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ENTERPRISE INSIGHT IMPACT EVALUATION

**REVIEW OF THE MAKE YOUR MARK CHALLENGE, MAKE YOUR MARK CLUBS
AND AMBASSADORS PROGRAMME**

**Report for Enterprise Insight
(Final Report, September 2009)**

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EXECUTIVE SUMMARY

Make Your Mark Challenge

- The Make Your Mark Challenge is successful in generating a “*mass participation enterprise competition*”, with 56,000 young people in the UK participating in 2008, compared to a target of 45,000.
- A before and after survey of Make Your Mark Challenge participants was undertaken. Over 2,000 young people completed the pre-participation survey and just under 500 completed the post-participation survey. Of these, 389 individuals completed both surveys – thus allowing us to not just compare the pre- and post- samples but also to track the changes in the skills, attitudes, motivations, etc. of these 389 individuals.
- The Make Your Mark Challenge appears to have had an impact on:
 - The proportion of participants that believe they ‘have what it takes’ to set up in business.
 - The proportion of participants that ‘often think about ideas and ways to start a business’.
 - The perception participants have of their own skills – with small increases in the proportion believing their skills (in areas such as team working are problems solving) are excellent or very good. However, there is mixed evidence of the impact on ‘understanding how budgets work’.
 - The proportion believing others in the UK think setting up a business is a good career choice.
 - There was mixed evidence on whether the Make Your Mark Challenge made participants more likely to choose ‘set up and run a business’ as a career choice. Analysis of the actual changes in the answers of the 389 individuals that completed both surveys would suggest that the Challenge has had an impact – but the other analyses were less conclusive.
- Most changes were small. This is perhaps not surprising given that the Make Your Mark Challenge is a one-day event – whilst it can act as a catalyst for change, generating substantial changes will always be a longer-term process.
- A small subgroup of ‘key indicators’ – i.e. those that most closely measured the changes in enterprise skills, attitudes and motivations – were selected for review. 87% of participants that completed both the pre- and post-participation surveys had become more positive on at least one of these

indicator. Almost 40% had become more positive on at least 3 indicators and 11% had become more positive on at least 5 indicators.

- The impacts of the Make Your Mark Challenge appear to be greater on female participants than male participants. The evidence on ethnicity is more mixed – on some indicators, there has been a greater change for ethnic minorities, while for others it was smaller.
- The views of participants who have a parent who runs (or used to run) their own business appear to have changed less than those without. This is most probably because they have already been exposed to the reality of running a business and are therefore less likely to be influenced by a one-off event such as the Challenge.
- While the changes are small, they are nonetheless impressive if due solely to participation in a one-day enterprise event. Without a control group, it is difficult to attribute change to participation in the Challenge. However, an analysis of different age groups suggests the changes are not simply due to participants accumulating more education and ageing between the two surveys.
- In the 'hub' areas, there is a good selection of schools participating. Outwith of these areas, there is some evidence that 'good' schools (measured by academic achievement) are more likely to participate in the Challenge. However, more research is required here.
- The post-participation survey was undertaken within two months of the Challenge. A critical question for the future is whether or not these observed changes are sustained over time – and if not, how can they be sustained?
- Other issues to be considered include how participants can be supported to take the ideas generated during the Challenge forward, how to engage more directly with participants and considerations of how the Challenge fits into the overall 'package' of enterprise education that schools and colleges can choose from.

Make Your Mark Clubs

- Make Your Mark Clubs are enterprise groups based with schools and colleges. Enterprise Insight (through the Make Your Mark Campaign) "*catalyse the Clubs and provide a framework for them to connect and learn from each other*".
- By February 2009, 393 schools and colleges had registered as Make Your Mark Clubs, compared to a target of 360 for the 2008/09 academic year.

The majority (92%) of the Clubs are based in schools, with the remainder based in FE colleges.

- 50% of schools and colleges registered as a Make Your Mark Club had also participated in the Make Your Mark Challenge in either 2007 and/or 2008.
- Most of the Clubs visited as part of this research would have existed even if the Make Your Mark Clubs programme did not. The key motivation for registering as a Make Your Mark Club was the access it provided to additional resources, competitions, networking opportunities, etc. However, in reality, schools and colleges appeared to make limited use of these facilities.
- Membership of the Clubs appears to be disproportionately male (57%), from ethnic minorities (20%) and to demonstrate 'entrepreneurial' characteristics (including 42% having an entrepreneurial parent).
- Reasons mentioned by students for participating in a Make Your Mark Club were varied. They included developing new skills, getting involved in an activity that interested them and thinking that it would be good experience.
- The activities undertaken were varied. The most common was the running of an enterprise either as an ongoing concern or as a time-limited activity. This suggests that whilst the reasons for participating were not necessarily about enterprise, the vast majority of participants were being provided with opportunities to develop their enterprise skills.
- Make Your Mark Clubs are intended to be 'student led' and whilst students did appear to make many of the day-to-day management decisions, they all needed staff support. However, finding time to set up and support a Club was difficult for many staff. Ensuring that the appropriate support is available to teachers will be key to the long-term success of the Make Your Mark Clubs.
- Students identified the impacts of participation in the Clubs as including developing skills and attributes (such as self-confidence, commitment and motivation) and increasing their understanding of how business works. However, in the main these were benefits from having an enterprise club – it is unclear to what extent the support provided by Enterprise Insight has helped generate these impacts.
- As such, staff involved in supporting the Clubs were asked to identify the impacts of having a Make Your Mark Club. The benefits identified included:
 - Being part of a national campaign backed by Government provides credibility;

- It provides opportunities to share experiences with other schools and colleges;
- It can help provide structure to the activities of the club; and
- The encouragement and support provided by the Enterprise Insight team.

Ambassadors

- Ambassadors are entrepreneurs that have agreed to work with Enterprise Insight to inspire others to 'make their mark' through talks, group activities, media coverage, etc.
- At the end of December 2008, there were 686 Ambassadors registered. This compares to a target in the 2008/09 Business Plan of having 1,000 actively engaged Ambassadors. There are slightly more male Ambassadors than female (371 vs. 305).
- The vast majority of Ambassadors are young– in a survey completed by 70 Ambassadors in September 2008 over 80% were aged 40 or under. In the same survey, 32% were from an ethnic minority and 67% have a degree or above. Having a mix of Ambassadors is important – the young people we spoke to as part of the evaluation were inspired by individuals that are "*like them*".
- Individuals became Ambassadors because they wanted to raise aspirations of young people, give something back, raise awareness of enterprise as a career option and/or as an opportunity to network with others. Whilst many had benefited from their involvement (for example, through positive PR) – few (if any) got involved primarily for these benefits.
- Interestingly, few of the Ambassadors had been inspired by entrepreneurs although there had almost always been an inspiration for them becoming an entrepreneur.
- Up until now there has been no formal recruitment process for Ambassadors. One result of this has been an uneven spread of Ambassadors – with almost 40% of Ambassadors being based in London. In addition, some sectors appear to be overrepresented (although the evidence here is partial at best).
- 29% of Ambassadors surveyed had not been involved in any activities over the last 2 years. Getting Ambassadors who are not currently active more involved should be a priority.
- The range of activities and opportunities on offer to Ambassadors is clearly a positive aspect of the programme but these are biased towards London. However, even if it was possible to change this, the size and budget of the

Ambassadors team limits their ability to generate substantially more opportunities outside London. As a result, Ambassadors should be supported to identify and build their own networks and to generate their own activities.

- Ambassadors appeared to be delivering 'key messages' that are well aligned with the campaign's objectives. However, some were unclear about the key messages – so the team should dedicate time and resources to (re)communicating these.
- The main impact that the Ambassadors thought they had was on raising awareness of start-up, enterprise and entrepreneurship. However Ambassadors found it difficult to judge their impacts and were uncertain about whether they should feed back their impacts to the Enterprise Insight team.
- Being an Ambassador appeared to have positive impacts on the Ambassadors – providing an opportunity to give something back, network with others, generate positive PR and/or business opportunities or increasing their skills and confidence. In addition, many felt being an Ambassador provided credibility. Enterprise Insight should seek to promote these benefits when recruiting new Ambassadors.
- Potential improvements to the Ambassadors programme include increasing clarity about what Make Your Mark is about and how the Ambassadors can contribute; ensuring there are more activities outside of Enterprise Week and outside London; developing additional activities (such as getting Ambassadors to mentor start-ups, providing opportunities to build closer links with local schools, etc.); and improving communication.
- Generally Ambassadors were not looking for additional support from Enterprise Insight – but they would appreciate greater clarity and more opportunities to network. Having said that, support, where it existed, appeared to improve Ambassadors experience of and commitment to the campaign. As such it would be good to improve the support on offer – even if this was just developing a scheme where Ambassadors could support each other.
- The Ambassadors team has already begun to address many of the issues raised above.

CHAPTER 1: INTRODUCTION

1.1 Enterprise Insight and the Make Your Mark Campaign

Enterprise Insight launched a national campaign, now known as Make Your Mark, in 2004 to create a more enterprising youth culture amongst 14-30 year olds. Largely funded by BIS (formerly BERR and the DTI), its Board includes representatives of the UK's four main industry bodies (Confederation of British Industry, the Institute of Directors, the Federation of Small Business and the British Chambers of Commerce). It operates through a coalition of national organisations with an interest in enterprise and entrepreneurship to coordinate and join up existing activities and, where appropriate, initiate new ones.

1.2 Review of National Programmes

Since 2006, the Training and Employment Research Unit (TERU) at the University of Glasgow has been undertaking an evaluation of the 'hubs' established by Enterprise Insight in four localities. In 2008, it was agreed that the focus of the evaluation should be broadened out to include some of the national programmes being operated by Enterprise Insight as part of the Make Your Mark campaign. The programmes selected for review were the:

- **Make Your Mark Challenge** - a one-day event held annually during Enterprise Week, described in the 2008/9 Business Plan as "*a mass participation enterprise competition that engages young people in entrepreneurial activity to increase entrepreneurial motivation, capacity and skills.*"
- **Make Your Mark Clubs** - enterprise groups based within schools and colleges. Enterprise Insight's role is to "*catalyse the Clubs and provide a framework for them to connect and learn from each other*" (Make Your Mark Campaign Business Plan 2008/09).
- **Ambassadors** - Entrepreneurs that work with Enterprise Insight to inspire others, especially young people, to 'make their mark'.

In the case of the Clubs and Ambassadors, very little data is available on the impacts of these programmes and therefore the focus of the research has been on reviewing their operation of. In contrast, the review of the Make Your Mark Challenge focuses on the impacts that this event has had on participants. More details on the methodologies used, issues explored, etc. are outlined in each chapter.

1.3 Structure of the Report

The structure of the report is as follows:

- Chapter 2 reviews the impact of the ***Make Your Mark Challenge*** on participants;
- Chapter 3 reviews the operation of the ***Make Your Mark Clubs***; and
- Chapter 4 reviews the ***Ambassadors*** programme.

Please note that the findings of the hub evaluation mentioned above are presented in a separate report.

CHAPTER 2: IMPACT OF THE MAKE YOUR MARK CHALLENGE

Key Messages

- The Make Your Mark Challenge is successful in generating a “*mass participation enterprise competition*”, with 56,000 young people in the UK participating in 2008, compared to a target of 45,000.
- A before and after survey of Make Your Mark Challenge participants was undertaken. Over 2,000 young people completed the pre-participation survey and just under 500 completed the post-participation survey. Of these, 389 individuals completed both surveys – thus allowing us to not just compare the pre- and post- samples but also to track the changes in the skills, attitudes, motivations, etc. of these 389 individuals.
- The Make Your Mark Challenge appears to have had an impact on:
 - The proportion of participants that believe they ‘have what it takes’ to set up in business.
 - The proportion of participants that ‘often think about ideas and ways to start a business’.
 - The perception participants have of their own skills – with small increases in the proportion believing their skills (in areas such as team working are problems solving) are excellent or very good. However, there is mixed evidence of the impact on ‘understanding how budgets work’.
 - The proportion believing others in the UK think setting up a business is a good career choice.
 - There was mixed evidence on whether the Make Your Mark Challenge made participants more likely to choose ‘set up and run a business’ as a career choice. Analysis of the actual changes in the answers of the 389 individuals that completed both surveys would suggest that the Challenge has had an impact – but the other analyses were less conclusive.
- Most changes were small. This is perhaps not surprising given that the Make Your Mark Challenge is a one-day event – whilst it can act as a catalyst for change, generating substantial changes will always be a longer-term process.
- A small subgroup of ‘key indicators’ – i.e. those that most closely measured the changes in enterprise skills, attitudes and motivations – were selected for review. 87% of participants that completed both the pre- and post-participation surveys had become more positive on at least one of these

indicator. Almost 40% had become more positive on at least 3 indicators and 11% had become more positive on at least 5 indicators.

- The impacts of the Make Your Mark Challenge appear to be greater on female participants than male participants. The evidence on ethnicity is more mixed – on some indicators, there has been a greater change for ethnic minorities, while for others it was smaller.
- The views of participants who have a parent who runs (or used to run) their own business appear to have changed less than those without. This is most probably because they have already been exposed to the reality of running a business and are therefore less likely to be influenced by a one-off event such as the Challenge.
- While the changes are small, they are nonetheless impressive if due solely to participation in a one-day enterprise event. Without a control group, it is difficult to attribute change to participation in the Challenge. However, an analysis of different age groups suggests the changes are not simply due to participants accumulating more education and ageing between the two surveys.
- In the 'hub' areas, there is a good selection of schools participating. Outwith of these areas, there is some evidence that 'good' schools (measured by academic achievement) are more likely to participate in the Challenge. However, more research is required here.
- The post-participation survey was undertaken within two months of the Challenge. A critical question for the future is whether or not these observed changes are sustained over time – and if not, how can they be sustained?
- Other issues to be considered include how participants can be supported to take the ideas generated during the Challenge forward, how to engage more directly with participants and considerations of how the Challenge fits into the overall 'package' of enterprise education that schools and colleges can choose from.

2.1 The Make Your Mark Challenge

The Make Your Mark Challenge is a one-day event held annually during Enterprise Week. The 2008/9 Business Plan describes the Make Your Mark Challenge as “a *mass participation enterprise competition that engages young people in entrepreneurial activity to increase entrepreneurial motivation, capacity and skills.*” Enterprise Insight reports the number of annual participants in England has increased from 10,450 in 2005 to 50,000 (and 56,000 in the UK) in 2008.

Schools and colleges register to participate from September of each year. The actual subject of the Challenge is announced on the day of the Challenge. Schools and colleges have discretion over how they run the day. While they do not know the subject of the Challenge in advance, they can prepare for the day by using material from previous years' Challenges on the Enterprise Week website.

The Challenge subject changes from year to year. The 2008 Challenge was to create an entrepreneurial idea inspired by one of the seven Olympic and Paralympic Values. However, the format and structure remain constant from year to year. The students must:

- Produce an **ideas sheet** that describes their idea on one-page.
- Outline who their main **competitors** would be.
- Complete a **money matters** sheet which helps them explore the costs and potential profits of their idea.
- **Present their idea** in a 90-second Dragons Den style pitch to teachers, older students, local business people, school governors, etc.

The winning team in each category from each school/college is submitted to a regional judging panel and 20 schools and colleges are shortlisted to progress to their regional final, held later in November. The winning teams from the regional finals progress to the National Final, held in December.

The Make Your Mark Challenge is expected to contribute to the Make Your Mark Campaign in two ways:

- By providing a hands-on enterprise experience for young people.
- By increasing entrepreneurial motivation, confidence and capabilities.

The 2008/09 Business Plan set a target of engaging at least 45,000 students in the 2008 Challenge. With 56,000 UK participants, this target was exceeded.

2.2 Data Sources and Analysis

This chapter is based on the responses to two surveys undertaken during 2008 and 2009. A survey of individuals' plans to participate in the 2008 Challenge was undertaken in October 2008. This is referred to as the 'pre-participation' survey. The second survey, also of participants, was undertaken in the three months (i.e. December 2008 – March 2009) after the Challenge. This is referred to as the 'post-participation' survey. 2,081 individuals responded to the pre-participation survey and 499 responded to the post-participation survey. A more detailed description of the data collection methodology is given below.

Make Your Mark Challenge Data Collection

During the registration process for the 2008 Make Your Mark Challenge, those registering (i.e. teachers or enterprise coordinators) were asked if they would be willing for their students to participate in a pre- and post- participation survey. The pre-participation survey was distributed (both as a link to an online survey and as a word document that could be printed) to all schools/colleges that agreed to participate in the survey in October 2008. Teachers were asked to get those pupils that would be participating in the Challenge to complete the survey. The pre-participation survey obtained 2,081 responses.

As part of the pre-survey, the students were asked to supply their email address. This allowed Enterprise Insight to send the link to the post-participation survey directly to students in December 2009. Teachers were asked to encourage their pupils to respond. Teachers were also sent a copy of the survey as a word document to help aid completion. By early March 2009, 499 responses had been received. Of these, 389 had completed the pre-survey and 110 had not.

The number of responses is substantial. However, they may not constitute a reliable random sample. The number of schools which chose to participate (and, in the after survey, encouraged their students to respond) is limited. (The actual number of schools participating is unknown). Consequently, not all Make Your Mark Challenge participants are equally likely to have completed the survey. Without knowing the nature of these schools (for example, their GCSE scores, are they mixed or single sex, are they in prosperous or deprived areas), it is impossible to know the nature, or possible extent, of sample bias.

