



GAWICK/CRAWLEY PARTICIPANT FEEDBACK REPORT

COMPLETED BY RESEARCH PARTNERS

2018/2019

Acknowledgements

Be the Change would not be possible without the support of sponsoring organisations. This year the Gatwick/Crawley programme was lucky enough to have First Central, Natwest, B&CE, L3 Commercial Aviation, SHW, Crawley Borough Council, Search Consultancy and Sussex Community NHS Foundation Trust work with us. All of which we would like to thank for their involvement and commitment to the programme.

Similarly the programme could not work without schools coming on board. We know this takes a great deal of commitment from staff and we appreciate the time that they give up to organise and run the programmes internally. This year we had a fabulous time working with students from Thomas Bennett, Holy Trinity, St Wilfrids, Ifield Community College, Oriel High School and Hazelwick schools and would like to formally acknowledge the work of these schools on the programme.

We would also like to thank all the Business Guides who volunteered. For many of you this was your first experience of volunteering so hats off to you for coming forward and challenging yourselves through your involvement in the programme. The work you do with students is an invaluable part of **Be the Change** and we fully appreciate and acknowledge your time, commitment and expertise. We really hope you enjoyed it because we loved having you and would love to see you all again next year!

Finally we have to thank the students who took part. From our very first contact with these inspiring young people we can see their potential. Their openness and willingness to share intimate and emotional stories throughout the programme always leaves us feeling moved and humbled. Thanks guys - you're amazing - and we couldn't do it without you.

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researchpartners

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Executive Summary

Be the Change is an inspirational programme for Year 9 students

Be the Change is aimed at disengaged Year 9 students facing challenges in school or with personal life. It aims to:

- Have a positive impact on the happiness, confidence and hope of young people, and improve their relationships with others.
- Inspire young people to consider their route into employment.
- Inspire young people to change their own behaviour and circumstances.

The programme runs across six sessions over the course of one academic year. It involves three conference events which bring together students and representatives from a range of participating schools and volunteers representing local businesses. The events take the form of:

1. **Launch event** - this focusses on engaging students with the programme, looking at where they are now and how they can move forward, and building their confidence through sessions from an inspirational speaker, combined with interactive group exercises.
2. **'Stepping Up' event** - this includes primary school students who attend the event so that the Year 9 students can mentor and support them. The older students are therefore to 'step up' and take responsibility for their actions.
3. **Awards event** - this celebrates success through reflecting on the progress students have made. It gives students the opportunity to talk through changes they have made to their lives in both large and small group settings.

Each of the participating business representatives work as a 'Business Guide' with a small cohort of students, acting as positive role models and sharing their experiences and career journeys. Business Guides listen to student stories so that they can understand their day to day struggles and individual challenges. In addition to attending the three conferences, Business Guides meet individually with each student twice and organise a workplace visit so that all students have a chance to experience the world of work firsthand.

Be the Change Gatwick/Crawley 2018-2019 was the biggest event held in the area to date. It involved 6 schools, 43 Business Guides and 98 students, running from November 2018 to March 2019 with 8 sponsoring organisations. Evaluation data was collected at each of the three conference events from students, Business Guides and school representatives and this data have been analysed in this report.

Be the Change has a positive impact on how students view themselves, others and the world of work. It also gives students the tools they need to change their situation for the better

The impact of **Be the Change** on students is assessed by measuring their responses to 16 core outcome questions and looking at the changes to their responses over time, particularly between the data they provide at the start and end of the programme.

By the end of **Be the Change** students were a lot more positive about all 16 core items than they were at the start. The biggest changes were in how positive students felt about their future, the extent to which they felt able to remove barriers to their future success and their knowledge of local job opportunities and what employers are looking for.

By the end of the programme:

- 96% of students agreed or strongly agreed that they felt positive about their future careers (up from 52% at the start)
- 95% of students agreed or strongly agreed that they felt positive about their future in general (up from 65% at the start)
- 93% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 56% at the start)
- 90% of students agreed or strongly agreed that they were aware of their own strengths that would appeal to future employers (up from 55% at the start).

The biggest gains in how positive students felt were evidenced after the Launch event, but 1:1s with Business Guides and the workplace visits also helped students feel more positively about their career options and to better understand what local employers are looking for. A massive 98% of students would recommend **Be the Change** to others.

Overall, **Be the Change** had a positive impact on participating student's views on their future, their understanding of the workplace and what employers want. It also equipped them better to make changes to their lives to help them be successful.

"It has helped me because I know now what I need to do to have a successful life" (Student)

"It helped me with my confidence in life and helped me care more for others". (Student)

Business Guides and school representatives see positive changes to their students, particularly in communications skills and their ability to make positive changes to their own lives

100% of Business Guides and school representatives felt that **Be the Change** was something that all young people would benefit from, regardless of their engagement or attainment levels.

The positive changes reported by students were also observed by Business Guides and by school representatives. By the end of the programme:

- 100% of Business Guides and all school representatives agreed or strongly agreed that students had improved their communication skills
- 97% of Business Guides and all school representatives agreed or strongly agreed that students were inspired to make positive changes in their lives as a result of their involvement
- 85% of Business Guides agreed or strongly agreed that students had developed skills and qualities that employers are looking for
- All school representatives agreed or strongly agreed that students had become more positive about their futures and were now better able to cope with difficulties.

In the words of participants:

"Inspiring messages that are getting through to the students that we haven't managed to reach. They have reported that they have all seen things that they know that they need to change." (School representative)

"Be the Change has made an improvement with previous students, their attitude has changed. Some are now involved in school programme and thinking about their future. I would recommend every school to participate in the programme." (School representative)

*"I have noticed that from the first session until today, 80% of students that have attended have started to become more aware of their behaviour. When we have spoken about **Be the Change**, they are responsive and feeling motivated to make a change." (School representative)*

"It has been great to see such honesty and openness from all involved. My student has grown in confidence in front of my eyes and reports seeing a positive future ahead of them. Thank you, it's been excellent." (Business Guide)

"Gave them neutral space to open up. Raised awareness of their own and other's vulnerabilities. Gave them food for thought about their future. Raised awareness of how their behaviour affects others." (Business Guide)

"Made them face the consequences of their behaviour, everybody showed compassion. Increased confidence by looking at their strengths that are not deemed important - not everyone can be evaluated by an exam." (Business Guide)

Being a Business Guide is a rewarding experience which has a positive impact on how participants view their jobs and employers. It helps build their coaching and management skills and helps make stronger links with local schools

Business Guides had positive experiences of taking part in **Be the Change**. This was the vast majority of Business Guide's first experience of volunteering and 100% had enjoyed it whilst 95% were satisfied with the experience and 95% would consider taking part in the programme again. 100% agreed or strongly agreed that they would recommend taking part in the programme to colleagues and other businesses.

There were also some direct benefits for Business Guides in taking part in *Be the Change*. By the end of the programme:

- 90% agreed or strongly agreed that they felt more positive about their own job as a result of volunteering
- 97% agreed or strongly agreed that taking part had improved their training and coaching skills
- 78% agreed or strongly agreed that taking part had improved their management skills.

There was also evidence of wider benefits to Business Guides and their employers and by the end of the programme: 94% agreed or strongly agreed that by being involved there was the potential for stronger links between their employer and local schools; 81% that being involved had helped build awareness of their organisation amongst participants, and; 87% that participants had been encouraged to consider their organisation as a potential future employer.

Schools see wider benefits of the programme including an improved careers offer

Wider benefits were also observed by school representatives in terms of the school sharing best practice, making stronger links with local employers and improving the careers offer in schools. All school representatives would recommend the programme to other schools, colleagues and local businesses. Some schools would like to bring more students and a wider cohort of students in future.

Be the Change Gatwick/Crawley 2019 was successful and positive for everyone involved

The **Be the Change** Gatwick/Crawley programme 2018-2019 had a positive impact on all parties involved. The success of the programme can be summarised as follows:

- Starting with a 'bang'. The launch event immediately engages everyone. The event speaks directly to students right from the start and inspires Business Guides about what is possible through working with these young people.
- Creating a positive learning atmosphere for students which inspires and motivates them and supports them in seeing themselves and their potential future in a different light.
- Allowing students to talk and think about their own situation in a way which validates their struggles and connects students with one another
- Provides an atmosphere where students are keen to contribute and see their future in a different light.
- Offering Business Guides the opportunity to connect with young people and vice versa and through this offering students a unique opportunity to experience and understand the world of work in a safe and supportive way.

There was a clear impact of **Be the Change** on how positive students felt about themselves, their futures and their ability to make changes which would allow them to reach their potential and raise their aspirations. The more positive self-reports made by students were further validated by Business Guides and by schools who also saw positive changes to student attitudes and behaviours.

Business Guides found the process of mentoring young people worthwhile and the experience left them with a more positive view of their job and employer and led to improvements to their training and coaching skills. The programme also has wider benefits for schools and participating employers by linking the two together.

1 Introduction

1.1 The Be the Change Programme

Be the Change is a groundbreaking, inspirational programme aimed at students who are disengaged and facing challenges and difficulties in school or with personal life. It is a collaboration between LoveLocalJobs and Graham Moore of *metamorphosis*. The programme targets Year 9 students and focuses on their happiness, confidence, hope, relationships and employability. It does this by encouraging participants to identify personal barriers to success, before helping them find ways of overcoming them.

