

Evaluation Report of the Project:

“It Takes a Village”. Black Caribbean Boys of Excellence

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Table of Contents

1.0 Introduction	3
Aims for Children	3
Aims for Parents	3
Aims for Schools	4
Aims for Community	4
Researchers	4
2.0 Context - Systemic Gap	5
3.0 Project Proposal	6
4.0 Methodology	7
6.0 Finding/Results	9
Young people's questionnaire	9
Rosenberg self-esteem results	11
Children Focus Group.....	13
Parents Focus Group	15
Family Advocate	16
School Reports.....	17
Teacher Testimony	17
7.0 Conclusion.....	18
Schools	18
Parents	18
Children	18
Community.....	19
Recommendations	20
Appendix A (Initial Survey).....	21
Appendix B (End Survey)	31
Appendix C (Children Focus Group).....	38
Appendix D (Parents Focus Group)	39

1.0 Introduction

Ultra-Education is a black-owned, grassroots C.I.C. (Community Interest Company) based in Brent, experienced in delivering projects within the community, School Programme, Community Programme, After School, Weekend Clubs, Kid's Business Fairs and Online Programmes. Ultra-Education uses entrepreneurship to increase the life chances and close the gaps in educational attainment and achievement of Black Caribbean Boys in Brent. The it Takes a Village (ITAV) programme was aimed at Key stage 2-4 students to increase the life chances and close gaps in educational attainment in Black Caribbean Boys in Brent using entrepreneurship as a vehicle.

Ultra-Education set out its own indicators and aims for the success of the(ITAV) programme, as below:

- To use entrepreneurship as a vehicle to close the gaps in educational attainment and achievement of Black Caribbean Boys in Brent/ Improved grades by 20% - Based on KS1, and KS2 progress reports at target schools.
- To increase the levels of attainment at a younger age increasing this way the ladder of citizen participation of those children as adults/ Increased aspiration by 20%
- To work with families and the local community, raising awareness and being empowered individually and as a group.
- To deliver an entrepreneurship curriculum to engage schools, events, and the community. Developing their passions whilst building skills in problem-solving, critical thinking, communication, leadership, and team working. Increased confidence by 25%.

The project then set specific aims for children, parents, schools, and the community.

Aims for Children

- To use our entrepreneurship curriculum to engage 300 Black Caribbean Boys, in schools, events and the community, Increasing confidence by 25%.
- To develop their passions whilst building skills in problem-solving, critical thinking, communication, leadership, and team working.
- Improved grades by 20% - Based on KS1, and KS2 progress reports at target schools, Improved behaviour by 15% - We will track this using school reports via SIMs data, and teacher and parent feedback.
- Increased aspiration by 20%.

Aims for Parents

- Increased engagement with school by 20% - Tracking parent's evening attendance and progress update meetings with teachers.
- Improved understanding of the educational framework by 15% - Track parents' understanding of their child's learning journey through surveys beginning and end of the project. Also, the survey of teachers' confidence in parents' understanding starts and ends.
- Improve supported learning at home by 25% - Survey parents who currently feel they have support at the start and end of the project.
- A family support/ Advocate to provide support for the parents.

Aims for Schools

- Increase community support by 20% - Take a baseline survey of the last 12 months' support and improve upon it.
- Increase school results by 25% - Track academic achievement, behaviour, and attendance via SIMs data.

Aims for Community

- Increase participation and engagement of Black Caribbean Boys, by 30% - Working with community organisations, and charities who already engage with Black Caribbean Boys to signpost, refer and promote opportunities.
- Increase integrated partnership working across educational improvement around shared outcome by 35% - Partner with existing child provision e.g., music, drama, sports UE already has relationships with to increase partnership working across the organisation.
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Researchers

The evaluation of this project has been conducted by researchers from Goldsmiths University London. Lara Paquete Pereira, Colette Ferns and David Woodger Lecturers in Community Development and Youth work in the Social, Therapeutic and Community Studies Department (STaCS) at Goldsmiths.

2.0 Context - Systemic Gap

The Educational attainment of Black children in the UK has been a systemic issue since the arrival of the Windrush Generation¹ (1945-1960). Despite many reports and recommendations, Black Caribbean Boys' attainment remains a complex issue. A Report on Education Outcomes for Black Pupils and Students² (2020) showed that black students were still presenting the lowest pass rate for GCSE English and Maths combined. Black Caribbean boys have a significantly lower pass rate in comparison to Black African children (2020). The issues of the poor attainment of Black Caribbean Boys are long-standing and complex. In 2018 Black Caribbean Boys in KS2³ in Brent were behind the National Average by 23 points. Black Caribbean Boys are disproportionately affected in several areas including school exclusions, mental health, crime rates and employability rates.

In May 2019, the independent Timpson Review on school exclusions calculated that Black Caribbean children were around 1.7 times more likely to be permanently excluded compared to White British children. Similarly, in Brent, 2017/18, out of the total number of fixed-term exclusions in Brent, Black Caribbean pupils represented 56 per cent, yet Black pupils represent only 10 per cent of the total pupil population⁴. Many Black Caribbean families live in Brent's top 5% most deprived neighbourhoods (LSOAs) with over 40% of households living in poverty, according to Brent's Poverty Commission Feb 2020⁵.

The current situation of the Black Caribbean Boys educational attainment was the important factor that motivated Ultra-Education into creating a 12-week program using entrepreneurship to increase life chances by closing the gaps in the educational attainment of Black Caribbean pupils. The program also aimed to raise parents' social capital as it was understood that parents' lack of social capital also contributed to this complex is

¹ Wallace, M., Wilson, B. and Darlington-Pollock, F. (2022) 'Social inequalities experienced by children of immigrants across multiple domains of life: A case study of the Windrush in England and Wales', *Comparative Migration Studies*, 10(1).

² Roberts, N. and Bolton, P. (2020) *Educational outcomes of black pupils and students, educational outcomes of Black pupils and students*.

