

**Young Entrepreneurs Program Pilot:
Initial findings**

*Prepared by
Dr Esther Doecke*

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Summary

Young Entrepreneurs was a pilot program run by the Global Village School for young people within the city of Melbourne. It was delivered in Term 4, 2019.

This evaluation uses data collected from the pilot program and addresses the following questions:

- Did the Young Entrepreneurs pilot deliver what it intended?
- What was the student experience of Young Entrepreneurs and the Global Village?
- What are the student outcomes from the Young Entrepreneurs pilot?

Origins

The Melbourne Declaration on Goals for Young Australians sets out the key objectives for the Australian state and territory education systems. It maintains that all young Australians should be given the opportunities to become successful learners, confident and creative individuals, and active and informed citizens (MCEETYA, 2008). The importance of education is articulated in this document as a collective endeavour and intrinsic to the nation's future. However despite significant education reform since the release of the Melbourne Declaration, the Review of Funding for Schooling—Final Report (known as the first Gonski review) (Gonski, 2011) identified that Australian schools were failing to deliver both equity and excellence in their outcomes. There is a disjuncture between the aspirations of the Melbourne Declaration and what the school system actually delivers for many young people.

The vision of Global Village is to create an educative model that 'achieves educational equity for all students' (Global Village, 2019). The objectives of Global Village are timely and important. They require urgent attention due to the mounting evidence that social, economic and educational inequality is growing. It is apparent that educational inequality is a feature across all states and territories, including Victoria. Results from the OECD's PISA and the National Assessment Program – Literacy and Numeracy show significant gaps in achievement between rich and poor students (Gonski, 2018; Thomson, Bortoli et al., 2017). Unfortunately evidence drawn from Australia and international sources suggest that educational inequality between students is becoming hard to eradicate and arguably more entrenched than ever.

Schooling is particularly crucial for students who come from disadvantaged homes. Education capital secured through achievement and attainment improves the chances for young people to be able to develop healthy and happy lives, gain meaningful employment and undertake further studies (Lamb & Huo, 2017; Lamb, Jackson, Walstab & Huo, 2015). More targeted interventions are required to support students who fall behind in order to provide them with an equal opportunity to do well at school. If we fail to do so, we fail these young people (Lamb & Huo, 2017). Young Entrepreneurs is a pilot program designed to address these concerns.

Participants and stakeholders

The Young Entrepreneurs pilot was conducted in the city of Melbourne, which is the capital city of Victoria. Young Entrepreneurs was administered by the Global Village school to showcase aspects of their proposed educative model. Eighteen students were engaged in the pilot at some point. Students were drawn from five different public secondary schools from the Northern, Eastern and Western

suburbs. One other school initially provided students, but they discontinued their involvement in the pilot from the third week.

Students involved in the pilot came from very distinct areas of Melbourne. Their schools were also quite diverse in terms of size and community resources. It is possible to derive an understanding of their schools through publicly available school-level information collected by ACARA. The participating schools were mixed in terms of their socio-economic profile as measured by the Index of Community Socio-Educational Advantage (ICSEA). The ICSEA of participating schools ranged from 1114 to 981. Therefore some participating schools on average were comparatively advantaged (i.e. ICSEA over 1000), while others schools were disadvantaged (i.e. ICSEA under 1000). The participating schools were also different in terms of their size, which has an effect on student experience. For instance, ACARA data shows that one school had close to 2000 students, while another secondary school had just under 700 students.

Students who took part in the pilot were not required to pay any fees. Their schools were charged \$94 AUD to cover the costs of the public transport ticket and program materials. In order to take part in the Young Entrepreneurs pilot, students left their main school for one day per-week over a ten week period. The students congregated in the central business district in Melbourne in a venue provided by the St James' Old Cathedral.

Two students withdrew in the third week. As a consequence, one additional student was able to enter into the program at this time. Participating students were between 13 to 17 years old. This stage of schooling is a crucial point in time for secondary education. Students have to start to prepare to meet the demands of the upper secondary years and student disengagement is common.

Table 1 highlights the characteristics of students engaged in the Young Entrepreneurs pilot based on the student survey data collected in the initial weeks.

Table 1 Student characteristics in Young Entrepreneurs Pilot

		Student N
Gender	<i>Female</i>	3
	<i>Male</i>	10
	<i>Non-binary</i>	1
	<i>Trans</i>	2
Language background	<i>English spoken at home</i>	8
	<i>Another language spoken at home</i>	8
Indigenous	<i>No</i>	12
	<i>Yes</i>	3
	<i>Missing</i>	1

The first thing that is noticeable when looking at the student characteristics is the gender divide. The majority of students were male and smaller numbers of female students took part in the program. This disparity reflects research which finds that boys are more likely to disengage and leave school before Year 12 and generally have lower levels of achievement (Cresswell, J., Rowe, K. & Withers, G.,

2002). One student identified as non-binary and two further students identified as transgender. Interestingly the pilot was evenly weighted between students who spoke a second language at home and those who spoke English. Therefore the proportion of students from language backgrounds other than English who participated in the Young Entrepreneurs Pilot is higher than the proportion of students in the Victorian Government school sector overall (see DET, 2019). Multilingual students identified that they spoke other languages at home which included Indigenous languages (2 students), Somali (2 students), Arabic (1 student), Tongan (1 student) and Turkish (1 student). Three students identified as Indigenous which is also a higher proportion of students participating in the pilot than Victorian Government schools overall.

Pilot design

The Victorian Curriculum sets out what every student from Prep until Year 10 should learn whilst at school. The four general capabilities identified in the Victoria Curriculum are 'critical and creative thinking', 'ethical', 'intercultural', 'personal and social capability', which are all normally covered by schools in an integrated or cross-disciplinary approach. The curriculum framework used in the Young Entrepreneurs pilot was designed to explicitly cover the Victorian Curriculum's general capabilities, with particular focus on critical and creative thinking as well as personal and social skills. Therefore the focus of this evaluation is concerned with much more than establishing student learning outcomes in traditional subject areas. Instead, outcomes from the pilot are identified which are aligned with what the Young Entrepreneurs set out to do.

As well as the focus on the Victorian Curriculum capabilities, the Young Entrepreneurs pilot adopted curricular principles associated with entrepreneurial or enterprise education, which include the following:

- Learning is centered on real projects or tasks of a problem-solving nature
- Students investigate a real-world problem
- Students are supported and facilitated by teachers, but not organised or directed by them

The central task that students undertook involved a group work assignment, which was designed to be their response to a social problem. The group projects showcased the work of specific social enterprises and charities who partnered with Global Village which included Minus 18, Homie, the RSPCA and AIME. Students were made aware of these organisations by guest speakers brought into the program who talked about their organisation to the students.

