



# “TRANSFORMING EDUCATION THROUGH ENTREPRENEURSHIP”

IMPACT REPORT 2018



# “GIVE A MAN A FISH AND HE WILL EAT FOR A DAY; TEACH A MAN TO FISH AND HE WILL EAT FOR A LIFETIME”

Teach A Man To Fish is guided by a simple, all encompassing mission: to empower young people in developing and emerging countries with the skills they need to succeed in school, work, and life.



NIK KAFKA  
TEACH A MAN TO FISH  
FOUNDER AND CHIEF  
EXECUTIVE

Too few young people in developing countries receive the education they need. Too many excuses are made for why this is the case.

Among the 17 Sustainable Development Goals (SDGs), SDG 4 aims to ensure inclusive and quality education for all. This is a crucial goal, and in many ways contributes to a foundation for other SDGs. However, this SDG cannot be met without investing in the development of teachers and innovating the education sector. Teach A Man To Fish represents a bold vision for education. Our approach empowers schools to give young people

the skills, knowledge, attitudes and values they need to succeed in work and in life.

The school-run businesses established through our support not only better prepare young people for the future, but also generate meaningful extra income for their schools - giving under-financed institutions in developing countries the resources to strengthen their education provision and help those students most in need. A school that understands entrepreneurship is one that can teach entrepreneurship - and in doing so empower future generations of students to break out of the cycle of poverty, for good.

In the last year we've seen great progress across all areas of operation. From a substantial increase in our impact through our School Enterprise Challenge programme, to establishing new and innovative projects and partnerships on the ground – our agenda that young people, while in school, should learn skills for success in life, continues to gain real momentum.

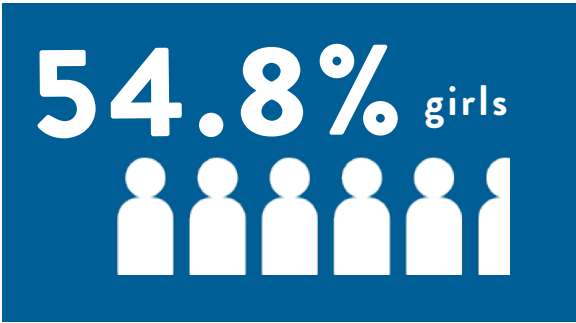
# OUR IMPACT AT A GLANCE



OUR PROGRAMMES GAVE...

69,736

young people business  
and life skills



WE SUPPORTED...

3,187

teachers to help students learn  
in their own school business

812,985

indirect beneficiaries\*

MRS BUSISIWE MTSHWENI, BUSINESS  
STUDIES TEACHER, SOUTH AFRICA

"Participating in the School Enterprise Challenge has  
changed my teaching methods. I learnt how to make  
my lessons creative and inspired my learners to become  
critical thinkers. My learners enjoy my lessons more  
and the pass rate has improved from an average of  
62% to 71%!"



WITH OUR HELP, TEACHERS AND STUDENTS SET UP...

1,163

school businesses



...IN...

74

countries

AND RAISED...

£427.8K

additional income for their  
school community

OUR TEAM TRAINED AND  
WORKED WITH...

260

members of staff

...FROM...

