



JON EGGING TRUST FINAL REPORT

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List of abbreviations:

M: mean value

N: sample size

SD: standard deviation

p: p-value (probability)

Executive Summary

[Jon Egging Trust](#) (JET) believe that every young person should have access to the same quality of opportunities and leave school with the confidence, resilience, and self-belief to succeed and fulfil their potential. With this objective in view, JET offers long-term support to young people from vulnerable backgrounds who are likely to struggle to engage at school. JET delivers outreach programmes named [Blue Skies](#)¹ (Level 1,2,3) and [Inspirational Outreach](#)² (bespoke impact days) to young people to raise their aspirations and empower them. The programmes are delivered with a range of partners, including the RAF (Scampton, Odiham, Wittering, Waddington, Brize, Coningsby, Marham, Valley, Honington, and Cranwell), NATs, Northrop Grumman, BAE Systems, Microsoft, QinetiQ, Boeing, Rolls Royce, and Ascent (see Appendix E for a full list of partners). JET's provision is unique nationally in the breadth and scope of its work which complements the school curriculum. Indeed, the research team is not aware of another third sector organisation that provides such in-depth support within schools at the secondary education level; this means that JET has a Unique Selling Point through its work to support young people.

The evaluation of JET's Youth Programme has been undertaken by the Institute for Social Innovation and Impact (ISII) at the University of Northampton. This report presents the full evaluation of the JET Youth Programme and includes a literature review; methods; data collection and analysis; limitations; and recommendations sections. The data showcases data collected between April 2021 and January 2022, including qualitative data (semi-structured interviews, and the implementation of *Photostories*), and quantitative data (the ISII questionnaire and data from JET). Overall, the ISII's evaluation indicates that JET activities provide students with the feeling of being confident and empowered. Participating in initiatives such as those delivered by JET contributes to young people's self-esteem and empowerment, as the initiatives build young people's confidence. It strengthens relationships with the people

¹ Blue Skies is an intensive, targeted, early intervention programme aimed at young people age 11+ who are underachieving at school and at risk of falling out of education due to life challenges and under-confidence (Jon Egging Trust, 2022).

² Inspirational Outreach (IO) provides bespoke impact days or a short series of sessions to young people aged 7+ according to the needs identified by their school. Industry mentors and volunteers deliver our IO sessions alongside with JET's Youth Liaison Officers (Jon Egging Trust, 2022).

around them and their organisations and helps young people in their education and personal development.

The ISII's **key recommendations** that emerged from the qualitative and quantitative data analysis are:

- **Broadening the demographics** – including more young people that have protected characteristics, especially from ethnic minority groups who are experiencing disadvantage.
- **Validated measurement** – Introduce validated academic scales (i.e. General Self-efficacy and/or Warwick and Edinburgh Wellbeing) to identify changes in time for confidence and wellbeing, which can be predictors of positive outcomes for children and young people.
- **Comparative evaluation** – Collect full demographic data for children and young people on programmes to allow for comparisons based on Ethnicity, Postcode, and Index of Multiple Deprivation. This would allow for the identification of new opportunities for JET in improving outcomes for children and young people.
- **Tailored support** – Tailor support to individuals experiencing lowest competencies. For example, analysis showed that children and young people's competencies differ by gender and registered SEND; therefore, JET have an opportunity to offer additional targeted support to ensure outcomes are enhanced for the groups who scored lower on the competency scale. Tailoring support to individuals experiencing the lowest competency assessments.
- **Innovative delivery** – Digital and blended-delivery was adopted by JET during the pandemic; however, engaging young people face-to-face as much as possible and engaging in outdoor activities in small groups for possible future pandemic-related disruptions is considered the best approach for young people.

Overall, this evaluation concludes that JET's Youth Programmes enable young people to develop new skills that translate into improving their employability skills, as the young people can reach their potential by improving their self-esteem and confidence. It provides young people with a space in which they can meet new people and engage with people that they would

not necessarily find the courage to talk to normally. Not only do young people have the opportunity to meet new people, but they develop positive friendships that help to improve self-esteem and confidence.

1. Introduction

The **Jon Egging Trust (JET)** believe that all young people should have the opportunity to pursue their goals and dreams. They offer support to male and female students from vulnerable backgrounds that are at a significant risk of ending up not in education, employment or training (NEET). JET is dedicated to improving sustainability, focusing programme delivery on promoting quality education (SDG4: Quality Education) and reducing inequality (SDG10: Reduced Inequality). JET deliver programmes in rural and urban areas and, currently, offer programmes across eight areas³ with six areas categorised as rural⁴. Provisions for young people are traditionally centred in urban areas, creating gaps in support for young people in rural areas. JET fill this gap by offering programmes across urban and rural areas, inspiring young people to overcome adversity, identify their strengths and work towards their ambitions. These programmes not only inspire young people to overcome adversity but help improve social mobility. Through enhancing young peoples' self-confidence, self-esteem, teamwork and other essential competencies, JET empowers young people to become role-models within their own communities.

JETs programme specification is designed to develop students core competencies in the following areas: communication, leadership, resilience, working with others, setting and achieving goals, and confidence. The delivery of JETs competency approach is designed to put young people at the centre of their own journey of change, encouraging them to own their own futures by determining where they see themselves at the start of programmes, periodically throughout, and where they want to be in the future. Through revisiting the competency wheel during the programmes, staff are also given a mechanism to review students' progress and make amendments to activities as required. Whilst most of the corporate and military site visits are arranged in advance, there can be flexibility in the focus area i.e. they can insert activities that develop the competency that students most want to work on. This also gives students a voice and staff the ability to respond effectively.

JET works with schools, military units and corporate partners to deliver STEM inspired programmes. This includes delivering programmes with a range of partners including the RAF

³ From September 2022 JET plans to be working in Coventry and Birmingham.

⁴ Definition of 'rural' in the United Kingdom contains settlements outside of urban areas consisting of below 10,000 population (Government of the UK, 2011).

(Scampton, Odiham, Wittering, Waddington, Brize, Coningsby, Marham, Valley, Honington, and Cranwell), Microsoft, QinetiQ, Boeing, Rolls Royce, BAE Systems, NATs, Ascent, and Northrop Grumman (see Appendix E for a full list of partners). JET's provision is unique nationally in the breadth and scope of the work that it does, embedded within schools and the curriculum. The ISII are not aware of another third sector organisation that provides such in-depth (competency-based early intervention over time) support within schools at the secondary education level; this means that JET has a Unique Selling Point through its work to support young people. This report primarily presents the findings from the qualitative and quantitative data collected from April 2021 to February 2022⁵, with key findings from the overall evaluation demonstrating that young people engaging in the programmes experience significant improvement in personal traits and education level (Maths, English and Science) on the completion of the programme. Qualitative data includes semi structured interviews (fifteen participants in total) and *Photostories*. *Photostories* is a participatory approach that was implemented with the collaboration of the JET North Wales team and ISII. Further information on *Photostories* can be found in Section 3.2.2. Quantitative data were collected from the data on the Jon Egging Trust (JET) Blue Skies 1, 2 and 3 programmes from the South 2020-2021 and from a questionnaire designed by the ISII in consultation with JET that explored General Self-Efficacy (GSE) and wellbeing.

⁵ The previous (interim) report ISII delivered was in December 2021. Some of the interview data was already presented in the interim report.

2. Literature Review

JET youth programmes are designed to inspire young people to overcome adversity, identify their strengths and work towards their ambitions. Through targeted support for young people experiencing disadvantage and inequality, JET empowers young people to become role models within their own communities.

The literature examining underrepresented young people often uses different theoretical frameworks such as Sen's (1999) Capabilities Approach (CA) or Bourdieu's (1977) conceptualisation of capitals (social, cultural and economic capital). The Capabilities Approach is a normative framework, that was developed to offer alternative ways of considering human wellbeing. It is an approach that has been widely used in education to support individuals' agency, and various dimensions of education, such as inputs (teachers, learning materials, quality of education), (Cin et al., 2018). Bourdieu's forms of capital, on the other hand, expands the understanding of capital beyond economic means and argues that different forms of capital such as culture and social relations can be converted into other forms. For example, Bourdieu (1977) states that "cultural capital consists of familiarity with the dominant culture in a society, and especially the ability to understand and use "educated" language" (Sullivan, 2001). If a young person comes from a family with a high level of cultural capital, then they may have advantages over their peers who may not have the same level of cultural capital. Therefore, young people from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital (Sullivan, 2001). These theories have been used to explain different educational phenomena such as gender inequality in schools, widening participation schemes at universities, and class and race issues within education systems. Researchers are not aware of a competency-based early intervention framework that is used by academic-based approaches. However, JET's competency-based early intervention framework can be tested to understand how to use it as a theoretical framework.

2.1. Social Inequality and Disadvantage

Over thirteen million people in the UK are currently living in poverty, and over three million are children (Joseph Rowntree Foundation, 2021). Research estimates that 4.1 million children and young people live in poverty in the UK (30% of children). This is expected to increase with the COVID-19 pandemic impacting on the availability of services for children and young

people. The Youth Futures Foundation (2021) argue that too many young people who do not have access to support, appropriate information, or connections need to find employment or apply to further or higher education (Youth Futures Foundation, 2021). Children and young people from disadvantaged backgrounds (i.e. students eligible for free school meals; children in care; students coming from chaotic households; children suffering from long-term illness and disability; and Global Ethnic Majority students) are in general, less likely to perform well in schools compared to their more affluent counterparts (Hughes, 2011). The COVID-19 pandemic has intensified the social inequality and disadvantage experienced by young people. The shift to remote learning, with reliance on technology, has created challenges for young people in accessing quality education. These challenges are heightened for young people from disadvantaged backgrounds. This disruption has an impact on young people's transition into higher and further education and employment which in turn impacts social mobility. Research shows that nearly one-third of students do not have reliable and continuous access to the internet at home to access online learning (UNICEF, 2020).

2.2 Rural and Urban Inequalities

2.2.1 Rural

Schools and communities in rural parts of the United Kingdom face different challenges such as lack of funding; teacher supply; and students not having as many opportunities as their counterparts in urban schools (Kinross-Allen, 2019; BBC, 2016; Education Wales, 2018). The reality for young people living in rural and remote parts of the UK is that even though they achieve better Maths and English GCSE grades than their urban counterparts, only a few go on to higher education (Rural Services Network, 2020). Rural England's analysis of official statistics states that "only 45.5% of rural students went on to higher education compared to 50.9% from state-funded mainstream schools and colleges in predominantly urban areas, and 50% nationally" in 2016/2017 cohort (Rural England, 2019, p.12). Many young people in rural and remote parts of the UK "can realistically access only one school or college and, particularly in areas without school sixth forms, even that may present difficulties" and finding vocational education institutions, apprenticeships, can be particularly challenging (Rural England, 2019, p.2). In some schools, headteachers express concern about not providing enrichment activities such as art and music to their students, due to not having the resources. Some of these teachers used their salaries to buy materials for their classes and provide free music and art classes

(Joseph Rowntree Foundation and Save the Children, 2007). These difficulties in rural and remote schools are not specific to the UK, and many other countries suffer from these issues of lack of resources, limited access to travel and lack of quality of education. Improving access to quality of education for rural communities is crucial for ensuring inclusive, equitable and quality education for all children (United Nations, 2020).

2.2.2 Urban

While schools in rural areas face challenges in terms of funding, lack of teachers and access to material, urban schools in the United Kingdom also experience their own challenges. The United Kingdom ranks 16th for secondary schools and 23rd for primary schools in terms of educational inequality among the forty-one richest nations of the world, and this inequality is linked to poverty (The Conversation, 2018). The biggest issue for inequality among urban schools is the “postcode lottery”, as where children live often determines what quality of education they receive. Whether children attend schools in urban or rural areas, if they live in deprived neighbourhoods this leaves the schools more at disadvantage (Dunstan, 2020). Understanding localised deprivation is therefore important in understanding the opportunities open to young people in their education.

For example, one of the new areas that JET is aiming to focus on, Birmingham, suffers from high levels of deprivation, “with 43% of the population living in Lower Super Output Areas⁶ in the 10% most deprived in England, and 51% of children living in the 10% most deprived areas” (Birmingham City Council, 2019). Furthermore, it is often that people from BAME backgrounds are more likely to be living in these deprived areas (Barrow Cadbury, 2011). This is not a unique situation to Birmingham, and this causes an inequality gap between Global Ethnic Majority young people and their white peers, as young people coming from Global Ethnic Majority backgrounds to live in more deprived areas and attend schools that are more disadvantaged.

⁶ LSOAs (Lower-layer Super Output Areas) refers to small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households (Ministry of Housing, Communities and Local Government, 2015).

