



# iMala

## PROJECT PLAN MALA

ENLIGHTENING THE PATH FOR YOUNG ENTREPRENEURS

MINOR INTERNATIONAL ENTREPRENEURSHIP AND DEVELOPMENT

TU Delft - Minor International Entrepreneurship and Development  
Project Research and Design - WU0374TU

Group 5. Kairoh Garden - The Gambia

- Stan Blom: 4837320
- Lars Bogaard: 5433088
- Ruben Verheij: 5398886

Supervisors: Otto Kroesen and Barbara Somers

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# INTRODUCTION

This project plan elaborates on the fourth Mala Project in The Gambia, which will be conducted from November 2020 till January 2021 by Lars, Stan, and Ruben.

Project Mala was originally set up in 2017 for the Minor International Entrepreneurship and Development at the Delft University of Technology. Mala means "to light" in Mandinka, the second language of The Gambia; the general purpose of Project Mala is to 'lighten the path for youth towards starting one's own business'.

We are students with different backgrounds which we will combine during this internship. Lars studies Philosophy and Psychology at the Hogeschool Rotterdam, Stan studies Industrial Design at the TU Delft, and Ruben studies International Development studies at the Wageningen University.

During the three-month internship, we will research the feasibility of an incubator program in the Central River Region (CRR). During this period, we will apply what we learned about entrepreneurship, intercultural communication, and marketing to the activities we will do. The focus on research on Gambian entrepreneurship, and the potential of an incubator program in combination with a skill center in the Central River Region. Therefore, we will interview potential stakeholders, try to investigate the local needs, and take interviews with participants who can tell us something about the entrepreneurial culture in The Gambia.

However, due to the global COVID-19 pandemic, we will not be able to travel to the Gambia, this is why we will conduct this internship program from the Netherlands. The goal of this fourth Project Mala is to create a plan for the foundation of an incubator program in the Central River Region. Secondly, we will create a curriculum to increase the entrepreneurial skills and possibilities for the local youth. This program will be created in collaboration with various organizations active in the entrepreneurial field in The Netherlands or Africa.



# THE TEAM

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## STAN BLOM

Study: Industrial Design, Tu Delft  
Belbin team role: Plant



## LARS BOGAARD

Study: Philosophy and Psychology, Hogeshool Rotterdam  
Belbin team role: Shaper



## RUBEN VERHEIJ

Study: International Development Studies, Wageningen University  
Belbin team role: Resource investigator



# MISSION OF PROJECT MALA

As a follow-up to the previous Mala projects, the project aims to 'lighten the path for youth towards starting one's businesses'. As mentioned in the introduction due to the Covid-19 crisis we are not able to do the internship in The Gambia, which complicates the project. However, that does not mean that we won't be able to make an impact. The project focuses on The Central River Region (CRR) in The Gambia. The previous group made a feasibility report for a start-up incubator in the CRR and our goal will be to take it to the next step and create a business plan for the incubator. The Mala incubator will be educational. Instead of solely focusing on supporting start-ups, educating the entrepreneurs (on entrepreneurship) is also an important factor.

The research objective for the fourth Mala project can be stated as:

*To lay the fundamentals of a start-up incubator in our three months internship in cooperation with local/international organizations and local skills centers to stimulate sustainable entrepreneurship for the youth in the Gambia which will improve local opportunities in the CRR (Central River Region). Secondly a curriculum to increase entrepreneurial skills and possibilities for the local youth will be set up.*

To reach this objective, we created the research question: How can a sustainable start-up incubator be created in the Central River Region of The Gambia? and What is necessary for a well-performing curriculum to teach Gambian youth entrepreneurial skills?

