

# ENTREPRENEURSHIP PROGRAMMING FOR URBAN YOUTH CENTRES



# VOLUME 4

# ENTREPRENEURSHIP PROGRAMMING FOR URBAN YOUTH CENTRES

## ACKNOWLEDGEMENTS

Principal Author Melanda Schmid  
International Centre for Sustainable Cities

Editors Doug Ragan, MM, PhD (candidate)  
Melanda Schmid  
Nola Kate Seymoar, PhD  
The Sustainable Cities Foundation  
[www.sustainablecities.net](http://www.sustainablecities.net)

Design & layout: Karun Koernig

Photography: Karun Koernig, and Mobile Movement

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Staff and Volunteers of East African “One Stop” Urban Youth Centres:

**From the Dar es Salaam One Stop Centre:**

Gadi Kalugendo, UN Volunteer  
Albert Ikonje, Volunteer  
Fredrick Njoka, Volunteer  
Ditric Rutashobya, Volunteer

**From the Kampala One Stop Centre:**

Caroline Bankusha, Coordinator  
Kenneth Kika, Volunteer  
Doreen Mulumba, Volunteer  
Paddy Lutaaya Byangi, Volunteer  
Immaculate Gitta, UN Volunteer

**From the Nairobi One Stop Centre:**

Ben Nyamweya, Coordinator  
Grace Waigwa, City Council Staff  
Benjamin Kitavi, Volunteer  
Jeffrey Wafula, Volunteer  
Zipporah Waithira Karinge, Volunteer

**From the Kigali UN Habitat Office:**

Emmanuel Bigenimana  
Urs Jeltsch

**From the Nairobi Al-Taawon One Stop “Satellite” Centre:**

Linda Otieno

**From UN-HABITAT Partner Organizations:**

David Waithaka  
Boniface Rapudo

**Partners & Youth Branch of UN-HABITAT:**

Subramonia Ananthakrishnan, Senior Advisor on Youth  
Mutinta Munyati, Human Settlements Officer  
Hawa Diallo, Programme Officer, Human Settlements  
Inger Marie Jakobsen, UN Volunteer and One-Stop Youth Centre Programme Coordinator

## FOREWORD



Over the past decade, agencies and governments across the world have begun to realize the value – and necessity – of engaging youth as partners and leaders in the development of cities and towns. As more and more of the issues of human development become urban issues, and ever-greater proportions of city populations are youth, the crucial intersection between empowering youth and actualizing our goals for sustainable urban development becomes clear. Just as in the 20<sup>th</sup> century, the vast majority of the worlds' nations recognized that the inclusion and full empowerment of women was key to success, in the 21<sup>st</sup> century we have begun to make similar strides towards the recognition of youth as full stakeholders in our shared future.

This series of training manuals was developed by UN-HABITAT in partnership with several international NGOs. The titles in this set of guidebooks are intended for use in Urban Youth Centres, offering resources for development partners and practitioners grappling with the issues of youth in urban spaces today. Each of the manuals builds on and interfaces with the other volumes in the series, and together the series offers a flexible and locally-adaptable roadmap to ensure that youth can be effectively engaged and empowered to make positive changes in their own lives and in their communities.

These manuals have been ground-tested with youth, partner organization representatives and municipal staff from One Stop Youth Resource Centres in Kenya, Tanzania, Uganda and Rwanda. To date, we have seen an overwhelming response and desire by municipalities in countries across Africa and beyond for access to these training resources, reflecting the great need for safe urban spaces in which youth and local authorities can cooperatively interact and address shared concerns. It is our hope that with this series' wide distribution to municipal partners, we will see the expansion and evolution of the One Stop and We Are the Future Urban Youth Centre models across the developing world. This series can also be adapted at the national level by Ministries concerned with Youth issues.

As with any publication designed for use in multiple locations in the field of youth-led development, this series is expected to expand and be revised and updated regularly. To those beneficiaries of this first edition, we invite your contributions to the ongoing learning and feedback process that is the hallmark of successful participatory development.

I would like to extend thanks on behalf of UN-HABITAT to our development partners who have made resources available. To our municipal and civil society partners, and especially to the youth of today's cities, we entreat you to implement the learning contained in this series, to work together to create new opportunities for youth as leaders of today, and to continue your shared efforts to bring about lasting and meaningful change in your communities.

A handwritten signature in black ink, which appears to read "Joan Clos". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Joan Clos  
Executive Director, UN-HABITAT

## OVERVIEW

### Purpose of this Guide

This Guide was developed in collaboration with the International Centre for Sustainable Cities (known as The Sustainable Cities Foundation), with input from existing Urban Youth Centre staff and volunteers from several of the Centres' youth-led and youth-serving partner organizations. It exists as one element of a growing library of reference guides for Urban Youth Centres present and future, including manuals on setting up an Urban Youth Centre, information management for youth workers and youth centres, program evaluation, and asset mapping, among others. A list of currently available titles in this series by UN-HABITAT is contained in the Tools & Resources section of this Guide.

The purpose of this Guide is to provide Urban Youth Centres, and municipalities in the process of setting up such Centres, with the following:

- Context information about Urban Youth Centres and issues of youth-led development and under-employment in the urban setting, laying the groundwork for the Centre to implement its own Entrepreneurship Program
- Practical advice for Centre Staff and Trainers on youth-led development, youth entrepreneurship programs, and effective training methods
- Step-by-step instructions on how to effectively set up, roll out and then sustain an Entrepreneurship Program at an Urban Youth Centre
- Helpful tools, templates and tips for getting started, running your program, tracking, monitoring and reporting

While staff (typically municipality employees) of the Urban Youth Centres will be the primary users of this Guide and take lead roles in implementing Entrepreneurship Programs, the role of partner organizations and volunteers cannot be overstated. It is strongly encouraged that this Guide be used collaboratively by the lead Centre staff member overseeing the implementation of the Entrepreneurship Program and all youth volunteers, potential trainers, and representatives of partner organizations with a business, finance or other relevant focus.

When you see a box like the one below, it will contain a relevant anecdote from the field intended to help illustrate one or more key points of this Guide. These stories were collected from several UN-HABITAT youth programs, key among them the Urban Entrepreneurship Program, which was operationalized by UN-HABITAT's partner Non-Governmental Organization Environmental Youth Alliance of Canada.

### About "Notes from the Field"



#### NOTES FROM THE FIELD: Entrepreneurship Programming and Youth<sup>1</sup>

The challenges posed by urban poverty – such as lack of adequate shelter, insecurity, poor or absent sanitation and water infrastructure, and a dearth of decent employment opportunities – overwhelmingly affect the youth who make up the majority of urban populations in developing countries. With the understanding that interventions in slums can have lasting impact and create self-sustaining solutions only if they address the issue of livelihoods and economic security, as well as problems of infrastructure, safety and sanitation, UN-HABITAT is exploring innovative approaches to the challenge of urban youth poverty.

In 2008, building on learnings from the Environmental Entrepreneurship Program of 2006, UN-HABITAT began the Urban Entrepreneurship Program in its worldwide-headquarter city, Nairobi, Kenya. The program is a pilot aimed at finding replicable solutions to the problem of massive youth poverty in urban slums, through collaborative, youth-led development activities. Run in partnership with the NGO Environmental Youth Alliance, the Urban Entrepreneurship Program has focused on expanding and improving the small businesses of 16 youth groups, together representing over 300 young

<sup>1</sup> See also Urban World Magazine September 2009, In Focus: Africa; "Entrepreneurship Serves Young People in Slums"

people, in several of Nairobi's slums. Most of the groups were already active in waste collection, water selling, or managing sanitation block (communal toilets and showers) – traditional areas of UN-HABITAT concern. Beyond the provision of these much-needed community service activities, however, most of the groups had a diverse portfolio of small slum-based businesses offering an array of products and services. After a baseline study of the groups' various activities, Environmental Youth Alliance delivered a series of tailored interventions aimed at maximizing business growth and improved profits, and ultimately, better livelihoods amongst the young entrepreneurs.

## UN-HABITAT, Municipal Partners and Urban Youth Centres

## A Brief Overview of the One Stop/ We Are the Future

## “Urban Youth Centres” Concept

### THE GLOBAL PARTNERSHIP INITIATIVE (GPI) AND ONE STOP CENTRES

What is a “One Stop Youth Centre”?

A safe urban space in a developing country, devoted to youth-led development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

The Global Partnership Initiative for Urban Youth Development (GPI) is collaboration between selected cities worldwide and UN-HABITAT, intended to address the growing need for the engagement of youth as full partners in urban development and governance issues. Youth comprise a significant and growing proportion of the world's population, and indeed are the majority in many developing countries, most especially in their rapidly expanding urban centres.

In 2004, UN-HABITAT launched the GPI in Barcelona at the World Urban Forum, formalizing the agency's commitment to engaging with youth across the world in shaping and achieving development and governance goals. Two years later, the World Urban Forum in Vancouver, Canada, had a strong focus on the role of youth in urban spaces, and on how youth in both developed and developing countries are already taking leadership roles and helping shape their own futures. The highly successful World Youth Forum, as part of the Vancouver World Urban Forum, saw the formalization of the Global Partnership Initiative and the beginnings of several innovative urban youth empowerment programmes by UN-HABITAT's Partners and Youth Section.

One Stop Youth Centres, piloted in four East African cities (Nairobi, Dar es Salaam, Kampala and Kigali), are the first major activity of the GPI project. The concept of One Stop Centres grew out of a collaborative process with key stakeholders including youth, municipal leaders, and UN-HABITAT. The centres are envisioned to provide youth with safe spaces in urban settings where they can meet and take the lead in their own development as well as that of their urban environment, and be participants – through initiatives such as municipal and national Youth Councils, for example – in shaping policy related to issues affecting youth.

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## WE ARE THE FUTURE (WAF) CENTRES

What is a “We Are the Future Centre”?

A safe urban space in a post-conflict, developing country, devoted to youth-led and youth-to-child development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

Launched in 2004, the We Are the Future (WAF) initiative is the result of a strategic partnership between the Glocal Forum and the Quincy Jones Listen Up Foundation with the support of a coalition of stakeholders, including the World Bank and major private sector companies. We Are the Future's goal is to mobilize global resources for the benefit of children in post-conflict cities through the creation of municipally-owned WAF Youth and Child Centers that focus on youth-led activities in the five areas of Nutrition, ICT, Health, Sports and Arts.

The primary goal of this joint programme is the development and implementation of youth-led services for orphans and vulnerable children (OVC) and youth living in urban areas in order to promote a healthy start in life and improved living conditions. Youth benefiting from programs at the Centres have become community assets able to extend new services to peers, younger children and their communities at large. The Centres are based on partnerships with municipalities, the private sector, civil society organizations, development agencies and universities, in order to ensure sustainability and scale.

In the pilot phase, the intent has been to strengthen the capacity of six pilot cities (Addis Ababa, Asmara, Freetown, Kigali, Kabul, Nablus) to run and maintain youth-led WAF Centres through local capacity building training and city-to-city exchanges.

