseline to after doing the Tenner Challenge. Enterprise ability, Organisation, Confidence and Self-esteem were found to increase significantly again after doing a second and/or third activity suggesting a multiplicative effect. More students had made firm decisions about what to do after leaving school after having completed two activities than at baseline and the number of students deciding to enter FE and HE had increased.

## Cohort 3

### Does the programme improve students' employability skills?

Baseline to Tenner Challenge: Cohort 3 pre-test and post-test data were merged based on a unique student ID and analysed in SPSS. Twenty-two cases were removed due to duplicate student IDs. Five hundred and seventy-two (572) respondents were analysed after merging data and deleting respondents that had not completed all questions to both questionnaires.

Ten of the twelve competencies had two questions mapped to a competency. These questions were averaged across respondents to create an average score for each of the competencies. Table 5 presents the BEBS competencies and the self-report assessment items.

**Table 5: BEBS assessment items and competencies.**

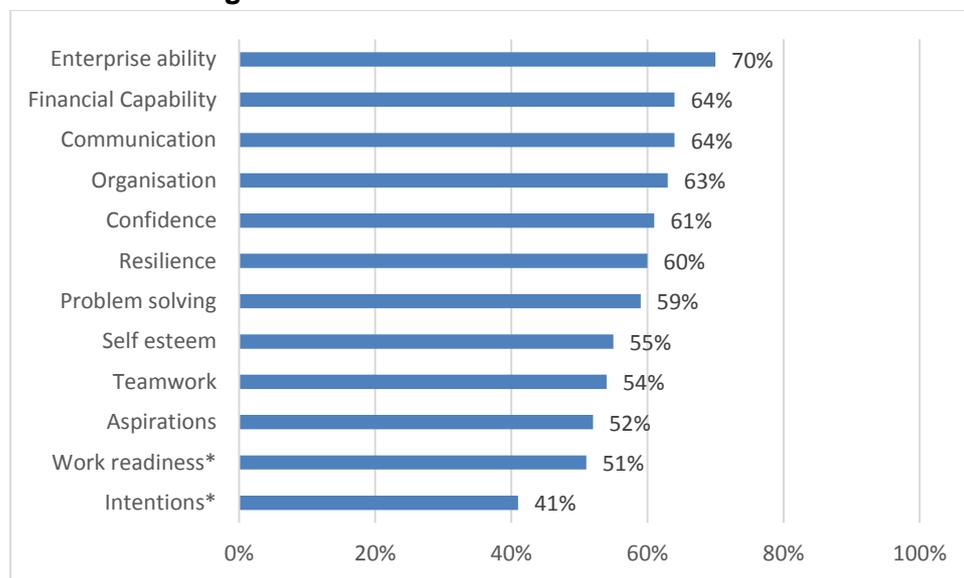
Competency	Statement
Teamwork	I can work in a team.
Teamwork	I can explain myself and listen to other people's ideas
Problem Solving	I can collect, classify and summarise data
Problem Solving	I can think of ways around a problem to get things done
Financial Capability	I can read and interpret financial statements
Financial Capability	I can manage incoming and outgoing costs for projects
Communication	I can build business relationships & networks
Communication	I can present my ideas to groups of people and members of the public
Enterprise Ability	I can network
Enterprise Ability	I am able to think through a business project in economic terms
Organisation	I can identify steps needed to achieve my goals
Organisation	I can manage my time when doing different tasks
Confidence	I am confident and can offer my ideas and abilities forward
Confidence	I can be proactive and take the lead
Resilience	I can work productively under pressure
Resilience	I persist when facing setbacks
Self-esteem	I feel positive about myself most of the time
Self-esteem	On the whole I am satisfied with myself
Aspirations	I know what qualifications/education I need to get there
Aspirations	I am confident in my future and know I can succeed
Intentions	I am clear about what I want to do in my future education and career
Work Readiness	I know about the employability skills employers are looking for

## Did BEBS participants progress across competencies?

- Over half of students reported at least one point progress on eleven out of twelve BEBS employability competencies

Students reported progress on BEBS employability competencies from the beginning of the Entrepreneurship Masterclass to the end of the Tenner Challenge. Over half the students reported making at least one-point progress on eleven out of twelve BEBS competencies. The highest proportion of students (70%) that reported progress was in enterprise ability followed by financial capability (64%) and communication (64%). Figure 8 lists all BEBS employability competencies and the percentage of students reporting at least one point of progress.

**Figure 8: BEBS participants reporting at least one-point progress after the Tenner Challenge.**



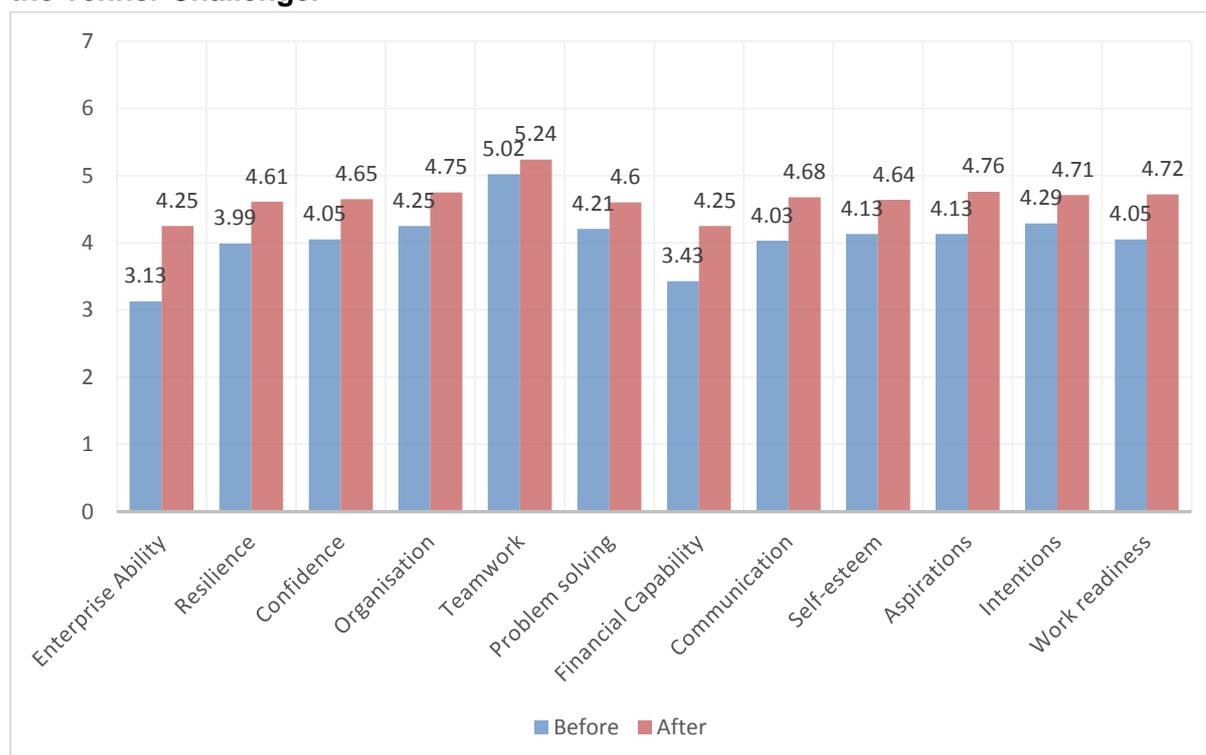
\*Only one statement is mapped to this concept

## Did BEBS participants improve their employability skills?

- Statistically significant improvements were found across all twelve BEBS employability competencies

A paired samples t-test was conducted to determine whether students reported statistically significant differences in employability competencies from the beginning of the programme to the end of the Tenner Challenge. Students reported statistically significant improvements ( $p > 0.05$ ) on all twelve BEBS employability competencies after completing the Tenner Challenge. Students reported the largest gains in enterprise ability with 1.12 point average increase in the average score reported after the Tenner Challenge. Figure 9 presents the average scores from the baseline to the end of the Tenner Challenge.

**Figure 9: Average BEBS enterprise competency scores from the Baseline to the Tenner Challenge.**

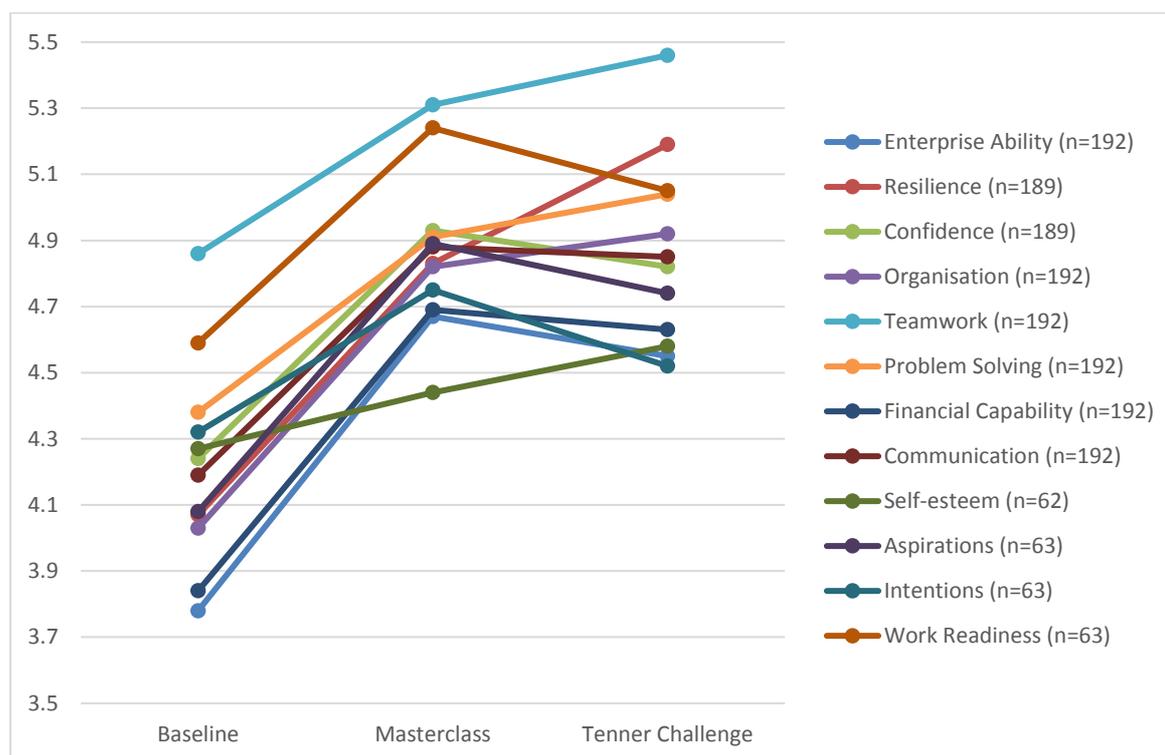


**Do multiple interventions have multiplicative effects on participants' employability skills?**

- Taking part in any one activity significantly improves ten out of twelve competencies over time,
- Although there may be increases in self-reported competencies after completing a second BEBS activity, a statistically significant increase by participating in two activities is only found in the resilience competency,
- There were no reported significant changes over time for the intentions and self-esteem competencies.

One-way repeated measures Analysis of Variance (ANOVA) was used to determine change in BEBS employability competencies over three periods of time. For cohort 3 we had a large enough sample size to follow participants from the beginning of the Masterclass, the end of the Masterclass and to the end of the Tenner Challenge. Figure 10 maps the mean competency scores at each activity over time. The ANOVA results suggests that taking part in any one activity significantly improves the scores on ten out of twelve competencies from baseline. While there may be increases in competencies after doing a second or third activity, these further increases are only statistically significant in the resilience competency. See Table 6 for the one-way repeated measures ANOVA results.

**Figure 10: Mean competency scores at each end of activity point.**



**Table 6: One-way repeated measures ANOVA results across Baseline, Entrepreneurship Masterclass and Tenner Challenge.**

Competency	Baseline to Master class	Baseline to Tenner	Master class to Tenner
Teamwork	Significant increase	Significant increase	Non-significant increase
Problem Solving	Significant increase	Significant increase	Non-significant increase
Financial Capability	Significant increase	Significant increase	Non-significant decrease
Communication	Significant increase	Significant increase	Non-significant decrease
Enterprise Ability	Significant increase	Significant increase	Non-significant decrease
Organisation	Significant increase	Significant increase	Non-significant increase
Confidence	Significant increase	Significant increase	Non-significant decrease
Resilience	Significant increase	Significant increase	Significant increase
Self-esteem	Non-significant increase	Non-significant increase	Non-significant increase
Aspirations	Significant increase	Significant increase	Non-significant decrease
Intentions	Non-significant increase	Non-significant increase	Non-significant decrease
Work readiness	Significant increase	Non-significant increase	Non-significant decrease

## What evidence is there that the programme improves student progression to employment, self-employment, education or training?

