

TE KETE ARONUI

Understanding what 'good' looks like in youth enterprise
Te ara whanake mā te taiohi i te ao pakihi



MINISTRY OF
YOUTH DEVELOPMENT
TE MANATŪ WHAKAHIATO TAIDHI
Administered by the Ministry of Social Development



Prince's Trust
New Zealand

FOREWORD

The Ministry of Youth Development (MYD) - Te Manatū Whakahiato Taiohi and other funders have over a number of years invested in youth enterprise initiatives and participated in the development of the sector through collaborative, youth-centric programmes.

We know young people are among the hardest hit in the post COVID-19 work environment. This is an opportunity to explore the expanding youth enterprise and entrepreneurship education space to accelerate improved outcomes for rangatahi.

In order to improve outcomes for youth entrepreneurship initiatives, we needed to know what 'good' outcomes looked like. MYD, in collaboration with The Prince's Trust New Zealand and Aotearoa New Zealand's youth enterprise ecosystem, have developed a Youth Enterprise Outcomes framework - Efficacy, Economy and Equity.

This ensures the voice, wellbeing and leadership of our youth help drive transformative change both now and into the future post COVID-19.

Working across Aotearoa New Zealand to support young people in the post COVID-19 environment and in line with the Child Youth Wellbeing Strategy and Youth Plan 2020-2022, we have partnered with providers: to facilitate hui with key stakeholders and our youth to generate themes and share resources; and to collect evidence-based data so we could identify current needs, gaps and practise for Youth Enterprise Outcomes. We have listened to both practice and evidence which has culminated to this new framework.

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EFFICACY, ECONOMY + EQUITY:

Understanding what 'good' looks like in youth entrepreneurship initiatives

The project emerged from three key conditions, was organised by three big questions and produced three emerging themes.

	tuatahi / first	tuarua / second	tuatoru / third
CONDITIONS	The partnership between the Ministry of Youth Development (MYD) – Te Manatū Whakahiato Taiohi, The Prince’s Trust New Zealand (PTNZ) and Creative HQ (CHQ.)	A collective desire to understand the relationship that entrepreneurship programme work might play in systems level change that benefits young people, local economies, and Aotearoa New Zealand as a whole.	An extraordinary time of change and opportunity to change the world that young people are growing up in for the better.
QUESTIONS	How can we measure what 'good' looks like in terms of youth entrepreneurship experiences and programming? To answer this question, we have gathered and inquired into data and perspectives from a variety of different viewpoints, while centring young people’s experience.	The second question we asked was 'what is the state of youth entrepreneurship right now in Aotearoa, and what can we learn from evidence and data from both here and overseas about this?'	The third pātai that has informed this work is a question about how these insights can be strategically directed to create systems level change for young people.
THEMES	<p>efficacy ef-fi-ca-cy /'ɛfɪkəsi/</p> <p>The ability to produce a desired or intended result.</p> 	<p>economy econ-o-my \ i- 'kă-nə-mē</p> <p>The state of a country or region in terms of the production and consumption of goods and services and the supply of money.</p> 	<p>equity eq-ui-ty \ 'e-kwə-tē</p> <p>Justice according to natural law or right – specifically: freedom from bias or favouritism.</p> 

EFFICACY

Efficacy has long been recognised as an outcome of positive youth development. It is used here in two senses in relation to entrepreneurship programmes. Firstly, we believe that the evidence and data that we have examined from Aotearoa New Zealand and further afield all signal the need for young people to believe in themselves and gain a sense of their own agency, ability and effectiveness through these programmes. Secondly, entrepreneurship programmes can support the development of self-efficacy whilst examining the effectiveness of the programme itself in creating entrepreneurial capital.



The future of work is here, and the skills young people need to thrive in the rapidly changing economy are generated through the outcomes that entrepreneurship programmes produce and strengthen.

The future of work demands a different set of capabilities and competencies from our future workforce, to the skills and knowledge that the education system have traditionally focused on. These have been described by the World Economic Forum as '21st Century Skills', and by the Foundation for Young Australians (FYA) as 'Enterprise Skills' (see Appendices 1 and 2).

Youth enterprise and entrepreneurship programmes sit at the intersection between positive youth development, education, and the world of business and work. The competencies and capabilities that young people gain through supported entrepreneurial experiences track against the kinds of skills that employers and young people have identified as future-crucial. Anecdotally, young New Zealanders graduating from education systems here have told us they feel ill-equipped for work, and this view of young people's readiness for work is shared by many employers.

According to overseas studies such as *The New Work Reality* (2018), efficacy with enterprise skills, or 21st Century skills, are more likely to be a greater predictor of a person's future earning potential than either formal education or socio-economic background.

Self-belief and identification present major barriers to many young people entering into the world of entrepreneurship. It is often assumed as the sole preserve of those already lucky enough to have access to business networks, knowledge and resources. This report has not comprehensively reviewed the literature on the drivers of entrepreneurship, which we encourage you to explore.

