The Social Innovation Relay (SIR) – A partnership of

**JUNIOR ACHIEVEMENT-YOUNG ENTERPRISE EUROPE
and
HP LIVING PROGRESS**

Tracking and evaluation of student and mentor

experiences and learning outcomes 2013

Report

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Centre for Education & Industry

University of Warwick

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Centre for Education and Industry

The Centre for Education and Industry (CEI) is a research centre within the University of Warwick (established1988). It has a reputation as a leading Centre both nationally and internationally, for research and teaching in the areas of work-related learning, vocational education and training, youth unemployment, transitions and enterprise education.

Through our wide range of research, evaluation and training activities we aim to:

- Improve knowledge and understanding of the ways in which work-related and vocational learning can enhance skills, capabilities and the motivation to learn for young people

- Evaluate policies, strategies and programs designed to engage both young people and employers in education and training

- Extend the range of activities through which schools, colleges, training providers and employers can work together to deliver work-related learning and vocational education.

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Executive summary and key findings

Introduction

The Social Innovation Relay (SIR) is a global competition that challenges secondary school students to come up with a new business concept that addresses a social need. Just having started its third year, the program is specifically designed to increase access to entrepreneurship education and to boost the benefits associated with such education. It is a partnership of JA-YE and Hewlett-Packard's Living Progress (HP-LP).

CEI, University of Warwick was commissioned by JA-YE to develop a framework which facilitates the tracking and evaluation of student experiences so that they can inform a wider evaluation of the economic, environmental and educational impact of the Social Innovation Relay program.

The tracking and evaluation of student experiences and learning outcomes has involved an analysis of management information (MI) provided by JA-YE regarding student participation in the SIR program and feedback from those students in 22 countries. The main method of gathering data has been via online surveys.

The learning aims and objectives were:

- Gaining understanding of the field of social innovation
- Team working to create a business concept
- Creative-thinking and problem-solving
- How to develop social innovations
- How to communicate and present ideas effectively
- How to use online educational tools.
- In addition to the feedback from students, this year, for the first time we have also gathered feedback from the business volunteers and mentors who worked with student teams about their own involvement and experiences of the SIR.

The evidence presented in this report is intended to enable informed judgments about the degree to which the program has fulfilled these aims in achieving its objectives and desired learning outcomes. The summary below highlights some of the key findings from the survey of students participating in the 2012/13 SIR program which begins with a summary of the survey response and sample profile.

Recommendations are suggested within the text below (as R1; R2; R3 etc) for further discussion rather than as rigid instructions. It is intended that the information be used to further identify opportunities and make recommendation for actions to be implemented which support a continuous improvement agenda.

Survey response and sample profiles

The Student survey achieved 2,085 responses from 43,681 SIR participants, a 5% response overall. Response rates were variable across the 22 participating countries from <1% to 19%. Only two countries achieved more than 10% (Indonesia 13% and Romania 19%). Five countries achieved more than 100 responses.

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R1. Explore why response rates are variable across countries and ensure that each country is targeted with the survey questionnaires at the optimum time to ensure the best possible response.

The Mentor survey achieved 144 responses from 510 volunteers and mentors that were participating in the SIR program. This equates to a 28% response overall, again, variable across different countries. Five countries achieved a double figure response: Brazil recorded the highest (26 responses), Singapore the second highest (17 responses), followed by Malaysia (16), Philippines (14) and India (16).

R2. Consider the feasibility of a making the feedback questionnaire a compulsory element of mentoring experience. This may be more acceptable if promoted as a method of recording the benefits to be gained from the training that they will receive. This in turn will give mentors the opportunity of gaining practical experience of working with student teams in this way.

Country level analysis

Country level data have been generated but it was agreed that comparisons would not be made, partly because some country responses were too low and partly because it is beyond the scope of this particular piece of work.

R3. It may be possible for JA-YE and HP/SSI to devise a method of grouping countries so that perhaps a sense of differences by region or developed versus developing countries can be considered. It is important that individual countries feel that they can contribute towards a continuous improvement agenda for the SIR program overall.

Progress towards key learning objectives

This report has shown how for the last two years positive progress has been made by achieving or exceeding the key learning aims and objectives, as outlined for the SIR program.

Outcome indicators were set in 2011/12 and results from the last survey have been used as baseline comparisons to set quantifiable targets in order to assess improvements in skills and learning outcomes for each successive year of implementation.

There is very strong, continued evidence to show that participation in the SIR yields improvements in the whole skill set which JA-YE and HP/SSI identify as relating to the innovative abilities and creative ideas of young people and which are associated with the development of their business, economic and entrepreneurial spirit.

R4. Continue to set targets and monitor achievement towards achieving them.

In addition, the management information relating to reach and spread of the SIR program has shown progress this year in terms of having more participating students from more countries. This is useful as it will allow progress and penetration to measured year on year.

R5. Continue to gather and compare Management Information (MI) regarding reach and spread of SIR participation.

There is clear evidence that the 2012/13 SIR program has exceeded its aims in terms of skill improvements and learning outcomes and that overall, more students report these benefits this year than previously, with the exception of "communicating and presenting" ideas. These positive results are summarized under each of the key learning objectives as follows:

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Gain understanding of the field of social innovation

- 85% agree or strongly agree that they understand what social innovation is as a result of their participation in the SIR (80% last year)
- 86% agree or strongly agree that they are more aware of what social issues exist in their own community (76% last year)

Team-working to create a business concept

- 86% agree that their teamwork skills have improved as a result of participating in the SIR (74% last year)
- 78% agree or strongly agree that they are more confident that they will be able to start up a social enterprise as a result of participating in the SIR (58% last year)
- 84% agree or strongly agree that they are more aware that social and business objectives can be complementary as a result of participating in the SIR (71% last year)
- 74% agree that they their interest in owning a business has increased as a result of participating in the SIR (58% last year)

Creative-thinking and problem-solving

- 85% agree that participating in the SIR has improved their problem-solving skills (67% last year)
- 85% agree or strongly agree that they are more confident that they will be able to work with others to solve social issues as a result of participating in the SIR (77% last year)
- 85% agree that they have developed their ability for creative-thinking following participation in the SIR (76% last year)
- 85% agree that participating in the SIR has led to improvements in their decision-making skills (72% last year)

How to develop social innovations

- 82% agree or strongly agree that they have learnt how to work with others in new ways to address social needs (74% last year)
- 81% agree that they have improved their commitment to social or environmental issues (67% last year)

How to communicate and present their ideas effectively

- 81% agree that participating in the SIR has improved their general communication skills (87% last year)
- 75% agree that participating in the SIR has improved their presentation skills (86% last year)

How to use online educational tools

- 73% agree that participating in the SIR has improved their skills to use online educational tools (59% last year)
- 81% agree or strongly agree that they better understand the importance of ICT in pursuing social and business initiatives (72% last year)

R6. Continue to highlight and market positive learning outcomes and benefits and year on year increases in these when promoting the SIR program in an attempt to increase participation at country level and at student level.

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Methodology

As always, a particular challenge for this type of project is the measurement of impact when there is no counterfactual to assess whether learning outcomes are indeed the result of participation in the program. For this reason, impact is defined for the purpose of this report as 'progress towards and/or attainment of the project's goals and objectives'.

In light of these challenges, care has been taken to strengthen the methodology. Firstly, a more robust set of survey questions was developed, thus allowing clearer classification of participants according to the stages they reached in the competition and the type of support they received from business volunteers and mentors. Secondly, the data have been analyzed according to whether or not participants received the support of a mentor, and also according to the type of mentoring that they received.

Learning outcomes and the significance of mentors

The data reported here clearly show that the SIR program provides learning benefits at all stages and that there are positive effects of mentoring on emerging skills and learning outcomes. It is clear that there are additional benefits to be gained for those who progress to the later competitive stages of the SIR program, with agreement scores about skill improvements across all of the learning outcomes significantly higher among those students who have had the support of a mentor working with them on their concept paper.

Once the top 20 teams are entered into the competition and are assigned HP mentors, further value is added to the learning experience. The impact of mentors can be seen in the positive agreement responses with a variety of statements. From these it is possible to deduce that, mentored students produced significantly higher agreement scores in response to statements about improvements across the whole range of skills. Mentors provide excellent support and inspiration for students and that working with them on their concept paper is a key activity for success. Mentors help improve considerations of social issues, encourage the start-up of social business and improve the understanding and importance of ICT in pursuing business initiatives. In fact, three-quarters of students reported that their mentor had made them consider starting up a social business.

Business volunteers/mentors

R7. Communicate to existing and potential future mentors their importance in relation to the positive impact they have on learning outcomes and the additional benefits they bring to students.

R8. Consider introducing ways in which mentors can be formally or officially celebrated so that they are recognized for their valued contributions.

Mentors have multiple roles and responsibilities, for example as official representatives they are ambassadors of HP, they are role models in the eyes of students and they are project champions for JA-YE. For the first time, this year business volunteers and mentors were surveyed. The results show that the relationship between mentor and mentee is mutually beneficial.

Mentors valued the training they had received. Moreover, between two-thirds and three-quarters of those who participated as *virtual* mentors reported benefits for program organizers in terms of: cost savings; more frequent interactions with students; and optimizing the reach and accessibility to students in rural or other

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locations than where they were based. Certainly, E-mentoring had made them realize the potential of using on line tools for mentoring purposes. E-mentors also reported gains in self-confidence and improved skills using online conference tools.

On the whole, there was very high positive agreement among volunteers and mentors that their active participation in the 2014 SIR had strengthened a range of skills (either somewhat, significantly or very significantly).

When positive responses for each skill are combined it is evident which skills have benefited most people:

- Ability to influence the views and behaviors of others (94%)
- Ability to motivate others (93%)
- Communication skills (92%)
- Collaboration skills (91%)
- Critical thinking skills (90%)
- Ability to develop and innovate solutions (90%)
- Problem solving skills (88%)
- Understanding of HP commercial products/services (72%)
- Understanding of HP customers/clients (71%)

The majority of HP employees say that their involvement in the SIR has had a positive workplace impact, strengthening their workplace friendships and professional networks and that it has strengthened their interest in staying at HP in the future.

R9. Use these positive results to help positively promote the role of volunteers and mentors.

The role of ICT and experience of working with the SIR online portal

There is powerful evidence in this report which shows that through this online entrepreneurship and social enterprise program students, volunteers and mentors can expect gains in their skill set which are valued in future European labor markets and job profiles. This report has presented evidence to show how participation in the SIR program at any and at all levels facilitates gains in collaboration, communication, creative-thinking, problem-solving, digital literacy and citizenship skills.

When such a program is combined with ICT as it is, it provides new and exciting opportunities for students and mentors to collaborate competitively within and across countries, *and* across business and education communities.

- 78% of participating students agree that ICT has made participation in the SIR interesting (66% last year)
- 82% agree that ICT has made their learning fast and easy (70% last year)

The quality and quantity of information in the SIR portal was valued by the majority (69%), and they agree that navigating the portal was easy and user friendly (77%). The majority agree that they always found all of the necessary information required in the SIR portal (68%) and that the graphics used in the portal are appealing (75%).

The SIR experience overall

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- Three out of four students reported that the Social Innovation Relay was an interesting experience, as did 81% of volunteers/mentors

- More than two in every three students thought it was valuable and informative and 80% of volunteers/mentors thought it was valuable and 48% thought it was informative

- More than half of the students rated it as fun and a great way to improve awareness of social issues in their own communities and also globally, as did volunteers/mentors

- 99% of students participating in the SIR rated their experience positively as did 93% of the volunteers/mentors.

R10. Continue to grow and develop the SIR program, setting measurable, quantifiable targets to increase its reach and further leverage the tools for educational impact.

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1: Introduction

JA-YE Europe commissioned CEI, University of Warwick to undertake the tracking and evaluation of student experiences of the 2012/13 Social Innovation Relay (SIR) program in 22 countries. This is the second tracking and evaluation activity relating to student participants and it follows the same format and principles as the previous one (2011/12). The SIR program is aimed at encouraging students aged 15-18 years to work in teams using an online competition platform. Their challenge is to develop new strategies and concepts to address social need or challenge.

HP Living Progress (HP/LP) encourage business volunteers to train as student mentors so that they can work together with students participating in the SIR. These volunteers can have various roles which correspond with different stages of the competion.

1.1 Background to the 2012/13 Social Innovation Relay

The importance of entrepreneurial education

Today's job market is more competitive than ever and employers expect high levels of entrepreneurial and ICT skills from the next generation of employees. Unfortunately, many students do not have the opportunity to learn and develop in these areas, leaving them to struggle in the real world. In fact, the European Commission estimates that less than 5% of young people in Europe participate in entrepreneurship education in school.

The Social Innovation Relay

The Social Innovation Relay is a global competition that challenges secondary school students to come up with a new business concept that addresses a social need. Just having completed its third year, the program is specifically designed to increase access to entrepreneurship education and to boost the benefits associated with such education.

The process

As the project is introduced to the schools, a series of Social Innovation Case Studies are run by HP Volunteers, in schools or online, in order to give students a first understanding of the concept of social innovation. After they take part in the case studies, the students move to the online platform where the competition begins. The first leg of the relay consists of an interactive, web enabled learning platform, where students register and take the "Social Innovation Relay Quiz". This quiz is meant to give them a better understanding on what the social innovation field is and how they can create a change. Once students pass the quiz, they are eligible to form teams and submit their socially innovative business concept.

During the next part of the relay, the entries are reviewed by Junior Achievements' national office. The top 20 teams advance to the next round of the competition and are eligible for volunteer mentors from HP. Mentors counsel the student teams to help them refine and perfect their concepts, either in person and/or via the latest interactive meeting technology (HP MyRoom) and online resources. HP mentors provide counsel on improving the commercial viability of the ideas and how to boost the impact of concepts.

The relay culminates in a global final round of evaluations of the national winners and the announcement of the global winner. Students go online to defend their idea

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to a panel of HP judges from around the world. The winning team receives a suite of the latest HP technology to help take their business concept forward.