2.3 Young People Not in Education, Employment or Training

Young people being categorised as NEET is a prevalent issue in the UK with research stating that “the increasing prevalence of some of these risk factors in the school-leaving population, such as the number of young people with experience of care, or special educational needs and disabilities” (Youth Futures Foundation, 2020, p.4). There were an estimated 7573,000 NEET young people, in the UK, between July to September 2020 (ONS, 2020a). Young people categorised as NEET often experience criticism from the public, with researchers acknowledging that NEET young people are problematised (Mizen, 2004). Indeed, youth unemployment is a global challenge, with the International Labour Organisation (ILO) in 2016 estimating the global youth unemployment rate at 13.1%. Young people experience unemployment at a rate of nearly three times (2.7) that of adults. Research conducted by Schmitten and Umkehrer (2017) shows that early experience of being NEET can impact on persistent unemployment and inequality. The long-term consequences of young people being NEET has received significant interest from academia, with research (Raaum and Roed 2006; von Wachter and Bender 2006; Schmitten and Umkehrer 2017) showing that NEET impacts not only on employment inequality, but also on obtaining a professional career in the future. Understanding the impact of provisions designed to support young people to complete education and secure future employment, education or training, that enables career progression, is essential in developing effective and sustainable provisions. Furthermore, the cost of becoming NEET to the state is significant, with studies suggesting that this adds an additional burden to the taxpayer of between £97,000 and £370,000⁷ (Nelson and O’Donnell 2012; IPPR, 2017).

2.4 Improving Outcomes - Wellbeing and Self-Efficacy

Young people experiencing disadvantage and inequality often report lower wellbeing and self-efficacy which impacts on motivation and future aspiration (Hughes, 2011). Research (NHS, 2018) shows that around 12.8% (one in eight) children and young people aged 5 to 19 years-old had one mental health disorder in 2017. A Department of Education (2019) report found that children and young people’s wellbeing has decreased since 2009, with 5% of children

⁷ We recommend citing the lowest estimate (£97,000) for NEET.

reporting feeling unhappy with their lives. The decrease in wellbeing has accompanied a decrease in spending, with 2015 figures showing that spending on young people's mental health services in the UK had fallen by 5.4% (Neufeld *et al.*, 2017). The COVID-19 pandemic has intensified this problem, with research (ONS, 2020b) showing around 70% of young people (16 to 29 years-old) feel worried about the impact of COVID-19 on their wellbeing and future.

Young people experiencing low wellbeing are less likely to report feelings of confidence in themselves and their ability. Confidence, or self-efficacy, enables young people to perform positively in life situations (Eden 1988; Eden and Kinnar 1991; Judge *et al.* 1997). Young people are more likely to achieve positive outcomes when they have high self-esteem, combined with self-efficacy and inspiration, which would help them to persevere with their goals (Cabinet Office, 2008). Self-efficacy, then, can be used as an indicator in determining future outcomes for understanding young peoples' determination in achieving positive outcomes (Tipton and Worthington 1984) and has been used previously to understand the outcomes for NEET interventions delivered in the third sector (Hazenberg, Seddon and Denny, 2014). Promoting self-esteem and wellbeing in young people is essential for improving outcomes, especially for young people experiencing challenges in education and/or young people at risk of education cessation.

2.5 Services for Young People

Charities such as JET play an essential part in supporting young people who struggle with confidence, education and wellbeing. JET provides activities and role models that encourage and support young people who face challenges in their lives. Youth engagement initiatives, such as Blue Skies, provide meaningful activities that address young people's various socio-economic inequalities - whilst promoting education, training and employment - for under-represented and disadvantaged children and young people. Such initiatives introduce young people to new ideas and broaden their horizons (Communities and Local Government, 2011; European Commission, 2015). Research on youth engagement activities and youth outcomes (Mills *et al.*, 2016; Moon *et al.*, 2010; Glover and Sparks, 2009, Raisborough, 2006) have shown positive impacts on physical fitness, social and emotional development, and education outcomes. The ongoing and structured engagement with positive role models, across a breadth of careers, which JET facilitates through their programmes, can help develop career aspirations and educational goals. This includes engagement with key personnel from the RAF (Scampton,

Odiham, Wittering, Waddington, Brize, Coningsby, Marham, Valley, Honington, and Cranwell), NATs, Microsoft, QinetiQ, Boeing, Rolls Royce, BAE Systems, Ascent, and Northrop Grumman (see Appendix E for a full list of partners) Research (Werner, 1993; Ochman, 1996) has shown that positive role models have a positive impact on academic achievement and self-confidence (Werner, 1993; Ochman, 1996). A positive role model protects students who are likely to be exposed to stress, chronic poverty, and challenging family environments (Werner, 1993).

Developing innovative approaches to supporting young people requires flexibility, with JET developing a competency-based approach to supporting young people through engaging young people and external stakeholders in programme development. Through the JET Space Forum, JET have had access to some of the most prominent thinkers in space, including Andy Mitchell, Advisor to EASA on Evidence & competency-based training best practices. Andy noted that JET's 6 Core Competencies mirror that of Use Before Flights pilot training evaluation that are offered at EASA. He highlighted that JET are uniquely positioned to support young people in developing competencies with its focus on areas such as knowledge, skills and attitude. This led to refinements in JETs competency approach with focus on putting young people at the centre of their own journey of change, encouraging them to own their own futures by determining where they see themselves at the start of programmes, periodically throughout, and where they want to be in the future. Through revisiting the competency wheel throughout the programmes, staff are also given a mechanism to review students' progress and make amendments to activities as required. JET is also one of the few organisations⁸ that provide employability skills to those young people who are not studying at the higher education level (i.e. in universities). This is again another uniquely positioned support for young people to prepare them for their future development and careers.

2.6 COVID-19 Pandemic and its Consequences on Young People

Coronavirus (COVID-19), also known as SARS-CoV-2, 2019 Novel Coronavirus and nCov, has created challenges for young people across the globe. Global isolation and social distancing measures meant that most young people had to use technology to access education during the COVID-19 pandemic, and the subsequent lockdowns have seen the introduction of online

⁸ The only other organisation that the research team is aware of delivering an employability programme is Prince's Trust (please see: <https://www.princes-trust.org.uk/help-for-young-people/get-job/employability>).

schooling and resources. As is shown below, the impact of this has been disproportionately felt by young people and families from the most deprived backgrounds.

This shift from face-to-face to online teaching and learning as a result of the COVID-19 pandemic has exacerbated the gap between advantaged and disadvantaged young people's access to education. For example, it was evidenced that four-fifths of schools, including pupils from low-income families, did not have enough devices and internet access to ensure all self-isolating pupils could access online learning (Packham, 2020). Research has also shown that nearly one-third of students do not have reliable and continuous access to the internet at home with which to access online learning (UNICEF, 2020). This sudden, and short to medium-term disruption to vulnerable young people's access to education, is likely to translate into longer-term impact in the form of poor transitions to further education and employment, and eventually poor social mobility outcomes.

School closures due to the COVID-19 pandemic meant that young people coming from diverse backgrounds who are more likely to be at risk of increased vulnerability "are less likely to receive the support and extra services they need" (OECD, 2020, p.1). Moreover, school closures and multiple lockdowns have also had a considerable effect on young people's sense of belonging to the school, as well as on their overall wellbeing. National Institute for Health Research (2021) stated that social isolation and the loneliness that it causes can increase the long-term risk of depression and anxiety in children and young people. Outreach activities such as JET Youth Programmes have adapted their work to support vulnerable young people during this period. Even though there have been online resources, and online teaching offered by schools and many other education-related institutions, not all children were able to easily access these or receive support from external sources.

3. Methods

3.1. Building Our Theory of Change Model

A Theory of Change (ToC) model is a comprehensive roadmap that outlines “how and why a desired change is expected to happen in a particular context” (Centre for Theory of Change, 2019, p.1). A robust ToC helps organisations to identify the steps necessary for long-term impact. To build a Theory of Change model, the ISII ran ten ToC workshops and engaged with 49 stakeholders and beneficiaries to develop and refine the ToC model the JET. ToC workshops ran from September to December 2020 with ten groups and forty-nine participants (Please see Appendix F for the breakdown of these groups). These groups included young people (these young people included ambassadors graduated from JET but now volunteering to help current JET students, and the current students taking part in the Youth Programmes), encouraging their input into creating the model. The aim of these workshops was to understand the relationships between inputs (the resources), outputs (services/deliverables), outcomes (short to medium term effects) and how these lead to the desired outcomes and impacts (long term benefit) being achieved in JET Youth Programmes. This process allowed the researchers to analyse the participants’ perspectives on inputs, activities, outputs, outcomes and impacts in relation to JET Youth Programmes and co-designed the Theory of Change model including young people’s voices. After the interviews, the data were analysed and turned into a ToC flowchart that can be found in Appendix B.

The overall aim of ToC is to illustrate how JET’s interventions/inputs can turn into long-term impact. For instance, JET’s interventions over time are expected to lead to an increase in employment and social mobility. It outlines the competency-based approach embedded within the JET programmes, which have a person centric approach. This approach has a crossover with other sectors, enabling JET to deliver unique and effective support to young people. Our ToC model was also presented at JET’s [Space Forum](#) on 8th of November 2021⁹ (Figure 3.1).

⁹ JET Space Forum that took place in November 2021. The event included a panel chaired by Air Vice-Marshal Harv Smyth, Director of Space, UK for the Ministry of Defence. Keynotes were delivered by Dr Emma Egging, Professor Brian Cox, Blake Bullock from Northrop Grumman, and Kathie Bowden from UKSA. This Forum sort to deliver direct impact based upon the JET model and ISII’s Theory of Change by coalescing key industry players to supporting young people in employment, education and training.

JET: PROCESS AND IMPACT

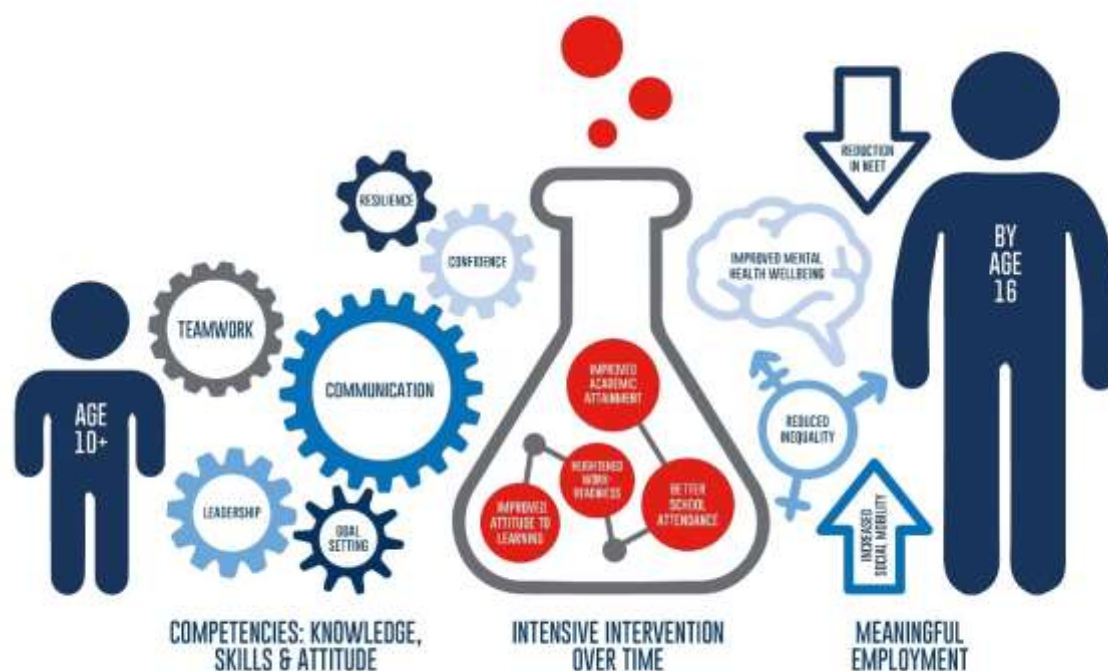


Figure 3.1: JET's interpretation of the Theory of Change Model (presented at the Space Forum)

3.2. Qualitative Data Collection

3.2.1. Interviews

As part of the evaluation, interviews were conducted with eight young people, two graduates¹⁰, and five teachers (a total of fifteen participants) from April 2021 to July 2021 (Please see Appendix G for the breakdown of the interview participants). Eight young people were selected due to their involvement with the Blue Skies Programmes and Blue Skies Inspire Packages (BSIP). The five teachers, and two graduates were selected as they worked in schools that JET delivered the BSIP and Blue Skies Programmes; they, therefore, had the experience of JET programmes taking part in their school and knew JET coordinators. The interviews were conducted either using a phone or Blackboard Collaborate, due to COVID-19 restrictions. The interview questions aimed to understand young people's experience with JET, as well as

¹⁰ Former JET students (graduates) who help to support and develop the programme by sharing inspirational stories.

teachers' and graduates' experiences of engaging with them. In addition to the interviews ISII conducted, speeches (transcripts) from the Blue Skies Graduation (2019) in North Wales sent by the JET team to ISII were also included in this analysis. All the qualitative data collected were transcribed and analysed by the ISII team using a thematic analysis approach. This approach identifies patterns within qualitative data (Maguire and Delahunt, 2017), allowing researchers to familiarise themselves with data, generate codes, and defines categories/themes (Braun and Clark, 2006).

