



Teach A Man To Fish - Impact Report 2015

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Students from Kariba South Primary School in Zambia. *The Young Tailors Club* raised over K3700 (£234) for their school by making Christmas decorations using traditional African materials! Here you can see Young Tailors Club member Pessive showing Sheila and Clever how to make a Christmas Stocking.

Kariba South Primary School won our top global prize in the School Enterprise Challenge in 2015.

Executive Summary

From 2006 -2011 [Teach A Man To Fish](#) worked on programmes to support primary, secondary and technical vocational schools in every continent to plan and set-up school businesses! **10 years later we have achieved that goal with 1770+ schools in over 70+ countries** having **successfully planned and/or started school businesses** giving over **130,000+ young people¹** the opportunity, skills and experience to be the entrepreneurs, employees and leaders of the future. **Our aim is that, by 2020, 1 million young people a year will directly benefit from [Teach A Man to Fish](#)'s entrepreneurship education programmes** – gaining the skills they need to succeed in work and in life.

In 2015 alone our achievements included:

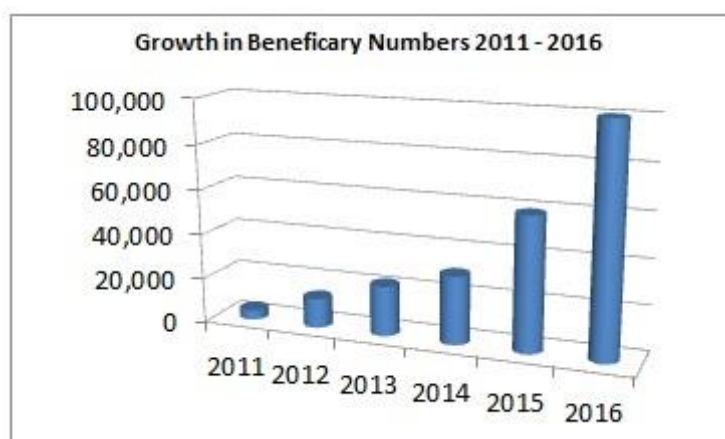
- ✦ **59,115** young students directly learnt and/or practised skills relating to entrepreneurship and the workplace.
- ✦ **2008** teachers received training and or resources in practiced based entrepreneurship.
- ✦ **462** school businesses set up.
- ✦ Schools from **63 countries** involved in our programmes.
- ✦ **\$1,522,506** income collectively generated by school businesses around the world.

These impressive numbers were reached through the following projects:

- ✦ The [School Enterprise Challenge Awards](#) – a global programme reaching **1178 participating schools (writing a business idea, plan and/or final report)** around the world from **63 countries**.
- ✦ [Tailored technical support](#) to individual schools in Nicaragua, Uganda, Tanzania, Benin, Mali and DRC – supporting a total of **13 schools** across these countries.
- ✦ [Rwandan Girls Education Project \(REAP\)](#) supporting **28 schools** in Rwanda.
- ✦ [Enterprising Schools Network Central America](#) with **13 schools** across Honduras, Guatemala and Nicaragua.

Our [key learnings](#) included:

1. Our programmes are **relevant** to young people, schools and education in a large number of countries and a range of different contexts
2. We can work with **operational partners successfully** to reach and benefit more young people worldwide.
3. **Retention rates increase** with in-country trainings and support to schools.
4. **Schools need additional support beyond one year to implement and develop their businesses.**
5. **School businesses are profitable!**

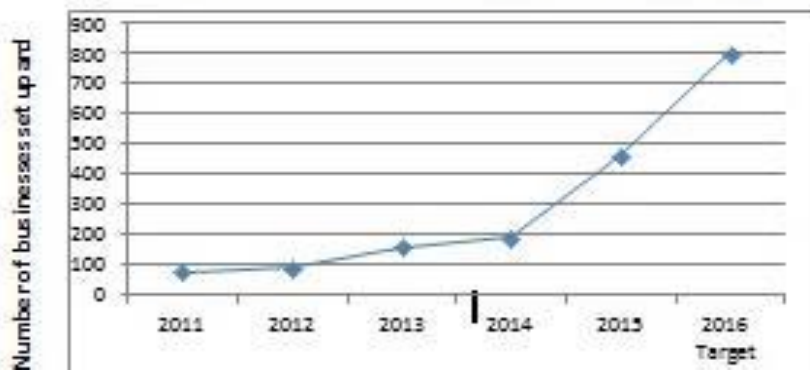


Over the last five years we continued to reach more and more young people with our school enterprise model, in particular, through our largest programme – [The School Enterprise Challenge](#). In this time we have created **13 times the number of young entrepreneurs at just 3 times the programme cost²**, demonstrating the true scalability of our programmes.

¹ We define direct beneficiaries of our programmes as any student that has participated in the business team that has completed a business idea, plan and/or participated in running a school business.

² In 2011 the School Enterprise Challenge reached 4,300 direct beneficiaries and had a total budget of £48,000. In 2015 The School Enterprise Challenge reached 58,000 young people for a budget of £178,926.

Growth in Businesses set up and ongoing 2011 - 2016



“The biggest challenge the students faced was to convince the local community that young disabled students would be able to implement and run a business. With the support of their teachers, parents and friends – they did it! (left)”

Teacher from Escuela Rafaela D’Arbelles Los Angelitos, Nicaragua. The school business was a handicraft and home decoration business.

In 2014 we collected some great data which described the reach and profitability of school businesses. The purpose of this 2015 impact report is to focus on and analyse the **educational and longer term impact** of a school business on young people from the data we have been collecting from 2014-2015.

This report has therefore been written to focus more on the medium and longer term outcomes of our work in connection with our Theory of Change summarised in the five points below:

1. [Businesses are set up, profitable and sustainable](#)
2. [Teachers’ skills, capacity and behaviour is strengthened](#)
3. [Students participate in and learn from School Business planning and implementation](#)
4. [Students graduate and go on: to set up their own business; further education; or gain decent employment](#)
5. [Governments and partner NGOs embed the school enterprise model into their schools and the school curriculum](#)

The Context

We are facing a worsening global youth unemployment crisis: **“More than 620 million young people are neither working nor studying. Just to keep employment rates constant, the worldwide number of jobs will have to increase by around 600 million over a 15-year period”** (World Bank 2013).

