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FINAL RESEARCH REPORT

**WOMEN IN INTERNATIONAL DEVELOPMENT
GENDER INTEGRATION PROJECT
EGERTON UNIVERSITY, NJORO, KENYA**

**Development and implementation of
a workshop module on career
development for women students.**

**FIELD RESEARCHER 2
JUDY McKENNA
COLORADO STATE UNIVERSITY**

December 18, 1992

This report was made possible through support provided by the Research & Development/Women in Development Office and the Kenya Mission of the United States Agency for International Development, under Cooperative Agreement No. PDC-0100-A-00-1135-00.

A.I.D. funds provided for the activities described in this report have not been utilized for any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference or training in connection with the growth or production in countries other than the United States of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.

ACKNOWLEDGEMENTS

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The campus community at Egerton University was extremely supportive of the Consortium for International Development/Women in Development Career Project, in spite of the many demands on their time and resources. Almost without exception, the faculty, staff, students and administration went to extreme measures to help make the project a success. The professionalism of the campus community and their dedication to their students is exemplary. Without their support, insight, and energy, the project would not have succeeded.

A special note of appreciation is extended Maria Mullej, Office of Agriculture, USAID/Kenya, for her interest in the Centre for Women Studies and Gender Analysis and her support of the CID/WID Project from its inception. As the USAID representative to Egerton University, she is a positive force for creative change. Her initiative and enthusiasm were critical factors in the planning and implementation of this project.

A.I.D. funds provided for the activities described in this report have not been utilized for any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference or training in connection with the growth or production in countries other than the United States of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.

McKenna/Mwonya

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EXECUTIVE SUMMARY

Judy McKenna, Ph.D, CFP

Jobs are becoming scarce for university graduates in Kenya. Graduates may remain unemployed for two to three years. Predictions are that job competition will become even stiffer in the future. In fact, it is estimated that an additional 4.5 million jobs must be created in only eight years (by 2000). Educating university students to become job creators is the challenge in Kenya and one that has been taken up at Egerton University.

Women, in particular, can benefit from learning entrepreneurial skills. It is important to expand women's income generating options as they enter the work force.

Objectives:

The objectives of this project were:

1. To design a workshop focusing on entrepreneurship for women students.
2. To write 3-5 information booklets to support the workshop and to be used for future workshops.
3. To develop resource list and bibliographies on private enterprise and business techniques and strategies.
4. To provide resource materials for the Centre for Women Studies and Gender Analysis to further students' education about entrepreneurship.

Accomplishments:

The following activities were accomplished:

1. Five programs on personal effectiveness were presented to women (and men) students at the Centre.
2. A workshop for thirty Egerton women students, three University of Nairobi women students, four faculty members, with guests Kitty Hempstone and Maria Mullei was held at the Island Camp at Lake Baringo. The workshop was exciting, the students were creative and an exceptional learning experience took place.

The students developed marketing plans for four different entrepreneurship projects to be continued at Egerton: a cafeteria, a craft shop, a training program on entrepreneurship, and a marketing plan for the Women Centre. The students are eagerly proceeding with the projects.

3. A 106-page Guidebook was pilot tested at the workshop. It is available to accompany future workshops. The Guidebook can also be used as a self-taught project. 1,000 copies will be in the Women Centre for on-going training programs.

A second publication, a Resource Guide, identifies various entrepreneurship programs in Kenya and lists the resource materials available at the Women Centre at Egerton and the Kenya Technical Teachers College. 100 copies will be printed.

A third book, a training guide for the workshop, will be completed in Colorado and copies sent to Egerton.

4. Faculty and administrators were introduced to entrepreneurship education ideas at a seminar held at the Lake Nakuru Lodge. Personal effectiveness in business was addressed and a marketing exercise was used as an example of the teaching materials. Julius Mburugu, Project Coordinator of the Entrepreneurship Education Project at KTTC, covered the topic of small business generation in Kenya. The meeting was lively and stimulating. Male administrators and faculty perceived the Women Centre to be a training ground for breeding radical feminists. Much discussion had taken place on campus before the seminar. The men wanted to know how men would benefit from the Women Centre. These issues were raised and discussed during the seminar. After lengthy and sometimes heated discussion, several male administrators made strong statements supporting the need for a Centre where research and programs focused on women's issues and gender analysis could occur.

5. Numerous publications will be housed in the Women Centre library for students and faculty interested in furthering their knowledge of entrepreneurship.

6. Bill Kruse, Judy's husband and a professional consultant who volunteered on the project, videotaped the launching of the Women Centre, the entrepreneurship workshop, the seminar for faculty, students and administrators and will produce a video document of the project.

Evaluation:

The students were definite that they would use the information from the workshop after they graduated. They felt they could develop skills to be successful entrepreneurs, develop business plans, marketing plans, set up accurate, reliable record keeping systems, and identify appropriate sources of financing.

Here are just two examples of their voluntary comments:

"I have this feeling it changed my view toward life. I had this belief earlier on that I could not really accomplish anything on my own--but now I know better. In fact, I count myself very lucky for having the opportunity to be involved in such a workshop."

"The workshop has made my dream come true of wanting to learn useful skills on how to run a business and having a vision that will one day come to pass."

The teaching faculty were asked if they learned anything from the workshop. They said:

"I, too, learnt a lot from the students and the lectures."

"Things like marketing and record keeping were made more clear to me."

On-going Efforts:

1. Each of the students who participated in the workshop will devote 40 hours to one of four entrepreneurship projects designated by faculty and students. With faculty supervision, business plans will be developed for each project and submitted to Rose Mwonya. Graduating students will complete their contributions by October. First term students will complete their efforts after they return in November. These projects offer real-life, hands-on experience to the students which will encourage them to take calculate business risk when they graduate.

2. One of the entrepreneurship projects focuses on on-going training at Egerton. Guidebooks and training guides will help students and faculty continue to offer entrepreneurship workshops to students and faculty at Egerton.

3. A Small Business Centre will be established in cooperation with the Entrepreneurship Education Project at the Kenya Technical Teachers College (KTTC). The Small Business Centre will be administered under the guidance of the Women Centre.

4. Representatives from several entrepreneurship programs including the Kenya Management Assistance Programme (KMAP), the Kenya Rural Enterprise Programme (KREP), and the Kenya Women Finance Trust Ltd. (KWFT) will present in-depth workshops on entrepreneurship topics for students and faculty at Egerton.

5. Business managers such as John Kuria, Lake Nakuru Lodge, have expressed their willingness to consult with students about their entrepreneurship projects. Kitty Hempstone, has offered to work with the students sharing her expertise about crafts, quality and uniqueness.

RESEARCH REPORT
Judy McKenna

I. PURPOSE OF THE PROJECT

A. SUMMARY OF GOALS AND PURPOSE OF THE PROJECT

Predictions stress that increased competition for jobs will take place for university-educated graduates during the current decade. In fact, at present, many graduates are unemployed for one to two years or longer. Entrepreneurship has been suggested as one answer to the unemployment situation. It is anticipated that entrepreneurship for the college graduate will go beyond self employment to businesses of sufficient size and robustness to generate additional jobs.

Women, in particular, are less exposed to business skills than men and frequently are not in contact with role models to encourage their participation in business activities. Women are not as likely as men to have informal networks of friends who become sources of information, serve as potential customers and can lead to sources of financing.

