



EVALUATION OF THE LEGACY CAREERS PROJECT

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We would like to thank Future Foundations and all the schools, young people, teachers and business volunteers that participated in Legacy Careers from 2013 to 2015.

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A history of the Centre is available in the book

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
INTRODUCTION	3
ABOUT LEGACY CAREERS	4
The pilot	5
Year two and year three	5
EVALUATION METHODOLOGY	8
The evaluation model	8
Methods used	8
– Observations	8
– Focus groups	8
– Pre and post surveys	9
– Business volunteer feedback	9
– Reflection survey	9
RESULTS	10
Investment	10
Take up	11
Reactions	11
– Students	11
– Business volunteers	12
Learning/behaviour	12
– Reflection survey	13
– Focus groups	14
– Business volunteers	15
Results	15
– Return on investment	15
CONCLUSIONS	16
Summary of findings	16
Recommendations	16
References	18

EXECUTIVE SUMMARY



Legacy Careers was a career education intervention that ran from 2013 to 2015 in East London schools. It sought to ensure that young people in the area were empowered to share in the legacy of the 2012 Olympic Games. The importance of careers was recognised by the London Legacy Development Corporation who commissioned a bespoke careers intervention led by Future Foundations.

Future Foundations were commissioned to deliver three interventions: mentoring for Year 12; apprenticeship workshops and a school based programme. This evaluation focuses on the school based programme only.

For the school based programme Future Foundations created and delivered a programme that linked local employers from Queen Elizabeth Olympic Park to East London schools in order to help young people think about careers, gain confidence, skills and motivation. A consortium of organisations including Future Foundations, Brightside Online Mentoring and iCould collaborated to create resources for the programme.

The pilot programme ran in 2013 as a five day careers intervention that provided Year 8 students with career information and activities, the opportunity to develop a business proposal and time to participate in mock job interviews with business volunteers. In the second and third year of the programme three, four and five day interventions were trialed. Legacy Careers also trialed two ways of delivering the programme: with facilitators from Future Foundations and with teachers as facilitators. The programme included online resources and activities designed by Brightside.

KEY FINDINGS INCLUDE:

- The London Legacy Development Corporation successfully commissioned a careers intervention which ran in schools in East London for three years.
- Schools in the area enthusiastically embraced the programme and 2020 young people benefitted from it over the three year period.
- Local businesses also valued the Legacy Careers and gave staff time to provide business volunteers. 100% of business volunteers enjoyed volunteering and would recommend it to others. The business volunteers were able to articulate a number of positive benefits that the programme had on the local area and on their perceptions of young people.
- Student feedback on the project was very positive with 83% saying that they enjoyed it and 90% of participants saying that it met or exceeded their expectations.
- There was evidence that students had learnt both a range of general skills and specific career skills through the programme and some evidence that their career behaviours had changed. There was a statistically significant increase in both general and career related skills between the measurements taken at the start and at the end of the programme.
- Six months to a year after the programme one third or more of the Legacy Careers participants continued to report that the programme had an enduring (31-49% depending on the question) impact on their skills. All focus group participants that participated six months to a year after the programme were able to articulate benefits derived from the programme.
- When surveyed subsequent to the Legacy Careers the largest proportion of participants felt that it had improved their team working skills, followed by self-confidence and entrepreneurial skills.
- The cost per child of the Legacy Careers decreased each year for three years. By the final iteration the programme cost £224 per child.

LESSONS WHICH FUTURE PROGRAMMES CAN LEARN FROM LEGACY CAREERS:

- Legacy Careers offers a good model for future career interventions with schools.
- It is important to get group sizes, the intensity of the programme and student behaviour right.
- Skilled facilitators are critical to the effective functioning of an intervention such as Legacy Careers.
- Employer involvement was critical to the effectiveness of Legacy Careers.
- Consistent funding is important and allows a programme to develop and improve.
- There is a need to link year group based interventions to wider school careers provision to ensure consistency and progression.
- Ensure a strong partnership between evaluators, delivery organisations and funders.

INTRODUCTION

The Olympic Games of 2012 will go down in the memories of a generation of British people. For the young people of East London the Games offered a moment when the eyes of the world were on their community and people from all nations came to visit. Four years down the line from the Games the people of East London have now been building on its legacy ever since the closing ceremony.

The young people of East London took part in both the Olympic opening and closing ceremonies and were critical to their success. However, despite its proximity to the richest city in the world, East London remains one of the country's most deprived areas. Consequently there was a real danger that the young people who participated in the opening ceremony would not benefit from its legacy.

The legacy of the Olympics can be seen in the physical environment of East London. The area has new shopping centres, transport links, parks and businesses. Importantly it also has a new focus for economic development in Queen Elizabeth Olympic Park. The Park was the main hub for the Olympic Games but is currently a focal point for business and innovation in the area. The Coalition Government in 2014 suggested that over £200 million in new trade and investment in the UK were a result of the Olympic Games (UK Government, 2014).

Infrastructure development alone will not transform the lives and careers of the young people of East London. Poynter (2009) in a literature review of previous Olympics highlighted that Olympic Games have sometimes led to 'gentrification' with the former residents displaced and unable to share in the legacy of the games. It is in the careers of individuals that this struggle will be played out. If young people are well informed about the opportunities that are being created, and feel empowered to take advantage of these opportunities the legacy of the Games will be ensured. Conversely if young people in the area are unaware of the economic developments around them and their potential place within them, they will be unlikely to share in the legacy.

The importance of careers was recognised by the London Legacy Development Corporation (LLDC) who commissioned a bespoke careers intervention. Future Foundations, in association with Brightside and CC-Lab2, were selected to develop what became Legacy Careers. Legacy Careers



was conceived as an initiative to support the careers and aspirations of young people in East London following the 2012 investment of the Olympic Games. In addition the programme had a local, community-based approach in order to raise awareness of local opportunities in East London particularly within Queen Elizabeth Olympic Park area.

Legacy Careers has now run for three years. The programme has been robustly evaluated with a report being published following the first year (Marriott and Hooley, 2014) and detailed feedback being presented to the funders and deliverers of the programme following year two (Dodd and Hooley, 2015). This report is the final summative evaluation of the school based programme only and draws principally on data gathered during the second and third year of Legacy Careers.

ABOUT LEGACY CAREERS

I think this project sounds interesting as it brings out your creative and innovative side. It is also a good experience knowing that we will learn something useful and helpful from it.