- Students were more likely to report they intended to become self-employed after completing the Tenner Challenge than after the baseline.
- There was little percentage point change in other intended destinations from the baseline to completing the Tenner Challenge.

Students reported their intended destinations both before and after the Tenner Challenge. Table 7 presents the percentage of participant self-reported destinations at the baseline and after the Tenner Challenge. The largest percentage point increase (5 percentage points) was self-employment as an intended destination. There is little variation for other intended destinations such as university or taking on an apprenticeship

**Table 7: Self-reported intended destinations from the baseline to the Tenner Challenge. (n=1117)**

	Baseline	Tenner Challenge
<b>Get a full time job</b>	5%	5%
<b>Go to college/sixth form</b>	16%	12%
<b>Go to university</b>	29%	26%
<b>Get an apprenticeship</b>	20%	18%
<b>Other type of training</b>	12%	14%
<b>Self employed</b>	6%	11%
<b>Undecided</b>	12%	14%

## Conclusions

In conclusion, over half of students reported at least one point progress on eleven out of twelve BEBS employability competencies. Statistically significant improvements were found across all BEBS employability competencies after participating in Tenner Challenge and taking part in Tenner Challenge appeared to increase the likelihood of students considering self-employment as a career choice. Taking part in any one activity significantly improves ten out of twelve competencies over time. Although there may be increases in self-reported competencies after completing a second BEBS activity, a statistically significant increase by participating in two activities is only found in the resilience competency.

The evaluation of Cohort 1 (Lemus, 2014) proposed that there might be a “jigsaw effect” at play in students’ reporting of their improved competencies. That is, the learning cycle has four stages of learning:

1. Unconscious incompetence (over inflated self-assessment scores).
2. Conscious incompetence (when learners have increased awareness of the skills they do not yet have and their scores dip as a consequence).
3. Experiential learning activities help learners develop conscious competence.

4. Finally, learners progress to unconscious competence (when they can model competencies).

There may be other reasons why there is not always a significant increase in competencies after more than one BEBS activity. For example, it is possible that with a larger sample of matched data that further significant effects across multiple activities may be found. Additionally, the scale used might produce 'ceiling effects' whereby students would be unlikely to use the 7 point on the scale (Couldn't be better / Fully aware), instead recognising that they still had room for further growth. Perhaps a more sensitive scale with specific nomenclature at each point, such as in the example below, might demonstrate effects over multiple activities:

7 = I can do this very well

6 = I can do this well

5 = I can do this

4 = I am not sure whether I can do this or not

3 = I can do this sometimes

2 = I cannot do this

1 = I have no idea how to do this

## **7. Discussion and outcomes of the programmes**

### **Introduction**

This section of the report summarises the outcomes of the BEBS programme, firstly by considering what were the key features of BEBS, and secondly by responding to each of evaluation research questions.

### **What were the key features of BEBS?**

#### **Focus on employability skills**

Although BEBS activities are particularly geared towards entrepreneurship and self-employment, BEBS aimed to develop young peoples' wider employability skills. It did this through the delivery of a programme which was designed to develop eight employability competencies (Communication, Confidence, Financial Capability, Initiative, Organisation, Problem Solving, Resilience, and Teamwork) as well testing four personal development dimensions (Self-esteem, Aspirations, Career intentions, and Work readiness). These competencies (refer to the eight employability competencies plus the four personal development dimensions) not only formed the basis of questionnaires given to participants at key stages, they also clearly informed programme development and delivery.

Almost all consultees tended to highlight the development of employability skills as being valuable. The young people we spoke to, and many we observed, were clearly able to articulate their learning and could reflect on how BEBS had helped them develop as individuals and as potential employees. Young people also observed that participation in BEBS had enabled them to improve their CVs, enhance Personal Statements, and perform well in interviews for Higher Education. A key aspect of the programme, for the young people we spoke to, was that participation in BEBS allowed them to give concrete examples of the skills they have developed and how they have been applied in real-life situations. For schools and colleges, BEBS enabled them to improve their student's employability skills in a way that the curriculum was not otherwise able.

During the evaluation, there was some evidence that volunteers did not always understand that raising young people's employability competencies was an important feature and tended to focus on assessing business development in isolation. This situation could be addressed through training for volunteers, for example in the overall aims and objectives of Young Enterprise, and it is encouraging that Young Enterprise have changed the way that Company programme businesses will be assessed.

#### **Conforms with effective practice**

The design of the BEBS programme aligns well with aspects of effective practice. BEBS enabled schools and colleges to engage with employers and others from the world of work and enterprise. During BEBS, careers and enterprise education was delivered by trained, impartial professionals who could advise on a range of destinations. BEBS student benefited from the advice and guidance of entrepreneurs and other business people as well as from expert Young Enterprise Managers.

This evaluation shows that BEBS activities were grounded in experiential learning. Young people told us they enjoyed the experiential elements of BEBS and developed employability skills and competencies through engaging in experiential activity at all stages but particularly through the perhaps more authentic activities of Tenner Challenge and the Company Programme. All the young people we spoke to would recommend BEBS.

We saw many examples of inclusive learning and teaching practice, often delivered in challenging situations such as large halls with around 70 young participants. It is testament to the skills of Young Enterprise Managers, Centre Leads and volunteers that, on the whole, participants remained engaged throughout.

The BEBS programme fits well with many of the Gatsby Benchmarks (Holman, 2014) such as:

- learning from career and labour market information, although some consultees thought that the provision of local labour market information could have been improved;
- addressing the needs of each student;
- encounters with employers;
- and personal guidance.

Where there is a weaker fit with the Gatsby Benchmarks, for example where guidance is not fully embedded in schools or colleges or where curriculum learning is not always linked with careers, it is for reasons beyond the control of Young Enterprise. But even in these situations, Young Enterprise Managers promote better practice which schools and colleges could incorporate into their careers and curriculum work.

### **Flexibility**

Case Study schools and colleges identified flexibility of approach as a factor in the success of BEBS within their organisation. Sometimes, a flexible approach was the only way that BEBS could be implemented in a school or college because the full programme or event could not fit into the curriculum or timetable. College staff observed that in addition to the programme being flexible, Young Enterprise Managers were also flexible, adapting the programme to fit with timetables and around exams, etc. However, if the programme becomes too flexible, there is potential to lose some (or indeed all) of the 'learning journey' foreseen through a cumulative, multi-intervention approach. The incorporation of the Employability Masterclass and Small Business Challenge into the BEBS programme appears to have been successful, particularly where it has allowed participants to reflect on their experiences and learning.

We found little difference in how Case Study schools and colleges delivered BEBS and our evaluation research has confirmed other studies which have shown that to be successful, programmes must have the 'buy-in' of at least one school or college leader.

### **Labour market**

Young people became more adept at operating in the labour market, developing skills, knowledge and attitudes that would enable them to compete effectively. Some consultees thought that the provision of local labour market intelligence could be more effectively built into the programme.

### **Progression**

Because of the timing of this evaluation, there was little direct evidence, beyond that collated by Young Enterprise in destination data to date, that the programme improves students' progression into employment, self-employment, education or training. There is clearly empirical evidence of distance travelled but no data yet to clearly attribute progression to the programme and not to other factors. However, Young Enterprise could continue to collect destination data from young people from cohort 2 who have only recently left compulsory education and from cohort 3 who may be leaving in 2018. This could throw light on whether the programme improves students' progression into employment.

### **Positive role models**

Consultees generally agreed that bringing in external individuals who had succeeded in business to engage with and sometimes mentor students did expose them to positive role models. It was interesting that some alumni and current participants referred to their peers as positive role models, citing their distance travelled on the programme, the way they handled problems, or the way they contributed to teamwork as being impressive.

The volunteers we spoke to had a genuine desire to help young people. For example, we were told that they wanted young people to have an advantage that they did not have when they were younger, or that they wanted to 'put something back' to help young people.

### **Ofsted/Gatsby and BEBS**

Where discussed, consultees were aware of Ofsted requirements and Gatsby Benchmarks. However, one of the main motivations for the implementation of BEBS in their organisations, along with the flexibility afforded after cohort 1, appeared to be a desire to improve students' skills and the opportunity afforded by BEBS funding. A result is that schools and colleges were better able to conform to the guidelines with respect bringing in external support. Overall, the programme was valued as a strong contribution to careers development in all Case Study organisations.

### **Does the programme improve student's employability skills?**

The evaluation shows that the BEBS programme did improve students' employability skills.

Quantitative data analysis was carried out on monitoring data from cohort 2 and 3 which assessed self-scored responses to a total of eight competencies and four personal development dimensions. The data showed statistically significant improvements across all twelve BEBS employability competencies from baseline in cohort 2 and in cohort 3. In addition, over half of all students in both cohorts reported at least one-point progress on eleven out of twelve competencies and development

dimensions, 'intentions' being the exception. When we delved deeper into the data, we found that, there were increases in competence levels to be had from multiple interventions, including the core competency for disengaged young people of resilience, although not all increases were statistically significant.

All relevant consultees agreed that employability skills improved on the programme. Young Enterprise Managers and Centre Leads noted that they could observe improvements in both hard and soft employability skills. Sometimes the improvement was small, i.e. a group who would communicate with each other more, sometimes the improvements were life-changing, resulting in hugely improved confidence and employability skills.

### **Does the programme increase students' understanding of the labour market and the range of work and employment opportunities that are available?**

The evaluation shows that students could better compete in the labour market after a BEBS intervention.

Quantitative data analysis shows that there was a significant improvement in competencies from baseline position to post intervention. Qualitatively, it was clear that young people were able to reflect on their learning, skills and competencies and evidence it to employers and others. The experiential learning ethos appears important in this respect, giving BEBS participants concrete examples of the employability skills they have developed and how they have used them in authentic situations.

### **What evidence is there that the programme improves students' progression to employment, self-employment, education and training?**

There is clear evidence that young people are better prepared to compete in the labour market and to make decisions about destinations, including self-employment, after participating in BEBS. Quantitative data analysis shows that young people improved their understanding of what career they wanted and the qualifications they needed after engaging in BEBS activities. There is an opportunity for further, longitudinal research with all three cohorts.

### **Does the programme expose students to positive role models and support the raising of aspirations?**

We saw examples of students engaging with positive role models. For example, Young Enterprise Managers and volunteers often used their own career development as a case study for young people, highlighting where they had to show resilience, for example, and act on their aspirations. Outdoor activity staff also appeared to be positive role models for young people. A, perhaps unexpected, result was that young people often referred to their peers as being positive role models, highlighting the way they had engaged in BEBS activities as examples.

## 8. Recommendations

The flexible approach adopted by BEBS was clearly valued by organisations and was an incentive for them to participate. For some case study organisations, it was the only reason they could engage with BEBS and fit it into their timetables. Centre Leads also valued the flexibility Young Enterprise Managers showed in adapting the BEBS offer to suit the needs of their organisations and students. Young Enterprise should maintain a flexible approach but should ensure that being 'flexible' does not entail 'watering down' their offer and that they should remain guided by best practice in careers and enterprise education.

The BEBS programme conformed well with effective practice guidelines. This was the case in terms of guidelines for the design of careers and enterprise interventions in schools and colleges and for the learning and teaching methods used in its delivery. Young Enterprise should continue to do this and could also, perhaps, aim to encourage schools and colleges to better conform, for example by working with them to integrate careers and enterprise education more closely into their curricula and develop whole-school/college approaches to careers and enterprise education.

There needs to be more robust evidence about whether young people's engagement in BEBS improves their career or educational progression. It is recommended that Young Enterprise do further work with the three BEBS cohorts and any comparative schools and colleges they engage with to gather further evidence.

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## Appendix 1: About the International Centre for Guidance Studies (iCeGS)

iCeGS is an international research centre with expertise in employability and career development. The Centre conducts research, provides consultancy, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level. Staff are involved in undertaking research across the world, advising governments, careers and employability providers, educational organisations and in working with practitioners.

For further information see [www.derby.ac.uk/icegs](http://www.derby.ac.uk/icegs)

### Recent iCeGS research papers

Alexander, R. (2015). Career decision making in island communities: Applying the concept of the aquapelago to the Shetland and Orkney Islands. *Shima*, 9(1): 38-52.