Sub questions that can help answering the first research question are:

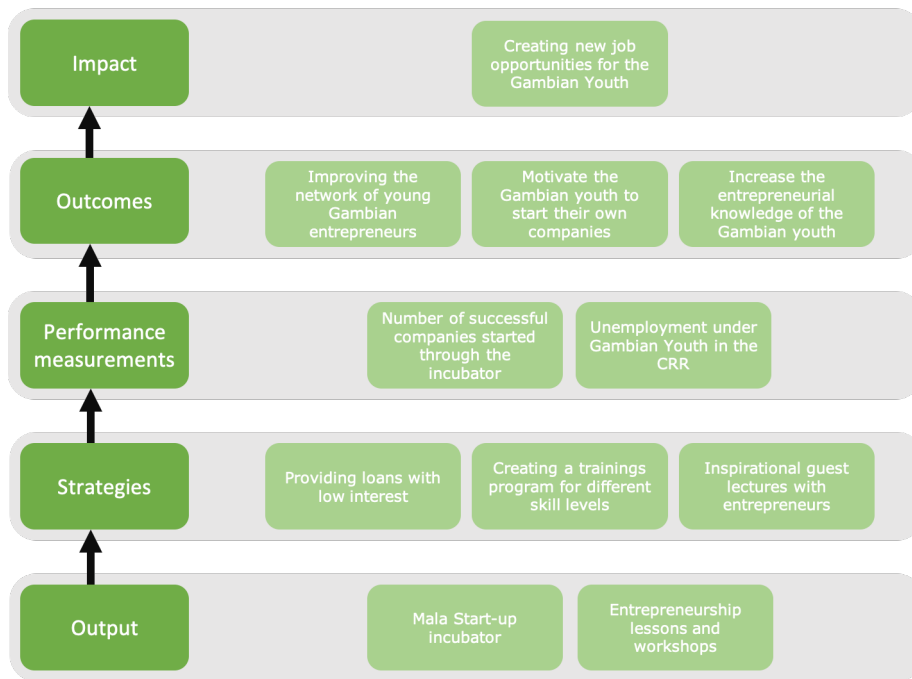
- How does the incubator get financed?
- What are the most important stakeholders and how can we cooperate?
- What type and how many employees are necessary for a start-up incubator?
- What facilities does the incubator need?

Sub questions for the second research questions are:

- What elements of entrepreneurship are important to teach the Gambian youth?
- What type of coaches/trainers and type of education (for example theoretical vs. practical, lectures vs workshops) do you need to make the Gambian youth understand entrepreneurship and give them the ability to implement entrepreneurship in their life?
- What does the program look like? (how many hours a week, how many weeks on what element, etc.)

With this incubator program Mala wants to stimulate entrepreneurship for the youth in the CRR of The Gambia. This should create new financial/job opportunities in the region and increase prosperity in the CRR. When you look at the long-term impact, we hope the incubator aids in the growth of the economy in the inlands of The Gambia.

On the next page (figure 1) is an altered visualization of the social impact canvas. This shows the desired impact coming from the output (start-up incubator and the curriculum) to the impact with steps in between.



**Figure 1: Social impact canvas**

Besides this bigger part of the project, Mala will also give some entrepreneurship workshops to some Gambian youth in the CRR. The impact which should be created by this is, of course, improving the knowledge of the Gambians, but mainly to inspire them about entrepreneurship. To give a workshop which will not only be useful but also a workshop which they will remember.

# PRELIMINARY ANALYSIS OF THE PROBLEM

Entrepreneurship is in vogue in the Gambia, as stated in the project book of the Minor Entrepreneurship and Development. In this part, we will analyze how entrepreneurship is being implemented and developed in the Gambia.

The National Entrepreneurship Policy of the Gambia (2017) shows the mindset and objective of the national government in collaboration with The United Nations Conference on Trade and Development (UNCTAD): "The mission is to build the national entrepreneurship ecosystem in the Gambia, that is conducive to the creation of new start-ups and promotes the formalization and growth of Micro, Small and Medium-Sized Enterprises (MSMEs), in support of inclusive and sustainable economic growth and development."

This policy report is an important report about the development strategy of entrepreneurship in The Gambia. There are five different objectives that need development to create a better entrepreneurial culture. These specific objectives are: 1) Optimizing the regulatory environment 2) Enhancing Entrepreneurship Education 3) facilitating technology exchange and innovation 4) improving access to finance 5) promoting awareness and networking (UNCTAD, 2017).

