

Introduction

The purpose of this interim report is to pull together what the internal evaluators have learned over the initial year of the delivery of the Entrepreneurial Spirit programme. Given that the internal evaluation is formative in its approach, we have regularly fed back questions and observations to the ICDC, and the bulk of this interim report is a slightly edited version of these reports. They are included in sections and, if read in this order, will show the timeline of developments and the Mindscreen team's flexible response to issues as they were raised by the internal evaluators.

Before the first of these sections (the 'Report of First Visits to Schools'), we have included an Executive Summary which pulls out the key points from the internal evaluation. The instruments used by the research team are attached in the Appendices.

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Executive Summary

1. The Entrepreneurial Spirit micro student group (selection, predictability, retention etc)

- The groups selected for the programme are highly variable, both in their internal composition and across the schools. Most groups combine a wide spread of students in terms of achievement and reported behaviour, and the percentage of young people in the year group potentially showing entrepreneurial characteristics ranges from 13 to 28% across the schools. Group composition is fairly representative of the school population of their individual schools (with the exception of Wester Hailes and Castlebrae). This has surprised some teachers who expected the pattern of selection to favour 'challenged' pupils. Consequently, the Entrepreneurial Spirit Programme can no longer be perceived as being solely 'for the disaffected' pupil. There are therefore some questions about the general positioning of the Programme – who is it for? What is its ethos? How should it be promoted to schools and staff? Is it primarily for the challenged or for any pupil reflecting the necessary entrepreneurial characteristics?
- Although the groups are fairly representative of their school population in attainment, attendance and motivation, girls and young people from ethnic minority backgrounds are under-represented in those who entered the programme (the 'ES micro group'). An earlier proposal to screen young people for dyslexia and similar learning difficulties was not taken forward, but evidence from the six schools suggests that such learning difficulties are not over-represented in those identified as having attitudes and behaviours that match the profile of adult entrepreneurs.
- While school staff might have predicted some of the ES micro group, there were many surprises in those young people emerging as 'successful' from the screening process. Some of this surprise came from an expectation that many of the group would be disaffected or disengaged; but neither had teachers seen evidence that several other students might have entrepreneurial characteristics.
- Evidence still requires to be gathered about retention. A minority has dropped out from most schools, most of these at an initial point. But the level of drop-out varies across the schools, and this needs more investigation. Of particular interest is the impact on the small number of disengaged and disaffected young people in the four schools where the group is more varied: are they less likely to stick with the programme if they are in the minority?

2. Views and experiences of the Entrepreneurial Spirit programme by the young people participating in it

Young people reported a range of positive results from being part of the ES programme. These included:

- Increased confidence and ability to work as a team (the comparison being made was with others in the year group who had *not* been part of the programme)
- Students felt more confident about the future since starting the programme, and the majority could see themselves starting their own business in the future
- A small number noted improvements in attendance, but for most there had been no change
- Most reported valuing their schooling and seeing its relevance for the future, particularly because good school qualifications would help in running a business. Specifically, young people by the final session of the year were putting increased value on English and maths, particularly with respect to form filling and working out figures and costs. One student noted that he had realised that even modern languages could be useful for selling goods in Europe.
- Running a business was thought by a small majority to be likely to be harder than expected.
- Across the groups observed, the degree of focus and attention during the sessions varied. At some points in the sessions maintaining control and keeping attention was demanding for the facilitators. At other times, the students were impressively productive. When a real business idea, i.e. the bulk purchase and sale of goods, was discussed, student attention was certainly held. Students were somewhat critical about the behaviour of the group and most suggested that if this had been improved they might have got even more out of the sessions. Observation of the sessions suggests that there seems to be an 'out of control' phase that each of the groups go through early on in the programme. The facilitators have tried to use this as an opportunity to find a way of establishing a form of self-regulating discipline within the group. This issue bears upon how the sessions have been run by Mindscreen. The approach has been deliberately 'non interventionist' with very limited direct control of the group. Had this been different we need to consider what the impact would have been on winning the confidence of the students and the process of self discovery and responsibility that they have experienced.

3. Impact on the macro pupil group

In each school the whole S2 year group completed the Entrepreneurial Spirit screening questionnaire. The Mindscreen team had recognised the potential benefits across the year group of using this tool, but the practical implementation raised challenges. Some of these challenges included:

- ❑ The language and comprehension required in answering the questions and in feeding back the profiles. In some schools the process worked best when a 'trained' teacher was at hand to take the students through it question by question. This had resource implications for schools.
- ❑ While it was clear that most pupils were keen to make use of the profile, and did indeed recognise much of what it said about them as individuals, once they understood it, many needed some help in interpreting it.

A key issue was therefore how the language and approach might be changed to make materials more user-friendly without losing the reliability and validity of the instrument. The Mindscreen team has started work on changing the language level of the screening questionnaire, and work on the profile will follow.

- ❑ Initial plans had been to link the profiles into the S2/S3 subject choice process, but this link was made in only a minority of schools, due to time pressures. Schools, young people and parents could see the potential for the profile to be useful to the whole year group for subject choice, personal development and guidance and career development. How can guidance and other staff make use of the profile in an appropriate way in the future, and how can these staff be supported to do this?
- ❑ Links with career education and Careers Scotland varied across the schools, and these need to be developed in order to maximise impact. There are also issues about the 'career list' produced by the screening process and whether this is needed when other computerised career interest guides are already available

4. School staff issues (including training, views of enterprising etc)

- ❑ Some evidence on the attitudes and expectations of staff in the schools was gathered. 37% of staff felt they had teaching experience that would be relevant to the Entrepreneurial Spirit initiative – 11% Enterprise, 10 % Work Experience or industry links in the curriculum, 16% other (eg project work, school clubs, business

placements). Only 11% would classify themselves as fairly or very experienced in school based enterprise education. 14% had previously received training in school based enterprise education.

- 17% had previously (or were currently) running their own businesses. These businesses included:
- 15% of teachers thought their school's learning environment was very suited to the development of entrepreneurial skills; 50% thought it was moderately suited.
- 65% of teachers thought that only 10% or less of pupils had the potential to start their own businesses (within this, 41% thought the figure would be less than 5%)
- Teachers were asked what adjectives they would use to describe an entrepreneur. 71% used terms which were all or mostly positive; 8% were mixed; and 3% were all or mostly negative.
- The involvement of guidance staff in the Entrepreneurial Spirit programme varied across the schools. This included the extent to which guidance staff were involved in: undertaking training to administer and interpret the screening tool; taking the examination for accreditation in the use of the tool; the actual administration of the tool to the S2 year group and interpreting the profile with pupils in groups or individually. It had originally been hoped that feedback to the macro group would be done by school staff (with support from Mindscreen) on a 1:1 basis, with the ideal model being the involvement of all guidance staff in this process. This proved impractical in terms of school resources and senior managers or community based staff often did most of this work. As a result the use of the profile in subject choice, guidance and PSE/PSD was limited in most schools. The impact of the McCrone agreement on guidance in the short term may mean continuing difficulties of this kind.
- The training programme was well regarded by staff who had undertaken it, and there was evidence that what they had learned was beginning to impact on their dealings with colleagues. There was also interest in applying what they had learned about pupils to dealing with the full year group of pupils. How might these positives be built on?

5. Parent issues

- Parents attending the final session of the year were asked about their views and experiences of their child's involvement in the ES programme, and questionnaires were provided for schools for issue to all S2 parents. A low response rate requires caution in interpreting the data, but there are nonetheless questions that need to be considered. Firstly, the profile clearly had many benefits in encouraging and supporting parent/child conversations and helping young people and their parents be a bit more objective about themselves. How can the profile's value in this respect be enhanced?
- There is a clear danger of a 'backlash' from the parents of those who are not chosen for the programme. The parent body as a whole needs effective communication to understand the nature of the programme, how it fits into the rest of school provision (including the other opportunities available to pupils) and the benefits for both the macro and the micro group. While parents of both the macro and micro group of pupils needed more information, for the micro group the balance between involving parents and respecting the independence of young people requires care.
- Parents were concerned and interested to link the programme and the profile into the overall school experience of the school for their children.
- There were many positives from the Entrepreneurial Spirit Programme reported from the parents of the micro group. These included noticeably improved confidence and an increased orientation to self-employment as a possible career option.

