

THE MALA PROJECT

ENLIGHTENING THE PATH FOR YOUNG ENTREPRENEURS

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FOREWORD



In this paper we present you with the project plan of the first edition of project Mala. On the sixth of November our journey to the Gambia has started. For a total of three months we were surrounded by the beautiful nature and inspiring people of this West African country, which is called **The Smiling Coast Of Africa** for a reason. We are the first edition of the Mala project, which made it extra interesting what we would be able to achieve within these three months.

We unanimously agree that this was a wonderful period and a very successful project. We, the research team of the Mala project, would like to thank all the different interviewed individuals and organizations for their participation in our research and their valuable contribution. Next to that we want to thank the entire team of Kairoh Garden, who took great care of us during these three months. They became like a family to us. Part of that family is our supervisor Barbara. We want to thank her for guiding us through these three months and for making sure that we had everything we needed to bring our project to a good end. We want to thank Otto Kroesen for guiding us from the Netherlands and we want to thank Henriette Brummer-Sonko for co-creating this project for us. Last but not least we want to thank all teachers and professors involved in the minor International Entrepreneurship and Development for providing us with the necessary knowledge to perform our project.

Concluding, we could not have thought of a better, more friendly place, to conduct our research. The Mala Project was an experience we will never forget.





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PREFACE

The project is commissioned by Barbara Somers, Henriette Brummer-Sonko and Otto Kroesen as part of the minor International Entrepreneurship and Development. We, the Mala team, are three bachelor students from two different universities studying in different directions:

Merel van der Ven:

Erasmus University, International Relations and Economics & Business

Hibbe Amema:

Delft University of Technology, Architecture & the Built Environment

Amber Liqui Lung:

Delft University of Technology, Clinical Technology

This Project Plan report will discuss our objectives, research and results by first explaining the problem analysis and continuing with the project description. The process will be described by dividing it in four phases: the orientation, information gathering, application and reporting phase. Eventually we will summarize and conclude in the conclusion and a description of the future continuation of the project.

MISSION

“The Mala project wishes to bridge a gap between students and the textile industry existing out of a lack of entrepreneurial skills, knowledge of the industry and financial means, to light up the path for young entrepreneurs.”

Mala means “to light” in Mandinka. The research is focused on identifying the main hurdles that graduates of skills centres will face while looking for employment. The project was initiated by a question proposed by the Dutch consulate Henriëtte Sonko and our internship supervisor Barbara Somers. Barbara has been living in the Gambia for over twenty years and hereby became aware of the ongoing and persistent problems that occur and causes the ongoing stagnation of the Gambian development. Together they have developed specific objectives for the Mala project to research and execute. The questions concerned the connection between the job market and skills centres, and the possibilities for entrepreneurship in the Gambia.



INTRODUCTION

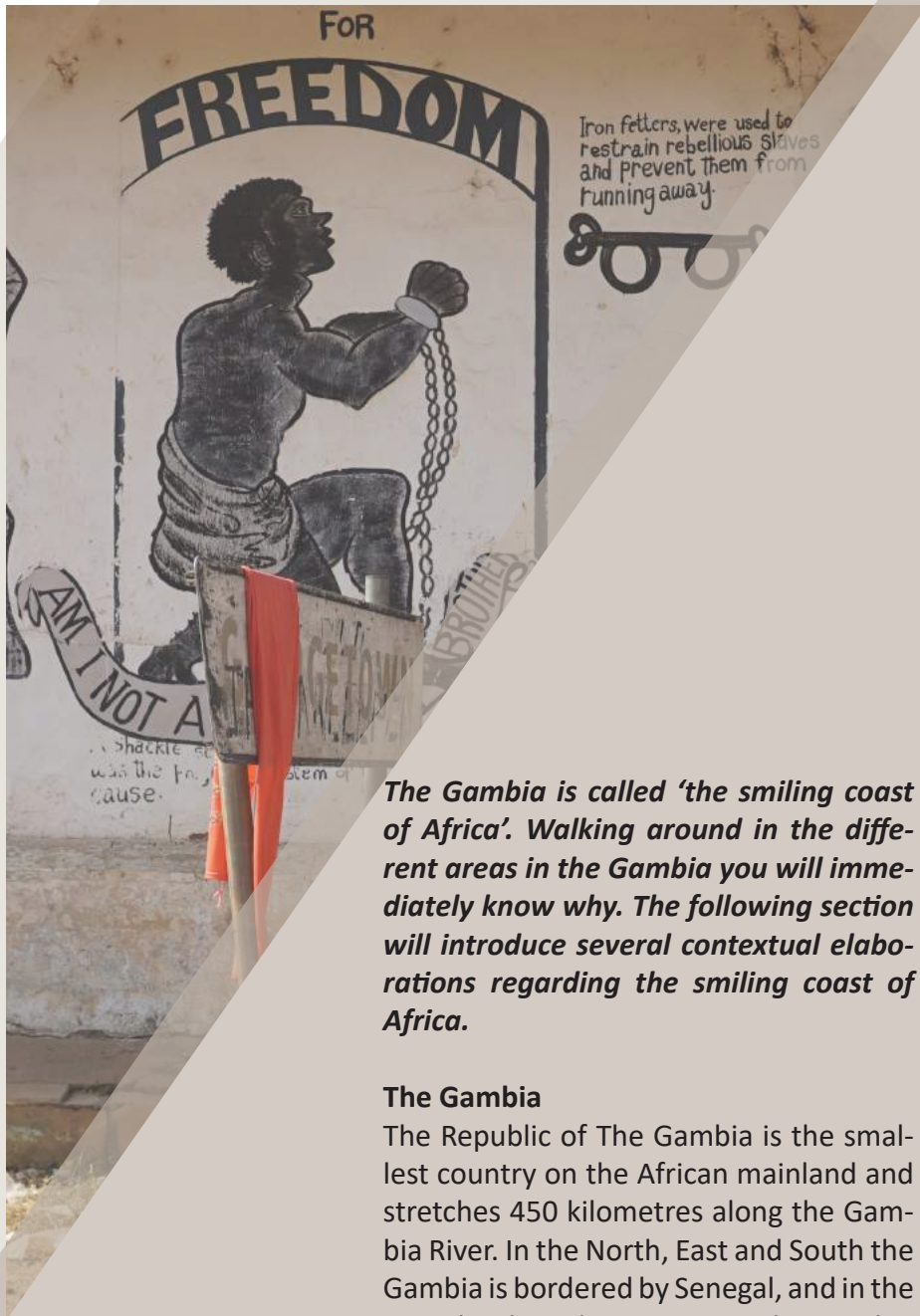


We would like to introduce you to Elizabeth Kollie. She is a Gambian, eighteen year old girl living in Lamin Village together with her parents, three brothers and one younger sister. When she was younger Elizabeth went to nursery school and afterwards to primary school. When finishing primary school, she proceeded to junior secondary school (upper basic school).

After receiving poor results for her exams in ninth grade, her parents decided not to send her to secondary school. Instead Elizabeth went to the school of which her aunt is the principal; Presentation Girls Vocational School. Currently she is in her second year learning skills in the home management department. When she was younger she wanted to proceed to secondary school and continue studying a technical education or arts. Despite this, Elizabeth loves the skills centre and she thinks that learning skills is a good thing. After graduating she wants to open her own tailoring shop, with an extra focus on art. Next to this her passion is to be a gospel singer, which she would like to proceed during her studies.

One of the biggest problems Elizabeth has encountered during her studies is the possibility to finance her education. Her father is working really hard to try and pay her fee again for this year. Not only her fee is going to be a problem, she is also worried how she will be able to finance her business when she graduates. Information about the organizations who can support her is lacking and her family does not have the financial means to help her. Many youths in the Gambia try to flee the country by making use of the backway. Elizabeth however told this has never crossed her mind. Although she might have to face several hurdles in the future, she remains positive and states there are enough possibilities still to explore in the Gambia.





GAMBIAN CONTEXT

matic zone. During mid-June to early October there is a small rainy season followed by a long dry season from October to early June. The population of the Gambia consists of around 2 million people comprising a 2.8% growth rate. The Gambia is the most densely populated country in Africa with 96 inhabitants per square kilometre (UNDP, 2016). The median age of the inhabitants of the Gambia is 19.8 years (UNDP, 2016).

most local people either speak Mandinka or Wolof. In the Gambia most people speak three to four languages, which makes it easy for the different tribes to communicate with each other (Access to Gambia, 2018). The inhabitants of the Gambia are mainly Islamic (90%), besides the Islam there is Christianity (9%) and traditional beliefs and others (1,0%) (Clark A., Gailey H, Forde. E, 2018).

The Gambia is called 'the smiling coast of Africa'. Walking around in the different areas in the Gambia you will immediately know why. The following section will introduce several contextual elaborations regarding the smiling coast of Africa.

The Gambia

The Republic of The Gambia is the smallest country on the African mainland and stretches 450 kilometres along the Gambia River. In the North, East and South the Gambia is bordered by Senegal, and in the West by the Atlantic Ocean. The Gambia lies within the tropical sub-humid eco cli-

There are eight different ethnic groups living in the Gambia. The largest one is the Mandinka tribe (42%), followed by the Fula tribe (18%), the Wolof tribe (16%), the Jola tribe (10%), the Serahule tribe (9%) and others (4%). The different tribes all have their own language and traditions, but they succeed to live side by side with a minimum amount of conflicts between the tribes. Inter-tribe relationships are normal, which means that the tribes mixed through generations. The Gambia is seen as a very peaceful country compared to other countries in West-Africa (Access to Gambia, 2018) (UNDP, 2016).

The official language is English, however

The Gambian History

The Gambia was a British protectorate from 1894 till 1965. During this time slavery was a common phenomenon since the Gambia was one of the main transit points for transatlantic slave trading between the 15th and 20th century in West-Africa (Kebbeh, 2013). After gaining independence the Gambia struggled to further develop the country, in 1982 a loose agreement between Senegal and Gambia created the confederation Senegambia. This however collapsed in 1989. In 1994 president Yahya Jammeh came to power in a bloodless coup and imposed an authoritarian rule for a total of 22 years. Several dubious announcements

and opinions of Jammeh have had an influence on the freedom of the Gambian citizens. In 2008 Jammeh for example told he would 'cut off the head' of any homosexuals found in the Gambia. In January 2017 a new president Adama Barrow was elected. The former president Jammeh was put into exile. President Barrow is now trying to install new and reform policies to support the positive development of the Gambia (BBC, 2017).

The Gambian Economy

The two main sectors contributing to the Gross Domestic Product of the Gambia are tourism and agriculture. The tourism sector however was heavily influenced during the past few years by the Ebola threat in other countries in West-Africa such as Guinea, Liberia and Sierra Leone, which caused tourists to choose other destinations (World Bank, 2017). In addition, the agricultural sector is highly dependent on the intensity of the rain season and differs per year. It comprises 30% of the GDP of the Gambia. These set-backs contribute to the ever-lasting image of an underdeveloped Gambia. A total of 48,6% of the population was considered to live in poverty as identified by the World Bank in 2015. In rural areas, this percentage can get as high as 70% (Heritage, 2017). The informal sectors dominate the urban sectors of cities such as Serrekunda and Banjul, while the rural

sectors focus on agriculture. The Gambia is ranking 155th out of 177 countries in the 2007/2008 UNDP Human Development Index Ranking (Heritage, 2017).

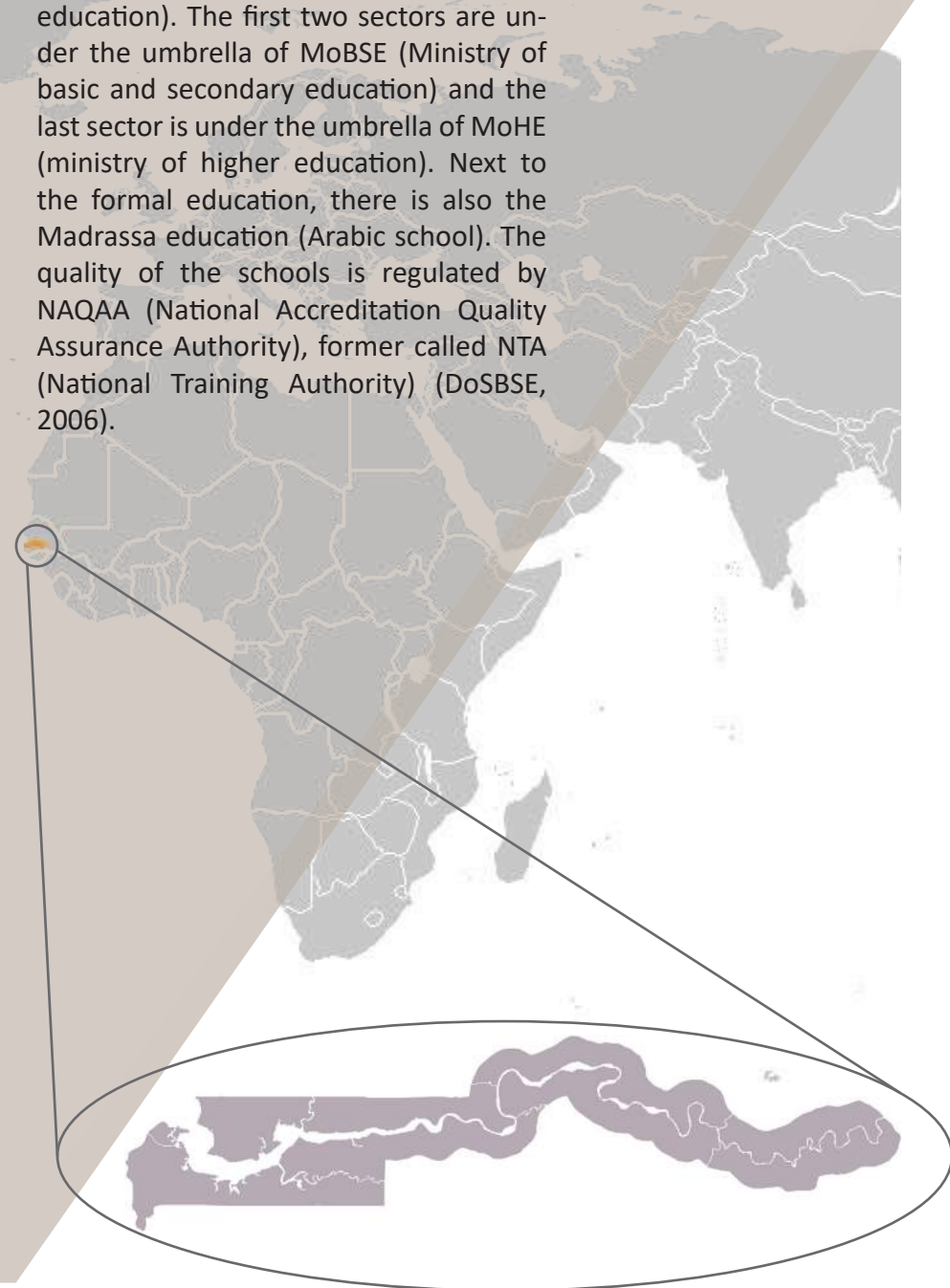
Export & Import

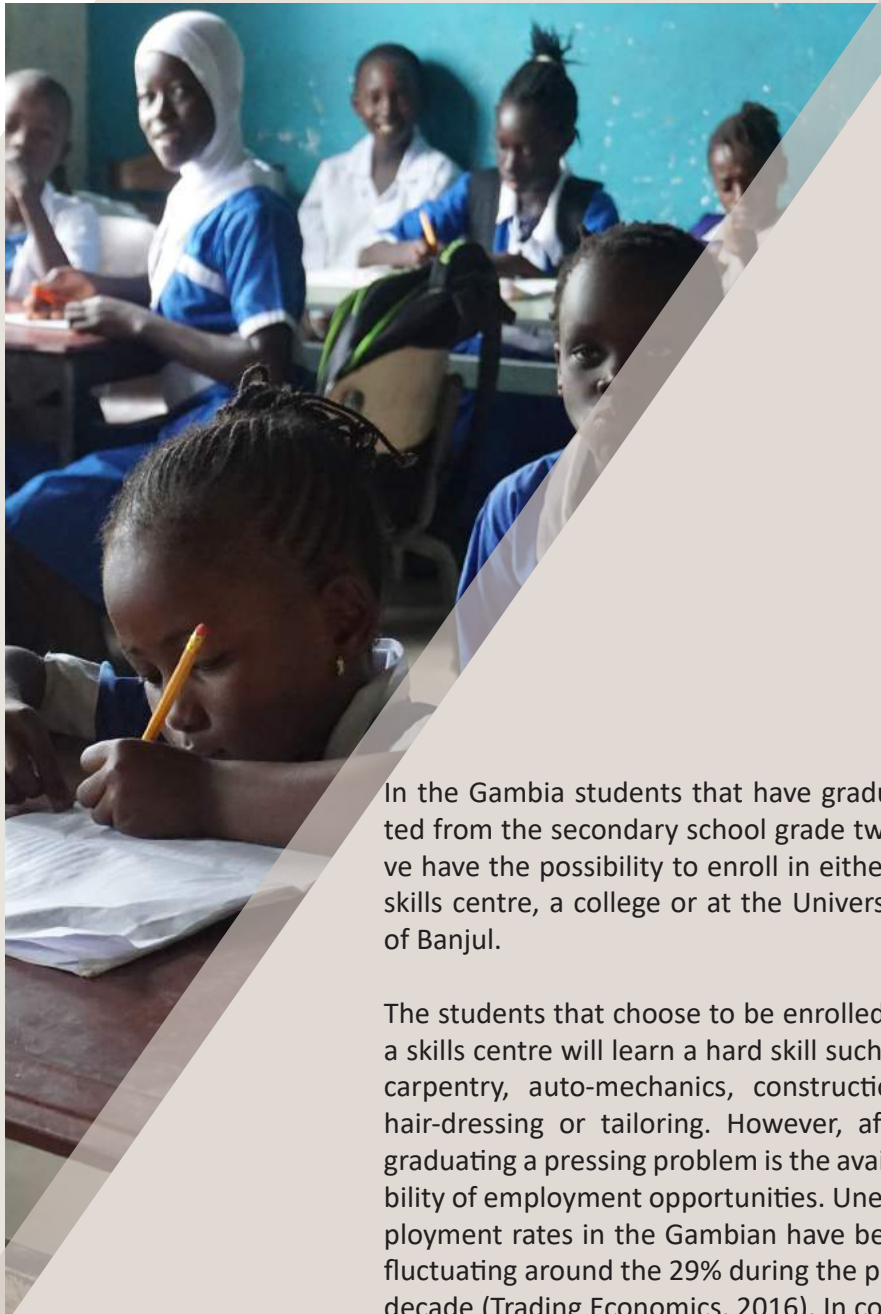
The Gambia is known as the 185th largest exporter in the world as observed by the OEC (2017). In 2015 the Gambia exported a total of 188 million US dollars and imported 912 million US dollars, which indicates an enormous discrepancy between export and import. The top export products are rough wood, coconuts, brazil nuts, groundnut oil, tropical fruit, and scrap iron. The government revenue depends intensively on the groundnuts exports, leaving the Gambia influential for fluctuations (Heritage, 2017). In addition, a small proportion of export is in the export of light pure woven cotton, which comprises a total of 140 thousand US Dollars, while the largest import product is light pure woven cotton worth 141 million US Dollars. The largest proportion of import of the Gambia is delivered by China, Senegal, Brazil, India and the Netherlands. This has resulted in a negative trade balance of 794 million dollar in 2015 (OEC, 2017).

Educational System

The formal educational system in the Gambia is divided into three sectors; basic education, secondary education

and post-secondary education (tertiary education). The first two sectors are under the umbrella of MoBSE (Ministry of basic and secondary education) and the last sector is under the umbrella of MoHE (ministry of higher education). Next to the formal education, there is also the Madrassa education (Arabic school). The quality of the schools is regulated by NAQAA (National Accreditation Quality Assurance Authority), former called NTA (National Training Authority) (DoSBSE, 2006).





PROBLEM ANALYSIS

In the Gambia students that have graduated from the secondary school grade twelve have the possibility to enroll in either a skills centre, a college or at the University of Banjul.

The students that choose to be enrolled in a skills centre will learn a hard skill such as carpentry, auto-mechanics, construction, hair-dressing or tailoring. However, after graduating a pressing problem is the availability of employment opportunities. Unemployment rates in the Gambian have been fluctuating around the 29% during the past decade (Trading Economics, 2016). In comparison the neighboring country Senegal possesses an employment rate of 15.7%

(Trading Economics, 2016). Unemployment causes the youths of the Gambia to be unmotivated to obtain a job. Even when a young individual becomes employed he or she will be most likely to obtain a relatively low income due to enormous supply of employees. Future perspectives are therefore not positive for the youths.

Unemployment and low incomes of the employees hereby are contributing immensely to the current trend of irregular migration. Young Gambians attempt to reach Europe by travelling to Libya and other crossing points over land. Approximately 0.5% of the Gambians take the backway to enter a European country which they think is the only solution to a more prosperous future. The Gambians are the 3rd highest number of Asylum seekers in Italy in 2014. However, this will not necessarily indicate a better future, but more often results in living in a refugee camp for an undefined amount of time. Approximately 73% of the irregular migrants is rejected and deported back to the country of origin (YEP, 2016). The youth of the Gambia do not have a realistic idea about the future that awaits while migrating illegally. They are stimulated at home and by their peers to participate in this trend while not considering the dras-

tic consequences on their lives. We had a conversation with a young male around 25 years, in the Gambia, that has tried to flee to Italy, but was stuck in Libya. He explained to us his horrific experiences and the injustice done to him and his friends. Currently he is part of the Youth against Irregular Migration association which tries to prevent the youths to migrate by sharing their stories.

Based on his experiences, as well as many others, it is of great importance that the employment opportunities improve to provide the returnees and the other youths in the Gambia a more promising future as well as avoiding an increase in the number of irregular migration. Specifically the graduates of skills centres struggle to find employment with a sufficient income. One of the obvious solutions is creating more employment. This could possibly be achieved by stimulating entrepreneurship. It should become easier for the youths to set up a business, including gathering a starting capital and obtaining knowledge about entrepreneurship. Therefore, project Mala has attempted to address these problems with the following mission statement.

PROJECT DESCRIPTION

This problem has been analysed before in the Gambia and the Youth Empowerment Project the Gambia (YEP-Gambia) conducted a research defining the current textiles and apparel industry and the opportunities to boost employment and income generation opportunities.

However, this research was based on observations made in a total of two weeks. Therefore, many different aspects were not included and should be elaborated upon. During the research cooperation with the YEP-Gambia program was established which consisted of an exchange of information. They proposed several questions to the research. These questions focused on the supply and demand of the tailoring industry, and the contents of the tailor curriculum at the skills centres. These research questions have been integrated into our research to a certain extent.

