



CHICHESTER PARTICIPANT FEEDBACK REPORT

COMPLETED BY RESEARCH PARTNERS

2019

Acknowledgements

Be the Change would not be possible without the support of sponsoring organisations. This year the Chichester programme was lucky enough to have The Body Shop, Chichester District Council, Chichester College, Vitacress and Petworth Vision 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 Chichester High School, Chichester Free School, Bourne Community College, The Academy Selsey, Midhurst Rother College and Bishop Luffa School 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 Year 9 students facing challenges in school or with school 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 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 work with them. The older students are therefore required to 'step up' and take responsibility for their actions.
3. **Awards event** - this celebrates success through reflecting on the progress students have made. It also 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 works as a 'Business Guide' with a small cohort of students acting as positive role models and sharing their experiences and career journeys. Business Guides also 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 with their school so that all students have a chance to experience the world of work firsthand.

Be the Change Chichester 2019 involved 6 schools, 30 Business Guides and 81 students and ran from February to May 2019 with 5 sponsoring organisations. Evaluation data were 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 outcomes 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:

- 86% of students agreed or strongly agreed that they felt positive about their future careers (up from 54% prior at the start of the programme)

- 85% of students agreed or strongly agreed that they felt positive about their future in general (up from 55% at the start of the programme)
- 78% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 52% at the start of the programme)
- 84% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 44% at the start of the programme).

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 huge 97% of students would recommend **Be the Change** to others.

Overall, therefore, **Be the Change** had a positive impact on participating student's views about 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.

"This has really opened my eyes and made me recognise I want to change." (Participating student)

"The programme has made me slowly change without noticing and I'm very very thankful for that." (Participating student)

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

The Business Guides and school representatives also saw the programme having an impact on the students they had worked with. 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. By the end of the programme all the Business Guides agreed or strongly agreed that, as a result of the programme, students had improved their communication skills, become more positive about their future and were inspired to make positive changes in their lives. Almost 90% of Business Guides agreed or strongly agreed that students had developed the skills and qualities that employers are looking for. These positive changes were also observed by the school representatives attending the programme events.

"I've seen many initiatives in 20 years of teaching but I have never seen students grow so much as these students have in one day. Seeing students who find social environments hard, stand up and talk in front of their peers from their hearts has inspired me. Be the Change gets the most out of every student, no matter what barriers they put up, by building confidence and self-reflection. Thank you for an amazing day." (School representative)

"Awesome day. So proud of my students. Some have made enormous steps forward today, jumping off their own bridges. I've also learned stuff about myself and my own past/future. Live life in the panic zone! Can't wait until the next event." (School representative)

"Loved seeing our youngsters show leadership and develop the confidence to speak out. Even the fact that some youngsters stepped out of their comfort zone was so important and I hope this will transform to their everyday lives and give them skills to impact their own futures." (School representative)

"I witnessed the young people in my group stop and think. They demonstrated compassion and empathy and reflected on their behaviour. It was really quite amazing to witness and very moving". (Business representative)

*"It gave them a platform to voice their concerns and needs that is more neutral than their home or school environment and gave them support from other peers in the same challenges."
(Business representative)*

"It absolutely boosted the confidence within the majority of young people. People going from head down no eye contact to getting up on stage." (Business representative)

"Be the Change has significantly improved the confidence & communication skills of my mentees in a very short period of time". (Business representative)

Being a Business Guide is a rewarding experience which has a positive impact on how participants view their jobs and employers. It also 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** and for most this was their first experience of volunteering. By the end of the programme, *all* participating Business Guides agreed or strongly agreed that:

- they enjoyed volunteering and felt good about being able to help others
- they were satisfied with their experience of taking part in the programme
- they would consider taking part again
- their contribution had been valued by the young people
- they would recommend 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:

- 100% agreed or strongly agreed that they felt more positive about their own job as a result of volunteering
- 95% agreed or strongly agreed that taking part had improved their training and coaching skills
- 84% 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: 100% agreed or strongly agreed that by being involved there was the potential for stronger links between their employer and local schools; 84% that being involved had helped build awareness of their organisation amongst participants, and; 79% that participants had been encouraged to consider their organisation as a potential future employer.

Be the Change Chichester 2019 was successful and positive for everyone involved

The **Be the Change** Chichester programme 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 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

- 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 and their futures and their ability to make changes which would allow them to reach their potential and realise their aspirations. These positive self-reports from 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 facing challenges and difficulties in school or with school life. It is a collaboration between LoveLocalJobs and Graham Moore of *metamoorephosis*. The programme targets Year 9 students and focuses on their happiness, confidence, hope, relationships and employability. It does this by encouraging participants to identify their 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.

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 conferences, 1:1 sessions and during workplace visits which the Business Guides organise at their own workplaces).

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 in a more general sense.

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 Chichester 2019 involved 6 schools, 30 Business Guides and 81 students. It ran from February to May 2019 and had 5 sponsoring organisations.

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 Chichester 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

Students became more positive throughout the programme all the 16 core indicators used to track the impact of the programme on them. By the end of **Be the Change**:

- 85% of students agreed or strongly agreed that they felt positive about their future careers (up from 54% prior at the start of the programme)
- 85% of students agreed or strongly agreed that they felt positive about their future in general (up from 55% at the start of the programme)
- 78% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 52% at the start of the programme)
- 84% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 45% at the start of the programme).

In addition, 97% of students would definitely recommend the programme to others and 94% had broadened their social circles by totally, or maybe, 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. The items where student attitudes changed the most across the whole programme were how positive they felt about: removing the barriers to their own success; their future and future careers, and; their ability to find information to support their career decision making.

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 more positive about all 16 core items than they were at the start, particularly how they positive they felt about: their future, their knowledge of what local employers are looking for, what they need to work on to be happy, how to remove barriers to their success and the presence of positive role models in their lives.

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 of the programme and compare this with the proportion who strongly agreed by the end. 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* - 5% of students strongly agreed with this statement at the start of the programme, compared to 46% by the end (an increase of 41%)
- *I understand what local employers are looking for* - 8% of students strongly agreed with this statement at the start of the programme, compared to 44% by the end (an increase of 36%)
- *I am clear what I need to work on to be happy* - 13% of students strongly agreed with this statement at the start of the programme, compared to 47% by the end (an increase of 34%)
- *I know what I need to do to remove any barriers to my own success* - 9% of students strongly agreed with this at the start of the programme, compared to 42% by the end (an increase of 33%)
- *I feel inspired to change to be successful* - 22% of students strongly agreed with this statement at the start of the programme compared to 52% by the end (an increase of 30%).