6. Implementation issues

- Schools' commitment to the programme was clear and considerable flexibility was shown in most [all, Andy?] schools in order to start and maintain the programme. The timing of the decision to get involved varied across the schools, and it was clear that those who were able to make a decision and prepare well ahead had fewer difficulties. A long lead-in time is required, starting no later than the January prior to the introduction of the programme to students, and certainly before finalising the school Development Plan.
- Contrary to expectation in the schools, the selected Entrepreneurial Spirit pupil group included young people with a full range of academic attainment in four of the

schools. Accommodating the ES programme *within* the school timetable in S3 where there are more able students involved may create both challenges for timetablers and also stresses in the relationship of the programme with academic subjects. What are the implications if the ES programme has to become extra-curricular as a result?

- A general and perhaps very important observation is that neither of the facilitators of the Entrepreneurial Spirit were teachers. It was difficult for observers to envisage that a teacher known to the students could relate to them in the way that the ES facilitators were doing, particularly in relation to the energy levels shown and the group discipline issues arising. This would require a considerable culture and expectation shift (both for pupils and for staff).
- The above point seems to be a key issue if we are thinking about embedding a programme like this into schools across the board. It raises questions about the supply of facilitation staff, the training of facilitation staff, whether or not they need to be teachers, and the possibility of teachers from one school delivering the programme in a school where they are not known to the students. It is worth noting that a very strong message coming from the students is that other teachers could learn from the Mindscreen facilitators' teaching style.

Issues from analysis of initial teachers' questionnaire

January 2003

Some cautions in interpreting the data:

- Data from 5 of the six Scottish schools involved in the Entrepreneurial Spirit initiative (ES) are included, and from the single English school.
- It seems that the questionnaires may have been issued to different staff in different schools – in some schools, questionnaires seem to have gone only to those staff involved in the training, in other schools they have gone also to those who have completed the screening questionnaire on line.

1. The background of staff who completed the questionnaires.

60% of staff had been qualified as teachers for more than 20 years; only 4% were qualified within the last three years. This was, therefore, a highly experienced group. 44% had worked in the Entrepreneurial Spirit school for more than 10 years, so presumably had a good knowledge of its workings.

A wide range of school subjects were taught by the teachers in this group, virtually across all possible subjects. In addition, 20% noted Learning Support, 44% Guidance and 10% Enterprise as a first or second subject.

37% of staff felt they had teaching experience that would be relevant to the Entrepreneurial Spirit initiative – 11% Enterprise, 10 % Work Experience or industry links in the curriculum, 16% other (eg project work, school clubs, business placements). Only 11% would classify themselves as fairly or very experienced in school based enterprise education. 14% had previously received training in school based enterprise education.

17% had previously (or were currently) running their own businesses. These businesses included:

- Craft, design, art and jewellery making
- Free-lancing related to subject eg home economics, home tuition, publishing educational materials
- Personal fitness and sports coaching

- ☑ Employment, training and personnel agencies
- ☑ Pub and tourism
- ☑ Taxi firm
- ☑ Building company

53% had had a job other than teaching, and these jobs were extremely varied.

2. Perceptions of the school environment

15% of teachers thought their school's learning environment was *very* suited to the development of entrepreneurial skills; 50% thought it was *moderately* suited.

Factors which might *support* the development of enterprise education in the specific school were very broad ranging:

- ☑ Previous experience of enterprise and work experience activities
- ☑ Other initiatives such as Mindstore, mind-mapping, creativity initiatives, critical skill development
- ☑ The flexibility and openness of staff to new ideas
- ☑ The pupil-centred approach taken in the school; good guidance and personal support
- ☑ Good links to industry, local businesses (and the community in general) and the careers adviser
- ☑ A recognition of the need for change to make the curriculum more appropriate for certain pupils
- ☑ Encouragement of pupils to take the initiative within subject areas
- ☑ A flourishing 'black economy' in the locality of the school

Factors which might *limit* the development of enterprise education were more tightly focused:

- ☑ By far the most commonly noted (across all schools, and by all grades of staff) were issues to do with time – these included the constraints of the timetable and the curriculum, and the time demands on staff

- ☑ Linked with this was the need for school staff to meet targets for attainment at 'S' grade for all pupils – 'the league tables are God'
- ☑ 'Initiative fatigue' was also noted as a discouraging factor
- ☑ Issues to do with pupils' attitudes and expectations were also noted. These included lack of confidence and self-esteem, lack of encouragement at home, the general apathy of the area.

65% of teachers thought that only 10% or less of pupils had the potential to start their own businesses (within this, 41% thought the figure would be less than 5%)

3. Definitions of an entrepreneur and an enterprising pupil

Teachers were asked what adjectives they would use to describe an entrepreneur. 71% used terms which were all or mostly positive; 8% were mixed; and 3% were all or mostly negative. The remainder did not respond.

The most common positive responses were grouped around:

- ☑ Being adventurous, brave, fearless, optimistic
- ☑ Being focused (eg determined, motivated, dynamic, driven)
- ☑ Being innovative, imaginative, thinking out of the box, dreamer, visionary
- ☑ Being resourceful, practical, organised, skillful
- ☑ Being extrovert, confident, assertive

There were many fewer negative responses:

- ☑ Being arrogant, pushy, egotistical
- ☑ Risktakers with other people's money
- ☑ Shady, chancer

The percentage of teachers using positive terms for an enterprising pupil was the same as for an entrepreneur, 71%, and there was a considerable degree of overlap in the adjectives used to describe a pupil, but there were some differences.

Positive adjectives for an enterprising pupil that did *not* feature in the description of an entrepreneur included:

- ☑ Conscientious, active learner, curious, thoughtful, communicative, flair, keen on their work
- ☑ Fun, witty, serendipity
- ☑ Leader, persuasive, influencing

Negative adjectives that did *not* feature in the description of an entrepreneur included:

- ☑ Someone who is bored with the system, not really part of the pack or the system, deviant
- ☑ Ephemeral, restless, lacking concentration
- ☑ Manipulative

First School Visits

Observations on the Entrepreneurial Student Groups
3 February 2003

Introduction

The following report draws on interviews with Headteachers/Senior Managers and Guidance staff, observing the first meetings of the groups (Session 1 - What do you want to achieve?). The report notes key features of the Entrepreneurial Spirit (ES) group in each school as described by staff, and summarises the researchers' impressions on observing the first sessions in action.

We present statistics on the numbers of students completing the questionnaire in each school, the numbers interviewed and the numbers finally selected.

In addition, at the end of the report, we set out some general points for discussion in relation to our early thoughts on the ES programme and how it has been received by the schools.

A pen portrait of each of the 6 ES groups is presented below. However, prior to this we set out:

- a statistical overview of the numbers interviewed, surveyed and selected
- a brief description of the structure and style of the sessions
- a number of general observations and comments about the groups

Student numbers

School	Approx Numbers completing questionnaire	Numbers interviewed	Number selected
Milnes	110	22 (20)	15 (13.6)
Cumnock	210	27 (13)	18 (8.6)
Grange	205	28(13.7)	18 (9)
Wester Hailes	92	16 (17.4)	10 (11)
Drummond	72	20 (27.8)	14 (19.4)
Castlebrae	84	13 (15.5)	10 (12)

On first observation, we see:

- The proportions with potentially the right characteristics ranging from 13% to 28%
- Once students were screened at interview (criteria being to square behaviours and check for interest and any 'selling' behaviour) the range narrows to between 9% and 19%

ES Sessions - structure and style

Each session was led by Gavin, with Colin assisting on 3 of the days.

