



GoTeach Evaluation

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October 2023

**DHL UK
FOUNDATION**



centre for
health and
development



Acknowledgements

This research was commissioned by DHL UK Foundation, and we are very grateful to Harry Wade, Emma Stratford, Erica Young and Jessica McKenna for their support and help throughout the evaluation process.

We would like to thank all current and previous members of the GoTeach 'Impact Evaluation Group', including Mariana Werdine, Shona Fawcett, Anna Oultram from Teach First and Elin Finnegan and Bob Hughes from City Year UK, for all their efforts in organising the GoTeach sessions and supporting the evaluation.

Many thanks also go to the DHL Colleagues and Champions participating in the GoTeach sessions.

Finally, we acknowledge and thank all schools who took part in this research, including students, Career Leads and Coordinators and other school staff involved with the completion of questionnaires.

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Executive Summary

The DHL UK Foundation commissioned the Centre for Health and Development (CHAD) at Staffordshire University to conduct an impact evaluation of their 'GoTeach' programme. The GoTeach programme is a class-based intervention, which teaches and informs students about careers and employability skills. The sessions were organised by DHL UK Foundation, together with charitable partners Teach First and City Year UK. DHL Colleagues or Champions, who are employees of the logistics company DHL Business, deliver the GoTeach sessions. The aims of the evaluation were to understand the impact of the GoTeach programme on students' outcomes, such as self-efficacies, to explore perceptions of the GoTeach activities and to make recommendations for improvement.

This report discusses the findings from the GoTeach impact evaluation. The mixed-methods evaluation followed a quasi-experimental design, where an intervention is evaluated without randomising participants into groups. The evaluation involved Year 9/10 pupils from 12 schools in socio-economically disadvantaged areas; 11 schools took part in four GoTeach sessions and one school took part in three sessions, out of 16 schools that initially signed up. Students took part in four GoTeach sessions: 'Classroom Career Talk', 'Employability Skills', 'CV & Interview workshop' and 'Logistics Challenge Problem Solving activity'.

This evaluation is split into an outcome and process evaluation. To evaluate the outcomes of the sessions, in each school, intervention and comparator groups, each comprising 30 students, were asked to complete questionnaires. These measured any changes in student's economic self-efficacy (an individual's belief that they will be economically secure and have a good job when they are older), career readiness and a GoTeach measure. The 'GoTeach' measure included asking about skills needed for jobs and careers and questions around students' confidence in writing a CV, working as part of a team and their understanding around the skills needed for public speaking and communicating. Other measures such as aspirations and social school capital (the strength of students' relationships with their teachers and peers) were also included. Students completed a questionnaire at baseline (Spring 2022) and after all four sessions were completed (Autumn 2022-Summer 2023).

Data for the outcome evaluation were collected anonymously (total quantitative sample n=522) and further data included student level information about free school meal status, gender, special educational needs, looked after children and ethnicity. Schools were asked to provide registers for all GoTeach sessions.

The process evaluation explored perceptions of the programme and to make improvements for the future among students, Career Leads and Coordinators, and DHL Colleagues. The report includes findings from five focus groups with 32 students, five interviews with Career Leads and Coordinators, four interviews with other Stakeholders involved with the GoTeach intervention and 16 interviews with DHL Colleagues and Champions (total qualitative sample n=57).

Key Results, Findings and Recommendations

Outcomes and impact:

- Students who participated in four GoTeach sessions had statistically significant higher mean values of economic self-efficacy, career readiness and the GoTeach measure than students in the comparator group at baseline and after the intervention
- Statistically significant increases in the GoTeach measure from baseline to after the intervention were found in students who took part in four GoTeach sessions but not for students in the comparator group
- Students felt that they had been provided with information and learning that they would not normally experience at school. They felt that working with individuals from a large business made the experience more 'genuine'
- Significantly higher values of social school capital were found in students from the intervention group compared to the comparator group and could relate to how Career Leads and Coordinators chose students for each group
- There were decreases in economic self-efficacy and the GoTeach measure for the comparator group between the baseline and at the end of the evaluation
- Participating in the GoTeach sessions did not significantly change the aspirations of students.

Process:

- The GoTeach programme was well received by all students, Career Leads and Coordinators
- The interactive and immersive elements of the sessions resulted in students being engaged
- The Problem-Solving session was considered the best session; the Classroom Career Talk was the least favourite
- Students working with DHL Champions valued the familiarity and relationships created with them
- Challenges in programme deliver were mainly due to difficulties experienced by schools (e.g., accessing suitable room spaces, organising sessions around exams and attendance of students)
- DHL Colleagues and Champions valued their involvement with the GoTeach programme, with a sense they were giving something back.

Recommendations:

- Ensure that students feel represented by DHL Colleagues by aiming to recruit individuals from similar backgrounds, with a mix of age, gender, and ethnicities
- Change the format of the Classroom Career Talk
- Additional training for DHL Colleagues around student behaviour and engagement
- Trial an additional session at the end of the programme to consolidate learning
- Continue to work adaptively with schools, and book in date and times with schools well in advance.

What does this all mean?

This evaluation suggests that students who take part in four GoTeach sessions have increased understanding about the skills needed for jobs and careers. Participation in the GoTeach programme increased confidence in the skills and knowledge around writing CVs, communicating in a group, and working as part of a team. The GoTeach programme also provides students with the opportunity to engage with employers, which they enjoyed and found different to normal classes at school. All participants enjoyed the GoTeach sessions and found most of them to be fun and engaging. The DHL Colleagues and Champions felt that delivering the GoTeach sessions was rewarding. Overall, the GoTeach programme was highly regarded by the secondary school students, Career Leads and Coordinators and Stakeholders interviewed for this evaluation.

The GoTeach intervention and evaluation did face some challenges, however. Trying to organise GoTeach sessions in busy schools could be difficult. Secondary schools are under a considerable amount of pressure due to a lack of capacity and funding. This resulted in problems around scheduling sessions in schools and in the collection of data for the evaluation.

Recommendations for the future, made by students, Career Leads and Coordinators, Stakeholder and DHL Colleagues, suggest that the current programme is good but could be strengthened. Recommendations include changing the format of Classroom Career Talk and provide additional training for less experienced DHL Colleagues. Any changes could help to increase the engagement of students and consequently increase impact.

Introduction

The DHL UK Foundation commissioned the Centre for Health and Development (CHAD) at Staffordshire University to conduct an independent impact evaluation of their 'GoTeach' programme. GoTeach is a careers based programme organised by the DHL UK Foundation and is delivered in secondary schools in socio-economically disadvantaged areas in England.

The DHL UK Foundation is a charitable organisation working with young people aged five to 25 years who are experiencing socio-economic disadvantage. Their mission is to work with employees of DHL Group, the worldwide logistics company, together with school and charitable partners to help young people have access to the best possible education, the chance to develop essential life skills and to support individuals to secure meaningful and sustainable employment. DHL UK Foundation work together with other charitable partners with the aim of reaching young people experiencing socio-economic disadvantage.

The DHL UK Foundation work together with 'DHL Colleagues' from the DHL business offering a range of 'GoTeach' activities to schools and students from socio-economic disadvantaged areas. These include site visits, mentoring schemes, outdoor educational residentials, work experience and employability through sport, and classroom activities around employability and other careers related skills.

Overview of the 'GoTeach' classroom programme

The aim of the GoTeach programme is to develop skills that empower young people and increase their confidence in relation to future education and employment. Classroom based GoTeach sessions are delivered in secondary schools by DHL Colleagues and DHL Champions, with the DHL UK Foundation organising and arranging sessions. DHL Colleagues are employees from all areas of the DHL Business and usually work at DHL sites near schools. 'DHL Champions' are DHL Colleagues who work as a named contact from DHL Business and liaise closely with Career Leads and Coordinators and other contacts at schools.

DHL UK Foundation work together with their charitable partners to help offer and facilitate GoTeach sessions at schools in areas of socio-economic disadvantage. These charitable partners include the education charity 'Teach First', whose aim is to address educational disadvantage through training teachers and school leaders who work in some of the poorest areas in the country. They also provide support to schools in accessing different career and enterprise opportunities. The charity 'City Year UK' works within schools in socio-economically disadvantaged areas, with the aim of empowering young volunteers aged between 18 to 25 years to spend a year in schools working with students to help tackle educational inequality.

Why was this evaluation conducted?

The aim of the evaluation was to understand if GoTeach sessions were having an impact on the students taking part. A further aim was to explore students' and teachers' perceptions and experiences of the GoTeach programme to inform recommendations for the future. This project

would also make an important addition to the literature around employer engagement. There is a lack of experimental and quasi-experimental studies within this area (Hughes et al., 2016; Mann et al., 2018). This is where the impact of an employer engagement intervention is evaluated by taking measurements before and after an intervention, to determine if the intervention has resulted in any changes. There is a further gap in the research around employer engagement and students experiencing socio-economic disadvantage (Hughes et al., 2016). The evaluation of the GoTeach programme will therefore provide further understanding around employer engagement in secondary schools in England, within the context of socio-economic disadvantage.

Research Methods

Design of the evaluation

This impact evaluation considers both outcomes and the processes involved with the evaluation.

The 'outcome' component of the evaluation includes results from a quasi-experimental designed study, with quantitative data collected from self-reported student questionnaires completed before and after the GoTeach intervention to measure the effectiveness of the programme via outcomes and to measure impact. The outcomes of the GoTeach intervention are also considered through qualitative findings from student focus groups and interviews with Career Leads and Coordinators, other stakeholders and DHL Colleagues and Champions

The 'process' component of the evaluation considers 'how' the intervention is working and includes qualitative findings from student focus groups and interviews with Career Leads and Coordinators, other stakeholders and DHL Colleagues and Champions to help identify the strengths and weaknesses of the GoTeach programme, including recommendations for improvement. Analysis of quantitative data also allows considerations around if the intervention was delivered as planned and if any adaptations were made.

After initial discussions between DHL UK Foundation colleagues and the research team, four 'GoTeach' classroom sessions were chosen to be included in the evaluation:

- Classroom Career Talk is a one-hour session where DHL Colleagues outline their career and school experiences. The session also includes activities relating to logistics and the main activity gets the students to understand the personality traits and transferable skills associated with different role in logistics
- Employability Skills is a two-hour session with a range of activities that help students understand about the skills needed for work and employment. These include transferable skills, problem solving, teamwork and communication, including public speaking
- CV & Interview Skills is a two-hour session where students are provided with examples of Curriculum Vitae (CVs), learn about the appropriate language to use on CVs and then complete their own CV using a template. They also learn about the skills needed to conduct interviews
- Logistics Challenge – 'Problem Solving' is a two-hour session where students learn about the logistics industry and then take part in a planning activity in groups and present to the rest of the class at the end of the session

A logic model (Appendix 1) was created by the research team to understand the potential theoretical underpinnings of the intervention and to inform the measures to be collected via student questionnaires to assess impact. It also attempted to identify moderators that may impact on the effectiveness of the GoTeach programme.

Recruitment of schools

DHL UK Foundation, together with partners Teach First and City Year UK, organised the recruitment of schools. Schools within existing Teach First and City Year UK networks were contacted and asked if they would like to take part in the evaluation. An online information webinar about the GoTeach programme and evaluation was initially conducted, with members from DHL UK Foundation and CHAD researchers explaining the aims of the GoTeach programme and evaluation. DHL UK Foundation were involved with scheduling of all GoTeach sessions with participating schools; Teach First and City Year UK were only involved with scheduling sessions with their respective partner schools involved with the evaluation.

For the evaluation, around 25 schools were initially approached and asked to take part, with a total of 16 schools agreeing to participate and headteachers signing a Memorandum of Understanding (MOU), which outlined the evaluation and expectations of the school. The Memorandum of Understanding also gave permissions for students to complete questionnaires and for schools to share anonymous student data, which included data on, for example, free school meal status, ethnicity, and English as an additional language.

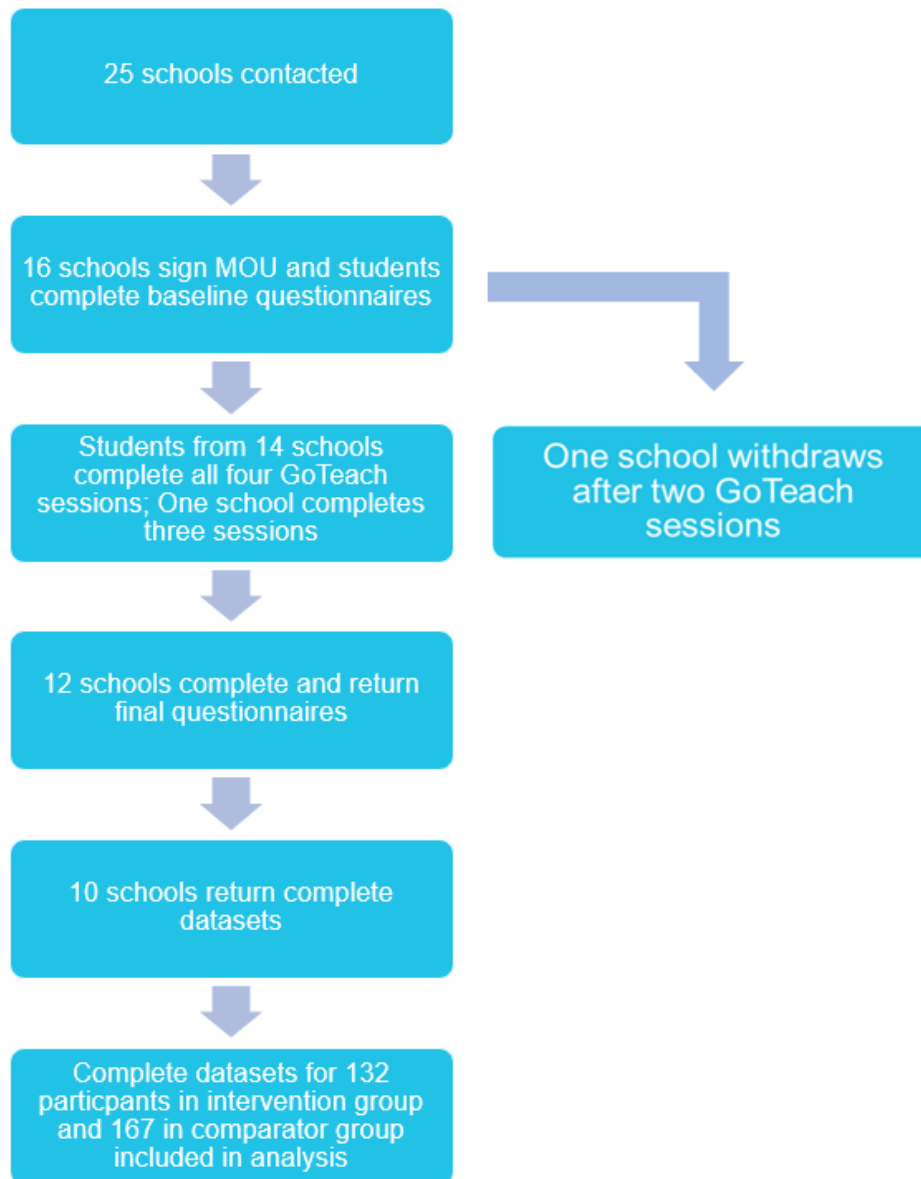


Figure 1: Flow diagram of the number of schools and participants involved with the evaluation

Of the 16 schools initially signed up, 12 schools are included in analysis for this evaluation (Figure 1). One school withdrew after the first two sessions due to challenging circumstances and a change of leadership. A further three schools completed all four GoTeach sessions but did not facilitate completion of the final questionnaires with their students. Students from one school included in the evaluation, only completed the first three GoTeach sessions; the Problem Solving session was not undertaken.

DHL UK Foundation sent participating schools a £100 book voucher after the first two sessions as recognition of their contribution to the evaluation. Thank you cards and emails were also sent at the end of both summer terms.

Monthly 'impact evaluation meetings' were conducted with those involved with the evaluation; including, the research team, and members from DHL UK Foundation, Teach First and City Year UK.

Recruitment of DHL Colleagues and Champions

Existing DHL Colleagues were asked to take part in the evaluation and the DHL UK Foundation also advertised for new volunteers through various DHL Business channels, including the Graduate scheme. Prior to any GoTeach sessions in schools, DHL UK Foundation also conducted online briefing sessions to help DHL Colleagues understand the content and prepare for the day. DHL Colleagues were able to ask questions and meet other DHL Colleagues prior to the commencement of a session.

Participants and procedures

Career Leads and Coordinators at schools were asked to identify 60 Year 9 students to be involved with the evaluation; 30 to take part in the GoTeach programme (intervention group) and 30 to be part of a comparator group. Career Leads and Coordinators were asked to choose two groups of students which were matched as far as possible, in terms of gender, free school meal status. Career Leads and Coordinators, together with other school staff, such as pastoral leads, ultimately decided who would take part. Schools were asked to provide details around how they chose groups. From the information received from schools, five schools stated that had used form groups, one school used only students in receipt of pupil premium funding and four schools chose a mix of students in terms of gender, free school meal or pupil premium status, achievement, and motivation. It should be noted that at three schools, the Career Lead changed during the evaluation, which made it difficult to receive information from schools.