–Student

Legacy Careers was funded by the London Legacy Development Corporation (LLDC) in 2013 and was led by Future Foundations. Future Foundations were tasked to create and deliver a school-based programme that linked local employers to East London schools (Year 8's and Year 12's) and apprentices involved on Queen Elizabeth Olympic Park in order to help young people think about careers, gain confidence, skills and motivation. A consortium of organisations including Future Foundations, Brightside Online Mentoring and iCould collaborated in order to create resources for the programme.

Legacy Careers consisted of three elements:

1. the Apprenticeship Workshop Series;
2. the year 12 mentoring programme; and
3. the Legacy Careers School Programme for year 8 and 9.

The Apprentice Workshop Series consisted of four workshops delivered at the London Legacy Development Corporation's office. Apprentices who were working in and around the Park were invited to attend these workshops which focused on professionalism, confidence, CV Writing, goal setting and world of work skills. It was an opportunity for apprentices to network with other apprentices and key employers in the Park.

The Year 12 Mentoring Programme was an opportunity for the team leaders on the Legacy Careers School Programme to be mentored by a business volunteer. The vision was to support the team leaders so they would better be able to empower their teams at school. The workshops were delivered in the evenings and ran from July to early September. Year 12's had various challenges to work through with their mentor that focused on goal setting, university applications, CV's and networking skills. 12 Year 12 students were matched with business volunteers from LLDC.

The Legacy Careers School Programme was the most substantial component of the Legacy Careers Project. The rest of this evaluation will focus on describing and evaluating the schools programme. This programme was designed with the following aims.

- **Experiential learning.** Students should have a real experience which allows them to learn about the world of work. This experience should bring them into direct contact with employers and current local labour market information.
- **Skill development.** Students should have an opportunity to develop their skills and to think about how these skills relate to the jobs available locally, for example in Queen Elizabeth Olympic Park, and the wider labour market.
- **Employer engagement.** The programme should bring employers and working people from the locality into direct engagement with young people in schools. This serves the dual purpose of the broadening horizons of young people and showcasing the skills of young people to employers.
- **Local relevance.** The programme should be particular to the locality of East London and build on the Olympic legacy.

In order to deliver and achieve these aims, Future Foundations developed a series of coherent and progressive programmes for Year 8 students designed to fit into the school year. The programme was delivered by skilled facilitators and supported by Year 10 or Year 12 team leaders trained by Future Foundations. For the third year of the programme, Future Foundations developed a two-hour training session for teachers that prepared them to deliver Legacy Careers in their schools. In 2015 teachers delivered the main components of the programme with support from Future Foundations in all four schools.

Face to face elements of the programme were also supported by online resources including a series of online activities and online careers videos with local relevance.

At the heart of Legacy Careers was competitive business simulation. In this simulation students were invited to work together as a group to develop a business idea and subsequent proposal with local relevance to Queen Elizabeth Olympic Park. They were given feedback on their proposal by employers and one team from each school with the

best business proposal was selected to compete in a final event against other schools participating in Legacy Careers. While this business simulation was taking place facilitators encouraged the students to reflect on their learning and connect it to their career aspirations.

Business volunteers from Queen Elizabeth Olympic Park volunteered their time to the programme. Business volunteers were involved in a range of activities and interacted with students throughout each of the four days. They introduced their jobs to young people on the first day of the programme, designed a business challenge for which the student competed on the second day and conducted mock interviews with young people on the third day in the programme (see figure 2). Business volunteers also judged the competitive business simulation discussed previously.

THE PILOT

The programme was developed and refined over a three year period. The pilot programme began in 2013 as a five day careers intervention in five schools. An evaluation was conducted and published on the 2013 pilot (Marriott & Hooley, 2014). The 2013 evaluation reported the following findings:

- Students who participated in the programme reported that they enjoyed the experience and found it useful.
- A high level of learning could be observed throughout the programme.
- Students reported that they had developed their skills and attributes through the programme.
- There was evidence of greater purposefulness in thinking about their next career destination.
- The programme exceeded the initial target of 200 participants by providing 770 students (year 8, moving to year 9) and an additional 70 team leaders (year 12) with career enrichment activities outside of the classroom.
- There was a high level of positive engagement from the schools involved in the programme.

YEAR TWO AND YEAR THREE

In 2014 the programme expanded to offer schools the choice between a 3 day intervention (the Copper Box model) and a five day intervention (the Aquatics model). The Copper Box model consisted of two day long interventions in July 2014 with a final delivery date in September. The Aquatics model consisted of two day long interventions in July, two sessions in September and one final session in November. All schools were invited to the final event in December.

- In 2014, 660 students from the following schools participated in Legacy Careers:
- St. Angela's Ursuline School
- Skinners Academy
- Connaught School for Girls
- Walthamstow Academy

In 2015 the programme offered a four day intervention model for schools with two days of activities in the summer term and two days during the fall term (see figure 1). In addition all schools participated in the final event in December.

In 2015, 590 students from the following schools participated in Legacy Careers:

- St. Angela's Ursuline School
- Skinners Academy
- Connaught School for Girls
- Rushcroft Foundation School
- Figure 1 provides an example programme from the 2015 four day intervention. The programme shows the mix of activities that were combined in Legacy Careers and demonstrates how they were sequenced together.

A brief description of each of the days and the other main elements of Legacy Careers follow.

Career Foundations. The first day of the programme focused on increasing students' awareness of their future and their possible career journeys. Future world of work skills were introduced as well as a discussion of the economic development and future opportunities available in Queen Elizabeth Olympic Park. Students worked on goal setting, creating a vision board and learned how attitude is important to a successful future.

Figure 1. Four day intervention model.

