

Zooming in on Youth Entrepreneurship Ecosystem: Toolkit for National Diagnostic Studies



2022 Version

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What is this toolkit?

This toolkit has been developed by Youth Co:Lab, co-led by United Nations Development Programme (UNDP) and Citi Foundation, and the Islamic Development Bank (IsDB) to provide actionable guidance to policymakers, development practitioners, researchers and young people interested in conducting an assessment or facilitating dialogues on the state of youth entrepreneurship in any geographical context. The guidance is based on the pilot assessments and lessons learnt from national studies conducted by Youth Co:Lab, IsDB and country partners in Bangladesh (2021) and Indonesia (2022).

The national diagnostic studies have tested a diagnostics framework which has been developed to use a youth specific lens to understand the ecosystem enablers, barriers, and opportunities for youth entrepreneurship. The framework is informed by past research and policy advocacy work by Youth Co:Lab and IsDB building on previously used research frameworks and tools. The toolkit will highlight these frameworks, provide tools, and action lists to help the reader understand their own research needs and design the diagnostic study accordingly.

The toolkit is a living document which will be updated annually to reflect methods, tools, and experiences of implementing national diagnostic studies across different geographical contexts.

Throughout the kit, look out for:



Lessons learnt and tips

Lessons from implementing pilot studies and tips from researchers



Action list

A checklist of actions for each stage of the diagnostic study



Snapshot

A snapshot of field experiences, study findings and use of methods



Tools

Tools/ resource lists that will help you plan stages of the national diagnostic study

How to navigate through the toolkit?

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What is a youth entrepreneurship ecosystem?

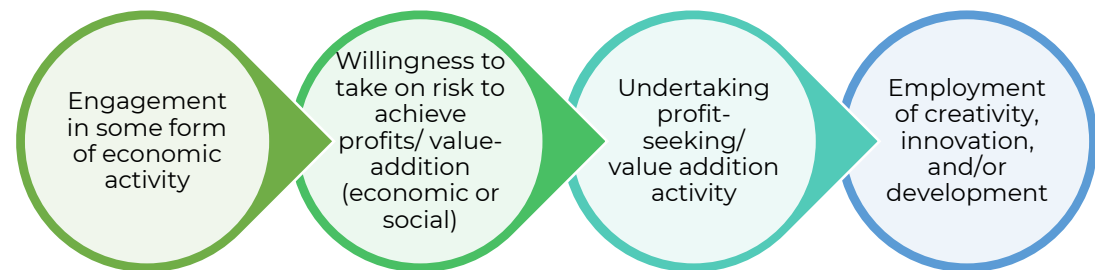
To understand the concept of a youth entrepreneurship ecosystem, we need to define three key terms: **youth, youth entrepreneurship and the ecosystem.**

Youth

The term ‘youth’ is a more fluid category than a fixed age-group¹. For example, the United Nations (UN) defines ‘youth’ as persons aged between 15 and 24 but in some country contexts, this ranges up to the age of 35. The IsDB, in its Youth Development Strategy 2020-2025, defines youth as 15 to 35 years old. The experience of being young can vary substantially across the world, between countries and regions². As such, geographical and socio-economic contexts are always an important guide in the definition of youth.

Youth Entrepreneurship

Like the term youth, entrepreneurship is not a set concept and varies across social and economic contexts in diverse geographies. According to a report by Youth Co:Lab, the Global Entrepreneurship Monitor defines entrepreneurship as “any attempt at new business or new venture creation, such as self-employment, a new business organisation, or the expansion of an existing business, by an individual, a team of individuals, or an established business”³. In some country contexts, there can be a specific policy or strategy that defines entrepreneurship or youth entrepreneurship.



¹ Danida, 2017. Youthhood - A Period of Personal and Social Development. [Online] Available at: <https://amg.um.dk/en/tools/youth-in-development/youthhood---a-period-of-personal-and-social-development/>

² UNESCO, 2020. By youth, with youth, for youth. [Online] Available at: <https://en.unesco.org/youth>

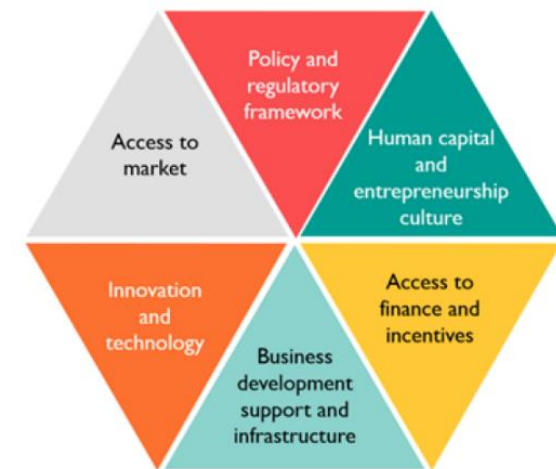
³ Global Entrepreneurship Monitor (GEM) and Youth Co:Lab, 2019. “Youth Entrepreneurship in Asia and the Pacific 2019”. Retrieved from: <https://www.undp.org/publications/youth-entrepreneurship-asia-and-pacific-2019>

OCED⁴ identifies the following defining criteria for entrepreneurship:

Entrepreneurs are defined by the size of their business/ enterprise: micro, small or medium sized enterprise (MSME) or by the level of business maturity (ideation, start up, scale up, etc). These terms also differ in definition and scope in socio-geographical contexts. It is important to consider these definitions in addition to youth entrepreneurship to get a complete sense of youth entrepreneurship ecosystem in each context.

Youth entrepreneurship ecosystem

The youth entrepreneurship ecosystem consists of various institutional and structural factors, policies and programmes and stakeholders that influence and contribute to the operating environment of young entrepreneurs and young aspiring entrepreneurs. The ecosystem stakeholders and ecosystem builders include but are not limited to various types of enterprises, national and local governments, academia, educational and financial institutes and organisations, business support services, investors, non-governmental organisations, and development partners. In this toolkit, the ecosystem for youth entrepreneurship is analysed through the Youth Co:Lab’s ecosystem diagnostic framework, which consists of six domains:



Definitions of the Domains	
Access to Finance and Incentives	<ul style="list-style-type: none"> • The availability and accessibility of different financing options and incentives for youth entrepreneurs provided by the government and financing institutions • Incentives for investors and funders to support youth-led businesses, and • Financial literacy and understanding of different financing options among young people and young entrepreneurs
Human Capital and Entrepreneurship Culture	<ul style="list-style-type: none"> • Entrepreneurship education in the formal education system and other capacity building programmes • The state of entrepreneurship culture and youth interest in becoming entrepreneurs

⁴ OECD Statistics Working Paper, 2008. "Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection". Retrieved from: <https://doi.org/10.1787/243164686763>

	<ul style="list-style-type: none"> • Programmes and facilities supporting the development of human capital and entrepreneurship culture • Ease of finding talent in the entrepreneurship sector
Business Development Support and Infrastructure	<ul style="list-style-type: none"> • Availability and accessibility of business development support programmes and structures, such as incubators and accelerators, efforts to develop business development support systems and infrastructure for young entrepreneurs • Accessibility to physical infrastructure
Policy and Regulatory Framework	<ul style="list-style-type: none"> • Existence and implementation of policies and regulatory frameworks relevant to and supportive of youth entrepreneurship • Efforts to develop the policy and regulatory framework • Extent to which bureaucratic and legal structures and processes related to business origination and development are youth-friendly
Innovation and Technology	<ul style="list-style-type: none"> • Innovation and technology support available and accessible to young entrepreneurs • The use of digital solutions and technology for business development • Efforts to support young (aspiring) entrepreneurs to innovate and use technology in business operations • Innovation, technology, and other supporting elements that may further advance the development of youth entrepreneurship • Development of innovation and technology-based enterprises
Access to market	<ul style="list-style-type: none"> • Access to local, national, and international markets: barriers and enablers • Schemes and programmes that facilitate market access

The six-domain framework is further discussed in Step 2.1 (page 24).

Why conduct a national diagnostic study?

Entrepreneurship is a potential solution to address socio-economic challenges young people face, unlock their potential as solutionists and provide them with opportunities to develop skills that are vital in the changing working environment.

Youth Co:Lab and IsDB realize that unlocking the potential of youth-led enterprises and strengthening the operating environment for young existing and prospective entrepreneurs requires a system approach and engagement of a range of stakeholders. Operational context for youth entrepreneurship varies country by country⁵ and is subject to dynamic changes caused by external and internal factors, such as the COVID-19 pandemic. Understanding the strengths, enabling factors, opportunities, and barriers within the operating environment for young entrepreneurs is a key for developing strategies and solutions to amplify the potential of youth entrepreneurship.

