

Project e

Final Evaluation Report



January 2007

Project e was an innovative course run at Emmaeus College consisting of 13 students. It drops the modern approach of learning in a classroom and has a more hands on approach. It teaches the students first hand experiences that they will need later in their lives. It showed us a new meaning to school. Project e is a negotiated course where the students are responsible for their own learning and the students are free to approach the course in their own way.

Andrew Osborn, year 11 Applied Enterprise Studies

Contents

<i>Project e Background</i>	4
Phase 1: REAL Choices Description	5
Phase 2: Applied Enterprise Studies Description	8
<i>Project e Outcomes and Results</i>	11
Phase 1: REAL Choices Results	11
Phase 2: Applied Enterprise Studies Results	16
Baseline Data Survey	16
Learnings from the Baseline Data Survey	24
<i>Post program student survey</i>	25
Learnings from the post program student survey	27
<i>Post program staff interviews</i>	28
Learnings from the Staff Interviews	30
<i>Post program parent survey</i>	31
Learnings from the parent survey	32
<i>Post program community partner survey</i>	33
Learnings from the survey of community partners.....	34
<i>Conclusions</i>	35
<i>Appendix 1 Baseline Data Survey</i>	40
<i>Appendix 2 Baseline Data Survey Results</i>	46
<i>Appendix 4: Phase 2: Applied Enterprise Studies Program</i>	

5Error! Bookmark not defined.

Project e Background

Project e comprised a two-phased learning program for developing and demonstrating enterprise skills in high school students. The project was coordinated by the Parramatta Diocese Catholic Education Office (CEO) with financial support from the Commonwealth Government Enterprise Education for the 21st Century initiative. The project was intended to complement and expand upon the work already being done in schools across the Parramatta Diocese in the area of careers and transition.

The two phases of Project e were as follows:

Phase 1: REAL Choices – conducted in 2005 – was designed to build foundational employability skills in Year 10 students.

Phase 2: Applied Enterprise Studies – conducted throughout 2006 – targeted enterprise skills as a NSW Board of Studies Endorsed Course in Year 11 for students who had successfully completed Phase 1.

Phase 1: REAL Choices Description

Project e Phase 1 commenced in November 2005 with 481 Year 10 students and 27 teachers across three Western Sydney schools – Clare Catholic College, Hassall Grove; Emmaus Catholic College, Kemps Creek; and St Agnes Catholic College, Rooty Hill.

The design was based on Dave Turner’s model (National VET Network Conference in Hobart 2004) for ‘transition teams’ with the added enhancement of the learning and assessment of employability skills.

REAL Choices provided an opportunity for students to develop a portfolio of the employability skills they had already acquired both while at school, and externally. During the program, students were also asked to undertake a career investigation and report their findings to their peers; this activity served as a general awareness raiser of issues surrounding the transition between school and work, and as an opportunity to address any skill gaps that had been identified by the students during the completion of their employability skill portfolio.

Prior to commencement of the project, students self assessed their level of skill development and compiled a portfolio of evidence of their achievements both within, and outside the classroom. Skills assessment by teachers was conducted throughout the 4-6 days of the project with students having the chance to purposefully engage in tasks they felt would support achievement of skills identified as needing improvement.

Student teams for the project were formed on the basis of a nominated area of career or transition pathway interest. Each student team researched their interest area and prepared presentations on their topic for other students and teachers. Each team was assigned a teacher mentor as well as an industry mentor for guidance and support. Additionally, a number of “experts” in a variety of industry, educational and training fields were available for contact if teams needed information or advice. Students were able to opt for a field trip on one day of the project.

The teacher mentors undertook a one-day training course in the changing world of work, employability skills and competency-based assessment as it applied to this project. This was seen as an important aspect of quality control, as well as contributing to project sustainability.

Team Insight

“To gain greater knowledge about the entrepreneurial world” is the reason for Team Insight. We have gained greater understanding about the concept of team work, and how working effectively as a team is essential in achieving the goals we have set as a team. We have all agreed this course is great and will benefit us due to the different pathways we have set for ourselves after school. “Entrepreneurs are not just dreamers or talkers – they are doers!” This quote inspired our group in many different ways, it has made us realize that we don’t only set goals, we have to aim to achieve them as well.

Even though this course has taken a lot of our time, it has enabled us to balance out our other subjects, and still complete all our work. We encourage others who are interested in business to take on this course, because Team Insight guarantees that teenagers will benefit from it.

Lobna, Paul, Rebecca & Katrina



Our Goals

- *To build awareness for the Mt Druitt Community Ministry.*
- *To demonstrate to the community that the Ministry exists and offers advice, aid and understanding for individuals who may be experiencing many negative circumstances.*

Phase 2: Applied Enterprise Studies Description

As a NSW Board of Studies Endorsed Course for Year 11 students, Project e Phase 2 was designed to extend the concept of school and learning situations out into the community by providing students with a broader range of learning opportunities and experiences than is available in the traditional classroom situation.

The implementation of Phase 2 was based on a 60 hour one-unit Higher School Certificate (HSC) course called Applied Enterprise Learning developed by the Project e Team.

The Applied Enterprise Studies Program was conducted for Year 11 students at Emmaus Catholic College at Kemps Creek in the Western Suburbs of Sydney from July to December 2006. The course commenced with 20 students; 5 students dropped out because of the high workload; 2 students left the school; and 13 students completed the course.

The objectives of the Applied Enterprise Learning course were for participants to:

1. Develop and apply enterprise skills to design, execute and evaluate solutions that satisfy identified needs and opportunities within their local community
2. Contribute to community capacity building
3. Understand and apply the enterprise principles and processes in managing a project
4. Develop emotional intelligence competencies (personal skills and social skills)
5. Understand, use and generate creative and innovative solutions and processes

A key feature of the Program was that students were required to work in teams and apply that works to supporting community organizations. This required students to develop and understanding of:

- Team formation : the different types of teams – work teams, integrating teams, management teams, improvement teams
- Team evolution – forming, conforming, storming, performing
- Team roles – Technical (task roles) and social (relationship roles)

Also, as part of community capacity building, student teams were required to identify and support a local community organisation. This included:

- Field study of existing community organisations to investigate their clients, goals, structure and culture, and critically analyse these.
- Identify a situation or a process that needs to be created or improved – *the Project Task*
- Identify all Project task stakeholders

In teams, the students from Emmaus worked with one of three community partners: Obley Education Centre, Western Area Adolescent Health Team and Mt Druitt Community Ministry. Over the term, and mainly during out-of-school hours, the teams developed a plan to add value to their organisation. They presented their recommendations during a ‘project pitch’ evening on Wednesday 26 July, 2006. A brief outline of their projects follows.

[Further information about the Applied Enterprise Studies Program is also provided in Appendix 1]

Group ATSP

Our group ATSP (Acquiring Tactics & Strategies Professionally) has been given the task to research a community agency and develop a project task about the Western Area Adolescent Team. This is an agency that helps Adolescent between the ages of 12-20 with any health related problems mentally or physically. Some of these problems are like AIDS, disability, drugs related problems, mental issues and also has counselling. They have a few number of staff that gets the job done well and professionally.

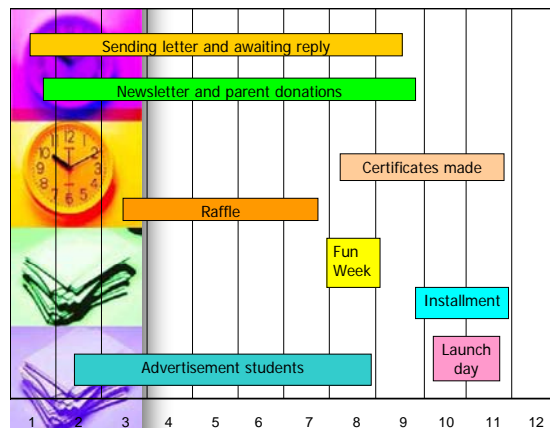
They have a simple facility in Mt Druitt next to the Aboriginal Health Centre that have simple facilities to do their job properly. Yet one problem is that they don't have all the proper facilities to run the place, they have old things that may die at any time or second hands objects that may be faulty or damaged. That is why our group ATSP is organizing a fundraiser to collect funds for our community agency.

We are planning to hold a sausage sizzle and then maybe a depot where people can put their old objects and appliances that we can use for the agency. This will provide them with money to buy well needed appliances like an oven, dishwasher, and a washing machine. These will benefit the agency greatly giving the adolescents more comfort and by that helping them more to recover. We are also organizing trips to large company like Bing Lee, Cash Converters, Retro vision, Tandy and Dicksmith Electronics. By doing this our mission is to get some of these big companies to donate appliances that are needed at the agency. Overall we will try numerous things to get to our goal, getting donation and money.

With the teamwork of the ATSP, Ersin, Ashwin, Nathan, Frank and Scott we will achieve all that we set our minds to.



The Western Adolescent Area Team



Our timeline

Project e Outcomes and Results

“The project is about developing highly valuable skills – enterprise skills, project management skills and creative skills,” said CEO Education Officer Enterprise, Danielle Miller. “The great thing is that community agencies will get volunteer help that’s directed and of real quality, and students get help to develop skills transferable to any context after school. It’s a win-win,” she said.

Phase 1: REAL Choices Results

The REAL Choices program was conducted after the year 10 School Certificate examinations were completed, and there were doubts about the level of participation of students as a result. However, the main fear, that students would not take the project seriously, particularly because it was conducted post school certificate when students have switched off learning, proved groundless.

The project feedback suggested that majority of students were strongly engaged and behaved responsibly throughout the project. At one school, even on the optional field trip day, more than a third of students chose to attend school saying “we just thought we would get more done here.” A teacher at Clare Catholic College commented that, “They all just seem generally nicer – they are coming up to staff at lunch time in their groups to ask questions about our pathways to work, and the skills we have learnt to develop – it is like they see us in a different light now. I guess we are also treating them differently too and letting them run their own show...”

The 2005 Phase 1 of the year 10 *REAL Choices* program was conducted for one week in term 4, with 6 schools participating. The 2005 program was seen as a great success, and convinced and convinced more staff to be involved in 2006.

“The teachers are now taking ownership and are excited about the 2006 program”.
Danielle Miller

“I just believed they could do this and they have – how can we ever go back to thinking they don’t cope well with independent work? We are also going to ‘lift the bar’ generally – they have really surprised many of us. I think it was just that they were really interested in exploring their transition pathways and putting employability skills on the agenda made it all seem more real. For the first time the penny dropped – the kids could see that all the things they do at school do have relevance and are valued outside of these walls. Of course we had been telling them this for years – but they discovered it here for themselves...”

Table 1: REAL Choices Student Feedback

Table 1 below summarises the feedback gathered from a post program survey of students who participated in the program.

	% Agreed	% Strongly Agreed	Total % strongly agreed or agreed	% Disagreed	% Strongly Disagreed	% did not answer this question
I learnt more about my chosen vocation as result of this project	56	34	90	7	3	0
I enjoyed being able to make my own decisions about the project.	59	35	94	5	1	0
I enjoyed working with my team	43	49	92	4	4	0
I was able to make a useful contribution to my team’s final project.	50	42	92	6	2	0
My learning facilitator (teacher) was supportive.	47	42	89	6	3	2

The careers and transition experts who came in to our school to talk with us were helpful	56	9	65	13	4	18
My industry mentor gave me useful advice/information.	54	25	79	14	7	0
I found completing my log book of skills worthwhile.	55	22	77	15	8	0
I had adequate time to complete this project.	59	24	83	14	3	0
This experience helped me see why school is important.	50	25	75	20	5	0
This experience has made me rethink my chosen vocation.	39	23	62	26	12	0
My parents/guardians were pleased with my involvement in Project E.	62	22	84	10	6	0
This project was worthwhile	57	28	85	11	4	0
I would recommend this project to other students.	55	30	85	11	4	0

Student comments

A few of the comments from the year 10 students highlight their feelings, and reinforce the survey data shown above:

“The best thing about this project was the camaraderie of working as part of a group and realizing how many skills I actually have...I also liked developing new ones. It was a challenge though to work under pressure in a sometimes volatile environment...” (Roneet Prasad, Clare Catholic High School)

“I liked the opportunity to work with people you wouldn’t usually work with and the opportunity to make a more informed opinion about my chosen career path.”
(Ellie Seru, Clare Catholic High School)

“We got the freedom to do things and make our own choices...” (Yvette,
Emmaus Catholic College)

“I loved working in my own time and having to conquer shyness to talk to the group.” (Stephanie Felipe, Emmaus Catholic College)

“The best things about this project were gaining information regarding my desired vocation, enhancing my entrepreneurial skills (which I had to use to access interviews with professionals in my chosen field as they were busy with their hectic schedules) and learning how to balance independent learning with the needs of my team.” (Beverly Manago, St Agnes Catholic High School)

Conclusions

The student data shown above clearly demonstrates the success of this project as an enterprise learning initiative. The students regarded the project as highly successful, and rated highly a range of enterprise attributes - including independent learning, decision making, time management and working with others – as their main learning outcomes. They also reported that they learnt much more about a prospective career as a result of their participation.

Staff also responded very positively to the program and the approach. Rather than approach schools with a “we know best” professional development program, *Project e – REAL Choices* provided teachers with some basic theory and then allowed them to discover for themselves the value in assisting students to develop and record the

demonstration of foundation enterprise skills, and experience learning that is relevant to their world.

As a result, the staff involved in 2005 were keen to be involved again in 2006, and suggested modifications to improve on the original program:

“ Next time it would be great to start articulating the development of skills in every assessment task we hand out, right from Year 7. The students should be building their portfolios up from the beginning.”

