



# Young Enterprise

Evaluating the impact of the Team programme

Final report

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International Centre for Guidance Studies

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Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

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Hooley, T., Watts, A.G., Andrews, D. (2015). *Teachers and Careers: The Role Of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.

Hutchinson, J., & Dickinson, B. (2014). Employers and Schools: How Mansfield is Building a World of Work Approach. *Local Economy*, 29(3): 236-245.

Hutchinson, J. & Kettlewell, K. (2015). Education to employment: complicated transitions in a changing world. *Educational Research*, 57(2) 113-120.

Hutchinson, J., Neary, S., Hooley, T., Hewitt, D., Mieschbueler, R., Dodd, V. and Langley, E. (2015). *Evaluation of the NAHT Aspire Programme*. Derby: International Centre for Guidance Studies, University of Derby.

Marriott, J. and Hooley, T. (2014). *Evaluating the Legacy Careers Project*. Derby: International Centre for Guidance Studies, University of Derby.

## Acknowledgements

The research team would like to thank Roy Howard, Wendy Gorham and Sarah Bowen from Young Enterprise for their help and support during the early phases of the project. Thanks also go to the staff and young people at the participating schools.

# Executive Summary

The Team programme has been funded through the Department for Education (DfE) Character Education Grant to the value of £162,495. The aim of the programme is to develop the eight character traits resilience, confidence, initiative, problem solving, teamwork, communication, organisation and financial literacy as identified by employers as being those most required by school leavers to gain entry level jobs. The programme provides a well-developed example of character education which is aimed specifically at young people with special educational needs and disabilities (SEND). The programme is aimed at engaging 200 young people aged 15-19 with mild to moderate learning difficulties. It provides them with a structured enterprise learning opportunity based on running an actual business. Young people work with a local business professional who acts as a business adviser throughout the programme. The programme is delivered through the school but also includes support from an external Young Enterprise Manager. Key elements include the embedding of the programme in the school, the involvement of employers and the use of experiential and group based learning approaches.

## Terminology used in this report

Throughout this document a number of terms are used to refer to different 'players' within the delivery of the YE and Team programme. These are;

**Centre lead (CL)** – the individual who co-ordinates and manages the school 'companies'.

**Volunteer business adviser (VBA)** - the individual who visits schools and provides mentoring to 'companies'.

**Team Project Managers (TPM)** – These individuals are responsible for developing and implementing the Team programme.

## About the study

This report sets out the findings of the evaluation of the Team programme conducted by the International Centre for Guidance Studies at the University in 2016. The project adopted a mixed methodology which focussed on the experiences of staff, students and business advisers in a sample of twenty schools selected from a possible 40 which are funded for the Team programme as part of the DfE Character programme. The schools selected for the evaluation were chosen by Young Enterprise staff who ensured that the sample reflected a range of school sizes and included mainstream and special schools, and schools in rural and urban areas.

The evaluation adopted a range of techniques for gathering data including

- A pre and post-programme survey used with teachers and young people. These were designed to help learners make a self-assessment of their skills

and competences aligned to those required for employability. Teachers were encouraged to make an assessment of their learners' employability skills and competences.

- Six in depth case studies
- Ten stakeholder interviews including two volunteer business advisers and eight staff from schools and colleges.

### **Main findings**

The research findings are encouraging and show that the Team programme has a positive impact on the development of the knowledge, skills and attitudes required by young people to make a successful transition to learning, work and the adult world.

### **Setting up the Team programme**

Schools and colleges engage in the Team programme through a number of routes and particularly like the programme because it:

- provides evidence of learning which can be mapped against accredited programmes;
- provides an interesting, innovative and engaging curriculum content;
- provides pathways for young people's future;
- raises the profile of learners with SEND in positive ways with the community; and
- contributes to the work-experience requirement of post-16 study programmes.

Volunteer business advisers engage in the programme for a number of reasons including to meet personal, professional, social responsibility targets. The experience of this group are very positive however many expressed early concerns about their ability to meet the requirements of schools and to work with young people with SEND most schools provide some support to volunteer business advisers to help them develop their skills and where this is planned and negotiated this works very well. Young Enterprise may wish to consider further how they support this group in the development of specialist knowledge and skills to work with young people with SEND.

### **Reaching the target group**

Young people have engaged enthusiastically with the Team programme and have demonstrated an increase or improvement in character traits and the knowledge skills and attitudes required for employment, career management and independent living.

## Developing new skills and character traits

A common concern of employers is the lack of experience of young people as they enter the labour market. Feedback from teachers and young people throughout the research suggests that the Team programme provides a useful opportunity for learners to develop and evidence useful skills for employment including numeracy, literacy, communication skills and team work. What's more young people and staff have identified skills such as problem solving, negotiation, resilience and adaptability as areas for development and have noted that the Team programme is one source for that area of learning. The Team programme provides useful evidence for CV's and references from employers to help young people access the labour market. What's more, there is evidence that young people are using their experiences to reflect on and develop new career paths. In some instances, involvement in the Team programme has led directly to employment.

During the research, Teachers noted an increase in all character education traits including the following.

- An increase of 57 percentage points in students exhibiting greater than average resilience
- An increase of 47 percentage points in students exhibiting greater than average confidence
- An increase of 42 percentage points in students exhibiting greater than average communication skills
- An increase of 37 percentage points in students exhibiting greater than average entrepreneurial activity
- An increase of 17 percentage points in students exhibiting greater than average organisational skills
- An increase of 32 percentage points in students exhibiting greater than average problem solving skills
- An increase of 18 percentage points in students exhibiting greater than average team working skills
- An increase of 25 percentage points in students exhibiting greater than average financial capability skills

The programme also provides young people with real life experiences of the world of work through the roles which they play and the activities which they pursue during the programme. Further value can be seen through the support of volunteer business advisers who not only support the activities of Team but also act as role models and mentors.

The Team programme also provides young people with opportunities to develop skills and insights which help them with other aspects of career management. Young people are encouraged to be self-reflective and to consider their strengths and weaknesses. This is a core career management skill and is an important element of the Team programme.

## **Developing independent living skills**

The Team programme offers many opportunities for young people to develop some of the skills needed to make a smooth transition to adulthood such as numeracy and money handling skills. The Team programme also offers young people the opportunity to develop confidence through team work, relationship building and the roles which they adopt during the project. The research indicates that young people's confidence has developed as result of being involved in the Team programme.

## **Value for money**

The programme has reached its target groups and has demonstrated that it has been effective in developing the character traits outlined by the DfE (2015). In addition, the research indicates that the programme brings value in a number of unintended ways to schools, their staff and the community.

Schools indicate that the programme helps them to achieve their school goals through motivating young people to learn and succeed and to make positive and sustained transitions to learning and work. Schools engage in the Team programme because they see a value in using innovative programmes of learning to provide the evidence for accreditation in other programmes and Team does this by providing portfolios of evidence to support qualifications such as ASDAN<sup>1</sup>. Schools also indicate that there is a value to the Team programme in the way in which it communicates important messages to the community about the skills, attributes and potential of young people with SEND. The programme allows and encourages young people with SEND to compete on the same terms as more able colleagues and this reinforces the messages of diversity, equity and social justice which makes for strong communities.

The Team programme helps schools to meet their requirements to deliver meaningful experiences of the world of work as part of their Post-16 Study Programmes.

School staff have indicated that there is a professional value to using the Team programme in the curriculum. Many staff speak of their increased confidence in understanding business and in engaging with the business community. Some feel that being a Team programme coordinator is good for their CVs and will help them in future career moves.

Volunteer business advisers engage in the programme for many reasons but report that the Team programme has helped them develop positive relationships with young people with SEND. The Team programme provides some with an outlet to use their business skills beyond their own work place and for those employed by companies,

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<sup>1</sup> ASDAN is a curriculum development organisation and awarding body ,offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

Team supports work towards achieving social responsibility targets and targets for personal and professional development.

## **Summary**

In summary, the research from the evaluation of the Team programme suggest that it is highly effective in developing the necessary character traits, knowledge and skills for entering adulthood, to live independently and make successful transitions to further learning and work. Young people are enthusiastic about the programme and indicate that the programme meets their skills development needs and aspirations. The Team programme is an effective use of resources. It reaches its intended target groups, delivers learning outcomes beyond the framework of character traits set out by the DfE and has a positive impact on schools and colleges, staff and communities. It is clear that the programme represents good value for money in the light of these positive outcomes.

## **Recommendations**

The following recommendations have emerged as a result of the research.

1. Schools, colleges volunteer business advisers and companies are attracted to the programme in a variety of ways including through their own networks, through advertisements in the local press, through the Young Enterprise website and through direct contact with Young Enterprise staff and managers. Young Enterprise staff will need to ensure that the positive messages which emerge from this research are used in a consistent programme of marketing and communications which reaches all target groups through a variety of channels.
2. The research has indicated that some volunteer business advisers are apprehensive about working with young people with SEND as they sometimes feel they lack the knowledge or skills to communicate effectively with young people whose needs they do not fully understand. Young Enterprise may wish to review the package of support provided to business advisers to ensure that they feel confident to engage with this target group.
3. The research suggests that some business advisers struggle to use the Team Programme resources located on the password protected intranet effectively although this is not the case for most school staff. This research did not seek to review the technical aspects of the Team programme however Young Enterprise may wish to explore this issue further and make any amendments required to ensure that the website is accessible and usable by all stakeholders.
4. Young Enterprise should review their materials to ensure that they are mapped to the DfE framework of character traits so that schools can understand the programmes value in meeting this area of the curriculum.
5. Young Enterprise should consider mapping the Team programme to the principles of the Children and Families Act and SEN Code of Practice. This would communicate

the value of the programme in light of the recent changes to guidance and legislation relating to the support and integration of young people with SEND.



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# Introduction

Young people with special educational needs and disabilities (SEND) face particular challenges in progressing from school to further learning and the workplace (Grigal, Hart and Migliore, 2011; Wehman, 2013). This group are some of the most disadvantaged in society and are the most likely group of young people to be absent or excluded from school than their peers (Ofsted 2010). SEND students are also less likely to achieve both in terms of their attainment and progression. SEND students for example are more likely to be NEET (not in education, employment or training) than their peers in part due to the lack of suitable opportunities that this group have to develop the relevant skills and character traits which fit them for employment.

There has been a strong tradition of providing support for young people with SEND in making transitions from school to work (Carter, Brock, and Trainor, 2014; Westbrook *et al.*, 2015). Criticisms that such services are fragmented and poorly organised (Clarke *et al.*, 2015) have led to major reforms culminating in England's new Education, Health and Care (EHC) Planning process.<sup>2</sup>

There is much in the new EHC planning process that invites cautious optimism. The new approach should support the delivery of integrated and personalised services. However, the effectiveness of the new policy will be dependent on the availability of resources and many within the system anticipate that these are likely to decline with further public spending restraint (Pearson, Mitchell and Rapti, 2015). In particular the loss of the Connexions service<sup>3</sup> has reduced both co-ordination of services and the delivery of particular services aimed at supporting young people's transition to further learning and work (Hooley and Watts, 2011, Langley, Hooley and Bertuchi, 2014).

The effective management of support and transition planning is only one part of supporting the effective career development of young people and maximising their chance of independent living. Within the education system there is a need to support young people with special educational needs to develop skills which enable them to progress, to gain experiences of life outside of the institution of school and to build up relationships with prospective employers and other key members of society. A key mechanism to achieve these aims is the delivery of education programmes which develop a set of character traits, attributes and behaviours that underpin success in school and work (Biesta 2010; Peterson and Seligman 2004; Kristjánsson 2013; Hursthouse 2013)

The Team programme has been funded through the Department for Education (DfE) Character Education Grant to the value of £162,495. The aim of the programme is to develop the eight character traits resilience, confidence, initiative, problem solving,

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<sup>2</sup> See <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help> for further information on the EHC Planning process.

