

School Enterprise Challenge Annual Report 2015



Contents

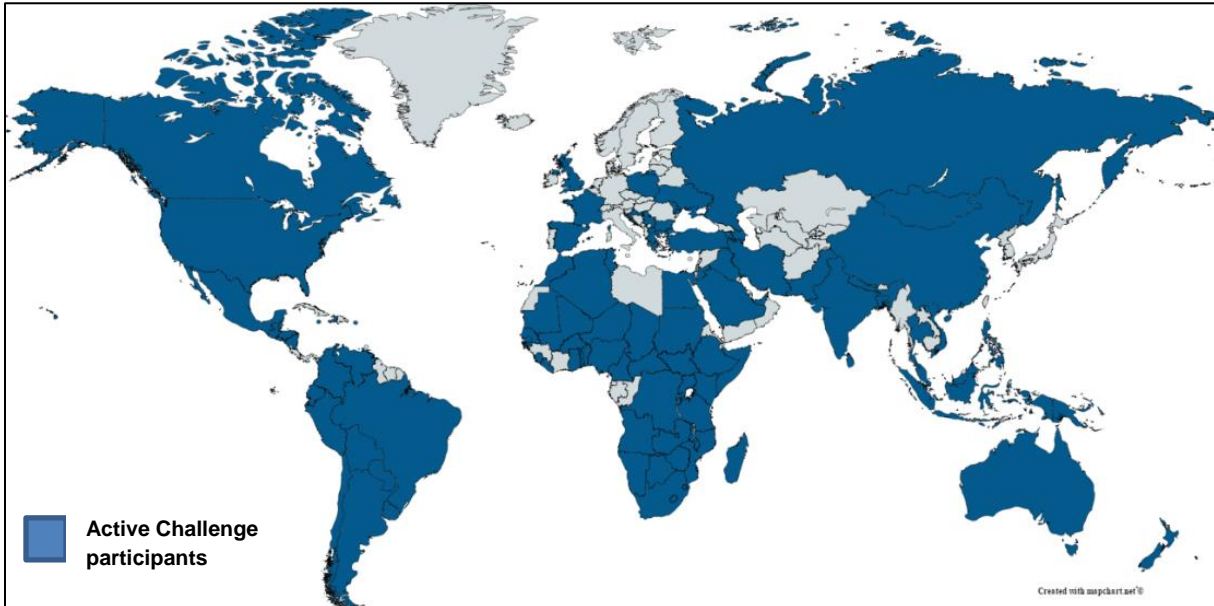
1. Executive Summary.....	2
2. Competition Summary.....	3
The Numbers	4
3. Partnerships – Scaling and Replication.....	5
Teach a Man to Fish on the ground	5
UGANDA.....	5
CENTRAL AMERICA.....	6
Partnerships managed by Teach A Man To Fish head office.....	7
SOUTH AFRICA - ITHALA DEVELOPMENT CORPORATION, KZN DPT OF EDUCATION & THE SAVILLE FOUNDATION	8
PARAGUAY – FUNDACIÓN PARAGUAYA.....	10
INDIA – BHARTI FOUNDATION	11
Promotional Partnerships.....	11
4. Building a Global Community of Enterprising Schools	12
Education That Pays For Itself conference	12
Communications and Social Media	13
Mini Competitions.....	14
Global Entrepreneurship Week and Global Money Week	14
School Partnerships.....	15
Buddy Initiative	15
5. Increasing impact and improving educational outcomes.....	16
Mentors Programme.....	16
Educational Resource Development	17
6. Raising Awareness – spreading the word on enterprising schools	19
Media Coverage	19
International Awards.....	20
7. Programme Quality - Core Processes and Systems	21
Monitoring and Evaluation.....	21
School Enterprise Challenge Website and Data Management System.....	22
Volunteer support	23
8. Case Studies.....	25
Hope Valley Farm School, Umgungundlovu District, KZN, South Africa.....	25
Kariba South Primary School, Zambia	26
Satya Bharti Ardash Secondary School Fattubhilla, India.....	27
Student Testimonial	28

1. Executive Summary

The School Enterprise Challenge is now in its fifth successful year. In 2015, **70,193 young people and 2,008 teachers and staff directly benefitted from participation in the challenge. Indirectly, we reached a staggering 548,667*** - enough to fill Wembley Stadium over 6 times! With Teach A Man To Fish staff on the ground in Uganda and Central America, strong partnerships with national and local governments, NGOs and corporate organisations **the competition has expanded to 2,919 schools spanning 106 countries around the world.**

In 2015, schools that reached the business implementation stage of the competition collectively generated a **record total income of US\$366,295***! Across these schools, the **total net profit was \$191,506*** - a significant **40% increase** on the 2014 figure. Schools that set up *new* businesses generated an **average net profit of \$462 in just their first 3 months of operation.** Schools with **existing businesses** that chose to expand or diversify these generated an **average net profit of \$2,202 during their implementation period.** The competition continues to deliver greater value now costing 45 U.S. cents per beneficiary.

*Figures as reported by schools in their final reports. Not all schools submitted data.



Map showing countries where schools are active in the 2015 School Enterprise Challenge

Through this report we want to give you a flavour of the School Enterprise Challenge 2015, highlighting our key achievements, outlining our main learnings and celebrating the successes of the over 400 School Businesses supported.

This year's highlights include:-

- **Exponential programme growth** – once again more than doubling our beneficiary numbers and the number of school businesses planned and launched.
- **Increasing the overall reach** of our programme into schools **across 106 countries!**
- **Expanding our work in South Africa** into 3 districts in KwaZulu-Natal with **continued support from local government, the Saville Foundation and Ithala Development Corporation.**
- **Further government support for the School Enterprise Challenge in Honduras, Guatemala and Paraguay.** An official collaborative agreement signed with the Ministry of Education in Honduras.
- **A new partnership in India with Bharti Foundation** extending our work in underprivileged communities.
- **Record breaking success in Paraguay** – **342 Paraguayan schools plan businesses and 168 get up and running** with the support of our sister organisation, **Fundación Paraguaya.**
- **Local Teach A Man To Fish staff on the ground in Central America and Uganda,** resulting in effective partnerships with other NGOs and **77 operational school businesses.**
- **Global recognition** – the School Enterprise Challenge nominated for two international awards: ‘**Sustainia**’ and ‘**Index**’; rewarding innovative and sustainable solutions to global challenges.
- **Development of new in-demand education resources** including more teacher training videos and a workbook designed for schools in lower resource settings.
- **Supporting 450 schools, without regular internet access** to compete in an ‘offline’ version of the competition.
- **Successfully running the competition in multiple languages:** English, Spanish and French.

2. Competition Summary

In 2015, the School Enterprise Challenge continued to experience exponential growth, successfully encouraging even more schools across the developing world to establish sustainable school-based enterprises. **2,919 schools** spanning **106 countries** registered to take part in the competition this year. This **growth was driven primarily by focused efforts on building on-the-ground partnerships in five key strategic countries/regions: Uganda, Central America, Paraguay, South Africa and India.** 74% of the schools participating in the 2015 competition came from these five regions, in line with our strategy of growing our on the ground support to lower resourced schools.

