

University Entrepreneurship Education for Individual and Community Transformation:

IMPACTS OF THE YOUTH ECONOMIC PARTICIPATION INITIATIVE (YEPI)



YEPI is a partnership between the Mastercard Foundation
and the Talloires Network



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- Amy Newcomb Rowe, Program Manager
- Rantimi Adetunji, Senior Financial and Program Officer
- Brianda Hernandez Cavalcanti, Program Manager and Administrator

As well as its partners and participants from the program sites:



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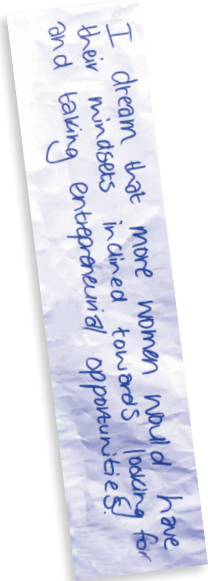
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Executive Summary

The Youth Economic Participation Initiative (YEPI) is a partnership between the Mastercard Foundation and the Talloires Network. It supports youth and higher education institutions in emerging economy countries to expand their knowledge, skills and experience of entrepreneurship.

Over the last three years, YEPI's innovative research, teaching approaches, training systems and curricula have been consolidated and enhanced at each of the eight partner sites. Student exposure to critical pedagogies, mentorship programs, industry placements and incubator projects has grown apace.

The results below, in terms of enhanced economic participation of graduates, are noteworthy:

- **214 group businesses have been created by YEPI participants**
- **1,932 YEPI participants have made a transition into a job or entrepreneurial venture**
- **678 YEPI graduates are now self-employed**
- **18 patents on products have been developed by YEPI participants³**

Institutional leadership support, community engagement activities and commercial partnerships have all been leveraged to embed the regionally specific YEPI approaches. Project leaders of the Initiative have not only developed their own strategies, teams and skills to help reach this point, but they've also significantly expanded their stakeholder networks. A central pillar of these burgeoning stakeholder networks is the collegiate relationships that have developed between the individual project site leaders. A poignant example of this is the impact that different site leaders were able to make in their communities of practice as a result of their collective systems of support, learning, challenge and cohesion. Under their stewardship, the global reach of YEPI is greater than the sum of its regional parts, and the success of the Initiative is due, in no small part, to their expertise, dynamism and teamwork.

“Leadership starts with a worthy cause; a human cause. Teaching this within entrepreneurship encourages students to actively seek to make a difference, not just a living.”

— SÉBASTIEN ZUZE, INSTRUCTOR / PANHARI, ZIMBABWE

Below are some of the key takeaways from the Initiative:

- 1. Develop:** nurture one-on-one relationships between university faculty/staff and students. Connect non-traditional learners with community leaders (government, non-profits, businesses). Cultivate confidence and leadership—the ability to set direction, create something new and support the development of others.
- 2. Teach:** transform curriculum to match economic opportunities, aligning labor supply with labor demand. Build relevant life skills to prepare young people for livelihoods through critical pedagogies and experiential learning.
- 3. Mentor:** provide multiple opportunities to strengthen relationships between university faculty/staff and community leaders (incubator centers, internships). Foster an understanding of entrepreneurship and an entrepreneurial mindset.
- 4. Network:** support and build individual and collective success through a community of best practice. Share ideas and strategies across institutions and geopolitical boundaries. Elevate youth voices, perspectives and experience. Celebrate achievements.
- 5. Sustain:** change institutional policies and practices to welcome and encourage non-traditional learners. Provide training and incentives for university faculty/staff to help young people find or create their first job. Engage alumni in mentoring roles.



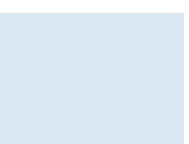
“Universities are a human enterprise, inhabited with lots of young people looking to acquire skills. That gives us insight into how curricula and learning experiences are designed and new knowledge created.”

— REETA ROY, PRESIDENT AND CEO / MASTERCARD FOUNDATION

Introduction

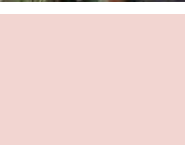
The Talloires Network developed YEPI as a response to the rapidly changing environment for youth entrepreneurship within emerging economy countries. The initiative addresses the disconnect between how entrepreneurship and economic participation are taught within higher education institutions. Additionally, it addresses the practical skills and experience necessary to successfully launch entrepreneurial activities and/or contribute to those of others. YEPI began with a yearlong exploration of both the nature of youth unemployment in selected countries, and the efforts by Talloires Network member institutions to address this issue. In response, the Talloires Network convened a planning committee of university administrators and students, as well as corporate and non-government organization (NGO) representatives, to help shape the initiative. This committee commissioned a series of graduate-led, multi-national, peer-to-peer interview sessions with ninety undergraduate and graduates students from nine emerging economy countries.

The 2011 committee report highlights significant barriers to students or recent graduates engaging with entrepreneurship. First and foremost, consensus emerged among students, graduates and business/ community leaders that higher education institutions were not adequately preparing young people for the workforce. Specifically, it was observed that these institutions should play a better role in providing timely and consistent support in preparation, training and opportunities for youth employment.



YEPI participants and alumni.

Top: Malaysian alumna at her clothing shop, SEE Rwanda students at their incubator, Middle: Workshop for alumni from CESM, South Africa, SEE Uganda alumnus. Bottom: Students and program managers from poNhor and CESM, South Africa in Zimbabwe, CESMED students outside their business.



Talloires Network

Youth Economic Participation Initiative: Youth Consultation Participation

Methodology

- Global Recruitment
- Youth Participant Training
- Peer to Peer and Business/Community Leader Interviews
- Analysis and Summary
- Online Dialogues



Teofí Albelí Espinosa García
Age 23, Xalapa, Mexico
Studied English & French at the
Universidad Veracruzana



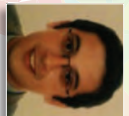
Ivan Effio
Age 22, Chiclayo, Lambayeque, Peru
Studied Communications
at Universidad Señor de Spain



Jean-Claude Hishakizeza
Age 29, Kigali, Rwanda
Studied Journalism & Communications at
The University of Rwanda



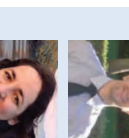
Ahmed Swidan
Age 29, Zamaak, Egypt
Studied Marketing at Arab Academy for
Science, Technology, and Maritime Transport



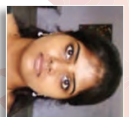
Gulruksor Safarova
Age 22, Dushanbe, Tajikistan
Studied Russian at Russian-Tajik
Slavonic University



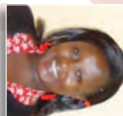
Jangyl Ismailova
Age 20, Bishkek, Kyrgyzstan
Studied International & Comparative Politics
at American University of Central Asia



