



TEACH
A MAN TO FISH



**THE SAVILLE
FOUNDATION**
EDUCATE - ENABLE - NURTURE

ADAPTING AND INNOVATING IN 2020



Imagine the potential of a powerful movement of young people; developing skills not just for their own benefit - but empowered to use these skills to help others. In 2020 we saw our vision unfolding

Our mission is to empower young people with the skills they need to succeed in school, work and life. Our vision is that our work will create “a powerful movement of young people; developing skills not just for their own benefit - but empowered to use these skills to help others.”

In 2020 the Covid-19 pandemic wrought havoc around the world. Many Governments closed schools as part of their efforts to contain the spread of the virus shattering our plans for the School Enterprise Challenge. As the pandemic continued, measures to contain its spread disrupted economies and deepened the economic hardships facing many families in the communities in which we work. The School Enterprise Challenge is designed to provide young people with the opportunity to learn and build skills and inspiration to discover opportunities, overcome challenges in a real world setting and use their skills for their own benefit and to make things better for others. This learning opportunity became even more relevant and vital for young people in 2020 and we were determined to find ways to continue providing it.

CHALLENGED TO THINK DIFFERENTLY DURING 2020

The pandemic challenged us to think differently, to innovate and create:

- We ensured that the School Enterprise Challenge was open for schools that were open
- We set up out-of-school Business Clubs for young people where schools were closed.
- We developed and launched a new programme rapidly, the Enterprise Adventure, to help young people learn independently where they could not join school teams or clubs.
- We took advantage of school closures to launch a series of webinars for and with teachers to build their skills in experiential teaching pedagogies in a meaningful and impactful way.
- We improved our School Enterprise Challenge website.

The pandemic also challenged education officials to think differently: e.g. the Ministry of Education, Honduras endorsed the School Enterprise Challenge as an equivalent project for High School students who could not complete their academic project because of schooling disruptions.

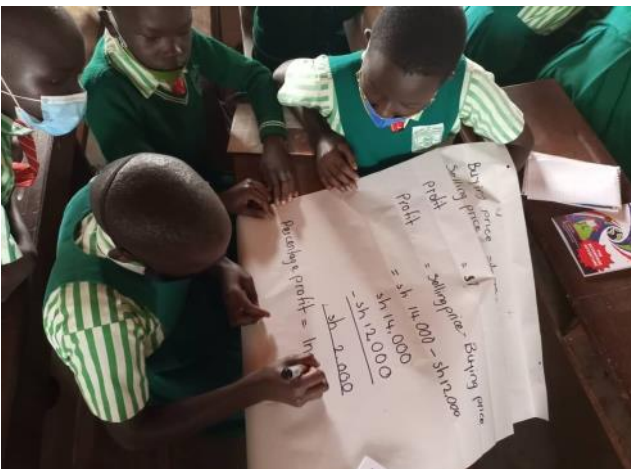
As in every year, we aimed to measure the difference our work makes through collecting standardised data around the acquisition of specific skills and knowledge, but the most convincing portrayal of impact comes emphatically from the young people with whom we work.

2020 in numbers

- 26,206 young people gained key life skills
- 4,645 teachers benefitted from deeper understanding of student-centred teaching
- 119,986 people benefitted indirectly from young people sharing their knowledge
- 388 teams, clubs and Adventurers planned a business
- 177 teams and clubs went on to launch their business
- \$92,000+ of total income was generated

90%+

We talked to 63 teachers who were able to support their students in running a School-Business which again proved a valuable experience for young people. **Over 95% saw their students' communication, team-working, critical thinking, and problem-solving skills improve markedly.** 96% saw students' aspirations increase and 98% saw students' business knowledge increase.



70%+

We were delighted that our new programmes also proved to support young people to develop vital skills. Over 80% of young Rwandans in our out-of-school Business Clubs improved their problem-solving skills; and over 90% their leadership and communication skills. Over 70% of our Ugandan Enterprise Adventurers improved their problem-solving and creativity skills, and their ability to overcome setbacks.

This report aims to demonstrate the relevance and the impact of our work through the words and stories of young people who took on the challenge to continue learning in 2020 in the School Enterprise Challenge, in out-of-school Business Clubs and in the Enterprise Adventure.

