



TEACH
A MAN TO FISH

Driving Quality Education for Girls and Young Women

2022

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Supporting Girls to Thrive in School

Many girls and young women across the world are being denied the opportunity to access quality education with millions facing barriers including childhood marriage, early pregnancy and cultural or social norms that require that they stay at home to tend to family. For parents, the associated costs of sending girls to school mean millions won't complete or even attend secondary education.¹ Even if equity and social justice alone weren't enough, girls and young women will make up half of the labour force, so denying them adequate education is an economic disaster.

In the next ten years, one billion people will be joining the workforce². With growing recognition around the world that conventional education is not enough to ensure lifelong success for people, there is a suite of skills that are becoming widely accepted as crucial for young people's future success - and even their academic learning. Skills such as:



Problem Solving



Leadership



Communication



Teamwork

Teach A Man To Fish's core programme, the **School Enterprise Challenge** focuses on these skills, giving young people **greater opportunity to succeed in school, work and in life**. We tackle unemployment and poverty worldwide by providing youth with the opportunity to learn through planning and running real businesses and developing an entrepreneurial mindset.

Education that empowers youth with entrepreneurial mindsets and skills has the power to make individuals and societies richer, increase job opportunities and nurture innovation.



Since 2006 we have reached nearly half a million young people worldwide, at least 50% of which are girls, providing economic opportunity through quality relevant education.

This report shares our learnings on the key factors within education that empower girls to reach their full potential.

¹<https://www.worldbank.org/en/topic/girlseducation>

²<https://gdc.unicef.org/resource/youth-unemployment-facts>



Bringing Boys and Men on side

Of course, we are not the only organisation looking at supporting girls through access to a different education. Many girls' programmes target only girls. There is strong evidence that if you want to influence change, you have to influence boys as well.

External research indicates that support from male members of the family – brothers, uncles, fathers, cousins – has a positive impact not only on girls' access to education generally, but also on their understanding of their rights and the confidence to enforce them.³

Taking part in a School-business gives girls the opportunity to lead teams and bring their

ideas to life, and they showcase their abilities to their male peers, parents and local community. Learning practical skills and business knowledge can open up opportunities for them in their life and work and challenge deep rooted inequalities.



We work with girls and boys, and ensure that at least 50% of our learners are female.



Ariana faced the challenge of having to change the role dynamics that persisted among her peers because the boys did not feel comfortable doing tasks that would normally be considered "for girls". Ariana improved her confidence and developed her ability to communicate her point of view while leading a School-business team, she convinced her male classmates to change their perspective and realise that the tasks in the business should not be defined by gender and that they all had the same desire to succeed.

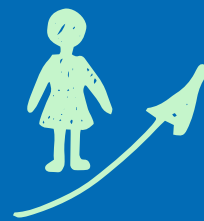
Ariana, School Enterprise Challenge student, Honduras



³<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/115515/bk-partnerships-for-girls-education-011204-en.pdf?sequence=1&isAllowed=y>

Encouraging Support from Parents and the Wider Community

The support of parents, wider family and the local community has a huge impact on a girl's education. Bringing new skills home that can support a family business and their financial situation pays dividends. We find that parents are more inclined to see the value of their daughters' learning, and become more invested in supporting their education.



The local community too, play an influential role in how education is perceived, and what is socially acceptable. When communities see the skills of young women displayed in their real businesses, they are more willing to

support them and their learning. With a focus on leadership, communication and problem-solving, girls that take part in our programmes are better equipped to challenge these social norms and speak out for gender equality.



Over the last five years, the School Enterprise Challenge has impacted more than 30,000 young people in hundreds of schools across India. GGUPS Sallada is a small school in a scheduled tribal area of Rajasthan. 80% of the students come from poor families and many children drop out of school to join the workforce.

Six girls from the school embraced the opportunity to join the School Enterprise Challenge and beat over 5,000 schools internationally, to win one of the top prizes which recognised their exceptional skills and qualities as young entrepreneurs for their impressive "My Right" business. This group of enterprising girls designed and handmade reusable sanitary towels and carried out awareness-raising workshops in their community to try and break down local taboos around menstruation. The team made several prototypes over six months until they came up with a design that they were happy with and could be produced for a price

that is affordable by girls and women in their community. Their business not only provided reusable sanitary towels for the 75 girls in their school but also made a small profit, enough for them to grow their idea. Their product proved so popular that the team engaged and trained local women to produce their design in bulk, creating a meaningful employment opportunity for women in their community and helping to change a social taboo at the same time.