Based on these questions the Mala project received from Henriëtte, Barbara and the YEP-Gambia the following three deliverables were established.

Qualitative Research Report

The first deliverable of the Mala project is an extensive qualitative research report focusing on the connection between the skills centres and the job market in the Gambia. This report contains a special focus on the textile industry as well as the textile students in the skills centres.

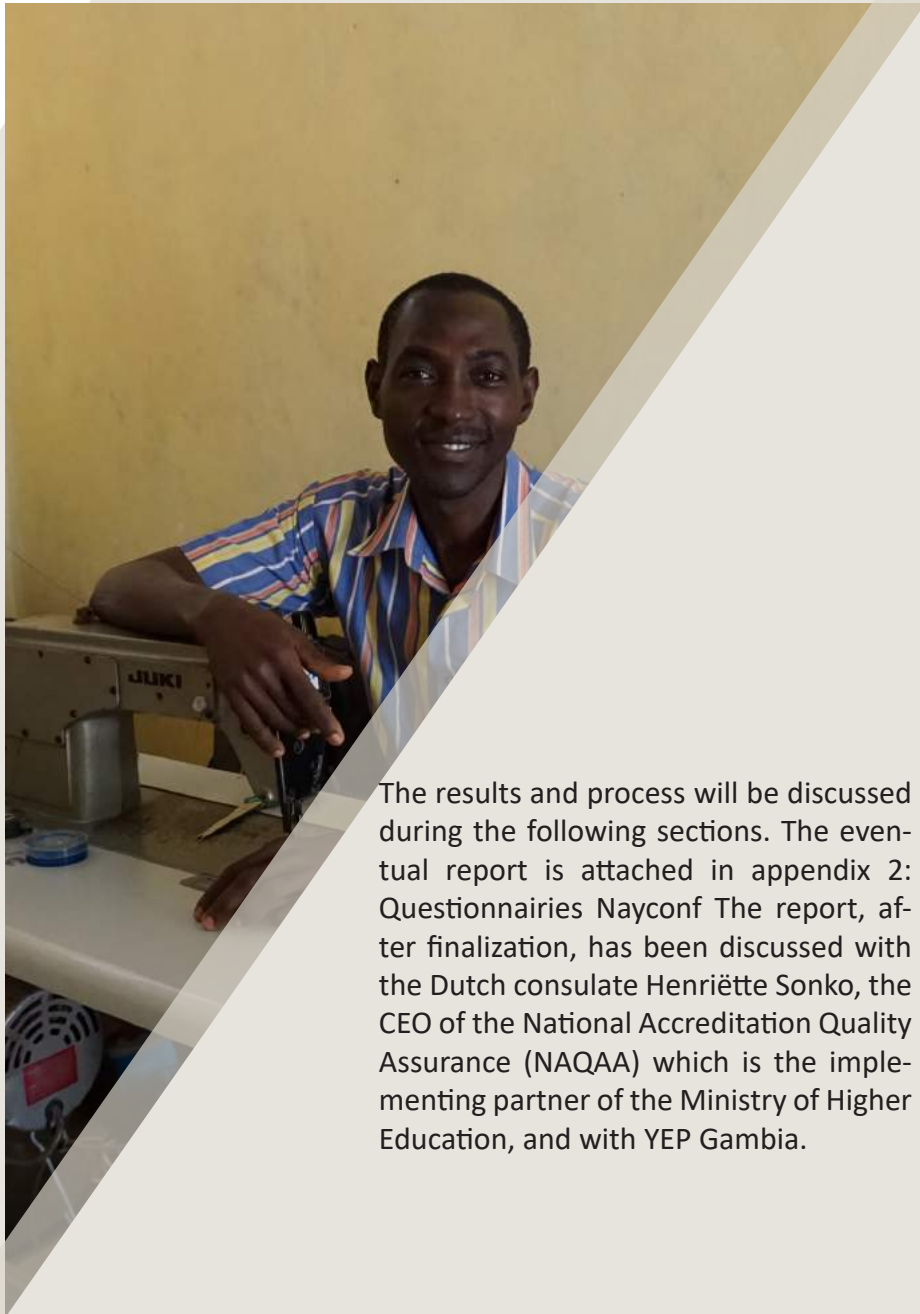
The **research questions** of the report are:

1. What aspects in the educational system in the Gambia need improvement in order for it to function in the most optimal way?
2. What are the cultural implications on the effectiveness of entrepreneurship in the Gambia?
3. What aspects in the textile production would need improvement for it to function in the most optimal way?

In what way could the gap between the textile education (students) and the economic market (industry) in practice be narrowed down in an entrepreneurial way?

A total of 37 interviews have been conducted and transcribed (Appendix 1: transcribed interviews) with the involved stakeholders, 100 questionnaires have been handed out with a response rate of 67% during the National Youth Conference in Basse and a focus group discussion was held with approximately 20 young students and entrepreneurs to be able to answer the research questions.





The results and process will be discussed during the following sections. The eventual report is attached in appendix 2: Questionnaires Nayconf The report, after finalization, has been discussed with the Dutch consulate Henriëtte Sonko, the CEO of the National Accreditation Quality Assurance (NAQAA) which is the implementing partner of the Ministry of Higher Education, and with YEP Gambia.

Entrepreneurship workshop at Presentation Girls Vocational School

A 7-lesson entrepreneurship workshop has been conducted at Presentation Girls Vocational School (PGVS) After four days of observations and interviews with the teachers, as well as visiting two other schools PGVS was selected as the location for our workshop. The workshop contained both theory and a practical assignment in the form of a business model canvas production of the students in groups of three to four. The workshop was successfully closed during an event at the 25th of January. The students presented their business start-up ideas and three of the groups were awarded with small prizes. In addition, a total amount of 900 euro was raised in the Netherlands and given to the school to hand out in the form of micro-loan. After graduating the students that are highly motivated and possess a coherent and good business plan can go to the principal and teachers and request a starting capital loan of this amount. Financing of the businesses is one of the greatest challenges the students face. During the Application Phase section the workshop will be elaborated upon.

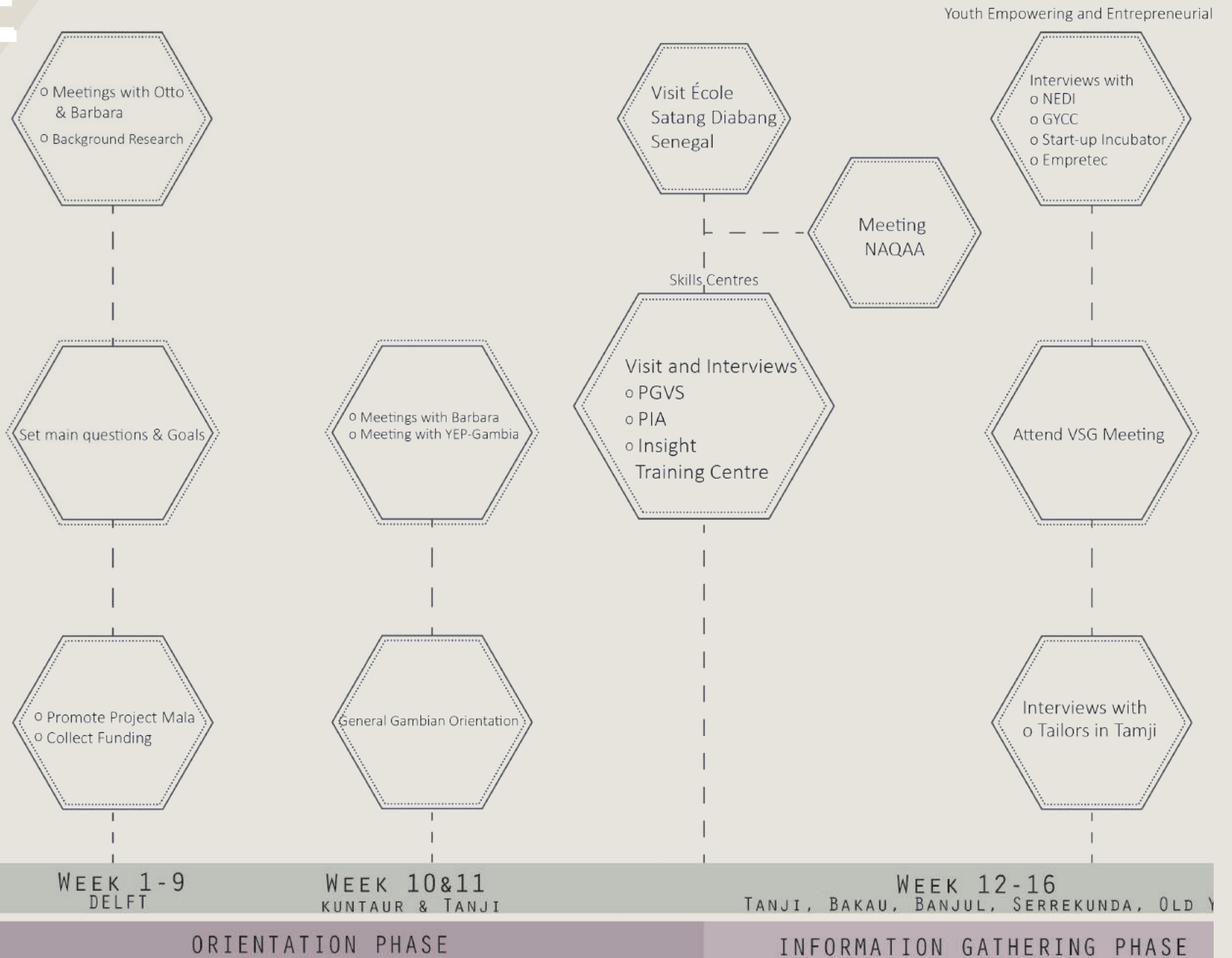
Course Manual Entrepreneurship

During the execution of the entrepreneurship workshop at PGVS a manual has been created in which the basics of entrepreneurship are described. The manual has been adjusted to the level of skills centres to make it accessible for both teachers and students. The manual has been spread among different institutions and skill centres. Currently an entrepreneurship course has not been implemented in a majority of the skills centres due to a lack of capable teachers and a lack of finance. Therefore this manual can make a start in conveying the knowledge to the skills centres. The manual can be found in appendix 4: Entrepreneurship Manual.

The contents of the deliverables of the project will be discussed in the following sections as well as the process of conducting the research, implementing the workshop and creating the course manual.



TIMELINE





Interviews with
o NEDI
o GYCC
o Start-up Incubator
o Empretec

7-Day
Entrepreneurship
Workshop at
PGVS

Pitching contest
at PGVS

Attend VSG Meeting

Attend NAYCONF
Bassé

Interviews with
o Tailors in Tanji

Finish Draft Report

Discuss Report with
o Consul
o NAQAA
o YEP-Gambia

Finish Report
& Manual

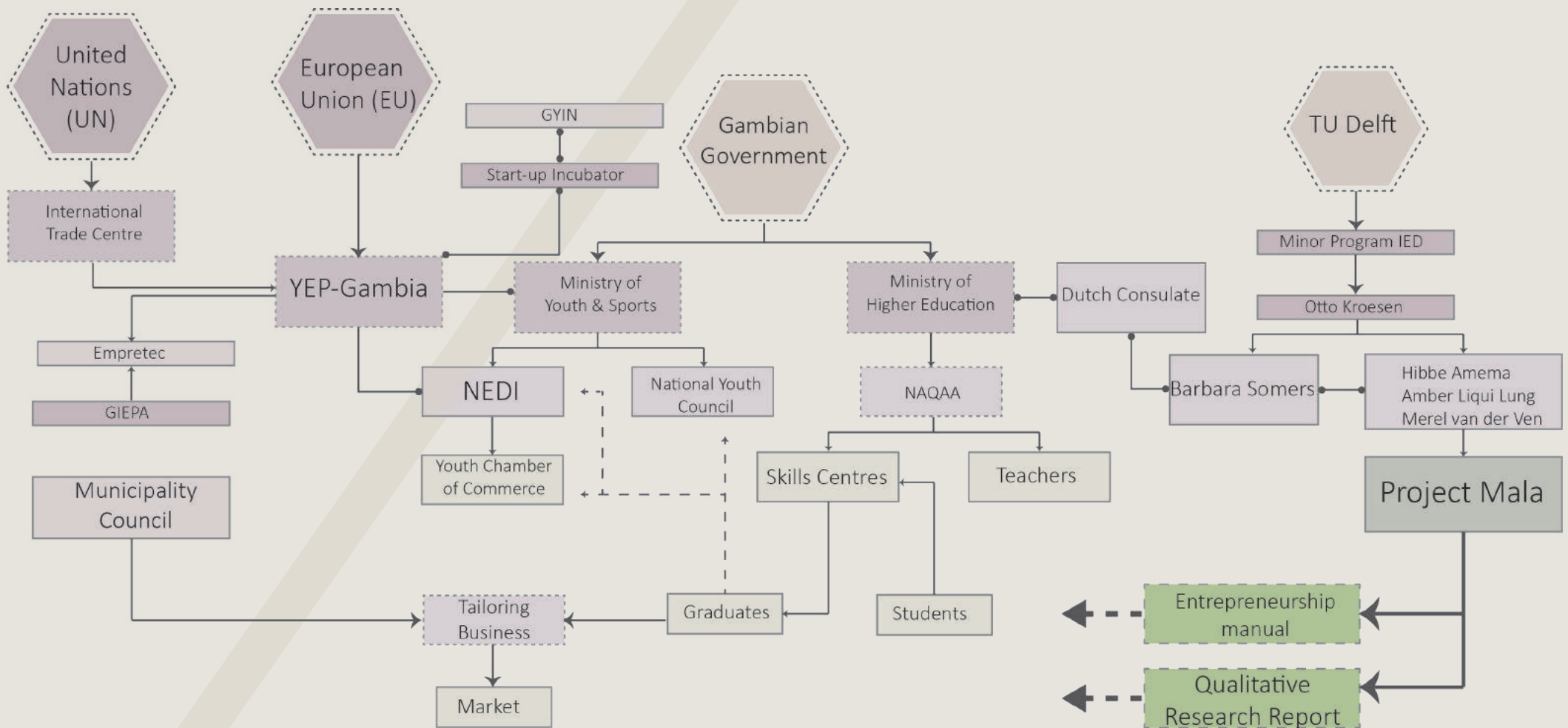
UNDUM, BASSÉ
Christmas Holidays

WEEK 19-22
TANJI, BAKAU, BANJUL, SERREKUNDA, DELFT

APPLICATION PHASE

REPORTING PHASE

STAKEHOLDERS



Our research consists of many stakeholders and we have conducted interviews with each of the stakeholders. Barbara shared some of these contacts with us, but a majority of the contacts we obtained through personal contacts gained during our stay in the Gambia. The Gambia is a very social country, this indicates it is highly important to make contacts and maintain these contacts. As we proceeded in the process of making these contacts we mapped out the underlying relations and connections between the stakeholder groups as seen in the figure above

Name	Program	Origin	Implementing Partners	Target group	People trained	Other
Empretec	<ul style="list-style-type: none"> - Investment promotion and facilitation - Export development - Enterprise support - Advocacy 	GIEPA	YEP Gambian Government UNDP	Graduates Returning migrants Non-educated	736 businesses	Entrepreneurship driven by innovation, Focus on individual behaviour and attitude
GYIN <i>Global Youth Innovation Network</i>	<ul style="list-style-type: none"> - National Youth Summer Camp - Rural trainings - Mentorship Training - Rural award 	IFAT Rome	YEP NEMA project	Local, rural visitings or subscriptions	192 people, 40 businesses	Currently no trainings until everyone is financed Partnering with YEP for the mini-grants
NEDI <i>National Enterprise Development Institution</i>	<ul style="list-style-type: none"> - Trainings in entrepreneurship - Provide micro-loans targeting start-ups - Business development/support service 	Ministry of youth and sports Ministry of	YEP Youth and women sector, Vice president	Focused on young people		Partnering with: Start-up incubator EMPRETEC GYIN Entrepreneurial attitude is challenging target is to create 4000 new jobs
YEP-Gambia	<ul style="list-style-type: none"> - Collaborating with partners - Providing the YEP-Mini grant - improving employability of the youth - Improving self-employment - increased employment along selected value chains 	UN, International Trade Centre	European Union	Gambian Youth		
Startup-Incubator	<ul style="list-style-type: none"> - Monthly coaching sessions - Practical assignments - Small workshops - Mentorship Sessions - Networking events - Possibilities for access to finance 	Us embassy		Members are recommended by schools or other orgaizations	62 start-ups 20 a year	Partnering with Yep and NEMA project Graduates serve as mentors
GYCC <i>Gambia Youth Chamber of Commerce</i>	<ul style="list-style-type: none"> - Trainings, entrepreneurship and business plan development - Provide exhibitions - Provide networking for young people in terms of business - Mentoring programs - Advocacy 	NEDI	YEP-Gambia	Membership based Young people that want to start, educated and non-educated		



Organizations

Below there will be a short explanation and connection to our project of each youth-empowerment and entrepreneurship organization. The table on the previous page will be a further description per organization, their activities, target group, stakeholders, goals etc.

YEP-Gambia

The Youth Empowerment Program is a project executed by the International Trade Centre (ITC) of the United Nations (UN). The ITC focuses on improving international trade. By offering support to Employment and Entrepreneurship YEP wishes

to address the economic root causes of the problem of irregular migration. The YEP program receives funding from the European Union Emergency Trust Fund for Africa. YEP possesses 21 key partners and has close contact with the Ministry of Youth and Sports and the Ministry of Trade. We got in contact with YEP-Gambia due to Barbara since they were interested in partnering with us to help us conduct our research. YEP provided us with their research and contacts of other empowering and entrepreneurial organizations. We have conducted an interview with YEP-Gambia and two meetings.

NEDI

The National Enterprise Development Institution (NEDI) is established by the Ministry of Youth and Sports. The organization is supervised by the vice president and is hereby related to the youth and female sector. Their main goal is to empower the Gambian youth by organising trainings in business entrepreneurship, providing funding to individuals if possible, and giving advice to businesses hereby attempting to ensure the sustainability and expansion of the businesses. NEDI is currently also working with YEP-Gambia to create more publicity, trying to make NEDI accessible for everyone. We got in contact with NEDI partly due to Barbara and partly because we were invited in the same building by PUM. We have conduc-

ted an interview with NEDI and they connected us to the Youth Chamber of Commerce, which is also located in the same building. They also invited us for the annual youth conference NAYCONF.

Gambia Youth Chamber of Commerce

The Gambia Youth Chamber of Commerce (GYCC) is under the umbrella of NEDI and they started a year ago. The GYCC provides a platform that promotes businesses to young people in the country. At the moment, they also offer free trainings which are financially supported by YEP-Gambia, their implementing partner.

By the end of 2018 they aim to be structured throughout all regions and have regional offices. We noticed that the GYCC was also very interested in improving the Gambian education system. They connected us to other organizations such as EMPRETEC and Start-up incubator.

EMPRETEC

EMPRETEC is a program implemented by Gambian Investment and Export Promotion Agency (GIEPA). EMPRETEC is part of the enterprise support department, hereby EMPRETEC aims to support businesses and the start-up of businesses. The model for the workshop is developed by the United Nations Trade and Development (UNTAD). By being part of GIEPA, policy suggestions can be proposed to the mi-

nistries. As mentioned by the enterprise support manager of GIEPA and training manager of EMPRETEC, a current project for example is the development of an entrepreneurship policy together with UNTAD in which an entrepreneurship curriculum will be implemented in the schools. This seems like a very interesting policy since it is also meant to improve the Gambian education system.

Start-up Incubator

Start-up Incubator is an organization that was founded in 2015. Their main goal is to support young entrepreneurs. In contrary to the other organisations, their focus is not on training but on incubating. They incubate 20 young entrepreneurs every year for a total of six months. The youth they train either originate from recommendations of other organizations or through forms that the organization hands out on schools. At the beginning of a new batch they always bench mark the individual challenges and level of education to adjust the program to the new batch. Their trainers initially came from their own network, but recently also graduates of the program come back to provide coaching to the new batch.

GYIN

We have gotten in contact with the Global Youth Innovation Network (GYIN) at the NAYCONF. Like many other stakehol-

ders, the CEO of GYIN also attended the NAYCONF. We approached him at this event and made an appointment for an interview. The entrepreneurship trainings they provide are based on a manual, developed by the Columbia Business College, which is affiliated to the Columbia business university. They are currently also partnering with YEP-Gambia to provide participants finance by using the YEP mini-grants.

Educational Stakeholders

The following stakeholders are the involved parties in the Gambian education system.