A number of factors were important in the design of the surveys including the need for the survey to be relatively short, the need for questions to be similar to those used in other aspects of the evaluation in order to compare findings and the requirement for information to feed into the balanced scorecard that Enterprise Insight was using at the time of the initial surveys. The Enterprise Insight team selected the questions and administered the surveys.

Copies of both the pre- and post-participation surveys are reproduced in the accompanying Appendix.

The data is analysed in three different ways.

- A before and after comparison of the full sample (i.e. 2,081 pre and 499 post responses) was undertaken. This is referred to as **population** or **full sample** analysis. The advantage of including this analysis is two-fold. Firstly the sample sizes are larger than the other samples and therefore more robust. Secondly, it is likely to be more representative of participants than the other samples (not least because it has a more even gender distribution than the others). However, given the decline in the numbers responding to the post-participation survey, observed changes could be due, inter alia, to some of the pre-respondents not actually participating, those students who benefited being more likely to respond to the after survey

and/or a selective group of schools (e.g. the ones in which enterprise education is most established) choosing to respond to the after survey.

- To overcome some of these problems, the second analysis compares the pre and post responses of 389 participants responding to both surveys. This is referred to as the **before and after sample**. The advantage of this analysis is that all respondents are known to have participated and that it measures actual changes (which is not subject to sampling error). While the observed changes actually occurred amongst the individuals participating in the survey, the limitation is that there may be more bias amongst those choosing to respond. For example, a greater proportion are female (60%) than in the full sample (which is evenly split by gender).
- Both of the first two analyses are 'population' level analyses (i.e. analyses of participants as a group). The third analysis examines the changes in the answers given by the 389 individuals that completed both the pre- and post-participation surveys. We have referred to this as the **movements by individuals** analysis. The advantage of this analysis is that it measures the changes recorded by individuals (i.e. for each indicator, has their answer changed between the pre- and post-participation surveys, and if so, in what way).

Whilst the three analyses have been chosen for different reasons, an advantage of analysing the data in three different ways is that if the evidence from each analysis points in the same direction (i.e. they show the same general story), more weight can be placed on the findings.

A final issue to note is that statistical tests have been only undertaken for the full sample analysis. This is because the 'before and after' sample and the analysis of movements by individuals are not due to sampling error – as the 389 individuals completing both the pre- and post-participation questionnaires are the same individuals. The main problem with these samples is that we do not know whether or not they are representative (although we strongly suspect they are not). However, statistical tests cannot tell us anything meaningful about the nature of this bias.

Before we begin to analysis the findings of this survey, it is worth briefly providing a demographic breakdown of the survey respondents. Demographic questions were asked as part of the pre-participation survey. Looking first at the population or full sample:

- 49% were male and 51% were female.

- 87% were White (British, Irish or Other). The largest concentrations of ethnic minorities were Black African (2.6% of respondents), Indian (2.3%), Pakistani (2.1%), Other Asian (1.2%). Looking at Enterprise Insight's other priority groups, 0.7% were Bangladeshi and 0.6% were Black Caribbean.
- 40.5% had a parent running or has previously run their own business, 44% do not and the remainder did not know.

The proportion with an entrepreneurial parent may suggest that those already exposed to enterprise are more likely to participate. However, the way in which many schools/colleges operate the Challenge, with whole classes or years participating, raises some questions over this finding. This is an issue that requires further investigation.

Turning to the 389 individuals that completed both surveys, a slightly different picture emerges:

- 40% are male; 60% female.
- 87% are white and 13% from other ethnic minorities.
- 36% say they have a parent who runs, or used to run, their own business.

This sample has a larger proportion of females than the full sample. Whether this is because more females participated, they are more likely to fill in questionnaires or because their school encouraged them to do so is unknown.

2.3 Group Level Analyses

2.3.1 Perception of Careers

One of the objectives of the Make Your Mark Campaign Enterprise Insight is to increase the entrepreneurial ambition of young people. Measuring the proportion of individuals that are ambitious to use their talents in entrepreneurial ways is one way to assess this. Figure 2.1 shows the proportion of respondents saying they will definitely or are very likely to do a specific job sometime in the future.

Figure 2.1: Career Attractiveness – % Saying They Will Definitely or are Very Likely to Do the Job Sometime in the Future

| | Full Sample | | Before and After Sample | |
|--|-------------|-------|-------------------------|-------|
| | Before | After | Before | After |
| A Routine, Reliable Job with Time for Outside Interests | 34.2 | 35.8 | 31.6 | 36.8 |
| Setting Up and Running Your Own Business | 31.6 | 33.0 | 27.8 | 34.2 |
| A Managerial Job in a Large Company | 24.8 | 30.5 | 26.0 | 32.7 |
| A Professional Occupation | 35.9 | 42.0 | 39.6 | 44.7 |
| A Job in the Creative Industries | 28.7 | 28.3 | 26.2 | 29.8 |
| A Job in Sales | 19.0 | 17.0 | 15.9 | 18.3 |
| A Job in the Media | 18.8 | 18.0 | 16.2 | 20.8 |
| A Job Involving Caring for People | 20.2 | 21.4 | 20.8 | 24.7 |
| Setting Up and Running a Social or Community Enterprise | 13.7 | 16.9 | 16.5 | 19.2 |
| A Skilled Trade | 14.9 | 15.6 | 9.6 | 16.7 |
| A Job in a Charity or Voluntary Organisation | 11.8 | 14.2 | 11.3 | 15.9 |
| A Job in Local or Central Government | 9.9 | 11.6 | 9.8 | 13.1 |

Source: Pre and Post Challenge Surveys

Full Sample

Taking first the full sample, the most widely quoted potential occupations in the pre-survey were a profession, a routine, reliable job with time for outside interests and setting up and running one's own business. With the exceptions of jobs in sales, the media and the creative industries, there is an increase in the attractiveness of all occupations. However, the changes are small. The most substantive changes are the likelihood of them doing a job in a profession (increased from 36% to 42%) and large company management (increased from 25% to 31%).

The proportion saying they will definitely or are very likely to set up their own business sometime in the future increased from 31.6% to 33.0%. There is also an increase (from 13.7% to 16.9%) in those saying they will or are very likely to set up a social or community enterprise. Pearson's chi-square test shows that there is no statistically significant relationship between participation and the observed changes for the 'set up their own business' indicator. There is, however, a statistically

significant (at the 95% level) association between participation and the proportion saying they will definitely or very likely 'set up a social/community enterprise'. However, given that virtually all occupations appear to have become more attractive, this indicator provides no strong evidence that the likelihood of choosing the entrepreneurial career option has increased.

Before and After Sample

A similar picture emerges based on an analysis of the answers given by the 389 individuals responding to both the before and after surveys. There is an increase in the proportions saying they will definitely or are very likely to do all the jobs sometime in the future. The increases are somewhat larger than in the full sample analysis. For example, the proportion saying they will definitely or are very likely to set up their own business sometime in the future rises from 28% to 34%. However working in a profession or a routine, reliable job with time for outside interests continues to be more popular than setting up a business.

2.3.2 Impact on Attitudes

A before and after comparison of attitudes is presented in Figure 2.2. These questions are important as one of the strategic objectives of the Make Your Mark Campaign is "*to increase entrepreneurial motivation and confidence*" by increasing the number of people who see the value of being entrepreneurial, are inspired to engage in enterprising activities and have the self-belief and confidence to do so.

Figure 2.2: Before and After Attitudes – % Agreeing or Strongly Agreeing with the Statement

| | Full Sample | | Before and After Sample | |
|---|-------------|-------|-------------------------|-------|
| | Before | After | Before | After |
| Getting Good Qualifications is Important for any Career | 85.6 | 87.2 | 92.1 | 88.4 |
| I Want to Change Things and Make My Mark | 55.9 | 61.2 | 60.1 | 64.3 |
| In the UK Most People Consider Starting up a Business a Good Career Choice | 46.0 | 50.8 | 41.4 | 52.4 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 55.5 | 55.9 | 54.0 | 57.3 |
| I Have What it Takes to Set Up My Own Business | 39.1 | 47.0 | 39.1 | 49.4 |
| I Often Think About Ideas and Ways to Start a Business | 40.2 | 45.2 | 40.2 | 45.2 |

Source: Pre and Post Challenge Surveys

Full Sample

Attitudes have become more positive on all indicators. However, the scale of the changes vary – with implications for the weight that are placed on these findings. The proportion of participants believing they have what it takes to setup their own business increased from 39% to 47%. This is statistically significant at the 95% level. Other notable changes include the proportion saying they want to change things and make their mark (increasing from 56% to 61%); the proportion thinking most people consider starting a business a good career choice (increasing from 46% to 51%); and the proportion saying they often think about ideas and ways to start a business (increasing from 40% to 45%). Chi-square tests show that there is a relationship (at 95% level) between participation and the observed changes for all of these indicators. Much smaller increases are observed in terms of the proportions thinking getting good qualifications is important for their careers and liking the idea of taking big risks in return for big rewards are less.

Before and After Sample

Turning to those completing both the before and after surveys, the conclusions are essentially the same. However, some of the changes are marginally larger. The biggest changes are in believing they have what it takes to set up their own business (increasing from 39% to 49%) and the perception that others consider setting up in

business a good career choice (increasing for 41% to 52%). The proportion believing they have what it takes to set up and run their own business sometime in the future rose from 39% to 49%. Similarly, the proportion saying they often think about ideas and ways of starting a business rose from 40% to 45%.

2.3.3 Self-Perception of Skills

Full Sample

Given the increase in the proportion of participants believing they have what it takes to set up their own business, not surprisingly the self perception of relevant entrepreneurial skills also increased. Figure 2.3 compares self-perception of specific skills pre and post-participation. Taking the full sample, the majority of participants pre-participation believed they had excellent or very good skills in team working and the ability to listen to others. Substantially fewer felt they had good presentation skills.

Figure 2.3: Self-Perception of Skills – % Believing Their Skill is Excellent or Very Good

| | Full Sample | | Before and After Sample | |
|---------------------------------------|-------------|-------|-------------------------|-------|
| | Before | After | Before | After |
| Team Working | 72.5 | 75.3 | 75.6 | 78.6 |
| Listening to Others | 70.9 | 75.9 | 80.9 | 79.4 |
| Problem Solving | 60.7 | 64.3 | 63.5 | 67.9 |
| Understanding How Budgets Work | 51.5 | 55.0 | 54.2 | 55.8 |
| Presenting to Others | 39.6 | 41.6 | 40.7 | 42.1 |

Source: Pre and Post Challenge Surveys

There has been a small (i.e. between 2 and 5 percentage points) but systematic increase in the proportion of participants saying they have excellent or very good skills in all categories (i.e. team working, listening to others, problem solving, understanding how budgets work, presenting to others). Chi-square tests show that the only indicator where there is a statistically significant relationship between participation and the observed change is the increase in the proportion thinking their listening skills have improved.

Before and After Sample

Turning to those who completed both surveys, the findings are essentially the same. However, the exception is listening to others. In the full sample analysis, this was the

only statistically significant increase. In the before and after sample, there was a small decline. There was a small improvement in the self-perception of all other skills. It is noticeable that those completing both surveys were somewhat more likely to believe they had (prior to participation), and now have, (i.e. post participation) excellent or very good skills. This is an illustration of the biased responses in this sample.

2.4 Movements by Individuals

2.4.1 Changes in Attitudes of Individuals

The preceding analyses assessed changes by comparing how the answers given by the sample as a whole changed between pre and post-participation. The third analysis examines how each of the 389 individuals that responded to the pre and post survey changed. For each individual, their responses to seven indicators of entrepreneurial potential were examined.

Figure 2.4 shows the proportion of individual Challenge participants becoming more positive on each indicator (i.e. moving along the Likert scale towards the more positive end) and the proportion becoming less positive. It also shows the net movement (i.e. the more positive minus the less positive figure).

Figure 2.4: Changes in Enterprising Attitudes

| | More Positive % | Less Positive % | Net Positives % |
|--|---------------------------|---------------------------|---------------------------|
| I Have What it Takes to Set Up My Own Business | 33.9 | 22.2 | 11.7 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 30.7 | 28.1 | 2.6 |
| I Often Think of Ideas and Ways to Start a Business | 32.1 | 23.7 | 8.4 |
| Self-Perception of Problem Solving Skills | 29.2 | 22.2 | 7.0 |
| Understanding How a Budget Works | 27.9 | 29.0 | -1.1 |
| Likely to Set Up and Run Your Own Business | 33.4 | 18.5 | 14.9 |
| Likely to Set Up and Run a Social or Community Enterprise | 39.8 | 28.6 | 11.2 |

Source: Pre and Post Challenge Surveys

Using this measure of change, 34% of the respondents are more positive after participation that they have what it takes to set up their own business. However, 22% moved 'backwards' on the Likert scale and are less positive that they have what it takes to set up their own business than in the pre-survey. The net positive movement was 12% (i.e. 34% minus 22%).

Using a similar analysis of net change, 15% of respondents post-participation say they are more likely to set up their own business sometime in the future and 11% are more likely to set up a social/community enterprise. There has been a net positive increase (8%) in the proportion who say they often think of ideas and ways of setting up one's own business and self-perception of problem solving skills (7%). There has been a slightly negative impact overall on understanding how a budget works and little change in the willingness of participants to take big risks in the hope of obtaining big rewards.

The analysis shows that a substantial number of individuals changed their views (either positively or negatively) following participation in the Make Your Mark Challenge on individual indicators. The changes appear somewhat more substantial than in the population or group level analysis. This analysis also clearly illustrates that participation has both positive and negative effects (assuming change can be interpreted as an impact of participation). This may reflect the possibility that increased awareness and knowledge of the entrepreneurial option reduces interest in it as a career option or demonstrates to the individual that they do not have what it takes to set up their own business.

It is possible that individuals move in different directions on different indicators. For example, they may simultaneously have become more confident that they have what it takes to set up their own business while becoming less likely to do so sometime in the future. Consequently, an analysis was undertaken to identify the proportion of participants moving in a pro-entrepreneurial direction on several indicators. The purpose of this analysis is to develop a better indicator of the creation of more enterprising individuals.

Taking those responding to both the pre- and post-survey for whom full data is available (305 individuals).

- 87% became more positive on at least one of the indicators.
- Almost 40% became more positive on at least three of the indicators,
- 11% became more positive on at least five indicators, and

- Just 2% became more positive on all seven indicators.

Only a minority have experienced an 'across the board' increase in their enterprising beliefs. Nevertheless, participation had a wide-ranging impact on a substantial minority of participants.

2.4.2 Scale of Individual Changes

The preceding analysis is based on movement up or down the Likert scale. It does not take into account the extent of the movement up or down the scale – i.e. whether the Make Your Mark Challenge has led individuals to become slightly more/less positive (e.g. moving from agree to strongly agree) or if it has led to more radical changes in opinion (e.g. moving from disagree to agree).

Roughly 35-45% of movements have been up or down the Likert scale by one point and there is likely to be a 'random' element to some of these movements reflecting amongst other things the participant's mood on the day, recent news or experiences.

Figure 2.5 shows the proportion of respondents that have moved up or down the Likert scale by two or more points and the proportion moving up or down three or more points. The key points here are:

- The proportion of respondents who moved up or down the Likert scales in any substantial way (i.e. by two or three points) was limited. Depending on the indicator, between 9% and 25% of respondents moved 2 or more points and between 1% and 10% moved 3 or more points.
- With the exception of their perception of problem solving skills, the number of individuals becoming more positive by 2 or 3 points was greater than the numbers becoming less positive by 2 or 3 points on all indicators.
- The indicators with the largest proportion of respondents moving 2 or more places were the 'likely to set up and run their own business in future' and 'likely to set up and run a social/community enterprise' in the future.

Figure 2.5: Participants Moving Two/Three Points on Likert Scale as a % of All Respondents

| | Two or More | | | Three or More | | |
|--|-------------|----------|------|---------------|----------|------|
| | Positive | Negative | Net | Positive | Negative | Net |
| I Have What it Takes to Set Up My Own Business | 10.4 | 7.0 | 3.4 | 3.9 | 2.4 | 1.5 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 9.6 | 8.7 | 0.9 | 4.4 | 2.4 | 2.0 |
| I Often Think of Ideas and Ways to Start a Business | 10.0 | 9.0 | 1.0 | 4.6 | 3.3 | 1.3 |
| Self-Perception of Problem Solving Skills | 4.4 | 4.5 | -0.1 | 0.5 | 0.6 | -0.1 |
| Understanding How a Budget Works | 8.1 | 6.6 | 1.5 | 4.2 | 2.4 | 1.8 |
| Likely to Set Up and Run Your Own Business | 9.0 | 3.6 | 5.4 | 2.7 | 1.4 | 1.3 |
| Likely to Set Up and Run a Social or Community Enterprise | 16.4 | 8.9 | 7.5 | 6.1 | 3.8 | 2.3 |

Source: Pre and Post Challenge Surveys

A limitation of this analysis is that not all respondents were able to be more up or down the scale by 2 or 3 places. For example, those in the strongly agree category can only move up the scale by one point (i.e. into very strongly agree). Those in the very strongly agree category, can only stay in that category or move down the scale.