<u>2013 results</u>

Youth Innovators from India won the Global Final of the Social Innovation Relay 2013. Under the guidance and support of an HP e-mentor from Singapore, the team developed a revolutionary building material, made out of rice husk boards. The team will buy rice husk from farmers and create a building material, which they called "Green Wood".

The runners-up in the competition were Cyan, from Malaysia, who proposed a solution to battle mosquito-based diseases and Hospitaleiros, from Brazil, who developed a concept for an application for information on medical services in Brazil.

<u>2012 results</u>

The South African team Emulsified Environmentalists won the Social Innovation Relay in 2012 with a concept for a solar powered lamp from recycled materials that will bring light to disadvantaged communities, while also eliminating the environmental and health damage caused by traditional kerosene lamps. Working with an HP mentor, the team developed their concept in response to the problems of electricity shortages and growing respiratory problems in South Africa.

Teams from China and Slovakia were runners-up with ideas for a program that trains young volunteers to work with China's elderly population and an educational DVD with supporting training designed to raise awareness around migration issues for young people.

<u>2011 Results</u>

The Russian team Fortuna won the inaugural Social Innovation Relay in 2011 with a concept to repurpose waste products into customized décor items. Since developing their innovative waste management concept, the students of Team Fortuna have launched a website to sell and distribute their products and have trained over 100 of their peers on how to collect and reuse various refuse materials.

<u>Behind the scenes</u>

The Social Innovation Relay is the latest initiative in a 20-year partnership between Junior Achievement Young Enterprise (JA-YE), the world's largest organization dedicated to inspiring and preparing young people to succeed in a global economy, and HP, the world's largest technology company.

Combining HP's reputation and resources and JA-YE's global network, the Social Innovation Relay aims to achieve greater impact for social good. Empowered by HP technology and mentors, over 20,000 students are working to tackle some of the world's biggest social challenges, from energy consumption to expanding access to education.

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1.2 The evaluation aims and objectives

The aims of the 2012/13 Social Innovation Relay program have been expressed in terms of specific learning outcomes and performance targets as set out in Table 1.

In addition the learning outcomes presented in Table 1, participants are expected to have achieved at least 80% on the pre-requisite SIR Skills Quiz before they can progress to the Case Study stage of the program. Both are aimed at ensuring that students have a basic understanding of the field of social innovation and how it can create and foster positive change, such as:

- How to promote their ideas in a competitive environment nationally and globally
- A knowledge of the social issues in their community
- A knowledge of the social issues in an international/global community
- Identify the areas of development of a start-up

JA-YE administration data recorded that 16,184 students participated in the SIR Skills Quiz and Case Study stages of the program.

The evidence presented in this report is intended to enable informed judgments about the degree to which the program has fulfilled these aims in achieving its objectives and desired learning outcomes.

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Table 1: Key learning aims and objectives (2012/13)

Learning aims and objectives	Outcome indicators	Anticipated outcomes: performance targets, which are baseline targets were set on the basis of results from the previous year (actual achievement is shown in parentheses)
Gain understanding of the field of social innovation/entrepreneurship	Improved knowledge about the field of social innovation / entrepreneurship Increased awareness of social issues	80% agree/strongly agree that they understand what social innovation is (88% improved knowledge about the field of social innovation and 86% social entrepreneurship) 77% improved considerations of social issues 76% agree/strongly agree that they are more aware of what social issues exist in their own community (86%)
Team-working to create a business concept	Increased teamwork skills Increased confidence to start up a social enterprise Increased awareness that social and business objectives can be complementary	74% agree that their teamwork skills have improved (86%) 58% agree or strongly agree that they are more confident that they will be able to start up a social enterprise (73% encouraged to consider starting up a social business) 71% agree or strongly agree that they are more aware that social and business objectives can be complementary (84%) 58% agree that their interest in owning a business has increased (74% increased interest in owning a business)
Creative-thinking and problem-solving skills	Increased problem-solving skills Increased confidence to work with others to solve social issues Increased creativity	67% will agree that the their problem solving skills have improved (82%) 77% agree that they are more confident working with others to solve social issues (85% are more confident to work with others to solve social issues) 76% agree that they have developed their ability for creative thinking (85%) 72% agree that their decision making skills have improved (85%)
Developing social innovations to address social needs	Increased confidence to work with others to solve social issues Learnt how to work with others in new ways to address social needs	74% agree that they have learnt how to work with others in new ways to address social needs (82% have learned how to work with others to address social needs) 67% agree that they have improved their commitment to social or environmental issues
Communicate and present ideas effectively	Increased general communication skills Presentation skills	87% agree that participating in the SIR has improved their general communication skills (81%) 86% agree that participating in the SIR has improved their presentation skills (75% - and 87% of those competing in the National final)
Develop ICT skills	Improved skills to use online educational tools	59% agree that participating in the SIR has improved their skills to use online educational tools 80% confident to use ICT to explore social and business initiatives 72% agree or strongly agree that they better understand the role/importance of ICT in pursuing social and business initiatives (81%)

Please note: text and figures in parentheses show where and by how much anticipated outcomes have been exceeded.

1.3 Methodology

A fundamental requirement of any evaluation is that it is appropriate, precise and sufficiently robust to allow the program to demonstrate its accountability and assess its performance. Continued monitoring and evaluation throughout the project lifecycle will identify if it is achieving its stated objectives and will inform improvements, future planning, investment and good practice.

CEI, consulted with JA-YE and HP-SSI to fully consider a feasible and robust approach to evaluating the SIR program for the initial 2011/12 evaluation. In so doing, a number of issues were identified and discussed before a final decision was made. In order to meet the proposed timeline and resource requirements an evaluation framework was developed based on a Logic Model approach. We have utilised the same approach for the 2012/13 evaluation.

This approach facilitates the tracking and evaluation of both student and more recently, mentor experiences to provide key information about implementation, individual perceptions, behaviours and experiences, which in turn can inform a wider evaluation of the economic, environmental and educational impact of the Social Innovation Relay program.

It is important to make the distinction between 'monitoring outcomes', which allows a description of the factual, and utilising a 'counterfactual', which allows the outcomes to be attributed to the program being evaluated. This evaluation focuses on the former and impact is therefore defined as 'progress towards and/or attainment of the project's goals and objectives'.

Procedure

The tracking and evaluation of student experiences and learning outcomes has involved an analysis of management information provided by JA-YE regarding student and mentor participation in the SIR program across twenty-two countries and feedback from students and mentors in those countries.

The method of gathering data has been the use of online surveys. On the basis of the 2012 SIR survey results a refined master survey for student participants was developed and agreed with JA-YE and HP representatives before being translated into the host country language. Translated versions were made available online and were administered in twenty-two countries. Students were alerted to a web page containing information about the survey and asked to complete and submit the online questionnaire. 2,085 completed returns were received. A copy of the Student Survey questionnaire can be found in Appendix 1.

A survey for HP Volunteers who acted as student mentors was also developed and administered online, referred to as the Mentor Survey. 144 completed returns were received. A copy of the Mentor Survey questionnaire can be found in Appendix 2.

Interrogation of the survey data has involved the use of descriptive and inferential statistics, including frequency counts, cross-tabulations, Chi-square, One-way ANOVA and Independent t-tests. In this document, significant results refer to those where differences are statistically significant with a probability level of ≤ 0.05.

1.4 Structure of the report

This report contains the results of the SIR 2012/13 student and mentor surveys. The results section begins with a profile description of the survey samples according to the total numbers of students and mentors participating in the SIR program in each country and the achieved survey response.

Throughout the report the results are presented as a percentage of those that answered the question, not as a percentage of those surveyed. The sample base from which percentages are derived is shown in graphs and charts as 'Sample base = x' or 'n= x'. Some questions allowed more than one response option and in these circumstances totals may exceed 100%.

The survey results are presented in Section 2 which is structured as follows:

2.1 Response rates and sample profiles

2.3 Developing a concept paper with the support of a mentor

2.4 The SIR online portal

2.5 Skill improvements

2.6 Learning outcomes

2.7 Business volunteers and mentors

2.8 Benefits for volunteers and mentors

2.9 The significance of mentorship on student learning outcomes

2.10 The SIR experience

The report ends with a section of concluding comments and suggested recommendations.

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2: Survey findings

2.1 Response rates and sample profiles

Student survey

In total, there were 2,085 valid responses to the 2013 SIR Student Survey, equating to an overall 5% response. Responses were spread across 22 countries.

Table 2 shows the total number of participants in the SIR program for each country, the number of achieved survey responses and how that translates as a % response for each country.

Singapore and Indonesia achieved more than 10% response (13% and 19% respectively). Five countries achieved more than 100 responses and Romania achieved the highest number of with 845 responses overall.

Table 2: Student Survey response

| Country	Total number of SIR participants	Achieved survey response (frequency)	Achieved survey response (%)
Brazil	1617	27	2
Bulgaria	983	34	3
Chile	2292	31	1
China	1417	132	9
Greece	1742	17	1
India	2185	40	2
Indonesia	1438	276	19
Israel	468	17	4
Kenya	4657	236	5
Kuwait	737	22	3
Malaysia	1949	159	8
Philippines	988	38	4
Romania	10855	845	8
Russia	3593	86	2
Singapore	304	41	13
Slovakia	4740	52	1
South Africa	888	13	1
USA Arkansas	150	1	1
USA Dallas	133	2	2
USA North California	1220	5	0
USA San Diego	256	2	1
Venezuela	1069	9	1
Total Students	**43,681**	**2,085**	**5**

Note: As response rates and numbers were low for some countries, country level analyses are not included. Tables showing frequency responses to the survey questions for each country are provided separately.

This second year of monitoring sees an increase in the number of students participating in the SIR program and an increase in the number of participating countries. This has resulted in a corresponding increase in the number of students responding to the survey but there is no increase in the overall percentage of

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students responding to the survey, which has remained fairly static over the last two years (6% last year and 5% this year).

Of the 2,085 respondents, just over a quarter (28%) were under the age of 16 years, just over half (55%) were in the 16-17 year age group and less than one-fifth (17%) were 18 years of age or over. The age profile remains the same as 2011/12.

Figure 1: Age group

Age (Sample base = 2,085)
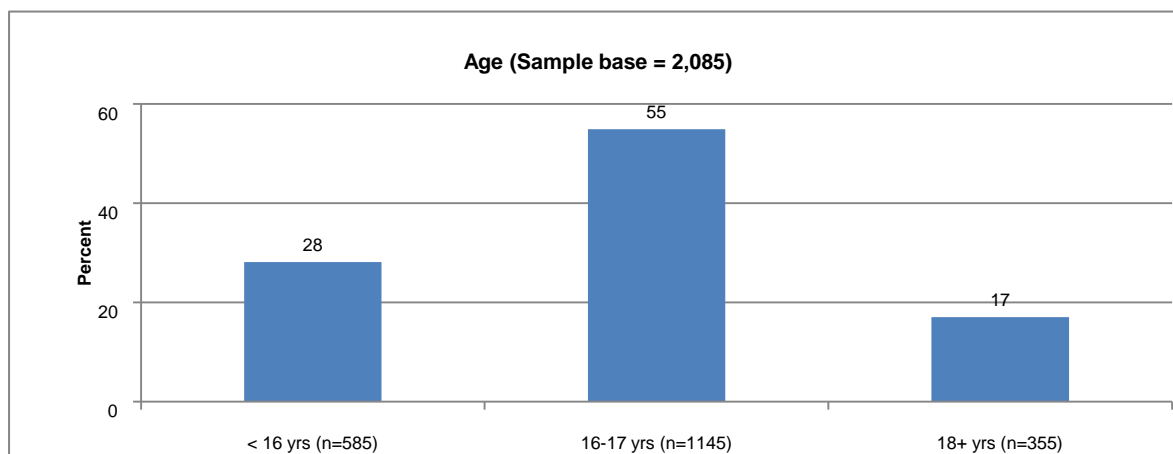
Mentor survey

In total, there were 144 valid responses to the Mentor Survey, equating to an overall 28% response.

Table 3 shows the total number of HP volunteer mentors participating in the SIR program as they were spread across each country, the number of achieved survey responses and how that translates as a % response for each country.

Five countries achieved a double figure response: Brazil recorded the highest (26 responses), Singapore the second highest (17 responses), followed by Malaysia (16), Philippines (14) and India (16).

Table 3: Mentor Survey response

Country	Total number of SIR Mentors participating	Achieved survey response (frequency)	Achieved survey response (%)
Venezuela	19	6	32
USA San Diego	9	2	22
USA North California	9	2	22
USA Dallas	3	1	33
USA Arkansas	19	1	5
South Africa	4	1	25
Slovakia	38	5	13
Singapore	50	17	34
Russia	20	3	15
Romania	12	1	8
Philippines	36	14	39
Malaysia	49	16	33
Kuwait	15	5	33
Israel	9	2	22

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Indonesia	16	4	25
India	14	14	100
Greece	7	5	71
China	51	9	18
Chile	17	4	24
Bulgaria	16	6	38
Brazil	69	26	38
Total Volunteers	**510**	**144**	**28**

2.2 Participation in the Social Innovation Relay (SIR)

Active participation in the Social Innovation Relay involves students using interactive meeting technology and online resources. Prior to participating in the SIR students access the SIR Quiz via the interactive learning platform. They are encouraged to work through the quiz to gain a basic understanding of the field of social innovation and how it can create and foster positive change. They answer questions and on successful completion (a score of 80% or more) they are certified and eligible to form social innovation teams.