	Day 1	Day 2	Day 3	Ongoing – 6 weeks	Day 4
Day theme	Career Foundations	Insight into Business	Present yourself for success & You're Hired	Independent learning	Big Futures
Future World of Work Skills focus	Self Confidence and Leadership	Creativity and Enterprise	Self-confidence, risk taking, energy & motivation		All Future World of Work skills
KS3 Focus	Empowers young people to plan and manage their own futures & actively promote equality of opportunity & challenge stereotypes	Provide comprehensive information and advice & raise aspirations	Respond to the needs of each learner & actively promote equality of opportunity and challenge stereotypes		All 6 areas
8am	Team briefing and set-up for the day		Team briefing and set-up for the day	The young people will have an online platform that offers career information and a place where they can communicate. Schools will receive support from a small team of specialised facilitators who will focus on engaging the young people with the Legacy Challenge. Assemblies Break / lunch sessions After school support	Team briefing and set-up for the day
9am	Opening plenary to welcome students to the programme. Introduce students to the future World of Work drawing on the opportunities in the Park & the online platform FF Energiser Career Aspirations explored – online platform My skills, my future	Opening plenary and energiser Introduce a business challenge that relates to an opportunity on the Park – using the information given about the Park.	Opening plenary and energiser, presentation skills Presentation zones Rotation of; Interview with business volunteers / employer challenge / In-tray exercise		
14.00	Rotation of different careers and the pathways to these jobs.	Business challenge presentations	The Legacy Challenge		Team pitch presentations Business Volunteers invited to be judges
3pm–Close	Team reflection		Closing Plenary		

Insight into Business. Day two of the programme introduced concepts of enterprise and creatively planning a business. The business challenge was introduced to students by local employers. UCL and Balfour Beatty had created a business challenge for young people to complete in teams. UCL and Balfour Beatty chose two schools each in which to deliver their challenge. Students were broken into teams to begin work on their business ideas and proposal supported by the facilitators (see figure 2). The teams presented their solution to this challenge to a panel of judges in the afternoon.

Figure 2. Facilitator works with students on career-related activities.



Online activities. In 2015 Brightside e-mentoring provided an online portal in which students could access online challenges during the break between summer dates of the programme. Throughout the three years, students uploaded components of their business proposal in order to facilitate progress with other team members. The online challenges were not a compulsory activity for students on the programme but participation was encouraged through rewards and prizes. There were two types of online challenges: students could participate in individual challenges based around career information or team challenges that focused on Queen Elizabeth Olympic Park.

Present yourself for success & you're hired. Day three of the programme was designed to help develop student presentation skills and improve self-confidence. Students completed a job application and participated in a mock interview with employers (see figure 3). Students reviewed other CV's for a variety of job roles. Students started the Legacy Challenge as a team.

Figure 3. Business volunteer conducts mock interview with student.



Independent learning. Students continued working on the proposal independently during the six week period between the third and the fourth day of the programme. Young people were to complete the five part plans of their business proposal to Brightside. These plans were: (1) project plan, (2) marketing plan, (3) financial plan, (4) community plan and (5) business plan.

Big Futures. The final day of the programme reflected on the programme to date and students also reflected on their own experience. Students worked to finalise their business ideas and present these to business volunteers. Figure 4 shows a group of students presenting their business proposal to business volunteers.

Figure 4. Students present their business proposal.



EVALUATION METHODOLOGY

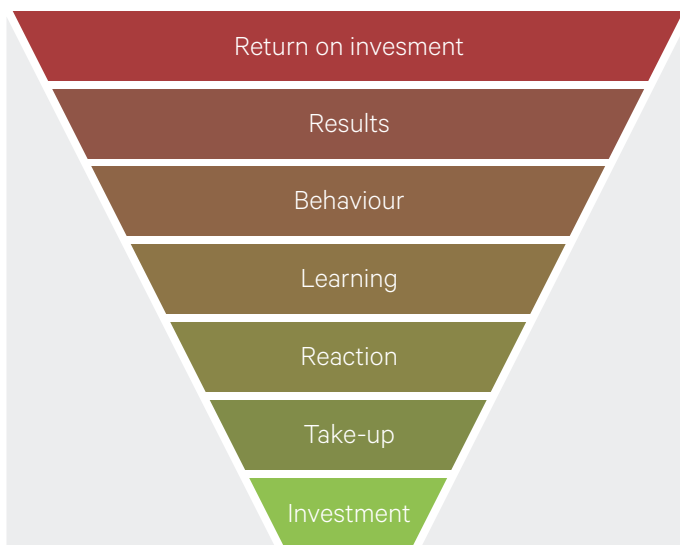
An evaluation of the pilot programme has already been published (Marriott and Hooley, 2014). The evaluation of the second and third year was designed as a self-contained evaluation that built on the evaluation of the pilot. The second phase of the evaluation took place over a two year period from 2014 to 2015. The second year focused on both formative (what could be improved) and summative (what worked) assessments of the programme while the third year focussed on summative outcomes.

THE EVALUATION MODEL

Figure 5 sets out the approach to evaluation that underpins the work the International Centre for Guidance Studies undertakes. It draws on and develops Kirkpatrick's (1994) framework for evaluating training and development interventions. The framework has been developed iteratively through the evaluation of a large number of career, employability and enterprise education programmes.

Figure 5. Evaluation framework.

The framework begins by establishing the level of resources



that have been expended on any intervention (**investment**) and the level at which the intervention has been engaged with by the target audience (**take-up**).

It then focuses on the participants experience and whether they have enjoyed participating and found it useful (**reaction**), whether participants have learnt anything (**learning**) and whether they do anything differently as a result of their participation (**behaviour**).

The model then highlights the importance of establishing what the longer term effects are from the intervention. Are people who participated more likely to find a job, succeed in their qualifications or achieve any other concrete outcomes (**results**)?

Ultimately the evaluation will seek to establish whether the original investment was effective and whether it represents value for money (**return on investment**).

It is not always possible to ascertain impacts at all of these levels in every evaluation. However, the evaluation framework does provide a way of thinking about the impacts that can be measured and ensuring that all levels of impact remain in view.

METHODS USED

The evaluation used a mixed-methods approach. In this approach a range of different approaches were combined to examine different types of impact and to triangulate and sense check the impacts that were observed.

OBSERVATIONS

During the first and second year of the evaluation observations were conducted throughout the programme at a variety of schools. Evaluators observed the delivery of the programme and spoke informally with teachers, students and delivery staff. Most observations took place in the first year of the programme however three observations took place in year two. Two observations were of programme delivery while one observation was of the final event.

FOCUS GROUPS

Focus groups were conducted in years two and three of the programme with students who had participated in the event the year prior. A total of five focus groups were conducted throughout the evaluation. Table 1 lists the number of focus groups conducted each year of the programme. In 2014 there were approximately 10 students in each focus group while 2015 focus groups were slightly larger ranging from 15 to 20 students in each focus group.

Table 1. Focus group data collection.

