APPENDICES

Building creative capacity

Bridging the gap between social businesses and
young professionals in Kenya

List of
APPENDICES

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A - Project brief

DESIGN FOR our future

TUDelft

IDE Master Graduation
Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

🛈 **USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT**
Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME
Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy".
Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 ! ⊙

family name	▮▮▮▮▮
initials	▮▮ given name ▮▮▮▮▮
student number	▮▮▮▮
street & no.	▮▮▮▮
zipcode & city	▮▮▮
country	▮▮▮
phone	▮▮▮
email	▮▮▮▮▮

Your master programme (only select the options that apply to you):

IDE master(s): ( ) IPD   ( ) DfI   (★) SPD

2nd non-IDE master: _____

individual programme: ____ - ____ - ____ (give date of approval)

honours programme: (Honours Programme Master)

specialisation / annotation: (Medisign)

(Tech. in Sustainable Design)

(Entrepeneurship)

SUPERVISORY TEAM **
Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	Dr. ir. van der Bijl-Brouwer, Mieke	dept. / section:	PIM / DTM
** mentor	Dr. ir. Diehl, Jan-Carel	dept. / section:	DE/DfS
2nd mentor	Thomas Schuurmans		
	organisation: ProPortion Enterprise		
	city: Amsterdam	country:	The Netherlands

comments (optional)

🛈 Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

🛈 Second mentor only applies in case the assignment is hosted by an external organisation.

🛈 Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

APPROVAL PROJECT BRIEF
To be filled in by the chair of the supervisory team.

chair   Dr. ir. van der Bijl-Brouwer, Mieke   date   10 ‑ 09 ‑ 2019   signature _____

Mieke van der Bijl-Brouwer

Digitally signed by Mieke van der Bijl-Brouwer
Date: 2019.09.10 08:53:24 +02'00'

CHECK STUDY PROGRESS
To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair.
The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: _____ EC

Of which, taking the conditional requirements
into account, can be part of the exam programme   _____ EC

List of electives obtained before the third
semester without approval of the BoE

(YES) all 1st year master courses passed

(NO) missing 1st year master courses are:

name _____   date ___ ‑ ___ ‑ ___   signature _____

FORMAL APPROVAL GRADUATION PROJECT
To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **.
Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: (APPROVED)   (NOT APPROVED)

Procedure: (APPROVED)   (NOT APPROVED)

comments

name _____   date ___ ‑ ___ ‑ ___   signature _____

Initials & Name   M.R.K.   Van den Bergh   Student number 4711041

Title of Project   Design of a strategic framework for social businesses in Kenya

6

Design of a strategic framework for social businesses in Kenya

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date   02 - 09 - 2019   31 - 01 - 2020   end date

INTRODUCTION **
Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

This project focuses on research and development of the approach of ProPortion Enterprise (hereinafter referred to as ProPortion) towards youth unemployment in Kenya. Proportion Enterprise works on social businesses in low-income settings. They realise social impact through developing social businesses that offer life-improving products and services based on the UN sustainable development goals (https://www.un.org/sustainabledevelopment/health/) and the Big four agenda (https://www.kenyans.co.ke/news/25512-4-pillars-uhuru-announced-his-jamhuri-day-speech). ProPortion's mission is to accelerate the social entrepreneurial sector impacting low-income communities. They stimulate youth employment by training youth within a specific skill to empower them to become job creators instead of job seekers (agent-based model). They believe they can help, by supporting these young people in creating their own small companies.

ProPortion built the organisation Vijana Reloaded (hereinafter referred to as VR) in Kenya, this is a social business with the purpose to create youth employment, by training youth in entrepreneurship and offering them 'ready-to-go' business opportunities. VR envisions a future in which young women and men (18-35) living in rural Kenya are the driving force behind creating jobs for themselves and their fellow youth, locally. VR offers youth who wants to start their own business a hands-on six month program to boost their entrepreneurial, ICT and social skills and kick-start them to become successful entrepreneurs. VR started in 2015 as a project in Kakamega, West Kenya. In 2018, it has become a registered company in Kenya and it is preparing to scale throughout Kenya through a franchise model.

At the moment, VR built three 'ready-to-go' businesses in Kenya. At the same time, it is a challenge to approach youth in the correct way to participate in the programme of VR and to give them the support they need. Last year I worked on a JMP project in Kenya for one of the 'ready-to-go' businesses which gave me the following information.

Kenyan youth are largely influenced by their community. Many believe (and are promised) that after graduating they will get employed and start earning money (Bishop Maisha, 2019). However, they have difficulty coping with reality , namely a lack of job offerings in the market. This makes the youth worried about their future prospects and leads to a demotivated mindset.

An entrepreneurial mindset requires a lot of aspects: the ability to think future-oriented, to take initiatives, to lead, to see opportunities, to reflect, and to be critical towards your own practices. Generally, Europeans and Africans differ largely in their mindset towards work. Globalization and thus people going abroad has helped people to critically reflect on their own thinking, behaviour and working style. Although there is no judgement about the different mindsets, we found that Africans are more and more starting to adopt a European, entrepreneurial, mindset. There is a desire for job opportunities that facilitate independence.

However, with this independence comes the problem of money. A lot of Kenyans are responsible for bringing in money for their families. Starting your own business means investing a lot of time and money with a low return on investment in the early stages. This makes entrepreneurship less appealing and creates a lot of uncertainty for the youth.

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introduction (continued): space for images

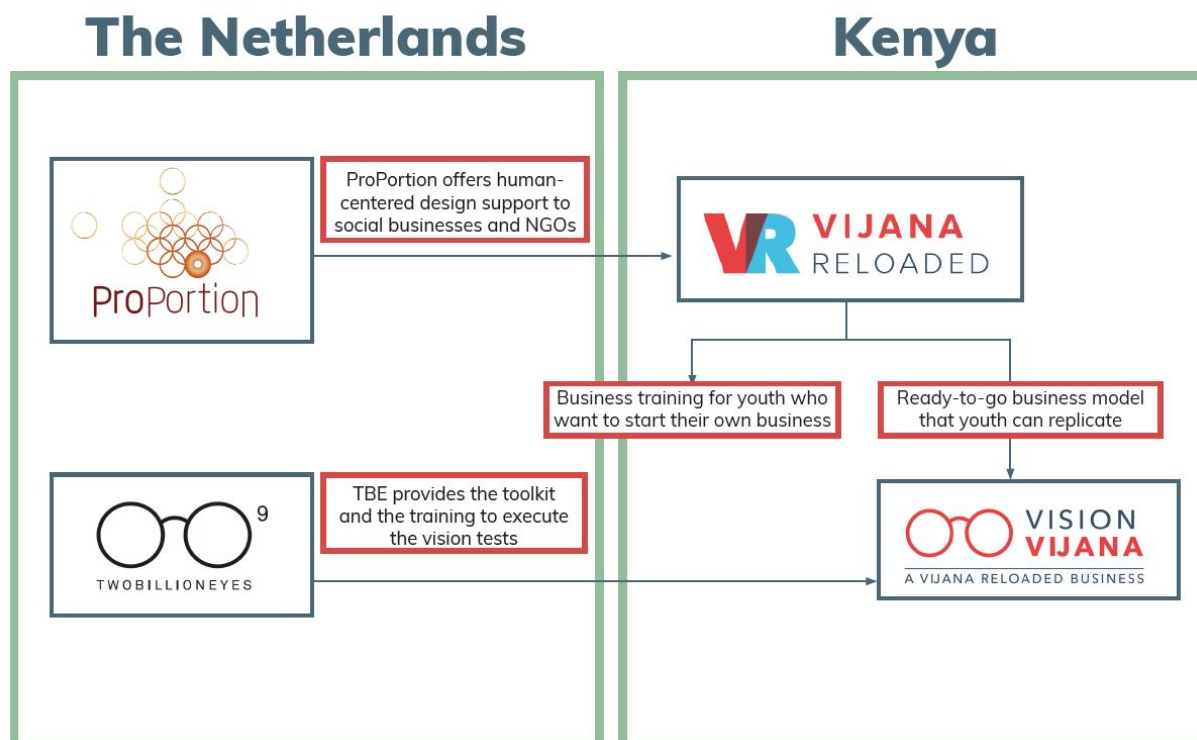image / figure 1:   8 trained youth in september 2018 (Picture by Hessel Waalewijn photography)

image / figure 2:   Organigram Vijana Reloaded (Made by TU Delft JMP team KenyaVision)

Initials & Name   M.R.K.   Van den Bergh   Student number   4711041

Title of Project   Design of a strategic framework for social businesses in Kenya

PROBLEM DEFINITION **
Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

ProPortion supports social businesses who deliver product service combinations. They use agent-based models in which youth is trained with a skill and expected to be able to be an independent entrepreneur.

Up until now many youth is not able to work independent after their training. ProPortion doesn't have enough financial revenue to support the youth and for them it is very difficult to invest in businesses themselves. This leads to a high drop-out rate of youth. Another problem is the lack of soft skills, hard skills and technical skills which have a big effect on how the youth executes their job and the growth of this agent-based system of ProPortion. Their mission is to minimize youth unemployment and contribute to society at the same time. Currently, agent based models are used to reach this goals but are not promising enough. In the future PropPortion wants to advise clients in the organisation of their social business.

ASSIGNMENT **
State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

The design of a strategic framework and support system that enables social businesses in Kenya to minimize youth unemployment and to cope with their business challenges.

At the end of this project a strategic framework will be created in the form of a blueprint, framework or tool.

Research is done to identify the problems, drivers, needs and chances of unemployed youth in Kenya. After this different job creation initiatives are researched with a focus on agent-based models. Their successes, challenges, risks, opportunities and differences are being identified. A strategic framework will be designed that contains the design criteria for product-service delivery models for social businesses where youth becomes (self-)employed and is supported. The strategic framework will be used to validate and advise the organisational structure and support system of one of the organisations of ProPortion, VR.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 2 - 9 - 2019   31 - 1 - 2020 end date
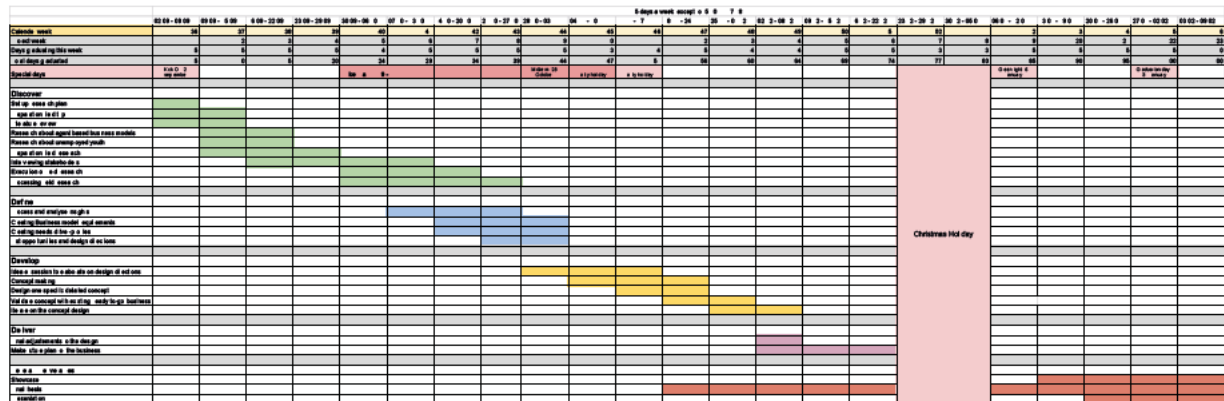
The project will be divided in four stages based on the Double Diamond model (Design Council, 2004). These four stages will be a guidance througouth the graduation process.

1) Discover: In this phase the problem will be researched in its context. Both the business environment and the context of the youth will be researched to find out what the challenges, successes and risks are of social businesses and to get a better understanding of the needs and drivers of the youth. This phase includes a field trip of 6 weeks to Kenya. In this phase, early stage concepts will already be tested to get input as fast as possible.
2) Define: In this phase, all the insights that were gathered in the first phase have to be understood and a design directions will be defined.
3) Develop: a supporting concept will be designed based on all the instights. To gather ideas creative sessions with the stakeholders (youth, social business owners) will be organised. Later in this phase differente ideas will be tested with Proportion and iterations of the concept will take place.
4) Deliver: In this phase the designed concept(s) will be detailed and a final design will be delivered. Important is that the takeaways from the test with ProPortion are translated and used for a final reflection on the proposed design solution.
During this project there will be an active connection between the four phases, this to guarantee that ideas are tested early enough and to ensure that the solution creates as much impact as possible.

Initials & Name M.R.K. Van den Bergh   Student number 4711041

Title of Project Design of a strategic framework for social businesses in Kenya

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

For my graduation project I wanted to work on something meaningful, even if this would be for a small group of people. Because of my JMP project in Kenya I had the possibility to continue to work for the same company. During the JMP project, I noticed my big interest for social businesses and entrepreneurship. I like to work on complex problems that involve business design and human centered design. Working in another culture and applying my design skills there where the need is the highest feels meaningful and important to me.

