

I liked the experience because it was more of our decision of what we were doing. It wasn't the teacher telling us what to do.

- Primary student

...it's 'hands on' you actually learn ...Yeah, way better than all other classes ...

- Secondary student

Image: Scout Studio

EVALUATION REPORT : Social Enterprise in Schools pilot program in North-East Victoria, Australia

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Prepared for the Australian Centre for Rural Entrepreneurship (ACRE)
April 2017

The Lead Agencies



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Terms and acronyms

ACRE	Australian Centre for Rural Entrepreneurship
EFT	Equivalent full-time, a staffing allocation time fraction
Flexible learning setting	Educational settings for students who are at risk or who do not participate in a mainstream educational setting
SEA	Social Enterprise Academy, Scotland
SEiS	Social Enterprise in Schools program
Social Enterprise	A social enterprise is a business with a social purpose that reinvests its profits in the community. For the evaluation, it referred to an actively trading business, established by students within a school or another setting
Stakeholders	Primary and secondary school students, teachers, principals, staff and experts from ACRE Australia and Scotland
VCAL	Victorian Certificate of Applied Learning (the hands-on option for Year 11 and 12 students)
VCE	Victorian Certificate of Education
VET	Vocational Education and Training (industry and trade focused programs that directly relate to getting a job)

Executive Summary

Background

Overseas and Australian evidence suggests that the problems ACRE seeks to address – unemployment, underemployment and lack of civic or community engagement – are important and impact on the lives of many young people and the communities in which they live.

The Social Enterprise Academy (SEA), which is based in Scotland, has been delivering Social Enterprise in Education programs in Scotland since 2008. This program was seen as offering a potential solution, at least in part, to the issues identified by ACRE in rural and regional communities.

As a result, a decision was taken by ACRE and SEA to conduct a pilot of the program in 13 schools in North-East Victoria.

Evaluation

The main purpose of the evaluation was to look at the processes used to start and to run the pilot, with a focus on their effectiveness. It also considered how the impact of the program might be measured if it moves from the pilot phase to a full-scale roll out.

A mix of methods was used to gather information for the evaluation: interviews, surveys, school visits and document analysis.

Six schools were chosen for the evaluation, representing a diversity of contexts. Teachers, principals and students were invited to participate. The staff from the two lead agencies, ACRE and SEA, also participated in the evaluation.

The findings apply to the six schools in the evaluation only, and should not be used to generalise to all 13 schools in the pilot. This means that the key findings listed below should be treated as indicative and not conclusive.

Key findings

The evidence from the evaluation suggests that:

- The program's focus and learning opportunities are engaging and can be adapted to be inclusive for students in primary or secondary schools or for young people in flexible learning programs.
- Students typically had control of their enterprises. Students interviewed believed they were in the driver's seat and able to make decisions about their enterprises. Students were also seeking assistance, guidance and feedback from their teachers and peers.

- The learning to be developed, practiced, deployed and demonstrated by students through the program is relevant, meaningful and shows the potential for aligning very well to the Victorian Curriculum Foundation -10. This was especially the case in relation to students developing critical and creative thinking and personal and social capabilities.
- Business leaders (the program 'facilitators') talking directly with the teachers and students was seen by teachers, principals and students as effective. It made the experience more authentic than if they were doing it on their own or from a 'text book'.
- A surprising finding was the opportunity the program gave for increasing students' awareness of social issues. The program's processes allow students to explore and choose an issue that they care about. This can help develop the broader dispositions of students as responsible and active citizens. Teachers and principals remarked that this was important as many students have limited exposure to some key social issues (e.g. homelessness was one cited by teachers).
- There remain a number of implementation issues, especially in the schools, most particularly around how to make the program sustainable across cohorts of students, and across periods of time that may include vacation periods where staffing of the enterprise becomes difficult.

Looking ahead, the evidence also suggests:

- Typically, the processes used have been effective. Staff turnover in schools needs to be factored into school support mechanisms, as do the diverse settings in which schools operate across the region;
- Should the program be scaled up then it will be important for the program's sustainability for ACRE to directly measure the learning outcomes of students. This measurement should be based upon sound principles of assessment and be explicitly linked to the school's curriculum. Further suggestions for how to measure impact are set out in Appendix 2.

Recommendation

One of the hallmarks of this program's effectiveness was the extent to which students were in the driver's seat. Our view is that to activate this in students, it is important to activate their teachers.

Following on from this observation, we recommend that ACRE focus on activating teaching in 2017 by concentrating on stronger curriculum alignment especially around assessment materials. There should also be a focus on 'little and often' professional learning and support for teachers.

SECTION 1: The Problem

The Australian Centre for Rural Entrepreneurship (ACRE) website states:

“In a world of escalating change, most of our rural and regional communities face stagnation or decline with youth unemployment and rural disadvantage being our greatest unmet challenges.”¹

One of ACRE's responses to these challenges has been to pilot a Social Enterprise in Schools (SEiS) program in collaboration with the Scottish Social Enterprise Academy (SEA).

The problem statement posted on ACRE's website raises two questions: How important and unresolved is the problem ACRE is targeting? Is the number of young people facing the problem of consequence?

These are important questions. Answers to them help establish whether the problem ACRE seeks to address is compelling enough to consider making the case for scaling the Social Enterprise in Schools program to other locations across Victoria.

How important and unresolved is the problem ACRE is targeting?

The available evidence does suggest that youth unemployment concerns are being widely felt.

First, young people starting out in the workforce are less likely than their peers in 1995 to secure a “decent job”.²

Second, education systems seem not to be meeting the changing and diverse needs of the labour market, with inadequate preparation of young people (training and skills) cited as leading to limited job prospects for young people in the future, “even when the economy improves”.³ A strong case has been made, for example, that education needs to encourage and take effective action, at scale, to create a more entrepreneurial Australia.⁴ Evidence from the analysis of 4.2 million job advertisements between 2012 and 2015 shows that more employers are expecting young employees to have a suit of “enterprising skills”, especially in such areas as digital literacy, critical thinking and presentation skills. These are skills that are being demanded by employers. For young employees, the good news is that these skills are also highly transferable – “when a person trains or works in one job, they acquire skills for 13 other jobs”.⁵

1 ACRE website (<http://www.acre.org.au/>): The issues that we want to address. Accessed 15/11/2016.

2 *Youth Civic Engagement*, 2016, United Nations World Youth Report, UN Department of Economic and Social Affairs, p. 12.

3 Ibid.

4 *High-Impact Entrepreneurship in Australia – A role for universities*, 2015, Spike Innovation.

5 *The New Work Mindset: 7 new job clusters to help young people navigate the new work order*, 2016, Foundation for Young Australians, New Work Order Report Series.

Third, many young people are lacking relevant experience and networks. For example, UK research has shown that secondary school students who had four or more employer contact experiences, such as mentoring, were five times less likely to be unemployed or not engaged in further education, and earning 18 per cent more than peers who recalled no such activities.⁶

Fourth, students living in rural and remote communities in Australia are often doing worse than students in urban areas:

- They are less likely to catch up once they are off track at a milestone;
- They have “reduced access to education services compared to metropolitan students. These students attend school less frequently, are less likely to go to university and are more likely to drop out if they enrol”.⁷

Finally, there is evidence that young people, particularly from low-income backgrounds, “are conditioned to believe that nothing they do will make a positive difference in society”.⁸

Is the number of young people who face the problem of consequence?

In short, yes, the number of young people who face the identified problems is meaningful. Evidence tell us:

- “Many more young Australians are working fewer hours than they would like.”⁹ In 1985, 4.7% of 15-24 year olds were underemployed. This percentage rose to 17.5% in 2015. While, in 1985 14.8% of the same age group was unemployed, compared to 12.9% in 2015.
- It is estimated by the International Labour Organisation that to absorb the current number of unemployed young people and provide jobs for about 40 million new labour market entrants each year, then about 600 million jobs would need to be created over the next decade.¹⁰

These national and global figures reinforce the scale of the issue. They are relevant to the work of ACRE because it sees itself as having a catalytic role to play within a broader entrepreneurial ecosystem of organisations and activities to develop job creators, not just job seekers.

6 The ‘Employer Engagement Cycle’ in Secondary Education: Analysing the testimonies of young British adults, 2015, Jones, S., Mann, A. & Morris, K. *Journal of Education and Work*, DOI: 10.1080/13639080.2015.1074665

7 *Educational Opportunity in Australia 2015: Who succeeds and who misses out*, October, 2015, Lamb, S., Jackson, J., Walstab, A. & Huo, S. Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne. Fact Sheet 6.

8 *Youth Civic Engagement*, 2016, p. 22.

9 Australian Bureau of Statistics (ABS) 2016d, Labour Force, Australia, March 2016, ABS Cat. No. 6202.0 in *Renewing Australia’s Promise, Report Card*, 2016, Foundation for Young Australians.

10 *Youth Civic Engagement*, 2016, p. 12.

Summary

The evidence suggests that the problem ACRE seeks to address is important, is unresolved, and impacts on the lives of many young people and the communities in which they live.

So, if underemployment and a lack of civic or community engagement in rural areas are problems worth solving, how might this be done? The next section outlines one solution ACRE has proposed – the Social Enterprise in Schools program.

SECTION 2: The Solution

This section looks more closely at the Social Enterprise in Schools program, one of ACRE's proposed solutions to the problems it has identified.

The Social Enterprise in Schools program was, at the time this report was written, being piloted in North-East Victoria. A key component of this pilot was its evaluation. This section describes the background and context for the pilot and its evaluation. It does this by:

- Introducing the lead agencies and their respective roles;
- Defining the term 'social enterprise';
- Identifying the key features of a social enterprise in schools;
- Laying out the components and essential features of the pilot;
- Describing, briefly, the implementation of the pilot;
- Pointing out key differences between the pilot and the Social Enterprise in Education program in Scotland;
- Giving an overview of the geographic and school community contexts in which the pilot was run.

The lead agencies

The lead agencies were the Social Enterprise Academy (SEA), which is based in Scotland, and ACRE.

ACRE is a 'for purpose' organisation based in Beechworth. It aims to support building thriving rural communities through "igniting entrepreneurship in young people and their communities".

The SEA has been delivering Social Enterprise in Education programs in Scotland since 2008. Since then it has seen more than 30,000 young people, 640 schools and colleges, 1,150 teachers and 90 college lecturers participate in its programs.

The SEA's Social Enterprise in Education focus and approach was seen to align well with ACRE's aim of creating entrepreneurship opportunities in rural areas. The CEO of ACRE initiated discussions with SEA about working together. As a result, a decision was taken by ACRE and SEA to conduct a pilot of the program in North-East Victoria.

Social enterprise

Social enterprises are businesses set up to tackle social and environmental problems. A social enterprise generates profits to support other community or charitable, not-for-profit causes.

Social enterprise in schools

The aim of the Social Enterprise in Schools program is to:

- Develop an understanding of the social enterprise business model;
- Provide hands-on experience [for students] of setting up and running a social enterprise;
- Support curricula and frameworks by providing practical opportunities that encourage participants to become successful learners, confident individuals, responsible citizens and effective contributors to their communities.

Essential features of the pilot

The pilot program was designed to demonstrate how learning via a social enterprise develops a range of skills in students, as well as building their confidence, increasing their self-esteem and enriching their sense of social justice. These skills include: leadership, numeracy, literacy and creative thinking skills. Learning opportunities were designed to be engaging and inclusive, suitable for any age and ability.

The skills and knowledge acquired by the students are intended to help them develop as responsible citizens with more understanding of social justice and the world around them.

The pilot set out the criteria by which program success was to be measured. The program needed to be:

- Connected to the community: School social enterprises should have explicit social or environmental aims with their profits used for this purpose;
- Entrepreneurial: The students should be directly involved in producing goods or providing services to a market;
- Led by students: The social enterprise should be driven and run by students with support from teachers and parents;
- Dynamic: The social enterprises should aspire to make a positive change to people's lives.

The pilot was also designed to inform decision-making about the feasibility of extending the program to more locations across Victoria.

Implementing the pilot

The pilot started at the end of August 2015. Two lead facilitators from Scotland spent a total of six weeks in Australia; first in September 2015 and then in February and March 2016. Their role was to train local 'facilitators' (known as tutors in the Scottish program) and deliver a number of programs for a variety of learners.

The pilot focused on students, teachers and their schools, regional leaders from the business sector, community groups and government sectors. It involved:

- Thirteen rural primary and secondary schools and a flexible learning centre in North-East Victoria, specifically from areas of Bright, Myrtleford, Wodonga, Shepparton, Beechworth and Wangaratta.
- Cross-sector learning and development programs (regional leadership alumni, local government agencies and youth development organisations).