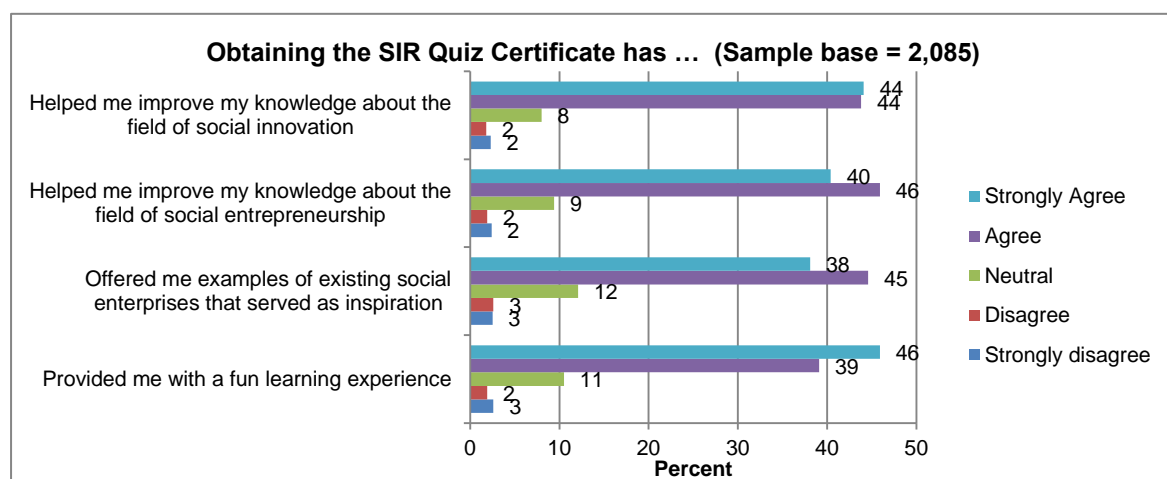The 2012/13 survey results indicate that of the 2,085 respondents:

- 90% of achieved the SIR Quiz certificate
- 50% participated in the Case Study presentations
- 46% submitted an initial social innovation idea
- 22% went on to develop a concept paper with an HP Mentor

At the time of completing the survey, some had participated in the National Final competition (14%) and the Global Final competition (3%). Others would have completed the survey before knowing whether or not they were able to proceed to the final competition stages of the program.

SIR Quiz certificate

It is clear from Figure 2 that simply by gaining the SIR Quiz certificate there is a positive benefit of improved knowledge about social innovation and social entrepreneurship. In addition participants strongly agreed that examples of existing social enterprises were inspirational and that the Quiz was a fun learning experience for most.
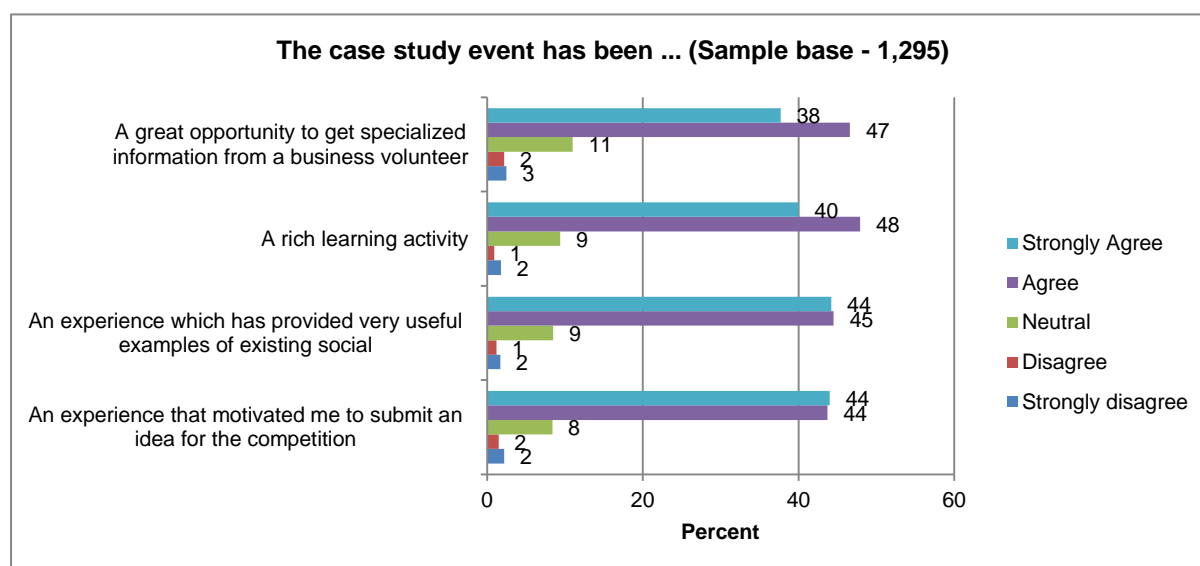
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Figure 2: The SIR Quiz certificate

Obtaining the SIR Quiz Certificate has … (Sample base = 2,085)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Helped me improve my knowledge about the field of social innovation	44	44	8	2	2
Helped me improve my knowledge about the field of social entrepreneurship	40	46	9	2	2
Offered me examples of existing social enterprises that served as inspiration	38	45	12	3	3
Provided me with a fun learning experience	46	39	11	2	3

Case study presentations

For those students progressing to the next stage, the challenge of social innovation is presented via case studies. Case study presentations are facilitated by HP volunteers who are trained as student mentors. The case studies provide students with an opportunity to learn about a successful social innovation and about the challenges faced by 'real-life' social entrepreneurs. This culminates in a discussion session where they are encouraged to ask questions of successful social entrepreneurs.

The case study experience was rated positively. Figure 3 shows that the majority of students agree that it was a great opportunity to get specialized information from a business volunteer. Around four in every five students agreed that it was a rich learning activity that provided very useful examples of existing social innovation and that it was motivational in terms of submitting an idea for the competition ahead.

Figure 3: The case study event

The case study event has been ... (Sample base - 1,295)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
A great opportunity to get specialized information from a business volunteer	38	47	11	2	3
A rich learning activity	40	48	9	1	2
An experience which has provided very useful examples of existing social	44	45	9	1	2
An experience that motivated me to submit an idea for the competition	44	44	8	2	2

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2.3 Developing a concept paper with the support of a mentor

As students progress they are supported by mentors who help them develop ideas for their concept paper and inspire them through the provision of examples of existing social enterprises. Further details about SIR volunteers and mentors can be found under Sections 2.7 and 2.8, where the results of the Mentor Survey are presented.

Students confirm that working together with the support of their HP Mentor has impacted positively on their preparation and success as they prepared for progression to the next, competitive stages of the program, providing excellent support and inspiration.

Students also report positively about their improved **consideration of social issues** and, their understanding of the **importance of ICT in pursuing business initiatives** and how participation has encouraging them to **consider starting up a social business**. Figure 4 presents these data.

Figure 4: Working with a mentor to develop a concept paper
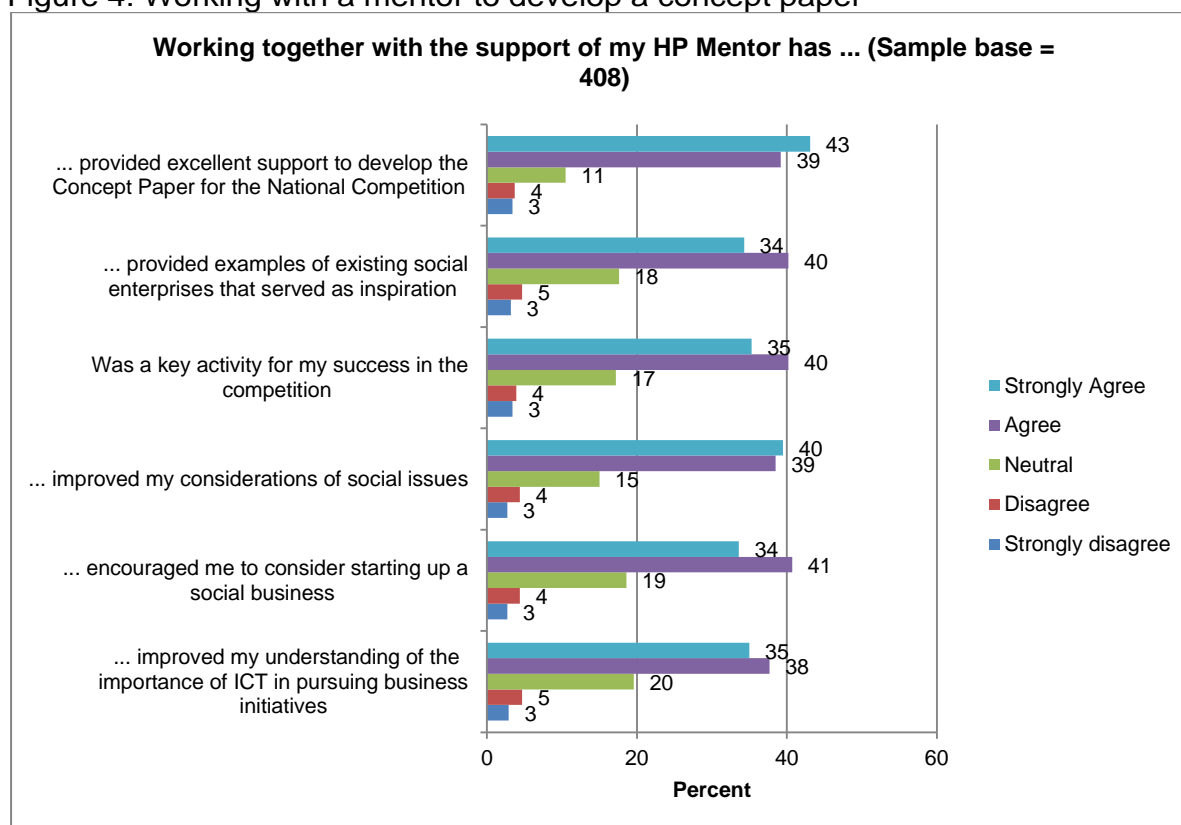
NB: Those students who indicated that they did not prepare a concept paper or did not have a mentor have not been included in the above analysis.

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On the whole, the majority of students were very positive about the mentor that worked with them, reporting high levels of agreement that mentors were accessible, well prepared for meetings, offered good professional advice, and were able to answer all questions.   See Figure 5 for a breakdown of responses.

Figure 5: About the HP Mentors

Our HP Mentor ... (Sample base = 408)
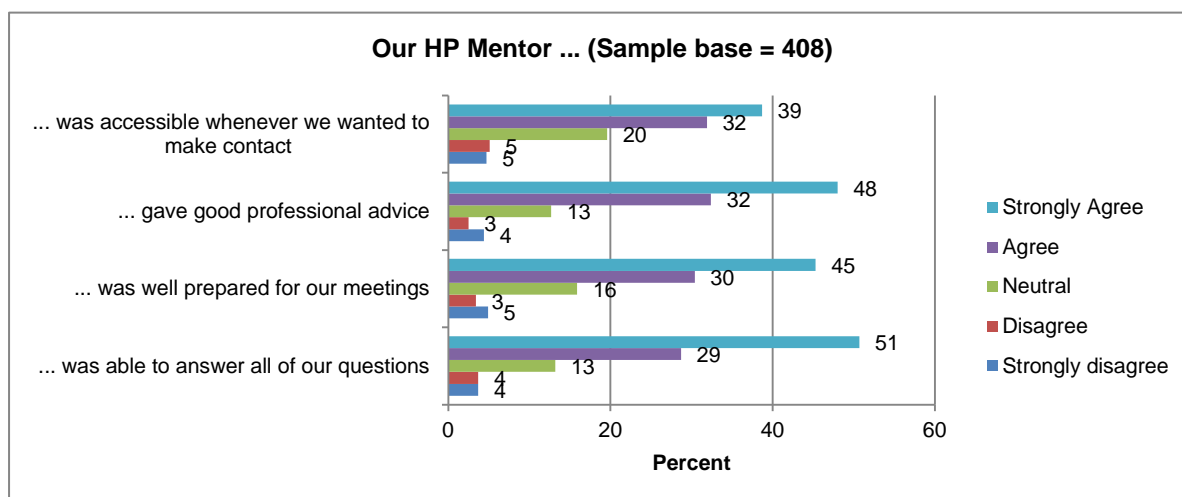
Mentors worked with students either in person or virtually via the SIR online Portal and/or the virtual meeting room. Of the 408 students who indicated that they worked with a mentor, 20% reported that their mentor worked with them in person only, compared to 65% whose mentor worked with them online only. 15% had both online and face-to-face mentoring opportunities.

The Mentor Survey revealed that 91% of all 144 respondents had created an online profile on the SIR platform. When asked about mentoring experience, 66% reported both E-mentoring (online mentoring) and face to face mentoring experience. 10% said that they were involved in E-mentoring only and 6% in face-to-face mentoring only.

- 87% said that this was their first E-mentoring experience
- 68% said it was their first face-to-face mentoring experience
- 80% said that they would still have participated even if there was only one mode of mentoring (online or face-to face)
- There was no clear preference among students when asked if they would have preferred to work with mentors in person only (49%) or online only (51%).
- However levels about their mentor support whilst working on their concept paper towards the end of the competition were significantly higher when the mentee experience was face-to-face. For example, face-to-face mentees were significantly more likely to agree or strongly agree with the statements presented to them than online mentees. Levels of agreement and average scores are presented in Table 4 for comparison.

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Table 4: Comparisons in levels of agreement regarding mentor support according to type of mentor.

Working together with the support of my HP Mentor …	% agreement (average score)	
	E-Mentor (n=81)	Face to face mentor (264)
… has provided excellent support to develop the Concept Paper for the National Competition	81% (4.05)	86% (4.48)
…provided examples of existing social enterprises that served as inspiration	69% (3.82)	89% (4.49)
… was a key activity for my success in the competition	72% (3.88)	83% (4.32)
… has improved my considerations of social issues	75% (3.95)	89% (4.43)
… has encouraged me to consider starting up a social business	72% (3.86)	85% (4.41)
… has improved my understanding of the importance of ICT in pursuing business initiatives	71% (3.88)	79% (4.32)

Accessing mentors

Two thirds of the students surveyed reported that the process was easy to use whenever they wanted to make contact with their mentor (25% were neutral in their response and 9% disagreed). Statistical testing revealed no significant difference in ratings regardless of whether they were mentored online by and E-mentor or in person.

