JA impact
Meeting targets, measuring results

Year 2016 - 2017

Summary of the longitudinal impact study results regarding the effectiveness of the Junior Achievement educational programmes

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Acknowledgements

We would like to thank the following schools which foster entrepreneurial education, financial literacy and work readiness through Fundación Junior Achievement's programmes, especially because of their commitment to this project: CEIP Miguel de Cervantes-La Aljorra (Murcia), CEIP Plurilingüe de Seixalbo, reception centres, children's homes and day centres (Madrid), Colegio Casa de la Virgen (Madrid), Colegio Ciudad de los Muchachos (Madrid), Colegio Claret (Segovia), Colegio Corpus Christi (Madrid), Colegio Hogar del Buen Consejo (Madrid), Colegio La Inmaculada Escolapios (Madrid), Colegio Los Angeles (Canary Islands), Colegio Los Olmos (Madrid), Colegio Mare de Déu dels Àngels (Catalonia), Colegio Menesiano (Madrid), Colegio Mirabal (Madrid), Colegio Natividad de Nuestra Señora (Madrid), Colegio Nueva Escuela (Madrid), Colegio Patrocinio de María (Madrid), Colegio Pia Sant Antoni (Catalonia), Colegio Ponce de León (Madrid), Colegio Pureza de María (Madrid), Colegio Raimundo Lulio (Madrid), Colegio Sagrada Familia (Madrid), Colegio Sagrada Familia Jorge Juan (Madrid), Colegio Sagrado Corazón de Jesús (Madrid), Colegio San Alfonso (Madrid), Colegio San Miguel Arcangel (Canary Islands), Colegio Santa Gema Galgani (Madrid), Colegio Santa Mª del Camino (Madrid), Colegio Santísimo Sacramento (Madrid), Colegio Santo Domingo (Madrid), Colegio Valdefuentes (Madrid), Colegio Virgen Niña (Valladolid), IES Alonso Quesada (Canary Islands), IES Arnau Cadell (Catalonia), IES Baleares (Valencia), IES Barrio Simancas (Madrid), IES Calderón de la Barca (Madrid), IES Carabelas (Huelva), IES Carreño Miranda (Avilés), IES Conde Orgaz (Madrid), IES Constantí i Perafort (Catalonia), IES Emilio Castelar (Madrid), IES Emperatriz María de Austria (Madrid), IES Front Maritim (Catalonia), IES Manuel Fraga (Madrid), IES Margarita Salas (Madrid), IES Mendillori (Navarra), IES Pérez Galdós (Madrid), IES Ramiro de Maeztu (Madrid), IES Ramón y Cajal (Madrid), IES Salvador Espriu (Catalonia) and IPSI (Madrid).

Project organiser

Fundación Junior Achievement

Junior Achievement is one of the world's largest non-profit youth organisations. By implementing innovative and experiential programmes in financial literacy, work readiness and entrepreneurship, it helps young people to design their path towards employability and job creation, enabling them to meet their goals in a context of freedom and responsibility. Every year, our network of over 470,000 volunteers deals with over 10 million students in more than 100 countries.

Established 17 years ago in Spain in 2001, Fundación Junior Achievement has an educational plan developed by expert educationalists aimed at students aged between 7 and 30. The educational programmes, based on "learning by doing" methodology, are implemented by entrepreneurs and professional volunteers, who are willing to contribute to the building of values, attitudes and an entrepreneurial spirit of young people. They also motivate students by providing them with an overview of the real world of work, developing their confidence, creativity and entrepreneurial intelligence and bridging the gap between schools and the workplace. At present, Junior Achievement carries out its programmes at public, partially subsidised and private schools as a result of its collaboration with numerous companies and institutions.

During the 2016-2017 academic year, Junior Achievement Spain carried out a total of 2,824 programmes, which benefited 31,210 students from schools in all the Spanish regions thanks to the collaboration of 2,777 volunteers.

***Junior Achievement's activities have been endorsed as Best Practice by the European Union.**

Ildefonso Méndez - Universidad de Murcia

He has a Master's Degree in Economics with honours from Pompeu Fabra University and a PhD in Economics from CEMFI. He is a senior lecturer at the Applied Economics Department of Murcia University. He is also the head researcher in projects funded, among others, by Fundación Ramón Areces, Fundación Séneca and the Spanish Ministry of Economy and Competitiveness. His research interests focus on education economics and, in particular, on non-cognitive skills. He has published science articles in major international journals and has worked as an education consultant for the OECD.

He has been the Director of the Autism Chair at Murcia University since its creation in 2015, fostering the research of non-cognitive skills in general and the executive functions, in particular regarding the autism spectrum disorder (ASD) and the learning difficulties.

He is also the head researcher of the research group called "Education Economics and Economic Assessment" at Murcia University and of the project called "Non-cognitive skills, school performance and wellbeing", which provides training and materials to stimulate the non-cognitive skills of children from the second cycle of preschool to the end of primary education.

1. Introduction to the report

1.1 Why conducting a longitudinal impact assessment?

From a **continuous improvement standpoint, Fundación Junior Achievement has launched** this research project in collaboration with Murcia University. As a result of the assessment and research, we have obtained scientific evidence to support the effectiveness of our long-term programmes, that enable us to design high impact educational programmes. The study analyses the actual annual and longitudinal effect on the beneficiaries of each educational programme and of the Foundation's overall activity.