For Project Mala objective two, 'enhancing entrepreneurship education,' is a very important one. This part elaborates on the policy objective, priority actions, and identified

constraints to develop entrepreneurial education and skills development, which is shown in appendix 1. Special attention for equitable access for youth, women, differently abled, rural, and low literacy groups is one of the key objectives because there is a lot of inequality between different social groups. This is something we will also implement in our research, to be able to make the plan so inclusive as possible. Another thing, which is mentioned in the National Entrepreneurship Policy (2017), is the problem that in Gambia embedding entrepreneurship in the formal and informal education system is slow in implementation. This is a restraint Project Mala will also have to deal with, especially because we are not able to travel to the Gambia due to the Covid-19 crisis. However, it is necessary to deal with this and to prevent as much as possible that the final incubator plan, which we will develop, disappears in a drawer, and is not implemented.

Further research is necessary to determine in what ways Project Mala can contribute to the other four objectives of the National Entrepreneurship Policy of the Gambia (2017).

The third Project Mala group initially had the plan to develop an incubator program for the Central River Region. However, they did not get further than broadly outlining the possibilities of an incubator program, due to the complexity of examining the current entrepreneurial culture in the Central River Region. Thanks to their intensive work, we, Project Mala four, can proceed with actually setting up an incubator program in combination with skills training. We will use a lot of their findings to develop the incubator program plan. One of their key findings and recommendations is to take different target groups into account for an incubator in the CRR. These target groups are; the well-educated Gambians in the region, the youth in the villages who dropped out of school after grade 9, and the

It is known that The Gambia is one of the poorest countries in the world, with approximately 48.4% of the population living below the poverty line (UNDP,2019). The Gambia is positioned at place 174 out of 189 countries and territories of the Human Development Index of 2019 (UNDP, 2019), which logically makes it one of the poorest countries in the world. With only 12.3% skilled labor force, and large development differences between the coastal area and the Central River Region of The Gambia, there are many opportunities for development in The Gambia.



Gambians who were not able to attend school, or who dropped out earlier on. They mention that these three target groups could benefit from an incubator program to help them start their own business. The previous Project Mala has developed different recommendations as a result of their work.

The first recommendation is to collect the stories from inhabitants from the CRR. According to the previous group, the people there face many problems and have great ideas, but they feel inferior to the people in other regions. However, it is not possible for us to collect these stories, because we will not travel to The Gambia. In this way, we will keep this recommendation in mind, but we are not able to put this into practice and collect the stories.

Secondly, the previous Project Mala mentioned the importance of skills centers in the development of the incubation program. They noticed that there are no skills centers in the CRR, despite the need for them. Young people are not able to improve certain skills, due to a lack of money and support. Starting skills centers are necessary to give practical skills training and help develop their (practical) knowledge.

The last suggestion is to investigate how young students can be introduced to the basics of entrepreneurship in their courses. The previous group mentions: "Our focus group is the youth, which we determine at the age of 15-30 years. However, organizations define youth as people between the age of 18-35. Empowerment projects don't focus on people who are younger than 18 years. But we think that this group is an ideal focus group to teach the youth entrepreneurial skills. If they learn (through stimulating creativity and innovation) about entrepreneurship at a young age during their school time, they will develop an entrepreneurial mindset. In the future, this mindset can be beneficial to them. But at this moment, the youth empowerment projects are mainly focusing on the 'older' youth. Implementing entrepreneurship in the curriculum of high schools would be worth research." (Project Mala, 2020).

These recommendations are very useful for us, and we will implement them in our research and incubator program plan. However, we can already say that these recommendations passed on to next year, in the hope that the fifth Project Mala can go to the Gambia.

# STAKEHOLDER ANALYSIS

Project Mala has started in 2017, since then three different Mala groups have worked in the Gambia and created connections with different people and organizations. In this part, we will discuss the most important stakeholders, about what their roles, motives, and interests are in the projects. We have divided four different groups which are important for our project:

<p style="text-align: center;">School</p> <ul style="list-style-type: none"><li>• Students</li><li>• Former students with no job</li><li>• Teachers/ school principals</li></ul>	<p style="text-align: center;">Local</p> <ul style="list-style-type: none"><li>• Local entrepreneurs</li><li>• Municipality</li></ul>
<p style="text-align: center;">Gambian NGOs</p> <ul style="list-style-type: none"><li>• NEDI</li><li>• Tekki Fi</li><li>• Gambia Youth Chamber of Commerce</li></ul>	<p style="text-align: center;">Dutch NGOs</p> <ul style="list-style-type: none"><li>• Sengerema</li><li>• Wilde Ganzen</li><li>• Others...</li></ul>

