

ANNUAL REPORT AND ACCOUNTS 2021

Nurturing young people to thrive



Nurturing young people to thrive in 2021

Teach A Man To Fish represents a bold vision for education. We transform the lives of children and young people in developing countries through entrepreneurship education. Our model of practical learning; creating and managing a viable business, develops the skills young people need to succeed in school, work and life and make a positive impact on the world around them.

Through our programmes - **the School Enterprise Challenge, Enterprise Adventure, and the Youth Enterprise Challenge**- young people gain practical business experience and develop essential life skills such as teamwork, leadership, problem-solving and communication through a step by step process of planning and setting up their own real business.

2021 was the year in which we demonstrated the resilience of our programmes, and the grit of our teams, teachers and young people in the face of continuing disruption to life and education. 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 opportunities they are still able to flourish, despite a myriad of external challenges.

In 2021 we gave 78,581 young people the opportunity to Dream, Discover, Innovate and Focus on their potential through our programmes.

With our guidance 24,495 of these young people came up with a business solution to meet needs and demands in their communities. They:

- Engaged with different audiences, Asked questions, Thought Critically; and Discovered Opportunities;
- Made their own Decisions, Set their own Goals and Organised themselves to achieve them;
- Overcame Challenges they faced and built Confidence in their own abilities;
- Made some money and Contributed to the well-being of their families.



24,495 children and youth in our programmes took ownership of their learning and future in 2021. They planned and started businesses, learnt new skills, made money and shared their knowledge and business experience.

They would also have faced multiple worries around increasing household poverty and food shortages, heavily disrupted education, and widening unemployment in their communities. BUT they ended the year with stronger skills and agency to thrive and reach their potential, they also ended 2021 with aspirations and motivation to succeed.

2021 in numbers

Teach A Man To Fish responded to the disruption caused by Covid by expanding its programmes and partnerships, working with out of school clubs, youth groups, refugee settlements and developing an offering for individual young people. We ensured continued access to education and skills-building for those that need it most.

- 24,495 children and youth became entrepreneurs, gaining key life and business skills
- 869 teams, clubs, youth groups and individual young entrepreneurs planned and/or ran a real business
- 2,638 teachers discovered and developed their skills in student-centred teaching
- Over 175,000 additional people benefitted indirectly from teachers and young entrepreneurs using and sharing their knowledge and skills
- \$100,000+ of total income was generated in 2021 by our young entrepreneurs

80%+

Over 80% of the young people improved their communication, team-working, critical thinking, and problem-solving skills significantly. Participants in the School Enterprise Challenge and non-participants started the year at the same skill level. While our participants improved their skills by 26%, non-participants' skills had developed only very slightly over the year (5%).



We were inspired by the young people that went on determinedly to launch businesses in 2021: from a community cinema in Nicaragua; to solar lamps in Honduras; affordable soap in Ugandan refugee settlements; mobile banking for rural communities in Uganda; to a book club for young children in India.

Spotlight on the School Enterprise Challenge

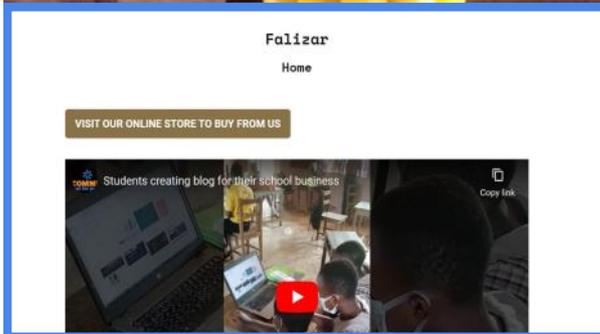


INNOVATIVE MARKETING SECURES BUSINESS SUCCESS

Falizar Experimental School is based close to a mining community in southern Ghana. Their business marketed two products: beaded products and liquid soap. As a team, they learnt the skills for production in their Arts and Science lessons and decided on an ambitious marketing strategy: selling their products online as well as in-person at school and in their community.