Consequently, to illustrate the implications of analysing those able to move up the scale by the specified amount, Table 2.6 analyses the proportion of those that can move in a positive direction by 2 or 3 categories that do so.

This shows that even amongst those that are able to move 2 or more (or 3 or more) points on the Likert scale, only a limited proportion do so. Nevertheless, assessed in this way, a rather different picture emerges. For example, previous analyses suggest that the understanding of how budgets work and the propensity to take big risks with the potential for big returns were amongst the indicators least affected. However, on this measure the impacts appear more substantial.

Figure 2.6: Participants Moving in a Positive Direction by Two/Three or More Points on Likert Scale as a % of Those Able to Move Two/Three or More Points

| | Two or More | Three or More |
|--|--------------------|----------------------|
| | Positive | Positive |
| I Have What it Takes to Set Up My Own Business | 17.5 | 12.1 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 21.5 | 20.9 |
| I Often Think of Ideas and Ways to Start a Business | 19.1 | 14.0 |
| Self-Perception of Problem Solving Skills | 12.4 | 6.9 |
| Understanding How a Budget Works | 18.1 | 21.5 |
| Likely to Set Up and Run Your Own Business | 12.6 | 6.5 |
| Likely to Set Up and Run a Social or Community Enterprise | 18.4 | 8.7 |

Source: Pre and Post Challenge Surveys

2.5 Changes by Personal Characteristic

2.5.1 Gender

Based on the pre-participation survey, participants were more or less equally divided between males (49%) and females (51%). However, only 40% of the 389 individuals responding to both the pre and post surveys were male (and 60% female). Whether this reflects actual participation or simply willingness to complete questionnaires is not known. However, it can reasonably be concluded that females are at least as likely to participate as males.

To examine impact by gender, Figure 2.7 uses the movement by individuals sample and repeats the net change analysis reported in Figure 2.4 by gender, ethnicity and entrepreneurial background. This suggests the impact may be greater on females. With the exception of encouraging taking big risks in return for big rewards and setting up and running a social or community enterprise, the net positive impact on females is substantially greater on all indicators. For example, for females the net positive change in the proportion believing they have what it takes is 16%. This compares with just 5% for males. The equivalent figures for the proportion saying they often think about ideas and ways of starting a business are 11% and 3%. The gap is particularly large with regard to understanding how a budget works. However, this is because there has been a substantial negative change amongst males.

Figure 2.7: Changes in Enterprising Attitudes by Gender, Ethnicity and Entrepreneurial Background – % Net Change (Movements by Individuals)

| | Gender | | Ethnicity | | Entrepreneurial Parent | |
|--|--------|--------|-----------|-----------------|------------------------|------|
| | Male | Female | White | Ethnic Minority | Yes | No |
| I Have What it Takes to Set Up My Own Business | 4.7 | 16.5 | 12.5 | 8.9 | 9.2 | 10.1 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 4.1 | 2.6 | 4.8 | -8.9 | 2.7 | 1.1 |
| I Often Think About Ideas and Ways to Start A Business | 3.3 | 11.1 | 6.3 | 25.6 | -2.2 | 14.7 |
| Solving Problems | 4.7 | 8.7 | 7.5 | 10.9 | 2.7 | 7.7 |
| Understanding How a Budget Works | -10.6 | 5.2 | 0 | -2.3 | -7.5 | 7.2 |
| Setting Up and Running Your Own Business | 8.4 | 18.9 | 13.5 | 27.3 | 11.7 | 15.2 |
| Setting Up and Running a Social or Community Enterprise | 14.3 | 8.7 | 9.6 | 27.2 | 8.0 | 14.8 |

Source: Pre and Post Challenge Surveys

2.5.2 Ethnicity

Roughly 87% of participants were white and 13% were from an ethnic minority group. As illustrated in Figure 2.7, the impact (or at least changes post participation) on ethnic minorities appear mixed. Ethnic minority students completing both surveys were more likely to have become more positive about setting up and running their own business and/or social or community enterprise than white students. In contrast, ethnic minority students as a group had become less positive about the idea of taking big risks in return for big rewards whilst white students have become more positive.

The effects on skills are also mixed – on some indicators ethnic minority students became more positive compared to white students; on other indicators the reverse is true. The analysis of ethnic minorities is based on small sample sizes – so care should be taken when interpreting these results.

2.5.3 Entrepreneurial Family Background

Finally, turning to those with an entrepreneurial family background, 40% of participants say they have a parent who runs or used to run their own business.

Students with entrepreneurial parents tend to exhibit more enterprising characteristics than those that do not. As such, comparing those with an entrepreneurial parent to those without allows us to examine whether participation in the Make Your Mark Challenge leads to students from non-entrepreneurial family backgrounds becoming more like those with an entrepreneurial parent.

The observed changes were greatest amongst those without an entrepreneurial parent. For example, the net change amongst those saying they often think of ideas and ways of starting a business was 15% for those without an entrepreneurial parent. The equivalent figure for those with an entrepreneurial parent was -2% (Figure 2.7). A possible explanation is that those with an entrepreneurial parent have already been exposed to the reality of running a business (and can see the advantages and disadvantages, skills required, etc.) and therefore are less likely to be influenced by a one-off event such as the Make Your Mark Challenge.

2.6 Teachers' Perceptions of Skills

In addition to the pre- and post-participation surveys of students, Enterprise Insight also administered a post-participation survey for school/college staff responsible for organising the Make Your Mark Challenge in their institutions (normally teachers or enterprise coordinators). As part of this survey, the 'teachers' were asked to assess the extent to which the Make Your Mark Challenge had helped their students develop a range of skills.

As shown in Figure 2.8, a very high proportion of teachers feel the Challenge has helped their students to develop team working (95%), problems solving (91%) and presentational skills (91%). A slightly lower proportion (59%) believe it helped develop student's financial understanding. This suggests that in the opinion of teachers, the 2008 Make Your Mark Challenge was successful in improving the enterprise skills of students – and as such is achieving its objectives.

Figure 2.8: Teachers' Perceptions of Make Your Mark Challenge Impacts on Student Skills – Saying it Definitely or Very Likely Helped Develop The Skills

| | |
|--|------|
| Team Work | 95.0 |
| Problem Solving | 91.0 |
| Financial Understanding | 59.1 |
| Presentations and Communication | 91.0 |

Source: Challenge Teacher Survey

These perceptions are important because they help develop and maintain the credibility of the Challenge. While the survey questions are not directly comparable, the hub teachers' survey found that the vast majority of teachers believe these skills (e.g. team working, problem solving, presentation/communication and understanding finance) are very important skills which the school system needs to develop¹.

2.7 The Effects of Other Factors

2.7.1 Ageing and Additional Education

No control group (i.e. a group of students similar to those surveyed who did not participate in the Challenge) is available. This makes it difficult to attribute observed change to participation in the Challenge. It might be that some of the observed changes would occur as a result of other influences. For example, it is perhaps reasonable to hypothesise that one of these may be the passage of time and additional education – i.e. perhaps young people become more enterprising simply because they have experienced more (education and life).

To examine whether this could account for the observed changes, 14 year olds completing the pre-survey full sample were compared with 15 year olds completing the pre-survey. If changes were due to being older and the effect of additional education, the 15 year olds would be expected to have 'higher' scores on the various indicators.

¹ Botham, R., Sutherland, V. and Clelland, D. (2007) Research Report, Youth Enterprise Constraints, Stimuli, Gender, Parents and Employers, Enterprise Insight.

Figure 2.9: Make Your Mark Challenge Participants (%); Comparison of 14 and 15 Year Olds (Full Sample)

| | 14 Year Olds | 15 Year Olds |
|---|--------------|--------------|
| Skills (Excellent/Very Good) | | |
| - Team Working | 72 | 72 |
| - Problem Solving | 62 | 58 |
| - Listening to Others | 70 | 69 |
| - Understanding How Budgets Work | 53 | 51 |
| - Presenting to Others | 39 | 41 |
| Set Up Own Business As Career (Definite/Very Likely) | 32 | 27 |
| Self-Perceptions (Strongly Agree/Agree) | 41 | 34 |
| - Often Think of Ideas/Ways to Start Up Business | 45 | 34 |
| - Want to Change Things/Make my Mark | 58 | 34 |

Source: Pre Challenge Survey

The results of the comparison are shown in Figure 2.9. The self-assessment of skills is not higher amongst 15 year olds than 14 year olds. On other indicators such as entrepreneurial self-belief and thinking of ideas and ways of starting up a business, if anything, the proportion reporting they strongly agree/agree is lower amongst 15 year olds than 16 year olds. Consequently, the observed changes discussed in this chapter are unlikely to be simply due to the passage of time or additional education. Consequently, this increases the possibility of the observed changes being the result of participating in the Challenge.

2.7.2 Other Enterprise Experiences

Another possibility is that the changes could be due to participation in other enterprise events (rather than due to participation in the Challenge). One-third of those completing the pre and post-participation surveys said that they also participated in other Enterprise Week events. If the observed changes were influenced by participation in such events, it might be expected that those participating in both the Challenge and other events demonstrate the largest changes.

Figure 2.10: Comparison of Those Participating in the Make Your Mark Challenge and Those Also Participating in Additional Enterprise Week Activities – % Net Positive Change (Movement of Individuals)

| | MYM Challenge Only | MYM Challenge and Other Activity |
|---|--------------------|----------------------------------|
| I Have What it Takes to Set Up My Own Business | 10.7 | 9.5 |
| I Like the Idea of Taking Big Risks in Return for Big Rewards | 0.0 | 15.5 |
| I Often Think About Ideas and Ways to Start A Business | 11.2 | 0.9 |
| Solving Problems | 0.4 | 19.8 |
| Understanding How a Budget Works | -0.4 | 0.9 |
| Setting Up and Running Your Own Business | 16.1 | 8.6 |
| Setting Up and Running a Social or Community Enterprise | 9.8 | 13.8 |

Source: Pre and Post Challenge Surveys

However, Figure 2.10 shows there is no systematic ‘impact pattern’. Those participating only in the Make Your Mark Challenge experience a greater increase in the frequency with which they think of start-up ideas (11% compared to 1%) and the likelihood of them setting up their own business (16% compared to 9%). However, those participating in the Make Your Mark Challenge and other Enterprise Week activities believe their problem solving abilities have improved substantially (19.8% compared to less than 1%). Nothing appears to have improved understanding of how a budget works (with a net decline of 0.4% amongst those participating only in the Make Your Mark Challenge and a very small net increase of 0.9% amongst those participating in the Make Your Mark Challenge and other Enterprise Week events).

Given the observed changes have no systematic pattern, there is no evidence that participating in more activities reinforces the effects of participating in the Challenge. This is an areas that would benefit from further research.

2.8 The Question of Self-Selection

2.8.1 Within the Hubs

A question that is often posed about enterprise education is whether or not it implicitly targets a self-selecting group of participants. Sometimes it is suggested that the ‘best’ schools or brightest students are most likely to participate. On other

occasions, it is claimed enterprise education is most relevant to the less academically gifted or those not in or at risk of dropping out of Education, Employment or Training (NEET).

An analysis of schools in the hub areas (i.e. Coventry, Liverpool, Wakefield, Waveney) found that 41% of all schools participated in the Make Your Mark Challenge in *either* 2007 *and/or* 2008. As illustrated in Figure 2.11, this compares with just 16% of control area schools. This result is consistent with the finding in the evaluation of the hubs that, per capita, participation is much higher than in the control areas (Wolverhampton, Newcastle, North-East Lincolnshire).²

Figure 2.11: Average GCSE Scores of Hub and Control Area – Participating and Non Participating Schools

| | % of Area Schools Participating ¹ | Average Score of Participating Schools ² | Average Score of Non-Participating Schools |
|----------------------|--|---|--|
| Coventry | 55 | 64 | 72 |
| Liverpool | 35 | 71 | 68 |
| Wakefield | 26 | 66 | 76 |
| Waveney | 75 | 58 | 84 |
| Hubs | 41 | 66 | 73 |
| Control Areas | 16 | 63 | 72 |

Source: DCSF Achievement and Attainment Tables 2008, Available online at: http://www.dcsf.gov.uk/performance/tables/schools_08.shtml

Notes:

1. Participated in either 2007 and/or 2008
2. The average score is based on the percentage of pupils obtaining 5 GCSEs (A-C). The English average is 65%.

To examine the nature of participating schools, the academic performance of participating and non-participating schools in the Enterprise Insight hubs and the control areas were analysed. As illustrated in Table 2.11 the analysis demonstrates that participation was not confined to the ‘best’ academic schools. For example,

² Botham R. and Sutherland, V. (2009) Enterprise Insight Impact Evaluation: The Hubs, Enterprise Insight.

within the hub, the average GCSE score was 66%. Non-participating schools had a superior academic performance (73%).

There are 33 independent schools in the hubs. Of these, just one participated in the Make Your Mark Challenge. To examine whether the independent schools pulled up the average GCSE scores of the non-participating schools they were excluded from the analysis. This found that there is no difference in the 'quality' of participating and non-participating state schools. Within the hubs, it can be concluded that a cross-section of state schools participated in the Make Your Mark Challenge.

While there is a good cross-section of hub schools participating, it is perhaps possible that there is some mechanism within the schools for student 'self-selection' on the basis of their pre-existing entrepreneurial interest. To test this possibility, data for the hub Year 10 and 11 student population (from the hub baseline student survey undertaken in 2006) were compared with hub students registering to participate in the 2007 Challenge. The Challenge participants' data is from a 2007 pre-participation survey. The questions and Likert scales were identical in both surveys.

A selection of the results is presented in Figure 2.12. In general, there are few differences between the student population as a whole and the Make Your Mark Challenge participants. The one indicator where there is a large difference is interest in setting up and running their own business as a career choice, with the Make Your Mark Challenge participants less likely to be very positive about entrepreneurship as a career option than the student population as a whole (23% compared to 32%). Pre-participation, the participants also had marginally lower levels of entrepreneurial self-belief (156% compared to 19%) and would be somewhat more put off by the fear the business might fail (7% compared to 5%). This indicates that the Make Your Mark Challenge is reaching a wide range of students – and not just those that are already interested in enterprise.

Figure 2.12: Comparison of 2007 Make Your Mark Participants and Year 10 and 11 Students in Hub Areas

| | MYM Challenge Participants | Year 10 and 11 Student Population |
|--|---|--|
| % Viewing Career Choice Very Positively | | |
| Managerial Job in Large Company | 16.5 | 16.5 |
| Professional Occupation | 25.5 | 24.4 |
| Setting Up/Running Own Business | 22.8 | 31.9 |
| Job Involving Caring For People | 11.7 | 12.5 |
| Job in Charity/Voluntary Organisation | 3.1 | 4.7 |
| Job in Local or Central Government | 3.5 | 3.5 |
| % Strongly Agreeing With Statement | | |
| I would not try to set up my own business in case it fails | 7.2 | 5.1 |
| I have what it takes to set up my own business | 15.8 | 19.3 |

Source: Pre-Participation Survey of Challenge Participants in Hub Areas and Survey of Year 10 and 11 Students in Hub Areas (2006)

Notes: i) The sample of Make Your Mark Challenge participants is 483.

ii) It proved impossible to obtain sufficient responses to the post-Challenge survey to enable any before-after analysis of participants.

2.8.2 Evidence From Outwith the Hub Areas

Nationally, 40% of respondents in the 2008 pre-survey say at least one of their parents is running or previously ran their own business. This is a high proportion and may imply some selectivity. While it may be unlikely that self-selection occurs within a school, it could be that schools in areas with more entrepreneurial parents are more likely to enter in the absence of local Enterprise Insight staff to encourage and 'chase up' the less enthusiastic or committed schools.

To examine this possibility, the GCSE score of participating schools from a sample of South West education authorities (Bath and North Somerset, Bristol, Devon and Gloucestershire) were examined. There is no hub influence in the South West. Of the 63 participating institutions, 10 were FE colleges and one was a special school. Of the 52 remaining institutions, 40% had a GCSE score below their local average and 60% had a score above average. More or less identical results are obtained if the schools are compared against the national average GCSE score. This suggests that while some schools with below average scores participate, outwith the hub areas, the 'better' schools (measured by academic GCSE qualifications) are somewhat more likely to participate in the Make Your Mark Challenge.

2.9 Wider Views

The Enterprise Insight staff responsible for the Challenge were interviewed as part of the review process. In addition, as part of the review of the Make Your Mark Clubs (see Chapter 3), focus groups with Club participants in 6 schools and colleges were held. These were followed up with an interview with the staff member in each school/college responsible for the Club. Most of these schools/colleges also participated in the Challenge, and offered a number of important comments about the Challenge. Finally, as part of the hub evaluation, a wide range of stakeholders were interviewed in each hub area. As part of these interviews, some stakeholders expressed views on the Challenge. Pulling these wider views together, five issues worthy of further consideration emerge.

First, while the supporting web material (lesson plans, top tips, etc.) is considered to be good quality and helpful in ensuring that the Make Your Mark Challenge's objectives are achieved, there is a feeling that material supporting the financial input to the Challenge perhaps needs strengthening. The Make Your Mark Challenge team feel that the quality of the 'money matters' submissions is sometimes weak because the Challenge is sometimes run by teachers that do not teach business or enterprise as their main subject. The survey findings corroborate these observations. For example, compared to other skills, a smaller proportion of Make Your Mark Challenge participants believe their understanding of how budgets work has improved while Teachers were less likely to say participation had improved their students' financial skills than other skills.