The Scottish head-quarters gave mentoring and capacity support throughout the pilot.

Figure 1 shows, in summary form, how the Social Enterprise in Schools pilot worked.

FIGURE 1: Social Enterprise in Schools pilot



Professional learning for teachers involved:

- Learning about the values and purposes of social enterprises;
- Acquiring the skills and knowledge to help with the school's enterprise;
- Discovering how social enterprise can support young people to develop their entrepreneurial skills.

Differences between the Scottish SEA and the pilot

Table 1 compares the set up and resourcing of the program in Australia and Scotland. The noted similarities and differences are important to understand because, from the point of view of the program's evaluation, they reflect the context in which the Victorian program operated, and the differing ways in which it has had to react to these contexts. This meant that the lessons learned from the program in Scotland might not apply to Victoria.

TABLE 1: Comparison of ACRE pilot and the Scottish SEA program

Program	ACRE	SEA
Approach	<ul style="list-style-type: none"> ACRE situates the program within an 'ecosystem' approach 	<ul style="list-style-type: none"> SEA is developing 'hubs'
Governance	<ul style="list-style-type: none"> NFP with independent board A Social Licence Agreement with SEA for the duration of the pilot 	<ul style="list-style-type: none"> Company Limited by Guarantee & Scottish Charity Independent board
Staffing & roles	<ul style="list-style-type: none"> 1 EFT Chief Executive Officer 0.8 EFT Program Manager 0.8 EFT Operations Manager 	<ul style="list-style-type: none"> Chief Executive Officer may meet with head teacher or local government about program Dedicated full-time social entrepreneur ('Tutor') Dedicated Program Manager
Funding of organisation	<ul style="list-style-type: none"> 93% philanthropic grants 7% ACRE fee for service 	<ul style="list-style-type: none"> The Academy has a contract with the Scottish government to run the program in schools
Funding of schools in pilot	<ul style="list-style-type: none"> Combination of philanthropic and co-invest model with schools Each school in the pilot contributed \$500 towards the costs of the program 	<ul style="list-style-type: none"> 100% government funded Funding held centrally by government and released to SEA each time a school opts in
Selection of schools	<ul style="list-style-type: none"> Promote to schools 	<ul style="list-style-type: none"> Schools self-select to opt in
Award ceremony	<ul style="list-style-type: none"> Presentation of certificate of participation at each school 	<ul style="list-style-type: none"> Large scale award ceremony with all schools attending

The geographic and school community contexts

The pilot covers a large rural area of diverse farming, with several large regional centres. It includes the foothills to the ski fields, so tourism forms an important part of the local economy. The 13 schools in the pilot ranged from a very small government primary, in a relatively isolated village, through to large government and private schools in regional centres. There was also one small Catholic primary school in the pilot. In primary schools, the pilot was run with classes ranging from Years 3 to 6 (but with one school also explicitly involving Prep to Year 2 students). In secondary schools, it was most common for the pilot to be run with Years 9 and 10 students, with one school running the pilot into Years 11 and 12.

Summary

This section has described the key elements of the program that ACRE sees as making an important contribution to the future of young people and their communities in rural Victoria. Some sense has also been gained of the many different contexts in which it was piloted and how, while strongly connected conceptually to the Scottish SEA, the pilot program has had to adapt to the Victorian context.

Probably the most important element of a school's context is the curriculum – what it is that the students are expected to learn. The next section provides an understanding of the educational context and how this could impact on the pilot, and ultimately, its roll out to more schools.

SECTION 3: The Learning

This section compares the Scottish SEA Social Enterprise in Education learning framework with the National and Victorian curriculum. This puts a spotlight on one of the key contextual factors shaping the pilot.

Skills developed through Social Enterprise in Education

Four skill areas frame the Scottish SEA program (summarised in the graphic to the right). These are the skills students should develop from their participation in the program.

Each set of skills is accompanied by a list of what students should be learning. These are expected to be interchangeable between the four skill areas.

The program seeks to:

- Build on the prior learning of students;
- Build on their strengths;
- Provide them with hands-on experiential learning opportunities to develop these skills;
- Develop their confidence and understanding of social and community issues (i.e. develop students as responsible citizens).¹¹

The Scottish program's focus, approach and the content of student learning was developed with reference to the Scottish Government's *Curriculum for Excellence* for children and young people aged 3-18.¹²

1 THINKING AND LEARNING SKILLS	<ul style="list-style-type: none">• Creating: think of new, creative ways of doing things• Evaluate: check out ideas to see if they will work• Analyse: break information down into easier bits• Apply: carry out your ideas
2 LEADERSHIP SKILLS	<ul style="list-style-type: none">• Listen and value others opinions• Encourage others to think differently• Go for gold! Seek the highest standards for everyone• Be prepared to lead the action
3 ENTERPRISE AND EMPLOYABILITY SKILLS	<ul style="list-style-type: none">• Generate and present ideas• Solving problems• Have a 'can do, will do' attitude• Stick with it, even when it gets difficult.
4 SKILLS FOR WORK	<ul style="list-style-type: none">• Be a good team player• Take responsibility for the work• Show initiative• Be a good communicator• Able to show good use of IT

11 Social Enterprise Academy, Social Enterprise in Education, Skills for learning, life and work pack.

12 Education Scotland, www.educationscotland.gov.uk. Accessed 5/12/2016.

National and Victorian curriculum frameworks

The goal for all curriculum design in Australia is to develop successful learners who are also confident and creative individuals and active and informed citizens.¹³ This goal aligns very well with the *Curriculum for Excellence's* 'goal' for all children and young people to develop four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.¹⁴

Most relevant to the pilot (as well as ACRE's potential national aspirations) are the F-10 Australian Curriculum and Victorian Curriculum frameworks.¹⁵ These set out what students should learn during their first eleven years of schooling, with curriculum subjects and vocational pathways also offered for senior secondary students in Years 11 and 12.

Each state and territory is responsible for implementing the Australian Curriculum, but each makes decisions about the extent, timing of implementation and 'translation' of the intended Australian Curriculum in their schools.

Victorian government and Catholic schools must use the Victorian Curriculum. Independent schools may decide to use it, but it is not a requirement.

Tables 2 and 3 on the next page show how each curriculum is structured. The Australian and Victorian curricula provide a list of the learning areas to be covered and the student 'capabilities' to be developed. The Australian Curriculum and the Victorian Curriculum F-10 also provide a set of 'cross-curriculum priorities'. These are not separate subjects but addressed through different learning areas. Each priority has a set of organising ideas.

13 Ministerial Council on Education, Employment, Training and Youth Affairs 2008, Melbourne Declaration on Educational Goals for Young Australians, Melbourne.

14 Education Scotland, www.educationscotland.gov.uk. Accessed 5/12/2016.

15 At national and Victorian state levels, schools are in a transition phase from one curriculum framework to a new curriculum framework. These new curriculums are published and will be implemented in 2017.

TABLE 2: Australian Curriculum F – 10 (V8.3)

Learning areas	General capabilities*	Cross-curriculum priorities
<ul style="list-style-type: none"> • English • Mathematics • Science • Health and Physical Education • Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business) • The Arts (Dance, Drama, Media, Music, Visual Arts) • Technologies (Design and Technologies, Digital Technologies) • Languages 	<ul style="list-style-type: none"> • Literacy • Numeracy • Information and Communication Technologies (ICT) • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Intercultural Understanding <p>*The capabilities have content descriptions and elaborations e.g. Personal and Social capability – self awareness element & self-management element & social awareness element & social management element.</p>	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Histories and Cultures • Asia and Australia's Engagement with Asia • Sustainability

Table 3: Victorian Curriculum Foundation – 10

8 Learning areas	4 Capabilities (with strands)*	Cross-curriculum priorities
<ul style="list-style-type: none"> • The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design) • English • Health & Physical Education • The Humanities (Civics & Citizenship, Economics & Business, Geography, History) • Languages • Mathematics • Science • Technologies (Design & Technologies, Digital Technologies) 	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Questions & possibilities • Reasoning • Meta-cognition <p>Ethical</p> <ul style="list-style-type: none"> • Understanding concepts • Decision-making & actions <p>Intercultural</p> <ul style="list-style-type: none"> • Cultural practices • Cultural diversity <p>Personal and Social</p> <ul style="list-style-type: none"> • Self awareness & management • Social awareness & management <p>*For each capability, explicit knowledge and skills are articulated in the content descriptions and the complexity and sophistication of these increase along a learning continuum from F-10. Achievement standards are included. These describe how well a student should have learnt the content.</p>	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Histories and Cultures • Asia and Australia's Engagement with Asia • Sustainability

Similarities and differences between national and state curriculums

Similarities:

- The primary audience for the curriculum is teachers;
- There are eight learning areas (e.g. The Arts);
- The three cross-curriculum priorities (e.g. Sustainability) are embedded across the curriculum;
- Both list the knowledge and skills to be learned and are defined by 'learning areas' and 'capabilities'. Taken together, these are the means for achieving the nation's goals for education;
- Learning from F-10 is a progression of increasingly complex knowledge, skills and concepts grouped and defined by the learning areas and capabilities.

Key differences:

- The Australian Curriculum F-10 has seven capabilities, three more (Literacy, Numeracy, ICT) than the Victorian Curriculum F-10. Victoria argues that it is unnecessary to define Literacy and Numeracy as distinct capabilities. Instead, it is argued, these are embedded within the learning areas of English and Mathematics. ICT is embedded in student learning across the Victorian Curriculum F-10;
- The Australian Curriculum F-10 uses icons to indicate where general capabilities have been identified in learning area content descriptions and elaborations;
- Victoria describes the curriculum as levels of learning, while ACARA describes the curriculum for 'Year X' students. In the Victorian Curriculum, there are three levels of learning bands:
 - Foundation stage: Years F-2;
 - Breadth stage: Years 3-8;
 - Pathways stage: Years 9-10.

This description recognises the spread of student abilities in each class. Teachers can use the continuum to plan a learning program that fits the actual learning level of the student, not an assumed level of learning based on a student's age;

- In the Victorian Curriculum F-10, the capabilities have a set of discrete knowledge and skills to be *explicitly* 'developed', 'practised', 'deployed' and 'demonstrated' in and through student learning across the curriculum.

Observations from the frameworks

On paper, the Scottish program and teaching approach appears to be a good fit with the new Victorian and Australian curricula (e.g. the Victorian F-10, critical and creative thinking student achievement standards), and with our national goal for education (e.g. learners who are confident and responsible citizens). The fit, however, is not as localised and as clear as it needs to be.

Scope to improve the fit would include:

- Making it clear in the Social Enterprise in Schools program what is most important to learn;
- Explicitly aligning the learning to the Victorian Curriculum F-10. This will define what all students will have the opportunity to learn as a result of doing the program;
- Making it clear what the program's 'signature' pedagogies are. This will identify for teachers what they may need to know or be able to do to best support student learning (e.g. design thinking principles and processes);
- Using the relevant achievement standards in the Victorian Curriculum to identify student outcomes (e.g. Critical and Creative Thinking Levels 5 & 6: By the end of Level 6, students apply questioning as a tool to focus or expand thinking....). This will help develop and expand the use and understanding of assessments used by ACRE or teachers within the program. It will help teachers notice if the teaching is effective, that is, how well a student is or is not learning. It will also help teachers think about ways in which student learning can be assessed (formative and summative), and the sharing of this with students and parents. Assessment is critical; skills not assessed may not be taught consistently.

Summary

The curriculum setting and the content of the Social Enterprise in Schools program align well, although there is scope for considerable development in the schools. There needs to be greater clarity around how the program connects to the curriculum, and in particular, linking the assessment of student learning to that curriculum. This knowledge will assist teachers in embedding the program.

With the context now laid out, it is time to turn to the evaluation. The next section describes how the evaluation was approached, and why this approach was used.

SECTION 4: The Evaluation

This section of the report covers:

- The purposes of the evaluation (that is, the ‘why’);
- The methods used for the evaluation (that is, the ‘how’ and ‘when’);
- The strengths and limitations of the approach used by the evaluation.

The why

The evaluation focused on what was working and what was not working.

Specifically, it looked at:

- The processes used, with a focus on their effectiveness;¹⁶
- How the impact of the program might be measured if it moves from the pilot phase to a full-scale roll out.¹⁷

The how

The data for the evaluation were collected using questionnaires and interviews with key stakeholders: ACRE staff, Scottish SEA staff, teachers, principals and students.