³ Grady, B. and Galligan, J. (2018) *Improving educational achievement of Black Caribbean Boys, Raising the Achievement of Boys of Black Caribbean Heritage in Brent*.

⁴ Timpson, E. (2019) *Timpson review of School Exclusion - GOV.UK, TIMPSON REVIEW OF SCHOOL EXCLUSION*.

⁵ *Procurement strategy 2020-2023 - London borough of Brent (2020) A FAIRER FUTURE Ending Poverty in Brent*.

3.0 Project Proposal

It Takes a Village- Black Caribbean Boys of Excellence(ITAV)

"It Takes a Village- Black Caribbean Boys of Excellence" is an 18-month pilot project designed and delivered by Ultra-Education in the London Borough of Brent. The project engaged 311 young people in 33 schools in the Borough of Brent between May-2020 and December-2022. The delivery of the project was premised on a "*Village approach*" ("*It takes a village to raise a child*"), working in collaboration with statutory and non-statutory services that are in contact with the children on this project. This collaborative project brought together parents and schools.

The initial agreement with the schools was to incorporate entrepreneurship into the teaching curriculum. Due to difficulties in accomplishing it, the program was delivered as an after-school workshop in schools and community groups. The delivery of the project consisted of an exciting and challenging way to make learning and the school curriculum relevant and create significant social change. The youth entrepreneur content is designed to reinforce academic subjects in English, Maths and Science and provide children with realistic options for future employment or self-employment. Ultra-education describes its core values as *Support, Equality, Diversity, and Increased Capacity to Perform Beyond Expectations*

The session consisted of weekly 1 hour 30 minutes workshops to learn about:

- Introduction to entrepreneurship- Start your own business.
- Business Idea- Is it a Product or service?
- Research product/ Service market
- Logo Creation- What does the name/logo
- Commercialising Product/ service, costs, promotion.
- Selling- Where to sell your product or service.
- Presentation of the business idea(Product/ Service)

4.0 Methodology

The project has encountered some difficulties with engagement and cooperation, particularly with some local schools. The data collection for the project has not been as extensive as intended. As a grassroots organisation navigating formal education settings to support the delivery of this program, Ultra-Education has encountered difficulties in gaining access and support from the schools. This evaluation solely analyses the data that was possible to collect. The tools used and data that was possible to collect for the evaluation of this project were the following:

- Young people's questionnaire/survey that assesses, aspirations, confidence, and independence. (Including The Rosenberg self-esteem questionnaire) This was completed by young people at the beginning and end of the programme.
- Two children's Focus groups
- One Focus group with parents of the children on the project
- A variety of pupil school reports
- A Teacher Testimony
- Family support/ Advocate report

The children's survey was composed of 10 questions encompassing their overall feeling about their performance in school, interests, activities, and an understanding of entrepreneurship. The scale used for the survey was a 1 to 10. 1 to 4 " *struggling*, 5 to 7 was " *good*", 7 to 10 was " *very good*". The sample was composed of 120 students, 109 students identified as male, 9 students identified as female, and 2 students preferred not to say.

We built into the survey, a self-esteem questionnaire (Rosenberg self-esteem). This scale for self-esteem was also used in the late 70s(Simmons et al1978)⁶ to test black children's academic achievement in mixed schools. The results showed that black children working with black teachers had a positive impact on their self-esteem. Therefore, it was purposely used in this project, considering the racial demographics of the students and the Ultra-Education staffing involved in the delivery of the project.

Rosenberg's self-esteem is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is unidimensional. All items are answered using a 4-point Likert scale format ranging from *Strongly Agree to Strongly Disagree*.

In addition to the surveys, we conducted 2 focus groups with ten students. Eight students in Key Stage 2 and two students in Key Stage 3. The overall sample was composed of 8 students that identified as male and two students who identified as female. The topics explored in the focus group were around an understanding of entrepreneurship, what

⁶ Simmons, R.G. et al. (1978) 'Self-esteem and achievement of black and white adolescents', *Social Problems*, 26(1), pp. 86–96.

students felt they gained with the(ITAV) program and the extracurricular activities they are involved with.

We have also facilitated one focus group with three mothers whose children were either midway through or completing the program.

6.0 Finding/Results

Young people's questionnaire

The analysis of the data is based on a comparison of the responses from the initial survey and the responses at the end of the program.

The data collected between the two surveys (beginning and end) showed a clear progression upon students completing the Entrepreneurship program. The results showed an overall increase in the number of students scoring higher on the questions relating to their understanding of entrepreneurship and confidence in their abilities.

The participant's understanding and conceptualisation of the word Entrepreneurship are presented via the following comments:

- To set up own business
- Create your own job.
- Get a job at a young age.
- You have to have good ideas and passion and a good mentality.
- Maybe a scholarship
- To get control and ownership.
- Having a hobby or passion and turning it into a business.
- Specialise in multiple things.
- The concept of developing and managing a business profit by taking risks to complete the work.

There was an increase in the number of students responding positively in recognizing that they have Entrepreneurship skills. (86%) of students scored 7-10 in their answers. In the initial survey, (15%) of the students responded that their Entrepreneurship skills were "Listening to a friend's difficulties". The end of the survey showed that students gained an understanding of Entrepreneurship and no longer consider "listening to a friend's difficulties" as an Entrepreneurship skill. There was an increase in both confidence and a having a positive attitude to learning. (89%) of respondents reported having a greater understanding of Entrepreneurship. This result showed an increase of (16%) in comparison to the initial survey.

Common themes in answers were:

- Creating something you love and making money out of it.
- Creating an idea and making it into a business.

Answers regarding confidence to create their own business showed an increase of (5%) in students that scored 7-10.