Arpita Aggarwal
Age 26, New Delhi, India
Studied Pediatrics at Jamia Hamdard
University and Delhi University



Eliyah Aurilia Rungu
Age 24, Nakuru, Kenya
Studied Environmental Biology at
Woi University



Aloha Riziki Genere
Age 24, Morogoro, Tanzania
Studied Human Resource Management at
Mzambe University



Ismaïl Alhoui
Age 22, Morocco



Soledad La Fico Guzzo
Age 28, Argentina



Butho Ndlovu
Age 29, South Africa



Talloires' Advisory Committee Youth Members

Key Insights

- Universities could better prepare students for the workforce
- Students want universities to provide timely and consistent support for employment training and opportunities
- Stronger partnerships across all stakeholder groups are critical for relevant and impactful solutions
- Entrepreneurship is not a preferred choice for risk-averse youth
- Students believe their value contribution lies in providing creative and current solutions

The student participants also identified that, although they were generally enthusiastic about the idea of starting a business, most rejected entrepreneurship as a serious option due to several perennial impediments, including:

- high start-up costs
- lack of structured support (both at home and within institutions)
- low availability of seed funding
- the consequences of pervasive corruption
- high personal and financial risk
- lack of access to personal and professional networks

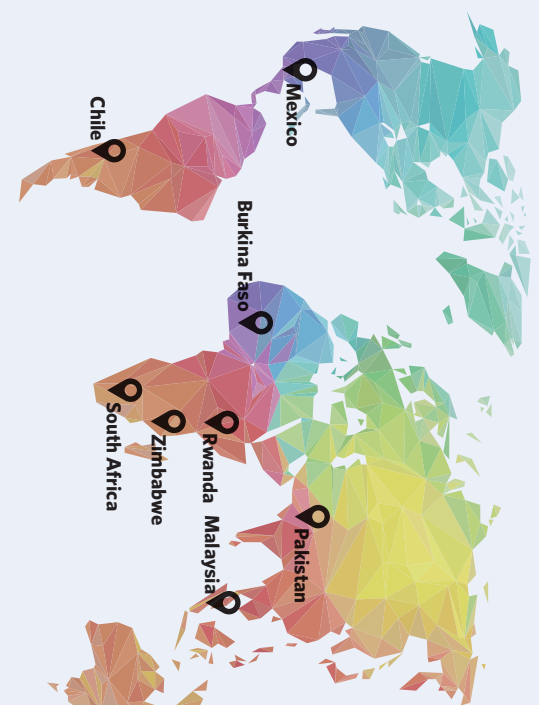
More general observations from across participant groups identified a lack of leadership skills, confidence and practical business acumen among graduates entering (or preparing to enter) the workforce as entrepreneurs.

To address these issues, the participants believed that higher education institutions needed to develop ways to introduce more opportunities for students to gain practical experience within the business sector. Student

participants also cited the importance of student access to positive entrepreneurial role models and mentors as a potential way to develop confidence and leadership skills. Within this vein, it was recommended that higher education institutions engage in fostering stronger partnerships across stakeholder groups in the community (i.e. large and small businesses, civil servants, policy makers, NGOs, not-for-profit organizations, universities and student representatives) and expose students to the role these stakeholders can play in supporting nascent entrepreneurial endeavours. In sum, higher education institutions must change the way they educate students in order to prepare graduates to engage successfully in, and contribute to, their communities and economies. This change requires more practical and interactive programs, as well as innovative curricula which build a stronger sense of self-worth and more integrated collaborations with the community.

YEPI sought to, in response to these recommendations, support and showcase the myriad innovative ways that higher education institutions are attempting to address these issues. In 2013, the Talloires Network, with the help of an international selection committee, identified eight higher education institutions in Latin America, South East Asia and Africa that had experienced at least a foundational level of success with entrepreneurship education.

Youth Economic Participation Initiative: Partner Universities



Mexico Engagement Department Universidad Veracruzana	Chile Centro de Emprendizaje (CEM) Universidad Austral de Chile	Burkina Faso Technopole International Institute for Water and the Environment	South Africa Graduate Entrepreneur Support Service University of Cape Town	Rwanda Solving the Equation East Africa University of Rwanda, Nyagatare Multimillil University of Health Science, Tanzania Makerere University, Uganda	Pakistan Social Innovation Lab Lahore University of Management Sciences	Zimbabwe pavhari University of Zimbabwe Catholic University of Zimbabwe	Malaysia Centre for Entrepreneurship and SME Development Universiti Kebangsaan
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These institutions' objectives focused on boosting graduate employability, and creating a platform for students to conceive and implement entrepreneurial ventures. They also sought to generate interactive entrepreneurship learning and experiences, provide skills required to transition lead graduates into the 21st-century workforce, positioning their universities to be protagonists in generating employment.

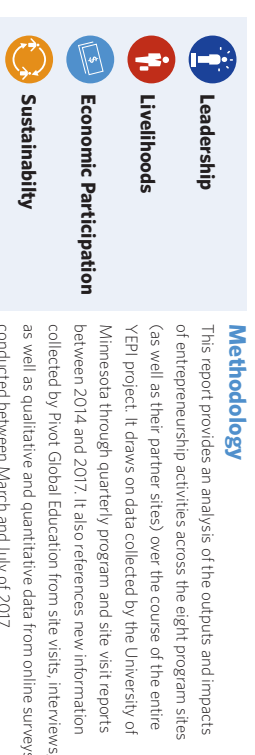
The demonstration grant program sites—selected from over 60 applicants and 20 strong finalists—represent uniquely innovative efforts in their local context. The selected programs were chosen primarily based on common values: the promotion of young people's workforce readiness, and empowering them to serve as agents for positive change as they explore solutions to society's most intractable issues. The individual and shared experiences of the YEPI participant institutions collected here provide an opportunity to identify and examine promising approaches to the implementation of quality youth entrepreneurship initiatives in higher education.

“The skills needed in the workforce are much different than those needed ten years ago, and a college education needs to reflect that.”

— VICE-RECTOR RODRIGUEZ VILLAFUERTE / UNIVERSIDAD VERACRUZANA

Report Structure

This report is structured using a thematic framework that includes methodology, impacts and examples of positive change, leadership, livelihoods, economic participation, sustainability, and lessons learned.