Each programme includes three conference events hosted by a specialist motivational speaker that aim to engage and inspire students. There is also a programme of support provided by volunteer Business Guides that introduces them to the world of work, including 1:1s and workplace visit.

The programme works with schools in a local area, who then identify a cohort of Year 9 students who would benefit from the programme because they lack confidence, exhibit challenging behaviours at school, are underachieving academically and/or are disengaged from education. Once selected, students are released from teaching time during the school day to participate in the different elements of the programme.

Business representatives from organisations across the local area are invited to participate. Volunteers work as 'Business Guides' and are assigned a small number of students who they work closely with throughout the programme. Acting as positive role models for this cohort, Business Guides share their experiences and career journeys with students. They also listen to the stories of students so that they understand the challenges they face on a day to day basis, alongside their strengths and aspirations. Business Guides meet with their students on up to six separate occasions during the academic year (including at the three conferences, two 1:1 sessions and during one workplace visit which the Business Guides organise).

The programme is designed to help students understand why they need to make changes to their lives, what they need to change and how they might do this. The idea is to encourage students to see their own potential and recognise elements of their behaviour that prevent them from realising this potential. Students are then asked to take responsibility for making the changes necessary to their own lives so that they can achieve their aspirations. Business Guides are there to support them through this process so that the support that young people receive during the programme is offered in tandem with exposure to the world of work. Students can, therefore, expand their horizons about work options, begin to understand what is required to be successful in business and gain experience of the workplace.

Be the Change helps open student's eyes to the world of work and the wealth of possibilities and career opportunities in their hometown and beyond. It also provides an opportunity for businesses to engage with their future workforce, building awareness of their employer brand amongst young people in their local area. The programme is also an innovative way for employers to provide fulfilling and meaningful personal development opportunities for their employees.

1.2 Programme Objectives

The objectives of the Be the Change Programme are to:

- build the happiness, confidence, hope, relationships and employability of participating students
- increase the life and employability skills of young people
- create sustainable networking opportunities for young people

- inspire young people to consider their route into employment whether that be through FE, HE or via an apprenticeship, traineeship or work experience placement
- encourage business mentoring in schools
- develop stronger and more meaningful partnerships between local schools and businesses
- promote sharing of best practice for careers teaching between local schools
- create more meaningful work experience opportunities for young people
- strengthen the profile of local employers and related career opportunities.


Be the Change Gatwick /Crawley 2019 involved 6 schools, 43 Business Guides and 98 students. It ran from November 2018 to March 2019, had 8 sponsoring organisations and was the largest **Be the Change** run yet in this area.

1.3 Evaluating the Programme

Figure 1 provides an overview of when evaluation data was collected and from whom. Feedback was collected from the main participant groups, namely: students; Business Guides, and; staff from representatives of participating schools. The bulk of the available data comes from questionnaires handed out at the three main conference events. Some additional feedback is obtained from business guides. An outline of all the data collection points is provided in Figure 1.

This report analyses this information to assess the success of the **Be the Change** Programme 2019 in Crawley/Gatwick as determined by its main participants. The remainder of this report breaks down the evaluation responses for each of the participant groups, before providing some conclusions about the overall success of the programme.

Figure 1: How and when evaluation data is collected for *Be the Change*



Be the Change feedback points

EVENTS	STUDENTS	BUSINESS GUIDES	SCHOOLS
LAUNCH CONFERENCE	✓ Surveys before and after conference	✓ Survey after conference	✓ Survey after conference
1:1 SESSION BUSINESS GUIDE AND STUDENTS		✓ Qualitative email feedback	
STEPPING UP CONFERENCE	✓ Survey after conference	✓ Survey after conference	✓ Survey after conference
1:1 SESSION BUSINESS GUIDES AND STUDENTS		✓ Qualitative email feedback	
WORKPLACE VISIT		✓ Qualitative email feedback	
AWARDS CELEBRATION	✓ Survey after conference	✓ Survey after conference	✓ Survey after conference

2 Student feedback

Key points

By the end of **Be the Change** students were more positive than they were at the start about all the 16 core indicators used to track the impact of the programme on students. By the end of the programme:

- 96% of students agreed or strongly agreed that they felt positive about their future careers (up from 52% prior at the start of the programme)
- 95% of students agreed or strongly agreed that they felt positive about their future in general (up from 65% at the start of the programme)
- 90% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 56% at the start of the programme)
- 93% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 55% at the start of the programme).

In addition, 88% of students would definitely recommend the programme to others and another 10% may do and 88% had broadened their social circles by making friends that they wouldn't normally speak to.

The biggest gains in how positive students felt were evidenced after the Launch event, but 1:1s with Business Guides and the workplace visits also helped students feel more positively about their career options and to better understand what local employers are looking for.

Overall **Be the Change** had a positive impact on participating student's views on their future, their understanding of the workplace and what employers want. It also equipped them better to make changes to their lives to help them be successful.

2.1 Introduction

The primary aim of **Be the Change** is to make a positive impact on the lives of young people. Understanding what they think of the programme and what they get out of it is therefore crucial. Student feedback was obtained via four paper-based questionnaires administered at each of the programme's three main conference events and the data is presented in this chapter.

2.2 Overall impact of the programme

Students were asked to complete 16 core questions at all four time points, each one asking students to indicate whether they agreed or disagreed with a statement. Responses were on a four-point scale: '*strongly agree*', '*agree*', '*I'm not sure*' or '*nope*'. For all the questions, a '*strongly agree*' response was the most positive outcome. By tracking student views across the four different time points, it is possible to see what changes occur during the programme.

By the end of the programme students were a lot more positive about all 16 core items than they were at the start, particularly how they positive they felt about: their future, removing barriers to success, their own happiness and their knowledge of local job opportunities.

2.2.1 Areas of greatest change

The simplest way to determine the areas where students demonstrated the biggest changes in attitude is to look at the proportion who strongly agreed with each statement at the start and compare this with the proportion who strongly agreed by the end of the programme. This analysis is presented in Figure 2.1 (with items with the biggest observed change presented on the right-hand side). This shows that the biggest gains were made relating to:

- *I feel positive about the future in general* - 9% of students strongly agreed with this statement at the start of the programme, compared to 61% by the end (an increase of 52%)
- *I feel positive about my future career* - 12% of students strongly agreed with this statement at the start of the programme, compared to 61% by the end (an increase of 49%)
- *I know what I need to do to remove any barriers to my own success* - 18% of students strongly agreed with this at the start of the programme, compared to 60% by the end (an increase of 42%)
- *I know what local job opportunities are available in my local area* - 10% of students strongly agreed with this statement at the start of the programme compared to 48% by the end (an increase of 38%)
- *I understand what local employers are looking for* - 10% of students strongly agreed with this statement at the start of the programme, compared to 48% by the end (an increase of 38%).

2.2.2 Impact of different programme elements

Another way of measuring change is to consider the proportion of students who both strongly agreed and agreed with each of the statements. This takes account of more subtle changes in student attitudes. In addition, we can consider the changes made at various points in the programme to determine the impact of different programme elements.

The largest changes occurred during the launch event, but significant changes were also observed between the Stepping Up and Awards events following the work of mentors during 1:1s and workplace visits. All these programme elements, therefore, appear to have a substantial effect on student attitudes and feelings.

