

Enlightening the path for young entrepreneurs

Project plan | Project Research & Design | Minor IED
Team Kairoh Garden | 23.10.2021



Centre for Entrepreneurship

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1. Introduction

1.1 Project

The project our team will be working on is the Mala project in the Gambia. The aim of the project is to enlighten the path for young entrepreneurs, with a final goal to create an incubator center connected to a school in the inland of the Gambia. Since 2017 every year three students from the TU Delft have worked on the Mala project in the Gambia or online. Over the years an entrepreneurial workshop has been created and taught to multiple student groups in different areas of the Gambia. Next to that, the last two groups from the TU worked on gathering information about incubator programs in the Gambia and writing a final business plan for the incubator program (Project Mala, n.d.). We will continue the work of the previous groups.

The project is provided by the Kairoh Garden Foundation and we will work on the project with the guidance of Barbara who is from the foundation. Kairoh Garden is a foundation that's been officially established since 2011 in the Gambia, they make sure that the money from investors and donors goes to the right organizations. The main aim of the Kairoh Garden foundation is to make money to support the education of children in the Gambia whose parents can't (Kairoh Garden, n.d.).

To be realistic, we cannot make sure that the step for all Gambian youth to enter the entrepreneurial field will be easier in the 3 months' time period we have. So we will contribute to create a more accessible step to the entrepreneurship field by setting our goal as; give practical support to (young) entrepreneurs during their starting years as an entrepreneur. To scope our goal we will be working on this project at the Armitage Senior Secondary School in Janjanbureh, which is situated in the inland of the Gambia. We will be going inland because the problem is even bigger there, less support for the students is available.

To reach our goal we will use the work done by the previous Mala project groups and add to that by focusing on making a lasting impact. We will do this by involving the teachers in creating the workshop and teaching together with them. Secondly we will give the workshop and implement the knowledge we gained throughout this minor to the students. Furthermore, the end goal of the Mala project is to create an incubator program. We will help set the first step by guiding the youth in their networking skills.

1.2 Team

In order for the project to succeed, a team of three students has been set up to work on the project. Furthermore, the team consists of a TU supervisor and a global supervisor, referred to as the external team. The teams will be introduced in the following sections.

1.2.1 Internal team



Lotte Bijwaard



Barend Westra



Renske Verbeek

Student 1 is Lotte, she's finishing her Bachelor Architecture, Urbanism and Building science this year. During the preparations months before the internship we discovered that she is very organized and planned. Because of this she will be responsible for the overall planning of the project and the planning during the internship. She will make sure that we reach our goals and deadlines in an organized way.

Student 2 is Barend, he's a third year student of the Bachelor Civil Engineering. We learned that he's a good researcher and writer. Because of this he will be responsible for the content of our reports and the workshop. He will make sure that the reports consist of valuable information.

Student 3 is Renske, she's finishing her Bachelor Industrial Design this year. The past weeks we discovered that she likes to be in control and is hard working. Because of this she will be responsible for the overall quality of our project. She will make sure that the project goes smoothly and the loose ends come together.

Overall the whole team is very enthusiastic about the project and is driven to make the most out of it.

To collaborate efficiently and well beforehand a team contract was made to conduct some ground rules to keep on to. Furthermore as a team we schedule a team meeting (including feedback moment) each week, we use some online tools to be organized as a team and to be able to work online at the same time on a group report or assignment.

1.2.2 External team



Barbara Somers



Gareth Wakeling

Barbara Somers is our global supervisor from the Kairoh Garden Foundation in the Gambia. She already helped us by providing the context of the project and providing information about the Gambia and our stay. She will also be in the Gambia when we are and she will help us around with the project.

Gareth Wakeling is our TU Delft supervisor, he will make sure we meet our learning goals for the project as well as helping us with how to define the project.

2. Mission of the project

The overall goal in Gambia is to make the step of entering the entrepreneurship field in the Gambia more accessible for youth. Project Mala is already working on this goal since 2017 but there is no continuation of the project when the students leave each year, therefore our main mission of the project is 'to make a lasting impact'.