This report seeks to investigate the key findings from interviews with young people, teachers. The interviews analysed were anonymised, and the research team labelled the participants' feedback as BSIP Student (N), Graduate(N), Teacher (N), and Blue Skies Graduation Student (N). "N" stands for the number allocated to the participant. The analysis of the interviews brought out three essential themes: *improving young people's confidence, preparing young people for the future, and innovative delivery in response to need* (see Figure 3.2). These themes are outlined below:

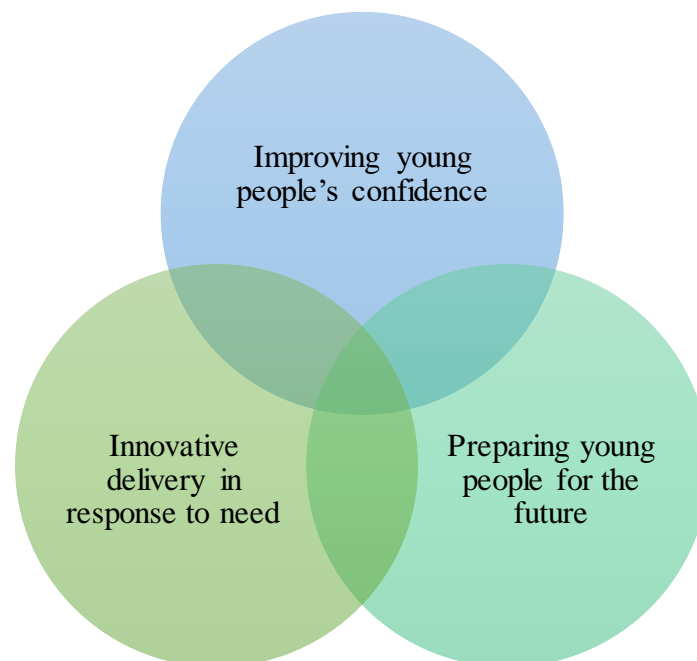


Figure 3.2. Themes

3.2.2. *Photo Stories*

Photo Stories is a research method, adapted from Photovoice¹¹, which the ISII used to evaluate JET's Blue Skies Programme. Photo Stories is a participatory evaluation method that promotes storytelling through the use of cameras. The young people are provided with a booklet (please see Appendix A for further information) and asked to use this as a guideline while taking photos. The photos taken by young people illustrate and reflect their experience with the Blue Skies Programme, including experiences with teamwork and activities. These photos are accompanied by a short description of why these photos carry importance to young people.

The ISII team travelled to North Wales on the 8th December 2021 to deliver a session on *Photo Stories*, outlining the process for participating in Photo Stories and helping young people take some initial photos. Before attending the Photo Stories session, young people and parents were provided with detailed information on the Photo Stories process. The school obtained consent from young people and parents for participation in the Photo Stories process. Due to COVID-19 restrictions (i.e. school closures, staff absences), the ISII team received only five photos from participants involved in Photo Stories. Therefore, there were not enough photos for an in-depth analysis and, instead, the photos taken by the young people were used to support the semi-structured interviews. The photos are labelled as "Image (N): Description written by the student, number of the students, Blue Skies 1". During this trip, the ISII team also had a chance to observe a Blue Skies 1 session in progress. This session was delivered at RAF Valley and young people were provided with the opportunity to engage with professionals at RAF Valley on the use of rescue helicopters (i.e., touring helicopters and participating in practice sessions on rescue management). This session enabled students to identify the importance of communication, teamwork, management and leaderships skills during rescue scenarios. Furthermore, young people were able to participate in learning exercises, delivered by the JET team, on teamwork and leaderships. The ISII team collected notes during this observation which are included in the overall analysis.

¹¹ Photovoice is a participatory research method.

3.3. Quantitative Data Collection

Quantitative data was provided by JET, drawn from Cognissoft. This data included information on the students' participating in programmes, with data from Blue Skies and BSIP Teamwork. The ISII team developed a short online survey designed to assess longitudinal changes in young people's experience on the JET programme to compliment data obtained from JET. The questionnaire included the General Self-efficacy scale (Schwarzer and Jerusalem, 1995), which includes 10-statements that participants rate themselves against in relation to a 4-point Likert scale (responses from 1-not true at all, 4-exactly true), and Short Warwick and Edinburgh Wellbeing Scale which includes 7-statements that participants rate themselves against in relation to a 5-point Likert scale (responses from 1-none of the time, 5-all of the time). The online survey was administered with the intent to capture data for young people when they first engage with JET's programmes (Time 1) and again when they finish (or at a predetermined point in the future of no less than three months) (Time 2). Unfortunately, the COVID-19 situation impacted on the data collection process and limited responses were received from the questionnaire (outline below). The data was coded, and each area was individually analysed¹² using SPSS v.26.0.

¹² There are variations in the statements and scales used in stages and areas.

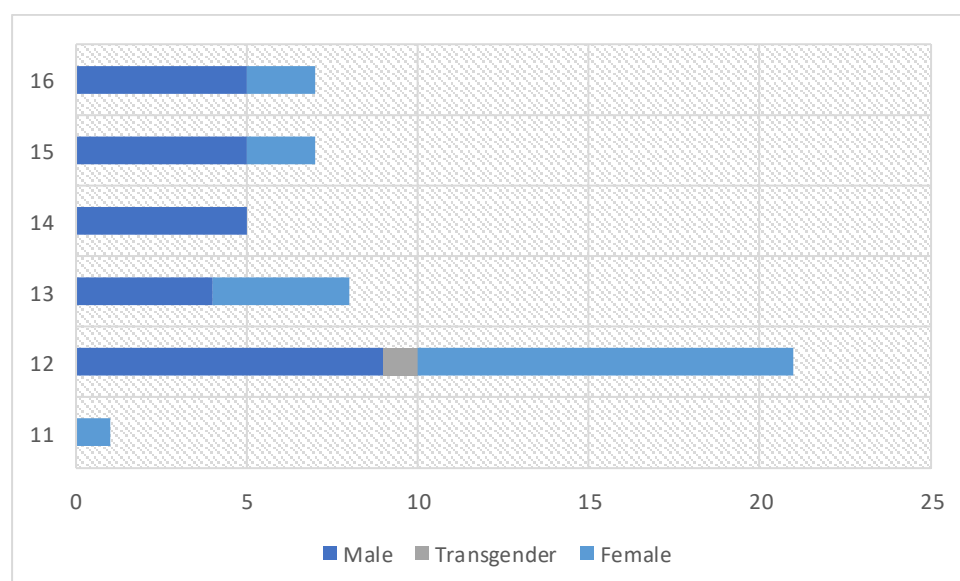
4. Quantitative Findings

4.1. Questionnaire

This section presents data from the questionnaire, designed in consultation with JET, was administered to collect information from current and past JET students. It was designed to collect information from students at the start and end of participation in Blue Skies programmes, however, ultimately responses were only collected from students at one point in time due to challenges in accessing young people resulting from the Covid-19 pandemic and reliance on schools for communication.

4.1.1. Sample Characteristics

Data was collected from 54 students, with 51 current students and 3 graduates completing the questionnaire. Students completing the survey attended Blue Skies 1 (n = 14), Blue Skies 2 (n = 9), Blue Skies Year 3 (n = 9), Blue Skies Inspire (n = 17) and Inspirational Outreach (n = 2). The gender of students engaged in the programmes was recorded, with 28 students' male, 20 students' female and 1 student transgender¹³. Students participating in the questionnaire were aged 10 years-old to 16 years-old, with a mean age of 13.2 years-old (SD = 1.6). A breakdown of students' age by gender is presented in Figure 4.1.



¹³ Prefer not to say = 5

Figure 4.1. Students' gender by age

Most students identified as White: English/Welsh/Scottish/Northern Irish/British (90%), with a breakdown of ethnicity presented in Figure 4.2.

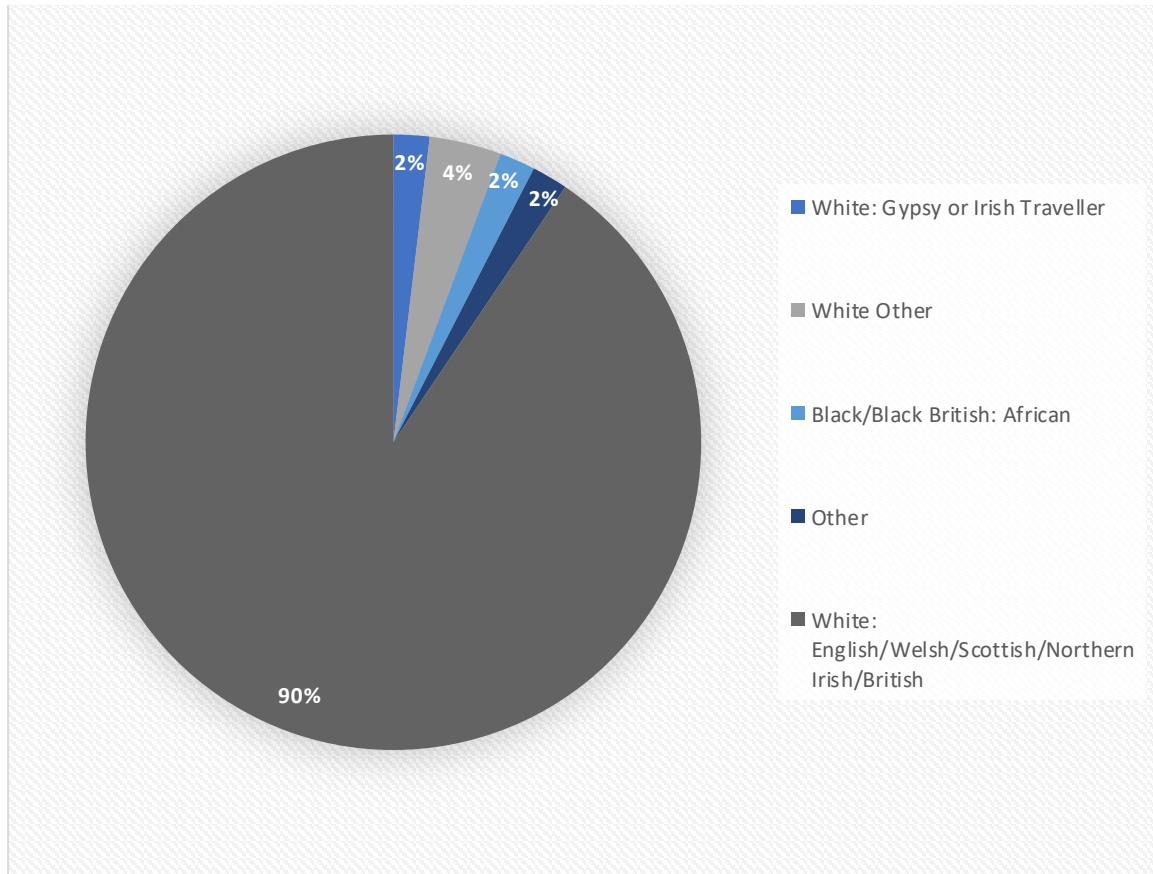


Figure 4.2. Students' ethnicity

Information on free school meals (FSM) was collected for students', with 29.6% of student's reporting that they receive FSM. School teachers supporting students to engage with JET have noted that students' do not always select the FSM box on referral forms, despite receiving FSM. Research shows that students receiving FSM can experience different outcomes from students not receiving FSM, with only 60% of individuals receiving FSM in year 11 in sustained employment at age 27, in comparison with 77% of students not receiving FSM. This suggests that students receiving FSM are 23% less likely to sustain employment at age 27 (Department of Education, 2018). This research showed that, not only were students receiving FSM less likely to sustain employment, but that 24% were on out-of-work benefits at age 27 (compared to 8% of students not receiving FSM) (Department of Education, 2018). Supporting students receiving FSM with employment is essential in improving outcomes. Students' shared

information on Special Education Needs and Disability (SEND), with 18.5% of students' reporting a registered SEND.

4.1.2. Wellbeing

The wellbeing section of the survey includes the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). The WEMWBS aims to monitor the mental health wellbeing of the population and to evaluate projects and programmes. The scale implemented was the short-WEMWBS scale with 7 items. The WEMWBS "[...] strengths include the ability to capture both the eudemonic (people's functioning, social relationships, sense of purpose) and the hedonic perspectives on wellbeing (e.g. feelings of happiness)" (Fat, *et al.*, 2017:1130). Participants were invited to answer fourteen questions in relation to their wellbeing on a 5-point Likert scale (1 = none of the time, 2 = rarely, 3 = some of the time, 4 = often, 5 = all of the time). The individuals' final scores are defined by the sum of the single items, thus ranging from 7 to 35. Research shows the SWEMWBS has a normal mean of 23.5 (standard deviation of 3.9) in the UK general population (Ng Fat, Mindell, Boniface, 2016). According to research, this means that we can expect around 15% of the population to have a score above 27.4 (high wellbeing). and 15% of the population to have a score of less than 19.6 (low wellbeing) This means 15% of the population can be expected to have a score >27.4 so we have set the cut point at 27.5 for high wellbeing (Ng Fat, Mindell, Boniface, 2016).

