



IMPACT REPORT

2019



OVERVIEW

Through our School-Business Model, we work with schools around the world, equipping teachers to help young people gain business and life skills through real student-led businesses. We prioritise young people in developing countries.

In the next ten years, one billion people will be joining the workforce. With a growing recognition around the world that conventional education is not enough to ensure lifelong success for people, our work is more relevant than ever.

By training teachers to bring practical learning to young people around the globe, we ensure that they receive a quality education that genuinely prepares them for the world after school.

Through our work, we develop young people's ambition to continue in education, access decent work and/or move into self-employment, allowing them to lift themselves out of poverty and invest in the sustained wellbeing and growth of their communities. We make our work accessible to all, reaching marginalised groups to reduce inequalities for now, and for the future.



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



Our dedication to improving the lives of young people everywhere is framed by the United Nations' Sustainable Development Goals.

WHAT'S NEXT

I am delighted that in 2019, we can again show that we made a real and significant difference in improving young people's lives.

Building young people's skills, strengthening teacher capacity, generating income for social causes: our impact in 2019 was huge. For example, in Rwanda, we found that former participants were earning nearly three times the national average for youth of their age. This represents a real opportunity for these young people to move out of poverty for good.

In turbulent times, the need for an entrepreneurial mindset and relevant skills is greater than ever to ensure that young people are able and confident to seize opportunities and improve their lives.

The successes of 2019 inspire us to keep aiming higher, and we will continue to grow as an organisation to further deepen our impact. At the heart of our continued growth is our ongoing work alongside local organisations and governments, building solid partnerships for the future to impact the lives of more young people, helping them become the changemakers of tomorrow.



In Rwanda, our participants earn nearly three times the national average for youth of their age.

2019: WE CONTINUE TO REACH MORE YOUNG PEOPLE!



