

Progress Report September 2014 – February 2015

The first 6 months of full implementation have shown very satisfying results, which among others could be seen during more than 15 school visits, when giving workshops and organizing the first network knowledge sharing event for our 5 founding members and 3 high achievers at the School Enterprise Challenge. Government bodies as well as a range of national and international NGOs have supported our approach and expressed interest in working on the implementation of entrepreneurship education through school businesses.

A) Outputs achieved vs outputs proposed

In the past 6 months, considerable progress towards our proposed outputs for the end of year 2 has been made:

✦ 50 schools in Central America plan educational businesses as part of the School Enterprise Challenge competition

17 schools have planned educational businesses as part of the School Enterprise Challenge, 8 more schools have set up their action plan for implementation in the school year 2015 and 9 partners have declared interest and committed to supporting 10 schools each in the School Enterprise Challenge 2015.

✦ By the end of Year 2, at least 20 schools are active members of the network

8 schools are active members of the network who have received training on Raising Start-up Capital and Monitoring & Evaluation, and 3 more schools are in the process of becoming members.

✦ At least 1,425 students from low-income families will directly benefit from the project over 2 years, gaining business and transferable skills

587 students have benefitted directly from their involvement in School businesses through their participation in the School Enterprise Challenge, and 240 students in the network's

core member schools are being taught our Entrepreneurship Curriculum for Primary and Secondary Schools.

✦ At least 150 teachers will receive training, support, educational materials and a specialized curriculum to boost their students' learning outcomes and their own professional development

83 teachers and NGO staff have received training as a mix between the 3 workshops for the School Enterprise Challenge, and 2 workshops given to network members during our first Welcoming Event.

The 42 schools that had signed up for the School Enterprise Challenge 2014 have free access to the Entrepreneurship Curriculum and have received weekly guides with suggested activities for their students.

✦ Tools will be created and piloted to measure students' learning – both to boost their own learning and confidence and for monitoring & evaluation purposes

The Leaderless Group Discussion and a Questionnaire on business knowledge, both tools that help measuring soft skills, have already passed to the piloting stage: these tools were presented to the teachers in four schools in Nicaragua, who were trained in carrying out such tests, and subsequently put them into practice with the help of our team. A second stage pilot will take place in the first half of 2015, in order to ensure the accuracy and usefulness of both tools.

A Business Portfolio Toolkit has been created and is ready to be piloted in the first half of 2015. As one of the future key tools, the Business Portfolio helps teachers to determine work readiness and business knowledge of their students, while the young people themselves are guided towards a conscious learning process of technical and soft skills.

✦ 8,550 indirect beneficiaries will benefit from students' skills and improved earning capacity, including family members, community members, local employers and the school community

2,935 indirect beneficiaries are benefitting from students' and teachers' skills and improved earning capacity.

B) Outcomes / Benefits

Within the very limited time frame of 6 months we cannot give conclusive information on reduced drop out and better completion rates. Improvement in students' skills will partly be measured through the new M&E tools.

Skills development / Improved Teaching and relevancy of education:

An overall of 587 students have so far benefited from their participation in already existing school businesses, as well as through their participation in the School Enterprise Challenge, and have shown a slight increase of technical and transferrable skills.

By the end of February 2015, 240 students in Central America are being taught the Entrepreneurship Curriculum for Primary and Secondary Schools.

Through the training of 83 teachers and NGO staff, and providing them with packages to replicate workshops on topics such as Raising Start-Up Capital in an interactive and entertaining way, skills are developed in a considerably more comprehensive way. This “trickling-down” of knowledge ensures that knowledge stays in the schools and partner organizations and is passed on to future generations of trainers and learners. Proof for the success of this approach are the 17 schools in Central America that have handed in their business plan for the School Enterprise Challenge, 8 more schools that have set up their action plan for implementation in the school year 2015, a number of schools that will participate again in the 2015 edition as well as the declared interest of 9 partners that commit to supporting 10 schools each in the School Enterprise Challenge 2015.

Furthermore, the development of tools for Monitoring & Evaluation support the teacher in measuring transferrable skills, while the student enters a more conscious learning experience, by fomenting self-evaluation.

In Guatemala, a first workshop on the School Enterprise Challenge was held in early February, introducing entrepreneurship education and the School Enterprise Challenge to 25 participants from 16 schools, 2 NGOs and the Sub-Secretary for Extracurricular Education, while in Nicaragua a small workshop was organized for 3 technical schools.

As part of the first network event, our member schools benefited from 2 workshops on topics that are of utter importance for them: “Raising Start-up capital and small scale fundraising”, and “Monitoring & Evaluation: Why is it important for schools?”. We subsequently shared the resources for these workshops with all member schools, so they can pass the information on to their staff and students.

Unexpected Outcome:

An integral part of the school exchange and knowledge exchanging events is for schools to share their challenges and how these were overcome instead of presenting a project from a purely promotional side. Sharing these learnings and thereby fomenting a problem-solving culture is a novelty for the majority of Central Americans, but we could witness how participants increasingly take this approach onboard and become confident with sharing both the positive and the negative experiences. We have found that deeper understanding is created between schools and a can-do attitude is being developed, when they do not see another school as a superior institution but can compare each other on the same level and learn on the same level.