Phase 2: Applied Enterprise Studies Results

As the Applied Enterprise Studies program happened over the 2006 school year, there was sufficient time to collect a range of evaluation data, including: baseline surveys; post program surveys; student interviews; staff interviews; and evidence of student learning. The results from the data collection and analysis are reported following:

Baseline Data Survey

At the commencement of the Project a survey was conducted to develop an understanding of the attitudes of the students involved to enterprise education, community learning, and works and career choices. The Baseline Survey Questionnaire is shown in Appendix 1, as are the entire written responses from students to Part 3 of the survey.

Baseline Survey Part 1

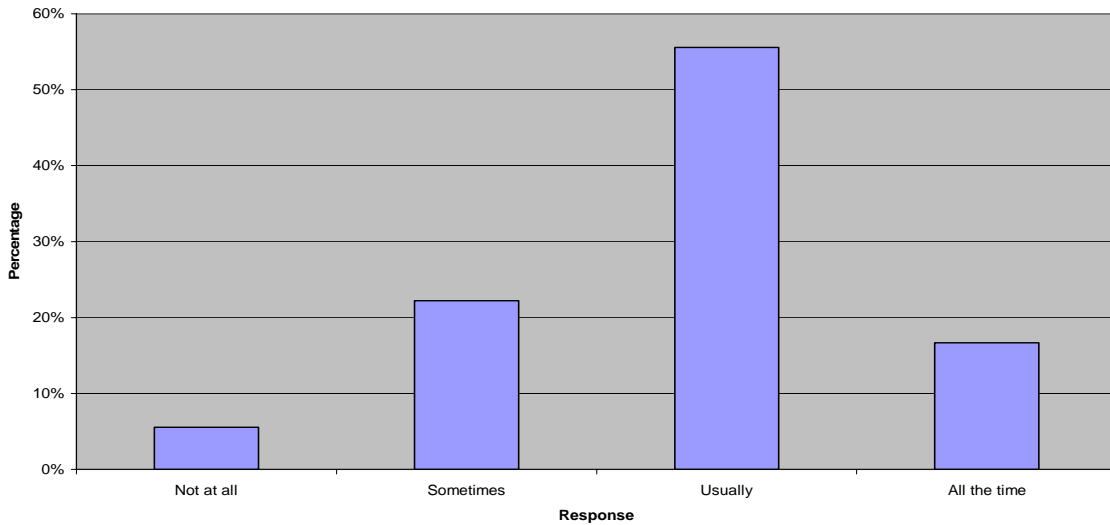
In the Baseline Survey Part 1, the students were asked to respond to questions – such as, *“during lessons I have the opportunity to develop leadership skills”* – using the continuum: **not at all – sometimes - usually - all the time**. Similar surveys have been used successfully with other enterprise education projects and the results have proven useful in developing an understanding of students’ perceptions of their own abilities, as well as providing feedback to refine project implementation.

A full summary of the responses to Part 1 of the Baseline Survey Questionnaire is provided in Appendix 2.

The responses to several of the questions, highlighted following, illustrate a very positive trend from this data:

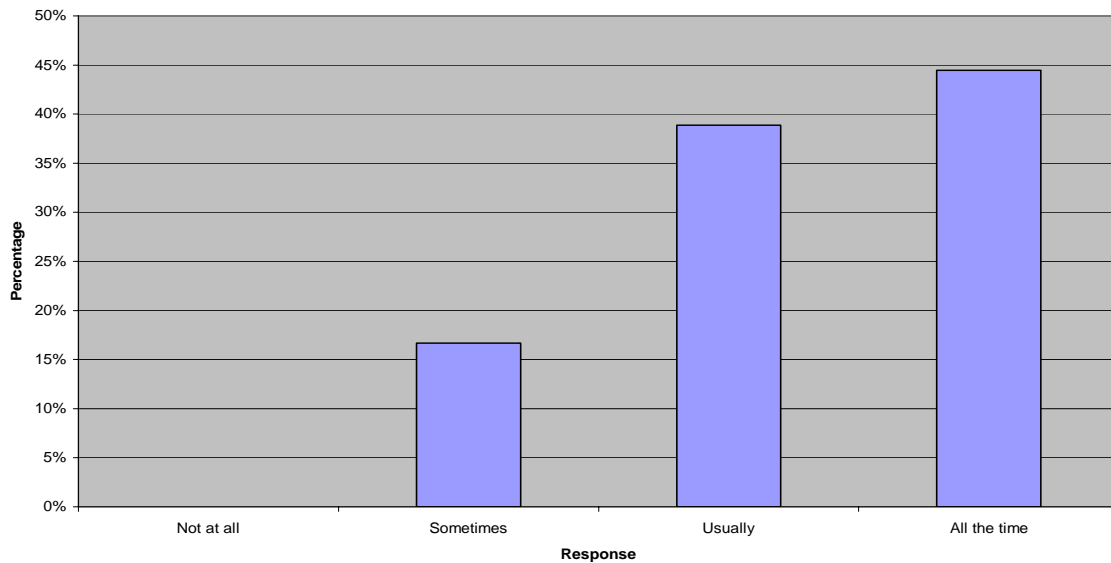
- ◆ Table 2 gives a summary of the students' responses to Q19: *I know and can organise the tasks needed to carry out a project that helps my school and community.*

Q19 - "I know & can organise the tasks needed to carry out a project that helps my school & community"



- ◆ Table 3 gives a summary of the students' responses to Q20: *I am confident in my own ability to work out issues and solve problems.*

Q20 - "I am confident in my own ability to work out issues & solve problems"

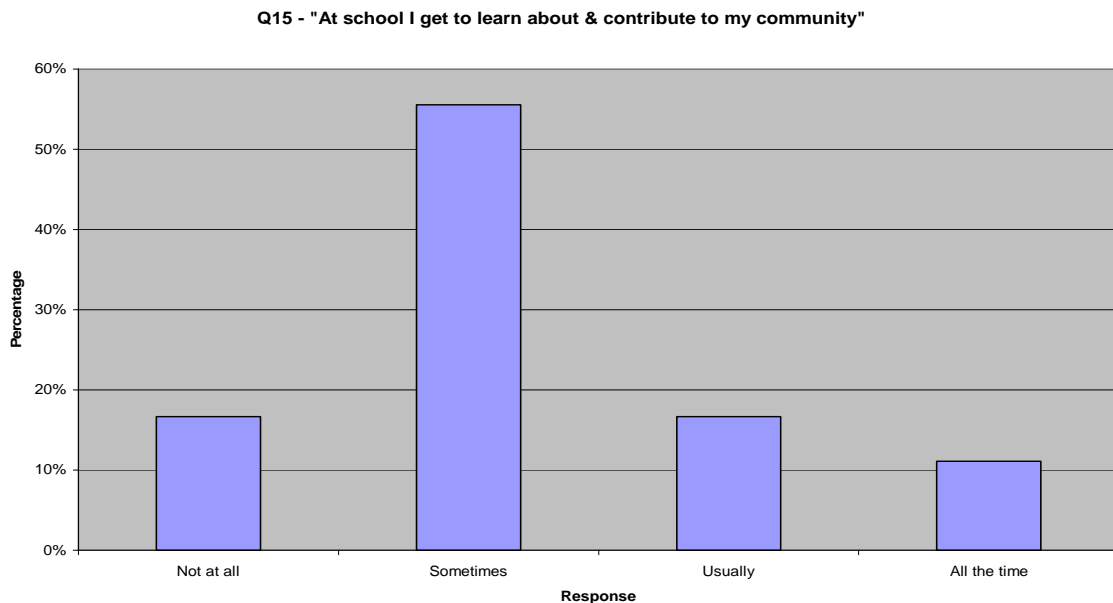


The student responses to question 19 and question 20 indicate that at the commencement of the program students were confident to very confident of their organisational and problem solving abilities. Their subsequent experiences, however, allowed them to develop a more realistic appreciation of their actual abilities and the areas they had to improve to succeed in their enterprise projects.

The post program interviews with both staff and students provided evidence to support this. Both staff and students felt that the main areas of student learning and improvement were in organisation and problem solving. The students reported that they had over estimated their abilities at the commencement of the program, and many had struggled with organisation and problem solving as the project developed.

Learning about community was an area that students indicated from the beginning as an area of weakness, with over 70% of students indicating that they “sometimes to not at all” get to learn about and contribute to their community.

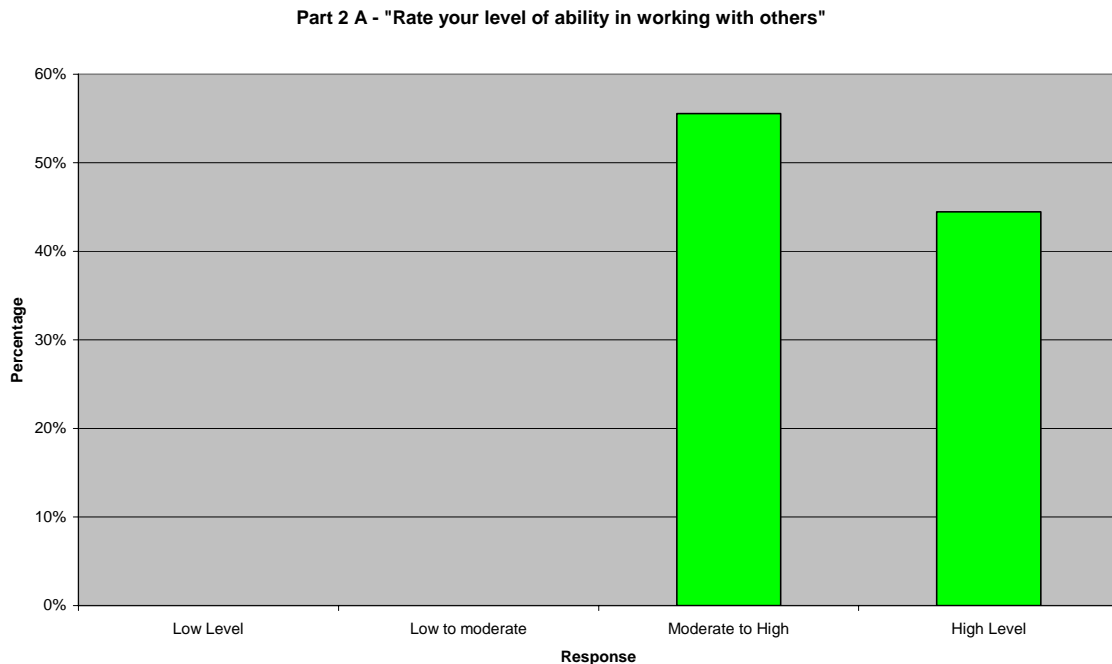
- ◆ Table 4 gives a summary of the students’ responses to Q15: *At school I get to learn about and contribute to my community.*



Baseline Survey Part 2

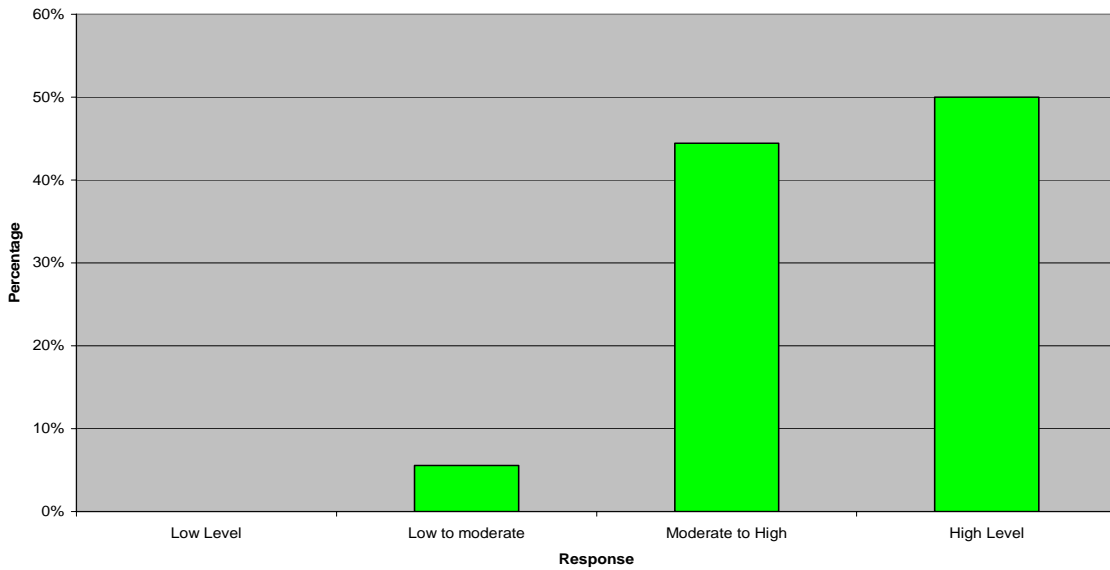
In Part 2 of the Baseline Survey, students were asked to rate their level of ability in the areas of: communication; working with others; problem solving; health and well-being; creativity; planning & organisation; community involvement; leadership; and management skills. The rating scale used was: **low level - low to moderate - moderate to high - high level.**

- ◆ Table 5 gives a summary of the students' responses to: *Rate your level of ability in working with others.*



