Inclusive Youth Entrepreneurship Guidebook for Entrepreneur Support Organizations in Asia and the Pacific

Disclaimer

This toolkit is intended for internal use of Entrepreneur Support Organizations (ESO) within Youth Co:Lab networks. This document will be updated annually and incorporate findings and best practices from the ecosystem across the Asia and Pacific region.

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We should try to leave the world a better place than when we entered it.

—Michio Kaku

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YOUTH CO:LAB

About Youth Co:Lab:

Co-created in 2017 by the United Nations Development Programme (UNDP) and Citi Foundation, Youth Co:Lab aims to establish a common agenda for countries in the Asia-Pacific region to empower and invest in youth, so that they can accelerate the implementation of the Sustainable Development Goals (SDGs) through leadership, social innovation and entrepreneurship.

Learn more at www.youthcolab.org
or follow @youthcolab

About UNDP:

UNDP is the leading United Nations organization fighting to end the injustice of poverty, inequality, and climate change. Working with our broad network of experts and partners in 170 countries, we help nations to build integrated, lasting solutions for people and planet.

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About CITI Foundation:

The Citi Foundation works to promote economic progress and improve the lives of people in low-income communities around the world. We invest in efforts that increase financial inclusion, catalyse job opportunities for youth and reimagine approaches to building economically vibrant communities. The Citi Foundation's "More than Philanthropy" approach leverages the enormous expertise of Citi and its people to fulfil our mission and drive thought leadership and innovation.

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Acknowledgements

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We would like to thank the ESOs featured below for providing feedback, contributing their experiences and best practices and case studies from their programmes.

PLUS
Platform Usaha Sosial

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PLUS believes that inclusivity is the foundation of entrepreneurship: involving all parties without "buts" and involving everyone without exception. Entrepreneurship and all of its supporting access is a right for anyone, regardless of the conditions they experience. PLUS is committed to creating an inclusive work environment and fostering a culture of diversity and respect for all.

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Platform Usaha Sosial (PLUS) is an organization dedicated to promoting the growth of social entrepreneurship and social innovation in Indonesia. They offer support and capacity building programs for impact-driven organizations and social enterprises throughout the country. Their services include counseling and consulting for social entrepreneurs at all stages, with a particular focus on early-stage companies.

Since mid-2017, PLUS has provided approximately 200 hours of consultations to 100 social enterprises. These consultations have allowed the team to gain valuable insights into the operations, challenges, and opportunities of social enterprises. PLUS maintains a comprehensive database of impact-driven organizations, currently consisting of over 1,000 organizations, of which 850 have been identified as social enterprises.

The PRO-WOMEN programme by PLUS played an important role in supporting aspiring women entrepreneurs on the remote Lombok Island in West Nusa Tenggara, Indonesia. The programme was designed to foster business development, aiming to contribute to the economic prosperity and poverty reduction in the region. A total of 50 women entrepreneurs from various areas of Lombok were selected to participate in a series of workshops and receive mentoring support.

As a result of their participation in the program, an impressive 93.6% of the targeted women entrepreneurs experienced noticeable improvements in their business practices when compared to the baseline assessment. This outcome reflects the effectiveness of the workshops and mentoring provided by PLUS in empowering and equipping these women with the skills and knowledge necessary for enhancing their entrepreneurial endeavors.

IMPACT HUB Phnom Penh

> *Imagine building an inclusive culture, attracting and retaining talent, driving innovation, meeting young social entrepreneur expectations, managing risks, and creating a positive social impact. It sets the foundation for a diverse, equitable, and thriving organization that benefits employees, startups we serve, partners and society as a whole.*

Impact Hub Phnom Penh (IHPP) is a community that nurtures impact makers with the vision to contribute to a more sustainable, just and innovative Cambodia. They inspire, connect, and enable a generation of collaborative impact makers through their programmes and consultancy, community building and online learning services. They design and deliver activities on social impact, entrepreneurial and leadership skills and mindset, awareness raising on social and environmental issues, as well as on connecting and mobilizing network and financial resources.

By amplifying the voices and work of exemplary impact makers, they contribute to building the ecosystem while leveraging expertise and strategic partnerships to advocate for best practices and policies in supporting innovation and entrepreneurship. They strive to be the pioneers in designing and testing innovative solutions for social progress.

The Impact Hub Phnom Penh team believes that the impact makers they meet everyday prove that there is reason for hope. They recognise that there is a need for further expertise and support to generate and scale impact solutions that address the social and environmental challenges Cambodia is facing. The team is committed and dedicated to help make that happen.

Now-Us! Awards Cambodia were launched by Impact Hub Phnom Penh with collaboration with Voice through Oxfam Cambodia in Cambodia in 2021. It is an international programme that recognises inspiring inclusive initiatives that promote diversity, inclusion and empowerment of rightsholder groups as well as other communities through the Nothing About Us Without Us! (NOW-Us!) Awards. In the past two years, 20 teams have won a total of 115K euros to grow their social innovation projects.

Minderoo Foundation is a modern philanthropic organization that takes on tough, persistent issues with the potential to drive massive change. Minderoo Foundation incubates ideas, advocates for systems change and accelerates impact by pushing the limits of what is believed possible. Independent and forward-thinking they seek effective and scalable solutions. Proudly Australian, it is one of Asia's largest philanthropies and currently, they have more than $2.6 billion dollars dedicated to supporting philanthropy into the future and more than 300 employees across the globe. They believe that now more than ever, the world is increasingly fragile, uncertain, and unequal, and this decade is a pivotal window for change. Through bold, collaborative, and selfless action, they want to dismantle the systems that entrench inequality and fight for a fairer future.

The Dream Venture Programme, led by The Minderoo Foundation's Generation One supports First Nations businesses to achieve their potential and to empower First Nations entrepreneurship as a key contributor to a more equitable employment landscape in Australia.

In a three-year period, 140+ First Nations entrepreneurs have graduated from the Dream Venture Masterclass Programme. Finalists have raised $4m+ in capital and gained significant media attention, both nationally and internationally, making it a successful and unique programme in Australia.

> We know Australian First Nations businesses and start-ups are up to 100 times more likely to employ First Nations people. A dedicated programme like Minderoo Foundation's Dream Venture provides the capability, the skills and the connections they may lack to grow and scale their business and create wealth and prosperity for more First Nations people now and into the future.

InfoEdge Centre for Entrepreneurship

The InfoEdge Centre for Entrepreneurship at Ashoka University serves as a vibrant hub that nurtures the entrepreneurial aspirations of the entire Ashoka community, including students, fellows, faculty members, and founders. It supports students in transforming their dreams into practical and successful business ventures. The centre fosters a culture of innovation on campus by organizing a wide range of activities and campaigns, all under the mentorship of accomplished entrepreneurs and subject matter experts. From providing inspiration to inculcating an entrepreneurial mindset, to guiding students through the various stages of establishing a new business, including ideation, incubation, monetisation, and internationalisation, the InfoEdge Centre ensures comprehensive support and guidance at every step.

With support from Youth Co:Lab India, InfoEdge Centre for Entrepreneurship (CfE) at Ashoka University implemented the virtual incubation and mentorship as a part of the Innovations Marketplace Programme for Gender Equality in 2021. The programme provided a platform for young entrepreneurs from the LGBTI community to develop and launch innovative solutions for issues faced by their communities, improving the livelihoods of the LGBTI community and addressing gender-based violence. Out of 20 LGBTI entrepreneurs, top 10 teams were selected as winners and got the opportunity to be a part of Youth Co:Lab's regional springboard programme along with dedicated mentorship support by Being LGBTI in Asia & the Pacific.

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In the canvas of Entrepreneurship, Inclusivity becomes the vibrant palette that paints a masterpiece of Possibility. Like colours blending harmoniously, diverse minds unite to create strokes of innovation, resilience, and societal transformation. Inclusive entrepreneurship embraces the beauty of unique perspectives, allowing each brushstroke of talent to contribute to the grand masterpiece of human progress. As we weave together the threads of diversity, we create a tapestry where every shade and hue finds its place, and our collective brilliance illuminates the world with infinite shades of Inspiration, enabling us to unlock the true potential of a Brighter and Inclusive Future.

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Abbreviations & Acronyms

UNDP	United Nations Development Programme
SDGs	Sustainable Development Goals
OHCHR	Office of the High Commissioner for Human Rights
PLUS	Platform Usaha Sosial
ESOs	Entrepreneur Support Organizations
LNOB	Leave No One Behind
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
IsDB	Islamic Development Bank
OECD	Organization for Economic Co-operation and Development
ADHD	Attention Deficit Hyperactivity Disorder
IQ	Intelligence Quotient
PTSD	Post-Traumatic Stress Disorder
NEET	Not Engaged in Employment, Education, or Training
LGBTQI+	lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI)
DEI	Diversity, Equity and Inclusion
SMART	Specific, Measurable, Accurate, Reliable, and Targeted
NGOs	Non-Governmental Organizations
CSOs	Civil Society Organizations
OPDs	Organization of Persons with Disabilities

Content

1

About
the Youth Co:Lab
Springboard
Amplifier Programme

The Youth Co:Lab Springboard Amplifier Programme is a capacity-building initiative that aims to enhance and strengthen the youth social entrepreneurship ecosystem in Asia and the Pacific, with the goal of advancing the United Nations' Sustainable Development Goals. This programme, launched in March 2022, is a partnership between Youth Co:Lab and Impact Hub Phnom Penh, focuses on empowering local Entrepreneur Support Organizations and improving the quality of support available to young social entrepreneurs.

Running annually, the Youth Co:Lab Springboard Amplifier Programme conducts bi-weekly online workshops covering various topics such as team management, curriculum design, mentorship, fundraising and partnership, impact measurement, inclusive entrepreneurship, and scaling impact. These workshops serve to equip ESOs with the necessary knowledge and skills to effectively support and nurture aspiring social entrepreneurs, especially those who are left behind. The programme has garnered significant participation, with more than 50 entrepreneur support organizations joining the Springboard Amplifier community to date.

ESOs include a wide range of institutions such as business incubators, accelerators, think tanks, studios, co-working facilities, innovation spaces, and trade and commerce associations. They play an important role in providing comprehensive training, mentorship, innovation support, funding, advisory services, coaching, education, and networking opportunities to empower entrepreneurs and facilitate their success.