35

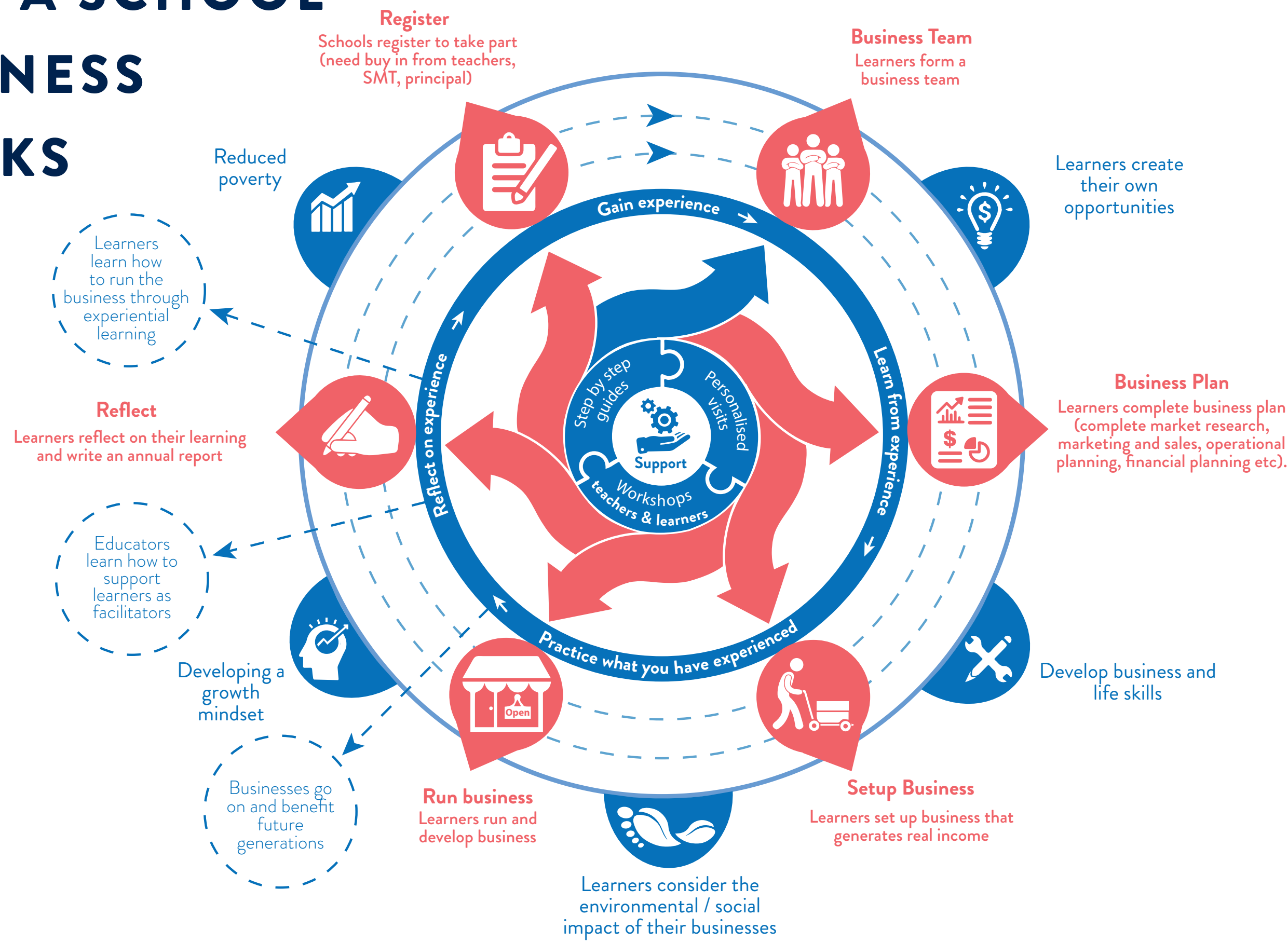
partner  
organisations

CHRISTABEL, 13, GHANA

"The School Enterprise Challenge has  
educated me to start my own business  
to support my grandmother and my  
education. From my profits, I have  
bought all of my learning materials for  
this academic year"



# HOW A SCHOOL BUSINESS WORKS





# HOW WE MEASURE CHANGE

We aim to impact the lives of children, young people and their teachers. In order to measure the change that we help to create, our teams collect quantitative and qualitative data before and after students participate in a school business.

For student skills' development, we concentrate on measuring four essential life skills; teamwork, problem-solving, leadership, presenting/communication; as well as business knowledge.

We carry out a student self assessment with a statistically significant number of

students and triangulate with a teacher assessment at the beginning and end of the school year. Afterwards, we compare these results with those from a group of students at the same school who do not participate in our programmes.

We also conduct interviews with current and former participants to find out how being involved in a school business has changed their lives, and those of their families, in the long term. Where available, we then compare information on their monthly annual income with national statistics.