A national diagnostic study can be used as a tool to assess the ecosystem for entrepreneurship and identify entry-points to strengthen the operational context for different types of businesses and entrepreneurs from diverse backgrounds. The diagnostic can be used as a mechanism to support data-driven decision making and help make the voices of entrepreneurs and key stakeholders heard. In this way, the diagnostic studies can support IsDB, Youth Co:Lab and partners in meeting our objectives in terms of amplifying the potential of youth entrepreneurship.

Adoption of youth-, gender- and inclusion-lenses throughout the analysis and across the domains can be critical in understanding the opportunities and barriers that young people from diverse backgrounds face. These lenses should be at the centre of the diagnostic process from the planning phase to the operationalisation of the recommendations.

What does this mean in practice?

Youth-lens: Adoption of a youth-lens in the diagnostic means assessing the ecosystem for entrepreneurship specifically from the perspective of young people. In other words, what are the key enablers, barriers, and opportunities specifically for young prospective and existing entrepreneurs. In practice, this means utilising age-disaggregated quantitative data, analysing the extent to which the policies, services and other structures are youth-friendly and enabling/disabling from the perspective of young aspiring or existing entrepreneurs.

⁵ UNDESA, 2020. World Youth Report. <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/07/2020-World-Youth-Report-FULL-FINAL.pdf>

Gender-lens: Integration of a gender lens across the diagnostic ensures that the different barriers facing young men and young women on their journey to entrepreneurship is captured. A gender-responsive analysis aims to identify gender specific barriers and enablers within the ecosystems and provide recommendations that considers gender transformative approaches. For example: how do social and cultural norms influence access to entrepreneurship opportunities for young men and women.

Inclusion-lens: Segmented analysis to map the access to support and opportunities among young people from diverse backgrounds, including youth in rural and urban areas; minority youth and youth from vulnerable communities, etc.

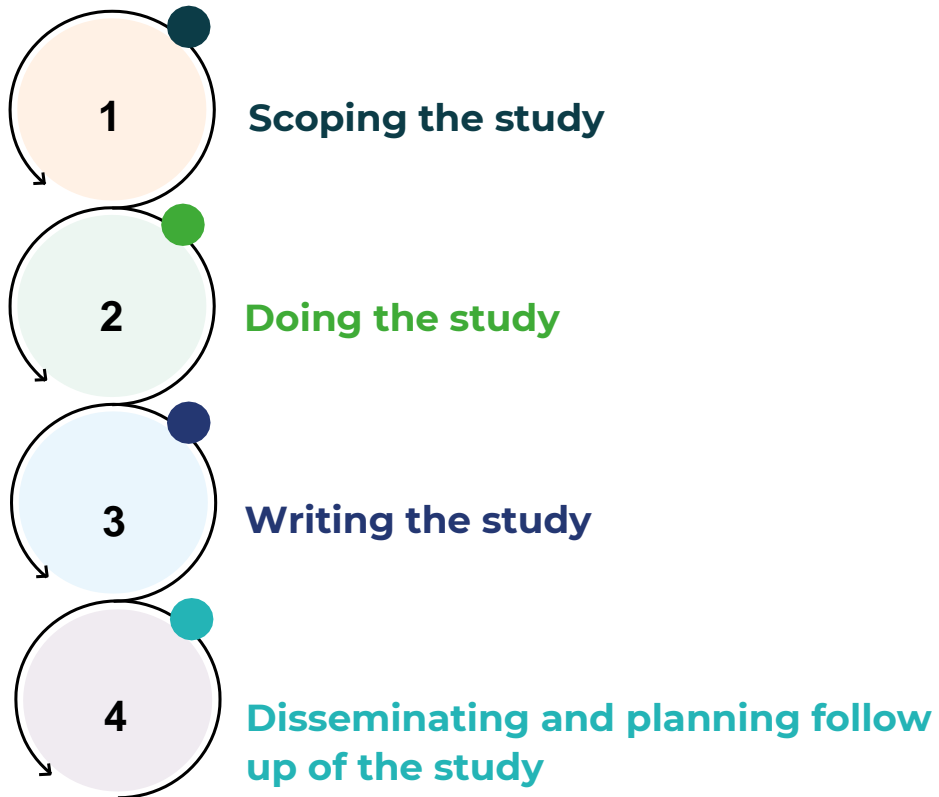


Lessons learnt & tips

Youth, inclusion, and gender lenses to be incorporated across the study process.

The experiences of the pilot studies have demonstrated the importance of adoption the gender and inclusion lenses from the onset of the diagnostic process; the lack of detailed plan on how to incorporate the lenses into the key guiding questions, data collection and analysis stages may lead to limited analysis of specific opportunities and barriers faced by diverse groups of young people, and therefore, limit the possibility to unlock their potential as entrepreneurs and opportunities entrepreneurship can offer to these groups in terms of their socioeconomical empowerment.

How to conduct a national diagnostic study?



Stage 1. Scoping the study

Stage 1: Scoping the study

Step 1.1: Define study objectives

Defining the **objectives of the ecosystem diagnostic study** is the first key step in the overall analysis process. Recognizing the central part of the various stakeholders within the ecosystem is an integral part of the diagnostic framework. Therefore, it is recommended that the study applies a consultative and collaborative approach from the beginning of the process. Involvement of the key stakeholders from the early stages of the study and co-defining and discussing the objectives helps build the ownership of the study and its recommendations and findings among the key stakeholders.

Key stakeholders at this stage could include the entities that commission the diagnostic study, research partner(s), entities that provide research oversight and inputs, and any other key stakeholders, such as government counterparts and young entrepreneurs. It is important to establish partnerships with one or two national stakeholders, including the government, if possible, for the research. This ensures that national partners are fully involved in finalising the scope for the study, selecting research partners and validating the findings of the research.

While the objectives should be defined according to the local context, there are some general objectives that can be applicable to all studies:

- Identify enablers and barriers within the ecosystem for youth entrepreneurship, including those affecting prospective young entrepreneurs and existing young entrepreneurs.
- Map gender-related barriers and specific barriers young minority youth, youth from vulnerable/marginalized backgrounds and young people in varying geographical locations may face to entrepreneurship.
- Identify key actors supporting young prospective and existing entrepreneurs and their roles within the operating environment.
- Link the study to national development plans and other key strategies.
- Identify entry points and provide recommendations to strengthen the enabling environment for young entrepreneurs.

- Spark conversation and help facilitate dialogue around the recommendations and their operationalisation together with the key stakeholders, including meaningfully engaging youth from diverse backgrounds⁶.

The previous studies on youth and entrepreneurship as well as national development strategies and priorities may guide and influence the scope and objectives of the study. They should be used to frame the assessment so that it is effectively feeding into the development of the ecosystem.

Step 1.2: Define scope of the study

Defining the **scope of the study** is another important first step besides setting the objectives.

Some of the key questions to consider here include, but are not limited to:

- *Does the study aim to assess the operating context for all **types of enterprises** or is the focus on specific enterprise type(s)?* For example, the pilot studies in Indonesia and Bangladesh aimed to assess the operating environment for all key enterprise types in these countries. In Singapore, where the overall business environment is highly developed but where social entrepreneurship was identified as a more nascent theme, the study focused on youth social entrepreneurship only.
- *What is **the geographical coverage** and how to ensure a balanced analysis across the geographical locations?* To understand differences between operating environments in rural and urban areas, across islands (e.g., in Indonesia) and other locations, it is good to clearly define the scope of the study in terms of geographical coverage. The two pilot studies aimed to adopt a methodology that allows the diagnostic study to develop a comprehensive analysis of realities across different geographical locations. For example, in Indonesia, the level of infrastructure, access to services and markets varies a lot across the country. Therefore, the diagnostic study there included three sub-national studies besides the national level assessment.
- *How is **'youth'** defined?* Normally, it is recommended to refer to the national definition of the youth. However, some other definitions, such as those adopted by the key research partners can be considered.

⁶ On the principles of meaningful youth engagement, see, for example: UNESCO (2019). *Meaningfully Engaging with Youth. Guidance and Training for UN Staff*. <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2021/05/Meaningfully-engaging-youth-Guidance-training-UN-staff.pdf>

- Does the study include an in-depth **sectoral analysis** to assess the opportunities, gaps and strengths within key sectors or sectors with high potential for youth entrepreneurship (see, e.g., the Bangladesh study);
- How does the study assess of opportunities available, and challenges faced by enterprises operating in **formal and informal sectors**?