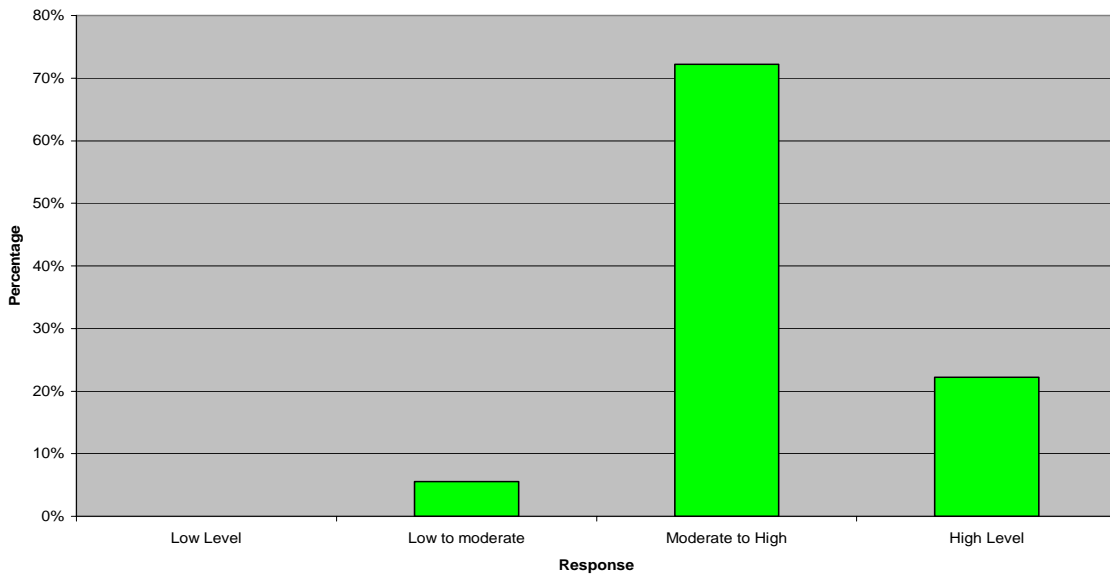
- ◆ Table 6 gives a summary of the students' responses to: *Rate your level of ability in communication skills.*

Part 2 B - "Rate your level of ability in communication skills"



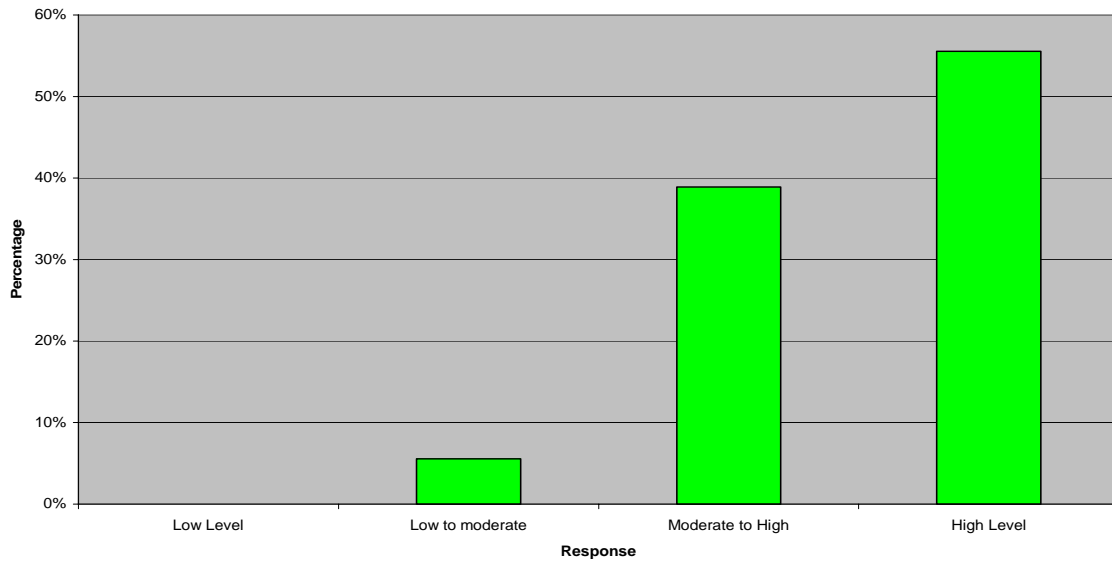
- ◆ Table 7 gives a summary of the students' responses to: *Rate your level of ability in problem solving*

Part 2 C - "Rate your level of ability in problem solving"



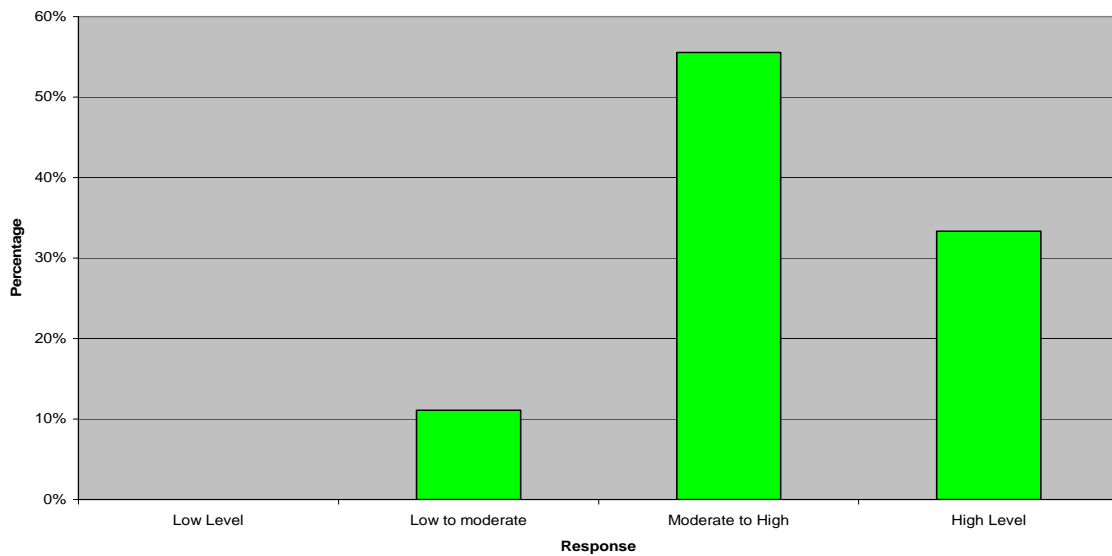
- ◆ Table 8 gives a summary of the students' responses to: *Rate your level of ability in health and well-being.*

Part 2 D - "Rate your level of ability in health and well - being"



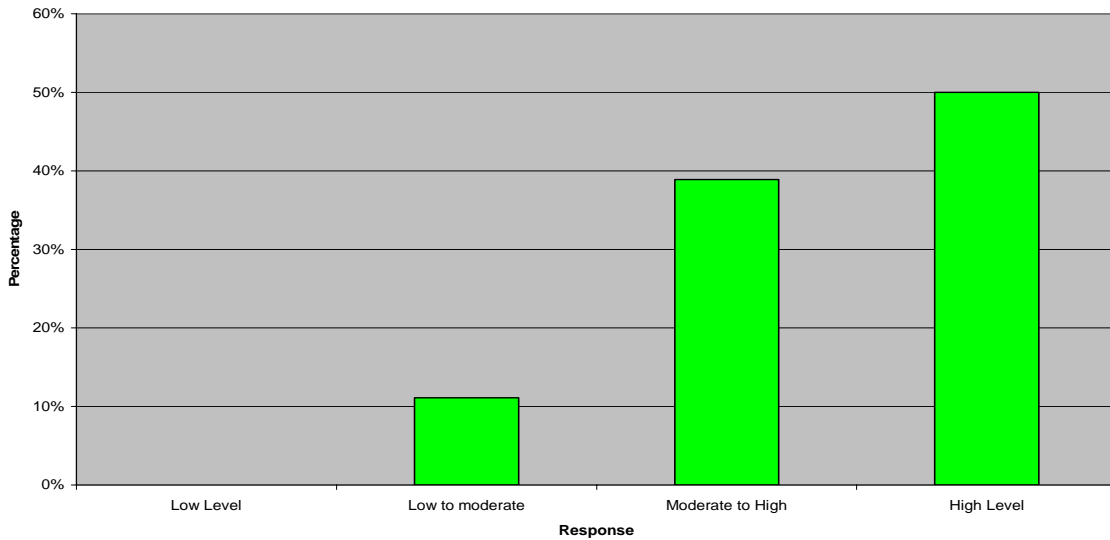
- ◆ Table 9 gives a summary of the students' responses to: *Rate your level of ability in creativity.*

Part 2 E - "Rate your level of ability in creativity"



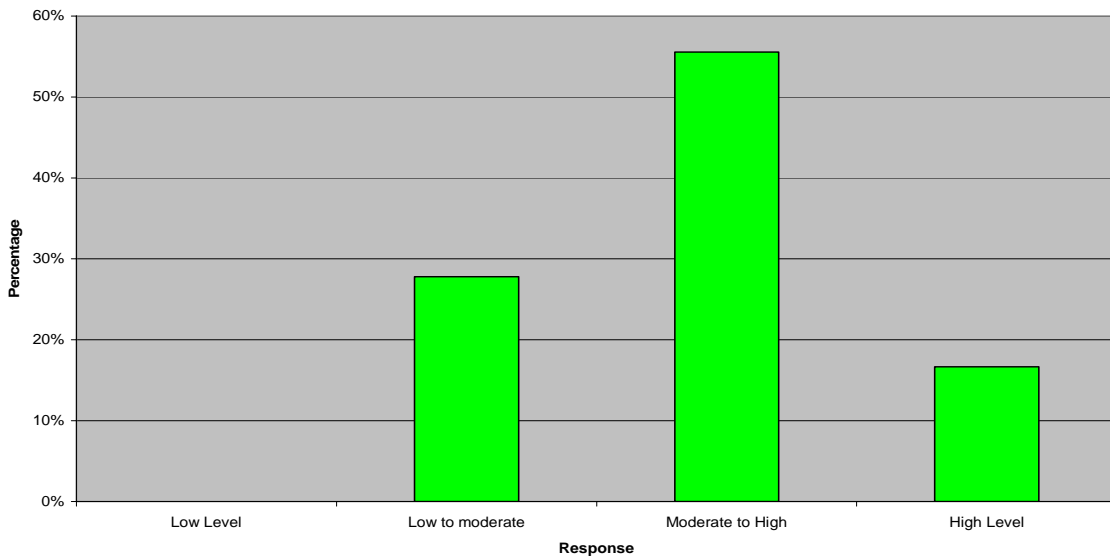
- ◆ Table 10 gives a summary of the students' responses to: *Rate your level of ability in planning and organisation.*

Part 2 F - "Rate your level of ability in planning & organisation"

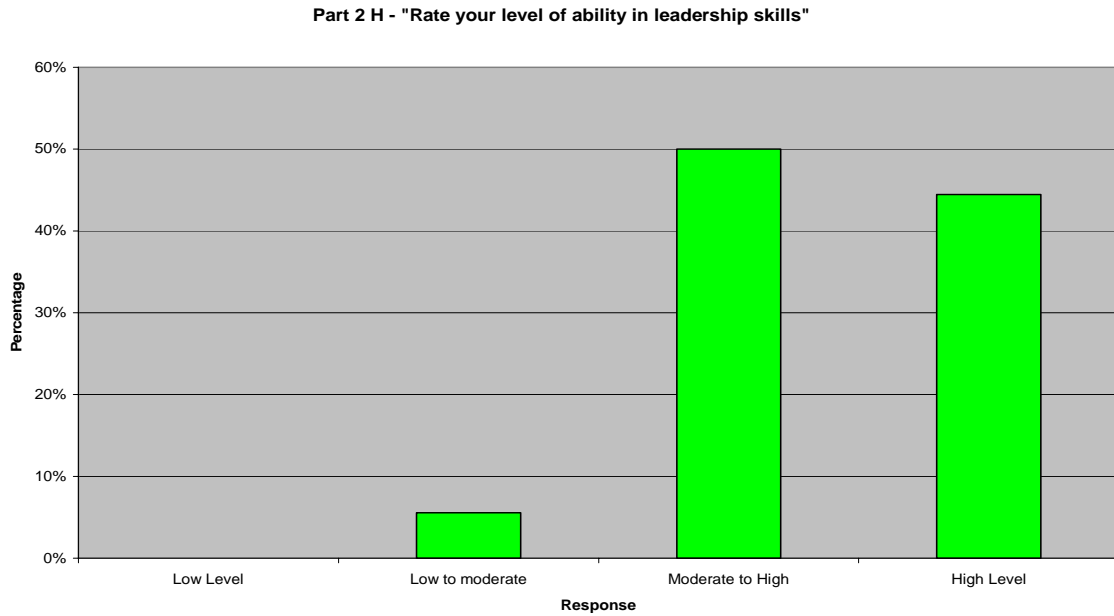


- ◆ Table 11 gives a summary of the students' responses to: *Rate your level of ability in community involvement and understanding.*

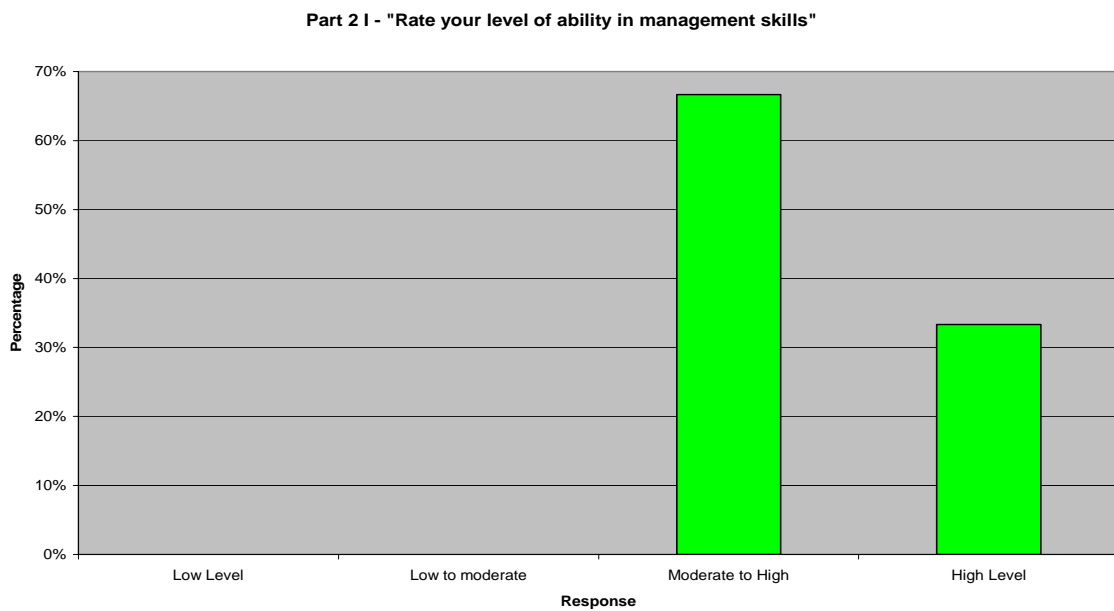
Part 2 G - "Rate your level of ability in community involvement and understanding"



- ◆ Table 12 gives a summary of the students' responses to: *Rate your level of ability in leadership skills.*



- ◆ Table 13 gives a summary of the students' responses to: *Rate your level of ability in management skills.*



Learnings from the Baseline Data Survey

In general the response to the Baseline Survey questions by the students participating was very positive, in fact - it is believed - overly positive. Two possible reasons have been put forward to account for this:

- The prior learning environment at the school had been very supportive of students' developing high level enterprise skills – thus students already had high level enterprise skills before commencing the program; or,
- The students were relatively inexperienced in self-assessment and analysis of their own skills, and as result, over-rated their abilities at the commencement of the program.

