Learner Workbook

Welcome to Your Venture Creation Workbook!

This workbook is your comprehensive guide and companion throughout the course. It is designed to help you navigate and complete all assessments effectively. It also serves as a dedicated space to document your thoughts, solutions, and progress as you work through the activities and assignments.

Each week, you'll complete a series of activities linked to a specific section in this workbook. It's crucial to complete these activities and update the relevant sections of the workbook as you progress. You'll submit the latest version of your workbook at the end of each week, accounting for 5% of your overall grade. Staying consistent with your updates will help you stay organized and prepared for your graded assignments.

This workbook will also form the basis of most graded assignments, accounting for 50% of your final score. So, you must ensure timely completion of all activities. This way, you will not be pressed for time at the end.

We encourage you to engage fully with this resource. Explore additional materials, ask questions, and collaborate with your peers to enrich your learning experience. This workbook is not just a tool—it's a platform to help you shape and refine your entrepreneurial ideas. Embrace the journey, stay curious, and let's work together to achieve your goals in this course. Success starts here—let's make it happen!

Instructions:

This fillable PDF workbook is essential for completing course activities, staying organized, and submitting assignments effectively. Follow these instructions carefully to ensure your workbook is maintained correctly and meets submission requirements.

1. **Understand the Structure**
   a. The workbook is divided into multiple sections, each corresponding to a specific activity or part of an activity.
   b. As you work on an activity, complete the relevant section of the workbook. This ensures your answers are recorded systematically and accurately.

2. **Filling Out the Workbook**
   a. Use any PDF reader to fill in the provided answer blocks.
   b. Do not edit any part of the workbook outside these answer blocks. Alterations outside designated areas will not be accepted.
   c. Save your work frequently as you complete sections to avoid losing any progress.

3. **Maintain the Workbook Format**
   a. Do not convert this workbook into another format (e.g., Word, Excel). The workbook must remain in its original PDF format.

b. Always work within the same workbook. Do not create multiple copies or versions.

4. **Naming and Saving the Workbook**
    a. Save the workbook using the naming convention:
    b. FirstName_LastName_Learner Workbook_ENT 110.pdf
    c. When you add new content or complete a section, save the updated workbook under the same name.

5. **Weekly Updates and Submissions**
    a. You must update the workbook each week as prompted in the course.
    b. Submit the most up-to-date version of your workbook as required. Weekly submissions account for 5% of your overall grade.

6. **Place Answers Correctly**
    a. Ensure your answers are entered in the correct answer blocks under the corresponding question. Misplaced answers will not be marked.

Tips for Success

- **Work As You Go:** Fill out the workbook while working on the associated activity for the best results. This reduces the chance of errors or incomplete sections.
- **Be Organized:** Save your work frequently and ensure all updates follow instructions.
- **Collaborate and Learn:** Leverage discussions with peers, additional resources, and course materials to enhance the quality of your answers.

By following these instructions, you'll make the most of this workbook and stay on track for success in the course. Let's get started!

Part 1: Overview

In the spaces below, please write your full name and email address, as you provided when registering for the Pathway Foundations program.

Your Full Name

Nuredin Maru

Your Email Address

alex.dropshipper1@gmail.com

Part 2: Problem Statement

Based on the grand challenge/opportunity you have chosen, create a clear and SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) problem statement. Ensure your problem statement is well-defined, addresses each SMART criterion, and reflects a thoughtful understanding of the problem.

Your Problem Statement should be a **maximum of 150 words** and should answer the following:

- What is the problem?
- Who is affected by the problem?
- Where does the problem occur?
- When does the problem occur?
- Why does the problem occur? Why is the problem significant?

Resources

Use the following resources to clarify how to create a problem statement based on your chosen GCGOs. Complete the required reading; however, we recommend also going through the optional reading.

Required Reading

- How to Write a Problem Statement in 5 Steps by Lindsay Kramer

Optional Reading

- What is a problem statement? – Science Direct Editorial by Peter Hernon

Write your problem statement in the space below:

Youth Unemployment: A Global Hurdle

Youth unemployment is a growing global concern. Even with education, passion, and a willingness to work, many young people hit major roadblocks entering the job market. This often stems from a **lack of practical experience**, **limited professional networks**, and a **mismatch between their education and industry needs**.

The Ripple Effect

Rapid changes in technology and the economy create new opportunities, but without proper skills training and support, young people are often left behind. This doesn't just lead to financial insecurity; it also fuels frustration, mental health struggles, and social inequality. If left unchecked, youth unemployment could significantly slow down economic growth and innovation.

Building a Stronger Future

To unlock the potential of young people and build a stronger future, it's crucial to empower them with **relevant skills, mentorship, and real-world experience**. We need to develop sustainable solutions that effectively bridge the gap between education and employment, ensuring no young person gets left behind.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Problem Statement Rubric

Part 3: Root Cause Analysis

This activity aims to identify the root causes of the problem you have chosen. A root cause analysis will uncover the underlying issues and help you better understand why the problem exists. This, in turn, will help you address the core issues rather than just the symptoms, establishing a foundation for practical solutions.

Resources

Go through the following resources to help you complete this activity.

Required:

- HRQ Training Material: 5 Whys and Fishbone Diagrams

Optional:

- Five Whys and Five Hows by ASQ.org
- How to Use the Fishbone Tool for Root Cause Analysis by QAPI

Step 1: Select a Root Cause Analysis Technique

Decide which method you will use to analyze the root causes of your problem:

- Five Whys Technique
- Fishbone Diagram

Five Whys Technique

Step 2: Apply the Selected Technique

Option A: Five Whys Technique

1. Ask, "Why?"
    a. Begin by asking why the problem occurs. Identify the immediate cause.
    b. Example: If the problem is "missed deadlines," ask, "Why are deadlines being missed?"
2. Dig Deeper
    a. Use the previous "Why?" answer to ask the next "Why?" question.
    b. Example: "Why are tasks delayed?"
3. Repeat the Process
    a. Continue asking "Why?" for each successive answer.
    b. Repeat this process until you reach the root cause of the problem (usually after five iterations).
    c. If needed, do more research at each stage to answer the questions.
4. Document the Root Cause
    a. Record the final root cause and the chain of questions and answers in the spaces below.

Problem Description (starting point)

Many young people around the world face high unemployment rates.

Provide details of the process of using the 5 Whys Technique to get to the root cause of the problem. For each of the 5 stages, provide your "why" question and its response.

Application of the Five Whys:

Why are young people unemployed?
Because there are not enough job opportunities that match their skills and education.

Why are there not enough matching job opportunities?
Because economies are changing rapidly, and industries are evolving faster than education and training systems.

Why are education and training systems not keeping up?
Because of outdated curricula, slow policy reforms, and unequal access to modern skills development.

Why are reforms and access to skills development slow and unequal?
Because of global inequalities, underinvestment in youth programs, and lack of collaboration between governments, businesses, and educators.

Why is there underinvestment and lack of collaboration?
Because youth issues are often deprioritized in policymaking, and many systems focus more on short-term goals rather than building a sustainable future for young generations.

Summary of Findings:
The root cause of global youth unemployment is outdated education and training systems combined with underinvestment and lack of long-term planning. As a result, young people struggle to find jobs that match the demands of the modern economy.

Option B: Fishbone Diagram

1. **Identify Major Categories:** Determine the main categories relevant to your problem. Common categories include people, processes, equipment, and environment.

2. **Brainstorm Causes:** Within each category, brainstorm potential causes of the problem. For example, under "Process," you might identify "lack of clear instructions."

3. **Visualize the Relationships:** Create a Fishbone Diagram (or Ishikawa Diagram) to map out the causes and show how they relate to the problem. You can use these **Canva Templates** to create this diagram. Place the problem at the "head" of the diagram and organize the causes under their respective categories along the "bones."

4. **Identify Root Causes:** Examine the diagram to pinpoint the most significant causes contributing to the problem.

Upload your finalized Fishbone Diagram to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space provided below.

https://drive.google.com/file/d/1WZf2n2-HR4P4gsWUDiMHV7Xl-8t-E5rO/view?usp=sharing

In the space below, describe the root causes you've identified in each category (people, process, equipment, and environment) of your fishbone diagram. You can write these as a list and separate them into categories.

1. Major Categories (Fishbone "Bones"):

- People

- Process

- Environment

- Technology

- Policy/Legal

- Funding/Economy

2. Brainstormed Causes Within Each Category:

People

- Lack of awareness among youth about creative career opportunities.

- Limited access to mentors or experienced artists for guidance.

- Gender inequality in creative fields, leading to underrepresentation.

- Low motivation due to economic hardships, discouraging artistic pursuits.

- Cultural barriers and lack of family support for pursuing creative paths.

- Disconnect between youth interests and traditional artistic structures.

Process

- No structured programs to identify, nurture, and develop youth talent.

- Poor collaboration between schools, cultural institutions, and youth groups.

- Inconsistent planning and coordination of cultural events and exhibitions.

- Fragmented support systems with no centralized platform for young creatives.

- Limited youth participation in cultural decision-making processes.

- Insufficient training in key creative skills (e.g., art, design, performance).

Environment

- Urban development encroaching on public spaces traditionally used for artistic expression.

- Climate change threatening the preservation of cultural heritage sites.

- Lack of safe, accessible spaces for youth to engage in artistic activities.

- Overcrowding and pollution diminishing the appeal of cultural and creative spaces.

- Social stigmas associated with certain art forms discouraging participation.

Technology

- Limited internet access and digital infrastructure (only 21.3% penetration as of 2025).

- High cost of digital tools and devices restricting creative opportunities.

- Significant digital skills gap preventing effective use of modern tools.

- Few digital platforms promoting Ethiopian art and culture.

- Lack of online communities for youth to share, learn, and collaborate.

- Underutilization of social media for promoting cultural events and exhibitions.

Policy / Legal

- Weak enforcement of intellectual property rights affecting creator protection.

- Absence of a legal framework for preserving and protecting traditional cultural expressions.

- Outdated cultural policies that don't reflect youth needs or realities.

- Lack of government incentives and protections for young creatives.

- Minimal youth representation in cultural policy-making and development processes.

Funding / Economy

- Limited government funding for the creative sector and youth cultural initiatives.

- High youth unemployment (25%+), limiting financial investment in creative careers.

- Lack of private sector investment in cultural industries and creative startups.

- Few grants or scholarships to support emerging artists.

- Economic instability making creative resources and training unaffordable.

- Absence of financial support mechanisms like loans or crowdfunding for youth projects.

Step 3: Summarize Your Findings

In the space below, provide a concise summary of the root causes identified using your chosen technique. Focus on the most significant factors that will be critical to address.

The core issue behind the lack of access to inclusive and affordable cultural, artistic, and design platforms for youth in urban Ethiopia arises from a significant disconnect and lack of collaboration among key stakeholders, including artists, educators, policymakers, and cultural institutions. This fragmentation results in the underprioritization and insufficient funding of creative sectors, primarily due to the widespread perception that arts and culture are non-essential. Moreover, the absence of robust research and advocacy that underscores the social, cultural, and economic value of creative industries further perpetuates this cycle. Consequently, young people face major challenges in finding opportunities for creative expression, growth, and active participation in cultural spaces, limiting their ability to engage in meaningful artistic endeavors.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

[Root Cause Analysis Rubric](#)

Part 4: PESTLE Analysis

Complete your analysis by addressing each PESTLE factor in the context of your selected problem. You will find some PDF resources and templates in the required reading above that you can use for this analysis. Use the following prompts to guide your responses. Provide your responses in the relevant spaces on the next page:

1. **Political**
   a. Identify relevant government policies or regulations affecting the problem.
   b. Assess the role of political stability or instability in shaping the issue.
   c. Evaluate the impact of political decisions on stakeholders.