Tool 1.1: Study Scoping Sheet

Scoping Questions	Reflection Checklist	Scribe your notes here:
Does the study aim to assess the operating context for all types of enterprises or is the focus on specific enterprise type(s)?	<ul style="list-style-type: none"> <input type="checkbox"/> Think about different type of enterprises: micro, small, medium, large enterprises/ start-ups/ social enterprises? <input type="checkbox"/> Any policy or legal definitions of the selected enterprises? 	
What is the geographical coverage and how to ensure a balanced analysis across the geographical locations?	<ul style="list-style-type: none"> <input type="checkbox"/> Consider whether the study is regional, national, sub-national/ provincial or local level? <input type="checkbox"/> Is rural vs. urban coverage important? <input type="checkbox"/> Consider resources and time available to ensure geographical coverage? 	
How is 'youth' defined?	<ul style="list-style-type: none"> <input type="checkbox"/> Any legal or policy definition available for 'youth' in the national or sub-national context? <input type="checkbox"/> Have you identified different youth groups which make up youth in your national context? <input type="checkbox"/> How underserved groups are reached and if there are any specific groups that should be targeted? 	
Does the study include an in-depth sectoral analysis to assess the opportunities, gaps and strengths within key sectors or sectors with high potential for youth entrepreneurship?	<ul style="list-style-type: none"> <input type="checkbox"/> Any priority sectors of interest which you would like to explore further? <input type="checkbox"/> Do you have access to these sectors to study them in-depth? 	
How does the study assess of opportunities available, and challenges faced by enterprises operating in formal and informal sectors ?	<ul style="list-style-type: none"> <input type="checkbox"/> Any legal or policy definition available for formal and informal sectors/ enterprises? <input type="checkbox"/> How will you reach out to formal and informal enterprises? 	

Step 1.3: Plan the study implementation

Stakeholder engagement

It is important to identify key stakeholders and their roles and involvement at each stage of the study. As examples, approval of research plan at the commencement of the study, expert review to ensure quality at the end. Other key stakeholders include but are not limited to the survey participants, informants of in-depth interviews and participants of focus group discussions from government agencies, non-governmental organisations, and youth entrepreneur's communities, potential users of the study, also those who supported to complete the report with copy-editing, proofreading and design. These stakeholders should be involved in the validation of the findings and recommendations. The stakeholder mapping can be a helpful tool for identifying the key partners to be engaged during and after the studies. (Refer the section on 'Stakeholder Mapping' for further information.)

Other things to consider during the planning stage:

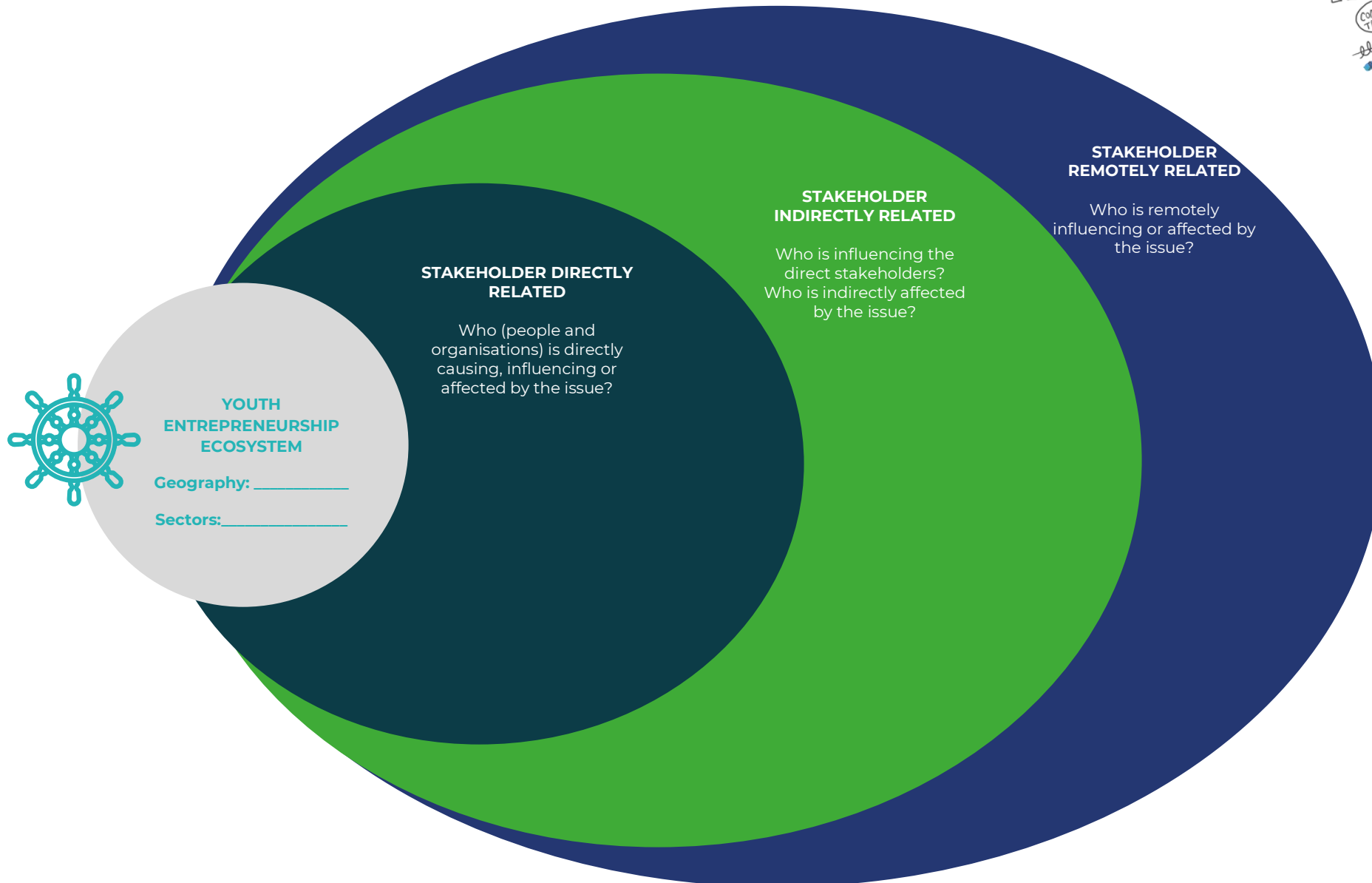
- Set clear and realistic **timeline and implementation plan**, including interim deliverables that can help coordinate the diagnostic process. Consider resources, risks and operations management procedures for host organisation/ UNDP and research partner.
- Develop a **resource mobilisation plan** for required research expertise and scope.
- Develop a **risk management plan** together with the research team. Consider anticipated force majeure events and how to address these, e.g., changing from physical to digital data collection because of pandemic lockdown etc. Also consider alternative approaches to delays in execution and publishing of findings when they might become out-dated.
- Establish a shared understanding of the **ethical principles** followed in the study process. Consider good practices of collecting and handling data including participant briefing and consent, confidentiality, non-disclosure agreements, information security of electronic databases and communication channels.

These plans might alter as the research project is implemented and through consultation with host organisation and partners, the research team should make informed decisions accordingly.



Tool 1.2: Study Stakeholder Mapping Wheel

Who does the issue affect? Who might you need to include in your study across the geographical region?



Tool 1.3: Ethical Principles Canvas

Use this sheet to consider any ethical or regulatory issues with the study or involving research participants. (Adapted from ODI Data Ethics Canvas)

<p>DATA SOURCES Describe your project's key data sources, whether you're collecting data yourself or accessing via third parties. Is any personal data involved, or data that is otherwise sensitive?</p>	<p>SHARING DATA Are you going to be sharing data with other organisations? If so, who? Are you planning to publish any of the data? Under what conditions?</p>	<p>ETHICAL AND LEGISLATIVE CONTEXT What existing ethical codes apply to your sector or project? What legislation, policies, or other regulation shape how you use data? What requirements do they introduce?</p>	<p>COMMUNICATING YOUR PURPOSE Do people understand your purpose – especially people who the data is about or who are impacted by its use? How have you been communicating your purpose? Has this communication been clear? How are you ensuring more vulnerable individuals or groups understand?</p>	<p>POSITIVE EFFECTS ON PEOPLE Which individuals, groups, demographics, or organisations will be positively affected by this project? How? How are you measuring and communicating positive impact? How could you increase it?</p>
<p>NEGATIVE EFFECTS ON PEOPLE Who could be negatively affected by this project? Could the way that data is collected, used or shared cause harm or expose individuals to risk of being re-identified? Could it be used to target, profile or prejudice people, or unfairly restrict access (e.g., exclusive arrangements)? How are limitations and risks communicated to people?</p>	<p>MINIMISING NEGATIVE IMPACT What steps can you take to minimise harm? How could you reduce any limitations in your data sources? How are you keeping personal and other sensitive information secure? How are you measuring, reporting, and acting on potential negative impacts of your project? What benefits will these actions bring to your project?</p>	<p>REVIEWS AND ITERATIONS How will ongoing data ethics issues be measured, monitored, discussed, and actioned? How often will your responses to this canvas be reviewed or updated? When?</p>	<p>YOUR ACTIONS What actions will you take before moving forward with this project? Which should take priority? Who will be responsible for these actions, and who must be involved?</p>	

Tool 1.4: Study Risk Management Plan

First one is completed as an example for you:

Risk number	Description of risk	Cause	Impact (high/low)	Probability (high/low)	Risk score (out of 10)	Mitigation Plan
1	Data protection and copyrights for all sourced content	Internal and external sources of content will be listed or made reference to.	High	High	10	A data protection protocol will be set for the project with a focus on how to source, reference and use external or internal content with appropriate measures taken to ensure permission is sought from the author or publisher, or explicit references are made to ensure open and transparent use of data.