The curriculum adopted by the Young Entrepreneurs pilot is aligned to what Zhao defines as product-orientated learning where the resulting 'products' are often designed for, and consumed by, an authentic audience beyond the school (Zhao, 2016, cited by Anderson, Hinz & Matus, 2017). The 'authentic audience' were invited to the final session of the pilot. Invitees included peers, their families, teachers and external stakeholder representatives. The showcase or 'Presentation Day' provided the opportunity for students to present their group assignments to a broader audience. They explained the development and process behind their project which they had undertaken as part of the program. This enabled the young people to share their learning outside of the boundaries of the school and engage with a broader set of stakeholders.

The Young Entrepreneurs pilot provided students with explicit scaffolding to start to assess potential career options post-schooling and demystify career opportunities. Teachers in the pilot supported students to organise a ‘job shadow’ day, write resumes and talk about the breadth of skills or competencies that they had improved by participating in Young Entrepreneurs, when applying for employment elsewhere. Research shows that employers are demanding school graduates with increasingly transferrable skills including those which were preeminent in the Young Entrepreneurs pilot, namely creativity, critical thinking, problem solving, collaboration and communication (FYA, 2018, 2017). The careers focus evident in the Young Entrepreneurs curriculum framework is important for many young people, some of whom will go on to struggle with the world of work where the quality of jobs and employment conditions is diminishing.

Pilot evaluation

The program director of Global Village was responsible for collecting all data from students in the pilot. Three main data sources inform this evaluation. The source of data and the number of responses are featured in Table 2.

Table 2 Sources of data used in the evaluation

	Data source			
	Initial student survey	Learner progression rubrics	Post-pilot student survey	Teacher attendance and completion records
Number of students	16	12	13	18

Student self-reported surveys are a commonly used evaluative tool to collect information and feedback (Lamb, Maire & Doecke, 2017). The initial student survey and post-pilot survey were administered in an online format. The initial survey consisted of questions centred on behaviours, experiences and attitudes related to school and learning. The survey contained in large part closed-ended questions where students gave their response on a Likert scale. The final question was open-ended and students were invited to give feedback. Students undertook the initial online survey in the third week of the program - the data set does not therefore include the two students who discontinued in the third week.

The post-pilot survey asked students to reflect on their behaviours, experiences and attitudes relating to school and learning whilst they were involved in the Young Entrepreneurs Pilot. The post-pilot survey similarly contained predominantly closed-ended questions with the final two questions open-ended to elicit a free student response. Unfortunately not all participating students completed the post-pilot survey. Both sources of data provide an important source of evidence to capture the perspective of the learner. Students did not have to identify themselves personally in either the initial survey or the post-pilot survey. Therefore the two sets of evidence cannot be linked in any way. A full set of teacher attendance and completion records was available for the evaluation.

The final source of data was the learner progression rubric, which was useful as it comes from the teacher perspective. The learner progression rubrics provide the teacher perspective on student progress over the ten weeks. There was an evidence-base underpinning the design of the rubric, which

were collaboratively developed by Global Village. The rubric clearly breaks down the skills and knowledge for students and teachers to use as a reference together. Many of the skills and capabilities assessed on the rubrics are associated with aspects associated with the key capabilities identified in the Victorian Curriculum. Other key aspects of the learner progression rubric align to the principles of entrepreneurial education. Twelve student rubrics from Global Village were cited and used as a source of data for this report.

As evident in Table 2, the data collections used to evaluate the Young Entrepreneurs pilot are limited. Partly this is associated with the fact that this was a pilot and there were only small numbers of students participating in 2019. However, student participation in the pre- and post-survey was not universal. It was difficult for the surveys to be undertaken during the course due to the short time frame of the program and intensity of demands made on students and staff. It was also unfortunate that the full set of learner progression rubrics were unavailable. Therefore the findings contained in this report are modest and necessarily circumspect. Further implementation of the Global Village educational model would benefit from a critical friend who can provide feedback and work alongside the educators to collect data. Otherwise the program could gain from an educator already involved in the program undertaking an action-research project where they actively reflect on the model and its student outcomes.

Student experience

At the start of the pilot, participating students reported that they felt very positively about the potential to develop a new set of relationships with their peers. In the initial student survey, half of the student comments reflect an anticipation about the prospect of building relationships with peers. One student said they were looking forward to ‘making new friends and getting to talk to people outside of school’. Another student said, ‘developing relationships. Getting the work done as a team. Spending time around the people’. One strength of Young Entrepreneurs is that it gave students the opportunity to develop new relationships outside of the boundaries of their regular school.

Student attendance in the Young Entrepreneurs pilot was routinely monitored by the teachers. According to ACARA, attendance is calculated using the number of school days that a student attends school over the collection period (ACARA, 2015). The ACARA methodology does not discriminate between explained or unexplained absences. Therefore in adopting a similar method, the overall attendance rate in Young Entrepreneurs was 94 per cent. Just under half of the students attended every week (43.8 per cent), which demonstrated high engagement in the program. Only two students had an attendance rate below 90 per cent. Three unexplained student absences occurred on the same day, when the temperature was over 38 degrees. In such a short pilot, this has a substantial effect on the overall attendance average.

Figure 1 charts the student agreement with questions focussed on their perspectives of school and learning. In the initial survey students were asked to reflect on their regular secondary school. In the post-pilot survey, students were asked to respond to the same set of items and reflect on their experiences in the Young Entrepreneurs. The bar chart in Figure 1 contains the combined proportion of students who selected either ‘strongly agree’ or ‘agree’ to each statement. Students provided a stronger agreement across every item relating to their experiences of the Young Entrepreneurs in

contrast to their regular secondary school. Just under one-third of students agreed or strongly agreed that they liked being at their regular secondary school, while close to nine in ten (84.6 per cent) agreed or strongly agreed that they liked being involved in Young Entrepreneurs. Student sense of belonging was also similarly low at their regular secondary school (37.6 per cent agreement) whilst over nine in ten (92.3 per cent) of students agreed or strongly agreed that they felt a sense of belonging at Global Village.