Despite there being no clear preference among students for face-face mentoring or online mentoring, when asked if they would have liked their HP Mentor to come from a different country 57% said yes and 16% said no (27% were unsure). Of the 232 who said yes, 86% confirmed that they would like that mentorship phase to be in English (4% did not and 10% were unsure).

Of the 49% (195 students) referred to previously who prefer only to work with mentors in person (face-face), 62% of would have liked their mentor to come from a different country. Likewise, of the 51% (200 students) who prefer only online mentors, 52% would have liked their mentor to come from a different country. Table 4a 4a presents a cross-tabulation of these data for clarity.

Table 4a: Preferences for different types of mentor according to online or face-face preferences
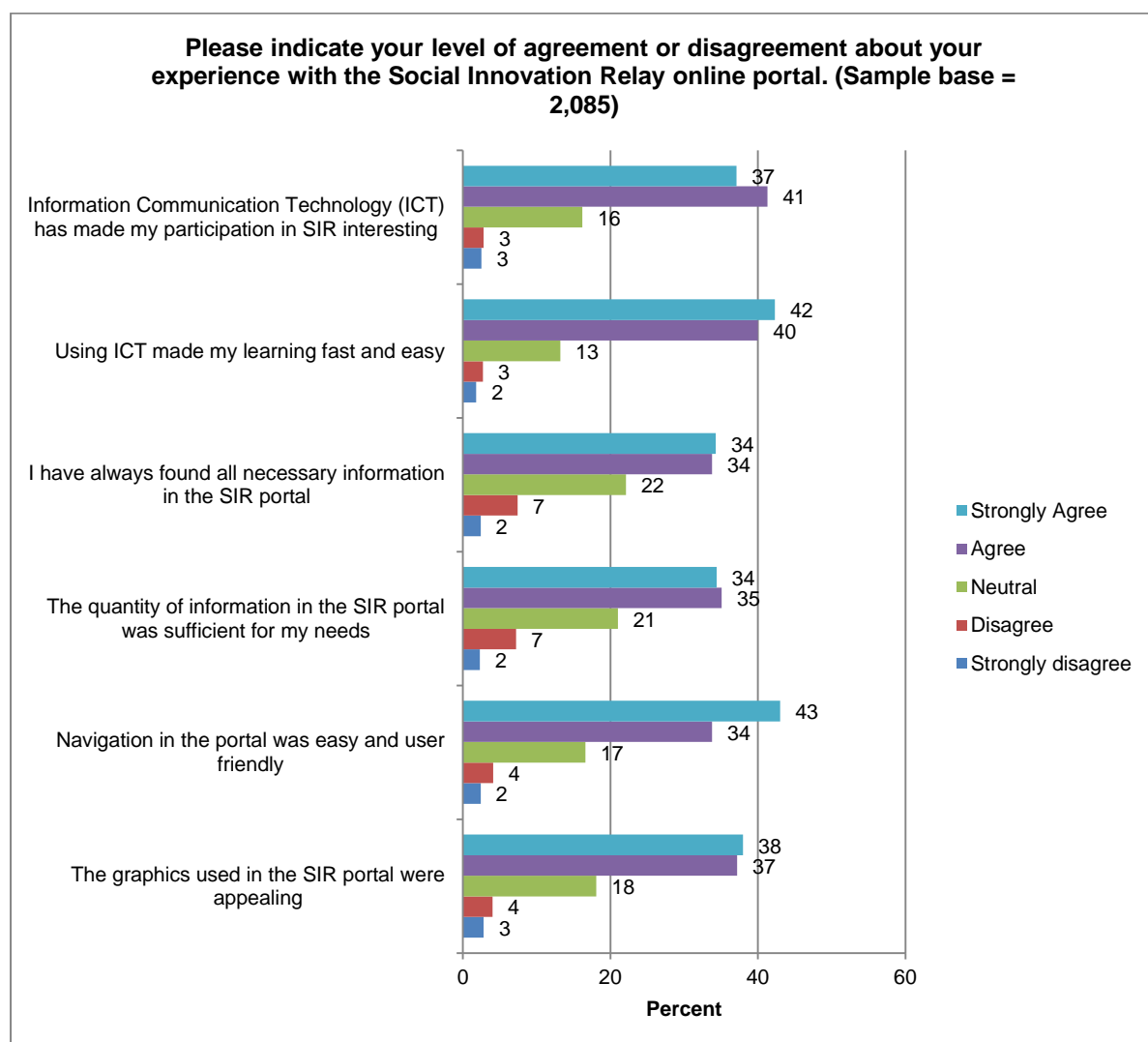
	Yes	No	I don't know	Totals
Count	120	37	38	195
Prefer only face-face mentoring (%)	62%	19%	20%	100%
Count	103	28	69	200
Prefer only online mentoring (%)	52%	14%	35%	100%
Count	223	65	107	395
Totals (%)	57%	17%	27%	100%

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2.4 The SIR online portal

The Social Innovation Relay provides opportunity for development and learning in the areas of entrepreneurial and Information, Communication Technology (ICT) skills. The survey data confirms that participation does in fact leave them with a better understanding the importance of ICT in pursuing social and business initiatives.

The majority of students were in positive agreement that the use of ICT had made participating interesting (78%), and made learning fast and easy (82%). Over two thirds had always found all necessary information in the SIR portal in sufficient quantity for their needs. Around three in every four students agreed that navigation was easy and user friendly (77%) and that the graphics were appealing (75%). These data are presented in Figure 6.

Figure 6: The SIR online portal

Please indicate your level of agreement or disagreement about your experience with the Social Innovation Relay online portal. (Sample base = 2,085)

On the whole, the evidence supports the view that students would like to have more interaction with HP volunteers via the online portal and have the opportunity to interact with other teams in this way. For example, they would like to be able to give

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comments on ideas from other teams and receive ratings from other participants, volunteers and/or teachers via the portal (see Figure 7). It seems that students who progressed though the higher, competitive levels of the SIR program were more likely to appreciate these benefits and were more likely to agree with these suggestions.

Figure 7: Further opportunities via the SIR online portal

Please indicate your level of agreement or disagreement with the following statements about further possible opportunities via the Social Innovation Relay online portal. (Sample base = 2,085)

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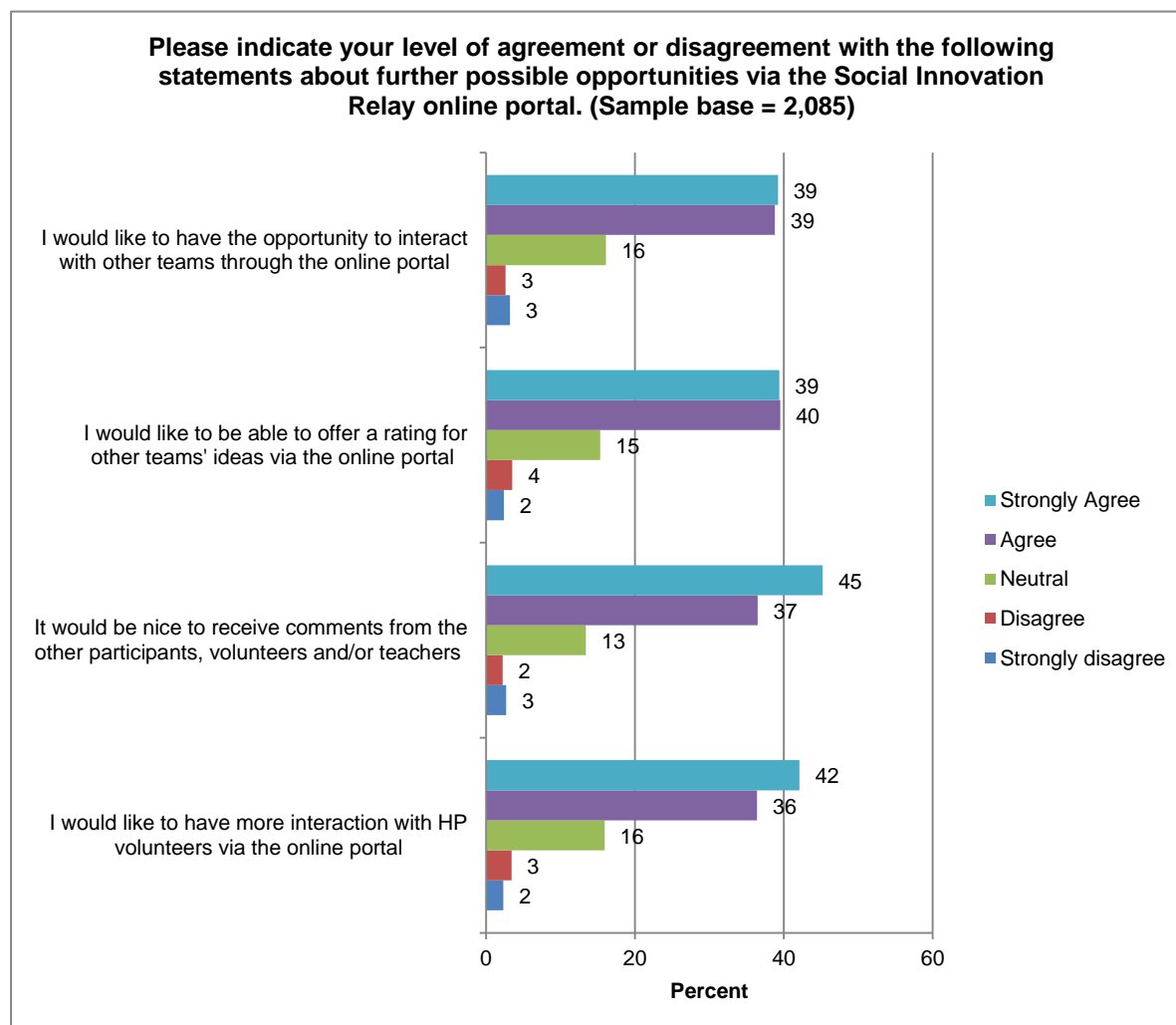
2.5 Skill improvements

The SIR program facilitates students working in teams to develop business ideas that respond to real world, social challenges. Overall, around three in every four students agreed that participating in the SIR led to improvements in the whole skill set along with an improved commitment to social and environmental issues (with a range between 73% and 86%). This is an increase compared to results in the previous year, where the distribution of responses across the whole skill set showed between 58% - 74% of students in agreement that their skills had improved.

This year participants reported improvements in teamwork skills (86%); decision making skills (85%) and improved ability for creative thinking (85%).

Similarly, general communication skills and **problem solving** skills were also improved and the statements attracted high levels of agreement (81% and 82% respectively). On the business side, students reported that their **understanding of, and interest in owning a business** was also improved, as well as presentation skills and use of online educational tools. These data are presented in Figure 8.

Figure 8: Skill improvements
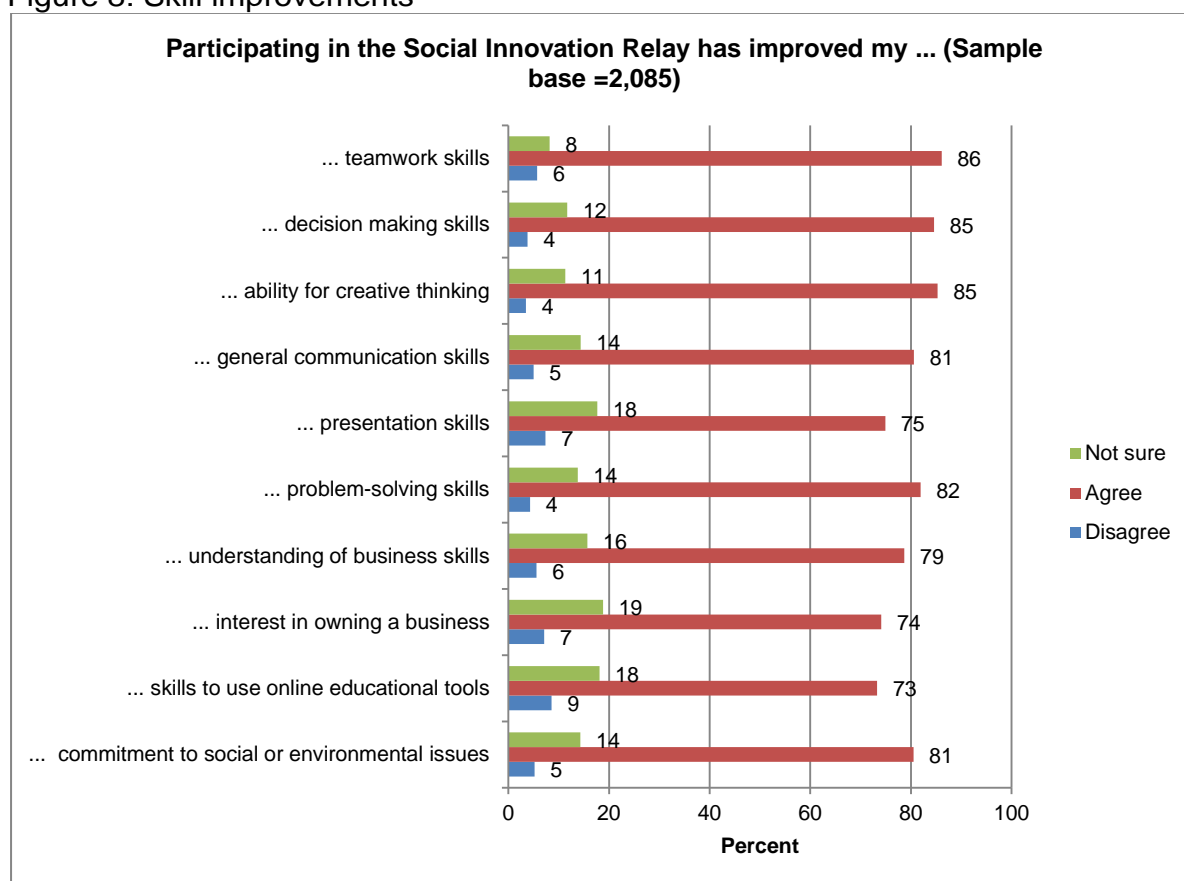
There were some students (between 8% and 19%) that were not sure whether there were any skill improvements as a result of participating in the SIR program and a minority (between 4% and 7%) that recorded disagreement. Uncertainty and disagreement has decreased this year compared to results last year, where between 14% and 26% were unsure and between 10% and 17% disagreed.