Taking the Benefits Home



A GOOD BUSINESS AND A HAPPY TEAM

The School-Business team from Complex Scolaire Faag in the Republic of Guinea produced 55 birthday cakes, 7000 donuts and 12,000 meat and fish pies making a profit of USD\$1,155. This is a huge profit for a school in a poor community where around 55% of the population lives below the national poverty line* (*determined by cost of a basket of sufficient food).

MONEY FOR SCHOOL FEES

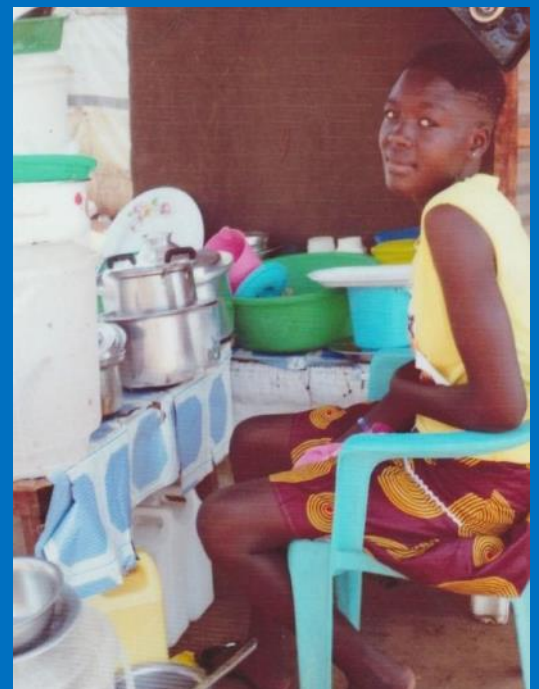
The team picked out **Fatima as the happiest student in the School-Business**. Fatima was the first to join the School Enterprise Challenge and when she learned how to produce cakes and pies as a business she taught her mother, other family members and even some neighbours. As a result, Fatima's mother borrowed some money from her savings group which she used to launch her own bakery business. She has repaid her loan and is now enjoying a growing market for her business. **Fatima's family are now able to pay school fees regularly for Fatima, her sister and her brother.**

MONEY FOR ESSENTIALS

Baida Eja is 15 and lives in Bidi Bidi refugee settlement, Uganda with her brothers and sisters. She is the head of their household. Baida finished her primary leaving examinations in March 2021 and hopes to go back to school if she passes.

Baida joined the School Enterprise Challenge in 2020. She used the knowledge she gained in planning and running a School-Business to set up her own "mini restaurant" around her home after she did some quick market research to check that there was demand. Baida taught her sister how to keep records of sales and how to talk to and serve customers so that she could run their restaurant when Baida was in classes.

The business gives the family money to buy food and clothes.



Making a difference in the community

PASSION FOR THE ENVIRONMENT PAYS

Cindy, 17, studied Agroforestry Management at the Instituto Lenca, Honduras. Cindy is very proud of the learning she took away from the School-Business: *"I liked learning how to run a business, having our own roles within the School Business developed our sense of responsibility"*. Cindy was inspired to start her own business around her passion for plants - house plants, forest and medicinal plants. She started with 200 plants and set a goal of growing and selling 1,000 plants by June 2020 and was delighted to beat her target.



Cindy pays for the additional expenses of her high school education herself from her plant business.

In 2020, Cindy decided to help her family to start and manage a family business called "Café Chonita". "Café Chonita" generated an impressive £277 in 2020. Father and daughter are using the profits to increase their range of products in 2021 and aim to generate enough income to contribute substantially to household expenses.

She says, *"I still want to go to college to become a forestry engineer, but I will continue being an entrepreneur so that I can employ and inspire the youth of my community."*

IGNITING AMBITIONS TO MAKE A DIFFERENCE

Feni Emmanuel is a 13-year old student in Micu Primary School, Arua, Uganda. He joined one of our Business Clubs while schools were closed in 2020. Feni, who told us that his favourite role in the Business Club was marketing the snacks they produced, says: *"Before joining this club my communication was not so good but now I can communicate and present confidently"*. Feni shared his knowledge with his mother and they had started a small snack business together in 2020. Being involved in a business has ignited Feni's ambitions and magnified his ideas of how he can make a difference in his community,.