To make sure we reach the goal and our mission we need to set realistic goals for ourselves and scope the project. Because with 3 people in 3 months we will not be able to solve the entire problem in the Gambia. For our project we will be focusing on the Armitage Senior Secondary School in Janjanbureh, which is a school in the inland of the Gambia. The problem is the biggest in the inland because at the moment there are the least institutions that help or guide youth in the entrepreneurship field. To reach our goal we have conducted two research objectives:

1. Create and give a workshop to the students of the school
2. Setting the first step into an incubator program for the school by creating a network

2.1 Research objective 1: Creating a workshop

Research objective	Create and give a workshop to the students of the school
Specific	Creating a workshop by adapting the workshop made by former students with the input conducted from interviews with teachers and students in the Gambia.
Measurable	If a workshop is created which combines the Dutch and Gambian teaching methods and fulfils the needs of the students and is given to 20 students.
Achievable	Information about what the needs of the teachers and students are will be gathered by conducting interviews. We will observe the way of teaching in the Gambia and we will try to explain to the teachers about the more practical way of teaching to show different methods.
Realistic	The objective is realistic because former students also managed to create a workshop in this time period.
Time-Bound	The first 3 weeks of November 2021.

What? The students in the Gambia, and thus at the school we are going to, are taught in a very theoretical way, which means the teacher tells the students things and the students listen and remember. This is the only way the teachers know it. This way the students know a lot of definitions by head but do not have any practical experience. To bring them practical knowledge we will give a five day workshop with practical and guest lessons. But we have as our mission to create a lasting impact, that is why we will involve the teachers actively in

creating and teaching the workshop. This way they can continue to teach this way after we leave and the impact will be bigger.

How? There are some resources we need for achieving our goals and eventually setting up and teaching the workshop. Firstly we already have the workshop materials given by the students from previous years. This workshop we will adapt together with the teachers and we will use input from the students so that we can make a fitting program. We will also need crowdfunding to cover the financial needs for teaching materials, guest lectures and field trips. Another crucial factor is motivated students and teachers, if they are not willing to give themselves a 100% we cannot create a lasting impact.

Impact

- a. The students get better practical knowledge about entrepreneurship
- b. The students gain more entrepreneurial connections through the lessons
- c. The teachers have more experience with teaching in a practical way

2.2 Research objective 2: First step into an incubator program

Research objective	Setting the first step into an incubator program for the school by creating a network
Specific	We will try to help the school with their first step to have an incubator program by networking in the entrepreneurial field and connecting different people and organizations to the school.
Measurable	Making sure we connected at least 3 external organizations to the school with which they can collaborate in the future.
Achievable	We will approach local entrepreneurs and organizations (for example micro-loans or incubator programs) and interview them to figure out what their needs and wants are.
Realistic	In the inland of the Gambia there is a need for incubator programs, so local entrepreneurs and organizations probably want to participate in this opportunity. BuzzWomen is a good example that shows that locals want to help and participate.
Time-Bound	From the beginning of November till the end of January.

What? If students have an idea that they want to bring to the market or they are stuck in executing their business plan they need guidance. This is why a sort of incubator program is needed, a place where students can go for guidance while setting up their business. The end goal of project Mala is to really set up an incubator program in the school. It is not possible for us to reach this goal in the short amount of time we have but we can set some first steps. We will start with the network the school needs to be able to really guide the students. So we will try to find parties and people who are willing to help the students in their entrepreneurial journey.

How? There are some things we need to accomplish this research objective. First of all we will be approaching local entrepreneurs and organizations (for example micro-loans or incubator programs) and they need to be willing to work with us and the school. We will also need to make sure what their needs and wants are by interviewing them.

Impact

- a. The students have more connections to use when starting a business
- b. The school has a bigger entrepreneurial network

3. Preliminary analysis of the problem

3.1 Problem analysis

Now we will be digging a bit deeper into the problem in the Gambia. If you first look at the problem in the Gambia you would say: "The Gambian entrepreneurship students don't put their learnings into practice". The problem would be the students because they do go to school but don't put what they learned into practice. But if we dig a bit deeper to the root cause there might be a different problem. For instance the students in school are being taught in a very theoretical way, so they don't learn and thus don't know how to set up a business in real life. So now it is a problem caused by the teachers, but the teachers are used to this way and don't know another way of teaching (AllAfrica Global Media, 2014). But why not give the teachers the training to teach more practically? The Gambian government doesn't focus that much on the quality of schooling at this moment, their biggest concern about school at the moment is still that every child should have a chance to go to school, this is the reason why they don't provide practical teaching programs for the teachers (Gambia Education | Information & Facts, n.d.).

