

Entrepreneurship Promotion Guidebook



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Guidebook Overview

Welcome to the guide for government, non-government and private organisations, dedicated to promote entrepreneurship. These entities are vital in identifying aspiring entrepreneurs with the right mindset. Additionally, they are supporting them in launching their initiatives by facilitating access to financial and technical resources, especially in rural areas of India.

How was the guidebook prepared?

The guidebook was prepared by incorporating insights and lessons learned from the foundational elements of the entrepreneurship process, in two Indian states, Assam and Odisha, under SAFAL (Sustainable Aquaculture for Food and Livelihood).

The initial strategy and planning were conceptualised through a process that involved various stakeholders along the value chain, including established entrepreneurs from the respective states via a state-level aqua-entrepreneurship conclave. Based on the outcomes of these discussions and recommendations, the process was designed and implemented in selected areas of the states with the support of implementing partners.

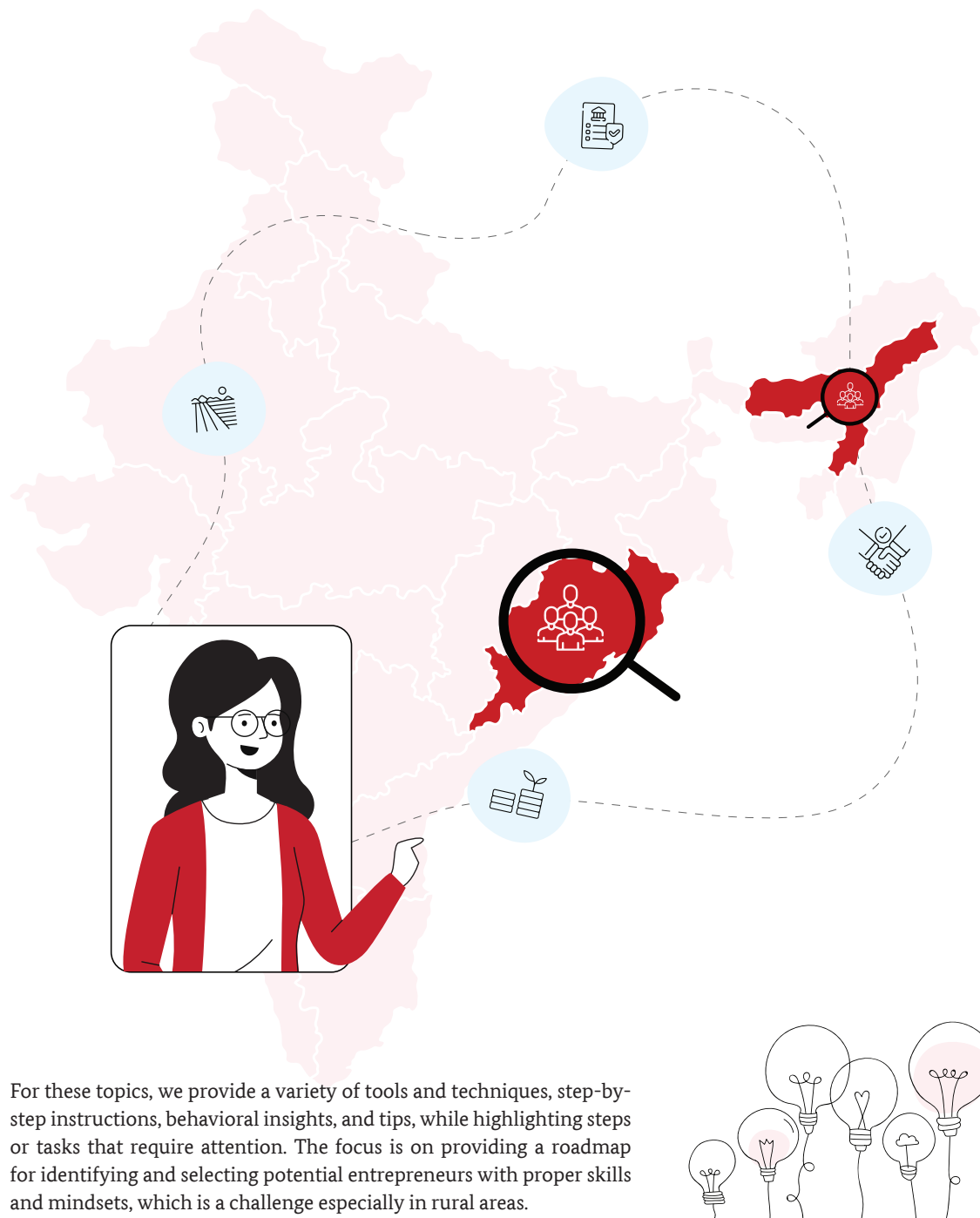
The core idea was to empower the identified entrepreneurs to approach appropriate sources for financing as per their individual cases such as government schemes, banks or private investors. The project facilitated networking via interaction with various financing sources but consciously choose not to promote anything apart from the government schemes. Typically underrepresented groups in the sector, such as women, were encouraged to participate, however the final selection was based on business proposition rather than gender, caste or social categorisation. This approach allowed a flexible process that can fit in most of the entrepreneurship programs in rural context

How it will benefit you?

This guidebook is dedicated to promoting entrepreneurship in rural areas of India. It covers two essential topics:

- How to identify potential entrepreneurs in rural areas
- How to build an ecosystem that supports nurturing and attracting necessary resources for identified entrepreneurs.

Disclaimer: The geographical map used is for informational purposes only and does not constitute recognition of international boundaries or regions; GIZ makes no claims concerning the validity, accuracy or completeness of the maps nor assumes any liability resulting from the use of the information therein.



How to use it?

All the materials in the guidebook are designed to be practical, drawing from experiences and behaviors observed during the implementation process. The same has been structured for self-guided learning. Those looking to replicate or adapt the process should start at the beginning to understand the broader operational framework. Others can pick up at any point among the chapters of the book to explore or go through specific sections of interest.

The book is developed by drawing on knowledge and experiences from aquaculture entrepreneurship development in the context of rural India. However, its flexible approach allows it to offer guidance applicable to various fields in rural environments such as agroecology, natural farming, energy, value addition of product, handicraft, etc. It includes multiple tools and guidelines designed for local facilitators to effectively carry out tasks

These tools can be used directly or with minor modifications while applying them to the target group. What you learn here will help you promote and inspire those aspiring entrepreneurs in rural areas through a guided process, to achieve their full potential and solve problems of their community and society at large.



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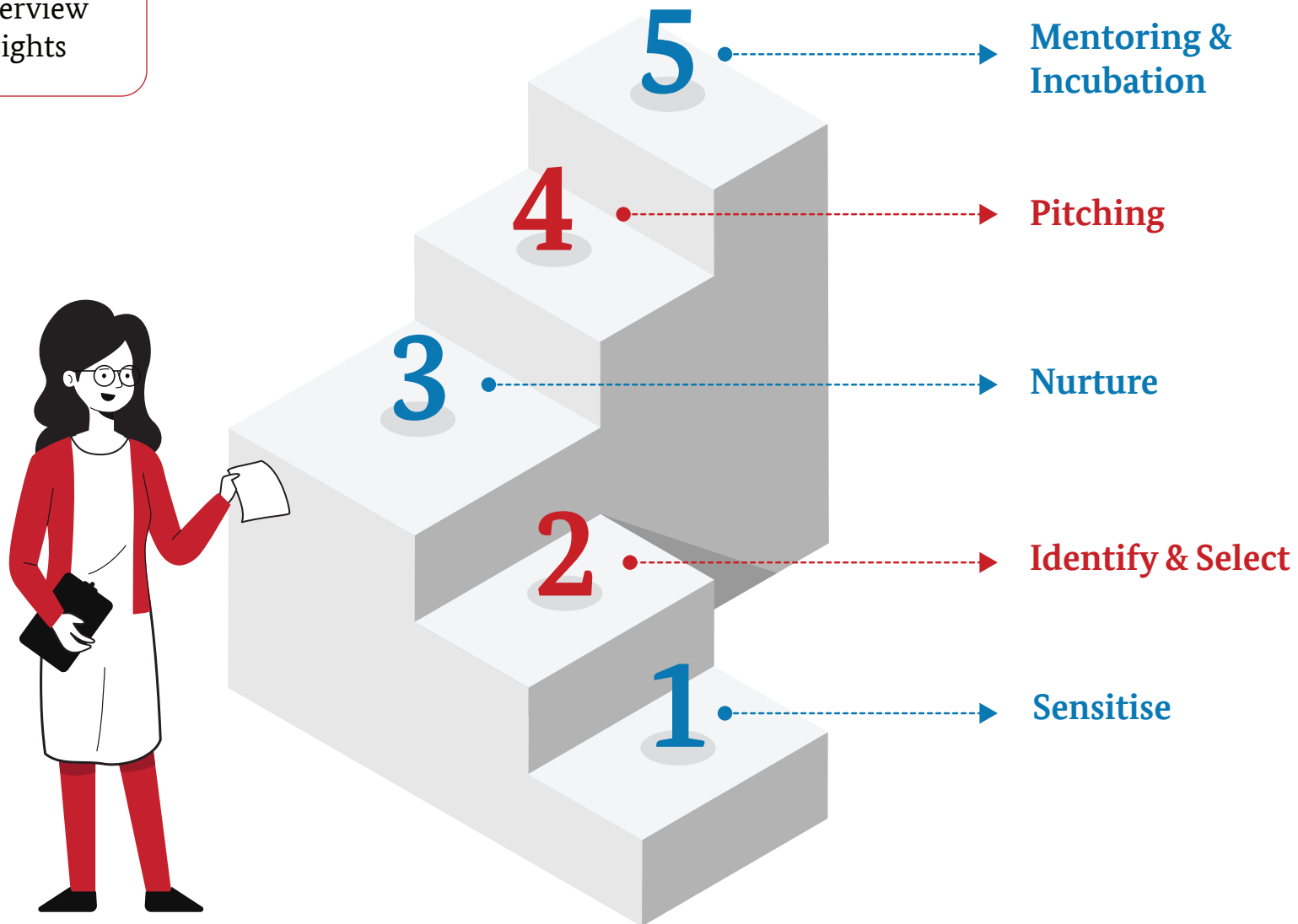
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Entrepreneurship Promotion Roadmap

Chapter One

1. Overview
2. Insights



Overview

How do organisations identify and nurture entrepreneurship in rural areas?

This chapter will get you started by guiding you through the five stages of the entrepreneurship promotion process. These stages are designed to identify and assess potential entrepreneurs, prepare them to solve problems through innovative ideas, and support them by providing a platform to access necessary resources for implementing the ideas in the field.

The **five stages** are interlinked with multiple approaches in each stage:

Stage 1



Sensitisation and awareness-raising process aims to reach out to people in rural areas via multiple mediums such as street play, public announcements at crowded places, and other methods to share the entrepreneurial opportunities in the aquaculture value chain.

Stage 2



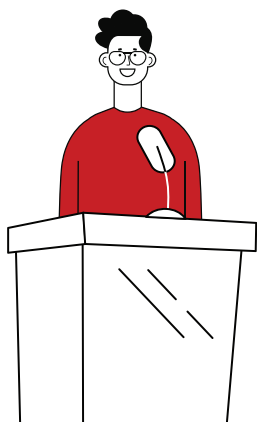
Identify & select process allows for experimentation with various tools to identify a pool of candidates who are potentially ready to take on the challenges of entrepreneurship with minimum skills but right attitude.

Stage 3



Nurture process emphasizes the training and the skilling required to prepare individuals for entrepreneurship as a career. It includes an orientation, followed by a pre-bootcamp and a bootcamp.

Stage 4

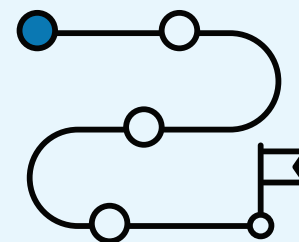


The **pitching** process includes learning, the art of pitching, and thereby raising financial and other technical resources from different sources for starting the business. There could be pitching opportunities at multiple levels such as district level and state level depending on the requirement of funds by the selected entrepreneurs.

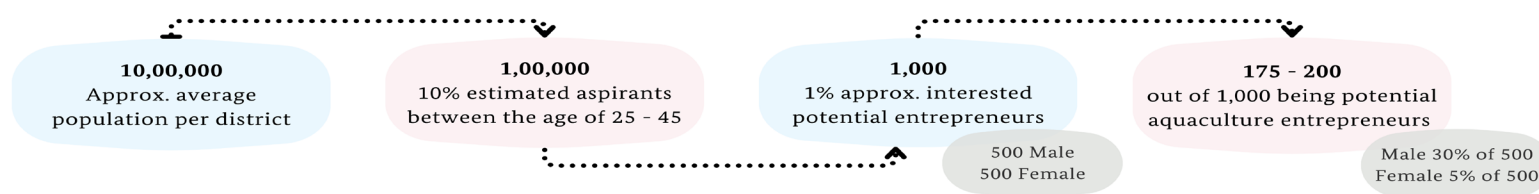
Stage 5



Mentoring and incubation process explains different ways that could be explored as the candidates move along the path of entrepreneurship. This process includes long term mentoring by local established entrepreneurs and exploring incubation opportunities for selected entrepreneurs.



The **entrepreneurship roadmap** begins with an ideation or design phase, then moves to the implementation phase by following multiple processes, as illustrated above, and concludes with mentoring or incubation of the entrepreneurs.



Note: This illustrative figure demonstrates how to estimate a feasible number i.e., 175–200 of potential aquaculture entrepreneurs, aged between 25 and 45 years, from an average district population of one million. Such estimation may vary based on several factors such as product, market, geography, demography, etc. These 175–200 could be identified as individuals or in the formation of groups (e.g., members of a farmer institution). Those can be considered to become entrepreneurs, driving the future local economic development and serve as catalysts for grassroots-level investment. During the Aqua Entrepreneurship Conclave (in the pre-inception workshop), it was noted that women engagement was relatively low i.e., less than 5% in the aqua entrepreneurship sector. Thus, a similar proportion is also reflected in the estimation of potential female entrepreneurs as an approx. number and not a maximum conclusive percentage which would be unknown at the beginning.