Lessons learnt & tips

Scope and objectives guiding the study

Defining the objectives and scope are key steps in terms of ensuring the strategic added value of the study. They should, therefore, be carefully reflected on across the diagnostic planning and implementation processes. For example, if the study aims to assess the operational context for youth-led enterprises in formal and informal sectors, the data collection and analysis plans should reflect that. Setting realistic timelines and allocating sufficient resources is crucial for ensuring that a quality analysis can be done based on the agreed scope and objectives.

Linking the study to the national development plans

Planning the study in relation with the national development strategies or priorities along with the engagement of the key stakeholders in the planning process can contribute to the ownership that is needed for further discussion and tapping into opportunities identified in the study. While the diagnostics should provide concrete, evidence-based recommendations to develop the ecosystem for young entrepreneurs, they are also aimed at sparking the conversation among the ecosystem stakeholders on actions that are needed to support young entrepreneurs.

Points to consider when selecting a research partner(s)

The framework is aimed at guiding action-oriented diagnostic studies that helps tap into opportunities and address challenges identified in the operating environment for young prospective and existing entrepreneurs. Strategic selection of the key research partners can play a key role in advancing this objective. For example, in Bangladesh, the study was commissioned in partnership with the government partner, Startup Bangladesh limited, to link the diagnostic process to the broader development agenda.

The research partners who conduct the study, should have existing knowledge and expertise in the field of youth and entrepreneurship and understanding of the entrepreneurial context in the country. It is important that the research partners also have demonstrated expertise in adopting gender and inclusion lenses in the analysis.



Stage 1 Scoping the Study

Action List

Step 1: Objective Setting

- Do the objectives and scope guide the research to strengthen the understanding of the state of the ecosystem for young entrepreneurs from diverse backgrounds?

Step 2: Scoping

- Is the study linked to relevant national development priorities and strategies?
- Is the development of the research guided by the existing research on youth and entrepreneurship?
- Were the key stakeholders engaged in the research planning process?

Step 3: Study Implementation Planning

- Is there a clear timeline and implementation plan for the studies?
- Are the allocated resources sufficient to meet the objectives?
- Do you have a risk management plan?

Stage 2. Doing the study

Stage 2: Doing the study

Step 2.1: Contextualise the six-domain framework

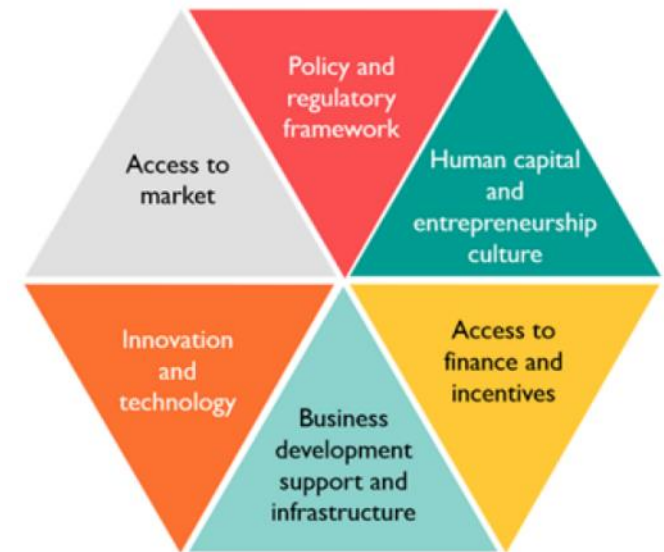
The six-domain framework is used to enable a holistic assessment of the operating environment for young entrepreneurs. It has been influenced by Youth Co:Lab's earlier work on assessing the ecosystem for youth-led start-ups through Government to Community dialogue, other studies commissioned by Youth Co:Lab and its partners and other research in the field. The framework helps to understand various enabling and hindering factors across the operational context and identify entry points for addressing any identified gaps and tapping into opportunities within the ecosystem.

To maintain a level of consistency in diagnostic assessments, Youth Co:Lab has identified six domains which frame the youth entrepreneurship ecosystem in any context. It should be noted that the domains do not exist in isolation but are closely connected.

It is important to contextualise the six-domain framework in each socio-economic and geographical context. To do so, the key terms articulated throughout the study need to be first defined.

While ecosystem/ entrepreneurship/ enterprises remain broad terms with no standard agreed upon definitions, an attempt should be made to define these in the national or sub-national context. The definitions can emerge from policy documents, local entrepreneurship studies and field practices. It is recommended to define at least the following terms:

- Youth
- Ecosystem for youth entrepreneurship
- Different enterprise types covered in the study
- Youth entrepreneurship
- Ecosystem builders and stakeholders





Snapshot 2.1: Applying six-domain framework in Bangladesh

The diagnostic study in Bangladesh localised the six-domain framework and further broke down the domains into their component parts and analysed it through a youth responsive lens applicable to geographical and socio-economic context of Bangladesh. This helped provide segmented data to develop targeted recommendations and interventions for each domain. The following table outlines the domain and sub-domains used in Bangladesh study. It also indicates the suggested topics/areas that were/ could be covered for each domain.

Domain	Sub-Domains	Some suggested topics to be covered
1. Policy and Regulatory Framework	<ul style="list-style-type: none"> • Support and Relevance • Bureaucracy • Government Institutions • Legal and Regulatory Facilities 	<ul style="list-style-type: none"> • Existing policies, regulations and legal frameworks at the national and subnational levels that are relevant to youth entrepreneurship and the extent to which they are supportive of youth-led enterprises in practice (the analysis should go beyond identifying the existing policies and help understand their usefulness and any implementation bottlenecks) • Gaps in the policy and regulatory framework from the perspective of youth entrepreneurship
2. Human Capital and Entrepreneurship Culture	<ul style="list-style-type: none"> • Skill Supply and Demand • Entrepreneurship Education at Post School Stage • Societal Norms promoting Entrepreneurship Culture 	<ul style="list-style-type: none"> • State of the entrepreneurship education and entrepreneurial skills development opportunities in the formal education systems (from primary and secondary levels to tertiary education; field specific assessment may be helpful as well) • Non-formal and post-education entrepreneurial skills development opportunities • Links between the education institutions and job market and business communities • Skills supply vs demand; availability of talent in high-demand sectors • Knowledge exchange between different fields of expertise • Entrepreneurship culture: extent to which social and cultural norms encourage youth to entrepreneurship (e.g., role of families and peers; culturally valued career paths; gender-related norms)
3. Access to Finance and Incentives	<ul style="list-style-type: none"> • Entrepreneurial Finance • Development of Financial and Capital Markets • Government Incentives • Depth and Breadth of Financial Instruments 	<ul style="list-style-type: none"> • Access to various financing options and financial services among young people and young entrepreneurs • Financial literacy • Investment landscape

<p>4. Business Development Support and Infrastructure</p>	<ul style="list-style-type: none"> • Non-government Institutional Support • Auxiliary Professional Support • Communications Infrastructure • Government Entrepreneurship Support 	<ul style="list-style-type: none"> • Business development support to different types of enterprises and at the different stages of development provided by different types of organisations (government and non-governmental organisations) • Availability and accessibility of infrastructure that is supportive of business development (e.g., working spaces; tools)
<p>5. Access to Market</p>	<ul style="list-style-type: none"> • Internal Market Burdens or Entry Regulation • Ease of International Market Access • Logistics and Physical Infrastructure • Strength of Value Chains 	<ul style="list-style-type: none"> • Access to local, national, and international markets; barriers and enablers • Infrastructure and logistics • Schemes and programmes that facilitate market access
<p>6. Innovation and Technology</p>	<ul style="list-style-type: none"> • Internet Market Dynamics • R&D Transfer • Technology Adoption • Intellectual Property Protection 	<ul style="list-style-type: none"> • Research and development • Intellectual property rights • Availability and access to technological and digital solutions and level of adoption of such solutions • Digital literacy

Step 2.2: Apply youth, gender, and inclusion lenses

Any lens applied to the diagnostic study must enable researchers to understand, discover, create and proclaim their interpretation of the youth entrepreneurship ecosystem. It is critical that young people remain at the centre of the research design and a youth-lens is applied to the study. To ensure diverse voices are captured, gender and inclusion lens are also recommended. This will ensure that researchers can analyse disaggregated themes emerging across all six domains for different youth groups in a given context.

