



# BRIGHTON PARTICIPANT FEEDBACK REPORT

COMPLETED BY RESEARCH PARTNERS

---

2019

## Acknowledgements

This year's Brighton programme was enabled through funding by Sussex Police, with headline sponsorship from Brandwatch and supporting sponsorship from American Express, Brighton & Hove City Council, Focus Group and Legal and General. We would like to thank all of them 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 were able to work with students from Blatchington Mill, PACA, Kings, Longhill High, Varndean, Cardinal Newman, Dorothy Stringer and Hove Park schools.

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.

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.

With special thanks to Claire Tyers from Research Partners for independently completing this report.

researchpartners

# Contents

Executive Summary .....	4
1 Introduction .....	8
1.1 The Be the Change Programme .....	8
1.2 Programme Objectives .....	8
1.3 <i>Be the Change</i> in Brighton .....	11
1.4 Evaluating the Programme .....	9
2 Student feedback.....	12
2.1 Introduction.....	12
2.2 Overall impact of the programme .....	12
2.3 Different impacts of the programme.....	16
2.4 Satisfaction with the programme .....	18
2.5 In their own words.....	18
3 Feedback from Business Guides .....	20
3.1 Introduction.....	20
3.2 The experience of being a Business Guide .....	21
3.3 Perceived impact on student participants.....	22
3.4 Wider benefits .....	23
3.5 Would Business Guides recommend the programme? .....	25
3.6 Business Guide testimonials .....	25
4 Feedback from school representatives.....	29
4.1 Introduction.....	29
4.2 Perceived impact on student participants.....	29
4.3 Wider benefits .....	29
4.4 Would school representatives recommend the programme?.....	31
4.5 School representative testimonials .....	31
5 Conclusions.....	31

# 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 businesses have representatives who work as a 'Business Guide' with a small cohort of students, for whom they act as a positive role model and share their experiences and career journeys. Business Guides also listen to student stories so that they can understand the day to day struggles and individual challenges that these young people face. In addition to attending the three conferences, Business Guides meet individually with each student twice and organise a workplace visit with their organization so that all students have a chance to experience the world of work firsthand.

***Be the Change*** Brighton 2019 involved 8 schools, 36 Business Guides and 110 students and ran from January to May 2019 with 6 sponsoring organisations. Evaluation data were collected at each of the three conference events from students and Business Guides and twice from school representatives.

## *Be the Change* has a positive impact on how students view themselves, others and the world of work

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 data from the start and end of the programme.

By the end of ***Be the Change*** students were more positive about 15 out of 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:

- 82% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 52% at the start of the programme)

- 79% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 54% at the start of the programme)
- 73% of students agreed or strongly agreed that they felt positive about their future careers (up from 62% prior at the start of the programme)
- 72% of students agreed or strongly agreed that they felt positive about their future in general (up from 63% 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 give students a better understanding of their local labour market and what local employers are looking for. All 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 better equipped them to make changes to their lives which will help them be successful.

*"I feel that the programme has really excelled in allowing me to speak publicly and talk to new people." (Participating student)*

*"I feel open to tell people things and make new friends". (Participating student)*

## Business Guides and school representatives see positive changes to students, particularly how positive young people feel about their futures

Business Guides and school representatives also saw the programme having an impact on the students they had worked with. 100% of participating 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 and school representatives agreed or strongly agreed that, as a result of the programme that students had improved their communication skills and that they were more positive about their futures. Around 95% of Business Guides and 9 out of 10 school representatives agreed or strongly agreed that students had been inspired to make positive changes in their lives, 85% of Business Guides and 7 out of 10 school representatives felt that because of **Be the Change** students had developed skills and qualities that employers are looking for.

*"My students all commented on changes in their behaviour at school and at home. Their awareness and gratitude saw marked improvements." (Business Guide)*

*"The students I worked with feel passionate about changing their future, becoming more confident, embracing their full potential." (Business Guide)*

*"I am amazed how both of my students have become so much more positive about their future." (Business Guide)*

*"Words are hard to find to say how proud I am to be part of this programme. The students changed in front of my eyes and the hope they now have for their future is buzzing." (Business Guide)*

*"Another fantastic and enriching day for our pupils". (School representative)*

*"Students have responded well to the programme and view it as a positive interaction in their lives." (School representative)*

*"Fantastic programme! All students should have the opportunity to take part." (School representative)*

## Being a Business Guide is rewarding, promotes positive feelings about work, develops skills and promotes stronger links between businesses and their 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
- 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:

- 93% agreed or strongly agreed that they felt more positive about their own organisation as a result of volunteering
- 92% agreed or strongly agreed that they felt more positive about their job as a result of volunteering
- 92% agreed or strongly agreed that the experience had improved their training and coaching skills
- 78% agreed or strongly agreed that taking part had improved their management skills.

Business Guides also reported wider benefits to them and their employers. 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. Similarly, all 10 school representatives felt that taking part had led to their school forging stronger links with employers.

## The first cross-Brighton & Hove *Be the Change* worked well even despite some challenges, and developed learning points for future programmes.

The available evidence suggests that the **Be the Change Brighton & Hove** programme 2019 was largely successful. It was able to:

- Start with a 'bang'. The launch event was engaging and led to changes in student perceptions right from the start. The event speaks directly to students and inspires Business Guides about what is possible through working with these young people.
- Create a positive learning atmosphere for students to help inspire and motivate them. This helps students see themselves and their potential future in a different and more positive light.
- Allow students to talk and think about their own situation in a way which validates their struggles and connects students with one another.
- Provide an atmosphere where students are keen to contribute and see their future in a different light.
- Offer 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.

As the first comprehensive Brighton & Hove *Be the Change* programme, which had a funding stipulation from Sussex Police, there have been some challenges and learning points to be considered. This includes removing any potentially negative influences from existing friendship groups, working closer with the schools to fully engage the harder to reach cohort and working with less schools in one programme. Each of these points are explained in more detail throughout the report.

# 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.com and Graham Moore of *metamoorephosis*. The programme targets disengaged 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, including 1:1s and a 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 three conferences, two 1:1 sessions and during a 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 Brighton & Hove** 2019 involved 8 schools, 36 Business Guides and 110 students. It ran from February to May 2019 and had 6 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.

This report analyses this information to assess the success of the **Be the Change** Programme 2019 in **Brighton & Hove** 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.


#### Considerations of the evaluation data

When interpreting the data for students there are a number of issues to consider:

1. There were difficulties in distributing the feedback forms after the awards event and the programme team were required to ask schools to distribute feedback forms to students after the event. This was due to the celebration at the end, boarding the i-360 flight, and the tight timescales and security which that entailed. As a result, the proportion of students who completed the programme and provided end of programme feedback is lower than would normally be the case.
2. Data is not tracked across individuals. The analysis provided at each time point is a snapshot of the views of everyone on the programme at that point in the programme.
3. There was some drop off of students throughout the programme for a variety of reasons, which can affect data comparison from the beginning of the programme and to the end. For this reason, the data shown throughout the report is in percentages.