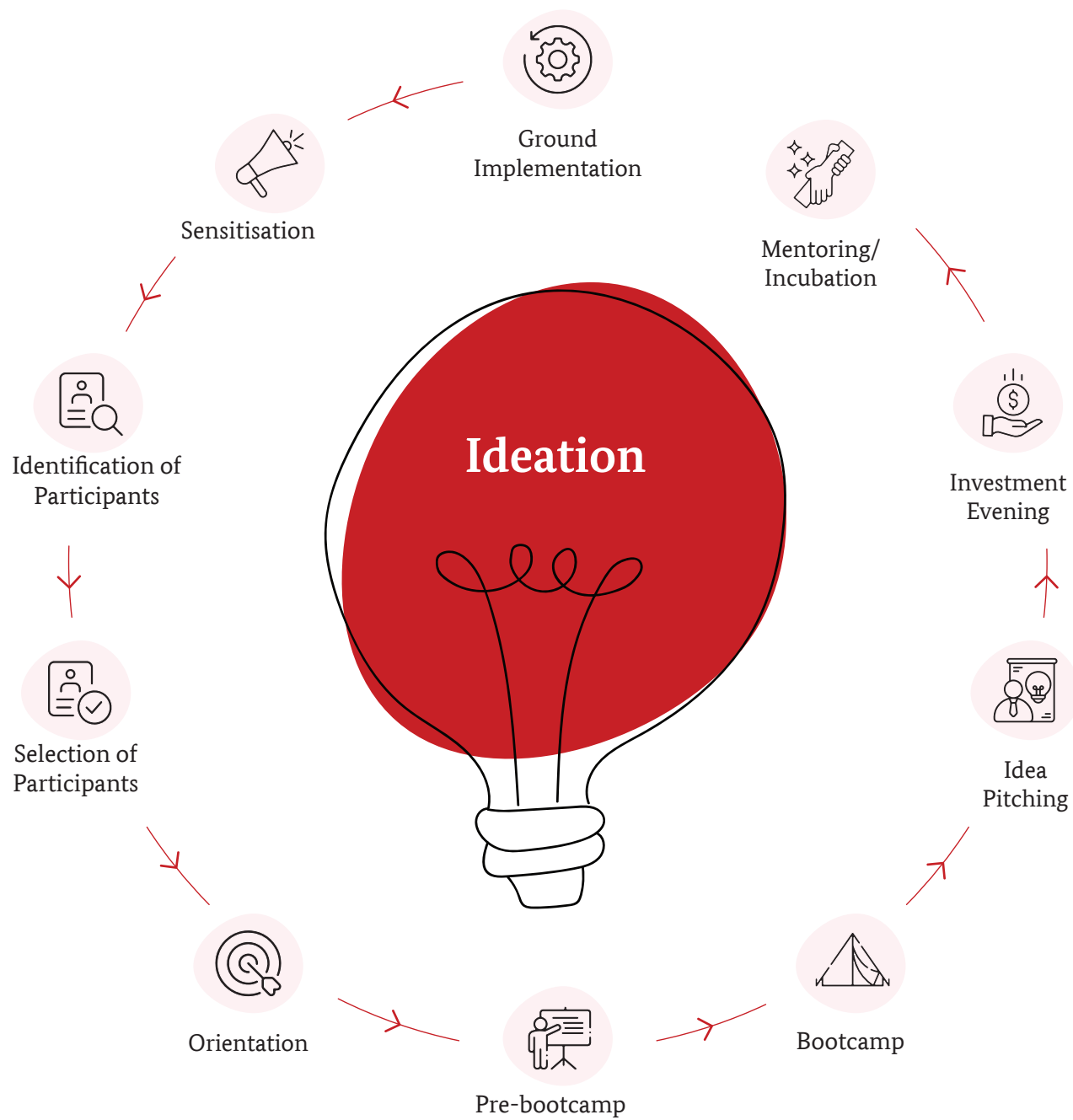
At first, the ideation workshop may be organised by inviting established local entrepreneurs for preparing the execution roadmap. The parameters to be considered will depend on the operational area and the specific approach used to reach the target population. They will also vary based on the number of entrepreneurs to be reached, nurtured, and supported in accessing technical or financial resources.

The ideation workshop will provide a clear roadmap by incorporating feedback, suggestions and practical experiences from entrepreneurs who have already followed the path. Once the roadmap is finalised, the implementing agency will proceed to the

The implementation phase begins with sensitisation, followed by the identification, selection of participants with necessary skills and personality traits. The selected candidates then undergo the nurturing phase before pitching their ideas to potential investors. Each of these steps is explained in detail in the following chapters.

Tips for funding agencies (80:20 rule)

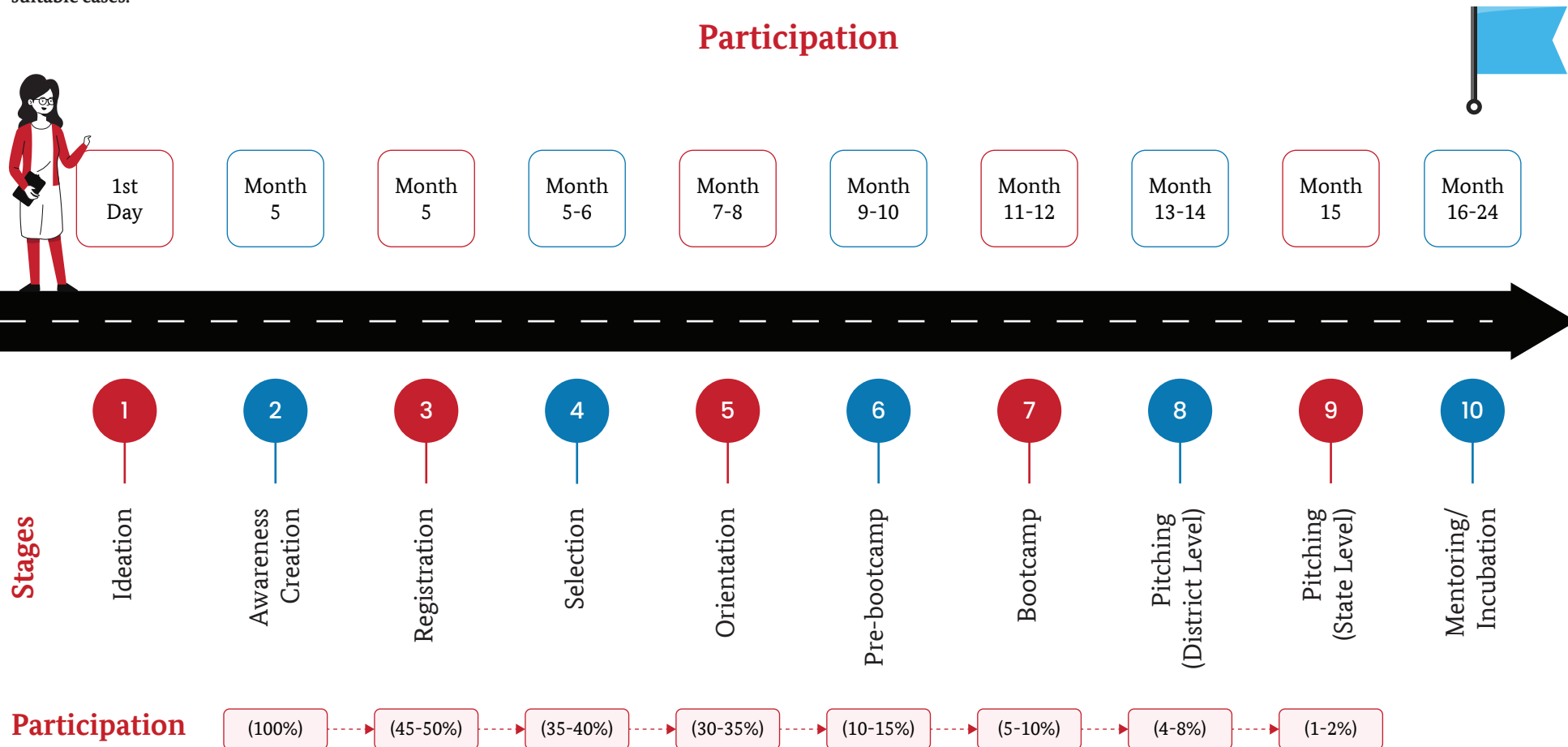
To increase the success rate, it is important to deep dive into the process steps 'identification of participants' and 'selection of participants' (see graphic on the right). Both these steps should be carefully designed and in the process closely monitored until candidates with the required attributes are enrolled in the program.



Timeline

A suggested timeline for carrying out the programme activities is provided below, based on the experience of implementing the Aquaculture Entrepreneurship Initiative in India. Similarly, the participation of candidates, expressed as a percentage range at each stage of the project is indicated. However, these figures may vary depending on the local context, specific sector and geographic location.

Note: The duration of each process may decrease or increase subject to the sector and context. The total duration is generally 16 - 24, months but could be reduced to 5-6 months in suitable cases.

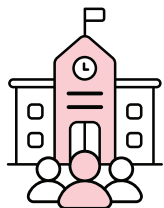


Note: Out of 100% of attendees in the awareness phase, 1% to 2% successfully transitioned into entrepreneurs by the end of the process.

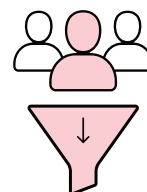


Insights

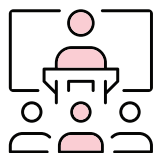
The following insights were captured during the implementation of the initiative. Hence, these points may be useful for any implementing agencies while executing the project in their respective sector or geographic region.



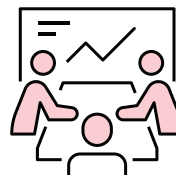
Farmer institution (FI) plays a crucial role in the ground-level implementation of the program with support and guidance from the implementing agency. In the initial stages of the program, these institutions serve as information hubs for the interested participants.



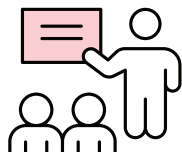
The participants may be selected based on pre-determined criteria by following multiple screening processes, which are further elaborated in chapter 3. However, the implementing agency needs to be flexible enough to select the candidates by revising or modifying the selection process based on the local context, types of sectors (e.g., aquaculture, agriculture, handloom, handicrafts, or others), and, above all, the personality traits and skills of aspiring and potential entrepreneurs.



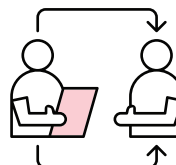
The implementing agency needs to deploy in-house experts, particularly for the facilitation of sessions, as the process is primarily based on adult learning methods, and facilitation plays a key role throughout. The technical sessions will be conducted by specific experts.



The selected entrepreneurs may be at different stages of the entrepreneurial journey (e.g. aspiring, early stage and advanced stage). Therefore, special care needs to be taken to accommodate each of them during the selection, nurturing and post nurturing phases.



Capacity development and simulation workshops should be organised before each stage of the project for the staff of implementing agencies especially for facilitators, to ensure proper execution of processes and minimise shortcomings during implementation.



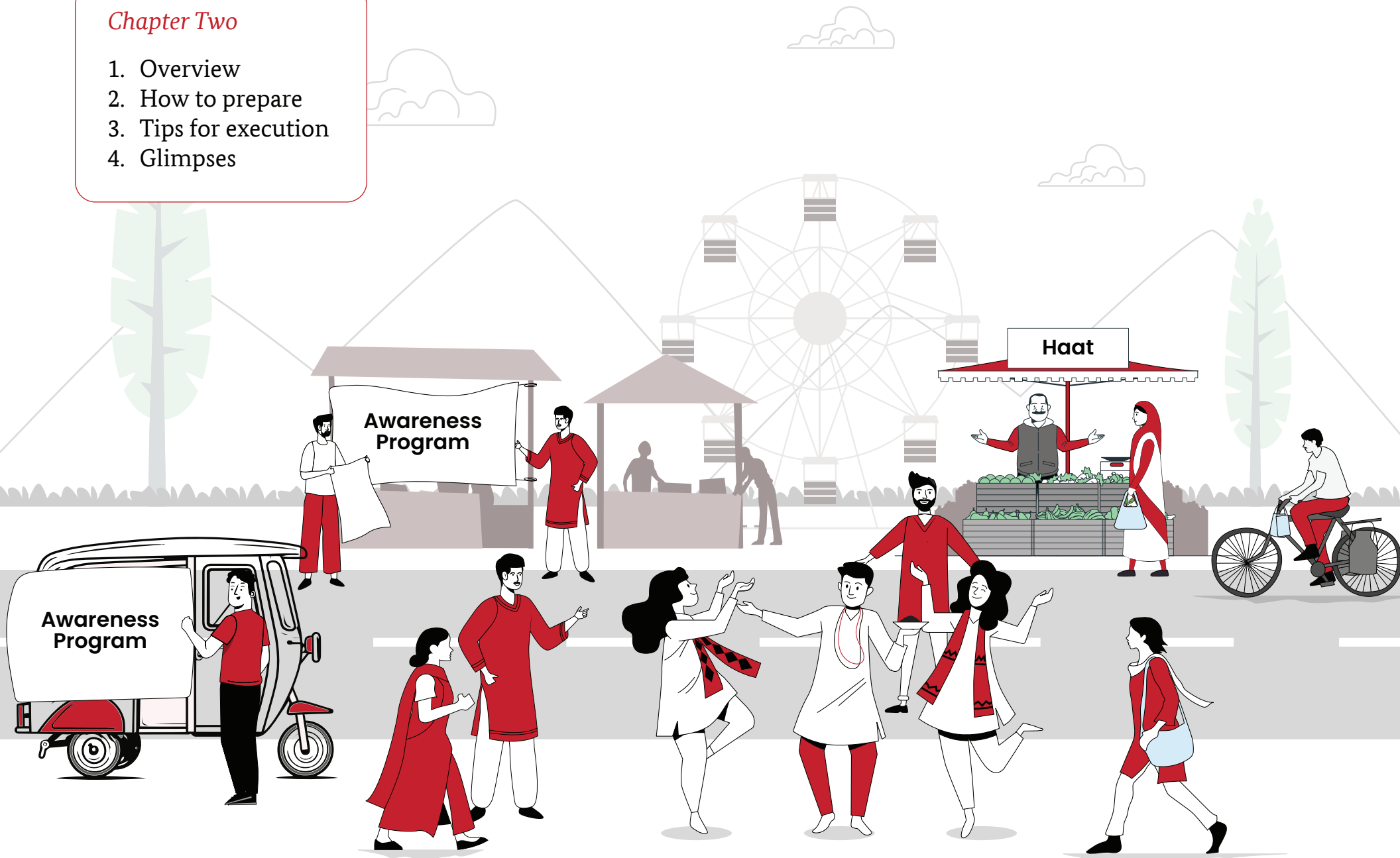
Selected participants will go through several training sessions before reaching to the stage of the investors' evening. They may be pitching for the first time in front of an audience. With this in mind, adequate practice needs to be provided beforehand to ensure they are prepared to pitch confidently.

After the pitching sessions, the implementing agency needs to facilitate and follow up with both investors and entrepreneurs, providing continuous guidance and support until the completion of the process and the achievement of the program's objectives.

Stage 1: Sensitise

Chapter Two

1. Overview
2. How to prepare
3. Tips for execution
4. Glimpses

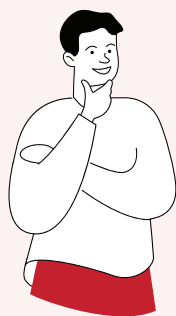


Overview

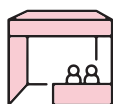
This chapter will guide you through the awareness creation process, which involves spreading the word about the program among the target population.

First, finalise the target population based on their demographics, geographical location, and other parameters according to the strategy and approach finalised in the ideation workshop. Next the awareness campaign needs to be strategically planned among the target population to communicate the essential information to the said audience.

In rural areas, there are different FIs , such as Farmer Producer Organisation (FPO), Producer Groups (PG) or Women Self-Help Groups (SHG). These institutions may be approached as partners in the project area to reach out to the target population.



There are multiple strategies that can be explored to attend the maximum possible outreach among the target population. Some of them are as follows:



Kiosk setup



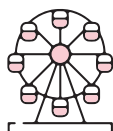
Shop branding



Mobile van



Wall paints



Mela events or haat



Street play

Each strategy needs to be evaluated based on the following specific parameters before selecting one.



Reach: Maximum reach among the target population.



Accessibility: Easy to get access to the target population.



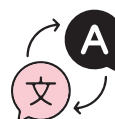
Cost effectiveness: Less cost for reaching the target population.