72,474

young people participated in our programmes



53%

of participants were girls



5,753

teachers participated, of which

876

also participated in our training sessions



1,887

school businesses were running by the end of the year in 34 countries

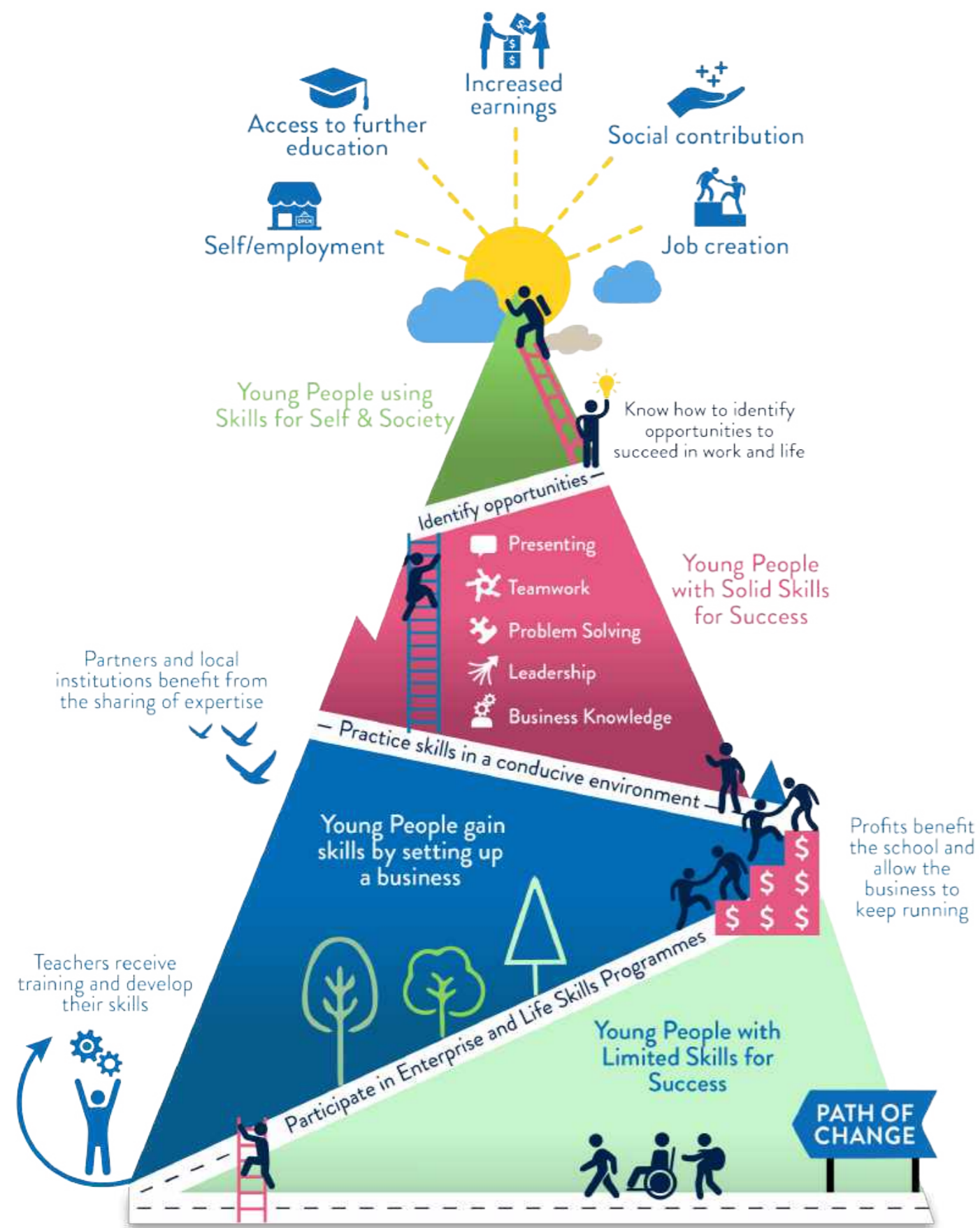


34

operational partners and District Education Offices in 12 countries supported school business teams directly



OUR THEORY OF CHANGE



HOW WE UNDERSTAND CHANGE

We are committed to understanding our impact and ensuring that our programmes are truly improving the lives of young people. This is reflected by us winning the MTN Award for Social Change in 2019, which recognises excellence in Monitoring and Evaluation.

For students' skills development, we concentrate on measuring four essential life skills. For secondary students, we also measure business knowledge:



The Skills Builder is a tool that we have adapted to our context from the Skills Builder Partnership.



Every skill is broken down into steps arranged in a logical order (6 for primary school, 15 for secondary) which come with an "I do" statement.

Learners self-assess what they "do" and teachers also use these statements to decide which skills level the learner has reached. We triangulate learner self-assessment with teacher assessment at the beginning and end of the school year to understand learners' progress¹.

We also conduct interviews with current and former participants to find out the long term impact of our work on them and their families. Where available, we compare information on their monthly annual income with national statistics.

Teachers are fundamental to our work. We measure the change in their knowledge, attitudes and practices in confidence, mentoring, teaching methodologies, life skills and child protection and safeguarding through self-assessment and headteacher observation.

¹ For more information about what each step means for the different skills, head to www.skillsbuilder.org > Explore Framework.

HOW WE COLLECT OUR DATA:



Our programme participants acquire key life skills faster than their peers both in primary and secondary school. Through our programmes, young people are better prepared for the reality of life after school, whether they decide to go into further education, become entrepreneurs or find decent employment.

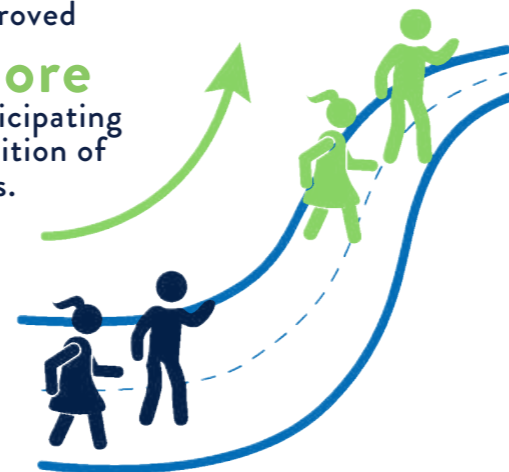
SKILLS FOR SUCCESS IN THE 21st CENTURY

In many of the countries we work in, there are high dropout rates between primary and secondary school, often due to economic hardship and young people leaving formal education to help their families financially. We make our programmes available to primary school students, ensuring that we reach children at key points of their education. While our goal is to help young people stay in and do well in school, we have found that our programmes support them with useful knowledge and skills whether they remain in school or in the event that they have to drop out.