2. **Economic**
   a. Examine economic factors such as inflation, interest rates, and unemployment.
   b. Consider how these factors influence businesses, consumers, and markets.
   c. Evaluate the financial implications of the problem.

3. **Social**
   a. Explore demographic trends, cultural norms, and societal values tied to the problem.
   b. Consider how shifts in societal attitudes affect the issue.
   c. Analyze the problem's impact on different social groups.

4. **Technological**
   a. Identify technological advancements and digital trends related to the problem.
   b. Evaluate how technology might exacerbate or mitigate the issue.
   c. Consider opportunities for innovation as part of the solution.

5. **Legal**
   a. Assess the legal framework, including relevant laws, regulations, and compliance needs.
   b. Identify legal constraints impacting stakeholders.
   c. Analyze potential risks or liabilities stemming from legal factors.

6. **Environmental**

    a. Evaluate environmental sustainability, climate change, and ecological concerns linked to the problem.

    b. Consider how environmental issues intersect with, or exacerbate, the problem.

    c. Explore opportunities for environmentally sustainable solutions.

Resources

Go through the following resources to help you complete this activity.

Required:

- [PESTLE analysis](#) by CPID

Optional:

- [What Is PEST Analysis? Its Applications and Uses](#) in Corporate Finance | Financial Analysis by Investopedia

Political

In the space below, list all political trends/issues related to the identified problem, backed up by statistics, evidence, and/or examples.

Low Investment in Youth-Relevant Sectors:
Globally, investment in sectors like arts and culture, which could employ youth, is often minimal. For example, many countries allocate less than 1% of budgets to creative industries, below the African Union's 2030 target. This limits job creation, with global youth unemployment at 13.7% (ages 15-24, ILO 2023). Nigeria's Nollywood, contributing 2.3% to GDP (2022), shows how investment can create youth jobs.
Inconsistent Policy Implementation:
Policies targeting youth unemployment, like the EU's Youth Guarantee, vary in success. Germany's implementation lowered youth unemployment to 5.8% (2019), while Greece's rate hit 33.1% (2023) due to bureaucratic delays. Globally, weak political commitment leaves 73 million youth jobless (ILO, 2023), as seen in uneven vocational training programs.
Neglect of Local and Accessible Opportunities:
Governments often prioritize industries like tourism over local creative or skill-based sectors. Youth face barriers like limited training access (only 10% globally access vocational programs, UNESCO 2022) and weak labor protections, pushing 60% into informal work (ILO, 2023). Kenya's creative hubs cut youth unemployment to 18.2% (2023), unlike regions neglecting local talent.

Economic

List all economic trends/issues below, backed by statistics, evidence, and/or examples.

Limited Investment in Creative Sectors:
Governments allocate <1% of budgets to arts, below the African Union's 1% goal for 2030, limiting youth job opportunities in creative industries. Global youth unemployment is 13.7% (ILO 2023). Nigeria's Nollywood (2.3% GDP, 2022) shows investment's potential for youth jobs
Inconsistent Policies and Digital Divide:
Youth employment policies, like the EU's Youth Guarantee, vary. Germany's success cut rates to 5.8% (2019), but Greece hit 33.1% (2023) due to bureaucracy. Only 37% in low-income nations are online (World Bank, 2023), blocking youth from digital creative jobs.
Economic Vulnerability of Creative Youth:
COVID-19 hit young artisans, with 81% reporting less work and 77% fearing job loss (UNESCO, 2021). Prioritizing tourism over local creative sectors leaves 60% of youth in informal jobs (ILO, 2023). Kenya's creative hubs reduced unemployment to 18.2% (2023).

Social

List all social trends/issues below, backed by statistics, evidence, and/or examples.

1. Youth Unemployment and Economic Insecurity

As of 2018, more over 25% of Ethiopia's youth were unemployed, indicating that the country's youth unemployment rate is still significant. Urban areas like Addis Ababa have the greatest unemployment rates, and young women are disproportionately affected. Young people's capacity to engage in and make contributions to the creative industry is hampered by this economic instability

2. Digital Divide and Limited Internet Access

Only 21.3% of Ethiopians had internet connectivity as of January 2025, meaning that 105 million individuals were not online. Youth's access to online creative platforms, tools, and international artistic networks is hampered by the digital divide.

3. Limited Platforms for Youth Expression

Despite having a large youth population, there aren't many easily accessible venues for young people to participate in cultural and artistic endeavors. Although groups like the Fendika Cultural Center have made progress in creating these areas, there is still a lack of wider access.

Technological

List all technological trends/issues below, backed by statistics, evidence, and/or examples.

1. Digital Skills Gap Among Youth

Launched in 2020, Ethiopia's Digital Transformation Strategy seeks to use technology to promote economic development and public participation. But in order to accomplish this change, closing the digital skills gap is essential. In order to promote innovation and promote inclusive economic growth, the World Economic Forum highlights the importance of providing digital skills to Ethiopia's young people.

2. Emerging Digital Art Platforms

Programs such as the Addis Video Art Festival offer venues for creative video art in Addis Ababa, with screenings taking place in different parts of the city. By encouraging communication between local and foreign artists, these initiatives hope to advance digital media culture.

3. Government Initiatives in Science and Art

Established in October 2022, the Ethiopia Museum of Art and Science is a center for research on development and science. The museum wants to encourage young people's interest in science and technology by offering workshop opportunities

Legal

List all legal trends/issues below, backed by statistics, evidence, and/or examples.

1. Inadequate Intellectual Property (IP) Protection and Enforcement

Limited International IP Commitments :Ethiopia has not ratified any significant international intellectual property treaties, including the WIPO Copyright Treaty and the Berne Convention. This restricts the worldwide protection of Ethiopian artists' creations.

Weak Institutional Capacity: Among the difficulties facing the Ethiopian Intellectual Property Office (EIPO) are its lack of law enforcement authority, staffing shortages, and financial limitations. This makes it more difficult to enforce IP rights effectively.

Insufficient Enforcement of Copyright Laws:Artists are at risk of their works being used without permission since copyright rules are not strictly enforced.

2. Lack of Legal Protection for Traditional Cultural Expressions (TCEs)

Incompatibility with Existing IP Laws: Tibeb patterns and other traditional cultural manifestations frequently fall short of the authorship and originality standards of contemporary intellectual property laws, rendering them unprotected.

3. Inadequate Legal Framework for Cultural Heritage Protection

Non-comprehensive Criminalization: The lack of thorough prohibition and uniform punishments under Ethiopia's law on cultural heritage trafficking makes it difficult to effectively discourage illegal activity.

Environmental

List all environmental trends/issues below, backed by statistics, evidence, and/or examples.

1. Climate Change Threatening Cultural Heritage

   Ethiopia's cultural landscapes are seriously threatened by climate change. Temperature and precipitation variations have increased erosion and flooding, putting both tangible and intangible cultural heritage at risk. Severe weather events can destroy physical structures and interfere with customary cultural practices.

2. Deforestation and Biodiversity Loss

   Over the past 50 years, Ethiopia has lost around 98% of its wooded areas due to significant deforestation. Ecosystems that are essential to the inspiration of art and culture are being disrupted, and biodiversity is in danger.

3. Soil Erosion and Land Degradation

   In Ethiopia, soil erosion and runoff pose serious environmental problems that result in land deterioration. The preservation of cultural landmarks and landscapes that are essential to artistic expression is also impacted by these problems, in addition to agriculture.

Your Overall Insights

Provide a summary of your insights in the space provided below. In this summary, highlight the most critical factors you found and any connections or interplay between factors of interest.

A complex web of obstacles prevents Ethiopian youth from completely accessing and participating in art, culture, and design when political, economic, social, technical, legal, and environmental (PESTLE) concerns are examined.

Of these, the more essential ones are:

unstable economy, significant youth unemployment, and underinvestment in the creative sector.

technological constraints, including a substantial digital skills gap and low internet penetration (just 21.3% access).

legal flaws, especially with regard to safeguarding traditional cultural manifestations and intellectual property.

Social injustices that disadvantage young people, particularly young women, include the digital divide and gender inequality.

Degradation of the environment, such as urban stress and deforestation, endangers artistic expression and cultural heritage.

These elements are closely linked; for example, social exclusion and economic underdevelopment are linked to inadequate internet infrastructure. Youth creativity is discouraged by weak intellectual property rules, while cultural continuity and inspiration are disrupted by environmental pressures. Political underfunding of education and the arts exacerbates all of these problems.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

[PESTLE Analysis Rubric](#)

Part 5: Empathy Mapping

It's time to better understand your target audience or the people your chosen problem affects the most. To understand what to do, read the instructions in "Activity: Empathy Mapping on Savanna," but here's a summary.

1. Identify the people affected by the problem you're pursuing in this course.
2. Define this group of people as clearly as possible. Use their traits and characteristics to define them, e.g., which socio-economic class they belong to, what demographics they fall under, etc.
3. Download a copy of the empathy mapping template and start filling it out by aligning it with your recognized users and stakeholders. Remember that these assumptions stem from your gathered information, personal experiences, and observations. Be prepared to validate these assumptions through market research you will conduct in the coming weeks to ensure their accuracy and relevance.
4. Copy and paste the completed empathy map's link in the space below.
5. Provide details of what you have added to the empathy map.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- Empathy Map – Why and How to Use It by Interaction Design Organization

Optional:

- How to Empathy Map by NNgroup (Video)

Affected People

In the space below, define the people affected by the problem. Review the guidelines provided in the Activity Empathy Mapping to ensure completeness.

The primary group of people affected by the problem are young creative entrepreneurs operating in urban neighborhoods facing economic and social challenges. This group is characterized by the following traits:

Socio-economic diversity: Creatives range from solo artists and designers to small teams managing local studios, cultural shops, and art spaces.

Demographics: The group varies in age, gender, ethnicity, and years of experience, reflecting the diversity of the urban communities they belong to.

Investment level: Many have invested significant personal savings, time, and effort into their creative work, viewing it as both a primary livelihood and a long-term commitment.

Community embeddedness: They often have strong ties to their neighborhoods, with their creative activities contributing to the cultural identity and vibrancy of the area.

Varying levels of digital literacy: Some creatives are tech-savvy and use digital tools for marketing and outreach, while others depend mainly on traditional methods.

Empathy Map

Once complete, upload your Empathy Map onto your Google Drive and paste the share link in the space below. Set share permissions so that "Anyone with the link" can "view."

https://drive.google.com/file/d/1uV_UUMVz9-K03e1hGkWYaA3-lttuG7s-/view?usp=sharing

Empathy Map Details

In the spaces below, provide the details of your Empathy Map.

Question 1: Who are we empathizing with?

Who is the person we want to understand? What is the situation they are in? What is their role in the situation?

We are empathizing with Lidiya, a 26-year-old independent fashion designer operating a small creative studio in an urban neighborhood. She has been building her brand for 4 years and is a first-generation entrepreneur. The lack of investment in the creative sector and limited cultural platforms have made it difficult for her to attract clients and sustain her business. Her role includes being the designer, marketer, manager, and representative of her creative brand.

Question 2: What do they need to do?

What do they need to do differently? What job(s) do they want or need to get done?
What decision(s) do they need to make? How will we know they were successful?

Lidiya needs to adapt her creative business model to the challenging cultural and economic environment.

She needs to attract new audiences and retain existing supporters despite limited platforms and lower community investment in the arts.

She needs to manage her finances carefully to control expenses and find innovative ways to generate income through her designs and creative services.

She may need to make difficult decisions about production scale, collaborations, and possibly shifting her business to more affordable or digital spaces.