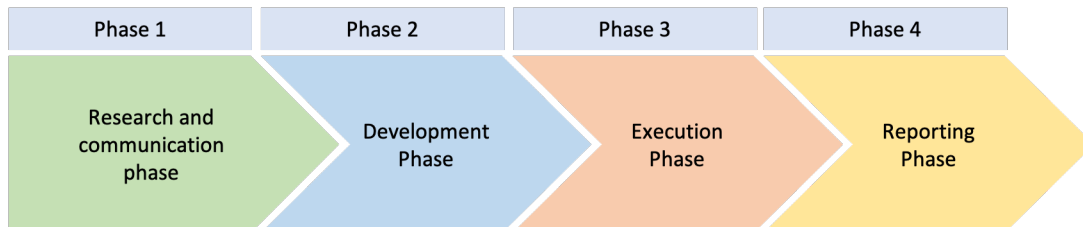
This are the four most important stakeholder groups, which we have to involve in Project Mala. The first three groups we are also drawn up by the previous Mala Project. These groups are interconnected and influence one another. They will be included in our incubator program, because the program will be developed for schools, and we will try to involve as many students and former students as possible to make it more inclusive, therefore, we need the help of teachers and school principals to implement the program, and to make use of the curriculum we will also develop.

However, we are not the first who try to develop entrepreneurial education in The Gambia, different NGOs and governmental organizations work together to develop these programs. The previous Mala groups have been in close contact with them, and we will also try to contact them, even though we will not be physically there. They know more about the current situation, and we need those organizations to create a support base for the incubator program and skills training.

In addition to the groups mentioned earlier, we have formulated a fourth group of important stakeholders: Dutch NGOs, who are active with local development projects and know more about entrepreneurial education in developing countries. We already contacted Sengerema, a Dutch NGO active in Tanzania. They give entrepreneurial education to youth and help them to start their own companies. After twelve years of work, they have a successful program, which we also want to set up in the Gambia. Therefore, we are in close contact with them, and we will make use of a lot of their resources and contacts to develop the incubator program. In addition, there also many other organizations in the Netherlands active in this area, like Wilde Ganzen, who can help us with developing our incubator program. From November we will find out who this could be, and we will contact them.

# METHODOLOGY

This fourth Project Mala will be different from the other years. Because of the current Covid-19 crisis and the current restrictions, there is more uncertainty on how the internship will take its form. However, we still aim to achieve what we would have done if Covid-19 did not arise. This chapter will show how we hope to realize it and illustrate the different phases we will go through.



**Figure 2: Different Phases**

## **Phase 1: Research and communication**

In this first phase of the internship we will focus on research and communication. The main focus in this phase is on the following activities:

### **Research**

#### **Conducting research on the Gambian culture**

Due to Covid-19, we are not able to experience the Gambian culture ourselves. As an alternative, we would have to learn about Gambian culture mainly through interviews, primarily with young Gambians (our target group). We cannot go to The Gambia to interview them, so we will have to find alternatives, like video calling. It would also be interesting to find people from the Gambia in the Netherlands.

There will also be some literature/desk research on Gambian culture, however experiencing it ourselves would have the preference.

#### **Gain extra knowledge on entrepreneurship in The Gambia**

This will also be done mainly through interviews. This will be interviews with related stakeholders like the incubator at the coast and the local government, but also through interviews with local entrepreneurs. The target group, young Gambians, are also interesting to interview about entrepreneurship, what are their opinions about entrepreneurship? What is their current knowledge? How interested would they be in becoming an entrepreneur?

### **Communication**

**Contacting different stakeholders:** In this first phase we will reach out to as many stakeholders as possible who could be relevant for the project. When starting an incubator, it is important to have a broad network.

**Introducing the project plan to different stakeholders:** Besides just making contact it is also important that the stakeholders know what we are doing. In phase 1 it is mainly informing people about the project. It would be in the incubator's best interest if stakeholders would cooperate with Mala from the beginning and make them involved in the project. However, in phase 1 we mainly stay with informing, partly because of the next point.