<sup>3</sup> Connexions was a UK governmental information, advice, guidance and support service for young people aged thirteen to nineteen (up to 25 for young people with learning difficulties and/or disabilities), created in 2000 following the Learning and Skills Act.[1]

teamwork, communication, organisation and financial literacy as identified by employers as being those most required by school leavers to gain entry level jobs. The programme provides a well-developed example of character education which is aimed specifically at young people with special educational needs. The programme is aimed at engaging 200 young people aged 15-19 with mild to moderate learning difficulties. It provides them with a structured enterprise learning opportunity based on running an actual business. Young people work with a local business professional who acts as a business adviser throughout the programme. The programme is delivered through the school but also includes support from an external Young Enterprise Manager. Key elements include the embedding of the programme in the school, the involvement of employers and the use of experiential and group based learning approaches.

Young Enterprise have commissioned an evaluation of the Team programme to ascertain its effectiveness in providing young people with experiences which help develop the eight character traits. The International Centre for Guidance Studies at the University of Derby undertook the evaluation in 20 selected schools across England in 2016. This report sets out the findings of the evaluation of the Team programme.

## **Terminology used in this report**

Throughout this document a number of terms are used to refer to different 'players' within the delivery of the YE and Team programme. These are;

**Centre lead (CL)** – the individual who co-ordinates and manages the school 'companies'.

**Volunteer business adviser (VBA)** - the individual who visits schools and provides mentoring to 'companies'.

**Team Project Managers (TPM)** – These individuals are responsible for developing and implementing the Team programme.

# Project context

This section sets out the context for the Young Enterprise Team programme. A review of literature explored the social and political environment which affects the transitions to learning, work and adult life for young people and particularly those with special educational needs and disabilities (SEND).

## **Young people's progression into work**

Every major economy preparing for the future looks to its next generation as the source of fresh ideas, innovation and entrepreneurship. The UK entered recession in mid-2008 and the rise in youth unemployment was immediate. According to Work Foundation data, in early 2008, the youth (16-24) unemployment rate was 14 per cent. Youth unemployment rose more or less consistently between 2008 and 2012. It reached a peak of 22 per cent in the last quarter of 2011, amounting to 1.04 million young people out of work (Lee, N. *et al* (2012)). The number however has sharply reduced in recent years. The latest figures show that there were 625,000 young people aged 16-24 registered as unemployed at the end of last year (House of Commons 2015). Despite this decrease, the figures are still high suggesting that the UK needs to take decisive actions to enable young people to enter the world of work and facilitate their progression to employment. It is also important to appreciate that moving into work is not the end point, but a starting point. Sustainable work and progression is a key principle underlying the British economy. It helps society to thrive and citizens to realise their aspirations in the face of new challenges and opportunities. In achieving this objective, the UK government needs to create measures that help young people acquire the skills that they need to get into work that is sustainable and rewarding, to progress and take advantage of new opportunities, and to adapt and respond to economic change by upskilling and retraining.

However, it is important to note that the investment needed to become a world leader in skills and to generate world leading employment rates is significant, but the cost of failing would be higher still – the erosion of social cohesion, the burden of unemployment and the economic cost of an unskilled workforce ill-equipped to compete in a globalised world. Youth unemployment is a blight on the lives of millions of young people across the UK and brings with it serious financial and social implications for productivity and growth (Young Enterprise 2016). Apart from its detrimental effects on future wages and employability, youth unemployment may have a negative impact on happiness, job satisfaction and health for many years (Morsy 2012). Early experiences of unemployment are likely to result in wage scars that continue to depress their employment and earnings prospects even decades later (ILO 2013). Programmes which help young people to develop enterprising and entrepreneurial programmes such as the Team programme offered by Young Enterprise offer an effective measure to address the issue of transition for young people with SEND.

## **Young people with special educational needs and disabilities**

Young people with special educational needs and disabilities (SEND) may experience a particular range of challenges in making transitions from school. Such transitions are complex for all young people, but many young people with SEND have additional barriers to overcome. In many cases this will include the challenge of moving from an environment where there is a relatively high degree of support to one where there is less support. However, it is important to recognise the wide range of young people, support needs and types of transition that occur. A key challenge for policy and practice is therefore how to address this heterogeneity in ways which are both achievable and helpful.

There has been considerable research which has examined the challenges that young people with SEND experience (Burchardt, 2005; Carter *et al.*, 2010; Davies and Beamish, 2009; Del Quest *et al.*, 2012; Foley, 2006; Rehm *et al.*, 2012). Key challenges identified include: the achievement of sufficient qualifications to support participation; the lack of appropriate post-school options; adjusting to changing support and advocacy arrangements sometimes including the transfer from youth to adult social and health care support; challenges in adjustment for families in their relationships with the young people undergoing transition; as well as the challenge for the young person in disclosing and managing their SEND identify within a new context.

However, the complexity that needs to be addressed in providing for young people with SEND are the varying degrees of severity of disabilities and the impact these have on a young persons' ability to operate in the world. There is an extensive tradition of research and practice which has explored how young people with SEND can best be supported to manage these transitions and make progress within their careers (Carter *et al.*, 2010; Del Quest *et al.*, 2012; Foley, 2005; Landmark, Ju and Zhang, 2010; Pallisera, Vilà and Fullana, 2012; Yates and Roulstone, 2013). Research has found that key components of effective career and transition support for this group include: starting young people thinking about transition and career early on during their schooling; supporting the development of living skills; having consistent and committed adult support for transition (including the active involvement of teachers); involving families in the transition; ensuring effective multi-agency collaboration; ensuring that they have access to high quality and relevant labour and learning market information to inform their choice making; providing access to work experience; and supporting them to build their confidence, maintain aspirations and develop career management skills including work-relevant interpersonal skills.

At the moment it is estimated that only 7% of people with learning disabilities are in paid employment. Part of the reason for this is the availability of jobs and the support to help people with learning disabilities to succeed in gaining employment. However a large part of the problem is the lack of aspiration people have about the employment opportunities for people with learning disabilities (Foundation for People with Learning Disabilities 2016). In order to enhance the aspirations and employability competencies of young people with SEND and help them get and

maintain a job, a number of initiatives have been implemented by a number of institutions – public, private and charitable – mandated by statutes and supported by government.

One of such initiatives was launched by the Milestone Academy in Kent in early 2013. The project is called the When I Grow Up project. This is a four year project funded by the Big Lottery to work with three schools in England to increase aspirations and opportunities for young people with learning disabilities to find employment after leaving school.

The project works in partnership with Milestone Academy, students, families and local employers to provide the support, technical expertise and knowledge to take forward Milestone Academy's vision for young people with learning disabilities to have access to paid work opportunities in their future. The project's key activities include; (a) setting up workshops for parents to raise their aspirations about their child's employment opportunities and think about the skills and interests their child has; (b) work with young people to find out about their aspirations and interests and develop their work experience and employability; (c) work with the schools to develop their knowledge and experience in supporting students to look for employment opportunities post school; (d) work with local employers to help them think about the opportunities they could offer people with learning disabilities in their area.

### **Experience of the world of work**

The requirements for schools to provide work experience have been with educators for many years. Work experience first emerged as an educational intervention in 1963 following the Newsom Report (Newsom 1963) which suggested that experience of the work place would benefit average or below average groups of learners.

Work-related learning became a statutory element in 2003, but as a result of the review of vocational education Wolf (2011) it was recommended that work-experience for 16-18 year olds should be reviewed to include a range of models which more closely reflected the requirements of employers. Current non statutory advice from the Department of Education references Wolfs recommendations and notes specifically that all young people between the ages of 16 and 23 should be able to gain real experience and knowledge of the workplace in order to enhance their employability skills. They advise all providers of education for young people in this age group to make available high quality work experience as part of all academic and vocational study programmes and traineeships. (DfE 2016).

### **The evidence for character education**

Character education is an umbrella term loosely used to describe the teaching of children and young people in a manner that will help them develop as moral, civic, critical, successful, compliant or socially acceptable beings (Berkowitz and Bier 2005). Thomas Lickona (1992:12) argues that '*character education is the deliberate effort to develop good character based on core virtues that are good for the individual and good for society*'. The Jubilee Centre's Framework for Character Education in Schools defines character education as '*all explicit and implicit educational activities*

*that help young people develop positive personal strengths called virtues'* (Jubilee Centre for Character and Virtues 2014: 2). Despite some differences in definitions, there is a general agreement that an effective education system ensures the raising of academic standards as well as providing opportunities for young people to develop a set of character traits, attributes and behaviours that underpin success in school and work (Biesta 2010; Peterson and Seligman 2004; Kristjánsson 2013; Hursthouse 2013).

Chell and Athayde (2009) conducted comprehensive research for the National Endowment for Science, Technology and the Arts (NESTA) on the identification and measurement of innovative characteristics of young people. The research made a compelling argument for putting all of the necessary measures in place to help young people to develop the employability skills required to the face of a changing employment environment. The research contended that the challenges of the future - globalisation, climate, technological and demographic change – require a different response from our education system. The research further argued that the UK needed to equip future generations not only with strong basic skills and specialist technical knowledge, but with the attitudes and wider skills to generate new solutions and adapt to our rapidly changing world.

Education providers are coming under increasing pressure to develop a future workforce that is competent, knowledgeable, multi-skilled, flexible and able to respond to the changing nature of work and the employment market (NESTA 2009). Nicky Morgan, Minister for Education has noted that *'for too long there has been a false choice between academic standards and activities that build character and resilience, which should go hand in hand'* (quoted in Arthur et al., 2015: 8).

Seider (2012) argues that character education needs to take place within supportive, encouraging, and informative relationships that reach all features of school life. Similarly, Berkowitz (2011) states that the development and implementation of character education is maximised when the relationships between teachers and their students, and between students and their peers are strengthened.

Significant factors that greatly influence children's character development include the extra-curricular activities that they engage in for example charity work, or arts-related activities. Work by The Jubilee Centre for Character and Virtues (2014) states that

*'character virtues should be reinforced everywhere: on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, head teacher messages and communications, staff training, and in relations with parents'*. (Jubilee Centre for Character and Virtues 2014: 5)

The inclusion of character education within the school curriculum is not a new idea. In the UK, character education was a theme in schools throughout the nineteenth and first half of the twentieth century, but it has only recently re-surfaced in conversations about the need to tackle social mobility. The All Party Group on Social Mobility published the Character and Resilience Manifesto in 2014. This document calls on government to seize the opportunity of the raising education participation age to use Character and Resilience programmes to re-engage the most



disengaged 16 and 17 year olds back into learning; The Department for Education (DFE) has distilled these character traits into seven strands of character education. (DFE 2015) These are

- Perseverance, resilience and grit
- Confidence and optimism
- Motivation, drive and ambition
- Neighbourliness and community spirit
- Tolerance and respect
- Honesty, integrity and dignity
- Conscientiousness, curiosity and focus

This evaluation has used these character traits as a framework to reflect on the impact of the Team programme.

# Project approach

This section sets out the project approach. It outlines the aims of the research and explains the methodological approach adopted.

## Research aims

The research aims are set out in six research questions which are;

1. Has the Team programme been effectively set up and reached its target audience?
2. Is the Team programme well received by its target audience?
3. Have the young people involved in the Team programme developed new skills and character traits which are required for learning and work?
4. Have the young people involved in the Team programme become more engaged in school and career?
5. Are young people engaged in the Team programme more likely to progress successfully and manage independent living?
6. Does the Team programme represent value for money? How does the investment relate to the impacts?