Learning through Overcoming Challenges

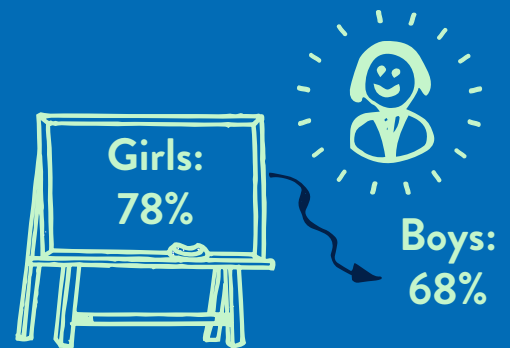
Problem solving is a vital 21st century skill and a key part of our School Enterprise Challenge programme where learners are encouraged to collectively find solutions to problems they face as they plan and build their School-business.



We have seen that **success in problem-solving builds confidence and self-esteem**. Confidence that then transfers to an individual's outlook on life, and other classes at school. Teachers report that girls who have participated in the programme express themselves better in class, have higher aspirations and a more positive mindset to handle challenges.

A project in Uganda highlighted that **73% of learners increased their problem solving skills as they explored a range of problems in their School-business, by analysing cause and effect.**

In this project we found that **girls performed better than boys in the skill with 78% showing an increase compared to 68% boys.**



Astrid had the opportunity to take part in a School-business after joining a new high school in Honduras for her 11th grade. She and another team member came up with the idea of producing and selling reusable make up cloths.

Astrid soon realised the many challenges of running a business and a team. The biggest challenge she faced was overcoming the stress and sadness felt by her community due to hurricanes Eta and Iota which hit Central America in November 2020. It was difficult for the School-business team because the community was destroyed, the general mood was depressed, and many families and colleagues had to emigrate.

Astrid tried to stay positive, trusted in her team and managed, despite the problems, to move forward and launch 'Lovely Little Faces.' She discovered that having a positive attitude, a plan, and perseverance are all key skills for a leader to be an inspiration to others and achieve success.



Championing Self-Belief



Our practical programme puts young people in charge of their own learning. They decide, research, plan and run a business of their choosing. The moment they realise what they can do, that they have the power to make these decisions, their confidence grows.

Life skills are a catalyst for confidence and play a crucial role in giving girls the tools and confidence to become economically active⁴.

With increased confidence and self-esteem, girls in our programme develop more resilience, a desire to succeed and renewed optimism for the future they face.



Atim took part in the School Enterprise Challenge when she was 15. She lives in rural Uganda with her six siblings, parents and grandparents.

Through the programme, Atim learned to plan and run a business as part of her education and this boosted her skills and confidence. She talked to people about their needs, learned to manage costs, make money and she practised leading teams. Atim's team launched a business making and selling affordable liquid soap.

Atim's newly found confidence meant that as secretary, she could stand in front of the entire team reading minutes and sharing progress. She even spoke at parents' meetings, explaining about their School-business, encouraging more support, something she would not have considered before this opportunity.



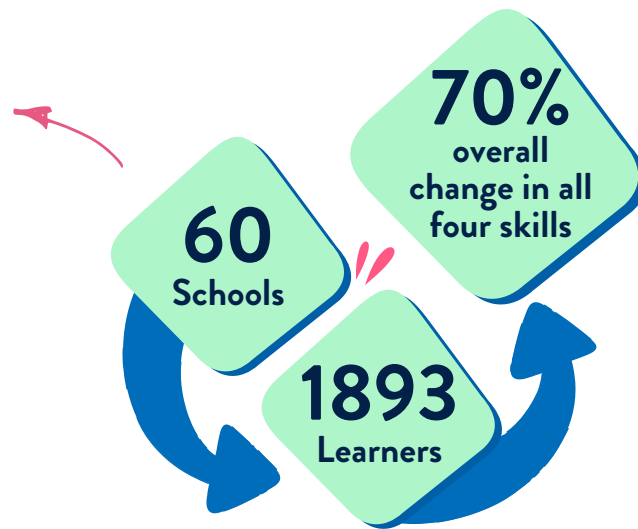
The School Enterprise Challenge changed her life on many levels. Using her new business knowledge, Atim transformed her mother's market stall introducing popular goods and keeping records on their sales. This increased their income and meant that Atim could stay in school.