“Enterprise skills are transferable skills that enable young people to engage with a complex world and navigate the challenges they will inherit. Enterprise skills are not just for entrepreneurs; they are skills that are required in many jobs. They have been found to be a powerful predictor of long term job success.”

(AlphaBeta [Firm], 2016)

We believe that it's diverse young New Zealanders - rangatahi Māori and Pasifika young people in particular - who we need to invest in and encourage to see themselves as entrepreneurs, reaching back through whakapapa and ancestry to the many tūpuna available to every young person who embody and enact the qualities of entrepreneurship.

EFFICACY

The perceived chasm between entrepreneurship and te ao Māori is rapidly closing, as stories are increasingly documented and the natural, traditional efficacy of tangata whenua is named. The recent book *Whāriki: The growth of Māori community entrepreneurship* by Merata Kawharu (Ngāti Whātua, Ngāpuhi) and Paul Tapsell (Te Arawa, Ngāti Raukawa) reveals

“the entrepreneurial spirit that still burns despite the ongoing impacts of colonisation: a spirit persistently emerging time and again from within the Māori kin community world” (2019, p7)

The threads of the whāriki woven through the case studies Kawharu and Tapsell present include these five elements:

The connectivity between these whakaaro and the aspirations of youth development needs little explaining, with particular respect to the Government’s Youth Plan 2020–2022 (see Reference for link), the Mana Taiohi framework and models such as the Circle of Courage.

An interesting ethical tension for youth-focused organisations is the balance between developing a single young person and their personal economy, whilst remembering the socioecological and indigenous location of all people and all ages within families and communities, or whānau, hapū and iwi. The balance needs to consider whose needs are prioritised and ultimately whose interests are served.

COMMON ELEMENTS THAT FEATURE IN STORIES OF MĀORI ENTREPRENEURSHIP

- History: ancestrally informed guidelines for what is important and why
- Team-based leadership
- Customary leadership values
- Kin-accountability: reciprocal relationships between leaders and communities
- Mana and manaakitanga: balancing authority and generosity, applying an ethic of social responsibility, such as accounting for financial and strategic futures.

Whāriki (Kawharu and Tapsell, 2019)



For many young people, the uncertainty caused by the global pandemic has had very real implications for their sense of a positive future.

Entrepreneurship programming encourages young people to create flexible, optimistic plans which respond and adapt to new opportunities and risks. This is the kind of mindset that young people need to cultivate through times of great uncertainty. Some of the reflections from young people during this project's participatory design process capture these outcomes (see Figure 1).

In response to the Covid-19 global pandemic, Tokona te Raki: Māori Futures Collective has published two accessible reports that also tie together many of these themes, and apply the work from FYA in an Aotearoa New Zealand context. *Kia Puta ki Rangiātea: Reaching New Futures* and *Ka Whati Te Tai: A Generation Disrupted*. See References.

