



EDUCATION THAT PAYS | LONDON 2017



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SCHOOL ENTERPRISE
CHALLENGE



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Education That Pays 2017

In a rapidly changing world, how do we educate young people for a future none of us can predict?

This was the question that the 11th annual Education That Pays conference set out to explore over two days in London. The conference was an opportunity for award-winning teachers as well as NGOs, policymakers, corporates and funders to come together around the theme *“Learning for Life: Entrepreneurship, Employability and Skills for Success”*.

Throughout the conference, delegates heard from inspiring speakers and panels, took part in the immersive Enterprise Education Learning Lab, and delved deeper into topics such as Gender and Disability, Building Resilient Entrepreneurs and Measuring Impact at roundtable discussions and a partnership workshop. These discussions, workshops and exercises not only highlighted the issues, but also brought up tangible solutions and strategies which you can read about in the following summaries.

Thank you to all the speakers, moderators and participants for joining in the discussion on this common goal: to see young people reach their potential and become the entrepreneurs, leaders and impact-makers of the future.



Education For Life: Future Skills Today

Nik Kafka, CEO and Founder of Teach A Man To Fish

Many of the great challenges of our time are global. Amongst them is Youth Unemployment. According to the World Bank over 620 million young people are unemployed or underemployed.

This is not just a problem for less developed countries, or the poorest sections of society – although this is where the consequences can be most extreme. The effects of joblessness and underemployment are felt in relatively wealthier communities as well.

At Teach A Man To Fish, we believe school enterprises provide the perfect learning environment to change mindsets and help young people gain skills. Students learn in a real-life context, they assume responsibility and all this happens through a relevant and fun process.

When we first started, no one was talking about relevant education or the need for young people to learn skills for success in work and life. But the world has caught up and the Sustainable Development Goals promote entrepreneurship as a target under Quality Education and Economic Growth.

But the solutions can't just come from the top. The education system must be at the heart of this work and all actors are needed to create change. Now is the time for us all to make this happens and ensure it happens well. This conference and the Education That Pays movement are part of creating this change from the bottom up.

Education That Pays for Itself

“Forget about youth unemployment and education only in the developing world. See the whole world and the pockets of opportunities in every country.” - Dr Martin Burt



What happens when you reconsider a woman who is selling fruit as a micro-entrepreneur?

She becomes an economic agent. She can receive a loan and she can start practicing micro-saving or micro-insurance. Suddenly, this illiterate woman with a third grade education, who was once considered as useless by economic theorists, is considered useful. Like this woman,

schools and students around the world have the potential to be useful when given the right tools. **The challenge is to think about the educational system right now and how we can re-baptise it, rebrand it and think of it in a revolutionary way to reach every school.**

Dr Martin Burt is the CEO and founder of [Fundación Paraguaya](#), a social organisation devoted to poverty elimination through enterprise. Dr Burt also developed the [Poverty Stoplight](#): a digital tool that breaks down the big task of tackling poverty by allowing individual families to evaluate and overcome the specific areas of poverty they face.

Lessons from the Front Line: Award-Winning Teachers from Africa, Latin America and Asia



This year’s Front Line Panel included award-winning teachers from Teach A Man To Fish’s business development programme, the [School Enterprise Challenge](#). They discussed the importance of introducing entrepreneurial education in their schools and the impact they’ve seen on their students. They also shared strategies for keeping students engaged in their businesses and building support from the wider communities.

See the Round Table summaries to learn more about these inspiring educators:

- **Mahalakshmi Jandhyala** (India), 2016 Best Head Teacher
- **Raminder Mac** (India), 2016 People Prize winner and Inspiring Teacher of the Year
- **Andrea Cecilia Barón Iglesias** (Colombia), 2016 Planet Award winner
- **Erasto Haule** (Tanzania), multi-year School Enterprise Challenge winner

Aligning All Actors

Powering Change: Role of the State, Business and Non-profits



Dr Rebecca Montacute is a Research Fellow at the [Sutton Trust](#), which improves social mobility in the UK through programmes, research and policy advocacy. Rebecca co-authored the 2017 study [Life Lessons](#) which looked at the soft-skills young people in the UK need for success both academically and professionally.