In 2005, the Glocal Forum and UN-HABITAT merged the WAF programme with UN-HABITAT's One Stop Youth Centre model for urban youth development with the WAF program, and the two distinct models are now being harmonized to serve the interests of youth in both urban spaces across the developing world, including both post-conflict and developing countries.

# UN-HABITAT Publications for Urban Youth Centres



This manual exists as one of a growing library of materials produced by UN-HABITAT for use by and in the One Stop and We Are the Future Urban Youth Centres.

Current titles in this series, at time of publication, include:

- Volume 1: Urban Youth Centre Setup Guide
- Volume 2: Information Work and Youth
- Volume 3: Community Mapping Guide
- ⇒ [Volume 4: Entrepreneurship Program Guide](#)
- Volume 5: Program Planning and Evaluation Guide

To receive copies of these manuals, and to find out about additional manuals available from UN-HABITAT, please contact [info@unhabitat.org](mailto:info@unhabitat.org).

Target Audiences for UN-HABITAT Urban Youth Centre Manuals

Manuals such as this one, published by UN-HABITAT for Urban Youth Centres, have a number of possible target audiences. This manual is intended primarily for the audiences noted on the next page.

Target Audience Description	This Manual Primarily For (✓)
<b>Municipal Employees:</b>	
Leadership and staff members of the city department or division implementing the Urban Youth Centre.	✓
<b>Local Authorities:</b>	
Leadership and staff of offices responsible for specific communities or areas within the city, who are implementing a smaller (satellite) Urban Youth Centre for their community.	

**Urban Youth Centre Staff:**

Typically city council staff seconded to the Urban Youth Centre, or staff assigned to a satellite community centre by the Local Authority. These staff work at the Centres full time, with youth, running programs and coordinating activities. ✓

**Urban Youth Centre Volunteers:**

Youth volunteers engaged with activities at the Youth Centres with a formal agreement governing their activities and relationship to the Centre. ✓

**Youth Beneficiaries of Urban Youth Centres:**

Youth, whether individual or members of youth groups, who use the Centre regularly, take part in programming and other activities.

**Partner Organizations and Stakeholders of Urban Youth Centre:**

Partner organizations under formal M.O.U.'s with the Centre, especially youth development related organizations. May also include stakeholders from civil society, private sector, and other levels of government. ✓



## SECTION 1

### Background and Context



“It is high time that we stopped viewing our young people as part of the problem and started cultivating their promise and potential ... let us all resolve to invest in and protect our most valuable resource, and give young men and women a fair and full stake in our society, and in its success.”  
– United Nations Secretary-General Ban Ki-Moon

## TOPIC 1.1

### UN-HABITAT and Youth Led Development

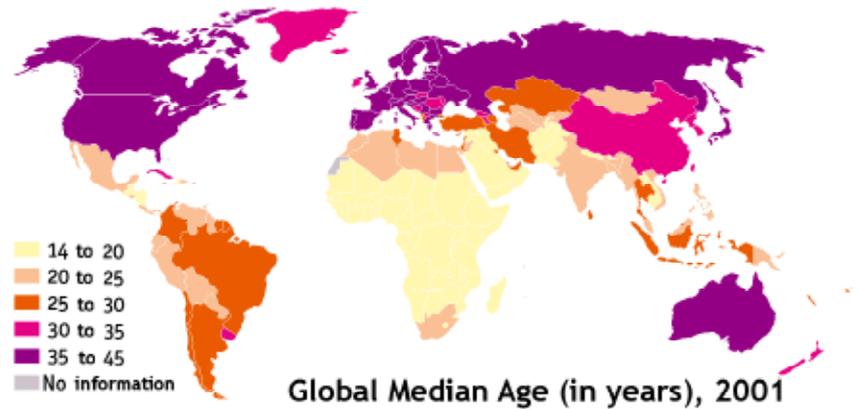
#### 1.1 UN-HABITAT AND YOUTH-LED DEVELOPMENT

As the United Nations agency tasked with addressing issues of urbanization in partnership with municipal and local-level governments, the Human Settlements Program, known as UN-HABITAT, has a special interest in the concerns of young people, who comprise the majority of the population of informal settlements (slums) and low-income areas of cities in the developing world.

Since youth make up the largest segment of the population of informal settlements in developing countries, and often lack the formal education, job skills and experience to successfully compete in the workforce, one of the key areas of concern for urban youth is employment, and how to address or work around their generally low prospects for work in the formal sector<sup>1</sup>. UN-HABITAT is a champion of youth-led development initiatives, a variety of which are described in this section, as one of the most effective and empowering avenues to finding answers to the problems of impoverished urban youth.

The One Stop/We Are the Future Youth and Child Centre program (referred to collectively as “Urban Youth Centres”) is one of the central youth-focused activities UN-HABITAT has facilitated, in collaboration with municipalities across Africa and in the Middle East. This Guidebook is one title in a growing library of reference materials for existing Centres and for Municipalities or organizations wishing to implement such Centres. (See Tools & Resources Section for titles currently available.)

<sup>1</sup> “Formal sector” refers to economic activity taking place in officially registered businesses; these are regularized entities on record with the government and taxed. “Informal sector” by contrast means the economic activity (buying, producing, selling, etc.) of unregistered individuals or groups, neither monitored nor taxed by any government.



Why “Youth-Led Development?”?

- Youth make up the large percentage of the population in Urban Youth Centre cities and in much of the developing world, especially cities and slums
- Development programs for youth benefit from the input of youth themselves
- Youth must be engaged as resources for the empowerment of their peers and to contribute to national development goals

60 percent of the world population will live in cities by 2030, and 60 per cent of those urban residents are likely to be under the age of 18<sup>3</sup>

#### **FIVE PRINCIPLES OF YOUTH-LED DEVELOPMENT<sup>4</sup>**

- Youth should define their own development goals and objectives
- Youth should be given a social and physical space to participate in so as to enhance their development
- Adult mentorship and peer-to-peer mentorship should be encouraged
- Youth should be role models in order to help other youth engage in development
- Youth should be integrated into all local and national development programmes and frameworks

Notes From the Field: Youth-Led Development and Adults

Setting up “youth-led development spaces” in the form of Urban Youth Centres has not always been a smooth road. In some cases, feuds have erupted between youth leaders involved in the Centres and representatives of the Municipalities. Why? Adults have real structural power and access to resources that youth do not, and the relationship may be rocky if trust around power-sharing is not established early on. A fundamental misinterpretation of “youth-led development” to mean that youth make all the decisions without adult guidance can trigger a great deal of fear within the adult-oriented institutional structures around the Youth Centre. This often leads to “tokenism”, where youth are included but given little if any real input, which in turn gives rise to strong negative reactions from the “left-out” youth, feeding a cycle of mistrust and exclusion.

<sup>2</sup> Youth-Led Development was first conceptualized by Peacechild International in 2005

<sup>3</sup> UNDP, 2006

<sup>4</sup> Developed in Kampala through a collaborative process with youth representatives, led by UN-HABITAT, in 2007, these are known as the “Kampala Principles for Youth-Led Development”



Youth-led development is a process that encourages youth to take leadership roles, which engages adults as partners and mentors youth as they grow and develop. It facilitates youth becoming a “head taller.”<sup>5</sup> It is NOT a “youth-only” process! Both adults and youth have key roles in youth-led development.

Adults are needed to play three key roles:

**FACILITATOR**

- Facilitates already existing programs and projects of youth
- Provides support to youth to become a “head taller”
- Orients youth to adult processes and expectations

**MENTOR**

- Provides ongoing support to youth
- Shares skills and experience

**JOINT WORK**

- Youth and adults work together to deliver core programs
- Youth are integrated into the organization delivering programs

Roles of Youth

**TRAINING AND ROLE MODEL (PEER TRAINING)**

- Programs delivered by peers are widely seen as qualitatively superior, and can be less costly

**PLANNER AND DESIGNER**

- Programs designed and implemented by youth (in collaboration with adults); can bring sustainability as youth take full responsibility

**ADVOCATE FOR YOUTH**

- Building leadership capacity in a next generation
- Raises awareness within adult institutions about youth interests and needs

Youth-Led Model:<sup>6</sup>

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<sup>5</sup>“Head taller” refers to youth and children extending themselves into new roles, related to the concept of Zone of Proximal Development (ZPD) as termed by pioneering psychologist Lev Vygotsky. Wikipedia link for more information on ZPD: [http://en.wikipedia.org/wiki/Vygotsky#Zone\\_of\\_Proximal\\_Development](http://en.wikipedia.org/wiki/Vygotsky#Zone_of_Proximal_Development)

<sup>6</sup>Developed by Environmental Youth Alliance in the UN-HABITAT funded Environmental Entrepreneurship Program, 2006, the backbone of the model was a youth/adult mentor team, which developed a peer training program. The adult in the team was an expert in entrepreneurship training, who was partnered with a representative from a local NGO, and two youth.



Despite the obvious advantages of youth-led development for Urban Youth Centres, there are challenges to be acknowledged and worked around in youth-led programming. These include the following:<sup>7</sup>

- Transience of youth and succession planning
- Asymmetry between paid adults and youth volunteers
- Building trust between youth and adults
- Degree of openness institutions communicate with youth on the outside
- Management of youth expectation
- Perceived additional workload for adult staff
- Inconsistent levels of skill and experience of youth
- Lack of awareness of core goals, process customs, and constraints
- Securing the resources needed for ongoing capacity building and training

It is hoped that through the use of this and other relevant Guides, staff, youth volunteers and representatives of partner organizations at Urban Youth Centres can address the above challenges and benefit from the many advantages of the youth-led approach to development.

#### Municipalities/Local Authorities and Centre Ownership

A note about “ownership” – while UN-HABITAT provides the expertise and tools with which municipalities, local authorities or other relevant organizations can set up effective Urban Youth Centres, ultimately, ownership rests with that implementing body or organization.

Notes From the Field: “Who Owns an Urban Youth Centre?”

When it comes to sustainability and effectiveness, Linda Otieno of the Al-Taawon Nairobi One Stop “Satellite” Centre, serving the community of Korogocho, has this to say.

“When youth in our community see training coming from outside – from the UN, from a big NGO – they ask for transport allowances, for tea and food, and their reasons for signing up for training have a lot to do with those resources they believe will be coming from such large institutions. But when we [at Al-Taawon]



<sup>7</sup>From a presentation given by Environmental Youth Alliance at UN-HABITAT's One Stop and We Are the Future Youth Centre joint training session, May 2008

**TOPIC 1.2**

**Urban Youth and Employment**

tell our community we are offering a training, they come and ask how they can contribute. They see us as partners and community members, not donors handing things out. This is why our Centre is sustainable and effective.”

In an era where “development” and “aid” have created the well-known “dependency syndrome” that is anathema to sustainable and effective progress, Al-Taawon stands as an inspiring example to local authorities, municipalities and agencies wanting to implement Urban Youth Centres that engage youth as partners and leaders in their own development.