2

Introduction

2.1. Inclusive Youth Entrepreneurship Guidebook for Entrepeneur Support Organizations

This guidebook has been designed to enable Entrepeneur Support Organizations (ESO) to promote and advance Inclusive Entrepreneurship through their programmes. It was inspired by the Leave No One Behind session of the Springboard Amplifier Programme 2022, which brought together 10 ESOs from across Asia and the Pacific. During this session, participants engaged in discussions and shared valuable insights on how to create an inclusive startup support programme. The guidebook, titled "Inclusive Youth Entrepreneurship Support Toolkit for ESOs," aligns with the United Nations' principle of Leave No One Behind (LNOB), a commitment within the UN's 2030 Agenda for Sustainable Development. LNOB encompasses eradicating poverty, discrimination, and exclusion, as well as reducing inequalities that hinder individual and collective potential.

The primary objective of this guidebook is

1. To equip ESOs with the necessary knowledge and resources to develop inclusive and equitable entrepreneurship support initiatives that cater to youth from all backgrounds, including from underserved and marginalized communities.

2. Offer ideas, strategies, and practical advice to assist ESOs in designing programmes, services, facilities, and communications that are fair, inclusive, and accessible to aspiring social entrepreneurs who face barriers and disadvantages.

3. Provide resources that will help ESOs foster a level playing field for young entrepreneurs to ideate, start, and grow their social enterprises.

4. Help ESOs create an environment where underserved and marginalized youth have equal opportunities to thrive and succeed in their entrepreneurial endeavours.

2.2. What is Inclusive Youth Entrepreneurship?

Globally, there is no universal or singular definition for Inclusive Entrepreneurship, as its interpretation varies depending on the priorities and contexts of different organizations or regions. Nevertheless, despite these variations, the core focus of inclusive entrepreneurship remains consistent. The aim is to empower communities or groups that have been left behind due to various factors by leveraging entrepreneurship as a means of sustainable livelihood.

United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), adopts the definition from the G20 Inclusive Business Framework, which states that "Inclusive businesses provide goods, services, and livelihoods on a commercially viable basis, either at scale or scalable, to people living at the Base of the Economic Pyramid (BoP) making them part of the value chain of companies' core business as suppliers, distributors, retailers, or customers."

According to the Organization for Economic Co-operation and Development (OECD), "Inclusive entrepreneurship policies aim to ensure that all people, regardless of their personal characteristics and background, have an opportunity to start and run their own businesses. Governments can do more to unlock the entrepreneurial potential among groups such as women, immigrants, youth, seniors, the unemployed and people who experience disability."

Youth Co:Lab is committed to promoting and strengthening the inclusiveness of entrepreneurship ecosystems in Asia and the Pacific region together with the project partners and stakeholders. For Youth Co:Lab, inclusive youth entrepreneurship is

(1) **a meaningful engagement** process for the involvement of (2) **underserved and marginalized youth** groups into the (3) **entrepreneurship ecosystem** with the aim to help them to overcome their social, cultural and economic barriers and be effectively engaged and empowered to be agents of positive change and sustainable development.

The following section provides some frameworks for understanding and assessment of these three components of inclusive youth entrepreneurship.

2.2.1. Meaningful Engagement Processes Across the Entrepreneurship Ecosystem

Definitions for 'youth' or 'young people' vary across countries and organizational contexts. While there is no standard definition, according to the United Nations Educational, Scientific, and Cultural Organization for the Interagency Network on Youth Development there are four components that can help define young people from a holistic perspective. These are:

1. The experiences of youth
2. The individual characteristics of youth and the intersections between them
3. The transition stages youth go through
4. The age of youth as per the national or organization's definition

Taking these components into consideration can help plan meaningful and inclusive engagement processes that are:

| Safe | Respectful | Valued | Inclusive | Voluntary | Transparent |

| Informative and accountable | Youth-friendly | Supportive | Advocative |

2.2.2. Identifying Marginalized Groups

Five dimensions can be considered when identifying "unconventional entrepreneurs", there are frameworks that can be used to identify aspiring or existing young entrepreneurs who may face barriers or have more limited access to entrepreneurial opportunities compared to their peers. "Conventional entrepreneurs" can be seen as those "who possess the traits considered to be in accordance with (local) customs and beliefs, conferring on them the greatest access to the resources required for entrepreneurship". Five dimensions can be considered when identifying "unconventional entrepreneurs".

These dimensions are:

▸ Physical dimension (e.g., gender, age, disabilities)
▸ Cognitive dimension (e.g., ADHD, IQ, PTSD)
▸ Cultural dimension (e.g., religion, ethnic minority status, refugee status)
▸ Economic dimension (e.g., poverty, access to education)
▸ Behavioral dimension (e.g., former convicts)
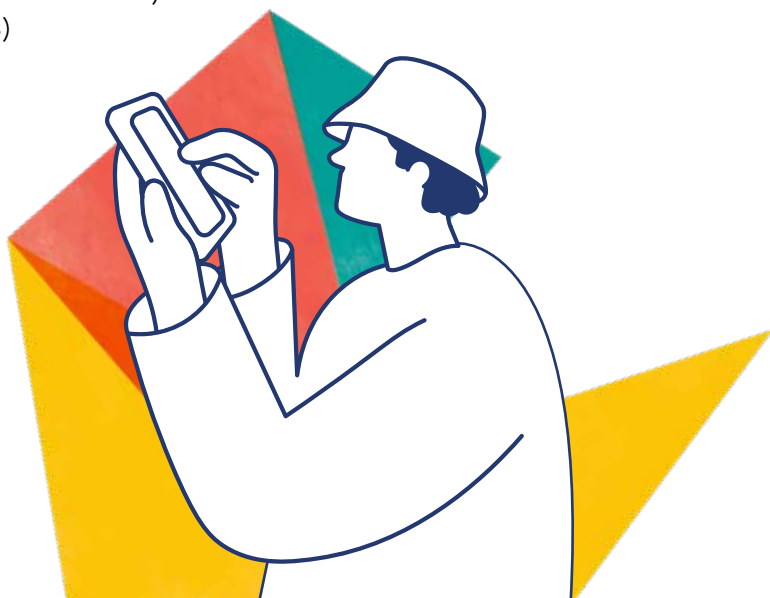
Furthermore [UNDP](#) has identified the following five domain framework to evaluate who is being left behind:

People at the intersection of these factors face reinforcing and compounding disadvantage and deprivation, making them likely among the furthest behind.
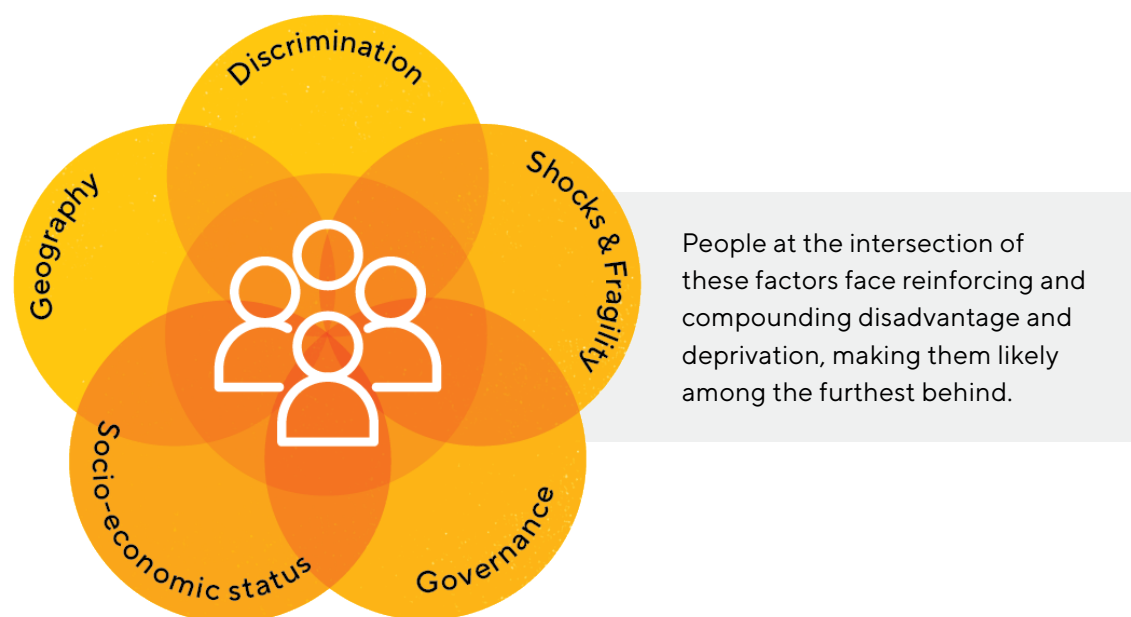
1. Discrimination faced based on one or more aspects of their identity
2. Vulnerability due to geographical location
3. Disadvantages due to ineffective, unjust, unaccountable or unresponsive institutions
4. Vulnerabilities caused by socio-economic status
5. Exposure to setbacks due to shocks and fragility.

The factors can have compounding effects, and those at the intersection of the factors are most likely to be left furthest behind.

2.2.3. Removing Barriers in the Entrepreneurship Ecosystem

The ecosystem lens helps to understand different layers, factors, and stakeholders that influence entrepreneurial opportunities. There are various theoretical frameworks and indicators for assessing [entrepreneurship ecosystems](#) and [entrepreneurship policies and support systems](#).

Some of the domains that can be considered in the assessment of the ecosystem, including the barriers, enablers, opportunities, and key stakeholders, for entrepreneurial activities include but are not limited to:

▸ Policies and regulations
▸ Business development support
▸ Supporting infrastructure
▸ Entrepreneurship education and human capital
▸ Entrepreneurial culture
▸ Innovation and technology
▸ Access to finance and incentives
▸ Access to markets

Three components of Inclusive Entrepreneurship

1	**Meaningful Engagement Processes Across the Entrepreneurship Ecosystem**	Individual Level: Directly engaging young aspiring and existing entrepreneurs to level-up their businesses
		Entrepreneurship Ecosystem: Working with ESOs partners to make the ecosystem more inclusive for aspiring and existing entrepreneurs
		Policy and Legal Ecosystem: Bringing more youth voices, particularly those from underserved communities into policymaking spaces for a more inclusive entrepreneurship ecosystem.