Through our online platform and the marketing support of promotional partners worldwide, we also managed to extend our reach into new countries; with young people from Papua New Guinea, Croatia, Tunisia, Venezuela, The Bahamas, Comoros, Iraq, Jordan, Puerto Rico and Saudi Arabia participating for the first time.

As in 2014, the School Enterprise Challenge ran in **three distinct stages**, the first stage requiring students to come up with a feasible business idea. With the support of our free suite of educational materials and supplementary workshops on the ground, **an incredible 1,178 schools managed to take this first step in business creation.** Further workshops and educational materials at stage two, as well as extra support in

the form of business mentors and school partnerships, **enabled 831 schools to develop and submit a business and financial plan. This surpassed our own target of 750!**

With the support of 4 Teach A Man To Fish Staff, 12 internal volunteers and over 150 United Nations Volunteers, we marked and provided tailored feedback to every school on their business plan. At Stage 3: Business Implementation, we significantly strengthened our educational materials, bringing in learnings, tools and case studies from across the organisation on running successful, sustainable school businesses. Our on the ground teams also supported schools further with workshops and visits (where feasible). This led to **a record breaking 430 schools around the world starting up or developing existing enterprises and submitting Final Reports to us.**

The sustainability of the school businesses created through the School Enterprise Challenge came through strongly again this year. **63 of the 430 schools that reached business implementation stage were developing an existing enterprise.** Unlike many other business start-up competitions, the School Enterprise Challenge is unique in its commitment to support the set-up of **real, ongoing businesses** versus one-off projects or business simulations. The breadth and diversity of actual businesses started has been incredible – we’ve read about **tailoring businesses in Zambia, organic fertilisers in Colombia, a bakery in the Ukraine, beekeeping in Cameroon and bamboo handicrafts in Sri Lanka** to name just a few.

The Numbers

In 2015, interest in the School Enterprise Challenge grew rapidly. **Registrations and submissions at every stage of the competition more than doubled** compared to the previous year. We surpassed our own target number of schools both at registration and business plan stages. We are also delighted to report that **more than 1 in 3 schools that came up with a business idea in 2015, succeeded in getting their business up and running!** That ratio improves further between business plan and implementation stage, **with 1 in 2 (51.7%) schools that write a business plan, going on to set up their business.** (N.B. This number is likely to be higher still given that some schools start up, yet do not submit a final report).

Registrations

Year	2011	2012	2013	2014	2015
Registrations (schools)	600	800	1065	1283	2919

Submissions

Year	2011	2012	2013	2014	2015
Stage 1: Business Idea	-	-	-	531	1178
Stage 2: Business Plan	175	151	268	348	831
Stage 3: Business Implementation	70	89	129	204	430
Overall retention rate (Registration to Implementation)	11.6%	11.1%	12.1%	15.9%	14.7%

Overall retention rate (Business Idea to Implementation)	n/a	n/a	n/a	41.4%	36.5%
Overall retention rate (Business Plan to Implementation)	40%	58.9%	48.1%	58.6%	51.7%

3. Partnerships – Scaling and Replication

The School Enterprise Challenge in 2015 had a **strong focus on trialling and developing different partnership models to scale the reach and impact of the competition**. In particular, we were keen to reach greater numbers of low resource schools in **five key strategic regions: Uganda, Central America, Paraguay, South Africa and India**.

Teach a Man to Fish on the ground

UGANDA



2015 saw big gains for the School Enterprise Challenge in Uganda. A new Ugandan Programme Officer supported by a volunteer enabled Teach a Man to Fish Uganda to engage more schools in the competition than ever before.

Teach a Man to Fish Uganda trialled a number of partnerships with local educational NGOs to deliver an ‘offline’ hard-copy version of the challenge. This provided low resource (and often rural schools) with more support to plan and set up their school businesses; through workshops, school visits, printed resources. In 2015, partner organisations included Africa Educational Trust, PEAS, Africa Revival, CEREDO and STIR education.



Students from Mengo School working on their horticulture business.



Teacher led discussion during one of the training workshops.

Workshops and Support for schools and partners

The Uganda team carried out **thirteen NGO partner visits including workshops** which trained partners on how to support schools to set up school businesses. This proved to be an effective replication method, reaching more schools with high quality support for business planning and set up.

In addition to supporting partners, the Uganda team also

ran two teacher training workshops and provided support to schools signing up online through SMS reminders, phone-calls and site visits. Sixty schools around Kampala received invitations to attend two additional trainings to guide them through the competition. Over the course of 2015, **a total of 196 teachers and 18 Field Staff were trained as part of the School Enterprise Challenge.**

SEC UGANDA	Registrations	Business Ideas	Business Plans	Final Reports
2015	293	154	116	45
2014	174	85	34	11

The combined efforts of the Uganda team and their partners on the ground resulted in **293 registrations, 154 business ideas, 116 business plans and 45 final reports.** Of particular note, is that **the number of schools completing business plans more than tripled in 2015.** More significantly, **the number of Ugandan schools actually starting businesses quadrupled when compared with 2014!** (See Final Report column). The workshops were also very successful, with 72% of schools who attended trainings submitting a business plan compared to 38% of those who did not.

To build on the outstanding success of 2015, the Uganda team will aim to reach 440 schools in 2016 and bring 1 in 4 schools (110) through to Implementation stage. This will be achieved by:-

- Increasing the number of operational partners (providing on the ground support to schools) to 8.
- Providing 2 additional trainings for schools that sign up online.
- Increasing promotion of the School Enterprise Challenge using television adverts.



Field officers from PEAS (Partner organisation) during a role play about customer service

CENTRAL AMERICA



2015 has been a fantastic year for the School Enterprise Challenge in Central America. Building on the **foundations and momentum of 2014, the team established seven operational partnerships across Guatemala, Honduras and Nicaragua,** most notably including the **Ministries of Education** in Honduras and Guatemala. This resulted in a **huge registration leap from 48 schools in 2014 to 373 schools in 2015!**

The Central America Team ran a total of **25 training workshops across three countries** covering business planning, implementation and the School Enterprise Challenge methodology. **59 teachers, 15 NGO staff 126 students and 38 parents received training.** The participants evaluated these practical workshops very positively, with activities such as the customer service role play proving a real hit! Many of the schools represented at the trainings are located in remote areas with limited internet access, so the



Central America Regional conference 2015, Honduras, attended by 38 delegates.

workshops are therefore key in supporting their understanding, participation and motivation in the challenge.

In addition to the workshops, the Central America team also organised networking activities, such as **school exchanges** and a **Regional Conference** held in Honduras. **38 delegates** from the three countries attended the Regional conference, which provided a great opportunity for schools to showcase their businesses, share experiences and challenges, and

learn from each other. The impact of this on-the-ground support and close community of enterprising schools is reflected in the impressive participation numbers across the region in 2015. **Schools in Nicaragua, Honduras and Guatemala collectively submitted 133 Business Ideas, 74 Business Plans and 32 Final Reports.** This constitutes a huge increase from 2014!