Success will be measured by her ability to sustain her brand, grow a loyal audience, and maintain a stable cash flow, ultimately ensuring the survival and growth of her creative studio.

Question 3: What do they see?

What do they see in the marketplace? What do they see in their immediate environment? What do they see others saying and doing? What are they watching and reading?

Lidiya sees vacant studios and closed creative spaces in her neighborhood, signaling the struggles of other young artists and entrepreneurs.

She sees fewer visitors attending her showcases and a decline in custom design orders.

She sees increased competition from mass-produced fashion brands and online platforms.

She sees media reports emphasizing the lack of support for local creative industries and youth entrepreneurship.

She sees other young creatives experimenting with new strategies, some finding success while others struggle to stay afloat.

Question 4: What do they say?

What have we heard them say about the problem or its solution? What can we imagine them saying about the problem or its solution?

"I'm worried about how I'm going to cover my studio rent next month."

"Commissions and sales are down 50% compared to last year."

"I've tried offering discounts and promotions, but it's not enough."

"I don't know if I can keep pursuing my creative work full-time."

"I wish there were more support and platforms for young creatives like me."

"Maybe I should just give up and look for a regular job."

Question 5: What do they do?

What do they do today? What behavior have we observed? What can we imagine them doing?

Lidiya opens her studio every day, hoping for visitors and potential clients.

She manages her designs, creates new pieces, and updates her displays.

She serves clients personally and tries to build strong relationships to encourage loyalty and word-of-mouth promotion.

She spends time on bookkeeping, marketing, and social media (though it often feels overwhelming).

She attends creative workshops, networking events, or online forums to seek advice and support.

She stays up at night worrying about the future of her creative career and her financial stability.

Question 6: What do they hear?

What are they hearing others say? What are they hearing from friends? What are they hearing from colleagues? What are they hearing second-hand?

Lidiya hears clients and friends talking about how tough the economy is and how little they can spend on art and fashion.

She hears media reports about the challenges facing the creative sector and youth entrepreneurs.

She hears other young creatives sharing their struggles and ideas for staying afloat.

She hears advice from friends and family, some encouraging her to keep going, others suggesting she find a more stable job.

She hears rumors about potential grants, new creative hubs, or initiatives to support local artists in the community.

Question 7: What do they think and feel?

PAINS: What are their fears, frustrations, and anxieties? GAINS: What are their wants, needs, hopes, and dreams?

Lidiya hears clients and friends talking about how tough the economy is and how limited their spending is on cultural experiences like art and fashion.

She hears media reports highlighting the challenges facing the creative sector, especially for youth entrepreneurs trying to carve out a space in the cultural industries.

She hears other young creatives sharing their struggles, yet also their innovative ideas for adapting and thriving in these challenging times.

She hears advice from friends and family, some encouraging her to continue pursuing her passion for cultural work, others suggesting she seek a more stable career in another field.

She hears rumors about emerging cultural opportunities, like grants, new creative hubs, and community initiatives designed to support local artists and nurture youth creativity.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

[Empathy Mapping Rubric](#)

Part 6: Stakeholder Analysis

It's time to understand how your problem is connected to the various stakeholders in the big picture.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- Conducting a Stakeholder Analysis by Collaboration for Development

Optional:

- Stakeholder analysis – A pivotal practice of successful projects by the Project Management Institute

Section 1: Identifying Stakeholders

List the stakeholders of your chosen problem and describe how they're connected to the problem. In the space below, name one stakeholder group in each block in the left column, and then explain their relationship to the problem in the corresponding column to the right.

Who is the potential stakeholder?	How are they connected to the problem?
Young Creatives (Artists, Designers, Musicians, etc.)	They are directly impacted by the economic challenges, as their work is often undervalued, and they face difficulties in securing funding or sustainable income in the creative sector.
Local Communities	Local communities can be both consumers and supporters of art and cultural initiatives. They also face challenges in accessing affordable cultural experiences and opportunities.
Government & Policymakers	They have the power to create and implement policies, grants, or initiatives that could support the creative sector and youth entrepreneurs, influencing the overall ecosystem.
Private Sector (Business Investors, Sponsors, Companies)	They may be potential partners for funding, sponsorship, or collaboration but are also affected by the economic downturn, affecting their willingness to invest in the creative sector.
Educational Institutions (Art Schools, Universities, etc.)	They play a key role in developing and supporting youth talent, offering training, resources, and platforms for young creatives to thrive in the cultural industries.
Cultural Hubs & Creative Spaces	They provide a physical space and platform for young creatives to showcase their work, network, and collaborate. They can also be sources of support in terms of grants or resources.
Consumers of Art and Culture	Consumers (including clients and general public) influence the demand for art and cultural products. Their spending habits impact the sustainability of young creatives' businesses.

Section 2: Categorize the Stakeholders

In the space below, categorize the stakeholders from your list by listing them in their appropriate quadrant.

High Influence	Private Sector (Business Investors, Sponsors, Companies)	Educational Institutions (Art Schools, Universities)
Low Influence	Nonprofit Organizations & NGOs	Government & Policymakers
	Low Interest	**High Interest**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Stakeholder Analysis Rubric

Part 7: Research Objectives

It's time to better understand your complex issue's primary stakeholders—those influencing your challenging problem. Before you collect information and conduct interviews with an empathetic approach, you must define your research objectives.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- [Formulating Research Aims and Objectives](#) by Business Research Methodology
- [Research Objectives | Definition & Examples](#) by Scribbr

Optional:

- [What Are Research Objectives and How to Write Them (with Examples)](#) by Research.Life
- Video: [How to Write Research Objectives and Research Questions Like a Pro: A Step-by-Step Guide by Research](#) with Dr. Saeed

Objectives of the Research

What do you aim to achieve through the research? What information/insights are you hoping to get at the end of the interview? In the space below, list well-defined research objectives for your problem and its stakeholders.

1	Identify Key Challenges in the Creative Secto
2	Explore Opportunities for Youth in the Creative Sector:
3	Assess Stakeholder Needs and Interests:
4	Evaluate the Role of Support Systems (Grants, Hubs, NGOs):
5	Gather Insights on the Impact of Advice from Family and Friends:
6	Understand the Economic Impacts on Consumers:

7	Examine the Effectiveness of Existing Policy and Community Support:

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Objectives Rubric

Part 8: Research Plan

Time to plan out your research based on your research objectives. Think through the research objectives to define the different methods of collecting information and how to employ them.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- [How to write a research plan: Step-by-step guide](#) by the Dovetail Editorial Team

Define Interviewees

In the space below, identify at least 1 person for each stakeholder (at least 3 people) and contact them to schedule an interview. For each shortlisted person, you must provide their details, including their name, occupation, and location.

	Interviewee Name & Details
1	Amina Yusuf – Program Manager at Digital Africa NGO, based in Addis Ababa. She leads projects focused on rural tech access.
2	Dawit Tadesse – ICT teacher at a rural high school in the Amhara region, with firsthand knowledge of students' digital challenges.

3	Selam Fikre – 17-year-old student from a small village in Gojjam, representing the voice and needs of rural youth.
4	
5	
6	
7	

Interview Questions

In the space below, list out the interview questions that you will be using for each stakeholder type:

- Formulate at least 5 to 6 questions for each stakeholder for the interview.
- These questions should be based on the research objectives relevant to that stakeholder.

- Structure your list of questions in the order in which you plan to ask the questions.
- Include follow-up questions where necessary.

What do you think are the biggest challenges young creatives face when trying to access job opportunities in the creative sector?

How often do young creatives face difficulties in sustaining their work or finding new projects, especially during economic downturns?

What skills do you think are most lacking among young creatives, which hinder their ability to find employment or grow their businesses?

How do you think the government or NGOs could better support youth employment in the creative sector, especially for those starting out or in rural areas?

Are there any existing programs or initiatives you've seen that help young creatives find jobs or develop their businesses? What worked well, and what didn't?

What types of resources (financial, mentorship, networking) do you think would be most beneficial to young creatives, and why?

What do you think would motivate young creatives to stay engaged in the sector and overcome unemployment challenges?

Additional Interview Notes

List out any additional interview notes that are relevant for you, such as:

- Interview guides for structured conversations
- Potential pieces of information that you'd like to present
- Any visualizations or images that you would like to show the interviewee
- Any potential observations that you intend to make during the interview.

Interview Guide: Intro, consent, tech experience, challenges, solutions, and closing questions.

Info to Present: Rural vs urban tech access stats, case studies of digital programs.

Visuals: Infographic on device usage, photos of digital learning setups, pie chart on device types.

Observations: Note tech availability, student-device interaction, and school infrastructure.

<div style="border:1px solid purple; height:260px;"></div>

Define Survey Target Audience

In the space below, clearly define the target audience of your survey. Provide details of their demographics and other relevant identifying information.

The target audience includes rural Ethiopian youth aged 13–20, attending public schools. They live in areas with limited access to digital tools. The group also includes teachers and parents from the same communities, and NGO staff working in digital education. Most have low to moderate digital literacy and limited internet access.

Survey Questions

In the space below, list the interview questions you will use in your survey.

- Devise survey questions based on the required information.
- Create at least 6 questions for the survey.
- Design your survey to include a mix of questions: extended response, short response, numerical scale, and multiple response selection.

Do you own or regularly use a digital device for learning?
[Multiple choice: Yes / No / Sometimes]

What type of device would help you most with your education?
[Multiple response: Smartphone, Tablet, Laptop, Desktop, Other]

How often do you use the internet for schoolwork?
[Numerical scale: 1 = Never, 5 = Very Often]

What is the biggest challenge you face in accessing digital tools?
[Short response]

Describe how having regular access to a digital device would impact your learning.
[Extended response]

Would you participate in a free digital skills training program in your area?
[Multiple choice: Yes / No / Maybe]

Secondary Research

What secondary research do you intend to perform to gather the needed information based on your objectives?

What am I looking for? In the space below, list the topics of specific questions you intend to explore online, such as data on the elephant population in Botswana.

Current cost and availability of affordable digital devices in Ethiopia.

Government and NGO programs supporting rural digital access.

Digital literacy rates among rural youth in Ethiopia.

Barriers to internet connectivity and device distribution in remote areas.

Successful digital education models in similar developing countries.

Where do I intend to look for it? In the space below, list the sources, websites, journals, etc., where you plan to search for this information, such as the WWF website.

World Bank – Reports on digital development and access in Africa.

Ministry of Education (Ethiopia) – Policies and programs on ICT in education.

UNESCO – Data and frameworks on digital literacy and inclusion.

Tech4Ethiopia.org – NGO reports on rural tech access initiatives.

Google Scholar – Academic papers on digital education in rural communities.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Plan Rubric

Part 9: Research Data

In this part, you will submit the raw data from the research, including the survey, interviews, and any appendix.

Carry out your research to gather the required information to help you answer your research questions and learn more about the problem, its stakeholders, and its dynamics. You must complete the following steps as part of this stage of your venture creation:

- **Step 1:** If necessary, improve your interview and survey questions based on this week's readings and videos.
- **Step 2:** Find at least 2 people from your stakeholder list to interview.
- **Step 3:** Conduct the interview and record it so that you can later use the recording to extract insights.
- **Step 4:** Make sure to get the interviewees' consent.
- **Step 5:** Share your survey with the appropriate stakeholders and gather information.
- **Step 6:** Conduct your secondary research to gather the required information, including data sets that can provide insight into the problem you're investigating.
- **Step 7:** Complete the worksheet below to keep all your gathered information in one place.

Section 1: Interviews

Upload your interview recordings onto Google Drive and share their link in the space below. Make sure the links are accessible. Update share settings to "Anyone with the link" can "view."