The data were collected at two different times: near the beginning of the pilot in the schools; and near the end of the school year after the pilot had been running for some time. The evaluators also shared the emerging findings, after the first data collection, at a workshop with all representatives from the pilot.

Five schools were initially selected (from 13) for the evaluation. A sixth school joined the program a little later than the other schools, and as this school reflected a different context to the other schools, it too was subsequently added to the evaluation. This small number reflected a decision to gather in-depth information from a limited number of schools, rather than a broad sweep of information from all the schools in the pilot.

The schools were purposively selected. The criteria for selection included their size, the extent to which the program had been taken up in the school, the school sector (government, Catholic or independent), and school type (primary or secondary). This gave a wide range of settings to ensure the following points were taken into consideration:

- The evaluation was focused upon how well the processes worked in different settings;

¹⁶ This was the ‘formative’ component of the evaluation.

¹⁷ This represents planning for the ‘summative’ component of the evaluation (i.e. measuring its impacts).

- Local contexts are known to strongly influence the outcome of programs,¹⁸ and so a sense of their impact was needed. This was not only helpful for the evaluation, but also for informing decisions about how best to scale up the Social Enterprise in Schools program.

Teachers who were most involved with the pilot in the school were selected for interview. They then selected students for interviews held at the school.

(Appendix 1 provides a more detailed account of the sampling and data collection techniques used in the evaluation.)

Strengths and limitations of the data

As with all evaluations or research, there are strengths and limitations in the data that were collected.

Strengths

Most importantly, the data are detailed. This permits an in-depth investigation into the ways in which contexts vary and impact on the pilot's implementation.

These data come from key stakeholders, many of whom are well informed either about the program's implementation or its operation in schools or both. These stakeholders can be likened to expert witnesses, whose judgments and insights need to be respected because of the knowledge and experience they hold.

Response rates to the interviews and the questionnaires were excellent. All sampled participants provided data.

Limitations

The main limitation in the data is that it is not possible to generalise as schools were not randomly selected and, even if they were, the small numbers would make generalising problematic. This means that any conclusions made about the whole of the pilot need to be approached with caution.

Summary

The evaluation focuses most upon examining implementation processes. It does this in a limited number of schools, specifically selected for their diverse contexts. Data were gathered using interviews and questionnaires from informants, many of whom can be regarded as expert witnesses. Response rates from participants were excellent.

Next we turn to the findings from the evaluation. These findings are presented in two parts: findings from teachers and principals; and findings from the students' experiences of the program.

¹⁸ See, for example, Pawson and Tilley *Realistic Evaluation* (London: Sage, 1997), which entertainingly recounts the dismal history of pilot program evaluations that have failed to understand the impact of the local context.

SECTION 5: Teacher and Principal Findings

This section of the report describes the key findings of the evaluation. It uses the evidence gathered from two waves of interviews and survey responses from teachers, principals and the lead agencies, and from the evaluation team's school visits.

The findings are organised under four key sub-headings:

- Motivations to participate;
- Implementation of the Social Enterprise in Schools program;
- Learning; and
- Sustainability.

The findings focus on how the pilot schools in the evaluation have responded to the pilot program.

Motivations to participate

In the context of the evaluation, motivation refers to the reasons why teachers and principals decided to participate in the pilot and to stick with it to the end.

The data gathered from the first round of teacher and principal questionnaires indicated strong and uniform agreement that the schools were committed to, and enthusiastic about, the pilot program. To better understand why this was the case, the first round of interviews looked at the motivation of teachers and principals in deciding to participate.

Across all the teacher and principal interviews there was a clear pattern of (interconnected) reasons for participating. School decisions were strongly influenced by five factors:

- The program's alignment to the curriculum;
- Improving student engagement;
- Opportunities to improve connections to the community;
- Alignment to teaching practices;
- The quality of the lead agency.

The program's alignment to curriculum

Schools thought the program might align well to the Victorian Curriculum F-10, particularly across literacy and numeracy, wellbeing, leadership and citizenship curriculum program areas. The secondary schools also noted the potential curriculum alignment to the Victorian Certificate of Applied Learning (VCAL), a hands-on option for students in Years 11 and 12 developing their literacy and numeracy and personal skills for life and work. One school also noted that the program could assist in developing students' literacy and numeracy skills in the Certificate of General Adult Education.

Improving student engagement and learning outcomes

There was a consistent view among the teachers and principals that the program could inspire and suit any student. There was a belief that students would get new opportunities, "outside the box learning" to stimulate their creativity, develop their research and teamwork skills, and "connect them to the wider world". Students would get "to explore passion areas" and to apply their learning through individual and team experiential processes and authentic trading activities. There was also a strong view that this focus and approach would help better prepare and enhance a student's (future) employability.

Opportunities to strengthen and expand parent and wider community connections

Bridging, building and expanding connections from the school to parents and the wider community were recurring reasons for wanting to do the program. For example, one school saw it as a way to acknowledge the existing enterprise interests of its parent community. Another saw it as a way to increase the volume of what they already do in the community. Still another school saw this aspect of the program as filling a much-needed knowledge gap for many of their students whose parents had limited employer networks.

Alignment to teaching practices – current or aspirational

Influencing the decision to participate was how well the program appeared to 'sit' with current teaching practices or aspirations for teaching at the school. For example, schools that had a history of student project based learning or community projects were readily able to see how the Social Enterprise in Schools focus and approach could work. Other teachers saw the offering as an opportunity to rethink what education focuses on and teaching to support more authentic and personalised student learning.

There is so much teamwork involved. Some kids are going to thrive and hit the ground running and some other kids will face some challenges, but I think that this type of program will have a part for every kid to play.

- Teacher, primary

Students should come to learn that they are in charge of their life.

- Teacher, secondary

Our students need a better understanding of employment ... more understanding of employers ... why it is important to be accountable to the team. A high percentage of the students don't 'get this' exposure or experience because, for example, their parents are unemployed.

- Principal, secondary

A few of us teachers feel that there needs to be a change in the focus of education. We need to be doing things that are 'real' for students and that the students are passionate about.

- Teacher, secondary

Lead agency quality

Three distinct lead agency 'quality' factors influenced decisions about whether to participate in the program:

- Credibility – the program has been done elsewhere and 'worked'. The people leading the program have a positive track-record of initiating and leading new programs. And, the objectives of the program are clear. One respondent said that it was a good sign that the program was being evaluated, as it shows the lead organisation is serious about learning from the pilot.
- Capability – ACRE provides the professional learning for teachers and a key person for teachers to contact, as needed.
- Accessibility – ease of access to external support from the lead organisation team and materials. This appears to be critical for those teachers who are feeling less confident, especially when combined with their introduction to a concept that is new to them - 'social enterprise'.



It felt like a bit of a 'free kick' for us. Putting a couple of key teachers through the professional learning and talking with Matt and Peter meant that it isn't a 'loose concept'. They [ACRE] have put some scaffolding around the program for teachers to lean on and work with.

- Principal, secondary



Implementation

This section begins with an overview of how schools approached implementation. It then focuses on three key aspects of the program's implementation:

1. The clarity of the program's objectives;
2. The quality of communication, decision-making and related processes;
3. The effectiveness of the program's delivery, including clarity of roles, quality of the professional development provided, and the quality of the human and material resources used to support it.

Finally, this section examines the challenges that were faced, especially by schools and teachers, during implementation of the pilot.

Overview of the implementation

The findings, discussed in detail next, suggest that the program's implementation worked reasonably well across a variety of settings for the duration of the program in the six schools evaluated. Little changed from how schools envisaged the program working in practice to how it actually did work.

Typically, schools augmented the program within an existing timetable in the school. This was done, it seems, to either expand or deepen an existing program offering or to create as little disruption as possible to an already crowded curriculum.

The various approaches are summarised in the table on the next page.

Table 4: An overview of pilot program implementation

Element	Finding
Audience	Five out of six schools targeted students across two or more year levels: generally upper primary, Years 5 and 6 or the pathways stage, Years 9 and 10.
Timetable	An allocation of one to two periods per week or fortnight and typically this was (or intended as) a continuous offering for the school year. In two cases, use of study periods or work education periods were also proposed. However, according to the teachers, the program was less successfully implemented here because it was too fragmented and not enough time was given for students to fully explore and develop their business ideas or prototypes.
Curriculum: Learning areas	The most common location for the program was the learning areas of The Humanities – Economics and Business, Geography (via wellbeing and ethical issues to inform the identification of the social cause) and History (via an inquiry project to inform the content knowledge for the social enterprise idea). One school located the program in The Arts, using Drama to assist with ‘performance’ aspects of the social enterprise (i.e. presentation skills). There was a view among the secondary school participants that the program also could align well to Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL) pathways.
Curriculum: Capabilities	Three schools made explicit mention of the new Victorian Curriculum and the capabilities. Those identified included: critical and creative thinking (questioning, problem solving); ethical (decisions about how to distribute profits); and personal and social capabilities (collaboration, resilience, student leadership).
Teaching content areas	Two key areas of content knowledge – ‘social causes’ and ‘enterprise’ and how these combine as a ‘social enterprise’ – were identified. Both areas often represented new content for teachers and students.
Teacher approaches to implementation	The most common approach was for teachers to set up processes for students to generate lots of ideas, often for causes and enterprises. Then a school-based process was used for selecting one or more of these causes and enterprises. Most commonly, students worked in small groups around one social enterprise (typically with one to three enterprises per school) and often one social cause.

The clarity of the program’s objectives

During the start up of the pilot there was strong and uniform agreement among the teachers that the objectives of the Social Enterprise in Schools pilot program had been clearly communicated to them. Indeed, all the teachers reported that they had a good understanding of the objectives of the pilot program.

As the program unfolded, and the complexities of implementation started to take hold, teachers had the opportunity to reflect further upon the clarity of these objectives. Further complications could arise when staff left the schools and teachers, who may not have had induction into the program, took responsibility for it.

The second wave of data collection showed that one teacher – who was inducted into a role of program responsibility after the original teacher left the school – felt that the objectives had not been communicated to her ‘at all’. Nor did she understand them. The remaining 17 teachers indicated that the objectives had been communicated well, and were understood. This suggests that despite the added complexity caused by implementing the program, the teachers still saw the program’s objectives clearly.

Communication and decision-making processes

During the start up there was strong and uniform agreement among the teachers that:

- The vision for the program was clearly communicated to schools;
- Communications before and after meetings between ACRE and the schools worked well;
- It was easy for schools to get information about the pilot program;
- Decision-making by ACRE about the pilot program was transparent and sound.

Again, the teacher who entered the program late felt that none of the above had occurred. The other (17) teachers reported agreement with the above statements. Specifically, three reported they agreed to a ‘moderate’ extent and the remaining 14 agreed to a ‘major’ extent.

These findings suggest that despite the multiplicity of settings and the differing contexts in these pilot schools, the processes employed by ACRE in the roll out of the program worked well for these teachers throughout the pilot.