Prior to the start of the project programme, when asked how students felt they were doing at school and what if any additional support was needed, (56%) of the students scored themselves above 7, whilst (31%) of the students scored within the range of 5-7 and (13%) scored below 5. In the range of respondents that scored above 7, these were some comments from young people:

- The students reported that they didn't need help with their work.
- Students are confident to work independently, and the level of work undertaken.
- Students reported that they work hard, get support from home, and participate in extra lessons.

The (13%) of respondents that scored within 5-7 shared the following comments:

- Students reported that struggling in lessons was linked to not enjoying school.
- Students expressed needing help within the classroom, especially with Maths and English.

After the programme, (93%) scored 7 and above, with the remaining (7%) scoring between 5-7. This indicated a (38%) increase in how students felt they were doing at school as a result of being on the programme. Students did not identify anything they needed additional support with at the start, however, they were able to identify why they scored positively after the project in relation to how they were doing at school. These are comments from young people on this:

- Entrepreneurship has helped me develop an interest in school.
- Since being on the programme I am more interested in school
- I feel better about school. I can ask for help.
- I have passion since the programme so I can do what I love doing.
- I enjoy school more and I am better at school.
- I have improved in Maths and English
- I have improved in Maths and English
- I have received praise from the teachers at school. This makes me feel good.
- I am happy.
- I have learnt to focus and concentrate more.
- I recognize I have ADHD, and I am getting support.
- Recognition of qualities I have. Confident, Brave.
- Feel good about myself and I am smart.
- Getting support and help

Of the (7%) of students who scored 5-7 felt were moving in the right direction in their own words of how they were doing. These are comments from the young people:

- I am learning to concentrate.
- I am getting better at school.

When asked to describe themselves around (77%) of students described themselves as “*Curious/ Interested*”. There is an increase of (5%) in responses from students that described themselves as “*Solution-focused – work out problems and find a way out if you get stuck*”. These results show a clear increase in confidence and problem-solving skills.

The findings showed an increase in help given to the students by the parents and students' independence in doing their homework by themselves due to an increase in confidence. In the initial survey, (35%) of students did not receive any help from their parents to complete their homework. The end survey showed a (33%) increase in responses regarding the help and supports they received from their parents to complete their homework. (34%) of students in the initial survey stated that they completed homework themselves, in comparison to (40%) stating the same in the end survey. The number of students' engagement with extracurricular activities increased (61%), in comparison to the initial surveys. Students are open to exploring more activities and taking on new activities.

Rosenberg self-esteem results

The Rosenberg self-esteem questions were introduced into the questionnaires, allowing us to explore in more depth whether a change in self-perception and confidence and self-esteem had developed as a result of the project programme.

The key components of self-esteem are:

- Confidence
- Sense of Identity
- Sense of belonging
- Self-assured in one's abilities.

The following statements highlighted in **bold** were presented to the young people as part of the survey and these are their responses.

In terms of “**Being happy with self**”. The score increased over the programme time which indicated an improvement in sense of self, with a deeper confidence in self by a third just over (30%).

“**At times I think I could do better**” This question explored the notion of positive reflection upon self, having a criticality about one's own achievements. The score indicated an increase of approximately (40%) in the strongly agree with this statement and an increase of (50%) in the agree section.

“**I feel I have a number of good qualities.**” The score indicated an increase of just under (20%) in the strongly agree section and within the agree section there was a decrease in the number of young people agreeing with this statement. The strongly disagree section saw a decrease as well, showing the impact upon young people being

able to recognise themselves positively and be self-assured in one's own abilities. There remained a small group of young people who struggled with being able to identify their good qualities.

“I am able to do things as well as other children”. This statement is exploring the notion of seeing oneself in relation to others, the results indicated a decline from start to finish of the programme, which could be interpreted that the young people have a strong sense of who they are not comparing to others and may in fact feel they do better than their peers.

“I feel I do not have much to be proud of”. There was a significant shift in this answer from the start of the programme to the finish. The young people strongly agreeing with this statement decreased and the strongly disagreeing increased by over (15%). This showed a positive shift in their sense of pride of themselves. The agreement and disagreement with this statement stayed about the same from the start to the end of the programme.

“I certainly feel at times I do not do things well”. The results for this statement showed a significant shift in responses. The strongly agree declined by about (10%), and the agree with the statement stayed relatively the same, however, the strongly disagree with the statement increased by (25%) and the disagree with the statement increased by under (10%). Thus, indicating a change in the perception of achievement and how well the young people feel they are doing.

“I feel I am a proud person”. This result was interesting there was an increase in strongly agreeing with this statement by about (30%), a decrease in about (10%) of agreeing with the statement and a decrease in disagreeing and strongly disagreeing. This showed a movement shift toward the young people seeing themselves as proud. It is worth noting that the notion of being proud has different interpretations and perceptions which are attached to one's values and beliefs, to be proud is often linked to being 'big-headed' and or having negative connotations.

“Sometimes I wish I could like myself more”. The range of scores from the start of the programme to the end had slight shifts. The strongly disagree increased slightly as did the strongly agree with the statement, showing varied changes for different young people.

“I feel sometimes I could do things better”. The scores for this statement shifted most significantly for the agree section it decreased by about (10%) and the disagree with the statement increased by about (5%). The strongly agree stayed the same. These results are an indication of having succeeded on the programme increasing this sense of success and achievement.

“I think I am great”. This statement showed significant results in the feeling of being great the strongly agree answers increased by about (15%) and the agree had a slight

increase, whilst the disagree and strongly disagree were reduced by about (15%). So, an overall shift in the perception of the young people feeling great about themselves. In this set of 10 statements, 4 scored higher than the answers at the start of the project. These statements included, "On the whole, I am happy with myself; At times, I think I could do better; I feel I am a proud person and I think I am great." Evaluating the answers to those statements on the Rosenberg self-esteem scale, it is possible to see a significant increase in self-esteem based on the results.