A further limitation of the data obtained from this programme is that school representatives did not provide their feedback at the final event. This was due to logistical difficulties and because they were fully engaged in ensuring their students left the final event safely. The data we have from schools is therefore limited to their views following the launch and Stepping Up events.

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

## 1.4 *Be the Change* in Brighton & Hove

The programme offered in Brighton & Hove tested out how the programme worked with a slightly different cohort of young people. The main differences were that:

- schools were encouraged to send some of their hardest to reach young people, including those who were at risk of exclusion or becoming NEET (not in education, employment or training). Working with this cohort presented additional challenges for the programme, over and above those involved in working with the normal cohort, particularly with regard to student engagement and in managing student behaviour.
- a larger number of schools than would normally be the case took part, but each with fewer participating students. Some of these schools sent young people in close friendship groups together. This led to difficulties in keeping the young people engaged - they were not encouraged to break their misbehaviour patterns in the same way as the normal programme which brings together a larger number of pupils from each participating school.

The programme worked with schools new to the programme and there was considerable learning on all sides operationally. One example was that some of the schools found it difficult to secure consent from parents for their children to participate. This was driven in part by multiple consent forms being sent out for different programme elements rather than a single consent form for the whole programme. These issues could be dealt with more effectively in future now that this issue has been identified.

There was a higher degree of student drop out than would normally be observed in a *Be the Change* programme. Some students did not engage with the programme and therefore did not attend again after the first event. Several schools took the decision to remove students from the programme in reaction to misbehaviour at school or during the programme itself, including on the workplace visits. It may be possible to reduce drop out in future years by closer working with schools, or through the design of more structured workplace visits. However, working with the most behaviourally challenging students from schools may mean that some degree of drop out from the programme is inevitable.

As a result of the experiences gained from the 2019 Brighton programme, programme staff have learnt lessons about the optimum way to run Brighton *Be the Change*. Their view is that it is more effective to have fewer schools participating at any one event, but with a wider cohort from each school. It would therefore be worth trialling a split programme in Brighton next time the programme runs, with around half of the city's secondary schools involved in one of two different sub-programmes.

## 2 Student feedback

### Key points

By the end of *Be the Change*, students were more positive about 15 out of 16 core indicators of programme impact. For example:

- 82% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 52% at the start of the programme)
- 79% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 54% at the start of the programme)
- 73% of students agreed or strongly agreed that they felt positive about their future careers (up from 62% prior at the start of the programme)
- 72% of students agreed or strongly agreed that they felt positive about their future in general (up from 63% at the start of the programme).

In addition, 100% of students would recommend the programme to others and 86% had broadened their social circles by making friends that they wouldn't normally speak to.

The largest gains in how positive students felt were evidenced after the Launch event. Business Guide 1:1s and workplace visits also helped students feel more positively about local job opportunities and to better understand what local employers were looking for.

The items where students showed the greatest improvement were in relation to: understanding what local employers were looking for when they recruit; knowing what they needed to do to remove barriers to their own success; knowing what job opportunities were available in their local area, and; understanding how their own strengths appealed to future employers.

### 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. An analysis of data across the different events gives us an indication of how student views, as a whole, have changed during the course of the programme.

**By the end of the programme students were more positive about 15 out of 16 indicators than they were at the start.** The most marked changes were in terms of: how well students understood their local labour market; their knowledge of how to remove barriers to success; their awareness of their own strengths and; their knowledge of how to access careers information.

### 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/agreed with each statement at the start of the programme and compare this with the proportion who strongly agreed/agreed by the end. In this case, due to the issues identified in Chapter 1 related to drop out and non-response, the analysis is only suggestive of impact, but it still highlights some positive results. A full breakdown of results is provided in Figure 2.1. Items with the greatest observed changes are presented on the right-hand side.

The biggest gains were made in relation to the following items:

- *I understand what local employers are looking for* - 49% of students strongly agreed/agreed with this statement at the start of the programme, compared to 85% by the end (an increase of 36%)
- *I know what I need to do to remove barriers to my success* - 52% of students strongly agreed/agreed with this statement at the start of the programme, compared to 81% by the end (an increase of 29%)
- *I know what job opportunities are available in my area* - 44% of students strongly agreed/agreed with this statement at the start of the programme, compared to 68% by the end (an increase of 24%)
- *I am aware of my own strengths that will appeal to future employers* - 55% of students strongly agreed/agreed with this at the start of the programme, compared to 79% by the end (an increase of 24%)
- *I know where to find information on future education, training or careers* - 45% of students strongly agreed/agreed with this statement at the start of the programme compared to 64% by the end (an increase of 18%).

