

Report back to The Funding Network

1. Name of your organisation and date funded by TFN:

Organisation: Going to School Fund

Project: Be! Schools: 25 stories teach 100,000 children in Grade 9 entrepreneurial skills at school in Bihar, India

2. What does your organisation do?

i.e. What are its aims and objectives? Have these changed since receiving TFN funding?

Going to School makes beautiful stories for the poorest children and young people in India to inspire them to use their education to transform their lives and create their own opportunities.

Going to School's current project, Be! Schools is a longer term investment in keeping kids in school to learn skills and 25 books that teach entrepreneurial skills to children in school. Every week for the past academic year, mandated by the Government of Bihar, in 841 high schools in Grade 9, 84,000 children read a skills book, played a skills game and created a skills-action project in their community. We collected children's skills projects, graded and logged them into a central tracking system. We monitored thousands of children by name, age, school, district.

At Going to School we believe in the power of stories. We've created stories to teach skills in schools and now we're proving how effective these stories can be in enabling young people from low-income groups to learn skills that will prepare them for life, the economy and the uncertain world in which we live.

Funding from TTFN allowed us to print 10,080 beautiful storybooks to teach children skills. Some books are a set of over 50 postcards, others are 100+ page graphic novels. Thank you for your support. Your grant has allowed us to deliver imperative skills to 96 schools and 9,600 children who go to school in the poorest state in India, and are at risk from dropping out.

Thank you.

3. When was your organisation first established?

Going to School was established in 2003.

4. Since receiving funding from TFN how has your organisation changed?

Has your annual turnover changed?

Has the number of beneficiaries reached changed?

Can you quantify any other changes? Eg ...number of employees, number of projects, geographical scope.

Yes, since we received funding from TTFN, we have grown from ten employees in the Be! Schools team to a team of over 50 employees. Most of our colleagues are based in Bihar and visit 1,000 schools each week to collect children's project activities and also to help teachers in conducting the activities, monitor the program. Other team members grade and log children's projects in a central system.

When we first received funding from the Funding Network, our budget for Be! Schools was RS 50 Lakhs, it is now RS 2 crore with grants from new funders based on the success of the pilot in Bihar. Western Union has funded a teacher training program in Siwan and Bihar Government has taken the responsibility of providing travel allowance to the teachers who come for training.

Further, the model has been proven, and in September 2013, Be! Schools project will be launched in Jharkhand and by 2014 we would like to expand the program with few more government schools in 4 different states of India, reaching over 10 million kids from the government schools in these states.

5. Can you describe/measure the impact that the specific TFN funded project/work has had?

What actual change did the funded project generate? What proportion of the project/work did TFN fund (eg all/x%)? What evidence do you have for the success or failure of the funded project?

TTFN funded the printing of Books and outreach for Be! School. The impact and results from TTFN funding were:

- 480 sets of 21 skills books were printed
- These books were distributed to 96 government schools of Patna district in Bihar.
- 9,600 kids have read these books during the last academic session and we have received skills project from 70% of children in the program (a great result in the Government system).
- 192 teachers were trained to tell stories and teach kids entrepreneurial skills.
- A grading team was responsible to grade all the activities received from the kids.
- 79% of the children in the program said that Be! Schools made a difference in their lives.
- 49% of boys & 43% of girls said that Be! Books made their classroom more interesting.
- 13% of girls & 10% of boys said that their parents liked the books 60-90% was the average children's score for Be! Skills Action Projects depending on the skill tested.

6. Could you give us an estimate of how many people have been reached by the TFN funded project/work and by how much?

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7. Did receiving the money from TFN make positive difference to your organisation? If yes, in what way? If no, please specify why not?

Were there changes in non-financial support/leverage i.e volunteering hours, relationships, contracts, trustees or media coverage? Did it help to get other grants/donors?

