



# Young Enterprise Tenner Challenge Evaluation Report

2014/15

Supported by



## Young Enterprise

**Our vision** we want every young person in the UK to leave education with the knowledge, skills and attitudes to succeed in work and life

**Our mission** to inspire and equip young people for life through enterprise

Young people are central to our work and we believe that enterprise education offers a unique hands-on experience enabling young people to develop key employability skills.

Founded in 1962, Young Enterprise has been creating and developing enterprise education programmes aiming to ignite young people's energy and enthusiasm, setting their individual talents free and complementing the school experience. In total, 3.8 million young people aged 4 – 25 have taken part in Young Enterprise programmes over the last 50 years.

## Enterprise Education

Our research shows that whilst academic achievement is important, employability skills needed for success are just as important. Indeed, employers no longer pay for what young people know, but for what they can do with what they know.

Our survey with Opinium indicates that 70% of employers in the UK struggle to recruit entry-level positions, finding that often the brightest graduates lack essential skills such as communication and problem solving.

We believe that enterprise education bridges the gap between the academic and employer need by supporting students to develop the skills required to succeed in the work place.

The aim of Young Enterprise's practical *learning by doing* approach is to:

- Provide a unique 'hands on' opportunity to further develop key employability skills – such as communication, teamwork, organisation and creativity, create a sense of responsibility and control by empowering young people to organise themselves, come up with an idea, create products and/or services and take decisions on how to allocate pledges given in order to generate a profit.
- Introduce young people to business, operational requirements and the concept of self-employment. Thereby raising awareness on the various skills required to carry out various business functions.
- Offer young people engaging opportunities to support their career education

Enterprise education is the application of creative ideas to practical situations. It aims to raise awareness on the mind-set and skills required to respond to opportunities, needs and shortfalls. Key skills include problem solving, teamwork, communication and resilience. Enterprise education can be applied to all areas of education, extending beyond the business aspect to a wide range of practical and social skills.

## The Tenner Challenge

The Tenner Challenge is 4 week UK wide competition that challenges young people to take a £10 pledge, do something enterprising, make a difference and give back. This year, the Tenner Challenge took place over the period 23<sup>rd</sup> February – 20<sup>th</sup> March.

Young people taking part in Tenner have the opportunity to set up their own mini-business and take on all the challenges involved in setting up and running their own enterprise, from creating a product, designing a company logo, working as a team, and managing a budget. Tenner also encourages social responsibility at a local level as many students set up projects with all or part of proceeds donated to local communities, schools or national charities.

## Tenner 2015 in numbers

- 432 UK centres registered
- 20,673 participants registered
- Average profit: £156
- Top 50 teams: total profit of £32,500
- 76% of teams donated all or part of their profits to charities for a total of £29,147 – the highest donation being £5,212.
- 87% students would recommend Tenner to friends
- 83% students feel Tenner has provided them with an unique opportunity to learn and achieve new things
- Average of 2 students per team
- Average of 11 teams per school
- Average age is 14
- 65% of students wishing to take part in extra curricular activities outside schools following the Tenner Challenge
- 90% of teachers agree that the Tenner Challenge has increased young people's financial knowledge and understanding

I think the Tenner Challenge has overall put me into a position in which I am more confident - **Student in year 7 (West Yorkshire)**

I found it really enjoyable and fun to work on something out of curricular activities and to make a difference and to help people **Student in year 9 (Leicestershire)**

I feel that tenner challenge will allow us to see into our future and look into many different types of businesses and one we would like to open up. Tenner is great. **Student in year 7 (North West)**

I had a lot of fun doing this. I would 100% recommend this to my friends!!!!!! :) :) :) **Student in year 7 (Kent)**