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When these data were scrutinised further, positive associations were found according to progression though the higher, competitive levels of the SIR with a HP mentor. For example, those students that went on to develop their ideas into a concept paper with a mentor were more likely to agree that their skill levels had improved, as Figure 9 shows, between 7% and 15% more students reported improvements when they had worked with a mentor.

Figure 9: Skill improvements according to mentorship

Participating in the Social Innovation Relay has improved my...

Agree (un-mentored, n=971)
Agree (mentored, n=408)

Skill	Un-mentored	Mentored
... teamwork skills	78	93
... decision making skills	78	89
... ability for creative thinking	79	88
... general communication skills	73	86
... presentation skills	67	77
... problem-solving skills	76	86
... understanding of business skills	74	81
... interest in owning a business	67	78
... skills to use online educational tools	67	75
.. commitment to social or environmental issues	74	84

Percent

2.6 Learning outcomes

The Social Innovation Relay aims to stimulate young people's innate innovative abilities and creative ideas. The interactive web based learning programme is designed to encourage students to think like Social Innovators whilst developing a host of skills that will help them be innovative, entrepreneurial and socially responsible employees and business people in the future. The program is implemented through partnerships between JA and HP country offices, and schools and combines face-to-face teamwork and the use of online tools. Key learning objectives presented previously (Table 1) include:

- Gaining understanding of the field of social innovation/entrepreneurship
- Team-working to create a business concept
- Creative-thinking and problem-solving skills
- Developing social innovations to address social needs
- Communicate and present ideas effectively

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- Developing ICT skills

The survey asked students to indicate their agreement with a number of statements relating to the above learning objectives. Figure 10 shows that students have responded positively, demonstrating high levels of agreement (between 78% and 86% agreeing or strongly agreeing) with each statement. This shows an increase since the 2011/12 survey where agreement was in the range of 70% – 80%, with the exception or 'confidence to start up a social enterprise', which was 59% previously (this year it is 78%).

Figure 10: Levels of agreement regarding participation in the SIR

Please indicate your agreement with the following statements about your participation in the Social Innovation Relay. (Sample base = 2,085)

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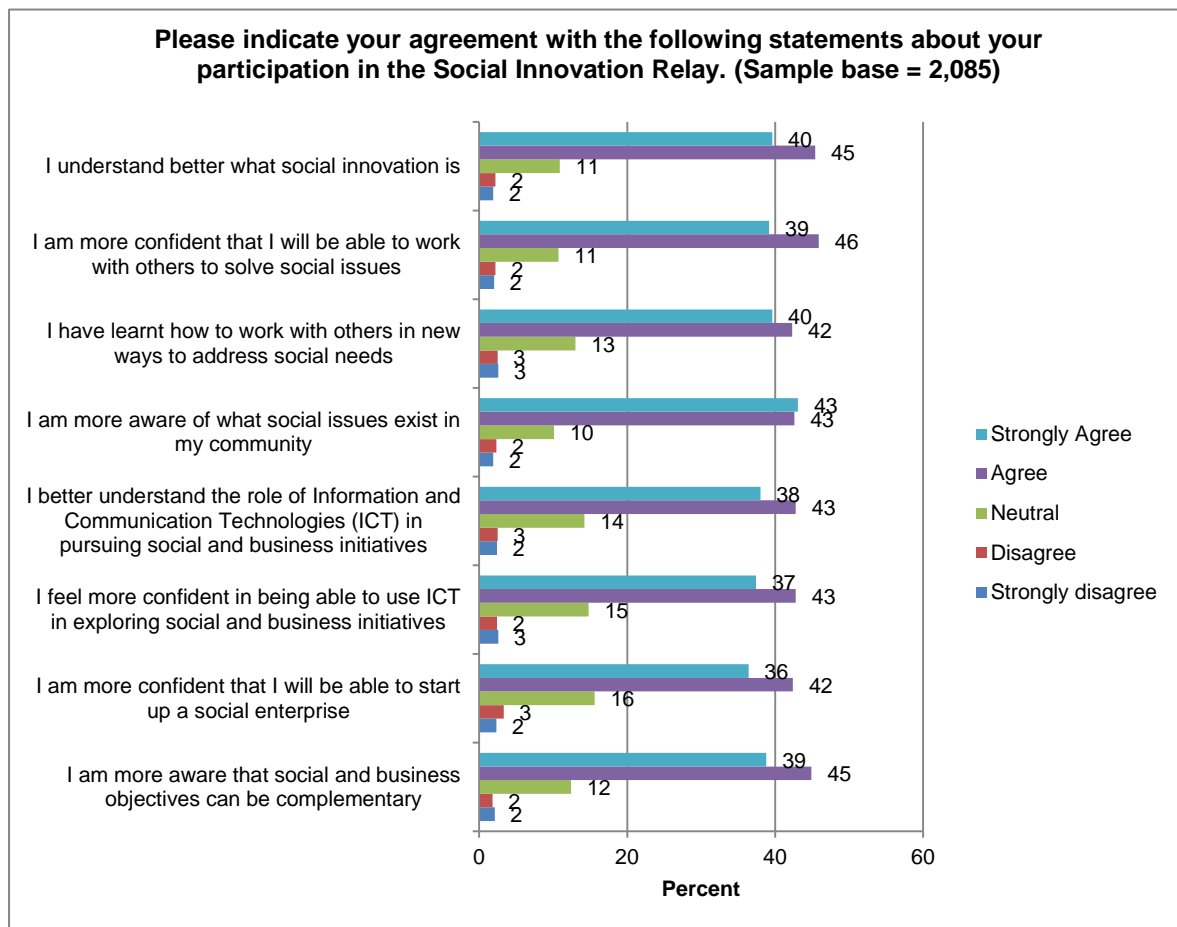
2.7 Business volunteers and mentors

The role of HP business volunteers as mentors

In their teams, students are invited to think about and develop new strategies and concepts which will meet various social needs and have a positive social impact. They communicate and present their ideas using the latest digital technology.

HP SIR country leads encourage HP employees to train as student mentors so that they can work together with students.

A HP Employee can have various roles in the SIR:

- **Schools outreach -** they go to the schools together with JA in order to present the project and its benefits. This happens together with a case study presentation.

- **Case Studies -** a volunteer is the facilitator of the case study presentation, and does some group activities with the students. This activity can take place in the classroom or virtually, via HP MyRoom.

- **Mentoring -** these volunteers work only with the Top 20 teams per country, and their role is to help these teams develop their ideas further into the concept paper. They can meet with the students either online or face to face. This phase last a minimum 3 weeks, and the mentor meets the students at least twice (either virtually or face to face). The rest of the time they communicate via message on the portal, or by email.

- **National Jury panel -** these are different from volunteers involved in mentoring. They have to evaluate the concept papers and meet the students in the national final competition. The national jury panel brings together volunteers from HP and other experts (eg European Commission and global social enterprises) to evaluate students' ideas.

In the survey of mentors, the majority (80%) said they were supporting one or two teams. Around 17% said they were supporting between 3 and 5 teams.

Mentors could choose from a list of roles the ones that they were involved in. Responses were as follows:

- Case study facilitation (14%)
- School outreach (12%)
- Selection of top 20 teams (13%)
- SIR country leads (9%)
- E-mentoring (66%)
- E-Judging (24%)
- Translations (1%).

Motivations for becoming a HP volunteer mentor included altruistic reasoning for many, with three out of four mentors saying it was to do something meaningful and important and to help others benefit from their own skills and experience. Around a third said it was for personal development and just over half said it was to get greater satisfaction from what they did. Respondents could choose as many from the list as appropriate. Percentage responses are shown alongside the variety of motivations listed below:

- To do something meaningful and important (78%)
- To help others benefit from your skills and experience (74%)

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- For personal development (60%)
- To get greater satisfaction from what I do (54%)
- To improve understanding about individuals and their society (44%)
- To improve other skills (34%)
- For leadership opportunities (31%)
- To improve my self-confidence and/or self-esteem (31%)
- To be part of a team (24%)
- To enhance career options (16%)
- To improve relationships with colleagues (15%)
- To get recognition for my achievements (10%)
- To learn more about myself (6%)
- To meet expectations and gain approval from others (4%)
- For financial reward (3%)

<u>Mentor training</u>

A variety of training is available to volunteers from both JA and HP/LP. JA-YE prepares training materials for the volunteers which are distributed to all of the JA offices. JA offices usually translate the materials into the national language and organizes training meetings with the HP Volunteers. JA is the expert organisation in education and training in this partnership, and therefore they train the volunteers who will be interacting with the students. The training materials are shared with the local HP Country lead, and additional training sessions may be organized for the volunteers if they did not attend the JA training.

According to the survey results most received some sort training from both organisations (42%). 21% said that received training from HP/SSI only and 13% from JA only. Around a quarter of survey respondents (24%) said that they had not received training from either organisation.

We asked respondents to rate the training materials that they had received on a scale of 1 – 5 (where 1 is very poor and 5 is excellent). As not all of the volunteers participated in all types of training, the rating scores are shown as an average of the ratings given by those participating (see Table 5).

Table 5: Mentor training

Type of training material	Number of responses	Average score	% Good or Very good
Guidelines for the SIR Online Portal	125	3.78	62
Guidelines on the Case Study Implementation	126	3.87	65
Guidelines on the E-mentorship Phase	124	3.82	58
Guidelines on the E-judging Phase	91	3.81	46
National Final Judging Guidelines	77	3.74	37
Global Final Judging Guidelines	64	3.83	33

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2.8 Benefits for volunteers and mentors

The unique partnership between team and mentor has resulted in **mutually beneficial outcomes** which are borne out by both student and Mentor Survey responses (see sections 2.5 and 2.6 for benefits to students and Section 2.9 for the significance of mentors on learning outcomes).

<u>Benefits of E-mentoring</u>

The 110 volunteers that said they had participated in E-mentoring were asked to indicate how strongly they agreed or disagreed with statements about some of the benefits associated with this type of mentoring. In the main, the level of agreement was high with more than half of respondents agreeing or strongly agreeing with each statement. Listed below are particularly notable characteristics with logistical and resource benefits and cost savings where more than two out of three respondents were in positive agreement (agree or strongly agree):

- Enabled cost savings (68%)
- Enabled more frequent interactions with students (71%)
- Enabled connections with students in rural or other locations (62%)
- Made me realise the potential of using online tools for mentoring (66%),

In addition, more than half of the respondents said that E-mentoring had helped them gain confidence (57%) and improved their skills using online conference tools (52%). 58% believed that online mentoring had enabled them to develop relationships with students just as well or better than traditional 'in person' mentoring.

E-Mentoring in the Social Innovation Relay has ...

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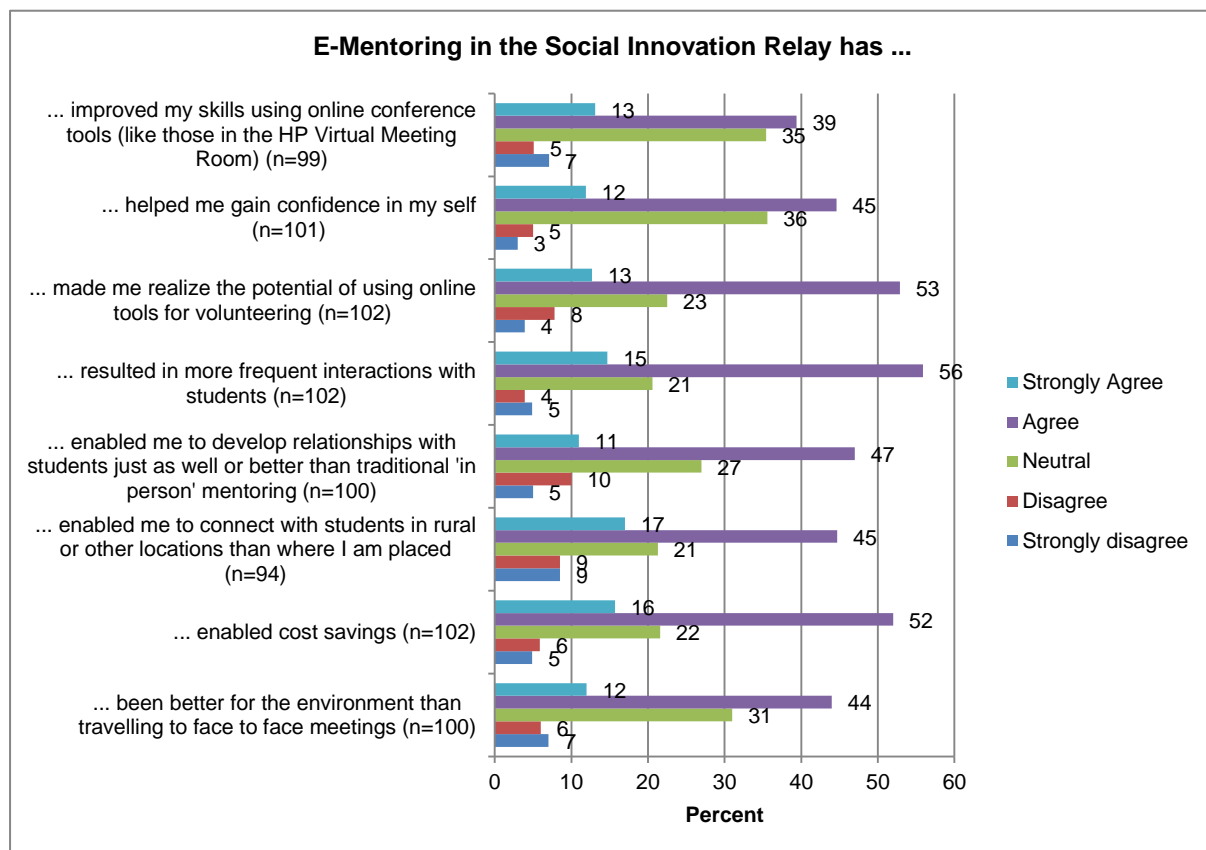
The range of statements posed in the survey along with the distribution of responses for each is presented in Figure 11.