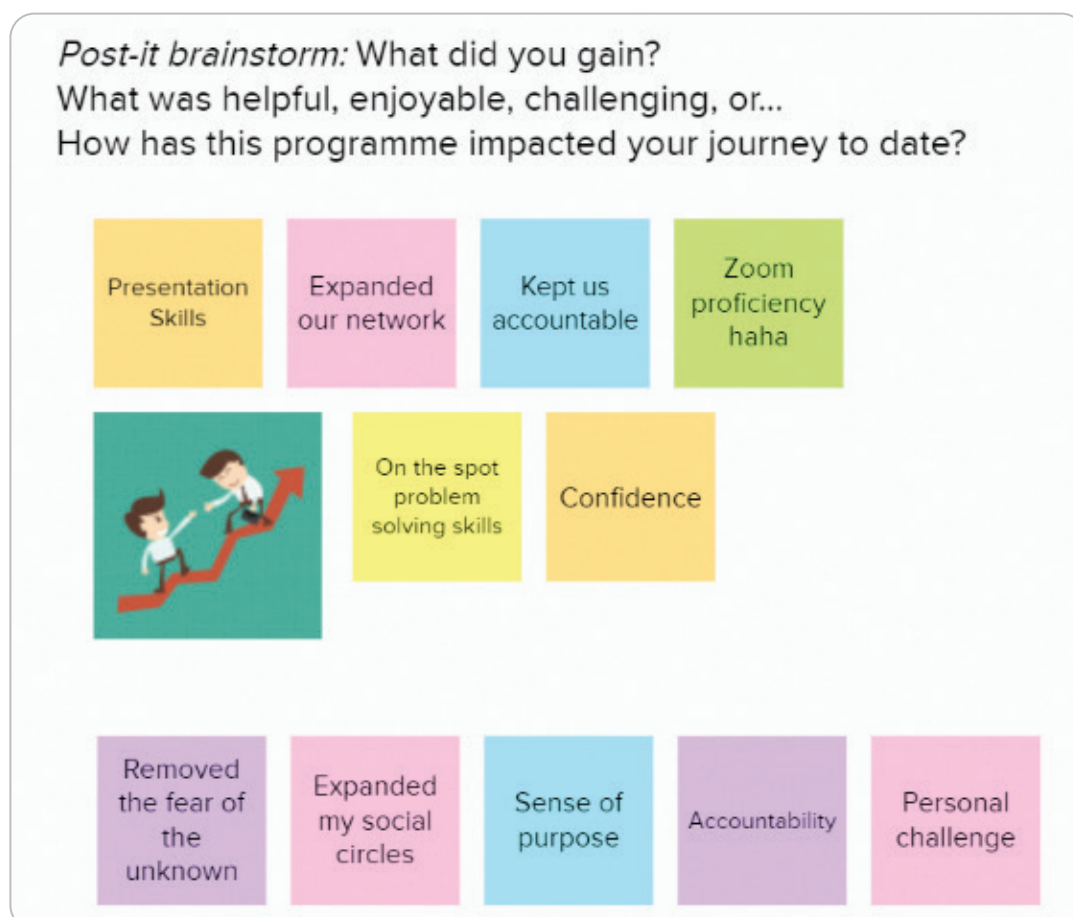


Fig. 1
Screengrab from online consultation with young people, October 2020

ECONOMY

Aotearoa New Zealand's economy is in a period of incredible change. COVID-19 has affected every industry and sector with far reaching implications, along with the economic evolution required to mitigate the worst effects of climate change. We're now faced with an urgent imperative to create an economy that is more sustainable, more equitable and which enables every young person to participate and contribute to the creation of value.



In order to understand the ecosystem supporting or impeding young people's entrepreneurship, we reviewed regional and national data from Aotearoa New Zealand, alongside local and international research. What we discovered was the important role that social perception, self-belief, culture and identity play in shaping young people's aspirations toward entrepreneurship – indeed on their ability to imagine themselves as business owners. Location also plays an incredibly important role in whether or not a young person takes the plunge with their business idea.

Figures from Stats NZ's Household Labour Force Survey (2020) (HLFS) suggest that urban centres may provide the best context for young people to get their ventures off the ground. Auckland,

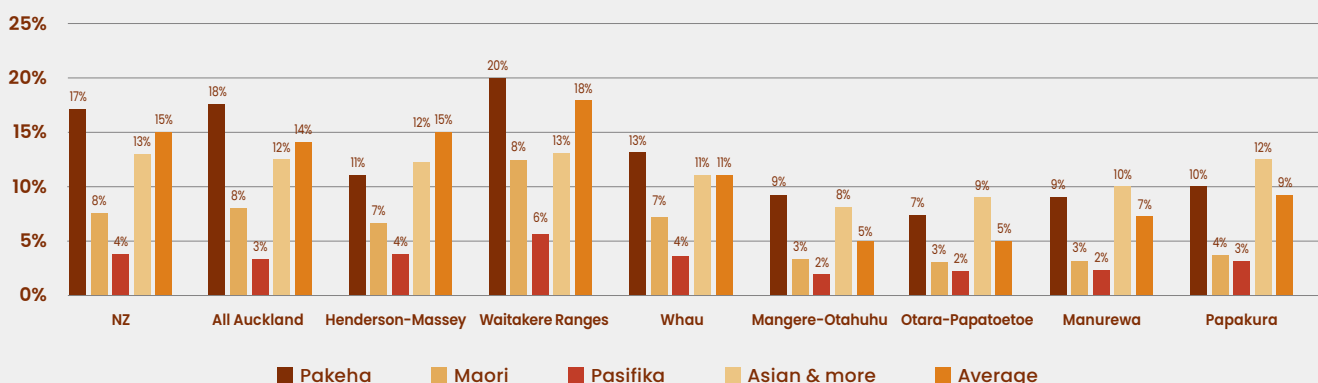
in particular, as Aotearoa New Zealand's largest city, provides many ingredients for success for young people's self-employment and entrepreneurship. This is borne out by international studies, like a Brazilian piece of research entitled *Socio-cultural factors and youth entrepreneurship in rural regions* (Gómez-Araujo & Bayon, 2017), which states that

“entrepreneurial role models increase the likelihood of a youth getting involved in entrepreneurial activities. The positive influence of role models on the entrepreneurial activity of younger individuals in rural regions is lower.”

The HLFS illuminates the ways in which this internationally recognised pattern plays out for young people living rurally here in Aotearoa New Zealand. The HLFS shows that young people who count self-employment as their main source of income are much more likely to hail from a big city, especially Auckland.

