

ASSOCIATION OF SISTERHOODS OF KENYA



Sisters Led
Youth
Empowerment
Initiative

Psychosocial Support and
Entrepreneurial Skills Training Manual for
Instructors in Technical Institutions in Kenya

AOSK-SLYI
1st Edition 2021

ASSOCIATION OF SISTERHOODS OF KENYA

Sisters Led Youth Empowerment Initiative

Psychosocial Support and
Entrepreneurial Skills Training Manual for
Instructors in Technical Institutions in Kenya

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FOREWORD

The Association of Sisterhoods of Kenya (AOSK) is an umbrella body of over 164 registered member congregations of Catholic Women Religious, representing over 6000 Sisters spread across the country. The Catholic Sisters' main ministry, among others, is ensuring healthy lives, educating hearts and minds, and promoting well-being for all, especially the vulnerable and disadvantaged members of the society. The AOSK supports initiatives of its member congregations in favour of human development that lead to positive change. The AOSK consolidates efforts by creating synergy in scaling up transformation among vulnerable and disadvantaged youth by strategically creating structures that offer quality, affordable and sustainable programs as stipulated in the Association Strategic Plan (2018-2022).

AOSK-SLYI, one among the programs at AOSK funded by the Conrad Hilton Foundation, focuses on supporting Catholic Sisters to expand the provision of quality services to disadvantaged and vulnerable youth. This is done through entrepreneurship training and psychosocial support to vulnerable and disadvantaged youth in Sisters-led Technical Training Institutions, and the neighbouring Catholic parishes. The program is present in 11 AOSK Units including Nairobi, Kajiado, Mombasa, Kakamega, Kisumu, Eldoret, Embu, Meru, Murang'a, Kitui and Machakos and is hoping to expand its scope to other Units. For the sustainability of the youth socioeconomic empowerment, even beyond funding period, the AOSK-SLYI sought to develop a training manual, that will equip trainers with practical skills on handling youth.

This Manual, therefore, is the result of a fruitful collaboration between the AOSK and the Institutes of Youth Studies (IYS) and Social Transformation (IST) in Tangaza University College, Nairobi. It is intended to provide resource materials for staff of the Technical Institutions to offer training to the youth in Psychosocial Skills and Entrepreneurship. The contents were developed by faculty of the two Institutes who are deeply committed to transforming the lives of young people, both through formal teaching at the university as well as a number of outreach activities and mentoring.

It is our hope that this manual will prove to be of assistance in providing those skills that will enable the students of the Sisters-led institutions to navigate the challenges of contemporary society with competence and hope.



Sr. Josephine Keino Kangogo, DSH

AOSK Chairperson.

ACKNOWLEDGEMENT

The Association of Sisterhoods of Kenya (AOSK) acknowledges the efforts consolidated in developing this manual. The association is indebted to her committed staff for their coordination, advice and commitment to ensuring the success of this manual. The faculty members of the Institutes of Youth Studies (IYS) and Social Transformation (IST) in Tangaza University College, Nairobi, have invested their time to research, develop content, edit and compile this manual. We acknowledge their collaboration and determination to seeing this training manual completed.

We also acknowledge the AOSK Executive Secretary Sr. Pasilisa Namikoye, SLYI program staff and other AOSK staff for their contribution of ideologies, review and critiques to this manual. In a special way, we acknowledge the Conrad Hilton Foundation for their financial and technical support, which has made it possible for this manual to be prepared and completed.

We hope that this manual will be helpful in the socioeconomic empowerment of the vulnerable and disadvantaged youth across the country, which will enable them to navigate the challenges of contemporary society with competence and hope. We believe that this manual will be of importance to many youth across the country in navigating the challenges they encounter, even as they undertake technical training in hairdressing, dressmaking, carpentry and Information Technology among others.



Sr. Pasilisa Namikoye, LSOF
AOSK Executive Secretary.

EXECUTIVE SUMMARY

Sisters-led technical institutions offer young people the opportunity to develop technical skills in different fields including hairdressing, dressmaking, carpentry and Information Technology to mention just a few. Faced with a myriad of challenges in life, young people, particularly in their adolescent years, need accompaniment and support in all their spaces - including the technical institutions.

Through an evaluation and stakeholders' engagement it was established that technical skills alone are not sufficient in empowering the youth to be fully successful in the current competitive society. Soft skills and other social skills are necessary in developing capabilities for successful living.

This manual has covered two broad areas for training aimed at promoting the psychosocial and entrepreneurship competencies of the youth for successful engagement in their field of training for social and economic empowerment and responsible citizenship.

The topics are organized in the following two broad areas:

- a. Psychosocial support to enhance Life Skills and character formation for better relationships with self and others as well as good citizenship.
- b. Entrepreneurship skills to boast business ethics and acumen.

Each of these sections is made up of easy-to-follow interactive topics. They are structured to make delivery easy, interactive and interesting. Each topic is introduced by an activity that helps the student to focus on the area of learning and be actively engaged right from the beginning. Reflective questions enable the student to think about their own position with regard to the topic. This is then followed by interactive sharing of information using a variety of activities to boost participatory learning. Each session concludes with an action plan.



Motto: United we Stand as a sign of God's presence

ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
ATS:	Amphetamine-Type Stimulants
BDS:	Business Development Services Project
BM:	Business Model
BMC:	Business Model Canvas
BMD:	Business Model Design
BP:	Business Plan
E4Impact:	Entrepreneurship for Impact
ES:	Executive Summary
FAQs:	Frequently Asked Questions
HIV:	Human Immunodeficiency Virus
ID:	Identity Card
KYEOP:	Kenya Youth Employment and Opportunities
MTCT:	Mother to Child Transmission
NACADA:	National Authority for the Campaign Against Alcohol and Drug Abuse
NFPA:	United Nations Population Fund
NHIF:	National Health Insurance Fund
NSSF:	National Social Security Fund
PAYE:	Pay as You Earn
STD:	Sexually Transmitted Disease
STI:	Sexually Transmitted Infections
TV:	Television
U.S:	United States
UN:	United Nations
UNDCP:	United Nations Drug Control Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
VAT:	Value Added Tax
VCT:	Voluntary Counselling and Testing Centre
VP:	Value Proposition
WHO:	World Health Organisation

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1

BASIC LIFE SKILLS

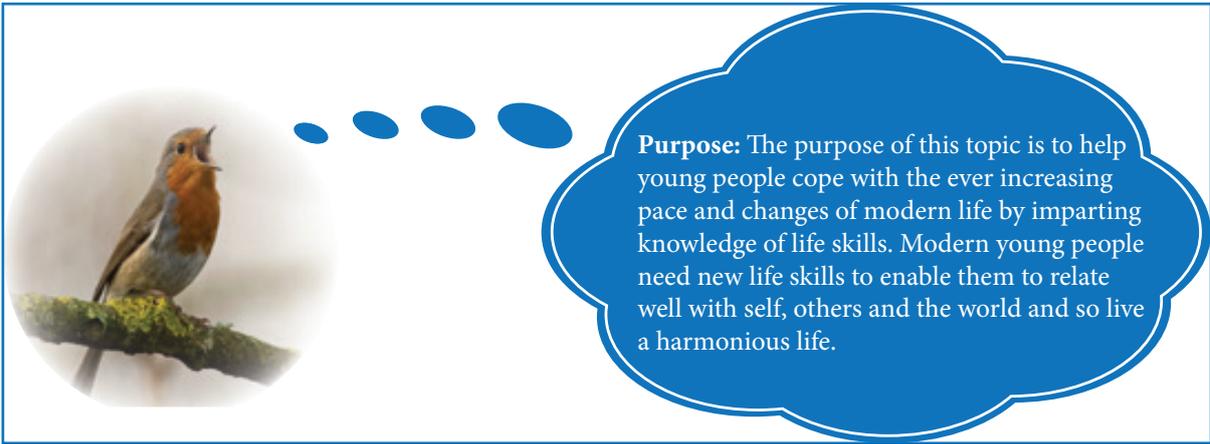
by Anastasio Nyaga

Activity1: (Scenario)

A United Nations Population Fund (UNFPA) report in Kenya shows 378,397 adolescent and teenage pregnancies for girls aged 10-19, between July 2016 and June this year. More specifically, there were 28,932 girls ages 10-14 and 349,465 girls ages 15-19 who became pregnant. The counties with the highest number of teenage pregnancies begin with Narok, where 40% of its teenagers became pregnant. The list goes on to include the counties of Homa Bay with 33%, West Pokot with 29%, Tana River with 28%, Nyamira with 28%, Samburu with 26%, and Migori and Kwale both with 24%.

Questions for Reflection

1. Who is responsible for the above scenario: parents, teachers or young people themselves?
2. What Life Skills need to be taught to young people to prevent such a scenario?
3. What are some of the challenges that young people face in our current situation?
4. What advice would you give to a fellow teenager who gets an early pregnant?



Learning Outcomes

By the end of this session, the participant should be able to;

- a. Explain the meaning of Life Skills
- b. Describe the importance of Life Skills in their lives
- c. List the Life Skills that are essential for their lives
- d. Use the Life Skills learnt to improve holistic growth and well being

1.1 Understanding Life Skills

Activity 2

Invite the participants to sit in a circle. Ask them if they have heard of the term “Life Skills”? What do they know about it? Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision. Pass out one flash card to each participant, and ask him/her to write the most important skill he/she possesses. Allow the participants 5 minutes to do this exercise. Give them some time to share their skills in pairs. They can exchange pairs, sharing with as many participants as possible.

1.1.1 What are Life Skills?

The World Health Organization (WHO) defines Life Skills as, “The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” UNICEF defines Life Skills as: “A behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills.” The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed. (Otewa, 2018)

Generally speaking, Life Skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that Life Skills are generally applied in the context of health and social events. UNICEF, UNESCO and the WHO list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective Communication Skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.

1.1.2 The Importance of Life Skills for Young People

- a. It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- a. It gives them a voice in front of others, in their community and in society at large.
- a. It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

1.2 Essential Life Skills

1.2.1 Communication and Interpersonal Skills

Activity 3: Upendo Says

Facilitator gives the following instructions to the participants:

- *When Upendo gives a certain command, one should do it in action*
- *For example, Upendo says jump! All should jump: Upendo says clap your hands! All should clap their hands etc.*
- *Then, facilitator changes the instructions: if you don't hear the word Upendo in the command, then avoid doing the action*
- *Facilitator continues with the activity, sometimes omitting the word Upendo to see who does the action.*
- *Those who make mistakes may be asked to sit down...*

Reflection:

1. What do you learn from this activity?
2. What made some people do the contrary?

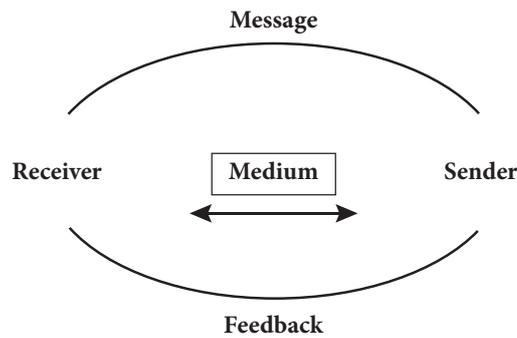
After a short discussion, the facilitator may conclude the activity with the following comments:

- Communication is an essential element for human beings
- In the animal kingdom, only human beings can be said to 'communicate' deeply
- Animals do communicate, but in a very limited way
- We human beings can communicate in various ways
- To exist as human beings we need to communicate, to talk, to dialogue with one another
- That which distinguishes humans from other animals is 'communication.'

1.2.2 Meaning(s) of Communication

Communication is one of the most challenging concepts to define. There is no one single or universal definition, but we have various meanings. It is derived from the Latin word *Communis* – which means to have something in common. This is further understood as communion which leads to community. (Schramm, 1993) So, in other words, communication is the fundamental principle through which community is built.

Technically, communication is defined as a process by which a message is transmitted from a sender to a receiver through a medium with an intention of getting a feedback.