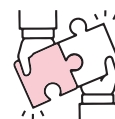
Engagement: Medium for achieving maximum engagement with the target population.



Response mechanisms: Easy to get an immediate response from the target population.



Language and cultural relevance: In a language that is easily understood by the target population.



Partnership and collaborations: Fostering partnerships and collaboration with local institutions for maximizing outreach.



Long term sustainability: Long term engagement for impact among the target population.

How to prepare?

Select the best-suited strategy for spreading the information about the program after careful analysis of the parameters mentioned in the above section. Prepare the branding and outreach materials beforehand, based on the selected strategy. The content of these materials should be prepared considering the language preference and the knowledge levels of the target population.

Select strategic locations for placing the kiosk, conducting street play or others and take necessary approval from appropriate authorities at district or block level (a block being a sub-unit within a district) before actual implementation.

Insights: The selection of topics for the street play, which was to introduce insights based on sustainable aquaculture, was challenging because this theme was mostly new to the local people. The organisers had to find a way to weave stories around the theme so that it becomes easily understandable.

In a kiosk, customised jingles may be played to attract the attention of the target population. Train a team of personnel, including staff and community members, to execute the sensitisation process. They should be aware of the program, its objectives, target population, and be well-versed in the details to answer any queries regarding the program.

During the campaign, spread information about the program's purpose and objective including:



1. Who are eligible to apply?
2. Documents required for registration.
3. Where and how to submit these documents etc.

Note: this is not an all-inclusive list

At the time of the sensitisation, participants are to be made aware of the necessary documents required for the registration process to avoid any kind of inconvenience.



Tips

1

There may be delays in obtaining necessary permissions from the district authorities, police etc. which could take around 5- 6 days. Therefore, approaching local authorities in advance will help mitigate this issue.

2

The expected number of viewers may not turn up for the street play or awareness campaign. If possible, perform the street play more than once. Additionally, selecting the right day is crucial, it should not coincide with any local festivities or other events.

3

It is suggested that the organisers select the local market day to spread awareness through the street play. Additional announcements can be made in advance to ensure more people are aware of the date of the street play.

4

Field staff may face issues in selecting a location and scheduling the time for the street play or awareness campaign. Proper communication with farmers and local institutions should be made in advance to help choose locations to ensure maximum participation.

5

Weather conditions e.g., rain, may impact your outreach activity. A prior check for suitable weather conditions should be done using a reliable source for the respective area.

6

It is important to check with government schemes and banks about the most important documents required for availing subsidies or loans. Accordingly, decisions need to be made for selecting or rejecting participants.

Glimpses



Mobile vans used for public announcement about the program



Spreading information about sustainable aquaculture and the entrepreneurship program through a street play



Flyer distribution during awareness campaign



Street play performance to create awareness about the program

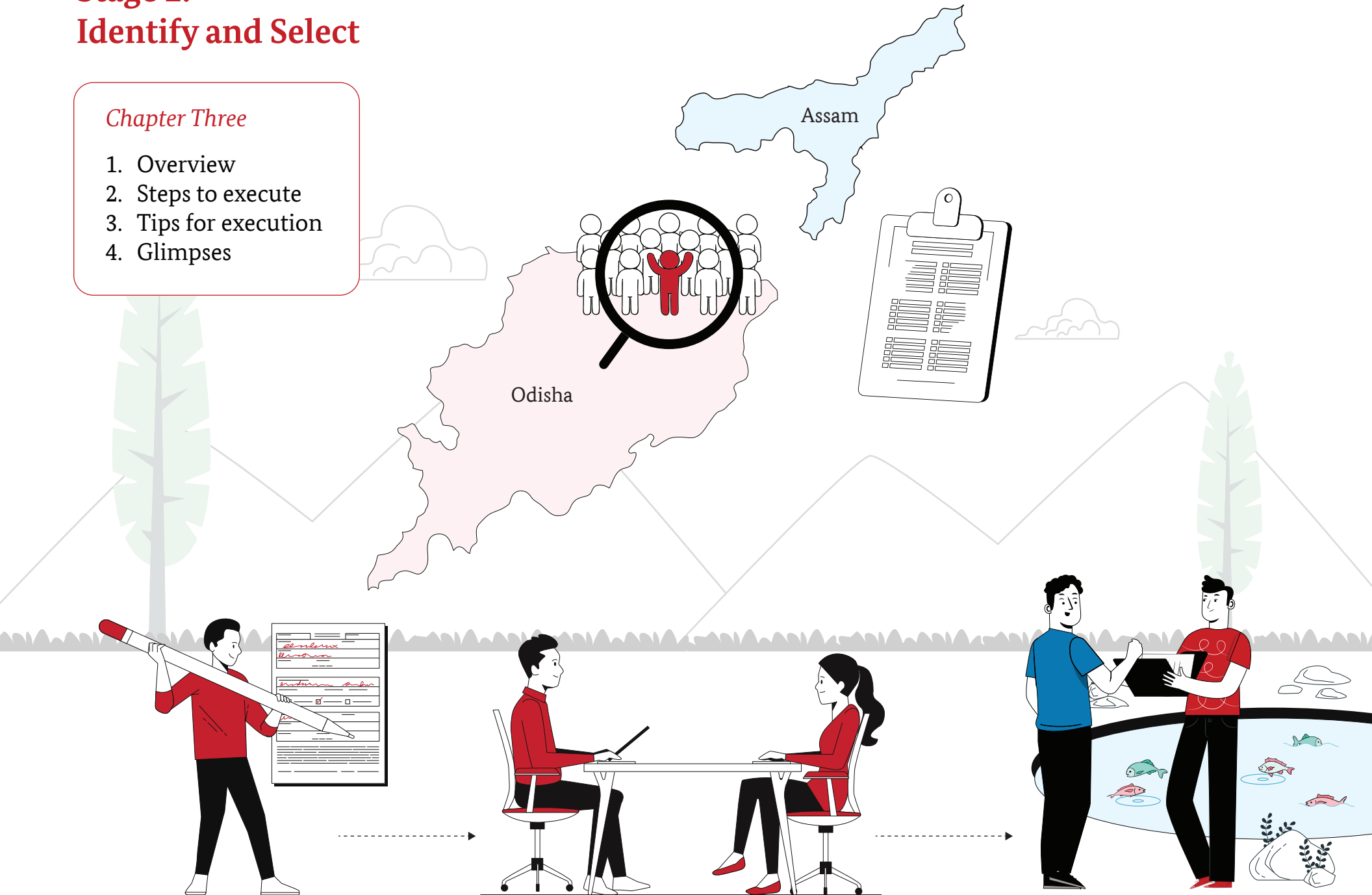


Posters for spreading information about the program

Stage 2: Identify and Select

Chapter Three

1. Overview
2. Steps to execute
3. Tips for execution
4. Glimpses



Overview

How to identify and select the entrepreneurs for the program?

This chapter will guide you in identifying and selecting potential entrepreneurs in the area. It outlines the steps to identify candidates with necessary mind-set and skills for further development.

Identify:

Interested participants are to be enrolled in the program through a registration process. Information about the registration process will be provided during the awareness campaign.



In-person registration process:

Participants will visit the FIs and fill out the registration form, providing the basic details.



Online process:

Participants will contact the designated person for registration and complete the form by providing all the necessary details.

Select:

The FI, with the support of the implementing agency, conducts a written test and participants are selected based on the scores. Participant may be either members or non-members of the FI. The selected candidates are then invited for a screening test. This advanced screening test is done for the participants who have passed the questionnaire-based written test. It is designed to further filter participants and ensure the quality of those selected.

The test can be a physical or telephonic interview, depending on the number of shortlisted participants. Those who clear this step, followed by an onsite physical verification of resources (for example, a pond in aquaculture) as stated during the written test and interview are selected for the next step.

Steps for selection

Registration and Enrollment

Communication materials, such as leaflets or brochures with details of the process, including contact information, are distributed during the campaigning exercise to enable interested participants to reach out and register for the program.

The enrollment or registration could be done either

1. In-person or 2. Online.

1. In-person registration (preferred):

The participants would fill the registration form, providing basic details such as educational qualification, areas of interest in the sector and information about their business idea. They will then submit the relevant documents to their respective FI (FPO /FPC or other).

2. Online registration process:

The participants would contact the designated person to provide the necessary details for registering online. They will then submit the relevant documents through online platforms such as WhatsApp, Email etc.

Some of the documents required may include - proof of address or identity, photographs etc.

The documents collected during the registration process are to be verified duly and candidates who possess the required documents are to be called for the selection test. Next, decide on the criteria for shortlisting of participants for going through the selection process.

Some of the potential criteria specific to the aquaculture sector could be as follows. These criteria may be modified or replaced depending on the specific context and sector.

- Completed high school.
- Has a basic idea of what aquaculture is.
- Already has a business idea (for other sectors specific experience may be added).
- Age is at least 18+ years.
- Digital literacy is encouraged.
- Mindset to accept sustainable aquaculture (or other sector specific criteria depending on the sector).

Selection of participants

Written test

The FI, with the support of implementing agency, conducts a written test, and participants are selected based on their scores. The written examination is conducted at the FI level to assess the participants' technical and practical knowledge, as well as to evaluate their interest, preparedness, business ideas and vision for the sector.

Set the venue and date for the test, and inform the selected candidates. Emphasis is given on the following topics/subjects in the test:

1. Knowledge of basic aquaculture (or other technical subjects depending on the specific context and sector)
2. Basic communication skills
3. Understanding basic business terminology
4. Basic mathematical calculations
5. Entrepreneurial traits

The question paper also includes some psychometric questions to measure the entrepreneurial personality traits of the participants.

Advanced screening test or interview

This advanced screening test is conducted for participants who have passed the questionnaire based written test. The purpose of this step is to further filter participants and ensure the quality of the selected individuals. The test may be a physical or telephonic interview, depending on the number of shortlisted participants, to gauge their interest, preparedness, business ideas, and vision for the sector.

A committee is formed by the implementing agency to conduct advanced screening interviews. The committee consists of one staff member of the implementing agency, one member from the FI, and an external expert. A pre-set format is developed for this step to maintain a record of all participants. Priority may be given to the participants who are already running a business. However, excellent business ideas with limited funding or assets should also be encouraged. Participants with feasible and sustainable business ideas from various sectors of the aquaculture will be selected for the next step.

On-site verification

An on-site physical verification is conducted for candidates who pass both the selection and the advanced screening test. A format is developed for this process containing the details of the participants' assets in relation to their business ideas. The FI ensures that the format developed for the field verification is duly completed by the selected participants beforehand.

Then, they visit the site along with the implementation partner, to discuss and verify the data in relation to the assets. Based on the verification results, participants are selected for the next step.



Insights

Written test is optional, subject to minimum education criteria for selection. If uneducated or visually impaired population is also in the target group then this step needs to be re-evaluated.





Note

Some suggestions are provided based on the learning from the ground implementation of the initiative. These may vary depending on the local context and specific sector.

1

Not all registered candidates may attend the selection process due to personal engagements. It is observed that 20-30% of the registered participants might not attend the written test. Therefore, registration should be handled accordingly, ensuring that even if some participants are unable to take part in the said process, the implementing agency will have enough candidates to proceed to the next round or stage.

2

Natural calamities, political or social unrest etc. may hamper the execution of the test. In such situations, the test can be postponed to a later date with prior notice to the registered candidates.

3

The physical verification process may take time, but it is encouraged that the field staff should carry out the verification to properly assess the information provided by the candidates. In cases where this is not possible, pictures of the listed assets can be collected.

Glimpses



Written test for selection of aspiring entrepreneurs





Aspiring entrepreneurs appearing for written test



Stage 3: Nurture

Chapter Four

1. Overview
2. How to prepare
3. Insights
4. Tips for execution
5. Glimpses



Overview

How to nurture aspiring entrepreneurs in rural areas of India?

This chapter discusses the various steps involved in nurturing the business skills and entrepreneurial traits of aspiring candidates. The process begins with an orientation, followed by a pre-bootcamp and ends with a bootcamp.

01



Orientation program

After the list of selected candidates is finalised through the selection process mentioned in the previous chapter, they are called for a three-day orientation program. The objective of this program is to provide the basic details about aquaculture and highlight opportunities across the fisheries value chain. Additionally, the sessions incorporate the importance of entrepreneurship in the rural economy and the ways in which one can develop and build entrepreneurial traits.

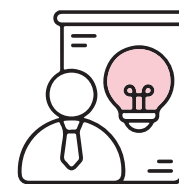
02



Pre-bootcamp

Once the orientation program is over, the candidates undergo a three-day structured interactive training called 'pre-bootcamp' to delve into the business idea. This process allows them to seek opportunities to collaborate with other participants who have similar or complementary skills and resources, thereby strengthening their business idea. By the end of the pre-bootcamp, participants are aware of different aspects of business and have a more clear and refined idea.

03



Bootcamp

The bootcamp is the final stage of the nurturing process, and is intensive by nature. This is a three-day event where participants prepare their business plans with the guidance of an expert. Participants also pitch their business plans to facilitators and experts during the event to qualify for the next round. All business plans are evaluated by experts to shortlist candidates for the district-level pitching events.

How to prepare

The nurturing process entails the skills required to prepare participants for their entrepreneurial journey and is based on adult learning principles, where facilitation plays a key role. Facilitators advance the process, starting with an orientation and gradually move towards more intensive methods to help candidates learn the intended skills through activities, interaction and experience.

The implementing agency needs to ensure that simulation sessions are conducted by an expert for local facilitators at each stage of the nurturing process. These simulation sessions can be organised as workshops prior to the main event. During this time, each session is explained and discussed, and group activities are demonstrated with the involvement of the facilitators. The facilitators are then asked to conduct some demo sessions to receive feedback and make improvements.

As mentioned, facilitation is the core of the entire process, and its success depends on the facilitation skills of the facilitators. Therefore, substantial effort needs to be put into the capacity development of local facilitators. In the next section, we will provide some do's and don'ts for the facilitators at the beginning of the nurturing process to guide them. The following guidelines should be kept in mind by the facilitator for effective facilitation during the training program.

DO's

Maintain good eye contact.

Prepare thoroughly in advance.

Use various facilitation methods (e.g., brainstorming, group exercises) to enhance participation and maintain interest in the subject.

Ensure all teaching materials are available in advance and in sufficient quantities.

Respect participants' local knowledge and prior experiences.

Speak clearly in the local language, loud enough for everyone to hear.

Practice good time management and keep the group focused on the task at hand.

Avoid distracting mannerisms and minimise disruptions in the room such as cell phones.

Summarise and recap at the end of each session, providing feedback.

Create opportunities for participants to raise queries and doubts.

DON'Ts

Avoid reading from the modules or power point presentation.

Don't assume everyone has the same level of understanding.

Ensure you don't block the visual aids.

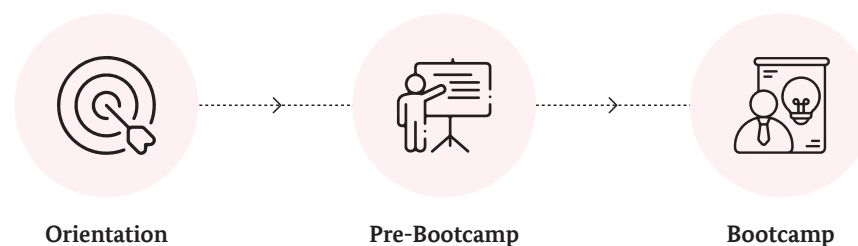
Move around the room, don't remain in one spot.