## Methodology

The project adopted a mixed methodology which focussed on the experiences of staff, students and business advisers in a sample of twenty schools selected from a possible 40 which are funded for the Team programme as part of the DfE Character programme. The schools selected for the evaluation were chosen by Young Enterprise staff who ensured that the sample reflected a range of school sizes and included mainstream and special schools, and schools in rural and urban areas.

The evaluation adopted a range of techniques for gathering data including

- A pre and post-programme survey used with teachers and young people. These were designed to help learners make a self-assessment of their skills and competences aligned to those required for employability. Teachers were encouraged to make an assessment of their learners' employability skills and competences.
- Six in depth case studies
- Ten stakeholder interviews including two volunteer business advisers and eight staff from schools and colleges.

Appendix 1 contains further information about the research sample.

Data has been analysed thematically using the research aims as a framework

## Setting up the Team programme



*“Everybody was happy to do Young Enterprise. It is the first time we have done and run our own business. We used to sell things in school, but can now sell outside school”.*

### **Young people’s reflections**

This section considers how the Team programme has been set up in organisations through the perspectives of school and college staff and volunteer business advisers involved in the programme. It explores how schools and volunteer business advisers are informed about and engage in the programme.

### **The experience of staff and organisations**

The research indicates that the process of engaging in the Team programme is a positive one for staff in schools and colleges. Many staff reported being approached by Young Enterprise managers who provided information on the programme and helped them talk through the value of the programme to both organisations and students. On a number of occasions, staff learned about the programme through their professional networks and approached Young Enterprise staff. Both these models of engagement work however if the programme is to be implemented more widely, Young Enterprise staff may need to review their marketing strategy to ensure that all relevant organisations learn about the Team programme in a way which helps them actively pursue the programme for their learners.

Many of the organisations involved in the case studies reported that they offered the Team programme as an option in the sixth form and that the programme provided

evidence which contributed to student's ability to gain accreditation for their learning through programmes such as those offered by ASDAN.

*"The programme fits with ASDAN as the students are participating in an enterprise activity, and experiencing business. The units talk about business plans, health and safety, communication within the workplace and working with numbers (budgeting, profiting etc.) which fall into YE Level 1. The student's rewards from it were amazing and they won awards for example for presentation skills – it was absolutely brilliant and so we carried on with it".*

**College Young Enterprise coordinator**

Some organisations indicated that the innovative nature of the programme brought a refreshing lift to the curriculum which otherwise could be a little boring for young people. This indicates that the Team programme contributes added value to existing programmes of study.

*"I felt that without YE the curriculum is quite dull and if I find it dull as a teacher, what must the young people feel!"*

**College Young Enterprise coordinator**

The Team programme also provides students with pathways for the future. For example, in one school a student on the programme wants to set up his own business based on his team programme experience and is considering enrolling on a business course at the local college. The programmes also helps learners to develops links with other school departments as they will regularly need to utilise resources from other parts of the school for example design and technology, and ICT. This helps young people to make connections between their curriculum learning and the world of work.

Schools also reported that the Team programme helps to raise the profile of the students with external stakeholders by profiling their potential and capabilities in a very positive way. The research also suggests that the team programme is more successful when it has the support of senior leaders and governors. These individuals provide a strategic vision for the team programme and ensure that sufficient resources are made available for the programme to be implemented effectively.

### **The experiences of volunteer business advisers**

Volunteer business advisers become involved in the Team programme through a number of routes. Some are directly approached by Young Enterprise Managers at events or meetings whilst others are recruited to the programme through their existing networks with schools. Some advisers have seen adverts for the role of the volunteer business adviser in the local press and approach Young Enterprise managers or schools directly themselves.

*"I saw an article in the Hereford Times asking for mentors and thought it might be interesting, so the Young Enterprise Manager invited me to a presentation evening to learn more about the scheme"*

**Volunteer business adviser**

Volunteer business advisers get involved in Team for a number of reasons. For some retired people it provides a real opportunity for their skills to be used in a new and interesting way to support the community. This gives them a feeling of self-worth. Some advisers enter the role looking for a challenge and for some it is the first time they have ever worked with teenagers. This does introduce a little anxiety at the start of the programme for some however this is quickly overcome and advisers soon warm to their new challenge.

*"I thought dealing with teenagers might be difficult. I was completely wrong. I thought that you hear such horrendous stories about them. I thought 'can I cope with them'. However, I found them co-operative and polite".*

**Volunteer business adviser**

Some business advisers are encouraged to take on the role as part of their staff development programme at work. This has a number of benefits. In the first instance it helps companies meet their corporate social responsibility targets. It also helps staff to develop new skills and confidence which they bring back to their own work place.

In most instances, the business advisers reported that they were provided with sufficient information from Young Enterprise to engage with the programme. Some suggested that they would like to have more regular contact with their Young Enterprise managers and this largely related to issues with access to the Team programme resources located on the password protected extranet or questions around Young Enterprise processes such as awards.

Volunteer business advisers considered it very important to have conversations with school staff about the needs of the learners so that they could engage with them effectively. This is particularly difficult for advisers who have never worked with young people with additional needs and many feel daunted by the prospect because they are unsure how to adapt their approach so that they are encouraging effective learning practices. Good practice would indicate that schools who work closely with their business advisers to help them to understand the individual needs of their learners tend to have more effective programmes because the advisers can facilitate the student's learning more effectively.

*"It was a little daunting at first. The students have very mixed abilities. Explaining things to them was difficult, for them to grasp at first. Initially it was quite difficult coping with students with different levels of progress and not wanting to talk down to them"*

**Volunteer business adviser**

The research noted that in many schools, volunteer business advisers do get this support at the start of their involvement and where this is provided, it has a positive impact on the volunteer business advisers and the learners.

*“We try to help them understand how to work with the specific needs of this group. For example not using language which is too technical but explaining things in a way that they will understand.”*

**School coordinator**

## Summary

In judging how successfully the Team programme is set up in participating organisations, a number of issues have been considered specifically how well schools and volunteer business advisers are informed about and engage in the programme.

The results of the research demonstrate that school and college staff recognise the value of the Team programme in providing an innovative mechanism for young people to learn about the world of work and develop new skills. Organisations value this as a reason for engaging in the programme. There are two main ways in which organisations learn about the programme. Many are approached directly about the programme whilst others hear about this through their professional networks. In either case, it illustrates that there is a process of engagement which is flexible and ensures that channels of communication exist depending on the needs of each school. Young Enterprise will need to ensure that information about the programme is widely available through a variety of channels if the programme is to be implemented more widely.

Schools and colleges particularly like the programme because it

- provides evidence of learning which can be mapped against accredited programmes
- provides an interesting, innovative and engaging curriculum content
- provides pathways for young people’s future,
- raises the profile of learners with SEND in positive ways with the community, and
- contributes to the work-experience requirement of post-16 study programmes

These are very positive messages which can be taken forward in future marketing and communications campaigns and will help schools and colleges make informed choices about whether or not to engage in the programme.

Staff have found the process of setting up and implementing the project a straightforward process. Many staff reported that once registered, the information is accessible and support from Young Enterprise staff is forthcoming.

*“The information and support was excellent. The web site is fantastic. I could and should use it more really “*

**School coordinator**

Where issues of implementing the programme exist, this is largely concerning the website and IT support. The research did not aim to tackle the specific technical aspects of this concern but this will need to be explored in more detail and the issues tackled in order for schools and colleges to have a seamless implementation of the team programme.

Volunteer business advisers also report a positive experience in engaging in the programme. There are a number of ways which they find out about the programme and a number of reasons for volunteering. In some instances, advisers engage due to a personal commitment to use their skills and knowledge in a positive way for the community. Others engage in the programme because they are encouraged by their employers. In all cases, advisers reported that the experience of getting involved was a positive one. Most felt that they had sufficient information and that their relationships with schools and Young Enterprise staff was encouraging and informative. Many value the training and support provided and this should be made available to all. Training does not appear to be mandatory for advisers and Young Enterprise might wish to reflect on this. Training activities can now be web-based and go beyond simply providing information. This may be a way forward in ensuring that all advisers have considered all of the requirements and considerations of working with young people with a variety of needs. Of course schools are providing a great deal of information about the individual needs of students and this is highly valued.

*“We are careful to ease them in. We have a full induction process. There is plenty for them to get involved with to suit their particular expertise”.*

**School coordinator**

However some advisers confessed to some nervousness about this prior to their engagement on the programme and a short training package which addresses this might be helpful in engaging more advisers for this programme in particular.

## Engaging young people in the Team programme



This section explores the extent to which the programme engages with its intended audience. It also presents information about young people's attitudes to the programme.

Data from the pre-programme survey indicated that the majority of young people (80% where  $n= 169$ ) wanted to be part of the programme. The results of the post-programme survey confirms that learners did enjoy the programme with 88% ( $n=121$ ) indicating that they were glad to have taken part. Focus group participants reinforced this view. One Team programme member explained *'We are all happy to take part in Young Enterprise.'*

Another way of thinking about how engaged young people are in the Team programme is to consider what aspects of the programme they were most looking forward to and to compare this to what they enjoyed. Figure 1 below shows the responses to the survey question 'What are you looking forward to about the Team programme?' Although 22 respondents did not provide an answer to this question, the responses from those who did provide an interesting picture. This was an open text question and the responses were coded into 17 areas. Four areas stand out very clearly as ones which are compelling for the learners. These are, selling products (20%), making things (18%), working together (17%), and earning money (14%).



