

PD-ABF-594
ISN 81642

FINAL REPORT

Consortium for International Development/Women in Development

Career Development Project-Kenya

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November, 1992

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Acknowledgements

This publication 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.

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 Mullei, Office of Agriculture, USAID/Kenya, for her interest in the Centre for Women's Studies and Gender Analysis and her support of the CID/WID Career 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.

RATIONALE FOR THE PROJECT

A dearth of information exists on career development in African countries. According to Super (1985), detailed information on specific vocations is needed to help students and others in these countries with vocational decision making. Especially at risk may be young females who have few role models and limited mentoring opportunities to provide them with informal sources of information. A recent study of female undergraduates at Egerton University in Kenya found that female students had little or no knowledge regarding the jobs for which they were trained other than job title (Cook, Mwonya, & Lewis, 1991).

Super (1985) has identified the following factors that need to be considered when engaging in career counseling: 1) the patterns and determinants of career development in the particular culture, and 2) the nature of the labor market of the country in question. Career counseling will be an increasingly important issue in Kenya as the government places greater emphasis on higher education and a larger number of professional opportunities are available for women.

The field of agriculture is at the forefront in human resource development in Kenya because of the central role it plays in the country. According to the latest National Development Plan prepared by the Kenyan government (1989), future development will be based on the agricultural sector and this sector will play a significant role in creating new jobs. Agricultural universities thus have the challenge of training students for the changing demands of the workplace (Cook, Denney, & Mwonya, 1992). As a leading agricultural institution in Kenya, Egerton University can play a key leadership role by identifying training and development issues that need to be addressed and by providing appropriate educational and career development programs through which these needs can be met.

It is predicted that increased competition for jobs will take place for all the university-educated in Kenya during the current decade (Hughes & Mwiria, 1989). According to Fagerlind and Saha (1989):

...in less developed societies, we find that at least until recently, there was a direct relationship between years of schooling and occupational attainment. With educational expansion, however, this relationship is no longer a certain one, for the number of educated individuals has outstripped the abilities of the economies to absorb them....Thus unless the economic structures themselves were to expand, there would be little likelihood that aspirations [of all educated youth] could be fulfilled (p. 83).

Entrepreneurship has been suggested as one response to this employment situation (Gitobu & Gritzmacher, 1991). 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, thus contributing to the overall economy. Increasing opportunities for private sector participation among students entering the

workplace involves expanding their skills and knowledge related to small and medium-sized business operations in diverse fields. This is especially true for young female professionals who may have few role models or mentoring opportunities to provide them with informal sources of information. A labor study conducted by Egerton University (Ongondo, Sands, & Mwonya, 1989) found that 28.9% of professionals employed by the Kenyan Ministry of Agriculture were women, compared to 5.1% in the agricultural private sector. Educational materials related to small-business practices may not only be helpful to university students in their own careers, but will provide valuable information for them to share with the less educated as they work as resource persons in the public sector. For example, students who enter extension work with this knowledge will be in a better position to advise and assist village-level women interested in starting small-scale enterprises.

Creating greater career awareness among university female students is essential for producing a cadre of professionals able to sustain the goals of "women in development" in agriculture. Career advising and counseling will play an increasingly important role on university campuses as the Kenyan government places a greater emphasis on higher education and a larger number of professional opportunities are available for Kenyan women. University faculty will assume greater responsibility in the future for acquainting students with career options and preparing them for varied occupational roles. In order to engage in relevant and appropriate career development efforts, empirically-based information is needed. For example, little is known about faculty and student attitudes regarding women in entrepreneurial roles. Also, no information exists regarding the perceptions of faculty in Kenyan universities regarding their role in terms of career advising. This information can serve to guide university personnel in planning career development programs and activities.

In addition, training programs are needed that directly address the special issues of women related to private enterprise. In "Entrepreneurship Education in Kenya" edited by Julius B.M. Mburugu and John M. Thiongo (1991), the special needs of women are targeted:

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.

In summary, it can be concluded that the education of women is critical to the economic development of Kenya, that lack of relevant educational opportunities will have important implications for the future status of Kenyan women, and that female university students should be given the necessary skills to allow them to compete effectively in a changing job market.

DESCRIPTION OF EGERTON UNIVERSITY

Egerton University is located near Njoro, Kenya, in Nakuru District. It is about 120 miles northwest of Nairobi, on the Western rim of the Rift Valley. This history of this institution dates back to 1939 when land was donated to the Government of Kenya for the training of farmers and their sons and daughters. Since that time, Egerton University has played an important and expanding role in agricultural education, offering diplomas in a variety of agricultural fields.

Over the years, the institution has grown in size and diversity. In 1986, Egerton College was granted university status and accepted its first class of degree students. In 1986-87, approximately 1600 students attended Egerton. Each subsequent year has seen a dramatic increase in enrollment. This increase has been due to the increased emphasis that the Kenyan government has placed on higher education as well as the effects of the rapid population growth that the country is experiencing. Currently, about 7,000 students are among the Egerton University student population and approximately one quarter of them are women (1,800).

This rapid increase in student enrollment and program expansion is having numerous effects. Resources are stretched; many faculty are teaching on weekends and in the evenings; shortages of faculty and student housing exist; and a large influx of new faculty has occurred in an attempt to keep pace with student needs.

At the time the project was undertaken, Kenya was experiencing both economic and political strife. Egerton University closed unexpectedly for eight months during 1991-92, as a result of student riots precipitated by political circumstances. The university had just reopened at the time that Field Researcher 1 arrived (March, 1992) to commence work on Phase I of the CID/WID Career Development Project.

SCOPE OF WORK

SCOPE OF WORK: DEVELOPMENT AND IMPLEMENTATION OF A WORKSHOP MODULE WITH A FOCUS ON "WOMEN IN AGRICULTURE AS ENTREPRENEURS"

The scope of work prepared by Dr. Alicia Cook, Senior Technical Specialist, in collaboration with representatives from Egerton University, USAID/Kenya, and CID/WID, was divided into three phases. The first phase included the collection of relevant data in preparation for the workshop and the testing of career materials. An understanding of faculty attitudes and current career development activities were thought to be critical for the appropriate design and implementation of a career workshop and module. Phase two involved the planning of a workshop for women on private enterprise and the development of workshop materials and methods. The third

phase was the actual implementation of the workshop on "Women as Entrepreneurs." The duties associated with each stage are detailed below as they appeared in the official scope of work approved in October, 1991.

PHASE I: FACULTY SURVEY AND STUDENT EVALUATION OF CAREER DEVELOPMENT MATERIALS

The duties of *Field Researcher 1* will include collecting, analyzing, and interpreting survey data examining faculty attitudes regarding women as entrepreneurs. Questionnaires will be distributed to a random sample of Egerton University faculty. The questionnaires will focus on their attitudes toward career advising, their views regarding gender roles, preferences regarding career development activities at Egerton University, and anticipated utilization of the Centre for Women's Studies at Egerton University. Field Researcher 1 will introduce 2-3 female students to the fundamentals of survey research and give them the opportunity to participate in all aspects of Phase I of the project. These Kenyan students will assist in designing the portion of the survey related to the recently initiated Centre for Women's Studies. This approach will help strengthen the leadership abilities of selected female students with high potential, introduce them to applied research, and provide them with empirically-based information which they can utilize as student leaders. Students involved in the project will be those who were instrumental in the establishment of the Centre for Women's Studies, approved by the Vice-Chancellor of Egerton University in June, 1991. These students, with the assistance of Dr. Rose Mwonya, are currently planning activities for the first year of operation of the Centre and have the full support of the Egerton University administration. Office space has recently been allocated and a Faculty Advisory Committee has been organized.

A second aspect of Phase I will involve evaluation of career development materials (e.g., Egerton University Career Planning Guide for Women in Agriculture, Egerton University Placement Manual) produced during the 1988-89 CID/WID Project in Kenya. These materials have been placed in the Egerton University library, but have not been used in career development sessions. Furthermore, these materials have not been assessed with regard to their perceived usefulness by undergraduate female students. Since the second phase of the current project will involve the development of additional educational materials, it is imperative that they be appropriately targeted for their intended audience. Obtaining feedback on the materials produced earlier will facilitate the later stages of this project and increase the potential usefulness of project outcomes. This evaluation will occur in the context of a 2-3 hour Career Awareness Seminar which will be open to all third-year female students at Egerton. The seminar will be repeated on three separate occasions in order to increase participation and to keep groups small for more interaction. The seminars will focus on resume preparation, interviewing techniques, and job-seeking skills. They will also include preparing some experiential components in which students begin preparing their own resumes and practicing job interviews using role plays. Each seminar will conclude with a detailed student evaluation of the session and the materials used.

Specific outcomes of Phase I will be: (1) a report based on faculty responses which will include the results of the survey, discussion of the data obtained, and specific recommendations for the workshop to be implemented in Phase III as well as general suggestions for other future career development activities on the Egerton University campus; (2) a plan of action for the Centre of Women's Studies with regard to their role on campus and future activities, programs, and resource development in the area of careers and employment; (3) an evaluation report on the career development materials previously developed and recommendations for materials to be developed in Phase II of the current project. Copies of these outcomes will be provided to Egerton University, USAID/Kenya, CID/WID, and Research and Development/WID.

PHASE II: DEVELOPMENT OF WORKSHOP MODULE

Field Researcher 2 will be responsible for designing a workshop module focusing on "Women in Agriculture as Entrepreneurs." The completed module will include 3-5 informational booklets related to various aspects of small business start-up and management (for example, obtaining credit, developing a marketing plan). Each booklet will include background information, concrete guidelines, and an actual case study specific to Kenya for the purposes of illustration. Material for the case studies will be obtained from interviews with Kenyan women who have successfully started and operated agriculture-related businesses. Field Researcher 2 will also develop resource lists and bibliographies on topics relevant to individuals interested in private enterprise and business techniques and strategies.

The outcomes from Phase II of the project will be as follows: (1) a detailed outline for a workshop on "Women as Entrepreneurs in Agriculture" which can serve as a prototype; (2) the completion of 3-5 informational booklets on various aspects of small-business start-up and management; and (3) the development of resource lists and bibliographies which can be helpful to individuals interested in starting their own business. While all of the materials designed for the workshop module are intended for use with students at Egerton University, they will be equally appropriate for other populations and may be used in future outreach activities sponsored by the Division of Research and Extension at Egerton University. Copies of all project outcomes will be placed in the Centre for Women's Studies. A stated goal of the Centre is to act as an information and referral service for career and employment issues. Material and reports generated from the project will also be provided to additional offices at Egerton University, USAID/Kenya, CID/WID, and Research and Development/WID. Copies will be available to other universities in Africa interested in implementing a similar workshop.

PHASE III: WORKSHOP IMPLEMENTATION AND EVALUATION

The final phase of the project will involve the actual implementation and evaluation of the workshop on "Women in Agriculture as Entrepreneurs." Field Researcher 2 will use the materials prepared during Phase II for a 1-2 day workshop organized for 30 female students enrolled at Egerton University. The workshop will

also utilize resources and outcomes generated from an earlier CID/WID project (1988-89) at Egerton University. A major component of this project involved interviews with 35 professional women employed in agriculture. A small group of these women will serve as consultants for the proposed workshop and will participate in a panel discussion of each of their own experiences. Those self-employed in their own businesses may be further interviewed to obtain case study material for the informational booklets (completed in Phase II). Printed material from the 1983-89 CID/WID Project will also be integrated into the workshop as appropriate. Since a goal of the current project is the institutionalization of the career development process at Egerton University, selected faculty from relevant disciplines will be invited to attend the workshop. In some instances, faculty may be asked to participate by giving a formal presentation related to the workshop focus. Evaluations of the workshop will be requested from participants, and a summary of their responses will be included in the final technical report.

Outcomes for Phase III of the project include (1) 30 female students at Egerton University receiving training and exposure to issues concerning small business start-up and management; (2) an evaluation report on the effectiveness of the various components of the workshop and the materials used; and (3) the establishment of a plan of action for integrating the booklets and other materials produced by the project into teaching and/or advising activities of Egerton University faculty and staff.