In addition young people are three times more likely to be unemployed than adults. **In developing countries, the problem is particularly acute;** in some cases **unemployment can impact up to one-quarter of the youth population**, yet these young people have no access to social protection. At the same time, those who are employed tend to work in the informal sector and receive low wages. **In 2013, more**

than one-third (37.8 per cent) of employed youth in the developing world were living on less than US\$2 per day. Working poverty, therefore, affects as many as 169 million youth in the world. (ILO, 2015)

This is happening because:

- ✦ Access to education is not equal for all young people
- ✦ Quality of education varies
- ✦ Education often focuses on academia and does not include skills for employment/business.
- ✦ A lack of new entrepreneurs and jobs are being created because young people are not encouraged to be entrepreneurs.
- ✦ The formal employment market is not providing sufficient number of jobs for growing youth population.

How do we address the need?

Teach A Man To Fish is unique in having a model that not only leads to a more **impactful** and **transformative learning experience** for young people in schools in both low-resource and high-resource contexts but is also **sustainable for the long-term**. This report aims to highlight how **impactful, transformative and sustainable** our school business model is.

At [Teach A Man To Fish](#) our vision is that young people leave school not just with academic and/or technical skills, but with an **entrepreneurial mind set and skillset**; ready and able to support themselves and their families, either through setting up their own business, entering the workforce with a decent job or continuing into further education and employment. Our aim is to enable schools to provide a **relevant education, through enterprise**, that **prepares** and **empowers** young people to succeed in work and in life.

How do we do achieve this?

- ✦ We work with **schools** and **partner NGOs** (operational partners) training them to set up student-led school businesses.
- ✦ We **build the capacity of teachers** in experiential learning techniques through training, ongoing support and a range of free, step-by-step free guides and resources.
- ✦ Facilitated by their teachers, **students learn and practise valuable work-readiness and entrepreneurship skills as well as life skills in a “real-world” context**. These skills and experience continue to benefit students, increasing their chances of decent employment and of creating their own profitable business.
- ✦ School businesses generate much-needed **extra income for their school** enabling schools to invest in improving their educational resources, and/or support poorer students to stay in school.
- ✦ These businesses are both educational and profitable and therefore **sustainable**, bringing sustainable benefits to many more new students year-on-year without further intervention.

Our Impact

How and what data do we collect?

In line with our [Theory of Change](#) (Annex 1) we aim to collect monitoring and evaluation data using a range of qualitative and quantitative tools against 24 indicators. We have chosen 24 indicators which together tell us if students are gaining skills and experience through the school business and whether these are empowering young people to succeed in work and in life free from poverty when they leave school. Due to the nature of some of these indicators we have not been able to collect data for all of them in 2015, for example indicators relating to benefits of the school business on academic outcomes e.g. numeracy and literacy scores. This is something which we aim to collect in 2016 where we have in country staff.

Our 24 indicators cover the following 5 key areas:

1. **Businesses are set up, profitable and sustainable** - in order for students to learn skills through the school business, businesses need to be planned, set up and developed. These indicators include numbers of business ideas/plans written, final reports submitted that record net profit in businesses etc.
2. **Teachers' skills, capacity and behaviour is strengthened and businesses are used as an educational tool** – teachers receive training and a range of step-by-step resources as well as ongoing support. They are responsible for facilitating students to participate in and learn from planning, setting up and implementing a school business. These indicators include numbers of teachers trained in our school enterprise model, teachers who feel confident about teaching entrepreneurship education and using the school business as an educational tool etc.
3. **Students participate and learn from the business** – students experience all areas of the school business. In doing so, they will develop business knowledge and life skills. These indicators will include student participation in the business planning and implementation, changes in business, entrepreneurship and life skills gained, for example in communication, teamwork, problem solving and business knowledge.
4. **Students graduate and go on to: set up a viable business; further education or decent employment** –we want to know that young people are drawing on these skills to gain decent employment, go on to further education or set up their own business. This is more challenging and these indicators require us to track young people once they have left school over a period of time. These indicators include numbers of graduates in further education, decent employment or setting up viable businesses (post programme and school).
5. **Governments and NGO partners embed the school enterprise model into the curriculum** – we want to reach over 1 million beneficiaries by 2020. In order to do this we will need governments and partners to support our model and encourage schools in their countries to set up school businesses. These indicators will include government promoting our school enterprise model, governments adopting our model etc.

The diagram below summarises our theory of change and the journey of students and schools involved in the school business. To see more information about our Theory of Change (Annex 1)



In order to measure these 24 indicators we developed and used a range of different tools. These included:

- ✦ Surveys
- ✦ Observational tools such as the leaderless group discussion which was created specifically for our programmes
- ✦ Case studies
- ✦ Focus groups
- ✦ Graduate surveys
- ✦ Data collected through business ideas, plans and final reports (e.g. business finances, number of students involved, impact recorded by participating students).

All these tools align with our organisational Theory of Change where we are aiming for all our programmes to lead to the ***empowerment of young people to succeed in work and in life free of poverty.***

Businesses are set up, profitable and sustainable

Businesses that generate a profit are more likely to be sustainable in the long term, benefitting more students every year and enabling further business development³.

In 2015:

- ✦ **851** business and business development plans written.
- ✦ **462** businesses set up.

It is also worth noting here that some schools take longer than an academic year to set up their school business. This could be for a number of reasons, for example type of business, internal challenges within the school, education strikes etc. However, we recognise that there is more to be done in supporting schools from the planning stage to the setting up a school business.

- ✦ Schools that had school business generated a collective income of **\$1,522,506⁴**.
- ✦ Schools that set up businesses through the [School Enterprise Challenge](#) collectively generated a **record total income of US\$366,295⁵**!
- ✦ Schools that set up *new* businesses in the School Enterprise Challenge generated an **average net profit of \$462 in just their first 3 months of operation.**
- ✦ School Enterprise Challenge schools with **existing businesses** that chose to expand or diversify these generated an **average net profit of \$2,202 during their implementation period.**

What is the impact of this profit on schools and students? We have been tracking **what** school businesses spend their income on, however, we do not yet have reliable figures as to **exactly how much** of the school business income went into the categories mentioned below and what that might mean for the individuals and schools. The main areas that schools spend⁶ their income on the following:

- ✦ Reinvestment back into the business (most commonly cited)
- ✦ Starting a new business
- ✦ School running costs
- ✦ Tuition fees for students
- ✦ Other support for students e.g. school uniforms, books, stationary etc
- ✦ Local community projects and charities
- ✦ Trips and activities for students

³ We do not have accurate figures on the number of schools running more than one business but we do know anecdotally that a significant number of schools are running more than one school business.