So, with that aim the team also set about learning the ICT skills to fulfill their strategy, creating a website on Word Press. They filmed how they went about researching and planning their business and how they produce their bead designs and soap, sharing the videos on their website.

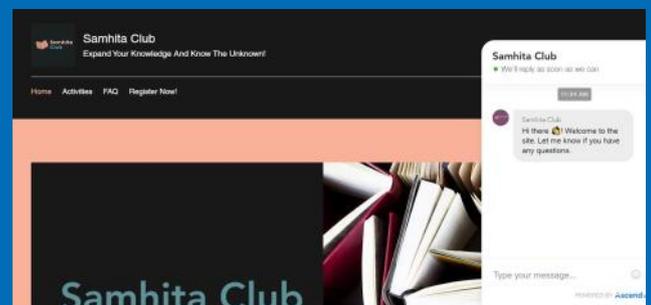
This approach connected their customers with the team and sales roared. **At the end of 2021, the business had generated USD220 in income.** The government capitation grant per pupil is only USD 1 p.a., so this additional income makes an enormous difference.



TURNING A CRISIS INTO AN OPPORTUNITY

In 2021 schools everywhere tried to provide online classes for students who were still learning remotely. The Kothari International team turned the challenge of online learning into a business opportunity. Their **Samhita Book Club** set up an online book club for young children for a small monthly subscription.

The team built a website which hosts reading groups, discussions and live theatre sessions which recreate popular stories with puppets and props. They explored many different marketing strategies from human billboards to online advertising through Facebook and Instagram, all the while developing their ICT skills.



They wrote eloquently about what they learnt in their business. Their top three lessons were:

1. the tact of dealing with tough customers, convincing others to listen to you & listening patiently.
2. handle criticism in a positive way, learn from mistakes & not to repeat in future.
3. teamwork & coordination between different departments.

Spotlight on the School Enterprise Challenge

PURSuing A DREAM WITHIN A REFUGEE SETTLEMENT

Anena lives with her Uncle in Lamwo District, Uganda. The district borders South Sudan and hosts some 60,000 refugees. Anena took part in the School Enterprise Challenge in 2019 and was keen to put her business knowledge into practice in 2021 for herself. She started with market research, looking at customer buying habits, deciding that a small shop would be a good business.

Her uncle helped to build a temporary structure for her roadside shop and she started small, stocking products that she knew would be popular including sugar and juice. On a good day, Anena makes sales of up to 20,000 UGX (USD 5.5). On less good days her sales are around 9,000 UGX (USD 2.4) which is still more than the average income for refugees in Uganda (around 5,333 UGX a day). "My business now generates weekly profits and so I am saving with one of the local Village Savings and Loan groups."



Anena wants to become a teacher and she is keen to expand her business and use her profits to enrol in Secondary school and continue her education.

ELECTRONICS ECO-ENTREPRENEURS

New Horizon Tech Shop is an innovative business led by six electronics students from Instituto Técnico Honduras. As part of the School Enterprise Challenge they launched two small businesses.

- Producing 3D printed keyrings with the logo of the school for sale to fellow students, reusing and recycling plastics.
- Adapting large "old-fashioned" stereos that only worked with CD/radio to also work via Bluetooth, extending their appeal.

The urgency to provide economic support to their families during the pandemic encouraged these young entrepreneurs to launch a third business. They started producing and selling solar-powered lamps.

These young students have a strong commitment to environmental sustainability, working in different ways to extend the life of their products, using materials that don't harm the environment.



Spotlight on the Enterprise Adventure

SUPPORTING EARLY LEARNERS TO THRIVE



Lisha Lovely won the best Enterprise Adventure Business Plan. Lisha is 17 and lives in Eswatini. During her research into her initial business ideas, she was shocked to discover that 68% of Grade 4 children in Southern Africa cannot read “for meaning in any language” and was particularly concerned for the many children whose learning has been further held back during the pandemic. Her aim in her business is to help early learners develop good reading and writing skills, particularly those from low-income families. She learnt that these skills are a strong predictor of success at school and after school in the workplace.