Interview 1 Recording Link	https://drive.google.com/file/d/1Cc3JYoXw14Y-ysNS0Bix4GVF6ZFMdrDz/view?usp=drive_link
Interview 2 Recording Link	https://drive.google.com/file/d/1CbPxOtk8OCdLOrF83MptWqBHIh35F7Di/view?usp=drive_link
Interview 3 Recording Link	
Interview 4 Recording Link	
Interview 5 Recording Link	
Interview 6 Recording Link	
Interview 7 Recording Link	

Section 2: Survey

Place your survey responses in an Excel or Google Sheets sheet, upload it to your Google Drive, and share the link here. If you used Google Forms for the survey, you can follow the instructions here to produce this sheet with all the responses. Ensure the link share settings are set so that "Anyone with the link" can "view."

https://docs.google.com/spreadsheets/d/1WEEPLHsbEJJnImZikR6EwshaSMR-lk6ZmMSw8Bw-t9c/edit?usp=sharing

Section 3: Secondary Research

Item 1: Write short notes from your secondary research in the space below. What did you learn about the questions or topics you identified in your research plan?

In my secondary research, I examined trusted sources such as the World Health Organization (WHO), the National Institute of Mental Health (NIMH), Mayo Clinic, and peer-reviewed articles to better understand how trauma and PTSD impact unemployed youth. I focused on prevalence, symptoms, barriers to support, treatment gaps, and cultural factors affecting young people without stable employment.

Prevalence Among Youth:
Globally, a significant percentage of young people face traumatic experiences, especially in conflict-prone or low-income areas. According to WHO, up to 70% of individuals will experience trauma in their lives, and youth dealing with unemployment are particularly vulnerable. Studies indicate that young women are twice as likely as young men to develop PTSD after trauma.

Common Symptoms & Triggers:
Among unemployed youth, PTSD often shows up as ongoing anxiety, mood swings, emotional detachment, sleep issues, and flashbacks. Triggers may include stressful environments, reminders of past trauma, and the added pressure of economic instability or hopelessness about the future.

Barriers to Support:
Many young people avoid seeking help due to fear of judgment, lack of awareness about mental health, or cultural taboos. For unemployed youth, financial limitations and the absence of affordable services are key obstacles. In many African contexts, mental health services are underfunded, and young people often don't know where to turn for help.

Treatment Limitations:
While treatments like Cognitive Behavioral Therapy (CBT), EMDR, and medication are effective, unemployed youth face limited access. Mental health support systems are often too expensive, under-resourced, or physically inaccessible, especially in rural or underserved areas.

Cultural Silence & Stigma:
In many societies, including Ethiopia, discussing mental health—especially among young people—is still seen as shameful. This discourages youth from expressing emotional pain or seeking support, which leads to isolation and worsening symptoms.

Why Early Intervention Matters:
The earlier PTSD is identified and addressed, the more likely recovery is. For unemployed youth, access to safe spaces, community peer groups, and trauma-informed education or job-training programs can make a significant difference in emotional resilience and recovery.

Item 2: In the space below, provide the sources and references you used in your findings. These should include links to the sources. List these in APA format.

American Psychiatric Association. (2023). Understanding mental health disorders.
Retrieved from https://www.psychiatry.org/patients-families/ptsd/what-is-ptsd

This source provides an overview of common mental health disorders and their symptoms, which helps explain challenges faced by vulnerable groups like unemployed youth.

Mayo Clinic. (2023). Mental health conditions: Symptoms and causes.
Retrieved from https://www.mayoclinic.org/diseases-conditions/post-traumatic-stress-disorder/symptoms-causes/syc-20355967

Offers medical insights into mental health symptoms and contributing factors, relevant for understanding the psychological challenges of jobless young people.

National Institute of Mental Health. (2022). Mental health topics and treatment options.
Retrieved from https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd

Presents evidence-based data on mental health prevalence and treatment barriers, with implications for youth lacking employment or healthcare access.

World Health Organization. (2022). Mental health: Strengthening our global response.
Retrieved from https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

Highlights the need to improve mental health systems worldwide, especially for marginalized populations such as unemployed youth in developing regions.

Kessler, R. C., et al. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry, 62(6), 593–602.
https://doi.org/10.1001/archpsyc.62.6.593

Provides statistical insight into early life mental health disorders and their lasting effects, particularly among young individuals vulnerable to unemployment.

Yehuda, R., & Hoge, C. W. (2016). Evidence-based treatments for trauma-related mental health conditions. JAMA Psychiatry, 73(5), 433–434.
https://doi.org/10.1001/jamapsychiatry.2016.0150

Discusses trauma-informed care approaches with relevance for young people affected by unemployment-related stress and mental health issues.

Item 3: Add the link to the data set you've searched for relevant to your research questions. You can search for these data sets on platforms such as Kaggle.

Dataset Title: Mental Health Symptoms and Risk Factors Dataset (Military & Civilian Populations)
Source: Kaggle
Link: https://www.kaggle.com/datasets/zusmani/predicting-post-traumatic-stress-disorder-ptsd

Section 4: Research Report

Step 1: Analyze Interview Recordings

- Go through your interview notes and recordings.
- Identify essential points and themes that are common across all interviews.
- Collate information from the interviews to synthesize a couple of paragraphs explaining what you learned.

Step 2: Analyze Survey Responses

- Go through the survey responses and analyze them using the data analysis techniques shared in the course (and previous ones you've taken).

- Use your analysis to formulate a few paragraphs of insights that you can draw from the response data.
- Use the survey response data and analysis to create visualizations that support your analysis and insights.

Step 3: Analyze the Secondary Research Data Set

- Go through the data set you identified in your secondary research last week.
- Prepare the data for analysis using the techniques shared in the ENT 100—Foundations in Entrepreneurship course.
- Analyze the data to draw insights and answer the relevant research questions.
- Write a few paragraphs on what the data analysis resulted in and what insights were drawn from it.
- Use the data set and your analysis to create visualizations that help support your analysis.

Step 4: Document Your Findings in a Research Report

Use your analysis and research to write a detailed report on your findings. Your research report should be **1,000 to 1,500 words** and contain the following sections:

- **Introduction**
  - Briefly introduce the wicked problem you have identified
  - Describe the context and background of your topic
  - Identify the stakeholders and describe how they are affected/connected/influenced by the problem (Identify and select a diverse range of participants representing different stakeholder groups)
  - Define the specific objectives and the research questions.
- **Methods**
  Explain the details of the data collection you used in your research. Discuss your methods, like surveys, questionnaires, interviews, and focus groups. Describe the stakeholders who participated in your research, their relevance,

and your sample size (who was your targeted audience? What was your sample, how many did you include in your research, and why).

- **Data Analysis/Discussion**

  You will describe the data and results you collected in your research. In this section, you will include the following:

    ○ Findings: What did you find? You will only describe the conclusions of this part without adding your analysis. Use charts to present your findings.

    ○ Analysis: Examine your findings now thoroughly. What patterns do you see? Use graphs and charts to present your findings. What insights can you draw from the data?

    ○ Interpretation: What do the results mean? Analyze the data you have gathered while researching. Back up your claims with evidence from your research.

- **Structure and Presentation**

    ○ If necessary, divide the findings with appropriate headings to improve for a better understanding. Provide specific figures and facts that you discovered through your research.

    ○ Use visualizations, such as bar graphs, pie charts, line graphs, etc., to support your arguments. Place these visualizations in appropriate places in the report where they are being referred to.

- **Conclusion/Summary**

  At the end of the report, provide concluding remarks that consider all your analysis. You're not required to propose a solution now; just summarize the most important factors you've discovered in your research. You may focus on only one or two of the most important things you found related to the problem or its stakeholders.

You must write your report on a separate Google Doc. Once you've completed it and reviewed everything, save the report as a PDF with the naming convention

"FirstName_LastName_Week 6 Report.pdf". **Keep this report safe; you will submit it as part of the Graded Week 8 Assignment.**

You must also **copy-paste the text** of your finalized report into the space provided below. When copying your report, make sure to include any references and citations.

Research Report
Instructor: Natnael Tewodros

Introduction
Unemployment among youth is a growing concern that impacts mental health, social stability, and long-term economic prospects. This research explores the mental and emotional challenges faced by unemployed young people, particularly those in urban and semi-urban environments where job opportunities are limited and stigma around mental well-being is high.

The study investigates how prolonged unemployment affects motivation, identity, and interpersonal relationships. Key stakeholders include unemployed youth, their families, community leaders, counselors, and organizations focused on youth development.

Objectives of this research:

Understand the lived experiences of unemployed youth.

Identify emotional and psychological barriers they face.

Explore how social and cultural pressures affect their self-worth and access to opportunities.

Gather insights from stakeholders to propose community-led solutions.

Methods
To gather qualitative insights, two interviews were conducted with unemployed youth.

First interview: Nahom, a 22-year-old male actively seeking work but dealing with stress and discouragement.

Second interview: Betty, a 20-year-old female who has seen friends lose motivation and confidence due to joblessness.

The interviews were semi-structured and conducted via Telegram chat. Screen recordings were taken with consent to preserve accuracy.
No formal survey data was collected, but secondary data from global youth employment studies and mental health research was used to enrich the findings.

Stakeholders engaged in this study included:

Unemployed youth

Friends and family members

Community members and mentors

Career guidance advocates

Sample size: 2 interviewees (1 male, 1 female), selected for relevance and openness to share.

Data Analysis / Discussion
Findings
Key insights from the interviews:

Nahom shared that long-term unemployment has made him feel inadequate and emotionally drained. He often feels judged for "not trying hard enough," despite sending applications weekly.

Betty explained that many of her friends feel "stuck," and some even avoid social gatherings due to embarrassment about their jobless status.

Both interviews revealed:

Lack of emotional support and understanding from the community.

High levels of stress, self-doubt, and isolation.

A perception that youth unemployment is a personal failure rather than a systemic issue.

Analysis
Several recurring themes emerged:

Social stigma: Unemployed youth are often blamed or shamed instead of supported.

Gender norms: Males feel pressure to provide, while females often feel overlooked or underestimated.

Limited access to mental health or career guidance: Many youth don't know where to turn for emotional or professional support.

Digital spaces: Mentioned as possible platforms for connection, learning, or job searching, though not all youth have equal digital access.

Interpretation
This research underscores that youth unemployment is not just an economic issue but also a deep psychological challenge. Shame, fear of judgment, and lack of guidance leave many young people stuck in a cycle of hopelessness. Community-based initiatives, mentorship, and inclusive job-readiness programs could help break this cycle.