The mean wellbeing for students' completing the questionnaire was 22.13 (SD = 6.75). Students' wellbeing differed by gender, with female students' reporting lower wellbeing (21.45) than male students' (24.35). Another factor impacting students' wellbeing was SEND, with students with a registered SEND reporting a lower wellbeing (22.30) than students not reporting a registered SEND (22.73). However, these differences were not statistically significant ($p > 0.5$). Student wellbeing differed across the programmes, with students on Blue Skies Year 3 reporting the highest wellbeing (26.00) whilst students' attending Inspirational Outreach reported the lowest wellbeing (17.00) (Figure 4.3). This difference could be explained by the duration and intensity of the programmes, with Blue Skies programmes involving higher levels of support over a longer period of time.

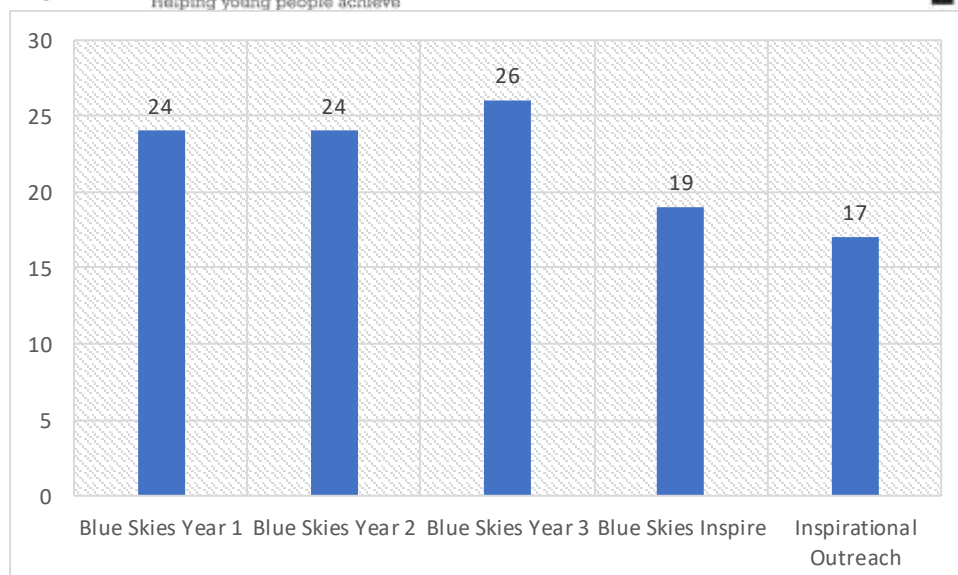


Figure 4.3. Students' wellbeing across programmes

4.1.3. General Self-Efficacy

General self-efficacy (GSE) is a generalised construct related to an individual's perceived ability to perform in everyday life (Schwarzer and Jerusalem, 1995). Indeed, research has identified that self-efficacy is a generalised trait that affects individuals' ability to perform in general life situations (Eden 1988; Eden and Kinnar 1991). General Self-Efficacy has also been linked to confidence, motivation and self-esteem (Judge et al. 1997) and can therefore be seen as a good indicator of an individual's determination to persevere with tasks despite potential failures or setbacks (Tipton and Worthington 1984). The questionnaire included the General Self-Efficacy scale (Schwarzer and Jerusalem, 1995), which includes 10-statements that participants rate themselves against in relation to a 4-point Likert scale (responses from 1 -not true at all, 4-exactly true).

The mean General Self-Efficacy for students' completing the questionnaire was 29.17 (SD = 7.75). Students' General Self-Efficacy differed by gender, with female students' reporting lower General Self-Efficacy (28.90) than male students' (31.18). Another factor impacting students' General Self-Efficacy was SEND, with students with a registered SEND reporting a lower General Self-Efficacy (28.40) than students not reporting a registered SEND (29.28). These differences were not statistically significant ($p > 0.5$). Student General Self-Efficacy differed across the programmes, with students on Blue Skies Year 1 and Blue Skies Year 2 reporting the highest General Self-Efficacy (32.00) whilst students' attending Inspirational

Outreach reported the lowest General Self-Efficacy (26.00) (Figure 4.4). Again, this difference could be explained by the duration and intensity of the programmes, with Blue Skies programmes involving higher levels of support over a longer period of time.

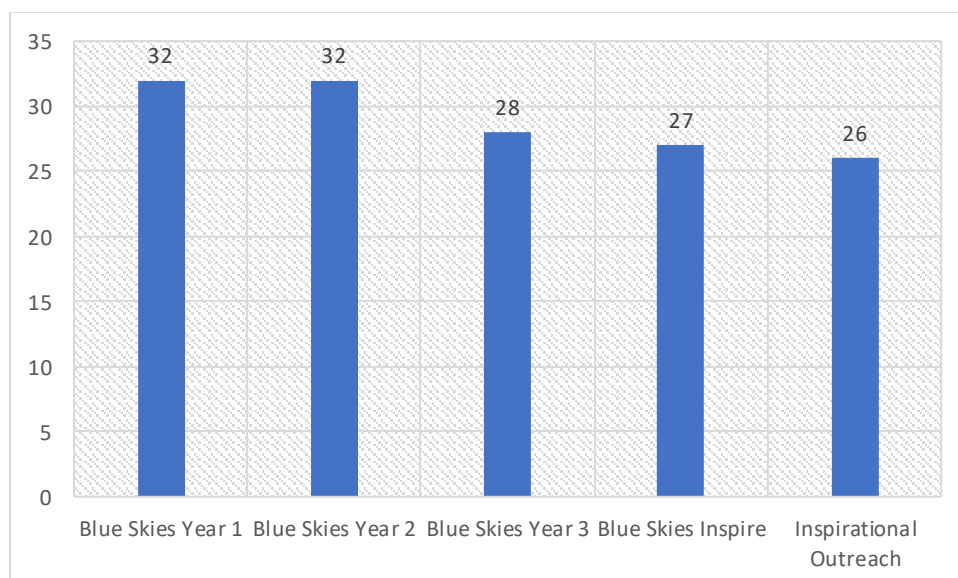


Figure 4.4. Students' General Self-Efficacy across programmes

4.1.4.COVID-19

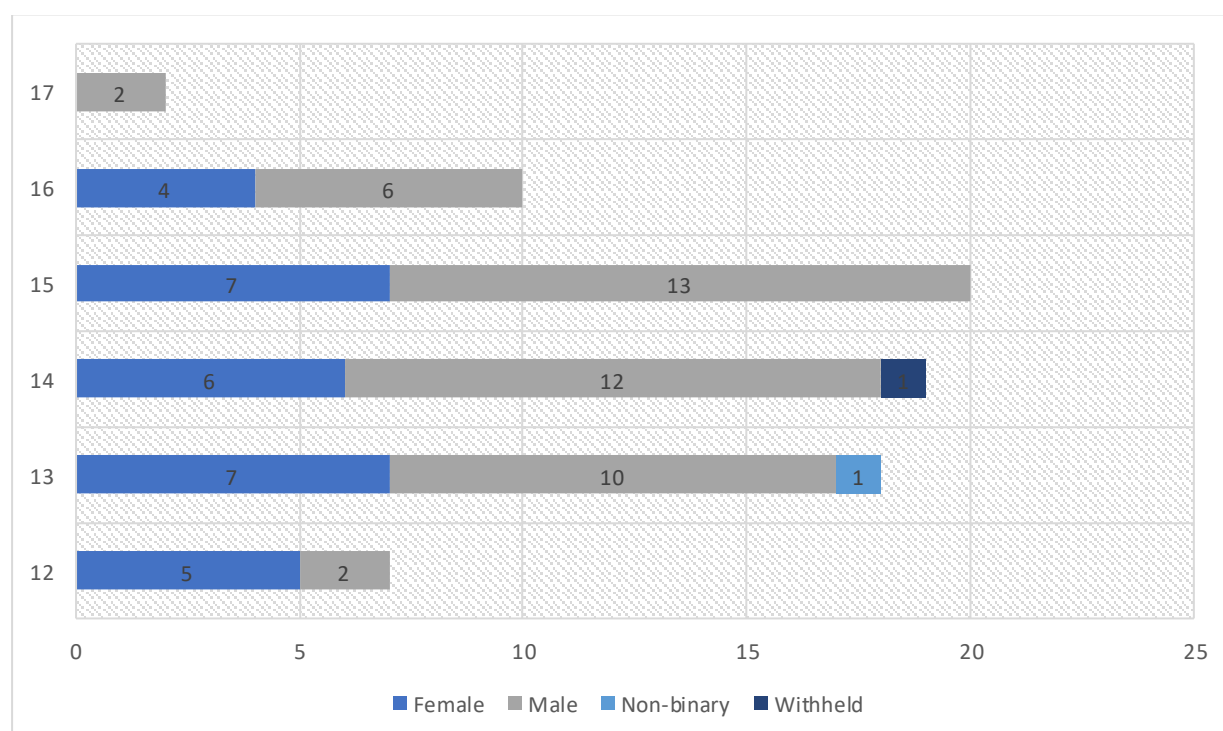
COVID-19 has created challenges for young people across the globe. The impact of COVID-19 on children and young people is *significant* with the emerging needs for children, young people and families exasperated by existing vulnerabilities (ONS, 2020). The unprecedented challenges associated with COVID-19 are expected to have significant impact on social care, mental health and education. School closures meant that young people were unable to fully access education provisions. The impact of COVID-19 has created challenges for education provisions; however, organisations such as the Jon Egging Trust have responded to such challenges through the creation of digital packages to support children and young people. Students reflected on the impact of COVID-19 on their lives with three students reporting that parents/carers lost their job, five students reporting that parents/carers testing positive, three students reporting positive tests, four students' reporting issues with accessing technology to complete online education, and 11 reporting feeling overwhelmed by the situation. This creates challenges for young people and outlines the need for effective and sustainable support.

4.2. JET Data

Data is collected by JET for students' participating in programmes, with data from Blue Skies and BSIP Teamwork shared with the ISII. This data focuses on new outcomes from April 2021 to the present time. Unfortunately, there is missing data for several variables including in age ($n = 181$), initial student assessment ($n = 1$), final student assessment ($n = 51$), initial teacher assessment ($n = 95$) and final teacher assessment ($n = 114$).

4.2.1 Sample Characteristic

Information was available for 257 students, with 96 students on Blue Skies (38.9%) and 61 students on BSIP Teamwork (23.7%)¹⁴. The gender of students engaged on the programmes was recorded, with 133 students' male (51.8%), 120 students' female (46.7%), one student non-binary (0.4%), one student Agender (0.4%) and two students undisclosed/withheld (0.8%). JET are dedicated to support students from a range of background, with gender diversity evidenced in the gender of students (SDG5: Gender Equality). Students participating in JET were aged 12 years-old to 17 years-old, with a mean age of 14.2 years-old ($SD = 1.3$). A breakdown of students' age by gender is presented in Figure 4.5¹⁵.



¹⁴ Programme information was missing for 100 students from student assessment dataset.

¹⁵ Please note there are missing variables for a age.

Figure 4.5. Students' gender by age

Information collected for referrals on children experience, with JET's referral criteria, including:

- Young people who have families living below the poverty line.
- Young people have experienced trauma (bereavement, abuse, family breakdown).
- Young people who are young carers.
- Young people who are looked after or in care.
- Young people on the SEND register (Special Educational Needs and Disability).
- Young people who are Service children.
- Young people who have low confidence or are socially struggling.

Children were referred to JET for multiple reasons, with 58 (33%) of children referred due to living below the poverty line (or receiving FSM) and 50 children (29%) with SEND. Figure 4.6 presents a breakdown of referral reasons for children.