NAQAA

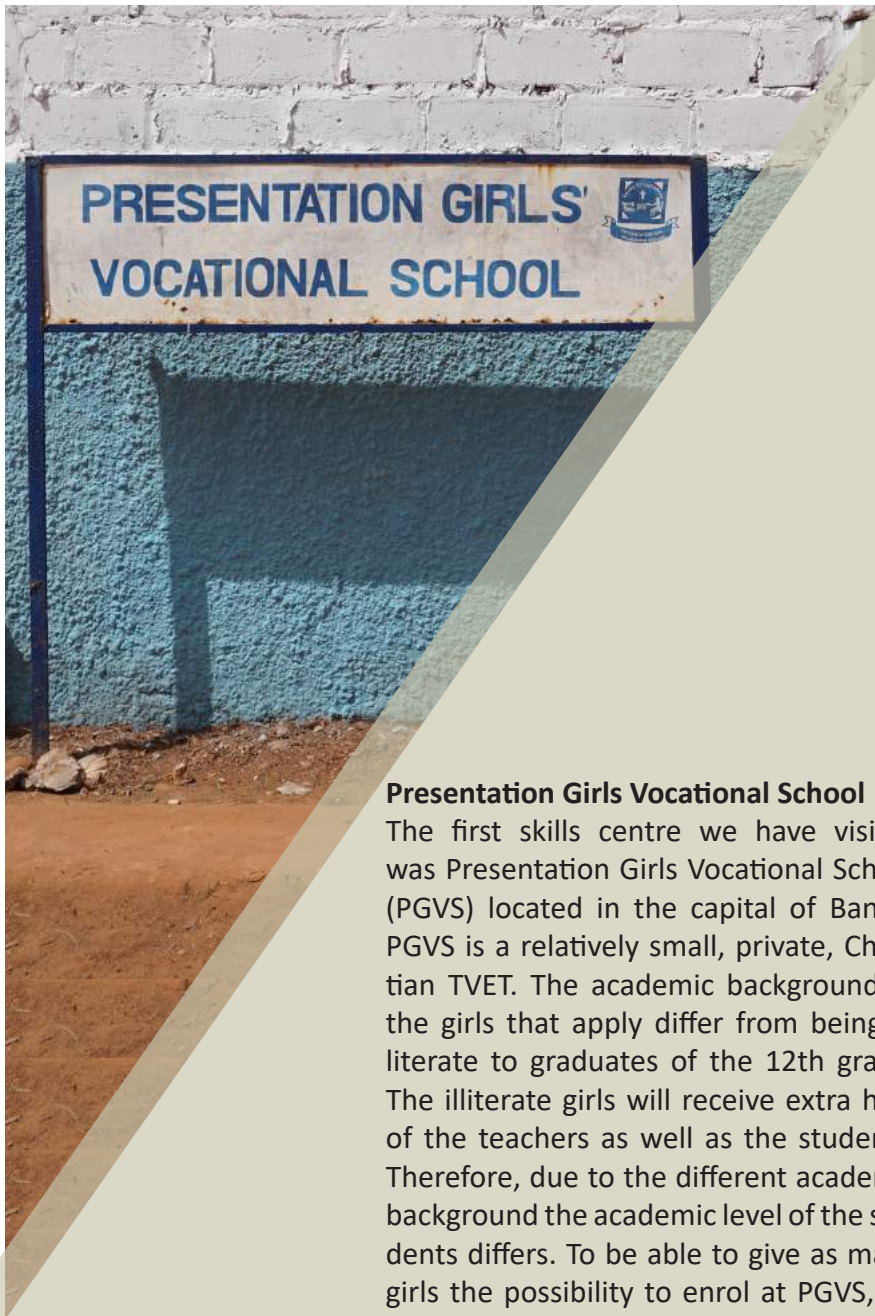
All educational institutions are connected to the National Accreditation Quality Assurance Authority; NAQAA, which is the executing part of the Ministry of Higher Education of the Gambia. NAQAA is responsible for reviewing and improving the proposed curriculums of different educational institutions and reviewing the facilities available. In addition, NAQAA possesses the authority to license teachers and lecturers and apprenticeships when they are assigned and qualified by NAQAA. At the beginning of our research we met with NAQAA to request information concerning the Tailoring skills centres. The second meeting with NAQAA was to discuss our report with them. NAQAA is

an important stakeholder concerning our research due to their authoritative roll.

Skills Centres

Skills centres are also known as Technical Vocational Educational Training Schools (TVETS), they offer students Technical and Vocational trainings in the skills professions. Students can enrol at a skills centre after their basic and secondary education, however this also differs from school to school. The tailoring education is given at skills centre level, therefore we have visited three skills centres in the Gambia. In addition we visited a skills centre in Senegal to compare the educational system of the neighbouring country.





Presentation Girls Vocational School

The first skills centre we have visited was Presentation Girls Vocational School (PGVS) located in the capital of Banjul. PGVS is a relatively small, private, Christian TVET. The academic background of the girls that apply differ from being illiterate to graduates of the 12th grade. The illiterate girls will receive extra help of the teachers as well as the students. Therefore, due to the different academic background the academic level of the students differs. To be able to give as many girls the possibility to enrol at PGVS, including girls which possess little to no previous education, the fees are kept low.

At the school, the different subjects the students can choose are hair-dressing, secretary and home-management including cookery and tailoring. The programs they offer have a duration of three years, including a three-month attachment, related to their choice of department and availability.

PGVS prepares their students for the job market by providing extra lecturers given by the teachers. One example is the tailoring teacher, who takes responsibility for inquiring with the students who would want to start their own tailoring shop. The students that raise their hands will be invited for an extra class in which they will be informed about how to start a business. A mentioned improvement by one of the teachers would be to update the courses more to the current standards of the market to be able to give the students the best preparation for future employment.



President's International Award

President's International Award (PIA) is a public school which was set up and funded by the previous president Jammeh and the duke of Edinburgh award. The school is part of the act of parliament which results in support from the government and low school fees. To generate income the school also has a restaurant, carpentry workshop and a hostel attached to the school which can be rented. The skills centre is focused on the skills development of youth. Enrolled students are mainly students that have finished either 12th grade, 9th grade, 6th grade or the Arabic school. The school offers promotional exams to the next level and are verified by NAQAA. All programs also include a 3-month compulsory attachment.

PIA is focused on preparing their students to the job market. The curriculum of NAQAA also includes a business class for all the vocational skills, however the school is facing difficulties to be able to provide students with these classes. This is mainly caused by the fact that business teachers are difficult to find and demand a high income. Currently a volunteer is teaching a business course, in which students from all departments are introduced to the concept of entrepreneurship. PIA also focuses on the practical experience of the occupation the students wish to do after

graduating. There is however a lack of communication with the graduates of the school. There is no record of the current jobs of the graduates, there thus is no real opportunity to gain information from the experience of these graduates.



**ALL COURSES RUN FOR 3 YEARS
AT CERTIFICATE LEVEL**



INSIGHT TRAINING CENTRE
ARCHITECTURAL DESIGN
AUTO CAD
CONSTRUCTION
ELECTRICAL
INFORMATICS
TECHNOLOGY
TAILORING
LUMBER

Insight Training Centre

Insight training centre is a different school compared to PGVS and PIA. The school is not only a skills centre, but also a college. Next to that it has multiple locations; it has a location in Old Yundum, Serrekunda and Basse. The school offers multiple courses/programs for different fees and different time frames. Compared to the other schools, Insight does have more strict entry requirements. To enter a program a student is required to take an entry exam. This will decide if the students can start the course or if the student will have to start with an additional course first. The courses are strict and there are

obligatory rules to obtain your diploma or certificate. If a student fails an exam, he or she can retake it not more than three times. After this the student has to start the entire course again. The headmaster of the institute has been to the Netherlands to investigate how schools work there and applied this knowledge to improve the institute. For example, he keeps the statistics of graduated students up to date and makes sure that everything is well structured.

The school focuses on guiding their students to the practical job market by including practical courses in their programs. For example, the construction students are building a conference centre on the school property as one of their assignments. They get paid for this job and they can come as many times as they want, but one time is mandatory a week. Furthermore, the school owns its own radio station in which journalist students can practice their skills. This radio station also hires some students after they graduate, to immediately offer them a job. Next to these initiatives, the school tries to employ teachers that have a lot of experience in the field that they teach.

The tailoring classes will start in January, so we could not meet these students or attend the class. We did have the chance to talk to one of the tailoring teachers.

She herself was a graduate of PGVS. The tailoring class takes six months and another six months internship. She tries to teach her students all she knows, but she admits that it would be good to have more teachers that are experienced in other fields for example batik.

Satang Diabang

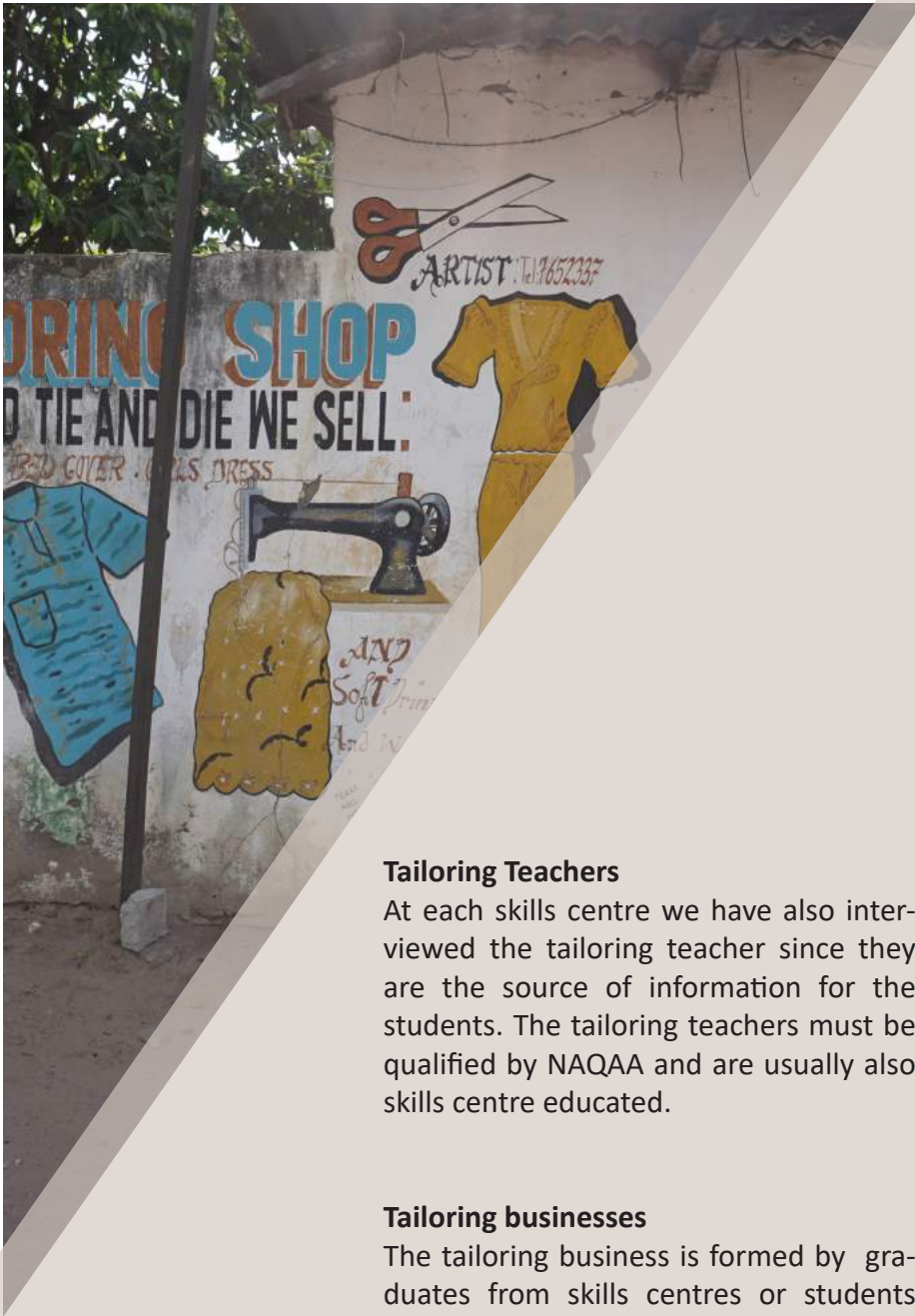
The École Satang Diabang is a private school in Senegal focused on tailoring, hairdressing and cookery. The students are mainly illiterate girls, within this institution they are provided a second chance in life in exchange for a low fee. The funding is provided by both the fees of the students, the small restaurant and shop they have started and external support from funding organizations. Through responding to the market needs, the school attempts to convey relevant information and skills to their students. The girls that focus on tailoring for example learn a unique technique of Batik and tie and dye, hereby differentiating themselves from apprentices and other skill centres.

Entrepreneurship is of high importance to the École Satang Diabang. Almost all teachers have experience in entrepreneurship by running a business themselves besides teaching at the school. This stimulates and inspires the students to start a business. In addition, the Senegalese government has recently implemented the obligatory entrepreneurship course at all Senegalese skills centres. The teachers receive training and an extensive manual of teaching entrepreneurship. A total of five teachers of the École Satang Diabang have attended this training and can be considered qualified to teach the business course, which will be provided

for two hours every week the upcoming three years.

Taking this school as an example one can observe a difference between other similar schools in the Gambia.





Tailoring Teachers

At each skills centre we have also interviewed the tailoring teacher since they are the source of information for the students. The tailoring teachers must be qualified by NAQAA and are usually also skills centre educated.

Tailoring businesses

The tailoring business is formed by graduates from skills centres or students educated by an apprenticeship. We have visited various tailors and got in touch

with them to research the improvement in their profession as well as their previous education and their opinions and demands. Tailoring businesses in the Gambia consist mainly of micro-enterprises owned by one tailor accompanied by one to four apprentices.

Tailoring Graduates

For our research it was of importance to research the graduates of the skills centre education. This would show us the result of the skills centre education and confirm if the education is sufficient for a graduate to find a job in this profession.

Tailoring Apprentices

Another method to learn the tailoring profession is by following an apprenticeship. An apprenticeship is a common used method in the Gambia to learn a profession. Gambians will learn a profession by observation and practising with a professional, especially in professions involving vocational skills. It is comparable to an internship. An apprenticeship can easily take up three to ten years. The apprenticeships are often regarded as either an addition or replacement of an education at a skills centre. Individuals that have solely followed an apprenticeship mostly lack an educational development in for example mathematics and English.

Delft University of Technology Otto Kroesen

Otto kroesen is our study counsellor and he connected us to Barbara Somers and our assignment. He has experience with the minor program International Entrepreneurship and Development and was a source of information and advice to us.

Barbara Somers

Barbara is our supervisor and she assigned us with the project. We got in contact with Barbara through Otto Kroesen, who is part of the external project organization. Barbara has been living six to seven months in the Gambia every year for 20 years. She is active in several organizations and runs two guesthouses in the Gambia, located in Tanji and Kuntaur. She is the Secretary of the VSG (Verenigde stichtingen Gambia).

Consulate Henriette Brummer-Sonko

Henriette Brummer-Sonko is the Dutch consul in the Gambia. Together with our supervisor Barbara, she assigned us the assignment for our project. Because of her position, Henriette is also connected to the Ministry of foreign affairs. Because of her position she has access the Gambian ministries. This made it possibility to pass our report to the ministry of higher education which could result in a higher impact of our research.

PUM

PUM Netherlands senior experts is a non-profit organisation, which has been advising businesses in developing countries such as the Gambia and upcoming markets for almost 40 years. PUM links these businesses at their own request to Dutch professionals which share their expertise to develop the local economy. Therefore, PUM promoted entrepreneurship, self-sufficiency and sustainable development of small and medium-sized enterprises locally.

Ministry of Youth & Sports

The Ministry of Youth and Sports is responsible for achieving policy issues and cooperating with donor agencies for the youth development programs. They supervise the work and implementation of all youth programs and related activities. They are also responsible for connecting with other sectors involved in youth activities.

National Youth Council

The National Youth Council falls under the umbrella of the Ministry of Youth and Sports. The responsibility of the council is coordinating different project organised by several youth organizations. Furthermore, they possess an active role in promoting themselves around the country.

Ministry of Higher Education

The ministry has been established in 2007 and they have set the following goals to achieve:

- o Provide access to relevant and high quality education
- o Provide high quality higher education services
- o Make science and technology the engine of growth
- o Ensure gender equity in education
- o Promote the principle of lifelong learning
- o Promote innovation in science and technology
- o Promote research in science and technology
- o Ensure sustainable environmental growth

Municipality Councils

Each municipality in the Gambia is responsible for one of the Gambian regions. The Municipal Councils regulate the fees and registrations of the tailoring businesses. Each business in the Gambia is required to pay fees and taxes, in the tailoring business this fee depends on the amount of machines and the regular fees.



PHASE 1 ORIENTATION



Part 1

The first part of the orientation phase took place in the Netherlands. This consisted of meetings with our study coordinator Otto Kroesen and internship supervisor Barbara Somers. In the Netherlands we met several times with Barbara to define our project assignment and give regular updates about our progress.

Knowledge obtained from meetings

Firstly, we had several meetings with Barbara and Otto. During these meetings we exchanged information and also received a lot of general and project related information from Barbara. This information **was also used to work on our current subjects of the minor program which assigned us to project related assignments. Two of these meetings were with the presence of project DOMO in order to present both of our projects and our current progress. Project Domo is another team that received the assignment to install a new solar dryer in one of the rural villages of the Gambia.**

Knowledge obtained during the courses

During the first two months of the minor program we had several courses and assignments in relation to our project.

During the *Business and Finance* class we were taught about business, entrepreneurship and business models. This

knowledge was conveyed during the lectures. The book: *Ondernemerschap in hoofdlijnen* by Peter O. van der Meer which was used in the course was consulted during the setup of the *Entrepreneurship Manual* for our project (Appendix 4: *Entrepreneurship Manual*) in the Gambia.

The course *Sustainable Entrepreneurship* resulted in a business model in relation to our project which was very useful for our research and the provided workshops. The workshop at PGVS in the Gambia will be elaborated upon during the application phase.

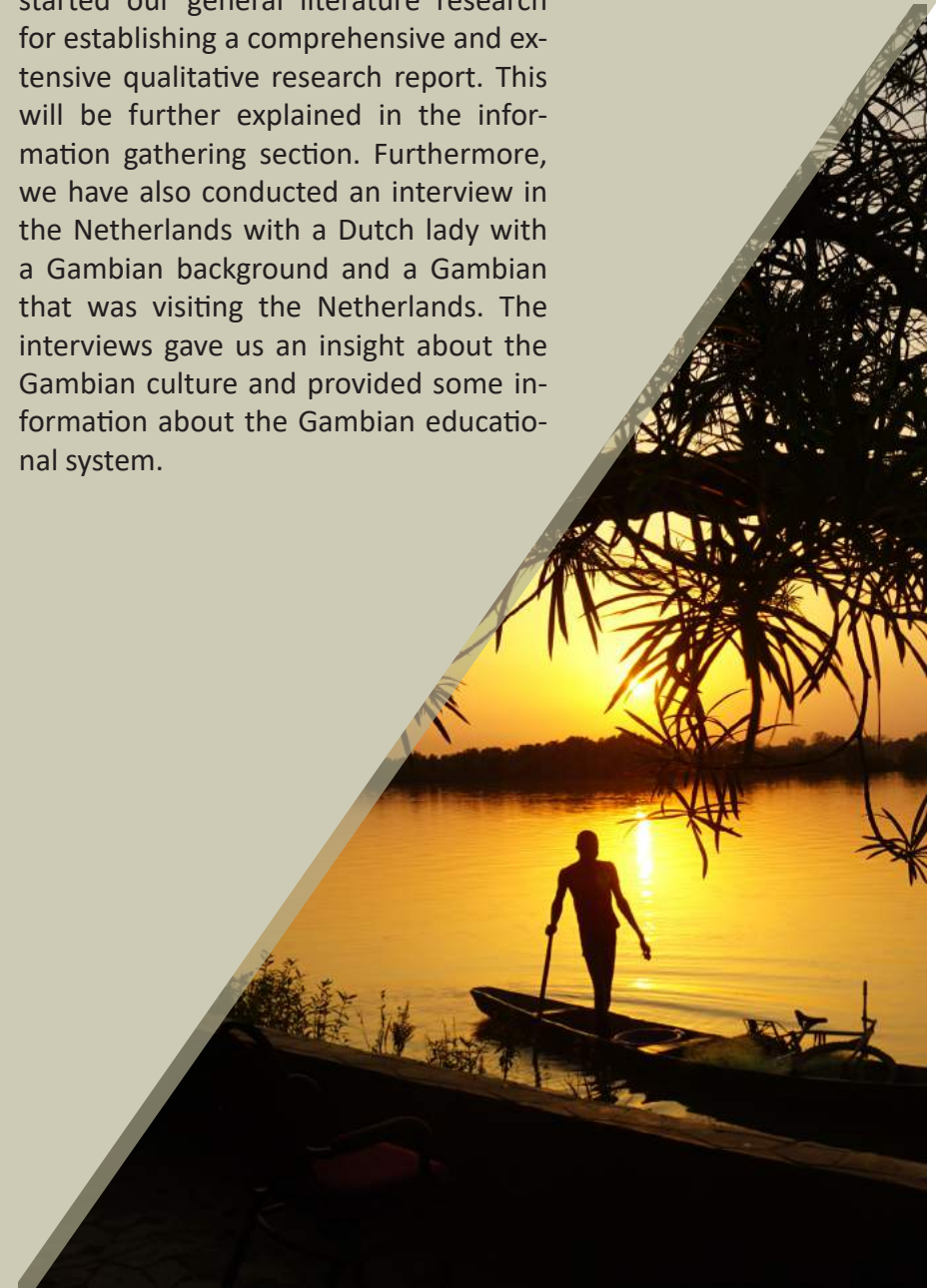
During the course *Development Sustainability and Culture* we conducted a literature research in relation to our project which resulted in a feasibility report. This has contributed to a clear overview of our project and the indication of realistic goals.

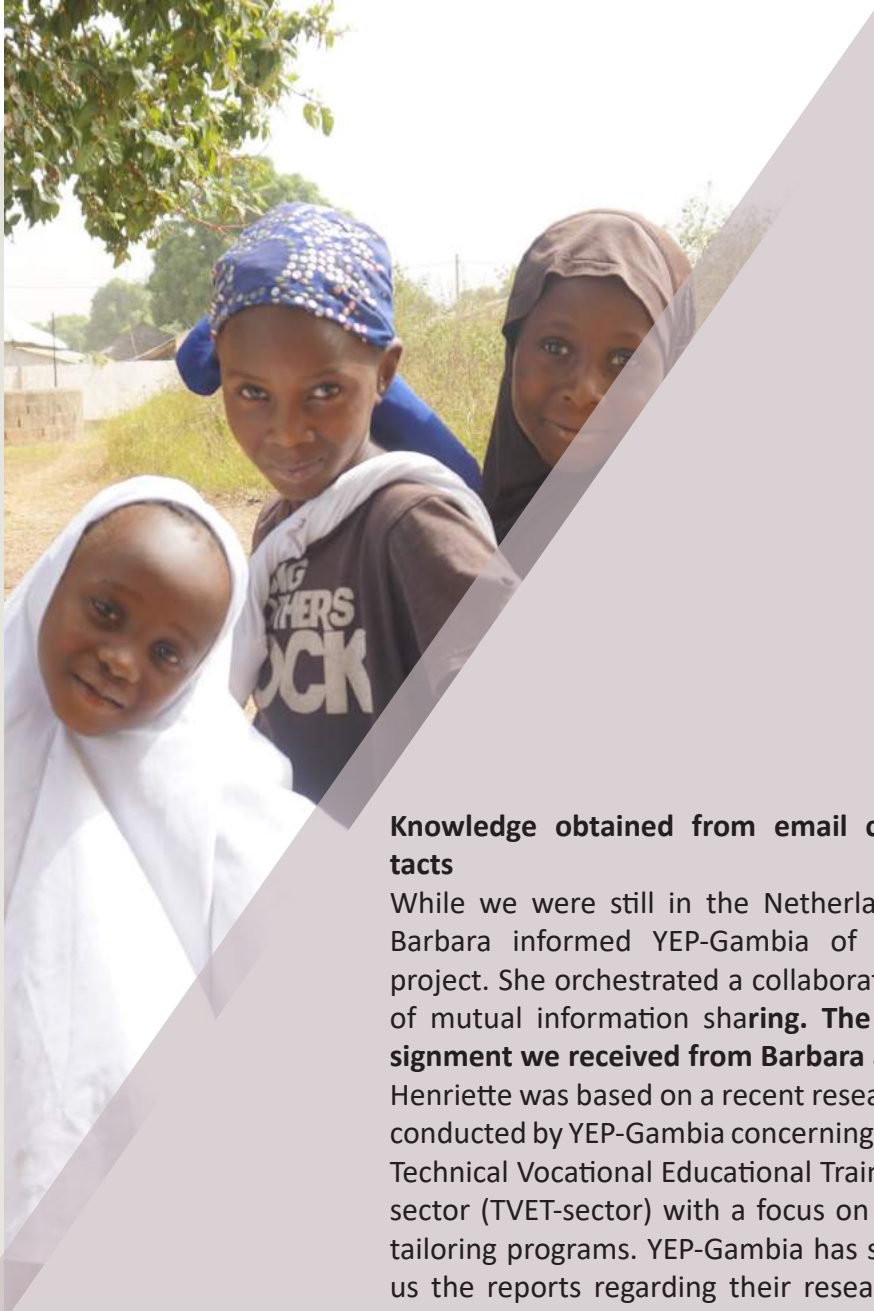
During the course *Project Research and Design* we set up the basis of our project plan. Furthermore this subject contributed in knowledge about research strategies and conducting interviews.