### 2.2.2 Impact of different programme elements

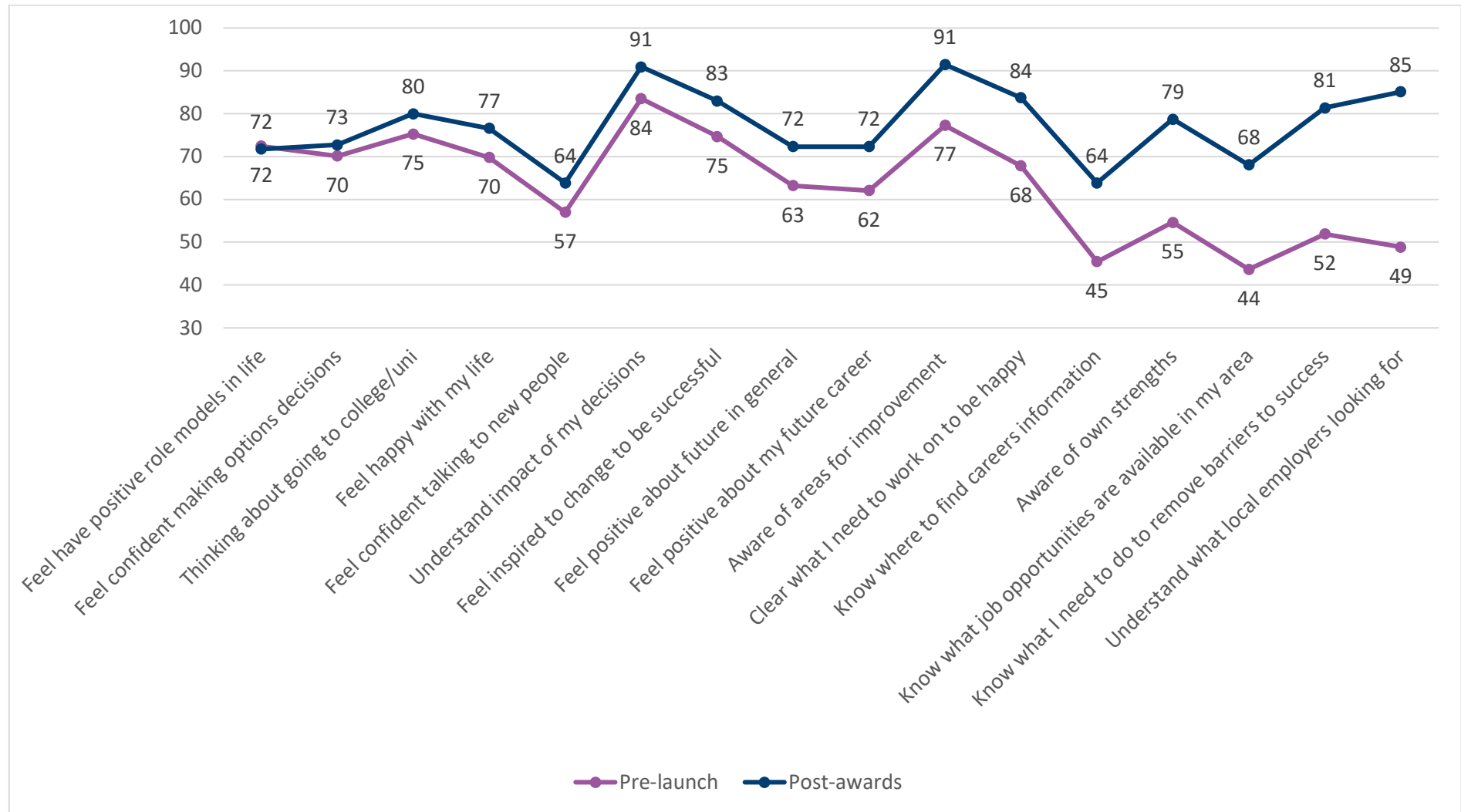
It is also useful to consider the changes made at various points in the programme and Table 2.1 presents the extent to which student views changed across three time points, namely between: the pre- and post-launch questionnaires (due to the impact of the launch event); the Stepping Up and awards conference (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 largest changes occurred overall during the launch event, but some 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. The launch event particularly affects how students feel about removing barriers to their own success and their awareness of local employer needs. The 1:1s and workplace visits further developed student's understanding of local employer needs.

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:

- 86% agreed or strongly agreed that the session at the school with their Business Guide was useful
- 85% agreed or strongly agreed that working with the younger students helped them realise they could be a role model
- 85% agreed or strongly agreed that they felt differently after working with the younger students.

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



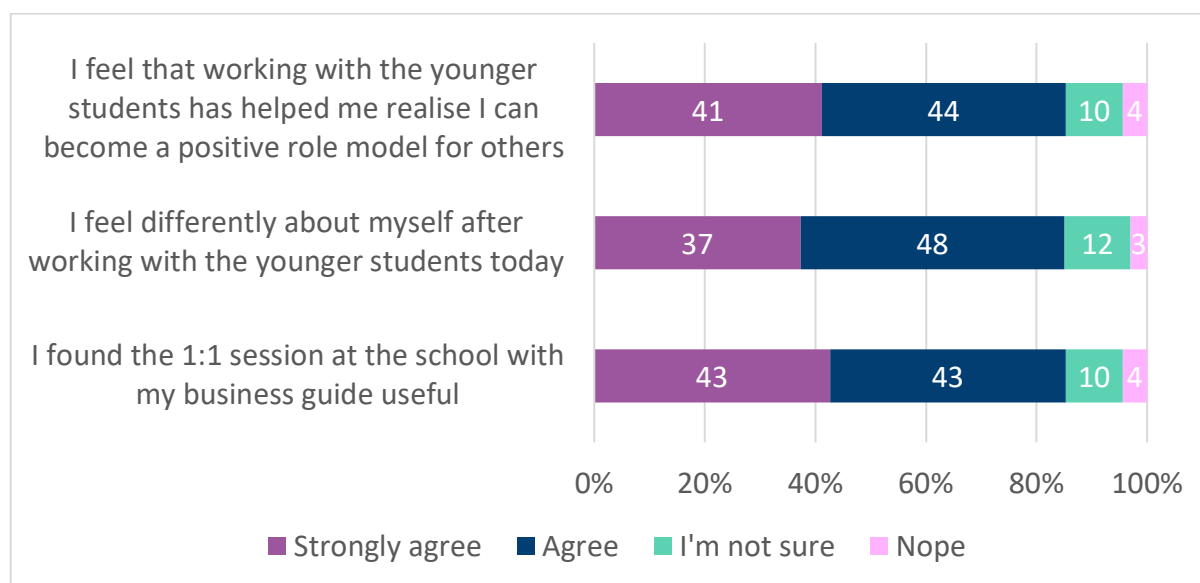
Source: **Be the Change Brighton & Hove** student evaluation questionnaire data, Feb to May 2019

**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	26
			I understand what local employers are looking for when they recruit	23
			I know where to find information on future education, training or careers	22
			I am aware of my strengths that will appeal to future employers	19
			I feel positive about my future career	17
Stepping Up	Post-awards	1:1s with Business Guides, workplace visit	I understand what local employers are looking for when they recruit	11
			I know what job opportunities are available in my area	7
			I am aware of areas where I must improve	6
			I feel happy with my life	4
			I am clear about the things I need to work on to be happy in life	3
Pre-launch	Post-awards	Overall programme	I understand what local employers are looking for when they recruit	36
			I know what I need to do to remove barriers to my own success	29
			I know what job opportunities are available in my area	24
			I am aware of my own strengths that will appeal to future employers	24
			I know where to find information on future education, training or careers	18

Source: *Be the Change Brighton & Hove* student evaluation questionnaire data, Feb to May 2019

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



Source: *Be the Change Brighton & Hove 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:

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.<sup>1</sup>

### 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:

- 73% of students agreed or strongly agreed that they felt positive about their future careers (up from 62% prior to the launch, 79% by the end of this event and 83% after the Stepping Up conference - Figure A2.1)
- 72% of students agreed or strongly agreed that they felt positive about their future in general (up from 63% prior to the launch, 78% by the end of the launch and 80% after the Stepping Up conference - Figure A2.2)
- 76% of students agreed or strongly agreed that they felt happy with their life (up from 70% prior to the launch, 72% after the launch event, 73% after the Stepping Up conference - Figure A2.3)
- 64% of students agreed or strongly agreed that they felt confident talking to new people (up from 57% prior to the launch, 72% by the end of this event and 70% after the Stepping Up conference - Figure A2.4)

