



YOUNG ENTERPRISE TENNER CHALLENGE

EVALUATION 2016



SUPPORTED BY



Young Enterprise

Our vision

We believe that all young people should be given the best chance for a rewarding future in work and life - no matter where they start their journey.

Our mission

We believe that the potential of the UK's young people is unlimited, and an academic education on its own is not enough. Our mission is to empower young people to discover, develop and celebrate their skills and potential.

Young Enterprise works directly with young people, their teachers and parents, businesses and influencers to build a successful and sustainable future for all young people and society at large. Through our hands-on employability, enterprise and financial education programmes, resources and teacher training, we want to eradicate youth unemployment, help young people realise their potential beyond education and empower a generation to learn, to work and to live.

The Tenner Challenge

The Tenner Challenge is a four week UK-wide competition that challenges young people aged 11-19 to take a £10 pledge to do something enterprising, make a difference and give back to society. This year, the Tenner Challenge took place from 22nd February to 18th March 2016.

The Tenner Challenge represents a safe environment for young people to experience setting up and running their own enterprise; from creating a product, designing a company logo, working as a team, and managing a budget to trading with the public¹. Tenner also encourages social action as many students set up projects with, all or part of, the proceeds donated to local communities, schools or charities. Thus, through learning-by-doing, the Tenner Challenge offers a platform for young people to build and develop key employability skills.

Curriculum Relevance

Tenner helps schools in providing diverse learning opportunities in order to develop those character attributes which underpin success in education and employment such as: resilience, communication and teamwork. Specifically participation in Tenner helps schools and teachers:

- Meet their statutory requirements
- Motivate and inspire their students
- Prepare young people for the next stage of life.

Schools in England are required under the National Curriculum to promote a curriculum that is broadly balanced and meets the needs of all pupils. This includes:

¹ Young Enterprise insures them for both public liability and product insurance under participating terms and conditions.

offering a planned programme of careers guidance and aspiration to prepare young people for life in modern Britain, developing the values, skills and behaviours they need to succeed in life.

Tenner contributes to this in several ways:

- Promotes employability skills so that students are well prepared for the next stage of their education, employment, self-employment or training, in support of **Ofsted requirements**
- Provides an opportunity for young people to become **active citizens** by giving back to their **school and community** through their Tenner activities and in choosing how to use their profits
- Offers a taster of what it is like to be an entrepreneur - Tenner provides pupils with an opportunity to develop entrepreneurial skills that will support their transition to employment or self-employment
- Supports **PSHE education** by providing an opportunity for students to make informed decisions, be enterprising and be ambitious.

In Wales, secondary schools are required to provide opportunities to learn about enterprise, wealth creation, employability, and the world of work. Also, schools should aim to prepare young people for life in modern Britain by developing the values, skills and behaviours they need to succeed in life. Tenner contributes to this in several key ways such as, supporting pupils in meeting the Enterprise and Employability Challenge element of the new **Welsh Baccalaureate**. Tenner also contributes to some of the learning outcomes identified in the **Careers and World of Work framework**: by offering a taster of what it is like to be an entrepreneur and also, providing students with an opportunity to develop entrepreneurial skills that will support their transition to employment or self-employment.

Key Outputs, Outcomes and Impact Measures

Young Enterprise is passionate about ensuring that our programmes contribute to young people's skills development. We believe that early school interventions improve social mobility and outcomes for young people.

We are committed to the monitoring and evaluation of our programmes, enabling us to generate evidence of what works and establish links between enterprise education and targeted outcomes.