**Building strong and workable relations with stakeholders:** In the Gambia, it is important to create effective trust, trust-based on feelings of emotional closeness, empathy, or friendship. Therefore, in phase 1, the focus will be on creating this trust and learning to know each other.

So, the goal of this phase is to gain more knowledge about the inhabitants, culture, and entrepreneurship ecosystem (businesses) of The Gambia and to reach out to a wide perspective of important stakeholders that can help achieve our goal. This will create the fundamentals for the next phases of our internship.

## **Phase 2: Development**

The 'development phase' will most likely be the biggest and during this phase, there are two aspects to focus on:

- Creating the business plan for the incubator
- Creating the curriculum for the educational part of the incubator
- Developing the workshops about entrepreneurship we want to give to the students in The Gambia.

During phase 1 we hopefully gained the knowledge to start working efficiently on these elements and we will gain more knowledge during this process. At the end of this phase we want to have a lean start-up plan (the Business Model Canvas) and a concept/draft business plan. The workshops should also be finished so they can be given during the 'execution phase'. These workshops are about entrepreneurship to inspire and teach the Gambian youth, the exact content is yet to be determined but it will most likely implement the Business Model Canvas. The workshops will probably be given through Zoom (or something similar) or videos and Q&A's.

## **Phase 3: Execution**

In the execution phase, we will implement what we have constructed in the development phase. The workshops will be given and we will present the business plan and curriculum to the relevant stakeholders and the supervisors. After discussion and consultation, we will iterate on the business plan and curriculum, improve it, and develop the final versions which will lay the fundamentals of the start-up incubator. We expect the improvements needed coming from the feedback and consultation to be minor because the goal is to work closely with the relevant stakeholders and supervisors and keep them up to date regarding the business plan and curriculum (so that we will also get feedback during the project/developing).

## **Phase 4: Reporting**

The final phase will be reporting the results of our project. In the report will be of course the business plan and curriculum, but also the steps we took to get there and more importantly, what steps to take next. What steps to take next will mainly be focussed on the next groups of students who come to The Gambia. Furthermore, we will reflect on and discuss the project. Lastly, the report will contain our personal experiences and learning process gained through our intercultural adventure. In the reporting phase, there will also be the final workshop for the stakeholders, in which we hope to make sure the project will live on until the next batch of students come to The Gambia.

# DELIVERABLES/MILESTONES

## Phase 1: Research and communication

Analyses of the Gambian Culture  
Analyses of entrepreneurship in The Gambia  
A list of contacted stakeholders which are relevant to our project and how they are relevant

## Phase 2: Development

Lean start-up format  
- Business Model Canvas  
Concept business plan  
- Company description  
- Market analysis  
- Competitive analysis  
- Management and organization description  
- Breakdown of the service  
- Marketing plan  
- Sales strategy  
- Funding  
- Financial projections  
Concept curriculum  
Prepared workshops

## Phase 3: Execution

Presentation with stakeholders and supervisors  
Final business plan  
Final curriculum  
Giving the educational workshops

## Phase 4: Reporting

The final report  
Final workshop for stakeholders

On the next page is the global planning of the 4th mala project. During the project itself we will work with a weekly sprint-planning.