This project has a combination of business design and human centered design. As a SPD student I always liked the projects for which you need strategic skills in both fields.

As I like to work on complex problems, I really like to research and carry out analysis. Mapping out all the gathered information and seeing how things work and understanding them is something I enjoy doing. During my master, I had a lot of possibilities to design together with different companies and different people, which is something that energizes me. For my graduation I would like to work in collaboration as much as possible (preferably in the form of interviews, focus groups and creative sessions).

Throughout my thesis I want to further develop my interview and facilitation skills while performing context research. I want to be able to bring people together and work on a problem or solution collectively.

I would also like to develop my knowledge about business model design and systemic design and use this knowledge in my thesis and further career.

Lastly I would like to communicate my findings about the project visually and develop my visual communication skills more, as I noticed that during my master drawing a problem or a solution makes things tangible and more understandable for all different people involved in the project.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

Initials & Name __M.R.K.___ Van den Bergh_____   Student number __4711041_____

Title of Project ___Design of a strategic framework for social businesses in Kenya_____

Interview guides for social businesses that train and advise

interviewee:
interviewer: Marie

Research questions:
1. What does your service offer?
2. What are the key challenges of building a social business?
3. What can we do to solve youth unemployment and what are the barriers?

Opening Checklist

- ❏ Informal opening (culture)
- ❏ Permission to record
- ❏ Can names and/or demographics be used for our report?

Introductory script

I'm a master graduating student form the Technical University in Delft (Strategic Design) and for my master thesis I work on a project that investigates how social businesses can be helped in their business development focussing on youth unemployment.

I prepared some questions that I would like to ask you, please feel free to ask me any questions as well.

Question guide

Topic 1: Your social business

Question: What is the goal of your company and how does that resonate with your activities?

Follow-up:
- What are your values?
- What is your mission?
- how many people are trained
- If you advise social businesses, what advice do you give?
- What are your training programs and what do they consist of? (duration, intensity, content,...)
- How much guidance do your clients get?
- Do you see direct effect or your main activities?
- What are the key successes of your business?

- What are the key challenges of your business?
- What are your risks?
- How do you cope with these challenges and risks?

Topic 2: Your operations

Question: How do you make money?

Follow-up:
- Do you make use of funding?
- How much do you rely on funding?
- How does the payment work of youth? Loan or training fees?
- If youth has to pay for your service, how much do they have to pay and are they able to pay it?
- Who are your employees? How many of them are youth?
- How do you guide or support the youth?
- How many employees do you have?
- How does your support system work?

Topic 3: Youth unemployment

Question: What is your idea about the growth in youth unemployment in Kenya?

Follow-up:
- What do you think is the root cause of youth unemployment?
- What can your company do to solve it?
- What are the main challenges of working with youth?
- What are repeating characteristics you see with youth?
- What do you think about this quote: "*Young people are expected to entrepreneur themselves out of poverty with absolutely no supportive structures in place*"... "*And why are young people being told that they all have to be business people? Not everyone is an entrepreneur.*"

Interview Guides for Youth

1. Very important to start with small talk
2. Continue with easy, not to private questions
3. Sense if you can ask private questions via skype

Research questions:
1. What does your service offer?
2. What are the key challenges of building a social business?
3. What can we do to solve youth unemployment and what are the barriers?

Opening Checklist

- ❏ Informal opening (culture)
- ❏ Permission to record
- ❏ Can names and/or demographics be used for our report?

Introductory script

Problem
- youth was not guided well enough
- training happened but after that youth was kind of left alone
- company wants to help youth and raise employment
- how can I understand both sides and work on a solution
- I'm a master graduating student form the Technical University in Delft (Strategic Design) and for my master thesis I work on a project that investigates how social businesses can be helped in their business development focussing on youth unemployment.

I prepared some questions that I would like to ask you, please feel free to ask me any questions as well.

- I want to research better what youth drives, what their needs are.
- I want to do this via interviews and sessions
- In the period between 21/10 till 1/11 in Mtwapa/Mombasa area

Question guide

Topic 1: who are you?

Question: How does your life look like at the moment? Can you **DRAW** how you day looked yesterday?

Follow-up:
- can you draw yourself and the most important things in your life?
- How old are you?
- Where do you live?
    - family
    - alone
    - friends
- What is most important in your life?
- What are your dreams?
- What are your needs? What did you need this week?
- What challenges do you face in your life?

Topic 2: Professional life

Question: Do you work at the moment? How much of the work is paid for?

Follow up:
- Do you like the work your doing at the moment?
- Where would you want to work if you could choose?
- Where do you have experience working?
- What are the reasons you/youth is unemployed?
- What can be done about it?
- To who have you reached out for help?

Topic 3: Job features

Question: What do you look for in a job?

Follow-up:
- Where do you want to work, which sector?
- In which city/place do you want to work?
- How do you see yourself working? What kind of job would you practise?
- What job tasks would you execute?
- Would you prefer to be sure about your job and have work everyday?
- Would you want a supervisor in the company?
- Would you like to start your own business?
- How would you start your own business?

Topic 4: Finance

Question: How much do you want to earn?

Follow up:
- How much do you need to earn?
- Are you able to invest in your own business?
- Do you have to take care financially for more people than yourself?
- Do you have enough money at the moment?

Pauline specific

- interview other VV agents or friends of you that you know struggle to find a job?
- Maybe in your church community?
- week of 21th of October till 25th of October, one day session to gather information about the problem of youth unemployment, how youth feels about it, what is done, what you needs etc. and feedback on possible solutions I came up with.

Interview guides for social businesses

interviewee:
interviewer: Marie

<u>Research questions:</u>
1. What does your service offer?
2. What are the key challenges of building a social business?
3. What can we do to solve youth unemployment and what are the barriers?

Opening Checklist

- ❏ Informal opening (culture)
- ❏ Permission to record
- ❏ Can names and/or demographics be used for our report?

Introductory script

I'm Marie, 23 years olds, master graduating student form the Technical University in Delft (Strategic Design) and for my master thesis I work on a project that investigates how social businesses can be helped in their business development focussing on youth unemployment.

I prepared some questions that I would like to ask you, please feel free to ask me any questions as well.

Question guide

Topic 1: Your social business

<u>Question:</u> What is the goal of your company and how does that resonate with your activities?

<u>Follow-up:</u>
- What are your values?
- What is your mission?
- Do you see direct effect or your main activities?
- **What are the key successes of your business?**
- **What are the key challenges of your business?**
- How do you cope with these challenges and risks?
- What are your **risks?**
- How much guidance do your clients/employees get?
- **How do you train and employ your employees?**

Topic 2: Your operations

<u>Question:</u> How do you make money?

<u>Follow-up</u>:
- **Do you make use of funding?**
- **How much do you rely on funding?**
- How does the **payment work of youth?** Monthly, per project?
- **If youth has to pay for your service, how much do they have to pay and are they able to pay it?**
- **Who are your employees? How many of them are youth?**
- How do you guide or support the youth?
- How do your training programs look? How long does a regular training take?
- How many employees do you have?
- How does your support system work?

Topic 3: Youth unemployment

<u>Question:</u> What is your idea about the growth in youth unemployment in Kenya?

<u>Follow-up</u>:
- What do you think is the root cause of youth unemployment?
- What can your company do to solve it?
- What are the main challenges of working with youth?
- What are repeating characteristics you see with youth?
- What do you think about this quote: "*Young people are expected to entrepreneur themselves out of poverty with absolutely no supportive structures in place*"... "*And why are young people being told that they all have to be business people? Not everyone is an entrepreneur.*"

Topic 4: Support

<u>Question:</u> What kind of support do social businesses get from the government?
How support for youth?
<u>Follow-up</u>:
- Do you get support from other initiatives or businesses?
- If you want support, what kind of support do you need?
- Would you want to pay for (organisational) support specific for you businesses?

Kate_Sanivation_Interview

I: Maybe you can tell something about yourself?
Kate: a for-profit organisation. It started as a waste treatment company and then expanded to household toilets and what we do now is waste treatment plants and we create a sustainable biomass products that replace firewood and we sell that to the industry.

I: What is the goal of the company?
Kate: To help the government to help them treat waste in a safe way in the communities.

I: I was wondering are the successes for sanivation?
Kate: right now is more the exciting time of the company. We partner with the government so we have this small treatment plants with the government but we are at the point to sign an agreement to scale it 10 times the size it has now.

I: And what are the challenges?
Kate: It is twofold, the government just don't have the capacity to finance and scale sanitation. So that can be difficult when you want to collaborate with the government but they don't know how to access money. We are based in Naivasha and we have had a challenge with recruiting high talent people, high management to relocate to Naivasha.

I: I was wondering, I'm interested if you're working with youth and how your programs works. I read you train the people on site and then you employ them?
Kate: So we have 99 employees, only 5 are international staff. We hire locals, train them to be able to run different parts of our factories so our factories are run by our site managers. And the started somewhere else in the process but then where upgraded to managers.

I: How many of your employees are youth?
Kate: 80%, including also upper management

I: The training program how long does that take?
Kate: We have a formal onboarding program so depending on the level they are coming in at, that onboarding program can be 3 days in the factories and up to 3 months for upper management jobs.

I: My project focuses on youth and I would like to know from your experiences what do you think are the causes of youth unemployment?
Kate: There are a couple of different factors. I think one is that there is just not enough money, to go around and to hire people, there are clearly a lot of jobs that could be done around the country but there are limited financial resources limit that. Another one is that people look for people that are more experienced, And there is this mentality when you come in you do the job and you work and work and work and you become a manager. And

then when you come to that level there is not enough development of the staff and that goes back to that there could be more people developed within their roles and that is also connected to the lack of willingness to manage that when you come to a certain level.

I: You mean that some managers lack the motivation to develop their employees better?
Kate: Yes and identify if there could be more roles, that initiative doesn't really happen.

I: Are there any more that come up?
Kate: I do think that there are just an overwhelming amount of youth looking for jobs, and more than that there are jobs available, so that contributes to unemployment. Another thing that we see that people are unwilling to relocate. They see it like of your family put you through school then you have to go to Nairobi and make it big in Nairobi and they will just hang out in Nairobi unemployed, to live the family dream than moving to somewhere seen as more rural and get a job.

I: I don't know how many experiences you have of working with youth and really engaging with them but what are the main challenge of working with youth?
Kate: I manage a team of 5 as young as 22 and 1 is 45. So most of my team is under 30. Things that are challenging, the curriculum has kind of forced them to think inside the box and the sector we work in and we kind of want to disrupt the industry. So it can be difficult to motivate people to think creative and outside of the box because when the curriculum has taught them for so long to operate within certain parameters. I think those that are eager to learn can overcome that.

I do you see repeating characteristics with the youth?
Kate: One thing is that I realised is that it is really difficult, is that people don't say what's going wrong, if they don't know they won't say they don't know. So admire the admiration to try to figure it out but you have to ask questions differently. They have an aim to please, but when they don't ask for help there can be miscommunication. Another thing is, health and safety is quite big at sanivation, it is really interesting to see how people motivate each other and our teams in the field. That is very positive.

I: How do the people in the field cope and react to the independence and responsibility they get?
Kate: It is indeed managing a project, managing people and products and getting targets and strategy. And I think strategy can be difficult for people that are very much doers and site managers have been promoted from doing to now being strategic about how to manage to process, so that can be a bit of a mindshift. So that is what the supervisors of those site managers help with, how to we set targets, how do we reach targets.

I: That is also the feedback you get that they sometimes want to have to job they had before?
Kate: We really focus on building up the team and let them grow professionally. And we do get some push backs when people are comfortable just doing their role. And that is something that is shocking to me, who always tries to get higher and better to see that there are people just perfectly content with filing paper.

I: That is maybe also a little bit weird if you know that people want those formal jobs…
Kate: yeah exactly.

I: besides that I have a quote I would like your thoughts on it.
Kate: I think part of the quote that resonates with what I think, is that there is no support, they are expected to pull themselves out and what I see in terms of gettings jobs here is that it is who you know rather than how good you are at the job and rather investing in youth and build them up for the job. They would rather invest in someone they know that an actually can do the job so I think there is this gab between expectations and then how things really are. Which can be challenging to overcome that. This is something we see in the company and I see it personally too; everyone goes where the trained ones go, so if everyone is going into IT and it is the new degree to get then everyone studies IT and then no one can get a job in IT because everyone went that way. That is the lack of diversification and roles. And it can go across a lot of sectors bu right now it is IT and a lot of our staff comes and tell us that they want to follow a course in IT and when we ask them how that will help them in their job they don't have an answer. It is more that that is what everyone is studying so they also want to study that. So that is also what we try to help them with, what is it what you would like to do. So we also ask them to look at other jobs they would like and look at the requirements for that job so if there is a diploma or degree that is required we try to encourage them to study that instead of what they think they should study and what everyone is studying.

Kate: some of my friends that look for jobs that studied IT don't find jobs and that is because smile companies outsource the work.