Delivery

During the start up there was strong and uniform agreement among the teachers and principals that:

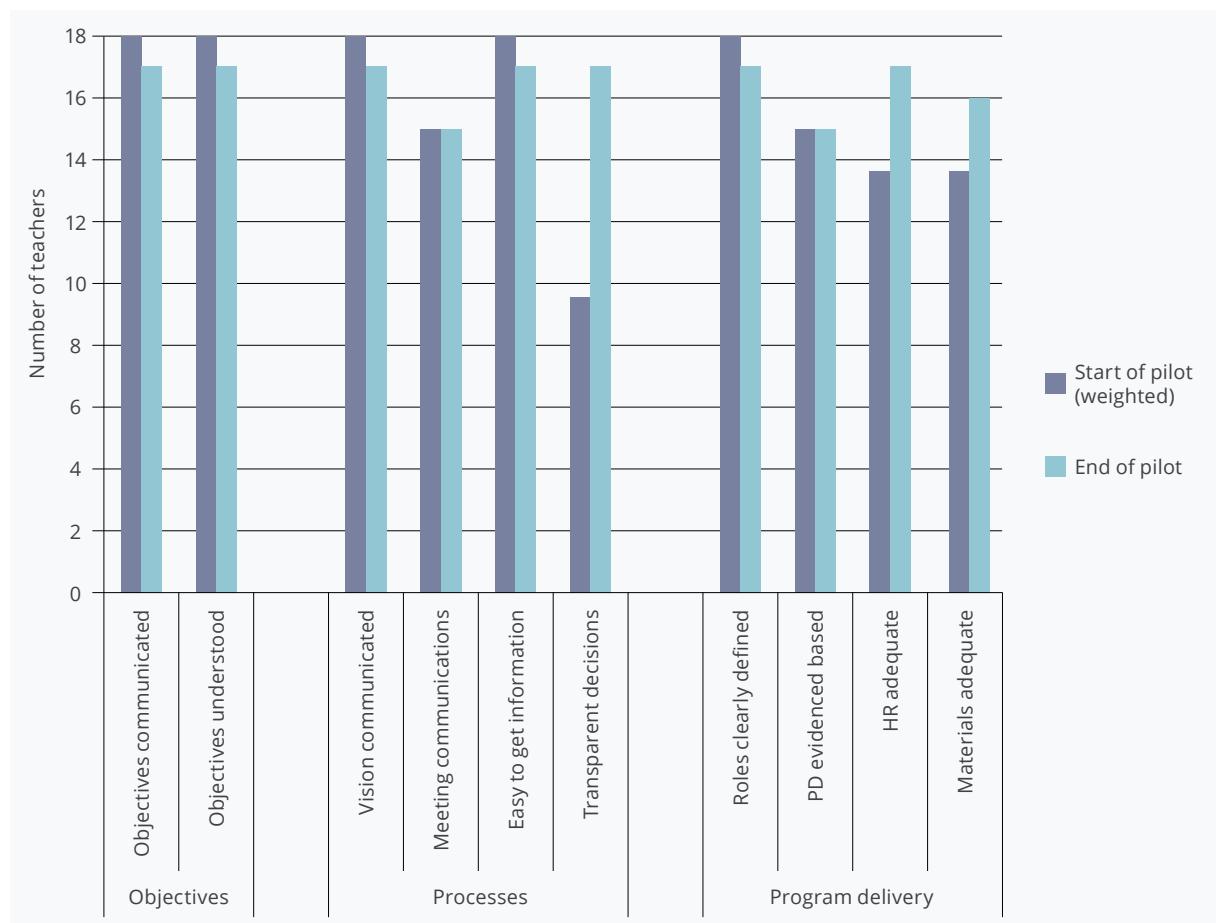
- The roles for the pilot program were clearly defined;
- The professional learning provided to teachers was relevant, and strongly based on evidence;
- The human resources available to the schools from ACRE were adequate;
- Support materials available to the schools from ACRE were adequate.

The findings from the second wave survey showed that the teachers in the evaluated pilot schools continued to find program delivery working. (The late-to-enter teacher again reported less positively than the other teachers.)

Figure 2 provides a summary of the main findings related to implementation of the Social Education in Schools program.

(For this figure – and all others following – the data have been weighted to make comparisons easier. For information related to ‘weighting’, see the relevant section of Appendix 1.)

FIGURE 2: Social Enterprise in Schools teacher and principal perceptions of implementation



What data are in this figure?

Figure 2 shows the number of teachers who indicated that they 'moderately' or 'strongly' agreed with various statements about the Social Enterprise in Schools program's implementation near the start (using weighted data) and near the end of the pilot (using unweighted data).

What do we learn from this figure?

Objectives were reported to be well communicated and understood at the beginning and the end of the pilot. Processes, too, were positively reported upon by the teachers. The most noticeable difference can be seen in the transparency of decision-making. At the beginning of the pilot six teachers reported that they did not know about decision-making transparency. By the end of the pilot, nearly all reported positively. Program delivery was viewed positively by most of the teachers, with small increases by the end of the pilot.

During the school visits and interviews some aspects of implementation were explored in greater depth, specifically: the resources made available by ACRE; whether teachers were developing their own materials; and their experience of the professional development.

The main ACRE resource used by teachers was the business plan template (the students also referred to this resource). The other resource used was the student self-assessment material – 'Social Enterprise in Education, Skills for Learning, Life

and Work: A journey into social enterprise'. This teaching and assessment material invites students to rate themselves against each of four social enterprise skills – thinking and learning, leadership, enterprise and employability skills, skills for work. The student is invited to do this at the start, middle and end of the program.

The business template was used with every age group but the assessment materials were referred to and seen most in the primary schools.

When the business plan was prepared in conjunction with staff from ACRE, the development of teacher knowledge and application of the plan with students seemed to accelerate. Several teachers indicated this support was important because it was otherwise "quite challenging" for the students and teachers as they had no business background. Similarly, teachers saw having senior staff from ACRE speak to the students as effective. It made the experience more authentic for students because these were "real business people" talking about social enterprises.

Teachers were often developing additional teaching materials. For example, one teacher used Australian Bureau of Statistics data to look at local area industries and employment. Some teachers sought to develop more formalised connections to curriculum, for example, planning and writing units of work.

All schools participated in the professional learning offered by ACRE, with most schools having two teachers or the principal and a teacher in attendance. This professional learning was well received by teachers. In one case, the principal required all the teaching staff to do the professional learning because he felt that this would also assist with the program's sustainability.

Challenges

Several challenges were faced during the implementation of the pilot, including:

- Organisational rules that limited flexibility. For example, invoicing of suppliers in government schools can be so complex and slow that, in practice, it could stop some enterprises from starting up.
- Enterprises off-site (from the school) could generate a range of logistical problems, such as travel and staff time for monitoring the work place. Despite these challenges, the off-site enterprise observed by the evaluation team was considered very effective in part because it was away from the school, and felt like a real work place (as indeed it was). The students valued this authenticity.
- Enterprises may attract the interest of local media, and this interaction can be difficult for the school to control.

Make links with the Victorian Curriculum clear. This would make the Social Enterprise model hard to pass up.

- Principal, primary

The PD was 'amazing'. It was very clear and simple. It connected very well with the school. After the staff had done it there was buy in.

- Principal, secondary

- Enterprises that interact directly with the public may involve students who are shy or in other ways awkward with customers. Some student behaviour can be inappropriate until they obtain the skills needed.
- The issue of time availability can become acute if the enterprise extends into school holiday periods. But even in the start up phase, it can take students a long time to come up with an idea for an enterprise, and, especially, to work out a business plan. As one primary teacher observed:

“We spent a lot of time exploring social enterprises, rather than starting to get the business up. It took students a long time to understand the idea of a social enterprise.”

- Teacher, primary

Some of these tasks were seen as being just too difficult for some, especially the younger, students. Even if the tasks were not too difficult, it still took students a long time to gather the necessary information, and then make decisions. Another primary teacher said:

“As it was student led it took students a long time to make decisions and to undertake the research. There were many ‘blind alleys’ that students went up. It took a long time for the students to be able to discern only the relevant information and to narrow their focus.”

- Teacher, primary

Time lost because of other school commitments was also a challenge. School camps were cited as one example of how school routines and demands ate into the time for the social enterprise. “Fitting it into the timetable”, was a significant challenge especially for the secondary schools. Related to this was also deciding what year levels to involve in the program. There was considerable diversity of views about this among the teachers, with no clear preference discernable.

- The novelty of the program was itself something of a challenge. As a secondary teacher observed: “This is a totally new idea for the college. The starting of a business, and the selection of the social cause”.

This program is innovative and exciting, but it takes a lot of dedication from teachers involved so they need to be passionate for it to work.

- Teacher, primary

Learning

This section begins with what teachers and principals reported about their confidence and learning. *Figures 3, 4 and 5* summarise these findings.

The section then presents teacher and principal perceptions of student learning near the start and end of the pilot.

FIGURE 3: Teacher and principal perceptions of their confidence and learning near pilot start

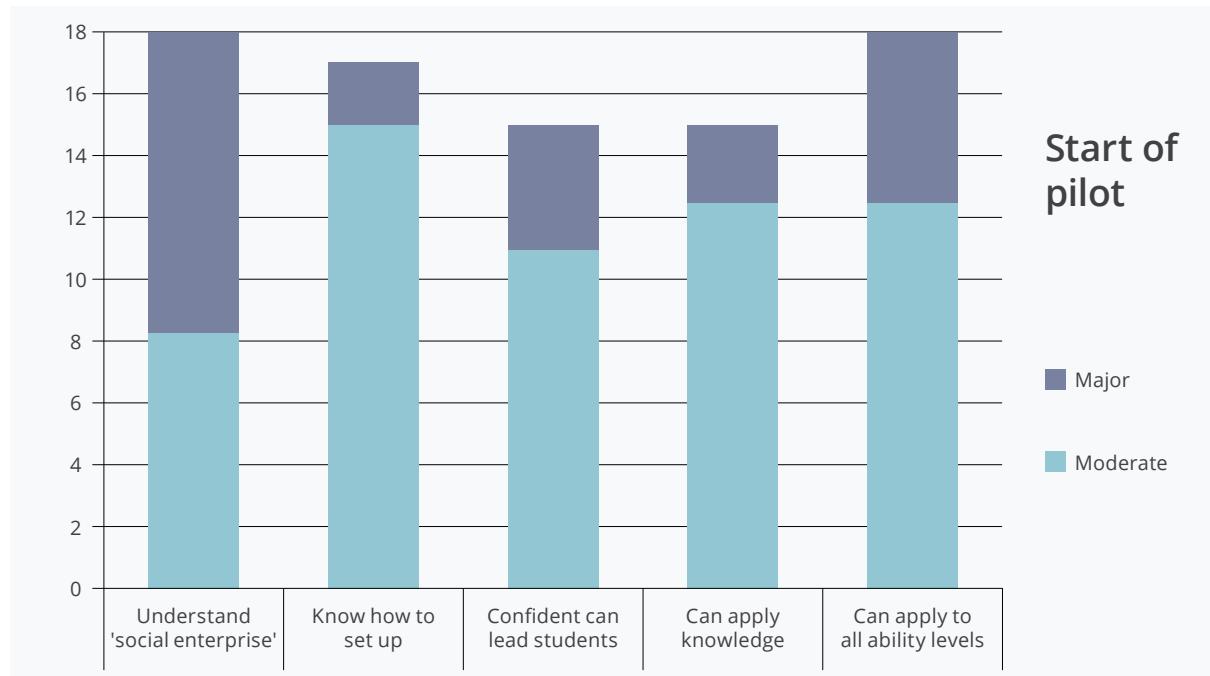


FIGURE 4: Teacher and principal perceptions of their confidence and learning near pilot end