PROJECT ACCOMPLISHMENTS

Provided in this section are the actual outcomes accomplished by the project personnel. All of the intended outcomes (as identified earlier in the scope of work) were accomplished. In addition, a number of secondary outcomes were achieved. The outcomes are organized by project phase.

PHASE I: FACULTY SURVEY AND STUDENT EVALUATION OF CAREER DEVELOPMENT MATERIALS

PHASE I PROJECT OUTCOMES:

OUTCOME I.1. Completion of a survey of faculty members at Egerton University assessing attitudes toward career advising, women as entrepreneurs, gender issues, and the function of the newly established Centre for Women Studies and Gender Analysis on the campus.

DISCUSSION:

Methodology. The survey instrument was designed to assess faculty attitudes and activities related to career advising, views regarding gender roles, women as

entrepreneurs, and job opportunities in private enterprise. Also included was a section regarding the role of the Centre for Women's Studies and Gender Analysis on campus. (A copy of the questionnaire is provided in Appendix A). The instrument was pilot tested on 17 faculty members at Egerton University. Based on their feedback, the questionnaire was revised by Field Researcher 1 (Martha Denney) and refined to make it more understandable and culturally appropriate.

Based on official Egerton University lists for March, 1991, 592 questionnaires were distributed to faculty. (The list indicated a total of 688 faculty members but 96 were on study leave at the time the study was undertaken.)

Questionnaires were distributed to faculty members via department heads. The plan for data collection was announced to department heads, by letter, prior to actual distribution. The department heads were asked to inform their faculty members that the questionnaires were to be distributed the following week and to elicit their cooperation. Each department head was given one large sealed envelope for each faculty member in his or her unit, with instructions on the front and the faculty questionnaire contained within. Also included in the envelope was a single sheet entitled "We Need Your Input" which was designed to provide Field Researcher 2 (Dr. Judy McKenna) with faculty input and interest in participating in Phases II and III of the project - the design and implementation of the Women as Entrepreneurs workshop. One large addressed return envelope was provided for each department.

Due to the sensitivity of many faculty to the issue of confidentiality of responses, no code numbers or other identifying information were placed on the questionnaires in order to assure each respondent's anonymity. Because the responses were anonymous, follow-up was limited to contact with department heads. Two weeks after the questionnaires were distributed, department heads were contacted by telephone and asked to return all questionnaires whether completed or not. A follow-up letter was also sent to all department heads with a similar request.

Description of the sample. Questionnaires were completed by 156 individuals, representing a 23% return rate. Females represent 15 percent of faculty, and constituted 17 percent of the respondents. Males represent 85 percent of the faculty and constituted 83 percent of the respondents. Responses rates were also well-balanced across the academic units. Approximately 92% of the respondents were Kenyan and they had been teaching at the university level for an average of 5.6 years. The mean age of the faculty who participated in the study was 35.1. As a group, they reported spending almost half (45.8%) of their time involved in teaching and 3.8% of their time in activities related to academic advising. Other major responsibilities included research (14.8%), university service such as committee work (9.7%), and administrative responsibilities (7.4%).

Findings - Faculty Members Perceptions of Their Own Career Advising. When asked if they had received any academic advising as undergraduate students, the faculty respondents were evenly divided in their responses. Seventy-seven (52%) replied "yes" and 71 (48%) answered "no." Of those that did receive academic advising, the majority rated it as "good" or "fair." Faculty identified several important influences on their careers which included teachers, friends, family, and professionals in the field. Most (74%) said that as students themselves they had "excellent" or "good" knowledge of the jobs available in their fields of study when graduating with

their undergraduate degrees or diplomas. This knowledge also existed after obtaining their post-graduate degrees: 39% described it as "excellent" while another 36% described it as "good". It should be noted that individuals who become university faculty are a highly select group and are not representative of other B.A., B.S., or B.Ed. students in their age cohort. However, their own experiences associated with career development may in fact influence the students they teach and advise.

Findings - Faculty Perceptions of Student Needs with Regard to Career Development. Faculty attitudes toward career advising are important since they will presumably affect the willingness of faculty members to engage in career advising with students and their interest in integrating career-related material into their classes. Over three-quarters of the sample agreed strongly (39.7%) or agreed somewhat (37.7%) that their faculty role included acquainting students with career opportunities. Ninety-one percent agreed strongly that graduates will face increased competition for jobs in the future, 89% agreed strongly that college and university students need assistance in identifying job possibilities, and 87% agreed strongly that students need assistance in the area of career choice and exploration. Many also felt that students need assistance with interviewing skills and preparing a cv/resume: 67.9% agreed strongly and 25.6% agreed somewhat. Eighty-three percent of faculty agreed strongly or agreed somewhat that they were aware of a wide range of career options in their areas of specialty. Only 16.5%, however, felt that they were knowledgeable about the career development material available on the Egerton University campus. The faculty seemed eager to learn about ways in which they could help students. In response to the statement "I am interested in receiving more information on how to help students prepare for jobs/careers," 77.3% of the faculty respondents strongly agreed and 16.2% agreed somewhat. When asked the best way for students to learn about jobs and career options, 62.7% of the faculty indicated career counseling as their first choice. The next best way was considered to be reading written materials on career opportunities (15.9%). When specifically asked what Egerton University should do to help students in the area of career development, the action favored by the most faculty was "offer seminars on the current job market" (32.9%) and "develop career literature" (31.8%). Also, inviting guest speakers to campus and into classes was considered to be the most effective approach by a substantial number of faculty (17.1%).

Findings - Specific Faculty Activities Related to Career Advising. Egerton University faculty see themselves as having an important role in helping students learn about careers. Table 1 shows the faculty responses when asked the extent to which they had been involved in the twelve listed career advising activities during the previous three years. The activities most frequently engaged in were the following: "I have read printed material on careers in my field" and "I have talked to students outside of class about their career ambitions." However, only about a third of the faculty had engaged in these activities "often." Approximately one fifth to one quarter of the sample had often informed a student of a good job opportunity, discussed career possibilities in their area of specialization with students, and advised students regarding post-graduate education. Equally enlightening is what faculty reported that they never or rarely did. At least a quarter of the respondents said they had never discussed career-related issues in their classes, had never read printed material on

Table 1
Career Advising Activities of Egerton University Faculty

During past three years:	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
	n (%)	n (%)	n (%)	n (%)
I have informed a student about a good job opportunity.	33 (21.7%)	20 (13.2%)	65 (42.8%)	33 (21.7%)
I have discussed career-related issues in my classes.	45 (29.8%)	34 (22.5%)	50 (33.1%)	22 (14.6%)
I have talked to students outside of class about their career ambitions.	28 (18.3%)	25 (16.3%)	52 (34.0%)	48 (31.4%)
I have invited guest speakers to my classes to talk with students about their work in the profession.	125 (82.2%)	15 (9.9%)	9 (5.9%)	3 (2.0%)
I have read printed material on careers in my field.	45 (31.0%)	18 (12.4%)	32 (22.1%)	50 (34.4%)
I have given students suggestions on interviewing for a job.	68 (45.9%)	34 (23.0%)	33 (22.3%)	13 (8.8%)
I have given students information on preparing a cv/resume.	80 (52.3%)	37 (24.2%)	22 (14.4%)	14 (9.2%)
I have discussed career possibilities in my field of specialization with students.	34 (22.4%)	24 (15.8%)	61 (40.1%)	33 (21.7%)
I have assisted students with making choices about fields of study or careers.	37 (24.5%)	44 (29.1%)	47 (31.1%)	23 (15.2%)
I have advised students regarding post-graduate education (e.g., where to go, how to apply...)	42 (27.8%)	24 (15.9%)	46 (30.5%)	39 (25.8%)
I have referred students to a person or office <u>on campus</u> to seek additional information pertaining to a career-related matter.	58 (38.2%)	38 (25.0%)	41 (27.0%)	14 (9.2%)
I have referred students to a person or office <u>off campus</u> to seek additional information pertaining to a career-related matter.	76 (51.4%)	31 (20.9%)	29 (19.6%)	10 (6.8%)

careers in their field, had never given students suggestions for interviewing for a job, had never assisted students in making choices about fields of study or careers, had never advised students about post-graduate education, and had never referred students to a person or office on campus to seek additional information relating to a career-related matter. Over half of the faculty surveyed reported never having given a student information on preparing a cv/resume and never referring students to a person or office off-campus to seek additional information pertaining to a career-related matter. Over 82% of the sample said they had never invited guest speakers to talk with students about their work in the profession.

Findings - Faculty Views Toward Careers in Private Enterprise. As Table 2 shows, the major of the faculty (83.2%) agreed strongly that increased involvement of professionals in the private sector is important for the future of Kenya, and 66.5% agreed strongly that it is important for students to be exposed to business knowledge as part of their education. However, only about half (56.4%) of the faculty respondents felt that graduates of Egerton have the necessary technical skills to start their own businesses, and only about a third (36.1%) thought that they had the necessary business skills. Over 89% of the faculty currently do not include any business or management education content in the courses that they teach; 8.1% (eleven of the respondents) say that they do. Perceived obstacles to incorporating relevant business and management education into the curriculum include the educational structure, constraints of time and space, lack of finances and other resources, lack of information, training, and personnel. Over 68% felt that very good job opportunities exist in private enterprise for graduates of Egerton University with adequate training, especially in the following areas: business/computers, economics/planning, agri-business, horticulture, food science, dairy technology, agronomy, crop production, and animal health.

Table 2 also indicates faculty views regarding women in entrepreneurial roles. The majority felt that there are as many opportunities for women as for men in the private sector (63.8%) and that the opportunities for Kenyan women in business are not limited (53.3%). The majority also did not think that women needed male assistance in order to succeed in business (58%) or that they needed to work through women's groups in order to get started in business (61.3%). While 41.3% felt that women have equal access to business information and credit, only 34.4% thought that young women have access to positive female role models who operate their own businesses.

Findings - Gender Roles. Seventeen questions related to gender roles were included on the survey instrument. A large number of these items have direct implications for women's work roles. As faculty work with female students, their attitudes and views can influence what types of information and subtle messages they are conveying regarding appropriate career aspirations. The majority of respondents agreed with the following statements: A woman's job should be just as important to her as encouraging her husband in his job (85.7%); a wife should be able to make long-range plans for her occupation just as her husband does (91.9%); an employed mother is able to establish just as warm and secure a relationship with her children as a mother who is not employed (72.9%); more day-care centres and nursery schools should be available for mothers who choose to work (83.3%); if both husband and wife are employed, they should both be willing to share household tasks (72.1%); a husband should be just as willing as a wife to stay home for work and care for sick children (79.2%); a husband should not be bothered if his wife makes more money than he does (79.4%); a husband should not be upset if his wife's job sometimes requires her to be away from home overnight (55.5%); and if both husband and wife are employed, he should be willing to move if she is offered a better job in another town (66.6%). The majority of the faculty who participated in the study also disagreed with the following statements: a wife should give up her job whenever it gets in the way of fulfilling her roles as mother and wife (24.2% disagreed strongly; 25.5% disagreed somewhat) and a mother of young children should work only if the family needs the money (26.9% disagree strongly; 25.6% disagree somewhat).