I: What kind of support is needed for youth to feel empowered?
Kate: I think one of the key things is to have people's eyes opened to possibilities, they don't have to be a doctor or businessman, they can do a lot of other things within a company. There are top paying salaries and we should try to encourage people that there are other options. And then we have to encourage them and train them on how to find opportunities. And there should be platforms that have those entry level positions and then when people find those positions, things I have seen a lot if that a lot of companies, multinational companies. So they way people apply for jobs; they teach people how to write resumes and you should get your hands on one if you can. And there is a certain way they teach people on how to write them. And it can be really distracting, very informal, things on there that don't matter like watching tv. Employers are not really concerned about your religion of marital status. They are more concerned about your skills and experience. So they have to learn on how to better market themselves.

I: Is it then the same with a motivation letter.
Kate: it is very basic, and a majority of them and written by young people are too wordy and they don't make sense. And it goes back to the aim of trying to please.

B3 -Examples of quotes from the interviews - challenge of working with youth

-Maureen, visionvijana

nesses ... Because th
find a way to get out

We need to train them on the soft skills, so also give them
a skill set. Because they might lack their confidence
- Maureen, VisionVijana

All pursue something tha

Their View on life, they see if from a different perspective
- Maureen, VisionVijana

Lack of commitment, especially for the youth,
in this course, they attend the class but then they
lose the passion and then they quit.
- Beatrice, Trias Tanzania

From the perspective of a you
to look at it like that, wha
- Evans, Former V

Stuck the whole time in the same mindset, has been shown different opportunities
- Maureen, Vision Vijana

the perception that youth
- Evans,

After the graduation they take loans, sometimes it's hard
to follow up with the loan repayment, it becomes a challenge
- Beatrice, Trias Tanzania

A lot of youth is gotten
- Evans, For

the selection it was hard to get the proper youth
that are motivated, that are committed
- Beatrice, Trias Tanzania

Young people want to make
getting there is the probl
- Evans,

mainly is the commitment, because youth have different
ideas and different visions and they want to do every-
thing all at once.   - Beatrice, Trias Tanzania

Different young people wa
some want success, and it
- Evans, Former VR

sometimes there are not focussed. They don't have the vision,
but if you find someone with a vision they are doing very
well.   - Beatrice, Trias Tanzania

We really need to rede
- Eva

The next step even with
are making (money) or wh
that.
- Evans, For

you see eg I graduate from the university, I don't have anything
to do, they say an empty mind is the devil's workshop, so as a
young person I'm stuck I don't have any opportunity, there is no
way that I can grab a course or something that can help me develop
some ideas   - Beatrice, Trias Tanzania

I have so many ways to tel
but there are not going to
the idea, it is not how th
- Evans,

he hardship that a person goes through helps them trying to
t of that situation.   - Beatrice, Trias Tanzania

The biggest challenge is lack of basic skill-set,
language, communication, mindset, work
ethics.

at will help them to make money at that time
                - Beatrice, Trias Tanzania

ung person in kenya, that is very key,
t work means to them.
VR trainer, now building its start-up

they say youth is lazy, and they hang around
but honestly they don't have much else to do.
                              - Jeroen Vegt, Sengerema

It is related to the culture; if you have questions
there is just no response.
                                              - Bijna, TBE

want office jobs and not informal employment.
   Former VR trainer, now building its start-up

Pubescent behaviour
     - Bijan, TWE

We close ourselves of, What you say
is right, and we don't say or ask
anything, everything is good. If you
want to know something you have to
really pull it out.
                      - Bijna, TBE

lost on this aspect, not having big success
mer VR trainer, now building its start-up

it, they know what it means to them,
em.
     Former VR trainer, now building its start-up

nt different things, some want money,
t depends on the moment in life.
trainer, now building its start-up

They are rude, toward me and the
rest of the group. They arrive
late and just don't say anything.
                - Bijna, TBE

efine what entrepreneurship is to this young people
ans, Former VR trainer, now building its start-up

in six months, is determined by what they
at they will be making. it just as simple as

mer VR trainer, now building its start-up

I feel young people want to work in the
area they studied in and they are very
adamant in that.
                      - Ivy, KiondoKulture

l a young person, go do this you will make money,
   do this cause either they don't like it, it is
ey see themselves
     Former VR trainer, now building its start-up

If someone studied and is really convinced
this is my passion and this is how I want
to spend my life and then it doesn't turn
out how they wanted it to be, it can be

B3 - Examples of quotes from the interviews - causes of youth unemployment and learnings

If youth focussed their energy on looking at the
opportunities and solving the social problems than
their is a huge potential that that is the solution
for youth unemployment.
- Maureen, VisionVijana

I mean most of the time in Africa
education or the course in school
not very relevant or not of the th
will use.
- Beatrice, Tri

The set-up of the system, especially the mindset and the system of
- Beatrice, Tr

Outdated education system
- Maureen, VisionVijana

you study with the idea that at the
end when you graduate you will be employed.
- Beatrice, Trias Ta

Lack of knowledge/ quality information
- Maureen, VisionVijana

The only way for youth to get a proper
job is through their network,
the government or start an own business
- Jeroen Vegt, Sengerema

Some of the youth that identify an opportunity and start a
business will not get support from the community.
Your father has educated you so he won't support you.
- Maureen, VisionVijana

Society, youth are graduated and they work under their degree.
- Maureen, VisionVijana

To many extends, leadership fails, and it turns them around
and uses them as robots, they have them in this pressure
cookers situation and then they provide this convenient help
once in a while, that is not sustainable, but it will pass
soon.
- Evans, Former VR trainer, now building its start-up

Causes of you
unemployme

In general one of the things that cause unemployment for youth is also the system.
The system goes back to the family, the government. So you might find we are not
being taught to think about what we like and want from our childhood.
- Beatrice, Trias Tanzania

Individual help works more than just grouping them. Then you
solve a specific need for a specific person, and then you have
a better outcome, in group you will not cover all of them.
- Beatrice, Trias Tanzania

You need

People that are building interventions really need to s
it from their lenses, it is exactly like you are buildi
business model and you are not seeing from a customer's
lense then you won't go some far.
- Evans, former VR trainer, now building his start

, we get the
, that are
ings we

as Tanzania

education.
rias Tanzania

anzania

.

uth

nt

I think it is about involving them, that
they have a say in one or another way. From
our experiences we feel that hierarchy is
bad to motivate young people to speak up,
they will say what the boss likes.

—

Jeroen Vegt, Sengerema

Trying to reduce the time they have to sit in class
                              – Beatrice, Trias Tanzania

Set a time for coaching so they feel
we are part of their ideas

– Beatrice, Trias Tanzania

First they have to learn how to look critically at them-
selves, then they can think how they can learn to think
critical about the organisation and then the organisation
can be changed.
                              – Jeroen Vegt, Sengerema

We shouldn't focus too much on individuals
but on the infrastructure, provide
places where they can work for a small fee,
or tools they can use and if they
are able to make a business out of it, the
profit is all for them.

– Jeroen Vegt, Sengerema

Learnings

Exchange, bring in some of the other youth, that could share their stories.
                              – Beatrice, Trias Tanzania

elements of social responsibility and youth that doesn't want to become rich.
                              – Jeroen Vegt, Sengerema

ee
ng a

They need is to develop creativity and concept based thinking.
                              – Jeroen Vegt, Sengerema

up

C - Session plans, sessions with youth
Session one and two

First contact (1 hour-1:30 hour)

Context conversation

1. Start with icebreaker, a game or a conversation about their past day.
2. Who are you and what is the context around you?
   a. They will get a paper with a circle, in there they have to draw who they are and outside the circle what is most important in their context. They get cards with factors that can help them to think of things.
3. Fill in on a line what paid jobs you did and what volunteer experiences you have (maybe leave this out if it is not really relevant?)
4. They get different cards with factors and characteristics of work, they need to take the ones that they agree with when I ask the question: 'What does work have to be like for you?'.
5. Who do you want to be and how will your context look?
   a. They will again get a paper with a circle, in there they have to draw who they want to be and outside the circle what will be most important in their context. They get cards with factors that can help them to think of things.

Second contact (1-2 hours)

Idation session

1. Nice ice breaker or energizer
2. Brainstorm: write down on post-it's what the challenges are for youth at this moment.
3. Mindmap: what kind of support does youth need (to overcome these challenges)?
4. Identify together what the most important types of support are
5. Brainwrite: every support type is written one one paper and everyone stand before one paper. We all get 2-3 minutes to come up with ideas how we could provide that support. We do this until everyone worked for every support type.

D - Results of job characteristics

Edgar	Makes me urn money	Makes me independent	Makes me feel empowered	Makes me feel responsible	Is meaningful	Where colla-boration happens	Keep busy
	A creative learning environment	Makes me proud					
Pauline	A creative anabling environment	Is meaningful	Makes me urn money/ Direct reward	Place where I can grow	is a learning environment	Where colla-boration happens	Mak feel ble
Laurence	Makes me urn money	Gives me ownership	Makes me independent	Place where I can grow	Gives me security	Is meaningful	Make feel e red
Judith	Place where I can grow	Makes me happy	A creative learning environment	Makes me independent	Makes me feel responsi-ble	Makes me proud	Make feel i tant
Salma	Is a learning environment	Makes me independent	Makes me feel responsi-ble	Place where I can grow	A creative enabling environment	Makes me urn money	Whe bora happ
	Direct reward						
Wilcost	Makes me feel empowered	Where colla-boration happens	Makes me feel in control	Makes me feel responsi-ble	Direct reward	Keeps me busy	Make inde
Nancy	Makes me happy	Makes me feel responsi-ble	Place where I can grow	Is a learning environment	Makes me feel empowered	Makes me energized	A cre enab envir
Tabitha	Makes me happy	Makes me urn money	Keeps me busy	Makes me feel responsi-ble	Makes me independent	Makes me feel impor-tant	Place can g
Samuel	A creative enabling environment	Place where I can grow	Is meaningful	Gives ownership	Makes me feel responsible	Makes me urn money	Make feel impo
Jackline	Makes me feel responsible	Makes me feel empowered	Makes me happy	Keeps me busy	Place where I can grow	Is a learning environment	A cre enab envir
Marryann	Makes me urn money	Makes me happy	Makes me energized	Direct reward	Gives me security	Keeps me busy	Make feel impo
	Makes me feel empowered						

s me	Makes me feel impor-tant	Close to home	Makes me happy	Place where I can grow	Is a learning environment	Gives me security/Gives me safety

es me responsi-	Makes me feel in ontrol	Makes me independent	Makes me feel impor-tant	Gives me ownership	Gives me safety
es me empowe-	Makes me feel responsible	Is a learning environment	A creative enabling environment	Makes me proud	
es me impor-	Makes me feel impor-tant				

re colla-tion ens	Makes me feel empowe-red	Makes me energized	Gives me security	Gives me prestige	Gives me safety	Direct reward

es me pendent	Is a learning environment	A creative enabling environment	
eative ling ronment	Makes me independent	Makes me urn money	Keeps me busy
where I grow	Where colla-boration happens	A creative enabling environment	Gives me security	Is meaningful

es me ortant	Makes me energized	Makes me feel empowe-red	Where colla-boration happens	Is learning environment	Gives me security
eative ling ronment	Makes me energized	Makes me urn money			

es me ortant	Makes me feel responsible	Place where I can grow	Where colla-boration happens	Make me feel in control	A creative enabling environment	Makes me independent

E - Big system map

Entrepreneurial push

Not enough financial support for education

Youth needs experience to find a job

Gap be thero pra

Network is the link to a job

Lack of chances in youth environment

Lack of financial support to start a business

Formal sector is real work

Not enough jobs available for the youth

36% urns less then USD 1.9 a day

Fast money is the way to go

Becoming rich is the dream of every youth

Informal sector is undervalued

Unemployment rate is 20% among the youth

Poverty

Materialistic

Economical problems expected because of rise of unemployment

Shortage in the public sector in the future

Youth i la

High taxes on loans 10% - 15%

Lack of legal structures for entrepreneurship

Political parties consist of biggest tribes

75% of the countries' population is younger than 35

Youtl frustra

Political corruption

84% of the population above 14 can read/ write

Early marriages and pregnacies

Goverment priority is not job creation

Current support is not helping

Hiv/Aids

Where you come from defines how far you get

Tec the

Youth generati-ont is more connected than anyone before

Dig

etween
y and
ctise

Personal
development is
low

Learned to
unlearn

Personal
ambition absent

Rolemodels

Peer influence
is big

Concept thinking
is not present

Educational
system is
outdated

Personal
ambition absent

Need for good
inspiration

Feeling of
being lost

Social media has
a big influence on
the youth

Corruption in
education

Level and the
curriculum of
education

Mindset of
the youth

Desire for
creativity

Personal
Identity

Journey is too
difficult

s seen as
azy

Hierarchical
structure

Lack of critical
thinking

Parental
influence is big

Short term
mindset

Youth don't
know who they
are

h is
ated

Youth is looked at
as people with no
patient

Youth wants to be
independent

Community
centres for youth

More guidance
for youth is
needed

Lack of soft
skills

Youth lack focus

Youth is not taken
seriously

Tribal influence

Church and religi-
on very central in
their lives

General and
formal communi-
cation problem

chnology changes
e pace of life

Drought

Access to social
media and the
internet for
almost all the
youth

Environmental
dependency in
agriculture

Waste treat-
ment is very
poor

gitalization

● Human

● Ecological

● Technological

● culture

● Political legal

● Economical - financial

● Demographics

F - Six service concepts

COLLAB, SAVE, BUILD

THIS APPLICATION HELPS YOUNG GROUPS OF YOUTH WITH BUILDING THEIR OWN BUSINESS FROM STEP 1. IT HELPS YOU WITH SETING A SAVING GOAL, SO THAT YOU HAVE SOME CAPITAL TO START WITH. NEXT IT HELPS YOU WITH DETAILING YOU BUSINESS IDEA. AND WHEN IT IS TIME

A group of friends comes up with an idea for a business but they don't know how to start it and don't have enough money.