The sessions followed a common format and included:

- introduction of money - positive and constructive inputs rewarded with £1
- asking students why you are here, what's it about?
- asking participants what they hope to achieve
- introducing motivation, drive, goals and what people want to achieve
- free-ranging and variable discussion about business
- an ES video from national TV, contextualised by comments from Gavin
- group work on flip charts - listing what they want to achieve
- intra-group scoring of written information on the charts
- 'topic' presentations about themselves in front of a video operated by the students
- 'what I've learned' comment into the video when leaving

Facilitator's style characterised by:

- ☑ friendly, upbeat and energetic style
- ☑ encouraging contributions and questions
- ☑ putting responsibility and decision making back onto the group
- ☑ positive, never negative, reception for student inputs
- ☑ not stifling group energy - accepting and going with it
- ☑ emphasising voluntary nature of participation – 'it's your decision'

Overview of the groups

- ☑ The groups are highly variable, both in their internal composition and across the schools
- ☑ Most groups combine a wide spread of students in terms of achievement and reported behaviour
- ☑ Group composition is fairly representative of the school population of their individual schools (with the exception of Wester Hailes and Castlebrae)
- ☑ This has surprised some teachers who expected the pattern of selection to favour 'challenged' pupils
- ☑ Consequently, the ES Programme can no longer be perceived as being solely 'for the disaffected' pupil
- ☑ While this was the expectation of many teachers, it is not, as yet, seen as problematic (but see comment later on about the implications of able pupils possibly missing academic studies)
- ☑ A further reflection of the above is that the early response of the wider student body seems to be that the ES students have been singled out as 'positively special'
- ☑ Variation was observed in how the groups performed in terms of the levels of energy and student focus shown
- ☑ Overall, and despite variations in energy and focus, sessions worked well, with students being engaged and interested throughout

Milnes High School (14 students, 1 absent due to illness. 5 girls, 9 boys)

Staff described the group as having a lot of able pupils. Guidance teachers felt that only one of the students could be described as a difficult pupil (disruptive and uninterested), but none had significant attendance problems. The HT felt that this S2 year was not as representative as other year groups in this respect. All had responded to the ES Programme with excitement, with the ES group generally regarded as special by other pupils. None of the group was receiving learning support or reflected signs of dyslexia.

Home backgrounds appeared to be very stable, with parents and siblings engaged in a range of occupations. The young people's lives seemed pretty full, with a variety of social and sporting activities mentioned as regular pastimes (eg. snowboarding, violin, fencing, fishing, biking) and three indicated experience of enterprise (eg. working on the tatties, paper job). This was a group that had a lot to say about their ambitions and future prospects.

In the session, the group livened up quickly, were energetic and remained focused throughout. Despite the high energy climate in the session, they were all focused and listened closely when the facilitator was talking, for example about the importance of goals. Not a difficult group.

Cumnock Academy – (18 students. All present, one boy did not return after the lunch break. 6 girls, 12 boys)

Attendance in the year group as a whole is just below the national average, and (with the exception of the student who did not return) the student group had no attendance problems – and 'very few have had as much as a punishment exercise, though occasional latecoming evident'. The ESS group has the full range of abilities. One boy was receiving learning support. The school described itself as a 'genuine comprehensive', with pupils 'as able as you can get' but also with some very challenging students and pockets of serious deprivation in the catchment area.

The research team was only able to observe the last hour of the session, and therefore details of the background of the students were not comprehensively gathered.

The group appeared engaged and showed interest and energy in working with Gavin. They reported that they 'felt good about being picked, were excited when thinking about their own business, that others were jealous.' Issues about the relative importance of the ES initiative and school were raised: 'This is mair important than all your subjects', 'This is better than science because it'll help you get a better job and lots of money.' This was challenged by Gavin and opened out to the group for discussion, emphasising the importance of being well educated in running a business.

Wester Hailes Education Centre - (10 students, no absentees. 4 girls, 6 boys)

Significant variations within the group. Although attendance at school has been very good throughout (NB falling attendances don't tend to show until S3), staff reported 6 of the 10 to be 'very poorly behaved', as evidenced by exclusions, being sent to school base, HT detentions and parents being invited in). Half were high attainers, expected to do 8 Standard Grades and be in the Higher Education group. Two-three were very low attainers. Staff had worries that two-three could become poorer attendees in S3 and lose touch due to detentions. One student is receiving learning support, with a possible dyslexia problem. One other has suspected ADHD.

All ES students come from four of the five tutor groups in S2. The tutor group not represented is by far the highest attaining group.

This was a very boisterous group, with a lot of fooling around and joking. It seemed difficult to keep their attention at times, but their antics and comments occasionally bordered on the hilarious - 'ye canny make me listen, cause ah listen tae naebody'. But their off the cuff contributions also highlighted a fairly perceptive social understanding through their own experience of living on the estate and a familiarity with its people, inside and outside the family. I know this wifie that sells the Big Issue up the toon. She's got a nice house, a good dug and a widescreen telly.'

Early responses to money and what they'd do with it suggested a collective and social disposition - eg. 'if ah had money ah'd gie it tae aw the wee scaffs'.

With one or two exceptions, their own ambitions were very modest. In their presentations the students were brief and said relatively little about their home life and environment.

Gavin reported that the pre-pilot group that he started with in Wester Hailes was very similar to this one.

Grange Academy (18 students - 2 girls, 16 boys)

The HT described the group as genuinely mixed and a good representation of the school as a whole (NB "as close as you'll come to truly comprehensive"). (Free School Meals Entitlement ranges from 1-90%) Between three and four of the group are disruptive, one student being extremely so. The HT would expect the group to gain a good crop of standard grades.

Group was initially attentive and well behaved, responding well to questions: lots of hands going up and well focused answers. Behaviour loosened up a bit as the session

progressed, but the overall feel of a 'classroom mood' persisted. The large size of the group possibly had an influence on dampening down exuberance. Some evidence of group concentration wandering, even although the break came after five of the 18 presentations.

Overall a very active and sporty group, heavily focused on football. About half the group volunteered information about their parents and what they do. They pointed to a mix of professional and business backgrounds in the home environment, with a four of the students mentioning that one of their parents ran their own business.

Drummond Academy (14 students. 5 girls, 9 boys)

Drummond has reputation for successfully catering for disruptive pupils and has received students expelled from other schools. It has a current roll of 445 which will go up after renovation is complete.

Staff described this as a very mixed group, some friendly, easy to deal with, confident, hard working and self assured. They are spread across the achievement range. Only two of the 14 are 'at risk' of being disruptive. This was not what staff had expected (it was sold as being for the most disruptive), but the HT was 'pleasantly surprised', as it means the ordinary kids are getting something for a change (the school's resources tend to be skewed towards the problem pupils). The two 'problem' students both come from difficult backgrounds and are doing well in spite of it (doing well to swim against the tide). None are in receipt of special learning support or are thought to suffer from dyslexia).

The group took their seats and waited for Gavin in an orderly fashion. Moderate energy shown, despite the availability of gaining £1. No early shouting and competing for attention. A bit like a question and answer session, but student responses were considered, thoughtful, full and pretty good - a reflection and function of the generally calmer mood of the group. Although there was not the same energy displayed as in other groups, the students' interest was held - the session stayed focused on specific business issues (including business ethics) for longer than other groups. The productivity of the discussion and the quality of student input was high. Indeed, the level and depth of business issues discussed in this group was exceptional.

A lot more energy was released after the break as we led up to topic presentations and students got the chance of working the camera. Even so, more use was made of the bottle to select people to present in front of the video, with five individuals opting out of the personal video presentation (though they did manage a final comment to the camera).