Table 2
Faculty Attitudes Towards Careers in Private Enterprise

	Strongly Disagree n (%)	Somewhat Disagree n (%)	Uncertain n (%)	Somewhat Agree n (%)	Strongly Agree n (%)
Increased involvement of professionals in the private sector is important for the future of Kenya.	-	1 (.6%)	5 (3.2%)	20 (12.9%)	129 (83.2%)
Very good career opportunities exist in private enterprise for graduates of Egerton University.	1 (.6%)	5 (3.2%)	43 (27.7%)	53 (34.2%)	53 (34.2%)
Graduates of Egerton University have the necessary technical skills to start their own businesses.	7 (4.5%)	22 (18.6%)	39 (25%)	58 (37.2%)	30 (19.2%)
Graduates of Egerton University have the necessary business skills to start their own businesses.	13 (8.4%)	35 (22.6%)	51 (32.9%)	45 (29.0%)	11 (7.1%)
It is important for students to be exposed to business knowledge as part of their education.	1 (.6%)	3 (1.9%)	6 (3.9%)	42 (27.1%)	103 (66.5%)
There are as many opportunities for women as for men in the private sector.	12 (7.7%)	18 (11.6%)	26 (16.8%)	54 (34.8%)	45 (29%)
Women are naturally talented in matters pertaining to business.	14 (9.1%)	21 (13.6%)	55 (35.7%)	42 (27.3%)	22 (14.3%)
Women have equal access to business information and credit.	20 (12.9%)	41 (26.5%)	30 (19.4%)	31 (20.0%)	33 (21.3%)
The opportunities for women in business are limited.	38 (24.7%)	44 (28.6%)	26 (16.7%)	33 (21.4%)	13 (8.4%)
Women need male assistance to succeed in business.	58 (37.4%)	32 (20.6%)	21 (13.5%)	28 (18.1%)	16 (10.3%)
Women need to work through women's groups in order to get started in business.	44 (28.4%)	51 (32.9%)	20 (12.9%)	32 (20.6%)	8 (5.2%)
Young women have access to positive female role models who operate their own businesses.	11 (7.1%)	35 (22.7%)	55 (35.7%)	37 (24.0%)	16 (10.4%)

Findings - Attitudes About Women's Programs at Egerton University. The majority of faculty felt that there was a need for a Women's Centre on campus (64.3%) and that Egerton University should strive to elevate greater numbers of women into leadership positions (72.3%). They also felt that interested and qualified men should also be given equal opportunities to work on women's programs (90.3%). Overwhelmingly, the faculty agreed that better decisions result when men and women participate in the process (92.2%) and that gender issues need to be addressed in order to conduct successful rural development programs (83.8%)

With regard to the newly-established Centre for Women's Studies and Gender Analysis at Egerton University, the respondents felt that the most important target audience for its programs were female students at Egerton (49.2%), followed by female faculty members (25.8%). Much lower in priority were community women (12.6%) and female staff (10.7%). When asked what area of research should receive special attention through the Centre for Women's Studies and Gender Analysis, faculty identified the areas of employment and career counseling, gender issues, and family planning/birth control. A similar question was also asked with regard to training programs and the responses were the same. Employment and career counseling were listed first by 46.7% of the group, followed by gender issues and family planning/birth control.

OUTCOME 1.2. Contributed to the library resources of the Center for Women's Studies and Gender Analysis in the area of employment and careers.

DISCUSSION:

Researcher 1 provided books and materials for the Women's Centre Library (see Appendix B for list). In addition, eight additional books and other materials were mailed to the Centre after the completion of the field work.

OUTCOME 1.3. Conducted two Career Awareness Seminars for 30 female Egerton University students to evaluate career materials developed by CID/WID during the 1989 Kenya Career Project.

DISCUSSION:

Background:

Two career awareness seminars were offered for women at Egerton University, through the Centre for Women's Studies and Gender Analysis. The seminars were designed to field-test materials that were developed in 1989 by the USAID funded Consortium for International Development/Women in Development (Kenya) project entitled "Integrating Gender Issues into Development Projects".

¹ Recommendations from the 1989 project included the need for the development of career planning, and curricula at the University that would provide training in the area of self-employment, as well as more information about what employers look for when hiring.

¹. Recommendations made by Martha Denney and Rose Mwonya, USAID, R&D/WID , Grant #PDC-011-A-7077-00, entitled "Integrating Gender Issues into Development Projects", 1989.

The 1989 project materials introduced to the women at the seminars were: "Profiles: Kenyan Professional Women in Agriculture", "Egerton University Career Planning Guide" and the "Egerton University Job Placement Manual: Employee Address Lists". (Materials mentioned here can be obtained via the Consortium for International Development, Tucson, Arizona.)

Planning:

The career seminars were planned in conjunction with the Egerton University Women's Association, an association of women students who were also instrumental in the establishment of the Centre for Women's Studies and Gender Analysis. The women organized to provide opportunities for "female student development" and "enhanced participation" (of women students). Several members, including Elizabeth Adongo, President, acted as student facilitators for the seminars, held April 22 and 29, 1992. They were filled to capacity. A third seminar was scheduled for May 7, but unexpectedly conflicted with another campus event and had to be canceled at the last minute.

Twenty-eight women attended the seminars. The programs were offered in the evenings at the Centre for Women's Studies and Gender Analysis because the students indicated that they were generally unavailable on the weekends. The seminars were scheduled from 8:30 to 11:00 p.m. because many of the women students had night classes that did not end until 8:30. Some women were unable to attend because of classes that continued past 9:00 p.m.

Women students were invited to participate in the seminars through several means. At the general meeting of the Egerton University Women's Association students were informed of the seminar dates, and were invited to attend. Signs were also posted in the women's residence halls, and Women's Association members told their peers in the residence halls about the meetings. Women who were unable to attend the seminars were invited to consult with Field Researcher 1 individually for a critique of their resume and to discuss job-hunting strategies. Copies of the seminar handouts were left in the Centre for students who were unable to attend.

Venue:

The conference room at the Women's Centre was the venue for the seminars. It provided privacy, and a comfortable place for the women to come, but it was crowded and made break-outs into small groups very difficult. A larger room that could have still provided privacy, to encourage open discussion and sharing, would have been preferable.

Program:

Each seminar had approximately 14 participants, and lasted two-and-a-half hours (see Appendix C: Career Seminar Agenda). The seminar began with approximately 15 minutes of introduction to the presenter(s) and the stages of a career search (see Appendix D). After that the participants were asked to introduce themselves and to talk about what they wanted to study at the university, what they are actually studying, and how they felt about it.

Discussion of the women's attitudes toward their field of study was thought to be important because in Kenya, students compete for slots at the national universities on the basis of their scores on comprehensive national exams at the end of secondary school, and on the basis of their expression of interest on the university application. For example, it is not unusual for students who have studied science in secondary school to ask to be placed in dentistry, but to be placed in agriculture instead. Agriculture is considered less competitive than dentistry. In some instances students feel they have been placed in a lower status profession, and in other instances they are not necessarily interested in their field of study, but they must continue in that field if they wish to get a university degree.

The introductions allowed students to express their level of interest in their field, and opened

the subject of creative job searches. They seemed eager to talk about it, and even surprised that anyone else was aware of their concerns about studying fields that were, in some cases, marginally interesting to them.

Following the introductions and debriefing, students were asked to complete the Values Survey, including the sentence completion exercises (see Appendix E). Volunteers were asked to share their sentences, and to say a little about how what they had learned from completing the exercise. The students seemed interested in the process, but skeptical of the notion that they could actually target what they wanted, and not just take whatever came along. This is probably the result of the extremely tight job market in Kenya.

Resumes were then discussed, and the types of "cv's" (curriculum vitae is the term commonly used in Kenya, even though the form is actually closer to a resume) were explained. Participants in the seminar had the opportunity to jot down their credentials and experiences on the resume worksheet (see Appendices F and G). It would have been very useful to have more time for students to actually draft an entire resume. The worksheet allows space for personal information which would definitely not be appropriate in the United States, but seems to be expected and necessary in Kenya. The resume worksheet seemed to be helpful, and in several instances the Field Researcher critiqued draft resumes done after the seminar. They were quite comprehensive, and the material seemed to be very useful.

The schedule was quite crowded; it would have been desirable to have the time to offer a half-day or full-day seminar, or a series of short seminars, to provide more opportunities for the participants to actually complete their resume worksheets, to critique each other's resumes and to develop personal career action plans.

Following discussions of resumes, the participants were engaged in a discussion about job interviews. Appropriate dress and behavior were addressed, as was how to gain useful experience to enhance the chance of getting an interview. The women paired up and asked each other questions from the "Fifty Questions" sheet (see Appendix H). The interaction was quite lively, and seemed to stimulate a lot of ideas. The seminar closed with some discussion of the development of a personal action plan.

It became clear during the seminars that the participants did not feel that they knew enough about the range of employment possibilities for jobs that they would be qualified to take, or what job trends are in Kenya's future. The need for more exposure to career possibilities and discussion of career issues in the classroom seems apparent. Career counseling and placement services are needed at the Centre for Women's Studies and Gender Analysis. The university counselor doubled as an employment counselor in the past, but there are currently no provisions to provide job placement or career counseling for students on an on-going basis. The women are clearly very concerned about securing employment upon graduation.

Self-employment, the Kenyan government's response to concerns about jobs for university graduates, was discussed at the seminars. The students were encouraged to become involved in the Egerton University Women's Association proposal for a small-enterprise development project, and to attend the workshop on self-employment that would be offered by Field Researcher 2.

Materials/Resources:

Participants were given copies of the Profiles: Kenyan Professional Women in Agriculture booklet to read. They were also introduced to the materials that had been placed in the resource room as a part of the project. (See Appendix B). Each participant was given a copy of the "Values Survey", the "Resume Worksheet" and "Action Verb List", and the "Fifty Questions Most Frequently Asked" handout (as mentioned above). They were referred to the library for copies of the Career Planning Guide and the Job Placement Manual.

Evaluation:

Evaluations were handed to participants after the seminars. Fifteen evaluations were collected. Formal evaluations and verbal de-briefings with participants yielded some information that is instructive for planning future career seminars. (See Appendix I: Career Seminar Evaluation).

The evaluations were quite positive, with helpful suggestions for future programs. The content of the career materials seemed very appropriate, based on both the written evaluations and the verbal feedback solicited from the participants as the seminars were actually held. The materials were culturally appropriate, even though more research would be beneficial, particularly in the area of job interviews. The seminars were clearly too short to cover the materials that could be most useful to the students, and because there is no one charged with the responsibility for career counseling at Egerton, it is unlikely the students will receive much assistance in skills development for job searches unless it is undertaken by the Centre for Women's Studies and Gender Analysis.

In addition to attending the seminars, a number of students visited the Centre independently after each seminar to read the Egerton University career materials, and to discuss their resumes with Field Researcher 1. The feedback received in all instances indicated that the materials were helpful and appropriate, and much appreciated.

The students voiced their frustration at not knowing the breadth of careers that could be undertaken with the degrees they were seeking. They appeared to know only the traditional, government-hire possibilities. Familiarization with job possibilities within a field of study was attempted in the career guide, but it clearly requires much discussion and exposure over time. The students are keenly interested in what their peers in other countries do with degrees like the ones they are seeking.

A seminar on "Building a Job" would be very appropriate for these women. They appeared not to have been challenged to think creatively about jobs and building careers, in spite of their job anxiety. Discussions about volunteering, internships and practica generated some lively discussion, and one student reported back after several days, quite excited, that she had managed to secure a position as an assistant on a research project. Her motivation was prompted by the seminar.

The Egerton University Women's Association, a women's group for students, approached the administration about the possibility of instituting a work-study program at the University to assist both in income generation and skill-building for students. The administration has been considering the possibility, independent of the women's request.

As articulated in the 1989 CID/WID project also funded by USAID, and mentioned earlier, students being assigned to a major at the University in a field outside of their area of interest continues to surface as a problem. Several students were clear that they disliked their program, and wanted to do anything else but work associated with their major after they graduated. Their trepidation at entering the job market was visible. Others indicated that they were placed in fields they did not want, but had become interested and motivated enough to find employment within that area. Still others had chosen their fields, and felt quite happy with them. The most enthusiastic and optimistic students were those who felt they had some say in their choice of a field of study. The area of placement and transfers of students is one that deserves continued attention.

OUTCOME 1.4. Contributed to the organization of the Centre for Women's Studies and Gender Analysis.