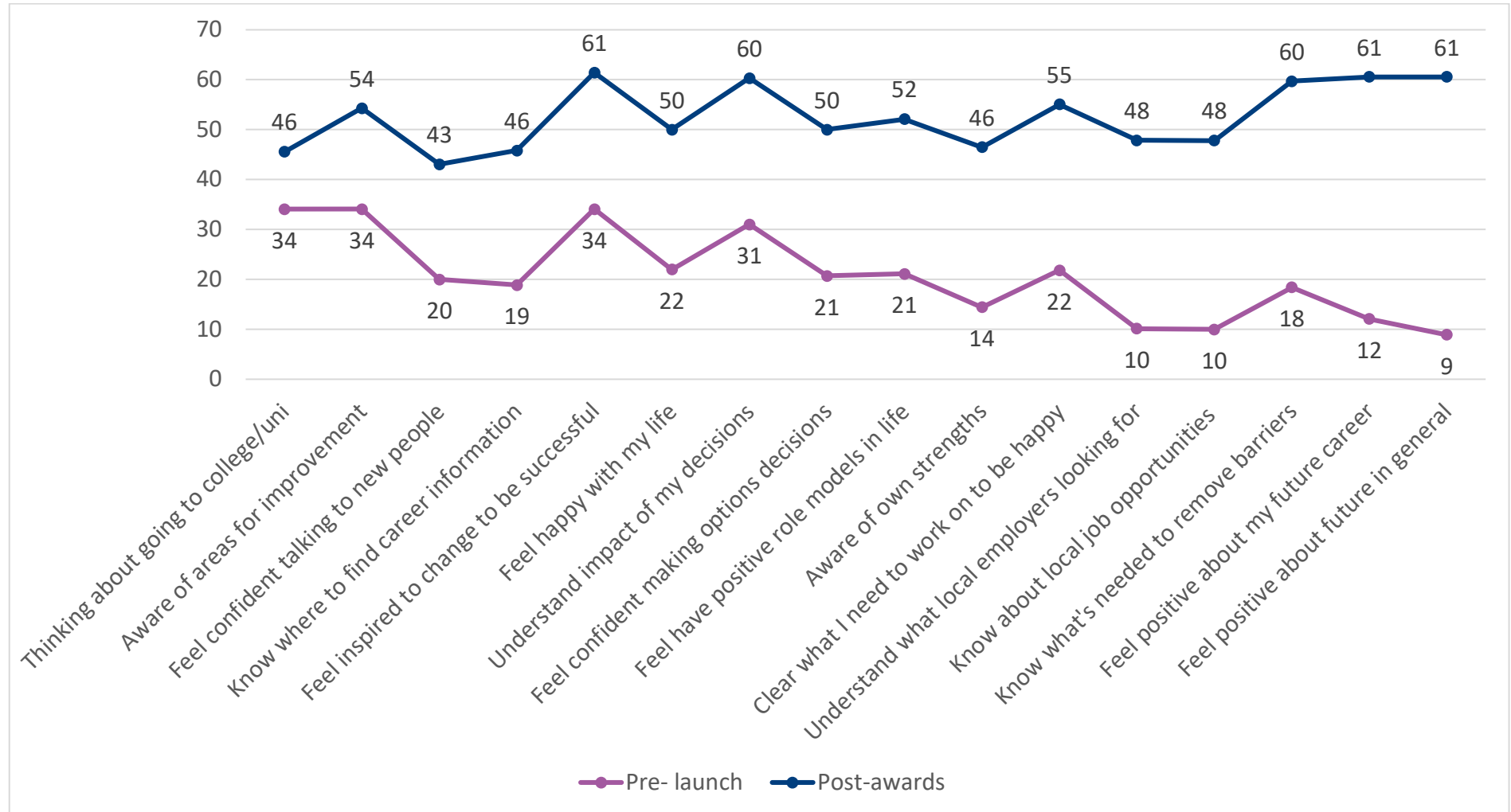
Table 2.1 presents an overview of changes to student views over the course of three different time points, namely between: the pre- and post-launch questionnaires (due to the impact of the launch event); the Stepping Up and awards conference (due to the impact of the Business Guide 1:1s and workplace visits) and; the pre-launch and post-awards questionnaires (due to the impact of the whole programme). It highlights the five core outcomes with the biggest changes at each of these points.

The table shows that the launch event particularly affects how students feel about their careers, their own strengths, removing barriers to their success, their understanding of local employer needs and their confidence in talking to new people. The 1:1s and workplace visits particularly affected student's confidence in making decisions, their views on their options (including going on to further study) their understanding of local employer needs and their confidence talking to new people.

Following the Stepping Up conference, students were asked to reflect on the 1:1 sessions with their Business Guide that they had received at school and working with younger students at the event. As Figure 2.2 demonstrates, students were overwhelmingly positive in relation to all these aspects of the programme:

- 91% agreed or strongly agreed that they felt differently after working with the younger students
- 90% agreed or strongly agreed that the session at the school with their Business Guide was useful
- 87% agreed or strongly agreed that working with the younger students helped them realise they could be a role model.

Figure 2.1: % of students providing a 'strongly agree' response at the start (pre-launch) and end (post-awards) of the programme (%)



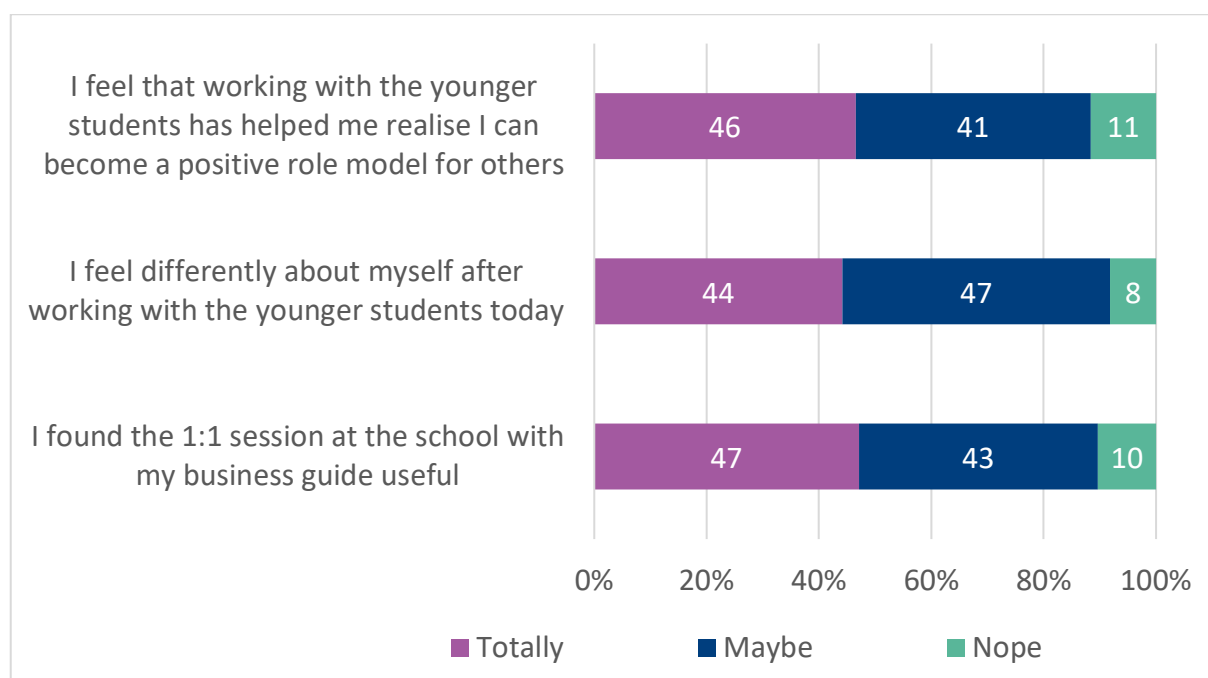
Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Nov 2018 to Mch 2019

Table 2.1: Items which saw the biggest changes over the course of the programme (change in % who agree/strongly agree)

Start point	End point	Programme elements responsible for change	5 statements with the biggest change	Increase in % agree/strongly agree
Pre-launch	Post-launch	Launch event	I understand what local employers are looking for when they recruit	30
			I feel positive about my future career	28
			I am aware of my own strengths that will appeal to future employers	28
			I feel confident talking to new people	28
			I know what I need to do to remove any barriers to my own success	28
Stepping Up conference	Post-awards	1:1s with Business Guides and workplace visit	I feel confident making decisions about my options	19
			I know what job opportunities are available in my area	18
			I feel confident talking to new people	17
			I understand what local employers are looking for when they recruit	15
			I am thinking about going to college or University when I finish school	13
Pre-launch	Post-awards	Overall programme	I understand what local employers are looking for when they recruit	52
			I feel positive about my future career	44
			I feel confident talking to new people	39
			I know what job opportunities are available in my local area	35
			I know what I need to do to remove any barriers to my own success	37

Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Nov 2018 to Mch 2019

Figure 2.2: Responses to the Stepping Up Conference and working with Business Guides (%)



Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Jan 2019

2.3 Different impacts of the programme

This section provides further details on progress made by students on the 16 core outcome questions by breaking these down further into three categories in line with the overall aims of the programme, namely:

1. Increasing the happiness, confidence and hope of young people, and improving their relationships with others.
2. Inspiring young people to consider their route into employment.
3. Inspiring young people to change their own behaviour and circumstances.¹

2.3.1 Happiness, confidence, hope and relationships

This section covers five of the core questions which relate to the happiness, confidence and relationships of young people. By the time of the awards:

- 96% of students agreed or strongly agreed that they felt positive about their future careers (up from 52% prior to the launch, 80% by the end of this event and 85% after the Stepping Up conference - Figure A2.1)
- 95% of students agreed or strongly agreed that they felt positive about their future in general (up from 65% prior to the launch, 78% by the end of the launch and 84% after the Stepping Up conference - Figure A2.2)

¹ The detailed results for this section are provided in accompanying figures in the Appendix as Figures A2.1 to A2.16.

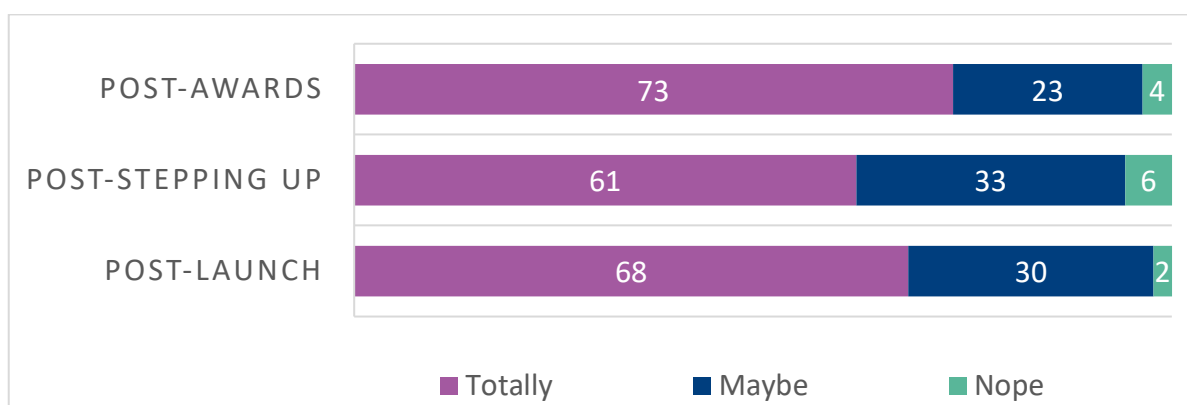
- 86% of students agreed or strongly agreed that they felt happy with their life (up from 67% prior to the launch, 81% after the launch event, 78% after the Stepping Up conference - Figure A2.3)
- 90% of students agreed or strongly agreed that they felt confident talking to new people (up from 51% prior to the launch, 79% by the end of this event and 73% after the Stepping Up conference - Figure A2.4)
- 83% of students agreed or strongly agreed that they had positive role models in their life (up from 72% prior to the launch, 89% by the end of this event and 86% after the Stepping Up conference - Figure A2.5).