SEC CENTRAL AMERICA	Registrations	Business Ideas	Business Plans	Final Reports
2015	373	133	74	32
2014	48	26	17	10

In 2016, the team are striving to double their numbers again and to get more schools through to the final Business Implementation stage. The team have already got off to a great start - an official **'Agreement of Cooperation'** has already been signed **with the Minister of Education himself in Honduras, helping to raise our profile in the region and awareness of the challenge.** Links with governments enable us to reach large numbers of schools and create a base of evidence for influencing education policy at national levels.



Our Central America Regional Coordinator, Christine, signs an agreement with Dr. Marlon Escoto, the Minister of Education in Honduras.

Partnerships managed by Teach A Man To Fish head office

The School Enterprise Challenge team in the UK managed three partnerships in 2015. These partnerships, with organisations in South Africa, India and Paraguay are countries in which there is great momentum for the competition and enormous potential for future growth.



SOUTH AFRICA: ITHALA DEVELOPMENT CORPORATION, KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND THE SAVILLE FOUNDATION.

	2014	2015
Number of districts in KZN	1	3
Number of schools involved	60	262
Number of workshops	1	8

In 2015, Teach A Man To Fish built on the 2014 success of our ground breaking partnership with Ithala Development Corporation, The KwaZulu-Natal (KZN) Department of Education (DOE) and The Saville Foundation. **We expanded our work into 3 districts in KwaZulu-Natal, increasing the number of**

schools involved in the challenge from 60 to 262. Ithala Development Corporation provided financial support to the programme for the second consecutive year (232,000 ZAR) enabling us to run workshops and provide resources for schools. We worked closely on-the-ground with The Saville Foundation and Subject Advisors for Business Studies (DOE) to tailor these workshops to the local context and deliver them to schools.

Workshops

In addition to the workshops carried out in January 2015 (reported in the 2014 Annual Report), we carried out a further four workshops for 100+ schools. Teachers attending these workshops rated them on average 8.6/10 for the quality and knowledge gained. During the course of the competition **teachers have told us that participating in the School Enterprise Challenge has changed their perspective of teaching business studies. These teachers are now keen advocates of the ‘learning by doing’ approach.** Teachers are a very important focus for the School Enterprise Challenge as building teacher capacity is essential to the success of the school business within the school.



SEC Programmes & M&E Manager, Susannah, running workshops in South Africa alongside Linda Ngongo, Business Studies Subject Advisor, Dept. of Education.

Impact

The School Enterprise Challenge develops in young people the skills they need to succeed in employment post school. The following video examples show the qualitative impact the School Enterprise Challenge has had on learners in KwaZulu-Natal province.



Meet one motivated learner from Hope Valley Farm School in rural KZN talking about how her participation in the school business will help her in the future. <https://youtu.be/-QAJnI4B54s>



See what teachers have to say about the School Enterprise Challenge and why it is so important to them. <https://youtu.be/eDAGLEXHchM>



See what skills Hope Valley School learners have learnt through participating in the school business. https://youtu.be/M-B_7t8O1LM

This is what teachers and students had to say about The School Enterprise Challenge:-

"It's [school business] very interesting for the learners, they get to use the theoretical skills learnt [during business studies lessons] in a practical way in the school business. The learners enjoy this because they can see how their theoretical lessons work in reality." ~ Nhlanhlo Mabaso, teacher at Qoqisizwe School

"Through participation in the school business I learnt that you do not need a bank loan to start a business you can find your own money by holding fundraising events" - Makholwa Themeke, learner from Dulati Combined School.

"The School Enterprise Challenge translates theory into practice which deepens the understanding of the topic [business studies]. The Department of Education is anticipating introducing entrepreneurship from primary school. I will benefit because the challenge is coming at the right time as an introductory programme. Teachers will have a broader understanding of both theory and practice which will make it easy for me as a subject advisor in terms of teaching the topic. Many potential entrepreneurs may emerge from the project!" - Sifiso Mlaba, Subject Advisor (Business Studies), Sisonke District. Dpt. Of Education.

Prize Giving



Dulati Combined School, Business
Idea Winners



Zithokozise High School, Business
Plan Winners



Hope Valley Farm School, Best
Business Winners

This year for the first time we were able to visit the top three winning schools to hand out certificates to teachers and learners. This was a very valuable experience which instilled upon the learners the value of what they have achieved in planning and setting up a business. This also helped us

to strengthen our relationship with the Department of Education across three districts in Kwa-Zulu Natal and generate media interest in the programme. The government's support for our programme has been important in getting greater buy-in from schools and teachers, and is essential to the success of our project. In addition to working with subject advisors we also have a good relationship with the provincial coordinator for business studies and are planning on using this platform to promote the School Enterprise Challenge to the whole of Kwa-Zulu Natal Province in 2016. There is huge momentum and interest in the competition already with schools asking when the competition will start again next year!



PARAGUAY – FUNDACIÓN PARAGUAYA

In 2015 we once again partnered with our sister organisation, Fundación Paraguaya, to run the School Enterprise Challenge in Paraguay. **Teach A Man To Fish provided an account manager in the UK and were frequently in contact throughout the competition, sharing materials, updates and learnings.** In 2015 the Challenge in Paraguay saw extraordinary success! Fundación Paraguaya implemented a wide scale marketing campaign, including radio and television advertising (in Spanish and Guarani), promotional flyers, press conferences and interviews and a paid social media campaign. As a result, **more than 700 schools across all 17 'departments' of the country registered for the competition.**

Fundación Paraguaya took the format and the resources of the global competition and adapted them to their local context. For example; consolidating stages of the competition, adjusting the reporting templates, distributing our educational guides on CD and offering free TOMS® shoes to all schools who submitted a business idea! They also provided supporting workshops, some of which were delivered in regional teacher forums organised by the Paraguayan Ministry of Education. As a result of these efforts, **342 schools successfully planned businesses in 2015 and 168 schools got their businesses up and running.** The winner, Centro Regional de Educación Mcal. Francisco Solano López, set up a business called 'Teko Pyahu' that makes and sells cloth bags to reduce the use of plastic bags in their community.

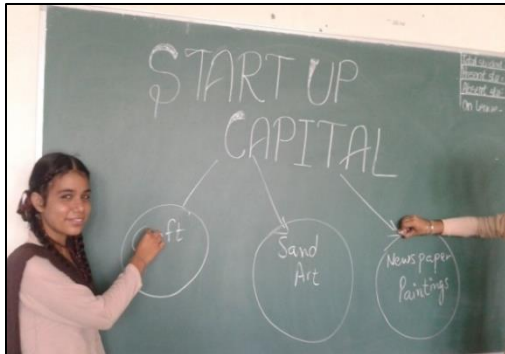


Students from the winning school in Paraguay showcase their range of cloth bags.

Fundación Paraguaya's success in running the School Enterprise Challenge quite independently shows that organisations that share our vision and have the right capacity, can replicate our model in their countries. We look forward to sharing and learning from each other next year, as we continue to grow this partnership in 2016.



