



TEACH
A MAN TO FISH



New Possibilities for Education: Thinking Outside the Classroom

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When billions of learners find themselves unable to attend school, it's time for change

The School Enterprise Challenge is an educational programme that teaches life and business skills. It supports teachers and learners to set up a real business at their school. In 2020 we found ourselves forced to provide alternative learning experiences for young people with continued school closures and governments struggling to provide a suitable home learning alternative for the next generation. 191 countries implemented school closures, affecting 1.6 billion learners worldwide (UNESCO). In short, millions of young people were finding themselves shut out of education.

Whilst digital acceleration meant access to a wealth of online resources for some, this in no way replaced the need for human interaction, and for low income families in particular, it only highlighted further disparities in their home learning environments.

To truly achieve quality learning for all, much more needed to be done.

Adapting to meet learner needs

- We created a variety of learning opportunities, in spaces where young people felt comfortable.
- We strengthened teachers' relationships with their students.
- We worked with parents to encourage support for their child's learning.
- We continued to offer quality, relevant, life skills education.

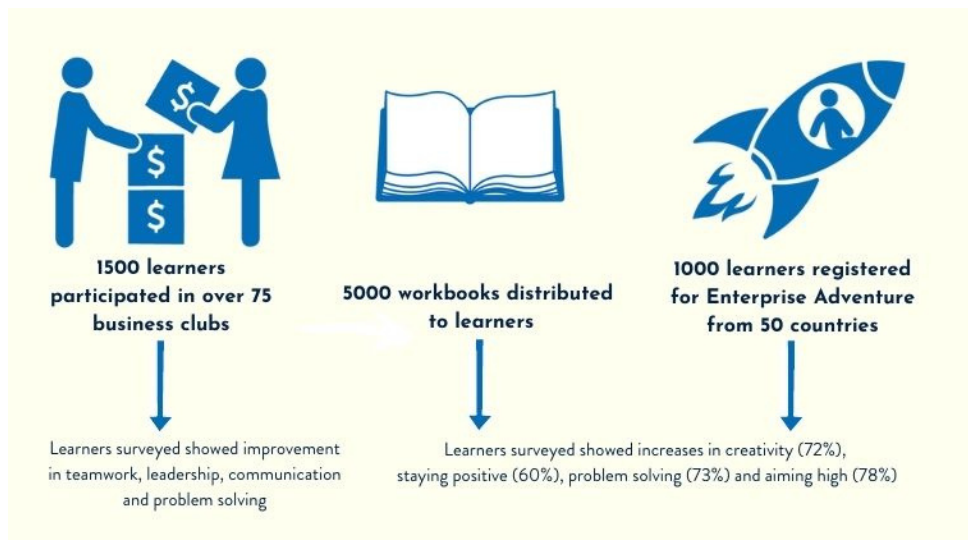


Out-of-school clubs

We adapted our flagship programme the School Enterprise Challenge, setting up business clubs for small groups of young people clustered around schools in Uganda and Rwanda. The smaller numbers and outdoor delivery method meant our programme was Covid safe and young people could continue their learning in a safe, familiar space, with their peers.

Home learning

For children unable to attend business clubs we produced, and delivered home learning workbooks that took students through 10 missions centred around planning a business both in Uganda and South Africa.



Digital

Given that digital learning provided some solutions for children staying at home, we too harnessed this opportunity, taking the content from the workbooks and turning that into the Enterprise Adventure mobile app, enabling learners anywhere in the world to sign up for free and follow the same 10 missions.

Teacher support

In Central America, even when some countries didn't close schools, parents remained anxious about sending children in and teachers often found themselves in empty classrooms. Here our emphasis was on supporting teachers with finding ways to deliver education when children stayed at home.

Within these different contexts, we found that learners improved vital life skills and business understanding. A survey of business club participants found that learners scored higher for teamwork, leadership, communication and problem solving, compared to their peers who did not take part. Similarly, for those learners using the Enterprise Adventure workbooks and mobile app, we found increases in creativity, staying positive, problem solving and aiming high.



Essential life skills

For students' skills development, we concentrate on measuring the following essential life skills.



Data is collected through:

- Self assessment
- Teacher observations
- Surveys and interviews
- Academic results
- Focus groups

Key ingredients for positive learning outcomes

Christine Moser, our Monitoring, Evaluation and Learning Manager reflects on what we've learnt from adapting our programmes

The most important lesson we have drawn over the past 2 years is that young people are resilient, hungry to learn, and given the right opportunity they are still able to flourish, despite a myriad of external challenges.

At Teach A Man To Fish, we don't give solutions, we provide navigational tools for finding solutions. When learners set their own goals for what they want to achieve, or the problem they want to fix, they have purpose and motivation and can achieve anything.

With support from their family, their peers and their community, their drive to succeed increases. Recent reports from Unicef and members of The Education Development Forum (UKFIET) confirm the positive impact an actively supportive parent can have on a child's learning.*

In response to school closures, millions of young people found themselves grappling with more self-directed learning, away from the structure of the classroom, and many found they needed additional support and guidance.

The role of the parent rapidly took on a new guise as 'teacher', as well as primary carer. Studies show that in this context, learner support would vary greatly depending on the parents' educational background, affordability of extra data to access online resources, connectivity and time. However, where support was greater, learning outcomes whilst at home improved.



For the out-of-school clubs, the local teachers supported more informal learning, bringing together smaller groups of children, clustered around the school for regular, practical, outdoor activities. Their perspective was invaluable in maintaining momentum for learning, ensuring young people didn't lose hope, or drop out of education altogether.

Human beings are ultimately social creatures, with an inherent need to be with others. Whilst business clubs weren't always an option for some children, home learning all the time wasn't necessarily a suitable alternative.

Perhaps then, a hybrid learning system - offering both in and out of school provision might better prepare young people for the complex world that awaits them.

Adapt, learn, evolve

Whilst adapting our approach was an intervention driven by need, we saw that these different contexts were effective alternatives to mainstream education, resulting in positive learning outcomes for young people and confirming that schools are not the only place where we can support learning.

Going forward, we must be careful not just to revert back to 'the norm', but digest our experiences over the past two years and continue to explore alternative ways for young people to access learning.

**It's our duty to continue to provide
'Quality, relevant education for all' (SDG4)
We now have a broader set of solutions to do that.**

Jack, 19 years old, lives with his mother and two younger sisters in Gicumbi District, Rwanda and studies at Groupe Scolaire Nyagakizi. He enjoyed his role as Marketing Manager of the Sorghum Business Club. The business buys sorghum and ferments it, transforming it into Amamera - the ingredient for a popular local drink.



"Joining the business club became a solution to me because during school closure, I lost all hope for my future.

Coming into the business club, I became a businessman. This was an opportunity to learn leadership skills by leading others in the Club, and at same time studying to do business together with my colleagues.

The skills obtained from the business club will be helpful in the future because I plan to continue doing business at the same time as studying, even if the club closes."



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