At the start of the programme students were least positive about their future career and their future in general. Big gains were made in relation to both statements over the course of the programme and students gave progressively more positive responses to these two statements as the programme progressed.

Students also became much more positive about their confidence talking to new people and this item had one of the biggest changes from the pre- to post-launch questionnaires as did how positive students felt about their careers, suggesting that the programme has an immediate positive impact on these areas.

Students were also asked whether they had befriended people during **Be the Change** that they wouldn't normally. This recognises the importance and influence of peer relationships for young people. Again, the response was overwhelmingly positive, with over 90% of students at each of the three main events agreeing or strongly agreeing that they had made new friends (Figure 2.3).

Figure 2.3: I have made friends with people at *Be the Change* that I wouldn't normally speak to (%)



Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Nov 2018 to Mch 2019

2.3.2 Inspiring young people to consider their route into employment

This section covers six of the core questions each of which relates to young people's routes into employment.

By the time of the awards:

- 90% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 55% prior to the launch and 82% after the Stepping Up conference - Figure A2.6)
- 73% of students agreed or strongly agreed that they knew what job opportunities are available in my area (up from 37% prior to the launch, 57% by the end of the launch and 54% after the Stepping Up conference - Figure A2.7)

- 77% of students agreed or strongly agreed that they knew where to find information on future education, training or careers (up from 49% prior to the launch, 62% after the launch event, 64% after the Stepping Up conference - Figure A2.8)
- 68% of students agreed or strongly agreed that were thinking about going to college or university after they finish school (increased to 71% by the end of this event, up from 65% prior to the launch and 54% after the Stepping Up conference - Figure A2.9)
- 87% of students agreed or strongly agreed that they felt confident making decision about their options (up from 64% prior to the launch and 67% after the Stepping Up conference - Figure A2.10)
- 92% of students agreed or strongly agreed that they understood what local employers were looking for when they recruit (up from 40% prior to the launch and 77% after the Stepping Up conference - Figure A2.11).

The item with the biggest overall improvement between the start and end of the programme² was in relation to knowing what local employers are looking for when they recruit. There was a consistent positive shift in attitudes throughout the programme on this item.

Students made particularly big improvements during the launch event in relation to being aware of their strengths and how these appeal to future employers, and subsequently also made big improvements between the Stepping Up and awards events on this item.

2.3.3 Inspiring young people to change their own behaviour and circumstances

This section covers the final five core questions which relate to young people's desire to change their behaviour and circumstances. By the time of the awards:

- 95% of students agreed or strongly agreed that they were aware of areas where they must improve (up from 76% prior to the launch and 92% after the Stepping Up conference - Figure A2.7)
- 97% of students agreed or strongly agreed that they felt inspired to change to be successful (up from 80% prior to the launch, 83% by the end of the launch and 87% after the Stepping Up conference - Figure A2.8)
- 95% of students agreed or strongly agreed that they understood how decisions they made now could affect their future options (up from 83% prior to the launch, 85% after the launch event, 87% after the Stepping Up conference - Figure A2.9)
- 94% of students agreed or strongly agreed that they were clear about the things they needed to work on to be happy in life (up from 67% prior to the launch and 85% after the Stepping Up conference - Figure A2.10)
- 93% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 56% prior to the launch and 85% after the Stepping Up conference - Figure A2.11).

This set of core questions was the one where students had the most positive starting points. This suggests that they were already aware to some degree that they needed to make changes to their lives. However, the starting point for the statement about removing barriers to success was much lower than the others in this section but also saw the biggest changes. The programme therefore appears to build on student awareness of their need to change their circumstances by providing them with tools to make those changes.

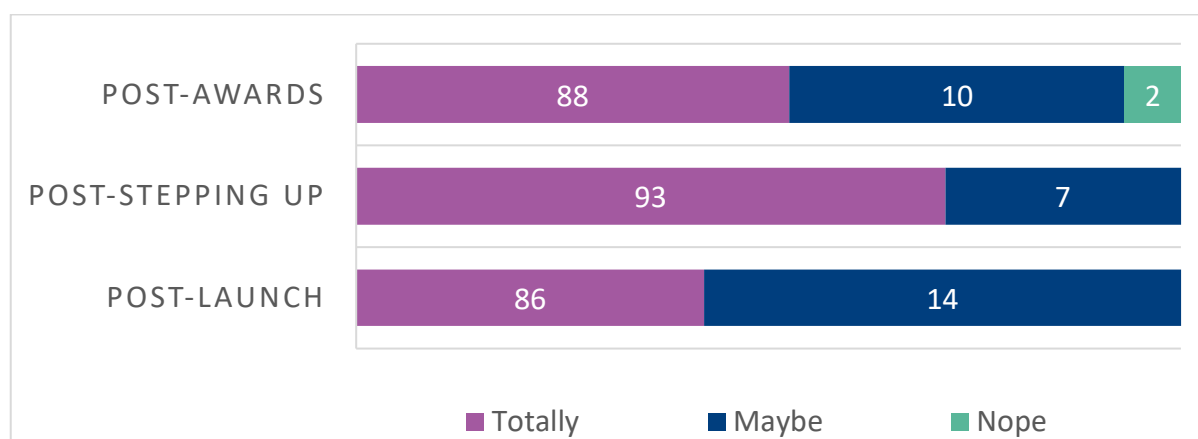
² In terms of the proportion of students who agreed and strongly agreed with the statement.

2.4 Satisfaction with the programme

After the Launch, Stepping Up and Awards events, students were asked whether they would recommend **Be the Change** to others. Students were overwhelmingly positive about this after all three major programme events (Figure 2.4). By the end of the programme 88% would 'totally' recommend it to others.

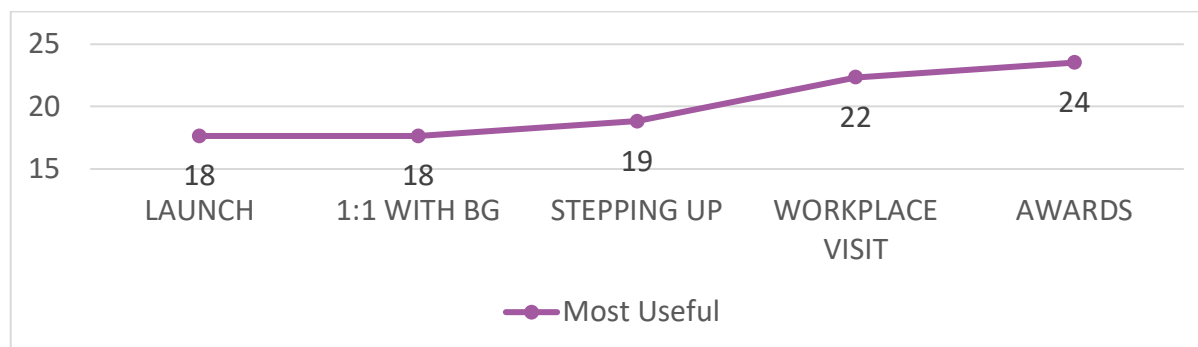
Students were also asked to state which elements of the programme were the most useful (Figure 2.5). Despite the biggest changes in attitudes and feelings being observed for students as a result of the launch event, the awards event received the highest number of 'most useful' votes. This may reflect the fact that students had better recall of the most recent events they had attended.

Figure 2.4: I would recommend the *Be the Change* to others (%)



Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Nov 2018 to Mch 2019

Figure 2.5: Most useful elements of the programme as rated by students (%)



Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data April 2019, 85 respondents

2.5 In their own words

Students were given the opportunity to provide more in-depth feedback in their own words at the end of each of the questionnaires. Some examples of their comments are provided in Figure 2.6. All the responses provided were positive about the programme and students described enjoying the process and feeling that they had got something out of their involvement.

Figure 2.6: Student testimonials



*Source: **Be the Change** Gatwick/Crawley student evaluation questionnaire data, Nov 2018 to Mch 2019*

3 Feedback from Business Guides

Key points

Almost all the Business Guides were volunteering for the first time and enjoyed this experience. 100% would recommend taking part in the programme to colleagues and other businesses, 97% were satisfied with their involvement in the programme and the same proportion would consider taking part again. Business Guides saw direct benefits for themselves and for their students through taking part in **Be the Change**. By the end of the programme:

- 90% agreed or strongly agreed that they felt more positive about their own job as a result of volunteering
- 97% agreed or strongly agreed that taking part had improved their training/coaching skills
- 78% agreed or strongly agreed that taking part had improved their management skills
- 100% agreed or strongly agreed that students had improved their communication skills
- 85% agreed or strongly agreed that students had developed skills and qualities that employers are looking for
- 97% agreed or strongly agreed that students were inspired to make positive changes in their lives as a result of their involvement.