1.2.1.1 Different levels of communication

- *Intra-personal communication* – what you say within and by yourself – it includes inner thoughts, feelings, impressions and memories which interact with external stimuli.
- *Inter-personal communication* – occurs between two or more people.
- *Group communication* – between people held together by common goals or interests and are in close contact.
- *Mass communication* – among peoples from all-over and who may have nothing in common. This involves complex technological communications.

1.2.1.2 Communication Skills

Communication Skills are ways in which we communicate effectively. Generally speaking, a *communication skill is an effective way of delivering the message from the sender to the receiver where the medium is used appropriately and an appropriate feedback is given.*

Important:

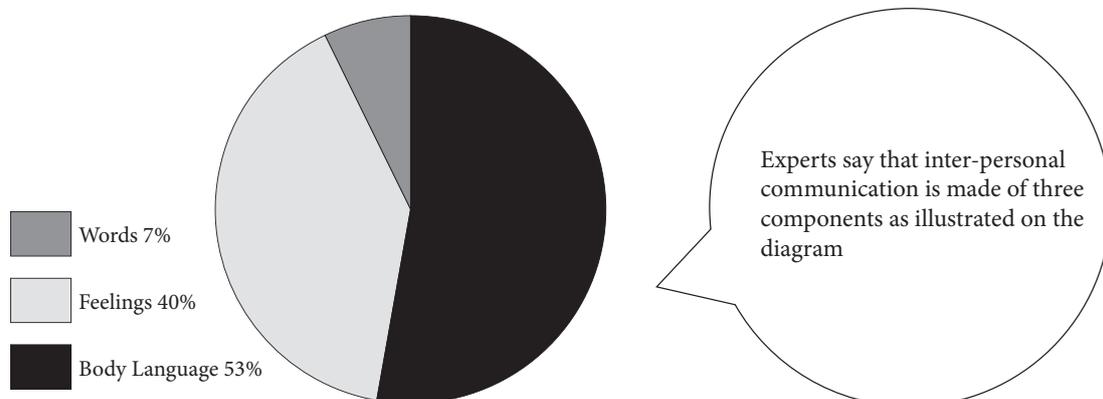
With proper Communication Skills, we can get what we want

Proper Communication Skills leads to effective communication with others

Healthy dialogue is only possible where various Communication Skills are used rightly

Examples of Communication Skills are: active listening, adapting your communication style to your audience, friendliness, confidence, giving and receiving feedback etc

1.2.1.3 Dynamics of Interpersonal Communication



- From the above illustration, we notice that we communicate more through our bodies than words.

While it is true that most of our communication is verbal, in fact, we communicate very little through our words.

1.2.1.4 Some tips for interpersonal communication

Inter-personal Communication is reciprocal. We *spea*k and we *listen*. We are *senders* and *receivers* of messages. At times, we pretend to listen while we are not.

As a Speaker:

- **Invite the other into your own world-view:** take the person step to step, from known to unknown, from simple to complex. Move from what the person knows to what you know.
- **Verify:** ask for feedback to see if you are in the same world of understanding.
- **Engage your whole self:** be attentive, be there! Speak with appropriate body language.
- **Listen to yourself as you speak:** first speak to yourself before speaking to another person. Let what you are saying be clear to you first.

As a Listener:

- **Move into the world of the other:** In order to understand the other, you need to enter into his/her shoes. At times this is difficult because we tend to listen only to what we want!
- **Give feedback:** Give feedback to the speaker through your body language or repeating some phrases of the speaker.
- **Listen with your eyes:** Look at the person. Try to pick what is beyond words. What does the person express with the body?
- **Do not anticipate questions or answers:** Be patient and give your whole attention.

1.3 Decision Making and Problem Solving

Activity 4: Human Knot

Instructions:

- Have everyone stand in a circle, and ask each person to hold hands with two people who aren't directly next to them.
- When everyone is tangled together, ask them to untangle the knot and form a perfect circle—without letting go of anyone's hand.
- After the activity, ask participants to discuss the following:
 1. How did you find the activity? Easy? Tough?
 2. Did you succeed – if yes how? If no, why you didn't?
 3. What can you learn from the activity?

1.3.1 What is Decision Making?

Decision-making skills of individuals refer to their ability to choose the best course of action after carefully analyzing and examining the available options and the given circumstances. Whether trivial or significant, decision-making is an integral part of our personal as well as professional lives. By making a choice you are basically defining your position in any given situation. Therefore, decision-making skills require being involved in a *thought process* where the pros and cons of each alternative are weighed and the outcome of each option is forecasted based on the available information.

1.3.2 Eight Simple Steps to good Decision Making for Young People

Below are eight steps one should follow in decision making:

1. Identify the Problem

What is the problem to be solved? Write it down so you are clear on what you are trying to resolve. Write down why you should solve this issue. This step gives you an idea of how important this decision is.

2. Gather information

Ask for advice – Write down what you need to learn. Find out what others who have already been through this say? Gather information from valid sources, e.g. teachers, parents or a trusted friend. What are the facts? What is holding you back (e.g., fear you can't handle both, bad habits, fear of responsibility etc.). This step gives you both objective (non-biased) and subjective (biased) information.

3. What is important to you?

List your values (e.g., honesty, good grades, money, independence, etc.). What values do you want your choice to reflect (e.g. your family's opinion)?

4. Brainstorm and write down your possible options

Come up with ideas and choices you can choose from (e.g., work 5 or 10 or 20 hours per week, do not work, work in summer time only, etc.).

5. What are the consequences (good and bad) of each choice?

Use steps 2 and 3 to determine the pros and cons of each possible choice listed in step 4. Write these down in a table so you have all the data right in front of you.

6. Decide on the best choice for you

This is much easier after you have gone through the above steps. Rate your options if you have to. Rank order based on your research. Take a few days to think about it if you need to and then come back to your dilemma.

7. Create a plan and carry it out

When you have made your choice, create a plan of specific steps you will take. Carry out your plan.

8. Measure the results

In this final step, consider the results of your decision and evaluate whether or not it has resolved the need you identified in Step 1. If the decision has *not* met the identified need, you may want to repeat certain steps of the process to make a new decision.

1.3.3 Problem Solving Skills

Activity 4: Human Knot

Instructions: Have everyone stand in a circle, and ask each person to hold hands with two people who aren't directly next to them.

When everyone is tangled together, ask them to untangle the knot and form a perfect circle—without letting go of anyone's hand.

After the activity, ask participants to discuss the following:

1. How did you find the activity? Easy? Tough?
2. Did you succeed – if yes how? If no, why you didn't?
3. What can you learn from the activity?

1.3.1.1 Meaning of Problem Solving Skills

Problem solving skills refers to our ability to solve problems in an effective and timely manner without any impediments. Problem-solving skills help us determine the source of a problem and find an effective solution.

1.3.1.2 5-Step Problem Solving Skills for Young People

Step One:

How do you feel? Calm down. – Often when we encounter a problem, we feel frustrated or angry. Before we can solve our problem, we need to know how we are feeling and calm down. There are different ways to calm down: we could take a break, take three deep breaths, count slowly to 10 etc.

Step Two:

What is the Problem? – We need to know what the problem is before we can solve it. Why do you feel angry or upset? Remember this problem belongs to you, not other people.

Step Three:

Come up with Solutions – It is helpful to think of as many different solutions to the problem as possible. Not every solution will work. A solution might work one time but not another time. The more problems you solve, the easier it is to think of solutions.

Step Four:

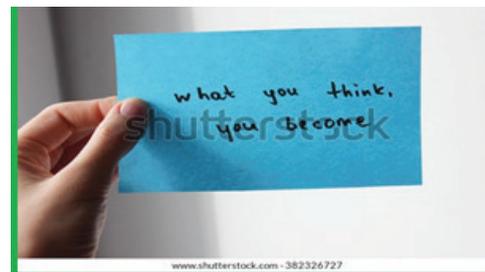
What would happen? – Think about what would happen if you chose each of the solutions you came up with. Is the solution safe? A safe solution means no one will be hurt or upset. Is the solution fair? How will everyone feel?

Step Five:

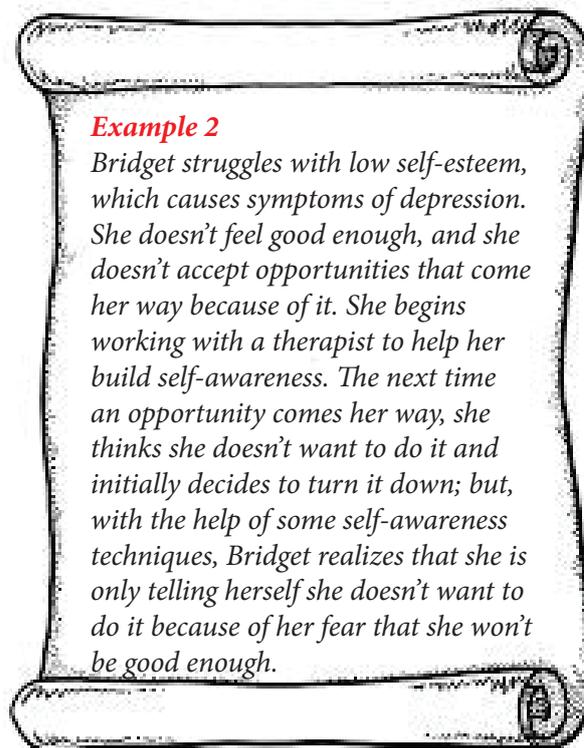
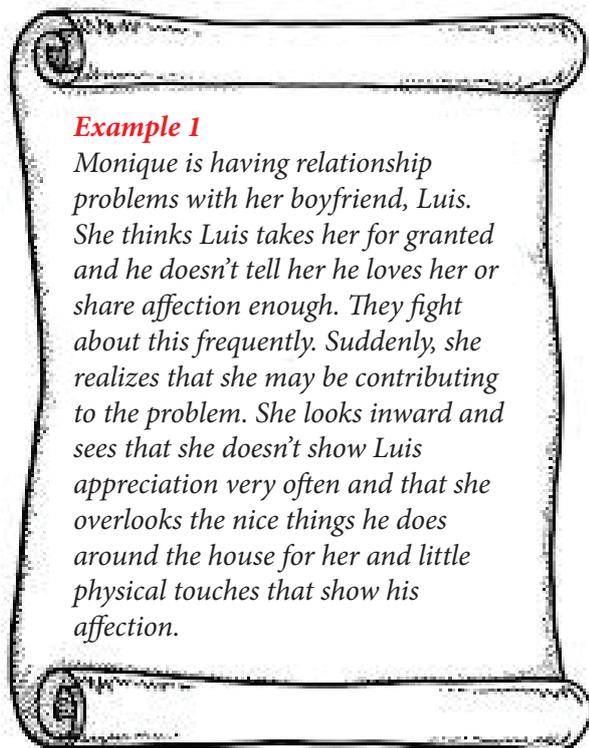
Try the Solution – Choose a solution. Try your solution. Did it solve the problem? If the solution does not solve the problem, you can try one of the other solutions you came up with.

1.4 Self-awareness and Empathy

Self-awareness involves being aware of different aspects of the self, including traits, behaviours, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention.



Examples of Self Awareness



Layers of the Self

We can understand ourselves in three layers: Layer 1: *Where Am I?* Layer 2: *How Am I?* Layer 3: *Who Am I?* (Selvam, 2008)

Layer 1:

Where Am I? - The 'given-ness' of myself; my ethnic, family background, my physical features, etc. For example, answers that fall under this category could be, I am a Kikuyu, I am the son/daughter of N.N.

Layer 2:

How Am I? - The choices that I have made, that have become my attitudes and character. Answers that could be in this category are: I am a person who gets very angry, I am shy, etc. This layer also includes one's skills and talents.

Layer 3:

Who Am I? - The aspect of myself that is beyond the given-ness and my character, where I am truly myself – my God Image. The Book of Genesis 1:27 *says that we are all created in the image of God.* We are in the image of God at our core. So discovering my self at my core I also get in touch with God. In short, there is a connection between the process of self-discovery and one's relationship with God. The real me is the 'WHO I AM!' This is the aspect of me that cannot be changed whatsoever.