Students that completed the Ultra Education program demonstrated a strong sense of self-concept, as they scored higher on how they feel about themselves. The answers also demonstrate an ability to be self-critical in working to improve themselves. The increase in confidence can also be seen in the higher number of students scoring high in the statement, "I feel I am a proud person; I think I am great". Across the scores and scale esteem results increased, showing growth in the student's self-esteem compared to the start of the programme.

Through these results, it is possible to infer that the program delivered by Ultra-Education introducing the students to entrepreneurship has allowed students to gain an interest in learning new skills. This has positively impacted students' self-esteem and self-concept. Taking on and mastering a new skill has the potential to raise confidence and aspirations.

The three building blocks for self-esteem, which are confidence, competence, and connectedness are deeply rooted within the ultra-programme and its aims and objectives. The findings from the self-esteem questionnaire indicate that the young people who participated in the programme developed and gained an increased sense of confidence, self-identity, and a sense of belonging to new friends and being part of an organisation that had their development and success at heart. Through achieving in their entrepreneurial quest and developing their ideas into tangible products their sense of achievement in their own ability was reinforced. This is exemplified by the results of the Rosenberg Self-esteem questions.

Children Focus Group

We conducted two focus groups with ten young people in the program.

The first focus was conducted with two young people from Key Stage 3 and the second one had eight young people from Key Stage 2. The topics of discussion were around their understanding of Ultra Education, what they have gained from the ITAV program, aspirations for the future and any other extracurricular activities they are involved in.

Students that took part in the focus group stated that they have learned many skills with entrepreneurship. They had started to build business models. Students' comments regarding the program were:

- It's a chance to do something", "Ultra Education was basically a chance for me to make money".

- It's like a chance for you to focus on "It is like there's no procrastination; you just get on with it".
- Creating your own business for young people and you can do your own things like designing something.
- Learn about unique selling points, designing the business and where to sell it.

Having been in the program, students felt that they developed the ability to think and further develop Entrepreneurship ideas:

- *"So, we start off with the clothes, maybe move to the trainers, we're going to have face masks too".*
- *"It meant to be part of the business; it was to give us, an idea of what we want to be."*
- *"I learnt that you understand who buys your product. Learnt about passion and what we want to be."*
- *"Learnt about marketing."*
- *"Understanding ways to start up own business."*

Students stated that they enjoyed the program as they learned something they could relate to their life and future:

- *"When we get older, we don't want to struggle for money", "We might even have passive income if other people are doing the work for us and we're getting the money at the top."*
- *"When we are older, we can create our own business."*

They stated that the Ultra Education project had given them aspirations for future careers they might have in the future:

- *"I gained experience, this could be the first experience and you could have like other things branching off like Amazon",*
- *"We could go completely separate and start making food chains or something",*
- *"At the moment we have a business that is ready".*

Some students shared that their parents were also entrepreneurs and they aspired to follow in their parent's footsteps; *"both of my parents run their own businesses", "When you have family, you can't only think about a business, you have to have money there and then to pay bills, to provide".*

Not all students agreed that their future would lead to entrepreneurship, but all agreed that it was fun and an excellent skill to have.

Most of these students were involved in extracurricular activities such as:

- Football
- Karate

- Swimming
- Drama
- Taekwondo
- Sea Cadets

Parents Focus Group

We conducted one focus group with 3 parents discussing Teacher/Parent/ relationships, and their interaction Ultra Education program.

One parent expressed during the focus group that they sometimes found it hard to communicate with the school regarding any concerns they might have. Parents said that communication between the school and them was at its best at the beginning of a new school year, after which it became less, and parents had to be extra motivated to extract information from the school.

Part of this project took place before and during the lockdown in response to COVID-19 in 2020 and 2021, which resulted in communications from the school being conducted via email. Parents said they had to chase the teachers for more information. They also discussed that some parents needed to learn their rights and responsibilities, *“In my journey with my son through his school I’ve learnt that I can go and ask, knowing my rights, but some parents don’t know that, so they’d be like “I’m not happy with it but I’m not gonna complain, cause maybe I can’t complain”. So, it’s just education for parents to know their rights and what they can do as a parent”*.

Parents shared some aspects of the difficulties in communicating with schools, commenting that at times those difficulties are related to how parents feel about the school and the teachers *“ There’s a barrier. I remember talking to some parents about reports after the first lockdown and I think everyone just got a blanket report. I said I’m not accepting this. I went back to the school and when I had spoken to some parents, I got a new report. Other parents said, “I’m glad you said it, I went back and [got another report]”*.

Parents shared the sentiment of finding schools very rigid at times, *“In school, I just find that they don’t really let them express themselves, especially I think with boys, boys don’t learn the same way as girls; they’re more creative, and I don’t think they get that opportunity at schools, especially the school they’re at. I mean, it was the constant calling up. “He’s being disruptive”*.

Other parents shared a different experience and they felt that the school had very good teachers that engaged well with both the students and parents *“The school has an open-door policy which allows for effective communication”, “We get regular feedback on the progress of our children and get invited to look at their books”. “The school have provided support staff for extra reading, and maths and a SEN teacher as our son has learning disabilities. They also provide Place to Be which is a children’s mental health charity for children but have also provided access for parents to get some support if*

they are also in need". "As a parent, it is nice to be able to call a teacher and just be open and receptive".

Parents felt that the Ultra Education project helped their children with confidence and aspirations. Relating entrepreneurship to schoolwork positively impacted the students and how they see education, *my son has already completed a programme with Ultra – very happy, he's started his business. I've learnt a lot".*

Parents also shared that the Ultra Education program has had a positive impact *"The impact of Ultra Programme was very significant it encouraged my son to have hope and increased his confidence. He has become more inspired and self-motivated to achieve his goals", " My son 'come out of his shell, he is usually very, quite shy and lacks confidence. Learning how to get his business ideas into a real business with possibilities has really empowered him and increased his confidence".*

Overall, parents found this project effective, especially for boys, and it has been very empowering. Parents felt supported by Ultra Education, but they would like the same support from their children's school. As a recommendation, parents suggest a taster session should be run for the parents as it enables parents to support their children in the program better.