Yes, receiving the money from TFN made a positive difference to Be! Schools. The funding was invested in printing books. The funding helped us prove our theory that stories can change the way children learn, encouraging them to stay in school (and not drop out) to learn skills.

We have conducted a survey before and after reading the stories and this is what changed:

- 84% of children said that they plan to start their own business. On the first day, 82% of girls were more likely to start their own business versus 75% of boys. On the last day, girls still led boys 87% to 78%.
- 92% of children think that they will invent something that solves a problem in their community.
- Children think local problem can be solved by starting up a business such as water, electricity, roads, pollution or waste, health & hygiene, lack of education institute.
- Before reading the survey showed the important factor to start a business are social networking, innovative thinking and making budget. After reading the stories the kids thought innovative thinking, knowledge learning accessing information and social network are the most important factors to become an entrepreneur.
- Children in Bihar say the longer you go to school, the more money you can make.
- The girls who would like to do post graduation increased by 5%
- 64% of girls, 60% of boys say they have met entrepreneurs in their community because of Be! Schools. Before our program began, no one was sure who was an entrepreneur, what they did or what their skills were.

8. Do you have any other comments regarding TFN funding?

Thank you for believing in the power of stories and helping us to reach 9,600 kids in Bihar.

9. Can you please include any relevant photos or clips that may relate to the project.

The journey of stories to the children in Bihar:

<http://www.youtube.com/watch?v=zp1sKUSKwCM>

Views of teachers after training:

<http://www.youtube.com/watch?v=Q0pvxYV7iYA>

Measuring Impact of the skill books

Every child's skills project will be collected, scanned and graded into a monitoring system. Children's Entrepreneurial Skills projects collected every month will show us:

- Skills project outcomes for 38,500 children, individually (name, age, gender, school) in real-time
- The progress of 35,800 children most at risk from dropping out of school: skills they excel in, trends they admire, sustainable businesses they wish to start, social networks they build, what they want to change.
- Evaluate the progress of 35,800 children, and compare urban/rural, age, boy/girl, skills results – see trends according to location (lots of entrepreneurs means entrepreneurial environment/ support), access (not enough schools), no. of teachers.
- Monitor the attendance and drop-out rate for 35,800 children in Grade 9 with a particular focus on adolescent girls.
- We aim to reduce the dropout rate by teaching skill through stories to India's poorest children.



"I lost my father three years ago. But there were so many things I did not know about him. When I was making the Family Tree project, I learned that he was once recruited to join the army and he was a wonderful cook, so people used to come to our house to eat. I feel so proud of him. After he passed away, my mother had a difficult time raising the family by herself. But just like my father, my brothers are also risk takers and never gave up. They work really hard, sometimes two jobs, but they made sure my sisters and I go to school. If it wasn't for my family, I would have had to drop out of school after my father's death."

Anjali Kumari, age 14, Be! Schools, Neora Government High School, Patna District, Bihar

www.goingtoschool.com



Changes in year 2013 program implementation

We have learned and grown so much this past year and have received 100,000+ amazing and inspiring projects from the schools, children and teachers. Reading, absorbing and evaluating all that we have seen and heard, we decided to make speedy modifications and additions for the new year.

Our content – the beautiful stories have been changed to respond to concerns and questions from teachers and students who are their key users. This is what is new this year to make 2013 even more special!

Six new books and a new order of reading the books begins the list of changes. The new order of books has placed the content according to its difficulty level and one skill leads to another. The best projects that we received last year have been added to the pages of the books to inspire other children reading them. Teacher manuals have been written in more detail, adding story summaries and dividing the manual into Volume I and II to make it easier for teachers.

For best performing teachers, we've made Little Free Libraries, made out of local wood, Mango, Neem, Jack Fruit, that will be given to 12 outstanding teachers. This way children can have their Be! Books in their classroom instead of the head teachers office.



For children, we've designed 16 skills badges. A material bag of 5 of each badge design have been delivered to schools so teachers can reward children with the best projects every week. If a child manages to collect 10 badges, she can win a back pack.



