



USAID EMPOWERED YOUTH

ENTREPRENEURSHIP TRAINING CURRICULUM

FOREWORD

The **USAID Empowered Youth Program (USAID EY)** is a 5-year activity that seeks to empower youth aged 18-24 and adolescent girls aged 15-19 through social and economic opportunities. The activity is being implemented by Michigan State University in collaboration with Egerton University, United States International University-Africa, National Cooperative Business Association CLUSA International, and the National Youth Bunge Association. The Program aims to connect youth to social and economic opportunities by a) increasing their economic prospects, b) building the capacity of higher education institutions, and c) strengthening youth-serving systems.

To increase youth economic prospects USAID EY aims to connect targeted youth to relevant, stakeholder-driven, integrated skills training and job placement programs. It will also increase access to training on entrepreneurial and business start-up or expansion and relevant soft, technical, and industry-specific skills - linked to industry needs in high-growth sectors, the program will also enhance youth employability and ensure successful engagement in the identified high-growth sectors.

The integrated training program will include short modules, internships, mentorships, and capacity-building through entrepreneurial business startup assistance, tailored to education level, work experience, resources, geography, and chosen employment pathway(s) of youths. Youth will learn to self-assess, explore their wage and self-employment options, set realistic expectations, and devise clear actions on how to move forward on their chosen employment pathway(s).

About the Curriculum

Through this curriculum, the program will strengthen and enhance the quality and relevance of the county-level business and entrepreneurship training and support that can be adapted to county model contexts and customized to integrate value chain opportunities identified during the landscape analysis.

This is a high-quality, learner-centered curriculum that offers measurable progress toward youth development in relevant technical and industry-specific skills needed for success in the field of entrepreneurship. It guides on what (content) and how (learning experiences and teaching practices) to teach. It also provides ways to create nurturing and responsive practices, interactions, and environments that foster trust and mutual learning.

The curriculum is a guide for trainers, youth workers, and career development experts. Through the curriculum, trainers will be able to address, youth needs, and goals adequately and ensure skills are gained to improve the lives of the youth.

The ultimate goal of this curriculum is to deliver quality training to the youth hence improving student learning. The curriculum also helps to make sure that learning goals are aligned and complement each other from one stage to the next during the youth empowerment cycle. This curriculum that takes each individual's needs, interests, and goals into consideration. The curriculum design is meant to empower the learners and allow them to shape their learning experience.

Instructional plans in this curriculum are **differentiated**, allowing learners to plan, learning experiences or activities. This motivates the learners and helps them stay engaged in the modules that they are learning.

CONTENTS

FOREWORD	iii
CONTENTS	1
ACTIVITIES	3
ACTIVITY I: INTRODUCTION OF THE USAID EMPOWERED YOUTH PROGRAM AND THE SKILLS TRAINING CURRICULUM	3
ACTIVITY II: PARTICIPANTS' PRE-TEST	7
MODULES	9
MODULE I: INTRODUCTION TO ENTREPRENEURSHIP	9
MODULE II: PRODUCT DEVELOPMENT	12
MODULE III: BUSINESS MODEL DEVELOPMENT	18
MODULE IV: MARKET DEVELOPMENT & STRATEGIES	21
MODULE V: FINANCIAL AND BUSINESS SUSTAINABILITY	25
MODULE VI: BUSINESS ADMINISTRATION	35
MODULE VII: BUILDING A TEAM	38
MODULE VIII: ACCESS TO GOVERNMENT PROCUREMENT OPPORTUNITIES	42
SESSION 1: YOUTH ENTERPRISE DEVELOPMENT FUND	42
SESSION 2: WOMEN ENTERPRISE FUND (WEF)	46
SESSION 3: UWEZO FUND	51
SESSION 4: ACCESS TO GOVERNMENT PROCUREMENT OPPORTUNITIES (AGPO)	55
MODULE IX: PRESENTING YOUR BUSINESS TO INVESTORS	57
APPENDICES	61
Appendix 1: Program Training Schedule for Entrepreneurship	61
Appendix 2: Participants' Pre-test	66
Appendix 3: Entrepreneurship DNA Test and Test Results	68
Appendix 4: Concept Canvas	72
Appendix 5: Product Development Canvas	73
Appendix 6: Value Proposition Canvas	74
Appendix 7: Business Model Canvas	75
Appendix 8: Pitch Canvas	76
PARTNERS	77



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78

ACTIVITIES

This section outlines the activities that the trainer must take the participants through before beginning training. They include an Introduction to the USAID Empowered Youth Program and the Skills Training Curriculum and a Participant's Pre-test.

The Introduction to the USAID Empowered Youth Program and the Skills Training Curriculum will brief the participants on what the program is about and what they will learn through the training. Since the training exercise is learner-centered, the Participant's Pre-test assesses the level of understanding of each participant before the start of training. This is meant to empower the learners and allow them to shape their learning experience.

ACTIVITY I: INTRODUCTION OF THE USAID EMPOWERED YOUTH PROGRAM AND THE SKILLS TRAINING CURRICULUM

About the Activity

This is the first activity that is to be covered at the beginning of the entrepreneurship training. The trainer will take the participants through a brief overview of the USAID Empowered Youth Program. It will also inform the participants what they will learn during the following sessions. The session will open the door for the participants to know each other and get acquainted with the program. This session will also allow the participants to set the house rules and co-create learning approaches so that the training process runs smoothly and conveniently.



Objectives

- Introduction of instructors and participants to familiarize with one another
- Introduction of the USAID Empowered Youth Program
- Breaking the Ice-Making participants comfortable
- The setting of objectives and expectations



Duration

- 1 hour 30 minutes



Materials



- Flip chart
- Sticky notes
- Manila cutouts and markers
- Registration forms



Advance Preparation

- Write the objectives and schedule for the first day on a flip chart or the board.
- Have the training data collection tool ready for the registration of participants.
- Have pre-test and post-test ready.
- Prepare evaluation sheets.



Facilitation Steps

1. Welcome trainees to the USAID Empowered Youth Entrepreneurship module and invite them to sit or stand in a circle.
2. Introduce yourself. Tell participants your name and introduce yourself as a facilitator from the USAID Empowered Youth Program.

Give a brief overview of the program:

“USAID Empowered Youth is a five-year activity funded by the United States Agency for International Development (USAID) to empower Kenyan youth aged 18-24 years and adolescent girls aged 15-19 years by increasing their prospective economic opportunities and building capacity of Kenyan Higher Education Institutions (HEIs) and youth-serving organizations.”

USAID Empowered Youth is implemented by Michigan State University (MSU) and a consortium of partners, including United States International University-Africa (USIU-A), Egerton University (EGU), NCBA-CLUSA, and National Bunge Association (NYBA) among other local private sector and public organizations and agencies. USAID Empowered Youth will result in empowered youth networks and increased economic opportunities beginning with six high-touch counties (Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega) at the inception year and expanding to 16 low-touch counties in subsequent years.”

3. Introduce fellow facilitators, partners from USAID Empowered Youth, and/or any other people in the group with special roles. They should also introduce themselves with their names, the animal that best represents them, and their role in the program.



- For example: *“My name is Jane Doe from USAID Empowered Youth. The Animal that best describes me is a Lion because I am fierce and aggressive”.*
4. Explain to the participants that they will take this time to get to know each other and get acquainted with the program.
 5. Ask the participants to stand sequentially as they say their names. Explain to them that they will be required to introduce themselves with their two names, the organization/ward/constituency they represent and which animal best describes them, and their expectations. (Prompts: Why did you come to this training program? What do you hope to gain from this training?)
 - For example: *“My name is John Doe from Nakuru County. The Animal that best describes me is a Lion because I am fierce and aggressive”.*
 - Tell the participants that one cannot pick an animal that has already been chosen.
 - Try and draw each animal on one sheet of the flip chart until every participant is done with introducing themselves.

The trainees will then be required to remember each other’s names and the character of the people in the room so that they can best interact with each other. (This will take roughly 15-20 Mins)

6. Note if you are dealing with youth out of school or in school.
7. Explain to the trainees that the USAID Empowered Youth Program prepares young people to run their businesses, be successful at work, and lead productive lives.
8. Explain that during the module, participants will gain knowledge to help them expand their economic prospects.
9. Ask the participants to set the house rules that they may want to put in place so that the training process will run more smoothly and make everyone comfortable.

Note the house rules in a flip chart and stick it on one side of the room (preferably on the front board) where everyone can see. Examples of house rules;

- Attentive listening is expected, and proper turn-taking is to be observed.
- No use of mobile phones during the training.
- All phones should be in SILENT mode.
- Active participation in all activities as required.
- Asking questions when there is a need for clarification.
- No forming of cliques, people should interact with everyone.
- This is a drug-free zone.



- Excusing oneself to the washroom is allowed (Provide direction to the washrooms).

10. Ask the participants: “What should be the disciplining option when one defies the rules?” Listen to their answers and unitedly come up with about two consequences.

11. After that, remind participants that the program aims to:

- Increase youth economic prospects,
- Increase the capacity of Higher Education Institutions, and
- Strengthen youth-serving networks.

12. Take the participants through the full program-training schedule (see Appendix I), including the modules and timing. *(If you have printed copies, circulate them.)*

Allow time for participants to ask questions.

13. Explain to participants that this training will be participant-centered and will provide them with opportunities for real business experiences.

State: “We are all here to learn from each other. There are no right or wrong answers, and active participation is expected.”

Explain that in such learning, participants are expected to be active.

ACTIVITY II: PARTICIPANTS' PRE-TEST

About the Activity

The participants' pre-test (see Appendix 2) seeks to gauge the understanding of the subject matter by the participants. This is the second activity to be covered during the training. The participants get to familiarize themselves with subject terminologies before the beginning of training.



Objectives

- To know participants' understanding of entrepreneurship concepts before the training.
- To expose the participants to new terms, concepts, and ideas.
- To measure the perceptivity of business, entrepreneurial, and life skills among target youth.



Duration

- 15 minutes



Material

- Flip chart paper and markers
- Notebook and pens
- Pre-test printouts



Instructions

- Administer the pre-test to youth participants before the start of the training.



Facilitation Steps



- a) Inform the participants that they will be required to take a pre-test which is aimed at assessing their knowledge on the various topics that we will learn.

Say: “So, now we will start by assessing our knowledge of some concepts. Answer the questions to the best of your knowledge and bear in mind that your scores have no negative impact or any consequences, it is just for assessment purposes.”