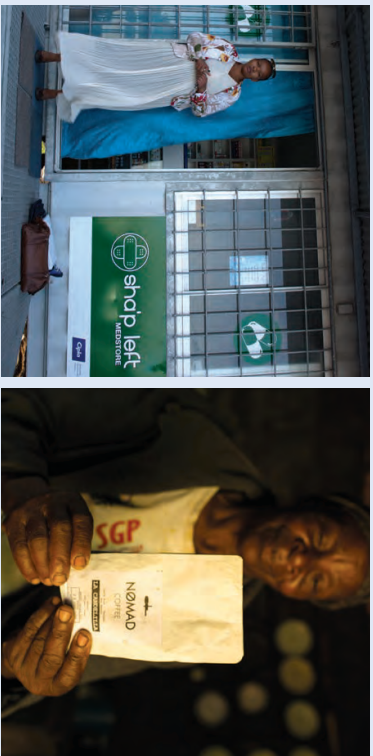


Program sites kept a record of female and male participant involvement. Over the course of the Initiative, 7,084 women took part in training and learning programs that focused on the four pillars: leadership, livelihood, economic participation and sustainability. In addition to this, several program sites responded to the need for advancing the skills and leadership of female entrepreneurs and developed programs focusing on female leadership and training.

A paradigm of the impact of such programs includes the collaboration between Universidad Austral Chile's Centro de Emprendizaje (CEM) and the Ministry for Women and Gender Equality (SERNAMEG); these institutions provided entrepreneurial training specifically for women, largely from indigenous communities who were the heads of their households without a consistent source of income or consistent source of safety, as many were victims of domestic violence as well. The joint program team between CEM and SERNAMEG tailored their workshops to develop and empower this community of women, which increased their access to opportunity at the end of the program and gave the program team valuable insights into how to engage with communities with similar needs.

This created a ripple effect for other partners as well. In Pakistan, the Social Innovation Lab's (SIL) involvement in YEPI resulted in an increased urgency to be more experiential in how they engaged meaningfully with female entrepreneurs in communities similar to Chile. Consequently, SIL introduced a women-centred incubation cycle for the indigenous population of Hunza, Gilgit-Baltistan (in north Pakistan's remote and mountainous area) as part of their summer immersion program. This enabled their Lahore-based start-ups to not only find placements in local businesses and the local community, but it also gave the local women a chance to experience the same training and workshops SIL was offering at the Lahore University of Management Sciences; this included running a summer entrepreneurship boot camp for the women of Hunza in 2015 and training for seven female-led start-ups.

Businesses Created by YEPI Participants



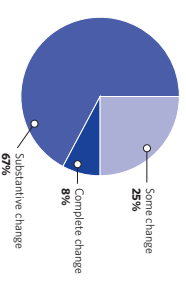
Impacts and Examples of Positive Change

YEPI has played a significant role facilitating the way the sites created positive support systems for entrepreneurship and personal development. Institutional change, although by no means done homogeneously, was reported across all sites, and was regarded as either "substantive" or a "complete transformation" across 75 percent of the sites.

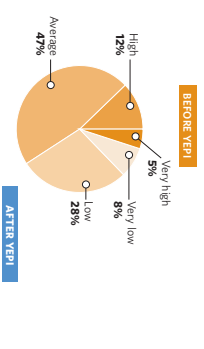
These changes were manifest across many aspects of the entrepreneurial education and learning process. The following sections examine the impacts and outcomes brought about through the initiative. While each program site delivered the goals of the initiative relative to their economic, social and political context, what has emerged are common trends, specific examples and case studies of YEPI-supported activities that the participants have identified as having contributed to positive change in their institutions.

Data from 2017 surveys and interviews indicate that many of the current YEPI participants and alumni lacked confidence in their understanding of entrepreneurship prior to their participation in the initiative. Indeed, for many, entrepreneurship was not considered a sensible route to personal or financial success.

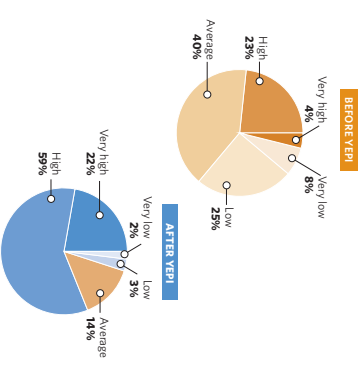
Level of Institutional Transformation*



Participants' confidence in understanding entrepreneurship*



Alumni confidence in understanding entrepreneurship*



Participants' confidence rose markedly, however, after involvement in YEPI. More than 80 percent of those surveyed reported that they now possess "high" or "very high" levels of confidence in relation to carrying out entrepreneurial endeavors. Similar figures were independently reported by YEPI alumni (who completed their YEPI program involvement within the last 12 months). Among this group, 81 percent recorded their entrepreneurial confidence at "high" or "very high."

* Source: Pivot Global Education YEPI Participant Survey, 2017

Leadership

The YEPI program discovered that leadership is paramount to instilling confidence and fostering an entrepreneurial mindset. Entrepreneurship is, at its core, the ability to identify, for one's self, new business opportunities and the successful paths that lead to those opportunities. Leadership is the ability to set direction, build an inspiring vision, create something new and support the development of others.

“Leadership starts with a worthy cause: a human cause. Teaching this within entrepreneurship encourages students to actively seek to make a difference, not just a living. Leadership in any context teaches you how to deploy your skills to solve a human cause.”

— SEBASTIEN ZUZE, INSTRUCTOR / PANHARI, ZIMBABWE

Leadership development was a major focus throughout YEPI, although several different approaches were adopted. Innovative curriculum design, student peer collaboration and mentorship programs were recurring elements of these approaches that participants identified as helpful in developing individual leadership skills and institutional approaches to fostering leadership.

At the SIL in Lahore, Pakistan, innovative curriculum design gave students scope to exercise ethical leadership through entrepreneurial projects they design themselves. By directing students' ambitions towards a goal driven, entrepreneurial target of their own choosing, SIL noted specific improvements in student leadership skills. The students themselves observed that this approach improved their leadership in terms of project management and critical thinking skills. A number of these student designed projects garnered local and international media attention, raising awareness about some of Pakistan's most pressing issues.

Rizq is a company that incubated at the Social Innovation Lab. Rizq is helping to rid Pakistan of hunger and malnutrition and eliminate food wastage by creating transparent food distribution channels. Surplus food from social gatherings such as weddings and restaurants, alongside freshly cooked food funded through monetary donations, are distributed where it is most needed within the community. Rizq has been covered extensively on the Pakistan Television Corporation channel as well as Geo TV, the leading news channel in Pakistan, and radio FM89.

Video of Rizq can be found here: <https://vimeo.com/216052778>

These “entrepreneurial leadership-in-action projects,” in conjunction with YEPI's support for SIL, opened a new level of dialogue within the institution concerning effective leadership teaching. This dialogue focuses on refining the university's approach to supporting graduate employability and the potential to produce entrepreneurs. Importantly, it represents a movement away from a previous focus on producing graduates to enter an established, pre-defined professional workforce.

The panhari program in Zimbabwe adopted a slightly different approach to supporting leadership growth. Student peer collaboration is a key component to leadership development. The campus coordinator at both

the Catholic University of Zimbabwe and the University of Zimbabwe gave students the opportunity to refine and develop their leadership skills by playing an active role in the delivery of program activities.