Students felt greater levels of positivity about the culture fostered within the Young Entrepreneurs program when compared with their regular school. Students perceived that they treated each other with more respect in Global Village than at their secondary school (92.3 agreement compared with 43.8 per cent agreement). Students universally agreed or strongly agreed that they felt safe at Global Village, while only three in five felt similarly at their regular school (60 per cent). The strong sense of safety felt by students is particularly notable, as in some respects the pilot challenged students in that they had to come into a new environment within the city once a week and work with an entirely new set of peers.

Figure 1 Student perceptions of their regular school and teachers and Global Village (% agreed and strongly agree)

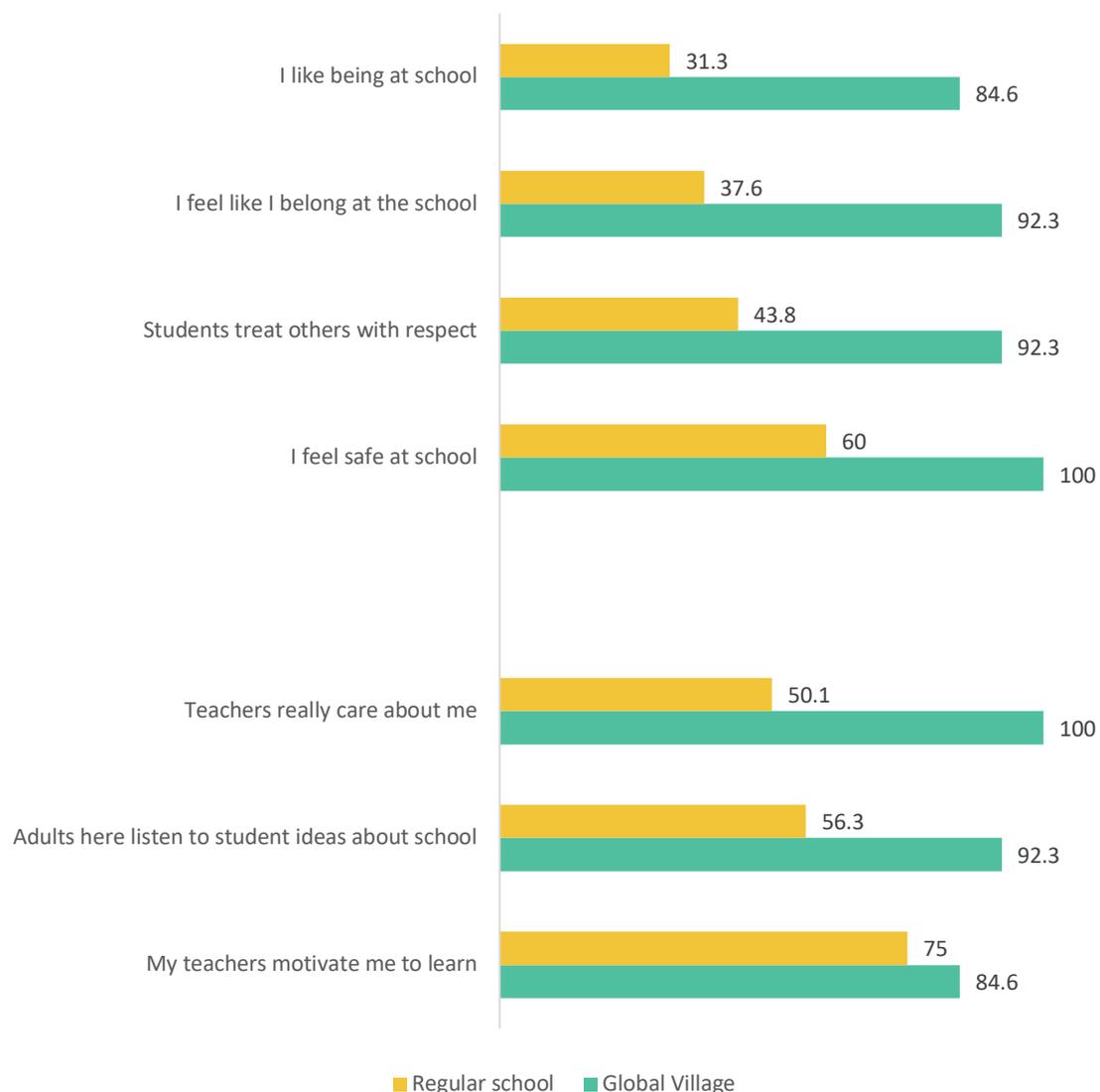


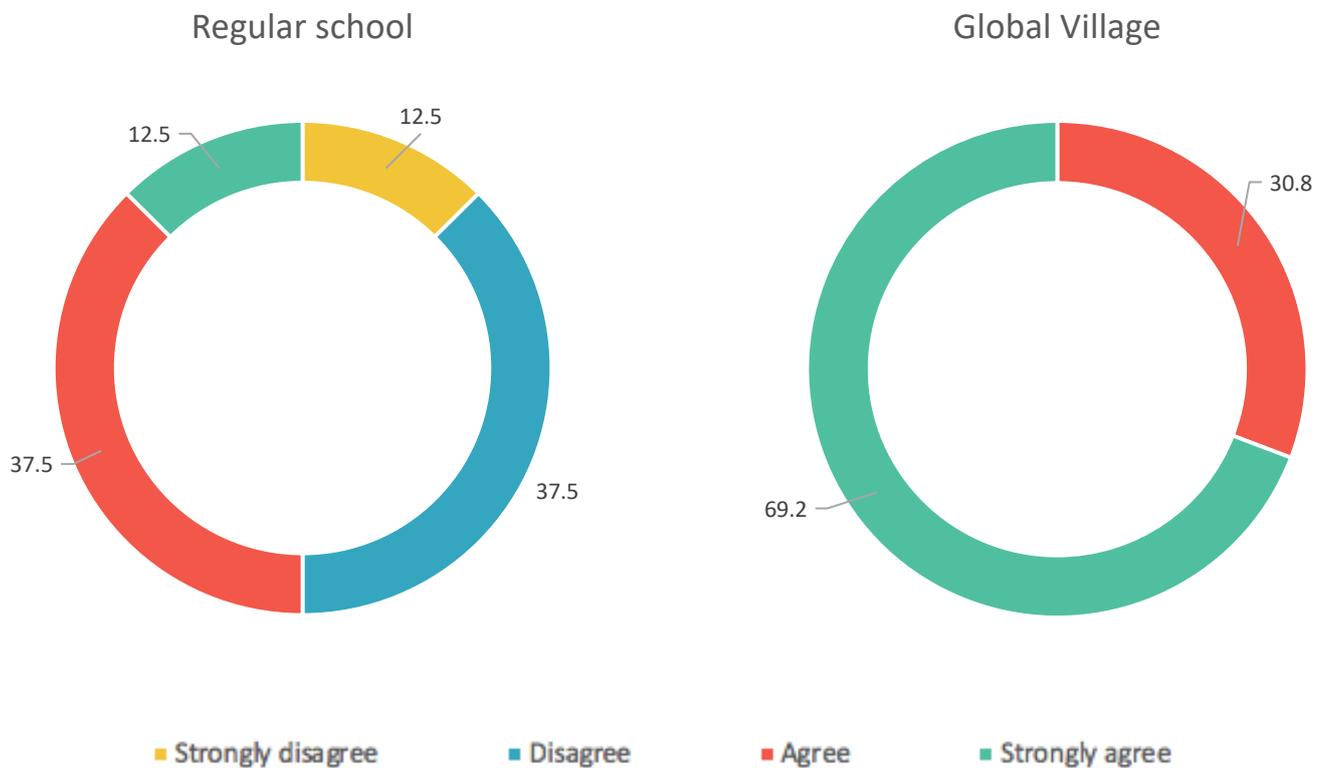
Figure 1 also illustrates the difference in student perception of the teachers involved in Global Village and the teachers they have at their secondary schools. It needs to be acknowledged that the context of learning is entirely different in Young Entrepreneurs. The pilot had a small group environment that makes it easier for the teacher to connect to each student. Finally, the results may also be influenced by the nature of the question design, where students were asked to provide a generalised response for teachers at their secondary school. There are a range of teachers at their schools who would be teaching across a range of subject areas and evincing varying levels of engagement and diverse pedagogies. However there were only a couple of teachers involved in the pilot, which makes their response more targeted and insightful.