The study found that some schools do facilitate soft-skill education. But these are typically more affluent schools with the means to offer activities like debating, which promote confidence, public speaking and leadership training. The study advocates that **all students need to be taught these important life skills no matter their background.** And while

this type of education isn't costly, it does require developing new mechanisms for schools to prioritize soft skill development and engaging businesses to offer training and apprenticeship opportunities.

“Our education system is not equipping people with the skills employers actually want in the workplace...What exactly can we do about this? One thing is to embed these kind of skills into the curriculum and make sure that everyone has access to developing them within their day-to-day life in the classroom.”

Sean Drake founded sustainable investment company The [Wealth Project](#) and the Wealth Project Institute, which empowers entrepreneurs in Ghana.

“We fund educational programmes because, without the right education, entrepreneurs won't be successful. And we focus on transformative education which asks ‘are you making a difference in your community with the education you have?’”

Natasha Kwakwa leads the Standard Chartered Bank's award-winning girls empowerment programme '[Goal](#)' which has reached over 285,000 girls since 2006.

“Goal aims to develop the life skills or, as I like to call, the power skills of young women. We do that through a play-based games approach and sports to teach things like financial education, health, leadership and resilience.”

Davelyn Thompson manages the Department for International Development (DFID) programme, [SPHEIR](#), which supports higher education transformation across sub-Saharan Africa, Asia and the Middle East.

“We understand how there's been a great focus on encouraging entrepreneurship skills within the primary and secondary level, and our hope is that this will then filter in to higher education as well.”

The Enterprise Education Lab

How can 21st Century Skills be Developed in Practice?



The Enterprise Education Lab ran a 2-hour condensed version of the [School Enterprise Challenge](#): the Teach A Man To Fish global school business awards programme .

During the Lab, delegates became student business teams, based on real schools around the world. Teams, guided by the Teach A Man To Fish staff, came up with a business idea, carried out market research and financial planning and set up a stall in a marketplace.

Throughout the Lab, teams also tracked the skills they learnt or demonstrated, such as teamwork, creativity, communication and aspiration. All these activities are scaled down versions of the steps students around the world take when setting up a real school business through the School Enterprise Challenge.

Delegates shared their experience in the Lab, the skills learned and thoughts on school businesses in the real world:

What skills did you find you and your team practised?

- Teamwork – adapting roles and working together.
- Problem-solving – members sometimes dropped out mid-way, but the group still came together in the end.
- Multi-tasking – dividing into smaller groups, coming together to review and taking on multiple roles.
- Finance – looking at specific calculations and numbers was an opportunity to learn tangible skills as opposed to abstract concepts.

How do you think being part of a school business could affect students' mind-sets or aspirations?

- A school business could change the direction of a student's future if done at school. One participant said she may have gone into business if she did the School Enterprise Challenge at school as the Lab demonstrated to her what her real skills are and what she really enjoys.
- The activities allow for some personalities to come through and others to sit back. From a facilitation perspective, it's important to make sure that all students are represented and everyone is involved.



Deeper Dive Sessions

Roundtable discussions led by expert participants, looking at key challenges and working towards collaborative solutions.

Developing Resilient Entrepreneurs, Part I

Moderator: Paola Fatur, *Teach A Man To Fish*

Speakers: Andrea Cecilia Barón Iglesias, [Biblioteca de la Creatividad](#) (Colombia); Elizabeth Nakato, [Idea4Africa](#) (Uganda)



Entrepreneurship is both a business concept and a skillset; competencies that you use everyday and a career. Balancing these qualities can be challenging for young entrepreneurs.

Uganda, for example, is considered one of the most entrepreneurial countries in the world but only 25% of businesses succeed. Many people are

'entrepreneurs out of necessity' as entrepreneurship is seen as a career path for people who failed in education. Colombia's Biblioteca de la Creatividad, on the other hand uses an individual approach in their entrepreneurial programmes. They start with self-assessment, so children know their strengths, and then see what the needs are in their community and how they can help solve them with their skill sets.

Key Takeaways:

- Developing resilient entrepreneurs requires a multi-faceted approach which includes mentors, role models and private and public sectors.
- There must be a possibility of failure in order to become resilient. This is a very big difference in the mind-set of people who are in the school system and those who are not.