Castlebrae Community High School (8 students, 2 absent. 6 boys, 2 girls present)

The school has a long history of involvement in education for work and education for enterprise initiatives. In recent years it has achieved impressive results in raising the proportion of school leavers going into employment to above the city average and to the city average for FE participation. The school's participation in the ES programme has been fast tracked, with the interviews for the ES group just being completed the day before the first session.

The school was attracted to the eight out of the 10 selected would be in this category. For these pupils staff are hoping for a growth of confidence, self esteem, self image and sense of purpose and continued engagement with the school as they move into S3. Two of the 10 ES students are seen as model pupils.

The session was held in an open, airy art area, with people passing through at the back of the space. This was not ideal space for the small group. Throughout the session the group were engaged and interested, though one of the girls made no contribution (staff reported that she did not know the other students). There was none of the boisterous behaviour evident in the 'high energy' group at Wester Hailes.

Overall, the group were focused on the discussion and on the whole calm and highly co-operative. The environment and the fact that students had only very recently found out about their selection could be explanatory factors here.

Wider discussion points

The general positioning of the ES programme – who is it for? What is its ethos? How should it be promoted to schools and staff? Is it primarily for the challenged or for any pupil reflecting the necessary entrepreneurial characteristics?

Timing of decision to get involved – for a number of the participating schools decisions coming relatively late in the day have had implications for building in time to gear up and get the ‘right’ sort of staff involved. Best around the January prior to the introduction of the programme to students, and certainly before finalising the school Development Plan.

Completing the student questionnaires – staff reported difficulties with respect to the level of language and understandability, in some schools the process working best when a ‘trained’ teacher was at hand to take the students through it question by question.

Accommodating the ES programme within the school timetable – where there are more able students involved, there will be future clashes with subject timetables as they move into S3 (and in some cases while pupils are in S2).

The involvement of Guidance staff – as the pattern of staff undertaking the training has varied across the schools, in some instances Guidance staff have not been closely involved, thus raising the issue of utilizing the student reports in at the point of subject choice and career planning (usually March 2003).

The training programme – this was well regarded by staff who had undertaken it, and there was evidence that what they had learned was beginning to impact on their dealings with colleagues. There was also interest in applying what they had learned about pupils to dealing with the full year group of pupils. How might these positives be built on?

Career choices – many of the ES group had been thinking about their career ideas, and most were beginning to incorporate the idea of running a business into their thinking. Links with career education and Careers Scotland varied across the schools, and these need to be developed in order to maximise impact. There are also issues about the ‘career list’ produced by the screening process and whether this is needed when other computerised career interest guides are already available.

Report on the feedback of profiles to the macro group

March 2003

Introduction

As part of the internal evaluation of the project, the researchers observed feedback sessions with the macro group (ie. those who had not been chosen to join the Entrepreneurial Spirit Student (ESS) group) in Grange and Drummond. The intention is that during these sessions, students are introduced to their profiles and the role they can play in career planning.

The intention within the Programme was to hold two sessions with each macro group, with numbers ideally being 10 students per group. The intention is also that the first sessions would be led by Mindscreen facilitators, assisted by staff, with responsibility passing to staff after that.

The session observed

In **Cumnock**, the group consisted of three girls and four boys (two absentees). By the end of the session, Mindscreen staff had introduced the profile to just over half of the macro group (around 100) in this school through small groups of around 10 in size. A further 80 had still to take part in this process, and the AHT intended to deal with this group with the support of the guidance team. In addition to observation of the group, it proved possible to have a brief discussion between the researcher and Sally Ann Hunter of Mindscreen and the AHT responsible for the arrangements in Cumnock Academy.

In **Drummond**, there were students in the group (one leaving during the session); seven boys and 10 girls. The session was titled 'Discovering More About Yourself'. It had started late, due to a room mix up and did not make as much progress as had been intended. After the session, a short debriefing was conducted with Gavin and the two supporting staff (Mandy and Birgid). This was followed by a longer interview with Gavin about the macro feedback sessions he had conducted (in Grange, Wester Hailes and Drummond – about 10 1hr sessions in all)

Description of the process

The content of the group feedback sessions in each school is intended to be similar. For example, the Cumnock session was structured around the following points:

- ☑ Are people different? In what ways? It helps if we can understand people's attitudes and behaviours in a systematic way.
- ☑ Introduction to the Success Insight Wheel and discussion of what might be meant by the different colours.
- ☑ If choosing a team, which 'colours' of people would you want to have in it? Important to have a range.
- ☑ Look at pictures of well known characters or personalities (eg Anne Robinson, Graham Norton, Eeyore, Tigger) – what colour are they most likely to be?
- ☑ Issue their own profile to each individual, directing pupils to the wheel.
- ☑ Explanation of adapted and natural
- ☑ Computers are not always right – they only have some information, you are the expert on yourself, so tick statements agree with, put a cross at ones you disagree with
- ☑ What is communication for? How might two people who were different 'colours' have difficulty communicating and what might improve it? Introduction to section on how you DO and DON'T want people to talk to you.
- ☑ Distribution of form - 'Discovering more about yourself'. Pupils started to complete first section. Profiles and forms gathered in with the explanation that this would be worked through with guidance teachers later on.

Observations

The session observed in Cumnock Academy took place on the last period on a Friday, and (for one boy in particular) this had an obvious and predictable impact on concentration and attention span. However, members of the group showed high levels of interest in their own profile and appeared to recognise many elements of how they were described. Some took pleasure in their 'colour' (especially those identified as yellow!). The presenter was able to keep the group's interest through skilled interaction with pupils and through breaking the session up into smaller elements and varying the approaches taken.

Pupils sought clarification of a number of words in the profile, for example, 'influence', 'abrupt' and 'rapid'

The session in Drummond probably suffered due the mix up over rooms. A further complication was that everyone had taken their reports home and had not brought them with them for the session. The HT's own copies were used as replacements.

The Drummond group was large and there was often quite a bit of noise and activity as the facilitator and support staff worked to take the students through the tasks. Support staff reported that some students had difficulty with the language used in the reports, one Asian girl finding it particularly difficult.

Issues

1. The sequencing of issuing profiles had been different in the schools – in one case the profiles had gone to the parents before the pupils had seen them (this could result in parents 'ticking/crossing' responses rather than pupils).
2. The group feedback was invaluable in helping the pupils to understand what the profile might tell them. The content of the group feedback session in Cumnock was reported as having changed markedly since the first one, when it became clear that the pupils were getting bogged down in the 'wordiness' of the profile. The presenter at the Cumnock session was able to interpret concepts and language at a level that S2 pupils would be likely to understand, but the language level and concepts in written materials appeared to remain a significant problem for the group. This was apparent in both the profile and the worksheets designed for the pupils ('Discovering more about yourself'). According to the school, none of the pupils in this group required learning support, yet several needed significant clarification on language.
3. It seems that difficulties in following the reports have been a feature of many groups to date, with several groups requiring language clarification by all 10 pupils. In Drummond around 10 of the 17 students had asked about the meaning of particular words. It was also anticipated that parents might have problems understanding the profile. It is clear that most pupils were keen to make use of the profile, and did indeed recognise much of what it said about them as individuals, once they understood it.
4. **A key question is therefore how can the language and approach be changed to make materials more user-friendly without losing the reliability and validity of**

the instrument? Is there a case to make to reports shorter and visually more digestible, for example with the use of pictures?