And of course, there's the new stories:



Madhur's Book of Memories

Skill: Research & documentation

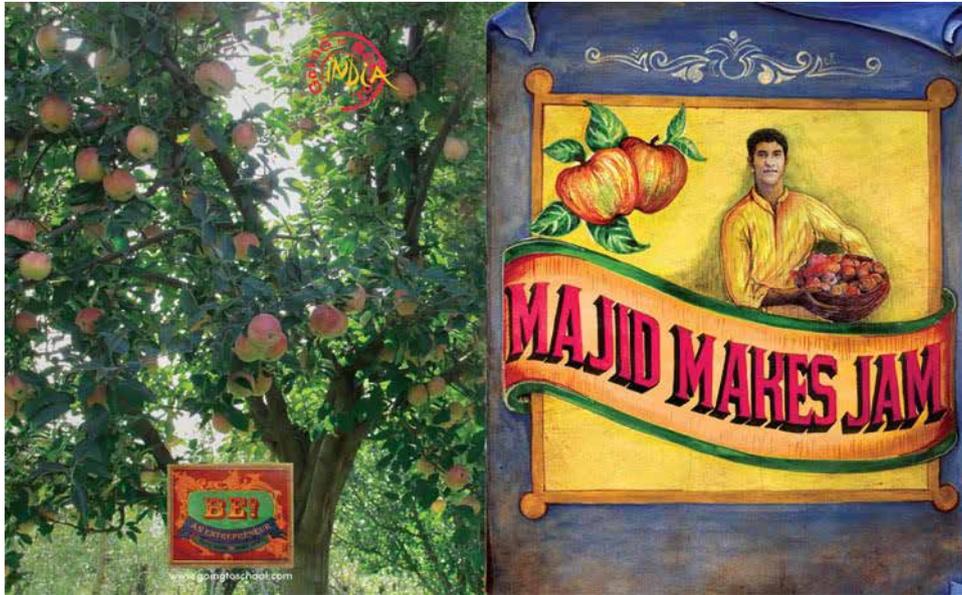
Synopsis: 9 year old Madhur used to accompany his grandfather on long walks in the forest where he learnt about the medicinal and healing properties of various plants. As he grew up, he forgot all this wonderful information and lost interest in the magical forest. When his elder brother falls sick in the city, Madhur turns to grandfather and his healing plants for help. The elderly grandfather had forgotten most of what he used to know. Madhur realises that he should document whatever he can before he loses this information again. He collects information from all the aged people of the village and makes a big diary containing all their ancient knowledge for the benefit of the future generations. Children learn the importance of writing and documenting information – which could be lost otherwise.



Goal Goa

Skill: Business ethics & morals, team work

Synopsis: Anthony loved playing football, but after injuring his knee, he couldn't play anymore. His passion for the game led him to start a football manufacturing business in Goa. As a businessman, he ensured that all his employees would be happy, and he never did anything unethical like giving or taking bribes. Such ethics made his life and work difficult by creating more obstacles, but Anthony stuck to his ground. He became renowned and respected for his principles and was given an opportunity to work with the Goa Football Association. Children understand that being ethical and working in a team might require more strength but it proves to be beneficial to any entrepreneur.