2	**Identifying Marginalized Groups: Five Dimensions to Evaluate Vulnerability**	Physical Dimension (e.g., gender, age, disabilities)
		Cognitive Dimension (e.g., ADHD, IQ, PTSD)
		Cultural Dimension (e.g., religion, ethnic minority status, refugee status)
		Economic Dimension (e.g., poverty, access to education)
		Behavioral Dimension (e.g., former convicts)

3	**Removing Barriers in the Entrepreneurship Ecosystem**	The dimensions can include but are not limited to:
		▶ Policy Framework
		▶ Government Regulations
		▶ Financing Entrepreneurship
		▶ Entrepreneurship Education and Skills
		▶ Entrepreneurial Culture and Social Capital
		▶ Innovation and Technology Ecosystem
		▶ Business Development Support and Infrastructure

While the precise definition and approach to inclusive entrepreneurship may differ based on the priorities and circumstances of each organization or region, the fundamental objective is to utilise entrepreneurship as a vehicle for empowerment and economic inclusion, particularly for those who are marginalized or disadvantaged.

Resources:

United Nations. 2023. Our Common Agenda Policy Brief 3: Meaningful Youth Engagement in Policy and Decision-making Processes

OECD/European Union. 2018. Inclusive Entrepreneurship Policies: Country Assessment Notes, United Kingdom 2018

Isenberg, D., 2011: The Entrepreneurship Ecosystem Strategy as a New Paradigm for Economic Policy: Principles for Cultivating Entrepreneurship1 Dani

Youth Co:Lab and IsDB. 2022: Zooming in on Youth Entrepreneurship Ecosystem: Toolkit for National Diagnostic Studies

Ulrike Guelich, Niels Bosma and the Global Entrepreneurship Research Association (GERA). 2018. Youth Entrepreneurship in Asia and the Pacific 2019.

UNESCO 2019: Guidance and Training for UN Staff, Meaningfully engaging with youth

Rene M. Bakker, & Jeffery S. McMullen. 2023: Inclusive entrepreneurship: A call for a shared theoretical conversation about unconventional entrepreneurs - ScienceDirect

UNDP 2018: What does it mean to leave no one behind? | United Nations Development Programme

2.3. The Need for Inclusive Youth Entrepreneurship

Over the last few years, the Asia-Pacific region has been one of the fastest-growing regions in the world. However, progress in human development has been uneven, with certain groups experiencing greater progress than some others. Within this region, there is a substantial population of young individuals, numbering approximately 660 million. However, almost 25 percent, equivalent to about 155 million youth, in the Asia-Pacific region are currently not engaged in employment, education, or training (NEET). Many of these young people belong to marginalized groups, such as women, the LGBTQI+ community, migrants, and persons with disabilities, among others, and consequently, they face additional challenges and setbacks. The COVID-19 pandemic, global recession, local and international conflicts, humanitarian and natural disasters, and climate change have further widened existing inequalities, making it particularly difficult to extend progress and support to those who are hardest to reach, including those residing in remote areas.

Social entrepreneurship holds great potential for young people to generate income for themselves and their communities, while also contributing to the well-being of societies and protecting the environment, thus also contributing to achieving the Sustainable Development Goals. However, bias, discrimination and other barriers prevent youth from underserved and marginalized communities from fully realising their potential and accessing economic and learning opportunities. These disadvantaged groups are disproportionately affected by crises, as evidenced by a Youth Co:Lab study highlighting the impact of the COVID-19 pandemic and its associated lockdowns and restrictions on small business owners, especially women, youth, ethnic minorities, and migrants.

Youth Co:Lab has been actively supporting young social entrepreneurs from various backgrounds across the Asia-Pacific region since 2017, including those from marginalized groups. Through our interactions with young people from these communities, we have observed that they encounter higher barriers in pursuing entrepreneurship. These obstacles include a lack of safe spaces to present and share their ideas, limited access to opportunities, and unfavourable policy environments. Some of the challenges faced by young entrepreneurs from underserved and marginalized communities may include:

▸ Cultural norms and values that affect their confidence in creating sustainable and viable businesses
▸ Inability to access business support and financing.
▸ Lack of business knowledge and skills and language barriers
▸ Lack of business support services that target marginalized social entrepreneurs.
▸ Lack of access to basic financial products and services to grow their businesses

Inclusive entrepreneurship recognises that not everyone has equal access to resources such as funding, training, networks, and mentorship, which can make it more difficult for some individuals to start and grow businesses.

Inclusive entrepreneurship can address the challenges that hinder the participation of marginalized youth in the entrepreneurial ecosystem. It can ensure equal opportunities for all aspiring entrepreneurs, particularly those from diverse backgrounds who may encounter economic, social, cultural, or structural barriers. By adopting an equitable approach, inclusive entrepreneurship can enable the active engagement of all entrepreneurs in entrepreneurial activities. By fostering inclusivity, it can ensure that nobody is excluded, and that all individuals have equal access to the resources, support, and opportunities necessary for entrepreneurial success. Promoting entrepreneurship among people from diverse backgrounds can contribute towards fostering diverse and inclusive workplaces, innovation and economic growth.

2.4. Limitations and Evolution

This guidebook represents the initial version of an ongoing project, intended to evolve and be regularly updated based on feedback from stakeholders, insights gained by the Springboard Amplifier community, and relevant research. It is important to note that this guidebook does not aim to provide a comprehensive or exhaustive resource. Instead, it serves as a dynamic document that offers entry points for organizations to enhance diversity and inclusion in their work.

To gain a comprehensive understanding, it is recommended to consider this guidebook in conjunction with other relevant guidelines, principles, and national and local entrepreneurship ecosystem context. Additionally, it is essential to adapt the recommendations to the specific needs and available resources within each unique context.

Youth Co:Lab and its partners are dedicated to strengthening and refining this guidance document. Therefore, any feedback regarding its content is highly appreciated. If you have any comments or suggestions to enhance the guidelines, please do not hesitate to contact us at info@youthcolab.org.

3

How can ESOs Promote Inclusive Youth Entrepreneurship?

Entrepreneur Support Organizations (ESOs) have the potential to be catalysts in fostering inclusive entrepreneurship, thereby contributing to the creation of fair and inclusive societies. Their pivotal role lies in supporting and advancing entrepreneurship opportunities for underserved and marginalized youth, ensuring equal access and participation. This involves providing assistance to young people from diverse groups, such as women, indigenous peoples, minorities, and persons with disabilities among others. ESOs play a crucial role in helping young entrepreneurs overcome barriers, enabling them to embark on successful business ventures and achieve growth. By championing inclusive entrepreneurship, ESOs contribute to building a more equitable and diverse entrepreneurial landscape.

ESOs can help promote inclusive entrepreneurship include by:

- ▶ **Providing access to funding:** One of the biggest challenges for entrepreneurs from underserved and marginalized groups is access to funding. ESOs can help by providing access to grants, loans, and other financial resources to these entrepreneurs.

- ▶ **Offering training and mentorship:** ESOs can provide training programmes, workshops, and mentorship opportunities that specifically cater to underserved and marginalized groups. This can help these entrepreneurs gain the skills and knowledge they need to build successful businesses.

- ▶ **Creating networking opportunities:** ESOs can facilitate connections between entrepreneurs and established business leaders, potential investors, and other key stakeholders. This can help entrepreneurs build relationships and find new opportunities.

▸ **Providing access to resources:** ESOs can provide access to resources such as co-working spaces, legal services, and marketing support that can help entrepreneurs overcome the challenges they face.

▸ **Raising awareness:** ESOs can promote inclusive social entrepreneurship by showcasing success stories, and sharing knowledge with peers and other stakeholders, including policymakers.

In order to foster inclusive entrepreneurship through their programmes, ESOs must embrace diversity, equity, and inclusion as fundamental values within their organizational mission. This can be achieved by establishing clear and defined objectives, such as prioritising the inclusion of young women, LGBTQI+ youth, those from rural areas, indigenous youth, or young individuals with disabilities and other marginalized groups. Prior to implementing the strategy, it is important for ESOs to conduct an assessment or audit of their existing policies and practices relating to diversity, equity, and inclusion. This evaluation will serve as a foundation for developing a comprehensive Diversity, Equity and Inclusion (DEI) strategy that will guide the entire programme.

Effective communication of the strategy is crucial to ensure that every member of the organization understands and embraces it. The collective contribution of each individual within the organization is essential, as without their active participation, efforts to promote diversity and inclusion will not achieve the desired results. By incorporating diversity, equity, and inclusion into their values and mission, ESOs can create an environment that nurtures and supports inclusive entrepreneurship and provides opportunities for individuals from all backgrounds.

This guidebook focuses on five major areas which ESOs can focus on to make their programme more diverse and inclusive

▸ Goal Setting and Impact Management
▸ Startup Recruitment
▸ Programme Design
▸ Facilitation
▸ Communications

3.1. Goal Setting and Impact Management

3.1.1. Integrating Inclusive Entrepreneurship into Organization's Strategy

When organizations aim to develop or enhance an inclusive entrepreneurship support programme, it can be beneficial to start by determining or revisiting their long-term strategic objectives and assessing if the inclusion lens of their strategy could be strengthened.

Adopting a strategic approach offers various advantages, including:

▸ Reinforcing and mainstreaming the commitment to diversity and inclusion throughout the organization.

- Identifying key target groups and stakeholders within the inclusive entrepreneurship ecosystem and designing programme activities that address their specific needs.
- Assessing and managing the intended and unintended, positive and negative impacts of entrepreneurship support programmes.
- Utilizing data and evidence to shape programme activities based on feedback from programme beneficiaries and other stakeholders affected by the initiatives.
- Allocating adequate human and financial resources for diversity and inclusion efforts.
- Enhancing staff capacities in diversity and inclusion practices.
- Communicating programme results and enhancing accountability.
- Assessing, monitoring, and managing risks associated with the inclusive entrepreneurship initiatives.
- Aligning programme objectives with key frameworks such as the Sustainable Development Goals and Guiding Principles on Business and Human Rights.

