

Business Basics and Development Seminar

A Youthlinc ready, developmentally appropriate, and culturally respectful microenterprise training model.

The Business Development Seminar is a short-course microenterprise training designed to help Community members:

- Identify needs and opportunities in their community
- Choose a viable business idea
- Understand basic costing, pricing, and profit
- Practice simple marketing and customer service
- Create a small, realistic business plan
- Improve existing microbusinesses OR launch micro-ventures
- Build confidence and financial independence

This model focuses on practical, hands-on learning using local examples, visual tools, and simple decision making frameworks.

This is Youthlinc's most flexible, time-efficient, and universally applicable business model.

This Model is the Best Fit when:

- The community has MANY small informal businesses (e.g., vendors, farmers, tailors, snack sellers, transport services)
- Participants are a mixed group (adults, women's groups, youth, returning students)
- The vocational committee is teaching a craft or product (sewing, beauty services, jewelry, soap, agriculture)
- Community members have an interest in business but do not need advanced sector-specific training
- The schedule allows 2–4 workshop days
- The team has enough volunteers to run a multi-day seminar
- The ICC confirms the community wants business education

Pre-Trip Planning:

1. Gather Community Context and information:
 - a. The Committee mentor leads the committee in gathering:
 - i. Past Committee project reports
 - ii. Notes from past committees
 - iii. Notes from the ICC
 - iv. Information regarding typical local microbusiness
 - v. What people usually buy/sell
 - vi. Barriers to doing business
 - vii. Key demographics you will be working with

- b. ICC Committee worksheet, Current and Past Team leadership, and ICC are major resources to help you understand context and nuances of your site
 2. Identify the Participation Group:
 - a. With ICC and Team Leader support, Determine who you will be teaching:
 - i. Group Size
 - ii. Languages
 - iii. Literacy levels
 - iv. Gender and ages
 - v. Typical Daily schedule
 - vi. Preferred time of day
 - vii. Location for teaching (school, community hall, shade tree, church, market area, etc.)
 3. Create a Draft Seminar Format and Schedule:
 - a. Work with your team leader and ICC to decide what format and schedule will work best within your time with the community
 - i. Format (examples):
 1. Single Audience Seminar: once group attending all sessions
 2. Dual Audience: vocational group in the morning; community group in the afternoon
 3. Station-based teaching: if the group is very large and you need to incorporate smaller rotations
 - ii. Schedule (examples):
 1. 4-day model (ideal)
 2. 3-day model (condensed)
 4. 2-day model (high compression) Decide which Curriculum Lessons to teach:
 - a. Whenever possible it is best to run the full 7 lessons included.
 - b. At a minimum, the seminar MUST include:
 - i. Market Needs
 - ii. Business Idea
 - iii. Cost and Pricing
 - iv. Money Management
 - v. Marketing
 - vi. Capstone Business Plan
 5. Assign Lessons to Committee Members
 - a. Everyone on the committee will need to plan, prepare, practice and teach 1-2 lessons
 6. Prepare Teaching Materials: As a committee review all materials needed
 - a. Picture cards for low-literacy teaching
 - b. Lesson posters and hand outs
 - c. Business Plan Cards (icons)
 - d. Business Plan Poster
 - e. Cashflow example
 - f. Money journals- one for each community participant
 - g. Markers, Paper, Tape

- h. Any prizes or gifts associated with lessons or seminar participation
 - i. Certificates of completion
- 7. Review any associated costs and build a Committee Budget
 - a. What are the costs of supplies, prizes or resources?
 - b. Create a Plan for Big Brothers Big Sisters Clothing Drive
 - c. Set a Goal as a Committee
 - d. Update your Team Leader
- 8. Practice Teaching:
 - a. Review Youthline Teaching Model
 - b. Rehearse lessons/scripts
 - c. Practice using an interpreter
 - d. Run mock lessons and rotations
 - e. Practice adjusting your pace and timing
 - f. Practice challenging scenarios
 - g. Prepare backup explanations for each concept
 - h. Prepare backup activities