We carried out the Skills Builder with 491 primary school students from Nicaragua, Rwanda and Uganda in 2019, measuring four key life skills: communication, problem solving, leadership and teamwork. We found that, in just 6 months:

PRIMARY: EVIDENCE

Our primary level participants improved **40.5% more** than their non-participating peers in the acquisition of key life skills.



“They get to learn how to plan a business. So, if we have the unfortunate situation of a student dropping out, at least they have some knowledge instead of going out into the world without any practical skills they can use to be more independent.”

Alejandra Soleno, Central America Regional Coordinator at Teach A Man To Fish

SECONDARY: IMPACT

We carried out the Skills Builder with 1,055 secondary school students in Honduras, Nicaragua, Rwanda, South Africa and Uganda, and found that:



Girl participants showed the most impressive rate of skill acquisition when it came to problem-solving: they developed this skill

59% faster than non-participating female peers.



Boys taking part in our programmes showed an outstanding improvement in teamwork skills: they improved

90% more than their non-participating male peers.



Participants in secondary school also developed key life skills at a much faster rate than their non-participating peers in just 6 months. This highlights the positive impact our programmes have on young people, no matter their level of schooling.

Overall, secondary level participants improved...



...than their non-participating peers.



The Business Pop Quiz we use to measure change in business knowledge for learners at secondary school level showed that participants reached an average score of **70%** at the end of the year, whereas their non-participating peers reached **65%** on average.

The handicrafts business at Ecole Primaire St Joseph in Rwanda has allowed girls in the team to grow in confidence and be given more responsibilities.

Students from the Instituto Luis Alberto García Lopez de San Marcos in Nicaragua sell holiday-themed jewellery to their local community



90% of teachers saw an improvement in their students' critical thinking

Data from 789 teachers worldwide self-reporting.



93% of teachers saw an improvement in their students' planning abilities to reach their goals



The students from Colegio de Bachilleres del Estado de Hidalgo chose to use local organic ingredients in their ice cream to stand out from their competitors.

OUR WORK SUPPORTS IMPROVED ACADEMIC RESULTS

Practical learning through planning and running a business helped participants to improve their academic scores. In Ugandan primary schools,

the proportion of participants scoring 80-100% in Science examinations more than quadrupled in the year,

from 5% at the baseline to 22% (for the comparison group, the increase was from 5% to 7%).

In Maths, the proportion of participants who scored 80-100% tripled

from 9% at the baseline to 27% (for the comparison group, the increase was from 4% to 9%).

In Nicaragua, primary school participants improved in the three subjects we tracked by the end of the year: Language, Maths, and Aprender, Emprender, Prosperar². Participants showed a higher average grade than the comparison group in all three, consistently scoring 4 grade points higher.

Girls particularly improved their language skills. The most considerable difference is noted in Aprender, Emprender, Prosperar, where participants showed an average grade that was 12 points higher than the comparison group in term 4. Participating girls did better than their non-participating female peers, and also showed higher average grades in Maths and Language than male participants.

² "Learn, Do, Thrive": This is a subject the Nicaraguan Ministry of Education introduced in 2018, which includes elements of entrepreneurship.

“
Students have improved mostly in Science class since they have topics on gardening, germination, etc. They learn these topics directly from participating in the school business (vegetable growing) and relate these to what they learn in class. Students that are actively engaged in the school business are the best performers in their various classes.”

Mayanja Vincent, lead teacher at Mpigi UMEA High School, Uganda

SPOTLIGHT



5 GENDER EQUALITY



WE EMPOWER GIRLS

Taking part in a school business gives girls the opportunity to lead teams and bring their ideas to life, while learning practical skills and knowledge that will open up opportunities for them in their life and work.

Four girls from the Colegio de Bachilleres del Estado de Hidalgo in Mexico won their local 'ExpoCiencias' fair, which rewards young people's participation and innovation in scientific projects, and they even qualified for the national ExpoCiencias fair for their business, 'Colors Ice Cream Flowers'.