How to apply these?

Youth-lens: Adoption of a youth-lens in the diagnostic means assessing the ecosystem for entrepreneurship specifically from the perspective of young people. In other words, what are the key enablers, barriers, and opportunities specifically for young prospective and existing entrepreneurs. In practice, this means utilising age-disaggregated quantitative data, analysing the extent to which the policies, services and other structures are youth-friendly and enabling/disabling from the perspective of young aspiring or existing entrepreneurs.

Check Post: As a researcher ask following questions to ascertain a youth lens is applied to the study:

- Will all young people (based on national definitions) be captured through the study? Does this include all types of youth groups (particularly vulnerable and marginalized youth groups from diverse socio-economic backgrounds)?
- How will data collected to ensure perspectives of young aspiring and existing entrepreneurs are captured?
- Will the research design and tools help analyse to what extent policies, services and structures for entrepreneurship are youth-friendly?

Gender-lens: Integration of a gender lens across the diagnostic ensures that the different barriers facing young men and young women on their journey to entrepreneurship is captured. A gender-responsive analysis aims to identify gender specific barriers and enablers within the ecosystems and provide recommendations that considers gender transformative approaches.

Check Post: As a researcher ask following questions to ascertain a gender lens is applied to the study:

- How is the youth entrepreneurship ecosystem gendered in each context?
- Are there any specific gender aspects you will cover for the six domains of the entrepreneurship ecosystem?
- How do social and cultural norms influence access to entrepreneurship opportunities for young men and women?

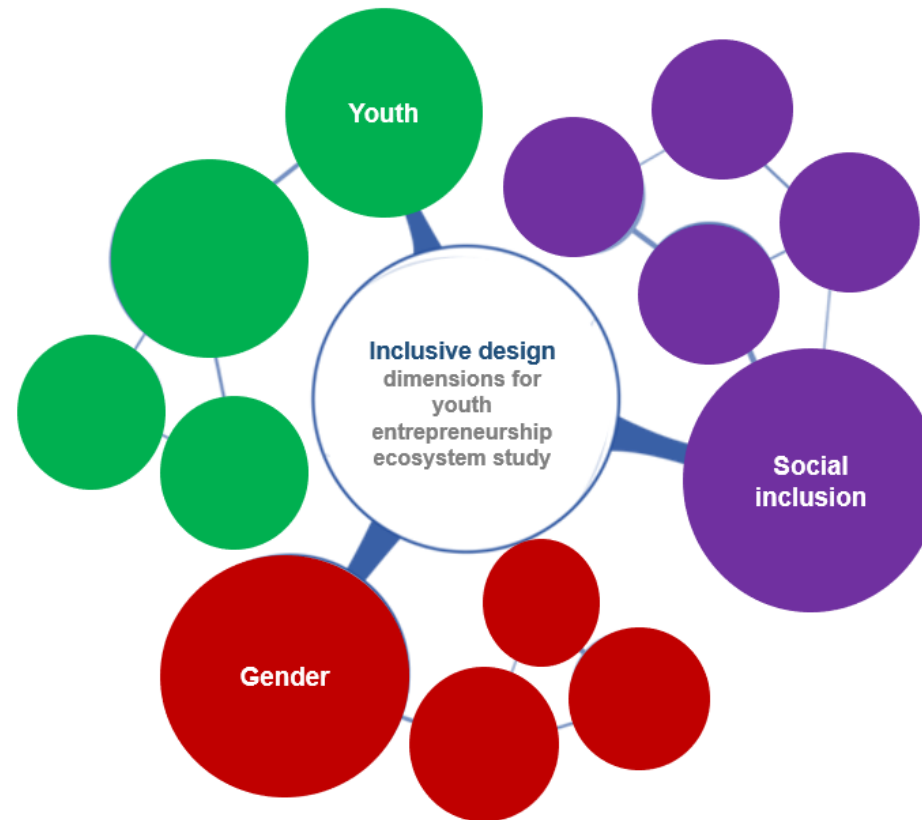
Inclusion-lens: Segmented analysis to map the access to support and opportunities among young people from diverse backgrounds, including youth in rural and urban areas; minority youth and youth from vulnerable communities, etc. For example, diverse range of enterprises, from self-employed and MSMEs, to start ups and social enterprises within the formal and informal sectors of the Indonesian economy. The study adopted an inclusion lens and included a segmented analysis of gender, age, disability condition, region, business type and sectors.

Check Post: As a researcher ask following questions to ascertain an inclusion lens is applied to the study:

- Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit the groups we intend?
- Will the data we gather capture the diversity of the population? (e.g., broken down to make differences visible or “disaggregated.”)
- How will the research tools ensure social inclusion aspects are captured in the questions asked?

Tool 2.2: Three lenses exercise

Use the diagram below to reflect on how you will apply the three lenses (youth, gender, and inclusion) on to the research design for the study.





Lessons learnt & tips

Youth, inclusion, and gender lenses to be incorporated across the study process.

The experiences of the pilot studies have demonstrated the importance of adoption the gender and inclusion lenses from the onset of the diagnostic process; the lack of detailed plan on how to incorporate the lenses into the key guiding questions, data collection and analysis stages may lead to limited analysis of specific opportunities and barriers faced by diverse groups of young people, and therefore, limit the possibility to unlock their potential as entrepreneurs and opportunities entrepreneurship can offer to these groups in terms of their socioeconomical empowerment.



Stage 2 Doing the Study

Action List: Applying three lenses

- Do the objectives and scope of the analysis include clear statements regarding the analysis through youth, gender and inclusion lenses?
- Are the key guiding questions and methodologies and data sources, including secondary and primary data been designed so that they enable segmented analysis?
- Does the research team have the expertise to conduct assessment through youth, gender and inclusion lenses? Demonstrated previous experience of working on these topics is highly useful.

Step 2.3: Develop research methodology

There are many different types of research, and it will be up to the researchers to decide what research methods will best answer the set research questions for the diagnostic study. The six-domain framework provides a thematic base to arrange questions and ascertain methods that could be applied. Pilot studies collected both primary and secondary data and employed mixed methods of quantitative and qualitative nature to best analyse the complex youth entrepreneurship ecosystem(s). These key terms are explained here in the context of piloted diagnostic studies and example shown in Snapshot 2.3.1:

<p>Type of Data</p>	
<p>Primary Data Primary research involves collection of data that does not already exist. Both diagnostic studies used primary data sources including:</p> <ul style="list-style-type: none"> • Key informant interviews, focus group discussions and expert interviews • Survey questionnaires • Consultation workshops 	<p>Secondary Data Secondary research involves analysing existing data i.e., information that exists already, such as that collected by the national census office. Secondary data referenced within the diagnostic study reports included:</p> <ul style="list-style-type: none"> • National, regional, and global statistics on youth and entrepreneurship • Enterprise surveys • Sector and industry data • Secondary literature (national, regional, and global research and reports) • Policy and regulatory documents; including any available evaluations
<p>Type of Research Method</p>	
<p>Quantitative Research Method Quantitative research is used to measure how many people feel, think or act in a particular way. It answers questions that begin with “how many” or “how much”. It allows the researcher to gather the views of many people. By focusing on numbers or converting information into quantifiable categories, the goal of quantitative research method is to try to get a quick snapshot or find general trends and patterns about the issues you are interested in. Diagnostic studies employed quantitative methods to undertake:</p> <ul style="list-style-type: none"> • Quantitative analysis of primary and secondary data (e.g., drawing key insights from national statistical data; producing confidence index values across the six domains (see Snapshot 2.3.2) 	<p>Qualitative Research Method Qualitative research is used to provide the researcher with in-depth understanding of an issue and the reasons behind it. It answers questions that begin with “why” or “how” something happens. It usually involves a small number of people. Qualitative methods can help us understand in more detail the reasons behind these patterns and trends (the inside stories, the behind-the-scenes details), and about complex ways that different people view, feel and respond to these trends or any particular issue. Often, the goal of qualitative research is to give a human face and voice to the general trends and patterns. Qualitative methods are also good for finding out more about unique cases that don't fit the general patterns or for capturing the voices of people who are left out from quantitative research. Diagnostic studies employed following qualitative research methods:</p> <ul style="list-style-type: none"> • Human centric design methods (in-depth interviews, focus groups) • Policy reviews/analysis • Media analysis • Case studies
<p>The study process should follow good practices of handling and processing data, including but not limited to appropriate participant briefing and consent, confidentiality and non-disclosure agreements, IT security of electronic databases and communication channels, and data storage plan.</p>	