For the evaluation, four GoTeach sessions were delivered to 15 schools and three GoTeach sessions to one school, all serving communities with a high proportion of socio-economic disadvantage. A group of 30 students from each school took part in the four GoTeach sessions included in this evaluation: 'Classroom Career Talk' and 'Employability Skills' over the Spring and Summer term of the 2021/2022 Academic Year and when they were in the school year of Year 9; and, two sessions, 'CV & Interview Skills' and 'Problem Solving' over the Autumn and Spring terms of the 2022/2023 Academic Year, when they were in the school year of Year 10. All sessions at schools were completed by May 2023 (Figure 2). GoTeach sessions with the comparator groups were offered to schools after the final questionnaires had been completed and returned.

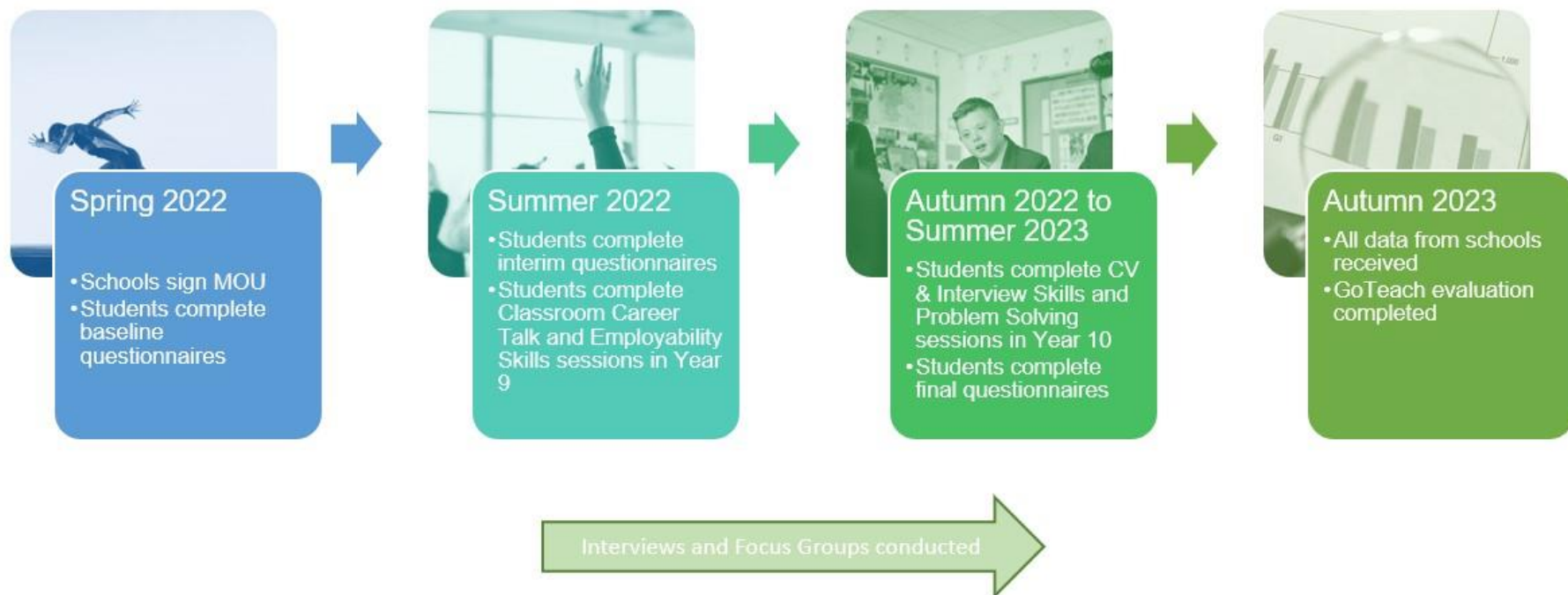


Figure 2: Timeline of GoTeach Evaluation

Student Questionnaires and quantitative data

The evaluation followed a quasi-experimental approach, where measures from secondary school students, using a self-report questionnaire, were taken at baseline, at an interim point after two GoTeach sessions and after all four GoTeach sessions had been completed. Students from a comparator group, who did not take part in the GoTeach sessions also completed questionnaires at the same three time points. The use of a comparator group allowed analysis to determine if changes to the measures were due to attending the four GoTeach sessions.

Student questionnaires and other data, as outlined below, were received from 12 schools, and are included in the analysis where applicable for the Outcome and Process Evaluation (Table 1).

Table 1: Data used for Outcome or Process Evaluation

Outcome Evaluation	Process Evaluation
Student Questionnaires	Registers
Student data	Focus groups and interviews
Registers	

Measures and survey instrument development

When designing the evaluation, a Logic model (Appendix 1) was developed to map out the expected changes from students taking part in GoTeach sessions. It was subsequently used to help decide which measures were to be taken. The following variables and measures (Table 2) were included in the questionnaires (Appendix 2).

For practical reasons, the questionnaires were unable to be counterbalanced (questions in a different order) at each data collection point. The order of questions was changed, however, between the baseline and final questionnaires.

Table 2: Variables and measures included on questionnaires

Variable	Scale	Description	Type of variable	Responses	Baseline	Final
Career Readiness	Shortened Student Career Readiness Index (SCRI) (Dodd et al., 2021)	Developed in a UK context to measure career readiness as an outcome of secondary school-based career guidance and education activities	Outcome	Nine questions on a 6-point likert scale	✓	✓
Economic Self-efficacy	From Youth Development Study, as used in Grabowski et al. (2001)	Short scale used to measure students' beliefs that they will achieve economic success in the future	Outcome	Three questions on a 5-point likert scale	✓	✓
GoTeach learning and understanding	N/A – measure created for evaluation ('GoTeach measure')	Developed to measure changes in learning and understanding from taking part in GoTeach sessions, including questions around e.g., CVs, communication skills see (Appendix 3)	Outcome	11 questions on a 4-point likert scale	✓	✓
Career aspirations	N/A	Asked to name one, two or three jobs that they would like to do in the future	Outcome	Open text box	✓	✓
Social school capital	Social school capital measure taken from a social capital framework (used in Morgan et al. (2012))	Students asked about their experiences at school, with their teachers and other students. Used in another study within a UK context for 15-year-olds	Covariate	Five questions on a 5-point likert scale	✓	x

DHL UK Foundation were responsible for printing and distributing the questionnaires to schools for completion by students in both the intervention and comparator groups. Schools were given self-addressed envelopes to return questionnaires to Staffordshire University.

Ethical approvals were received from Staffordshire University's Ethics Committee to receive anonymous student questionnaire data, anonymous student level data and further school level data.

Other data and information

Registers

A key component of the evaluation was to understand the impact of students attending all four GoTeach sessions. This was captured through completion of registers. Schools were asked to complete and return registers of the sessions using anonymous student identifiers, allocated to students at the start of the evaluation. For the final data collection, complete registers from all four sessions were collected from 10 schools out of the 12. Of the remaining two schools, one school only facilitated three GoTeach sessions and another school was unable to access registers from the first two sessions due to a change in Career Lead. Further discussions around a change in Career Lead and difficulties with data collection, including registers, are discussed below.

Within this report, students were marked as attending a session even if they were unable to stay for the whole session (two schools noted that some students left sessions during the halfway period for exam preparation).

Student level data

Variables such as free school status (FSM), special educational needs and disabilities (SEND) are recognised as influencing the effect of career-based and educational interventions. Schools were asked to complete a pre-populated spreadsheet, using anonymous student identifiers, with the following data:

- Gender
- Ethnicity
- Ever 6 FSM or in receipt of Pupil Premium
- English as an additional language (EAL)
- Looked after child (LAC)
- SEND diagnosis, on SEN register or having an Education, Health and Care plan (EHP)

School level data

Schools were asked to provide self-reported information around their current careers education provision and other related information (Appendix 3). This was to provide an idea around each school's careers policies and other careers education related information.

Information about schools and context

All schools taking part in the evaluation were recruited through DHL UK Foundation's charitable partners, Teach First and City Year UK. All schools were from areas considered as experiencing socio-economic deprivation, with predominantly higher percentages of students eligible for free school meals than the England average for mainstream schools (26.92%) (Table 3).

Focus groups and interviews

Qualitative data for the process evaluation were collected from the following:

- Five focus groups at four different schools with a total of 32 students who took part in GoTeach sessions
- Five Career Leads or Co-ordinators involved with organising sessions included in the GoTeach evaluation
- Interviews with 16 DHL Colleagues who took part in at least one GoTeach session.
- Four interviews with other stakeholders, linked to the GoTeach evaluation

This provided a large qualitative sample (n=57) to better understand perceptions around programme impact and implementation.

Table 3: Description of schools and Local Authority areas by Index of Multiple Deprivation (Overall, Income, Education and Skills, and Income Deprivation Affecting Children Index (IDACI)), Ofsted rating, Progress 8 score and percentage of students eligible for free school meals at any time during the past six years

School	Local Authority	Index of Multiple Deprivation (2019) (Overall Decile) ¹	Index of Multiple Deprivation (2019) (Income Decile) ¹	Index of Multiple Deprivation (2019) (Education and Skills Decile) ¹	Index of Multiple Deprivation (2019) (IDACI)	Latest Ofsted rating ²	Progress 8 score 2021/2022 ^{2,3}	Percentage of pupils eligible for free school meals at any time during the past six years ²
A	Colchester	6	6	9	4	Good	-0.33	28.18%
B	Bedford	8	8	6	9	Good	0.74	21.27%
C	Derby	7	6	7	4	Good ⁴	0.25	30.6%
D	Hillingdon	5	5	5	6	Good	0.25	41.20%
E	Walsall	4	5	3	4	Good ⁵	-0.56	52.22%
F	Wolverhampton	2	2	2	1	RI	-0.32	42.45%
G	Sandwell	3	2	4	2	Good	-0.2	36.75%
H	Nottingham	2	4	3	4	Good	0.51	39.29%
I	Luton	3	3	3	3	Good	-0.37	37.09%
J	Croydon	3	3	4	4	Good	-0.24	46.44%
K	Northampton	6	8	4	4	Good	0.19	22.09%
L	Coventry	4	4	4	3	Good	0.18	33.71%

¹A score of 1 means it is in the most deprived decile and a score of 10 is the least deprived decile for the measure

²Data from Government website (Gov.uk, 2023a)

³The gov.uk website recommends not to make comparisons between schools or by year, due to the impact of the pandemic (Gov.uk, 2023b)

⁴The school converted to an academy in January 2019, this is a previous report

⁵The school converted to an academy in April 2020, this is a previous report

Quantitative Results

Data cleaning and missing data

Prior to analysis, data were cross-checked and cleaned, which removed any erroneous data and collapsed data into groups, where needed. Data for 35 participants were removed as they had not completed either the baseline or final questionnaires and only contextual information was present. A further 165 participants were also removed as only those who had attended all four GoTeach sessions were included within the intervention group.

Totals for each main measure were calculated for each participant. If any responses had missing items within the measure, the total could not be calculated and consequently not included in analysis; only fully completed responses were used. This was to ensure that the results were valid and reliable to ensure that no false results were found.

Further checks on missing data were made (Appendices 4 and 5) and it was found that missing responses were random, and no data imputation was needed. Checks on the distribution of the data removed any outliers and found that most of the main measures were not normally distributed (Appendices 6 and 7). This meant that the data did not follow the usual 'normal or parametric' pattern, which resulted in non-normal or non-parametric techniques being used to measure any changes between and within the intervention and comparator group.

Descriptive statistics

The final analysis included complete datasets from 132 participants in the intervention group and 167 in the comparator group from 12 secondary schools. Completed student level data were received from 10 schools, with one school only sending information for the intervention group students.

Initial analysis looked at the sample in each group in terms of gender, ethnicity, receipt of free school meals or pupil premium, looked after child status, English as an additional language and social school capital. Analysis of students in the intervention and comparator groups showed that the proportion of students in receipt of free school meals or pupil premium were very similar (Table 4 and Figure 3). There was a larger proportion of students with special educational needs in the comparator group and a larger proportion of those with English as an additional language in the intervention group. The number of children identified as looked after was small, six in the intervention group and one in the comparator group.

Table 4: Percentage of students with free school meal status or if pupil premium, if a looked after child, on a special educational needs register or holding an education, health and care plan, or if English is an additional language, for each group, excluding missing data

	Intervention group	Comparator group
Free school meal or pupil premium	42.5%	43.0%
Looked after child	3.7%	0.4%
Special educational needs	10.6%	15.2%
English as an additional language	30.4%	26.4%

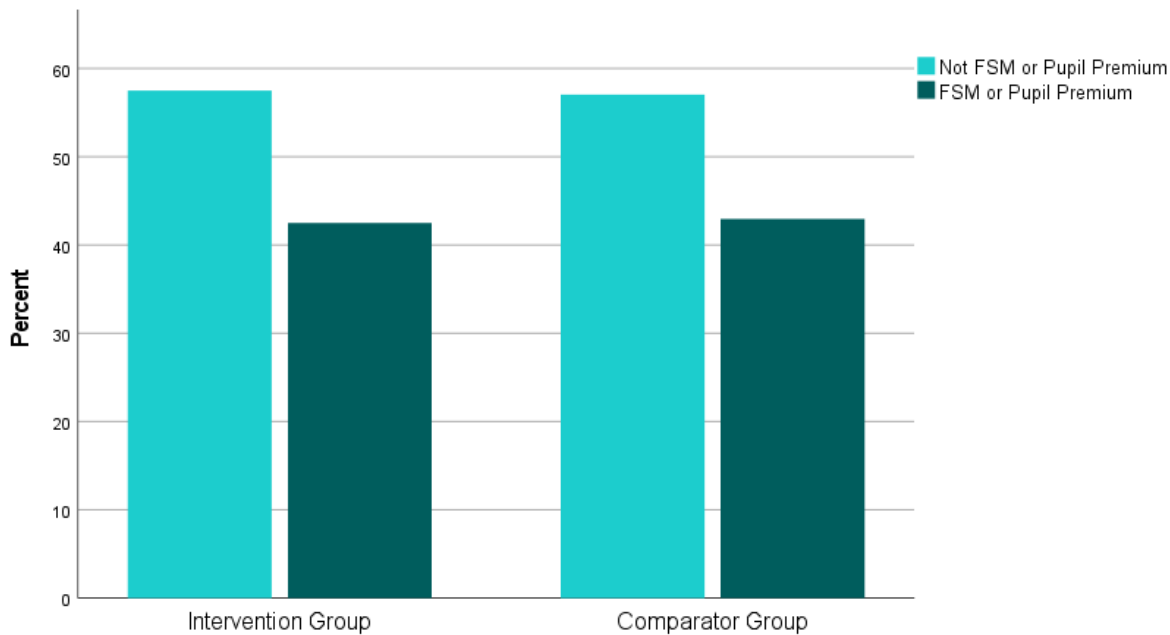


Figure 3: Percentage of free school meal or pupil premium students in intervention and comparator group

Analysis of ethnicity shows that the percentage of students by ethnicity in both groups were similar (Figure 4). There was a slightly higher percentage of students classed as white in the intervention group (45.3%) than the comparator group (43.4%), with a smaller percentage of mixed or multiple ethnic groups in the intervention group (8.4%) compared to the comparator group (10.5%) (Appendices 8 and 9).

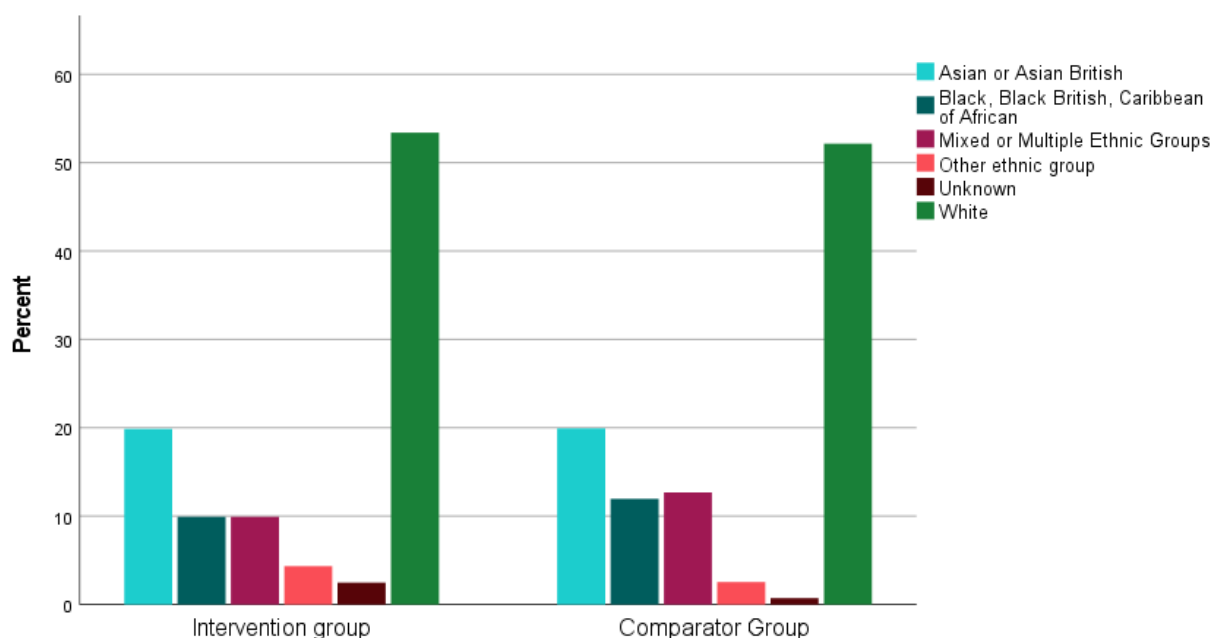


Figure 4: Percentage of students' ethnicity in intervention and comparator groups

Analysis by gender (Figure 5) suggested that both groups had a larger percentage of females than males, with a larger difference found in the comparator group. The larger percentage of females in the intervention group may be explained by one school being an all-girls school and would result in a similar number of females and males if not included.

