

Tenner Challenge Impact Report 2018



Executive summary

The Tenner Challenge is Young Enterprise's free national challenge for students aged 11-18. Over the course of four weeks, students will use £10 pledges to get their student business ideas off the ground and make as much profit as they can. It is an interactive programme that helps students to develop key employability skills including creativity, resilience, and problem solving. Tenner supports schools by providing practical learning opportunities for young people that not only reinforce learning in schools but supports career development programmes.

Tenner Challenge helps to provide a broad and balanced curriculum that provides an opportunity to increase students understanding of the world of work and experience of running a business. In addition to the added practical opportunity to explore financial mathematics. **84% of teachers agreed Tenner Challenge supports educational requirements** for a broad range of subjects including English and Maths.

92% of teachers rated their overall experience of Tenner as being good. Also, **96% of teachers would recommend** Tenner Challenge to other schools and organisations working with young people.

“We've now participated for 2 years and the impact on our year 8 pupils has been significant in terms of career awareness and providing them with a 'real life' experience unlike any other in school.”

- Teacher, East of England

“With Tenner I have learned lots of new skills to take in to a new job e.g. time management, leadership, teamwork and how to keep trying.”

- Student, East Midlands

Tenner Challenge provides an experiential learning platform for young people to develop their employability skills. Teachers also support the student findings with **89%** of teachers stated that Tenner provided young people with the opportunity to develop their employability skills.

Findings show a positive relationship between Tenner Challenge and the employability competencies tested. **75%** of young people felt they had improved at least one employability competency – with **statistically significant progression¹** in:

Communication	Confidence	Creativity	Financial Capability
Initiative	Organisation	Problem-Solving	Resilience

In addition to skill development, Tenner provides an opportunity for students to gain real world experience. **80%** of students agreed Tenner Challenge helped them understand the world of work. **81%** of students stated that their overall experience of the challenge had been good with another **76%** of young people saying they would recommend Tenner Challenge to their friends.

Overall, students participating in the challenge made a total profit of **£23,962** with the average profit made by teams being **£111**. **60%** of students gave their profits to charity with the total amount donated being **£13,793**.

¹ A statistically significant result is one that is not attributed to the change in scores not down to chance alone

About 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 empower young people to discover, develop and celebrate their skills and potential.

Young Enterprise is a national charity. We motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.

About the Tenner Challenge

The Tenner Challenge is a free to schools, four-week UK-wide initiative that challenges young people aged 11-19 to take a £10 pledge to get their business ideas off the ground and make as much profit as they can.

The Tenner Challenge represents a safe environment for young people to experience the complete process of 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 public². Through experiential learning, the Tenner Challenge offers a platform for young people to build and develop key employability skills that will prepare them for the changing world of work beyond statutory education.

² Young Enterprise insures them for both public liability and product insurance under participating terms and conditions.

Curriculum relevance

Tenner supports schools in providing practical learning opportunities for young people to develop key competencies and skills that not only reinforce learning in schools but supports career development programmes.

Schools in England are required under the National Curriculum to provide a curriculum that is broadly balanced and meets the needs of all pupils. This includes: offering a planned programme of careers guidance to prepare young people for life in society by developing the values, skills and behaviours they need to succeed. Tenner Challenge contributes towards five of the eight [Gatsby Benchmarks for Good Career guidance](#):

- Stable careers programme
- Addressing the needs of the individual
- Linking curriculum to careers
- Encounters with employers and employees
- Experience of the work place.

“We have participated in the Tenner Challenge for 6 years now and it is integrated into our broad general education curriculum. The Tenner Challenge plays a vital role in promoting entrepreneurship and teaching employability skills. It’s a great programme.”

- Teacher, YR 7-12, Scotland

“Pupils really enjoyed it, learnt and developed skills which are very difficult to teach.”

- Teacher, YR 7-12, Northern Ireland

“A great initiative which encourages young people to think outside the box. And we look forward to building on our experience of the challenge.”

- Teacher, YR 9-12, London

“With Tenner our students have been given experience in real world contexts - they have learned more than just the curriculum taught in a lesson - they have gained confidence, self-management skills, team working skills, and determination to succeed.”