Tenner 2016 Deliverables

- **517** UK centres registered
- **20,371** young people participated
- Average profit: **£98** per team
- Total profit of top 50 teams: **£26,685**
- **57%** of teams donated all or part of their profits to charities with a total of **£22,382**; the highest donation being **£5,006**
- **85%** of students would recommend Tenner to friends

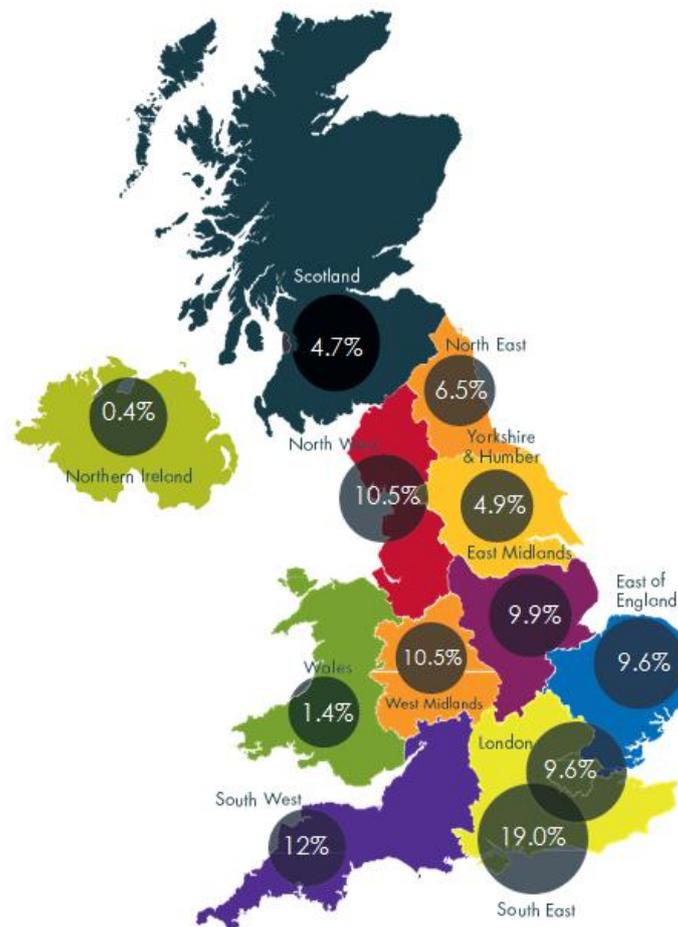
- **82%** of students feel Tenner provided a unique opportunity to learn & achieve new things
- Average of **2** students per team
- Average of **10** teams per school
- Average age of young person participating is **14**
- **69%** of young people experienced a progression in 1 to 5 employability competencies
- **65%** of students stated an intention to partake in extra curricular activities outside school following the Tenner Challenge
- **84%** of teachers were attracted to the Tenner Challenge for the 'real experience' it offers to young people

Who and Where are the Tenner Participants?

Young People

Based on the 20,371 students who participated in Tenner, the highest number of student participants was in the South East (19%) closely followed by the South West (12%), North West and West Midlands (10.5%). Figure one shows the number of student participants by region.

Figure 1: Student Participants (regional breakdown)



Year Groups

Upon completing their online registrations, teachers select the year groups that are taking part in the Tenner Challenge. Data shows that over a third of teachers (42%) teach year 9 and year 10. Figure two shows the breakdown by year group.

Figure 2: Year groups taking part in Tenner



Centres

Looking at 517 registered centres, Tenner was mostly endorsed in the South East (17%) followed by South West, North West and London (each at 12%). Table one illustrates the year-on-year percentage change by region. The largest growth in Tenner engagement was in the North West, with an increase of 33% from last year's Tenner Challenge. The most noticeable fall was in Yorkshire & Humber with a decrease in registered centres from 9% in 2015 to 5% in 2016.

Table 1: Registered Centres (year-on-year percentage change)

Region	% Breakdown 2015	% Breakdown 2016	% change year-on-year
South East	15%	17%	13%
London	11%	12%	9%
North West	9%	12%	33%
South West	12%	12%	0%
West Midlands	11%	11%	0%
East Midlands	8%	8%	0%
East of England	9%	8%	- 11%
North East	5%	6%	20%
Scotland	6%	5%	- 17%

Yorkshire & Humber	9%	5%	-44%
Northern Ireland	2%	2%	0%
Wales	3%	2%	-33%

Centres Composition

Table two illustrates the Tenner centres composition. A third of registered centres are comprehensive schools (30%) followed closely by Academies (27%).