Second, the Challenge identifies a number of good (enterprise) ideas but in most cases these are not taken any further by the students. This is an issue raised especially by those stakeholders involved in the economic development agenda. Students could be encouraged to take their ideas forward in a number of ways, for example by providing 'experiences' to motivate Regional Final winners to take their ideas forward and/or establishing a Make Your Mark Challenge website where students could post questions about how to take their ideas forward. However, care must be taken to provide the right amount of encouragement and support for students to take their ideas forward. Whilst some business ideas may be suitable for implementing at school/college, others may be unrealistic. It should also be remembered that the Challenge is an educational activity, not ultimately a business start-up initiative. A 'menu' of next step options should be developed to account for the wide variety of ideas generated by the Challenge.

Third, at present Enterprise Insight's engagement with the students is indirect – i.e. it occurs via teachers, lecturers, enterprise coordinators, etc. The Make Your Mark Challenge staff would like to develop more direct mechanisms for engaging with young people – not least because this could lead to more sustained involvement in the campaign. One way of doing this may be to expose students attending the Regional Finals to more of Enterprise Insight's activities.

Fourth, one important advantage of the Challenge for schools is that it is free. However, one FE College with a very large number of participants emphasised, when interviewed, that participation costs a substantial amount of money. This is because of the staff time involved, the need to photocopy material (it is not possible to 'sit down' large numbers of students in front of a computer simultaneously) and the perceived need to provide a college prize to the college winners to get participation from across the College. The costs had been met using the various funding streams that colleges have been allocated to increase enterprise activities. However, the College felt it unlikely it would be able to participate on a similar (very large) scale in future years.

A rather different issue relating to the 'free' nature of participation was raised by several other enterprise education providers. Some have to 'sell' their services to schools and essentially have to operate commercially. There is some resentment towards Enterprise Insight and its ability to offer 'free' enterprise activity. At least some see it as undermining the schools' willingness to pay for their services.

Finally, mixed views exist about the benefits of the Make Your Mark Challenge amongst those interviewed in the hub areas. Most believe that the Challenge is of great benefit. However, several stakeholders emphasised that expectations from a single day must be realistic. There is also a concern that having participated in the Challenge, some schools believe they can 'tick the box' and that the enterprise education task is completed. This may reduce the incentive for schools to undertake other enterprise activities.

There are also concerns about the proliferation of, and competition between, 'challenges' set by Enterprise Insight and others. However, these concerns may be somewhat misplaced. Often the Challenges are very different and, presumably, there are benefits from the availability of choice for schools/colleges.

At this stage, it should be noted that during interviews with the Make Your Mark Challenge staff, a number of areas where they were planning improvements and/or changes were identified. These include:

- Looking at ways of strengthening the financial/budgeting aspect of the Challenge.
- Introducing regional finals for the upper or Further Education participant category.
- Using the regional finals to expose students to more of what the Make Your Mark Campaign.
- Exploring how they can use the fact that 50,000 young people participate in the Challenge to generate engagement in other enterprising activities. In some cases this may be about getting them to take their Challenge idea forward but in others it will be about pursuing some other form of 'follow up' (e.g. participation in Make Your Mark with a Tenner). Part of this will be about finding other ways of engaging more directly with participants (rather than always going through teachers).

In addition, since the time of the research being undertaken, there have been two developments. The first is that the Make Your Mark Challenge/Clubs team has been reorganised so that one member of staff is now responsible for the Challenge and one is responsible for the Clubs. The second is that the team has been set the ambitious target of achieving 100,000 participants in the 2009 Challenge. Given that the Challenge has a positive impact on participants, maximising the number participating is appropriate. However, increasing the levels of participation without raising the levels of staff input will make this a very challenging target to achieve.

2.10 Conclusions

Participation in the Challenge has grown rapidly from under 11,000 in England in 2005 to 50,000 in 2008 (and 56,000 across the UK). Before and after participant survey data has been analysed in three different ways. Each gives slightly different but broadly similar results. The figures quoted in the following conclusions are from the analysis showing the largest changes.

Taking the before and after comparison of participants as a group, the following are the main conclusions:

- There has been an increase in the proportion saying they will definitely or are very likely to set up their own business as a career choice from 28% to 34%.

However, there were similar increases in the proportion viewing a profession and a large company management role in this way.

- Professional jobs and jobs that are routine but reliable with time for outside interests are viewed more favourably than the entrepreneurship option (i.e. a higher proportion of Challenge participants said they would definitely or were very likely to do these jobs in the future).
- There was an increase in the proportion (from around 41% to 52%) believing other people see entrepreneurship as an attractive career choice.
- There was an increase (from around 39% to 49%) in the proportion with entrepreneurial self-belief (i.e. that they have what it takes). There were similar, but smaller, increases in other entrepreneurial characteristics.
- There was a small increase (generally around 5%) in the proportion of participants believing they had specific skills (problem solving, team working, listening to others, understanding how budgets work and, to a lesser extent, presenting to others) that are useful in enterprise.

While all the changes are in a pro-entrepreneurial direction, they tend to be small.

Underpinning these 'aggregate' changes, there was much more extensive change in individual attitudes. Depending on the indicator, between 28% and 40% of participants have more positive enterprise attitudes and aspirations and between 18% and 29% have less positive enterprise attitudes and aspirations. This suggests participation has both positive and negative effects on enterprise attitudes, self-perceptions and intentions. However, in most cases the positive effects outweigh the negative changes.

Relatively few individuals become more entrepreneurial on all the indicators. For example, just 11% of participants become more positive on at least five of the seven indicators. Similarly, under 5% of individuals become substantially more positive on any individual indicator (defined as a move of at least three points along the Likert scale). On this measure just under 3% become substantially less positive. For the majority of participants the scale of change has been limited.

Changes pre and post participation were generally somewhat greater for females and those without a parent who is running or used to run their own business. The evidence for ethnic minorities is mixed.

In relation to skill, the largest improvements were in team working and problem solving. The smallest improvements were in understanding of how a budget works and presenting to others. However, all changes were small.

The observed changes are generally towards creating more individuals with entrepreneurial attitudes, skills and self-belief. However, these changes affect a minority and are limited. Furthermore, it is not possible to attribute such improvements with certainty to participation in the Make Your Mark Challenge. Other factors could have generated the observed changes. However, the observed changes do not appear to be simply because participants have aged by a few months and have an additional few months of education.

There is some evidence that in areas without staff on the ground to chase up and encourage schools to participate, it is the 'better academic' schools which choose to participate. However, the question of who participates requires further investigation.

With regard to future evaluation studies, two issues stand out. First, is the question of whether observed changes are sustained over time. In this case, the post-participation survey was undertaken three months after the Challenge. Future studies should seek to assess whether these impacts are sustained over a longer time period. Second, to attribute observed changes to the impact of participation, data on a control group is essential. Future surveys might also usefully collect additional information (e.g. on participation in other enterprise education activities) which would enable the analysis to 'hold constant' other potential explanatory factors.

Finally, future research and evaluation could usefully explain why some participants become more positive (and others become less positive) could be examined. For example, is this influenced by the quality of the event, how well it is run or the views and attitudes of those running/co-ordinating the Challenge in the school/college are questions worthy of further examination.

CHAPTER 3: MAKE YOUR MARK CLUBS

Key Messages

- Make Your Mark Clubs are enterprise groups based with schools and colleges. Enterprise Insight (through the Make Your Mark Campaign) “*catalyse the Clubs and provide a framework for them to connect and learn from each other*”.
- By February 2009, 393 schools and colleges had registered as Make Your Mark Clubs, compared to a target of 360 for the 2008/09 academic year. The majority (92%) of the Clubs are based in schools, with the remainder based in FE colleges.
- 50% of schools and colleges registered as a Make Your Mark Club had also participated in the Make Your Mark Challenge in either 2007 and/or 2008.
- Most of the Clubs visited as part of this research would have existed even if the Make Your Mark Clubs programme did not. The key motivation for registering as a Make Your Mark Club was the access it provided to additional resources, competitions, networking opportunities, etc. However, in reality, schools and colleges appeared to make limited use of these facilities.
- Membership of the Clubs appears to be disproportionately male (57%), from ethnic minorities (20%) and to demonstrate ‘entrepreneurial’ characteristics (including 42% having an entrepreneurial parent).
- Reasons mentioned by students for participating in a Make Your Mark Club were varied. They included developing new skills, getting involved in an activity that interested them and thinking that it would be good experience.
- The activities undertaken were varied. The most common was the running of an enterprise either as an ongoing concern or as a time-limited activity. This suggests that whilst the reasons for participating were not necessarily about enterprise, the vast majority of participants were being provided with opportunities to develop their enterprise skills.
- Make Your Mark Clubs are intended to be ‘student led’ and whilst students did appear to make many of the day-to-day management decisions, they all needed staff support. However, finding time to set up and support a Club was difficult for many staff. Ensuring that the appropriate support is available to teachers will be key to the long-term success of the Make Your Mark Clubs.
- Students identified the impacts of participation in the Clubs as including developing skills and attributes (such as self-confidence, commitment and

motivation) and increasing their understanding of how business works. However, in the main these were benefits from having an enterprise club – it is unclear to what extent the support provided by Enterprise Insight has helped generate these impacts.

- As such, staff involved in supporting the Clubs were asked to identify the impacts of having a Make Your Mark Club. The benefits identified included:
 - Being part of a national campaign backed by Government provides credibility;
 - It provides opportunities to share experiences with other schools and colleges;
 - It can help provide structure to the activities of the club; and
 - The encouragement and support provided by the Enterprise Insight team.

3.1 Introduction

Make Your Mark Clubs are enterprise groups based within schools and colleges. Make Your Mark places no specifications on who can sign up or requirements about the activities that Clubs should engage in. As such, Clubs are potentially diverse in their formats, organisation, activities and members. The Make Your Mark Clubs team (a manager and a coordinator who are also responsible for the Make Your Mark Challenge) believe this flexibility is one of the strengths of the Clubs programme. However, it can also bring challenges – namely that it makes it difficult to define what a Make Your Mark Club is (with obvious impacts on promoting it to schools/colleges) and determining the impact it is having.

Enterprise Insight “*catalyse the Clubs and provide a framework for them to connect and learn from each other*” (Make Your Mark Business Plan 2008/09). This is done mainly through a start-up guide, website and newsletter. In addition, an annual ‘meet-up’ and occasional regional ‘meet-ups’ of students and staff running clubs (normally teachers/lecturers but sometimes enterprise coordinators or others) are held. Resources on the website include information on how to start a Make Your Mark Club, pages for Club and member profiles, a ‘Message Board’ to post questions and access to the start-up guide and newsletter.

This chapter reviews the Make Your Mark Clubs. It draws on a range of research including:

- Analysis of the Make Your Mark Clubs database.

- Analysis of two online surveys undertaken with Make Your Mark Club participants – a baseline survey in September/October 2008 and a follow-up survey in March 2009.
- Focus groups undertaken with Make Your Mark Clubs (or aspiring Clubs) in a small number of schools and colleges across England and Wales. Six focus groups were undertaken by the research team and each of these was followed up with a telephone interview with the member of staff responsible for supporting the Club (although in one school the potential interviewee could not be contacted). Using the same materials, the Make Your Mark Club team undertook a further 2 focus groups to inform their work.
- Interviews with the Make Your Mark Clubs team.

The review explores:

- Which schools and colleges have signed up as Make Your Mark Clubs – and why?
- Who participates in a Make Your Mark Club – and why?
- How are the Clubs organised and what activities do they engage in? Linked to this, whether they make use of the various resources provided by Enterprise Insight is explored.
- What impact participating in a Make Your Mark Club has on young people?

3.2 The Clubs

At the beginning of February 2009, 393 schools and colleges had registered as Make Your Mark Clubs. This compares to a target of 360 by the end of the 2008/09 academic year. Of these:

- 362 (92%) are schools and 29 (7%) are colleges. There were also 2 Make Your Mark Clubs registered by non-academic institutions – a Chamber of Commerce and a women's project.
- There is a good regional spread – on average across the UK there are 0.6 clubs per 100,000 population and most regions fall within the range of 0.3 and 0.9. The two notable exceptions are Northern Ireland where there are no Clubs and the North East where the rate is 2.1 Clubs per 100,000 population. If Enterprise Insight intends to increase the number of Clubs, it should examine why so many schools and colleges in the North East have signed up.

Figure 3.1: Make Your Mark Clubs by Region

| | Number of MYM Clubs | No. of Clubs per 100,000 Population |
|-----------------------------|----------------------------|--|
| North East | 54 | 2.1 |
| South East | 71 | 0.9 |
| East Midlands | 33 | 0.8 |
| Yorkshire and Humber | 40 | 0.8 |
| North West | 48 | 0.7 |
| West Midlands | 37 | 0.7 |
| South West | 31 | 0.6 |
| East of England | 23 | 0.4 |
| London | 29 | 0.4 |
| England | | |
| England | 366 | 0.7 |
| Scotland | 16 | 0.3 |
| Wales | 11 | 0.4 |
| Northern Ireland | 0 | 0.0 |
| Total UK | 393 | 0.6 |

Source: Make Your Mark Club Database and Mid-Year Population Estimates (NOMIS).

Note: Number of Clubs per 100,000 population was calculated using the 2007 Population Estimate.

50% of schools and colleges registered as a Make Your Mark Club also participated in the Make Your Mark Challenge in either 2007 or 2008 or on both years. However, there were some differences between the schools and colleges:

- 49% of schools with a registered Make Your Mark Club participated in the Challenge in either or both years.
- 69% of colleges with a registered Make Your Mark Club participated in the Challenge on either or both years.

There is clearly a substantial overlap between the Make Your Mark Challenge and the Make Your Mark Clubs. Some of the Clubs visited had been established following a positive experience of the Challenge.

There are two implications. First there is potential to use the Challenge as a 'hook' to get schools and colleges to establish an enterprise club. This is important because repeated exposure to the enterprise message may be the most effective way to change attitudes and behaviours. Second, the Make Your Mark Club is clearly also

attractive to those schools/colleges that do not participate in the Challenge. There is the potential to market it more widely amongst such schools/colleges.

There are just 12 Make Your Mark Clubs in the four hub areas (i.e. Coventry, Liverpool, Wakefield, Waveney). To establish the nature of the participating schools their average GCSE scores were examined. Of the 12 Clubs, 6 were in schools with an above local average GCSE score and 6 were in schools with a below average score. This suggests that a cross-section of schools are participating in the hub areas (at least measured on academic achievement).

As an indication of what type of schools participate outwith the hubs, an analysis of the 28 schools with Clubs in South West England was analysed. The South West was chosen because it did not have an Enterprise Insight hub area within it, had a critical mass of participating schools but not so many as to make the analysis an arduous task. 68% had an above local average GCSE score and just 14% had a below local average score. 21% of the schools were classified as special schools (and as such had no GCSE score).

This suggests that outwith the hub areas, it is generally the schools with above average academic achievement which play host to a Make Your Mark Club. Without Enterprise Insight staff on the ground to chase up and encourage schools to participate, it may be that those with an above average academic record (as measured by GCSE scores) are somewhat more likely to host a Club.

Given that the hubs appear to be successful in attracting a good cross-section of schools, this suggests there is potential to use the Make Your Mark Clubs to broaden the range of schools offering enterprise activities. This requires the Clubs' offer and marketing to be designed to appeal to as wide a range of institutions as possible. The Make Your Mark Clubs team has already begun to discuss what guidance it could provide in order to help schools establish an enterprise club.

3.2.1 Reasons for Participating

Having visited a number of Make Your Mark Clubs and potential Clubs as part of the research, there appears to be a number of different 'models' in operation:

- The school/college already had an enterprise club of some sort and they registered as a Make Your Mark Club in order to access additional resources (including competitions) and/or to network with other schools engaged in enterprise activities.

- The school/college delivers enterprise activity as part of a qualification (e.g. GCSE or A Level Business) and they register as a Make Your Mark Club to help them deliver this.
- The school/college had participated in the Make Your Mark Challenge or another Make Your Mark event/competition and believed the Club would help them expand the enterprise activities they can offer (for example, by allowing students to turn their Make Your Mark Challenge ideas into a business).

Few appear to have been established a dedicated Make Your Mark Clubs (i.e. most Clubs would have existed anyway).

The key motivation for getting involved appears to be the access it provides to additional resources, competitions, and links to others. For this reason, it is important to:

- Examine the extent to which Clubs use Enterprise Insight resources; and
- Establish what they view as the added value of being a Make Your Mark Club.

The Make Your Mark team view the added value as being their capacity to raise the profile of the Clubs, provide national recognition for the school's club and provide a forum for clubs to network with each other.

3.3 The Participants

An important question is what type of students participate in the Make Your Mark Clubs. It might be expected, for example, that those with an interest in entrepreneurship and who have already been exposed to the option (i.e. those with entrepreneurial parents) are more likely to participate.

