

BUILDING CREATIVE CAPACITY

Bridging the gap between social businesses and young professionals in Kenya



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Building creative capacity

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Enjoy the reading.

Marie Van den Bergh



Entering Nairobi on Mombasa Road

Executive Summary

This report describes the results of a thesis commissioned by Proportion, a global design agency, situated in Amsterdam. Proportion aims to innovate for social impact by applying the human-centred design approach to current problems in society (proportion. global). One of the challenges Proportion wants to tackle is youth unemployment in Kenya.

There are two parties connected to this challenge of youth unemployment within this graduation project. Firstly, there is a significant problem of youth unemployment in Kenya. This problem was addressed by Proportion, whereby they want to explore possible interventions against this unemployment. Secondly, social businesses in Kenya aim to create employment. Therefore, this graduation project seeks to redefine the relationship between social businesses and young professionals in Kenya, tackling the problem of youth unemployment.

To be able to redefine the relationship between social businesses and young professionals, in-depth context research was required. This context exploration consisted of desk and field research with social entrepreneurs and inspiring youth alike. Additionally, creative sessions with Kenyan youth and social business owners were carried out. The qualitative information was used to identify the challenges of the current situation of youth unemployment. Furthermore, this helped to gain insights into the desired condition for both social businesses and young professionals.

This qualitative research resulted in three problem areas of youth unemployment; the challenge of personal identity, the difficulty of what journey to take in life and the gap between theory and practice. These problem areas are linked to three opportunity areas: identifying the capabilities of the youth, creating an open company culture and providing mentorship. These opportunity areas, which derived from identified problems, created a frame of reference for the future relationship between social businesses and young professionals. This frame of reference initiated secondary literature research on employee engagement. The findings of the theory

on employee engagement led to an adapted diagram of the employee performance pyramid (Stum, 2011). Several levels need to be fulfilled to create employee engagement. These are the following in chronological order; rewards, comfort, collaboration, relations and growth. The designed concept needs to incorporate these levels to create a relationship between social enterprises and young professionals where engagement is enhanced.

The findings of the research resulted in a strategic framework, in the form of a future vision on the relationship between social businesses and young professionals. It indicates the boundaries of the solution space and future developments. The future vision describes a collaborative working environment, where support and involvement for every individual are essential. Moreover, personal and organisational development is established by creating independent goals and future expectations for the company and youth alike.

The final creative capacity-building concept (CCB-concept), is a solution within this framework. It supports social businesses in their employees' journey, specifically in the onboarding process of young professionals. The CCB-concept bridges the gap between social enterprises and young professionals in Kenya by identifying the skills and goals of the employees and translating them into personal performance journeys. The proposed concept comprises three steps: an experience workshop, a reflective moment, and a group reflection and planning. It relies on a cycle of action, reflection and planning (Kolb, 1984). Through collaboration and creative capacity-building, the CCB-concept aims for better personal and organisational development. In this way, it enhances the relationship between social businesses and young professionals in Kenya.

It is recommended to do a pilot test of the proposed concept in Kenya to evaluate the feasibility, viability and desirability. Furthermore, it is suggested to explore the several service packages. Lastly, a partner able to financially fund the project for early implementation is recommended.

Reading guide

The structure of this report is based on the Double Diamond model (Design Council, 2005) to explain the argumentation of this graduation project clearly. The double diamond model can be seen as a guide with different phases that a designer must go through to deliver a concept. The model consists of two diamonds that illustrate the process of diverging and converging. The first diamond results in a refined problem definition that will be solved at the end of the second diamond. Figure 1 shows the four phases linked to the chapters of this report.

The first phase “Discover” is divided into 3 chapters where the problem is discussed in its context. Chapter 01 gives background information about Kenya and the problem of youth unemployment. Next, the challenges of the current situation in Kenya are discussed in chapter 02. The last chapter of this phase describes the desired

situation concerning youth unemployment.

All the insights from the previous phase are gathered in the second phase, “Define”. Chapter 04 explains the frame of reference and preliminary design direction. Subsequently, a second literature study is discussed concerning employee engagement. The Define phase ends with chapter 06, describing the strategic framework and a final design challenge.

The third part of the report discusses the “Develop” phase, where four designed concepts are explained. Thereafter, the “Deliver” phase follows, describing the final concept, business model and validation. The last phase, “Conclusion”, contains a summary of the project, recommendations for future implementation and a personal reflection.

“Quotes are shown like this throughout this report”
The writer of the quote

The conclusion of a phase or chapter is presented in a box like this

SDGs: Sustainable development goals defined by the United Nations

Social business: A business aiming to create a positive impact on society

Kenyan youth: Kenyan youth is defined as young people who have obtained the age of 18 and are below 35 years.

CCB-concept: Creative Capacity Building concept

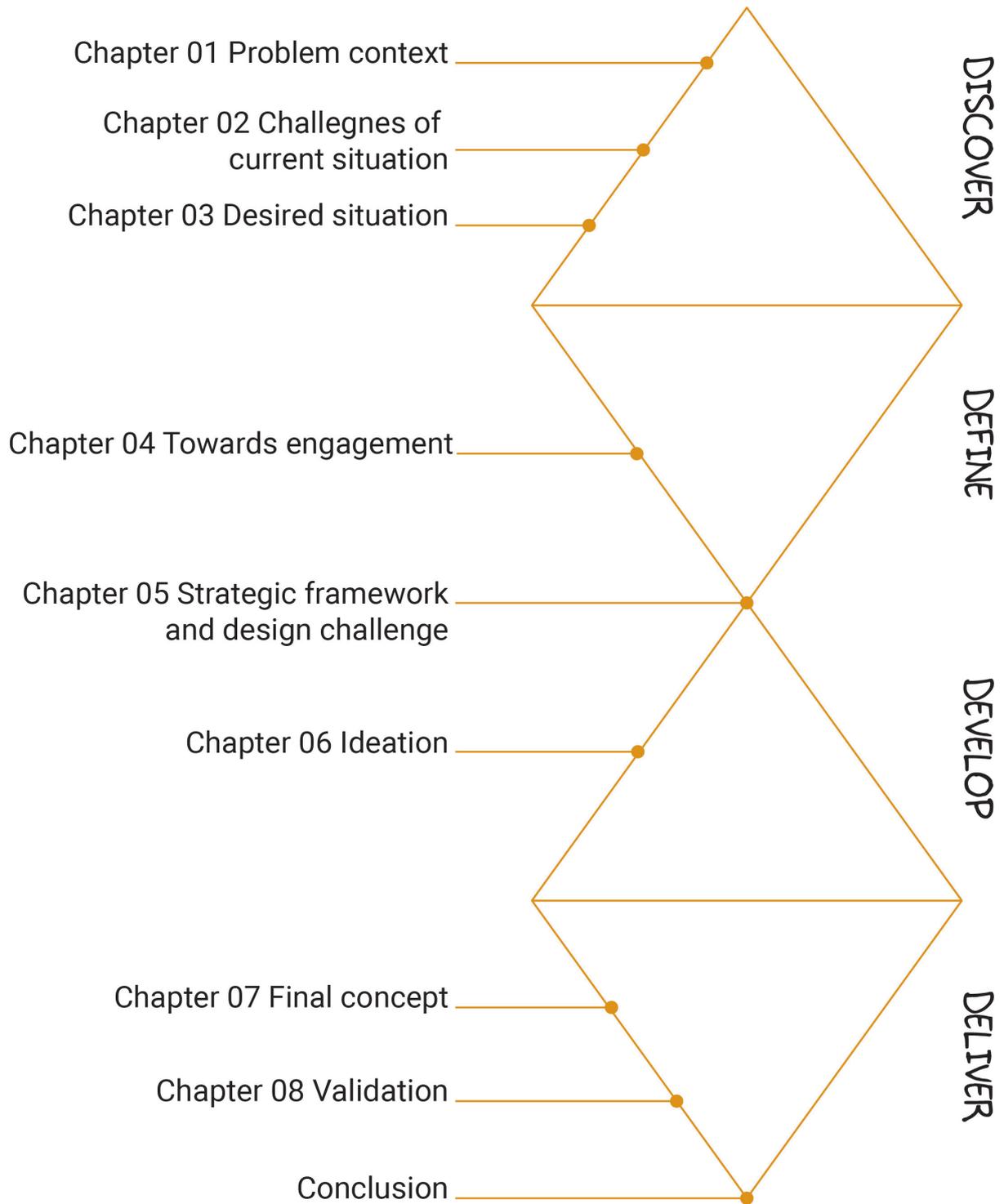


Figure 1: Reading guide

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The project

This part introduces the research, firstly by providing relevant background information, the motivation, and finally, the goal and research questions.



BodaBoda drivers waiting for clients

Project background

Last semester I participated in a JMP project (Joint Master Project) as an elective course at TU Delft, commissioned by Proportion. While working on that assignment, a lot of information about youth unemployment in Kenya was gained, which sparked the interest to collaborate further with Proportion.

The challenge that Proportion faces is as follows:

- Young professionals that were hired and trained by Proportion are not capable of working entirely independently.
- They received too much independence and responsibility after undergoing a training program.
- They needed to develop new client contacts, but the business stagnated.

This problem made me curious, and I was determined to find out what the underlying reasons were for the stagnation of the business. I thought that this might be a challenge that a lot of companies, not only Proportion, may experience when they work with youth. Furthermore, it might be challenging for more youth to find an appropriate job. There seemed to be a disconnect of understanding between businesses and the youth, with no solution to solve this.

Micro to macro

A look at the bigger picture was needed to confirm and explore if youth and organisations have difficulty working together. Next to this, it was required to investigate how other companies work with young employees. How they train them, interact with them, and how their whole support system functions. Taking into consideration that there are 10.1 million young Kenyans (businessdailyafrica.com) unemployed, there must be a lot of companies that face similar challenges as Proportion. But every story has two sides, so it is essential to look from both perspectives towards the difficulties that youth unemployment brings in Kenya.

About Proportion

Proportion is a global design agency, situated in Amsterdam, that innovates for social impact. They deliver human-centred design support to NGOs, social enterprises and other organisations. In Africa, they are active in Kenya, Ivory Coast, and Uganda. Their goal is to help organisations solve international issues such as youth unemployment, gender inequality, health and safety, food and climate change (Figure 2). Proportion achieves these goals by applying human-centred design (HCD) methods and tools to the challenges of the client (Figure 3). The different services they deliver include design research and sprints, business modelling and testing business prototypes.

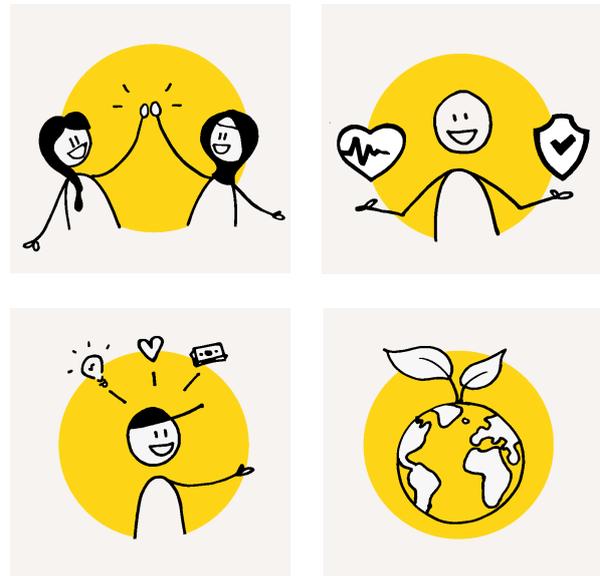


Figure 2: Areas of work of Proportion

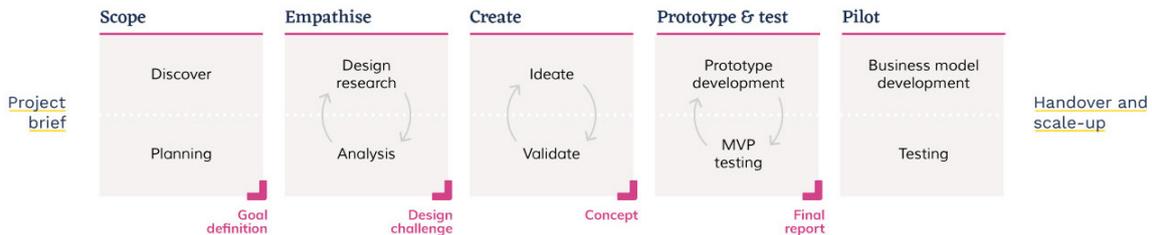


Figure 3: Human-Centered Design approach

Proportion in Kenya

Proportion has been active in Kenya since 2014, working on a project called: 'I-Care'. In that same year, Proportion trained ten youth with Vijana Reloaded (VR), a social enterprise set-up by Proportion situated in Nairobi. VR delivers business training courses that aim to teach youth soft skills and business skills, necessary to develop their own business (Figure 4). In 2016 Proportion built its first ready-to-go business model in collaboration with VR. This first ready-to-go business, trained youth in agriculture and the use of fertilisers with the goal for the youth to become job 'creators' instead of job 'seekers'. A collaboration with TwoBillionEyes and Proportion was made in 2017. This second ready-to-go-business, called VisionVijana consisted of a pilot test. Which involved the execution of vision testing and the onsite production of glasses for 500 drivers of the haulage company MAERSK in Mombasa. This pilot was executed by ten youth who were trained over two weeks. In 2019, the business model and support system for Vision Vijana were improved by a JMP project which I was part of.

Proportion's challenge

Proportion's main problem at the moment is linked to their different business initiatives that aim to create youth employment (Proportion.global). Until now, many youths are not able to work independently after following a training program by Proportion. Moreover, the organisation doesn't have enough financial revenue to support youth with full-time contracts. However, it isn't straightforward that trained youth would be able to find new clients to be employed by. These challenges lead to a high drop-out rate of youth. Another problem is the lack of appropriate soft skills, hard skills, and technical skills which are needed in their respective jobs. This has a significant effect on how the youth executes their job and the growth of the social enterprises designed by Proportion (Thomas Schuurmans/JMP report). For Proportion, it is necessary to identify how young professionals can be better trained and supported in the future. Proportion aims to deliver semi-independent entrepreneurs. However, this graduation project will also focus on youth who work in paid employment. The reason for this is that the previous experience in Kenya showed that complete independent entrepreneurship is too challenging for youth without any entrepreneurial background.



Figure 4: Trained youth by TwoBillionEyes and VR

Problem statement and project approach

It is essential to realise that there are two parties that have a relationship with youth unemployment in Kenya. The first one is the youth themselves and the second one is the respective businesses that work with these young professionals.

Kenyan youth

Kenyan youth accounts for 20% of the Kenyan population (businessdailyafrica.com, 2017). These young people are facing a range of challenges, one of which is unemployment. There is no exact unemployment rate in Kenya and it differs per source. However, it is estimated that around 32% of the youth aged between 20 and 34 is unemployed (Kenya National Bureau of Statistics, 2018). Unemployment can have several effects for young people; it brings them in contact with crime, poverty, drugs, and abuse (Muthee, 2010).

Social businesses

Social businesses or social enterprises are businesses that have the aim to create an impact on society and have this as their primary objective (Yunes, Moingeon and Lehmann-Ortega 2010). The type of social impact enterprises wish to create is often connected to the Sustainable Development Goals (United Nations, 2015). A study performed in Kenya showed that 65% of social enterprises pursue to increase employment (British council, 2017).

Research question

Since social businesses seek to create employment and many young people are unemployed in Kenya this project focuses on the relation between these factors. On the one hand, the challenges of youth unemployment from the perspective of social businesses need to be well understood. On the other hand, the problems of youth unemployment from the perspective of the youth themselves needs to be researched. Proportion itself is a social business and mostly works for other social enterprises or NGOs. Therefore only social businesses are looked at within the scope of this research. The goal is to design a support system and a strategic framework that creates a better interaction, resulting in an effective way of minimising youth unemployment.

The assignment that was formulated for this research is the following:

The following research questions are defined to answer the main problem statement.

RQ1: How do other existing social businesses tackle youth unemployment in Kenya?

Firstly, it is interesting to know how other social businesses view youth unemployment in Kenya and what they think are the causes of it. It is also essential to see if they express any other challenges when working with young professionals that should be taken into account.

RQ2: How do young Kenyans view unemployment?

It is important to understand the lives of the young people in Kenya and to see the different paths and backgrounds that they have. In addition, it is necessary to look at the challenges young people face concerning youth unemployment.

RQ3: How can all the gathered information be used to create a strategic framework and supporting concept that bridges the gap between young professionals and social businesses?

The answer to this research question will be a minimum viable concept which will support both social businesses and Kenyan youth.

RQ4: Is the designed solution feasible, viable and desirable for Proportion?

For this research question, it is essential to know which steps have to be taken to implement this concept in Kenya and to define how many resources every step will need.

RQ5: Is the designed solution desirable for the youth and social businesses?

A validation with both sides justifies the desire for the designed concept.

“Design a strategic framework and support system that enables social enterprises in Kenya to minimize youth unemployment and to cope with their business challenges.”

Project approach

The chronological approach of this graduation project is based on the double diamond method and the human-centred design approach (designkit.org) (Figure 5). Different design approaches were used, these are systemic design (systemicdesigntoolkit.org), human centered design and design thinking (interaction-design.org).

The project started with research that was done into the context. Both the business environment and the context of the youth is taken into account. This is done to find out what the challenges are of social enterprises concerning youth unemployment and to get a better understanding of the needs and drivers of the youth. The following activities were performed to get a thorough understanding of the context. Firstly, desk research (1) is executed to find information about social enterprises in general and in Kenya. Also, a literature study about the context of (un)employed young Kenyans is done.

Secondly, a field trip of six weeks to Kenya consists of fifteen interviews, eight creative sessions and one focus group with social enterprises and Kenyan youth (2). In this phase, probes are used as provocative concepts to get a deeper understanding of the aspirations of the youth. All the insights are analysed into a system map (3) and a future map (4). This was done to be able to scope the problem to a preliminary problem definition (5).

The preliminary problem definition initiates a second literature study on employee engagement (6). This was done to gain a better understanding of how the relationship between social businesses and young professionals could look like in the future. The additional research makes it possible to define a future vision, operating as a strategic framework, and a refined design challenge (7).

Based on the future vision and the gathered information, ideas are developed (8). To be able to design a concept that is feasible, desirable and viable stakeholders are involved as much as possible in the creative process. This is done by a first ideation session in Nairobi with stakeholders of social businesses. A second creative session in Amsterdam, at Proportion, gives additional guided input. Both workshops provide data for the development of different concepts.

Lastly, the designed concept is detailed, and a final design is delivered (9). Besides that, a validation is done with all the stakeholders; Kenyan youth, social businesses, and experts (10). This is to ensure that the designed concept turns out to be feasible, desirable and viable for all the stakeholders.

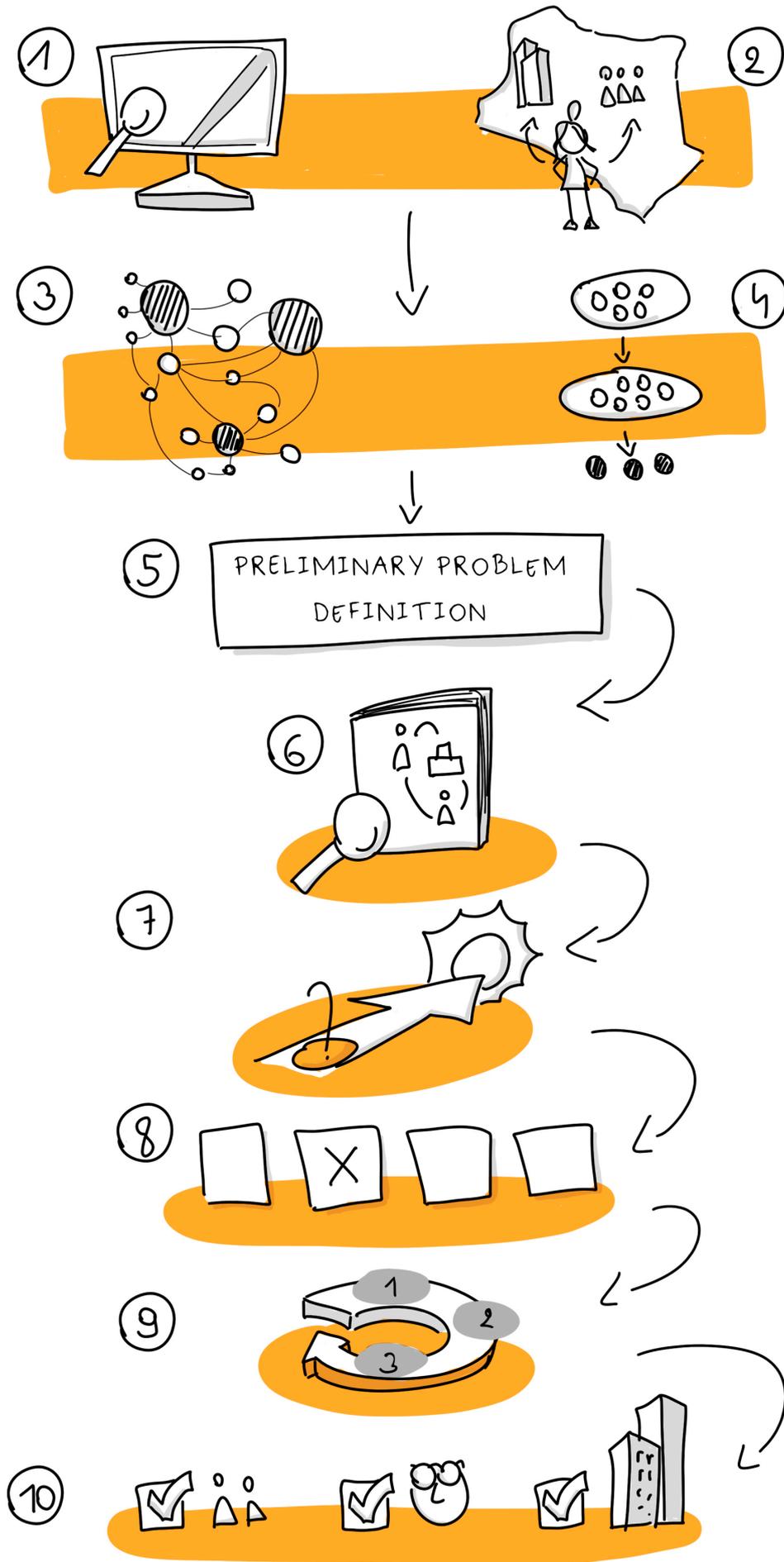


Figure 5: Project approach

Phase 1 Discover

Chapter 01 Problem context

Chapter 02 Challenges of the current situation

Chapter 03 Desired situation

In Phase 1, the context of the problem is explored, aiming to answer the proposed research questions. The Discover Phase is build up by three chapters. The first chapter describes the results found in the literature about the definition of social businesses and Kenyan youth. In the second chapter, the current situation is discussed through the challenges and causes of youth unemployment. The third chapter explores the future situation from the perspective of youth and social businesses. All the information from this chapter was gained through desk research and field research.