DISCUSSION:

Considerable time was spent in program planning and priority setting with the Faculty

Advisory Committee and the Egerton University Women's Association. In addition, the official launching of the Centre for Women's Studies and Gender Analysis occurred during the project. Martha Denney was group facilitator for the organizing committee for the Centre for Women's Studies and Gender Analysis and worked with them on articulating and prioritizing their goals for the Centre. This resulted in a document (see Appendix J) that outlined target audiences, programs and goals for the Centre. She also assisted in the planning and execution of the dedication ceremony for the Centre.

OUTCOME 1.5. *Assisted the Egerton University Women's Association in surveying women students about their needs and their perceptions of problems on campus.*

DISCUSSION:

A questionnaire was developed based on the concerns voiced by the students in several exploratory meetings, and it was made available to all women students in the residence halls. Approximately 176 questionnaires were returned.

Preliminary results were provided to the Egerton University Women's Association and they were used as the basis for discussions at an all-university women's tea and meeting with the University administrators. A copy of the instrument is provided in Appendix K.

Description of the Sample. Participants in the study were first (31.3%), second (40.5%), and third-year (28.2%) female students attending Egerton University. Their mean age was 22, and all but 12.1% were single. Sixty-eight percent were on the three-year system, with almost a third in the 8-4-4 system. A large majority of the students (85.5%) were from the Njoro campus with the remainder from the Laikipia campus. In terms of background, slightly more of the students came from urban areas (55.9%) as compared with rural areas (43.4%). Nearly four-fifths of the sample (79%) had no children. For the group with children, the mean number was 1.8, with a range from 1 to 5. Three-quarters of the children were below the age of seven.

Findings. Slightly over half (55%) of the students did not feel that they had adequate access to birth control and family planning information. When asked if they had used the Egerton Dispensary for birth control or family planning advice, 82.4% of the total sample replied no, with the main reason given as no need for contraception information followed by no knowledge of the services available. Approximately 11% of the students said they had become pregnant while a student at Egerton but only two students used the Egerton University dispensary for prenatal care, delivery, or antenatal care.

When asked about participation in AIDS education programs, 62.9% said they had never attended one, while 28.1% said they had attended 1-3 times. When asked what services would be most important to have on campus to assist female students in completing their studies, the students ranked "counseling services for women's problems" first, followed by sex education and confidential birth control information and assistance. In the "other" category, students added a variety of services they desired on campus including the following: women's savings and credit facilities to loan female students money, career counseling, economic advancement services, Christian associations, more security in the dormitories (especially on weekends), services to reduce and monitor sexual harassment on campus.

The survey also gave the students an opportunity to indicate ways in which they had been harassed by a male while a student at Egerton University: 55.1% reported verbal abuse or heckling, 60.1% mentioned slanderous statements, 33.5% said that they had experienced unwanted physical contact, 63.9% had received physical or verbal abuse from an intoxicated male, 2.6% had been raped by a stranger, 3.8% had been raped by someone they knew, 29.5% had experienced "tuning" (sexual advances) by a lecturer or staff member, 85.4% reported that men had come into their dormitory room without permission, 30.4% had encountered male lecturers or staff in the women's dormitories, 43.2% reported that they had been unable to go to

their own dormitory room at times because of the presence of their roommate's boyfriend. Approximately 65% the students who participated in the survey also knew of others who had experienced at least one of these forms of harassment.

Nearly four-fifths of the female students (78.9%) indicated an interest in participating in physical activities at Egerton (e.g., sports, fitness programs), mostly in order to keep fit. Slightly over two-thirds (69.8%) stay on campus during the weekends. When asked to describe their feelings during their first year at Egerton, most responded with very positive adjectives (i.e., happy, excited) although a significant number also reported feeling lonely.

When asked about participation in strikes, 28.3% indicated that they had participated in at least one strike, often through passive actions. A higher percentage (42%) had heard about an impending strike before it happened.

When asked if they had considered joining the Egerton University Women's Association, 55% said yes, indicating a desire for self-improvement or empowerment. Nearly a quarter (24.6%) had no knowledge of its existence, and 10.7% said they did not know the objectives of the organization. Only a small number of students (8.2%) were simply not interested or felt they were too busy. Also, a few (4.9%) felt that they did not fit in with the membership or the purpose of the group.

OUTCOME 1.6. Researcher 1 assisted the Egerton University Women's Association in identifying and outlining issues the students wished to address in an orientation tea for women students.

DISCUSSION:

Members of the Association felt it was imperative that some orientation be provided for women students to inform them about the Centre for Women's Studies and Gender Analysis, and to provide information that would assist new women students in making healthy adjustments to campus life. Researcher 1 assisted the Egerton University Women's Association in outlining their goals and organization, and in conceptualizing some small-scale enterprise development projects that they could undertake on campus to provide experiential learning opportunities for women students.

OUTCOME 1.7. Field Researcher 1 successfully coordinated with Field Researcher 2, thereby making efficient use of time and resources.

DISCUSSION:

Field Researcher 1 spent several days in orientation and discussion with Field Researcher 2. Activities included introductions to key individuals both on and off campus. Contacts made during the execution of Phase I of the project and those made during the 1989 Career Development Project proved very useful for Field Researcher 2 in the planning and execution of the Entrepreneurship Workshop. Off-campus contacts included the International Labour Organization/Kenya Technical Teacher's College Entrepreneurship Director, Julius "Brown" Mburugu and his assistant Anthony S. Getambu; Camille Alier of the U.S. Educational Counseling Centre and the Kenya Business and Professional Women's Organization; and Annamaria Watrin of the USAID/Nairobi Private Enterprise Programme.

Results of the faculty survey were also shared with Field Researcher 2. Of special importance were the responses by 50 faculty to the "We Need Your Input" sheet. These faculty offered useful suggestions for the entrepreneurship workshop and either suggested colleagues for participation or volunteered themselves.

PHASE II. DEVELOPMENT OF WORKSHOP MODULE ON "WOMEN IN AGRICULTURE AS ENTREPRENEURS"

PHASE II PROJECT OUTCOMES:

OUTCOME II.1. *Designed a workshop on "Women as Entrepreneurs" which can serve as a prototype for other universities in East Africa.*

DISCUSSION:

Goals. The stated and unstated goals of the workshop 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.

An outline of the workshop is as follows:

Workshop Agenda

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

OUTCOME II.2. Completed three publications that can be incorporated into workshops on "Women as Entrepreneurs".

DISCUSSION:

Descriptions of the these publications are provided below.

The first publication entitled 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 (during Phase III of the project) and later revised for the Guidebook. One thousand copies of the Guidebook were printed and will be available at the Centre for Women's Studies and Gender Analysis for continued workshops and can be shared with others interested in presenting similar workshops. A 106-page Guidebook, written during Phase II of the project, was pilot tested at the workshop. It will be available to accompany future workshops. The Guidebook can also be used as a self-taught project. One thousand copies have been placed in the Women's Centre to be used with on-going training programs.

The second publication included a variety of entrepreneurship resources. Entitled Entrepreneurship An Introduction to Starting Your Own Business. Resources Available in Kenya, it describes in detail various projects that offer help in the area of small business support and generation. It also includes all the publications available in the Women Centre library and publications about entrepreneurship available at the Kenya Technical Teachers College library. One hundred copies were 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 Guide for Trainers. One hundred fifty copies will be available at the Women's Centre.

OUTCOME II.3. Developed resource lists and bibliographies on private enterprise and business techniques and strategies.

DISCUSSION:

Numerous books and other publications were placed the Women's Centre library to be available to students and faculty interested in furthering their knowledge of entrepreneurship. A list of these resources can be found in Appendix L. A stated goal of the Centre is to serve as an information and referral service for career, employment and entrepreneurship issues.

PHASE III: WORKSHOP IMPLEMENTATION AND EVALUATION

PHASE III PROJECT OUTCOMES:

OUTCOME III.1. A workshop for thirty Egerton women students, three University of Nairobi women students, four faculty members, and two guests (Maria Mullei, USAID/Kenya, and Kitty Hempstone, wife of the U.S. Ambassador to Kenya) was held at the Island Camp at Lake Baringo, Kenya.

DISCUSSION:

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 Dr. Rose Mwonya. The student advisory committee helped design a student application form (see Appendix M) 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. They were considered according to their interest in starting a business or prior experience with business. In addition, students were selected from a variety of majors and education levels at Egerton. 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. Secondly, they agreed to commit 40 hours to an entrepreneurship project coordinated through the Women's 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 students enriched the experiences of the Egerton students and there is interest in continued cross fertilization of business ideas.

Real-life examples were used to illustrate the content presented in the workshop. 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.

Women students benefitted from interaction with role models and several women entrepreneurs were identified and interviewed about their entrepreneurial experiences. Prisca Kandie in Kabarnett 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 participated as resource people for the student workshop.

As part of the workshop, 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.

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.

OUTCOME III.2. An evaluation of the workshop was conducted.

DISCUSSION:

Several aspects to the workshop led to its overwhelming success. First, conducting the workshop away from campus allowed for total immersion in the workshop experience with few distractions. Field Researcher 2 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 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.

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 evaluations in Appendix N summarize the student reactions to the workshop information. More than 90% said definitely they would use tools acquired through the workshop 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 were definite that they would use most of 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.

The students could add comments if they chose. Following are a few of their statements:

"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."

OUTCOME III.3. Egerton University faculty and administrators were introduced to entrepreneurship education ideas at a seminar held at the Lake Nakuru Lodge.

DISCUSSION:

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.

OUTCOME III.4. Five programs on effectiveness in business were presented to students. The programs were presented at the Centre for Women's Studies and Gender Analysis and became part of the package to promote the educational offerings of the Centre. The programs focused on personal effectiveness and appreciation of working with other people with a specific emphasis on developing talents for small businesses.

DISCUSSION:

As agreed, the students participated in a program on personal effectiveness one week before the three-day workshop. The students were enthusiastic, involved and committed to learning.

OUTCOME III.5. Field Researcher 2 (Dr. Judy McKenna) arranged for several of the activities associated with Phase III to be videotaped including the launching of the Women Centre, the entrepreneurship workshop, the seminar for faculty, students and administrators. The planned outcome will be the production of a video document of the project.

OUTCOME III.6. Designed follow-up workshop activities and established mechanisms and action plans to facilitate the integration of the workshop materials and exercises into teaching and advising functions on the Egerton University campus.

DISCUSSION:

Examples of these activities and mechanisms are as follows:

1. As previously mentioned, marketing plans were generated by each group of students during the workshops. 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, develop business plans and carry through with their projects or the parts they find viable.

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 Dr. 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 spend time with the students sharing her expertise about crafts, quality and uniqueness.

OUTCOME III.7. Establishment of a plan of action for integrating booklets and other materials produced by the project into teaching/advising activities of Egerton University faculty and staff.

DISCUSSION:

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 Centre for Women's Studies and Gender Analysis. The exercise offered an environment where male and female faculty, students and administrators could openly discuss their ideas for the Women's 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.

RECOMMENDATIONS FOR FURTHER ACTION

RECOMMENDATIONS FROM PHASE I:

These recommendations represent findings from the research, and insights and knowledge gleaned from working with the Egerton University Women's Association, the Centre for Women's Studies and Gender Analysis steering committee and in conversations with faculty, staff, administrators and students about their visions for the Centre for Women's Studies at Egerton University.