Snapshot 2.3.1: Research methodology and data collection tools used in Indonesia study*

Objectives	Execution	Data sources and sample size
Desk Research		
To produce an overview of youth profile and youth entrepreneurship in Indonesia prior and during the COVID-19 pandemic.	Quantitative and qualitative methods through secondary data analysis, literature review, policy reviews, interview notes from previous studies, and media tracking.	<ul style="list-style-type: none"> Youth entrepreneurship data from the BAPPENAS National Workforce Survey (SAKERNAS) National Socioeconomic Survey (SUSENAS) Village Potential Data (PODES) Various media such as newspapers, televised news, and online media including National media: Kompas, Liputan 6, Kumparan, Katadata, and Detik. Regional newspaper and online news outlets included: Tribun Jogja, Aceh Portal, Minangkabau News, Kabar Papua, Teras Maluku, and Babel Antara News. Key findings from the 2019 National Dialogue on Youth Entrepreneurship conducted by UNDP Indonesia Interview notes and field notes from SMERU's and TLE's previous studies with youth entrepreneurship observers and enablers
Focus Group Discussions		
To analyse the strength, weaknesses, opportunities, and threats in the youth entrepreneurship ecosystem development at the national level.	Primary data, interviews conducted in March-May 2021, in parallel with the collection of secondary data (literature and policy reviews, and media tracking).	<ul style="list-style-type: none"> 19 informants from 15 institutions, including representatives of governments, universities, the private sector, development partners, and youth-led enterprises.
Key Informant Interviews		
To collect qualitative data on stakeholders' experiences and identify opportunities to further develop youth entrepreneurship ecosystem.	Inviting participation from government and university, staff, the private sector, development partners such UN agencies/NGO focusing on youth development, and youth-led enterprises.	<ul style="list-style-type: none"> For national studies, 12 informants from government institutions, NGOs, the private sector, and youth-led business communities and enterprises. For subnational studies, 32 informants from three regions representing government institutions, academics, and local media/influencers.
Regional Dialogue		
To collect qualitative data on stakeholders' experiences and identify opportunities to further develop youth entrepreneurship ecosystem.	Interviewed youth entrepreneurship stakeholders, government, university, media/influencer representatives, as well as youth entrepreneurs that represent the Western, Central, and Eastern regions of Indonesia.	<ul style="list-style-type: none"> 232 youth entrepreneurship stakeholders participated in the sub-national research in Eastern, Western, and Central Indonesia including East Kalimantan, Maluku, and West Sumatra through regional dialogue events. 50% from youth entrepreneurs, 10% from NGOs, 25% from the community, 10% from the government, and 5% from the private sectors.

* Case study surveys method is not listed here.



Snapshot 2.3.2: Hex Confidence Index used in Bangladesh study

To acquire a comprehensive understanding of the state of the ecosystem for youth entrepreneurship in Bangladesh, the six domains were analysed to formulate the Hex-Key Ecosystem Confidence Index. The table below shows the confidence index scale used in the analysis. The scores assigned to the components were averaged to generate individual scores for the key domains, resulting in their confidence scores. The confidence scores are stakeholders' synthesised measure of the degree of optimism and/or pessimism in each of the key domains.

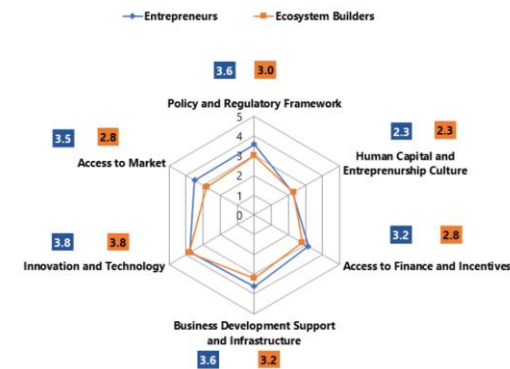
Confidence Index Score Scale

Score	1	2	3	4	5
Level of Confidence	Highly Disagree	Disagree	Neutral	Agree	Highly Agree

The overall confidence of the entrepreneurship ecosystem of Bangladesh through the Hex- Key Ecosystem Confidence Index had an average score of 3.1.

Snapshot of the Assessment of the Stakeholders on their Confidence Index Scale

#	Hex Key Domains	Entrepreneurs	Ecosystem Builders	Total Score
1	Policy and Regulatory Framework	3.6	3.0	3.3
2	Human Capital and Entrepreneurship Culture	2.3	2.3	2.3
3	Access to Finance and Incentives	3.2	2.8	3.0
4	Business Development Support and Infrastructure	3.6	3.2	3.4
5	Innovation and Technology	3.8	3.8	3.8
6	Access to Market	3.5	2.8	3.2
	Total	3.3	3.0	3.2



Note: The confidence index provided in this chapter has been derived from the survey of 147 of entrepreneurs and the interview of 26 ecosystem stakeholders to generate in-depth insights on the state of the six key domains. Data provides an overview of the domains, but it is not nationally representative due to limitations on the survey sample.

Check Post: Do you find confidence index useful? Will you apply it your study context? How will you ensure the sample size is representative/ sufficient for the study?

Tool 2.3.1: Quantitative questionnaire design

For each question below, identify the possible options/ answers you would expect young entrepreneurs to provide in your national context. This will help you design close-ended questions for the quantitative survey questionnaire:

<p>Are you aware of any laws and policies to support youth entrepreneurship in the following categories/ ways:</p> <p><i>e.g., legal support</i></p>	<p>What government policy areas need further bolstering to help the growth of entrepreneurship?</p> <p><i>e.g., increase public funding</i></p>	<p>In your experience, which of the following factors have made the transition from education to employment difficult?</p> <p><i>e.g., skills/job expectation mismatch</i></p>	<p>Are you aware of the financial instruments available in the country?</p> <p><i>e.g., impact investing</i></p>	<p>What are the difficulties that you faced while trying to access finances?</p> <p><i>e.g., taxes</i></p>
<p>Why would young entrepreneurs join an accelerator/ incubator?</p> <p><i>e.g., networking with investors</i></p>	<p>What are you leveraging technology for to achieve in your business?</p> <p><i>e.g., conduct online business/ e-commerce</i></p>	<p>What are the top challenges in expanding local markets in your country context?</p> <p><i>e.g., competitors</i></p>	<p>What do you think are the major issues faced by entrepreneurs when going international?</p> <p><i>e.g., culture gap</i></p>	<p>When hiring what factors do employers look for in the candidates?</p> <p><i>e.g., innovation spirit</i></p>

Tool 2.3.2: Deep dive into qualitative in-depth interview

For the following questions, consider whether you will include these in your study interview questions list for entrepreneurship support organisations. When selecting, think in terms of national and sub-national policy and practice context(s) in your country.

Domain	Question	Will I add it to my interview questions list? Please tick if yes.	Why am I selecting or rejecting this question? Will I change it?
Policy and regulatory framework	What are the key disablers/barriers of the current framework from the perspective of youth-led enterprises?		
	Which of the policies and good practices are fostering growth in youth led enterprises? To what extent are these policies youth-friendly?		
Human capital and entrepreneurship culture	What are the means essential for the existing and potential young entrepreneurs in urban and rural areas?		
	To what degree do the available financial products and services cater the needs of the young entrepreneurs and are they accessible to the young entrepreneurs?		
Access to finance and incentives	To what degree do the available financial products and services cater the needs of the young entrepreneurs and are they accessible to the young entrepreneurs?		
	How are transgender youth start-ups accessing finance?		



Lessons learnt & tips

Representativeness of the samples and collecting data on vulnerable and minority youth

Ensuring representative sample sizes and collecting data on youth entrepreneurship in rural and urban areas, informal and formal sectors and among minority youth and young women may take time. Data collection plan should take this into consideration and ensure that sufficient timely and human resources are allocated for the research team.