Figure 11: Benefits of E-mentoring

E-Mentoring in the Social Innovation Relay has ...

... improved my skills using online conference tools (like those in the HP Virtual Meeting Room): Strongly Agree 13, Agree 39, Neutral 35, Disagree 5, Strongly disagree 7

... helped me gain confidence in my self: Strongly Agree 12, Agree 45, Neutral 36, Disagree 5, Strongly disagree 3

... made me realize the potential of using online tools for volunteering: Strongly Agree 13, Agree 53, Neutral 23, Disagree 8, Strongly disagree 4

... resulted in more frequent interactions with students: Strongly Agree 15, Agree 56, Neutral 21, Disagree 4, Strongly disagree 5

... enabled me to develop relationships with students just as well or better than traditional 'in person' mentoring: Strongly Agree 11, Agree 47, Neutral 27, Disagree 10, Strongly disagree 5

... enabled me to connect with students in rural or other locations than where I am placed: Strongly Agree 17, Agree 45, Neutral 21, Disagree 9, Strongly disagree 9

... enabled cost savings: Strongly Agree 16, Agree 52, Neutral 22, Disagree 6, Strongly disagree 5

... been better for the environment than travelling to face to face meetings: Strongly Agree 12, Agree 44, Neutral 31, Disagree 6, Strongly disagree 7

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly disagree

X-axis: Percent

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Skill improvements for volunteers

There was positive agreement generally among the vast majority of volunteers that participation in the 2014 SIR had strengthened a range of skills. For example, Figure 12 shows the distribution across all skills and it is evident that between 25% and 31% of survey respondents stated that their skills had been strengthened somewhat. In addition, between 27% and 49% of respondents reported that their skills had been strengthened significantly. Moreover, between 13% and 28% of respondents reported that their skills had been strengthened very significantly.

When positive responses for each skill are combined it is clearer to see which skills have benefited most:

- Ability to influence the views and behaviors of others (94%)
- Ability to motivate others (93%)
- Communication skills (92%)
- Collaboration skills (91%)
- Critical thinking skills (90%)
- Ability to develop and innovate solutions (90%)
- Problem solving skills (88%)
- Understanding of HP commercial products/services (72%)
- Understanding of HP customers/clients (71%)

Figure 12: Skill improvements

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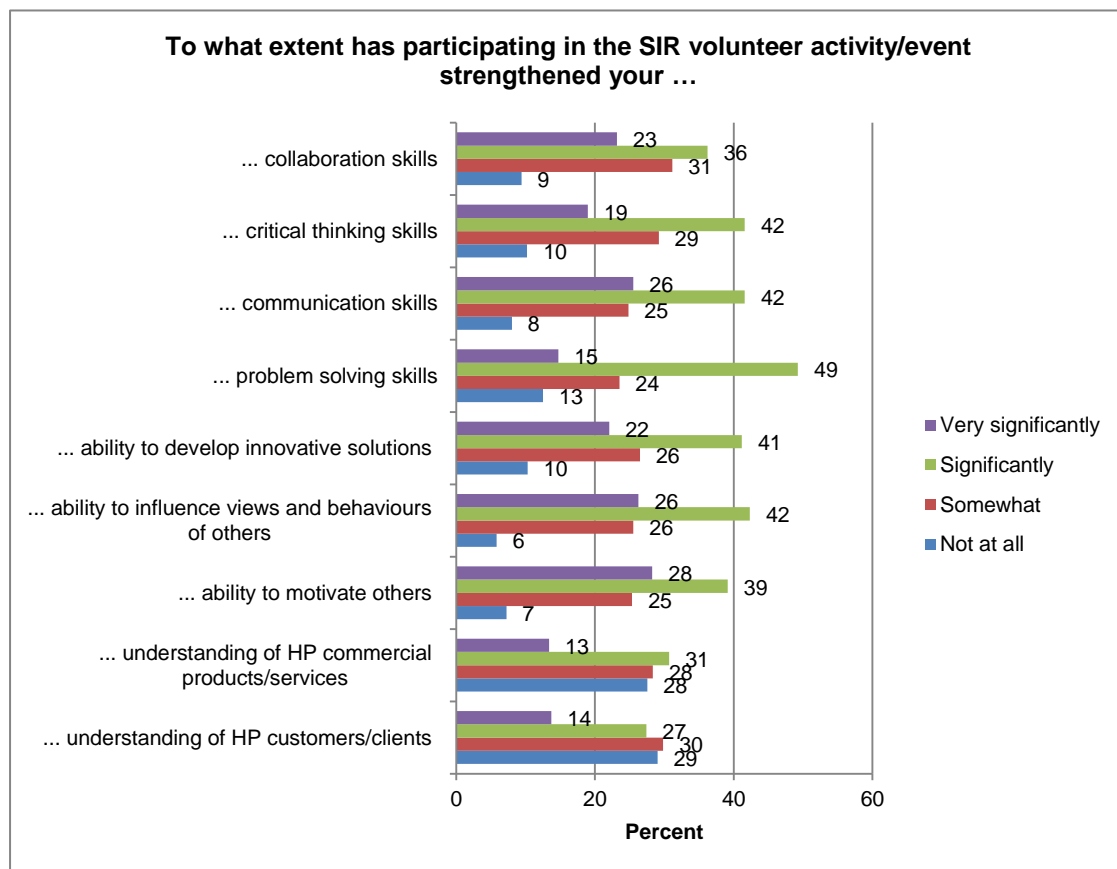
Benefits to HP are that the majority of their employees report that participation in the SIR has had a positive workplace impact in that it has strengthened their interest in staying at HP and it has strengthened their workplace friendships and professional networks (see Figure 13).

Figure 13: Workplace impact
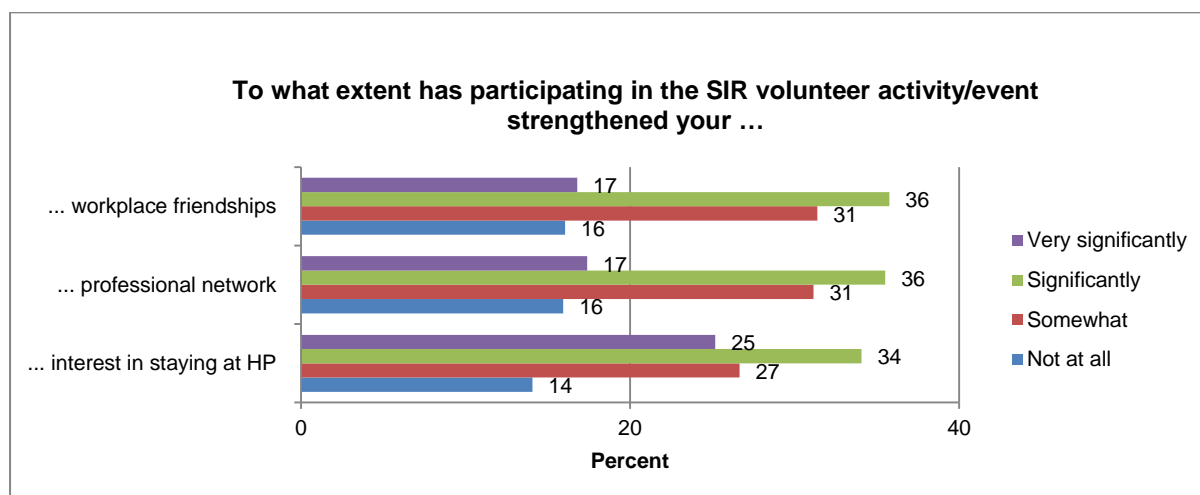
2.9 The significance of mentorship on student learning outcomes

HP Business volunteers are trained by Junior Achievement as student mentors in how to coach their teams and lead them through the SIR. Student teams develop their ideas into a concept paper with the support of mentor as they progress through the various stages of the SIR competition. The competition requires them to 'explain and promote' their ideas to others using online resources and they are judged on the viability of their ideas are and the potential that they have to make positive changes in society.

It is apparent from Table 6 that there are clear differences in opinion regarding improvements in these areas between mentored students and non-mentored students.

In order to establish if these differences were statistically significant, agreement level categories were assigned values (strongly disagree = 1 to strongly agree = 5). These values were used to calculate mean scores which were then subjected to statistical testing. These tests confirmed that differences in **agreement scores for all of the learning outcomes were significantly higher among mentored students**.

The results show strong evidence of positive benefits associated with students' progression through the SIR with the aid and support of a mentor, with significantly higher levels of agreement among the mentored students that participation in the program had led to improvements in their '***understanding and confidence about what social innovation is'*** and '***being able to work with others to solve social issues'.***

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Likewise, there were significantly higher levels of agreement among mentored students that their participation had led to improvements in their awareness that *'social and business objectives can be complimentary'* and improvements in *'confidence to start up a social enterprise'*

Table 6: Levels of positive agreement regarding improvements in learning outcomes.

	Percentage in agreement (combined agree and strongly agree)	
	Students with a mentor (408)	Students with no mentor (n=971)
I understand what social innovation is	92%	79%
I am more confident that I will be able to work with others to solve social issues	89%	79%
I have learnt how to work with others in new ways to address social needs	90%	74%
I am more aware of what social issues exist in my community	90%	82%
I better understand the importance of Information and Communication Technologies (ICT) in pursuing social and business initiatives	82%	75%
I feel more confident in being able to use ICT in exploring social and business initiatives	80%	75%
I am more confident that I will be able to start up a social enterprise	83%	72%
I am more aware that social and business objectives can be complementary	89%	76%

These data were examined further to ascertain whether the type of mentoring (face to face or online) had any effect. Statistical calculations found no significant effect relating to the type of mentoring received.

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2.10 The SIR experience

Respondents in both the Student Survey and the Mentor Survey were asked to choose from a list as many characteristics as they wished to attribute to the SIR. Table 7 shows the popularity of each characteristic according to whether or not it was selected by survey respondents.

Table 7: Characteristics that participants would attribute to the SIR

Characteristics of the SIR	% Student response (n=2085)	% Mentor response (n=144)
A valuable experience	72	80
Fun	60	63
Challenging	59	54
Interesting	74	81
Informative	61	48
Exciting	54	50
A great way to improve awareness of social issues in my community	63	71
A great way to improve awareness of social issues around the world	56	54
A great way to learn about business initiatives	58	42

95% of the mentors/volunteers responding said that they would recommend the experience to colleagues.

Overall satisfaction

In terms of overall satisfaction, Figure 14 shows that 98% of students gave a positive rating of their experience of the 2012/13 Social Innovation Relay program. Figure 14 presents the distribution of responses and shows that 82% rated the overall experience positively (37% good and 45% very good), and 17% rated it as OK. Overall this is an improvement compared to the satisfaction results of the 2011/12 relay where 77% gave a positive rating (41% good and 36% very good).

Figure 14: Students' overall rating of the SIR experience

Rate your overall experience of the Social Innovation Relay

2012/13 (sample base 2,085)
2011/12 (Sample base 1,293)

	Very poor	Poor	OK	Good	Very good
2012/13	1	1	17	37	45
2011/12	1	1	22	41	36
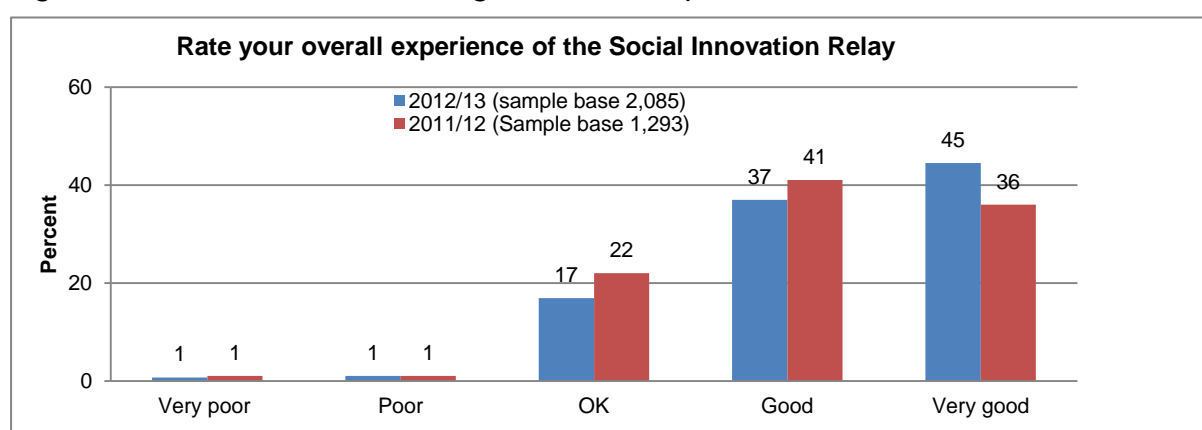
Generally mentors were also positive in their ratings of the overall SIR experience where 79% of them gave a good (56%) or very good (23%) rating, as shown in Figure 15.