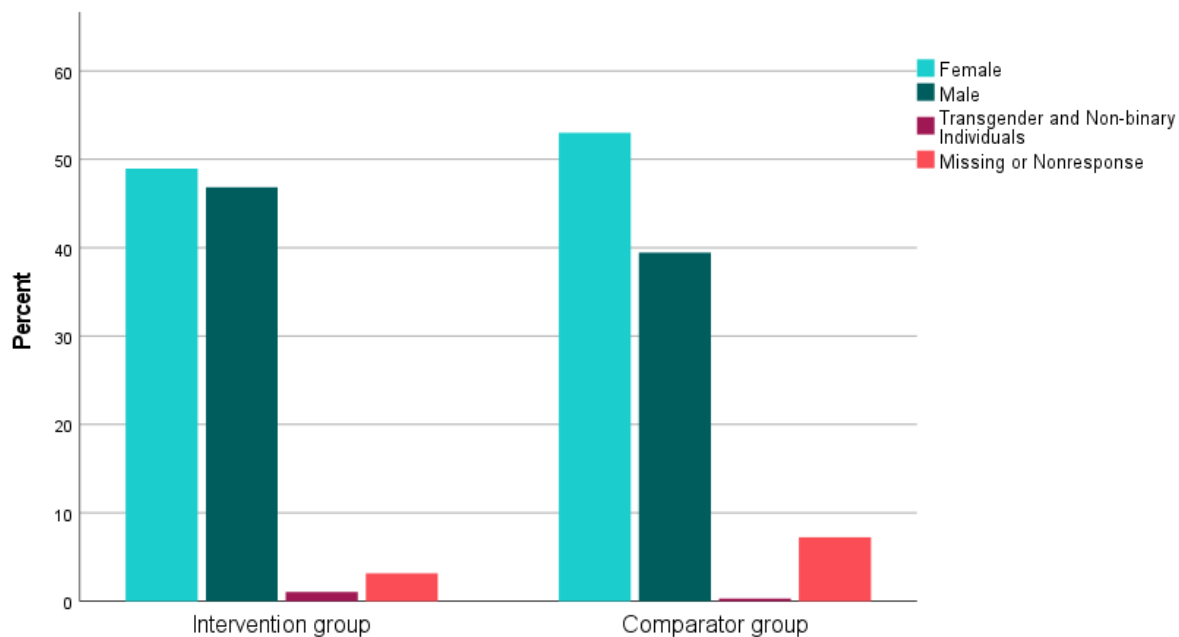


Figure 5: Percentage of genders in intervention and comparator groups

Analysis of social school capital measured at baseline shows that those in the intervention group had higher means score than those in the comparator group (Figure 6). This suggests that those in the intervention group had better social relationships with teachers and other students at school than those in the comparator group. This may have resulted from the choice of students into each group by Career Leads and Coordinators and other school staff.

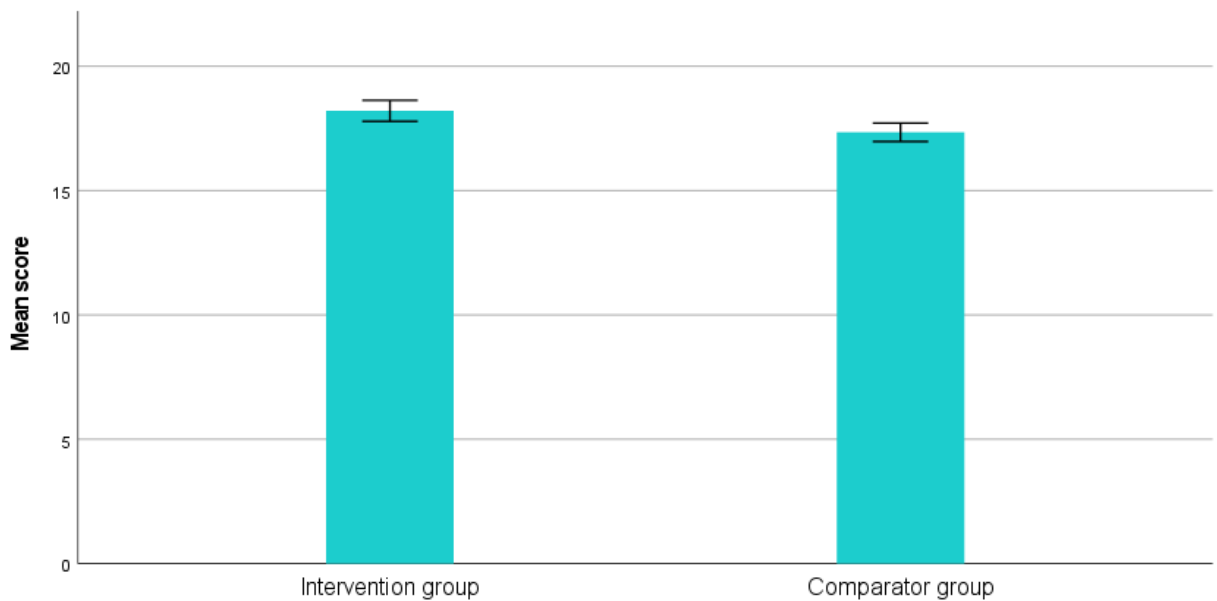


Figure 6: Mean social school capital score measured at baseline for intervention group and comparator group

Further analysis by social school capital, gender and group (Table 5 and Appendix 10) showed that those in the intervention group had higher mean scores of social school capital across all genders, compared to those in the comparator group. The difference in mean score between males in each group was larger than females, with Transgender and Non-binary individuals showing the largest difference, although numbers in these groups were small (Table 5 and Appendix 10).

Table 5: Mean social school capital score by group and gender

Gender	Intervention group	Comparator group
Female	17.70	17.09
Male	18.77	17.79
Transgender and Non-binary individuals	17.50	15.00
Missing or Nonresponse	17.83	16.95

Figure 8: A word cloud of students' career aspirations at final data collection, post the intervention

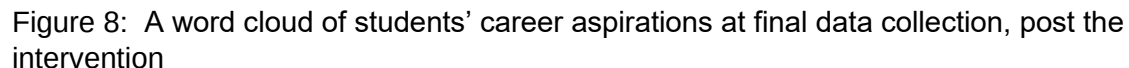
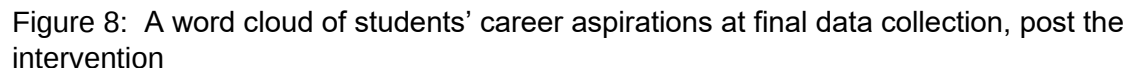


Figure 8: A word cloud of students' career aspirations at final data collection, post the intervention



Analysis of three main measures: Student career readiness, Economic self-efficacy and the GoTeach measure

Three main measures were included in analysis: economic self-efficacy which is an individual's belief that they will be economically secure and have a good job when they are older, student career readiness and a GoTeach measure. The 'GoTeach' measure asked students about their confidence and understanding of the skills needed for jobs and careers, which included writing a CV, working as part of a team, public speaking and communicating.

The mean scores for the three main measures were calculated by group (Figures 9, 10 and 11, Tables 6 and 7 and Appendix 11). They all show that those in the intervention group had higher mean scores across all measures, pre and post intervention, than those in the comparator group. In addition, mean scores for economic self-efficacy and the GoTeach measure reduced in the comparator group between baseline and final timepoints, although the SCRI measure showed a small increase in the comparator group.

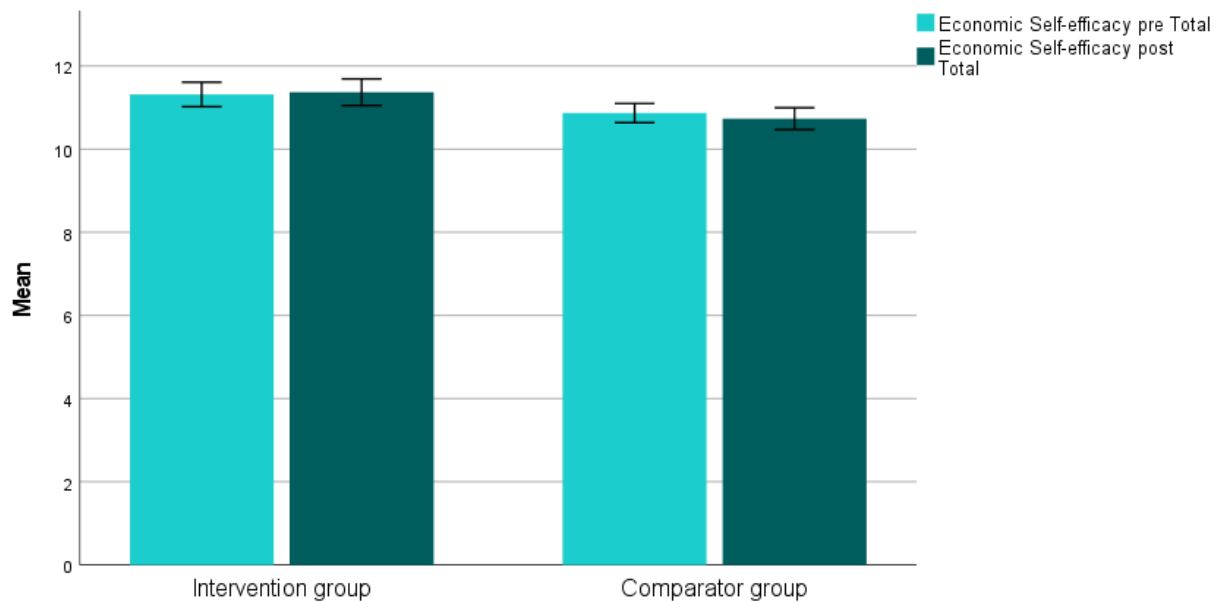


Figure 9: Pre and post measure of economic self-efficacy in intervention and comparator group

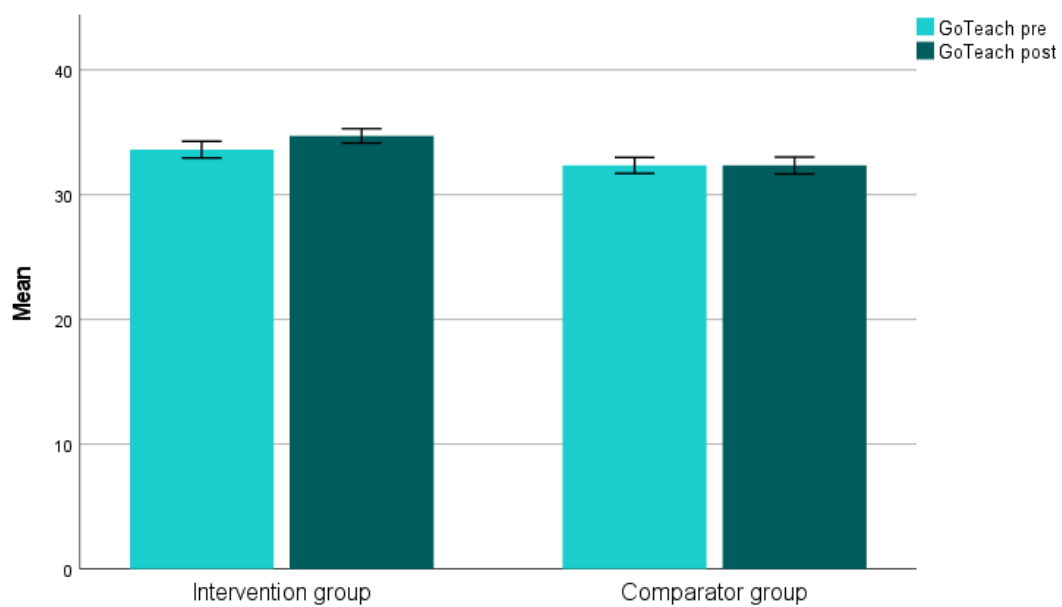


Figure 10: Pre and post measure of GoTeach measure in intervention and comparator group

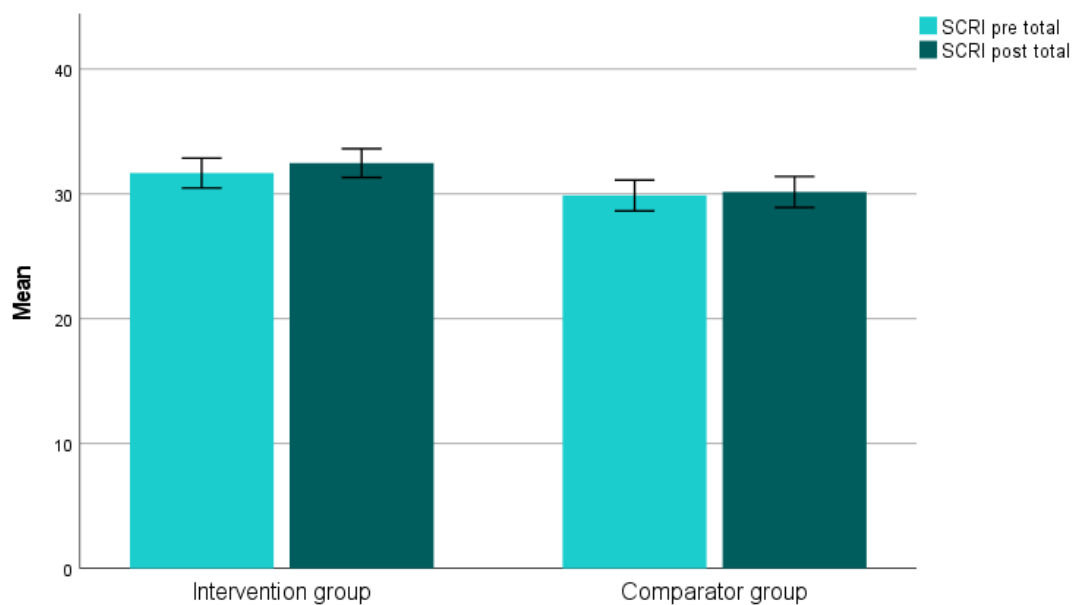


Figure 11: Pre and post measure of shortened Student Career Readiness Index (SCRI) measure in intervention and comparator group

Table 6: Descriptive statistics of the main measures: Economic self-efficacy, GoTeach measure and shortened SCRI (student career readiness index) for **intervention** group (see Appendix 11)

Variable	Number of responses	Mean	Standard Deviation	Minimum value	Maximum value	Range
Economic self-efficacy pre (min=3 ,max=15)	184	11.38	1.785	8	15	7
Economic self-efficacy post (min=3 ,max=15)	157	11.41	1.968	7	15	8
GoTeach measure pre (min=11 ,max=44)	175	33.42	4.036	24	42	18
GoTeach measure post (min=11 ,max=44)	154	34.71	3.471	25	44	19
Shortened SCRI pre (min=0 ,max=45)	179	31.54	7.359	7	44	37
Shortened SCRI post (min=0 ,max=45)	152	32.64	6.984	10	45	35

Table 7: Descriptive statistics of the main measures: Economic self-efficacy, GoTeach measure and shortened SCRI (student career readiness index) for **comparator** group (see Appendix 11)

Variable	Number of responses	Mean	Standard Deviation	Minimum value	Maximum value	Range
Economic self-efficacy pre (min=3 ,max=15)	322	10.90	1.815	6	15	9
Economic self-efficacy post (min=3 ,max=15)	225	10.69	2.007	4	15	11
GoTeach measure pre (min=11 ,max=44)	312	32.54	4.64	20	44	24
GoTeach measure post (min=11 ,max=44)	214	32.30	4.851	11	44	33
Shortened SCRI pre (min=0 ,max=45)	304	29.66	8.991	4	45	41
Shortened SCRI post (min=0 ,max=45)	211	30.08	9.128	0	45	45

Inferential statistics were used to determine any statistically significant differences between the intervention and comparator groups. Krustal-Wallis H tests (Appendix 12) showed that **there were statistically significant differences between the intervention and comparator groups at baseline and after the intervention across all three main measures.**

Further tests were conducted to see if the three main measures had increased or decreased significantly within each group from baseline to after the intervention. Friedman tests (Appendix 13) showed that only the GoTeach measure had statistical significant increases from baseline to after the intervention for the intervention group, $\chi^2 (1)=7.336$, $p=.007$ (Appendix 13). All other measures were found to be non-significant. **This suggests that for those in the intervention group, taking part in the GoTeach intervention significantly increased their confidence in the skills and tasks as identified in the GoTeach measure.**

Further analysis (Table 8 and Figure 12) demonstrates the differences between mean scores before and after the GoTeach intervention.