**1.2 URBAN YOUTH AND EMPLOYMENT**

Urban poverty problems like insecurity, a lack of shelter, poor sanitation, water scarcity, and few if any job opportunities overwhelmingly cloud the prospects of young people who today, as noted, constitute the majority of urban populations in developing countries. Thus, interventions and programs aimed at solving issues of urban youth poverty are more likely to have a lasting impact and create self-sustaining solutions if they address livelihoods and economic security, as well as the problems of infrastructure that are typically associated with urbanization in the developing world.

With the multiple barriers they face to being able to compete in the formal sector – including lack of appropriate and effective education and training, resulting in low levels of literacy, numeracy and in-demand job skills – youth living in poverty in cities need specific types of support if they are to become self-supporting and have access to decent livelihoods. The following graphic represents the essential support pillars needed for successful small businesses to thrive, many of which are lacking or weak in developing countries:



*Modified from Mfaume and Leonard, 2004*



Thus, to begin with, any organization or institution attempting to address the issue of youth un- or under-employment in the context of urban centres of the developing world, and particularly informal settlements, must make a realistic assessment of the needs of the youth population they wish to meet, the market (including formal, informal, local and external markets), and the organization's own resources and capacities.

Urban Youth Centres, once open and running under (usually) the municipality or a local-level authority, are uniquely positioned to offer effective training programs in entrepreneurship and small business for under-served youth in their city. Such Centres already have physical space in which to conduct training (usually in an area fairly accessible to a broad cross-section of youth), competent staff funded by the municipality, partner organizations specializing in youth-led development and/or offering support to youth, and more often than not a mandated thematic area related to employment and entrepreneurship. Through their direct relationship to local authorities, they also have the capacity to be the conduit and bridge for youth engagement on policy issues, which can have direct bearing on several of the support structures in the diagram above.

This Guide outlines the steps that Centres and their identified Entrepreneurship Trainers should follow in order to successfully launch such a program, and contains practical tools for them to use in running the program sustainably and on an ongoing basis. Though Urban Youth Centres may offer programming related to employment generally, it is important to note that entrepreneurship and small business training need to be clearly differentiated from job-skills or job-readiness programs.

Keeping these two areas distinct is important for several reasons. First, selecting participants for entrepreneurship-specific training means recognizing that not everyone is cut out to be a self-employed entrepreneur, and as such your Centre's selection criteria should be set up to identify and train those who show real potential and interest in running their own small businesses. Second, participants who are selected need to have a clear understanding of what the training will, and will not, address and offer support for. Expectations of increased employability in the formal sector or job-readiness are not in line with true "entrepreneurship training" and can be addressed effectively by clearly communicating the purpose of the training – which is, specifically, to support young people in successfully launching, and/or improving the profitability of, their small businesses.

#### Notes From the Field: Vocational vs. Business Training

Vocational, Job-Readiness and Work Programs have their place in a holistic approach to addressing youth employment challenges. However, youth who undergo vocational training are not necessarily in a position to be able to sustain viable self-employment. For example, in Nigeria only 2% of the 100,000 apprentices that were trained through the Government funded Open Apprenticeship School in the early 1990's were able to successfully start up their own businesses, in part because of the high cost of purchasing tools and equipment needed for the job, and other issues related to self-employment vs. employment.<sup>8</sup>

<sup>8</sup>Gallagher and Yunusa, 1996

## TOPIC 1.3

### Why entrepreneurship and who is it for?

#### 1.3 WHY ENTREPRENEURSHIP, AND WHO IS IT FOR?

Although not a “one size fits all” employment solution, entrepreneurship does touch on one significant piece of the economic puzzle. In many developed economies, the small business sector is amongst the largest contributors to Gross Domestic Product, and building capacity in the small-scale activities already taking place in impoverished areas is one way to assist in the gradual transformation of informal business activities into formal ones, which can ultimately impact economic growth and serve to reduce poverty.

Youth-led small enterprises are one approach to addressing the high unemployment rates of urban youth because such initiatives allow youth to create their own employment opportunities. They can make it possible for young businesspersons to take initiative, reduce dependency on external sources for funding and employment, and encourage them to become more adaptable to an ever-changing economy.

Given that the actual success rate of new small businesses is not overwhelming – approximately 65% of them fail in their first year – expectations of entrepreneurship training need to be adjusted to reality. The multiplier effect of those 35% that do succeed, however, can mean significant new employment opportunities for others.

Identifying high-potential young entrepreneurs requires knowing what factors generally make them successful. These often include:

- Genuine desire to run one’s own business, stemming from a real awareness of the unique challenges and opportunities that presents
- Willingness to accept some risk, learn from failures and try again even when personal resources are at stake
- Enthusiasm and creativity in making and/or selling products for specific markets
- Flexibility and willingness to change with fluctuating market realities
- Analytical thinking capacity; ability to realistically assess the market and one’s product, and to focus on only truly good business ideas vs. simply what one likes or thought would be successful, or a copy of someone else’s ideas or products

To have the greatest impact – meaning, to support as much as possible those high-potential young entrepreneurs whose successful businesses may provide employment for others in future – Urban Youth Centres’ Entrepreneurship Programs need to have clear selection criteria and processes when offering their training. (See Section 2.)

Essentially, Urban Youth Centres should aim for the following in offering Entrepreneurship Programming:

- Clear differentiation of Entrepreneurship Training from Employment, Job-Readiness, Vocational or Work Programs
- Strategic selection of participants for highest impact
- Support for young entrepreneurs to move to the next level, vs. trying to launch “start-ups” with youth who have absolutely no business experience

## TOPIC 1.4

## Entrepreneurship Programs for Urban Youth: Lessons Learned, Recommendations

### 1.4 ENTREPRENEURSHIP PROGRAMS FOR URBAN YOUTH: LESSONS LEARNED, RECOMMENDATIONS

The following list contains key lessons learned from the field, drawn and compiled from a cross-section of urban youth entrepreneurship interventions in the context of the developing world.<sup>9</sup> They have been adapted as recommendations for staff of Urban Youth Centres to keep in mind when implementing their own Entrepreneurship Training Programs. These topics are explored in greater detail in various areas of Section 2, and some are touched upon through the tools provided in Section 3. Their listing here is intended to lay the groundwork for Centres, in terms of what issues to keep top of mind as the Program is planned and eventually rolled out.

- Engage youth directly when implementing entrepreneurship programs to ensure buy-in and self-responsibility for results. This means identifying high-capacity youth from and through the Centre's network or formally affiliated, youth-led Partner Organizations as trainers or apprentice trainers, and ensuring that there is a vibrant outreach and well-thought out selection process for participants in the actual training courses offered. Select participants who provide truly useful and appropriate products and services to the market – or who show real potential to do so. Selection criteria (as elaborated in Section 2 of this Guide) should be heavily weighted to include the perspective of the “end customer,” rather than the relative need of the youth beneficiaries, since the success of the youth-led enterprise will ultimately be determined by whether there is in fact a market for their product or service.
- Ensure that the program, which in itself provides training in business skills and some soft skills, is offered in conjunction with support services (at least by referral) ranging from life skills to literacy and numeracy basics. These support mechanisms and the training need to be delivered BEFORE youth are given access to credit.
- Prepare, before launching your program, a list of locally accessible organizations that provide credit and financing for startup capital. Investigate these and ensure your list focuses on youth-friendly organizations that specialize in and have experience with small-scale youth businesses.
- Seek out successful local businesses and create mentorship linkages. (Rotary Clubs, for example, can be an ideal partner, as members are typically successful members of the business community and have real interest in contributing socially.) These can benefit both the trainees and the businesses willing to mentor them. The youth will have the benefit of seeing their lessons “in action,” while the business owners and managers will gain low-cost or free assistance through “internships” given to the trained youth.
- Healthy competition is part of the nature of business. Even if internships and formal mentoring relationships are not feasible for all trainees, focus on placing your highest-capacity “graduates” first, and make this a competitive motivator for participants in the program to aim for. This will also build trust and cooperation with the members of the business community you are engaging as mentors; with each positive experience a mentor has, his or her willingness to continue contributing to your program will grow.
- Ensure that your Centre's staffing levels and the services provided by your active Partner Organizations are sufficient to provide basic, ongoing support (such as scheduled drop-in or call-in hours) to “graduates” of your training, so that as they come up against real-world problems they have the backup they need to implement their training.
- Making linkages with micro-credit, financing, businesses that can provide mentorship, and counseling organizations in advance will help your Centre to sustainably provide the ongoing support mentioned above – the entire burden need not fall upon the Centre, so long as it can reliably refer youth to appro-

<sup>9</sup> From unpublished paper prepared by Environmental Youth Alliance, “Analysis of Best Practices to Increase Employment for Urban Youth through Entrepreneurship Programs”, 2009

appropriate support mechanisms

- Include the use of surveys regularly before, during and after the training program, to measure progress and results, and to check the effectiveness of your program. Sufficient response rates are necessary for valid data; this requires the Centre to make efforts to actively gather completed surveys from most or all of the targeted youth.
- Understand from the outset that simply measuring tangible monetary benefits to the trainees is not enough and will not fully capture the impact of your program. Surveys and metrics need to take into account benefits such as higher self-esteem and better decision-making abilities, which will help the youth in the long run and are not accounted for in direct cost recovery/tangible benefits analysis.
- Gendered analysis of small business and entrepreneurship shows that female youth tend to have less time than their male counterparts to engage in entrepreneurship training because of domestic duties. Females also tend to be concerned with having the opportunity to save their funds in a safe place, and accessing support/mentorship groups. If these needs are fulfilled, females are actually more likely to take advantage of other economic options such as entrepreneurship skills training and accessing credit. Therefore, an entry-level program for young women, which caters to these concerns, should be incorporated into or offered together with the Centre's entrepreneurship program if the goal is to include more female youth.

If your Centre wants to engage more young women in its Entrepreneurship Program, how do you begin?

The Urban Entrepreneurship Program worked with youth groups – formally registered organizations in the city of Nairobi, serving their various local communities. In order to achieve a level of gender parity in the overall Program, coordinators looked not only at the activities and goals of potential youth group beneficiaries, but also their internal policies and processes related to gender balance. Not all groups showed such awareness or had processes to support inclusion of young women. Interestingly, though, the ones that did have such processes were also the longest-standing entities with the longest track records and the most diversified “portfolios” of small income generating activities.

If your Centre plans to target youth groups as beneficiaries – which has the added advantage of a built-in “multiplier effect” – then paying attention to the groups’ gender balance and internal processes related to gender inclusion may help. If you would like to run a program specifically for young women entrepreneurs, doing your initial outreach and selection through a partner such as a Ministry of Labour office or program related to women, or through a Ministry that oversees issues related to women and gender, may be an effective route.