In "Entrepreneurship Education in Kenya" edited by Julius B.M. Mburugu and John M. Thiongo, the special needs of women are discussed:

A discussion of small enterprise development in Kenya is incomplete unless the special needs involved in the promotion of women entrepreneurs are discussed. Although the problems, challenges, and opportunities between male and female entrepreneurs may not differ greatly, women nevertheless face a number of special constraints which should be considered.

Because 32% of the Kenyan households are headed by women, the implication is that employment creation and the participation of women in small enterprise development is of major importance.

Women students are eager to add a dimension to their college experience that is practical and will help them earn a living after they graduate. Because of the way the curriculum is scheduled, skills such as entrepreneurship are best learned through workshops and seminars in extracurricular activities.

Some students will become teachers in both the formal and informal sectors. A background in entrepreneurship can help them teach others the fine points of developing business plans, record keeping, marketing and other facets of business.

Therefore, the stated and unstated goals of the project were to:

1. Expand career thinking to consider ideas that might be met with entrepreneurial efforts.
2. Introduce business concepts to women students to diffuse the mystique and encourage women to develop the expertise they need.
3. Encourage women to develop support systems and networks similar to male business networks. Women from a variety of backgrounds and interests can continue to act as consultants and supporters of new and innovative entrepreneurial efforts.
4. Expand the skills of young female students so they are more assertive and more self confident, two qualities needed in business.
5. Introduce young women to projects and organizations that might offer entrepreneurship assistance.
6. Encourage women to belong to professional organizations, e.g. the Business and Professional Women's Club.
7. Connect women students with women entrepreneurs as role models.
8. Provide a source of information in the form of workbooks and resource materials in the Women Center library for additional educational support.
9. Communicate and emphasize the difference between a social program and a profit-making enterprise.
10. Train Egerton women faculty to facilitate the workshop so it can be repeated on the Egerton campus for women students and (men students as well).
11. Provide practical experience in entrepreneurship by contracting with the students to contribute 40 hours to an entrepreneurship project on campus.
12. Incorporate the value of entrepreneurship education into the structure and fiber of Egerton University.
13. Develop a workshop that can be facilitated by women in other countries.

B. SUMMARY OF THE SCOPE OF WORK

The specific duties included in the scope of work were:

1. To design a workshop focusing on "Women in Agriculture as Entrepreneurs"
2. To write 3-5 information booklets to support the workshop and to be used for future workshops. Copies of materials will be available to other universities in East Africa who want to implement similar workshops.
3. To develop resource lists and bibliographies on private enterprise and business techniques and strategies.
4. To provide resource materials for the Centre for Women Studies and Gender Analysis that can offer additional ideas and information on entrepreneurship. A stated goal of the Centre is to serve as an information and referral service for career, employment and entrepreneurship issues.

II. TECHNICAL OBSERVATIONS INCLUDING PRELIMINARY FINDINGS AND ACCOMPLISHMENT OF ASSIGNMENTS

A. INTRODUCTION TO EGERTON AND THE CENTRE FOR WOMEN STUDIES AND GENDER ANALYSIS

On June 17, 1991, the Vice-Chancellor approved the establishment of the Centre for Women Studies and Gender Analysis at Egerton University. The initial concepts for the Centre was presented to Egerton administrators by women students who clearly established the need for specialized services for female students. Maria Mullei, USAID/Kenya, was instrumental in support for the Centre. I arrived at Egerton University one week before the official launching of the Centre for Women Studies and Gender Analysis. The Centre was alive with enthusiasm from faculty and students. I stayed at the Centre most of the time and met numerous people. The launching was a heralded event with speakers from major universities in Kenya, USAID, various Kenyan agencies involved with women projects and faculty from Egerton. There was high interest in the Centre and its projects from the several hundred people who attended the launching.

B. EDUCATIONAL PROGRAMS

As a first step in becoming acquainted with students at Egerton, give programs were presented on effectiveness in business. The programs focused on appreciation of working with other people and developing talents for small businesses. The students warmed to the ideas and were enthusiastic participants in the exercises.

C. MEETINGS WITH AGENCIES IN NAIROBI

In order to better understand the nature of entrepreneurship in Kenya and to identify resources for a resource book, Rose Mwonya, Martha Denney and I visited a number of projects in Nairobi. These meetings were productive and fruitful. Each agency expressed willingness to work with Egerton University students by offering seminars and other educational programs. The entrepreneurship education programme at the Kenya Technical Teachers College expressed interest in establishing a small business centre at Egerton through the Women Centre. Many projects had publications that were purchased for the Women Centre library. These were all potential contacts for students who open their own businesses. A full list of these contacts can be found in Appendix A.

D. MEETINGS WITH ENTREPRENEURS

Women students benefit from interaction with role models and several women entrepreneurs were identified and interviewed about their entrepreneurial experiences. Prisca Kandie in Kabernet has had several business experiences--running a bakery, a dress shop and is currently involved with agricultural products. Dina Krane has been successful in the clothing business and is now making quilts with a Kenyan flair. Both of these entrepreneurs agreed to participate as resource people for the student workshop.

E. CASE STUDY

In order to relate business practices specifically to Kenya, several case studies were developed. Lucy Ojode, an Egerton faculty member in business, developed a case study showing the need for good record keeping practices. A student at the University of Nairobi interviewed three restaurants in Nairobi about their business practices and recommendations. (Restaurants were chosen as the businesses to focus on because of the interest of Egerton students in starting a snack bar at Egerton). All of these case studies are included in the Workshop Guidebook.

F. WORKSHOP

The most visible and identified focus of the project was to develop and facilitate a workshop for 30 women students at Egerton on entrepreneurship. A number of steps were taken prior to the workshop to insure its applicability and suitability for women students.

Two advisory committees were appointed. The first committee was composed of four faculty members: Rose Mwonya, Director of the Women Centre; Judith Kimiywe, Home Economics lecturer; Lucy Ojode, Business lecturer; and Elizabeth Mwongi, Chemistry lecturer. The faculty members agreed to help teach segments of

the workshop, prepare materials where needed, and Lucy Ojode, wrote three sections of the Guidebook, one on record keeping, one on business financing and a case study. The faculty members also agreed to help facilitate a seminar for Egerton faculty and administrators. Perhaps most important of all, they agreed to continue to work with the women students following the workshop to coordinate four entrepreneurship projects to give the students practical small business experience.

The second advisory committee was composed of six students and Rose Mwonya. The student advisory committee helped design a student application form (see Appendix B, Entrepreneurship Workshop Application) and publicized the workshop in the women's residence halls. The students helped develop a process to select the student workshop participants. More than 90 students applied.

The advisory/selection committee selected the participants. Members divided into groups of two. Each subgroup read approximately 22 applications. Applications were valued according to the applicant's stated interest in starting a business or prior experience with business. The subgroups divided applications into three categories: 1) Appropriate, 2) Inappropriate, 3) Possible. The entire group discussed the subgroup recommendations. In addition, the advisory group wanted a mix of students from a variety of majors and education levels at Egerton to promote a cross fertilization of ideas and experiences. The selection process was fair and everyone was satisfied that the most interested students were invited to attend.

When the students applied, they knew that in exchange for their participation at the workshop, two commitments were required of them. First, they must attend a pre-workshop on effectiveness in entrepreneurship which was presented by Bill Kruse, my husband and a professional video consultant who volunteered on this project. Secondly, they agreed to commit 40 hours to an entrepreneurship project coordinated through the Women Centre following the workshop.