- b) Give them ten minutes for the students to complete the test. *(This is to facilitate prompt and genuine feedback.)*



Instructor’s Notes:

Keep the results of the assessment. Use the test results to know the level of instructions that you will use and to individualize your teaching to the student's needs (i.e., use of local language, short explanations, rephrasing of terms).

MODULES

This marks the beginning of training content. All the sessions, objectives, requisite material, activities, timelines, and facilitation steps that will be undertaken by participants are outlined below.

MODULE I: INTRODUCTION TO ENTREPRENEURSHIP

About the Module

This module is designed to teach fundamental principles and best practices and methodologies for creating and scaling a successful high-impact entrepreneurial venture. The module is highly experiential and action-based. The module covers six topics that give a general overview and a roundup of current developments in entrepreneurship. The participants will also explore current and future problems and opportunities in entrepreneurship and possible engagement areas.



Sessions

- Session 1: General Introduction to Entrepreneurship
- Session 2: Entrepreneurship DNA Test
- Session 3: Difference Between an Entrepreneur and Businessman
- Session 4: Entrepreneurship Concepts
- Session 5: Benefits of Entrepreneurship
- Session 6: Signs of a Good Business Idea
- Session 7: Q&A and Discussions.



Objectives

By the end of the session, the learner should be able to:

- Understand the concept of entrepreneurship.
- Establish the difference between an entrepreneur and a businessman.
- Understand the characteristic of a successful entrepreneur.
- Understand the commercial application of innovation.
- Identify personal attributes that enable the best use of entrepreneurial opportunities.
- Explore entrepreneurial leadership and management style (DNA test) (see appendix 3).
- Identify the benefits of starting one's own business or preparing for a career.



- Identify a niche or a business idea and get started



Duration

- 4 hours 30 minutes



Material

- Flip charts
- Markers
- Signing sheet
- Sticky notes
- Printed module manual
- Entrepreneurship DNA tests and DNA test answer sheets (see appendix 3)



Advance Preparation

- Printing of the Entrepreneurship DNA tests and DNA test answer sheets.
- Printing pre-and post-tests



Facilitation Steps

- 1) Welcome participants to the entrepreneurship module and give them a brief of what the module entails.
- 2) Ask participants: “What is entrepreneurship and an entrepreneur?” Write their answers on a flip chart or the board. Using the answers, come up with one definition together.
- 3) Ask participants: “What is the difference between entrepreneur and businessman?” Write their answers on a flip chart or the board in a T-table format. Explain to them the differences between the two.
- 4) Inform the participants that they will be taking part in an Entrepreneurship DNA test to assess the entrepreneurship competencies that will be crucial to help them navigate an uncertain future.



- 5) With your guide, administer the entrepreneurship DNA test.
- 6) Give out copies of the test to each participant and read through explaining each question as they mark on appropriate choices.
- 7) Let the participants exchange their papers to award scores for each other. Use the Entrepreneurship test result sheet as a marking guide and discuss the results from the test.

For instance, explain to the participants: “Question one was an attitude test. How many people scored on that by a show of hands.”

- 8) Explain to the participants the key elements or traits that an entrepreneur needs to possess with relevant examples.

Inquire from the participants about business ownership and categorize them into three groups.

- Those with existing businesses
 - Those with business ideas
 - Those pursuing career opportunities (employment)
- 9) From the established groups, ask the participants about the benefits of doing and owning a business.
 - 10) In the groups that were previously formed ask the participants to spend 5 minutes to list down the signs of a good business idea then ask them to validate their answers. Afterward, write the four key signs of a good business idea on a flip chart.
 - 11) Congratulate participants for completing the first unit of the Empowered Youth Program and their attentiveness and corporation.
 - 12) Conduct a Q&A session and open discussions on the topic:

“Are Entrepreneurs born or made?”



MODULE II: PRODUCT DEVELOPMENT

About the Module

In this module, the participants will learn how to bring a product from concept to market launch and become fluent in all facets of the product development process. Every great product begins with a prototype, so the participants will learn how to deal with the central challenges and the processes, tools, and techniques that are involved in the design and development of new products that can potentially be successful in an evolving marketplace. Through the training, the participants will be well-positioned to bring their product ideas to life.



Sessions

- Session 1: Introduction to Product development.
- Session 2: Ideation process
- Session 3: Developing Prototype & MVP
- Session 4: Testing and Validation
- Session 5: Quiz and discussions



Objectives

By the end of the session, the learner should be able to:

- Understand product development.
- Understand their products or services.
- Learn the complete product development process.
- Understand the definition of prototyping and development of a Minimum Viable Product (MVP).
- Understand the difference between an MVP and a prototype.
- Learn how to evaluate the product life cycle.
- Understand how to build products with a sustainable competitive advantage.
- Learn to prioritize new product ideas based on business strategic alignment, return on investments, and ability to execute.
- Learn how to develop value and market-based product pricing.
- Create an appropriate MVP or prototype for their business.



Duration

- 5 hours



Material

- Flip charts and markers
- Manila papers
- Chart stickers
- Concept Canvas (see appendix 4)
- Value Proposition Canvas (see Appendices 5)



Advance Preparation

- Printing of product development canvas and value proposition canvases (see Appendices 4 and 5 respectively)



Facilitation Steps

- 1) Welcome participants to this session and do a recap of the previous session. Begin the session by asking each participant: “What did you learn about Entrepreneurship?”

You can vary the order by asking the participants to share something they learned outside of the discussion or something fun they did the previous day/week.

- 2) Welcome participants to the product development module class and give them a brief introduction to what the module entails.

- 3) Ask the participants: “What is a product?”

Using the answers, together come up with one definition. Write key points on a flipchart as you go.

- 4) Ask participants: “What is Product development?”



Define product development as: “The creation of products with new or different characteristics that offer new or additional benefits to the customer.”

- 5) Ask the participants: “What products or services does your business offer to the market?”

Let each participant write the products/services they offer on sticky notes. Collect the sticky notes and stick them on one side of the wall (preferably the front board).

Read aloud to everyone the product or service written on the sticky notes.

- 6) Ask the participants: “What problem is your product or service solving?”

Ask three or four participants to describe what problems their businesses are trying to solve. *(Allow up to two minutes for each participant to speak.)*

Give an example of a problem being solved by Java house:
“Java is not selling coffee but an open office”

Explain to the participants that Business Value Proposition make their business products or service attractive to customers. A business value proposition ensures that its products or services are positioned around customers’ values and needs.

Inform the participants that they will be required to come up with a value proposition for their business. Introduce the value proposition canvas (see Appendix 6).

- 7) Introduce product development process as highlighted below:



Use slides to explain the various steps in the product development process.

- 8) Explain what ideation is and give participants time to work in groups to brainstorm and come up with business ideas.



- 9) Define ideation as, “the process where one generates ideas and solutions through sessions such sketching, prototyping, brainstorming, worst possible idea and a wealth of other ideation techniques.”
- 10) Introduce the concept of idea screening to the participants as a process that evaluates and contrasts new product ideas to get the most promising ones for your business.
- 11) Explain: “Now that we have understood idea screening, we are going to look at the importance of doing a screening before you enter the market. Idea screening is a process in idea generation where the entrepreneur uses a checklist, personal judgment basing on information from market information and information from experience.”

“Screening also calls for judgments that predict your organization’s ability to make products/offer services and its ability to market the items successfully.”

Ask participants to brainstorm the importance of idea screening and list them on the flip chart.

- 12) Elaborate on the importance of idea screening. Note the following points.

The importance of idea screening:

- Helps in focusing the whole product development process with a higher possibility of achieving success.
- Helps to reduce the number of irrelevant ideas into a convenient amount which can further be turned into prototypes.

The vital question one must ask themselves during the screening process is how to eliminate the number of ideas without screening away the potential ones.

Icebreaker:

Inform the participants that they will be involved in a game to understand the production process better. *The goal is for the team to move a ball or several balls around the table. Team members must all touch the ball or balls once. After one team member touches the ball, the next person must do the same. The team earns a point if they successfully manage to move the ball around the table. Each sprint lasts for three minutes, and the whole team must participate in five sprints to see who wins the Ball Point game.*



During the first sprint, the team discusses their strategy and takes notes to anticipate how many points they will score in the first minute. The second minute involves moving the ball around the table. The team records their points and new learning in the third minute. As the game progresses, teamwork intensifies as members add more balls in the following sprint rounds. As the team passes balls simultaneously, the game becomes more complex. More thinking is required in the iteration process as team members attempt to increase their scores.

After each round, the teams engage in a brief retrospective to see what tactics they can use to score more points in the next sprint.

14. Distribute the concept canvas (see appendix 4) and guide the participants on how they should fill it, tell them this will help them understand their products/services/solutions. *(Issue it as an assignment to be presented later.)*

13) Introduce the two concepts of prototype and minimum viable product by asking the participant if they have had the two names. If possible, ask them to define them.

Give the right concept and definition of the terms: “A **prototype** is an early sample, model, or semi-realistic representation of what you are building that can be interacted with and tested on users to help validate your design.

A **minimum viable product** is a product that has enough features to be sold and meets the user's basic needs.” Give an example of the evolution of mobile phones from basic communication devices to complicated handheld computers.

14) Explain to the participants the importance of having a prototype and an MVP as listed below:

Importance of prototypes:

- Shows a rough picture of the solution
- Evaluating and testing the design
- Clarifying production costs and issues
- Selling the product to investors
- For patenting purposes

15) Describe the five stages of prototyping in detail:

EMPATHY > DEFINE > IDEATE > PROTOTYPE > TEST

16) Conduct a Q&A session where all the learners should participate to test if all the concepts are understood.



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MODULE III: BUSINESS MODEL DEVELOPMENT

About the Module

Business models are essential to launching new innovative products or improving existing businesses. This module is designed for anyone who wants to understand innovation best practices and the intra-corporate entrepreneurial (intrapreneur) skills needed to lead innovation projects, teams, and strategies. The participants learn to identify and communicate the nine key elements of a business model (see appendix 7): Customer Segments, Value Proposition, Channels, Customer Relationships, Key Resources, Key Activities, Key Partners, Revenue Streams, and Cost Structure. The module also provides a tool that ensures business models are well equipped to launch new innovative products or improve existing operations.



Sessions

Session 1: Introduction to Business Model Development

Session 2: Value Proposition

Session 3: Customer Segment

Session 4: Channels

Session 5: Customer Relations

Session 6: Revenue Streams

Session 7: Key Resources/Key Activities

Session 8: Key Partners/Cost structure

Session 9: Quiz and discussions



Objectives

By the end of the session, the learner should be able to:

- Define the business model.
- Identify the eight core areas of a business model.
- Identify the nine components of the business model canvas (BMC) (see Appendix 7).
- Learn the importance of a business model.
- Explore the importance of the customer value proposition in further detail.