Policy review

To understand the opportunities and gaps in terms of policy and regulatory environment, it is good to consider ways to ensure that the analysis goes beyond mapping the existing laws, regulations and policies and helps create an understanding of the implications of those policies and regulations from the perspectives of young entrepreneurs and ecosystem stakeholders. What is working and what is not? Do the current laws and policies create equal access for young men and women? What are the most helpful aspects of the policies? Are there regulatory barriers that hinder youth turning their ideas into sustainable businesses? To what extent does the policy environment take into consideration the needs of youth from diverse backgrounds and young entrepreneurs working in different sectors and geographical locations?

Stage 2 Doing the Study

Action List: Develop research methodology

- Is all relevant existing research and literature guiding the study?
- Does the methodological approach include analysis of both qualitative and quantitative data, including the relevant national statistics?
- Does the data collection and analysis plan clearly outline how the needs and opportunities of young entrepreneurs from different backgrounds, rural and urban areas and the different sectors of operation are captured?
- Does the approach enable making the voices of all the relevant key stakeholder groups, including youth and other ecosystem actors, heard? Is the sample size representative/ sufficient for the study?
- Do the data collection and analysis methods enable analysis against all the key questions / indicators within each domain, including a segmented analysis according to gender, vulnerable groups, geographical locations, etc.?
- Do you have a risk management plan in place to help monitor study progress?
- Have you planned a validation workshop or other means to validate the findings with the stakeholders?



Step 2.4: Map ecosystem stakeholders

Stakeholder mapping analysis helps to develop an overview of the key players within the ecosystem and their roles and connections with other ecosystem stakeholders. The mapping is useful for complementing the domain-specific analysis and for facilitating discussion on the follow-up actions after the study. This will support the operationalisation of specific recommendations of the diagnostic study.

The stakeholder mapping developed as part of the diagnostic process can be regularly updated and maintained after the study and in this way, function as a one-stop-shop for information on services, support schemes and potential partners within the ecosystem.

Stakeholders within the ecosystem can be categorised into the following types of organisations:



The mapping may contain the following information on each organisation:

- Name
- Organisation type
- Role in the ecosystem: what is the offer for youth-led businesses or role in terms of developing the ecosystem? [we can add some 'role types' here, e.g., ecosystem builders; support organisations; etc.]

It is also helpful to map connections between the organisations to understand interactions between them and identify gaps and potential for bridging organisations and strengthening partnerships. Literature and media review and interviews and FGDs are potential sources of data.

The results of the mapping can be visualized by using digital tools such as Kumu. Developing a mapping on a website will allow updating it after the research and using it on an ongoing basis as a tool to provide information on the available support for young entrepreneurs and potential partners. The online map page can include a data collection form for the ecosystem stakeholders to provide updates on their information or submit information on a new organisation. A map of Indonesia's entrepreneurship ecosystem is presented in snapshot 2.4.

Snapshot 2.4: Indonesia's entrepreneurship ecosystem map

Government Initiatives, Ministries & Agencies, and State-owned Companies

- Ministry of youth affairs & sports planning (BAPPENAS)
- Ministry of cooperatives and small and medium enterprises
- Ministry of education and culture
- Ministry of agriculture
- Ministry of research and technology
- Ministry of tourism and creative economy
- Ministry of national development
- Ministry of women empowerment and child protection
- Ministry of communication and information technology
- Ministry of Industry
- BKPM
- PT Rajawali Nusantara Indonesia
- Telkom Indonesia

Businesses and Social Enterprises

- GoTo
- Bukalapak
- Kredivo
- OVO
- Traveloka
- Bibli
- JD.ID
- Tiket.com
- Xendit
- Ajaib
- E-fishery
- J&T Express
- Shipper
- Ritase
- Rekosistem
- Magalarva
- Riliiv
- Qlue
- Siklus
- Kitong
- Enterprise
- Tanihub
- Zenius
- Perfect Fit
- Kulaku
- Javara
- Du'Anyam
- Kitabisa.com
- Crowde

Universities

- IPB University
- Binus University
- Brawijaya University
- Youth Studies Centre UGM
- LPIK ITB
- IPB Science Technopark
- UGM Science Technopark
- Gamainkuba UGM
- Science Technopark
- Universitas Andalas
- Universitas Mataram
- Inkubator Bisnis Teknologi Universitas Lambung Mangkurat
- IBT Universitas Musamus Merauke
- Universitas Pattimura

Accelerators, Incubators, and Youth Entrepreneurship Communities

- Endeavor
- Ashoka
- Instellar
- Indigo Creative Nation
- Kinara Indonesia
- UKM Indonesia
- Plug & Play
- Kumpul
- PLUS
- HIPMI
- Indonesian Business Incubation Association (AIBI)
- Tangan Di Tas
- Block71
- British Council
- The Local Enablers
- Inkubator Bisnis Permata Bunda
- Genpro
- Balikpapan Youth Spirit
- MiniU
- Founder Institute Indonesia
- Startup Studio
- The Startup Weekend
- IDX Incubator
- Ambon Music Office
- Gabungan Wirausaha Muda Papua (GARAP)
- Jaringan Komunitas Temate
- Skystar Ventures

Auxiliary Support Services

- CoHive
- DiLo Telkom
- Greenhouse
- Impact Hub Jakarta

Media and Blogs

- DailySocial.id
- Tech in Asia
- E27

Think-tanks and Research Organizations

- AVPN
- Intra
- Intellectap

Financial Institutions, Investors, Connectors, Venture Capital Firms

- MDI Ventures
- Islamic Development Bank
- Mandiri Capital Indonesia
- UMG IdeaLab Indonesia
- Bank Indonesia
- BRI Venture
- IDX
- Orbit Fund
- Alpha Momentum
- Grab Venture Velocity
- Bank Kalsel
- Angel Investment Network Indonesia
- Bali Investment Club
- C4D
- East Venture
- Northstar Group
- Sinarmas Digital Ventures
- Sovereign Capital
- Patamar Capital

Private Sector - Ecosystem Enablers

- Shopee
- Bukalapak
- Tanihub Group
- DBS
- EY
- Telkomsel
- BCG

Development Partners

- UNDP
- PLAN Indonesia
- USAID
- ADB
- International Labour Organization (ILO-EAST)

NGOs or Foundations

- Citi Foundation
- INOTEK
- PLAN
- Kopernik
- Pratisara Bumi Foundation
- Bengkel APPEK
- Ford Foundation
- Rabo Foundation
- Yayasan Econusa
- Yayasan Inisiatif
- Dagang Hijau
- Prestasi Junior Indonesia





Lessons learnt & tips

Define the objectives for the mapping, especially from the perspective of further use

The pilot studies demonstrate that the development of the stakeholder mapping is good to be an integral part of the overall study process. It is also good to agree on the scope of the mapping and whether it will be updated on a regular basis after the studies and hosted by a specific organisation(s). The mapping can serve as a useful tool to share information on resources and services as well as to identify new partners as well as to support the operationalisation of the recommendations of the diagnostic study.

Stage 2 Doing the Study

Action List: Map ecosystem stakeholders

- Is the scope of the mapping clearly defined, e.g., what are the key stakeholder categories to be covered?
- Is the data collection and analysis plan for the mapping clear and valid?
- What is the tool used for mapping? Where is it hosted?
- Will the mapping be updated after the study and by whom? Have the sufficient resources been allocated for the maintenance?
- Is there a system and process in place for data validation and means to submit editing requests as needed?



Step 2.5: Analyse data and draft findings

When analysing data (from questionnaires, interviews, focus groups etc.), the researchers must look back at your research question i.e., the reason you undertook the research in the first place. This will help them to organise and categorise data and it will help them to focus on answering the question(s). Different data analysis approaches will need to be applied by the research team onto quantitative and qualitative data sources, and then these findings will be triangulated to inform the analysis write-up and recommendations emerging from the study.

Analysis of quantitative data

The first stage in quantitative data analysis is to make the data ready for being converted from nominal data into something meaningful. It involves data validation to understand if the collected data sample is per the pre-set standards, or it is a biased data. It focusses on assessing data for four key aspects:

Fraud: To ensure an actual human being records each response to the survey or the questionnaire

Screening: To make sure each participant or respondent is selected or chosen in compliance with the research criteria

Procedure: To ensure ethical standards were maintained while collecting the data sample

Completeness: To ensure that the respondent has answered all the questions in an online survey. Else, the interviewer had asked all the questions devised in the questionnaire.

After the data is prepared for analysis, researchers are open to using different research and data analysis methods to derive meaningful insights. It is important to ensure that representative sample (including gender and inclusive groups) is used to undertake data analysis. Descriptive and inferential statistics could be applied on the data including frequency distribution, variation, ranks, correlation, cross-tabulation, and analysis of variance, etc.