Students at the University of Nairobi had established an Entrepreneurship Club. With the help of Catherine Masinde, lecturer in the faculty of Commerce at the University of Nairobi, three University of Nairobi students were selected to participate in the workshop. The visiting students enriched the experiences of Egerton students, and there is interest in continued cross fertilization of business ideas.

G. DESIGNING ENTREPRENEURSHIP PROJECTS

Representatives from both the faculty and the student advisory committees identified four entrepreneurship projects. The four projects were: 1) cafeteria coordinated by Judith Kimiywe, 2) craft shop coordinated by Lucy Ojode, 3) a marketing plan for the Women Centre coordinated by Elizabeth Mwangi, and 4) training projects coordinated by Rose Mwonya. The students could select any of the four projects for their 40-hour commitment.

H. PROGRAM BEFORE WORKSHOP

As agreed, the students participated in a workshop on personal effectiveness one week before the three-day workshop. Our experience throughout has been that students are enthusiastic, involved and committed to learning.

I. WORKSHOP

Several aspects to the workshop led to its overwhelming success. First, we decided to hold the workshop away from campus to keep everyone focused on the experience. We negotiated with the Island Camp at Lake Baringo to hold the workshop beginning at 11:00 on Thursday, July 29 until 11:00 am on Saturday, August 1.

Secondly, many of the exercises were interactive and experiential. The atmosphere and creativity of the students brought these experiences alive. Maria Mulei, USAID/Kenya and Kitty Hempstone, wife of the U.S. Ambassador to Kenya, participated in the first day's events and left the workshop infused with the spontaneity exhibited by the students.

The faculty were tremendous teachers and facilitators and were totally enmeshed in the experience. They are prepared to continue to offer the workshop on the Egerton campus and to coordinate the student entrepreneurship projects.

The entrepreneurs were practical, realistic and encouraging. They sat with students at meals and continued to share their experiences and answer questions. They were a vital part of the entire workshop.

Workshop Agenda

- | | |
|---|--------------------|
| I. Introduction | VIII. Marketing |
| II. Creating Business Opportunities | IX. Record Keeping |
| III. Entrepreneurship - You Need An Idea | X. Negotiation |
| IV. Developing a Business Plan | XI. Evaluation |
| V. Creating A Board of Directors | |
| VI. Financing Your Business | |
| VII. What's It Really Like. Ingredients for success. Entrepreneurs Panel. | |

K. EVALUATION

Verbal and written evaluations were exceptionally positive. The evaluations were anonymous and the students were urged to be frank. Their major complaint was the lack of time to do everything. The evaluation in Appendix c summarizes the student reactions to the workshop information. More than 90% said definitely they would use tools to be more creative following their graduation. More than 80% were definite that they would apply what they learned to eliminate blocks to creative thinking and to develop a business plan. More than 70% would definitely develop skills and characteristics to be successful entrepreneurs, would set up accurate and reliable record keeping systems and would identify appropriate sources of financing.

The lowest response related to developing a proposal for financing. This was one of the areas that received less than needed time and should be addressed more fully in future programs. Establishing networks has been mentioned by practicing women entrepreneurs as a needed source of support and information. This is another topic that deserves greater coverage. Very few responded that there was any information they did not plan to use in the future.

The students could add comments if they chose. Here are a few of the things they wrote:

"I have this feeling it changed my view toward life. I had this belief earlier on that I could not really accomplish anything on my own - but now I know better. In fact, I count myself very lucky for having the opportunity to be involved in such a workshop."

"The workshop has made my dream come true of wanting to learn useful skills on how to run a business and having a vision that will one day come to pass."

The teaching faculty were asked if they learned anything from the workshop. They said:

"I, too, learnt a lot from the students and the lectures."

"Things like marketing and record keeping were made more clear to me."

L. FOLLOWING THE WORKSHOP

During the workshop, students were given a choice of four projects for their 40-hour entrepreneurship commitment. (See Section G. Designing Entrepreneurship Projects). The four groups developed marketing plans, which with further refinement would be used when they returned to campus. (See Appendix D). Students presented the marketing plans at a seminar for faculty and administrators. Each group plans to

use its entrepreneurship project as a practical learning experience. Working with their faculty advisors, they will conduct feasibility studies and develop business plans.

M. PUBLICATIONS

Three publications were developed. The first publication called Entrepreneurship An Introduction To Starting Your Own Business. A Personal Guidebook was written to be used by workshop participants. Exercises and information sheets were tested at the workshop and later revised for the Guidebook. 1,000 copies of the Guidebook will be available at the Women Centre for continued workshops and can be shared with others interested in presenting similar workshops.

The second publication included a variety of entrepreneurship resources. Called Entrepreneurship An Introduction to Starting Your Own Business. Resources Available in Kenya, it describes in detail various projects that offer help for small business support and generation. It also includes all the publications available in the Women Centre library and the Kenya Technical Teachers College library. 100 copies are being printed and will be shared with entrepreneurship projects in Kenya.

The third publication is written for workshop trainers to provide complete teaching support for holding similar workshops. It is titled Entrepreneurship. An Introduction to Starting Your Own Business. A Workshop for Aspiring Entrepreneurs Guidelines and Principles. 150 copies will be available at the Women Centre.

N. SEMINAR WITH FACULTY

In order to legitimize the entrepreneurship materials and encourage their adoption into curriculum at Egerton, a seminar was held for faculty and administrators. The Deputy Vice Chancellors, Deans, Department Chairs, Women Centre Advisory Committee, faculty and students attended.

Seminar Agenda

- I. Introduction
- II. Effectiveness in Business Starts with Understanding People
- III. Entrepreneurship Education in Kenya
- IV. Student Reports on Entrepreneurship Projects at Egerton
- V. Low-cost Marketing Ideas
- VI. Develop a Marketing Plan: The Centre for Women Studies and Gender Analysis

The seminar was designed as a mini hands-on workshop following the pattern of one of the segments developed at the student workshop. Seminar participants were given guidelines to develop a marketing plan and a handout of low-cost marketing ideas was provided. Participants were divided into four groups and given the task to design a marketing plan for the Women Centre. The exercise offered an environment where male and female faculty, students and administrators could openly discuss their ideas for the Women Centre. The result was a sometimes heated but extremely valuable look at education at Egerton and needs of women students. The Centre is committed to holding additional seminars and workshops in the future.

III. RECOMMENDATIONS

A. EGERTON UNIVERSITY

1. Continue workshops using the materials developed and supplementing with technical training when appropriate e.g. financing and record keeping. Each segment could be expanded to allow adequate time for the information and the experiential segment.

2. Coordinate student internships with small businesses.

3. Initiate and support entrepreneurship projects on campus that are appropriate for students.

4. Expand connections with existing entrepreneurship projects.

5. Invite faculty to share expertise through workshops for students and faculty.

6. Be entrepreneurial and charge fees for materials and workshops when feasible to pay consulting fees to faculty and to fund additional projects.

7. Develop a membership program for the Women Centre. This would offer a vehicle for women graduates to stay in touch with Egerton and programs offered by the Centre such as programs on entrepreneurship. Graduates could also help facilitate off-campus seminars.

8. In the long-term, offer off-campus workshops for urban and rural women on entrepreneurship. Provide an opportunity for students to help teach these workshops. Charge fees to keep these efforts self sustaining.

