

# Women's Economic Empowerment

## *Women's Business Incubation Project*

### **Regulations and Syllabus for the Women's Business Incubation Program**

**August 2022**



African Women Studies Centre



Women's Economic Empowerment Hub  
University of Nairobi

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Edited by:  
Anna P. Mwangi & Daniel Iberi

Layout & Design:  
Minneh Nyambura Wanjiku

Back cover painterly:  
Kwanzaa Women Portraits

University of Nairobi  
African Women Studies Centre  
& Women's Economic Empowerment Hub  
P.O. Box 30197-00100 Nairobi, Kenya  
E-mail: [awsckeny@uonbi.ac.ke](mailto:awsckeny@uonbi.ac.ke); [weehub@uonbi.ac.ke](mailto:weehub@uonbi.ac.ke)





*Women's Business Incubation Project*

## FOREWORD

The focus on women's economic empowerment is currently a global priority. Women's economic empowerment is the process of achieving women's equal access to and control of economic resources and being able to make decisions on how to use these resources. However, on their way to economic empowerment, women have to overcome a number of barriers such as cultural barriers and social protection; support systems and leadership; ownership of property and assets; level of education, skills development, and training.

The Women's Economic Empowerment Hub of the University of Nairobi (UoN-WEE Hub) aims at contributing to the full realization of women's economic empowerment for the purpose of transforming Kenyan women's lives, that of their families and communities, as well as strengthening and growing Kenya's economy. To achieve this objective, the UoN-WEE Hub developed a three-year Women's Business Incubation (WBI) Program. The WBI will provide entrepreneurial knowledge, skills, and support to women entrepreneurs in developing and growing their businesses and becoming more competitive, both locally and internationally.

The WBI Curriculum is a tool designed to provide foundational courses that can be used for developing tailor-made training, coaching and mentorship as well as to create strong networks and linkages with successful women entrepreneurs engaged in MSMEs and in relevant industries.

The training will be participatory, action-oriented, and include simulated learning activities;

role-play; brainstorming; group debates and discussions; individual work and assignments; talks by successful entrepreneurs and any other appropriate activities. In this age of technology and considering women's triple roles, the training will also be conducted online to allow women to attend their businesses and other roles.

The WBI curriculum comprises seven (7) Modules divided into four Units each, plus a fifth Unit on Linkages and Networking with Experts in the Industry which is a common Unit for all seven Modules. Each Module in the curriculum has a specific key area of entrepreneurship knowledge required by the trainee for the successful running of the business. In addition to delivering the curriculum, the incubatees will be connected to financial institutions for access to credit, and additional trainings by banks and other financiers such as WEF.

The Incubation project will be carried out by WEE-HUB in collaboration with other partners namely: TechnoServe, CRAWN Trust, Women Enterprise Fund (WEF), Kenya Industrial Estate (KIE), Kenya Industrial Research and Development Institute (KIRDI), Department of Environmental and Biosystems Engineering (EBE) University of Nairobi, among others. We strongly believe that the Women Business Incubation Curriculum will immensely contribute to the economic empowerment of the trainees and raise the economic status of their families, their community, and the country as a whole.

***Prof. Wanjiku Mukabi Kabira, EBS***  
Leader, Women's Economic Empowerment Hub | University of Nairobi

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# FOREWORD

Women's enterprises largely contribute significantly to economic growth and create new forms of employment for large sections of Kenya's population. However, they face several challenges such as limited growth and low survival rates beyond the first year of establishment. Business incubation is a project by UoN WEE Hub to support a wide range of individual and collective women businesses across 18 counties in Kenya with an aim of empowering women economically.

UoN WEE Hub will partner with like-minded partners like CRAWN Trust, Techno serve, and Kenya Industrial Estates among other organizations to achieve the mandate of the project which targets over 600 individual women businesses and 17 women collectives in the selected counties.

The development of the Women's Business Incubation Curriculum was based on inputs from a needs assessment study; a baseline survey conducted in 18 counties on individually run businesses and women's collectives; and stake holders' engagement. Data gathered was used as a foundation for the Incubation Project and this Curriculum was designed with the intention to meet those needs and mentoring women entrepreneurs.

***Dr. Mary Lucia Mbithi***

Director of Research, Women Economic Empowerment Hub  
Senior Lecturer, Department of Economics & Development Studies  
University of Nairobi

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## ACKNOWLEDGEMENTS

The Women's Economic Empowerment Hub wishes to recognize the commitment of the Curriculum Development team. The team was coordinated by Ms Rose Marete, (School of Business) with members being Prof. Mary Kinoti (School of Business), Anna P. Mwangi (a curriculum development expert and an educationist), Esther Kyalo (Lawyer and AWSC PhD Student), Ruth Wamuyu (AWSC PhD Student), Rev. Eunice Nyambura (a Banker), Brenda Kemei (AWSC PhD Student) and Catherine Wangeci from Technoserve. The WEE Hub Management Committee appreciates their relentless efforts in ensuring we have a curriculum that addresses the needs of women-led MSMEs. The development of this curriculum is a great milestone for the Hub as it emphasizes bringing out the role of women-led MSMEs in achieving women's economic empowerment, and in turn, national growth, and development.

We acknowledge the contributions of the team of reviewers led by Prof. Wanjiku Mukabi Kabira (UoN WEE Hub Leader and Director AWSC), Dr. Mary Mbithi (UoN WEE Hub's Director of Research and an Economist) and Dr. Ruth Mugo (a curriculum expert and an educationist) who reviewed the curriculum and gave immense feedback and recommendations that helped shape it.

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experiences and lessons learnt from similar projects that they run.

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Finally, we express our gratitude to the Bill and Melinda Gates Foundation for their financial support in this initiative.

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Centre | University of Nairobi

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## LIST OF ABBREVIATIONS

AGPO	Access to Government Procurement Opportunities
AWSRC	African Women's Studies Research Centre
CEO	Chief Executive Officer
CGS	Credit Guarantee Scheme
CRM	Customer Relationship Management
CSR	Corporate Social Responsibility
HRIS	Human Resources Information System
ICT	Information and Communications Technology
INCOTERMS	International Commercial Terms
KNBS	Kenya National Bureau of Statistics
MSMEs	Micro, Small, and Medium-Sized Enterprises
NGAAF	National Government Affirmative Action Fund
ODeL	Open, Distance and E-Learning
PEC	Profile Emotional Competence (questionnaire)
POS	Point of Sale
PSD	Private Sector Development
ROI	Return on Investment
SIDA	Swedish International Development Cooperation Agency
SRHR	Sexual Reproductive Health and Rights
UoN	University of Nairobi
USP	Unique Selling Proposition
WBI	Women's Business Incubation
WEE	Women's Economic Empowerment
WEF	Women Enterprise Fund

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# 1.0 BACKGROUND OF THE WOMEN'S BUSINESS INCUBATION CURRICULUM

According to a survey in the Global Gender Gap Report, 2020, Kenyan women have remained disadvantaged economically, socially, and politically. Much as Kenya has realized several gains for women's economic empowerment, as enshrined in the Kenya Constitution 2010, the implementation of the same has remained slow due to patriarchal bottlenecks and a lack of strong advocacy (UoN WEE Hub, 2020). Women are still disproportionately represented in all key sectors of the economy and women entrepreneurs are unable to tap into the existing opportunities due to various challenges attributed to their historical marginalization, traditional roles, lack of skills, and inability to meet the set conditions (KNBS, 2019). This situation has been aggravated by unsupportive gender entrepreneurial SMEs policy frameworks as well as the unequal nature of the economic structures of markets and financial systems, which restrict women's economic opportunities when compared to those of men. Such statistical findings represent an array of challenges while presenting opportunities for collectively harnessing strategies for the economic empowerment of women.

Entrepreneurship has become one of the most important engines of women's economic empowerment and wealth creation in the global economy. Research conducted has also indicated that women with entrepreneurship knowledge and skills will be able to participate in wealth creation to improve the livelihoods of their families and increase the economic growth of the country.

A Research Report by the Women's Entrepreneurship Development and Gender Equality (2020) revealed that entrepreneurship knowledge and skills from business incubation all over the world have become a means of building the capacity of women and helping them assert themselves in business and the world of work. Moreover, it provides an avenue for gainful employment and a way of improving both their economic and social status.

In this context, the UoN WEE Hub has designed a three-year Women's Business Incubation (WBI) Project to evaluate the extent to which women-focused incubation models contribute to the growth of women-owned businesses in Kenya and to collaboratively provide an evidence-based approach to find the best practices and informed policy advocacy for women's economic empowerment. To achieve this, a tailor-made entrepreneurship curriculum was developed for the WBI Project, aiming to equip women entrepreneurs with entrepreneurial knowledge and skills; create strong networks with successful women entrepreneurs; and establish linkages with the industries to help their business to become more competitive in the emerging markets both locally and internationally and transform them into growing sustainable businesses.

The WEE Hub Women's Business Incubation Project is informed by the Swedish International Development Cooperation Agency (SIDA) WEE MODEL (SIDA, 2009) that focuses on eliminating structural gender inequalities in labor markets; reducing

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# 1.0 BACKGROUND OF THE WOMEN'S BUSINESS INCUBATION CURRICULUM

women's unpaid work; providing access to resources and power and agency. Equally important are the Private Sector Development (PSD) - WEE (2014, 2021) guidelines on the measurement of the results of Women's Economic Empowerment. The curriculum has addressed the five pillars in the model namely: Access to markets; Access to finances; Linkages and technology; Capacity building and Mentorship. The WBI curriculum has also factored in the research findings by the WEE Hub from the baseline survey conducted in 18 counties in Kenya on the needs assessment of individual women-owned and collective businesses.