Knowledge obtained from research

In the Netherlands we conducted a short required literature research focussed on our project to achieve some general information about the Gambia and our

field of research. Next to this we already started our general literature research for establishing a comprehensive and extensive qualitative research report. This will be further explained in the information gathering section. Furthermore, we have also conducted an interview in the Netherlands with a Dutch lady with a Gambian background and a Gambian that was visiting the Netherlands. The interviews gave us an insight about the Gambian culture and provided some information about the Gambian educational system.





Knowledge obtained from email contacts

While we were still in the Netherlands Barbara informed YEP-Gambia of our project. She orchestrated a collaboration of mutual information sharing. **The assignment we received from Barbara and Henriette** was based on a recent research conducted by YEP-Gambia concerning the Technical Vocational Educational Training sector (TVET-sector) with a focus on the tailoring programs. YEP-Gambia has sent us the reports regarding their research. This also provided us with background information in relation to our project.

Part 2

The second part of our orientation phase took place in the Gambia. The first week was a general orientation of the Gambia. We experienced the Gambian culture, people, food, music and beautiful nature. We visited the Arabic and the English school in the town we were staying in named Tanji.

General Gambian orientation

Tanji is known as the Fish city of the Gambia, the main points of the city are the Beach which is the name for the market and the Mosque. The beach is always alive and busy occupied by salesmen, fishing men and possesses a main garage from which all public transport departs. Daily several boats leave Tanji early in the morning to come back during sunset with their caught fish. This is also one of the busiest and most crowded moments at the beach.

Furthermore, we also visited the rural areas of the Gambia and got an insight into the project of the Domo team.

Project related orientation

Week 1

Meeting YEP-Gambia

During the introduction week in the

Gambia we had our first meeting with YEP-Gambia. At the meeting Raimund Moser was present, which is the project manager of YEP-Gambia, his colleague Fatou and Kidest was present through a phone call from Geneva. During this meeting YEP-Gambia proposed their research questions and suggested a collaboration by involving these question into our research. After the meeting we decided, together with our internship supervisor, to partly incorporate the questions into our research. The research questions proposed addressed the supply and demand of tailoring businesses in the Gambia, and the content of tailoring curriculum. Although to a certain extent they have been integrated into the final report, we have kept the focus on our own research questions.

Skills centre visits

After the introduction week we returned to Tanji and started our first orientation visit at the different skills centres, selected by our supervisor Barbara. The first day we planned to be an orientation day in which we established contacts with both the teachers and students. Hereby we tried to establish a relation with them to make everyone feel at ease before asking questions in an interview. The next two days we conducted our interviews with the principals, teachers and the stu-

dents to gain an overview of all the different perspectives of the educational system in the Gambia. We had already studied our approach and some of the expectations when we created our feasibility report in the Netherlands.

Week 2

Presentation Girls Vocational Skills Centre

The first school we visited was Presentation Girls Vocational School (PGVS). A thorough description of the skills centre can be found in the stakeholders section. The first day Barbara introduced us to the principal of the school, Sister Rosine. Sister Rosine gave us a tour of the school and gave us the freedom to choose which classes we desired to attend. We attended the cookery class, embroidery and tailoring class. This resulted in gaining trust from the students and the teachers and understanding them better during our interviews. The teachers were friendly and open, the students were shy at first but opened up during the day.

Week 3

President's International Award

The second school we visited was President's International Award (PIA). A thorough description of the skills centre can be found in the stakeholders section. Barbara introduced us to Sainey Drammeh, the principal of the school. The day started with a tour of the school and we

attended the tailoring course. During this class we got to know the teachers and got introduced to the atmosphere of the school. During the next two days we conducted the interviews.

Week 4

Insight Training Centre

The third and last Gambian skills centre we visited was Insight Training Centre which is a combination of a college and skills centre. This indicates the average level of education of the students is higher compared to the other two skills centres. A thorough description of the skills centre can be found in the stakeholders section. Barbara introduced us to the principal and he gave us a tour of two of the four departments of the school. We received a good overview of the school. Unfortunately, there was no tailoring class at the moment. We participated in one of the business classes about entrepreneurship and we spent the afternoon with one of the students who showed us around at their radio station managed by students.

Process

The first part of the orientation was conducted in the Netherlands. At first we had to gather as much information as possible and follow our subjects which supported this phase.

The second part of the orientation phase

took place in the Gambia. The first part of the orientation was mainly focused on getting to know the Gambia and its people. Hereby we were introduced to the habits, interests and language of the Gambians. When we started visiting the schools, we experienced some uncomfortable moments. Although the schools were very welcoming and open, we first had to adjust to the Gambian way of teaching. Students behave differently and the expectations of students could be different than we are used to. We noticed however also the special and close relation between teacher and students.

By creating a relation in the first day of the visit we were able to make the students and teachers to feel comfortable talking to us. It also stimulates the interviews and the openness of the teachers and students towards us. One of the difficulties we had to face during the visits was the language barrier at certain moments. Some of the teachers and students were not able to speak the English language sufficiently. Therefore, we had to adjust our way of communicating with them. This will be elaborated upon further in the information gathering phase in chapter.



PHASE 2 INFORMATION GATHERING



This phase will focus on gathering information by conducting extensive interviews and will review the existing literature and reports. Thematic analysis will ensure a comprehensive literature review. In addition, interviews will be held with all representatives of involved organizations and stakeholders.

To be able to deliver our deliverables, the gathering of information is one of the most important phases we had to go through. The phase is divided into two main researches. One is the literature research we have conducted to write the theoretical framework for our report and second is our practical information gathering based on first-hand interviews with multiple stakeholder-groups. We will discuss both phases with you in this section of our project.

Literature research

When starting a research, one should always study what is already present in the literature. For this reason we started the report with a literature research. This literature research was performed during our time in the Netherlands and during the first month in the Gambia. The literature research was used for the orientation phase, but also for the information gathering phase. For the information gathering phase, the literature obtained

was used to form the theoretical framework of our formal report. Furthermore, the literature was used for the creation of our entrepreneurship manual. We read an extensive number of academic articles and made use of several sources gained from the courses of the minor program International Entrepreneurship and Development. In appendix 5: literature list an overview of the used literature can be found.

Practical information Gathering

This research is based on first-hand interviews conducted with multiple stakeholder-groups, several statistics and data obtained, several observations of attended activities, 100 questionnaires with a response rate of 69% and a focused group discussion with 20 students and entrepreneurs. The goal was to create a comprehensive overview of the available information by analysing the different perspectives and groups that are engaged in the connection between the employability at the job market, entrepreneurship and the skills centres. This involves the perspectives of the influential entrepreneurship organizations, but also the opinions of the students and teachers.

Interviews

The interviews contained semi-structured questions. Certain rules containing the interview were set beforehand by us (Appendix 6: Semi-Structured Interviews). We had different sets of interviews, one for the teachers, one for the students and one for the organizations (Appendix 6: Semi-Structured Interviews). The groups of students of the different skills centres and tailor businesses have been thematically structured according to the provided answers. The transcript of the interviews are provided in appendix 1: transcribed interviews. An overview of the different organizations and institutions that have been interviewed is given in the following sections.





Educational Institutions

The educational institutions we have researched are a mixture of private and public institutions. The National Accreditation & Quality Assurance Authority (NAQAA), being the executive party of the ministry of higher education, was part of this research. The skills centres that have been observed all have in common they provide a tailoring program and are located in the Kombo area. Our supervisor Barbara Somers brought us in contact with them. In addition, a skills centre in Senegal was observed due to its different set-up but similar objectives towards tailoring. It

was used as a comparison. Below is the list of institutions and the form of contact we had with them. Further elaboration on the stakeholders is given in the previous section stakeholders.

Interviews with the following educational stakeholders

NAQAA Meeting & Interview

PSVG Four days of observation interviews with:

- Principal
- Three teachers
- Three students

7 day entrepreneurship workshop in collaboration with the school.

PIA Three days of observation interviews with:

- Principal
- Four teachers
- Two students

Insight Training Centre Three days of observation interviews with:

- Principal
- Two teachers
- Four students

École Satang Diabang One day of observation Interview with:

- Management staf

Tailors and Tailor related organizations

To create an overview of the existing tailoring business, we also interviewed several micro enterprises, one medium enterprise and an enterprise focusing on export. The tailors that have been interviewed possessed different nationalities and were chosen because of the proximity to one another. The medium sized enterprise was contacted due to its different size and set-up, compared to other tailoring enterprises in the Gambia. Furthermore, several graduates of PIA, one of the skills centres we visited, worked at this enterprise. At last we interviewed an enterprise that exports to the Netherlands in order to get an perspective on the possibilities of exportation in the Gambia. Below is the list of the enterprises and the form of contact we had with them.

- o Five micro-enterprises located in Tanji, Kombo area, West Coast region.
Separate interviews
- o Facil – medium enterprise
Visit and Interview through e-mail
- o African Arts and Dutch Design exporting to the Netherlands
Interview

Youth Empowering and Entrepreneurial organizations

To connect students to organizations that could potentially help them, we had to map down the activities of the organizations themselves. To create an overview of the present youth empowerment and entrepreneurship organizations in the country, we tried to interview every organization available by using the semi-structured question set. Below is the list of organizations we managed to meet and interview in three months.

- o YEP-Gambia
- o EMPRETEC
- o NEDI
- o Start-Up Incubator
- o GYIN
- o National Youth Council (*Only meeting*)
- o Gambian Youth Chamber of Commerce

Received documents

During our research we gained several statistics and data by different organizations. We requested information from YEP-Gambia, NAQAA and KMC. From YEP-Gambia we received several documents on the tailoring curriculum and part of the UNDP report. This information was key to our research. From NAQAA we received an overview of all registered skills centres in the country. We selected the skills centres that have tailoring in their curriculum, see appendix 7: Tailoring

skills centres. KMC is the municipal of the Kanifing Municipal Council (KMC) region from where we wanted to request the number of tailors present in the country. Unfortunately, they only had access to the information of that area, which also was not up to date. Therefore, it was not useful to us.

Next to these documents, we also received several documents we used to compose our entrepreneurship manual. We received a manual that was created by a part-time teacher at PSVG. He created his own entrepreneurship manual for his students at the skills centre GTTI. Second, we had access to the entrepreneurship manuals provided by the Senegalese government for the Senegalese skills centres.

Attended activities

During our stay in the Gambia we attended several activities that were used for information gathering for our research. In the second week we visited the Verenigde Stichting Gambia (VSG) meeting. During this event we met several important Dutch stakeholders in the Gambia. Here we for example met Katie from African Arts and Dutch designs. Later in our project we interviewed her as is mentioned in the previous section. We also met a representative from PUM who invited us to attend one of his entre-

preneurship workshops. While attending this workshop, we obtained useful information, which we incorporated into our own entrepreneurship workshop.





Furthermore we were invited to the National Youth Conference (NAYCONF) the last week before Christmas break. NAYCONF is organized by the National Youth Council in combination with other youth empowerment organizations on a yearly basis. It is a big event in which almost 2000 youths come together from every region in the Gambia. It possesses both a conference aspect and several cultural/sportive events. This year the NAYCONF was organized in Bassé and we attended this event for five days.

Focus group discussion

During these five days we joined the conference activities. The conference was divided into different thematic work groups such as agriculture, gender based violence and youth employment & entrepreneurship. We chose to attend the thematic workshop youth employment & entrepreneurship, since this was the most applicable workshop to our research. During this thematic workshop, a focus group discussion was held including several members of the different stakeholder groups. Present were representatives of GYIN, Youth Chamber of Commerce, young Gambian entrepreneurs, students and us.

The group was divided into three smaller groups which all were focusing on providing their opinion about one particular objective. These observations had to include the key objectives, the activities, the target group, time frame, performance indicators and the implementation partners. At the end of the conference, all thematic workshops were allowed to present their main objectives in a gathered meeting.

Questionnaires

During the gathering we handed out 100 questionnaires to observe the general

opinion of the audience concerning entrepreneurship organizations and to see what they were planning on doing with the information gained at NAYCONF. To the general questions we also added an open question hereby providing the possibility to write their own opinion, solution or problem concerning entrepreneurship.

Process

The information gathering phase as mentioned before, started in the Netherlands and continued throughout the entire three months in the Gambia as shown in our timeline. The literature research was divided into several subjects among the team, so we all had our own part of the field to look at. The dividing took place at the beginning of our stay, so everyone could arrange his own time schedule. The rest of the research in the Gambia was like a scavenger hunt. We started with just a few contacts shared by our supervisor Barbara. She arranged the meetings with the schools and had contact with NEDI and YEP-Gambia. After every meeting, people advised us to talk to the next person and shared their contacts with us. In this way we could reach as many influential parties as possible.

During every meeting we started with

introducing ourselves and our project. We made sure that our mission was clear to the person being interviewed, before we started asking questions. As mentioned earlier, we decided our interviews should be semi-structured. This is based on Designing a Research by Verschuren and Doorewaard (2010). The articles provided by the course Project Researched and Design were used to formulate the semi-structured research questions. The set-up was focused on giving the interviewees the possibility to respond to the questions without being pushed into a certain direction or desired answer. Nevertheless the semi-structured set of interviews ensured we did discuss the same framework thematically with all individuals in one stakeholder group.

During the first interviews we sometimes discovered themes we did not initially think of, but appeared to be useful to our research. Therefore during the time of our research we added certain questions to the interview sets. We noticed that especially during the interviews with the organizations, the interview was very open. The interviews with teachers and students were often more restricted and focussed on the set of questions. The interview itself was always recorded, with permission of the interviewed person. After every interview we shortly discussed the outcomes together and we divi-

ded the interviews to be transcribed. The transcribing of the interviews took place in our own time. We did not conduct every interview as a team. The interviews with students and teachers were for example individually conducted. However, the interviews with organizations we always tried to be present with all three of us.

The invitation to NAYCONF was a very useful opportunity to us, since this gave us the opportunity to meet a large number of youths and entrepreneurs from all over the country. Eventually positively influenced our research. We expected that taking interviews in such a big crowd could be time consuming and we wanted to gather as many different opinions as possible. For this reason we created a questionnaire. To map down the perspectives and opinions of the students and entrepreneurs present of the different regions. The focused group discussion at the conference itself was not an initiative by us, but our contribution was nevertheless appreciated.



PHASE 3 APPLICATION



To gain practical experience and knowledge about entrepreneurship in the Gambia we conducted a 7-day entrepreneurship workshop focused on the home management section providing tailoring and cookery at Presentation Girls Vocational School. The manual of this workshop was created with the information gained from the information gathering phase. The manual can be found in appendix 4: Entrepreneurship Manual. During the workshop we observed the responses of the students, and their abilities to understand the content of the courses. The lessons were adjusted during the workshop to fit the level of the students and the recommendations from the teachers.

Every day of the workshop consisted of one hour theoretical and one hour practical. Every week the students received two days of the entrepreneurship course, so the 7 days were divided over 4 weeks. In the theoretical hours we focused on three main subjects of entrepreneurship; management, marketing and finance. The practical assignment was mainly focused on making a business model canvas which resulted in group presentations given during the last pitching contest. We focused on creativity and differentiation in the workshop, as well as an active way of teaching the students. The students eventually pitched their business plan on

the 25th of January (see the timeline). We will now discuss in short what we did during our workshop and what the pitching contest entailed

Day 1

Day one of our workshop took place on Monday the 18th of December (see the timeline).

On this day we only provided the students with one hour of theory about what an entrepreneur is and what entrepreneurship entails. During this class we also provided them with four questions, provided in the section idea creation in chapter five

Practical

Business model Canvas of our manual. They had to answer these questions during their holidays as part of the practical assignment. The theory discussed can be found in the first chapter of the manual; Introduction to Entrepreneurship.

Day 2

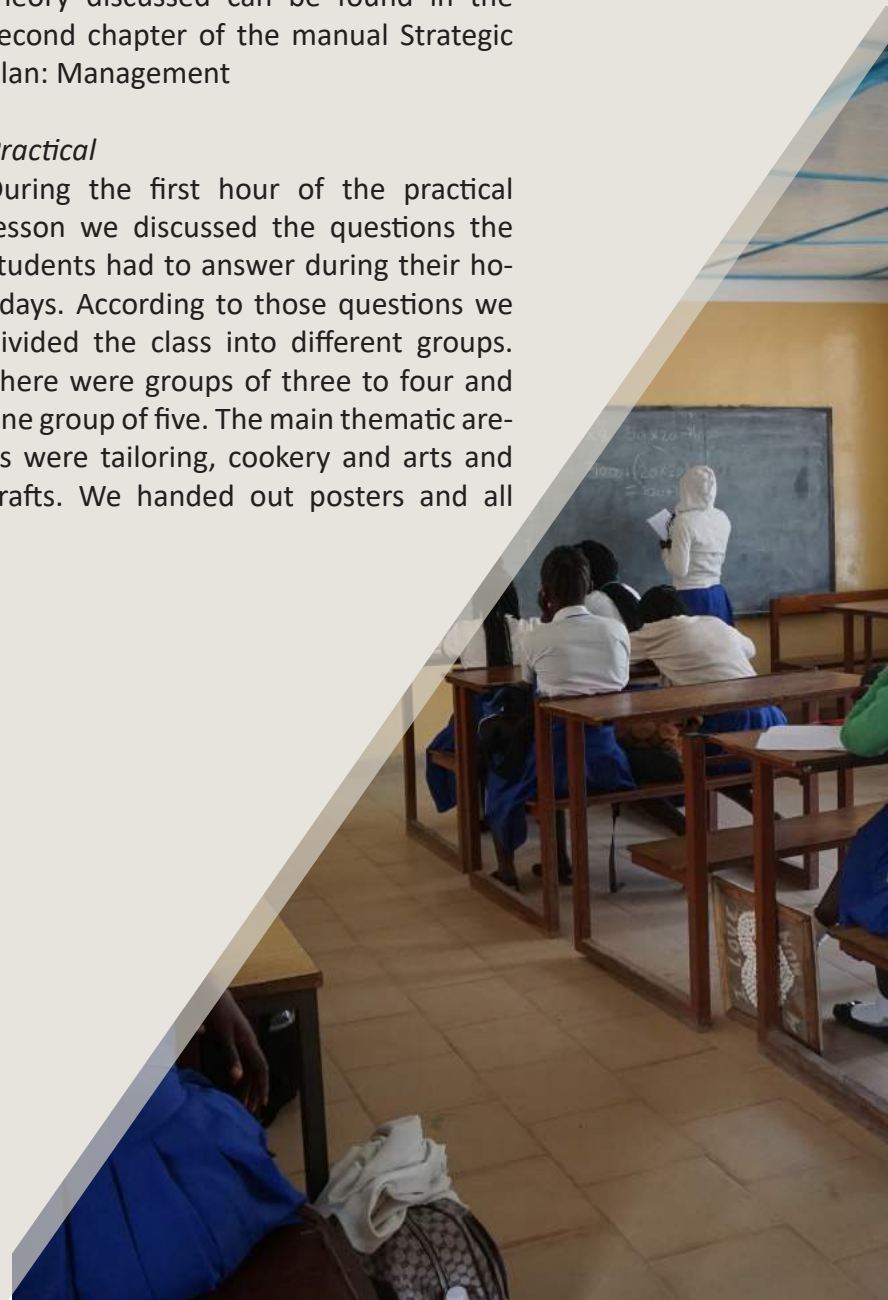
Theory

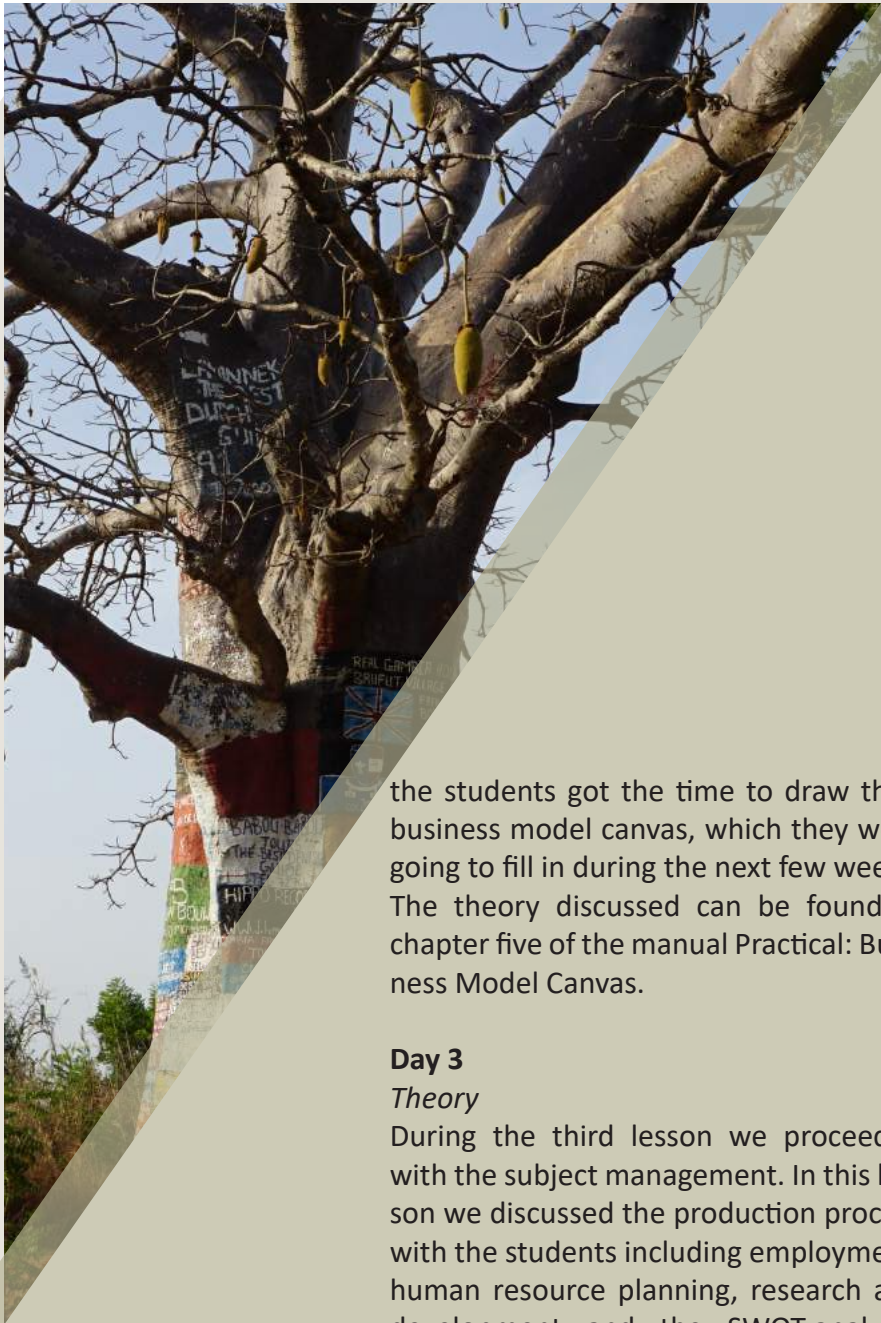
In the second theory lesson we started with the Management part of our workshop. We discussed the different components that management includes such as the location, employees etc. We also discussed the supply chain with the students according to a few examples. The

theory discussed can be found in the second chapter of the manual Strategic plan: Management

Practical

During the first hour of the practical lesson we discussed the questions the students had to answer during their holidays. According to those questions we divided the class into different groups. There were groups of three to four and one group of five. The main thematic areas were tailoring, cookery and arts and crafts. We handed out posters and all





the students got the time to draw their business model canvas, which they were going to fill in during the next few weeks. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

Day 3

Theory

During the third lesson we proceeded with the subject management. In this lesson we discussed the production process with the students including employment, human resource planning, research and development and the SWOT-analysis. The theory discussed can be found in the

second chapter of the manual Strategic plan: Management.

