



Learning Momentum
Broadening Horizons
Summer Wellbeing

+ Fun

Impact Report

Vacation Education 2016

Supporters: Aldgate and Allhallows Foundation, Brakes, Careers and Enterprise Fund, Esmee Fairbairn Foundation, Goldman Sachs, Methods Analytics, Monument Trust, Nationwide, Salesforce

FUTURE VERSITY
WHERE THINGS
CAN HAPPEN

'This 2016 Vacation Education report demonstrates the difference an enrichment programme can make to young people. Its framework focuses on 'the Education Blind Spot' those 170 days, when our schools are closed and not truly yet monopolised by our UK systems. This is the type of programme that can change communities and we should be promoting such efforts and learning to policy makers and commissioners at every opportunity.'

Lindsay Graham - Policy Expert
School Holiday Food Provision



Vacation Education -Executive Summary

This report highlights the positive impact that Vacation Education has had on young participants from summer 2016 and follows on from the success of the 2015 pilot programme.

Building on the lessons learned with smaller participant numbers in 2015, we doubled engagement to 150 young people and engaged participants from six London boroughs. Vacation Education has maintained the participants' wellbeing and learning momentum over the long summer break from school and achieved our ultimate goal of improving both, as well as raising aspirations and enhancing career learning.

Eight weeks post programme we brought everyone together again. We asked them a range of questions focusing on changes in their attitudes and behaviour when back at school: **100%** found it easier to settle into school after the summer programme than in previous years; **100%** were taking more responsibility for themselves; **73.9%** were more motivated to do well; **87%** were happier than in previous years; **65%** were asking more questions in class; **61%** had engaged in new activities and **78%** had made new friends.

As a very small charity we made a conscious effort to put a rigorous evaluation process in place to measure impact and along with teacher interviews, it confirms a noticeable, positive impact which replicates last year's results which concluded with increased GCSE attainment and raised destination aspirations.

Our wellbeing questionnaire highlighted some disturbing and sad information on how young people who come from disadvantaged backgrounds feel about the summer holiday break. When the school gates close and all of the support mechanisms available during term time are no longer available, a significant percentage of our group struggled: **33%** said they experienced isolation and were lonely; **20%** said they found life tougher; **15%** said they would rather be in school and over a **36%** said they ate better when in school.

Throughout the project we worked with young people from a wide range of ethnic backgrounds, **70%** were in receipt of free school meals and interestingly we attracted a high number of female participants, a group difficult to engage in other youth service provision in Tower Hamlets.

We engaged young people from 10 schools and evaluation results provide very clear



evidence that there was a significant change in positive attitudes to people from different backgrounds that developed as a result of mixing everyone. Post programme there was an increase of **65%** of participants who found it easy to get along with everyone and a **31%** increase in those who liked to meet people from different backgrounds.

In 2016 we deliberately targeted a younger year group than last year, selecting Year 9 students in the main, asserting that intervention at this stage would help form positive, more mature attitudes ahead of GCSE study. This view was endorsed as we were surprised at how many work related concepts and skills were completely new to the group. We are really proud of the significant positive increases in these core capabilities: resilience, self-assuredness, self-awareness, receptiveness and drive. Analysing 50 impact measurements collectively we are able to verify an average **27%** increase in drive, **15%** increase in self-assuredness, **21%** increase in resilience, **17%** in self awareness and **21%** increase in receptiveness. Skills we know from previous years, stay with young people and help them in their school lives.

Key to achieving these significant changes was the involvement of **220** business volunteers providing **1,320** hours support, providing informal careers learning.

All activities involving volunteers were voted as **most enjoyed** by young people, with each one interacting with at least **10** volunteers, experiencing up to **3** work place visits and gaining information on a wide range of careers and apprenticeship schemes.

Overall we provided **3,000** breakfasts and lunches, a minimum of **2,100** hours exercise, journeys on public transport across all of London, support, companionship, new cultural/art experiences and fun activities, such as water sports.

With two years' impact data available to support the outcomes of Vacation Education, we are fully committed to the journey we have embarked on to raise the profile of the damaging, cumulative effects of '**empty summers**' for a significant number of young people

across the UK.

The next stage in the development of Vacation Education is to work with others already operating in this area to significantly increase awareness and develop collaborative approaches to tackling the human cost of summer school breaks.

We firmly believe that we have identified an **'educational blind spot'** which policy makers need to turn their attention to as a matter of urgency.

This report provides valuable evidence that the framework of activities delivered through Vacation Education could be a 'game changer' in helping young people across the U.K. living in disadvantage, to overcome some of the educational inequality they face. It does not impinge on precious teaching time in school, it is a collaborative approach, easily delivered at local level and as a by-product helps to reduce anti-social behaviour, support mental health and offset the issues faced with lack of access to free school meals in the holiday periods.

With some high profile 'big hitters' like **Jamie Oliver** raising the profile of this issue, our ultimate vision is that schools in deprived areas keep their doors open during school breaks, but not only to make use of **dormant kitchens** but equally important to act as 'hubs' where all sorts of innovative, fun and skill building activities can be offered to young people who face the prospect of a childhood of **empty summers**.