Their enterprise sells organic handmade ice cream made from natural products such as bougainvillea flowers, rose and lavender, without using any food colouring or conservatives.

Mayanja Vincent in the school business' garden with his students in Mpigi Uganda Muslim Education Association High School, Uganda.



A+
99% of teachers worldwide reported to us that learners improved in school subjects.



Nahomi is a student from Nicaragua who was inspired to start her own enterprise while taking part in the school business of her primary school, Escuela Augusto C. Sandino in 2017. She is now attending secondary school at the Colegio Público Rubén Darío de Sébaco, and the family business she set up with her mother has been successfully running for three years.

Their business specialises in the production and sale of 'tajadas' (fried plantains), a traditional Nicaraguan dish. Their popularity has meant that on top of providing work for her mother, they have also been able to provide employment to her sister-in-law.

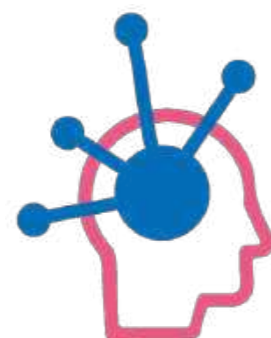
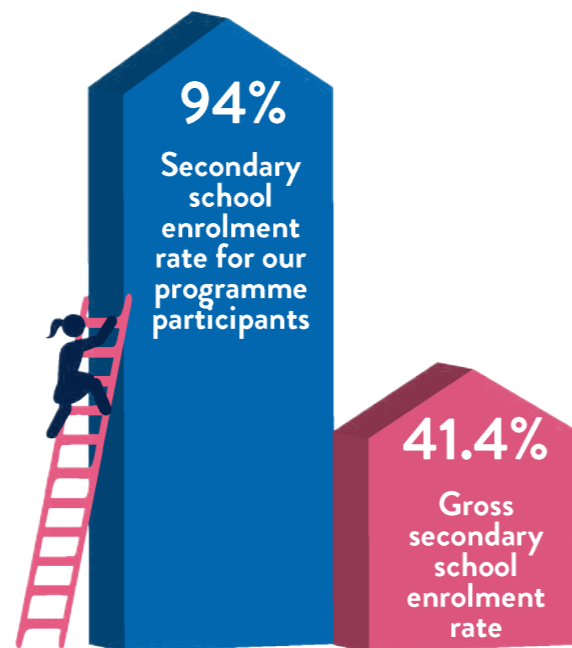


WE OPEN DOORS FOR YOUNG PEOPLE

Given that research shows that young people with higher levels of schooling consistently receive higher economic returns, ensuring that participants are staying in school longer is key to their long term success.

In Uganda, we followed up with young people who had participated in our programmes at the primary school level in 2017 and 2018, to find out if they had enrolled into secondary school. We found that the enrolment rate to secondary education for our programme participants was more than double the gross secondary school enrolment rate for students in the regions of Central 1, Lango and West Nile³.

Secondary school enrolment rate in Central 1, Lango and West Nile, Uganda.



Our student entrepreneurs also reported having shared their knowledge with their families.

45% reported an increase in productivity and/or income in an existing family business as a result.

³ Uganda Bureau of Statistics, Education Monograph Report Final, 2017.



The students from Escuela Roberto José Sequeirra de San Marcos, Carazo have been participating in our programmes since 2015, learning life skills ranging from cooking to carpentry.

WE PROMOTE INCLUSIVE EDUCATION

Our programmes give young people with disabilities the practical skills that help them to overcome challenges they face in integrating into wider society.

According to the Organisation for Economic Co-operation and Development⁴, people with disabilities often lack business skills and knowledge due to limited relevant education and employment experience. Sustainable Development Goal 4 stresses the need to 'ensure inclusive and equitable quality education for all': our programme opens up opportunities for students who are often marginalised.

A teacher from the Centro de Educación Especial Rafaella D'Arbelles in Nicaragua has seen how entrepreneurship education is particularly beneficial to the students with disabilities at her school. She tells us that "it allows them to feel like they are able to be useful to their community". Over the five years of the school taking part in our programme, she has seen young people finishing school and being able to integrate themselves in the labour market with more ease.