Her **Animal Alphabet workbook** is for early learners and provides 136 colourful pages of fun reading and writing exercises in Eswatini, themed around different African animals. It will be available in two fonts to help learners transition to cursive writing. Her extensive research has identified a gap in the market for such a workbook and has also guided

her pricing. Her plan is to sell the book to better-off learners which will subsidise books for less fortunate children.

INSPIRING STRONG ETHICAL VALUES IN YOUNG PEOPLE



Shristi is a 15 -year old student in Pakistan. Her business idea and plan is driven by an incident that she read about, with horror, during the pandemic. She read about a group of children who set about trolling their elderly teacher on social media causing him to have a breakdown. This got her thinking about the behaviour and values of young people.

Her **Moral Mate** business aims to take children aged 7-11 on a 10-week journey. She planned a 10-week programme filled with stories, fun activities and safe spaces for discussion about values and ethics. She is taking the cultural tradition of bedtime stories into the 21st century.

Her research showed an opening for her to run this business in collaboration with schools who have a strong interest in instilling values in their students which is also supported by parents. Her initial discussions with a few school leaders have indicated interest and appropriate pricing for the service. She recognises that her next step is some further research—to get expert feedback on her content plans from child psychologists—but she is committed to implementing her **Moral Mate** business.

Spotlight on the Youth Enterprise Challenge

BECOMING AN ENTREPRENEURIAL ROLE MODEL



Agness Nanyunja is a 21-year old mother. She and her husband joined the Twekembe youth group at the start of the Youth Enterprise Challenge, wanting to improve the future for their young family. Agnes was elected as the group's secretary because she went to school, knows how to write and is a very organised person. The youth group is setting up an agricultural input shop in Mawanga selling seeds and pesticides.

Agness already ran a small stall selling chapatis to bring in income for the family and explained that the Youth Enterprise Challenge really helped her improve her business: she identified competitors, thought about ways to make her products stand out, focused on providing better customer service, and expanded the variety of products she was offering. The financial planning lessons gave her a better understanding of the importance of record keeping for the success of her business. "As a business woman, I want to develop and become a role model in my community".

BRINGING BANKING TO RURAL COMMUNITIES

David Kiyonga was elected as the Chairperson for Lubira Youth Group. He is well-respected for his commitment to the group, his honesty and good communication skills as well as his ability to teach and mentor other group members.



As a promising entrepreneur, David received additional tailored support to start his own retail business selling a variety of goods needed by families in Lubira village. Sales boomed and David quickly identified a need for Mobile Money services in his community using his profits to set-up a mobile money service in his shop.

David hopes to start up a charging point for phones next to complement his mobile money business.

"I feel good being involved in business because it increases my income, business and makes me a creative thinker."

Accelerating change

HELPING TEACHERS TO TEACH BETTER

Teachers have the power to change education. In 2021, we worked harder than ever before to develop understanding and skills among teachers, to move them beyond the “listen and learn” approach. We provided teachers with more guidance, resources and tools to stimulate active learning among learners, to link concepts to real-life situations, and include learner discussion in their classrooms to stimulate critical-thinking.

With Teach A Man To Fish 2,638 teachers discovered and developed their skills in student-centred experiential learning approaches. These teachers are bringing student-centred teaching approaches to their classrooms benefitting at least 158,280 additional young people in their schools every year.



Thank you video, Dr. Doroteo Varela Mejía

“I started having reflection sessions after every class. I am using the activities suggested in webinars to help my students develop better understanding.

Now, I frequently make groups for discussion and to find the real problem of students which they bring by themselves and causes, effect and solutions also they bring by themselves”.

CREATING IMPACT AT A NATIONAL LEVEL

In 2021, we also made strong progress towards our goal of building a world in which education unleashes the creativity and power of every young person.

The School Enterprise Challenge has been adopted as an optional module in the Entrepreneurship class curriculum for Grades 7-9 by the Government of Paraguay which made the programme materials available on their new online education portal set up in response to ongoing school closures. Our resources were also included by Secretaría de Educación of Honduras (SEDUC) on their national online teacher platform as learning tools for specific Grade 11 classes.