Illustration of Layers of the Self

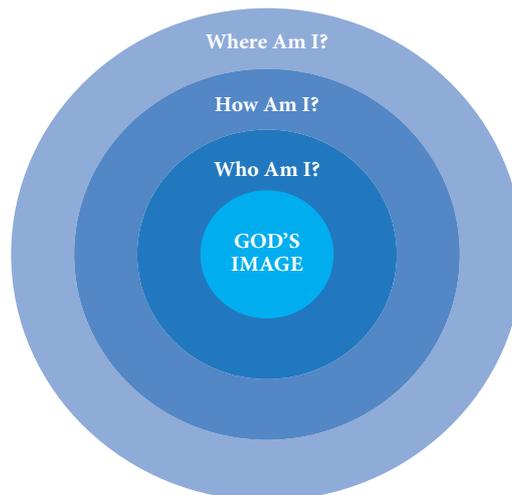


Diagram adapted from Margaret Silf (2008), Landmarks

4 Proven Benefits of Self-Awareness

Now, let's shift our attention to the outcomes of being self-aware.

As you might imagine, there are many benefits to practicing self-awareness:

- It can make us more proactive, boost our acceptance, and encourage positive self-development. (Sutton, 2016)
- Self-awareness allows us to see things from the perspective of others, practice self-control, work creatively and productively, and experience pride in ourselves and our work as well as fostering general self-esteem. (Silvia & O'Brien, 2004) It leads to better decision-making (Ridley, Schutz, Glanz, & Weinstein, 1992)
- It can make us better at our jobs, better communicators in the workplace, and enhance our self-confidence and job-related wellbeing (Sutton, Williams, & Allinson, 2015)

Empathy

Empathy is the ability to emotionally understand what other people feel, see things from their perspective, and imagine yourself in their place. Essentially, it is putting oneself in someone else's position and feeling what they must be feeling.



Signs of Empathy

Activity 6

There are some signs that show that you tend to be an empathetic person. Go through the following statements and tick (✓) the one which best applies to you:

Statement	Always	Sometimes	Never
1. You are good at really listening to what others have to say			
2. People often tell you about their problems			
3. You are good at picking up on how other people are feeling.			
4. You often think about how other people feel			
5. Other people come to you for advice			
6. You often feel overwhelmed by tragic events			
7. You try to help others who are suffering			
8. You are good at telling when people aren't being honest			
9. You sometimes feel drained or overwhelmed in social situations			
10. You care deeply about other people			
11. You find it difficult to set boundaries in your relationships with other people			

Types of Empathy

There are different types of empathy that a person may experience:

Affective empathy

- Involves the ability to understand another person's emotions and respond appropriately. Such emotional understanding may lead to someone feeling concerned for another person's well-being, or it may lead to feelings of personal distress.

Somatic empathy

- Involves having a sort of physical reaction in response to what someone else is experiencing. People sometimes physically experience what another person is feeling. When you see someone else feeling embarrassed, for example, you might start to blush or have an upset stomach.

Cognitive empathy

- Involves being able to understand another person's mental state and what they might be thinking in response to the situation

3-Key Benefits of Empathy

Empathy allows people to build social connections with others. By understanding what people are thinking and feeling, people are able to respond appropriately in social situations. Research has shown that having social connections is important for both physical and psychological well-being. (Reblin, M. 2008)

Empathizing with others helps you learn to regulate your own emotions. Emotional regulation is important in that it allows you to manage what you are feeling, even in times of great stress, without becoming overwhelmed.

Empathy promotes helping behaviours. Not only are you more likely to engage in helpful behaviours when you feel empathy for other people, but other people are also more likely to help you when they experience empathy

1.5 Assertiveness and Equanimity or Self-Control

Simply put, assertiveness is the quality of being *self-assured* and *confident* without being aggressive. Assertiveness is a skill that can be learned as mode of communication. It is a social skill that relies heavily on *effective communication* while simultaneously respecting the thoughts and wishes of others. People who are assertive clearly and respectfully communicate their wants, needs, positions, and boundaries to others.

Assertive individuals

assert their rights without reservation but, at the same time, they never trample upon the rights of others. It helps them create an atmosphere of hegemony or perfect harmony



Submissive individuals often lean towards an immediate compromise with scant regard to consequences. Their primary goal is to avoid confrontation.

Individuals who are highly assertive don't shy away from defending their points of view even if they are contrary to others. They are open to both compliments and constructive criticism.

Why be Assertive?

A person who is assertive clearly communicates their wishes and sets boundaries, but does not make demands of other people or lash out if requests are not met. The ability to be assertive allows someone to make proposals to other people and stand up for themselves or others in a nonaggressive way. It can also protect them from bullies and other social predators.

From a cognitive standpoint, assertive people experience fewer anxious thoughts, even when under stress. From a behavioural standpoint, assertive people are firm without being rude. They react to positive and negative emotions without becoming aggressive or resorting to passivity.

How to be Assertive

Assertive people tend to project confidence. They maintain eye contact, have good posture, and use body language effectively. They are able to express their thoughts and beliefs honestly and reasonably — and they encourage other people to do the same.



What is Assertive Behaviour?

Assertive people are able to be honest about their thoughts and feelings in a respectful way. They actively listen to and are considerate of other people's perspectives. Assertive people are able to maintain control over their feelings and admit when they've made a mistake.

Faced with any situation, animals have three ways in which they respond to the situation:

- *Fight back*
- *Flight i.e. run away*
- *Freeze e.g. tortoise*

But we human beings have a fourth option - communication! We can dialogue, talk and find solutions. We can **assertively** deal with the issues affecting us, and still remain friends. Even in a quarrel *we can still agree to disagree* and life continues. Assertive communication means *being able to present things as they truly are*, without fearing the danger of offending anyone. In assertive communication, there are no half-truths!

The Use of “I Statements” in Assertive Communication

In assertive communication, we use a formula called “**I Statements**”.

Reason behind using “I Statements

- It believes in win-win relationship. In a good relationship, I should be happy and my friend should be happy.
- I don't want to break relationship and at the same time I don't want the other person to treat me like a 'doormat' or to exploit me.
- I want to give an appropriate response to the other person from my own point of view. If I use too much... 'you, you'... it may sound like blaming the other person. In this case, I do not want

an argument or to offend the other person, but I want to express myself clearly

- I have a right to my feelings and thoughts
- I must express myself as calmly as possible

Steps involved in “I statements”

When you do this....

I feel humiliated...

Because I think it is not proper

I suggest that we talk about...

1.5.1 Coping Skills (Resilience)

Helping children and young people build inner strength to cope with the ‘ups and downs’ of growing up is one of the best things parents and youth mentors can do. Having the confidence and skills to face, overcome or even be strengthened by hardship is a powerful thing to teach children and youth as they prepare to face present and future life.

Some Examples

1. A wife whose husband comes home drunk:

“My husband, when you come home drunk, I feel ignored because we do not spend time together. I also think the children do not get time to talk to you. I suggest we seek help.”

2. A teacher who sees students talking in the class

“My friends when you keep talking in the class like that, I feel distracted, and I think it also disturbs others in the class. I suggest you don’t talk among yourselves in the class.”

3. A girl who has been touched inappropriately by an older person or a teacher.

“Sir, when you touch me like that, I feel humiliated because I think it is not proper for our relationship. I suggest that you don’t touch me like that.”

What is resilience?

Resilience is the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people don’t experience stress, emotional upheaval, and suffering. Some people equate resilience with mental toughness, but demonstrating resilience includes working through emotional pain and suffering. Resilience theory refers to the ideas surrounding how people are affected by and adapt to things like adversity, change, loss, and risk

Dr. Sood, who is a member of the Everyday Health Wellness Advisory Board, believes that resilience can be defined in terms of five principles:

- Gratitude
- Compassion
- Acceptance

- Meaning
- Forgiveness

Factors Contributing to Build Resilience

Social Support:

Research published in 2015 in the journal *Ecology and Society* showed that social systems that provide support in times of crisis or trauma support resilience in the individual. These social support include immediate or extended family, community, friends, and organizations.

Realistic Planning:

The ability to make and carry out realistic plans helps individuals play to their strengths and focus on achievable goals.

Self-Esteem:

A positive sense of self and confidence in one's strengths can stave off feelings of helplessness when confronted with adversity.

Coping Skills:

Coping and problem-solving skills help empower a person who has to work through adversity and overcome hardship.

Communication Skills:

Being able to communicate clearly and effectively helps people seek support, mobilize resources, and take action.

Emotional Regulation:

The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge.

Why is Resilience Important?

- Resilience is what gives people the emotional strength to cope with trauma, adversity, and hardship.
- Resilient people utilize their resources, strengths, and skills to overcome challenges and work through setbacks.
- People who lack resilience are more likely to feel overwhelmed or helpless, and rely on unhealthy coping strategies (such as avoidance, isolation, self-medication and substance abuse).
- One study showed that patients who had attempted suicide had significantly lower resilience scale scores than patients who had never attempted suicide.
- Resilient people do experience stress, setbacks, and difficult emotions, but they tap into their strengths and seek help from support systems to overcome challenges and work through problems.
- Resilience is “the core strength you use to lift the load of life,” says Sonu Sood

What Are the 7 Cs of Resilience?

Paediatrician Ken Ginsburg, who specializes in adolescent medicine at the Children's Hospital of Philadelphia, developed the 7 Cs model of resilience to help kids and teens build the skills to be happier and more resilient.

The 7 Cs model is centred on two key points:

- » Young people live up or down to the expectations that are set for them and need adults who love them unconditionally and hold them to high expectations.
 - How we model resilience for young people is far more important than what we say about it.

The American Academy of Paediatrics summarizes the 7 Cs as follows:

(1) Competence:

This is the ability to know how to handle situations effectively. To build competence, individuals develop a set of skills to help them trust their judgments and make responsible choices.

(2) Confidence:

Dr. Ginsburg says that true self-confidence is rooted in competence. Individuals gain confidence by demonstrating competence in real-life situations.

(3) Connection:

Close ties to family, friends, and community provide a sense of security and belonging.

(4) Character:

Individuals need a fundamental sense of right and wrong to make responsible choices, contribute to society, and experience self-worth.

(5) Contribution

Ginsburg says that having a sense of purpose is a powerful motivator. Contributing to one's community reinforces positive reciprocal relationships.

(6) Coping:

When people learn to cope with stress effectively, they are better prepared to handle adversity and setbacks.

(7) Control:

Developing an understanding of internal control helps individuals act as problem-solvers instead of victims of circumstance. When individuals learn that they can control the outcomes of their decisions, they are more likely to view themselves as capable and confident.

Conclusion

Anyone who wants to lead a meaningful life needs Life Skills. They are applicable to all ages of children and adolescents, since young people in this age group seem to be the most vulnerable to behaviour related health problems. Life Skills are thus needed for the promotion of good health and well-being, rather than as an intervention aimed only at those already at risk. Ouane (2002) says, "Life Skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, both individual and social, which are a part of one's daily life and work, and the rapid changes that occur in the course of one's life".

QUOTE:

“Everyday of your life is another lesson. If you learn the lesson well and apply it; whether positive or negative, you determine what happens in your tomorrow.”

David Kofi Awusi

Plan of Action

Write two things that you have learned from this section and you will apply in your daily life

1. _____
2. _____

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2

EDUCATION TO HUMAN SEXUALITY

by Josephine Naita Waweru

Activity 1- Content in the basket

Requirement

- 6 African baskets permanently labelled.
- Printed and laminated cards with words depicting elements of sexuality (see below)

In African society baskets were used to carry different content. This activity will help the learners understand the different dimensions of their sexuality and how these integrate to form their overall sexuality. The activity will also help learners understand and differentiate between sexuality and sex.