⁴ OECD (2014) Policy Brief on Entrepreneurship for People with Disabilities

SPOTLIGHT



4 QUALITY EDUCATION

“

As a teacher I was more of a dictator before, but this project has enabled me to see that learners have great capacity to think and come up with great things when given a chance to bloom.

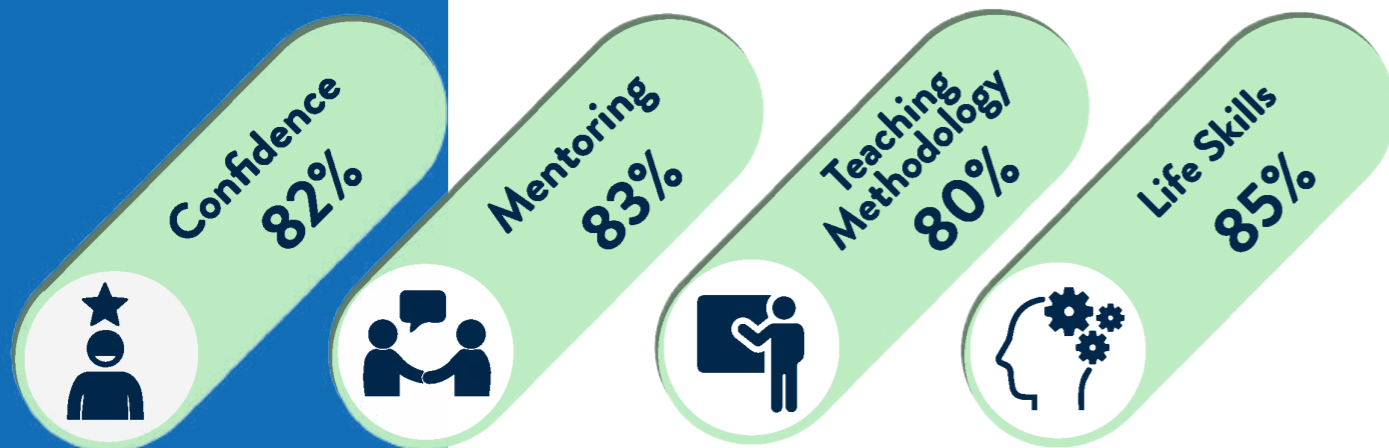
”

Mr Stamper, Cathcart High School, South Africa

WE STRENGTHEN TEACHER CAPACITY

We put teachers at the centre of our work, as enablers and catalysers for child and youth learning. We train teachers in practical entrepreneurship education and on how to guide their students in the planning and setting up of a school business. This is why, in 2019, we developed and piloted a tool to also track how their skills improve throughout the year.

In our first trial with teachers in Honduras, Nicaragua and Rwanda, we found that the teachers participating in our programmes are very engaged and had high scores from the beginning, but half of them still managed to improve throughout the year. At the end of the year, teachers reached an average score of:



Data from Skills Builder carried out with 41 teachers

“

Teachers were entrepreneurial in many areas, coming up with innovations for their lesson plans, thinking of how to link theory and practice. This really demonstrated all the knowledge acquired, which was applicable to different subject matters.

”

Elvia Murillo, Headteacher at Instituto Oficial Triunfo de la Cruz, Honduras



Elvia Murillo has been a headteacher in Honduras for 12 years and wanted to ignite the entrepreneurial spirit of teachers and students alike.

Ntambara Steven making liquid soap with his students as part of their school business



WE BRING PRACTICAL TEACHING METHODS TO TEACHERS

Ntambara Steven, the lead teacher at Martyr’s Secondary School in Rwanda, explains that through our programme, “You get to work with the students in a different way. It’s much more practical. Now I bring examples of business to my lessons. I think the students like feeling like there is a real application to what we are learning.”

“

One of my favourite times is the full team meetings, seeing the students come together and watching them make decisions about their school business. As a teacher it is refreshing being led by the students!