## HOW WE COLLECT OUR DATA:



SELF ASSESSMENT  
QUESTIONNAIRES



POP QUIZZES



FOCUS GROUPS



INDIVIDUAL  
INTERVIEWS

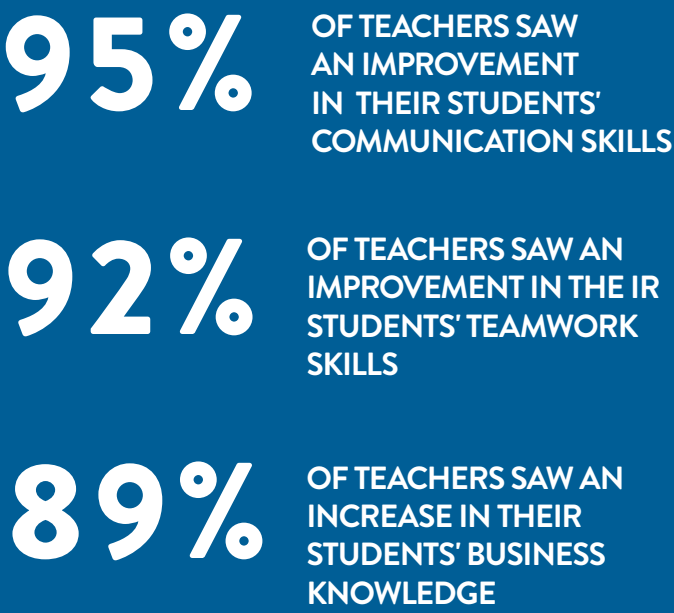


SCHOOL BUSINESS  
PLANS AND REPORTS



# OUR APPROACH ADDRESSES THE SKILLS GAP AND...

By participating in the planning and running of a school business, children and young people develop a range of life skills and experience through practical activities. They learn how to work in a team, lead their peers, identify challenges, solve problems and how to communicate with a range of people in different situations. Employers view these skills as important in the workplace.



## FRANK, FORMER PARTICIPANT, RWANDA

*"Taking part in a school business was a chance for me to learn practical things. The school business was a great way to run a real business and sell a tangible product, knowing the cost of production and profit estimation. I used these skills to negotiate the job I have today. My job is paying me a sum of 90,000Rwf per month, which is not a bad paying job for a high school graduate!"*

# ...CLOSES THE GENDER GAP IN EDUCATION

Throughout our programmes, we are determined to provide equal opportunities for girls and boys. In 2018, 55% of students participating were girls. We also encourage girls into leadership roles. For example, 13 year old Iradukunda from Rwanda was nominated as the Sales Manager of her school's poultry business. She says this helped her grow in confidence and gave her the skills to

set up an agro-forestry business that now supports her family. Similarly, 14 year old Triana from Nicaragua was chosen as her school's organic soap business' General Director due to her attention to detail and good memory. Despite the difficult year that the team faced with anti-government protests, violence, and school closures, Triana stayed determined and motivated to keep her team going.

## TRIANA, STUDENT, NICARAGUA

*"I feel empowered and happy that I am working on this idea. I know that when I leave my high school I will have a project that I can continue working on that could help me support my family. Before I thought about leaving school and getting a job in the tourism industry, but now I'm thinking of setting up my own business and continuing with my studies."*







## ELIAB, FORMER PARTICIPANT, RWANDA

*"My life could have been miserable. Now I am a prosperous man! My business 'Kadaffi's Bakery' has won many competitions at sector level and district level, and I am quite sure that my presentation skills and self confidence were behind these victories. I acquired these skills when I was working on the school-business bakery."*

## YOUNG PEOPLE HAVE NEW OPPORTUNITIES...

**84%** GRADUATES ARE NOW IN EDUCATION, EMPLOYED, OR SELF EMPLOYED

In a survey carried out with 95 Ugandan graduates, 90% reported that taking part in the school business has helped them to do well in work, find employment, or set up their own business. In addition to this, 96% of respondents felt that the knowledge and skills they gained benefited their family

and their community, mostly to grow or diversify an already existing family business or to set up a new one. Out of those that were self-employed, more than half of graduates told us that they started their business while they were still at school! Former participants also were earning 26% more than the national average wage in Uganda, earning approximately \$77 per month.

## MI SEIL KHAMAR CHAN, HEADTEACHER, THAILAND

*"This year we lost 20% of the funding for the rental cost of our learning center. We had to save money, but it is difficult for us because half of parents cannot pay school fees. With the school business we now know how to keep chickens and how to produce our own organic feed. We've made a profit of over 2000 Thai Baht (\$65) and now want to build a duck farm or a shop!"*



## ...INCLUDING THE MOST MARGINALISED

Our model can be adopted by any school, in any context, including in the most marginalised communities. Along the Thai border, Burmese migrants face barriers of race, religion, and immigration status. In 2018, we continued our collaboration with Save The Children Thailand, giving business planning and implementation workshops and ongoing support to three Migrant Learning Centers. After twelve months of running an organic egg business with our

assistance, one Learning Center has gained support from the community and started covering some of their running costs.

Similarly, the Shammah Children Centre in Kibera, Kenya's largest slum, has set up a school business to generate income for their school. We helped teachers and students set up a vegetable garden and a poultry and rabbit rearing business. In less than a year they earned a profit of \$1,200!



# INSPIRING GREAT TEACHING

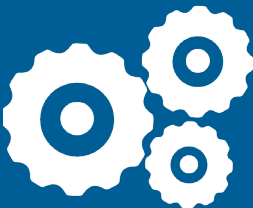
Teachers play a central role in the lives of children and young people around the world. They face multiple challenges to deliver a relevant and impactful education for their students. They also play a crucial part in achieving the Sustainable Development Goals by 2030, particularly in regards to ensuring inclusive and quality education for all (SDG 4). We put teachers at the heart of our work with schools and our ambition to promote quality education for all young people.