Teacher, North West

Tenner 2018 key impact



³ To map out which centres had registered to take part in Tenner, YE used the Index of Multiple Deprivation for England (2015) and Wales only (2014r)

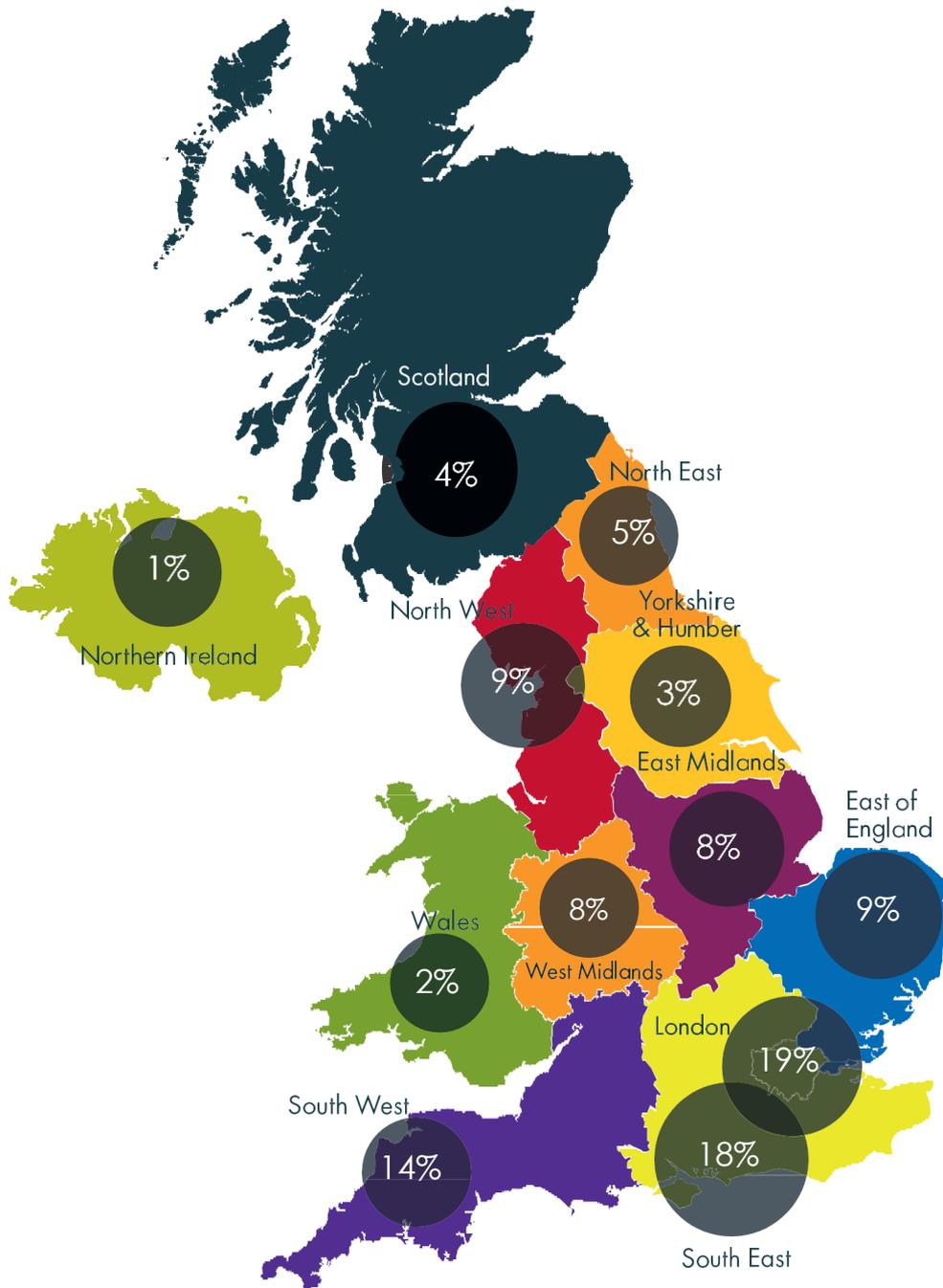
Tenner Challenge 2018 Outputs

Participating centres

Figure 1 shows the percentage breakdown by region of centres participating in the Tenner Challenge. Out of the 457 centres, Tenner had the highest engagement in London (19%) closely followed by South East (14%) and the South West (14%).

31% of registered centres in England and Wales were in the 30% most deprived areas.⁴

Figure 1: Regional breakdown of participating centres (%)