From another perspective, some community-based groups are dealing with longstanding traditions and cultural norms that do not make it possible for integrated programming that includes both men and women. It is worthwhile to consider the cultural context in which groups are operating, and support organizations that take a creative approach to addressing them. For example, the highly successful “One Stop Satellite” Centre in Korogocho, one of the lowest-income areas of Nairobi, regularly offer women-only seminars and programs for key sectors of their local community. Amongst these sub-groups, there would be no other way to reach these young women and offer an environment in which they would be willing to participate and share openly.

## SECTION 2

# Your Centre's Entrepreneurship Program

## TOPIC 2.1

### Getting started



#### 2.1 GETTING STARTED

In the lead-up to launching your Centre's Entrepreneurship Program, the following main areas need to be addressed:

- Agreement of Key Stakeholders
- Adoption of an Implementation Plan
- Allocation of Budget
- Adoption of Criteria for Trainers
- Training of Trainers
- Review of Local Environment, Needs, and Resources Available

##### Stakeholder Agreement

Gaining the buy-in of your Program's key stakeholders is essential if it is to be sustained and successful over the long term. Key stakeholders of your Centre's Entrepreneurship Program include (but may not be limited to):

- Urban Youth Centre Coordinator and Staff
- Division or Section of the Municipality Overseeing the Centre
- Youth (both potential Trainers and potential Trainees, as well as past trainees of other programs, youth volunteers, representatives on Youth Councils)
- Urban Youth Centre's Partner Organizations (particularly those specializing in entrepreneurship, business, finance or micro-credit, life skills and other relevant areas of support for youth)

A sample Stakeholders' Meeting agenda is available in Section 3 of this Guide. The intent of such a meeting is not to add unnecessary bureaucratic steps, but rather to engage and energize the parties who will be affected by the training, and get their support. The meeting, which can be informal, will be most effective if it is brief and focused, with specific action items being assigned to key players and formalized into a simple Implementation Plan. (A sample Implementation Plan is also included in Section 3.)

Assuming that your Centre has already adopted a focal or thematic area related to employment generally, agreement and support for the roll-out of entrepreneurship programming is likely to be forthcoming from your Centre's main stakeholders. The main issue that the person facilitating the meeting will need to lay out clearly is the fundamental issue of entrepreneurship training being one element of the overall employment program of the Centre, and the need for selectiveness in identifying trainees. There is likely to be a tendency for various stakeholders – especially youth and possibly the leadership at the Municipality level – to want to “include everyone” in new programs. This is simply not appropriate for entrepreneurship training; the success of the program in part rests on getting stakeholders' buy-in to keeping the program focused.



### Implementation Plan

The Implementation Plan for your Centre’s Entrepreneurship Program should be simple and straightforward. It needs to list, in time order and priority, the steps to be taken from the close of the Stakeholder Meeting through to the completion of one round of entrepreneurship training, including follow-up surveys and support for the trainees. Each item should have a time-frame (due date) and a lead person responsible for its timely completion.

You may wish to use the Implementation Plan template provided in Section 3 of this Guide, and to ensure that it addresses the following steps in this general order:

- Overview of environment, assessment of needs and resources available
- Survey of youth or youth groups’ activities
- Adoption of Curriculum
- Budgeting
- Selection and training of Trainers
- Development or adoption of Trainee Selection Criteria
- Selection of trainees (for one specific training intake)
- Logistics of training (one intake)
- Post-training surveys
- Post-training support (via referral, tracked)

### Budget and Costs of Training

The Centre’s annual budget must take into account the projected costs of running the Entrepreneurship Training Program. This will require a) validating or adjusting the suggested costs in this Guide in the local context, and b) agreeing at the Municipality level, or the level from which primary funding comes if other than Municipal, how many trainees the Centre will put through the program annually. Costs to consider:



Startup Costs	Running Costs of One Intake of Program
<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Flipchart, markers, calculators</li> <li>• If in a new Centre, physical infrastructure such as tables, chairs, whiteboards, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer Stipend (only for youth volunteer trainers, not for paid Centre Staff)</li> <li>• Workbooks or handouts for participants</li> <li>• Stationery and pens</li> <li>• Refreshments (optional – not recommended for sessions of half-day or shorter)</li> <li>• Transport to training sites, for Trainers, only IF programming offered at Satellite Centres or other locations than the Centre itself</li> </ul>
Estimate: \$1000 - \$3000	Estimate: \$30 - \$50 per participant for a full course of 7-8 weeks' training

#### Trainer Criteria

It is essential for the Program's success that stringent criteria for Trainers are adopted and adhered to from the Stakeholder process forward. It is far more desirable to have fewer Trainers who most closely fit the desired profile, than to train large numbers of less suitable candidates. Instances of nepotism or favouritism that allow unsuitable candidates to become "Trainers" will undermine the credibility and effectiveness of the program from the outset, and must be avoided.

The following are strongly suggested candidate requirements, divided into three main areas: a) Required Qualities and Skills, b) Relationship to the Urban Youth Centre, and c) Desirable Qualifications.

#### A) REQUIRED QUALITIES AND SKILLS:

*Candidates must demonstrate strength in these key areas:*

- Highly literate (reading, writing and speaking in English at a minimum; fluency and ability to translate into another local language may be required in certain areas)
- Interpersonal skills, particularly active listening that includes the use of clarifying questions
- Expression of ideas in a clear way that is easily understood; ability to re-phrase or adapt the expression of ideas to varied audiences with different levels of comprehension
- Enthusiasm for training and facilitating dialogue (to be differentiated clearly from just a love of talking, and from "teaching" in a purely didactic way)
- Sufficiently resourced personally to be able to put own time and energy into unpaid preparation time for each training, outcome review and evaluation, ongoing self-study and improvement of skills, as well as to run ongoing training courses at minimal pay level
  - Personally motivated to provide this training for the benefit of youth and community
  - Has community support as evidenced by positive, collaborative and non-partisan relationships with a variety of youth groups and/or youth development organizations in the community
  - Has stable housing and all basic needs are met without reliance on any additional income that training may (but may not) provide

**B) RELATIONSHIP WITH THE URBAN YOUTH CENTRE:**

*Candidates must have a strong link to the Centre that is likely to continue, such as one of the following:*

- An employee (paid) of an official Partner Organization with an existing Memorandum of Understanding with the Centre that is valid for at least one year from the commencement of the training of the Trainer
- A sufficiently resourced volunteer at Urban Youth Centre with an existing (and formal) volunteer agreement valid for at least one year from the commencement of the training of the Trainer
- An employee of the city assigned to the Urban Youth Centre whose contract stipulates that he/she will be stationed at Centre for at least one year from the commencement of the training of the Trainer
- Candidates who are not currently under a formal agreement with the Centre of the three general types listed, but have been active with them for over 6 months in some capacity and enter into a formal agreement from the date of the training as Trainer with the Centre that is valid for at least one year after the training

**C) DESIRABLE QUALIFICATIONS:**

*Candidates with one or more of the following qualifications in addition to ALL the above qualities/skills and a formalized relationship with the Centre should be given preference*

- Post-secondary studies in business or in education/training
- Experience in facilitation of adult learning (including youth – but differentiated from teaching children)
- Experience in peer-counseling
- Experience in collaborative group processes (such as youth groups with democratic decision making processes, or church/community group boards)
- Experience running a small business or employment within a small business

**REVIEW OF ENVIRONMENT, MAPPING OF EXISTING RESOURCES**

The main questions your Centre needs to answer, ideally through a collaborative process that involves local youth, are:

- What support services and organizations are available locally for young people, related to running businesses (micro-finance, credit, counseling or advisory agencies, life and business skills training organizations, to name a few)?
- What types of businesses currently exist in the local market (formal and informal), and which are growing, which declining?
- What kinds of products or services are currently being sold locally? What kind(s) are successfully being exported? Sold to visitors or tourists (if there is a viable tourism sector in the country or region)?
- What range of informal business activity by youth is taking place? Where? On what scale?
- What business activities being run informally by youth show the closest match to products or services for which there is real demand in the formal market?
- What is the general climate, in terms of regulation and policy, in which businesses are operating? How difficult is it for youth to register businesses formally, and what challenges do they face with local authorities when attempting to legitimize their activities?

These questions are best answered through surveying and mapping activities done by small groups of youth on behalf of the Centre, and/or through informal or formal meetings with youth and various representatives of the relevant sectors of society to gather information from them about their experiences with the above.

The information you gather in this manner is used to a) inform the training sessions with locally appropriate examples and references, b) ensure that the trainers are familiar with the challenges and opportunities that the trained youth can expect to encounter as they launch their businesses, c) educate youth trainees on potential "gaps," unexplored niches in the market that they can exploit, d) assemble a growing resource list of organizations and agencies that can help the Centre support the youth, beyond classroom training, as they run their businesses.

Notes From the Field: Asset Mapping<sup>10</sup>

In 2006, a pilot program of Asset Mapping took place through the Dar es Salaam, Tanzania One Stop Youth Centre. With support from the Sustainable Cities Foundation and UN-HABITAT, youth were trained on the use of GPS devices and asked to map their city's youth-friendly services. The resulting Youth-Friendly City Guides have been an exceptionally useful resource for the Centre and its youth beneficiaries.

In 2009, Asset Mapping training was expanded to Nairobi, Kenya and Kampala, Uganda Youth Centres, with the goal of creating similar Youth Friendly Guides in early 2010. Teams of trained youth at these cities' Centres are now available to undertake mapping exercises which can be tailored to support other programs at the Centres. For example, all three East African One Stop Youth Centres plan to create easy-to-use resource guides specifically for youth who go through their Entrepreneurship Programs, listing support and resource organizations relevant to young people in business.

## TOPIC 2.2

### Sourcing a Curriculum

#### 2.2 SOURCING A CURRICULUM

In order to offer the most vibrant, effective Entrepreneurship Program possible, your Centre should undertake a careful review of available curricula and select one that most closely meets the following criteria:

- locally appropriate
- youth friendly – interactive; activity- and problem-solving-based learning
- comprehensive; covering all the basic topics related to running small businesses

A comprehensive curriculum on the topic of entrepreneurship and business must cover, at a minimum, the following areas:

Main topics	Sub-topics
Basic business concepts and the cycle or pattern of business activities	Buying
	Adding Value
	Selling
	Profit
Risk management and Planning	Credit
	Allocating revenues
	Planning and keeping records
	Analyzing own strengths and weaknesses

<sup>10</sup> See Volume 3 of this series of Urban Youth Centre Manuals, "Community Asset Mapping"

<b>Main topics</b>	<b>Sub-topics</b>
The market and marketing	Supply and demand Product differentiation Sales and negotiation Marketing, promotion, advertising Strategic pricing
Costing and pricing	Determining fixed and variable costs, as well as cost per product made/sold Setting appropriate prices, maximizing profit potential
Cash flow, complex projections and calculations	Return on investment, time value of money Cash flow, income statements Projections of sales, revenue, profit
Business planning (practical tools)	Tools, templates and worksheets for main elements of a solid business plan, such as: <ul style="list-style-type: none"> <li>• Main focus of the business</li> <li>• Internal organization (people and tasks)</li> <li>• Benefits of your product</li> <li>• Competitors' analysis</li> <li>• Your customers</li> <li>• Costs (fixed/variable) and costing</li> <li>• Price, profit, ROI and break-even analysis</li> <li>• Tools for finding new business ideas with real potential</li> </ul>

A “locally appropriate” curriculum is one that has been designed in – or for – the general region in which the training will take place, and uses examples and phrasing that are recognizable to the youth being trained. For example, a curriculum generally appropriate and designed for much of the developing world context might pose a problem-solving question in terms of selling produce, rearing small livestock, or offering service related to mobile phones. Checking for specific examples of this type, in addition to noting the origin of the organization and development team that created the curriculum, will help you in finding the right program for your area.