## 1.1 Justification

Though Kenya has put in place gender policies, strategies, affirmative action programs and initiatives targeting women and youth to enhance efforts towards their economic empowerment, women are yet to meaningfully benefit from them and achieve the full realization of Women's Economic Empowerment. The reality is that women's relative share of the total available accessible funds and markets, among other resources intended to support their business, remains meagre and sometimes, not accessible. The key challenges affecting women businesses include insufficient attention to capacity building for women entrepreneurs, low level of education, lack of entrepreneurship knowledge and skills, a missing link between women-led businesses and industry, and lack of effective entrepreneurial policies and bargaining power, among others.

Business incubation programs are recognized by various national

governments as the mechanism used to support women-owned micro, small and medium enterprises and have demonstrated the capacity to spur the growth of MSMEs.

The achievement of the ideals stipulated in the Kenya Vision 2030 will only be possible if we empower women socially and economically. The current economic and social trends globally call for women and economies to be more entrepreneurial. The WBI program entrepreneurship curriculum objective is not only a response to this global trend, but it also aims to support the role of women-led MSMEs in achieving women's economic empowerment, and in turn, national economic growth, and development to contribute to the achievements of our national goals and aspirations espoused in the Kenya Vision 2030.

## 1.2 Objectives of the Women's Business Incubation Curriculum

By the end of the training, the trainee should be able to:

- Understand secure strategic investment opportunities available to them;
- Identify some of the ways of accessing credit from diverse sustainable sources, including non-collateralized credit options, Affirmative Funds like Credit Guarantee Schemes;
- Demonstrate how to seamlessly integrate diverse information and communications technology (ICTs) for business and networking within their business ecosystem;

*women's relative share of the total available accessible funds and markets, among other resources intended to support their business, remains meagre and sometimes, not accessible.*



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- Utilize capacity strengthening opportunities from her communities of practice for life-long, life-wide, and life-deep learning and business growth.
- Appreciate collective bargaining as a tool for women's economic empowerment in groups/collective business.
- Network and link with successful women entrepreneurs, industry experts, women organizations, and government agencies.
- Apply entrepreneurial knowledge and skills learnt in their businesses.
- Increase in workforce size;
- Increase in the area of business operation or space;
- Increase in business networks;
- Increased awareness of legal and regulatory Acts, the government supports such as Affirmative Action programs (AGPO), NFPP and financial programs;
- Increase of import and export in the regional and international markets;
- Change of business building from temporary to permanent structures.

## 1.3 Expected Outcomes

By the end of the training, there should be:

- Diversification in terms of products, market, and distribution channels;
- Increased annual turnover-sales and profit;
- Increased capital investment in equipment, land, and machines;
- Increase in business stock levels;

## 1.4 Targeted Women and Sample Size

About 1000 (formal/informal) individual women-owned MSMEs were selected, using random purposive sampling, followed by multi-stage stratified sampling to select women-owned MSMEs per county for a total sample size of 615 MSMEs. The 615 MSMEs are stratified as follows per county: 70% will be micro-enterprises, 20% will be small enterprises and 10% will be medium enterprises. In addition, eighteen (18) women's collective businesses were purposively selected from specific counties.

## 1.5 Types of Businesses Included in the Incubation Project

Types of business to be incubated include: retail and wholesale shops; manufacturing; hospitality; technology/cybercafes; cosmetology and beauty; money services; clothing; education, training and consultancies, tour and travel, construction, agribusiness, and real estate.



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# 1.0 BACKGROUND OF THE WOMEN'S BUSINESS INCUBATION CURRICULUM

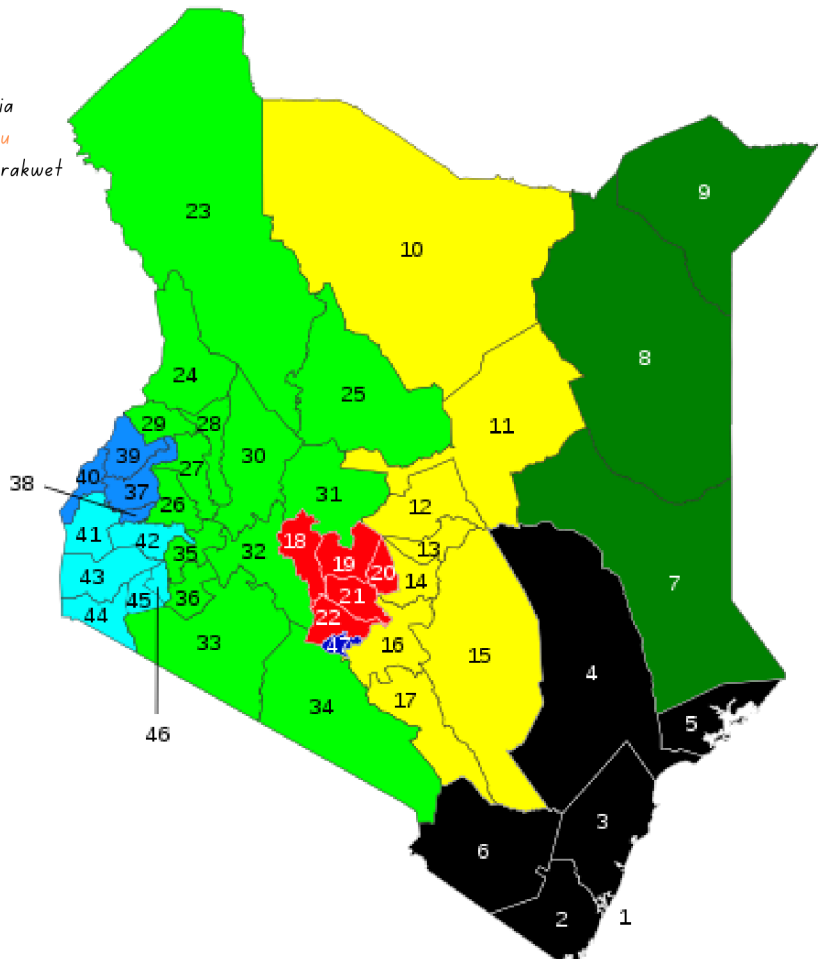
## 1.6 Eligibility Criteria / Qualification of the Project Trainees

The Incubation targets individual women-owned MSMEs and women's collective MSMEs who participated in the WEE Hub Baseline Survey from the selected counties.

The selection criteria of the counties were based on their ranking as per the following KNBS indicators: overall poverty estimates; dependency ratio; labor force participation rate and unemployment rate. The selected counties were then clustered into 12, based on the aforementioned indicators.

The following 18 counties were selected for the Survey: Turkana, Samburu, Busia, Kilifi, Uasin Gishu, Lamu, Bomet, Kajiado, Nakuru, Nairobi, Machakos, Kiambu, Kirinyaga, Mombasa, Kisumu, Kitui, Meru, and Tharaka Nithi.

- |                   |                     |
|-------------------|---------------------|
| 1. Mombasa        | 25. Samburu         |
| 2. Kwale          | 26. Trans Nzoia     |
| 3. Kilifi         | 27. Uasin Gishu     |
| 4. Tana River     | 28. Elgeyo-Marakwet |
| 5. Lamu           | 29. Nandi           |
| 6. Taita-Taveta   | 30. Baringo         |
| 7. Garissa        | 31. Laikipia        |
| 8. Wajir          | 32. Nakuru          |
| 9. Mandera        | 33. Narok           |
| 10. Marsabit      | 34. Kajiado         |
| 11. Isiolo        | 35. Kericho         |
| 12. Meru          | 36. Bomet           |
| 13. Tharaka-Nithi | 37. Kakamega        |
| 14. Embu          | 38. Vihiga          |
| 15. Kitui         | 39. Bungoma         |
| 16. Machakos      | 40. Busia           |
| 17. Makueni       | 41. Siaya           |
| 18. Nyandarua     | 42. Kisumu          |
| 19. Nyeri         | 43. Homa Bay        |
| 20. Kirinyaga     | 44. Migori          |
| 21. Murang'a      | 45. Kisii           |
| 22. Kiambu        | 46. Nyamira         |
| 23. Turkana       | 47. Nairobi         |
| 24. West Pokot    |                     |





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## 2.0 COURSE STRUCTURE, DURATION AND DELIVERY

### 2.1 Course Structure

*The WBI curriculum comprises seven (7) Modules divided into four Units each, plus a fifth common Unit on Linkages and Networking with Experts in the Industry.*

The WBI curriculum comprises seven (7) Modules divided into four Units each, plus a fifth common Unit on Linkages and Networking with Experts in the Industry that cuts across the seven Modules. Although the Modules in the curriculum are intended to build progressively onto the next Module, each Module is developed as a stand-alone Module, requiring no previous knowledge of the others in case a trainee wishes to start in the middle of the training or chooses to do a certain preferred Module. However, each Module in the curriculum has a specific key area of entrepreneurship knowledge and skills required by the trainee for the successful running of a business. Therefore, it is advisable for the trainee to do all the Modules provided in the Curriculum to acquire adequate knowledge. A trainee will be required to develop a business plan for their business at the end of the course.

### 2.2 Duration

The course will be covered within 126 training hours spread over a period of seven (7) months. The course will be delivered through a face-to-face, virtual, or a blended approach. Of these, 56 hours will be face-to-face (group sessions) two hours, once a week for four weeks (one month) and the other 56 hours virtual sessions spread across the month, while 14 hours will be in-person training support at their businesses for two hours once a month. The trainee will develop their business plan during the seven (7) months of training. Trainees will need additional hours to develop the business plan and complete the course assignments. The program will take a minimum of seven (7) months (7 Modules of one month each) and a maximum of 14 months.

### 2.3 Mode of Delivery

The program shall be offered through Face-to-Face, virtually by Open and Distance e-Learning (ODeL) mode, and blended. Trainees will engage in self-study using selected multi-media tools. Learner support services will include guidance and counseling, using multi-media tools. The trainee will receive virtual mentorship and coaching from course facilitators.



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## 2.0 COURSE STRUCTURE, DURATION AND DELIVERY

### 2.4 Methodology

The WBI Curriculum has adopted a modular approach. The emphasis is placed on acquiring knowledge, skills, and competencies that the trainees need and should be able to apply right from the beginning of their training to run a successful business. To achieve the learning objectives, the trainers will draw heavily on the actual experiences of the trainees and will give practical assignments and exercises that are related to the business of the trainee.