BUILDING STRATEGIC INTERNATIONAL PARTNERSHIPS

Teach A Man To Fish was selected to host an event in T4’s World Education Week which is hailed as the world’s largest grassroots education conference, with a global audience of 70,000 in 2021. We were also selected to present a recorded session about the School Enterprise Challenge at the RewirED Summit organised by Dubai Cares in partnership with Expo 2020 Dubai. The Summit brought together over 2,000 in-person participants as well as 45 presidents and world education leaders.

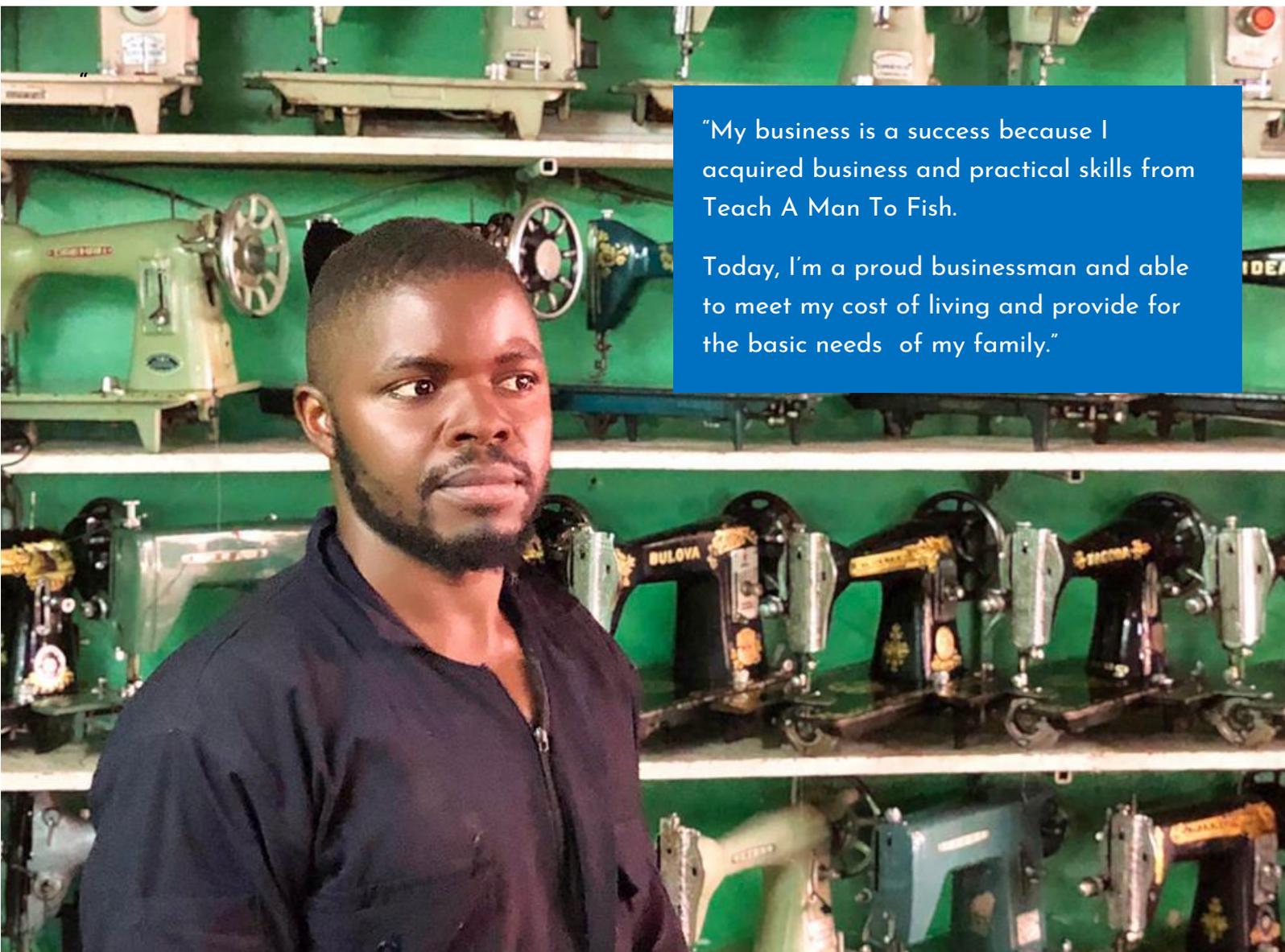
Spotlight on our Alumni

John Kigozi is now 25 and a successful businessman. John grew up with six siblings in a village on the outskirts of Kampala, Uganda. Most of his siblings dropped out of school after completing form four of primary school, but John was determined to complete his education.

John joined the School Enterprise Challenge while studying for his "A" levels at Mackay School. He learnt many new skills in the school poultry business and won our "most inspirational student in East Africa" award in 2015. John used his prize of US\$500 to set up his own poultry business on leaving school, starting with 100 birds.

In 2019, John decided to move away from poultry rearing into selling sewing machines because he saw the high demand for sewing machines among vocational colleges being set up by the government.

John started importing new sewing machines from China in 2019. His first shipment of 25 sewing machines made him a profit of 7,000,000 UGX (US\$1,925). His next shipments comprised 45 and 83 sewing machines respectively and he set up a shop in early 2020. Despite the challenges of Covid, John has been able to realize annual profits of 21,000,000 UGX (US\$5,775) which is double the annual salary of the highest paid secondary school teacher. Furthermore, the stock value of his business is currently 36,000,000 UGX (US\$9,900).