The relative youth-friendliness of the curriculum is related both to the kind of terminology and examples used, as well as to the method of delivery. A truly “youth-friendly” curriculum will use, as much as possible, non-technical language and present ideas in a simple, easy to use format. It will also tend to deliver concepts through facilitated problem-solving and experiential, activity-based, segments, which is another key feature your Centre should look for in a curriculum.

Finding a program that is genuinely based on principles of experiential learning means that sourcing a curriculum must be given greater care than simply ordering a text book with a teacher’s guide. In fact, “teaching” in the traditional sense is not an effective way to deliver learning in the area of business and entrepreneurship, since the most essential skills in this field are ones that can only be fully understood through practice. Just adding “energizers” to a dry, book-based curriculum will not have the effect of making the learning more practical, so there is no substitute for carefully researching available curricula and finding the one that offers the most activity based learning possible.

If no “ideal” curriculum exists that fully meets all these criteria, it is possible to modify a curriculum developed in another region to the local reality (currency being the primary factor needing to be changed), so long as it is in a language understood by local youth and is reasonably activity-based in structure.



Finally, and importantly, avoid curricula that are technology-intensive, and require extensive use of equipment that requires power. Fancy presentations, CD-ROM or DVD materials, and so on do not substitute for the quality of well-designed activities and problem-solving challenges. They also add an unnecessary burden on the Centre in terms of the cost of power – which may be intermittent and unreliable anyway – and the care of expensive and delicate equipment such as projectors and computers.

#### Notes From the Field: Curriculum Selection Process

The coordinators of the Urban Entrepreneurship Program took considerable time to research and source a curriculum that would best serve the needs of the urban youth their program was intending to reach. Their choice, a toolkit from the South African Institute of Entrepreneurship, was a flexible and fun program designed for all ages of adult learners and developed in the context of Africa. Full of relevant examples and lively, interactive methods of delivering learning, S.A.I.E.'s toolkits come highly recommended and field tested. Visit their site, [www.entrepreneurship.co.za](http://www.entrepreneurship.co.za), for a wide range of tools and resources for Entrepreneurship training.

Their partner organization based in Washington, DC, "Making Cents International", is also widely recognized and can offer help in sourcing tools and curricula for other regions. Visit [www.makingcents.com](http://www.makingcents.com).

A number of governments have become aware of the need for better business and entrepreneurship learning tools, an example of which is Kenya's "Know About Business", which is based on the best practices and recommendations of the International Labour Organization (ILO). The ILO is an excellent resource ([www.ilo.org](http://www.ilo.org)) to begin the search for government-developed local programs and curricula that meet the ILO's standards.

## TOPIC 2.3

### Resources Needed and Logistics

Once you have identified your curriculum, you will need to ensure that you have the appropriate set-up to run the training sessions. A good curriculum, one that includes a high proportion of activity-based learning, will typically offer you guidelines on what is needed for the training, beyond what is provided with the curriculum itself.

Assume, unless the curriculum states otherwise or your Centre has experience in running trainings in another format that works for you, that one trainer will oversee a class of 12-15 participants at one time. A highly experienced trainer, or a pair of trainers experienced in sharing the task of training, may hold sessions with up to 25 youth. Beyond that number, the effectiveness of learning for each participant will diminish, and typically individuals will feel less inclined to participate fully.

Essentially, you will need the following basics for any curriculum:

- a room that is well ventilated and has adequate light (natural or otherwise)
- space sufficient to break the large group comfortably into 3 – 5 smaller "table groups" for small-group activity, brainstorming, etc., PLUS enough space at one end of the room for one or two facilitators, curriculum materials, and whiteboard or flipchart
- sturdy tables – ideally round or oval shaped, and small enough that the table groups can lean in and get into real discussion, but large enough that each individual at the table has some space to write
- comfortable, sturdy chairs that are easily moved – ideally, light-weight plastic chairs that can be quickly moved into new configurations, or out of the way for changing activities
- a breakout space, outdoors if weather permits, for energizers and fun activities to break up the day

## TOPIC 2.4

### Training Best Practices

- stationery and writing instruments, unless participants are required to bring their own
- a flipchart or whiteboard, and markers
- masking tape to demarcate areas on the floor easily, for creative activities, and to tape up flipchart pages to the wall during brainstorming activities
- other helpful training tools to have on hand include rope or string, lightweight balls, coloured cards and markers, glue, fun stickers and other items that can be creatively used for learning activities and energizers

#### 2.4 TRAINING BEST PRACTICES

An effective learning environment is one in which the learners grow in their confidence through a process of exploration, practice and integration of new experiences. This requires a trainer who is a facilitator, as opposed to a “teacher”. For individuals used to delivering information in lecture format to a quiet class, the transition to guiding participants through the process of discovery can be disconcerting at first. It requires willingness to allow learners to fail, struggle and find out for themselves – as well as a suspension of “right/wrong” thinking and an openness to new ways of interpreting information. Basically, the facilitator needs to enter the classroom with a sense of confidence in the key principles he/she is trying to share, but with a sense of humility and shared exploration with the class. Every class will offer the facilitator almost as much learning and new perspective as it offers the participants themselves, and approaching it this way lays the groundwork for continuous improvement and expansion of the trainer’s skills and the Centre’s program.

The Centre will need to select and support Trainers for the Program who are able to create – and enjoy! – environments in which participants are free to question, be different, bend rules, fail, discover and explore, take initiative, show individual leadership, and have fun. In systems where educational institutions are modeled on highly didactic systems, with rigid top-down teaching, rote memorization and strict right/wrong interpretations, this shift may feel strange and uncomfortable for both the Trainers and the participants. The improved outcomes – confident, independent, collaborative thinking on the part of the trainees – are worth the initial discomfort.

#### Facilitating Group Discussion

Facilitating a discussion with a group of participants, to guide them in exploring a concept and support them in reaching key points or principles, is a skill that is best developed through practice.

The following process, which is an effective “topic opener” to move the group’s focus onto a new segment, may help develop this skill:

begin by posing an open-ended, focused question, such as “tell me what you understand by ‘profit’”

- allow several responses; if needed, paraphrase the response back to clarify if you understand what the speaker meant to say
- leave enough silence and space for various speakers (at least three) to add to what others have said – they may disagree, or add on to what has been said, or adjust what has been said
- once the participants seem to have shared to the best of their knowledge their answers (or if the discussion shows signs of becoming a disagreement between camps), draw the group’s attention back to you and begin organizing what has been shared on a flipchart or whiteboard
- if participants’ answers fully covered the basic principles you wanted to elicit, write them up as they are and acknowledge that the group has this knowledge (this builds a sense of confidence – adult learners need to be encouraged to build on what they already know)
- if participants’ answers contained some but not all of the content you wanted

to cover, write up what they did cover and ask another focused, open-ended question to try to elicit more from the group, such as “so we have so far said that profit is the money left after the cost of making your product. Is there anything else that needs to be considered before we call it ‘profit?’”

- repeat the process of allowing responses from the group to surface, and if the additional responses fill in the “missing piece”, acknowledge this and add it to the flipchart page
- if a group is entirely blank on a topic (this is rare but possible), then re-phrase or gently lead them closer to the idea, for example, “don’t be afraid to guess! So let’s agree that we go into business to make money. Is it guaranteed that we will ‘make money’ just by making something and selling it? (pause for the group to answer ‘no’). OK, so how do we know if we ‘made money’ on something?” Keep approaching the topic from different angles, using different ways of phrasing the questions, until the group gets warmed up and begins throwing out their ideas.
- Recognizing that your words as facilitator carry a great deal of ‘weight’ with the participants, acknowledge each piece that is offered and rather than labeling answers as “wrong,” instead follow this process:
- where it differs from what you are wanting the group to focus on, redirect with a comment like *“so you are saying (paraphrase what they said briefly)... that relates to another topic we (will cover another time, or won’t be covering in this course, whatever is the case), and I would like us to focus on X right now – what can you tell me about X?”*
  - or if it conflicts with the information you have, say something like *“I have a different understanding of this concept. Could you help me understand what you mean by that by giving me more information?”* OR *“my understanding of this is a bit different, I’d like to explain so that I’m sure we share the same understanding after this exercise.”*

#### Setting Up, Running and Debriefing Activities

After introducing a topic through the facilitated dialogue approach, any given module of learning – hopefully in the form of a small-group problem solving series, or an activity – needs to be effectively facilitated. Almost any activity can be broken into the three phases of Setup, Running the Activity, and Debrief

**The Setup phase** involves the facilitator reviewing the parameters of the exercise. This should be done concisely but in enough detail to avoid confusion, and slowly to ensure participants follow. It is wise to ask one or more participants to reflect back what they understood your instructions to be, before moving to the activity, to confirm understanding.

**Running the Activity** means letting go of the reins, so to speak, and allowing participants to do what you have asked them to do. In the case of a brainstorming session, or problem-solving, done in small table groups, the facilitator should make it clear that the participants are to begin, both with a verbal instruction and by making a physical movement that shows he/she is “no longer leading” and expects groups to begin their work (the facilitator may sit down and begin reading his/her materials, for example). Once the discussion begins (it may take a moment or two of quiet as people find their comfort level with sharing their thoughts), then the facilitator should walk around the room monitoring and listening to ensure groups are on track. Avoid jumping in or contributing – this will deprive participants of having their own learning process. If a group is “off track” or truly struggling, your input should be ONLY to clarify the parameters or instructions, not to give answers.

**The Debrief phase** comes when all groups or individuals have more or less completed the exercise and are ready to share their findings. Depending on the complexity of the topic, the nature of the exercise, and time, you may choose to have each group or person share a lot or a little of what they came up with. When groups differ on answers that actually do have a “right/wrong” outcome (mathematical calculations, for example), put all the answers up including the “wrong” ones and then work through them as a group to reach agreement about why the “right” answer is in fact right. Judging an answer as “wrong” is



unlikely to lead to confidence in speaking up amongst participants – instead, try asking the group or respondent, “how did you reach that answer?” In almost every case, you will find a logical explanation (one key item was left out in their calculation, or one step forgotten). The exploration of this is in itself valuable learning, and it is up to you as the facilitator to guide the discussion such that it is a discovery, free of shame about being “wrong” or embarrassment.