There was also evidence of wider benefits to Business Guides and their employers and by the end of the programme: 94% agreed or strongly agreed that by being involved there was the potential for stronger links between their employer and local schools; 88% that participants had been encouraged to consider their organisations as a potential future employer, and; 81% that being involved had helped build awareness of their organisation amongst participants.

3.1 Introduction

Business Guides were asked to provide feedback via a paper-based questionnaire after each of the three major programme events. The questions used a similar four-point scale to the one used in the student questionnaires.³ No pre-launch baseline data is collected so the focus of the analysis is on how Business Guides felt by the end of the programme, although it is also interesting to see any trends over the course of different programme elements.

The areas covered by the questionnaires were Business Guide views on:

- their experiences of taking part
- the impact of the programme on participating students
- any wider benefits to their organisation.⁴

3.2 The experience of being a Business Guide

Only four out of the 43 Business Guides had volunteered previously and all but one would be open to volunteering again.

³ 'Strongly agree', 'Agree', 'Not sure' or 'I don't agree'. For all the questions, a 'strongly agree' response was the most positive outcome

⁴ Full analysis of responses at each time point is provided in the Appendix as Tables A3.1 to A3.4.

Business Guides were asked a series of questions about their experience of participating in **Be the Change**. These can be broken down into three different issues:

1. How Business Guides felt about their involvement in the programme.
2. How their involvement affected their skills and their view of work and their employer.
3. Which of the programme elements they felt was most useful.

Overall, Business Guides tended to be most positive about their experiences after the launch event with a decline in the proportion of those strongly agreeing with statements between the launch and Stepping Up conference. In many cases, but not all, this ground was made up by the time of the Awards. These changes mirror the results obtained in 2017 and 2018 and may suggest that the realities of working with young people led to an adjustment from an initial 'high' achieved after the launch event. Despite this, Business Guides are overwhelmingly positive about their involvement in the programme when it comes to an end.

One example of this is how Business Guides viewed the way that young people saw their contribution: 40% strongly agreed that their contribution was valued after the launch, this dropped to 26% after Stepping Up but rose to 45% by the time of the Awards. The experience of the 1:1s and workplace visit therefore positively influenced Business Guides view of their relationship with their mentees. This same trend can be observed in a range of other outcomes.

3.2.1 How Business Guides felt about their involvement in the programme

Business Guides clearly had a positive experience of being part of **Be the Change** (Figure 3.1). By the time of the final event:

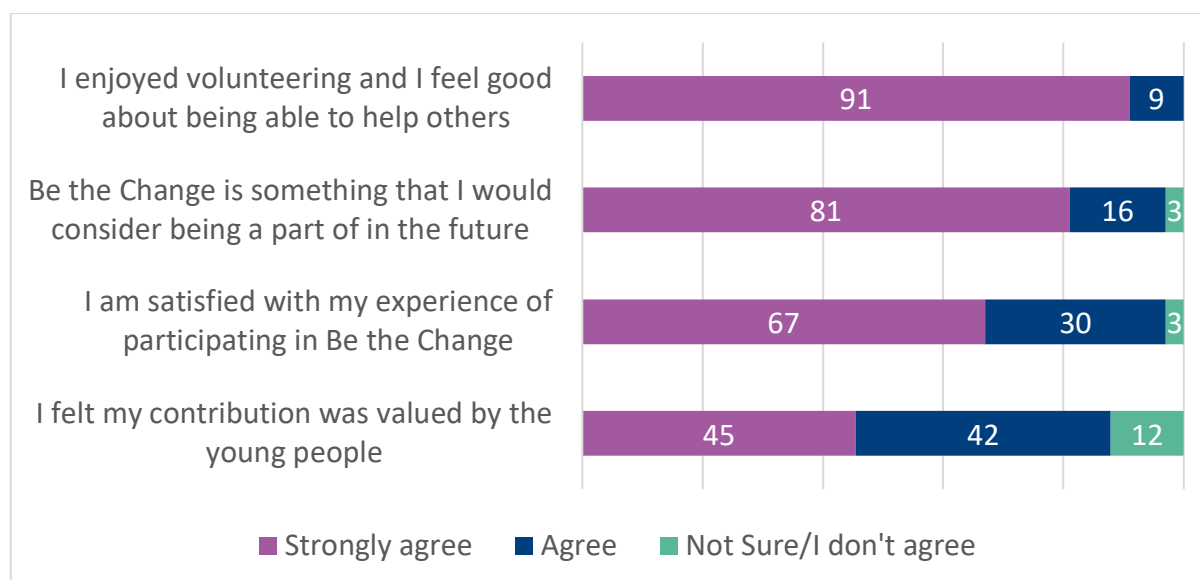
- 100% of Business Guides had enjoyed volunteering and felt good about being able to help others
- 97% of Business Guides agreed or strongly agreed that they would consider taking part again
- 97% of Business Guides agreed or strongly agreed that they were satisfied with their experience of taking part
- 87% of Business Guides agreed or strongly agreed that their contribution had been valued by the young people.

3.2.2 Impact of the programme on skills and views of work

The majority of Business Guides felt that they had developed skills during their involvement with **Be the Change** (Figure 3.2). More specifically by the end of the programme:

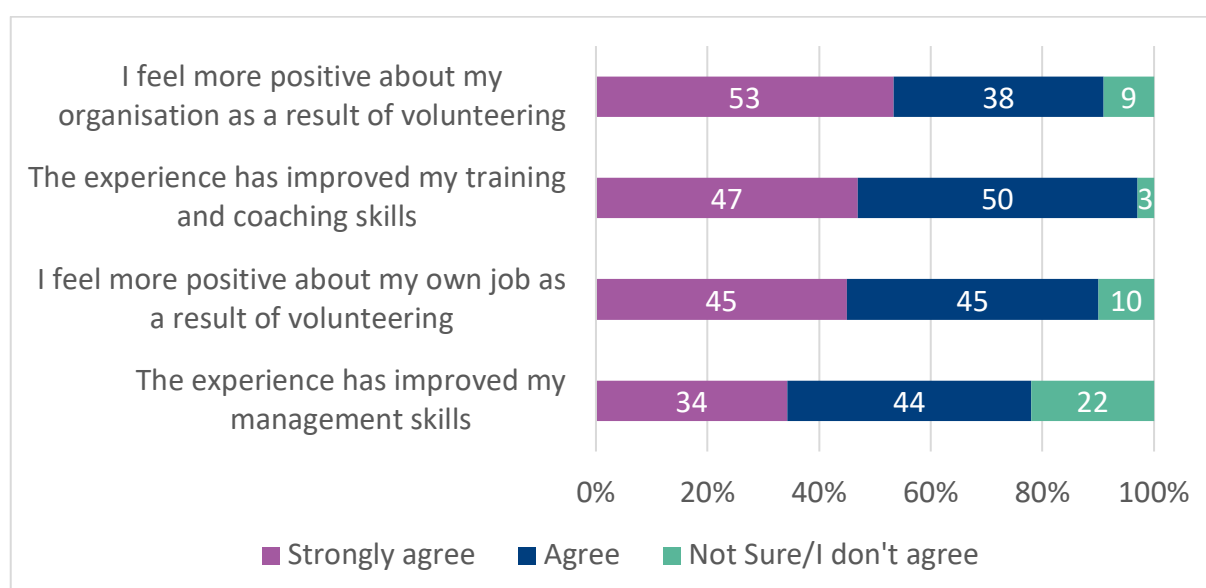
- 97% of Business Guides agreed or strongly agreed that the experience had improved their training/coaching skills
- 91% of Business Guides agreed or strongly agreed that they felt more positive about their organisations as a result of volunteering
- 90% of Business Guides agreed or strongly agreed that they felt more positive about their own job as a result of volunteering
- 78% of Business Guides agreed or strongly agreed that the experience had improved their management skills.

Figure 3.1: Business Guide experiences of taking part in *Be the Change* (% at the end of the programme)



Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

Figure 3.2: Effect of being a Business Guide on their skills and views of work (% at the end of the programme)

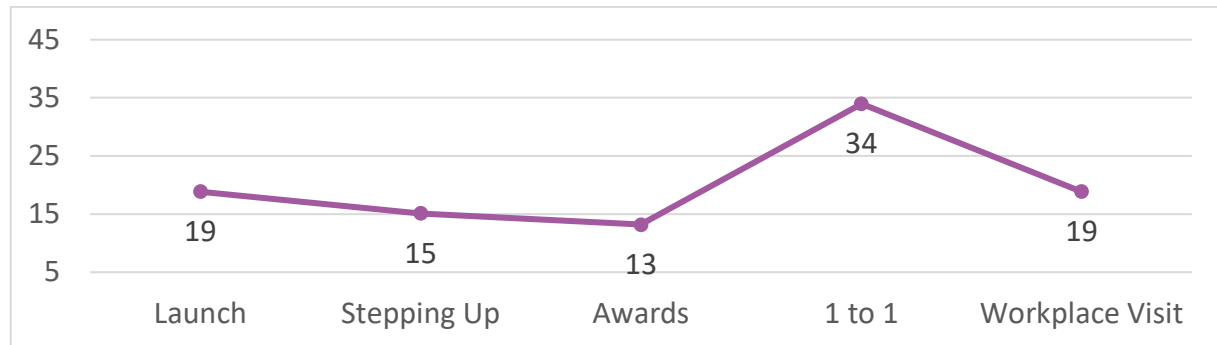


Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

3.2.3 Most useful elements of the programme

At the end of the programme, Business Guides were asked to reflect on what they felt had been the most useful element (Figure 3.3). The highest proportion of 'most useful' votes went to the 1:1s with the young people, followed by the launch event and workplace visits.