Integrating 21st Century Skills into the Classroom

Moderator: Christine Moser, *Teach A Man To Fish*

Speakers: Rediet Abiy Kassaye, [Aflatoun International](#) (Netherlands); Katy Crowe, [Plan International](#)

One of the biggest issues teachers face is how to incorporate 21st century skills into an already packed curriculum. Many teachers don't have the time to run school businesses alongside their normal lessons and curriculums don't allow for easy school business integration.

Some governments, such as the Ugandan government, are also seeing the benefits of teaching 21st century skills in school, but altering curriculums is a long process. One of the reasons for slow changes in education is that it is often harder to measure and assess 21st century skills in school. Organisations like Plan International and Aflatoun are researching these specific challenges and assist teachers to incorporate finance into their lessons.

Key Takeaways:

- A change can't only come from the bottom; policy makers have to be addressed and involved in the discussions on adapting curriculums to facilitate 21st century skill training.
- Among education professionals, *what* is being taught and *how* it is being taught need to be viewed as equally important.
- There needs to be more support for teachers to learn interactive education teaching skills.



Technology, Gender and Disability

Moderator: Sally Walker, Teach A Man To Fish

Speaker: Caitlin Hone, [Batonga Foundation](#) (USA); Gail Stewardson, [Children in Crisis](#)

For many organisations, getting to the root cause of inequality and marginalisation requires working with the whole community. The Batonga Foundation developed a digital survey tool to reach the most vulnerable girls in Benin and engages communities to increase girls' access to resources and services. Children in Crisis work with marginalised children in conflict countries like Afghanistan and Sierra Leone. They provide medical care for children, but also tackle stigma around disability and gender with families and communities. Awareness-raising activities with men and boys in mosques have been particularly effective.

Key Takeaways:

- Work with communities to break down social barriers. Understand and target underlying causes of marginalisation, rather than use blanket interventions.
- Focus on people's abilities for a more inclusive approach, for example, use the phrase 'differently abled' rather than 'disabled'.



Measuring Impact

Moderator: Nik Kafka, Teach A Man To Fish

Presenters: Alanna Hume, [Enabling Enterprise](#); Sarah Grant, [Limited Resource Teacher Training](#)

Gathering information to measure impact needs to be easy if it is to be done reliably and well, and technology is making this easier than ever before. Enabling Enterprise's [SkillsBuilder Framework](#) allows teachers to recognise students' progress against core skills in relation to age and positive behaviours. But collecting data also has its challenges. Evaluators may not see the value or impact of the data right away. Self-evaluation can also be unreliable, as seen with students who grade themselves highly at the onset of a programme and then award themselves lower marks once they have a greater understanding of the skills required, despite their improved abilities.



Key Takeaways:

- Collectors of data need to understand and feel motivated by the value of their measurement and evaluation activities.
- Using both observational and self-evaluation tools, like the free [SkillsBuilder](#) framework from Enabling Enterprise and their online assessment tool available on request.
- Embrace technology with sites and apps that make M&E easier; [Kobo Toolbox](#) is a free app that can easily be customised with M&E questions.

Developing Resilient Entrepreneurs

Moderator: *Christophe Walder, Teach A Man To Fish*

Speakers: *Wiatta Thomas, [Dare to Innovate](#) (Guinea); Lindsey Gilbert-Crouch, [Y Care International](#)*

“Young entrepreneurs don’t usually fail because the training they have received is bad. They usually fail for reasons that are out of their control,” says Lindsey from Y Care International, which looks at factors like health and finances for entrepreneurial training.

Dare to Innovate, supports young entrepreneurs in Guinea on the principle that a wide range of factors play a role in an entrepreneur’s success. They look to invest in resilient young people, school finishers or those already proactive in their community, in the hopes that these individuals’ success impacts positively on others.

Key Takeaways:

- Encourage the formation of support networks with people young entrepreneurs can bounce ideas off when things are going well, but also who will help pick them up when they fall.
- Prepare entrepreneurs for challenges from non-business related areas such as health or the environment.
- Create a framework where failure can be accepted as long as lessons are learned.