9. Develop videotapes of specialized presentations such as financing and record keeping, not always available in rural communities.

10. Create videotapes on successful entrepreneurs in a variety of businesses to encourage students to consider starting their own businesses.

11. If there was a rub, it came from the short-term nature of the project coordinated by a researcher with a western view of time imposed on an African culture. Because Martha Denney, Researcher One, was familiar with Egerton and had previous successful collaboration with Rose Mwonya, my start up time was reduced, but there was a great deal of pressure to get the workshop completed, the booklets tested, written and printed in a short period. I would recommend a five-month project time to avoid conflict and undue pressure.

12. Some male faculty and administrators are concerned that the Women Centre will be radical and contribute to the break down of African traditions. They may also be concerned about a Centre that competes for financial resources. Women and men must continue to address these concerns through research, facts and common sense to help men understand that women are underutilized resources and can make great economic contributions to Kenya.

13. Transportation is a problem at Egerton. Hours of my time, faculty and students' time were lost waiting for scheduled buses or cars which arrived late or not at all. I recommend that a task force made up of faculty, administrators, drivers and the transportation officer be established to define the problems and obstacles and make recommendations that are fair and responsive to everyone involved.

B. KENYA:

1. Share Resource Guide with entrepreneurship projects.
2. Organize a Kenya-wide entrepreneurship for women students club.

C. AFRICA:

1. Extend workshop to other African nations. Interest has been expressed by a woman student from Malawi.

IV. OVERALL IMPRESSIONS OF SITE SITUATION

Egerton University has made rapid strides and experienced tremendous growth as its educational system has expanded to meet the influx of students. Egerton has become a full-fledged university offering both degrees and diplomas.

Most of my contacts were with women students who are bright, enthusiastic and motivated to take charge of their lives at Egerton and to prepare as thoroughly as

possible for their future. They were ideal participants in the entrepreneurship workshop and are committed to follow through with their entrepreneurship projects. They are receptive and deserving of continued programs, workshops and seminars.

The nature of Egerton's curriculum suggests its unique place as a leader in entrepreneurship training with a focus on agriculture. Its location also provides an opportunity to offer training in entrepreneurship education to western Kenya universities such as Maseno and Moi University.

Students and faculty at the Women Centre have the necessary training and expertise to extend entrepreneurship programs from the Centre. These programs can benefit the entire Egerton community.

Kenya's focus has been on large industry or on small, jua kalia projects but little has been done in the area Julius Mburugu, (KTTC) defines as job creating entrepreneurship. The number of enterprises employing 10-50 people is low. There is a lack of medium sized enterprises especially in the manufacturing and industrial sectors called the "Missing Middle." This is the level where university graduates will most likely emerge and they need the necessary tools and skills to be successful. Egerton provides an excellent learning environment and the Women Centre can facilitate learning through workshops and short courses.

V. KEY CONTACTS

A complete list of key contacts and their institutional affiliations is included in Appendix B. Materials from these projects is available at the Women Centre.

A. KENYA MANAGEMENT ASSISTANCE PROGRAMME (KMAP)

M.V. Gohil, Deputy Programme Administrator
2nd Floor, Standard Chartered Chambers, Kimathi Street
Box 59400, Nairobi, Kenya
Telephone: 220853/220590

B. KENYA RURAL ENTERPRISE PROGRAMME (KREP)

Kamau Kabbucho, Senior Training Officer
Werop Ltd./World Ed. Inc,
Minet ICDC House, Ground Floor
Mamlaka Road
P.O. Box 39312, Nairobi Kenya
Telephone: 722792/720173

C. KENYA WOMEN FINANCE TRUST LTD. (KWFT)

Jennifer Riria-Ouko, Managing Director
Rosemary Macharia, Credit Manager
Adalyn Place, 2nd Floor
P.O. Box 55919
Nairobi, Kenya
Telephone: 712823/713015/712903

D. ENTREPRENEURSHIP EDUCATION PROJECT/MINISTRY OF TECHNICAL TRAINING AND APPLIED TECHNOLOGY/INTERNATIONAL LABOUR ORGANIZATION/UNITED NATIONS DEVELOPMENT PROGRAM/UNIVERSITY OF ILLINOIS/KENYA TECHNICAL TEACHERS COLLEGE

Julius B.M. Mburugu, Project Coordinator
Anthony S.N. Getambu, Entrepreneurship Development Specialist
Kenya Technical Teachers College (KTTC)
P.O. Box 44600
Nairobi, Kenya
Telephone: 521920

F. OTHER PROGRAMME CONTACTS:

Catherine Masinde, Lecturer, Faculty of Commerce
P.O. Box 30137
Professor Peter N.K. Gufwoli, Dean, Faculty of Commerce
University of Nairobi
P.O. Box 44331
Nairobi, Kenya

Carnille M. Alier, Director
United States Information Service
Cargen House, Harambee Ave.
P.O. Box 45869
Nairobi, Kenya
Telephone: 26112
Kenya Business and Professional Women's Club

APPENDIX A

A. KENYA MANAGEMENT ASSISTANCE PROGRAMME (KMAP)

M.V. Gohil, Deputy Programme Administrator
2nd Floor, Standard Chartered Chambers, Kimathi Street
Box 59400, Nairobi, Kenya
Telephone: 220853/220590

K-MAP was established in 1986 as a non-profit organization. Its purpose is to help small businesses become successful. More than 70 highly successful large and medium firms release their top and middle level executives, free of charge, one day each month to counsel small business operators.

"With a documented small business mortality rate of between 60 and 80 percent within the first two years of operation, K-MAP was set up to help alleviate the plight of the small entrepreneur....Experience with K-MAP clients already shows a failure rate of less than 5%."

B. KENYA RURAL ENTERPRISE PROGRAMME (KREP)

Kamau Kabbucho, Senior Training Officer
Werep Ltd./World Ed. Inc,
Minet ICDC House, Ground Floor
Mamlaka Road
P.O. Box 39312, Nairobi Kenya
Telephone: 722792/720173

The mission of K-REP is to empower low income people, encouraging them to participate in the development process, and to enhance their quality of life. Goals are to generate employment and increase income. K-REP accomplishes its goals by offering loans, training and technical assistance to individuals, groups, associations, and local non-governmental organizations (NGOs).

C. KENYA WOMEN FINANCE TRUST LTD. (KWFT)

Jennifer Riria-Ouko, Managing Director
Rosemary Macharia, Credit Manager
Adalyn Place, 2nd Floor
P.O. Box 55919
Nairobi, Kenya
Telephone: 712823/713015/712903

KWFT began in 1981 to help women obtain financing for businesses. Initially, the Trust worked in cooperation with the World Women's Bank and Barkley's Bank to guarantee loans to women.

Recently, KWFT has adopted the Grameen group model of dispensing and collecting loans. The emphasis is still on helping women get credit, establish credit records and increase credit limits as appropriate.

**D. ENTREPRENEURSHIP EDUCATION PROJECT/MINISTRY OF
TECHNICAL TRAINING AND APPLIED TECHNOLOGY/INTERNATIONAL
LABOUR ORGANIZATION/UNITED NATIONS DEVELOPMENT
PROGRAM/UNIVERSITY OF ILLINOIS/KENYA TECHNICAL TEACHERS
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Telephone: 521920

Entrepreneurship education is a multidisciplinary area of study that develops attitudes and provides skills essential for responding to one's environment by conceiving, starting and managing a business enterprise.