Pay attention to both verbal and nonverbal feedback from the participants.

Never ridicule any ideas even if they seem insignificant.

Don't immediately offer solutions. Trust the group's collective knowledge to find answers and solutions, and provide inputs only when necessary.

The nurturing process starts with orientation then proceeds to pre-bootcamp and ends with bootcamp.



Orientation program

The orientation program is conducted to provide participants with basic details about the sector and an overview of the broad challenges and opportunities in the aquaculture sector. The sessions are led by experts and participants are guided towards the learning objectives by various activities.

A manual has been developed to equip facilitators to conduct effective capacity-building sessions for aspiring aqua entrepreneurs. This manual, based on a robust curriculum framework, encapsulates the key knowledge, skills, and behavioral aspects that aspiring aqua entrepreneurs must be aware of. The orientation training will not only motivate them towards aqua entrepreneurship but also prepare them for a structured nurturing program in the next phase. The details of tools and activities are provided in chapter 7 (Resources).

The sessions are mainly focused on the following topics:



Introduction to entrepreneurship



Importance of entrepreneurship in rural economy



Developing entrepreneurial skills



Overview of various business models in aquaculture



Aquaculture value chain and business opportunities

The sessions need to be carefully designed to be understandable to the candidates from different socio-economic strata of society. Some sessions may seem redundant to more advanced participants; care should be taken to provide them with opportunities to share their experiences and expertise with the rest of the participants.

Pre-bootcamp

This is an exercise carried out prior to the bootcamp to allow participants to act on and refine their business ideas and refine them through carefully crafted session plans. The sessions help candidates think through their vision and ideas as well as providing their opportunities for peer learning through interactive exercises. The sessions are delivered in a three-day workshop.

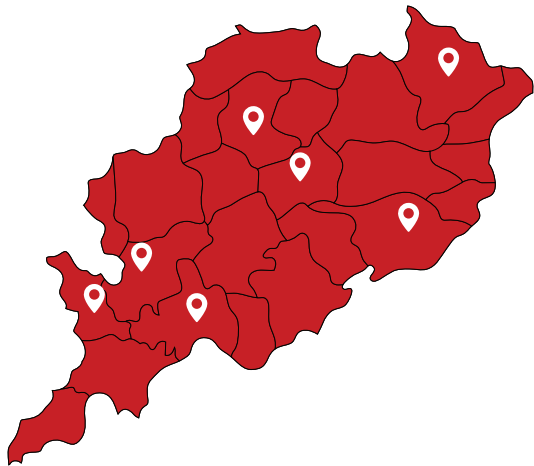
It also provides scope for participants to come together as a team to execute their ideas and start their entrepreneurial journey. The detailed session plan for conducting the pre-bootcamp is provided in chapter 7. Here, we will explain the core sessions with thorough instructions, examples, and demonstrations. The plan can be adapted based on the context and local circumstances.



Session 1 – Registration

- Two to three receptionists should be set up at the registration tables, depending on the number of participants. (Assumption: not all participants will arrive at the same time)
- During registration, each participant will be assigned a unique number that will be used for identification of participants throughout the event.

- Each participant will be provided with a registration kit that includes notepad, pen, marker, sketch, number badges, tag, meta card and papers for profile, idea papers and dream papers. The unique number of each participant should be hand written in the top right corner of each paper.
- The unique numbers provided to participants should be visible to everyone, and the use of badges, ID cards, or stickers is encouraged. Participants are required to wear these items displaying their unique numbers throughout the event days. Facilitators should ensure this every morning and after lunch.



Session 2 – Map your location

The objective of this session is to provide a visual representation of the participants' locations, which could be based on Gram Panchayat (GP, village level organisation), block or district depending on the context.

- A blank location grid map is displayed.
- The grid map will be completed once the participants are registered.
- Participation will fill the grid map with the unique numbers assigned to them during registration.

- This will visually represent the distribution or location of participants in a particular block, GP or district.

Output of the session

- The completed grid map allows participants to understand the geographic locations of their fellow participants.



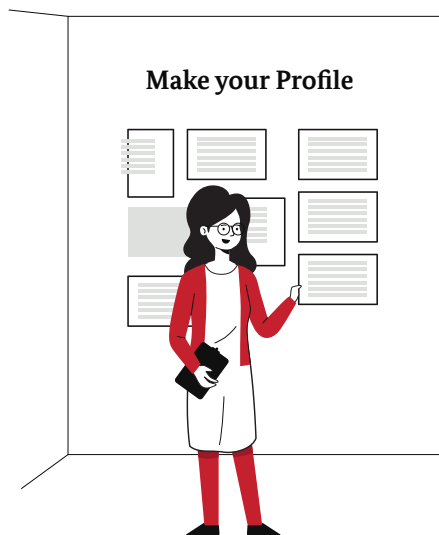
Session 3 – Seed mixer (Ice breaker)

- Each participant will be provided two different colored paper cups and a number of seeds equal to the number of participants.
- Place the seeds in one of the cups and ask participants to greet and introduce themselves to one another, one-by-one, in 30 – 60 seconds.
- Each participant then greets and says something to every other participant, exchanging a seed and placing the one received in the empty cup.
- At the end, everyone should have one seed left.

Output of the session

- Each participant will have a brief introduction with every other participant in the event.

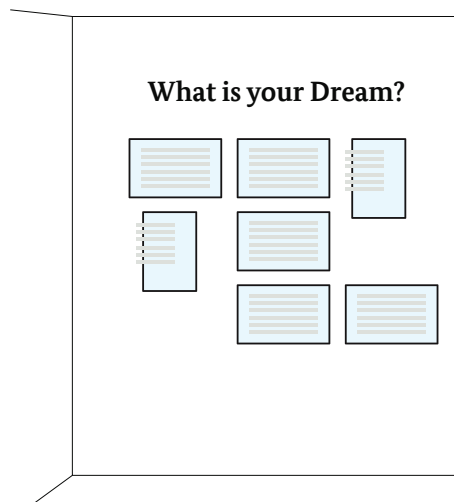
Session 4 – Building of walls



4.1 Make your profile

- Profile sheets (with unique numbers) will be provided to each participant during registration.
- Participants should provide their details, according to the format specified above.
- Once the profile sheets are prepared, participants will collect and paste them in order on the designate “Profile Wall”.
- Facilitation from the organisers is required during the filling out and pasting (in serial order for ease of spotting) of the sheets on the wall.

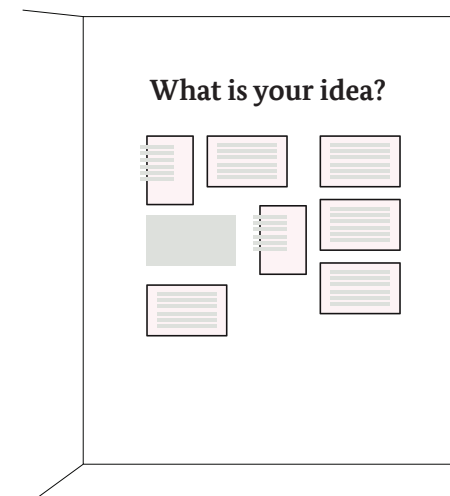
Note: The sheets should be pasted at eye level in 2 or 3 rows to allow other participants an easier glance.



4.2 What is your dream?

- Dream sheets (with a unique number) will be provided to each participant during registration, along with their unique ID.
- The participants should write their dreams as per the instruction of the moderator or facilitator.
- Once the dreams are written on the sheets, the sheets will be collected, shuffled and redistributed to the participants.
- Each participant will receive the dream sheet of another participant.
- The participants will be requested to respond to the dream sheets of other participants with a “wish statement”.
- Once completed, the dream sheets are pasted serially on the assigned “Dream wall” for easy spotting.

Note: The sheets are to be pasted on the wall at eye level, to enable other participants an easier glance.



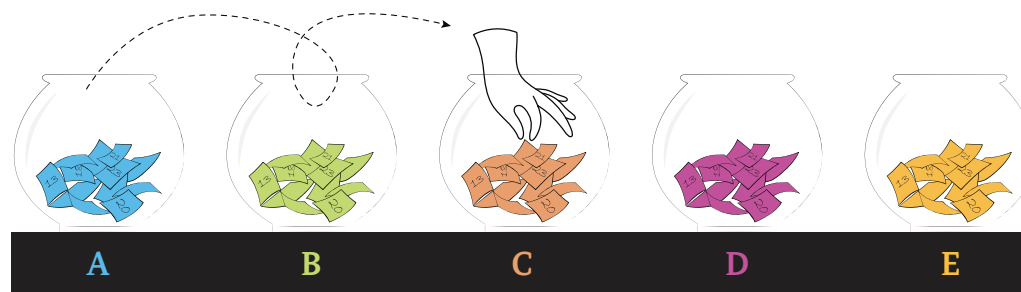
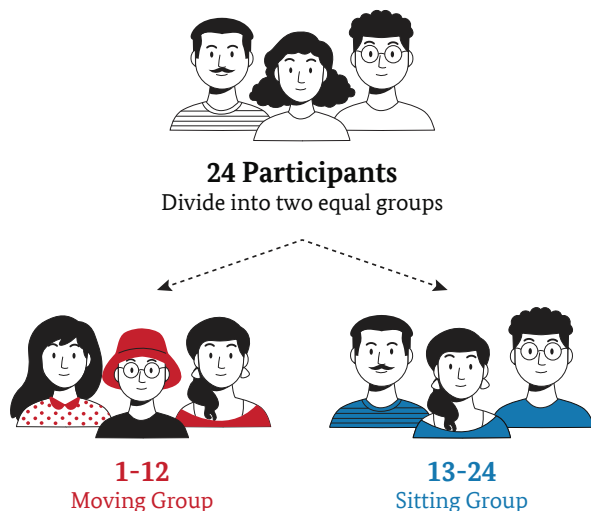
4.3 What is your idea?

- Idea sheets (with a unique number) are provided to each participant during registration.
- The participant should write their ideas according to the instruction of the facilitator.
- Once the ideas are written on the sheets, they are collected and grouped into categories based on similarity (e.g., producer, seed grower, feed manufacturer).
- After completion, the idea sheets are pasted under the group (as per different categories) on the assigned “Idea wall”.

Note: The sheets are to be pasted on the wall at eye level, to enable participants an easier glance for clarity. Participants should write only one primary business idea related to their product or service.

Session 5 – One-on-One (Demonstration with an example)

Dividing into Groups - Example with 24 Participations



Step-1

- The participant numbers for the sitting group (13-24) are written on 5 sets of differently colored papers, as illustrated.
- Each set of same-colored paper slips (12 each) is placed one of the five bowls. For example, slips are placed in Bowl A, and green slips in bowl B, orange slips in bowl C etc.
- The bowls are placed in the order A, B, C, D, and E.
- The moving group of participants is asked to pick one slip from each bowl. (a total of 5 slips from 5 bowls).
- Each moving participant will pick 5 slips, one from each bowl, one after another.

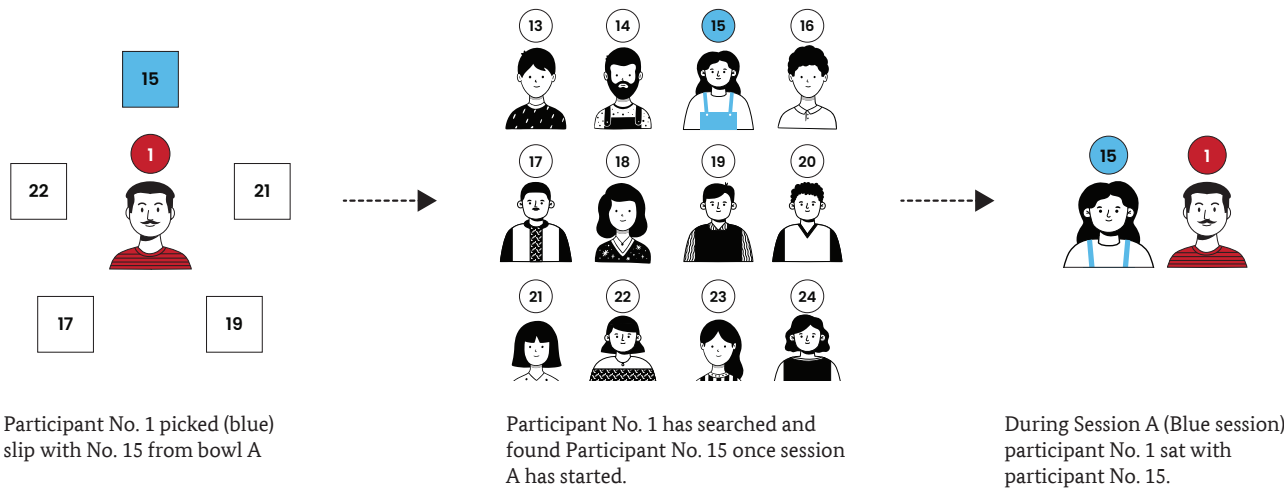
Step-2

- A grid (as illustrated) is prepared based on the numbers picked by each moving participant. For example, Participant No. 1 has picked 15 from A, 21 from B, 19 from C and so on. Similarly, Participant No. 2 has picked 13 from A, 14 from B, 22 from C.
- The grid is filled participants pick slips with unique numbers from each bowl. The grid is prepared as shown in the picture.

Note: If a participant picks the same number twice from different bowls, they must pick another number. For example, if the Participant No. 1 picks 15 from A, 21 from B and again 21 from C in the first attempt, they must pick another number from C. In the second attempt, Participant No. 1 picked 19 and put back the 21 into the same bowl.

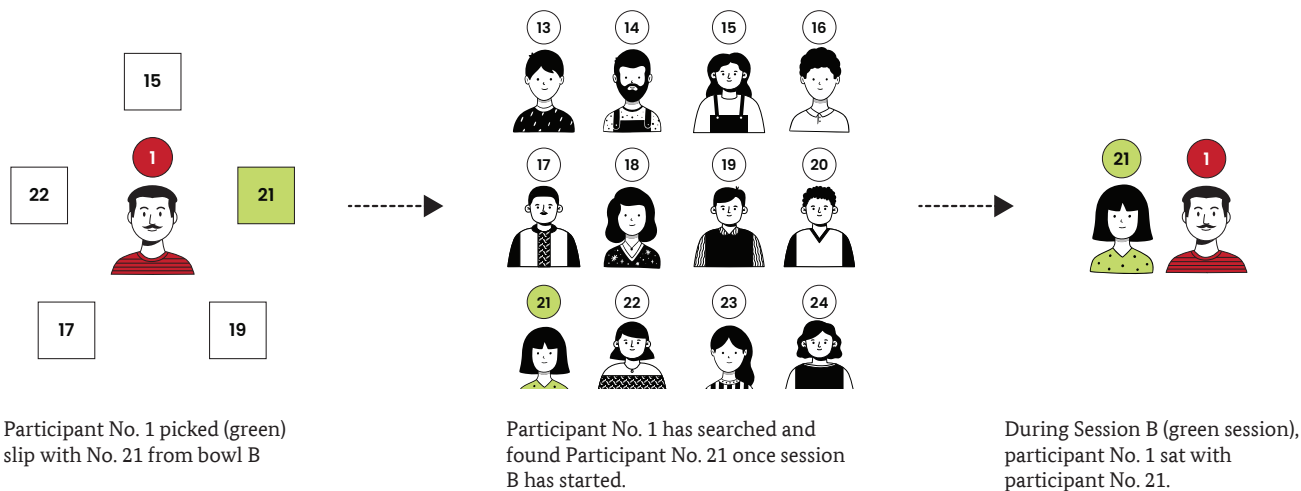
No.	A	B	C	D	E
1	15	21	19	17	22
2	13	14	22	20	15
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Set the stage - Step 3 - Session A (Blue) - Duration 3 Mins



Note: Once every moving participant has found their respective partner from the sitting group, the Session A will start and continue for 3 minutes.