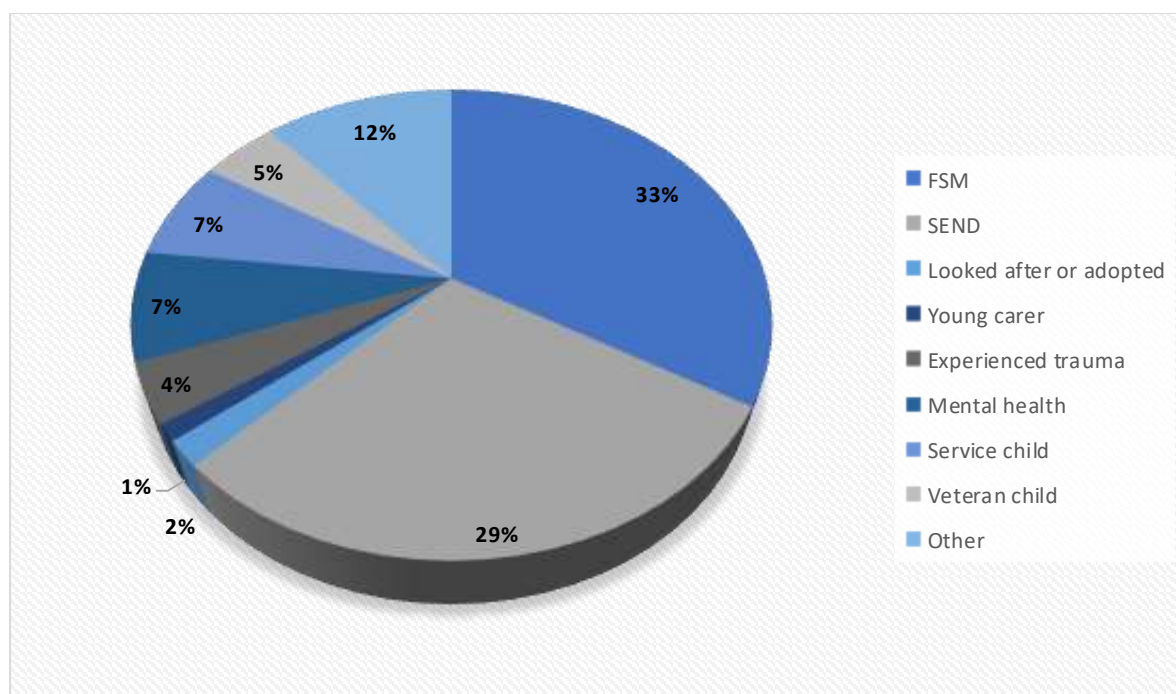


Figure 4.6. Referral reasons

The Index of Multiple Deprivation (IMD)¹⁶ is the official measure of relative deprivation in England. Postcode information was available for 59 children in England, with information

¹⁶ The Indices of Deprivation measure deprivation on a relative rather than an absolute scale.

showing that 13 children (22.0%) lived in IMD decile 1 – 3 (top 30% most deprived areas). Although postcode data shows that only 22.0% students live in the top 30% most deprived areas, FSM eligibility can be considered a proxy for deprivation. Comparing students living in IMD decile 1 – 3 areas have lower mean Communication (-0.88), Resilience (-0.40), Setting and Achieving Goals (-0.26) but higher in Confidence (+0.67), Leadership (+0.14) and Working with Other (+0.20). Caution should be exercised in interpreting the results due to the limited information on student postcodes and IMD. Further information was obtained for North Wales following the initial analysis, showing that 41 of the 53 students from North Wales (September 2020 - September 2021) live in IMD deciles 1 – 3 (top 30% most deprived areas). On further breakdown, three students were living in the top 10% most deprived areas, 33 students were living in the top 20% most deprived areas and five students were living in the top 30% most deprived areas. Data suggests that children experiencing disadvantage require supporting specific areas (i.e. communication, resilience) however limitations in the data mean that further analysis is not possible. Thus, there is a need for collection of data for all students would enable JET to understand the deprivation experienced by children and ensure the right support is available.

4.2.2. Student Self-Assessments

Students completed self-assessments on competencies including communication, confidence, leadership, resilience, setting and achieving goals, and working with others. JET competency self-assessments are measured on a scale of 1-10 to help students to breakdown their goals into manageable portions. These self-assessments were completed on commencing the programme (start) and finishing the programme (end). Figure 4.7 illustrates the changes in each competency area.

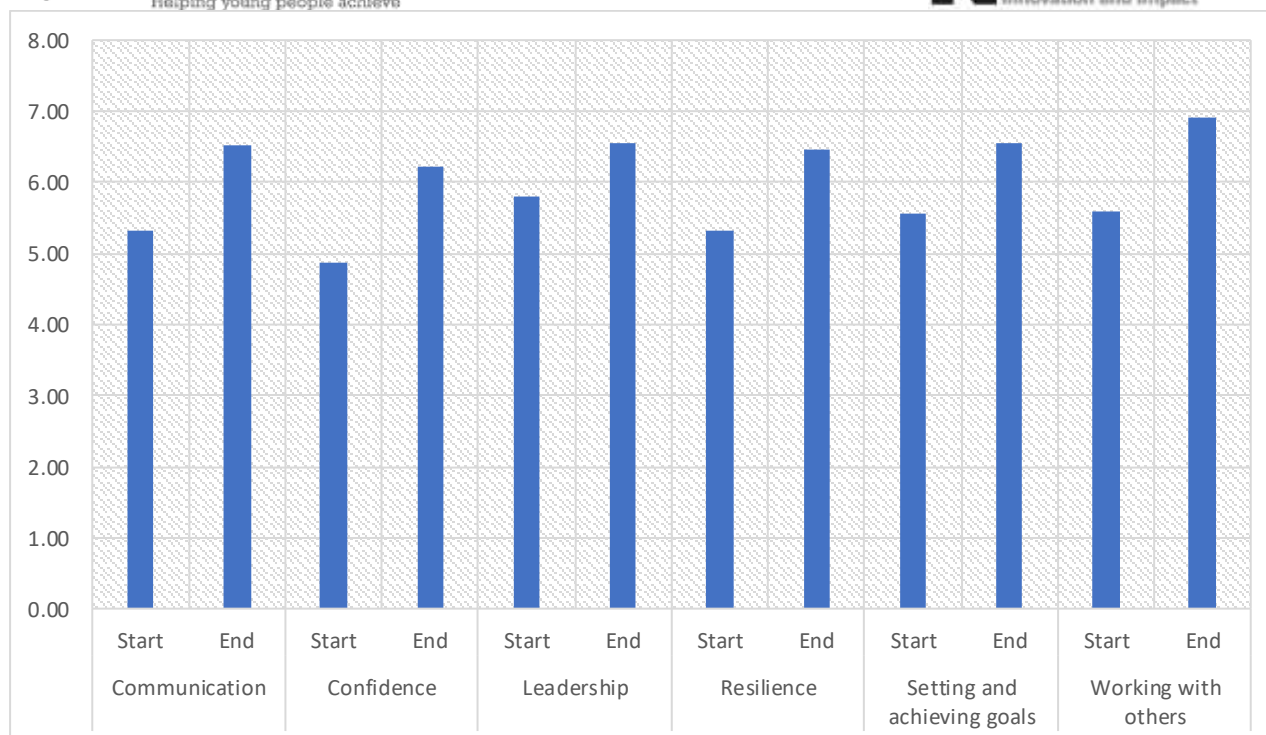


Figure 4.7. Student self-assessment competency change

Paired-sample t-tests were utilised to explore changes in competencies, with analysis revealing statistically significant increases in all competency areas over time. Specifically, analysis showed an increase in communication ($n = 205$; $p < .001$; $t = -6.7$), confidence ($n = 205$; $p < .001$; $t = -8.0$), leadership ($n = 205$; $p < .001$; $t = -4.2$), resilience ($n = 205$; $p < .001$; $t = -6.0$), setting and achieving goals ($n = 205$; $p < .001$; $t = -5.2$), and working with others ($n = 205$; $p < .001$; $t = -9.0$).

There was a significant ($p < 0.05$)¹⁷ difference in self-assessed competency for students by gender, with male students reporting higher self-assessed competency in each area (Figure 4.8). Although all students experience a significant increase in self-assessed competency, male students self-assessed competency remaining significantly higher than female students on completing the programme.

¹⁷ T-Test

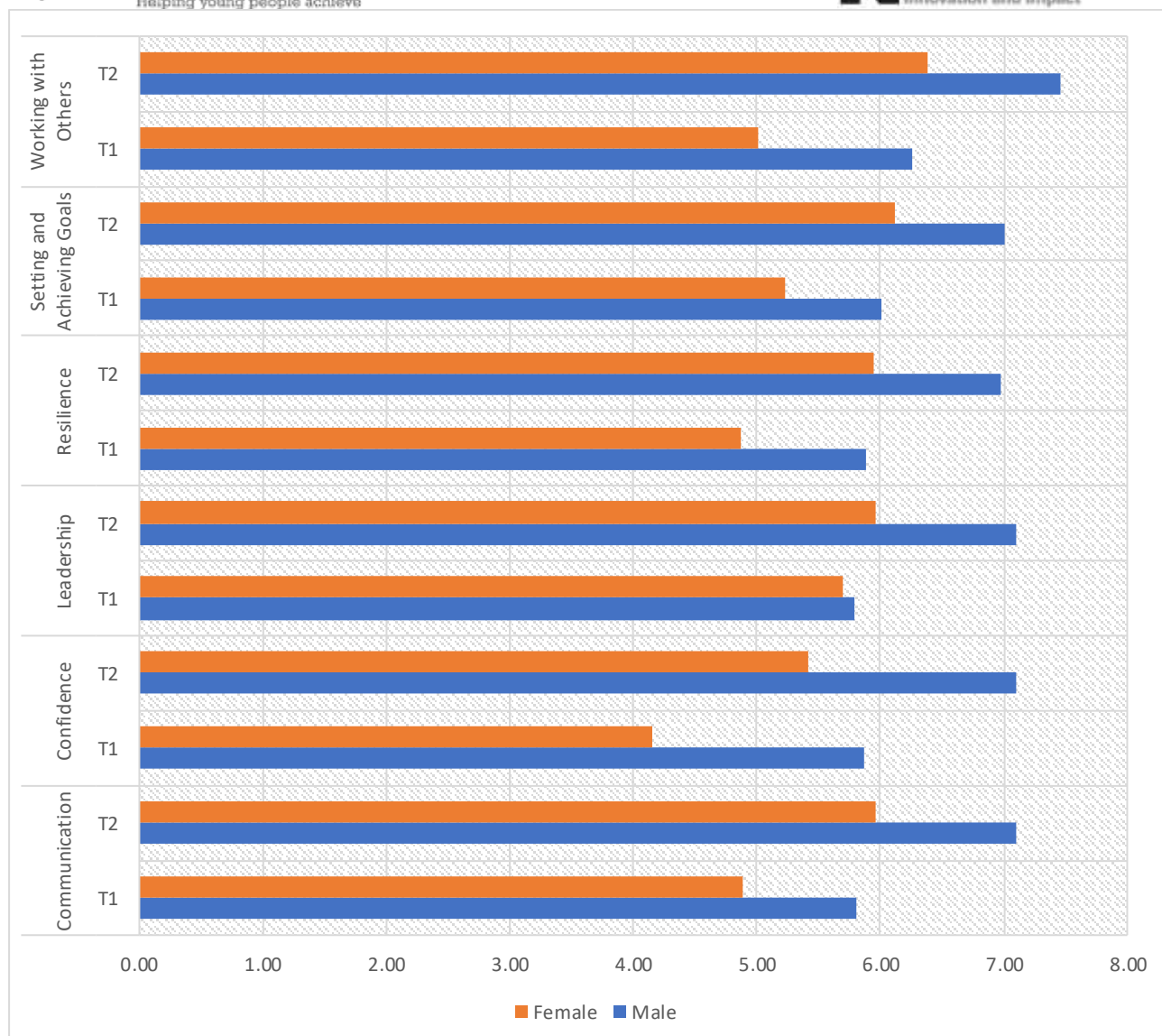


Figure 4.8. Student self-assessment competency change

4.2.3. Teacher Assessment

Teachers' completed assessments for students on competencies including communication, confidence, leadership, resilience, setting and achieving goals, and working with others. These self-assessments were completed on commencing the programme (start) and finishing the programme (end). Figure 4.9 illustrates the changes in each competency area.