So now the root cause is a bit more clear we can define the problem and the consequences of the problem:

The *root cause* is the theoretical way of teaching, there are quite some students who go to school but they get very theoretical lessons about entrepreneurship which is why they don't know how to put it into practice.

The *problem* is the entrepreneurial gap, the step for the youth to enter the entrepreneurial field (for example setting up a lasting but simple business) is too big. There is no place where they can get support.

The *consequence* of the problem is that there is a lot of migration among the youth. A lot of youth migrate to the coastal area or even Europe where they see a better future for themselves. This movement makes it even harder to create an entrepreneurial environment in the inland of the Gambia.

Whose problem is it? The problem concerns the students in Gambia but also the country because relatively little action is taken to set up companies which affects the economy of the country. The biggest problem lies with the people in the inland as all educated people leave in search for something better. This way families are separated from each other and the local economy isn't stimulated in any way.

3.2 Stakeholder analysis

In this chapter we will discuss the most important stakeholders for our project, about what their roles, motives and interests are in the project.

1. **(Executive) board Armitage Senior Secondary School Janjanbureh**

Role: The school facilitates our project and the workshop.

Motive/interest: Good education and a better future for their students.

2. **Local incubator programs**

Role: Most already existing incubator programs in the Gambia are in the coastal area, we will try to bring these organizations to the inland and make sure they see that this is an urgent problem in this area.

Motive/interest: Helping the Gambian youth.

3. **Teachers in the Gambia**

Role: The teachers have a crucial role in the continuation of the project by continuing teaching practically, their motivation should motivate the students as well.

Motive/interest: Becoming a better teacher.

4. **Barbara Somers - local supervisor and project provider**

Role: Barbara will not be actively involved in the execution of the project. We can use her connections in the Gambia and knowledge about the Gambia.

Motive/interest: Helping people in the Gambia

5. **Local investors (micro loans)**

Role: Organizations and companies who hand out micro loans can expand their business to the inland of the Gambia.

Motive/interest: Helping motivated entrepreneurs with financing their project.

6. **Students in the Gambia**

Role: The students will follow our workshop and to find an entrepreneurial way to earn money and gain experience because a lot of them have to support their family financially.

Motive/interest: Earning money to support themselves and their family

7. **Local entrepreneurs**

Role: The local entrepreneurs have already succeeded in earning money and have a business in the area.

Motive/interest: Inspiring the Gambian youth

8. **TU Delft - Delft Center of Entrepreneurship**

Role: The TU Delft has good publicity by working on this project and they want their students to meet their learning goals to earn their credits.

Motive/interest: Making sure the students earn their credits and a succeeding project is good for their reputation.

3.2.1 Power Interest grid

After we defined the stakeholders for our project we placed them on the power interest grid (figure 1). For us the most important stakeholders will be the players, because they are interested as well as they have significant power, we should keep close contact with them.