Integrating 21st century skills into the classroom

Moderator: *India Jankel, Teach A Man To Fish*

Speaker: *Erasto Haule, [Ilowola Secondary School](#) (Tanzania); Raminder Mac, [Choithram School](#) (India); Anna Hamilton, [Ashoka UK](#)*

Introducing business skills in school can have an impact on more than just individual students. At Choithram School, students learn skills like critical thinking and communication while also improving their ability to collaborate, work as a team and learn from one and other.

In Tanzania, Erasto Haule began beekeeping with students to help with biology lessons. By showing parents the benefit of generating income for the school, he gained community support for the school business.



On a larger scale, the Ashoka Changemaker Schools Programme enables children to become problem solvers and drivers of positive change and help other schools do the same.

Key Takeaways:

- Communicating the impact of project-based learning to stakeholders and influencers (from parents to governments) is key to widespread implementation of such initiatives.
- Passionate individuals at schools can’t drive change alone. Change is the sum of a collaborative effort. It’s not just one person pushing a vision, but groups of people with a critical mass of support behind them.
- Teachers need to be empowered and trained to make space for active learning in the classroom.

Gender, Technology and Disability

Moderator: Adrienne Bernstein, *Teach A Man To Fish*

Speakers: Sohasini Sudtharalingam, [PwC Girls Education Challenge](#); Irene Mutumba, [PEDN: Private Education Development Network](#) (Uganda)

Enabling women and girls to succeed in their communities is a process that goes beyond skills development. It requires fostering spaces for girls to collaborate and look at the root causes of inequity together.



Improvisational activities can help girls explore societal inhibitors and develop the skills to overcome barriers. At PEDN, girls interview each other to practice their public speaking and ability to think on their feet. The Girls Education Challenge, led by PwC, also uses drama as a tool in Ethiopia where girls learn about gender equality and put on plays to teach lessons in their schools.

Key Takeaways:

- Engaging girls through real-life scenarios is an important first step for developing confidence and assertiveness.
- While it's important to have safe spaces for girls, including boys in female empowerment clubs or lessons can help break down gender barriers
- Using games creates a fun environment and helps girls overcome the scariness and seriousness of speaking their mind.

What was the best thing about the conference for you?

“Meeting like minded teachers from different schools around the globe who are working to enhance student learning in the classroom”

- Raminder Mac, Choithram School

Partnership Workshop - Thursday 16th November

Discussions building on the themes of the previous day, as chosen by delegates

Partnerships (Schools)

Partnerships are a valuable resource for school businesses to gain and share knowledge. Reciprocal school visits give business teams the chance to visit other schools, see how they run their businesses, what challenges they face and how they overcome them.

There are also opportunities for international school partnerships. In the School Enterprise Challenge, teachers can be part of WhatsApp groups which facilitate knowledge-sharing, support and mentorship. Other platforms, like the British Council Connecting Classrooms forums allow schools to connect and network. These connections not only support students and teachers in their school businesses, but promote global citizenship and help students learn about cultural perspectives from other countries.

Partnerships (Organisations)

Trust is fundamental to a successful partnership, but other factors that can help include open source materials, adaptability and a commitment to mutual learning.

Once a partnership is established, real efforts need to be made to keep it alive and effective communication is central to this. Non-profit/for-profit partnerships are also possible when there is an alignment of motives and organisational philosophies.



Partnership Workshops continued

Innovation

Innovation is often seen on a massive scale, with companies like Apple or Google coming to mind. But innovation can also happen on a small scale. What is needed, however, is a consciousness of what innovation is and how to promote it.

Taking little steps, like putting a new spin on an existing product or empowering women to take a leading role are small moves that can lead to big changes. Schools can be also advocates for innovation by sharing their success stories and focusing on the process, rather than end results.



Female Entrepreneurship

Girls and women have the right to own a business, but training and support programmes need to address girls and young women in their cultural contexts to help them develop successful entrepreneurial skills.

Language also has a key role. “Entrepreneur” means an individual, but talking about “enterprises” emphasizes the whole group—a key factor in a business’ success.

Accompanying this is encouraging women to become “Growth Entrepreneurs” and start businesses that have the potential to scale up and offer collaboration opportunities.