**Figure 1:** What are you looking forward to about the Team programme? (Percentage where n=169)

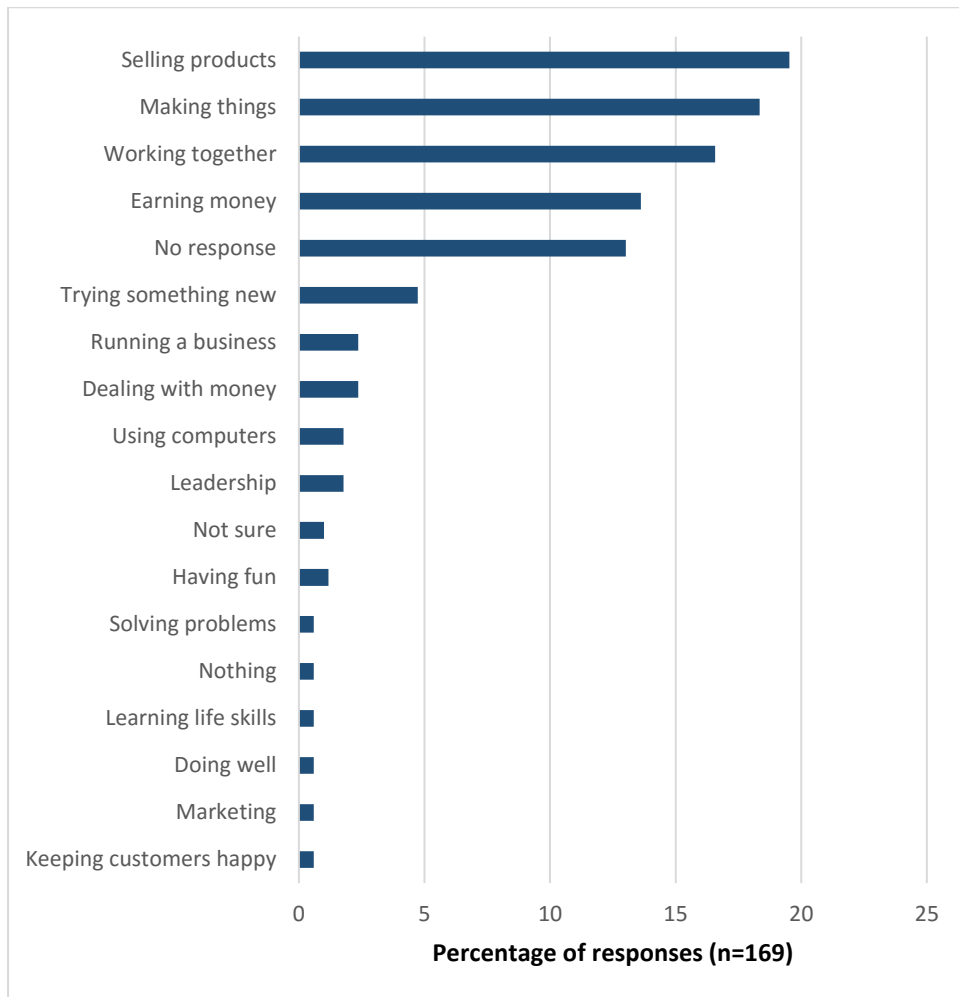
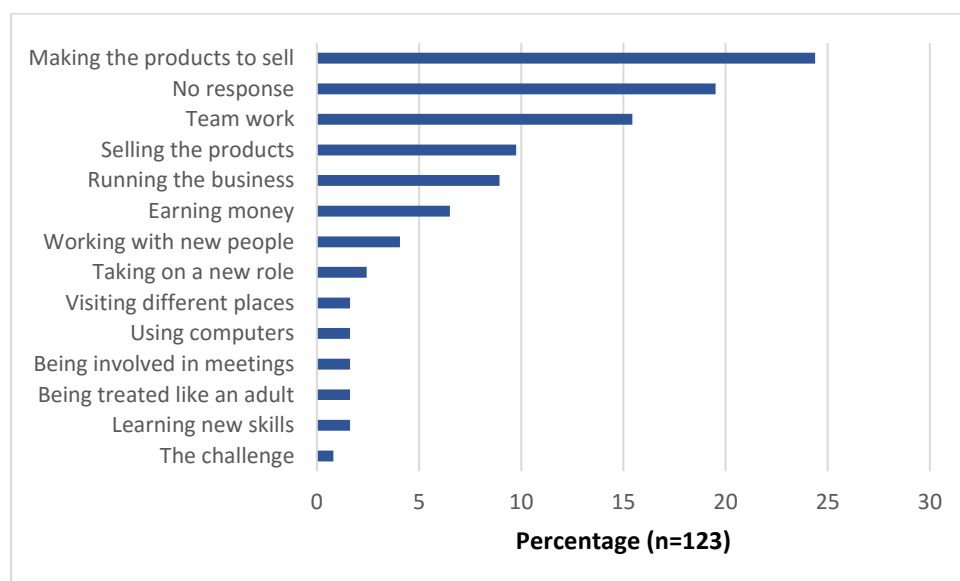


Figure 2 below shows what aspects of the programme young people enjoyed. The responses to the survey indicate that the top five things which young people were anticipating were the experiences which the young people got most enjoyment from. These were selling products, making things, working in a team and making money and running the business. This is a positive message for Young Enterprise. The Team programme is clearly meeting the expectations of the learners.

**Figure 2:** What did you enjoy about running a business?



Another way of thinking about how engaged young people are is to consider whether or not they would recommend the programme to others. The data for this question has been obtained from case studies and shows that in nearly every case the responses to this question were positive. For example, young people in one school explained that the Team programme was the ‘*best thing ever*’ and one said ‘*Yeh – I like it*’. Young people in other schools gave a variety of reasons for enjoying and engaging in the project.

*It gives experience of running a business, what to do and what responsibilities we have.*

*It gives a taste of reality*

*You learn about budgeting, stock take, what sells the most.*

*It is fun, stressful and enjoyable.*

*You gain confidence,*

*You learn how to write minutes and agendas*

*You do team working*

*You get good at communication*

*The skills, qualities and attitudes of being an entrepreneur*

*Profit making*

In one school, two students suggested that they would not recommend the programme to others. This was for one student because he had not wanted to do it in

the first place and for the second, because it was boring to have Team programme for a full day.

## **Summary**

Schools are using the Team programme to provide exciting and engaging learning experiences for their students. The Team programme is often offered as an option in the sixth form or post-16 programmes in colleges. This means that the programme is largely optional for learners and the results of the evaluation show that the decision to undertake Team is a very good choice for most learners. The data collected from the students indicates that although a little apprehensive at first, most students have engaged very positively with the programme and they would recommend it to their friends. There were a number of areas which young people were looking forward to about the Team most notably selling products and making things. The results of the post-programme survey shows that these expectations have been met. This is a positive message for Young Enterprise and demonstrates that their approach is engaging and compelling as a learning experience and that it is targeted at an appropriate groups of learners.

## Supporting the development of the character traits required for learning and work



*"I can now recognise money but not count it up so my friends in Young Enterprise help me with this, especially those who have a finance role".*  
**Team programme student**

This section deals with the extent to which young people develop the traits of 'good character' as a result of being involved in the Team programme. It uses the framework of character traits outlined by the DfE to mark the progress of young people through their Team Programme experience. These traits are

- Perseverance, resilience and grit
- Confidence and optimism
- Motivation, drive and ambition
- Neighbourliness and community spirit
- Tolerance, and respect
- Honesty, integrity and dignity
- Conscientiousness, curiosity and focus

Character traits are often demonstrated through attitudes as well as skills. A change in someone's level of skills is relative easy to observe whereas a change in attitude is more difficult to quantify and would require a different research approach over a longer period of time. . Throughout this section, the researchers have asked staff and advisers to comment on the changes which they observe in young people's character. Where it is possible to quantify this the information has been presented

through the use of graphs and statistics. Where attitudinal changes are more difficult to quantify these have been evidenced through more qualitative reflections.

## **An overview of skills development**

An open question was asked in the pre-programme survey to ascertain what skills, and attributes young people wanted to learn during the programme. The answers were coded to 20 categories (including not sure and no response) and show that handling money was the area which most young people were looking forward to (17% or 28 responses). The responses to this category were much higher than the next most important area to learn: How to design and make things which had 10% of responses (17 respondents). It would seem that although dealing with money received fewer responses when young people were asked what they were looking forward to about the Team programme – it is an area which they feel is one for development. The responses to this question are set out in table 1 below.

**Table 1:** What are young people looking forward to learning during the Team programme?

| <b>Response</b>                            | <b>Number</b> | <b>%</b>    |
|--|---------------|-------------|
| Using new tools                            | 1             | 1%          |
| Working hard                               | 1             | 1%          |
| How to use computers                       | 2             | 1%          |
| Leadership skills                          | 2             | 1%          |
| Problem solving                            | 3             | 2%          |
| Not sure                                   | 3             | 2%          |
| Life skills                                | 3             | 2%          |
| How to make money                          | 4             | 2%          |
| Finding out about jobs and workplaces      | 4             | 2%          |
| New skills                                 | 4             | 2%          |
| Listening to new ideas                     | 5             | 3%          |
| How to present new ideas                   | 7             | 4%          |
| Want to learn how to talk to people        | 9             | 5%          |
| Learn how to sell                          | 9             | 5%          |
| I want to learn how to run my own business | 10            | 6%          |
| Find out how businesses work               | 11            | 7%          |
| Work in a team                             | 11            | 7%          |
| Gain confidence                            | 11            | 7%          |
| How to design or make things               | 17            | 10%         |
| No response                                | 24            | 14%         |
| Learn to deal with /handle money           | 28            | 17%         |
| <b>Total</b>                               | <b>169</b>    | <b>100%</b> |

The post-programme survey asked participants what they had learned during the programme. Again this was asked as an open question and the responses were

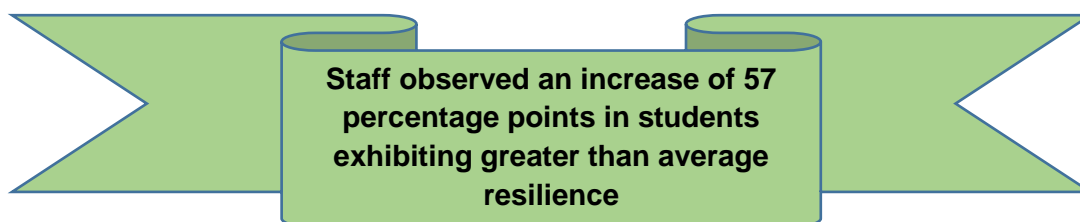
coded to nine categories. The results show that in some areas of learning students' expectations were met although these were not always met in the same proportions as had been anticipated. The largest area of learning was in team work with 18 % (n=22) indicating this. Previously only 7% (n=11) had anticipated this as an area which they wanted to learn about. Before the programme the most frequently anticipated area of learning was in money handling skills. After the programme this was the second greatest area of learning with 13% (n=16). The full responses to this question are set out in table 2 below. These results are positive and show that young people are well informed about the programmes content and understand what impact it is likely to have on their skills and knowledge and that these expectations are largely met.

**Table 2:** What did you learn by being part of the Young Enterprise Team programme?

| Response                          | Number     | %           |
|-----------------------------------|------------|-------------|
| To be more grown up               | 1          | 1%          |
| How to run a businesses           | 6          | 5%          |
| How to sell things to people      | 6          | 5%          |
| How businesses work               | 8          | 7%          |
| Gained in confidence              | 10         | 8%          |
| How to talk to people             | 11         | 9%          |
| How to deal with and handle money | 16         | 13%         |
| Team work                         | 22         | 18%         |
| No response                       | 43         | 35%         |
| <b>Total</b>                      | <b>123</b> | <b>100%</b> |

The following sections present evidence about the students learning against the framework of character education outcomes. The data has been gathered from a number of sources including the pre and post programme surveys, a survey of teachers and case studies and stakeholder interviews.

## Perseverance, resilience and grit



This group of characteristics is about coping with rejection and set-backs, learning from mistakes, and being adaptable in new or difficult situations. Young people who have resilience will be open to constructive criticism and have a positive attitude when faced with difficulties or adversity. This trait is often characterised as 'having grit and determination'.

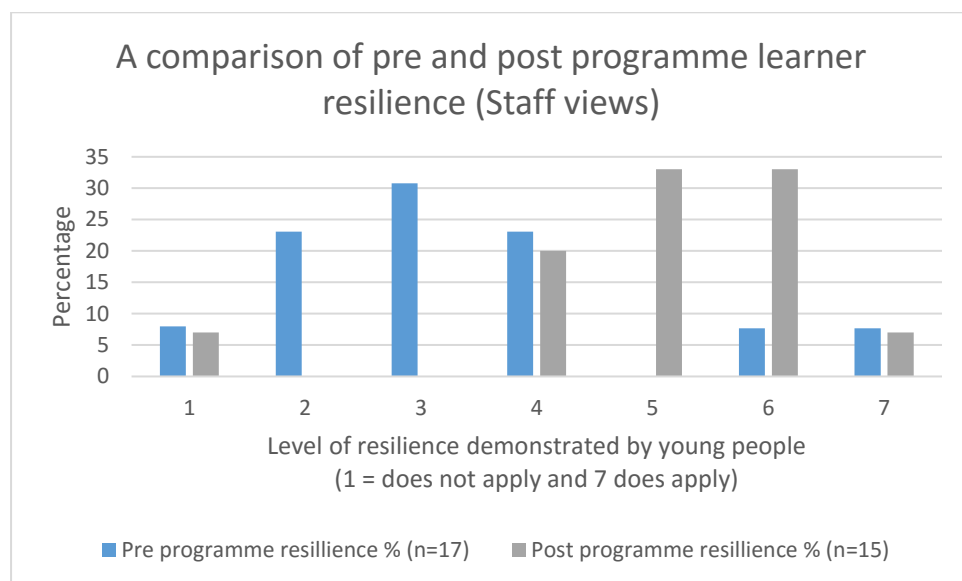
The results of the teacher's survey demonstrate that young people have developed resilience by being involved in the Team programme. Figure 3 below indicates the rating that teachers gave students' resilience before the programme (blue) and after the programme (grey). The rating used a seven point scale where 1 is does not apply and 7 is does apply. There is an obvious improvement in the scores. Prior to the programme, 16% (n=17) staff indicated that learners displayed resilience in the top three grades (grades 5-7 where 1 is does not apply and 7 is does apply). After the programme, this figure has risen to 73% (n=15). During the stakeholder interviews, one member of staff in school explained the role of the Team programme in building resilience.