Individual students and alumni identified as exhibiting leadership potential were selected as campus coordinators and worked closely with panhari program managers. They were given responsibility for organizing training sessions for their peers and for liaising with external stakeholders to speak to students.

The campus coordinators took the lead in expanding components of the panhari program across both universities through fundraising, organizing and developing entrepreneurship boot camps. Students involved reported that, through the YEPI program, they had a better sense of how to lead in democratic and collaborative ways, seeking the opinions of colleagues, doing research, thinking critically about these various inputs, and then making informed decisions. The campus coordinators reported that the process gave them valuable hands-on experience of the responsibilities and pressures of leadership.



“What has been a great success is the impact on leadership skills, increasing the students' ability to find work, helping them find the right kinds of jobs and increasing confidence. These skills need to be taught just as much as computer skills and not just in business schools. All students everywhere need to learn this to get them out of the traditional model of education and to better their overall competencies. It is not about creating entrepreneurs, it is about changing mindsets and developing as leaders and individuals.”

— ABDLOUL-WAHAB ANNOU, PROGRAM MANAGER / 21E, BURKINA FASO

Other multinational sites such as Solving the Equation East Africa (SEE) took similar approaches to panhari by encompassing peer-supported learning into their framework. In Rwanda, the student-led entrepreneur club, introduced as part of YEPI, created formal and informal peer mentoring opportunities and assisted in alumni networking efforts. Across the SEE partnership, student-led entrepreneur clubs in Uganda and Tanzania, which were created at each respective site through YEPI, are expanding their impact more than a top-down, academic-led intervention may have been able to do by engaging more participants. This has resulted in dramatically improving student involvement and mentorship in the YEPI program from its initial stages.

However, leadership development in YEPI is not exclusive to student participants. Over a third of the program managers surveyed said they have also gained leadership skills as a result of their participation in YEPI. In addition to mentoring students, managers and staff across several sites reported they have grown in their leadership capacities as a result of YEPI and have used these skills to transform program delivery and sustainability.



“In as much as entrepreneurship is important, leadership is entrepreneurship in another sense because you can't develop an entrepreneur who is holistic when they don't have that relationship with themselves. Self-awareness is a very

important part of entrepreneurship because you get to assess your strengths and temperaments. You don't let the world teach you about you, you find out what works for you and what doesn't before everyone else tells you what you are all about.”

— SIBUSIWE MUPFERE, PROGRAM COORDINATOR / PANHARI, ZIMBABWE

Sibu joined the panhari program in 2014 to gain personal development skills which she found were lacking in her life. She completed the personal effectiveness and entrepreneurial modules offered by panhari. Upon graduation, she came back to the University of Zimbabwe to work as a campus coordinator. Although she knew she did not want to be an entrepreneur, she was able to use the skills she learned for her next endeavor. The program made such an impact on her life that when they were looking for a new program manager, she applied. Sibu has learned about her leadership style and managing others through the program. <https://vimeo.com/216045745>

In South Africa, for example, the initiative has given program manager Elii Yamnarakis the opportunity to deliver lectures and lead sessions at international fora on the importance of higher education and social entrepreneurship. Through her training and work with YEPI, she procured the skills and confidence to complete a Masters degree in Commerce at the University of Cape Town.

At the Centre for Entrepreneurship and Small Medium-sized Entrepreneurs Development (CESMED) at the Universiti Kebangsaan Malaysia (UKM) in Malaysia, staff have augmented their professional prowess, going from administration to training, managing to delivering international entrepreneurship boot camps. Moreover, the program manager, Dr. Shamsuhairah Ramlee, has led the successful delivery of entrepreneurial training to over 5,000 students across Malaysia, Indonesia and Taiwan. This has given her international management experience which she would not otherwise have had. In addition to her academic work, CESMED contributed to her attainment of a full professorship at UKM.

Additionally, in Burkina Faso, YEPI has dramatically altered the professional prospects of the program manager, Abdou-Mahab Annou. It has supported him through his MBA in Management of Innovation and provided him with support during his six-month industrial placement. He has fed his new knowledge back into YEPI by sharing his real-world experiences with participants, as well as leading and showing them the importance of entrepreneurial skills development. He has also used his new skills to enhance the sustainability of entrepreneurial teaching in Burkina Faso by developing and improving the relevance of current curricula to meet market needs and improve graduate employability.



This enhancement of the leadership skills of managers and others involved in the delivery of the initiative has led them to access new opportunities and skills contributing to wider leadership outcome and enhanced pedagogical quality at the respective sites.

The experience of stepping into a leadership role has brought about tangible benefits for students and staff alike. Survey results show participants identifying improved confidence and an increased ability in their leadership skills, including goal identification, priority setting, collaborative approaches to problem-solving, resilience to setbacks, and risk assessment. These abilities are contributing factors in the success of real entrepreneurial projects led by the students themselves. By providing safe spaces in which to lead and to learn from mistakes, YEPI has shown its effectiveness as a catalyst for creating opportunities for youth in entrepreneurial skills training. Through the enhancement of leadership skills and opportunities, participants have gained the confidence needed to transition into the next phase of their journey as transformative leaders.

Livelihoods

Effective entrepreneurship education is underpinned by innovative learning approaches that support the development of entrepreneurial skills. These life skills unlock potential and generate confidence, which, when combined, propel individuals on a trajectory towards building established livelihoods, whether as entrepreneurs or as critically engaged employees. Livelihoods, as an outcome of YEPI, is a measure that considers the entrepreneurial skills acquired by participants, their confidence in putting these skills into practice as well as the pedagogical approaches and learning methods that assisted in developing their skills and confidence. Creative thinking, communication, and teamwork are the top three skills identified by current participants and alumni across all sites as being the most beneficial to aiding their entrepreneurial ambitions. Both groups stated that the active involvement by mentors in YEPI programs contributed significantly to the development of these skills. They placed great value on having access to an experienced individual who has worked through the challenges of entrepreneurship. In addition to providing leadership growth and experience, participants identify that having a mentor support their learning provides valuable interpersonal skills and confidence.

“The strength of this program is that it exists. Entrepreneurship is a whole new ball game, not just regarding the economic aspect, which also needs to be nurtured, but it is the social and personal aspects of what it does for these type of learners; it grows and develops their personal effectiveness, positively influencing their family life and businesses.”

— NOHA ESSOP, TRAINER / GEES, SOUTH AFRICA

Participants also reported an increased ability and inclination to work collaboratively towards goals, a heightened resilience to set-backs and a raised tolerance for risk in entrepreneurial endeavours as a result of the focus on livelihoods. The YEPI program managers noted the importance of placing mentorship programs within innovative approaches to course work and curriculum structure. In creating space to develop these technical and transferable skills, the focus on developing foundational skills opens new possibilities and elevates employability and entrepreneurship.