CHAPTER 01

Problem context

In this chapter, the meaning of social businesses is explained together with the goals they try to achieve. Next to this, a description of Kenyan youth is given in relation to the unemployment rate. Lastly, the initiatives of the Kenyan government to tackle youth unemployment are described.

What does 'social business' mean?

The term 'social business' refers to businesses that aim to create an impact on society (Yunes, Moingeon and Lehmann-Ortega, 2010). This type of impact can be explained by the notion of 'Sustainable Development Goals (SDGs)' (United Nations, 2015). These SDGs are aimed to be achieved by 2030. Social businesses can play an important role when realising these SDGs (Social enterprise UK, 2015).

Social businesses find themselves in between two extremes. As shown in figure 6, on the one hand, some companies want to fulfil financial profit maximisation to create shareholder value. On the other hand, there are non-profit organisations that consider contributing to society as their primary goal (Yunes et al., 2010). Social businesses are hybrid organisations that find themselves in between the two extremes. They aim to be economically viable; gain profit to be able to cover their operations and investments while still creating a societal impact (Figure 7) (Carlson and Koch, 2018). Financial profit is not seen as the end goal; it is a means to achieve social impact (Post and Wilson, 2011).

Concerning the design of a business model, social businesses are frequently being challenged: they have to make money and create a societal impact. The four following conditions are vital in developing a viable social enterprise. Firstly, a social mission should be present as the starting point - it is the compass of the company. Secondly, a societal impact must be created. Thirdly, an entrepreneurial mindset is the driver of the business. Lastly, management and planning are necessary to create a competitive advantage in the market (Grasll, 2012).

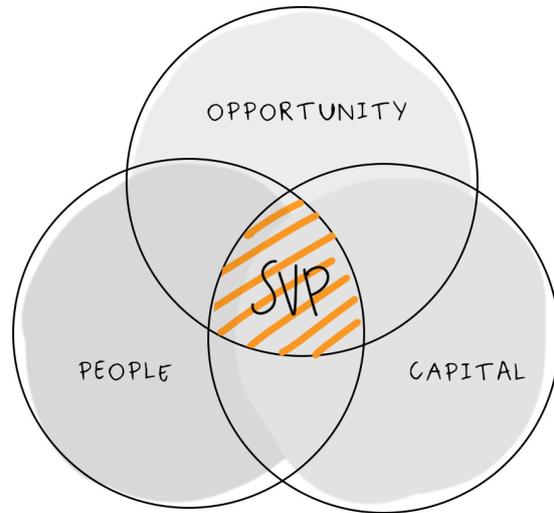


Figure 7: Social value proposition (Austin, Stevenson and Weiskillern, 2012)

Social businesses in Kenya

Kenya, situated in East Africa, has a population of 51 million people with almost 74% of people living in rural areas and a GDP of 88 billion USD (Worldbank, 2018).

Looking at the social progress imperative, an indicator of the social evolution in a country, Kenya receives 53/100 (socialprogress.org). The areas of nourishment, water accessibility, sanitation, criminality, access to justice and discrimination against minorities receive low scores. They are significant challenges for the country (socialprogress.org). However, social businesses are recognised to create change and achieve international goals, which generates the trust that these challenges in Kenya can be tackled (Social enterprise UK, 2015). At the moment, the number of social businesses in Kenya is around 40.000. This is an estimation formulated in research done by the British Council in 2017 (British Council, 2017).

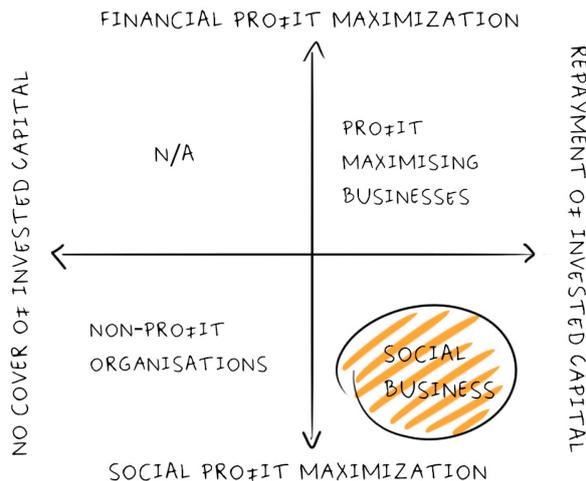


Figure 6: Social businesses vs profit-maximizing businesses

The goals of social businesses in Kenya

According to the state of the Social Enterprise, there are a number of goals social businesses in Kenya focus upon (Figure 8). 65% of the surveyed social businesses considered creating employment as their highest priority. 39% pursue the selling of services or products. Improving a particular community was for 36% primary. Both the protection of the environment and the support of vulnerable people were chosen as the first goal to

work on for 35%. For 33%, education and literacy were their primary concern, while 31% valued supporting vulnerable children and young people as their first goal. 29% prioritised the improvement of health and well-being, and another 29% had supporting other social enterprises and organisations as their primary goal. Lastly, 22% wanted to address financial exclusion (British Council, 2017).



Figure 8: Goals of social businesses in Kenya

The profile of Kenyan youth

Kenya has one of the highest proportions of youth in Africa. The New Constitution defines youth as 'all individuals in the republic of Kenya, who are 18 years old but have not attained the age of 35 years' (Muthee, 2010). Kenyan youth represents 10 million people (businessdailyafrica.com), which counts for 20% of the entire population of the country. Of these 10 million young people, 32% are unemployed (Kenya National Bureau of Statistics, 2018). This number is relatively high compared to the unemployment rate of The Netherlands, which is 6,9% (TradingEconomics).

Kenyan youth represents a large part of the population, and they all have their dreams, needs, and values. Research, for which 1.854 youth were surveyed, has shown that young people value faith first, family second, followed by work and freedom, and wealth (Awiti and Scott, 2016). Of the 1.854 youth between the age of 15 - 35, both from rural and urban areas, that participated in the study, 78% had a secondary education level, and

39% followed post-secondary education. Research also found that almost half (48%) of the Kenyan youth would like to work in a business environment, 26% want to study engineering, law, medicine, and teaching. Only a small amount of the respondents wanted to work in agriculture (11%). In regards to the perception the youth have of others, 47% respect those who make money in one way or another and 57% think it doesn't matter how someone makes money as long as one doesn't have to go to jail (Awiti and Scott, 2016).

What is done to tackle youth unemployment?

The Kenyan government has come up with Kenya Vision 2030 (Vision 2030, 2008) and the related Big Four Agenda (hudumanamba.go.ke). These programs aim to achieve change by industrializing the country and creating a middle-income society. Minimizing youth unemployment is stated as one of the more significant development projects that the government wants to achieve by 2030.

These development projects consist of youth employment initiatives, among these are community resource centres, training programs, and counselling services on employment. But also financial support systems that offer loans, grants and seed capital to empower youth to start businesses (Muthee, 2010). Promoting higher education and providing specific vocational training is critical for young Kenyans to increase their employability (Escudero and Mourelo, 2014). However, the provided initiatives lack facilities and technology and have a bad link with the labour market (Muthee, 2010). With the result, that youth who follows this program often doesn't find their way to a job quickly.

There are also different policies that try to engage youth better and want to empower them. As shown in figure 9, there are six levels on which the government acts to engage youth. Still, there is a trend that only the first two levels (ad hoc input and structured consultation) are applied. The lower levels create low involvement of the youth, which in the end doesn't solve the problem. An example of this little involvement are training programs of short periods without a practical exercise (Mahinda, 2004).

Moreover, youth is only able to participate if they meet the requirements. Which are: a certain age, a bank account and a business plan and in some cases, they are asked to raise training fees (Muthee, 2010). Although the government is trying to create an extensive amount of initiatives, they need to be more targeted and tailored to different kinds of youth groups (Franz, 2014).

The promotion of entrepreneurship gives Kenyan youth the message that they have to entrepreneur themselves and change their mindset (businessdailyafrica.com). This idea is represented through the many entrepreneurial training programs that are offered (Franz, 2014). However, both adults and youth have to change the way they think (Mahinda, 2004). Almost no one gives youth opportunities because of negative perceptions, and this makes it difficult for the youth, they are worried and demotivated (Timmis, 2018). Youth also tends to mimic each other when they see someone in their close environment that has a profitable business (Mahinda, 2004). Due to the high unemployment rate and the entrepreneurial push of the government, there is an ongoing trend of individuals considering entrepreneurship or self-employment as a career path. But this career path is not for everyone, and most young entrepreneurs lack business skills like strategic planning and financial management (Njoroge and Cathungu, 2013). Necessary to solve the problem of unemployment is that the youth believes in themselves and is empowered. That is why it is essential to research the youth's needs and resources so that better support can be created (Muthee, 2010).

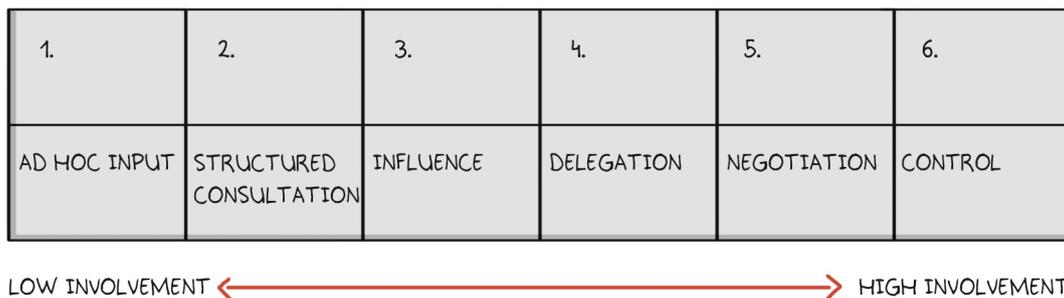


Figure 9: Continuum of youth participation from Wyn and white, 2008

Conclusion Problem context

Figure 10 gives a visual overview of the key takeaways of the literature exploration. Looking at social businesses in Kenya and their main goals, research has shown that 65% of them have employment as their objective. When connecting that percentage to the high rate of youth unemployment (32%), it is positive to see that so many social businesses want to work on job creation. Whether these social businesses are effectively reaching their goal is, of course, the question. Besides that, the government initiates different projects that support youth unemployment. However, these initiatives don't seem to be tailored enough to the aspirations of the youth. Lastly, the path of entrepreneurship is challenging for most youth because they lack business skills and financial resources. Therefore, paid employment is a safer option for young Kenyans.

The gathered information in this chapter created the first theoretical understanding of the two involved parties in this project. In the next chapter, the challenges towards youth unemployment of both social businesses and youth are explored. The result is a thorough understanding of how a relationship can be established that initiates the design challenge.

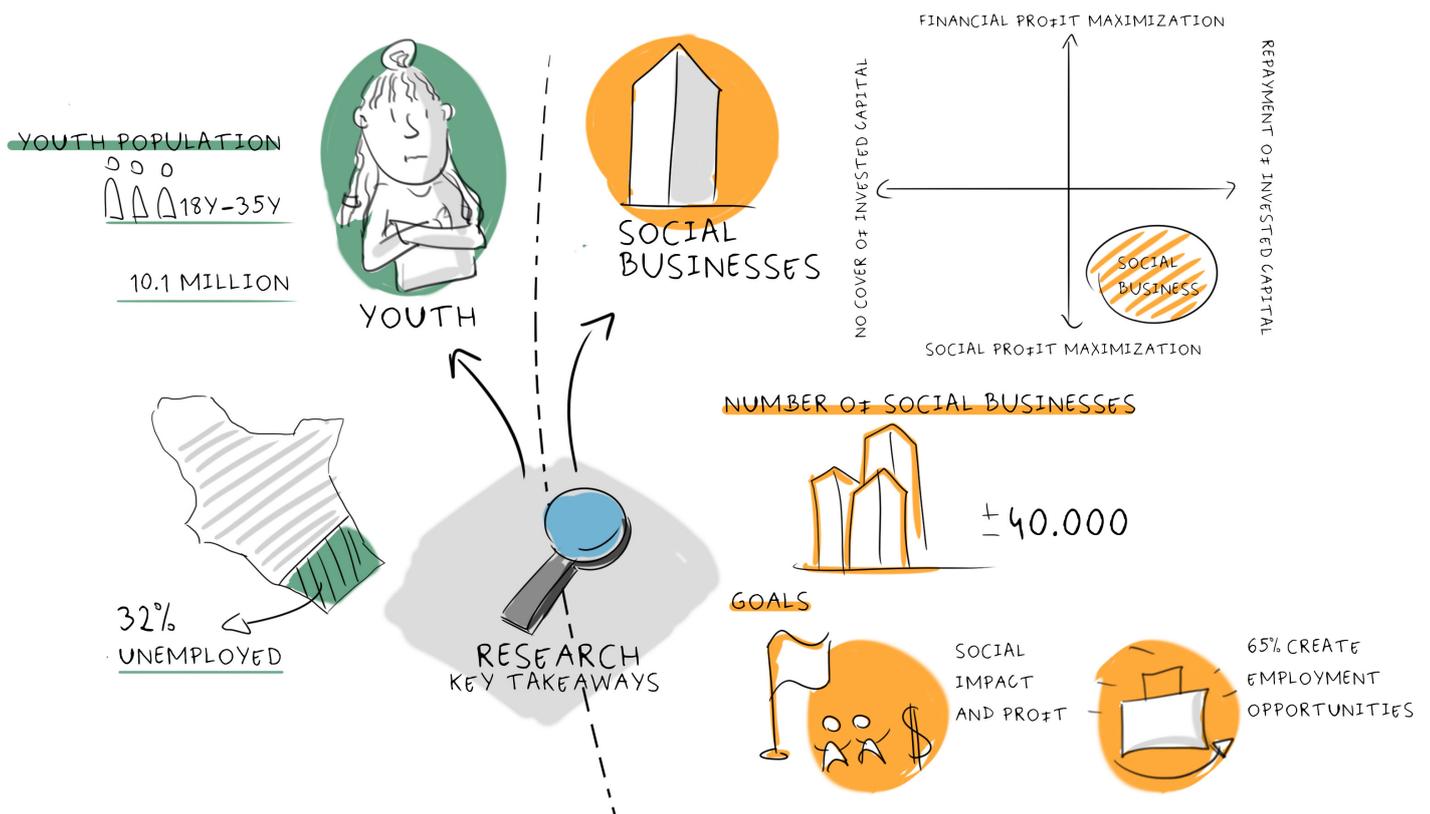


Figure 10: Key takeaways problem context

CHAPTER 02

Challenges of the current situation

In this chapter, the current situation from the perspective of social businesses and Kenyan youth is laid out. The goal was to find out how the youth views employment and what the challenges and causes are of youth unemployment. This research was done to be able to discover the gap between both sides and create a relationship that bridges this gap. This chapter ends with three problem areas that were defined.

"To many extents, 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, Entrepreneurship coach



"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 quite shattering and confusing for a young person and difficult to recover from."

Ivy, KiondoKulture

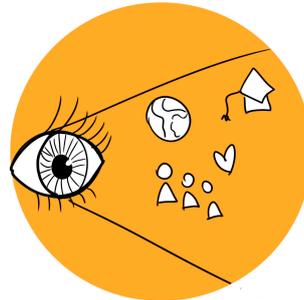
The perspective of social businesses

The causes of youth unemployment

Fifteen different stakeholders were interviewed. The goal was to gain a better understanding of how social businesses look towards the challenges of youth unemployment (Table 1) (Appendix B - interview guides and transcripts). Both owners of social businesses were interviewed, as well as inspiring youth. During these interviews, the causes and challenges of youth unemployment were discussed. The nine most important and most frequently named factors are listed and explained below.

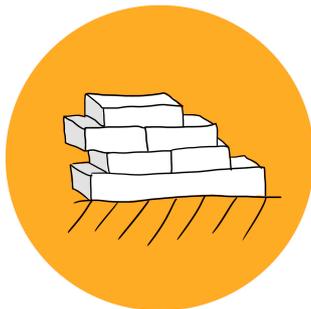
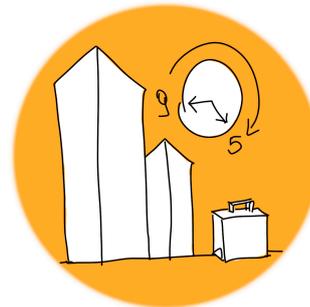
Table 1: Sample size of the interviewed participants

| | NUMBER OF PARTICIPANTS |
|---------------------|------------------------|
| SOCIAL ENTREPRENEUR | 11 |
| INSPIRING YOUTH | 4 |
| KENYAN NATIONALITY | 10 |
| OTHER NATIONALITY | 5 |
| YOUTH (18-34) | 6 |
| NOT YOUTH | 9 |



Exposure: what they don't know will not interest them

Exposure is a term that covers a lot of different aspects. In general, exposure is everything a young Kenyan sees in their environment but also what they decide to absorb and take with them. It is related to factors such as family, friends, education, and hobbies. Everyone gets different chances and grows up in different environments; all of these experiences affect young people in many ways and will mostly decide their path of life. This point can be challenging for social businesses when working with youth since the amount of exposure is related to the interests they have.



There are no supportive structures for young people to start a business: restrictive policies by the government

There is a lack of support for young people to start a business. The first cause is that the loan interest rates are far too high (10%-15%). Next to this, youth often don't know what it takes to start a business, what legal documents are needed, how to keep a proper balance sheet. And how to make a clear plan of what they need to do. Often youth don't even have an initial idea nor think about a strategy (Hall, 2017). Just starting up something to earn money involves high risk.

Assumptions about the labour market

Youth often study what their parents or families expect from them. These studies are supposed to deliver them a formal job. Kenyans define this as 'white coloured jobs': the jobs for which you have to wear a suit and be in the office from 9 am to 5 pm and rewarded with an excellent salary. Young people that can afford to study, mostly study medicine, engineering, law or politics. They expect to be employed right after they graduate, which doesn't happen in most of the cases. Where young people seem to struggle is that they are less likely to find a job immediately and don't know anything else to do in the meanwhile. This struggle makes the youth worried and demotivated (Timmis, 2018). Next to this, families often support formal jobs and don't see start-ups or social businesses as real jobs.

"If it is not waking up going to the office and going back, whatever you're doing then it is not classified as something you should be proud of saying."
 - Don, Ideo.org in Nairobi



Family: what they aspire for the youth, decides their way

Families have an enormous influence on Kenyan youth. First of all, they choose where they will grow up and what school they will go to. What community to correspond with and what church to attend is also something the parents decide. When young people have the chance to go to college, the parents most of the time, determine what they will study. That is often linked to the professions of the parents but also to family expectations. If a young man has eight brothers and is the oldest one, he will be expected to study and become a doctor, engineer or lawyer. So that he can sustain the rest of the family later on.



Education system: learn to unlearn

'The educational system is the one to blame', at least that is what almost every interviewee claimed. The system only teaches to reproduce and learn by heart. For instance: Kenyan children learn about the history of Great Britain, but not about the history of their own country. The curriculum needs to change for young people to be able to think for themselves and to take care of themselves in the changing economy of their country. There should be better access to skill training and a wider variety of formal curricula (Hope, 2012). One of the causes of youth unemployment is the educational system that is outdated and insufficient. It is not able to teach youth the necessary skills that employment asks of them (Hall, 2017). Besides that, young people think education and experience are the most critical requirements for a job. However, employers prioritised soft skills and the ability to learn (YEPP, 2018).



Short-term oriented

Youth wants fast work and fast money, and this is connected to the gig-economy in Kenya. The Gig-economy means that jobs are independent, for a short time, and they get paid per task that is performed (Mwauras, Ngene, and Wangila, 2019). This way of working gives young people a certain feeling of control about their work, they want to decide when to work, and gig jobs provide them with that opportunity. But there is another reason why young people are short-term oriented. The things people have to worry about in Kenya are often about basic needs, like food for the next day or money for the rent or school fees. There seems to be no long-term tendency, mainly because there are too many uncertainties in the short term. Why would they dream if the future is uncertain and they can't decide how it turns out.

"It can be difficult to motivate people to think creatively and outside of the box because when the curriculum has taught them for so long to operate within certain parameters."

- Kate, Sanivation

"What you see very often is the curve of enthusiasm, which inclines as fast as it declines. The youth comes out of university and think they will earn 1000 dollar per month, but they are not capable of delivering work. There is no self-critic, and that is because of the system."

- Alexander, Yielder

"They just have a totally different education system, in which they were taught to mimic, to copy. They didn't learn to apply creativity or to develop projects. Therefore they just miss the skill to come up with ideas"

- Germaine; HealthyEntrepreneurs

"One of the most important things is that youth has an identity en know what they want... 'we' have to guide them and support them to get where they want to go."

- Lisa from Mooringa school



Generational gap

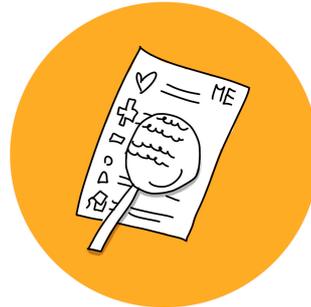
Older generations often have prejudices about young people in Kenya (King, 2018). Almost no one gives youth opportunities because of negative perceptions. That makes it difficult for the youth, they are worried and demotivated (Timmis, 2018). They are the first generation that had access to the internet from a very young age onwards. Kenyan youth are more connected to each other than ever and are exposed to a significant amount of information, whether useful or not. Adolescents are often described as lazy, careless, without patience and a lack of focus. Interviewees mentioned that the reasons for this are: technology, social media, and peers. Another reason why youth has the wrong mindset is because of wrong role models that give the false image about life. Those role models are very often Western pop artists that seem to have a perfect life on social media. Besides that, youth lack soft skills(Muthee, 2010); knowing how to communicate, how to think independently and be proactive, are skills they never learned and were never expected to have. The lack of these skills is a challenge for social businesses when hiring youth. On the other hand, interviewees were also positive; they also had experiences with very ambitious and curious youth. The fixed mindset is another challenge for social businesses; however, both adults and youth have to change the way they think (Mahinda, 2004).

“Often youth doesn’t follow a training program for the training but for all the possible opportunities that might arise from it, they might meet people that can offer a job. And you can’t blame them, because these are the only chances.”

- Jeroen, Stichting Sengerema

“Focus and patience, they don’t have the patience to just learn something, they will start and stop.”

- Ivy, KiondoKulture



Critical thinking

The search for who you are as a young person generally starts very early in your life. By trying out different hobbies, clothes, and attitudes. Defining oneself is different for young people in Kenya: they are never asked who they are and what they want in their lives. That is connected to the way they are educated in life. Not questioning the books or the teacher is the best thing to do. Doing what your parents tell you, is unquestionable. So, they don’t learn how to think critically about others, themselves or the world around them. This way of thinking has a significant influence on the rest of their lives. If youth feels supported, they can satisfy their own needs, solve their problems and maintain themselves. It would create more confident youth with higher self-esteem and higher self-actualisation (Hope, 2012).



Lack of chances to opportunities

The chances youth gets most often relate to who they know. If their father or uncle has his own business, they have a big chance to be employed there. However, if your parents are struggling with their work or finding a job themselves, that makes it difficult. A network is critical in the environment of the youth and creates opportunities. The challenge of a network is also connected to demographics: where youth is born defines what opportunities they will get. If they grow up in rural areas, the chances to go to college are minimal compared to youth that grows up in Nairobi and is exposed to opportunities every day (Hall, 2017). Even the chances your parents will give you can be very different for youth that grew up under the same circumstances.