*"[It's about] the acceptance that they can't always get their own way. This will challenge them, but hopefully they will have a successful outcome."*  
**School senior leader**

Young people were asked to indicate the extent to which they enjoyed problem solving in both the pre and post programme survey. Problem solving has been used in the survey for young people as an indicator of resilience which they would understand. The results of the survey show very clearly that learners feel that their confidence in problem solving ability has improved. Those answering 'yes' when asked to indicate whether or not they enjoyed problem solving has increased from 50% (n=169) before the programme to 84% (n=122) after the programme. What's more those indicating that they were not sure about this has fallen from 38% to 12%. Not only are young people enjoying problem solving more than previously the results would indicate that they are also more aware of this skill suggesting that the programme has not only given learners more confidence but that it has also helped young people understand problem solving as a concept.

These findings along with those from teachers demonstrate that the Team programme is helping to deliver the resilience required to move into adulthood, independent living and the labour market.

**Figure 3:** Teachers views on how young people’s resilience has developed as a result of the Team programme



### Confidence and optimism

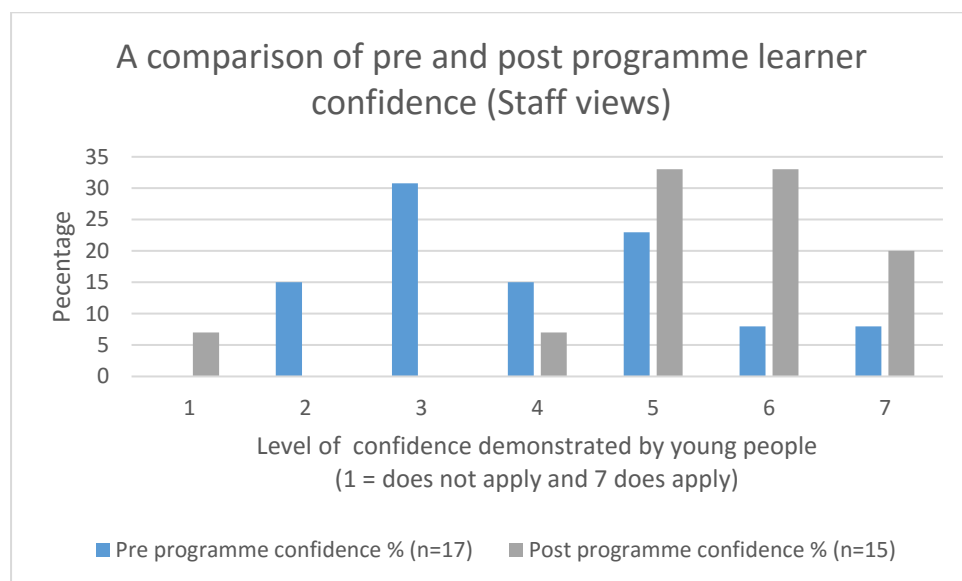
**Staff observed an increase of 47 percentage points in students exhibiting greater than average confidence**

This characteristic is about displaying self-belief, and a sense of being able to achieve goals and influence outcomes. Young people with confidence display trust in people and are willing to ask questions, seek more information and work alone on activities without the need for a great deal of supervision.

The results of the staff survey shows that they have noticed a marked improvement in learner’s confidence. Prior to the programme, 39% (n=17) staff indicated that learners displayed confidence in the top three grades on a seven point scale (grades 5-7 where 1 is does not apply and 7 is does apply). After the programme, this figure has risen to 86% (n=15). The results of the two surveys are provided in figure 4 below.



**Figure 4:** Teachers views of how young people’s confidence has developed as a result of the Team programme



The results from the young people’s survey is not quite so conclusive. Young people did indicate through an open question that gaining confidence was one of their goals at the start of the programme. The results of the post programme survey did indicate that some young people felt that their confidence had grown as a result of the programme but the increase in those saying this was only 1%. It is not always easy to recognise confidence in oneself and other indicators both from teachers and young people such as an increase in communication skills for example do demonstrate a more marked change. Before the programme 31% (n=17) of staff graded learners at grades 5-7 (where 1 is does not apply and 7 is does apply). This figure had increased to 73 % (n=15) after the programme. These results are presented in figure 5 below. During the stakeholder interviews one staff member explained how young people were communicating more effectively and developing meaningful relationships as a result of the Team programme.

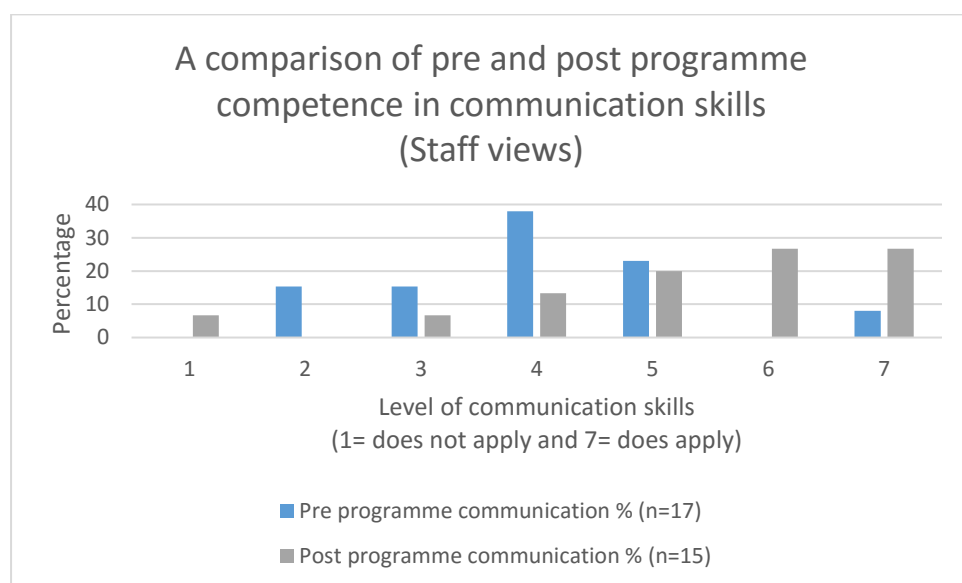
*One of the students is very autistic and 18 months ago he would not engage at all. Another student also exhibited similar difficulties. They have both come on really well. The group socialise and go out together and have formed friendships that they will hopefully keep. They recently went out bowling for one of the students birthdays.'*  
**Team programme coordinator**

*'They have engaged more with me and now know who I am which is another skill for them in remembering faces and names.'*  
**Business adviser**

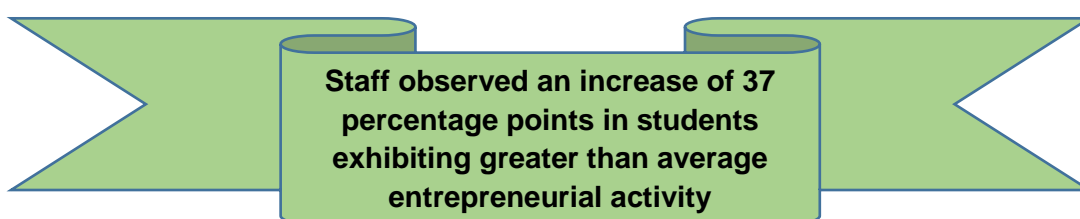
**Staff observed an increase of 42 percentage points in students exhibiting greater than average communication skills**

Young people also indicate an improvement in communication skills with 71% (n=169) indicating that they had communication skills before the programme and 77% (n=123) showing this as an area of skill after the programme. What's more the number of young people indicating that they were unsure whether or not they had this area of skill reduced from 24% (n=169) before the programme to 19% (n=123) after the programme. Although the results from the young people are not quite as conclusive as those from the staff they still show a pleasing development in young people's own belief in their skills in this area.

**Figure 5:** Teachers views of how young people's communication skills have developed as a result of the Team programme



## Motivation, drive and ambition



This group of characteristics is about having a positive attitude and being able to apply one's self consistently. Young people with these characteristics are reliable, motivated, punctual, well organised and hardworking.

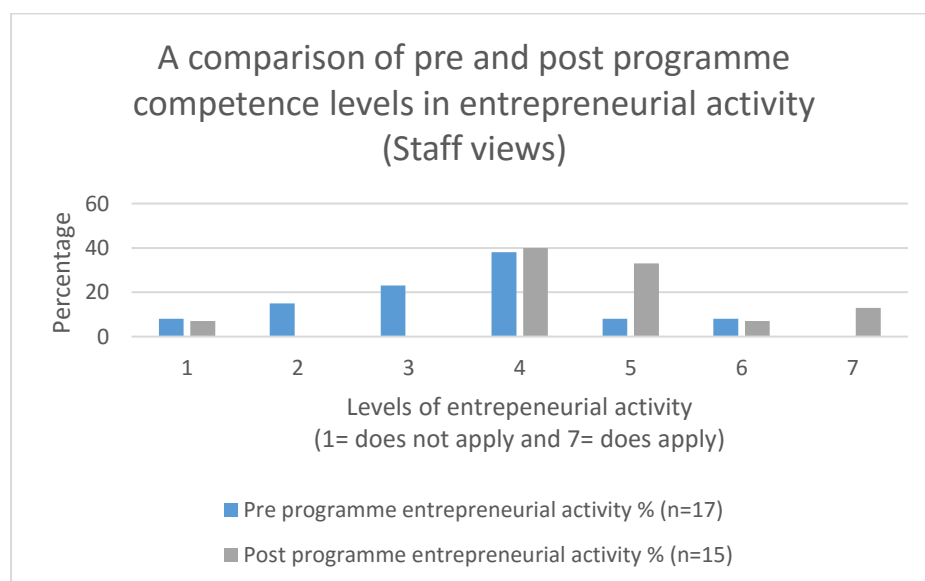
The research has explored a number of areas which correspond to this group of characteristics for example a display of entrepreneurial activity as an indicator of ambition. The results of the teacher surveys shows a very marked change in entrepreneurial activity by Team programme members. Before the programme 16% of staff (n=17) graded learners entrepreneurial activity at grades 5-7 (where 1 is does

not apply and 7 is does apply). This figure had increased to 53 % (n=15) after the programme. The results of this question can be found in figure 6 below. The concept of entrepreneurship is difficult for young people to comprehend however the young people’s survey provided open questions which explored what young people hoped to learn from the programme as well as what they had learned. Before the programme, 6% (n=169) of young people indicated that they wanted to learn to run a business however this figure had fallen slightly to 5% of young people indicating that a key area for learning was how to run a business after the programme. This seems somewhat surprising given the nature of the Team programmes activities however this should be seen in context. Thirty-five percent (35%; n=123) did not provide an answer to this question and the majority of other responses (31%) were clustered around the two areas of team work and money handling which may be more of an obvious area of learning for Team programme participants. Focus group interviews did demonstrate that some learners had been motivated to think about starting their own business in the future. In one school a learner had registered for a business studies course at college as a result of their experiences and one student explained the impact on future entrepreneurial activity.