Structure and Presentation
Breakdown of themes:

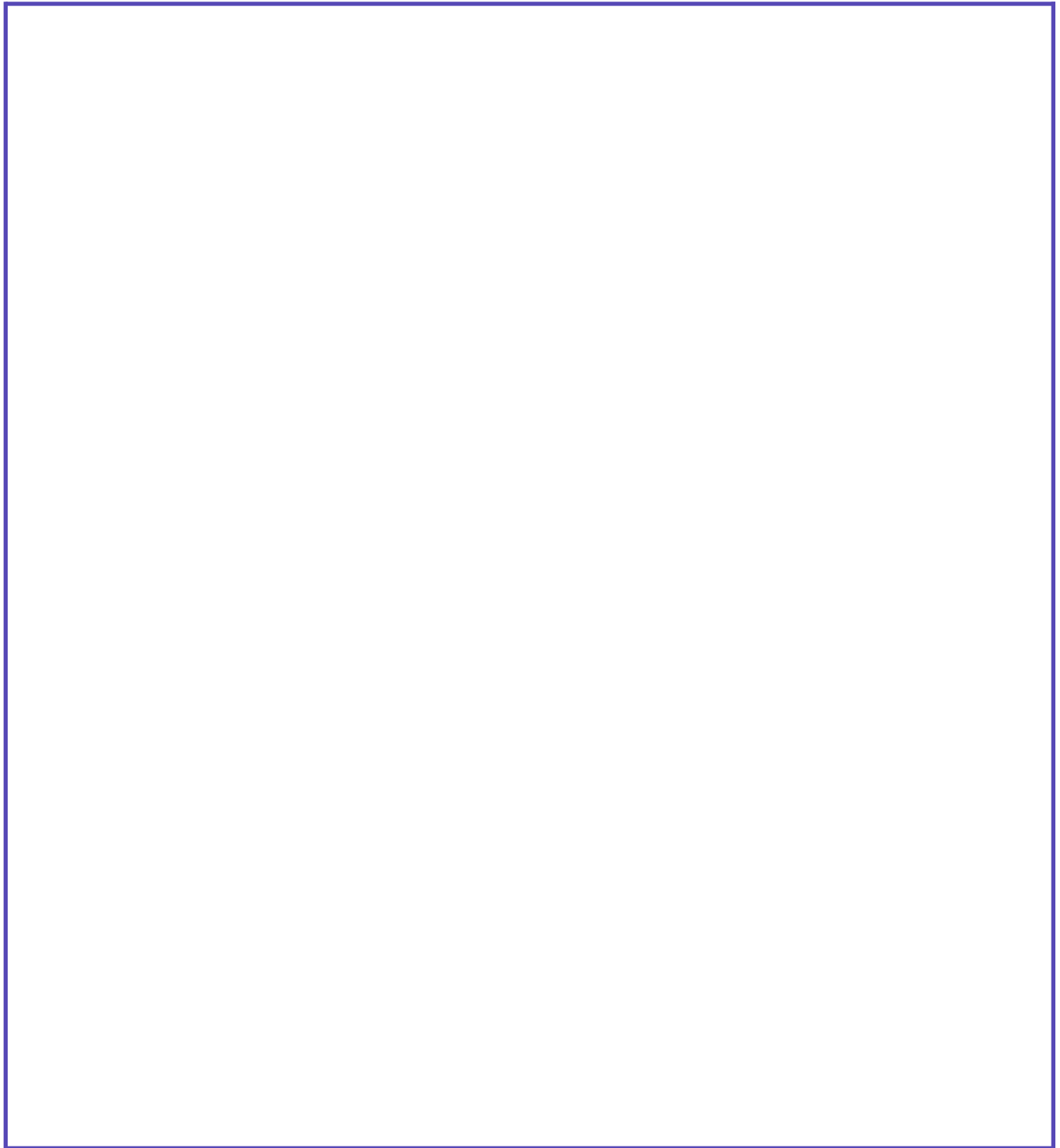Emotional fatigue: Common among males like Nahom.

Fear of judgment and invisibility: Noted by Betty, reflecting wider female youth experiences.

Desire for local, youth-friendly support networks: A shared need across interviews.

Conclusion / Summary
This study reveals that unemployed youth face a combination of internal and external challenges that go beyond the job market. From emotional exhaustion to community stigma, the journey is deeply personal and often lonely.

Addressing these realities requires holistic solutions: awareness, emotional support systems, job training, and mentorship. By listening to youth voices and investing in their growth, we can begin to create a more supportive environment for their future.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

[Research Gathering Rubric (Sections 1 to 3)](#)

[Research Report Rubric (Section 4)](#)

Part 10: Research Presentation

This week, you will create and finalize your presentation showcasing your understanding of the identified problem. Most of the content required for this presentation has already been completed in your previous workbook activities. However, you must revisit, refine, and update your responses from earlier weeks to ensure the best results. Please ensure that the presentation is **between 5 to 10 minutes**.

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- Video: How to record a presentation with Loom by Loom
- Creating Effective Powerpoint Slides by Trent University
- Video: How to Make Google Slides Look Good & Professional! *full tutorial* by Jeremy's Tutorials

Your Presentation Slide Deck

Once complete, convert your presentation slide deck into a PDF. You can find instructions on how to do so here. Rename the presentation PDF according to the convention "FirstName_LastName_Week 7 Presentation_ENT 110.pdf". Keep your PDF presentation slide deck safe with you, as you will be required to upload it as your **submission to Task 3 of the Graded Week 8 Assignment**.

Your Presentation Slide Deck Content

Copy and paste the content of your slide deck in the space below. Arrange this text neatly in the space provided. It should be in the same order on your slide deck.

Slide 1: Title Slide
Hello everyone, my name is Natnael Tewodros, and today I'm excited to share my research journey into understanding youth unemployment and its deep impact on individuals and society.

Slide 2: Introduction to the Problem
Let's begin by looking at why this topic matters. Youth unemployment is not just a lack of jobs—it's about lost potential, mental strain, and the feeling of being left behind. My research focused on understanding why so man young people struggle to find work, and how this affects their lives.

Slide 3: Context & Background
Zooming in, we see that youth unemployment is especially high in urban and semi-urban areas where job opportunities are limited, competition is fierce, and support systems are often weak. This issue affects both educated and non-educated youth and can lead to long-term social and economic exclusion.

Slide 4: Stakeholders Involved
This is not a one-person issue—it affects a network of people. Key stakeholders include:

Unemployed youth

Families who support them

Employers

Government agencies and job programs

Community and NGO leaders
Each plays a role in either solving or worsening the problem.

Slide 5: Research Objectives
To understand the problem better, I defined the following goals:

Explore the lived experiences of unemployed youth

Identify major barriers to employment (education, skills, networks, etc.)

Examine the role of community, education, and policy

Gather insights to design better support systems

Slide 6: Research Methods
To meet these goals, I used a mixed research approach:

Interviews: I spoke with two young people actively seeking jobs

Surveys: I gathered responses from youth and community members

Secondary Research: I explored datasets and sources like the ILO and local labor reports

Slide 7: Interview Findings
From the interviews:

Nahom, a 22-year-old graduate, spoke about his struggles applying for jobs despite having a degree. He feels discouraged and unsupported.

Betty, a 20-year-old high school graduate, shared how social pressure and lack of connections make her feel stuck.

Both interviews revealed:

Emotional distress from job rejection

A sense of hopelessness and isolation

A strong desire for practical, community-based solutions

Slide 8: Secondary Research Results
From secondary research:

Youth unemployment rates in many regions exceed 25%

Barriers include lack of experience, skills mismatch, and limited job networks

Programs focused on internships, apprenticeships, and digital literacy show promise but are underfunded or poorly implemented
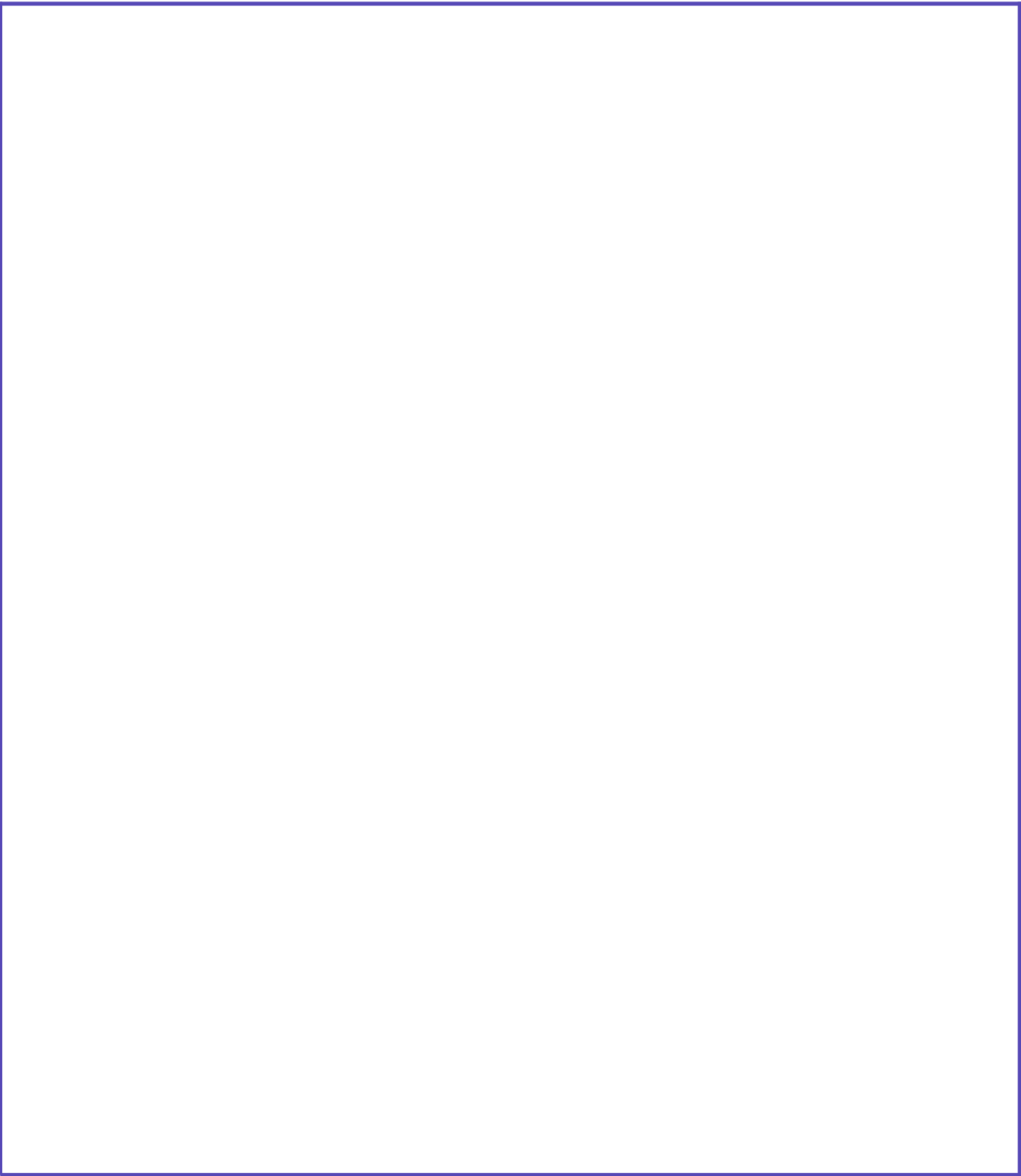
Slide 9: Analysis & Interpretation
What do all these findings tell us?

The problem is not just a lack of jobs—it's a lack of preparation, support, and connection

Stigma plays a big role—being unemployed often feels like a personal failure

Youth are eager to contribute, but they need access to training, mentorship, and opportunities

Slide 10: Conclusion
Here are the four key takeaways from my research:

Lived Experience: Youth unemployment affects mental health and confidence

Barriers: From education gaps to lack of networks

Support Systems: Youth want community programs, mentorship, and fair chances

Policy Change: We need investment in youth-led and youth-focused employment solutions

Slide 11: Thank You
To wrap up: Youth unemployment isn't just an economic issue—it's about dignity, dreams, and the future. Thank you for listening, and I hope this research inspires deeper action and empathy toward empowering young people with meaningful work.

Your Presentation Video Recording

Upload your completed presentation recording video to Google Drive and get the share link. Rename the file according to the convention "FirstName_LastName_Week 7 Presentation_ENT 110.mp4". You will be pasting this link as your **submission to Task 4 of the Graded Week 8 Assignment**. Ensure the link share settings are set so that "Anyone with the link" can "view."

https://drive.google.com/file/d/1HkIKMj3eC2u-JNrc3Z3RcYhl2Mp30xc1/view?usp=drive_link

Your Presentation Video Script Content

In the space **on the next page**, write out or copy-paste the script/transcript of your video presentation. Ensure you've reviewed it to ensure accuracy, primarily if you've used a transcription tool to get the script. Sometimes, the tool might transcribe a word or phrase incorrectly.