The perspective of the youth

Alongside a study performed with social businesses, the perspective of the youth was also researched (Table 2). In this study, the current characteristics of the cultural business environment in Kenya were identified by using desk research and field research. During a first interaction session with youth, information was gained about how they currently look at employment and what they expect from a job (Appendix C, Session plans). By doing this, the challenges for organisations were made clear, namely, how they can deliver these expectations to the youth and change the business environment.

The cultural business environment

To find out the characteristics a job contains for young Kenyans, eleven of the fourteen youth that participated in the sessions were asked to rank 21 characters of how work looks like. The main characteristics that were chosen are shown in figure 11 and table 3. The detailed results can be found in Appendix D.

Firstly, responsibility was necessary for the youth, meaning that they feel they receive the control to make decisions. The challenge is that this is currently not present in most Kenyan organisational cultures.

The reason for this is company cultures that have very authoritarian, bureaucratic and centralised management styles (Mapunda, 2013). This company culture is connected to the lack of participatory decision making, which means that organisations expect employees to have theoretical knowledge, soft skills and experience (Mapunda, 2013). The perspective of social businesses showed that soft skills, practical expertise and experience is lacking currently with young professionals in Kenya. But the youth was aware of it, and they expected their job to consist of a learning environment. Young Kenyans also expected creativity from their working environment, which creates the third challenge for social businesses. Because creativity is limited in the Kenyan culture, and people are often fixed in their ways of thinking (Mapunda, 2013). Next to the three previously named characteristics, Kenyan youth also mentioned a direct reward and meaningful work as critical characteristics of work. It is essential to find out how social businesses can deliver these characteristics in the future to young professionals. After the analysis of the current situation, the desired situation is discussed, where possible solutions are described for the identified challenges.

Table 2: Sample size of the participants of the sessions with youth

| ORGANISATION | NUMBER OF YOUTH | AGE | STUDYING | LOOKING FOR WORK |
|--------------------------------------|-----------------|-----------------------|----------|------------------|
| UPENDO CHURCH NYALI | 8 | BETWEEN 20 - 35 YEARS | 4 | 4 |
| KWALE SCHOOL FOR INTEGRATED MEDICINE | 3 | BETWEEN 18 - 22 YEARS | 3 | 0 |
| VISION VIJANA TRAINED AGENTS | 3 | BETWEEN 22 - 26 YEARS | 2 | 1 |



Youth filling in the pre-made templates

Table 3: Results of the ranking of the characteristics

| | NUMBER OF PARTICIPANTS THAT CHOOSE THIS CHARACTERISTIC | NUMBER OF PARTICIPANTS THAT HAD THIS AS THEIR FIRST CHOICE | NUMBER OF PARTICIPANTS THAT HAD THIS AS THEIR SECOND CHOICE |
|----------------------|--|--|---|
| LEARNING ENVIRONMENT | 11 | 2 | 1 |
| MEANINGFUL WORK | 11 | 2 | 2 |
| DIRECT REWARD | 10 | 3 | 1 |
| CREATIVITY | 11 | 2 | 0 |
| RESPONSIBILITY | 11 | 1 | 3 |



Figure 11: Summary of the most chosen characteristics of employment



Interactive interview with one of the youth

Analysis

A big system map was made, to gather the insights from the current situation from both the perspective of social businesses and the youth (Appendix E). The cultural business environment is taken into account as well as the causes of youth unemployment discussed by the social enterprises. This analysis was done to make clear what the most critical challenges were that needed to be tackled. The system map includes seven categories that are used to divide the information of the map over different fields. The seven categories are; human, culture, technology, demographics, political, economic and ecological.

A second simplified system map was made (Figure 12). This system map shows the variables that are the most feasible and desirable to tackle within this graduation project. These variables are the ones that will create a better future relationship between social businesses and young professionals. Connections are made between the variables that influence each other, the bigger the circle, the more links a variable has with other factors. This means that a big circle is an indication of high importance to address that variable. The five most important variables for this project are explained below.

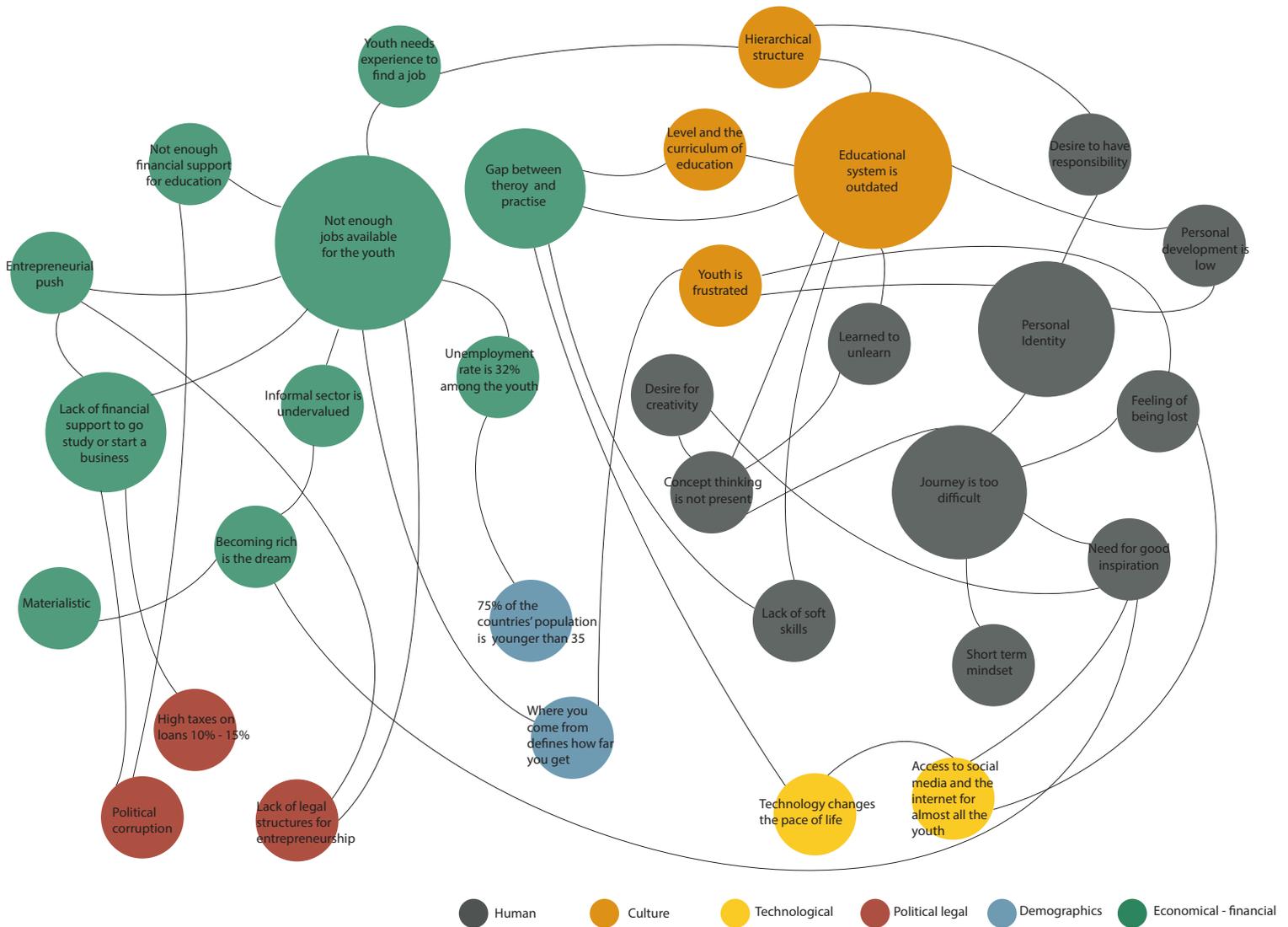


Figure 12: Systemmap of youth unemployment in Kenya

1) There are not enough jobs available for the youth

There are not enough jobs available in Kenya at the moment, and this affects the youth specifically. Several reasons for this are;

- Kenya is a country that has little industry
- The informal sector is undervalued
- Youth is not skilled enough when they come from school

This variable is essential to solve the problem of youth unemployment in Kenya. But with this graduation project, it is not possible to tackle this challenge. The reason for this is that it is a difficult challenge to tackle because not only social businesses have to take action, the government and the industry as well.

2) Personal identity

Both youth and organisations struggle with the challenge that youth don't know who they are. Often youth don't know what their needs, dreams and strengths are. On the other hand, organisations lack knowledge on how to provide mentorship and guidance in a supporting way that also helps the company. This is connected to the fact that personal development, in general, is quite low in Kenya. People are used to being told what to do - especially the youth. Both in school and at home they are not encouraged to think critically and self-reflect.

3) The educational system is outdated

The educational system is probably one of the biggest problems that lead to the unemployment of so many youths in Kenya. Children are taught to replicate and not to question anything. Learning the book by heart and not thinking about what they are learning is the best thing they should do to pass the tests. This does not only happen in primary and secondary school but also at college. The educational system needs to innovate and transform. Although this variable is crucial to ensure that not more youth ends up in unemployment, it is not possible to cover it with this graduation project.

4) The gap between theory and practice

Youth are not skilled enough when they come from school. Young people and their parents pay a lot of money for higher education, but what youth learn is not what the professional field demands. Youth enter the labour market without any practical skill or experience for the real working field. However, organisations want young professionals that have soft skills and practical experience.

5) The journey is too difficult

Young people are seldom asked who they think they are and what they want to become in their lives - questions that are very normal for western youth. Kenyan youth are never asked about their dreams or aspirations, and it is their parents and the system that decides this. When young people don't know what they want, they find themselves lost and don't know where to go. And when there are no jobs or supportive structures for all these young people, there is the risk they end up in drugs, criminal activities or early marriages and pregnancies.

Based on the previous discussion and the desirability and feasibility for this project, three final challenges for this project were defined. The first one is the challenge of personal identity. Young people struggle with finding who they are, and organisations don't know how to provide the right mentorship. This difficulty is connected to the challenge of deciding what journey to take in life. Since young people are rarely asked about their dreams and aspirations, they often get lost after completing their education. In addition, this causes them to pursue careers that are not necessarily suited to their skills or desires. The last challenge is the gap between theory and practice. It is not possible to change the education system, but it is possible to work on the consequences of this.



Creative session with Kenyan youth

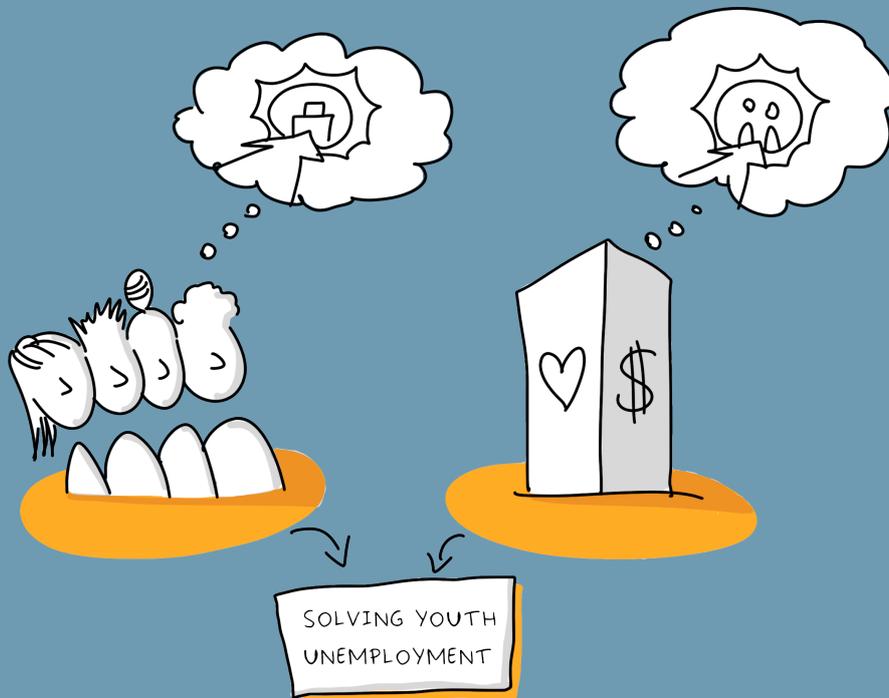
CHAPTER 03

The desired situation

In the previous chapter, information was gathered about the current situation of youth (un)employment in Kenya. This chapter creates an understanding of the desired situation, thus minimizing unemployment. Both from the point of view of the youth and the businesses. This chapter results in three opportunity areas for the desired situation concerning youth unemployment.

"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, Stichting Sengerema



"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. We have to encourage them and train them on how to find opportunities. "

- Kate, Sanivation

The perspective of the youth

Table 4: Sample size of the participants of the sessions with youth

| ORGANISATION | NUMBER OF YOUTH | AGE | STUDYING | LOOKING FOR WORK |
|--------------------------------------|-----------------|-----------------------|----------|------------------|
| UPENDO CHURCH NYALI | 8 | BETWEEN 20 - 35 YEARS | 4 | 4 |
| KWALE SCHOOL FOR INTEGRATED MEDICINE | 3 | BETWEEN 18 - 22 YEARS | 3 | 0 |
| VISION VIJANA TRAINED AGENTS | 3 | BETWEEN 22 - 26 YEARS | 2 | 1 |

A better understanding of the youth's perspective on how to solve youth unemployment was achieved by three interaction moments (Table 4). The first interaction moment was discussed in the previous chapter. During the second interaction moment, youth were asked to map all the challenges that young people face concerning unemployment. Furthermore, they had to think about what types of support they would desire to tackle these challenges. Afterwards, a brainstorm session was held, focusing on the most critical support types. Based on the ideas of the youth and the support types they desired, six provocative service concepts were created in the third interaction moment. The youth validated the concepts and provided insight into what combinations of support could work best and in what way it could best be delivered to them in the future. The detailed session plans and results can be found in Appendices X, X, X.

Support systems youth need to tackle youth unemployment

The following aspects are the findings of the second interaction moment. These aspects describe the support youth desires to have to enable employment.

Financial and legal support

The youth said they wanted more grants, better loans, and scholarships. The reason for this was that currently, a lot of them don't have money to start a business or

follow (post-)secondary education and they see these two as options to get out of unemployment. The lack of money is a recurring problem since most of the population of Kenya doesn't have the financial resources to support their children in secondary and post-secondary education (Hall, 2017). Besides this, young people desired financial guidance on how to go about saving money. They pointed out that they were never taught to save money.

Idea development and business support

When the youth mentioned that they wanted financial resources to start businesses; the question was asked what company they would start. Most of them responded that they would need support with developing business ideas to start businesses. Relevant literature also points out that developing business ideas is a challenge for young people in Kenya. Youth often takes the wrong approach; they begin with how much money they need to earn instead of thinking about a business idea and then look for funding (Mahinda, 2004). The need for support with business ideas can be connected to a lack of problem-solving youth experienced in education. The educational system doesn't teach youth the necessary soft skills that the labour market requires (Hall, 2017).



Brainstorm session with Kenyan youth

Network support

The youth mentioned that a network is essential when finding a job or starting a business. Firstly, because there are not many initiatives that support youth when they are looking for a job. Secondly, a wide network of people around them can help them in finding a job or with financial resources when starting a business. It would be easier for the youth to tackle the challenge of unemployment with financially supporting and opportunity-creating people around them.

Personal development support

Personal development support is vital to the youth: to find out who they are, what to study, and what career path to take. Youth wanted mentorship of older and more experienced people. They also wanted more possibilities to receive counselling support and in a less stigmatizing way. This desire for personal development support was confirmed during the sessions. Most of the youth found

it very difficult to think about who they are and what they want in the future. Some of them were never confronted with these questions, and thinking about it wasn't very easy. Some also stated that they liked that they were challenged to think about these things since it is very important for them to know.

Inspiration and motivation

Inspirational and motivational content that youth now experience is not what they need. They want better role models and better examples from young and older people. After the creative workshops, the young people mentioned that they appreciated how they had to think and how they were involved in the subject. For them, it was very different to write down their ideas without any judgment or restrictions. The use of creativity in the future when it comes to problem-solving and interaction with youth seems to be an opportunity.



Brainstorm session with Kenyan youth

Provocative concepts

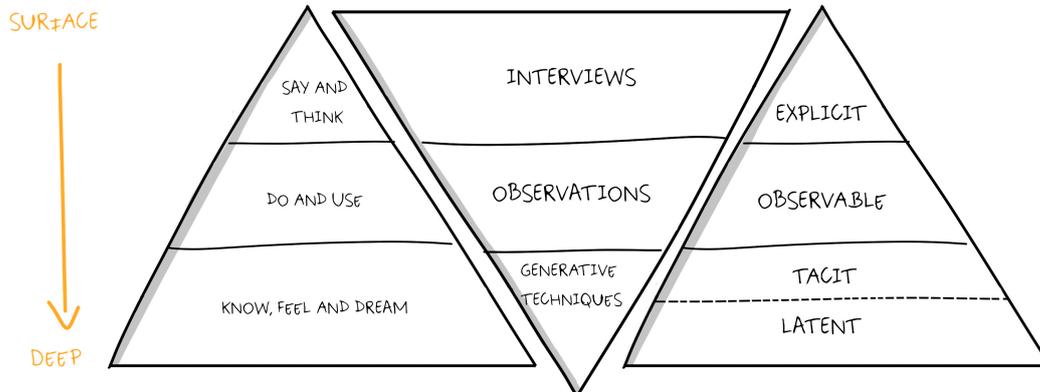


Figure 13: Provocative concepts - future artefacts

The gathered insights were used to create probes, that evoke latent feelings and reactions towards future scenarios (Figure 13) (Sanders and Stappers, 2012). These provocative concepts resulted in a better understanding of the combination of support the youth would want in the future.

The provocative concepts are solutions that can support youth towards employment. They consist of different types of support that were mentioned by the youth as being important. They are either online or offline concepts or a combination of both (Table 5).

Types of support

- Business support
- Personal development support
- Inspirational support
- Financial support
- Network support
- Legal support
- Job opportunities

Offering

- Online
- Offline

The provocative concepts are discussed below and a visual summary is shown in figure 14. More detailed information can be found in Appendix F.

Collaborate, save, build

This concept takes three insights into account; the need for financial guidance, collaboration with fellow youth and support when developing a business idea. Collaborate, save, build consists of a mobile application through which youth are helped with creating their idea. The application guides them from registering their team and dividing the roles until the process of setting up a saving plan to have enough capital to start a business.

Government-Job-Internship-Institution

The government-job-internship institution gathers all the internships and jobs from

different domains. Youth can make use of their services, which means they can get their profile screened and linked to potential opportunities. When someone lacks specific skills, the institution provides the required training. This concept wants to create a link to the labour market and support youth in personal development.

ConnectU

Youth often lack connections that could offer them a link to the job market. They also wanted more interactions with more experienced people to learn from them. ConnectU is an application that connects people from a particular demographic area to each other. Profiles are made by filling in different questions that go beyond what a standard CV contains. The app connects young people to people in the working field with similar interests or journeys. The aim is that youth can build a network and have connections with the working field.

Table 5: Summary of the provocative concepts

| | TYPE OF SUPPORT | OFFERING |
|---|---|--------------------|
| COLLABORATE, SAVE, BUILD | BUSINESS SUPPORT FINANCIAL SUPPORT JOB OPPORTUNITIES | ONLINE |
| GOVERNMENT-JOB-INTERNSHIP-INITIATIVE (GJII) | JOB OPPORTUNITIES PERSONAL DEVELOPMENT SUPPORT | ONLINE AND OFFLINE |
| CONNECTU | PERSONAL DEVELOPMENT SUPPORT NETWORK SUPPORT JOB OPPORTUNITIES INSPIRATIONAL SUPPORT | ONLINE AND OFFLINE |
| FRIDAYS-FOR-INSPIRATION (FFI) | PERSONAL DEVELOPMENT SUPPORT NETWORK SUPPORT INSPIRATIONAL SUPPORT | ONLINE AND OFFLINE |
| MAYULABS | BUSINESS SUPPORT FINANCIAL SUPPORT JOB OPPORTUNITIES PERSONAL DEVELOPMENT SUPPORT | OFFLINE |
| MATATU YA UBUNIFU | PERSONAL DEVELOPMENT SUPPORT INSPIRATIONAL SUPPORT | OFFLINE |

COLLAB, SAVE, BUILD

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



up 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 application where collaboration happens. Groups of young people are able to start their own business and save money together.



the youth with setting a saving goal, so that they have some capital to start with. Next it helps you with detailing your business idea. And when it is time



MAYU LABS

A FACILITY WHERE YOUTH CAN MAKE USE OF ALL DIFFERENT TOOLS TO BUILD THEIR OWN THINGS. THEY PAY A FEE TO USE THE SPACE AND MATERIALS. THROUGH MAYULABS THEY CAN ALSO BE LINKED TO POSSIBLE MARKETS.



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.



every Wednesday she has the chance to follow a course about sewing, this will help her more experienced, today she is learning 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 points in the industry.

MATA

A DRIVING INSPIRATION AND SOLVING PERSONAL QUESTIONS BUT ALSO HE CAN GIVES REFLECT



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



The Matatu morning sessions are given by youth.



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



The sessions are given by youth.

CONNECT

CONNECTU IS AN APPLICATION WHERE YOUNG PEOPLE WITH SIMILAR PROFILES WITH SIMILAR INTERESTS CAN BE LINKED TO POSSIBLE MARKETS.



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.

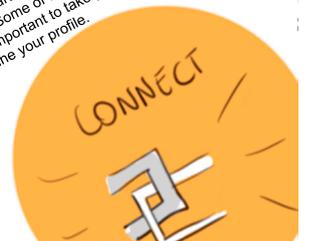
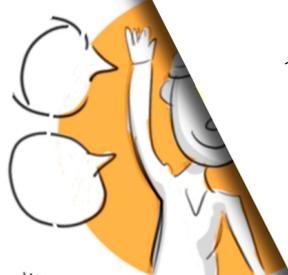


Figure 14: Visual overview of the six different service concepts

BUNIFU

YOUTH. IT HELPS THE YOUTH WITH OUTSIDE OF THE BOX. IT FOR EXAMPLE WORKING WORKSHOPS.



is for a stages. The relation to the



In the van sessions development and of inspirational you

WORKING PEOPLE WITH TO BUILD A NETWORK OF TO THE WORKING FIELD.



s created. Here you can n that is build upon the asked to you before.



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

ENVIRONMENTAL INSTITUTION THAT GATHERS ALL THE JOBS AND INTERNSHIPS. PROVIDES COURSES TO DEVELOP SKILLS YOU LACK FOR CERTAIN POSITIONS. THE AIM GUIDE YOU AND CONNECT YOU TO THE WORK FIELD.



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.



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.

Next she will the platform match your p



After your first week of the already start in the computer the job. In the evenings you course so you receive a ce

#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 friends and go together



Different colleges open this event. This time, Friday in Mombasa is hosted by 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 each other on social media!