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The Cost of School Holidays

Young people aged 4-18 in the UK spend 20% of their year not in school (98 days - excluding weekends). When the school gates close a multitude of issues arise for those from more disadvantaged backgrounds which affects their wellbeing, learning and motivation and cumulatively, year on year, leads to an attainment gap FutureVersity has identified as **‘the Educational Blind Spot’**.

School holidays can bring greater financial pressures, food insecurity, isolation and poor health (Rai 2015). This is a time when some children can fall behind their peers in terms of educational attainment partly because they miss out on many of the enrichment activities enjoyed by their more affluent peers such as sporting, cultural and learning activities, but also because their health and wellbeing suffers. Alexander et al. (2007) claim that more than half of the achievement gap between lower- and higher-income young people can be explained by unequal access to summer learning opportunities.

Wellbeing is directly affected by ‘holiday hunger’, now recognised widely due to lack of provision of free school meals. Usage of foodbanks is much higher during school holiday periods. Trussel Trust reported a 21% increase in usage in August 2014 compared to June.

The programme framework developed for Vacation Education is based on research by the Impetus Trust, the Education Employers Taskforce and RAND Education. It consists of non-formal learning activities run across school holidays helping young people to:

- Develop and improve the skills employers want in the form of six vital core capabilities that are critical to access and succeed in the workplace: self-awareness, receptiveness, drive, self-assuredness, resilience and being informed.
- Have 10 or more direct engagements with a wide range of employers to help inform career choices and build networks, which the Education Employers Taskforce has shown makes young people 20% less likely to become NEET.
- Experience extended engagement of 80+ hours which is proven by RAND to provide impact that lasts 2+ years

Attending “Vacation Education” is only the start of a journey; a journey spanning several years’ engagement with participants returning as **Peer Motivator** to inspire and guide the next cohorts before becoming an active member of our alumni community.

A young girl with dark hair in a ponytail, wearing a light green long-sleeved shirt and a colorful floral apron, is focused on stirring a large bowl of red sauce with a wooden spoon. She is in a bright kitchen with large windows in the background. Other people are visible in the background, including a girl in a blue hoodie and another person in a dark blue shirt. The table is cluttered with various kitchen items like a bottle of oil, a muffin tray, and several bowls.

More recent research produced by
Northumbria University:

**“School Holiday Food Provision in
the U.K., A qualitative investigation
of needs, benefits and potential
for development”**

Offers a timely contribution to the
research literature in this area. Their
report highlights the value of holiday
clubs across communities of varying
levels of deprivation and shows the
potential for school and community
based clubs to support families in
ways that promote the alleviation of
hunger.



Vacation Education primarily takes place in the summer holidays. Participants have access to 80+ hours of FREE, purposeful activities.

In 2015 we ran the first pilot with 75 young people across 3 centres in Tower Hamlets and Islington. They were identified by their schools as most likely to benefit, however participation was voluntary.

In 2016 we doubled the number of participants [150] and worked with young people from 10 schools in Tower Hamlets, Newham, Lambeth, Waltham Forest, Hackney and Islington.

The programme saw participants attend 2 days per week for 5 weeks. Each day was a journey of discovery with a wide range of planned activities which included: museum trips, orienteering, cooking skills, enterprise challenges, entrepreneurship, London sight-seeing, water sports and drama.

Aimed at reducing the cumulative impact of multiple problems that are as a direct result of school breaks, the aims of the programme are to:

- Support general wellbeing- address food poverty, provide a safe environment, provide guidance and support for healthier lifestyles and support mental health;
- Build core capabilities (super powers) - resilience, drive, self assuredness, self awareness, receptiveness and being informed;
- Broaden horizons (improve personal and social capital) through new experiences and relationships;
- Support learning momentum - reduce summer learning loss; prepare better for new school term.

Summer 2016 - Overview and Findings

METHODS

In total we recruited 150 participants as a result of 300 referrals. In the main, but not exclusively, these were identified from teachers of participating schools: **Central Foundation Girls School, Eastlea Community School, Lambeth Academy, Lammas School and Sixth Form, St Paul's Way Trust School and from Think Forward coaches in Tower Hamlets and Islington.**

We held **8** information events from April to July which were attended by young people, teachers and parents.

Initially we planned to run the programme in 6 centres, but due to fluctuating daily attendance, it was more logical to consolidate the groups to run activities, with Central Foundation Girls School being the main hub.

This created some travel issues but these were worth it given the very positive benefits of mixing young people from many different backgrounds together.

Our average daily attendance over the 5 weeks was 60 young people. Visiting relatives, helping to look after siblings and sickness were the main reasons given for non-attendance. A large number of the cohort had 100% attendance.

In order to build on our impact data process from last year, we adopted further robust evaluation measurement, which involved multiple methods of data collection. these included:

- Collection of baseline data from teachers relating to FSM/pupil premium entitlement, ethnicity, attendance, behavioural issues, SEN and predicted grades;
- Pre and post capabilities/super powers [short term/medium term] questionnaires. These were developed with pro bono support from SHL Ltd and aimed at measuring awareness and development of all 6 capabilities for work [Impepus Trust framework];
- Pre and post questionnaires capturing information on Experiences, e.g. previous interaction with business volunteers, travel to other parts of London etc.;
- Pre and post programme wellbeing questionnaire based on the NPC framework;
- Daily worksheets capturing views on each activity;
- Case studies – video and written copy;
- Teacher interviews: Pre & Post Programme;
- Volunteer questionnaires;
- Parent telephone interviews;
- Tutor reviews.