APPENDIX B

ENTREPRENEURSHIP WORKSHOP APPLICATION

An advisory group of women students determined workshop dates, contract commitments and criteria for selection.

The two most important considerations were:

1. Students had to agree to attend a pre-workshop training using the Myers-Briggs Type Indicator (MBTI). The purpose was to facilitate momentum that would carry the workshop ideas past the actual workshop itself. The purpose was to establish a Board of Directors where each person had a group of nine other people to consult with, to solicit ideas from, and to share marketing ideas with. The MBTI is a well researched tool that has been used successfully in organizational management to facilitate individual and group effectiveness. This pre-training session set the stage for long-term effectiveness beginning at the workshop and carrying forward after students graduated from Egerton.

2. Students would sign a contract as part of their application that they would work 40 hours on an entrepreneurship project designed and coordinated through the Women's Centre. The students agreed that this would be appropriate. They explained that some of the students attending the workshop would not be returning to Egerton immediately and would give their 40 hours when they returned in November. This provided a continuity of commitment for the entrepreneurship projects.

Applications were designed and printed. Copies were posted in the six women's residence halls. Application forms were distributed and collected at the Women's Centre. Information was disseminated to faculty through the faculty newsletter News Flash. Faculty were asked to encourage students to apply for the workshop training.

90 applications were submitted.

The student advisory group met with Rose Mwonya and me to evaluate the applications and select the students who would attend.

The criteria used for selection included:

1. Reasons for wanting to attend:
 - a. students who have businesses
 - b. students whose family has had businesses
 - c. ideas that have business applications
 - d. businesses that have not worked
2. Major
3. Year at Egerton

CENTRE FOR WOMEN STUDIES AND GENDER ANALYSIS

June 25, 1992

Congratulations! Your application identified you as a person who is committed and serious about entrepreneurship, and you have been selected to participate in the three-day workshop on entrepreneurship for women students.

Details will be available at the Women's Centre on July 20 (when you return from your break). The workshop will be held at a location away from Egerton from 8:00 am, Wednesday July 29 and return Friday, July 31 by 4:00 pm. As you agreed on your application, your participation is required for the entire time.

You will be given choices at the workshop for your 40-hour entrepreneurship commitment following the workshop. The purpose of this commitment is to give you an opportunity to put the training ideas into real practice. This will increase your skills, self confidence and marketability when you graduate from Egerton. For those of you who are graduating in October, this means your time must be scheduled in August and September.

I know that you will find this workshop stimulating, filled with ideas and fun as well.

If, for some reason you find that you cannot participate, please notify the Women's Centre immediately so that another student can fill your place.

Sincerely,

Dr. Rose Mwonya
Chairperson,
Centre for Women Studies &
Gender Analysis

Dr. Judy McKenna
USAID/CID/WID
Workshop Coordinator
Colorado State University

CENTRE FOR WOMEN STUDIES AND GENDER ANALYSIS

June 25, 1992

Thank you for your interest in the workshop on entrepreneurship for women students. We were overwhelmed with the positive response for the workshop and the large number of interested applicants. Although your application was not selected for the workshop, the Women's Centre will continue to sponsor workshops in the future, so check with the Women's Centre.

You should be applauded on your interest in entrepreneurship for women. There are many ideas waiting to be discovered so keep thinking about your skills and what you might want to offer through a small business enterprise.

I also encourage you to develop strong networks with women (and men) while you are at Egerton. These will be the contacts that will serve you well in business or any other career you select when you graduate to a life of a professional. Study hard, make friends, develop contacts with a wide variety of people and you will be well prepared to enter the work world.

Sincerely,

Judy McKenna, Ph.D.
USAID/CID/WID Entrepreneurship Workshop Coordinator
Colorado State University

APPENDIX C

INTRODUCTION TO ENTREPRENEURSHIP WORKSHOP

Please circle the answer that best describes the value of the information you received at the workshop. Do you think you will use this information after you graduate?

| N=32 | Defin- itely % | Prob- ably % | May- be % | Prob- ably Not % | Defin- itely Not % |
|--|----------------------|--------------------|-----------------|---------------------------|-----------------------------|
| Eliminate blocks to creative thinking | 81 | 16 | 3 | | |
| Exercise tools to become more creative | 91 | 6 | 3 | | |
| Address issues that keep women from becoming entrepreneurs | 66 | 25 | 3 | 6 | |
| Develop skills for successful entrepreneurs | 72 | 25 | 3 | | |
| Develop characteristics for successful entrepreneurs | 78 | 19 | 3 | | |
| Exercise creative business planning | 69 | 22 | 9 | | |
| Establish networks | 50 | 31 | 16 | 3 | |
| Do marketing research with potential customers | 63 | 25 | 9 | 3 | |
| Determine if marketing idea is viable | 63 | 25 | 9 | 3 | |
| Develop a business plan | 81 | 16 | 3 | | |
| Develop a creative marketing plan | 56 | 38 | 6 | 3 | |
| Develop a proposal for financing | 38 | 47 | 15 | | |
| Set up an accurate, reliable record keeping system | 72 | 25 | 3 | | |
| Set a competitive price for products | 75 | 25 | | | |
| Identify appropriate sources of financing | 72 | 22 | 6 | | |

STUDENT RESPONSES

It's a worthy experience. I'm sure now I can run a successful business! I really loved the whole workshop. I learnt a lot--everything is so new and refreshing.

I would like to recommend that people should be able to write down what they think is important. Space should have been provided. The most eye opening experience I have ever had in entrepreneurship.

I learnt that the things I already knew were really important. I had taken them for granted. Thank you!

This idea of having workshops is great and useful and should therefore continue. More time is needed to fully cover all aspects of entrepreneurship. Skills learnt should be done practically.

The workshop was well organized but in the future time should be well managed in order to maximize the students' knowledge.

Time should be allowed for participants to ask specific questions to the presentations related to business. More time should be allowed for the presentations to cover topics more deeply without hurrying.

The information learnt in the workshop will be of great help after my graduation given that I'll like to launch a small business; and develop skills for those who opt to enter into business but have been hindered by some obstacles.

The information I gathered was terrific but I must admit that some issues e.g. how to get funds are really hard to accomplish considering the fact that I am still young and so capital will be hard to come by. In my opinion, since the workshop has been very helpful probably you could keep in touch after you go back to the U.S. and try to see how far we have gone. I'm sure problems will come in here and there where you can help out.

The workshop was very interesting and stimulating. I learnt, apart from the above some science-based business possibilities as well as a lot of ideas on low-cost marketing. All in all, it was an experience I would not have missed.

For a better feedback for evaluation of the workshop, I think analytical questions needed to be asked. From this sheet actually most of this information is valuable -- question is how clear was the topic handled for us to have got the idea being relayed e.g. can I write out or undertake a financial proposal for a business I want to begin.

The workshop has been most helpful especially in the area of creative thinking (being flexible with ideas and being determined in overcoming barriers, understanding one's personality traits (strengths/weaknesses) and using them to the fullest advantage.

The workshop has helped quite a number of us to put what we learnt in class into use.

I learnt a lot in this workshop from different people. I'm glad to have had such knowledge and its really encouraged me in the business I intend to. In future I have a plan of opening up a restaurant and from here I've definitely learnt a lot. In fact, I already have a vision of that restaurant.