The stories of the speakers on the social media channels FridayForInspiration. You provide the organization

Fridays For Inspiration (FFI)

FFI is an event that is organised by colleges or schools on every first Friday evening of the month. The event wants to give a stage to inspirational young speakers that have built their own business or had an inspiring journey. The goal is to motivate other young people to follow an idea or dream. This concept gives youth a positive inspiration and motivation, something they often miss currently.

MayuLabs

Collaboration, personal development, and business support was something the youth desired. MayuLabs is a facility where youth can make use of all kinds of different

tools to make their products. They pay a fee to use the space and infrastructure, but they don't have the cost of buying all the machines or tools themselves. MayuLabs provides workshops and links to possible markets.

Matatu Ya Ubunifu

This matatu (a typical Kenyan bus) drives around at the weekends and goes to different local communities. It was found that young people wanted better inspiration and support in personal development. This concept is a driving inspiration for the youth. It helps them with personal questions and personal development by using design thinking techniques.



Table 6: Results of the validation with youth

| POSITION | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------|---|---|---|---|---|---|
| FRIDAYS FOR INSPIRATION | 1 | 0 | 1 | 3 | 6 | 3 |
| MATATU YA UBUNIFU | 0 | 0 | 0 | 2 | 4 | 8 |
| CONNECTU | 0 | 2 | 4 | 7 | 0 | 1 |
| MAYULABS | 4 | 5 | 1 | 1 | 2 | 1 |
| GJII | 2 | 5 | 4 | 1 | 1 | 1 |
| COLLAB, SAVE, BUILD | 7 | 2 | 4 | 0 | 1 | 0 |



Figure 15: Quotes of the participants of the validation session

Validation

The provocative concepts were validated by fourteen youths. The goal was to get a deeper understanding of how young people can be helped with the challenges that youth unemployment brings. The fourteen participants, first, had to rank six service concepts. Then they were asked to write down what they liked or disliked about the ideas. In the final step, the youth discussed the service concepts in pairs. The detailed outline of the session can be found in Appendix G.

The results of the validation can be found in table 6 and in more detail in Appendix H. The top row represents the position of the concepts, below the position, are the number of votes one idea received. As shown in the table, the concepts MayuLabs and Collab, Save, Build were chosen as a first or second option by everyone. These were the concepts where the youth received financial guidance, responsibility, and where collaboration

happened. The least favoured ideas were the ones where inspiration was given. The youth pointed out that the direct effect of the concept was not significant enough.

To conclude, three concepts were preferred the most by the youth. The first one was where financial guidance was given. The second support youth desired was personal development support (to start a business or develop oneself). Lastly, the concepts where connections among fellow youth or older experienced people (network and inspiration) were enabled (Figure 16), were prioritised. These are the types of support youth desire to tackle the challenge of youth unemployment. Those insights are support opportunities for the government, social businesses and other organisations. Companies need to become aware of the fact that youth overall need personal development and collaboration. They could provide this in the future and put the bar less high for starting young professionals.



Figure 16: Desired types of support

The perspective of the social businesses

Table 7: Participants of the session

| | SOCIAL ENTREPRENEUR | INSPIRING YOUTH | KENYAN NATIONALITY | OTHER NATIONALITY | YOUTH (18-34) | NOT YOUTH |
|------------------------|---------------------|-----------------|--------------------|-------------------|---------------|-----------|
| NUMBER OF PARTICIPANTS | 4 | 2 | 5 | 1 | 3 | 3 |

Desired aspects for an environment of change

To envision the desired way of working for organisations in the future, a creative session was organised in Nairobi with six stakeholders from social businesses (table 7). The goal of the session was to find an answer to the following question: "How can businesses provide support for the challenges young professionals face concerning youth unemployment?". The session plan and detailed results can be found in Appendix I.

Different wishes and ideas were described by the participants, which were framed into input factors (Figure 17). The thirteen different input factors are listed below.

Shared valuable information

The stakeholders pointed out that nowadays information is not often shared in the organisation. The reason for this is lack of time and no pre-scheduled moments.

Flexibility

Employers want flexibility in their organisations, not only from the employees but from the management levels as well. This can result in a wider range of tasks connected to an employee but also into having the skill to be open for change.

Attachment

It is not easy for social businesses to retain young employees. Often organisations put time and effort in training a young professional but with a high risk of drop-out. Companies want to be able to create better retention strategies in the future.

Talent - need - goal identification

During the session, the wish for talent, need and goal identification tools were high. Companies realised they

are not doing it enough at the moment and see this as a big opportunity to create change for young employees in the work environment.

Talent to task connections

The participants of the session explained that developing a program or tool which helps them to link the talents of young professionals to personal tasks would be of great value.

Mentorship - Personal guidance

Mentorship of employees was a key requirement for the stakeholder to be able to create change in the future. They believe that if personal support could be delivered in a good way it would benefit the whole organisation.

Ownership

The input factor of ownership is key to create change, this because young people need to feel a connection to the work they do, it needs to be of any value. The stakeholders experienced that young professionals with a low connection to the actual job were more likely to leave the company.

'Outside the box' thinkers

Adopting a creative way of thinking was important for the stakeholders. They believe that if youth learns to think outside the box, a lot of possibilities personal and organisational benefit would be created.

Tailor-made programs

Participants saw the need to have tailor-made programs for starting employees in the future. This to ensure personal development.

Ideally, the previous factors are needed in the future to create an environment of change within organisations.

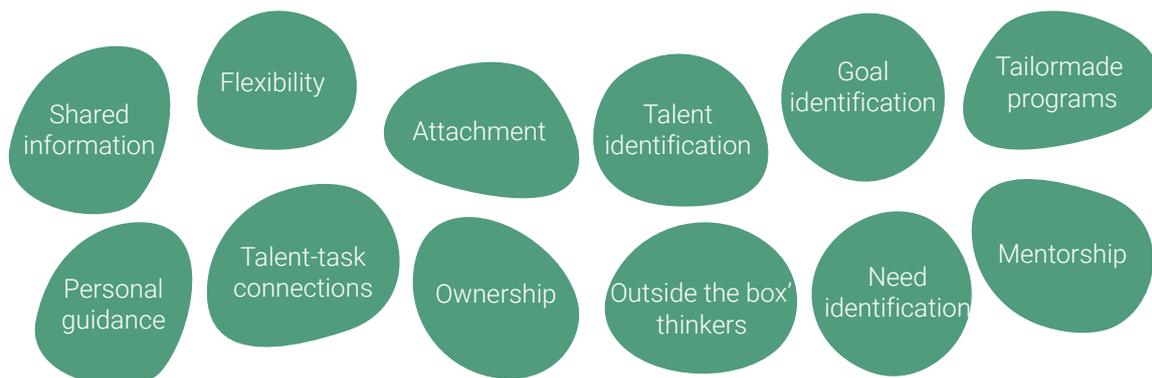


Figure 17: the desired future situation for the organisations, described by input factors



Brainstorm session with social entrepreneurs in Nairobi

Analysis

The desired situation of the youth and social businesses is summarized into a dynamic visual (Figure 18). This visual shows the youths' desired support factors framed as support opportunities in the colour orange. The input factors to create change in future organisations have the colour green. The results of the input factors and support opportunities are six themes in the colour red. Those themes are clusters and form an umbrella structure for organisations in the future. These six themes are interaction, continuous involvement, collaboration, open communication, feedback flows and the use of digital tools.

With the exploration of the current context in chapter 02, three main problem areas are defined. In comparison, the desired situation pointed out three main opportunity areas. The problem areas can be linked to the highlighted desired factors in order to create a focus to guide further research. These areas are:

Open company culture

An open company culture in an organisation involves flexibility, a system where information is shared and where creative thinking is present. Next to this, an open company culture enhances collaboration, open

communication, interaction and involvement. This can be linked to what the organisations and youth pointed out that was missing in the current system. A change in culture can foster better guidance for young employees and better collaboration when identifying who they are.

Identifying the capabilities of youth

The identification of the aspirations of young professionals in relation to the organisation is lacking at the moment. If this would be done in the future, talents can be connected to tasks which results in more meaningful work for the young employees, something they desired. In addition, identifying the needs, goals and talents of youth also would help them in discovering their personal identity.

Providing mentorship

Another important opportunity for the future relationship between organisations and young professionals is personal guidance. Young employees desired personal development support but organisations don't know how they can provide this. It is necessary that organisations are guided in mentoring young professionals. Not only on their performance but also on their personal development.



Brainstorm session with social entrepreneurs in Nairobi

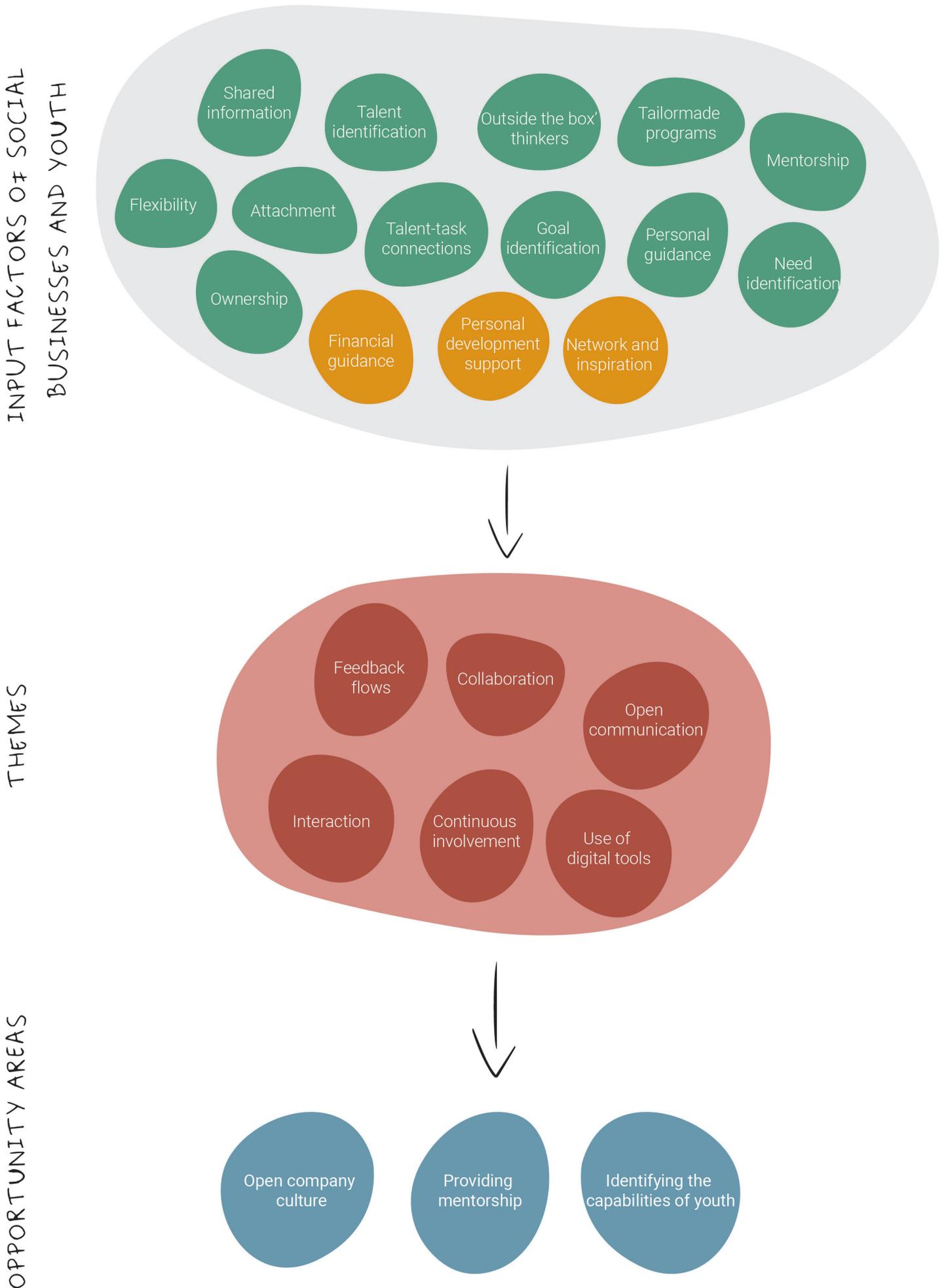


Figure 18: Visual summary of the input factors and themes

Conclusion Discover Phase

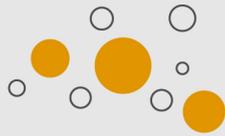
The Discover phase firstly gave a factual background of the problem context concerning social businesses and Kenyan youth. Social enterprises aim to create a positive impact on society. In Kenya, 65% of the surveyed social enterprises pursued the creation of employment. Next to this, Kenyan youth accounts for 10.1 million people, and 32% of them are unemployed. Since so many social businesses want to work on job creation, it is interesting to find out if social businesses are effectively reaching their goal. Besides that, there are several initiatives of the government, but these are not tailored to the youths need. This misfit created a second field of interest, namely what youth needs are in their challenge of youth unemployment.

Based on the findings of the problem context, the current and desired situation of youth unemployment in relation to social businesses was explored. Figure 19 illustrates a visual conclusion, with the three main challenges that were defined by exploring the challenges of the current situation of youth unemployment. These three problem areas are the challenge of personal identity, the difficulty of the journey for young professionals and the gap between theory and practice. They provide a thorough understanding of the challenges of youth (un)employment from the perspective of youth and social businesses.

Three opportunity areas were connected to these challenges that define how the desired situation for both the youth and the social businesses looks like. An open company culture, the identification of the capabilities of youth and providing mentorship are requirements that need to be present in the design of the future relationship between both.

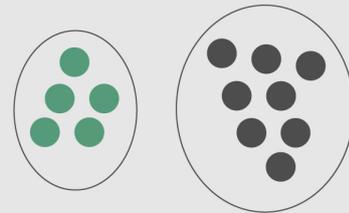
The next phase defines a frame of reference with the insights that were gathered during this phase. That frame of reference leads to a preliminary problem definition, followed by a second look into literature. The next chapter ends with a future vision and refined design challenge.

CURRENT SITUATION



1. JOURNEY TOO DIFFICULT
2. PERSONAL IDENTITY
3. GAP BETWEEN THEORY AND PRACTICE

DESIRED SITUATION



1. OPEN COMPANY CULTURE
2. IDENTIFYING THE CAPABILITIES OF YOUTH
3. PROVIDING MENTORSHIP

Figure 19: Visual conclusion Discover Phase

Phase 2 Define

Chapter 04 Towards engagement

Chapter 05 Strategic framework and design challenge

This Phase explores the final design challenge. The Define phase is split up into two chapters. Chapter 04, creates a frame of reference and introduces a secondary literature study on employee engagement. Lastly, in chapter 05 the future vision and the refined design challenge is laid out, based on the three problem areas, three opportunity areas and findings from the literature.



School for integrated medicine in Kwale

CHAPTER 04

Towards engagement

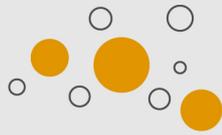
Firstly a frame of reference is introduced based on the findings from the 'Discover' phase. This frame of reference creates a preliminary problem definition, which builds a bridge towards employee engagement. Secondly, the research findings of employee engagement are described, and employee engagement models are explored. Lastly, an adapted employee engagement model is presented, accustomed to the context of young professionals in Kenya.

Preliminary problem definition

The three problem areas are linked to the three opportunity areas. They create the frame of reference, where two critical challenges are identified. As shown in figure 20, these challenges are formulated by stating the cause and the consequence. The first cause is the problem with personal identity and lack of critical thinking. The result of this is that life design, in general, is difficult for young professionals. At the same time organisations don't know how to solve this and desire support. The second challenge, being that young professionals don't possess the skill set that the labour market requires, is caused by the outdated education system. These two challenges result in a preliminary problem definition framing the relationship between organisations and young professionals in the future.

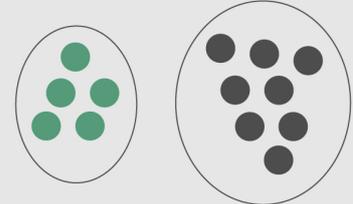
“How can a relationship between social businesses and young professionals enhance life design and soft skills?”

CURRENT SITUATION



1. JOURNEY TOO DIFFICULT
2. PERSONAL IDENTITY
3. GAP BETWEEN THEORY AND PRACTICE

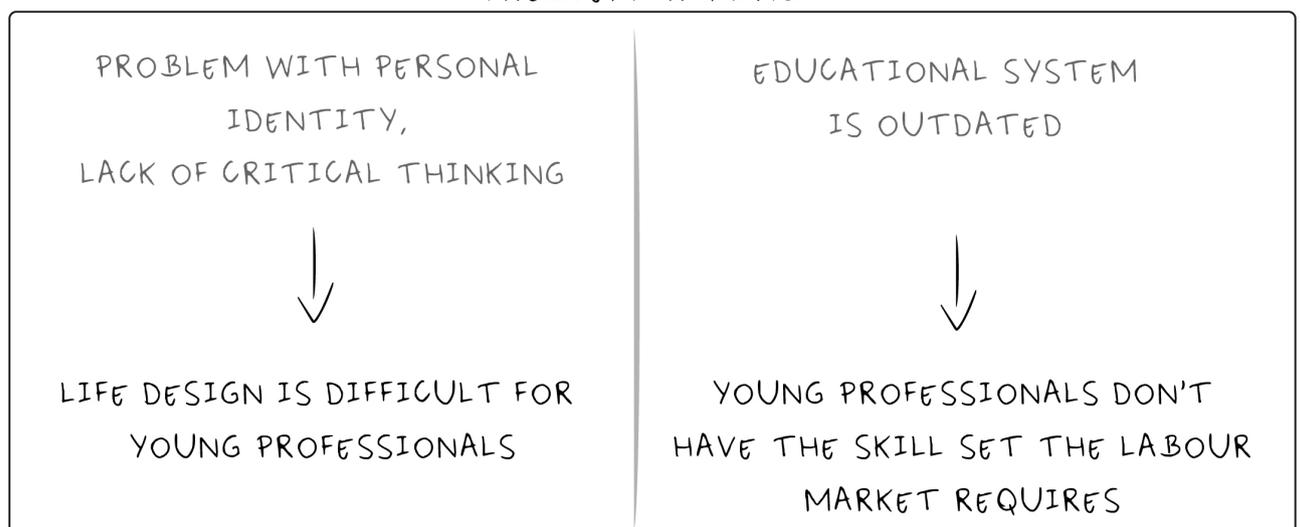
DESIRED SITUATION



1. OPEN COMPANY CULTURE
2. IDENTIFYING THE CAPABILITIES OF YOUTH
3. PROVIDING MENTORSHIP



PROBLEM FRAMING



HOW CAN A RELATION BETWEEN ORGANISATIONS AND YOUNG PROFESSIONALS ENHANCE LIFE DESIGN AND SOFT SKILLS?

Figure 20: Summary preliminary problem definition

Employee engagement



Figure 21: Link between the input factors and engagement

The proposed problem definition in the previous chapter was the reason why a second look into literature was needed. Wondering how a relationship between young people and organisations could look like, a link to engagement was made (Figure 21). If youth and organisations can interact, communicate, collaborate and support each other, a better working culture can be created. A culture where young people have ownership, get mentorship and are creative thinkers. And an environment where companies are actively involving their employees in their strategies and creating a learning environment where life design is incorporated and soft skills are developed. In this, the youth can be developed, while organisations can have a more dynamic and scalable company.

But what is engagement?

There are several explanations for what engagement means, which is also dependent on the context. For this project, the work environment is chosen - the place where young professionals and organisations work together. Engagement means to be physically and psychologically present when performing an organisational role (Kahn, 1992), which means that someone is actively engaged within their role (Saks, 2006). In organisations, the goals are to affect all the levels of engagement, to create vigour among employees and to ensure dedication. Another goal is to have employees that can absorb the company culture (West and Dawson, 2012). Engagement is all about the individual and not about the organisation. It is an individual experience that cannot be forced (Shuck and Wollard, 2010) (Mitonga-monga and Cilliers, 2015).

Engagement models

Several models can be found in the literature. There is the MAGIC approach (Maylett and Wride, 2017), the HEART approach (Peper and Mes, 2018), the theory of Kahn (Kahn, 1992) and the six areas of work-life balance (Maslach et al., 2001). The employee engagement model that was preferred was the employee performance pyramid (Stum, 2001).

This employee performance pyramid (Figure 22) is connected to the hierarchy of needs by Maslow (Stum, 2001). This model looks at the relationship between an employer and an employee in an organisation. It gives a step-by-step recommendation of the levels in the pyramid that need to be fulfilled to move onto the next level.

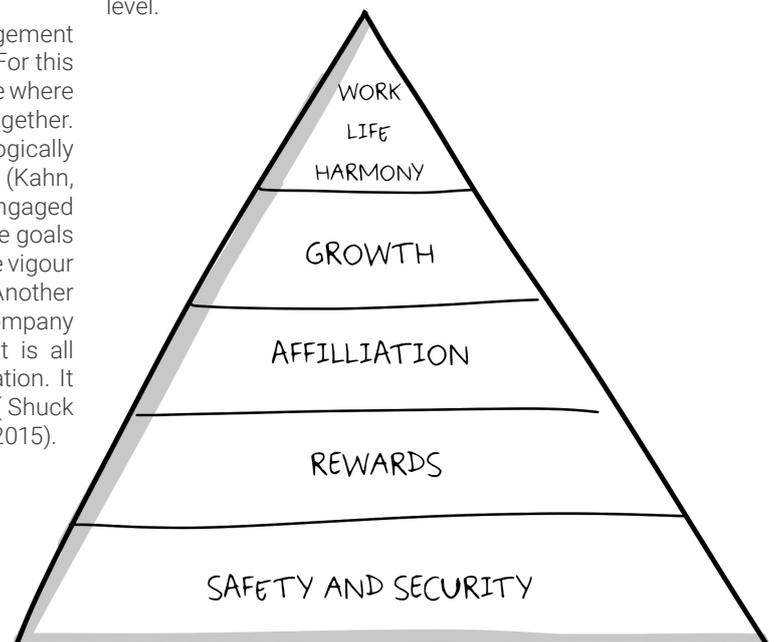


Figure 22: Employee performance pyramid of Stum

Adapted model

The model illustrated in figure 23 is an adapted version of the employee performance pyramid (Stum, 2001). Most engagement models are designed for the Western world, where employees work in economic environments that are safe. Those models might not apply to developing countries (Markos and Sridevi, 2010). That is the reason why a new and adapted version of the employee performance pyramid was created. All the findings of the literature studies and field research were taken into account when designing the modified model (Appendix J). What was adjusted in this model is the hierarchy of the levels. 'Rewards' is switched with physical and psychological safety. The reason for this is that young Kenyans find it essential to earn money since financial security is one of their biggest concerns. Social businesses also confirmed this desire for money. Affiliation is split up into two levels. This separation is done to make clear that organisations should incorporate collaboration in their future organisations to foster better relationships. Below, every variable is discussed more in-depth and is connected to the research findings.