Family Advocate

A family advocate Worker was allocated to give support to families, working, as a bridge between the schools and families. This support was pivotal to helping the families to navigate their communication with their children's schools and some issues related to navigating parenthood.

The family Advocate shared some challenges and barriers faced in her role. *"There has been a positive impact in the work carried out with the parents who had children enrolled on the ITAV programme. Initially, there was some hesitancy from school professionals in promoting the parent advocacy available to them as they were conscious of "offending" parents. This made it challenging to access parents for some schools albeit professionals having knowledge of the challenges that families were experiencing. Those barriers were overcome with some schools and support was offered to families that were experiencing a number of complex issues. Some families were already engaged with the programme their children attended or had attended in the past which allowed for conversations to flow more freely and honestly. The dynamic further developed to parents advocating for each other, sharing more resources, accepting support to navigate statutory services, and developing a network and platform which allowed them to seek each other out for practical and emotional support. This has been empowering for the community overall. They have developed the confidence and vocabulary to express their concerns and advocate for their children's needs, navigate and access relevant statutory services, and developed the capacity to better manage their challenges as well as support their neighbours' experiencing difficulties".*

School Reports

The number of samples obtained from schools was impacted by some difficulties Ultra Education encountered with engagement and cooperation, particularly with some schools on data access. The quantity of the school report sample does not reflect the number of students that engaged with the Ultra-Education project, making it difficult from a methodological perspective to analyse and produce an evaluation that reflects any increase in attainment. It was not possible to rigidly follow a student's progression. The project was delivered during the lockdown/pandemic, which meant that most schools were sending universal reports regarding students' progression.

Teacher Testimony

The ultra-Education ITAV programme has been well-received in some schools. A Deputy Headteacher from Newfield Primary School shared the positive impact of the programme and the plans to take further the school's partnership with Ultra Education and its entrepreneurship programme.

“Last year, we worked closely alongside Ultra Education to deliver the programme ‘It Takes a Village’. The programme was positively received by all the children who took part and has inspired them to have the confidence and determination to set their future goals and aspirations high whilst developing essential entrepreneurial skills that they can use in all aspects of their lives. One boy expressed that it was fun and made him think about what he wanted to do in the future. Another boy said that he was able to design clothes and other things and that he met some people who inspired him to make his own company. The programme was so successful that the school will continue to work alongside Ultra Education to deliver similar projects in the future.”

7.0 Conclusion

Schools

The need for more consistency in school data collection regarding school reports, attendance and behaviour reports significantly impacted the evaluation of the Ultra-Education ITAV programme. It was not possible to rigidly follow a student's progression. As a grassroots organisation navigating formal education settings to deliver this program, Ultra-Education has encountered difficulties with the data collection process. The lack of consistency in data collection has consequently impacted the ability of this report to evidence the student's academic increase upon completing the ITAV program.

For those schools that were involved, engagement was positive, and they could see the project's positive outcomes. Partnership work with schools could have been improved if some schools had seen the ITAV programme as a collaborative project rather than an Ultra Education Project. The Ultra Education staff delivering the program shared that it was positive to see how helpful this sort of project is, judging from the results in those schools where collaborative work was seen to work. For those teaching staff that were engaged in the collaborative project, they were able to recognise the value of the project in raising young people's aspirations for the future.

Parents

There needs to be more data regarding parents' evening attendance to prove an increase in understanding of the educational framework. The lack of data prevents this report from analysing the increase in school results as it has not been possible to track academic achievement, behaviour, and attendance via SIMs data.

The targets regarding the engagement with parents showed positive results as parents' felt that the support given by the Ultra-Education family advocate has empowered and supported them in navigating the school settings and overall parenthood. This support has translated into a transformation of community relations and how parents have started supporting each other.

This support has been transformative as the support network created amongst the parents through the ITAV programme has enabled parents in developing their social capital. These results are excellent and testify to how the holistic approach of the ITAV program creates capacity building and community cohesion.

It is a model that the ITVA has been to demonstrate to schools in order to improve support for students and their families.

Children

Considering the short-term nature of the project and its difficulties in collecting data, the Ultra-Education ITAV programme has managed to draw out very positive outcomes from its engagement with students that took part in the program. Data collected from children's questionnaires, Rosenberg self-esteem questions and focus groups showed a successful outcome of the program.

There is an increase in self-esteem, and the difference in results is noticeable. Students who completed the Ultra Education program showed more self-concept, scoring higher regarding how they feel about themselves.

Across the scores, the self-esteem of the young people increased, showing growth in the student's confidence compared to the start of the programme. Through these results, it is possible to infer that the program delivered by Ultra-Education introducing the students to entrepreneurship has allowed students to gain an interest in learning new skills. It has positively impacted students' sense of belonging and competence. Taking on and mastering a new skill raised confidence and aspirations.

The three building blocks for self-esteem, confidence, competence, and connectedness are deeply rooted within the ultra-programme and its aims and objectives. The findings from the self-esteem questionnaire indicate that the young people who participated in the programme developed and gained an increased sense of confidence, self-identity, and a sense of belonging to new friends and being part of an organisation that had their development and success at heart. Through achieving their entrepreneurial quest and developing their ideas into tangible products, their sense of achievement in their ability was reinforced.

The data analysis of the surveys showed a (38%) increase in how students felt they were doing in school and (a 16%) increase in confidence and a positive attitude to learning upon completing the programme.

On Entrepreneurship skills, there is an increase of (7%) in the number of students responding positively in recognising that they have developed a range of skills centred around Entrepreneurship. The survey shows a (33%) increase in responses regarding the help and supports they receive from their parents to complete their homework. The ITAV program has positively influenced parents to become more engaged with their children's education. Students' engagement with extracurricular activities increased (61%), demonstrating their widened interest in activities that they were not connected to prior to the programme.