On-Site Logistics and Coordination

1. Meet with ICC and Community leaders to confirm schedule and expectations for Business seminar
2. Meet with your Interpreter to review lessons and provide copies they can review before interpreting
3. Set Up Teaching Space:
 - a. Clear teaching wall
 - b. Space for posters
 - c. Tables/chairs (if available)
 - d. Breakout areas for group work
 - e. Interpretation setup
 - f. Volunteers should arrive early to set up materials and practice their introduction

Sample Schedule:

- Option 1 — Four-Day Seminar (Ideal)
 - Day 1: Market Needs + Choosing a Business Idea
 - Day 2: Costing + Pricing + Profit
 - Day 3: Money Management + Marketing + Logo
 - Day 4: Business Plan + Presentations (Capstone)
- Option 2 — Three-Day Seminar
 - Day 1: Market Needs + Idea + Costing
 - Day 2: Pricing + Money Management + Marketing
 - Day 3: Business Plan + Capstone Showcase
- Option 3 — Two-Day Intensive
 - Day 1: Market Needs → Idea → Costing → Pricing

- Day 2: Money Management → Marketing → Business Plan → Showcase

Committee Roles and Assignments

- Business Mentor
 - Primary curriculum specialist
 - Ensures teaching quality
 - Supports youth volunteers
 - Supervises pacing and interpretation
 - Handles sensitive cultural or financial questions
- Youth Volunteers
 - Lead activities
 - Teach modules in pairs or small groups
 - Support participants during exercises
 - Build confidence through positive reinforcement
 - Model kindness, patience, and cultural humility
- In-Country Coordinator (ICC)
 - Recruits participants
 - Provides translation or interpreter(s)
 - Ensures scheduling fits local routines
 - Advises on cultural norms
 - Helps maintain community safety and respect
- Interpreter
 - Translates youth-friendly, simple English
 - Breaks content into small chunks
 - Helps explain culturally-specific examples

Teaching Roles Assignments

Your committee should set clear roles every day. You will need to work with your team leader to build a schedule for your projects, lessons, and activities.

For each lesson or activity you will need:

- Lead Teacher: leads the lesson, asks questions, and runs activities
- Assistant Teacher: Hands out materials, supports the group, and monitors understanding.
- Interpreter: Supports comprehension, adds local context, and facilitates interpretation and translations as needed
- Mentor: Ensures teaching quality, steps in if youth teachers are stuck, keeps the pace and timing, guards cultural sensitivity, and assists with trouble shooting challenges
- Flex Volunteer(s): helps participants, gathers materials, observes mood/tone of group, and promotes engagement (as needed)

Monitoring and Sustainability

During the seminar:

- Daily attendance
- Youth volunteers record observations
- Mentor notes which concepts were well understood or confusing

After the seminar:

- ICC gathers informal community feedback
- Participants take their Business Plan Posters home
- Local NGO partner may follow up with coaching or group discussions
- Youthlinc receives a short report from the Mentor

Youthlinc does **not** promise business success — we aim to build skills and confidence.

Integrations with Other Committees (optional)

- Vocational Committee: Best pairing. Vocational products → business skills for pricing, marketing, and selling.
- Education Committee: Teach youth financial literacy or youth entrepreneurship basics.
- Community Health: Sanitation products, menstrual product businesses, health workers promoting services.
- Ecological: Sustainable agriculture businesses, compost services, nursery sales.
- Cultural Exchange: Product branding with local stories/symbols.

Common Risks and Adaptations

- Risk: Low literacy
 - Use icons, pictures, demonstrations
 - Allow drawing instead of writing
- Risk: Participants arrive late or leave early
 - Use modular lessons
 - Teach key concepts first
- Risk: Community feels overwhelmed
 - Go slowly
 - Repeat concepts
 - Use small-group coaching
- Risk: Youth volunteers feel nervous
 - Provide cheat sheets
 - Pair youth with strong mentors
 - Use interpreter cues
- Risk: Business ideas too ambitious
 - Redirect gently
 - Focus on “start small”
 - Identify minimum viable versions