## 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.

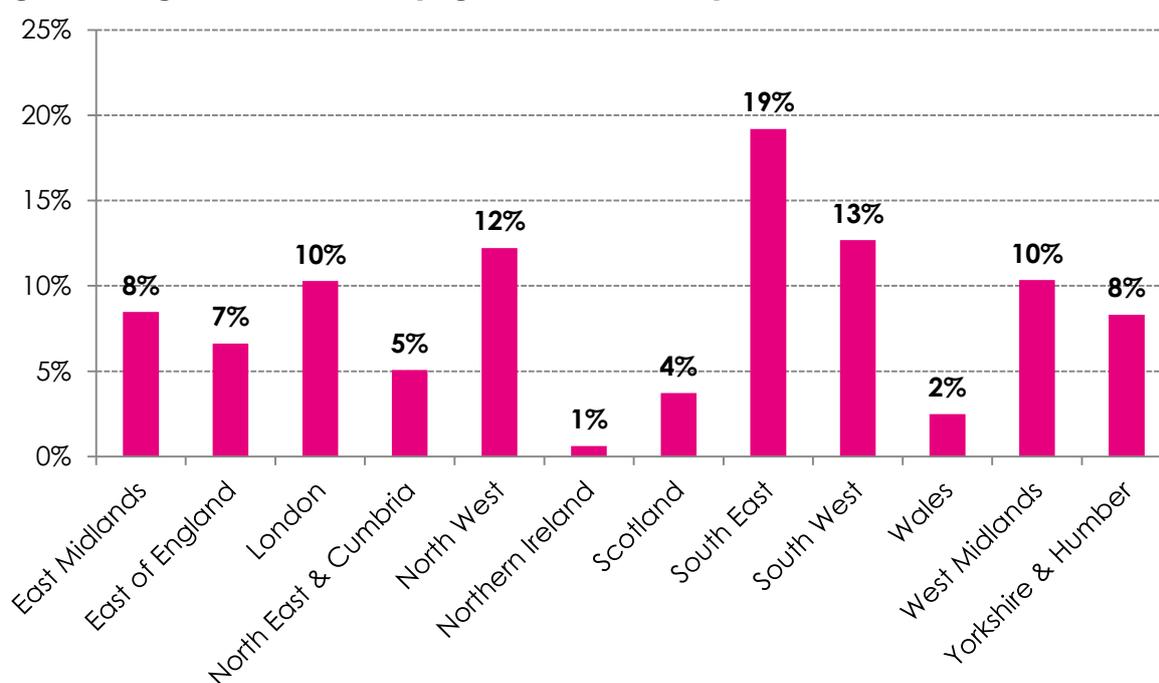
We are committed to the monitoring and evaluation of our programmes, enabling us to generate evidence of what works and establish clear causality links between enterprise education to targeted outcomes.

## Who and where are the Tenner participants?

### Young people

Based on the 20,673 registered students, Tenner was mostly endorsed in the South East, South West, North West, West Midlands and London. Together, these regions accounted for half of all students (64%). Figure 1 shows the number of registered students by regions.

**Figure 1: Registered students (regional breakdown)**



### Year groups

Upon completing their online registrations, teachers select the year groups they are engaging in the Tenner Challenge. Data shows that over a third (41%) teach year 9 and year 10, both approximately accounting for 20% of centres registered. Figure 2 shows the year groups breakdown.