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## Appendix 2: Glossary

**Table 8: Glossary of terms**

<b>BEBS</b>	The Be Enterprising Be Successful programme
<b>Programme</b>	The overarching BEBS programme
<b>Sub-programmes</b>	Includes the four main elements of BEBS: the Entrepreneurship Masterclass; the Tenner Challenge; the Summer Activity Challenge; and the Company Programme, as well as other sub-programmes that were delivered as part of the BEBS initiative such as the Employability Masterclass and the Small Business Challenge.
<b>BLF</b>	The Big Lottery Fund – many consultees used ‘BLF’ rather than BEBS when referring to the programme.
<b>Regional Leads</b>	Young Enterprise Managers who lead the BEBS programme in each of the ten areas across England
<b>Young Enterprise Managers</b>	Young Enterprise Managers who deliver the BEBS programme in schools and colleges
<b>Centre Leads</b>	School or college staff who liaise with Young Enterprise Managers to deliver BEBS in their organisations



# Stakeholder discussion guide

*Thank you for agreeing to take part in this interview/online survey.*

*Thank you for completing the consent form.*

*All comments will be treated in confidence and not attributed to you or reported in a way that identifies you, without your prior consent.*

### Introduction

*The International Centre for Guidance Studies at the University of Derby has been commissioned by Young Enterprise to evaluate the Be Enterprising Be Successful (BEBS) programme comprising four elements of enterprise education: Entrepreneurial Masterclass; the Tenner Challenge; the Summer Activity Challenge and Young Enterprise Company Programme. The objectives of the research are to find out if BEBS:*

- Improves young people's employability skills?*
- Increases young people's understanding of the labour market and the range of work and employment opportunities that are available?*
- Improves young people's progression to employment, self-employment, education or training?*
- Exposes young people to positive role models and support the raising of aspirations?*

*As part of that research we are interviewing stakeholders and partners to find out their views on BEBS.*

### Q1: Your role and organisation

- i. What is your job role? (list).
- ii. What is your involvement with BEBS schemes?
- iii. How long have you been involved?
- iv. What kind of organisation do you work in? (business organisation, school, college/training provider, local authority, Young Enterprise, other).
- v. What are your organisation's objectives for being involved with BEBS programmes?
- vi. Which components of BEBS are you involved with? (list):

### Q2: Evidence of learning and personal development (young people)

- i. How are young people recruited and selected?
- ii. How is young people's learning and personal development recorded?
- iii. Do you (or your organisation) have evidence that participation in BEBS:
  - Improves young people's employability skills?*
  - Increases young people's understanding of the labour market and the range of work and employment opportunities that are available?*
  - Improves young people's progression to employment, self-employment, education or training?*
  - Exposes young people to positive role models?*
  - Supports the raising of aspirations?*

**Q3: Engaging young people in Be Enterprising Be Successful**

- i. In what ways do you think the BEBS brings about learning in young people?
- ii. What do you think works particularly well – and why?
- iii. Can you provide any examples (e.g. times, places, activities) when you think that young people progressed in their learning and personal development?
- iv. What methods and practices do you (or your colleagues) use to encourage young people to be involved in the BEBS?
- v. Is there anything else you would like to add about engaging young people in BEBS?

**Q5: Changes to practice**

- i. Has BEBS changed the way young people engage with/are involved in enterprise?  
(Please give examples)
- ii. Do you see any change within your own organisation that is attributable to BEBS? (Please give examples)

**Q6: Effectiveness in meeting its objectives**

- i. What do you understand about Young Enterprise's objectives and priorities for BEBS?
- ii. (If able to answer i) Do you think the BEBS is effective in meeting Young Enterprise's objectives and priorities? (Please explain how).
- iii. Has BEBS produced any unexpected effects or outcomes?
- iv. Are there any other objectives that the BEBS should be aimed to address?

**Q7: Value and benefits of Becoming Enterprising Becoming Successful**

- i. What are the main benefits of BEBS for:
  - young people
  - your organisation
- ii. Is BEBS impacting positively on enterprise education?
- iii. What aspects of BEBS do you value?
- iv. What are the shortcomings of the BEBS?
- v. Do you think there are advantages that BEBS provides that are missing from other enterprise programmes that you are aware of?
- vi. How could BEBS be improved?

**Q8: Finally, is there anything else you would like to add?**

If you would like to be notified when the report is published, please provide your contact details:

Name

Email

Telephone

Address

## Appendix 4: Focus group guide



## Focus group questions

### Introduction

*Thank you for agreeing to take part in this group discussion.*

*Thank you for completing the consent form.*

*All comments will be treated in confidence and not attributed to you or reported in a way that identifies you, in other words, you will not be able to be identified in our report.*

*As you know, I am from the University of Derby. We have been asked by Young Enterprise to evaluate the Be Enterprising Be Successful (BEBS) programme which you have been involved in, that is: the Entrepreneurial Masterclass; the Tenner Challenge; the Summer Activity Challenge and Young Enterprise Company Programme. I will ask you shortly which of these you have been involved in. We want to find out if BEBS:*

- Improves young people's employability skills?*
- Increases young people's understanding of the labour market and the range of work and employment opportunities that are available?*
- Improves young people's progression to employment, self-employment, education or training?*
- Exposes young people to positive role models and support the raising of aspirations?*

*Has anyone any questions before we start?*

- 1: Establish which of the four activities has been undertaken.
- 2: Why did you participate in x activity?
- 3: What did you expect x activity would be like?
- 4: What did you think you would learn? (probe for expectations)
- 5: What did you learn? (probe for skills, knowledge, attitudes)
- 6: Has x activity influenced your (career) plans for the future?
- 7: Tell me what you learned about the world of work. (probe for knowledge of labour market)
- 8: Looking back, has x activity changed you in any way?
- 9: What did you enjoy about x activity?
- 10: What did you dislike about x activity?
- 11: Did you meet anyone who impressed you? (probe what was impressive)
- 12: Would you recommend x activity to others? (if so ask why, if not, ask why not)
- 13: Any other comments?

## Appendix 5: Session Observation Plan

Note: This observation plan was expanded for use in the field



### Session observation in the BEBS evaluation

Observation is primarily aimed to assess whether BEBS sessions appear to support: increase in student understanding of employment, raise students' aspirations, improve students' employability skills and promote greater understanding of the range of opportunities.

A range of observable characteristics are included below; many characteristics of are non-verbal and may also be observed in their absence – e.g. not actively listening. The observation checklist is provided to systematise data collection and provide a robust framework for the evaluation. NB: the framework is not to be used to assess the quality of teaching.

Component	✓	Indicative characteristics	Notes
Setting		Location Indices of Deprivation <a href="https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015">https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015</a> School/College Name Room: approx. size, layout, etc. People's positions, e.g. circle, facing front, etc.	
Participants		No. of young people Facilitator(s) Teacher/Tutor Researcher	
Session plan		Aims/objectives and learning outcomes; Subject/topic content; Teacher/speaker/entrepreneur input;	

	<p>Student activity; Methods; Timings and resources;</p>	
<p>Observing student engagement with employment/enterprise: are students...?</p>	<p><i>Task-related:</i> Responding to tasks; Keeping to task; Avoiding irrelevancies; Combatting disruptive behaviour;</p> <p><i>Verbal:</i> Responding to questions; Asking questions; Participating in group/small group/paired discussion; Offering ideas/suggestions; Reinforcing/encouraging others' contributions;</p> <p><i>Non-verbal:</i> Active listening; Maintaining eye contact; Interested facial expressions; Using appropriate tone of voice; Ignoring distractions;</p>	
<p>Observing student interest in own skills development: are students...?</p>	<p><i>Task-related:</i> Working seriously; Applying self to the task; Encouraging others to apply to the task; Following instruction; Offering help;</p> <p><i>Verbal:</i> Seeking clarification;</p>	

	<p>Asking questions;          Relating content to other learning (e.g. subjects, future work)          Asking for help;          Declaring interest or ability;</p> <p><i>Non-verbal:</i>          Appearing confident;          Appearing eager to participate;</p>	
<p>Observing approach used by entrepreneur, speaker or class teacher:</p>	<p><i>Task-related:</i>          Use of lesson plan;          Adapting to class;          Use of work-related examples;          Involving all students;          Recapping; foreshadowing; homework/out of class work.</p> <p><i>Verbal:</i>          Initiating/focussing;          Clarifying/elaborating;          Questioning;          Promoting contributions/activities;          Locating agreement/understanding;          Summarising;</p> <p><i>Non-verbal:</i>          Supporting and encouraging;          Recognising irrelevancy;          Active listening;          Maintaining eye contact;          Awareness of students;</p>	

1-2-1 following lesson		
Entrepreneur/speaker's reflection of session:	Delivery of subject? Approaches used? Anything would do differently? View of change in student engagement and motivation? Suggestions for future practice? Barriers/enablers of entrepreneur/speaker contribution to the curriculum? Any other comments?	
Teacher observation of enterprise sessions:	Delivery of subject? Approaches used by entrepreneur/speaker? Typical behaviour of student group in regular classes? View of change in student engagement in employability? Suggestions for future practice? Barriers/enablers of enterprise contribution to the curriculum? Any other comments?	

## Appendix 6: Consent Form: Stakeholders



### Consent form

#### *Evaluation of Be Enterprising Be Successful*

The International Centre for Guidance Studies at the University of Derby has been asked by Young Enterprise to research the effectiveness of the *Be Enterprising Be Successful* programme.

The research will involve interviews with participants and those who work with them to find out their views about all or parts of the programme (e.g. the Tenner programme).

#### *Your involvement*

You will be asked to participate in either a group discussion at school/college or an interview conducted either face-to-face at your place of work or study or via the telephone.

#### *Confidentiality*

The information you provide will be held securely in line with data protection legislation and will not be supplied to a third party. Your information will be destroyed once the research has been completed. No responses made during interviews or observations or other data collected will be attributed to you without your prior consent.

We may digitally record any interview or group activities which take place. Recordings will be stored securely and will be destroyed at the end of the research.

**You have the right to withdraw from the research at any time without providing a reason.**

#### *Permission*

By signing you are agreeing to take part in interviews and agree for that data to be included in the research. You understand the process and have had a chance to ask questions to clarify aspects of the research. If you have any questions about this research, please contact Claire Shepherd [c.shepherd@derby.ac.uk](mailto:c.shepherd@derby.ac.uk) or 01332 591243 or your Young Enterprise contact.

Your name (PLEASE PRINT) .....

Your signature.....

Date

.....

School/college/employing organisation .....

## Appendix 7: Consent Form: Young People



### Consent form – young people

#### *Evaluation of Be Enterprising Be Successful*

The International Centre for Guidance Studies at the University of Derby has been asked by Young Enterprise to research the effectiveness of the *Be Enterprising Be Successful* programme (e.g. the Tenner programme).

#### *Your involvement*

You will be asked to join in either a group discussion or an interview in school or college after you have taken part in a *Be Enterprising Be Successful* session.

#### *Confidentiality*

The information you give us will be stored securely at the University of Derby and will not be passed on to anyone else. Your information will be destroyed once the research has been completed. No responses made during discussions, interviews or observed lessons or other data collected will include your name without your consent.

We may digitally record any interview or group activities which take place. Recordings will be stored securely and will be destroyed at the end of the research.

**You have the right to withdraw from the research at any time without providing a reason.**

#### *Permission*

By signing you are agreeing to take part in an interview or group discussion and agree that this data can be included anonymously in the research. You understand the process and have had a chance to ask questions to clarify aspects of the research. If you have any questions about this research, please contact Claire Shepherd at [c.shepherd@derby.ac.uk](mailto:c.shepherd@derby.ac.uk) or 01332 591243 or contact your Young Enterprise contact.

Your name (PLEASE PRINT) .....

Your signature.....

Date

.....

School/college/employing organisation .....