"Before I got involved in the business I wanted to be a Doctor under a government salary but now I want to study and open up my own hospital to serve my local community".

Helping their community during Covid



MAKING SOAP AVAILABLE IN 2020

Atim and her Business Club team in Uganda looked at how they could help their community during the pandemic by starting a business making and selling affordable, good quality liquid soap.

After 3 months, their business was making a profit which they used to grow their business and provide educational materials (books, pencils, school uniform) for the club members.

MONEY FOR FOOD AND AMBITION

Atim lives with her parents, six siblings and grandparents. Her father is a motorbike driver and her mother has a food stall. Her learning in

the Business Club has helped her start a small business with her mother: *"Before we used to go hungry more frequently but now we rarely do since my mum's business together with mine generates some profits that can now put food on our table"*. Atim says that being a female entrepreneur *"feels so good and it makes you be independent"*. We are excited to see how the business will help Atim to fund her path to her next ambition - of becoming a nurse.

MONEY FOR HEALTHCARE

Byumba Innovators' Club, in Gicumbi, Rwanda set up a business selling Ibiraha - "crushed" Irish potatoes covered in wheat flour wraps and cooked - a popular snack in Rwanda. The team wanted to make sure that their business did not harm the environment and so used an "improved cook stove" to minimise toxic gas emissions. Secondly, they wanted to consider customers' particular needs during the pandemic deciding that they could help people who could not or were nervous of going to a crowded marketplace and at the same time grow a loyal customer base by offering to deliver Ibiraha directly to customers' homes.

The team continued to consider their community's needs when the business made 36,523 RWF (US\$36) in just two months. In their profit-share agreement they decided to give 25% of their profits to support poor families in their community with their healthcare needs.



Creating new opportunities for young people

5,000 YOUNG PEOPLE CONTINUED LEARNING IN NEW WAYS

We were determined to use our expertise to support young people's well-being during the pandemic, especially those young people who were struggling to continue learning with schools closed. So we developed our Enterprise Adventure programme, for young people to complete at their own pace from home, during school closures and lockdown. We designed the programme as a series of activities in 10 missions which guide a young person on an 'entrepreneurial journey' linked to a greater purpose.

We launched the Enterprise Adventure as colourful activity sheets in a printed book for young people in poor communities in South Africa and Uganda and as an App to reach young people across the world. **In 2020 over 5,000 first-time "Adventurers" took part in our new programme.**



74% OF ADVENTURERS WERE ABLE TO LOOK FOR OPPORTUNITIES IN THE DIFFICULT CIRCUMSTANCES of 2020

73%+ We collected data and stories to understand the change that our young Adventurers experienced. Over 73% of our "Adventurers" increased their problem-solving and creativity skills, their confidence and their ability to stay positive. However, the richness of talent and motivation of our young adventures is illustrated in the social enterprises that the young people conceived.

ADVENTURERS RECOGNISED THE OPPORTUNITY THEIR SKILLS GAVE THEM

Aakanksha Sharma called her social enterprise **Powerpuff girls defense works**. She planned to provide self-defence training courses for girls online using her own skills and expertise. Still only 13, Aakanksha is trained in Taekwondo and has completed self-defence courses run by the Delhi Police. She wanted her business to help teenage girls and independent young women feel safer when they were out and about. Her market research showed her courses needed to be easy for young people to access and low cost.

Planning businesses for positive and powerful change



SUPPORTING TEENAGERS' MENTAL HEALTH

Charvi Gangwani won a prize for the Best Social Enterprise Plan for her social enterprise called **Amygdala: Let the Mind Bloom**. Charvi is 17 and wanted to create a space for positivity particularly for teenagers like herself who find themselves affected socially, emotionally and mentally by uncertainty. **The Covid-19 pandemic brought this challenge into sharp focus for her.**

Charvi is a thoughtful young woman, she derived her enterprise's name from Amygdala which is the centre for emotions, emotional behaviour and motivation in our brain.

She planned to create a virtual forum (a website) for young people to connect with other young people, share interests and experience and seek advice - a space that supports young people to grow. She planned to collaborate with experienced professionals to conduct webinars that would help young people and also upload fun videos, activities, and inspiring articles on the website.