Set the stage - Step 4 - Session B (Green) - Duration 3 Mins



Note: As soon as the session A ends, the moving participants will look for their next partner as per the slip drawn from bowl B. Once every moving participant has found their respective partner from the sitting group, Session B will start and continue for next 3 minutes. Similarly, the next 3 sessions (Session C , D , E) will be conducted

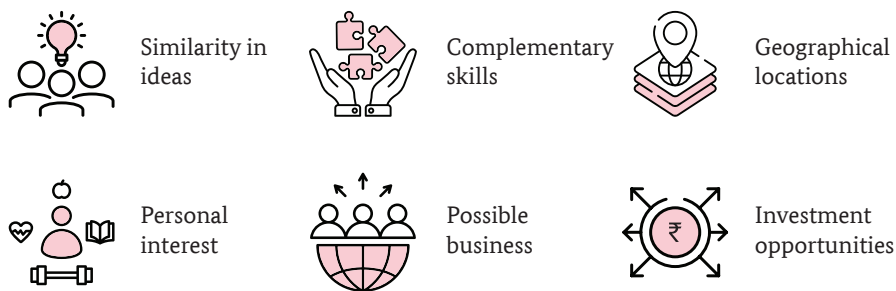
Output of the session

- Each participant is expected to meet with individuals during the session.
- Participants are expected to delve deeper into each other's profile and business ideas. With this process, the participants will get the opportunity to get to know each other professionally.

Session 6 – Formation of groups

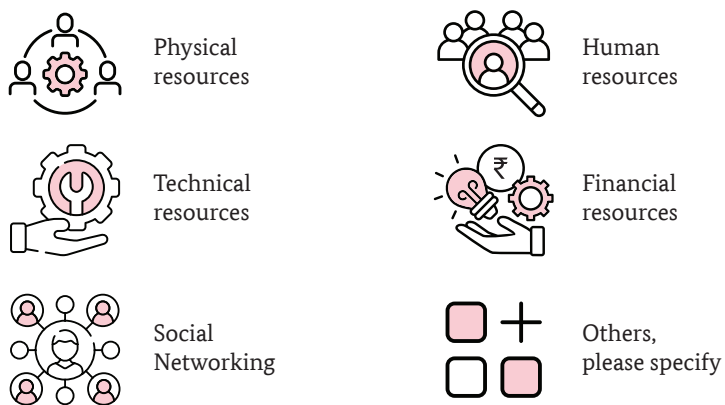
The objective of the session is to bring the participants to come together by guiding them through the process of strengthening their ideas, either through skill building or by bridging the gaps.

- The criteria provided are presented to the participants, to facilitate their thinking process and enable group formation.
- The criteria can be accompanied by a set of examples.
- Based on the local context, more criteria can be added or modified.



Session 6.1: Come together (illustration)

What do I have **now**? / What do I **need**?



Step 1

List all the resources you have and the resources you need (as illustrated in the example) to enhance or complete the business idea.

Step 2

Prioritise and select the two most important resources (from the list of needed resources) required implementing your idea.

Step 3

Take some time to glance through the profile wall and idea wall to identify persons who have the needed resources (as per step 2).

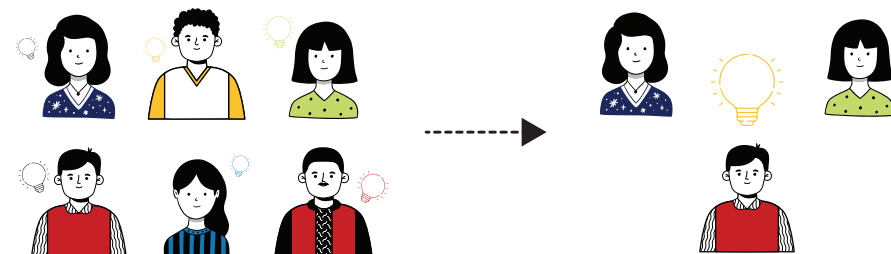
Step 4

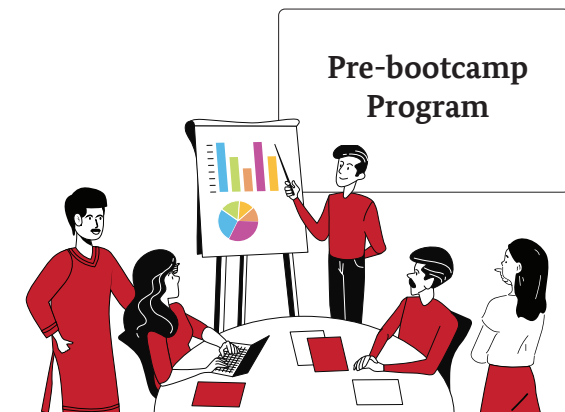
Group with other 2-3 participants as identified in step 3.

Participants are requested to answer the questions provided above. Their responses will serve them in searching for and identifying potential partners for collaboration.

Output of the session

- Two to three participants will come together with a complete and potential business idea.





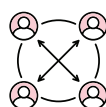
Session 6.2: Market place

This session aims to share the strengthened business ideas with other participants for feedback and learning. It also provides an opportunity for participants to fix on and collaborate with members from other groups (business ideas).

Steps



Present your potential idea



Establish cross-collaborations



Collect feedback from other participants



Divide groups into two categories (A and B)



Enhance and strengthen your idea



Category A will present their ideas at their respective kiosks to Category B, and vice versa

Output of the session

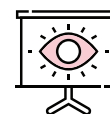
- Enhanced and strengthened business ideas.
- Possibility of restructuring the groups.

Session 7 – Visioning Exercise

Steps



Think individually and fill in the components of your vision board (vision, target group, needs, product, business goals) on a piece of paper.



Discuss, agree on, and reflect upon the elements of the vision board as a group. Then prepare the vision board on a piece of chart paper as a group.

Output of the session

- The enhanced business idea evolved into a vision for the team.
- A vision board with key information related to business ideas has been prepared.

Vision

- Which positive change/you desire to achieve within 5 to 10 years?
- One clear inspirational sentence of up to 15 words. Shorter is better, 4 to 8 words.
- Motivating and challenging to achieve.

Target Group

- Which market or segment does the product target?
- Who are the target customers or users?

Needs

- What problem does the product solve?
- What benefit does it provide?

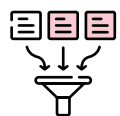
Product

- What is the product?
- What makes it stand out?
- Is it feasible to develop?

Business goals

- How will the product benefit your group?
- What are the business goals?

Session 8 – Feedback and next steps



Refinement of ideas as a take-home exercise



Notification about the bootcamp (process and tentative dates)



Conclusion

In this session, feedback on the entire process is gathered from participants, and the next steps, along with the prerequisites for participating in the bootcamps, are announced.

Bootcamp

The objectives of the bootcamps are to elevate the skills of aquaculture entrepreneurs and prepare them access to financial support from enablers such as government departments and schemes, investors, banks, micro finance institutions etc.

The expected outcome of the bootcamps is:

- Entrepreneurs understand the essential elements and aspects of running sustainable businesses, including key factors of aquaculture enterprises, marketing and demand estimation, and the calculation of fixed costs, variable costs, profits, break even points and return on investment.
- Entrepreneurs calculate and develop their own respective business models, marketing strategies and business plans.
- Entrepreneurs are trained to prepare and present their respective business plans to pitch financial support to stakeholders.
- Potential entrepreneurs were supported in the preparation of 'Detailed Project Report' (DPR) in the form of bankable business plans.

The detailed session plan for conducting the bootcamp is provided in chapter 7. The detailed instructions for each session are explained in the following section.

Day 1 - Session 1

Objective and expectation

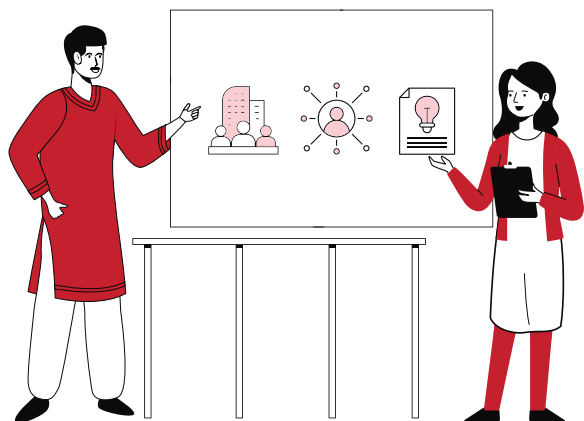


The program is inaugurated with the introduction of all participants and facilitators. Following this, an expectation mapping exercise is performed with the help of a formative assessment format on Meta Plan cards. This exercise helps in setting the context for the bootcamps and clarifies the anticipated outcomes. The audio-visual presentation of a coffee bean show serves as both a confidence booster and a source of motivation. This session is particularly important because the participants come from different backgrounds and have varying levels of experiences in their respective businesses.

Activity	Output/Outcomes
<ul style="list-style-type: none">• Opening remarks• Self-introduction• Objectives of the bootcamp• Expectation of the participants	<ul style="list-style-type: none">• Understand the purpose and intended outcome of the program• Participants will list the benefits they seek from the program and complete a formative assessment framework.

Day 1 - Session 2

Business Fundamentals



In this session, participants will effectively define their respective businesses, highlighting their specific value chain interventions. They will develop a basic understanding of their business's nature, ownership pattern, and target customer segments. Enhanced comprehension of key business aspects among participants was observed after the session. Small groups of 3-5 participants are created for practical business planning exercises. This approach also fostered collaboration and teamwork, leading to effective learning and problem-solving.

Activity	Output/Outcomes
<p>The Aquaculture Value chain</p> <ul style="list-style-type: none"> • Different Types of Enterprises • Individual vs. Collective Businesses • Business Ideas of Participants 	<ul style="list-style-type: none"> • Define the business in terms of specific value chain interventions, the nature of the business, ownership patterns, and customer segments. • Develop clarity about the business proposed by the individual. • Form groups for demo business planning exercises.

Day 1 - Session 3

Five Factor Analysis

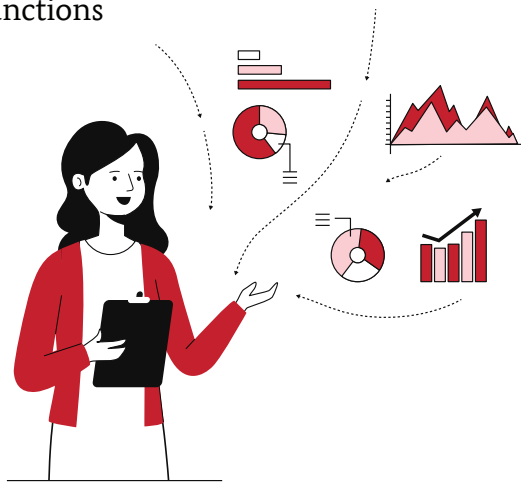


The session effectively conveyed the critical aspects of aquaculture-based enterprises. The facilitators provided a format named 'Aquaculture Enterprise Activity Detail', which aided participants to comprehend various business factors, fostering their ability to adapt to these principles in their own enterprises. Overall, the session contributes to the participants preparedness for establishing and managing their businesses in the aquaculture industry. They begin documenting their business plans using the format provided during this session.

Activity	Output/Outcomes
<p>Understanding various factors affecting aquaculture-based enterprises for each emerging enterprise</p>	<ul style="list-style-type: none"> • Create a list of requirements and items related to the five factors of their respective enterprises. • Identify what they currently have and what they need to establish and run their businesses.

Day 1 - Session 4

Marketing Functions

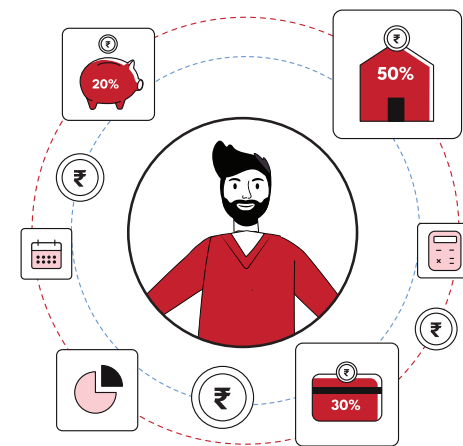


In this session, participants will get a comprehensive understanding of fundamental market concepts, encompassing market definitions and potential product or service offerings. The covered topics cover demand and desire, consumers versus customers, sales versus marketing, customer segmentation, and demand forecasting. A home assignment is given to candidates to assess the size of potential markets and sales volume in order to receive realistic assumptions.

Activity	Output/Outcomes
Business Function I: Marketing Functions <ul style="list-style-type: none"> Markets, marketing mix and the understanding of assumed values in marketing across different aquaculture enterprises. 	<ul style="list-style-type: none"> Understand what constitutes a market. Define and list potential products and service offerings. Create a specific plan for outreach, coverage, sales mechanism, and sales cycle, product and service specifications. Matching products and services to identified customer segments.

Day 1 - Session 5

Financial Functions I



During this session, participants gain a comprehensive understanding of costing methods, the significance of data points, and the role of assumptions in business operations. The key concepts were skillfully conveyed through presentations, group exercises, and discussions.

Home assignment:

- Create appropriate assumptions related to their business activities.
- Determine the actual funds required for setting up and running the enterprise.

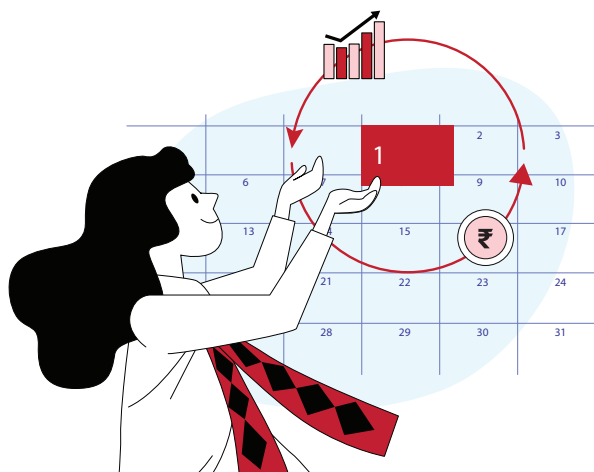
Activity	Output/Outcomes
Business function II: Financial Functions I Fixed costs and variable costs	<ul style="list-style-type: none"> Understand costing methods. Identify the required data points and list the assumptions related to the business. Create a costing template for each individual business.

Observations

It was observed that some participants grasped the session content at a slightly slower pace. In response, homework assignments were given to enhance comprehension, which proved to be a valuable approach in gradually elucidating the material and stimulating active engagement.