## Appendix 8: Data Output

### Descriptives Pairwise t-test statistical output

**Table 9: Baseline Descriptives**

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Baseline Teamwork score	2506	3	4.31	4.33	4.00	1.32
Baseline Problem Solving score	2506	3	3.83	4.00	4.00	1.35
Baseline financial capital score	2506	3	3.22	3.00	2.50	1.39
Baseline Communication score	2506	3	3.81	3.66	4.00	1.37
Baseline Enterprise ability score	2506	3	3.48	3.33	3.33	1.34
Baseline Organisation score	2506	3	3.47	3.50	3.00	1.35
Baseline Confidence score	2506	3	3.63	3.66	4.00	1.40
Baseline Resilience score	2506	3	3.69	3.66	3.67	1.34
Baseline Self-esteem score	2506	3	3.90	4.00	4.00	1.41
Baseline Aspirations score	2506	3	4.04	4.00	4.00	1.59
Baseline Intentions score	2506	3	3.92	4.00	4.00	1.57
Baseline Work Readiness score	2506	3	3.86	4.00	4.00	1.65

**Table 10: Post Master Class Descriptives**

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Post EMC Teamwork score	2081	428	5.20	5.33	6.00	1.22
Post EMC Problem solving score	2075	434	4.90	5.00	5.00	1.29
Post EMC Financial capability score	2048	461	4.40	4.50	4.00	1.47
Post EMC Communication score	2055	454	4.81	5.00	5.00	1.31
Post EMC Enterprise ability score	2055	454	4.63	4.66	5.00	1.34
Post EMC Organisation score	2064	445	4.64	4.50	4.00	1.36
Post EMC Aspirations score	2049	460	4.87	5.00	7.00	1.47
Post EMC Intentions score	2057	452	2.38	2.50	3.50	.92

**Table 11: Post Tenner Challenge Descriptives**

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Post tenner Teamwork score	844	1665	5.05	5.33	6.00	1.30
Post Tenner Challenge problem solving score	844	1665	4.79	5.00	5.50	1.43
Post Tenner Challenge financial capability score	844	1665	4.50	4.50	5.00	1.54
Post Tenner Challenge communication score	844	1665	4.78	5.00	6.33	1.46
Post Tenner Challenge enterprise ability score	844	1665	4.63	4.66	6.00	1.51
Post Tenner Challenge organisation score	844	1665	4.50	4.50	6.00	1.48
Post Tenner Challenge confidence score	844	1665	4.62	4.66	6.00	1.53
post Tenner Challenge resilience score	844	1665	4.77	5.00	5.00	1.55
Post Tenner Challenge self-esteem score	844	1665	4.81	5.00	6.50	1.53
Post Tenner Challenge aspirations score	844	1665	4.82	5.00	6.50	1.60
Post Tenner Challenge intentions score	844	1665	4.86	5.00	6.50	1.60
Post Tenner Challenge work readiness score	844	1665	5.00	5.00	6.00	1.64

**Table 12: Post Summer Activity Descriptives**

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Post summer teamwork score	162	2347	5.53	5.67	6	.94
Post summer problem solving score	162	2347	5.18	5.50	5	1.08
Post summer financial capability score	162	2347	4.55	4.50	5	1.46
Post summer communication score	162	2347	5.19	5.33	6	1.21
Post summer enterprise ability score	162	2347	4.98	5.00	5	1.25
Post summer organisation score	162	2347	5.19	5.33	6	1.84
Post summer confidence score	162	2347	5.19	5.33	6	1.84
Post summer resilience score	162	2347	5.03	5.00	5	1.22
Post summer Self-esteem score	162	2347	5.21	5.50	6	1.24

**Table 13: Paired samples T-tests Teamwork**

		t	df	Sig. (2-tailed)
Pair 1	Baseline Teamwork score - Post Tenner Challenge Teamwork score	-17.109	843	.000
Pair 1	Baseline Teamwork score - Post EMC Teamwork score	-33.550	2080	.000
Pair 1	Baseline Teamwork score - Post summer teamwork score	-11.470	161	.000

**Table 14: Paired Samples T-tests Problem Solving**

		t	df	Sig. (2-tailed)
Pair 1	Baseline Problem Solving score - Post EMC Problem solving score	-36.503	2074	.000
Pair 1	Baseline Problem Solving score - Post Tenner Challenge problem solving score	-19.425	843	.000
Pair 1	Baseline Problem Solving score - Post summer problem solving score	-13.003	161	.000

**Table 15: Paired Samples T-tests Financial Capability**

		t	df	Sig. (2-tailed)
Pair 1	Baseline financial capital score - Post EMC Financial capability score	-38.946	2047	.000
Pair 1	Baseline financial capital score - Post Tenner Challenge financial capability score	-24.464	843	.000
Pair 1	Baseline financial capital score - Post summer financial capability score	-12.198	161	.000

**Table 16: Paired Samples T-tests Communication**

		t	df	Sig. (2-tailed)
Pair 1	Baseline communication score - Post EMC communication score	-39.174	2054	.000
Pair 1	Baseline communication score - Post Tenner Challenge communication score	-21.156	843	.000
Pair 1	Baseline communication score - Post summer communication score	-14.162	161	.000

**Table 17: Paired Samples T-tests Enterprise Ability**

		t	df	Sig. (2-tailed)
Pair 1	Baseline enterprise ability score - Post EMC enterprise ability score	-39.174	2054	.000
Pair 1	Baseline enterprise ability score - Post Tenner Challenge enterprise ability score	-20.516	843	.000
Pair 1	Baseline enterprise ability score - Post summer enterprise ability score	-14.162	161	.000

**Table 18: Paired Samples T-tests Organisation**

		t	df	Sig. (2-tailed)
Pair 1	Baseline organisation score - Post EMC organisation score	-37.976	2063	.000
Pair 1	Baseline organisation score - Post Tenner Challenge organisation score	-20.516	843	.000
Pair 1	Baseline organisation score - Post summer organisation score	-10.000	161	.000

**Table 19: Paired Samples T-tests Confidence**

		t	df	Sig. (2-tailed)
Pair 1	Baseline confidence score - Post Tenner Challenge confidence score	-20.309	843	.000
Pair 1	Baseline confidence score - Post summer confidence score	-8.424	161	.000

**Table 20: Paired Samples T-tests Resilience**

		t	df	Sig. (2-tailed)
Pair 1	Baseline resilience score - Post Tenner Challenge resilience score	-20.250	843	.000
Pair 1	Baseline resilience score - Post summer resilience score	-11.354	161	.000

**Table 21: Paired Samples T-tests Self-esteem**

		t	df	Sig. (2-tailed)
Pair 1	Baseline self-esteem score - Post Tenner Challenge resilience score	-18.852	843	.000
Pair 1	Baseline self-esteem score - Post summer resilience score	-10.432	161	.000

**Table 22: Paired Samples T-tests Aspirations**

		t	df	Sig. (2-tailed)
Pair 1	Baseline aspirations score - Post EMC aspirations score	-26.335	2048	.000
Pair 1	Baseline aspirations score - Post Tenner Challenge aspirations score	-17.770	843	.000

**Table 23: Paired Samples T-tests Intentions**

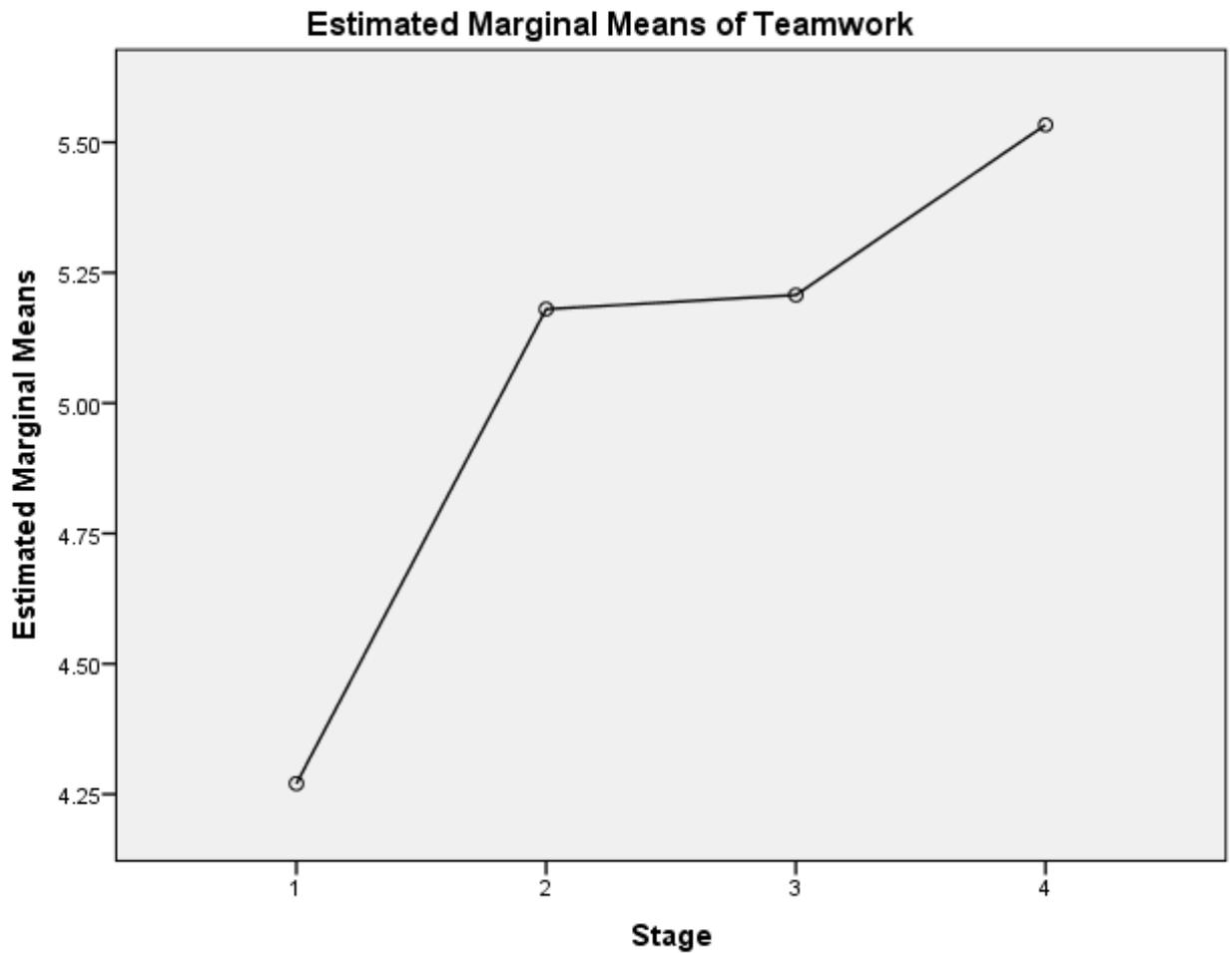
		t	df	Sig. (2-tailed)
Pair 1	Baseline intentions score - Post EMC intentions score	52.003	2056	.000
Pair 1	Baseline intentions score - Post Tenner Challenge intentions score	-18.682	843	.000

**Table 24: Paired Samples T-test Work Readiness**

		t	df	Sig. (2-tailed)
Pair 1	Baseline Work Readiness score - Post Tenner Challenge work readiness score	-19.964	843	.000

Repeated Measures ANOVA Statistical Output*Teamwork***Table 25: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Teamwork score	4.2703	1.36790	74
Post EMC Teamwork score	5.1802	1.34378	74
Post Tenner Challenge Teamwork score	5.2072	1.43314	74
Post summer teamwork score	5.53	.872	74



**Table 26: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.523	25.922 <sup>b</sup>	3.000	71.000	.000	.523
	Wilks' Lambda	.477	25.922 <sup>b</sup>	3.000	71.000	.000	.523
	Hotelling's Trace	1.095	25.922 <sup>b</sup>	3.000	71.000	.000	.523
	Roy's Largest Root	1.095	25.922 <sup>b</sup>	3.000	71.000	.000	.523