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Figure 15: Mentors' overall rating of the SIR experience

Overall satisfaction (Sample base = 144)

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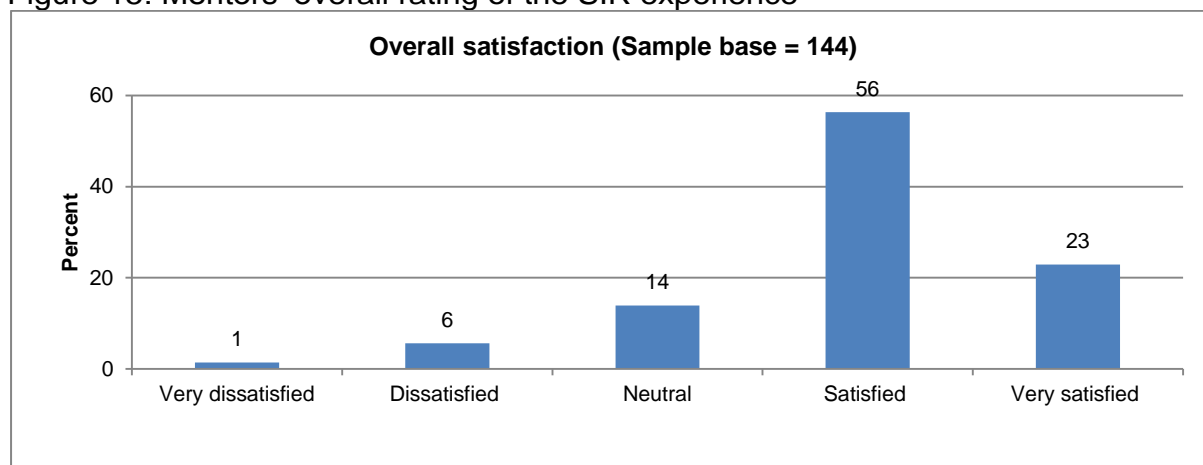
3: Conclusion and recommendations

This section highlights some of the key findings from the surveys of students and mentors participating in the 2012/13 SIR.

Where recommendations are suggested they are presented as R1; R2; R3 etc and are intended to promote further discussion among JA-YE and HP/SSI rather than an instruction for action. This will lead to actions for implementation which support a continuous improvement agenda.

Survey response and sample profiles

The Student survey achieved 2,085 responses from 43,681 SIR participants, a 5% response overall. Response rates were variable across the 22 participating countries from <1% to 19%. Only two countries achieved more than 10% (Indonesia 13% and Romania 19%). Five countries achieved more than 100 responses.

R1. Explore why response rates are variable across countries and ensure that each country is targeted with the survey questionnaires at the optimum time to ensure the best possible response.

The Mentor survey achieved 144 responses from 510 volunteers and mentors that were participating in the SIR program. This equates to a 28% response overall, again, variable across different countries. Five countries achieved a double figure response: Brazil recorded the highest (26 responses), Singapore the second highest (17 responses), followed by Malaysia (16), Philippines (14) and India (16).

R2. Consider the feasibility of a making the feedback questionnaire a compulsory element of mentoring experience. This may be more acceptable if promoted as a method of recording the benefits to be gained from the training that they will receive. This in turn will give mentors the opportunity of gaining practical experience of working with student teams in this way.

Country level analysis

Country level data have been generated but it was agreed that comparisons would not be made, partly because some country responses were too low and partly because it is beyond the scope of this particular piece of work.

R3. It may be possible for JA-YE and HP/SSI to devise a method of grouping countries so that perhaps a sense of differences by region or developed versus developing countries can be considered. It is important that individual countries feel that they can contribute towards a continuous improvement agenda for the SIR program overall.

Progress towards key learning objectives

This report has shown how for the last two years positive progress has been made by achieving or exceeding the key learning aims and objectives, as outlined for the SIR program.

Outcome indicators were set in 2011/12 and results from the last survey have been used as baseline comparisons to set quantifiable targets in order to assess improvements in skills and learning outcomes for each successive year of implementation.

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There is very strong, continued evidence to show that participation in the SIR yields improvements in the whole skill set which JA-YE and HP/SSI identify as relating to the innovative abilities and creative ideas of young people and which are associated with the development of their business, economic and entrepreneurial spirit.

R4. Continue to set targets and monitor achievement towards achieving them.

In addition, the management information relating to reach and spread of the SIR program has shown progress this year in terms of having more participating students from more countries. This is useful as it will allow progress and penetration to measured year on year.

R5. Continue to gather and compare Management Information (MI) regarding reach and spread of SIR participation.

There is clear evidence that the 2012/13 SIR program has exceeded its aims in terms of skill improvements and learning outcomes and that overall, more students report these benefits this year than previously, with the exception of "communicating and presenting" ideas. These positive results are summarized under each of the key learning objectives as follows:

Gain understanding of the field of social innovation

- 85% agree or strongly agree that they understand what social innovation is as a result of their participation in the SIR (80% last year)
- 86% agree or strongly agree that they are more aware of what social issues exist in their own community (76% last year)

Team-working to create a business concept

- 86% agree that their teamwork skills have improved as a result of participating in the SIR (74% last year)
- 78% agree or strongly agree that they are more confident that they will be able to start up a social enterprise as a result of participating in the SIR (58% last year)
- 84% agree or strongly agree that they are more aware that social and business objectives can be complementary as a result of participating in the SIR (71% last year)
- 74% agree that they their interest in owning a business has increased as a result of participating in the SIR (58% last year)

Creative-thinking and problem-solving

- 85% agree that participating in the SIR has improved their problem-solving skills (67% last year)
- 85% agree or strongly agree that they are more confident that they will be able to work with others to solve social issues as a result of participating in the SIR (77% last year)
- 85% agree that they have developed their ability for creative-thinking following participation in the SIR (76% last year)
- 85% agree that participating in the SIR has led to improvements in their decision-making skills (72% last year)

How to develop social innovations

- 82% agree or strongly agree that they have learnt how to work with others in new ways to address social needs (74% last year)

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- 81% agree that they have improved their commitment to social or environmental issues (67% last year)

How to communicate and present their ideas effectively

- 81% agree that participating in the SIR has improved their general communication skills (87% last year)

- 75% agree that participating in the SIR has improved their presentation skills (86% last year)

How to use online educational tools

- 73% agree that participating in the SIR has improved their skills to use online educational tools (59% last year)

- 81% agree or strongly agree that they better understand the importance of ICT in pursuing social and business initiatives (72% last year)

R6. Continue to highlight and market positive learning outcomes and benefits and year on year increases in these when promoting the SIR program in an attempt to increase participation at country level and at student level.

Methodology

As always, a particular challenge for this type of project is the measurement of impact when there is no counterfactual to assess whether learning outcomes are indeed the result of participation in the program. For this reason, impact is defined for the purpose of this report as 'progress towards and/or attainment of the project's goals and objectives'.

In light of these challenges, care has been taken to strengthen the methodology. Firstly, a more robust set of survey questions was developed, thus allowing clearer classification of participants according to the stages they reached in the competition and the type of support they received from business volunteers and mentors. Secondly, the data have been analyzed according to whether or not participants received the support of a mentor, and also according to the type of mentoring that they received.

Learning outcomes and the significance of mentors

The data reported here clearly show that the SIR program provides learning benefits at all stages and that there are positive effects of mentoring on emerging skills and learning outcomes. It is clear that there are additional benefits to be gained for those who progress to the later competitive stages of the SIR program, with agreement scores about skill improvements across all of the learning outcomes significantly higher among those students who have had the support of a mentor working with them on their concept paper.

Once the top 20 teams are entered into the competition and are assigned HP mentors, further value is added to the learning experience. The impact of mentors can be seen in the positive agreement responses with a variety of statements. From these it is possible to deduce that, mentored students produced significantly higher agreement scores in response to statements about improvements across the whole range of skills. Mentors provide excellent support and inspiration for students and that working with them on their concept paper is a key activity for success. Mentors help improve considerations of social issues, encourage the start-up of social business and improve the understanding and importance of ICT in pursuing

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business initiatives. In fact, three-quarters of students reported that their mentor had made them consider starting up a social business.

Business volunteers/mentors

R7. Communicate to existing and potential future mentors their importance in relation to the positive impact they have on learning outcomes and the additional benefits they bring to students.

R8. Consider introducing ways in which mentors can be formally or officially celebrated so that they are recognized for their valued contributions.

Mentors have multiple roles and responsibilities, for example as official representatives they are ambassadors of HP, they are role models in the eyes of students and they are project champions for JA-YE. For the first time, this year business volunteers and mentors were surveyed. The results show that the relationship between mentor and mentee is mutually beneficial.

Mentors valued the training they had received. Moreover, between two-thirds and three-quarters of those who participated as *virtual* mentors reported benefits for program organizers in terms of: cost savings; more frequent interactions with students; and optimizing the reach and accessibility to students in rural or other locations than where they were based. Certainly, E-mentoring had made them realize the potential of using on line tools for mentoring purposes. E-mentors also reported gains in self-confidence and improved skills using online conference tools.

On the whole, there was very high positive agreement among volunteers and mentors that their active participation in the 2014 SIR had strengthened a range of skills (either somewhat, significantly or very significantly).

When positive responses for each skill are combined it is evident which skills have benefited most people:

- Ability to influence the views and behaviors of others (94%)
- Ability to motivate others (93%)
- Communication skills (92%)
- Collaboration skills (91%)
- Critical thinking skills (90%)
- Ability to develop and innovate solutions (90%)
- Problem solving skills (88%)
- Understanding of HP commercial products/services (72%)
- Understanding of HP customers/clients (71%)

The majority of HP employees say that their involvement in the SIR has had a positive workplace impact, strengthening their workplace friendships and professional networks and that it has strengthened their interest in staying at HP in the future.

R9. Use these positive results to help positively promote the role of volunteers and mentors.

The role of ICT and experience of working with the SIR online portal

There is powerful evidence in this report which shows that through this online entrepreneurship and social enterprise program students, volunteers and mentors

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can expect gains in their skill set which are valued in future European labor markets and job profiles. This report has presented evidence to show how participation in the SIR program at any and at all levels facilitates gains in collaboration, communication, creative-thinking, problem-solving, digital literacy and citizenship skills.

When such a program is combined with ICT as it is, it provides new and exciting opportunities for students and mentors to collaborate competitively within and across countries, *and* across business and education communities.

- 78% of participating students agree that ICT has made participation in the SIR interesting (66% last year)
- 82% agree that ICT has made their learning fast and easy (70% last year)

The quality and quantity of information in the SIR portal was valued by the majority (69%), and they agree that navigating the portal was easy and user friendly (77%). The majority agree that they always found all of the necessary information required in the SIR portal (68%) and that the graphics used in the portal are appealing (75%).

The SIR experience overall

- Three out of four students reported that the Social Innovation Relay was an interesting experience, as did 81% of volunteers/mentors
- More than two in every three students thought it was valuable and informative and 80% of volunteers/mentors thought it was valuable and 48% thought it was informative
- More than half of the students rated it as fun and a great way to improve awareness of social issues in their own communities and also globally, as did volunteers/mentors
- 99% of students participating in the SIR rated their experience positively as did 93% of the volunteers/mentors.

R10. Continue to grow and develop the SIR program, setting measurable, quantifiable targets to increase its reach and further leverage the tools for educational impact.

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Appendix 1 – Student survey questionnaire (copy)

Social Innovation Relay: student survey 2013

Thank you for taking our survey. We hope that you are enjoying participating in the Social Innovation Relay. We would like to know about your experience so far. This is very important to us and the information you provide will help us maintain and improve the program.

The survey should take about 15 minutes to complete. All of information you provide will be used to evaluate the program and will remain confidential in accordance with the 1998 Data Protection Act (Privacy Statement). No individual responses will be published.

Please follow any instructions given and try to answer the questions as honestly as you can. If you have any questions about this survey please email roxana.stefanescu@ja-ye.org

1. **Age**

- ❑ < 16 yrs
- ❑ 16-17 yrs
- ❑ 18+ yrs

2. **Country (drop down menu)**

- ❑ Brazil (1)
- ❑ Bulgaria (2)
- ❑ Chile (3)
- ❑ China (4)
- ❑ Greece (5)
- ❑ India (6)
- ❑ Indonesia (7)
- ❑ Israel (8)
- ❑ Kenya (9)
- ❑ Kuwait (10)
- ❑ Malaysia (11)
- ❑ Philippines (12)
- ❑ Romania (13)
- ❑ Russia (14)
- ❑ Singapore (15)
- ❑ Slovakia (16)
- ❑ South Africa (17)
- ❑ USA Arkansas (18)
- ❑ USA Dallas (19)
- ❑ USA North California (20)
- ❑ USA San Diego (21)
- ❑ Venezuela (22)

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3. **In which of the following Social Innovation Relay activities have you/your team participated?** (Tick all that apply)

- ❏ 1) Sir Quiz and certificate
- ❏ 2) The Case Study presentation/s
- ❏ 3) Submitted an initial Social Innovation idea
- ❏ 4) Development of a 'Concept Paper' with an HP Mentor
- ❏ 5) National Final competition
- ❏ 6) Global Final competition

4. **Please indicate your agreement or disagreement with the following statements.**

Obtaining the Social Innovation Relay Quiz Certificate has ... :

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
4.1) Helped me improve my knowledge about the field of social innovation	❏	❏	❏	❏	❏
4.2) Helped me improve my knowledge about the field of social entrepreneurship	❏	❏	❏	❏	❏
4.3) Offered me examples of existing social enterprises that served as inspiration	❏	❏	❏	❏	❏
4.4) Provided me with a fun learning experience	❏	❏	❏	❏	❏

5. **Please indicate your agreement or disagreement with the following statements.**
(If you did not participate in the case study please ignore and skip to the next question).
The Case Study event has been ... :

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
5.1) A great opportunity to get specialized information from a business volunteer	❏	❏	❏	❏	❏
5.2) A rich learning activity	❏	❏	❏	❏	❏
5.3) An experience which has provided very useful examples of existing social innovation	❏	❏	❏	❏	❏
5.4) An experience that motivated me to submit an idea for the competition	❏	❏	❏	❏	❏

6. **Please indicate your agreement or disagreement with the following statements about working together with the support of your HP Mentor (for example, when you were working on your Concept Paper)**

Working together with the support of my/our HP Mentor has ...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6.1) ... provided excellent support to develop the Concept Paper for the National Competition	❏	❏	❏	❏	❏
6.2) ... provided examples of existing social enterprises that served as inspiration	❏	❏	❏	❏	❏
6.3) Was a key activity for my success in the competition	❏	❏	❏	❏	❏
6.4) ... improved my considerations of social issues	❏	❏	❏	❏	❏
6.5) ... encouraged me to consider starting up a social business	❏	❏	❏	❏	❏