Table 8: Change in mean scores of Economic self-efficacy, GoTeach measure and Shortened SCRI in intervention and comparator group

Variable	Change in mean value from baseline to after intervention in intervention group	Change in mean value from baseline to after intervention in comparator group
Economic self-efficacy	+0.03	-0.21
GoTeach measure	+1.29*	-0.24
Shortened SCRI	+1.1	+0.42

*Statistically significant at 5% level using Friedman test

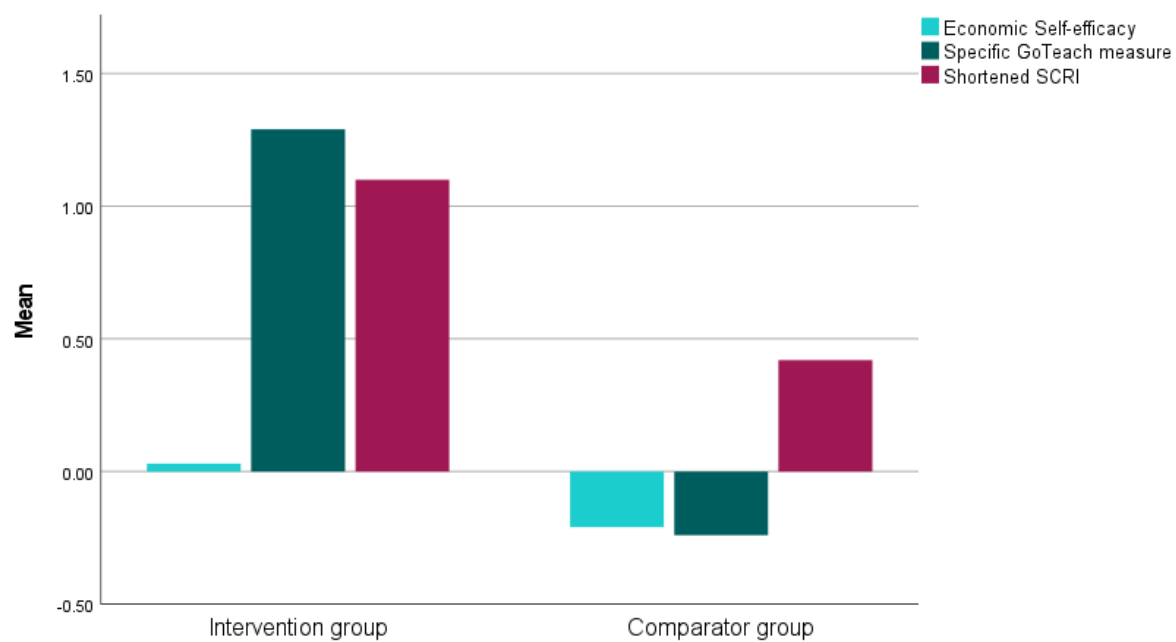


Figure 12: Changes in mean score from baseline to after the intervention in the intervention and comparator groups.

Qualitative Findings from Interviews and Focus Groups

An important aspect of the evaluation was to understand the experiences of the students taking part, the Career Leads and Coordinators involved with selecting students and organising sessions at the school and, DHL Colleagues and Champions who delivered the sessions in schools. This formed part of both the 'outcome' and 'process' evaluation, where students, Career Leads and Coordinators and Stakeholders discussed the perceived impact from taking part in the GoTeach intervention, with further discussion around what improvements should be made.

Student focus groups

Schools were contacted by email or through contacts at Teach First, asking if they could help facilitate student focus groups at their schools. An information sheet about the focus groups was provided to all Career Leads and Coordinators. Career Leads and Coordinators were asked to select a range of students to attend; this resulted in a mixture of gender and different confidence levels of students. A topic guide was developed between CHAD and DHL UK Foundation. Questions covered topics such as: what students had remembered about the sessions, what they felt they had learnt, if they had enjoyed the sessions, which one did they find to be the most enjoyable, what could have been improved, how GoTeach compared to other career lessons and employer experiences and what they thought about the DHL Colleagues and Champions who delivered the sessions.

Consent from schools, who were considered to hold 'loco parentis', was given for their students to take part in focus groups and verbal assent from each student was taken before the focus groups began. Five face-to-face focus groups at four schools with the main researcher were conducted. Each focus group involved six or seven students, with a total of 32 students, 16 females and 15 males, taking part.

All five focus groups with students were conducted in May and June 2023. For some students involved with the evaluation, all four sessions had been completed a few months previously. Due to the long timescales, some students had some difficulties in remembering the earlier sessions involved with the evaluation. For most students, the first and second sessions had taken place over a year previously and students had to be reminded about the content of the sessions, particular the first session, Classroom Career Talk.

Career Lead and Coordinators interviews

After the completion of four sessions at each school, Career Leads and Coordinators were emailed with an information sheet asking if they would like to take part in an interview about GoTeach. A topic guide, developed with DHL UK Foundation and CHAD, asked questions around: the organisation of sessions, which session or aspects of the programme they thought were most effective, what impact did they perceive the sessions had on their students, the main strengths and challenges and what recommendations they would make to improve the GoTeach programme. Six members of school staff, including five Career Leads and one Career Coordinator, took part in interviews. Of the six Career Leads and Coordinators involved, four were

from 'Teach First' schools, two were 'City Year UK' schools or had previously been a City Year UK school. Ethical consent was gained from all Career Leads and Coordinators prior to interviews taking place.

Other 'Stakeholder' interviews

The attempts to recruit Career Leads and Coordinators found that only a small number of them had attended and observed the GoTeach sessions. It was deemed appropriate that other Stakeholders, involved with the organisation of GoTeach sessions and who had observed the GoTeach sessions should be interviewed. This also allowed consideration around the organisation of sessions and a different perspective from Career Leads and Coordinators. In total four female 'Stakeholders' were interviewed about the GoTeach sessions. The topic guide for Career Lead and Coordinators was used and questions were adapted to reflect their different roles. Ethical consent was gained from all Stakeholders prior to interviews taking place.

DHL Colleagues and Champions interviews

Online and face-to-face interviews were conducted with 16 DHL Colleagues or Champions who took part in GoTeach sessions involved in the evaluation. There were 10 males and six females, with ages ranging from 23 to 57 years, and mixed experience of working for DHL businesses. DHL Colleagues were recruited by the DHL UK Foundation by the following: responding to an email advertisement, through their Graduate school, at the request of another DHL Colleague, already involved with the GoTeach programme or through an existing relationship with DHL UK Foundation. Three DHL Colleagues were employed by the Retail and Consumer division, two from the Global Forwarding division, four from the Supply Chain division, two from Manufacturing and Logistics division, one from Core Transport, one from Asset Management Centre of Excellence, one from Consumer and Convenience, one from Express Division of the DHL business and one unknown. Ethical consent was gained from all DHL Colleagues and Champions prior to the interviews taking place.

Student focus group and Career Lead and Coordinator interview findings

The GoTeach sessions

Classroom Career Talk

The Classroom Career Talk session was least popular, with some students describing it as 'boring'. This was due to the less interactive nature of the session, where students felt that they were having to listen to DHL Colleagues talking for the hour and with fewer activities than other sessions:

"Because in the other ones they let us like move around and stuff, but we were just sitting there for an hour."

Career Leaders and Coordinators and Stakeholders also discussed the Classroom Career Talk session as being 'too information heavy' and that students did struggle with the lack of interactive activities in this session:

"I think that if you've got four people, who stand in front of you and tell you all about their career, that's quite a lot for our kids to switch into."

As a result, Stakeholders found that there were 'more behaviour and engagement issues' with students. Another Stakeholder discussed how the room space impacted on the session with a small, hot, and stuffy classroom further contributing to problems with students engaging.

Some students from one of the focus groups where they had the same DHL Colleagues for all sessions did acknowledge however, that the session was 'a nice introduction' and an opportunity for students to get to know the DHL Colleagues and other students in the group. This then provided some familiarity and confidence for the next sessions. A Stakeholder suggested that the session could be used as an assembly for DHL Colleagues and Champions to introduce themselves to year groups or larger groups of new students at the beginning of the academic year.

Employability Skills

Students found the Employability Skills session engaging. Students from one focus group described the session as their favourite of the four. Students discussed some of the activities involved in the session, including the 'Chinese whispers' or team working task where they had to pass pictures/messages down a line, hot and cold jobs and the skills diamond. This demonstrated the more interactive nature of the session, compared to the Classroom Career Talk. One student described themselves as 'taking (in) information that they've been taught' suggesting that students were engaged and attentive in such sessions. One student mentioned the fact that this session was conducted in the hall, rather than a classroom, which allowed enough space for the activities to be carried out well.

Stakeholders recognised that DHL Colleagues had a 'slightly harder job' in this session to keep students engaged for two hours and their efforts were appreciated. Both Career Leads and Coordinators considered the session as good, allowing student to consider and discuss transferable skills through an interactive and immersive approach:

"It was really interesting listening to the students talking about the skills and getting them thinking about the skills that they had, but they were really quite engaged in that because there was a lot of activity and there was a lot of moving about and working with different groups."

Students were able to articulate what they had taken away from the Employability Skills session. They recognised that they had learnt about skills that could make them more employable in future and left the session having a better understanding around what skills were appropriate for employers and particular roles, and when to demonstrate them:

"What traits and like attributes an employer would want... you wouldn't want to showcase something that a specific employer wouldn't want. Like, let's say you're doing an office job."

You don't need to necessarily show that you can, like, be a good leader for that type of job. Like you need to show the traits that you actually need for that job."

CV & Interview workshop

The CV & Interview workshop session was perceived as the most useful by students and most Career Leads and Coordinators in providing students with information about how to create a CV; a skill recognised as very important for the future. Students felt that the CV & Interview workshop would provide them with a 'head start' and discussed how it was something that 'they don't teach us normally at school':

"Yeah, I'd remember a lesson like that much more than my average biology lesson or life skills lesson."

The session was considered important by Career Leads and Coordinators to help teach students about the basics of creating CVs and for students to start to write their own. It was clear that the information about CVs taught during the sessions had been taken on board and largely retained. Students from all focus groups discussed what was taught about the CVs (e.g., how it was not necessary to write all their academic grades on a CV, the importance of layout, how CVs could be adapted and updated overtime, using a professional email address). Students were surprised about some of the things they had learnt, especially that CVs could be short, against a preconceived idea that they would need to be long. The importance of taking part in activities outside of school and recognising how they could be used on CVs was also considered:

"Extra curriculum classes are also good for you or like being (taking part in) a sports event and being a team leader or anything like that could help in the CV."

Students discussed enjoying the activity in which they were asked to check example CVs to find errors or incorrect information.

For some students, it was felt that the CV & Workshop session was not the most interactive of the four GoTeach sessions; they felt like they were sitting down for relatively long periods during the session. The benefit of taking part, however, was clear even for those students who found it less engaging:

"Generally, like it was quite a boring lesson writing the CV. I think they're like, very beneficial."

This was also discussed by a Career Lead and Coordinator who felt the session was 'inevitably' not as engaging as the Problem Solving session. There was a suggestion that it related to the second half of the session, where students were asked to write their own CVs. One student described that, as a 'humble' person, they felt uncomfortable with thinking about their achievements and experiences, with a sense that it felt like they were 'boasting'. In addition, both a Stakeholder and Career Lead and Coordinator discussed how they found some students in the session struggling to think of what to write, suggesting that some students lacked self-esteem and confidence to complete the task. One Stakeholder described how some students found it:

"Quite daunting, you know 'I have got to write my CV, well I haven't done anything. I haven't worked. I don't know what I'm doing'."

One Career Lead and Coordinator felt that getting students to work in pairs and allowing the other person to help write down a student's skills first, could help make the task easier for those students who struggled. A Stakeholder also felt that all students should be provided with some feedback about their CVs, either at the end of the session or by teachers in school time.

Another aspect of the session was learning about interviews. Although this was less frequently discussed than the CV section, students mentioned how they would need to conduct themselves, dress and speak appropriately during an interview. Students also discussed how the session would help them to 'reflect back on what would be good life skills' for the future. Some students described the interview experience as 'intense' and 'serious' and were nervous while conducting mock interviews within the sessions. These were not with their friends which made the experience more realistic to an actual interview with unknown people. Students mentioned that the experience of taking part in interviews gave them a 'first hand' and 'real world perspective', which was valued. One student suggested that they could have been given the opportunity to conduct a practise interview with the DHL Colleagues at the end of the session.

Problem Solving

The Problem Solving session was well received by students, Stakeholders, Career Leads and Coordinators, described by many as their favourite session. Students enthusiastically described the session where they had to use budgeting, planning and teamwork skills to complete a logistics-based challenge. Students in one focus group noticed that they had worked well in groups, which could be explained by the structure of the session. Students recognised that the Problem Solving session was different to the other three GoTeach sessions:

"We all obviously had more freedom and with the other ones, we were kind of walked through step by step. So it kind of led up to where we all independently came together and changed what to do. Yeah. And we could think very carefully about it together."

The group work within the Problem Solving session was felt to result in a more engaging session for students, where they did not need to sit and listen to DHL Colleagues for long periods of time. One Stakeholder described the session as an 'immersive experience' that could be used within the Mathematics and Geography curriculums. Another Stakeholder echoed the 'immersive' nature of the session and recognised that it was a good opportunity for students to learn about DHL and what it does:

"So I think it's great that a specific company comes in to deliver this, which I love..... You know it's made bespoke and I think that one would work really well."

All Career Leads and Coordinators discussed how good the session was and felt that all students were engaged. One Career Lead mentioned how the session was able to 'stretch' students, with many Career Leads and Coordinators describing how the clear planning and organisation of the session resulted in good engagement:

"I was just the fact that they, it was, they had a focus, they had a job to do, and they were given the expectations of that job. So it was really well laid out on the on the PowerPoint of what they needed to think about. So they all got that, they all understood what they needed to do."

There was a sense that students had gained understanding about the importance of planning, using problem-solving skills, and being organised for, and in, the future. One student related what they had learnt during the session to real-life future examples about mortgages and expenditures, with the need to 'budget for all of it'. Students also discussed how the sessions informed them about the logistics industry and they were surprised to find out about the amount of work involved in transporting goods around the world:

"But yeah, it shows you like how much effort goes into just getting a simple bunch of bananas from one place to the other, yeah. That you take it for granted, how easy it is to go to the shop and get it, but you don't know about the background."

Perceptions of DHL Colleague and Champions

Students were asked their thoughts about the DHL Colleagues and Champions who attended the sessions. A key theme was representation; students valued having DHL Colleagues of differing genders and ethnicities, connections with the locality and those experiencing similar backgrounds, who were closer in age and experience to them. Feeling represented could positively impact on relationships with DHL Colleagues:

"I feel like it should be people that can relate to. Like us, do you know what I mean. Cause, like some of us are from like rough areas and that's obviously, if you get someone that like knows what's going on around and they know (Town), and like they're used to what's going on and you can relate to them innit. And obviously if you speak to someone that you can relate to, then obviously you get like a good relationship there innit."

Students within different schools had varying experiences of continuity with DHL Colleagues in the GoTeach sessions. In some schools, all four GoTeach sessions were conducted by the same DHL Colleagues. This allowed relationships and connections to be made and removed the need for people to introduce themselves at the beginning of every session. Students recognised the value in the increased familiarity and rapport with having the same DHL Colleagues and Champions, which was also noted by a Career Lead and Coordinator. In one school with DHL Champions, students discussed the fantastic relationships they had with the Champions, but also welcomed having an additional younger female DHL Colleague in one session. The DHL Colleague was able to discuss their experience on the DHL apprenticeship scheme, which allowed students to see another viewpoint and from someone closer in age to them. As one Stakeholder described, younger DHL Colleagues could feel more 'accessible' to students.

Many students mentioned that it would be beneficial for DHL Colleagues to be closer in age to themselves. Discussions around representation however suggests that, overall, students valued having the 'right DHL worker', with the skills and attributes to work well with secondary school students.

For other students at different schools, working with a range of different DHL Colleagues meant that although they did not have the strong relationships with the same DHL Colleagues, they did value the ability to see a variety of different DHL Colleagues with a range of experiences and felt represented by DHL Colleagues at some point. The importance of representation was also echoed by Stakeholders and a Career Lead and Coordinator:

"I think it's really important as well, too, to actually recognise that people presenting to students is ideal when we have a range of sort of colleagues from the business, who'd represent quite diverse skill sets and backgrounds."

Students discussed how GoTeach sessions were delivered by DHL Colleagues, who were not teachers. They clearly articulated how this was important as teachers were perceived as not having the knowledge around the skills needed for certain careers and jobs. Students described feeling comfortable working with DHL Colleagues and felt they were treated with respect. Students also discussed how DHL Colleagues, compared to teachers, were recognised as the 'right' people to be involved:

"They're actually experienced in it and they're currently doing it. And like they know pretty much everything way more than teachers about the whole thing."