”

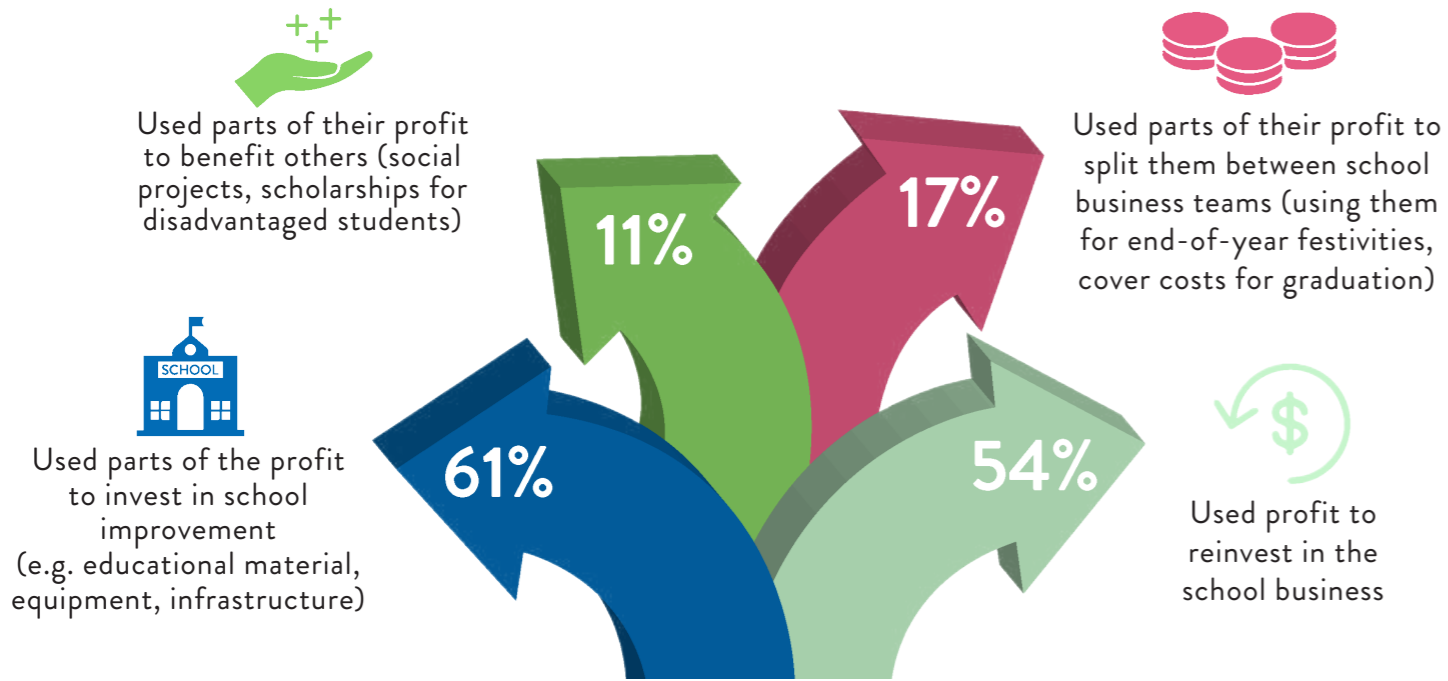
SPOTLIGHT



4 QUALITY EDUCATION

WE IGNITE SOCIAL RESPONSIBILITY

Globally, we encourage young people to set up social enterprises: the belief that business can be a driving force to change the world for the better is at the core of our work. We guide schools to conduct an environmental assessment during business planning, and inspire school business teams to use their profits for the greater good and their communities. For instance, in Nicaragua we found that*:



*This does not add up to 100% as 43% of the schools have used their profit for 2 or more causes



Asmi has become an independent eco-entrepreneur, selling the rugs she makes from recycled cloth.

WE INSPIRE ECO-FRIENDLY INITIATIVES

After participating in her school's eco-friendly business for four years, Asmi, a 15-year-old student from India, launched her own enterprise while attending secondary school. Combining her interests for sustainability and fashion, she produces and sells rugs and mats made from recycled cloth. She took the school business' drive to fight against environmental destruction, as well as the skills she gained through it, to become an independent business woman.

“While working in my enterprise, I have undergone metamorphosis and evolved as a new individual well equipped with the 21st century skills.”