A. EGERTON UNIVERSITY:

I. Recommendations related to career/employment issues:

1. Hire a career counselor to design and implement a career/employment program through the Centre for Women's Studies and Gender Analysis.
2. Offer career counseling programs at the Centre for Women's Studies on a regular basis. Lengthen the time available for seminars or workshops, or offer a series of classes, that would introduce women to the full range of skills necessary for a systematic career search.
3. Assist faculty members in incorporating career exploration units into their curricula and securing guest speakers to talk about working in a profession.
4. Work with appropriate Kenyan government ministries to get realistic workforce projections for future manpower needs in Kenya, so students can monitor career opportunities as they evolve.
5. Arrange for field placements and mentors in various professional areas. Provide female role models for women students to assist them in broadening their understanding of opportunities open to them.
6. Explore ways to improve the effectiveness of career advising activities of faculty.
7. Continue to build the resources and opportunities available to women through the Centre for Women's Studies and Gender Analysis. This should include library resources, seminars and workshops, field trips, and other career-related programming, as well as a trained career counselor.
8. Examine the method of placement of students in the University system, to provide opportunities to match interest with ability.
9. Explore options for using the educational system more creatively and with less rigidity to meet the real needs of students in preparing them for careers after graduation.
10. Again, as articulated in the 1989 study, survey employers to determine the characteristics and behaviors they look for when hiring employees. Prepare a more detailed guidebook for women to assist in preparing them for job interviews.
11. Develop more extensive experiential programs to build student's occupational competencies within curricular goals; this would complement Egerton's tradition of producing very well-trained and practiced students in agricultural fields. This might include student-developed field attachments, workstudy opportunities on-campus, mentoring or "shadowing" programs, opportunities for volunteerism, field trips, career fairs, etc.
12. Because of the extremely tight job-market in Kenya, continue to work on the training of faculty, staff and students in the area of self-employment and job creation. Incorporate appropriate area-specific business and management skills into all fields of study.
13. Develop within the University opportunities for students to practice their business and entrepreneurial skills.
14. To support efforts toward self-employment, design curriculum and teaching modules that build skills of self-reliance, creativity and divergent-thinking (all necessary for successful enterprises) into the programs at Egerton University.

15. Assist faculty in identifying relevant business-related content in their fields.
16. Identify constraints faculty face when attempting to integrate business-related skills into the classroom.
17. Strengthen the curriculum at Egerton by incorporating business, management and entrepreneurship education into existing programs in a systematic way.

Recommendations related to creating a campus environment that contributes to the safety, health, and well-being of women students thereby enhancing the opportunities for academic learning.

1. Promote and strengthen programs for women students. Strong needs exist in the following areas:

- Orientation of women students to the campus environment
- Building a respectful environment for women
- Counseling for women's special needs, including the hiring of an adequate number of trained counselors.
- Relationship training
- Health and Wellness, including opportunities for women to participate in fitness programs, safety and first aid training, AIDS education for all students, and reproductive education and health.
- Family Planning/Family Life Education, including easier access to family life education and counseling.
- Leadership education for women, with opportunities to practice leadership on campus.
- Develop programs on campus security for women, particularly in the residence halls, and develop a protocol for the sensitive handling of sexual assault cases.
- Develop residence hall programming, using students as leaders.
- Development of exchange opportunities for faculty and staff between Egerton and other universities that have similar issues and interests.
- Encourage the development of a code of ethics for the faculty staff and students via the Senate to provide a baseline against which accusations of misconduct (particularly that directed toward women) could be heard. This is very important for movement toward addressing the sexual harassment of female faculty, staff and students.
- Training campus staff, particularly those in the Health Services, in confidentiality. Develop with the administration appropriate sanctions for violation of confidentiality codes.
- Evaluate the selection process and role of the hall wardens, particularly as it pertains to women.

- Provide training in gender issues for Egerton University faculty, staff and administrators.
- Encourage gender-based research projects; assist faculty in the development of proposals that would contribute to the body of knowledge on gender issues in Kenya.
- Explore ways to introduce gender-neutral language into Egerton documents.

PHASE II and 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's 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. Some male faculty and administrators appear 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.

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.

SUMMARY AND CONCLUSIONS

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.

Female students 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 were committed to follow through with their entrepreneurship projects. They are receptive and deserving of continued programs, workshops and seminars. 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.

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.

Faculty at the Women's Centre have the necessary training and expertise to extend basic 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 with motivated faculty and students, and the Women's Centre can facilitate learning through workshops and short courses.

COLLABORATIVE LINKAGES

Periodic progress reports were made to Dr. Juma Lugogo (Deputy Vice Chancellor for Research and Extension) and to Dr. Chris Onyongo (Deputy Vice-Chancellor for Academic Affairs) at Egerton University as well as to USAID/Kenya officials (Maria Mullei, Office of Agriculture, and Carole Steele, Women in Development Officer) and Dr. Helen Henderson, CID/WID Project Director. Preliminary project reports were also left with Dr. Rose Mwonya, Kenyan collaborator on the project, prior to the departure of Researchers 1 and 2.

KEY CONTACTS

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APPENDIX A
FACULTY SURVEY

EGERTON



UNIVERSITY

April 9, 1992

Dear Egerton University Faculty/Staff Member:


We are trying to learn more about the career development opportunities for students at Egerton University. You are one of the faculty and staff members being asked to give input. Your opinions are important, so please take a few minutes to complete and return the enclosed questionnaire. Do not write your name on the questionnaire; your responses will remain completely anonymous.

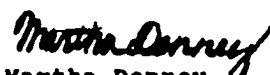
The information we get from this project will provide baseline data that will assist us in designing more appropriate career training opportunities for students, and for planning future activities of the newly established Centre for Women's Studies and Gender Analysis.

Please send the completed questionnaire back to your department head, who will return them to us. If for any reason you cannot participate, please return the unused questionnaire to your department head. It is important that you answer each question on the questionnaire. We are interested in your perceptions about the issues addressed; there are no right or wrong answers.

Some of the questions are directed at faculty members who have regular contact with students. If you do not have direct contact with students at this time, please answer as many of the questions as you can. If you have questions, you may call us at the Centre for Women's Studies and Gender Analysis, Extension 3136. Thank you for your help.

Sincerely,


Dr. Rose Mwonya
Department of Home Economics
and Acting Director, Centre
for Women's Studies and Gender
Analysis


Martha Denney
USAID/Kenya Career
Development Project,
Consortium for International
Development (Colorado State)

Please return this questionnaire to your department head, who will place them in an unmarked envelope. The department head will see that they are returned to Dr. Rose Mwonya in Home Economics. Thank you!

QUESTIONNAIRE FROM THE CENTRE FOR WOMEN'S STUDIES, EGERTON UNIVERSITY
ON CAREER DEVELOPMENT, PRIVATE ENTERPRISE,
WOMEN AS ENTREPRENEURS AND GENDER ROLES.

Your Gender: Male: Female:

Your Faculty: Agriculture Arts/Social Sciences
(tick one) Sciences Education and Human Resources
 Administration (DVC/AA, DVC/R&E, DVC/A&F)

Department: _____

Position (tick the one box that represents your primary responsibilities at this time):

Professor Teaching Assistant
 Assistant Professor Administrator
 Senior Lecturer Other: Please specify: _____
 Lecturer
 Assistant Lecturer

Nationality: Kenyan / Other (Please specify): _____

Year you began as an Egerton College/Univ. Faculty Member: _____

Total number of years of College/University Teaching: _____

Do you currently have responsibilities for teaching? Yes / No

Highest Degree Earned: _____ Your Age Now: _____

Have you ever been a student at a College/University outside of Kenya? (tick one) :

YES / NO

If yes, please name the country and total, cumulative length of time you have spent in that country (eg. USA-26 mo., UK-12 mo., Nigeria-6 mo.)

Country Total Length of Time Spent There (in months)

In terms of percentages, how much of your professional time is currently spent on the following activities? (Percentages should total 100%).

_____ % Teaching
_____ % Research
_____ % Service to University (e.g., departmental committees)
_____ % Extension Outreach Programs
_____ % Academic Advising
_____ % Consultation Outside the University
_____ % Administrative Responsibilities
_____ % Other (please specify): _____

100 % TOTAL TIME

Comments:

Career Development:

1. Did you receive any advising in career development as an undergraduate student? (tick one):

a. YES / NO

b. If yes, please rate the amount of career advising you received?
 Too much Just right Not enough; I wanted more.

2. How would you rate the career advising you received as an undergraduate student? (Tick one):

Excellent

Good

Fair

Poor

Not applicable; I did not receive any at all.

3. The one most important influence on my own career, other than my National Exam Score or the Career Booklet for secondary schools, was:

Teachers

Friends

Family

Professionals in the Field

Others (please specify): _____

4. When I graduated with my B.S./B.A./B.Ed. degree or diploma, my knowledge of the type of jobs I could do in my field was:

Excellent

Good

Fair

Poor

I did not have any ideas at all.

5. When I graduated with my post-graduate degree, my knowledge of the type of jobs I could do in my field was:

Excellent

Good

Fair

Poor

I did not have any ideas at all.

Not applicable; I do not have a post-graduate degree.

6. Please rank the best ways, in your opinion, for a student to learn about jobs and career options (1 = best, 2 = second best, etc. through 6...do not use any number more than once).

_____ Career Counseling

_____ Discussion with Family Members

_____ Discussion with Friends

_____ Role Models/Guest Speakers

_____ Written Material on Career Opportunities (eg. Career Booklet)

_____ Other (please specify): _____

7. What role(s) do you feel Egerton University should play in the area of career development for students? Please rank the choices 1 through 6; 1 = best, 2 = second best, etc. through 6...do not use any number more than once.

_____ Invite Guest Speakers to Campus and into Classes

_____ Develop Career Literature

_____ Offer Seminars on the Current Job Market

_____ Organize a Career Day on Campus

_____ Speak to Secondary School Students

_____ Other (please specify): _____

Career Development, continued:

Please circle the response that best describes your attitudes and actions related to careers for graduates of Egerton University. If you do not teach classes, mark NEVER for those questions that do not apply.

WAYS IN WHICH YOU HAVE BEEN INVOLVED DURING THE PAST THREE YEARS:

	Never	Rarely	Sometimes	Often
1. I have informed a student about a good job opportunity.	1	2	3	4
2. I have discussed career-related issues in my classes.	1	2	3	4
3. I have talked to students outside of class about their career ambitions.	1	2	3	4
4. I have invited guest speakers to my classes to talk with students about their work in the profession.	1	2	3	4
5. I have read printed material on careers in my field (specify):	1	2	3	4
<hr/>				
6. I have given students suggestions on interviewing for a job.	1	2	3	4
7. I have given students information on preparing a cv/resume.	1	2	3	4
8. I have discussed career possibilities in my field of specialization with students.	1	2	3	4
9. I have assisted students with making choices about fields of study or careers.	1	2	3	4
10. I have advised students regarding post-graduate education (e.g., where to go, how to apply, etc.)	1	2	3	4
11. I have referred students to a person or office <u>on campus</u> to seek additional information pertaining to a career-related matter.	1	2	3	4
12. I have referred students to a person or office <u>off campus</u> to seek additional information pertaining to a career-related matter.	1	2	3	4

Additional Comments:

YOUR VIEWS ON CAREER DEVELOPMENT:

	Strongly Disagree	Disagree Somewhat	Uncertain	Somewhat Agree	Strongly Agree
1. My role as a university employee includes acquainting students with career opportunities.	1	2	3	4	5
2. I am aware of a wide range of career options in my area of specialty.	1	2	3	4	5
3. I am knowledgeable about the career development material available on the Egerton University campus.	1	2	3	4	5
4. I am interested in receiving more information on how to help students prepare for jobs/careers.	1	2	3	4	5
5. College/University students need assistance in the area of career choice and exploration.	1	2	3	4	5
6. College/University students need assistance in identifying job possibilities.	1	2	3	4	5
7. College/University students need assistance in identifying self-employment possibilities.	1	2	3	4	5
8. College/University students need to make personal contacts with influential people in order to get a good job.	1	2	3	4	5
9. College/University students need assistance in developing interviewing skills and preparing a cv/resume.	1	2	3	4	5
10. Graduates will face increased competition for jobs in the future.	1	2	3	4	5
<u>Additional Comments:</u>					