The curriculum is designed to be participative in nature and to achieve the objectives, it will be delivered through facilitative and innovative methods.

The training methods experiential learning,

- simulated learning activities;
- role-play;
- brainstorming;
- group and class debates and discussions;
- individual work and assignments;
- talks by successful entrepreneurs;
- success stories;
- business forums and trade fairs;
- field visits; exhibitions and conferences;
- structured mentorship.

Business coaching clinics and short interactive lectures are highly recommended in conducting this curriculum among other diverse methods that apply to specific Modules.





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## 3.0 ASSESSMENT POLICY & CERTIFICATION REQUIREMENTS



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*Upon completion of all seven Modules and their relevant assignments, completed tasks required during the training, as well as the successful completion and presentation of a business plan, the trainee will be awarded a certificate of completion and achievement.*

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## 4.0 MONITORING AND EVALUATION OF THE INCUBATED WOMEN-OWNED BUSINESS



*The incubated projects will be tracked for two and a half years. This means that this is a longitudinal study. The evidence-based incubation project will start with a baseline survey and follow-ups referred to as waves. The follow-up shall provide feedback at intervals every six (6) months, informing of any adjustments to the interventions.*



*Women's Business Incubation Project***5.0 OUTLINE****Course Outline**

Code	Module Title	Hours (face-to-face & virtual)
WBI 001	Introduction to Entrepreneurship	18
WBI 002	Marketing Plan	18
WBI 003	Organization Structure and Management Plan	18
WBI 004	Production and Operational Plan, and Value Chain Management	18
WBI 005	Business Finance	18
WBI 006	Business Growth Management	18
WBI 007	Women Economic Empowerment	18
Project	Business Plan Development	18
	<b>Total number of hours</b>	<b>144</b>



## 6.0 CURRICULUM DESIGN

### Module 001: Introduction to Entrepreneurship

The purpose of this Module is to deepen the trainee's understanding of the concept of entrepreneurship to create successful businesses.

#### Unit 1: Basic Concepts of Entrepreneurship

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to acquire knowledge of the basic concepts of entrepreneurship and the personal entrepreneurial characteristics required for a successful entrepreneur.
<b>Expected Learning Outcomes</b>	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Define entrepreneurship and explain what it means to be entrepreneurial;</li> <li>2. Identify and explain the common personal entrepreneurial characteristics or traits;</li> <li>3. Discuss the tips for developing entrepreneurial traits;</li> <li>4. Discuss the benefits of entrepreneurship to the individual and the community;</li> <li>5. Discuss the challenges faced by women entrepreneurs.</li> </ol>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Meaning of entrepreneurship and entrepreneurial.</li> <li>2. Common personal entrepreneurial characteristics of successful entrepreneurs: <ul style="list-style-type: none"> <li>· Need for achievement</li> <li>· Personal initiative</li> <li>· Tolerance and ambiguity</li> <li>· Need for autonomy</li> <li>· Time management</li> <li>· Persuasion, assertiveness</li> <li>· Locus of control</li> <li>· Self-efficacy</li> <li>· Creativity</li> <li>· Energy</li> <li>· Ambition</li> <li>· Egoistic</li> <li>· Risk-taking</li> <li>· Self-belief</li> <li>· Optimistic</li> <li>· Persistence</li> <li>· Networking</li> </ul> </li> <li>3. Tips for developing personal entrepreneurial characteristics or traits</li> <li>4. Benefits of entrepreneurship to the individual and the community</li> <li>5. Challenges faced by women entrepreneurs.</li> </ol>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Differentiate an entrepreneur and an ordinary businessperson.</li> <li>• Individually explain the causes of self-doubt and the importance of self-confidence in one's life and business.</li> <li>• Discuss the social and economic benefits of entrepreneurship to an entrepreneur and the community.</li> <li>• Discuss in groups the challenges women face as entrepreneurs.</li> </ul>
<b>Methods</b>	Talk from a successful entrepreneur, class debate, and discussion, brainstorming, short lectures, case studies, and use of guest lecturers.

## 6.0 CURRICULUM DESIGN

Learning Aids	<ul style="list-style-type: none"> <li>• Charts depicting information about personal entrepreneurial traits;</li> <li>• PowerPoint presentation;</li> <li>• PECs self-rating questionnaire, scoring sheet, and profile sheet.</li> </ul>
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Do a self-assessment of their personal entrepreneurial characteristics.</li> <li>• Fill out a PEC (Profile Emotional Competence) self-rating questionnaire successfully.</li> <li>• Develop a time management table and use it to improve time management.</li> </ul>

### Unit 2: Women Business Start-Ups

Unit Objective	By the end of this Unit, the trainee should be able to acquire knowledge to help them choose a viable entrepreneurial opportunity and start-up a successful business.
Expected Learning Outcomes	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Define a business idea and an entrepreneurial opportunity;</li> <li>2. Explain the sources of business ideas and how to generate business ideas;</li> <li>3. Identify and assess a viable entrepreneurial opportunity;</li> <li>4. Explain the importance of a feasibility report in determining the viability of business ideas;</li> <li>5. Analyze the business environment;</li> <li>6. Explain the process of starting a new business;</li> <li>7. Discuss the other ways of getting into a business, the advantages, and disadvantages of each;</li> <li>8. Discuss the legal forms of business ownership, the advantages, and disadvantages of each type</li> <li>9. Explain the steps in registering a business</li> <li>10. Identify and explain the licenses required for business operations in Kenya</li> <li>11. Discuss entry strategies of a new business;</li> <li>12. Discuss the challenges of business start-ups.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of a business idea and an entrepreneurial opportunity.</li> <li>2. Sources or generation of business ideas.</li> <li>3. Identification &amp; evaluation of entrepreneurial opportunity.</li> <li>4. Importance of ideas feasibility report.</li> <li>5. Business environment analysis.</li> </ol>

## 6.0 CURRICULUM DESIGN

<p><b>Unit Content</b></p>	<p>6. Process of starting a new business:</p> <ul style="list-style-type: none"> <li>• Idea generation;</li> <li>• Opportunity feasibility and assessment;</li> <li>• Business planning;</li> <li>• Launching your business;</li> <li>• Growing your business</li> </ul> <p>7. Other ways of getting into business, the advantages, and disadvantages of operating each.</p> <ul style="list-style-type: none"> <li>• Buying an existing business;</li> <li>• Business franchise;</li> <li>• Mergers and acquisitions;</li> </ul> <p>8. Legal forms of business ownership, the advantages, and disadvantages of each type:</p> <ul style="list-style-type: none"> <li>• Sole proprietorship;</li> <li>• Partnership;</li> <li>• Company;</li> <li>• Corporations.</li> </ul> <p>9. Steps in registering a business (business formalization).</p> <p>10. Required business licenses and sources.</p> <p>11. Entry strategy of a new business:</p> <ul style="list-style-type: none"> <li>• Product -market domain;</li> <li>• Focus entry;</li> <li>• Product spread;</li> <li>• Customer spread;</li> <li>• Broad or scattered strategy;</li> <li>• Competitive approach.</li> </ul> <p>12. Challenges of a new start-up business.</p>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• Discuss the characteristics of a good entrepreneurial opportunity;</li> <li>• Discuss the steps in registering a business and the required business licenses;</li> <li>• Discuss the problems experienced in new business start-ups and how to mitigate them;</li> <li>• Brainstorming on the advantages and disadvantages of the different ways of getting into the business.</li> </ul>
<p><b>Methods</b></p>	<p>Brainstorming, group and class debate, discussion, short lectures, individual work, and presentations.</p>
<p><b>Learning Aids</b></p>	<p>Charts depicting:</p> <ul style="list-style-type: none"> <li>• The process of business start-up;</li> <li>• Steps in registering a business.</li> </ul> <p>Videos, PowerPoints, handouts.</p>

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**Assessment for Learning**

- Participation in class and group discussion;
- Prepare and present a pre-feasibility report of their chosen business idea;
- Identify and implement viable business opportunities in their business;
- Successfully formalize their business and obtain the required business licenses.

## Unit 3: Business Plan Development

**Unit Objective**

By the end of this Unit, the trainee should demonstrate how to develop and present a business plan for their business.

**Expected Learning Outcomes**

- By the end of the Unit, the trainee should be able to:
- Define a business plan and planning;
  - Explain the importance of a business plan;
  - State the uses and users of a business plan;
  - Explain the components of a business plan;
  - Outline the format of a business plan;
  - Develop a business plan;
  - Explain how to tailor a business plan for the intended purpose;
  - Explain how to present a business plan.

**Unit Content**

1. Definition of a business plan.
2. Importance of a business plan.
3. Users and uses of a business plan.
4. Components of a business plan:
  - Executive Summary;
  - Marketing Plan;
  - Organization and Management Plan;
  - Business Description;
  - Production & operations Plan;
  - Financial Plan.
5. Other elements of a business plan:
  - Risks analysis;
  - Appendices: Supporting documents;
  - Cover page;
  - Table of contents;
  - Ending the business.
6. Tailoring a business plan.
7. Business plan presentation skills.

**Learning Activities**

- Brainstorming on the importance of a business plan;
- Identifying the uses and users of a business plan;
- Discussions on the components of a business plan;
- Obtaining practical comments and suggestions from other trainees for improving their business plans.