Using a combination of teacher training workshops, a specific 14-step programme for facilitating students in planning and running a school business, a comprehensive suite of supporting multi-media educational resources and lesson plans, short messages, remote and school-based coaching and a WhatsApp learning community we prepare teachers to guide their students in experiential learning.

Our School-Business Model gave 3,187 teachers in 2018 a real life platform to support experiential learning, a platform that is relevant to young people’s future in work and business. By building teacher capacity we enable school businesses to continue and engage more new students every year.

**MS. NAKIYINGI FLAVIA,  
TEACHER, UGANDA**

*"Since I started implementing the School Enterprise Challenge programme in my school I have been able to improve both financially and career wise. It helps me think outside the box."*



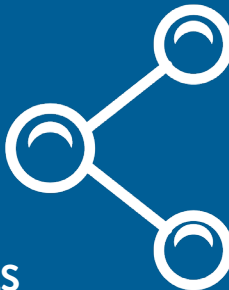
90%

HAVE BEGUN USING PRACTICE BASED LEARNING IN THEIR TEACHING



89%

ARE MORE CONFIDENT TEACHING BUSINESS KNOWLEDGE AND LIFE SKILLS



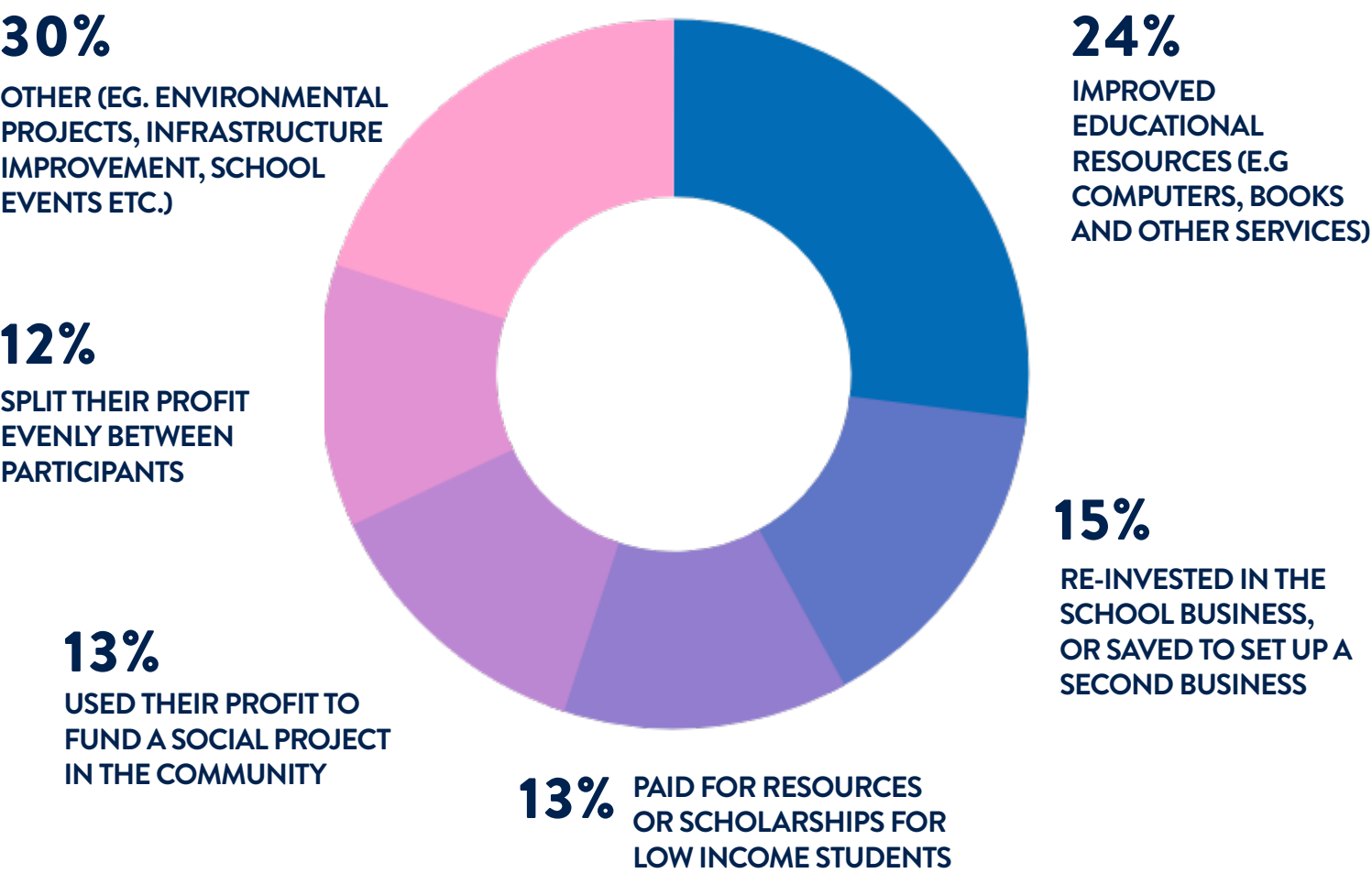
87%

HAVE SHARED NEW SKILLS AND TEACHING METHODS WITH OTHERS



# ENHANCING SCHOOL RESOURCES

We help schools generate their own income and support better access to quality education. Out of the 1163 school businesses that we helped set up, 84% generated a profit. This is what they spent their income on:



£234.5K

TOTAL PROFIT GENERATED BY ALL OUR SCHOOL BUSINESSES



£201

AVERAGE AMOUNT OF PROFIT RAISED BY EACH SCHOOL BUSINESS

# PEOPLE, PLANET, PROFIT

## CHOITHRAM SCHOOL, INDIA

Choithram School planned and set up their eco-friendly school business "Good Earth" in 2014 as part of the School Enterprise Challenge. Four years later, over 45 students are actively taking part in the business every year, producing and selling a wide range of products made from recycled materials including compost, t-shirts, and handicrafts.

Students are also encouraged to regularly rotate around the areas of the business, gaining experience in production, marketing, sales, finances, and more. This school has used 25% of their profit to set up a "Skills Development Center" in one of their classrooms, 25% to invest into their school business, and 50% to buy school books for young people from low income households.

Whilst the idea is simple, it's the execution that is impressive. School business activities have been integrated into classroom subjects such as Maths, ICT, and Economics, bringing the academic curriculum to life with practical examples.





# SCALING OUR IMPACT

Working in partnership with other organisations as "implementing partners" is a key part of our strategy for scaling and we are committed to working with all interested parties. We have seen that working in partnership enables us to deliver our School-Business Model in more schools every year. We provide training, resources and constant support to field officers to deliver our School-Business Model enabling our partners to build on their knowledge and their current offer for schools.