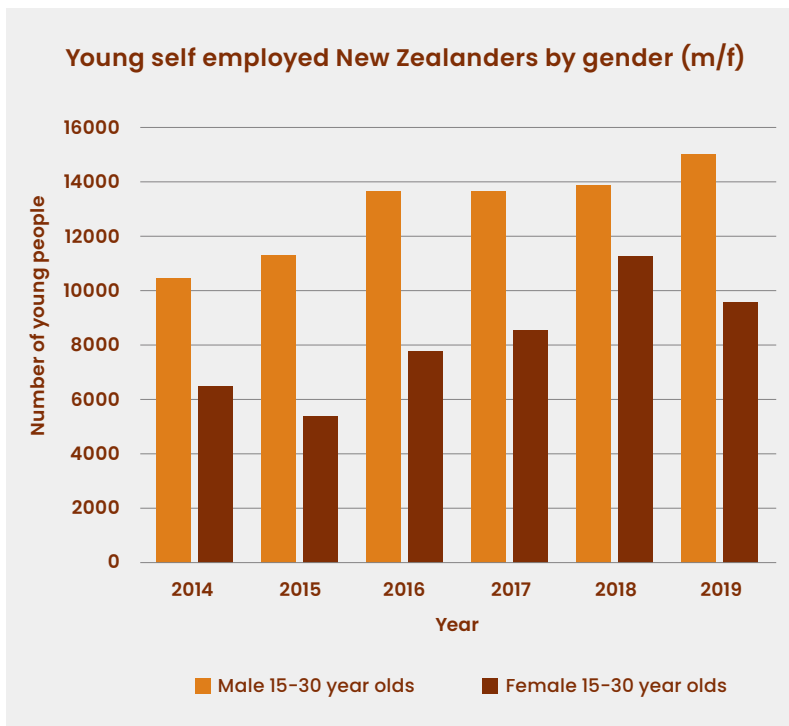
The Southern Initiative. *Likely unequal impact of COVID-19 on Māori and Pasifika communities in New Zealand.* 2020

Rate of being an income-earning employer or sole-trader, by ethnic group and area (Aged 15+), 2013 Census



ECONOMY

However, it's not all plain sailing for young entrepreneurs in the big smoke! There is considerable variation within Auckland, with South and West Auckland being far less friendly to self-employment than suburbs in the East and North of the city. This suggests that deprivation and affluence are predictably important factors in young entrepreneurs' success.



Statistics
New Zealand.
Household Labour
Force Survey.
2020

The role that cultural identity and ethnicity plays is also significant, with Pākehā and Asian communities much more well represented in self-employment statistics than Māori and Pasifika communities. A Census snapshot of South Auckland shows that in 2013, Pākehā across Auckland were between three and six times more likely to be employers or sole traders than Pasifika peoples. Employers and sole traders who identified as Asian consistently outnumbered those with Māori whakapapa, and in South Auckland were more active as entrepreneurs than Pākehā. There are lots of reasons for this, including the general demography and level of deprivation in each of these areas, but the snapshot is instructive as it demonstrates that the success factors for entrepreneurs are culturally located. It also means that **programmes which focus on youth entrepreneurship need in some way to address the cultural dimensions of self-perception and belief.**

Another dimension of how culture impacts on young people's ability to navigate the ecosystem supporting young people's entrepreneurship is gender. The HLFS shows that in any given year, more young men state that self-employment is their main form of income than young women. Some years there are up to twice as many young men as young women in this category. Between 2016 – 2018 there was a significant increase in the number of young women proportionally – but this dropped suddenly in 2019.



Further interrogation of the drop from 2018 – 2019 yields two insights. Firstly, Auckland was the epicentre of this drop. The numbers of young, Auckland-based entrepreneurs (a centre which is usually a national engine room for youth entrepreneurship) reduced, and was only slightly offset at a national level by an increase in Wellington. Secondly, the number of female entrepreneurs dropped by 1,000, while the number of young male entrepreneurs grew by a similar number, magnifying the difference in terms of gender.

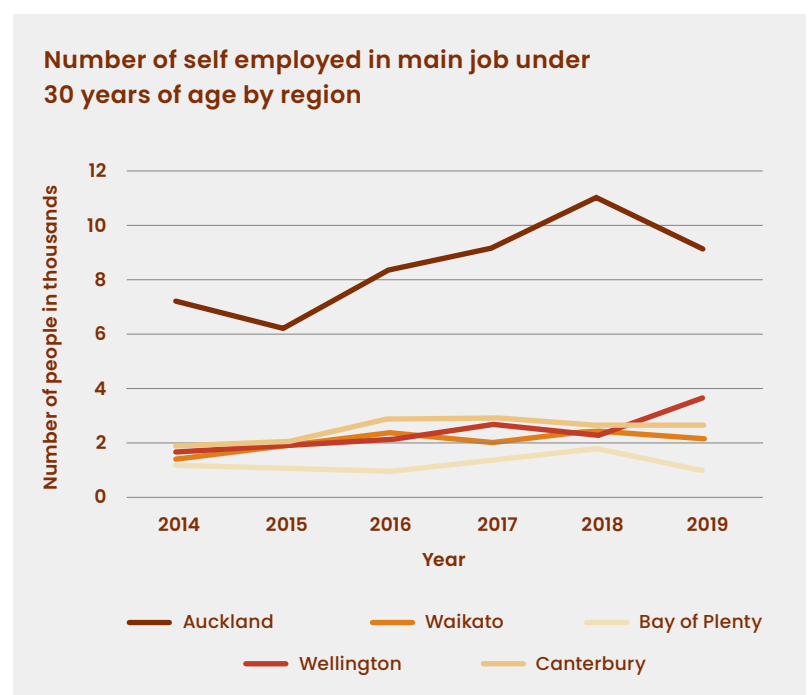
These numbers are significant because COVID-19 has been particularly hard for young women (Kiwibank, 2020). At the time, initial projections indicated 90% of the group who lost work as a result of lockdown were women, mostly younger. However since the original time of writing the bulk of this report in late 2020, emerging data in 2021 suggests this might balance somewhat. Despite these unemployment figures, underutilisation rates have grown significantly over the last year, and we believe that any initiative seeking to improve young people economically must actively consider gender bias.