Instructions

- a. Share the cards to participants and ask them to place the cards in the correct basket.
- b. Divide the participants into six groups and give each a basket and ask them to explore what is in the basket ensuring each basket has the right content.
- c. Ask them to take to the right basket the content that doesn't belong to their own.
- d. Ensure that there are discussions on any misplaced content and agree on where it belongs
- e. Let this be done until all groups are comfortable.
- f. Remove the cards from the basket and arrange them on the floor and take a picture of each set.



Sample words to be written on the cards.

Wife, Boyfriend, sex, marry, woman beards, masculine, friend, scrotum, husband boy, beautiful, man, dress, penis, breast, menstruation, ovum, self-esteem, adolescent, HIV and Aids, family, progesterone.

Reflection

1. Did you learn anything new?
2. What surprised you about sexuality?
3. Is sexuality the same as sex?



Purpose: This topic aims to develop the understanding of human sexuality as an integral part of humanity and expand the young people's knowledge and skills to manage their sexuality for fulfilled living, while adopting attitudes to safe living in contemporary society

Learning outcomes

By the end of the topic the learners should be able to:

- a. Express themselves confidently within their community and their own value systems in different domains of their sexuality;
- b. Be aware of and at peace with changes in their bodies;
- c. Engage in healthy and safe relationships;
- d. Make values-based sexual choices;
- e. Understand what comprises sexual abuse and how to respond to such (sexual violation);
- f. Be aware of Sexually transmitted infections and disease.

2.1 Introduction

Sexuality

is the fundamental component of personality in and through which we, as a male or female, experience our relatedness to the self, other people and God.

Human sexuality refers to the ways in which we experience and express ourselves as sexual beings, our dress, gender roles, behaviour, decision making, relationships, feelings, sexual health, sexual violation, reproduction.

Human Sexuality is part of a person's total personality which is influenced by the interrelationship of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. (Jones and Berlet, 2014; MyHealth.Alberta.ca Network; WHO 2006a).

Sex

- Refers to the classifications of male & female, normally assigned at birth on the basis of physical characteristics such as genitals. In some cases, some people do not fit in these classifications such as in cases of intersex where a person is born with two sexual organs.
- 'Sexual activity' or 'sexual intercourse'.

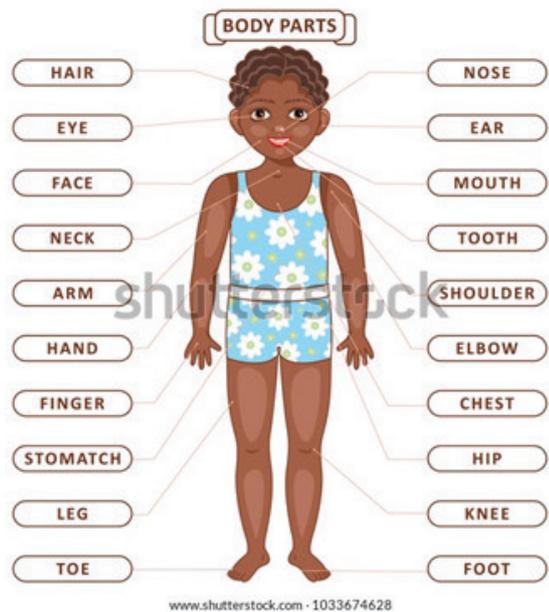
2.2 Components of Human Sexuality

Sexuality encompasses a broad range of human experiences including sex, human development, emotions and relationships, sexual health, sexual behaviour, and gender,

This means our sexual behaviour, actions, decisions and attitudes are influenced by these different dimensions.

2.2.1 Biological dimension

The biology aspect of our sexuality involves our physical appearance, growth and development and our ability to reproduce. The essence of sexuality is biological; we are created with our body organs, including those that have a role in shaping our sexuality.



Activity –My body Map

The facilitator invites a volunteer to lead others in a game that makes them touch their different body parts called

'Amami says touch your ...mentions a body part'.

- All participants are expected to touch the body part mentioned.
- This is repeated two or three times by different participants.
- After this the facilitator ask them to name other parts of the body that have not been mentioned in the game.
- The facilitator explores with the participants if all parts are mentioned. If not Ask the participants, why they have not mentioned certain parts of the body. Most likely the parts omitted are 'private parts' meaning the parts of the body associated with reproduction.
- Help them to name the parts that were left out and write them down.

The facilitator should take care to address any issues of shyness, uneasiness or annoyance. The facilitator clarifies that our biological make-up which includes different parts of our body, influences our sexuality. As a woman or man our body parts influence our ability to perform certain sexual actions, define our sexual identity as either male or female, determine how one dresses, and also influences gender roles.

2.2.2 Growth and development

Boys and girls have different reproductive features that become more pronounced as they grow. The reproductive parts of the body start maturing and become more functional as teenagers during puberty. There is change in the physical look of the body, the behaviour and how one thinks. The rate of change and definite age of a certain change vary from individual to individual. Some girls start showing signs of change at eight years of age while others delay. Boys also start showing signs from 9 years and, as with girls there is variation.

Activity -Changes at adolescent

- Divide Participants into two groups.
- Draw a table as the one below and ask them to copy it on to a paper
- Ask participants to list the physical and emotional changes that take place among girls and boys and those that are common to both during adolescence.

Girls	Boys	Boys and Girls	Physical/emotional
Enlargement of breasts	Grow beards	Increase in weight	Physical
Attraction to the opposite sex/having a Crush	Attraction to the opposite sex/having a crush	Attraction to the opposite sex/ having a crush	Emotional

Question and Answers

- Ask participants to write on a piece of paper any questions or worries they have in relation to their development.
- Expect many questions some of which will be similar. Group them in like categories and let the participants understand you might not read every individual question but you will ensure all are answered within the different categories.

Facilitators note:

Ensure you address potentially risky behaviour such as engaging in sexual activity or inappropriate relationships which may be as a result of the changes happening in young people's bodies and advise how these can be managed. Also insist on the value of seeking support and help at any time one needs this.

2.2.3 Reproduction

Reproduction is the ability of any organism to produce offspring - young ones. It is the manner in which species are sustained. In some communities it is a taboo to explain to children the process of how this happens, hence different explanations are used to explain to children where the young human beings come from.

What explanation is given to the children in your culture about where children come from?

By airplane, Supermarket, River, market etc.

Activity - True or False.

Use the following statements and let the participants give the answers by indicating whether each is True or False Statement:

One cannot get pregnant without sexual intercourse - True/False

One cannot get pregnant if they have sex standing - True/False

If the hymen is broken then the girl is not a virgin - True/False

The hymen can break only when a girl has sex - True/False

Girls who have not undergone FGM do not enjoy sex - True/False

If a girl does not have sex, the breasts will not grow - True/False

Girls who get pimples have not engaged in sex - True/False

Girls who get irregular periods cannot get pregnant when they have sex - True/False

If boys do not ejaculate, sperm will collect and make their penis or testicle burst - True/False

If a boy has pimple they need engage in sex and they will clear - True/False

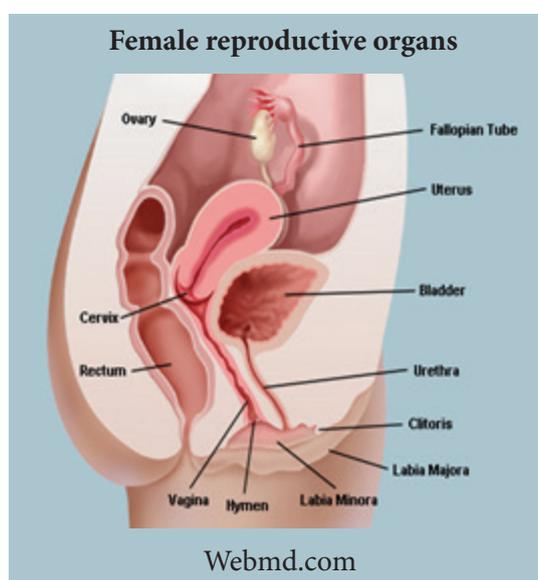
When a boy or a man has wet dreams, it means they need to have sex - True/False

Usually reproduction is a topic that is not much talked about to young people in the family hence it may be a confusing area in adolescence. Misconceptions on the issues of reproduction can get in the way of healthy sexual decision making.

2.2.4 Reproductive system

Female Reproductive Organs

These are organs that play a role in reproduction in both males and female.



Labia majora ('Large lips')- is a fleshy, external part of the reproductive system, usually covered with hair after puberty. It contains sweat and oil secreting glands and protects other external reproductive organs.

Labia Minora ("small lips") - These surround the opening of the vagina, inside the labia majora.

Clitoris - This is a small sensitive protrusion where the labia minora meet. This part is very sensitive to stimulation and can become erect.

Bartholin's gland - this is a gland that produces a fluid secretion and vaginal lubrication located at the opening of the vagina.

Vagina - also known as the birth Canal. It joins the lower part of the uterus-cervix and the external parts of the reproductive system.

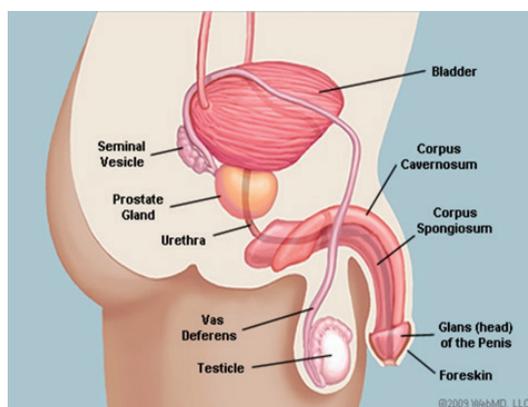
Cervix - allows the sperm to enter and menstruation periods to exit the body.

Uterus (also called the womb) - is a hollow, pear-shaped organ that receives and houses a developing foetus.

Ovaries - This is a pair of ova/egg cell producing organs that maintain the healthy reproductive systems.

Fallopian tubes- These are narrow tubes that are attached to the ovaries and serve as tunnels for ova/egg to travel from the ovaries to the uterus. This is also the place where the fertilization of the egg by sperm takes place.

Male Reproductive organs



Penis - the male sexual organ used as the channel for urine to leave the body and also sexual intercourse.

Glans - head of the penis, covered with a loose layer of skin called foreskin, in some men removed in the procedure called circumcision.

Scrotum - a pouch-like hanging sac of skin behind the penis that contains the testicles. Special muscles in the wall of the scrotum allow it to contract and relax, moving the testicles closer to the body for warmth or farther away from the body to cool the temperature.

Testicles (testes) - oval organs about the size of large olives that lie in the scrotum, secured at either end by a structure called the spermatic cord. This is where male hormones are produced, and sperm generated in the seminiferous tubules.

Vas deferens - a tube that transports mature sperm to the urethra, the tube that carries urine or sperm to outside of the body, in preparation for ejaculation.

Urethra - the tube that carries urine from the bladder and also transports sperms.

Seminal vesicles - produce fluid that enables sperm with energy to move and is ejaculated together with sperm.

Prostate gland - is located below the bladder. This contributes fluids that nourish sperm and also adds fluid to the ejection.

Bulbourethral glands/Cowper's glands - pea-sized structures located on the sides of the urethra just below the prostate gland. They produce slippery fluid that serves to lubricate the urethra and to neutralize any acidity that may result from residual drops of urine in the urethra.

2.2.5 Understanding the Menstruation cycle

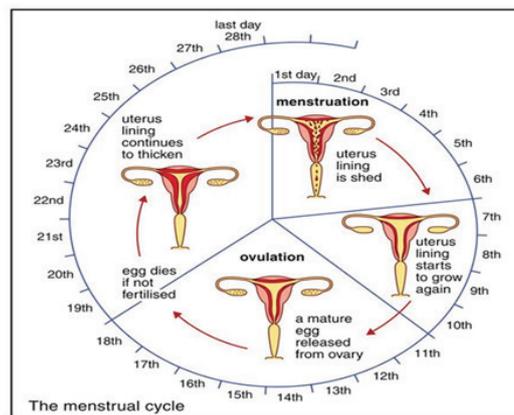
Activity (Girls)

Using the paper provided:

- Write your reaction when you received your first monthly period.
- Did you expect what happened?
- Had anyone prepared you for this life event?
- Is there a difference today?
- What is the biggest lesson you have learnt about periods in your life?
- Is every day the same for you since your first periods or are there changes?