INDIA – BHARTI FOUNDATION



Students at Fattubhilla Senior Secondary School brainstorm business ideas.

From its inception, the School Enterprise Challenge has had great traction in India through a successful promotional partnership with the British Council. However, this year was significant, as we successfully established our **first significant operational partnership** and started **working with more government schools**. The Bharti Foundation is the charitable arm of the Bharti Group – a large conglomerate whose interests include Airtel amongst other companies. The foundation implements and supports quality education programs across primary, elementary, senior secondary and higher education levels in India,

particularly in **disadvantaged rural communities**. With a shared vision to improve the opportunities and life outcomes of young people, the School Enterprise Challenge programme was identified as an excellent partnership opportunity.

We supported Bharti Foundation remotely; providing a dedicated account manager, regular phone support and a Skype Q&A session for their field staff. We also facilitated the participation of their schools ‘offline’ by providing materials upfront for printing, processing handwritten entries and sending competition news via SMS. This was a very successful first year of collaboration: **44 schools in the Bharti Foundation network came up with an idea for a school based enterprise and 17 of those developed a business plan and managed to start their businesses**. Bharti Foundation’s involvement in the School Enterprise Challenge has given Teach A Man To Fish valuable inroads in India, showing that our programme can work in government schools (as well as private schools) and in low resource (as well as high resource) contexts. Our work with Bharti Foundation is instrumental in getting government buy-in to scale up our programme in other parts of India. We look forward to growing our partnership with Bharti Foundation further in 2016!

PROMOTIONAL PARTNERSHIPS

Building on the success of last year’s promotional partnerships, this year we re-engaged with **Ashoka, British Council** and **Teach for All** to help drive awareness of the challenge.

We also brokered a host of new promotional partnerships with other international organisations, including: Child & Youth Finance International, Pratham, Computer Aid International, Limited Resource Teacher Training and Making Cents International. In



addition, we established national promotional partnerships with Edusoil, Link Ethiopia and STIR Education. These organisations promoted the competition through their large networks via newsletters, on social media and on their websites.

Once again we benefited from free advertising on a number of websites, including **Opportunities for Africans, FundsforNGOs, Youth Economic Opportunities** and **Youth Hub Africa**. Promoting the competition in this way enabled us to engage with new networks of schools in countries as diverse as **Mexico** and **Moldova**!



British Council and ComputerAid have helped spread the word about the competition.

4. Building a Global Community of Enterprising Schools

Education That Pays For Itself conference



Students from winning school businesses share their experience on the School Enterprise Challenge.

Thanks to sponsorship from The Saville Foundation, **the top winners of the School Enterprise Challenge joined over 200 attendees at our three day 'Education That Pays For Itself' conference, which took place in Delhi, India.** Due to high ticket sales, we were also able to support the attendance of 17 teachers from our partner organisation in India, Bharti Foundation. Winning teachers and students participated in panel discussions, sharing what they learned from setting up a school business and passing on advice to budding entrepreneurs in the audience. Teachers also joined the School Enterprise Challenge Manager in delivering

workshops on Business Planning and Implementation; building their capacity as trainers and bringing first-hand experience to the sessions.

The School Enterprise Challenge has gained enormous momentum in India since it began in 2011, consistently receiving the highest number of entries year on year. An impressive **20 schools joined us at our 'School Enterprise Marketplace' event to showcase their products and to demonstrate the exceptional sales and marketing skills**



Students from KIIT World School, India, showcasing their healthy café business at the marketplace.

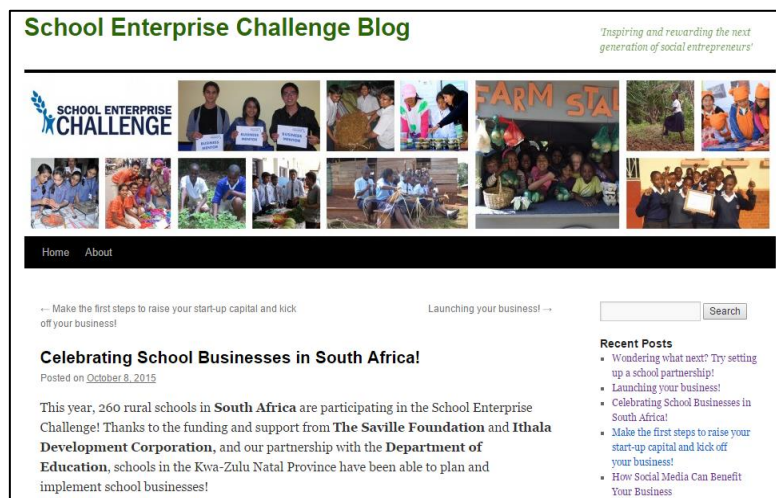
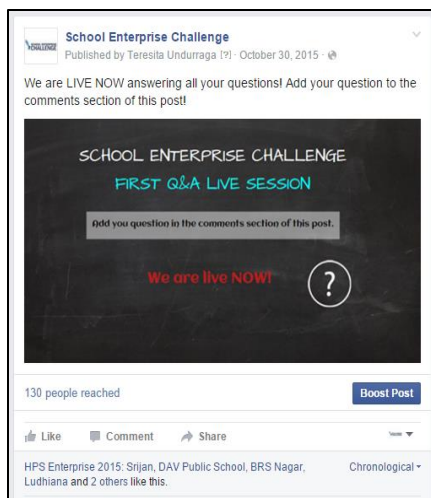
they have gained through participation in the challenge! The conference proved a great opportunity for Teach A Man To Fish to have on the ground visibility in India and to personally meet, encourage and learn from the many Indian schools participating. It was also a chance to celebrate their successes and to publicly recognise our winners.

Communications and Social Media

This year we continued working on the success of 2014 by sending weekly emails to schools that included the educational resources and information they needed at each stage of the competition.

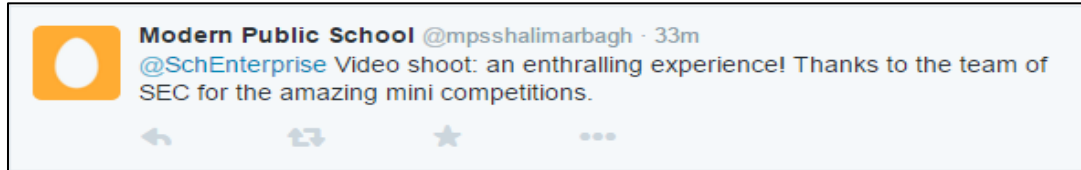
These emails were customised by language (English, French or Spanish), by track (New Business or Business Development) and by stage of the competition, making them personalised and relevant. In order to help to build a global community of schools, we sent regular newsletters with schools' achievements, news and extra opportunities - like mentors and mini-competitions. We also used SMS to reach schools that do not have regular access to internet.