Career Leads and Coordinators recognised that the GoTeach sessions could be 'daunting' for some DHL Colleagues, especially if they had no prior experience of working with secondary school aged students. There was discussion from Stakeholders about the varying confidence and delivery of the content by DHL Colleague and Champions. It was felt that the 'best' DHL Colleagues had the ability to read the room, were good public speakers and were able to engage pupils. One Career Lead and Coordinator suggested offering training to DHL Colleagues prior to a session, with Stakeholders and Career Leads and Coordinators mentioning further training for DHL Colleagues around how to use more open questioning, how to include more reflective moments within sessions and to increase understanding about how to talk to secondary school aged students.

Student selection and grouping

There were mixed feelings around how students should be selected to take part in GoTeach sessions. Several students felt that all students should be able to take part, as the GoTeach sessions provided learning that all students would need for the future. One student felt that only good students had been selected to take part in the intervention at their school and that it was 'a bit prejudicing' to others. Other students expressed that they would like to have a choice, as the sessions had resulted in them missing class lessons and having to catch up with schoolwork.

A Career Lead and Coordinator did recognise that the selection of student in the sessions could impact on the overall engagement during a session and would consider groupings in the future. One Career Lead and Coordinator suggested that an 'expression of interest' could be taken from pupils after attending a GoTeach assembly at the start of the year. However, two other Career Leads and Coordinators discussed that the students they selected to take part were chosen based on need, which was considered important:

"I think we've got to remember that the students that, especially the ones that did this, the 30 students, were selected because they need to engage more."

Students also had varying views around who they should sit with during the sessions. For some students, sitting within their friendship groups meant they were relaxed and able to work comfortably with others. An alternate view was that by working with students they usually did not talk to or work with in lessons, it made the experience more realistic to what would happen in the future:

"I think the activities were good because we were put in random groups and you know communications good for, you know, jobs, cause you're not gonna work with people that you know, you go out to the actual world. So it's really good for communication."

Stakeholders discussed that the use of seating plans would vary school by school and group by group and it was best to leave schools to decide. One Stakeholder felt that ultimately where students sat was not the most important consideration and linked back to the delivery of sessions:

"I think if the students choose where they're going to sit, then they'll sit with their friendship groups if, but that shouldn't matter if the sessions are engaging enough."

Some students suggested that a smaller group size would result in better engagement, which was also discussed by a Career Lead and Coordinator in relation to another career-based intervention they ran at the school and was suggested as a model that could be considered for the GoTeach intervention.

Review or recap sessions

When asked about any further improvements, students discussed having a review or recap session after all four GoTeach sessions, to help students remember and consolidate what they had learnt:

"Probably like a final session to like conclude on like what we've done so then, yeah, we could, like talk about what we learned and like what we enjoyed and what we didn't like and all that."

This resonated with the work of one Career Lead who was actively working with students and creating documentation to bring together what students had learnt in the GoTeach sessions, with other careers and school-based sessions.

Challenges of conducting GoTeach sessions

Career Leads and Coordinators and Stakeholders discussed some of the challenges of taking part and helping to organise GoTeach sessions. It was clear that the context of the schools, within socio-economic disadvantaged areas, with added pressures and strains (e.g., funding, Covid-19), meant that the capacity of schools, teachers and staff was an issue and had an impact on organisation of GoTeach sessions. A poor Ofsted rating and subsequent change in senior leadership also resulted in one school dropping out of the evaluation at the half-way point. Overall, such challenges meant that organising sessions could be difficult, as one Career Lead and Coordinator stated:

"And it's never easy in a school to arrange for these things to be fair. First of all, you're looking at timetables. We are very mindful of certain year groups coming out of lessons. I think the impact of COVID and trying to get back up to do full exams. So that that was the challenge and also yeah, you're looking at timetables, you're looking at rooming, you're looking at staff availability."

In addition, most Career Leads and Coordinators were recognised as being very busy through their multiple roles in schools. 'Career Lead or Coordinator' role was often not their main job, and many did not have time to attend GoTeach sessions:

"The difficulty is that that often isn't the sole purpose that they're in that school. They are often a teacher, a head of year, and a head of, you know sort of something else at the same time, and also looking at student voice and looking at the SLT (senior leadership team) link for this and for that. So it's one part of their job."

It was recognised by Stakeholders that certain times of the year, i.e., the summer term involving examinations, was a particularly difficult time to work with schools. Stakeholders also alluded to the difficulties between schools and external organisations, with schools not responding quickly, and problems with scheduling in sessions:

"Yeah, I would say it's difficult to get a date from school. It's difficult for schools to narrow down a date where it's going to work."

The difficulties in working with some schools to schedule sessions then became problematic for Stakeholders, who found it difficult to explain the delays:

"Ultimately, I couldn't maybe respond, you know, super quickly to everything and action everything in the time that I would have wanted to. Because it would have just got lost in the melee, and that was that's hard to convey, you know, back to, to kind of external organisations."

Career Leads and Coordinators did acknowledge that any difficulties in organising and facilitating the sessions were often on the school side. For instance, making sure that the session was conducted in an appropriately sized room could be difficult:

"Most of the things I would improve are on our side, in terms of like the facilities, for example, like the rooms that we have are quite small. So, if we were, like for example, have, in my class, we tried to do some of the sessions in there, fitting 30 in here like is quite difficult, to like move around sometimes."

DHL Colleague and Champion Interviews

Support and organisation of the GoTeach sessions

DHL Colleagues were happy with the level of support and planning given before the GoTeach sessions. They considered the DHL UK Foundation to be helpful, well organised and provided DHL Colleagues with the information and preparation needed for the sessions. The briefing sessions were appreciated and considered useful:

"I also love the fact that they have a call with you before you do the session, to go over everything, make sure you understand everything, make sure if there's anything you want to change or discuss. It does make you feel that little bit more confident that making sure you know everything."

Content and structure of the GoTeach sessions

The resource pack and presentations for most colleagues, were considered good and were found to be concise and easy to use. DHL Colleagues predominately followed each session's plan and schedule. More experienced DHL Colleagues did discuss making adaptations to fit in with their interests, teaching styles and abilities, or having to cut content due to a lack of time. For those with closer relationships with schools and students, they also discussed knowing that some slides on the PowerPoint or some tasks would not work for a particular group of students. Their understanding of the content and good relationships with the schools meant that they felt comfortable adapting the content.

Specific activities within sessions were discussed. One DHL Colleague thought that the activities around putting logistics steps in order and 'think with your feet' were good and allowed everyone to get involved, without any prior knowledge. Another DHL Colleague felt that students really enjoyed the more interactive activities including 'buzzwords'. For some DHL UK Colleagues, the two-hour sessions were described as too long for students, although others discussed finishing the sessions early, with some only lasting one and a half hours. There was further discussion by an experienced DHL Colleague to develop some new content as they had been repeating the same sessions for a few years. Also, to make sure they were age appropriate as different year groups could respond differently to the content.

Outcomes and engagement of students

The GoTeach sessions were framed as helping students to learn about universal or transferable skills. These could be used for different careers in the future, some of which they may not have 'thought about'. Skills included learning how to write a CV, which was frequently discussed by DHL Colleagues delivering the CV & Interview Workshops. DHL Colleagues mentioned that using the STAR approach to prepare for interviews was a useful strategy for students to learn about.

Writing a CV was mentioned as being a difficult task for some students. This echoed findings from Stakeholders and Career Leads and Coordinators. DHL Colleagues discussed some students having a lack of confidence and struggling to recognise prior experiences as relevant to the task. A group of DHL Colleagues thought that the session would be more suitable for older students, when the information would be more relevant to them.

DHL Colleagues felt that the GoTeach sessions allowed students to consider other or different career paths than they may have done. The materials within the GoTeach sessions helped students to increase awareness and options around jobs and businesses:

"So it I think gave them a broader idea to think of companies as in, you know, if I'm going into the future in a career, there's always all these other options. I can't and I'm not just restricting myself to one area, I think that came out quite, quite strongly in my view."

Another DHL Colleague discussed how the GoTeach sessions were often the first experiences for students to learn about CVs and transferable skills, which they could build upon in the future:

"I think that what we're doing is we're laying down either that first brick, or like the second brick, of the foundation of like, what their understanding of certain important things."

The GoTeach sessions were also viewed by some DHL Colleagues as showcasing DHL as a possible career choice. This allowed students to understand what the company did and demonstrated that there were 'loads of opportunities' within the company. DHL Colleagues also spoke about their prior experiences in schooling and life. They felt that some students saw themselves reflected in the experiences of the DHL Colleagues. Discussing these experiences and challenges within the GoTeach sessions was felt to have an impact on students.

A DHL Champion who had delivered all four GoTeach session felt that students had increased engagement as the sessions went on. When comparing sessions, the Problem Solving session was noted as engaging students the most. The Classroom Career Talk session was a 'boring topic' and DHL Colleagues found it difficult to engage students. Understandably, some students contributed more within the sessions than others, but DHL Colleagues found most students to be engaged and answering questions:

"Surprisingly engaged actually... the students were incredibly polite, engaged, friendly, accommodating and accepting of three strangers turning up."

Support in the classroom

The majority of DHL Colleagues felt that a minimum of three DHL Colleagues was a suitable number of colleagues to attend a session. It allowed DHL Colleagues the opportunity to talk to students one-to-one. A couple of colleagues led sessions by themselves, although these were noted as being unfortunate and only occurring due to illness and lack of availability. Other DHL Colleagues valued the extra help from City Year UK Colleagues in the classroom. They recognised that having more staff in the room allowed enough support and interaction with all students, which was beneficial.

Managing the behaviour of students was discussed as potentially difficult for some DHL Colleagues; however, more experienced colleagues whose job involved regular presentations, felt relatively at ease. A DHL Colleague described how they felt it was important that they could deal with low-level behaviour to a certain extent. It was recognised that teachers were ultimately responsible, but that students could 'lose respect' of DHL Colleagues if they were waiting for teachers to deal with all behaviour problems. DHL Colleagues discussed varied engagement of the teachers in the sessions. Having other adults with enough DHL Colleagues in the room was also seen as beneficial for behaviour management.

Representation

Another discussion point was around DHL Colleagues taking part and their backgrounds and experiences. The number and mix of DHL Colleagues in each session was overall described as a positive. DHL Colleagues with a range of career experiences was seen as beneficial for students and in the running of the sessions:

"So being able to talk about their careers and their routine into DHL I just think it just gives the kids a little bit more of a more well-rounded experience as well."

The importance of having DHL Colleagues who represented students in terms of gender, age and ethnicity was highlighted. DHL Colleagues felt that students could relate better with a variety of people, in which they could see themselves:

“So having a diverse group of people, I'm not just talking race, we're talking about females, males, age and all the rest of it.”

Impact on DHL Colleagues

All DHL Colleagues enjoyed their involvement with the GoTeach programme. It was described as ‘humbling’, a ‘great opportunity’ and ‘rewarding’, where they ‘felt valued’ and considered it as ‘time well spent’. They appreciated being able to give back to the local community and helping others. DHL Colleagues also discussed that the sessions could help students to ‘think differently’ and ultimately guide some students in their careers and career choices. One DHL Colleague described how it also allowed DHL Colleagues to understand themselves from a student’s viewpoint:

“It's a very good programme that empowers a colleague to be able to share some of their life experiences, but also get a perspective from students on what they take out of your experiences.”

Challenges of the GoTeach programme

Challenges discussed by DHL Colleagues were often related to the practicalities of running sessions at schools. Problems with the size of the available classrooms, working with schools’ IT systems and changes to timings in some schools were mentioned by many DHL Colleagues. This resulted in DHL Colleagues having to think on their feet and adapt sessions, with a sense that these interruptions could impact on the engagement of students.

Strengths of the GoTeach programme

A real strength of the GoTeach programme was its ability to showcase employers and employees within a classroom setting allowing students to consider different careers. It was also considered as potentially holding more authenticity about work and careers than career education from teachers.

For other DHL Colleagues, the GoTeach programme was viewed as providing students with the skills and knowledge around careers and for the future, to be able to think for themselves:

“I think (the) main strength is getting out there to the students and actually giving them the tools to find work and make decisions what they want to do.”

The sessions also allowed students to hear about the different roles at DHL, from DHL Colleagues with differing backgrounds and experiences. These differences were considered important:

“I think its strengths are that it is putting real life employers into classrooms or into different activities with kids. So people can see those people. And I think (we) were quite different

people, so hopefully they would be able to see themselves in them. I think that's why diversity of people involved is quite important."

Suggested improvements

Discussion was made around providing some training on behaviour management strategies/techniques to use in sessions, especially for less experienced DHL Colleagues. This included guidance on using hands up or down and 'some techniques on controlling the classroom', to help maintain engagement. One DHL Colleague recommended using an adaptation of DHL's facilitation skills, which could be used to help DHL Colleagues learn about presenting. Others recognised the importance of shadowing more experienced DHL Colleagues to help 'instil confidence' and learn about 'boundaries'. It would also allow new DHL Colleagues to gain understanding of the programme and if they would like to get more involved in the future.

Other suggestions included DHL Colleagues receiving more advice about practical issues, such as ensuring DHL Colleagues take enough pens, bluetak etc. The creation of backup slides about e.g. the GoGreen agenda in DHL was mentioned to fill time, if sessions ended early. Problems with classroom spaces were frequently discussed and one DHL Colleague mentioned how it was helpful to ask about rooms with schools as early as possible to help adapt the session (if needed).

Other suggestions included ensuring that a diverse range of DHL Colleagues, in terms of work and educational backgrounds were involved. This was related to the idea of creating a shared 'portal' to help with the recruitment of DHL Colleagues. A DHL Champion suggested that a portal could include information about Champions, if local sites had any expressions of interest from staff, provide the opportunity to contact Champions directly and ask to observe sessions and to share information or techniques between existing DHL Champions and Colleagues.

For the CV & Interview session, two colleagues described how some students used a hypothetical situation or considered their dream jobs instead of thinking about their own experiences when creating CVs, which then helped them to complete the task effectively. It was also suggested that students could be provided with the opportunity of conducting 10-minute one-to-one mock interviews with DHL Colleagues after the session.

One DHL Colleague suggested that the DHL UK Foundation investigated working with schools in deprived areas outside of the charitable organisations, although recognised that issues around capacity could make facilitating sessions difficult.

DHL Champions

The DHL 'Champion' model, with a DHL Colleague as a named contact at a school was considered to work well. The repeated sessions with the same group of students increased familiarity and helped to build relationships with students, which positively impacted on student engagement. This was echoed by other DHL Colleagues working alongside the Champions. It was clear that less experienced DHL Colleagues valued working with the DHL Champions.

There was a sense that DHL Champions could offer schools a more tailored approach. By working with Career Leads and Coordinators, DHL Champions could adapt and refine sessions according

to the needs of the school. The ability of DHL Champions to choose suitable DHL Colleagues to attend sessions was also discussed.

One DHL Champion recognised the good relationships that they had with contacts at the DHL UK Foundation and with the Career Lead at a school. This made organising sessions and communications relatively straightforward. Some DHL Champions did discuss that working with 'busy' schools could be difficult, however, and they could struggle to get responses to arrange sessions.

Conclusion

The evaluation of DHL UK Foundation's 'GoTeach' programme has shown that students and Career Leads and Coordinators enjoyed taking part in GoTeach sessions with DHL Colleagues and Champions. The sessions were considered overall engaging, well organised and delivered, allowing students to gain experience of working with employers.

In terms of outcome or impact, statistical analysis shows that students taking part in the GoTeach intervention had statistically significant higher scores (at baseline and after the intervention) than the comparator group in the measures of economic self-efficacy, student career readiness and the GoTeach measure. There was also a significant increase in the GoTeach measure in those students who attended all four GoTeach sessions. Increases in economic self-efficacy and student career readiness were also found, although not statistically significant. Focus groups with students confirmed findings from analysis of student surveys. GoTeach sessions were well received, and students felt that the sessions had been useful in teaching them about the skills and knowledge that they would need for the future.

Discussions with Stakeholders, Career Leads and Coordinators, DHL Colleagues and students found that overall, the GoTeach programme was working well. This was even within secondary school contexts, which were recognised as being challenging. Schools and students valued the opportunity to take part in GoTeach. For some students, it had been their only employer experience. Recommendations were made to help improve and strengthen the programme. These included improvements around the representation of DHL Colleagues, changing the format of the Classroom Career Talk and providing some basic training to DHL Colleagues around behaviour and engagement.

Quantitative data analysis suggests that the attendance of the GoTeach sessions were problematic with less than 50% of all students in the intervention group taking part in all four sessions. This highlights the difficulties of working with schools, given the challenges they face, such as funding, capacity, and the Covid-19 pandemic.