In total we adopted over 50 metrics and secured pro bono support from Methods Analytics to help with analysis.

To date we have been unable to resource a control group analysis however this is being planned as part of our 2017 evaluation framework.

The sample size selected for this Impact Report is 20% of the total group size, made up of a mix of participants from different schools. This group had 100% attendance and completed all of the pre and post programme questionnaires.

In terms of the social action element of the project, we received 35 applications from 17-24 year olds who applied for the position of young volunteers to support programme delivery [Peer Motivators]. Following an interview process we selected 20. We are delighted that 8 had participated in last year's Vacation Education programme. Each Peer received 4 full days training in advance of the programme which included an accredited First Aid element. Following the programme, some went on to support other local charities by organising fundraising events.

We had 100% retention rate for Peers who also completed pre and post programme questionnaire to measure their development of the core capabilities.



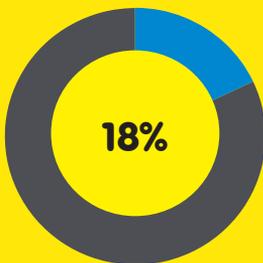
PARTICIPANT PROFILE

Vacation Education targets young people from a multitude of different backgrounds and demographics. To form a clearer picture of their make-up, we collected data from their schools and also sought their views on summer holidays:

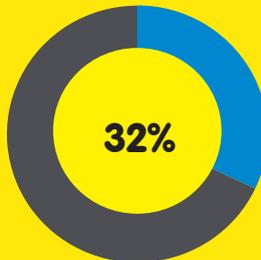
- The age range of participants was between 13 and 16 years old;
- 70% of participants were in receipt of free school meals;
- Participants come from: Tower Hamlets, Newham, Lambeth, Islington, Hackney and Waltham Forest;
- Participants covered a range of ethnic backgrounds, with the majority being either Bangladeshi/Pakistani (41%); the next target group was Black Caribbean/Black African (29%) ethnicity;
- The programme is not gender specific, interestingly there were 75% females and 25% males;
- Almost one in four participants stated that they 'get bored a lot' during summer vacation with the highest reported activity being 'lying in bed';
- Many were identified by their teachers as having one or more of these characteristics:- coming from difficult home circumstances, lacking motivation in school, or having behavioural problems.

What things do you normally do in the summer holidays?

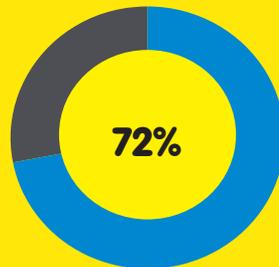
Hang about on the streets



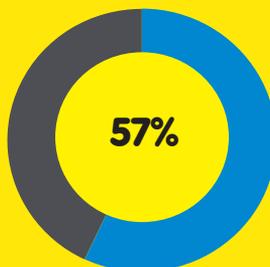
Do not do anything



Lie in bed a lot



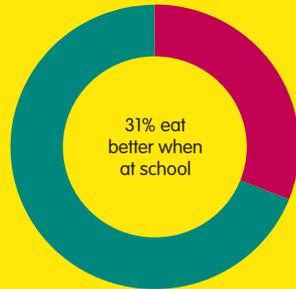
Get bored a lot



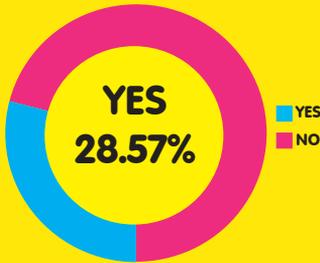
SUMMER ATTITUDES

We were keen to gauge the attitudes and feelings that the young people had in relation to summer. We asked the following questions to find out about their wellbeing:

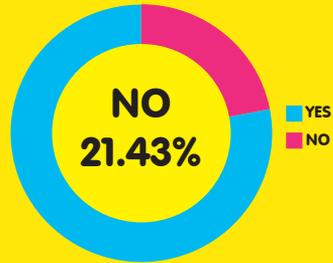
Do you eat better when at school?



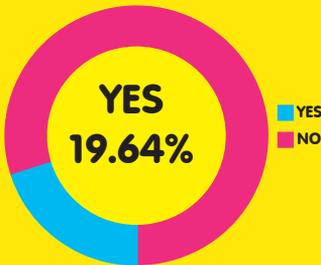
Do you get lonely in the summer?



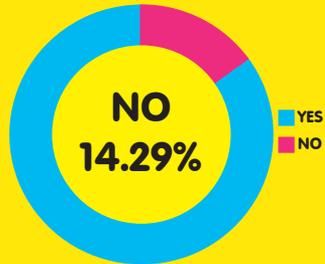
Are you happier in summer?



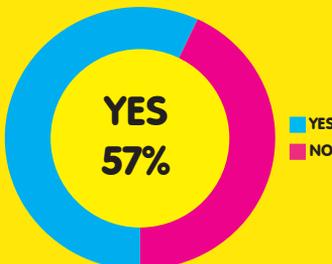
Do you find life tougher in summer?



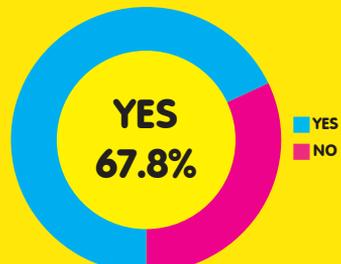
Do you like being off in summer?