This year we successfully used **Social Media** again to engage with schools, spread awareness and share achievements. We reached **5,000 likes on Facebook** and **980 followers on Twitter**. We found that Facebook is an especially good place to build our global community, as schools love to interact with each other and share photos, videos and news about their school businesses. We also used it to get information from polls and answer common questions schools have. We continued using our **School Enterprise Challenge blogs** in English and Spanish to provide schools with extra business advice in the parts of the competition they found harder. We also used it to showcase good practices and to share nice ideas from the schools.



Mini Competitions

Mini competitions have always been a great way to **motivate and inspire schools**, as well as to reward as many schools as possible throughout the competition. They are also good opportunities to encourage students to be creative and take their businesses one step forward.



This year we re-ran our most successful mini competitions and also added some new one. For Example, the **'I am an Entrepreneur' Video** competition, in which schools told us about the skills they developed through their participation in the School Enterprise Challenge. We also ran some mini competitions for the 'Education That Pays for Itself' Conference so schools could feel part of our community even if they were not able to attend. The full list of Mini-Competitions offered in 2015 included:

- 'Marketing champion' competition (recruiting other schools to the challenge)
- Monthly blogging competition
- Logo design competition
- Organise a launch event competition - *NEW*
- Design the Conference T-Shirt competition - *NEW*
- 'I am an Entrepreneur' video competition - *NEW*
- Conference place competition - *NEW*
- Global Entrepreneurship Week competition - *NEW*
- School Enterprise Challenge Mascot design competition - *NEW*
- Photo competition

Global Entrepreneurship Week and Global Money Week

This year we invited schools to be part of two global initiatives, **Global Money Week** and **Global Entrepreneurship Week (GEW)**. These week long events are a great occasion for schools to showcase their businesses on a global platform and feel part of a community. It is also an opportunity to further enhance their skills in entrepreneurship. We organised a specific mini competition for GEW, encouraging schools to celebrate their businesses and share their achievements with their local community. More than 20 schools from all over the world organised activities ranging from street plays to sales events and sent us a report.

The Happy Hours School, India, sharing their school business achievements through a street play for GEW!



The PSBB Millennium School, India, winners of the 'I am an Entrepreneur' video mini competition.



School Partnerships

Our School Partnership programme ran again in 2015 through our website. Schools were able to independently search through a database of participants and find partner schools by desired region and type of business. This year, we created a **School Partnerships Guide** that explained how to connect with other schools and the benefits of doing so. The Partnerships programme is a great opportunity for schools to learn about other businesses, share information and ideas and feel part of a global



community of enterprising schools. In some cases, schools have even used the programme to find business partners or suppliers. **In 2015, Waid Academy in Scotland set up a business, making crafts out of recycled sarees sent by their partner school KIIT World School in India (see inset).** Through the partnership the students learned a lot about Indian culture and how to conduct business there – ***'haggling over prices for example was an unfamiliar concept to us and something we had to get used to!'*** (Student, Waid Academy).

Buddy Initiative

The Buddy Initiative aims to partner (high capacity) schools with experience in the competition, with new (lower capacity) schools that need support to fully participate. The initiative has been in development in 2015 and will be launched fully in 2016. It has been designed this year in consultation with some of our leading enterprising teachers in India. Given the large number of repeating schools in India, we see this as the perfect testing ground for the programme. The Buddy Initiative has been created to:-

- Provide an interesting new dimension to the challenge for experienced participants, and an opportunity to develop new skills in coaching and facilitation.
- Help us spread the reach and impact of the School Enterprise Challenge, especially among lower resourced schools.
- Increase sustainability of the School Enterprise Challenge by providing incentives for existing participants to stay engaged and a fresh pipeline of new schools that have the support to get through the challenge.

5. Increasing impact and improving educational outcomes

Mentors Programme

Over 30 schools from around the world were matched with global business mentors in 2015. We made small changes to the programme this year, moving away from a manual system with heavy involvement from the UK team, to one in which mentors and schools could be in direct contact (with oversight from the UK team). This should be a system which is more **scalable** as our numbers grow.

Our 2015 Mentors Programme had a similar format to the ones in the past, in which **schools received one-to-one email support from a business mentor on a monthly basis.** Mentors provided feedback and suggestions to help schools implement their businesses. Once again we catered for diverse language requirements from our schools. This individual support made a huge impact in these schools' motivation and retention in the competition - **89% of schools that had a business mentor managed to submit a final report and complete all three stages of the challenge.**

"We would like to express our gratitude for our mentor's invaluable guidance. His suggestions and comments were really helpful in improving our school business and facilitated higher sales and popularity of our food items among the school students as well as their parents." - Samsara The World Academy, India.

Mentors themselves also found the programme enriching (see quote below). The Mentors Programme will be offered again to schools for the online competition in 2016. In future years, we believe there is great potential for our teams on the ground in Uganda and Central America to connect with local corporate organisations and provide in-person mentoring opportunities.

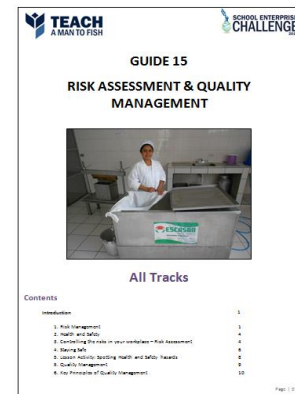
"It was a real pleasure for me to be a part of this project, it helped me to develop other abilities, working with people from other countries." – School Enterprise Challenge Mentor

Educational Resource Development

Following the extensive evaluation and re-development of our educational resources in 2014, this year we further honed our existing weekly guides and templates. In response to feedback from teachers and partner organisations, we also developed several new materials to better support schools with the more challenging aspects of the competition.

- **New and improved Business Implementation resources and Final Report template.**

In 2015, we focused on strengthening our Business Implementation resources, by consulting our Teachers Advisory Group, and pooling expertise from across other Teach A Man To Fish programmes. We expanded our Weekly Guides at Stage 3 to cover **new topics such as ‘Risk Assessment,’ ‘Quality Management’ and ‘Establishing Supervisory Committees.’** Meanwhile, we **also improved the Final Report template, making it easier for schools to understand and complete,** as well as encouraging students to provide more evidence of their business implementation and its impact.



*“Only through the School Enterprise Challenge guides have we been able to **really** grasp concepts that we have learned already and apply them to our school business.” – Teacher, Nicaragua*

- **Ongoing language availability**

This year, we continued to make available all of our core **educational materials in three languages: English, French and Spanish.** A select number of materials were also voluntarily translated into **Sinhalese and Hindi** by very committed partners and schools, enabling even more schools to participate. As a result, **we had the highest ever number of non-English speaking schools participating** in every stage of the competition. In 2015, this totalled 1,285 registrations, 540 business idea submissions, 451 business plans and 217 final reports!



- **NEW: SEC Workbook** (for lower resource schools)

In 2015, we developed the SEC Workbook; a condensed version of our educational guides; with shorter business planning templates, simplified language and lots of easy to follow examples. The workbook was created in response to teachers demands for a more accessible guide for schools with low literacy levels, limited computer access and resources. It was designed in consultation with our

on-the-ground teams and our Teachers Advisory Group. We are excited to pilot the SEC Workbook in 2016 with ‘offline’ schools in Uganda, Central America and South Africa.