Based on the above analysis, and the experience of the program coordinator and project evaluator, it is believed that the students initially over estimated their abilities at the commencement of the program, and then came to a greater understanding of their strengths and weaknesses as the program developed. This conclusion is supported by the findings of the post program student survey presented in the next section.

Post program student survey

Students were surveyed about the things they liked and disliked at the conclusion of the Applied Enterprise Studies program. They were also asked to comment on the things they would like to improve.

A total of 12 students participated in the post program survey. The numbers shown in brackets below, indicate the number of students who responded in the same way.

A summary of the results of the post program student survey is as follows:

Likes (Describe the things you liked most about the Applied Enterprise Studies course)

- Freedom of the course (5)
- Flexibility (5)
- Skills (4)
- Being able to negotiate (3)
- Hands on approach to learning (3)
- Self learning/ independent learning (3)
- Learning from trial and error (2)
- Working as a group/team (2)
- Able to do your own thing
- Real people
- Teaching
- Opportunities
- Development of enterprise skills
- Assessing risks
- Gaining new knowledge, experience and skills
- Experience

Dislikes (Describe the things you liked least about the Applied Enterprise Studies course)

- Starting the course late (9)
- Not being timetabled (7)
- Other classes & assignments clashing (3)

- Time management (2)
- Pressure
- Arguments with real people
- No criteria
- Commitment level
- Being put on the spot
- Insufficient time
- Affecting other classes
- Lack of recognition of the course
- Low level of commitment from other group members
- Time consuming
- Management of groups
- Organisation
- Not structured

Your improvements (Describe the areas or skills you most improved as a result of doing the Applied Enterprise Studies course)

- Communication (8)
- Organisational skills (8)
- Teamwork (5)
- Time management (5)
- Creativity (4)
- Responsibility (3)
- Confidence (3)
- Motivation (2)
- Independency
- Initiative
- Employability skills

Course improvements (What would you like to see improved about the course?)

- Course put on the timetable (9)
- More teaching (7)
- More support materials/ study notes (5)

- Better criteria
- Focus
- Better examples
- Course more structured

My experiences from doing this course are happy ones with learning and showing new skills, e.g. time management. This course has helped me work in a group and achieve a goal whilst helping a community organisation. So my experiences of this course are working with mates and people that shares the same interests to achieve a goal.

Year 11 student

Learnings from the post program student survey

As shown by the data represented in the Chart below, the students identified the enterprise skills – particularly communication and organisation skills - as their areas of greatest improvement.

As the course started late, the students reported that they were under more pressure to complete the workload, especially as the course had not been timetabled and students had to work off-line.

Interestingly, while students appreciated the freedom and flexibility of the course, they also said they wanted more teaching

Post program staff interviews

Two key staff were interviewed at the conclusion of the program – Danielle Miller, the Project Coordinator; and Samantha Boreham, the Emmaues College Course Coordinator.

The main focus of these interviews was to discuss student learning outcomes, and the ways the program could be improved for the future.

A summary of their comments follows:

Student Learning

- Students learnt a lot from the Applied Enterprise Studies program. It enhanced their understanding their learning styles; they organised and adapted their own learning better, and; took responsibility for their own learning and for their outcomes increasingly as the program progressed
- It was very motivating for the students who stayed with the program
- The ones who didn't want to take responsibility for themselves left the program
- Students developed better time management, better organisation skills, and a more focussed approach to their learning. These improvements were carried over into other learning areas, as reported by other staff and the students themselves

Meeting students needs

- The program clearly met the needs of the students who persisted with the program. Students commented frequently that they enjoyed the autonomy and freedom, and these were the reasons they committed themselves so strongly to achieving their goals
- The students liked the student centred focus on learning
- Students meet their own needs and worked with their own learning styles

Career development

- There was no pathway available for students who completed the course, but the skills learned will benefit them in the workplace and their further learning
- The program helped students build foundations for career development as acknowledged by the students themselves, their parents and community partners

Likes

- The individual progress and development of students was outstanding
- A new way of learning – it was more student centred and student controlled
- The freedom for students to choose what they learned, how they learned and when they learned
- Real life and real world learning experiences were the foundations of the course, and this focus was so different to approaches in other learning areas
- Learning from and working with their peers

Dislikes

- The course structure was set before the students started and was hard for other teachers to understand and follow
- As this was a new and developing course, there were no syllabus documents to refer to and this limited the involvement of other staff
- Not being timetabled was a big problem. It meant that students had to do lessons off-line. The numbers dwindled during the course due to the out of school workload

Issues

- There wasn't time at the beginning to inform other staff properly
- One outcome from the above was that there was criticism from other teachers who did not accept the course or teaching processes used. The teachers who put their hands up to support Project e were the younger ones and most of the older staff did not engage with the program as it was unfamiliar and required additional work and time

- Not having the course teacher on-site was an issue for students and other staff, with communications problems as a result
- As it was not a board developed course, many students were reluctant to commit to the program. This was also a reason why students who showed initial interest dropped out of the course.
- The nature of the program requires small class sizes, therefore some schools may be reluctant to run the course in the future

Improvements

- Timetabling the course is essential for the future success of the program
- More flexibility for each school and the community partners involved is required in the implementation of the program
- Training focussed on adult learning models must be available for course teachers before the program is conducted. Professional development for other staff at each school is also required

“The program was fantastic and was certainly a success. I’ve changed my own teaching style as a result”. Samantha Boreham

Learnings from the Staff Interviews

While critical of certain aspects of the implementation of the program (not being timetabled, information to other staff and course materials), the staff directly involved in the implementation of the Applied Enterprise Studies Program were very supportive of the process and outcomes achieved. They reported very favourably on the student learning outcomes, and the growth and progress of students.

Importantly, in recommending that the program continue and expand in other schools, they also suggested a range of improvements, including: syllabus documents; timetabling; professional development for teaching staff; and information for all school staff.

Post program parent survey

A post program survey of the parents of the participating students was conducted to ascertain their understanding of the project, the benefits of the course, and the outcomes for their children.

A summary of the parent comments follows:

What is your understanding of what was involved in Project e?

- Helping a community group
- More privileged students helping less privileged students
- Building team work, communication skills through developing a project
- Learning about business and project management
- Being involved in a community project, coming up with a project, creating advertising for the promotion of a community organisation

What do you feel are some of the positives about the Project?

- Having to carry something from beginning to end
- Learning to follow through on something and that there is honour in finishing the job
- Improved self esteem, communication skills and public speaking skills
- Learning to interact on a more professional and adult level
- The project provided an insight into the real world
- Great hands on experience
- Improved confidence, the project pitch night was evidence of this
- Seeing a different/unknown side of life
- Having to communicate with adults and work in the real world
- Loyalty – the students didn't want to let each other or the community partner down
- Learning how to work in a team and communicate

Were there any aspects of the Project that your child found challenging? If so what were they?

- Not really
- The time and commitment required cut across other commitments
- It was a very heavy workload on top of an already full schedule

- The group work was difficult with students dropping out at different stages
- The time required to complete the project that fell outside of school hours

Were there any differences in your child (at home, school, academic, social...)?

- It was an eye opening experience
- Improvement in politeness
- Improvement in maturity
- More/improved confidence
- Better understanding of the real world
- Helped confirm future goals
- Better able to make own decisions

Is there anything else that you would like to add?

- Parents need to be better informed about the project and the commitments outside of school hours
- More hours should be incorporated into the school day
- Sam (Samantha Boreham – teacher) was fantastic support for the students

Learnings from the parent survey

It appears from the parent data that many were surprised by the level of enthusiasm and engagement shown by their children while participating in this course. They commented on the improvement in maturity, improved communications and confidence, and taking responsibility – all high desirable outcomes for an enterprise education initiative.

Parent understanding of the course, and the expectations of the children, was limited, particularly in the beginning stages. In line with the data from the staff interviews, this highlights the need for more information to parents about the structure, process and expected outcomes of the program.

Post program community partner survey

A post program survey of the community partner contacts was conducted to ascertain their understanding of the project, the benefits of the course, and the outcomes for the students.

A summary of the comments from the community partners follows:

What is your understanding of what was involved in Project e?

- The students were doing the course as part of year 11
- They were learning skills in the classroom like communication and team work and then needed to put them into practice in their work with their community partner
- The students needed to practice skills by developing and following through with a project

What do you feel are some of the positives about the Project?

- It was good for raising the profile of the community partner and the school
- The students were very enthusiastic - 5 stars for enthusiasm
- The skills that the students were developing seemed to be good real workplace skills, such as communication, professionalism etc
- It was great as it was different from the “normal curriculum”
- Students seemed to develop a sense of responsibility
- The students worked well and independently
- The project pitch evening (presentation) was very impressive

Were there any aspects of the Project that you found challenging? If so what were they?

- The students seemed to want to do too much, too many things. Their project ideas were possibly a little unrealistic
- Not all students were equally involved, some didn't even visit the venue
- Students did not provide regular updates, their communication was erratic
- Students did not give any warning when they needed us to do things or when they needed to visit
- Things were fantastic until the staff (project e) stepped back, there was a feeling that they (the students & the community partner) had been "dropped in the deep end"
- Students reported that they had received little guidance from their school
- The student's ideas were great but they didn't seem to take into consideration the restrictions on them in terms of time and school

Learnings from the survey of community partners

The reports from the community partners indicate that they were strongly supportive of the Applied Enterprise Studies Program and the participation of the students. They liked the level of enthusiasm and responsibility shown by students.

It is apparent, however, that it took some time for the community partners to develop an understanding of their role and what was expected of them - not unusual in a new and evolving program. Based on the learnings and outcomes of this first program, information and support materials for community partners could be made available to assist the understanding of their role, the expectations of students, the outcomes expected, and a process for communications between the students and their community partners.

Conclusions

It was evident that there was a great deal of support for the Project e from all parties – students, staff, parents and community partners. This is certainly because of the commitment and enthusiasm shown by students, and the strong enterprise learning outcomes that resulted.

Enterprise learning

One of the main outcomes of the Applied Enterprise Studies course, as assessed by both students and teachers, was that the students developed greater understanding of their strengths and weaknesses and styles of learning, in addition to improving their enterprise skills. The students identified the enterprise skills – communication, organisation skills, teamwork, time management and creativity - as their areas of greatest improvement.

The course was extremely challenging, but very rewarding. It's hands on and very different to regular classes. We have more responsibility and it makes us feel like we are doing something for the community." Sue Maimoun

A similar outcome was reported for the year 10 *REAL Choices*, with reports from staff and students that the learning of organization, communication and organizational skills was a highlight of the participation of students.

The staff reported that the Applied Enterprise Studies students have learned so much about enterprise that they recently taught their fellow students in a Business Studies class. "We went through some of the things we have been using to complete our community projects, such as motivation skills," said Rebecca Camilleri.

Student interest

That there was strong interest among students in the concept of the Applied Enterprise Studies Program is illustrated by the fact that 60 students applied to do the course in the first instance, with 30 students then undertaking the induction component. The need for the timetabling of the course is demonstrated by the further information that only 20

students commenced the once they found out that they would have to work in their own time.

The level of student interest and participation was also high for the *REAL Choices* program. Both students and staff reported high participation rates, students committing their own time to complete tasks, and high levels of enthusiasm.

These factors suggest that there is a strong future for the Project e programs, and that further resources and communications would support the level of interest that already exists among students.

Another comment from staff was that “there is potential for more student involvement in the school evolving from the Applied Enterprise program.”

Project e students Rebecca Camilleri and Sue Maimoun, said the benefits of the program were far-reaching. “It’s been hard, but the skills that we’re learning are going to really benefit us in the future,” said Rebecca. “Basically, if there is a problem, we have to solve it as a team and make it work. In the future, I would like to run my own business and I am learning a lot to help me achieve that goal.”