By incorporating these elements into their organizational strategy, ESOs can lay a strong foundation for fostering inclusive social entrepreneurship. This strategic approach ensures a comprehensive and purposeful integration of diversity, equity and inclusion principles throughout all aspects of their entrepreneurship support programmes.

The following section presents some practical steps and considerations that can help an organization to set its objectives and incorporate an inclusion lens into its impact management framework. The guidance is not meant to be all-encompassing but it should be read in relation to other relevant guidelines, global and national guiding principles, strategies, and laws, and the organization's own strategy.

3.1.2. Identifying Programme Objectives and Beneficiaries

Conducting a DEI audit and capacity assessment by using an intersectional lens will enable ESOs to design their DEI strategy. This involves the following but is not limited to:

- Examining the current state and environment of diversity and inclusion in an organization to inform future strategy
- Defining the specific objectives of entrepreneurship support programmes in terms of inclusivity and youth-responsiveness
- Conducting a needs assessment and defining clearly which groups need support or which groups the organization would like to support
- Evaluating current capacity and estimating required resources to achieve their DEI goals
- Identifying intended areas and potential impacts of the programme
- Mapping the targeted beneficiaries of the programme based on organizational priorities and expertise and the national and local context.

It is important that ESOs identify the challenges to be addressed through the programme, and analyse the causes of those challenges. For example, who is being left behind and why? Are there youth groups who could benefit from entrepreneurial opportunities but currently lack access to these opportunities? What are the main barriers or factors that exclude them from becoming entrepreneurs? (See sections 2.2.2 and 2.2.3)

Based on the identified challenges, an inclusive entrepreneurship strategy that addresses these challenges can be developed. ESOs can set short and medium-term goals and map internal and external factors that are required to achieve these goals. (See section 3.3.1 on Needs-Based Design on the design of programmatic activities.)

Sample guiding questions for the development of programme objectives

Long-Term Objective	**For example:** What is the long term objective of the inclusive youth entrepreneurship programme? How does the programme contribute to the improved livelihoods among underserved young people or communities? How many young people from underserved communities get jobs through the enterprises?
Expected Short and Medium Term Results Results	**For example:** Who does the programme reach? What kind of changes does the programme bring in participants' lives? What are the skills or capacities they strengthen or gain during the programme? How many youth from underserved communities report improved entrepreneurial skills?
Activities	**For example:** What are the activities you have to implement to achieve the intended results? How do you reach the intended groups of young people? How do you ensure that activities serve their needs and address the causes of exclusion?
Resources	**For example:** What are the skills and resources required to provide meaningful support to the identified target groups?
Problem	**For example:** Who are being excluded or face barriers to entrepreneurial opportunities?
Causes	**For example:** What are the drivers of exclusion or root causes of the barriers or challenges faced by young (aspiring) entrepreneurs?
Cross-Cutting	What are the risks or potential unintended consequences related to the activities and their potential impacts? What kind of mitigation and management measures are needed? What kind of internal or external factors can affect the activities and results?

One of the key objectives of the strategy on inclusive youth entrepreneurship is to identify means to empower young people and amplify their potential as social innovators and entrepreneurs. However, sometimes the programme can have unintended negative consequences. To avoid any potential negative impacts or harm to the stakeholders and marginalized young people in the programme, it is essential to map and monitor the potential negative impacts and risks related to the implementation of the activities and plan risk mitigation and management measures accordingly. Feedback, complaint and grievance mechanisms, and a protocol to ensure grievances are promptly addressed with follow-up action can help ESOs with risk mitigation and management.

3.1.3. Monitoring and Data Collection

Developing a plan to monitor and use data to manage the results and evaluate activities regularly is important to support learning and accountability. This guidebook does not provide technical guidance on impact measurement methodologies or approaches but provides entry points for the development of the metrics that can be used to help manage your strategy on inclusive youth entrepreneurship. These metrics can be used to support programme management in terms of expected and unexpected impacts, risks and so on. Indicators to measure progress towards ESO's objectives should be specific, measurable, accurate, reliable, and targeted (SMART).

These can include, for example:

▸ Activity level indicators, such as the number of participants reached, including disaggregated data
▸ Indicators to measure immediate results of the programme activities. These can include perceived or noticeable change in skills, adoption of new methods or tools, or new access to opportunities
▸ Indicators to measure medium and long term results and contributions such as the sustainability of the enterprises led by programme graduates
▸ Means to monitor and manage risks

Targets and baselines for indicators can be set according to local and national/regional context.

A human-rights based approach should be a cross-cutting priority of an inclusive youth entrepreneurship support programme. Feedback and consultation methods should be designed so that that beneficiaries from different backgrounds can provide informed consent to process their information and have the opportunity to provide feedback on the programme. It is recommended to incorporate the following principles of the human rights-based approach to data:

Participation   Data disaggregation   Privacy

Self-identification   Transparency   Accountability

Resources:

UNSDG: UNSDG | Leave No One Behind

Impact Management Project and Impact Management Platform. 2023.

UNDP 2013: UNDP Handbook on Planning, Monitoring and Evaluating for Development Results

SDG Impact: SDG Impact Standards - United Nations Development Programme (UNDP)

UN 2011: Guiding Principles on Business and Human Rights. Implementing the United Nations "Protect, Respect, and Remedy" Framework.

OHCHR 2018: A Human Rights Based Approach to Data - Leaving No One Behind in the 2030 Agenda for Sustainable Development: Guidance Note to Data Collection and Disaggregation | OHCHR

Examples in Practice

Ambassadors representing the five rightsholders group

Yeang Sethsamprathna
Ambassador of Vulnerable elderly and youth

Chhoeurng Rachana
Ambassador of LGBTI people

Harry Catherine
Ambassador Woman facing exploitation abuse and/or violence

Ngech Samin
Ambassador of Indigenous people and ethnic minorities

Treng Kuychheng
Ambassador of People with disabilities

In 2021, Impact Hub Phnom Penh collaborated with Voice through Oxfam in Cambodia, to organize the inaugural NOW-Us! Award in Cambodia. The initiative aimed to address various social issues through innovative and inclusive projects. Over a three-month period, ten teams representing five rightsholder groups were selected to participate.

These teams had pre-existing initiatives focused on tackling specific challenges within their respective communities. With the guidance of a lead trainer and expert mentors, the teams developed and planned innovative projects while also enhancing their skills in project management, financial management, and advocacy.

The programme focused on empowering the following five rightsholder groups:

1. Women facing exploitation, abuse, and/or violence
2. People with disabilities
3. LGBTI people
4. Indigenous people and ethnic minorities
5. Vulnerable elderly and youth

Goal setting: integrating DEI into organizations' strategy

Together for a more inclusive program

DEI Program Guide & Toolkit

From Impact Hub Phnom Penh experience

Click to read more

Impact Hub Phnom Penh has developed a Diversity, Equity and Inclusion (DEI) Programme Guide & Toolkit to ensure opportunities, spaces and involvement of minorities and marginalized youth in Cambodia group within its program, events and activities. This toolkit comprises of team-building activities, training sessions and checklists for programme development to incorporate DEI in programmes.

Impact management - measuring impact

After the PRO-WOMEN programme ended, the endline assessment revealed that 93.6% of women entrepreneurs implemented better business practices, including defining their business strategy, efficient bookkeeping, and continuously pursuing business partnerships.

As much as 84% of the women entrepreneurs in the programme also claimed that they became better leaders, 70.2% discovered pain, gain, and needs of the customers, 49% implemented marketing basics to determine where to sell their products or services, 63.8% created simple cash flow report after the programme, and 59.6% started to discover the need for collaboration.

The participants showed the most significant progress in their networking skills as they learned to assess and utilise their network effectively. 93% of the participants felt their networking skills have developed through the programme.

– Platform Usaha Sosial (PLUS), Indonesia

Participants of PRO WOMEN in a team building activity

The PRO-WOMEN programme, a collaboration between Platform Usahasosial (PLUS), the Ford Foundation, and Yayasan Rumah Energi, is dedicated to promoting business development in Indonesia. With the goal of contributing to economic prosperity and reducing poverty, this programme specifically targets promising women entrepreneurs in remote Lombok Island, West Nusa, and had three main objectives:

1. Enhance the business skills of rural women entrepreneurs, in areas such as business management, networking, and marketing.
2. Develop a set of tools and methodologies to deliver scalable enterprise support services that can be tailored to the specific needs of entrepreneurs and their environments.
3. Establish an information center and networking hub for entrepreneurs in Indonesia, integrating it with social media platforms to expand community outreach.

The overall goal of the programme was to promote and empower rural women entrepreneurs by providing them with the necessary skills, resources, and support to succeed in their businesses.

The NOW US! Awards Cambodia, organized by Impact Hub Phnom Penh in Cambodia, conducted a pre-test before the Programme and a post-test upon completion. The results of the tests revealed a significant positive impact of the boot camp training on the participants' knowledge and confidence levels in advocacy, project management, and project monitoring and evaluation. Specifically, the participants' knowledge and confidence in advocacy increased from 57% to 84%, while their understanding of project management improved from 42% to 80%. These findings measured the effectiveness of the NOW US! Awards Cambodia programme in enhancing the skills and capabilities of its participants. NOW-Us! Award Cambodia 2022 Progarmme Report

– Impact Hub Phnom Penh, Cambodia

Impact management - measuring impact

3.2. Startup Recruitment

ESOs should actively strive to attract and embrace a diverse range of young social entrepreneurs, thus creating a culture that fosters the exchange of fresh and innovative ideas and embraces different perspectives. Diversity promotes a deeper understanding of diverse communities and their challenges and facilitates the development of effective and sustainable business solutions.

It is crucial to ensure that young social entrepreneurs have access to the necessary resources to facilitate their application process. Any barriers that may hinder their access to these resources should be identified, addressed, or removed wherever possible. By providing the necessary support and removing obstacles in accessing entrepreneurship programmes, ESOs can foster a more inclusive and enabling environment for the next generation of changemakers.