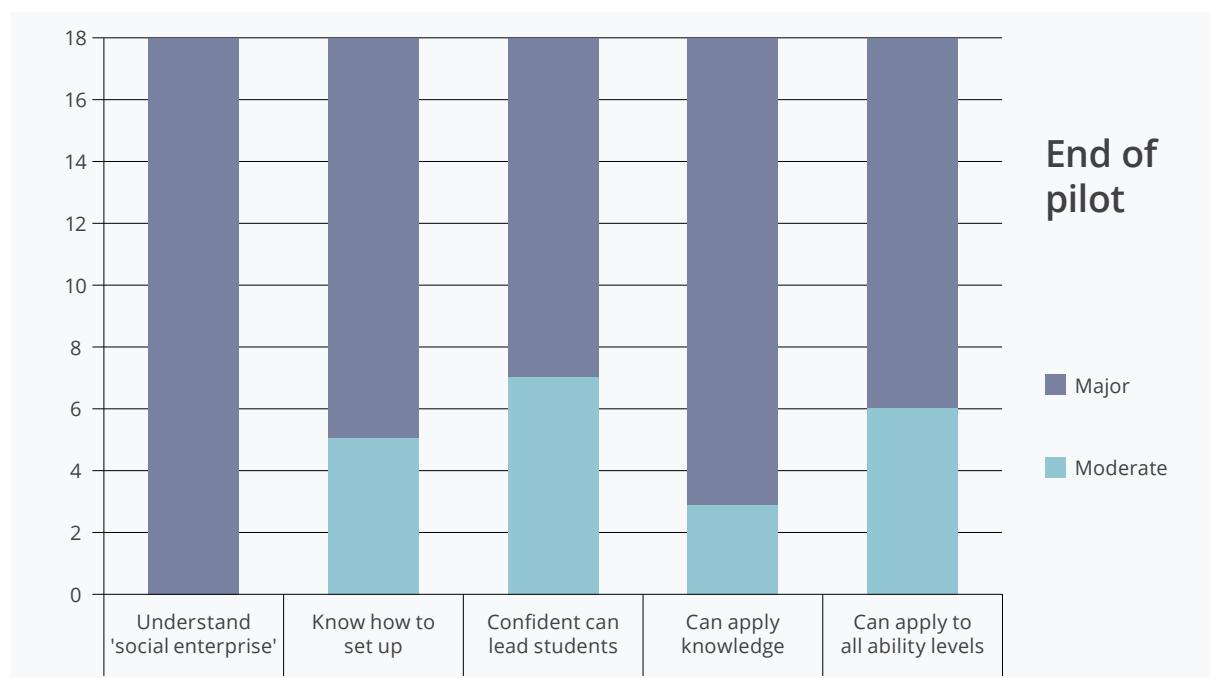
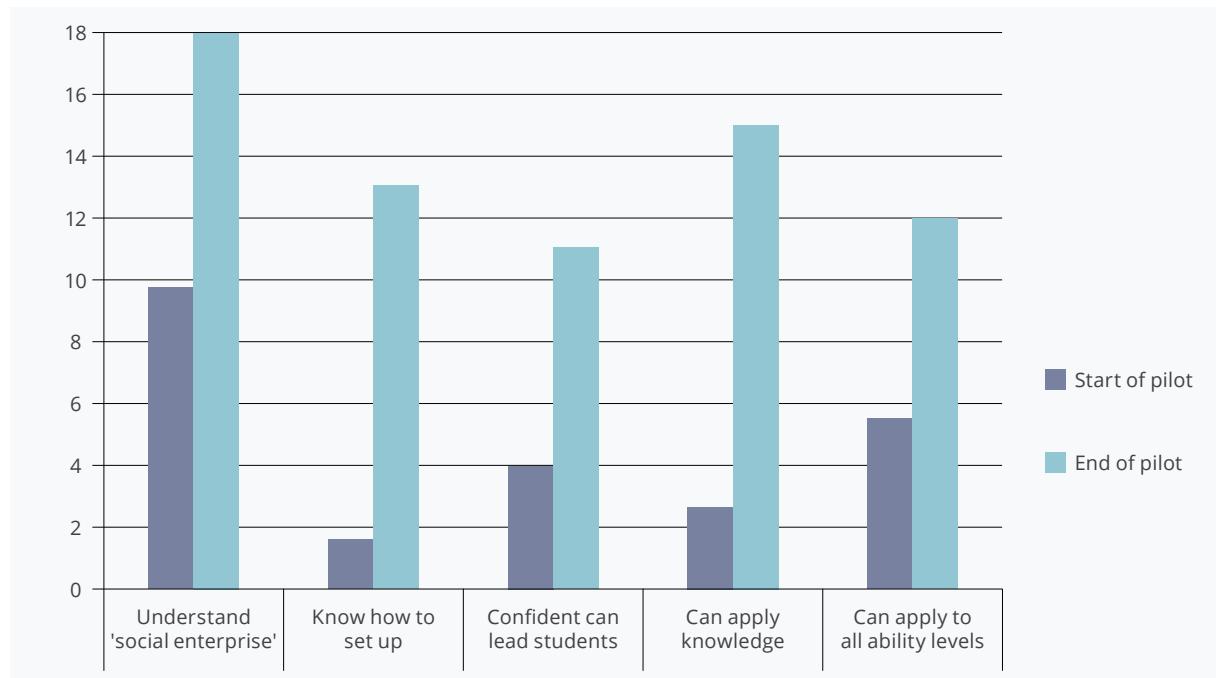


FIGURE 5: Comparing start and end of pilot indications of teacher and principal confidence and learning (agree to a 'major extent' only)



What data are in these three figures?

Figures 3 and 4 show the number of teachers or principals at the start and the end of the pilot who indicated that they 'moderately' or 'strongly' agreed with various statements about teacher confidence and learning. *Figure 5* shows only the number who 'strongly agreed'.

The statements they were asked to rate against were:

- I understand what a social enterprise is.
- I know how to set up a social enterprise.
- I am confident in my ability to support student-led social enterprises.
- I can apply my social enterprise knowledge.
- I can see how we could adapt our social enterprise knowledge for students of all ability levels.

What do we learn from these three figures?

These figures show that these teachers feel they have a good grasp of the concept of 'social enterprise', but a number were a little less confident about its practical application, especially at the start of the pilot. One teacher, at the start of the pilot, reported quite low levels of readiness and confidence. This teacher appears not to have attended the program's professional learning.

There is good evidence that teachers became more confident about its practical application over the course of the pilot. This can be seen especially in *Figure 5*. The number reporting that they agreed to a 'major extent' had increased markedly by the end of the pilot.

Teachers and principals were also asked about their perceptions of student learning. Items for this part of the survey were informed by the program's learning intentions (e.g. development of student leadership skills). They were also developed taking into account the 2017 Victorian Curriculum's F-10 general capabilities (e.g. critical and creative thinking).

Figures 6, 7 and 8 show what teachers and principals thought about student learning near the start and the end of the pilot.

FIGURE 6: Teacher and principal perceptions of assistance to student learning near pilot start

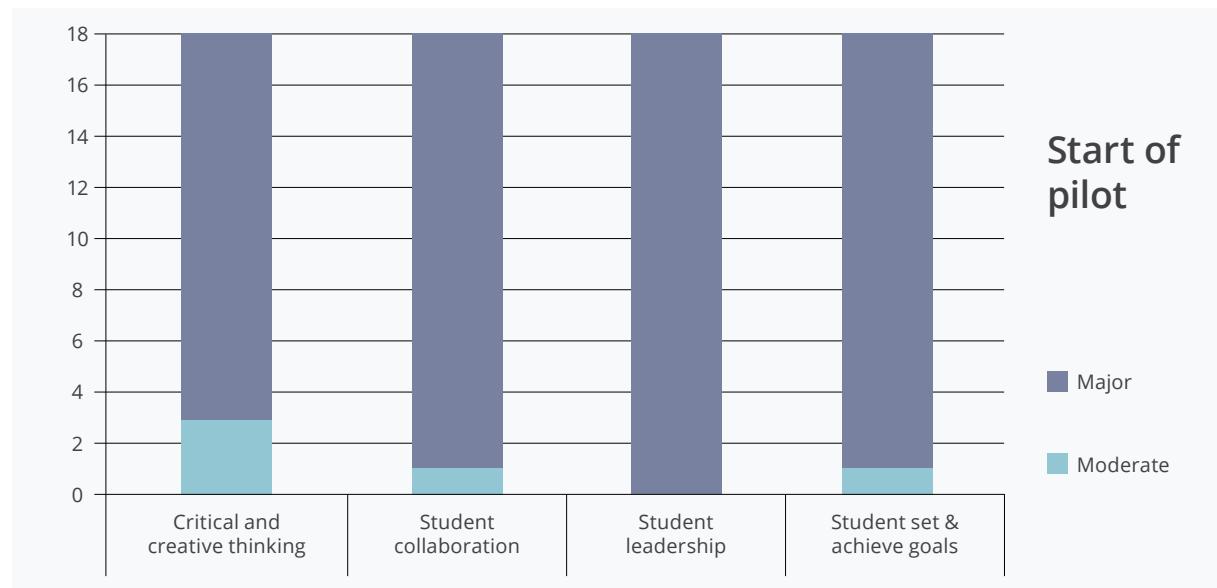


FIGURE 7: Teacher and principal perceptions of assistance to student learning near pilot end

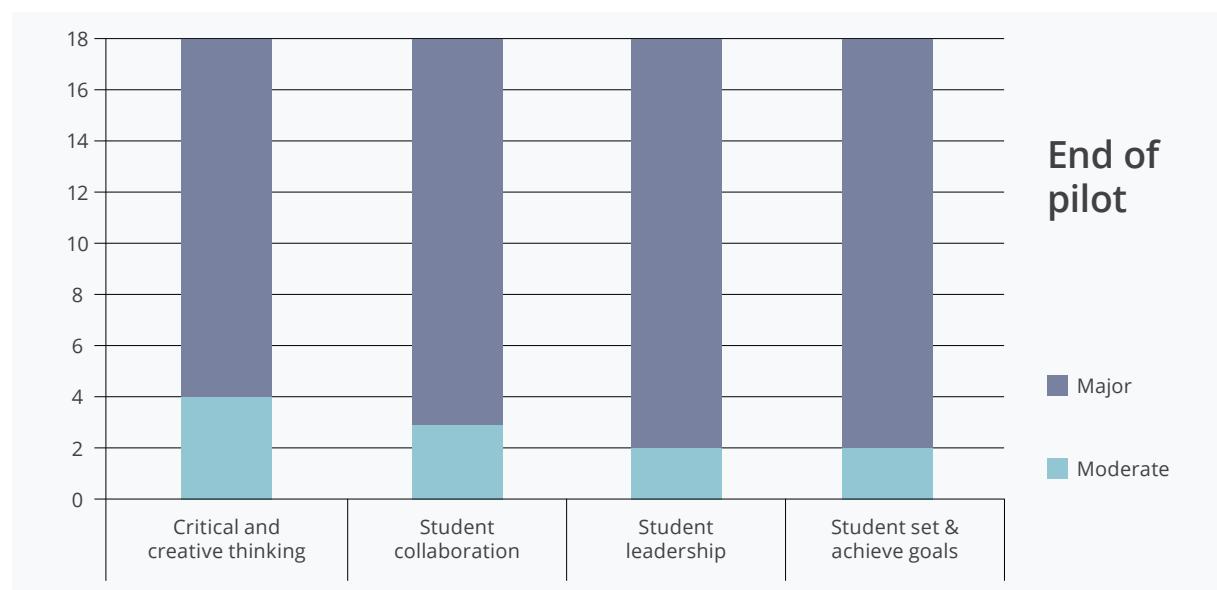
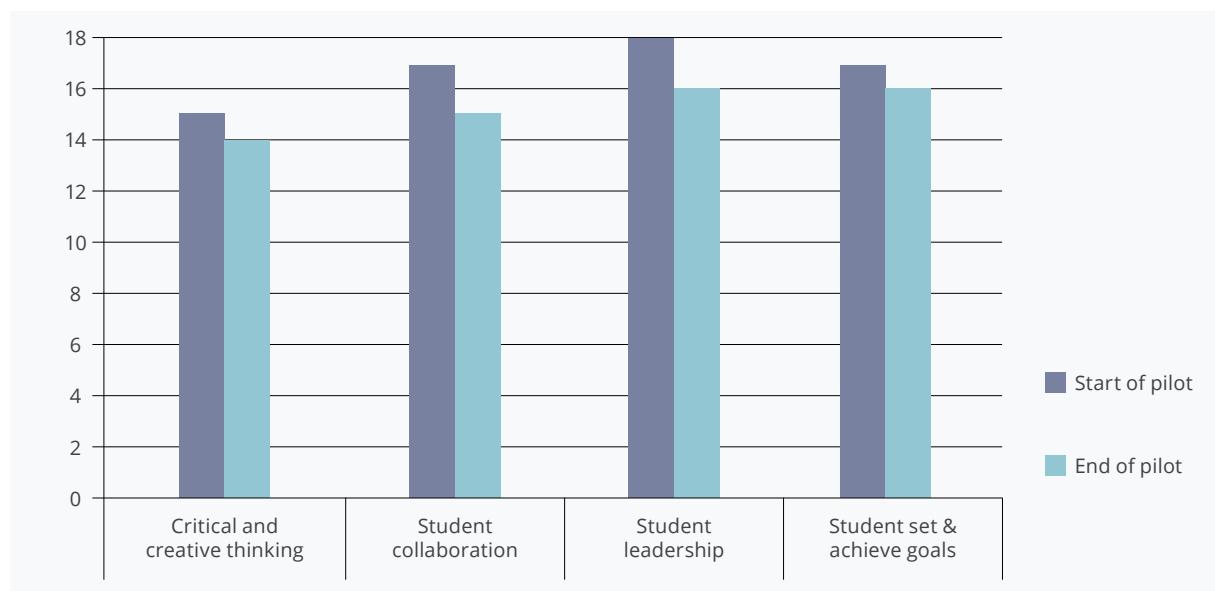


FIGURE 8: Comparing start and end of pilot indications of teacher and principal perceptions of assistance to student learning (agree to a 'major extent' only)



What data are in these three figures?

Figures 6 and 7 show the number of teachers or principals at the start of the pilot and end of the pilot who indicated that they 'moderately' or 'strongly' agreed with various statements about student learning. Figure 8 shows only the number who 'strongly agreed'.

The statements they were asked to rate against were:

- I can see that the Social Enterprise in Schools program assists students to develop the following set of critical and creative thinking skills: inquiring and analysing and reflecting and generating.
- I can see how the Social Enterprise in Schools program assists students to collaborate with one another.
- I can see how the Social Enterprise in Schools program assists with developing student leadership.
- I can see how the Social Enterprise in Schools program assists students to set AND achieve their goals.