Meeting students needs

A number of conclusions have been proposed regarding the extent to which Project e met student needs. These are as follows:

- The report from students and staff indicate that the program met students needs
- The students liked the independent and student centred learning
- Students meet their own needs and worked with their own learning styles

In terms of career development:

- No pathway was available for students who completed the course, but (based on student and staff reports) the skills learned will benefit them in the workplace and their further learning
- The program helped students build foundations for career development

Staff support

Evidence of very strong support from participation staff was obtained for both the *REAL Choices* and Applied Enterprise Studies programs. There were some reports that staff who had not been involved were concerned about aspects of the Applied Enterprise Studies program – especially student freedom, independence and movement. As has been highlighted previously, this issue could be addressed through professional development and information sharing for school staff to ensure that everyone understands the background, purpose and expected outcomes of the program.

Project e coordinator at Emmaus, Samantha Boreham, said the students had adapted “brilliantly” to the program. “It is a definite success. We weren’t sure what to expect because it was the first time it has been run, and the students were given much more freedom than in traditional classes,” she said. Samantha said the Emmaus College staff were very supportive of the program, with many looking to have an active involvement in it in the coming years. “They have seen the hard work and commitment of this first group of students and realise it is really worthwhile.”

Areas for improvement

It is clear from the evaluation data that Project e has achieved its objectives of developing and demonstrating enterprise skills in high school students.

Given the potential to conduct further programs involving more schools, a number of areas of improvement have been identified based on the information received from students, staff, parents and community partners.

1. *Communications.* Information detailing the purpose, process and expected outcomes of the programs should be made available in a format to suit parents and community partners. Pre-program information and the sharing of information during and post implementation should also be available to all school staff, as well as information to enhance the recruitment and participation of students.
2. *Professional development.* Training for staff to be involved as coordinators/teachers/mentors must be available for before the program is conducted and focussed on adult learning models.
3. *Resources.* The Applied Enterprise Studies program would benefit from a variety of additional resources, including the development of a teachers' resource and a student course booklet. This approach may also be applied to the *REAL Choices* program.
4. *Timetabling.* This issue was raised frequently by students and staff and has been a limiting factor in the recruitment and retention of students in the Applied Enterprise Studies course.
5. *Guidelines for community partners.* Information specific to the role of community partners involved in the Applied Enterprise Studies program would enhance their experience and facilitate their dealings with students. The guidelines could include information on: the role of community partners; expectations of students; project outcomes; and a process for communicating with students and the school.
6. *Requirements for students in dealing with community partners.* Some community partners raised the ways students communicated as an area of concern. Explicit instructions and requirements for students to delineate their dealings with the community partners would assist both parties.

7. *Alternative modes of delivery.* Given the issues with timetabling and staffing alternative modes of delivery could be considered for the Applied Enterprise Studies course – for instance, distance education through online and self-paced modules.

The Applied Enterprise Studies course was appealing to me as it enabled me to gain the knowledge, skills and hands on experience required of an entrepreneur. We all had our positives, which have been personal and independent accomplishments, but also the negatives being lack of time and lack of motivation for some. This course has benefited me as I want to own my own business, and through this course I now know some of the things required. I feel this course is a great, unique opportunity as it is a practical course implemented through independent learning. The end result has been a personal achievement. *Rebecca Camilleri, year 11*

Appendix 1 Baseline Data Survey

At the commencement of the Project a survey was conducted to develop an understanding of the attitudes of the students involved to enterprise education, community learning, and works and career choices. The Baseline Survey Questionnaire is shown following:

Name – School -

Employability Skill areas include:

- Communication
- Learning
- Enterprise
- Self management
- Planning & Organizing
- Team work
- Problem Solving
- Technology
- Personal attributes e.g.: honesty, enthusiasm, personal presentation.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am being taught employability skills e.g. research, problem solving, working in teams and presenting verbal reports.				
My teachers give me information about the careers relevant for each of their subject areas.				
Teachers demonstrate the relevance between their subject and life beyond school.				
Our classrooms provide opportunities for students to be able to solve problems for themselves rather than being dependent on the teacher.				
Our school provides opportunities for students to be able to demonstrate initiative. e.g. starting a fund raising activity, establishing a new study or interest group.				
Our classrooms provide opportunities for students to manage resources and time effectively.				
Our classrooms provide opportunities for students to make decisions about their own learning. e.g. by giving choices about different types of activities				
Teachers prepare students to be ethical (fair and honest) workers.				

Students can engage in valuable learning outside the classroom. e.g.: through sports, hobbies and community work				
Students would benefit from formal reporting that takes into account their learning in contexts outside the classroom. e.g.: through sports, hobbies and community work.				

Please list **three** things you have done at school that you think have helped prepare you best for work and life as an adult.

Please list **three** things you have done outside school that you think have helped prepare you best for work and life as an adult.

Continued next page

Employability Skills Student Self Assessment

Please read each of the descriptions below and think about how well it matches your skills and attributes. Tick whether each one is a “very good fit for you”, “somewhat like you” or “not like you at all”.

Employability skills & attributes descriptions	Very good fit for me	Somewhat like me	Not like me at all
<p>1. Learning I enjoy learning and I am prepared to give it time and effort. I enjoy learning in different ways both in and out of school. I like new ideas and learning new skills. I like applying my learning to practical situations. I like helping others to learn. I know that I will need to learn throughout my life to cope with work and change.</p>			
<p>2. Technology I am good at using computers to get information, organize it and present it. I am keen to learn new skills with technology. I am aware of safety issues when I use technology.</p>			
<p>1 Planning & organizing I am good at getting a job done well and on time. I plan what I need and how much time the job will take. I can plan my priorities and follow my plan. I am good at collecting and organizing the information I need for a task. I will make decisions based on accurate information and I exercise initiative if I need to.</p>			
<p>2 Self-management I spend time thinking about how well I do jobs. I think about ways I can improve and I try out my ideas. I have ideas about the sort of adult I want to become and I am taking steps to improve.</p>			
<p>3 Communication I am a good listener and I speak clearly and directly to others. I am a good reader and a confident writer. I like sharing information and ideas with others. I am good at convincing other people when I believe I am right and reaching agreement with them.</p>			
<p>4 Team work I enjoy working with other people as well as on my own. I can fit in with many different kinds of people (age, gender etc.) when I work. When we are deciding the different jobs people will do in a team, I know my strengths and weaknesses and appreciate the strengths other people have for getting the best result.</p>			
<p>5 Problem solving I like dealing with problems and finding practical solutions. I like applying myself to problems in my schoolwork and also my life outside school. I apply a range of strategies to problems such as research, flow charts reasoning, mathematics, evaluation and prediction to find solutions. I enjoy solving problems with other people.</p>			
<p>6 Enterprise I am a creative thinker and often take the lead in coming up with new ideas and ways of doing things. I am confident about my future</p>			

because I know I will be able to apply my skills and talents to many different opportunities and be a success in life. I sometimes think about running my own successful business in the future.			
7 Personal attributes I am honest, reliable, loyal and enthusiastic. I want to do well and please myself and others by doing things to the best of my ability. I care about my appearance and I try to be a confident person with a sense of humour. I always try to fit in with any situation but I will speak up if I feel something is wrong or unjust. I care about other people.			

Part 3

1. What have you most enjoyed doing at school lately?

- *Working on various things with groups and as a single person*
- *The most enjoyable thing I am doing at school is my business class, I have learnt a lot but also had fun*
- *Learning new things that involve my future career. I have become much more organized and understanding of every task set.*
- *Group discussions and debates within the classroom because I feel I am a good public speaker with a strong opinion and a lot of input*
- *Lately I have enjoyed my art class as I love art and because it can help me in my career and uni. It's a big help if I wanted to carry out one of my dream careers*
- *I have really enjoyed going to my legal studies class as I find that subject really interesting*
- *I enjoy classes where I succeed in my work because it makes me feel better and confident towards my attitude for schooling and for my future*
- *I have mostly enjoyed participating in woodwork, construction and business studies. They help me understand what traits I need for the future*
- *Learning new things and seeing my friends*
- *Learning new and exciting things about subjects I genuinely enjoy*
- *I have enjoyed doing physics, SLR and maths as the teachers have made it enjoyable*
- *Getting into practical work*
- *Coming to school and looking forward to learning. Becoming better educated*

- *Learning about old cultures for religion and doing work and research on these old cultures*
- *The choices, the independence, we choose to learn, it's all up to us*
- *Business, art, Dtech, English and hanging out with friends*
- *Being with my friends and participating in group activities*
- *Business studies and legal studies, seeing my friends*

2. What is/are your favourite lesson(s) at school? Please explain why?

- *Science (biology), it's easy to understand and the teacher is good. Business Studies - teacher explains things well and students make the class enjoyable and it helps with the future*
- *Business Studies because I am very interested in the subject*
- *Business, legal, as they are needed in my career and I enjoy learning in both classes*
- *Community and family studies, because the teacher allows me to express my opinion and have input regularly*
- *My favourite lessons at school are art and photography. I love taking photographs and expressing myself through art and photo's. I am very creative so it just gives me more skills and strengths*
- *Legal studies because I love learning about crime and the law etc. English - I love English because I believe that it will help me a lot in my future as I want to become a lawyer*
- *My favourite lessons consist of business, legal and English (advanced). These are my favourite because they are in my field of interest, I believe I have potential in those subjects and they will help me in the future with knowledge and skills*
- *Woodwork and construction because I am creative and like physical and hands work*
- *Art and music, because I enjoy them a lot. I am good at doing them. I am very creative. PE, being a part of a team and having fun*
- *All science classes (physics, chemistry and biology) and maths. I love learning about the body and numbers*
- *Physics because my teacher explains everything so I can understand. SLR because we do sport. Maths because the teacher explains everything so I can understand and she makes it enjoyable*
- *Computers, design & tech, English, photography and business, because they are all hands on*

- *My favourite lesson is business because it is laid back and is easy to understand*
- *At the moment religion because I enjoy learning about ancient religions/cultures and that's what we're studying right now.*
- *Legal and business which are not so much pressure, different way of learning, learn most important things that I need to take into consideration for my future*
- *Art because its more practical, English because I like it*
- *My favourite lessons are legal studies, business studies*
- *Legal studies because I'm interested in law and learning about certain cases*

Appendix 2 Baseline Data Survey Results

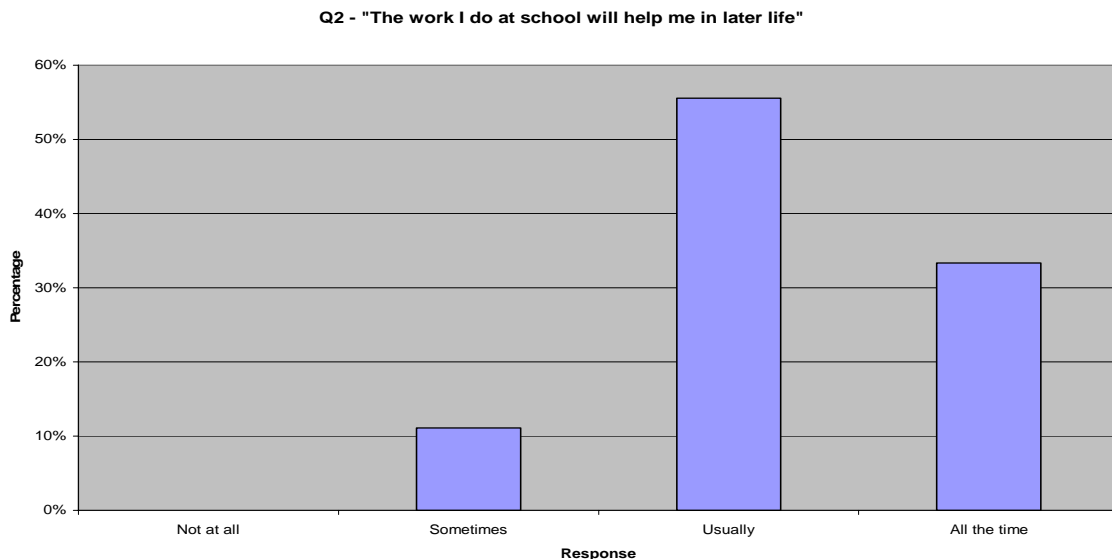
At the commencement of the Project a survey was conducted to develop an understanding of the attitudes of the students involved to enterprise education, community learning, and works and career choices. The Baseline Survey Questionnaire is shown in Appendix 1, as are the entire written responses from students to Part 3 of the survey.