Partial Eta Squared = .5 = Small effect

**Table 27: Pairwise Comparisons**

Measure: Teamwork

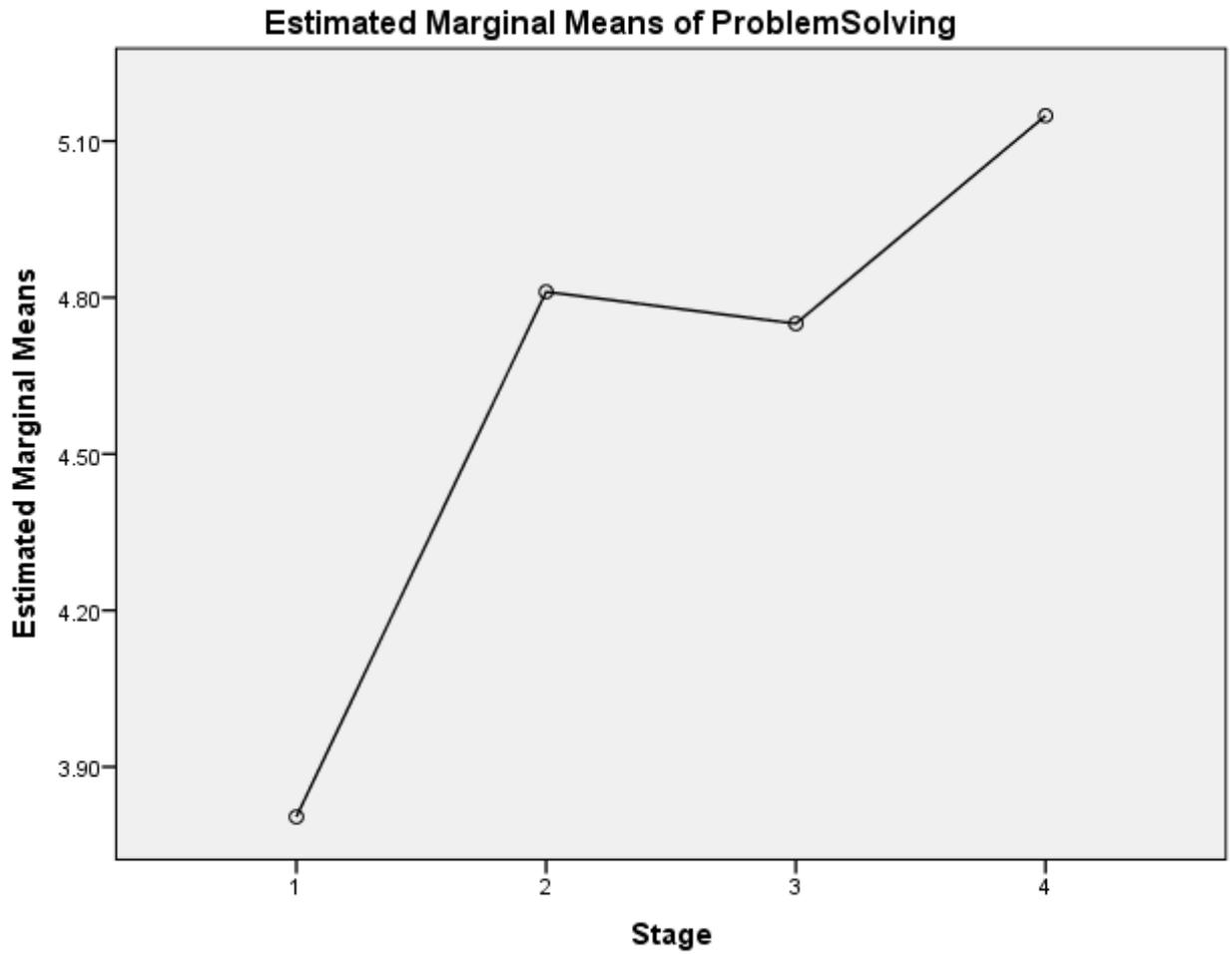
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-.910*	.124	.000	-1.246	-.573
	3	-.937*	.171	.000	-1.402	-.472
	4	-1.263*	.158	.000	-1.693	-.834
2	1	.910*	.124	.000	.573	1.246
	3	-.027	.159	1.000	-.458	.404
	4	-.353	.146	.108	-.749	.042
3	1	.937*	.171	.000	.472	1.402
	2	.027	.159	1.000	-.404	.458
	4	-.326	.172	.367	-.792	.139
4	1	1.263*	.158	.000	.834	1.693
	2	.353	.146	.108	-.042	.749
	3	.326	.172	.367	-.139	.792

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Problem Solving*



**Table 28: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Problem Solving score	3.8041	1.17572	74
Post EMC Problem solving score	4.8108	1.37667	74
Post Tenner Challenge problem solving score	4.7500	1.46243	74
Post summer problem solving score	5.15	1.023	74

**Table 29: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.575	31.976 <sup>b</sup>	3.000	71.000	.000	.575
	Wilks' Lambda	.425	31.976 <sup>b</sup>	3.000	71.000	.000	.575
	Hotelling's Trace	1.351	31.976 <sup>b</sup>	3.000	71.000	.000	.575
	Roy's Largest Root	1.351	31.976 <sup>b</sup>	3.000	71.000	.000	.575

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 30: Pairwise Comparisons**

Measure: Problem Solving

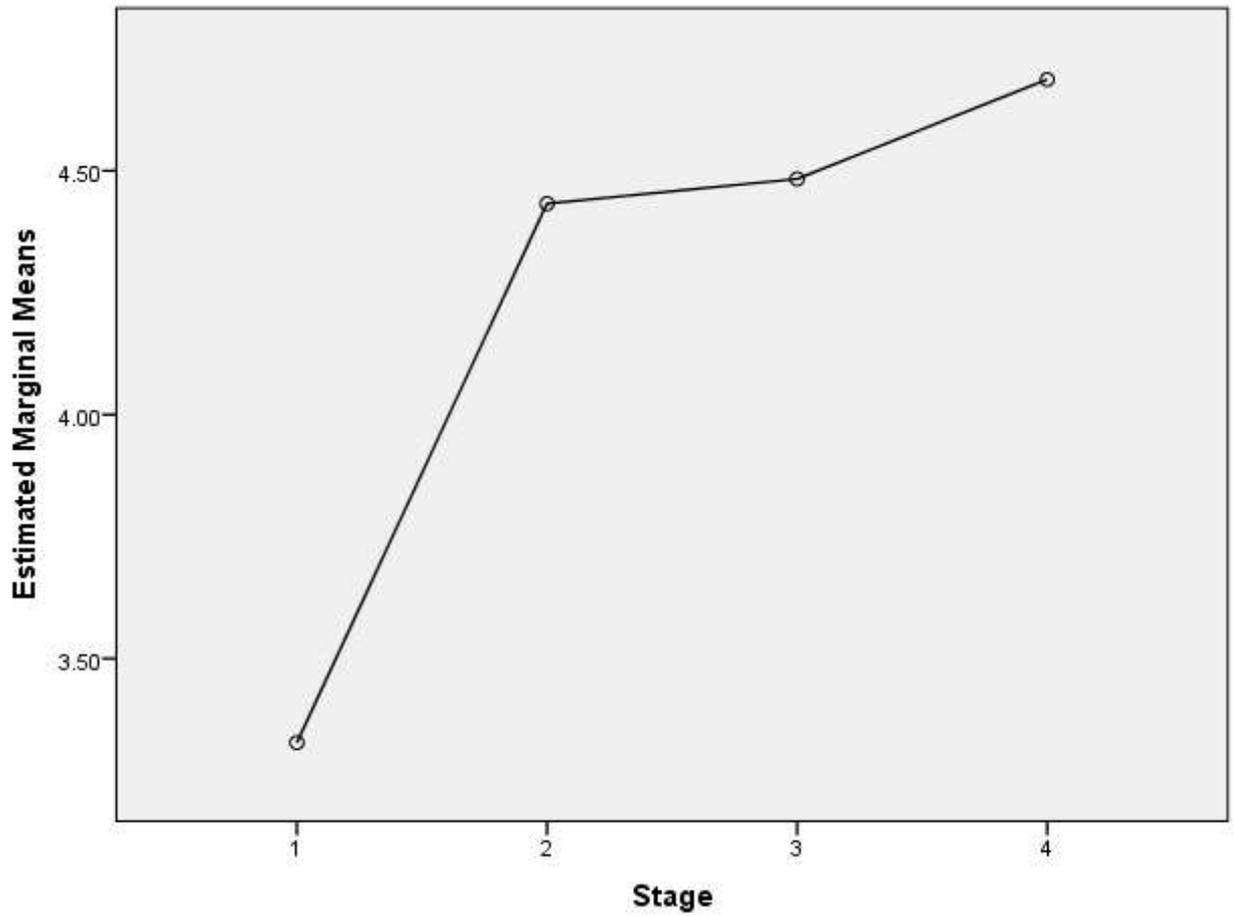
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.007 <sup>*</sup>	.132	.000	-1.364	-.649
	3	-.946 <sup>*</sup>	.179	.000	-1.432	-.460
	4	-1.345 <sup>*</sup>	.147	.000	-1.745	-.945
2	1	1.007 <sup>*</sup>	.132	.000	.649	1.364
	3	.061	.155	1.000	-.360	.481
	4	-.338	.146	.142	-.734	.059
3	1	.946 <sup>*</sup>	.179	.000	.460	1.432
	2	-.061	.155	1.000	-.481	.360
	4	-.399	.173	.144	-.868	.070
4	1	1.345 <sup>*</sup>	.147	.000	.945	1.745
	2	.338	.146	.142	-.059	.734
	3	.399	.173	.144	-.070	.868

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Financial Capability*



**Table 31: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline financial capability score	3.3277	1.34847	74
Post EMC Financial capability score	4.4324	1.57967	74
Post Tenner Challenge financial capability score	4.4831	1.55015	74
Post summer financial capability score	4.69	1.286	74

**Table 32: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.611	37.182 <sup>b</sup>	3.000	71.000	.000	.611
	Wilks' Lambda	.389	37.182 <sup>b</sup>	3.000	71.000	.000	.611
	Hotelling's Trace	1.571	37.182 <sup>b</sup>	3.000	71.000	.000	.611
	Roy's Largest Root	1.571	37.182 <sup>b</sup>	3.000	71.000	.000	.611

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 33: Pairwise Comparisons**

Measure: FinancialCapital

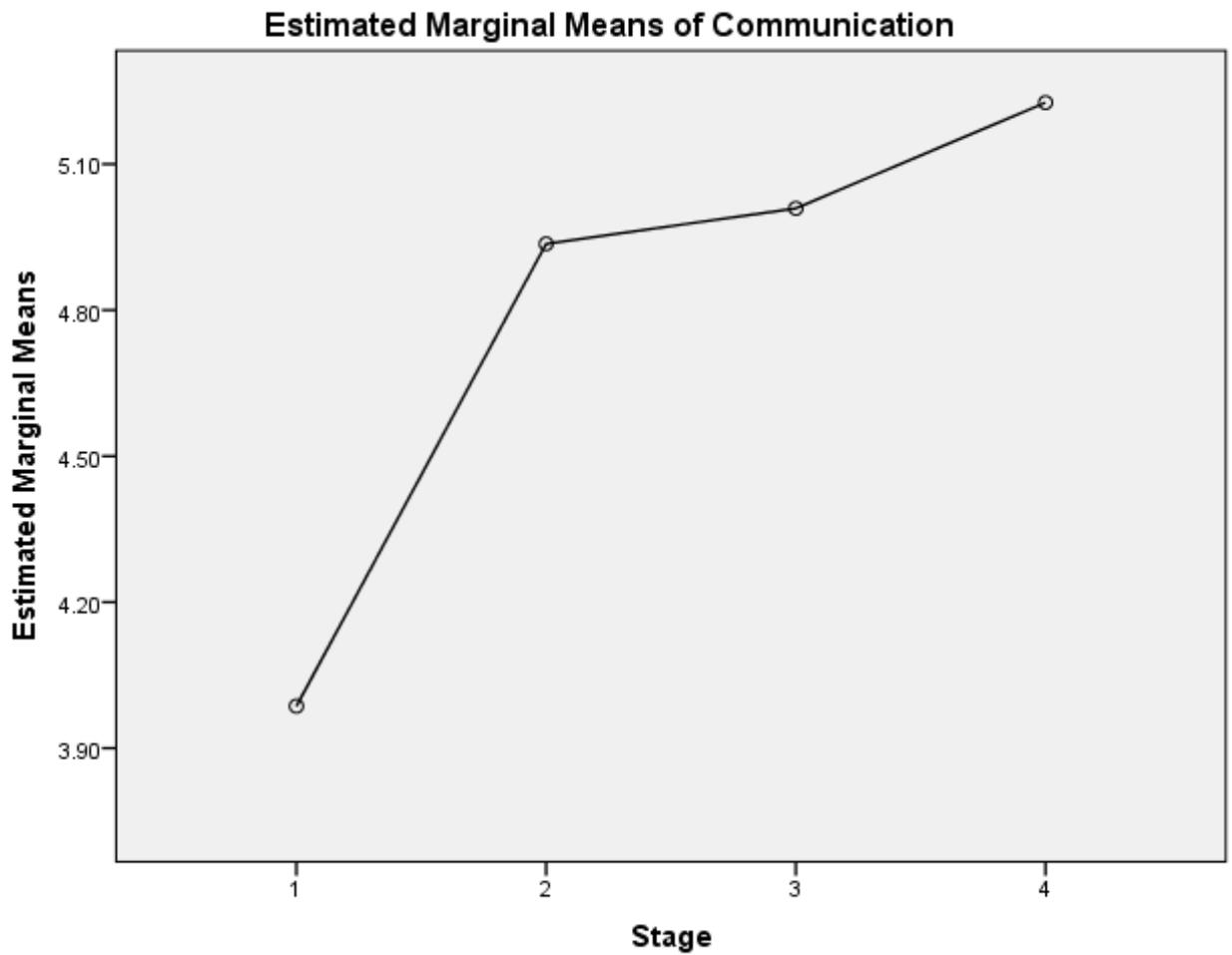
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.105 <sup>*</sup>	.128	.000	-1.451	-.759
	3	-1.155 <sup>*</sup>	.171	.000	-1.620	-.691
	4	-1.359 <sup>*</sup>	.151	.000	-1.768	-.950
2	1	1.105 <sup>*</sup>	.128	.000	.759	1.451
	3	-.051	.161	1.000	-.488	.387
	4	-.255	.158	.673	-.684	.175
3	1	1.155 <sup>*</sup>	.171	.000	.691	1.620
	2	.051	.161	1.000	-.387	.488
	4	-.204	.149	1.000	-.607	.199
4	1	1.359 <sup>*</sup>	.151	.000	.950	1.768
	2	.255	.158	.673	-.175	.684
	3	.204	.149	1.000	-.199	.607