HELPING PEOPLE MANAGE THEIR MONEY

Emma Blackbeard is 15 and studies at Hillcrest High School, South Africa. Emma won the Most Innovative Business Idea Award, South Africa. Emma lives with her parents and older brother who is in University studying accounting. Her mother is a warehouse manager and father works in IT. From the start, her family supported her entrepreneurial journey: *"My brother helped me with my budget"*.

Her business idea was for a financial App that helps people track and manage their finances because she noticed that in her community many people do not keep track of their finances properly and suffer financial problems as a result.

Her business will help people who may not be money-savvy to manage their finances better. It is much-needed especially now, with many families experiencing additional financial problems due to the economic downturn related to Covid.

Emma says what she learnt will also help her in school subjects: *"In my Business Studies test we had a question on market research and I excelled. Next year when I am in grade 11, I have to start my own business for the market day, so the Enterprise Adventure has helped me to prepare for that"*.

Adding value for teachers

We grabbed the opportunity that school closures gave to add value for our “frontline workers” - the teachers who deliver the School Enterprise Challenge programme in their schools motivated by their own passion to be great educators. We listened to their interests and responded with a series of professional development webinars and we worked closely with a web developer to make it easier for teachers and students to navigate their journey in the School Enterprise Challenge.

HELPING OVER 5,000 TEACHERS TEACH BETTER

In April 2020 our survey of 761 teachers from 57 countries showed that 98% were interested in attending professional development webinars. We responded quickly, developing a series of 12 webinars to support teachers in expanding and deepening their understanding of student-centred pedagogy.

Topics included ‘Introduction to the Growth Mindset’; and ‘Supporting Students to Learn from Mistakes’ as well as topics related directly to helping students in the School Enterprise Challenge such as ‘Introduction to the Entrepreneurial Mindset’. We delivered the webinars live, in English and Spanish, and uploaded recordings on our YouTube channel and website and we provided activities and tools to use in the classrooms with each webinar topic. 4,645 teachers (69% female) from 82 countries joined our webinars which received a total of 11,376 views.

TEACHERS SHARED TOP TIPS

Fouzia and Mariam were panellists in Webinar 6: a Q & A on experiential learning with teachers from prize-winning School Enterprise Challenge schools. Together they support students to run two businesses: Belleza (organic beauty products) and Graines d’amour (plants with personalised messages). Their top tip was to let students lead activities - from brainstorming to marketing to stock keeping - helping students build courage and confidence to do things on their own and overcome problems, in the school business and later in life.



“I have ten years experience of working with high school students. I plan to use these tools in my students’ final year before graduating to improve their self-esteem so they have better perspectives for their futures” Oscar Rodriguez Lagos, Instituto Jesús Aguilar Paz, Honduras

Adding more value for teachers

BUILDING TEACHER SKILLS AND IMPROVING OUR USERS' EXPERIENCE

In 2020 we made great strides forward in enhancing teachers' experience of the School Enterprise Challenge website. Our new format helps teachers to build their own skills with step-by-step lesson guides, videos and 'knowledge check' quizzes before they embark on activities with their students.

The new format is also more engaging, enabling school teams to record the results of their activities by typing their answers directly into their dashboard and uploading supporting materials which are automatically compiled into Business Idea, Business Plan and Annual Report documents and a photo journal.

The screenshot displays the 'Team Dashboard' for 'Choitram School' and 'Team Tuck Shop'. The dashboard shows a progress bar at 29% and a 'Progress message...' field. Below this, 'Step 1: Business Idea' is highlighted, with four sub-steps: 1. GETTING STARTED (COMPLETED), 2. RESOURCE ASSESSMENT & BRAINSTORMING (COMPLETED), 3. FEASIBILITY STUDY (COMPLETED), and 4. FINANCE YOUR BUSINESS (COMPLETED). A 'SUBMITTED BUSINESS IDEA' badge indicates completion on Apr 27, 2021 at 4:33 pm. The dashboard also features a 'Photo Journal' button and a photo of the team.

The lower section shows 'LESSON 5: MARKET RESEARCH TEACHER CONTENT'. It includes 'LESSON LEARNING OBJECTIVES' (Carry out market research, conduct a competitor analysis, and conduct a SWOT analysis), a 'VIDEO' titled 'Market Research for School Businesses' (describing market research and its benefits), and 'LESSON RESOURCES' (Silver Guide 5).