Day 2 - Session 1

MILLY (Most Important Lessons Learnt Yesterday)



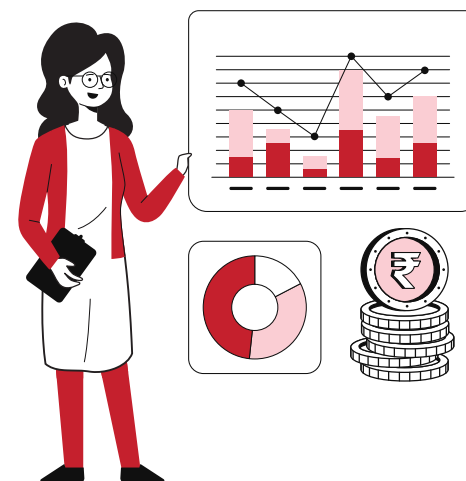
The recap session aims to refresh the learnings from Day 1. Participants will be reminded of the previous day's session activities and outcomes, along with the major topics discussed. Any doubts from Day 1's curriculum will be clarified. Some fun activities may be incorporated to make the exercise more interactive.

Output/Outcomes

Participants will note the major learning points.

Day 2 - Session 2

Financial Functions II



During this session, participants gradually comprehend the concepts of profit and loss analysis and break-even point.

Home assignment:

- Create appropriate assumptions related to sales.
- Determine the actual revenue from the enterprise.

Activity	Output/Outcomes
Business function II: Financial functions II <ul style="list-style-type: none"> • Profit and loss Analysis and break even point • Cash flow and fund adequacy 	<ul style="list-style-type: none"> • Understand revenue, profit, loss, and their calculation. • Identify the required data points and list the assumptions related to their business. • Develop a cost estimate using a template for each business.

Observations

The utilisation of presentations, group exercises, and discussions within the context of a case study, greatly facilitated the participants' understanding of the calculations and enriched the entire session.

The format shared on Day 1 was again used to decipher their respective profit and loss statements, moving closer to their respective business plans.

Day 2 - Session 3 Value Proposition



During the session on “Understanding feasibility, financial viability, and risks of aquaculture businesses,” participants successfully identified means to ensure feasibility and viability, while also listing inherent risks and mitigation strategies. Additionally, they determined the unique selling propositions (USP) of their respective businesses.

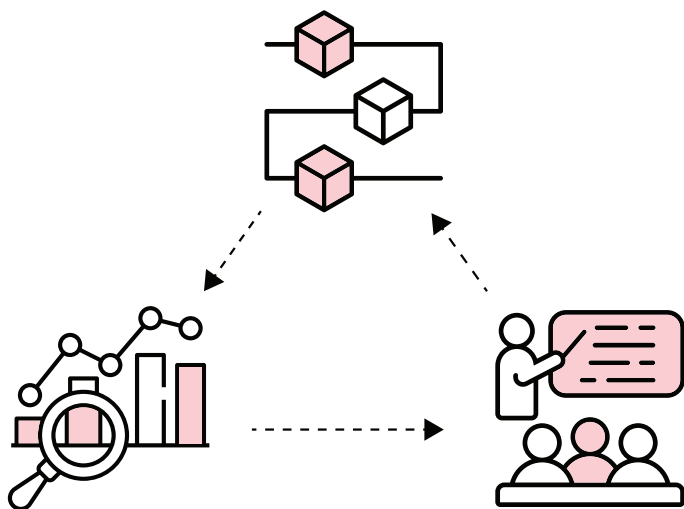
Activity	Output/Outcomes
<ul style="list-style-type: none"> Assessing feasibility, financial viability and associated risks of aquaculture businesses Determining the business USP – Why is it necessary, and what factors are contributing to it? 	<ul style="list-style-type: none"> Identify and list the means through which they can ensure the feasibility and viability of their businesses. Identify and list the risks inherent to their business and means to mitigate them. Determine and list the USP of their businesses.

Observations

The methodology of using the boat game and group discussion proved very effective in engaging participants, who demonstrated a clear understanding of the subject matter. During the group activity, they developed business outlines based on the scale of operations and assumptions, fostering practical learning.

Day 2 - Session 4 Business Plan

During this session, the facilitators emphasised the importance of having a business plan, highlighting its role as an information repository that covers production processes, market insights, and training requirements. Participants understood that the business plan serves as a crucial reference tool during implementation, especially for credit management and project loan applications. It also aids field workers in effectively facilitating and managing market linkages and support networks.



Activity	Output/Outcomes
Aquaculture business plan: <ul style="list-style-type: none"> • Purpose • Components • Structure 	<ul style="list-style-type: none"> • Understand the essential purpose, components, and structure of business plan. • Get informed with the standard business plan template.

Observations

The session successfully achieved its objectives, as participants gained an understanding of the purpose, components, and structure of a business plan. The facilitator used presentations and template discussions as the methodology to make the session easier for the participants.

Day 2 - Session 5

Business Plan (contd.)



This session highlighted the preparation of demo business plans for aquaculture enterprises. Participants successfully grasped the essential aspects of completing the business plan template, demonstrating a clear understanding. Through hands-on examples, they developed the skills to create personalised business plans, a valuable takeaway from this session.

Home assignment:

- Develop personalised business plans utilising a blank template.

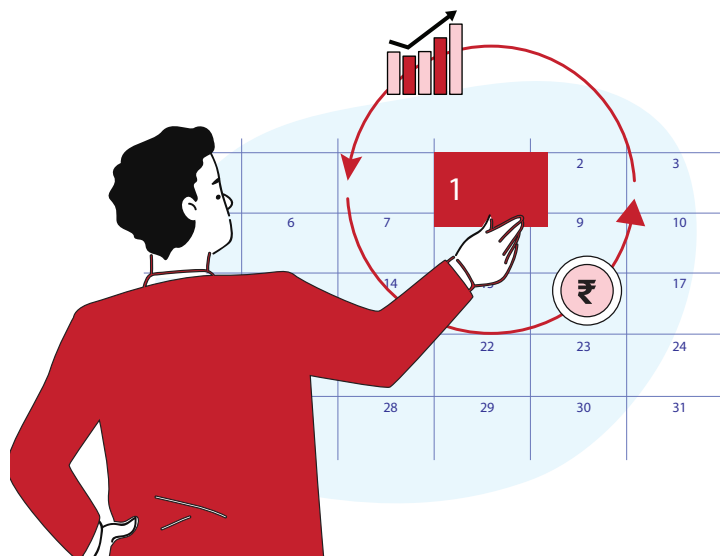
Activity	Output/Outcomes
Aquaculture business plan (contd.): <ul style="list-style-type: none"> • Preparation of demo business plans for aquaculture enterprises 	<ul style="list-style-type: none"> • Learn how to complete the business plan template effectively. • Develop the ability to create an personalized business plan through a hands-on example.

Observations

The group exercise methodology effectively fostered collaboration and learning. In this session participants developed their own business plans taking experiences and joint learning from peer-to-peer exchanges into consideration.

Day 3 - Session 1

MILLY (Most Important Lessons Learnt Yesterday)



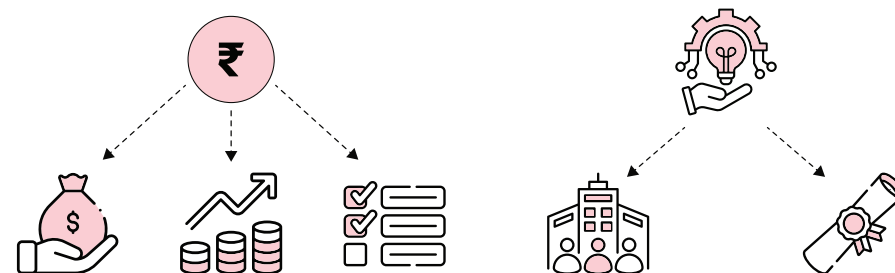
The recap session is to refresh the participants' learning from Day 2. They are reminded of the previous day's session activities and outcomes along with major topics discussed. Any doubts from the Day 2 curriculum are clarified, and the session is conducted as a quiz.

Output/Outcomes

Participants will note the major learning points.

Day 3 - Session 2

Funding opportunities



The session aims to equip the participants with the requisite knowledge and tools to navigate the financial and technological aspects of the aquaculture ecosystem, promoting a more informed and prepared approach to their ventures.

Activity	Output/Outcomes
<p>Linkage opportunities in the ecosystem:</p> <ul style="list-style-type: none"> Finance: <ol style="list-style-type: none"> Types of funding: own funds (bootstrap), loans, private investments and schematic assistance Applicability, guidelines, and qualifying criteria (CIBIL etc.) Technology and skill upgradation <ol style="list-style-type: none"> Technical institutes and private agencies Requirements and qualifications 	<ul style="list-style-type: none"> Understand the service and support requirements available in the aquaculture ecosystem. Learn how to connect with various support services within the ecosystem. Identify and list the necessary preparations for accessing the services.

Day 3 - Session 3

What and how to pitch



During the session, each participant is given the opportunity to convert their prepared business plans into a brief pitching presentation. Initially, facilitators provide a demo pitch and highlight the key points to be covered during the presentation.

Output/Outcomes

Gain an understanding of the pitching presentation event and become familiar with the presentation process.

Day 3 - Session 4

Pitching preparation



This session provides an opportunity for the participants to pitch their business plan to the facilitators and other fellow participants. Each participant delivers a presentation to the group, gaining practical experience in pitching. Participants also evaluate the quality of their peers' pitches, focusing on message structure, including the hook, body, and request. Participants recognize the importance and necessity of effective pitch delivery.

Output/Outcomes

Prepare a pitching presentation with a proposed business plan for each participant's enterprise.



Insights

The following insights were from the pre-bootcamp and bootcamp:

The participants in some of the workshops mentioned that the way the topics were introduced to them were a bit complex for their understanding. They suggested that the activities should have been presented in a simpler way. For example, the participants were very confused at the beginning of the 'building of wall' activity of the pre-bootcamp. They had no idea of how to build a wall, it was only after the facilitators explained the activities again with demonstration, that they were able to complete it.

A large gap in time between the selection test and pre-bootcamp workshops may lead to demotivation among participants and causing them to opt out of the workshops.

Participants may express dissatisfaction if they do not receive a certificate of participation at the end of the workshops. Some participants mentioned that certificates from respected organisations could help them secure bank loans or other forms of financial support during the project.

Confusion may arise among some participants regarding the topics covered in the pre-bootcamp or bootcamp, as they may not know which resources are essential for their business ideas and what additional resources they will need to procure in the future for successful implementation.



Tips

1

Depending on the number of participants, the required number of facilitators should be appointed for smoothly conducting the workshop. It is suggested that one facilitator should be assigned for maximum 10 members. If the facilitator to participant ratio is not balanced, there may be a chaotic situation, and the objectives of the workshops are not met.

2

At the beginning of the workshop, it should be made clear what participants are going to learn so that confusion doesn't arise later.

3

There should not be a significant time gap between the orientation and the pre-bootcamp, as participants may lose their interest in attending the workshops.

4

Small sessions covering the basics of various aqua sectors should be incorporated in the pre-bootcamp. Additionally, a hand-out with information on where to obtain further details or training should be provided to the participants.

5

If possible, participants should be given handouts containing sector specific details of places and institutions where they can seek further training if desired.

6

Importance should be placed on the sustainability, reliability and innovation of the business plan during the process.

7

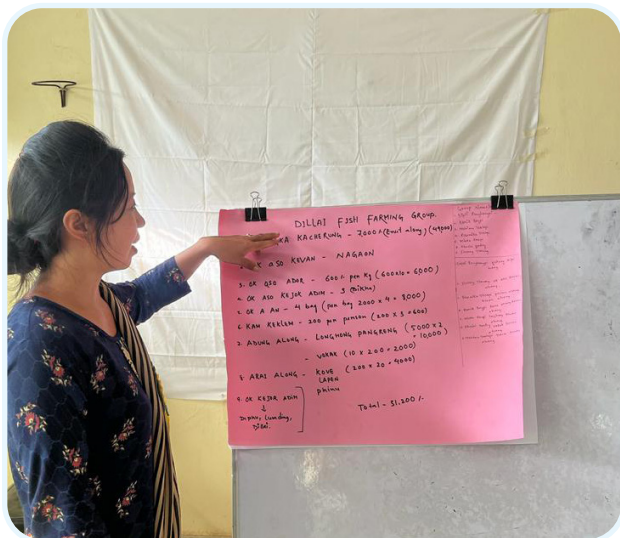
Inability to complete the business plans was observed almost in all the workshops. Aqua farmers with some experience were able to finish them, but less experienced or new farmers required more assistance. More time and manpower need to be devoted to this process.

8

Participants expressed satisfaction with the inclusion of the session on available government schemes for fisheries. They mentioned that this information would help them in the future when seeking financial aid. However, they also expressed a desire for a session on how to register a business and acquire the necessary certifications as well.

Note: Tips are not ranked.

Glimpses



Idea presented by the participant during marketplace session



Formation of groups in the pre-bootcamp



Business idea strengthening exercise in pre-bootcamp



Session on 'Formation of group' demonstrated by the facilitator in pre-bootcamp



Session on 'Visioning exercise' explained by the facilitator in pre-bootcamp

Glimpses



Session on 'Five factor analysis' explained by the facilitator during bootcamp



Group activity during the bootcamp



Registration during bootcamp



Business plan preparation during bootcamp with support from facilitator



Pitch preparation during bootcamp

Stage 4: Pitching

Chapter Five

1. Overview
2. Tips for execution
3. Glimpses



Overview

How to select participants from the bootcamps and prepare them for pitching?

In bootcamps, participants prepare business plans with the support of an expert and facilitators, who guide them in completing their plans in a specified format. Afterwards, they prepare a pitch to present this to the experts and facilitators. Based on specific criteria (detailed in chapter 7), participants are selected by the team for the next round, where they will present their business plans to the investors. The pitching event can be organised based on the quantum of funds required by the selected participants and availability of funding organisations such as financial institutions, individual or institutional investors, or government agencies. The number and timing of pitching events could also be decided based on funding requirements, best time to submit application as per financial cycle under government schemes, Small and Medium Enterprises (SME) investments and the availability of the investors.

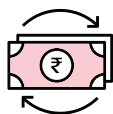
There could be district or state-level pitching events. If there are local investors, such as established entrepreneurs or financial institutions, present at the district level, participants for the district events may be chosen based on their funding requirement.

At the state-level event, participants with innovative business ideas or those in the advanced stages of their business plans are invited to pitch to the investors. After the pitching events, the implementing agency needs to follow up with and guide the selected participants in completing the necessary paperwork or documentation to access the fund.

How to prepare

How to select candidates for the pitching event?