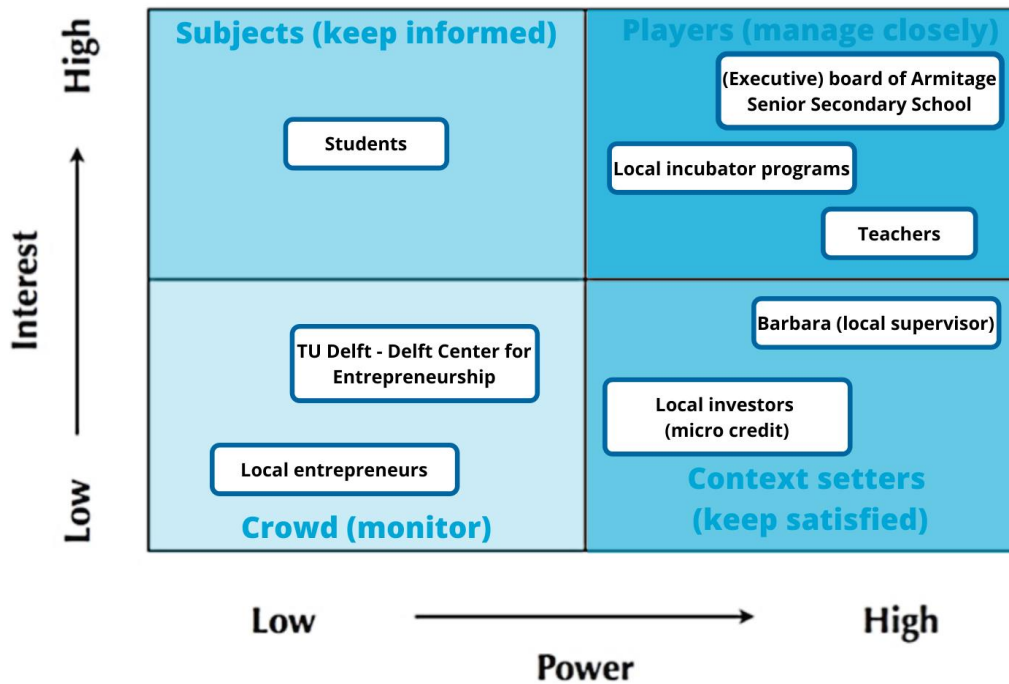


Figure 1: Power Interest grid

4. Methodology and deliverables

Conducting proper research is one of the most crucial steps you take during any project as it is the foundation of every further activity. In this chapter we will discuss our methodology and deliverables and how we are going to approach our project and what we hope to get out of it. We have split up our project in 5 phases, based on the Canvas Framework from the EdX online course, which are in figure 2. It is important to keep in mind that the borders of the phases aren't as hard as you might think, a lot of the phases contain iterative processes. The figure shouldn't be looked at like a tight planning but more like a rough indication of the main subjects.



Figure 2: Project phases

4.1 Research approach

Phase 1: Initiation

The initiation phase is one of the most important ones because this is where you build a team and get familiar with the project. To achieve this we have had numerous meetings with both the internal and external team. We had qualitative interviews with Barbara who could tell us everything about the project and the country we might visit. After that we spoke to Gareth about the course of the minor and the possibilities concerning the international internship. To really get a team bond we also went on a fun activity where we learned more about each other on a personal level.

To make sure we agree on some ground rules we put together a team contract which we all signed. In this contract we made clear how we will behave and interact with each other during our project. We also talked about team roles and responsibilities. We came to the conclusion that we are a very diverse team which can be a huge strength.

Deliverable: Knowing our supervisors, global conception of the project & having a team contract.

Phase 2: Research & Planning

The research and planning phase is important to gain more understanding and knowledge about the project. To create the most nuanced view on different topics we have been speaking to numerous different sources while conducting expert interviews. We conducted expert interviews with Ellen van Andel about teaching, former student groups about their experiences and with Dave Jongeneelen, the founder of BuzzWomen, about a similar project in the Gambia.

Apart from the interviews we also did some desk research. We were able to gain access to the final reports of the previous groups who worked on project Mala. Reading and analyzing those carefully will prevent us from making the same mistakes as they did and will give us a head start during our own internship.

In addition to that, phase 2 is about planning as well. During this period we thought about all the practical things we needed to consider before leaving for the Gambia and we also made a planning of our activities in the Gambia.

Deliverable: Clear problem definition, overall vision, project goal and planning.

Phase 3: Preparation & Development

When we start the project one of the first steps will be to qualitatively interview the target group, just to make sure what they expect from us and what they need and want. What is their current entrepreneurial knowledge? How motivated are they?

To gain extra knowledge on entrepreneurship in the Gambia we will conduct mainly mixed qualitative and quantitative interviews with different stakeholders (see chapter 4), for instance with existing incubator programs, microfinance institutions and local entrepreneurs.

Furthermore we will be observing a lot when we are there, mainly subconscious to take in the culture and way of going of the locals. But we will also observe the way of teaching at the school and see how things go around there.