Phase	Date	week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
1	2/11-8/11	45(1) An introduction week. We will look for Gambians (youth and entrepreneurs) to interview (in The Gambia and the Netherlands) and the first contacts with the stakeholders will be made. Besides there will be a lot of literature/desk research on Gambian Culture and entrepreneurship.	Research on what knowledge we want to attain and research on who we want to contact (stakeholders/interviews). And desk research.		Contacting the relevant stakeholders and setting up the interviews. And desk research.					
1	9/11-15/11	46(2) This week will hopefully be the final week of phase 1, however we expect that communication, the planning of the interviews and contacting the stakeholders can go slowly due to the current knowledge of the Gambian culture and the fact that all communication must be online.	Contacting and building relationships with stakeholders. Conducting interviews. Desk research				<b>Analyses Gambian culture</b> <b>Analyses entrepreneurship</b> <b>List relevant stakeholders</b>			
1 & 2	16/11-22/11	47(3) In this week any backlog of phase 1 should get finished and the first steps for the development phase will be made. Of course, even though phase 1 is finished, we still maintain close contact with the stakeholders.	Backlog Phase 1 Starting with the business plan & curriculum Research on workshops		Continuing the business plan & curriculum Research on workshops					
2	23/11-30/11	48(4) Working further on the business plan & curriculum. Discuss a draft of the workshops with the supervisors.	Continuing the business plan & curriculum Draft of the workshops				<b>Business Model Canvas</b> <b>Presenting workshop draft</b>			
2	30/11-6/12	49(5) Finish the construction of the workshops. Working further on business plan & curriculum.	Continuing the business plan & curriculum Improving the workshops				<b>Finish workshops</b>			
2 & 3	7/12-13/12	50(6) Giving the workshops to young Gambians and working further on the business plan and curriculum.	Continuing the business plan & curriculum		<b>Give the workshops</b> Continuing the business plan & curriculum					
2 & 3	14/12-20/12	51(7) Finishing the concept business plan & curriculum and presenting it to the supervisors and relevant stakeholders.	Continuing the business plan & curriculum		Finish the concept business plan & curriculum Make presentation		<b>Presentation concept business plan and curriculum</b>			
-	21/12-27/12	52(8) Holidaybreak								
-	28/12-3/1	1(9) Holidaybreak								
3	4/1-10/1	2(10) After giving the mind some rest in the holiday, improve the business plan & curriculum with new insights and feedback given before the holiday.	Improve business plan & curriculum							
3	11/1-17/1	3(11) Finish improving the business plan & curriculum and planning the final workshop for stakeholders.	Improve business plan & curriculum Prepare workshop for stakeholders				<b>Final business plan &amp; curriculum</b>			
4	18/1-24/1	4(12) Finalizing the report and giving the workshop for the stakeholders.	<b>Stakeholder workshop</b>	Write the report						



# POTENTIAL CHALLENGES AND RISKS

Since we cannot foresee the future unplanned challenges and risks are unavoidable. Therefore, it's necessary to take this into account when formulating goals and a project plan. Listed below are the potential risks and a short explanation on how to cope with them, and a risk assessment matrix.

Risk assessment Matrix						
1) Unforeseen circumstances 2) unavailability of technology or internet connection 3) Language barrier in communicating 4) Unhealthy business behaviour and manipulation 5) Cultural risk and corruption			Impact			
			Acceptable	Tolerable	Unacceptable	Intolerable
			Little or not effect	Effects are felt but not critical	Serious impact on outcomes	Could result in disaster
Likelihood	Improbable	Unlikely to occur				1)
	possible	Will Likely occur	3)			
	Probable	Will occur	5),	2), 4)		

## Unforeseen circumstances

Unplanned and unexpected circumstances can always happen. For example, if any of us or an important stakeholder gets sick, it can delay the project for an indefinite period, especially with the ongoing risk of catching COVID-19 with possibly devastating consequences.

Adding to this, Since we are unable to go to The Gambia we can only communicate via Skype or zoom. This makes our communication heavily reliant on access to computers and the internet. Events like a power outage which are usually a bigger problem in countries like The Gambia, or sudden shifts in regulation due to COVID-19 (which The Gambian government is known for) that forces people to stay home without access to a computer. Unexpected events like these will make the continuation of our project a lot more difficult.

In any occurrence, a flexible attitude is the most important thing. Like we adapted to the COVID-19 crisis with our project we will have to adapt to the uncertain event that may occur. But this will be done case by case and if adaptation in the planning is necessary changes will be made ad hoc. This will be done in consultation with our supervisors.

### Risk response strategy: Accept

## Unavailability of technology or internet connection

As already shortly addressed under the heading 'Unforeseen circumstances' access to the internet and the right communication technology is extremely important if we want to successfully finish this project.

An important goal of our project is to give real-time workshops at the local school and interview some Gambians from the Netherlands. To be able to do this we need the proper communication materials and stable internet which are not guaranteed regardless of any unforeseen circumstances. Even if we leave the probability of good internet out of the equation one big problem remains. Most individuals do not own smartphones or computers nor are schools able to provide them. So the

question remains how will we be able to connect with the youth through technology.