Full economic recovery from the shock Aotearoa New Zealand took from COVID-19 will only be realised once these young women find their way back into meaningful work in our reorganised economy. The new ‘shoots and leaves’ that young entrepreneurs create through their activity are exactly what’s needed to create new opportunities for those who found themselves without work in industries like tourism, retail and hospitality.

The HLFs only tells one side of the story of young people’s entrepreneurial activity. Industry surveys enumerate the proportion of millennials actively engaged in one or more ‘side hustles’ (something which generates income outside of your main form of work) as anywhere between 20% and 50%. According to Stats NZ’s General Social Survey (2016), around 40% of young people formally volunteer through an organisation.

Young people’s entrepreneurial activity is measured as part of Aotearoa’s overall GDP figures, but their specific contributions are not well understood in a disaggregated way. We believe that there’s space to both better understand and grow young people’s contributions more effectively, especially as we step up to the challenges posed by global economic trends and climate change.

Statistics
New Zealand.
Household Labour
Force Survey. 2016



EQUITY

Entrepreneurship programmes potentially offer a significant contribution to building a more hopeful, prosperous, equitable and sustainable future for Aotearoa New Zealand.



The future of work has itself been accelerated by the impacts of COVID-19 on the economy, and as our economy and workforce recalibrated. The last twelve months have illuminated inequality and the fundamental lack of equity that many communities within Aotearoa New Zealand experience, in health, in work, and in housing. We believe that entrepreneurship programmes are a potentially massive disruptor to entrenched patterns of advantage/disadvantage, and access/barriers.

Economic inequality represents a huge barrier to social cohesion, which is eroded by the lack of economic equity that exists in our system right now. Full economic participation for all young New Zealanders is a key factor in creating a hopeful future for them here.

As we've already acknowledged, entrepreneurship sits naturally within Te Ao Māori, and for young people manifests through tūpuna like Māui, the young entrepreneur. Most New Zealanders know that Māui slowed the sun, but not many recall that he did so to enable his people to get more work done! This is well documented in the writings of Teorongonui Josie Keelan. We are especially interested in the applicability of Keelan's MĀUI Model (2014) and the concept of Māuipreneurship (2006, 2009).

As Aotearoa New Zealand's demographics shift toward superdiversity, our economy will increasingly rely on the entrepreneurial capabilities of younger, browner New Zealanders.

Entrepreneurial programming must be culturally responsive and 'smash the calabash' of the social perception that entrepreneurship belongs to Pākehā and Asian New Zealanders, **enabling Māori and Pasifika young people to see that entrepreneurship is 100% their lane, their birthright, and an option for their future.**

THE FUTURE OF WORK IS CHANGING:

- **Demographically and geographically superdiverse, sustainable, and smart young people and the economy are vital to one another.**
- **Work spans a huge spectrum, with the paradigm of a career arc in a single industry or sector disintegrating in the face of side hustles, work portfolios, gig work, entrepreneurship. Work will increasingly blend into the world of learning, as technology and climate change shift the shape of industry and rapid retraining becomes reality. Young people will need entrepreneurial capital to navigate these changes.**
- **The youth sector could be better aligned to preparing young people for the future of work.**
- **No one agency or organisation can do this alone.**

We have an opportunity for a new type of collaboration across government, private sector, whānau and communities, taking into account the important contribution that young people currently make to the economy, and prioritising their participation in reshaping the economy.

OUTCOMES FRAMEWORK

Proposed Outcomes for Youth Enterprise + Entrepreneurship Programmes

The following set of proposed programme outcomes have been informed by youth voices, developed through a collaborative process with providers, and align with the data summarised above.

There are three central pou to this framework, each of which has an action-based indicator.

	EFFICACY	Develop entrepreneurial capital. There are multiple measures of efficacy at both personal and programme levels.
	ECONOMY	Create pathways to participate in the economy. The options are non-exhaustive and can be considered in terms of a young person's personal economy, and/or local, regional and national economic growth.
	EQUITY	Respond to inequality and meet diverse needs. The commitment to equity means programmes actively enable more taiohi Māori and young women to participate, with a priority on provincial places in Aotearoa.

Woven subtly throughout the framework are threads from Te Ao Māori, matauranga me ōna tikanga. Programme outcomes are strengthened with awareness and appropriate application of the MĀUI Model, concept of Māuipreneurship, the five dimensions of Kawharu and Tapsell's Whāriki and the wisdom contained in Tokona te Raki reports.