5. One of the anticipated positive outcomes of the process for the schools is the link between the profile results and S2 subject choice for the whole year group. In Cumnock, school staff were under considerable time pressure as the S2 options had to be returned within 2 weeks of the forthcoming parents' evening, and ideally the feedback would have to have been done within that time.
6. How are other pilot schools managing the link between the reports and subject choice, and what recommendations can be made about the best timescales for feedback if the pilot goes mainstream in the schools?
7. It had originally been hoped that feedback to the macro group would be done by school staff (with support from Mindscreen) on a 1:1 basis. Ideally, the best scenario would be to have all Guidance staff in each school in this process. This has proved impractical in terms of schools resources. Guidance staff are involved in some schools but not in others. It has not been possible to achieve the ideal across the pilots. It is difficult to see how it could be achieved without major changes to workloads.
8. **A key issue is how can the group feedback be made most effective, and what is lost by not having an individual feedback?** (In particular, how can individuals who appear as 'C' be helped within the group to make positive use of the profile? – pupils with this set of characteristics may well be critical of the profile). **How can guidance and other staff make use of the profile in an appropriate way in the future, and how can these staff be supported to do this?**
9. Generally speaking, it is becoming apparent that the links between the profile and the subject choice/PSE and career education curriculum need further thought and development: if the macro group of pupils is to get the maximum benefit from the profile.
10. Also, it seems that not all staff who are involved in feeding back the student reports have fully read the Process and Procedures Manual which gives important guidance on how the student reports should be used.
11. Ideally, Mindscreen would like to see 2 staff at each feedback session, but most of the time there has been only one. Does this raise questions about staff capacity (or even commitment) to get involved in the programme?. Given that it is teachers who

will be expected to carry forward and deliver the full set of feedback sessions to the macro group, this means that the staff capacity and experience will be relatively thin.

12. Some other practical points arising are:

- ☑ Should there be a dedicated room for the macro feedback sessions in each school? Is this practical?
- ☑ Administration costs for schools were becoming significant (eg printing and admin staff time costs)
- ☑ Possibly partly for the above reason, copies of the individual student reports have not been produced for both parents and the students. Ideally, students and parents should have their own copies.
- ☑ How involved are parents at this stage in the process? The questionnaire survey of parents should throw some light on this issue.
- ☑ The support materials (Discovering more about yourself) needed to be 'fun' and should take account of approaches used in other materials such as 'Which Way Now?'
- ☑ The profile would be more attractive if pupils could have it in colour (particularly the wheel)
- ☑ A folder for each pupil to keep the written materials together would be helpful
- ☑ Since the pages of each profile may not be stapled together it would be helpful if the pupil's name could be put on each page
- ☑ It would significantly help school staff if the programme could include a field for the pupil to enter his/her class – this to be printed on the front page of each profile

Report on Observations of ES Sessions 4 and 5

27 March 2003

Introduction

Four sessions were observed:

- Wester Hailes - Sessions four and five (facilitated by GD) - attendance four and five (two students attending both)
- Grange - Session four (facilitated by CM) - attendance 17
- Drummond - Session five (facilitated by GD) - attendance 13

All sessions took place outside of the school environment, in a formally laid out hotel seminar/meeting room setting with drinks and biscuits provided. Hotel changes had taken place for the Milnes and Wester Hailes groups, due to a combination of unsuitable rooms and disruption by students.

The previous two sessions had also taken place outside of school, session two involving a laser quest game afternoon and session three emphasising team work and involving the voting in of team leaders.

Summary of session content

Over sessions four and five, the focus was on students continuing to understand themselves. By the end of session five the intention was to get them to recognise that they are responsible for their own behaviour. It is worth noting that Mindscreen had, at the outset of the Project, decided to prepare material for sessions 1-5 only. There was therefore some uncertainty about how much progress would be made across the six groups by this point in the programme.

Session 4 included:

- revisiting what goals are
- using individual reports
- the link between attitudes and goals

- ☑ distinguishing between utilitarian, individualistic etc attitudes
- ☑ writing down why it's good to know what motivates/de-motivates you
- ☑ imagining what you would do with, e.g., a priceless car
- ☑ book given out
- ☑ video adverts - what motivates/demotivates

Session 5 included:

- ☑ visualising what you want to achieve
- ☑ revisiting some aspect of goals
- ☑ what is a belief
- ☑ things you were told that you now know to be true/not true
- ☑ identifying people who have really impressed you
- ☑ identifying negative thoughts and a positive response
- ☑ DPT - decide, pretend, treasure map

There was mention (in WH) of the £500 available per school to buy pallet of goods. Could they sell Rebock trainers? Are they up for it? Are the other schools up for it. Hard copy handout of catalogue was circulated. Discussion of catalogue price compared to minimum price. Idea of investing cash and making profit. Students taking stock, selling and either returning the stock or the agreed minimum sale price. Suggestion of each student taking 2 pairs. Also idea of tee-shirts floated.

Issues and Discussion Points

1. There seems to be an 'out of control' phase that each of the groups go through early on in the programme. The facilitators have tried to use this as an opportunity to find a way of establishing a form of self-regulating discipline within the group. In Grange for example, session 4 started by considering 'start' and 'stop' lists that the students had prepared, the idea floated by the facilitator as a tactic to isolate factors that were impeding progress and to encourage students to think what they could do about it

2. Turnout at two of the three groups was very high, with Wester Hailes suffering a bit with turnouts of four and five out of a total group of 10. There was some suggestion at session four of Wester Hailes that the timing of notifying the students about the next session may have been an issue. Could a turnout of four students at that session been partly a result of people being notified by teachers just the day before?
3. There is also the related question of bringing students who have missed a session/s up to speed without holding back the rest of the group. In a structured programme that is gradually building up students' self esteem and positive attitude, missed sessions could potentially be a major problem. How is this being tackled by the facilitators? Do the schools and the teachers have a role here in ensuring students keep up to speed?
4. In terms of how students responded to the content of the sessions, there was a feeling from some of the students that, particularly when 'goals' were mentioned, that they might be going over old ground. Certainly, the language about goals, motivations and so on that is used by the facilitators is fairly repetitive. But could this be an essential element and indeed a strength of the early part of the programme as students are encouraged to take responsibility for shaping what can happen to them? It should also be said that repetitive language did not seem to be a serious problem for holding student attention.
5. Across the three groups observed, the degree of focus and attention during the sessions varied. At some points in the sessions maintaining control and keeping attention was demanding for the facilitators. At other times, the students were impressively productive. Problems seemed to focus around the break when the students dispersed and had the chance to visit other parts of the hotel or leave the hotel altogether.
6. GD reported greater difficulty in getting some groups to write (eg. WH and Castlebrae). What does this mean for the parts of sessions where the students are expected to work with their reports?
7. When a real business idea, ie. the bulk purchase and sale of goods, was discussed, student attention was certainly held. During session five for the Wester Hailes group, this seemed to be a good way of introducing and getting over some basic business concepts.

8. A general and perhaps very important observation is that neither of the facilitators are teachers. It was difficult for the observer to envisage that a teacher known to the students could relate to them in the way that the ES facilitators were doing. It would take a huge culture and expectation shift (both ways).
9. The above point seems to be a key issue if we are thinking about embedding a programme like this into schools across the board. It raises questions about the supply of facilitation staff, the training of facilitation staff, whether or not they need to be teachers, and the possibility of teachers from one school delivering the programme in a school where they are not known to the students.

Parents' Views

July 2003

This report is in two sections. Firstly we report on the data from a questionnaire (attached later in this report) which was prepared for issue to all parents (ie parents of both the macro and the micro groups across all schools). Secondly, we draw on the individual discussions that the researchers had with a small number of parents of young people in the micro group.