Baseline Survey Part 1

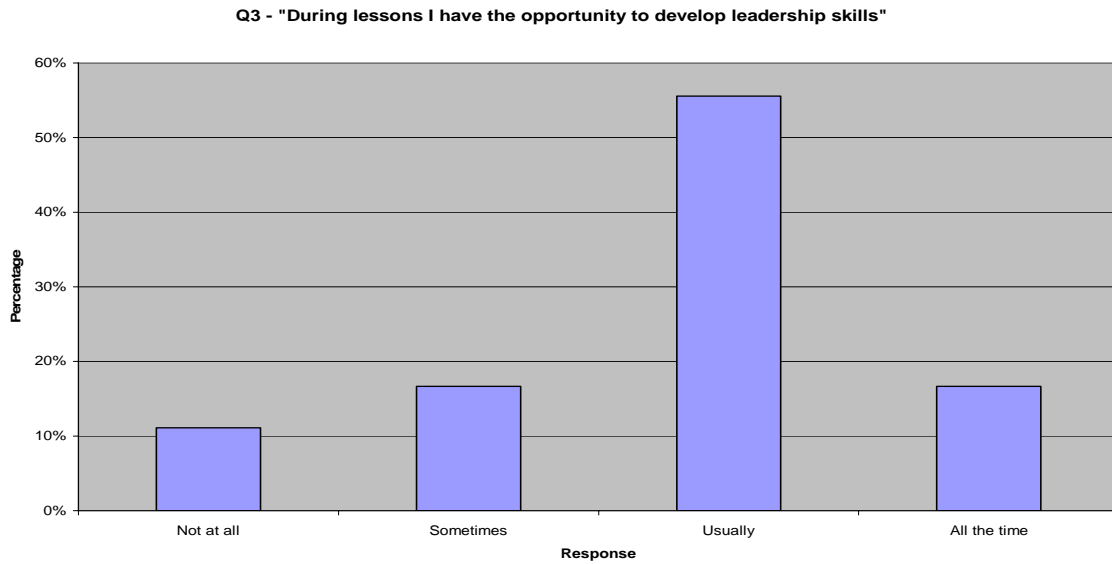
In the Baseline Survey Part 1, the students were asked to respond to questions – such as, “during lessons I have the opportunity to develop leadership skills” – using the continuum: **not at all – sometimes - usually - all the time**.

A summary of the responses to Part 1 of the Baseline Survey Questionnaire is shown following:

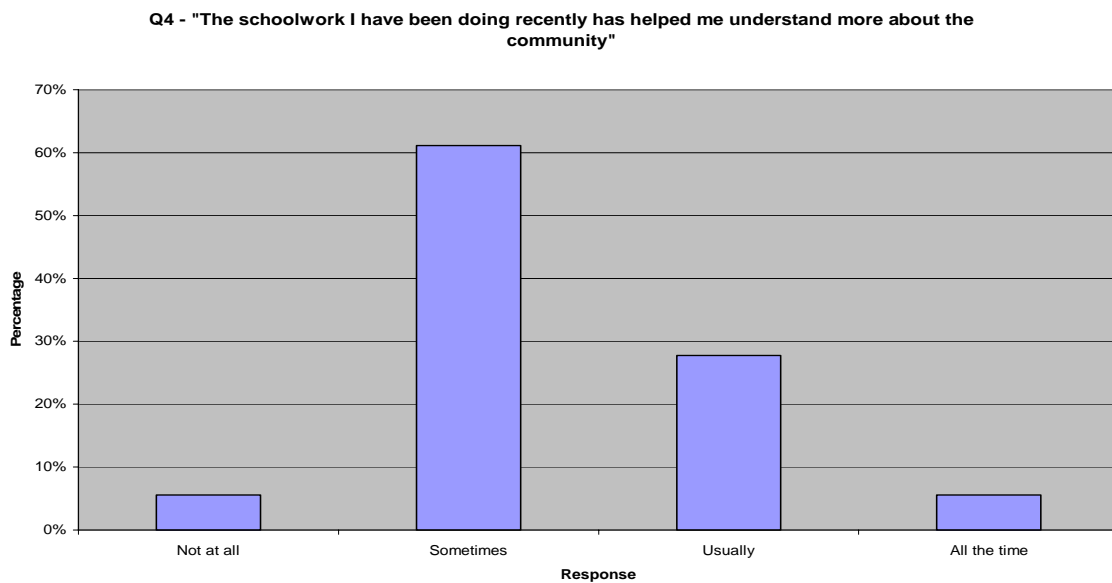
- ◆ Table gives a summary of the students’ responses to Q2: *The work I do at school will help me in later life*.



- ◆ Table gives a summary of the students' responses to Q3: *During lessons I have the opportunity to develop leadership skills.*

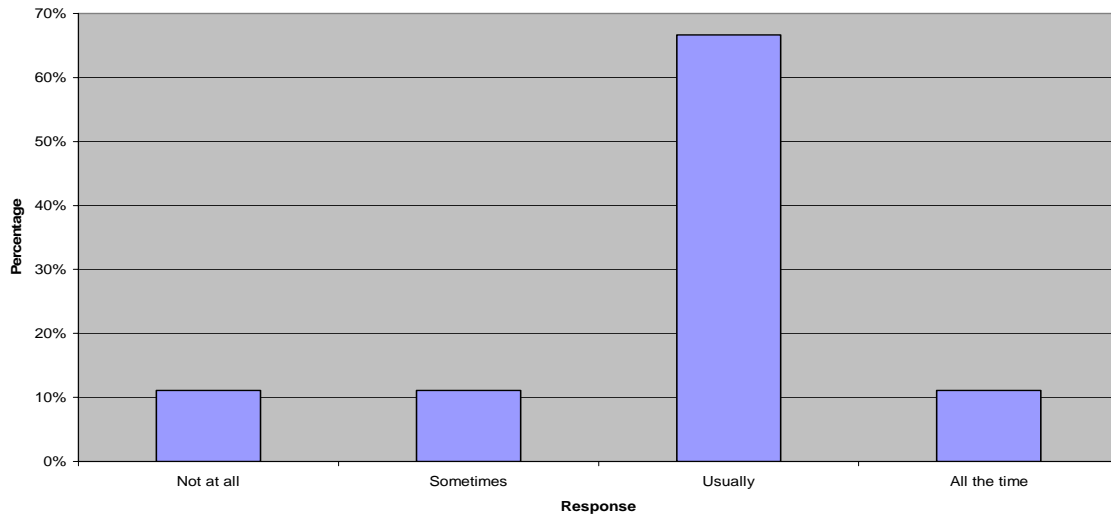


- ◆ Table gives a summary of the students' responses to Q4: *The schoolwork I have been doing recently has helped me understand more about the community.*



- ◆ Table gives a summary of the students' responses to Q5: *I am able to evaluate the performance of other students and provide meaningful feedback to my team members.*

Q5 - "I am able to evaluate the performance of other students & provide meaningful feedback to my team members"



- Table gives a summary of the students' responses to Q6: *During the schoolwork I have been doing recently I have learnt more about working together with other students.*

Q6 - "During the schoolwork I have been doing recently I have learnt more about working together with other students"

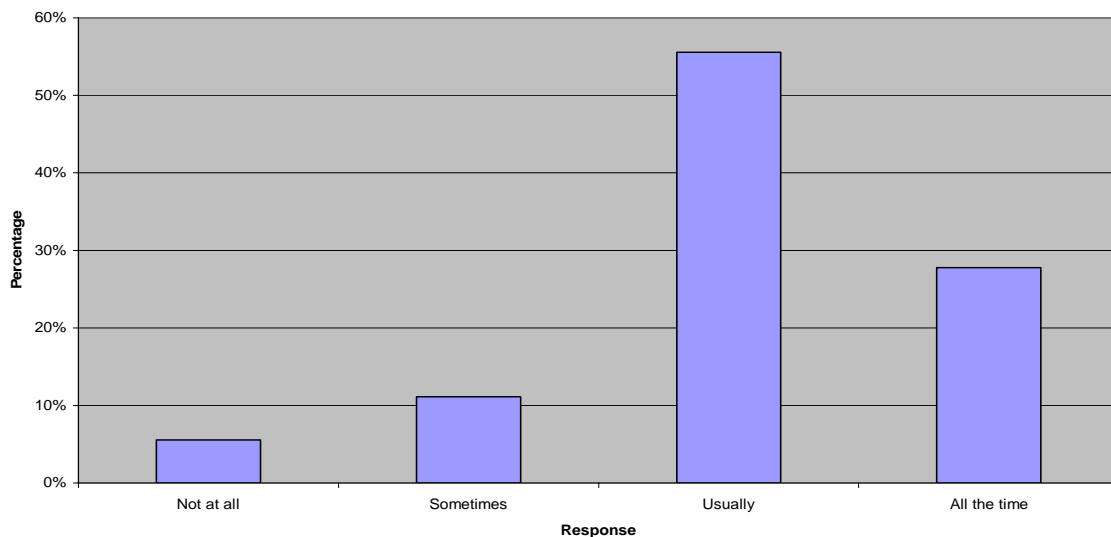
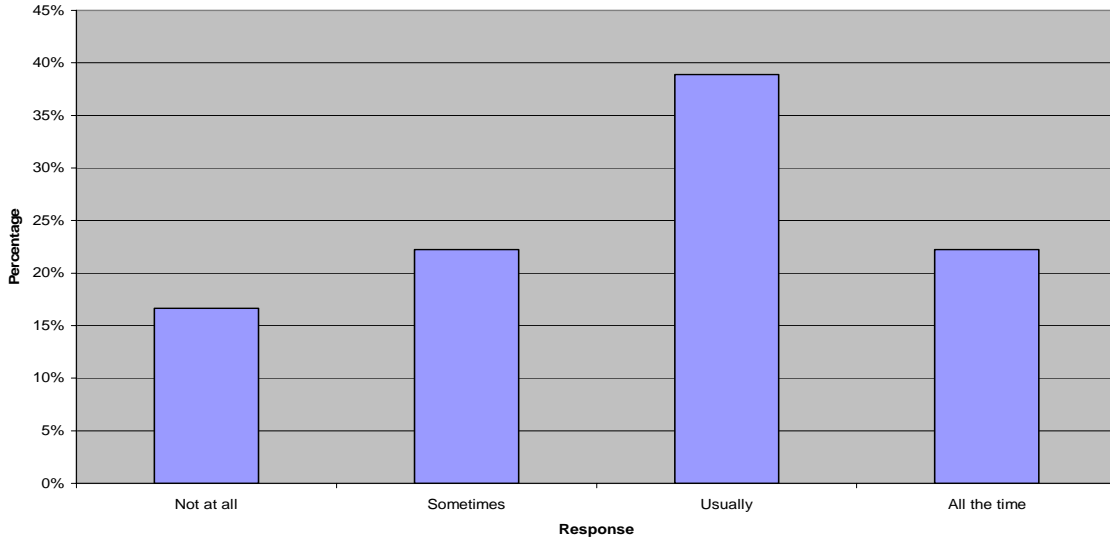


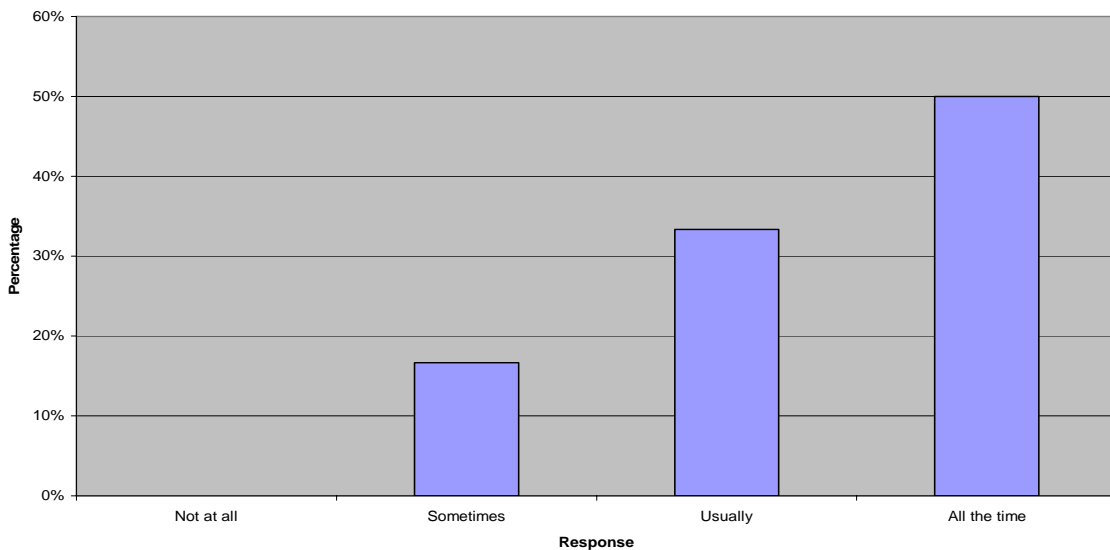
Table gives a summary of the students' responses to Q7: *During lessons I am given the opportunity to make decisions about what I want to do and learn.*

Q7 - "During lessons I am given the opportunity to make decisions about what I want to do & learn"



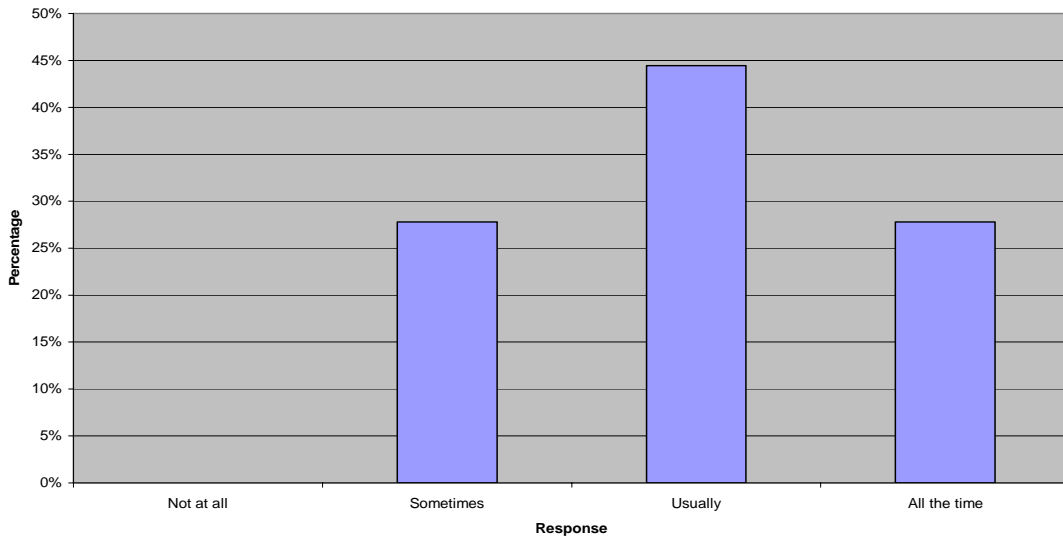
◆ Table gives a summary of the students' responses to Q8: *I am given the opportunity to take responsibility during lessons.*