2.2.2 Impact of different programme elements

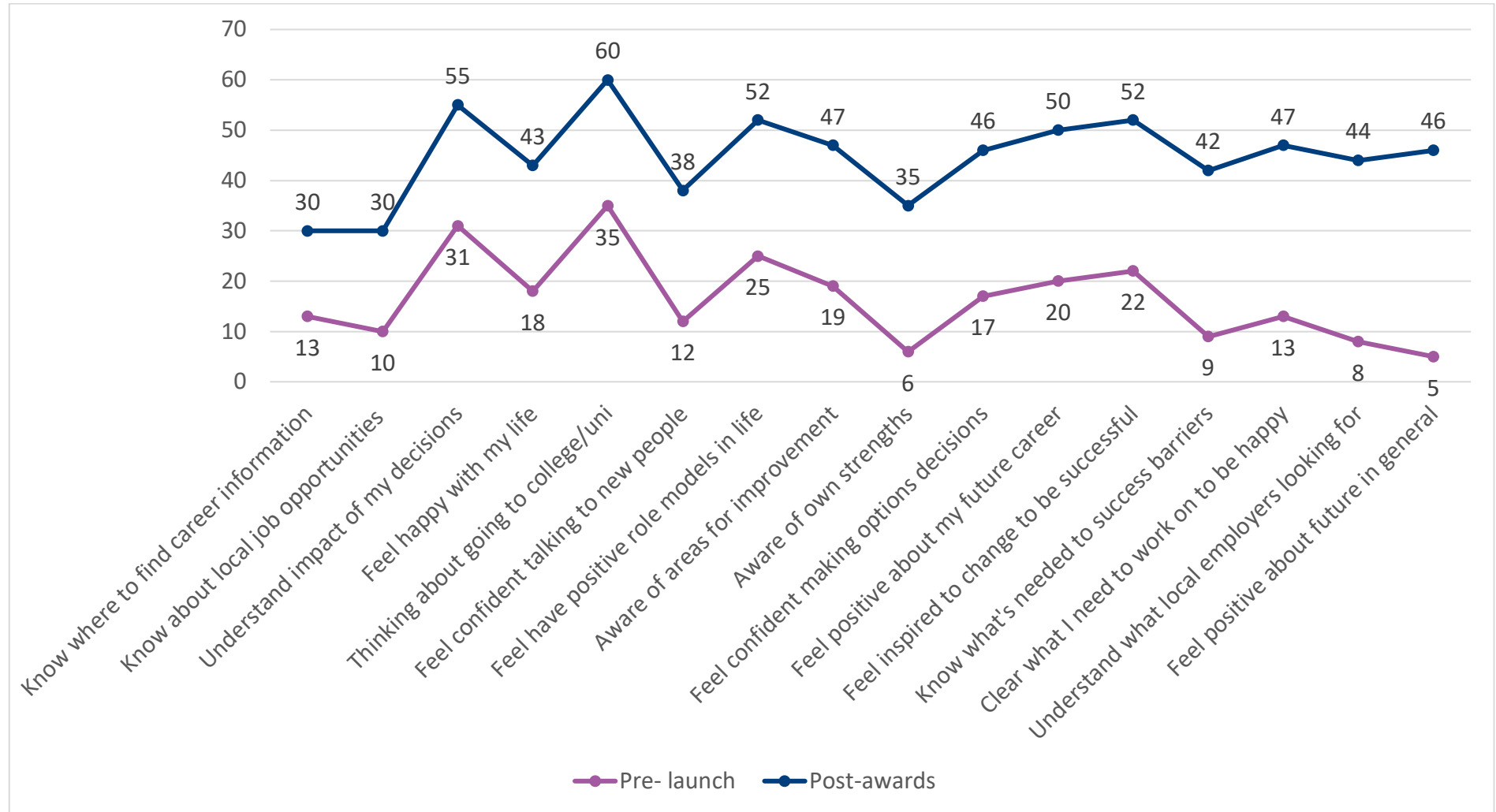
Another way of measuring change is to consider the proportion of students who both strongly agreed and who agreed with each of the statements. This takes account of more subtle changes in student attitudes. In addition, we can consider the changes made at various points in the programme to determine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

The largest changes occurred overall 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 the different programme elements, therefore, appear to affect 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 removing barriers to their own success, how positive they feel about their future, what job opportunities are available in their local area and where to go to find careers information. The 1:1s and workplace visits particularly affected student's positivity about their futures, their ability to find careers information, their decision making and how inspired they felt to make changes.

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** Chichester student evaluation questionnaire data, Feb to May 2019

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

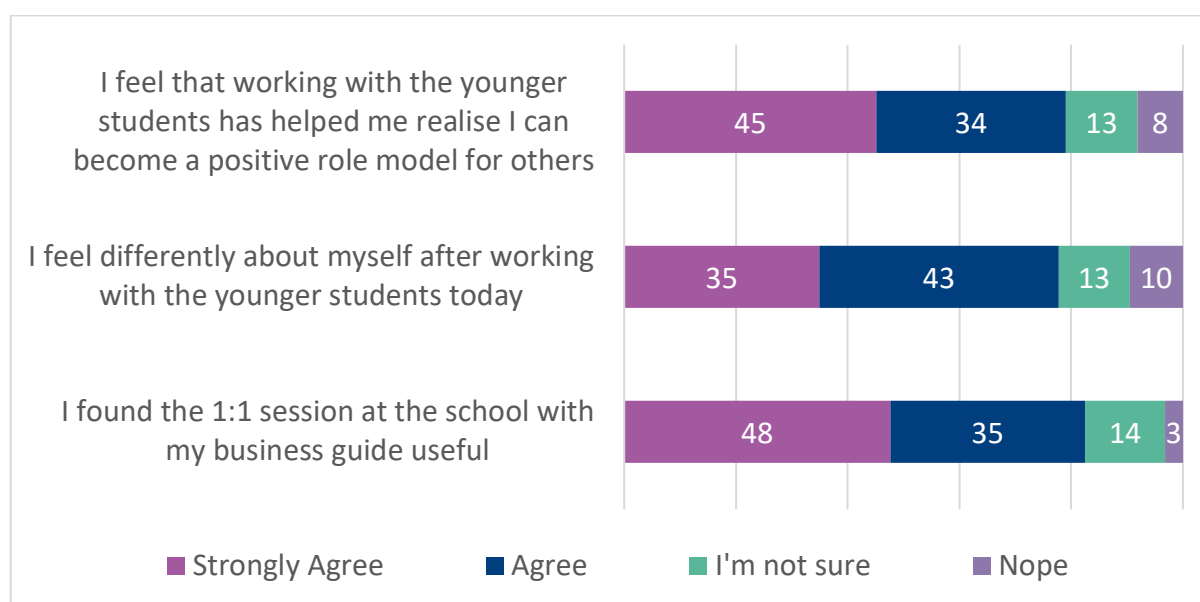
Start point	Endpoint	Programme elements responsible for the change	5 statements with the biggest change	Increase in % agree/strongly agree
Pre-launch	Post-launch	Launch event	I know what I need to do to remove any barriers to my own success	27
			I feel positive about my future career	22
			I feel positive about the future in general	19
			I know what job opportunities are available in my area	19
			I know where to find information on future education, training or careers	17
Stepping Up	Post-awards	1:1s with Business Guides, workplace visit	I feel positive about the future in general	15
			I feel happy with my life	13
			I know where to find information on future education, training or careers	13
			I feel inspired to change to be successful	12
			I feel confident making decisions about my options	9
Pre-launch	Post-awards	Overall programme	I know what I need to do to remove any barriers to my own success	39
			I feel positive about my future career	32
			I know where to find information on future education, training or careers	30
			I feel positive about my future in general	30
			I know job opportunities are available in my area	29

Source: *Be the Change* Chichester student evaluation questionnaire data, Feb to May 2019

Following the Stepping Up conference, students were asked to reflect on the 1:1 sessions with their Business Guide which took place 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:

- 83% agreed or strongly agreed that the session at the school with their Business Guide was useful
- 79% agreed or strongly agreed that working with the younger students helped them realise they could be a role model
- 78% agreed or strongly agreed that they felt differently after working with the younger students.