By interviewing and observing we will gain more knowledge and understanding for the people we will be working with. The next step is to sit together with the teachers and collect the methods we learnt throughout the minor and together with them set up the workshop program. This way we will be combining our knowledge with the Gambian teachers' knowledge.

Deliverable: finalized workshop materials, arranged times and dates with guest speakers, field trip plan and having clear what the students expect from us.

Phase 4: Execution

When the workshop materials are finalized, the workshop can be given. This will be done by both ourselves and the local teachers, this way the teachers gain knowledge and experience with practical teaching. During the workshop there will be feedback moments for us as well

as the teachers by asking the students what their thoughts on the lessons were and what could be improved. The feedback will be implemented in the workshop to improve it.

During the workshop period we will closely be in contact with local organisations and we will ask them if they want to give a guest lecture. We might have an in depth conversation with them together with teachers and the board of the school, this way they will know each other better which might make it easier for the school to contact them in the future. This way an entrepreneurial network for the school starts.

After the workshop we will have a presentation moment from the students in which they present their final business plans. We will try to find the students who are really willing to execute their business plan and guide them in this process.

Deliverable: The workshop has successfully been given. Feedback from the students. Business plan from each student(group). At least one executed business plan. Connecting the school with at least 3 external organizations.

Phase 5: Closure

To close our project we firstly have to make a plan with the students how they will execute their business plan and how they will continue after we leave, and the same counts for the school. We will make a plan on how they can make the next step to have an incubator program after we leave.

During the closure phase we also need to finalize our report and presentation as deliverables for the TU which we both will present when we get back to the Netherlands.

Deliverable: Clear plan of how the students will continue their business after we leave. Clear plan of how the school will continue with the incubator program in the future. Final report and presentation.

4.2 Planning and timeline

To make sure we are able to execute all the plans we have, a rough planning was made. Firstly we made a breakdown structure (see Appendix A) in which we set up some milestones and tasks. Using these we made a global planning for when we will start the project which you can see in figure 3.