The recruitment process involves the following three steps:

Outreach   Application   Selection

3.2.1. Outreach Process

The first crucial step towards fostering a diverse cohort of young social entrepreneurs is to attract and recruit individuals from marginalized and underserved communities into the programme. To achieve this, ESOs need to implement a dedicated outreach strategy.

It is important for ESOs to recognize that the argument of marginalized youth being "harder to reach" may not be accurate. Instead, ESOs should critically assess whether they are utilizing the appropriate methods and strategies to effectively engage with these groups. The messaging strategy employed may inadvertently overlook certain behaviors or circumstances specific to these youth. For instance, they may face social, cultural, or geographical isolation. Limited or no access to the internet can also act as a barrier to outreach efforts. Additionally, some young people may reside in rural areas with inadequate internet connectivity, or they may not be proficient in English or actively use the social media platforms commonly employed by ESOs.

By understanding and collaborating with the target groups during the planning stages of content development and outreach processes, ESOs can proactively address these challenges and remove barriers that impede reaching these communities. This approach allows for the development of tailored strategies that consider the circumstances and preferences of marginalized youth. ESOs can employ alternative communication channels, facilitate offline engagement, provide translations or localized content, and explore partnerships with community organizations to enhance outreach and ensure inclusivity.

ESOs can implement the following strategies for effective outreach:

- Identify marginalized or underserved youth based on the organization's DEI strategy and goals. This ensures a targeted approach that reaches those who would benefit most from the programme.
- Collaborate with relevant target groups, partners, and channels to reach the intended audience. Consider engaging with:
  - » Local publications such as newspapers and magazines that cater to specific communities
  - » Networking groups and membership organizations that focus on underrepresented or marginalized groups. For example CSOs working with indigenous communities like Asia Indigenous Peoples Pact or organizations of persons with disabilities (OPDs)
  - » Provincial and local government agencies involved in youth employment and rural youth development
  - » Civil society organizations (CSOs), non-governmental organizations (NGOs), and local youth organizations operating at the grassroots level
  - » Local educational institutions and community organizations that have close ties to the target groups
  - » Local community leaders or individuals with influence within the community
- Utilize a diverse range of digital and non-digital platforms to disseminate information about the programme. Recognize that not all individuals have access to modern platforms. Consider using alternative methods such as radio broadcasts to reach rural youth or indigenous youth in remote areas
- Ensure outreach content /language is inclusive and any visual content is representative of diverse young people
- Take measures that ensure outreach efforts target persons with disabilities
- Communicate in local languages to bridge language barriers and facilitate wider participation. Providing information in local languages enables more existing and aspiring entrepreneurs to understand and engage with the programme

Resources:

'Outside In' Strategy for the C-suite: Put Your Customers Ahead of Your Capabilities - Knowledge at Wharton
Community Radio Broadcasting for Empowering Rural People | e-Platform on Intercultural Dialogue

Dream Venture Programme 2022, Minderoo Foundation

Startup recruitment: outreach process

The Dream Venture Programme, led by The Minderoo Foundation's Generation One, aims to support First Nations businesses in realizing their potential and becoming a driving force for a more equitable employment landscape in Australia. This 6-week accelerator programme includes online Masterclasses and a face-to-face Pitch Showcase event held in a different location within Australia each year. It is specifically designed for First Nations entrepreneurs who have a business or a business idea ready for growth and scalability. In 2022, Minderoo partnered with Youth Co:Lab to deliver the youth entrepreneurship Programme and Pitch Showcase Gala in Melbourne.

To effectively reach the target audience, it was crucial to have a clear understanding of their characteristics and preferences. However, locating the ideal target audience was sometimes challenging. In this case, the target audience consisted of First Nations Entrepreneurs between the ages of 18 and 30, who own a business or possess a compelling idea ready for development. To reach them, leveraging peak bodies (Advocacy groups), First Nation's Business networks, word-of-mouth referrals, community grapevines, and social media platforms proved to be an effective strategy.

It was important to think creatively about how to best support rural and regional entrepreneurs who may face isolation or lack easy and frequent access to phone and email communication. Overcoming these challenges required innovative approaches and alternative means of communication and support.

– Minderoo Foundation, Australia

Startup recruitment: outreach process

The applicants for the PRO-WOMEN programme, led by Platform Usaha Sosial (PLUS) were recruited from two main channels, local government databases and online applications. The initial meetings with women entrepreneurs played a crucial role in developing selection criteria and determining the most effective delivery method for the programme.

To reach a wide pool of potential applicants, the PLUS team partnered with various stakeholders, including 6 local government agencies, 5 NGOs, and 12 others such as social enterprises, communities, media outlets, and private sectors. Targeted Facebook ads were also utilized to expand outreach efforts.

The journey map of applicant recruitment process from the PROWOMEN programme by PLUS
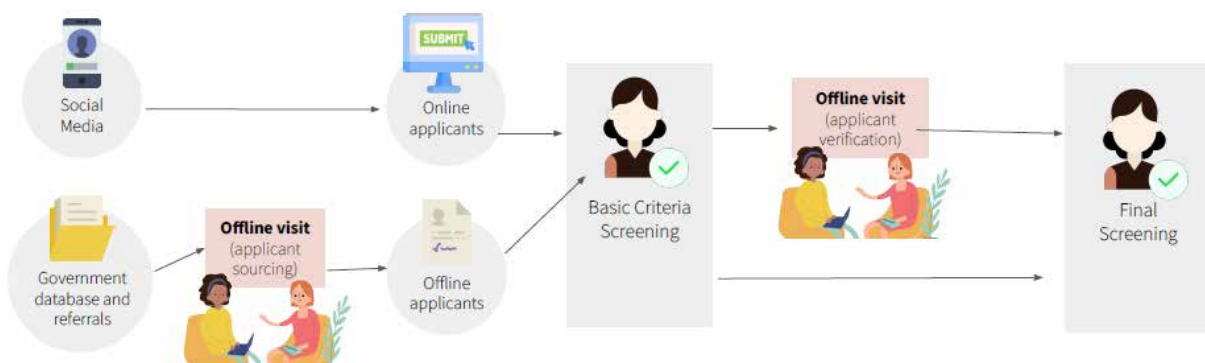
Upon receiving the list of entrepreneurs from the local government, the team conducted visits to verify the eligibility of the women entrepreneurs and personally invited them to apply for the programme.

In addition to the local government channels, online applications were accepted. The PLUS team also conducted field visits to potential entrepreneurs who applied through the online form. These visits served to verify their credibility and gather further insights. During these visits, the team observed that some applicants faced challenges in articulating their thoughts or effectively describing their businesses.

The combination of local government partnerships, online applications, and field visits enabled the PLUS team to effectively identify and engage with potential entrepreneurs for the programme.

– Platform Usaha Sosial (PLUS), Indonesia

3.2.2. Application Process

To attract a diverse pool of applicants, it is essential that the application process is designed so it is accessible to individuals from all backgrounds.

When designing the application process, it is important to consider the following aspects:

Transparency and inclusivity:

▶ Display the organization's DEI policy/strategy on the website or the call for applications page
▶ Clearly communicate in the call for applications that the organization actively seeks a diverse pool of applicants from all backgrounds and abilities
▶ Communicate programme objectives and content clearly to enable beneficiaries make an informed decision about their participation.

Eligibility criteria:

▶ Ensure inclusivity by explicitly stating on the application form that specific groups identified by the ESOs as priority groups are welcome to apply
▶ Provide clear instructions regarding application requirements and any necessary documentation
▶ Review the eligibility criteria from an inclusivity lens to ensure entrepreneurs from diverse socio-economic backgrounds meet the minimum application criteria

Website accessibility:

▶ Make the website accessible by incorporating features such as Alt-text and Text-to-speech options
▶ Use simple and clear language, avoiding jargon and employing gender-neutral and inclusive language
▶ Include gender identification options for all genders including transgender and non-binary individuals as well as an option for self-identification on application forms whenever possible

Accessibility for persons with disabilities:

▶ Ensure accessibility for people with visual impairments by using platforms with accessibility checkers, such as Google Docs or Word
▶ Provide accessible online application forms (as discussed in the communications section) and offer support for filling out physical applications where feasible
▶ Include the option of audio or video submission as an application option
▶ Allow applicants to indicate any necessary accommodations or accessibility requirements, including dietary needs and religious practices

Frequently Asked Questions (FAQs) and support:

Address common questions through an FAQ section or provide an email contact for potential applicants to seek assistance with any inquiries regarding the application process

Descriptive answers and word count:

Determine a reasonable word or character count for descriptive answers to balance the need for information with the applicant's capacity to provide detailed responses

Representation of diverse backgrounds:

Strive for fair representation of entrepreneurs from diverse backgrounds, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. The specific groups to be targeted should be determined based on local socio-economic, political, and cultural contexts, as well as the priority groups identified by the ESOs.

Startup recruitment: outreach process

Designing and optimizing the application process for the target audience -

> " Clearly defining the target audience and how we might best reach them was key to attracting the best applicants to our Programme. We added several key 'eligibility' criteria to the application form, such as an Aboriginal or Torres Strait Islander Australian, and being available for particular dates for the Programme Masterclass, along with owning a business or having a great idea that they were ready to grow. "

— Minderoo Foundation's Generation One, Australia

Eligibility check for Dream Venture 2023 Programme to get the targetted audience only

Start Here	Eligibility	Personal Details	About You	About Your Business

ⓘ Eligibility instructions ⌄

Please ensure you click the orange 'Check eligibility' button at the bottom of the page when you have answere

The rest of the application form will become available if you meet Dream Venture eligibility requirements.

Do you identify as Aboriginal and/or Torres Strait Islander?

◉ Yes
◯ No

Are you able to commit to approximately 12 hours of online coursework (minimum 2 hours per week for 6 weeks in September and October?).

◉ Yes
◯ No

Are you available to travel to Sydney to attend a National Indigenous Entrepreneurs Showcase Gala on October 24th?

◉ Yes
◯ No

Do you have a business idea or established business you are ready to grow?