Scale

The challenges facing our education systems and the growing youth unemployment crisis require solutions that can impact not thousands, but millions.

Governments are one of the few bodies able to create large-scale solutions, but existing groups and systems could work together and adapt to address the needs in education.

An international league table of countries could track national actions relating to youth unemployment or promote entrepreneurial education. BitCoin and Blockchain are two systems which could engage global markets and enable beneficiaries to ‘pay it forward’.

Impact

When it comes to evaluating impact, there’s always something to measure, but the right type of evaluation needs to be used for each programme.

In an after-school business club, for example, it’s difficult to measure participants’ self-assuredness and confidence. It is, however, much more feasible to measure attendance at the meetings.

Similarly, with communications, it’s important to know your audience. To communicate impact, you have to know who you are trying to target with the information and pick the best medium for relaying the information.

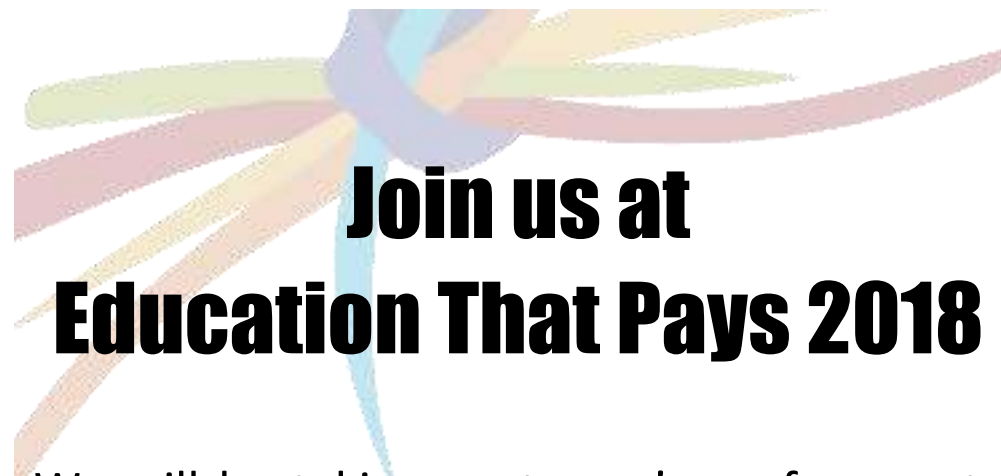
Thank you to this year's speakers and panellists—visit their links below. Thank you also to [Norton Rose Fulbright](#) for generously providing the venue and refreshments for the conference.

Links

Aflatoun International - aflatoun.org
Ashoka UK - ashoka.org
Bangalore International Public School - bips.co.in
Batonga Foundation - batongafoundation.org
Biblióteca de la Creatividad - biblioseo.org
Children in Crisis - childrenincrisis.org
Choithram School - choithramschoool.com
Dare To Innovate - daretoinnovate.com
Enabling Enterprise - enablingenterprise.org
Fundación Paraguaya - fundacionparaguaya.org.py
Goal - sc.com/en/sustainability/investing-in-communities/goal.html
Idea4Africa - idea4africa.org
Ilowola Secondary School - ilowola.org
Limited Resource Teacher Training - lrrt.org
PEDN - pedn.org
Plan International - plan-international.org
PwC Girls Education Challenge - gov.uk/guidance/girls-education-challenge
School Enterprise Challenge - schoolenterprisechallenge.org
Sutton Trust - suttontrust.com
SPHEIR (through DFID) - spheir.org.uk
Teach A Man To Fish - teachamantofish.org.uk
The Wealth Project - twpplc.co.uk
Y Care International - ycareinternational.org

Resources

Enabling Enterprise SkillsBuilder Framework - enablingenterprise.org/skillsbuilder
The School Enterprise Challenge Enterprise Education Lab - email info@teachamantofish.org.uk for more information
Kobo Toolbox - kobotoolbox.org
Poverty Spotlight - povertystoplight.org/en
Sutton Trust "Life Lessons" Study - suttontrust.com/research-paper/life-lessons



Join us at Education That Pays 2018

We will be taking next year's conference to one of our operating countries.

Join our [Member's Network](#) to get early registration access and follow us on social media to for our latest news and updates.

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