Reward - Financial and social/personal rewards

Employees need to feel appreciated for the work they are doing; financial and social rewards are both essential to get a feeling of meaningfulness (Stum, 2001). When employees receive a higher salary, more personal recognition or approval for their work, they are more likely to put more effort into their job (Markos and Sridevi, 2010). The result of more effort is because they feel obliged to repay the company with the work their doing (Gruman and Saks, 2011). These rewards don't have to be purely financial. Getting a higher salary for something you do shouldn't be a common reward, but it is crucial for job attraction. Social recognition for doing well in a task is as important.

Making money or having a direct reward was one of the most important things for the youth when they thought about work.



Figure 23: Adapted employee performance pyramid

Besides this, Kenya is still a developing country and earning enough money to have enough food on the table for everyone is not easy. As explained before, youth that can go to college is often held responsible for taking care of the whole family, including all the brothers and sisters. Next to this, recognition and confirmation are essential for young Kenyans. They need to feel meaningful and feel respect for the work they do. If they won't feel supported about the work they do, they will never feel safe in the company and won't speak up or be involved.

Comfort - Physical and psychological safety

An employee should feel physically and psychologically safe at work. If there is a lack of job security or intimidation among the employees, it will result in lower employee performance and engagement (Stum, 2001). Besides this, employees should have the confidence that they are doing the right job and feel able to work in their way without being judged (Saks, 2006). This feeling of confidence is connected to the type of leadership and evaluation of the company. If the company is evaluating the performance of the employees equally and fairly, it will have a positive effect on their involvement and engagement (Gruman and Saks, 2010).

It was found that Kenyan youth are very uncertain about themselves and their qualities. Firstly, they have never learned how to speak up if they didn't understand something. If companies can create an environment where this is normal, youth would feel more comfortable sharing their thoughts and questions. Besides this, older professionals often do not take youth seriously/ This needs to change in order to create confident employees. Secondly, youth is very inexperienced when they start their first job. On the one hand, it would improve the youths' wellbeing and participation if businesses facilitate systems and environments where they are supported in their job tasks. And where on the other hand, resources are available to perform their jobs well (Markos and Sridevi, 2010).

Collaboration

Collaboration is essential because studies show that employees who work in teams outperform employees that work individually or teams that have poor relationships (Seijts and Crim, 2006). Next to this, employees should feel the possibility to discuss personal matters but also the strategy of the company and the work environment (Mitonga-Monga and Cilliers, 2015). Furthermore, it is crucial that employees know what is expected from them and that the organisation is open for their input (Markos and Sridevi, 2010). The mutual understanding between a supervisor and employee has a significant effect on the performance of the employee (Kibui, Gachunga and Namusonge, 2014).

The importance of collaboration is connected to what was found during the field study. Most young professionals do not have much working experience. More collaboration in the working environment would be beneficial for young employees so that they can learn from the more experienced colleagues. Collaboration also brings different people in contact, which is the best way for new employees to get to know the team. Next to this, collaboration fosters trust among employees, which is something that, in general, is difficult to achieve in the Kenyan culture.

Relations

Within an organisation, there are different relations present, which evolve over time. To be able to achieve these relations in organisations, specific rules must be present. These rules can be written down very clearly in an employment contract but can also be social rules (Cropanzano & Mitchell, 2005). Mutual respect but also interpersonal interactions with co-workers and clients can be part of these social rules (Markos and Sridevi, 2010)(Gruman and Saks, 2011). Interpersonal interactions can be created during moments of collaboration or mentorship. For young professionals in Kenya, it is crucial to have this kind of relationship because it will develop a sense of belonging. Besides that, they need to have the feeling that they are part of something bigger and not just a worker (Stum, 2001).

Growth

It is necessary that young employees feel supported to grow on a personal and an organisational level. Young professionals need goal setting, to learn how to be more long-term oriented but also to stimulate focus and energy for their work (Gruman and Saks, 2011). An employee needs new experiences and opportunities where they can learn (Stum, 2001). That is the reason why training programs that increase their skills and knowledge are essential and will create a higher degree of engagement (Markos and Sridevi, 2010). Next to this, the organisation needs to communicate its mission, vision and values (Crim and Seijts, 2006). Young professionals can be involved in the organisations' strategy by showing them how they can contribute to the vision in every job they perform (Kibui et al., 2014).

Mapping tool

The adapted employee performance pyramid doesn't portray the relationship between the organisation and the young professionals. For this reason, a dynamic model was made, that clearly illustrates the relationship between the young employee and the organisation.

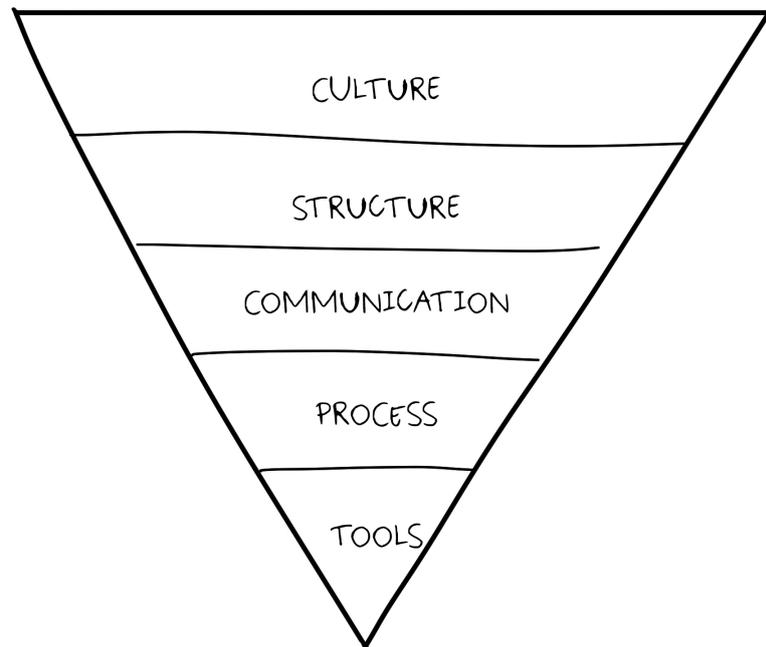


Figure 24: User Centered Design for businesses model

This model was combined with the User-Centred Design of Businesses model (UCD of businesses model) (Heerden and De Lille, 2017). The UCD of businesses model shows the different layers in an organisation. Explaining that if a problem is identified in one layer, the layers beneath need to be targeted to create a solution (Figure 24). Reshaping the relationship between social businesses and young professionals requires a change in the culture of the organisations (the highest level of the diagram). But to be able to achieve this change, first, a tool needs to be present to let the employees experience how it can be done differently. This tool will then affect processes, communication flows and structures in an organisation.

The dynamic model (a mapping tool) shows how the current activities regarding employee engagement of organisations can be mapped (Figure 25). This model puts young professionals in the middle and the organisation on the outside circle. It portrays the relationship between the organisation and the young professional. In the middle are all the variables that organisations should take into account when it comes to the development and working environment of young professionals. The outdoor circle consists of all the variables of the organisation, which they should provide and develop. In between the young employee and the organisations is the solution space, described as tools and processes that need to be present to create better engagement.

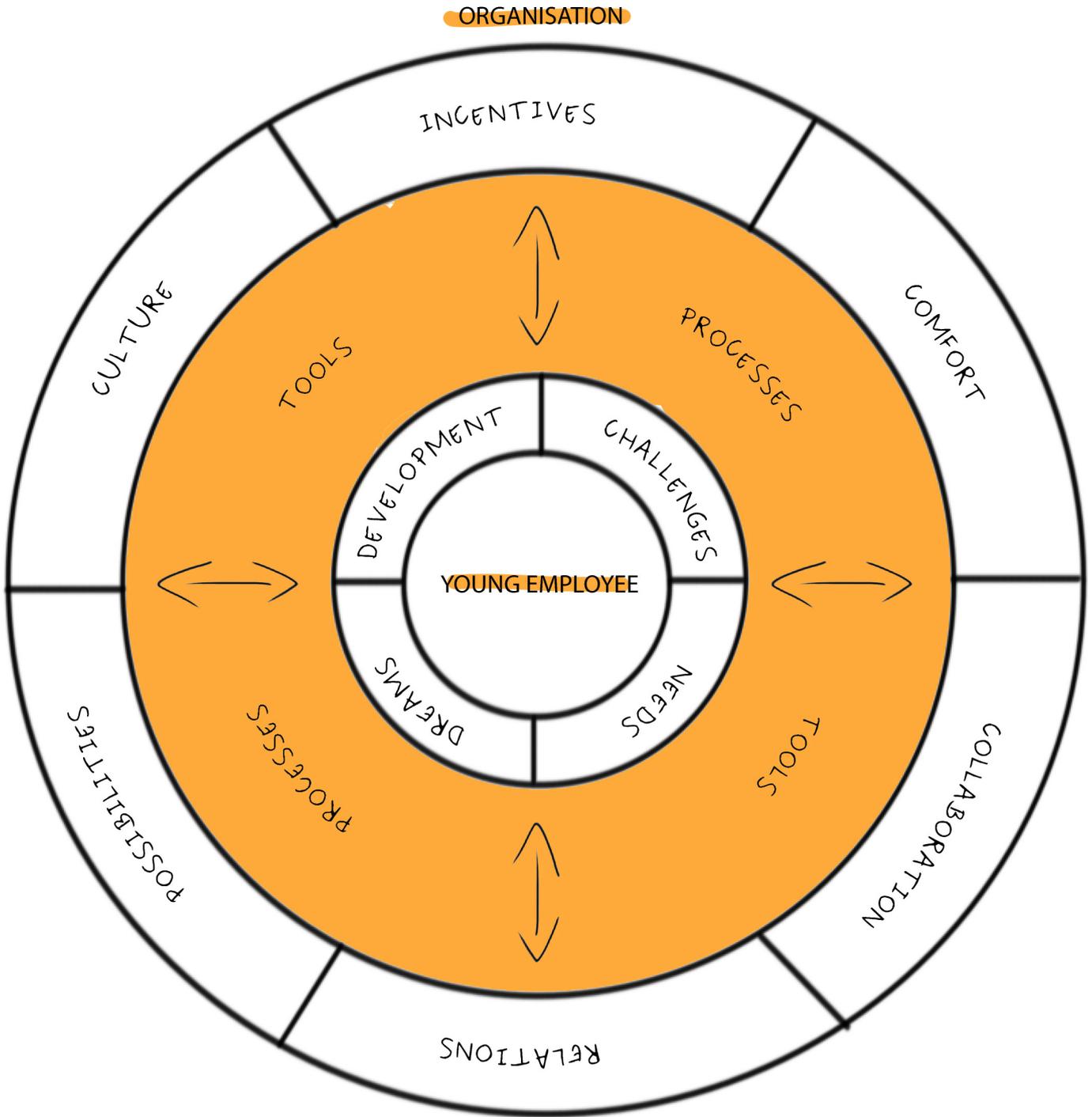


Figure 25: A tool for mapping/illustrating the activities of employee engagement in organisations

CHAPTER 05

Strategic framework and design challenge

The literature findings and field results are used to formulate a strategic framework in the form of a future vision. After that, the employee journey of a young professional in an organisation is explained. A choice is then made for the most critical moment in that journey. At the end of this chapter, the design direction is described..

Strategic framework

“Social enterprises and young professionals in Kenya work in a collaborative environment where every individual feels supported and involved in the organisation. This way of working explores independent goals and common future expectations, achieving personal and organisational development.”

A strategic framework, being a future vision, is created in order to align social businesses with the future scenario (Figure 26). A future vision is a description of the desired future that functions as a destination (Simonse, 2017). In this project, the future vision is created for young professionals and social enterprises in Kenya. It explains the idea of the relationship between organisations and young professionals in the future. The future can be seen as a point five to ten years from now, where the described situation will be a reality. This future vision indicates the boundaries of the solution space for this project.

Both the dynamic employee engagement model and the opportunity areas are used in the creation of the future vision. In the envisioned future, social businesses and young professionals would work collaboratively, making sure that every employee is involved and supported. The goal is to accomplish personal and organisational development by adopting independent goals and by sharing future expectations. This vision makes the idea of the future relationship between social businesses and young professionals more tangible. Furthermore, it is used as a guide throughout the whole development of the final concept.

FUTURE VISION

Social enterprises and young professionals in Kenya work in a **collaborative environment** where every individual **feels supported and involved** in the organisation. This way of working **explores independent goals** and **common future expectations**, achieving **personal and organisational development**.



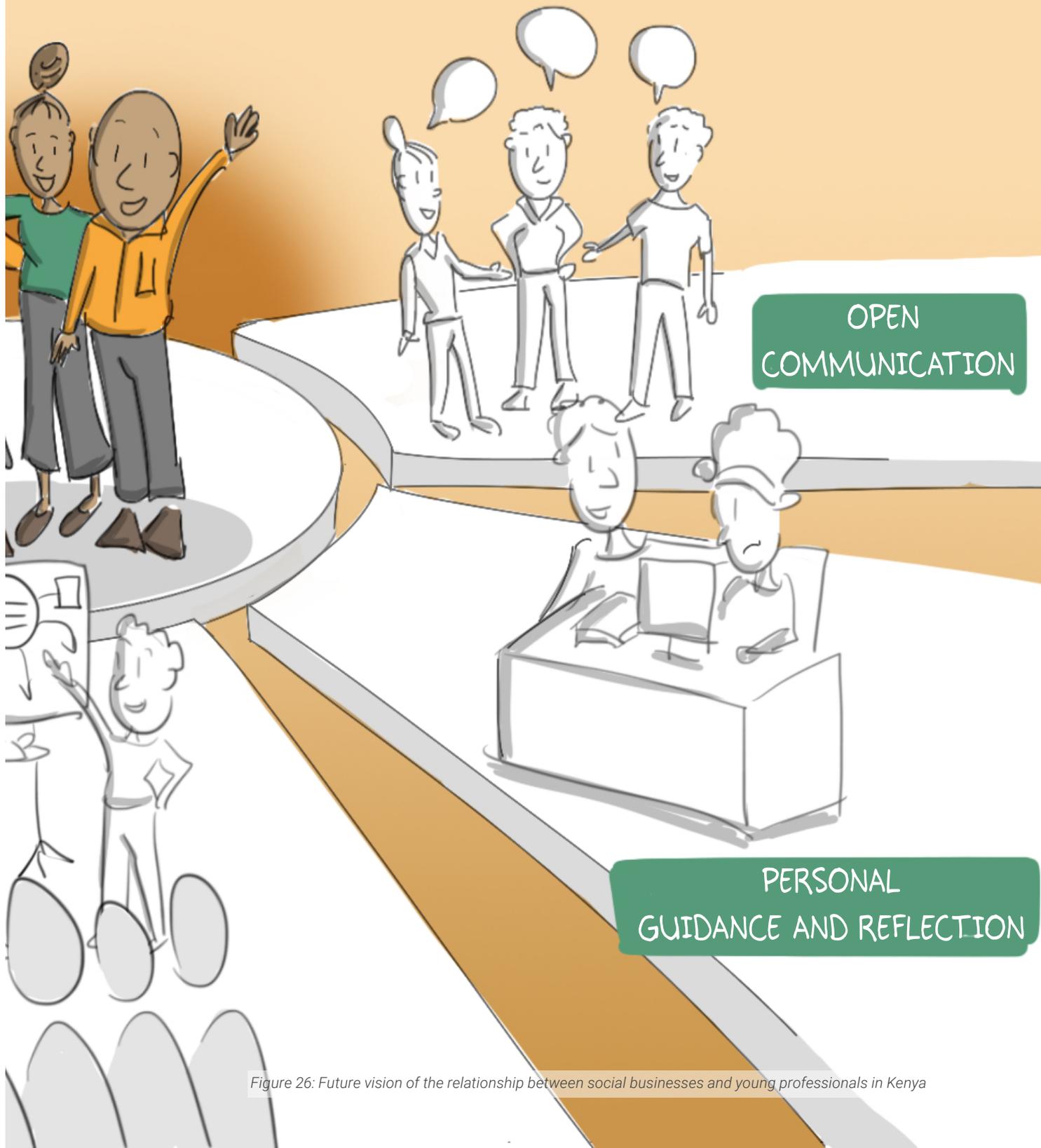


Figure 26: Future vision of the relationship between social businesses and young professionals in Kenya

Young employee journey

| | | | |
|------|---|------------------------------|---------------------------------------|
| WHAT | RECRUITMENT | WORKING | FUTURE |
| | BEFORE ONBOARDING DURING | PROGRESS RETENTION | RETENTION RESIGN |
| WHO | YOUTH YOUTH AND COMPANY YOUTH, COMPANY AND EMPLOYEES COMPANY | YOUTH, COMPANY AND EMPLOYEES | YOUTH, COMPANY AND EMPLOYEES YOUTH |

Figure 27: Young employee journey

A journey was created to get a good overview of the interactions of a young professional with their work environment. This journey is shown in figure 27 and presents all the steps a young professional should ideally go through. To decide the design direction, a specific moment in this journey was chosen. The onboarding process was seen as the most critical point

to focus on within this project. The onboarding process was selected because the solution should support both social enterprises and youth. Plus, the onboarding process is the first moment where young professionals and organisations interact with each other as employer and employee.

Design challenge

The refined design challenge defines the future relationship between social businesses and young professionals in a more detailed way. As explained in the previous paragraph, the design challenge focuses on the onboarding process. This because the onboarding process is the moment where a young professional is

hired and where the employment journey begins. Personal development was vital for both social businesses and young professionals, hence the reason why the design challenge concentrates on the identification of skills and goals.

“How might we create a guided onboarding process for young professionals in Kenya where skills and goals are identified and a personal performance journey is created?”

List of requirements

Based on the design challenge, the future vision, and the main takeaways from the Discover phase a list of design requirements were made. This list takes into account the perspective of the three stakeholders of this project, which are social businesses, Kenyan youth and the client, Proportion. These requirements are used when the concept trade-off takes place.

Organisations perspective

The designed solution should:

1. foster collaboration
2. help the organisations with identifying the needs, talents and goals of the young professionals
3. guide the organisations in giving mentorship to the young professionals
4. help the organisations to create a personal journey together with the young professionals
5. focus on individual and organisational development
6. incorporate the creative process.

Youth perspective

The designed solution should:

7. help the youth with personal reflection
8. provide the youth with a personal development journey
9. create an activity of involvement
10. incorporate the creative process

Proportion's perspective

The designed solution should:

11. be related to the human-centred design approach
12. be related to their current challenges (youth unemployment)

Conclusion Define Phase

The three problem areas and three opportunity areas that resulted from the Discover phase created a frame of reference. That frame of reference consisted of two causes of youth unemployment connected to two consequences. The first cause was the problem with personal identity and the lack of critical thinking. The consequence of that is that life design is difficult for young professionals. At the same time, organisations don't know how to solve that, and they desire support. The second challenge was that young professionals don't possess the skill set that the labour market requires, which is caused by the outdated education system.

This frame of reference led to a preliminary problem definition which was the following: "How can a relationship between social businesses and young professionals in Kenya enhance life design and soft skills?" This preliminary problem definition initiated a second literature study on employee engagement. The goal was to find out how life design and soft skills can be part of the employment journey of a young professional. All the gathered insights from both literature research and field research were combined into a strategic framework. This framework is a future vision that operates as the strategic direction and as the boundaries for the designed concept and future developments. This future vision was the following:

"Social enterprises and young professionals in Kenya work in a collaborative environment where every individual feels supported and involved in the organisation. This way of working explores independent goals and common future expectations which achieves personal and organisational development."

Since a future vision is a desire for the future, a refined design challenge was created, which could be answered in this graduation project. The design challenge is stated below:

"How might we create a guided onboarding process for young professionals in Kenya where skills and goals are identified, and a personal performance journey is created?"

The refined design challenge focuses on the onboarding process. This choice was made since it is the first moment where young professional work for the organisation. The onboarding process sets the tone for the future employment journey and the way of working in the organisation. The next phase Develop answers this refined design challenge by proposing four different concepts.

"How might we create a guided onboarding process for young professionals in Kenya where skills and goals are identified and a personal performance journey is created?"

Phase 3 Develop

Chapter 06 Ideation

In the previous Phase, the design challenge was defined. This Phase presents four different concepts which derived from the ideation phase (Appendix K for information about all the gathered ideas). Those four concepts are validated with peers and compared to the design requirements.

CHAPTER 06

Ideation

The literature findings and field results are used to formulate a strategic framework in the form of a future vision. After that, the employee journey of a young professional in an organisation is explained. A choice is then made for the most critical moment in that journey. At the end of this chapter, the design direction is described.

Ideation



Figure 28: Ideas from individual ideation and ideation sessions with clients and stakeholders

This chapter describes four different concepts that answer the design challenge which was formulated in the previous chapter. The four concepts are the results of individual and group ideation (Figure 28). The four concepts are validated by three students and the design requirements.

The ideation phase consisted of two creative sessions. One session was held in Nairobi with five social

entrepreneurs and one human-centred designer. During the ideation session, ideas were gathered on how to provide support to young employees. A second workshop was done in Amsterdam with three employees of Proportion. During this session, ideas were generated for the refined design challenge. The individual generated ideas were combined with the ones from the sessions. Clusters were made of all the ideas, and four different concepts were created.