⁴ This includes schools that have been running school businesses for a number of year and therefore their profits could be quite high. This figure also includes a number of schools that were aiming for 100% self-sufficiency for example [La Bastilla](#) in Nicaragua

⁵ Figures as reported by schools in their final reports. Not all schools submitted data.

⁶ Based on school self-reporting in the School Enterprise Challenge final report template, when asked, what do you spend your profits on.



Students from S N Kansagra School in India using their profits from their business Galaxy Bazaar to sponsor the education of children from the under privileged backgrounds to provide them with the same equal educational opportunities as the participating students in their school. S N Kansagra has been involved in the School Enterprise Challenge since 2013.

Teachers' skills, capacity and behaviour is strengthened and businesses are used as an educational tool

Measuring the impact of our programmes on teachers' skills and behaviour is an important indicator of the school business as an effective learning tool.

In 2015:

- ✦ **2008** teachers received training and/or resources in practiced-based entrepreneurship education.

As a result of participating in The School Enterprise Challenge, we also found that:

- ✦ **98%** of teachers agree or strongly agree that they have provided **relevant learning** to their students through the school business.
- ✦ **100%** of teachers agree or strongly agree that they have a **better understanding** of what it takes to be an entrepreneur.
- ✦ **100%** of teachers agree or strongly agree that their **business knowledge increased**.



“When I see the enthusiastic faces of my students and the change in their personalities, I feel that we are providing relevant education. Also, I have not yet opened my own business but I do realise that I have developed all the necessary skills and capabilities to do so.” Teacher from Alchon International School in India.

Students and their teacher (centre) at Alchon International School in India holding a launch event for their school business Candles and Cakes.

*“The **School Enterprise Challenge** translates theory into practice which deepens the understanding of the topic [business studies]. The Department of Education is anticipating introducing entrepreneurship from primary school. I will benefit because the challenge is coming at the right time as an introductory programme. Teachers will have a broader understanding of both theory and practice which will make it easy for me as a subject advisor in terms of teaching the topic. Many potential entrepreneurs may emerge from the project!” - Sifiso Mlaba, Subject Advisor (Business Studies), Sisonke District. Dpt. Of Education South Africa*

“It’s [school business] very interesting for the learners, they get to use the theoretical skills learnt [during business studies lessons] in a practical way in the school business. The learners enjoy this because they can see how their theoretical lessons work in reality.” ~ Nhlanhlo Mabaso, teacher at Qoqisizwe School South Africa

*“Only through the School Enterprise Challenge guides have we been able to **really** grasp concepts that we have learned already and apply them to our school business.” – Teacher, Nicaragua*

In 2017 we will be using tools like the Business Portfolio⁷ to assess how students are participating in the school business and making sure that students are rotated around the different business areas and learning from these. We will also be collecting data on the wider benefits of having a school business on the literacy and numeracy rates pre and post intervention (where we have staff in country).

Students Participate and Learn from planning and setting up a School Business

As a result of participating in [The School Enterprise Challenge](#) our largest most wide reaching programme, reaching **58,838 students** in 2015, teachers report⁸:

- ✦ **97%** of teachers agree or strongly agree that students have a **better understanding of how to run a business**
- ✦ **97%** of teachers agree or strongly agree that students have expressed more **interest in setting up their own businesses**
- ✦ **97%** of teachers agree or strongly agree that students are **more confident** when expressing their ideas
- ✦ **95%** of teachers agree or strongly agree that students are **better able to identify problems and come up with alternative solutions.**



“It helps development of business and planning skills and stress management, and it has a huge influence on developing self confidence and public speaking.”/“Ayuda al desarrollo de las competencias de negociación, planeación, manejo de estrés, y de manera altamente competente desarrolla las competencias seguridad en si mismo, hablar en público.” – Raúl Jiménez teacher at CONALEP Aguascalientes IV, Mexico

Students from the business team representing **CONALEP Aguascalientes in Mexico** activity participating in their school business *Vende Mas Construye Mas (Sell More Build More)*. “The sale of Traditional and Nutritious Oatmeal Cookies with the goal of encouraging kids and young people to eat healthily and as a result decrease the obesity index in our country, as we rank second on a global level. We realized that a cookie and a glass of milk or water is a perfect breakfast as it matches the amount of energy of a breakfast with bread, milk and sugar”. These students won the School Enterprise Challenge North America and Caribbean Regional Prize in 2015.

⁷ The Business Portfolio is a tool which teachers can use to help them rotate students around all areas of the school business and students can record and think reflectively about what they have learnt through participating in the school business. It has not yet been finalised and will hopefully be piloted in 2016.

⁸ Based on responses from teachers of 9540 students in 2015

As a result of participating in a school business 24 students, from Uganda in 2014⁹ performed better than their peers (from a control group) demonstrating a:

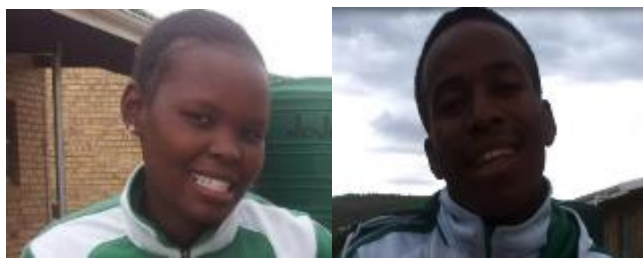
- ✦ Greater ability in **team working**¹⁰ skills – **25%** over the control group
- ✦ Greater **communication**¹¹ skills - **23%** above the control group
- ✦ Better **problem solving**¹² skills - **11%** above the control group

Students were assessed using the following tools:

- ✦ An observation activity, **leaderless group discussion**, where students were asked to solve a business related problem. Their teamwork, problem solving and communications skills were all rated on a scale of 1-5 (1 being poor and five being excellent).

A **self-assessment questionnaire** which tested students' business knowledge, and perception of their communication, team work and problem solving skills.