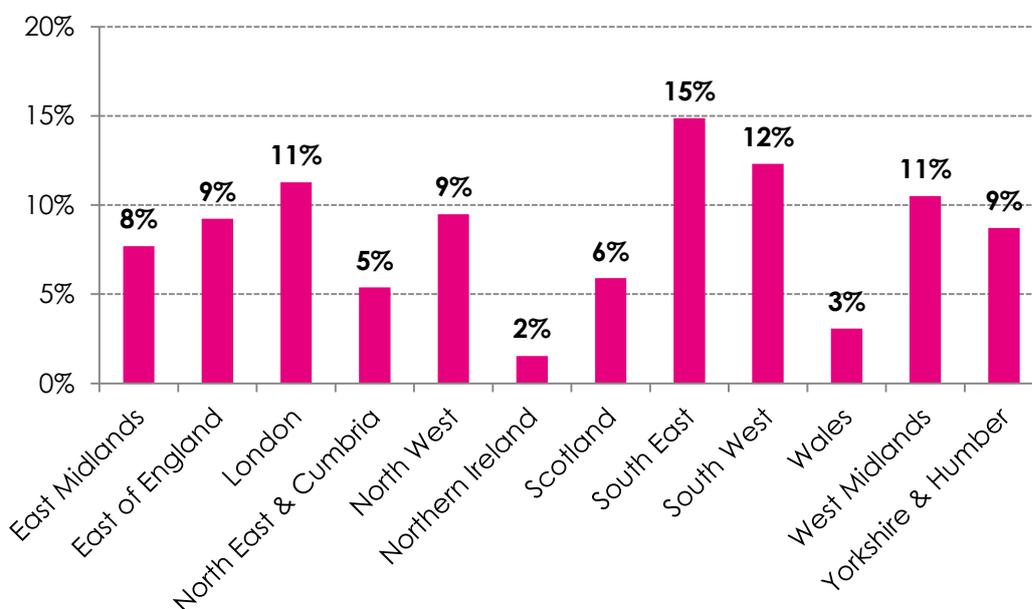
**Figure 2: Year groups taking part in Tenner**

Year Group	
YR7	15%
YR8	15%
YR9	21%
YR10	20%
YR11	12%
YR12	9%
YR13	8%

### Centres

Looking at 432 registered centres, Tenner was mostly endorsed in South East and South West.

**Figure 3: Registered centres (regional breakdown)**



### Centres composition

Approximately a third of registered centres are comprehensive schools (34%), followed by Academies (24%). Figure 4 offers a breakdown for centres mapped across participants who completed their pre- and post- evaluation (pg. 6-9).

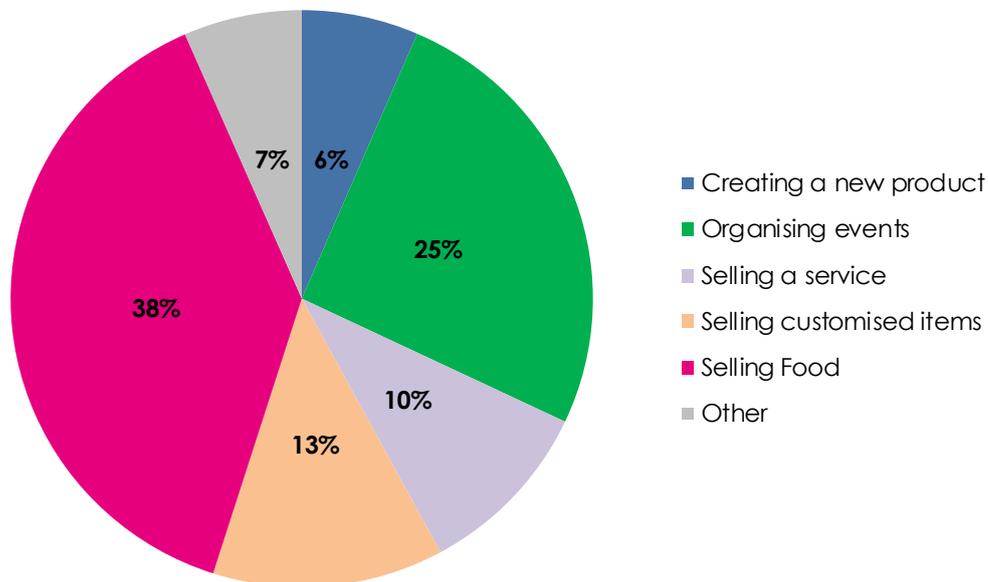
**Figure 4: Tenner centres composition**

Centre type	
Secondary School - Academy	24%
Secondary School - Comprehensive	34%
Secondary School - Grammar	8%
Secondary School - Private	12%
Youth Group	2%
Special School	4%
FE/College	11%
Other	5%

## Team activities

Approximately 40% of teams sold food, followed by 25% who organised events. Figure 5 provides a breakdown of team activities.