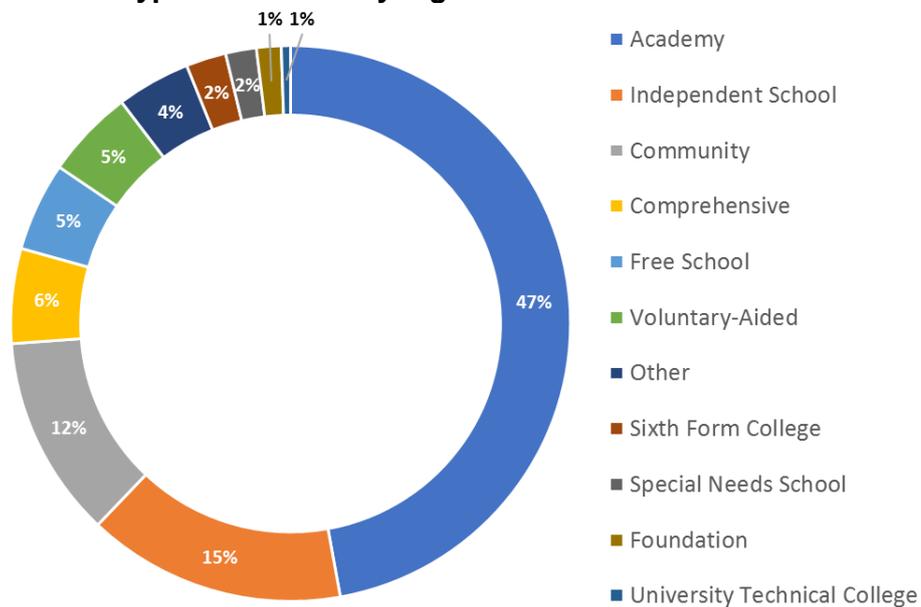


⁴ To map out which centres had registered to take part in Tenner, YE used the Index of Multiple Deprivation for England (2015) and Wales only (2014r)

Centre Type

Figure 2 outlines the centre type of schools. Nearly half of registered centres were Academies (47%) followed by Independent schools (15%) and Community schools (12%)

Figure 2: Centre type breakdown by registered centres



Year Group

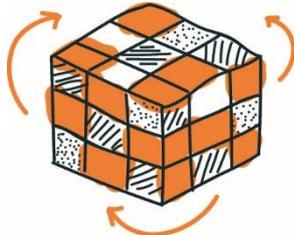
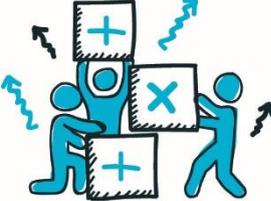
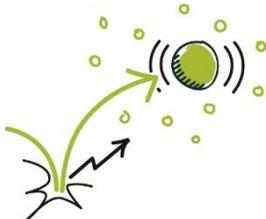
Teachers were asked to select the year groups that were taking part in Tenner. Table 1 offers a breakdown by percentage. Data shows 47% of teachers teach year 9 and 10.

Table 1: Year Group

Year Group	%
YR7	15%
YR8	16%
YR9	26%
YR10	21%
YR11	8%
YR12	9%
YR13	5%

Employability Competencies

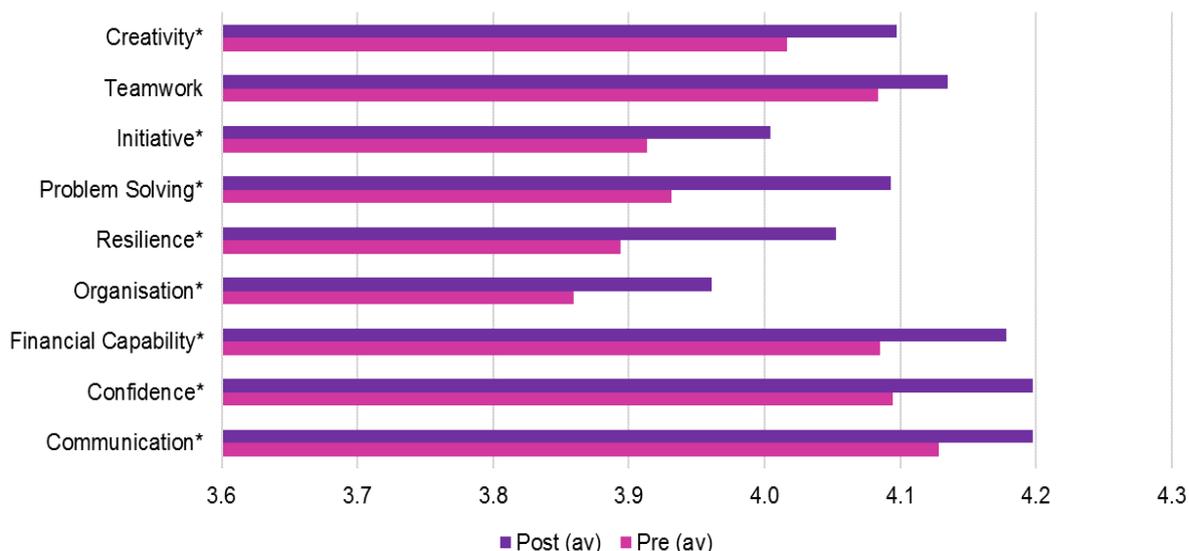
Young people's distance travelled across the Tenner Challenge is measured against the nine core competencies as found in the [Enterprise Education Planning Framework](#):

<p>Organisation</p>  <p>The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.</p>	<p>Initiative</p>  <p>The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.</p>	<p>Communication</p>  <p>The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.</p>
<p>Confidence</p>  <p>The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.</p>	<p>Problem Solving</p>  <p>The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.</p>	<p>Teamwork</p>  <p>The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.</p>
<p>Financial Capability</p>  <p>The ability to analyse financial information, manage money well, and make informed decisions to plan for successful financial futures.</p>	<p>Resilience</p>  <p>The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.</p>	<p>Creativity</p>  <p>The use of imagination or original ideas to create something; inventiveness.</p>