◉ Yes
◯ No

3.2.3. Selection Process

To ensure the inclusion of participants from underserved communities and align with the overall diversity, equity, and inclusion (DEI) strategy or goals set by the ESOs, following measures can be followed:

▸ **Clearly defined eligibility criteria:** Follow established inclusive eligibility criteria that explicitly aim to include participants from underserved communities. For example, requirements such as "at least one female co-founder" or teams with 50% women, or teams that have members from underserved or marginalized communities

▸ **Fair and transparent shortlisting process:** Develop a shortlisting process that is fair, transparent, and inclusive, taking into account the diversity, equity, and inclusion goals set by the ESOs. This process should ensure that young entrepreneurs from underserved and marginalized groups are given equal consideration.

▸ **Single-blind review process:** Consider implementing a single-blind review process, where personal and demographic information of participants are removed during the initial round of application review. A single blind review process can be one of the avenues for ensuring a fair and transparent shortlisting process. This approach helps mitigate biases and ensures that applicants are evaluated solely on the merit of their proposals.

▸ **Accessible interview locations:** Ensure that the interview location, whether conducted online or offline, is accessible for all participants. Accommodations should be arranged in advance based on the needs communicated by the applicants. This may include accessible interview venues, sign language interpreters for individuals with hearing disabilities, or other necessary accommodations.

▸ **Inclusive interview process:** Develop an interview process that is fair, unbiased, and non-personal. Use standardized interview questions for all applicants while ensuring the questions assess the applicant's qualifications and potential without relying on subjective factors.

▸ **Diverse interview panel:** Create an interview panel that encompasses diverse perspectives and reflects the diversity that the ESO aims to have in its programme. Include at least one staff member with expertise in diversity, equity, and inclusion on the selection panel to ensure a comprehensive evaluation.

▸ **Diversity, Equity and Inclusion awareness training:** Provide training to all members of the interview panel on diversity, equity and inclusion awareness and unconscious bias. This will enhance their understanding of unconscious biases, promote fair evaluation practices, and ensure a more inclusive selection process.

Resources:

IDA Reasonable Accommodation Policy | International Disability Alliance
Diverse Interview Panels: A Win-Win for Candidates and Companies
3 Benefits to Making Diversity a Priority in Interview Panels - Titus Talent Strategies

Dream Venture 2023 Application form

My applications → Dream Venture 2023 → Start application

All questions must be answered, unless marked optional.

| Start Here | Eligibility | Personal Details | About You | About Your Business | Attachments |

First name

Last name

Who is your mob if known? (optional)

How do you describe your gender?

○ Man or male
○ Woman or female
○ Non-binary
○ Prefer not to answer
○ I use a different term

Intentional considerations for an equitable and inclusive selection process - It is important to ensure that the criteria and selection process align with the desired outcome. The application process should be designed to be inclusive and intuitive, ensuring it is not a barrier to entry for the target audience. For example, the user experience of the application form was designed to be inclusive and intuitive.

– The Dream Venture Programme led by The Minderoo Foundation's Generation One, Australia

27

3.3. Programme Design

ESOs should align their efforts with their diversity, equity, and inclusion (DEI) strategy to achieve their desired goals and impact. In order to design a successful programme, it is important to consider the needs of the participants and involve the target groups in the programme's design and implementation.

The following approaches can be taken into account in the programme design:

3.3.1 Needs-Based Design

Adopt a needs-based design approach that prioritizes the participants' requirements. This approach, known as "outside-in" thinking, ensures that the programme, processes, and services are designed according to the needs of the entrepreneurs. The perspectives and requirements of the participants should be at the forefront during the design phase.

▸ **Consulting with participant's representatives:** Include a representative of the programme participants in the programme design process. Their insights and experiences can provide valuable inputs to shape a programme that caters to the specific needs and challenges faced by the target groups.

▸ **Needs assessment:** Conduct a baseline and end-line needs assessment to gain a comprehensive understanding of the participants' requirements. This assessment can include surveys to gather information on factors such as internet connectivity, technology adoption, familiarity with specific technologies, feedback on programme content and other relevant aspects that may impact their participation and success. ESOs can use the feedback from participants into the next programme cycle.

▸ **Consider time zones and cultural factors:** Take into account the different time zones of the participants when creating the programme schedule. Additionally, learn about the habits, cultural practices, and faith activities of the people in the target areas. For example, the disproportionate burden of unpaid care work undertaken by women and girls may mean that they are only available at certain times to attend the programme. This knowledge will help in designing a programme that accommodates and respects their social, cultural and religious commitments.

▸ **Analysis of potential negative impacts and risks:** Conduct an analysis to identify potential negative impacts and risks that participants may face by joining the programme. This analysis should consider factors such as socio-economic risks, cultural sensitivities, and any potential adverse consequences participants may encounter. Based on this analysis, appropriate response and mitigation mechanisms can be built into the programme's design and implementation.

Resources:

'Outside In' Strategy for the C-suite: Put Your Customers Ahead of Your Capabilities - Knowledge at Wharton

IFC's 8 Performance Standards

3.3.2 Participatory Approach and Co-Creation of the Programme

By adopting a participatory approach, involving local communities, partnering with underrepresented groups, and considering local norms and languages, the programme design can be more inclusive, relevant, and effective in addressing the specific needs and challenges faced by entrepreneurs in the target areas.

ESOs can implement the following strategies for effective programme design.

▶ **Identify challenges through interviews and collaboration:** When designing the programme, engage in interviews and collaborate with entrepreneurs in the target communities. By actively involving them in the process, their perspectives and experiences can be understood, and their challenges can be identified. Collaborating with existing local communities will provide valuable insights into the specific needs and barriers faced by entrepreneurs in those areas.

▶ **Partner with organizations and underrepresented groups:** Validate the programme design by partnering with organizations and underrepresented groups in the field. These partnerships will provide diverse perspectives and ensure that the programme is inclusive and responsive to the needs of marginalized communities. It is essential to compensate partners adequately for their time and consultation to value their contributions and foster sustainable collaborations.

▶ **Consider unwritten rules and social norms:** Learn about and respect the unwritten rules or social norms prevalent in the target areas. Understanding and addressing these cultural aspects will facilitate better engagement and acceptance among the local community. Adapting the programme to align with local customs and norms can enhance its effectiveness and relevance.

▶ **Collaborate with local organizations and communities:** Interview and collaborate with organizations in local communities that have similar areas of focus. By engaging with a diverse range of stakeholders, including local grassroots organizations, valuable ideas, insights, and experiences can be gathered to enrich the programme's design. Additionally, involving local leaders and partners who have established relationships with the community can enhance trust and facilitate a more community-centered approach

▶ **Use local languages where possible:** Where feasible and appropriate, utilize local languages in programme materials and communication. This approach helps ensure effective communication and understanding, particularly in communities where proficiency in the dominant language may be limited. Using local languages demonstrates respect for cultural diversity and facilitates greater engagement and participation.

The NOW US! Award ceremony: An opening performance from the indigenous community in Kompong Thom Province of Cambodia and an artistic performance by Epic Arts during the judge's deliberation.

Virtual Drag Event organized by the InfoEdge Center for Entrepreneurship.

Programme design

The Innovations Marketplace for Gender Equality (IMGE) by InfoEdge Centre for Entrepreneurship, Ashoka University, was launched in India in December 2020. The programme provided a platform for young LGBTI entrepreneurs to develop and launch innovative solutions for issues encountered by their communities, improving the livelihoods of the LGBTI community and addressing gender-based violence.

20 entrepreneurs, social innovators, and youth leaders from the LGBTI community were chosen from over 100 applicants to participate in a three-month mentorship and incubation programme from March to July 2021. The cohort consisted of idea stage and early-stage entrepreneurs, many of whom had never been exposed to any entrepreneurial or business training.

The curriculum focused on developing skills in financial management, design thinking, business model building, professional networking, and other crucial business skills.

– InfoEdge Centre for Entrepreneurship, Ashoka University, India

Programme design

The PRO-WOMEN programme by PLUS in Indonesia focused specifically on women entrepreneurs from the remote Lombok Island West Nusa Tenggara, aims to promote business development, in hopes that it will contribute to economic prosperity and poverty reduction in Indonesia.

The one-year long project in Lombok developed and piloted scalable and replicable tools, methodologies, and new media strategies for delivering sustainable business development services to green economy enterprises run by rural women in Indonesia. Through workshops and mentoring, the programme provided business acumen knowledge and fostered a solid community of women entrepreneurs.

The programme selected and recruited 50 women entrepreneurs from all parts of Lombok to participate in a series of workshops and for mentorship support. During the programme, participants were encouraged to communicate and empathize with others, giving the programme a sense of soul that deepened the impact of the programme.

– Platform Usaha Sosial (PLUS), Indonesia

3.4. Programme Facilitation

Facilitation plays a crucial role in actively involving participants in the learning process, encouraging them to create, discover, and apply what they learn. Facilitators use various techniques to help participants acquire, retain, and apply knowledge and skills they have gained during the training sessions. While facilitating sessions for a diverse range of participants, it is important to keep in mind their specific requirements, including making certain reasonable accommodations.

ESOs can consider the following criteria for inclusive programme facilitation:

3.4.1. Diversity of Facilitators and Instructors for the Programme

By consciously selecting facilitators and instructors who represent diverse perspectives and backgrounds, ESOs can create a more inclusive learning environment that resonates with the participants and addresses their specific needs. This approach enhances the effectiveness and impact of the programme while fostering a sense of belonging and empowerment among the participants.

Facilitators and instructors from diverse groups bring in a wide range of perspectives, ideas, knowledge and experience. This will also help to create a collaborative space where different experiences are valued and respected and participants can connect with mentors and peers who have common experiences and are from the same background.

To ensure diversity and inclusivity in the selection of facilitators and instructors for a programme, the following can be taken into account:

- **Representation of diverse perspectives:** Select facilitators and instructors from diverse groups to bring in a wide range of perspectives, ideas, knowledge, and experiences. This diversity will enrich the learning environment and create a collaborative space where participants can connect with mentors and peers who share their background or experiences.

- **Experienced social entrepreneurs:** Include experienced and successful young social entrepreneurs from diverse communities as trainers and speakers. Their success stories can inspire and motivate aspiring entrepreneurs from similar backgrounds, while also providing practical insights and guidance.