Q8 - "I am given the opportunity to take responsibility during lessons"



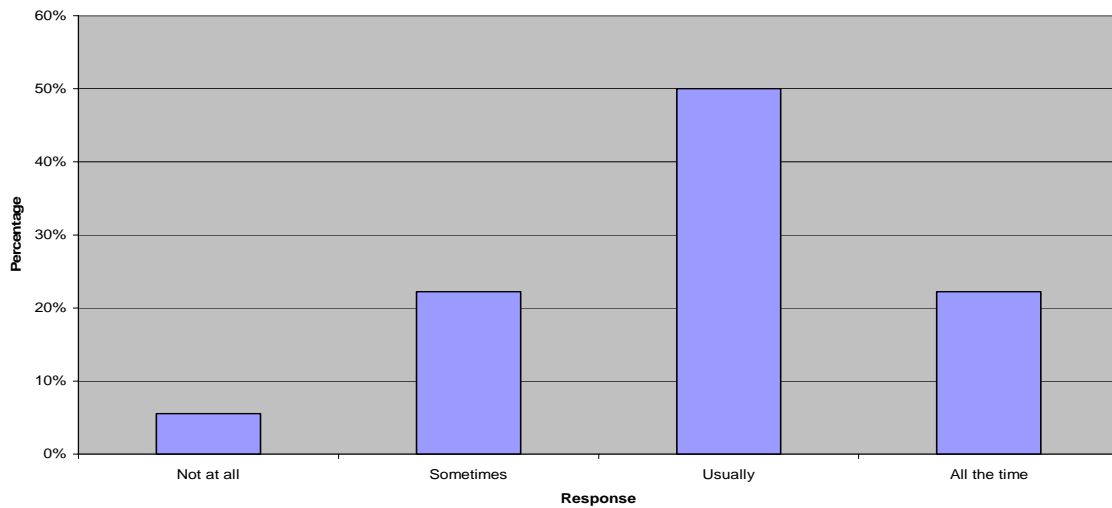
- ◆ Table gives a summary of the students' responses to Q9: *While in class recently, I have had the opportunity to share with and learn from other students.*

Q9 - "While in class recently, I have had the opportunity to share with & learn from other students"



- ◆ Table gives a summary of the students' responses to Q10: *The work I have been doing at school has helped me understand more about what I want to do when I finish school.*

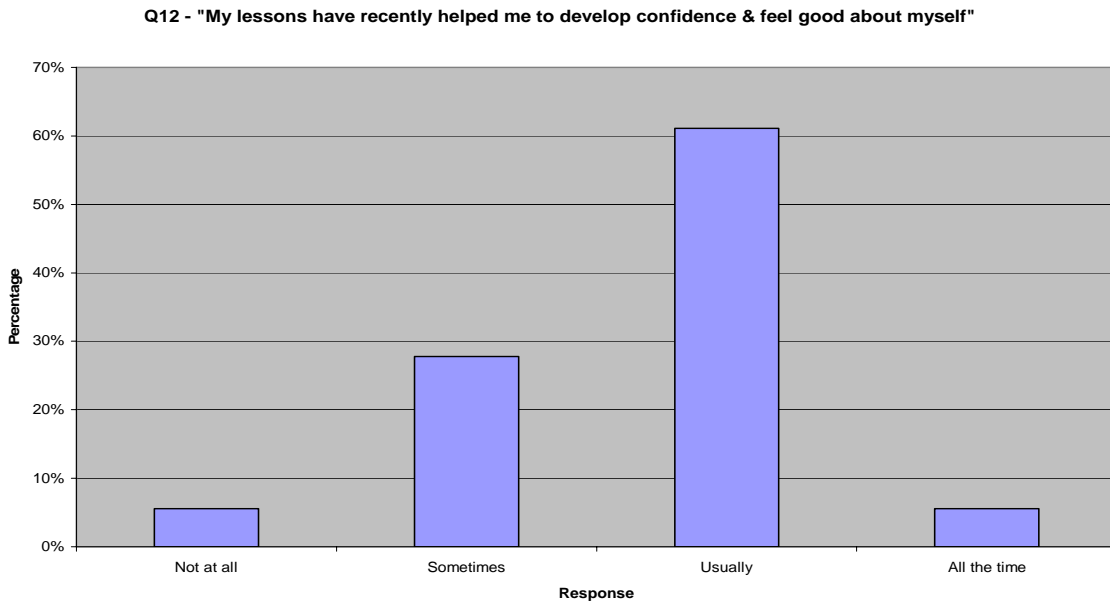
Q10 - "The work I have been doing at school has helped me understand more about what I want to do when I finish school"



- ◆ Table gives a summary of the students' responses to Q11: *I can set goals and work successfully toward their achievement.*

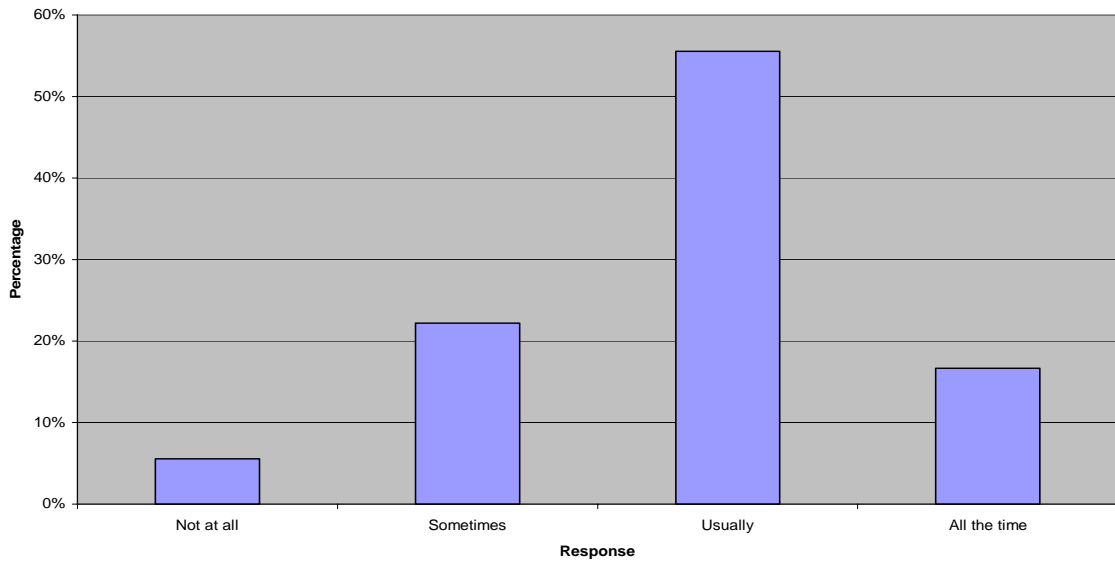


- ◆ Table gives a summary of the students' responses to Q12: *My lessons have recently helped me to develop confidence and feel good about myself.*



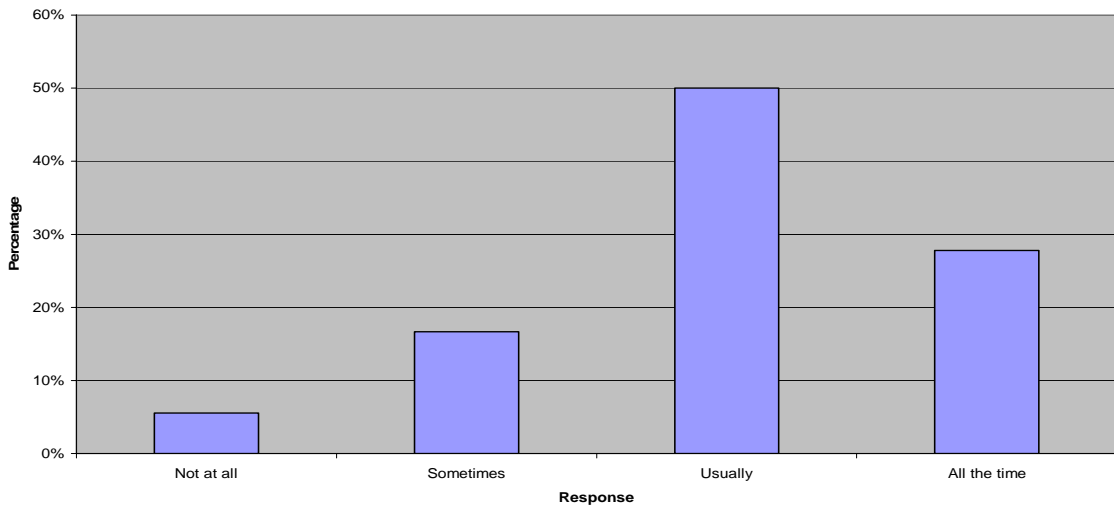
- ◆ Table gives a summary of the students' responses to Q13: *I have the opportunity to participate in small work teams at school.*

Q13 - "I have the opportunity to participate in small work teams at school"



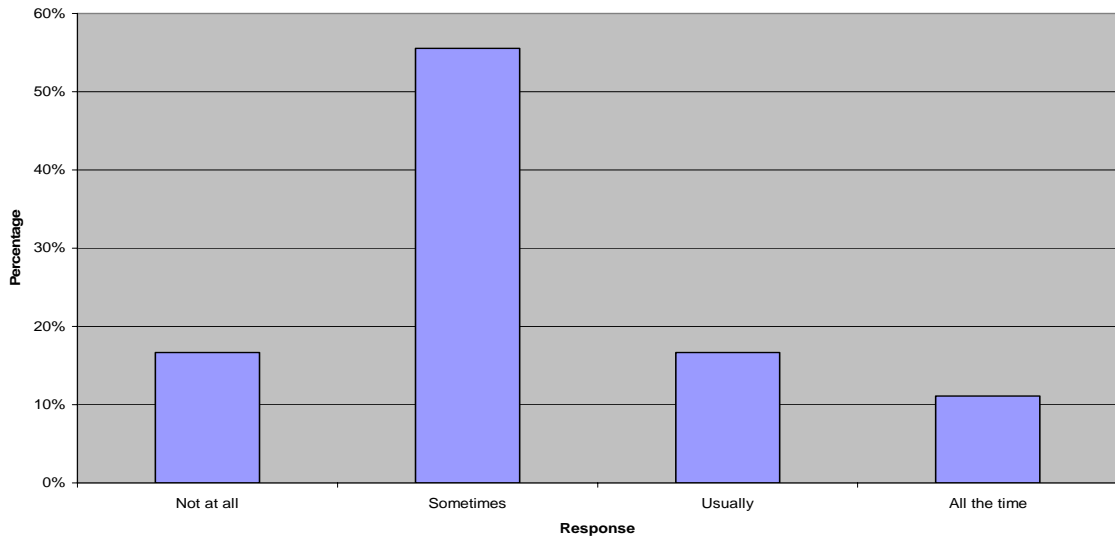
- ◆ Table gives a summary of the students' responses to Q14: *I have recently had the opportunity to improve myself and become a better person as part of my lessons at school.*

Q14 - "I have recently had the opportunity to improve myself & become a better person as part of my lessons at school"



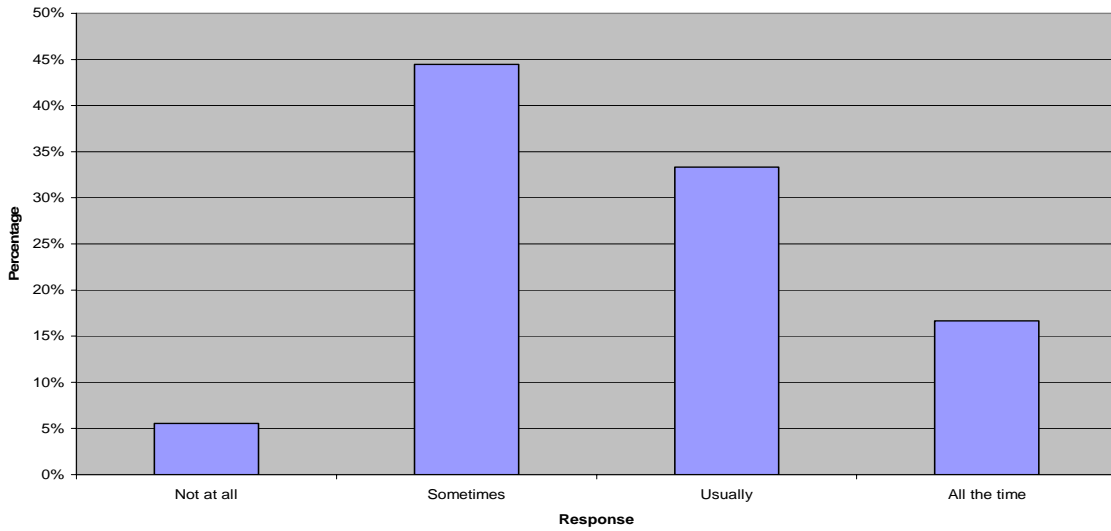
- ◆ Table gives a summary of the students' responses to Q15: *At school I get to learn about and contribute to my community.*