We started developing the new format in 2019 in a pilot with 10 school teams in Rwanda at Silver Level. Feedback was extremely positive. In 2020 we refined the platform based on their feedback and added content for Bronze and Gold Level users. We invited some teachers from the Global programme to test the new format website and their feedback was also overwhelmingly positive. Our new School Enterprise Challenge website will roll out in 2021 in both English and Spanish for school teams participating on all Award Levels.

Learning from 2020

We were excited that many of our young entrepreneurs launched enterprises to solve specific problems and improve the well-being of their communities; they used their knowledge to benefit their families and others. They demonstrated the potential for our vision to become reality.

SHARING KNOWLEDGE TO HELP COMMUNITY BUSINESSES

Thabani Maphumulo from Singele High School, South Africa used the skills he developed in the Enterprise Adventure to help a local tuckshop owner with his record-keeping. *"He was highly appreciative of my help and asked if I could help him once a month and he will pay me. This is a great opportunity for me as my business idea is to open a fruit and vegetable shop, so I will learn a lot from Mr Mdunge too."*

Thabani plans to study a BCom degree in Accounting or Business Management when he finishes school. *"I stay in a rural community and I hope that I can start my own business and employ people in my community"*



ADAPTING AND MOTIVATING DURING COVID

Many schools struggled to complete business activities due to school closures and COVID-related restrictions. We focused on motivating school teams to continue in the School Enterprise Challenge:

- **We strengthened our community approach.** We shared information on how to stay safe while taking part in the programme as well as inspirational examples of business teams who were adapting their ways of working; organising team meetings on Zoom; introducing doorstep deliveries; and adding in-demand products such as face masks and liquid soap to their suite of products.
- **We continued to recognise and celebrate participants' achievements.** We were not able to host a global celebration event in-person, so we organised a virtual celebration on Zoom. The event, which was delivered simultaneously in English and Spanish, was a huge success, attracting 1,300 views on Facebook. It was shared by the Ministry of Education in Honduras and Guatemala on their own social media channels.
- **We continued to demonstrate that we value and act on our participants' feedback.** We consulted teachers, staff and partner organisations on how to improve our support to participants with different ability levels, particularly those with low understanding and literacy levels. At country level, we have designed lesson plans for teachers with programme activities linked to specific classes. In the Enterprise Adventure we saw learners enjoying navigating simple units of activities supported by fun visuals. In 2021 we are drawing together our learning to develop a number of resources and exercises using simpler language and more visuals for our website.

Learning from 2020

RESPONDING QUICKLY AND INNOVATING DURING COVID

We built the Enterprise Adventure app in-house on the no-code GlideApps visual editor in a few weeks. We adapted the content of the printed workbooks to suit the format of an app with a global teenage audience, and we added multimedia resources.

We launched the app and made improvements weekly, based on user feedback. This was a really effective, low-cost approach for the Version 1.

Content

We consulted with 8 Enterprise Adventure app participants from India and Nigeria to discover what they liked and where we could improve the programme. They particularly enjoyed:

- real-world activities - such as carrying out interviews with people in their community
- gamified features - scoring points, seeing themselves on a leaderboard and winning badges.

They recommended:

- adding foundation-level content for participants with no prior business experience
- enabling participants to team up with other participants to complete the activities together.

We reviewed the workbooks delivered in Uganda and South Africa. We learnt that participants with low literacy levels could be supported better, by:

- simplifying the language used and including more visuals to describe the activities
- including guidance notes specifically for family members or others to help in supporting learners.

Platform

We discovered the limitations of GlideApps; e.g. there is no facility for push notifications to encourage participants to use the app regularly and limited possibilities for interaction and collaboration between users. We learnt that we will need to invest in better technology for Version 2.

Learning from other professionals

During 2020 we received ongoing pro-bono support from:

- a former IT manager who spent his career working for large companies;
- young developers through the Coders and Founders' Tech For Better scheme
- Red Salmons, a social enterprise with experience of supporting digital solutions to development problems.

VERSION 2

In 2021, we embarked on a design-thinking week with Red Salmons to understand the best platform to use in development of Version 2, that will enable us to create a robust platform to host our content and community, with:

- flexibility to integrate new programmes
- capability to support 100,000+ users
- a learner experience which is sufficiently engaging to motivate regular use and encourage participants to carry out the activities.