Reading the Group

The facilitator’s role in setting the structure and pace of class time must be balanced with an accurate reading of the group’s energy levels, engagement, and readiness for each topic and activity as it comes up. At any time, calling a brief unscheduled break of five minutes, pausing for an energizer activity related or unrelated to the course content, or choosing to cover a different topic than the one planned may be appropriate responses.

Body language is an important first signal – signs of disengagement, discomfort or unwillingness to continue may include slouching with crossed arms, looking down or away, heads rested on desks, distracting chatter between participants not related to the topic, etc.

Rather than assuming something is wrong or getting upset, however, the facilitator will be better served in his or her role by checking in with participants as to what their feelings are at that point. For instance, he/she could say *“I am noticing that people seem tired/don’t seem very enthusiastic about this topic etc, and I want to make sure that the group is enjoying the learning process. Could I ask for one or two reflections from the group about how you are feeling and if there is something you are needing right now to be able to focus?”*

When the group knows that the facilitator is noticing and acknowledging how they feel, and asking for their input, they usually respond by automatically being more engaged – at least, with the problem at hand of how to get the group re-engaged. Over time, this builds trust, and facilitators often find that groups become proactive in suggesting taking small breaks, or adjusting the curriculum, in ways that support their learning. This takes learning to a new level of empowerment, where participants are active co-leaders engaged in creating the learning environment.

Balancing Use of Time Between Activities, Breaks

There is no need to wait, however, until the group shows signs of fading, before introducing new energy into the room! Ideally, any given scheduled day should include breaks after every 1.5-2 hours of training time.

**Suggested Full Day Schedule:**

9AM	start, introduction and overview of planned activities, review of previous day(s)
9.15AM-10:30AM	learning activities
10:30AM	20 or 30 minute break with refreshments
11AM	brief energizer after break (5-10 min)
11.15AM-1PM	learning activities
1PM	45min-1 hour break with food
1:45PM or 2PM	longer movement-oriented energizer after lunch break (15min)
2PM - 3:30PM	learning activities
3:30PM	short stretch break (5-10min)
3:40PM – 5PM	learning activities

5PM end of day

**Suggested Half Day Schedule:**

9AM	start, introduction and overview of planned activities, review of previous day(s)
9.15AM-10:30AM	learning activities
10:30AM	15-30 minute break with or without refreshments
11AM	brief energizer after break (5 minutes)
11.05AM-1PM	learning activities
1PM	wrap-up and closure, end of session/day

Handling “Problem” Participants

In some groups, you may encounter what feel like “problem” participants. As a facilitator, you will need to effectively address the “problem” behaviours in a way that best supports the needs of all the participants present – including the “problem” – as well as yours as facilitator.

Often, in the case of disruptive behaviour, a simple first step that may bring about a quick change is to position yourself, while facilitating, immediately behind the chair of the person “acting out”, even placing a hand on their shoulder. The sudden attention of the class and your proximity may be enough to discourage continued disruptions. If not, below are some additional suggestions.

The following general “types” of issues you may come across are representative of some of the most common challenges, and do not address every possible problem. They are however a good starting point for reference and can help you navigate the situations while maintaining a generally inclusive, participatory environment in the session.



Quiet or Shy

This may be the easiest type of participant to accidentally ignore, which would be a loss to the class as a whole, since every participant's unique perspective and ideas may contribute to others' learning. Often, very shy or quiet participants find it easier to share in small groups rather than in front of the larger group. Allow such trainees to have some time to open up, and make an effort to listen to what they have to say when they do share within their small table-group. Find an opportunity during a large-group discussion to refer to what you noted, such as ***"[Participant Name], you shared something on this topic in your group's brainstorming that I enjoyed, would you repeat that for the larger group to hear?"***

Although the person may still feel awkward, giving them as much comfort and support as possible and facilitating a positive experience of sharing in the large group will help them grow through this challenge.

Non-Cooperative/Non-Responsive

As opposed to a simply quiet or reserved participant, one who resists participation in a way that clearly disrupts the flow of the group's learning is a slightly more difficult challenge. If the participant simply does not respond to direct requests or refuses your invitations to begin activities, the difficulty for you as facilitator is to keep the larger group's pace while addressing the problem of the non-participating group member.

Usually, it is best to have the larger group continue with the planned activity, and to ask the person refusing to participate to step outside or away with you to find out what is wrong. The underlying issue could be almost anything – if a personal crisis is interfering with his/her ability to take part, this should be given priority and the trainee reassigned to a later program intake, or if the issue can be resolved with support, he/she may be able to continue with the training without distraction. If the participant genuinely has no interest in the program, he/she should not have been selected and should be asked to leave. If the pace or level of the program is far beyond his/her capacity, in stark contrast to the larger group, again, he/she should be removed or else moved to another program that is better suited to his/her needs.

Overly Talkative

Participants who use a lot of words to express themselves are often seeking attention and approval, or may simply lack the ability to be concise when conveying their ideas. Either way, as facilitator you need to interrupt strategically and while maintaining the talker's dignity and sense of worth. This can be achieved by using a firm but kind tone of voice and interrupting, using phrasing such as ***"let me ask you to pause here, so I can reflect what I've heard you say and make sure I understand. [Paraphrase briefly and acknowledge the contribution made.] Is that right? [Leave time only for a yes/no response in this case]."*** Next, direct your attention back to the class as a whole, with a statement such as ***"OK, I would like the group to move forward now. Is there someone else who would like to contribute on this topic briefly, or shall we move ahead?"***

Interrupting

When a participant routinely interrupts other speakers before they are finished, it can create antagonism and friction in the group. Those who are interrupted may either shut down and cease to participate freely, or engage in argument with the person interrupting. It is best to address this issue immediately and in the moment, by speaking to the person who interrupted the original speaker. A comment such as ***"it sounds like you have something you really want to share on this topic. I am really wanting to hear the idea that [Other Participant] was expressing, so I am going to ask you to hold that thought for one moment while he/she finishes. OK?"*** In some rare instances, the participant may not agree to wait – in that case, check back with the person who was interrupted and ask ***"would you be willing to hold your thought and we'll come back to it?"*** In most instances, though, the person who interrupted,

when it is brought to their attention gently as in the above example, will allow the original speaker to continue once they know that their input is going to be acknowledged.

#### “Know It All”

Participants who express loud, extremely determined opinions – especially if they are in direct disagreement with the curriculum – can trigger a great deal of stress and upset in an inexperienced facilitator. The first job of the facilitator is to maintain his or her calm, and to try to separate his or her sense of confidence from anything that this or any other participant expresses. Some participants, especially vulnerable or marginalized youth, may have had little experience of actually being heard or having avenues to express themselves, and the opportunity to do so in the classroom may suddenly provide them with an outlet for this.

Generally, maintaining a sense of humour and “lightness” is key to defusing charged situations in which a “know it all” participant has expressed him or herself in a challenging way. If it is possible to re-direct the group conversation by throwing the comments back to the larger group for discussion, this is desirable. This can be done with a comment such as *“[Participant Name] has said that helshe thinks X. What are some of your thoughts on this? Does this add to your understanding of the topic?”* Having peer feedback rather than being “squashed” by the “teacher” is normally much more effective in addressing this type of participant behaviour.

If it persists, however, or is at a level of disrespectful or confrontational behaviours or language, then a direct intervention by you as facilitator is required. If it is possible to address this during a break, in private, this is preferable. If you are unable to reach agreement with the participant on a change of behaviour, you may need to ask him or her to leave. In extreme cases, your intervention might need to take place during the session and you may decide that for the sake of the larger group, you will ask the participant to step out and meet you later. Typically, if the behaviour has been extreme, the larger group will actively support you in this decision, since the majority of those present want a harmonious learning environment.

#### Aggressive

Physically aggressive behaviours that endanger the safety of yourself or other participants are matters that require you to actively stop the training session and seek assistance in restraining the person acting out, in a way that brings safety back for all (including the person acting out!). This will, it is hoped, rarely if ever occur in a training session.

#### Cliques

Participants who are friends prior to the start of training, or in some cases participants who form strong bonds during the training, may sometimes form cliques and either stray from the topic at hand in their own conversations, or withdraw from participating with other trainees.

This can be handled by routinely re-shuffling the smaller table groups and splitting the cliques, which you can and should do as often as necessary. If the problem persists or the participants actively resist participating with others, you will need to call those involved into a small side meeting during a break, privately, to point out the behaviours and ask them to change their approach. Remind them that they are being given this training to help them grow and explore new ideas, and that turning inward and socializing only with those they are most comfortable with will not support that process of growth.

#### Tardiness

Tardiness is generally disruptive to the learning environment, and in general, the participants will follow your lead. If you are regularly late, there is no point in pretending to enforce “being on time” as a groundrule of your classroom. First and foremost, set an example.

## TOPIC 2.5

### Selection of Trainees

Beyond this, however, follow through with your actions – when the agenda states that class starts at a particular time, or a break ends and class resumes at a particular time, then do your utmost to begin the session, even if not everyone is present exactly on time. Ask for assistance from participants to “round up” people during breaks, proactively (five minutes before starting time).

Finally, keep accurate records of tardiness and address extreme or ongoing issues promptly. If a participant is often late, or routinely does not return from breaks on time, take him or her aside and ask why. Express that you are concerned about his/her ability to follow along, as well as about the group’s need for continuity, and ask him/her to focus on this. If no improvement is made, escalate the conversations and ultimately, reach an agreement with the participant about whether or not he/she is committed to the program. Sometimes it may be better to ask the participant to withdraw than to allow continued disruptions. In other situations, the absences may not be an issue for the group and you may wish to have the participant continue regardless.

#### 2.5 SELECTION OF TRAINEES

As mentioned in the introductory section of this Guide, not everyone is cut out to be an entrepreneur. The measure of success of your Entrepreneurship Program must not be reduced to just numbers of youth trained. If youth are not selected based on “fit” for entrepreneurship, the number of youth who pass through the Program will have no relation to real levels of impact, and the overall success rate by more valuable measures will actually be quite low. The criteria listed below are recommended, but your Centre has discretion to modify this to best suit local needs.

General Selection Criteria (See Section 3 for Selection Tools)

- some experience in running a small business (however informal, and whether or not profitable)
- basic literacy and numeracy
- demonstrated enthusiasm for and interest in running a business
- potential to deliver a product or service that has clear value to a known market
- involvement in local youth programming a plus – the skills learned by such participants are more likely to be shared with others

#### Specialized Selection Considerations

Your Centre is likely to offer more than one intake of training per year. Depending on capacity, it may be able to run more than one intake simultaneously on off-set schedules, and assuming that the curriculum is delivered at intervals over a time-span of between 1-4 months, it can run at least three intakes per year at a minimum (budget permitting). This offers the Centre the opportunity to group participants strategically such that each intake has a specific focus and target group. Some of the ways in which youth trainees may be effectively grouped are listed here. (This is not an exhaustive list, nor is it absolutely necessary to separate youth along these lines in all circumstances. The Centre should look at the results of the Environment, Needs and Resources overview and determine what categories and groupings will be most effective locally. This may change over time as the environment changes.)