The selection of the entrepreneurs invited for the pitching event is based on the following parameters:



Expected annual turnover



Potential for scaling up



Knowledge level of the entrepreneur



Ability to secure credit and invest around 30%

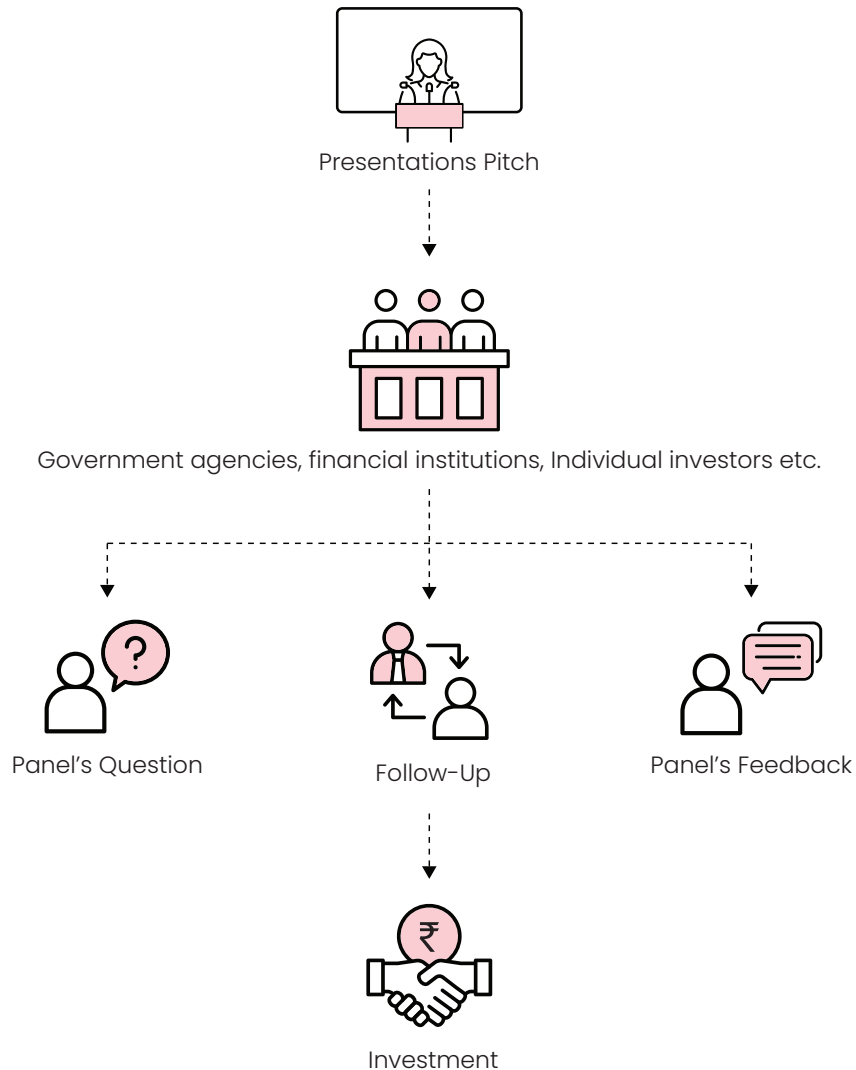


Special focus on women entrepreneur

Each pitching event will involve a panel of relevant district-level stakeholders, essential for providing technical and financial linkages to entrepreneurs. This panel may include bankers, government officials, representatives from financial institutions, and other individual investors. Based on their respective business plans, each entrepreneur can present his or her plan for 5-7 minutes and seek financial and technical support from the stakeholders and investors present. After each presentation, stakeholders will interact with the entrepreneurs and provide feedback on their proposals. A scoring sheet will be prepared in advance by the experts and facilitators to evaluate each participant or group of participants during the mock pitching. This sheet can be revised and used during the pitching event, incorporating feedback from potential investors who will be invited to the event.

At the start of the event, the moderator will provide an overview of the program and briefly explain the entire process to the audience. Participant details, including photographs and other information will be collected with the support of the field staff. Following this, a pitch for audio-visual presentation and other available formats such as paper presentation, demonstration can be created accordingly. The participants need to prepare well with the support of the facilitators before the actual presentation.

During the event, the panel of judges or investors will review the presentations and clarify their questions or queries if they may have. Based on their assessment of the business plans, they may agree to invest in the respective business idea through mutually agreed arrangement. The investors may ask for further bilateral meetings with the interested participants to gain a deeper understanding about the business. The investment could be in terms of equity or debt as agreed mutually. The participants who do not get funding for their business proposals may approach other stakeholders with the help of the implementing agency.



Tips

1

Participants may feel nervous during the presentation, but extensive mock practice tests and clear explanation of the process can help ease their anxiety.

2

Effective time management is crucial while conducting the event, as some participants may require more time to present their ideas. In this case, using an alarm to signal time intervals for each participant can help them complete their pitch within the allotted time.

3

Group formation as a strategy for implementing a business may not work for each context. For example, in Odisha all the participants wanted to go ahead as individuals for operationalising their business. Whereas, in Assam, participants were more interested in forming a group to execute their business.

Glimpses



Facilitator explain the process in district-level pitching event



Participants pitch their idea to the panelist in district-level pitching event



Participant pitch their idea to the panelist



Panelist provide their feedback during an interaction in the district-level pitching event

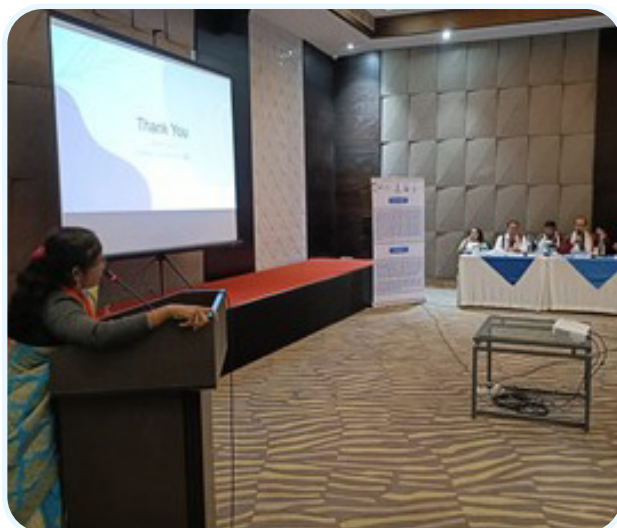
Glimpses



Participants felicitated by the chief guest during state-level pitching event



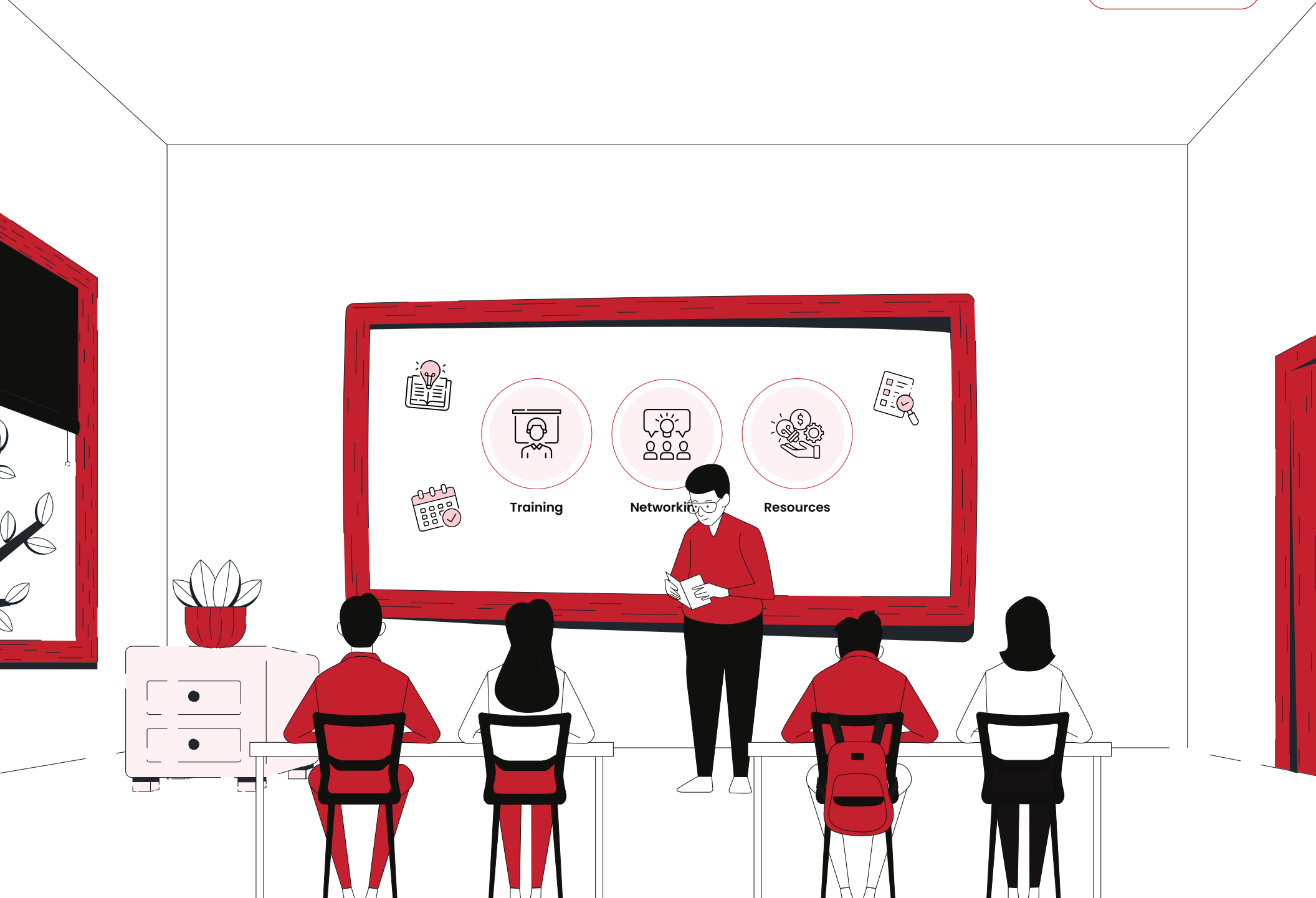
Participant pitch their idea to the panelist during district-level pitching event



Participant pitch their idea to the panelist during state-level pitching event



Participants pitch their idea to the panelist in district-level pitching event



How to mentor the selected candidates in the post-pitching events?

The pitching events provide selected candidates an opportunity to present their ideas and gain access to funding and other expertise from investors. The investors may come from similar background and possess both technical and management expertise. Some individuals may have experiences in building teams and growing businesses.

The selected candidates should grasp these skills of the investors and enhance their enterprises to drive them further. The implementing agency must facilitate this process by ensuring that the engagement between the investors and the candidates continues after the pitching events and turns into a formal one.

On the other hand, the agency should seek alternative opportunities for candidates who may not attract investment from the current pool of investors. There are various ways these candidates can be mentored to help them refine their business ideas and establish their enterprises.

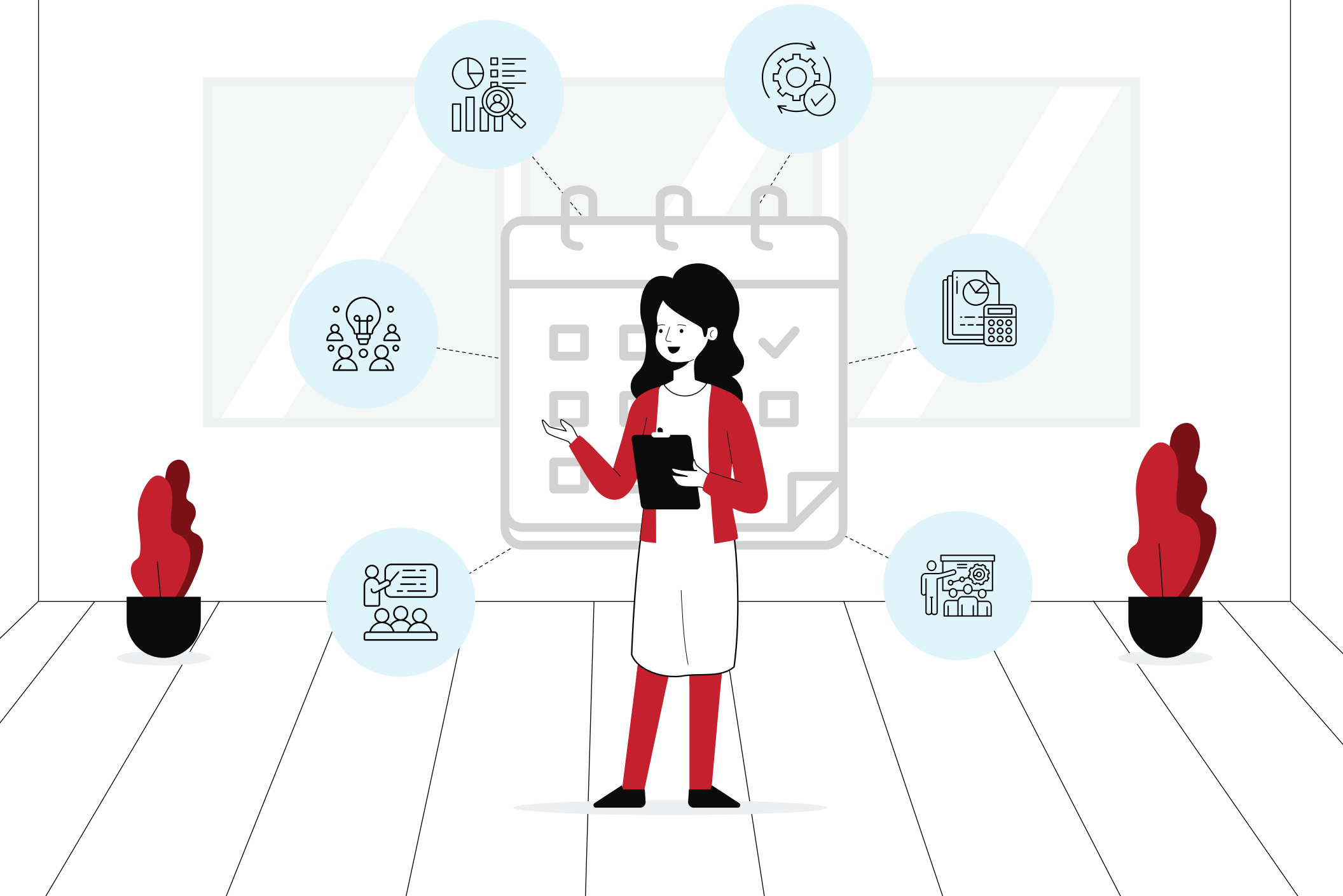
One effective approach can be to connect them with locally established entrepreneurs who can serve as mentors. These mentors may be identified within the district, using a turnover threshold of over one million Indian Rupees (INR) as guiding criterion. This benchmark was suggested during the state-level aqua entrepreneurship conclaves by lead entrepreneurs involved in the ideation phase, who also supported in the identification process. These mentors can guide them through the entire process of developing networks, refining their business models and overall building the business from scratch. Mentors provide essential insights, knowledge, and advice based on their own experiences and expertise. They may assist mentees to refine their business ideas, develop strategies for growth, overcoming obstacles, and make important decisions.

In another approach, they can be connected to local incubation centres, allowing them to further develop and test their business ideas. The incubation process for rural entrepreneurs offers providing support, resources, and guidance to individuals or groups in rural areas as they launch and expand their businesses.

Rural entrepreneurs often require training and capacity building in various areas, such as business planning, financial management, marketing, and technology adoption. Incubators provide workshops, training programs, and access to online resources to enhance their entrepreneurial skills. Incubators help connect entrepreneurs with microfinance institutions, banks, government grants, and other funding sources. They may also offer essential guidance on preparing business plans and financial statements to secure funding. Successful rural entrepreneurs eventually “graduate” from the incubation program as they become self-sustaining and independent.