Competency Development

Figure 3 illustrates the average score at the pre and post stage. We surveyed young people twice during the length of the Tenner Challenge, once at the beginning and once at the end. Using a 5-point scale from strongly disagree to strongly agree, students were asked to what extent they agreed with statements regarding their own employability skills. When looking at the differences in scores from pre to post, **resilience** and **problem solving** had the largest distance travelled from pre to post. **75% of young people improved at least one employability competency.**

Figure 3: Employability competencies average scores (pre- and post-Tenner)



* an Asterix denotes that the competency development is statistically significant illustrating that the change in score is not down to chance alone

“It was a really fun confidence building exercise and it really helped me with my team work skills. I also had a lot of fun meeting people from around the estate we were selling at and I had fun spreading awareness about the charity we gave 50% to, Living Goods.”

- Student, South East

“My team and I really enjoyed coming up with ideas so that we could stand out in the weekly challenges. It was a good opportunity to get to compete with others and see how competitive the world of work is against people outside of my school. I would love to do it again!”

- Student, East Midlands

Career Learning

Tenner aims to inspire young people by providing an opportunity to explore career options that they may not have considered before.

Key points:

Following the Tenner challenge...

- 80% of young people agreed they have a better **understanding of the world of work**
- Nearly two thirds (60%) of young people agreed they are considering **starting their own business in the future**.
- Over half (54%) of young people agree they **have more ideas about what they would like to do in the future**.

The results suggest that the Tenner Challenge provides an opportunity for students within an experiential learning context to consider a career as an entrepreneur. However, the impact extends further than a simulation of self-employment opportunities. Tenner Challenge also provides young people a chance to experience the world of work beyond the classroom.

“It has helped me put what I know into real-life situations and I have a better understanding of how the world of business works”

- **Student, North West**

“This is a brilliant idea for young people to participate in. It has helped us to learn vital skills that will help us in our life to come. I hope that this carries on for young people in the years to come as it lets people experience the world of work for themselves!”

- **Student, East Midlands**

“It gives young people a great chance to experience what it's like to run a business and gives a great challenge to manage time, money, resources and orders.”

- **Student, Scotland**

“I have found that it has been a great learning curve that I will be able to use things that I have learnt later in life.”

- **Student, North East**

Teacher’s perspective on the Tenner Challenge

We asked teachers to what extent Tenner improved their student’s competencies. Teachers consolidate student findings with, on average, 90% of teachers agreeing Tenner benefitted students across the 9 competencies skills tested; with **confidence** and **teamwork** both at 95%. Figure 4 has the breakdown across all competencies tested.

We also asked teachers to rate their agreement across several statements related to career learning, curriculum relevance and opportunity for young people to engage with their local community. **84% of teachers** agreed Tenner Challenge supports **educational requirements** for a broad range of subjects including English and Maths. Figure 5 has the percentage of teachers who agreed to all statements asked.

Figure 4: Percentage of teachers who agreed that students’ competencies benefitted as a result of Tenner

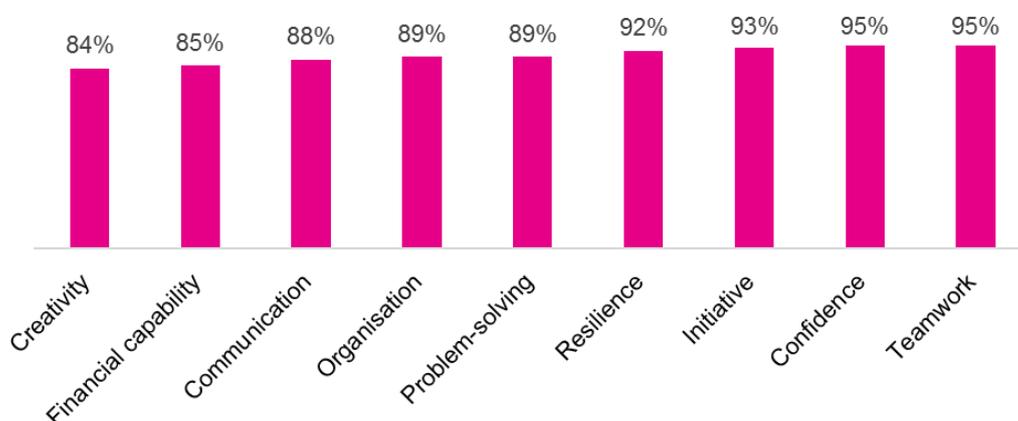


Figure 5: percentage of teachers who agreed to the following statements