⁴<https://ciff.org/priorities/girl-capital/>



SCHOOL ENTERPRISE CHALLENGE IN UGANDA

From a project in refugee settlement areas in northern Uganda, working with 60 schools and 1893 learners the most significant change is seen in refugee females with an average **70%** showing overall change in all four skills (**presenting, problem solving, leadership, teamwork**) vs 64% national female.



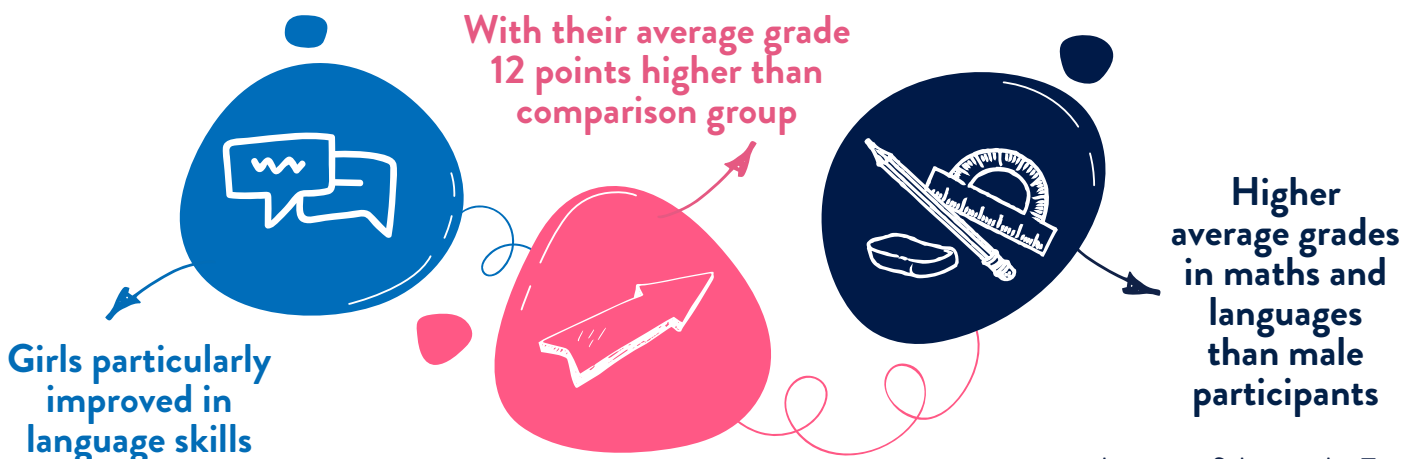
Multiplying the Effect

So how do you create impact at scale? In Honduras, more than 60% of the population live in poverty (USAID, 2022). Many young people are trapped in a life characterised by poor job opportunities, unequal access to education, and a notorious lack of aspirations.

One of our projects in Honduras explored 'the multiplier effect', in order to reach more young girls at a critical period in their learning. Our goal was to increase understanding of gender inequities and girls' empowerment within school communities, families, and boy peers. We did this by encouraging girls in the programme to become female role models to more than 5000 girls in over 50 schools.

We identified 50 girls that were performing well in our programmes and supported them, through storytelling workshops, to create a video or write a story explaining their experience in the project, the problems they faced, how they solved them and any advice they wanted to give to other girls. We wanted to provide a platform for girls to raise their voices and feel proud of themselves, and their achievements. This platform multiplied the impact of these enterprising young women. Those who were not directly part of the programme were able to benefit from it which increased community buy-in, creating a more enabling environment for girls' economic empowerment.