We chose to focus on a small number of inter-related transferable life skills that were deemed important for work by employers as well as global research from UNSECO¹³, ILO¹⁴. By focusing on a smaller number of inter-related skills, we were able to develop tools to use across many countries. However many of our schools report a number of additional skills gained by students participating in our programmes. It's not possible for us to effectively measure all of these at this time.



"Our advice to anyone who wants to start a school business is that you do not need to have a bank loan, or borrow money, you can hold lots of fundraising events like we did and start your business in this way." Dzanibe Zwelethemba and Makholwa themeke from Dulati School in South Africa.

My advice to other young people interested in starting a business is to be confident and passionate about what you do. You will face challenges but if you are passionate it will help you get through these situations. Siphindile Nzama, from Hope Valley Farm School in South Africa



⁹ In 2015 we carried out our leaderless group discussion tool and self-assessment questionnaire measuring communication, teamwork, problem solving and aspiration, pre and post intervention (e.g. at the start and end of the year). Unfortunately, during 2015 we lost a great deal of data in Uganda when our office collapsed. In addition in Central America the schools that were selected for pre and post testing all dropped out of our programmes and it was not possible to do the post testing with these schools. As a result of these challenges we have put into place a number of mechanisms to ensure that these issues are not repeated in 2016, these include 1) Quicker input of data collected in the field. In the future, budget permitting, we could think about technology such as tablets and apps to enable us to report real time. 2) Increasing the number of schools where we collect data from to allow for some schools to drop out of our programmes.

¹⁰ **Teamwork:** We define successful teamwork as the ability to work effectively within a group setting with people with different opinions and ways of thinking, to achieve a goal

¹¹ **Communication:** We define successful communication to be a young person's ability to effectively convey their opinion and interact with others. (Defined in the JET Framework)

¹² **Problem Solving:** We define successful problem solving as a young person's ability to generate ideas and develop solutions to problems or challenges and improve situations.

¹³ UNESCO, 2012 – Youth and Skills Putting Education to Work

¹⁴ ILO, 2012 - Enhancing youth employability: The importance of core work skills



"I have learnt so much about record-keeping and how to keep accounts through our school business... The school business helped me a lot."
 Student, Núcleo Familiar Educativo para el Desarrollo (NUFED no 355) government school, Guatemala - about their school Snacks and Drinks shop, 2015

"We have been able to buy two laptops for the school from the profits of our school business" Teacher. NUFED no



Students at Arvind Gupta school in India demonstrating the skills they learnt and developed through participation in the school business. The students have said this about being a part of The School Enterprise Challenge School Business. *"Entrepreneurship is like a computer game in which you have to master every level before achieving success. We were provided with an opportunity to start our own enterprise and the skills thus learnt have been important for us, particularly important in our information-based economy. The key skills we developed were knowing a trade, following directions, **teamwork**, working hard, and being professional—efficient, prompt, honest, creative risk taking, **problem solving, communication***

and leadership. Our school has done an excellent job of teaching these skills, we also learnt the importance of thinking deeply about issues, solving problems creatively, work in teams, communicate clearly in many media, learning the ever-changing technologies, and dealing with a flood of information. The rapid changes in our world require us to be flexible, to take the initiative and lead when necessary, and to produce something new and useful"

Students graduate and go on: to set up a viable business; further education or decent employment

As a result of participating in School Businesses **60% of graduates from [La Bastilla](#) school (2013-14) in Nicaragua** were surveyed with the following results:

- ✦ **100%** of our graduates are in **employment or further education**
- ✦ **85%** of graduates report that they have **helped their families** through the knowledge gained through the school business. **15%** of these students were able to financially support their family's businesses.
- ✦ **144%** earnings **above national minimum wage** in the sector for graduates that are employed.
- ✦ **100%** of graduates **feel confident about overcoming future professional challenges** as a result of their experience in the school business.

In addition

- ✦ **90% of graduates from the Stephen Youngberg Technical and Vocational School** in Honduras that were involved in the car mechanics school business (Lubricentro) left the school with decent jobs lined up; graduates from the cabinet-making businesses joined together to set up their own business, using the school's workshop.



“At La Bastilla, through the school businesses, we were taught how to work and learn at the same time, learnt how to work as a team, to problem solve – so now we can deal with any problem. I have personally learnt that I can do anything just as long as I put my mind to it. I have learnt how to fall but also how to get up again and this is the most important part: conviction.”
 Student from La Bastilla.

Students at La Bastilla working on the school milk business. In 2015 the school became fully financially sustainable from the profits of their 5 school businesses. Their Eco-Lodge business alone generated **\$44,315 in net profit.**

Collecting graduate data remains one of our biggest challenges at [Teach A Man To Fish](#). Although we have a method of tracking young people who graduate - the physical process of following up with young people when they leave school, at different stages and over a wide geographical area is both time intensive and expensive. In addition, there were only a few schools where we could access graduates in a reasonable time frame which accounts for the small sample. Over time, we aim to have a larger number of schools with which to conduct our graduate/ school leaver survey. We are aiming to include graduates from schools in Uganda in our 2016 impact report for the first time.

Governments and partners embed the school business model into the curriculum

Whilst we do not yet have our school business model embedded into the national curriculums we have made huge progress working in partnership with both NGOs and governments around the world.

- ✦ **10 partner NGOs¹⁵** across Uganda, Guatemala, Nicaragua, India and Paraguay.
- ✦ Collaboration with **3 Ministries/Departments** of Education in Honduras, Guatemala and South Africa.
- ✦ **35 partner NGO staff** trained in practice based entrepreneurship.

¹⁵ Bharti Foundation in India, Fundacion Paraguaya in Paraguay, African Educational Trust, PEAS, African Revival, Ceredo, Stir from Uganda, AmCham in Nicaragua, and World Vision and Fundacion Beyan in Honduras.