I exercise less in summer



I find it hard to concentrate when I get back to school



Summer 2016 - Overview and Findings

IMPACT

We identified **5 core areas of Impact**.

These are:

- Participation
- Learning Momentum
- Wellbeing
- Superpowers
- Broadening Horizons and widening participation

Participation

100% of participants said they would take part in the programme again and would recommend it to their friends.

Learning Momentum

- 94% of participants said what they had learnt would impact positively on their return to school
- 87% said they were happier than previous years when they returned to school
- 65% said that they were now asking more questions
- 74% said they were more motivated to do well than before
- 65% had taken on new activities
- 78% had made new friends

Wellbeing

92% of participants said they had been more active than in previous summers and 55% said they had eaten better. Each young person received up to 10 healthy breakfasts and lunches. Young people also had access to healthy snacks during the day while participating on the programme.

‘Superpowers’ – core capabilities for work

We asked 50 questions both pre and post programme to capture awareness of and growth of these core capabilities. We averaged responses:

- Drive - increase of 27%
- Self-assuredness - increase of 15%

- Resilience - increase of 21%
- Self- awareness - increase of 17%
- Receptiveness - increase of 21%

Broadening Horizons and Wider Participation

Exceptional progress was made in terms of integration and broadening horizons. By mixing groups from different schools together and engaging them in a wide range of challenges there were significant changes in attitudes.

Strikingly, pre programme only **2%** of young people said that they found it easy to get along with everyone. Post programme this changed to **68%**, a massive **66%** positive shift.

Similarly, there were positive changes in their attitudes to meeting new people and meeting people from different backgrounds. I enjoy meeting new people increased from **49%** to **66%**.

The team building aspect of the challenges also resulted in the participant's attitudes changing dramatically. Pre programme only **2%** said they worked well in a team and post programme, **66%** said they did.

The success of this part of the programme cannot be underestimated. This offers an innovative way to build community cohesiveness and break down barriers.

Summary of Findings

Building on learning from last year's programme and the positive impacts that stayed with participants throughout the year, we are incredibly proud of the results achieved in summer 2016.

This is a unique programme aimed at tackling the multiple negative impacts of summer holidays for young people from disadvantaged backgrounds and in many ways we feel we have achieved our aims.

We remain committed to the Impetus Trust framework as an effective way of building skills for life and work as it is clear that these resonate with young people who utilise them on their return to school, impacting positively on their learning.

We also remain committed to multiple opportunities for young people to engage with business volunteers. Participants recorded this as the most enjoyable part of the programme.

Summer 2016 - Overview and Findings

The opportunity to mix with others from different backgrounds, visit new places and experience new things resulted in 100% participants saying they enjoyed the programme.

Picking up on our pre programme survey which highlighted the social isolation many feel we are certain that the opportunities offered by Vacation Education supported the young people to feel happier and healthier than in previous summers.

Evidence suggests that participants used their knowledge and new skills on return to school with 100% saying they found it easier to settle back into school than previous years and that they were taking responsibility for themselves.

Very interestingly 65% were engaging better by asking more questions in class, 61% had travelled outside their area as opposed to under 25% pre programme, 65% had taken up new activities, 78% had made new friends and 87% said they were happier than in previous years.

These are all excellent signs that they were participating better and taking greater advantage of opportunities to broaden their experiences and learning.

The integral weaving of business volunteers throughout the programme has been a contributing factor to its success. Providing multiple opportunities to work side by side with people from the world of work provides valuable career learning.

DRIVE

I enjoy working hard

Up 40%

I like being in school

Up 23%

I finish what I start

Up 19%

**Overall Average
Improvement in
Drive**

27%



SELF ASSURED

I am good at speaking with people I don't know

Up 15%

I have confidence in myself

Up 17%

I make the best of bad situations

Up 12%

Overall Average Improvement in Self Assuredness

15%

RESILIENT

I don't find changing plans frustrating

Up 17%

Under pressure I keep calm

Up 17%

I make the best of bad situations

Up 12%

Overall Average Improvement in Resilience

21%

SELF AWARE

I know what I'm good at:

Up 12%

I find it easy to stay in control of my emotions in stressful situations:

Up 21%

Overall Average
Improvement in Self
Awareness

17%

RECEPTIVE

I always learn from my mistakes:

Up 12%

I frequently ask questions in school:

Up 23%

I want to learn new things:

Up 17%

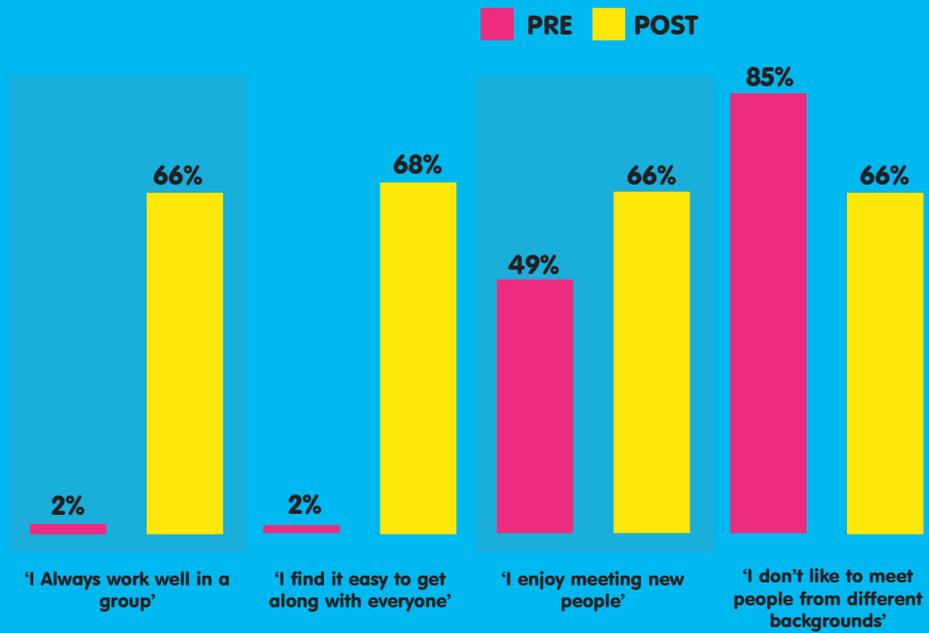
Overall Average
Improvement in
Receptiveness

21%

INTEGRATION AND BROADENING HORIZONS

We remain convinced following the results from both pilot projects that the activities we have developed help raise awareness of and develop these skills and assist young people in their personal, school and future work lives. These changes were acquired in just 10 days and post evaluation carried out 8 weeks later indicates these skills have been retained.

Through informal learning and interaction with people from the world of work, participants begin to see more closely the correlation between what they can gain from school and how this will impact on what they can learn in school and how this will impact on the rest of their lives.



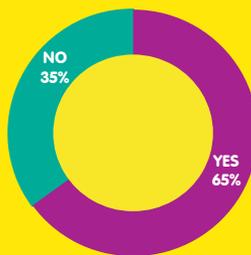
October 2016 - Overview and Finding

We followed up with participants who had undertaken the summer course at the end of October to see if there were noticeable improvements in school. The following questions were asked:

Did you find it easier than others to settle back into school after the summer?



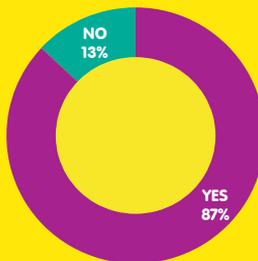
Have you asked more questions in class than before the summer?



Do you take responsibility for yourself more now you have completed the programme?



Did you find it easier than others to settle back into school after the summer?



Have you travelled outside your area since summer?



Have you made any new friends?



Have you taken on any new activities?



Are you more motivated to do well than before?



Lessons Learned

Now in its second year of operation and with 225 participants in total, we have learnt a lot about delivering a voluntary participation programme during summer holiday periods.

To help others working in this area, we can share some key lessons learned and how we plan to incorporate these in future delivery:

Delivery format: Programme facilitators, staff and students reported that the current structure of VE running two days per week over five weeks was inconvenient for multiple reasons. Most significantly, while it kept participants occupied for much of the summer, it meant that other young people who wanted to join but could not commit to all five weeks could not participate as they were expected to attend the whole programme. This did have an impact on attendance.

Solution: We will be offering a more flexible delivery approach incorporating the current model but also offering programmes running over 10 days in a 2 week block.

Activities: For VE 2016 we tried out some new activities and trips including a Multi Sports Day, Play in a Day and Watersports. While these activities went well, they were very expensive and it was difficult to control the young people's experience as we were dependent on others for delivery. This could be especially problematic when rolling out VE for more young people in different parts of the country because we will have less knowledge of the services outside of London and it will be more difficult to ensure that the quality of the experience is the same for each cohort.

Solution: We have concluded that the majority of activities should be delivered by trained VE programme facilitators wherever possible. This ensures that the programme is more affordable, easier to replicate (which is essential if we are to effectively measure impact), and means that we have more control over the quality of the activities. As a result we will be including new activities such as a Wellbeing day and STEM day in future programmes.

Food: Food provision was a challenge this year as we often did not have access to kitchens at venues which meant that we could only provide cold food.

Solution: For VE 2017 we will endeavour to only work in centres with kitchen facilities so that we can provide the young people with nutritious meals daily. Our corporate partner, food distribution giant Brakes, has agreed to develop suitable meal plans and will supply us with volunteers to prepare the food for the young people at the venue.

Partners

A very significant contributing factor to the success of VE is the fact that it brings together a number of partners: schools, teachers, parents, tutors, employers, business volunteers, other charitable organisations and community groups.

We are indebted to everyone who has provided much needed funding which allows us to deliver this action research project. Equally we have sought pro bono support at every turn in order to reduce costs.

It matters to us what people think:

“This initiative has provided such powerful and far reaching opportunities for students at our school, enabling individual growth and empowerment, that will have long term benefits for both them as individuals and society in general.”

Yvonne Winkelman, Eastlea Community School

“As a head of year who has worked with many students from difficult backgrounds, I always worry about the lack of positive activities to engage students during the summer. Therefore, when I heard about the Vacation Education programme, I was determined to get as many students on the programme particularly students from hard to reach backgrounds. The Vacation Education programme was a fantastic opportunity for these students. It gave them something positive to focus on, they learnt key skills and built relationships with staff who then supported them throughout year 11. After the summer, I noticed a huge change in these students, they were more focussed, determined and had really grown during that summer period.”