In South Africa, for example, the Graduate Entrepreneur Support Services (GESS) targets young people with limited opportunities for accessing tertiary education for finding or creating employment. The initiation of targeted training programs for these non-traditional learners from Cape Town's largest township, Khayelitsha, gives participants' entrepreneurial skills to grow in a structured way, enhances their personal efficacy, increases their confidence and provides them with access to markets and networks they would have found difficult to access on their own. GESS' mission of “developing the person, then the business” goes a long way growing life skills that are useful not only in their professional life, but also in their personal lives. During the workshops, program alumni valued the goal setting and personal development aspects more after they completed the program citing strategy and communication skills as keys to their continuing progress.



“My plan was to start a business as a fashion designer, but now that I had the opportunity to learn about the medical business, that idea has gone. The support I received through the program has really empowered me. The Academy has planted a seed in me that no one can take away from me. I really love my business because I can see how it helps my community. I have created products such as creams and salves to heal the manual laborers in the area.”

— PHUMZA MTWELE, SHAP LEFT MEDSTORE / GEES, SOUTH AFRICA

In January 2015, Phumza decided to join RAA to help her fashion career but when the GEES program called her about an opportunity to manage her own mobile medical centre in Khayelitsha township, she jumped at the idea—even though she knew nothing about medicine. Khayelitsha is the largest and fastest growing township in South Africa where access to medical support is not wide spread. Phumza is now training as a community health practitioner. Video of Phumza's journey can be found here: <https://vimeo.com/216059599>

Correspondingly, in Mexico, the Universidad Veracruzana (Emprende UV) program managers report that YEPI changed the narrative of institution catering to socially deprived students (due to socioeconomic area), to one that is more solution oriented and focused on social entrepreneurship. Emprende UV supports three types of entrepreneurs: investigators, academics, and students/graduates. As a musician, student, and now entrepreneur, Marcelo Lara was looking to help his small band and others like them. Using the planning, organizing and forecasting skills from Emprende UV, he identified common issues bands have with booking gigs, finding musicians and overall management. *Pro Indie Music* is a new tool directed for artists and bands creating an employment exchange platform providing direct interaction services, finance opportunities and feedback. It is a professionalization platform that provides the artist resources and means to excel in his career, ideal for solo projects.

Their entrepreneurial ecosystem comprises of four stages: induction, emerging entrepreneur, incubation, and acceleration. Emprende UV works with each type of entrepreneur to maximise their effectiveness. With the students and graduates, once through to the incubation stage, they receive personal advice and skills training aimed at developing the social, cultural or economic aspects of entrepreneurship.

The combination of raised entrepreneurial confidence and improved skills is a uniform characteristic of the YEPI sites. Their routes to this outcome were many and varied, however each has produced tangible evidence that participants have used the skills gained through YEPI to go on to start viable businesses. What has been observed here is a well-supported start, illustrating the importance of innovative skills-based teaching and learning of entrepreneurship and the opportunities it provides participants. Not only has this initiative proved the transformation of its participants conceptually, it has a wider effect of transforming institutions of higher education as well as the communities in which these programs take place.



“The biggest step was when I started to get involved in development projects and entrepreneurship because I found that I had a solution not only for my problems, but for the emergent musical scene.

I had the opportunity to validate it internationally and I got really surprised when I realized that many people needed something like Pro Indie Music. This platform is not exclusive for the emergent music groups because it works with any artistic project and for life itself. The project might represent the evolution of the music industry and become one of the most technological innovations in the world.”

— MARCELO LARA, PRO INDIE MUSIC / EMPRENDE UV, MEXICO

Economic Participation

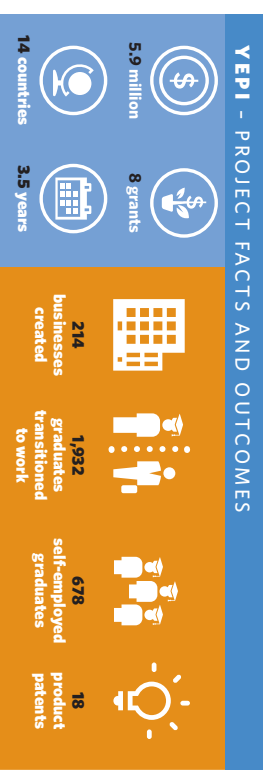
The development of entrepreneurial skills and confidence means little if it does not translate into tangible and sustainable activities outside the classroom. Economic participation is a matter of acute concern for YEPI impact and, within the contexts of the Initiative, it addresses the impact of the Initiative in the community. It includes direct impact, such as the number of businesses created by YEPI participants and the employment status of YEPI students and alumni. It also must consider the broader achievements of the Initiative in stimulating latent economic participation amongst indirect beneficiaries. This incorporates the establishment of linkages, including those between the program sites, communities and businesses, that can be expected to benefit future participants and represent nascent pathways for students into entrepreneurial activities.

YEPI impact on the economic participation of alumni, through the focus on leadership, skills training and building entrepreneurial confidence, is tangible across all the partner sites. When surveyed, recent program alumni reported that 60 percent are either employed or self-employed (See chart on page 21). An additional 11 percent are furthering their education.

The figures for the current participants are similarly positive. More than 50 percent of those surveyed reported that they had actively developed businesses while participating in YEPI. An alumnus from the Zimbabwe program noted that, although he had “always had the entrepreneurial spirit,” he wouldn’t have gotten as “far this fast without pan’har’s support.”

Entrepreneurship projects across all program sites have created opportunities for communities at local, national and international levels providing strong evidence that entrepreneurship is an instrument for social change. The program managers’ survey showed that the initiative has had positive effects on the local community, with one-third of respondents describing the effects as “extremely positive,” while two-thirds described the effects as “very positive.”

The International Institute for Water and Environmental Engineering (2iE) in Burkina Faso, for example, promotes science based social entrepreneurship and has a wider-reaching remit that stretches across several countries. It currently incubates local projects in Burkina Faso, as well as those in other countries including Togo, Cameroon, Democratic Republic of Congo, Senegal, Benin and Ivory Coast. These incubator projects target various sectors of activity, including health, sanitation, food and agriculture.



FasoPro is one example of a successful and award-winning company created within the ZIE incubator model. It was developed by an engineering student in his final year of study and was inspired by the desire to address malnutrition in Burkina Faso.

“There is a three step process for the entrepreneurship and incubation at Zie. Students with viable social entrepreneurial ideas are selected for coaching, workshops and mentorship experiences. Here, the objective is for students to create a solid business plan which they then showcase in front of the incubation selection jury who decide on the best projects which are then housed in the incubator at Zie.

This pedagogical emancipation of entrepreneurship among students leads us to say that, at Zie, we no longer form engineers, but engineer-entrepreneurs able to build the Africa of tomorrow.”