3.3.1 Characteristics and Views of Participants

As outlined earlier, two surveys of Make Your Mark Club participants were undertaken – a baseline (or pre-) survey at the start of the academic year (September/October 2008) and a follow-up (or post-) survey in March 2009. 177 students completed the baseline survey and 37 completed the follow-up survey. As the number of responses is reasonably low and, more importantly, only a small number of schools/colleges participated in the survey, the responses are unlikely to be random. The pre-survey is used to examine the characteristics of participants.

- 57% are male. This suggests that Make your Mark Clubs are similar to other non-compulsory enterprise education in that they are more likely to attract male students.

- 77% classed themselves as white and 23% have other ethnic origins, suggesting ethnic minorities are over-represented compared to their share of the total school population. Enterprise Insight has 4 ethnic minority target groups and the proportion of respondents from each ethnic background was as follows – 5.1% (or 9 respondents) were from a Black African ethnic background; 2.8% (5 respondents) Pakistani; 1.7% (3 respondents) Black Caribbean; and none were of Bangladeshi origin. However, given that the numbers are small, care should be taken in interpreting these results.
- The majority of respondents (74%) are 16 years of age or over. However, as we mentioned earlier, the vast majority of Clubs are in schools and therefore this finding suggests that one of the elements of bias in this survey is that it has been completed by older Club members.
- 153 were able to answer a question about whether they have an entrepreneurial parent or not. 42% of those who answered this question have a parent who runs or in the past has run their own business. This suggests that the Clubs are more likely to attract those who have already been exposed to the enterprise option.

Only one of the focus group Clubs visited involved students from a range of age groups (in this case Year 7-11). The staff member who set up and supported the Club in this school felt that this mix of ages worked well as the students learn from each other and it helps keep the momentum going as different year groups are busy at different times of the year with course work and exams. All others were confined to a single year group and in the case of schools this was mainly Year 10 or Year 11.

A comparison of the pre-participation surveys undertaken with Make Your Mark Club and Make Your Mark Challenge participants is presented in Figure 3.2. Identical questions were asked in both surveys. The Clubs are more male oriented (with 57% of Club participants being male compared to 49% of Challenge participants). With regard to ethnic minorities the difference between the two groups is small.

Given participation in the Clubs is believed to be voluntary while participation in the Challenge is, at least in part, determined by school decisions for an entire class, it might be expected that Club participants are more 'entrepreneurial' than Challenge participants. There is some evidence to support this hypothesis. For example, more Club participants believe they have what it takes to set up their own business than Challenge participants (47% compared to 39%), want to change things and make their mark (55% compared to 46%), believe they will definitely or are very likely to set

up their own business in the future (38% compared to 31%) and rather fewer say they will do a professional job (30% compared to 36%). However, the differences are neither large nor systematic. For example, rather more of those responding to the pre-Challenge survey say they often think about ideas and ways to set up their own business (49% compared to 40% of Club participants). Perhaps surprisingly, rather more Challenge participants say they have an entrepreneurial parent (48% compared to 42% of Club participants).

Figure 3.2: Comparison of Make Your Mark Club and Make Your Mark Challenge Participants (%)

| | MYM Clubs | MYM Challenge |
|---|-----------|---------------|
| Male | 57 | 49 |
| White British | 77 | 83 |
| Parent Runs/Ran Own Business | 42 | 48 |
| Self-Perceptions - % <u>Agree/Strongly Agree</u> | | |
| • I have what it takes to set up my own business | 47 | 39 |
| • I want to change things and make my mark | 55 | 46 |
| • I often think about ideas and ways to start a business | 40 | 49 |
| % <u>Definitely/Very Likely</u> to Do Job in Future | | |
| • Set Up/Run Own Business | 38 | 31 |
| • A Professional Job | 30 | 36 |
| • Managerial Job in Large Company | 33 | 25 |
| • A Skilled Trade | 16 | 15 |
| • Job in Sales | 22 | 19 |
| • Routine/Reliable Job | 37 | 34 |
| Skills - % Thinking <u>Excellent</u> or <u>Very Good</u> | | |
| • Solving Problems | 61 | 61 |
| • Presentations | 33 | 40 |
| • Understanding Budgets | 49 | 51 |

Source: Make Your Mark Challenge pre-participation survey and Make Your Mark Clubs pre-participation survey

As part of the hub evaluation, a survey of Year 10 and 11 pupils in the Enterprise Insight hub areas (Coventry, Liverpool, Wakefield and Waveney) was undertaken. Unfortunately, it is not possible to make a direct comparison between Make Your

Mark Club participants and (hub) young people as different scales were used in the survey questions.

However, in broad terms it appears that Make Your Mark Club (and Make Your Mark Challenge) participants may be rather more entrepreneurial than average. For example, while 50% of hub Year 10 and 11 pupils agree that they have what it takes to set up their own business, the equivalent figure for Make Your Mark Club participants is 72% (and 67% for Challenge participants).

The Make Your Mark Club participants attending focus groups appeared to have a good understanding of the characteristics of entrepreneurs. This is consistent with the hypothesis that participants are more entrepreneurial than the average student. The Make Your Mark Clubs team has already recognised that the Clubs attract those pupils that are already more interested in enterprise than average – and believe that one way of encouraging less entrepreneurial students to get involved is by changing how the Clubs are marketed to teachers (and in turn, how teachers market the Clubs to students).

3.3.2 Reasons for Participating

As well as understanding *who* the Make Your Mark Club participants are, it is also instructive to know *why* they participate. Some of the students we met as part of the fieldwork had to participate as their school or college was using the Make Your Mark Club to help them deliver an enterprising activity as part of a GCSE, A Level or other course.

In cases where the Club was an extra-curricula activity and the students had chosen to participate their reasons for getting involved included (in no particular order):

- To gain new skills – although in most cases these were skills that are not exclusive to enterprise (e.g. communication, teamwork, etc.).
- Opportunity to get involved in an activity that interested them – sometimes enterprise and sometimes a functional area (e.g. design).
- Being involved in the Club provides an opportunity for recognition within school/college (in the same way as being a member of a sports team or taking a leading role in school plays, etc.).
- Enjoyed/got something out of being involved in Make Your Mark Challenge and thought being involved in the Make Your Mark Club would also be good.
- Thought involvement would provide good experience for them to put on their CVs.

- To develop an understanding of business.
- An opportunity to make money or to raise money for their local community.

When prompted, few said they aspired to be an entrepreneur (although there are exceptions with participants in some Clubs being rather more explicit that this is their aim).

3.4 Operation of Make Your Mark Clubs

3.4.1 Activities

The focus group Clubs appeared to undertake a number of activities, but the most common was the running of an enterprise – either as an ongoing concern (e.g. a school shop) or as a time-limited activity (e.g. preparing and selling a product at a school/college fair, designing and selling Christmas and/or Valentine’s cards, running a business as a term’s activity).

This suggests that Make Your Mark Clubs have an explicit enterprise focus – important given the campaign’s role in developing enterprise skills. In a few cases, other activities were built around this, for example, guest speakers, working lunches, or one-to-one support with budgeting. In one school, the Make Your Mark Club runs a drop-in session once a week where students who are interested in setting up a business are given a chance to network, generate ideas and discuss any problems they are facing.

In addition, many Clubs also participated in Make Your Mark’s (and others’) competitions as and when these arose. In particular, at the time of the focus groups, many were participating in Make Your Mark with a Tenner. Some were using this as ‘capital’ for their core business, whilst others were using it as an additional activity. One school had a core enterprise group and used this group to encourage and inspire other students to participate in events/competitions such as Make Your Mark with a Tenner.

The Business Plan 2008/09 states that the Make Your Mark Clubs should be “*student-led*”. In many of the Clubs, students appeared to make decisions about the activities they are going to pursue, allocating roles and responsibilities, etc. However, all needed staff support and in some cases this was significant. This flags up one of the main difficulties identified in terms of getting Make Your Mark Clubs up and running – the limited staff time available to support enterprise activities.

This is a challenge facing all school-based activities and ultimately there is little Enterprise Insight can do to increase the availability of staff time within schools and colleges. However, steps it can take include:

- Promoting the benefits of Make Your Mark Clubs to students and staff. By raising awareness of the benefits, more staff may be encouraged to dedicate their limited time to establishing and supporting a Club. In addition, if students are more aware of the Clubs they may request that their school/college establishes one.
- Providing a range of easy-to-access resources to help teachers/lecturers/enterprise coordinators get Clubs established and to support them once they are established. Whilst staff input is essential to the running of a Club, this will help minimise the amount of staff time required to support Clubs (i.e. they are not starting from scratch, having to develop their own materials, etc.). As much as possible, these resources should be designed so that after a brief introduction from staff, the students are able to work through them on their own.
- In addition, the staff we spoke to highlighted the importance of being able to share experiences with their peers. Enterprise Insight should ensure that the Make Your Mark Clubs website has a 'staff only' section where they are able to share experiences, ask questions, etc.
- The Make Your Mark Challenge is potentially key to securing involvement. Make Your Mark engages with a large number of schools and colleges through this event (and the numbers are likely to increase further in 2009). Two of the schools/colleges we visited said they saw the Make Your Mark Club as a way of building on their experiences in the Challenge. Enterprise Insight should consider more actively marketing the Clubs in the immediate post-Challenge period. This should highlight the links to the Challenge (i.e. the opportunity to develop the ideas into an actual business), the benefits to students and the resources available.

3.4.2 Use of Make Your Mark Club Resources

Just 4% of respondents to the follow-up survey had used the Make Your Mark Clubs Start-Up Guide, 19% had visited the Make Your Mark Clubs website and 4% have read the newsletter. This suggests that Enterprise Insight is some distance from its target of 60% of Make Your Mark Clubs sharing learning online. A few illustrative comments from those who are aware of these resources are presented in the box below.

Make Your Mark Club Participant Views

What They Like About the Group/Club

- We all work very well together with brilliant support from the teachers involved.
- Making things.
- I like working as a group.
- It's fun.
- The learning about different areas of business.
- Expressing myself in discussions.
- Buzzing with ideas and energy.
- The social side of it.

Comments on Website

- It was very attractive and contained lots of interesting information.
- It's OK, but not that easy to find stuff.
- I thought it was really useful, I like the navigation bar and the different colours, which are really good for remembering what page you were on.

Comments on the Newsletter

- I thought it was good, I thought there could be more competitions so if we were not successful on one we can look at the website and be like 'Oh well, I can try this one' instead of being upset about the one they were not successful on and sometimes the competitions aren't really successful for people who are not interested in what the competition task is.

The focus group discussions confirmed that few students (and teachers) have used the Make Your Mark Club website and/or start-up guide. The most common reasons for not accessing these resources were that they were not aware of them.

During interviews with the Make Your Mark Clubs team, one member also noted the difficulty in getting Clubs to use the website and even enter competitions. The main problems are perceived to be the static nature of the website (as the Clubs team does not have editing rights) making it appear inactive; and the lack of useful features on the website. It is hoped that the introduction of a new website in September should help address these issues. The main reason for low levels of competition entries is perceived to be that teachers do not pass on details of competitions to students. However, the new website should allow students to find out about competitions directly.

Focus group attendees made a number of suggestions about how Enterprise Insight could encourage Clubs to make greater use of the resources available (especially the website). These were:

- Make it stand out – for example, through use of bright colours, ‘cool graphics’, etc.
- Make resources ‘social’ or interactive, for example, by allowing students to share experiences, materials, etc. online, provide space for students to ask questions (to their peers or entrepreneurs), use of blogs, videoclips, etc.
- Views on content were mixed – some older students felt more detailed content was required whilst younger students were sometimes put off by the quantity (“*there’s loads of writing – it looks long*”). This flags up the difficulties faced by Enterprise Insight in trying to design resources that will appeal to a range of age-groups.
- Tailor content to the interests of teenagers – e.g. use music, sport, etc.
- Provide ideas or tools (e.g. quizzes) to help them get started – many felt it was difficult to come up with a feasible business idea to pursue.
- Provide case studies of how other schools/colleges have approached an issue (e.g. marketing, promotion).
- Providing something (e.g. access to competitions) that non-members can’t access is important in persuading individuals to use the website.
- Use it as an interface with real entrepreneurs – enabling schools/colleges to identify an Ambassador to speak to the Club about their experiences, build a long term relationship with or to ask specific questions).
- Making the resources easily accessible is important. For many, the use of websites such as Flickr and Facebook prevented access as the school/college server blocks access to these. Linked to this, some staff flagged up the fact that the Make Your Mark Clubs website was separate to the Make Your Mark website was confusing.
- Ensure resources are available both online and on paper as students do not always have internet access.

To differing degrees, the Make Your Mark Club resources (and especially the website) already do all of these (except providing access to entrepreneurs), suggesting the focus must be two-fold – improving the range and quality of provision and promoting it better.

Given that many schools/colleges are using the Clubs to provide additional resources for classroom activities, careful consideration should also be given to how resources can be tailored to help deliver the curriculum. This will be increasingly important as enterprise is embedded into more courses (e.g. the Welsh Baccalaureate).

Changes already planned by the Make Your Mark Clubs team include:

- Organising more 'meet-ups' for teachers and students to share experiences.
- Organising more opportunities for enterprising students to be recognised (e.g. through competitions, events).
- Following up with Clubs six weeks after they register.
- Ensuring the website is updated more regularly and that the newsletter is issued on a more regular basis.

The team would also like to be able to spend more time visiting and working with schools as this helps to build trust and encourage activity within the schools – but their resources to do so are currently limited.

3.5 Impact of Participation

As discussed earlier, the response to the follow-up survey was poor, with only 37 responses. A comparison of the two surveys found no statistically significant differences. Nor could any systematic patterns be identified. There were small (but non-significant) increases on some entrepreneurial indicators and small, non-significant decreases in others.

Given the low response rate, this is not surprising. As such, it is impossible to say conclusively whether or not 70% of Make Your Mark Club participants have increased their entrepreneurial motivation and confidence, as set out in the Business Plan 2008/09.

However, as outlined earlier, we visited a small number of schools and colleges with Make Your Mark Clubs and followed these up with telephone interviews with the staff (normally teachers) that supported the Clubs. These identified a number of important impacts that the Clubs are having. These include:

- Helping students develop employability skills including communication, teamwork, problem-solving, planning, delegation, and listening to each other and enterprise skills including budgeting and marketing.
- Helping students develop attributes such as self-confidence, commitment and motivation. For example, one group flagged up the fact that they had begun to develop skills during an enterprise activity making them confident that they could develop these further as long as they took up opportunities to do so.
- Linked to this, one staff member said she felt that the students became more open to new ideas.

- Improving participants' knowledge and understanding of how business works.
- One staff member said she felt students got a "*huge sense of achievement*", especially as the achievements are in the 'real world' – i.e. people are buying the goods the Club members have designed, developed and produced themselves.

However, most of these are benefits from having an enterprise club (or a focus on developing enterprise activities as part of the curriculum). It is difficult to establish to what extent the support provided by Enterprise Insight helped bring forward these impacts. This is a particular concern given that few participants who completed the survey or attended focus groups appeared to have used the website or start-up guide. In our interviews with staff who supported the Clubs, we asked them to outline what they saw as the added value of registering as a Make Your Mark Club (i.e. above and beyond the benefits of having an enterprise club). Their observations were:

- As the Make Your Mark campaign is a national campaign backed by Government, it provides credibility:
 - To staff – in terms of getting organisational support for enterprise activities.
 - To students – who value it more than if it was an activity confined to their school/college.
- The opportunity to share experiences with other school/colleges is important to both staff and students.
- The issues of 'credibility' and 'opportunity to share experiences' were also raised by the Make Your Mark Clubs team as key benefits of the Clubs.
- One individual stressed the importance of the support and encouragement she and her students had received from Enterprise Insight.
- It helps provide structure to the activities of the club.

These benefits are not insignificant and should be incorporated into the marketing/promotional materials used to recruit school/colleges.

3.6 Some External Views

As part of the hub evaluation, several other enterprise education providers (e.g. Prince's Trust, Young Enterprise) were consulted. There were some concerns that the Clubs may compete with their own activity and that they may undermine demand for their own products (which some have to offer commercially). The perception is that with the Clubs, Enterprise Insight is moving further into delivery.

This is potentially causing resentment amongst some who should be potential partners and supporters. In developing the Clubs, thought should be given to ensuring other providers are kept on board. It is also necessary to think through how the Clubs fit in with the expanding range of enterprise education products.

3.7 Conclusions

The Make Your Mark Club team has signed up nearly 400 schools and colleges as Clubs, thus exceeding their targets for the year. However, there is scope to increase further, if Enterprise Insight chooses to do so. We believe that by virtue of their ongoing nature (providing repeated exposure to enterprise) Clubs have the potential to generate substantial and sustained change (and in particular to build on the impacts that Chapter 2 indicates the Make Your Mark Challenge is having).

The decision whether or not to roll-out this programme will depend on assessing the need and demand for such a service. In making this decision, Enterprise Insight must consider what else is on the market and whether rolling out a 'product' of their own will damage their perceived role as an 'honest broker'.