Marisa Bruce, St Paul's Way Trust School

We are incredibly grateful to our partners in this programme who provided funding, volunteers, in-kind resources, pro-bono support and advice:

Barclays	Plan Zeroes	Brakes
Holiday Kitchen	Princes Trust - Poplar	Careers and Enterprise
Lindsay Graham	Proof Drinks	Company
Mercer	Salesforce	Goldman Sachs
Methods	Think Forward	The Monument Trust
Nomura		
Nationwide		

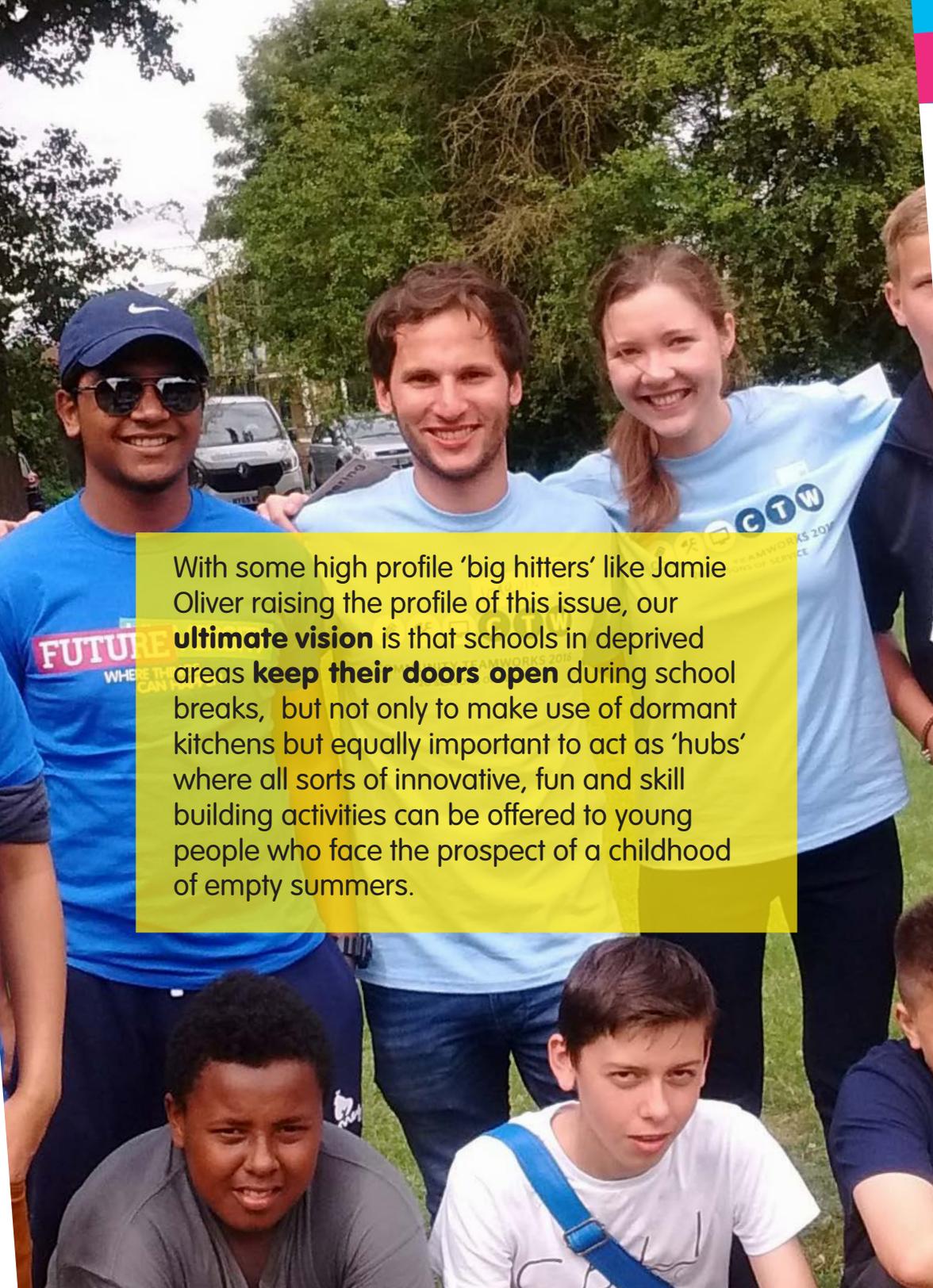


This report was developed and the analysis within undertaken by Methods Analytics limited without fee, as a contribution to Futureversity



This is an amazing programme that teaches in a fun way, fully engaging the students, whilst keeping them warm, off the streets and making sure that they have a nutritious meal during school holidays.

Ken McMeikan – Brakes Group CEO



With some high profile 'big hitters' like Jamie Oliver raising the profile of this issue, our **ultimate vision** is that schools in deprived areas **keep their doors open** during school breaks, but not only to make use of dormant kitchens but equally important to act as 'hubs' where all sorts of innovative, fun and skill building activities can be offered to young people who face the prospect of a childhood of empty summers.