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<b>Methods</b>	Class discussion, brainstorming, group exercises, group work and assignment.
<b>Learning Aids</b>	Charts depicting: <ul style="list-style-type: none"> <li>• Reasons for preparing a business plan;</li> <li>• Format of a business plan.</li> </ul> Videos, handouts, PowerPoints
<b>Assessment for learning</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Develop a two-year business plan for their business;</li> <li>• Present the business plan to a panel;</li> <li>• Use the plan to start or grow their business.</li> </ul>

### Unit 4: Business Description

<b>Unit Objective</b>	By the end of the Unit, the trainee should be able to describe their business, industry, and the uniqueness of their products or services to aid business success.
<b>Expected Learning Outcomes</b>	By the end of the Unit, the trainee should be able to: <ul style="list-style-type: none"> <li>• Describe their business;</li> <li>• Formulate the business objectives, vision, mission, and slogan;</li> <li>• Explain business ownership and history of the owner(s);</li> <li>• Describe the uniqueness of the business product(s) or service(s);</li> <li>• Describe the location of the business;</li> <li>• Analyze the industry;</li> <li>• Justify the business opportunity;</li> <li>• Determine the entry and growth strategy.</li> </ul>
<b>Unit Content</b>	<ul style="list-style-type: none"> <li>• Type of business.</li> <li>• Business objectives, vision, mission, and slogan.</li> <li>• Business Ownership and history.</li> <li>• Uniqueness of the business product (s) or service (s).</li> <li>• Business location and address.</li> <li>• Industry analysis.</li> <li>• Justification of the business.</li> <li>• Business entry and growth strategy.</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Explain the reasons for the choice of the business name;</li> <li>• Explain the type of business the entrepreneur is engaged in;</li> <li>• Discuss what problem the product(s)/service(s) is solving in the community;</li> <li>• Brainstorm on the choice of business location;</li> <li>• Discuss the strategies for business entry and growth.</li> </ul>



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<b>Methods</b>	Class discussion, brainstorming, group exercise, group work, and assignment.
<b>Learning Aids</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Completion of the assignment given;</li> <li>• Drafting their business objectives, vision, mission, and slogan;</li> <li>• Develop strategies for business entry and growth.</li> </ul>
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Completion of the assignment given;</li> <li>• Drafting their business objectives, vision, mission, and slogan;</li> <li>• Develop strategies for business entry and growth.</li> </ul>

### Unit 5: Linkages and Networking with Experts in the industry

*A common unit taught in all the modules*

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to learn from established entrepreneurs in related industries and build new networks to grow their business.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of linkages and networks in business</li> <li>2. Discuss the importance of business mentorship by successful women entrepreneurs</li> <li>3. Establish the importance of building new networks in business</li> <li>4. Identify strategies for women's business networking and industry linkages.</li> </ol>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Importance of linkages and networks in business</li> <li>2. Importance of business mentorship by successful women entrepreneurs</li> <li>3. Importance of building new networks in business</li> <li>4. Strategies for women's business networking and industry linkages</li> </ol>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• List the related industries to their businesses</li> <li>• Discuss strategies for building business networks and industry linkages</li> <li>• Brainstorm on the importance of mentorship in business.</li> </ul>
<b>Methods</b>	Presentations and discussions with people from the industry; mentorship by successful women entrepreneurs; discussions with women leaders in the industry; case studies; field studies, learning from a successful entrepreneur.

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**Learning Aids** | Audios, handouts, charts, PowerPoints, videos

**Assessment for Learning**

- Participation in class discussions;
- Completion of the assignment given;
- Responding to mentorship by successful women entrepreneurs;
- Developing new business networks and industry linkages;
- Pooling their products together to reach a wider market.



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## Module 002: Marketing Plan

The purpose of this Module is to help the trainees to explain the concept, processes, and strategies needed to access markets and satisfy customer needs/expectations.

### Unit 1: Marketing Strategies

Unit Objective	By the end of the Unit, the trainee should be able to explain the concept of marketing and market identification and develop marketing strategies for business success
Expected Learning outcomes	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Define marketing;</li> <li>2. Explain marketing research and its importance;</li> <li>3. Identify the market segments and select an appropriate target market for the business;</li> <li>4. Discuss the types of business competition and the importance of competitors' analysis.</li> <li>5. Discuss consumer behavior;</li> <li>6. Explain the marketing mix for business success: Product, Price, Place, and Promotion (4ps);</li> <li>7. Select advertising media and develop a promotional plan;</li> <li>8. Determine unique selling proposition and select distribution channels;</li> <li>9. Develop marketing strategies to position the product/service;</li> <li>10. Explain digital marketing and identify tools that can be used;</li> <li>11. Explain the use and importance of social media in marketing their business;</li> <li>12. Develop strategies for digital marketing;</li> <li>13. Explain the benefits and challenges of digital marketing;</li> <li>14. Develop a marketing plan.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of marketing.</li> <li>2. Importance of marketing research in business.</li> <li>3. Market segments and the target market for the business.</li> <li>4. Types of business competition and importance of competitors' analysis.</li> <li>5. Consumer behavior.</li> <li>6. Marketing mix for business success: product, price, place, &amp; promotion (4ps).</li> <li>7. Advertising media and promotion plan.</li> <li>8. Unique selling proposition and distribution channels.</li> <li>9. Marketing strategies to position product/service.</li> <li>10. Digital Marketing and tools used.</li> <li>11. Use of social media in marketing, the process of creating and optimizing digital presence.</li> </ol>



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	<p>13.Strategies for digital marketing. 14.Benefits and challenges of digital marketing. 14. Marketing plan.</p>
Learning Activities	<ul style="list-style-type: none"> <li>• Identify the target market for your business;</li> <li>• Conduct Customer analysis for your business;</li> <li>• Discuss the marketing mix (4ps) for business;</li> <li>• Identify sustainable marketing strategies;</li> <li>• Identify 5 digital marketing tools.</li> </ul>
Methods	<p>Short lectures; group discussions; role-play; listening to success stories of entrepreneurs.</p>
Learning Aids	<p>Videos, pictures, slides, flip charts.</p>
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation during class and group discussions.</li> <li>• Select the market segment and target for your product.</li> <li>• Develop marketing strategies for your business.</li> <li>• Present competitors' analysis report.</li> <li>• Creation of either Facebook, Instagram, or WhatsApp groups.</li> </ul>

### Unit 2: Sales Strategies

Unit Objective	<p>By the end of the Unit, the trainee should be able to acquire knowledge and skill sets on sales strategies for a successful business.</p>
Expected Learning Outcome	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of sales and discuss types of sales;</li> <li>2. Explain the importance of the sales function in business;</li> <li>3. Discuss the selling process for business success;</li> <li>4. Describe the selling environment for MSMEs;</li> <li>5. Expound on the management of the sales force;</li> <li>6. Develop traits, skills, and sales strategies for MSMEs;</li> <li>7. Establish pricing objectives and select pricing strategies;</li> <li>8. Describe merchandising techniques and shop Layout;</li> <li>9. Explain the concept of exports and imports;</li> <li>10. Discuss the challenges in export and import trade;</li> <li>11. Examine requirements and laws in exports and imports and International Commercial Terms (INCOTERMS).</li> </ol>

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Unit Content	<ol style="list-style-type: none"> <li>1. Definition of sales and types of sales (face-to-face and online).</li> <li>2. Importance of sales functions in business.</li> <li>3. The selling process for business success.</li> <li>4. Selling environment in MSMEs.</li> <li>5. Managing the sales force.</li> <li>6. Selling traits, skills, and strategies for business success.</li> <li>7. Pricing objectives and selecting pricing strategies.</li> <li>8. Merchandising techniques and shop Layout.</li> <li>9. Export and import trade and its importance.</li> <li>10. Challenges in export and import trade.</li> <li>11. Requirements and laws; International Commercial Terms (INCOTERMS).</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Develop sales strategies for business.</li> <li>• Demonstrate face-to-face and online selling.</li> <li>• Presentation and pitching of their business product and service.</li> <li>• Brainstorming on the requirements and laws for exports and imports.</li> </ul>
Methods	Role play in selling; class discussion; short lectures; listening to success stories from successful entrepreneurs.
Learning Aids	Videos, pictures, slides, flip charts.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in a class discussion.</li> <li>• Preparation of sales strategies for business.</li> <li>• Presentation and pitching of business products and services exercise.</li> <li>• Improve their shop merchandising techniques and shop Layout.</li> <li>• Export and import goods to and from regional and international markets.</li> </ul>

### Unit 3: Customer Care

Unit Objective	By the end of this Unit, the trainee should be able to acquire the best customer care skills and practices to help them to achieve high customer satisfaction index and customer loyalty.
Expected Learning Outcomes	<p>By the end of this Unit, the trainee should be able to:</p> <ul style="list-style-type: none"> <li>• Define customer care;</li> <li>• Discuss the importance of customers &amp; customer relations to a business;</li> <li>• Discuss quality customer care and services skills;</li> <li>• Discuss the strategies and skills for retaining customers in business;</li> <li>• Examine business, customer communication and telephone etiquette;</li> </ul>



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<b>Expected Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain how to handle different customers;</li> <li>• Discuss strategies for creating customer loyalty;</li> <li>• Discuss the mechanism of dealing with customer's complaints;</li> <li>• Explain the importance of professional grooming and presentation.</li> </ul>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Definition of customer care.</li> <li>2. Importance of customer and customer relations.</li> <li>3. Quality customer care and service skills.</li> <li>4. Strategies of customer retention.</li> <li>5. Business, customer communication and telephone etiquette.</li> <li>6. Handling different customers.</li> <li>7. Creating customer loyalty.</li> <li>8. Mechanisms of dealing with customers' complaints.</li> <li>9. Professional grooming and presentation.</li> </ol>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Role play on how to deal with different customers.</li> <li>• Discuss strategies for the retention of customers and building customer loyalty.</li> <li>• Discuss the importance of professional grooming and presentation in business.</li> </ul>
<b>Methods</b>	Role play; case studies; success stories; guest lecturing on customer care.
<b>Learning Aids</b>	Videos, pictures, slides, flip charts.
<b>Assessment for Learning</b>	Participation in class discussions; Developing a customer care questionnaire; Developing a communication etiquette guide; Improved customer care and service skills; ractical strategies for retaining customers in their business.