Figure 3.3: Most useful elements of the programme as rated by Business Guides (%)

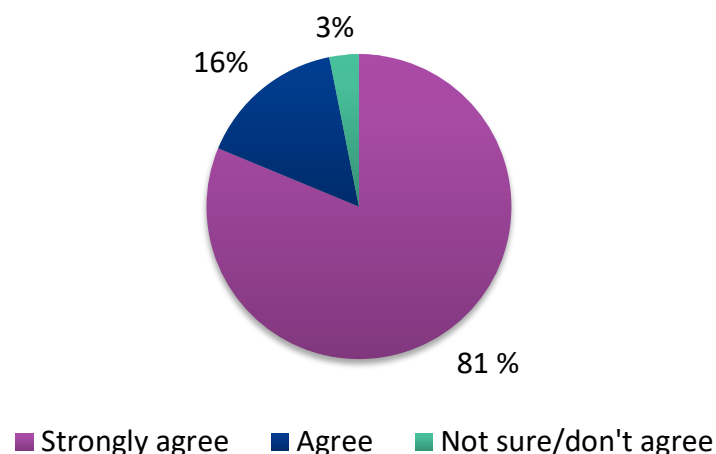


Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

3.3 Perceived impact on student participants

Business Guides were also asked to reflect on the impact of the programme on participating students at each of the three main programme events. Overall the Business Guides were very positive about the potential benefits of the programme and by the end of the final conference, 97% agreed or strongly agreed that the programme would benefit all young people (Figure 3.4). The views of Business Guides on this statement were very similar after the launch event but slightly lower following Stepping Up. This again highlights the importance of the 1:1s and workplace visits for both mentor and mentee perceptions of the programme.

Figure 3.4: *Be the Change* is something that all young people would benefit from regardless of their engagement and attainment levels (% Business Guides at the end of the programme)



Number of participating Business Guides at the awards event: 32

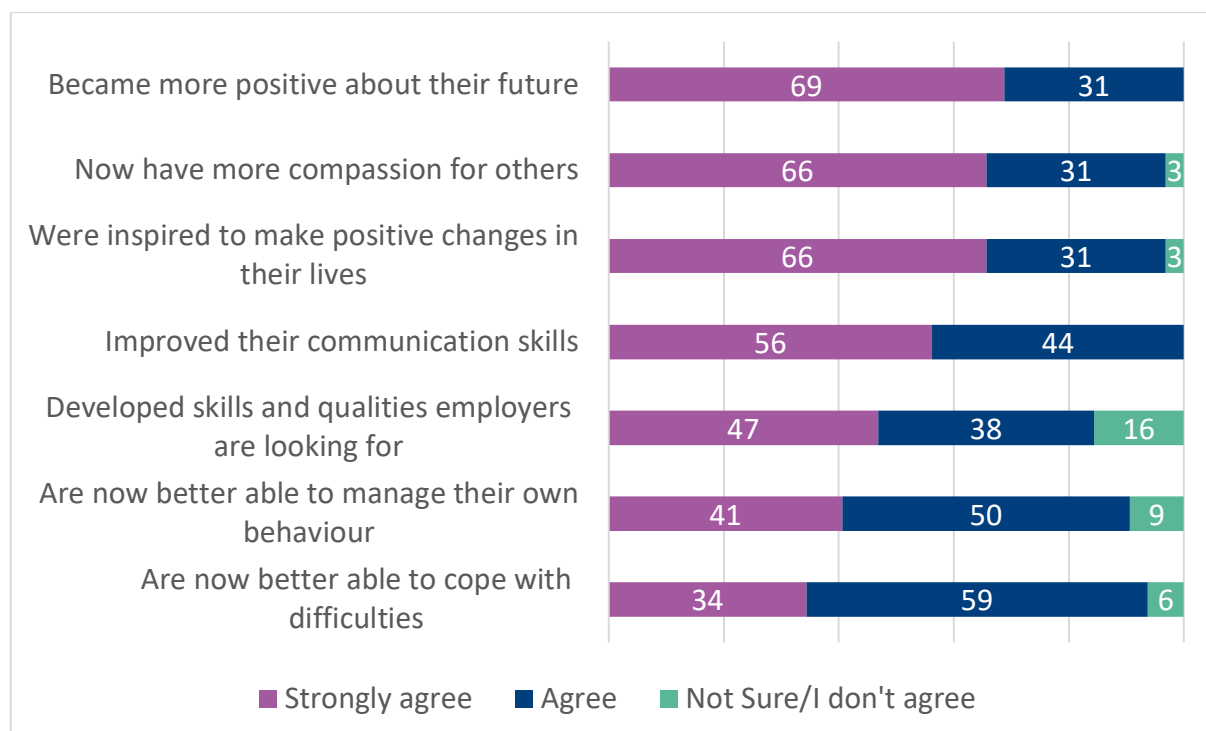
Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

Business Guides were also asked to comment on seven specific student outcomes (Figure 3.5) and all or the vast majority agreed or strongly agreed that students had experienced positive changes on each of these. In addition, there was a gradual growth in the proportion of Business Guides who strongly agreed that students had experienced these outcomes over the course of the programme. Whilst the experience of a being a mentor may, therefore, be challenging at times, Business Guides can see how the programme builds student skills and abilities and become more positive about the impact it is having as it progresses.

More specifically by the end and a result of the programme:

- 100% of Business Guides agreed or strongly agreed that students were now positive about their future
- 100% of Business Guides agreed or strongly agreed that students had improved their communication skills
- 97% of Business Guides agreed or strongly agreed that the students now had more compassion for others
- 97% of Business Guides agreed or strongly agreed that students were now inspired to make positive changes in their lives
- 94% of Business Guides agreed or strongly agreed that the students were now better able to cope with difficulties
- 91% of Business Guides agreed or strongly agreed that the students were now better able to manage their own behaviour
- 85% of Business Guides agreed or strongly agreed that students had developed skills and qualities that employers were looking for.

Figure 3.5: Business Guide views on how participating students will benefit from *Be the Change* (% at the end of the programme)



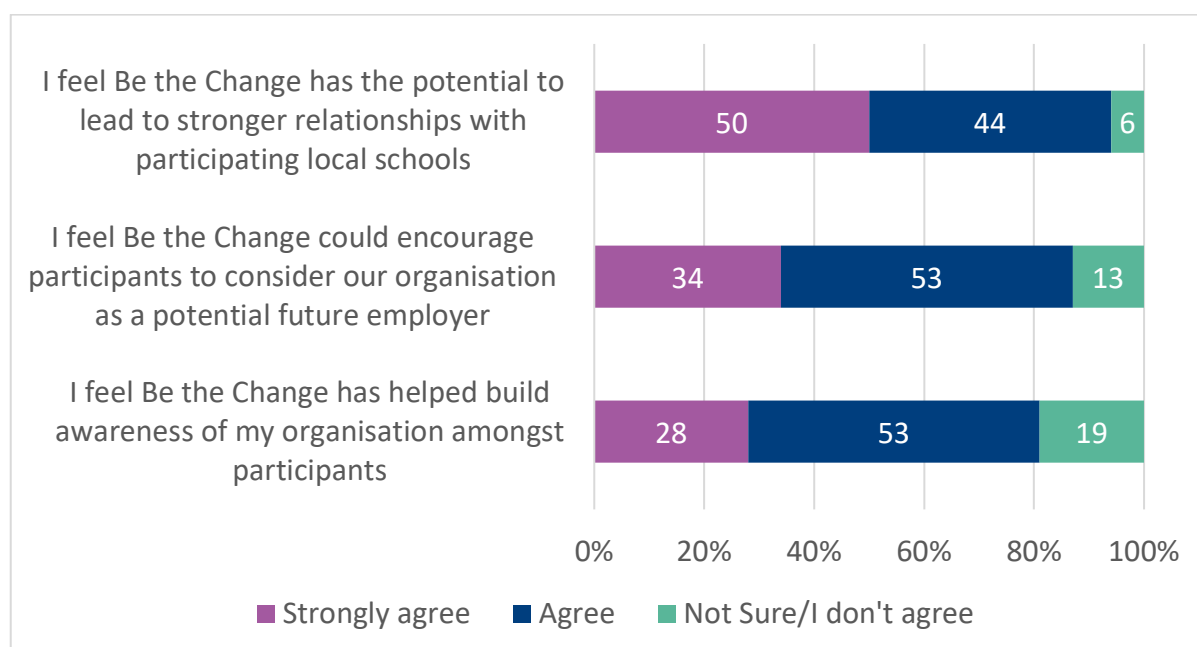
Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

3.4 Wider benefits

Business Guides were also asked to reflect on a range of wider benefits and indicate whether they agreed that these had been established during the programme (Figure 3.6). Business Guides tended to be most positive about these items after the launch and awards events. Their responses at the end of the programme were that:

- 94% of Business Guides agree or strongly agree that **Be the Change** had led to stronger relationships with participating schools
- 87% of Business Guides agree or strongly agree that **Be the Change** could encourage participants to consider their organisation as a potential future employer
- 81% of Business Guides agree or strongly agree that **Be the Change** helped build awareness of my organisation.