There is limited evidence that the Clubs have had an impact to date. We believe the Make Your Mark Clubs have the potential to make a significant impact if:

- They encourage schools/colleges that have not previously provided extra-curricular enterprise activities to start doing so. Providing useful materials for teachers will be key to achieving this as they may lack either time and/or experience of organising enterprise activities.
- They are designed and marketed in a way that attracts both pupils who are already entrepreneurial and those that are less so. The focus groups demonstrated that this can be achieved by focusing on the range of interests that can be pursued (e.g. design, sport, helping local community, etc.) and roles available (e.g. sales, design, etc.) within Clubs.
- The resources and support available improve the quality of young people's experience of participating in enterprise activities.
- More use is made of the fact that Make Your Mark Clubs are part of a national campaign backed by Government. As we saw, this adds credibility to the Clubs in the eyes of teachers and students and this could be utilised further, for example, through the development of Make Your Mark Club National Awards for, say, most enterprising school or student.

However, in order to achieve the impacts outlined above, Enterprise Insight must first develop a clear 'story' about the purpose of the Clubs and how they add value.

In addition, as the two members of staff that manage/coordinate the Make Your Mark Clubs programme are also responsible for the Make Your Mark Challenge they tend to only get time to dedicate to the Make Your Mark Clubs for six months of the year. If Enterprise Insight decides that they want to use the Clubs as a key tool for generating change, we believe they must provide the team with greater resources. Since this report was initially drafted, the Education team has been reorganised and one member of staff is now responsible for the Make Your Mark Challenge and one for the Make Your Mark Clubs. This is a potential positive development. However, our original point still stands – increasing the numbers of Clubs significantly will require an increase in staff resource.

CHAPTER 4: AMBASSADORS

Key Messages

- Ambassadors are entrepreneurs that have agreed to work with Enterprise Insight to inspire others to 'make their mark' through talks, group activities, media coverage, etc.
- At the end of December 2008, there were 686 Ambassadors registered. This compares to a target in the 2008/09 Business Plan of having 1,000 actively engaged Ambassadors. There are slightly more male Ambassadors than female (371 vs. 305).
- The vast majority of Ambassadors are young– in a survey completed by 70 Ambassadors in September 2008 over 80% were aged 40 or under. In the same survey, 32% were from an ethnic minority and 67% have a degree or above. Having a mix of Ambassadors is important – the young people we spoke to as part of the evaluation were inspired by individuals that are “*like them*”.
- Individuals became Ambassadors because they wanted to raise aspirations of young people, give something back, raise awareness of enterprise as a career option and/or as an opportunity to network with others. Whilst many had benefited from their involvement (for example, through positive PR) – few (if any) got involved primarily for these benefits.
- Interestingly, few of the Ambassadors had been inspired by entrepreneurs although there had almost always been an inspiration for them becoming an entrepreneur.
- Up until now there has been no formal recruitment process for Ambassadors. One result of this has been an uneven spread of Ambassadors – with almost 40% of Ambassadors being based in London. In addition, some sectors appear to be overrepresented (although the evidence here is partial at best).
- 29% of Ambassadors surveyed had not been involved in any activities over the last 2 years. Getting Ambassadors who are not currently active more involved should be a priority.
- The range of activities and opportunities on offer to Ambassadors is clearly a positive aspect of the programme but these are biased towards London. However, even if it was possible to change this, the size and budget of the Ambassadors team limits their ability to generate substantially more opportunities outside London. As a result, Ambassadors should be supported to identify and build their own networks and to generate their own activities.

- Ambassadors appeared to be delivering 'key messages' that are well aligned with the campaign's objectives. However, some were unclear about the key messages – so the team should dedicate time and resources to (re)communicating these.
- The main impact that the Ambassadors thought they had was on raising awareness of start-up, enterprise and entrepreneurship. However Ambassadors found it difficult to judge their impacts and were uncertain about whether they should feed back their impacts to the Enterprise Insight team.
- Being an Ambassador appeared to have positive impacts on the Ambassadors – providing an opportunity to give something back, network with others, generate positive PR and/or business opportunities or increasing their skills and confidence. In addition, many felt being an Ambassador provided credibility. Enterprise Insight should seek to promote these benefits when recruiting new Ambassadors.
- Potential improvements to the Ambassadors programme include increasing clarity about what Make Your Mark is about and how the Ambassadors can contribute; ensuring there are more activities outside of Enterprise Week and outside London; developing additional activities (such as getting Ambassadors to mentor start-ups, providing opportunities to build closer links with local schools, etc.); and improving communication.
- Generally Ambassadors were not looking for additional support from Enterprise Insight – but they would appreciate greater clarity and more opportunities to network. Having said that, support, where it existed, appeared to improve Ambassadors experience of and commitment to the campaign. As such it would be good to improve the support on offer – even if this was just developing a scheme where Ambassadors could support each other.
- The Ambassadors team has already begun to address many of the issues raised above.

4.1 The Programme

Ambassadors are entrepreneurs that work with Enterprise Insight to inspire others to 'make their mark'. As with the rest of the campaign, the focus was initially on young people but over time has been broadened to include other specific groups such as women and ethnic minorities. In particular, in addition to its own Make Your Mark Ambassadors programme, Enterprise Insight runs Spark – a female Ambassadors programme – on behalf of BIS and the Regional Development Agencies. This review

relates to the Make Your Mark Ambassadors programme (directly managed by Enterprise Insight) only.

Ambassadors can inspire in a wide variety of ways:

- Talking to young people in schools, colleges, universities and youth clubs about their experiences;
- Working with young people to develop their enterprise skills (e.g. by running events or activities in school) or to expose them to enterprise experiences (e.g. through workplace visits);
- Getting involved in Make Your Mark activities (e.g. judging Make Your Mark Challenge entries, speaking at events, etc.);
- Participating in conferences and other events on enterprise and/or young people; and
- Talking about their experiences to the media, raising the profile of enterprise more generally.

In addition, the Make Your Mark website features a range of 'inspiring stories' about the Ambassadors.

Some activities are generated by the Ambassadors themselves (for example, they might develop a partnership with a local school or college), but many are events or opportunities generated by Enterprise Insight and its partners. Since August 2008, the Ambassadors team has sent out an email once a week outlining current opportunities for Ambassadors (e.g. events, media requests, etc.). Prior to this, emails were circulated on a more *ad hoc* basis.

Partner organisations tend to approach the Ambassadors team with opportunities rather than the team having to pro-actively seek these out. The Ambassadors team feel that this happens because Enterprise Insight and the Ambassadors have become well known amongst key organisations in the media, enterprise and youth fields and are seen as a useful resource.

Generally, the Enterprise Insight team approaches individuals it thinks would make good Ambassadors – very few Ambassadors initially approached Enterprise Insight to put themselves forward. The team identifies Ambassadors on an ongoing and *ad hoc* basis. For example, if a member of Enterprise Insight staff meets a suitable candidate at an event, they will suggest them to the Ambassadors team. In addition, many Ambassadors started off as 'Connectors', an earlier Enterprise Insight programme that identified and recruited individuals that led enterprise networks. At

the moment, there are no formal recruitment criteria – however this is something that the team is currently developing.

Once an Ambassador has been recruited, they receive an induction pack. This pack is currently being reviewed and updated. One of the main challenges that the campaign faces is getting the Ambassadors who have ‘signed-up’ actively engaged. To address this challenge, the Ambassadors team has hosted a small number of events over the last year – mainly focused around networking and, to a lesser extent, training. In addition, Ambassadors are also often invited to wider Make Your Mark events as this can be a useful first step in getting them actively engaged in the campaign.

4.2 Review of Ambassadors Programme

4.2.1 Focus of Chapter

The focus of this chapter is on assessing the operation of the programme. As such, it is structured around a number of key themes:

- **The Participants** – how many Ambassadors are there; what are their key characteristics; what are their views about enterprise; why did they become Ambassadors; and who or what inspired them to become entrepreneurs.
- **Role in Campaign** – what activities have they been involved in; how involved are they; and what are the key messages they are trying to communicate.
- **Impacts** – what do Ambassadors perceive to be the impacts of their involvement – on themselves and those they have engaged with.
- **Potential Improvements** – how could the Ambassadors programme be improved further.
- **Hub Stakeholder Views** – as part of the hub evaluation, we asked a number of stakeholders about their views of the Ambassadors programme. A brief summary of these views is presented.
- **Conclusions and Recommendations** – using the evidence presented in the previous sections, a number of recommendations to take the programme forward have been made.

4.2.2 Methodology

This review draws on a range of research including the following:

- Analysis of the Enterprise Insight Ambassadors database. This database was pulled together in late 2008 using a number of previous operational databases. As such, there is little data available on a comprehensive basis.

- Analysis of a survey of Ambassadors undertaken by Enterprise Insight in September 2008. Roughly 10% of the Ambassadors responded to this survey.
- Focus groups were undertaken with Ambassadors in London and Liverpool. A third focus group (in the North East) was scheduled and cancelled twice. Following the second cancellation, a small number of Ambassadors agreed to be interviewed by telephone instead.
- Interviews with the Ambassadors team in Enterprise Insight.
- Interviews with the local/regional stakeholders as part of the Hub evaluation.

The findings of the Ambassadors survey have also been compared to the Employers survey and Opinion Formers survey undertaken as part of the hub evaluation in early 2009.

4.3 The Participants

4.3.1 Numbers Involved

At the end of December 2008, there were 686 Ambassadors registered on the Enterprise Insight Ambassador databases. This compares to a target in the 2008/09 Business Plan of having 1,000 actively engaged Ambassadors. Slightly more men than women were registered as Ambassadors (371 men vs. 305 women or 55% vs. 45%). However given that research by Williams and Cowling undertaken in 2009 (*Annual Small Business Survey 2007/08*, BERR) shows that only 40% of companies have at least 50% female leadership (and only 14% are majority led by women), women could be considered overrepresented compared to the proportion of businesses run by women. Given that one of Enterprise Insight's stated aims is to encourage groups that currently have 'untapped enterprise potential' including women, the good representation of women amongst the Ambassadors is a positive finding.

4.3.2 Characteristics of Ambassadors

4.3.2.1 Geographic Breakdown

Figure 4.1 shows the regional breakdown of the Ambassadors. With almost 40% of all Ambassadors, London has the greatest concentration of Ambassadors. This is perhaps unsurprising given that recruitment tends to happen 'organically' with relevant people being identified by the team at events they attend, through contacts they have, etc. As the Enterprise Insight team is mainly based in London and events are more common in London, there is clearly a tendency to come across – and therefore recruit – London based Ambassadors.

Figure 4.1: Regional Breakdown of Ambassadors

| | Number | Per 100,000 Population | Excluding Hub |
|--------------------------|---------------|-------------------------------|----------------------|
| London | 269 | 3.56 | 3.56 |
| East of England | 58 | 1.02 | 0.96 |
| South East | 74 | 0.89 | 0.89 |
| North East | 16 | 0.62 | 0.62 |
| North West | 78 | 1.14 | 0.58 |
| Yorkshire and the Humber | 30 | 0.58 | 0.56 |
| West Midlands | 43 | 0.80 | 0.49 |
| East Midlands | 19 | 0.43 | 0.43 |
| South West | 20 | 0.39 | 0.39 |
| Scotland | 20 | 0.39 | 0.39 |
| Wales | 7 | 0.23 | 0.23 |
| Northern Ireland | 1 | 0.06 | 0.06 |
| All UK Regions | 635 | 1.04 | 0.95 |
| Outside UK | 2 | - | - |
| Not Stated | 50 | - | - |

Source: Ambassadors Database (at December 2008)

10% of the Ambassadors are based in the original hub areas of Coventry, Liverpool, Wakefield and Waveney (compared to 2% of the UK population). If these are excluded from the data, then the London bias would be even more significant. For example, excluding the hub area (Liverpool) from the North West figure reduces it from 1.14 Ambassadors per 100,000 population to 0.58. Regions without a hub have relatively few Ambassadors. For example, Scotland and the South West have just 20 each while Wales has just 7 (or 0.23 per 100,000 population).

Given that we know the hub teams have worked outside their original geographies (and that a team has subsequently been set up in Tees Valley to cover the North East) the effect of the hub teams on recruiting Ambassadors outside London is likely to be even more significant than the statistics suggest. The hubs have been an important resource in recruiting Ambassadors.

4.3.2.2 Demographic Breakdown

Enterprise Insight undertook an online survey of its Ambassadors in September 2008. Just 70 completed this survey. The findings provide an insight into the Ambassadors, although given the small sample size it is important to view these as demonstrating broad trends rather than specific details.

- 56% are 30 years old or under and a further 30% are aged between 31 and 40 years old. Given that the target audience of the Make Your Mark Campaign is young people under 30, it appears that the Ambassadors have a similar age profile to those they were attempting to inspire.
- 32% of Ambassadors that answered the survey were from an ethnic minority. As outlined earlier, Enterprise Insight has a broadening agenda and is tasked with increasing the enterprise potential amongst 'untapped' groups including ethnic minorities. The good representation of ethnic minorities amongst the Ambassadors will undoubtedly help here. The largest groups of ethnic minority respondents were Black Caribbean (5.7%), Black African (4.3%), Chinese (4.3%) and Indian (4.3%). In relation to Enterprise Insight's other ethnic minority target groups – 2.9% of respondents were Bangladeshi and a further 2.9% were Pakistani. However, the numbers here are small so care should be taken in interpreting these findings.
- In general, they are well educated. Around two-thirds (67.1%) have a degree or above compared to 20% of UK population of working age (Annual Population Survey, accessed via www.nomisweb.co.uk).

The mix and geographic distribution of Ambassadors is very important and should be carefully monitored.

For another part of this evaluation, we undertook focus groups with students in six schools and colleges that either had a Make Your Mark Club or were planning to establish one. Where these young people had been exposed to an Ambassador one of the elements that was most inspiring to them was that the Ambassador had "*been like them*". As such it is important that a range of Ambassadors is available and a range of experiences or 'stories' are being communicated. This sentiment was also echoed by the Ambassadors that were interviewed or attended focus groups for this evaluation – with the young people being able to relate to the Ambassador's experience being seen as one of the critical elements in getting the enterprise message across.

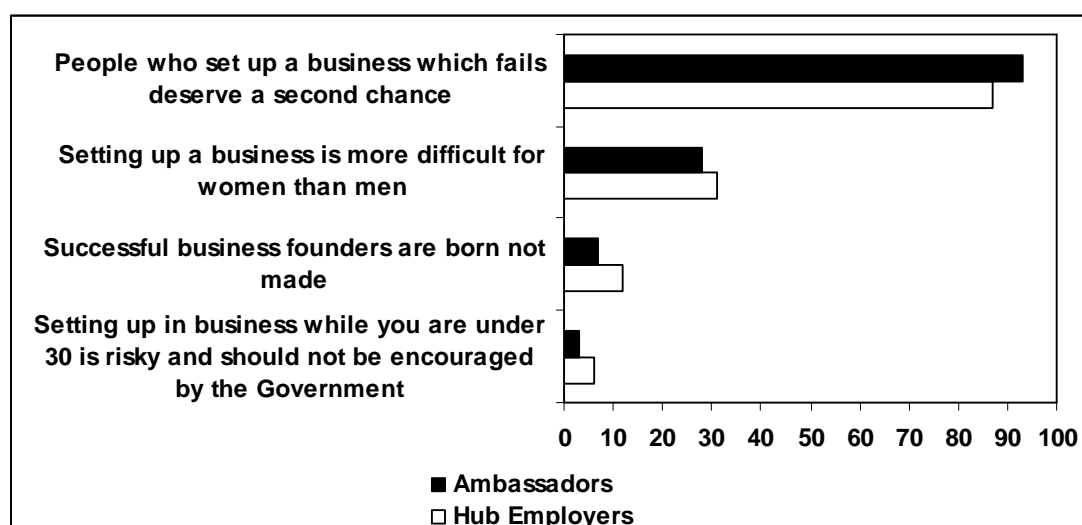
4.3.2.3 Ambassador Businesses

The Ambassador Survey also provides an insight into the businesses that the Ambassadors run. 90% of the businesses could be considered 'small' under BERR's definition (i.e. 0-49 employees) – with the bulk of these being 'micro' businesses with between 0-9 employees. Similarly, the average (median) turnover of the Ambassadors' businesses was relatively low at £115,000. This broadly reflects the business base as a whole.

4.3.3 Views of Ambassadors

As part of the Hub Evaluation, a survey of employers in the hub areas was undertaken. Figure 4.2 compares the views of the Ambassadors (from across the UK) to those of the hub employers. Whilst this is not a perfect comparison, it helps explore whether the Ambassadors differ from employers in general in any significant way. Figure 4.2 suggests that there is little evidence that the views of Ambassadors are different to those of employers generally.