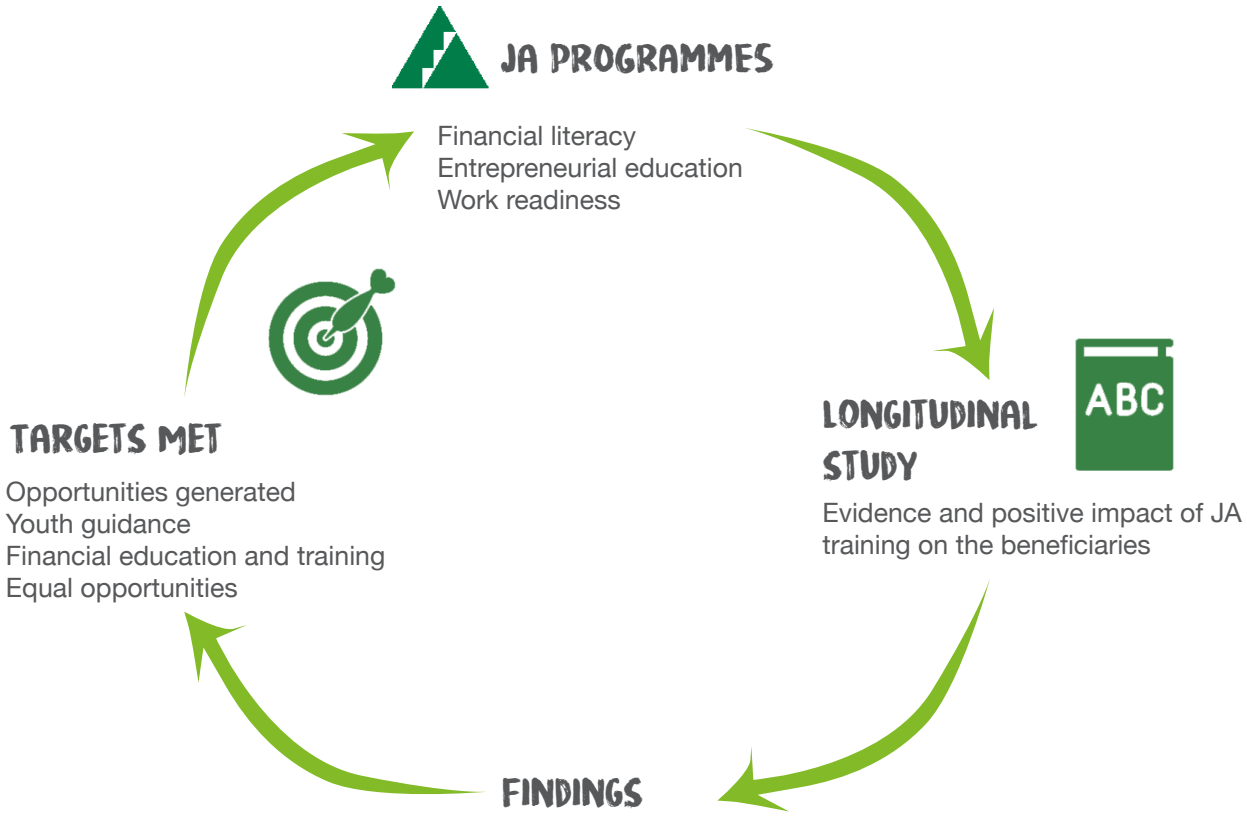
This type of assessment can be made since the programmes have a number of common and transversal features. Some of them are the **"learning by doing" methodology**[1] used by Fundación Junior Achievement or the **transversal work for the non-cognitive skills or executive functions**. Non-cognitive skills are those not related to the theoretical knowledge acquisition such as autonomy, personal initiative, leadership, decision making, managing and planning, critical and creative thinking, flexibility and adaptation to the context and to its changes, cooperative work, having and reinforcing values and attitudes in line with ethics and society.

Therefore, the research aimed to provide scientific evidence to support the benefits of the Junior Achievement's method and programmes, highlighting the importance in education of such skills, which will ultimately ensure the wellbeing and happiness of our youngsters.

This assessment and research provide scientific evidence to support the effectiveness of our programmes

Click on the following link to see the full report by Ildefonso Méndez:
http://fundacionjaes.org/news/estudiodeimpacto2016-2017

(1) "Learning by doing" is a practical and active method which turns students into the protagonists of their own learning, enabling them to develop critical thinking, creativity, reasoning, effective communication, team work, self-assessment and other skills