- **Community mentors and facilitators:** Engage mentors and facilitators from the same community as the programme beneficiaries. For example, if the programme targets LGBTQI+ or indigenous entrepreneurs, involve mentors and facilitators who are also from those communities. They can share their own experiences, challenges, and the kind of support they received, which can be highly relevant and relatable for the participants.

▶ **Cultural and religious sensitivity:** Facilitators from the target groups or communities included in the programme will have a better understanding of how to be inclusive and interact with the participants. They can use appropriate and relevant language during the facilitation, demonstrate respect for religious practices, and understand how to align the training with the values and beliefs of the participants. This ensures that the learning environment is culturally sensitive and respects the diverse backgrounds of the participants.

▶ **Openness and finding a middle ground:** Facilitators should encourage openness and find a middle ground when addressing different participants' values and beliefs. They should aim to create a safe and inclusive space where participants feel comfortable expressing themselves, even if their perspectives may differ. This promotes a respectful dialogue and fosters an environment where different viewpoints can be shared and explored constructively.

▶ **DEI orientation for facilitators and trainers:** Ensuring trainers and facilitators and mentors etc undergo an orientation session where they are briefed on DEI, unconscious bias, impact of inclusive entrepreneurship etc. This can be a standard package prepared by ESOs that can be used at every programme cycle.

Programme facilitation - community mentors and facilitators

10 teams were identified and selected for the Innovative Bootcamp in the [NOW-Us! Award Cambodia Programme.](#) The teams were led and facilitated by the rightsholder groups themselves and had ongoing initiatives that addressed innovation on diversity and inclusion for the 5 rightsholder groups.

– Impact Hub Phnom Penh, Cambodia

Programme facilitation - smaller is better

" To ensure that all participants are able to express themselves and participate equally in a programme, it is important to address the challenges faced by those who are shy or not outspoken. This can be achieved by creating smaller groups with mandatory ice-breakers, which encourages better participation and sharing of insights between members. Additionally, sensitizing cohort members to basic etiquettes such as how to address non-binary individuals or persons with disabilities can help create a more comfortable and inclusive environment. "

– InfoEdge Centre for Entrepreneurship, Ashoka University, India

To ensure equal participation for all, a Safespace Policy by Makesense Philippines reflects the core values of the community or programme. The Makesense Safespace policy is reinforced through rituals, policies, and activities. It includes guidelines on how to create a safe, diverse, and inclusive community. These guidelines provide a clear direction on fostering an environment that welcomes and respects all individuals. Implementing a robust and efficient reporting mechanism for unacceptable behaviors is an essential part of this policy. This allows for the prompt identification and resolution of any misconduct or inappropriate actions. By implementing a comprehensive Safespace Policy, the community or programme cultivates an environment where everyone feels valued, included, and empowered to participate.

– Makesense, Philippines

Brave space – one step beyond the safespace

The concept of a safe space is that "whatever we speak here stays here" a space where everyone can feel comfortable expressing themselves. One step beyond safe space is "Brave Space". Brave Space is a space which allows and encourages correction with the kind intention to correct mistakes when we speak or act within a safe space.

– Impact Hub Phnom Penh, Cambodia

3.4.2 Inclusive Programme Instruction

Programme instruction can be made inclusive, accessible, and supportive, to ensure that all participants have an equitable learning experience and can actively engage in the programme. This includes the following:

▸ **Accessible spaces:** Provide accessible work and facilitation spaces, taking into account factors such as lighting, noise levels, and physical accessibility. For example, install ramps for wheelchair access, provide accessible restrooms, and make necessary adjustments to accommodate participants with disabilities

▸ **Respectful training materials:** Ensure that all training materials, including games and exercises, are respectful and sensitive to the background and culture of the participants. Avoid any content that may be offensive or exclusionary, and strive to create an inclusive learning environment. Wherever possible include examples and case studies from social entrepreneurs from diverse socio-economic backgrounds as well as those that provide services and products to marginalized groups

▸ **Assistive technologies and support:** Offer assistive technologies tailored to individual needs. This may include screen magnification software, alternative keyboards, voice recognition software, and other tools that enhance accessibility. Provide necessary technical support without making assumptions about participants' capabilities

▶ **Inclusive multimedia:** Use accessible subtitles for videos, provide sign language interpretation, and include audio descriptions when applicable. These measures make training materials more inclusive for participants with hearing or visual impairments

▶ **Simultaneous translation:** When conducting virtual programmes, utilize the Zoom language interpretation function to provide English-to-local language translation. This ensures that participants who are more comfortable in their native language can fully engage in the programme.

▶ **Closed captioning and transcription:** Enable the closed caption & transcription function for online sessions to make them more inclusive for participants with hearing impairments. Provide recordings of the session and self-paced programmes where possible allowing participants to complete the training in their own time

▶ **Respect individual preferences:** Facilitate ways to accommodate participants who may not be comfortable in crowds or public speaking. Create alternative opportunities for them to share their knowledge and perspectives, such as through written submissions or small group discussions

▶ **Address power dynamics:** Be mindful of power dynamics and relationships within the learning environment. Recognize that young people from some marginalized and underserved communities may not feel comfortable sharing their ideas or speaking up in certain situations. Foster a safe and inclusive space where participants feel respected and encouraged to express their opinions and experiences. Create a space where participants feel safe to express their opinions, ask questions, and share their experiences without fear or hesitation

▶ **One-on-one engagement:** Establish regular one-on-one engagement with participants. Offer office hours or regular check-ins to understand if the programme is meeting their needs and expectations. This individualized approach creates a sense of co-creation and allows for personalized support

▶ **Networking opportunities:** Create structured opportunities for participants to network with facilitators and fellow participants. Conduct unmoderated reflective or networking sessions to encourage meaningful connections and exchange of ideas

A person with a visual disability speaking at the Inclusion through Innovation event organized by the InfoEdge Center for Entrepreneurship.

The Innovations Marketplace for Gender Equality programme

Language should not be a barrier - Despite their active involvement in online discussion boards, a grassroots-level LGBTI entrepreneur encountered communication challenges during one-on-one mentor sessions in an incubation programme due to limited proficiency in spoken English. As finding a mentor who shared the same mother tongue was not always possible, the programme organizers devised a solution where they enlisted the help of a student volunteer from a language-based student club to serve as a translator during the mentor sessions. This arrangement proved to be mutually beneficial, as the student gained practical internship experience while forming a meaningful relationship with the entrepreneur. In fact, their collaboration even led to a successful fundraising campaign to support the growth of the entrepreneur's startup.

– InfoEdge Centre for Entrepreneurship, Ashoka University, India

Inclusive tools for programme instruction

To ensure that training materials and activities are respectful to the background and culture of the participants, the PLUS team implemented various strategies. They embraced auditory learners by incorporating voice notes as a complementary tool alongside infographics. This approach allowed participants to learn while engaging in their daily activities, such as cooking or weaving.

– Platform Usaha Sosial (PLUS), Indonesia

35

Inclusive tools for programme instruction

Facilitation of PRO-WOMEN programme by PLUS Indonesia

In order to support women entrepreneurs, a combination of online and offline methods was employed. They received assistance through an online WhatsApp group, as well as offline workshops and mentoring sessions. Additionally, events were organized specifically to foster a sense of community and facilitate networking among women entrepreneurs.

To engage participants who were shy and hesitant to speak up, the programme was designed to provide opportunities for them to share their business progress with others. This approach encouraged peer sharing and provided a platform for participants to boost their confidence in expressing themselves.

By incorporating these strategies, the programme ensured that the training materials and activities were respectful, inclusive, and tailored to the diverse needs of the participants, creating a supportive and empowering learning environment.

– Promotion of Rural Women Entrepreneurship (PRO-WOMEN), by Platform Usaha Sosial (PLUS), Indonesia

3.5. Communications

Effective communication plays a crucial role in the success of any programme or organization. It serves as a powerful tool for establishing connections within the programme and engaging with external audiences. Communication is essential for conveying messages, connecting with participants and stakeholders, sharing information, exchanging ideas, providing feedback, and showcasing the work of the organization and its participants. When developing communication content and strategies, it is important for ESOs to prioritize inclusivity by creating messages and materials that are accessible and relevant to diverse groups.

By adopting inclusive communication practices, ESOs can ensure that their messages reach and resonate with a wide range of individuals. This involves considering the diverse backgrounds, experiences, and needs of the target audience.

The following aspects should be considered to ensure that communications content, messages and delivery is inclusive

3.5.1. Target Audiences

Target audience is a specific group of people that the communications is intended to reach and engage with. It represents people who will benefit from, or be influenced by what is being offered or communicated.

By defining a target audience, ESOs can develop communications strategies, create relevant content, choose appropriate communication channels, and allocate resources in a way that maximizes their impact and reaches the desired groups.

There are two kinds of audiences:

> Internal Audiences   External Audiences

Internal Audiences: This includes people that work in the ESOs, programme participants or any other individuals that are closely connected to the organization.

ESOs can consider the following criteria for communications with internal audiences:

▸ **Accessibility for participants:** Create communications materials and strategies that are accessible and inclusive for participants. This includes using clear and plain language, providing translations or interpretations when needed, and considering different learning styles and abilities. Ensure that participants feel valued, respected, and able to fully engage in the programme

▸ **Welcoming and inclusive environment:** Foster a welcoming and inclusive environment through internal communications. Encourage open dialogue, active listening, and mutual respect among ESO staff and participants. Use communications to celebrate diversity, share success stories, and recognize the contributions of individuals from different backgrounds

▶ **Clear and effective messaging:** Communicate programme-related information, schedules, and updates in a clear and concise manner. Use various channels such as emails, newsletters, and internal platforms to ensure that participants receive important information in a timely and accessible manner

External Audiences: This includes audiences outside the organization and can include potential partners, social entrepreneurs, ecosystem stakeholders, media, governments etc.