Figure 4.2: % of Ambassadors and Hub Employers Agreeing With Statement

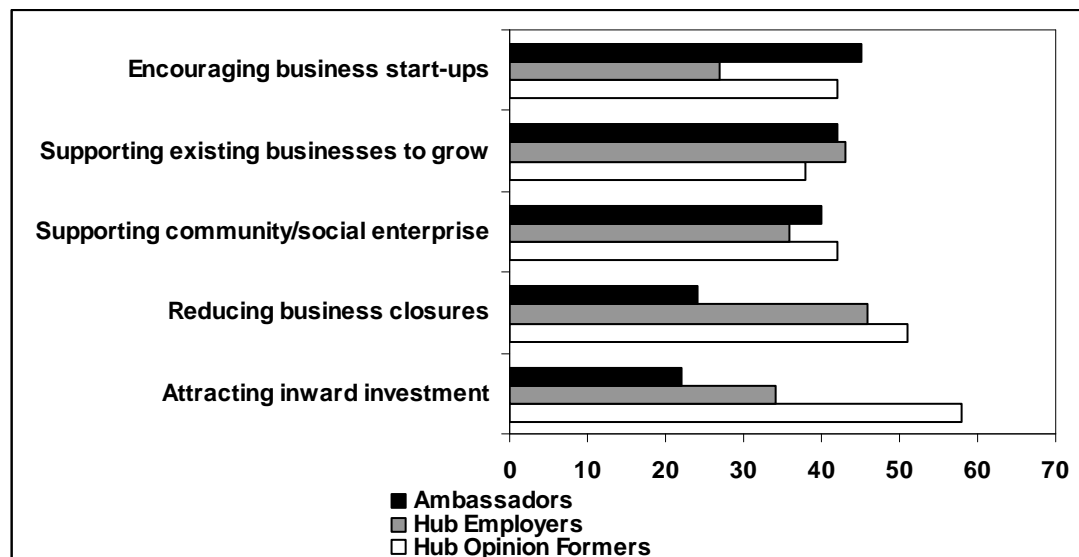


Source: Ambassador (2008) and Hub Employer (2009) Surveys

Figure 4.3 shows the proportion of Ambassadors, hub employers and hub opinion formers (i.e. MPs, local councillors, editors of local newspapers or radio, etc.) that consider a range of business development options to be a very high priority. Perhaps unsurprisingly given that most have set up and are running their own business, encouraging business start-ups and supporting existing businesses to grow were the categories that the most Ambassadors supported. They are much

less likely to view reducing closures and attracting inward investment as priorities than hub employers or opinion formers.

Figure 4.3: % of Ambassadors, Hub Employers and Hub Opinion Formers Viewing as Very High Priority



Source: Ambassador (2008), Hub Employer (2009) and Hub Opinion Former (2009) Surveys

Overall Ambassadors are more supportive of entrepreneurship as a policy priority than either other employers or local policy makers.

4.3.4 Reasons for Becoming Ambassador

The focus groups and interviews also explored the motivations for becoming an Ambassador. These included:

- To raise aspirations of young people;
- To give something back to their local community;
- To raise awareness of enterprise and entrepreneurship as an option;
- To share their experiences of starting up and running a business or social enterprise with others;
- The aims and objectives of the Make Your Mark Campaign were similar to those of the individual or their business and therefore getting involved helped them pursue these common goals;
- Because they believed in the campaign and in particular because it was about engaging with young people and encouraging them to fulfil their potential;
- Opportunity to network with other like-minded individuals;

- One Ambassador said that being part of a network of enterprising people who are willing to spend time inspiring others was in itself inspiring and empowering.

Some mentioned that they thought it would provide opportunities for them to develop their business (including the fact that being a Make Your Mark Ambassador provides credibility) – although in virtually all cases, this was a secondary consideration.

As discussed later, many Ambassadors have seen business benefits of being involved – but this was usually an added bonus that they had not anticipated.

4.3.5 Inspiration

Clearly the opportunity to ‘inspire’ young people is a key element of why Ambassadors get involved – although few would phrase it in such lofty terms. As inspiration is a key element of the campaign – and the role of Ambassadors – we asked Ambassadors attending focus groups and those that were interviewed by telephone about what had inspired them. Interestingly very few talked about other entrepreneurs as sources of inspiration and only one mentioned a high profile entrepreneur (Richard Branson).

An important inspiration for a small number was individuals from a similar background ‘making it’. Other sources of inspiration could be categorised as:

- Personal circumstances of themselves and their family.
- Start-up appearing a more attractive option than employment – for example, poor management leading them to think they can do better; not wanting to ‘slow down’ to the pace of an employer; nature of their industry/specialism meaning self-employment was most appropriate option.
- Individuals with passion and drive, especially those who had overcome difficulties – some famous (Oprah Winfrey, Barack Obama, Jay-Z) and some more personal (e.g. parents).
- The individuals around them and the potential they have. A number of Ambassadors were inspired by the opportunity to help others reach their potential.
- The opportunities that arise – sometimes a business idea or opportunity can inspire. A slight variant on this is the Ambassadors who are “*allergic to boredom*” or are full of ideas and need to pursue these.
- One final, eclectic, suggestion was old movies (for their ‘can do’ attitude).

This suggests that inspiration is extremely varied. As such, the Ambassadors programme must ensure that it has a range of Ambassadors with different experiences on its books and that it is utilising this variety.

Very few Ambassadors were inspired by other entrepreneurs. This raises questions about their role and whether or not they are themselves likely to inspire young people. However:

- It could be argued that the lack of ‘entrepreneurial’ inspiration is perhaps not surprising and is one of the deficiencies that the campaign is trying to address.
- Alternatively, it may be necessary reconsider the role of Ambassadors – to be about more than inspiring young people directly. For example, these may include raising awareness of enterprise, delivering enterprise activities and mentoring potential entrepreneurs. To some extent, all of these already happen – but perhaps a more explicit focus on these is required.

It is also worth noting that the Ambassadors’ views are somewhat surprising. It is widely believed that role models are important. Also, participants in Make Your Mark Clubs said that a visit from an Ambassador had been an inspiring experience.

4.3.6 Recruitment of Ambassadors

Up until now, there has been no formal recruitment process for Ambassadors. This has led to:

- A large number of Ambassadors being signed up (i.e. their ‘story’ taken and written up as a case study) but many having no further involvement.
- Some imbalances amongst the Ambassadors. As already mentioned, London is overrepresented. However other imbalances are likely to exist, for example, many of the Ambassadors who engaged in the research were involved in creative industries, digital media and/or business support services suggesting some sectoral imbalances.
- Similarly, the Ambassadors team flagged up that they are often approached by recruitment consultants and motivational speakers about becoming Ambassadors. Precise representation of every sector and region is not required but, as outlined in the previous section, it is important that a wide range of experiences are available.
- Enterprise Insight does not have a standard process for declining any approaches they receive from individuals they do not think are suitable as Ambassadors.

The Ambassadors team is currently developing a more formal recruitment process and exploring how it could become more of a 'fully fledged volunteer programme'. This is a welcome development.

4.4 Role in Campaign

4.4.1 Activities

The surveyed Ambassadors were asked what activities they had taken part in over the previous six months in their role as an Ambassador. Figure 4.4 shows the activities that the Ambassadors had participated in. The most common activities were talking to young people about enterprise (with 50% of surveyed Ambassadors having done this in the previous six months), applying for business/enterprise awards (43%) and appearing in newspapers, magazines, etc. (43%). In addition 57% of Ambassadors had mentored one or more individuals over the previous six months.

Figure 4.4: % of Ambassadors Participating in Activities in Previous 6 Months

| Activity | % of Ambassadors Participating in Previous 6 Months |
|--|---|
| Operational Activities | |
| Talked to young people about enterprise (at schools, colleges or clubs) | 50.0 |
| Spoke at networking events | 32.9 |
| Spoke at conferences | 31.4 |
| Participated in judging panels | 22.9 |
| Hosted an event (i.e. networking or enterprise) | 17.1 |
| Strategic Activities | |
| Applied for business/enterprise award | 42.9 |
| Participated in shaping policy (i.e. attended a government consultation or round table discussion) | 30.0 |
| Nominated someone for a business/enterprise award | 24.3 |
| Media Activities | |
| Press | 42.8 |
| Online social media (i.e. blogging) | 27.1 |
| Radio | 18.6 |
| Television | 11.5 |

Source: Ambassadors Survey (2008)

Ambassadors are clearly undertaking a range of activities – but further analysis of this data suggests that this is uneven with some Ambassadors undertaking a number of activities and others undertaking none.

- 40% of Ambassadors have not been involved in any of the operational activities over the previous 6 months.
- 40% of Ambassadors have not been involved in any of the strategic activities over the previous 6 months.
- 51% of Ambassadors have not been involved in any of media activities over the previous 6 months.

Whilst this is just a 'snapshot' of the activities of 70 Ambassadors at a particular point in time, it does suggest that a large number of Ambassadors are not actively engaged.

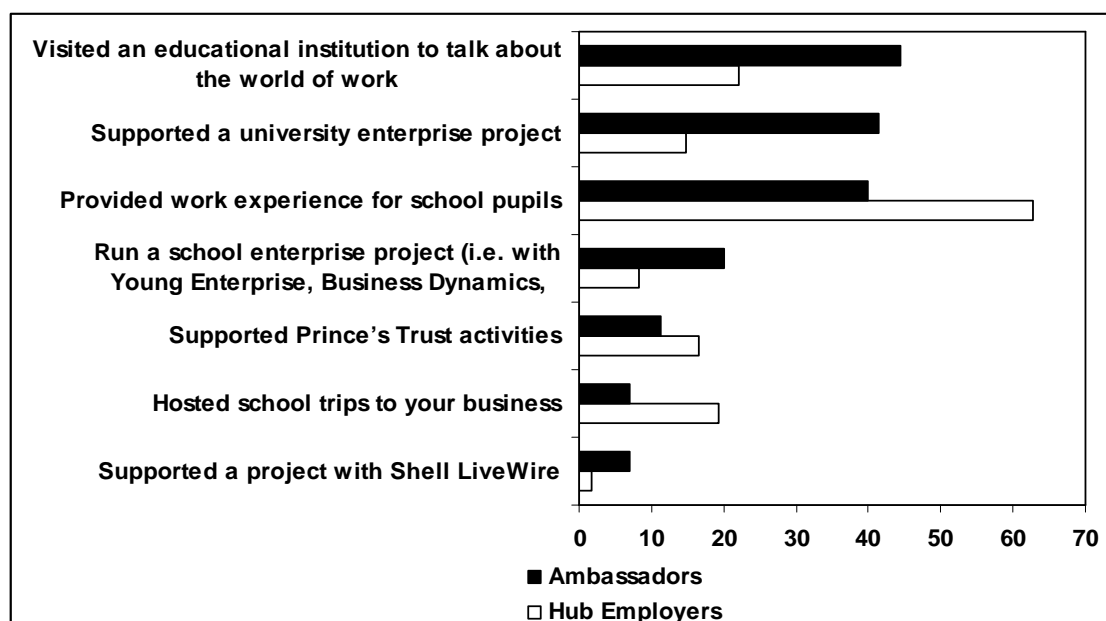
These findings are reinforced by another part of the survey where Ambassadors were asked to outline how they thought the programme could be improved. By far the most common answers were to make greater use of the Ambassadors and to provide more information on how the Ambassadors could get involved. These views were also expressed by some attendees at the London and Liverpool focus groups and interviewees in the North East – with some unclear about the role of an Ambassador and the events in which they could get involved.

Since the survey was undertaken the Ambassadors team has developed more systematic and robust ways of engaging with Ambassadors with the development of a weekly 'opportunities' email and a quarterly newsletter. This more systematic communication has resulted more Ambassadors signing up to participate in activities. In addition, a number of forthcoming developments (including the new website, revised induction pack and the introduction of Ambassador training sessions) should also help further improve the levels of engagement.

Ambassadors were also asked about the activities they had participated in over the previous 2 years. Again, talking to young people (although this time about the world of work) is the most common activity. 29% of surveyed Ambassadors had not participated in any of the activities mentioned in the previous 2 years.

These figures can be compared to the activities of the employers surveyed in the hub areas. This shows that Ambassadors tend to be involved in slightly different activities to employers as a whole – with less involvement in traditional activities such as work experience and industry visits (no doubt in part because many of them are micro-businesses) but with more involvement in supporting or running enterprise activities in schools. In addition, they are much more likely to have been into an educational establishment to talk about the world of work.

Figure 4.5: % of Ambassadors and Hub Employers Participating in Activities in Previous 2 Years



Sources: Ambassadors Survey (2008) and Employers Survey (2009)

The Ambassadors team felt that the quality of the activities they can provide for Ambassadors is one of the key strengths of the programme – helping keep the Ambassadors engaged. Success here was attributed to two factors:

- They had built up a strong network of contacts – who view the Ambassadors as a useful resource they can tap into in.
- These partner organisations include leading brands, leadership organisations and government departments. As such, Ambassadors can see value in participating in events with these organisations.

The Ambassadors team felt that one of the main challenges is that they face is that the opportunities that arise are not evenly spread across the country – with London being overrepresented. Without suitable activities, Ambassadors are not being effectively utilised by the campaign. Given that it is unlikely resources can be made available for the Ambassadors team to spend time pro-activity seeking out opportunities in every region or locality, one solution may be to provide more support (perhaps through training, briefing notes, etc.) to Ambassadors on how to build links to local partners and generate their own activities. Further development of the regional hubs could also help.

Another challenge is in relation to media coverage – the team felt this aspect worked well and was important in generating wider cultural change – but that this would be more effective if it could be scaled up further.

4.4.2 Key Messages

Given that Ambassadors are engaging in a range of activities on behalf of Enterprise Insight, it is worth exploring the ‘key messages’ Ambassadors are trying to communicate. No clear overarching message emerged from our focus groups/interviews with Ambassadors – beyond the remit to engage, inspire or raise aspirations (and it should be noted that this engagement/inspiration/aspiration-raising was not always about enterprise).

Some of the messages Ambassadors are trying to communicate include:

- Importance of using your talent – whatever that is.
- That it is possible – *“it’s easier than you think once you have an idea”*.
- Starting-up when you are young is possible.
- You can start up with very little – many Ambassadors started with nothing or almost nothing.
- Failure is not necessarily bad – especially if you’re not starting out with much anyway.
- Further/higher education is not the only route to a successful career.
- Entrepreneurship can provide a good quality of life. For example, one Ambassador was looking after her ill husband and therefore employment would not have been possible – but she wanted to improve her family’s quality of life.

Entrepreneurs also felt that it was important to communicate that entrepreneurship is hard work. Inspiration is important – but it is also important to get across the reality of enterprise.

In our opinion these messages are well-aligned with the campaign’s objectives. This is a positive finding. Furthermore, we would be opposed to the development of a ‘single message’. A key piece of feedback from the Ambassador focus groups and interviews was that using their own experiences and being themselves were critical elements of getting the message across. Imposing a single message would limit the ability of Ambassadors to engage effectively (and may put many off participating).

However, some Ambassadors felt they didn’t know enough about the campaign or the key messages they were meant to be communicating. We therefore recommend

that the Ambassadors team dedicate some time and resources to (re)communicating the rationale and role for the campaign to Ambassadors, alongside details of how Ambassadors can help achieve this (e.g. by sharing their experiences with young people, etc.). In other words, we recommend outlining what **your** message is and how they can help deliver/reinforce this – rather than providing a set of messages that you want them to deliver.

4.5 Impacts

4.5.1 Impacts on Audience

The surveyed Ambassadors felt their main impact is on raising awareness of enterprise and self-employment (with 63% identifying this as an impact), with 46% identifying assisting start-ups. These are important findings. The evaluation of the hubs suggests that within much hub activity, especially enterprise education, there is limited emphasis on entrepreneurship and business start-ups. The Ambassadors do not reflect this trend. They have substantial focus on entrepreneurship and start-ups.

However, they also have a wider set of perceived impacts. 39% believe a main impact has been on creating more enterprising employees, 31% thought they had had an impact on employability and 24% though they had had an impact on social inclusion.

Figure 4.6: Areas Where Ambassadors Believe They Have Had Most Positive Impact

| | % Identifying Impact | % of Those Identifying Two or Less Areas of Impact |
|---|----------------------|--|
| Raising awareness of enterprise/self-employment option | 62.9 | 55.0 |
| Assisting individuals to actually set up their own business | 45.7 | 30.0 |
| Creating more enterprising employees | 38.6 | 30.0 |
| Contributing to increasing peoples' employability | 31.4 | 20.0 |
| Enabling and supporting existing businesses to survive and grow | 25.7 | 20.0 |
| Overcoming social and economic disadvantage | 24.3 | 5.0 |
| Promoting local and regional economic development | 20.0 | 5.0 |

Source: Ambassador Survey (2008)

Note: 29% identified one or two impact areas.

One problem that this question poses is that some Ambassadors identified only one or two impacts, whilst others identified 6 or 7 (i.e. ticked all options in the survey). Consequently, Figure 4.6 also presents an analysis of Ambassadors who gave only one or two impact areas. This analysis gives a 'feel' for the impacts Ambassadors see as most important. The overall pattern is the same as for the full analysis with 'raising awareness of the enterprise/self-employment option' being the most commonly identified impact amongst this group (by 55%).

Surveyed Ambassadors were also asked to indicate what groups they thought they have had an impact on. The group most commonly mentioned was 'would be' entrepreneurs, with 57% of Ambassadors thinking they have had an impact on this group. What is meant by 'would be' entrepreneurs is not defined – arguably this could be (at one extreme) everyone or (at the other extreme) just those actively considering start up. Nevertheless, it illustrates their explicit focus on entrepreneurship and business formation.

Given the Make Your Mark Campaign's target audience was young people, it is perhaps not surprising that university and college students and schoolchildren are mentioned by a significant number of Ambassadors as groups they have had an impact on. The high proportion saying university and college students is particularly important given the limited resources of the campaign has meant there has been little internal resource targeting these groups to date. This highlights the fact that the Ambassadors can help spread the reach of the campaign beyond Enterprise Insight's internal resources.

