



MANUAL

E4YP Incubation Forum

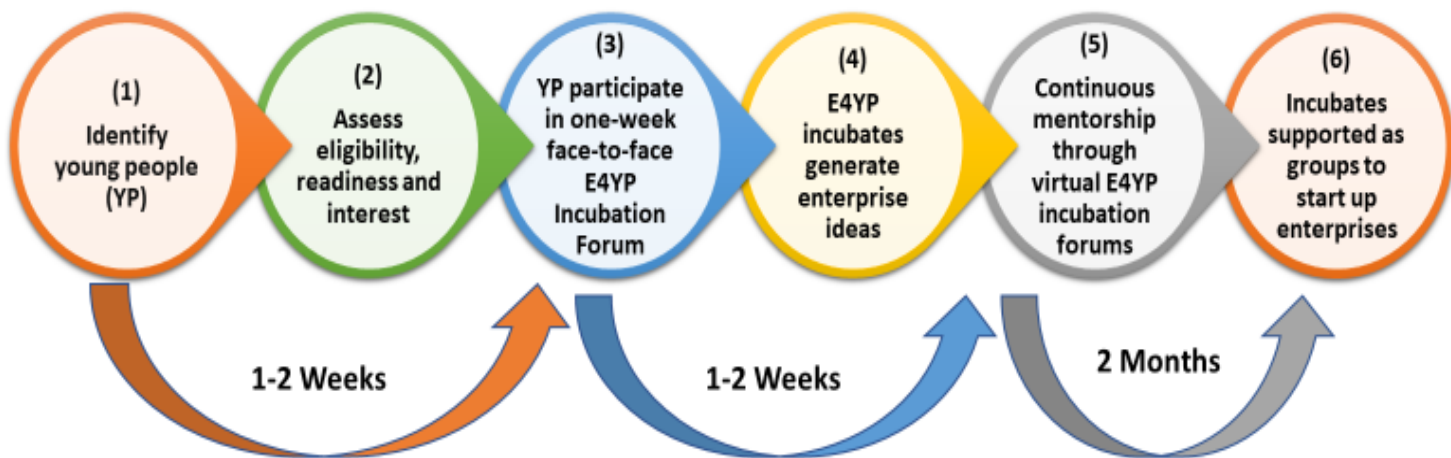
Nurturing
entrepreneurship
potential for young
people

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E4YP 6-step incubation process



Introduction

This manual is one of the different resources developed to guide E4YP incubation process. The manual is designed for technical staff, role models and facilitators involved in the E4YP incubation process who are helping young people develop knowledge, skills, and aptitudes for nurturing the entrepreneurship potentials. The manual provides guidance throughout the E4YP 6-step incubation process starting with identification of young people up to when the E4YP incubates start up their own enterprises. It begins with providing information on the topic of youth entrepreneurship (Section 1) and then outlines the components that Volunteers might facilitate with their local counterparts or others in the community. The first component is identifying interested youth (Section 2). Once a young person or group is ready to work with you, it is important to assess their readiness to engage in entrepreneurship (Section 3), which is a more creative activity than simply generating income. The core of the program is actual incubation through face-to-face and virtual forums (Section 4) to ensure that personal readiness matches the market opportunities and profit aspirations.

It is hoped that when young people are exposed to information on the Income Generating Activities (IGAs) opportunities by interacting with role models who have successfully operated different IGAs, their mindset can be stimulated to develop new ideas and start up their own IGAs. The potential ideas can be nurtured and harnessed through apprenticeship and continuous mentorship through virtual incubation forums

Section 1: Child Protection Code of Conduct

Since the incubation program targets young people aged 15-24 years, all role models, facilitators and technical staff are required to take specific precautions to reduce the risks of child abuse. Following are some basic dos and don'ts related to behaviours associated with ICOBI Programs, which every Volunteer and staff member must follow.