#### Group vs. Individual

Some countries have vibrant youth-group programs that support young people, usually from the same neighbourhood or location, in coming together in collaborative activities. In impoverished areas, many such groups engage in both “income generating activities” on a small scale and community-service or outreach oriented activities. Such groups can benefit from entrepreneurship training programs, if selected along similar lines as the General Criteria listed above, and the added benefit is that the group’s business activities will impact the livelihoods of more people than just those benefiting from the training.

In the event that the Centre decides to engage youth groups, it is advisable that they are selected through a survey sent out through the ministry or agency that is responsible for registration of youth groups, for a broad and fair reach.

Gender and Selection

For the reasons noted in the introductory section of this Guide, it may be desirable to offer sessions specifically for young women, which include additional pre-training support and tailored external linkages to support services that understand their particular concerns and needs. Whether or not a “women-only” intake is the route taken by your Centre, the success rate of female participants may be enhanced by giving consideration to issues that overwhelmingly affect young women.

Special considerations may include timing of sessions to work around domestic responsibilities, and identifying institutions with which female participants can save funds with a strong sense of security and support (for example, a micro-credit institution that has experience with all-female small collectives, which may help the Centre in facilitating sub-groups of female participants into supportive circles as they gain financial capacity).

Geography and Socio-Economic Situations

Often, issues of poverty and lack of access to formal support systems is concentrated in zones within a city, and youth coming from one particular area may share similar challenges and experiences. This is significant in group training sessions, though how your Centre chooses to work with this reality depends on the focus of the training and intended outcomes.

Generally, the upside of conducting training with a group that shares a similar background and socio-economic status is that they are likely to have an immediate comfort level and ease of communication together. This does not mean there will not be any friction or disagreement, but that common patterns of speech and customs will likely prevail and thus lessen the sense of insecurity that most adults feel when they are uncertain what is expected or “correct”. This might be desirable if you are running a program aimed at extremely inexperienced youth who lack confidence and share a need to move at a relatively slow pace, or are running a program only for experienced youth who need to move quickly. On the other hand, placing participants from the same neighbourhoods and socio-economic status also reduces the possibilities for exposure to new ideas and perspectives, cross-pollination and collaboration. It can create or exaggerate an environment in which one mindset dominates and there is a lack of growth beyond current limitations. The facilitator in such a classroom will need to monitor this tendency and consciously challenge participants to stretch outside their comfort zones.

Choosing to bring participants together from a variety of areas and, by extension, from at least slightly different socio-economic strata, has the advantage of providing opportunities for appreciating new perspectives. If the facilitator encourages sharing of different ideas and approaches in a non-judgmental atmosphere, this can be a catalyst for growth, learning and creativity in the group. When breaking the larger group into smaller working groups, the facilitator will need to take care that the participants are scattered rather than clustered according to similar backgrounds, to take advantage of this opportunity.

**SETUP (5-15%)**

Frame concept, give instructions

**Running the Activity (65-85%)**

Time for participants “do”;  
Facilitator observes, offer clarifications

**Debrief (10-20%)**

Share answers, reach understanding



Whether or not the Centre decides to consciously mix, or separate, participants from various areas and/or socio-economic strata, it is important that this data is known about participants when they are selected. It is likely to have real impact on the kind of exposure and understanding the youth have about what business means, and having a sense of this before the course begins will help the Centre deliver the best possible training. For example, if the majority of a group is coming from a particularly economically disadvantaged area where a very narrow, limited array of businesses currently operate, the program might be scheduled to include a group field visit to see other locations and types of business, specifically to get the group thinking in new ways. How the Centre tailors programming to its audience is limited only by creativity and willingness – as well as how accurately the Centre gathers information about participants during the selection process.

#### Notes From the Field: Grouping by Area and Background

The Urban Entrepreneurship Program<sup>11</sup> worked with 15 youth groups from various low-income areas of Nairobi. After considering factors including cost of transportation, space available for training, types of businesses, linkages between youth groups from the same neighbourhoods, and time constraints, the groups were divided into four geographical zones. Three of these four groupings were strictly by area and represented three fairly distinct levels of “low income” environment. The fourth was an amalgam of groups from several areas into a centrally accessible place, and included a greater mix of socio-economic levels amongst participants.

The contrast between these groupings of groups was of interest when analyzing the program results. The three “same-area” groupings performed at different paces from each other but with high levels of class cohesion within their groupings, the slowest pace being that of the most socio-economically disadvantaged area, the quickest from the highest-income neighbourhood. The mixed group, which contained participants from a much wider cross-section of areas, had... mixed results! The majority of that group actually moved through the curriculum fastest of all four groupings, with a number of individuals from higher socio-economic areas acting as leaders and mentors. In some cases, this resulted in the participants from lower socio-economic zones outperforming their peers who were in the other groupings, while in other individual cases, it resulted in their feeling “lost” and not keeping up with the pace of the grouping they were with.

#### Selection Process

The Selection Process itself should typically follow an outline such as:

- after environmental, needs and resources overview, choose one or two intended target groups (such as young women, or a particular age bracket, or youth groups in specific neighborhoods, or youth groups engaged in a certain cross-section of activities)
- adapt one of the Surveys provided in the Tools section of this Guide
- utilize a partner organization or a specific ministry (Youth, Gender, Social Services, etc.) to distribute the survey widely, allowing no more than 1 month response time and specifying a particular location to drop off the surveys
- allow at least one week to collaboratively review the responses within the Centre team, and group them according to closeness of “fit” with the target groups you have identified (gender, location, special interests and experience, type of products made, etc.)
- select your group based on either highest potential for business success (recommended for at least some of your intakes) or for specific fit with a target group based on another identified goal than solely business success rate
- follow up with non-selected applicants, keeping their information in a database for future reference

<sup>11</sup> See UN-HABITAT’s report on the Urban Entrepreneurship Program, run by partner organization Environmental Youth Alliance in Nairobi 2008-2009

## TOPIC 2.6

# Running your program

- schedule a program of training sessions based on the needs of the selected participants

### 2.6 RUNNING YOUR PROGRAM

#### Scheduling Program Sessions

How your Centre decides to deliver the curriculum you have should be based on, as noted above, the needs of the youth as well as the capacity and limitations of the Centre. To the best of the staff and trainers' abilities, the allotment of time and schedule of sessions should be set out to meet the needs of that particular group of youth being trained. This may mean that the curriculum takes longer to deliver for some groups than others – at times, this may become apparent only during the initial training sessions, and adjustments to the overall length of the program will need to be made after it has begun. This is preferable to forcing widely diverse groups of youth to conform to a rigid schedule of a set number of "classroom hours", since the youth are much more likely to genuinely integrate the learnings if they are delivered at the right pace for wherever they are in their development currently.

Generally, a flexible (modular) entrepreneurship curriculum can and should be delivered in units of 2-8 hours at a time, with at least a few days to a week between units for practice. The course should take place over a period of 2-6 months depending on the depth of the curriculum and how much of the work is done in the classroom vs. being assigned as homework or outside-class study. If the course takes place in longer modules (6-8 hours at once) over a shorter number of months, the follow-up support period after the training will need to



#### Notes From the Field: Kampala One Stop's Entrepreneurship Program Schedule

In launching their Entrepreneurship Program, the Kampala One Stop Youth Centre chose to break sessions into 3-5 hour classes, delivered twice weekly over 6 weeks plus follow-up "drop in" sessions for trainees after course completion. Their model, which worked for their Centre as it alleviated the need to provide costly refreshments and fit well into the busy lives of their youth trainees', looks like this:

- Session schedule runs 9am-1pm consistently, with one 15-20 minute break mid morning
- Week 1 has three sessions, Tuesday/Wednesday/Thursday, with Day 1 being an overall introduction to the course and setting expectations
- Weeks 2-5 have two sessions per week, on Tuesday and Thursday mornings
- Week 6 includes three half-day drop-in sessions for "graduates" to have dedicated time with their Trainers, get referral information, and meet with potential mentors from the private sector who have engaged with the Entrepreneurship Program

be longer. Learning about business and entrepreneurship is a highly applied and practical process, and requires sufficient time between modules for integration and real-world application.

#### External Support Structures and Linkages – Ensuring Follow-Up Support

Given that much of the true "learning" in the program will come from experiences outside the classroom, your Centre, as previously mentioned, should put effort into creating an external support structure for trainees.

This should include an active referral service to agencies and organizations your Centre has identified as being able to offer support to young businesspersons (this will have been done during the environmental overview and needs/resources

## TOPIC 2.7

### Sustainability

assessment). It should also include the mentorship program mentioned in the introductory section, which need not be more complicated than simply creating relationships with a small number of successful local businesses and arranging short internships for high-performing trainees during and after the training program.

For support in how to best organize information on partner organizations, resources and support for youth beneficiaries of your Centre, refer to the Information Work Manual developed for Urban Youth Centres (see Resources Section of this Guide).

#### 2.7 SUSTAINABILITY

If your Centre's program is to flourish and continue to run successfully year after year, there are certain issues that need to remain top of mind:

- One person must be responsible for the care of the curriculum, tools and resources used in training sessions, and a secure storage area is needed.
- Trainers, once selected, should be spot-checked to ensure they are a) delivering the curriculum accurately, and b) upholding the principles and best practices of effective training as described in this Guide
- New trainers should be slowly mentored by experienced Trainers and act as apprentices in training sessions before being lead Trainers – they should go through the entire curriculum, one full program intake, at least twice with different target groups before being made independent.
- Potential new trainers should be identified annually and a succession plan should be developed to ensure a minimum number of available trainers are at the Centre at any given time.
- Beyond securing a stable budget line for the Entrepreneurship Program, the Centre may wish to consider nominal participant fees (if the Centre needs to supply "scholarships" from the budget line for extremely disadvantaged groups, this can be done). Offering wholly free courses generally does not create the kind of personal responsibility and ownership needed for success. The fees can be minor and merely offset printing costs associated with the materials given to each participant; however nominal, the fee tends to create a greater sense of commitment on the part of the youth trainees. This decision will need to be made in accordance with the Centre's established operating procedures and policies, and the context of the Centre and the local youth population.