Year	Count
2014	2
2015	3
Total	5

PRE AND POST SURVEYS

During the pilot year feedback was gathered from participants on every day in which they participated. However, during the second and third year of the programme the survey tool was revised and participant feedback was collected on the first and last day of the programme only via a pencil and paper survey in order to measure change in students' knowledge, confidence and skills. Data was inputted by Future Foundations and sent to iCeGS for analysis. Students were asked the extent to which they agreed using a five point Likert scale with the following statements in both the pre and post surveys:

- I am motivated to succeed at school;
- I can get on well with a range of people, build networks and work in a team;
- I am able to come up with new ideas and solve problems;
- I am able to lead and influence others; I can present ideas to different groups of people;
- I know what I am going to do when I leave school;
- I have a long term career goal;
- I know how to find out information that will be useful to my career;
- I know what job opportunities are available in QEOP; and
- I know my strengths and how I can use them in my career.

The first five statements are related to the development of general skills and is termed **general skills development** statements while the last five statements are related to the development of more career specific skills and these statements are termed career **skills development**. The five statements for each of the two themes were grouped into two summative scores for each student to measure change before and after the programme. Pre and post test data were linked together by Future Foundations using student names as an identifier. Surveys that were not linked were not used in the analysis of the report. In 2014 61% of student pre and post test data were linked while in 2015 35% of student data were linked. In 2015 post test data were lost prior to the information being sent to the evaluators for an entire school. An additional reason for lower response rates could be due to the fact that not all students attended the first and last days of the programme.

Table 2. Linked pretest and posttest data.

Year	Count	% of total participants
2014	405	61%
2015	204	35%
Total	609	

BUSINESS VOLUNTEER FEEDBACK

Business volunteers that took part in Legacy Careers were asked to complete a pencil and paper form which asked the following questions:

- whether they enjoyed participating in Legacy Careers;
- what have they gained from participating in Legacy Careers;
- what the organisation has gained from participating in Legacy Careers;
- what they think year 9 students have gained from their involvement; and
- whether they would recommend working with Legacy Careers to other business volunteers.

Table 3 lists the number of business volunteer feedback forms that were completed for both 2014 and 2015.

Table 3. Completed feedback forms from business volunteers.

Year	Count
2014	17
2015	35
Total	52

REFLECTION SURVEY

A survey was created in order to gain feedback from students one to two years after participating in the programme. A pencil and paper survey was administered to students who previously participated in Legacy Careers in 2013 and 2014 in four schools during the Autumn term in 2015. The data was entered by the evaluators. Three hundred and seventy seven (377) student surveys were received and entered into SurveyMonkey. Responses were excluded from the analysis if less than 80% of the survey was completed. As a result 355 responses were included in the analysis. Table 4 presents a profile of the student respondents including the school they attended, their year group, gender and a self-report of how well they remembered Legacy Careers. The largest proportion of respondents were from St. Angela's Ursuline School (49%), most were in Year 10 (77%) and 86% of respondents were female. Thirteen percent (13%) remembered Legacy Careers very well while 45% remembered only some parts of Legacy Careers.

Table 4. Respondent Profile.

School	Count	Percent
Connaught School for Girls	99	28%
George Green's School	25	7%
St. Angela's Ursuline School	175	49%
Walthamstow Academy	52	15%
Total		
Year 9	5	1%
Year 10	269	77%
Year 11	74	21%
Gender		
Female	299	86%
Male	39	11%
Prefer not to say	10	3%

RESULTS

'The Legacy Careers Project' was a new experience which got me thinking about my ambitions and talents.

–Student

The results will be presented under the headings set out in the evaluation model (figure 5 – see page 15).

INVESTMENT

The London Legacy Development Corporation identified the need for a careers intervention. They commissioned Legacy Careers in 2013 and then sustained funding throughout 2014 and 2015. They commissioned a consortium led by Future Foundations which was able to quickly implement a school based programme of activity in East London.

The sustained three year funding for the programme increased the impact of the programme. As the programme developed it has trialed a number of delivery modalities in order to become more polished and efficient.

Schools that participated in the programme also allocated resources to realising it. In order for Legacy Careers to take place in a school, the school has to create curriculum space, allocate rooms and deploy teaching staff as part of the delivery. In addition schools made Y12 students available for training and to act as team leaders and mentors to Y8 students throughout the programme.

In 2015 Future Foundations trained teachers to deliver Legacy Careers. From 2016 Future Foundations are in the process of finalising the Legacy Careers Information Pack which provides lesson plans to schools based upon the Legacy Careers intervention. The Legacy Careers Information Pack and the 2015 teacher training will address the sustainability by giving teachers training and resources to deliver Legacy Careers workshops on their own. These resources will be hosted on the LLDC website.

In 2015 Brightside created summer online challenges for students during the summer term. Participation was voluntary but the challenges were designed for students to learn more about careers and about the Park. The challenges created by Brightside were:

Summer Challenge 1: Exploring Queen Elizabeth Olympic Park.

This challenge invited teams to explore the park. Teams were asked to visit the park and take photos at different attractions and features (e.g. On the medals podium, in front of the Olympic Rings, on the mirrored bridge). These photos were submitted online.

Summer Challenge 2: Careers in Queen Elizabeth Olympic Park.

The challenge required teams to research 3 different businesses or organisations based in the park and submit their findings, including what the organisation does, how many people work there and a particular job you could do there.

Summer Challenge 3: Your Queen Elizabeth Olympic Park.

Teams were asked to make a short video, leaflet, presentation or poster about a part of the Park that interested them. They were encouraged to use information they had found out in the previous challenges.

Summer Challenge 4: Site based careers challenge.

This activity required students to research the qualifications, skills and experience you'd need to get into landscape architecture.

Summer Challenge 5: Site based careers challenge.

This activity required students to research the qualifications, skills and experience you'd need to get into engineering.

Summer Challenge 6: Site based careers challenge.

This activity required students to research some of the careers available in sport and leisure

Getting to know the FF Network knowledge bank.

This multiple-choice activity introduced students to the resources available on the FF Network site and how they could be used to support students' work or research.

Finally it is also worth noting that the 14 East London businesses and organisations that participated in Legacy Careers invested time in making the programme a success.

TAKE UP

At the beginning of the programme students were asked what they thought Legacy Careers was going to be about. Most students had a good idea of what type of programme they were participating in. Most students suggested, *“I think it is about career and your future”* however some students had additional ideas suggesting that the programme is about “teamwork” and “business.”

Figure 6. Students working together on their business proposal.