—ABDOUL-WAHAB ANNOU, PROGRAM MANAGER / ZIE, BURKINA FASO

Abdoul approached the problem of malnutrition by utilizing a cheap, healthy and readily available food source: shea caterpillars. Research has shown this insect is particularly rich in proteins, iron, omega-3 and essential fatty acids. Through crowdfunding, international grants and support from YEPI, he created a company which brings together and trains over 300 women in rural Burkina Faso. Selecting and processing these young insects for local consumption provides the women with employment and a sustainable income.

The ripple effect of knowledge transferred through YEPI at CESMED Malaysia has allowed the program to receive matched funds from the Ministry of Higher Education to validate their entrepreneurship training research with their local and national government. As a result, two programs emerged, one using techniques and methodologies to teach entrepreneurial and another using leadership skills to serve disadvantaged youth in the region. CESMED provided 80 youth from urban poor families entrepreneurship training in social enterprises and basic principles of entrepreneurship in conjunction with the Youth Empowerment Centre at UKM. Also, UKM brought together students from a variety of disciplines such as economics, public health, engineering, and social sciences to observe entrepreneurial opportunities to better the lives of the elderly community. Here they have managed to study food security and assist in developing their small farm on site to contribute to sustainable living practices.

In South Africa, students are encouraged and trained

to become entrepreneurs, however their training

also emphasizes ethical leadership. Participants are

emboldened to use their leadership, pass on their

skills and become role models within their families

and for youth in their communities. The program

focuses on the selection and training of non-traditional

learners: individuals with potential from marginalized

communities across South Africa who do not have

access to university education. This approach comes

with a host of challenges. Participants grapple with

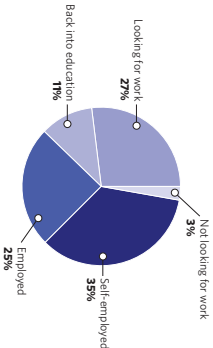
more than just balancing course work; they must also

contend with the acute economic pressures of their own lives. In many cases this means enduring pressure from family groups to forgo course activities in order to contribute directly to the family income. Program support for the community and family, therefore, is vital for individual success in these cases, as it engages community leaders and family members as key allies in the development of the participants. The program managers have observed that this approach has succeeded in keeping participants engaged in YEPI activities and in spreading the benefit of YEPI teaching to whole communities. Eli Yamakaris, the South African manager explains “this program is not only about teaching people how to grow a business, it is also about helping to grow the person. Other endeavours around entrepreneurship miss the element of putting the person first and giving them a sense of purpose; here it is about a more holistic approach.”

In Chile, one of the Centro de Emprendizaje’s (CEM) goals is to grow interest in the “Entrepre-learning” approach beyond the walls of the university. CEM staff lead workshops and training to teach alternative methods of instruction, learning, and community building. They actively encourage students—particularly those from marginalized or indigenous communities—to participate in the programs and work collaboratively with each other to explore entrepreneurial and innovative activities that benefit the participants and the region as a whole. These activities have generated dignified and fulfilling employment opportunities and advanced the local identity, improving retention of talent throughout the region as well as providing marginalized community members with pathways to action according to their needs and interests.⁴

Comparable community-focused interventions have been set up by YEPI participants at SIL, Pakistan. SIL’s social enterprise “Club Internet” started *Aasan Internet* to embolden disconnected users to connect to mobile internet services. Aasan Internet taught youth functionality of the internet through a mobile app because they believed this was central to improving the users’ quality of life. This initiative catalyzed the creation of *Aasan Health*, a sub-company focused on creating a telecommunications platform that connects low-income young women in rural parts of the country with doctors. These young women send their symptoms over SMS to doctors, who provide advice on women’s health issues. The initiative has garnered national and international attention and won numerous accolades.

Alumni Post-Program Employment Status*



* Source: Pivot Global Education YEPI Participant Survey, 2017

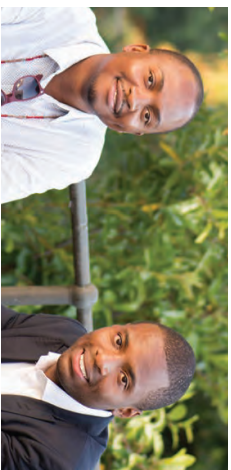


“Across the board, communities that we have worked with directly through our programming or indirectly through our incubated start-ups have benefited from this work immensely. From a basic increase in access to opportunities, all the way to shifts in disposable income and life-changing amenities such as access to clean drinking water, quality education and healthcare, learning how to use the internet and so on. The impact is especially tangible for women and youth, with more young people and ladies getting opportunities they didn’t have before.”

— MARYAM MOHUIDIN AHMED, PROGRAM MANAGER / SOCIAL INNOVATION LAB, PAKISTAN

Similarly, *Daktari Mkononi*, a company developed by SEE participants at Muhimbili University of Health Sciences in Tanzania, developed a pilot for a web-based system to improve medical education and health services. It increased remote access medical advice on child and maternal health, sexual health and non-communicable diseases. This system also employed a mobile app that makes data collection and analysis easier for doctors, to guide patients and perform follow-ups. Patients received their lab results and prescriptions via the app or a text message.

YEPI has demonstrably opened pathways to the benefits of enhanced economic participation on a global scale. Across all demonstration sites, participants have credited their YEPI training as a major contributor to their entrepreneurial success. The self-employment figures and the number of new endeavors created by YEPI participants show the relative success of the program in a short time. This is only the tip of the iceberg in terms of YEPI’s impact. The examples cited give an indication of the wider benefits to communities through dignified and fulfilling employment opportunities, services and health access. The social capital and good will generated by YEPI in these communities are assets that will have a lasting impact beyond the scope of YEPI.



Sustainability

Achievements in fostering economic participation and community engagement, through opening new avenues to entrepreneurial livelihoods, are recognized elements of YEPI and a source of pride for their respective institutions. From the outset, YEPI has encouraged sustainable outcomes for each of its programs. In providing diverse and context relevant entrepreneurial education, the programs have provided leadership opportunities, wider life skills and the ability to affect change in their broader communities. Within this milieu, nascent policies, initiatives and strategies that support the longevity of these innovations are starting to emerge across the sites.

In Chile, for example, the courses pioneered within YEPI are now cemented within the institution’s policy framework. From its beginnings as a poorly understood and peripheral program within the university, the Centro de Emprendizaje (CEM) team has been tasked and financially supported by their academic department to integrate the new coursework into the pedagogical training for new lecturers entering the university. Moreover, successful entrepreneurial activities and personal development outcomes have led to on-going support and collaboration with Massachusetts Institute of Technology’s Co-Lab and the development of CEM staff on to the Mel King Community Fellowship program at MIT, increasing the visibility of the program across platforms. In regards to generating alternative funding streams, the CESS program in South Africa has introduced revenue neutral, entrepreneurial boot camps and short courses to support the wider engagement of non-traditional learners in entrepreneurship. This funding model will ensure that these YEPI activities are able to continue beyond the close of the initiative.