Working with Governments to facilitate public schools to participate in our programmes is very important to our aim to contribute to improved education quality. Robust evidence of impact for young people is critical to gaining government support. We also recognise that governments will want evidence of effective partnerships with other

organisations working in education. Our engagement with government currently ranges from joint monitoring visits and training of District Education Officers to official recognition, joint projects and national endorsement. In Paraguay for example, the Secretary for Primary and Secondary Education states that the School Enterprise Challenge "creates the space for students to develop their creativity and critical thinking skills, and improves their entrepreneurship skills and teamwork".

**DILMA MARTINEZ, DIRECTOR FUNDACION TERRA, HONDURAS**

*"Visiting school businesses in different schools across Central America, I have observed how children develop creativity, imagination, team relationships and positive thinking, and, even more so, see the teachers participating in the same way that their students do"*



35

ORGANISATIONS PARTNERED WITH TEACH A MAN TO FISH IN 2018

260

PARTNER STAFF SUPPORTED THE IMPLEMENTATION OF A SCHOOL BUSINESS

966

SCHOOLS REACHED BY OUR PARTNER ORGANISATIONS



# BUILDING SUPPORT AND SHARING LEARNING

Building community support is part of our strategy for scaling. We encourage school business teams to include parents as far as possible and in 2018, this resulted in over 6,000 parents getting involved in a school business. Every year we celebrate the achievements of students and teachers in their school business. In the countries where we operate on the ground, we hold marketplace events. These events showcase the achievements of students and teachers in their school business and provide an opportunity for school teams to share learning.

Our ‘Education that pays’ conference provides an opportunity to share our learning more widely and learn from others. Our 12th conference in Nairobi, Kenya brought together teachers, students, NGOs, corporate and donor

organisations, and policy-makers. Over 120 delegates reflected on the theme “Skills for All: Education for Employment, Entrepreneurship and Empowerment”. Inspiring speakers and panel discussions explored topics such as ‘Nurturing young entrepreneurs’, ‘Integrating 21st century skills into the classroom’, and ‘Opportunities through technology’.

Managing the Saville Foundation’s Pan African Awards for Entrepreneurship in Education provides another opportunity for us to learn from, highlight and share the excellent work of other organisations. 240 organisations across Africa entered the Pan African Awards in 2018, sharing their initiatives.





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