PRIVATE ENTERPRISE:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. Increased involvement of professionals in the private sector is important for the future of Kenya.	1	2	3	4	5
2. Very good career opportunities exist in private enterprise for graduates of Egerton University.	1	2	3	4	5
3. Graduates of Egerton University have the necessary technical skills to start their own businesses.	1	2	3	4	5
4. Graduates of Egerton University have the necessary business skills to start their own businesses.	1	2	3	4	5
5. It is important for students to be exposed to business knowledge as part of their education.	1	2	3	4	5
6. In your opinion, opportunities in business are, or will be, best in the following three arts and education-related fields:					
a.	_____				
b.	_____				
c.	_____				
7. In your opinion, opportunities in business are, or will be, best in the following three agriculture-related fields:					
a.	_____				
b.	_____				
c.	_____				
8. From your perspective, please identify the <u>three</u> biggest obstacles you feel faces someone who wishes to incorporate relevant business and management education into the curriculum that they teach:					
a.	_____				
b.	_____				
c.	_____				
9. Do you currently include any business or management education content in the course(s) that you teach? (If not applicable, mark <u>No</u>). <input type="checkbox"/> Yes / <input type="checkbox"/> No If yes, please describe: _____					

Additional Comments:

WOMEN AS ENTREPRENEURS:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. There are as many opportunities for women as for men in the private sector.	1	2	3	4	5
2. Women are naturally talented in matters pertaining to business.	1	2	3	4	5
3. Women have equal access to business information and credit.	1	2	3	4	5
4. The opportunities for women in business are limited.	1	2	3	4	5
5. Women need male assistance to succeed in business.	1	2	3	4	5
6. Women need to work through women's groups in order to get started in business.	1	2	3	4	5
7. Young women have access to positive female role models who operate their own businesses.	1	2	3	4	5
8. Please list the three biggest obstacles that you feel a women faces when she wishes to start her own business in a field related to arts or education:					
a.	_____				
b.	_____				
c.	_____				
9. From your perspective, please list the three most difficult obstacles that face a woman who wishes to start her own business in a field related to agriculture:					
a.	_____				
b.	_____				
c.	_____				
10. In my opinion, the most critical skills to master for successfully starting and operating a small business are:					
a.	_____				
b.	_____				
c.	_____				

Gender Roles:

In this section you will be asked to answer questions regarding how you view roles of men and women. For each statement choose from the following possible answers: (1) Strongly Disagree; (2) Disagree Somewhat; (3) Uncertain (neither agree nor disagree) (4) Somewhat Agree; and (5) Strongly Agree. Circle the number that you believe most closely represents your feelings.

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. A married woman's most important task in life should be caring for her husband and child(ren).	1	2	3	4	5
2. A married woman's greatest reward and satisfaction comes through her child(ren).	1	2	3	4	5
3. A wife should give up her job whenever it gets in the way of fulfilling her roles as wife or mother.	1	2	3	4	5
4. A woman's job should be just as important to her as encouraging her husband in his job.	1	2	3	4	5
5. A wife should be able to make long-range plans for her occupation just as her husband does.	1	2	3	4	5
6. A wife should have an equal part with her husband in making family decisions.	1	2	3	4	5
7. An employed mother is able to establish just as warm and secure a relationship with her child(ren) as a mother who is not employed.	1	2	3	4	5
8. More day-care centres and nursery schools should be available for mothers who choose to work.	1	2	3	4	5

continued on the next page...

Gender Roles, continued:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
9. A mother of young children should work only if the family needs the money.	1	2	3	4	5
10. A married man's main responsibility should be his job.	1	2	3	4	5
11. The husband should be the head of the family.	1	2	3	4	5
12. A husband should have final authority in making family decisions.	1	2	3	4	5
13. If both husband and wife are employed, they should both be willing to share household tasks.	1	2	3	4	5
14. A husband should be just as willing as a wife to stay home from work and care for sick child(ren.)	1	2	3	4	5
15. A husband should not be bothered if his wife makes more money than he does.	1	2	3	4	5
16. A husband should not be upset if his wife's job sometimes requires her to be away from home overnight.	1	2	3	4	5
17. If both husband and wife are employed, he should be willing to move if she is offered a better job in another town.	1	2	3	4	5

Additional Comments:

CENTRE FOR WOMEN'S STUDIES

Circle one:	Strongly Disagree	Disagree Somewhat	Uncertain	Somewhat Agree	Strongly Agree
1. There is no reason for a Women's Centre because women's problems are no different than men's.	1	2	3	4	5
2. Egerton should strive to elevate greater numbers of qualified women into leadership positions.	1	2	3	4	5
3. Language and statements that are disrespectful of women are disrespectful to all ethical people, male and female.	1	2	3	4	5
4. Women's programmes are designed to assist women in taking jobs that are rightfully held by men.	1	2	3	4	5
5. Interested and qualified men should be given equal opportunities to work on women's programmes.	1	2	3	4	5
6. Women have the right to work and study in a safe and respectful environment.	1	2	3	4	5
7. Knowing what I do about the work and study environment at Egerton, I would feel comfortable sending my daughter here to study or work. (Assume you would not be here with her.)	1	2	3	4	5
8. Sexual harassment is a problem caused primarily by women students who wish to get good grades.	1	2	3	4	5
9. A woman must work harder than a man to get the same job.	1	2	3	4	5
10. Gender issues must be addressed in order to conduct successful rural development programmes.	1	2	3	4	5
11. Better decisions result when men and women participate in the process.	1	2	3	4	5

1. I would like to see the Centre for Women's Studies and Gender Analysis give special attention to research in the following areas:

- a. _____
 b. _____
 c. _____

2. In my opinion, the three most important programmes for the Centre for Women's Studies and Gender Analysis to undertake for students are:

- a. _____
 b. _____
 c. _____

3. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for women in the following three areas:

- a. _____
 b. _____
 c. _____

4. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for men in the following three areas:

- a. _____
 b. _____
 c. _____

5. Please rank the target audiences based on who should have the highest priority for programming at the Centre: (1 is high, 2 second, through 7. Please use each number only once.)

- _____ Women faculty members at Egerton
 _____ Women students at Egerton
 _____ Women staff at Egerton
 _____ Secondary school women interested in studying at Egerton
 _____ Community women
 _____ Female spouses of Egerton faculty and staff
 _____ Others (please specify): _____

6. What would you like to see the Women's Centre do for you as an individual?

7. What would you like to see the Women's Centre do for Egerton University as a community?

APPENDIX B

**RESOURCE MATERIALS (BOOKS, PAMPHLETS, AND BULLETINS)
CONTRIBUTED TO THE CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS -
PHASE I OF PROJECT**

Appropriate Business Skills for Third World Women.

Archer, Brecker, & Stewart. General Office Procedures.

Arnold, J. Shooting the Executive Rapids.

Bittle, L. R. What Every Supervisor Should Know.

Bolles, R. N. A Practical Manual for Job Hunters, Career Changers.

Bolles, R. N. The New Quick Job Hunting Map.

Denny, M. & Mwonya, R. Egerton University Career Planning Guide.

Dixon, Rob. The Executive Account Primer.

Doing Business With United Banks, U.S.A.

Facts on Family Planning.

Gachuki, D. & Matiru, B. What Every Man Should Know.

Hasett, J. W. Business Systems Handbook.

Kenya Business Directory.

Government of Kenya. Family Planning and the Status of Women in Kenya.

Government of Kenya. Mandate of the Women's Bureau with Special Regard to
Statistics and Indicators on the Status of Women in Kenya.

Government of Kenya. Situation Analysis of Children and Women in Kenya. (Section 2).

Government of Kenya. Situation Analysis of Children and Women in Kenya. (Section 3).

Government of Kenya. World Bank Country Study. The Role of Women in Economic
Development.

Lasser, J. K. How To Run A Small Business.

Lurie, A. Business Segments - A Guide for Executives and Accountants.

Marshall, A. How To Get A Better Job.

McCall, R.B. Fundamental Statistics For The Behavioral Sciences. (4th Ed.).

Mwonga, R. & Denny, M. Egerton University Job Placement Manual Employer Address Lists.

Norusis, M. J. SPSS/PC & 4.0 Base Manual.

Norwood, V. How Women Find Jobs: A Workshop Guide For Teachers.

Shinglete, J. D. Career Planning For The 1990's.

Step. Monitoring and Evaluating Small Business Projects.

The Business of Small Business.

What Color Is Your Parachute?

Woman Wise (Every Woman's Guide to Synaecology).

Wright, W. Management Accounting Simplified.

APPENDIX C

CAREER SEMINAR AGENDA

8:30	<p>Introduction to Seminar, Introduction of Presenters</p> <p>Presenters discussed personal job history, job changes as part of introduction. Discussed stages of a career search (written on poster paper), and what constitutes a "Good Employee" (page 62, Career Planning Guide) and findings from "Profiles".</p>
8:45	<p>Self-introduction of Participants/Career Aspirations</p> <p>Each participant was asked to give her name and her major, and then was asked to tell share with the group whether or not they were studying what they had chosen, and what they would really like to do.</p>
9:15	<p>Career Aspirations and Credentials</p> <p>Debriefed on career aspirations, and discuss university degree as an enabling credential, not a life-sentence.</p>
9:25	<p>Values Survey (pages 2-6, Career Planning Guide).</p> <p>Introduced values survey and allowed time to complete survey. Discussed values survey and importance of values clarification when initiating job search.</p>
9:45	<p>Gathering Information on Careers (pages 7-17, Career Planning Guide, EU Job Placement Manual, other resources from library).</p> <p>Short discussion on exploring career options. Discussed mentors, informational interviews, other possibilities. Introduced other resources available in the Women's Centre Library.</p>
10:00	<p>Resume Worksheet and Action Word List (pages 18-48, Career Planning Guide.)</p> <p>Discussed writing a resume; types, styles, action-orientation, importance of gaining experience.</p>
10:25	<p>Interviews and Interview Questions (Pages 49-56, Career Planning Guide).</p> <p>Discussed the job interview, and what Kenyan employers expect of good employees, how to behave in interview. Dyads asked each other questions from the "Fifty Questions Most Frequently Asked Sheet", and discussed which questions Kenyan employers probably would/would not ask.</p>
10:45	<p>Closure: Summary, Where do you go from here?</p> <p>Discussed what the participants learned from the Seminar, where they go from here.</p>

2.5 Hours Total

APPENDIX D

STAGES OF A CAREER SEARCH

(From the Egerton University Career Planning Guide by Denney and Mwonya, 1989.)

STAGE 1: SELF APPRAISAL

The first step in the career development process is recognizing what you personally value in life, what skills you have, and what you enjoy doing. You must also look at the life experiences that have shaped your view of life and work. Answer the following questions:

- What do I value in life?
- What abilities do I have?
- What activities do I like the most?
- What activities do I like the least?
- What considerations and responsibilities do I have?
- What personal experiences have been most meaningful to me?
- Where have I been most successful?

STAGE 2: GATHERING INFORMATION ON CAREERS

A career search must include research. The study of careers should include an examination of the career possibilities that best suit your personality, a realistic appraisal of the career opportunities that are open for you, and interviews with people who know about the career you are considering. Answer the following questions:

- Which careers seem to be best for me?
- What options do I have in selecting a career?
- What careers will fit my personality type the best?
- Who can I talk to with experience in the type of career I am considering?
- Where can I learn more about the career or organization that I am interested in pursuing?

STAGE 3: JOB SEARCH/CREATION

Once you have identified your interests and abilities, and you have learned more about the career opportunities that fit your needs, you must prepare yourself to find a job. Answer the following questions:

- How can I best tell others about my abilities?
- What do I need to know about a job before I apply for it?
- Where can I get assistance in writing an effective resume?
- How can I best prepare myself for a job interview?
- What is my plan? What can I do to execute a thorough and systematic job search?
- How can I maintain a positive attitude in the face of rejection?

STAGE 4: HOW CAN I BE A GOOD EMPLOYEE?

We often feel victorious when we find a job that we like, but that is not enough. If you wish to continue to grow on the job and to be valued as a good employee, you must ask yourself the following questions:

- Would I be satisfied with my work if I was the employer?
- Am I proud of the work I am doing?
- What can I do to improve my skills?
- What kind of professional and educational improvement opportunities are there available to me through my job?
- Do I allow my personal concerns to overshadow my responsibilities on the job? How can I balance my personal life with my professional life?
- Am I willing to make the extra effort to overcome difficulties on the job, or do I allow the problems to prevent me from doing my best?
- Do I support my colleagues, or do I trample them or act out of jealousy to get ahead?
- How can I make a positive contribution to my organization?
- Am I a good example for others who work here?
- What I am I contributing to Kenya's development?