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	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6.6) ... improved my understanding of the importance of ICT in pursuing business initiatives	❑	❑	❑	❑	❑

7. **About the HP Mentor that worked with you/your team on your Concept Paper.**

❑ 7.1) He/she came and worked with us in person

❑ 7.2) He/she worked with us virtually - via the Sir Online Portal and/or the virtual meeting room online

❑ 7.3) He/she worked with us in person and virtually

❑ 7.4) We did not have a mentor

8. **Would you have preferred to work with your HP Mentor in only one of the following ways?**

❑ 8.1) Only in person (e.g. face to face)

❑ 8.2) Only online (e.g. via electronic communication and/or the virtual meeting room)

9. **Please indicate your agreement or disagreement with the following statements about the HP Mentor that worked with you/your team on your Concept Paper.**

Our HP Mentor ...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
9.1) ... was accessible whenever we wanted to make contact	❑	❑	❑	❑	❑
9.2) ... gave good professional advice	❑	❑	❑	❑	❑
9.3) ... was well prepared for our meetings	❑	❑	❑	❑	❑
9.4) ... was able to answer all of our questions	❑	❑	❑	❑	❑

10. **Please indicate your agreement or disagreement with the following:**

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
10.1) The process was easy to use to whenever we wanted to make contact with our HP Mentor	❑	❑	❑	❑	❑

11. **Would you have liked your HP Mentor to come from a different country?**

❑ *11.1) Yes*

❑ *11.2) No*

❑ *11.3) I don't know*

12. **If yes, would you like that mentorship phase to be in English?**

❑ *12.1) Yes*

❑ *12.2) No*

❑ *12.3) I don't know*

13. **Please indicate your agreement or disagreement with the following statements.**

Participating in the National Final ... :

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
13.1) Has improved my skills using online conference tools (like those in the HP Virtual Meeting Room)	❑	❑	❑	❑	❑
13.2) Has improved my presentation skills	❑	❑	❑	❑	❑

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13.3) Has helped me gain confidence in my self	❏	❏	❏	❏	❏
13.4) Was my first experience with an online competition	❏	❏	❏	❏	❏

14. Rate your agreement with the following:

"Participating in the Social Innovation Relay has improved my ..."

	Disagree (1)	Agree (2)	Not sure (3)
14.1) ... teamwork skills	❏	❏	❏
14.2) ... decision making skills	❏	❏	❏
14.3) ... ability for creative thinking	❏	❏	❏
14.4) ... general communication skills	❏	❏	❏
14.5) ... presentation skills	❏	❏	❏
14.6) ... problem-solving skills	❏	❏	❏
14.7) ... understanding of business skills	❏	❏	❏
14.8) ... interest in owning a business	❏	❏	❏
14.9) ... skills to use online educational tools	❏	❏	❏
14.10) ... commitment to social or environmental issues	❏	❏	❏

15. Please indicate your agreement with the following statements about your participation in the Social Innovation Relay.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
15.1) I understand better what social innovation is	❏	❏	❏	❏	❏
15.2) I am more confident that I will be able to work with others to solve social issues	❏	❏	❏	❏	❏
15.3) I have learnt how to work with others in new ways to address social needs	❏	❏	❏	❏	❏
15.4) I am more aware of what social issues exist in my community	❏	❏	❏	❏	❏
15.5) I better understand the role of Information and Communication Technologies (ICT) in pursuing social and business initiatives	❏	❏	❏	❏	❏
15.6) I feel more confident in being able to use ICT in exploring social and business initiatives	❏	❏	❏	❏	❏
15.7) I am more confident that I will be able to start up a social enterprise	❏	❏	❏	❏	❏
15.8) I am more aware that social and business objectives can be complementary	❏	❏	❏	❏	❏

16. Please indicate your level of agreement or disagreement about your experience with the Social Innovation Relay online portal.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (2)	Strongly Agree (3)
16.1) Information Communication Technology (ICT) has made my participation in SIR interesting	❏	❏	❏	❏	❏
16.2) Using ICT made my learning fast and easy	❏	❏	❏	❏	❏

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	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
16.3) I have always found all necessary information in the SIR portal	❏	❏	❏	❏	❏
16.4) The quantity of information in the SIR portal was sufficient for my needs	❏	❏	❏	❏	❏
16.5) Navigation in the portal was easy and user friendly	❏	❏	❏	❏	❏
16.6) The graphics used in the SIR portal were appealing	❏	❏	❏	❏	❏

17. **Please indicate your level of agreement or disagreement with the following statements about further possible opportunities via the Social Innovation Relay online portal.**

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (2)	Strongly Agree (3)
17.1) I would like to have the opportunity to interact with other teams through the online portal	❏	❏	❏	❏	❏
17.2) I would like to be able to offer a rating for other teams' ideas via the online portal	❏	❏	❏	❏	❏
17.3) It would be nice to receive comments from the other participants, volunteers and/or teachers	❏	❏	❏	❏	❏
17.4) I would like to have more interaction with HP volunteers via the online portal	❏	❏	❏	❏	❏

18. **Please indicate your experience with the Social Innovation Relay Mobile Application.** (Tick all that apply)

- ❏ *18.1) It is a reliable application*
- ❏ *18.2) It is great to have a Mobile Application as we don't have access to the Internet in the school*
- ❏ *18.3) It is easy to use*
- ❏ *18.4) I didn't use the Mobile Application*

19. **Participating in the Social Innovation Relay was:** (Tick all that apply)

- ❏ 19.1) A valuable experience
- ❏ 19.2) Fun
- ❏ 19.3) Challenging
- ❏ 19.4) Interesting
- ❏ 19.5) Informative
- ❏ 19.6) Exciting
- ❏ 19.7) A great way to improve awareness of social issues in my community
- ❏ 19.8) A great way to improve awareness of social issues around the world
- ❏ 19.9) A great way to learn about business initiatives

20. **Rate your overall experience of the Social Innovation Relay**

Very poor (1)	Poor (2)	OK (3)	Good (4)	Very good (5)
❏	❏	❏	❏	❏

Thank you for your time. Please use the button below to submit your response.

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Appendix 2 – Mentor Survey questionnaire (copy)

Social Innovation Relay: HP Volunteers survey 2013

Thank you for taking our survey. We hope that you are enjoying volunteering in the Social Innovation Relay. We would like to know about your experience. This is very important to us and the information you provide will help us maintain and improve the program.

The survey should take about 15 minutes to complete. All of information you provide will be used to evaluate the program and will remain confidential in accordance with the 1998 Data Protection Act (Privacy Statement). Be assured that no individual responses will be published.

Please follow any instructions given and try to answer the questions as honestly as you can. If you have any questions about this survey please email roxana.stefanescu@ja-ye.org

Q1 **In which country are you volunteering/mentoring**
- ❏ *Brazil (1)*
- ❏ *Bulgaria (2)*
- ❏ *Chile (3)*
- ❏ *China (4)*
- ❏ *Greece (5)*
- ❏ *India (6)*
- ❏ *Indonesia (7)*
- ❏ *Israel (8)*
- ❏ *Kenya (9)*
- ❏ *Kuwait (10)*
- ❏ *Malaysia (11)*
- ❏ *Philippines (12)*
- ❏ *Romania (13)*
- ❏ *Russia (14)*
- ❏ *Singapore (15)*
- ❏ *Slovakia (16)*
- ❏ *South Africa (17)*
- ❏ *USA Arkansas (18)*
- ❏ *USA Dallas (19)*
- ❏ *USA North California (20)*
- ❏ *USA San Diego (21)*
- ❏ *Venezuela (22)*

Q2 **How many teams are you mentoring?**

_____

Q3 **How were you involved in the Social Innovation Relay?** (Tick all that apply)
- ❏ *SIR country lead*
- ❏ *Case study facilitation*
- ❏ *E-Mentoring*

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❑ *E-Judging*
❑ *Selection of top 20 teams*
❑ *School outreach*
❑ *Translations*
❑ *Other*

If other, please explain:

Q4 **How many years of experience (including this year) do you have of Mentoring and/or E-mentoring?**

	This is my first time	2 Years	3 Years	4 Years	5 or more years	Not applicable
a) Mentoring	❑	❑	❑	❑	❑	❑
b) E-Mentoring	❑	❑	❑	❑	❑	❑

Q5 **What are your motivations for volunteering/mentoring?** (Tick all that apply)
❑ *To get greater satisfaction from what I do*
❑ *To improve relationships with colleagues*
❑ *For financial reward*
❑ *For leadership opportunities*
❑ *To get recognition for my achievements*
❑ *For personal development*
❑ *To help others benefit from your skills and experience*
❑ *To improve my self-confidence and/or self esteem*
❑ *To improve other skills*
❑ *To do something meaningful and important*
❑ *To be part of a team*
❑ *To learn more about myself*
❑ *It's better than working all day behind a desk or in the office*
❑ *To meet expectations and gain approval from others*
❑ *To improve understanding about individuals and their society*
❑ *To enhance career options*
❑ *To get greater satisfaction from what I do*

Q6 **From the list below please indicate how many and what types of meetings/interactions you have had with students:**

	0 meetings	1 meeting	2-3 meetings	4-5 meetings	More than 5 meetings
a) Face to face meetings (in person)	❑	❑	❑	❑	❑
b) Meetings using the Sir Online Portal	❑	❑	❑	❑	❑
c) Meetings using the virtual meeting rooms, live calls, emails, Skype or other	❑	❑	❑	❑	❑

Q7 **Would you have participated if you were required to work with students in only _one_ of the following ways?**

	Yes (1)	No (2)
a) On a face to face basis (e.g. 'in person' meetings)	❑	❑
b) Via the Sir Online Portal only	❑	❑

Q8 **As a volunteer, did you create a profile on the Social Innovation Relay platform?**
❑ *Yes (1)*
❑ *No (2)*

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Q9 **Did you receive any training from Junior Achievement or from the HP SIR country lead to participate in the Social Innovation Relay?**

	Yes (1)	No (2)
a) Training from Junior Achievement	❑	❑
b) Training from HP SIR country lead	❑	❑

Q10 **Please provide feedback on the following training/materials received from JA-YE**

	Very poor	Poor	Neutral	Good	Very Good	I did not have this training	Not applicable
a) Guidelines for the SIR Online Portal	❑	❑	❑	❑	❑	❑	❑
b) Guidelines on the Case Study Implementation	❑	❑	❑	❑	❑	❑	❑
c) Guidelines on the E-mentorship Phase	❑	❑	❑	❑	❑	❑	❑
d) Guidelines on the E-judging Phase	❑	❑	❑	❑	❑	❑	❑
e) National Final Judging Guidelines	❑	❑	❑	❑	❑	❑	❑
f) Global Final Judging Guidelines	❑	❑	❑	❑	❑	❑	❑

Q11 **Please indicate your agreement or disagreement with the following statements about the benefits of E-mentoring.**

E-mentoring in the Social Innovation Relay ... :

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (I did not do any E-Mentoring)
a) ... improved my skills using online conference tools (like those in the HP Virtual Meeting Room)	❑	❑	❑	❑	❑	❑
b) ... helped me gain confidence in my self	❑	❑	❑	❑	❑	❑
c) ... made me realize the potential of using online tools for volunteering	❑	❑	❑	❑	❑	❑
d) ... resulted in more frequent interactions with students	❑	❑	❑	❑	❑	❑
e) ... enabled me to develop relationships with students just as well or better than traditional 'in person' mentoring	❑	❑	❑	❑	❑	❑
f) ... enabled me to connect with students in rural or other locations than where I am placed	❑	❑	❑	❑	❑	❑
g) ... enabled cost savings	❑	❑	❑	❑	❑	❑
h) ... been better for the environment than travelling to face to face meetings	❑	❑	❑	❑	❑	❑

Q12 **To what extent has participating in the Social Innovation Relay volunteer activity/event strengthened your ...?**

	Not at all (1)	Somewhat (2)	Significantly (3)	Very significantly (4)	Not applicable
a) ... collaboration skills	❑	❑	❑	❑	❑
b) ... critical thinking skills	❑	❑	❑	❑	❑
c) ... communication skills	❑	❑	❑	❑	❑
d) ... problem solving skills	❑	❑	❑	❑	❑
e) ... ability to develop innovative solutions	❑	❑	❑	❑	❑

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	Not at all (1)	Somewhat (2)	Significantly (3)	Very significantly (4)	Not applicable
f) ... ability to influence views and behaviours of others	❏	❏	❏	❏	❏
g) ... ability to motivate others	❏	❏	❏	❏	❏
h) ... understanding of HP commercial products/services	❏	❏	❏	❏	❏
i) ... understanding of HP customers/clients	❏	❏	❏	❏	❏

Q13 **To what extent has participating in the Social Innovation Relay volunteer activity/event strengthened your ...?**

	Not at all (1)	Somewhat (2)	Significantly (3)	Very significantly (4)	Not applicable
a) ... interest in staying at HP	❏	❏	❏	❏	❏
b) ... professional network	❏	❏	❏	❏	❏
c) ... workplace friendships	❏	❏	❏	❏	❏

Q14 **Would you recommend the Social Innovation Relay experience to colleagues?**

- ❏ *Yes (1)*
- ❏ *No (2)*

Q15 **Volunteering for the Social Innovation Relay was:** (Tick all that apply)

- ❏ A valuable experience
- ❏ Fun
- ❏ Challenging
- ❏ Interesting
- ❏ Informative
- ❏ Exciting
- ❏ A great way to improve awareness of social issues in my community
- ❏ A great way to improve awareness of social issues around the world
- ❏ A great way to learn about business initiatives

Q16 **Rate your overall satisfaction of volunteering for the Social Innovation Relay**

Very dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very satisfied (5)
❏	❏	❏	❏	❏

Q17 **Your Name (optional).** Please note that this information will be used by HP and will be entered into a raffle, as they would like to offer some gifts to volunteers who take the survey.

Thank you for your time.
Please use the button below to submit your response.

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