Table 2: Tenner centres composition

Centre type	% breakdown
Secondary School - Comprehensive	30%
Secondary School - Academy	27%
Secondary School - Private	11%
Special School	9%
FE/College	8%
Other	7%
Secondary School - Grammar	3%
Free School	3%
Youth Group	2%

What Young People Said ?

"I think Tenner was a great opportunity for my group to feel what it would be like to run a business. We all worked really hard and I think it was motivating for us all to see the rewards of our efforts."

Student, aged 12, South East

"I think the Tenner Challenge was a really great project to take part in. It has taught me so much. Going out and doing it yourself is a much better way of learning about business in the real world than sitting in a classroom."

Student, aged 13, Scotland

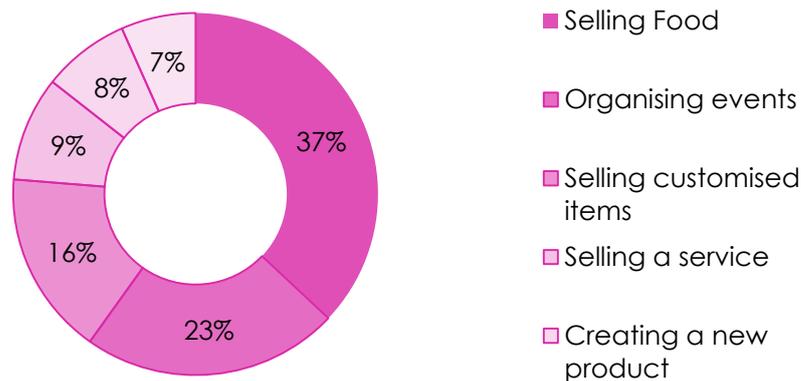
"The Tenner Challenge was a great experience and I have found it a great way to learn more about finance in a business situation. It has also boosted my confidence on selling cakes to others that I don't know."

Student, aged 14, North West

Team Activities

Approximately **40% of teams sold food** with popular examples being: selling sweets, cake and other assorted baked goods. This was followed by **23% who organised events** e.g. sponsored walks, raffles, sport tournaments etc. Figure three provides a breakdown of team activities.

Figure 3: Team activities



Employability Skills Development

The [Employability Competency Framework](#) developed by Young Enterprise supports the Tenner Challenge evaluation process, capturing young people's skills progression across the following ten competencies:

1. Resilience
2. Problem solving
3. Teamwork – cooperation
4. Communication
5. Confidence
6. Organisation
7. Teamwork – listening
8. Work readiness
9. Adaptability²
10. Creativity

"I think that Tenner has been a great opportunity for me to further develop my team work and business skills. Knowing that the money is for charity made me work harder throughout the course of the challenge! :D"

Student, aged 13, Scotland

Participants were surveyed before and immediately after Tenner to identify changes in skills and intentions. Our test sample is composed of **1,434 students**, belonging to **584 teams** across **153 schools**. Students were presented with statements and asked to rate their confidence in achieving skill specific tasks on a 5-point Likert scale (1=very unconfident, 5=very confident)¹. Young people's results were matched using unique identifiers for individuals and teams, thereby enabling us to calculate the

² For Tenner, Adaptability and Creativity are also tested but are not part of the core employability framework