Figure 3.6: Business Guide views on the wider benefits of *Be the Change* (% at the end of the programme)

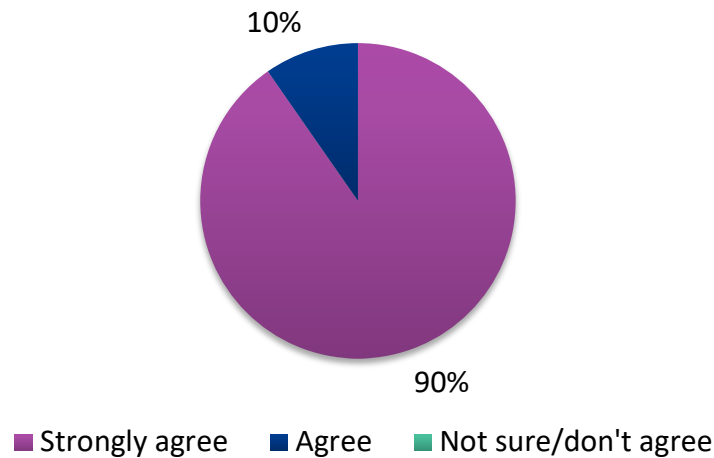


Source: **Be the Change** Gatwick/Crawley Business Guide evaluation questionnaire data Apr 2019

3.5 Would Business Guides recommend the programme?

After the Launch, Stepping Up and Awards events, Business Guides were asked whether they agreed with the statement "I would recommend taking part in **Be the Change** to colleagues and other businesses". All the Business Guides either agreed or strongly agreed that they would recommend the programme to others (see Figure 3.7) and this was the same at each point in the programme.

Figure 3.7: I would recommend the *Be the Change* to colleagues and other businesses (% Business Guides at the end of the programme)



Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data, Apr 2019

3.6 Business Guide testimonials

The evaluation questionnaires gave the Business Guides the opportunity to provide feedback about the programme in their own words. Comments included ways to improve the programme as well as how Business Guides felt about being involved or their views about student progress (Figure 3.8⁵).

Figure 3.8: Analysis of Business Guide comments on the programme



Source: *Be the Change* Gatwick/Crawley Business Guide evaluation questionnaire data Nov 2018 -Apr 2019

⁵ Figure 3.8 is an analysis of the text provided in the form of a word cloud which puts more frequently used words in a larger font

3.6.1 Comments on the programme

Business Guides provided very positive comments about the programme and enjoyed the experience of participating. A more detailed analysis of the comments reveals a few themes, namely how **Be the Change**:

Built the confidence of the young people involved. This was evidenced by things like them being better able to make eye contact, feeling more comfortable around adults and helping them be more willing to speak and express themselves.

"It has been great to see such honesty and openness from all involved. My student has grown in confidence in front of my eyes and reports seeing a positive future ahead of them. Thank you, it's been excellent." (Business Guide)

"Be the Change encouraged young people to express themselves, have a voice that is heard, feel respected and for probably the first time ever have self-reflection...amazing. As Winston Churchill said 'Be yourself everyone else is taken'" (Business Guide)

Helped students to open up and share their experiences, also to understand how everyone faces challenges in their lives and to have empathy for others.

"Gave them neutral space to open up. Raised awareness of their own and other's vulnerabilities. Gave them food for thought about their future. Raised awareness of how their behaviour affects others." (Business Guide)

"Made them face the consequences of their behaviour, everybody showed compassion. Increased confidence by looking at their strengths that are not deemed important (not everyone can be evaluated by an exam)". (Business Guide)

"Helped them face their peers in an environment that has given them a chance to break down their fears and face the truth and consequences of their actions." (Business Guide)

Helped students have hope and plan for the future.

"Noticed positive changes in at least one of my students. He now has set goals, he sees a future, and was very confident in talking to the year 6 students he talked to today. Very impressed with the change." (Business Guide)

"It's amazing to watch how the students become more aware of how they need to change as the programme has progressed!" (Business Guide)

"I have grown in confidence along with my students and I really hope they get to achieve their goals. I think they grasped that it isn't all about getting the best grades that get the interview but their personality and charisma get the job. I think we enhanced that on the workplace trip too." (Business Guide)

3.6.2 Suggested improvements

Business Guides provided a range of constructive feedback about how they felt the programme could be improved. The most common suggestion was that more guidance on how to get the most out of workplace visits would be useful for participating organisations, particularly what the programme hoped the visits would achieve (e.g. providing some visit outcomes for employers to think about or where best within an organisation to place students).

A number of Business Guides suggested that the programme should include more 1:1 sessions between them and the students they mentor. Business Guides clearly felt that these sessions represented a valuable part of the programme. If more sessions were available Business Guides felt this could have a positive impact on the students and help build the influence they had with them

and the strength of their relationships. There was also a suggestion that the student/Business Guide pairings should be made at the launch event to give them a further chance to meet.

Another set of comments was about the break-out sessions during the main conference events where Business Guides can talk to their mentees for a short period about the issues being raised on the day. One suggestion was that these break out groups should take place away from the larger group to help reduce distractions. Another comment was that there should be more time allocated in the event programme for these sessions. Business Guides felt that they were often cut short just as constructive conversations had got going.

Other comments related to the programme booklet. One Business Guide would have liked the booklet to allow them to record the detail of their 1:1 session whilst another comment was the guidance in the booklets were restrictive for mentors. One additional comment was that video testimonials from past participants could be a useful addition to the programmes.

4 Feedback from school representatives

Key points

There was a very positive response from schools about the impact and benefits of being involved in **Be the Change**. All school representatives agreed or strongly agreed that, as a result of being involved in **Be the Change**, the majority of their participating students:

- had become more positive about their futures
- improved their communication skills
- were now better able to cope with difficulties
- were inspired to make positive changes to their lives.

There were also wider benefits to the school and amongst those school representatives present at the final programme events:

- all six felt it had led to stronger relationships between their school and local employers
- five out of six felt the school's involvement had improved its career offer
- five out of six felt programme had encouraged the sharing of best practice between participating schools.

All school representatives surveyed at every programme event felt that **Be the Change** was something that all students would benefit from regardless of their engagement or attainment. Similarly, all of those surveyed felt that they would recommend the programme to colleagues; other schools, and; local businesses.

4.1 Introduction

The views of school representatives were collected after each of the programme's three conference events. The 6 participating schools were represented by 8 staff at both the Launch and Stepping Up conferences and 6 at the Awards event. The same staff did not necessarily attend each event. The focus of this chapter is therefore on the views of school representatives at the end of the programme. Due to the small number of responses used in this section, all figures in this chapter are actual numbers rather than percentages.⁶

4.2 Perceived impact on student participants

School representatives felt **Be the Change** has made a difference to their students across a range of areas (Figure 4.1). All 6 school representatives present at the final programme event agreed or strongly agreed that, as a result of their involvement in **Be the Change**, the majority of their participating students:

- had been inspired to make positive changes
- improved their communication skills