*“Of course – it is a new experience and can help us start our own business in the future”.*  
**Team programme student**

Further to this a more positive finding from the young people’s survey shows that students rate their ability to present their ideas after the programme more highly (80% where n=123) than before the programme (43% where n=169). This is a welcome finding and suggests that innovation is developing as well as a new found confidence in expressing new ideas.

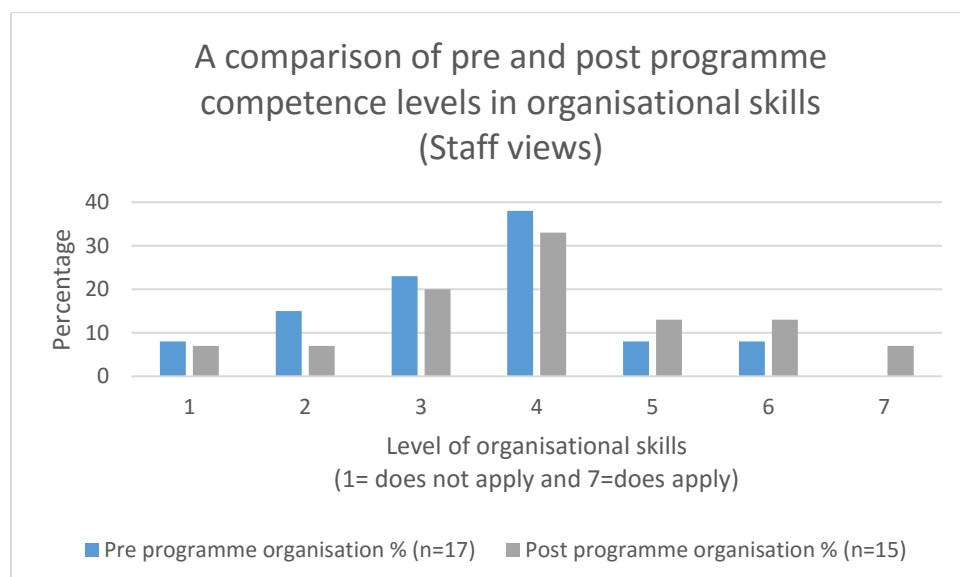
**Figure 6:** Teachers views of how young people’s entrepreneurial activity has developed as a result of the Team programme.



**Staff observed an increase of 17 percentage points in students exhibiting greater than average organisational skills**

One indicator of drive is the extent to which a young person demonstrates organisational skills. The results of the staff survey again shows that organisational skills have developed although this is less marked with 16% (n=17) of staff grading students with the top 3 grades (5-7 where 1 is does not apply and 7 is does apply). This figure rises to 33% (n=15) after the programme. The results to this question are in figure 7 below.

**Figure 7:** Teachers' views of how young people's organisational skills have developed as a result of the Team programme.



**Staff observed an increase of 32 percentage points in students exhibiting greater than average problem solving skills**

A further indicator of motivation and drive is an individual's ability to problem solve. The teachers indicate that the development of problem solving skills has been marked with only 8% (n=17) of staff grading students with the top 3 grades (5-7 where 1 is does not apply and 7 is does apply) before the programme. This figure

rises to 40% (n=15) after the programme. The results to this question are in figure 8 below.

Young people were asked before the programme whether they enjoyed problem solving and 84% (n=169) indicated that they did. This figure fell to 73% (n=123) after the programme. This is not an indication of a reduction in skills in this area. This probably indicates that when confronted with the challenges of Team programme young people become more realistic about challenges of this skills set.

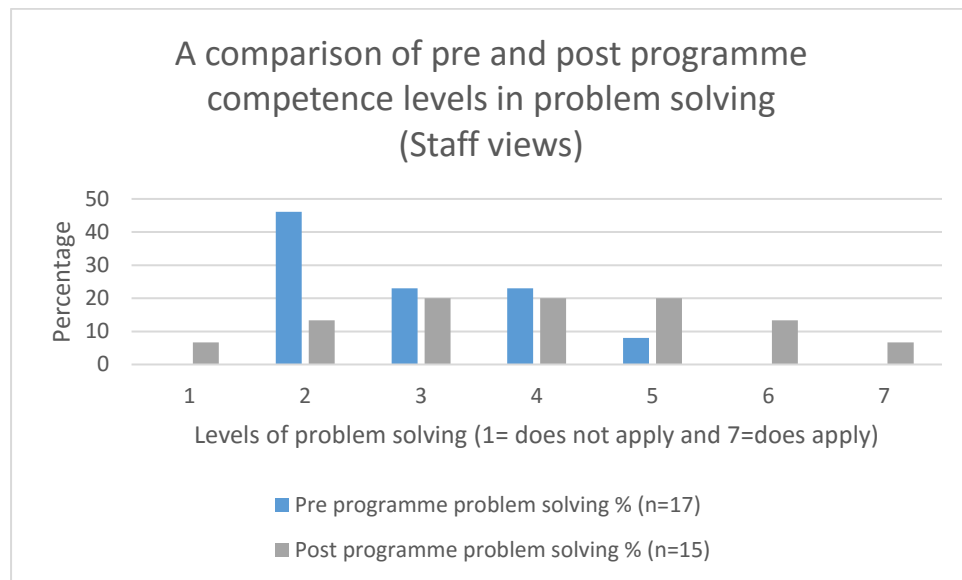
*“We knew it had something to do with business. I was a little bit confused at the start but now I am ok. It can be quite stressful because you can mess things up and we also have deadlines so have to learn to prioritise our work. It can be a little confusing at times.”*

**Team programme student**

*“It was hard when there was a lot of pressure on making things in time for Christmas. Our crayons kept breaking when we used them so we had to problem solve. Melting of the crayons was not working well so we had to look at a different way of melting them.”*

**Team programme student**

**Figure 8:** Teachers’ views of how young people’s problem solving skills have developed as a result of the Team programme.



## Neighbourliness and community spirit

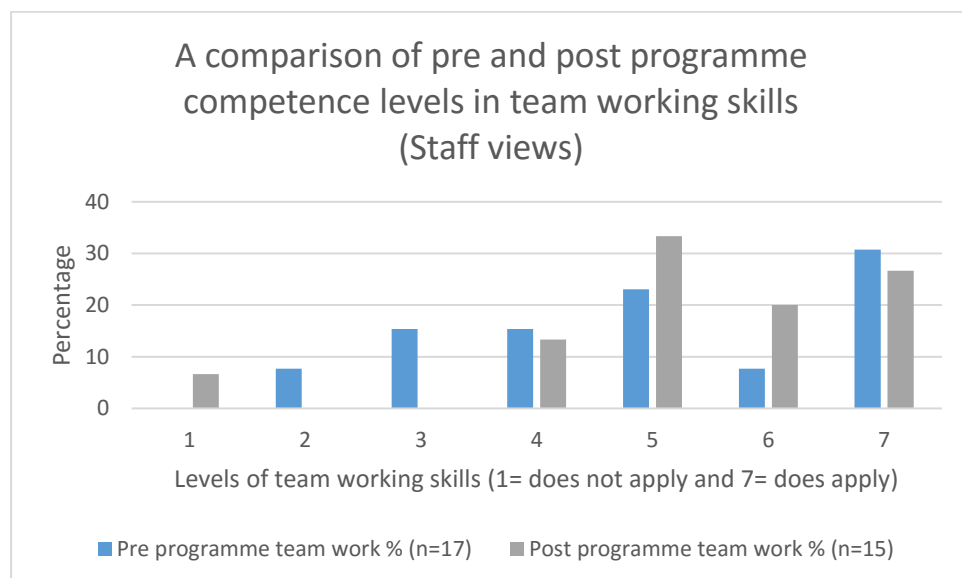
**Staff observed an increase of 18 percentage points in students exhibiting greater than average team working skills**

These two characteristics refer to the way in which individuals interact with those around them. This can include social interactions as well as the exchange of help and goods. Young people who demonstrate neighbourliness and community spirit engage with new people, respect boundaries and react co-operatively with others when difficulties arise. They will also demonstrate the attributes of empathy, concern for others and generosity.

The Team programme does not aim to develop young people’s neighbourliness and community spirit as a learning outcome of the activities however there are some indications that the Team programme does impact on this in a number of ways. The ability to work successfully in a team for example demonstrates some of the qualities of neighbourliness such as empathy, co-operation and being open and outgoing. The results of the teacher’s survey shows a marked development in the learner’s team working skills with 62% (n=17) of staff grading students with the top 3 grades (5-7 where 1 is does not apply and 7 is does apply) before the programme. This figure rises to 80% (n=15) after the programme. The results to this question are in figure 9 below.

Young people also indicate that their team working skills have developed as a result of the programme with 80% (n=169) indicating that they had team working skills before the programme and 84% indicating that they had these skills after the programme. What’s more, the number of young people who were unsure about whether or not they had these skills reduced from 24% to 13% indicating that not only did these skills develop but young people’s awareness of these skills improved as well.

**Figure 9:** Teachers’ views of how young people’s team working skills have developed as a result of the Team programme



It is also important to note that many of the staff in schools as well as the stakeholders interviewed during this research indicated that the Team programme was a powerful agent in profiling the positive contributions of young people with

SEND to members of the community. This is a more subtle outcome of the Team programme and difficult to quantify however it would seem that in creating their businesses and taking them out into the community young people are being influential in previously unrecognised ways in bringing communities together and helping community members to recognise and embrace diversity. Some staff observed that whilst young people with SEND learned a great deal from their more able peers by having their projects integrated into mainstream trade fairs this was not a one way process and that more able young people were regularly seen to gain ideas and learning from their colleagues with SEND. This shows that the programme is delivering on some of the principals of the new SEND reforms, namely the need to include young people in the life of their communities as set out in the Children and Families Act (2014).

*“It enables our young people to contribute to the community and to participate in the community. It also enables our young people to work with a range of children and adults of all ages and abilities which is a key goal.”*

**Head teacher**

*“When the young people go out to the various events it does make people more aware of the school and how many positive activities and support they give to students.”*

**Volunteer business adviser**

## **Tolerance, and respect**

These two characteristics refer to how people are accepting of others beliefs and how they have positive regard for others including individuals and groups.

The Team programme provides many opportunities for young people to develop and demonstrate tolerance and respect. The nature of the activities in which young people participate encourage dialogue, group decision making and an understanding and acceptance of their own and peers’ strengths and weaknesses. The evidence for the development of these attributes has been through stakeholder and case study interviews. Staff and volunteer business advisers were quite forthcoming in their views about how young people developed respect for them, their peers and the members of the community with whom they interacted. This was usually the case when students discussed and chose their roles within their businesses.

*‘All members are on the production team. Other roles were decided by people putting their names forward, discussion and voting.’*

**Team programme member**

*“Competing against other schools has widened their horizons and their understanding of the world and other people.”*

**Senior teacher**

*"It gives the students more opportunities to interact with unfamiliar people and unfamiliar environments. It is not something that staff would normally do in school, it has added to staff's roles."*

**Staff member**

## **Honesty, integrity and dignity**

This group of characteristics are about moral character and when seen together are about being straightforward, sincere, trustworthy consistent and fair. Individuals with dignity demonstrate that they are worthy of respect.

The Team programme provides many opportunities for young people to develop and demonstrate moral character. The team work skills required to run a small business successfully require learners to contribute consistently to the goals of the enterprise. Success is dependent on both speaking and listening skills and an understanding and respect for colleagues. This evaluation did not seek to measure the outcomes of the programme in terms of honesty, integrity or dignity however comments from staff and stakeholders regularly indicated that young people had gained self-respect and self-esteem through their involvement in the team programme.

