



YOUNG ENTERPRISE  
**TENNER  
CHALLENGE**  
IMPACT REPORT 2019



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# 01

## 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, whilst also encouraging them to make a difference in their local communities.

Tenner is an interactive team-based programme that aims to develop students' key employability skills including creativity, resilience, and problem solving.

For schools, the Tenner Challenge supports the delivery of a broad and balanced curriculum in addition to providing practical learning opportunities for young people. This not only reinforces learning in schools, but also supports career development programmes.

Tenner provides an opportunity for students to gain real world experience. **82% of students agreed Tenner Challenge gave them a better understanding of the world of work.**

Upon completion of the Tenner Challenge, **74% of young people felt they had improved at least one employability competency**, with significant progression<sup>1</sup> in:

- Resilience
- Organisation
- Problem-Solving
- Financial Capability
- Communication
- Creativity

Notable **positive sentiment among teachers** was also discovered following interviews, with a number of teachers observing improvements in their student's skills, and viewing the Tenner Challenge **as an effective programme to help students apply those and new skills to real world situations.**

<sup>1</sup>A statistically significant result is a result that's not attributed to chance alone.



**ye** *tenner*  
challenge

## 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 public.

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.

*"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**



Participation in Young Enterprise programmes develops key employability skills outside of the classroom. Through experiential learning, supported by volunteers from a range of industry sectors, young people are able to develop practical skills to prepare them for the world of work

**Michael Mercieca, CEO - Young Enterprise**

# 02

## 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. At Young Enterprise, we motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.



# 03

## CURRICULUM RELEVANCE OF THE TENNER CHALLENGE



Schools in England must ensure they provide a curriculum that follows statutory requirements. This includes providing a curriculum that is broadly balanced and meets the needs of all students. It must also offer a planned programme of careers guidance that develops skills and behaviours to prepare young people for life in society and enable them to succeed.

Under the new Ofsted inspection framework, which will come into effect September 2019, there is an emphasis on supporting “learners to develop their character – including their resilience, confidence and independence”<sup>2</sup>.

“I was able to use Tenner Challenge to create a new outlook on life and I was able to bond with people I would never usually talk to or work with.”

Student, North West

<sup>2</sup>Ofsted, [2019]. The education inspection framework. Available from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

### Tenner Challenge Contribution to Ofsted Inspection Framework 2019

The Tenner Challenge supports schools in meeting their statutory duties under the Ofsted inspection framework by providing an effective free 4-week programme, that can improve students’ soft skills and personal development.

#### The Tenner Challenge ensures:

- Young people have increased awareness of employability skills and more knowledge of what skills are important for future employment.
- Schools have a stable and structured careers programme as students have greater confidence in demonstrating their abilities.
- Supports Ofsted success by contributing to judgments on the effectiveness of leadership, management, personal development and welfare by preparing students for the next stage of their education, training or employment.
- Links curriculum learning to the future including contextual learning opportunities within Financial Mathematics and English, whilst also supporting Personal, Social, Health and Economic (PSHE) education.

### Tenner Challenge also supports schools to evidence provision of Good Career Guidance against the following Gatsby Benchmarks:

- **Stable careers program**  
Students will gain an awareness of the different roles and career opportunities that exist and understand self-employment/entrepreneurship as a career option.
- **Addressing the needs of the individual**  
Tenner ensures young people gain and develop the necessary skills for the future world of work.
- **Linking curriculum to careers**  
Students can apply skills from curriculum learning into real-world experiences and learn more about transferable skills.
- **Experience of the workplace**  
Students will experience the benefits of working as a team by recognising and using skills of other team members within the context of business and entrepreneurship.

“I really enjoyed the Tenner Challenge and going in after school. I think it was an amazing experience and was really fun to use our own creative imaginations. I liked how we got to be independent and think of our own ideas.”