Brainstorm session with the client

Four concepts

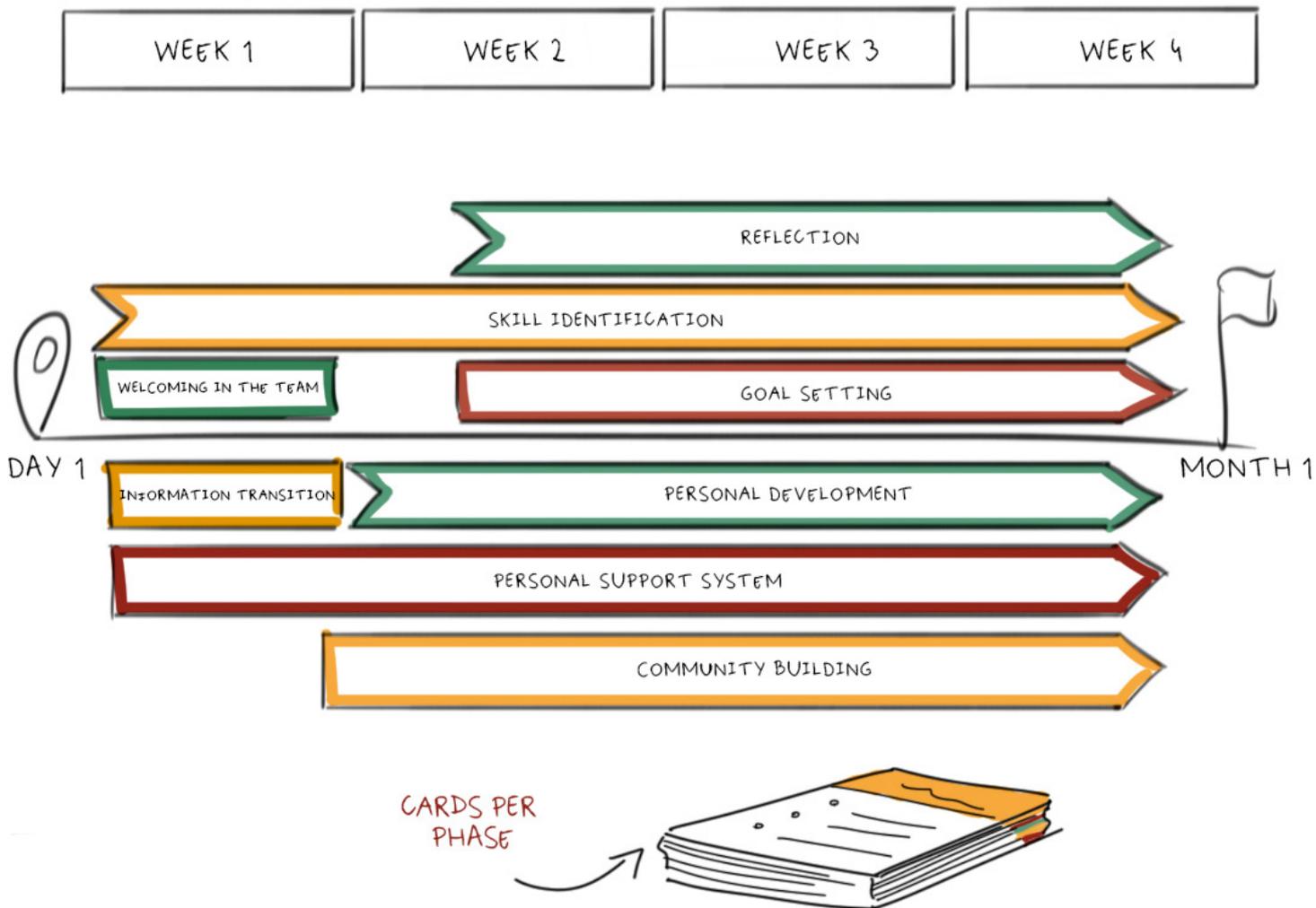


Figure 29: Onboarding YP journey

Onboarding YP journey

This concept functions as a guide for social enterprises; it consists of a map and cards that give an overview of all the different activities or phases that should be present during the onboarding process of a young professional (Figure 29). The activities and phases were defined based on the ideas of the ideation phase and can be seen as clusters from all the different ideas. Proportion would provide this map as a toolkit for social business and can facilitate the activities of every phase.

Social enterprises receive this map together with a set of cards. Every element of the plan has a corresponding card that gives information about the stage on the map.

These cards also consist of tips and tricks about activities that organisations could provide for young employees. For the phase 'Information transition' companies can, for example, provide booklets for starting employees. The booklets contain the vision and strategy of the organisation, the tasks of the employees and a plan of the first month.

This concept supports social enterprises by providing them guidance throughout the whole onboarding process and creates a structured overview. Every phase consists of activities that help the young professional with getting to know the company, themselves and their tasks.

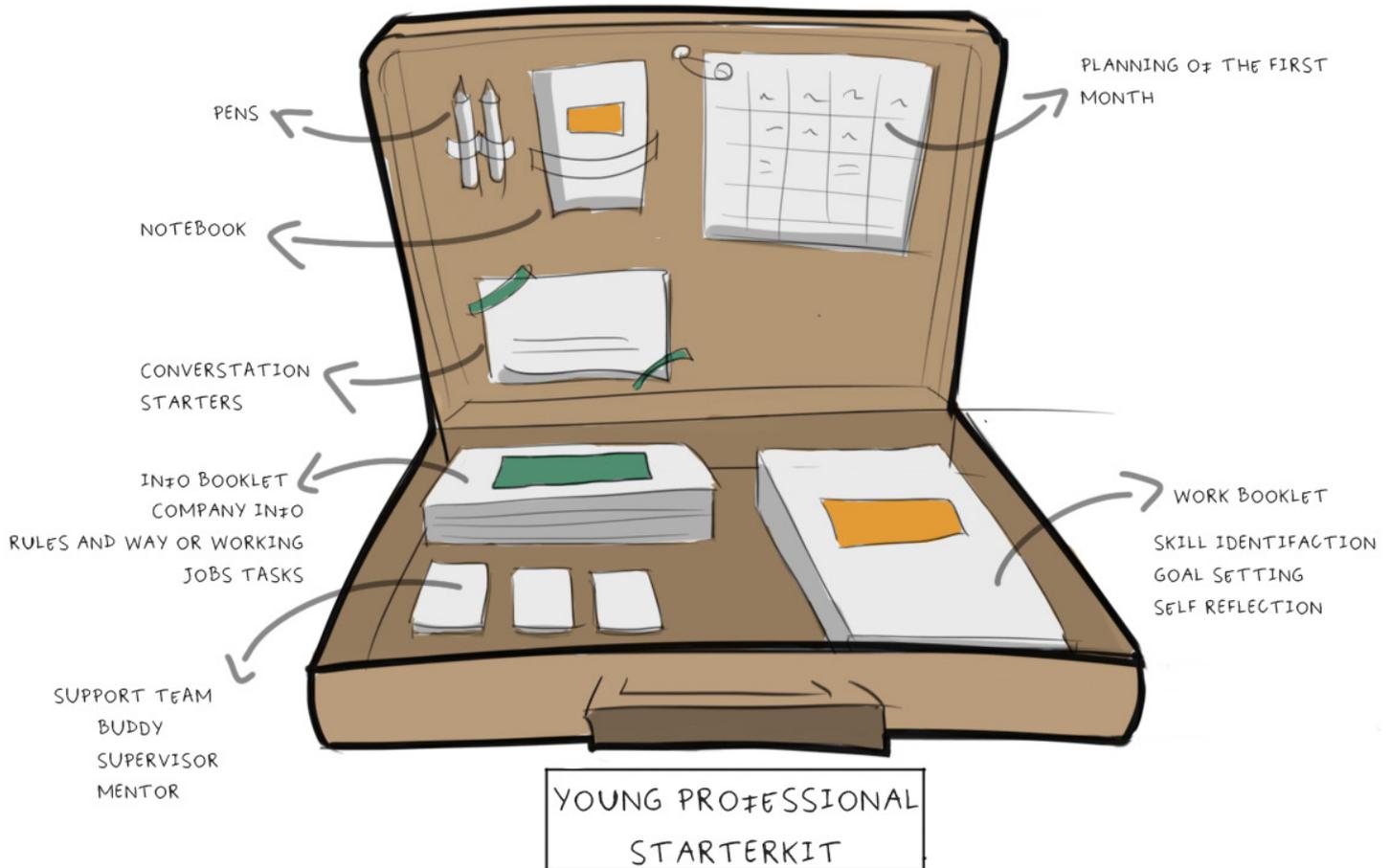


Figure 30: The Young Professional starter kit

The Young Professional starter kit

The young professional starter kit is a suitcase filled with all the necessary attributes for a young professional when they start their job (Figure 30). It consists of pens, a notebook, conversation starters, a detailed planning of the coming month and a workbook. Besides that, there is a booklet with information about the culture of the company and their tasks. Every young professional also receives three appointed people that function as their support team. This support team consists of a mentor for personal development, a buddy that made the same journey and a supervisor who guides the young professional with their job tasks.

Proportion can use their knowledge of human-centred design to create the content of the starter kit, like for example, the reflection booklet. This starter kit helps young professional with physical resources, like pens and a notebook. But it also ensures psychological support and safety by providing precise planning for the coming month, which manages their expectations. Next to this, a team of mentors are connected to the young professional to help them. Social businesses are supported with this toolkit since they have a structured way of information transfer, they can create a safe working environment and guidance.

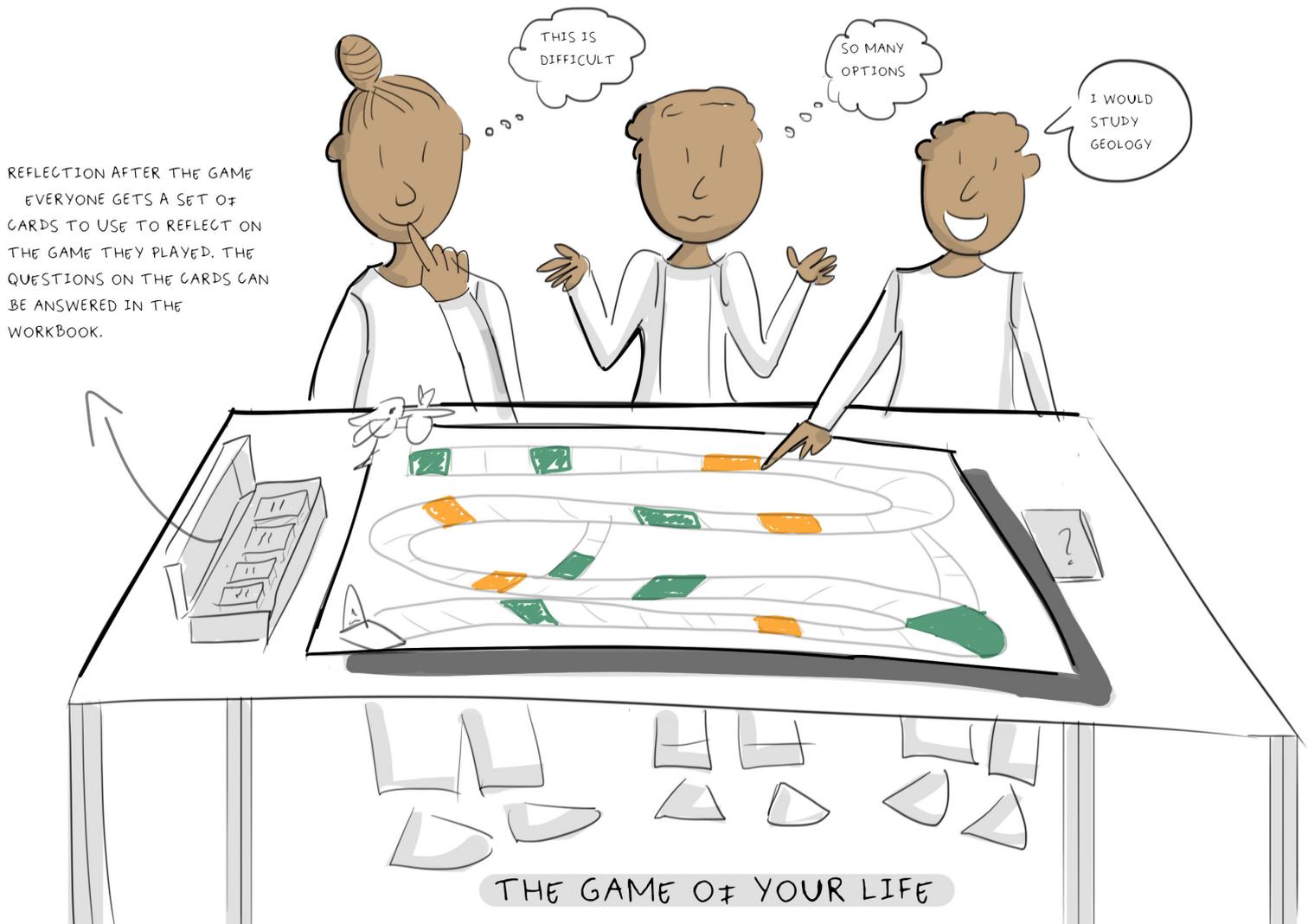


Figure 31: The game of life

The Game of Life

This game is about creating a second life (Figure 31). The idea is that young professionals play this game together. Everyone can choose a character and plays from the perspective of that character throughout the whole game. The goal of this game is to let young professionals choose another 'life' without any constrictions and no direct effect on their own life. This idea is based on the fact that young Kenyans often don't decide themselves what path they choose in life. Moreover, they are not used to making decisions on their own and were mostly of the time told what to do. This game wants to give them the freedom to explore what they would do if they can decide the life of a character that is not themselves.

After the game, the young professionals receive a card set with several reflective questions that they need to answer. These questions are related to the game and the decisions they made. Aiming to help them to think about things they would like to learn in the future. Proportion can design and facilitate this game and the reflection tool. This concept focuses on critical thinking and reflection, supporting the young professional in their personal development. For companies, the gamification of a quite serious and heavy topic of personal development can support them in making it easier to talk about this with young professionals or any employee.

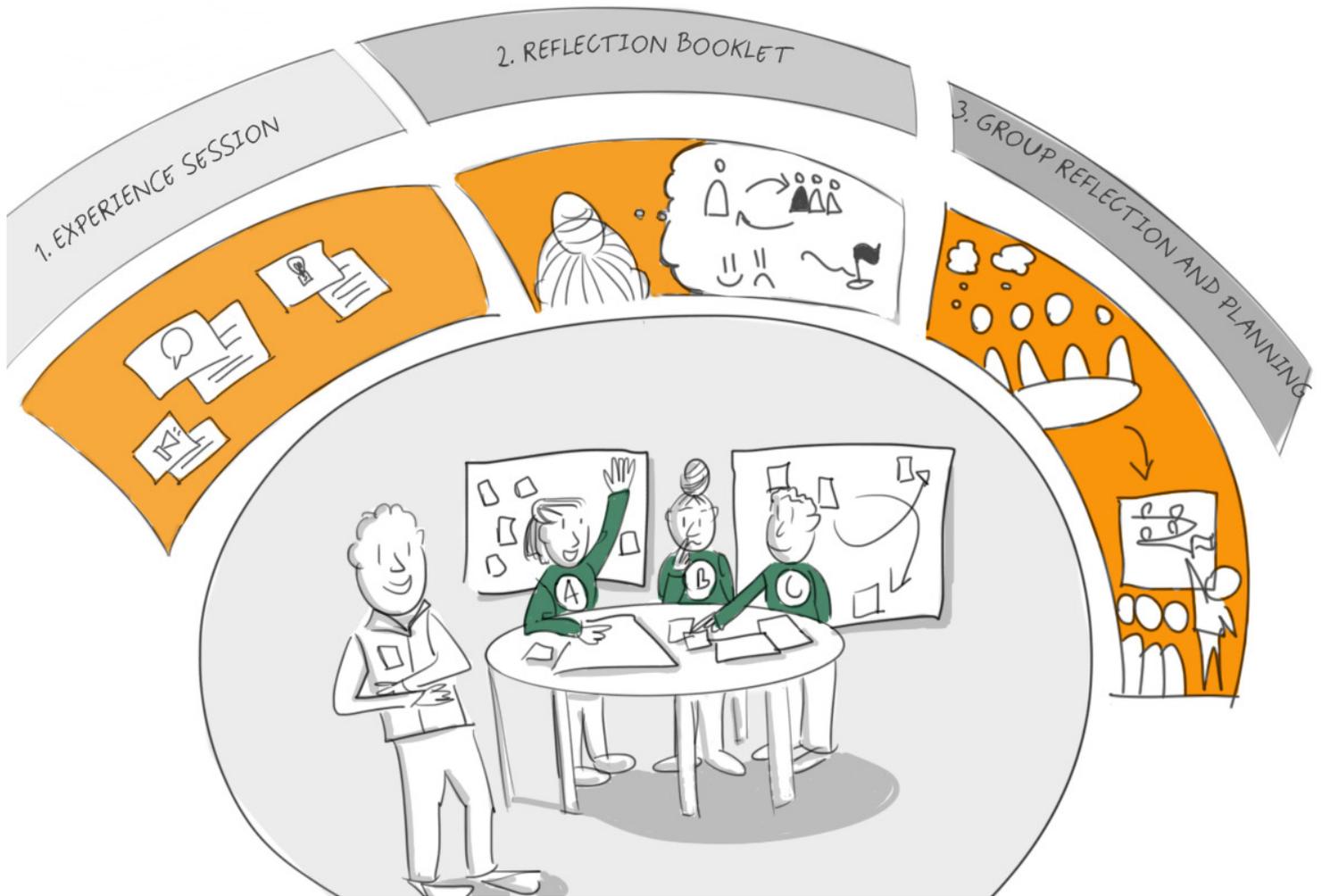


Figure 32: The Young professional-session

The Young Professional-session

The Young Professional-session (YP-session) is a process consisting of three steps (Figure 32). The idea the concept is based upon is that young professionals have to experience and do something before they can reflect on it. This came from the findings from the research phase. It was found that Kenyan youth haven't learned to think critically about themselves. That is why the reflective process is new to them and why it is so important to first provide them with a concrete experience.

This first step is a workshop where two young professionals and two more experienced employees

of a company work together on a business problem. A facilitator, trained by Proportion, guides the workshop. After the workshop, everyone receives a reflection workbook to think about their behaviour during the workshop. The last step contains a group session where reflection and future planning are critical. This concept supports social businesses by providing a step-by-step approach in the onboarding process. It focuses on personal development as well as on creative problem-solving. Both factors are lacking currently in organisations and are making it difficult for young professionals and other employees to change their mindset.

Validating concepts

Table 8: validationconcepts.jpg

| | JOB/ACTIVITY | NATIONALITY |
|---------------|-------------------------|---------------|
| PARTICIPANT 1 | STUDENT SPD AT TU DELFT | SOUTH-AFRICAN |
| PARTICIPANT 2 | STUDENT IPD AT TU DELFT | CAMEROON |
| PARTICIPANT 3 | STUDENT SPD AT TU DELFT | DUTCH |

The four concepts were validated with two African students and one student with experience working in Kenya (Table 8).

Concept 1, the onboarding YP journey, gave a good overview of the process. Still, all the participants pointed out that the idea is not very practical. It will ask a lot of effort for the organisations to develop the activities per phase because the specific tools are not provided. Next, this concept focused on the entire onboarding process, which might be too much at the same time for organisations to tackle.

The participants liked that the Young Professional starter kit equips young employees with the necessary tools they need. It will help to prepare them. "But it isn't straightforward to control what they will do with the kit; you don't know if they will use it how you intended it". A suggestion was to plan certain moments where the starter kit is used to prevent nothing happening with it.

Concept 3, The Game of Life, was seen as a thoughtful approach to the challenge of skill identification and self-reflection for young employees. However, the participants considered it too abstract since board

games are quite abstract and not that common in the African culture. On the other hand, initiating play makes it more low key, that is why the participants suggested turning it into a more physical game.

The YP-session was reviewed as a valuable process, where trust and confidence in the capabilities of oneself can be created. The participants liked that collaboration was essential and thought it was an excellent way to start breaking down the hierarchy. It makes people think about their role but also why they need others. An important note was that the business case has to be relevant for all the participants of the session to ensure full participation.

The concepts were also evaluated with the list of requirements. Table 9 describes if the idea meets the requirements. 'X' means the idea didn't meet the need, '/' represents that the concept responded more or less to the requirement and 'V' means the concept complied with the demand. Concept number four, the YP session scored the best, followed by the Game of Life. After the validation with three participants, the design requirements and the client, the decision was made to develop the young professional session further.

Table 9: Validation with list of design requirements

| | Onboarding YP journey | YP starter kit | Game of Life | YP session |
|-----|-----------------------|----------------|--------------|------------|
| 1. | X | / | V | V |
| 2. | X | V | / | / |
| 3. | V | V | / | V |
| 4. | X | / | X | V |
| 5. | V | X | / | V |
| 6. | X | X | V | V |
| 7. | V | V | V | V |
| 8. | X | V | / | / |
| 9. | X | V | V | V |
| 10. | X | X | V | V |
| 11. | X | / | / | V |
| 12. | V | V | V | V |
| | 4/12 | 7,5/12 | 8,5/12 | 11/12 |

Phase 4 Deliver

Chapter 07 Final concept

Chapter 08 Validation

Phase 4 Deliver consists of two chapters that describe the final concept of this graduation project. Chapter 07 discusses the final idea in detail and the proposed business model. In chapter 08, the designed concept is validated with owners of social businesses and Kenyan youth.



Energizer, the human knot with Kenyan youth during a creative session

CHAPTER 07

Final concept

This chapter first describes the designed concept and the relation with Proportion, social businesses and young professionals in Kenya. Secondly, the service delivery is explained, followed by the business model. Lastly, the developed concept is linked to the adapted employee engagement model.

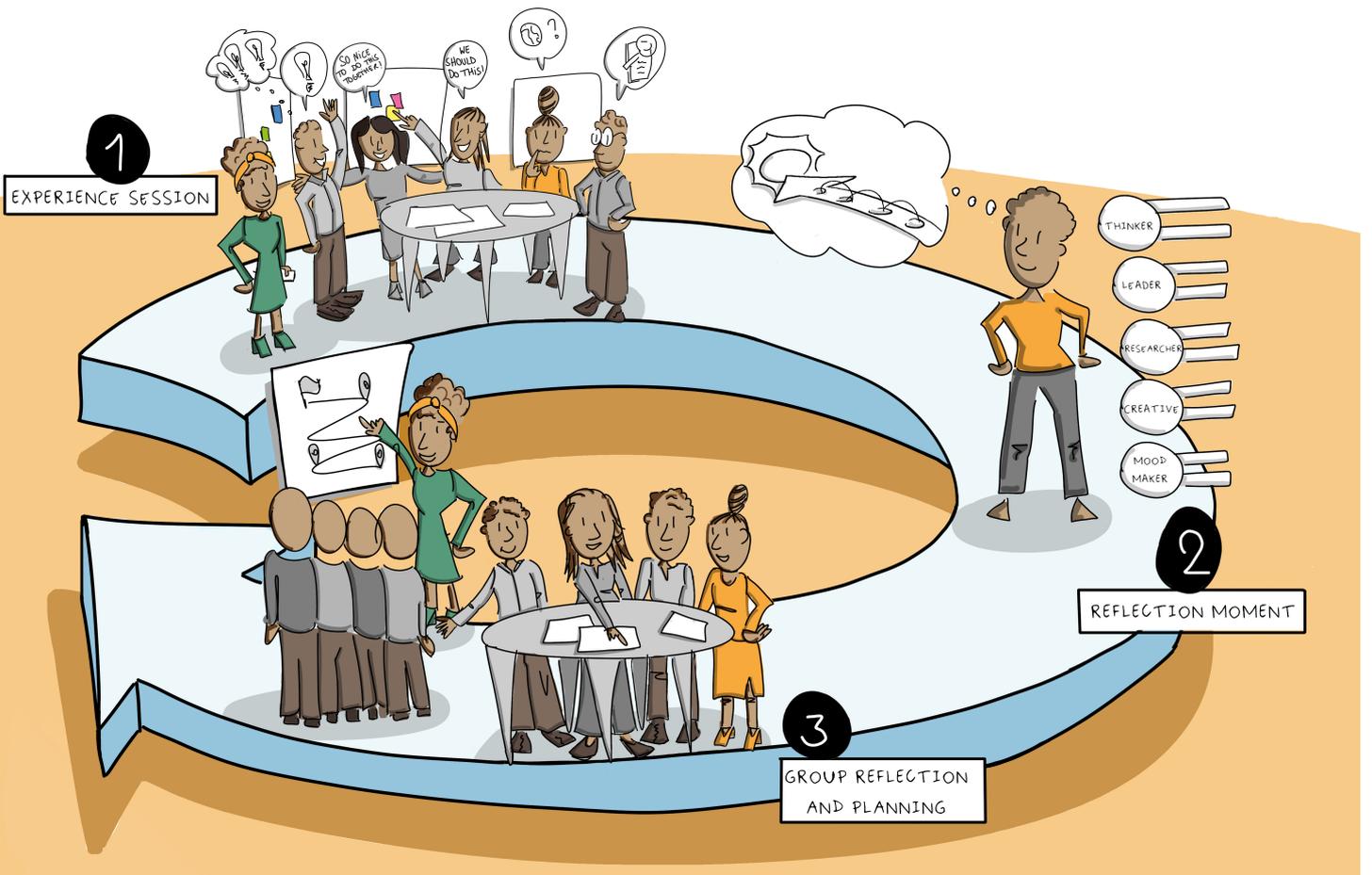


Figure 33: The Creative Capacity Building-Concept

The Creative Capacity Building concept

Most young Kenyans don't know who they are or find it difficult to list their talents, strengths, weaknesses and goals. However, this is essential for an employee within a company. Firstly, for themselves, so that they know what they are capable of. But secondly, also for the company, they need to understand what employees are good at and what they want to develop.