Recommendations

The following are recommendations from students, Career Leads and Coordinators and DHL Colleagues:

- Change the content of Classroom Career Talk or consider using the format to deliver assemblies before the start of GoTeach sessions. The format could also be used to introduce DHL Champions to new students and year groups
- Continue work adaptively with schools; book in sessions well in advance and schedule GoTeach sessions closer together
- Within the DHL Champion model, plan for other DHL Colleagues to attend sessions on a regular basis. If possible, they and DHL Champions should have similar educational and community backgrounds to students attending the GoTeach sessions
- Adapt the CV & Workshop session to allow different approaches for students to develop their CVs; some students who lacked confidence struggled with the task
- Work with schools to trial an additional session or celebration event after students have taken part in the GoTeach sessions. This could be used to help consolidate learning
- Provide additional training to DHL Colleagues around some basic behaviour training and engagement techniques to use in GoTeach sessions
- Trial smaller group sessions with experienced DHL Champions and Colleagues with more disengaged and disaffected students at a school
- Create additional slides to be included at the end of the sessions. Information around e.g., DHL's GoGreen agenda could be used if sessions finish early
- Investigate the creation of a DHL GoTeach portal to include information about Champions, identify expressions of interest from staff, provide the opportunity to contact Champions directly and ask to observe sessions and to share information or techniques.

Other recommendations that could be considered:

- Continue to review and update GoTeach content. Lessons could be adapted to address e.g., Net zero careers, Digital Skills
- Continue to monitor and evaluate GoTeach sessions. The results and findings from the present evaluation are positive but limited by under recruitment and a small sample size. Survey data could be collated routinely from GoTeach students and used to provide a stronger source of evidence to make the case for ongoing investment in the programme and to guide future changes. The logic model could be used to reflect on the skills developed and updated periodically
- Consider embedding information about DHL apprenticeships into a GoTeach session, following the recent guidance for schools to share information about apprenticeships
- Investigate working with the Careers and Enterprise Company (CEC) and their Career Hubs. Connections to local CEC Career Hubs for each area could be explored by DHL UK Foundation or DHL Champions, which may provide an opportunity to work alongside the CEC and to collaborate with other companies
- Investigate the CEC's new 'Employer Standards', which sets out best practice in terms of employer outreach in careers education

- Consider providing 'Teacher encounters' as discussed by the CEC. Organise with schools to allow teachers to visit DHL sites and learn about the company
- Consider expanding the programme to work with other employers to increase capacity. Trial a session with a DHL Champion and adapt content to include information from another company

Limitations of the evaluation

The following have been identified as limitations and potential bias that need to be considered in relation to the results and findings:

- Schools were asked to facilitate completion of the self-reported student questionnaires around two weeks after completion of all four GoTeach sessions. It is unclear if this happened, with some schools administering questionnaires a few months later
- A change in Career Lead occurred at four schools over the period of the evaluation, this resulted in difficulties in some schools accessing the anonymous student IDs, registers, and student level data
- One school dropped out of the evaluation after two GoTeach sessions. A recent Ofsted inspection and change in Senior Leadership resulted in the school feeling unable to facilitate sessions
- Career Leads and Coordinators were asked to select two groups of students; one to take part in the GoTeach sessions and another similar group to act as a comparator group. A lack of control over choice of student could have resulted in selection bias, especially as different levels of social school capital were found between the intervention and comparator group
- Obtaining registers of sessions from schools was difficult
- The GoTeach measure is unvalidated and results should be treated cautiously
- The schools involved with the GoTeach evaluation predominantly had 'Good' Ofsted ratings. There could be a degree of selection bias, where more motivated Career Leads and Coordinators originally signed up to the evaluation
- The GoTeach sessions had low attendance rates. Only 44% of all students in intervention group from the twelve schools included in analysis attended all four GoTeach sessions.
- Covid-19 has had a considerable impact on the GoTeach programme and evaluation. In the summer term 2022, secondary schools were still feeling the effects of Covid-19, with staff absences creating issues around scheduling. In one school, a high proportion of students were also absent for some GoTeach sessions due to a Covid-19 outbreak. This has consequently influenced the completion and return of questionnaires, registers, and student data back to the evaluators
- The scheduling of some GoTeach sessions were late into the second year. The summer term is recognised as being very busy and this had a significant impact on final questionnaire completion from some schools. Final questionnaires were received as late as August 2023 with some schools unable to facilitate completion of questionnaires with the comparator group
- Three schools were unable to complete the final questionnaires, one due to questionnaires being lost and two where Career Leads did not respond to requests from the evaluation team
- It was assumed that Career Leads and Coordinator would attend all the sessions. Only a small proportion did so fewer than expected were interviewed.

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Appendices

Appendix 1: Logic model created at the start of the evaluation

Session name (Duration, DHL colleague numbers)	Target population (Group size)	What is the intervention? Activities involved?	Learning objectives of session	Change Mechanisms – how and why the intervention works?	Outcomes	Potential measures	Notes
Classroom career talk (1 hour, 2 colleagues)	Years 8 to 11 (30 students)	- DHL colleague outlines their school experience, career history, current role and provide careers advice for students - True or false activity relating to DHL/logistics facts or say what you see - Main activity asks DHL colleagues to create a task that links logistics to an academic subject (e.g. maths, science, geography) - Feedback and goodbye	- Increase student awareness and knowledge about DHL and the logistics industry - Increase student knowledge about different career pathways - Increase knowledge about the connection between logistics and academic subjects	- Social and Cultural Capital Theory - Possible/future Selves Theory - Knowledge sharing	- Increased knowledge about the qualifications needed for different roles - Increased understanding of the careers available after education - Inform aspirations - Increased knowledge about transferable skills - Increased understanding of economic outcomes	- Potential job classifications (as per Mann et al. 2013) to measure any change in aspirations - Recognising skills and qualifications needed for careers - Economic self-efficacy	Each DHL colleague adapts main task for their session (same resources used though)
Employability skills (2 hours, 3/4 colleagues)	Years 8 to 11 (30 students)	- Meet and greet - Hot and cold jobs – roles in current job market - Transferable skills diamond - Teamwork and communication - Problem solving and lateral thinking - Leadership and listening skills - Confidence and public speaking - Feedback and goodbye	- To understand the variety of options available after school - To identify strengths and areas for improvement - To improve transferable skills - To ask questions which will help learn about careers - Increase student knowledge and awareness about DHL/logistics - Develop problem solving and lateral thinking - Develop teamwork and communication skills - Develop leadership, communication and listening skills - Understand what makes a good public speaker	- Social Cognitive Theory - Knowledge sharing - Students have to identify their own employability skills	- Increase knowledge about transferable, employability skills and other leadership skills - Students can identify and promote their employability skills - Able to identify personal strengths and areas for improvement - Increased understanding of the careers available after education - Increase global self-efficacy - Increased career readiness	- Employability/soft skills – problem solving, working as part of a team etc. - Recognising skills and qualifications needed for careers - Student career readiness index (SCRI) - Global self-efficacy	2 hour session will not involve all these activities
CV & Interview workshop (2 hours, 2/3 colleagues)	Years 8 to 11 (30 students)	- Starter activity - Students look at examples of CVs, write their own and learn about interviews. - Achievement tracker-experiences and skills - Positive Descriptors – positive and professional language used in CVs - CV workshop – examples and templates provided; students to complete their own	- Identify their own achievements and skills - Create their own CV - Understand what makes a good CV – its structure and the language used - How to understand and answer interview questions - Carry out a mock interview and receive feedback - Identify and link experience to skills - Able to describe themselves	- Social Cognitive Theory - Knowledge sharing - Students have to link personal achievement to skills - Pupils are asked to identify and consider any skill gaps that they wish to develop (reflection and evaluation)	- Increased knowledge in how to construct, about language used, and layout of CVs - Increased knowledge about how to conduct an interview - Specific knowledge about SWOT and STAR approaches - Increased knowledge about employability and transition skills - Students' can identify and promote their employability skills	- Employability/soft skills – problem solving, working as part of a team, write a good CV etc. - SCRI - Global self-efficacy	

		• Performance evaluation • Feedback and goodbye	using positive and professional language		• Increase global self-efficacy • Increased career readiness		
Mini simulation (1 hour, 2/3 colleagues)	Years 8 to 11	• Introduction – outline of session • True or false activity relating to DHL/logistics facts or say what you see or behind your back activity • DHL colleague outlines their school experience, career history, current role and answers questions from students • Explanation about freight and their different advantages and disadvantages • Planning activity - in groups, students have to plan the logistics for the needs of different clients • Changing scenarios • Presentation to rest of group and ask questions • Feedback and goodbye	• Transferable skills – teamwork, problem solving, creative thinking • Prepare and present logistics plans – make and justify decisions, team working, think of questions for other groups • Making decisions based on differing budgets and priorities of clients • Using geography/maths skills to calculate costs and develop their logistics plan	• Social and Cultural Capital Theory • Knowledge sharing	• Reasoning skills • Inform aspirations • Increased understanding of the careers available after education • Increased career readiness • Increased understanding of economic outcomes	• Potential job classifications to measure any change in aspirations • Economic self-efficacy • SCRI	
Site visit (Half a day, 5/6 colleagues)	Years 8 to 11 (12 to 16 students)	• Bingo activity – icebreaker with DHL colleagues • DHL colleagues outlines their different roles • Interactive walk and talk around the DHL site • Careers at DHL • Life maps of DHL colleagues and Q&A • Networking lunch • Team building exercise • Logistics simulation • Feedback and goodbye	• Increase student awareness and knowledge about DHL and the logistics industry • Increase student knowledge about different career pathways • To experience a workplace environment • To network with DHL colleagues and understand the practicalities and challenges of logistics • To take part in a logistics simulation to apply this understanding in a practical context • To build communication, teamwork and problem-solving skills	• Social and Cultural Capital Theory • Social Cognitive Theory • Knowledge sharing	• Increased knowledge about transferable skills • Increased understanding of the careers available after education • Increased knowledge about the qualifications needed for different roles • Increase general/global self-efficacy • Increased career readiness • Inform aspirations	• Potential job classifications to measure any change in aspirations • Global self-efficacy • Economic self-efficacy • SCRI	• More intense for schools- x2 staff required • More DHL staff needed, plus access to training room • Overlaps with other sessions • Variability
Networking and Communication (2 hours, x colleagues)	Year 11 + (x students)	• Communication skills • DHL colleagues' career journeys • How to create an elevator pitch • Feedback	• Increase student awareness and knowledge about DHL and the logistics industry • Increase student knowledge about different career pathways • To build communication	• Social and Cultural Capital Theory • Knowledge sharing	• Awareness of the 6 C's of communication • Students consider and create their own pitch • Increased understanding around the different types of communication – 'soft skills'	• Employability/soft skills – communication • Economic self-efficacy	• Either 2x 1hr sessions or one 2hr session • Builds on CV skills session

Networking and Communication (2 hours, x colleagues)	Year 11 + (x students)	- Identify existing networks - DHL colleagues' career journeys - Develop networks further - Feedback and goodbye	skills through sharing knowledge about elevator pitches - Students create their own network map - Students encouraged to set a goal for themselves involving either their school's career programme, plan to network or practise elevator pitch		- Students are able to recognise contacts who form their 'network' - Students recognise that building networks etc. can take time, but worth it in the medium/longer term	Measure of social capital related to careers	Network sessions designed for 18-25 year olds
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Medium to longer term outcomes
- Increased engagement with school and relevant academic subjects - Attainment in subjects - Increased career opportunities - Reduction in NEET

Moderators						
Student selection process	A student's engagement with school and their education	Social and cultural capital of individual students	Schools' career education and employer engagement policies	Enough time allocated for each session and/or time management within sessions	Different DHL colleagues involved in each session (variability in delivery and fidelity)	Dosage – how many sessions undertaken

Appendix 2: Student questionnaire

**DHL UK
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Name
Form
Date

GoTeach Survey

Please take your time to read and answer all the questions as accurately as you can. This should take you between 5 and 10 minutes to complete

Some information about you:

What is your anonymous unique student identifier/number? <i>(Please ask your teacher if you are unsure)</i>	
What month were you born in?	
What is your gender?	
What is the name of your school?	

1. What job or career would you like to do in the future? Name 1, 2 or 3 jobs

These questions are about your future and the careers or jobs you think you may have.

Please read the questions carefully and tick the correct box

	Very low 1	Low 2	About fifty fifty 3	High 4	Very high 5
2. What are the chances that you will have a job that pays well					
3. What are the chances that you will be able to own your own home?					
4. What are the chances you will have a job that you enjoy doing?					

[1]



5. What is the highest level of education you are aiming to achieve before leaving full-time education?

- 1. GCSEs passes ☐
- 2. 5+ GCSEs at grade 4 or above ☐
- 3. A Levels/Diploma/T Levels ☐
- 4. University degree ☐
- 5. None of the above ☐

6. Which of the following are you most likely to do after your GCSEs? Please read all the answers and tick one box or write an answer for other

- ☐ Full-time education/study (A Levels/T Levels/ College qualification) ☐
- ☐ An apprenticeship or traineeship ☐
- ☐ Part-time education or training and part-time job or volunteering ☐
- ☐ Full-time job ☐
- ☐ Full-time volunteering ☐
- ☐ I don't know ☐
- ☐ Other

7. Have you experienced any of the following? Please read all the answers and tick all that you have done

- ☐ Volunteering at school ☐
- ☐ Volunteering outside of school ☐
- ☐ Part-time paid work (after school or at weekends) ☐
- ☐ Work experience organised through school ☐
- ☐ Work experience outside of school ☐
- ☐ None ☐



The next set of questions will ask how you feel about some of the skills needed for jobs and careers.

Please read the questions carefully and tick the correct box

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
I feel confident that:				
8. I know or could find out about the qualifications needed for different careers and jobs				
9. I know about different and important skills needed for work and careers				
10. I could write a good CV (a CV is a short summary of your skills, qualifications, education and achievements)				
11. I know the skills needed for a successful job interview				
12. I could work well as part of a team				
13. I could solve problems at work				
I have a good understanding about:				
14. The skills needed to be a good communicator				
15. The skills needed to be a good public speaker				
16. The skills needed to be a good leader				
17. The different careers and jobs I could do after finishing my education				
18. How the skills I learn in subjects at school are used during work and for some careers				



These questions will help us understand your experiences and what you already know about careers and future work. Please read the questions carefully and tick the correct box

	Yes	No	I don't know
19. I have talked to a current apprentice			
20. I have accessed information about apprenticeships			
21. I have visited a university			
22. I have accessed information about universities			
23. I have met someone from the world of work (whilst at school)			
24. I have accessed information about work and careers			
25. I have visited a workplace			

	0 I don't know	1 I don't agree	2 I slightly agree	3 I somewhat agree	4 I mostly agree	5 I completely agree
26. I can find out how much people in different jobs earn						
27. I can find out information about how jobs and careers may change in the future						
28. I can choose a career that will allow me to live the life I want to lead						
29. I can assess my strengths and weaknesses						
30. I will continue to work for my career goal even when I get frustrated or hit a barrier						
31. I can decide what is most important to me in my working life						

[4]



32. I can identify employers and organisations relevant to my career interests						
33. I will continue to work at my studies even when I get frustrated						
34. I can choose a career that fits with what I am good at						

The next set of questions will ask how you feel about your future life, jobs and careers. Please read the questions carefully and **tick** the correct box

The next questions are about your school, students and teachers and your experiences with them. Please read the questions carefully and **tick** the correct box.

	Strongly disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
35. The students in my class enjoy being together					
36. Other students accept me as I am					
37. Students are kind and helpful					
38. Our teachers treat us fairly					
39. I am encouraged to express my own views in class					

40. What is the highest level of education you think your parents expect you to achieve?

1. GCSEs passes ☐
2. 5+ GCSEs at grade 4 or above ☐
3. A Levels/Diploma/T Levels ☐
4. University degree ☐
5. None of the above ☐

[5]

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**Thank you for taking the time to
complete this survey**

[6]

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Appendix 3: School level data form sent to schools

Evaluation of GoTeach: School level data

Name of school:

1. Does your school have a designated Career Leader?
2. Is your Career Leader a member of the school's senior leadership team?
3. Is your school part of a Career and Enterprise Company (CEC) Hub?
4. Which of the following Gatsby Benchmarks do you consider your school currently achieves? Please tick all that apply
 - a. A stable careers programme
 - b. Learning from career and labour market information
 - c. Addressing the needs of each pupil
 - d. Linking curriculum learning to careers
 - e. Encounters with employers and employees
 - f. Experiences of workplace
 - g. Encounters with further and higher education
 - h. Personal guidance
5. Does your school hold any affiliations or membership to any further career or employer related organisations? Which ones?
6. Which year groups at your school have access to encounters with employers or employees? And how many times in a year?
7. Overall, how much time within the curriculum would you say is allocated to careers education at your school? Per week/month/year?
8. Do you have a school governor who oversees careers provision?