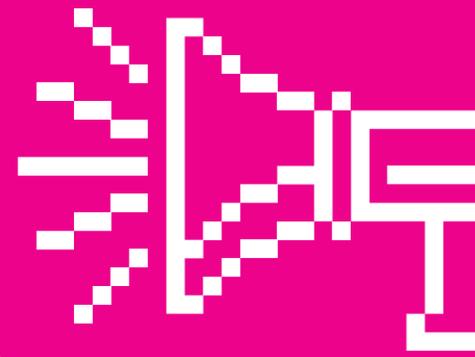
Student, Scotland





# 04

## TENNER 2019 KEY IMPACTS



**387**

Participating Centres



**74%**

of students improved at least one employability competency



**26,083**

Young people participated in Tenner in 2019



**83%**

of students said their overall experience was good



**82%**

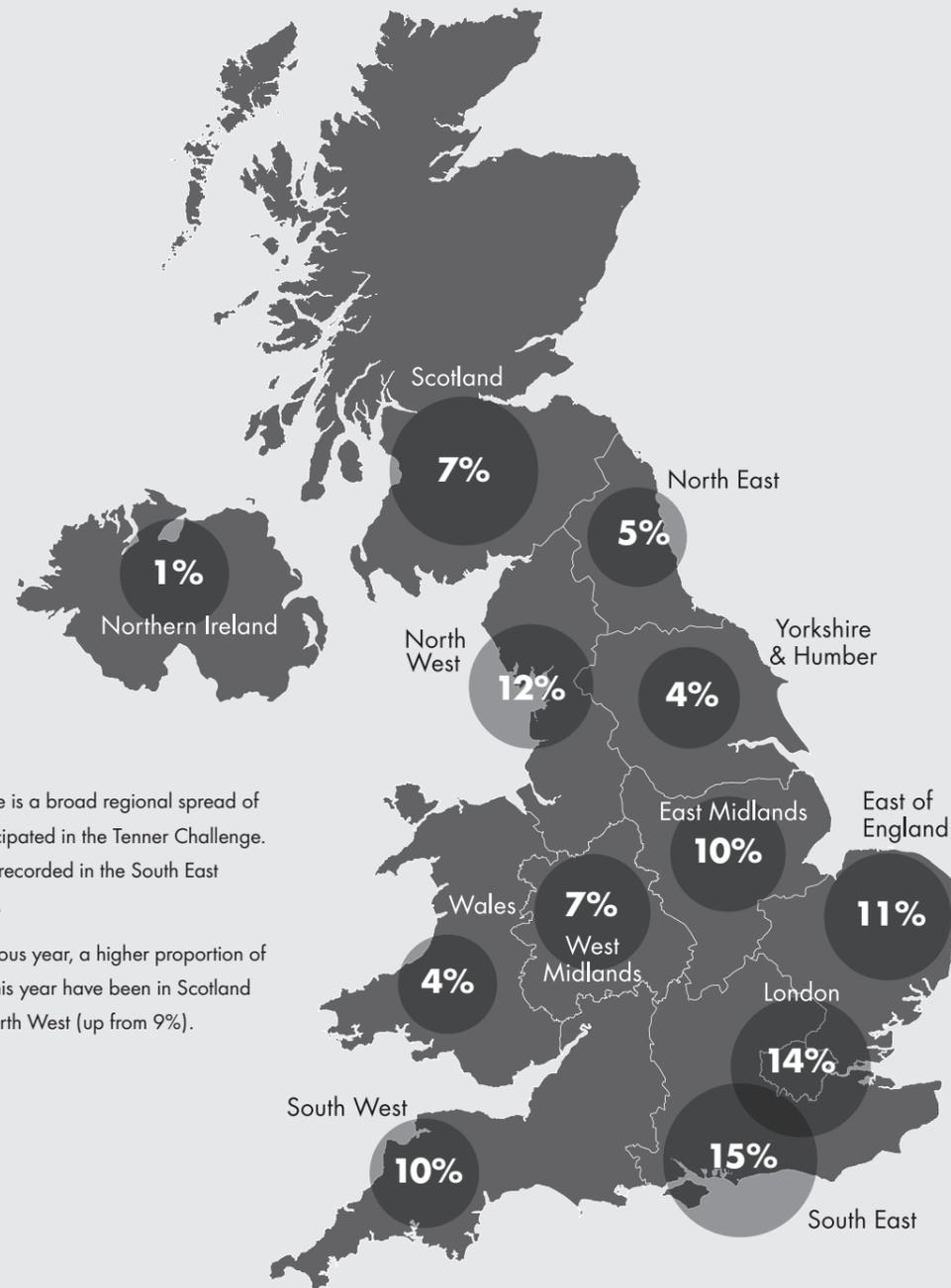
students agreed Tenner helped them understand the world of work