Majid makes jam

Skill: Be resourceful

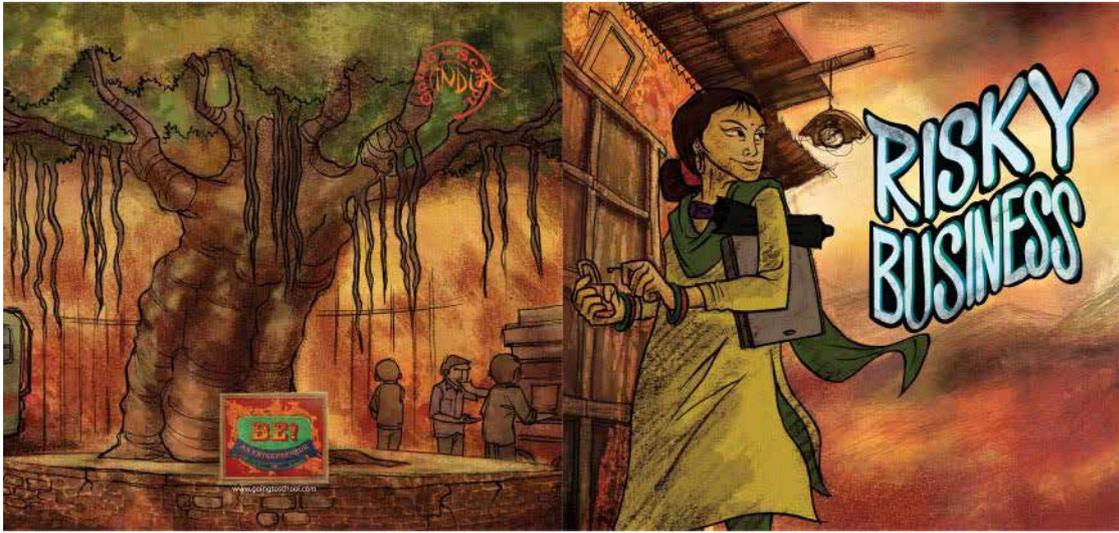
Synopsis: Majid was a young man who lived in Mirpur village in Kashmir where his family owned many apple orchards, but the apples would go to waste as there was curfew through most of the year and the apples would stay in the village and rot. One day he received a letter from his aunt who advised him on how to solve problems by utilizing the resources around him. He decided to use the apples he had to make delicious jam, and start a jam business. This way his apples wouldn't go waste and he could earn as well, and soon he was running a successful jam business. Children learn how to recognize things around them as resources which can be made use of.



Asha makes a budget

Skill: Making a budget

Synopsis: When Kallu Chacha, the local grocery store owner keeps increasing the price of his products unfairly and for no reason, Asha decides to open her own grocery store which would sell all the necessary household requirements at the correct price. To start her business she first needs to make a budget of her costs – where would she be getting her raw supplies from, how much would she buy them for, how would she transport them, and how much would she sell each item for. She also has to list all the goods she would need to invest in, her monthly expenses and her income. Because of her budgeting and financial planning, Asha begins and runs a successful business. Children will learn the value of making a budget and will understand how to manage the inflow and outflow of money in day to day life as a valuable skill.



Risky business

Skill: Take a risk

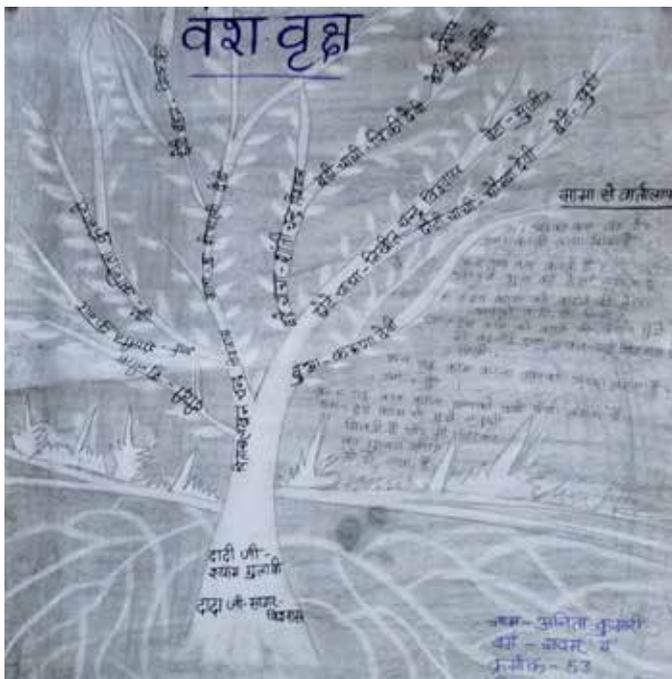
Synopsis: This is an interconnecting story of five people who are brave and take risks to solve their own problems and the problems they see around them. It starts with Kamla, a teacher, who refuses to let caste and class differences affect her teaching fully aware that her principles could cost her her job, and ends with Salim who quits his city job to return to his village and start a waste-recycling business. Children learn that taking a risk, although might end with a negative result, is important for an entrepreneur as one could only break barriers and reach greater heights when they are brave enough to take a risk, not carelessly but after careful analysis of its possible outcomes.