What do we learn from these three figures?

These three figures show that teachers can see evidence of student learning, attributable to the program, across a range of settings. A small group of teachers were less likely to see evidence of learning (the 'moderately agree' responses across the graphs are all from the same teachers.) These findings are consistent with those noted previously, with practical application seen to be a challenge for some teachers.

There is little evidence of change across the pilot. All the teachers could see the potential for student learning at the start (to a 'moderate' or 'major' extent), and by the end, they were still seeing the program as providing these opportunities for their students.

Sustainability

At the school and community level, sustainability of the program is thought to be a key (long-term) indication that the program is working. *Figures 9, 10 and 11* present the findings about the program's support of community connections.

FIGURE 9: Teacher and principal perceptions that program assists community connections near pilot start

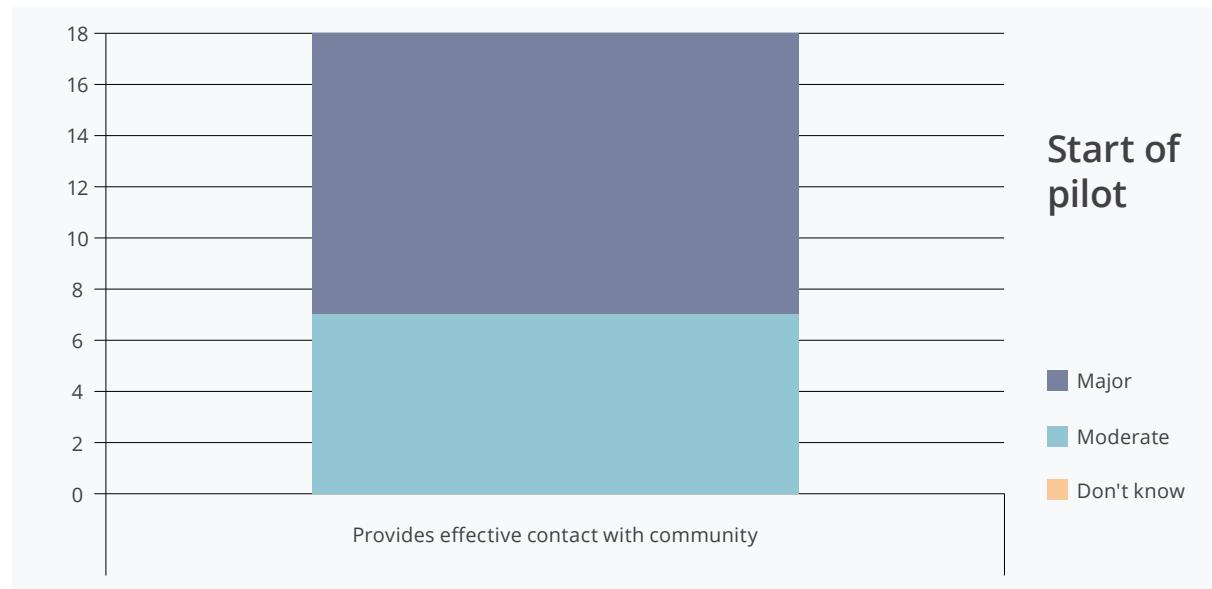


FIGURE 10: Teacher and principal perceptions that program assists community connections near pilot end

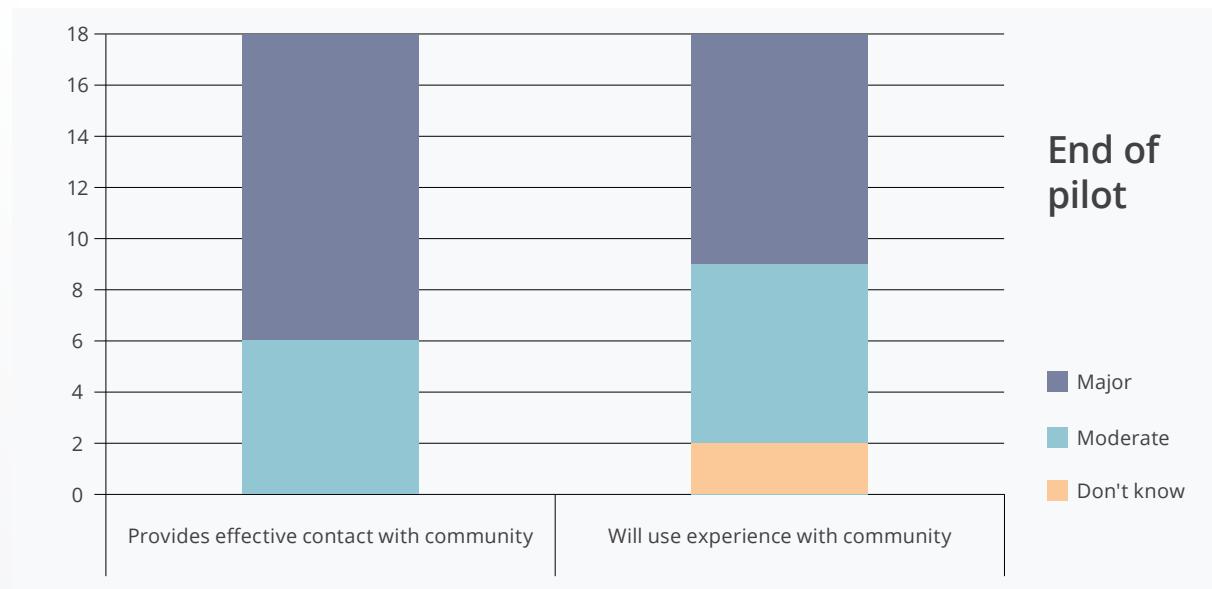
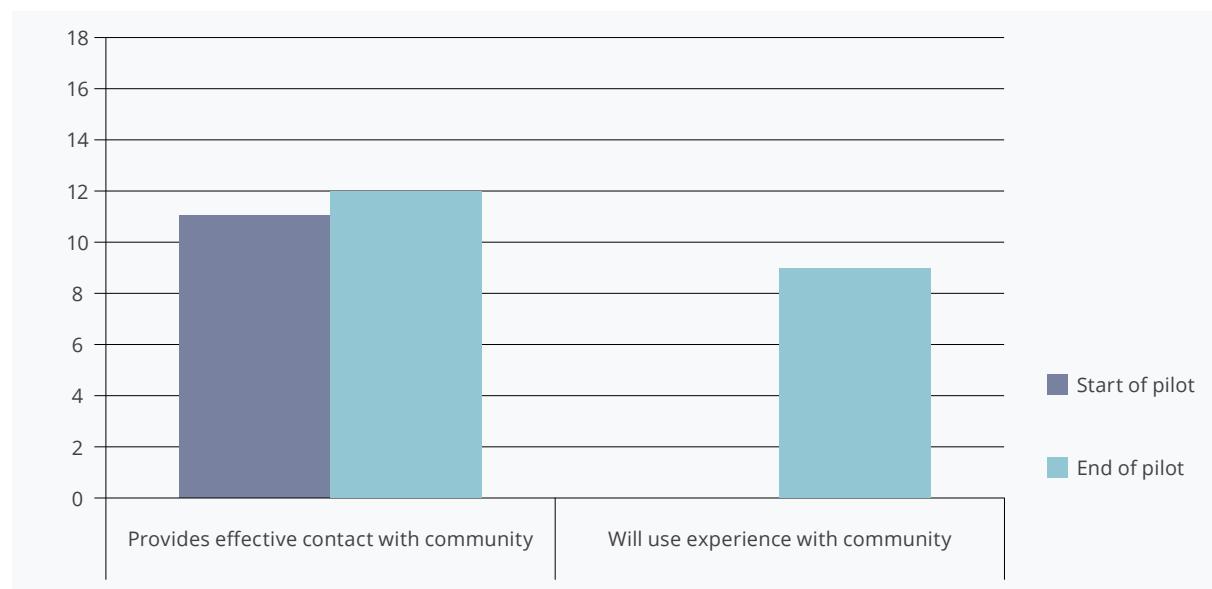


FIGURE 11: Comparing start and end of pilot indications of teacher and principal perceptions that program assists community connections (agree to a 'major extent' only)



What data are in these three figures?

Figures 9 and 10 show the number of teachers or principals at the start of the pilot and end of the pilot who indicated that they 'moderately' or 'strongly' agreed with one or two statements about community connections. **Figure 11** shows only the number who 'strongly agreed'.

The statements they were asked to rate against were:

- The Social Enterprise in Schools program is an effective way for our students to connect with our local community.
- Whether we decide to continue the ACRE program or not, we intend to use the experience to improve connections with our local community (asked only at the end of the pilot).

What do we learn from these three figures?

These figures show that there is evidence that the program has provided effective connection between the school and its community, and that for most teachers and principals this is seen as likely to continue. This also may be a pointer to its sustainability.

While the initial level of enthusiasm was high, an indicator of motivation, there was some evidence of decline over the period of the pilot. All but one of the (12) teachers at the start of the pilot agreed to a 'major extent' that there was enthusiasm for the pilot (the other agreed to a 'moderate' extent). By the end of the pilot, seven teachers (of 18) agreed to a 'moderate' extent. The remaining 11 agreed to a 'major extent'. So, while there is no evidence of low levels of motivation, there is certainly evidence of a lessening of the very high levels witnessed at the start.

One teacher reported that the school had been committed to the pilot to a 'minor extent'; five teachers reported to a 'moderate extent' and 12 to a 'major extent'. This suggests that there is scope for more frequent interventions into schools to help maintain commitment to the program.

Finally, when asked about the likely continuation of the social enterprise next year, five teachers indicated that they did not know, six indicated that it was likely to happen to a 'moderate extent' and seven that it was likely to a 'major extent'.

From the interviews, there was some uncertainty about the sustainability of the program in the schools that were part of the evaluation. This uncertainty arose from two main sources:

1. The fact that the program is a pilot, and as a pilot susceptible to an uncertain future.
2. School-based issues.

Overall, five key factors appear to be affecting decision-making about where the program is heading in the school. These are summarised in the table below.

Table 5: Factors affecting decision-making about where the program was heading in the school

Curriculum	It is clear to schools that the program <i>can</i> link well to curriculum, but which aspects of the curriculum and what teaching best supports and complements the program is yet to be deeply understood and applied consistently.
Student outcomes	There was strong agreement across the interviews that students are learning about themselves as leaders and learners. (See also Section 6, Student findings.).
Timing	<p>In a few cases, moving from the planning to the doing with students took too long. In one school, this affected student enthusiasm, which was only regained once the students knew they were actually about to do 'it'.</p> <p>Solution: One school thinks if they introduce the program mid-year with Year 9s, in preparation for a full year of implementation with Year 10s as the target group, this will allow more time to follow through on more difficult, but worthwhile, social enterprises.</p>
Social enterprises	<p>The number and type of social enterprises run by students can prove a challenge for schools, especially in multi-age classes.</p> <p>Solutions: (1) Beginning of the year review the cause(s) and revisit what businesses might run, and making sure this involves students in these processes. (2) Run the program every alternate year, especially in the case of multi-year level classes. Older students get to mentor younger students. (3) One school already allows students to run with an enterprise idea (from an existing school approach) over a three-year period. This improves student confidence, especially when the students see some of the VCE materials and discover these are not as daunting as they first imagined because they had already had 'first hand' experiences of leadership and skill development.</p>
Resourcing	It needs meaningful dedicated time allocation, every week or fortnight.

At the school level, perceptions of the program's sustainability were influenced by such issues as:

- How to keep the enterprise running over vacation periods (for off-site enterprises);

- What to do with the enterprises when the cohort of students involved moved out of the school;
- Whether there was at least one teacher who was interested or championed the program, and whether they would be staying in the school or not;
- The extent to which the program could be integrated into the school's curriculum was seen as an important part of the sustainability issue. If it could be integrated, then it was more likely to be sustained in the school;
- The extent to which ACRE could work with the flow of school demands, and not impose its own timeline.

There was evidence of a determination to ensure that the program did continue beyond the pilot in some of the schools. One primary teacher said:

“Because the school has put so much time and money into getting the project off the ground, there is a determination to continue it into next year at least.”

- Teacher, primary

Another said:

“Everyone involved with it is keen (including the principal) and that it should be kept going. It needs meaningful time allocation. It will be continued. The principal wants it to work.”