CSB, is an aplication where colaboration happens. Groups of young people are able to start their own business and save money together.

The app helps the youth to register the team, divide the roles and decides upon certain rules for this business group.

The group has to fill in the idea that they came up with. Through the app they are also challenged to really think about all the facets of a business.

Next is helps the youth with setting a saving goal. First deciding how much money they want to save, second filling in how much time they need and third how regular they will contribute.

The most important tab in the app is the business plan. Which helps youth right from the start. It takes them on the journey of entrepreneurship and reminds them of every step.

CONNECTU

The app starts with asking you questions about yourself. Some of them might be difficult, but it is very important to take your time because it will define your profile.

After this your profile is created. Here you can fine all the information that is build upon the questions that were asked to you before.

The app gives you suggestions of other similar profiles. These people are older than you and have already a certain amount of experience and a network of people around them.
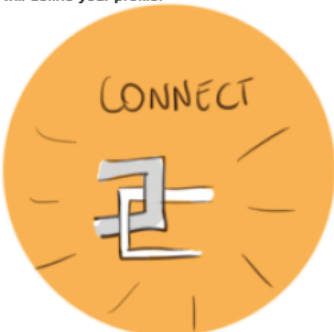
You can connect with interesting profiles. When connected you can chat or meet at one of the ConnectU places.

Over a coffee you can share your experiences or ask questions you have.

Robert, your connection, actually relised he might have some friend he can link you to. Robert lets his friend know he should have a chat with a young friend of him.

FRIDAYS FOR INSPIRATION

Inspiring events for young people that take place every 1st Friday of the month in a college or school. It has free entrance but students have to sign up. The event is also connected to social media.

A facebook page lists all the upcoming events that are co-organised with the schools

You would like to go because the speakers sound very interesting to you. Invite all your firends and go together

Different colleges open their doors to host this event. This time, FridaysForInspiration in Mombasa is hosted by the Aga Khan University.

Two inspiring young people are talking about their experiences and lessons they learned.

Afterwards you are able to talk to the inspiring speakers and ask questions. You connect to eachother on social media!

The stories of the speakers are also shared on the social media channels of FridayForInspiration. Youth is motivated to provide the organisation with other young rolemodels.

You are looking for a job and knew from a friend that the GJI can help in a very effective way. You decide to go by the physical office in the city.

The assistant discusses your profile and asks some questions.

Next she will look for jobs and internships on the platform of GJI. She looks for the ones that match your profile the best.

She found a good fit for you but you are lacking some skills. You have to know how to use the office packages of Microsoft. Luckily GJI also offers courses.

A two week evening course starts next week and there was still a place free. You follow the course.

After your first week of the course you can already start in the company to get trained for the job. In the evenigs you still follow the course so you receive a certificate.

MATATU YA UBUNIŦU

On FB you can find an overview of the places where the Matatu will go to next weekend.

The Matatu drives around and stops for a morning or afternoon in different villages. The Matatu gives inspiration and information to the youth.

In the van sessions can be held about personal development and creative thinking. Also videos of inspirational youth can be showed.

The topic can differ every day. Today the session is about family and the influences it has on you and the youth.

The session helps to think critically about yourself and your family. Sometimes the sessions are more individual and other times they are more collaborative.

The MatatuYaUbunifu is connected to instagram and facebook. On these mages all the content is shared as wel. In this way everyone can access the information.

MAYU LABS

MAYULABS is a physical facility where youth can make use of the infrastructure.

Julia wants to make clothes and know the basics. She pays a monthly fee to use the sewing machines. But there are also other facilities like 3D printers.

Julia makes her own clothing and can now sell them.

On every Wednesday she has the chance to follow a course about sewing, this will make her more experienced. Today she learns how to make pants.

When she has enough clothes she can sell them at the shop of MAYULABS or they can even link her with different selling point in the industry.

When she has enough clothes she can sell them at the shop of MAYULABS or they can even link her with different selling point in the industry.

G - Validation session with youth
With youth

1. <u>Compare</u>
   The youth is given 3 of the 6 scenario's and asked to read them carefully.
2. <u>Rank</u>
   The youth is asked to rank to 3 scenarios from 1 to 3, best to worst.
3. <u>Compare</u>
   The youth is given 3 more scenarios and asked to read them carefully.
4. <u>Rank</u>
   Now they have to rank them together with the other ones they already ranked and decide which ones are better or worse, they have a ranking of 6 in the end.
5. <u>Pros and Cons</u>
   They are asked to write down the reasons why they ranked the scenarios like this. They are given two colours of sticky notes to write the disadvantages and advantages of every scenario down.

   Break

6. <u>Connect support factors to the scenarios that would deliver that to you</u>
   In the previous session the youth wrote down what type of support they need and what kind of challenges they face. All of these factors are written down on cards. The youth has to link the cards to the scenario that delivers that type of support or solves the challenges.
7. <u>Explain</u>
   We will share their thoughts with the whole group and everyone can explain one by one their most preferred scenario and the scenario that ended up last in their ranking and the reason why.

H - Results validation session with youth

Appendix J Validation results			
	Validation 1: Upendo Church		
	Service concept choices	1	
Jackline	Participant 1	D	F
Adams	Participant 2	F	D
Maryann	Participant 3	F	D
Tabitha	Participant 4	A	E
Samuel	Participant 5	D	E
Joseph	Participant 6	F	E
Dorcas	Participant 7	F	E
Boniface	Participant 8	D	C
	Validation 4KenyaSchoolOfIntegratedMedicin		
Salma	Participant 9	E	C
Wilcost	Participant 10	F	E
Judith	Participant 11	E	D
	Validation: VV agents		
Edgar	Participant 12	F	D
Laurence	Participant 13	D	F
Pauline	Participant 14	F	D
		Fridays for Inspiration	Matatu Ya Ubun
Positive	Participant 1	- Different poeple get to relate, share ideas and learn form one another - young people get to be inspired and thereby get the positive vibe they can do it	- this eases the v people since the where people an having to go afte - Its advertsied c will go through th making it easy to prepared as they the village
	Participant 2	- it is very good to provide inspiration to the young people	- Very good for i also goes right v youth are
	Participant 3	- this is good that it is connected to education - The sharing part and the mingling is also good	- This among yo perfect because arts and creativit entertainment.
	Participant 4	- When one is motivated or inspired has the courage to make a step or a move	- It helps some y find themselves becoming creativ
	Participant 5	- You can bond with friends and mentors	- It is free

	2	3	4	5	6
	C	A	B	E	
	E	C	A	B	
	E	C	B	A	
	C	D	F	B	
	F	C	A	B	
	A	C	D	B	
	D	C	A	B	
	F	E	A	B	
	F	A	B	D	
	C	A	D	B	
	F	B	A	C	
	E	C	A	B	
	E	C	B	A	
	C	B	E	A	

...ifu	ConnectU	MayuLabs	GJII	Collab, save, build
- ...work of the ...y come ...e and not ...r them. ...on where it ...he internet ...o be ...y come to	- It helps connect many people and make them succesful without too much pressure. - Its a bit easier and cheaper sicne internet is used everywhere	- It supports both literate and illiterate people - they help the individual in selling their products - Get free course to learn	- This helps a lot the people who have graduated to use less time and energy lookinf for a job - The free courses provide help alot since not everyone has all required skills	- it helps people with capital to create some business htat's profitable - Those with businessideas can put it in action since capital is contributed to them
...nspiration ...where the	- very handi in building networks for improving oneself	- I l ke the practicality - It is supportive to the skills that youth has - It provides a market to sell what has been made - Very low capital needed - One shop place for a entrepreneur	- Very practical. It is proactive to solving problems of lack of jobs - It puts all vacancies on one platform - Allows for training	- It allows for collaboration and group effort - Guides you on how ot go about saving, starting the business
...uth is ...youth love ...ly and	- This is good because you hang out with experienced persons and it is easy to gain knowledge and experience. And you learn a lot from them	- This is so cool because since I have an idea but I don't have materials and they are expensive I can access them easily and at a cheaper price. They also provide markets for your products and lessen to better your skilss. This is so cool	- This is also a good idea since the government is involved. - It is easy to have a job that you wish and with a good income	- I choose this to be nr1 because they youths themselves came up with the idea and they are managing it by themselves. Also they got their own capital to start their own business. This shows that they don't owe anyone money. it also shows that the youth are responsible. Youths are growing by managing their business.
...ouths to ...and ...ve	- this will encourage the youth not to quit no matter how though it gets	- Makes money and not paying the bills or the rental is an advantage	- Many youth will benefit and add values to their lives for a better tomorrow	- It feels good to have your own savings to start a business or company, and being your own boss is great.
	- That you got to chat and share ideas	- Positive things here is that if you cannot afford to buy your own working material, you get it at a fee and after you are done using it they get to provide the market for the goods	- When you lack certain skills it provides you with these skills	- the app helps youth from the groupd up, from starting, saving all hte way up to build a business.

	Participant 6	- it will get so many audience because of the facebook page - Youths thought will be positively challenged - Creation of youths successes and ideas will be listed - youths will be corrected from their wrong thoughts and deeds	- at least youths creative
	Participant 7	- Inspirational motivation is good and can help one get some useful information and ideas	- It can be great can help youths some knowledge
	Participant 8	- Requires little time for asking questions youth requires time to share their ideas to people	- youth have tim their own break
Negative	Participant 1	- Some people may not avail themselves due to time reasons - some could be busy doing other stuff, others could be studying or working at the suggest ime.	- it may take too the matatu to go vilages especiall interior areas, th reaching some p late. - this could disco few people
	Participant 2	- Inspiration as its more individual, it could fall short achieving goals for the youth	- the main quest of capital and op will not be answe
	Participant 3	- Youth hate classes and the fact it is on friday also if its interesting they will not be interested	- But the cost of high. Also the go don't allow mata nowadys to have Also the youth m matatu is music when you ta k ab they are just lazy
	Participant 4	- others will listen but not take any actions - Others afraid of failing	- many youth wil listen for fun or j because they en friends company - Few will take it
	Participant 5	-Meeting up for a day every month is too long for me - I want to be inspired daily	- Don't think the last long
	Participant 6	- not all the youths will attend - some will just go there for fun or time wasting but no seriousness or interest in the speakers	- so much use of - lack of good inf may leed to brak the matatu - So many youth out - It may only face challenges exist time
	Participant 7	- not everyone or every time someone will be available on fridays or will be willing to go listen to the inspiration	- some places ha roads making it e the matatu to rea