Though this workshop really helped me increase my knowledge and even made me aware of a lot of things I did not know about business, I think some items should have been done in more detail, for example, doing an actual example in our groups on record keeping.

The workshop has been a great help to me and a challenge. In fact, it has sparked me off and at least I have acquired ideas of how to utilize my skills, talents of starting a business.

The workshop has really ben of much help to me and I hope the ideas will trickle down to the rest of the women. It has really been a challenge to me.

I am almost certain that I will use the information after I graduate because business seems to be part and parcel of my life.

I've really learnt a lot from this workshop. Since I'm very much interested in business, I've learnt a lot from record keeping which was actually a big problem to my business, but now I'll know how to go about it.

The workshop should have been accorded more time to allow the participants to grasp and assimilate more of what they were educated on. As a breakthrough when shopping for employment and financial assistance from donors, a certificate for the course attended should be availed by the organizers.

Developed the courage to take risks. Feel that I can do it. The examples we had of the various entrepreneurs were down to earth thus told us the success and failures of their businesses.

The most eye opening experience I have ever had in entrepreneurship.

It is a most valuable experience that will influence my life for a long time to come.

The workshop was very helpful to me and I expect to be able to put all the ideas learnt into practice before and after my graduation.

The workshop has helped me realize my potential as a business woman and brought to light such issues as financing, marketing and planning.

The workshop has made my dream come true of wanting to learn useful skills on how to run a business and having a vision that will one day come to pass.

I am actually delighted with all that I have learnt during this session. I have had an opportunity to discover that issues that I know in theory are in practice and more so with business women. For instance an entrepreneur must be a risk taker, determined, resourceful and innovative. This is the picture the women entrepreneurs gave. I am impressed. I look forward to putting what I've learnt into practice. Thanks.

FACULTY RESPONSES

1. Was the entrepreneurship workshop valuable to students? How?

I think it was a very valuable workshop. Jobs are hard to come by these days and as such, students need to be exposed to all avenues which lead to self-reliance or self-employment.

Yes, it was very valuable to the students. Most of the students are taking courses that are not business related and so they had a lot to learn from the workshop. For example, :

- a) how to get a business idea
- b) how to develop it
- c) where to get funding
- d) how to manage your business
- e) skills that one must develop in order to be a successful entrepreneur

All this information is hard to come by if a student is studying say in science, agriculture and etc.

Was valuable to students because it gave a brief of what potential they had for business, how to make and go about using the business plan, the reality in the local environment and some tips on what to expect o maintain as the business records.

The students I believe learnt a lot for their own future businesses. The concepts learnt were new to them and I believe they are now comfortable with their entrepreneurship concepts.

I feel that it was valuable to the students because it has given them a practical outlook to principles of entrepreneurship. The life examples of course help to reinforce this.

2. How will they use what they learned?

It will help them in their proposed projects and even in their future enterprises after leaving college.

Those of the students that would like to start a business (now or later) will find the knowledge they have acquired useful. If there is anything, they did not understand, at least they know where to go for further help e.g. if the student's least developed talent is record keeping they could contact Mrs Lucy Ojode for instance.

Most will use the information above to have a go at something small (business) and some will help out (knowledgeably) their contacts in business. The four enterprises to be started at Egerton University will definitely benefit greatly from this, but will also enhance students' practical knack at business.

Some are ready to start off straight away on starting a business while on campus the Centre needs to involve them as much as possible.

It will be useful to us when we start working on the proposed projects e.g. cafeteria that we hope to start on as soon as we get back.

3. Was it valuable to you? How?

I, too, learnt a lot from the students and the lectures. It was also a good change from home chores. It was kind of a refresher course for me. Thanks a lot.

Yes, it was valuable to me. Things like marketing and record keeping were made more clear to me.

Was most valuable to me and helped build in me confidence that I can handle such a workshop. I enjoyed it as an extension of my lectures to an informal atmosphere.

Yes, it has made me to see or understand the various ways of starting businesses and how to market them.

It was valuable to me as an advisor to the people I have to assist in the starting of the cafeteria project, as it help put all the ideas and facts that we need to work with in a practical perspective.

4. What other programs/projects could be proposed?

Organizing the same workshop for women entrepreneurs.

Such programs as this but to practicing businesswomen.

a) Another follow up project on expansion of the existing businesses for women.

b) How to assist women to stick to their business and get profit. An education in which students can be used to disseminate the knowledge to the rural/urban women.

Programmes and projects to start will certainly depend on the interests of the students but training and consultancy either through workshops, seminars or person to person should continue particularly for new comers as well as for those already involved in some projects.

APPENDIX D

MARKETING PLAN

I What is the name of your business?

Business Management and Training Consultants - BMTC

II BMTC will combine the role of training and consultancy for effective business improvement. As business consultants, we will carry out researches and feasibility studies on failing and stagnant business and recommend cause of action. Our main purpose is to advise, and train when requested, business to expand and thrive, following our recommendations.

III Our Potential Customers:

Small business owners around the campus. These will include the food kiosk owners, tailors, cobblers, those who sell fruits and madazis around campus e.t.c. We will advise them on how to effectively manage their businesses, market their goods and to maximise their profits.

Business Management students: We will add to the curriculum of these students by selling to them our ideas on business entrepreneurship, management, marketing and expansion. We will also include interested students in other fields, who are interested in business entrepreneurship.

Cafeteria and craft shop: These will be the projects that our counterparts in our workshop will be involved in. They will consult us on how to efficiently begin and manage their entrepreneurial projects, on how to market their products and to serve the campus community and satisfy all needs, while maximising profits.

Campus bodies: Such will include such business as the ARC, administrative bodies such as EUSACS and especially the finance department of Egerton University. The ARC will benefit from such advise as proper business management, promotional tools as advertising the centre for seminars and conferences, e.t.c. EUSACS, especially the catering department will need advise on management and effective service to the student community. The finance department will need to consult us on how to manage their finances, especially in the area of record keeping.

Homec students: We especially want to tap the resources of the Home-Economics department and give them advise on how to sell the products they make, instead of eating them. We will advise them to set up a kiosk on campus and run it, or to sell to our cafeteria, that will be run by the students.

IV Unique features of BMTC:

Qualified personnel: We have attended an entrepreneurial workshop that will enable us to effectively consult and train in business management. Quite a number of us have worked in businesses and have the knowledge on how they should be run. Also some of us, have worked in management consultancy firms and therefore have more than an idea of what we plan to do.

Personal touch: This will be our highest promotional and working tool. We will deal individually with every problem that is brought to us and recommend a specific cause of action for every entrepreneur. We will not generalise for all.

Unique Services: The services we provide are not common. The market we are dealing with is not saturated with competitors: In the whole Rift Valley region, it is only the Rift Valley Institute of Technology that offers services similar to ours.

Accessibility: We will be accessible to all those unable to come to us. We find that we will readily go to them. We will also be accessible through the telephone, mail, e.t.c.

Women employees: This is indeed a unique feature as our company will be made up solely of women employees. Many customers will come to us out of curiosity and female entrepreneurs will come to us as they will be able to identify with us with no fear of intimidation.

Samples: We will offer a sample of the services we offer by making our initial stages of consultancy and training absolutely free. Charging will be at the latter stages. This is a promotional devise.