Firstly the questionnaire evidence. The questionnaire focused on opinions of the profile (which had been completed across the year group) and on knowledge of the Entrepreneurial Spirit programme. Each school was asked to issue the questionnaire to parents in the period following the distribution of the profiles, and a reply-paid envelope was included to ensure that replies came directly back to the researchers. This meant that the questionnaires came back at widely different times, reflecting the school's pattern of profile distribution and the approach taken. A total of 87 questionnaires were received, around 10% of the parent population. 12 of these responses were from parents whose child was known to be part of the Entrepreneurial Spirit programme. Half of the remainder were not sure whether their child was part of the programme, perhaps reflecting a lack of knowledge about the programme from the macro parent group. The response rate varied greatly across the schools:

Table 1

Number of school replies from parents:

■ Grange Academy	35
■ Cumnock Academy	34
■ Milne's High School	3
■ Drummond Community High School	14
■ Unknown	1
<i>Total</i>	<i>87</i>

No responses were received from Castlebrae and Wester Hailes. Of the parents responding, 91% had received the profile of their child. The majority had read the profile:

Table 2

Extent to which parents who had received the profile had read it (%)

☑ I have read the profile thoroughly	64
☑ I have read most of it	26
☑ I have read some of it	5
☑ I have not read any of it, but intend to	4
☑ I have not read any of it and do not intend to	1
<i>Total</i>	<i>100%</i>

(n=81)

One interesting question is about the use that parents had made of the content of the profile. 73% of parents responding had discussed the profile with their child, and a further 23% intended to do so at a future date. Parents were asked if they had used the profile to discuss possible subjects to be taken in S3: 52% had used the profile to discuss subject choice, 15% had not yet done so, and the remaining 33% did not intend to use the profile in this way. Some comments from parents illustrate this:

'It was very beneficial when choosing his subjects'

'I feel that children of this age can change their opinions about things from one week to the next, so the profile might be accurate sometimes. If the profile was being done again at a later date would they be radically different?'

Parents were asked for their opinion of the profile of their child.

Table 3

Parents' opinion of the profile (%)

	<i>Strongly agree/agree</i>
☑ Profile words/language easy to understand	84
☑ Profile ideas easy to understand	76
☑ Profile seemed accurate picture of child	61
☑ Profile made think me about child differently	36

(n=81)

While young people reported some difficulty with the language of the profile (and of the screening questionnaire) and both school staff and the researchers observed some of

these difficulties, it seems that parents were much less likely to report a difficulty in understanding both language and ideas.

A clear majority 'recognised' their child in the profile's description, while over a third were challenged to view their child in a different way as a result of reading the profile. We report later on what parents of micro students had to say about this. Some open comments from the questionnaires will illustrate the views of parents on this:

'There were some things in the profile that I didn't realise how she felt about certain things which surprised me.'

The profile told me things about my child I didn't know'

'Some of the profile was accurate, but some was very general. It did not really reveal anything about my child that I felt I didn't know'

Parents were asked how useful they found the profile. Parents were positive about the profile: 71% of parents found it to be fairly or very useful and 73% would recommend its use to other parents.

'It helped me to understand what my child is feeling. I will try to think more, before I speak and not over control our communication. (Like making it one-sided)'

'Proved our judgement of our child has been recognised by others and it has confirmed to our child that they have the confidence and ability to succeed in life to fulfill his desires.'

'It made me know more about her at school and we had time to talk it over.'

'We found it a good tool of communication which helped a quiet sensitive boy identify his potential.'

'The profile could be useful to my son if anyone at school sat down with him to discuss the content – or if the school had any resources to allow them to respond appropriately to the information in the profile about my son's learning style'.

'Would've possible been helpful if there was some follow up information with pupil and/or parent'.

We then asked parents how much they knew about the programme. 40% had heard of

the programme. A quarter (26%) knew a lot or some things about it: but more than a half (53%) reported knowing nothing about it. When asked if their son or daughter had joined the programme, 15% said 'yes' and 43% were unsure. There is clearly a lack of knowledge about the programme amongst the broad parent group, something which is also reported by parents of those actually involved in the programme, as we will note later. Parents' lack of knowledge (and their child's exclusion from the micro group) sometimes contributed to strongly worded criticisms:

'I think the Entrepreneurial Spirit Programme is not available to all students (my son knows nothing about it, and neither do I) – the students included in the programme have been selected on criteria which are unclear – this seems like an example of Unequal opportunities – what additional resources are available to those students who have NOT been selected for the programme?'

'I am extremely angry that funding that could be available for mainstream education is being directed in this elitist and unproductive way.'

We turn now to the responses of parents of pupils in the micro group, those who are part of the Entrepreneurial Spirit programme. These responses are drawn from direct contacts between the researchers and parents and families during Session 9 in all six schools, and also from the 12 parents of the micro group who returned the questionnaire.

There was a strong sense that parents were very interested, but knew little about the detail of the program. Some could recall receiving information about it early on and about the web site, but there was very little evidence that they had digested this or accessed the web site:

'I've never known my daughter so enthusiastic', but I 'know little about the program. It's a big secret'.

This comment raises the question of how much young people themselves want their parents to know, and this concern was echoed by another parent who would have liked to know more, but was conscious of the need not to be too intrusive:

'I like to give him his own space, let him tell me whatever he wants... but you could maybe just slip me a wee note!'

What level of involvement is appropriate for the micro parent group? For some young people, parental support could be crucial, for example in ensuring attendance at the

demanding Session 9 with its formal presentation:

'He almost backed out in the lead up to the presentation, but I said to him, if you back out now, you'll back out all the way through your life!'

Some parents said they would welcome individual progress reports on how their child was doing on the programme. We do not know how young people themselves would feel about this...

The parents had a lot of questions to ask about the program - *'how were the schools chosen?', 'why are there more boys than girls?', 'how do we find out more about it?'*. They were also concerned about certification at the end of the programme, the likely response of employers to it and what had been the outcome of any previous courses like this.

The profile itself was well regarded, and there were several examples given of how young people themselves had used the profile to negotiate their relationship with their parents:

'It was him to a 'T', it's scary, just from filling in a form! He threw the profile down and said, 'That's how I would like to be treated!' I thought, what if he wants a gold watch or something I can't give him, but I looked and said, fair enough, it's how to react to him in a situation, how to speak to him.'

Parents reactions to their child being chosen were mixed. One set of parents, for example, had ever thought that their daughter had entrepreneurial skills until seeing the profile:

' I said to her, 'you'll never run your own business if you can't get yourself up and dressed in the morning!'

but could now see it as possible. Both parents had initially been puzzled and a bit sceptical about the programme, and could not quite believe what their daughter was reporting to them. Other parents were not too surprised at the identification of their child as being entrepreneurial:

'He's really a go-getter, though he's been a bit more laid back the last couple of years'

When asked about the impact of the programme on their child, a number of benefits were noted including the development of confidence, an increased orientation towards self-employment and a re-commitment to schooling:

'She's high when she comes back... it's rebuilt her confidence...'

'He's said 'I would like to be a young entrepreneur', he told me that he had learned how to 'plan, sell things, find customers and work out how much to charge'.

'The profile has given us a different view of our son, what he likes, enjoys and thinks about things. Being part of the entrepreneurial programme has helped build his confidence and self worth. (It has helped him to try harder at school).'

On the other hand, the questionnaire response from one parent picks up on a negative, one already raised by the young people themselves:

'He has a strong desire to run his own business but feels that some participants on the programme are not committed and are wrongly placed.'

Some Observations

- While we must be cautious in making too much of the data from a small sample of parents, there are nonetheless questions that need to be considered. Firstly, the profile clearly had many benefits in encouraging and supporting parent/child conversations and helping young people and their parents be a bit more objective about themselves. How can the profile's value be enhanced?
- There is a clear danger of a 'backlash' from the parents of those who are not chosen for the programme. The parent body as a whole needs effective communication to understand the benefits for both the macro and the micro group. But for the micro group, the fact that there is value in maintaining some independence from the parent and family may need to be recognised.
- Parents were concerned and interested to link the programme and the profile into the overall school experience of the school for their children.
- There were many positives from the Entrepreneurial Spirit Programme reported from the parents of the micro group. The balance between involving parents and respecting the independence of young people requires care.
- The data from both these sources has allowed us to identify the key issues for both micro and macro parent groups. From this, more in-depth work with the parents of the Entrepreneurial Spirit group may be designed.