will be	- Dignity sitting and talking to developed people - Creating motivation to be great	- practical in it - studies involved every Wednesday - Profit in it	- May ease the process of looking for a job - The salary fits the work and experience of the person - Perfection in job since one will have actual knowledge on the job.	- the youths will build themselves - Teamwork thus inspiring one another and increasing profit - Existence of risks and an agreement thus putting the youths in order - After sometimes one can save and start his own company
idea that to gain e	- It is good because it allows people to share and exchange ideas	- About mayulabs it can help youth to succeed their goals because someone may have an idea to do something but may lack the raw materials or lack of capital to start up	- In the government job internship it will help people to get easier jobs	- It can help youth to save every little money they get, share ideas on which business they can run and succeed.
e to make	- it provides job opportunities to young people - It has a interest to each other - It provides good time for one to ask questions that concern the topic - It keeps your information that you have for the future as a rememberance.	- It is important for the youth to have money for supporting themselves - These labs makes someone to make is hir/her profit from the business - It has no investment in the hob you are doing -It gives a person a very humble thing to sell or to do his/her thing while still there	- It provides courses for youth to deliver them - Has time for asking questions	- Provide captial for youth to start a business - Requires good management from the youth and good saving appraoch - Has good time for discussing ideas that came from each other - It contributes to each when someone else gots problems
long for to some ly the ereby peopel very ourage a	- Its easy for some people to be lied to with guys who are not interested in any business activity	- The area may be too overcrowded for the people, making other people uncomfortable. - There has to be a fee paid to use materials and some people may not be able to afford the fee	- It is an advantage to only those who are literate, thereby giving no chance to the illiterate people - There are some poeple who do not want to study so much to reach a certain business creation	- Conflicts may arise when sharing the profits among business partners who have contributed the captial
ion of lack opportunities ered	- on its own does not tackle the challenge youth has, unemployment and lack of capital	- The machines at the labs are to be given on availability, they could all be full	- Those with no formal education are left out - Confined to litterate people	- Does not tackle the problem of lack of capital among the youth which could be biggest challenge
the art is overnment tu's e grafiti. inds in a and fun bout work y	- Hanging out with older people than you can be tricky, you cna't just air out your views and it will take time before you gain the courage to do so. - Your work will be listening and listening	- The problem is you will be used to free materials and it will take you time to buy yours. Some may not even uy theirs.	- The problem is that the government is full of corruption and empty promises. - the course and everything to go mute - if you go to the course and after you may be charged for it	The only disadvantage is when sharing the profit there might be conflicts. And also distraction and greedyness and laziness.
l just go to ust joy their like a joke	- Some won't care what the experienced people have to say	- you don't own the machines, if you own it you can also make many dresses at home when you have time, anytime	- delaying maybe after the application it will take time before calling you for the job	- It takes too long to save until actual you have enough money for capital
project will	- no means or capital to start you're business if you don't have any	- When you are done making goods and taking it to the shop, do you pay a certain fee for that? - Is the fee high or affordable or can one pay deposits.	- I don't believe in the government, its just full of empty promises	- if a member decides to back out of the team is doesn't show how to work things out
f capital frastructure ke down will be left e ing at a	- not every profile will be interested to talk to you - some people may be downgraded may be because of their background - Fear	- No investment - Machines can't be owned individually - All the things thay have to be paid for - Time may not be enough for a slow learner.	- A lot of experience will be needed - a lot of process to be followed, rules and regulations - One may be taxed, a lot of money going back to the government - congestion of workers	- Disagreement in the partnership may arise - The money contribution may me ineffective due to difference in amount of money needed and time to give it.
ave poor difficult for ach there	- some people may not be honest on social media. They might be different in real life. - To access internet requires bundles sometimes not everyday a person can go online.	- Some people may not afford to pay the monthly fee	- People are corrupt some may ask for a down payment to give a job	- Some people may sometime lack money for the saving and it can bring problems to the members

	Participant 8	- there is no space for new persons - Very noisy	- Videos are req take photos
		1	
Fridays for Inspiration	A	1	
Matatu Ya Ubunifu	B	0	
ConnectU	C	0	
MayuLabs	D	4	
GJII	E	2	
Collab, save, build	F	7	

uired to	- It has more questions that requires more thinking for someone - Some information may be lost - Have older people that have more ideas than me	- It requires more investment or something of money - It needs a lot of time to do something	- Requires time consuming to study the computer - Tax	- It requires a plan to start a business, difficult.
2	3	4	5	6
0	1	3	6	3
0	0	2	4	8
2	4	7	0	1
5	1	1	2	1
5	4	1	1	1
2	4	0	1	0

I - Session plan creative session in Nairobi

Ideation session for tool or framework				Problem statement, ophangen en eindigen met het uit te leggen na presentatie van onderzoek **HOW CAN WE CREATE SOLUTIONS WHITIN OUR BUSINESSES THAT WILL SUPPORT THE YOUTH IN A MORE EFFECTIVE WAY?**	Participants: 5	
Time	Duration	Step	Plan	Results	Projected outcomes (expected outcome)	Materials
10min	14:00-14:10	**Session information**	- ideation rules - amount of time - the subject of the problem	rules and info		- sheet with ideation rules - Sheet with problem statement
		Get to know each other	Tell something about yourself, your name, company you work for and alliteration with your name with a adjective that suits you			
10 min	14:10-14:20	**Sensitise**	Icebreaker: Draw your best moment when interacting with youth in the past week/month			- 6 A5 papers
20 min	14:20-14:40	**Problem framing and information about the research**	Short presentation of different insights :4 most important things that came from the interviews with the companies in Nairobi - Short-term oriented - Attitude and mindset - Search for who they are - Lack of chances to opportunities - What does the youth say? - How do they look at work? - What are their dreams - Support mindmaps tonen met alle ondersteuningen - System map van alle informatie - 6 scenarios - insights from the validation - Persona's and profiles			-presentation
15min	14:40-14:55	**Purch: Diverge on the problem definition**	Imagine the future: It is 10 years from now and your company/the company you work for has just won the employee happiness award. I want you to think about how your company was able to get there: What did you have to do? Who was involved? Did the company change things? How do things look like in your company now? Can you draw and write this down?	What would working with youth look like ideally? Challenges negative		- post its - paper with question in the middle - Markers
25min	14:55-15:20	**Exchange**	Share with the other participants your future image and ask questions if you would like to know more	**Waarom-vraag bij abstracte antwoorden? En waarom is dat een probleem voor jou? What is important for you?**		- on the board
15min	15:20-15:35	**PAP, create new problem statement**	Phrase the new problem statement based on the future scenarios and the discussion, what do we want to be able to create/have? How might we... (you need to include a need, a user and an insight)			- two A2 sheets to write the problem statement in the middle
10min	15:35-15:45	**break**				- stroopwafels - appels - bananen - drinken
5min	15:45-15:50	**Energizer**	the human knot			
10min	15:50-16:00	**Diverge, generate ideas**	Brainstorm on the new problem statement (remind the participants on the rules of ideation)			- post it's - markers
10min	16:00-16:10	**Clustering ideas**	C-box for clustering: feasible (easy, difficult) innovative (very, not really)			- Board - Paper (2x A2)
10min	16:25-16:35	**Share and present**	Present, during the presentation write down all the questions you have or that arise			
20min	16:35-16:55	**Discussion**	everyone gets two post it's how do you see your role when looking at the different concepts? What is your role? a) What do you see yourselves doing? b) Where do you need help with from outside to be able to make this concepts possible?			
			We share our ideas about the concepts and discuss how we feel about them			
10min	16:55-17:05	**Evaluation and end**	Round up - Write a tip and a top about the session			- post it's

J - Literature research on engagement

Engagement models - How to create it?

There are several models that can be found in literature. The most important ones are briefly explained in the following section.

1. MAGIC approach (Maylett and Wride, 2017)
   - M - meaning
   - A - autonomy
   - G - growth
   - I - impact
   - C - connection

To achieve the MAGIC results a company doesn't only need engagement but also commitment and satisfaction.

The Magic model points out very valuable aspects that are important when talking about employee performance and can be related in some way to the African culture. However these factors are not ranked and there is no clear distinction between the levels of fulfillment of the approach.

2. HEART approach (Peper and Mes, 2018)
   - H - Happy culture
   - E - energetic workplaces
   - A - agile leadership
   - R - Redesign employee journey
   - T - Technology that works for you

This model is not really connected to the African and Kenyan business environment. There are other needs that need to be fulfilled and that are more primary. Very important in the Kenyan context is the fact that employees receive rewards and make money. This is a need that could fall within the aspect of happy culture, but it is more likely that a monday kick-off meeting or friday evening drinks are part of that happy culture.

3. Kahn 1992
   - Meaningfulness
   - safety
   - availability

Kahn's theory is very useful and includes three important factors. However, this does not give a proper understanding of all the different aspects a company needs to take into account. This theory doesn't provide a step-by-step approach on how to work on employee engagement.

4. According to Maslach et al. (2001), six areas of work-life lead to burnout and engagement:
   - workload,
   - control,
   - rewards and recognition,
   - community and social support,
   - perceived fairness
   - values.

Maslach theory give a good overview of the factors that are important in order to achieve engagement. Although there is not a clear ranking of the six areas.

5. Performance pyramid (Stum, 2001)
   - Work/life balance
   - Growth
   - Connections
   - Rewards
   - Safety and security

The performance pyramid is connected to the hierarchy of needs by Maslow (source). This model looks at the relation between an employer and employee in an organisation. This model is gives a step-by-step recommendation of the levels in the pyramid that need to be fulfilled to move onto the next level.