● **NEW: More teacher training videos**

Following the success of our first three teacher training videos in 2014, this year we expanded our series with two brand new videos filmed at Mengo Senior School in Uganda. The **two new videos** on ‘**Managing your business team**’ and ‘**Action planning and problem solving**’, are an engaging way to aid students’ understanding of business planning concepts. We are excited to share them at workshops and on our new School Enterprise Challenge YouTube channel to be launched in 2016!



A snapshot from one of our new videos!

Check out all five of our videos here:

- ★ Business Idea Generation [KIIT School 1.mpg](#)
- ★ Doing Market Research [DAV School.mpg](#)
- ★ Financial Planning [Bharti School 3.mpg](#)
- ★ **NEW:** Managing Your Business Team [Mengo Senior School 1.mpg](#)
- ★ **NEW:** Action Planning and Problem Solving [Mengo Senior School 2.mpg](#)

● **NEW Extra Resources: Raising Start-up Capital Guide and Business Terms Glossary**

In 2015 we produced two further Extra Resources requested by schools. Firstly, we created a **Business Terms Glossary** as a helpful resource for students to easily refer back to throughout the programme. We also created a **Start-up Capital Guide**, as we have learned from experience that this is one of the aspects of starting a business which schools find most challenging. The Start-up Capital Guide includes **10 inspiring mini case-studies** of how past participants have raised their start-up capital, plus **24 business ideas with relatively low start-up costs**. It has already been gratefully received by this year’s participants and will continue to be a great resource to complement the SEC workbook.



Fundraising ideas for schools feature in our start-up capital guide

6. Raising Awareness – spreading the word on enterprising schools

A big awareness drive around the launch of the 2015 School Enterprise Challenge enabled us to surpass our own targets and recruit 2,919 schools to this year’s competition. We invested in:-

- **New marketing materials:** school case studies, partner case studies, web banners, regional specific flyers and a new information leaflet.
- **A promotional video** for Ugandan schools
- Targeted **direct mails**
- **Paid Facebook advertising**
- **An improved ‘package’ for promotional partners**
- **Incentives** – Our ‘Marketing Champion’ mini competition offered a \$100 voucher to the school (or individual) who recruited the most schools to the challenge. As a result, **77 schools that signed up were ‘referrals’ from existing participants**. Our winner, Ms Gertude Sekabira of Mackay Memorial College Uganda, rallied an impressive 12 schools to sign up!
- **A new promotional poster** for schools to display and show their involvement in the challenge. This was introduced as both a marketing aid, but also to engage and connect our global community of enterprising schools. Titled “We are part of the School Enterprise Challenge”, the poster features the benefits of participating and space for schools to fill in their name, country and business type. It was hugely popular, with 73 schools from around the world sharing photos of student business teams with their poster on social media.



Schools from around the world proudly displaying their posters. From left: Instituto Horizonte, Mexico, Chavara International School, India and Children of the Nations School, Uganda.

Media Coverage

In 2015, the School Enterprise Challenge featured in over 70 media publications, including web, print, radio and television. Highlights of coverage this year include:-

- **The Hindu National Newspaper, India**
- **Euronews**, (International news channel), feature on a Ugandan winning school:
<http://www.euronews.com/2015/01/23/open-for-business-fostering-entrepreneurship-for-a-better-world/>

- **SABC radio** (South Africa) – feature with our team and the 2014 South Africa ‘country winner’
- **Article in ‘Mid South Coast Rising Sun’** (South Africa) – feature on a winning school in KwaZulu-Natal
- **Five TV interviews in Nicaragua** promoting the competition!
- **TV coverage on the American Chamber of Commerce channel plus an article in their Latin American Business Journal**, distributed in several countries in the region. (AMCHAM are one of our operational partners, helping to deliver the School Enterprise Challenge in Central America).

Local school receives global recognition

THE HAPPY DAY Tuckshop business plan, created by learners of Zithokozise High School in Umgwenephi (near Dulladu), was the winner of an international School Enterprise Challenge. The challenge was facilitated by the Teach a Man to Fish organisation, which works with schools to set up school businesses that teach children entrepreneurial skills and in turn generate income for the school and community.

Zithokozise High learners were awarded certificates and their R 10,000 cash prize on Thursday, December 3. The money is to be used to start up their tuckshop which should be officially ready for business next year. The initiative is supported by the Saville Foundation, a private foundation that supports educational and entrepreneurship programmes, and is sponsored by Ithala Bank.

The challenge gives learners the opportunity to put what they have learnt in their business studies classes into practice, as the programme fits in with the curriculum and the Department of Education.

Mrs Mkhelwa, the learners' co-ordinating teacher on the project, expressed her thanks and appreciation to the representatives of Teach a Man to Fish and the Saville foundation.



Winners: Zithokozise High School Principal, Mr Khwela; Second Manager, Mr Mzulwini; Mrs Mkhelwa (nee Miss Cele); Saville Foundation representative, Nikky Raw; Teach a Man to Fish representative, Susannah Morcovitz; governing body members, educators and the group of learners who created the Happy Day business plan (four students were absent on the day).

them unable to obtain a tertiary education. However, this opportunity has put themselves, the school and the community on the map. They will be able to go far with their skills and the support of parents who should not see this spark dwindle. Teach a Man to Fish is a London based organisation that believes "education is the key to tackling youth unemployment and poverty worldwide". Their School Enterprise Challenge is open to all age groups and any formal educational facility. The competition runs in the three different stages of Business Idea, Business plan and implementation phase. Zithokozise has won the second stage and moves on into the implementation phase.

For more information on the Teach a Man to Fish organisation, visit their website on www.teachamanofish.org.uk or read up on the 'School Challenge' visit www.schoolenterprisechallenge.org

"This opportunity has enabled our learners to get into the business world without looking up and down for employment."



Media coverage clockwise from left: Article in Mid South Coast Rising Sun, South Africa, SEC Coordinator, Yoselin, on AMCHAM TV, Article in The Hindu, Regional Coordinator, Christine, on Nicaragua TV.

International Awards

The School Enterprise Challenge also benefited from the publicity surrounding two international award nominations. In 2015, The School Enterprise Challenge was nominated for the following:-



Sustainia Top 100 - Shortlisted from over 1500 innovative development interventions

The School Enterprise Challenge made it into the Sustainia top 100 publication which showcases innovative solutions to investors, business leaders and politicians, building our global reputation as a leader in sustainable and innovative education. You can read more about Sustainia 100 and The School Enterprise Challenge here:

http://sustainia.me/resources/publications/4th_Sustainia100_2015.pdf (See P.52)

■ INDEX

- DESIGN TO IMPROVE LIFE® **INDEX Award** – Nominated for an award as a design which addresses the world's biggest challenges.