Appendix 4: Missing responses for each main measure

Intervention group: Number of responses and missing data

		Statistics ^a					
		ESE pre Total	ESE post Total	SCRI pre total	SCRI post total	GT pre Total	GT post Total
N	Valid	183	157	178	152	174	154
	Missing	6	32	11	37	15	35

a. Group = 1

Comparator group: Number of responses and missing data

		Statistics ^a					
		ESE pre Total	ESE post Total	SCRI pre total	SCRI post total	GT pre Total	GT post Total
N	Valid	325	225	308	211	312	214
	Missing	7	107	24	121	20	118

a. Group = 2

Appendix 5: Little's missing completely at random (MCAR) test

EM Means^a

ESepostTotal	GTpreTotal	GTpostTotal	SCR pretotal	SCR posttotal
10.96	32.81	33.23	30.22	31.05

a. Little's MCAR test: Chi-Square = 53.863, DF = 46, Sig.
= .199

Appendix 6: Test of normality for each group

Tests of Normality^a

	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ESE pre Total	.156	132	<.001	.944	132	<.001
ESE post Total	.115	132	<.001	.962	132	<.001
GT pre Total	.082	132	.029	.980	132	.049
GT post Total	.131	132	<.001	.982	132	.074
SCRI pre total	.114	132	<.001	.963	132	.001
SCRI post total	.098	132	.003	.967	132	.003

a. Group = 1

b. Lilliefors Significance Correction

Tests of Normality^a

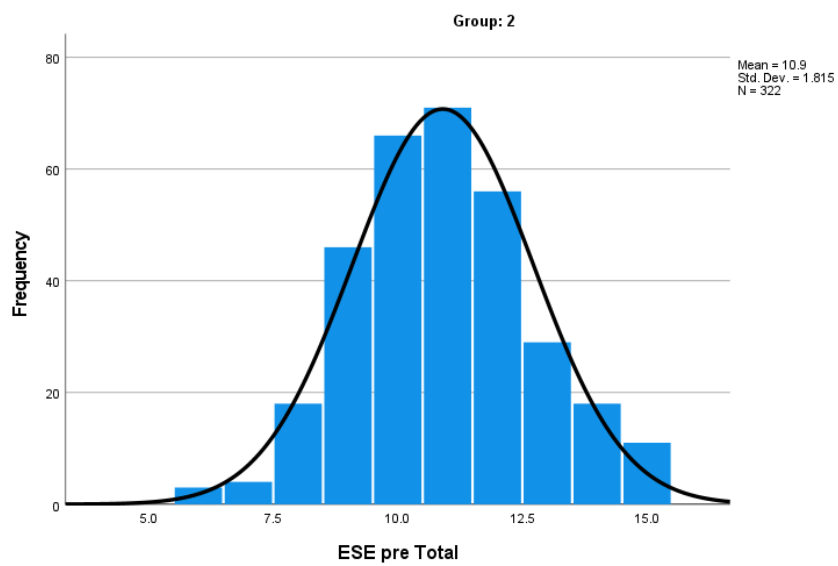
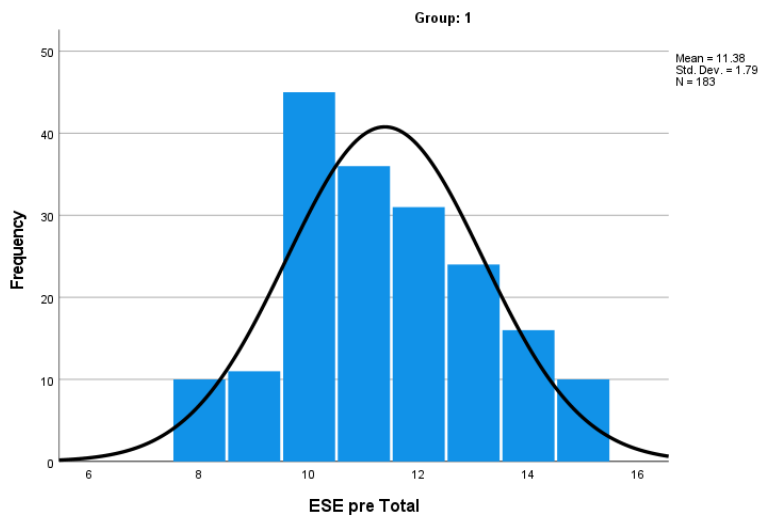
	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ESE pre Total	.137	167	<.001	.966	167	<.001
ESE post Total	.130	167	<.001	.959	167	<.001
GT pre Total	.086	167	.004	.987	167	.114
GT post Total	.101	167	<.001	.969	167	<.001
SCRI pre total	.079	167	.013	.968	167	<.001
SCRI post total	.108	167	<.001	.952	167	<.001

a. Group = 2

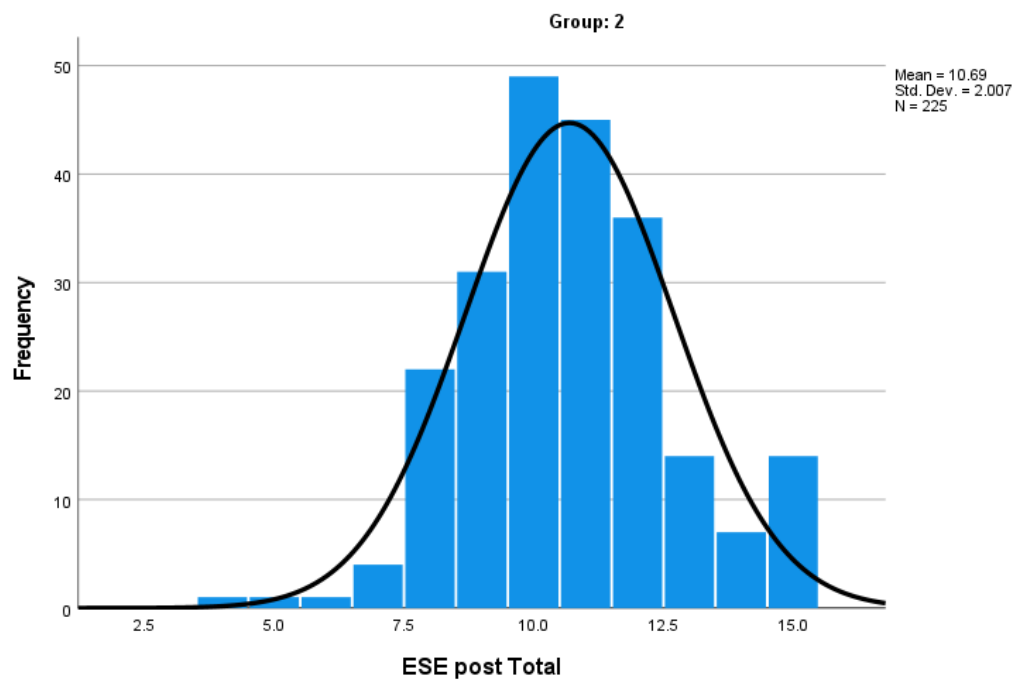
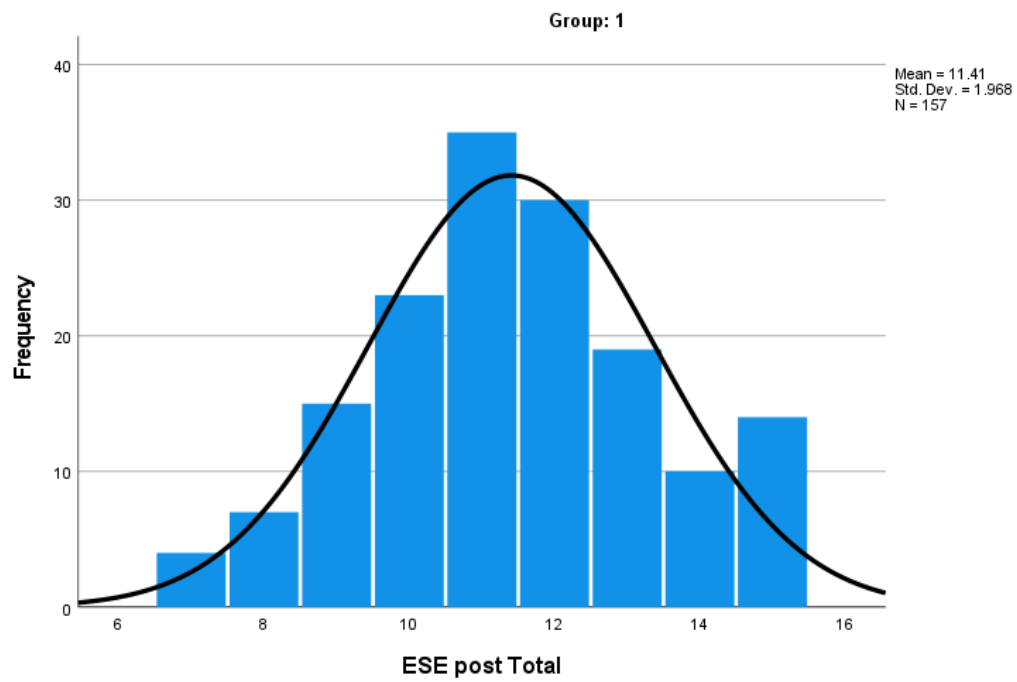
b. Lilliefors Significance Correction

Appendix 7: Histograms of main measures by group

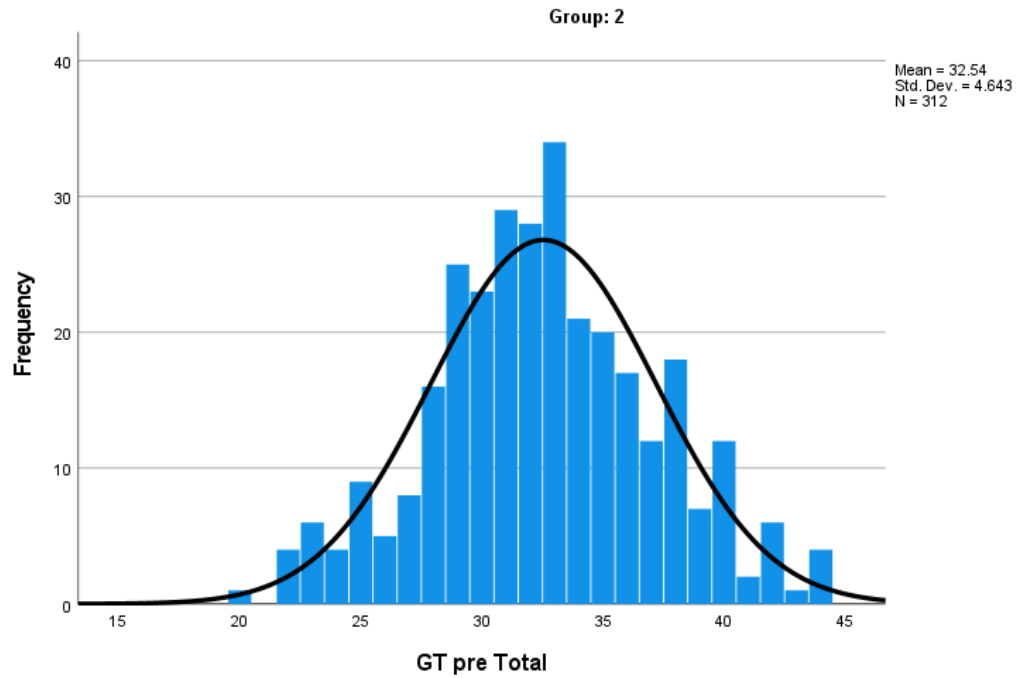
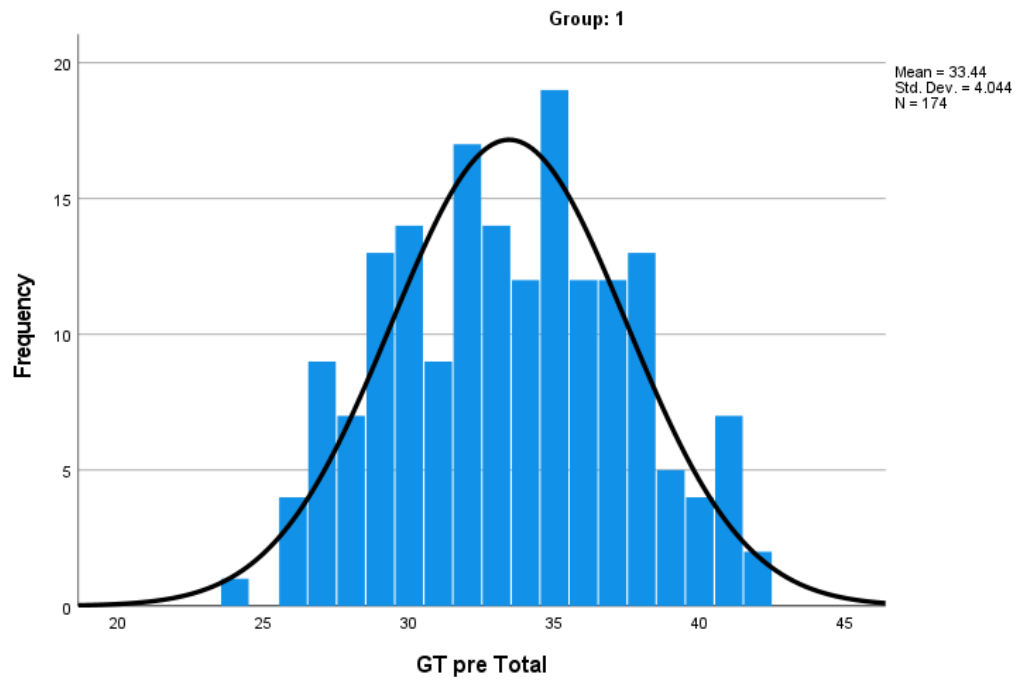
Economic Self-efficacy pre



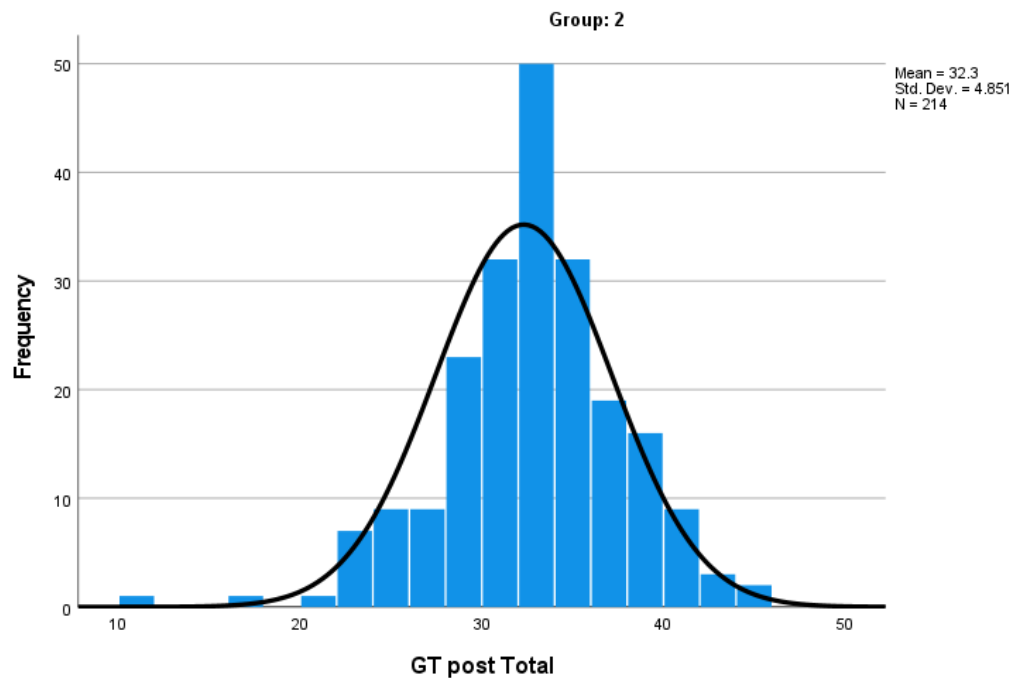
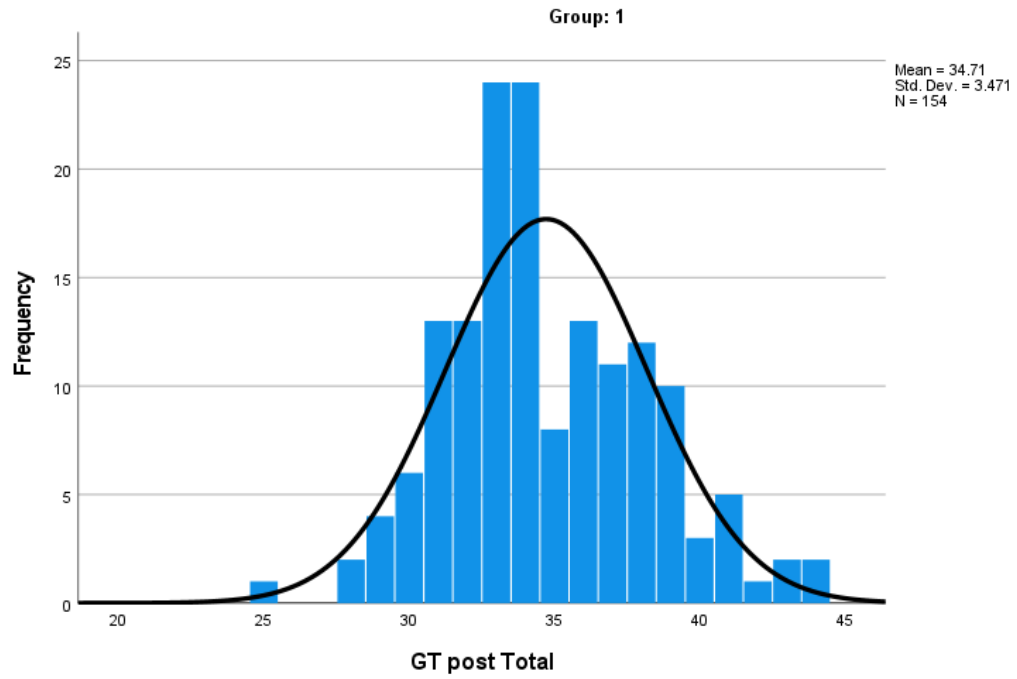
Economic Self-efficacy post