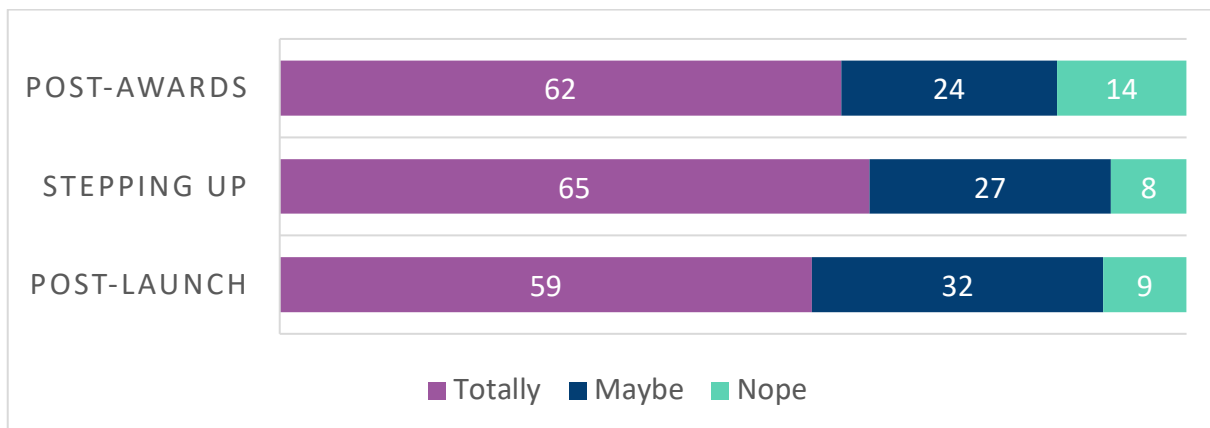
<sup>1</sup> The detailed results for this section are provided in accompanying figures in the Appendix as Figures A2.1 to A2.16.



- 72% of students agreed or strongly agreed that they had positive role models in their life (from 72% prior to the launch, 78% by the end of this event and 71% after the Stepping Up conference - Figure A2.5).

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 around 85% of young people felt that they 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 Brighton & Hove** 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:

- 79% of students agreed or strongly agreed that they were aware of their own strengths that will appeal to future employers (up from 54% prior to the launch event and 81% after the Stepping Up conference - Figure A2.6)
- 68% of students agreed or strongly agreed that they knew what job opportunities are available in my area (up from 44% prior to the launch, 60% by the end of the launch and 61% after the Stepping Up conference - Figure A2.7)
- 64% of students agreed or strongly agreed that they knew where to find information on future education, training or careers (up from 45% prior to the launch, 68% after the launch event, 68% after the Stepping Up conference - Figure A2.8)
- 80% of students agreed or strongly agreed that were thinking about going to college or university after they finish school (up from 76% prior to the launch and 80% after the Stepping Up conference - Figure A2.9)
- 72% of students agreed or strongly agreed that they felt confident making decisions about their options (up from 70% prior to the launch, 73% by the end of this event and 75% after the Stepping Up conference - Figure A2.10)
- 85% of students agreed or strongly agreed that they understood what local employers were looking for when they recruit (up from 49% prior to the launch and 74% after the Stepping Up conference - Figure A2.11).

### 2.3.3 Inspiring young people to change their own behaviour and circumstances

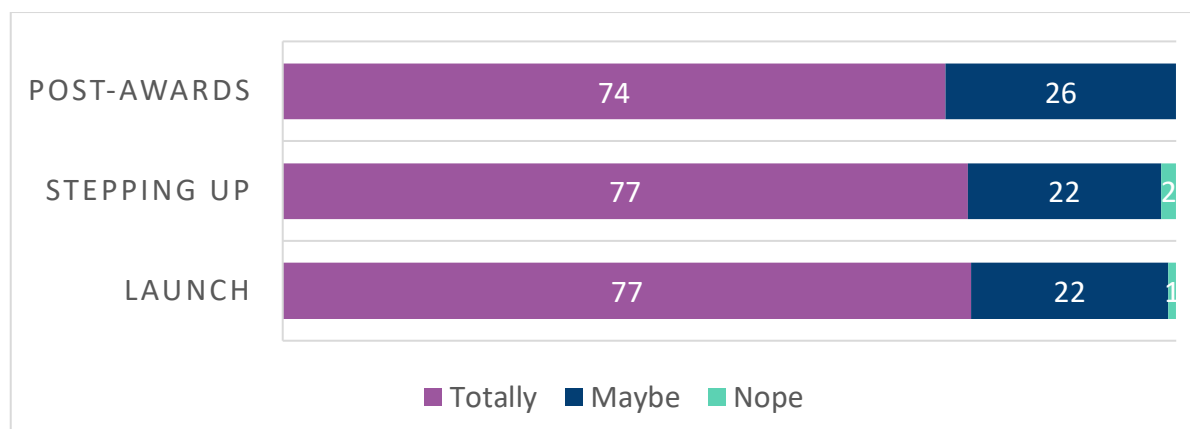
This section covers the final five core questions which relate to young people's desire to change their behaviour and circumstances. By the time of the awards:

- 92% of students agreed or strongly agreed that they were aware of areas where they must improve (up from 78% prior to the launch and 85% after the Stepping Up conference - Figure A2.12)
- 83% of students agreed or strongly agreed that they felt inspired to change to be successful (up from 75% prior to the launch, 86% by the end of the launch and 83% after the Stepping Up conference - Figure A2.13)
- 91% 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, 87% after the launch event, 88% after the Stepping Up conference - Figure A2.14)
- 83% 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 68% prior to the launch and 80% after the Stepping Up conference - Figure A2.15)
- 82% of students agreed or strongly agreed that they knew what they needed to do to remove any barriers to their own success (up from 52% prior to the launch and 83% after the Stepping Up conference - Figure A2.16).

## 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, 100% of students would recommend it to others.

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



Source: **Be the Change Brighton & Hove** student evaluation questionnaire data, Jan 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 gained something from their involvement.

---

**Figure 2.6: Student testimonials**



---

Source: **Be the Change Brighton & Hove** student evaluation questionnaire data, Jan 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
- they would recommend the programme to colleagues and other businesses
- the programme is something that all young people would benefit from regardless of their engagement and attainment levels.

In addition, 93% of Business Guides felt that being involved in **Be the Change** had improved their training or coaching skills, 93% felt that it had made them feel more positive about their job, and 78% that the experience had improved their management skills.

Business Guides also saw the programme having an impact on the students they had worked with. By the end of the programme 100% of Business Guides agreed or strongly agreed that students had become more positive about their futures and 100% that they had improved their communication skills. In addition, 96% of Business Guides felt the students now had more compassion for others as a result of the programme, 96% that they had been inspired to make positive changes in their lives, and 96% that they were now better able to manage their behaviours. 85% of Business Guides felt 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; 89% that the programme had built awareness of their organisation and 89% 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.<sup>2</sup> 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.

---

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

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.<sup>3</sup>

### 3.2 The experience of being a Business Guide

Two thirds of Business Guides had not volunteered with schools in this way before and all but one of the 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.