K - Cluster of the ideation phase
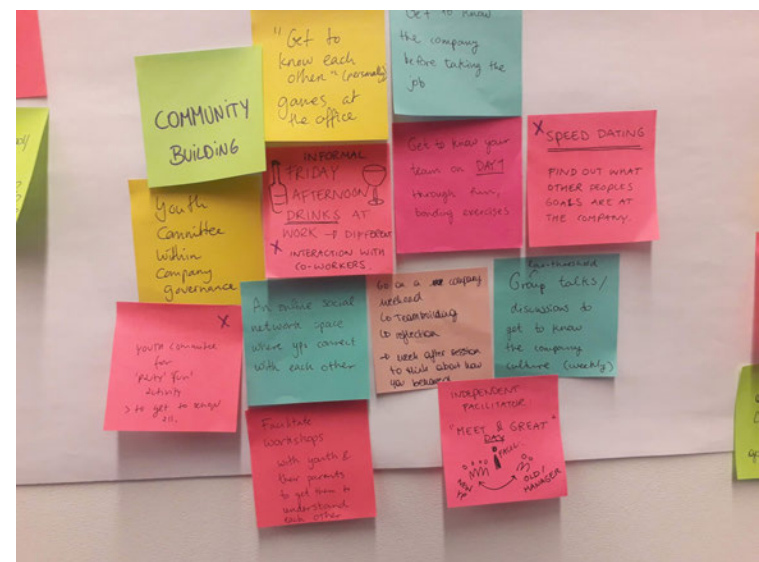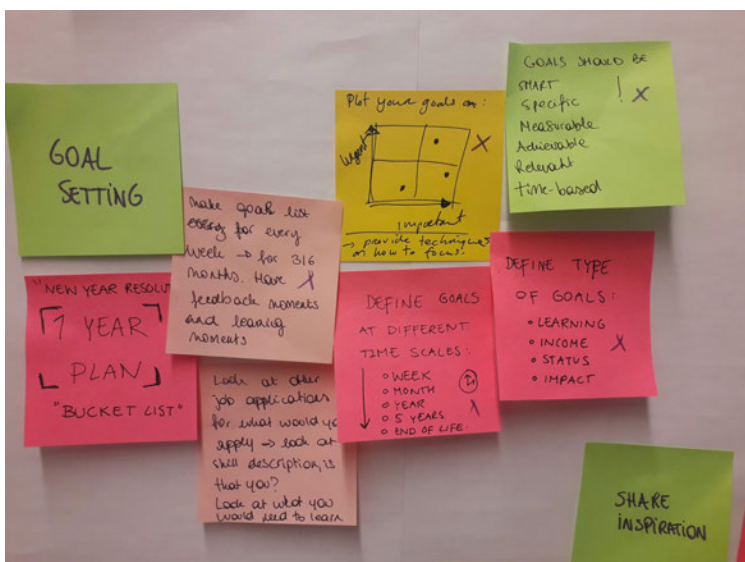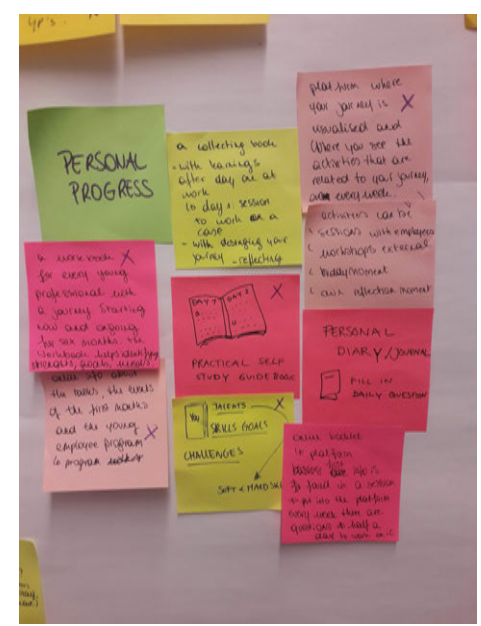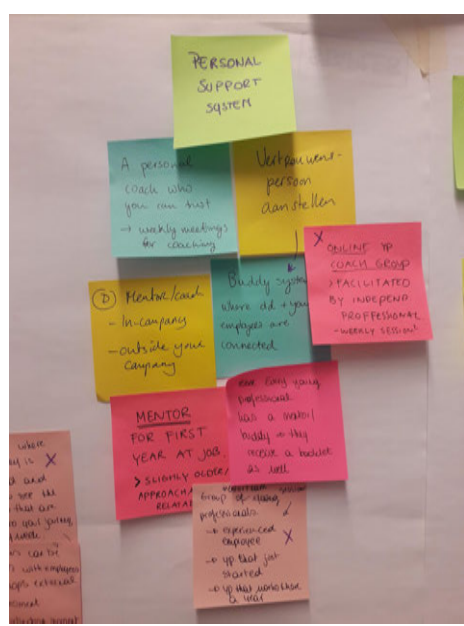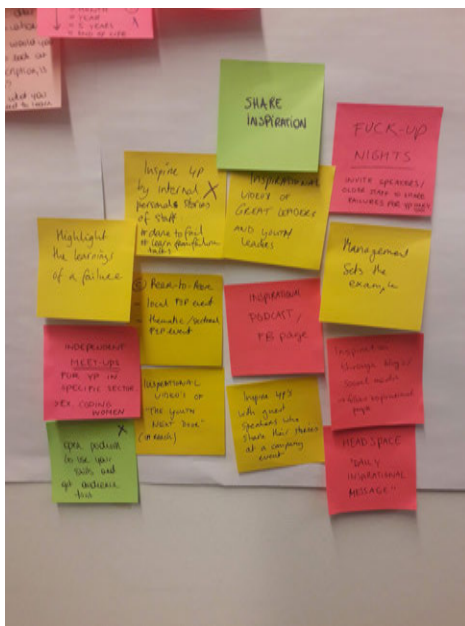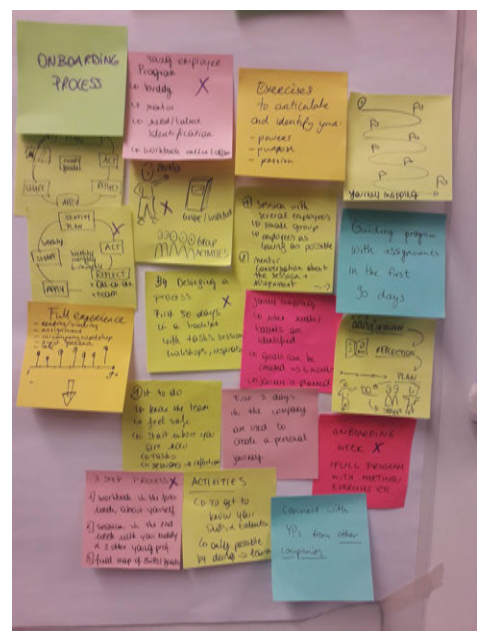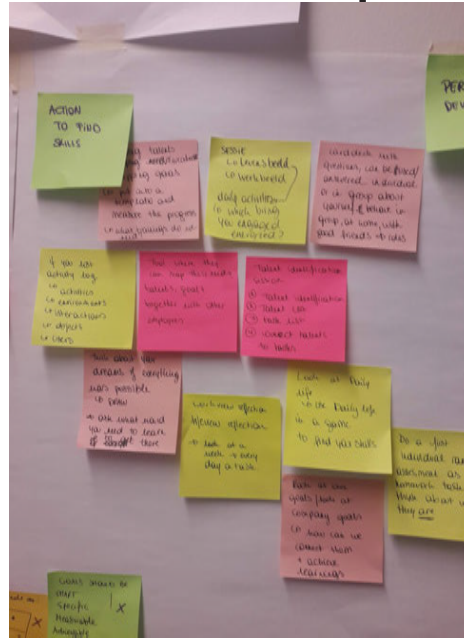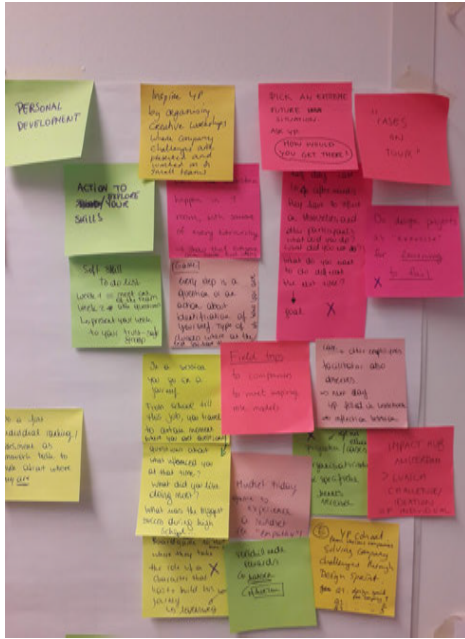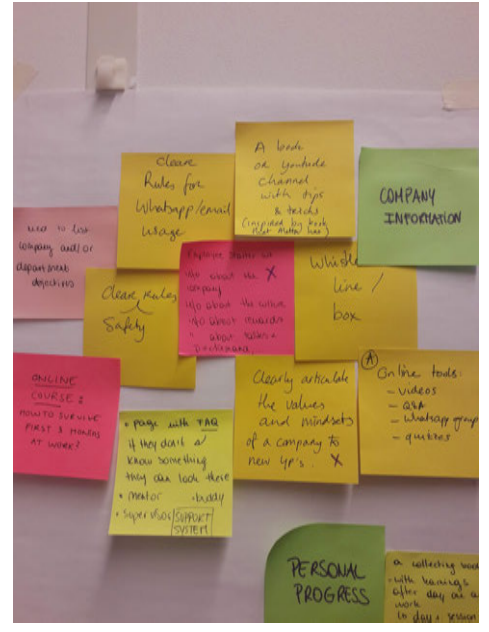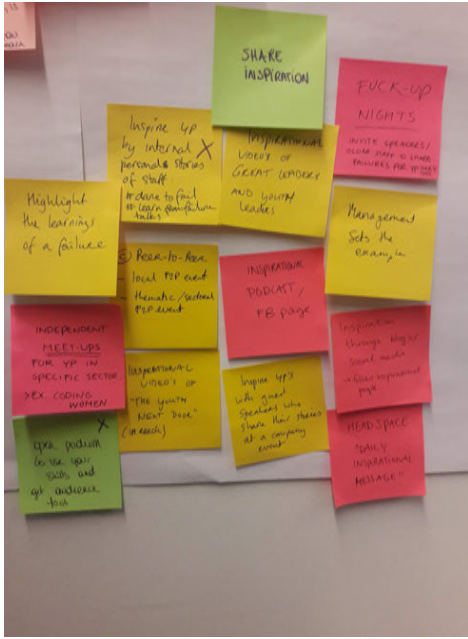
L - Cards for the experience workshop

INTRODUCTION

Goal: Everyone should feel welcome and know what they will be doing

Time: 5 min

Explanation
- Welcome everybody personally.
- Explain the purpose of the session
- To get to know each other
- To think about a company problem
- To learn the creative process
- To get to know ourselves better
- Do an introduction round, where every participant can introduce themselves
- Communicate the planning of the session

Tip: Ask everyone to put away their phones, so there is full focus on the workshop

ICEBREAKER

Goal: To loosen up the atmosphere

Time: 10 min

Explanation
- Ask the participants to draw their favourite moment of the weekend
- Or ask the participants to draw their favourite dish
- Ask the participants to present themselves in 30 seconds, provide a timer
- Let everyone bring a product that is precious to them

Tip: Think of something short, fun and something where the participants get to know each other better from.

IDEATION

Goal: To come up with as much ideas as possible

Time: 15 min

Explanation
- Take the big A2 sheet with the problem statement in the middle
- Start the brainstorm; everyone writes their ideas on sticky notes and puts them on the big A2 paper.
- When the participants get stuck with finding ideas, let them rotate around the table so they can look at the ideas of others, this can help them to generate new ideas.
- After 10 minutes (you as a facilitator should keep the time) the time is over the come up with ideas.
- Everyone should one by one explain what they have written down, ask for clarification if needed. (Very important here, no judgement.)

PROBLEM STATEMENT

Goal: Reframe the design challenge into a new problem statement. (This step is only recommended for organisations that already went through one cycle)
Time: 15 min

Extension

Explanation
- Important here is that the new problem statement is formulated in a way that will support good ideation.
- The group is allowed to create 1 till n (n = number of participants in the workshop) problem statements.
- Make sure that you don't put design criteria in the problem statement. (eg; How might we create an interactive moment between parents and children with our LOLA product that can be easily implemented?)

- Start the problem statement like this:
How to...   Create...
How can we...   Think of ways to...
Wouldn't it be nice if...
In what ways might we...

BREAK

Goal: Take some rest

Time: 10 min

Explanation
After 60-90 min a break is needed. Provide coffee or tea. Go get some fresh air.

SELECT

Goal: To move from a lot of ideas to 4-12 ideas, which makes it easier to develop concepts
Time: 10 min

Explanation
- Take round stickers
- Count all the ideas that were plotted in the raster, take the square root of the ideas, that is the amount of stickers you will give every participant
- The participants have to vote for the ideas they think are most valuable
- Remind them to think about 3 factors:
        - Is it new?
        - Is it relevant?
        - Do I like it?
- It doesn't mean that the idea with the most stickers is the best one, it can be the one everyone likes to most but maybe it is not so innovative

DEVELOP

Goal: To develop different concepts that are more detailed and can be implemented.

Time: 15 min

Explanation
- Take A3 sheets per every two people (groups consist of one young professional and one more experienced employee.)
- Let the participants make groups of two
- Let them pick one or two ideas they want to make a concept about
- On the A3 sheet they should make a poster with:
        - a title
        - short summary of what the concepts does
        - 3 positive points
        - 3 challenges
- To make clear what a poster could look like, you can draw an example.
- Tell them they should be able to present to concept in 3 minutes

PITCH

Goal: To show to other participants what your concept is about and to start a discussion. At the same time the skills of pitching are practiced.
Time: 10 min

Explanation
- Let every group present their concept
- Make room for questions after every short presentation and guide the discussion (max 3 min)

REFLECT

Goal: To let everyone in the session think about themselves and what happened during the session. The goal is also to share this with the group.
Time: 10 min

Explanation
- Give everyone two sticky notes with different colours.
- One sticky note is to write down what they liked about the session
- The other sticky note is to write down what they found challenging about the session
- It is important that everyone does this, also the facilitator.
- After sharing the reflection of everyone, a group discussion can be held.

CLUSTER

Goal: To get an overview of all the ideas and the groups of ideas.

Time: 15 min

Explanation
- Look at all the ideas, and take out to ones that are double
- Draw a 2 by 2 grid on a big paper, horizontal line is feasibility. Above one column you write 'easy,' on top of the other column you write 'difficult'. The vertical line is innovative. For the first row you write 'not really', For the second one you write 'very'.
- Guide the first part, take a sticky note, read the idea and ask the participants where it belongs in the grid.
- After 10 ideas are clustered in this way, you ask the participants to take 5 ideas and plot them in the grid. Repeat this, if not all the ideas are plotted.

NEXT STEPS

Goal: To let the group know what will happen with their ideas. And to tell them what the next steps are.
Time: 5 min

Explanation
- Hand-out the reflection booklets.
- Discuss when the next meeting will take place.
- Ask if someone has something to add at the end
- Make sure everyone schedules a meeting with their mentor for to discuss the reflection booklet.

PROBLEM STATEMENTS FOR THE SESSION

Goal: To give the facilitator an example of challenges for the session. Ideally, the problem statement is discussed before the experience workshop takes place. The perfect moment to define the right business challenges is in the intro meeting.

Explanation
The problem statements below are examples of questions you can ask during the experience session.

- How might we create a weekly engaging company moment?
- How might we create better involvement of young professionals in the company?
- How might we treat waste better in our company?
- How should we launch product 'x' into the market?

PREPARATIONS

Goal: To be prepared for the session.

Time: 30 min

Explanation
- Write the set-up on a big sheet (withouth the goals) (look at the session setup card)
- Write the problem statement on a big paper (Look at examples problem statement)
- Write/draw the rules of the workshop on a big paper (Look at the rules for ideation)
- Have sticky notes available
- Have markers available
- Have tape available
- 10 flip-over sheets or A2's
- Snacks/drinks

RULES OF IDEATION

Goal: To be prepared for the session. And for the facilitator to know what ideation he should share.
Time: 30 min

Explanation
The following rules are key for a high quality session.
Rule N°1: Postpone judgement
Rule N°2: Crazy and wild ideas are encouraged
Rule N°3: Build on the ideas of others
Rule N°4: Quantity breeds quality
Rule N°5: One idea per sticky note!
Rule N°6: Draw your ideas → a picture speak more than a thousands words

SETUP OF THE SESSION

Goal: For the facilitator to have an overview of the session and to know how a session looks like.