Community

The targets for community engagement have been successfully met with Ultra-Education building trust and relationships with the black families of the young people. Due to their institutional experiences, this group of black parents is less engaged and has less trust in working with organisations. Ultra-Education's work was central in supporting those parents to overcome those experiences and build resilience to navigate institutions. It is pivotal to relate the success of the Ultra-Education ITAV programme to the positionality of Ultra-Education as a black-staffed and managed organisation. Ultra-Education served as a catalyst to raise the aspirations of both children and parents.

Upon completing the Ultra-Education ITAV programme, students started engaging in more extracurricular activities delivered by providers in the community.

Overall, the results were excellent, as the holistic approach was culturally intuitive. This approach was transversal in supporting parents and raising young people's confidence and aspirations for the future.

The results are promising and positive, given that it was a short-term program. The project has been successful in connecting parents and young people within the community, developing their understanding of the range and mutually supportive community networks that exist.

Recommendations

The delivery of Ultra-Education's programme "It Takes a Village - Black Caribbean Boys of Excellence" faced challenges due to COVID-19 and cooperation with schools. In the context of these challenges, the achievement was exceptional.

Key recommendations for future development of the programme that needs to be considered for sustainability and continuing achievement are:

- Prioritise building communication and collaboration with schools.
- Continual development of the school's programme within schools.
- Improvements to the data collection process.
- Maintain the delivery strategy to be incorporated into the school's curriculum.
- Engage with the teachers and improve the understanding and conceptualisation of entrepreneurship and how it can be linked to the core subjects that they are teaching.
- An extension to the timeframe of project delivery.

Appendix A (Initial Survey)

Welcome to the Ultra Education Evaluation.

As part of your program with Ultra Education Entrepreneurial Training, we would like to ask you some questions about how you are getting on and how you are feeling about it.

All the answers you give are completely confidential.

So please answer them truthfully, and if you are not sure please ask the staff and they will help you.

We want to thank you for filling out these forms and giving us your time.

Evaluation Questions:

1. How well do you feel you are doing at school on a scale 1 to 10?

1	2	3	4	5	6	7	8	9	10
Struggling need more help			Average				Very Good		

Please circle which number applies to you

2. Please feel free to explain why you feel like that and what additional help do you need.

3. On a scale 1 to 10 how confident are you about learning new things?

1	2	3	4	5	6	7	8	9	10
Struggling need more help			Average				Very Good		

Please circle which number applies to you

4. What do you understand by the word of entrepreneurship?

5. Do you think you have skills too (please tick as many as you think you have)

- Recruit a team of your friends to play a game
- Listen to your friend's difficulties
- Speak to a large group of children or people about an idea you may have
- Find money for an idea you want to create
- Solve problems at your school / home
- Plan your activities so that you are able to do your school work
- Think about new ways of doing things, have ideas

6. How confident are you in creating your own project / game / business on a scale of 1 - 10?

1	2	3	4	5	6	7	8	9	10
Not confident			Average				Very confident		

Please circle which number applies to you

7. What words would you use to describe yourself? (please tick)

- o Curious – interested
- o Punctual – on time
- o Solution focused – work out problems and find a way out if you get stuck
- o Wise with money - saving pocket money
- o Creative – likes new ideas / new ways of doing things
- o Friendly – likes to mix / talk with friends and people
- o Happy – enjoy your activities / school / playtime

8. What statement is true about the support you get at home?

(Please tick as many as you think)

- I get help from my mum to do my homework
- My Mum would love to help me with homework, but she is very busy
- My older sister/ brother has too much homework to help me
- My older sister / brother helps me to do homework
- I help myself at home with homework
- My dad helps me with homework
- My dad is too busy to help me with homework
- I have other people to help me with homework
- I have fun with my family at weekends
- I spend time on my own with my Mum and or Dad.

9. Do you have time to relax / downtime and do what you want to do after school?

(Please circle which one you think best describes you)

- A** I have no time to relax / downtime, I am always very busy
- B** I have some time to relax / downtime, and do what I want to do
- C** I have lots of time to relax / down time and do what I want to do
- D** None of the above

10. Please feel free to tell us what after school activities you are involved with.

Questionnaire 2. How are you feeling about yourself?

Instructions:

Below is a list of statements dealing with general feelings about yourself.

- If you strongly agree, circle SA
- If you agree, circle A
- If you disagree, circle D
- If you strongly disagree, circle SD

11. On the whole, I am happy with myself.	SA	A	D	SD
12. At times, I think I could do better	SA	A	D	SD
13. I feel I have a number of good qualities.	SA	A	D	SD
14. I am able to do things as well as other children.	SA	A	D	SD
15. I feel I do not have much to be proud of.	SA	A	D	SD
16. I certainly feel at times I do not do things well	SA	A	D	SD
17. I feel I am a proud person	SA	A	D	SD
18. Sometimes I wish I could like myself more	SA	A	D	SD
19. I feel sometimes I could do things better	SA	A	D	SD

20. I think I am great	SA	A	D	SD
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Questions 1 & 2 How well do you feel you are doing at school? please feel free to explain why you feel like that and what additional help you need.

Scores between range of 7-10	Scores within the range of 5-7	Scores within the range of 1-5
66 students scored above 7	36 students scored above 5	15 students scored below 5
Why scored in this range- themes	Why scored in this range – themes	Why scored in this range – themes
The students said they didn't need help with their work. They are confident to work independently and the level of work undertaken. They said they work hard get support from home and do extra lessons. They liked the targets set as they could see how they were progressing.	Students expressed needing help within the classroom especially with maths and English. Struggling in lesson was linked to not enjoying school, and needed more help and support to understand challenges	Students who scored low on enjoyment with school found English and writing in particular a struggle and wanting more help and support.
Students getting additional support in maths and see how they are progressing, understanding the work with this support. Settling in to school making friends and improving behaviour all contributed to feeling good about school	Students who felt positive about extra support booster lesson said they enjoyed school and scored at the 7/10 mark	Students who found school boring and said they got into trouble for behaviour all said they struggled with the learning

Code

- 1-4 Struggling need more help
- 4-7 Average to good
- 7-10 very good

Total 116 students in total - 16 girls 100 boys 1 other

Question 3
How confident are you about learning new things?