Key Learnings and overcoming challenges from data collected

The most important learnings, which have informed our organisational strategy, from the data collected in 2015 are:

1. Our programmes and in particular The School Enterprise Challenge are **relevant to young people, schools and education in a large number of countries and a range of different contexts** thus supporting our organisational goal to reach 1 million young people a year by 2020. Relevance is defined by the **proven educational benefits** to both students and graduates, as well as the professional development of teachers using the 'learn by doing, practice based entrepreneurship' methodologies.
2. We can work with **operational partners successfully** to reach and benefit young people in schools in their networks which supports our organisational strategy to scale, in partnership with local and national NGOs and government departments.
3. **Retention rates increase with in-country trainings and support to schools**, and with tailored support that responds to schools' capacity and recognises schools' achievement at different stages of business development. This supports our decision both to work with local operational partners and to change the School Enterprise Challenge.
4. **Schools need additional support beyond one year to implement**, develop and expand existing school businesses successfully. This finding has informed the development of the School Enterprise Challenge from an **annual competition to an awards system** with multiple different levels encouraging sustainable development and expansion of school businesses.
5. **School businesses are profitable!**

While not a learning outcome from our programmes, in order to achieve our aim of reaching 1 million beneficiaries a year by 2020 we must make significant investment into our data management and School Enterprise Challenge website.

Next steps in data collection 2016 and beyond

2015 paved the way for some excellent data collection and has provided a solid foundation for the development of our monitoring and evaluation.

Building on the data collected in 2015, we would like to focus on the following on 2016:

- ✦ Pre and post testing of business and work skills with up to 50 schools across Central America and Uganda where we have in-country staff. Tools used will include the leaderless group discussion and self-assessment questionnaire.
- ✦ Gathering more graduate data by tracking students in Uganda for the first time.
- ✦ Piloting the poverty stop light tool in Uganda in 2016/7.
- ✦ Carrying out more focus groups in particular with teachers.
- ✦ Continuing to seek additional funding to expand our monitoring and evaluation to increase our research and continue to develop our monitoring and evaluation tools.
- ✦ Finally we will be contributing to wider sector conversations about measuring entrepreneurship outcomes for young people through conferences, working groups and sharing our research.

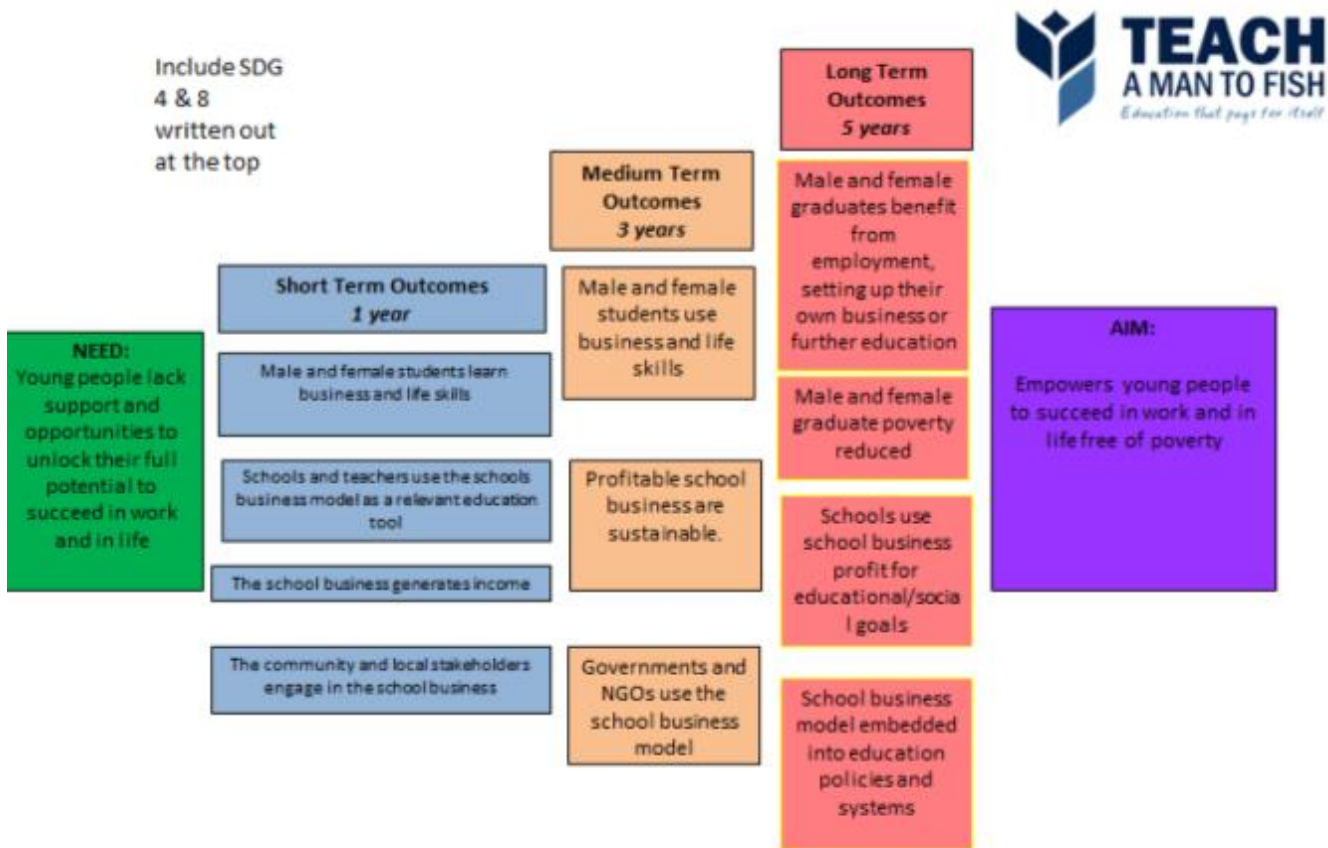
Other areas for us to consider include:

- ✦ **Gender** – Do girls feel a greater sense of empowerment as a result of participating in our programmes? Are girls represented equally in all areas of the business?