## SECTION 3

### Tools for Centre Staff and Trainers

## TOPIC 3.1

### Centre Staff Tools

#### 3.1 CENTRE STAFF TOOLS

*[Note: actual electronic templates, to be on CD with the final Guide, are separate files]*

##### Stakeholder Meeting Agenda

Key Stakeholders to invite to the meeting should include:

- all Centre staff
- key representatives of formal Partner Organizations whose mandate includes entrepreneurship, business, finance or credit, life skills and employment
- members of the youth steering committee affiliated with the Centre or other affiliated youth (such as youth volunteers at the Centre)
- leaders from the division or section of the Municipality that runs the Centre

##### Suggested Outline for Stakeholder Meeting Agenda

Topic	Details	Time Allocation
Attendance	Acknowledgment of participants at meeting	5min
Purpose	To reach agreement on allocation of budget and resources for Entrepreneurship Programming at the Urban Youth Centre	10min
	To create the Implementation Plan for launching the program and running the first intake(s)	
Implementation Plan	Assignment of specific tasks generally as follows, amongst key stakeholders (especially Centre staff):	30min
	• Overview of environment, assessment of needs and resources available	
	• Survey of youth or youth groups' activities	
	• Adoption of Curriculum	
	• Budgeting	
	• Selection and training of Trainers (according to specific criteria)	
	• Development or adoption of Trainee Selection Criteria	
	• Selection of trainees (for one specific training intake)	
	• Logistics of training (one intake)	
	• Post-training surveys	
• Post-training support (via referral, but tracked)		
Closing	Thank-you's	10min
	Copies of Plan with specific tasks, time frames and roles/responsibilities distributed	

Item	Details	Due Date	Who	Status Updates
Budget	Confirm budget allocation and resources for a) launching program, and b) one or more intakes of trainees within the year	[specific date]	[name of lead(s), e.g. Centre Coordinator and head of Municipal division overseeing Centre]	[plan to be updated regularly after initial meeting]
Overview	Survey of local business environment, assessment of youth and market needs, review and mapping of existing resources relevant to youth in business	[specific date]	[name of lead person, e.g. the Chair of the Youth Steering Committee, and supporting team to carry out activities]	
Curriculum	Research and discuss options, select and purchase best fit for Centre	[specific date]	[name]	
Trainers	Selection criteria, nominations, review of qualified applicants, selection of required number, succession planning for future	[specific date]	[name of lead person developing criteria, and selection panel]	
Trainees	Selection criteria and setting intent for first intake (what target group)	[specific date]	[name]	
Application	Create and distribute application forms through a partner agency or specific ministry, create database of respondents	[specific date]	[name]	
Trainees	Selection of first intake (actual participant list)	[specific date]	[name of lead person]	
Logistics	Organization of first actual training intake	[specific date]	[name of Trainer and support group to assist]	
Post Training Surveys	Creation of follow-up surveys and survey process	[specific date]	[name]	
Post Training Support	List of partner and other support organizations for referrals; linkages with "mentor" businesses in the community for "intern" placement	[specific date]	[name]	

**Note:** Centre Staff are strongly encouraged to make use of the guidebooks on Evaluation and Asset Mapping, for the design of surveys and for the mapping of resources, respectively. These titles are available in the library of resource manuals for Urban Youth Centres.



Youth Trainee Agreement (Sample)

**PARTICIPANT AGREEMENT FORM**

Please note that completing and submitting this form indicates that if you are selected for Entrepreneurship Training at the [CITY] Urban Youth Centre, you agree to the terms below.

Please note, and sign to indicate your agreement with the following aspects of this training:

- NO incentives (no allowances or transport refunds)
- During days scheduled to be 4-6 hours in length, light refreshments may be available if budget allows
- During days less than 4h in length, NO refreshments will be available
- Only 100% attendance will result in a certificate being issued
- Lateness is unacceptable (more than 3 incidents of tardiness, or tardiness of more than 45minutes even once, by any participant will result in that person being asked to leave the program)
- Full participation is required – learners are expected to bring their knowledge, open minds, cooperative spirit, and desire to explore and practice in a collaborative, safe and fun environment

Append your signature here to acknowledge that if you are selected, you will abide by the set terms above:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (block capitals): \_\_\_\_\_

**TOPIC 3.2**

**Trainers Tools**

**3.2 TRAINERS' TOOLS**

Attendance Trackers

<b>Name</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Etc</b>	<b>Etc</b>
Ann	9.05am						
Beth	8.55am						
Collins							
Dennis							
Etc.							

Include the specific date of each "Class" session noted across the top. Record the actual time of arrival to the classroom as participants come in, as well as notes during the day regarding return from breaks.

Separately, keep daily sign-in sheets as records of individual attendance, in a table similar to the one below.

\_\_\_\_\_

Date: \_\_\_\_\_ Class Session: \_\_\_\_\_

<b>Name</b>	<b>Signature</b>	<b>Other Info/Comments</b>
Ann		
Beth		
Collins		
Dennis		
Etc.		

\_\_\_\_\_

### Suggested Energizers and Group Activities<sup>12</sup>

Below are a selection of group activities that can be scheduled (or spontaneously dropped into) your training sessions. Many can be easily adapted or changed to suit local situations. The first few suggestions lend themselves to “introductions”, while later games listed are more appropriate for when groups have come to know each other better.

#### Syllable Clap:

Have each member of the group clap out a beat corresponding to the number of syllables in their first name. Marc claps once. Alison claps three times. Then have people with the same number of syllables in their names find each other without speaking, by walking around the room clapping out their names. Once the group is divided into subgroups, have them introduce themselves to each other and then to the rest of the group.

**Variation:** Shake hands in a rhythm corresponding to the syllables in your name.

#### Birthdays:

Have the group line up according to birth date by day and month. To make it more difficult, instruct them to do it without speaking. To make it even more difficult, give them a time limit.

**Variation:** Have everyone get together in groups of people born in the same month. Have each group come up with a cheer for their month.

#### Shoe Swap:

**Materials:** Shoes on all feet

Have everyone in the group take off their left shoe and throw it into a pile in the center of the circle. Tell everyone to find a new left shoe from the pile. Once everyone is wearing a mismatched pair, tell them to find the two people wearing the shoes that match theirs. When they find them, have them stand with their feet crossed over so that right and left shoes are matched up all the way around the circle. With a little maneuvering, the group should be able to form one circle.

#### Name Train:

**Parameters:** 15 to 40 people

Have the group stand in a circle. You, or the leader you choose for this game, are the train’s engine. Begin by chug-chugging into the circle and hooting like a steam whistle. Stop in front of someone you don’t know and introduce yourself. When she tells you her name break into a cheer, chanting the person’s name three times. After the cheer, this person becomes the first car of your train and follows behind as you chug and hoot on to the next person. Every time another player is introduced the new person’s name is repeated down each car of the line, then the entire train breaks into the three times cheer. Continue adding cars to the train, splitting off to form new trains if necessary, until everyone has found their way into a train.

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*12 Energizers and activities are easy to find on the web. These are taken from a compilation put together by members of the Unitarian Church’s Youth programming team. Some websites with training resources are available in the Resources section of this guide.*

### Group Knot

**Parameters:** five to 10 people

Stand in a circle. Everyone puts their hands in the center and grabs hold of two different people's hands. Try to untangle the knot into one or two circles without letting go of one another's hands.

**Variation:** Divide into teams and have a race.

**Variation:** Try it in silence.

### Rainstorm

**Parameters:** 15 to 60 people

Darken the room. Have the group sit in a circle. Explain that you are going to start a repetitive motion and that it will travel around the circle to the right until it comes back to you, at which point you will start another motion. Tell the members not to change what they are doing until the person on their left has changed.

The order of the motions is:

1. rubbing hands together
2. rubbing hands on thighs
3. snapping fingers
4. clapping hands
5. stomping feet and clapping hands

Once you reach #5, repeat the motions in descending order. The last motion to be passed around is stillness and silence.

### The Know-It-Ball:

**Parameters:** five to 60 people

**Materials:** three differently colored balls, rolled-up socks, or other soft throwable items.

Have the group sit in a circle and give them the balls. The group decides on questions for the three balls to respectively represent. Example: The red ball is the name ball, and whoever catches it must say their name aloud. The blue ball is for one's hometown. The yellow ball is for a one-word description that each person chooses for himself, such as "happy", "generous", or "talkative". Have the group toss the balls back and forth around the circle. After everyone has answered at least a few questions, toss the blue ball around and have the group call out the names of those who catch it.

### Two Truths and A Lie:

**Parameters:** five to 15 people

Have each person in the group come up with two facts and one falsehood about themselves. Go around the circle and have each person present the three statements as if they are all true. Then have each member of the group guess which of the three statements is false.

**Variation:** Two Lies and a Truth.

## SECTION 4

### References and Resources

#### TOPIC 4.1

### Additional Resources

#### 4.1 ADDITIONAL RESOURCES

##### Training Tools and Resources Online:

First Step Training (FSTD) – Training consulting company offering free online resources for effective training programs. [http://www.firststepstraining.com/resources/activities/archive/program\\_tips.htm](http://www.firststepstraining.com/resources/activities/archive/program_tips.htm)

Guila Muir and Associates – a consulting firm dedicated to training, with a collection of helpful articles and suggestions for effective training methods. <http://www.guilamuir.com/category/blog/training-development/>

HR.com – Online Human Resources tools and articles, including ‘train the trainer’ tips. <http://www.hr.com/>

Rock Paper Scissors Inc. – a Canada-based creative training company with extensive expertise in making training fun and effective. <http://rpsinc.ca/resources/astore.html>

The Thiagi Group – Online Tips and Tricks for Facilitators. <http://www.thiagi.com/tips.html>

Trainers Warehouse – Online store for training tools, which offers a section of free articles and tips for great training. <http://www.trainerswarehouse.com/trainingtips.asp>

Workshop Exercises – Online resource centre for trainers. Includes free downloadable guidebooks. <http://www.workshopexercises.com/Facilitator.htm>

##### Entrepreneurship Tools Online:

Ashoka – an organization dedicated to promoting social entrepreneurship. Their website offers resources that are intended as educational tools, which can supplement and enhance your curriculum. <http://www.ashoka.org/resources>

“BusinessBalls” – an online compendium of templates for business-related tools. <http://www.businessballs.com/freeonlineresources.htm>

Free Management Library – an online resource page with tools on many topics, including Business Planning. [http://managementhelp.org/plan\\_dec/bus\\_plan/bus\\_plan.htm](http://managementhelp.org/plan_dec/bus_plan/bus_plan.htm)

ILO’s “Know About Business” package. <http://kab.italo.org/en/training-set/facilitator-handbook>





Mindtools – online resource centre offering some free articles and tools for a wide array of business-related topics. <http://www.mindtools.com/>

MIT's Sloan Business School's free online resources and tools. <https://mitsloan.mit.edu/mstir/Pages/default.aspx>

"My Own Business" – a non-profit organization supporting new small businesses with resources and information. <http://www.myownbusiness.org/>

## TOPIC 4.2

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**UN**  **HABITAT**

United Nations Human Settlements Programme

P.O. Box 30030, GPO Nairobi, 00100, Kenya

Telephone: +254 20 762 3120

Fax: +254 20 762 3477

[infohabitat@unhabitat.org](mailto:infohabitat@unhabitat.org)

[www.unhabitat.org](http://www.unhabitat.org)