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Communication*



**Table 34: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Communication score	3.9863	1.38381	73
Post EMC Communication score	4.9361	1.49139	73
Post Tenner Challenge communication score	5.0091	1.52345	73
Post summer communication score	5.23	1.126	73

**Table 35: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.528	26.149 <sup>b</sup>	3.000	70.000	.000	.528
	Wilks' Lambda	.472	26.149 <sup>b</sup>	3.000	70.000	.000	.528
	Hotelling's Trace	1.121	26.149 <sup>b</sup>	3.000	70.000	.000	.528
	Roy's Largest Root	1.121	26.149 <sup>b</sup>	3.000	70.000	.000	.528

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 36: Pairwise Comparisons**

Measure: Communication

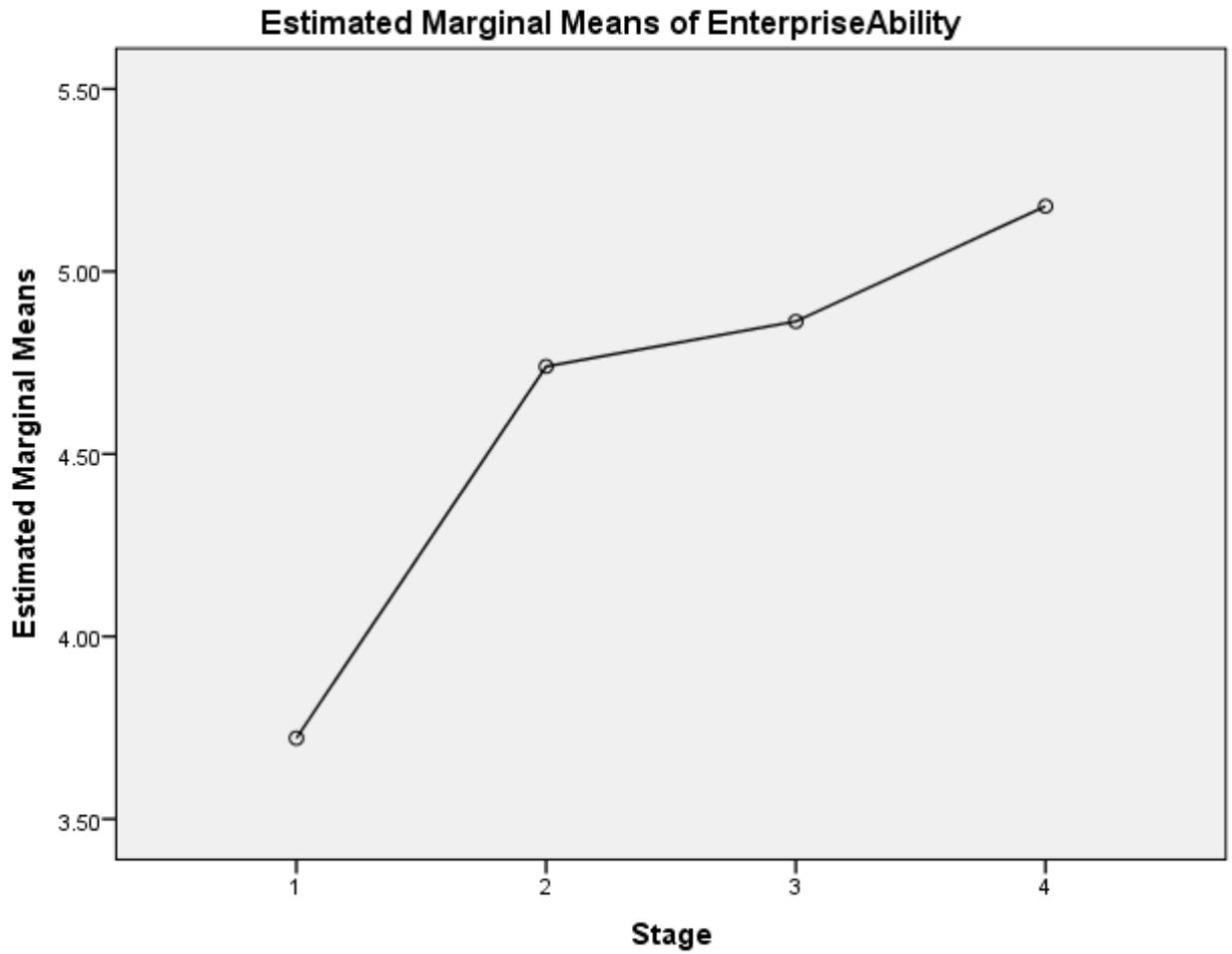
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-.950 <sup>*</sup>	.137	.000	-1.322	-.577
	3	-1.023 <sup>*</sup>	.168	.000	-1.479	-.566
	4	-1.240 <sup>*</sup>	.146	.000	-1.636	-.844
2	1	.950 <sup>*</sup>	.137	.000	.577	1.322
	3	-.073	.132	1.000	-.430	.284
	4	-.290	.138	.235	-.665	.085
3	1	1.023 <sup>*</sup>	.168	.000	.566	1.479
	2	.073	.132	1.000	-.284	.430
	4	-.217	.137	.699	-.588	.154
4	1	1.240 <sup>*</sup>	.146	.000	.844	1.636
	2	.290	.138	.235	-.085	.665
	3	.217	.137	.699	-.154	.588

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Enterprise Ability*



**Table 37: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Enterprise ability score	3.7215	1.27779	73
Post EMC Enterprise ability score	4.7397	1.33824	73
Post Tenner Challenge enterprise ability score	4.8630	1.56331	73
Post summer enterprise ability score	5.18	1.048	73

**Table 38: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.681	49.890 <sup>b</sup>	3.000	70.000	.000	.681
	Wilks' Lambda	.319	49.890 <sup>b</sup>	3.000	70.000	.000	.681
	Hotelling's Trace	2.138	49.890 <sup>b</sup>	3.000	70.000	.000	.681
	Roy's Largest Root	2.138	49.890 <sup>b</sup>	3.000	70.000	.000	.681

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 39: Pairwise Comparisons**

Measure: Enterprise Ability

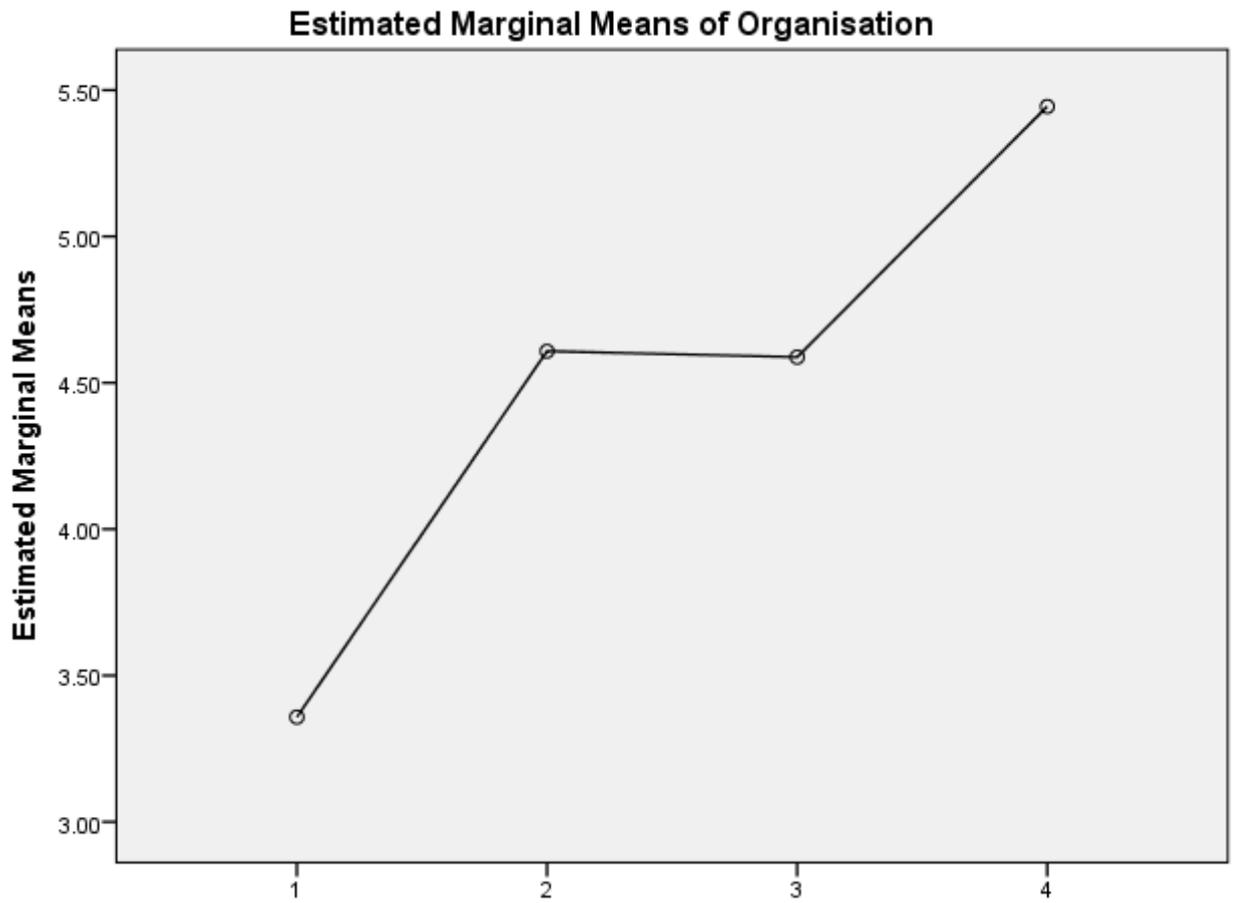
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.018*	.107	.000	-1.310	-.727
	3	-1.142*	.163	.000	-1.584	-.699
	4	-1.457*	.133	.000	-1.818	-1.096
2	1	1.018*	.107	.000	.727	1.310
	3	-.123	.145	1.000	-.518	.271
	4	-.439*	.137	.012	-.810	-.068
3	1	1.142*	.163	.000	.699	1.584
	2	.123	.145	1.000	-.271	.518
	4	-.316	.159	.302	-.746	.115
4	1	1.457*	.133	.000	1.096	1.818
	2	.439*	.137	.012	.068	.810
	3	.316	.159	.302	-.115	.746

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Organisation*



**Table 40: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Organisation score	3.3581	1.22340	74
Post EMC Organisation score	4.6081	1.46013	74
Post Tenner Challenge organisation score	4.5878	1.52683	74
Post summer organisation score	5.44	2.246	74

**Table 41: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.593	34.522 <sup>b</sup>	3.000	71.000	.000	.593
	Wilks' Lambda	.407	34.522 <sup>b</sup>	3.000	71.000	.000	.593
	Hotelling's Trace	1.459	34.522 <sup>b</sup>	3.000	71.000	.000	.593
	Roy's Largest Root	1.459	34.522 <sup>b</sup>	3.000	71.000	.000	.593