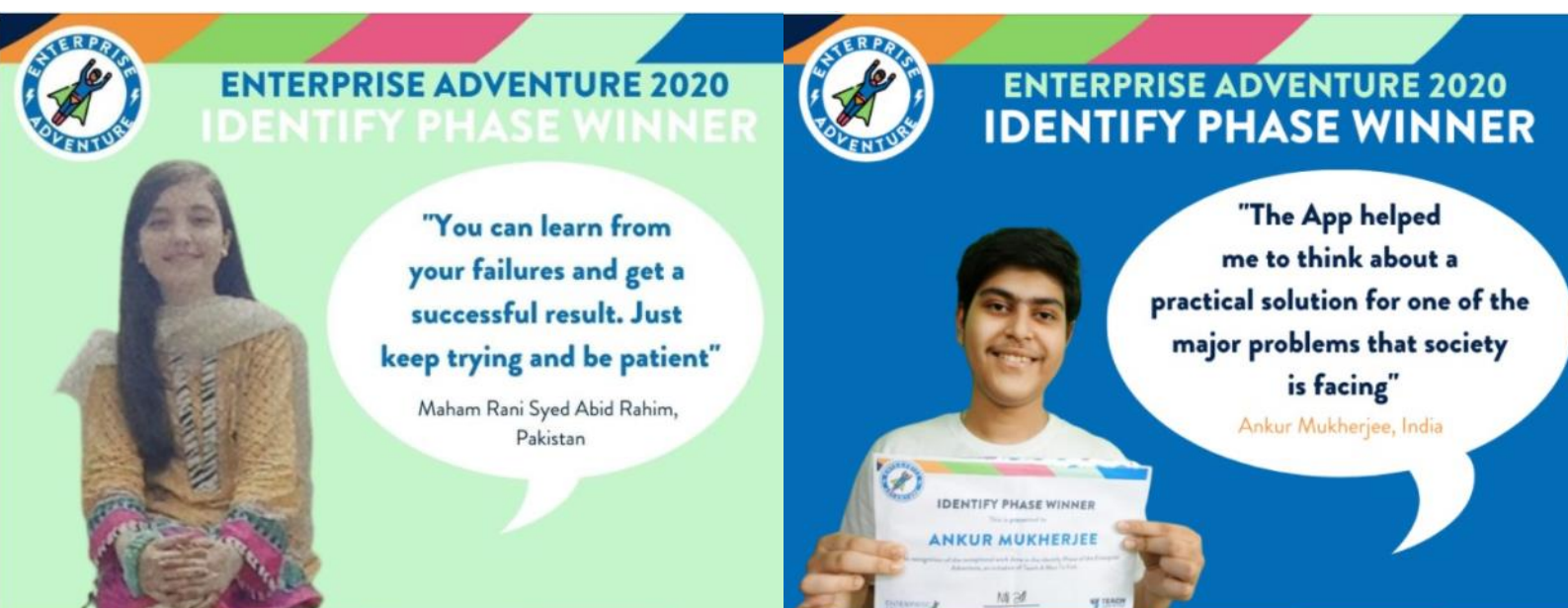
Learning from 2020

CONTINUING TO ADD VALUE FOR TEACHERS

There is a clear demand for professional development opportunities, so:

- We will incorporate new and improved teacher webinars as a core part of our programme in 2021. These will be even more interactive and engaging, giving teachers a “lived experience” of the theoretical content and empowering and inspiring them to implement experiential learning practices in their classrooms.
- We will connect teachers with other teachers in the webinars via breakout room discussions and live quizzes as these proved very popular in 2020.
- We will continue to provide practical tools to support teachers in putting their learning into practice. In 2020 many teachers described the tools as their most valuable take-away from the webinars.

“Teaching and education is a dynamic field. These sessions will help us to make education more meaningful to our learners. I can't wait for schools to open and start implementing all these tools and join the School Enterprise Challenge.” Ian Mathenjwa, North Coast Agricultural School, South Africa



In 2020, we proved again the demand for, and the value of experiential entrepreneurship education. We saw young people starting businesses—not just any businesses—but businesses designed to help others in their communities.