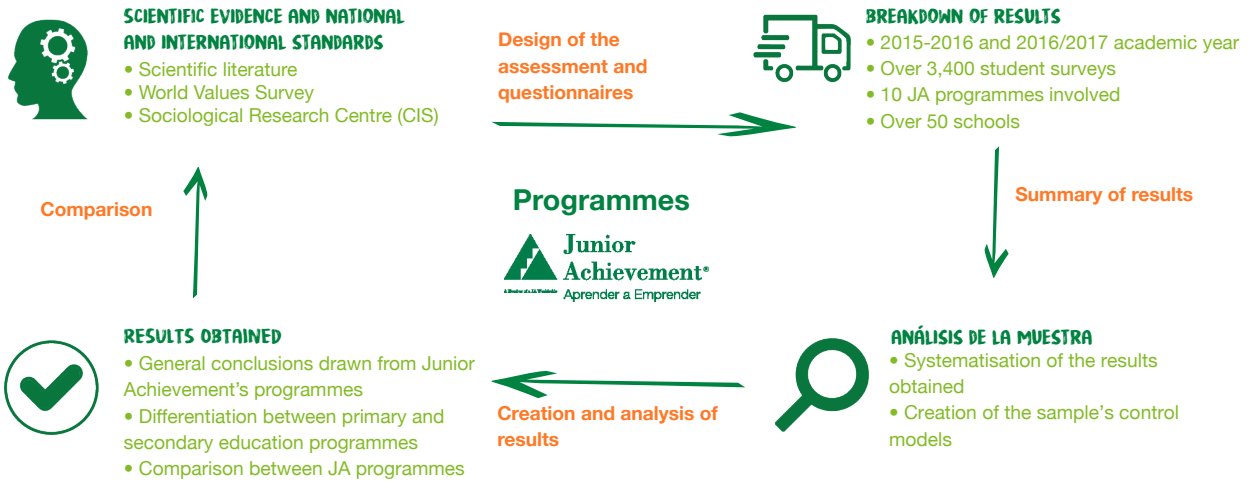
Since the 2015-2016 academic year, we have analysed over 3,400 student surveys and assessed 10 programmes

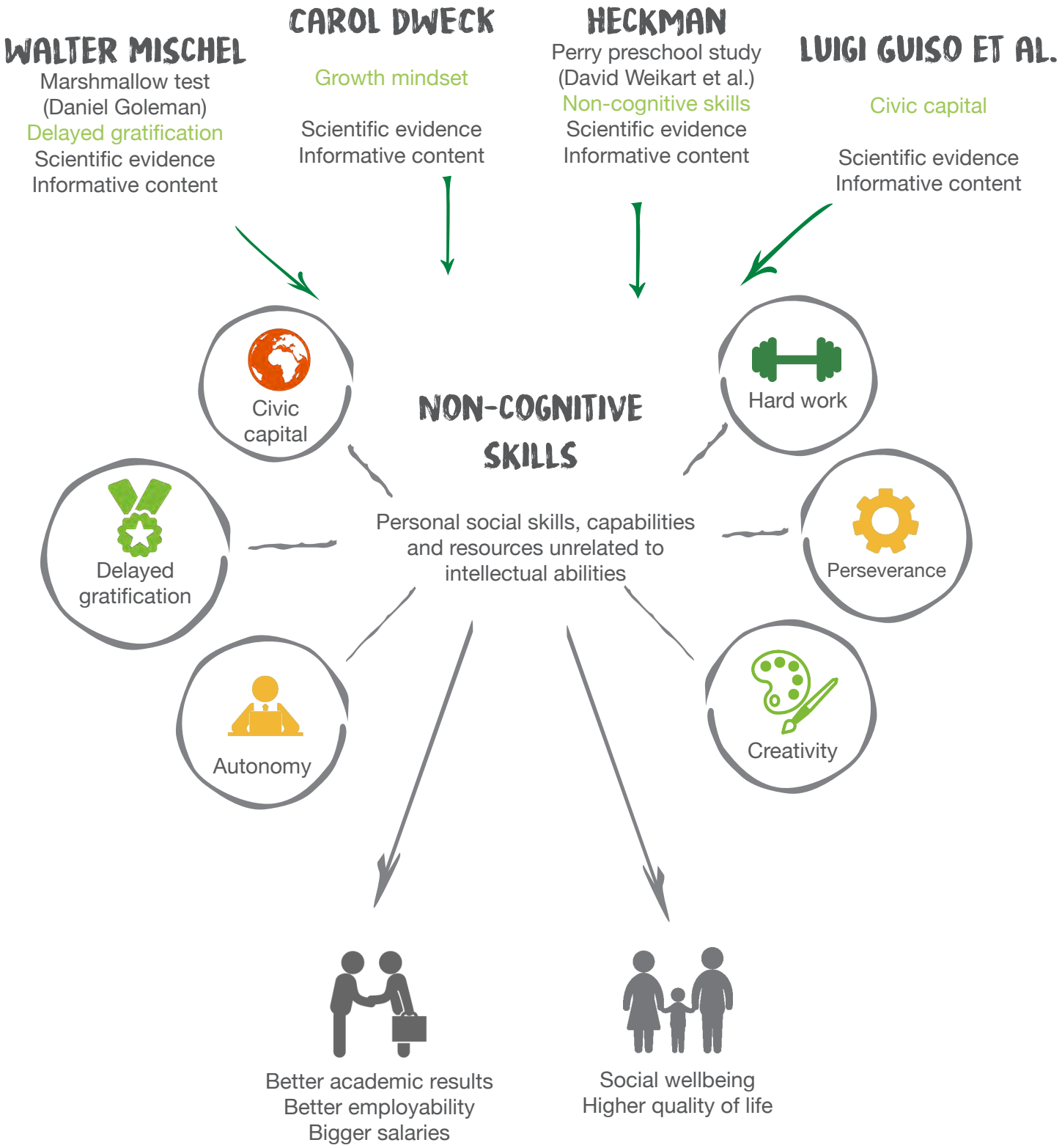
1.2 Method used

The research of the impact of Junior Achievement's programmes began in the **2015-2016 academic year**. During these two years, we have analysed over **3,400 student surveys**.