Practical

During the second lesson of the practical assignment we discussed with the students the first two building blocks; customer segment and value propositions. After the explanation they got time to fill in the building blocks on their own poster. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

Day 4

Theory

During the fifth theory lesson we started to talk about marketing. The lessons started with explaining the marketing mix; product, price, place and promotion. After this we explained innovation and discussed the design cycle to the students. The theory discussed in this lesson can be found in chapter three of the manual Marketing.

Practical

During the third day we repeated the explanation of the customer segment and the value propositions. Next to that we discussed the next two building blocks; channels and customer relationships. Again after the explanation, the students had the time to fill in their blocks together

with their groups. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

Day 5

Theory

During the sixth lesson we proceeded with the marketing subject. We repeated the design cycle according to several examples. After this we started talking about the practical information by discussing the three following steps; think, take action and register. In this lesson the students got their first impression about finance. The theory discussed can be found in chapter three Marketing and chapter six Practical Information of the manual.

Practical

During the practical hour we paid extra attention to preparing the students for the pitching day. We explained what we expected from the students during the presentations, and we gave them some tips on how to present a business plan. Next to that we explained the next two building blocks; key resources and key activities. As usual the students had time to brainstorm with their groups afterwards. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

Day 6

Theory

During the seventh lesson of theory we proceeded to the subject finance with the students. In this lesson we discussed the basic financial terms and how to calculate with them. We practiced the formulas by giving different examples. The theory discussed can be found in chapter 4 of the manual Financial Management.

Practical

During this practical lessons we discussed the next two building blocks; Key Partners and Cost structure. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

Day 7

Theory

During the last lesson of theory we repeated the calculations with the different financial terms discussed in the previous section. Next to this we explained the price setting and the break-even point. Furthermore we gave them a step to step basic plan on how to manage their money. The theory discussed can be found in chapter 4 of the manual Financial Management.

Practical

During this last practical lesson we explained the revenue stream building block to the students as the last block.

We also gave them an example of how they could pitch their business plan. After this they received a new blank poster to make their final poster for the pitching day. The theory discussed can be found in chapter five of the manual Practical: Business Model Canvas.

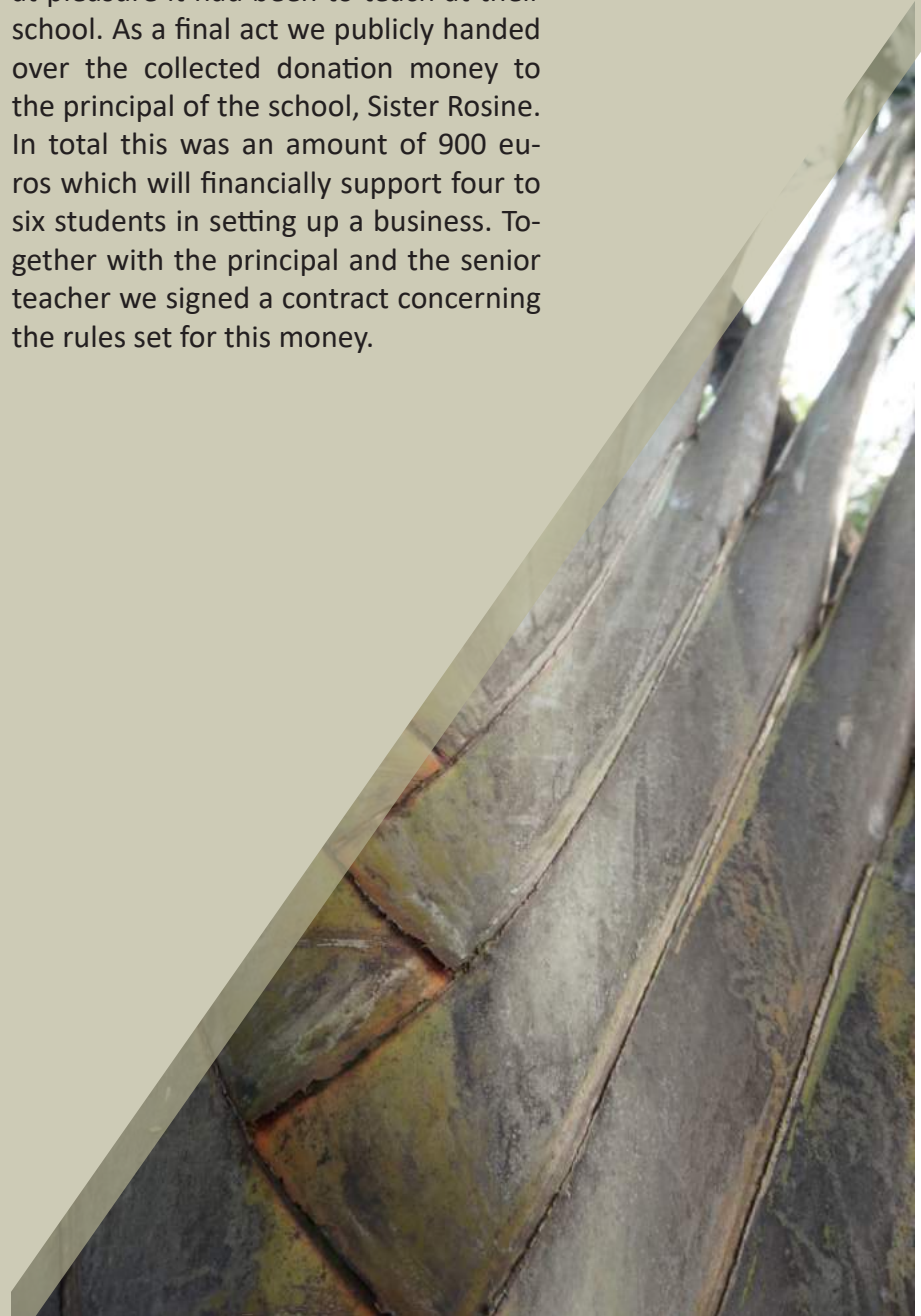
Pitching day

The pitching day took place on the 25th of January. The entire school was present to watch the girls present their business plans. Eventually we had thirteen groups that were required to present their business plan within three to five minutes time. Present were a representative of NEDI, a representative of the Gambian Youth Chamber of Commerce, our supervisor Barbara Somers and our fellow colleague from the Domo project.

The two representatives of the organizations had the time to give a short explanation about their organizations, and introduce the students to their activities. Eventually we selected, together with the senior teacher of the school, the top three best groups and provided them with small prizes.

Afterwards we held a short speech explaining our gratitude of the cooperation of the past weeks. In this speech we told our students we were very proud of what they had achieved, and what a gre-

at pleasure it had been to teach at their school. As a final act we publicly handed over the collected donation money to the principal of the school, Sister Rosine. In total this was an amount of 900 euros which will financially support four to six students in setting up a business. Together with the principal and the senior teacher we signed a contract concerning the rules set for this money.





Process

Workshop

In our original project plan the workshop was one of the biggest events during our stay. Eventually, because of the time consuming information gathering phase, we were not able to start the workshop until later in the project. This led to a change of plans. Initially we planned to perform several excursions with the students. Due to the time limit this was no longer possi-

ble. We eventually started our workshop on the 18th of December and proceeded after the holidays (see the timeline).

First we had to choose the school at which we wanted to provide our entrepreneurship workshop. After the orientation phase and information gathering phase we had to choose between the three schools we had visited; Presentation Girls Vocational School (PGVS), President's International Award (PIA) and Insight training centre. We soon concluded that Insight was not suitable, since the tailoring students did not start until January. The decision between PGVS and PIA was eventually based on the fact that PIA already had a business class included in their schedule. For this reason we considered PGVS the best fit and we thought that they would benefit most of our workshop.

This decision did have some consequences. First of all, the school does not provide tailoring as a separate department. Instead it is part of the home-management department. This means that our group did not only include tailoring students, but also students from cookery and arts and crafts. Second, the third year students of the school were involved in an attachment. This indicates we could only have the possibility to teach to the second

year students who still had one year to go after this school year. The money we originally raised was supposed to be used to buy sewing machines for the graduates as a starting capital. However since we were not able to teach graduates and the students were home management students, we decided to use the money for a different purpose. Luckily Sister Rosine enlightened us about the micro loan system at PGVS. Students have the possibility to come to sister Rosine and opt for a small loan to set up a business. Afterwards the principal will coach and monitor this student to gain a profit. The students have the possibility to pay back the loan within three years. After a discussion we decided to invest the money in this system to provide four to six students of our workshop group with a starting capital. The money will be monitored by the principal of the school and the senior teacher.

After making these decisions, we started our workshop. In total we had 53 second year home-management students in our workshop group, class 2A and 2B. The theory lessons were given in separate hours to group 2A and group 2B. The practical lessons consisted of one hour with the entire group.

The subjects in the manual were divided

by the three of us. This also resulted in the division of the tasks and teaching during the workshop we gave. Merel provided the introduction and the management lessons, Hibbe provided the marketing lessons and Amber provided the finance lessons and the practical assignment. During this process we worked together and gave feedback to each other to improve the teaching skills. Especially during the brainstorm time in the practical assignment, we collaborated to answer all the questions.

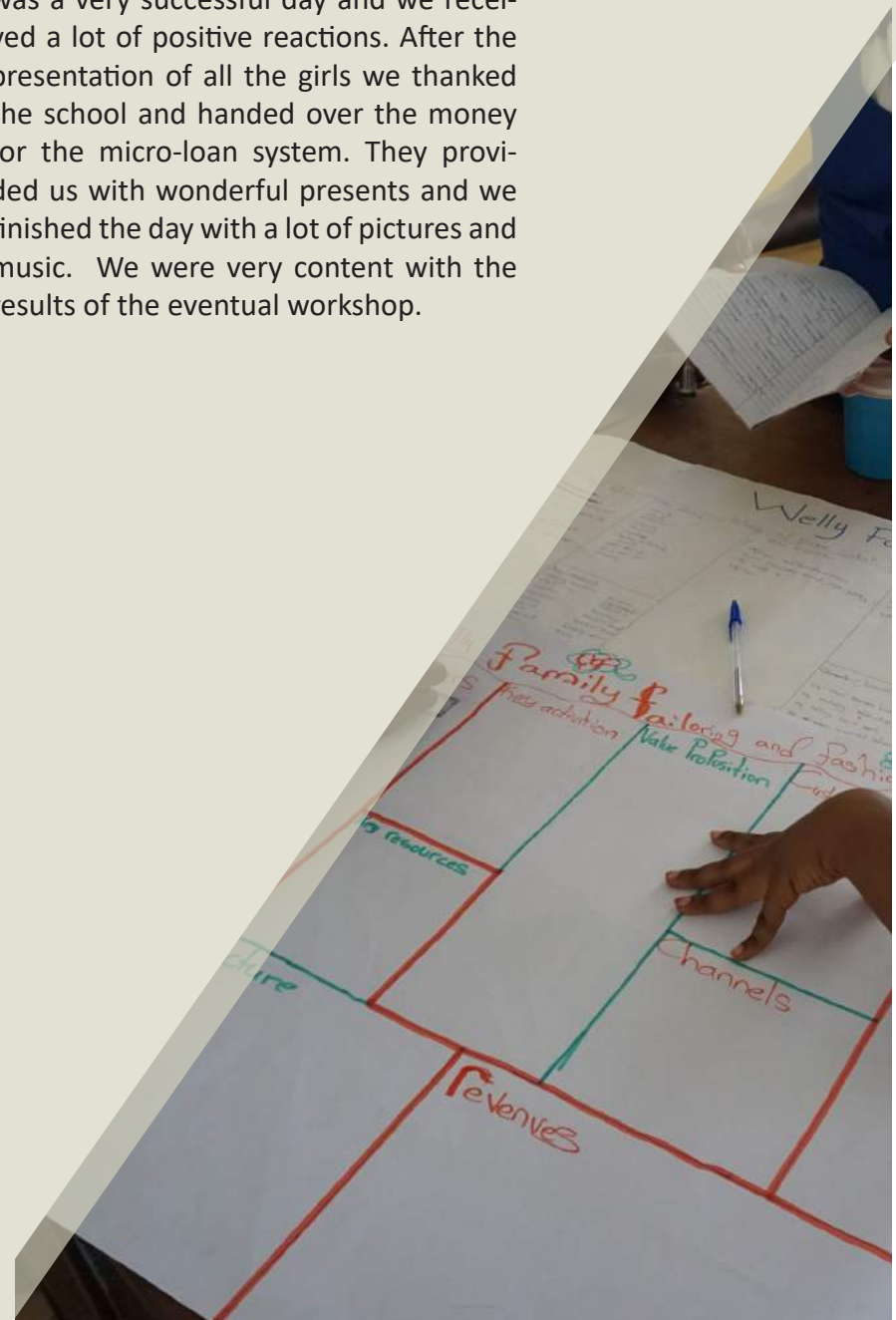
At the start of the workshop we soon realized that the theory was a too difficult and we discussed the materials too fast for the students to be able to understand. We used the feedback of the teachers and students present during the lessons to adjust the lessons during the time of the workshop. Eventually when the students got used to us and we got used to the students, we managed to create lessons that were accurate for their level of education. At first we were planning on including the teachers in giving the workshop. Unfortunately this was not possible because of the limited time available. They were involved by attending the lessons and helping with the practical assignment.

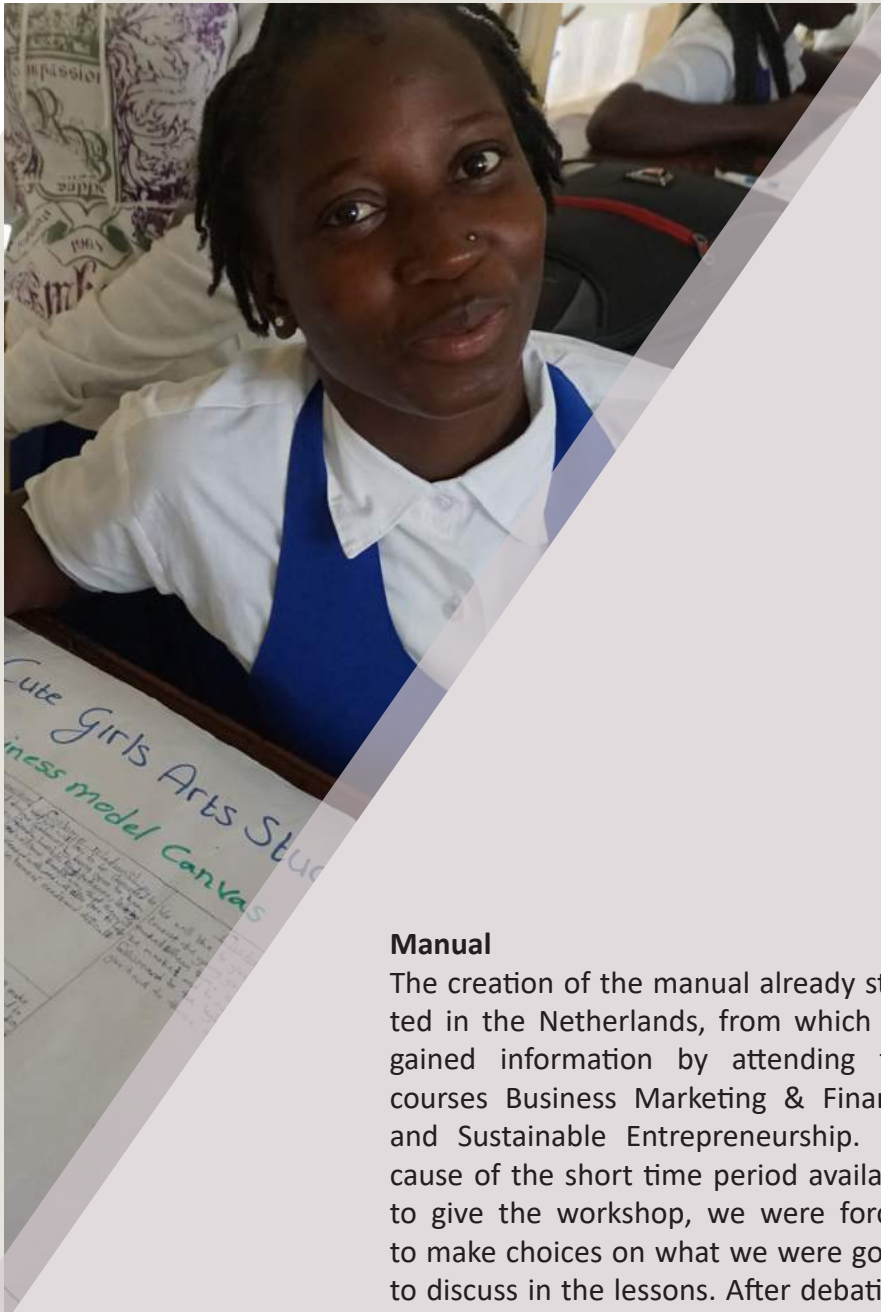
During the practical lessons we noticed that having two groups together in one

class was difficult. The practical lessons included a short theoretical explanation of the tasks during the practical assignment. However because of the size of the group not all the students were able to ask questions. This caused a lot of questions during the brainstorm time, but we managed to answer all these questions by working together. We also tried to repeat the explanation of the building blocks as often as possible, since repetition is key to successfully conveying knowledge. Next to this, we tried to give the students a lot of examples, to try and stimulate the creativity of the eventual business plans and presentations.

The pitching day was supposed to be on Friday the 26th of January. However at the start of that week we discovered this was not possible because of a public holiday. Last minute we had to move the pitching day to Thursday the 25th, which gave the students less time to prepare. To solve this problem, the school provided them with free periods on wednesday to make sure they had enough time to prepare. This displayed that the school considered the course to be a serious addition and were encouraged to participate. The pitching day started at 9am and finished around 12:30 pm. We noticed during the presentation that it would have been good to pay more attention to presentation skills of the students. Nevertheless, it

was a very successful day and we received a lot of positive reactions. After the presentation of all the girls we thanked the school and handed over the money for the micro-loan system. They provided us with wonderful presents and we finished the day with a lot of pictures and music. We were very content with the results of the eventual workshop.





Manual

The creation of the manual already started in the Netherlands, from which we gained information by attending the courses Business Marketing & Finance and Sustainable Entrepreneurship. Because of the short time period available to give the workshop, we were forced to make choices on what we were going to discuss in the lessons. After debating, based on the orientation phase and the information gathering phase, we decided

to include the next subjects;

- o Introduction to Entrepreneurship
- o Management
- o Marketing
- o Finance
- o Practical assignment; Business Model Canvas
- o Practical information

As mentioned in the previous section, Merel took responsibility for the first and second subject, Hibbe took responsibility for the third and sixth subject and Amber took responsibility for the fourth and fifth subject.

During the workshop we soon figured out some of the information was too difficult for the student or there was too much information included for one lesson. For this reason we kept alternating the manual continuously to ensure we could include all the feedback given by the students, the teachers and ourselves. The eventual manual does include some subjects we eventually only discussed very shortly in the lessons, but we choose to elaborate upon this in the manual because we think they are important information. Besides this, we first expected our target group to only be tailoring students. For this reason the practical information and the examples used in the practical assignment are mostly focused on tailoring. We decided

not to change this afterwards, because we simply did not have enough knowledge about the other departments.

After giving the workshop we added one more chapter to our manual; Useful Institutions and contacts. We decided to add this chapter, because we soon realized that a lot of the students have no idea what organizations are present and how to contact them. However these organizations could really provide them useful information and resources, so for this reason we included all the information we could publicly find so the students and schools know how to contact them.

After finishing our manual we included it as an appendix to our formal report, so all important stakeholders could read this manual digitally. We were planning on handing over a hardcopy to the schools, but sadly the time was too short for that. Luckily Barbara was willing to take responsibility for this task, so she will spread the hardcopy of the manual among the visited skills centres. We are really content with the eventual manual, because it is really tested on skills centre level.



PHASE 4 REPORTING



After reviewing the gathered research materials three main areas of interests came forward. Namely:

- The Educational System and Gambian Culture
- Tailor industry and Textile market
- Youth Empowerment and Entrepreneurship

These three areas all have a separate influence on the connection between skills centres and the job market and therefore are able to answer the different research questions. The following section will shortly discuss the composed suggestions of the qualitative research report. The extensive qualitative report is attached in the Appendix 3: Qualitative Research Report. This is the report we sent to the different interviewees and stakeholder groups. In addition, the process of the reporting phase will be discussed.