Task

- Prepare a filled BMC for their businesses



Duration

- 5 hours 30 minutes



Material

- Blank BMCs template
- Flip charts and markers
- Sticky notes



Advance Preparation

- Write the objectives and schedule for the first day on a flip chart or the board
- Print copies of the BMC



Facilitation Steps

- 1) Welcome participants to this session and do a recap of the previous session through questions and answers.
- 2) Introduce the participants to the Business model development concept then simplify it to: “This is how we are going to make money to survive and grow”.
- 3) Divide the participants into groups of 4-6, introduce them to the BMC, and issue the pre-printed canvases to the groups. Define what the BMC is and explain the



segments as they note on a sticky note to help them fill the segments.

- 4) Ask each group to identify a business they will work on to fill in the BMC. Allow each group to present as you correct and make changes where necessary.
- 5) Ask the participants what they have learned and what could be the advantages of using a BMC canvas in their business, list them down, and elaborate on the importance.
- 6) Conduct a Q&A Session.



MODULE IV: MARKET DEVELOPMENT & STRATEGIES

About the Module

Market development is a growth strategy that identifies and develops new market segments for current products. A market development strategy deals with growing the prospective market through new users or new uses. Here, participants will learn how sales can be increased via new ways of making use of the product, and growth strategies.



Sessions

- Session 1: Introduction
- Session 2: Market development & penetration
- Session 3: Implementing market development strategies
- Session 4: Market development strategies examples
- Session 5: Type of marketing strategies
- Session 6: Quiz and discussions



Objectives

By the end of the session, the learner should be able to:

- Understand the marketplace and contribution of marketing to the business enterprise.
- Define primary and secondary sources of information, give examples of methods used to collect primary data, give examples of sources for secondary data, and compare and contrast the advantages and disadvantages of both types of data.
- Describe major bases for segmenting consumer and business markets.
- Define and be able to apply the three steps of target marketing: market segmentation, target marketing, and market positioning.
- Describe the major types of consumer buying behavior, the stages in the buyer decision process.
- Understand the difference between market development and market penetration.
- Identify the costs and benefits of marketing channels.
- Learn about forms of digital marketing and benefits to the business.
- Place their products in the right market mix.
- Identify the right promotional mix for their business.



Task

- Develop a sales and marketing plan.



Duration

- 4 hours 30 minutes



Material

- Flip chart and markers



Advance Preparation

- Write the objectives and schedule for the first day on a flip chart or the board.



Facilitation Steps

- 1) Explain to participants: “In this module, you will evaluate your market development and strategies. You will do this not only here during training but also in the community by making observations.”
- 2) Define the term business market development by asking the participant to share ideas of what could be market development and note down the relevant points. Use the points to develop a common definition.

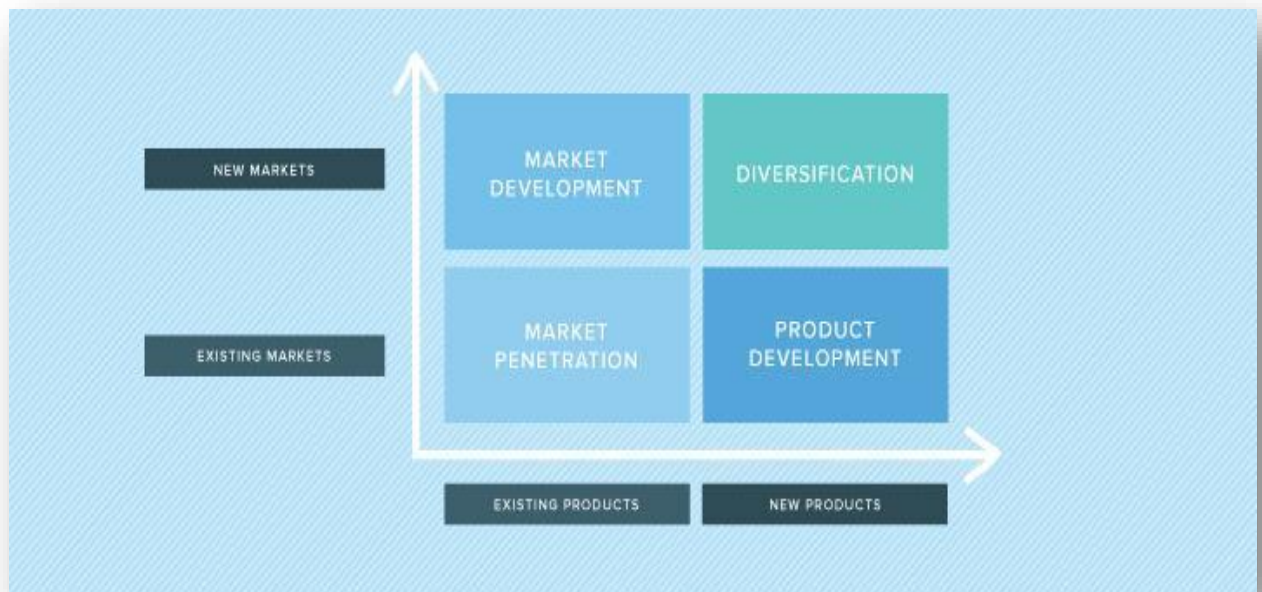
Definition business market development as: “a growth strategy that identifies and develops new market segments for current products for the potential market through new users or new uses.”



3) Ask the participants to share ways on how they can develop their markets. Let them share their ideas, then share with them the main strategies for growth:

- Diversification strategy
- Market penetration strategy
- Product development strategy
- Market development strategy

Use the Ansoff matrix model below to simplify:



- 4) Pick the main strategies and discuss each of them in detail.
- 5) Explain to the participants that you are going to introduce another concept referred to as Marketing strategies.
- 6) Ask participants to take five minutes and share thoughts on what their marketing strategies are. Discuss and then elaborate on the strategies.
- 7) After reviewing these strategies, introduce the market mix concepts below and discuss each of them.
- Product,
 - Price,
 - Place, and
 - Promotion of a good or service.



- 8) Explain, in detail, that STP marketing (Segmentation, Targeting, and Positioning) is a three-step marketing framework: market segmentation, target marketing, and market positioning.
- 9) Ask the participants to state the platforms where they can market their products and services. List them down and discuss each of their effectiveness.
- 10) Conduct a Q&A session on the importance of marketing.



MODULE V: FINANCIAL AND BUSINESS SUSTAINABILITY

About the Module

This module is an introduction to the financial tools that can be used to address sustainability in a business. By design, this module does not provide a deep dive into any specific issue. This module is for participants planning a career in social enterprise who want to understand the application of financial tools. Through the module, participants will understand the relationship between finance and sustainability, analyze which financial tools are effective (as measured by both sustainable impact and the ability to earn a financial return), which are not, and learn how the effective implementation of finance to address sustainability can be practically applied in a variety of contexts.



Sessions

Session 1: Introduction to financial management

Session 2: Financial statements

Session 3: Cash flow statement

Session 4: Income statement

Session 5: Balance sheet

Session 6: Quiz and discussions



Objectives

By the end of the session, the learner should be able to:

- Distinguish between personal finance and business finance.
- Learn about the importance of record keeping.
- Understand how to read, interpret and formulate basic financial statements: Cash flow, Income Statements, and Balance sheets.
- Understand the importance of financial management.
- Learn about the three sections of a cash flow statement.
- Understanding of basic financial systems to put in place.



Duration

- 2 hours



Material

- Flip chart and markers
Write the objectives and schedule for the first day on a flip chart or the board.



Facilitation Steps

- 1) Welcome participants to the financial and business sustainability training. Ask the participants to give their views of what finance and financial management are.
- 2) Explain to the participants: “Through this training, you will learn to plan and manage your business finances by evaluating three types of financial statements.”
- 3) Allow 2-5 volunteers to give their ideas and definitions of financial statements.

Compare participants’ ideas to this definition and emphasize that: “Financial statements are records that convey the business activities and the financial performance of a business. For instance loss, profit, margins, and projections.”

- 4) Introduce the three financial statements:
 - Balance sheet,
 - Income statement, and
 - Cash flow

- 5) Ask the participants to describe what a cash flow statement is.

List their ideas on a flip chart and emphasize that: “A cash flow statement is a financial statement that reports the cash generated and spent during a specific period (e.g., a month, quarter, or year).”



- 6) Identify and explain the three sections of a cash flow;
 - Operating,
 - Investing, and
 - Financing activities.

- 7) Describe and illustrate how to calculate a cash flow statement. Divide participants into three groups. Give the groups a cash flow statement challenge and allow 10 minutes for the completion of the task.

Triangle Production Game (Cashflow Game)



Material

1. Scissors
2. Manila papers
3. A4 printing papers
4. Ruler
5. Money



Participants

1. Facilitator
2. Banker
3. Shop keeper
4. Buyer/ Seller
5. Players in groups



Rules of the game:



1. The time allocated for each day is 2 minutes. Therefore, one cycle should be at least 14 minutes.
2. Participants are allowed to take loans from the bank. The loans will accrue an interest of 10% at the end of the four production weeks nor regarding the week of taking the loan.
3. Players will be buying raw materials from the seller. The game provides room for negotiation on the purchasing of the raw material and the purchasing of the product.
4. The players are all employed and are entitled to salaries. Determination of salaries is at groups own discretion.
5. Each player will be required to do a weekly shopping of at least 5 dollars.
6. The players have an obligation to pay rent at the premises of production. Rent is priced at \$30.
7. The game will be an assimilation of the real-life condition. The players might be exposed to risk such as theft and inflation.
8. Each group is given \$200 to begin production. \$100 as cash in hand and \$100 as a loan from the bank. The winning group is the one with the most cash at hand.
9. The cost of raw materials is predetermined as follows:
 - a. Manila paper \$10
 - b. Printing paper \$5
 - c. Scissors \$20
 - d. Rulers \$10
10. There is a standard triangle that is used as the standard of quality. The triangle measure 5*5*5 cm.

11. The buying price of the cut triangles are predetermined as follows:

- Manila paper \$20
- Printing paper \$10.



Flow of the game:

- The game will be played in groups of at least four people each.
- In the group, roles will be distributed as follows.



Player 1: Finance controller



Player 2 and 3: Producer up to two cutters



Player 4: Drawer to draw shapes on the paper.