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 42: Pairwise Comparisons**

Measure: Organisation

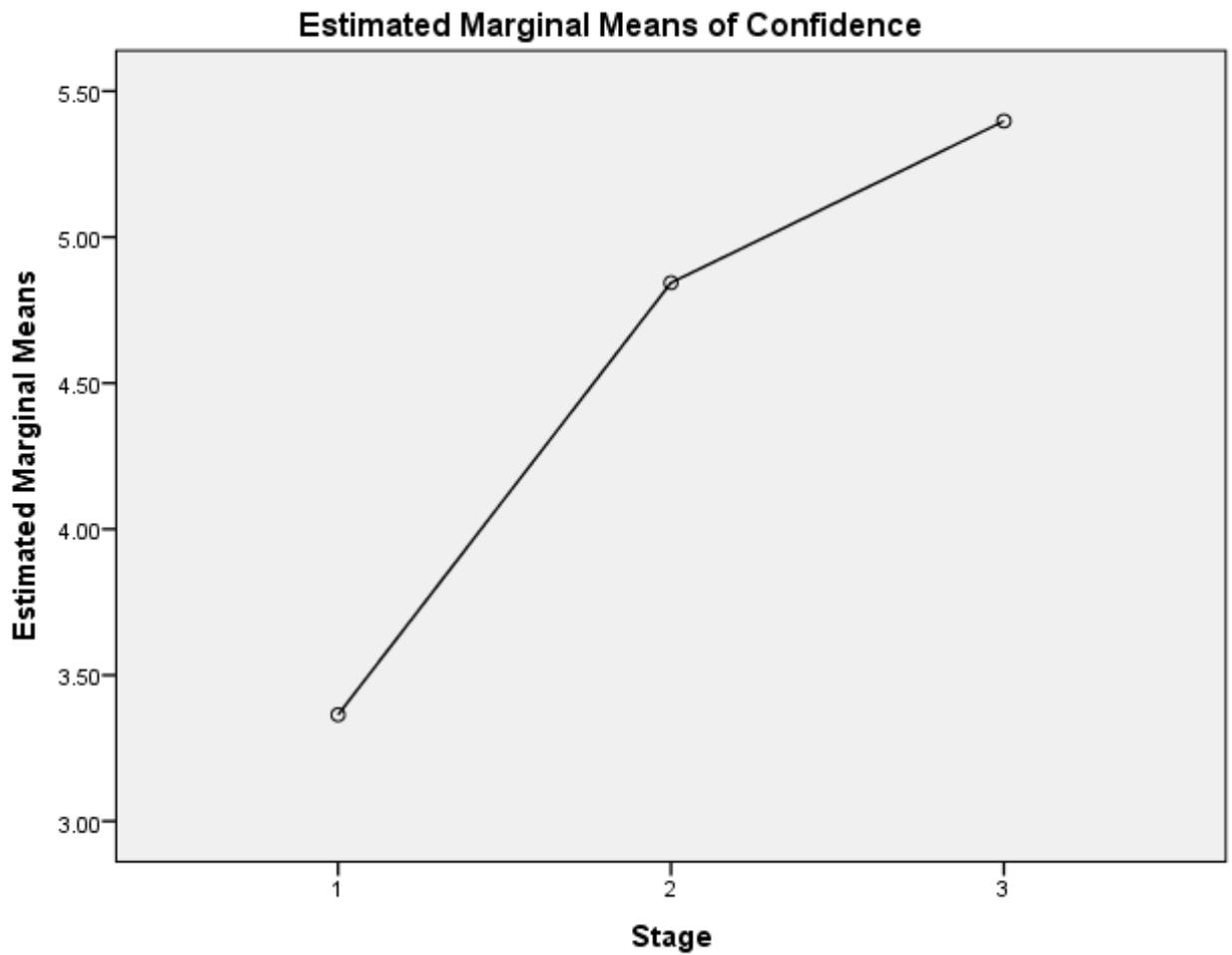
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.250 <sup>*</sup>	.150	.000	-1.656	-.844
	3	-1.230 <sup>*</sup>	.151	.000	-1.638	-.821
	4	-2.086 <sup>*</sup>	.306	.000	-2.916	-1.257
2	1	1.250 <sup>*</sup>	.150	.000	.844	1.656
	3	.020	.175	1.000	-.455	.496
	4	-.836 <sup>*</sup>	.275	.020	-1.583	-.089
3	1	1.230 <sup>*</sup>	.151	.000	.821	1.638
	2	-.020	.175	1.000	-.496	.455
	4	-.856 <sup>*</sup>	.280	.018	-1.615	-.098
4	1	2.086 <sup>*</sup>	.306	.000	1.257	2.916
	2	.836 <sup>*</sup>	.275	.020	.089	1.583
	3	.856 <sup>*</sup>	.280	.018	.098	1.615

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Confidence



**Table 43: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Organisation score	3.3642	1.25003	81
Post Tenner Challenge confidence score	4.8436	1.50193	81
Post summer confidence score	5.40	2.166	81

**Table 44: Multivariate Tests<sup>a</sup>**

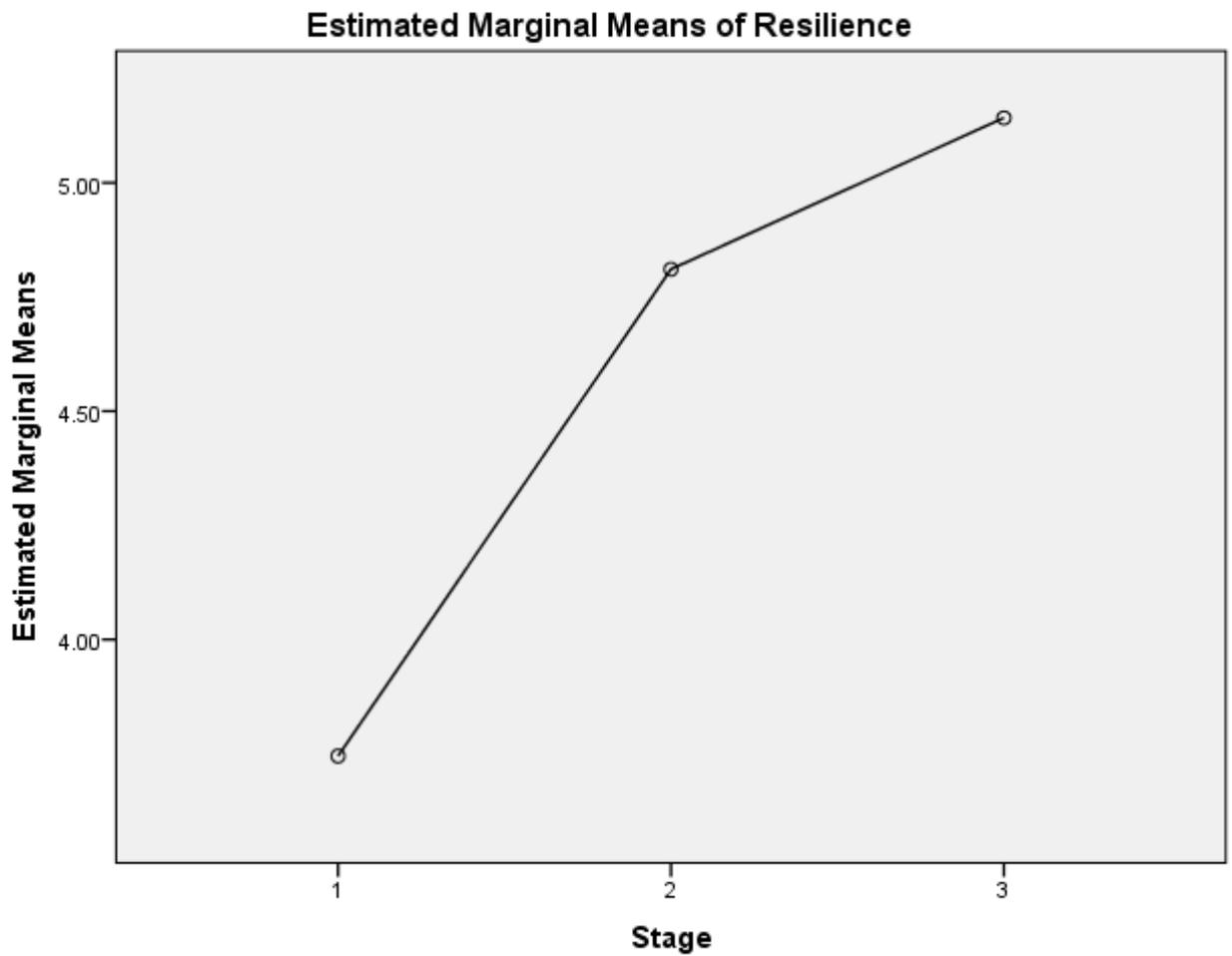
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.548	47.901 <sup>b</sup>	2.000	79.000	.000	.548
	Wilks' Lambda	.452	47.901 <sup>b</sup>	2.000	79.000	.000	.548
	Hotelling's Trace	1.213	47.901 <sup>b</sup>	2.000	79.000	.000	.548
	Roy's Largest Root	1.213	47.901 <sup>b</sup>	2.000	79.000	.000	.548

**Table 45: Pairwise Comparisons**

Measure: Confidence

(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.479*	.158	.000	-1.865	-1.094
	3	-2.033*	.286	.000	-2.733	-1.334
2	1	1.479*	.158	.000	1.094	1.865
	3	-.554	.253	.093	-1.171	.064
3	1	2.033*	.286	.000	1.334	2.733
	2	.554	.253	.093	-.064	1.171

*Resilience*



**Table 46: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Resilience score	3.7449	1.19869	81
post Tenner Challenge resilience score	4.8107	1.49345	81
Post summer resilience score	5.14	1.053	81

**Table 47: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.538	46.049 <sup>b</sup>	2.000	79.000	.000	.538
	Wilks' Lambda	.462	46.049 <sup>b</sup>	2.000	79.000	.000	.538
	Hotelling's Trace	1.166	46.049 <sup>b</sup>	2.000	79.000	.000	.538
	Roy's Largest Root	1.166	46.049 <sup>b</sup>	2.000	79.000	.000	.538

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 48: Pairwise Comparisons**

Measure: Resilience

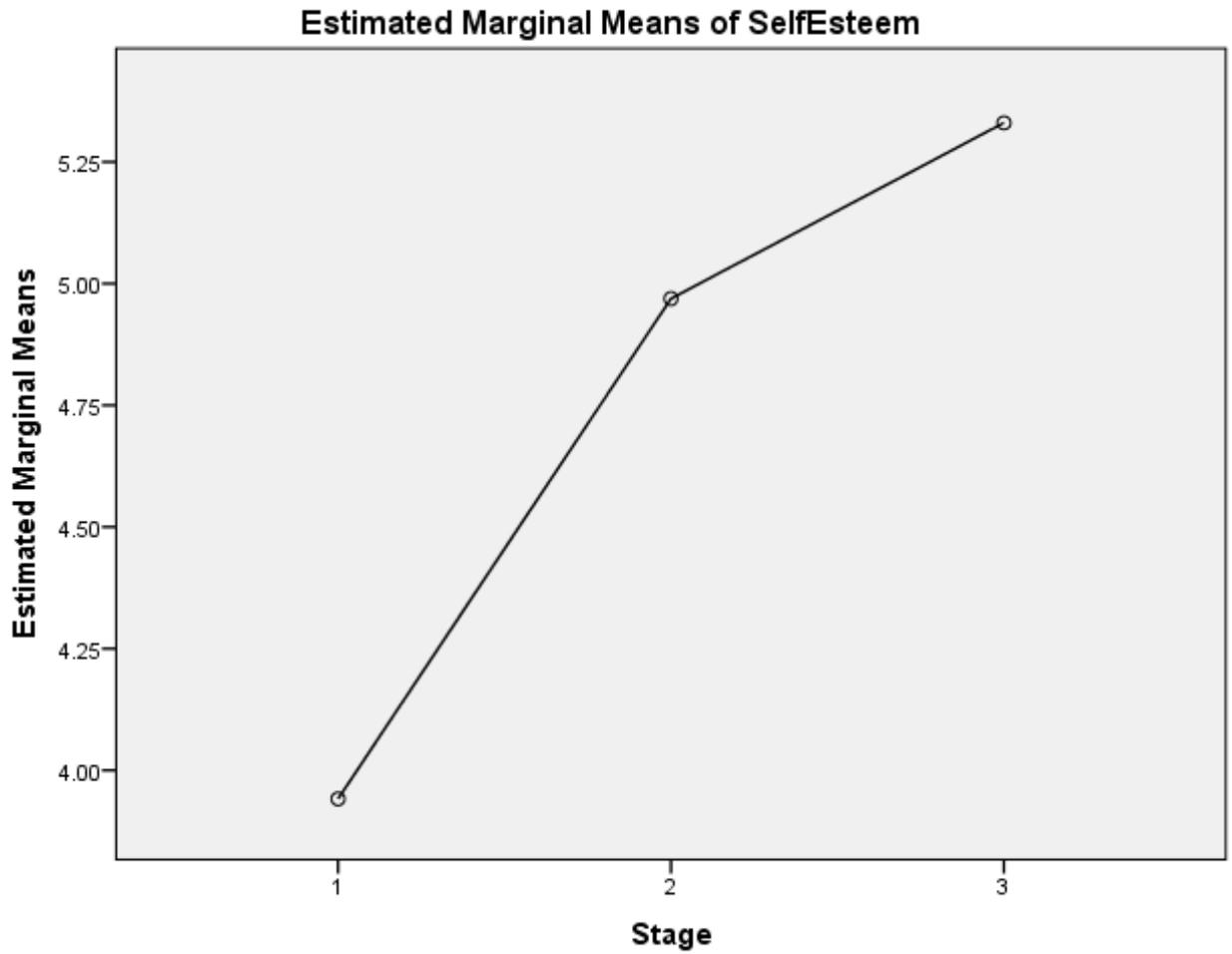
(I) Stage	(J) Stage	Mean Difference		Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
		(I-J)	Std. Error		Lower Bound	Upper Bound
1	2	-1.066 <sup>*</sup>	.171	.000	-1.485	-.647
	3	-1.397 <sup>*</sup>	.145	.000	-1.752	-1.043
2	1	1.066 <sup>*</sup>	.171	.000	.647	1.485
	3	-.332	.143	.069	-.681	.018
3	1	1.397 <sup>*</sup>	.145	.000	1.043	1.752
	2	.332	.143	.069	-.018	.681