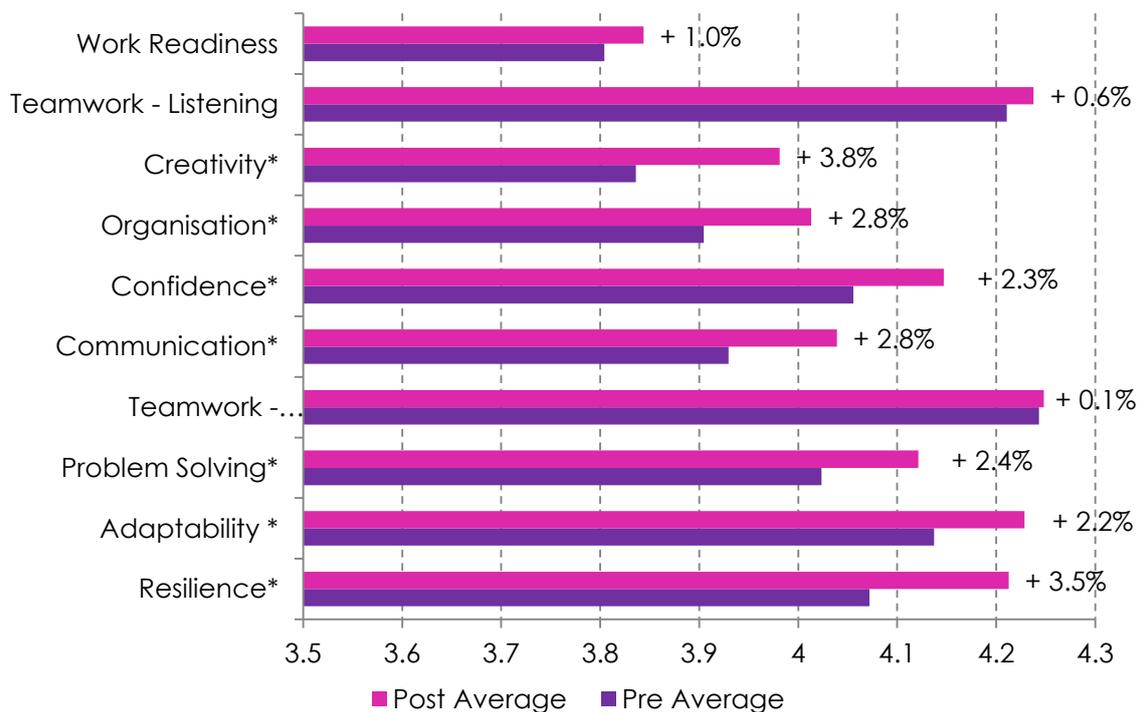
differences in scores pre and post Tenner and link students to respective teams, schools and teachers.

Figure four illustrates the average score for each competency pre- and post-Tenner. Findings show an increase in mean scores pre- and post- Tenner across all competencies except Teamwork (both Cooperation and Listening) and Work Readiness. The greatest progressions were in Creativity and Resilience - all of which are statistically significant. ⁱⁱ

A possible explanation for the rise in Creativity post-Tenner, could be due to Tenner providing students with an opportunity to engage in an activity that would not be part of their normal day-to-day curriculum. As a result, Tenner engages students creative ability in ways, such as coming up with a product and all the associated processes that they may not have been exposed to before.

It could be that students' teamworking ability may produce lower progression compared to other competencies as the ability to work well in a team is reinforced on a day-to-day basis; and so it is already rated highly at the pre stage, any change would be relatively smaller compared to the other competencies tested.

Figure 4: Employability competencies average scores (pre- & post-)^{iii 3}



³ * indicates that the increase in rating is statistically significant at the 95% confidence interval (T-Test statistics). That is, there is less than a 5% chance that the observed increase resulted from chance alone.