"My business is a success because I acquired business and practical skills from Teach A Man To Fish.

Today, I'm a proud businessman and able to meet my cost of living and provide for the basic needs of my family."

Annual Statement of Financial Activities 2021



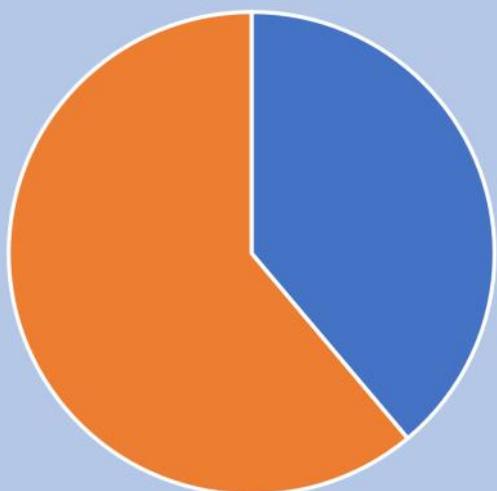
■ Donations ■ Charitable Activities ■ Investments ■ Other

INCOME	GBP
Donations	1,022,827
Charitable Activities	60,747
Investments	717
Other	5,778
TOTAL	1,089,523



■ Charitable activities ■ Raising Funds

EXPENDITURE	GBP
Charitable Activities	1,094,909
Raising Funds	31,764
TOTAL	1,126,673



■ Restricted funds ■ Unrestricted funds

CURRENT ASSETS	GBP
TOTAL	589,734

FUNDS

Restricted funds	229,430
Unrestricted funds	360,304
TOTAL	589,734

We aim to hold a level of general reserves sufficient to meet unforeseen financial requirements and implement new strategic priorities whilst not retaining income longer than necessary. To find full details please go to www.charitycommission.gov.uk

Teach A Man To Fish would like to thank the Foundations, Trusts, Institutions, Individuals and Partner organisations whose generous support enabled us to continue our work with young people in 2021.

In particular we would like to thank The Saville Foundation, Social Capital Foundation, Dubai Cares, British & Foreign School Society, Dulverton Trust, Evan Cornish Foundation, Albert Wessels Trust, Four Acre Trust, Czarnikow, Fiecon, Education Cannot Wait, Souter Trust, Porticus Foundation, ICM Lrd, London Borough of Islington, Leggatt Trust and Opportunity International.

Please visit our website for lots more information: www.teachamantofish.org.uk