A little over half of the students agreed or strongly agreed that the teachers at their regular school cared about them (50.1 per cent). A similar proportion agreed or strongly agreed that adults at their school listened to them (56.3 per cent). By contrast, students universally agreed or strongly agreed that the Global Village teachers cared about them. Close to all (92.3 per cent) agreed or strongly agreed that adults in the Global Village listened to them. The one statement which had the least difference was whether students felt that their teacher motivated them to learn. Slightly more students agreed or strongly agreed (84.6 per cent) that Global Village teachers motivated them to learn, as opposed to the teachers at their regular school (75 per cent), but the difference (9.4 per cent) was not as great as the other statements.

The state of Victoria's children report found that student engagement with school, and in particular their relationship with their teachers, has an influence on academic outcomes (DET, 2019). Therefore the level of connection that students felt with the teachers involved in the Young Entrepreneurs pilot is significant. Figure 1 shows that the teachers involved in the pilot had cut-through with the students. Teachers are the key to the success of any educational intervention. In addition, the pilot included volunteers who clearly had important roles in providing students with moral support and preparing the provided food for lunch. Nevertheless these findings should not cast a negative light on the teachers at the secondary schools the students regularly attend. Many teachers are committed to providing the best educational opportunities as they possibly can to their students. However, teachers in traditional secondary schools are restricted in their ability to develop strong relationships, as subjects are often taught discretely and pastoral care in many secondary schools is a lesser priority.

Figure 2 illustrates student perspectives about the level of encouragement they feel they receive from their teachers at their regular secondary school, compared with the teachers involved in the pilot. It is striking that many of the students involved in Young Entrepreneurs do not feel supported by teachers at their regular school - just over one-tenth (12.5 per cent) strongly agreed and a further 37.5 per cent agreed. Equally the other half either disagreed (37.5 per cent) or strongly disagreed (12.5 per cent) with the proposition that they received encouragement from teachers at their secondary school. When asked to reflect on teachers in the pilot, over two-thirds (69.2 per cent) of students strongly agreed that they received encouragement in Young Entrepreneurs, and under one-third agreed (30.8 per cent). The demonstrably higher levels of encouragement provided by the teachers in the Young Entrepreneurs pilot is another strong finding. It may be associated with the curriculum framework and pedagogical practices adopted by the pilot's design where learning was to be teacher-enabled, rather than teacher-dependent. Another possible contributing factor was that students were assessed using a learner progression assessment rubric which took a strengths-based approach in tracking student development and achievement.

Figure 2 Student perception about the encouragement provided to them by their teachers at their regular school and the Global Village (%)



Student outcomes

The Global Village clearly set out its own requirements for student completion in the Young Entrepreneurs pilot. Students had to attend over 90 per cent of the program (nine out of ten sessions). They also needed to complete their group project. Close to all students - 97 per cent of students - who undertook the Young Entrepreneurs pilot completed.

Schools have traditionally had a strong focus on developing cognitive skills particularly in literacy and numeracy. Now there is an ever increasing importance placed on schools to provide young people more opportunities to foster key skills such as collaboration, self-management, creativity and leadership. Student outcomes associated with the pilot are inclusive of a vast breadth of social-emotional skills or what some term key skills for 21st century (Lamb et al. 2017). Recent research on 21st century skills has not only demonstrated their importance for student academic performance but has also been used to argue that social investment in the development of these key skills would yield high payoffs in improving educational outcomes as well as reducing racial, ethnic, and gender disparities in school performance and educational attainment (Griffin, Care, & McGaw, 2014; Lai & Viering, 2012).

The learner progression rubric developed by the teachers in Global Village provides an interesting dataset to explore student outcomes across various discrete areas. According to teacher assessment

against the development rubrics, students were most likely to have documented progress across the following dimensions:

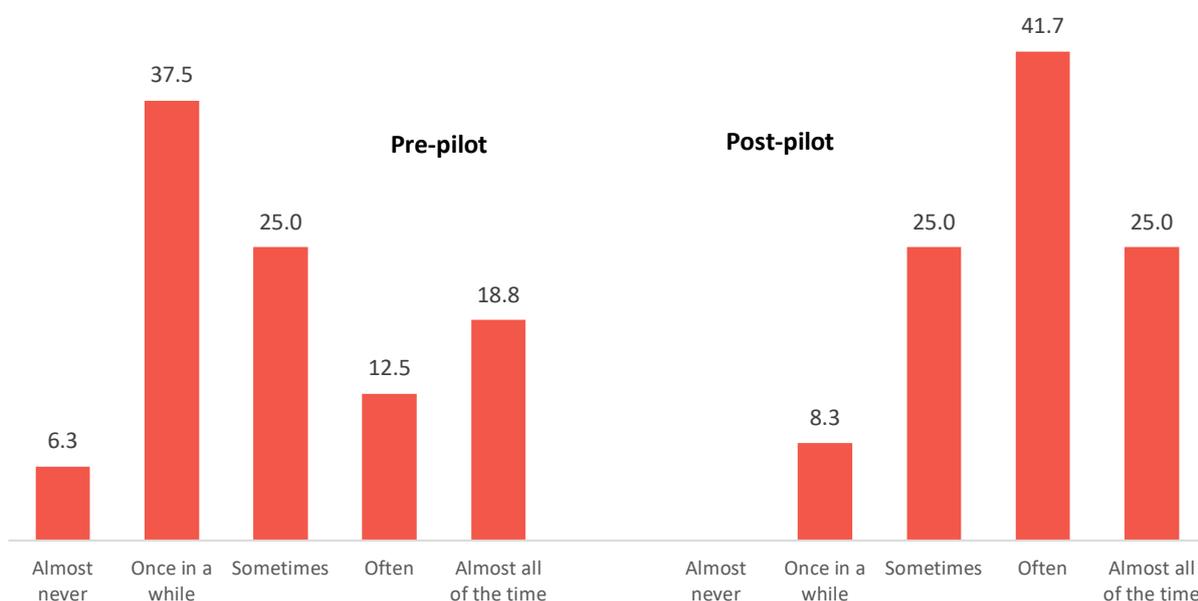
- Self-reflection
- Contribution to society
- Taking initiative
- Working with feedback
- Showing leadership

Teacher assessment on the developmental rubrics indicated that students were less likely to have documented progress across the following areas, which included:

- Presenting evidence
- Active listening
- Maintaining and repairing relationships
- Using visual thinking strategies

According to teachers, the growth of students was the greatest in their capacity to self-reflect. Two other categories were also particularly high – contribution to society and taking initiative. It is possible to link teacher assessment of these two dimensions to student perceptions of their development. Students were asked in the pre-pilot and post-pilot surveys about whether they can make a difference to their community. Figure 3 shows aggregated student response to the question pre- pilot and their post-pilot reflection. Although students initially felt that they could make a difference to the community, over one-third said this occurred only once in a while (37.5 per cent) and just over one in twenty (6.3 per cent) said almost never. As a result of their involvement in the Young Entrepreneurs pilot, students reported stronger agreement that they are able to make a difference to their community. Over two in five (41.7 per cent) felt that they can ‘often’ make a difference to their community and a quarter said almost all of the time. This positive shift aligns with a key mission statement of Global Village which is that it aims to ‘achieve educational equity for all students through a community-minded and progressive approach to learning’ (Global Village, 2019).

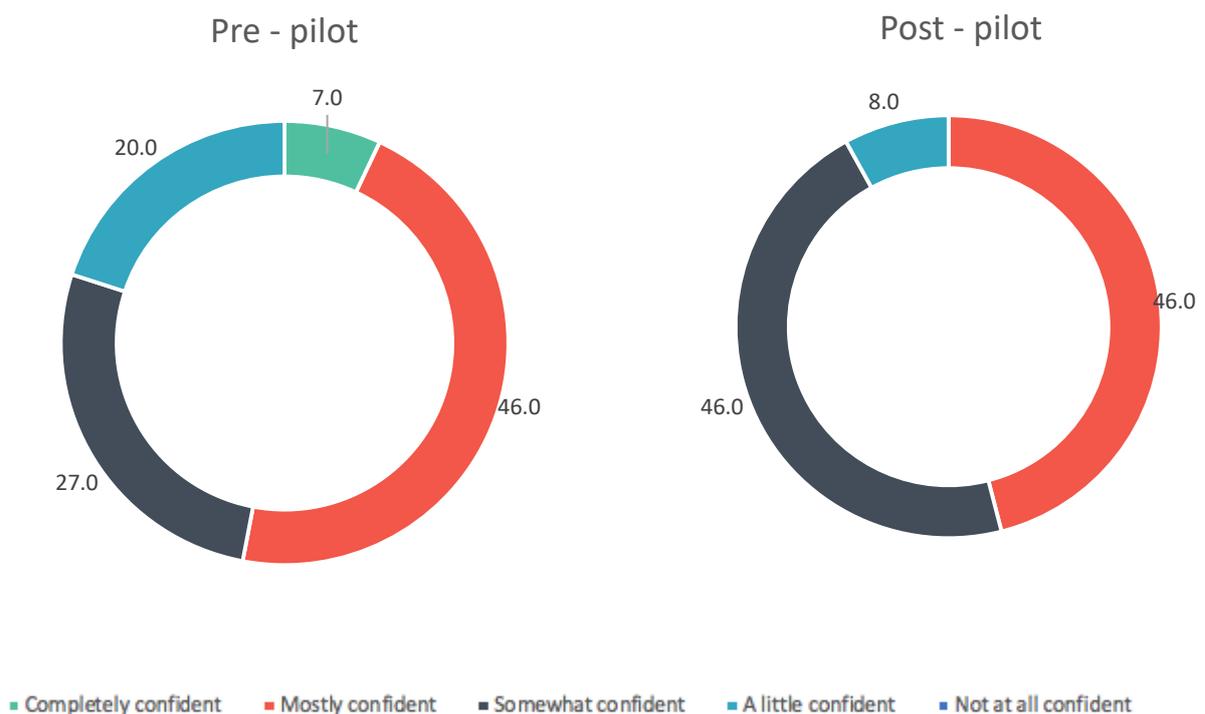
Figure 3 Student perception that they can make a difference to their community (%)



Now the next question is did students improve their capacity for creative thinking through their involvement in the pilot? This is particularly relevant as creativity is defined in the current Victorian Government Education State reform agenda. The Education State includes a key target to improve critical and creative thinking. By 2025 the system’s key ambition is that 25 per cent more Year 10 students will have developed excellent critical and creative thinking (Department of Education and Training, 2018). Figure 4 looks at student self-rating of themselves as creative thinkers from the pre and post pilot surveys.