Menstruation cycle

The menstrual cycle is the change that a woman experiences in her body, which prepares her for the possibility of pregnancy. This monthly series of events involves the release of an egg from one of the woman's ovaries, usually called ovulation. Reproduction hormones prepare the uterus for implantation of the fertilised egg. In situations where the egg is not fertilised, the prepared lining of the uterus is not used and so is shed off together with the unfertilised egg and expelled through the vagina. This is the menstrual period. Let us explore together using the picture below:



<https://multidict.net/chilstore/page.php?id=5085>

The menstruation cycle takes place in four different phases. Each phase is special in reproduction and has certain characteristics

Phase I: Menstruation

This takes place between one to five days. It can be shorter for some people. The uterine wall degenerates if fertilization has not taken place. The unfertilized eggs and uterine tissues are expelled in form of blood through the vagina. This is when girls use terms such as: 'It is raining' or 'I am under showers'.

How do you express what happens to you at that time?

Phase II: Follicular

This takes place between day 6 and day 14. The uterine wall starts thickening and another mature egg is produced. This is the preparation of another egg and the uterus to be ready for pregnancy.

Phase III: Ovulation

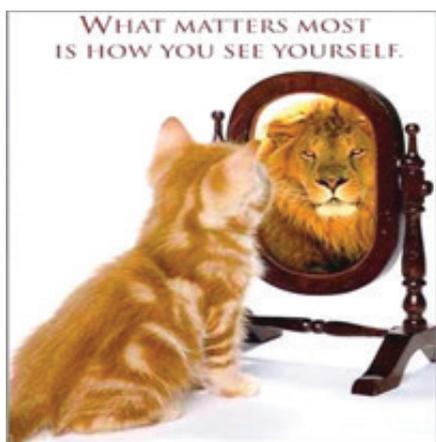
Day 14 for those with cycles of regular 28 days is called the ovulation Phase. A mature egg is realized and the uterus is ready to receive a fertilized egg. This is the fertile time in the life of a woman. Engaging in a sexual act 72 hours before or after ovulation increases the chance of conceiving.

Some changes may be experienced during ovulation such as: increased sexual desire, bloated abdomen, some pain in the abdomen.

Phase IV: Ovulation to menstruation (day 15 to day 28)

The released egg travels down the fallopian tube to the womb. If the egg meet a sperm, fertilization takes place in the fallopian tube and the zygote is implanted in the womb. You then do not receive periods, one sign that you are pregnant. If the egg is not fertilized, it dies and is expelled out of the body together with extra womb lining, and your cycle starts again.

2.2.6 Psychological dimension



Activity 5: Self Image

- Divide the participants into groups of 5
- Ask them to draw an image of a beautiful girl and another of a handsome boy.
- Discuss the features of the drawing that qualify one to be beautiful or handsome in each category
- Discuss where standards of beauty come from
- Ask every group to outline some of the things that girls or boys do to attain such features
- Explore with the participants whether the above changes their essence?
- Engage the participants to explore the possible problems that may result from unreasonable search for perfect beauty as portrayed by media.

Self-image - refers to the way in which individuals see themselves, both physically and mentally.

A healthy self-image includes feeling good and satisfied with one's looks and appreciating one's capabilities as well as imperfections. Our attitudes and feeling about our sexuality influence our response, actions and our feeling of wellness or lack of it.

Note that our world today tends to affirm certain looks and appearance as the standard of beauty. Some of the images are computer generated and unrealistic and sometimes put too much pressure on young people to achieve such standards of beauty.

Positive self-image promotes our self-value, self-esteem, confidence and general wellness.

On the contrary, a negative body perception of self can lead to negative actions such as drug abuse, eating disorders (anorexia, bulimia), an insatiable appetite to look a certain way, leading sometimes to botched plastic surgeries, or damage to our body as a result of using certain substandard beauty products etc.

Activity 7

Name any cultural practices that influence our sexuality either negatively or positively.

- a.
- b.
- c.

(Some expected answers might be: gender discrimination, gender violence, Female Genital Mutilation, marriage, sexual violence etc.)

Apart from the inherent features in us, external factors such as our social and cultural environment also influence our sexuality. This means that our social and cultural circumstances affect our sexual actions, thoughts and attitudes, our behaviour and our choices.

Religion influences our morality and attitudes and decisions. For instance, most religions shun pre-marital sex and encourage abstinence until marriage. In addition, most world religions advocate for the place of sex being in marriage hence promote marriage for reproduction and the unitive purpose of the couple.

There are also expected standards in marriage depending on one's religion; some promote monogamy such as is the case with most Christians, while Islam allows a man to marry up to four wives. In some religions such as Islam, divorce is acceptable and one is given a divorce settlement, while in other religions, marriage is until death. For some religions the use of contraceptives in marriage accepted and even promoted while others, like Catholic, have the opposite stand.

Our dress and mannerisms are sometimes influenced by religion - for example a Muslim woman should never expose their hair and they should cover themselves fully in observance of their religion.



Social economic situations - In some societies, there are different lenses through which men and women are viewed in society. This sometimes sends mixed messages, contradicting some of the advocated views about humanity such as the dignity of all people. An example of this might be when a man rapes a woman and people say her dress provoked him. Likewise, men are often congratulated for their sexual adventures while girls who engage with multiple partners are condemned.

A person's education level also influences sexuality in that the prolonged period in education delays marriage and having children for some people. There is also an influence from the economic situation where a thriving economy leads to better health care and improved sexual health.

Mass media portrayal of gender roles, body image, also send conflicting sexual messages showing that men are more sexually adventures and can relate, for example to multiple women. This can shape our sexual action, attitudes and even some behaviour. Mass media also promotes healthy sexuality through certain programmes that foster a better understanding of sexuality.

Some cultural practices harm young people such as female genital mutilation, beading and breast ironing while other influences on sexuality by society include gender, gender roles, gender stereotypes and gender inequality as described below.

Gender - describes the roles that a man and a woman are expected to play by society; gender is defined by society usually by the fact that the person is male or female

Gender Roles - this refers to the duties and responsibilities that are expected of people because they are male or female. For example, a man is expected to go out to work and bring home food while the woman is expected to cook the food for the family.

Gender stereotypes - these are thoughts, beliefs, ideas and images that people have come to accept about men and women as true even though they are not necessarily true. An example of this can be the commonly accepted belief that when a woman says no she really means yes.

Gender Inequality - occurs in situations where men and women are not treated fairly just because they are male or female. An example of this can be in situations where women are not allowed to own property.

Gender boxes

help to explain how gender roles and relations are shaped using language, traditions and customs. Gender boxes restrict people from expressing themselves, from using their potential, and cause stigmatization and violence against those who break the gender boxes.

Politics - legislators pass laws that govern acceptable and non-acceptable sexual behaviour and how men and women are considered in different spheres of life. For example, some countries in the world have laws that allow men to marry men and women to marry women. Some countries also have legalized abortion.

Kenya Law-Sexual Offences Act 2006 indicates sexual behaviour that could be termed as offences and their prescribed consequences.

Watch the Clip: Samburu Girl-child Beading - A Silent Sacrifice

https://www.youtube.com/watch?v=zNj-Pz2_owQ

1. How does the beading culture affect the Samburu Children?
2. Who promotes these expressions of culture in this community?
3. Are there such cultural practices in your community that are negative and affect children? Please share with your friends.

2.3 Relationships

Activity

Ask the participants to read the following story of Kendi and Okoth and discuss it in groups:

Kendi and Okoth were college mates and together were members of the college drama club. In most cases, they spent time together in Okoth's room where Kendi did all the housework including cooking and washing clothes for Okoth who spent much of his time reading and doing his school work. Kendi sometimes missed completing her assignments and risked discontinuation from her course if she missed one more class. Okoth controlled all her movements and she had to ask for permission to go anywhere when they are not together, apart from class.

In various occasions when the drama club members went out to stage their shows, Okoth was always around her and never gave her any opportunity to speak to anyone else. Indeed he got annoyed if he found Kendi in the company of other students, especially men. He had previously asked her to pose for some pictures when naked which she had agreed to but she was not aware how such photos were to be used. Okoth used to consume quite a lot of alcohol but never got too drunk. One day he blackmailed Kendi to drink otherwise he would share her nude photos on Facebook. Kendi with much reluctance took one glass of wine after another, and eventually got too drunk. She did not have a clue what happened next. All she knew was that when she woke up, she was in a room with a man who was a stranger to her. The man said he had got her invitation for the night and even showed her the nude photos Okoth had taken. He said he had paid money to enjoy his night, which he did.

Reflection questions

- What is your view of the relationship between Kendi and Okoth?
- What are the possible reasons Kendi drank although unwilling?
- Speculate on the possibilities of the night Kendi spent with a strange man?
- Was this relationship between Kendi and Okoth a healthy friendship? Why?
- How might Kendi have avoided being in this scenario?
- Identify the indication that this was not a healthy relationship from the start

Introduction

Human beings are social beings therefore enjoy and are fulfilled by healthy interactions with one another. Relationships can be considered to be healthy in so far as they serve well those involved and the rest of the society.

Relationships can also be unhealthy when any of the participants in a relationship forget the autonomy and dignity of the other human being. In the above scenario, Okoth controlled Kendi in such a way that she could not relate to other students leaving her with only Okoth as a friend.

We note that Okoth is selfish and does not care about Kendi's education and while Kendi is working to make him comfortable in the house, he is pursuing his studies. As such, Kendi misses out on her assignments, compromising her ability to perform well at college and risks the possibility of having to discontinue.

Unhealthy relationships are also characterized by negative influence. Kendi is lured into consuming alcohol, a situation that seems pre-planned to have her exploited sexually. It is worse that one's friend could set up another for such a heinous action as rape.

Healthy Relationships.

- Healthy relationships are built on the respect and care with which the members regard one another - as individual persons whose opinions and choices should be respected at all times.
- Trust-dependable - That the members in a relationship feel safe and believe they will not hurt one another emotionally physically or even in the manner relate and that they can look up to one another's support when need be.
- Respect of personal identity - this means though in a relationship people interdepend on each other, they also recognize that they are individuals who are unique and different.
- Conflict resolution - In relationships, conflict is inevitable. The need to understand best ways to resolve this conflict is a sign of a mature and dependable relationship.

ACTIVITY

Refer to the story of Kendi and Okoth's story; discuss the possible consequences of what happened to her that night.

Possible answers

- *She may become pregnant*
- *She may have contract sexually transmitted infections*
- *Guilt of her actions*
- *Strained their relationship*
- *Became criminal case*
- *Okoth and stranger arrested*

Explore the answer that she might have contracted sexually transmitted infection.

Requirement

Flip Charts and felt pens.

Instructions

- Divide the participants into groups of maximum 7 and ask them to sit or stand in a circle.*
- Ask them to identify a group leader to coordinate the activity and a secretary to take notes.*
- Ask each group to come up with as many names of STIs as they are able and write the names in both English and the mother tongue language of each of the group members.*
- After mention of every infection, the facilitator will engage the rest of the group in describing the symptoms of the infection.*
- Ask the participants to explain the effects of different types of STI*
- After the Presentation by every, group display the chart with infection, symptoms and effects on people and explain to the participants.*

The facilitator will explain the link between HIV and STIs and emphasize that prevention is better than cure - but in case anyone has the symptoms as discussed they should seek medical help from a hospital.

2.4 Sexually Transmitted Infections (STI's)

Sexually Transmitted Infections (STI's) also referred to as Sexually Transmitted Diseases (STDs) are diseases or infections that are transmitted through sexual intercourse

STI's normally affect the genitalia through sexual contact though some symptoms appear elsewhere in the body.

In women, STIs can cause pain, itching, vaginal discharge, infertility and even cancer.

Due to the anatomical difference between men's reproductive organs which are mostly external and those of women which are internal, men are more likely than women to notice an infection.