**Unit 4: Business, Personal Branding**

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to develop business, personal and product branding for sustainable competitive advantage.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of branding;</li> <li>• Explain the importance of branding;</li> <li>• Explain the benefits of personal, and product branding;</li> <li>• Discuss the elements of good branding;</li> <li>• Identify the characteristics of MSME branding;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Branding challenges faced by MSMEs;</li> <li>• Best business branding practices.</li> </ul>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Definition of branding.</li> <li>2. Importance of branding.</li> <li>3. Benefits of business, personal, and product branding.</li> <li>4. Elements of good branding.</li> <li>5. Characteristics of MSME branding.</li> <li>6. Branding challenges faced by MSMEs.</li> <li>7. Best business branding practices.</li> </ol>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Discussing the importance of developing a brand;</li> <li>• Brainstorming on the elements of a good brand;</li> <li>• Discussing characteristics of MSME branding.</li> </ul>
<b>Methods</b>	Talk by successful entrepreneurs; brainstorming sessions; short lectures; role plays; case studies; group discussions; and individual presentations.
<b>Learning Aids</b>	Videos, handouts, Charts, power points.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Developing a business, personal, and product brand.</li> </ul>

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### Module 003: Organisation Structure and Human Resource Management

The purpose of this Module is to equip the trainee with knowledge about a business organization structure and human resource management to enable them to maximize employees' performance.

#### Unit 1: Organisational Structure

Unit Objective	By the end of this Unit, the trainee should be able to determine the required personnel at the business, and management levels and recruit competent staff to achieve their business objectives.
Expected Learning Outcomes	By the end of this Unit, the trainee should be able to: <ol style="list-style-type: none"> <li>1. Define organization structure;</li> <li>2. Identify the number of personnel needed for various tasks in a business;</li> <li>3. Determine the required qualifications, competencies, and responsibilities of each personnel;</li> <li>4. Explain the organization structure and outline the management levels;</li> <li>5. Discuss the characteristics of a good manager;</li> <li>6. Discuss the importance of an effective management team;</li> <li>7. Identify the other required supporting service providers for the business such as accountants, auditors, lawyers, insurance agents, etc.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of the organization structure.</li> <li>2. The number of personnel needed for various tasks in a business.</li> <li>3. Qualifications, competencies, and the responsibilities of employees.</li> <li>4. Organization structure and management levels.</li> <li>5. Characteristics of a good manager of a business.</li> <li>6. Importance of an effective management team.</li> </ol>
Learning activities	<ul style="list-style-type: none"> <li>• Identifying the required personnel in the business and their qualifications;</li> <li>• Discussing the organization structure and the management levels.</li> </ul>
Methods	Class discussions; short lectures; brainstorming.
Learning Aids	Charts, handouts, PowerPoint slides.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Draw an organization chart showing the management levels and the chain of command in your business;</li> <li>• Assign employees the right responsibilities in the business.</li> </ul>

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## Unit 2: Human Resource Management

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to explain the concepts, systems, and strategies needed to acquire, motivate, manage, and develop staff and become more valuable to the business.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainees will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of human resource management;</li> <li>2. Discuss the importance of human resources management in a business;</li> <li>3. Explain the process of selecting and recruiting staff;</li> <li>4. Discuss the benefits of using job descriptions and skill matches when recruiting staff;</li> <li>5. Discuss the importance of recruiting the right staff;</li> <li>6. Explain the importance of staff induction and training in business;</li> <li>7. Explain staff remuneration and other incentives;</li> <li>8. Outline the talent management system in SMEs;</li> <li>9. Discuss ways of motivating, rewarding, and developing staff;</li> <li>10. Discuss staff retention mechanisms and the importance of staff retention;</li> <li>11. Evaluate staff performance or conduct staff performance appraisal;</li> <li>12. Discuss SMEs and Human Resource regulations or labor relations;</li> <li>13. Discuss the use of technology in human resource management automation.</li> </ol>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Concept of human resource management.</li> <li>2. Importance of human resources management in business.</li> <li>3. Staff selection and recruiting process.</li> <li>4. Benefits of using job description and skill match to recruit staff.</li> <li>5. Importance of recruiting the right staff.</li> <li>6. Staff induction, training, and its importance in business.</li> <li>7. Staff remuneration and incentives.</li> <li>8. Talent management systems.</li> <li>9. Staff motivation, rewarding, and development.</li> <li>10. Staff retention mechanisms and the importance of staff retention.</li> <li>11. Evaluation of staff performance or staff performance appraisal.</li> <li>12. Human Resource regulations or labor relations in MSMEs.</li> <li>13. Automation of Human Resource Management, Human Resources Information System (HRIS).</li> <li>14. Benefits and Challenges of Human Resource Automation.</li> </ol>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Discussing the importance of recruiting the right staff in business;</li> <li>• Brainstorming on the ways of motivating and retaining staff in business;</li> <li>• Discussing the importance of evaluating the employee's performance in business.</li> </ul>

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<b>Methods</b>	Case studies; class discussion; brainstorming; group work; short lectures.
<b>Learning Aids</b>	Charts, handouts, Videos, PowerPoint presentations.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Developing job descriptions of various positions in your business;</li> <li>• Selecting the right employees and managing them effectively to maximize their performance;</li> <li>• Evaluating the employee's performance in your business;</li> <li>• Automating human resource management; Human Resources Information System (HRIS).</li> </ul>

**Unit 3: Business Governance Practices**

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to demonstrate good business governance practices in their business.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee should be able to;</p> <ol style="list-style-type: none"> <li>1. Define business governance practices;</li> <li>2. Identify good business governance practices;</li> <li>3. Explain ownership and management;</li> <li>4. Discuss the formation of a Board of Directors in a business;</li> <li>5. Explain what to consider when selecting the Board members;</li> <li>6. Identify the role and powers of the CEO and the Board of Directors;</li> <li>7. Discuss the Board dynamics in business;</li> <li>8. Discuss the importance of good governance practices in business;</li> <li>9. Analyze the role of stakeholders in a business;</li> <li>10. Explain the importance of different stakeholders that are involved in a business.</li> </ol>
<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Definition of business governance practices.</li> <li>2. Good business governance practices.</li> <li>3. Ownership and management.</li> <li>4. Board of Directors in a business.</li> <li>5. Selection of the Board members.</li> <li>6. Role and powers of the CEO and the Board of Directors.</li> <li>7. Board dynamics.</li> <li>8. Importance of good governance practices in business.</li> <li>9. Stakeholders' analysis.</li> <li>10. Importance of different stakeholders involved in a business.</li> </ol>



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<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Discussing the importance of good governance practices in business;</li> <li>• Doing a skit on board dynamics;</li> <li>• Doing stakeholders' analysis;</li> <li>• Brainstorming on the best practices in governing a business.</li> </ul>
<b>Methods</b>	Talk about successful entrepreneurial /stories, guest lecturing, class debate and discussion, brainstorming, short lectures, and case studies.
<b>Learning Aids</b>	Audio, handouts, charts, power points, videos
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Adopting best business governance practices in their business;</li> <li>• Mapping out and engaging their stakeholders.</li> </ul>

### Unit 4: Legal Requirements, Taxation and Compliance

<b>Unit Objective</b>	By the end of the Unit, the trainee should be able to determine the legal and regulatory requirements, business taxations in relation to business operations and the importance of insurance.												
<b>Expected Outcome</b>	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss legal and regulatory requirements in business;</li> <li>2. Identify the legal and regulatory requirements in relation to business operations;</li> <li>3. Identify and discuss the various types of business taxation;</li> <li>4. Identify and discuss other legal and regulatory requirements;</li> <li>5. List special regulations for certain commodities and business activities;</li> <li>6. Discuss the importance of compliance with legal and regulatory requirements;</li> <li>7. Discuss the applicable insurance and the importance of insuring a business.</li> </ol>												
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Legal and regulatory requirements in relation to business operations in Kenya:       <ul style="list-style-type: none"> <li>- Business taxation;           <table border="0"> <tr> <td>- Income Tax</td> <td>- Turnover Tax</td> <td>- Advance tax</td> </tr> <tr> <td>- PAYE</td> <td>- Instalment Tax</td> <td>- Value Added Tax</td> </tr> <tr> <td>- Withholding Tax</td> <td>- Custom and Excise duty</td> <td>- Export Duty</td> </tr> <tr> <td>- Individual, partnership, and corporate</td> <td></td> <td>- Stamp Duty</td> </tr> </table> </li> </ul> </li> </ol>	- Income Tax	- Turnover Tax	- Advance tax	- PAYE	- Instalment Tax	- Value Added Tax	- Withholding Tax	- Custom and Excise duty	- Export Duty	- Individual, partnership, and corporate		- Stamp Duty
- Income Tax	- Turnover Tax	- Advance tax											
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- Withholding Tax	- Custom and Excise duty	- Export Duty											
- Individual, partnership, and corporate		- Stamp Duty											

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	<ul style="list-style-type: none"> <li>2. Other legal and regulatory requirements;                             <ul style="list-style-type: none"> <li>- Statutory Deductions (NHIF, NSSF)</li> <li>- Labor laws and regulations</li> <li>- Social protection of workers and the entrepreneur</li> <li>- Rules on giving incentives and privileges to businesses</li> <li>- Rules and regulations for exports and imports trade</li> <li>- Rules on the protection of product and business names &amp; trademarks</li> <li>- Special regulations for certain commodities and business activities</li> </ul> </li> <li>3. Importance of compliance with legal and regulatory requirements;</li> <li>4. Business and staff insurance.</li> </ul>
Learning Activities	<ul style="list-style-type: none"> <li>• Presentation by a resource person from the government on the following:                             <ul style="list-style-type: none"> <li>- Types of business tax</li> <li>- Compliance with tax laws and regulations;</li> <li>- Compliance with labor laws and regulations;</li> <li>- Rules on giving incentives and privileges to businesses;</li> <li>- Special regulations for certain commodities and business activities;</li> </ul> </li> <li>• Discussion of applicable insurance for SMEs.</li> </ul>
Methods	Presentation by a guest resource person; class discussion; questions and answers.
Learning Aids	<ul style="list-style-type: none"> <li>• Brochures regarding business regulations from the government offices;</li> <li>• Brochures with information regarding applicable insurance for SMEs;</li> <li>• Audio, handouts, charts, power points, and videos.</li> </ul>
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Compliance with the legal and regulatory requirements in business</li> </ul>



## 6.0 CURRICULUM DESIGN

### Module 004: Production & Operational Plan, and Value Chain Management

The purpose of this Module is to introduce the trainee to a production process, technology requirements and supply chain management for successful business growth.