SPOTLIGHT



12 RESPONSIBLE CONSUMPTION AND PRODUCTION

“The income of our business is divided to, first, buy seeds and expand the business. Second, for school educational and social activities. Third, to allow the school to support students from low income families with affording materials like uniforms, pencils, bags.”

Stephan,
Production Manager at GS Kicukiro, Rwanda

Stephan has been taking part in the agricultural school business at GS Kicukiro in Rwanda for three years.



Imitha, a graduate from Phakamani Senior Secondary School in the Eastern Cape, South Africa, is pursuing her passion for entrepreneurship.

WE WORK WITH GOVERNMENTS TO IMPROVE EDUCATION

We know that for our School-Business Model to provide a sustainable platform for education to a large number of young people in the long run, the public education system around the world is a key aspect. We have been growing our relationship with government officials and the Ministries of Education in 6 countries. Officials participated in training workshops, visited schools with us and co-organised marketplace events.

For instance, in 2019, the Ministry of Education in Paraguay encouraged Ministry staff, DEOs and schools to participate in the School Enterprise Challenge, on the basis of its benefits for young people and strengthening subject areas.

In Honduras, we launched a two-year project funded by BFSS in May 2019, which involves working hand-in-hand with The Ministry of Education for the first time to pilot the School Enterprise Challenge as a core part of the Honduran curriculum for upper secondary schools. The project aims to produce a set of guidelines for any school that wants to take part in our programme, and to support:

1,500 students from **60 low-resource schools**
to develop life and entrepreneurship skills



“*Teach A Man To Fish’s educational resources and guidance are supporting students to develop entrepreneurship and problem-solving skills. This organisation has come to support us in Honduras so that we can solve the great challenge of youth unemployment.*”

Emilio López,
Honduran Ministry of Education

SPOTLIGHT



WE SUPPORT JOB CREATORS

After finishing secondary school, Imitha used the skills she obtained as the finance manager of her school business to start and run her own profitable tuckshop. She is saving the profits to pay for the fees for a degree in Supply Chain Management at University of Cape Town.

She also mentors other people in her community who want to become entrepreneurs:

“*My experience in the school business helped me realise that as a person you can’t always depend on others and you need to find a way to stand on your own. I also learnt that the business world is the best way that you can improve others’ lives and bring out the best in everyone.*”



Students from the Escuela Bautista Luz de Esperanza in Paraguay present the peanut-based snacks from their school business.



17 PARTNERSHIPS FOR THE GOALS



51,936 young people supported through partners

Local partnerships are at the core of our work. We believe that transforming the future of young people and improving the education sector is achieved through the exchange of expertise and knowledge between organisations.

WE SHARE OUR EXPERTISE

In 2019, we worked alongside 34 operational partners and District Educational Offices around the globe. Amongst others, we continue to work closely with our sister organisation, Fundación Paraguaya, to bring the School Enterprise Challenge programme to schools across Paraguay. In 2019 this partnership allowed us to support 1,077 schools in planning and/or running student-led businesses.

Through our Training and Consultancy services, we supported four Technical and Vocational Education and Training institutions from the VIA Don Bosco network in Peru and Democratic Republic of Congo both with training and mentoring visits and remote support. By improving these institutions' management capacity, we helped them continue educating marginalised communities. We continued to assist five Migrant Learning Centres supported by Save The Children Thailand to increase their financial self-sustainability through school businesses.

“ Apart from technical business knowledge, Teach A Man To Fish's support also builds strong life and collaborative skills. Our entire team now works very well in a team and has learned how to connect with each other and come together. ”

Karina Ordinola, 'Oficina De Planificación Y Desarrollo' in Solimaz, Peru (VIA Don Bosco Network)



The team from the Centro de Educación Técnico Productiva María Mazzarello from the VIA Don Bosco network in Peru attending a training session.



Faima and her mother are one of the households we supported through our work with Opportunity International: with the additional income from their business selling second-hand bedsheets, they are able to pay for Faima's school fees.

WE WORK TO REDUCE INEQUALITIES

From 2016 to 2019, Opportunity International engaged us in their DFID-funded Empowerment for Girls' Education (EGE) project in Uganda. The project aimed to improve the learning, retention and transition of girls through the delivery of financial literacy and life skills training.