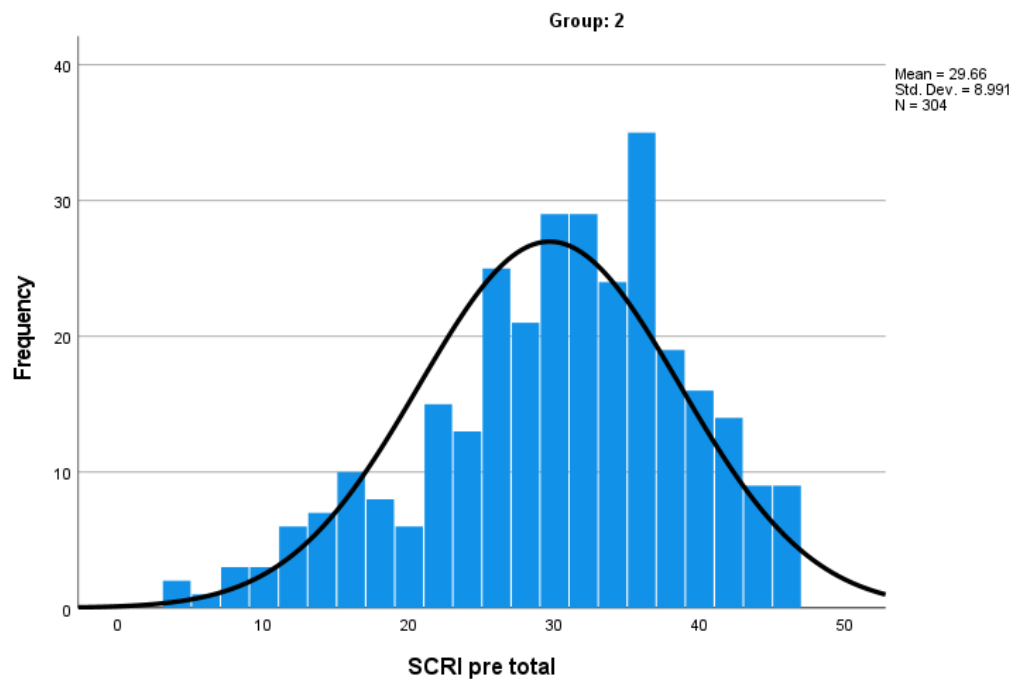
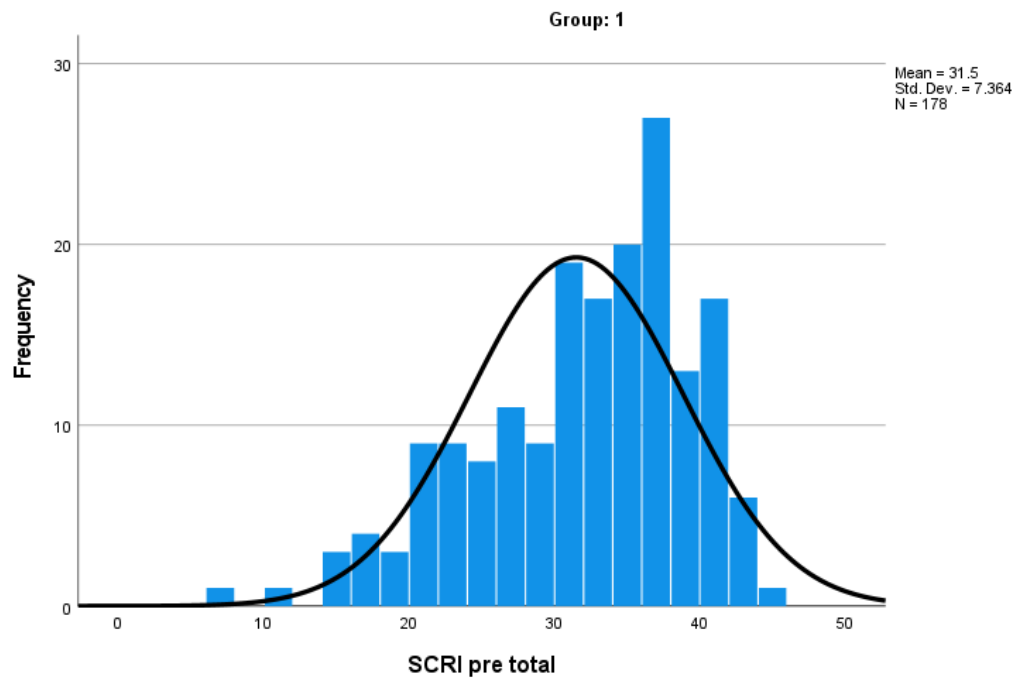
GoTeach pre



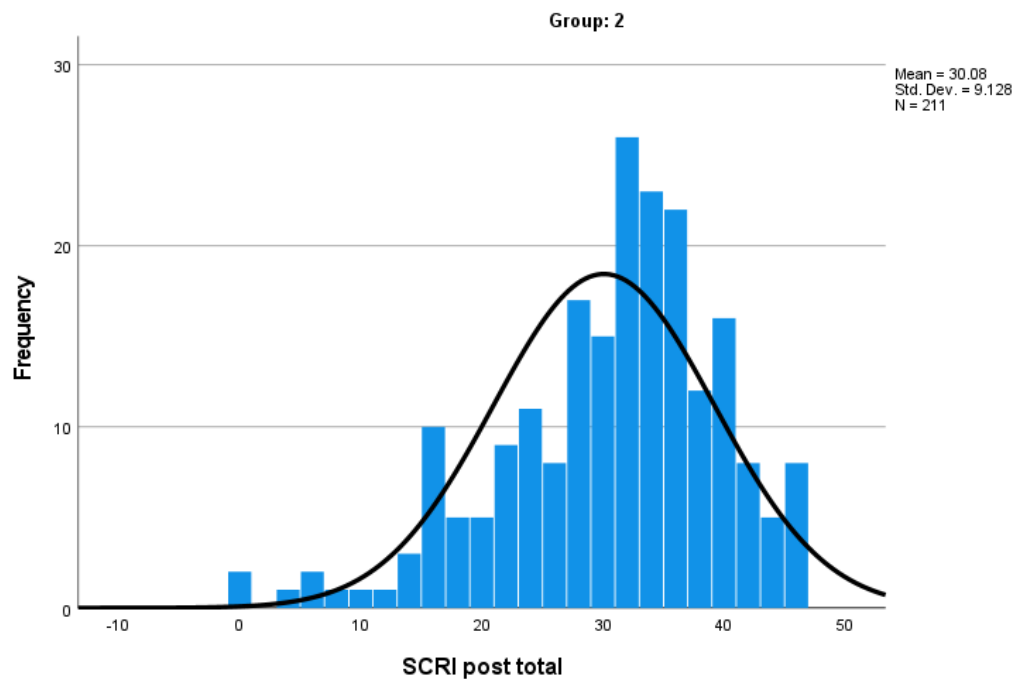
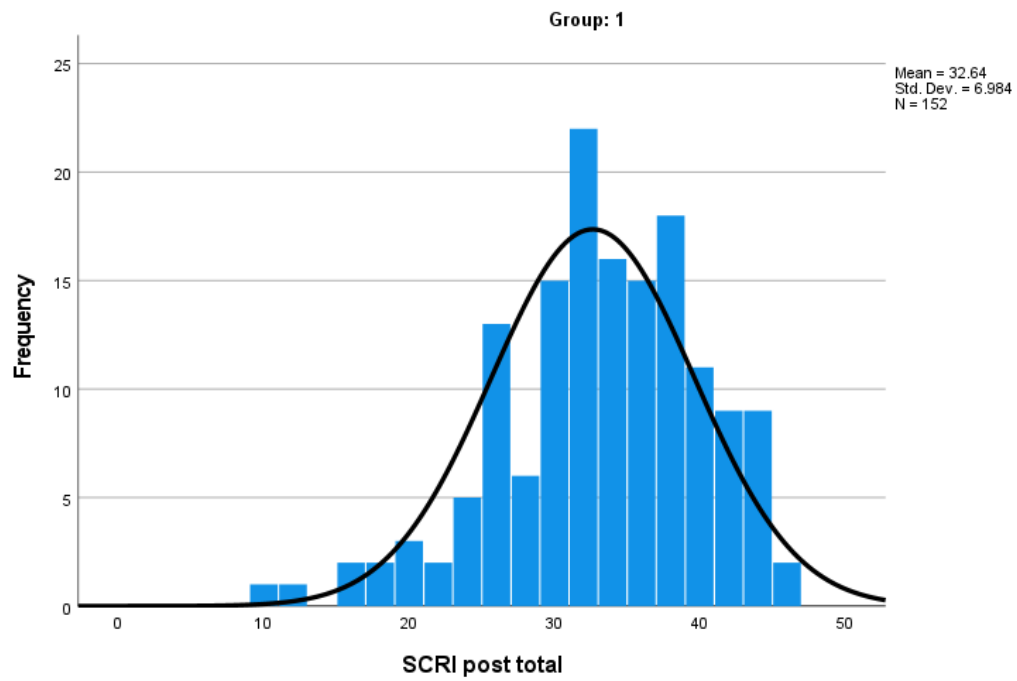
GoTeach post



SCRI pre



SCRI post



Appendix 8: Number and percentage by ethnicity in intervention group

		Ethgrp^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		29	15.3	15.3	15.3
	Asian or Asian British	32	16.8	16.8	32.1
	Black, Black British, Caribbean of African	16	8.4	8.4	40.5
	Mixed or Multiple Ethnic Groups	16	8.4	8.4	48.9
	Other ethnic group	7	3.7	3.7	52.6
	Unknown	4	2.1	2.1	54.7
	White	86	45.3	45.3	100.0
	Total	190	100.0	100.0	

a. Group = 1

Appendix 9: Number and percentage by ethnicity in comparator group

		Ethgrp ^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		56	16.9	16.9	16.9
	Asian or Asian British	55	16.6	16.6	33.4
	Black, Black British, Caribbean or African	33	9.9	9.9	43.4
	Mixed or Multiple Ethnic Groups	35	10.5	10.5	53.9
	Other ethnic group	7	2.1	2.1	56.0
	Unknown	2	.6	.6	56.6
	White	144	43.4	43.4	100.0
	Total	332	100.0	100.0	

a. Group = 2

Appendix 10: Mean scores of social school capital for intervention group (1) and comparator group (2) and split by gender for each group

Report

SC score

Group	Mean	N	Std. Deviation
1	18.21	181	2.883
2	17.35	315	3.348
Total	17.66	496	3.210

Report^a

SC score

GENDER	Mean	N	Std. Deviation
Female	17.70	87	3.081
Male	18.77	86	2.519
Transgender and Non-binary Individuals	17.50	2	2.121
Missing or Nonresponse	17.83	6	4.119
Total	18.21	181	2.883

a. Group = 1

Report^a

SC score

GENDER	Mean	N	Std. Deviation
Female	17.09	169	3.653
Male	17.79	123	2.841
Transgender and Non-binary Individuals	15.00	1	.
Missing or Nonresponse	16.95	22	3.443
Total	17.35	315	3.348

a. Group = 2

Appendix 11: Frequencies and mean scores of main measures in intervention and comparator groups

Descriptive Statistics^a

	N	Mean
ESE pre Total	184	11.38
ESE post Total	157	11.41
GT pre Total	175	33.42
GT post Total	154	34.71
SCRI pre total	179	31.54
SCRI post total	152	32.64
Valid N (listwise)	132	

a. Group = 1

Descriptive Statistics^a

	N	Mean
ESE pre Total	322	10.90
ESE post Total	225	10.69
GT pre Total	312	32.54
GT post Total	214	32.30
SCRI pre total	304	29.66
SCRI post total	211	30.08
Valid N (listwise)	167	

a. Group = 2

Descriptive statistics of intervention group

Descriptive Statistics^a

	N	Range	Minimum	Maximum	Mean	Std. Deviation
ESE pre Total	184	7	8	15	11.38	1.785
ESE post Total	157	8	7	15	11.41	1.968
GT pre Total	175	18	24	42	33.42	4.036
GT post Total	154	19	25	44	34.71	3.471
SCRI pre total	179	37	7	44	31.54	7.359
SCRI post total	152	35	10	45	32.64	6.984
Valid N (listwise)	132					

a. Group = 1

Descriptive statistics of comparator group

Descriptive Statistics^a

	N	Range	Minimum	Maximum	Mean	Std. Deviation
ESE pre Total	322	9	6	15	10.90	1.815
ESE post Total	225	11	4	15	10.69	2.007
GT pre Total	312	24	20	44	32.54	4.643
GT post Total	214	33	11	44	32.30	4.851
SCRI pre total	304	41	4	45	29.66	8.991
SCRI post total	211	45	0	45	30.08	9.128
Valid N (listwise)	167					

a. Group = 2

Appendix 12: Krustal-Wallis H Tests

Ranks			
	Group	N	Mean Rank
ESE pre Total	1	184	275.91
	2	322	240.69
	Total	506	
ESE post Total	1	157	215.24
	2	225	174.94
	Total	382	
SCRI pre total	1	179	260.34
	2	304	231.20
	Total	483	
SCRI post total	1	152	197.42
	2	211	170.89
	Total	363	
GT pre Total	1	175	261.41
	2	312	234.24
	Total	487	
GT post Total	1	154	217.15
	2	214	161.00
	Total	368	

Test Statistics ^{a,b}						
	ESE pre Total	ESE post Total	SCRI pre total	SCRI post total	GT pre Total	GT post Total
Kruskal-Wallis H	6.992	12.628	4.916	5.661	4.199	25.125
df	1	1	1	1	1	1
Asymp. Sig.	.008	<.001	.027	.017	.040	<.001

a. Kruskal Wallis Test

b. Grouping Variable: Group

These show that for all measures, the intervention group has statistically significantly higher scores than the comparator group at baseline and after the intervention.

- the Economic Self-efficacy score at baseline, $\chi^2(1)=6.992$, $p=.008$, with a mean rank score of 275.91 in the intervention group and 240.69 in the comparator group
- the Economic Self-efficacy score after the intervention, $\chi^2(1)=12.628$, $p<.001$, with a mean rank score of 215.24 in the intervention group and 174.94 in the comparator group
- the GoTeach measure score at baseline, $\chi^2(1)=4.199$, $p=.040$, with a mean rank score of 261.41 in the intervention group and 234.24 in the comparator group

- the GoTeach measure score after the intervention, $\chi^2(1)=25.125$, $p<.001$, with a mean rank score of 217.15 in the intervention group and 161.00 in the comparator group
- the shortened student career readiness index at baseline, $\chi^2(1)=4.916$, $p=.040$, with a mean rank score of 261.41 in the intervention group and 234.24 in the comparator group
- the shortened student career readiness index after the intervention, $\chi^2(1)=5.661$, $p<.001$, with a mean rank score of 197.42 in the intervention group and 170.89 in the comparator group

Appendix 13: Friedman tests

Ranks^a

	Mean Rank
ESE pre Total	1.49
ESE post Total	1.51

a. Group = 1

Test Statistics^{a,b}

N	151
Chi-Square	.140
df	1
Asymp. Sig.	.708

a. Group = 1

b. Friedman Test

Ranks^a

	Mean Rank
ESE pre Total	1.54
ESE post Total	1.46

a. Group = 2

Test Statistics^{a,b}

N	218
Chi-Square	2.215
df	1
Asymp. Sig.	.137

a. Group = 2

b. Friedman Test

Ranks^a

	Mean Rank
GT pre Total	1.39
GT post Total	1.61

a. Group = 1

Test Statistics^{a,b}

N	143
Chi-Square	7.336
df	1
Asymp. Sig.	.007

a. Group = 1

b. Friedman Test

Ranks^a

	Mean Rank
GT pre Total	1.49
GT post Total	1.51

a. Group = 2

Test Statistics^{a,b}

N	204
Chi-Square	.050
df	1
Asymp. Sig.	.824

a. Group = 2

b. Friedman Test

Ranks^a

	Mean Rank
SCRI pre total	1.45
SCRI post total	1.55

a. Group = 1

Test Statistics^{a,b}

N	143
Chi-Square	1.692
df	1
Asymp. Sig.	.193

a. Group = 1

b. Friedman Test

Ranks^a

Mean Rank	
SCRI pre total	1.45
SCRI post total	1.55

a. Group = 2

Test Statistics^{a,b}

N	194
Chi-Square	2.198
df	1
Asymp. Sig.	.138

a. Group = 2

b. Friedman Test