Scores ranged between 7-10	Scores ranged between 5-7	Scores ranged 1-5
85 students scored above 7	24 students scored 5 and above	8 students scored below 5
Shows that majority of students feel confident about learning new things		

Question 4
What do you understand about the word Entrepreneurship?

Answers in the range of making or setting up own business	Answers that said they did not know or a straight no / not sure
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<p>80 students Range of explanations</p> <ul style="list-style-type: none"> · To set up own business · Create own job · Get a job at a young age · You have to have good ideas and passion and a good mentality · Maybe a scholarship · You get control and ownership · Having a hobby passion turn into a business · Specialise in multiple things · The concept of developing and managing a business venture in order to gain profit by taking risks to complete the work 	<p>37 students</p>
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Question 5

Do you think you have the skills to – These are skills that define an entrepreneur (no significant gender difference in answers)

1. Recruit a team of your friends to play a game	92 students
2. Listen to a friend's difficulties	18 Students
3. Speak to a large group of children / people about an idea you may have	2 students
4. Find money for an idea you ant to create	2 students
5. Solve problems at home or school	2 students
6. Plan activities so that you are able to do your school work	None
7. Think about ways of doing things, have ideas	Student

Question 6

How confident are you in creating your own projects / game / business

Scores ranged between 7-10	Scores ranged between 5-7	Scores ranged between 1-5
95 students	15 students	7 students

Question 7

What words would you use to describe yourself

1. Curious – interested	90 Students described themselves
2. Punctual – on time	11 Students described themselves
3. Solution focused – work out problems and find away out if you get stuck	6 Students described themselves
4. Wise with money	5 Students described themselves
5. Creative – likes new ideas/ new ways of doing things	3 Students described themselves
6. Friendly – likes to mix / talk with friend	2 Students described themselves
7. Happy – enjoy your activities / school /play time	0

Question 8

What statements are true about the support you get at home.
Respondents choose multiply answers the results as follows

1. I get help from my mum to do my homework	67 responses
2. My Mum would love to help me with homework, but she is busy	29 Responses
3. My older sister and brother has too much homework to help me	22 Responses
4. My older sister / brother helps me with home work	16 Responses
5. I help myself with homework	41 Responses
6. My Dad helps me with homework	34 Responses
7. My Dad is too busy to help me with homework	12 Responses
8. I have other people to help me with homework	14 Responses
9. I have fun with my family at weekends	63 Responses
10. I spend time on my own with my Mum and Dad	19 Responses

Questions 9

A I have no time to relax / downtime I am always busy	10 Respondents	
B I have some time to relax/downtime and do what I want to do	50 Respondents	

C I have lots of time to relax/downtime and do what I want to do	49 Respondents	
D None of the above	8 Respondents	

Question 10

Range of activities young people involved with outside of school.

- | | |
|---|----------------|
| 1. Additional maths and English lessons | 4 Respondents |
| 2. Football | 20 Respondents |
| 3. Sports swimming/Athletics Sport club | 27 Respondents |
| 4. Boxing | 4 Respondents |
| 5. Netball | 3 Respondents |
| 6. Drama/ Choir | 6 Respondents |
| 7. Fortnite / TV | 7 Respondents |
| 8. Afterschool activity | 8 Respondents |
| 9. Nothing / None | 13 Respondents |
| 10. No time for activity | 19 Respondents |
| 11. Mosque | 1 Respondent |
| 12. Homework Club | 3 Respondents |
| 13. Chilling out | 1 Respondents |
| 14. You tube / phone/tablet | 4 Respondents |
| 15. Coding | 4 Respondents |
| 16. Making things | 1 Respondent |

Self Esteem Questionnaire

	SA	A	D	SD	Total
11 (P)	69	46	3	0	118
12(Q)	51	65	2	0	118
13(R)	34	75	7	3	118
14(S)	44	62	12	4	118

15 (T)	17	21	45	35	118
16 (U)	19	55	32	12	118
17 (V)	32	67	10	9	118
18 (W)	13	35	35	35	118
19 (X)	26	83	9	10	118
20 (Y)	47	41	16	14	118

Appendix B (End Survey)

Ultra-Data analysis Questionnaire

Question 1 & 2 How well do you feel you are doing at school? please feel free to explain why you feel like that and what additional help you need.

Scores between range of 7-10	Scores within the range of 5-7	Scores within the range of 1-5
112 students scored above 7	8 students scored above 5	0 students scored below 5
Why scored in this range- themes	Why scored in this range – themes	Why scored in this range – themes

<p>The students said:</p> <ul style="list-style-type: none"> · Entrepreneurship has helped me develop an interest in school. · Since being on the programme I am more interested in school · I feel better about school I am able to ask for help · I have passion since the programme I can do what I love doing · I enjoy school more and I am better at school · I have improved in Maths and English · I have received praise from the teachers at school this makes me feel good · I am happy · Learning other things has helped me in school work · I have learnt to focus and concentrate more · Recognition I have ADHA and I am getting support · Recognition of qualities I have Confident Brave · Feel good about myself and I am smart · Getting support and help. 	<p>The students said:</p> <ul style="list-style-type: none"> · I find it hard to write stories · I am struggling at school · I am learning to concentrate · I am getting better at school 	

Code

- 1-4 Struggling need more help
- 4-7 Average to good
- 7-10 very good

Totals 120 students in total - 9 girls 108 boys 1 other 2 prefer not to say
 The number of the cohort changed slightly increase of 4 students.

Question 3
 How confident are you about learning new things?