“The YEPI program has strengthened what we were doing before and shown us how far we have come. We have been able to engage with other universities in the region as well as internationally. No other university in the area has had international funding for academic entrepreneurship and we have been able to create a ripple effect and use the learning within the community. What will be most sustainable will be our continued engagement with the YEPI partner universities in terms of sharing and development of more learning in the future.”

— DR. SHAMSHUBARIAH RAMLEE, PROGRAM MANAGER / CESMED, MALAYSIA

The creation of business incubation centers is a proven model for scalability and sustainability. Across many sites, the introduction of YEPI business incubators has acted as a proof of concept and impelled a variety of extension and expansion activities within the institutions concerned. The collaborative learning success of growing students’ entrepreneurial ambitions within the CEM in Chile, for example, has persuaded

the institution to support the creation of a dedicated business incubation center. This will have a wider institutional reach and will assist student ventures maturation, connecting them with business partners, enhancing their prototypes and connecting them with financial resources. Similarly, in Mexico, the newly formed and YEPI-inspired institutional business incubator will promote the consolidation of innovative initiatives in 21 entrepreneurial ventures through a parallel scheme of accompaniment, consultancy and monitoring, coordinated by the Emprise UV program. In Burkina Faso, support from YEPI allowed the incubation center at ZIE to broaden its reach to include other non-student, social and environmental entrepreneurs. These have brought in additional funds for the institution and strengthened engagement with a broader international and domestic community, thereby raising the institution's profile. In Uganda and Tanzania, through the development of incubation centers, the SEE program has generated additional funds and improved resource mobilization across the program. In each case, the legacy of these activities will continue after the close of YEPI to the benefit of each participating institution.

The sustainability of human capital will also be significant in perpetuating YEPI's impact. Within this sphere, mentorship is a key element of student success in YEPI. The willingness of YEPI alumni to seek mentoring roles in the program once they have finished is an unanticipated, and very positive, outcome of the initiative. In South Africa, GESS has attempted to harness this potential by adopting an open-door policy specifically for alumni. This encourages alumni to feed their experiences back into program development and mentoring roles, as well as allowing them to access further entrepreneurial advice, networks, peers and resources. In Mexico, YEPI alumni routinely return as mentors to the program, encouraging and teaching current students from real life entrepreneurial experience. Efforts to maintain these types of feedback loops that reinforce entrepreneurial success are an important priority.



“I remember being lost and the instructor said: ‘You start today, not tomorrow.’ I said: how can I start when I don’t have the capital.’ To which the instructor replied: ‘The capital is with you.’ I decided I had to start something. It was

not easy, I started small, and crops died because of poor management. Then when they were working and did well, it felt great! Having that kind of encouragement was like someone was speaking directly to your heart and you really feel the impact afterwards.”

— DEOGRATIUS LUYIMA KAKIRI, KAKIRI MIXED FARM / SEE, UGANDA

For Deogratius, going to university to study agriculture was always the plan. Yet, when his father passed, he was thrust into unfamiliar territory when given redundant land to farm. He knew he could not just leave it barren and saw an opportunity to do something with it. Not knowing where to start, he decided to join the SEE program.



The involvement of community and business partners has been a vibrant element of many programs, providing industry experience and expertise that has enhanced training and development. This is a key element to YEPI success that could not have been provided solely by an academic institution. In Burkina Faso, students used crowd and seed funding sourced from local business to mitigate risk and gain community buy-in. This allayed concern over investing financially and engaged the community in the success of the project from an early stage. At Emprise UV in Mexico, regional graduates compete to present their projects to evaluation committees comprised of local and national business leaders, who select the recipients of seed funding. Engagement at this level by external stakeholders has also encouraged specialists from different local and national institutions to volunteer their time as mentors for entrepreneurial UV students.

Gains and examples of YEPI sustainability have accrued over a relatively short period relative to the typical cycles within which universities typically formulate strategic direction and make major funding decisions. Focused attempts to engage in influencing such processes could be expected to generate further, sustained institutional and community support for YEPI.

Conclusion and Lessons Learned

YEPI is continuing to achieve its objectives, demonstrating the efficacy of a range of adaptable approaches that support youth economic participation. It has helped to transition youth to dignified and fulfilling employment, and empowered youth for business creation. The combination of raised entrepreneurial confidence, improved skills, and increased access to professional networks is a uniform characteristic across the YEPI sites.

Entrepreneurship in higher education is increasing in its importance as institutions look to add further value to their academic provisions. Through the initiative, much has been learned about university entrepreneurship education and the need to provide innovative, experiential learning and support, as well as and preparing graduates for transition into a world of uncertainty, complexity but also of greater opportunity.

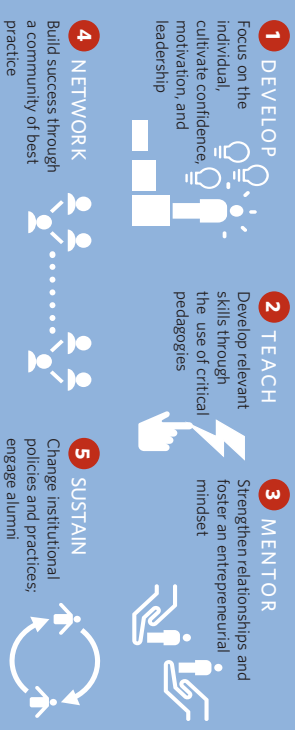
YEPI's approach to the demystification of entrepreneurship has opened the door for those who never considered entrepreneurship a viable option. It succeeded in awakening new potential, encouraging critical thought and refining problem-solving skills, allowing participants to unlock entrepreneurial capacity and discover new opportunities for personal effectiveness and future successes.

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Various best practices have emerged across the YEPI sites which have contributed to the success of effective university entrepreneurship education programs:

- 1. Develop:** nurture one-on-one relationships between university faculty/staff and students. Connect non-traditional learners with community leaders (government, non-profits, businesses). Cultivate confidence and leadership—the ability to set direction, create something new and support the development of others.
- 2. Teach:** transform curriculum to match economic opportunities, aligning labor supply with labor demand. Build relevant life skills to prepare young people for livelihoods through critical pedagogies⁵ and experiential learning.
- 3. Mentor:** provide multiple opportunities to strengthen relationships between university faculty/staff and community leaders (incubator centers, internships). Foster an understanding of entrepreneurship and an entrepreneurial mindset.
- 4. Network:** support and build individual and collective success through a community of best practice. Share ideas and strategies across institutions and geopolitical boundaries. Elevate youth voices, perspectives and experience. Celebrate achievements.
- 5. Sustain:** change institutional policies and practices to welcome and encourage non-traditional learners. Provide training and incentives for university faculty/staff to help young people find or create their first job. Engage alumni in mentoring roles.