Hello everyone, my name is Natanim Aklilu, and today I'm excited to share my research journey into understanding the challenges faced by unemployed youth and the profound impact this issue has on individuals and society.

To start off, let's take a quick look at why this topic matters so much. Youth unemployment is more than just a statistic—it's a deeply personal and complex challenge that millions of young people silently face every day. My research focused on exploring the causes of youth unemployment, the people it affects, and why it remains such a persistent and often overlooked issue.

Now, let's zoom in and define the core problem I aimed to tackle. Despite ongoing efforts, youth unemployment continues to be a major barrier to economic and social well-being. Many young adults struggle in silence, facing obstacles like lack of skills, limited opportunities, and social stigma, which prevent them from finding meaningful employment and support.

Of course, this problem doesn't exist in isolation—it touches many lives. Let's meet the key stakeholders involved. The journey affects many — unemployed youth themselves, families, employers, educational institutions, government agencies, and society at large through economic productivity and social stability. Each stakeholder plays a critical role in either perpetuating or alleviating this challenge.

To better understand these perspectives, I first set clear research goals. My goals were to understand the lived experiences of unemployed youth, identify key barriers to employment, uncover their emotional and practical needs, and explore existing support systems and potential solutions.

With these objectives in mind, I moved forward to design my research strategy. I conducted interviews with two young individuals—Nahom and Betty—to gain personal insights. I also ran a small survey targeting youth who are unemployed or underemployed. Finally, I gathered secondary data from credible sources like the International Labour Organization.

Now, let's look at the key themes that emerged from collecting all this information. My interviews revealed deep feelings of frustration, hopelessness, and anxiety about the future. Survey responses echoed these themes—highlighting barriers like lack of skills training, limited job opportunities, and social stigma.

To understand this even deeper, I organized the findings visually. Three powerful insights stood out. First, many youths feel overlooked or underestimated by society. Second, the lack of effective career guidance and training worsens their situation. And third, even small gestures of encouragement from family or community can make a huge difference.

Here's a quick visual representation of some of these key points. As you can see from the graphs, lack of access to training and opportunities were the top barriers identified. Meanwhile, community and family support ranked highly as a critical factor for resilience.

So, what major lessons can we take away from all this research? My research uncovered four key themes:

Lived Experience & Emotional Reality — Youth unemployment is an emotional struggle often hidden behind statistics.

Barriers to Opportunity: Skills & Access — Lack of training and opportunities remain huge challenges.

Community Power: Support Systems — Healing and hope often start at home with support from loved ones.

Education & Empathy: The Path Forward — Long-term change requires education, empathy, and inclusive policies.

And finally, let me wrap everything up with a few closing thoughts. In summary, youth unemployment isn't just an economic issue—it's a human story of resilience and potential. Understanding this better is not just helpful—it's essential to building a future where young people can thrive and contribute fully.

Before I end, a sincere thank you to everyone who gave their time and trust in sharing their experiences. Thank you so much for listening. I hope my research sheds more light on the hidden struggles of unemployed youth and inspires more empathy wherever we go.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Presentation Rubric

Part 11: Solution

What is a solution to the root causes you've identified?

A solution statement is a detailed blueprint of the design of each solution you have prioritized. It tells why and how each solution will solve the problem and provides a clear direction or vision of how your solutions will move the project forward.

Guidelines to keep in mind

- What's the solution?
- How does it work?
- What are its top features?
- Who would implement it?
- Who will it benefit?
- How will you get your solution to your users?
- What's the unique selling point of your solutions?

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- EVALUATING THE SOLUTIONS by ITS Education Asia
- 2 Steps to Determine the Best Possible Solution to Any Problem by The Entrepreneur

Section 1: Mind Map

Upload your completed mind map to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

https://drive.google.com/file/d/1J7EBiCdkHL-zQJOUsX28LRMo5dvkRa94/view?usp=drive_link

Section 2: Solution Statement

In the space below, write out your solution statement.

A multi-level support system designed to address unemployment, mental health struggles, and social isolation among youth through skill-building, peer support, and accessible resources. This program is built on empathy, opportunity, and inclusion, targeting unemployed young people who face economic hardship, low self-esteem, and lack of access to career guidance. By combining peer networks, mobile career clinics, mental health support, and digital tools, we create a safety net that helps youth regain confidence, develop skills, and connect with meaningfu opportunities. How It Works: The program integrates local mentorship, mobile support units, digital job-matching, and mental wellbeing workshops into a single ecosystem. Instead of treating unemployment as just an economic issue, we address the emotional and social barriers that keep young people stuck in cycles of discouragement. Key Features: o Peer-led "Future Circles" – Weekly meetups in community centers, libraries, and schools where unemployed youth share struggles, set goals, and hold each other accountable. o Mobile Opportunity Units – Vans that travel to underserved neighborhoods offering: Free career counseling & resume workshops Mental health check-ins & stress management sessions Connections to local job fairs and training programs o "Skills for Tomorrow" Digital Hub – An app featuring: Free online courses (digital skills, trades, freelancing) Anonymous mental health chats with trained peers Job listings tailored to entry-level and apprenticeship roles o Community Awareness Campaigns – Fighting the stigma of unemployment through: Social media storytelling (highlighting youth success journeys) Local radio/podcast interviews with employers and mentors Workshops on overcoming self-doubt and rejection Implementation Partners: Local NGOs & youth organizations Government employment agencies Mental health professionals Tech startups (for digital skills training) Small businesses (for apprenticeships) Who Benefits? Unemployed youth (ages 18–35) Those at risk of long-term unemployment due to lack of guidance Young people struggling with anxiety or hopelessness about their future Communities with few job opportunities Distribution Plan: Partner with libraries, mosques/churches, and cafes to host "Future Circles." Deploy mobile units via partnerships with municipal job centers. Promote the app through influencers, schools, and unemployment offices. Run awareness campaigns on TikTok, WhatsApp, and local radio. Unique Selling Point: This isn't just another job board—it's a holistic support system that recognizes unemployment isn't just about skills; it's about confidence, mental resilience, and social connections. By blending peer support, practical training, and emotional care, we help young people rebuild their futures—on their own terms.

Part 12: Lean Canvas

You can create your version of the Lean Canvas or use a tool like Canva. We have this template for you to download and use when creating your Lean Canvas. If building your own, ensure you have all the components in there.

To complete your Lean Canvas, define the problem and your proposed solution clearly and concisely. Craft a unique value proposition, identify your target customer segments, and outline how you will reach them through specific channels. Establish key metrics to measure success, detail the cost structure of your solution, and define potential revenue streams. Ensure each section is well-reasoned, based on your research, and neatly recorded in Part 11 of your workbook.

For more details, see your course's "Activity: Lean Canvas for Your Solution" section.

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- Video: Lean Canvas Example by ChannelX
- Lean Canvas by Business Model ToolBox

Section 1: Lean Canvas

Upload your completed Lean Canvas to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

https://drive.google.com/file/d/1WZf2n2-HR4P4gsWUDiMHV7Xl-8t-E5rO/view?usp=drive_link

Section 2: Lean Canvas Components

In the space below, copy-paste the text from each part of your lean canvas.

Problem: Write your problem statement here	- High youth unemployment rates - Lack of relevant skills and training - Limited access to job opportunities or networks
Solution: Write your solution statement here.	- Online/offline training programs in market-demand skills (e.g., tech, crafts, entrepreneurship) - Job matching platform or partnerships with employers - Mentorship and career counseling
Key Metrics: List the key numbers that tell you how our business is	- Number of youth trained - Number of job placements - Retention rate in employment after 6 months - Engagement rate on platform Unfair Advantage

doing.	
Unique Value Proposition: Craft a single, clear, compelling message that states why you are different and worth paying attention to.	"Empowering unemployed youth with practical skills, mentorship, and job placement to jumpstart their careers."
Channels: List your path to customers (inbound or	- Social media (Facebook, Instagram, TikTok) - Community centers and youth clubs - Universities and training institutes - Mobile app or website

outbound).	
Customer Segment: List your target customers and users and your ideal customers' characteristics.	- Unemployed youth (ages 18-30) - Recent graduates - Young people in rural/urban areas struggling to find work
Customer Relationship: List your approach to establishing relationships with your customer.	- Strong network with local employers and NGOs - Customized training based on market demand - Community trust and reputation
Cost Structure: List all your costs and their sources.	- Content development and trainers - Platform development and maintenance - Marketing and outreach - Staff salaries and admin costs

Revenue Streams: List and describe all your sources of revenue.	- Training program fees (subsidized or tiered) - Partnership fees from companies hiring youth - Grants and donor funding for social impact

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Lean Canvas Rubric

Part 13: Personal Website

This activity involves building a personal website to document and showcase your entrepreneurial journey. Use the website to highlight the problem you're addressing, your solution, and the development of your prototype. This will serve as an ongoing portfolio of your work.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- Make a FREE Website with Weebly | Weebly Tutorial 2024 by How to Digital
- How To Create A Free Website With Google Sites by Steward Gauld
- How To Create Simple Website Using Bubble.io 2024! (Full Tutorial) by Titan

Provide the link to your website in the space below. **You will also submit this link in Task 2 of the Graded Week 11 Assignment.**

https://sites.google.com/view/venture-personal-website/home

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

No Code Tools Activity Rubric

Part 14: Project Management Tools

In this activity, you will create a project using Trello or Asana to organize tasks, set deadlines, and effectively manage your workflow. This will allow you to reflect on your time management and productivity tools. This activity will help you apply project management techniques. You will use Trello or Asana to discuss productivity tools and share insights and experiences with fellow learners.

Step 1: Set Up a Project Management Tool

- Chooer Trello or Asana and create an account (if you don't already have one).
- Name a project appropriately (e.g., "Weekly Tasks Management").
- Add tasks to your project board, ensuring they are relevant and manageable for the coming weeks.
- Assign realistic deadlines to each task.

Step 2: Organize Your Workflow

- Use Trello's columns (e.g., "To-Do," "In Progress," "Completed") or Asana's sections or timeline view to arrange tasks logically.
- Update your workflow as you progress through tasks.

Step 3: Post on eHub

- Take a screenshot of your Trello/Asana project board.
- Create a post on eHub, including:
  - The screenshot of your project board.
  - A discussion on:
    - Productivity tools you use to manage time and meet deadlines.
    - Tools you've already used vs. those you discovered in the course.
    - What works well, what's missing, and how you use them to stay organized.
- Respond to at least two peers' posts on eHub.

Section 1: Screenshot of Asana/Trello Project

Upload your finalized Asana/Trello project screenshot to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space provided below.

> https://drive.google.com/file/d/17lipkR6nvcFP7SD3-bvcExTkSq4_6o4N/view?usp=sharing

Section 2: Screenshot of eHub Post

Upload your finalized eHub post screenshot to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space below.

> https://drive.google.com/file/d/1kjLJTufwkmE2-k4t3ER49HQ1S64YuJoA/view?usp=drive_link

Section 3: Screenshot of Peers' Response Post

Upload your finalized responses to your peers' eHub, post screenshots to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space provided below.

> https://drive.google.com/file/d/1kjLJTufwkmE2-k4t3ER49HQ1S64YuJoA/view?usp=drive_link

Section 4: eHub Post Text

Copy the text of your eHub post and paste it in the space provided below. Make sure it addresses all the questions mentioned in the activity.

This week, I used Asana to organize tasks in my ENT 110 venture journey. I created a board with clear deadlines, subtasks, and project phases. It helps me stay on track, and I can update it daily.