Observing Session 9

5 July 2003

Background

Session 9 was the penultimate meeting of the core groups and marked an important point in the first school year. The focus of session 9 was formal student presentations, with each student entering the room to speak from a lectern to an audience of teachers and parents. The student was invited to speak on a topic of their choosing and to indicate how long they would take before commencing.

The presentations took place in the same rooms that previous sessions had been held in. But, without the support of the peer group and with an attentive audience, the atmosphere was a more challenging one than the students had faced up until that point. All presentations were video recorded.

The sessions followed a consistent format. After each presentation, the Mindscreen leader held the student from leaving the room for a moment, during which time he offered a few tailored and complimentary words about how far the student had come over the last few months and encouraged him/her to keep up the good work.

After all the presentations were completed, the students came together with one of the research monitors for a group discussion and to fill out a questionnaire designed to track their views and attitudes (copy appended). The questionnaire was designed to follow on from the self-report questionnaire that all students filled in at the end of Session 1.

While the students were being interviewed by the researcher, judging of the presentations took place. Every student who had successfully completed Session 9 would receive a framed certificate of completion. The judges would decide the top three presentations from the group, with a top money prize of £30, second prize £20 and third £10. All students outside the top three received £5 along with their certificate.

Drummond

11 students attended this session: one student was missing and two have opted out. All students presented a talk to the audience which consisted of a member of staff from the hotel, one teacher, one family member and two researchers. It was only realised on the

morning of the presentation that the parents of the students in this group had not been invited, and last minute phone calls to parents had been made that morning. No parents were able to be present at such short notice but the grandmother of one of the students had been able to attend.

Some students were more confident than others (though all clearly found the situation challenging) but it was encouraging to see that even those who had refused to speak to the video camera on the first day were now willing to present their talk. The session flowed smoothly, with students following on from each other without any external encouragement being required. The presentations ranged from over a minute to 3-4 minutes in length. Talks were on the whole well structured, with topics ranging from personal interests such as computer games, world rock and pop records and sport to issues such as children's right to a good childhood, global warming and stigmata. It could be seen in the students' talks that their confidence and personal presentation style had improved. Many of the points that Gavin had put over to the group in earlier sessions were in evidence (for example, use of eye contact, confident and controlled body language, structure and use of notes).

In discussions with the students afterwards (and from their completion of the questionnaires) it appeared that:

- All had attended at least eight of the nine sessions
- Most of the students said they had enjoyed the programme 'a lot' up to this point
- The content of the sessions was, on the whole, well regarded. 'Planning to sell trainers' and 'listening to the presenter' were the most commonly rated enjoyable elements, with 'talking to the video camera' and 'filling in handouts' and 'discussing Personal Development reports' least enjoyable.
- Most felt that the programme could not have been improved, but where suggestions were made these related to strategies to improve group behaviour, more field visits and the development of activities for break times in sessions (these were the points where students' behaviour and the expectations of the hotel and its other guests tended to differ!). The need to improve group behaviour was supported by the majority of the group, with particularly strong comments being made by two of the three girls. A number disagreed with this, or were uncertain whether group behaviour needed to improve.
- two students noted improvements in attendance at school, with none saying it had got worse

- ❑ There were mixed views about whether they now enjoyed school more than previously
- ❑ Most agreed that they had changed since starting the programme, and all agreed that they now felt more confident about the future
- ❑ Students were equally divided about whether starting a business was harder than they had thought. None had discounted starting a business in the future, but they were split between those who definitely would like to and those who were still thinking about it
- ❑ The majority of the students did not feel they had missed important classes to attend the programme
- ❑ The vast majority of the students felt that teachers could learn from the presenters' teaching style

Wester Hailes

Six students attended the session. The full group currently totals seven, with two with one student getting cold feet at the last moment (although this student did give a vote of thanks to everyone at the end) The large group of attenders may have been a factor, although one of the other students announced he 'wouldn't be presenting because he hadn't prepared a speech'. There was a total audience of 15 people, eight of them being parents, plus two teachers, 1 researcher, two guests (a local policeman and a friend of one of the teachers), one project stakeholder Mike Rutterford) and Gavin).

The size of the parent turnout was encouraging. The school had called round the previous week. Generally, the parents claimed to have known little about the programme before coming, but they were interested. The students hadn't talked much about it at home. Parents' prior perceptions about the programme were:

- ❑ it was about business and making money
- ❑ it was about building confidence in the young people

They also asked about certification at the end of the programme, the likely response of employers to it and what had been the outcome of any previous courses like this.

The students in this group seemed to be nervous about entering the room to present and the delay between two of the presenters ran to around 15mins. Also, their talks were relatively short, some no more than 30 seconds. It did not seem that, as a group, the

students had prepared their presentations in advance. For the researcher observing, the content was similar to that the students had delivered during previous performances in front of the camera. That said, it has to be recognized that the atmosphere was more formal and intimidating than anything they had probably faced before.

In the following discussion with the student group, we found that:

- ❑ six students claimed to have attended between seven and all nine of the sessions
- ❑ commenting on the different aspects of the programme, they tended to score most things quite highly, with the possible exception of 'filling in forms'
- ❑ most felt it could have been improved further, eg. by getting people to pay more attention and controlling behaviour
- ❑ attitudes towards the usefulness of schooling for their future were fairly positive
- ❑ most felt they had changed as a person since starting the programme, eg. becoming more positive
- ❑ five of the six agreed with the statement that they could 'really see themselves starting their own business in the future'

Grange

Of the 13 students on the program, 11 presented. The HT pointed out that the two students who were missing were the more disaffected of the group, with one of them currently suspended from school. The HT was enthusiastic about the program - 'if it's important then it's important enough to put into the timetable. The sessions had been programmed for Thursday afternoons, alongside PSE, Home Economics and other short courses. The specific timing of Session 9, however, had been challenging as the timetable changes at this point of the year.

The 11 students presented to a total audience of 18 - including 13 parents and four teachers. The judging panel consisted of the Chair of the School Board, two teachers and an expert in public speaking.

There was a healthy discussion with the parents prior to the presentations. The parents had a lot of questions to ask about the program - 'how were the schools chosen?', 'why is there more boys than girls?', 'how do we find out more about it?'. There was a strong sense that parents were very interested, but knew little about the detail of the program. Some could recall receiving information about it early on and about the web site, but there was very little evidence that they had digested this or accessed the web site.

During the discussion with Colin, parents said that they would welcome individual progress reports and the idea of Colin attending parents evenings was also raised. This would be a way of further 'bedding the program into the rhythm of the school'. A further way of integrating the program with other parts of the curriculum, suggested by the HT, would be to build in the Session 9 talks as part of the English public speaking assessment.