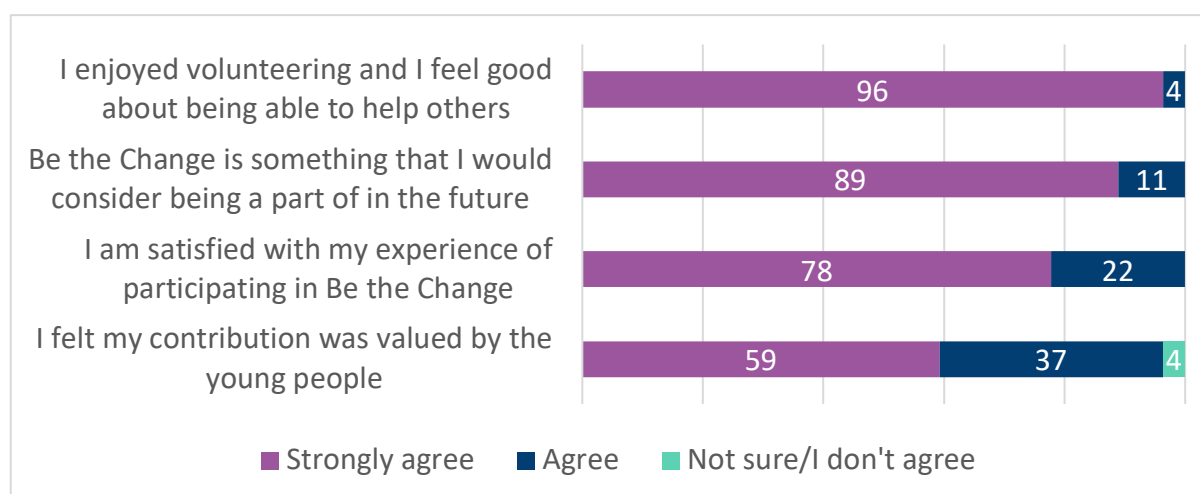
Business Guides tended to be more positive about their experiences, and the impact of the programme on students, after the Stepping Up or Awards events than after the launch. This demonstrates the importance of the 1:1s and workplace visits in embedding the impact of the programme and building on the achievements made during the launch event. This is particularly important for the Brighton programme because despite challenges involved in working with the students at some workplaces, as a whole Business Guides still had a very positive view of their involvement in the programme.

#### 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.

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



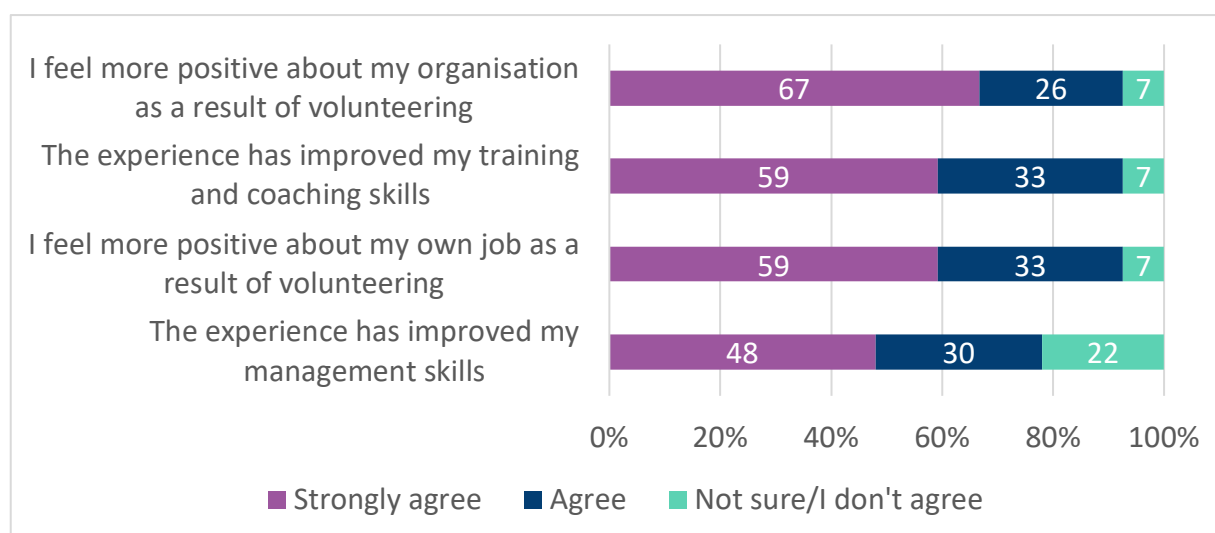
<sup>3</sup> Full analysis of responses at each time point is provided in the Appendix as Tables A3.1 to A3.4.

### 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:

- 93% of Business Guides agreed or strongly agreed that they felt more positive about their organisation as a result of volunteering
- 92% of Business Guides agreed or strongly agreed that they felt more positive about their job as a result of volunteering
- 92% of Business Guides agreed or strongly agreed that their training and coaching skills had improved
- 78% 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 (%end of programme)**



### 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, 93% strongly agreed and the remaining 7% agreed that the programme would benefit all young people regardless of their engagement and attainment levels.

Business Guides were also asked to comment on seven specific student outcomes (Figure 3.3). 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 can 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 as 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

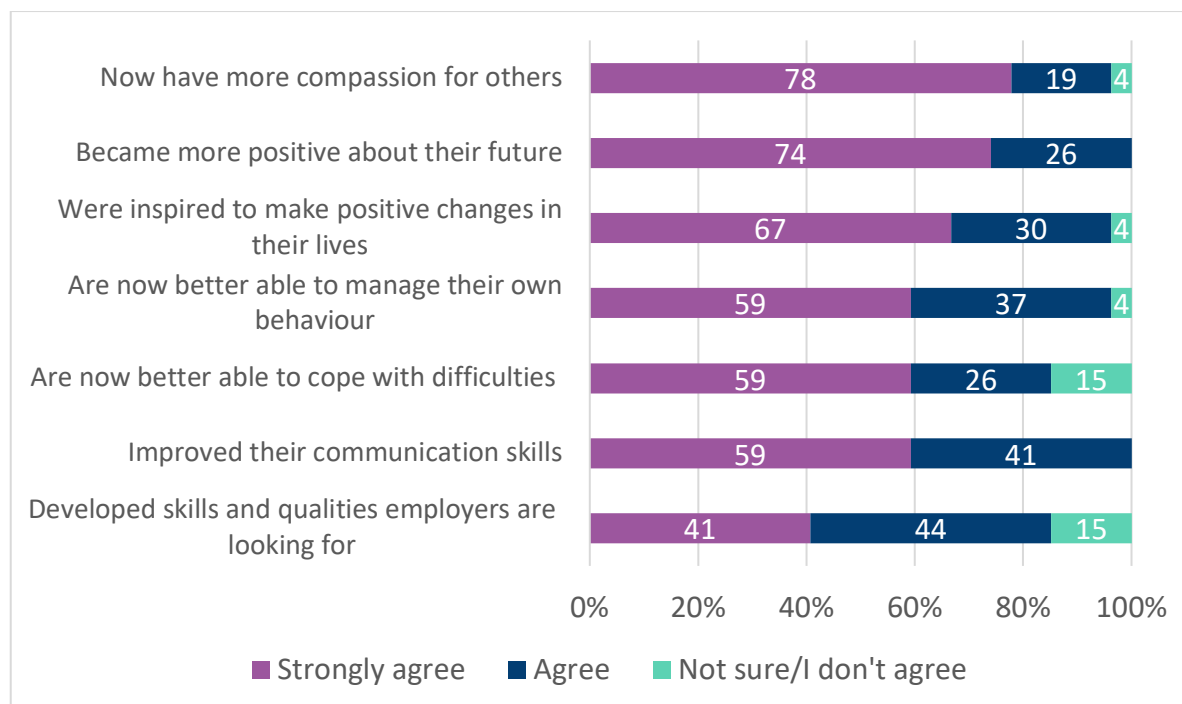
- 97% of Business Guides agreed or strongly agreed that the students now had more compassion for others
- 97% of Business Guides agreed or strongly agreed that students were now inspired to make positive changes in their lives
- 96% of Business Guides agreed or strongly agreed that the students were now better able to manage their own behaviour
- 85% of Business Guides agreed or strongly agreed that the students were now better able to cope with difficulties.
- 85% of Business Guides agreed or strongly agreed that students had developed skills and qualities that employers were looking for.