Other players: Employees of the company.

Cycle I:

Day 1: Buying of raw materials from the buyer. The payers will be allowed to buy raw materials for their production week.

Day 2; The payers will be given two minutes to start production. The production process entails drawing of the triangles and later cutting them to shape. of the triangles. They will have to draw the triangle.

Day 3: Each group will supply their produce to the buyer. The buyer will purchase the goods at different prices depending on the quality. The seller gives the buyer an invoice.

Day 4: The finance person will go with the invoice the buyer to claim payment of the goods supplied on the previous day.

Day 5: The players will go the the bank to request or pay their loans. The group will then pay salaries.



Day 6: Personal shopping. Each player has to spend atleast 5 dollars on shopping.

Day 7: Rest day.

Iterate the process up to the fourth week. At the end of the fourth week there will be rent collection and full loan repayments which will be done at the bank.

Final Discussion

The goal of the Game is to allow participants to get experience in all of these areas of business by running a small business in a simulated business environment, free of any negative implications in their future entrepreneurial career.

This implies good understanding of the market, excellent goal setting and planning, organisation of production and managing profitable business relations. A strong feature is to learn how to separate business and family.

This necessitates a thorough awareness of the market, as well as outstanding goal-setting and planning, production organization, and the management of profitable business relationships. Learning to separate business and family life is a key element.

- 8) Ask each group to prepare a cash flow statement.
- 9) Allow one participant from each group to present their cash flow statement.
- 10) Allow 2-5 participants to share their opinions on the importance of a cash flow statement. Write the answers on a flip chart where everyone can see them.

Compare participants' ideas with those in the list below:

Why do you need a cash flow statement?

- A cash flow statement shows the money that goes in and out of a business.
- A cash flow statement can help you focus on creating excess cash.
- Cash flow statements often provide better Key Performance Indicators (KPIs) than profit and loss statements (which we will learn in the next session).



11) **Icebreaker: Inform the participants that they will be involved in an ice breaker exercise which will be a game.**

To play, you simply ask each person to brainstorm three "facts" about themselves. Two of the facts will be true, and one will be a lie. For instance, I might say, "I once got stuck on an elevator. I am an only child. I have traveled to the UK once." The learners can take turns guessing which is the lie. Allow ten minutes for the participants to play the game.

12) After the game, tell the participants: "We are now going to talk about another financial statement referred to as an **income statement**. This allows you to show how profitable your business is over a given reporting period. It shows **your revenue, less your expenses and losses.**"

13) Describe the terms used in income statements and illustrate how to calculate income statements. Using the provided formula, calculate the net profit/loss in the example given below:

The graphic displays the Gross Profit Formula: **Gross Profit Formula = Net Sales - COGS**. It includes three icons: a calculator icon above the text, a bar chart with an upward arrow and a dollar sign icon above "Net Sales", and a bar chart icon below "COGS".



- 14) Ask participants to return to the same groups they were in for the previous activity (preparing a cash flow statement).

Give the groups the income statement challenge stated above and allow 15 minutes for the completion of the task.

- 15) Ask participants to name some of the benefits of having an income statement. Write their answers on the board and allow plenty of time for participants to talk and discuss.

Benefits of having an income statement:

- It is used in making major financial decisions.
- It is necessary when you need to get credit.
- You need one for compliance e.g., filing tax reports.

- 16) Tell the participants that you are now going to go over to the final financial statement referred to as the **balance sheet**.

- 17) Ask participants to explain in their terms what a balance sheet is. List their ideas on a flip chart and come up with the final answer.



Explain: “A balance sheet gives a snapshot of a company’s **assets, liabilities, and equity**. **Assets** are defined as what a company owns. What it owes is referred to as **liabilities**, and the shareholders' interest in the company is what is referred to as **stakeholders' equity**.”

18) Describe the terms used in a balance sheet and illustrate how to calculate a balance sheet using the fundamental equation provided.

Assets = Liabilities + Equity

- Simply -

‘Things and stuff I own (assets) = People we owe (liabilities) + Own contribution ‘partners’ (equity)

19) Divide participants into the same groups they were in the previous activity. Ask each group to prepare a balance sheet in the example given below:



Example Company Balance Sheet December 31, 2012			
<u>ASSETS</u>		<u>LIABILITIES</u>	
Current assets		Current liabilities	
Cash	\$ 2,100	Notes payable	\$ 5,000
Petty cash	100	Accounts payable	35,900
Temporary investments	10,000	Wages payable	8,500
Accounts receivable - net	40,500	Interest payable	2,900
Inventory	31,000	Taxes payable	6,100
Supplies	3,800	Warranty liability	1,100
Prepaid insurance	1,500	Unearned revenues	1,500
Total current assets	<u>89,000</u>	Total current liabilities	<u>61,000</u>
Investments	<u>36,000</u>	Long-term liabilities	
Property, plant & equipment		Notes payable	20,000
Land	5,500	Bonds payable	400,000
Land improvements	6,500	Total long-term liabilities	<u>420,000</u>
Buildings	180,000		
Equipment	201,000	Total liabilities	<u>481,000</u>
Less: accum depreciation	(56,000)		
Prop. plant & equip - net	<u>337,000</u>		
Intangible assets		<u>STOCKHOLDERS' EQUITY</u>	
Goodwill	105,000	Common stock	110,000
Trade names	200,000	Retained earnings	229,000
Total intangible assets	<u>305,000</u>	Less: Treasury stock	(50,000)
Other assets	<u>3,000</u>	Total stockholders' equity	<u>289,000</u>
Total assets	<u>\$ 770,000</u>	Total liabilities & stockholders' equity	<u>\$ 770,000</u>

The notes to the sample balance sheet have been omitted.

20) Explain the importance to have a balance sheet.

Benefits of having a balance sheet:

- It can help you get a loan
- It can help you manage your business.
- It can tell you if you're heading in the right direction

Note: Concepts should be made as simple as possible and use the language the participants will understand.



MODULE VI: BUSINESS ADMINISTRATION

About the Module

Business Administration provides a general knowledge of business principles and practices. It contains comprehensive training on skills needed to be successful in several areas, including accounting, finance, human resources management, marketing, operations, and planning. Other discussion points include social and corporate responsibility, law, and ethics. The module will give participants insight into the many aspects of managing a business — and its people and processes.



Sessions

Session 1: Introduction to business administration

Session 2: Business Registration

Session 3: Patenting

Session 4: Trademarks

Session 5: Registrability

Session 6: Quiz and discussion



Objectives

By the end of the session, the learner should be able to:

- Understand the essence of registering a business.
- Know the requirements for registering a business.
- Understand what is patenting and its importance.
- Determine various ways of trademarking products.
- Learn about Kenyan Law on business certification.
- Know what legal structures to put in place in their business to protect themselves and their businesses.



Duration

- 9 hours 30 minutes



Material

- Flip chart and markers



Advance Preparation

- Write the objectives and schedule for the day on a flip chart or the board.
- Contact the guest speaker with more information on the County Business Regulatory Tool Kit to speak to the group.
- Meet with the speaker first to discuss how the session will go and the points you would like them to cover.
- Ask them to speak about the County Business Regulatory Tool Kit and how it works, why it exists, how businesses can use the tool kit, etc.
- Ensure the guest speaker knows the arrival time.
- Ask the guest speaker if there are any advance materials they might need for the session.



Facilitation Steps

- 1) Welcome participants to this session and introduce the Business Administration module as you do a recap of the financial and business sustainability class previously attended.
- 2) Explain all the relevant concepts of business administration.
- 3) Ask the participants to give examples of what is required to register a business as you write the responses on a flipchart or board.

Explain the requirements.



- 4) Explain the process of business registration for start-ups and Micro, Small, and Medium Enterprises (MSMEs).
- 5) Ask them to work in groups of five to discuss the requirements for the registration of the businesses they are planning to start.

Let them present their discussions.

- 6) Explain different types of concepts through question and answer in detail (e.g., patenting, trademark, etc).

Ask what can be patented? Why is important to patent and register trademarks? etc.

- 7) Explain how you register for trademarks and certification marks.
- 8) Introduce the Guest speaker to the participants and ask the participants to welcome them.

Say: “ In this session, we are going to invite our guest speaker, **Mr. [INSERT NAME]** from **[insert name of organization]** who will enlighten us on how to access government regulatory information before starting a business in **[insert name]** county.”

- 9) Conduct a Q&A Session.



MODULE VII: BUILDING A TEAM

About the Module

Teams are essential to the modern organization, but most never reach their potential. Co-workers miscommunicate, and groups struggle to adapt to changes in the market or their organizations. When teams lack self-awareness about these challenges, performance suffers. Based on years of team culture research and consulting experience, this module helps the participants understand the problems that hurt productivity, and gives them tools for creating positive change. This module also guides the participants through creating the ground rules and structure needed to set their team up for success.

They gain the skills to diagnose issues such as conflicts, groupthink, and lack of commitment in their team before they get out of control. The module offers frameworks to adjust team behavior and get the best performance out of members. The participants will also understand frequent stumbling blocks for common team types, such as startups and virtual teams, and learn solutions tailored to each one.



Sessions

Session 1: Introduction

Session 2: Building a successful team

Session 3: How to choose the right team

Session 4: Conclusion

Session 5: Quiz and discussion



Objectives

By the end of the session, the participants should be able to:

- Determine how to recruit the right team members.
- Inculcate a winning culture in their organization.
- Determine the organizational structure and develop an organogram.
- Define mission and vision statements and their importance to a business.
- Determine business core values.



Duration

- 2 hours 30 minutes



Tasks

- Participants to develop an organogram for their businesses.
- Participants to come up with a mission and vision statement for the businesses.
- Participants to identify their business's core values.



Material

- Flip chart
- Manila paper,
- Sticky notes and
- Markers



Advance Preparation

- Sisal rope for tug of war game.



Facilitation Steps

- 1) Welcome participants to their Building a team module and invite them all to sit or stand in a circle for a recap on Business Administration.

Ask the participants the following questions:

- What was your take out from the session on Business Administration?
- In what ways will you apply this knowledge and skills to your business?
- What are some of the challenges that you have encountered while trying to implement these concepts in your business?



- 2) Ask the learners: “How many of you have people are you working within their businesses or foresee working in their business after starting?”
- 3) Ask learners why they think it is important to build a team and reasons for partnering with others for the success of businesses. Write their responses on the board or flipchart.
- 4) Task the participants to write down the qualities of people they need to fulfill their value proposition on sticky notes.