The Creative Capacity Building-concept (CCB-Concept) (Figure 33) helps organisations in the onboarding process by providing a concept where young employees and more experienced ones can explore their skills and talents (1). Next to this, young professionals and more experienced employees reflect upon their skill and talent exploration (2). Lastly, a moment of group reflection and planning makes sure that personal and organisational development takes place (3).

This concept is connected to the Experiential Learning Cycle of Kolb (Figure 34)(Kolb, 1984). The model describes a process where someone first needs to have a real experience to then reflect upon it. The next step is then to plan for future experiences where behaviour and actions can be adapted to the gathered insights.

This theory is very applicable to the Kenyan context. During the research, it was found that it is necessary to create a precise moment where employees can reflect upon. The reason for this is that the process of reflection is not commonly used in education and the business environment in Kenya. It wouldn't have any effect if the young professionals received a booklet to reflect about themselves, this because they were never asked to think about themselves in that way. So they might not even know what exactly is asked of them. That is why the CCB-concept focuses on doing if young professionals can explore while doing, they have actions to reflect upon. And these actions are recent and happening in their work environment. Besides this, the designed concept also creates a moment to get to know the company. And the company can see which tasks would fit the young professionals best. After the reflection, the employees have to reflect in a group. This group reflection is necessary to learn from their reflection but also to learn from each other. Currently, collaboration and discussion don't happen in most organisations; that is why it is crucial in this CCB-concept. Lastly, a plan is built, this to make sure that employees also think about the long term.

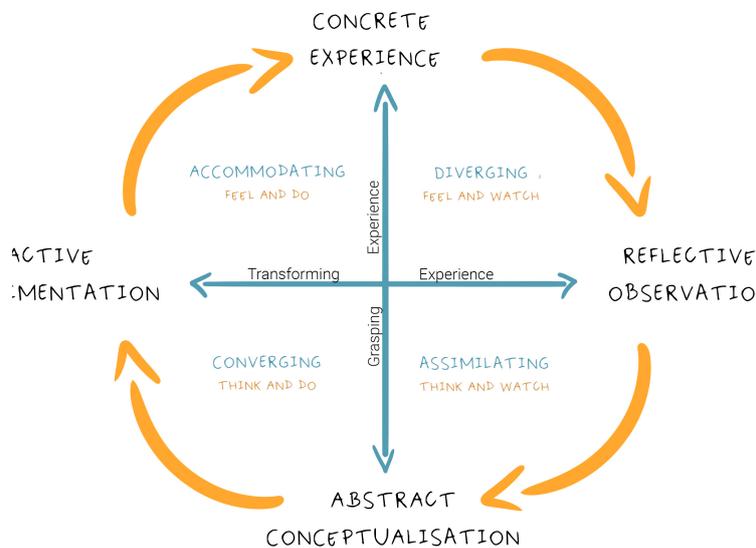
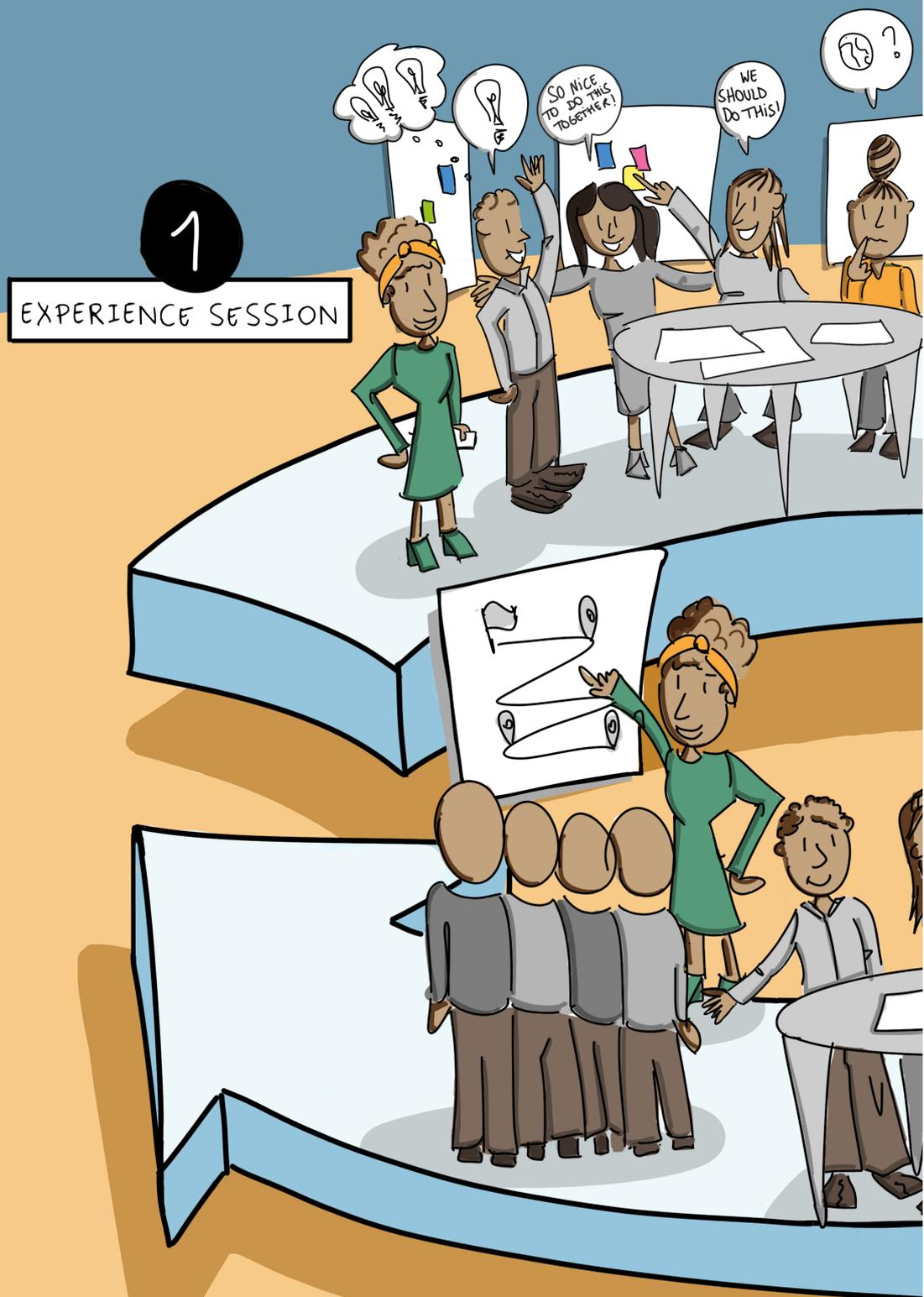
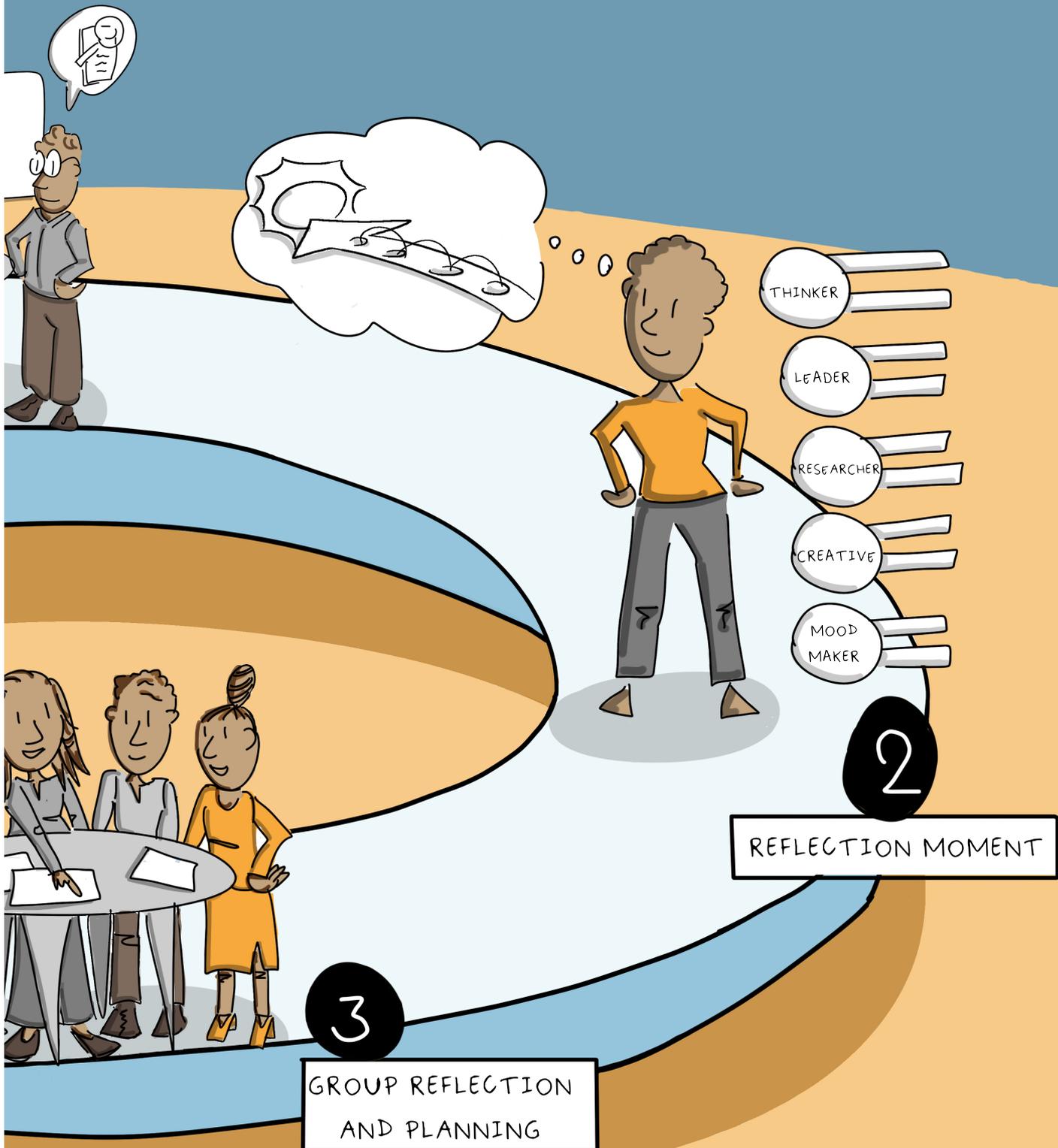


Figure 34: The experiential learning cycle

1

EXPERIENCE SESSION





Step 1: The experience workshop

The Experience workshop is composed of a two-hour session where, ideally, two young professionals and two more experienced employees work on a relevant business challenge together (Figure 35). This business challenge can be adapted to organisations current problems, but it must be suitable for both the young professionals and more experienced employees. Young professionals are defined as young employees that worked less than three months for the company. More experienced employees are people that worked for more than two years at the company. The workshop is facilitated by an external person that would be trained by Proportion. The goal of this workshop is not per se to get mind-blowing ideas but to get to know each other and to create a group of trust people. Next to this, the workshop introduces creative problem solving, which is new for most young professionals and experienced employees. The workshop focuses on doing, which creates an activity to later reflect upon.

As shown in figure 36, there is a set of cards that describes the whole workshop step by step. This card set is developed by using the actions of a creative design workshop (Tassoul, 2009). It explains the experience workshop from the introduction of the session to the concept development. An external facilitator, trained by Proportion, can use the card set when guiding the workshop. Ideally, someone of the organisations itself would facilitate the workshop. However, when the workshop happens for the first time, it would be best to let an external party do this. Firstly, because guiding a creative workshop is a real skill. Secondly, it was found during field research that the creative process is entirely new to the Kenyan culture. The full content of the first step can be found in Appendix L.



Figure 35 The experience workshop



INTRODUCTION

EXPERIENCE SESSION 1 | 11

INTRODUCTION

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

Time: 10 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

EXPERIENCE SESSION 2 | 11



ICEBREAKER

EXPERIENCE SESSION 2 | 11

ICEBREAKER

Goal: To loosen up the atmosphere

Time: 10 min

Explanation:

EXPERIENCE SESSION 2 | 11



IDEATION

EXPERIENCE SESSION 4 | 11

IDEATION

Goal: Reframe the design challenge into a new problem statement

Time: 15 min

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...
How can we...
Wouldn't it be nice if...
In what ways might we...
- Create...
Think of ways to...

EXPERIENCE SESSION 3 | 11



PROBLEM STATEMENT

EXPERIENCE SESSION 3 | 11

PROBLEM STATEMENT

Goal: Reframe the design challenge into a new problem statement

Time: 15 min

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...
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Wouldn't it be nice if...
In what ways might we...
- Create...
Think of ways to...

EXPERIENCE SESSION 3 | 11



IDEATION

EXPERIENCE SESSION 4 | 11

IDEATION

Goal: Reframe the design challenge into a new problem statement

Time: 15 min

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...
How can we...
Wouldn't it be nice if...
In what ways might we...
- Create...
Think of ways to...

EXPERIENCE SESSION 3 | 11

Figure 36: The cardset for the facilitator of the experience workshop

Step 2: Individual reflection

After the workshop, every participant receives a reflection booklet (Figure 37). The reflection booklet creates an individual reflection moment for all the participants. The goal of this booklet is to let everyone think critically about their behaviour in the workshop. It also makes them think about their role in relation to others. Besides this, there is one contact moment with an assigned mentor from the organisation to discuss the lessons learned during the experience workshop. The reflection booklet is private, and the participants can decide how much they want to share. This reflection booklet needs to be filled in before the group reflection takes place.

The booklet consists of a matrix with questions about different moments of the workshop connect to different feelings. The goal is that the participants think about what happened during the workshop. They have to write down at what moment they felt a certain feeling, what it means to them and what they would do differently in the future. This reflective thinking needs to be done because good reflecting about oneself involves reflection about feelings, attitudes and used knowledge (Hong and Choi, 2011). After that, the participants need to select a person on a group drawing, with whom that they can identify best. The illustration shows five different characters in the workshop which are based on the sixteen personalities (16personalities.com) and characteristics of the most common personalities in teams (Culp and Smith, 2001)(Appendix M). After that, they have to choose two to three positive skills they experienced throughout the workshop (Figure 38). Also, a skill has to be selected that they want to work on in the future. The detailed content of this individual reflection moment can be found in Appendix N.

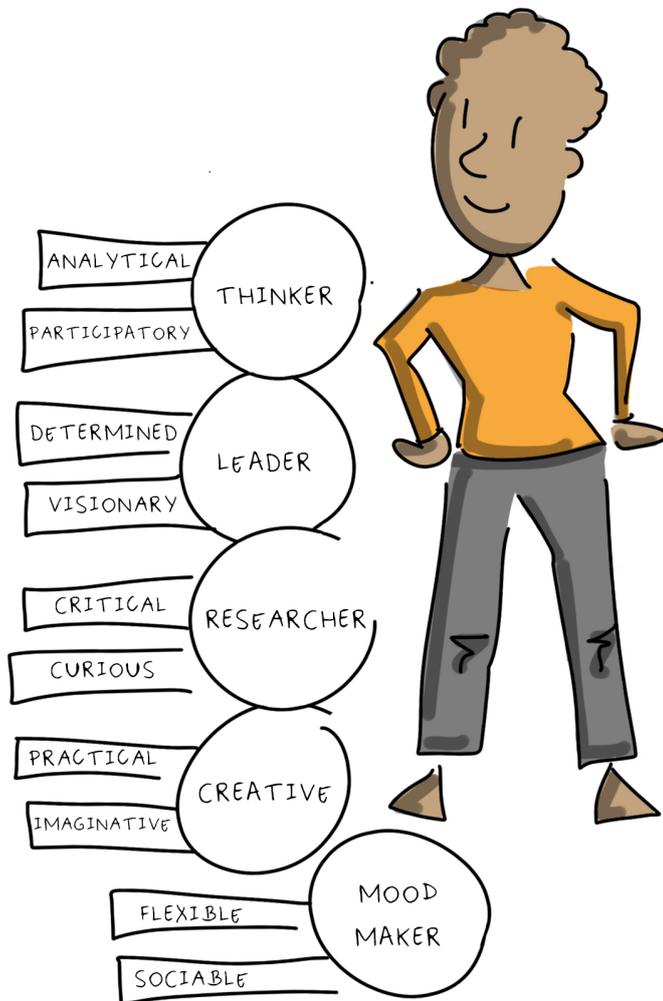


Figure 38: Five personalities in a team are connected to two of their characteristics

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.

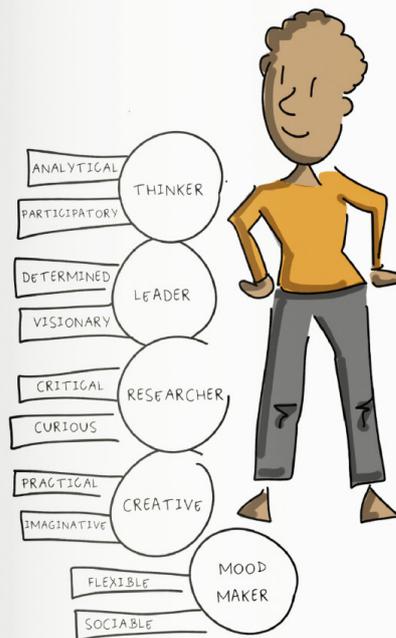


Figure 37: Reflection booklet for every participant

STEP 3: Group reflection

The group reflection and planning moment is a workshop where the reflection booklets are discussed (Figure 39). It is essential that the same people are present and the same facilitator guides the session, this to create a safe environment. The external facilitator receives the plan of the workshop (Figure 40), where all the different steps are explained clearly. The facilitator guides the workshop. During the workshop, all the participants can exchange their learnings. Also, a drawing with different personalities is discussed. Future planning is the second focus of the workshop. Very important is that every participant chooses a skill they want to work on in the future. This skill is a learning goal where everyone has to work on in their everyday work. Together with the team and the facilitator, a plan is made. After the session, the learning goal and action plan are discussed with the supervisor of the participants. The specific content of this third step can be found in Appendix O.

Relation to Proportion

Proportion has a lot of experience with training entrepreneurs in Kenya. Together with their expertise in human-centred design, they can train people to facilitate the sessions. On the other hand, employees of Proportion could guide the session as well. As explained before, Proportion faces the challenge of retaining young trained talent. This concept can be useful for themselves as well, to better engage young professionals in the businesses Proportion built in Kenya. Besides this, Proportion has a lot of experience in consultancy for social impact in developing countries, which means that they have a network where they can test this concept.

Relation to the Kenyan youth

Kenyan youth desired personal development support, financial guidance and better inspiration to be able to tackle to challenge of youth unemployment. This concept enables these three factors by providing a cycle where skill identification and goal setting is essential. It helps young professionals with adapting creativity by initiating creative problem-solving. Besides this, young professionals learn while doing and create an activity to reflect on skills and behaviour. Getting to know other employees is another advantage for them, it builds a team of trust persons. The CCB-concepts also responds to the job characteristics of Kenyan youth. It creates a learning environment, works towards more responsibility and includes creativity.

Relation to social businesses

This concept is related to the six themes that were derived from the Discover phase. Companies desired better interaction, continuous involvement, collaboration, open communication, feedback flow and the use of digital tools. Five of these factors are present in the final concept. Organisations are supported by providing mentorship to

young employees with a structured process that focuses on skill development. Also, employees' capabilities are identified, which makes it easier for organisations to connect the talents of employees to tasks. The concept focuses on collaboration and interaction with the same group of people, which builds towards inter-personal relations in the company.

Service delivery

Figure 41 shows a proposed service delivery of the CCB-concept. The first step is for Proportion to get in contact with different clients and pitch the service. Client 2 is interested and wants to execute one cycle of the CCB-concept. The facilitator, trained by Proportion, plans an intro meeting where the complete service and the steps are discussed. Also, the business challenge is decided upon. The meeting ends with the planning of the different workshops, and an estimation of the timespan when the full cycle of the CCB-concept will be completed. As explained before, the experience workshop is the first step in the proposed concept. Then an individual reflection moment takes place where the facilitator is not present. Before the second workshop happens, the participants discuss the reflection booklet with their mentor. Then the second workshop takes place where group reflection and future planning is done. After that, the participants need to discuss their learning goal with their supervisor and plan on how to apply it do their daily work. After this first cycle, the client can decide if they opt for a second cycle over a specified period. Ideally, the cycle of the CCB-concept is executed multiple times a year to ensure that personal and organisational development is built. Next to this, the experience workshop can be more extended after the execution of one cycle, this in terms of methods and problem statements that are used.

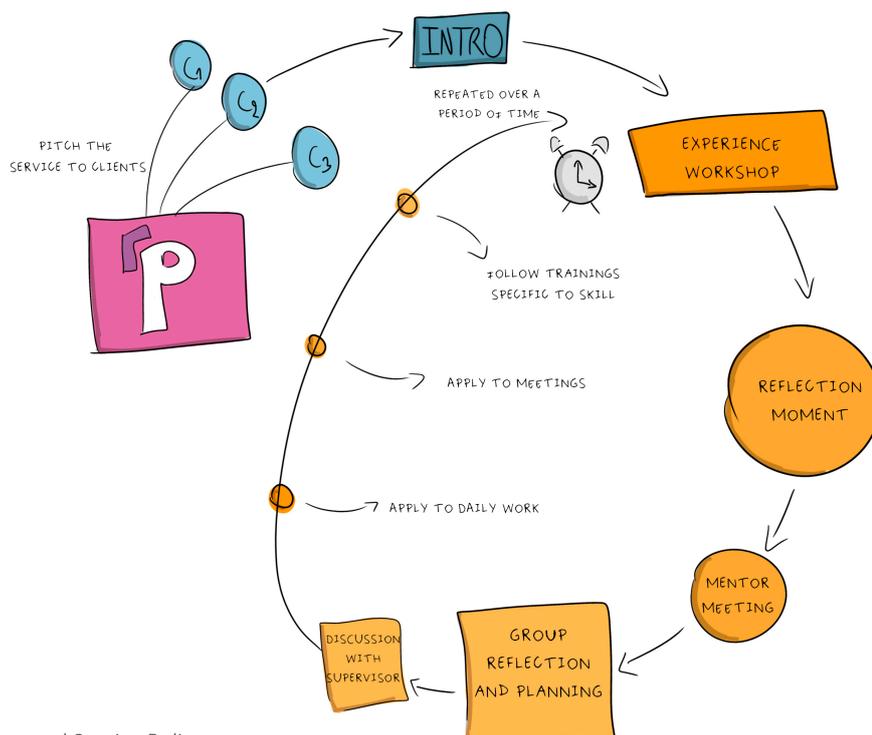


Figure 41: Proposed Service Delivery

Business model

To summarise the designed concept and its link to the market, the business model canvas of Osterwalder (Strategyzer AG) was used. This canvas gives an overview of the system behind the CCB-concept and explains how Proportion can implement it. The value proposition is described as well as the partnerships necessary to deliver the service to the proposed customer segment. Also, the expected revenue streams are discussed (Figure 42). The detailed business model canvas can be found in Appendix P.