### 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 3.4). By the end of the programme:

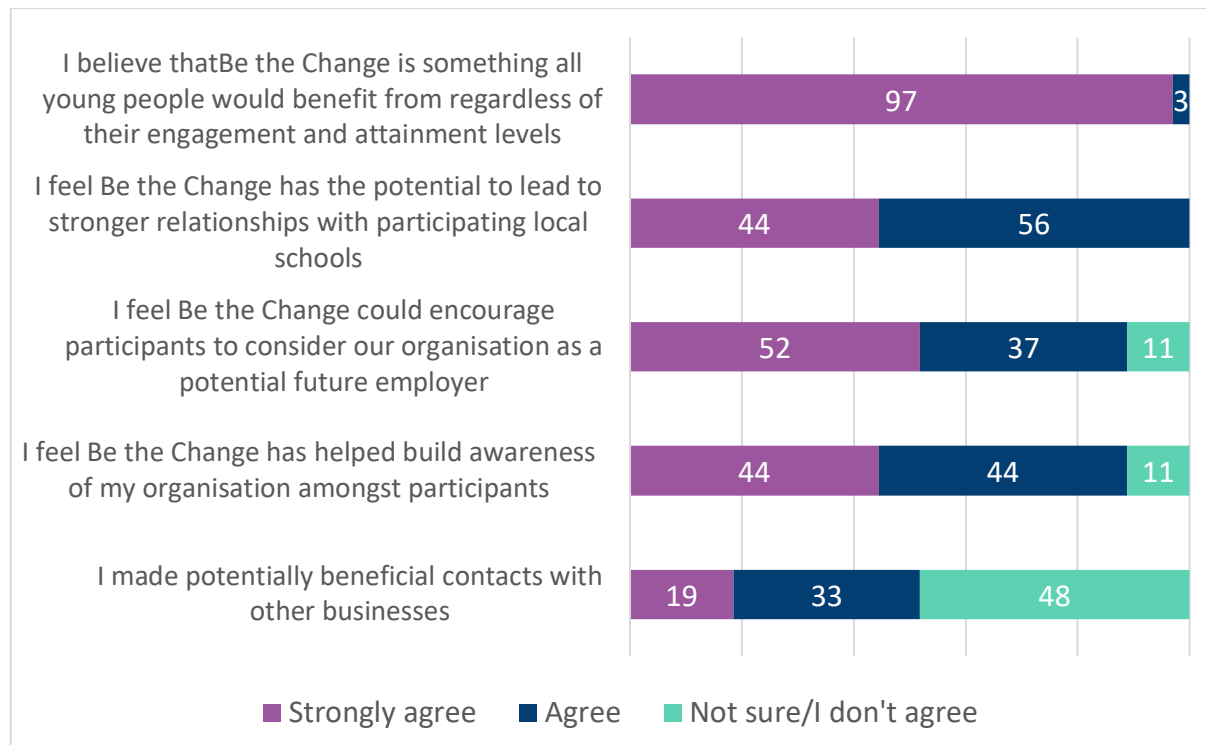
- 100% of Business Guides agreed or strongly agree that ***Be the Change*** is something that all young people would benefit from regardless of their engagement and attainment levels
- 100% of Business Guides agree or strongly agree that ***Be the Change*** had led to stronger relationships with participating schools
- 89% of Business Guides agree or strongly agree that ***Be the Change*** could encourage participants to consider their organisation as a potential future employer
- 88% of Business Guides agree or strongly agree that ***Be the Change*** helped build awareness of my organisation
- 52% of Business Guides agree or strongly agreed that they had made potentially beneficial contacts with other businesses through the programme.

**Figure 3.3: Business Guide views on how participating students will benefit from *Be the Change* (%end of programme)**



Source: *Be the Change Brighton & Hove Business Guide evaluation questionnaire data May 2019*

**Figure 3.4: Business Guide views on the wider benefits of *Be the Change* (% end of programme)**



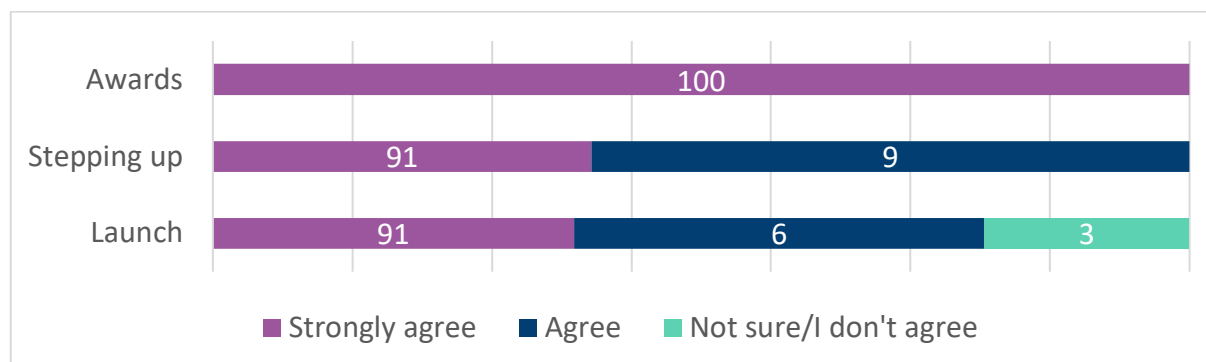
Source: *Be the Change Brighton & Hove Business Guide evaluation questionnaire data May 2019*



### 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". From the launch event onwards, Business Guides were clear that they would recommend the programme to others and by the final event all the Business Guides strongly agreed that they would do so (see Figure 3.5). Despite some of the challenges involved in being a Business Guide, therefore, those involved in Brighton and Hove **Be the Change** 2019 clearly felt that it was a worthwhile experience for them and that other professionals would also value the experience.