*"When we get all of the students together for example at trade fairs, the other students don't look down on them."*

**Volunteer business adviser**

## **Conscientiousness, curiosity and focus**

This group of characteristics are about being thorough, careful and diligent. Young people with these characteristics will be inquisitive and wish to investigate the world around them.

Young people participating in the Team programme are provided with opportunities to be curious and investigative. This largely comes through the research element of the Team programme when young people have to undertake an assessment of the potential of their product through a market research activity. This activity along with the research and self-assessment required to understand and volunteer for particular roles within the business ensures that the characteristic of curiosity is developed. Focus is maintained throughout the project. Some young people recognised the difficulties of running a business but were able to maintain their commitment to the end.

*"I was a little bit confused at the start but now I am ok. It can be quite stressful because you can mess things up and we also have deadlines so have to learn to prioritise our work. It can be a little confusing at times."*

**Team programme student**



## Summary

Young Enterprise received funding to implement the Team programme through the Character Education Grant. The research sought to explore the extent to which the programme helps young people to develop the character traits required to move to adulthood independent living and work. The results of the research demonstrate that the programme is effective in this regard. The programme provides opportunities for young people to meet all of the requirements of the framework of character traits outlined by the Department for Education. Some character traits are easier to assess than others and both teachers and students were able to identify developments in

- Perseverance, resilience and grit
- Confidence and optimism
- Motivation, drive and ambition
- Neighbourliness and community spirit

The development of some qualities are implicit in the nature of the programme. These traits are

- Tolerance, and respect
- Honesty, integrity and dignity
- Conscientiousness, curiosity and focus

These were evident in the way young people rose to the challenge of the programme, remained focussed on the outcomes and worked diligently to complete the tasks required of them. The research suggests that young people engage more effectively with adults previously unknown to them and seek help more readily to ensure that they complete their tasks.

# The impact of the Team programme on employability and career management



*“One person wanted to be IT but the centre lead decided that he would be best as Managing Director and he loves it!”*

**Team programme student**

The Team programme provides young people with opportunities to develop a number of skills which are over and above those required for good character. This section sets out how the Team programme helps learners to develop useful skills and attitudes for employability and career management. Data gathered during the surveys, case studies and stakeholder interviews has been used to illustrate the impacts on skills for employability and career management.

## **Employability**

For the purpose of this research employability skills are defined as skills or more specifically transferable skills required by individuals to make them employable (UKCES, 2009; STEMNET, 2010). Transferable skills enable an employee to ‘use the more specific knowledge and technical skills that their particular workplaces will require’ and are essential to make specific knowledge and technical skills fully productive (UKCES, 2009: 10). These skills also equip the employee to carry out their role to the best of their ability (STEMNET, 2010).

STEMNET has published a list of employability skills. Based on a consultation with a range of UK-based companies such as the Engineers Without Borders UK, EDF Energy Networks, Siemens and BP, which established what employers were looking for in potential employees (STEMNET, 2010). The Top 10 Employability Skills identified by STEMNET (2010) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Working under pressure and to deadlines
5. Organisational skills
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation skills

The nature of the needs of the students involved in the Team programme makes the requirement to undertake activities which provide evidence of employability skills all the more pressing. The need to develop these skills through meaningful experiences of the world of work is recognised by the DfE in their non-statutory guidance to schools offering Post-16 Study Programmes. The Team programme provides a useful opportunity for learners to undertake activities which provide direct evidence of highly sought after skills for work and in so doing meets these non-statutory requirements. Many of the skills used and developed through Team are transferrable and a number of staff noted that their learners were developing such skills and qualities. These included

- Dealing with banks and handling money
- Writing letters
- Communication skills
- Numeracy skills
- Team work
- Entrepreneurial attitudes
- Knowledge of how businesses work

It is clear that there is a link between undertaking the Team programme and developing transferrable skills for employment. What's more as is illustrated elsewhere in this report young people and staff have identified skills such as problem solving, negotiation, resilience and adaptability as areas for development and have noted that the Team programme is one source for that area of learning.

## **Career management**

The European Lifelong Guidance Policy Network (ELGPN) provides a definition of career management skills (CMS) which has been adopted and adapted widely. Neary, Dodd and Hooley (2016) provide a definition of career management skills based on the ELGPN definition and adapted for a European context.

*Career management skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.*

**Neary, Dodd and Hooley (2016)**

The Career Development Institute (CDI) have recently launched a new framework for careers, employability and enterprise education 7-19 (CDI 2015) which is structured around three core aims. These are

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world or work
- Developing career management, employability and enterprise skills.

These aims will be explored below to ascertain the extent to which stakeholders feel the Team programme helps to develop the career management skills outlined in the CDI framework.

### **Developing yourself through careers, employability and enterprise education**

There is some cross over between the skills needed for employability and those required for career management. The development of employability skills through the Team programme were described in the previous section however it is worth noting that unique to career development are the explicitly stated skills required for self-awareness. The Team programme encourages young people to think about their strengths and weakness at a number of points throughout the programme. An example would be at the point which young people select the roles which they want to have during the project. It is important that these opportunities are explored properly and that the links between the skills used on the Team programme and those required for other parts of life are made.

The Team programme helps young people to develop resilience, an important attribute when applying for jobs and college and in moving through life. One teacher commented that the programme is often challenging for young people who come to appreciate that processes need to be carried out in certain ways and find this a challenge. Learning to accept that there is more than one way to do things is a valuable lesson and one which can lead to new insights not only about the world around them but also into their own perceptions and feelings. The programme does need to provide opportunities for young people to discuss these insights with tutors, teachers and mentors.

### **Learning about careers and the world or work**

The Team programme provides a work simulation that involves real-life employers and genuine experiences of work. Teachers have identified this as one of the benefits of the programme. Providing experiences is important but it is the learning which takes place during these experiences which is important and young people need help to understand how their experiences translate into knowledge and skills which are marketable. For example, one teacher noted that during the programme, young people '*develop an awareness of the need to follow policies and procedures*'. This is a critical to most employers and is evident in two of the employability skills: working under pressure and to deadlines and the ability to learn and adapt. The extent to which young people identify this as a key outcome of the programme is dependent on the individual skills of teaching staff and business advisers.

### **Developing career management, employability and enterprise skills.**

A number of staff commented on the positive impact that having the Team programme experiences would have on a young person's CV. It is also important to recognise that young people need to have an opportunity to record and express their achievements in a way which sets out the skills that they have gained through their time in school. The Team programme provides learners with an opportunity to reflect on their skills when selecting a work role to fulfil during their experience

Young people are often nervous when attending an interview with an employer for the first time. The Team programme helps to de-mystify the process by encouraging young people to develop strong relationships with their business advisers and to adopt suitable behaviours for work such as wearing appropriate clothes and being able to represent themselves and their schools at outside events. Further to this, because of the interesting experiences which young people have on the Team programme, they have much to talk about during interviews with employers and at college interviews.

There was some evidence that the Team programme has the potential to directly affect the progression pathways of young people. In one case a young person has progressed on to a business studies programme at college. Another student feels that his future lies in starting his own business. One student has used the practical skills which they have learned during the programme as a focus for a job.

*"Students have often gone on to the next level which is entry two and then onto supported internship programme and got jobs. This week one of our students from the Team Programme two years ago has got a job working in a kitchen at a school. We are thrilled – its proper paid work."*

**Team programme coordinator**

### **Summary**

Feedback from teachers and young people during the research suggests that the Team programme provides a useful opportunity for learners to develop and evidence useful skills for employment including numeracy, literacy, communication skills and team work. The Team programme also provides young people with opportunities to develop skills and insights which help them with career management. Young people are encouraged to be self-reflective and to consider their strengths and weaknesses. This is a core career management skill and is an important element of the Team programme.

The programme also provides young people with real life experiences of the world or work through the roles which they play and the activities which they pursue. Further value can be seen through the support of Business Advisers who not only support the activities of Team but also act as role models and mentors.

A common concern of employers is the lack of relevant experience of young people as they enter the labour market. The Team programme addresses this and provides useful evidence for CV's and references from employers to help young people access the labour market. The programme has a direct impact on the progression

pathways of some young people who have used their experiences to explore new options for post-16 study, self-employment or new vocational areas for employment.

## Preparing for independent living



*"The students have benefitted by picking up skills such as counting money, interacting with people that they maybe wouldn't do otherwise, making the crafts, and gaining life skills that they wouldn't otherwise gain really."*

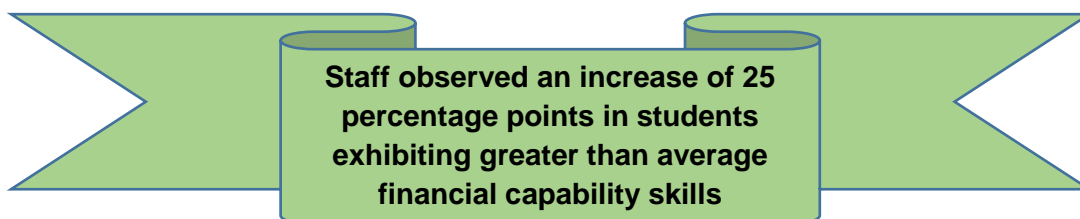
**Volunteer business adviser**

The National Leaving Care Advisory Service (NLCAS) & The Fostering Network produced a number of resources for practitioners and young people aimed at encouraging the development of independent living skills (Rainer, 2007). This outlined a number of broad areas for knowledge and skills development required for independent living. These are

- money;
- health;
- education training and employment;
- family and relationships;
- housing;
- looking after yourself;
- having your say;
- being in care; and
- legal rights and life skills.

Although a number of these broad aims are not covered by the Team programme it is possible to see the links between the development of independent living skills, employability skills and the skills required for career management. Teachers noted a

number of independence knowledge skills and insights which young people were developing as a result of the programme.



One of the key themes throughout this report has been the need for young people to develop their numeracy and money handling skills. These are critical independence skills and the Team programme provides opportunities for young people to learn about financial systems and the practical skills to open bank accounts, budget and handle money.

Young people were asked to indicate whether they had money handling skills during the pre-programme survey. The results indicated that 44% (n=169) felt that they had these skills. The post-programme survey indicated that this had grown slightly to 47% (n=123). Young people interviewed during the research also commented on their development of money handling skills throughout the programme.

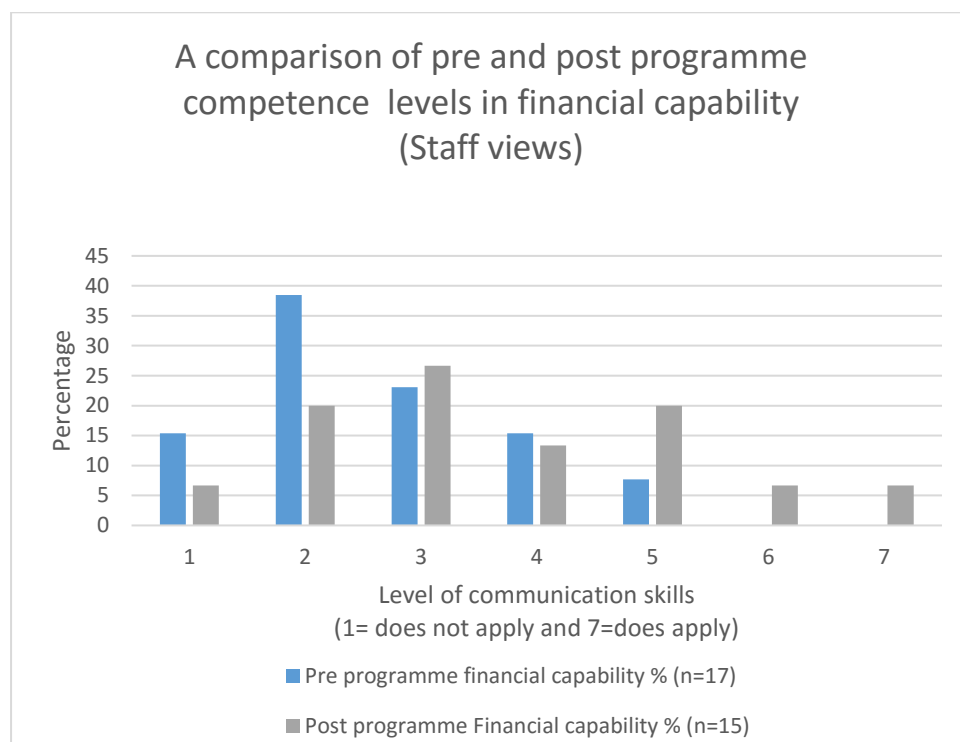
*"We have learnt how to make things, how to make money, how to count money and how to open a bank account."*

**Sixth form student**

The results of the teachers survey is more conclusive with 8% (n=17) of staff grading students with the top 3 grades (5-7 where 1 is does not apply and 7 is does apply) before the programme. This figure rises to 33% (n=153) after the programme. The results to this question are in figure 10 below.