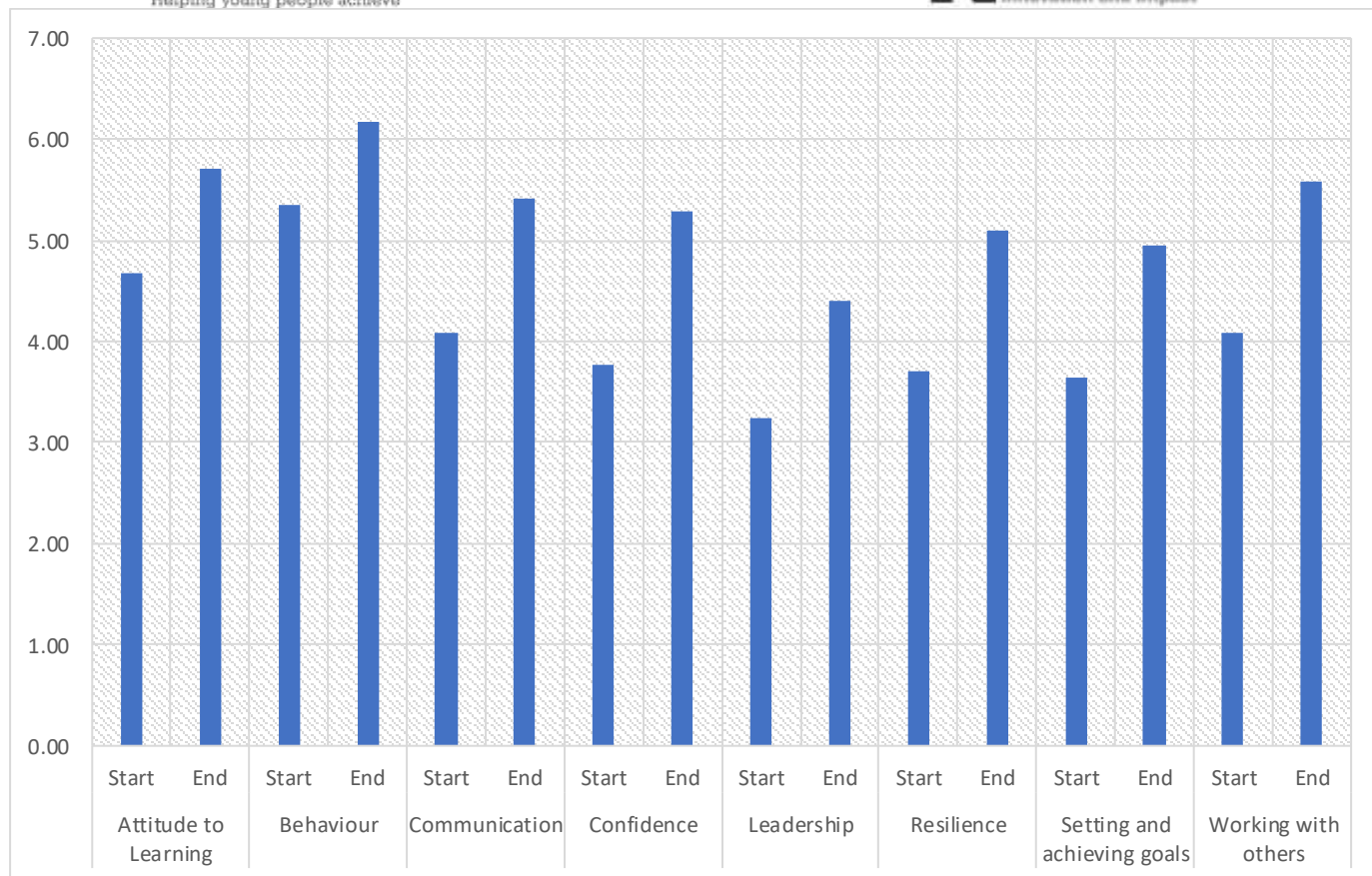


Figure 4.9. Teacher assessment competency change

Paired-sample t-tests were utilised to explore changes in competencies, with analysis revealing statistically significant increases in all competency areas over time. Specifically, analysis showed an increase in attitudes to learning ($n = 143$; $p < .001$; $t = -13.3$), behaviour ($n = 143$; $p < .001$; $t = -10.2$), communication ($n = 144$; $p < .001$; $t = -15.0$), confidence ($n = 144$; $p < .001$; $t = -16.5$), leadership ($n = 74$; $p < .001$; $t = -11.2$), resilience ($n = 142$; $p < .001$; $t = -14.8$), setting and achieving goals ($n = 143$; $p < .001$; $t = -16.0$), and working with others ($n = 144$; $p < .001$; $t = -16.4$).

5. Qualitative Findings

This section presents an overview of the data from the interviews (with eight young people, two graduates¹⁸, and five teachers), speeches and the photos taken by the young people in North Wales. The analysis of this data brought out three essential themes: *improving young people's confidence, preparing young people for the future, and innovative delivery in response to change* as it can be seen in Figure 3.2.

5.1. Improving Young People's Confidence

Young people who come from vulnerable backgrounds¹⁹ often report lower wellbeing, self-confidence and self-efficacy, which impacts on motivation and future aspiration (Hughes, 2011). Confidence enables young people to perform positively in life situations (Eden 1988; Eden and Kinnar 1991; Judge et al. 1997). Our findings suggest that JET supports young people to develop their confidence, self-esteem and provide social skills.

"I think JET was a really balanced activity. It improved your confidence; it improved your skills and it made you feel more comfortable in different situations" (Graduate 1).

One of the BSIP students mentioned how being part of JET helped them meet new people and make friends at school:

"Before Blue Skies I didn't really fit in in school, I didn't really have any friends and from Blue Skies I gained confidence to meet new friends. So that's how that helped" (BSIP Student 2).

Another student who was graduating from Blue Skies and gave a speech at their graduation ceremony, told the audience how much JET help them build their courage:

¹⁸ Former JET students who help to support and develop the programme by sharing inspirational stories. JET still engage with their graduates and keep in touch with them. It is one of JET's aims to have graduates volunteer in current JET sessions to encourage youth voice (JET Youth Strategy Draft, 2021). Therefore, graduates' positive feedback can play a significant part in raising a awareness about JET Youth Programmes.

¹⁹ JET works with vulnerable young people who have families living below the poverty line; have experienced trauma (bereavement, abuse, family breakdown); who are young carers; who are looked after or in care; young people who are on SEND register; who are Service children; and who have low-confidence or are socially struggling (adapted from JET's Corporate Proposal, 2022).

“I built up the courage to stand up and say my speech. What I have learnt in Jet team is to not let my fears get to me. I learnt that even though I can mess up, I can go back and start again” (Blue Skies Graduation Student 5).

A photo (Image 4.1) taken by two young people in North Wales supports information from interviews and the speech, illustrating that young people who are part of JET Youth Programmes, develop confidence and learn to believe more in themselves. Image 4.1 shows that the young people, by working together and being part of JET's Blue Skies programme, they are more open and courageous to meet new people.



Image 4.1 “Step Together”: Taking a step towards being more confident. Working together boosts my confidence (2 Students, Blue Skies 1).

Activities young people participate in as part of JET's programmes help them to become independent thinkers and provide them with the ability to work as a team, as one of the teacher notes:

“So, I definitely think [it] helps students in the classroom, maybe not their actual grades but it helps them become more independent learners and able to work as a team and know the importance of how to do that. So, I think it does provide them with the skills needed” (Teacher 3).

Another photo (Image 4.2) taken by a Blue Skies student, which aligns with the teachers’ comment above, shows how young people’s confidence develops as they grow on the programme and learn new skills.

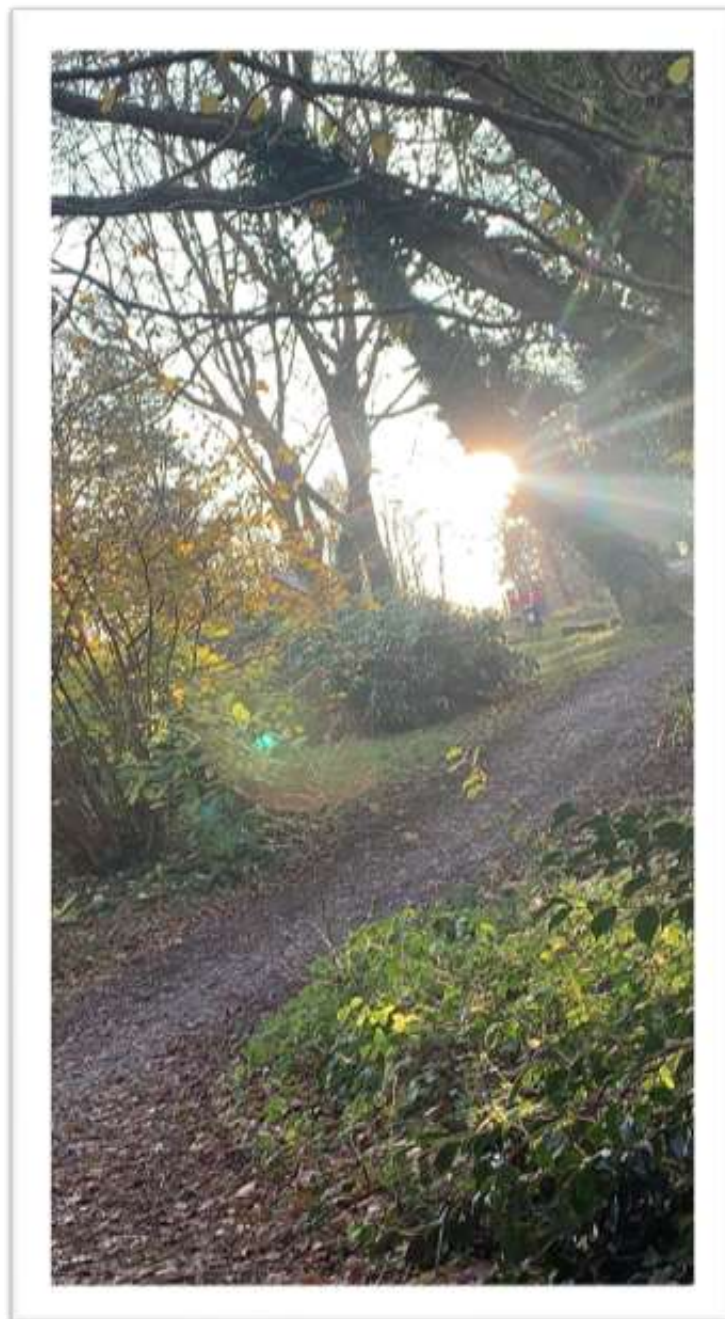


Image 4.2 “A journey to grow”: *“Getting more confident like the sun shining through” (1 Student, Blue Skies 1).*

Improvements in confidence were also evident from the questionnaire with analysis showing that young people’s General Self-Efficacy improves on their journey through Blue Skies, with students on Blue Skies Year 1 and Blue Skies Year 2 reporting the highest General Self-Efficacy (32.00) whilst students’ attending Inspirational Outreach reported the lowest General Self-Efficacy (26.00). This confidence was directly discussed by young people, with one of the young people noting:

“I’ve gained quite a lot of confidence through JET and am able to actually speak more in class and do more” (BSIP Student 1).

Another said:

“I feel more confident that I can achieve my goals because there’s been sessions that I’ve felt like I wouldn’t be able to achieve something in the session, like rock climbing before. I felt like I couldn’t do anything and then getting that sense of achievement afterwards. So, I know that I can work up to anything from Blue Skies” (BSIP Student 2).

The young people interviewed emphasised the significance of JET in terms of helping them to achieve their goals through confidence-building. One of the young people, who completed Blue Skies, stated in their graduation speech that the programme helped them to realise their potential and made them more confident about their future plans:

“Before I joined Blue Skies, I was not really confident around people I didn’t know. I joined Blue Skies and now I am more confident, which has helped me join the Marine Cadets. Before Blue Skies, I didn’t know what I wanted to do but now I want to be a marine. I am proud to be a marine cadet” (Blue Skies Graduation, Student 4).

The quote from the young person above provides evidence that JET helps prepare young people for their future, which is also further analysed in Section 4.1.2 below. JET promote confidence in young people through engagement in their programmes and through the development of the Youth Voice Steering Group. The Youth Voice Steering Group has representatives from the youth programmes team, education committee, SLT and crucially, young people. It is led passionately by the youngest member of the JET team, with the aim of weaving youth

voice through JET's programmes and across the entire JET ethos, ensuring young people remain actively and visibly at the heart of everything JET do and that they can meaningfully influence decision-making across the organisation.

This theme indicates that through the delivery of inspiring programmes, JET create positive and supportive environments that enable young people to flourish. Young people feel more confident in themselves and become more open to new opportunities. By raising their confidence JET support young people with social skills such as public speaking, meeting new people and ultimately achieving their goals both through education and employment. Innovative programmes that promote a competency-based approach are critical for alleviating the social inequalities that impact young people, families, and communities.

5.2. Preparing Young People for the Future

Aligning with the previous theme, *preparing young people for the future* illustrated that the essential skills young people gain by participating in JET activities prepares them for their future, as these skills are transferrable to their future work. The findings indicate that the JET programmes are effective in helping young people pursue their goals and dreams. One of the teachers reflected on the link between JET activities and real-life mentioning, noting that the activities young people take part in are always about real jobs and responsibilities which prepares young people for life:

"JET is very attached to real life and they talk about real life and real jobs and real responsibilities, real histories and - do you know what I mean? It's the reality of it (...) and I think they will carry that; they will carry those experiences, they carry that learning that they've been engaged with" (Teacher 1).

A young person, who was a graduate, emphasised the importance JET had in their further education:

"In college I had to work in a team, how it works is that sometimes you are the leader and sometimes you are the team player and at times it's good to have both the skills. I'm glad that I learned it at JET because it's helped me improve with college. In catering I'm either the leader, selected on some days so I have to lead and other days I have to help so that makes me a good team player because I've got good communication and I get along with my team" (Graduate 2).

Image 4.3 below, taken by a Blue Skies student, supports this argument about the role of becoming a good team player in support young people's future:



Image 4.3 “Our Tower”: *“This reminds us of our teamwork, when we built this tower together. **** was amazing at this!” (3 Students, Blue Skies 1).*

The tower is an important metaphor for teamwork as the young people had to work together to create a sturdy tower. A similar teamwork activity was also mentioned by a Blue Skies student during their graduation speech:

“The challenge was to build a bridge out of plastic straws, cups, lollipop sticks, sheets of paper and paper plates. We split into two teams and we had to build half of a bridge each. We had job roles. I was one of the engineers. I had to help put everything together and I helped the leader fix any problems. After putting the bridge together, we put a stack of paper plates on it to test how strong it was. I’ve learnt about teamwork and

you can get stuff done much better by interacting with each other” (Blue Skies Graduation Student, 11).