There is a slight positive shift in the student perception of their own abilities as creative thinkers. However, it is apparent that the outcomes of the Young Entrepreneur’s pilot are less definitive on this question. No students after completing Young Entrepreneurs reported that they had complete confidence in their abilities as creative thinkers. The proportion of students who felt mostly confident about their creative thinking is the same pre and post Young Entrepreneurs (46 per cent). There is proportional gain in the somewhat confident category (from 27 per cent to 46 per cent). It is still worth noting, however, that the proportion of students who felt little confidence in their capacity to be creative thinkers went from one in five (20 per cent) in the pre-pilot survey to under one in ten (8 per cent) in the post-pilot survey.

Figure 4 Student perceptions of themselves as a creative thinker (%)



Question items were included in the student surveys which were aligned to questionnaires used within California’s CORE Districts. These districts have pioneered the routine collection of student self-reported measures of social emotional competencies with definitions and measures, used as part of their statewide accountability measures (CORE, 2017). The school district in California uses student self-reported data associated with four dimensions – growth mindset, self-efficacy, self-management and social-awareness. The Young Entrepreneur student surveys were designed with validated

measures, taken from the CORE districts, concerning growth mindset (Figure 6) and self-management (Figure 5).

Student perception of their self-management includes the ability to regulate emotions, thoughts and behaviors in different situations. The measures also include 'managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals' (CORE Districts, 2017). The CORE districts report each of these measures through a synthetic measure. However Figure 5 displays each question item discretely which taken together constitute the measure. Across each item, students report improvement from before they took part in the Young Entrepreneurs pilot to after the pilot. The dimension with the least self-reported improvement was student time management in 'getting the work done right away, instead of waiting until the last minute'. Students particularly perceived that they had improved in terms of their ability to 'often' pay attention in class with distractions (31.3 per cent to 69.2 per cent). Students also felt that they had improved in their ability to stay calm in class and their capacity to follow instruction. At the end of Young Entrepreneurs, the strongest improvement was in students coming prepared to class most of the time (25 per cent to 46.2 per cent). Figure 5 shows positive trends in terms of student self-management, associated with their involvement in the Young Entrepreneurs pilot

Figure 5 Student perception of their improvement across each dimension associated with self-management (%)

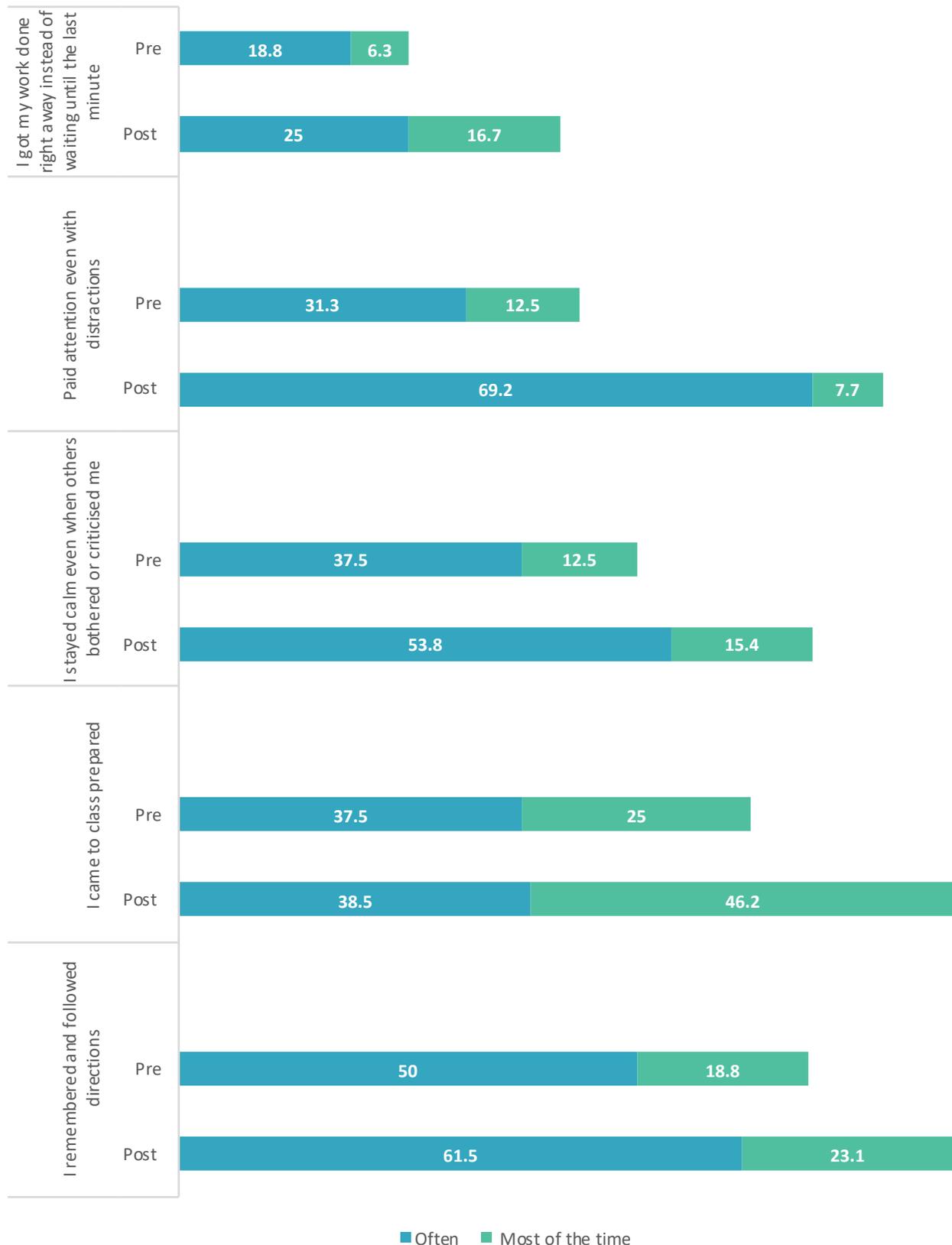
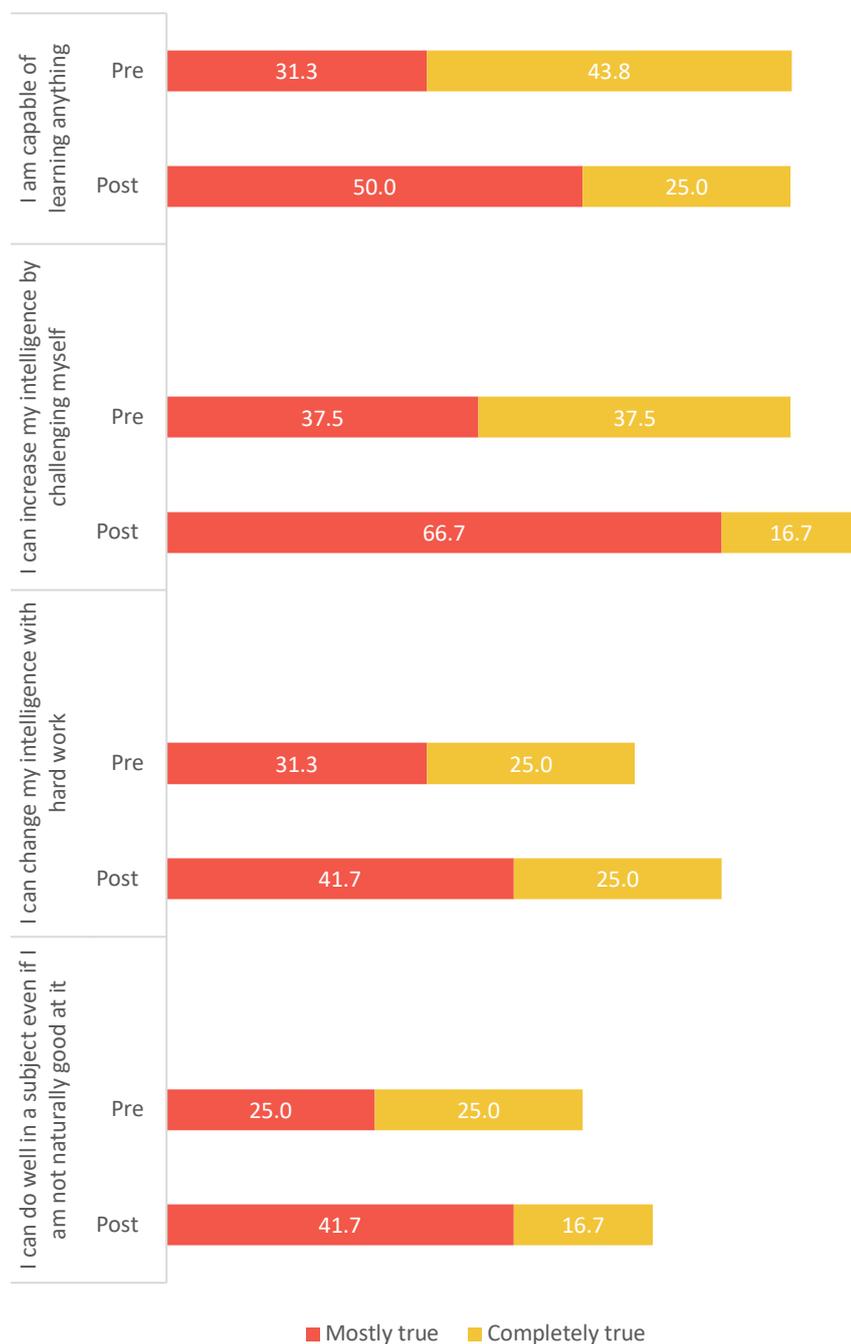