We guided 132 low-resource schools to introduce school businesses

which supported over 28,988 girls

As part of this project, we supported low-income households in setting up small businesses to keep girls in school. Families of girls such as Faima and Martha received this support. Martha is from the village of Buwolomera in Uganda. Through EGE, she and her mother became the first tailors in their village, providing a much-needed service to their community. They are also repairing sewing machines and teaching tailoring to community members to increase their earnings. This additional income has allowed them to have electricity in their home, and Martha has not had to miss school due to unpaid fees.

SPOTLIGHT



10 REDUCED INEQUALITIES

WE LEARN FROM OUR PROJECTS

Through the Entrepreneurial and Environmental Empowerment for South Africa's Youth (EEESAY) project, we found that to truly enable the skills acquisition necessary for young people to become active participants in a sustainable future, hands-on experiential learning has to be combined with a planned range of techniques, such as:



On the basis of these findings, Teach A Man To Fish is strengthening how we integrate these experiences into our future programmes and train teachers on the importance of growth mindsets. Our objective is to have a deeper impact on young people's lives, taking into account personal skills and behaviours.

Read the full report at teachamantofish.org.uk/annual-reports.html



The students from Thembela High School in South Africa used their profits to buy uniforms for students from poor families.

OUR WORK IS VALUE FOR MONEY

In Rwanda, 100% of the 132 school business teams taking part in our programmes in 2019 reported that they planned to use business profits to continue their school business the following year, enabling new students to benefit from this innovative learning opportunity.

Teach A Man To Fish was a partner in implementing the Rwandan Education Advancement Project (REAP), led by Health Poverty Action from 2013 to 2017. Six years after this project's beginning, 69% of the school businesses that were set up at the time are still running, generating a much-needed additional income for these rural schools and their students. Based on the data from 2019, we know that **these businesses continue to benefit 1,877 new individuals every year.**

These young people will reap the greatest rewards from their participation once they finish school. Based on a survey of former programme participants in Rwanda, we found that 50% of ex-student entrepreneurs were in decent (self-) employment,

and earning nearly three times the national average for youth aged 16 to 24 years old⁵

⁵National Institute of Statistics Rwanda, 2019



Students from Gashora Girls Academy in Rwanda picking avocados for their cooking oil business.

Ensuring that our work is sustainable in the long term is essential to us. The true impact of our programme is best shown by the continuous positive outcomes young people and their communities receive after our interventions.



“
What I am most excited about and proud to see was seeing learners taking ownership of the business and running with it. Being able to identify when they had made a mistake and rather than giving up, problem solve together and carrying on. This built confidence amongst the learners and motivated them to want to do greater things.”

Mr Zondo, Endakane High School.

“
Thanks to my participation in the school business, I got the idea to start my own business. Before then, I was sure I would be part of the family business, but after I gained all the knowledge and confidence, I was capable of making my own decisions. I decided to be mature, and open an independent way for myself.”

Letitia, a graduate from Kigali who started her own business supplying flour to shops and restaurants in 2018.



Strategic Partners



Funding partners in 2019

We are enormously grateful to all of our funding partners, some of which would like to remain anonymous.

Our funding partners include:

Albert Wessels Trust
British and Foreign Schools Society (BFSS)
Czarnikow
D G Murray Trust
Dubai Cares
European Union Delegation to South Africa
Fiecon
Four Acre Trust
Lemonaid + ChariTea
Leggatt Trust
London School of Economics Students' Union Raising and Giving
Marr-Munning Trust
Social Capital Foundation
Souter Trust
St. Mary's Church Charities Committee
Van Neste Foundation

None of this would
have been possible
without the
support of our
partners:

Operational Partners in 2019

We are proud to work with international, regional, national and local partner organisations:

Ace-Africa
Africa Educational Trust
Association of Baptist Churches, Rwanda (AEBR)
Bharti Foundation
Cargill-CARE-Fabretto
Conalep
Community Relief & Development
Fabretto
Fundación Terra
Fundación Zamora Terán
Garden of Hope
Glasswing Guatemala
Ideas4Africa
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