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



Source: *Be the Change* Chichester student evaluation questionnaire data, Feb 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

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

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:

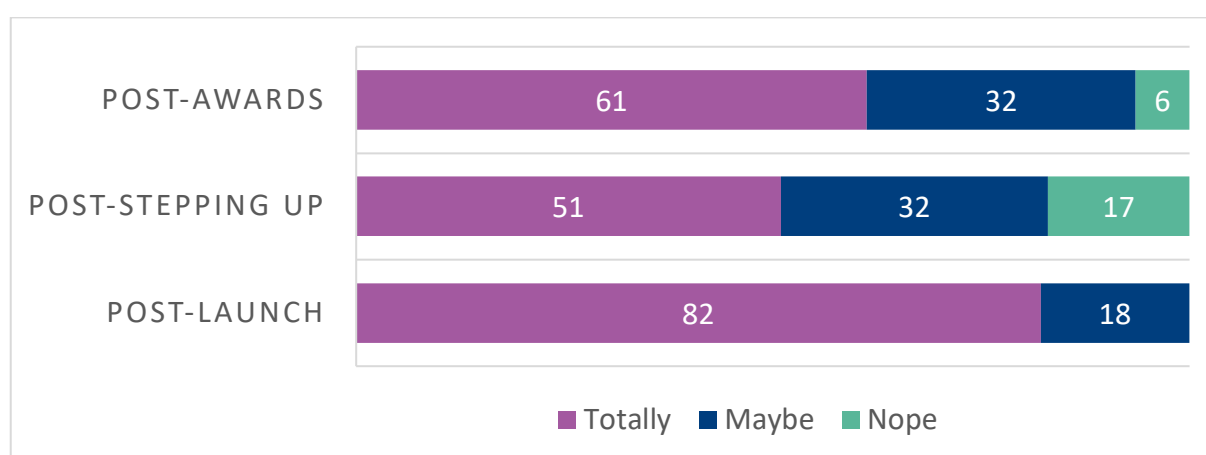
- 85% of students agreed or strongly agreed that they felt positive about their future careers (up from 54% prior to the launch and 81% after the Stepping Up conference - Figure A2.1)
- 86% of students agreed or strongly agreed that they felt positive about their future in general (up from 55% prior to the launch, 74% by the end of the launch and 70% after the Stepping Up conference - Figure A2.2)
- 79% of students agreed or strongly agreed that they felt happy with their life (up from 58% prior to the launch, 64% after the launch event, 66% after the Stepping Up conference - Figure A2.3)
- 70% of students agreed or strongly agreed that they felt confident talking to new people (up from 48% prior to the launch and 63% after the Stepping Up conference - Figure A2.4)
- 86% of students agreed or strongly agreed that they had positive role models in their life (up from 68% prior to the launch and 81% after the Stepping Up conference - Figure A2.5).

At the start of the programme students were least positive about their how confident they felt talking to new people but students became progressively more positive about this as the programme progressed. This is likely to be due to the programme events and other elements exposing young people to new people and situations in a positive way.

The biggest changes in student attitudes were observed in how positive they felt about their future in general and about their future careers. Students were much more positive about both these things by the end of the programme, with gains made during the launch event, but also subsequent additional gains throughout the programme.

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 very positive, and all the students felt that they had totally or maybe made new friends after the launch. This figure dipped slightly by the end of the programme, but remained very high, and 93% of students had made new friends by the end of the programme (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** Chichester student evaluation questionnaire data, Feb to May 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:

- *78% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers* (up from 52% prior to the launch event and 70% after the Stepping Up conference - Figure A2.6)
- *70% of students agreed or strongly agreed that they knew what job opportunities are available in my area* (up from 41% prior to the launch, 60% by the end of the launch and 63% 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 47% prior to the launch, 64% after the launch event, 64% after the Stepping Up conference - Figure A2.8)
- *86% of students agreed or strongly agreed that were thinking about going to college or university after they finish school* (up from 71% prior to the launch and 82% after the Stepping Up conference - Figure A2.9)
- *89% of students agreed or strongly agreed that they felt confident making decisions about their options* (up from 67% prior to the launch and 80% after the Stepping Up conference - Figure A2.10)
- *76% of students agreed or strongly agreed that they understood what local employers were looking for when they recruit* (up from 48% prior to the launch and 76% after the Stepping Up conference - Figure A2.11).

The items with the biggest overall gains in this area between the start and end of the programme were in relation to student's knowledge of local job opportunities and their ability to find careers information. Students became gradually more positive through the latter events after a very positive shift in attitudes during the launch.

The impact of the Business Guide 1:1s and workplace visits were particularly evident for student views of how confident they felt making decisions and their understanding of what employers were looking for. The changes in the latter stages of the programme for these items was greater than those which occurred during the launch event.

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:

- *91% of students agreed or strongly agreed that they were aware of areas where they must improve* (up from 73% prior to the launch event and 87% after the Stepping Up conference - Figure A2.12)
- *92% of students agreed or strongly agreed that they felt inspired to change to be successful* (up from 65% prior to the launch, 76% by the end of the launch and 80% after the Stepping Up conference - Figure A2.13)
- *94% of students agreed or strongly agreed that they understood how decisions they made now could affect their future options* (up from 79% prior to the launch, 93% after the launch event, 91% after the Stepping Up conference - Figure A2.14)
- *87% 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 63% prior to the launch event and 80% after the Stepping Up conference - Figure A2.15)

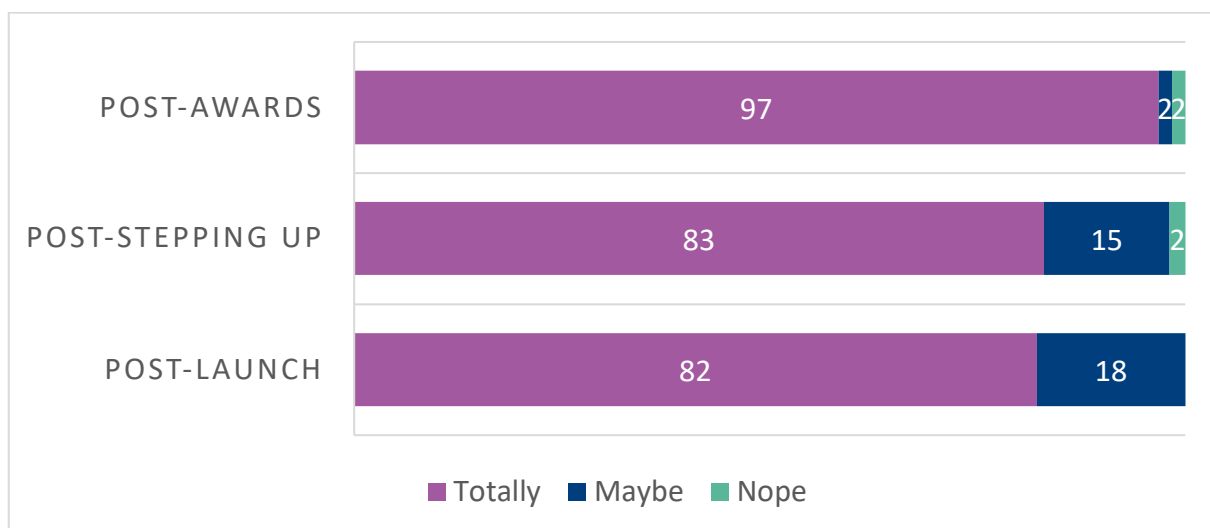
- 84% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 45% prior to the launch and 81% after the Stepping Up conference - Figure A2.16).