- Teacher, primary

At the time of writing this report, 10 out of the 13 schools had re-signed for 2017, with ACRE waiting to hear back from the other three schools. This is further evidence that the schools in the pilot view the program as beneficial to their students.

So, there is a will for the program to continue in the schools, but there appears to be a range of sustainability issues that will need to be addressed by ACRE and by the schools.

SECTION 6: Student findings

At the start of the pilot there was strong and uniform agreement from the teachers and principals that the program would be working if students were in the '**driver's seat**', **engaged** and **making connections beyond school**. This section shows the extent to which this was the case.

To be able to determine this, we had to talk with the students. This was done at the end of the pilot, using small group interviews. (The decision to interview at the end of the pilot was made because until students had had an opportunity to apply their learning, it was difficult to expect them to comment on the program.)

Students in the 'driver's seat'

Students were asked, 'Who runs the social enterprise?' Their responses, often in a chorus, were unanimous, unprompted, unequivocal and immediate each time - "We do!" "Us!".

However, students did think that their teachers had an important role to play. They saw this role primarily as providing assistance and guidance (so not directing them). This was a strong and consistent view held by all the students we spoke with, regardless of their year level.

Having teachers set up the conditions for students to take control and learn for themselves seemed important to most of the students.

This was summed up well by one student who said, in answer to a question about how he thought teachers should contribute to the program's running:

*"Don't try and control it too much.
Set the rules and walk away. Step in
if they [students] are struggling,
but leave them to do it."*

- Secondary student

So, it was clear that the students interviewed saw themselves in the driver seat.



I was shuffling through a heap of ideas and it was a really hard thing to do, thinking through what would you sell, especially in a school environment because you've got limited things to do. Mr [teacher's name] helped me a lot with the actual idea part. He gave me suggestions of what I could do and I would work with what ideas I thought were good ...

Teachers will give you little bit of pointers, but you're primarily doing the work and because it's 'hands on' you actually learn ... Yeah, way better than all other classes because I find it really difficult to learn sitting in a classroom from a textbook. So, if I am actually 'doing' then I can learn ...

You should be more and more responsible for your learning because when you go out in the real world, that's how it's going to be.

- Secondary student



They felt a strong sense of ownership over the social enterprises. But, they did acknowledge that they also wanted and needed adult and peer engagement. We took this to mean that they were wanting teachers who can create the conditions – opportunities, boundaries, stimulus and feedback – in which the students can develop and implement their ideas.

Students are engaged

One way to examine student engagement is to see what teachers and principals said at the start of the pilot they would notice if students were engaged, and then compare this to what students said *about* their experience near the end of the pilot.

The main indicators of student engagement identified by teachers and principals at the beginning of the pilot were, having the students:

- Coming up with the enterprise ideas;
- Showing a level of curiosity, creativity and problem solving;
- Achieving goals they set for themselves;
- Producing and caring about the quality of the products or services produced by the enterprise.

There was strong evidence of student engagement in the program (from those who were interviewed).

The following quotes illustrate the extent to which students engaged with the processes, purpose and ‘products’ of the Social Enterprise in Schools program:

Aspect of engagement	Illustrative evidence from students
Coming up with ideas	<p><i>“I liked the experience because it was more of our decision of what we were doing. It wasn’t the teacher telling us what to do.”</i></p> <p style="text-align: center;"><i>- Primary student</i></p> <p><i>“We were all laughing. We were all working out together what we could do. So it was really good.”</i></p> <p style="text-align: center;"><i>- Primary student</i></p>
Curiosity and creativity	<p><i>“It was more ‘hands on’, which was a good thing because you were never ‘out of work’. There was always something that you could keep doing.”</i></p> <p style="text-align: center;"><i>- Primary student</i></p>

Problem solving	<p><i>"I used the business plan. I probably did it, ten times. Some things that I would want to do in the business, I would have to figure out what my boundaries are because you don't know exactly what rules you have around you with what you are going to do. I'd hand it in and then learn that I probably couldn't do that, so you kind of change it as you go along."</i></p>	<p>- Secondary student</p>
Achieving goals	<p><i>"I liked it when you got to talk in front of everyone. It was a bit scary, but I didn't know before doing this that I would like it."</i></p>	<p><i>"It was really exciting. A chance to do something that you wouldn't get to do normally at schools or at home. Exciting to get a business going."</i></p>
	<p>- Primary student</p>	<p>- Primary student</p>
Caring about quality	<p><i>"We had a feedback board. Anyone can write feedback on the board. We started to get some bad feedback, 'the coffee was too cold or too hot'... it happened [for] two weeks and then we got my mum to help and that 'tightened us up'... we tried to improve."</i></p>	<p>- Primary student</p>

Most of the schools organised the pilot so that small teams of students collaborated around one main idea. So, we were surprised to find that students were not especially fussed by this arrangement (i.e. that his or her idea did not get voted by their peers as the 'one'). Their enthusiasm for the pilot, especially from those in the primary school settings, did not seem to be dampened because they were not able to necessarily develop their individual enterprise.

Student engagement as an enabler and outcome of student learning. The students were clearly able to articulate what they thought they were learning through the pilot. Some prominent examples of this learning are:

- **Teamwork and project management** (through writing together, working out different roles, helping each other in the group, managing and coordinating different aspects of the enterprise, such as costing and ordering, advertising);
- **Knowledge** of what a social enterprise is and, as a consequence of this, an expanded and deeper knowledge of the issues around the social causes their enterprises were aiming to address. Students also developed a better idea of what is involved in running an enterprise. Here are some examples of what students said:
 - *"It's a business, but the profits go to a project that helps somebody else or a group of people."* (Secondary student)

- “When Matt and Peter first came I didn’t know what it was and I thought we were just making an enterprise and we would just have the money but now I know you have to give some of your money [from the enterprise] to a cause, like the homeless, like 20 per cent of it and the rest [can be used to] run the business because you’ve got to buy products and things to keep it running because other people aren’t going to just do that for you.” (Primary student)
- “Give a profit to a cause and you can give some of your profits to your business to make it better.” (Primary student)
- “It’s kids, people getting together and doing something for a cause and raising money from the profit goes to that cause.” (Primary student)
- **Numeracy through problem solving.** Numeracy problems were practical and posed some challenges for students. For example, when talking about the pricing of products, one student said:
 - “It was the hardest thing. It was really good to learn. It was really difficult but it was good at the same time.” (Secondary student)
- **Literacy through researching, preparing and doing presentations.** There were many examples in which literacy skills needed to be developed and applied. These included: students talking about researching a cause or operating a business, preparing a slide show and getting feedback from students and teachers; giving a presentation at school assembly or in front of community and business leaders; and preparing a video about a cause to ‘pitch’ to other students as ‘the’ cause the social enterprises would support.

Students are making connections

There was evidence of students making new connections, connections that probably would not have been made without the social enterprise program. Typically this involved:

- Students meeting people from the local business community, especially Matt and Peter (whom the students often named);
- Students getting to collaborate with other students whom they had never collaborated with in the past. This was often accelerated by joining ‘teams’ based on mutual areas of interest around the social cause or the enterprise;
- Students envisaging that they would become mentors for the next group of students in the younger level as they come into the program.

Students were invited during the interview to offer advice to students who might later be setting up their own social enterprise. The advice clustered into five broad themes: (1) effort, (2) resilience, (3) quality, (4) knowledge, and (5) feasibility – especially the pace of setting up, and scale of operation.

The following are some typical comments against each of these themes:

Theme	Advice to future students from students			
Effort	“Participate in all of it and try really hard.”	<i>- Primary student</i>	“You’ve got to be prepared to put in the work.”	<i>- Secondary student</i>
Resilience	“Don’t give up.”	<i>- Primary student</i>	“I did a logo and got feedback on it that it wasn’t really that good so I did it again and it was better.”	<i>- Primary student</i>
Quality	“Try something and put extra work into it.”	<i>- Primary student</i>	“Work hard on it. I don’t have a computer but my [classmate] put it on his computer and so we could work on it on at home ... You don’t have to work harder [than other things you do at school], but you kinda do if you want to make it different then the idea will stand out and so you do have to try your hardest.”	“Probably the best thing would be to cook the ‘toasties’ well because one student was doing it by himself and every now and then, there would be one that wasn’t cooked well. Now we’ve got it perfect. We cook them really well.”
Knowledge	“The more you know, the better you’ll be and the quicker you can actually start doing what you want to do ...”	<i>- Primary student</i>	“Make sure the idea is needed. Don’t shoot down other ideas. Do research, especially about the ‘how’.”	<i>- Secondary student</i>
Feasibility	“Try not to go too full on doing something that is going to be too hard.”	<i>- Primary student</i>	“If you haven’t run a business before don’t try and earn \$50 straight off.”	<i>- Primary student</i>

While remembering that the students with whom we spoke were not randomly selected, and so, generalising to the population of students in the pilot is not advisable, we think it fair to state that:

- We found evidence that students were talking and behaving as if they were in the driver's seat, engaged and making connections beyond school;
- We did *not* find any evidence that students were failing to assume the driver's seat, nor be engaged, nor make connections beyond their school.

So, what the teachers and principals said would count as good evidence of student engagement at the beginning of the pilot, appears to have been experienced by these students (by the time they spoke with us near the end of it).

Interestingly, these outcomes are strongly congruent with the intended aims of the Social Enterprise in Schools program, which were seen to be to:

- Develop an understanding of the social enterprise business model - we saw much evidence of this among these students;
- Provide hands-on experience [for students] of setting up and running a social enterprise - again, there was much evidence of this;
- Support curricula and frameworks by providing practical opportunities that encourage participants to become successful learners, confident individuals, responsible citizens and effective contributors to their communities - Certainly there were many practical opportunities for participants, although with the pilot and the limited scope of the evaluation, it is probably premature to comment on the extent to which this has impacted on confidence and responsible citizenship. There was, however, strong evidence of new learning occurring.

The evidence available to the evaluation suggests, therefore, that the experiences students had through the social enterprise program in their school were congruent with the planned outcomes, and importantly, were of educational value.

Summary from the pilot's evaluation findings

There is a striking congruence between what participants said motivated them to do the program and what they said they would notice if the program was working. This was most evident in their responses to questions about implementation, teaching and learning, and the challenges and opportunities the program presented for them. It was also evident in the practical advice teachers and principals had for ACRE and future schools considering doing the program.

The evidence from the evaluation leads us to suggest that what motivates a school to say 'yes' in the first place also provides ACRE with a framework and predictor for the program's sustainability at a school and community level.

Sustainability is framed and rests upon the extent to which the Social Enterprise in Schools program:

- Aligns to curriculum;
- Improves student engagement;
- Aligns to teaching practices (current and or aspirational);
- Provides opportunities to strengthen and expand parent and wider community connections;
- Offers quality lead agency support and guidance.

This framework could be used or adapted by ACRE to assist in decision-making, especially if the program moves beyond its pilot phase.

The teachers seem to have responded positively to the program, although there is also scope for ACRE to further support and develop teachers. In particular, providing explicit bridging to the new Victorian Curriculum F-10 and high quality assessment tasks that are designed to link explicitly to that curriculum will almost certainly be well received by the teachers.

The evidence gathered through the evaluation indicates that the students' experience of the pilot program had been very positive. There were numerous illustrations of students being engaged and learning new skills. The students with whom we spoke clearly enjoyed the program and the learning that went with it.

The evidence also shows there was a range of implementation challenges that varied from the conceptual, through to the practical, from the big picture to the nitty-gritty (e.g. from grasping the concept of social enterprise through to the mechanics of timetabling).

The nature and extent to which schools shared these challenges varied considerably. For example, small primary schools that involved the whole school in the pilot had the timetabling quickly sorted. Primary schools tended, however, to spend more time with the students puzzling their way through the tasks, from the selection of causes to developing ideas for an enterprise.

This diversity may reflect the sampling of the schools for the evaluation, for this is something we sought out. Our sense, however, is that this diversity in the local context will remain a feature of implementation in any scale up of the program.

As highlighted earlier, as the sample for this evaluation was not randomly drawn, findings need to be treated with caution. Other schools that were not part of the evaluation may well have had different experiences - better or worse or near identical - and their stories have not been told here.

This 'Findings' section of this report shows where ACRE might best focus its energies should the program move from the pilot phase. The next, and final, section of the report takes this further.

(And, if the pilot moves to a next phase, then Appendix 2 will be of use. It outlines what data will need to be collected for the full-scale evaluation of the program.)

SECTION 7: Conclusion

The evaluation examined the processes put in place for the pilot. It did so with a focus on their effectiveness. The evaluation has also aimed to lay the foundations for assessing the impact of the program should it move from the pilot phase.