Entrepreneurial Attitudes

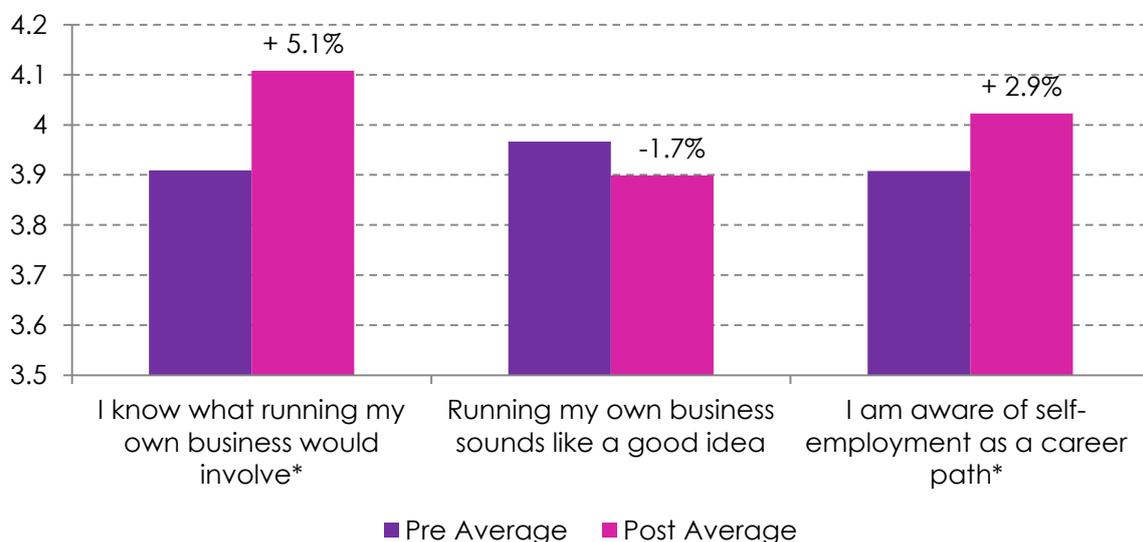
Tenner evaluation also looks at key entrepreneurial attitudes. A series of three business-oriented statements were presented to participants testing their preferences and attitudes towards self-employment:^{iv}

1. I know what running my own business would involve
2. Running my own business sounds like a good idea
3. I am aware of self-employment as a career path

Figure five illustrates the average score pre and post Tenner for each of the three questions. All statements show a progression in average scores, pre and post, except for statement number two.

This is a similar finding to our 2015 results which showed that before taking part in Tenner, young people tend to underestimate the process of running a business. Understandably going through the process brought to the fore the steps and qualities required to set up businesses which many may find discouraging right after the Tenner Challenge; especially if the team made a loss. This could be advantageous in terms of fostering resilience at a crucial age. Research has shown that an adolescent who is resilient has an advantage when it comes to meeting the challenges and responsibilities of adulthood⁴.

Figure 5: Entrepreneurial attitudes average scores (pre & post)



"I extremely enjoyed the Tenner Challenge experience. It has given me a great insight into how a business works, it was a extremely valuable experience and has allowed me to gain necessary skills. It has definitely got me thinking about setting up my own business."

Student, aged 17, London

⁴ Werner, E. E. (1995). Resilience in development. *Current Directions in Psychological Science*, 4(3), 81-85

Social Outcomes

Part of the Tenner Challenge encompasses the notion of social responsibility by enabling participants to look at the “3 Ps”: **P**rofit, **P**eople they engage with and **P**lanet.

- **57% of teams donated** all or part of their profits to charities for a total of **£22,382**– the highest donation being **£5,006**
- 65% of young people express that following Tenner, they will now take part in extra-curricular activities outside school.

This suggests that the Tenner Challenge encourages community engagement, both within school and the wider local area.

“I believe that Tenner has thrown hurdles at me that will teach me what happens in the future business world. I have really enjoyed this amazing opportunity. I have also enjoyed raising money for charity and knowing that what we give to charity will help the people in need of help. I believe this will give me experience for the future and participating in Tenner really help me.”

Student, aged 11, South West

Why Teachers Joined the Tenner Challenge

We asked teachers what attracted them to the Tenner Challenge. Over 84% said that it was for the ‘**real experience**’ it offers to young people. This was followed by ‘**engaging with students**’ with 52%.

“I did it with whole maths classes, with just Y7. I was impressed that even those groups who are less able mathematically were able to make profit.”

Teacher, year 7, South East

“It was a brilliant challenge and so many pupils have found their inner talents and learnt to take a risk.”