In 2014 Legacy Careers was delivered to 660 students in four schools. In 2015 Legacy Careers was delivered to 590 students in four schools.

From June 2015 to September 2015 40 young people engaged with the online summer challenges. The young people completed an average of 1.45 challenges. Seven students completed at least three challenges.

Some schools had higher levels of participation with the business plan submissions to the Brightside platform. St Angela's had the highest level of participation where nine teams submitted at least one plan and six teams submitted all five parts of the plan to the platform. At Connaught School eight teams submitted at least one plan to the platform however only one team submitted five parts of the plan. Skinners Academy had very little involvement with the platform. Three teams uploaded one plan to the platform and one team uploaded three plans. Rushcroft Academy did not engage with the online submission platform.

REACTIONS

Every year Legacy Careers has been completely different. Different schools, different teachers, different young people but reaching the same aims. This year we had the privilege of engaging with 600 young people from 4 different schools in a variety of activities. There have been many highlights and some challenges and through it all we still had an amazing final event with young people proudly presenting their business plans to a panel of judges.

–Project Manager of ‘Legacy Careers’

STUDENTS

Feedback on the final day of the programme from the students in both year two and year three of the programme was very positive.

Did students enjoy the programme?

– 83% of students enjoyed the programme

Did the programme meet students' expectations?

– 90% of students stated the overall programme either met or exceeded their expectations

Did the programme exceed students' expectations?

– 29% of student stated that the programme exceeded their expectations

Focus group participants were asked whether they would recommend Legacy Careers. One student stated, “I would because it boosted my confidence. You could see the change from day one to day four.”

Students believed that the best parts of the programme were **presenting their business proposal, working with others and coming up with creative ideas.**

What was the best part of the programme?

“The best part of the programme was the team working, getting together, sharing ideas together to achieve something as a group”

“Coming up with our own business.”

“Experiencing what it's like to take up a role and work as a team.”

“Getting interviewed and presenting.”

Students were also asked what they would change or improve about Legacy Careers. These answers were split into two categories depending upon the student's interpretation of the question: changes they would make to their or their team's behavior to have had better outcomes in the final event and changes they would like to see Legacy Careers make. When students reflected on their participation they were interested in improving their outcomes for the business proposal. They would have worked a bit harder on the proposal, been a bit more organised and been more confident in themselves. Students also had ideas on how to change or improve the delivery of the programme. The most often mentioned improvements were to allow them to pick their own groups, to spend more time with business volunteers and to make the programme intervention a bit longer.

LEARNING/BEHAVIOUR

What would you change or improve? (behavioural)

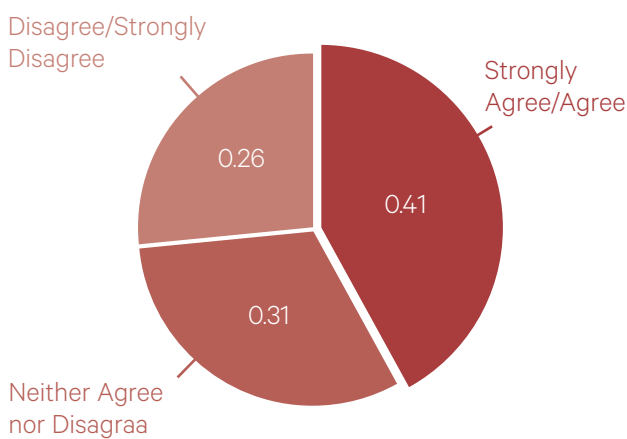
- “Our plans and how we organised when to meet up”
- “Be more confident on sharing ideas to others”

What would you change or improve? (Legacy Careers)

- “Project plans and if we could pick the groups we are in.”
- “If we had feedback on our interviews.”
- “Make it longer and easier to understand”
- “Different ideas on helping us decide careers”

Results from the reflection survey were also positive. Forty-one percent (41%) of students that participated in Legacy Careers in previous years (both 2013 and 2014) remembered enjoying Legacy Careers.

Figure 8. I remember enjoying Legacy Careers. (n=355)



BUSINESS VOLUNTEERS

Business volunteer feedback was unanimously positive for years two and three.

Figure 9. Business volunteer feedback.



The business volunteers liked the fact that they were able to provide some meaningful support to young people in a relatively short and self-contained period of time.

In a short period of time you get the feeling you can contribute to quite a lot of young people.

–Business volunteer

We will discuss the learning and behaviour change levels of impact together. The data gathered was mainly self-perception data and so it provides us with information about what the students perceived they had got out of Legacy Careers. Consequently the questions that we asked about learning (what did you learn) and behaviour (what do you now do differently) often overlapped. We triangulated the findings from the immediate self-perception evaluation using the follow up reflection survey which former participants completed six months or a year after they had participated in Legacy Careers. If a similar programme was to be evaluated in the future there would be an argument for building in further triangulation for example interviews with teachers and careers professionals asking about whether they had perceived behavioural change.

A larger proportion of students were positive about both their general skills development (see table 5) and career skills development (see table 6) after participating in Legacy Careers than before participating in Legacy Careers. The only exception to this is the statement based on leadership, “I am able to lead and influence others,” which had a one percentage point drop at the end of the programme. This drop may be due to the experience of creating and presenting a business proposal which in turn led to a more realistic judgement of their strengths.

Table 5. General skills development. (% stated agree or strongly agree)