BEST PRACTICES



YEPI program leaders have developed their own strategies and skills to help young entrepreneurs reach this point. They have also greatly expanded their stakeholder networks through each other and through the Talloires Network's global membership. Institutional leadership support, community engagement activities and commercial partnerships have all assisted in embedding the regionally specific YEPI approaches. A central pillar of this burgeoning stakeholder network is the collegiate relationship that developed between the individual leaders. This emerged early in the initiative through joint workshops, partner site visits and regular group conference calls. As the different site leaders supported and learned from each other, issues have been surmounted and the initiative has grown to produce a community of best practice. This was most clearly demonstrated at the Talloires Network Leadership Conference 2017 in Xalapa, Mexico. There, the leaders came together to deliver a clear and convincing account of their challenges, achievements and shared development as well as their desire to collaborate into the future. Under their leadership the global impact of YEPI has been greater than the sum of its parts, and the success of the initiative is due, in no small part, to their expertise, commitment and teamwork.

The YEPI program sites have derived support from each other for problem solving, ideas generation and reviewing and sharing of failure and success. The development of this community of practice has been a central supportive structure throughout this initiative and its continuation and expansion will aid in the cultural shift towards acceptance of its critical pedagogies both in communities and higher education institutions. Fostering deeper partnerships at an institutional, and cross-institutional, level will continue the shift in institutional culture necessary for effective entrepreneurial skills training to become mainstream.

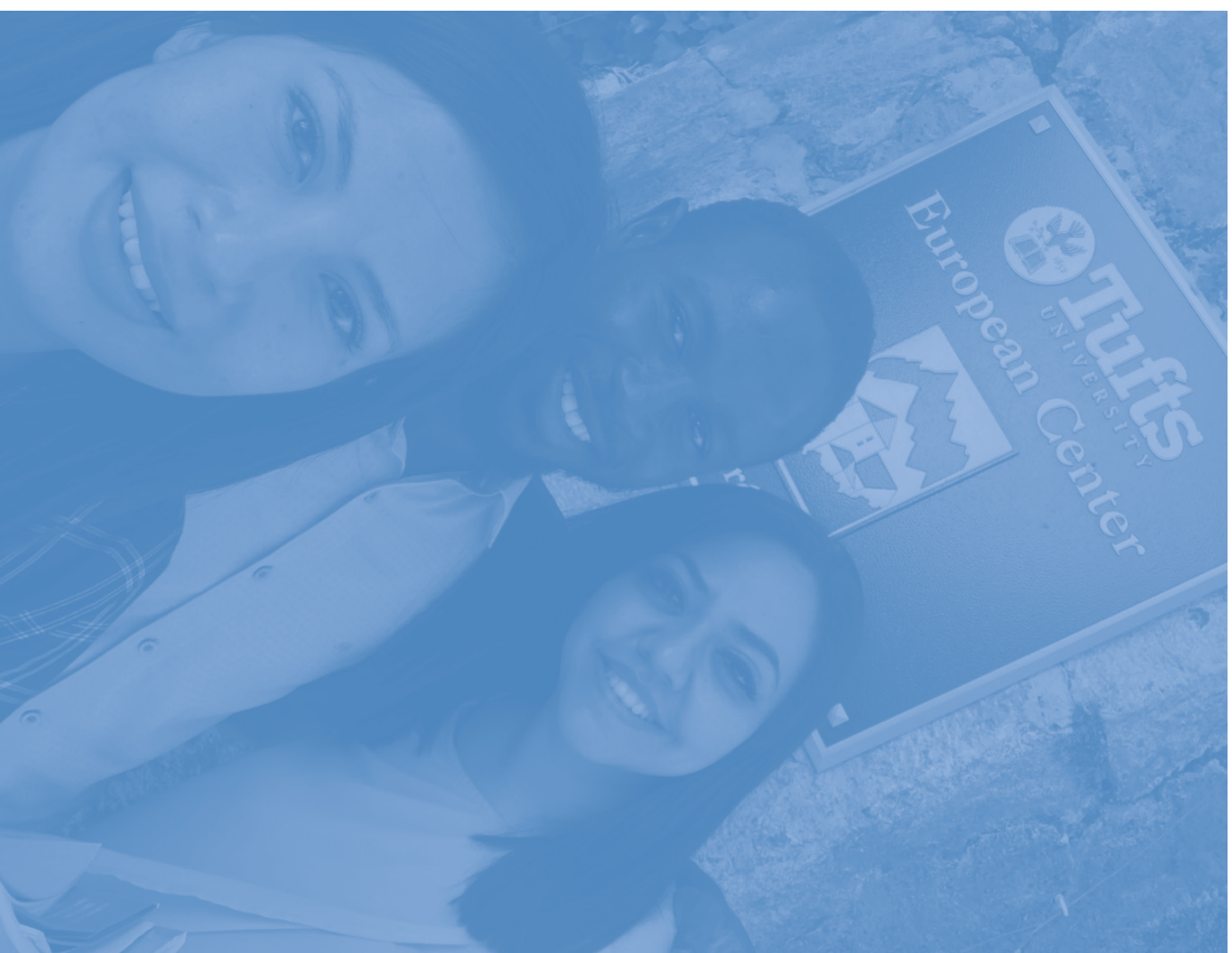
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Endnotes

1. Paulo Freire's practice of critical pedagogy requires students and teachers to question existing knowledge to empower themselves for social change.
2. YEPi product patents include: a method and device for monitoring and controlling fruit flies; a microparticle trap for use in conventional optical microscopes; a method for treating residual fats from food frying processes that results in raw material for the production of biodiesel; a method to accelerate the healing rate for tissue of the oral cavity; an ionic solution that recovers gold and copper from printed circuit boards that is less toxic than traditional processes; a method for controlling "coffee rust" that prevents the development of the next generation pathogen and reduces the spread of the disease.
3. Engaged faculty draw on conceptions of critical pedagogy to better orient learners towards skills and perspectives that build civic competencies (Hoyt, Newcombe Rowe, and Vuong 2017).
4. Hoyt, Lorraine, Bryson, Alyssa, Bello, Patricia, Ching, Monique, and Diaz, Jonathan. 2016. *Emprendizaje: Higher Education for Entrepreneurship, Learning and Collective Intelligence in Southern Chile*. Cambridge, MIT Colab, Massachusetts Institute of Technology.
5. See Hoyt, Newcombe Rowe, and Vuong 2017.

YEPi is a partnership between the Mastercard Foundation and the Tailores Network



I dream that YEP entrepreneurs will
Combat unemployment.

I dream that methodologies adapted by
YEP partners will be adapted by all business schools

The Talloires Network

Lincoln Filene Hall 301 • 10 Upper Campus Road • Tufts University • Medford, MA 02155 • talloiresnetwork.tufts.edu