Phase	Goal	Time
Introduction	Everyone should feel welcome and know what they will be doing	5 min
Icebreaker	To loosen up the atmosphere	10 min
New problem statement	Reframe the design challenge into a new problem statement	15 min
Ideation	To come up with as much ideas as possible.	15 min
Break		10 min
Cluster	To get an overview of all the ideas and the groups of ideas.	15 min
Select	To move from a lot of ideas to 4-12 ideas, which makes it easier to develop concepts.	10 min
Develop concept	To develop different concepts that are more detailed and can be implemented	15 min
Pitch	To show to other participants what your concept is about and to start a discussion. At the same time the skills of pitching are practiced	10 min
Reflect	To reflect on the session; how did it go? What was challenging?	5 min
Next steps	To let the group know that something will happen with their ideas. Also the facilitator has to communicate that an individual reflection will follow and a moment to discuss the reflection with their mentor.	5 min
Total		2 hours

M - Research on team personalities

Analysts	+	-
Architect	- Quick, Imaginative, and Strategic Mind - High Self-Confidence **Independent and Decisive** - Hard-Working and Determined - Open-Minded	- Arrogant - Judgmental - Overly Analytical
Logician	- Great Analysts and Abstract Thinkers - Imaginative and Original - Open-Minded - Enthusiastic - Objective - Honest and Straightforward	- Very Private and Withdrawn - Insensitive - Absent-minded - Condescending
Commander	- Efficient - Energetic - Self-Confident - Self-Confident - Strategic Thinkers - Charismatic and Inspiring	- Stubborn and Dominant - Intolerant - Impatient - Arrogant
Debater	- Knowledgeable - Original - Charismatic - Energetic	- Very Argumentative - Insensitive - Intolerant - Difficult to Focus
Diplomats		
Advocate	- Creative - Decisive - Determined and Passionate	- Sensitive - Perfectionistic
Mediator	- Idealistic - Open-Minded and Flexible - Creative - Passionate and Energetic - Dedicated and Hard-Working	- Impractical - Take Things Personally
Protagonist	- Charismatic - Altruistic - Natural Leaders	- Overly Idealistic - Too Selfless - Too Sensitive
Campaigner	Curious	Poor Practical Skills

	- Observant - Energetic and Enthusiastic - Excellent Communicators	- Difficult to Focus - Overthink Things - Get Stressed Easily
Sentinels		
Logistician	- Honest and Direct - Strong-willed and Dutiful - Responsible - Practical	- Stubborn - Insensitive - Judgmental - By the book
Defender	- Supportive - Reliable and Patient - Imaginative and Observant - Enthusiastic - Loyal and Hard-Working - Practical	- Humble and Shy - Take Things Too Personally - Repress Their Feelings - Overload Themselves - Reluctant to Change
Executive	- Dedicated - Strong-willed - Direct and Honest - Loyal, Patient and Reliable - Enjoy Creating Order	- Inflexible and Stubborn - Judgmental
Consul	- Practical Skills - Strong Sense of Duty - Good at Connecting with Others	- Inflexible - Vulnerable to Criticism - Too Needy - Too Selfless
Explorers		
Virtuoso	- Optimistic and Energetic - Creative and Practical - Spontaneous and Rational - Great in a Crisis - Relaxed	- Stubborn - Insensitive - Dislike Commitment
Adventurer	- Charming - Imaginative - Passionate - Curious	- Fiercely Independent - Unpredictable - Overly Competitive
Entrepreneur	- Bold - Rational and Practical - Original	- Insensitive - Impatient - Unstructured

	• Perceptive • Sociable	• Defiant
Entertainer	• Bold • Original • Practical • Observant • People Skills	• Sensitive • Unfocused • Easily Bored

Marking the most important and clear characteristics
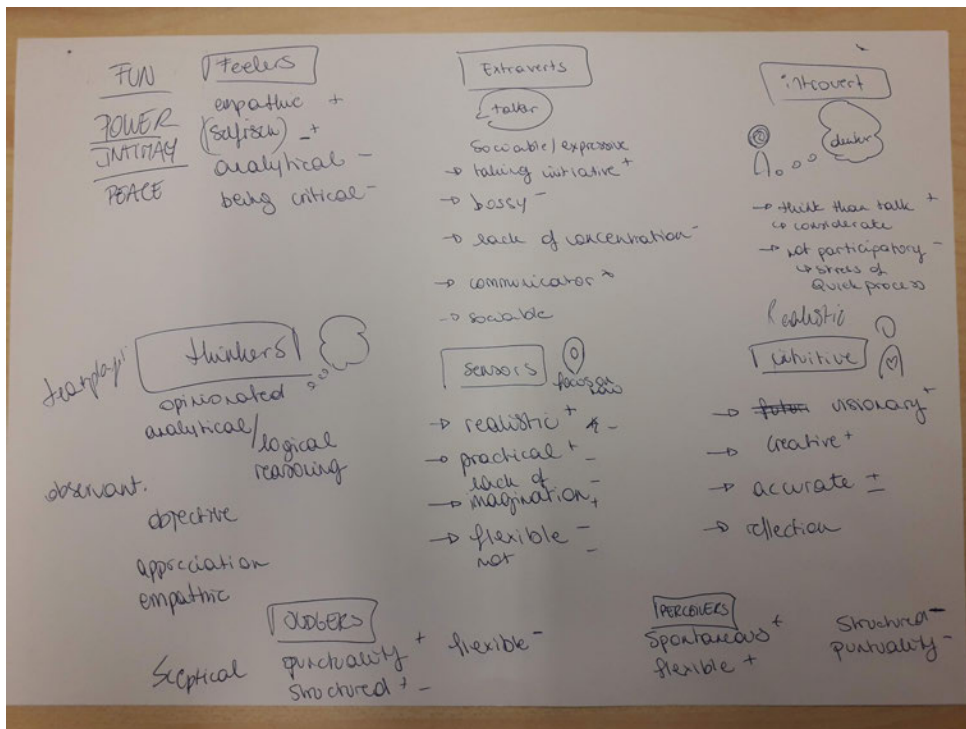
Summary of UNDERSTANDING PSYCHOLOGICAL TYPE TO IMPROVE PROJECT TEAM PERFORMANCE (Culp and Smith, 2001)
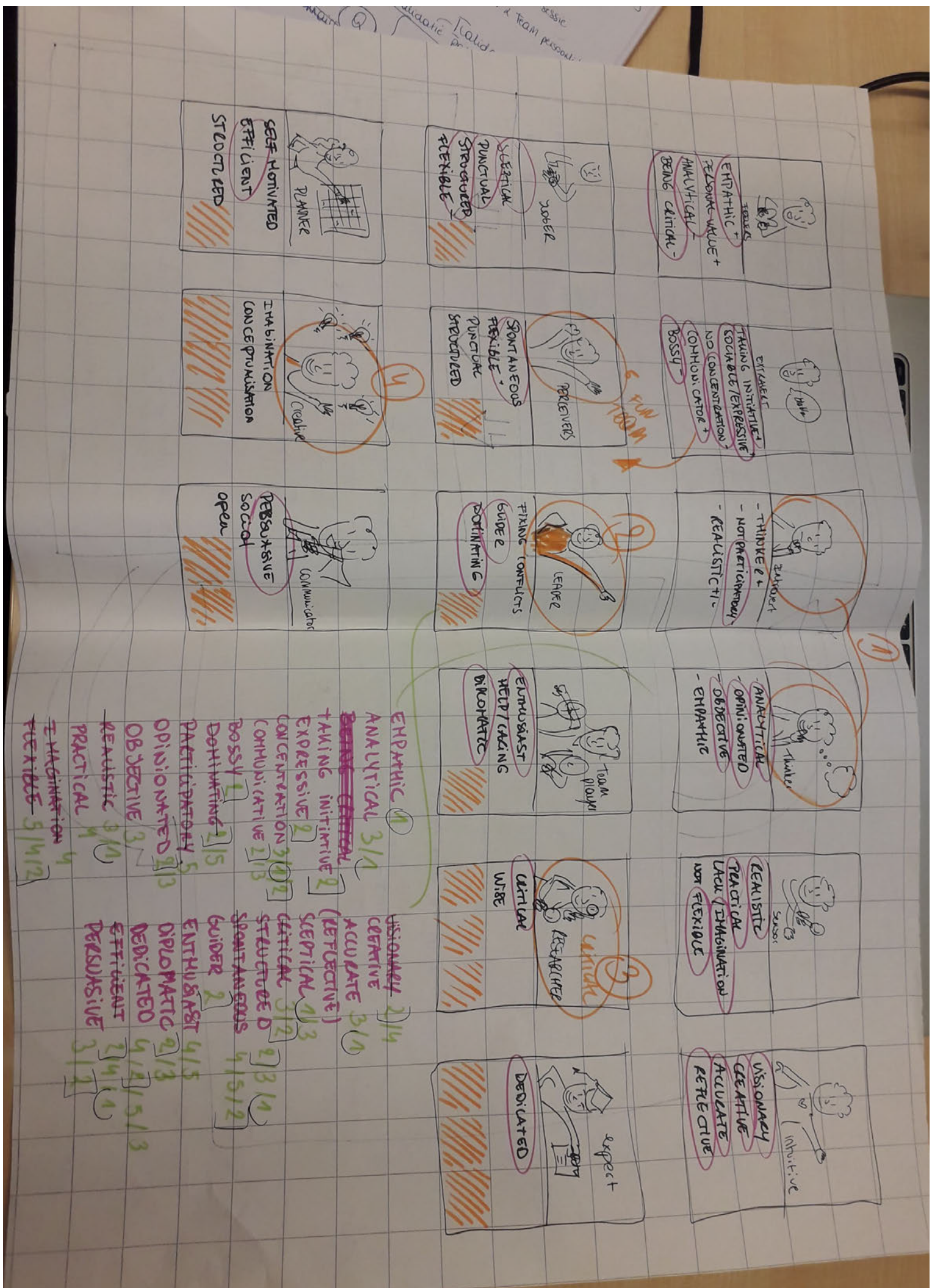
Visual summary of 16 personalities and characteristics of team personalities

N - Reflection booklet

You have participated in the experience workshop and you worked on a relevant business challenge for your organisation. Next to this, the goal of that workshop is also to reflect on your actions. To let you think critically about your behaviour in the workshop. It will also make you think about your role in relation to others. Besides this, there is one contact moment with your assigned mentor from the organisation to discuss the lessons learned during the experience workshop. This contact moment was scheduled at the end of the experience workshop. This reflection booklet needs to be filled in before the contact moment with the mentor and the group reflection takes place. The reflection booklet is private, and you can decide how much you want to share.
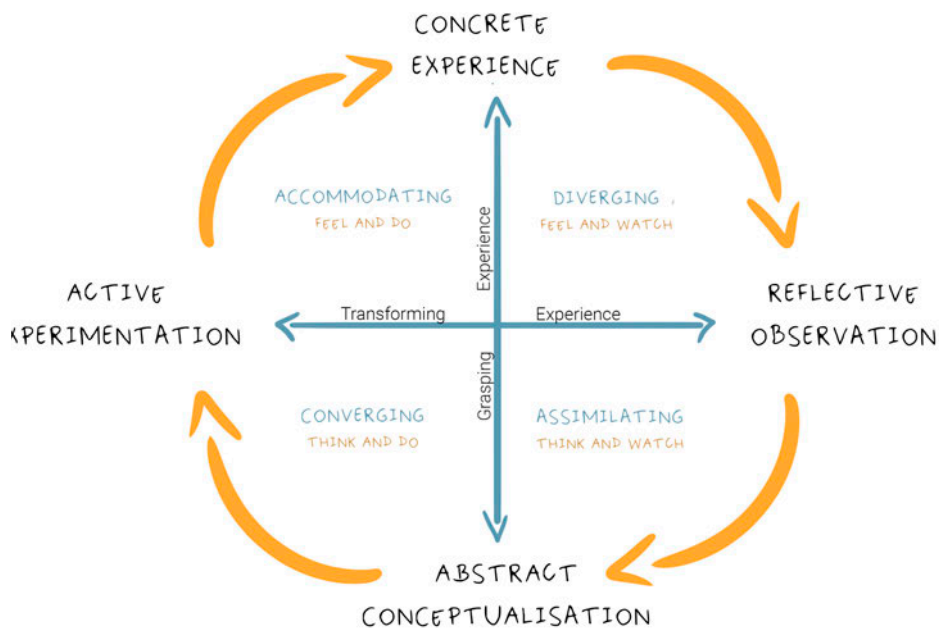
YOUR FEELING AT DIFFERENT MOMENTS

Fill the matrix in, start on the first row and fill it in horizontally.

WHAT	SO WHAT	NOW WHAT
What happened that disappointed you?	So what did you learn of this?	Now what would you do different next time?
What happened that excited you?	So what did you learn of this?	Now what would you do different next time?
What happened that suprised you?	So what does that mean to you?	What is the consequence of your action now?
What happened that made you feel in doubt?	So what does that mean to you?	Now what would you do different next time?
What happened that distracted you?	So what did you learn of this?	What is the consequence of your action now?

YOUR ROLE IN THE SESSION

Circle the person in the drawing that you feel most identified with when you think about the session.

Colour the quotes that you can relate with.

"I always knew what was going on in the session, and could take the lead at certain moments."

"I couldn't really follow the process since I was caught up in my head with thoughts about things that had been said."

"I enjoyed this session so much! It was really nice to be together and work together!"

"I had so many ideas, this was fun!"

"I felt like I wasn't really part of the group."

"The workshop was new and difficult for me."

There are 10 characteristics and skills connected to the personalities of the session. Circle two skills you possess and experienced during the workshop in blue. Circle one skill in green you want to develop in future co-creation sessions and your daily work.