Collect the sticky notes and stick them on one page of the flip chart.

Read aloud the qualities listed on each sticky note.

- 5) Introduce the story of Warren buffet or any other relevant example of a businessman who built a successful company because of having the right team members.

Say: “Warren Buffett and Charlie Munger have been friends for over 60 years and business partners since 1978. During that time, they’ve both become billionaires while building Berkshire Hathaway into a \$630 billion investment giant. Warren Buffet spent years trying to convince his friend to work with him. He never looked for someone else and did a lot to convince him to work together. This means that there is no solo entrepreneur.”

Note: Introduce the example as a story of an old guy: some participants may not be familiar with Warren Buffet.

- 6) Tell the participants to make a list of:
 - What are they good at?
 - What do they lack in terms of technical skills and soft skills?

Allow the participants to do this task for 10 minutes.

- 7) Explain to the participants how to build a team for successful businesses and clearly explain all the points to the learners.
 - Start with yourself: Improving personal attributes.
 - Hire action takers who can get the job done.
 - Build a team for the long-term purpose of your business.
 - Hire people who have customer service.
 - Look at people’s personalities.
 - Be a ringmaster.
 - Diversify in your team.
 - Explain your vision to the team members.



- 8) Explain building a successful team, the factors to consider before employing or partnering with other people e.g level of growth of a business, etc.
- 9) Ask the participants what causes business failure.

Note the key points on the flip chart.

- 10) Explain what attributes to look for in business partners and people to employ when the business grows.

Icebreaker:

Ask the participants to form two groups by themselves. Inform the participants that they will be playing the *tug of war* game. In this game, players are in two groups where each group holds one end of the sisal rope. The players are to align themselves behind each other in a line while holding the rope. There should be a team leader who will lead on either side. The middle of the rope is marked with a red line. The red mark should be perpendicular to the ground, before the commencement of the game. Make a white mark exactly 13 feet from the red mark on either side of the rope. The game is won when either side with this white mark crosses the center point.

Inform the participants that this game was meant to test their strategy and team-building skills.

- 11) Conduct Q&A session.

MODULE VIII: ACCESS TO GOVERNMENT PROCUREMENT OPPORTUNITIES

About the Module

The law stipulates that women, youth, and persons with disabilities should access 30% of Government Procurement opportunities. The purpose of this module is to inform the youth, women, and persons with disabilities who own enterprises to be able to participate in government procurement. This module is aimed at empowering them by providing knowledge of opportunities to do business with the Government.



Sessions

- Session 1: Youth Enterprise Development Fund
- Session 2: Women Enterprise Fund
- Session 3: Uwezo Fund
- Session 4: Access to Government Procurement Opportunities (AGPO)
- Session 5: Q&A and discussions

SESSION I: YOUTH ENTERPRISE DEVELOPMENT FUND

About the Session

The Youth Enterprise Development Fund is a state corporation under the Ministry of Public Service, Gender and Youth Affairs. It was gazetted on 8th December 2006 and then transformed into a State Corporation on 11th May 2007. The platform provides easy and affordable financial and business development support services to youth who are keen on starting or expanding businesses.

During this session, participants will be educated on available employment opportunities for young people through the platform.



Objectives

- Introduce the youth to opportunities existing in the Youth Enterprise Development Fund.
- Introduce youth to ways of innovative finance.
- To explain what the youth must do to qualify for government procurement



- Introduce eligibility criteria and conditions for funding through the Youth Enterprise Development Fund



Duration

- 6 hours



Material

- Flip chart
- Handouts on Youth Enterprise Development Fund



Advance Preparation

- Ensure you have previewed the Public Procurement & Disposal Act.
- Develop a simplified handout on youth procurement.
- Print out copies of the handout for everyone.



Facilitation Steps

- 1) Explain to participants: “In this module, you will learn about the opportunities that are existing for business with the help of the government of Kenya. We will start by looking at the Youth Enterprise Development Fund. This will enable you to assess yourself and know how the youth fund can empower you as a Kenyan youth.”
- 2) Ask the participants:
“Do you know any form of assistance that the government of Kenya is currently offering to youths?”
- 3) Explain that The Youth Enterprise Development Fund is a state corporation under the Ministry of ICT, Innovation, and Youth Affairs. It was gazetted on 8th December 2006



and then transformed into a State Corporation on 11th May 2007. The Fund is one of the flagship projects of Vision 2030, under the social pillar. Its strategic focus is on enterprise development as a key strategy that will increase economic opportunities for, and participation by Kenyan Youth in nation-building. The Fund seeks to create employment opportunities for young people through entrepreneurship and encouraging them to be job creators and not job seekers.

- 4) Inform the participants on the eligibility criteria: The target population should be;
 - Youth aged 18 to 34 years
 - Youth aged 18 to 34 years
 - Youth running businesses and wish to expand
 - Youth looking for markets and other business development services
 - Youth looking for jobs abroad.

- 5) Explain the following products of the Youth Enterprise Development Fund (YEDF)
 - i. YEDF Bid Bond: YEDF is offering Bid Bond and Local Purchase Order (LPO)/Local Service Order (LSO) financing to youth participating in government tenders. The loan is available to individuals, registered groups, partnerships, and companies owned and run by the youth.

 - ii. Agri Vijana Loan: The Youth Enterprise Development Fund has partnered with Smart Solutions Africa (SSA) to support young farmers in acquiring greenhouses and global compliant agricultural inputs that presents a shift from traditional farming methods to modern ones

 - iii. Vuka Loan: The loan is advanced to youth who have existing businesses and can provide security. The objective of the loan is to provide friendly large-scale financing for business expansion. Applicants may be individual, partnerships, or limited companies

The limits for the loans are:

- Group loans KES 50,000 to 400,000
 - Individual loans KES 25,000 to 200,000
 - Business expansion loans KES 100,000 to 2 million
 - Greenhouse loans KES 357,344 to 430,000
 - Poultry incubator loans KES 198,000
 - LPO financing KES 500,000 to 20 million
- 6) Explain with examples the following services provided by the youth fund:
 - a. The Youth Fund provides Entrepreneurship training and appropriate Business Development Services to youth engaging in business to ensure that they have adequate skills and can identify and tap into business opportunities while embracing modern business management techniques.

 - b. Marketing support and linkages that is critical for the growth and general success of youth-owned enterprises in Kenya.

c. Youth employment scheme abroad.



7) Explain the following as ways through which the youth can access the fund:
 “There are 14 regional offices in ten counties across the country which have been created to enhance service delivery. The youth Fund has two officers in every constituency who help youth form groups, fill application forms, and provide them with business counseling. The officers have been furnished with motorbikes to assist in mobility. The officers can be found in district youth offices in every constituency.”

8) Encourage the youth to take the initiative to make inquiries from their constituency offices so that they too can benefit from the fund.

SESSION 2: WOMEN ENTERPRISE FUND (WEF)

About the Session

The Women Enterprise Fund provides Kenyan women with access to alternative financial services. By using a group approach, the fund serves to strengthen women's voices and bargaining power within the home as well as the wider community.

This session will inform participants about the financial avenues available through the fund and how to acquire them. Such training will increase the estimated earned incomes (purchasing power parity) thus having a positive impact on family welfare.



Objectives

By the end of the session, the participants should be able to:

- Know about opportunities in government through the WEF fund
- Be aware of laws that favor youth procurement
- Understand requirements for government procurement
- Understand eligibility criteria and conditions for enrolment into WEF



Duration

- 1 hour



Facilitation Steps

1. Ask participants to take 5 minutes and share thoughts on the caption below:
Women can do everything.
2. Explain that is against this point that the Government has set aside funds to promote women's entrepreneurship.
3. Explain that: The Fund's mandate is to capture the perennial challenges that have chained women to poverty through marginalization or exclusion from access to economic resources and opportunities like access to;
 - i. Credit,



- ii. Business development support services (i.e., capacity building)
- iii. Decent and secure market infrastructure
- iv. Information on markets and linkages with reputable companies.

4. Explain that:

“Access to finance has been one of the hindrances to women's economic empowerment. The key barriers to access to finance is ownership to collateral due to little to no property rights for women, absence of credit history due to women not having access to bank accounts, and nature of work, which majority is informal work and discrimination from banks and other financial institutes who consider them inexperienced and illiterate when it comes to money, thus making them less attractive clients. Lastly, women lack awareness of financial incentives geared for them makes it difficult for women to access. As a result, these challenges inhibit women from economic participation and access to financial products. are a result of inhibitive cultural practices that consign women to the periphery of the formal economy.”

5. Explain that:

- a. The Fund currently has 16 financial intermediaries spread across the 47 counties.
- b. The Women Enterprise Fund (WEF) has tried to fill these gaps by developing financial incentives and programs such as the Tuinuke Loan and Jiimarishe loans.
- c. The Jiimarishe Loan has the following features:
 - i. The loan is given to individual women, self-help groups, or companies owned by women.
 - ii. Affordable rate of interest at 8% per annum on reducing balance.
 - iii. The repayment period is a MAXIMUM of 36 months.
 - iv. The maximum amount per borrower is KES 2 million repayable in 3 years.
 - v. Flexible security – differs depending on a financial intermediary.

d. The Tuinuke loan has the following features:



The infographic is titled "GROUP LOAN (TUINUKE LOAN)" and features the logos of the Republic of Kenya and the Women Enterprise Fund (WEF). It provides a detailed overview of the loan product, including its interest-free nature and 5% administrative fee. A six-step process is outlined for applying for the loan, from group registration to receiving the cheque. A list of required documents is provided, such as group registration certificates and training certificates. The infographic also lists other services available to borrowers, including online marketing training and e-commerce platform access. Contact information for WEF Kenya is provided, including social media handles, email, and phone numbers. The infographic concludes with the slogan "When you empower a Woman, you empower a Family and a Whole Nation!" and logos for Kenya Vision 2030 and The Big 34.

GROUP LOAN (TUINUKE LOAN)

The WEF Tuinuke Loan is a product for registered self help groups comprised of either, 100% women or 70% women. Tuinuke loan is interest free with only a 5% admin. fee charged. Amounts available range from Kshs.100,000 to Kshs.1 Million (loan graduation principle applies)

HOW TO APPLY FOR WEF TUINUKE LOAN

Step 1	Register group with Social Services
Step 2	Visit the nearest WEF office in your Constituency. Our Credit Assistant (CA) will give you more information.
Step 3	Undergo 3 days of training by WEF CA on Entrepreneurship and business skills.
Step 4	Pick and fill out the loan application form (<i>attach the documents listed below</i>)
Step 5	Return form and all attachments to the WEF CA (We do not charge any loan application fees)
Step 6	After loan vetting process is completed, you will pick your cheque at the WEF CA's office within 45 days.