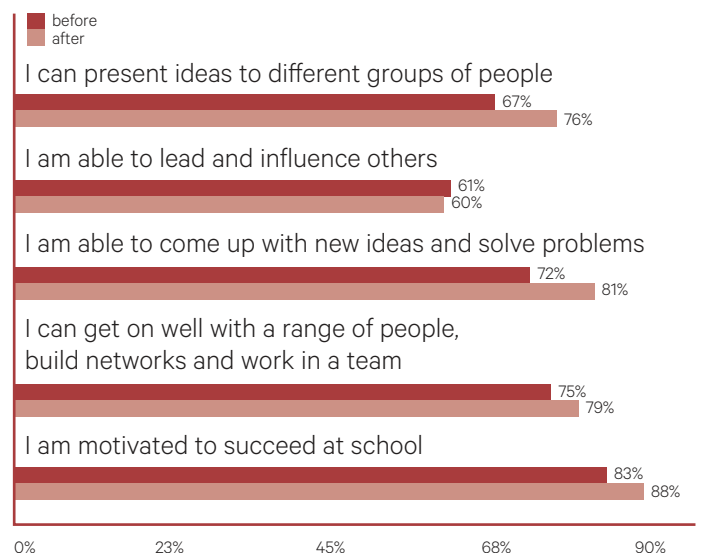
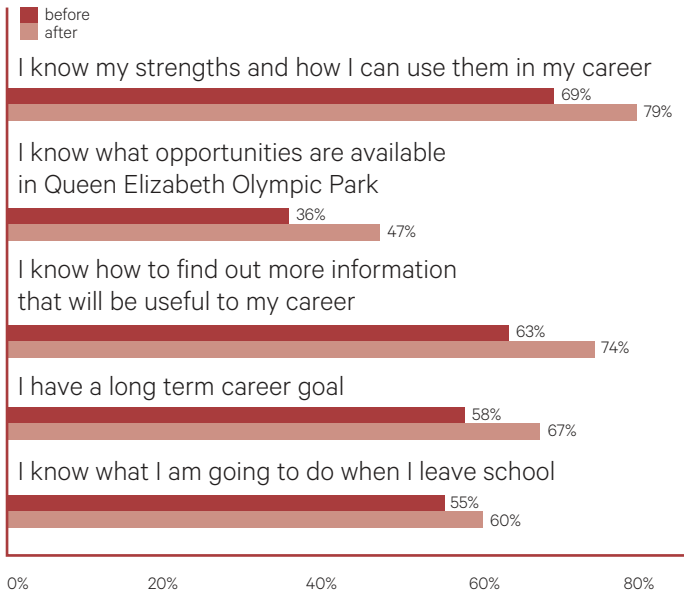


Table 6. Career skills development. (% agree or strongly agree)



Does Legacy Careers support statistically significant changes in general skills development and career skills development?

Two summative scores based on general skills development and career related skills development statements (discussed in the evaluation methodology) were created based on the linked student pretest and posttest data. These scores drew together the students answers to five linked questions. Students responded to each statement (e.g. I know what I am going to do when I leave school) giving an answer ranging from 1 = strongly disagree to 5=strongly agree. These scores were then added up to give students a summative score which ranged from 5 (where a student strongly disagreed with all statements) to 25 (where are student strongly agreed with all statements).

The general skills development summative score and the career related skills development summative score were analysed using a paired t-test. A paired t-test is typically used to test whether there were any statistically significant differences in the averages before or after a defined intervention (in this instance this is Legacy Careers). The results of the statistical test found that after participation in Legacy Careers students reported significantly higher general skills development scores and significantly higher career skills summative scores. While this is a very positive finding it is important to note that the evaluators cannot state that Legacy Careers definitively caused the increase in the scores as other variables that could have an effect on these scores have not been accounted for.

There was a statistically significant increase in the general skills development summative score after Legacy Careers (M=19.80, SD=3.09) than before Legacy Careers (M=19.14, SD=4.13); $t(598)=3.79, p=0.000$.

There was a statistically significant increase in the career skills summative score after Legacy Careers (M=18.67, SD=3.30) than before Legacy Careers (M=17.58, SD=3.98); $t(598)=6.098, p=0.000$.

REFLECTION SURVEY

The reflection survey asked former Legacy Careers participants to reflect on whether Legacy Careers offered students increased knowledge, confidence, motivation and opportunities to learn.

Figure 7 presents the career related learning outcomes measured by the reflection survey. Approximately half (49%) of respondents reported that Legacy Careers gave them a good opportunity to talk to employers. Students were more likely to report that they know more about careers available at Queen Elizabeth Olympic Park as a result of participating in Legacy Careers (44%) than reporting they knew more about careers (40%) or that Legacy Careers gave them the tools to be successful in their career (35%).

Figure 7. Career related learning outcomes. (n=355)

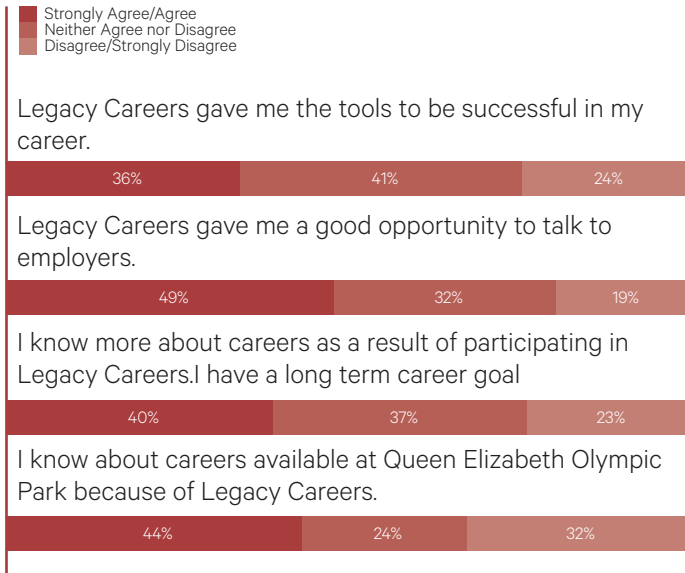


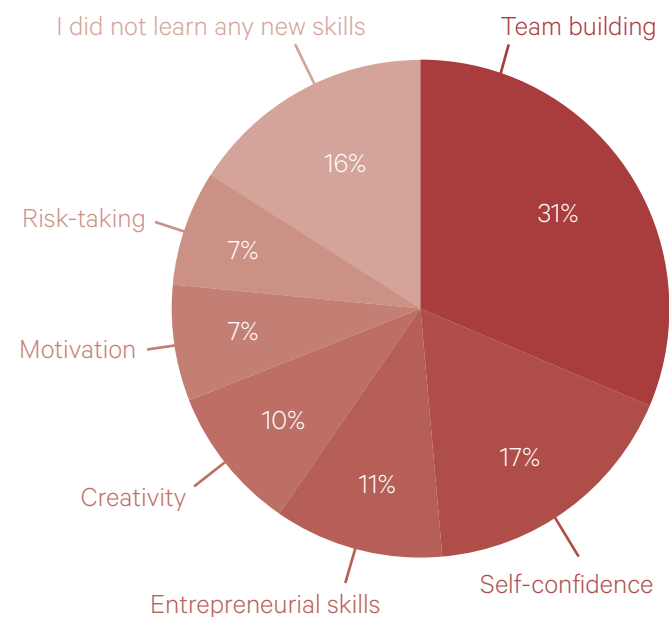
Figure 8 presents the results of the general skills related questions measured in the reflection survey. Respondents reported lower levels of agreement for the general skills related questions than to the four career-related learning questions. Thirty nine percent (39%) of respondents reported that Legacy Careers helped them understand what they were good at. Thirty three percent (33%) of respondents reported that participating in Legacy Careers helped motivate them to do better in school and 31% were more confident speaking publicly because they participated in Legacy Careers.