APPENDIX E

VALUES SURVEY

Rating Satisfactions from Your Work:

There are many satisfactions a person can gain from her work. Look at the list of satisfactions below and rate each one according to the level of importance you attach to it. Use the scale below:

- 1 = Not important at all
- 2 = Not very important
- 3 = Reasonably important
- 4 = Very important in my choice of career

_____ **Help Society:** Do something to contribute to the betterment of the world I live in.

_____ **Help Others:** Be involved in helping other people in a direct way, either individually or in small groups.

_____ **Public Contact:** Have a lot of day-to-day contact with people in a public environment.

_____ **Work with Others:** Have close working relationships with a group; work as a team toward a common goal.

_____ **Affiliation:** Be recognized as a member of a particular organization or department.

_____ **Friendships:** Develop close personal relationships with people as a result of my work activities.

_____ **Competition:** Engage in activities which pit my abilities against others where there are clear win and lose situations.

_____ **Make Decisions:** Have the power to decide courses of action, policies, etc.

_____ **Work Under Pressure:** Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.

_____ **Power and Authority:** Control the work activities or some aspect of the destinies of other people.

_____ **Influence People:** Change attitudes or opinions of other people or alter their behavior.

- _____ **Work Alone:** Do projects by myself, without any significant amount of contact with others.
- _____ **Knowledge:** Engage myself in the pursuit of knowledge, truth and understanding.
- _____ **Intellectual Status:** Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field of knowledge.
- _____ **Artistic Creativity:** Engage in creative work in any of several art forms.
- _____ **Creativity (general):** Create new ideas, programs, organizational structure or anything else not following a format previously developed by others.
- _____ **Aesthetics:** Be involved in studying or appreciating the beauty of things, ideas, etc.
- _____ **Supervision:** Have a job in which I am directly responsible for the work done by others.
- _____ **Change and Variety:** Have work responsibilities which frequently change in theory, content and setting.
- _____ **Precision Work:** Work in situations where there is very little tolerance for error.
- _____ **Stability:** Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
- _____ **Security:** Be assured of keeping my job and a reasonable financial reward.
- _____ **Fast Pace:** Work in circumstances where there is a high pace of activity; work must be done rapidly.
- _____ **Recognition:** Be recognized for the quality of my work in some visible or public way so that people are aware of my accomplishments.
- _____ **Excitement:** Experience a high degree of (or frequent) stimulation in the course of my work.
- _____ **Adventure:** Have work duties which involve frequent risk-taking.
- _____ **Profit, Gain:** Have a strong likelihood of accumulating large amounts of money or other material gain.
- _____ **Independence:** Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

_____ **Moral Fulfillment:** Believe that my work is contributing significantly to a set of moral standards which I feel are very important.

_____ **Location:** Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

_____ **Community:** Live in a town/city/area where I can get involved in local programs and issues.

_____ **Physical Challenge:** Have a job that makes physical demands which I would find rewarding.

_____ **Time Freedom:** Have work responsibilities which I can do according to my own time schedule, no specific working hours required.

After ranking the lists above, select at least four work values that seem most important to you. For each of the four work values, define in a single sentence specifically what you want from that value. For example:

"I want to live close enough to my family's shamba to be able to spend every weekend on the development of a poultry business I want to establish."

1. _____

2. _____

3. _____

4. _____

Complete as many more as you like. This exercise is to help you clarify what is most important to you.

Adapted from Colorado State University Career Services materials.

CONSIDERATIONS

In addition to the values identified above, how important are the following considerations? Think about what they mean to you:

- Mobility
- Size of company, industry, or organization
- Amount of travel required
- Opportunity for additional education
- Visible results from my work
- Prestige
- Physical environment
- Type of boss
- Climate
- Proximity to family/ home area
- Access to cultural activities
- Opportunity for volunteer or church activities
- Spouse's desires
- Access to recreational/social activities
- Desire to live in a metropolitan area
- Commuting distance between home and work
- Frequency of moves required
- Cost of living
- Access to educational programs on my own time
- Good public or private schools for my children

Others:

Write sentences for at least four of the most important considerations you have identified, just as you did for the work values. For example,

"I want to work for a large company with opportunities for advancement".

1. _____

2. _____

3. _____

4. _____

These exercises can help you identify what you value, and they can assist you in preparing for job interviews by helping you articulate what you consider important in your life and work. Review your responses when you prepare for a job interview. "Values" adapted from materials used by Colorado State University Career Services.

APPENDIX F

RESUME WORK SHEET

Resumes should be typed or printed very neatly. Be absolutely sure that you have no spelling or punctuation errors. This is a worksheet. Organize your thoughts on this, then copy onto good quality paper. Your resume may be the only chance you get to impress a prospective employer.

Full Name (underline surname) _____

Full Permanent Home Address _____

Current Mailing Address _____

Telephone Number (if available) _____

Identification Card Number _____

Nationality: Present _____ Former _____

Date of Birth: Month _____ Day _____ Year _____

Place of Birth: Town _____ District _____

EMPLOYMENT OBJECTIVE:(be sure it relates to the job you are seeking)

EDUCATION: Start with most recent. Give 1) dates, 2) degree, diploma or certificate, 3) program in which you were enrolled, 4) how you passed and 5) name and location of school, and other relevant information.

SPECIALIZED TRAINING:

EXPERIENCE: Give 1) name and address of employer , 2) job title, 3) duties, 4) level of responsibility, 5) percentage of full time worked, 6) accomplishments on the job and 7) dates . If you have no formal work experience, describe unpaid work experiences you have had, as long as they are related to the job for which you are applying.

MILITARY OBLIGATIONS OR NATIONAL SERVICE OBLIGATIONS COMPLETED:

OTHER:

HONORS:

ACTIVITIES AND INTERESTS:(include sports teams at school or other activities that shows ability to work as a team member)

LANGUAGES SPOKEN: Indicate first, second, third, etc. and fluency.

REFERENCES:(Be sure to include complete names, addresses and telephone numbers if available. Referees should generally be responsible and well-known people who are not relatives.)

OTHER INFORMATION THAT IS RELATED TO THE JOB FOR WHICH YOU ARE APPLYING:

IF YOU FEEL YOUR PROSPECTIVE EMPLOYER WILL REQUIRE THIS INFORMATION YOU MAY ALSO WISH TO INCLUDE THE FOLLOWING:

Marital Status _____

Spouse's Name and Address _____

Number of Dependents _____

Name of Chief/Subchief _____

Notes:

APPENDIX G

ACTION VERB LIST

Here are examples of "action verbs" that can be used for writing an effective resume.

accomplished	handled
administered	harmonized
advised	implemented
analyzed	improved
appraised	initiated
arranged	instituted
assessed	introduced
assisted	investigated
bought	maintained
briefed	managed
brought	modified
budgeted	monitored
chaired	negotiated
changed	observed
communicated	obtained
completed	organized
conducted	originated
constructed	participated
controlled	performed
coordinated	persuaded
counselled	prepared
critiqued	presented
defined	produced
delivered	programmed
demonstrated	promoted
designed	qualified
determined	raised profits
developed	recommended
directed	recorded
edited	researched
ensured	reviewed
equipped	selected
established	solved
evaluated	specified
expanded	structured
financed	summarized
forecast	supervised
formulated	systematized
gathered	tested
governed	trained
graded	translated
guided	

APPENDIX H

**FIFTY QUESTIONS MOST FREQUENTLY ASKED BY U.S. EMPLOYERS
OF GRADUATING UNIVERSITY SENIORS
DURING THE JOB INTERVIEW**

From the Frank Endicott Report

The following questions are from a survey done by Frank Endicott of employers in the United States. Are they questions that you might be asked by Kenyan employers? If no, why not? If yes, which ones? Find a friend and practice asking each other interview questions. Answer them as though you were in an interview. It is good practice!

1. What are your long range and short range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who know you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your university experience prepared you for a business career?
16. Why should I hire you?

17. What qualifications do you have that make you think you will be successful in business?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company (organization) like ours?
20. In what ways do you think you can make a contribution to our company?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a supervisor and those reporting to him or her.
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding university experience.
25. If you were hiring a graduate for this position, what qualities would you look for?
26. Why did you select your college or university?
27. What led to you choose your field or major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like the least? Why?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or university? Why?
32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extracurricular activities?
35. In what kind of work environment are you most comfortable?
36. How do you work under pressure?
37. In what part-time or summer jobs have you been most interested? Why?
38. How would you describe the ideal job for you following graduation?
39. Why did you decide to seek employment with this company?
40. What two or three things are most important to you in your job?

41. What do you know about our company?
42. Are you seeking employment in a company of a certain size? Why?
43. What criteria are you using to evaluate the company for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our company is located?
49. What major problem have you encountered, and how did you deal with it?
50. What have you learned from your mistakes?



APPENDIX I

2. "I feel it would even be more useful for the Centre to plan to invite speakers from different professions (which we can suggest) so that we can have sessions where we can find out exactly how it is, working in the careers we feel we would like to take up. This can be very helpful in helping us know if further training is needed before the job."

3. "I would have like a longer workshop which would have enabled us to get a better idea of which career lines to pursue. Right now, I have a general idea but would have like more time to look into my individual choices or careers and how well-oriented I am for the career I would like to pursue."

4. "The time spent was too short. The effect and feedback of questions was minimized. If it had been longer we could have discussed at greater length the questions and even had a chance to write whole resume and analyze it."

5. "Perhaps the questions (forms) could be distributed first to those who will attend the workshop so that one would have enough time to fill them in- have enough time to think about the answers. I think the workshop would be more effective that way."

6. "I already knew what I wanted in my career, and have known for a long time now, so the value survey was not really of much help to me. I don't think I would strongly recommend the workshop to some of my friends for the following reasons:

-Very few would be keenly interested in the workshop.

-Very few are really ready to take their future really seriously to the point of discussing their future careers. I think they are too scared to face reality; especially with the job situation the way it is in Kenya.

-Very few would be willing to sacrifice their leisure time for a workshop."

7. "Time spent on the workshop should have been a little longer and we should have had an opportunity to look through each person's resume so as to evaluate it, and said it was a workshop worth attending and one I would recommend to the students."

8. "Good job done! but organize more of them."

9. "If possible many students should be given the opportunity to attend such workshops because we always tend to think that job interviews are for late and not now. Jobs are hard to get and therefore one should not think of what she'd like! I realize it is good to know what you really want in life and hence in a job."

10. "The workshop would be more useful if there was time to help individuals who may not find it easy to identify their careers."

APPENDIX J

Centre for Women's Studies and Gender Analysis

Summary of Planning Meeting Held April 3, 1992

The Board of the Centre for Women's Studies and Gender Analysis convened at the Centre at 11:30 to discuss programme goals. Martha Denney from Colorado State University facilitated the discussions, and recorded the results of the "brainstorming" session. They follow, with priority assignments in (>):

1. POTENTIAL TARGET AUDIENCE(S) FOR THE WOMEN'S CENTRE:

- A. Students (1)
- Faculty (2)
- Staff (4)
- Outreach (3)
- Community (The Njoro area first, then others)
- Rural areas

- B. Which audiences should have highest priority?

2. ADMINISTRATION/STRUCTURE:

(Priority 1, must be established first.)

A. Should the head of the Centre be a Manager or Director? It was concluded that the Board would like the Centre to have a Director, on the same level as the directors of other Centres or Institutes.

B. Interim Status; how long will it last? The current head of the Women's Centre, Dr. Rose Mwonya is acting. When will a Manager or Director be named? The committee felt that the Director should be named as soon as possible. Others mentioned the need for the person to have an academic rank to address research programs undertaken by the Centre.

- C. Advisory boards; there will probably need to be more than one.