Double services: There are very few firms in Kenya, if any, that offer both consultancy and training. Consultancy is offered by firms, and it is up to the business to implement and train their personnel. We will offer consultancy services and train personnel to effectively implement our ideas.

V Promotional BMTc Messages:

Is your business at its best?
Would you like to maximise your profits?

Consult BMTc!

Is your business expanding?
Are you overwhelmed by your business?

Let us help, at BMTc!

Booming business
Booming profits

At BMTc

VI BMTc low-cost marketing tools:

Initial free services : Marketing and promotional devise to attract potential customers.

Business cards and brochures: This is to advertise the services we offer to one and all.

Posters and stickers: These will be distributed to all as customers, who having been satisfied by our services, will want others to benefit too. We will also distribute these to students, academic and subordinate staff.

Public lectures: These will be held in order to educate all those who are interested, and potential entrepreneurial on the services we have to offer. We will also ask lecturers to advertise our services in their class lectures.

Free Workshops: We will offer free entrepreneurial workshops similar to the one recently given to us by Dr. Judy McKenna and Dr. Rose Mwonya. At these workshops, we will give tips on how to start a business, maintain it through effective record keeping and balancing of accounts and how to expand the business by improving the quality of goods to attract more customers, advertising, manufacturing alternative goods or by-products produced by particular businesses, e.t.c.

Extension services: We will employ the use of mass media, such as the radio and the local T.V. station (as KTN is only broadcasting in the Nairobi area) to advertise and promote the services we offer. We will also advertise in our local pamphlet, the newsflash.

Community involvement: We will carry out such community services as charitable walks to raise money, build pre-fabricated stalls for the vegetable sellers, with our logo on them for advertisement, build bus shelters in Njoro and Nakuru, also with our logo. Such activities will create an awareness of the services BMTC has to offer and of its benefit to the entire community.

ASK Shows: We will participate in such shows as this is a place where we can obtain business clientele. At these shows we will advertise our services to the entrepreneurs, agricultural and business entrepreneurs, that take part in the shows.

Theatre: We will have small plays and general entertainment so as to create an awareness of our existence. We will gear these shows towards the entrepreneurs and the various ways BMTC may help when hitches occur in the running of a business.

Incentives: We will offer a variety of incentives for those that attend our workshops and those that come to us for consultancy and training services. Such incentives will include certificates for workshop attendance, badges, pens, scarfs, T-shirts and calendars all with the logo of BMTC, included with a small note of what BMTC has to offer.

BMTC main objectives is to encourage the setting up of a small business, helping fledgeling or struggling businesses and to help in the expansion of businesses through the employment of marketing and promotional tools. It has been established by us and for all of us to encourage the spirit of business entrepreneurship.

PRESENTED BY: SHARON MUGAMBI
VICE-CHAIRLADY
EGERTON UNIVERSITY WOMENS ASSOCIATION
CENTRE FOR WOMEN STUDIES & GENDER ANALYSIS

MARKETING PLAN

1. Name of the business:

Centre for Women Studies & Gender Analysis.

2. Purpose of the Women's Centre:

- (i) Educational/Research on Gender issues
- (ii) Identify issues affecting women.
- (iii) Act as a voice for women.
- (iv) Creating economic awareness among women.
- (v) Identify role of women in society.

(b) Idea to be used on business cards and other forms of advertising:

- (i) Centre addressing educational social economic issues affecting women.
- (ii) Centre by women for women addressing educational, social-economic issues.

4. The potential customers:

- (i) Students on campus both female and male.
- (ii) Staff on campus; academic and non-academic.
- (iii) Non-governmental organizations e.g. FEMNET.
- (iv) Other women bodies within Africa and in the world as a whole.
- (v) Donor agencies.
- (vi) The government within the Ministries e.g. Ministry of Culture.
- (vii) Rural and Urban women.
- (viii) Secondary schools.

5. Unique features of the services offered by the Women's Centre

- (i) Workshops and seminars and programmes e.g. the entrepreneurship workshop held from 30th - 1st August, 1992 for Egerton University female students.
- (ii) Place for students to meet, voice their ideas, problems through the Egerton University Women's Association, an arm of the Women's Centre representing the student body.
- (iii) Ad-hoc committees will be set up within the women students association which will work in liason with the Women's Centre e.g. anti-harassment committee. Other Committees already established include speakers Bureau, Task force and Egerton University micro-enterprise project Committee.
- (iv) Outreach programmes by the training consultants to be established aiming at rural urban schools and women groups.
- (v) A social place for women to meet will be established through the provision of a cafeteria to be opened up by the women's Centre very soon.
- (vi) A membership programme is to be developed whereby not only the Egerton University Students and academic and non-academic staff will be members but other women in Kenya and outside Kenya will

(vii) Library services which will provide materials on issues affecting women as well as other gender related issues is being established. This library whose main focus is on women and gender related issues will however provide other information e.g. periodicals, newspapers, novels e.t.c. This will enable members to have a wide variety of information.

(viii) Entrepreneurship projects have been set up mainly:

- (a) Training and consultancy project.
- (b) Craft shop project.
- (c) Cafeteria project.
- (d) Project for marketing the Women's Centre.

These projects are unique. As for the first time, women students within the Egerton University will have a first hand experience in entrepreneurship as each one of the participating student is expected to give 40 hours to the project they have identified their interest in.

(ix) Though most of our programmes are aimed at women, we will incorporate our male counterparts e.g. during the 1st semester of the 1991/92 year at Egerton University, a personality development workshop was held at the Women's Centre by Dr McKenna in which a number of male students attended.

(x) Research on women and gender related issues:

These research programmes will be beneficial not only in that they will increase our knowledge on such issues, but because these research programmes will avail part time jobs to both students, academic and non-academic staff.

(xi) There are plans to establish exchange programmes both on regional and international basis thus providing a means of learning and exchanging ideas from various cultures.

6. Message:

This is to be given out in form of letters and brochures.

The message is in three parts:

You are invited to be a founding member of the only Women's Centre in East Africa.

Your membership will help serve various purposes:

- (a) Carry out research activities on gender related issues.
- (b) Educate women
- (c) Establish programmes, seminars and workshops.
- (d) Address gender related issues.

As a member;

- (i) You will be on the current mailing list and have access to a newsletter on a quarterly basis.
- (ii) Have access to our library services.

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7. Low-cost marketing tools to be used:

- (i) Brochures
- (ii) Posters
- (iii) Radio - have a weekly programme discussing gender issues.
- (iv) Profile in the newspapers
- (v) Flyers which our members will distribute
- (vi) Door to door distribution.
- (vii) Outreach programmes, women groups and schools
- (viii) Attending exhibitions and shows e.g. Nakuru Show, Nairobi Shows etc.
- (ix) Participating in conferences addressing issues concerning women
- (x) Classified ads.
- (xi) Inviting well known personalities to our seminars and other personalities to talk to us.

PRESENTED BY: MILIKA W. KAHUMBURA-HEAD TASK FORCE.
EGERTON UNIVERSITY WOMEN'S ASSOCIATION
CENTRE FOR WOMEN STUDIES & GENDER ANALYSIS.

MARKET PLAN FOR CAFETERIA

Name of the business.

Muncher's Delite Cafe (located in Egerton University)

2. Idea of no more than seven xxxxxx to be used on business xxxxx of other types of advertising.

MUNCHER'S DELITE CAFE

- : Fast-Foods
- : Outside Catering
- : Self/Waiter service meals

Purpose of Cafeteria:

- : Make profit through the sale of fast-food and Cafeteria service type meals
- : Provide take-away service
- : Have outside catering for interested parties e.g. student's parties or staff parties e.t.c.