DOCUMENTS TO ACCOMPANY LOAN APPLICATION FORM

- Group Registration Certificate
- WEF Training Certificate
- ID Copies of all group members
- Signed Minutes passing a resolution to apply for the loan)
- Group Account Bank Statements)

WHAT OTHER SERVICES CAN YOU BENEFIT FROM?

Sensitizations and trainings on online marketing, certification of products, value chain addition, exchange programmes and exhibition opportunities.
We also market your goods and services on our e-commerce platform, WEFSOKO.

 @WEF_Kenya
  Women Enterprise Fund
  @WOMENFUND_WEF

 info@wef.co.ke
  WEF Women Enterprise Fund
  0714606845
 0793324820

All Regional WEF Contacts are available on www.wef.co.ke

When you empower a Woman, you empower a Family and a Whole Nation!

6. Introduce the Local Purchase Order financing arrangement.

“This is a product tailored to serve women by increasing their capacity to respond and adequately service tenders thus meeting supply requirements.”

7. The loan will be available to individual women owning enterprises or women-owned companies and has these features:

- i. Must be registered with the relevant government body



- ii. For companies, groups, and partnerships membership composition must be at least 70% women
 - iii. A valid Local Purchase Order/Local Service Order duly signed and stamped by the procuring entity (i.e. public institutions (listed in the public procurement and disposal Act))
 - iv. The maximum amount available for this loan is KES 2 million per individual borrowing.
 - v. Security: As per Fund's credit policy i.e.,
 - Amount up to KES 500,000/= (Create a chattel's mortgage over business/household assets.)
 - The amount above KES 500,000/= (Collateral e.g., land, shares, bank guarantees, etc.)
8. Explain that to qualify for this facility, the following documents will be required:
- Letter of undertaking
 - Copies of ID and Pin
 - Copies of proposed securities
 - 6 months bank statements
 - Business Registration certificate
 - Resolution to borrow (companies)
 - Directors guarantee form audited account
9. Introduce the Tender Security/Bid Bond:
- “The Women Enterprise Fund has initiated the tender security/bid bond product to aid women in Kenya in achieving requirements of the tendering process. This is a product that is available to individual women who may own enterprises or women-owned companies.
- a. The bid bonds will be issued at WEF head office (i.e., Social Security House 12th Floor Eastern Wing Block A).
 - b. The bid bonds are currently being offered to women within Nairobi County and its outskirts.
 - c. The application process is as below:
 - i. Filling of bid bond application form
 - ii. Payment of the commission (original bank slip required)
 - iii. Borrower to sign indemnity terms and conditions (as will be in the application form)
 - iv. Issuance of bid/tender security
 - d. The terms and conditions for the bid bonds are as shown below:
 - i. Minimum amount KES 50,000/=
 - ii. Maximum amount KES 2,000,000/=
 - iii. Interest rate N/A
 - iv. Commitment/Processing fee - Commission of 1% of the guarantee amount subject to a minimum of KES 1,000/=
 - v. Credit Reference Bureau - Clean Report
 - vi. The commission for the bid bond can be paid through:



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KCB collection Account no. 1111394423

and

M-PESA

Pay bill 830800

Account Number: 340000301

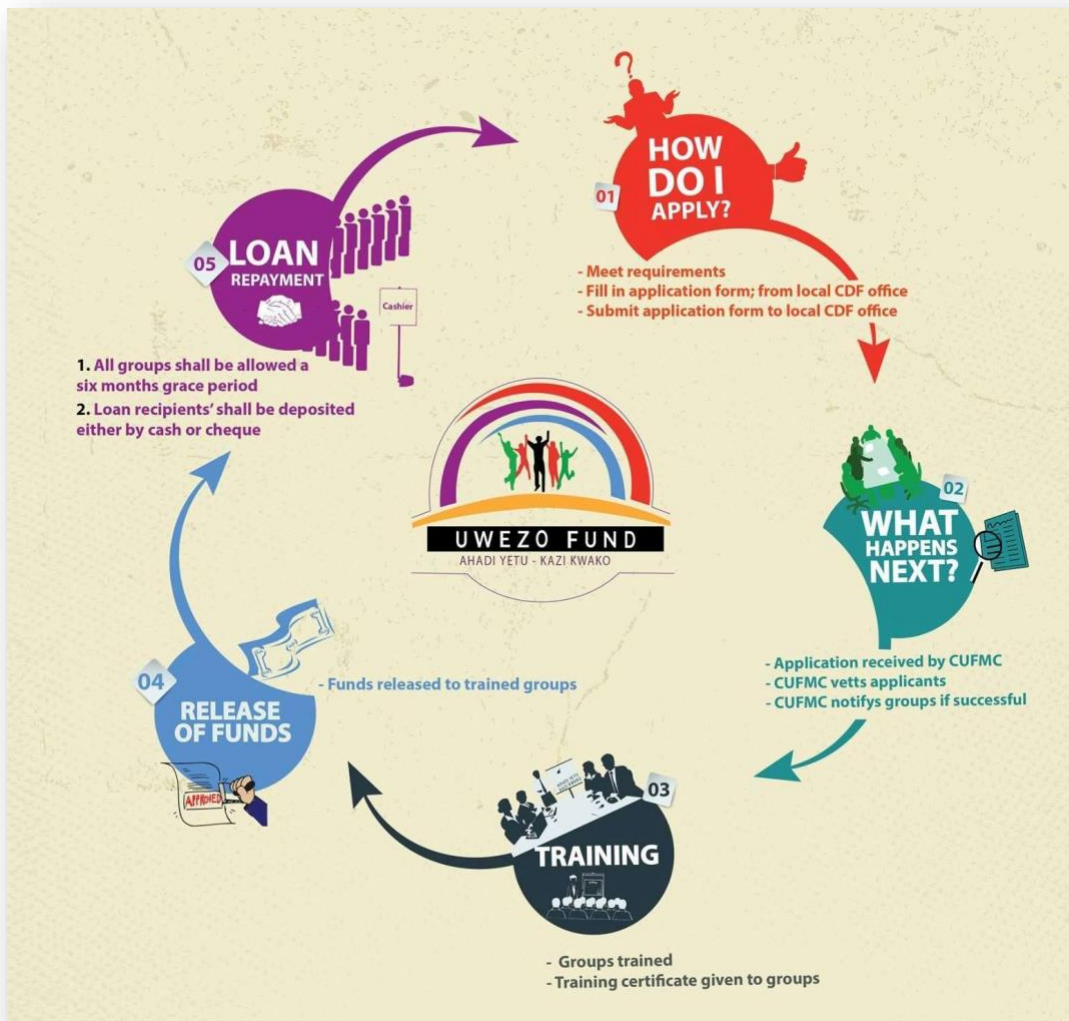


SESSION 3: UWEZO FUND

About the Session

Uwezo Fund is a flagship program for vision 2030 aimed at enabling women, youth, and persons with disabilities to access finances to promote businesses and enterprises at the constituency level, thereby enhancing economic growth towards the realization of the same and the Sustainable Development Goals No.1 (eradicate extreme poverty and hunger) and 3 (promote gender equality and empower women). The Fund is highly devolved and adopted the concept of bottom-up approach with decision making done at the grass-root level.

Through this session, participants will be enlightened on affordable and accessible credit, capacity building on entrepreneurship skills, basics on bookkeeping and market linkages, and networking.





Objectives

- Introduce the youth to opportunities in government procurement
- Introduce the objective of the Uwezo Fund
- Introduce eligibility criteria and conditions for enrolment into the fund



Duration

- 1 hour



Facilitation Steps

1. Explain that the Government has introduced various devolved funds to facilitate the achievement of the initiatives-
 - a. Youth Enterprises Development Fund,
 - b. Women Enterprises Development Fund,
 - c. Constituency Development Fund and
 - d. Uwezo Fund.
2. Explain that the Uwezo Fund is a flagship Programme for vision 2030 aimed at enabling women, youth, and persons with disability to access finances to promote businesses and enterprises at the constituency level.
3. Explain the objectives of the fund as:
 - a. To expand access to finances and promote women, youth, and persons living with disability-led enterprises at the constituency level.
 - b. Provides mentorship opportunities to enable the beneficiaries to take advantage of the 30 percent government procurement preference through its Capacity Building Program.
 - c. Provides an avenue for incubating enterprises, catalyzing innovation, promoting industry, creating employment, and growing the economy
 - d. To generate gainful self-employment for the youth and women; and
 - e. To model an alternative framework in funding community-driven development.
4. Take participants through the Uwezo Fund website- <http://www.uwezo.go.ke>
5. Take participants through Handout 6: 'Eligibility Criteria for Uwezo Fund'

6. Applicants shall qualify for Fund loan application if:

a) For a group

- 1) Is registered with the Department of Social Services, Cooperatives, or the Registrar of Societies.
- 2) Members of people aged between 18 and 35 years whereas the women's groups shall be made up of women aged 18 years and above.
- 3) Is based and operational at the constituency it seeks to make an application for consideration.
- 4) Operates a table banking structure or any other group fund structure where members make monthly contributions according to the groups' internal guidelines (evidence of monthly contributions shall be a requirement).
- 5) Hold a bank account in the name of the group.

b) For an institution

- 1) Is a registered entity.
- 2) Has listed youth and women groups within it.

How to apply

Step 1: Ensure that you meet the eligibility criteria above.

Step 2: Fill in an application form (available from the Constituency Uwezo Fund Management Committee office, CDF Offices.

Step 3: Submit the application form together with relevant documents to the Constituency Uwezo Fund Management Committee office.

Step 4: Await notification from the committee.

Eligible Amounts

- a) For administration of the Fund:
 - 1 The access by eligible groups of the Fund shall be on a first-come-first-served basis, subject to assessment and approval of the loan, provided that the Committee shall ensure equitable distribution of funds in the wards.
 - 2 Eligible qualifying amounts for a group shall be a minimum of KES 50,000/= and a maximum of KES 500,000/= at any one time.



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b) In determining the total amount a group is eligible to receive, the following criteria shall be applied:

1. The length of time the group has been in existence
2. The total amount contributed by the group
3. The current status of contribution and
4. The proposed business plan for the loan applied

The eligible amount shall be three times the group savings BUT it shall not be:

1. Below KES 50,000/= (Minimum),
2. More than the amount applied for in the application form, and
3. More than KES 500,000/= (Maximum)



SESSION 4: ACCESS TO GOVERNMENT PROCUREMENT OPPORTUNITIES (AGPO)

About the Session

The AGPO Program facilitates enterprises owned by youth, women, and persons with disabilities to participate in government procurement.