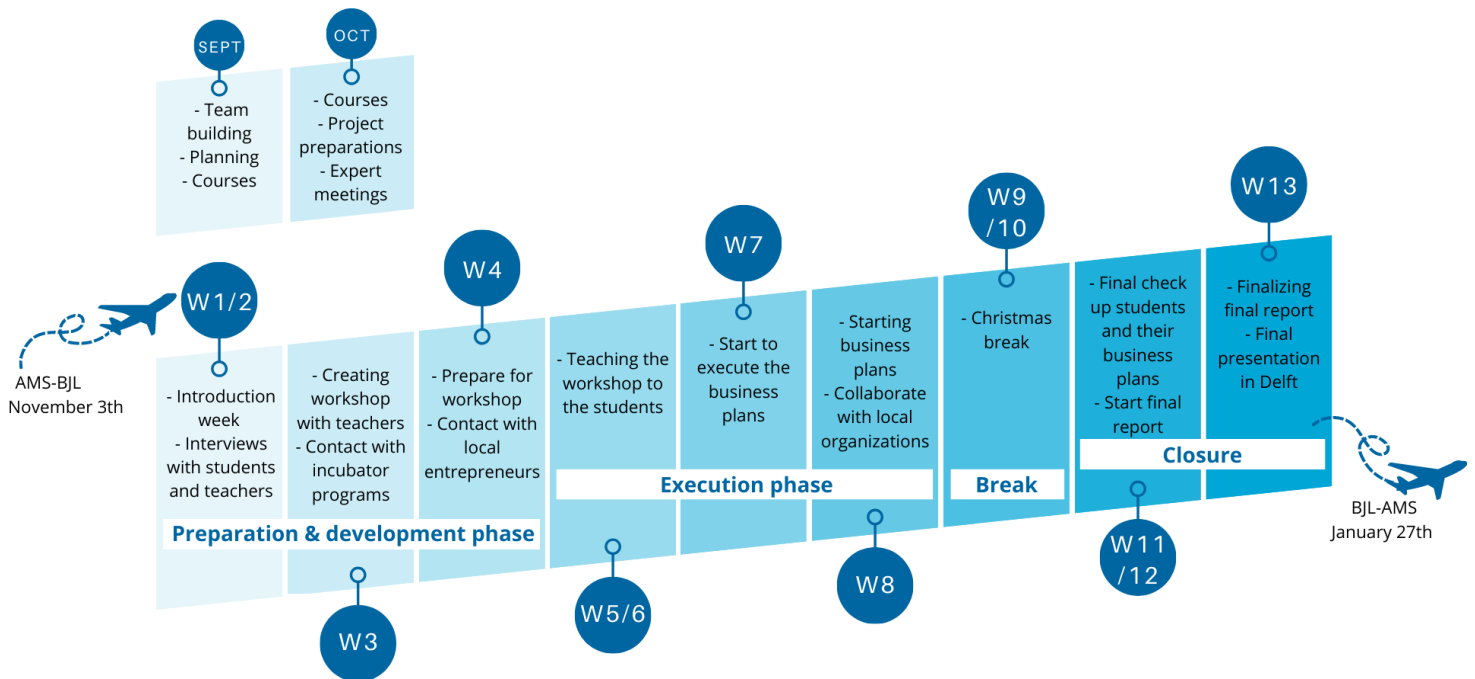


Figure 3: Global planning and phases

5. Potential challenges and risks

During our internship we can face multiple challenges and risks. We analysed the most potential challenges and risks, placed them into risk assessment matrices (table 1) and discussed the possible effect and what our adaptation to the challenge or risk will be (table 2). We need to keep in mind that we can also face unexpected challenges and risks on which we will need to estimate the effect and our adaptation in the moment.

Impact (consequences/severity)	High	-Don't reach our learning goals -Not making our deadline	-Not finding people to help make the project lasting -No motivated student and teachers	
	Medium	-Hard communication with our TU Delft supervisor -Not a suitable working place	-Not enough people to interview -Change of research goal -Team conflict -Getting Covid-19 -Lack of clear drinking water	-The skill school being less developed -No good internet connection
	Low			
		Low	Medium	High
		Likelihood (Probability/Frequency)		

Table 1: Risk assessment matrix

Challenge	Likelihood	Impact	Effect	Adaptation
Not reaching our learning goals during the internship	Low	High	The effects on this minor will be minor. The effects on us on the other hand will be huge. We will go back home disappointed and embarrassed as we have to tell everyone we failed.	We will reflect on our progress multiple times to prevent this from happening. If we notice that our goals are impossible we will scale them down a bit and try again.
Not finding enough people that are willing to be interviewed	Medium	Medium	Finding people to interview during the development of the workshop is very important. Without their input the workshop won't be as good as it can be.	We will use whatever source we can find. For example Barbara (our project provider) and her contacts. If the Gambians really don't want to speak to us we can also contact people who have worked with them.
Not finding the right people who can help make the project lasting	Medium	High	Without those people the project will just fade away when we are going back to the Netherlands.	If we really can't find anyone to continue our project there is not much we can do about it. We can write down our gained knowledge to help the next group and hope they perform better.
Conflict between team members	Medium	Medium	It depends on the scale of the conflict. If it gets too big we will need to cancel the project.	We will tell each other if anything bothers us. We will also constantly be working on our team bonding as a way of conflict prevention.
No motivated students and teachers	Medium	High	If the students aren't motivated enough to participate in the assignments the whole workshop will flop.	We will need to find a way to motivate the students. If that isn't possible we will focus on doing research and help future groups with our work.
The skill school being less developed/having less students than we thought	High	Medium	We will have to teach a half class which means there will be more time for personal attention, but less creativity as a bigger group has more plans.	We will teach the students that did show up. If it is possible we could ask if there are secondary school students who want to join.
Change of research goal	Medium	Medium	We will need to search for another topic and goal.	We need to be flexible and open to all the possibilities in the Gambia.
Hard communication with our supervisor in the Netherlands	Low	Medium	If we are having a hard time communicating with our supervisor in the Netherlands it will be harder to make sure our supervisor has insight in our learning goals.	We will have to tell him it doesn't work. That's the only way things are going to change. In the worst case scenario we can ask for someone else to supervise us.