This set of core questions was the one, overall, for which 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 after both the launch and as a result of the 1:1s and workplace visits. The programme, therefore, appears to build on student awareness of their need to change their circumstances by providing them with the tools they need to make those changes.

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, 97% of students would 'totally' recommend it to others.

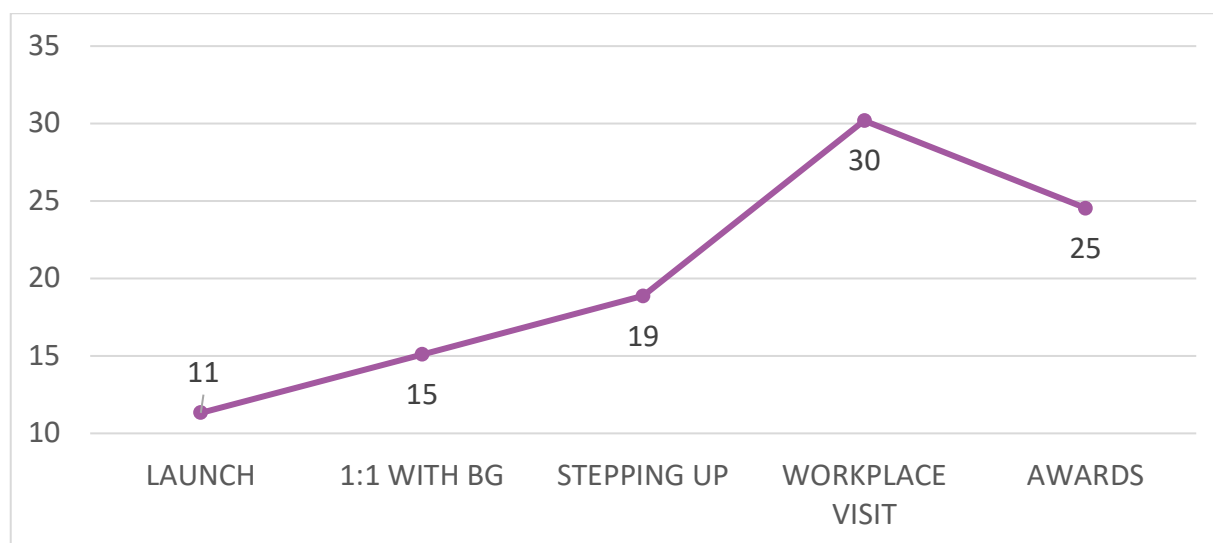
Figure 2.4: I would recommend the *Be the Change* to others (%)



Source: **Be the Change** Chichester student evaluation questionnaire data, Feb to May 2019

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 workplace visits received the highest number of 'most useful' votes. This illustrates how important this element of the programme is for students.

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

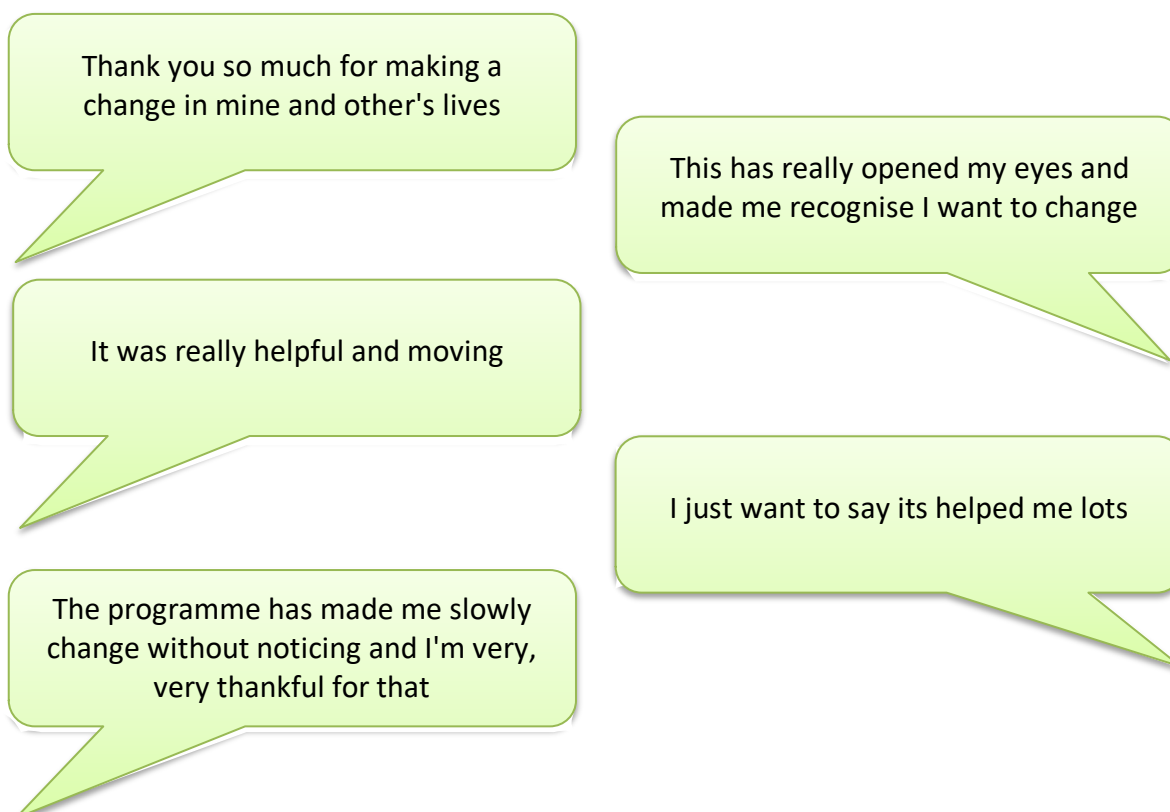


Source: *Be the Change* Chichester student evaluation questionnaire data, Feb to May 2019

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* Chichester student evaluation questionnaire data, Feb to May 2019

3 Feedback from Business Guides

Key points

Almost all the Business Guides were volunteering for the first time and enjoyed this experience.

By the end of the programme, **all** participating Business Guides agreed or strongly agreed that:

- they enjoyed volunteering and felt good about being able to help others
- they were satisfied with their experience of taking part in the programme
- they would consider taking part again
- their contribution had been valued by the young people
- they felt more positive about their own job as a result of volunteering
- the programme is something that all young people would benefit from regardless of their engagement and attainment levels
- they would recommend the programme to colleagues and other businesses.

In addition, the Business Guides also saw the programme having an impact on the students they had worked with. By the end of the programme all the Business Guides agreed or strongly agreed that, as a result of the programme, students had improved their communication skills, become more positive about their future and were inspired to make positive changes in their lives. Almost 90% agreed or strongly agreed that students had developed the skills and qualities that employers are looking for.

There was also evidence of wider benefits to Business Guides and their employers and by the end of the programme: 100% agreed or strongly agreed that by being involved there was the potential for stronger links between their employer and local schools; 85% that the programme had built awareness of their organisation and 79% that being involved had helped participants consider their organisation as a potential future employer.