Feedback from the students highlighted:

- ❑ eight of the 12 had attended all nine sessions. The rest (apart from one student - attended seven) had been at eight of the nine
- ❑ most (10 of the 13) had enjoyed the sessions 'a lot'
- ❑ the least popular elements tended to be filling in session handouts
- ❑ there was fairly strong support for holding the sessions away from the school, with 10 of the 13 saying this was either 'very' or 'quite' important
- ❑ almost half the group (six students) felt the program could be improved, pointing to improved discipline, making faster progress and finishing things so they don't need to be revisited at later sessions as things that could be done
- ❑ since they have been attending the program, most students (11 of the 13) said they enjoy coming to school, 6 of these saying they enjoy school either 'a lot' or 'quite a lot'
- ❑ all but one of the students felt that their attendance at school had not changed since they started on the program, with 1 person saying they were attending school more often
- ❑ a fairly positive perspective of school was expressed, with 11 students saying they felt school will be 'a lot' of help for their future and the remaining two saying 'quite a lot'
- ❑ over half of the students felt they had changed as a person since joining the program
- ❑ a similar proportion think running a business will be harder than they first thought
- ❑ all feel more confident since starting the program
- ❑ a few felt they had missed other important classes to attend the sessions
- ❑ the majority reported family interest in what they are doing
- ❑ most felt that other teachers could learn from the facilitator's teaching style

- ☑ all agreed that group behaviour needs to be improved

Milnes

Fourteen students presented out of an original group of 15 (discussions with the students themselves suggested that the missing student had probably 'dropped out'). Fifteen parents, including the Chair of the School Board, the HT, a former local councilor and a panel of three judges (a solicitor, another parent, and a colleague of Colin's) made up an audience of 20.

The parents had a lot to ask about the program prior to the presentations. This reflects the same picture as in other schools, with parents interested, but largely uninformed at this stage of the process.

A one-to-one discussion with the HT was possible during this visit. Key points worth noting are:

- ☑ The group as a whole is enjoying and getting a lot from the experience
- ☑ The program seems to be underpinning and supporting the attendance at school of 2 pupils who are in danger of disaffection
- ☑ There may be signs that the program, now that the participants are starting to carry own business activities, could spark off a wider entrepreneurial culture in the school
- ☑ The Guidance Team is very enthusiastic and would like to be involved with another group. Guidance teachers attended and were very happy with Sally Ann Hunter's work with the macro group (drawn from school 'houses')
- ☑ Staff and pupils have got a lot from the Personal Development Reports
- ☑ There has been a planned link into the subject choice process. In Oct-Nov pupils are encouraged to 'thinking about yourself' and in Jan-Feb to 'think about careers'. The link with subject choice has been deliberately set back to free up Guidance Teachers to work with older pupils re. UCAS etc before the Xmas break, so it ties in with subject choice in January-February.

The students had prepared well for the session, with some deciding to present as a group. All the presentations tended to focus on 'their journey through the program so far', but even so the individual presentations were very different. As a group they were very supportive of each other, applauding as the finished presenter/s left the room. They were also very complimentary about Colin during the presentations and at the conclusion of the day. All in all, this is a very organised group.

Feedback from the students highlighted:

- ☑ Only three of the students had not attended all 9 sessions
- ☑ They are all enjoying the program, 13 of the 14 'a lot'
- ☑ Filling in session handouts and discussing personal development reports were less popular elements
- ☑ All but 1 students felt that sessions outside of the school were important
- ☑ Three students felt the program could be improved
- ☑ All but one have enjoyed coming to school since starting the program, seven either enjoying school 'a lot' or 'quite a lot'
- ☑ For most, attendance at school has not changed, with three claiming to have attended more often since starting the program
- ☑ All students see school as being important for their future
- ☑ Most feel they have changed as a person since starting the program
- ☑ Most also feel that running a business will be harder than they first thought, but can still see themselves starting a business in the future
- ☑ All but 1 reported an increase in confidence
- ☑ All said that their families are interested in what they are doing
- ☑ All felt that other teachers could learn from the facilitator's teaching style
- ☑ Over half (8) felt that behaviour could be improved

Castlebrae

Eight students presented in this session, on topics ranging from sports, the Iraq war and the Entrepreneurial Spirit programme. Only one young person had a parent present, and the total group included guidance and other teachers, the headteacher and Darren Dickson from SEED. One teacher was present in order to assess, if possible, the presentation for the Standard Grade English portfolio (students did not know this): the value of this was seen as providing a real life situation for the evidence.

The student group was very positive about the programme, and had attended all or almost all of the nine sessions. Comments from the students included:

- All activities in the programme were enjoyed, with lowest markings being given to filling in session handouts and working with flip charts.
- Suggestions for improving the programme included longer sessions, more trips and less 'mucking about'
- Attendance had not changed for all but one student who noted an improvement
- Most agreed that they had changed since starting the programme: examples of changes included becoming more confident and being more able to work together as a group (unlike other pupils in the year group)
- Running a business was thought to be likely to be harder than expected. Learning noted included increased importance of English and maths, particularly with respect to form filling and working out figures and costs. One student noted that he had realised that even modern languages could be useful for selling goods in Europe.
- School was seen by all as useful, particularly because good school qualifications would help in running a business.
- Students noted that learning how to approach, greet and be confident with others had been an important bit of learning and repeated the examples given to them by Mindscreen staff.
- All students felt more confident about the future since starting the programme, and all but two could see themselves starting their own business in the future
- While almost all felt that teachers could learn from the teaching style of the presenters, the same number felt that group behaviour could have been improved

Cumnock

This was the last of the six schools to hold session 9, and the fact that it was towards the end of the school session may have affected attendance. Less than half of the regular attenders at the group arrived, but all five presented. This is quite a significant reduction from the 18 who started with session 1. One family consisting of mother, father and two younger brothers attended throughout, and the rest of the audience was made up of the judges (from a local employer, training organisation and college) and school staff including the headteacher. Topics included Mindscreen and personal interests and qualities.

Responses from the five students who were present were very positive. All valued the programme and had attended the great majority of the sessions. All elements were

valued, with filling in session handouts being the least well regarded. It was thought to be very important to hold the sessions outwith the school. Other comments included:

- Suggested improvements were less writing and better food
- There had been no changes in attendance since starting the programme
- All saw their education as important: 'You'd sit on the broo without it!'
- The approach taken by the Mindscreen presenter was valued: 'Gavin's the best – teachers should take a look at him'. While the students initially thought that teachers were not as 'cool or patient', with more thought they could name individual teachers that were calm, cool and could perhaps run the sessions using the same approach.
- Two students felt that they had changed since starting the programme. Changes noted included being able to control temper (a change apparently noticed by parents)
- Most thought that running a business would be harder than expected. Issues such as storage of goods, getting loans, taking on employees etc were now understood better. But the difficulties had not had a discouraging effect: 'makes you want to go and do it'. There was also a clear perception that you could use a skill or other training to develop a business, such as a law degree or a joinery apprenticeship. Most could see themselves starting a business.
- The majority felt that group behaviour could be improved.

Issues and Suggestions

- Is time set aside within the school timetable for students to prepare for this event? Clearly, some school groups had prepared, whereas there was little evidence that others had. Given the importance of Session 9 as a watershed point in the programme, and it being the first opportunity for parents to see for themselves at first hand what takes place, it may be worth considering if the schools can set aside some time for student preparation prior to this session.
- The parents who attended were interested and supportive, but not up to speed with the programme. A reluctance by students to tell their parents is perhaps understandable, but the question here is whether or not the parents would be able to provide more support if they were better informed. A related issue is also why they are not better informed if they have received information about the programme from the schools and had the opportunity to attend a parents evening when the

Mindscreen facilitator was present. It is also important to ensure that parents are given good notice of events such as this.

- Students were somewhat critical about the behaviour of the group and there was a feeling that if this had been improved they might have got even more out of the sessions. However, this issue bears upon how the sessions have been run by Mindscreen. The approach has been deliberately 'non interventionist' with very limited direct control of the group. Had this been different we need to consider what the impact would have been on winning the confidence of the students and the process of self-discovery and responsibility that they have experienced. It is worth noting that a very strong message coming from the students is that other teachers could learn from the Mindscreen facilitators' teaching style.
- It is important to note that some elements of the programme were rated on 'enjoyment' rather than 'usefulness', which might have brought a different response (students, for example, may not have enjoyed talking to the video camera, but may have recognised its usefulness in their own personal development). 'Usefulness' measures will be used later in the programme, once the learning has had a chance to settle and be consolidated. It may become possible to separate out the 'feel good factor' from longer term impacts at that point.