#### Unit 1: Legal Requirements, Taxation and Compliance

Unit Objective	By the end of the Unit, the trainee should be able to explain the concept of the production process, product design and development and determine the equipment and technology needed for the growth of the business.
Expected Learning Outcomes	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of production;</li> <li>2. Identify the types of production;</li> <li>3. Explain the meaning of the production process;</li> <li>4. Discuss the steps in product design and development;</li> <li>5. Discuss the importance of creativity and innovation in product design and development;</li> <li>6. Explain the reasons for the selection of business location and premises;</li> <li>7. Determine the production facilities, equipment, and technology;</li> <li>8. Explain the concept of value addition and its importance.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of production.</li> <li>2. Types of production:             <ul style="list-style-type: none"> <li>- Job Production;</li> <li>- Batch Production;</li> <li>- Mass or flow production;</li> </ul> </li> <li>3. Production process.</li> <li>4. Product design and development:             <ul style="list-style-type: none"> <li>- Product concept;</li> <li>- Design;</li> <li>- Testing;</li> <li>- Manufacturing and assembly;</li> <li>- Feedback and testing.</li> </ul> </li> <li>5. Importance of creativity and innovation in product design &amp; development.</li> <li>6. Selection of business location and premises.</li> <li>7. Production facilities and equipment (supplier and cost):             <ul style="list-style-type: none"> <li>- Machinery, equipment, and tools;</li> <li>- Computers, printers, and software;</li> <li>- Desks, chairs, and cabinets;</li> <li>- Motor Vehicles.</li> </ul> </li> <li>8. Value Addition in business and its importance.</li> </ol>

## 6.0 CURRICULUM DESIGN

<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Discussing the steps in product design and development;</li> <li>• Discussing the importance of creativity and innovation in product design and development;</li> <li>• Discussing the reasons for the choice of business location and premises;</li> <li>• Brainstorming on the required production facilities and equipment, supplier, and cost.</li> </ul>
<b>Methods</b>	A talk by a successful entrepreneur engaged in production; class debate, Brainstorming; short lectures, case studies, and group discussion.
<b>Learning Aids</b>	Videos; PowerPoint Presentations, and charts.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Participation during class discussions;</li> <li>• Determination of the required production facilities and equipment;</li> <li>• Identification of the production opportunities within their businesses;</li> <li>• Design and develop a new product.</li> </ul>

### Unit 2: Production Elements

<b>Unit Objective</b>	By the end of the Unit, the trainee should be able to explain the production decision elements, production cost, product standardization and certification.
<b>Expected Learning Outcomes</b>	<p>By the end of the Unit the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the production process;</li> <li>2. Discuss production capacity and capability;</li> <li>3. Discuss the post-production processes;</li> <li>4. Explain the concept of product cost: <ul style="list-style-type: none"> <li>- Calculate the cost of production</li> <li>- Calculate product price</li> <li>- Calculate product depreciation.</li> </ul> </li> <li>5. Implement quality assurance and improvement techniques;</li> <li>6. Explain the process of product standardization and certification, and its importance;</li> <li>7. Identify the relevant regulations in production;</li> <li>8. Explain the importance of intellectual property (patents &amp; trademarks) and cost;</li> <li>9. Discuss the environmental impact and sustainability;</li> <li>10. Develop production and technology plans.</li> </ol>

## 6.0 CURRICULUM DESIGN

Unit Content	<ol style="list-style-type: none"> <li>1. Production process:               <ul style="list-style-type: none"> <li>- The scale of production;</li> <li>- Raw materials required, source and cost;</li> <li>- Premises and location;</li> <li>- Labor requirements.</li> </ul> </li> <li>2. Production capacity and capability;</li> <li>3. Post-production process:               <ul style="list-style-type: none"> <li>- Inspection of the output;</li> <li>- Packaging;</li> <li>- Shipping.</li> </ul> </li> <li>4. Concept of product cost:               <ul style="list-style-type: none"> <li>- Production cost;</li> <li>- Product pricing;</li> <li>- Product depreciation.</li> </ul> </li> <li>5. Quality Assurance in production.</li> <li>6. Product standardization and certification.</li> <li>7. Relevant regulation in production.</li> <li>8. Intellectual property (patents and trademarks).</li> <li>9. Environmental impact and sustainability.</li> <li>10. Production and technology plan.</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Discussions on the production process, inputs, and outputs;</li> <li>• Calculating cost, pricing, and depreciation of their products;</li> <li>• Discussing the reasons for choosing their business location (production plant);</li> <li>• Brainstorming on environmental impact and sustainability.</li> </ul>
Methods	Talk by a successful entrepreneur engaged in production; class debate brainstorming; lectures.
Learning Aids	Videos; power point presentations; production equipment, chart of the production cycle.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Calculating the cost of production for their product;</li> <li>• Demonstrating the steps in the production process.</li> </ul>



# 6.0 CURRICULUM DESIGN

## Unit 3: Automation in Production

Unit Objective	By the end of the Unit, the trainee should be able to demonstrate how to automate the production processes for business growth.
Expected Learning Outcomes	By the end of the Unit, the trainee should be able to: <ol style="list-style-type: none"> <li>1. Define automation in production;</li> <li>2. Discuss the types of automation in production;</li> <li>3. Outline the benefits of automation in production;</li> <li>4. Discuss the challenges of automation in production;</li> <li>5. Discuss automation and value addition;</li> <li>6. Discuss the importance of technology innovation in production.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of automation in production.</li> <li>2. Types of automation in production:           <ul style="list-style-type: none"> <li>- Programmable automation;</li> <li>- Integrated automation;</li> <li>- Fixed automation;</li> <li>- Flexible automation.</li> </ul> </li> <li>3. Benefits of automation in production.</li> <li>4. Challenges of automation in production.</li> <li>5. Automation and value addition.</li> <li>6. Importance of technology innovation in production.</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Discussion on the importance of automation in production.</li> <li>• Discussion on the challenges of automation in production.</li> <li>• Discussion on new technology innovations in production.</li> </ul>
Methods	Class debate, brainstorming, and short lectures.
Learning Aids	Videos; power point presentations.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Demonstrating awareness of automation;</li> <li>• Automation of their business processes.</li> </ul>

# 6.0 CURRICULUM DESIGN

## Unit 4: Supply Chain Management

<b>Unit Objective</b>	By the end of the Unit, the trainee should be able to explain the concept of supply chain management to aid business growth.
<b>Expected Learning Outcomes</b>	By the end of the Unit, the trainee should be able to: <ol style="list-style-type: none"> <li>1. Define supply chain management;</li> <li>2. Discuss the importance of supply chain management;</li> <li>3. Discuss the stages of supply chain management;</li> <li>4. Explain the concept of supply and demand;</li> <li>5. List supply chain risks and how to mitigate them;</li> <li>6. Discuss emerging trends in supply chain management.</li> </ol>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Definition of supply chain management.</li> <li>2. Importance of supply chain management for businesses.</li> <li>3. Stages of supply chain management.           <ul style="list-style-type: none"> <li>- Planning;</li> <li>- Sourcing/Procurement;</li> <li>- Manufacturing/Production/Processing/Storage;</li> <li>- Delivery;</li> <li>- Returns;</li> </ul> </li> <li>4. Concept of supply and demand.</li> <li>5. Supply chain risks and their mitigation.</li> <li>6. Emerging trends in supply chain management.</li> </ol>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Brainstorming on supply chain management;</li> <li>• Identifying risks in the supply chain process;</li> <li>• Discussing the importance of supply chain management;</li> <li>• Group discussion on emerging trends in supply chain management.</li> </ul>
<b>Methods</b>	Talks by a successful entrepreneur, class debate, brainstorming, and short lectures.
<b>Learning Aids</b>	Videos; power point presentations, charts, audios.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Demonstrate ability to utilize supply chain management in their business.</li> </ul>

## 6.0 CURRICULUM DESIGN

### Module 005: Business Finance

The purpose of the Module is to help the trainee to develop competencies that will enable them to access and manage the financial resources of their business.