**Figure 5: Team activities**



## Employability skills development

The employability competency framework is the Young Enterprise in-house guiding framework that supports the Tenner Challenge evaluation process, capturing young-people's skills progression data across the following ten competencies: <sup>i</sup>

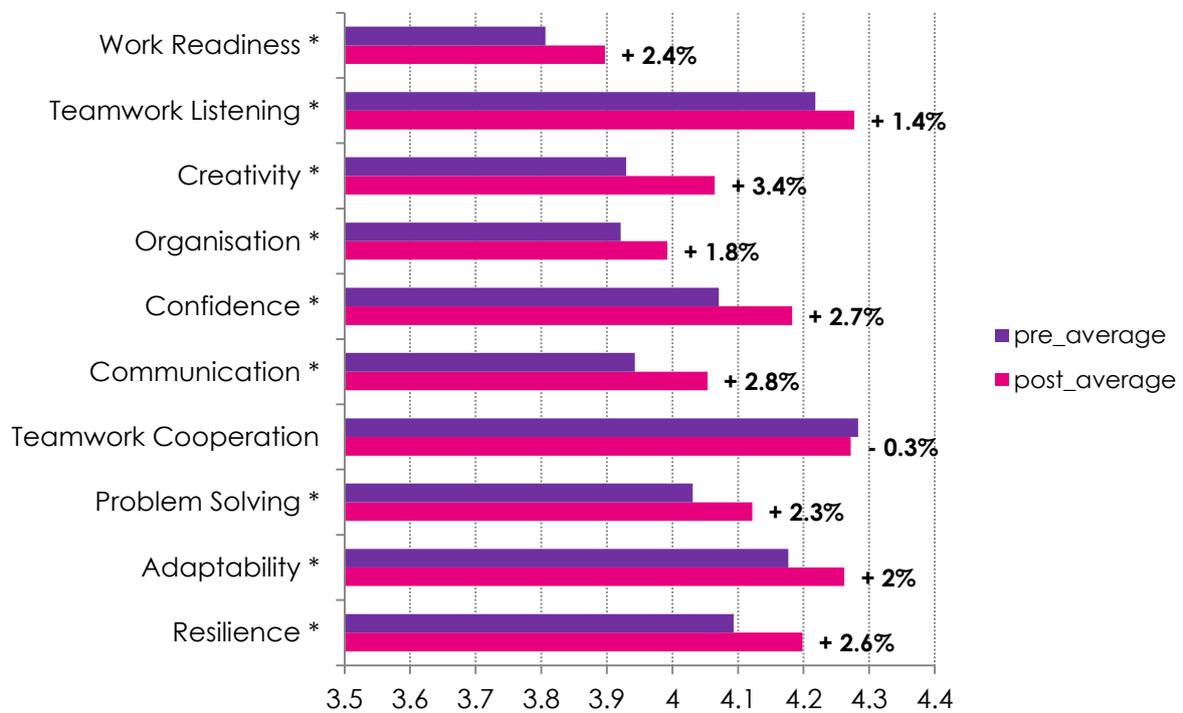
1. Resilience
2. Adaptability
3. Problem solving
4. Teamwork – cooperation
5. Communication
6. Confidence
7. Organisation
8. Creativity
9. Teamwork – listening
10. Work readiness

Participants were surveyed before and immediately after Tenner to identify changes in skills and intentions. Our test sample is composed of 1331 students,<sup>ii</sup> belonging to 505 teams across 125 schools. Students results were matched using unique individual and team identifiers, thereby enabling us to calculate differences in scores and link students to respective teams, schools and teachers.