This is a problem that is to be thoroughly discussed with the school themselves. Maybe local contact can be used to provide the needed resources or extra external help is needed. In any way, this is a problem we can only address when we are going to speak with this school. Most of our current information is based on the meetings we had with Barbara Sommers.

**Risk response strategy: Reduce**

### **Language barrier in communicating**

Most Gambian people speak Mandinka or Wolof. Although the official language is English a lot of people, especially in the CRR region, are poor speakers. This can create difficulties in communicating with stakeholders or other parties involved like The Gambian youth. It might restrict us from even having a conversation. But this can easily be overcome by hiring a translator. Not only do they speak the language and translate, but they can also directly advise us on cultural traditions and customs.

**Risk response strategy: Reduce**

### **Unhealthy business behaviour and manipulation**

Unhealthy business behavior is very normal and if not cared for people will misuse your trust or help. Manipulation is not uncommon. This may be best explained by two examples. One example, Jeroen Vegt owner of the start-up incubator Sengerema in Tanzania had told us. When he just started Jeroen was looking for participants for his start-up incubator. As he sent out a message on the radio a lot of people around the neighborhood wanted to participate (not unexpected since there is very little to do around there). But it quickly became clear a lot of people were not looking for education or help; they were just looking for money and would probably run off as soon as their business ideas were financed.

Another example of when Jeroen asked the local government for help. At first, they were very interested and wanted to come to take a look at what was already achieved with the incubator project of Jeroen. But as it was a long way from the institute some gas-money had to be paid, they first wanted something in return for their effort. As Jeroen explained, he was only spending his income on the project itself, so no gas-money for the government officials. When their appointment was due, the officials were nowhere to be found, probably because no one paid for their little excursion.

Local poverty rates are high, and there's often very little to do, everyone wants something in return, and if they decide what little they have to invest in you better make sure they are compensated. If you are not careful in recognizing unhealthy behaviors like this people will take advantage of you. In tackling this issue, the most important thing is creating the right connections, trust is key. Finding some local guides that we can trust is important, even if this trust has to be bought with money. Eventually, this will lead to less manipulation against us.

**Risk response strategy: Reduce**

### **Cultural risks and corruption**

Differences in culture bring additional risk factors as stated in the lecture they can be negative but also positive. People have different cultural backgrounds with differences in personal responsibility, mutual trust, ethics, or the importance of personal relationships, to name a few.

An unusual difference is a way the Gambians look at corruption. Corruption is not uncommon and therefore somewhat accepted, from particularist governmental institutes to favoritism or corrupt police officers. It is part of daily life. Consequently, it is almost certain that we will come across it ourselves, but it should be avoided at all times. Our aim is to leave a transparent and sustainable enterprise that will not be influenced by any corruption. That's why it is probably best to stay away from governmental institutions to be involved indirectly making

programs, before you know it, the nephew of a local governor has joined the project because of his status.

Another difference, not so unusual, are our divergent customs and traditions. No surprise as the Western culture differs a lot from The Gambian culture. But this inexperience with Gambian traditions and daily life may influence the relationship with the Gambian stakeholders. If not careful we could come across as very rude. This will have devastating consequences for reciprocal learning as a result of the interactions we have. Like one of our supervisors, Barbara said; 'If you do not take their customs into account, they will not tell you what they think and will only give socially desirable answers.

To minimize this a good understanding of the culture is needed. This means learning about their customs and traditions. But again, trust is key, carefully building mutual trust is therefore essential. This means heavily investing in relationships and bonding with these people. We now know Whatsapp might give us this opportunity.

**Risk response strategy: Avoid/ Reduce**

# CONTINUATION OF THE PROJECT AFTER YOU LEAVE

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The final aim of our project is to create a project plan for a start-up incubator program in The Gambia. The project plan contains the steps that have to be taken to create a start-up incubator in the central river region of The Gambia. Furthermore, it will contain details about the curriculum, trainee period, financing, and the stakeholders that have to be involved.

The project plan can then be given to our contact and supervisor in The Gambia; Barbara and to our contact from the organization Sengerema; Jeroen. A next step would be implementation, this may be a job for next year's students. But if time allows initial arrangements can already be met. Looking for a project manager, working on getting funds from governmental organizations, or even looking for partnerships here in the Netherlands that want to sponsor the project. Since we cannot go to the Gambia due to the coronavirus we might want to go there on our own terms in July/ August. If we continue working on the project in the meanwhile, we might even be able to carry out our project plan. But this is a very ambitious goal and maybe best left to our colleagues next year.