SCHOOL ENTERPRISE CHALLENGE IN NICARAGUA



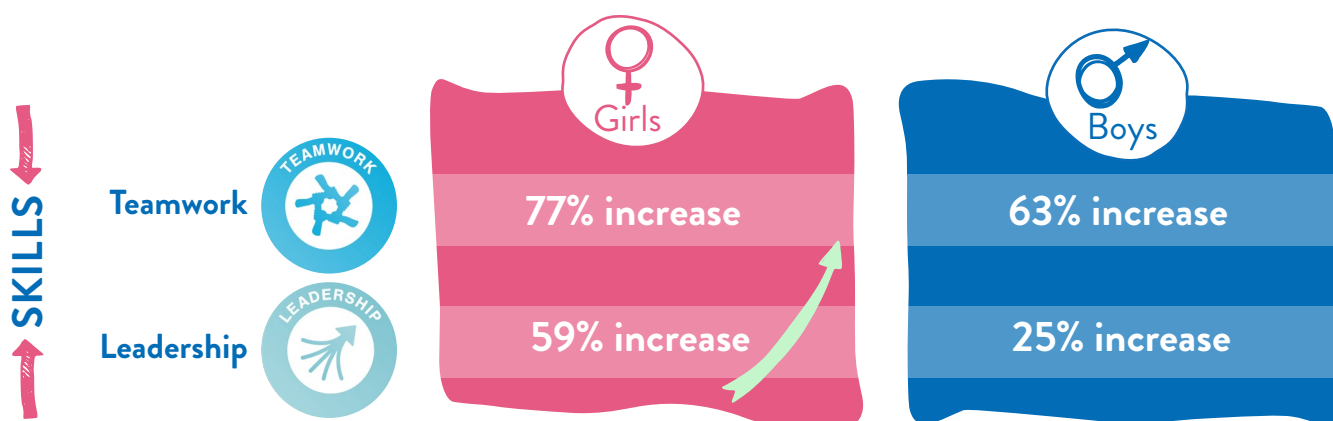
Letting Girls Lead

We strive to have at least 50% of our School-business leadership roles filled by young girls, offering them positions of power that they wouldn't normally have. They get the chance to run the business themselves, and make decisions on how to do that.

Leadership leads to other abilities as confidence and self-belief grow, and girls are energised to

challenge the stigma of a woman's place in the family and society.

60 schools from Dokolo and Arua districts in Uganda took part in the School Enterprise Challenge in 2020. Results from the programme showed that girls performed better in teamwork and leadership than boys. **When girls are given these opportunities that they might not otherwise get, they thrive.**



Ismari took part in the School Enterprise Challenge 2021 while studying in Honduras. In spite of some initial fears, she applied to become the first female General Manager of the School-business "Licuados y más", with 19 students in the team.

Ismari had to make her voice heard by both her female and male classmates, the latter of whom had never had a female leader. Ismari learned that an effective way to be a successful leader is to be involved in all of the teams that make up the business.

After talking with her teacher about the challenges she had in organising each team, she practised her communication and leadership skills in the webinars and training sessions of the programme. Her teacher then saw how Ismari improved her management of the different teams, gave clear written instructions and believed in herself. "If you have a dream just try it. We can learn, grow, and be successful in leadership positions the same as men, and even develop our own businesses. Starting from scratch we can transform a small business into a great one."

Now, Ismari feels ready to go out into the real world, become an entrepreneur, make herself heard and shine as a leader.

Giving Girls the Right Tools

With more than 130 million girls out of school, and millions more receiving inadequate education, this is a global issue with no overnight fix. But we are in it for the long haul. If we can ensure those that do access learning, are learning the best possible skills for a bright and prosperous future then we have a fighting chance.



Our vision is of an education system that, from the start to the end of their schooling, works to empower young people with the skills to fulfill their potential in life.

Our data is showing us that girls are eager to learn, and that given the right tools, the right opportunities, they will flourish and often outperform their male counterparts.

With a growing consensus that what many have considered 'soft skills' are actually some of the most crucial skills for girls and boys' success in the 21st century. We are confident we are

offering a relevant learning experience that can significantly help girls to have a different future. Employers are looking for communication skills, problem solvers, self-motivated, confident individuals that can adapt to changing demands. But what if there aren't enough jobs? By participating in the School Enterprise Challenge, young people are inspired to come up with their own business ideas, set up their own business, and even become job creators. For girls to be self employed, this would mean freedom and choice and the ability to fit a career in around other family or societal duties.

Our programmes contribute in some way to addressing girls' needs and work towards overcoming some of the barriers they face. However, education is only one intervention and there are many others that are needed to help change social and gender norms.

Just like the proverb that we are named after - when given the right conditions and support for learning, these girls and young women can do it for themselves. Let's not stand in their way.

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