**80%**

of students would recommend Tenner to their friends

## PARTICIPATING CENTRES



As shown in Figure 1, there is a broad regional spread of the 387 centres that participated in the Tenner Challenge. Highest engagement was recorded in the South East (15%) and London (14%).

In comparison to the previous year, a higher proportion of the centres participating this year have been in Scotland (up from 4%), and the North West (up from 9%).

Figure 1: Regional breakdown of participating centres (%)

## TENNER CHALLENGE OUTPUTS 2019

With regard to the types of centres that registered for the Tenner Challenge, Figure 2 shows that more than a third were Academies (39%). When taking into account the proportion of centres that are comprehensives (22%), free schools (6%) and community schools (4%), it shows that more than half (71%) of registered centres were state schools.

The Tenner Challenge continues to be an applicable programme for all types of centres, with a wide range of centres participating in this year's Challenge including Independent Schools (inc. faith schools) (13%), Free Schools (6%), Special Needs Schools (4%) and Community Schools (4%).

"The Tenner Challenge gave us the opportunity to explore into the depths of teamwork and lead us into our competitive nature. I liked the challenge because it gave us the chance to have a taste of what it's like in the workplace."

Student, Yorkshire and The Humber



Figure 2: Centre type breakdown by registered centres

# 07

## EMPLOYABILITY COMPETENCIES FRAMEWORK

Young people's distance travelled across the Tenner Challenge is measured against the nine core competencies as found in the Enterprise Education Planning Framework.



### ORGANISATION

The ability to effectively manage tasks, plan and prioritise actions within a time schedule, and set smart goals.



### INITIATIVE

The ability to take decisions, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes.



### COMMUNICATION

The ability to listen, write and speak effectively to present and exchange information and ideas in a clear and concise manner.



### CONFIDENCE

The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.



### PROBLEM SOLVING

The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.



### TEAMWORK

The ability to build team engagement, collaborate, share knowledge.



### FINANCIAL CAPABILITY

The ability to analyse financial information, manage money well, and make informed decisions to plan for successful financial futures.



### RESILIENCE

The ability to persist when facing setbacks whilst adjusting to pressure and adapting to changes in varying circumstances.



### CREATIVITY

The use of imagination or original ideas to create something; inventiveness.

## COMPETENCY DEVELOPMENT

Young people that participated in the Tenner Challenge were surveyed twice during the length of the programme, once at the beginning and once at the end.

Students were asked to rate on a scale of 1 to 5 - with 1 being strongly disagree to 5 being strongly agree - to what extent they agreed with a list of statements related to the 9 employability skills tested. Figure 3 illustrates the average score for both at the beginning of Tenner (pre) and at the end (post).

The results show that improvements in employability competencies were recorded in 8 out of the 9, with the largest increases in resilience, organisation, problem solving and financial capability. Overall, 74% of young people improved at least one employability competency.

A lack of progression in teamwork compared to other competencies is a trend we have seen in recent years. Students' ability to work in a team is reinforced on a day-to-day basis and so rate their teamwork ability higher at the pre stage. As Tenner Challenge gives them the opportunity to apply their team working skills outside of the classroom, students realise they may have overestimated their ability.