We have assessed **10 programmes** through surveys conducted among volunteers and students from various Spanish provinces, which were completed before and after the specific training. The survey results enable us to analyse the cognitive and non-cognitive changes experienced by the students.

The surveys include questions to analyse the importance given by the students to certain qualities or values related to the **non-cognitive skills** which correspond to the list analysed by Méndez (2014), based on the **World Values Survey.** In line with the values and attitudes fostered by Fundación Junior Achievement, we also measure the **civic capital** in which the students judge certain types of behaviour such as copying in exams and not paying for bus or train tickets. The surveys also include questions about their **socioeconomic context**, family background and other areas such as their **academic performance** in different subjects, their **training and work expectations** and the number of unjustified absences in the last couple of weeks. Those indicators themselves are part of the Foundation's objectives, such as **reducing school drop-out rates** and **increasing the entreprenurial spirit**. To evaluate the results, we use secondary databases which enable us to analyze the behaviour of youngsters who did not take the Junior Achievement's programmes, and they were used as counterfactual to the results obtained from those who did take them. Examples of the diverse statistical tools used to minimise the potential measurement error, are the studies 2440 and 2753 by the **Spanish Sociological Research Centre (CIS)**, which provide information about the valuation given by Spanish youngsters aged between 15 and 19 to certain qualities which represent non-cognitive skills and how acceptable are some types of avoidant behaviours of responsibility. Youngsters from the CIS study selected from similar sociodemographic characteristics are compared to those participating in Junior Achievement's programmes, **thus contrasting the differences between the students who received the training and those who did not**. Another factor that prevents potential errors and makes the study more rigorous and reliable is the elimination of the effects which are statistically not significant in the analysis, i.e. those with an incidence of less than 5%.




WALTER MISCHEL
Marshmallow test
(Daniel Goleman)
Delayed gratification
Scientific evidence
Informative content
CAROL DWECK
Growth mindset
Scientific evidence
Informative content
HECKMAN
Perry preschool study
(David Weikart et al.)
Non-cognitive skills
Scientific evidence
Informative content
LUIGI GUISO ET AL.
Civic capital
Scientific evidence
Informative content
NON-COGNITIVE SKILLS
Personal social skills, capabilities and resources unrelated to intellectual abilities
Civic capital
Hard work
Delayed gratification
Perseverance
Autonomy
Creativity
Better academic results
Better employability
Bigger salaries
Social wellbeing
Higher quality of life

2. Theoretical framework

The **non-cognitive skills** were defined in 2013 by the U.S. Department of Education as personal social skills, capabilities and resources unrelated to intellectual abilities. Numerous studies state that such skills influence the youngsters cognitive development by improving their academic and work performance and, therefore, their wellbeing when they reach adulthood.

Numerous educational studies show that the circumstances which characterise the childhood condition a person's achievements in adulthood. That is why it is important to foster certain skills and attitudes in the early childhood.

Scientific evidence shows that non-cognitive skills can be moulded throughout a person's life; the earlier and longer the intervention, the greater the effectiveness will be. This is confirmed by the Perry early intervention programme developed in the United States by several authors led by David Weikart, which was subsequently analysed by several specialists such as Heckman.

Other examples of the scientific evidence used in this study which confirm the importance of developing non-cognitive skills are:

- The marshmallow test analysed by Daniel Goleman, which shows that the delayed gratification, reflected in the number of seconds taken by a 5-year-old boy to eat a treat when he is encouraged not to do so, is a predictor of his personal and professional success 20 years later.
- Carol Dweck's growth mindset theory reinforces the idea that we can increase our brain capacity so that we can learn and solve problems. This approach aims to replace the beliefs based on the existence of a "fixed mindset", fostering self-motivation and self-esteem and internalising the fact that we can meet our objectives with practice and effort.
- The analysis made by Luigi Guiso, Paola Sapienza and Luigi Zingales regarding the importance of civic capital and how it predicts economic growth and social wellbeing.

The concept of **executive functions**, typical of neuropsychological literature, is closely related to non-cognitive skills. Executive functions are mental processes which associate simple ideas, movements and actions and guide them towards solving complex situations (Shallice,1988). Therefore, they are conscious, voluntary and effective processes which coordinate and integrate the most advanced thought, memory, emotional and movement functions. They are essential for ignoring distractions, being concentrated, maintaining the effort, persevering, delaying gratification, etc. According to Diamond (2013), the core executive functions are the inhibitory control, cognitive flexibility and working memory. The executive functions are obviously related to the main non-cognitive skills highlighted in the preceding paragraphs.

> The non-cognitive skills were defined in 2013 by the U.S. Department of Education as personal social skills, capabilities and resources unrelated to intellectual abilities

3. Why are non-cognitive skills so important?

Connecting with reality

Non-cognitive skills include **self-sacrifice, delayed gratification, hard work, perseverance and civic capital**.

Convinced of the importance of working on these skills from early childhood to achieve greater personal and professional wellbeing in later life, Junior Achievement carries out educational programmes to foster non-cognitive skills.

Below are some examples of the relationship between the early development of non-cognitive skills and the future wellbeing of the beneficiaries.