Possible boards:

1. Administration and policy (governance)
2. Prominent women leaders in the country (advocacy)
3. Student advisory board (student leadership)
4. Faculty/Staff advisory board

- D. Management of the Centre

1. The Centre needs to be "mainstream" in decision-making and resources, not peripheral to the operations of Research and Extension.

2. Is this better a Centre or an Institute? The board agreed that they need to read EU policy on these issues.

3. Should the Centre have a manager or a director? See above.

E. Additional Staffing Needs/Possibilities:

The board felt that the following positions would need to be added eventually, to realize the potential of the Centre:

1. Research Coordinator (Grants/Proposal Writing)
2. Program Coordinator
3. Administrator/ Financial Officer
4. Training Coordinator
5. Information and Documentation Coordinator (Resource Centre)

F. CONSTITUTION:

A draft working document needs to be written to outline the operations/relationships of the centre that can then evolve into a constitution, handbook.

3. RESOURCES:

A. The Board identified the following needs:

1. Basic supplies and maintenance (eg. curtains, computer, stationary, typewriter, carpet, phones, fax, etc.)
2. Transportation
3. Salaries

B. Possible Sources

1. Grants
2. Projects
3. Basic Funding is needed for the operation of the Centre on a day-to-day basis. Is this possible through the University?

4. RESEARCH: Research was felt to be a top priority of the Centre. Ranking was done by assigning numbers of 1 to 3, 1 being highest priority. Within the system, the committee gave a second number to show a second tier of priority. The rankings are in brackets (). The committee recognized that the priority setting would need to be a continuous process, as the Centre was established.

The following topics were mentioned as topics worth of research.

A. Secondary School Awareness; Programs by EU faculty for career development of young women considering the sciences, agriculture or other fields. (1.1)

B. A needs assessment needs to be done across all EU sectors; faculty, staff and students. (1.1)

C. EU women's needs; longitudinal study of women students from 1st year to 4th year. (Perhaps an exit interview for all students who terminate early, and those who are graduating.) (1.2)

D. There is a need to integrate gender issues into all research topics; it should be done during design and implementation phase. Develop a task force to review design of research to encourage disaggregation of data by gender. (1.3)

E. Update and maintain knowledge and resources about gender issues, programs, theory. Stay current in topics important to women's integration into the mainstream of development. (Continuous goal)

F. Look at policymaker's attitudes; development of equitable and fair policies that encourage the full participation of women. (Continuous goal)

Related Ideas:

G. Consultancies- develop a cadre of trained personnel who could become consultants on gender issues. (3)

H. Develop gender-neutral language policy for campus. Monitor campus publications for reasonable language, representation of women. (Important; administrative).

5. PROGRAMS:

The following ideas were generated as worthy of attention by the Centre for Women's Studies and Gender Analysis. This list is not all-inclusive, and priority was based on the circumstances of starting the Women's Centre.

A. Improve and expand the orientation programs for all new students. Work with the EU Women's Association to provide orientation for new women students. (1.2)

B. Educate men about women's perspectives; create awareness and understanding of gender issues (for example, there is a tendency for men to

stereotype all women interested in women's issues based on one "radical" woman's behavior). (Goal)

C. Develop exchange programs between and among students and faculty; between universities, other women's centres, both domestically and abroad; (eg. Makerere University in Uganda has a Women's Centre, develop exchange and linkages with US Universities.) (2)

D. Provide training for the CWS/GA interim committee...then others....about gender issues. (1.3)

E. Educate women about business; design short-term training programs for women (eg. for Njoro Market women). (3)

F. Develop creche/child-care programme for students, staff...those who cannot afford household help. Create policy, systems to accommodate women's needs, especially those who are primary child-care providers. (Service)

G. Improve Health Services, including prenatal care and family planning services. There is currently no prenatal care for students; students report that the health service won't even provide blood pressure measurement or provide other, non-obstetric care, if a student is pregnant. (Service).

H. Provide outreach to secondary school women; inform and involve them in issues; work with Ministry of Education, eg. preventing school-girl pregnancies, working with dropouts and community women. (3)

I. Organize training sessions an concerning women's issues, discussions with with administrators and policy-makers; involve them in CWS/GA planning. (1.1)

J. Train and encourage more women to become involved as policymakers. (Goal)

K. Curriculum development; should Women's Studies become a curricular option? How, why, when? Seek real integration of gender issues into existing coursework. (1.4)

L. Offer small-business management courses; Women-in-Development courses in extension education. (1.3)

M. Organize programs on sexual assault and rape; develop escort programs, counselling options, crisis counselling, and create campus environment that is intolerant of violent behavior. (1.2)

6. RESOURCE CENTRE (Information and Documentation)

Priorities were not set for the Resource Centre and others. The Committee felt that they should be set after a needs assessment was done, and with input from faculty and students.

A. Offer counselling services targeting EU women (and men?) in the following areas:

1. Career development, job searches and opportunities
2. Social Problems such as family planning, family problems, health, finances, etc.

B. Develop role of ombudsman for campus to mediate conflicts, to combat women's perceptions that grievances and complaints are not taken seriously.

C. Gather addresses and information on other women's centres.

D. Develop guide specifically for women.

Write an EU women's resource guide; include profiles of EU women and their areas of specialization.

E. Contact and solicit information and documents from women's groups and centres internationally.

F. Build capability as a resource referral for women students; where they can go for help.

G. Develop childcare centre for women students, faculty and staff who cannot afford household help (day care).

H. Consulting Services; work with training coordinator to provide consultations on-campus and off.

I. Speakers Bureau- send speakers out from EU campus invite guest speakers on topics relevant to women's concerns, such as career development.

7. TRAINING:

A. Provide training for key personnel on campus;

1. Staff
2. Students
3. Faculty
4. Other off-campus personnel (after campus).

B. Explore and establish long-term training and scholarship opportunities for CWS/GA staff and induction courses.

8. INVOLVEMENT OF FACULTY:

The board discussed ways the faculty could become involved in the Women's Centre. They included:

- A. Research proposal writing**
- B. Task Force Members**
- C. Collaborators and resource people**
- D. Invite suggestions and participation**

9. OTHER:

A. Centre launching now scheduled for 15th April, 1992. The date is not yet firm.

B. The Centre's first project, the survey of faculty attitudes towards career development, women as entrepreneurs and gender issues in progress through the USAID funded Gender Integration Project with the Consortium for International Development. Martha Denney is collaborating with Dr. Rose Mwonya on the project.

APPENDIX K
STUDENT SURVEY

QUESTIONNAIRE FOR WOMEN STUDENTS AT EGERTON UNIVERSITY
From the Centre for Women's Studies and Gender Analysis

Please tick the appropriate box, or answer the question asked:

1. Department: _____
2. Year: 1st / 2nd / 3rd / 4th 3. Your age now: _____
4. Are you: Single / Married / Divorced?
5. System: 3 year/ 8-4-4 6. Which campus? Njoro / Laikipia
7. Are you an in-service student? Yes / No
8. How many siblings do you have? _____ Sisters, _____ Brothers
8. Do you feel your background is Urban or Rural?
9. What is the highest level of education your parents attained?
 Mother: _____ Father: _____

10. Do you have any children? Yes / No
 - a - If yes, how many? _____
 - b - List their ages: _____
 - c - Who cares for them while you are in school? Rank in order from 1 to 8 according to who spends the most time with them: (1 = most time, 8 = least time).

_____ My mother	_____ Their Auntie
_____ My mother-in-law	_____ A Nursemaid
_____ My husband	_____ A Friend
_____ Nobody	_____ Other: specify _____
 - d - Have you ever had to leave a young child (under 6 years) alone because you had no one to watch the child? Yes / No
 - e - If yes, how long? 1-2 hrs. / 3-4 hrs. / More than 4 hrs.
11. Do you feel you have had adequate access to birth control and family planning information? Yes / No
12. Have you used the Egerton Dispensary for birth control or family planning advice? Yes / No Why or Why not?

13. Have you become pregnant while at Egerton? Yes / No
14. If yes, where did you go for prenatal care, delivery and antenatal care?
 E.U. Dispensary Local Doctor (Njoro or Nakuru)
 Midwife Doctor from another town/city
 Other: (please specify): _____
15. How many times have you participated in AIDS education programmes?
 Never / 1-3 times / 4-6 times / More than 6 times
16. Please rank from 1 to 7 the services you feel are most important for women; 1 = most important, 7 = least important. Use each number only once.

- | | |
|-------|-------------------------------------------------------|
| _____ | Confidential Birth Control Information and Assistance |
| _____ | Sex Education |
| _____ | Prenatal, Childbirth and Antenatal Care |
| _____ | Aids Education |
| _____ | Counselling Services for Women's Problems |
| _____ | Drop-in Day Care Centre for Children |
| _____ | Other: please specify _____ |

17. How do you spend your free time at Egerton, when not studying?

List the percentage of free time you feel you spend on each:

_____ %	Sports	_____ %	Drinking
_____ %	Playing games/cards	_____ %	Meet/Talk with friends
_____ %	Listening to music	_____ %	Read novels
_____ %	Prayer Groups	_____ %	Watch TV/Videos
_____ %	Clubs/Organizations	_____ %	Other: _____
	100 %		TOTAL FREE TIME

18. Do you feel you would like to participate in physical activities at E.U. (sports, fitness programmes)? Yes / No Why or why not?

19. Do you stay at Egerton on weekends? Yes / No Why or why not?

20. Thinking about your first year at Egerton, choose three words that best describe your feelings during that time, or how you feel now if you are a 1st year student (eg. happy, lonely, etc.)

1.
2.
3.

21. Have you ever participated in a strike at Egerton?

Yes / No If yes, did you (tick all that apply):

_____ Throw stones? _____ Riot?
_____ Demonstrate? _____ Break anything?
_____ Other (please specify): _____

22. Did you know about the strike before it happened?

Yes / No If yes, how did you know and why did you decide to participate?

23. Have you ever encountered the following actions by a man while at Egerton? Write the number of times you estimate each action has occurred to you, with never being indicated by 0.

_____ Verbal Abuse or Heckling
_____ Slanderous statements (untruths; verbal or written)
_____ Unwanted physical contact (grabbing at breasts, bums, etc.)
_____ Abuse (physical or verbal) by a drunkard
_____ Rape or sexual assault by a stranger
_____ Rape or sexual assault by someone you know
_____ "Tuning" by a lecturer or staff member
_____ Men in your room without permission
_____ Encountering male lecturers or staff in women's dorms
_____ Unable to go to room because of roommate's boyfriend
_____ Other (please specify): _____

24. Do you personally know any Egerton women to whom any of these things have happened? Yes / No If yes, how many? _____

25. Why do you feel Egerton women students dislike many female lecturers?

26. Have you considered joining the Egerton University Women's Association? Yes / No Why or why not?

Other Comments? Write them on another sheet of paper and return it with this sheet to one of the drop boxes... no names, please. Thank you!

APPENDIX L

**RESOURCES CONTRIBUTED TO THE CENTRE FOR WOMEN STUDIES
AND GENDER ANALYSIS - PHASE II OF PROJECT**

BUSINESS DEVELOPMENT RESOURCES

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CAREER AND PERSONAL DEVELOPMENT

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Covey, Stephen R. (1989). The 7 Habits of Highly Effective People. Powerful Lessons in Personal Change. New York: Simon & Schuster.

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Miller, Jean Baker. (1976). Toward A New Psychology of Women. Boston: Beacon Press.

Sher, Barbara, & Gottlieb, Annie. (1989). Teamworks! New York: Warner Books, Inc.

Sher, Barbara, & Gottlieb, Annie. (1979). Wishcraft. How to Get What You Really Want. New York: Ballantine Books.

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von Oech, Roger. (1986). A Kick in the Seat of the Pants. New York: Harper & Row, Publishers, Inc.

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APPENDIX M
ENTREPRENEURSHIP WORKSHOP APPLICATION

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,
USAID/CID/WID
Centre for Women Studies &
Gender Analysis

Dr. Judy McKenna

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 N
EVALUATION OF WORKSHOP

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 it 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 been 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 with regard to maintaining 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.