Findings show an increase in mean scores pre- and post- Tenner across all competencies except for Teamwork – Cooperation. The greatest progressions are in

Creativity, Communication and Confidence - all of which are statistically significant results at the 95% confidence level. <sup>iii</sup>

**Figure 6: Employability competencies mean scores (pre- & post-)<sup>iv</sup>**



Furthermore:

- 83% of participants feel that Tenner has provided them with an opportunity to learn and achieve new things
- 71% experienced a progression in between 1 to 5 competencies (on average young people experienced a progression across 5 competencies)
- 58% feel that Tenner has helped them in further defining their career choices

My class loved this experience and all children were successful. I really feel it helped children of all abilities and gave them an exciting opportunity to show their skills and attributes. I'm looking forward to taking part next year –  
**Teacher KS3 (Dunbartonshire)**

Tenner has opened a window to the world of work. It's a unique opportunity to learn new skills and develop old ones. I think that tenner has helped us have greater confidence and ability in many different aspects –  
**Student in year 7 (Hampshire)**

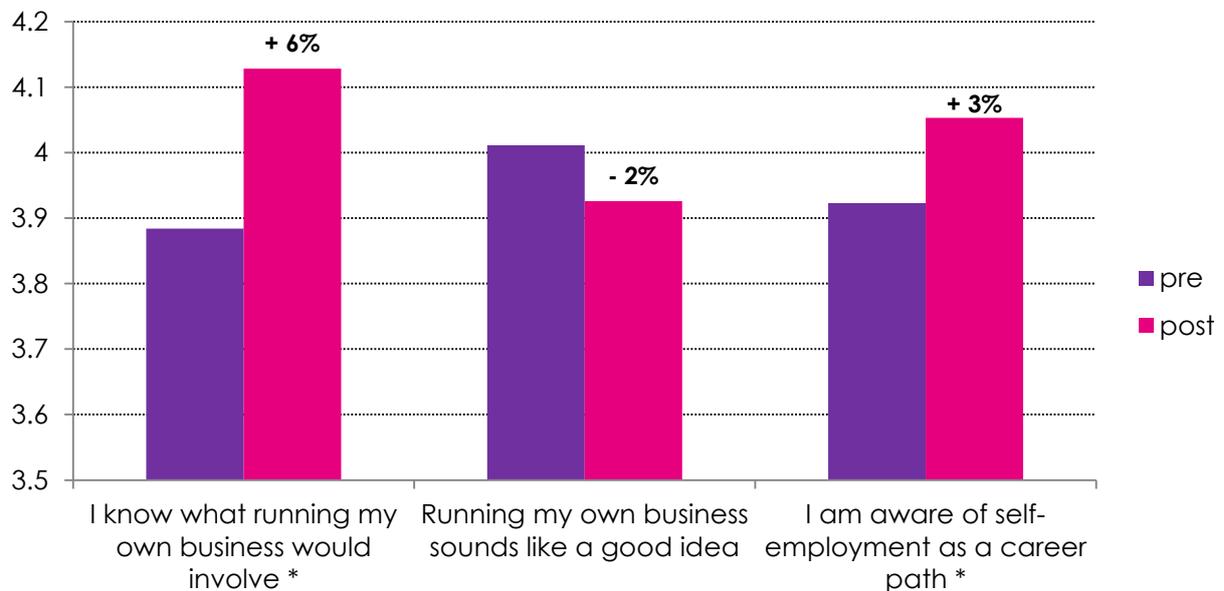
## Entrepreneurial attitudes

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:<sup>v</sup>

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

All statements show a progression in average pre- and post- scores except for no.2. This is a similar finding to our 2014 results in which feedback from young people and teachers attribute to the business realities that young people face when setting up and running their business. Undeniably, going through the process bring to the fore the steps and qualities required to set up businesses which many might find discouraging right after the Tenner Challenge; especially if the team made a loss. <sup>vi</sup>

**Figure 7: Entrepreneurial attitudes mean scores (pre- & post)**



I thought that Young Enterprise and Tenner has been a great experience and that lots of people should do this as I think it is a great way to see what having your own business feels like - **Student in year 9 (Leicestershire)**

I thought that this challenge was absolutely fantastic opportunity for the pupils to gain first hand knowledge of 'running a business'. They learnt to work together and overcome issues easily. We will be taking part next year. And now we know about it - **Teachers in KS3 (Northern Ireland)**