IF AT PRESENT...	IN THE ADULT PHASE...
… we work on the non-cognitive skills and ethical values from an earlier ages...	… the students will obtain positive results in their personal and professional future
... the students develop the ability to delay gratification in tasks which lack motivation and imply effort to meet certain objectives. For example, having developed the ability to delay gratification, students will be able to study at a specific moment in time instead of playing and they will also be able delay present satisfaction by pushing it to the future...	... they will avoid procrastinating or delaying their work and personal responsibilities such as late deliveries of projects or the lack of savings for future contingencies.
…students improve their educational expectations and academic performance, being aware of the importance of continuing their studies and making an effort at present time.	... they will become professional adults with a greater capacity of effort and higher work expectations.
… the students understand the importance of civic behaviour... For example, not copying in exams or not paying the bus fare.	... they will have strong moral values which will prevent them from actions or bahaviours against general social interest. For example, tax fraud or fraudulent claims.
... the students reduce the number of unjustified absences from class, creating the habit of complying with their obligations...	... they will reduce their absence in the workplace, which is so harmful to the economy.

After analysing the results obtained from the youngsters who have received Junior Achievement's training through the questionnaires, we see that **all Junior Achievement's programmes improve these non-cognitive skills and obtain positive results in areas such as the unjustified absence from school, academic performance and the entrepreneurial spirit.**

4. Impact study results

4.1 Overall results

4.1.1 General JA programmes

Based on the analysis made during the 2015-2017 period, we can state that **Junior Achievement's programmes have a highly positive effect on the students non-cognitive skills, regardless of the programmes formal content or duration.**

One of the main outcomes is the **increase** in the educational expectations of the JA programme beneficiaries in terms of their academic performance and perseverance. Another feature is the **decrease** in the unjustified absences and in their tolerance towards behaviour against to general interest.

This is very positive since **scientific evidence states that the youngsters identification with non-cognitive skills leads to labour and overall wellbeing at adulthood.**

The analysed data also shows that the **benefits of Junior Achievement's programmes are cumulative, the benefits are bigger among those beneficiaries that have received previous programmes before**. The data also shows that the programmes **have a higher impact on underserved youngsters with lower socioeconomic contexts, reduced performance and school repeaters.** By analysing the data, we can state that Junior Achievement's programmes are especially effective in the **fight against social inequality since they use education as a tool to generate opportunities**. In the same way, the programmes play an essential role against early school drop-outs by improving the youngsters confidence and, consequently, their performance and educational expectations.

Scientific evidence states that the youngsters' identification with non-cognitive skills leads to greater workplace and overall wellbeing at an adult age

20%
ACADEMIC PERFORMANCE
Grades in maths and Spanish improve

30%
EDUCATIONAL EXPECTATIONS
Higher education expectations increase

30%
CIVIC CAPITAL
Improval of behaviours for general interests.

31%
ENTREPRENEURIAL SPIRIT
Self-employment expectations increase

30%
UNJUSTIFIED ABSENCES
Unjustified absences from school decrease

23-62%
NON-COGNITIVE SKILLS
The values and qualities for professional success increase

4.1.2 4.1.2JA programmes for primary education

Junior Achievement's educational programmes are aimed at young people aged between 7 and 30. Three of them, i.e. "**Our community**", "**Our resources**" and "**Our city**", are delivered to the youngest children, this is, primary education students, providing, among other results, a high impact on their academic performance, educational expectations and perseverance regarding activities which lack motivation, as shown in the following diagram:

THE FOLLOWING INCREASE:

65%	Educational expectations
20%-27%	Academic performance
22%	Capacity for hard work
13%	Ability to delay gratification
11%	Perseverance
26%	Imagination
50%	Independence
60%	Perseverance regarding activities which lack motivation Civic
33%-66%	capital

THE FOLLOWING DECREASE:

50% Unjustified absences

4.1.3 JA programmes for secondary education (ESO, Bachillerato and FP)

The programmes named "**Your finances, your future", "Ethics in action", "Economics for success", "Job shadow day", "Skills for success", "Orienta-T" (Guidance) and "The Company Programme"** are aimed at secondary education students (ESO, Bachillerato and FP).

Like the content aimed at primary education students, these programmes have a high impact on the youngsters who receive this training, as shown in the following diagram:

THE FOLLOWING INCREASE:

37%	Educational expectations
4%-27%	Academic performance
64%	Entrepreneurship
40%	Ability to delay gratification
49%	Perseverance
29%	Establishing goals
20%	Comparing products before decision-making
21%	Cost savings and planning
28.3%	Employment
11.5%	Helping out in the family business
50%	Civic capital

THE FOLLOWING DECREASE:

66.6% Unjustified absences

4.2 Results by programme

Our community

Description: A 5-session programme aimed at students aged 8 and 9 in which they learn how a COMMUNITY works and their role as CITIZENS AND WORKERS.

Objectives: Develop the ability to innovate and be entrepreneurial.

20%

ACADEMIC PERFORMANCE

Grades in maths, Language and Science improve

6%

GROWTH MINDSET

The belief that they can obtain good results with an increase in effort

60%

PERSEVERANCE

Perseverance regarding activities which lack motification increases

22%

HARD WORK

Students' identification with this quality increases

33%

CIVIC CAPITAL

Improval of behaviours for general interests.

66%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

Based on the analysis of the results obtained after implementing the "Our community" programme at the various schools, we can highlight other results such as a 20% increase in the number of students who state that they would like to be self-employed. There was also an increase in the number of youngsters identifying themselves with different qualities such as imagination (+26%), independence (+6%), perseverance (+11%) and delayed gratification (+13%). Likewise, there was also a significant decrease in unjustified absences from class (-48%).