In some instances, people who have repeated cases of genital infections have an increased risk of contracting HIV. For your safety, it is important that if you display any of the following symptoms, you should seek medical care as soon as possible.

Common Sexually Transmitted Infections: their Signs and Symptoms

Types	Causative	Signs and Symptoms	Complications and Treatment
Gonorrhoea	A bacteria	A burning sensation when passing urine. A discharge or pus through the urethra or the vagina, or sore throat in the case of oral sex.	Damage of the fallopian duct in the female. Inflammation of joints, heart, liver and the peritoneum may occur. Treated by antibiotics
Syphilis	A bacteria	Soreness in the genitalia and body rash. After some years it damages the heart, the aorta and the brain; can cause madness.	Can cause recurrent miscarriages, heart problems and brain damage. Easily treated with injections of penicillin
Lymphogranuloma	A Chlamydia bacteria	Swelling of lymph nodes in the groin	Narrowing of rectum and destruction of urethra. Treated with tetracycline
Trichomoniasis	A protozoa	Burning in the vagina or urethra. Greenish/ yellow discharge.	Treated with tetracycline
Candidiasis	A fungal infection - candida	Burning in the vagina or urethra, white thick discharge sometimes tinged with blood.	May lead to a precancerous condition of the neck of the womb. Treated with anti-fungal or cream
Genital Herpes	Herpes virus	Small, painful sores that develop in the genitals that break down with time and become ulcers, hardened while healing.	Severe damage to the unborn baby eventually leading to death. Cancer of the neck of the womb. No really effective treatment.
Hepatitis B	Virus	Yellowness of eyes (jaundice) due to liver damage. Pain around right upper abdomen	Cancer of the liver. Can also be transmitted by blood transfusion. No treatment. Vaccine available.
AIDS	HIV virus	Many different signs but dominated by weight loss and opportunistic infections	Many complications, eventually leading to death. No cure. ARV management.

Chlamydisias	Chlamydia trachomatis bacteria	Very common in adolescents. Pain when passing urine, discharge and abdominal pain	Damage to fallopian duct, inflammation and sterility in both male and female. Treatment- antibiotics
Genital Warts	Human papilloma virus	Warts around the genital area. Invasion of the neck of the womb (cervix)	Can lead to cancer of the neck of the womb. Treatment- very difficult- medical burning of the warts

Human Immune Deficiency Virus (HIV) AND AIDS

This session needs some sensitivity as some participants may be infected or affected by parents or close relatives who are positive.

Requirement

Manila paper Cards with information about HIV

Masking Tape

A clear wall where the participants will stick the cards.

Activity

- Say that the lesson will be about HIV and AIDS and look for any signs of discomfort and be aware of them*
- Use any activity which will make the young people relax: a song, a story or poem*
- Ask participants to give the names in the Acronym HIV and AIDS*
- Explain the meanings and say that HIV is the virus that causes AIDS*
- Divide the class into six groups: Ask them to discuss how HIV is transmitted. Ask them to write the answers on the flip charts and present to the class.*
- Discuss and give them the correct information about modes of transmission.*

HIV and AIDS

HIV and AIDS is a major health problem, affecting people all over the world with particular impact on Africa.

HIV has infected and affected children, youth and even adults. There is hardly any family in Africa not affected by HIV in some way. HIV has consequences not only on the individual people infected but also on the socio/economic situation of families and communities.

HIV stands for: Human Immunodeficiency Virus

- Human – means that the virus can only live in human beings (people).
- Immunodeficiency – means that a person's body is not able to fight diseases
- Virus – is a very small germ that attacks our bodies and causes infectious diseases.

The virus attacks and destroys certain white blood cells that are essential to the body's immune system. When HIV infects a cell, it combines with that cell's genetic material and may lie inactive for years. After a variable period of time, the virus becomes activated and then leads to serious infections and other conditions that characterize AIDS.

AIDS stands for Acquired Immune Deficiency Syndrome

- Acquired — means the virus is spread from one person to another.
- Immune —is the part of the body that fights against diseases
- Deficiency —means the body lacks the necessary strength to fight off diseases because the immune system is weak.

AIDS is a pattern of infections caused by the HIV. There is still no known cure for AIDS although there are treatments that extend life. Having AIDS is does not mean one will die. There are drugs that can suppress the virus and prolong life.

Prevention of transmission remains the only method of control.

- Many people infected with HIV are still healthy and can live for years with no symptoms or only minor illnesses. They are infected with HIV, but they do not necessarily have AIDS. With the availability of antiretroviral drugs, people infected by HIV live a more quality life.
- Persons who are HIV-positive are both infected and infectious for life. Even when they look and feel healthy, they can transmit the virus to others.

The symptoms of HIV and AIDS

It is not possible to tell whether a person has HIV unless their blood is tested. These tests are usually done in a Voluntary Counselling and Testing Centre (VCT) or Health Clinic. If someone has AIDS, some of the signs that one could see in such a person include:

- * Fever
- * Enlarged lymph glands
- * Skin rashes and infections
- * Frequent diarrhoea
- * Frequent illness
- * Dry prolonged cough
- * Severe weight loss
- * Fatigue
- * Loss of appetite, etc.

The facilitator should help the learners to understand that showing any of these signs does not mean that one necessarily has AIDS. There are other diseases that may have similar symptoms.

How HIV is transmitted

There are primary methods of transmission:

- Sexual intercourse (anal and vaginal)
- Blood to blood contact with contaminated blood and blood products, tissues and organs
- Contaminated needle, syringes and other piercing instruments
- Mother-to-child transmission during delivery and breast feeding (MTCT)

How HIV is NOT transmitted

Family, friends and co-workers should not fear becoming infected with HIV through casual contact with an HIV-infected person at home, at work, or socially. The following will NOT transmit HIV:

- * Shaking hands, hugging

- * Coughing or sneezing
- * Using a public phone
- * Visiting a hospital
- * Sharing food, eating or drinking utensils
- * Using toilets or showers
- * Using public swimming pools
- * Getting a mosquito or insect bite

EFFECTS OF HIV AND AIDS

Over the years HIV and AIDS has affected the human race in various ways. These include:

- Many children have been orphaned by the death of their parents as a result of HIV and AIDS.
- HIV deaths in Kenya and other parts of Africa have led to emergence of child-headed families where children live on their own with the younger ones being taken care of by the older children.
- Disruption of family livelihoods when bread winners are affected, leading to poverty, lack of food and other family needs.
- In some instances, the older members of the family such as grandparents are left with the burden of bringing up the children.
- Stigma and discrimination -people affected by HIV are often treated with discrimination.
- Street children – as the children have no one to take care of them or are not well treated by those who are supposed to look after them, they find solace in the streets.
- Human resilience and strength are witnessed - people have survived and lived through many tough times to be as productive as anybody else.

2.5 Sexual abuse and Exploitation

Activity: Sexual abuse Scenarios

Scenario 1

Gakenia, a 17-year-old girl, starts becoming dull every afternoon near the time to go home. One day she could be observed going to the toilet and coming out crying. On engaging with her she discloses to you that she was feeling severe pain in her stomach. She further informs you that she lives with her uncle who sexually abuses her every night. When she resists his advances, he becomes violent and threatens that he will not pay her school fees and will chase her out of the house. She also tells you that her uncle takes antiretroviral drugs which prompted her to visit a VCT for testing and she found she is also HIV positive. Having lost her mother when she was young Gakenia has had to put up with her uncle's behaviour in order to be able to complete her education.

Scenario 2

Lillian went out with her friend Joan. Both are 21years old. While they enjoyed a drink together, a young man known to Joan sat by them and was very friendly. He bought both of them drinks. At one point, Lilian left her drink, went to the toilet, came back and continued drinking. She remembers nothing of what happened next. The following day she was found in a room unconscious with all her clothes off. She was taken to hospital and the doctors recognized that she had been raped. Joan and her friend where implicated.

Scenario 3

Kim, an 18-year-old boy, had a 15-year-old girlfriend called Lucy. They enjoyed each other's company during the holidays but after Lucy realizes that she is pregnant. She is quick to convince you that she consented to the sexual relationship.

Scenario 4

Joakim is an engineering student at Kapekum University. During his attachment Joakim was living near his supervisor's house. One day, his supervisor invited him to his house to discuss a failed exam. He touched him inappropriately and even sodomised him. While leaving the house, the supervisor called him back and promised to pass him the failed exam if he kept the action a secret.

Reflection questions

1. What, according to you, is sexual abuse?
2. Which, among the above scenarios, indicate sexual abuse or exploitation?
3. What circumstances have led to each of the cases of abuse described above?
4. Discuss how you can help a friend of yours who calls you in her room and informs you that she has been raped by her boyfriend.
5. What is the effect of sexual abuse on the survivor?
6. What is the effect on the perpetrator?

Introduction

- Sexual exploitation is an actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. (WHO nd)
- Sexual abuse is actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. (WHO nd)

Sexual abuse and exploitation go against the sexual norms of most communities. These are in fact defined as sexual offences and are punishable by law. A sexual offence can be defined as 'Any crime that involves sexual intercourse or any other sexual act. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100457965>

- Defilement – an offence committed when a person commits an act which causes penetration with a child
- Rape - forcing a person to engage in a sexual activity without their consent
- Gang rape - when a person is with common intention, in the company of another or others who commit the offence of rape or defilement
- Incest - Engaging in a sexual relationship with a close relative
- Deliberate transmission of HIV or any other life threatening sexually transmitted disease.

Intentionally administering substance to, or causes a substance to be administered to or taken by, another person with the intention of - (a) stupefying; or (b) overpowering that person, so as to enable any person to engage in a sexual activity with that person

Sexual harassment - sexual advances or requests which he or she knows, or has reasonable grounds to know, are unwelcome. (as per Sexual Offences Act 2006)

Further Work -

Give the students an assignment to identify other forms of sexual offences as per the sexual offences of 2006

Effects on interpersonal relationships

Sexual abuse causes a rift between the victim and perpetrator, who could be a close friend, family member, neighbour or other person, known or unknown to victim. It can also affect the ability of the perpetrator to form trusting relationships with other people future.

Effects on emotional and mental health

Both the survivor and victim respond differently to sexual abuse. Some children experience emotions such as fear, sadness, self-blame, guilt, and anxiety. Children lose their confidence, self-worth, and their self-image is interfered with. Some people have long-lasting psychological trauma that last even into adulthood, impacting on how they feel and behave. This has can have a serious impact on their mental health.

Physical injuries

In sexual abuse, children can experience physical injuries such as damage of their reproductive parts and other even be killed. Other physical damage to the children includes contracting sexually transmitted diseases.

Pregnancy

Sexual abuse can lead to unplanned pregnancy and the responsibilities that come with it, including becoming a teenage parent and/or dropping out of school. The economic hardship of providing for a child may lead to psycho-social problems.

Impact of sexual abuse

Childhood sexual abuse has been correlated with higher levels of depression, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns, repression, denial, sexual problems, and relationship problems (Hall, M., & Hall, J. 2011)

Plan of Action

The procedure for dealing with a case of sexual abuse is as follows:

1.
2.
3.
4.
5.

3

HEALTH & WELLBEING

by Josephine Naita Waweru

Scenario –Health and Wellness

Jane has lately started reporting to college late. Two weeks ago she had bad breath which made the other students avoid her and refuse to sit with her. She seems lonely and sometimes is seen sitting alone in the field during break. She has also developed a habit of throwing rubbish carelessly in the compound and especially the wrappings for her meals. One Friday she dropped a banana peel at the class door causing a teacher to slip and fall. Whenever the environmental prefect approached her to pick up any of the rubbish she had dropped, she would defiantly walk away. Jane, who had previously been very active in the Christian Union praise and worship team was no longer engaging. The college counsellor was concerned and invited Jane for a chat to explore her changing behaviour. She discovered Jane had been kicked out of the house by her landlord two weeks before due to lack of rent and was living with boyfriend who was physically, emotionally and even sexually abusing her. He doesn't want her to continue with her education and sometimes he hides her school stuff delaying her in the morning which is the reason for her lateness.