Figure 6 charts student perception of their own improvement according to the dimension associated with growth mindset. Growth mindset includes the belief that strengths can grow with effort. According to the definition used in the CORE districts, ‘students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks’ (CORE Districts, 2017). There is a less noticeable trend across these items. Student perception of their capability ‘to learn anything’ remained fairly similar from the pre-survey to the post-survey. In fact the proportion of students who state that this is ‘completely true’ recedes in the post-pilot survey. There is a slight positive trend across the other three statements, but this is mostly associated with the increased proportion of students who rated their improvement as ‘mostly true’, rather than the more definitively ‘completely true’.

Figure 6 Student perception of their improvement across each dimension associated with growth-mindset (%)



Students were asked to provide a response in their own words about which aspects of the Young Entrepreneurs pilot they enjoyed the most. Most students took the opportunity to reflect on this question in the post-pilot survey. Three of the students' comments were centred on the activities which created a sense of belonging amongst the students involved in the program:

Being around a group of friendly people and boosting my confidence

I really enjoyed how we all had lunch together, going to the park and making our projects. I found the job shadowing stuff pretty useful.

Learning how to meet and interact with new people

These comments reflect earlier findings about a strong sense of student belonging to the program and their positive anticipation about meeting new people through the pilot.

One student felt that the pilot was more 'relaxed' than their regular experiences of school. Another student said how they had 'enjoyed how it offered a change to regular schooling'. Two students when asked to reflect on what they valued the most about participating in the pilot reflected directly on the teaching and pedagogical approach used in the pilot. The students said:

The way they teach and how we check in/check out, mix of different activities and brain breaks

What I felt most enjoyable during my times in this program was the positivity and optimistic that our supervisor put a lot of effort to sustain, it had a huge impact into my learning as there was less of a disturbance than in my usual classes at my regular school. The constant support that these teachers put into making a fun and safe.

This statements also reflect the earlier findings, where students felt that teachers in the Young Entrepreneur's pilot gave them support and encouragement, which they did not feel was available to them in such a way within their regular secondary schools.