Acceptable Conduct

At minimum, the employee or Volunteer will:

- ✓ Treat every child with respect and dignity.
- ✓ When possible, work in a visible space and avoid being alone with a child.
- ✓ Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.
- ✓ Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct

At minimum, the employee or Volunteer will not:

- × Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.
- × Practice corporal punishment against, or physically assault, any child.
- × Emotionally abuse a child.
- × Develop a sexual or romantic relationship with a child.
- × Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.
- × Use language that is offensive or abusive towards or around a child.
- × Behave in a sexually provocative or threatening way in the presence of a child
- × Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.
- × Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

If trainees, Volunteers, or staff have any questions about these guidelines, please direct them to the Executive Director or other senior staff member.

Section 2: Identify young people (YP)

Working with young people can be a very fulfilling assignment. Young people tend to embrace new ideas, radiate energy, and show an eagerness to see results. Peer support can motivate young people to try a new activity or enterprise and fuel creativity needed to be more entrepreneurial. Sometimes, young entrepreneurship activities are more effective if targeted in groups. Also, it may be hard to find a natural group of young people who are interested in entrepreneurship. At times, it may seem that everyone is interested in entrepreneurship and you could never satisfy the demand. Many youth activities get started only to find that very few young people are willing to commit to finishing the program. Identifying, selecting, and retaining youth is thus considered central to the success of E4YP program.

1.1. How to identify the young people?

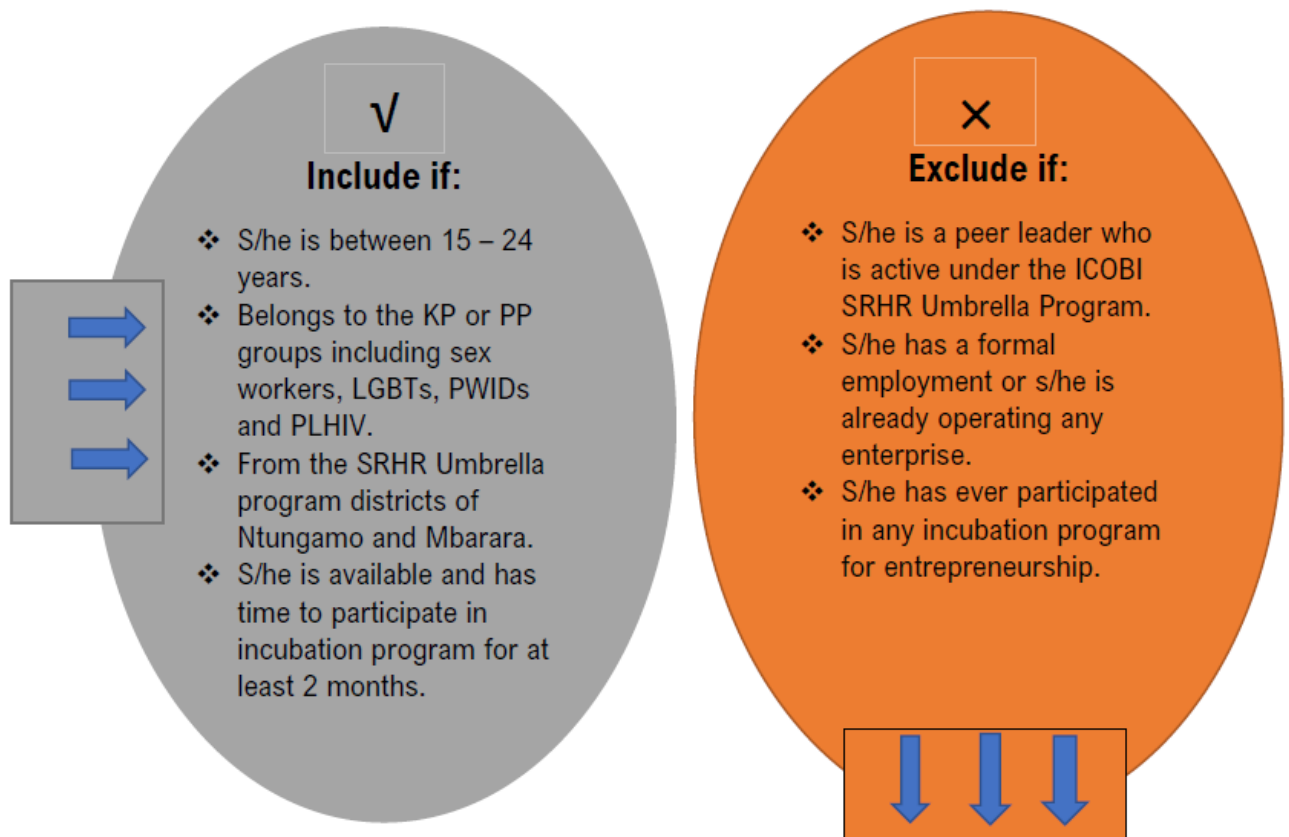
The E4YP recommends two approaches, which can be used to identify the young people for incubation program that fall under the target population. These are:

- *Referral by peer leaders and gate keepers of YKPs:* Peer leaders and gate keepers who regularly interact with young people are asked to identify and recommend those who could be interested in the incubation program.
- *Identification through community outreaches:* Young people can also be identified during the outreaches when they come to receive HRHR services. During peer-to-peer sessions and counselling, young people who meet the E4YP inclusion criteria are identified. Outreaches provides an opportunity to identify from a pool young people of different backgrounds who converge to receive services.

1.2. Selection criteria and enrollment for E4YP incubation program

The following selection criteria shall be considered when enrolling participants for the E4YP incubation program (figure 1).

Figure 1 Inclusion and exclusion criteria



















Section 3: Assessing Readiness for E4YP Incubation

Before starting a full E4YP incubation program, it is recommended to first assess the readiness of youth to engage in business, and what relevant enterprise skills they might have. Assessing readiness should be an interim step to ensure young people are ready for the incubation process. There are difference aspects to assessing readiness. The following self-assessment can be used to facilitate the process on the first day of incubation.

Table 1: Readiness assessment tool

Instructions: Answer each question as a self-assessment by circling the appropriate smiley face.

No.	Question	Don't Agree (1)	Somewhat Agree (2)	Agree (3)	Mostly Agree (4)	Completely Agree (5)
1	I am willing to work long hours, maybe even initially without pay.	☺	☺	☺	☺	☺
2	I enjoy making my own decisions and controlling my work.	☺	☺	☺	☺	☺
3	I am willing to take risks, and understand that I might fail at first.	☺	☺	☺	☺	☺
4	It's okay with me when a situation is unclear or could change quickly.	☺	☺	☺	☺	☺
5	I get along with people. They trust me and consider me honest and reliable.	☺	☺	☺	☺	☺
6	I have a good understanding of how to manage money and business records.	☺	☺	☺	☺	☺
7	I like solving problems and finding new ways to do things.	☺	☺	☺	☺	☺

8	My family supports me and will help me to start a business.					
9	I have a good network of friends and useful business contacts.					
10	I am willing to keep trying even when others have doubts.					
11	I have experience in business and/or have good role models and advisors.					
12	I believe in myself and in my business idea. I know I can succeed.					

E4YP Incubation Curriculum

The E4YP curriculum is meant to cover five days of face-to-face interaction with young people and facilitators.

Day One –The Lifestyle of an Entrepreneur

Title	The lifestyle of an entrepreneur
Objective	<ul style="list-style-type: none"> - To assess young people’s readiness for incubation - To connect daily life and entrepreneurship - Familiarizing youngsters with the entrepreneurship culture - Mapping the problems that young entrepreneurs are facing
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	7-8 hours
Description including timelines	<ul style="list-style-type: none"> - Energizer (10 minutes) – Ask participants to lead the energizer - Readiness assessment and expectations (60 Minutes) - Briefing about the topic- more details about workshop topic – explaining in details about workshop connection between entrepreneur culture and private life. Definition of lifestyle; - Explaining what the lifestyle of entrepreneurship; - Barometer method with the following statement; <ol style="list-style-type: none"> a) My government supports entrepreneurs; b) I know how to be an entrepreneur; c) I would like to be entrepreneur; d) There are enough resources for starting an enterprise - Group discussion: participants are divided into four groups with 5 participants and they are invited to discuss the next question <ol style="list-style-type: none"> a) How much does entrepreneurship influence lifestyle, and vice versa? b) Which problems do young entrepreneurs face nowadays? c) Why are young people today hesitant to take a risk? - Leave the group 30 minutes for discussion - Group presentation with guidance of facilitator/ trainer (30 minutes) - Debriefing – Asking what they learned, how they felt, conclusion, question and answers to close the workshop. (20 minutes) - Motivational speech by a role model
Methods	In-put, discussion, group work, barometer method and brainstorming.
Results	<ul style="list-style-type: none"> - Understanding connection between entrepreneurship and daily lifestyle - Participants become aware and understand better the entrepreneurship culture - Boost critical thinking about problems of young entrepreneurs and trying to find solutions through discussion