#### Unit 1: Financial Management

Unit Objective	By the end of this Unit, the trainee should be able to manage the financial resources of their business.
Expected Learning Outcomes	<p>By the end of this Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of managing business finances;</li> <li>2. Propose the required business capitalization;</li> <li>3. Explain the types of capital in a business;</li> <li>4. Explain the business operation cycle;</li> <li>5. Determine business financial requirements or total business cost;</li> <li>6. Explain what business budgeting and budgeting is, and its importance.</li> <li>7. Automate finance management in business</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Importance of managing business finances.</li> <li>2. Proposed business capitalization.</li> <li>3. Types of capital in business: <ul style="list-style-type: none"> <li>- Pre-operational capital;</li> <li>- Fixed capital;</li> <li>- Working capital.</li> </ul> </li> <li>4. Business operation cycle.</li> <li>5. Business financial requirements or total business cost;</li> <li>6. Business budget, the steps of budgeting, and the importance.</li> <li>7. Finance management automation (POS, Quick books).</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Brainstorming on the capital requirements and operational costs of their business;</li> <li>• Discussing the importance of the three types of capital in a business.</li> </ul>
Methods	Class discussions; short lectures; brainstorming.
Learning Aids	Templates, handouts, PowerPoint.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation in class discussions;</li> <li>• Determine financial requirements of their business;</li> <li>• Managing financial resources effectively in the business.</li> </ul>

# 6.0 CURRICULUM DESIGN

## Unit 2: Business Financing

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to determine and access the appropriate financial resources available to women in business.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the two types of funding for business;</li> <li>2. Explain the reasons for borrowing financial resources;</li> <li>3. Identify the sources of affordable business finance resources;</li> <li>4. Give reasons for choosing the type and source of finance;</li> <li>5. Explain the challenges of raising business finance by women in business;</li> <li>6. Explain the principles of fundraising;</li> <li>7. Prepare the relevant documentation for borrowing funds (financial plan);</li> <li>8. Discuss SMEs financing and the practical approach to accessing it.</li> </ol>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Types of funding, advantages, and disadvantages of each.</li> <li>2. Reasons for borrowing financial resources: <ul style="list-style-type: none"> <li>- Equity financing;</li> <li>- Debt financing.</li> </ul> </li> <li>3. Sources of affordable business finance resources.</li> <li>4. Considerations for the choice of source of finance.</li> <li>5. Challenges of raising business finance for women's business.</li> <li>6. Principles of fundraising.</li> <li>7. Required documentation for the loan application (financial plan).</li> <li>8. SMEs financing and approaches of accessing Affirmative funds (CGS, NGAAF, WEF) and other non-collateralized credit options for women.</li> </ol>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Discussing the advantages and disadvantages of the two types of funding;</li> <li>• Explaining the reason for the choice of source of finances;</li> <li>• Brainstorming on the challenges of raising finance resources by women in business.</li> </ul>
<b>Methods</b>	Debates; class discussions; short lectures; guest speakers.
<b>Learning Aids</b>	Charts; handout; PowerPoint
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Preparation of the relevant documentation for the loan application (financial plan);</li> <li>• Demonstrating Access to finance resources;</li> <li>• Utilizing the linkages provided through the WEE Hub for financial support.</li> </ul>



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## Unit 3: Financial Statements

Unit Objective	By the end of this Unit, the trainee should be able to prepare and analyze financial statements to make informed business decisions.
Expected Learning Outcomes	By the end of this Unit, the trainee should be able to: <ol style="list-style-type: none"> <li>1. Define financial statement;</li> <li>2. Identify the three types of financial statements;</li> <li>3. Discuss the elements or components of each financial statement;</li> <li>4. Prepare each financial statement for one (1) year;</li> <li>5. Analyze the financial statements, breakeven analysis and expected profitability ratios and financial assumptions;</li> <li>6. Discuss the use of technology in financial management automation.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of financial statements.</li> <li>2. Types of financial statements in business:           <ul style="list-style-type: none"> <li>- Income statement;</li> <li>- Balance sheet;</li> <li>- Cash flow statement.</li> </ul> </li> <li>3. Elements of each financial statement.</li> <li>4. Preparation of each financial statement.</li> <li>5. Importance of each financial statement.</li> <li>6. Break-even analysis, ratios, and assumptions.</li> <li>7. Utilizing technology in financial automation.</li> <li>8. Tools and systems utilized in financial automation in business.</li> <li>9. Benefits and challenges of financial automation in business.</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Discussing the importance of the three financial statements;</li> <li>• Discussing financial ratios and assumptions to make business financial decisions.</li> </ul>
Methods	Class discussions; brainstorming; and short lectures.
Learning Aids	Templates, handouts, power point.
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation during class discussions;</li> <li>• Preparation of the three financial statements for their business for one year;</li> <li>• Automate financial management in your business.</li> </ul>

# 6.0 CURRICULUM DESIGN

## Unit 4: Business Records

Unit Objective	By the end of this Unit, the trainee should be able to acquire knowledge and skills in record keeping in business to improve business performance.
Expected Learning Outcomes	<p>By the end of the Unit, the trainees should be able to:</p> <ol style="list-style-type: none"> <li>1. Define record keeping in business;</li> <li>2. Explain the importance of keeping records in business;</li> <li>3. Discuss the common records kept in business;</li> <li>4. Explain types of documents in business that are used for record-keeping;</li> <li>5. Discuss the common pitfalls in record keeping;</li> <li>6. Discuss the use of technology in record-keeping automation.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of business record keeping.</li> <li>2. Importance of keeping records in the business.</li> <li>3. Types of records to keep in business.</li> <li>4. Documents used in record keeping.</li> <li>5. The common pitfalls in record keeping.</li> <li>6. How to separate business and personal finances.</li> <li>7. Record-keeping automation:             <ul style="list-style-type: none"> <li>- Tools and systems utilized in record-keeping automation;</li> <li>- Benefits of utilizing technology in record-keeping automation;</li> <li>- Challenges of utilizing technology in record-keeping automation.</li> </ul> </li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Discussing the importance of keeping records in business;</li> <li>• Identifying the common pitfalls in keeping records;</li> <li>• Brainstorming on the need to separate business and personal finances.</li> </ul>
Methods	Class discussions; learning from a successful entrepreneur; brainstorming; short lecture.
Learning Aids	Power point, video, handouts, templates
Assessment for Learning	<ul style="list-style-type: none"> <li>• Participation during class discussions;</li> <li>• Design a template for keeping business records</li> <li>• Automate your stock movement for product control or to track sales.</li> </ul>

# 6.0 CURRICULUM DESIGN

## Module 006: Business Growth Management

The purpose of this Module is to equip the trainee with the appropriate knowledge and strategies required to grow their business from micro to small, small to medium, and medium to large businesses.

### Unit 1: Business Growth Strategies

Unit Objective	By the end of this Unit, the trainee should be able to explain business growth strategies to aid business growth.
Expected Learning Outcomes	By the end of this Unit, the trainee should be able to: <ol style="list-style-type: none"> <li>1. Define business growth;</li> <li>2. Discuss the business growth strategies;</li> <li>3. Discuss the indicators of business growth;</li> <li>4. Discuss the implications of the business growth;</li> <li>5. Explain the challenges of a growing business;</li> <li>6. Explain the role of creativity and innovation in business growth;</li> <li>7. Explain how to use technology to grow business</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of business growth.</li> <li>2. Business growth strategies:           <ul style="list-style-type: none"> <li>- Penetration strategy;</li> <li>- Production development strategy;</li> <li>- New distribution channels;</li> <li>- Acquisitions and mergers;</li> <li>- Market development strategy;</li> <li>- Diversification strategy;</li> <li>- Strategic partnership;</li> <li>- Organic growth.</li> </ul> </li> <li>3. Business growth indicators.</li> <li>4. Implications of business growth.</li> <li>5. Challenges of a growing business and how to mitigate them.</li> <li>6. Define creativity and innovation and their role in business growth.</li> <li>7. Use of technology to grow business.</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Identifying the business growth strategies that align with your budget, goals, timelines, competition, and desired market share.</li> <li>• Identifying internal and external growth strategies that are applicable to their business;</li> <li>• Discussing the challenges of a growing business and how to mitigate them.</li> </ul>
Methods	Case studies; class discussions; brainstorming; short lectures, role play, brainstorming; group and class debate; success stories from successful entrepreneurs.
Learning Aids	Videos; pictures; power points; projector.

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## Assessment for Learning

- Participation during class discussions;
- Establishing business growth indicators in their business;
- Implementing identified growth strategies in their business.

## Unit 2: Managing a Growing Business

### Unit Objective

By the end of this Unit, the trainee should be able to acquire knowledge and skills that will enable them to manage their growing business.

### Expected Learning Outcomes

By the end of this Unit, the trainee should be able to:

1. Define business growth;
2. Discuss the characteristics of a growing business;
3. Explain how to change from an entrepreneur to a manager;
4. Discuss the common challenges faced by the entrepreneur as a manager;
5. Discuss the challenges of managing a growing business;
6. Discuss the characteristics of a successful manager;
7. Discuss how to transition from MSMEs to professionally run businesses.

### Unit Content

1. Definition of business growth.
2. Characteristics of a growing business.
3. Change from an entrepreneur to a manager and their role in a growing business.
4. Common challenges faced by the entrepreneur as a manager.
5. Challenges of managing a growing business.
6. Characteristics of a successful manager.
7. The transition from MSMEs to professionally run businesses.

### Learning Activities

- Discussing why entrepreneurs fail as managers;
- Explaining the difference between a business owner & a business manager;
- Brainstorming on the challenges of managing a growing business.

### Methods

Class discussions, short lectures, brainstorming.

### Learning Aids

Charts, handouts, PowerPoint slides.

### Assessment for Learning

- Participation during class discussions;
- The transition from a business owner to a business manager;
- The transition from MSMEs to professionally run businesses;
- Successfully manage a growing business.



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### Unit 3: Business Ethics and Corporate Social Responsibility

Unit Objective	By the end of the Unit, the trainee should be able to explain business ethics and the concept of social responsibility for sustainable competitive advantage.
Expected Learning Outcomes	<p>By the end of the Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Define ethics and business ethics;</li> <li>2. Explain ethical behaviour in business;</li> <li>3. Formulate a code of conduct and ethics for the business;</li> <li>4. Discuss the influence of organizational structure on business ethics;</li> <li>5. Discuss the benefits of business ethics;</li> <li>6. Discuss ethical dilemmas in business;</li> <li>7. Define corporate social responsibility;</li> <li>8. Discuss the concept of social responsibilities in business;</li> <li>9. Explain the advantages of business social responsibility to an entrepreneur;</li> <li>10. Explain factors influencing corporate social responsibility;</li> <li>11. Discuss how business ethics and corporate social responsibility can enhance a business's sustainable competitive advantage.</li> </ol>
Unit Content	<ol style="list-style-type: none"> <li>1. Definition of ethics and business ethics.</li> <li>2. Ethical behaviour in business.</li> <li>3. Code of conduct and ethics in business.</li> <li>4. Influence of organizational structure on business ethics.</li> <li>5. Benefits of business ethics.</li> <li>6. Ethical dilemmas in business.</li> <li>7. Corporate social responsibility.</li> <li>8. Social responsibilities of a business.</li> <li>9. Advantages of business social responsibility to an entrepreneur and the community.</li> <li>10. Factors influencing corporate social responsibility.</li> <li>11. Sustainable competitive advantage through business ethics and corporate social responsibility.</li> </ol>
Learning Activities	<ul style="list-style-type: none"> <li>• Do a self-assessment of ethical behaviours.</li> <li>• Identify CSR activities undertaken by the guest entrepreneur.</li> <li>• Discuss ethical dilemmas in business.</li> <li>• Discuss the social and economic benefits of business ethics and CSR.</li> </ul>
Methods	A talk by a successful entrepreneur, class debate and discussion, brainstorming, short lectures, case study, and role play.
Learning Aids	Audios, handouts, and PowerPoint slides.