EFFICACY



Develop entrepreneurial capital and demonstrate efficacy, at both programme and participant levels

The core focus of youth entrepreneurship and enterprise initiatives is to develop 'entrepreneurial capital'. This can be defined and measured in multiple ways, and connects very closely to the other two outcomes. This first outcome is interested in efficacy. At the participant level, this means young people develop self-efficacy, which is their innate belief in themselves to succeed in entrepreneurial situations. At a programme level, efficacy indicates the initiative's intent to develop entrepreneurial capital in ideal conditions (whereas the initiative's effectiveness will be measured by what actually happens as a result).

CHECKLIST

To demonstrate efficacy in entrepreneurial capital, programmes need to:

- Clarify what an entrepreneur actually is, and encourage young people to identify the entrepreneur within themselves
- Help young people identify their purpose in life
- Develop entrepreneurial mindsets: confidence, resilience, risk-taking, bravery and belief
- Develop entrepreneurial skills: such as leadership, communication, problem-solving, digital literacy, financial literacy and teamwork. These skills are professional, relevant to the future of work and captured in other frameworks such as 21st Century Skills
- Include young people in programme design with meaningful choices and authentic voice
- Design programmes with creativity and ingenuity that provide hands-on experience
- Prioritise whanaungatanga, time for relationship building and create a sense of belonging
- Facilitate programmes that motivate and inspire ideation
- Ensure programmes are playful and fun
- Nurture wellbeing with a supportive and warm culture
- Locate entrepreneurship in our Aotearoa New Zealand context, with support and participation of tangata whenua to ensure the kaupapa is tika
- Reorient the impacts of COVID-19 with a renewed focus on positive possibility and hope.



Create pathways to participate in the economy

Quality youth entrepreneurship and enterprise initiatives create long-term economic benefit for young people and communities. These benefits start during the programme and endure. The measure of success is not as reductive as tallying the number of businesses launched. Instead, we recognise participants will develop entrepreneurial capital.

The possible pathways to participate in the economy include:

- Get a job or become even more employable, potentially as an 'intrapreneur'
- Start a business: either commercial, social enterprise and/or not-for-profit
- Get involved in a community project
- Study further and consider apprenticeships
- Volunteer for a community organisation or local business to gain experience
- Apply leadership skills within a team and/or at school
- Anything else that adds measurable value to personal economy and/or local economy.

CHECKLIST

To adequately guide young people towards and through these pathways, programmes need to:

- Collaborate with other organisations
- Provide exposure to business and innovation
- Create useful connections and networks for young people
- Identify if a venture or 'side hustle' is possible in the short-term and long-term
- Provide career direction and long-term aspiration
- Consider if work experience is useful to young people
- Support young people to write dynamic, compelling, and strengths-focused CVs that realistically illuminate their evolving entrepreneurial capital
- Be grounded in reality, encouraging participants to confront real world problems
- Focus on sustainability, inclusive of environmental as well as financial wellbeing
- Enable long-term mentoring relationships that reflect the diverse identities of participants
- Ensure whānau are included and support the kaupapa
- Ensure youth choice, voice and empowerment at every stage.

EQUITY



Respond to inequality with diversity and equity

The orientation of youth enterprise and entrepreneurship initiatives must be increasingly equitable. This commitment is informed by current data and evidence about the populations we are trying to serve. Therefore, programmes are reshaped to be responsive and inclusive of culture, ethnicity, gender and geography. Programmes actively enable more taiohi Māori and young women to participate, with a priority on provincial places in Aotearoa New Zealand. Programmes ask: who needs this most at this time?

CHECKLIST

To offer equitable entrepreneurial opportunities and reduce inequalities, programmes need to:

- Actively implement youth engagement strategies that are culturally appropriate**
- Ensure diverse young people are visibly represented without tokenism or decoration**
- Be aware of the language/s used**
- Identify barriers to accessibility, including costs to participate and travel**
- Conduct inclusive recruitment processes to welcome young people who may be excluded**
- Offer hybrid delivery options including kanohi ki te kanohi (face-to-face) and online**
- Allow young people to influence programme duration, frequency, format and location**
- Celebrate varied success, when young people achieve 'smaller' wins and/or launch bigger businesses.**

Examples of Outcomes in Action

OUTCOMES	EXAMPLES OF PROGRAMME ACTIVITIES (NON-EXHAUSTIVE)	
EFFICACY	Develop entrepreneurial capital and demonstrate efficacy, at both programme and participant levels	<ul style="list-style-type: none"> • Brainstorm “what is an entrepreneur?” • Define and explore entrepreneurial mindsets • Invite participants to think about ancestors who have been entrepreneurial • Identify personal strengths and interests as the starting point for venture ideation and leverage • Devote sufficient time to whanaungatanga and fun.
ECONOMY	Create pathways to participate in the economy	<ul style="list-style-type: none"> • Connect entrepreneurial mindsets with specific skills needed for the future of work • Consider what impact participants could have within their community, and what legacy they want to create • Identify how to prioritise sustainability and resilience both personally and financially • Support to write a CV and other useful resources • Directly connect young people with other organisations, businesses, mentors and networks to support long-term employment and/or enterprise/s.
EQUITY	Respond to inequality with diversity and equity	<ul style="list-style-type: none"> • Ensure recruitment processes are inclusive and welcome young people who would benefit most from the programme • Actively listen to all participants and create an expectation of engagement, respecting opinions and multiple worldviews • Adapt programmes with young people from diverse communities • Identify individuals, organisations and other businesses that can support the kaupapa.