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.² 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

² 'Strongly agree', 'Agree', 'Not sure' or 'I don't agree'. For all the questions, a 'strongly agree' response was the most positive outcome

- any wider benefits to their organisation.³

3.2 The experience of being a Business Guide

Only five out of the 28 Business Guides who attended the launch event had volunteered previously, and only one of these previously with **Be the Change**. All Guides would be open to volunteering again.

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.

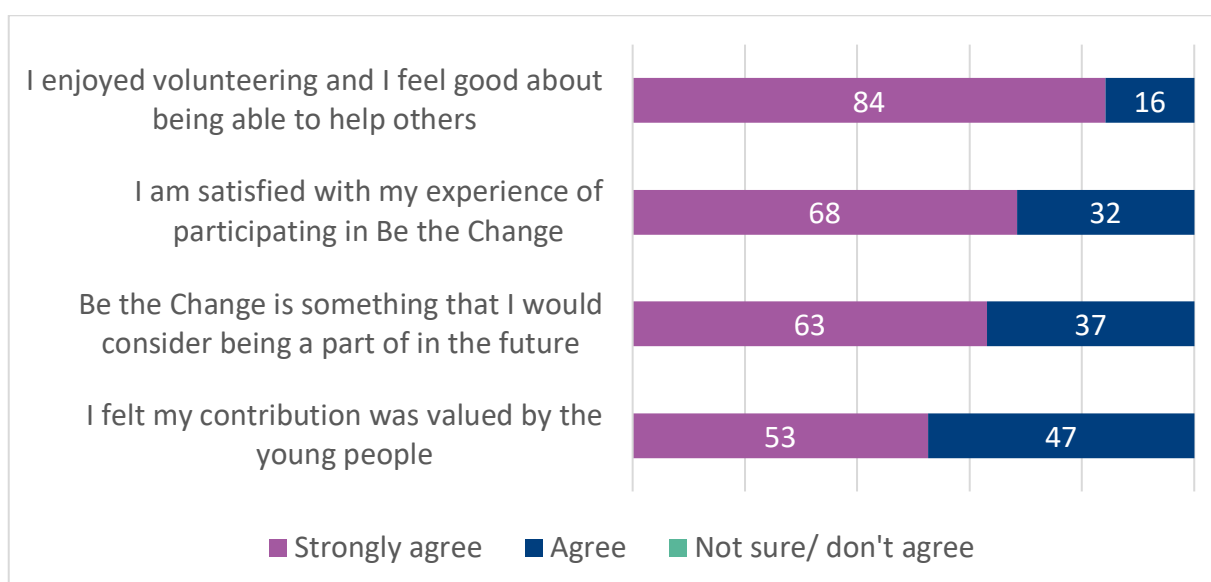
Overall, Business Guides tended to become most positive about their experiences, and the impact of the programme on students, over the course of the programme. This demonstrates the importance of the 1:1s and workplace visits in embedding the impact of the programme and building on the achievements made during the launch event.

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 strongly agreed or agreed that:

- they had enjoyed volunteering and felt good about being able to help others
- they were satisfied with their experience of taking part
- they would consider taking part again
- their contribution had been valued by the young people.

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



Source: **Be the Change** Chichester Business Guide evaluation questionnaire data May 2019

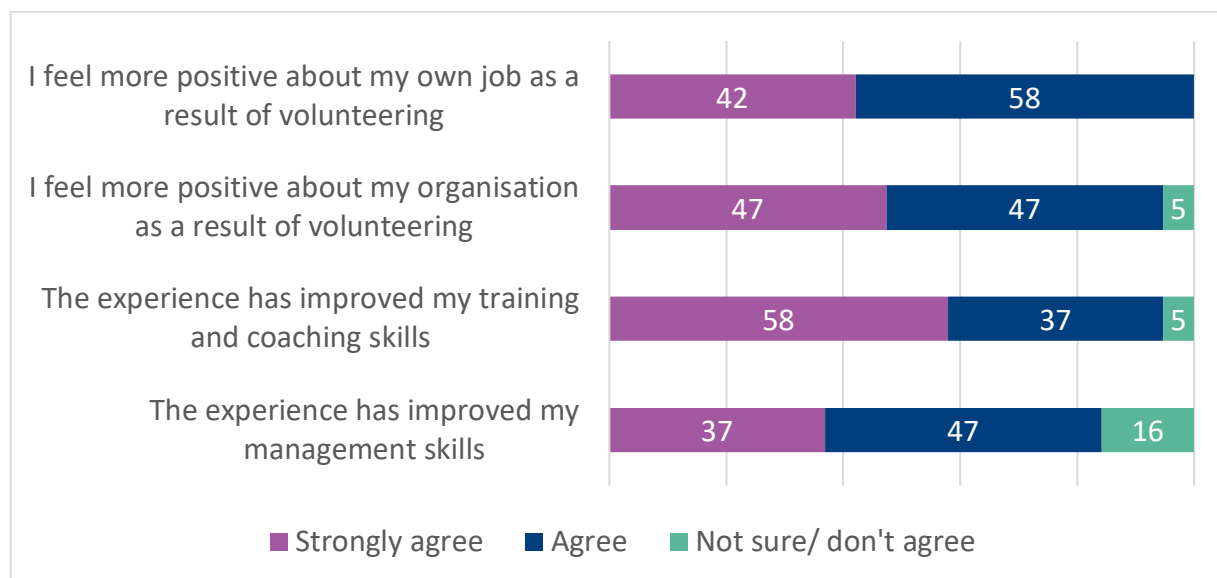
³ Full analysis of responses at each time point is provided in the Appendix as Tables A3.1 to A3.4.

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:

- 100% of Business Guides agreed or strongly agreed that they felt more positive about their own job as a result of volunteering
- 95% of Business Guides agreed or strongly agreed that they felt more positive about their organisation as a result of volunteering
- 95% of Business Guides agreed or strongly agreed that the experience had improved their training/coaching skills
- 84% of Business Guides agreed or strongly agreed that the experience had improved their management skills.

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

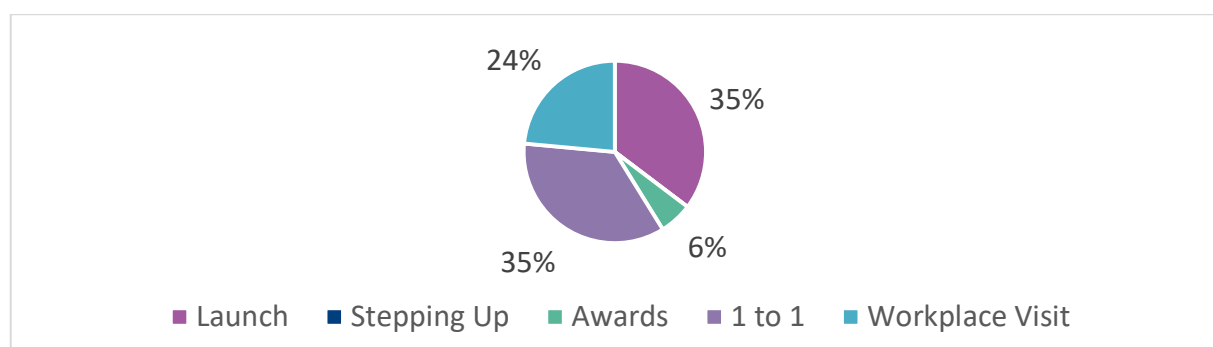


Source: **Be the Change** Chichester Business Guide evaluation questionnaire data May 2019

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.