Educational system and Gambian Culture

Educational System

The research question “What aspects in the educational system in the Gambia need improvement in order for it to function in the most optimal way?” was answered in the section educational system and Gambian culture.

By observing and analyzing the interviews of the different skill centres and NAQAA we have composed the following suggestions concerning the educational system of the Gambia.

Basic and secondary education

Basic and secondary education in the Gambia lasts from grade 1 to grade 12. Students can be taught in either English school or Arabic school.

Suggestions

Schools should monitor their students more sufficiently, in order to avoid drop-outs fleeing the Gambia through the backway.

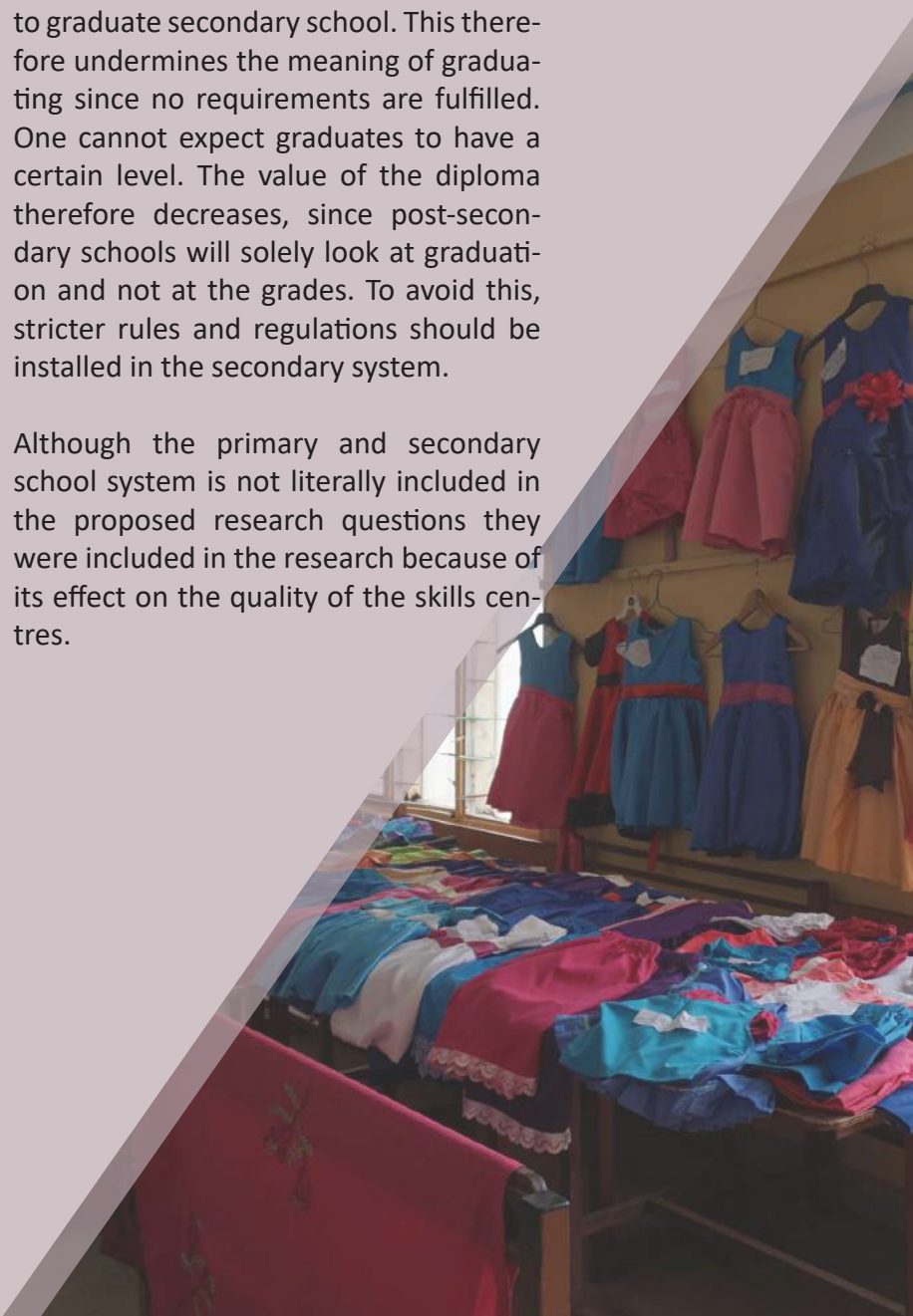
In the Gambian educational system it is not hard for students to drop out of primary and secondary school. Drop-outs are more likely to flee the Gambia by taking the backway. To avoid drop-outs schools should monitor their students more closely.

There should be stricter academic rules concerning the secondary school diploma, to ensure a coherent level of knowledge.

We noticed during the interviews of the different institutions the students often did not have to pass any exam to be able

to graduate secondary school. This therefore undermines the meaning of graduating since no requirements are fulfilled. One cannot expect graduates to have a certain level. The value of the diploma therefore decreases, since post-secondary schools will solely look at graduation and not at the grades. To avoid this, stricter rules and regulations should be installed in the secondary system.

Although the primary and secondary school system is not literally included in the proposed research questions they were included in the research because of its effect on the quality of the skills centres.





Skills centres/ Technical Vocational Educational Training (TVET) institutions

Skills centres in the Gambia are schools that teach their students practical skills such as carpentry, mechanics, cookery or tailoring. In addition the students receive basic education in English and mathematics. A majority of the skills centres are privately funded, which is regarded as a problem since there are not many sponsors available and the fees do not suffice for covering the costs. NAQAA possesses the authority to install the suggestions proposed. Therefore some of the suggestions are addressed to NAQAA.

Suggestions

There should be stricter academic rules for the entry of a certain course at a skills centre, to ensure a coherent level of knowledge in the classes.

As discussed above, setting particular requirements for the graduates of the secondary school will make it possible to also sharpen the entry requirements of skills centres. Currently the students that enter the skills centres have a wide variety of educational levels. Some students have successfully completed secondary school, while others might even be illiterate. This big discrepancy undermines the optimal functioning of the skills centres. Skills centres should differentiate between these two groups by for example organizing two classes, or implementing an entry exam by which they sharpen their entry requirements. The students that fail that exam first have to follow certain other classes before they can enter the general courses.

Skills centres should possess a coherent curriculum and syllabus of the courses involved imposed by NAQAA.

While visiting the skills centres it was noticed all the curriculums of the skills centres have a very different content. Often the content of the course is based on the

knowledge of the teacher in practice. The quality therefore is dependent upon the skills and knowledge of the teacher. NAQAA has the authority to impose coherent curriculums on all the skills centres to ensure a standard level of education of the graduates of the skills centres. By imposing similar curricula the skills centres will become more reliable and the overall value will increase.

Since the research focuses on tailoring several extra suggestions have been made concerning the tailor course.

Tailor curriculum suggestions:

- A lack of machinery decreases the possibilities for students to obtain practical experience.
- Not enough practice on electric sewing machines, but only on simple hand sewing machines.
- Not enough practicing on different types of fabrics.
- Limited amount of techniques is taught to the students
- Not enough attention paid to the finishing of the garments. Teachers should be more strict.
- Students should be taught in standard sizes and measurements to be able to start competing on the international market.

YEP-Gambia is currently involved in developing such curricula in collaboration with NAQAA. The validation phase will be executed at PIA to see if the level of the curriculum fits the students. After the final meeting with YEP they told us the before mentioned suggestions will be taken into consideration while validating the tailor curriculum.

Skills centres should have an entrepreneurship course incorporated in the curriculum of the skill centres for all professions.

Entrepreneurship is by many parties and individuals regarded as a great contribution to decrease unemployment. Although many skills centres have expressed a wish to have an entrepreneurship course implemented, not many are able to have it. This is, as mentioned by the interviewed teachers and principals, because of a lack of finance and qualification. Entrepreneurship teachers are scarce and demand a high income. Therefore not many skills centres are able to employ an entrepreneurship teacher. By qualifying other teachers of other courses through attending a training organized by NAQAA more entrepreneurship courses could be possible.

Currently GIEPA, which is part of the Ministry of Trade, has proposed a policy

recommendation concerning the implementation of an obligatory entrepreneurship course. Although this is a great initiative it does not indicate action will be taken. By including this suggestion in the report we hope to encourage the actual implementation of the policy.

Organize regular meetings with the different representatives, as well as lecturers and tutors of the different skill centres both private and public skills centres, to exchange ideas, plans and the content of the provided courses.

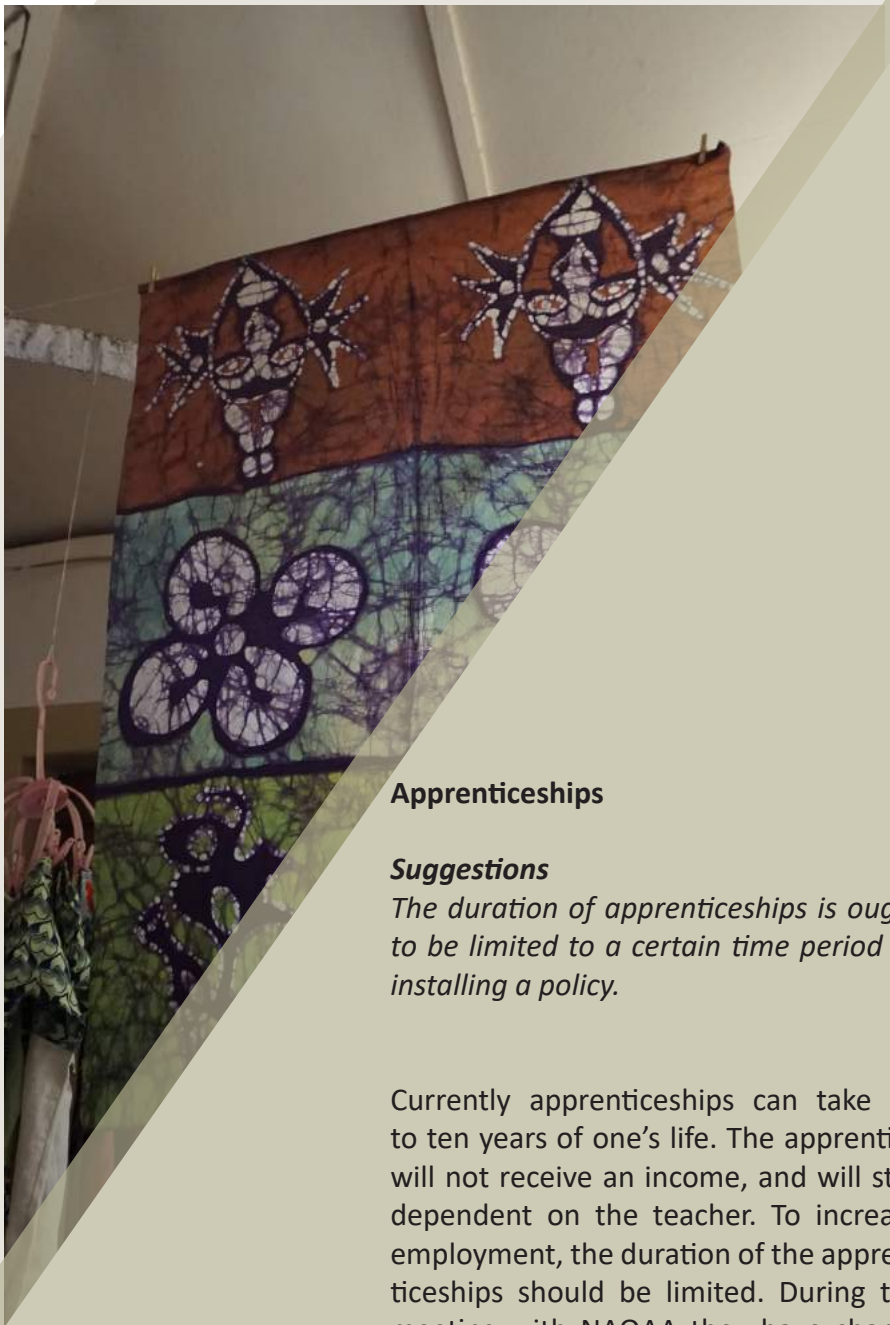
While visiting the skills centres several teachers mentioned the fact there was no communication possibilities for the teachers of the different skills centres themselves to exchange ideas and opinions. Since they could learn from each other it would be a valuable addition, according to the teachers, to organize a regular meeting with the different representatives.

Create a list of all the graduates of the skills centres, involving their current job and contact details.

The skills centres did not take comprehensive records of the graduates of their school. This makes it impossible for the schools to know the employment rate of their graduates. To be able to effectively

improve the quality of the skills centres the root of the problem should be researched. In addition adding a graduate list to the requirements of the skills centres would make it possible for graduates to exchange experiences with the students.





Apprenticeships

Suggestions

The duration of apprenticeships is ought to be limited to a certain time period by installing a policy.

Currently apprenticeships can take up to ten years of one's life. The apprentice will not receive an income, and will stay dependent on the teacher. To increase employment, the duration of the apprenticeships should be limited. During the meeting with NAQAA they have shared their thoughts about this subject. Alt-

though they agree the apprenticeships should be decreased they noted it was difficult to track down unregistered apprenticeships. Many individuals have an agreement with a relative or friend, and are not officially registered as an apprentice. This was mentioned as one of the greatest obstacles of imposing a regulation limiting the time period of the apprenticeships.

A maximum allowed duration that a tailor can teach an apprentice without paying him or her, to increase the level of teaching and generate an income for apprentices.

Since many apprentices right now will not generate an income for a long period of their life a maximum duration of not paying an apprentice should be installed. Hereby employment rates of youngsters in the Gambia will increase, and more individuals will be able to sustain themselves. A following effect could be decreasing rates of irregular migration.

Qualify and license tailors to a certain level to teach apprenticeships.

By improving the quality of the teachers of the apprentices the level of the education of the apprentices will also increase.

These suggestions are addressed to both the Ministry of Youth and Sports, the Ministry of Higher Education, and NAQAA. These institutions all have the authority to install the proposed suggestions.

Cultural related findings

The following section addresses the second research question: What are the cultural implications on the effectiveness of entrepreneurship in the Gambia?

This section was regarded quite surprising to the different stakeholders. Not much attention has previously been paid to cultural hurdles of the employability of the Gambians. However while spending three months in the Gambia we observed and were introduced to certain habits embedded in the culture which ought to be changed to increase the employability.

Suggestions

The image of TVET-schools should be improved, in order to make communities more aware of its importance and value.

Students, parents, teachers and other citizens of the Gambia do not have sufficient knowledge of the existence of skills centres. They do not regard being enrolled in a skills centre as a valuable contribution to their education. The value of the skills centres should be enhanced, and promoted, to make students and their families

see the opportunities skills centres have to offer.

The Gambian mindset of business tailors should be more focused on possessing a structural set-up and productivity.

Foreign, often Senegalese, tailors are regarded as being more skillful than local Gambian tailors. Citizens believe that the Senegalese tailors have had a better education than Gambian tailors. In addition Gambians are believed to possess less of a productive mind-set. Therefore there is a lack of trust in Gambian tailors. This trust could be restored by improving the skills and education of the Gambian tailors.

Gambian tailors should have a more open attitude towards having tourists as part of their customer segment.

Tailors often feel undervalued when producing for tourists. They regard it as not possible to sustain a durable relation. Tailors want to have a good relation with their customers, this is not possible if this person is only one week in the Gambia. Second, they do not want to walk on the streets and approach tourists with their products. They want customers to come to them, not beg them to buy their products at the streets.

Schools should try and educate their students on the possibilities of saving money, instead of relying on others.

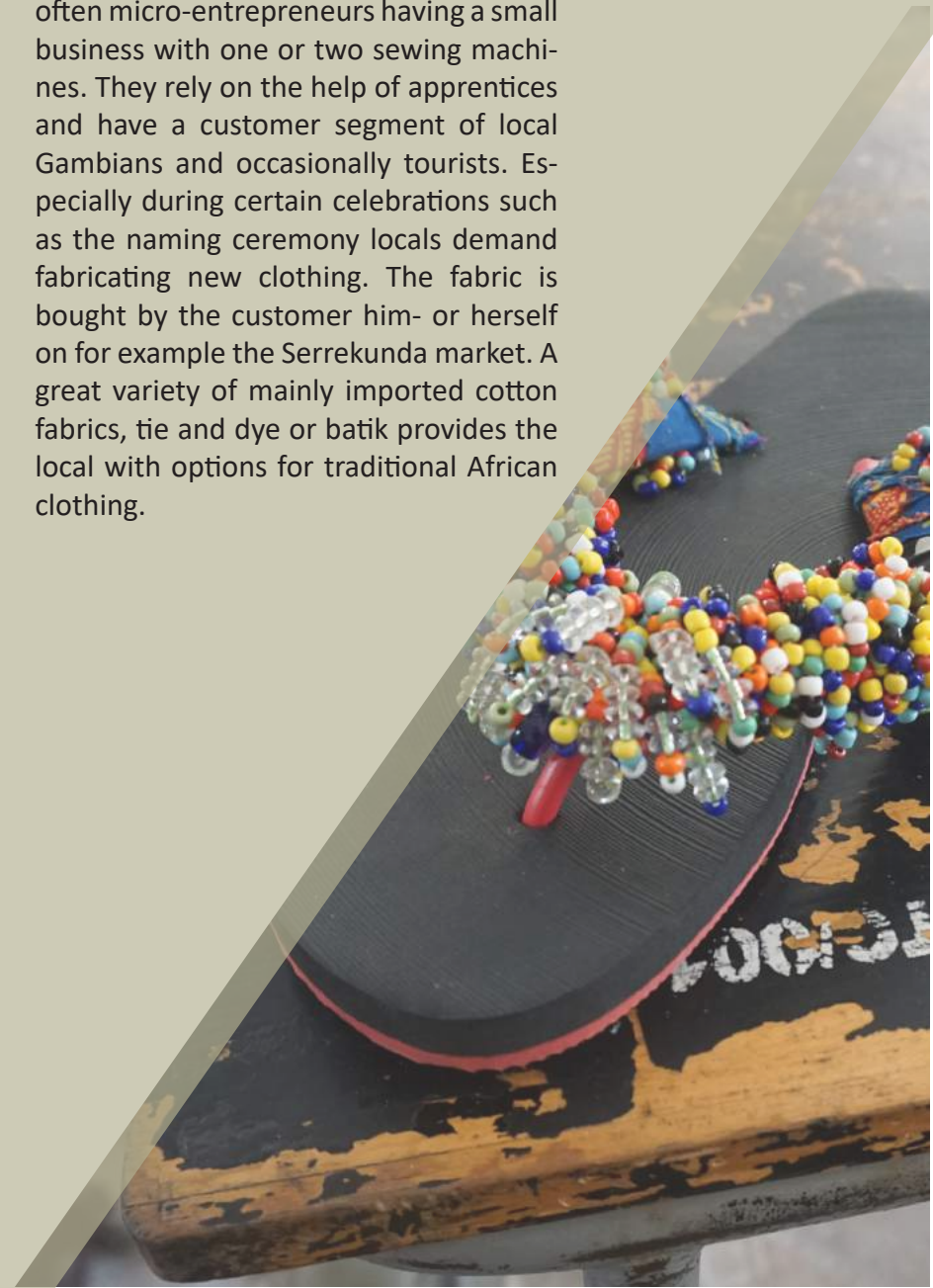
A general attitude is spread among the Gambians. The Gambia has received financial support for several decades. This has caused a feeling of waiting and raising one's hand to receive financial help. To decrease a dependency on others, students should become conscious of their own abilities to gain a starting capital for a business by saving money. The term "saving" is not something most of the children grow up with.

Although changing cultural attitudes is not simple, it would be possible to stimulate actions that would help to start it. By enhancing the quality of skills centres, showing individual tailors tourists are valuable customers, and educating students on the possibilities of saving money these alterations can be put into action.

Tailoring industry and textile market

The following suggestions address research question three of the qualitative research report "What aspects in the textile production would need improvement for it to function in the most optimal way?" It attempts to map down the possible suggestions applicable to the tailoring industry and textile market.

The Gambian textile entrepreneurs are often micro-entrepreneurs having a small business with one or two sewing machines. They rely on the help of apprentices and have a customer segment of local Gambians and occasionally tourists. Especially during certain celebrations such as the naming ceremony locals demand fabricating new clothing. The fabric is bought by the customer himself or herself on for example the Serrekunda market. A great variety of mainly imported cotton fabrics, tie and dye or batik provides the local with options for traditional African clothing.





Economic system, Government and export

Suggestions

The Gambian government ought to adjust export and import regulations and policies to make the Gambian economy function more optimally.

Currently the Gambian policies regarding export and import are restricting the development of the economic markets. More export opportunities would stimulate employment possibilities. Therefore policies should be adjusted to make ex-

port easier. Hereby during the rainy season there will still be possibilities to gain an income for certain industries.

Tailor business development and systems

Suggestions

Expand existing micro-enterprises in order to stimulate specialization and growth.

The current tailoring market consists of predominantly micro enterprises. There is not a real focus on specialization. Hereby there is no response to the bigger local market segment that is presented by for example the obligatory uniforms for schools. By expanding the micro enterprises into medium sized enterprises the tailor market would expand.

Communicate the importance of differentiation, innovation and creative promotion between the tailors and the products, hereby increasing heterogeneity.

The tailor industry, as well as other industries in the Gambia, all have the same set-up, use the same techniques, and have the same customer segment. Hereby many market opportunities are untouched. During the entrepreneurship workshops provided by the Empowerment and Entrepreneurship organizations at-

ention should be paid to the differentiation, innovation and promotion of new entrepreneurships.

Improve the quality of the detailing and finishing, hereby increasing the value of the clothing.

Many tailors in the Gambia have to compete with foreign tailors from for example Senegal. Since most of the Gambian tailors do not regard detailing and finishing as an important part of their clothing production, the foreign competition gained a competitive advantage. The value of the clothing of the Gambians reduces, therefore skills centres should convey the knowledge of detailing and finishing to their students.

Respond to the demand for Western clothing of the youngsters and demand from the tourists.

Two main untouched market segments have been identified during the observations and interviews. Youngsters in the Gambia demand to have western clothing during social events, and tourists demand stylish African clothing to bring home. Currently many western clothing is imported or donated second-hand, and tailors do not feel inclined to produce for

tourists. Tailors should and could respond to both demands.