## 6.0 CURRICULUM DESIGN

### Assessment for Learning

- Participation in class discussions
- Conduct their business in an ethical manner
- Preparing a code of conduct for their own business
- Identification of CSR activities for enhanced corporate social responsibility.

### Unit 4: Risk Assessment and Management

#### Unit Objective

By the end of the Unit, the trainee should be able to identify and manage risks in business to ensure business success.

#### Expected Learning Outcomes

By the end of the Unit, the trainee should be able to:

1. Define risks;
2. Identify the types of risk in business;
3. Explain the common business risks;
4. Discuss the management of the identified business risks;
5. Discuss risk mitigation strategies;
6. Explain the steps in the risk management process;
7. Discuss the benefits of risk management;
8. Identify the person responsible for risk management;
9. Discuss the risks of using technology in business and steps to minimize technology risks;
10. Discuss data protection, privacy and security and their importance to their businesses.

#### Unit Content

1. Definition of risks.
2. Types of business risks.
3. Common business risks.
4. Management of the identified business risks.
5. Steps in the risk management process.
6. Risk mitigation strategies.
7. Benefits of risk management.
8. The person is responsible for risk management.
9. Risks of using technology in business and steps to minimize technology risk.
10. Data protection, privacy and security and its importance to their businesses.

#### Learning Activities

- Discussing the potential risks that a business can run into and the remedies;
- Discussing the risks of using technology and steps to minimize technology risk in business;
- Brainstorming on the importance of managing risks in business.

## 6.0 CURRICULUM DESIGN

<b>Methods</b>	A talk from a successful entrepreneur, class debate and discussion, brainstorming, and short lectures.
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<b>Learning Aids</b>	Audios and handouts, Charts, videos.
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<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Identify business risks and apply the mitigation strategies</li> <li>• Evaluate and rate specific risks in your business</li> </ul>
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### Module 007: Women's Economic Empowerment

The purpose of this Module is to explain the concept of women's economic empowerment and women's entrepreneurship

#### Unit 1: Affirmative Action Programs and Initiatives for Women's Economic Empowerment

<b>Unit Objective</b>	By the end of this unit, the trainee will be able to explain the various strategies, affirmative programs, and initiatives for women's economic empowerment.
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<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee will be able to:</p> <ol style="list-style-type: none"> <li>1. Define women's economic empowerment;</li> <li>2. Explain the importance of empowering women;</li> <li>3. Discuss the indicators for women's economic empowerment;</li> <li>4. Identify and explain the various affirmative action programs and funds that exist for women;</li> <li>5. Discuss the sources of information on affirmative action programs and funds;</li> <li>6. Enhance the ability of marginalized MSMEs to access affirmative funds</li> <li>7. Explain the application procedures and mandatory requirements for accessing the affirmative resources;</li> </ol>
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<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. Definition of women's economic empowerment.</li> <li>2. Importance of empowering women.</li> <li>3. Indicators for women's economic empowerment</li> <li>4. Affirmative action programs exist for women.</li> <li>5. Sources of information on affirmative action programs.</li> <li>6. Access affirmative funds by marginalized MSMEs.</li> <li>7. Application procedures and mandatory requirements for accessing the affirmative resources.</li> </ol>
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## 6.0 CURRICULUM DESIGN

<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>Brainstorming on ways to spur women's economic empowerment;</li> <li>Discussing the indicators for women's economic empowerment;</li> <li>Discussing the importance of empowering women in the family and the community.</li> </ul>
<b>Methods</b>	Case studies, group work, brainstorming, lectures.
<b>Learning Aids</b>	Testimonies, videos, PowerPoint presentation.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>Participation in class discussions;</li> <li>Uptake of affirmative funds and programs;</li> <li>Self-assessment using knowledge gained on women's economic empowerment.</li> </ul>

### Unit 2: Women's Groups: Dynamic and Leadership

<b>Unit Objective</b>	By the end of this Unit, the trainee should be able to acquire knowledge and skills in group formation, dynamics, and leadership for a successful business.
<b>Expected Learning Outcomes</b>	<p>By the end of this Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how to form groups and group dynamics;</li> <li>2. Appreciate the importance of working as a group;</li> <li>3. Discuss the life cycle of a group;</li> <li>4. Discuss the composition of the group membership;</li> <li>5. Discuss group leadership styles and the qualities of a good leader;</li> <li>6. Identify sources of group conflict;</li> <li>7. Explain conflict resolution mechanisms;</li> <li>8. Identify the challenges of running a collective business;</li> <li>9. Discuss effective group communication.</li> </ol>
<b>Unit content</b>	<ul style="list-style-type: none"> <li>Group formation and group dynamics.</li> <li>Importance of working as a group.</li> <li>The life cycle of groups.</li> <li>Composition of a group membership.</li> <li>Group leadership styles, and qualities of a good leader.</li> <li>Sources of group conflicts.</li> <li>Conflict resolution mechanisms.</li> <li>Challenges of running a business as a group.</li> <li>Effective group communication.</li> </ul>



## 6.0 CURRICULUM DESIGN

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| Learning Activities | <ul style="list-style-type: none"> <li>• Discussing the importance of working as a group;</li> <li>• Exploring life cycles of groups;</li> <li>• Discussing composition of group membership;</li> <li>• Brainstorming on challenges faced by women groups in running a business.</li> </ul> |
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Methods	Case studies of successful women groups, group work, brainstorming, short lectures, role play, plenary discussions, and group discussions.
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Learning Aids	Videos, PowerPoint presentations, and picture charts.
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| Assessment for Learning | <ul style="list-style-type: none"> <li>• Participation in group and plenary discussions;</li> <li>• Demonstrate awareness of group dynamics;</li> <li>• Solving conflicts in collective business.</li> </ul> |
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### Unit 3: Women and Entrepreneurship

Unit Objective	By the end of this Unit, the trainee should be able to explain the role of women's entrepreneurship as a tool for achieving women's economic empowerment.
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| Learning Outcomes | <p>By the end of this Unit, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain women's entrepreneurship and its importance;</li> <li>2. Identify and analyse cultural norms that impede women's entrepreneurship;</li> <li>3. Discuss the role of women's entrepreneurship in achieving women's economic empowerment;</li> <li>4. Discuss women's entrepreneurial policies, national gender policies and strategies for women's economic empowerment;</li> <li>5. Discuss the global conversation on women's entrepreneurship.</li> </ol> |
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| Unit content | <ol style="list-style-type: none"> <li>1. Women entrepreneurship and its importance.</li> <li>2. Cultural norms that impede women's entrepreneurship.</li> <li>3. Women entrepreneurship and women's economic empowerment.</li> <li>4. Women's entrepreneurial policies, national gender policies and strategies for women's economic empowerment.</li> <li>5. Global conversation on women's entrepreneurship.</li> </ol> |
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| Learning Activities | <ul style="list-style-type: none"> <li>• Brainstorming on cultural norms that impede women in entrepreneurship;</li> <li>• Group discussions on challenges facing women entrepreneurs;</li> <li>• Brainstorming on myths around women's economic empowerment and entrepreneurship.</li> </ul> |
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## 6.0 CURRICULUM DESIGN

### Methods

A case study of a successful woman entrepreneur, class discussion, brainstorming, group work, lectures.

### Learning Aids

Testimonies, videos, PowerPoint presentations.

### Assessment for Learning

- Participation in class discussions;
- Demystify myths around economic empowerment and entrepreneurship
- Policy advocacy on women's entrepreneurial policies and national gender policies.

## Unit 4: Role of Women in Family Business & Succession Plan

### Unit Objective

By the end of this Unit, the trainee will be able to explain the role of women in the family business, the challenges faced and the preparation of a succession plan.

### Learning Outcomes

By the end of this Unit, the trainee should be able to:

1. Explain the concept of a family business;
2. Discuss the different roles and positions of women in a family business;
3. Discuss the unique business value that women bring into a family business.
4. Discuss the ownership, shareholding, and management in a family business;
5. Justify remuneration and other incentives for family members working in the family business;
6. Identify sources of conflict and conflict resolution in a family business;
7. Discuss succession plan in a family business;
8. Discuss exit strategy in a family business.

### Unit content

1. Concept of family businesses;
2. Roles and positions of women in a family business;
3. The unique business value brought by women in a family business
4. Ownership, governance, and management of family businesses;
5. Remuneration and incentives for family members working in the family business;
6. Sources of conflict in a family business and conflict resolution;
7. Succession plan in a family business;
8. Exit strategies from a family business.

*Women's Business Incubation Project***6.0 CURRICULUM DESIGN****Learning Activities**

- Discussing sources of conflicts and ways of solving conflicts in a family business;
- Brainstorming on ownership and management of family businesses;
- Discussing compensation of family members involved in the day-to-day running of the business;
- Examining women and business growth in family business succession.

**Methods**

Class discussions; learning from a successful entrepreneur; brainstorming; short lecture, Case study, brainstorming, role play.

**Learning Aids**

Videos, PowerPoint presentations, and picture charts.

**Assessment for Learning**

- Participation in class discussions;
- Women taking management and leadership roles in a family business;
- Women mentoring and involving their children in a family business;
- Develop a succession plan for the family business



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