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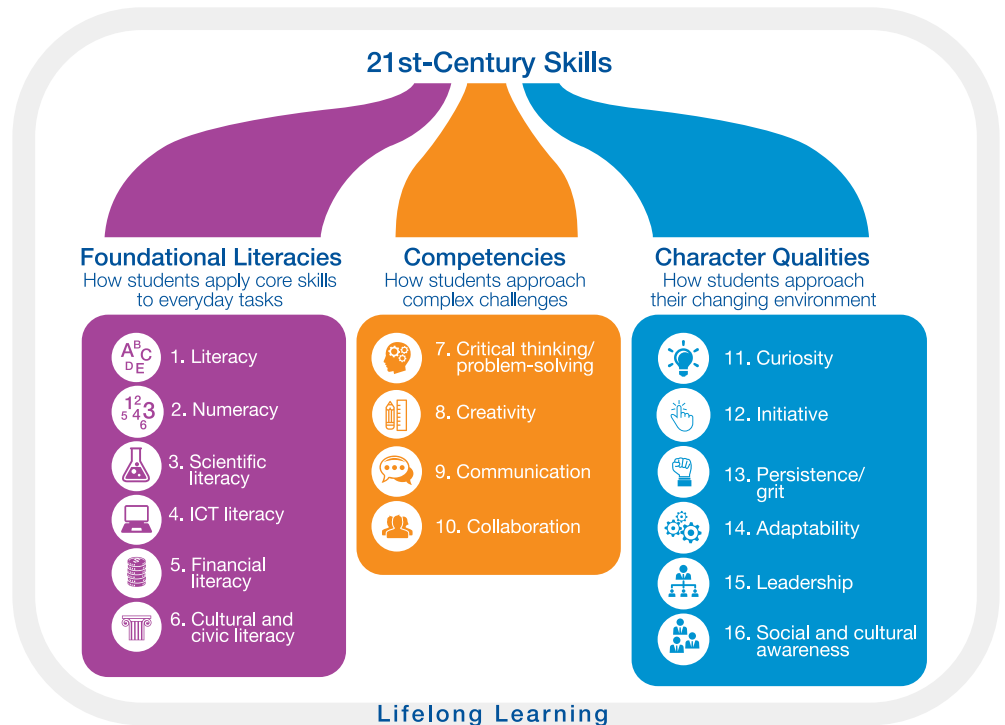
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APPENDIX 1:

21st Century Skills, World Economic Forum

World Economic Forum. (2015). New Vision for Education: Unlocking the Potential of Technology. http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf



	Skill	Definition
Foundational literacies	Literacy	Ability to read, understand and use written language
	Numeracy	Ability to use numbers and other symbols to understand and express quantitative relationships
	Scientific literacy	Ability to use scientific knowledge and principles to understand one's environment and test hypotheses
	ICT literacy	Ability to use and create technology-based content, including finding and sharing information, answering questions, interacting with other people and computer programming
	Financial literacy	Ability to understand and apply conceptual and numerical aspects of finance in practice
	Cultural and civic literacy	Ability to understand, appreciate, analyse and apply knowledge of the humanities
Competencies	Critical thinking/problem-solving	Ability to identify, analyse and evaluate situations, ideas and information to formulate responses and solutions
	Creativity	Ability to imagine and devise new, innovative ways of addressing problems, answering questions or expressing meaning through the application, synthesis or repurposing of knowledge
	Communication	Ability to listen to, understand, convey and contextualize information through verbal, nonverbal, visual and written means
	Collaboration	Ability to work in a team towards a common goal, including the ability to prevent and manage conflict
Character qualities	Curiosity	Ability and desire to ask questions and to demonstrate open-mindedness and inquisitiveness
	Initiative	Ability and desire to proactively undertake a new task or goal
	Persistence/grit	Ability to sustain interest and effort and to persevere to accomplish a task or goal
	Adaptability	Ability to change plans, methods, opinions or goals in light of new information
	Leadership	Ability to effectively direct, guide and inspire others to accomplish a common goal
	Social and cultural awareness	Ability to interact with other people in a socially, culturally and ethically appropriate way

APPENDIX 2:


Enterprise Skills

ENTERPRISE SKILLS DEFINITIONS

Enterprise skill	Description
Communication	The ability to speak clearly, listen actively and write for different audiences to express thoughts and opinions and disagree respectfully; ensuring that all voices are heard.
Creativity and innovation	The ability to imagine possibilities, come up with new ideas and make those ideas reality.
Project management	The ability to break a project down into smaller tasks, use timelines and share tasks between group/team members to achieve project goals.
Problem-solving	The ability to find effective solutions to varied and challenging problems.
Critical thinking	The ability to ask good questions, combine new information with prior knowledge, justify opinions, reflect on learning and transfer learning into new situations.
Teamwork	The ability to collaborate with others to make decisions and reach shared goals; managing disagreements and respecting ideas different from your own.
Digital literacy	The ability to use digital technologies to communicate with others, create solutions and do research.
Financial capability	Being aware of the thinking and feeling that drives your financial decisions, using maths skills to manage money and using tools such as budgets to achieve future financial goals.
Presentation	The ability to confidently and clearly speak in front of an audience and to use digital technologies to support what is being communicated.
Confidence and agency	Feeling able to learn new things and work towards goals, and having the resilience to bounce back from challenges.
Enthusiasm for learning	Being motivated to seek out new learning and experiences.
Global citizenship	Being aware that global issues can be seen within local communities and that I can make positive change locally that affects global issues.
Intercultural competency	The ability to communicate respectfully with people from different cultures and to appreciate different perspectives.

Foundation for Young Australians. *Enterprise Skills Definitions*.

<https://www.fya.org.au/wp-content/uploads/2019/03/Enterprise-Skills-Definitions.pdf>



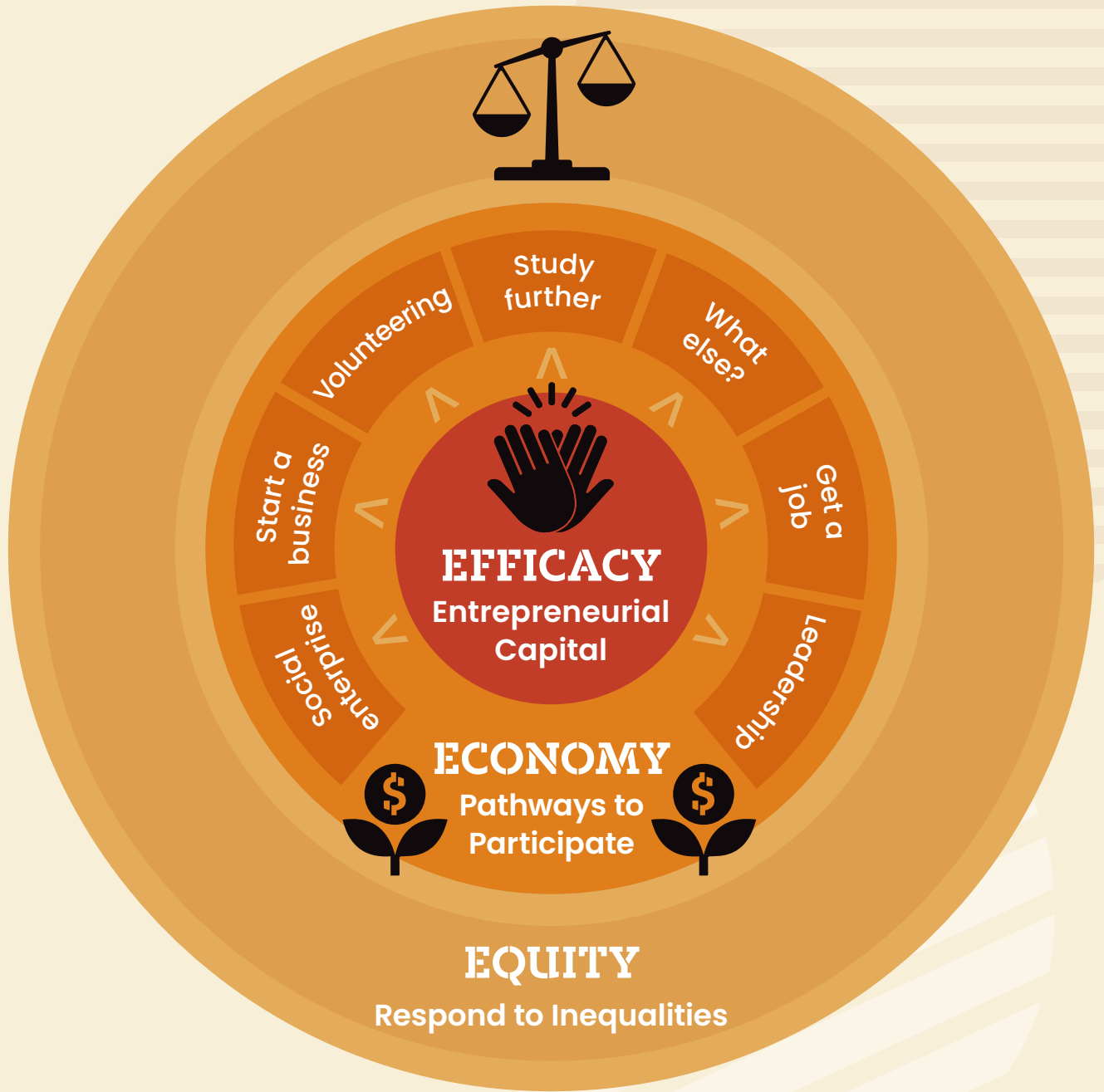
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