Our city

Description: A 5-session programme aimed at students aged 9 and 10 in which they find out about the various features of a CITY and learn how to MANAGE several businesses and their contribution to the general wellbeing.

Objectives: Initiate students on how a city develops and works, fostering creativity and team work.

87%

AUTONOMY

Students' independence increases

33%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

51%

PERSEVERANCE

Perseverance regarding activities which lack motivation increases

47%

DELAYED GRATIFICATION

The ability to delay gratification improves

20%

CIVIC CAPITAL

Improval of behaviours for general interests.

48%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

Like with the "Other community" programme, we can state that the conclusions drawn from this programme are very positive. Other results include an improvement of 8%-20% in the students' academic performance and a 12% increase in the proportion of students who state that they wish to be self-employed in the future. There was also an increase in the number of students identifying themselves with different qualities such as hard work (+48%), imagination (+61%) and perseverance (+55%). Likewise, there was also a significant decrease in unjustified absences from class (-41%).

Our resources

Description: A 7-session programme aimed at students aged 10 to 13 in which they organise themselves into COMPANIES which manufacture environmentally SUSTAINABLE products, taking on the different roles at the company. At the end of the programme, they organise a trade fair where they sell their products.

Objectives: Develop the ability to innovate and entrepreneurial spirit. Find out about the various departments at the companies. Take on individual and group roles to meet a common goal.

25%

ACADEMIC PERFORMANCE

Grades in maths and Spanish improve

123%

AUTONOMY

Students' independence increases

17%

ENTREPRENEURIAL SPIRIT

Self-employment expectations increase

76%

HARD WORK

Students' identification with this quality increases

54%

CREATIVITY

Students' imagination increases

53%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

The results from the "Our resources" programme in primary education are just as positive. In addition to the aforementioned percentages, there is also a 54% increase in the students' ability to delay gratification, a 47% improvement in their perseverance regarding tasks which lack intrinsic motivation, an 11% increase in academic performance in the science subject and a 22% improvement in the growth mindset. Another feature is the 71% decrease in the unjustified absences from class and a 20% decrease in their tolerance towards behaviour contrary to the general interest.

Your finances, your future

Description: A 3-session programme aimed at students aged 13 to 15, carried out in collaboration with the Spanish Banking Association, in which they are provided with the necessary tools to make the right financial decisions in a prudent way, instilling the importance of financial literacy in their lives.

Objetives: Instil into youngsters the importance of being responsible for their own finances and provide them with the necessary tools to make the right financial decisions.

27%

ACADEMIC PERFORMANCE

Grades in maths improve

20%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

48%

CIVIC CAPITAL

Improval of behaviours for general interests.

66%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

36%

DELAYED GRATIFICATION

The ability to delay gratification improves

37%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

The “Your finances, your future” programme is one of the best performers. There is also a 15% increase in the students’ capacity for hard work, a 13% increase in their imagination and independence, and a 33% improvement in their perseverance. Likewise, there is also a 64% increase in the number of youngsters who state that they are interested in being self-employed, a 12% improvement in the number of students who help the family business without receiving economic compensation and a 28% increase in those who have employment.

Economics for Success

Descriptionn: A 5-session programme aimed at students aged 12 to 14 in which they are presented with a number of cases and situations where they must REFLECT on the importance of continuing their studies, drafting a personal budget and participating in an employment workshop.

Objetives: Make students aware of the importance of continuing their studies while they find out about the key skills for their future. Detect the knowledge, attitudes and skills that will enable them to meet their goals.

20%

ACADEMIC PERFORMANCE

Grades in maths and Spanish improve

36%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

60%

ENTREPRENEURIAL SPIRIT

Self-employment expectations increase

83%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

59%

DELAYED GRATIFICATION

The ability to delay gratification improves

39%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

After analysing the surveys related to the “The advantages of staying in school” programme, we see that there are very positive data. There was an increase in the number of students identifying themselves with different qualities such as hard work (+44%), imagination (+21%), independence (+20%) and perseverance (90%). Likewise, there is also a 40% decrease in the number of students who tolerate behaviour contrary to the collective interests, a 15% improvement in the proportion of youngsters who help the family business without receiving economic compensation and a 25% increase in those who have employment. There is also a 45% improvement in perseverance in situations in which the tasks lack intrinsic motivation.

Business Ethics

Description: A 5-session programme aimed at students aged 15 to 17 in which they develop the skills for making ETHICAL DECISIONS by creating areas for discussion and debate and preparing them for the world of work.

Objectives: Instil into students the importance of applying the ethical values to their personal and professional life by making ethical decisions. Foster dialogue and well-argued reasoning.

10%

CIVIC CAPITAL

Improval of behaviours for general interests.

47%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

37%

PERSEVERANCE

Perseverance regarding activities which lack motivation increases

15%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

62%

DELAYED GRATIFICATION

The ability to delay gratification improves

62%

HARD WORK

Students' identification with this mindset increases

Other results:

The "Ethics in action" programme also records significant changes among the students. There was also an increase in the number of students identifying themselves with certain qualities such as imagination (+43%), independence (+50%) and perseverance (+49%). Likewise, there was an 8% improvement in the students' academic performance, a 21% increase in the proportion of youngsters helping with the family business without receiving economic compensation, a 20% increase in the proportion of youngsters with employment, a 12% improvement in the students' interest in continuing their training and studying at university and a 34% increase in wanting to be self-employed.