Figure 8. General skills related outcomes. (n=355)



Students were asked to reflect on what they thought they learned most during Legacy Careers. The largest proportion of students (31%) that completed Legacy Careers in year one or year two reported that they learned most about team work. Seventeen percent (17%) suggested that their self-confidence had increased. Only 16% reported that did not learn any new skills as a result of participating in Legacy Careers.

Figure 9. Which skill do you think you learned the most about during Legacy Careers? (n=355)



FOCUS GROUPS

Focus group participants agreed that Legacy Careers helped them realise several things about their future and the world of work:

- There are *“limits of dreaming big and finding a way to work to that.”*
- An understanding that *“many people are going through the exact same things so you need something to set you apart.”*
- Knowledge that *“even with a qualification you still have to have CVs and interview well.”*
- The confidence to *“decide to do what I love rather than anything else.”*

The focus group also revealed some areas where Legacy Careers could be improved. These particularly related to group selection and group size. Groups were selected by Future Foundations so students would work with other young people they did not know in order to simulate a typical work environment. Some focus group participants reflected that they found the business proposal challenge *“stressful and irritating because people weren’t cooperative.”* They suggested this was due to the fact that the groups were too large and they weren’t able to choose with whom they worked. However one participant liked this stating, *“I got to work with people I wouldn’t normally work with.”*

BUSINESS VOLUNTEERS

“[I now have] a greater understanding of what inspires young people.”

–Business volunteer

Business volunteers were able to see changes in the students before and after working with them. One business volunteer stated, “some [students] were really nervous, but by the end they were confident. It was a great experience of talking to someone they don’t know.” Many business volunteers mentioned in the feedback the confidence students gained throughout their interactions with both the mock interviewing and the business proposal pitch.

RESULTS

The impacts identified so far suggest that the programme was well received, that students learnt something and that their behaviour changed in some ways following the programme. Previous research has suggested that careers interventions can have a range of wider impacts on the individual and society (e.g. see Hooley, 2014; Hooley and Dodd, 2015; and Hooley, Matheson and Watts, 2014). Such impacts include higher attainment, lower student absences and higher grades as well as positive impacts on the functioning of the education and employment system.

These types of measurements and analyses were outside the scope of the current evaluation. However, given the positive findings at the reaction, learning and behavioural levels there is reason to be optimistic. Should Legacy Careers or any similar project be funded in the future, it is suggested that an evaluation is commissioned which explicitly seeks to measure some of these higher levels of impact.

Some qualitative feedback was received from the business volunteers which suggested that one result of Legacy Careers was the strengthening of links between schools and businesses in the area. One volunteer noted that *“Legacy Careers promotes links with the local community.”*

Business volunteers also talked about how participating had changed some of their perceptions about young people. One business volunteer commented that she now had, *“a better understanding of young people in the community.”* Another business volunteered hoped that her participation, *“[gave] local young people inspiration for future education and employment.”*

RETURN ON INVESTMENT

It is difficult to make a conclusive judgement about the return on investment for Legacy Careers. The evidence suggests that young people enjoyed participating, that they learnt something, that their behaviour changed and that there were some results at the level of the local economy. However, it is difficult to quantify these precisely in a way that might support a calculation about return on investment.

It is however possible to provide a brief commentary on the costs of delivering the programme. Over the course of the programme Legacy Careers has been able to reduce the cost of delivery per student from £262 in the pilot year to £251 in the second year and £224 per child in the final year.

In the final year the programme also included a teacher training workshop which it is hoped may build school's capacity to delivery Legacy Careers type interventions without further support from Future Foundations.

To put these figures in context it is worth quoting recent figures from PWC (2014) which note that the cost to the country of one NEET young person is £56,000. Consequently if 1 in 250 students who participated in the programme is helped to find work or learning when they otherwise would have been NEET it would be possible to view the programme as successful in financial terms. However, at present no causal link of this kind has been established.



CONCLUSIONS

Legacy Careers was a careers intervention from 2013 to 2015 in East London schools. It sought to ensure that young people in the area were empowered to share in the legacy of the 2012 Olympic Games. In order to do this the London Legacy Development Corporation funded an intervention to increase young people's awareness of local career and development opportunities.

The programme developed over the three years with three, four and five day versions being trialled. In each version of the programme students were given career information and participated in career activities, worked in teams to create a business proposal, engaged with employers via mock interviews and accessed an online portal which provided them with further activities and support.

SUMMARY OF FINDINGS

Legacy Careers has been successful throughout the three years of programme delivery. Students consistently reported enjoying the programme and have provided positive feedback for all three years. In addition business volunteers enjoyed their time and reported that they learned a lot from their time spent volunteering in local schools.

Young people who completed Legacy Careers reported higher average levels of knowledge, confidence and skills than they had before the programme. We found statistically significant differences in both self-reported general and career skills development after Legacy Careers.

The reflection survey found that students reported less medium term effects (one to two years after participation) in terms of general skills development and career skills development with only around a third believing that that Legacy Careers had positively impacted on their skills. However, the students that participated in focus groups were able to recall and articulate positive outcomes from participation in the programme.

Future Foundations is in the process of ensuring that Legacy Careers can be accessed and used in schools after the three year life of the programme is over by providing a Legacy Careers Information Pack of lesson plans based on workshops from Legacy Careers. In addition the training provided to teachers in 2015 will assist those particular schools in effectively delivering the programme (alongside the lesson plan resources).

RECOMMENDATIONS

In summary it is possible to highlight the following lessons that have been learnt from Legacy careers. It is hoped that these may be useful in informing future programmes which use a similar approach to Legacy Careers.