During this session, participants will be educated on available employment opportunities for young people through the platform.



Objectives

- Introduce the youth to opportunities in government procurement
- Introduce eligibility criteria and conditions for funding through AGPO



Duration

- 1 hour



Advance Preparation

- Arrange for a guest speaker from AGPO to speak to the group.
- Meet with the speaker first to discuss how the session will work and the points you would like them to cover.
- Ask them to speak about AGPO.
- Ensure the guest speaker knows what time to arrive.
- Set up the room so that the participants and the guest speaker sit in a circle.



Facilitation Steps

1. Remind the group about the previous discussion on Youth Enterprise Development Fund, Women Enterprise Fund, and UWEZO Fund.
2. Inform the participants that there is a special guest speaker from AGPO.
3. Divide participants into groups of four and ask them to spend 15 minutes coming up



with four or more questions that they would like to ask the speaker.

Examples of questions:

- What is the role of AGPO?
- Are there some examples of youth SMEs who have benefitted from AGPO?
- What is the eligibility for qualifying for UWEZO, Women Enterprise Fund, and Youth Enterprise Development Fund?
- What are the legal requirements for such funds?
- What documentation is required for such funds?

4. When the group is ready, invite the guest speaker to introduce themselves.
5. Let the guest speaker, make a presentation.
6. Let the participants ask questions including the ones listed in 3) above.
7. Thank the guest speaker for talking to the youths.
8. Ask the participants to appreciate the speaker with a round of applause.
9. Ask the participants: 'How will you utilize this information to benefit your business?'



MODULE IX: PRESENTING YOUR BUSINESS TO INVESTORS

About the Session

During the business, entrepreneurs will most likely need to give speeches and deliver a pitch. The outcome of the pitch lies solemnly in the quality of the pitch delivered. This session will empower participants with the skills and business pitching techniques needed to sell a product or score that investment.

The content has been carefully designed to help participants understand which factors to focus on to optimize success rates.



Sessions

- Session 1: Introduction to pitching
- Session 2: Types of investors
- Session 3: How to prepare a pitch deck
- Session 4: Tips for an effective pitch
- Session 5: Quiz and discussions



Duration

- 5 hours



Objectives

By the end of the session, the learner should be able to:

- Prepare a pitch deck.
- Present a business pitch to multiple audiences.
- Avoid common mistakes in business pitching.
- Identify investors.
- Build confidence in the ability to present a business to potential investors and customers.



Task

- Prepare a pitch deck that can be presented to an investor



Duration

- 1 hour



Material

- Flip chart paper and markers
- Manila papers
- Stopwatch



Advance Preparation

- Ask participants to carry along their business plans.



Facilitation Steps

1. Welcome participants to the new module on '**Presenting Your Idea to Investors**' and give them a brief of what the module entails.
2. Ask participants: "Who is an investor?"
 - Write their answers on a flip chart or the board
 - Using the answers, together come up with one definition
3. Ask the participants to share with everyone how they got the capital to start their businesses. Allow ten minutes for this exercise.
4. Tell the participants that there are two types of investors:



- Angel investors and
- Venture capitalist

5. Explain the difference between the two types of investors as follows:

An **angel investor** (also known as a private investor, seed investor, or angel funder) is a high-net-worth individual who provides financial backing for small startups or entrepreneurs typically in exchange for ownership equity in the company. Often, angel investors are found among an entrepreneur's family and friends.

A **venture capitalist** abbreviated as (VC) is a private equity investor that provides capital to companies with high growth potential in exchange for an equity stake. This could be funding startup ventures or supporting small companies that wish to expand but do not have access to the equities market.

6. Inform the participants that: “With so many newly-developed products and services, sometimes you need the support of investors. Some of the people who can help support our businesses are family members, friends, and the proverbial greater fool - the three Fs. These are the first people who would likely fund a startup in its initial stages. The first two F’s are ideally what start-ups would find their budding capital. The last F, the proverbial fool is someone whom you can convince to give you money who does not know you and has no idea what you are doing with your startup. They would likely give you money because they are excited about your idea.”
7. Tell the participants that they will need to prepare a pitch deck that they can use to solicit funds. Inform the learners that they will learn how to prepare a pitch deck.

Explain as follows:

- There is a need to develop a solid business plan.
 - Identify what makes your business valuable and worth investing in.
 - You may include a proven financial history of your business such as a P&L and cash flow statements.
 - A deep analysis of how you stack up against the competition across multiple industries.
 - One has to keep in mind that they have only ten minutes to present their ideas to a new investor.
8. Share with the participants the tips for a successful pitch.
- Create a pitch deck that is easy for you to work on and gets investors excited about your business. Keep in mind that you should have a short version that you can speak to within 10-minutes as well as an extended version that includes everything you’d like to give potential investors access to.
 - Take the time to practice, simplify your messaging, and only keep elements that build up your business. Leave everything else on the cutting room floor.
 - Begin your pitch with a compelling story. It should address the problem you’re solving in the marketplace. This will engage your audience right out of the gate.



- Share what's unique about your product and how it will solve the issue you shared in the previous slide.
 - If you can, try and develop a user persona or your ideal customer when speaking about your target market.
 - Your revenue or business stream. Investors tend to care about this slide the most. **How will you make money?**
 - Early in the presentation, you want to build some credibility. Take some time to share the relevant traction you've made.
 - Talk about your marketing and sales strategy. How will you reach your customers? How much will it cost? How will you measure success?
 - Investors invest in people first and ideas second, so be sure to share details about your rock star team and why they are the right people to lead this company.
 - Show what you're projecting in revenue (per product) over the next three to five years.
 - Your competition: Provide enough detail about why you're so different from your competitors.
 - Spell out how much money has already been invested in your company, by whom, ownership percentages, and how much more you need to go to the next level.
 - If you're seeking large sums of investment capital (over KES 2 million), most investors will want to know what your exit strategy is.
 - Have a well-thought-out business plan on-hand to share, so investors can read more if they'd like to.
 - No matter the outcome of your pitch, whether you receive funding, another meeting, or rejection, look for areas to improve. Don't be afraid to ask for feedback and take that into account for the next time you pitch.
9. Ask the participants to prepare a pitch deck for their businesses. Inform them that they will be required to present their pitch in a mock-investors panel.

APPENDICES

Appendix I: Program Training Schedule for Entrepreneurship

Modules within the entrepreneurship module take a maximum of one day each with different topic areas spread over each module. The entire training is expected to take 11 days. See the specific topics and learning periods below.

Module	Sessions	Duration	Day
MODULE I: Introduction to Entrepreneurship	SESSION 1: General introduction.	1 hour	1 day
	SESSION 2: Difference between entrepreneur and businessman	1 hour	
	SESSION 3: Entrepreneurship concept	30 minutes	
	SESSION 4: Benefits of entrepreneurship	30 minutes	
	SESSION 5: Signs of a good business idea	1 hour	
	SESSION 6: Quiz and discussions	30 minutes	
MODULE II: Product Development	SESSION 1: Introduction to Product development	30 minutes	1 day



	SESSION 2: Ideation process	1 hour	
	SESSION 3: Developing Prototype & MVP	1 hour	
	SESSION 4: Prototype & MVP	1 hour	
	SESSION 5: Testing and Validation	1 hour	
	SESSION 6: Quiz and discussions	30 minutes	
MODULE III: Business Model Development	SESSION 1: Introduction to Business Model	30 minutes	1 day
	SESSION 2: Value Proposition	30 minutes	
	SESSION 3: Customer segment	30 minutes	
	SESSION 4: Channels	30 minutes	
	SESSION 5: Customer relations	30 minutes	
	SESSION 6: Revenue streams	30 minutes	
	SESSION 7: Key resources/Key activities	1 hour	
	SESSION 8: Key partners/Cost structure	1 hour	



	SESSION 9: Quiz and discussions	30 minutes	
MODULE IV: Market Development & Strategies	SESSION 1: Introduction	30 minutes	1 day
	SESSION 2: Market development & penetration	1 hour	
	SESSION 3: Implementing market development strategies	1 hour	
	SESSION 4: Market development strategies examples	1 hour	
	SESSION 5: Type of marketing strategies	1 hour	
MODULE V: Financial and Business Sustainability	SESSION 1: Introduction to financial management	30 minutes	2 days
	SESSION 2: Financial statements	1 hour	
	SESSION 3: Cash flow statement	3 hours	
	SESSION 4: Income statement	3 hour	
	SESSION 5: Balance sheet	2 hours	
	SESSION 6: Quiz and discussions	30 minutes	



MODULE VI: BUSINESS ADMINISTRATION	SESSION 1: Introduction to business administration	30 minutes	2 days
	SESSION 2: Business Registration	1 hour 30 minutes	
	SESSION 3: Patenting	1 hour 30 minutes	
	SESSION 4: Trademarks	1 hour 30 minutes	
	SESSION 5: Registrability	1 hour 30 minutes	
	SESSION 6: County business regulatory toolkit	3 hours	
MODULE VII: BUILDING A TEAM	SESSION 1: Introduction	30 minutes	1 day
	SESSION 2: Building a successful team	30 minutes	
	SESSION 3: How to choose the right team	30 minutes	
	SESSION 4: Conclusion	1 hour	
MODULE VIII: ACCESS TO GOVERNMENT PROCUREMENT OPPORTUNITIES	SESSION 1: Youth Development Fund	2 hours	1 day
	SESSION 2: Women Enterprise Fund	1 hour	
	SESSION 3: UWEZO Fund	1 hour 30 minutes	
	SESSION 4: AGPO	1 hour	
	SESSION 5: Quiz and Discussion	30 minutes	



MODULE IX: PRESENTING YOUR BUSINESS TO INVESTORS	SESSION 1: Introduction to pitching	30 minutes	1 day
	SESSION 2: Types of investors	1 hour	
	SESSION 3: How to prepare a pitch deck	1 hour 30 minutes	
	SESSION 4: Tips for an effective pitch	1 hour 30 minutes	
	SESSION 5: Quiz and discussions	30 minutes	



Appendix 2: Participants' Pre-test

QUIZZ

NAME : _____

CLASS : _____

DATE : _____

ENTREPRENEURSHIP PRE-TEST
9 Questions

- Define the term "Entrepreneur"

A A person who starts and runs a business B A person who starts anything

C A group of people who own one business D A person in business school
- Which of the following is not a key activity when starting a business?