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Self-Esteem*



**Table 49: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Self-esteem score	3.9414	1.15195	81
Post Tenner Challenge self-esteem score	4.9691	1.40166	81
Post summer self-esteem score	5.33	1.068	81

**Table 50: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.532	44.931 <sup>b</sup>	2.000	79.000	.000	.532
	Wilks' Lambda	.468	44.931 <sup>b</sup>	2.000	79.000	.000	.532
	Hotelling's Trace	1.137	44.931 <sup>b</sup>	2.000	79.000	.000	.532
	Roy's Largest Root	1.137	44.931 <sup>b</sup>	2.000	79.000	.000	.532

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 51: Pairwise Comparisons**

Measure: SelfEsteem

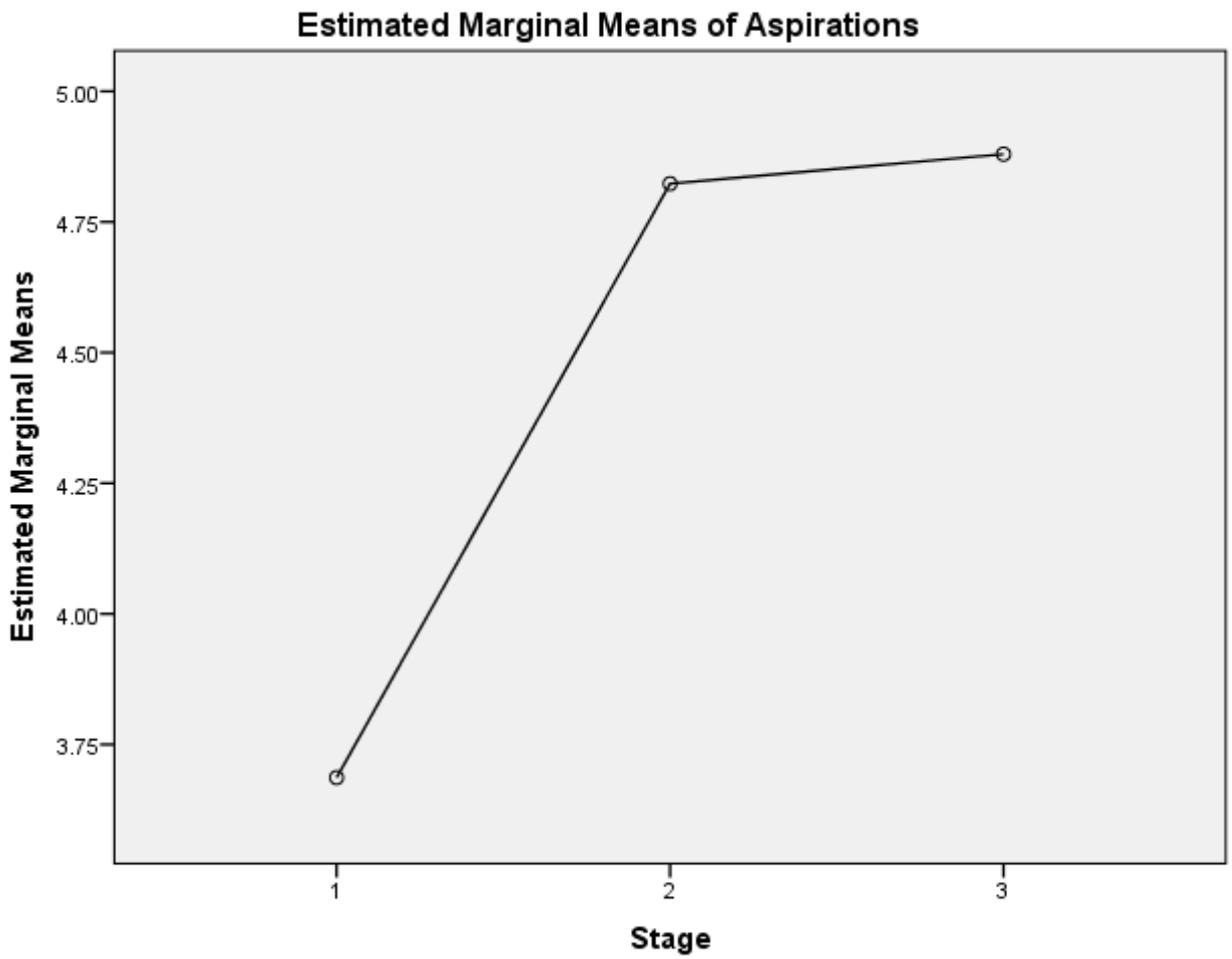
(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.028 <sup>*</sup>	.166	.000	-1.434	-.621
	3	-1.389 <sup>*</sup>	.146	.000	-1.747	-1.031
2	1	1.028 <sup>*</sup>	.166	.000	.621	1.434
	3	-.361 <sup>*</sup>	.145	.045	-.717	-.006
3	1	1.389 <sup>*</sup>	.146	.000	1.031	1.747
	2	.361 <sup>*</sup>	.145	.045	.006	.717

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

*Aspirations*



**Table 52: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Aspirations score	3.6866	1.49553	769
Post EMC Aspirations score	4.8231	1.46862	769
Post Tenner Challenge aspirations score	4.8797	1.57634	769

**Table 53: Multivariate Tests<sup>a</sup>**

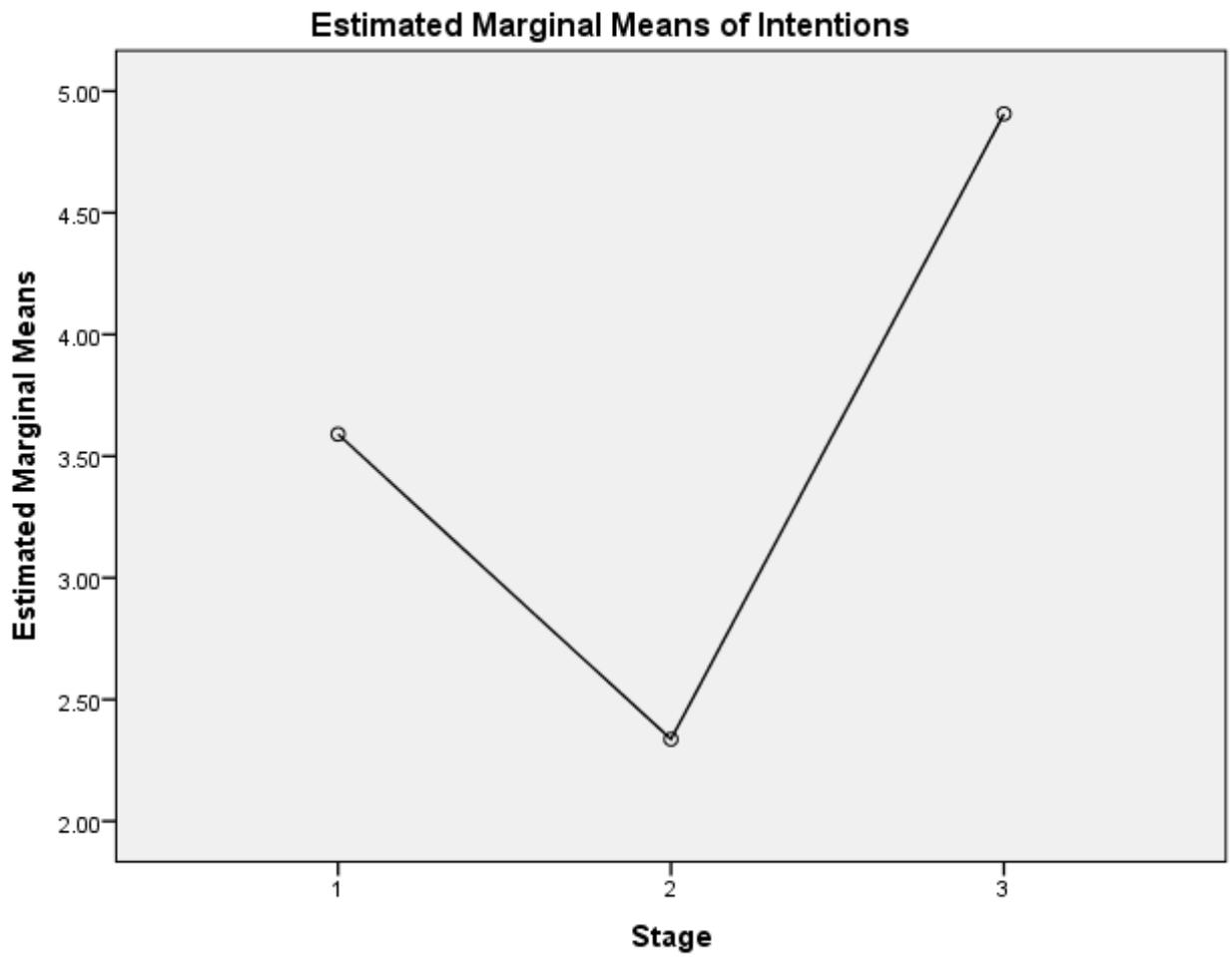
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.368	223.312 <sup>b</sup>	2.000	767.000	.000	.368
	Wilks' Lambda	.632	223.312 <sup>b</sup>	2.000	767.000	.000	.368
	Hotelling's Trace	.582	223.312 <sup>b</sup>	2.000	767.000	.000	.368
	Roy's Largest Root	.582	223.312 <sup>b</sup>	2.000	767.000	.000	.368

**Table 54: Pairwise Comparisons**

Measure: Aspirations

(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	-1.137 <sup>*</sup>	.056	.000	-1.270	-1.003
	3	-1.193 <sup>*</sup>	.069	.000	-1.358	-1.028
2	1	1.137 <sup>*</sup>	.056	.000	1.003	1.270
	3	-.057	.053	.868	-.185	.071
3	1	1.193 <sup>*</sup>	.069	.000	1.028	1.358
	2	.057	.053	.868	-.071	.185

*Intentions*



**Table 55: Descriptive Statistics**

	Mean	Std. Deviation	N
Baseline Intentions score	3.5900	1.50421	772
Post EMC Intentions score	2.3368	.94905	772
Post Tenner Challenge intentions score	4.9067	1.56228	772

**Table 56: Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis s df	Error df	Sig.	Partial Eta Squared
Stage	Pillai's Trace	.797	1511.090 <sup>b</sup>	2.000	770.000	.000	.797
	Wilks' Lambda	.203	1511.090 <sup>b</sup>	2.000	770.000	.000	.797
	Hotelling's Trace	3.925	1511.090 <sup>b</sup>	2.000	770.000	.000	.797
	Roy's Largest Root	3.925	1511.090 <sup>b</sup>	2.000	770.000	.000	.797

a. Design: Intercept

Within Subjects Design: Stage

b. Exact statistic

**Table 57: Pairwise Comparisons**

Measure: Intentions

(I) Stage	(J) Stage	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
1	2	1.253 <sup>*</sup>	.053	.000	1.126	1.380
	3	-1.317 <sup>*</sup>	.072	.000	-1.490	-1.144
2	1	-1.253 <sup>*</sup>	.053	.000	-1.380	-1.126
	3	-2.570 <sup>*</sup>	.051	.000	-2.692	-2.448
3	1	1.317 <sup>*</sup>	.072	.000	1.144	1.490
	2	2.570 <sup>*</sup>	.051	.000	2.448	2.692

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.