ESOs can consider the following criteria for communications with external audiences:

▶ **Accessibility for diverse audiences:** Ensure that external communications are accessible and relevant to diverse audiences. Use inclusive language, avoid jargon, and consider cultural sensitivities when crafting messages. Provide multiple language options, captioning, and alternative formats for written and visual content to reach a wider audience

▶ **Tailored messaging:** Customize communications for different external audiences. Consider the specific needs and interests of potential applicants, media outlets, investors, and other stakeholders. Highlight the impact and success stories of participants from underserved and marginalized communities to showcase the organization's commitment to inclusivity

▶ **Engaging storytelling:** Use storytelling techniques to effectively convey the experiences and achievements of participants. Highlight the diverse backgrounds and journeys of individuals involved in the programme to inspire and connect with external audiences. Emphasize the positive changes and social impact created by the programme

▶ **Collaboration with media and partners:** Engage with media outlets and ecosystem partners to amplify the programme's message. Provide accurate and relevant information to media representatives and collaborate with partners to co-create content that showcases the programme's diversity and inclusivity. This can include interviews, articles, videos, or joint events

3.5.2. Language that Reflects Diversity

ESOs can focus on the following aspects in terms of language to create communication materials that are accessible and respectful to diverse audiences, fostering a sense of belonging and inclusivity within their programmes and organizations.

▶ **Culturally sensitive language:** Use language that is inclusive and respectful of all individuals, regardless of their race, gender, ethnicity, or religion. Be mindful of cultural references and avoid language that reinforces stereotypes or biases. Tools like Textio can help in creating inclusive language

▶ **Gender-inclusive language:** Use inclusive language regardless of gender identity or expression. Respect participants' preferred pronouns by asking for and using them correctly. Ask participants about their preferred pronouns (e.g., he, she, they etc) Incorporate gender-neutral pronouns where possible to ensure inclusivity. e.g., avoid 'the entrepreneur may exercise his right' instead, use 'the entrepreneur may exercise their right'

▶ **People-centric language:** Use person-centric terminology such as "person with a disability" or "persons with disabilities" instead of labeling them solely by their disability. This promotes dignity and respects the individual's identity

　　» Remember–The disability doesn't define the person. The right terminology is person with disability or persons with disabilities - for example, say "That person has a visual disability" **not** "That person is blind."

▶ **Use simple and clear language:** Avoid jargon and complex terms that may be difficult for participants to understand. Provide necessary context and explanations when introducing new concepts to ensure that everyone can comprehend the information being communicated

3.5.3. Optimizing Various Communication Platforms and Tools

ESOs can choose the most effective communication platforms and tools to cater to the diverse needs and accessibility requirements of participants by adopting the following approaches:

▶ **Use a variety of communication platforms:** Recognize that different communities may have varying levels of technological familiarity and access. Alongside traditional communication methods, leverage both traditional and modern social media platforms, messaging apps, and other popular tools. For instance, non-tech-savvy communities may rely on apps like WhatsApp, so incorporating such platforms can enhance accessibility.

▶ **Optimize available technology and address challenges:** In areas where technology usage and internet connectivity pose challenges, provide guidelines on using new software, applications, or websites. Conduct a baseline assessment survey to identify specific needs and develop appropriate support measures. This can include tutorials, step-by-step instructions, or even setting up online meetings for those who require assistance. Consider collaborating with local communities or governments to establish hybrid approaches that combine online and offline activities.

▶ **Organize offline engagement activities:** Recognize that not all applicants may be reachable or comfortable with online platforms. Implement offline pre-activities, such as roadshows in key cities or areas, to reach a broader audience. Roadshows can serve multiple purposes, including expanding participant outreach, providing a space for direct programme inquiries, and engaging with local government and stakeholders. By involving these key stakeholders from the beginning, the programme can gain support and better cater to the specific needs of the community.

3.5.4. Content that Respects Diversity

ESOs can create communication content that reflects the diversity of the participants, promotes inclusivity, and celebrates the richness of their experiences and contributions.

To ensure communications reflect diversity, ESOs can implement the following practices:

▶ **Representation in visual content:** Use images, photos, and videos that feature individuals from diverse backgrounds and experiences. Include a range of ethnicities, races, genders, ages, abilities, and other identities that represent the participants and target audience. Avoid reinforcing stereotypes and strive for authentic and inclusive representation.

▶ **Inclusive storytelling:** Share stories that highlight the experiences, successes, and challenges of individuals from diverse backgrounds within the programme. This can include showcasing stories of participants from marginalized communities, highlighting their achievements, and demonstrating their impact. Ensure that the stories are told in a respectful and empowering manner, giving a platform for participants to share their own narratives.

▶ **Embrace and respect diversity:** Use inclusive language that respects and recognizes the diversity of the participants. Avoid generalizations and assumptions based on gender, race, ethnicity, religion, or any other characteristic. Be mindful of cultural references and terminology that may exclude or marginalize certain groups. Strive for language that is inclusive, respectful, and welcoming to all.

▶ **Collaboration with participants:** Involve participants in the creation of communication content. Seek their input, feedback, and stories to ensure their voices are heard and represented accurately. This collaborative approach not only fosters inclusivity but also empowers participants to take ownership of their narratives.

Participants from the PRO-WOMEN programme by PLUS using a physical workbook as a material to revisit the topics they need more guidance on after the workshop

3.5.5. Accessible Communications for Persons with Disabilities

ESOs can enhance the accessibility of their communications, making them inclusive and enabling individuals with disabilities to fully engage with the content.

To ensure accessible communications for persons with disabilities, ESOs can implement the following strategies:

- ▸ **Use multiple formats:** Provide communication materials in multiple accessible formats, such as braille, large print, or audio recordings. This ensures that individuals with visual impairments or print disabilities can access the information effectively.

- ▸ **Ensure compatibility with assistive technologies:** Ensure that websites, digital platforms, and documents are compatible with screen readers and other assistive technologies. This includes proper formatting, tagging, and providing alternative text for images.

- ▸ **Show consideration for different disabilities:** Recognize the diverse needs of individuals with disabilities. For example, while SMS messages can be accessed by individuals who are deaf or hard of hearing, it may not reach those who are blind. Supplement text-based messages with audio recordings or prioritize face-to-face communication when possible.

- ▸ **Use Alt text for images:** Use alternative text ('alt text') to describe the content of images. This allows individuals using screen readers or other assistive devices to understand the visual elements and context. Ensure that alt text provides sufficient information about the image, such as text within the image or essential details.

- ▸ **Choose appropriate typeface and font:** Opt for sans serif fonts, such as Arial or Calibri, which are easier to read and distinguish for individuals with visual impairments. Use legible font sizes and proper spacing to enhance readability.

- ▸ **Create content in local languages:** Consider language barriers and create communication products in local languages. This helps in reaching marginalized communities and ensures that individuals with limited proficiency in other languages like English, can access and understand the information.

Resources:

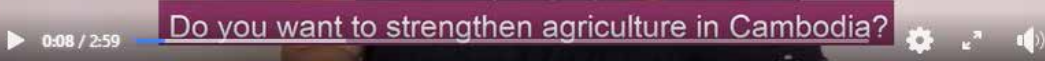UN Guidelines for Disability-Inclusive Communications, 2022

A video in the Khmer language with a subtitle in English language, created by Impact Hub Phnom Penh for the DakDam

Create communication products in local languages

A video in the Khmer language created by Impact Hub Phnom Penh for the DakDam Incubator - a 9 month agriculture incubation programme designed for entrepreneurs with a prototype or startup that has the potential to impact the agricultural sector across. The video had 113k views and 19k likes till May 2023.

https://www.facebook.com/impacthubpp/videos/940873316771284

– Impact Hub Phnom Penh, Cambodia

Accessible communications for persons with disabilities

An example of inclusive website with text to speech feature from Impact Hub Phnom Penh. https://phnompenh.impacthub.net/team/

Inclusive Website - Ensuring web accessibility features is crucial to make websites accessible to persons with disabilities and those with slow internet connectivity. These features include mobile compatibility, a lighter version of the website for slower internet connections, alternative text for images, closed captions, and transcripts for audio and video content. By enabling mobile compatibility, websites can be easily accessed and navigated on mobile devices, enhancing the user experience for persons with disabilities or limited access to desktop computers. Creating a lighter version of the website is beneficial for users with slow internet connectivity, as it reduces page load times and ensures that content can be accessed more efficiently.

– InfoEdge Centre for Entrepreneurship - Ashoka University, India

3.5.6. Empowering Participants to Tell Their Own Stories

By involving them in the communication process and enabling participants to tell their stories, ESOs can ensure that the narratives are authentic and representative, and respectful. This approach enhances the visibility and impact of their experiences, allowing their voices to be heard and understood.

To enable and empower participants to tell their own stories, ESOs can consider the following approach:

▶ **Empower participants:** Encourage and support participants to share their experiences and perspectives. Provide them with the necessary tools, resources, and platforms to communicate their stories effectively.

▶ **Consult and collaborate:** If speaking on behalf of a group, ensure that wide consultation takes place. Involve the individuals or representatives from the group to ensure that the language and messaging used accurately reflect their experiences and viewpoints.

▶ **Use traditional communications media:** This can include printing leaflets, brochures, or posters that showcase their narratives and experiences. Consider using billboards or other physical mediums in relevant locations to reach a wider audience.

Resources:

7-step narrative framework to build the story from the perspective of the programme beneficiaries

ME, YOU & US Music Video by Impact Hub Phnom Penh, in collaboration with KESORRR

The NOW-Us! Music Video is an innovative way to bring the rightsholder groups to the forefront of mainstream media, amplifying their voices and celebrating their diversity. Impact Hub Phnom Penh collaborated with the renowned Cambodian singer, KESORRR, and their ambassadors to co-create this unique music video. Through inclusive and diverse representation, Impact Hub Phnom Penh aims to promote understanding and acceptance of all individuals, regardless of their backgrounds or identities.

Since the launch of the song and music video, Impact Hub Phnom Penh has received an overwhelmingly positive response from the community.

The video has resonated with many people, as evidenced by the numerous comments and shares on social media platforms, including TikTok, Instagram, and Facebook. The comments on YouTube and Facebook serve as a testament to the video's impact, with many viewers expressing gratitude for feeling seen, heard, and empowered. The Impact Hub Phnom Penh successfully created a space where individuals can share their stories and feel valued and heard.

KESORRR - ME, YOU & US ft Yaree, Cha Cha & QUEEN [OFFICIAL MV 2nd Version]

– Impact Hub Phnom Penh, Cambodia

YOUTH
CO:LAB

Project CO-Leads

UNDP

Citi Foundation

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