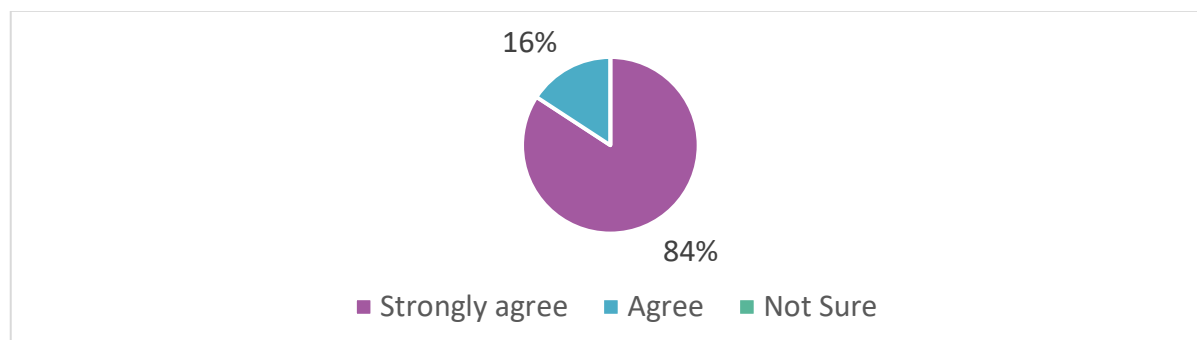
Figure 3.3: Most useful elements of the programme as rated by Business Guides (%)



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, 100% agreed or strongly agreed that the programme would benefit all young people (Figure 3.4).

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)



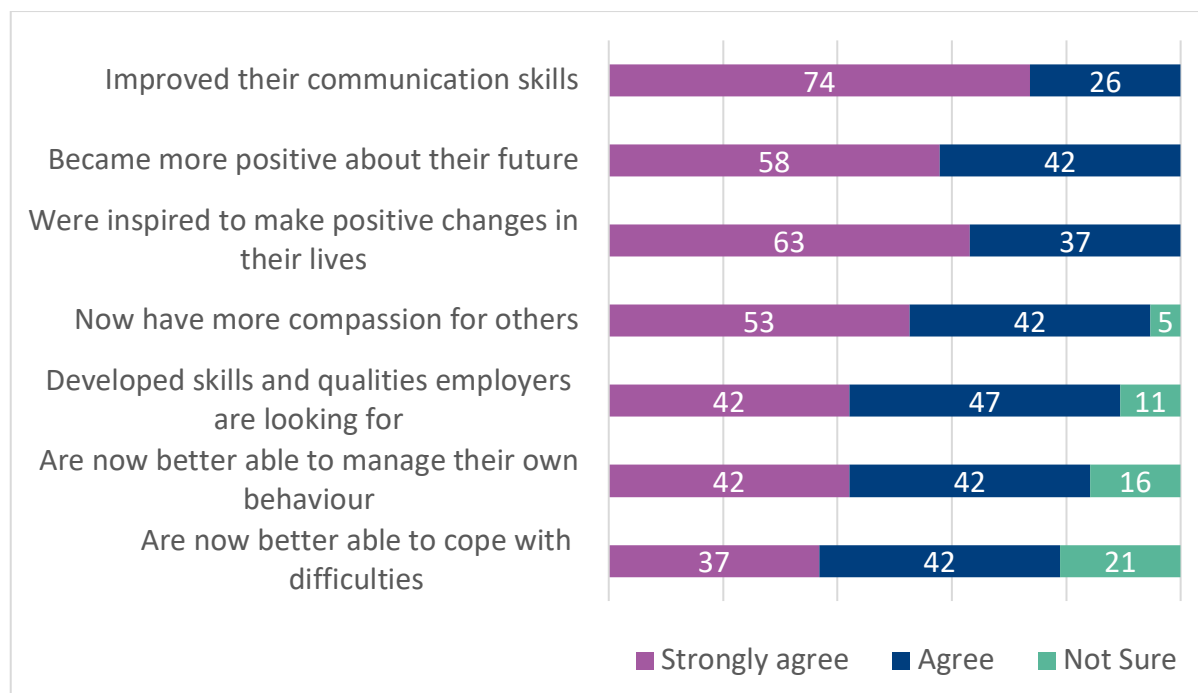
Source: **Be the Change** Chichester Business Guide evaluation questionnaire data May 2019

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 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 of **Be the Change** and a result of the programme:

- 100% of Business Guides agreed or strongly agreed that students had improved their communication skills
- 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 were now inspired to make positive changes in their lives
- 95% of Business Guides agreed or strongly agreed that the students now had more compassion for others
- 89% of Business Guides agreed or strongly agreed that students had developed skills and qualities that employers were looking for
- 84% of Business Guides agreed or strongly agreed that the students were now better able to manage their own behaviour
- 79% of Business Guides agreed or strongly agreed that the students were now better able to cope with difficulties.

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



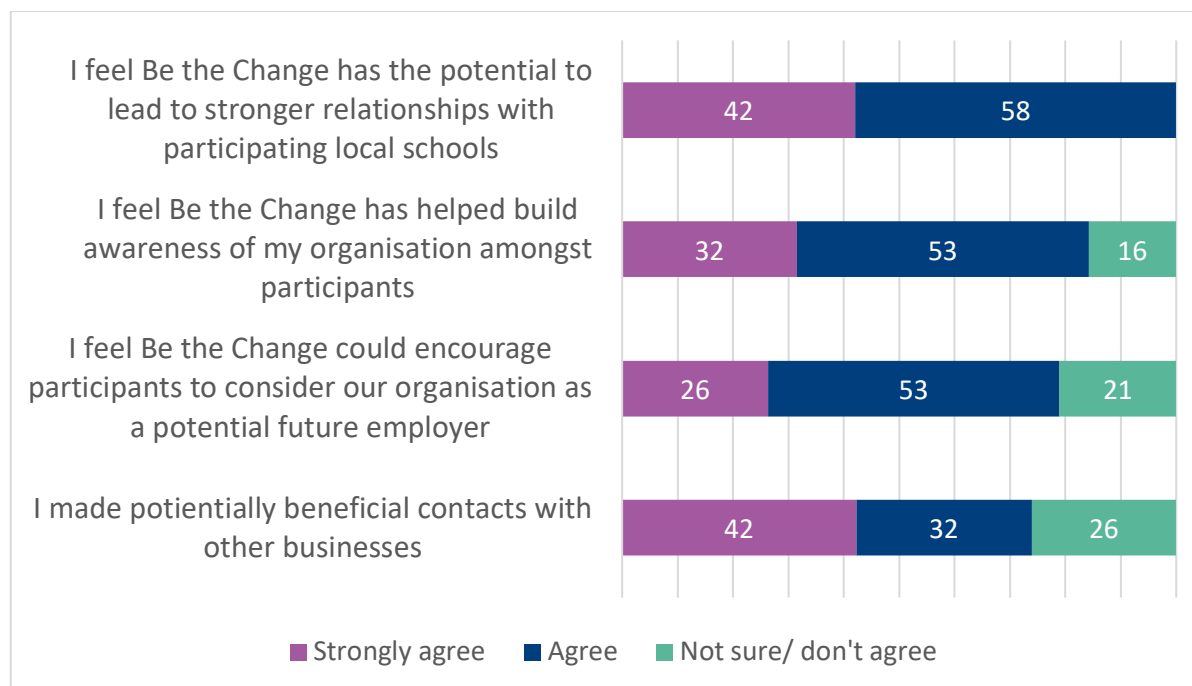
Source: *Be the Change* Chichester Business Guide evaluation questionnaire data May 2019

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:

- 100% of Business Guides agree or strongly agree that *Be the Change* had led to stronger relationships with participating schools
- 85% of Business Guides agree or strongly agree that *Be the Change* helped build awareness of my organisation
- 79% of Business Guides agree or strongly agree that *Be the Change* could encourage participants to consider their organisation as a potential future employer
- 74% of Business Guides agree or strongly agreed that they had made potentially beneficial contacts with other businesses through the programme.