Teacher, year 8, East of England

“My class loved the opportunity to take part in the Tenner Challenge. They gained a lot from this and they were enthusiastic and engaged from the start of the process to the end.”

Teacher, year 6, Scotland

Conclusion

- The Tenner Challenge represents a safe environment for young people to experience running their own enterprise, including the opportunity to trade with the public. It provides a unique opportunity for young people to engage in enterprise education – offering the platform to develop key employability skills.
- The programme also contributes to the school's statutory obligation to prepare pupils for the opportunities, responsibilities and experiences of later life. Tenner also supports PSHE education in England and Personal and Social Education Framework in Wales by providing an opportunity to develop employability, teamworking and leadership skills, and learn about the economic and business environment.
- Entrepreneurial activities such as Tenner give students the opportunity to explore self-employment as a potential career option with 84% of teachers stated that Tenner provides a 'real experience'.
- Findings show a positive link between the Tenner Challenge activities and a majority of employability skills tested – with statistically significant progression in, Resilience, Communication, Creativity, Confidence Organisation, Adaptability and Problem Solving.
- 82% of young people felt that Tenner has provided them with an unique opportunity to learn and achieve new things.
- The Tenner Challenge promotes the welfare of others and provides young people with philanthropic opportunities. 57% of teams donated all or part of their profits to charities for a total of £22,382 – the highest donation being £5,006.
- 64% of young people agreed that Tenner helped in making their school and local community a nice place, with another 65% expressing an intention in engaging in extra-curricular activities following Tenner.

ⁱ We then ran a within- group parametric comparison test in which two repeated measures are taken on a single group (paired *t*-test). The hypothesis tested was that Tenner lead to greater mean post-Tenner scores across statements asked.

ⁱⁱ indicates that the increase in rating is statistically significant at the 95% confidence interval (T-Test statistics). That is, there is less than a 5% chance that the observed increase resulted from chance alone.

ⁱⁱⁱ On a rating scale 1 – 5 rating scale (1 being strongly disagree and 5 strongly agree).* represents significance at the 95% confidence level.

^{iv} Attitude specific questions designed on a 1-5 rating scale (1=strongly disagree, 5=strongly agree)

Appendix

Case Studies

Avonbourne College

Team: **Little Poppies**

Profit: **£5,006**

A team of two students from Avonbourne College have won the prize for the highest profit (15-19 category) as part of the Tenner Challenge run by Young Enterprise and supported by BFG (Business Growth Fund).

The team, 'Little Poppies' sold hand made Mother's Day and general greetings cards. Each card contained a small packet of poppy seeds to mark the occasion. The team also baked nutritious cakes with poppy seeds to match their theme.

The students made an impressive £5,006 in profit with the money raised going to their school Giant Poppy Garden, and linked their idea to the school's support of the Royal British Legion. Upon completion of the garden, the students have plans to develop other areas on the school which will have a different theme for each area.

When asked what they learnt overall, the students stated: *"to be ambitious and explore all possibilities. If we had just traded in school we would have struggled so expanding our horizons was important."*

Mangotsfield School

Team: **JKV Enterprise**

Profit: **£3,289**

A team of two students from Mangotsfield Scholl have won the prize for the highest profit (11-14 category) as part of the Tenner Challenge run by Young Enterprise and supported by BFG (Business Growth Fund)

JKV Enterprise, made up of two students organised an auction night of goods and promises, and asked the local business and school community to donate items for people to bid on.

In their words, they chose the idea because they wanted *"to help the community as much as we could."* The team of just two raised over £3,000 (£3,289 specifically) for a brain tumour charity to aid research.

When asked what they learnt overall, the students stated *"If you never ask you don't get, how to run a successful auction/business and having to stay calm."*

To find out more about the Tenner Challenge please visit www.tenner.org.uk

To find out more about our other programmes, please visit:
www.young-enterprise.org.uk or email info@y-e.org.uk.

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