Not making our deadline	Low	High	We have multiple deadlines. Some are not so important but some are so important that missing them will prevent us from going to the Gambia.	We will have to work as hard as we can to compensate for such a tragedy. Apart from that we will need to reschedule our journey so we can still go on a later date.
No good internet connection	High	Medium	Without a working internet connection we won't be able to contact the Netherlands very easily as calling is very expensive.	We will try to text instead of video call as it uses a lot less internet.
Not a suitable working place	Low	Medium	Not having a suitable working place will mostly hinder our project writing as we will be at many locations for our other activities.	We will move the report writing forward to the last few weeks. In those weeks we will look for another place to work, for example in the guesthouse at the beach.
Getting Covid-19	Medium	Medium	We need to go in quarantine and can't continue working on the project these weeks. We will probably not be able to complete all our goals.	Follow the local measurements and take self tests with us, and avoid big groups. If we get Covid will stay safe and continue after recovering with the goals we still can achieve.
Lack of clear drinking water	Medium	Medium	Drinking the unfiltered water (for instance when a local offers you) can result in very bad stomach aches.	We will only drink filtered water. We need to pay attention when eating a salad that is washed with not filtered water or when we get ice cubes in our drinks that are made from not filtered water.

Table 2: Challenges and risks with possible effects and adaptations.

6. Continuation of the project after you leave

The main mission of project Mala 2021-2022 is creating a lasting impact. The ultimate goal of project Mala is to implement practical lessons and to set up a local incubator program through the years.

To make this happen we need to make sure the workshop is well integrated in the local community. We will try to achieve this by actively involving the teachers and students in creating the workshop so it will be a mix of the dutch way of teaching entrepreneurship and the way the teachers and students are now used to in the Gambia. Hopefully the teachers eventually will teach more practical lessons by themselves as well.

Until the incubator program is official we do need some sort of interim solution as we don't just want to leave after the workshop but want to inspire and support the youth during the start up of their businesses. As it would be very hard for us to coach them from the Netherlands we will be looking for someone from the community who wants to take this task. Even though our first thoughts lie with the teachers as they are already involved with the school and know the students we will not just ask them to do it. Because we are carrying the whole responsibility of the project over to one or a couple of people we will need to make sure they take it seriously and are planning to continue for a long time. An obstacle which might come across is the fact that we can't pay them any money. We can only hope they will see it as a valuable experience which might also look good on their cv.

Another option then using the teachers lies with the local entrepreneurs. We hope to connect with them during our internship and convince them to join the incubator program. They of course have valuable lessons to share both during our internship and after. There might be someone among them who cares enough for the community and is willing to take on the role of a coach. This will obviously only come clear when we are over there but it certainly is a possibility.