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

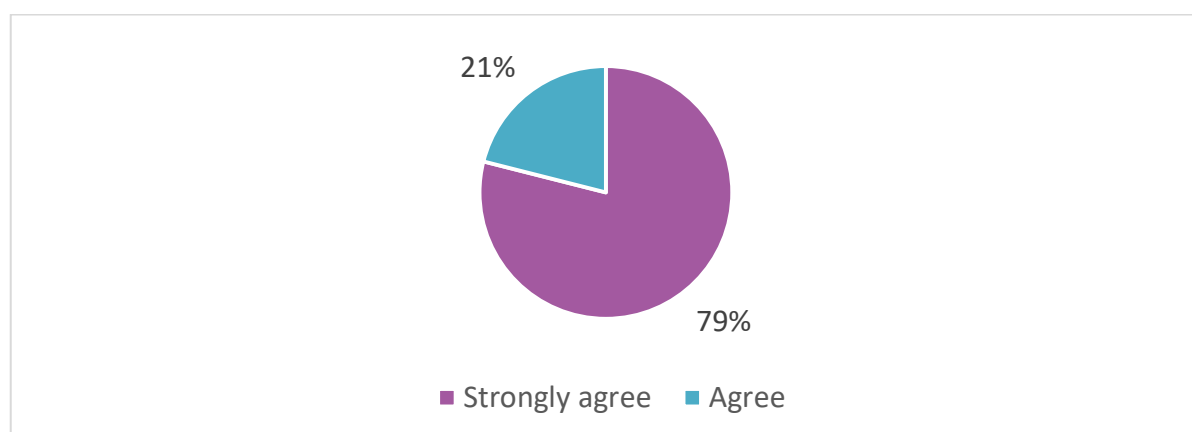


Source: *Be the Change* Chichester Business Guide evaluation questionnaire data May 2019

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).

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* Chichester Business Guide evaluation questionnaire data, May 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 3.8⁴). This shows that some of the most commonly used words to describe the impact of the programme were: confidence, think, future and others. These concepts are in line with the aims of the programme.

Figure 3.8: Analysis of Business Guide comments on the programme



Source: *Be the Change* Chichester Business Guide evaluation questionnaire data Feb to May 2019

3.6.1 Comments on the programme

Business Guides provided very positive comments about the programme and enjoyed the experience of participating. There were positive comments about the key speaker and about the whole programme.

"It's wonderful to see the difference Be the Change has had in such a short period of time. All pupils should take part to inspire their future." (Business representative)

"I think it has impacted them; they just don't know it yet! More open and willing to talk to people they've never met." (Business representative)

"A very worthwhile event that should continue to grow and be supported by local authorities." (Business representative)

"Graham and team are fab - great to see their positive impact and coaching of young people." (Business representative)

⁴ 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

A more detailed analysis of the comments reveals a few themes, namely how **Be the Change**:

- Gave students the impetus and space to think about their behaviours and how this affected others around them.

"Giving them permission to admit their behaviour can be changed/improved and listening to the impact of behaviours on other people. Having someone to listen and be impartial." (Business representative)

"It's an opportunity away from school and family to think about their future" (Business representative)

"I witnessed the young people in my group stop and think. They demonstrated compassion and empathy and reflected on their behaviour. It was really quite amazing to witness and very moving". (Business representative)

- Helped students to see that their struggles are shared by others and that they are not alone.

"I think it opened their minds to the fact it is not just them trying to fit in and their peers share their challenges. Acknowledging they need to make changes." (Business representative)

"It gave them a platform to voice their concerns and needs that is more neutral than their home or school environment and gave them support from other peers in the same challenges." (Business representative)

"Enabled them to see they were not alone - others faced similar difficulties/struggles." (Business representative)

- Enhanced the confidence of participants to express themselves and make changes.

"It absolutely boosted the confidence within the majority of young people. People going from head down no eye contact to getting up on stage." (Business representative)

"Be the Change has significantly improved the confidence & communication skills of my mentees in a very short period of time". (Business representative)

"Stepping Up, you can absolutely see a shift in confidence, students more open and definitely more engaged, all positive." (Business representative)

3.6.2 Suggested improvements

Business Guides provided a range of constructive feedback about how they felt the programme could be improved. The main points provided were to:

- give Business Guides with guidance on how to draw out the more withdrawn students and more information on the reasons why students had been selected to take part
- alter the timing of the events to make them shorter as students were felt to become tired towards the end of the day
- have less time allocated to presentations/talking and more to exercises to keep the students engaged.

In addition, there was a suggestion that students from the same school should be separated for mentoring group sessions and another comment that the music was too loud during the conferences during activities as mentors found it hard to hear what their students were saying. A final comment was that care should be taken during the role-playing exercises with the stereotypes used and any advice provided on how to deal with bullying.

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*. By the end of the programme, 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 manage their own behaviour
- now had more compassion for others
- had developed the skills and qualities employers are looking for
- were inspired to make positive changes in their lives
- had improved their attendance.

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. There were also some wider benefits and five out of six school representatives felt that the experience had led to stronger relationships with employers.

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 9 staff at both the Launch, 10 at the 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.⁵