C) Lessons Learned (positive and negative)

Positive: Through the first network event and the first school exchange we have been able to re-confirm that schools highly appreciate and benefit from shared learning. The first school exchange between La Bastilla and Escuela Emprendedora in Nicaragua was held in October and February, when a part of the school team visited each other and shared good practices, as well as possibilities of overcoming obstacles for the school businesses and educational components. This exchange proves that schools find it highly motivating to experience how other schools work, instead of only reading about it or having a phone conversation with the counterparts. As a result, Escuela Emprendedora has been able to further develop their productive areas, including the students' involvement, and La Bastilla has taken important lessons about relationship building with educational institutions to their school.

Information gathered during group activities at the network welcome event has allowed us to reconfirm that the member schools feel the need for support and capacity building through workshops in topics like Marketing, Financial Planning, Education & Entrepreneurship, all of which are subjects we had previously identified as particularly useful for member schools.

Negative: The highly hierarchical structure of government bodies and other organizations has partly complicated forming relationships and hindered working with schools directly. In order to work in the most efficient and impactful way, official recognition from the Ministries of Education in all three countries is necessary. Our strategy has been adapted and we are now applying a two-way approach: the organization is officially introduced to government bodies while we continue approaching individual schools, organizations and municipalities. We have already had meetings on the government level in Honduras and Guatemala and are envisaging there to be at least one agreement signed by the end of 2015.

D) Future activities and any significant changes likely to affect funded work

We look forward to starting a busy season of workshops for business and teacher training, starting with 12 workshops for Stage 1 of the School Enterprise Challenge, as well as further workshops for the network member schools. There have not been any significant changes during the reporting period.

The upcoming 6 months will be filled with activity, the main ones being:

- ✦ 2 workshops for network member schools;
- ✦ Workshops for all 3 stages of the School Enterprise Challenge:
 - April: 4 Stage 1 workshops in Honduras, 4 Stage 1 workshops in Nicaragua, 1 workshop Stage 1&2 in Nicaragua (this workshop will be linked because of the difficulty of travelling to the Caribbean Coast), 3 Stage 1 Workshops in Guatemala (1 was already held in February)
 - Mid-May to mid-June: 4 Stage 2 workshops in Honduras, 4 Stage 2 workshops in Nicaragua, 4 Stage 2 workshops in Guatemala
 - End of June to end of July: 4 Stage 3 workshops in Honduras, 5 Stage 3 workshops in Nicaragua, 4 Stage 3 workshops in Guatemala;
- ✦ At least 2 school exchanges: 1 in Guatemala, 1 in Honduras;
- ✦ 1 knowledge exchange event;
- ✦ Visits of minimum 5 schools participating in the School Enterprise Challenge, as well as visits to 4 potential member schools;
- ✦ Creation and execution of a series of 3 workshops for teacher training to be given to a mix of teachers and interested NGO staff;
- ✦ Piloting of M&E tools: Leaderless Group Discussion and Questionnaire will go through a second round of piloting in 4 schools, the Business Portfolio will be translated and piloting will start in June.

E) Sustainability

For the 2014 edition of the School Enterprise Challenge a sponsoring system for national sponsors has been laid out. This approach was successful in Nicaragua, where Fundación Fama is sponsoring the prize for the Best Business Plan, as well as a small award ceremony. By involving local foundations and businesses, we expect to further the recognition of practical entrepreneurship education on a regional level, and in the mid-term find a local partner to carry on the running of the School Enterprise Challenge.

A further strategy for sustainability is the creation of strategic local partnerships, through which we expect to continuously diminish program running costs. During the first six months the Enterprising Schools Network could take advantage of office space that was offered to us for free by a local foundation.

Paid training sessions and consultancy have been set up and will be promoted throughout 2015.

F) Financial Report

During the first 6 months of the project, expenses were below half of the overall Year 1 grant. This is due to lower expenses in December and January with schools closed, as well as the slightly delayed start of the Education Specialist.

Project Budget (£ GBP)	Year 1	Actual Spend Sept '14 - Feb '15	
Capacity building, training and network coordination			Notes
Education Specialist (salary and costs) and contribution to Network Coordinator salary	11,075	5,300	Education Specialist was hired with the beginning of December 2014
Developing, testing and translating educational resources/tools	1,419	935	
Communications costs	65	25	as December and half of January schools were closed
Events and activity costs	1,528	500	Biggest part of these costs through the Network Welcome Event
Network office	313	-	office space was offered for free for the first 6 months
Transport	467	333	
Marketing and school incentives	271		no funding from BFSS grant
School Enterprise Challenge costs			
School Enterprise Challenge Officer - time spent on education	933		no funding from BFSS grant necessary
Educational resources and global competition support	883		no funding from BFSS grant
Workshops	515		no funding from BFSS grant
Monitoring and Evaluation			
Monitoring and Evaluation costs	1,304	667	
UK management, admin and finance support			
UK project-support costs	2,077	667	
Total GBP	£ 20,849	£ 8,427	