- **Legacy Careers offers a good model for future career interventions with schools.**

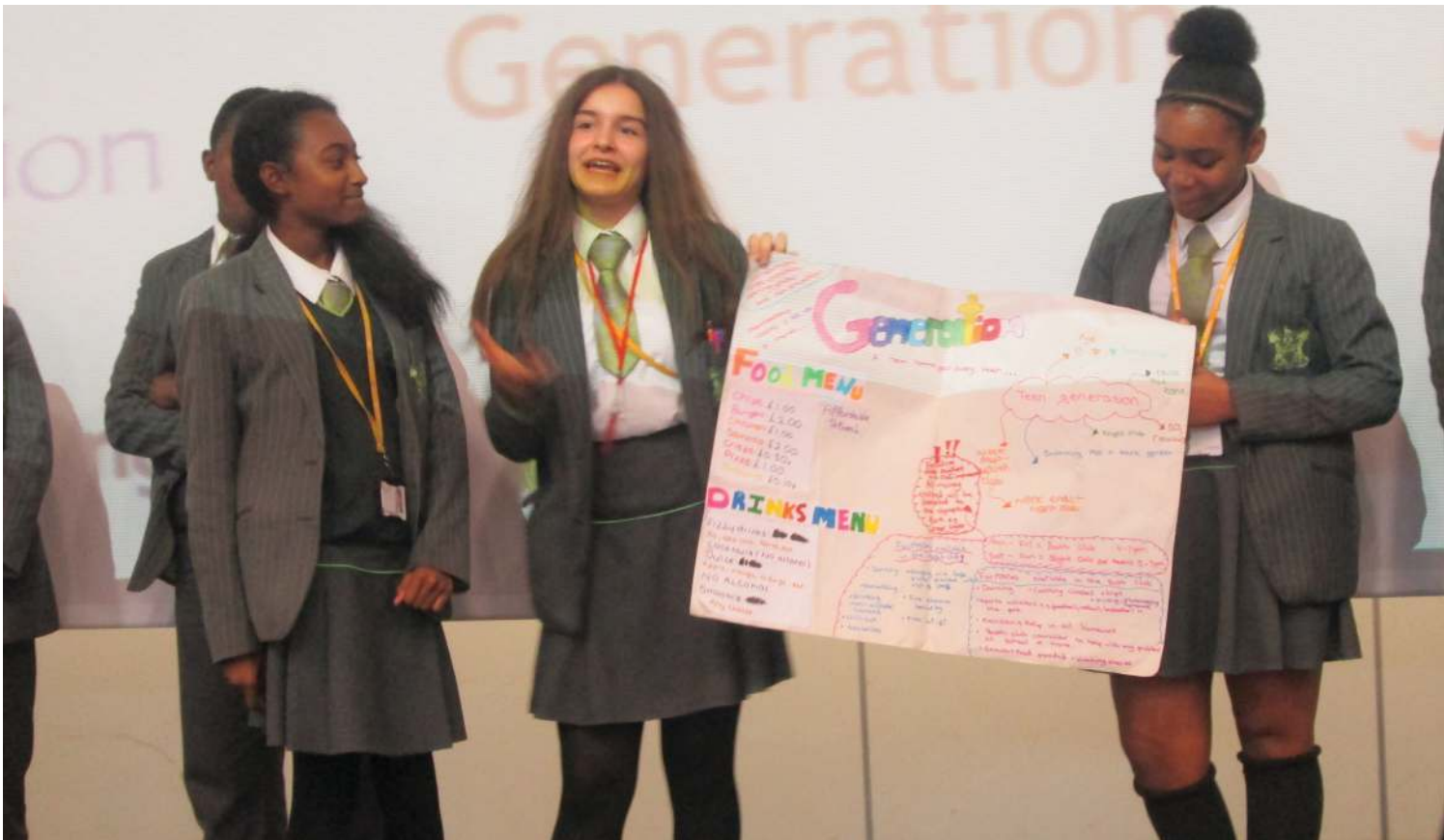
The Legacy Careers model of a series of off-timetable days stretching across two academic years and linked by homework and online activities was impactful and effective. Future programmes should consider this programme design as a useful starting point.

- **It is important to get group sizes, the intensity of the programme and student behaviour right.**

There are some lessons to learn around group size, the balance of the programme and the management of student behaviour. Students across the three years of the programme commented that the groups were too large (10 or more students per team) and as a result not all students were able to contribute to the proposal. Students also articulated the need for more time to work on activities and a few business volunteers wanted more time to feedback to students. Finally there were ongoing challenges with managing the behaviour of students. This required ongoing attention from the programme to ensure that it did not undermine the learning opportunities. These are likely to be challenging issues for any programme of this type, but future programme should seek to learn from the experience of Legacy Careers.

- **Skilled facilitators are critical to the effective functioning of an intervention such as Legacy Careers.**

While teachers can play this role, the role is distinct from a conventional teaching role and CPD is likely to be necessary. Future programmes should ensure that skilled facilitation is part of their programme design.



- **Employer involvement was critical to the effectiveness of Legacy Careers and was well received by students and employers.**

A key advantage was that the employer's role was well defined and relatively low commitment. Future programmes should learn from this by creating structures which allow employers to be involved in impactful but time limited ways.

- **Consistent funding is important and allows a programme to develop and improve.**

Legacy Careers developed throughout its three years of funding. The programme was ramped up very quickly, which meant that it could be refined through three iterations. Funders of future programmes should aim to sustain funding long enough for this process of organic development to happen.

- **There is a need to link year group based interventions to wider school careers provision to ensure consistency and progression.**

Legacy Careers addressed years eight and nine. This is a somewhat neglected group for careers provision and the funders and delivers of Legacy Careers should be praised for developing an effective intervention with this age group. However, there is a need for future programmes to attend further to how discrete year group interventions fit into the whole school's careers programme. The fact that the reflection survey found a decline in the perceived impact of Legacy Careers in the years following its implementation may be attributable to a lack of follow up and sustained focus on careers.

- **Ensure that face to face and online elements of programme delivery are well integrated.**

An innovative component of Legacy Careers was the way in which it connected face to face and online elements of delivery. A range of online resources and tools were developed which have an enduring value. However, these were not as well integrated with face-to-face delivery nor as well used as they could have been. Future programmes should consider how to enhance this integration further.

- **Ensure a strong partnership between evaluations, delivery organisations and funders.**

The partnership between the evaluators, programme delivery organisation and funders worked very effectively and contributed to ongoing learning. There is a substantial value in evaluators being appointed early and having a sustained and ongoing involvement in the programme. However, inevitably the evaluation was limited by resources and it may have been possible to demonstrate deeper impacts if a more detailed and sustained evaluation had been commissioned.

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