For the Tenner Challenge to achieve improvements in the majority of competencies outlined, represents a worthwhile effort toward ensuring students are prepared for the future world of work. Thereby Tenner Challenge provides a safe environment for students to get acquainted and familiarised with the potential careers available to them in the future.

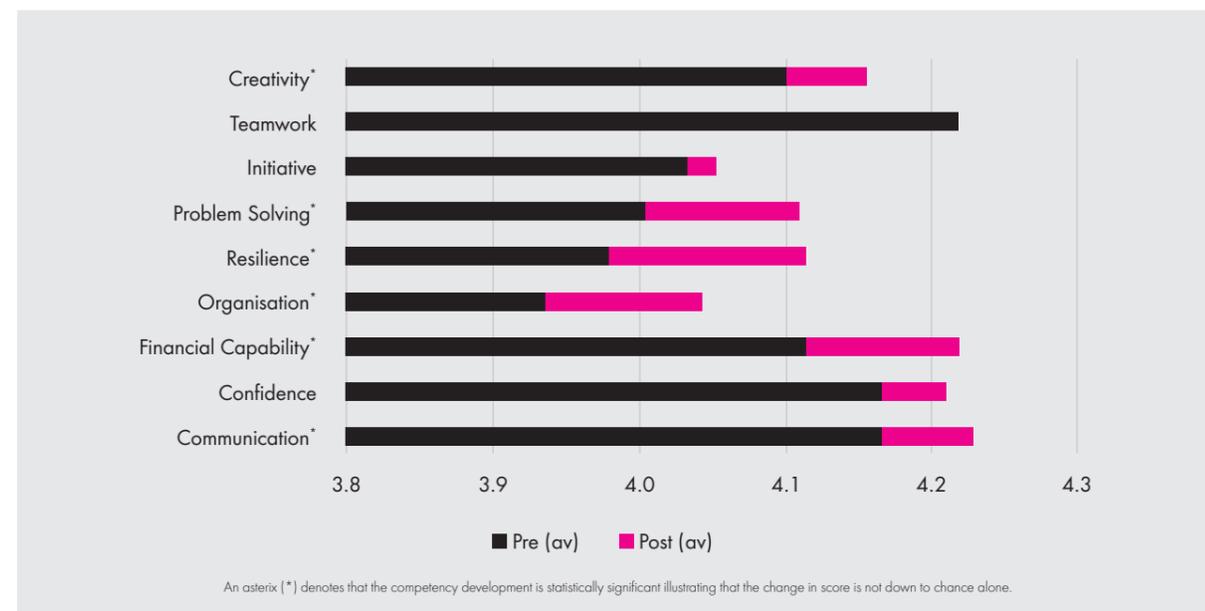


Figure 3: Employability competencies average scores (pre- and post-Tenner):

## CAREER LEARNING

Tenner aims to inspire young people by providing them with the opportunity to explore and experience career options that they may not have considered before or are considering.

To see the extent to which Tenner has improved young people's outlook on careers and defining their intentions, we asked them whether they agreed with the following statements shown in Figure 4.

*"In my opinion, the Tenner Challenge has been a great learning experience. Although at some points it has been challenging, overcoming these challenges has helped me find my confidence."*

Student, North East

The results show that following the Tenner Challenge:

- 82% of young people agreed they have a better understanding of the world of work.
- Over half (56%) agreed they are considering starting their own business in the future.
- Over half (56%) agree they have more ideas about what they would like to do in the future.

The results illustrate that young people who have participated in this year's Tenner Challenge are demonstrating a broader understanding of the workplace and greater awareness of entrepreneurship and transitions to the next stage of their life.