Literature (Docket, 2020) on teamwork indicates that working in teams motivates individuals, increases efficiency and learning opportunities and eliminates unhealthy work cultures. By learning teamwork through activities on the JET programme, young people are able to prepare for future jobs. JET’s support for young people’s futures was also mentioned by another graduate:

“The activities I took part in was Thursdays, lifesaving, assault courses, CV writing, workshops to do with going on to further education and jobs. And everyday communication with people in a more fun way so that it doesn’t seem so daunting”. (Graduate, 1)

A BSIP Student also echoed this view:

“I think for myself the skills that we’ve been learning, we’ve done team building and communication are really helpful, just in general life. Also I really enjoy acting and so I’m hoping to be able to go into that when I’m older and I think the skills we have learned and will learn will definitely help with that, communication. We did talking, in communication there’s talking but there’s also being able to listen. And body language as well, like showing how you are feeling and I find that really helpful” (BSIP Student, 4).

This BSIP student’s quote evidences that the activities young people take part in, through JET, teach them transferrable skills such as teamwork, being a good communicator and a listener. The experiences young people shared in this theme showed that through JET’s Youth Programmes and different activities, they take part in, they learn teamwork, develop transferrable skills, and feel better prepared for their futures. When a JET graduate starts a new job, they feel more confident knowing that they have already learned skills that will help them at their workplace. Promoting competency-based skills through practical activities with employers helps instil a sense of belonging in young people, empowering young people on their journey to employment. Furthermore, this approach promotes active citizenship that, in turn, helps young people to feel connected with the community and society and helps young people understand career pathways. This enables young people to, not only identify employment opportunities, but to identify apprenticeship schemes that are a key feature of the sessions JET run with corporate partners. Such specific experience of different pathways into

different careers helps widen students' experience and understanding which, therefore, opens up opportunities that young people would be otherwise unaware existed.

5.3. Innovative delivery in response to change

The COVID-19 pandemic has had a tremendous impact on young people, with school closures, isolation and limited in-person activities meaning that young people have experienced significant periods of isolation. The Mind charity reported that over one in three young people (34%) stated that their mental health has gotten much worse during the pandemic, as they had to isolate themselves. Over half of young people (59%) said that they would enjoy their school or university more once the pandemic restrictions eased (Mind Charity, 2021, p.9). The impact of COVID-19 on children and young people is described as “devastating”, with emerging needs for children, young people and families exasperating pre-existing vulnerabilities (Harris and Goodfellow, 2021). Conversely, the pandemic and subsequent lockdown have seen the introduction of online classes and resources all around the country. This move to online resources was embraced by JET in the development of their digital offer. While the online resources put forward by JET were received positively by teachers, it was believed that one of the essential elements of JET activities is the face-to-face engagement:

“I think that the way it's been done this time, and it's not anybody's fault it's just COVID, hasn't had as much as an impact, we have to reconsider again this way unless there were changes, maybe like more outdoors, more time to get to know them in order to change things slightly” (Teacher 1).

Another teacher made a similar comment:

“The COVID has had the biggest impact, it's a shame really. But I know there are companies out there like XXX used to work with and we'd meet at the school, come together and do the activities on the school ground. Obviously COVID changes things but (...) I found there's been a lot of worksheets this time where I think children respond better when they have someone new coming into school when it's not worksheets because it's different to their usual routine and usual timetable. And I can't praise the (JET) staff enough, XXX who works with our school is fantastic and always well prepared and everything. I think it is just this time with COVID, I mean it is COVID related but it could be a little bit more hands on maybe” (Teacher 3).

One of the young people also reflected on the changes the COVID-19 pandemic brought, and while they were positive with the online sessions, they noted their preference in face-to-face interactions:

“I’ve heard that other people that used to be in this school did JET and they said that it was really fun to do all the activities with xxx. So, I thought I’d give it a try because they said how good it is, so I thought I’d try it (...) a lot of den building and different things and cooking outside before. It’s a shame that we couldn’t have done that this year, but it was because of the COVID regulations (...) It was good online, but I would have rather it be in real life” (BSIP Student, 3).

Research (Kemp and Grieve, 2014) shows that, even before the pandemic, students preferred discussions to take place face-to-face as they found it more engaging. JET offer students a unique opportunity to participate in face-to-face activities however in response to the pandemic there were opportunities for virtual sessions (with approximately 15/135 sessions delivered virtually). Virtual delivery was beneficial for keeping students engaged in the programme; however, JET reinstated face-to-face sessions for students as soon as it was safe. Another concern regarding digital delivery was the access to laptops²⁰ and internet. One young person said:

“To start with we didn’t have internet so it was a bit difficult because we had to have work sent from the school to home, I would then complete that. And then once we got the internet, we were given a laptop and the online classes, they were basically just a digital form of our classes” (BSIP Student, 2).

After the restrictions ended, the ISII team visited North Wales to observe the Blue Skies programme and introduced the *Photostories* tool (as explained in Section 3). During the Blue Skies session, the young people talked about their contentment about being back to face-to-face sessions, and spending time with their friends that they made through the Blue Skies programme. These feelings also reflected on their photography that they undertook during their Blue Skies sessions. One young person took a photo of their day and how it reminded them of the Blue Skies (Image 4.4):

²⁰ These laptops were not provided by JET.



Image 4.4 “Beautiful Morning”: *“The sky was blue and colourful. It was really nice and Blue Skies is helpful and nice” (1 Student, Blue Skies 1).*

Another young person, who was also enjoyed being outside wanted to photograph the sky which they described as magical (Image 4.5):



Image 4.5 “Magical Skies”: *“I had to take a photo because you don't see the sky as magical as this every day” (1 Student, Blue Skies 1).*

The young people the ISII team talked to on the day mentioned that they enjoyed coming to Blue Skies activities each week and seeing their friends and the JET team. The activities they undertook in person provided them socialisation and they felt more confident by taking part in outside activities. This was also evident in the graduation speeches of the Blue Skies students; one young person recollected the day they went climbing in Wales:

“Today I am going to discuss my day at Snowdonia. My favourite part was when we as a group went climbing in the morning. I think that the best part of climbing was encouraging people to overcome their fear of heights. I myself was able to motivate xxx and xxx to try the climb, they both did amazingly well. I have learnt to help and

encourage people on Blue Skies. I would like to thank everyone that helped me accomplish my goals” (Blue Skies Graduation, Student 7).

This speech above demonstrates the importance of the ability to go outside, take part in outside activities and be physically active. Young people who have had the experience of taking part in face-to-face delivery, especially in outside activities, shared how useful these were for their personal development. Physical activity that young people can do outside such as hiking and climbing is suggested to have benefits for social and cognitive well-being (Bailey, 2006). While COVID-19 restrictions limited these engagements for a period of time, the young people were happy to return back to the in-person sessions.

5.4. Summary

The COVID-19 pandemic has intensified the social inequality and disadvantage experienced by young people. For example, it was published that four-fifths of schools, including pupils from low-income families, did not have enough devices and internet access to ensure all self-isolating pupils could access online learning (Packham, 2020). Research has also shown that nearly one-third of students do not have reliable and continuous access to the internet at home with which to access online learning (UNICEF, 2020).

The key learning from this theme is that while implementing online sessions, it is important to address the needs of schools and students. As the teachers recommended, it may work better if there could be some activities that students can take part in outdoors in smaller groups, rather than using online resources even if it is for a limited amount of time. Online activities and sessions were a respond from schools, third sector and voluntary organisations as a way to engage with young people and ensure that they were fully isolated. However, young people from deprived areas can struggle to keep up with online learning and may feel isolated due to their lack of access to digital resources. Nevertheless, this can also be prevented by providing young people with laptops and internet connections to support their learning. As the BSIP Student 2 stated once they received a laptop, their overall experience of online learning was positive. As Covid-19 has come to an end, JET returned what already works, and, once the face-to-face activities returned, the students indicated their contentment with seeing their friends and activity leaders again in the Blue Skies programme. The photos students took after the lockdown show the significance of being able to go outside, and to be involved in activities that are outside.

6. Conclusions

6.1. Overview of Findings

Over thirteen million people in the UK are currently living in poverty, and over three million of these are children (Joseph Rowntree Foundation, 2021). The Youth Futures Foundation (2021) argue that many young people do not have access to support or appropriate information to find employment or apply to further or higher education (Youth Futures Foundation, 2021). The Covid-19 pandemic has intensified these inequalities and created challenges for young people and education-based charities and institutions. Similar to many other charities, the COVID-19 pandemic has created challenges in terms of service delivery. However, JET has continued to deliver support to young people enrolled on youth programmes and has developed new digital content (JET Inspired) to ensure that young people receive support. This has ensured that young people receive dedicated support and inspiration to overcome adversity, identify their strengths and work towards their ambitions. After the COVID-19 pandemic limitations were over, the JET team carried on their face-to-face activities and continued to support students.

This report presented the full evaluation of the JET Youth Programmes. The qualitative data based on interviews²¹, graduation speeches, and *Photostories* indicated that JET creates an environment where young people can thrive and fulfil their full potential. JET provide support to young people through Blue Skies and Inspirational Outreach programmes. Questionnaire information shows that students' General Self-Efficacy and wellbeing differed by gender with female students reporting lower General Self-Efficacy than male students. Other differences were noted in students with a registered SEND who reported lower General Self-Efficacy and wellbeing than students not registered with SEND. Student General Self-Efficacy differed across the programmes, with students on Blue Skies Year 1 and Blue Skies Year 2 reporting the highest General Self-Efficacy (32.00) whilst students' attending Inspirational Outreach reported the lowest General Self-Efficacy (26.00). Similarly, student wellbeing differed across the programmes, with students on Blue Skies Year 3 reporting the highest wellbeing (26.00) whilst students' attending Inspirational Outreach reported the lowest wellbeing (17.00). These

²¹ Apart from our qualitative and quantitative data collection, the ISII's informal interviews with stakeholders (at the JET Space Forum and phone calls arranged by the JET team) indicated that external stakeholders put importance on JET's having an external independent evaluator as they measure the impact easier.

differences could be explained by the duration and intensity of the programmes, with Blue Skies programmes involving higher levels of support over a longer period of time. Student self-assessments and teacher assessments show that children and young people experience an increase in all competency areas over time. Although all students experience a significant increase in self-assessed competency, male students self-assessed competency remaining significantly higher than female students on completing the programme. Students with lower scores in GSE and wellbeing might need different support to those with higher scores, thus, JET have an opportunity to develop innovative and target programmes based on young peoples' situation (Eden and Aviram, 1993; Creed et al., 2001). JET have aspirations to implement (Eden and Aviram, 1993; Creed et al., 2001). In response to findings in the interim reports and feedback from stakeholder workshops, JET have aspirations to implement the JET Futures initiative. This would see Blue Skies students supported between programme levels and beyond, to support them through key transition points into meaningful employment, training, further and higher education as required, ensuring those most in need don't disengage beyond the programmes.

JET Youth Programmes promote confidence, leadership, teamwork, and other vital skills. The findings so far indicate the effectiveness of JET programmes in helping young people pursue their goals and dreams. Many young people who suffer from low-confidence face barriers such as not fitting into mainstream education; lacking a supportive social network and feeling discouraged to achieve their goals. JET Youth Programmes support young people to overcome their adversities and reach their full potential by creating a positive and supportive environment that enable young people to thrive. JET is dedicated to improving sustainability, focusing programme delivery on promoting quality education (SDG4: Quality Education) and reducing inequality (SDG10: Reduced Inequality). Through supporting young people to stay in education (especially young people at risk of NEET), the support offered by JET has an added value for society with NEET costs to the taxpayer of between £97,000 and £370,000 (Nelson and O'Donnell 2012; IPPR, 2017).

6.2. Limitations

The biggest challenge for the JET evaluation has been the COVID-19 Pandemic, the number of lockdowns and young people studying from home had a direct impact on the JET's delivery, and consequently ISII's data collection and field visits. ISII team managed to visit one Blue

Skies site which was in North Wales, and the implementation of *Photostories* had to be postponed. Once *Photostories* took place in North Wales (December 2021), the new variant Omicron led to school closures, and staff absences in North Wales and the ISII team received fewer photos than expected (five photos) as a result of this.

6.3. Recommendations

Interviews during the COVID-19 pandemic showed that young people prefer face-to-face engagement. Teachers also discussed how face-to-face delivery helps young people to socialise better, as they partake in activities such as rock climbing, whilst they would also naturally talk to one another more in person. Some of the teachers recommended doing outdoor activities in small groups (following any relevant COVID-19 related safety guidelines) if there are any further pandemic-based disruptions.

However, some young people mentioned that once they were provided with a laptop (not all young people we interviewed owned a laptop, so schools provided them with one), the lockdown got more manageable due to digital lessons taking place both in school and through JET. This is another significant issue that needs to be considered; not all young people would own a laptop and so could suffer from digital poverty. If another lockdown occurs, JET could try to focus on activities that take place outside in small groups and if that is not possible, ensure that all young people have what they need to access the digital resources.