Skills for Success

Description: A 7-session programme aimed at students aged 15 to 17 in which they develop the SKILLS required in the current labour market. The students analyse their abilities, establish their objectives and learn how to write a CV.

Objectives: Provide youngsters with the skills and abilities required in the labour market. Foster self-knowledge and decision-making. Find out about the various academic and professional possibilities.

10-12%

ACADEMIC PERFORMANCE

Grades in maths, Spanish and science improve

53%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

50%

PERSEVERANCE

Perseverance regarding activities which lack motivation increases

16%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

107%

DELAYED GRATIFICATION

The ability to delay gratification improves

37%

WORK READINESS

The number of youngsters who know what they want to do after receiving the training increases

Other results:

The “Skills for success” programme also has a high impact on the students. There is also a 25% increase in the number of students who state that they are interested in being self-employed, a 15% increase in the number of students who state that they wish to study at university, a 17% improvement in those who help the family business without receiving economic compensation and a 15% increase in those with employment. At the same time, there is a 15% decrease in the percentage of students who tolerate behaviour contrary to the collective interests and an increase in those identifying themselves with certain qualities such as hard work (+71%), imagination (+60%), independence (+70%) and perseverance (+60%).

Job Shadow Day

Description: The students EXPERIENCE THE REAL WORLD OF WORK by spending one day with a professional of the industry where they would like to work in the future.

Objetives: Provide youngsters with the opportunity to get to know the real world of work. Develop the necessary skills so that they can have their dream job.

3%

ACADEMIC PERFORMANCE

Grades in maths and Spanish improve

13%

YOUNGSTERS WITH EMPLOYMENT

The number of youngsters with employment increases

70%

PERSEVERANCE

Perseverance regarding activities which lack motivation increases

37%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

50%

CIVIC CAPITAL

Improval of behaviours for general interests

6%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase*

Other results:

The results obtained in the "Job Shadow Day" programme are noteworthy, especially considering that it is carried out on a single day. There is a 6% increase in the proportion of youngsters who state that they are interested in being self-employed, and a 7% and 4% improvement in the number of students identifying themselves with the qualities of imagination and delayed gratification, respectively.

* Among students whose parents do not have higher education.

The Company Programme

Description: A programme aimed at students aged 15 to 19 which provides real experience (with real money, products and clients) on how businesses make decisions when creating, organising and managing companies.

Objectives: Inspire enterprising attitudes, abilities and knowledge. Turn ideas into actions. Develop the skills required in the current labour market.

100%

CIVIC CAPITAL

Improval of behaviours for general interests

30%

ENTREPRENEURIAL SPIRIT

Self-employment expectations increase

80%

PERSEVERANCE

Perseverance regarding activities which lack motivation increases

39%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

13%

REAL ENTREPRENEURSHIP

The number of self-employed youngsters increases

27%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

The “The Company programme” also had a high impact among students, especially school repeaters, improving their expectations of studying at university by 27% and enhancing their academic performance, and among students from lower socioeconomic contexts by 4%. There was also an increase in the number of youngsters identifying themselves with certain qualities such as imagination (+19%), perseverance (+16%) and delayed gratification (+27%). Likewise, there was a 96% increase in the number of youngsters helping with the family business without receiving economic compensation and a 5% improvement in the number of youngsters with employment, tripling the proportion of youngsters with a permanent contract.

Orienta-T (Guidance)

Description: A programme aimed at students aged 14 to 16 which provides them with professional guidance where the employability opportunities in STEM education and women's leadership are shared through specific speeches and workshops to develop the skills.

Objectives: Foster self-knowledge and decision-making among youngsters. Reflect on their professional future by fostering STEM education and women's leadership role. Develop the skills and abilities to improve their employability.

10%

STEM AND WOMEN

The number of female students wishing to study STEM increases

19%

GROWTH MINDSET

The belief that they can obtain good results with effort increases

37%

WORK READINESS

The number of youngsters who know what they want to do after receiving the training increases

21%

UNJUSTIFIED ABSENCES

Unjustified absences from class decrease

20%

ENTREPRENEURIAL SPIRIT

Self-employment expectations increase

15%

EDUCATIONAL EXPECTATIONS

Higher education expectations increase

Other results:

The "Orienta-T" programme also has a high impact on the students. There was also an increase in the number of youngsters identifying themselves with qualities such as perseverance (+141% among males and +87% among females) and delayed gratification (+182% among males and +104% among females). There was also a 7% and 10% improvement in students' performance in maths, Spanish and science, and a 20% increase in perseverance regarding the tasks which lack intrinsic motivation. There was also an increase in the students who state that they wish to study at university (+19% among males and +13% among females) and be self-employed (+37% among males and +14% among females).

5. General conclusions drawn from the impact study

THE JA PROGRAMMES WORK
↓
DEVELOPING NON-COGNITIVE SKILLS

The impact study confirms that the **knowhow** and **methods** of Junior Achievement's programmes develop the non-cognitive skills by a large percentage among children and youngsters from an early ages.