Increase the productivity and structure within the enterprises and hereby increase the trust of the customers.

Many tailors in the Gambia possess a very relaxed, non-productive attitude. The time that is spend on being unproductive could be used to develop the business or put off more work. Increasing the productivity and structure is therefore advised. This could be conveyed during entrepreneurship workshops, trainings and courses organized by either skills centres or youth entrepreneurship organizations.

Youth Empowerment and Entrepreneurship organizations

The following section attempts to answer Research Question four: "In what way could the gap between the textile education (students) and the economic market (industry) in practice be narrowed down in an entrepreneurial way?"

There are many already existing initiatives to promote entrepreneurship and empowerment in the Gambia. To be able to see how these organizations could be more effective, and how they interact, we have interviewed and reviewed the main different organizations. These organizations focus on conveying the knowledge about entrepreneurship, and are

involved in supporting start-ups and coaching entrepreneurs. The organizations are either public or privately supported. The following organizations have been interviewed in the Gambia by us: YEP, EMPRETEC, NEDI, Start-up Incubator, GYIN, National Youth Council, and the Gambian Youth Chamber of Commerce.

Suggestions

The organizations should improve communication between each other.

During the interviews it became clear the organizations are mainly focused on solely themselves. A communication system is lacking. However networking and sharing information and ideas could be beneficial to all parties. Therefore we suggest the implementation of a communication system to stimulate monthly or yearly meetings to enhance the interaction.

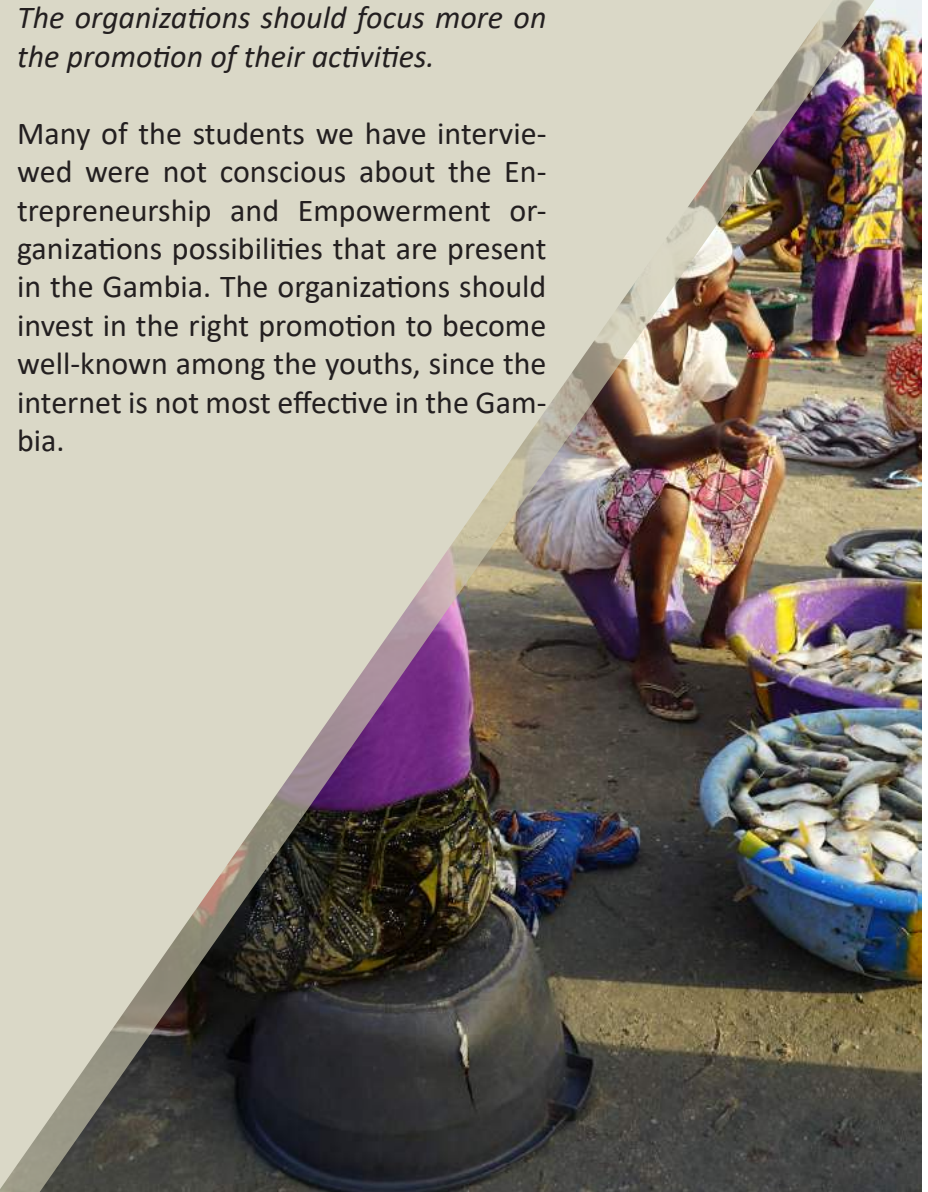
Organizations ought to collaborate more in terms of funding projects and trainings.

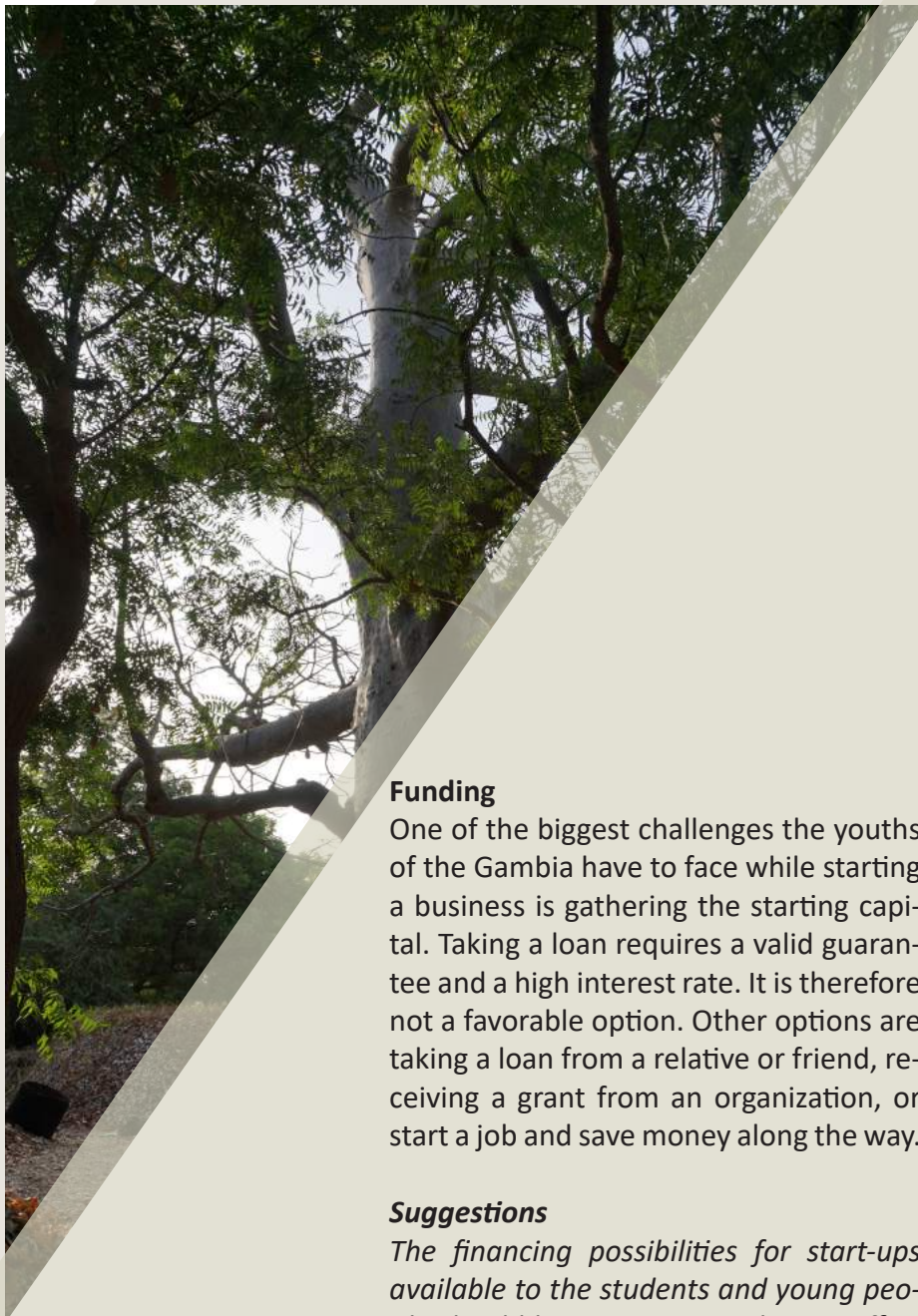
While analysing the lack of communication, we also noticed the lack of collaboration between the different organizations. Although the organizations often share the same objectives they do not wish to collaborate. One reason could be because many of the organizations are private, and therefore compete for the same fi-

nancial sponsors. However, we suggest to think in terms of collective goals rather than individual goals.

The organizations should focus more on the promotion of their activities.

Many of the students we have interviewed were not conscious about the Entrepreneurship and Empowerment organizations possibilities that are present in the Gambia. The organizations should invest in the right promotion to become well-known among the youths, since the internet is not most effective in the Gambia.





Funding

One of the biggest challenges the youths of the Gambia have to face while starting a business is gathering the starting capital. Taking a loan requires a valid guarantee and a high interest rate. It is therefore not a favorable option. Other options are taking a loan from a relative or friend, receiving a grant from an organization, or start a job and save money along the way.

Suggestions

The financing possibilities for start-ups available to the students and young people should be communicated more effectively

As discussed before, the entrepreneurship organizations are not well-known among the youths. Some of the organizations, such as Start-up Incubator, National Association of Corporate Credit Union of the Gambia, EMPRETEC, NEDI, GYIN, and the Gambian Youth Chamber of Commerce do have financing possibilities for the participants of their program. However not many youths know this.

Students should become conscious of their own abilities in creating a starting capital, rather than waiting for financial help.

Gambian students have a general attitude in which they wait for help. This attitude is widely spread and embedded in both the education and daily life. This intervenes with effectively starting a business. Students ought to become more aware about the possibilities of getting employed and save money, or start a small business such as selling food and set aside money to save for a starting capital. These ideas should be spread by both skills centres, and entrepreneurship and empowerment organizations.

NAYCONF

During our stay in the Gambia we were invited to join the National Youth Conference located, this year, in Basse. Based on the questionnaires we handed out, and the focus group discussion we have proposed the following suggestions.

Suggestions

Students should be given more time to present their outcomes to the audience, because this ought to be the most important outcome of the NAYCONF.

Although the goal of NAYCONF is to provide the youths of the Gambia with a voice and to share their opinions, the final event did not provide the students and entrepreneurs with sufficient time to state their name and their objectives. More time was spent on government representatives and the organizations that were financing or supporting the event, than the actual participants themselves.

MoYS ought to form a committee that ensures the outcomes of the NAYCONF conference will be implemented.

The general opinion based on the questionnaires showed many students do not think the results of the NAYCONF are seriously considered by the Ministry of Youth and Sports (MoYS). To ensure they are heard there thus should be established a committee within the MoYS to review and implement the outcomes of the NAYCONF.

Report

The elaborate final report sent to all the individuals and organizations we have interviewed, can be found in appendix 3: Qualitative Research Report. The suggestions we have proposed are all addressed to different parties and stakeholders. Several suggestions were known among the stakeholders. Policies have already been developed addressing these problems. GIEPA for example has developed a policy recommendation in cooperation with UNTAD in which entrepreneurship would become an obligatory course for all educational centres. Another example is the development and improvements of YEP-Gambia on the curriculum of different sectors in skills centres, including the development of a textile curriculum and manual in collaboration with NAQAA.

The curriculum will be validated and tested during the upcoming months. The curriculum will be firstly implemented with the PIA textile students. During this

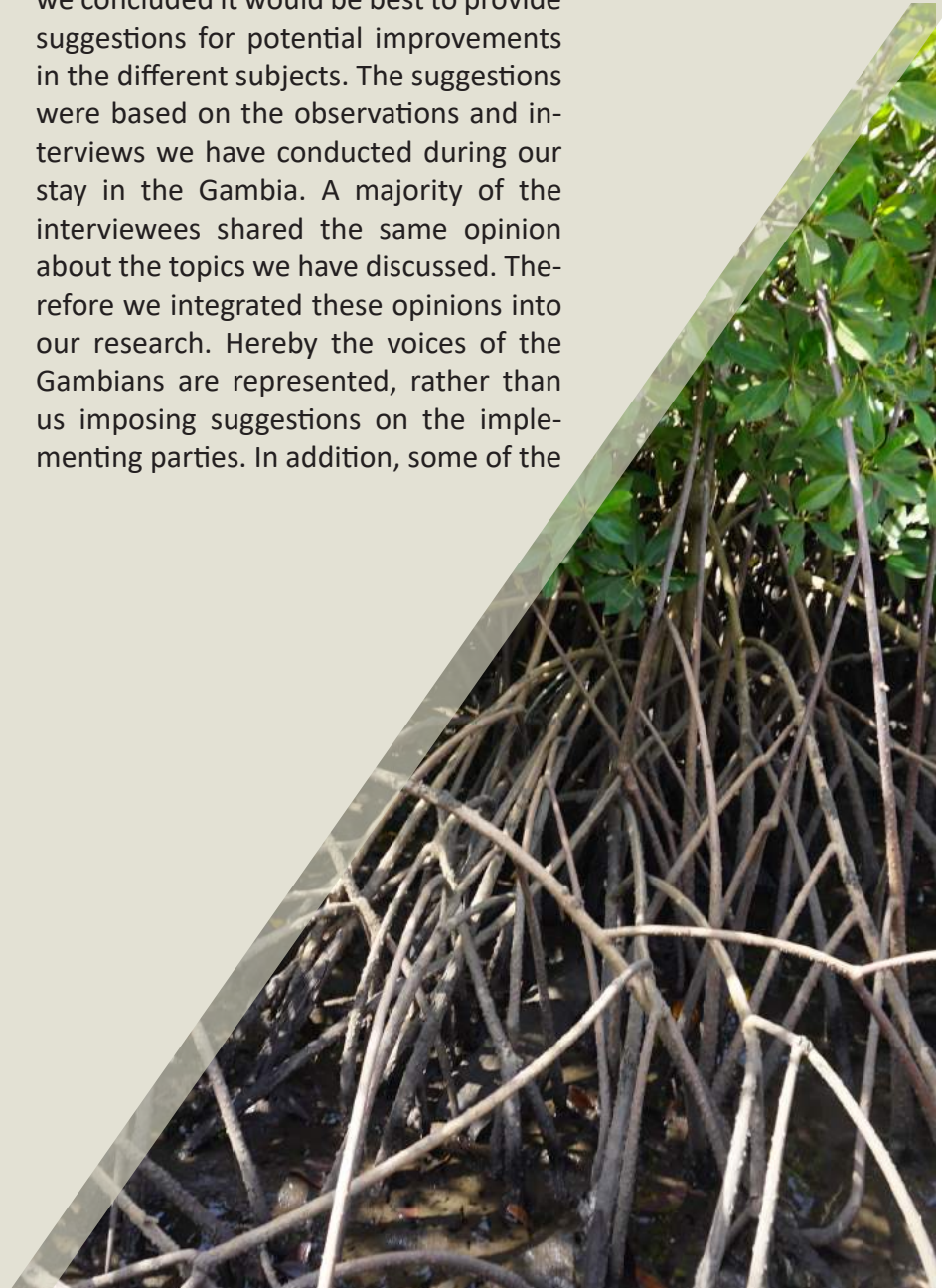
implementation potential improvements will come to light. If successful, the curriculum, and the curriculum of other subjects, could be distributed among other skills centres. The most important aspect however at this moment is thus the actual implementation of the suggested policies.

Other suggestions have not been addressed yet by the involved organizations. The suggestions could be a trigger to start and think about initiatives that could be executed to improve the development of the connection between skills centres and the job market. The focus has also been on entrepreneurship as a possible solution to the limited amount of employment opportunities in the Gambia. By improving the existing entrepreneurship and empowerment organizations students could become aware of the possibilities and will no longer feel the pressing need to make use of the backway.

Process

We have divided the report into three main subjects: the educational system and Gambian culture, tailor industry and textile market and the youth empowerment and entrepreneurship. We decided to divide the report into the three subjects because they appeared to be the most important influential areas in the connection between the skills centres

and the job market. After a discussion we concluded it would be best to provide suggestions for potential improvements in the different subjects. The suggestions were based on the observations and interviews we have conducted during our stay in the Gambia. A majority of the interviewees shared the same opinion about the topics we have discussed. Therefore we integrated these opinions into our research. Hereby the voices of the Gambians are represented, rather than us imposing suggestions on the implementing parties. In addition, some of the





interviewees possessed unique opinions compared to the others, these have been integrated while elaborating upon some of the suggestions.

The suggestions are composed as constructive comments involving proposals of improvements to decrease the gap between the skills centres and the job market. Rather than solely stating the hurdles there are present in the Gambia, we have tried to make realistic suggestions on both the short- and long-term.

The suggestions were addressed to the different parties involved. The educati-

onal system for example was mainly focused on the skills centres and NAQAA. In contrast, the tailoring industry and the youth empowerment and entrepreneurship suggestions were focused on organizations involved in this respect such as YEP Gambia and the other entrepreneurship organizations. By proposing the suggestions in our report we hope to stimulate reconsideration of the set-up of some of the programs and policies. There is room for improvement in the quality and effectiveness of all the different stakeholder groups. After establishing and discussing the main findings, the different sub-subjects were divided among the three of us. Everyone was responsible for writing and finishing one third of the report.

The report involves first of all the example of the semi-structured set-up of the questions raised during the interviews. In addition it contains information we have requested from NAQAA regarding all the skills centres that are involved in tailoring. Furthermore it has an appendix with a summary of the transcripts of all the interviews. We decided not to include all transcripts of the interviews to ensure the privacy of the interviewees in respect to the organizations we have shared the document with. The transcripts of the 37 interviews are included in ap-

pendix 1: Interviews. Lastly the appendix 4: Entrepreneurship manual involves the course manual that is upon elaborated in the application phase.

The eventual results of the report were discussed with different parties. It was first of all discussed with our supervisor Barbara Somers and the Dutch consulate Henriëtte Sonko. Several implications were discussed and some improvements were recommended that were incorporated in the eventual report after the meeting. In addition she mentioned she could potentially make the Minister of Higher Education read the summary of the report as well.

Next we discussed the results of the report with the CEO of the National Accreditation Quality Assurance Authority (NAQAA), the implementing partner of the Ministry of Higher Education of the Gambia. This meeting was of great importance since NAQAA possesses the power to act upon policy recommendations. The CEO seemed interested and surprised by some of the results. He expressed his gratitude and asked if another group of students would be sent next year to continue the research.

Lastly the results were discussed with

the project manager of YEP-Gambia Raimund Moser, his colleague Fatou, and the person who conducted the previous short research of two weeks, Kidesk. Since she was in Geneva she participated in the meeting in the form of a public phone conversation. The different feedbacks, opinions and comments of the all the parties have been integrated in the eventual report.

To be able to reach as many people as possible, the email was sent to all the different involved stakeholders in our project, as well as other parties that have shown interest. The responses were predominantly positive.



REFLECTION



At the start of our project we did not possess any knowledge concerning the Gambia. We did not have any previous experiences with the daily Gambian life, culture and habits. We did prepare ourselves as much as possible in the Netherlands and started our research in the Gambia with an introduction week to get to know the Gambia better. We tried to prepare ourselves as good as possible to be able to execute our research in an optimal way. However, there are always hurdles and unexpected situations to stumble upon.

Orientation phase

The orientation phase went fairly well and we were also prepared by the feasibility report we have set up in the Netherlands. In the Netherlands and during our research for our report we have faced some limitations in terms of academic literature about the Gambia. There is limited information about the Gambia and mainly concerning our field of research. Barbara has connected us to the skills centres, YEP-Gambia and Henriette, following contacts were mainly made by us.