Day Two – Be Your Own Boss

Title	Be your own boss
Objective	<ul style="list-style-type: none"> - Encourage young people to take an adventure in entrepreneurship - Motivate youngsters through successful stories - Learning the basics of entrepreneurship - Exploring ways how to start your own enterprise
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	7-8 hours
Description including timelines	<ul style="list-style-type: none"> - Introduction- presentation of the topic, explain what is entrepreneurship, what qualities entrepreneurs have. - Successful motivation story shared by a role model (60 minutes) - Divide the team into 4-5 small groups and ask them to work together to create an enterprise idea (60 Minutes). - Documentary on a successful Art and Craft Enterprise (30 Minutes) - Presenting group work, questions and answers round (1 hr 45 minutes) - Conclusion – discussion about what they have learned in the day (10 minutes)
Methods	Brainstorming, Role Modelling, Documentary, group presentations.
Results	<ul style="list-style-type: none"> - Clear understanding of what entrepreneurship is - Getting motivated to start own enterprise - Making connection of entrepreneurship and youth entrepreneurship

Day Three – Build Your Social Enterprise

Title	Build Your Social Enterprise
Objective	<ul style="list-style-type: none"> - Foster creativity and innovation among participants - Encourage teamwork among the participants - Build team spirit while working on common ideas - Promote learning about the social entrepreneurship among the group - Motivate youngsters through a field visit to a social enterprise
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	7-8 hours
Description including timelines	<ul style="list-style-type: none"> - Introduction to social enterprise - Explain the whole group that they will be working together in small teams to create their social enterprise ideas. Make a summary of the previous sessions to remind them what was learned. Give them the following input, written on a flip chart so they can all take notes (or prepare it as a handout, one per each team). - Divide them into small teams of maximum 5 people per team, give them the handout, flipchart paper and markers and let them work. Upon return, they must be ready with a presentation of their idea. - Participants have to discuss and respond to the following questions: <ul style="list-style-type: none"> ✓ WHAT? – What kind of social enterprise do you want to set up? It can be a product or a service. ✓ WHY? – What makes it useful and convenient, and a winning idea? What community needs does it answer to? What makes it innovative? ✓ HOW? – What do you need to start in terms of resources (financial, human and other kinds of resources)? How are you going to make it successful? What would be its slogan or campaign to launch it? ✓ WHEN? – How much time do you need to launch it in the market? How do you think it can develop and in how much time? ✓ WHERE? – Will your enterprise in be local, national or international level? ✓ Are you going to use some opportunities (such as funding, or materials, etc.) from somewhere else? - Presentation of group work on social enterprises created by participants followed by feedback provided by participants and trainers. Allow enough time for each group to introduce and the participants to ask or clarify any questions they might have. - Field visit to a social enterprise

Methods	<ul style="list-style-type: none"> - Brainstorming, small group work, presentation, learning by doing, feedback from facilitators team, field visits
Results	<ul style="list-style-type: none"> - Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise. - Skills improved: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in a team and accepting other ideas.

Day Four – What is a Successful Enterprise?