Q15 - "At school I get to learn about & contribute to my community"

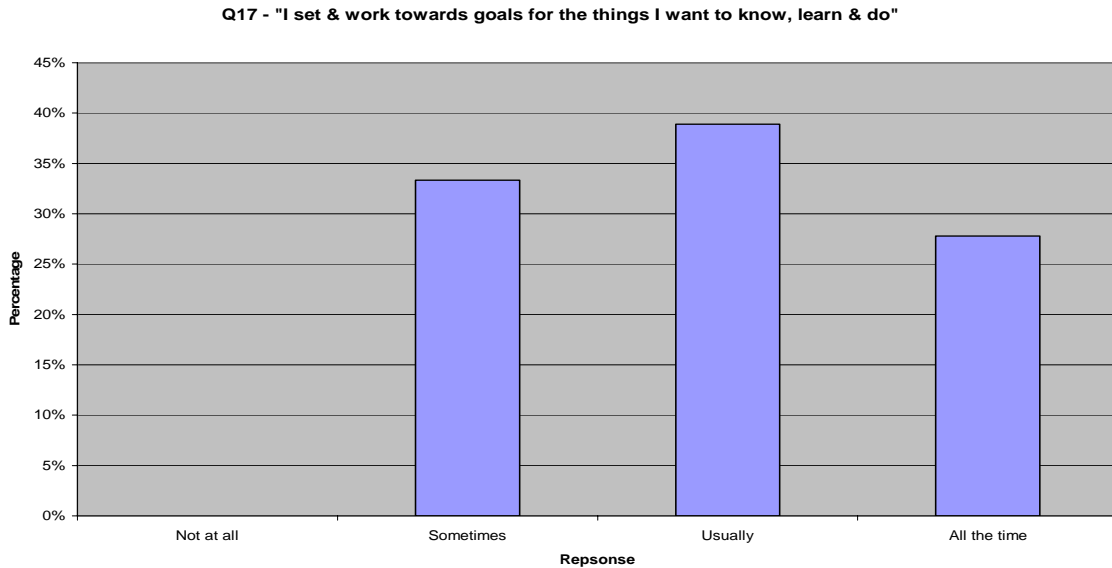


- ◆ Table gives a summary of the students' responses to Q16: *I have looked forward to coming to school recently.*

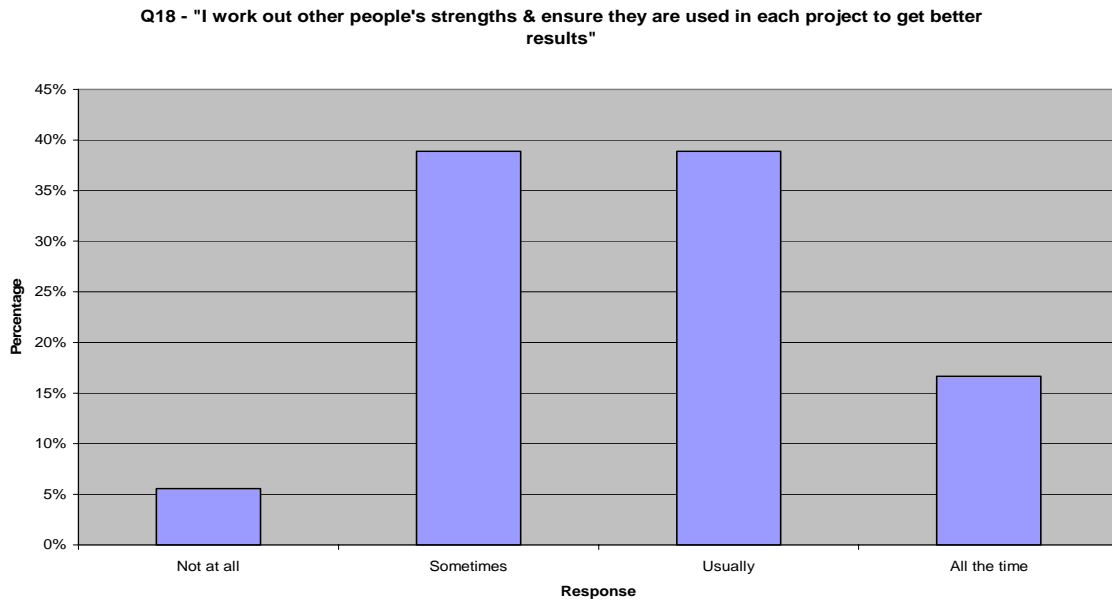
Q16 - "I have looked forward to coming to school recently"



- ◆ Table gives a summary of the students' responses to Q17: *I set and work towards goals for the things I want to know, learn and do.*

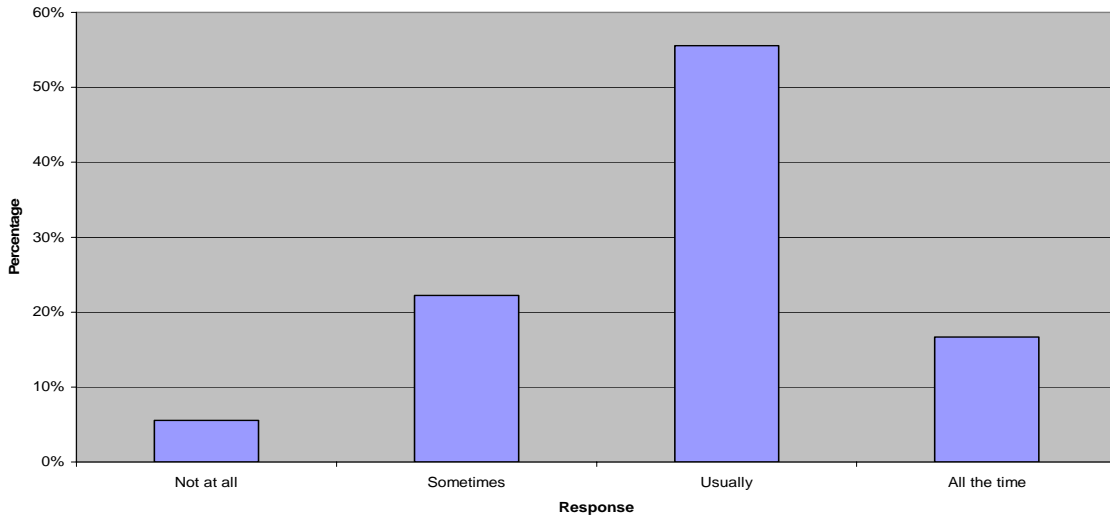


- ◆ Table gives a summary of the students' responses to Q18: *I work out other people's strengths and ensure they are used in each project to get better results.*



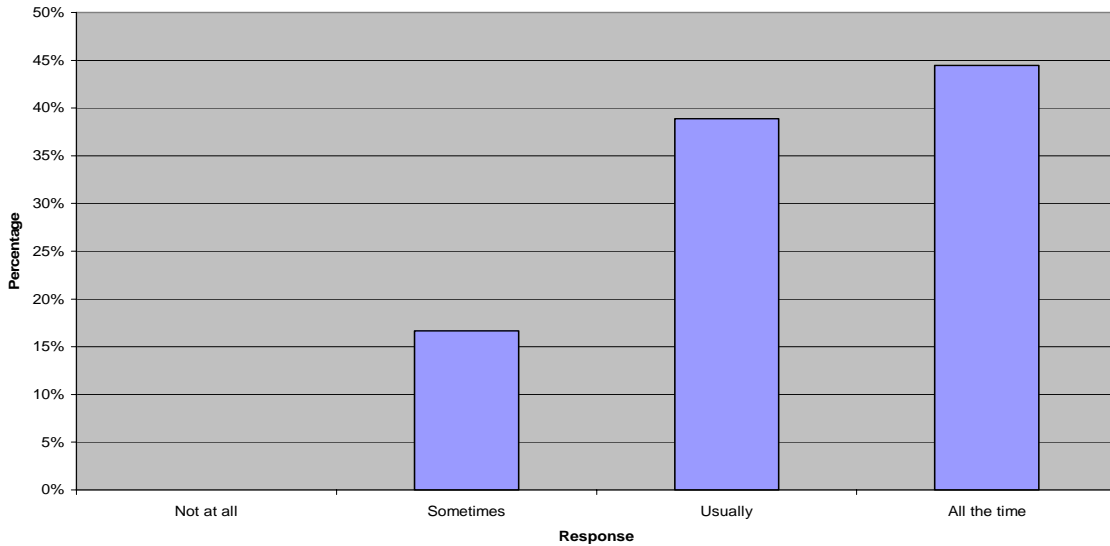
- ◆ Table gives a summary of the students' responses to Q19: *I know and can organise the tasks needed to carry out a project that helps my school and community.*

Q19 - "I know & can organise the tasks needed to carry out a project that helps my school & community"

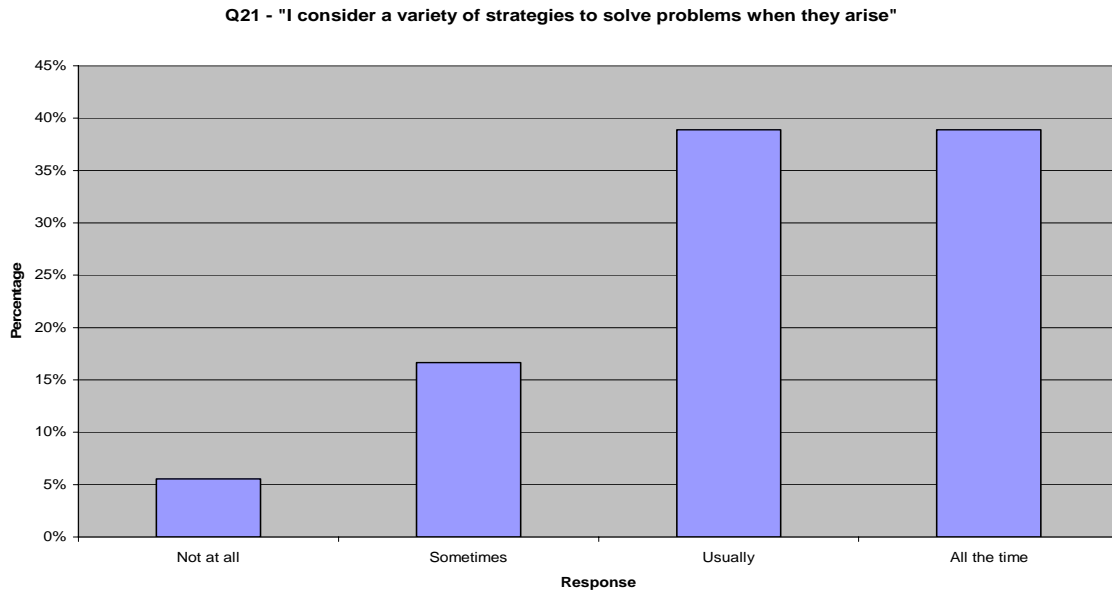


- ◆ Table gives a summary of the students' responses to Q20: *I am confident in my own ability to work out issues and solve problems.*

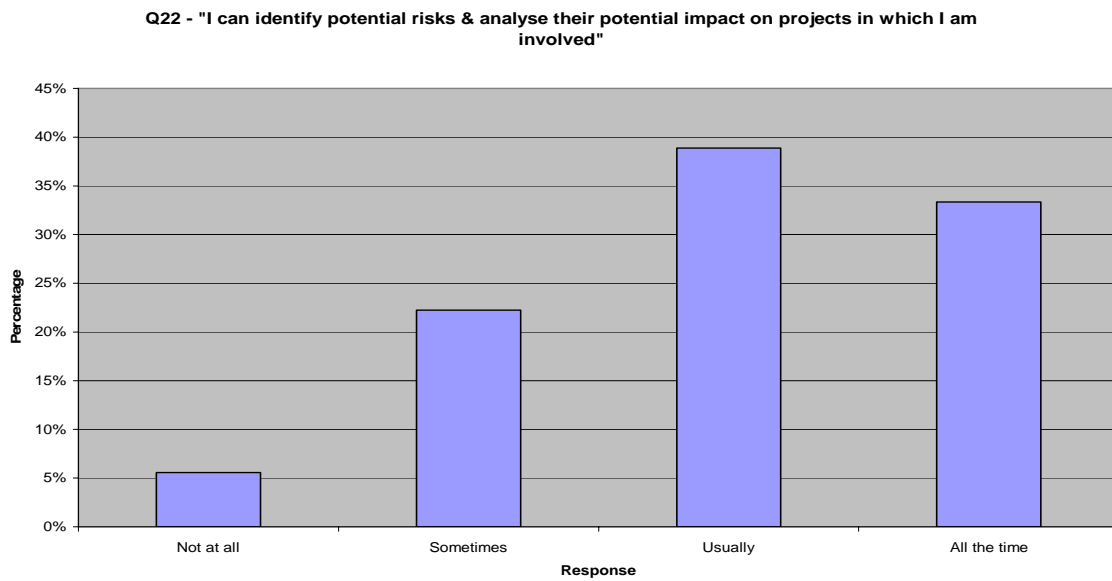
Q20 - "I am confident in my own ability to work out issues & solve problems"



- ◆ Table gives a summary of the students' responses to Q21: *I consider a variety of strategies to solve problems when they arise.*



- ◆ Table gives a summary of the students' responses to Q22: *I can identify potential risks and analyse their potential impact on projects in which I am involved.*



- ◆ Table gives a summary of the students' responses to Q23: . *I am able to create and contribute to the development of an innovative culture by building on the ideas and actions of others.*

Q23 - "I am able to create & contribute to the development of an innovative culture by building on the ideas & actions of others"