In terms of quantitative data there are gaps and inconsistencies in the available data which create challenges in providing accurate information on the impact of the programme. For example, analysis of data suggests that children experiencing disadvantage require supporting specific areas (i.e. communication, resilience) however limitations in the data mean that further analysis was not possible. Thus, there is a need for collection of data for all students would enable JET to understand the deprivation experienced by children and ensure the right support is available.

Our overall recommendations from our qualitative and quantitative research findings are:

- **Broadening the demographics** – including more young people in JET programmes that have protected characteristics, especially from ethnic minority groups who are experiencing disadvantage.

- **Validated measurement** – Introduce validated academic scales (i.e. General Self-efficacy and/or Warwick and Edinburgh Wellbeing) to identify changes over time for confidence and wellbeing, which can be predictors of positive outcomes for children and young people.
- **Comparative evaluation** – Collect full demographic data for children and young people on JET programmes to allow for comparisons based on Ethnicity, Postcode, and Index of Multiple Deprivation. This would allow for the identification of new opportunities for JET in improving outcomes for children and young people.
- **Tailored support** – Tailor support to individuals experiencing lower competency levels. For example, analysis showed that children and young people's competencies differ by gender and registered SEND; therefore, JET have an opportunity to offer additional targeted support to ensure outcomes are enhanced for the groups who scored lower on the competency scale.
- **Innovative delivery** – Digital and blended-delivery was adopted by JET during the pandemic; however, engaging young people face-to-face as much as possible and engaging in outdoor activities in small groups for possible future pandemic-related disruptions is the best approach for young people.

Overall, the ISII's final report concludes that JET's Youth Programmes enable young people to develop new skills that translate into improving their employability skills, as the young people can reach their potential by improving their self-esteem and confidence. It provides young people with a space in which they can meet new people and engage with people that they would not necessarily find the courage to talk to normally. Promoting competency-based skills through practical activities with JETs corporate partners helps instil a sense of belonging in young people, empowering young people on their journey to employment. Furthermore, this approach promotes active citizenship that, in turn, helps young people to feel connected with the community and society and helps young people understand career pathways. This enables young people to not only identify employment opportunities, but to identify apprenticeship schemes, which are a key feature of the sessions JET run with corporate partners. Such specific experience of different pathways into different careers helps widen students' experience and understanding, opening up opportunities that young people would be otherwise unaware existed. Not only do young people have the opportunity to meet new people, but they develop positive friendships that help to improve their self-esteem and confidence.

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Appendices

Appendix A: Photostories Booklet



Photo Stories

A handy guide



Prepared by the
Institute for Social Innovation and Impact

Introduction

Hello, and thank you for considering taking part in Photo Stories!

Photo Stories is a research method, adapted from Photovoice, which the Institute for Social Innovation and Impact (ISII) is using in their evaluation of JET Youth Programmes.

This handy booklet will provide you with simple instructions on how to take part in the evaluation, and how to create your own photo story.

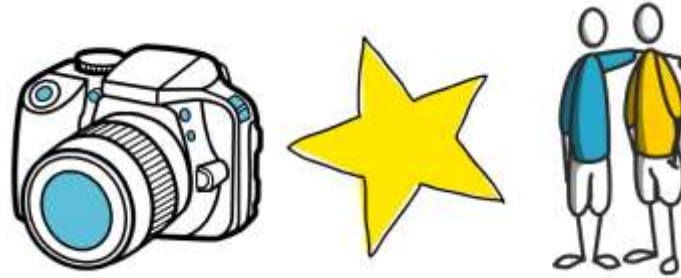


What do you do?

We would you to take photos of things that mean a lot to you in your life. You will be asked to write a short explanation of each photo to help us understand what they mean to you.

We would like you to take about 10-20 pictures that we can turn into a storyboard. However, if you like, you can take more pictures.

At the end of the activity, we will ask you to talk with a friend from Blue Skies about your photos.



What do you need?

The first thing you will need is a camera, this can be the one on your phone, or any other camera you may want to use instead.

It will also help to have a notepad and pen, so you can make quick notes when taking photos. If you prefer you can use your *Notes App* on your phones (please remember to save it!).

We like to get people involved in research, so we ask that you pick a friend from Blue Skies that you want to work with, so you can interview each other about the photos you take.

You may use a recorder (or 'Voice Memos' on your phone) to record your interviews, that way we can all make sure nothing is missed and make sure that our notes are as accurate as possible.



What will you do with all the photos?

We will analyse the photos and add them to our report on Jet Youth Programmes.

However, if you give us permission, we may use the photos in exhibitions at the University of Northampton and/or other local and national exhibitions.



**What if I change my mind,
do I have to share my photo's with you?**

No! Like all the research we do with you, you can stop being involved at any time you like and for any reason you like.

If you do choose to share your photos with us, we will give you a consent form explaining your rights, and that if we use your work in an exhibition, we won't use your name (unless you would like us too).



The Exercise Sheet!

Your Name:

Your Friends Name (If you are doing this in pairs or a group):

Have you signed our consent form (please circle)?

YES

NO

Date:



Instructions

We would like you to take 10-20 photos of things that are important to you. You might want to think about the following before and after you take the photo:

What is important about this image?

How does it relate to you?

How does it relate to your experience with Blue Skies?

What is the story behind the photo?

What can people learn about your photo?

Once you have all your photos you can create a storyboard!

You can be as creative as you want, and use whatever means or technology you want, whether it's printing them off and making a collage, using PowerPoint, or anything else. If you have any problems, we are always happy to help!

The last thing we will ask you and your friend to do, is interview each other! You can ask each other questions like

Why did you take this photo?

Why is it important to you?

Does it tell us anything about your experience in Blue Skies?

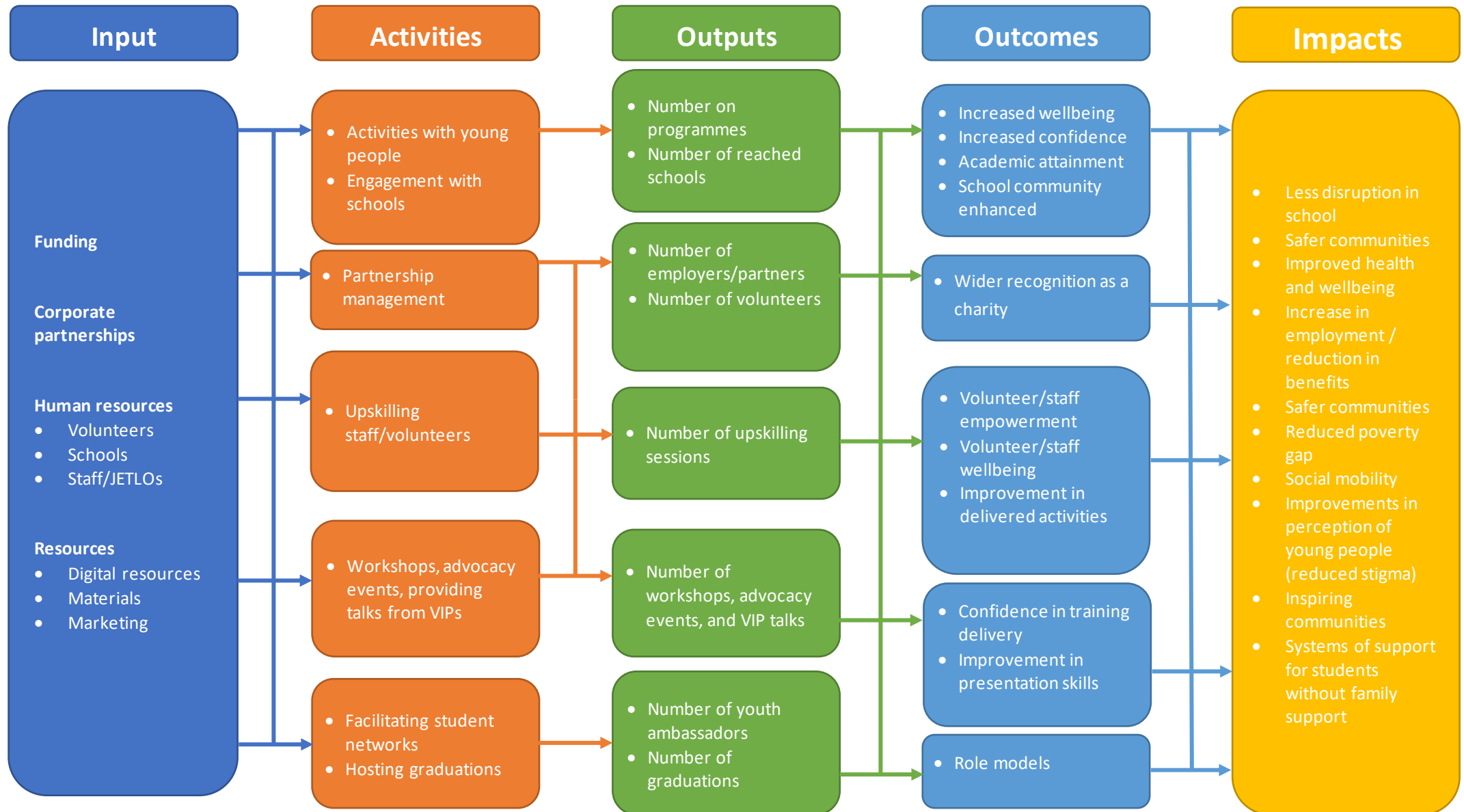
Do you mind telling me how does this photo make you feel?

Finally, if you like you can make notes in your notepad about how your friends or classmates photos made you feel. Maybe you learnt something about their personal journey or found out about something new about your community.

At all times during this project, we are on hand to offer help and support, just send us a message at research-isi@northampton.ac.uk

Thank you for considering taking part!

Appendix B: Theory of Change Flowchart



Appendix C: Young People Interview Questions

1. Can you just tell me a bit about yourself?
2. When did you first get involved with Jon Egging Trust (JET)?
3. How did you hear about them?
4. Why did you want to take part in their programme(s)?
5. Can you tell me a bit about your home life? (Where and whom do you live with?)
6. Can you tell me a bit about the relationships that you have with people in your life (parents, friends)?
7. Can you tell me a bit about your school life?
8. Do you like going to school? (ask about their classes, what they like/dislike)
9. How is your relationship with your teachers?
10. Can you tell me a bit about your friendships in school?
11. Would you mind telling me about your aspirations/goals in life? What do you want to do when you finish school? What motivates you?
12. How do you feel about the activities you take part in through JET?
13. What do you like the most about the activities, being part of the JET programme?
14. Is there anything you think that can be improved?
15. Have you learnt anything during your time with JET that might help you achieve your goals or might have inspired you about your future?
16. Can you tell me about how you feel about the recent changes in your education/schooling due to COVID-19? (ask about any online sessions they attend; home-schooling; missing school/teachers/friends)
17. Is there anything else you would like to add?

Appendix D: Stakeholder Interview Questions

1. Can you just tell me a bit about you and your work with the Jon Egging Trust?
2. How did you hear about the Jon Egging Trust?
3. Why did you decide to work with the Jon Egging Trust?
4. What services do you think the Jon Egging Trust offer? In what way do you support the Jon Egging Trust?
5. What do you think the needs are of young people today?
6. How do you think the programmes the Jon Egging Trust offer impact on young people?
7. Could the Jon Egging Trust improve its programmes and the impact on the youth further?
8. Would you work with the Jon Egging Trust again? (or depending on the stakeholder would you carry on working with the Trust?)
9. How do you think the needs of young people have changed since the COVID-19 pandemic started? (prompt about not going to schools, isolation, if needed)
10. Is there anything else that you feel is important and wish to tell me before I finish this interview?

Appendix E: JET Partners

MoD Boscombe Down

MoD Worthy Down

Tank Museum

Weymouth Sea Life

Bournemouth Uni

Jimmy's Iced Coffee

Draken

RN Engagement Team

Southampton Uni

NATS

Farrow and Ball

National Police Air Service

Moors Valley

Blue Pool

Dorset Wildlife Trust

Curtis Wright

IBM (in development)

Atlas Elektronik (in development)

Microsoft

QinetiQ

Boeing

Royal Agricultural College

Rolls Royce

Harwell

Bremont

BAE

Ascent

Affinity

Northrop Grumman

CAA – (new in development)

Meggitt

RAF – Scampton, Odiham, Wittering, Waddington, Brize, Coningsby, Marham, Valley,
Honington, Cranwell

JSMTTC – Joint services mountain training centre

Inzpire

ESS

Appendix F: Breakdown of Theory of Change Participants

Theory of Change Workshop Groups	Number of Participants
1. JET Team	5
2. Volunteers from non-military partners	3
3. Military Point of Contacts and Volunteers	6
4. Senior Military Personnel	6
5. Trustees and Patrons	7
6. JET Admin/Finance/Fundraising Staff	5
7. JET Youth Programme Team	6
8. JET Ambassadors and Parents	5
9. Military Point of Contacts and Volunteers	3
10. Schools	3

Appendix G: Breakdown of the Interview Participants

Focus Groups and interviews	Number of Participants
1. Current BSIP Students (three groups one group with two participants and two groups with three participants).	8
2. Graduates (one group).	2
3. Teachers (four individual interviews, however, one teacher was interviewed with two students).	5