4.2 Perceived impact on student participants

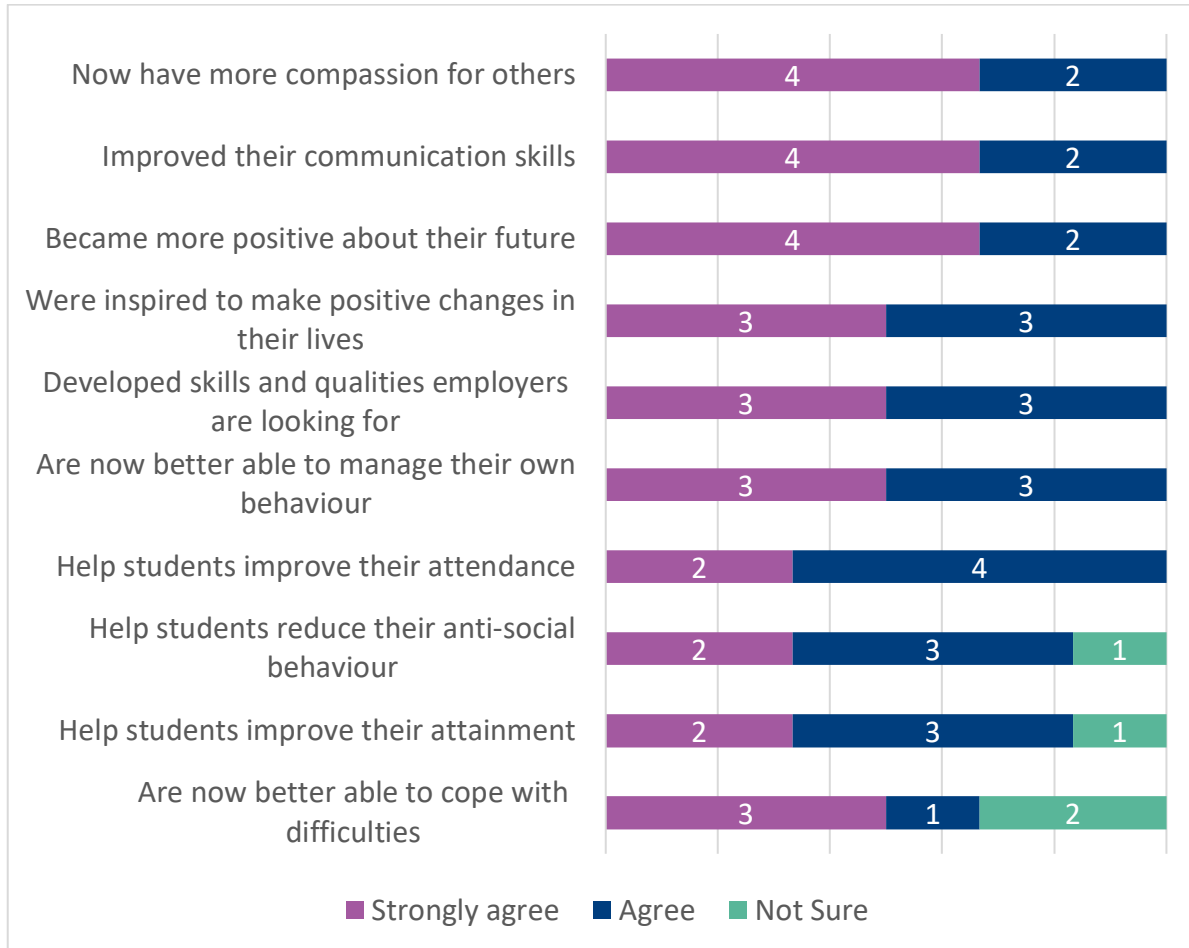
School representatives felt *Be the Change* has made a difference to their students across a range of areas (Figure 4.1). All 6 school representatives present at the final programme event agreed or strongly agreed that, as a result of their involvement in *Be the Change*, the majority of their participating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

- become more positive about their future
- improved their communication skills
- were now better able to manage their own behaviour

⁵ A full breakdown of the responses of school representatives from across the three events is provided in Appendix tables A4.1 and A4.2.

- now had more compassion for others
- had developed the skills and qualities employers are looking for
- were inspired to make positive changes in their lives
- had improved their attendance.

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



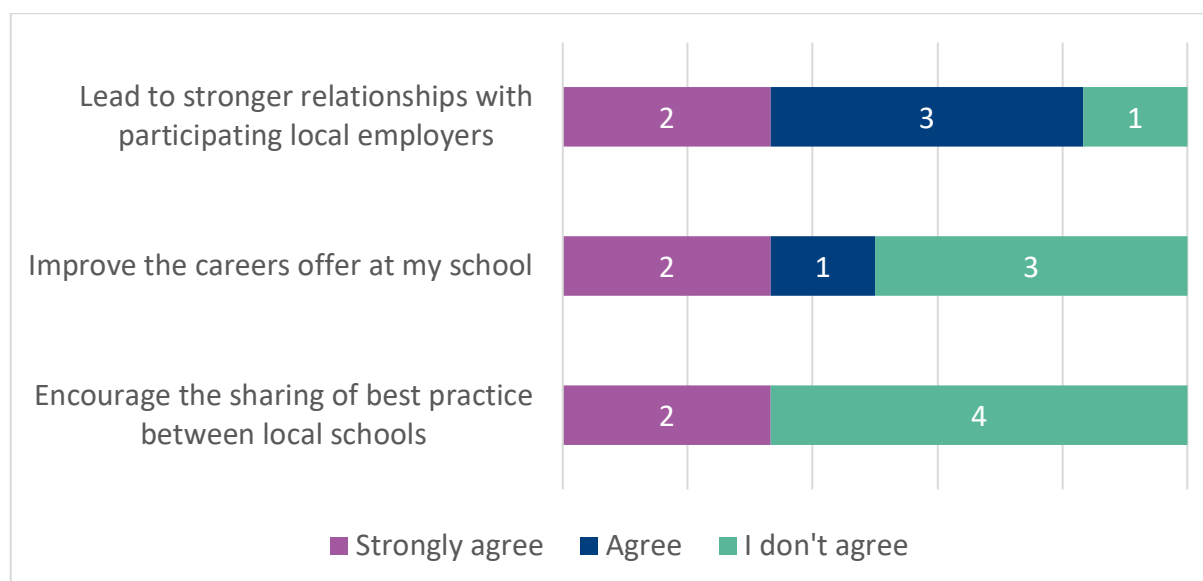
Source: *Be the Change* Chichester Business Guide questionnaire data, May 2019, 6 respondents

4.3 Wider benefits

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

- five out of six school representatives agreed or strongly agreed that participating had led to stronger relationships with local employers
- three out of six school representatives agreed or strongly agreed that participating had improved the careers offer at their school
- two out of six 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 Chichester Business Guide questionnaire data, May 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. All six school representatives at the final event stated that they felt their school would participate in the programme again if given the opportunity to do so.

4.5 School representative testimonials

School representatives were given space on each of the three questionnaires to describe their experiences of working with the programme in more depth in their own words, in open questions. 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.

Some examples of their comments are provided below:

"I've seen many initiatives in 20 years of teaching but I have never seen students grow so much as these students have in one day. Seeing students who find social environments hard, stand up and talk in front of their peers from their hearts has inspired me. Be the Change gets the most out of every student, no matter what barriers they put up, by building confidence and self-reflection. Thank you for an amazing day." (School representative)

"Awesome day. So proud of my students. Some have made enormous steps forward today, jumping off their own bridges. I've also learned stuff about myself and my own past/future. Live life in the panic zone! Can't wait until the next event." (School representative)

"Loved seeing our youngsters show leadership and develop the confidence to speak out. Even the fact that some youngsters stepped out of their comfort zone was so important and I hope this will transform to their everyday lives and give them skills to impact their own futures." (School representative)

"Each occasion I have attended I have always been impressed with the enthusiasm and inspiration projected to each and every student, allowing opportunities to share their stories. The confidence gained from students is overwhelming, thank you". (School representative)

"Fantastic team - giving huge inspiration to young people. Showing them how to gain confidence and show respect to others. Giving insight to the fact there isn't a limit to what they can do 'believe you can'". (School representative)

"I have seen some deeply engrained behaviour and attitude change in some students. I am hoping this will develop further and to more of our cohort on this course." (School representative)

"Noticed better engagement in facing new situations by a few of them. Thinking more about their futures." (School representative)

5 Conclusions

This was the first year when **Be the Change** ran a comprehensive programme in Chichester. The programme received positive feedback from everyone involved, with schools and Business Guides keen to participate again, and students demonstrating positive attitudinal changes across a range of areas. The **Be the Change** Chichester programme 2019 had a positive impact on all parties involved and there is clearly an appetite for the programme to run again in future in the area.

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.