It is a fact that there are very significant numbers of young people in the UK who experience 'empty summers'. When school gates close they can be subject to multiple problems which impact negatively on their personal, social and emotional wellbeing.

While there is currently a lack of research evidence in the UK to fully support that the effects of the above, cumulatively year after year, lead to an attainment gap, there is a growing recognition from policy makers that this is very likely to be the case.

Vacation Education plays a valuable part as it can credibly add to this evidence base. At its most simple, our young people who have been 'purposefully' engaged and supported during long summer holidays are happier than previous years and much more prepared when they return to school.

However, Vacation Education is much more than this. The development of core capabilities for work and multiple interactions with business volunteers and work place visits, offer innovative career learning which goes beyond the normal 'summer club' offering.

While there continues to be a disconnect between what employers are looking for in preparedness of young people for work and how they leave the education sector, and with schools struggling to provide relevant career learning within the time available, it makes good sense for those young people who have absolutely nothing to do in long summers, to take part in non-formal learning which will aid their social mobility.

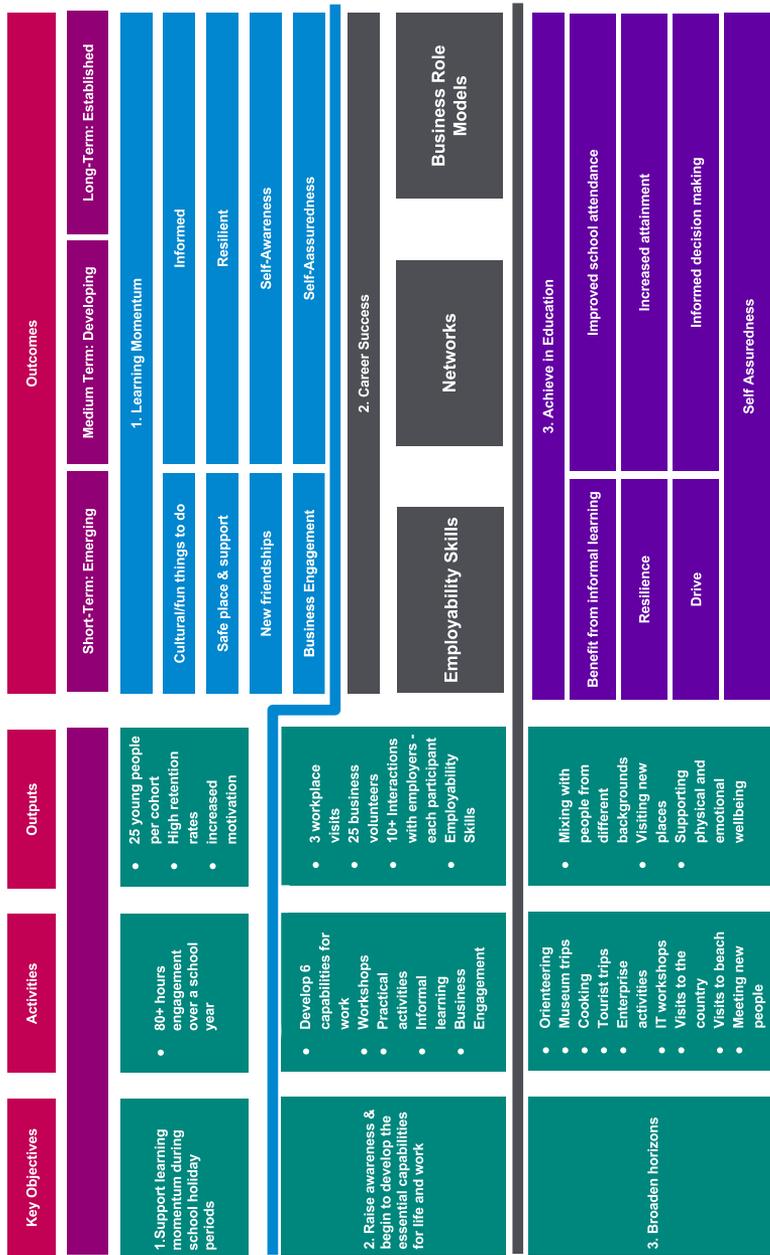
Our vision is to help others to deliver Vacation Education across London and in other parts of the UK, to build on the evidence we have collated over the last two years and lobby for the statutory provision for those young people most in need.

Failure to address the numerous negative effects of non-term time periods will have disastrous consequences on the futures of many young people and as a society we will struggle to get to grips with the divisions that exist.

If you are interested in learning more about our work or would like to offer your support and help, we are very interested to hear from you.