3. Potential Customers:

- : Egerton Students
- : Faculty members
- : University workers
- : Visitors
- : Other members of the Egerton Community.

4. Unique Features of the products/Services offered by the Cafeteria:

- : Fast - foods targeted to those who don't have time to sit down and eat comfortably at their own pace e.g. students and lecturers who have no lunch breaks or little time between lectures.
- : Provision for variety of foods both in the choice and method of cooking. Fresh and dairy eggs and chicken from the poultry house.
- : Outside - catering
- : Soft background music to a comfortable conducive atmosphere for eating.
- : Variety of drinks e.g. fresh juice and soft drinks.

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6. Creative messages that would motivate prospective customers to visit the Cafeteria

- Will be in the form of interesting posters hung around the campus as well as in the advertising hangouts.
- Useful for advertising the variety of food offered.

HAVING A PARTY? RING US UP!

DONT MISS IT - THE MUNCHER'S 3M'S

(Magnificent, Mouth Watering, Monthly)

Buffet

- Meaty, Yummy, Delicious, Snacks packed for your easy Take Away

Advertising ^{gimmick} quick useful to inform potential customers about take away services.

9. Ten - Low - Cost marketing tools:

- : Write letters to members of administration.
- : Creative, informative posters on notice-boards all over campus
- : One page handouts giving information on services provided, hours of operation, how to contact the cafeteria and where to find the cafeteria. Also the directions and the links attached to the cafeteria to give credibility to the project.
- : Handout fruit occasionally with fruits that are in season and therefore cheaply available.
- : Notices to inform potential customers of the speciality of the day.
- : Visual displays of hot snacks.
- : Raffles where customers can win complementary meals.
- : Suggestion box that will give feedbacks on the services and products provided.
- : Meal coupons that will be sold to customers giving them "credit facilities" for a certain period.
- : Personal word - of - Mouth encouragement to visit the cafeteria.
- : Complementary meals offered to deserving customers.

PRESENTED BY: L. N. MATHENGE
 TEAM LEADER - EUMEP
 EGERTON UNIVERSITY WOMEN'S ASSOCIATION
 CENTRE FOR WOMEN STUDIES & GENDER ANALYSIS

MARKETING PLAN

1. Name of business.

Afro Craft gift Shop.

(Afro because we will be dealing in craft all over Africa. Gift because many are times people are torn between what gift to buy a friend. The craft will ease their scope of selection.

2. Purpose of the Craft Shop

- To generate profit - This is the basic aim of any business. profit enables the business to continue running. It can also be put into other uses.
- To promote and develop an appreciation for African craft. This helps in the preservation of African culture. It is maintained and the richness of the culture of the African Society is also portrayed in the craft.
- It gives students an experience on business entrepreneurship with expert help that is professional assistance from people more conversant with a particular culture. It also gives students the initiative and ambition to be creative and to be able to produce their own craft. It therefore promotes and encourage self-employment in Kenya today.

3. The Potential Customers:

- The university community both students and members of staff.
- Visitors for the university community and those using conference facilities.
- People buying items displayed during exhibitions
- Tourists both foreign and local especially those visiting the campus and staying at ARC.
- Export overseas due to the increasing interest in African craft abroad.
- Others.

4. Unique features offered by the craft shop:

- We will be getting our items from original initiators. Items that are true to type and not imitations. In this sense quality will be maintained.
- The craft will be satisfactory and the customers will be able to get maximum utility such that their money will be the worth of the craft they purchase. Satisfying a customer gives him the heart to come back and bring along their friend too.
- Items will be personalised . This is a special service the craft shop will offer and it will be done on order or request example writing messages and names on the items depending on what the customer wants .

- Originality will be depicted in our craft. We will deal with items that are something original. The craft will maintain the African nature and style we are trying to bring out. Therefore we will sell items of authentic originality.

As a result we will not only be selling the craft but the idea as well.

- Items will be portable and convenient to carry along especially for visitors going abroad. This eases and lightens transportation, hence reducing transportation cost. And it also enables the customer to purchase as many as he would like to take than if they were heavy.
- Packing will be authentically ours and unique. It will be such that it's convenient to carry along. It also lessens suspicion like in the case of a somali sword packed up in a porch or folder.
- Adaptability of the item will be a special feature of our craft. It will be easily adaptable, portraying and bringing out more than one feature or information, example a craft of a masai with bow and arrow, it depicts the weapons used by the African community. The attire is also brought out.
- Lastly we will have a trade mark and logo that will be our sign of identification. This helps the customers in that they may not be cheated into buying something that is an imitation or not ours.

These are unique features and services because we will be doing something at heart and to the satisfaction of customers who come first as far as business is concerned. Because it's customers who maintain a business. The way you treat a customer either chases them away or brings them back. Because of the entrepreneur workshop students are willing to be fully involved and give the best results. Participation in what is happening/business gives better services and work.

5. The message will be brought out in a typical african background and it will be in the form of brochures, and posters. The message will be in a short paragraph consisting three sentences. A map of Africa and a masai child dressed in typical african will be at the background and by it reads.

Across Africa, North to South, East to West

A collection of special types of African traditional craft, that possess all the mystery and skills behind the African culture.

A craft shop that speaks for Africa.

Contact Kenya AFRO-CRAFT shop Njoro,

Telephone No.

Telex

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Any one interested in Africa and its culture, will be motivated by the message to find out more about what this craft shop is all about. It makes one eager and interested to have a glance of the craft from all across Africa.

Low Cost Marketing Tools to Use:

- Personal contacts
- Letters to friends and business associates
- Credit cards to people credit worthy: People with a good business reputation and people who can contain it.
- Flyers: These are papers/leaflets which will be thrown around in political rallies. These will give a brief overview of what the business is all about, its location and contact.
- Exhibits arranged by the women students. This will be in a room available at the university and it will be coupled with fashion shows.
- Posters stuck around especially during festivities and occasions.
- Window displays. This will be a kind of advertisement.
- Newspapers, magazines and newsflash.
- Dance troupes and plays.
- Providing tools where the customers wants it.

The reasons why we choose each of the following marketing methods are:

- (i) Since we are dealing with low cost methods, all of them will be relatively cheap.
- (ii) When you meet or communicate with people (friends and business associates) you are able to sell the business and the idea. Here you can tell them in detail what the business is about and hence you can get a rough estimation of how many people are interested in buying your product at the set price. It therefore helps you know your potential customers.
- (iii) Credit cards will encourage people who cannot carry with them liquid cash to be able to purchase an item when they want. It also helps maintain your customers.
- (iv) They will easy to distribute and have easy access to the people. This is in the case of flyers.
- (v) Posters and newspapers are read by so many people of all walks of life and they reach many people because we can have like ten people reading a particular poster/newspaper. Therefore more people get to know about it. Posters also attract people.
- (vi) Dance troupes promote the African culture. They give an illustration of the African culture and the African Art. and they are performed in a typical African environment and condition.
- (vii) Exhibitions start off with a big launching, here we will get contact with people who in deal in art and craft and we will also be able to get professional assistance and information.

APPENDIX E

RESOURCES IN THE CENTRE FOR WOMEN STUDIES AND GENDER ANALYSIS

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