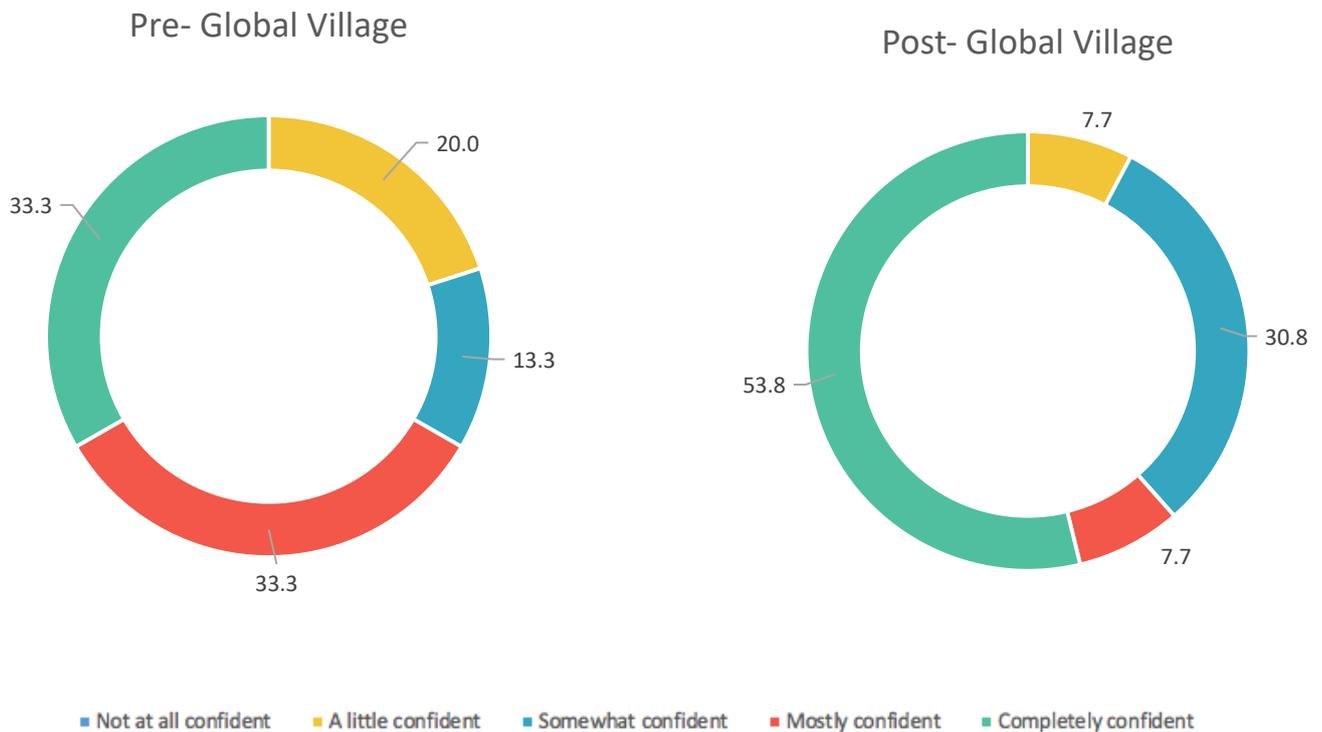
Future plans

The completion of Year 12 is an important aspect of education in Australia. It is important that young people feel that this is possible and achievable, especially young people who may be at risk of disengagement. Current data shows that roughly one-quarter of Australia's 19 year olds do not complete Year 12 or equivalent qualifications (Lamb et al., 2015). Completing Year 12 is not just an educational outcome. We know that the life outcomes for students who complete Year 12 are greatly improved, which include their ability to attain meaningful work, and go on to further education and training. Young people who finish school are more likely to go on to further education and enjoy better mental health, are less likely to develop chronic illness or suffer from social isolation (Department of Education and Training, 2019).

Figure 7 illustrates student perceptions of their chances of completing Year 12 before commencing the pilot and afterwards. Figure 7 shows a clear shift in the levels of confidence about the likelihood that students give themselves of completing Year 12. Prior to participating in the pilot, one-third of students felt confident that they would undertake Year 12. Upon completion of the pilot, the proportion of students with 'complete' confidence in their ability to complete Year 12 has grown to over half (53.8 per cent). Prior to undertaking the pilot, one in five (20 per cent) had a little confidence that they would complete Year 12. Subsequent to the pilot, the same proportion dropped to only 7.7

per cent of students with little confidence in their ability to undertake and complete upper secondary education. An evident gain is also apparent in the proportion of students who said that they felt somewhat confident (13.3 per cent to 30.8 per cent). Overall these findings suggest positive outcomes as a result of their time in the Young Entrepreneurs pilot. Many students have walked away with a more positive outlook about their educational aspirations and ability to complete Year 12.

Figure 7 Student perceptions about their ability to complete Year 12 (%)



Student feedback and recommendations

As this was a pilot program, understandably there is plenty of room for improvement. The student post-pilot survey provides a key source of recommendations for the future implementation of this model. In the final survey, students were asked to provide suggestions about how to improve the Young Entrepreneurs pilot in an open-text field. Some of the comments they provided were about the student experience in the pilot. One student wanted the program to run over more than one day every week. Another student required more time to complete assignments. Another student suggestion was that the program take place in a bigger facility. Two students wanted more food to be provided through the program, which highlights that a key strength of the pilot was the common lunch, which brought all students together.

Another student felt that the curriculum should be expanded from its current focus to include more creative activities – such as in the arts. Another subset of comments included teacher classroom management. Two students felt that the methods of discipline used by teachers in the pilot could be improved. Another student said, ‘I also observed times when they did not put enough planning to what we would be learning’. Future implementation or expansion of the model needs to address these comments, which were thoughtfully provided by students.

As discussed, two students dropped out of the pilot in the third week. A recommendation for future implementation is that a follow-up survey is conducted with students who drop out of the pilot, to ascertain their perspective about why they chose not to be involved. For future years, Global Village has indicated their intention to instigate more refined and targeted enrolment practices.

Program highlights

Student experience

- Student attendance was 94 per cent overall, with minimal unexplained absence.
- Students enjoyed the opportunity to connect with other young people from other schools and make new friends.
- All students either agreed or strongly agreed that they felt safe in the program.
- Many students felt very positively about the peer-group culture fostered in the pilot and reported a strong sense of belonging throughout.
- Participating students were very positive about the teachers who delivered the Young Entrepreneurs pilot.
- All students agreed or strongly agreed that the Global Village teachers encouraged them, while only half of the participating students agreed or strongly agreed that teachers in their regular school encouraged them.

Student outcomes

- Nearly all of the students completed the requirements set out by the Young Entrepreneurs pilot (97 per cent).
- According to teacher assessment, students demonstrated strong progress in terms of their capacity to self-reflect, contribute to society, take initiative, work with feedback and show leadership.
- Students perceived that their ability to make a difference to their community was greater after completing Young Entrepreneurs.
- A slight positive gain was apparent in how students rated their capacity to think creatively at the end of the pilot, when compared to their pre-pilot rating.
- Student ratings across dimensions of self-management were stronger after they completed Young Entrepreneurs.
- In their own words, students felt that they developed an enhanced self-esteem and more confidence through their involvement in the pilot.
- Students enjoyed the range of pedagogies used by the teachers, as well as the practice of sharing a lunch together and having the opportunities to meet people.
- Students were more confident about their ability to complete Year 12 at the conclusion of the pilot, when compared to how they felt prior to their involvement in Young Entrepreneurs.

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Author contact:

Dr Esther Doecke

Centre for International Research on Education Systems

Victoria University

esther.doecke@vu.edu.au

<https://www.vu.edu.au/contact-us/esther-doecke>