ANALYTICAL

PARTICIPATORY

THINKER

DETERMINED

VISIONARY

LEADER

CRITICAL

CURIOUS

RESEARCHER

PRACTICAL

IMAGINATIVE

CREATIVE

FLEXIBLE

SOCIABLE

MOOD MAKER
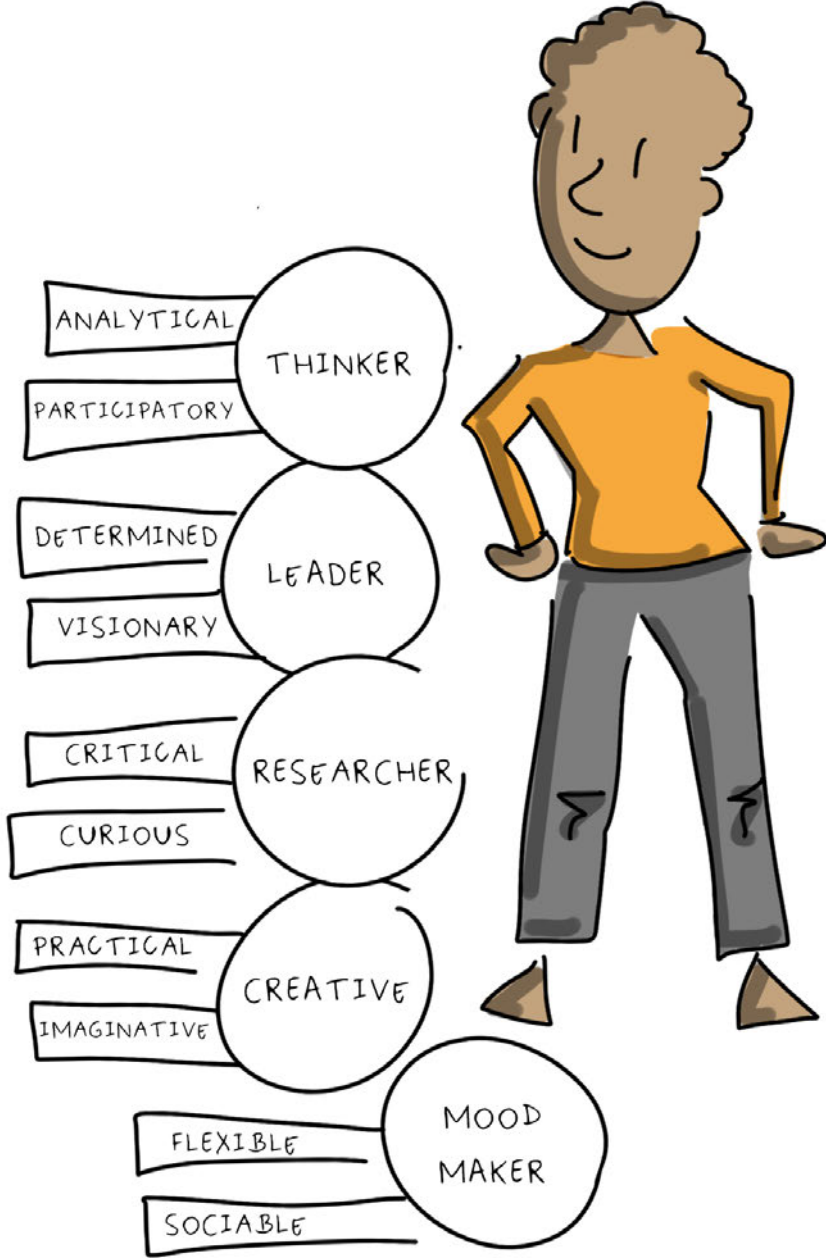
What was remarkable with other people in the session?

....
....
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....

What did other people contribute to the session?

....
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....

O - Groupreflection and planning

PHASE	GOAL	TIME	INFO
Intro (drawing)	Explain the plan of the session.	10 min	Tell the participants that the goals of this session is to do a group reflection. To exchange what you learned in the last session about yourself.
Icebreaker (drawing)	To make sure that everyone feels comfortable in the group and heard their voice.	10 min	Ask every participant to come up with one thing about themselves that is true and one thing about themselves that is not true. When every participant has two facts to tell, you can start the game. Everyone should tell their stories one by one. After every story the group has to make a guess together on which story was the true.
Individual task (drawing)	To let every participant think about their own reflection.	15 min	Give all the participants two cards or sticky notes. Ask them to write down one thing they learned about themselves that was surprising or positive and another thing they want to work on.
Group exchange (drawing)	To share the experiences of the last session and to see how everyone felt about it.	30 min	Draw one line on a flip over sheet or whiteboard. At on side of the line you write down: What I learned about myself that was surprising/ positive. At the other side of the line you write: what I want to work on. Let the participants tell what they wrote down on by one and let them stick the notes to the right side of the matrix.

Reflecting on the drawing (drawing)	To exchange how a person felt in the session and with what type of personality they identified.	15 min	Print the drawing of the session with the different people. Gather the participants around the drawing and discuss one by one who every participant choose and why.
Discuss skills in duo's (drawing)	To discuss the skills participant identified more in detail in duo's.	10 min	Make duo's. Let the participants discuss the skills they identified during the session and what they want to work on.
Exchange (drawing)	Exchange what has been discussed in smaller groups with all the participants.	20 min	Let everyone name one skill they had during the session and one skill they would like to work on.
Group planning (drawig)	To make a learning/ action plan for every participant. So that they work on what they learned.	25 min	You write as many lines on a flip over sheet or whiteboard as there are participants. For every participant you discuss with the group what their goals are. You make a planning with action points/ moments and plan comeback moments with the whole team to discuss progress. Let everyone write down their plan and what they will do the next day to start with this plan.
Round of (drawing)	To end the session in a positive way and create a clear understanding of what is next.	10 min	Make sure that everything is said and that every participant knows what to do next. Ask the participants what they will do the next day and discuss it.
Total		2u30min	

P - Business model

Key Partners

Partnerships with HR companies can provide links to the market

Partnerships with funding institutions are necessary to realise this concept

Partnerships with social businesses in Kenya, to create a network where pilot tests can happen and first clients can be found.

Key Activities

Train facilitators

Develop process flow including sales, feedback systems to the organisations implementing the tool

Maintain the quality of the tools, improve them

Key Resources

Facilitators

Booklets for reflection

Card deck for the experience workshop

Planning booklet

Design team to improve and evaluate the CCB-concept.

Value Propos

Foster collaboratio

Creating better tea more effectively w professionals

Skill and goal iden in personal and org development

Creating a safe lea environment

Introduce creative

Cost Structure

Printing costs for cards, and planning and reflection booklet

Training of facilitators

Payment of the facilitators

Website costs, conference participation

...itions	Customer Relationships	Customer Segments
...on and creativity	Build a community of social businesses	Social enterprises in Kenya who are working with youth but find this challenging.
...ams by working ...ith young	Provide continuous guidance for organisations working with the CCB-concept	Social enterprises preferably just after start-up face, scale-up.
...tification resulting ...ganisational	A feedback system for organisations working with the CCB-concept	
...arning		
...problem solving	**Channels**	
	HR companies	
	Funding initiatives for human resource development for social enterprises	
	Conferences	
	The already established network of Proportion	
	Online media; website, Linkedin Kenyan facilitators	

Revenue Streams

Funding is needed to pilot test this concept

Revenue from selling the facilitators and tools of the CCB-concept

A track record and case studies are needed for social businesses to pay for this service

Q - Concept Validation
Ql -Interview guide for validation with social businesses

<u>Qualitative validation</u>

Hypothesis 1: The designed concept is a creative and collaborative solution on how to integrate young professionals in an organisation.

<u>Questions</u>:
- Why would this concept be beneficial for you/ businesses/ youth?
- What characteristics of this concept do you/ businesses/ youth like the most?
- In what way solves this concept your current business challenges?
- What characteristics of this concept do you/ businesses/ youth like the least?
- What would withhold you from using this concept?

Hypothesis 2: The designed concept provides a guide for young professionals in a new work environment.

<u>Questions</u>:
- How could this concept be used in your organisation? And when?
- What are the challenges of this concept for you/ businesses/ youth?
- Who would be responsible within your organisation to take up this concept?

Hypothesis 3: The designed concept will enable organisations to work more effectively with young professionals.

<u>Questions</u>:
- What could be the result when this concept is used in your organisation?
- How would this concept affect young professionals?
- How would this concept affect more experienced employees?

Hypothesis 4: The designed concept consists of a cycle of action, reflection, and planning, which creates personal and organisational development.

<u>Questions</u>:
- How does this concept support personal and organisational development?
- Which step in this concept would be the most difficult to execute?

Hypothesis 5: The designed concept creates a safe learning environment and introduces creative thinking.

<u>Questions</u>:
- What would participants learn from participating in this concept?
- Which aspects of the concept result in creating a safe space?
- Which elements that are needed for a safe space are lacking in your opinion?

Hypothesis 6: The two workshops of the concept are facilitated by trained facilitators. This is necessary to ensure quality.

<u>Questions:</u>
- How would this service-concept best be delivered to your business?

<u>Quantitative validation</u>

On a scale from 1-10, how valuable would this concept be for you/business /youth?
You

(lowest) 1	2	3	4	5	6	7	8	9	10 (highest)

Business	1	2	3	4	5	6	7	8	9	10

Youth	1	2	3	4	5	6	7	8	9	10

On a scale from 1-10, how much time would businesses want to put in this concept?

1	2	3	4	5	6	7	8	9	10

On a scale from 1-10, how much money would businesses want to put in this concept?

1	2	3	4	5	6	7	8	9	10

On a scale from 1-10, how realistic would this concept be for you/business /youth?
You

(lowest) 1	2	3	4	5	6	7	8	9	10 (highest)

Business	1	2	3	4	5	6	7	8	9	10

Youth	1	2	3	4	5	6	7	8	9	10

Do you have any remaining comments, thoughts or suggestions to further improve the concept?

Do you know of any other companies that might be interested in such a concept? Would you be willing to introduce me?

Feedback on the developed concept

With this form, I would like to ask your feedback on the developed concept. You just heard the audio that explains the concept together with the images. Please be honest, because that will make clear what parts of this concept can be improved.
*Vereist

1. What characteristics of this concept do you like the most? *

2. Why would this concept be beneficial to you? (imagine yourself as a young professional in an organisation) *

3. In what way solves this concept the current challenges youth faces? *

4.   What characteristics of this concept do you like the least? *

_____

_____

_____

_____

_____

5.   What is challenging for you about this concept? *

_____

_____

_____

_____

_____

6.   Do you have any suggestions or comments?

_____

_____

_____

_____

_____

Thank you for your feedback, as well as the two workshops we had when I visited you! Best wishes, Marie

O3 -Results validation with social businesses

Validation by Alexander from Yielder

On a scale from 1-10, how valuable would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   **7**   8   9   10 (highest)

Business   1   2   3   4   5   6   **7**   8   9   10

Youth   1   2   3   4   5   6   7   8   **9**   10

On a scale from 1-10, how much time would businesses want to put in this concept?
1   2   3   4   **5**   6   7   8   9   10

On a scale from 1-10, how much money would businesses want to put in this concept?
1   2   3   **4**   5   6   7   8   9   10
it should save money and eventually create money

On a scale from 1-10, how realistic would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   **5**   6   7   8   9   10 (highest)

Business   1   2   3   4   5   **6**   7   8   9   10

Youth   1   2   3   4   5   6   7   8   **9**   10

Validation by Maureen from VisionVijana

On a scale from 1-10, how valuable would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   8   9   **10** (highest)

Business   1   2   3   4   5   6   7   8   9   **10**

Youth   1   2   3   4   5   6   7   8   9   **10**

On a scale from 1-10, how much time would businesses want to put in this concept?
1   2   3   4   5   6   **7**   8   9   10

On a scale from 1-10, how much money would businesses want to put in this concept?
1   **2**   3   4   5   6   7   8   9   10

On a scale from 1-10, how realistic would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   8   **9**   10 (highest)

Business   1   2   3   4   5   6   7   **8**   9   10

Youth   1   2   3   4   5   6   7   8   9   10

Validation by Germaine from Healthy Entrepreneurs

On a scale from 1-10, how valuable would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   **8**   9   10 (highest)

Business   1   2   3   4   5   6   7   **8**   9   10

Youth   1   2   3   4   5   6   7   **8**   9   10

On a scale from 1-10, how much time would businesses want to put in this concept?
1   2   3   4   5   **6**   7   8   9   10

On a scale from 1-10, how much money would businesses want to put in this concept?
1   2   3   4   5   **6**   7   8   9   10

On a scale from 1-10, how realistic would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   **8**   9   10 (highest)

Business   1   2   3   4   5   6   7   **8**   9   10

Youth   1   2   3   4   5   6   7   **8**   9   10

Validation by Kate from Sanivation

On a scale from 1-10, how valuable would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   8   **9**   10 (highest)

Business   1   2   3   4   5   6   7   8   **9**   10

Youth   1   2   3   4   5   6   7   8   9   **10**

On a scale from 1-10, how much time would businesses want to put in this concept?
1   2   3   4   5   6   7   **8**   9   10

On a scale from 1-10, how much money would businesses want to put in this concept?
1   2   3   **4**   5   6   7   8   9   10

On a scale from 1-10, how realistic would this concept be for you/business /youth?

You
(lowest) 1   2   3   4   5   6   7   **8**   9   10 (highest)

Business   1   2   3   4   5   **6**   7   8   9   10

Youth   1   2   3   4   5   6   7   **8**   9   10