Part 15: Update Your Lean Canvas

In this activity, you will revisit and refine your Lean Canvas to integrate insights from the Lean Startup methodology, the importance of MVPs (Minimum Viable Products), and your understanding of early-stage challenges. This refinement will help you create a more strategic and actionable framework for your venture. **Focus on solution features, target customer segments, channels, and key metrics.**

Section 1: Updated Lean Canvas

Upload your updated Lean Canvas to your Google Drive and share the link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

> https://drive.google.com/file/d/14xkNUz1W3Xrb1pYxXCAEEYawKZdMTCr1/view?usp=drive_link

Section 2: Updated Lean Canvas Components

In the space below, copy-paste the text from each part of your lean canvas.

Problem: Write your problem statement here	1. Difficulty managing Equb contributions effectively 2. Lack of digital trust for group savings 3. Manual record-keeping causing errors

Solution: Write your solution statement here.	MVP includes user registration, contribution tracking, notifications, and digital records
Key Metrics: List the key numbers that tell you how our business is doing.	Number of active groups, monthly contributions processed, user retention rate, user satisfaction score

Unique Value Proposition: Craft a single, clear, compelling message that states why you are different and worth paying attention to.	A simple, secure app that automates Equb management to save time and build trust among members.
Channels: List your path to customers (inbound or outbound).	WhatsApp groups, local community centers, social media ads targeted at youth

Customer Segment: List your target customers and users and your ideal customers' characteristics.	Young professionals in Addis Ababa using informal saving groups Tech-savvy users looking for digital Equb solutions
Customer Relationship: List your approach to establishing relationships with your customer.	Deep community ties and understanding of local savings culture

Cost Structure: List all your costs and their sources.	App development, minimal marketing spend on social media ads, customer support
Revenue Streams: List and describe all your sources of revenue.	Freemium model: free basic use + premium features like analytics and priority support

Rubric

Click the link below to create a copy of the activity below. The rubric document will open in a new window. When prompted, click "Make a copy" to save a copy on your Google Drive.

[Lean Canvas Rubric](#)

Part 16: Low Fidelity Prototype

In this activity, you will create a low-fidelity prototype of your proposed solution/product. This prototype will serve as your idea's initial functional representation, allowing you to prioritize user experience and incorporate feedback into the design. The goal is to showcase how your solution effectively addresses user needs.

Resources

Go through the following resources to help you complete this activity before you start.

Required Resources:

- [Rapid prototyping sketching](#) by Google startups
- [Rapid prototyping digital](#) by Google startups

Step 1: Identify and Outline Essential Features

- Understand Your Solution and List the Features:
  - Revisit your Lean Canvas and solution statement from Part 12 of your Workbook.
  - Review the features of your product or service that are critical to solving the problem and delivering value to your users.
  - Create a list of the essential features your prototype must include.
  - Ensure these features align with user needs and the problem you are solving.

Step 2: Design the Prototype

- Create a Basic Version:
  - Focus on the core functionality of your product/service.

- ○ If your solution is non-functional (e.g., a concept or design you can't directly interact with), map out how the features will look and interact.
- Prioritize User Experience:
  - ○ Ensure simplicity and ease of navigation.
  - ○ Design with your end user in mind—consider how they will interact with and use the solution.
  - ○ Anticipate and address common user scenarios during the design phase.
  - ○ Ensure the prototype demonstrates how your solution will be used in a real-world context.

Step 3: Create a Video of the Prototype

- Record Your Prototype in Action.
  - ○ Use a screen recording tool (digital prototypes) or a camera (physical prototypes).
  - ○ Demonstrate essential features, showing how they will work and benefit the end user.
- Keep It Concise:
  - ○ Limit the video to 2 minutes or less to clearly and effectively present the prototype.

Low-Fidelity Prototype Video Link

Upload your low-fidelity prototype video to Google Drive and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below. **You will also submit this link in Task 3 of the Graded Week 11 Assignment.**

https://docs.google.com/document/d/107xMxzD2UgF1jrYAoHqqHezNXgCSUi3aPcJT8mRR84 A/edit?usp=sharing

Rubric

Click the link below to create a copy of the activity's rubric below. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Low-Fidelity Prototype Video Rubric

Part 17: User Feedback

Now that you've developed a low-fidelity prototype of your solution, it's time to test it with real users to gather meaningful feedback. This activity will help you refine your prototype based on user perspectives, ensuring it better aligns with their needs and expectations.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- [Incorporating user feedback: iterative design and continuous improvement](#) by Matthew Johnson

Step 1: Identify and Select Target Users

Identify Your Test Users:

- Select at least two individuals who fit the profile of your target users.
- These should be users who are likely to engage with or benefit from your solution.

Plan the User Tests:

- Schedule time with your selected users to present your prototype.
- Ensure they have sufficient time to review and interact with your prototype.

Section 1: Your Test Users

In the space below, provide details of the test users you have shortlisted to conduct your user tests. Include their name, occupation, and demographic information such as age, gender, location, etc.

Test User 1	Name: Hiwot Alemayehu Occupation: Recent University Graduate (Job Seeker) Age: 24 Gender: Female Location: Addis Ababa, Ethiopia Reason for Selection: Hiwot has been actively seeking employment for over 6 months and is exploring creative ways to earn income. Her perspective is valuable for understanding how the solution could support unemployed youth like herself.
Test User 2	Name: Samuel Degu Occupation: Freelance Graphic Designer (Self-Taught) Age: 22 Gender: Male Location: Hawassa, Ethiopia Reason for Selection: Samuel turned to freelancing after struggling to find a formal job. He represents youth who are creating their own paths in the creative sector and can provide insight into how digital solutions can empower unemployed or underemployed youth.
Test User 3	Name: Rediet Mesfin Occupation: TVET Student (Multimedia & Design) Age: 20 Gender: Female Location: Dire Dawa, Ethiopia Reason for Selection: Rediet is currently building creative skills but worries about employment after graduation. She represents youth in training and can reflect on whether the solution prepares and connects them with real-world opportunities.
Test User 4	Name: Yonatan Kebede Occupation: Unemployed High School Graduate Age: 19 Gender: Male Location: Gondar, Ethiopia Reason for Selection: Yonatan left school and hasn't found stable work. He's eager to learn skills and start something of his own. His input will help you understand how to reach and support youth at earlier career stages.

Test User 5	Name: Eyerusalem Tadesse
	Occupation: Founder of a Small Handmade Crafts Business
	Age: 25
	Gender: Female
	Location: Mekelle, Ethiopia
	Reason for Selection: Eyerusalem is a young entrepreneur who created her own job after being unemployed. She has practical experience that could help shape features that support youth-led startups and creative hustles.

Step 2: Present Your Prototype

Introduce the Prototype:

- Provide a brief overview of the purpose of your prototype and what you aim to learn from their feedback.
- Highlight that this is a preliminary version, and user input is essential for improvement.

Walk Through the Prototype:

- Demonstrate the functionality, layout, and purpose of the prototype.
- Allow users to interact with the prototype independently to simulate actual usage.

Step 3: Gather Feedback

Encourage Honest Input:

- Ask users to share their thoughts on usability, clarity, and missing features.
- Use open-ended questions such as:
  - What do you find easy or difficult to use?
  - Is there anything unclear or confusing?
  - What features do you think are missing or unnecessary?

Record Observations and Comments:

- Take detailed notes or record the session (with the user's permission) to capture their feedback accurately.
- Categorize comments based on key themes (e.g., usability, design, functionality).

Section 2: User Test Feedback

In the space below, list **at least 5 feedback points** received during the user tests. We recommend organizing the feedback into categories (e.g., usability, clarity, missing features).

During the user tests, participants provided several valuable insights to improve the platform. Many found the navigation confusing at first, mentioning they weren't sure where to begin, which suggests a need for a clearer onboarding experience. Some users also pointed out that certain terms like "micro-opportunity" and "skill badge" lacked clarity, making it hard to understand the platform's purpose without additional explanation. A key piece of feedback was the absence of a community or networking feature, as users expressed interest in connecting with peers facing similar challenges. Additionally, the job categories presented felt mismatched to their creative interests, with too many listings unrelated to fields like design or content creation. Lastly, the overall design and tone of the platform felt too formal and didn't resonate emotionally; users recommended incorporating more youthful and motivational elements such as success stories and visual goal tracking to make it feel more engaging.

Step 4: Analyze and Reflect
Review the Feedback:
- Summarize the insights from the user tests, focusing on patterns or recurring themes.

- Highlight at least 5 points of feedback that stand out.

Plan Prototype Improvements:

- Identify at least 3 actionable changes you plan to make in the next iteration of your prototype.
- These should address the most critical feedback points to enhance the prototype's usability and effectiveness.

Section 3: Next Steps

In the space below, list at least three things you intend to do with your prototype now that you have received feedback from test users.

Based on the feedback from test users, I plan to make several improvements to my prototype. First, I will add a simple onboarding tutorial to guide new users through the platform and help them understand how to get started. Second, I intend to revise and simplify the language used throughout the app, especially around key terms, to make the content clearer and more relatable for youth. Finally, I will begin designing a basic community feature, such as a discussion board or peer network, to foster collaboration and support among unemployed or self-employed young creatives.

Part 18: Final MVP Prototype

In this activity, you will integrate feedback from your medium-fidelity user tests to finalize a high-fidelity prototype of your solution. This high-fidelity prototype will serve as your Minimum Viable Product (MVP), showcasing all the key features and interactions necessary to address your target users' needs.

Resources

We recommend you go through the following resources to help you complete this activity before you get started.

Optional Resources:

- Product Design and Development: Phases and Approach by Hemant M. Patil, Saurabh S. Sirsikar and Nitin N. Gholap

Section 1: Developing Your Prototype's Next Iteration

In the space below, provide details of the test users you have shortlisted to conduct your user tests. Include their name, occupation, and demographic information such as age, gender, location, etc.

Test User 1	Hiwot Alemayehu - 24-year-old female, recent university graduate and active job seeker, based in Addis Ababa.

Test User 2	Samuel Degu
	– 22-year-old male,
	self-taught freelance graphic designer from Hawassa, with experience navigating the creative gig economy.

In the space below, list at least two things you intend to do with your prototype now that you have received feedback from test users on your medium-fidelity prototype.

After receiving feedback from my medium-fidelity prototype tests, I plan to take two key actions to improve the next iteration. First, I will enhance the user interface design by creating a more intuitive and welcoming onboarding experience to help new users navigate the platform with ease. Second, I will incorporate a community feature, allowing users to connect, share ideas, and collaborate—responding directly to their desire for peer support and interaction within the platform. These updates aim to make the high-fidelity prototype more engaging, relevant, and user-friendly for young unemployed creatives.

Section 2: Final MVP Prototype

Upload your high-fidelity prototype video to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below. **You will also submit this link in Task 2 of the Graded Week 15 Assignment.**

https://drive.google.com/file/d/14QKfSvuq6u0JKFUISAulvBxhqiUvGFFK/view?usp=drive_link

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

High-Fidelity Prototype Video Rubric

Part 19: Budgeting

This activity will guide you through creating a comprehensive budget for your startup. A well-defined budget will help you understand your venture's financial requirements, allow you to project potential revenue sources, and give you a clearer picture of its economic viability and sustainability.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- How to create a budget for your business by Bank of America
- Video: How To Build A Startup Company Budget! A Step-By-Step Guide by The Financial Controller

Step 1: Download and Review the Budget Table Template

Step 2: Identify and List Expenses

Startup Costs:

- List one-time expenses like equipment, licensing fees, or initial marketing costs.
- You must identify at least 3 such expense items.