Stage 6: Resources

Chapter Seven



Session plan - Pre-bootcamp

Session No.	Duration	Session Name	Requirements
Agenda – Day 1 – Know Each other.			
1	60 mins	Registration	Reception setup (for 3-4 people): Attendance sheet, notepad, pens, marker, sketch, badges, tag, meta cards, (including profile paper, idea paper, dream paper, all pre-numbered). Optional Items: KYC (Know Your Customer Forms), check-in, checkout procedures.
2	15-20 mins	Map your location	Facilitator assistance required: Chart papers, markers, cello tape or pin, pin board or wall.
3	60 min	Ice breaker- (Seed mixer)	Seeds, disposable/ paper cups (two colors), two demonstrations in a small team.
4	10 min	Building of walls	Presentation: background and context.
4.1	30 min	Make your profile	Example concept demo, A3/A4 sheets, gum stick or cello tape (secure it with string to the table to prevent loss), sketch pen.
4.2	30 min	What is your dream?	Collect dreams, shuffle the collected papers, redistribute again.
4.3	40 min	What is your idea?	Assisted by 2-3 facilitators at the wall, ideas are grouped into categories such as production, feed, seed, and others.
5	100 mins	One-on-one	Moderator + co facilitator to guide, slot or session grid, notepad, bowl, color papers (5 colors), chart paper etc.

Agenda – Day 2 – Come together.

6	20 mins	Formation of the groups	Short presentation.
6.1	120 mins	Form a cohesive group <ul style="list-style-type: none"> • Group formation • Collaboration of ideas 	Two colored papers, marker, pin board, visualization items (photos or draw figures), A3 paper.
6.2	90 mins	Marketplace (Restructuring of group if needed)	Pin boards, visualization items.

Agenda – Day 3 – Build better.

7	45 mins	Team strengthening	Any local methods based on objective criteria (as determined by the Civil Society Organisation (CSO)) such as constructing a paper bridge, building a joint tower with spaghetti or pencil.
8	60 mins	Visioning	Paper, pen, vision board template and demonstration.
9	60 mins	Defining of roles and responsibilities	Chart paper and marker.
10	60 mins	Feedback and next steps <ul style="list-style-type: none"> • Refinement of ideas as take-home exercise • Notify participants about the bootcamp • Summarise the conclusion 	Relevant methods as per local context.

Session plan - Bootcamp

Session No.	Duration	Topic	Methodology	Output/Outcome
Day 1				
1	30 mins	Registration		
2	30 mins	Opening remarks, self-introduction, objectives of the bootcamp, expectation of the participants.	Meta Plan cards, coffee bean show	<ul style="list-style-type: none"> Grasp the purpose and intended outcome of the program. Participants will list the benefits they seek from the program.
3	45 mins	The Aquaculture Value chain <ul style="list-style-type: none"> Different types of enterprises Individual vs. Collective Businesses Business ideas of participants 	Presentation and discussion: Formation of groups based on activity	<ul style="list-style-type: none"> Clearly define the business by specifying its value chain intervention, nature of operation, ownership pattern, and customer segments. Clearly define the business concepts proposed by the individual. Groups formed for demo business planning exercises.
	15 mins	Tea Break		
4	90 mins	Understanding different factors of aquaculture-based enterprises for each emerging business	Presentation and discussion (5-factor analysis)	<ul style="list-style-type: none"> Compile a comprehensive list of the requirements and items related to the five factors of their respective enterprises. Identify what they have and what they need to establish and run their businesses.
	45 mins	Lunch break		
5	90 mins	Business Function I: Marketing Functions I: Analyse the markets, marketing mix and define the assumed values to understand marketing across different aquaculture enterprises.	Discussion and group exercise (4P analysis)	<ul style="list-style-type: none"> Gain a comprehensive understanding of market fundamentals. Define and outline potential product and service offerings

	15 mins	Tea Break		
6	30 mins	Business Function I: Marketing Functions II Marketing plan for aquaculture enterprises	Group exercises and presentation homework: Assessing size of the potential markets and estimate sales volume. Aims for realistic and practical assumptions.	<ul style="list-style-type: none"> Develop a detailed plan for outreach strategies, coverage areas, sales mechanism, the sales cycle, product or service specifications. Aligning products and services to identified customer segments.
7	90 mins	Business function II: Financial Functions :Fixed costs and variable costs	Presentation, group exercise, and discussion, and homework: <ol style="list-style-type: none"> Develop accurate assumptions related to their business activities. Assess the actual fund requirement to establish and operate the enterprise. 	<ul style="list-style-type: none"> Comprehend the methods of costing. Determine the data points and outline the assumptions related to their business. Develop a cost estimate using a template for each specific business.
Day 2				
8	30 mins	MILLY (Most Important Lessons Learnt Yesterday)	Ball game with music, group discussion	<ul style="list-style-type: none"> Participants will note the major learning points
9	90 mins	Business function II: Financial functions (contd.) Profit and loss analysis and break – even point Cashflow and fund adequacy	Presentation, group exercise, and discussion homework: <ol style="list-style-type: none"> Formulate accurate assumptions concerning sales. Assess the actual revenue generated by the enterprise. 	<ul style="list-style-type: none"> Comprehend the fundamentals of revenue, profit and loss and their calculation methods. Identify the required data points and list the assumptions related to their business. Figure out costing using a template for each individual business.
	15 mins	Tea Break		

	45 mins	Lunch Break		
11	90 mins	Aquaculture business plan: <ul style="list-style-type: none"> • Purpose • Components • Structure 	Presentation and template discussion	<ul style="list-style-type: none"> • Comprehend the purpose, components, and structure of the business plan. • Familiarity with the standard business plan template.
	15 mins	Tea Break		
12	75 mins	Aquaculture business plan (contd.): Preparation of demo business plans for aquaculture enterprises	Group exercise Homework: Expand individual business plans using a blank template	<ul style="list-style-type: none"> • Learn how to complete the business plan template effectively. • Develop the ability to craft an individualised business plan through hands-on example.
Day 3				
13	30 mins	MILLY (Most Important Lessons Learnt Yesterday)	Quiz competition for group discussion	<ul style="list-style-type: none"> • Participants will note the major learning points.
14	90 mins	Linkage opportunities in the ecosystem: <ul style="list-style-type: none"> • Finance: <ol style="list-style-type: none"> 1. Types of funding: own funds (bootstrap), loans, private investments and schematic assistance 2. Applicability, guidelines, and other relevant criteria (CIBIL etc.) • Technology and skill upgradation <ol style="list-style-type: none"> 1. Technical institutes and private agencies 2. Requirements and qualifications 	Presentation and discussion	<ul style="list-style-type: none"> • Understand the essential requirements of service and support available in the aquaculture ecosystem. • Explore the various means of connecting with various support services within the ecosystem. • Identify and list the preparations that need to be made for accessing the services.
	15 mins	Tea Break		
15	105 mins	Pitching preparation	Individual activity: Assistance in preparing pitching presentation.	<ul style="list-style-type: none"> • Each participant will present a pitch with a proposed business plan for his or her enterprise

	15 mins	Lunch Break		
16	45 mins	Pitching preparation (contd.)	Individual activity: Assistance with preparing pitching presentation	Pitching presentation with proposed business plan prepared for each participant's enterprise
17	30 mins	Simulated pitching presentation	Pitching presentation competition	Familiarity with the pitching presentation event and the process.
	15 mins	Tea Break		
18	15 mins	Simulated pitching presentation (contd.)	Pitching presentation competition	Familiarity with the pitching presentation event and the process.
19	30 mins	Summarising the programme, feedback, and closing	Discussion	<ul style="list-style-type: none"> Participants will understand further processes under this program Collect inputs to refine and enhance future bootcamp events

Format - Business Plan (Table 1-6)

Name:	Proposed business:	Business cycle:
Nature of business: Production/Trade /Service/Mixed	Ownership pattern: Proprietorship /Partnership/Group	Location:

Table 1: Factors of business

Factors of business	List of Items available	List of items to be acquired
Infrastructure		
Machineries/equipment		
Raw material/input		
Skill/human resource		
Finance		
Market		
Support services		

Table 2: 4Ps of Business

4 Ps of business	Details
Product/service	Variety, shape, size, weight, packing, comprehensiveness etc.
Price/sales location	Infrastructure facility, frequency, etc.
Promotion method	Messaging, locations covered, people targeted, frequency etc.
Price per unit sold	Sale price, variation by customers, variation by location, variation by quantity sold, variation by time etc.

Table 3: Infrastructure

Cost Heads	Details of items	Quantity	Price for one unit e.g., pieces, kg, meter, duration etc.	Cost (INR)
Infrastructure	Name, size, weight, volume etc.	pieces, kg, meter etc.		
Machineries equipment	Size, capacity in power, output etc.	Pieces		
Total Infrastructure and Machine/equipment				
Total fixed cost				
Raw materials/inputs	Name, size, weight, volume etc.	pieces, kg, meter etc.		

Cost Heads	Details of items	Quantity	Price for one unit e.g., pieces, kg, meter, duration etc.	Cost (INR)
Skill/human resource	Type, function, persons, duration, place etc.	Number, number of days etc.		
Support services	Type, function, duration, place etc.	Number, duration		
Finance	Source, quantity, duration etc.	Number, duration		
Total Variable costs				

Table 4: Total Revenue

Revenue heads	Details	Quantity	Revenue from 1 unit	Total Revenue (INR)
Sale	Name, variety, shape, size, weight etc.	Pieces, kg, meter, duration etc.		
Lease	Name, variety, shape, size, weight etc.	Pieces, kg, meter, duration etc.		
Total Revenue				

Table 5 : Value Proposition

Unique selling proposition	Details	Proposition
Item	Variety, shape, size, weight etc.	Size, structure, colour, shelf life, packaging, delivery, pricing, consistency etc.

Table 6: Cost

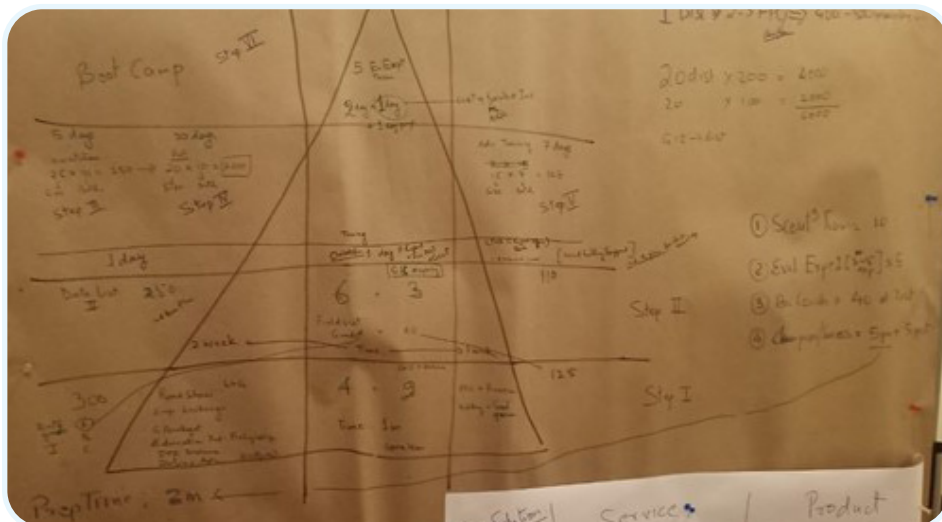
Cost	Revenue	Profit
Total Fixed Cost	Total Revenue	Total Revenue - Total Cost
Total Variable Cost		Return on Investment = (Profit /Total cost*100)
Total Cost		

Format – selection of entrepreneur for pitching event

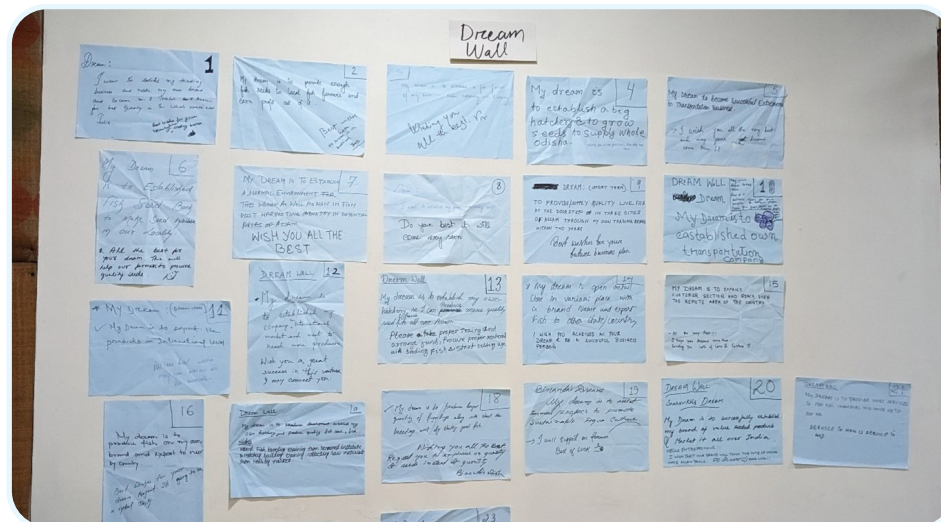
Details of Entrepreneur				Initial Eligibility		Assessment of Entrepreneur				
Sr. No	Name of entrepreneur	District	Name of business activity	Prepared business proposal in bootcamp	*Initial Eligibility - Scale of business	Potential for scaling up of business	Knowledge level of entrepreneur	Ability and interest of entrepreneur to avail credit	Ability and interest of entrepreneur to invest at least 0% of project cost	Total score
	Paramaters and Criteria			Yes- Eligible No-Not eligible	Expected annual turnover (less than 10 lakhs- Not eligible More than 10 lakhs- Eligible	High-10 Medium -5 Low - 0	High-10, Medium - 5, Low-0	Yes-10 No-0	Yes-10 No-0	Minimum 30 to be called for pitching event

*The scale of the activity is important, but a judicious call need to be taken by evaluators for the same if some activity is low on scale but has high impact potential. Such clarifications need to be separately documented. Also, applicability of such criteria needs to be carefully assessed while considering women applicant.

Glimpses



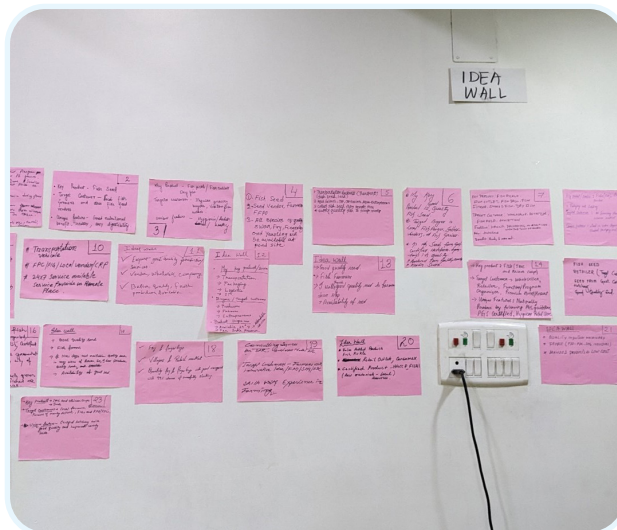
Entrepreneurship promotion roadmap, prepared during the aquaculture entrepreneurship conclave



Sample Dream wall prepared by facilitators during the training session for facilitators



Facilitators participating in the simulation exercise for the session 'one on one'



Sample idea wall prepared by facilitators during the training session for facilitators



Participants pasting the created profile sheet on the Profile wall during simulation exercise for facilitators

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