**Figure 3.5: I would recommend the *Be the Change* to colleagues and other businesses (%)**



Source: **Be the Change Brighton & Hove** 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.

#### Comments on the impact of the programme

Business Guides provided very positive comments about the programme and enjoyed the experience of participating. They also commented on the changes they had seen to individuals they had mentored. For example:

*"My students all commented on changes in their behaviour at school and at home. Their awareness and gratitude saw marked improvements." (Business Guide)*

*"I can't believe the change I have seen in my students. [Student name] said she wouldn't stand up and at the awards she spoke twice. Another thanked me so much for inspiring him to be better." (Business Guide)*

*"The students I worked with feel passionate about changing their future, becoming more confident, embracing their full potential. I thoroughly enjoyed volunteering for Be the Change." (Business Guide)*

*"I am amazed how both of my students have become so much more positive about their future." (Business Guide)*

*"Words are hard to find to say how proud I am to be part of this programme. The students changed in front of my eyes and the hope they now have for their future is buzzing. They feel they are in charge and can achieve what they plan. It was the best volunteering I have ever done, can't wait for the next one." (Business Guide)*



*"I hope it opened their eyes to the fact that the words and actions can have a real effect on others, and what they could do if they push themselves!" (Business Guide)*

- enabling them to identify with others through shared experiences

*"The day gave the children a chance to grow in confidence and helped them to reflect upon who they are and not what they are "supposed to be" or have become through their experiences." (Business Guide)*

*"Helped them realise that they are not alone, that others feel the same way. Most importantly, that they can make a change." (Business Guide)*

*"Made them think about themselves as individuals, not as part of their peer group. Made them realise how other people felt, demonstrated empathy and support. Made them think about the future in a different way." (Business Guide)*

- empowering them to take control of their future.

*"It empowered them in their journey and helped them realise that life is not a one way destination, but that there are many paths leading to happiness." (Business Guide)*

*"It was very humbling to see the kids that were resistant and inwards open up and let themselves go a bit. You could sense the atmosphere, respect and positivity. I think them being in an open environment and breaking own barriers was powerful for them." (Business Guide)*

Business Guides also described their own growth through the programme:

*"I have really enjoyed building a positive relationship with my students. My own personal growth has been great, thank you". (Business Guide)*

*"It has been a great experience. Really enjoyed the 1:1 sessions. Although challenging at times, when you got a positive response it was amazing to see." (Business Guide)*

*"I found all elements useful. The conferences were fantastic and the 1:1's really helped to follow up and reinforce that. I have truly enjoyed the experience and found it personally enlightening, inspiring and rewarding." (Business Guide)*

*"What a wonderful experience and I am so proud of my mentee's. It has improved my view on life and making the most of every day." (Business Guide)*

*"Be the Change has drastically improved my life both personally and professionally. It's impossible to articulate both the size and length of impact the programme has had on me. I cannot recommend enough." (Be the Change)*

### **Suggested improvements to the programme**

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

- Allow Business Guides the opportunity to meet up with their mentees during the launch programme so that they are more prepared for their school visits.
- Alter the timing of some of the sessions. Business Guides felt that more time could be allocated to tasks during the conference events to give all students the chance to contribute. One Business Guide also commented that they had found the length of the 1:1 sessions too long at an hour and would have preferred to be allocated 45 minutes for these as their students found it difficult to talk about themselves for that long.
- Take great care when using gender stereotypes as some children will not identify with these traditional gender roles.

The most common suggestion, however, was that students from the same school should be separated throughout the programme. A number of Business Guides described difficulties in engaging students when they were with their same school peers. This could also affect the willingness of other students from the same school to engage as they bowed to peer group pressure to behave disruptively. Further, some Business Guides had found the situation became worse after lunch when students were freely allowed to mix with their whole school cohort. It is clear that Business Guides feel that their job was made harder because students from different schools were not sufficiently mixed up to encourage new behaviours and friendships which would help reduce disruptive behaviour and increase engagement with the programme.

## 4 Feedback from school representatives

### Key points

There was a positive response from schools about the impact and benefits of being involved in *Be the Change*. By the time of the Stepping Up event, all 10 school representatives agreed or strongly agreed that the majority of participating students had improved their communication skills and become more positive about their futures.

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 all 10 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 same staff did not necessarily attend each event, and as discussed in Chapter 1 school representatives did not provide feedback after the final event. Due to the small number of responses used in this section, all figures in this chapter are actual numbers rather than percentages and the results focus on how school staff felt after the Stepping Up event.<sup>5</sup>

### 4.2 Perceived impact on student participants

School representatives felt *Be the Change* had made a difference to their students across a range of areas (Figure 4.1). All 10 school representatives present at the Stepping Up event agreed or strongly agreed that, as a result of their involvement in *Be the Change*, the majority of their participating students had: improved their communication skills and become more positive about their future. In addition, all but one of the school representatives agreed or strongly agreed that the programme had helped students to improve their attendance and had inspired them to make positive changes to their lives.