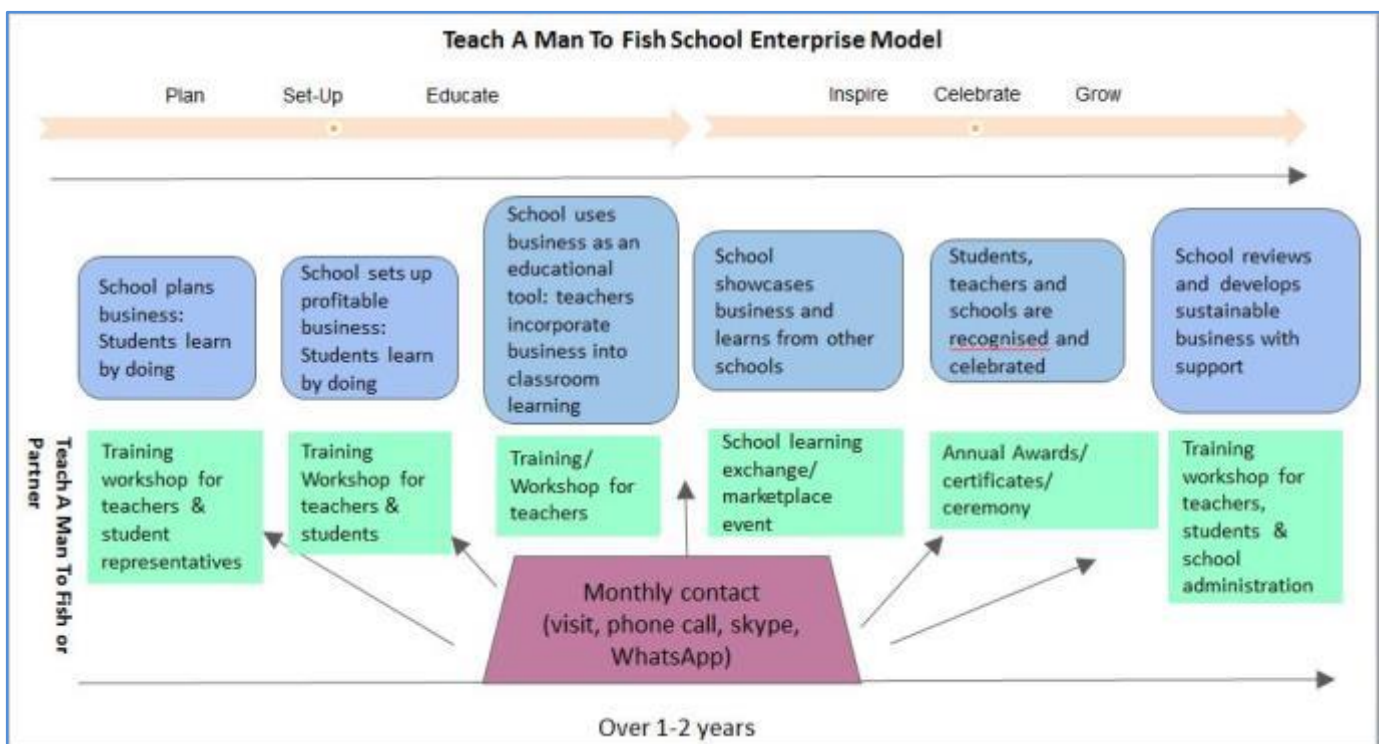
- ✦ **Inclusivity** – Are all people regardless of ability able to benefit and access our programmes?
- ✦ **Child participation** – How are young people participating in our programmes and programme planning. Are we treating young people with the same respect for their views as adults?
- ✦ **Environment** – What are the wider impacts of our programmes on the environment?

Finally we must remember that whilst there is a lot of data we could collect we must make sure that it is achievable for both our in country teams, future organisational partners and within our budget!

Appendix One – Theory of Change



Please note that in 2016 onwards we will be doing further work to strengthen our Theory of Change and link this to an organisational log frame.



Appendix Two - Meet our graduates from Nicaragua and Uganda

Name: Juana Rosa Gutiérrez **Age:** 27 years old
Graduate of: La Bastilla, Nicaragua
Current employment status: Quality Manager of La Bastilla Coffee Farm

Juanita, as this outstanding young woman is called by everybody, has had a relationship with the La Bastilla Technical Agricultural Centre that has gone from wanting to drop out of school to now becoming a valued staff member of La Bastilla Coffee Estates.

While Juanita initially did not want to attend the school at the age of 23 and wanted to drop out despite her excellent academic performance, with the mentoring of teachers and the school director she finally decided to give all of her passion to the education that was before her. When she graduated with academic excellence in 2014 she had already been **offered an internship** in a coffee processing plant in Costa Rica. After her return from this great experience in November 2015, La Bastilla Coffee Estates asked her to become the new **Quality Manager** at the coffee farm, and to organize coffee tours and tastings for guests at La Bastilla Ecolodge. Juanita has enjoyed her experience in Costa Rica a lot and is very excited about the possibility that La Bastilla Coffee Estates is giving her, as it implies “continuous learning”.

Juanita is convinced that if her parents had not asked her to attend La Bastilla, she would most likely **“sit around at home and do nothing. I would not work, I would maybe be studying, but I would be very much behind”**. Now, with a very interesting, **permanent employment that is paid above average** and with classes for Agronomist starting in March 2016, Juanita is keen to keep learning and to prepare herself to set up a coffee farm that exports. Last but not least, her stay in Costa Rica has opened Juanita’s heart towards travelling: she is saving up a big part of her income in order to be able to travel to other Central American countries.



Name: Shalom Muwanika **Age:** 22 years old
Graduate of: Mackay Memorial College, Uganda
Previous role in the school business: Project manager of the School Enterprise Challenge poultry business
Current employment status: Business owner (poultry business)

Shalom Muwanika, 22, is currently studying a **Bachelors of Business Administration** at Makerere University, Kampala. Shalom was previously a student at Mackay Memorial College where he managed the school’s student business team in the 2013 School Enterprise Challenge – an experience which **sparked** in him a **taste for entrepreneurship**.

Growing up in a **single parent family**, Shalom was motivated from a young age to look for **ways to better his situation**. Upon joining Mackay Memorial College in 2009, Shalom developed a keen interest in enterprise-related school activities. In 2013, the school joined the School Enterprise Challenge (SEC) programme, through which Shalom worked with a **team of students to plan and launch a school poultry business**. The SEC programme fostered his **entrepreneurial attitude** and equipped him with the skills to become the **project manager** and **train** his fellow students in how to manage the business. Shalom says that being the project manager was not without its **challenges**, but that he is **grateful** for the **opportunity** it gave him to learn the different **technical skills** required to run a poultry business, as well as **inspiring** him to think about how he could **grow his own business after graduating**. Shalom has declared that he would **recommend** the programme to all students, so that every learner could have the chance to **benefit** from the same experience as he has had.