Specifically, the evaluation investigated:

- How the program's relationships have been working;
- How the program's activities are working;
- For whom these relationships and activities are working; and
- How contextual factors are shaping it.

How the program's relationships have been working

The evidence from the evaluation suggests that the relationships between ACRES and the schools have been working well. Specifically:

1. Alignment between the SEA and ACRES program's objectives and schools' motivations to participate appears to be good. As part of this, teacher and principal perceptions of the lead agencies' credibility, capability and accessibility remained strong from the start to the finish of the pilot.
2. Students seem to recognise the value of the roles of the teacher and business leaders (ACRES) and their peers in the program. The quality of these relationships – teacher-student, student-student, teacher-ACRES, ACRES-students – is critical to student engagement, student confidence and improving student learning.
3. Principal leadership is (unsurprisingly) essential to the leadership and sustainability of the program in schools. Notable were principals participating in the professional learning; being at or part of key signature student 'forums'; investing in multiple teachers undertaking the professional learning; or creating time for teachers to plan and write teaching and learning units for students.

However, evidence suggested there was scope for improvement:

- Monitoring changes in staff. School staff turnover can complicate things for the school and the lead agency. New staff may not have been part of the initial 'induction' professional learning and depending on the internal school processes, the program's objectives may be less clear for them (this was evident in one school).
- The five motivations to participate in the program (see Section 5, 'Motivations to participate') could provide a good framework to assist in organising content for promotional materials about the program.

How the program's activities are working

The evidence from the evaluation suggests that the program's activities (communications, professional learning and materials) have been well received. Specifically:

1. All teachers and principals reported they had a good understanding of the objectives, despite a number noting that they were a little less confident about the practical application of 'social enterprise' at the start of the pilot.
2. Students' spontaneous definitions, unscripted, of what a social enterprise is show they too have a good grasp of the concept and what this means in practice for them. No student had an understanding or experience of social enterprise prior to the pilot (some had run their own enterprise before, either at home or as part of an existing offering at the school, but not specifically a social enterprise.)
3. There was strong and uniform agreement that the professional learning provided to teachers by ACRE was relevant and evidence-based. The professional learning was well attended. Quality professional learning appeared to accelerate 'take up' in the school.
4. All schools had used two of the current Social Enterprise in Schools' resources – the business template (most evident across all the schools) and the 'Skills for Learning, Life and Work' teaching and student self-assessment materials (most evident in primary schools).

However, evidence suggested there was scope for improvement:

- Make it clear what the program's 'signature' pedagogies are. This will identify for teachers what they may need to know or be able to do to best support student learning;
- Without a background in business, several teachers found using the business template with students a challenge. Having a team member from ACRE do this with the teacher and students helped overcome this challenge;
- Teachers are developing their own teaching and learning materials. Develop a repository of workable local approaches for schools to use and apply in their own contexts.

For whom these relationships and activities are working

The evidence from the evaluation suggests that the relationships and activities can work well for students in primary or secondary or flexible learning centre settings. Specifically:

1. All students interviewed believed that it was the students who ran the social enterprises – “We do!” “Us!” was the chorus of student voices each time. These students believed they were in the driver’s seat. Teachers, principals and the lead agencies said this would be a hallmark of the program’s effectiveness.
2. The program’s adaptability to different school contexts and its contemporary curriculum relevance for teachers cannot be underestimated. It’s ‘social’ and ‘enterprise’ focuses and processes lend themselves well to different curriculum learning areas (e.g. Humanities, The Arts) and to the specific student capabilities of literacy, numeracy, personal and social, ethical and critical and creative thinking.
3. All teachers and principals were able to see the potential for improving student learning through the program at the start, and by the end, they were still seeing the program as providing these opportunities for their students.

However, evidence suggested there was scope for improvement by:

- Making it clear in the Social Enterprise in Schools program what is most important to learn;
- Aligning the learning to the Victorian Curriculum F-10. This will define what all students will have the opportunity to learn as a result of doing the program;
- Using the relevant achievement standards in the Victorian Curriculum to identify student outcomes (e.g. Critical and Creative Thinking Levels 5 & 6: By the end of Level 6, students apply questioning as a tool to focus or expand thinking....). This will help develop and expand the use and understanding of assessments used by ACER or teachers within the program. It will help teachers notice if the teaching is effective, that is, how well a student is or is not learning. It will also help teachers think about ways in which student learning can be assessed (formative and summative), and the sharing of this with students and parents. Assessment is critical; skills not assessed may not be taught consistently.

How contextual factors are shaping the program

Contextual factors are clearly shaping the program. Those observed in the evaluation were:

- The year levels of the students participating;
- The school type (whether primary, secondary or a flexible learning centre - settings chosen for the evaluation because of their variation across all school sectors, age groups, sizes and student learning pathways);
- The location within the school's curriculum: All five schools and the one flexible learning centre could accommodate the program within their existing school curriculum and processes;
- The extent to which the teachers involved had exposure to the professional learning offered by ACRE (staff turnover here is the issue, as noted previously);
- How the program is fitted into the timetable;
- How school-based communications between principal, teachers, students and parents work;
- The school's location, with small rural schools facing a range of challenges that differ from those located in regional centres;
- The ways in which teachers see the program connecting to the curriculum and the timing of its implementation. In a few cases, the move from planning to doing appears to have taken too long, but this may be overcome with tighter curriculum alignment and improved teacher confidence.

In relation to each school's distinct context, practical issues to keep in mind will be to:

- Make strong links to the curriculum and provide time for teacher planning (as noted already);
- Be aware of the 'back end of the office' implications for some social enterprises (e.g. occupational health and safety policies, school-based policies that may limit the capacity of students to research or run particular enterprises; staffing and insurance matters for social enterprises run off-site or outside of school hours);
- Look (or 'look afresh') at mapping what community assets and opportunities exist that might lend themselves to a social enterprise or different community relationship for students;
- Consider how best teachers and the ACRE facilitators might communicate, 'little and often' and directly.

Recommendation

Ironically, while the hallmarks of this program are having students in the driver's seat and ensuring their engagement and the making of community connections – our overarching conclusion is that to activate this in students, it is important to activate their teachers.

The **overall recommendation** is for ACRE to focus on activating teaching in 2017 with strong curriculum alignment and assessment materials and with a focus on 'little and often' professional learning and support (e.g. video tutorials as well as face-to-face community-of-practice sessions).

APPENDIX 1: Methods

This appendix sets out the methods used to gather the data for the review.

Sampling

The participants were purposively selected based on the following considerations:

- School size (big schools tend to have quite different ways of operating from small schools);
- The extent to which the program had been taken up in the school. It was decided that those schools most advanced in their take up would be preferred because they would probably have more of a story to tell about the pilot;
- The school sector – whether government, Catholic or independent – since these provide different contexts and cultures;
- School types – primary or secondary – again, these have different contexts, cultures and ways of operating. Importantly, in primary schools pupils tend to have only the one teacher across the curriculum; in secondary schools pupils tend to have one teacher for each area of the curriculum.

The final selection of schools was made in consultation with ACRE staff as they were familiar with the schools and, in particular, their level of engagement and stage of implementation.

A sample of five schools was decided upon as follows:

- A small government primary school;
- A medium sized government secondary school;
- A small Catholic primary school;
- A large independent secondary college;
- A medium sized government P-12 school.

Some time after this sample was selected, a small government flexible learning centre was added to the sample because it reflected a different context to the other schools. Thus, of the 13 schools participating in the pilot, six were selected for the evaluation.

Data gathering processes

Before any research could be conducted, permission to approach the schools was sought from the Victorian Department of Education and the Catholic Archdiocese of Sandhurst. Permission was obtained and schools approached. All schools approached agree to participate in the evaluation.

Data were collected from:

- School principals or deputy principals (if they were available);
- School teachers (who in the small schools tended also to be the principal to whom we talked). These were teachers who were most directly involved in implementing the pilot at their school;
- Students. These were selected by teachers because they knew best which students were involved in the pilot;
- Staff at ACRE and from SEA.

Consent forms were provided to participants (or in the case of students, their parents). Also provided was an outline of the purposes of the research, how the data would be used and held, and who would have access to these data.

Interviews were audio recorded and from these, notes were taken by the evaluators. Once these notes had been prepared the recordings were permanently deleted. In the case of the interviews with principals, teachers and ACRE staff, the notes from each of the baseline interviews were sent to each participant for their review. They were invited to change the text in any way in order to ensure that their views were fully and properly represented. The returned and edited text formed the data used in the evaluation.

The first round of questionnaires was emailed to teachers. For the second round, an online survey tool was used.

Response rates to the interviews and the questionnaires were excellent. All sampled participants provided data.

The number of interviews completed for the first round was 16 (ACRE and SEA staff, teachers and principals). No students were interviewed in the first round since they had not been exposed to the program and could therefore not provide any relevant information for the evaluation. The total number of questionnaires completed for the first round was 16. No students were sent questionnaires.

The total number of interviews completed for the second round was 16 (ACRE staff, teachers and principals) and six small group interviews with students (14 in total from the six schools). The total number of questionnaires completed for the second round was 21 (ACRE and SEA staff, teachers and principals). In addition, the evaluation team made half-day visits to each school. This allowed for face-to-face interviews, observations and the gathering of additional materials developed and used by the teachers for the pilot.

The interview schedules

The interview schedules were developed by the evaluators, reviewed by the ACRE team and then finalised by the evaluators. The contents of the schedules were developed with a view to answering the key evaluation questions. Various follow-up questions were developed to ensure the response to the key question was as detailed as possible. Interview schedules were prepared for the ACRE team, SEA, Social Enterprise in Education Program leader; principals; teachers; and small group interviews with students. The questions asked of each of these groups varied, to accommodate their different connection to the program.

However, there were questions common to all those interviewed. For example, all interviewees were asked whether they had any suggestions for improvement, and all interviews concluded with the question: 'Is there anything else important we should have talked about that we have not?' This was to ensure each person interviewed had the opportunity to say everything that they wanted to in the interview. Copies of the interview schedules have been provided to ACRE for reference.

Weighting the teacher and principal survey data

At the start of the pilot, in the first wave of data collection, questionnaires were completed by 13 teachers and principals. In the second wave, 18 questionnaires were completed. To make the two groups comparable, it is possible to convert both sets of information into percentages, however, to do so can be misleading when the number of respondents is small. So, another approach was used. This involved weighting the data from the first wave by the value 1.384615385 (that is, 18/13). This has the effect of increasing the total number of cases in the first wave of data to 18 and so makes counts of the two groups directly comparable. The logic is essentially the same as that applied to calculating percentages, but keeps the values produced by the procedure close to the counts observed. This gives a better feel for the information. All the questionnaire data collected from schools at the start of the pilot and shown in graphs are weighted in this way. Applying weights to data is standard practice, and the weight applied here is not large. The weighting, therefore, does not threaten the validity of graphs and any (fair) interpretations that might be taken from them.

APPENDIX 2: Design considerations for a full-scale evaluation

The pilot evaluation provides a good foundation for thinking about the design and implementation of a full-scale evaluation across more schools.

Sampling decisions

If outcomes are to be measured, it will be important to draw a random sample to allow for generalisation to the population. It is better to sample a few students and teachers from as many schools as possible rather than a lot of students and teachers from a small number of schools. If the roll out involves less than 100 schools (or thereabouts) then all schools should be included in the evaluation.

Sampling decisions are critical for determining the scope and nature of the evaluation so they need to be made early.

Data collection methods

A mixed methods approach giving breadth and depth is recommended. This would include interviews and questionnaires and, importantly, we suggest the inclusion of revised program student assessment tools (aligned to the 2017 Victorian Curriculum F-10).

Purposes of the evaluation

The evaluation would have three purposes:

- To examine the processes in the scale up to monitor them and suggest timely improvements;
- To examine the programs effectiveness, and in particular its impact on student learning. This was only just starting to emerge in the pilot;
- To consider the program's efficiency.

Implementing the evaluation

We suggest three data collection points over one year – Pre- Mid – End. And, over time, build in the potential to revisit students who participated in the evaluation and invite them to participate in a follow-up interview (so ACRE can track longer-term impact).

The start of the evaluation's implementation should align with the intake of schools and therefore professional learning for teachers and principals. This also means that from the outset the evaluation will be able select and invite students to participate in the evaluation, and so track and monitor student experience throughout the program.

It will be important to commence the planning of the evaluation early to ensure best use is made of resources allocated to it and to ensure that permissions are in place in good time.



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