## 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.

- 65% of young people agreed that Tenner helped in making their school and local community a nice place.
- 76% of teams donated all or part of their profits to charities for a total of £29,147 – the highest donation being £5,212.
- 65% of young people say 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 think this was a very good opportunity for people to open their eyes and see that by donating and raising money for charity is really helping those in need – **Student in year 9 (Scotland )**

I thought it was good to bring our knowledge and actually help the community back by providing them with the products and giving back to charity in the end, it was really rewarding for us – **Student in KS3 (West Midlands)**

## Why join the Tenner Challenge

We asked teachers what attracted them to the Tenner Challenge. Over 83% said that it was for the real experience it offers to young people. This was followed by engaging with students with 58%.

The students really enjoyed it. Thank you for the opportunity. The students learn so much from the challenge regardless if they make a profit or not. Most comment on how much they would do things differently the next time – **Teacher in KS3 (Buckinghamshire)**

## Conclusion

- The Tenner Challenge represents a safe environment for young people to experience running their own enterprise. It provides a unique opportunity for 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 and supports. Tenner also supports PSHE education in England and Personal and Social Education Framework in Wales by providing an opportunity to develop employability, team working and leadership skills and learn about the economic and business environment.
- Learning outcomes show a positive link between the Tenner Challenge activities and all employability skills tested – with statistically significant progression in problem solving, resilience, communication, creativity and confidence. Arguably skill areas that require repetitive application to develop and improve skill areas which the month long activity provides a suitable time frame for.
- 83% of young people felt that Tenner has provided them with an unique opportunity to learn and achieve new things
- Entrepreneurial activities such as Tenner gives students the opportunity to explore self-employment as a potential career option, thereby helping young people to further define their career orientations.
- Anecdotal evidence indicates that one of the consequences in providing entrepreneurial experiences is the power it has in naturally discriminating those who are more inclined to become entrepreneurs. Indeed, by engaging in 'trying the opportunity out', many will get a first hand experience of the obstacles occurring when running a business and will thereby get an early indication of the viability and future success of their business ideas.
- The Tenner challenge encompasses the notion of social responsibility and offers young people the opportunity to engage with local communities and people they would not otherwise engage with. 65% of young people agreed when asked if they felt Tenner helped in making their school and local community a nice place, with another 66% engaging on extra-curricular activities as a result of Tenner.
- The Tenner challenge promotes the welfare of others and provides young people with philanthropic opportunities. In total, over £29,147 was donated to good causes, with national charities and local charitable projects as the main benefactors. This provides an opportunity to consider values as an important consideration when making decisions.

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<sup>i</sup> Note that work readiness is a new dimension compared to 2014. Teamwork is divided into two aspects: cooperation and listening. For a definition of each competencies, see [Young Enterprise Competencies Framework](#) on the [Research & Evaluation](#) webpage.

<sup>ii</sup> Students were presented with statements and asked to rate their confidence in achieving skill specific tasks on a 5 points Likert scale (1=very unconfident, 5=very confident). 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.

<sup>iii</sup> The 95% confidence level (*t*-test statistic) indicates that there is less than 5% change that the observed increase resulted from chance alone.

<sup>iv</sup> On a rating scale 1 – 5 rating scale (1 being strongly disagree and 5 strongly agree),\* represents significance at the 95% confidence level.

<sup>v</sup> Attitude specific questions designed on a 1-5 rating scale (1=strongly disagree, 5=strongly agree)

<sup>vi</sup> See Young Enterprise 50 years anniversary alumni study: <http://www.young-enterprise.org.uk/about-us/annual-review/> which shows that YE Alumni setting up their businesses have a greater survival rate than a control group who did not take part in Company Programme. YE believes that the experience acts as a screening process whereas those engaging in entrepreneurial activities have a realistic understanding of the environment they evolve in and more likely to take appropriate decisions.

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To find out more about the Tenner Challenge please visit [www.tenner.org.uk](http://www.tenner.org.uk)

To find out more about our other programmes, please visit:  
[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk) or email [info@young-enterprise.org.uk](mailto:info@young-enterprise.org.uk).

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