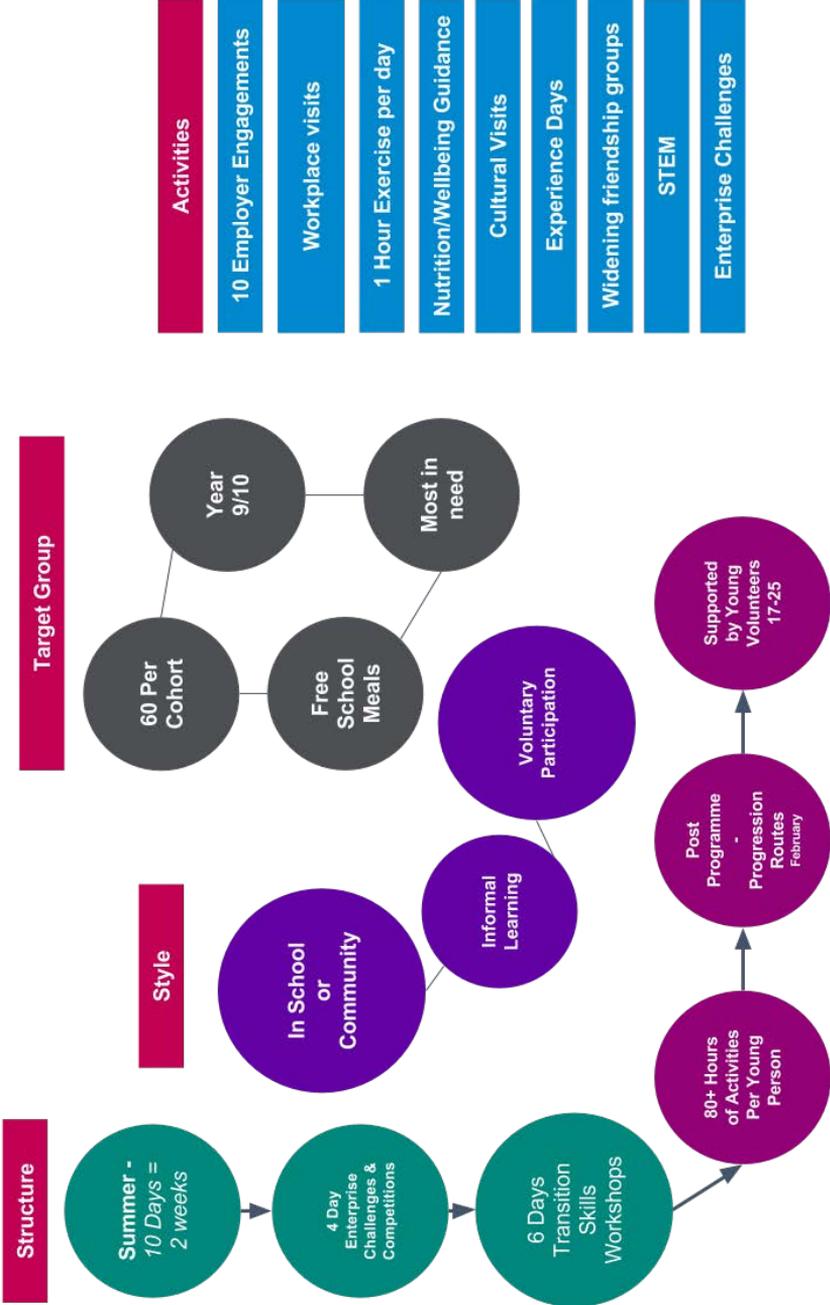
Theory of Change

Stemming the negative effects of school holidays and rebalancing educational inequality through supporting wellbeing, learning momentum and broadening horizons for vulnerable young people.



Service Aim:

To provide purposeful fun activities to support learning momentum, develop 5 Super Powers and broaden horizons.



Vacation Education Programme Framework

Day 1	Day 2	Day 3	Day 4	Day 5
Orienteering	Tripadvisor Challenge	Multi - Sports Day	Weird Science	Play in A Day
Young people compete against each other using basic navigational tools to move from point to point in unfamiliar terrain.	Young people are split into groups and presented with an envelope out of which they pick 2 historical/ cultural sites in London to visit. They must plan their routes to the chosen venues and write a short 'TripAdvisor' type review regarding the suitability of the venue for young people and families.	Young people participate in a sports themed day which includes the following: Softball Volleyball Badminton Flag Football Old School Sports Relay Young people are put into teams, and compete in a league.	The Science Museum deliver a roadshow introducing the young people to the material world. With experiments designed to shock and entertain, as well as educate. Experiments include: -The Material World - Supercool Show -It Takes Guts	Young people are split into groups to develop a play around the central theme of the six superpowers: being informed, drive, resilience, receptiveness, self-awareness and self-assured.
Drive, Self Assuredness	Self Awareness, Receptiveness	Resilience, Drive	Being Informed, Receptiveness	All Capabilities



Day 6	Day 7	Day 8	Day 9	Day 10
Soap Box Enterprise	City Challenge	Dragons Den	Water Sports	Celebration
Young people work in teams with business roles and aims to imagine, plan, design, manufacture, package, promote and pitch their own soap product.	Young people split into groups, assigning roles to each team member and must then plan and prepare using the internet and maps to set out their route to visit 10 sites across London. Teams compete against each other.	Young people are split into groups and given the morning to develop businesses and presentations around the theme of products and services aimed at young people. They are judged by a panel of dragons in the afternoon.	As a treat for all of their hard work, young people participate in the following activities at the Olympic Water Sports Training Centre: -Kayaking -Frisbee Golf -Rafting	This is the conclusion of the course. Young people celebrate their achievement over the past 10 days.
Drive, Resilience	All Capabilities	All Capabilities	Resilience, Self-Assuredness	All Capabilities





“ One of the ways we can bridge the social divide is by ensuring all young people have equal access to work related knowledge that will guide and prepare them for the next stage of their lives” - HM Chief Inspector, Sir Michael Wilshaw

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