Title	What is a Successful Enterprise?
Objective	<ul style="list-style-type: none"> - To reflect on key elements of the successful enterprise. - To discuss essential concepts related to entrepreneurship such as vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation, customer care etc. - To foster participant critical thinking about how to improve the necessary skills to become an entrepreneur. - To share different opinions how to work with young people to improve the skills necessary to enter into entrepreneurship ventures.
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	7-8 hours
Description including timelines	<ul style="list-style-type: none"> - Energizer and introduction to the day's topic - Divide the team into 5 small groups and ask them to write down the elements of a successful enterprise. Following a brief theoretical input on what leads to success, invite the small groups to brainstorm, discuss and make a list of skills/knowledge/attitudes that are needed to start an enterprise. - Ask the groups to come back in plenary and give 10 minutes each team to present their results - Give theoretical input and/or add the missing elements based on participants presentation and materials prepared in advanced. - 20 minutes - Open group discussion how to improve our skills in entrepreneurship Ventures. - Successful motivation story shared by a role model (60 minutes)
Methods	<ul style="list-style-type: none"> - Brainstorming, small group work, presentation, learning by doing, feedback from facilitators team, role modeling
Results	<ul style="list-style-type: none"> - Reflection on elements of the successful enterprise.

	<ul style="list-style-type: none"> - Discussion of important concepts like vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation, customer cares etc. - The top personal competencies of an entrepreneur explored. - Participant foster critical thinking about how to improve the necessary skills to become an entrepreneur. - Participants improve their knowledge how to build a successful enterprise.
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Day 5 What Skills do young entrepreneurs need now and in the future?

Key Message	<i>The world of work is changing rapidly, and so the skills young entrepreneurs need are also changing</i>
Objective	<ul style="list-style-type: none"> - To equip Young entrepreneurs continually build and evolve their skills to meet the demands of new opportunities and challenges. - To explore what softs skills are and why they are important. - Outline our new entrepreneurial soft skills framework and consider the changing nature of digital skills
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	2 hours
Description including timelines	<ul style="list-style-type: none"> - Energizer and introduction to the day's topic - Divide the team into 5 small groups and ask them to write down soft and hard skills. Invite the small groups to brainstorm, discuss and make a list soft skills and hard skills. - Ask the groups to come back in plenary and give 10 minutes each team to present their results - Give theoretical input and/or add the missing elements based on participants presentation and materials prepared in advanced. - 20 minutes
Methods	<ul style="list-style-type: none"> - Brainstorming, small group work, presentation, learning by doing, feedback from facilitators team, role modeling
Results	<ul style="list-style-type: none"> - Young entrepreneurs must continually build and evolve their skills to meet the demands of new opportunities and challenges. It is increasingly recognised that these skills include not just 'hard' business skills and sector specific technical skills but also 'soft' skills. - List a set of competencies, behaviours, attitudes, personal qualities, motives and thought processes that enable young people to perform well and achieve their goals, work well with others, and effectively navigate their environment. - Learn interpersonal skills such as team building, time management, delegation, conflict resolution and stress

management, resilience, curiosity, taking risks, being adaptable and creative or innovative.

- Help young people negotiate multiple, sometime unpredictable, pathways.

Our entrepreneurial soft skills framework

Skill Group	Today's Skills	Future Skills
- Intra- and interpersonal skills	- Positive self-concept	- Mindfulness (new) - Self-awareness and self-realization (amplified)
	- Communication skills	- Business Story-telling (new) - Negotiating networks, crowds and movements (amplified)
	- Social and interpersonal skills	- Working with networks, crowds and movements (new) - Empathy and compassion (amplified) - Emotional/social intelligence and influence (amplified)
- Create and solve skills	- Planning, organizing, executing and management	- Adaptive planning and management (new) - Time management (amplified)
	- Higher-order thinking skills	- Systems thinking (new) - Complex problem-solving (amplified)
	- Creativity and innovation	- Co-design (new) - Co-creativity and innovation (amplified)
- Information, opportunity and risk management skills	- Opportunity seeking, recognition and assessment	- Building and managing online reputation (new)
	- Information seeking and management	- Complex information management (amplified)
	- Coping with ambiguity, uncertainty and risk	- Wellness management (new) - E4YP coping skills (amplified)

- **Growth mindset skills**
 - Persistence, tenacity and resilience)
 - Flexibility and adaptability
 - Future Orientation
- Grit (new)- passion and perseverance
- Agility (new) -ability to quickly change a course of action while maintaining control
- Active learning skills (new) Motivation to continuously learn (amplified)

Gender mapping of value chains

Brief description:

- This tool is used to map the value chain of interest. ICOBI project officers use this tool in a participatory manner with the different stakeholders involved in the value chain. The tool raises awareness on existing gender dynamics and reflects on what could be done to upgrade or improve the chain in a gender responsive manner.