After leaving school, Shalom tried his hand at a variety of **small business ventures** and used the proceeds of UGX 400,000 (\$120) as start-up capital for **his own poultry business**. His enterprise has flourished – Shalom now rears 100 broilers per week and makes a **weekly profit of UGX 100,000 (\$30)**, enough to allow him to **employ** another person for UGX 60,000 (\$20) per month. Shalom uses his **income** to support his mother and pay for his university tuition and he says that life after school has been much easier now that he is a **job creator** instead of a job seeker.

Alongside his own poultry business, Shalom continues to **train and mentor** new students at Mackay on how to run the school poultry business. He has also found work as a **business consultant** within the local community, giving **advice** to other entrepreneurs on how they, too, can start their own poultry business. In the future, Shalom would like to buy another acre of land to **expand** his business, as he **aspires** to own a big farm raising 1,000 poultry for egg production.



Shalom Muwanika, left, and working on his poultry business

Shalom believes that “When you follow your passion for business, success follows you”. His **passion and aptitude for business** have proven this to be true. Shalom has already seen a **transformation in his life situation** and, promisingly, he has taken the first steps to shape a viable **future** for himself as a **successful young entrepreneur**.

Appendix Three - Meet one of our Students

Name: Nombuso Cele, chair person of the school business

Age: 19

Grade: 11

School: Zithokozise High School in Ugu District

School Business: Happy Days Tuck Shop.

Nombuso was an integral member of the winning team at Zithokozise High School. Their business Happy Days Tuck Shop won the best business idea prize in Kwa-Zulu Natal, beating off stiff competition from schools across the province.

“The School Enterprise Challenge was great, I learnt so much and had fun at the same time. I now know how to take care of customers, project planning including how to use a Gantt chart. I also know how to handle stress in a business for example working hours and managing time and how to handle our competition.

I know that when it is busy that I need to come in a bit earlier to the business and focus on work, this is very important. When we face competition in the business I know that we need to adapt so that we can become better than our competitors.

I also learnt that I need to be an ethical business woman, this is very important. For example when we sell fried chips I know that I must not eat them before serving or, if I want something from the tuck shop I always buy it first just like our customers.

As the chairperson of the school business I wanted to make the business formal. We have a register for tracking attendance when we have meetings. As a class we watched soapies and learnt about different scandals and I want to make sure that nothing goes wrong in my school business.

My favourite thing about participating in the School Enterprise Challenge has been that we get to know the community and what they need. For example



Nombuso Cele, team leader of the school business at her school in South Africa.

when we went out to ask the community for donations we explained what the school business was all about, but at the same time the community also told us their needs. In the future we would like to set up a foundation with the profits of our business to help the community. We have also had lots of fun.

When I leave school I would like to set up my own business, I will use this certificate [for participating in the School Enterprise Challenge] and explain what I have done.

Our biggest challenge was to raise money to start the business. We overcame this by holding a spelling bee competition each class had to register a joining fee of R50, each team member contributed R20 and our principle gave us R300, we were able to make R2100 to start our business.

My advice to anyone who wants to start a business is be determined to succeed, be self-confident and passionate and do not listen to other people if they say you will fail.

I am so passionate about the school business and business studies that I have told my uncle all about what I am doing. He was also so excited so I showed him the business plan and explained it all to him. He has now set up his own successful tuck shop and after school and in the holidays I help him”

Appendix Four: Find out more about our programmes

School Enterprise Challenge



Students from KIIT World School in India demonstrate the skills they learnt through participating in The School Enterprise Challenge

The [School Enterprise Challenge](#) is a student-led, business **start-up** awards programme for schools **around the world**. It is [Teach A Man To Fish](#)'s largest programme, spanning 63 countries in its fifth year of operation!

This **free** programme **guides and supports** teachers and students to set up **real** school businesses. Students develop essential skills in **business and entrepreneurship** in a **practical, fun and innovative** way. The competition and awards format helps schools **generate extra income** for their school, or a social cause of their

choice.

Our staff in East Africa and Central America provide additional support to schools in these regions to participate and progress through the competition through training and knowledge sharing events. In addition The [School Enterprise Challenge](#) in 2015 had a **strong focus on trialling and developing different partnership models to scale the reach and impact of the competition**. In particular, we were keen to reach greater numbers of low resource schools in **five key strategic regions: Uganda, Central America, Paraguay, South Africa and India**. Through partnerships with 10 local NGOs across these regions we were able to reach more schools that were 'offline'.

Finally The School Enterprise Challenge is a highly respected programme with a proven track record. In 2015 we surveyed teachers and found that:

- 100% of teachers would recommend the School Enterprise Challenge to other schools
- 98% of teachers would enter The School Enterprise Challenge again

Uganda projects and Mackay Memorial School



Bernard and Innocent participated in Mackay School's school business in 2015. They have just left school and are waiting to hear if their applications to go on to study at Makerere University in Kampala have been successful.

Meanwhile, they have started their own business growing beans on 1 hectare of land they are renting using their pooled savings. Beans mature quickly (in 3 months) and currently sell for around UGX 1,500 / Kg (\$0.45). They employ a local labourer to help them at weekends on certain tasks, but manage everything else themselves. They expect to make a net profit of UGX 1.5 mill (\$442)

Rwandan Girls' Education & Advancement Programme

Funded by DfID, [Teach A Man To Fish](#) has been working in partnership with Health Poverty Action in the Nyaruguru district since February 2014 to support 28 schools to set up school businesses. [Teach A Man To Fish](#) has provided training in business planning and implementation to **130 school management staff**, as well as providing ongoing school visits and start-up capital.

Nyaruguru is one of the poorest areas of Rwanda, where many female students drop out of school due to financial insecurity, early marriage and teenage pregnancy. The project is part of the wider Rwandan Girls' Education and Advancement Programme (REAP), which aims to help girls stay in education and reach their full potential in life.



- The average net profit per school in 2015 was \$413 (6 months). This **represents nearly 25% of a school's monthly budget.**
- Student retention rates have improved from **66.4% to 77.3%**

'We are surrounded by poor communities. Many of our students lack the correct uniform and school materials they need to study. The benefits (income) we get from here will help the children who do not have the correct materials. The children can learn from this school business so that they may even start their own business when they leave.'

La Bastilla in Nicaragua



Student from La Bastilla, Nicaragua working on their chicken business

We have worked with La Bastilla, a vocational technical school in the coffee plantations of Northern Nicaragua since 2009, helping to develop seven school businesses, including an eco-hotel, egg production and a dairy business. Our recent graduate survey found that over 100% of graduates are in further study or in a well-paying job six months after graduating- well above the national average. At the end of 2015 La Bastilla reached 105% self-sufficiency covering all its running costs through the school businesses.