7. Programme Quality - Core Processes and Systems

Monitoring and Evaluation

As in 2014, we surveyed participants at every stage in the competition to ascertain levels of engagement and to probe reasons for drop outs. As part of our impact evaluation, we also asked teachers about the benefits of the School Enterprise Challenge on their students and themselves. Teachers were asked to report on 10 areas of student development and 8 areas of teacher development. There were two opportunities for teachers to answer open-ended questions. **These results reflect responses from teachers on 8,952 students who participated in the 2015 School Enterprise Challenge.**

Retrospective Teacher Survey Results: School Enterprise Challenge 2015

- When asked whether teachers noticed any changes in their students' attitude, preparation, or other as a result of participating in Challenge, **teachers responded very positively.**
- Changes noted in students included the following:-**an improvement in problem-solving ability, teamwork, working independently, public speaking, organisation and leadership.** The areas that came up the most frequently were an **improvement in self-esteem, an understanding of and respect for the value of money, creativity and innovation, enthusiasm and participation, and a social conscience and desire to help others.**
- In addition, teachers reported that as a result of participating in the School Enterprise Challenge...
 - **98% of students have expressed more interest in setting up their own business**
 - **95% have shown more confidence in pursuing their chosen career and making a living**
 - **98% have shown a general increase in confidence in themselves and in expressing their ideas.**
- In terms of the teachers' personal development...
 - **100% of teachers felt that their business knowledge had increased**
 - **98% felt that they had a better understanding of what it takes to be an entrepreneur.**
 - **98% of teachers also believed that they are providing their students with more relevant education by participating in the School Enterprise Challenge.**
- Finally, 100% of schools said they would recommend SEC to other schools and 98% said they would enter the competition again.

Here is a selection of quotes from teachers about the impact of the School Enterprise Challenge on themselves, their students and the students' parents:

"The students have developed a great deal of confidence, self-belief and commitment in them. It has helped a lot in making them aware as well as sensitive towards their environment and communities. We have noticed a lot of initiative, organisation, innovation and problem solving instinct amongst them." Teacher, MET Rishikul Vidyalaya, India

"When I see the enthusiastic faces of my students and the change in their personalities, I feel that we are providing relevant education. Also I have not yet opened my own business but I do realize that I have developed all the necessary skills and capabilities to do so." Teacher, Ahlcon International School, India.

"The parents were influenced too - and quite a few started their own business!" – Teacher, The Birches, South Africa

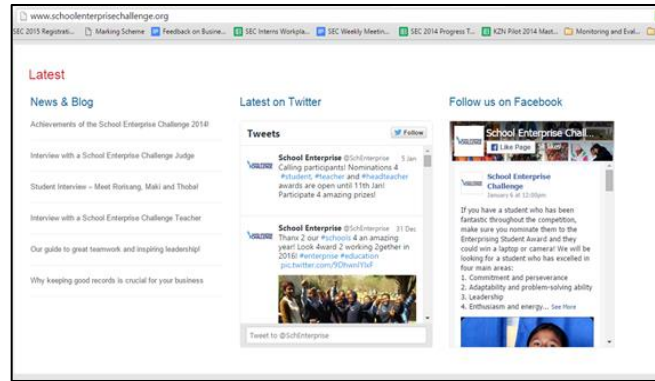
*"It helps development of business and planning skills and stress management, and it has a huge influence on developing self-confidence and public speaking."/>**"Ayuda al desarrollo de las competencias de negociación, planeación, manejo de estrés, y de manera altamente competente desarrolla las competencias seguridad en si mismo, hablar en público."* Teacher, CONALEP Aguascalientes IV, México

School Enterprise Challenge Website and Data Management System

In 2015, we continued to develop our website and data management systems. Our primary goal for this year was to develop a truly global community of enterprising schools through added features our website. We achieved this by:-

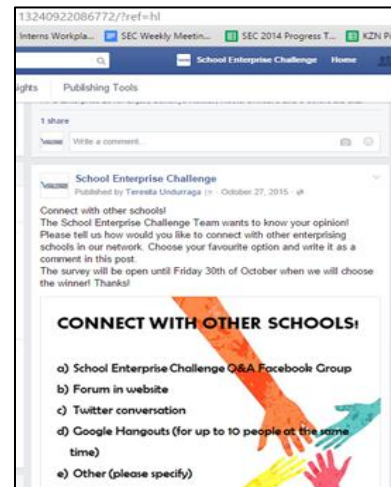
- **Creating opportunities for schools to engage with one other** – In 2015 schools were able to search the profiles of other participating schools online (using set parameters) and could connect through private messages.

- **Displaying a competition ‘news-feed’ showing global school activity** - Facebook and Twitter provide us with the ideal platforms from which to promote our enterprising schools community. We have therefore embedded these social media news-feeds on our homepage.
- **Ensuring our website is mobile compatible**, thus increasing its accessibility for schools with limited PC access.
- **Building a space where schools could share their resources and best practice.** This is a work in progress and will be made available in 2016. We have collected some great materials from schools in 2015. Once quality checked by a member of the School Enterprise Challenge team, we will upload for other schools to use.
- **Creating more ‘digital prizes’ to foster a healthy sense of competition** – This year, for the first time we were able to create a digital leader board for schools. We rewarded schools for their participation in extra activities such as entering mini competitions and answering surveys.



It was our aim to also offer networking opportunities for schools through an online forum, in which schools could ask one another questions. However the rise of social media seems to have nullified the demand for a forum. When surveyed, 50% of responding schools preferred to connect through Facebook and 28% through Google Hangouts. Both of these are free to use and therefore represent a more cost effective way for schools to network.

Work on the website and data management systems is ongoing and integral to our ability to scale the challenge in the future and deal with an increasing number of schools, partners and submissions. This will require repeated investment year on year.



S Survey asking schools how they would like to connect with others.

Volunteer support

The success of the School Enterprise Challenge 2015 would not have been possible without significant support from a global network of dedicated volunteers. This year, volunteers contributed a total of **3,526 free hours** to the School Enterprise Challenge, the equivalent of 2 additional full time members of staff for a year. Our volunteers supported us in the following ways:

- **United Nations Volunteers** - Double marking hundreds of business plans and final reports and translating educational resources and communications to schools
- **Mentors** - Providing schools with one-to-one online support on their business implementation
- **Office volunteers** - Supporting the UK team with marketing, school communications, data analysis and many other essential tasks.
- **Overseas volunteers** – supported our in-country teams with marketing activities and school communications.

In 2016, we will need to increase the amount of volunteer support in order to service the needs of an ever growing number of schools.



**Thank you to all our donors, volunteers and partners for your support this year.
We look forward to working with you in 2016!**

8. Case Studies



Hope Valley Farm School, Umgungundlovu District, KZN, South Africa

Key Facts

Business type: **Bead jewellery**

Students involved: **8 students** (average 17 years of age)

Net profit: **\$498 USD** (almost 5x net profit projected in business plan!)

Enthusiastic learners at **Hope Valley School** in **Easton, South Africa** have taken the initiative to **make bracelets for tourists and volunteers** visiting the area. Learners conducted in-depth market research by asking international volunteers their thoughts on their plan for 'Hope Ithemba Hope'. The learners, many of whom are orphans, have demonstrated real motivation and commitment by designing a beautifully illustrated business idea and a very detailed five-year business plan containing a sample of the bracelets. Learners then raised the start-up capital by selling mealies that were grown on the farm within the school community.