Scores ranged between 7-10	Scores ranged between 5-7	Scores ranged 1-5
107 students scored above 7	11 students scored 5 and above	2 students scored below 5
Shows that majority of students feel confident about learning new things		

Question 4
 What do you understand about the word Entrepreneurship?

Answers in the range of making or setting up own business	Answers that said they did not know or a straight no / not sure
119 students Range of explanations <ul style="list-style-type: none"> · To set up own business · Create own job · Doing what you love · Being your own boss · Creating something you love and making money out of it · Creating an idea and making it into a business 	1 student did not respond

Question 5
 Do you think you have the skills to – These are skills that define an entrepreneur (no significant gender difference in answers)

8. Recruit a team of your friends to play a game	86 students
9. Listen to a friend's difficulties	28 Students
10. Speak to a large group of children / people about an idea you may have	3 students

11. Find money for an idea you want to create	3 students
12. Solve problems at home or school	1 student
13. Plan activities so that you are able to do your school work	None
14. Think about ways of doing things, have ideas	none

Question 6

How confident are you in creating your own projects / game / business

Scores ranged between 7-10	Scores ranged between 5-7	Scores ranged between 1-5
103 students	15 students	2 students

Question 7

What words would you use to describe yourself

8. Curious – interested	92 Students described themselves
9. Punctual – on time	10 Students described themselves
10. Solution focused – work out problems and find away out if you get stuck	12 Students described themselves
11. Wise with money	5 Students described themselves

12. Creative – likes new ideas/ new ways of doing things	0 Students described themselves
13. Friendly – likes to mix / talk with friend	0 Students described themselves
14. Happy – enjoy your activities / school /play time	0
15. None response	1

Question 8

What statements are true about the support you get at home.

Respondents choose multiply answers the results as follows

11. I get help from my mum to do my homework	70 responses
12. My Mum would love t help me with homework, but she is busy	13 Responses
13. My older sister and brother has too much homework to help me	12 Responses
14. My older sister / brother helps me with home work	16 Responses
15. I help myself with homework	49 Responses
16. My Dad helps me with homework	36 Responses
17. My Dad is to busy to help me with homework	1 Responses
18. I have other people to help me with homework	34 Responses

19. I have fun with my family at weekends	43 Responses
20. I spend time on my own with my Mum and Dad	6 Responses

Questions 9

A I have no time to relax / downtime I am always busy	12 Respondents	
B I have some time to relax/downtime and do what I want to do	47 Respondents	
C I have lots of time to relax/downtime and do what I want to do	54 Respondents	
D None of the above	7 Respondents	

Question 10

Range of activities young people involved with outside of school.

17. Additional maths and English lessons	5 Respondents
18. Football	42 Respondents
19. Sports swimming/Athletics Sport club	31 Respondents
20. Boxing	1 Respondents
21. Netball / basketball	8 Respondents
22. Drama/ Choir /music	10 Respondents
23. Fortnite / TV	3 Respondents
24. Afterschool activity	11 Respondents
25. Nothing / None	8 Respondents
26. No time for activity	0 Respondents
27. Mosque	0 Respondent
28. Homework Club	2 Respondents
29. Chilling out	1 Respondents
30. You tube / phone/tablet	0 Respondents
31. Coding	11 Respondents
32. Making things	10Respondent
33. Ultra additional activity	1 Respondent

Self Esteem Questionnaire

	SA	A	D	SD	Total
11 (P)	95	17	3	5	120
12(Q)	72	32	8	7	120
13(R)	52	64	3	1	120
14(S)	56	57	4	3	120
15 (T)	7	20	41	52	120
16 (U)	6	31	41	42	120
17 (V)	66	50	2	2	120
18 (W)	18	32	29	41	120
19 (X)	26	62	17	12	120
20 (Y)	71	45	2	2	120

Appendix C (Children Focus Group)

Focus Group

12-1PM

Group 5/6 children

Introductions\ Icebreaker

Probing questions:

- Q1) What was the ultra-education program?
 - Q2) What did it mean for you?
 - Q3) what did you gain with it?
 - Q5) Do you do any other activities outside the school?
 - Q6) what are your aspirations for the future?
-

It Takes a Village (The Village) will achieve the following outcomes

Identifying the Surveys:

- Ø Child survey x2: to include confidence/aspiration and community activities they are involved with.

Objectives on the program for children

- **Increased confidence by 25%** - We will use confidence-based assessments taken by child, teacher, and parent where applicable to determine an increase in the baseline assessment

- **Improved grades by 20%** - Based on KS1, KS2 progress reports at target schools
- **Improved behaviour by 15%** - We will track this using school reports via SIM's data, teacher, and parent feedback
- **Increased aspiration by 20%** - Measured using qualitative surveys and questionnaires with the children, parents, and teachers. Tracking engagement with extra-curricular activities and ability to articulate ambition

Appendix D (Parents Focus Group)

Parents Focus Group

Open Questions

1. In your view how has the Ultra Entrepreneur course helped your child?

2. In your view how comfortable do you feel speaking with teachers?
3. Are you aware of the education framework?
4. Do teachers discuss the above categories with you? Can you give examples

5. **Teacher/ Parent /Student relationship**
6. Teacher gives support given to your child yes/ no

7. Communication with you about behaviour positive /negative - is it helpful if not why not?

8. Is your child happy at school? Yes/no

9. Complaints and communication - do you know how to raise a complaint or a concern?
10. Does the teacher have positive regard for child and you as a parent?
11. Are your daily life needs and demands understood by the teachers / school?

Support Learning at Home

12. Who supports your child with home work at home ?

13. Do you have enough quite space / space resources at home?
14. Do you need any additional support such as the following:
 - a. Additional resources books / trips / tutors etc
 - b. Uniform
 - c. After school activities cost etc
 - d. ICT equipment and Wifi access.

15. Partnership working with Ultra and School

16. What do you think needs to be improved?

17. How can Ultra Education help you get this extra support?