Purpose:

- By highlighting women's contribution to the value chain, this tool will assist in identifying gender responsive technologies to be developed by incubator and partners.
- It also uses a gender lens to identify bottlenecks in the value chain so as to develop strategies that can help upgrade women to higher value chain nodes. Identifies which sex is dominant in segments of the chain where value is high.
- Uses a gender lens to identify where power/influence/control lies.
- Uses a gender lens to determine if the environment (physical, business, policy, social, etc.) is enabling for male and female chain actors to upgrade to being business entrepreneurs (not only in the production sector) along the entire value chain. The tool will also help in terms of decisions related to technology development, for example, if incubator wants to develop women friendly technologies.

Step 1 Actor mapping: In a participatory manner, stakeholders are guided to draw a map of the chain using the following criteria:

- What are the main processes involved in the chain?
- Who are the main actors in the chains?
- At each node of the chain, how many actors are men and how many are women?

Step 2 Activity mapping:

- Who does what?
- Highlight women's participation in the mapping of the activities in the different processes of the value chain.

Step 3 Identify chain supporters:

- Who are the important actors outside the chain?
- Which services do men and women get within the chain and how?

Step 4 Identify opportunities and constraints for women:

- What potential opportunities can female and male chain entrepreneurs seize in a quest to improve chain performance?
- What constraints are women and men likely to face in this regard?
- What potential strategies can be employed to overcome these constraints for the different gender categories?

Gender mapping of the incubator programme

Brief description:

- This tool will be used to map and monitor the involvement of women in the incubator programme. ICOBI will use the tool to flag areas that may need strengthening in terms of gender. ICOBI will also use the results of the tool to raise awareness on gender issues/ inequalities with partners and stakeholders, and help to shape reflections on strategies to bridge the gender gap.

Purpose:

- Identifies where men and women are located in the incubator programme in order to address any bottlenecks and issues related to unequal participation of men, women and youth in the programme.
- Uses a gender lens to determine if the incubator environment (physical, business, policy, social, etc.) promotes participation of women and youth.

Step 1 Mapping governance structures

Using sex-disaggregated data collected from routine monitoring, an incubation manager can create a database mapping the involvement of men and women in the incubator programmes.

Governance structures

- Are women involved as incubators and mentors? Yes/No
- Are women present at the level of decision-making and governance in the incubator consortium and individual incubators? Yes/No

Specify the number of men and women involved, and what they do. If women or youth are under-represented in the governance structures, this may mean that their interests are not represented adequately. The incubator manager may need to develop strategies to groom women to take on higher level decision-making roles. Strategies could involve actively identifying women who can take on higher-level decision-making positions or mentoring and building the capacity of identified women and youths who can then take on positions in the incubator management structures.

Step 2: Mapping of incubatees

- Who are involved in the incubation programme as incubatees (by sex)?
- What types of agribusinesses are incubatees involved in (by sex)?
- Who is graduating from the programme (by sex)? Who is failing to graduate (by sex, and age)?

Make men, women and youth visible by specifying the number of men and women involved, and what they do. At this step if you realise that (for example) a higher proportion of women Useful tools for mainstreaming gender in agribusiness incubation A toolkit for gender mainstreaming in agribusiness incubation and youth are failing to graduate you may need to dig deeper to understand if they have specific needs that are not being met by the programme, resulting in lower success rates. If you can identify these needs you can then develop relevant strategies to address them.

Step 3: Job creation opportunities after graduation •

- What types of jobs are created for men, women and youth?
- Who is benefiting from jobs created by incubated businesses (men, women and youth)?
- Do incubated businesses have employee retention plans to suit the needs of men and women employees?
- Which level of employment are the different employees located by sex and age?
- What is the gender and age representation at higher-level jobs in these businesses?

Depending on the signed incubation agreement, incubator managers can get this information from graduates of the incubation programme as part of routine monitoring. Information will be presented in a sex-disaggregated manner. This tool will help ICOBI to identify areas of underperformance in terms of gender integration, as well as potential strategies that can be used to improve performance.