THE LOWER THE AGE
↓
THE HIGHER THE IMPACT

Differences between primary education and secondary education (ESO, Bachillerato and FP)

As can be seen, the programmes aimed at both primary and secondary education had positive effects on the numerous features analysed in this report. The main difference between them was that the effectiveness was relatively higher among primary education students. Even in secondary education, the **lower the students ages, the better the effectiveness**. This fact highlights the importance of **starting to develop non-cognitive skills at the earlier ages.**

THE LARGER THE NUMBER OF PROGRAMMES

↓

THE HIGHER THE IMPACT

JA's multiplier effect

The analysed data shows that the impact of Junior Achievement's programmes is higher among students who have previously received other programmes. This conclusion reinforces the need to impact children and youngsters with educational programmes periodically throughout their academic life. That is why **Junior Achievement has designed a progression model from primary to university that fosters the development of non-cognitive skills in a structured and sequential way**.

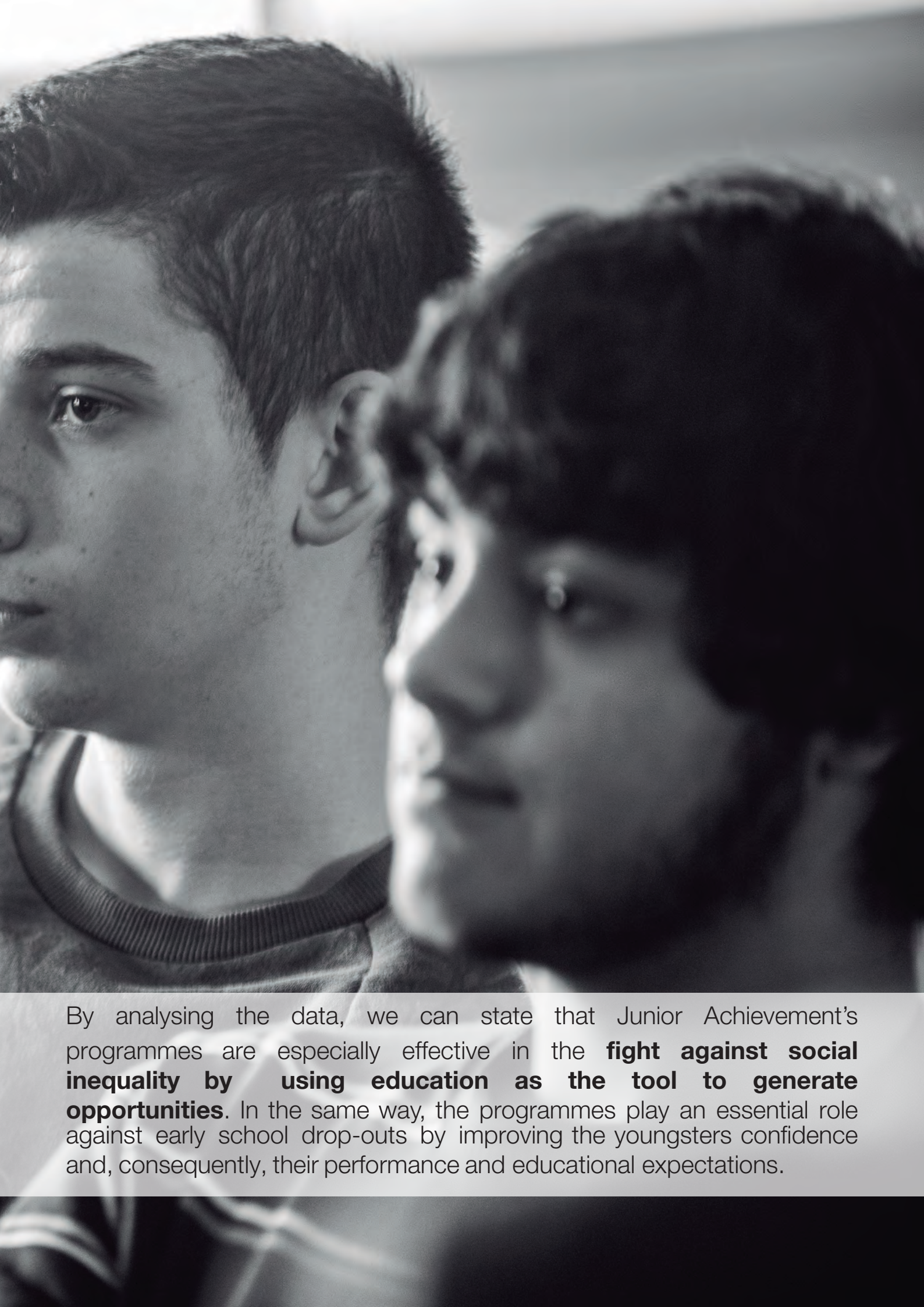
THE HIGHER THE VULNERABILITY

↓

THE HIGHER THE IMPACT

A higher impact on underserved youth

Considering the various groups of students targeted by Junior Achievement's programmes, we see that t**he impact tends to be higher among students who come from lower socioeconomic backgrounds** and those with worse performance. Specifically, we see an increase in their academic performance, a reduction in unjustified absences and a decrease in their tolerance towards behaviour against the general interest.



By analysing the data, we can state that Junior Achievement's programmes are especially effective in the **fight against social inequality by using education as the tool to generate opportunities**. In the same way, the programmes play an essential role against early school drop-outs by improving the youngsters confidence and, consequently, their performance and educational expectations.

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