### 4.3 Wider benefits

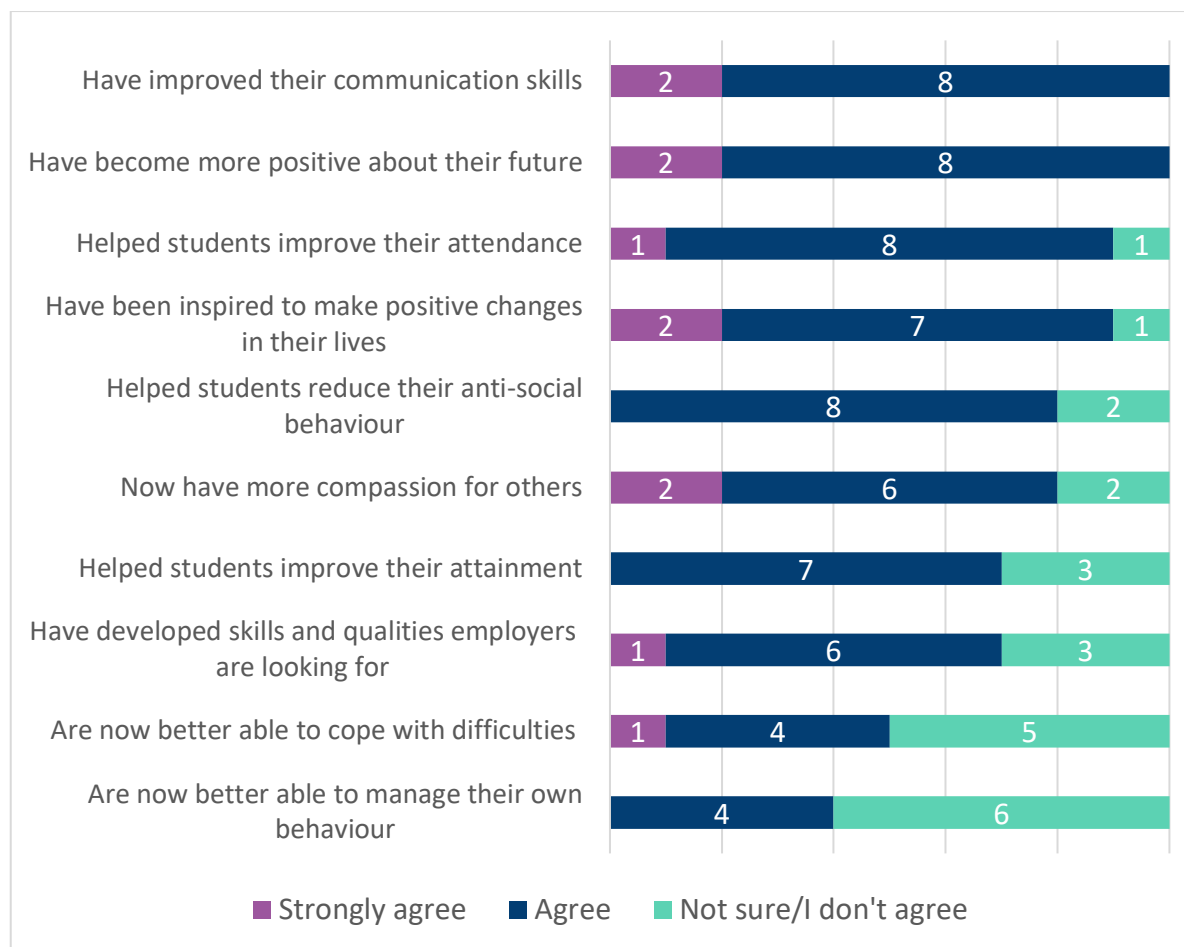
School representatives were also positive about the wider benefits of the programme and what participation in the programme meant for their school (Figure 4.2). By the end of the programme:

- All ten school representatives agreed or strongly agreed that participating had led to stronger relationships with local employers
- Half of school representatives felt that that participating had encouraged the sharing of best practice between local schools.
- A third of school representatives felt that the programme had improved their school's careers offer.

---

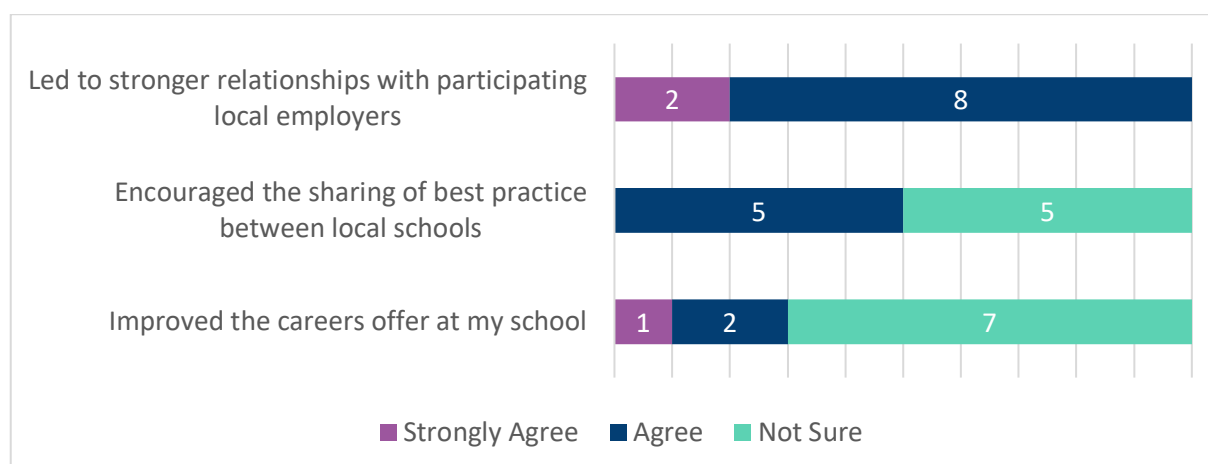
<sup>5</sup> A full breakdown of the responses of school representatives from across the three events is provided in Appendix tables A4.1 and A4.2.

**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 Brighton & Hove Business Guide* questionnaire data, March 2019, 10 respondents

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



Source: *Be the Change Brighton & Hove Business Guide* questionnaire data, March 2019, 10 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 stated that they would recommend the programme to all of these groups. Similarly, all school representatives strongly agreed 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 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 some gave specific examples of the impact that it had had on their students.

Some examples of their comments are provided below:

*"Students were excited for today's course. Confidence, interaction amongst themselves and friendships formed." (School representative)*

*"Stepping out of comfort zones. Learning about equity rather than equality. Empathy. Self-motivation. Be self-aware and "Be the Change"." (School representative)*

*"Really pleased about how the students has engaged and interacted. (School representative)*

*"Another fantastic and enriching day for our pupils". (School representative)*

*"Students have responded well to the programme and view it as a positive interaction in their lives." (School representative)*

*"Fantastic programme! All students should have the opportunity to take part." (School representative)*

## 5 Conclusions

This was the first year when **Be the Change** ran a comprehensive programme with **Brighton & Hove** schools. 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 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 and management skills. The programme also has wider benefits for schools and participating employers by linking the two together and improving the Careers offer within schools.

There is also operational learning from running the first cross-Brighton and Hove programme and from working with a particularly hard to reach cohort of young people. One example is that the process of parents giving consent for their child's participation in the programme must be streamlined to make it easy as possible for consent to be given.

A key learning point from this initial programme is how important it is that the programme helps to promote positive interactions between participants, particularly the young people. It is vital that **Be the Change** encourages young people to meet and share experiences with a wider cohort of their peers than they would normally interact with at school. In this inaugural Brighton programme, close friendship groups were brought together from the same school and this caused difficulties for programme staff and Business Guides who both felt it led to students disengaging from the programme and misbehaving whilst on it. During the next Brighton & Hove programme care must be taken that established student networks, which promote anti-social behaviour and/or disengagement at school, are not allowed to dominate the interactions of young people on the programme. This will need schools to help programme staff identify potentially challenging relationships so that care can be taken to manage these through the course of the programme. It may also require that the way that the programme is delivered needs to change in future years (e.g. by having a larger, more mixed, cohort from each school take place and splitting the programme into two).