Reflection questions

- a. Divide the students into groups of 5 participants to engage in reflection questions and present during the plenary.
- b. How did the situation of Jane affect her health? Explain.
- c. Explore the change in behaviour of Jane and mention the dimensions of her life that have been affected.
- d. Discuss ways that Jane can be helped to attain wellness in her life.



Purpose:
This topic aims to promote student wellness for holistic wellbeing

Learning outcomes

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

- adopt healthy living habits at all times;
- develop a positive self-image as result of experiencing general wellness;
- develop and maintain the seven dimensions of wellness;
- develop awareness of a safe environment;
- promote safety habits at all times.

3.1 Introduction

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization).

Wellness, on the other hand, is more all-encompassing. Wellness is considered as: “an active process through which people become aware of, and make choices toward, a more successful existence-living healthy lifestyle. It involves various aspects of well-being, specifically physical, emotional, occupational, spiritual, social, environmental, and intellectual.

Wellbeing/Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress (Psychology Today)



Source: The University of Nevada, Las Vegas

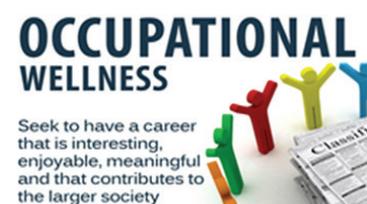
Dimensions of wellness

There are seven dimensions of wellness to achieve balance and personal wellbeing. These include the following as in the wellness wheel: physical, spiritual, environmental, occupational, social, emotional and intellectual dimension.

1. Occupational wellness

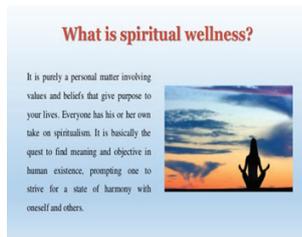
Occupational Wellness is the ability to achieve a balance between education/work and leisure time, addressing workplace stress and building relationships with co-workers.

Occupational wellness is achieved when we engage in work we enjoy and like and in which we are able to find fulfilment from our contribution.



<http://saadhake.org/wellness/>

2. Spiritual wellness



<https://www.slideshare.net/chamundaswami>

This is a feeling and belief of being connected to something greater than yourself. It involves adopting certain values, principles, morals and beliefs that guide one's choices which provide a sense of purpose and meaning to life. This is enhanced through prayer, retreats, quiet time, reflection and meditation among others.

Spiritual wellness improves human resilience to survive with hope in the face of adversity. Spiritual wellbeing improves other dimensions of wellbeing. In looking at the earth and the things in it as the creation of a superior being leads to respect for the relationships that exist within nature, improving environmental, social and general mental wellbeing.

3. Intellectual Wellness

This refers to being curious and creative and generally open to learning about the many aspects of the world. It involves the opening to lifelong learning necessary for human intellectual development. This is improved through good time management, commitment, habits of seeing opportunities of learning in one's environment.



<http://saadhake.org/wellness/>



Amref Africa.org

4. Physical Wellness

This means living responsibly and taking good care of your body, and recognizing that your daily habits and behaviours have a significant impact on your overall health, wellness and quality of life. Sleep, nutrition, recreation, hygiene routines and health checks are ways in which one can promote physical wellness.

5. Emotional wellness



<http://wellergise.com/>

This involves how one feels, thinks, copes with and responds to the challenges of life. Everyone experiences emotional or mental stress from time to time, so it is important to know how to take care of your emotional and mental well-being. Develop skills to better participate in daily life, reduce anxiety and depression, better cope with relationship issues, addiction relapse prevention, better focus to set and accomplish goals.

Emotional wellness includes: self-awareness, ability to cope with stress, resilience in the face of hardship, flexibility and adaptability, managing emotions effectively, adapting a positive attitude towards life.

Environmental Wellness

This involves the recognition of the interrelationship among the creatures in the world. It involves the consciousness and action for a better planet. It involves less wasting, reduced pollution, preservation of natural resources, recognizing possible risks within one's environment and mitigating them to also be safe.



<http://saadhake.org/wellness/>

It is promoted by establishing a sustainable lifestyle, protecting natural resources, and eliminating pollutants and excessive waste. Environmental wellness also includes having respect for and awareness of your role in maintaining a better and sustainable world for the current and future generations. A clean, safe, organized, beautiful and preserved environment enhances personal and community health and general wellness around you.

6. Social Wellness

This involves having positive relationships based on trust, respect, and understanding. Having a healthy support system of family and friends means always having someone to turn to during tough times. Social wellness also means feeling confident when alone or with others. Social wellness is very important for your overall health. People with good social networks and support systems are less susceptible to illness, can manage stress more effectively, and have higher self-esteem than those who are more isolated.



<https://www.youtube.com/watch?v=sNfWEHlHrVk>

Action Plan

1. I will maintain these three habits that help me improve my emotional wellness

- :-----
- :-----
- :-----

2. Environment wellness can improve my general health I commit to improve my environmental wellness in the following ways.

- :-----
- :-----
- Stress can interfere with my wellness. I can deal with stress in the following ways
- :-----
- :-----
- :-----

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4

DRUG AND SUBSTANCE ABUSE

by Catherine Kisasa Muthonde

Activity 1

The facilitator asks the participants to read the following case scenario and in groups discuss the questions that follows.

Case scenario

Msubufu, the third born in a family of five siblings, has four sisters and he is the only boy in the family. He rarely joins in carrying out family chores because his parents believe that a boy's place is not in the kitchen or in carrying out any household chores within the family. This family environment leaves the girls to carry out all the family chores. All this leaves Msubufu with a lot of time on his hands which he spends watching movies, TV shows and chatting with his friends until late at night.

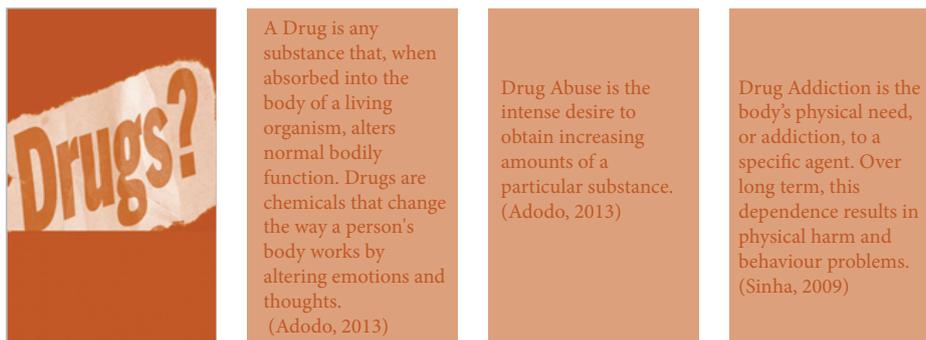
Msubufu's parents are summoned by the Principal to his school. The main complaint is failure in all his subjects, absenteeism, rudeness towards the teachers, and aggressive behaviour towards his classmates. Additionally he has been peddling drugs and other substances in school. Msubufu is reported to be skipping classes in the company of his new friends with whom he hides in the biology laboratory. After classes this group of students hangs out at the shopping centre for long hours.

The mother decided to check out her son's room before going to see the principal at the school. In Msubufu's room, she was met by a pungent smell and she found syringes and other items strewn on his bed. There were leaves on the table, rolls of substances and some tablets spread on the floor and hidden in the drawers of the desk.

Reflection Questions

1. In groups the participants define:
 - a drug,
 - drug abuse,
 - drug addiction.
2. Discuss the factors that cause drug and substance abuse in families, institutions and in the community
3. Identify ways in which drugs and substances get into the institutions
4. The users of drugs and substances of abuse

4.1 Definition of the Concepts: Drug, Drug Abuse and Drug Addiction



4.2 Prevalence of Drugs and Substance Abuse globally, regionally and in Kenya

Globally an estimated 237 million men and 46 million women have alcohol use disorders (WHO, 2018). According to Degenhardt et al (2018), 3.7% of the global burden of disease is attributable to tobacco use. Disorders due to psychoactive substance use – including alcohol, drug and tobacco dependence – are the main underlying conditions ultimately responsible for the largest proportion of the global burden of disease attributable to substance use.

It is estimated that there were between 99,000 and 253,000 deaths globally in 2010 as a result of illicit drug use, with drug-related deaths accounting for between 0.5 and 1.3 per cent of all-cause mortality among those aged 15-64 (World Drug Report, 2012). Further still, alcohol dependence was the most prevalent of the substance use disorders, with 100.4 million estimated cases in 2016. The most common drug use disorders in 2016 were cannabis dependence at 22.1 million cases (WHO, 2018).

In Africa, Cannabis (bhang) remains the most widely used illicit substance in the African Region. Amphetamine-type stimulants (ATS) such as “ecstasy” and methamphetamine now rank as Africa’s second most widely abused drug type. Other substances that were used by children and youth surveyed in Sierra Leone, included benzodiazepines such as diazepam, chlorpromazine and different inhalants, while 3.7% were injecting drugs (WHO, 2018).

A study conducted by the National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA) in 2012 revealed that at least 13.6 percent of Kenyans aged 15-65 years were current users of alcohol. Other popular drugs include tobacco, khat / miraa, bhang / marijuana, hashish and heroin (NACADA, 2012). A report by the United Nations Drug Control Programme (UNDCP) shows that 60% of students abuse drugs. In Kenya, up to 10% of students drank alcohol more than three times a week, 16% smoked cigarettes more than three times a week, nearly 14% had smoked cannabis and 16% admitted taking other drugs, especially tranquillizers, in order to feel high.

The abuse of drugs in Kenya escalated rapidly from alcohol and cigarettes in 2007 to more dangerous drugs such as marijuana, cocaine and heroin. According to national statistics from the Rapid Situation Assessment of Drug and Substance Abuse in Kenya (NACADA, 2012), 11.7% of young people aged 15-24 are current users of alcohol, 6.2% use tobacco, 4.7% khat while 1.5% are users of cannabis. In addition, the median age of initiation to tobacco products is 10 years while the minimum is 8 years. Alarming, the median age for alcohol is 10 years and the minimum 4 years.

The above statistics are an indication of the grave situation faced by the children and youth in Kenya who are already burdened by other socio-economic challenges. Nairobi province was ranked as leading in drug abuse in Kenya; the WHO (2001), gave an estimated population of heroin users in Nairobi as 10,000 with 50% of those being injected drug users.

(International Journal of Contemporary Research and Review, Vol. 9, Issue. 08, Page no: MS 20575-20601 DOI: <https://doi.org/10.15520/ijcrr/2018/9/08/575>)



Purpose: The aim of the topic is to enable children, youth and adults to develop the knowledge, skills, and attitudes needed to appreciate the benefits of living healthy lives; promote responsibility regarding the use of drugs and relate this to their own actions and those of others.