Operational Costs:

- Include recurring expenses such as rent, utilities, salaries, and software subscriptions.
- You must identify at least 5 such expense items.

Production Costs:

- If applicable, detail costs related to producing your product or service.
- You must identify at least 3 such expense items.

Marketing Costs:

- Include expenses for campaigns, advertisements, or other promotional activities.
- You must identify at least 3 such expense items.

Ensure each cost is specific, realistic, and backed by reasonable assumptions and research.

Step 3: Identify Revenue Sources

List all potential income streams for your business:

- Product Sales: Revenue from selling your product.
- Service Revenue: Income generated from services you plan to offer.
- Subscription or Membership Fees: Recurring income streams from customers.
- Partnership or Licensing Deals: Funds obtained through collaborations or licensing agreements.

For each revenue stream:

- Project the amount you expect to earn within a period (e.g., monthly, quarterly, or annually).
- Ensure these projections are backed by reasonable assumptions and research.
- You must identify at least 3 such expense items.

Step 4: Populate the Budget Table

Open the Part 19 Budget Table Template that you downloaded, and fill in each section with the details you have identified:

- Input all expenses under the appropriate categories (e.g., startup, operational, marketing).
- Add all revenue projections with precise descriptions and time frames.
- Double-check your calculations to ensure accuracy.
- You can add and remove rows to fit your requirements.

Step 5: Analyze Your Budget

Balance Your Budget:

- Compare total expenses with total projected revenue.
- Ensure the venture's financial plan is sustainable.
- We highly recommend reviewing material related to Google Workspace skills from ENT 100: Foundations in Entrepreneurship on how to use Google Sheets to do so.

Highlight Key Insights:

- Note areas where costs could be reduced or revenue increased.
- Document Any Assumptions:
- Include a brief explanation of assumptions made for revenue projections or expense estimates.

Step 6: Submit Your Budget

- Save the updated workbook file with the following naming convention:
  - *FirstName_LastName_StartupBudget.pdf*
- Upload your completed workbook to your Google Drive, and get the share link.
- Ensure the share settings are set to "Anyone with the link" can "view."

In the space below, please provide the link to your completed budget. **You will also submit this link in Task 3 of the Graded Week 15 Assignment.**

https://docs.google.com/spreadsheets/d/1_JMFtKyuffx8KzGGRpKfmYQXKwRWK8s_MrplLz_MIOk/edit?usp=drive_link

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Budgeting Rubric

Part 20: Discussion Activity: The Revenue Model for You

This activity will help you reflect on and select the most appropriate revenue model for your venture. Discussing with your peers will give you valuable insights into different revenue models and how they align with various business ventures.

Step 1: Research and Reflect

Research Revenue Models:

- Revisit the revenue models discussed in the course.
- Conduct additional research, if needed, on how these models apply to businesses similar to yours.

Reflect on Your Venture:

- Consider your product or service's unique aspects, target market, and competitive landscape.
- Choose the revenue model that best aligns with these characteristics.

Prepare Your Reflection:

- Address the following in your post:
  - What revenue model have you selected for your venture?
  - Why is this model the best fit for your business?
  - How does it align with your product/service, target market, and competition?

Step 2: Post on eHub

Create Your Post:

- Log in to eHub and navigate to your squad.

- Create a post and share your reflection, explaining your selected revenue model and rationale in detail.
- Use clear, concise language, and aim for 150–200 words.

Engage with Peers:

- Read at least 2 posts by other learners.
- Respond thoughtfully to their reflections, sharing constructive feedback, additional perspectives, or questions.

Step 3: Document Your Activity

Take Screenshots:

- Capture screenshots of:
  - Your original post on eHub.
  - Your responses to at least 2 peers' posts.

Upload to Google Drive:

- Save your screenshots in a clearly named folder.
- Upload the folder to your Google Drive and set the share settings to "Anyone with the link" can "view."
- Copy the share link.

Section 1: Your eHub Screenshots

In the space below, provide the link to the screenshot of your eHub post.

https://drive.google.com/file/d/1kjLJTufwkmE2-k4t3ER49HQ1S64YuJoA/view?usp=drive_link

In the space below, provide the links to the screenshots of your responses to your peers' posts. You have to share at least two in the form of a list.

https://drive.google.com/file/d/1kjLJTufwkmE2-k4t3ER49HQ1S64YuJoA/view?usp=drive_link

Section 2: Your eHub Post

Copy and paste the full text of your eHub reflection post into the space provided below.

I chose a freemium revenue model with partnerships for my youth unemployment platform. It allows free access to most users while offering paid premium features like advanced courses and job listings. This suits my target market of young creatives with limited funds and helps build sustainable income through subscriptions and employer partnerships.

Part 21: Pitch Deck and Feedback

Step 1: Create Your Pitch Deck

Content Requirements:

- Problem: Clearly outline your problem and why it's significant.
- Affectees: Describe the individuals or groups affected by the problem.
- Solution: Present your solution, highlighting how it addresses the problem effectively.
- Product/MVP Details: Include visuals or descriptions of your product or Minimum Viable Product (MVP).
- Business Plan:
  - Budget overview (from your Workbook's Part 19).
  - Revenue model (from your Workbook's Part 20).
  - Select key elements from your Lean Canvas (Part 12 of your Workbook).
- Your Ask: Specify what you need (e.g., funding, partnerships, resources) to scale or launch your venture.

Structure Your Slides:

- Use clear and logical flow.
- Limit each slide to key points and visuals.

Design Your Deck:

- Use a professional and visually engaging design.
- Ensure readability with consistent fonts, colors, and formatting.

Step 2: Connect with a Peer on eHub

Find a Peer:

- Log into eHub and navigate to your squad.

- Post a message indicating you're looking for a peer to review pitch decks. Respond to a peer's post or collaborate with someone who contacts you.

Schedule a Meeting:

- Coordinate a convenient time to meet with your peer via Zoom, Google Meet, or any other video conferencing tool.
- Allocate enough time for both of you to present your pitch decks and provide feedback (suggested: 30–40 minutes per person).

Step 3: Present and Receive Feedback

Present Your Pitch Deck:

- Share your screen and walk your peer through your pitch deck.
- Emphasize your venture's key points and ask for specific feedback on:
- Content: Clarity and completeness of the message.
- Structure: Logical flow and organization of the pitch deck.
- Design: Visual appeal, professionalism, and usability.

Provide Feedback to Your Peer:

- Listen attentively to your peer's presentation.
- Offer constructive feedback based on the same criteria: content, structure, and design.
- Ensure feedback is specific, actionable, and supportive.

Step 4: Revise Your Pitch Deck

Review Feedback:

- Summarize the feedback you received from your peer, categorizing it into:
- Content improvements.
- Structural enhancements.
- Design adjustments.

- Implement Changes:
- Use the feedback to revise your pitch deck.
- Focus on areas where your peer suggested improvements.

Section 1: Your Peer's Details

Please provide your feedback partner's details in the space below, including their name and email address.

Name adoney tewodros
Email adonidonay9@gmail.com

Section 2: The Feedback

In the space provided below, share the list of feedback that you received from your peer. Categorize it into content, structure, and design.

Feedback on Content	Both peers suggested adding more clarity and depth to the problem statement by including real data or personal stories to make it more relatable. They also recommended being more specific about how the solution directly supports unemployed youth, and one pointed out that the unique selling point of the product needs to stand out more clearly. Additionally, they advised simplifying technical terms for better understanding.

Feedback on Structure	One peer recommended reordering the slides so the "Solution" directly follows the "Problem" for a smoother narrative flow. The other suggested separating the MVP visuals and description into their own slide for better focus. Both peers agreed that the "Ask" slide could be stronger if it clearly stated what is needed (e.g., amount of funding, type of partnerships) and why.
Feedback on Design	Design feedback from both peers focused on consistency and visual balance. They pointed out some text-heavy slides that could benefit from more visuals or icons. Font sizes and colors should be made more consistent across all slides, and one suggested using branded color themes to improve the overall professionalism and visual appeal of the deck.

Section 3: Your Final Pitch Deck

After improving and incorporating feedback, convert your final pitch deck into a PDF format and upload it to your Google Drive. Set the share settings so that "Anyone with the link" can "view." Copy the share link and paste it in the space provided below. **You will also submit this link in Task 4 of the Graded Week 15 Assignment.**

https://drive.google.com/file/d/1RNXIIRZppgf5w8QYlZWp8Pm1_wc0mkkZ/view?usp=sharing

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Pitch Deck Rubric

Part 22: The Final Pitch

This activity is the culmination of your 15-week journey in this course. You will create a polished, professional pitch that showcases your venture's problem-solving journey, from identifying the problem to developing a solution, prototyping, and creating a business model. Your final deliverable will be a narrated pitch deck video demonstrating your learning, insights, and entrepreneurial growth.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- [What makes a good business pitch](#) by British Business Bank
- [Creating the pitch deck for the startup by](#) the ULP

Step 1: Refine Your Pitch Deck

Review Your Deck:

- Open the pitch deck you created in last week's activity.
- Review any feedback you received and identify areas for improvement in content, structure, and design.

Make Revisions:

- Update each section of your deck, ensuring clarity, consistency, and alignment with your venture's narrative.
- Incorporate visuals, concise text, and professional formatting to enhance your presentation.

- Complete All Required Sections: Ensure your deck includes the following sections:
  - <u>Introduction</u>: Introduce yourself, your venture's name, logo (if any), and a tagline that captures your mission.
  - <u>Problem Analysis</u>: Clearly define the problem, its impact, target audience, and relevant market research insights.
  - <u>Solution</u>: Present your product/service and explain how it addresses the problem and stands out from competitors.
  - <u>Business Model</u>: Highlight your lean canvas, including cost structure, revenue streams, channels, and key metrics.
  - <u>Prototype Demonstration</u>: Showcase your product/service prototype, demonstrate its functionality, and share user feedback/testing results.
  - <u>Funding Ask</u>: Clearly state your funding needs and explain how the funds will be utilized.
  - <u>Conclusion</u>: Summarize key points and end with a compelling call to action.

Step 2: Practice Your Pitch

Prepare Your Delivery:

- Rehearse your presentation to ensure you speak confidently and maintain a professional tone.
- Time your pitch to ensure it is concise and within the recommended duration (e.g., 5–10 minutes).

Seek Peer Feedback:

- Partner with a peer through eHub to practice your pitch.
- Use their feedback to refine your delivery, improve your content, and address any gaps in your presentation.

Step 3: Record Your Pitch

Set Up Your Recording:

- Choose a quiet, well-lit space for your recording.
- Ensure your slides are ready for presentation.
- Use Zoom, Loom, or OBS Studio to record your presentation.
- For physical prototypes, use a camera to showcase a complete view and demonstration of your product/service, for the demonstration part.

Record Your Presentation:

- Speak clearly and confidently as you narrate your pitch.
- Walk through each slide, ensuring all sections are covered thoroughly.
- Demonstrate your prototype or website, highlighting its features and user feedback.

Edit the Video:

- Use editing tools to remove errors or awkward pauses.
- Ensure transitions between sections are smooth and the final video looks professional.

Step 4: Submit the Pitch Presentation

- Save your final pitch video in a standard format (e.g., MP4 or MOV), and name the file using the naming convention: *FirstName_LastName_FinalPitch.mp4*.
- Upload your video to Google Drive and set the share settings to "Anyone with the link" can "view."

Copy and paste this link into the space provided below. **You will also submit this link in Task 5 of the Graded Week 15 Assignment.**

https://drive.google.com/file/d/1HkIKMj3eC2u-JNrc3Z3RcYhl2Mp30xc1/view?usp=drive_link

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

[Pitch Presentation Rubric](#)