**Figure 10:** Teachers views of how young people’s financial capability has developed as a result of the Team programme



A volunteer business adviser also reflected on how the Team programme helped young people to develop financial capability.

*“They don’t have much contact with money in daily life and worth of money. For example when I told them how much profit we made there were no cheers so we had to physically get the money out to show them and gave them their share and looked at what we could we buy with it. So then we were looking at what money actually meant.”*

**Volunteer business adviser**

A further theme which has arisen throughout the report is the need for young people to develop confidence. This is important in many aspects of life and particularly in being able to look after one’s self, to express one’s views and in self-advocacy. Evidence throughout the research leads to the conclusion that young people who engage in the Team programme have opportunities to develop confidence and early evidence suggests that even at an early stage of the project young people have done so.

Although the Team programme does not develop an awareness of rights, responsibilities and legislation pertaining to independent living it does provide insights into some of the legal requirements for setting up, running and closing down

a real business. This helps young people to understand the frameworks which guide societies and citizens activities. This 'big picture' view is transferrable into other life situations but young people will need help to understand that such frameworks exist and how to apply them to other parts of their lives.

A key aspect for independent living is the ability to develop and nurture relationships. The Team programme offers young people the opportunity to develop new networks which contain employers and other community players. One teacher noted that young people on the Team programme develop '*an awareness of the community around them. How businesses operate*'.

## **Summary**

The Team programme offers many opportunities for young people to develop some of the skills needed to make a smooth transition to adulthood.

Young people and teachers identified the need to develop numeracy and money handling skills at the beginning of the Team project. The programme offers many opportunities for young people to learn financial awareness such as budgeting, using banks and bank accounts and money handling skills during the Trade Fairs when they have an opportunity to sell their products to the public. The research shows that the development of financial literacy is a great strength of the programme which goes beyond the development of valuable character traits

The Team programme also offers young people the opportunity to develop confidence through team work, relationship building and the roles which they adopt during the project. The research shows that programme is effective in helping young people to develop self-confidence and self-esteem.

## Value for money



This section sets out the extent to which the Team programme represents value for money. The research was not conceived as a return on investment analysis however information was sought from school and college staff and stakeholders about the impacts of the programme. This data has been used to reflect on the added value which the Team programme contributes to schools, businesses and young people's experiences and outcomes.

Young Enterprise was granted £162,495 by the Department for Education through the Character Education Grant. The project was conceived as a targeted programme of enterprise activities aimed at 200 young people with SEND in 20 schools to develop character traits for adulthood, independent living and employability. The programme has reached its target groups and has demonstrated that it has been effective in developing the character traits outlined by the DfE. In addition, the research indicates that the programme brings value in a number of unintended ways to schools, their staff and the community.

Schools indicate that the programme helps them to achieve their school goals through motivating young people to learn and succeed and to make positive and sustained transitions to learning and work. Schools engage in the Team programme because they see a value in using innovative programmes of learning to provide the evidence for accreditation in other programmes and Team does this by providing portfolios of evidence to support qualifications such as ASDAN. Schools also indicate

that there is a value to the Team programme in the way in which it communicates important messages to the community about the skills, attributes and potential of young people with SEND. The programme allows and encourages young people with SEND to compete on the same terms as more able colleagues and this reinforces the messages of diversity, equity and social justice which makes for strong communities.

The Team programme helps schools to meet their requirements to deliver meaningful experiences of the world of work as part of their Post-16 Study Programmes.

School staff have indicated that there is a professional value to using the Team programme in the curriculum. Many staff speak of their increased confidence in understanding business and in engaging with the business community. Some feel that being a Team programme coordinator is good for their CVs and will help them in future career moves.

Volunteer business advisers engage in the programme for many reasons but report that the Team programme has helped them develop positive relationships with young people with SEND. The Team programme provides some with an outlet to use their business skills beyond their own work place and for those employed by companies, Team supports work towards achieving social responsibility targets and targets for personal and professional development.

The Team programme is an effective use of resources. It reaches its intended target groups, delivers learning outcomes beyond the framework of character traits set out by the DfE and has a positive impact on schools and colleges, staff and communities. It is clear that the programme represents good value for money in the light of these positive outcomes.

# Summary and recommendations

The Team programme is offered by Young Enterprise for young people with special educational needs and disabilities. It is currently offered to 40 schools across England. The evaluation of the Team programme has focused on 20 of these schools.

Schools and colleges engage in the Team programme through a number of routes and particularly like the programme because it:

- provides evidence of learning which can be mapped against accredited programmes;
- provides an interesting, innovative and engaging curriculum content;
- provides pathways for young people's future;
- raises the profile of learners with SEND in positive ways with the community; and
- contributes to the work-experience requirement of post-16 study programmes.

The research findings are encouraging and show that Team has a positive impact on the development of the knowledge, skills and attitudes required by young people to make a successful transition to learning, work and the adult world. Young people involved in the evaluation have engaged enthusiastically with the Team programme and have demonstrated an increase or improvement in character traits and the knowledge skills and attitudes required for employment, career management and independent living.

Volunteer business advisers engage in the programme for a number of reasons including to meet personal, professional, social responsibility targets. The experience of this group are very positive however many expressed early concerns about their ability to meet the requirements of schools and to work with young people with SEND most schools provide some support to volunteer business advisers to help them develop their skills and where this is planned and negotiated this works very well. Young Enterprise may wish to consider further how they support this group in the development of specialist knowledge and skills to work with young people with SEND.

A common concern of employers is the lack of experience of young people as they enter the labour market. Feedback from teachers and young people throughout the research suggests that The Team programme provides a useful opportunity for learners to develop and evidence useful skills for employment including numeracy, literacy, communication skills and team work. What's more young people and staff have identified skills such as problem solving, negotiation, resilience and adaptability as areas for development and have noted that the Team programme is one source for that area of learning. The Team programme provides useful evidence for CV's and references from employers to help young people access the labour market. What's more, there is evidence that young people are using their experiences to

reflect on and develop new career paths. In some instances, involvement in the Team programme has led directly to employment.

The programme also provides young people with real life experiences of the world of work through the roles which they play and the activities which they pursue during the programme. Further value can be seen through the support of volunteer business advisers who not only support the activities of Team but also act as role models and mentors.

The Team programme also provides young people with opportunities to develop skills and insights which help them with other aspects of career management. Young people are encouraged to be self-reflective and to consider their strengths and weaknesses. This is a core career management skill and is an important element of the Team programme.

The Team programme offers many opportunities for young people to develop some of the skills needed to make a smooth transition to adulthood such as numeracy and money handling skills. The Team programme also offers young people the opportunity to develop confidence through team work, relationship building and the roles which they adopt during the project. The research indicates that young people's confidence has developed as result of being involved in the Team programme.

In summary, the research from the evaluation of the Team programme suggest that it is highly effective in developing the necessary character traits, knowledge and skills for entering adulthood, to live independently and make successful transitions to further learning and work. Young people are enthusiastic about the programme and indicate that the programme meets their skills development needs and aspirations.

## **Recommendations**

The following recommendations have emerged as a result of the research.

1. Schools, colleges volunteer business advisers and companies are attracted to the programme in a variety of ways including through their own networks, through advertisements in the local press, through the Young Enterprise website and through direct contact with Young Enterprise staff and managers. Young Enterprise staff will need to ensure that the positive messages which emerge from this research are used in a consistent programme of marketing and communications which reaches all target groups through a variety of channels.
2. The research has indicated that some volunteer business advisers are apprehensive about working with young people with SEND as they sometimes feel they lack the knowledge or skills to communicate effectively with young people whose needs they do not fully understand. Young Enterprise may wish to review the package of support provided to business advisers to ensure that they feel confident to engage with this target group.
3. The research suggests that some business advisers struggle to use the Team Programme resources located on the password protected intranet effectively although this is not the case for most school staff. This research did not seek to

review the technical aspects of the Team programme however Young Enterprise may wish to explore this issue further and make any amendments required to ensure that the website is accessible and usable by all stakeholders.

4. Young Enterprise should review their materials to ensure that they are mapped to the DfE framework of character traits so that schools can understand the programmes value in meeting this area of the curriculum.

5. Young Enterprise should consider mapping the Team programme to the principles of the Children and Families Act and SEN Code of Practice. This would communicate the value of the programme in light of the recent changes to guidance and legislation relating to the support and integration of young people with SEND.

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# Appendix 1: Research sample

**Table 1:** Number of learner survey responses by school

| Name of school               | Total pre-programme responses | % of the total responses | Total post-programme responses | % of the total responses |
|------------------------------|-------------------------------|--------------------------|--------------------------------|--------------------------|
| Amersham and Wycombe College | 18                            | 11%                      | 9                              | 7%                       |
| Bury College                 | 5                             | 3%                       | 0                              | 0%                       |
| Calthorpe Vocational Centre  | 24                            | 14%                      | 20                             | 16%                      |
| Catcote Academy              | 8                             | 5%                       | 0                              | 0%                       |
| Corby Business Academy       | 6                             | 4%                       | 6                              | 5%                       |
| Furze Down School            | 14                            | 8%                       | 12                             | 10%                      |
| Hereford and Ludlow College  | 7                             | 4%                       | 7                              | 6%                       |
| Lonsdale School              | 1                             | 1%                       | 0                              | 0%                       |
| Mayfield School              | 14                            | 8%                       | 9                              | 7%                       |
| Meadowfield School           | 7                             | 4%                       | 8                              | 7%                       |
| Mowbray School               | 7                             | 4%                       | 8                              | 7%                       |
| Pure Innovations             | 8                             | 5%                       | 9                              | 7%                       |
| Saxon Mount School           | 11                            | 7%                       | 11                             | 9%                       |
| St. Elizabeth's Centre       | 9                             | 5%                       | 8                              | 7%                       |
| Thriftwood College           | 16                            | 9%                       | 10                             | 8%                       |
| Waverley School              | 7                             | 4%                       | 0                              | 0%                       |
| Woodlands School             | 7                             | 4%                       | 6                              | 5%                       |
| <b>Grand Total</b>           | <b>169</b>                    | <b>100%</b>              | <b>123</b>                     | <b>100%</b>              |

. Schools were situated in the following counties.

- Buckinghamshire
- Lancashire
- Birmingham
- Teeside
- Northamptonshire
- Herefordshire
- Hertfordshire
- West Midlands
- Kent
- North Yorkshire
- Cheshire
- Sussex
- Hertfordshire
- Essex
- Middlesex
- Warwickshire