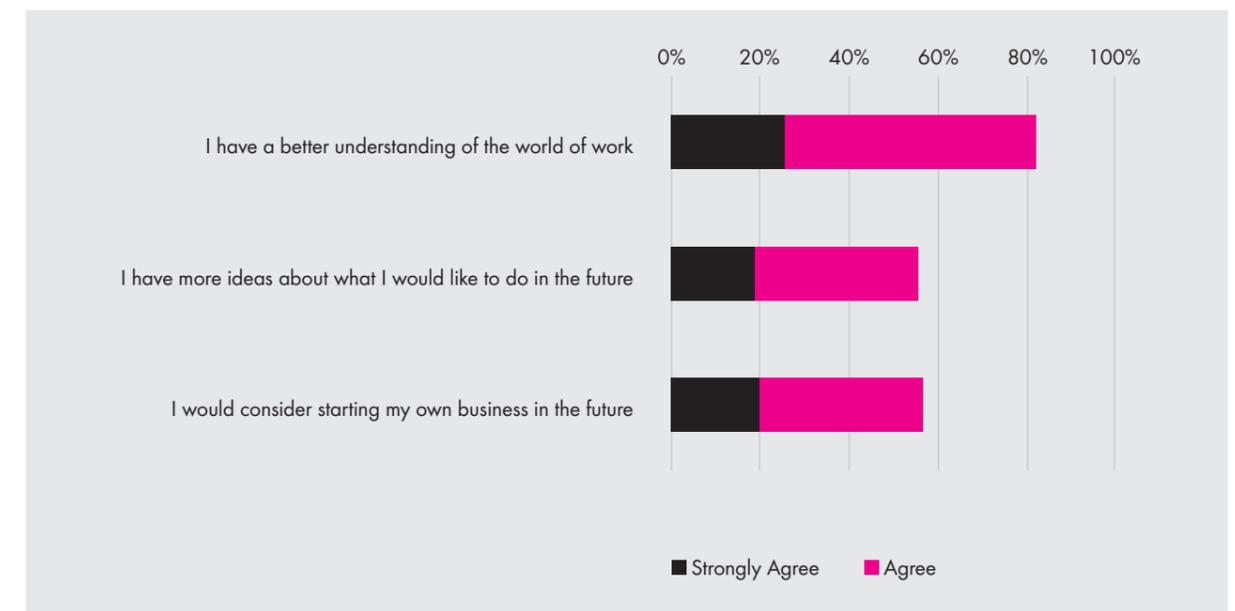


Figure 4: Percentage of young people that both agree and strongly agree



# 11

## TEACHER'S PERSPECTIVE ON THE IMPACT OF TENNER CHALLENGE



To further provide evidence on the impact of the Tenner Challenge on students, we interviewed some of their teachers to examine their views and identify key themes and observations.

Findings from teachers correspond to the improvements in competency development outlined previously, with **key skills such as resilience, organisation and problem-solving reporting greater improvements** following the Tenner Challenge by students.

Teachers reported that these skills were developed while students had to complete the task of establishing a product idea and delivering it to market, with students enjoying their involvement in different aspects of the business across the month:

*"Students enjoyed coming up against challenges; trying to agree on a company name, agree on a product, agreeing what type of market research to do, how to work out their finances..."*

In addition, teachers reported that the Tenner Challenge provided students with an **opportunity to expand on existing skills** they may have learnt in the classroom - such as organisation skills - in a practical way:

*"The Tenner Challenge has been a fantastic way to tap into all the energy and enthusiasm for learning in our students and to get them to channel that into experiencing all the highs and lows of running a small business."*

Young students participating in the Tenner Challenge will have improvements, not just in their abilities and awareness of new-found skills, but also in the way they **project themselves**. This was apparent with **students having greater self-confidence and capabilities**:

*"[Tenner] gives them a platform to, boost their identity, give them opportunities...and also boost their confidence."*

Furthermore, teachers agree that the Tenner Challenge **gives students the opportunity to leave their comfort zone and learn to think independently**. This approach is crucial for young people to be **prepared for the world of work**, in which demand for soft skills and an ability to work in a team, be innovative and think on their feet are deemed essential by employers. Indeed, teachers note the presence of the Tenner Challenge as **fulfilling a gap in the school curriculum**:

*"They learn so many vital life skills that they really don't get the opportunity to develop in normal school curricula."*

Tenner also allows students to have the freedom to be adaptable and take ownership of a product:

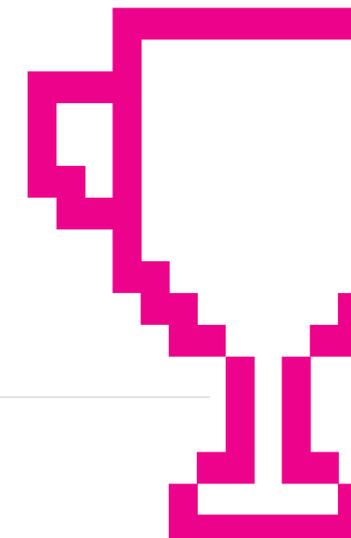
*"They love the fact that it's all about them being allowed to 'do their own thing' and 'try out and have a go at something', rather than being told what to do in a structured lesson by the teacher."*

A number of teachers noted that these skills enable young people to develop skills that employers demand. As a result, they are **able to express themselves and discover new career paths that they did not consider prior to the challenge**.

*"It was a wonderful opportunity and now they are living and expanding entrepreneurs and planning things for the future."*

The overall consensus from teachers we spoke to is that the Tenner Challenge has had a positive impact on their students, not just in their skills but also in their personal development.

Moreover, the Tenner Challenge represents a chance for students to leave their comfort zone and contributes to greater work preparedness once they leave statutory education.





# 12

## TENNER CHALLENGE: 2019 REFLECTION

From the evidence collected for this year's Tenner Challenge, the programme is succeeding in fulfilling the core vision and mission of Young Enterprise.

Tenner continues to represent an effective gateway for young people to gain real-world experience of the world of work, in which they can develop existing key skills necessary for - and discover new ones that can influence their decision-making - later in life.

It may not be perceived immediately, but the Tenner Challenge may spark the creativity and enthusiasm of a young person. We at Young Enterprise will continue to deliver our mission and further improve the Tenner Challenge. We are committed to using our evaluation data to understand how we can bring the benefits to even more young people and give them the best chance for a rewarding future.

YE's current employability framework includes skills many employers and teachers are calling for in developing and promoting non-cognitive skills e.g. communication, financial capability and confidence. There is, however, an opportunity for us to rebrand our current skills to match the language used by the sector.

Over the next academic year, we will develop and refine our skills framework in ensuring that young people who participate in our programme, are provided with the opportunity to develop the skills and attributes needed for the 2030 workplace. We will work closely with teachers, business and most importantly students in refining our attributes framework understood and validated across all our stakeholders.

We will use the Tenner Challenge to test the newly branded attributes in supporting students to develop an 'enterprising and financially capable mindset'. The longer-term outcome of greater world of work preparedness - no matter the career path individuals choose to pursue.



# GET INVOLVED

## TO SUPPORT US TO CHANGE THE LIVES OF MORE YOUNG PEOPLE

**Young Enterprise is a national charity that supports young people to successfully earn and manage money.**

We have the ambition, knowledge and vision to reach thousands of young people over the next two years, but we can't do it alone. As an independent charity, we rely on school contributions, local volunteers and national fundraising efforts.

We need your support to run our programmes to ensure the successful development of future generations. We need more teachers, educators, volunteers and businesses to get involved. We need to continuously raise funds from schools, our local volunteers and our national funders to keep up with the demand of reaching out to and supporting teachers, recruiting and training volunteers, engaging young people and developing existing and new programmes.

Join us in our mission to increase social mobility and give the next generation the skills and confidence to start their working life with the attitude and ambition to succeed. You can help them realise their potential by giving your time, business expertise or simply donating.

**To find out more about our programmes and donate, visit [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)**

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