A Creating a minimum viable product. B Seeking opinion from your family and friends about your product.

C Buying a company car D Soliciting for funds to start a business
- Tick all the appropriate ways a business man can use to maintain good customer relations.

A Customer loyalty programs B Offering discounts

C Having entertainment at the business premises. D Visiting your customers premises.
- Which of the following is not a secondary source of information?

A News paper journal B Internet sources like Wikipedia.

C Text book information D Direct Interview
- 

Which financial statement is represented by the image above?

A ledger account B Profit and loss account

C Cash flow statement D Balance sheet



6. Which of the following options can you patent?
- A Scientific and mathematical theories and methods
- B New and improved products of technology in chemistry
- C Rules for playing games
- D Discovery of findings that are products or processes of nature
7. An elevator pitch is ?
- A Pitching your idea in 30 seconds or less to a potential investor
- B Pitching your idea and getting good feedback from a potential investor
- C Pitching your idea to investors in an elevator.
- D Presenting your entire business plan to an audience
8. When selecting employees, an employer should pick someone who does the following except?
- A Lacks initiative
- B Has more technical knowlede
- C Has good communication skills
- D Shares the same vision of the company
9. The following are open government opportunities to the Kenyan public except?
- A Women Development Fund
- B M-changa
- C Uwezo Fund
- D Youth Enterprise Development fund

Answer Key

- | | | | |
|------|------|---------|------|
| 1. a | 2. c | 3. a, b | 4. d |
| 5. d | 6. b | 7. a | 8. a |
| 9. b | | | |



Appendix 3: Entrepreneurship DNA Test and Test Results

A. Entrepreneur

1. How realistic do you assess yourselves as an entrepreneur? Do you/does the entrepreneur have clear objectives based on concrete experiences and/or numbers. Is it clear how the entrepreneur intends to achieve these objectives. Is this realistic?
 - a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient

2. Are you as an/the entrepreneur able to overcome setbacks and turn into positive possibilities? Do you/does the entrepreneur think in terms of opportunities and challenges or problems and threats. Does the entrepreneur have a clear vision? The entrepreneur takes action from himself without waiting for what others to do?
 - a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient

3. Does the entrepreneur associate easily with people (especially customers)? Is he/she able to clearly communicate (oral and/or written). Is the entrepreneur able to create a positive atmosphere?
 - a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient

4. How do you assess the internal organization of the (starting) company? Is the work systematically and clearly organized and arranged?
 - a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient

5. How do you assess the leadership skills of the entrepreneur? Tasks and responsibilities are properly and efficiently delegated to appropriate staff. The entrepreneur is able to motivate employees?
 - a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient
 - e. N/A

6. How is the market-orientation of the entrepreneur? Is the entrepreneur able to define target audiences? Can the company respond quickly enough in itself on changing trends? Is there sufficient industry information obtained?
 - a. Good



- b. Sufficient
 - c. Moderate
 - d. Insufficient
7. Result credit check (including possibly partner/co-partner)?
When two or more reports are negative a credit is certainly not granted.
- a. Unknown
 - b. Known
 - c. A message
8. Has the entrepreneur ever been concerned in a bankruptcy? If several persons jointly and personally liable, fill in the most negative assessment. Comments:
- a. No
 - b. Yes
 - c. Yes with debt
9. Does the entrepreneur obtained relevant industry experience?
Previously been employed in the industry, previous entrepreneurship. Stacking shelves or work as a cashier does not provide relevant industry experience.
- a. 0-2 years
 - b. 2-5 years
 - c. 5 years
10. Does the entrepreneur start from a permanent job, or does he/she have a job now?
- a. Yes
 - b. No
11. Has the entrepreneur grown up in a family of entrepreneurs?
- a. Yes
 - b. No

B. Business Plan:

12. How do you assess the substantiation of the market approach? Market research, sales forecasting, brought sales, existing sales contracts compared to industry data?
- a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient
13. How do you assess the industry?
Performance, prospects, etc. See also details of the Economics Department
Comments:



- a. Good
 - b. Fair
 - c. Insufficient
14. How do you assess the quality of the location?
While also thinking about the presentation of the commercial property/shop
- a. Good
 - b. Fair
 - c. Insufficient
 - d. Non important
15. What do you think of the thoughtfulness/completeness of the forward budget and the investment arrangement?
- a. Good
 - b. Sufficient
 - c. Moderate
 - d. Insufficient
16. Have one or more external experts reviewed the plan and reported positive?
Name external expert:
- a. Yes
 - b. No
17. Is there any partner that stands behind the plans?
Noted in a call with the partner
- a. Unknown/NA
 - b. Yes
 - c. No



Entrepreneurial DNA test results

Explanation results A. Entrepreneur

1	A	+2
	B	+1
	C	0
	D	-2
2	A	+2
	B	+1
	C	0
	D	-2
3	A	+2
	B	+1
	C	0
	D	-2
4	A	+2
	B	+1
	C	0
	D	-2
5	A	+2
	B	+1
	C	0
	D	-2
	E	+1
6	A	+2
	B	+1
	C	0
	D	-2
7	A	+3
	B	+2
	C	0
8	A	+2
	B	0
	C	-3
9	A	0
	B	+2
	C	+3
1	A	+3
	B	0
1	A	+2
	B	0
Total A		

Minimum required 13 (maximum 25)

B. Business plan







12.	A	+2
	B	+1
	C	0
	D	-2
13.	A	+2
	B	+1
	C	0
14.	A	+2
	B	+1
	C	0
	D	+2
15.	A	+2
	B	+1
	C	0
	D	-2
16.	A	+2
	B	0
17.	A	0
	B	+2
	C	-2
Total B		

Minimum required 11 (maximum 21)

Appendix 4: Concept Canvas

<p>WHAT is your solution?</p>	<p>WHY is it relevant to:</p> <p><i>You:</i></p> <p><i>Your User/community:</i></p> <p><i>Others:</i></p>	<p>WHO is your target group?</p> <p><i>Primary target:</i></p> <p><i>Secondary target:</i></p>
<p>WHAT do you want it to do/change/allow?</p>	<p>WHY should it involve your target group?</p>	<p>WHAT do you want your target group to:</p> <p><i>Do:</i></p> <p><i>Know:</i></p> <p><i>Feel:</i></p>

Appendix 5: Product Development Canvas

<p> Name</p> <p>The name of the product.</p>	<p> Goal</p> <p>The name of the product.</p>	<p> Metrics</p> <p>The name of the product.</p>
<p> Target Group</p> <p>The users and the customers with their needs.</p> <p>Personas are a great way to describe the target group.</p>	<p> Big Picture</p> <p>The desired user experience (UX): the user journeys, the product functionality, the visual design, and the nonfunctional properties.</p> <p>Epics, scenarios, storyboards, workflows, design sketches, mock-ups, and constraint stories are helpful techniques.</p>	<p> Product Details</p> <p>The goal of the next iteration with specific actionable items to reach the goal.</p> <p>The items are ordered from one to n, and may be captured as detailed user stories.</p>



Appendix 6: Value Proposition Canvas





Appendix 7: Business Model Canvas

 1. KEY PARTNERS	 2. KEY ACTIVITIES	 3. VALUE PROPOSITIONS	 4. CUSTOMER RELATIONSHIPS	 5. CUSTOMER SEGMENTS
<p>Who are your key helpers?</p>	<p>What do you do?</p>	<p>How do you help?</p>	<p>How do you maintain contact with clients?</p>	<p>Whom do you help?</p>
 6. KEY RESOURCES				 7. CHANNELS
<p>Who are you and what kind of value you possess?</p>				<p>How do the customers know you and how the channels are integrated with customer routines?</p>
 8. COST			 9. REVENUE STREAMS	
<p>What kind of costs are existing in the business model?</p>			<p>For what value are our customers really willing to pay?</p>	

Appendix 8: Pitch Canvas

<p>Simple Statement of what change you and your product are making in the world.</p> <p><i>A memorable one-sentence explanation of what you do for customers</i></p>	
<p>Problem (pain)</p> <p><i>What problem are you solving for your customers? What does the pain result in? What opportunities do you provide for people to be faster, more cost effective, more efficient, happier, safer? How many people need this problem solved- market size? Have you validated that people will pay to have it solved?</i></p>	<p>Product (or solution)</p> <p><i>As simply as possible: what does your product do for customers? How does it work? How have you tested it with customers? (Be sure not to let the product dominate the pitch)</i></p>
<p>Product Demo</p> <p><i>Live demo? (always risky, but powerful if it works...) A screenflow movie of a working app convinces this is for real. Physical product convinces you can execute. Screenshots area also OK, but can look like a mock up moving product on screen is better.</i></p> <p><i>Can you show a real customer using it?</i></p>	<p>What's Unique (unique value proposition)</p> <p><i>Technology/Relationships/Partnerships. Have do you help your customers get results differently to your competition or alternatives? Show you have researched the market and know what competition is out there</i></p>
<p>Customer Traction</p> <p><i>Success so far? Pilot customers? Major brands? Progression in users or downloads? Customer reference quotes or movies? PR coverage? Competition wins? Use data and facts to strengthen your case</i></p>	<p>Business Model</p> <p><i>How do you get paid? What's the opportunity for growth? how can you scale beyond your current scope: new industries, territories, applications of partnerships and technology?</i></p>
<p>Investment</p> <p><i>Have you invested money yourself? Have you raised money so far? How much are you looking for now? How many, and what type of investor are you looking for? What expectations do you have of your investors; networks, expertise? What big steps will you use the investment for? What milestones will you reach with the money?</i></p>	<p>Team</p> <p><i>What relevant experience and skills does your team have that supports your story? Brands worked for? Achievements? Sales success? What binds you together as people and as entrepreneurs to fix this problem? What's special about the character of your team, that will make you stand out and be memorable?</i></p>
<p>Call to Action and End Statement</p> <p><i>Finish the pitch strongly with clear request for the audience to take action - what is their first next step?</i></p>	
<p>Why You?</p> <p><i>Note: Why you? can show up in any part of the pitch. What do you care about solving this problem for your customers? How does your life been affected by this industry and business? Why should your audience have confidence that you will do what you say you are going to do?</i></p>	

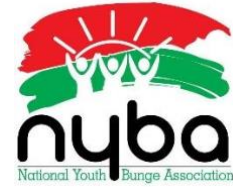


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