Figure 4.7: % of Ambassadors That Think They Have Had an Impact on Group

| Group | % of Ambassadors |
|---------------------------------------|------------------|
| 'Would be' entrepreneurs | 57.1 |
| University/College students | 54.3 |
| Schoolchildren | 44.3 |
| Existing entrepreneurs | 37.1 |
| Those from a disadvantaged background | 25.7 |

Source: Ambassador Survey (2008)

There is a relatively even split between those believing they had impacted on men/boys and those believing they had impacted on women/girls; 13% of

Ambassadors said that they thought they had had an impact on individuals from ethnic minorities.

The Ambassadors that attended the London and Liverpool focus groups and those that were due to attend the cancelled North East focus group who were interviewed by telephone were also asked about the impacts they thought they had on those they had engaged with. The key findings were:

- Ambassadors found it difficult to judge their impacts.
- There was no consensus about the impacts they were having on young people but suggestions included:
 - Helped young people realise that start-up is possible.
 - Raised aspirations and self-belief of young people.
 - Created space for entrepreneurship in education.
 - Beginning to change culture to one where enterprise is considered a serious option.
 - Helped flag up to young people that higher education is not the only option after school.
- There was some uncertainty about whether they should feedback impacts to Enterprise Insight team.

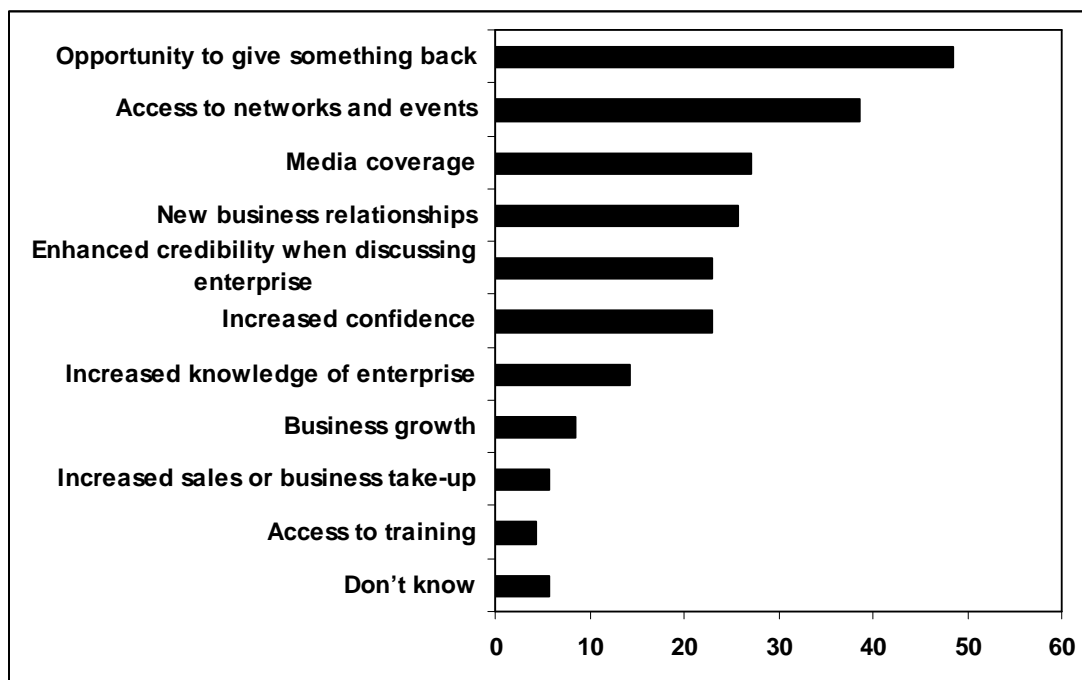
The evidence in this section suggests that Ambassadors believe they are having an impact and that these impacts are in line with the campaign's goals.

However, these are just the perceptions of the Ambassadors – Enterprise Insight should explore how it might try to capture these impacts more systematically. The Ambassadors team should also clarify whether they expect feedback from Ambassadors and how this should be compiled and communicated.

4.5.2 Impacts on Ambassadors

The surveyed Ambassadors identified a number of benefits they feel they experienced as a result of being an Ambassador (Figure 4.8). The key benefits identified by the survey (i.e. opportunity to give something back, give access to networks, media and new business opportunities and increased credibility/authority) were all raised by focus group attendees/interviewees as well.

Figure 4.8: Benefits of Being an Ambassador



Source: Ambassadors Survey (2008)

More specifically, the focus group/interviewed Ambassadors flagged up the following as important:

- The opportunity to network with other entrepreneurs.
- Linked to this, two Ambassadors said they felt it had helped them see that they have more in common with other entrepreneurs than they thought (“*it’s nice to know you are not alone*”).
- Participation has generated business opportunities (e.g. new clients, new products, etc.) for some.
- Involvement can generate positive PR for their businesses.
- Being an Ambassador can provide status and/or credibility – especially if promoting enterprise or supporting young people is part of the Ambassador’s business.
- One Ambassador said that he felt his presentation skills had improved.
- One Ambassador mentioned that it had provided a useful opportunity to reflect on the experiences of start-up.

Enterprise Insight should seek to promote these benefits (perhaps through Ambassador testimonials) when recruiting new Ambassadors.

In addition, Enterprise Insight should ensure that it is maximising the opportunities for Ambassadors to benefit from their involvement. Few (if any) are involved in the campaign out of self-interest but the focus groups and interviews demonstrate that these benefits helped sustain participation and, in some cases, deepen the commitment of Ambassadors.

4.6 Potential Improvements

The Ambassadors, through the surveys, interviews and focus groups were asked for suggestions on how their role could be improved. The suggestions can be grouped under three headings.

- Increasing clarity about the Ambassadors programme;
- Changes to the activities and focus of the Ambassador programme;
- Additional support for Ambassadors.

4.6.1 Increasing Clarity

There was some uncertainty amongst some Ambassadors about:

- The aims and objectives of Enterprise Insight and/or the Make Your Mark Campaign.
- The role of Ambassadors.
- Key messages they should be trying to communicate.
- Key audiences they should be trying to target.
- When they are acting as an Ambassador and when they are 'themselves'.
- Whether or not they should feedback to the Enterprise Insight team on what they are doing.

This flags up the need for better briefing from Enterprise Insight for Ambassadors – both at the initial stages and subsequently (for example, through events, training, etc.). Linked to this, many Ambassadors (especially in the survey) identified a desire for more Ambassador networking opportunities. Both of these are issues that the Ambassadors team has already begun to address with a revised induction pack, training and networking events all being planned for 2009/10. In addition, the Ambassadors team are currently exploring developing a clearer set of criteria for the recruitment of Ambassadors and this should help ensure that the Ambassadors that are recruited have a clearer sense of their role and what is expected of them.

4.6.2 Changes to Activities and Focus

In general, Ambassadors felt that the activities they were being asked to participate in were the right ones. By far the most common suggestions in relation to activities were to ensure that there are:

- More activities outside of Enterprise Week.
- More opportunities outside London.

Ensuring that there is a good spread of events across the year and across the country is an issue that the Ambassadors team are already aware of and trying to address. However, the team's ability to address these is limited by the resources available and the organisational priorities of Enterprise Insight (with Enterprise Week continuing to be a major focus of their activities). In addition, as many of the media events, conferences, etc. that require an Ambassador input occur in London, it is always going to be slightly overrepresented. As we recommended earlier, one way of overcoming this may be to support Ambassadors to generate their own opportunities in their local areas/regions and to utilise the regional hubs effectively.

In addition, a range of additional activities were suggested by Ambassadors including:

- Getting Ambassadors to mentor start-ups.
- Establishing an Ambassador shadowing scheme to allow 'would be entrepreneurs' to spend time seeing what running your own business is like.
- Developing partnerships between Enterprise Insight and Ambassadors – e.g. sponsoring events, developing joint products and services, etc.
- Creating a Young Ambassadors programme – recruiting enterprising young people still in school, college or university to engage/inspire their peers.
- Providing opportunities to build closer links with local young people (for example, being linked with a local school).
- Entering details of Ambassadors willing to provide informal start-up advice into a database so that those starting a business can search for a contact in their area, industry, etc.

In addition, the Ambassadors team has made a number of suggestions including encouraging Ambassadors to work with schools to design and deliver local challenges (for example, challenging the students to come up with a new product for their business); and establishing an Advisory Group of Ambassadors to provide feedback on the key issues facing entrepreneurs to Enterprise Insight and other policymakers.

All of these suggestions – from both the Ambassadors and the Ambassadors team – appear to be sensible and the Make Your Mark Ambassadors team should explore them further. However, it should be stressed that each of these was mentioned by one or two individuals – there is no systematic demand for any particular additional activity. Any decisions about additional activities must also carefully consider the resource implications.

Two issues about communication were raised – one internal and one external. First, a number of Ambassadors asked for more (or in one case, better) information about the opportunities to get involved. The Enterprise Insight team introduced a weekly email identifying opportunities but given that this issue was raised in the focus groups/interviews (i.e. well after the introduction of this email), clearly more needs to be done. A new website is being developed (currently at the Beta stage) and this should help improve communications further.

Second, many of the Ambassadors attending focus groups/interviewed felt that much greater use could be made of media to promote the campaign's objectives. Included in this, is the potential to increase Enterprise Insight's online presence via Facebook, Bebo, etc. In addition, some suggested that Ambassadors should be encouraged to use the Make Your Mark logo on their own promotional materials.

As already mentioned in the section on activities, many Ambassadors indicated that they would like to be **utilised more**, especially those that had only had a limited involvement to date. Enterprise Insight has developed a vital resource in the Ambassadors – it is important to ensure that this resource is utilised.

4.6.3 Additional Support

In general, Ambassadors were not looking for support from Enterprise Insight – although as outlined above many would appreciate greater clarity about what is expected of them. They would, however, appreciate more opportunities to network with other Ambassadors (and in some cases, with the Enterprise Insight team). The Ambassadors team has already recognised this and is planning a number of Ambassador 'meet-ups' for 2009/10, alongside a programme of training events.

The Ambassadors in the areas with local teams in place (Liverpool/Tees Valley) tended to be more positive about their experience of the campaign and the support they had received. In many cases, this support was simply encouragement and reassurance. Linked to this, in Tees Valley, the Ambassadors appear to have

become slightly less active as the resources of the team have declined. This suggests that support is important (even if the Ambassadors are not demanding it) and that support can be delivered effectively at the local level. In particular, one-to-one support (even if it is just a quick phonecall or an exchange of emails) appears to be useful in motivating Ambassadors. However, the Ambassadors team has only 2 members of staff and Enterprise Insight has reduced resources available to local teams so alternative mechanisms for delivering support are necessary.

Increasing networking opportunities (as suggested above) may help here – but only if Ambassadors have the resources/capabilities to support each other. One way of addressing this may be to identify and train/support one or two Ambassadors in each area to act as catalysts to action and to coordinate support (for example, organising events to share experiences, feed back support needs to the national Ambassadors team). The principle behind the ‘Ambassador’s Ambassador’ is the same as ‘training the trainer’ sessions - i.e. these help spread skills and knowledge amongst a wider group of people than Enterprise Insight could achieve relying solely on its own internal resources.

4.7 Hub Stakeholder Views

As part of the Hub Evaluation, stakeholders were asked for their views on the Ambassadors programme.

- Most felt that it was too early to know whether/how useful they will or could be to the region.
- Many felt that a local/regional dimension is important – with Ambassadors being motivated to give something back to their local community rather than towards a ‘national’ campaign.
- Some expressed concerns that several different organisations are developing something similar (perhaps with different name).
- However, some Business Links contacts viewed them as a potentially very useful asset assuming:
 - They were able to access the Ambassadors through the regional hubs (for example, when looking for a business mentor for a start-up).
 - Good working relationships and personal contact were developed between the regional hubs and themselves.

Some stakeholders raised concerns that the regions will be inadequately resourced to make use of the Ambassadors:

- Personal contact/networking is important as is identifying opportunities for Ambassadors – but the regional teams need to be resourced to do this.
- Following the scaling down of the hubs, resources are no longer available for networking activities and the hubs have discontinued support for such events. This is important as they felt that networking opportunities are one of the key benefits for Ambassadors.

This illustrates the need for a corporate consideration of the issues. How to develop the Ambassador programme (or indeed any Enterprise Insight programme) should not be considered independently of thinking about the role of the hubs.

A specific issue which requires careful consideration is the relationship between Ambassadors and the ‘champions’ some of the hubs are informally recruiting to enhance their limited resources to deal with their entire region. Their role is different but without careful thought there is potential for confusion or duplication and wasted effort.

4.8 Conclusions and Recommendations

The Business Plan 2008/09 set a target of **1,000 actively engaged Ambassadors**. Enterprise Insight has been successful in recruiting Ambassadors – with almost 700 ‘signed up’ by December 2008. Whilst this is below the target, we do not view increasing the overall numbers as a major issue (and do not believe the current team has the resources to dramatically increase the number of Ambassadors).

Other issues are much more important, namely:

- Getting Ambassadors with a wide range of characteristics and experiences involved. This is important as having commonalities with those they are trying to inspire is key to success. In particular, there is a need for more Ambassadors outside of London and the original local hub areas.
- Getting those that are already ‘signed up’ to actively participate. 29% of Ambassadors who responded to the online survey had not participated in any events in the previous 2 years and even more had not participated in the previous 6 months. For this reason, many Ambassadors said they would like to be utilised more.
- Linked to this, the key messages Ambassadors should be communicating, are not always clear. Consequently, most Ambassadors appear to be

reactive – they respond to the activities and opportunities that are presented to them.

The Ambassadors are a resource being ‘created’ by Enterprise Insight as an input to the campaign. They are not an output per se. Consequently, it is necessary for Enterprise Insight to carefully ‘think through’ how this resource is to be used and managed.

Recommendations to help address these issues include the following:

- The Ambassadors team is currently developing a more formal recruitment process. An important part of this should be to set broad targets for the numbers of Ambassadors across different criteria (e.g. geographies, gender, sectors, etc.) and to scope out recruitment methods that will help Enterprise Insight to recruit appropriate individuals in these categories.
- The UK is a large country and the Ambassadors team has limited resources (2 staff members and in 2008/09 a budget of just over £50,000). As such it is unrealistic to expect the Ambassadors team to be able to identify Ambassadors and opportunities/events in every region or locality.
 - Where regional teams exist, it will be important to work together to recruit and deploy Ambassadors. However, there is the potential for tensions between the national Ambassadors team and regional teams as a result of different remits, priorities and ways of working. It will be important to develop clear protocols to ensure that areas of potential conflict are avoided. A regular meeting has been established between the Head of Regions and the Ambassadors team and this has the potential to enable action to be effectively coordinated.
 - In addition, consideration should be given to how Ambassadors can be engaged in those areas without a regional team.
 - In contrast to what we had anticipated, Ambassadors were not seeking additional support. However, the experience in the hubs suggests that support – even if it is just encouragement and reassurance – is important. Given the limited resources available, we recommend training/supporting a small number of Ambassadors in each region to act as catalysts and to coordinate support for other Ambassadors.
- As many Ambassadors were unclear on one or more aspects of being an Ambassador, we recommend that the Ambassadors team dedicate time and resources to communicating the rationale and role for the campaign to Ambassadors, alongside details of how Ambassadors can help achieve this (e.g. by sharing their experiences with young people, etc.).

This will require Enterprise Insight to develop a clear vision of the purpose, aims, objectives and intended outputs and outcomes of the Ambassadors programme, alongside an understanding of how these will be achieved.

Postscript

Since this research was initially undertaken, the Ambassadors team has already begun to take forward a number of the recommendations. Steps taken to date include:

- Getting Ambassadors to renew their commitment to the campaign. This has led to a reduction in the numbers of Ambassadors (to 350), but the team is now confident that they have a more dedicated pool of individuals than in the past.
- Mapping the remaining Ambassadors by gender, ethnicity, region and sector. This has allowed the team to identify under-represented groups and to begin to focus resources on identifying Ambassadors to fill these gaps.
- Establishing more structured recruitment processes. The team has introduced 'registration of interest' (for use by individuals self-referring) and referral forms (for use by members of the Enterprise Insight team referring) to allow them to assess the suitability of potential Ambassadors.
- Improving induction processes for new Ambassadors:
 - Registration materials have been reviewed to ensure that they are consistent with the current Business Plan. These materials will be updated regularly to reflect changing priorities, audiences, etc.
 - A rolling programme of networking events and training sessions has been established. Whilst these are not specifically for new Ambassadors, they provide a good opportunity to engage new Ambassadors.
 - In addition, when Enterprise Insight events are happening the Ambassadors team flags these up as good opportunities for new Ambassadors to find out more about the campaign and get involved.
- Beginning to pull together resources and events (including a 'Volunteer Policy', training sessions and briefing papers) that will help improve clarity about the Make Your Mark campaign and the Ambassadors programme.
- Building relationships with key partners in order to generate more high quality opportunities for Ambassadors. It is hoped that this will help keep Ambassadors engaged in the campaign.
- Building links between Ambassadors and other parts of the campaign. The Ambassadors have been asked to set a 'challenge' for the Make Your Mark Clubs to undertake in the Autumn Term. In addition, the Ambassadors team

is currently working with the Education team to identify ways in which they can get 50 Ambassadors involved in the Make Your Mark Clubs over the course of the 2009/10 school year.