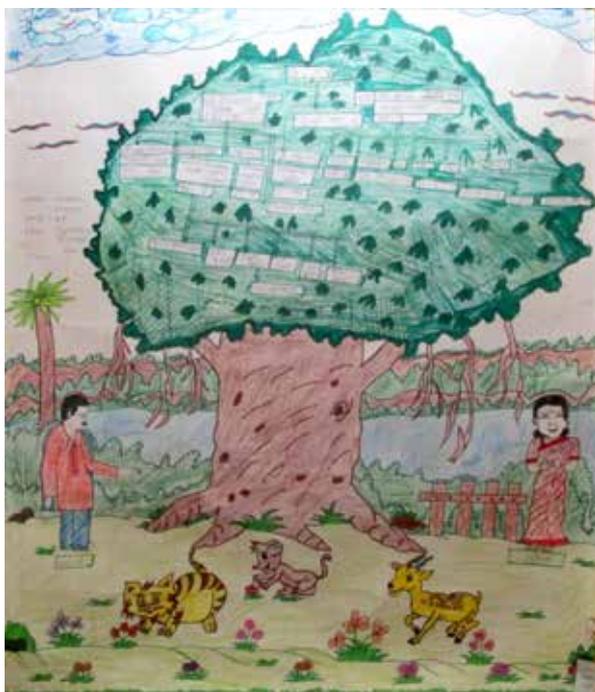
It's not scary, it's just paper

Skill: Register your business

Synopsis: Nadeem decides to start a business to rent out old books to children in his community. For his dsupply of old books, he decides to partner with Hukum Singh, the Kabadi Wala who's only condition was that he wanted to sign a partnership agreement with Nadeem. Through this process Nadeem learns the importance of significant paperwork and documents like Pan Card, Identity Proof, Birth Certificate, Driver's License, Passport, Ration Card etc. Children learn how important certain identification documents are in all stages of life and especially to start a business



Anita Kumari from Raj Sampochit Kanya Uchh Vidyalaya, Betiya created a masterpiece without colours. Using only pencil, she shaded a beautiful family tree with each family member flowing into a branch. She has written about her hero, her uncle who sells fruit on a pushcart to support his family.



Kusum Kumari, a 14 year old girl from High School Dindayal, introduced her mother and father as her favorite people in the world.



Kiran Kumari from Raj Sampochit Kanya Uchh Vidyalaya, Betiya, went into the details of every leaf of her family tree. She wrote about her father who is a electricity meter-reader. He enjoys his work because he gets to visit people in their houses, meet different kinds of people and make new friends.



This neatly made project is by Abhishikha Sarshaf of Raj Sampochit Kanya Uchh Vidyalaya, Betiya. She has written that her father is a driver who started his work out of sheer necessity to earn for his family. However, he does not enjoy his work because he does not get any free time to spend with his family.



Jaya Kumari created this colourful project and wrote about her grandfather who was the Principal of the Middle School for girls. He always wanted to become a teacher because his uncle had worked very hard to earn money to send him to school. To teach other students was the only way he believed he could truly repay his uncle for all he had done.



Naveen Kumar showed that girls were not alone when it came to producing project masterpieces. He created an intricate border for his project with a pen, and added beautiful artwork, parrots and flowers to his super family tree.