Enterprising School Network in Central America

[Teach A Man To Fish](#) is a registered NGO in Nicaragua with three staff based in Guatemala and Nicaragua who help manage School Enterprise Challenge across Central America. We also have an official agreement with the Honduran Ministry of Education to work with government schools to set up school businesses.

We have been working with individual partner school (see La Bastilla) in Central America since 2009, and in 2014 we set up the Enterprising Schools Network in order to bring school businesses and youth entrepreneurship to many more schools across Nicaragua, Honduras and Guatemala. The Enterprising Schools Network had an exciting first year with 420 children and young people aged 6 to 20 now learning vital business skills through a school business. The Enterprising Schools Network also brings together schools running school businesses to share learning and best practice. This group of schools are now core members of the network and inspire other schools in the region.



18 out of the 53 students at the Centro de Educación Basica S.A.T Alvaro Contreras, Honduras set up a school shop as part of the School Enterprise Challenge 2015. Students decided to sell snacks, fresh fruit juice and handicrafts all made by students and achieved a net profit of US\$136 in the first two months of trading.

Participating students, their parents and their teachers are convinced that participation in the school business has brought significant benefits:

Student: *"We have learnt how to collect figures, calculate profit and loss, make a balance. This kind of learning has helped us to be more responsible. We are now more excited about learning and more ambitious."*

Parent: “Our children are more motivated and dedicated to learning now”

Teacher: “This is a good opportunity for our students to learn how to manage a business. Students have a more positive outlook to creating and operating a business now and they know how to make a profit”.

Training and Consultancy

Training and Consultancy (or Technical Assistance – TA as it is also referred to) is an important part of [Teach A Man To Fish](#)'s impact and income generation. It is currently contributing around 15% of [Teach A Man To Fish](#)'s income. We work with a range of schools and NGO partners providing workshops, ongoing support and distance learning the following topics:

1. Business planning
2. Business implementation
3. Educational integration
4. Business sustainability & support for graduates into work.

In 2015 our technical assistance support reached four schools in Mali, Benin, Tanzania and the DRC. In addition we reached a further 12 schools through our partnership with Children In Crisis and 5 schools through the MasterCard supported programme run by Fundacion Paraguaya. We ran over 20 workshops with 20-30 attendees in each workshop! Our support has been hugely successful with CPET Don Bosco in Parakou, Benin who generated 5000 Euro's in profit in 2015!

Appendix Five: School Business Case Studies



Satya Bharti Ardash Secondary School Fattubhilla, India

Key Facts

Business type: Manufacturing and selling **pickles and marmalade**
Students involved: **10 students**
Net profit: **\$15 (in one month of trading)**

Ten enterprising students at Satya Bharti Ardash Secondary School Fattubhilla – a member of the **Bharti Schools Foundation** network – have recently launched their business manufacturing and selling pickles and marmalade at a stall at their school. Having carried out thorough **market research** to pinpoint their target market, the students have been delighted to discover that their homemade products have been even more **widely popular** than they anticipated!

To begin, the students shrewdly visited local farm houses to collect fruit and vegetables which were going spare. They **raised start-up capital** by selling newspapers and craft items made out of waste material and used the profit to buy the remaining ingredients. They then worked under the supervision of some experienced mothers to make the products, before **recycling** the discarded fruit and vegetable scraps on a compost heap, as the students were keen not to damage the local environment.



One of the biggest challenges the team faced was their desire to establish a **good reputation** with their customers and be able to answer all their questions. But participating in the School Enterprise Challenge programme soon grew their self-assurance. The teacher in charge commented: “When the students sold

the product they felt satisfied as they have **earned money and gained identity as young entrepreneurs**. They built optimistic attitudes as up-and-coming businessmen; they developed **confidence and courage to aim high**”.

The programme has also been hugely **beneficial to the teachers involved** and the school itself. One teacher commented he felt “*privileged*” to teach students entrepreneurship and that doing so was “*good self-learning*” for him, too. Parents of the students have also recognised the benefits, by thanking the teachers involved for making their children “*more responsible and focused*”. The parents also shared their experiences at the Parent Teacher Meeting, saying that the school business project “*has shown a path to the students to become self-employed, without seeking help from governments. Our school can be recognised as providing real life experience and solutions to the challenges of the future*”.



Kariba South Primary School, Zambia

Key Facts

Business type: **Tailoring**

Students involved: **20 students**

Net profit: **\$611 USD**

Through participating in the School Enterprise Challenge for several years, Kariba South Primary School in Zambia have established and grown a **successful Tailoring Centre**. They produce school uniforms, bags, clothing and re-usable sanitary pads to sell to the local community, as well tourist products now sold in lodges and hostels across Zambia. Growing from strength to strength, in 2015 they diversified their product range and client base and achieved a **net profit of \$611 USD in 5 months of trading**.

They generated this profit by using **second-hand and donated materials** as much as possible and developing a well thought-out pricing strategy, where they charge less to tailor products for customers who provide their own materials. The team also **diversified their product range in an eco-friendly way**. They designed, produced and sold Christmas decorations using locally purchased African printed material stuffed with scrap material left over from their other tailoring products. With the support of a local NGO, School Club Zambia, the team also **strengthened their marketing strategy**, by creating an eye-catching blog and Twitter account to promote online sales.



The 20 students in the school business team have gained **valuable knowledge** and skills through their participation in the school business. From cutting patterns and using sewing machines, to designing innovative new products and record keeping, the students have developed **practical and transferable business skills**. One 14-year-old team member, Clever, says: “*Next year will be very difficult because I will have to leave school. The Young Tailors Club is very important to me because I can make a living from sewing. When I grow up I will start my own business making skirts, dresses, bags, aprons and school uniforms for my community.*”

This year, the team **reinvested 100% of their profits back into the school** by purchasing bricks to construct a girls’ latrine block within the school grounds. Next year, after electing new students into their **Enterprise Committee** to replace graduating students, the team plan to build on their successes by expanding their product line. Head Teacher Mrs Siatwiko says: “*Our big plan is to make the Tailoring Centre a hub to supply local businesses like hotels with whatever they need. We have tailors that can make anything!*”