Information gathering phase

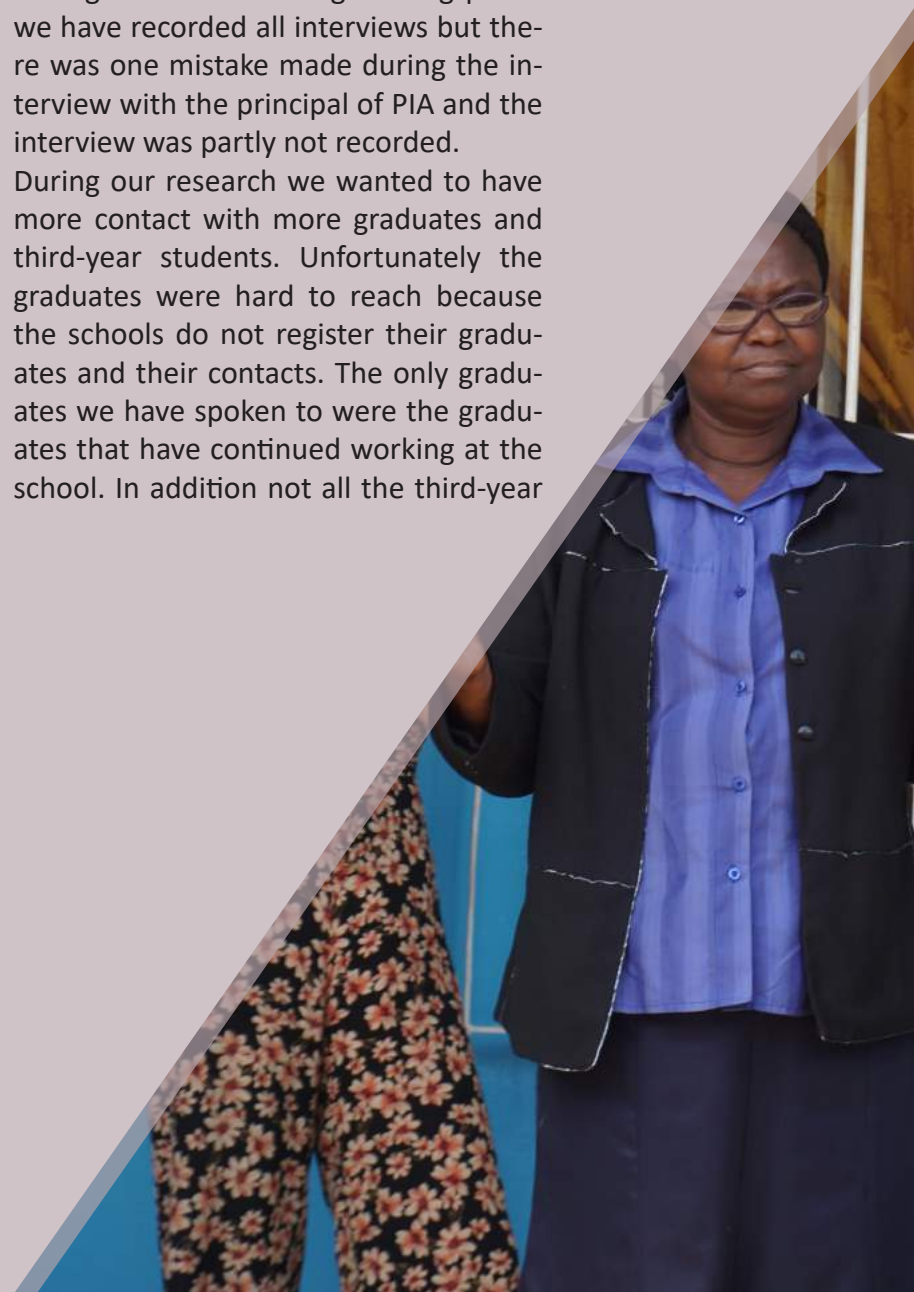
In general, connecting to the several youth empowering and entrepreneurial organizations went well except for a canceled meeting that was not canceled beforehand. Furthermore, it was at first

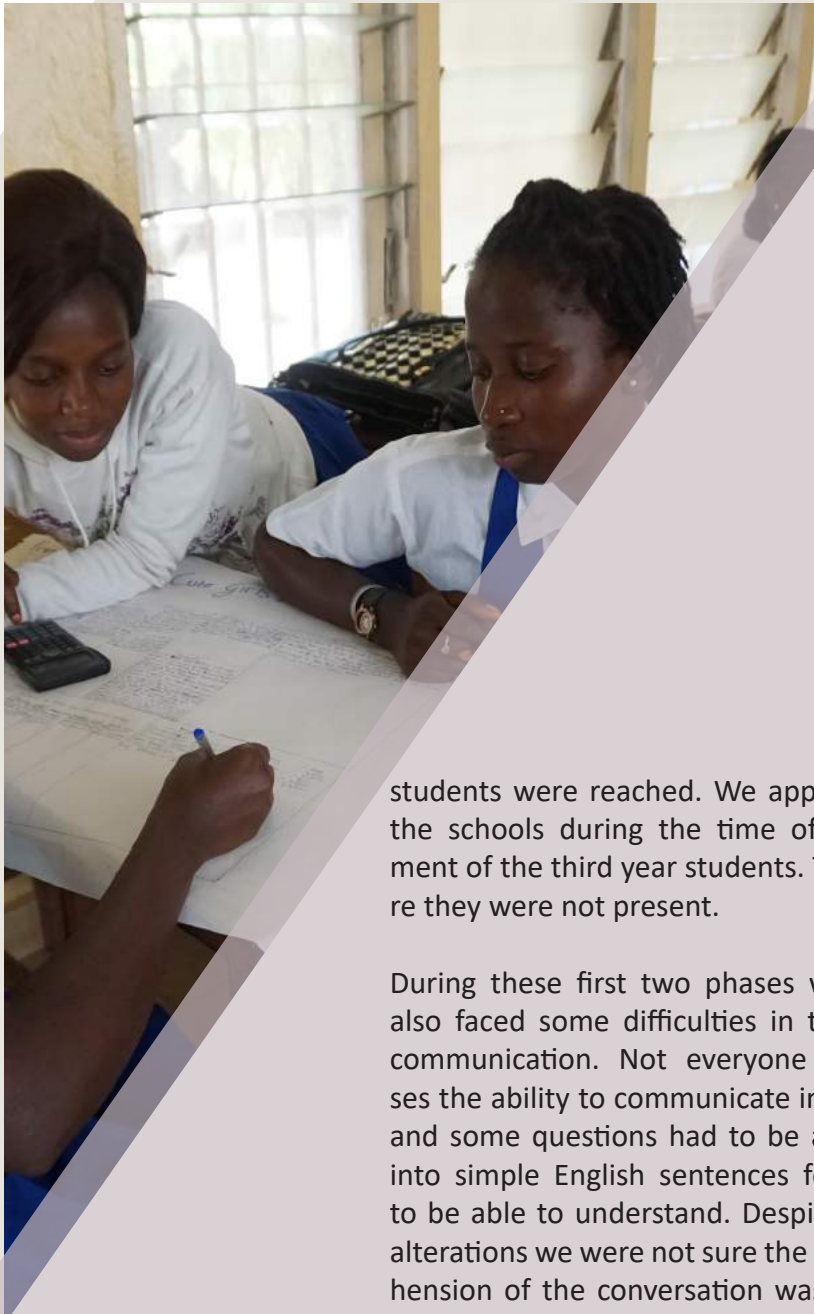
hard to map out the connections and relations between all the different organizations. There are many empowerment and entrepreneurship organizations present in the Gambia, however many lack an online promotion. This thus indicates you will only get to know the organizations if someone tells you about them. While approaching the end of our stay in the Gambia we discovered organizations we did not know about before. This limited the extent of our research. We can conclude that we have contacted and interviewed most of the important stakeholders in youth empowerment and entrepreneurship but there were some restraints trying to map down and contact all the organizations in a three-month time frame.

Sometimes it was also hard to gather some information from institutions such as the municipal councils. We wished to map down the amounts of tailors in the Gambia per region. The request could not be done via phone contact or email, but we had to deliver a letter in person for our request. We have only received the information from the Kanifing Municipal Council (KMC), and this was not up to date. So we could not continue this process.

During the information gathering phase we have recorded all interviews but there was one mistake made during the interview with the principal of PIA and the interview was partly not recorded.

During our research we wanted to have more contact with more graduates and third-year students. Unfortunately the graduates were hard to reach because the schools do not register their graduates and their contacts. The only graduates we have spoken to were the graduates that have continued working at the school. In addition not all the third-year





students were reached. We approached the schools during the time of attachment of the third year students. Therefore they were not present.

During these first two phases we have also faced some difficulties in terms of communication. Not everyone possesses the ability to communicate in English and some questions had to be adjusted into simple English sentences for them to be able to understand. Despite these alterations we were not sure the comprehension of the conversation was always clear to all participants. Even though we tried to set up our interview questions

semi-structured, we found out that some of our questions implied a certain answer. This is something we could have approached differently. Furthermore, the interviews went well and all the participants were open to participate in recordings and pictures we would take for our research.

Beside language barriers we have also faced some cultural barriers, or some needs from the Gambians that we did not understand caused by our different mindsets. During the NAYCONF the youth displayed a high need for grants and loans with zero interest, free money. We tried to explain to the young entrepreneurs that this was not the only solutions to develop yourself, however after a while we discovered that this was deeply embedded way of thinking and not something that we could change during our stay.

Application phase

The information gathering phase took more time than expected and we have started our workshop a week or two later than we wanted. If we would have started earlier we would have had more time to focus on extra subjects such as presentation skills for the last pitching day. At first we wanted to include the teachers more extensively during the workshop and discuss the literature with them and allow

them to lead some classes. This was also not performed as planned before because of the limitations in time.

Eventually the entrepreneurship workshop was not only given to tailoring students, but to all the second year students from the home-management department. Our research has also slowly shifted from only the tailoring education to the general TVET education, because our observations also concerned the other departments.

Therefore, the money we have had raised was meant for a tailoring start-up has now received another goal, to support the micro-finance system of the school. This was caused by two reasons, the first one was the fact that there were no third-year students currently at the schools because of their attachment. And secondly, the workshop was not only given to tailoring students. With the principal sister Rosine we came to an agreement to put the money in the school's micro-loan system and set up an agreement together with the school.

Reporting phase

The main major hurdle while writing the report was the access to Wi-Fi. The guest house we stayed at during our time in the Gambia did not have Wi-Fi. Wi-Fi was

needed for our project since we needed to download and research existing literature about the connection between the job market and skills centres. These articles were needed to write the theoretical framework of our report (Appendix 3: Qualitative Research report). To be able to have access to Wi-Fi we had to travel for one to two hours by public transport. This delayed the process of writing the report. In addition the Wi-Fi connections we eventually found did not have sufficient quality and power to send our report by email to the interviewees. This is why we had to wait to get back to the Netherlands before we were able to send the eventual report.

Another hurdle was the lack of time. Since we were providing an entrepreneurship workshop at PGVS, and still had to conduct many interviews because of the large and diverse stakeholder groups involved in our research, we did not have a lot of time to spend on writing the report. Eventually we had to spend time, initially scheduled to be free time, to be able to write the report.

General phase

Our supervisors Otto and Barbara prepared us for our project, and helped us to start and set-up the project. While still in the Netherlands we had several preparation meetings with Otto. During our stay

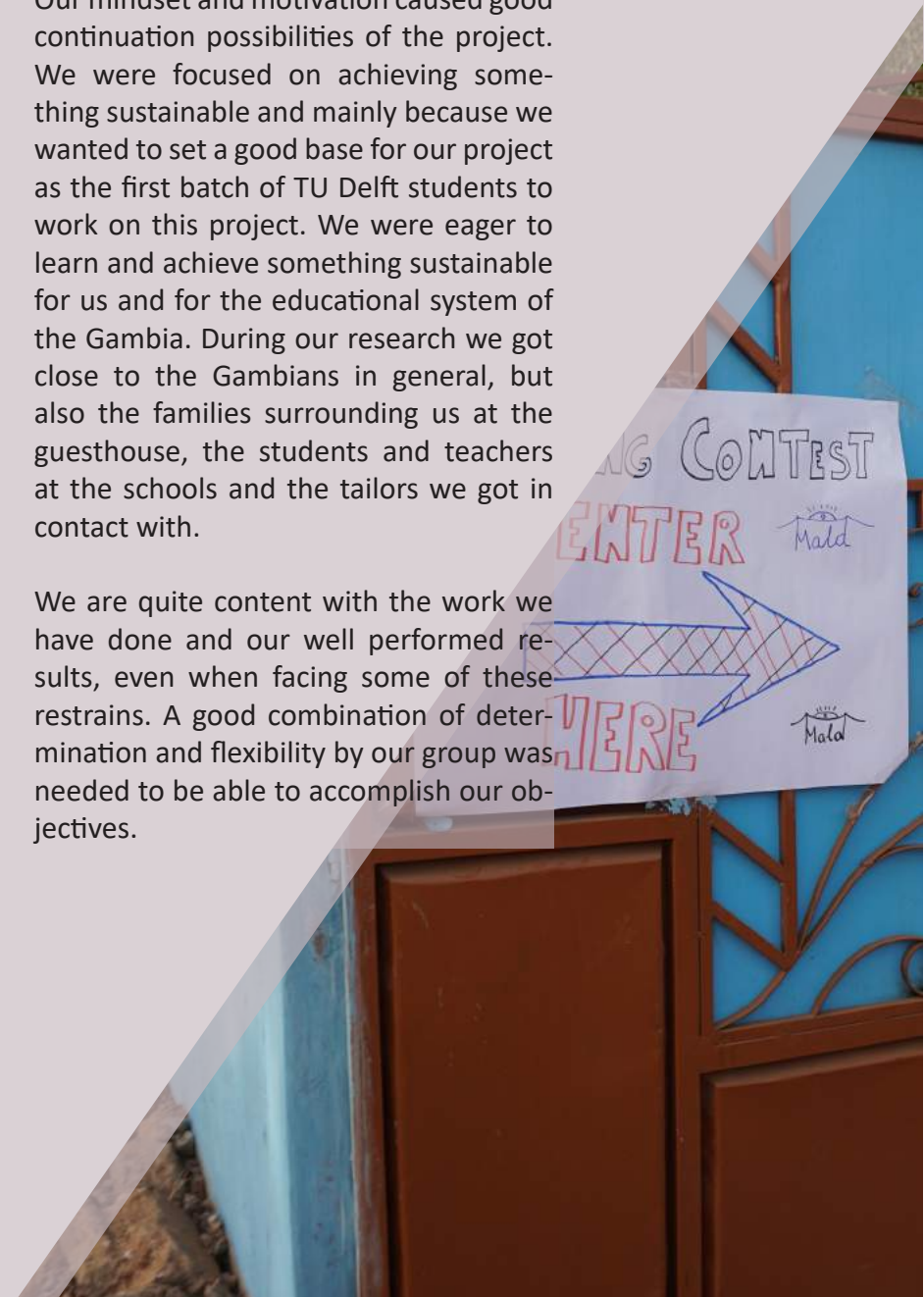
in the Gambia we stayed in contact by the use of email.

Barbara coached us throughout our time in the Gambia, but also gave us the main responsibility and freedom to create our own project. We regularly sat down to discuss our observations and she also answered our questions when we stumbled upon some difficulties or Gambian culture differences we did not know how to act upon. Barbara was clear with her requests and demands. One of the requests was to inform and communicate more about our activities. We responded to this request by altering our behavior.

During the three months the three of us had to work and live together intensively. At first we stumbled to find the right way of communicating with one another. We noticed that not agreeing on a certain topic could lead to a heated discussion. Some difficulties had to be overcome before we were able to function effectively. Luckily we were all motivated to find the right way of cooperating. After thorough discussions the communication improved. This enhanced the collaboration of the three of us. We decided to divide the work equally and set group deadlines with one another. Everyone thus had the freedom to work on their part in their own time, but was required to fulfill the deadlines.

Our mindset and motivation caused good continuation possibilities of the project. We were focused on achieving something sustainable and mainly because we wanted to set a good base for our project as the first batch of TU Delft students to work on this project. We were eager to learn and achieve something sustainable for us and for the educational system of the Gambia. During our research we got close to the Gambians in general, but also the families surrounding us at the guesthouse, the students and teachers at the schools and the tailors we got in contact with.

We are quite content with the work we have done and our well performed results, even when facing some of these restraints. A good combination of determination and flexibility by our group was needed to be able to accomplish our objectives.



CONCLUSION & DISCUSSION



The eventual impact of project Mala can be divided into two main components. Firstly the impact of the report. There is not much known about the connection between the job market and the skills centres in the Gambia, as well as about entrepreneurship in the Gambia. Therefore, our research could function as validation to assumptions made in the different involved groups in the Gambia. Although some of the suggestions might have been speculated about, they have not yet been confirmed.

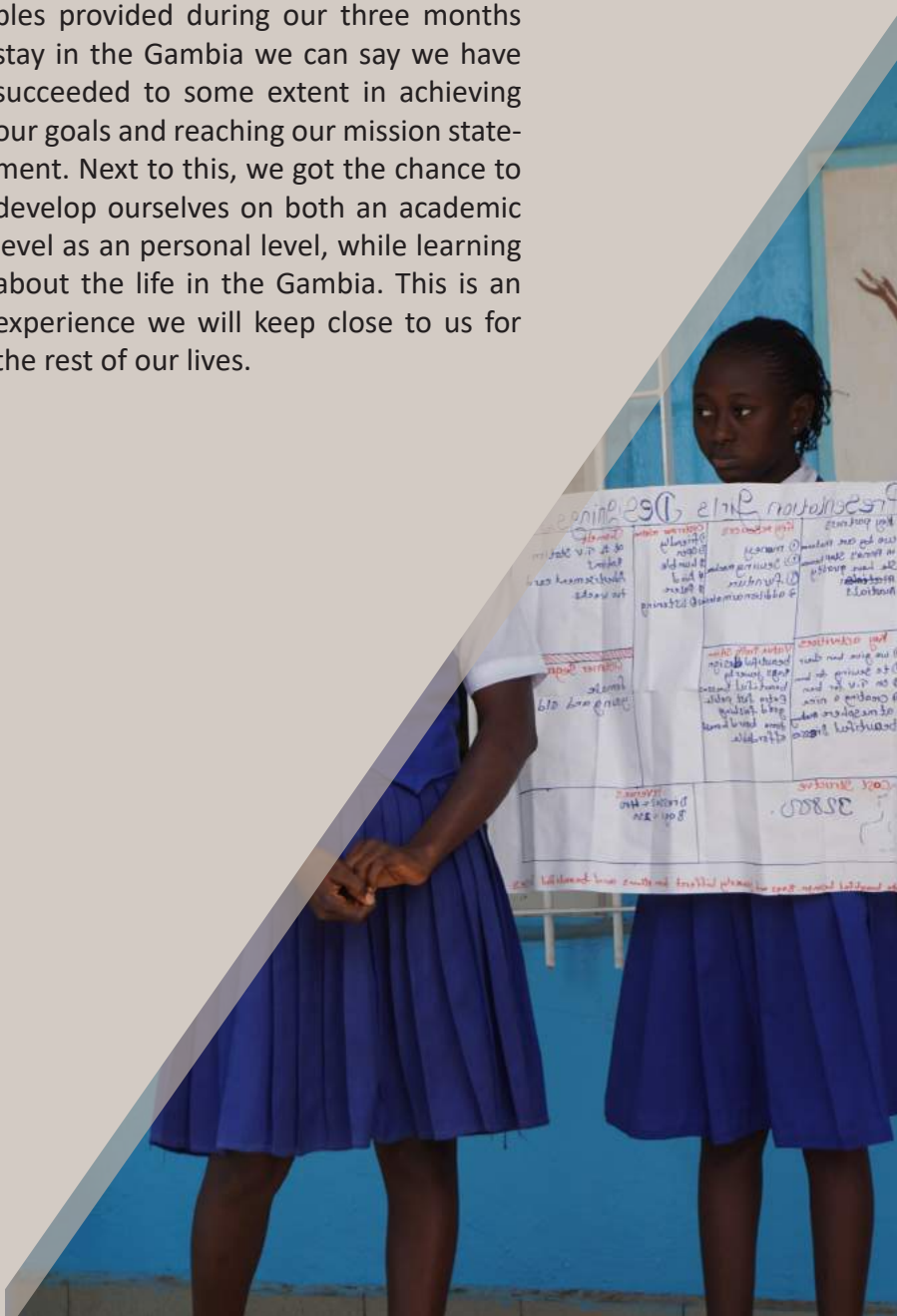
Our research report contributes to this validation process. In addition the report proposes potential new improvements and suggestions for the involved parties. The report could be the push factor in altering the set-up or policies. By encouraging to change the set-up and policies, the quality of the skills centres could be improved, more market opportunities could be responded to by the tailors, and the employment opportunities could increase by enhancing the entrepreneurship organizations. Since the report has been discussed with influential parties in the Gambia the change could be established.

Although these improvements are not directly measurable, the indirect impact is potentially big.

The second component of the impact of our project is the entrepreneurship workshop and manual we have provided. The manual can be used by the different skills centres to introduce the principles of entrepreneurship to their students. Since the level is adjusted to the level of the students of skills centres it will be useful and accessible. Practical tips are included in the manual, focused on the situation in the Gambia. In addition a total of 53 girls have participated in our workshop. These students have been challenged to think about their future. Thinking about the future and seeing possibilities helps to prevent irregular migration and increases the employment possibilities for these young girls. By empowering them with knowledge and presentation experience we have tried to provide them with a more positive outlook on their future. To encourage the students to pursue this we have also made 900 euro of micro loans available to four to six students of our workshop group. Although this is not a big amount, it could be the start of a micro enterprise.

The goal of our project was to research the connection between the job market and the skills centres in the Gambia, as well as review the possibilities of entrepreneurship to light up the path for young entrepreneurs. With the delivera-

bles provided during our three months stay in the Gambia we can say we have succeeded to some extent in achieving our goals and reaching our mission statement. Next to this, we got the chance to develop ourselves on both an academic level as an personal level, while learning about the life in the Gambia. This is an experience we will keep close to us for the rest of our lives.



FUTURE DEVELOPMENT



Our project will hopefully be continued next year, the project has a lot of future potential. In this section we will discuss with you what could potentially happen with our report and our manual. We will also propose future possibilities for further research.

Continuation of the Report

The most important aspect at this moment is the implementation of the suggestions in our report. We think this could be put into practice together with the organizations and connections we have made in the Gambia.

For example there are many possibilities in empowering the youth and introducing a change in mindset in terms of financial support and being dependent on sponsors. This is ought to not only be advocated to the youth but also influential adults such as teachers. During our research we have also found difficulties in connecting to micro-finance institutions, there is also potential in connecting these institutions with the youth empowering and entrepreneurial organisations.

Another example is the development and improvements potentially made by YEP-Gambia on the curriculum of different sectors on skills centres, including the development of a textile curriculum

and manual in collaboration with NAQAA

Further future contributions by implementing the suggestions could be made by requesting support from experts on the different fields. For example, NAQAA would like to be connected to professionals on some educational levels, so they could collaborate with for example a tailoring professional to improve the tailoring educations. Further future contributions could be made by requesting support from foreign programs in improving entrepreneurship. One of these programs is PUM. PUM is an initiative of the Dutch Ministry of Foreign Affairs. It sponsors experts to visit a foreign country to spread their knowledge about a specific subject.

Lastly, this report could be spread among different external parties and organizations in the Gambia to enhance knowledge about potential opportunities for improvement.

Continuation of the Manual

We ended our stay in the Gambia with an entrepreneurship workshop and an entrepreneurial manual we have set up. We also provided Presentation Girls Vocational School with a micro-loan possibility worth 900 euros that can provide 4-6 students of our workshop group like

Elizabeth with a starting capital to start their own business after graduating. The money should be monitored by the school itself. Furthermore we hope that the schools we provided the manual to, will actually use the manual to fill the entrepreneurial gap at the school until this will be improved by NAQAA.

Further research possibilities

Our research was limited to only skills centre level schools and the youth empowerment and entrepreneurial organizations. This leaves a lot of space for further research possibilities.

First of course, there could be a research conducted focusing on the accuracy and relevance of our report. This is necessary to conclude if the implementation of our suggestions took place and if they were effective. Things change over time and before performing further research, it is good to know if you can take the previous one as an example. Also the manual needs further research, to see if what the effect was and how it could best be implemented.

Areas covered in our report, but in need of further research are the tailoring profession and the possibilities to improve the market. Further research could be executed on the level of export and import and the possibilities in this depart-

ment. Next to this, the research could be performed for not only the tailoring department in skills centres, but the entire TVET-education. A further step could be to include the Gambian colleges and University, possibly even the basic and secondary education. However, Gambians tend to seek knowledge from outside, but they also have educated professionals themselves, so there is potential in connecting these groups together.

All of the research possibilities and questions mentioned above could provide new research objectives for future participants of the minor program International Entrepreneurship and Development to continue the Mala Project.