Analysis of qualitative data

Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. The emerging themes could be triangulated with the quantitative data to develop enriched insights. Content analysis of secondary documents like policies, strategies, and technical reports can also be done and matched with emerging themes/ findings.

Interpreting the data that has been analysed

Put the information in perspective, e.g., compare what you found to what you expected or to previous research in the area. Then consider recommendations to help improve the situation and record these conclusions and recommendations. An effort should be made to provide sector and/or stakeholder specific recommendations which are actionable and timebound in nature. For instance, policymakers should be provided with recommendations that are localised and help them to implement these in the short, medium, and long terms.



Lessons learnt & tips

Do's and Don'ts in data analysis and presenting findings

- Avoid generalisation/over-generalisation and handling exceptions/outliers
- Ensure data visualisation (charts, graphs etc) and storytelling via case-studies
- Undertake triangulation of mixed methods to add robustness to data analysis
- Ensure diverse stakeholders voices are captured in the validation workshop for the data findings

Do's and Don'ts in suggesting Recommendations

- Specific stakeholder-based recommendations that are actionable and timebound
- Avoid generalisation in recommendations
- Keep them context specific, localised and future-forward

Stage 2 Doing the Study

Action List: Analyse data and draft findings

- Is data analysis consistent with the methodology?
- Is data presented clearly, with correct interpretation?
- Does it support the objective of the study?
- Are the limitations of the data and analysis clearly defined?



Stage 3. Writing the study

Stage 3: Writing the study

The report structure below provides an overview of the key elements that are suggested to be included in the diagnostic report to provide a holistic analysis of the ecosystem.

About/General Information	Introduction of the commissioning organizations and research partners; acknowledgements; citation guidance, disclaimer.
Executive Summary	Brief overview of the background and objectives of the study, key findings and recommendations. A maximum of 2-4 pages standalone section.
Introduction	Brief description of the context, rationale and value-added of the study and youth-responsive approach; objectives and scope of the study, and overview of the report content.
Definitions	Definitions of the key terms used in the study
Methodology and data collection	Introduction to the ecosystem diagnostic framework, methods of analysis, data sources and data collection tools, sample sizes (including segmented data on gender, rural-urban representation, and representation of minority groups), limitations of the approach and sample and mitigation strategies. Survey forms and other details can be included in annexes.
Overview of the state of the youth entrepreneurship based on national statistics	An overview of the youth entrepreneurship based on national statistical data. This section can include, e.g., general information on youth population, education levels, employment, and entrepreneurship rates. It is important to include segmented analysis by rural and urban areas / other geographical locations, gender, and minority groups.
Analysis of six domains	Deep dive analysis of each domain; based on triangulated data. Should include examples of good practices and youth-led businesses.
Network mapping	Overview of the mapping and key stakeholders; strengths and connections between the actors and any identified gaps. Can include examples of good practices developed by different types of ecosystem partners.
Recommendations	A set of clear, concrete, targeted and action-oriented recommendations developed based on the findings.
Annexes	Detailed information on data collection tools and other further information on the methodologies and data sources; list of consulted organisations; references to secondary data sources.



Lessons learnt & tips

Structure helps guide the diagnostic process and enhance usability of the report

From the finalisation perspective, it is helpful to agree on the length of the report at the start of the diagnostic process and develop a clear shared understanding of the sections that are included. A clear structure enhances the readability and usability of the report.

Stage 3 Writing the Study

Action List

- Is the report structure clear and logical?
- Does the content and structure serve the key target audiences and help achieve the objectives of the diagnostic?
- Is there a plan whether the report will be printed and on the publishing format?



Stage 4. Disseminating and planning follow up of the study

Stage 4: Disseminating and planning follow up of the study

The main objective of the ecosystem diagnostic studies is to identify entry points for strengthening the enabling environment for young entrepreneurs. The publication of the study is meant to be the first step in a longer development process and engagement with the partners to tap into opportunities identified in the study and operationalise the recommendations.

The following actions can be taken to kick-start the process of follow-up actions:

- Produce and implement a dissemination plan in collaboration with key stakeholders
 - Define the key target audiences and relevant channels, including media outlets, corporate communication channels, social media, etc., to share the report and its core messages.
- Organise roundtable discussions or other types of dialogues and/or an official launch event to share the findings and discuss the next steps with the stakeholders

Youth should be meaningfully engaged in every step to make sure they can influence the discussion and shape the follow-up actions.

Tool 4: Dissemination planning sheet

Use the following sheet to consider different audience stakeholders for the report and identify key messages, best communication channels/ dissemination methods for each of them. Also, consider the budget, time and resource constraints to ascertain whether this method is feasible or not.

Audience	Key messages	Best methods	Feasible?



Lessons learnt & tips

Ensure all publishing and communication procedures are followed

Host organisation, UNDP and other partner communication protocols should be considered in the final report design and publishing plan. Based on key audiences, dissemination plans be developed in consultation with all research partners to ensure ownership and collective impact.

Stage 4 Disseminating the Study

Action List

- Have you developed a dissemination plan, including clear, target audience specific messages and activities?
- Have you decided who will implement the dissemination plan?
- Have you decided on the best means to discuss the findings with the key stakeholders?
- Is there a plan in place for monitoring the implementation and results of the recommendations or other follow-up actions taken based on the discussion around the study?



Resources to explore

Research Stage	Resources/ tools/ websites
<p>Stage 1 Planning the study</p>	<p>Entrepreneurship ecosystem frameworks/ literature</p> <p>Isenberg, D., 2011. The Entrepreneurship Ecosystem Strategy as a New Paradigm for Economic Policy: Principles for Cultivating Entrepreneurship. www.innovationamerica.us/images/stories/2011/The-entrepreneurship-ecosystem-strategy-for-economic-growth-policy-20110620183915.pdf</p> <p>Daniel Isenberg on The Entrepreneurship Ecosystem Strategy (Video Link) https://www.youtube.com/watch?v=gQDcRNR_sQ0</p> <p>Stephens, S., McLaughlin, C., Ryan, L., Catena, M. and Bonner, A., 2022. Entrepreneurial ecosystems: Multiple domains, dimensions and relationships. <i>Journal of Business Venturing Insights</i>, 18, p.e00344.</p> <p>Scoping the study/ objectives setting</p> <p>Tashakkori, A. and Creswell, J.W., 2007. Exploring the nature of research questions in mixed methods research. <i>Journal of mixed methods research</i>, 1(3), pp.207-211. https://journals.sagepub.com/doi/pdf/10.1177/1558689807302814</p> <p>Study implementation planning</p> <p>Resnik, 2020. What is Ethics and why is it important in research. https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm</p>
<p>Stage 2 Doing the study</p>	<p>Applying youth, gender, and inclusion lenses</p> <p>Stanford, 2010. Formulating research questions (gender lens). http://genderedinnovations.stanford.edu/methods/questions.html</p> <p>Nind, M., 2014. What is inclusive research? https://www.bloomsburycollections.com/book/what-is-inclusive-research/ch1-inclusive-research-defined</p> <p>Research methods</p> <p>Mertler, 2016. Quantitative research methods. https://us.sagepub.com/sites/default/files/upm-binaries/70019_Mertler_Chapter_7.pdf</p> <p>Stakeholder mapping</p>

	<p>NESTA, 2020. Collective intelligence playbook. https://www.nesta.org.uk/toolkit/collective-intelligence-design-playbook/</p> <p>Data analysis Onwuegbuzie, A.J. and Leech, N.L., 2006. Linking research questions to mixed methods data analysis procedures. <i>The qualitative report</i>, 11(3), pp.474-498.</p>
Stage 3 Writing the study	<p>Report structure Stanford, 2015. Tips for Writing Policy Papers. https://www-cdn.law.stanford.edu/wp-content/uploads/2015/04/White-Papers-Guidelines.pdf</p>
Stage 4 Disseminating the study	<p>Dissemination tools/ plans NIHR, 2019. How to disseminate your research. https://www.nihr.ac.uk/documents/how-to-disseminate-your-research/19951</p>

Published Diagnostic Studies

Bangladesh

<https://www.youthcolab.org/publications-3/State-of-the-Ecosystem-for-Youth-Entrepreneurship-in-Bangladesh>

Indonesia

<https://www.undp.org/indonesia/publications/state-ecosystem-youth-entrepreneurship-indonesia>

Singapore

https://www.youthcolab.org/_files/ugd/69cf50_29fca8742f4d43e69f86efb7aeeb4a75.pdf

Upcoming Diagnostic Studies

Maldives, Pakistan and Brunei (2022-23). These studies will be used to update this toolkit in 2023.