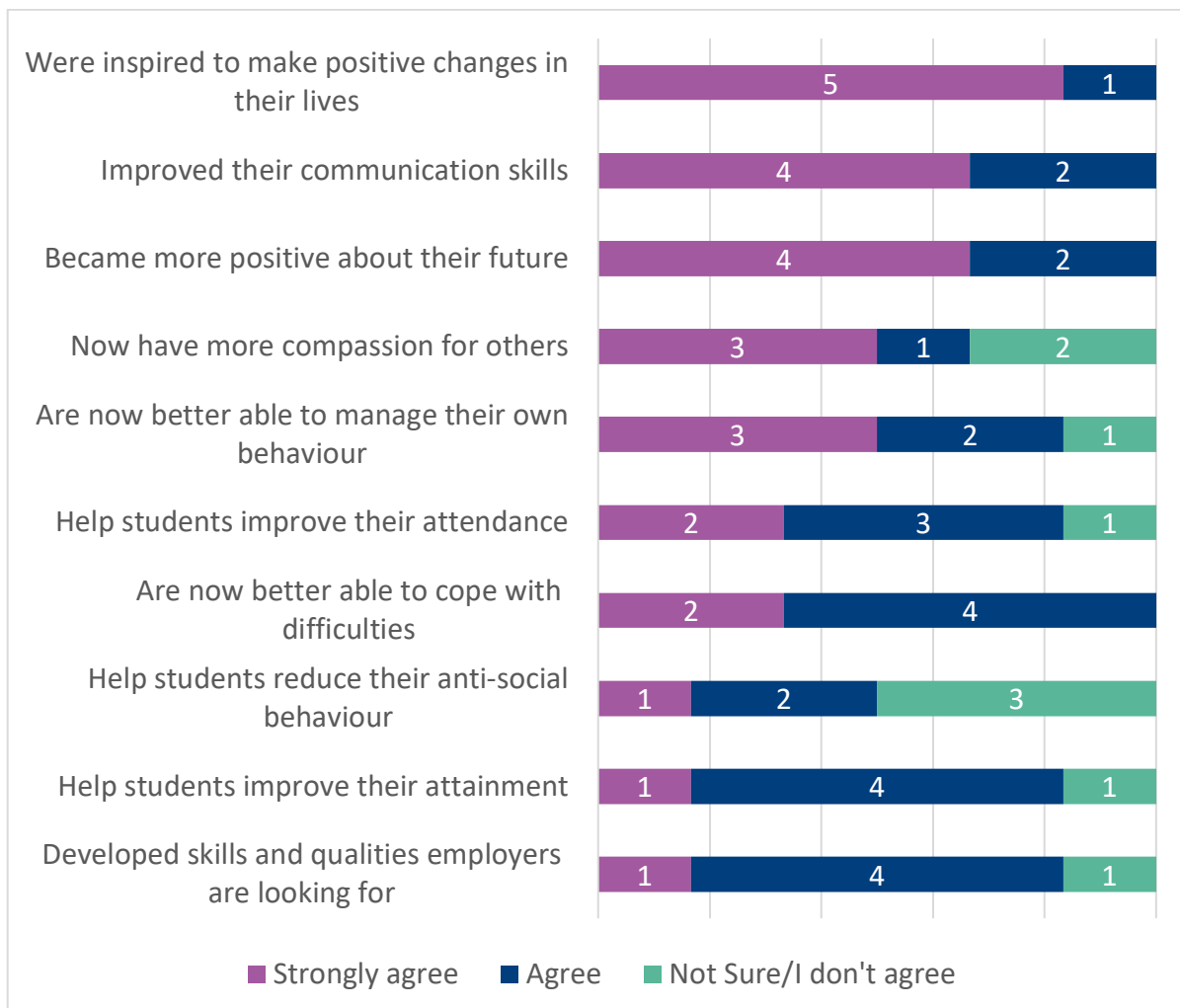
⁶ A full breakdown of the responses of school representatives from across the three events is provided in Appendix tables A4.1 and A4.2.

- become more positive about their future
- were now better able to cope with difficulties.

In addition, 5 out of 6 school representatives agreed or strongly agreed that their students, were now better able to manage their own behaviour, had improved their attendance, had improved their attainment and had developed the skills and qualities that employers are looking for.

School representatives were also to state which of the programme elements they believe had been most useful. Half of those responding felt that the launch was the most useful, with the rest either rating the 1:1s with Business Guides or the workplace visit as the most useful element.

Figure 4.1: School representative views on how participating students have benefitted from taking part in *Be the Change* (number of responses)



Source: *Be the Change* Gatwick/Crawley Business Guide questionnaire data, April 2019, 6 respondents

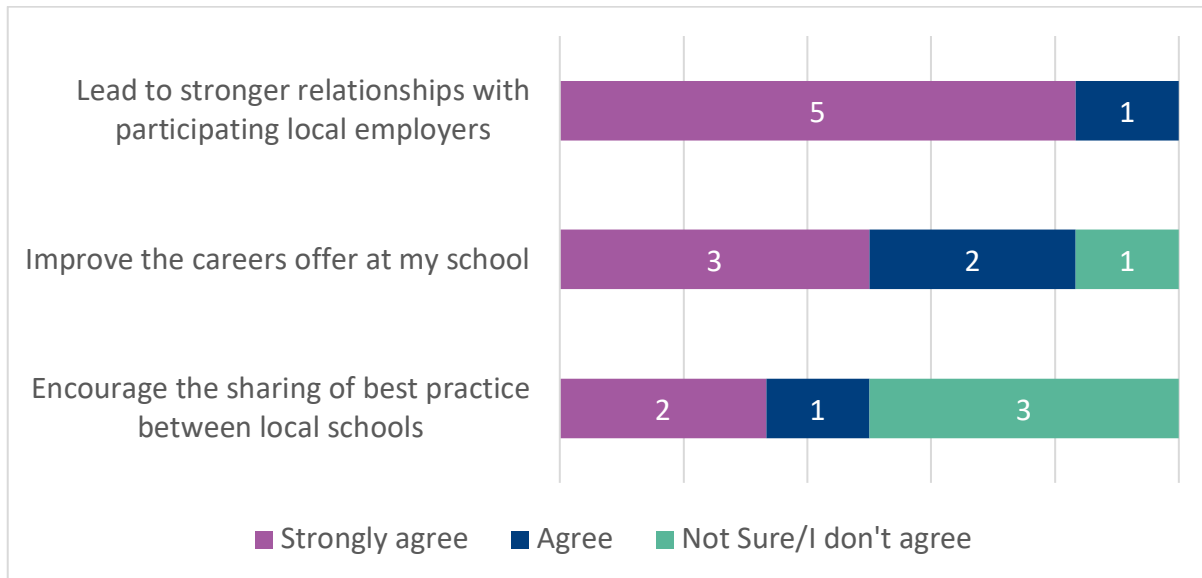
4.3 Wider benefits

Student representatives were also positive about the wider benefits of the programme and what participation in the programme meant for the school (Figure 4.2). By the end of the programme:

- all six school representatives agreed or strongly agreed that participating had led to stronger relationships with local employers

- 5 out of 6 school representatives agreed or strongly agreed that participating had improved the careers offer at their school
- half of the school representatives agreed or strongly agreed that the programme had encouraged the sharing of best practice between local schools.

Figure 4.2: School representative views on the wider benefits of *Be the Change*



Source: *Be the Change* Gatwick/Crawley Business Guide questionnaire data, April 2019, 6 respondents

4.4 Would school representatives recommend the programme?

School representatives were asked whether they would recommend *Be the Change* to: colleagues; other schools, and; local businesses. The response was completely positive. All school representatives at all time points stated that they would recommend the programme to all of these groups. Similarly, all school representatives at all time points felt that *Be the Change* was something that all students would benefit from regardless of their engagement or attainment.

4.5 School representative testimonials

School representatives were given the opportunity to describe their experiences of working with the programme in more depth, and in their own words, in open questions at the end of each of the 3 evaluation questionnaires. The comments show how much the school representatives valued the programme and many gave specific examples of the impact that it had had on their students. The only suggestion on how to improve it was to extend it to other years and a wider cohort (e.g. whole year groups).

Some examples of their comments are provided below:

"Wow! What an incredible day the students have had. Many of them were apprehensive about attending because they were fearful of stepping out of their comfort zones but from the word 'go' they've been encouraged to put their trust in others and take a leap of faith. All have done something today which they never would have done without the ideas and motivation received today. I can't wait to see them blossom through the next five sessions." (School representative)

"Today has been amazing, very emotional and hugely inspiring. Thank you so much, this will definitely impact the students now and in the future." (School representative)

"Inspiring messages that are getting through to the students that we haven't managed to reach. They have reported that they have all seen things that they know that they need to change. Graham is excellent with the students. Thank you." (School representative)

"Before the first session, it was difficult to get all students on board. However, after the first session, all students were happy to come. This reflects the high regard they have for the programme. A few students have shown real improvements at school, noticed by various teachers." (School representative)

*"**Be the Change** has made an improvement with previous students, attitude has changed. Some are now involved in school programme and thinking about their future. I would recommend every school to participate in the programme." (School representative)*

*"**Be the Change** is always thought-provoking and inspiring. Our students seem to be taking it all on board and making changes step by step, bit by bit." (School representative)*

*"I have noticed that from the first session, until today 80% of students that have attended have started to become more aware of their behaviour. When we have spoken about **Be the Change**, they are responsive and feeling motivated to make a change." (School representative)*

5 Conclusions

The **Be the Change** Gatwick/Crawley programme 2018-2019 had a positive impact on all parties involved. The success of the programme can be summarised as follows:

- Starting with a 'bang'. The launch event creates immediate engagement with all parties. The event speaks directly to students right from the start and inspires Business Guides about what is possible when they work with young people.
- Creating a positive learning atmosphere for students which inspires and motivates them and which supports them in seeing themselves and their potential future in a different light.
- Allowing students to talk and think about their own situation in a way which validates their struggles and connects students with one another and helps them empathise with their peers.
- Provides an atmosphere where students are keen to contribute, make changes and which helps them see their future in a different light.
- Offering Business Guides the opportunity to connect with young people and vice versa and through this offering students a unique opportunity to experience and understand the world of work in a safe and supportive way.

There was a clear impact of **Be the Change** on how positive students felt about themselves and their futures and their ability to make changes which will allow them to reach their potential and realise their aspirations. The more positive self-reports made by students were further validated by Business Guides and by schools who also saw positive changes to student attitudes and behaviours.

Business Guides found the process of mentoring young people worthwhile and the experience left them with a more positive view of their job and employer and led to improvements to their training and coaching skills. The programme also has wider benefits for schools and participating employers by linking the two together and improving the careers offer within schools.

The launch event and 1:1s/workplace visits had a particular impact on students and were the most valuable elements of the programme from the perspective of Business Guides. The launch event clearly works very well already, but Business Guides would appreciate the opportunity to be paired up with students then and there. Further feedback from Business Guides is that they would like more time/opportunities to work with their students on a 1:1 basis and more guidance on how to structure/plan a successful workplace visit. It would, therefore, be worth considering if these elements of the programme could be further strengthened when it runs in the future.