Next, our research about the possibilities of a start-up incubator can also be used by local organizations to improve their support towards entrepreneurs. Throughout our project, we aim to get local organizations involved and interested in the actual creation of a start-up incubator. From the previous mala projects, we know that the start-up incubator located in the coastal area is eager to learn more about the possibilities of creating one in the central river region. They want to be more active inland and we can offer them the building blocks to make this possible. Even if they will not follow up on our initiative it will hopefully make them even more enthusiastic about a start-up incubator in the central river region.

Also, Our project plan will be shared with other stakeholders. The local government of the CRR or a different organization can also use our findings to get a better understanding of the entrepreneurial climate. This will in turn hopefully have its impact on future decisions concerning the entrepreneurial opportunities for local people.

To continue each year workshops are being given at the local school. We also like to do this, not only to meet these kids, speak to them, and learn something from them but also to inspire them, even after our internship has ended. Barbara Somers told us that interacting with these people is very meaningful in different ways. They will learn something about our values, work ethic, creativity, and entrepreneurial mindset while we learn something about theirs. This reciprocal interaction may shape, and influence decisions made later in life. For them but also for us.

Lastly, since the workshops will be online, we will have an opportunity to experiment with online communication in The Gambia. If it will turn out to be a big hit, we can certainly think about the possibilities for giving regular workshops throughout the year. I think groups before us would gladly do this. I imagine even sporadic lessons would have great influence and mean a lot. We could also think about recording multiple workshops to support the learning process that way we don't always have to contact them in real-time.

# REFERENCES

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# APPENDIX 1

**Table 1: Enhancing Entrepreneurship education and skills development (UNCTAD, 2017, p.10)**

POLICY OBJECTIVE	IDENTIFIED CONSTRAINTS	PRIORITY ACTIONS
<b>Integrate entrepreneurship competencies and skills into formal and informal education</b>	<ul style="list-style-type: none"> <li>- Weak implementation of entrepreneurship as an official subject in formal education</li> <li>- Limited reach of existing informal entrepreneurship programmes</li> <li>- Weak integration of entrepreneurship training into apprenticeship and vocational education</li> </ul>	<ul style="list-style-type: none"> <li>- teach entrepreneurship at all educational levels including in tertiary institutions</li> <li>- promote academic and policy oriented research on entrepreneurship</li> <li>- scale up and expand access to the current Empretec Programme</li> <li>- integrate Entrepreneurship education into TVET programmes</li> <li>- Link TVET graduates to post-graduation entrepreneurship skills training.</li> </ul>
<b>Develop effective entrepreneurship curricula</b>	<ul style="list-style-type: none"> <li>- Lack of entrepreneurship teaching materials for the different levels of education</li> <li>- Absence of customized entrepreneurship training material for women, youth, rural, low literacy and differently abled groups</li> <li>- Lack of entrepreneurship curricula in school programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Develop curricula for all levels and integrate existing entrepreneurship models into formal and non-formal disciplines</li> <li>- Integrate learning by doing tools in the curricula</li> <li>- Develop training materials for women, youth, the differently abled and rural, low literacy target groups.</li> </ul>
<b>Train teachers</b>	<ul style="list-style-type: none"> <li>- Limited training of trainers programmes in place</li> </ul>	<ul style="list-style-type: none"> <li>- Establish training of trainers programme for teachers</li> <li>- Use ICT based online courses for training the trainers</li> <li>- Scale up the ILO and Empretec trainings of trainers</li> <li>- Encourage the setting up of commercial clubs</li> </ul>
<b>Strengthen inter-linkages between private sector and The Gambia's education system</b>	<ul style="list-style-type: none"> <li>- Weak links between the private sector and the education system in supporting entrepreneurship education and entrepreneurial skills development</li> </ul>	<ul style="list-style-type: none"> <li>- Enhance information sharing between education structures and the private sector</li> <li>- Establish mentoring and coaching schemes</li> <li>- Develop student internship schemes</li> </ul>