Value proposition

The CCB-concept encourages collaboration and creativity in organisations and introduces creative problem-solving. It creates a safe learning environment where skill and goal identification results in personal and organisational development. Next to that, it builds better teams by working more effectively with young professionals, involving them in the organisation and ensuring interaction with other employees.

Key partners

To be able to launch this concept, several pilot tests need to be executed. For these pilot tests and the future delivery of the CCB-concept, partnerships need to be established. Firstly, partnerships with human resource companies can provide links to the market. Secondly, Proportion needs to partner with funding institutions to be able to accomplish the pilot tests. Lastly, partnerships

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

Customer segment

The CCB-concept targets social enterprises in Kenya who are working with youth but find this challenging. Social enterprises are seen as early adaptors for this capacity-building concept since they are more open to innovation. Moreover, they encounter challenges concerning obtaining and retaining the right talent so they would be more likely to support personal and organisational development. However, it is crucial to target social enterprises that are scale-ups, companies that just passed the uncertain start-up phase.

Revenue streams

It is essential to know how Proportion can make money with this concept, and on the other hand, if social businesses are willing to pay for this. First of all, Proportion needs to receive funding to pilot test this concept. With a track record of results and case studies as examples, social businesses would be willing to pay for this service. Clients pay for the service delivery of this CCB-concept, which includes the reflection booklet, the facilitation of the experience workshop, and the reflection and planning session. Besides this Proportion evaluates the process organisations go through when adopting this concept.

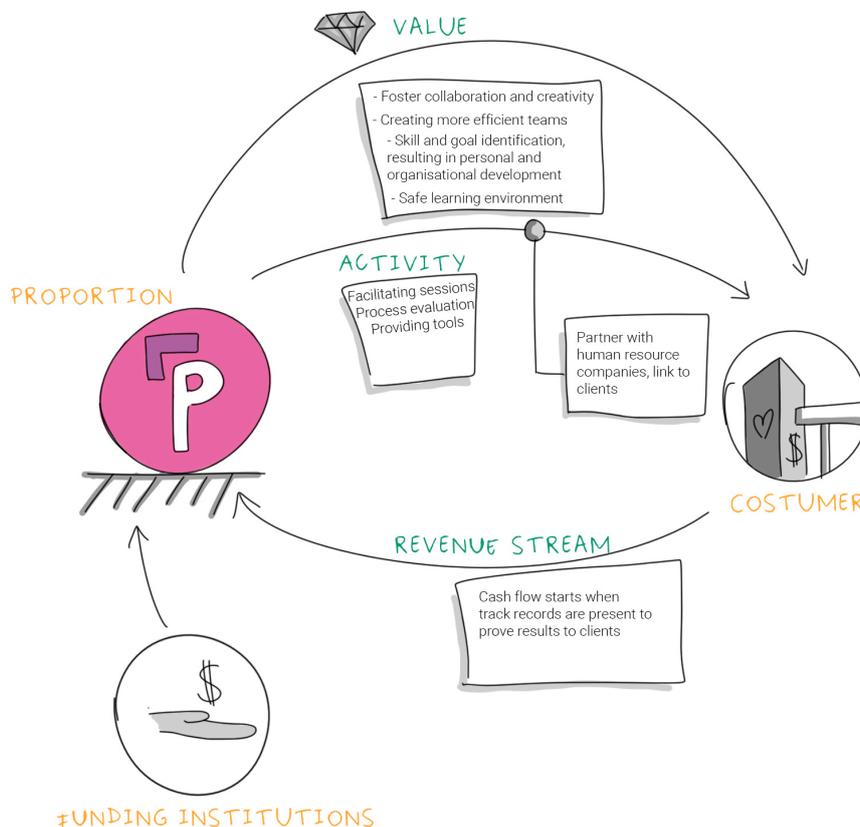


Figure 42: Visual presentation of Business model

How does the CCB-concept relate to the employee engagement model?

The CCB-concept can be connected to the mapping tool and the adapted employee engagement model. As shown in the mapping tool (Figure 43), the developed concept is a tool that enhances the relationship between social businesses and young professionals. It is done by incorporating the factors listed in the inner circle and the outdoor circle, which were crucial to creating employee engagement.

The adapted employee engagement model contains five levels that one by one contributes to better employee engagement. These levels can be connected to the developed concept and illustrate what effect the CCB-

concept has. The first level that needs to be fulfilled in this diagram is the level of rewards. The recognition of being important to participate in the workshop gives the young professionals a psychological reward. The workshops always consist of the same participants and with the same rules, which creates comfort and a safe learning environment. The next level is 'collaboration', which takes place in both the workshops of the CCB-concept. These moments of collaboration ideally result in a team of trust persons with inter-personal relations. The aim of the CCB-concept is that participants go through the whole cycle working towards personal and organisational growth.



Figure 43: Employee Performance Pyramid linked to the CCB-Concept

CHAPTER 08

Validation

In this chapter, the results of the validation with social businesses, experts and Kenyan youth are described.

Validation

The designed concept was validated with two experts, five social entrepreneurs in Kenya and three Kenyan youth (Appendices Q). The validation with experts consisted of a face to face interview where the concept was discussed, and the five social entrepreneurs were interviewed via skype calls. Besides that, three Kenyan youth received a storyboard and audio explanation of the idea and filled in a google questionnaire afterwards (Figure 44 and 45). The evaluation of the concept was done by looking at the feasibility, desirability and viability.

Feasibility

If a project is feasible, it means that it can be done technologically. For Proportion, this is the case. This because the human-centred design approach is their main activity which is related to the method of the designed concept. In the proposed concept, creativity and collaboration are crucial, and both are applied by Proportion currently. Besides this, Proportion has experience with training entrepreneurs in Kenya. It is in line with Proportions' current activities to train facilitators who can guide the workshops and the rest of the process of the creative capacity building concept.

For organisations, this concept would be very relevant. Although, they would not be able to carry this process out without any guidance. External facilitators are needed, or internal employees have to be trained by Proportion.

Desirability

If a project is desirable, it is addressing the users' values and needs. For the client, this project corresponds to their goal, tackling the challenge of youth unemployment in Kenya. This concept does that by providing support for organisations working with youth. The client can help other social businesses with this concept. Next to this, Proportion themselves has small business initiatives in Kenya, where they face challenges maintaining and mentoring young talent. In this way, this concept is also support for them.

Organisations were very enthusiast about this concept for several reasons. Firstly, the process of the idea as a whole. It fosters creativity that is often not present in Kenyan organisations. Next to this, it provides a tool to asses the soft skills of young professionals and this is currently difficult. Secondly, it creates a safe environment to fail and formulate learning goals, something that doesn't happen at the moment in organisations. And in the long term, these learning goals will contribute to the development of the employee and the organisation.

Organisations also pointed out that this concept is not only relevant for the onboarding process but throughout the whole journey of every employee. Besides that, they mentioned that this CCB-concept is not only suitable for young professionals who work for social businesses but for every young employee in any sector and company.

Also, the youth was asked for feedback. They mentioned that this concept would help young employees with overcoming their weaknesses. Moreover, they liked the fact that youth will get a better feeling about their job security if they know that their organisation is adopting a development process. The youth said that there should still be an interaction with senior management and the director.

Viability

The viability of a project means that it is economically viable and that it will survive in the long term. This concept provides an opportunity for Proportion since it is very new in the context of Kenya. Social businesses and start-ups are an excellent first target audience since they are more likely to adopt a new concept or foster innovation. However, Proportion will need to pilot test this concept to prove the value.

The biggest challenges for organisations discussed by experts and social business owners is the money it requires. Case studies showing examples of the results this concept had for other organisations are necessary to convince the social businesses to pay for this service.

"One thing is the creative process, we are realizing how much of a challenge that can be for our employees. Because we don't care about how they get to the outcome they just have to get there and that can be very daunting for young employees. And we even see that not even with youth. And I think if we can identify the challenges of employees in a creative exercise that would be great."
- Kate, Sanivation

"It takes time of the people of the business and it costs money to pay the people that facilitate this process, we just don't have the budget for that now."
- Germaine, HealthyEntrepreneurs

"Also, it is important to discuss what they want to learn. And I think this process shouldn't only take place in the onboarding process but throughout the whole employment journey of every employee."
- Alexander, Yielder

"This would have an effect on young employees and organisations. This is completely new in Kenya. To think in this way. I think it would be welcomed with open arms. But people like you would be necessary to actually carry it out."
- Marie, 4Kenya - School for integrated medicine

"It helps with job security as one is going to develop himself using the development process."
Willcost, a student at the school for integrated medicine in Kwale

"Young employees can be vulnerable because they know there is a safety net. Most companies here fire you when you fail. I would prefer that if you fail you will improve yourself. Because right now, a lot of people hide the fact that their failing."
- Alexander, Yielder

"For VV, retention is a big challenge and interacting with them for a longer period of time, we would be able to understand them better and see how to let them grow or what skills they have to require."
- Maureen, Vision Vijana

"It will help new employees to get exposed to new ideas and also work on their weaknesses thus perfecting themselves."
Salma, a student at the school for integrated medicine in Kwale

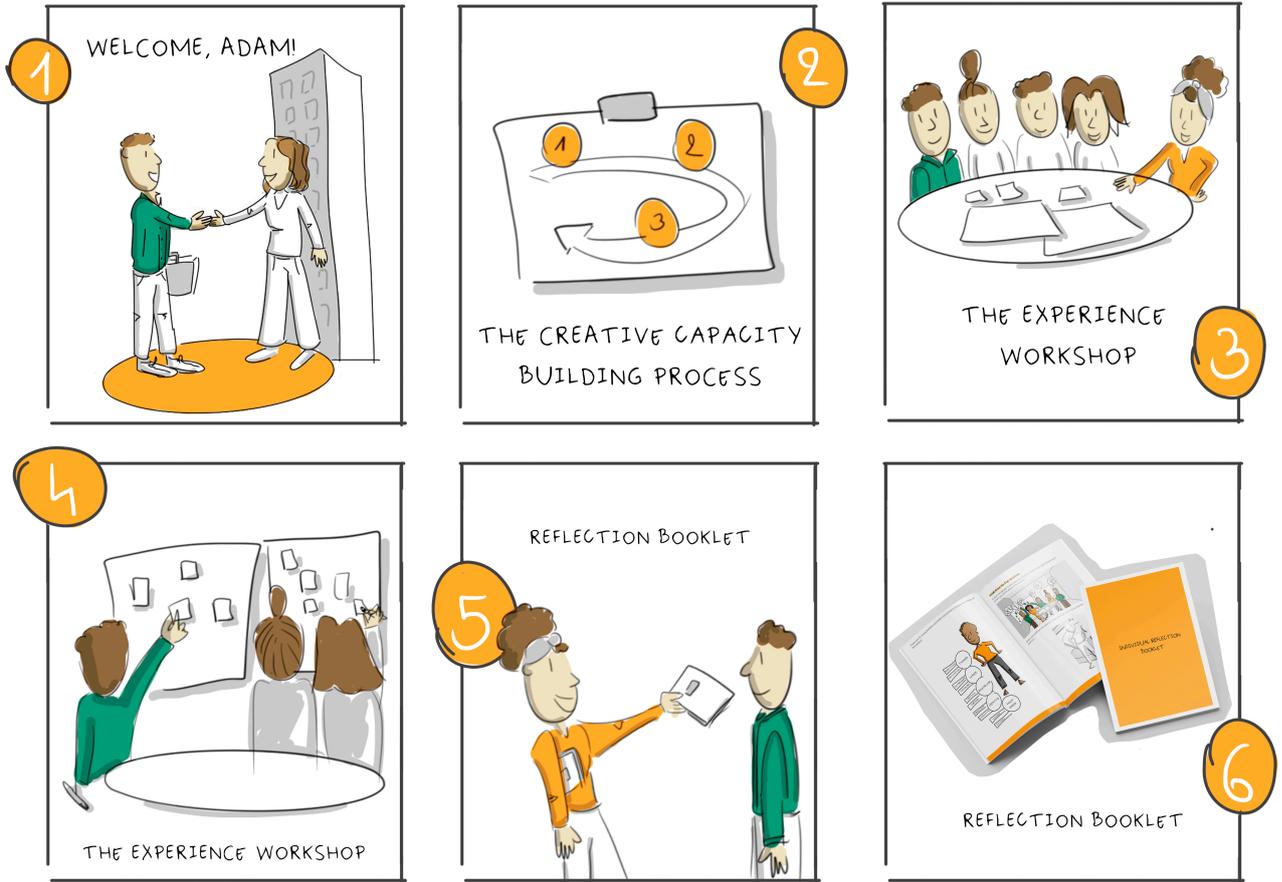


Figure 44: First part of the storyboard



Figure 45: Second part of the storyboard

Phase 5 Conclusion

This phase starts with a summary of the graduation project, followed by the limitations and recommendations for future implementation for the designed concept. This phase ends with a personal reflection.

How to deliver/provide business ideas
Support to the youth?

THROUGH
BUSINESS
IN THE
YOUTH MEETINGS
&
SEMINARS

Through talks from
successful people

Through talks from people

Conclusion

The main objective of this thesis project was **to design a strategic framework and support system for social businesses in Kenya**. With the aim to minimise youth unemployment in a better way and support social businesses with their challenges. In order to come up with an adequate solution for this research question, different sub-questions were formulated. Through desk research and in-depth field research, involving interviews and workshops, it was possible to answer the following sub-research questions.

Firstly, an answer was formulated to **the question of how social businesses and Kenyan youth look towards (un) employment currently**. For the perspective of the youth, their current lives and ideas about a job were discussed, resulting in characteristics companies should provide. There were five main characteristics of work: namely responsibility, a learning environment, meaningful work, a direct reward and creativity. Next to this, the causes of youth unemployment were identified by social businesses. The nine causes of youth unemployment and the five main characteristics of a job led to **three problem areas**. Namely, **the challenge of personal identity, the problem of deciding what journey to take and the gap between theory and practice**.

Secondly, **the question of how youth unemployment could be tackled needed to be replied to**. That was done by identifying the factors of the desired situation for youth and social businesses concerning the minimisation of youth unemployment. The insights from both perspectives were combined into **three opportunity areas**, which are the following. **An open company culture, the identification of the capabilities of youth and providing mentorship**.

The three problem areas and three opportunity areas created a frame of reference. This frame of reference indicated the focus on **building a relationship between social businesses and young professionals in Kenya, enhancing life design and soft skills**. A second literature study on employee engagement was executed, finding out how life design and soft skills can be part of

the employment journey of a young professional. All the gathered insights from both literature research and field research were combined into a strategic framework. This framework is a future vision that operated as the strategic direction and the boundaries for the designed concept and future developments. This future vision is the following:

“Social enterprises and young professionals in Kenya **work in a collaborative environment** where every individual **feels supported and involved** in the organisation. This way of working **explores independent goals and common future expectations, achieving personal and organisational development**.”

The final concept is a solution within this framework that supports social businesses in the employee journey, specifically in the onboarding process of young professionals. **The creative capacity-building concept (CCB-concept) bridges the gap between social enterprises and young professionals in Kenya by identifying skills and goals and translating them into personal performance journeys**. This CCB-concept consists of three steps: an experience workshop, a reflection moment and a group reflection and planning. This proposed concept relies on a cycle of action, reflection and planning.

Firstly, young professionals and more experienced employees need to have a real experience to reflect upon. This experience consists of a workshop where creative problem solving is introduced in a safe learning environment. Secondly, every participant of the workshop needs to reflect on their experience, emotions and skills. This reflection needs to be done to be able to reflect in group and plan for the future. This third step is a workshop where the same participants share their learnings and develop a path towards their learning goal. The CCB-concept aims for **better personal and organisational development** by means of **collaboration and creative capacity building**. In this way, it **enhances the relationship between social businesses and young professionals in Kenya**.

Limitations

The sample size of social businesses

In total, fifteen people have been interviewed, of which seven were social entrepreneurs. It would be interesting and valuable to talk to more social enterprises to see if they face the same challenges. Also, to find out whether this proposed concept would be a solution for them.

The sample size of Kenyan youth

During the field research, fourteen youth, from different ages between 18 and 35 participated in the sessions. The differences in age were a good representation, but most of them were still studying. Although a lot of Kenyan youth looks for a job when in school, it would be recommended to talk to more youth that is unemployed

to gain more quantitative data. That data can then be used to proof organisations the link between the challenges of the youth and the CCB-concept.

Field trip

The field trip took place at the beginning of the project, which was essential to gather thorough information for the proposed concept design. The counter side was that validation was not possible in Kenya. However, this is critical to evaluate the designed concept. Next to this, the strict time of six weeks asked for the necessary flexibility, meaning that not every planned meeting or workshop took place as was intended.

Recommendations for future implementation

Executing a pilot test

It is necessary to pilot the designed concept with social enterprises in Kenya. First of all, to evaluate the feasibility of this concept. For now, the idea was only presented to social businesses by using a presentation. Positive feedback was received, but a real-life test has to be performed to see the actual value and functionality. Secondly, research needs to be done to find out how Proportion could link this new service to already existing organisations such as human resource companies. From the evaluation with social entrepreneurs in Kenya, the insight was gained that start-ups can apply for grants to build a formal HR department. Further investigation has to be completed to search who is consulted to work on capacity development for those start-ups.

Thirdly, a pilot test also needs to show how young professionals react to this concept, namely how they perform in the workshops and work with the reflection booklet. Moreover, the results for the organisation are essential to evaluate. However, this result is only measurable over a more extended time. For now, Proportion would lead the pilot test and the first sales. But, it is recommended to look at the opportunity to train the facilitators to do parts of the sales.

It is also recommended to do a pilot test with other companies and not only social businesses. This, because interviewees were convinced that this CCB-concept could be of value in every company.

Funding party

From the validation with social enterprises, it became clear that most of them don't have money to invest in a new concept without proof of results. Therefore Proportion needs to find a funding party for the execution of the pilot test. This funding party can be a human resource company in The Netherlands or a more prominent corporate foundation. When there is agreed upon a funding party, Proportion can train several facilitators to execute the pilot test. On the other hand, there is the option for Proportion to perform the pilot test themselves; this would result in a lower amount of required funding.

Number of young professionals onboarding

The CCB-concept would ideally consist of two young professionals who just entered the company and two more experienced employees that worked for minimum two years for the company. When more young employees join the company, it can be that qualified employees have not enough time to participate in these workshops. Further research needs to be done on other possible ways on how to deliver the CCB-concept to the clients. It can, for example, be an option to shape the CCB-concept in a three-day boot camp twice a year with the whole company.

Revenue streams are dependant on the service packages

Different service packages are possible in the future. Below several service packages are discussed (Table10). Package A: The client pays one fee for the package of the experience workshop, the planning and reflection workshop and the session tools. In this package, the whole cycle of the CCB-concept will be guided by a facilitator.

- Package B: The client pays per participant in the two workshops and receives the guidance of a facilitator throughout the whole CCB-concept.
- Package C: A subscription of a year is offered, including the facilitation of multiple cycles of the CCB-concept.
- Package D: The tools are provided in a toolkit with instructions. Proportion doesn't deliver facilitation of the workshops in this package.
- Package E: The toolkit is provided with the facilitation of two workshops.

These service packages are dependant on the type of organisation. The size of company can differ from start-up (Yielder) to middle to big organisations (Safaricom). The market segment can vary from social businesses to Human Resource departments. These service packages and the estimated price settings are not evaluated with possible future clients. Thus further investigation needs to be done.

Workshop tools

It is recommended to research the possibilities of the delivery of the tools (service packages) to the client further. After the execution of the pilot test, new insights will be gained about the ways companies like to receive support. That new information can lead to an extension of the proposed tools. Next to this, it is a great possibility to look into the opportunities of not only training designers as facilitators for this CCB- concept but also middle and top management within the organisation. That can create more control for the company on the results of personal and organisational development. Whether this would be beneficial or not, has to be validated.

Table 10: Service delivery packages

| TYPE OF SERVICE DELIVERY PACKAGE | PRICE SETTING |
|----------------------------------|------------------|
| PACKAGE A | €700* |
| PACKAGE B | €180/PARTICIPANT |
| PACKAGE C | €100/MONTH |
| PACKAGE D | €50 |
| PACKAGE E | €1000 |

**This calculation is based on the information that a consultant in Kenya earns between €90 and €300 for one day of work. The daily rate in this calculation is €220. For one day of facilitation plus preparation and the printing cost of the tools package, the time of three days of work was estimated. This results in 3 * €220 = €660 ~ €700.*

Personal reflection

During a previous project in Kenya, I noticed my great interest in social businesses and the big problem of youth unemployment. That was the reason why I started this graduation project because I wanted to work on something meaningful, even if it would be for a small group of people. I have to say it was quite a challenge to work on the problem of youth unemployment. But I enjoyed how this complex problem in another culture challenged me as a designer.

This project taught me that I love to bring people together and use my creative techniques, whether it is for research or ideation. The most intense part of this project was the field trip of six weeks in Kenya. It was the moment to gather as much data as possible and validate my first ideas. I wanted to talk to a lot of people but also needed to keep track of the information I gained. Besides that, I needed to plan and communicate with my coaches in the Netherlands. I got a lot of energy from meeting these new people, and because I immersed myself in the context of the problem, I felt the drive to carry on. I always found it challenging to make decisions on my own in a design process; that was the case as well during this project. But since collaboration was a big part of the field research, I managed to decide based on the insights I had. The high amount of interviews and workshops also allowed me to improve my interview and facilitation skills.

The complexity of this project challenged me when I needed to decide upon a final direction and when writing the report. Several iterations were necessary to separate main issues from side-issues, though I ended on the right track. At the same time, this taught me more about mapping data, critical thinking and academic reporting.

I wanted to improve my visual communication skills because it makes strategies, visions and concepts more tangible and understandable. The complexity of the project and the proposed concept lend itself very well to that. I can say that I practised my visual skills regularly during this project resulting in higher-quality drawings. However, this is a skill I want to keep improving.

Proportion will pilot test the CCB-Concept in Kenya with one of their own business initiatives and aims to deliver this concept as a service to other businesses. I can conclude that I am very happy with the result of this project and with the process of it. I want to keep educating myself in the field of systemic design and entrepreneurship. During this graduation project, I used systemic design to work on the complex problem of youth unemployment. I am very eager to learn more about this approach. In the future, I would also like to keep on improving my facilitation and research skills. For now, I am curious to apply my design skills to the next project.

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