Their product is also quite niche as they have few competitors, and as their business proposal points out, it is a product that is in demand all year round. Promotional ideas include school newsletters and designing brochures. Their thorough plans demonstrate that they are drawing upon the skills, knowledge, and unique selling points that they have at their fingertips in order to create a profitable business.


During their first launch event learners were incredibly successful. They teamed up with St. Henry's School in Durban to host their event and ensured a large number of eager customers (see news article). **In their business plan they anticipated to make a net profit of \$104.82, but in reality they made \$498.15!**



Hope Valley School's launch event makes the papers!

The learners wrote in their Final Report that they have become "role models" for their fellow students. All agree that they have learned skills such as budgeting and setting targets which they now use in their daily lives. **The learners feel "empowered" and more "self-motivated"**, with several students now aspiring to set up their own businesses when they leave school, for example budding hairdresser Lethiwe.

The learners' long term ambition is to set up an African cultural shop in the local town, increasing their profits and sustainability and involving the wider community so even more people reap the benefits of the School Enterprise Challenge. There is much interest in Hope Ithemba Hope with an organisation near Hillcrest, a nearby town, interested in mentoring the young learners in making more complex beadwork which will help them to make bigger profits and develop more technical skills. The future is bright for Hope Ithemba Hope!



Kariba South Primary School, Zambia

Key Facts
 Business type: **Tailoring**
 Students involved: **20 students**
 Net profit: **\$611 USD**

Through participating in the School Enterprise Challenge for several years, Kariba South Primary School in Zambia have established and grown a **successful Tailoring Centre**. They produce school uniforms, bags, clothing and re-usable sanitary pads to sell to the local community, as well tourist products now sold in lodges and hostels across Zambia. Growing from strength to strength, in 2015 they diversified their product range and client base and achieved a **net profit of \$611 USD in 5 months of trading**.

They generated this profit by using **second-hand and donated materials** as much as possible and developing a well thought-out pricing strategy, where they charge less to tailor products for customers who provide their own materials. The team also **diversified their product range in an eco-friendly way**. They designed, produced and sold Christmas decorations using locally purchased African printed material stuffed with scrap material left over from their other tailoring products. With the support of a local NGO, School Club Zambia, the team also **strengthened their marketing strategy**, by creating an eye-catching blog and Twitter account to promote online sales.

The 20 students in the school business team have gained **valuable knowledge** and skills through their participation in the school business. From cutting patterns and using sewing machines, to designing innovative new products and record keeping, the students have developed **practical and transferable business skills**. One 14-year-old team member, Clever, says: *“Next year will be very difficult because I will have to leave school. The Young Tailors Club is very important to me because I can make a living from sewing. **When I grow***



up I will start my own business making skirts, dresses, bags, aprons and school uniforms for my community.”

This year, the team **reinvested 100% of their profits back into the school** by purchasing bricks to construct a girls’ latrine block within the school grounds. Next year, after electing new students into their **Enterprise Committee** to replace graduating students, the team plan to build on their successes by expanding their product line. Head Teacher Mrs Siatwiko says: *“Our big plan is to make the Tailoring Centre a hub to supply local businesses like hotels with whatever they need. We have tailors that can make anything!”*



Satya Bharti Ardash Secondary School Fattubhilla, India

Key Facts

Business type: Manufacturing and selling **pickles and marmalade**

Students involved: **10 students**

Net profit: **\$15 (in one month of trading)**

Ten enterprising students at Satya Bharti Ardash Secondary School Fattubhilla – a member of the **Bharti Schools Foundation** network – have recently launched their business manufacturing and selling pickles and marmalade at a stall at their school. Having carried out thorough **market research** to pinpoint their target market, the students have been delighted to discover that their homemade products have been even more **widely popular** than they anticipated!

To begin, the students shrewdly visited local farm houses to collect fruit and vegetables which were going spare. They **raised start-up capital** by selling newspapers and craft items made out of waste material and used the profit to buy the remaining ingredients. They then worked under the supervision of some experienced mothers to make the products, before **recycling** the discarded fruit and vegetable scraps on a compost heap, as the students were keen not to damage the local environment.



One of the biggest challenges the team faced was their desire to establish a **good reputation** with their customers and be able to answer all their questions. But participating in the School Enterprise Challenge programme soon grew their self-assurance. The teacher in charge commented: *“When the students sold the product they felt satisfied as they have **earned money and gained identity as young entrepreneurs.** They built optimistic attitudes as up-and-coming businessmen; they developed **confidence and courage to aim high**”.*

The programme has also been hugely **beneficial to the teachers involved** and the school itself. One teacher commented he felt “*privileged*” to teach students entrepreneurship and that doing so was “*good self-learning*” for him, too. Parents of the students have also recognised the benefits, by thanking the teachers involved for making their children “*more responsible and focused*”. The parents also shared their experiences at the Parent Teacher Meeting, saying that the school business project “*has **shown a path to the students to become self-employed, without seeking help from governments. Our school can be recognised as providing real life experience and solutions to the challenges of the future***”.

Student Testimonial



Name: **Nombuso Cele**

Age: **19**

Grade: **11**

School: **Zithokozise High School, Ugu District, South Africa**

School Business: **Happy Days Tuck Shop**

Nombuso was an integral member of the winning team at Zithokozise High School. Their business ‘Happy Days Tuck Shop’ won the best business idea prize in Kwa-Zulu Natal, beating off stiff competition from schools across the province.

“The School Enterprise Challenge was great, I learnt so much and had fun at the same time. I now know how to take care of customers and how to plan a project including how to use a Gantt chart. **I also know how to handle stress in a business** for example working hours and managing time and how to handle our competition. I know that when it is busy that I need to be organised and plan my time well. When we face competition in the business I know that we need to adapt so that we can become better than our competitors. **I also learnt that I need to be an ethical business woman**, this is very important. For example when we sell fried chips I know that I must not eat them before serving or, if I want something from the tuck shop I always buy it first just like our customers.

As the chairperson of the school business I wanted to make the business formal. We have a register for tracking attendance when we have meetings. As a class we watched soapies and learnt about different scandals and I want to make sure that nothing goes wrong in my school business.

My favourite thing about participating in the School Enterprise Challenge has been that we get to know the community and what they need. For example when we went out to ask the community for donations we explained what the school business was all about, but at the same time the community

also told us their needs. In the future we would like to set up a foundation with the profits of our business to help the community. We have also had lots of fun.

When I leave school I would like to set up my own business, I will use this certificate [for participating in the School Enterprise Challenge] and explain what I have done.

Our biggest challenge was to raise money to start the business. We overcame this by holding a spelling bee competition each class had to register a joining fee of R50, each team member contributed R20 and our principle gave us R300, we were able to make R2100 to start our business.

My advice to anyone who wants to start a business is to be determined to succeed, be confident and passionate and do not listen to other people if they say you will fail.”