7. Sources

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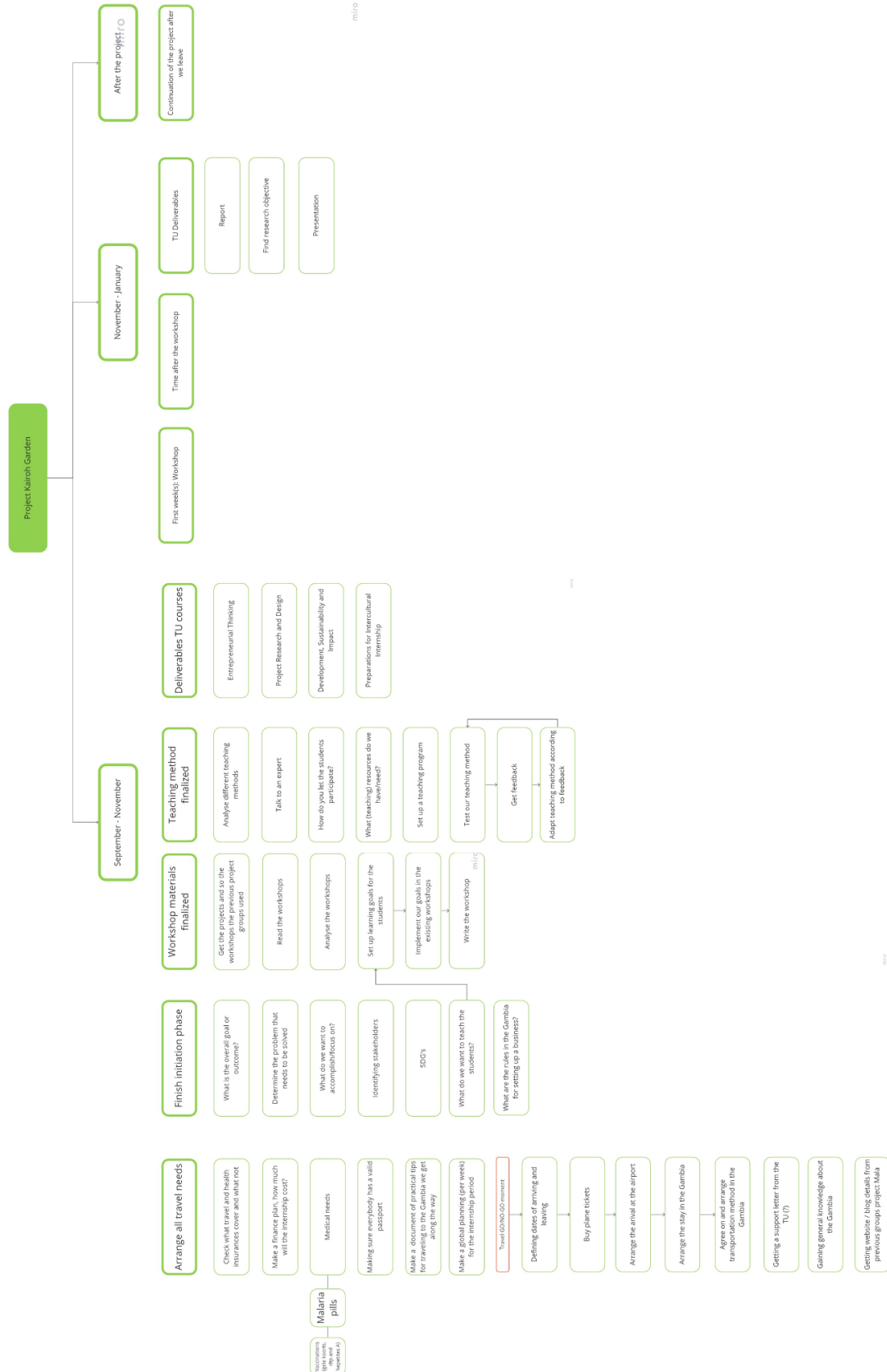
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8. Appendix

Appendix A: Breakdown structure



Appendix B: Revised Interview protocol for former students

For the minor IDE we're going to the Gambia for the project Kairoh Garden. We're giving an entrepreneurship workshop to the students over there, and support them with setting up their own business. We want to learn from the experiences from the previous groups.

- + more in depth explanation of our project

Opening discussion

1. What project did you do in Gambia ?
2. How were your expectations before going abroad ?
→ What was different than expected ?
3. How did you prepare for going abroad ?
4. How did you prepare the teaching part ?

Main conversation

Project/experience question

1. How was working with the students in Gambia ?
→ Are there some things to keep in mind if we go there ?
2. What are cultural differences?
→ What was your major cultural difference?
3. What was your biggest challenge ?
→ How did you deal with them?
4. How did you manage to know what the students expected from you ?
5. How was the response from the students ?
→ Did they take everything you said for true?
→ How did you feel in this situation?
6. Do you know how your project has developed over the years? Does it still exist?
7. What would you have done differently if you could do the project again ?

Practical questions

1. Where did you stay ?
2. How did you travel from your stay to the school ?
→ How much did it cost ?
3. What did you do during your free weekends ?
→ how much did it cost ?
4. How did you get your money when you were there?
→ Do you need a creditcard
→ How did you exchange currencies?

Wrap up/closing questions

1. Do you still have contact with someone over there?
2. What will stay with you forever?
3. What is something unexpected you learned during the project?
4. Is there something important you think we should have talked about?

Thank you for your time. We really appreciated it, can we contact you if we have some more questions in the future.