4.3 Factors Contributing to Drug and Substance Abuse

Activity 2

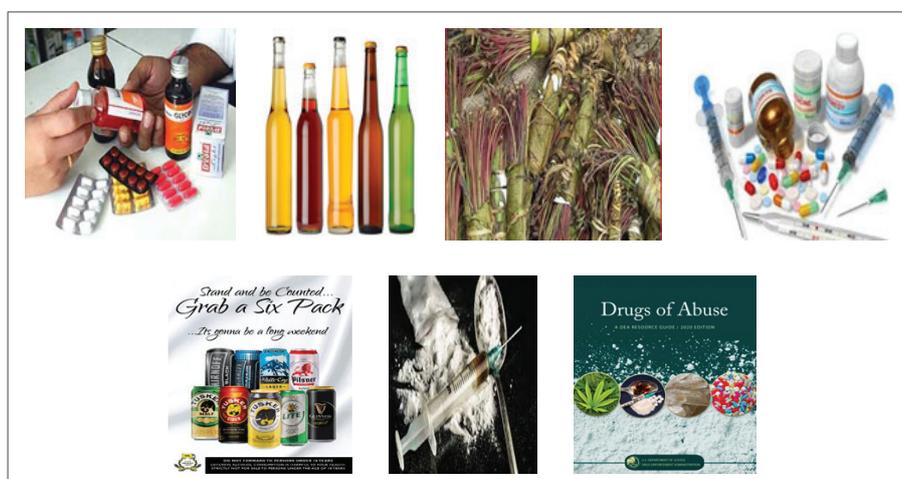
In pairs, the facilitator asks the participants to choose, from the table below, the five most important factors contributing to Drug and Substance abuse in their families, institutions and in the community

1. _____
2. _____
3. _____
4. _____
5. _____

Factors Contributing to Drugs and Substance Abuse				
Family Drug History	Lack of role models- family and school	Peer pressure	To relieve stress	Curiosity
For enjoyment and as a recreational activity	Wanting to be sociable.	Poor school performance	Conflict between the school system and family values	Poor parenting
Pressure to perform	The media	Low self-esteem	Stress	Legalization of some drugs
Lack of clear school policies on drug use and abuse	Relaxed school rules	Easy availability of cheap drugs and other substances	Idleness in association with peer pressure	Lack of the skills to intervene by parents, teachers and other guardians
Poor housing	Poor enforcement of the law, weak policies weak interventions	Self-medicate from painful feelings	A“Study Aid Drug” to boost their grades	Attractive, appealing electronic media and drug industry campaigns
Challenging socio-economic material conditions	The age factors-changes, curiosity	Parental influence	Availability of cash	Student violence and violence in family

Poor performance in exams	High school drop outs	Ignorance as to the dangers of drug abuse and	Unemployment	Have undermined the war against drug abuse
Corruption and collusion by law enforcers	Enforcement officers	Large family sizes	Crime	Poor education
Lack of leisure facilities	Lack of knowledge on use and effects of Drug and Substance Abuse	Social approval	Homelessness	Past abuse

4.4 Commonly Abused Groups of Drugs and Substances in Kenya



Learn.e-limu.org

According to Evans-Brown, et al., (2011) drug and substance abuses have been grouped into the following broad classes:

- Depressants
- Tranquilizers
- Stimulants
- Hallucinogenic drugs
- Inhalants include solvents, gases, petroleum products

1. Depressants:

include Alcohol, Barbiturates (amytal, seconal), Flunitrazepam or Rohypnol, GHB or Gamma amino-butyric acid, Methaqualone (Quaalude, spoor)

2. Tranquilizers:

The term 'tranquillizer' refer to anti-anxiety medication. These drugs act on the nervous system and have a calming effect. They are the chemical compounds which are very useful in the treatment of stress, tension, anxiety or irritability and mild or severe mental diseases. They are one of the essential components of sleeping pills. The following are examples of tranquilizers: Ativan, Xanax Valium (diazepam) and Librium (chlordiazepoxide). Those with sedating effects are used as sleeping pills, such as Restoril, Halcion, Dalmane, Serax and others (<https://byjus.com/chemistry/tranquilizers-antidepressant-drugs-examples>)Stimulants:

These are drugs that stimulate or speed up the function of the nervous system. They include: bhang, miraa or khat, nicotine, cigarettes, cigars, spit tobacco, Kuber, cocaine or pephill, amphetamine, methamphetamine, MDMA (Ecstasy), methylphenidate (Ritalin, Vitamin R) and caffeine.

3. Narcotic Drugs:

These drugs make the user to become sleepy and relieve pain for a short period of time. They make people feel numb and to forget their problems and worries for a short time. Examples include opium, heroine, Oxycodone (OxyContin), Mandrax and Morphine. These drugs are sold as cigarettes, powder or dried leaves. Some are made in form of sweets so we should be careful about where we buy sweets.

4. Hallucinogenic Drugs:

include LSD, mescaline, THC, Psilocybin, Cannabis, Hashish and Marijuana.

5. Inhalants or Substance drugs:

These are taken through inhaling and include: solvents, gases, and petroleum products. Common examples are glue and petrol, solvents, gases, petroleum products (paint thinner, gasoline, glues, propane, aerosol propellant, nitrites, Dissociative Anaesthetics and PCP-Phencyclidine (Angel dust).

6. Valium:

Is manufactured as a good medicine to be taken by people who cannot fall asleep due to different medical conditions. However, it is commonly abused and taken without a doctor's prescription.

7. Alcohol:

This is the most commonly abused drug in Kenya. People who abuse alcohol drink it in large amounts. It is harmful to the body and mind. In Kenya, it is illegal for underage people to drink alcohol.

8. Caffeine and nicotine:

These are found in coffee and tea. If large amounts of the beverages are consumed, they are likely to affect us. Too much coffee, especially in the afternoon may stop us from sleeping at night.

In many ways though, these categories are insufficient to adequately characterize the experiences produced by many of the drugs that are used illicitly (Evans-Brown, et al., 2011).vb

Commonly Abused Drugs and Substances by the Youth In Kenya		
Alcohol- wines, spirits traditional liquor, and	Kuber	glue
Tobacco	shisha	nail polish
bhang,	Shashaman	cigarette
miraa (khat)	mau	lighter fluid
Heroin	Tambuu	Santuri (heroin and valium)
Cocaine	Mshomoro	hairspray,
methamphetamine (Meth)	rohypnol	paint thinner
Ecstasy	jet fuel	gasoline/petrol
chang'aa	Artaine	correction fluid
amyl nitrite	Mkorogo	kuku manga
Mandrax	Kamusi	Adderall

Happy Water- combination of ecstasy, ketamine, and other illegal components-(Chinese journal of drug abuse, prevention and treatment, 2011) Spice or K-2 synthetic cannabis sold “legally- other names “fake weed, Yucatan Fire, Skunk, Moon Rocks. (Hu et al., 2011).	Yaba - ‘crazy medicine’-synthetic Amphetamines Piperazine - A2, Blast, Extra Strength, Euphoria, Fast Lane, Frenzy, Happy Pills, Nemesis, Party Pills, Pep, Pep Love, Rapture, Silver Bullet, Smiley’s, The Good Stuff	Peyote - cactus plant Benzodiazepines & Opiates
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nacada by www.standardmedia.co.ke › Kenya › Nairobi & eLimu used under CC_BY-SA

The following table has names of some commonly abused drugs and substances in Kenya.

4.5 Signs and Symptoms of Drug and Substance Abuse

There are many symptoms of drug abuse, but some of the most common signs someone is abusing drugs are:

1. Problems with the law, such as DUI (driving under the influence), breaking curfew, stealing.
2. Problems at school, such as excessive tardiness, poor grades, suspension.
3. Mood swings
4. Loss of interest in favourite activities
5. Drug paraphernalia
6. Violent behaviour
7. Withdrawal
8. Depression
9. Poor hygiene
10. Missing money

4.6 Effects of Drugs and Substance Abuse

Activity 3

In groups the facilitator asks the participants to discuss the effects of drugs and substance abuse on the young people as experienced in their communities. The various groups to report the findings in plenary

The effects of abuse on drugs and substances on individual abusers, the family, community and the country is enormous. Drugs and substance abuse at any age causes risks and negative effects ranging from emotional effects, social, economic, behavioural, spiritual and even political effects. The following are the negative effects of drugs and substance abuse:

- stigmatization of the addicts from the family and community,
- loss of finances through purchasing of drugs
- non-performance at school or work place - loss of job or employment
- serious withdrawal symptoms
- addiction to drugs
- feelings of lethargy and laziness.
- insecurity

- damage to the economy,
- high drop-out rate in schools,
- drug and family conflicts
- accidents
- problems with the Police and repeated arrests
- Health problems - distorted vision, hearing, and coordination; impaired judgment, altered perceptions, memory loss, bad breath, hangovers, increased heart rate, high blood pressure, insomnia, decreased appetite; convulsions, cardiovascular problems, irritability, tremors anxiety, paranoia, or violent behavior, damage to blood vessels in the brain, stroke, death.
- Diseases: acquiring HIV/AIDS, hepatitis and STIs
- Psychological risks: violent, erratic, or paranoid behaviour, hallucinations and “coke bugs”--a sensation of imaginary insects crawling over the skin confusion, anxiety and depression, loss of interest in food or sex “cocaine psychosis”--losing touch with reality
- Poor Relationships: loss of interest in friends, family, sports, hobbies, and other activities
- Prostitution,
- Accidents: drowning, car crashes, falls, burns, and suicides.
- Sexually dysfunctional,
- Self-inflicted injuries

4.7 Interventions in Drugs and Substance Abuse

Activity 4

The facilitator asks the participants to individually write out 5 interventions that have helped those taking drugs and substances of abuse in their family, institutions or community. The individual participants give their answers in a plenary session and answers are written on a flip chart to generate a list of interventions that are working effectively in the community.

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-
-
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Ways of Curbing Drugs and Substance Abuse

A youth who is abusing drugs, needs help without any delay. The sooner the youth gets help for drug and substance abuse, the more likely they will be to avoid negative and long-lasting consequences.

The following are ways to curb the drugs and substance abuse in our society today.

1. Creation of employment opportunities by government, government agencies, NGOs, FBOs, and CBOs.
2. The government to strengthen and enhance efficiency in educating people about the dangers of drug abuse, especially in reaching out to the youth through the National Agency for the Campaign against Drug Abuse (NACADA).

3. Laws and Regulations to be put in place by the government to help regulate the use of commonly abused drugs and substances so that they can only be purchased with a prescription from the doctor.
4. Tough penalties on companies and peddlers manufacturing, selling and advertising drugs and substances of abuse like alcohol and cigarettes that entice people to experiment on drugs and substances of abuse. The warning to the users on the dangers of taking the drugs ought to be printed on the packaging of the drugs
5. Policies and laws to be put in place by the government to ensure that those selling drugs and substances of abuse to minors are brought to book and prosecuted
6. Government and its agencies to equip caregivers with counselling skills and set up wellness Centres and Rehabilitation Centres
7. School curriculums to include information on drug and substance use and abuse to ensure that all children are aware of the dangers of using drugs and substances of abuse
8. Parents, teachers and church leaders to be positive role models and engage children, youth and other members of society in educative, value based, Life Skills programmes to help mitigate social vices.
9. Effective guidance and counselling programmes in schools for children to enlighten them on the dangers of drug and substance abuse
10. Formation of vibrant Clubs in Schools where children and youth are encouraged to freely talk about sexuality and drug-related issues affecting them
11. All schools develop and implement a written policy on alcohol, tobacco and substance use that covers both students and staff working in schools
12. Establish Employee Assistant Programmes (EAPs)
13. Establishment of rehabilitation centres for drug and substance abuse addicts

Conclusion

Drug and substance abuse among young populations spells danger not only to the youth who abuse the drugs but also to the well-being of the nation because the youth represent its future. The young people who abuse drugs and substances frequently find themselves in problems ranging from health-related difficulties including mental health, academic challenges, and poor relationships with peers and family. Furthermore, it is very easy for them to find themselves in conflict with the juvenile justice system. All this goes to show that drugs and substance abuse have negative outcomes to the individual, family members, the community, and the entire society.

QUOTE

“My recovery is the single greatest accomplishment of my life.

Without that, the rest of my life would have fallen apart.”

Martin Sheen

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5

ENVIRONMENTAL SUSTAINABILITY

By Catherine Kisasa Muthonde

Activity 1

The facilitator invites the participants to watch one of the video clips and answer the questions that follow:

1. Environmental Sustainability – Ideal way to save Nature <https://www.youtube.com/watch?v=5lrn4CDQZzo>
2. How Does Global Warming Effect the Environment <https://www.youtube.com/watch?v=4Uy9b87cYRs-?>
3. Climate Change - We are the PROBLEM & the SOLUTION https://www.youtube.com/watch?v=-D_Np-3dVBQ

Reflection Question

1. What are some factors that affect our mother earth?
2. Climate change is real. What do you see around you in your community that harms the environment?



Purpose:

The aim of this topic is to enable all (youth and adults) to appreciate the knowledge, skills, and attitudes that promote environmental health, quality of life and a more sustainable future for all.

Expected Learning Outcomes

By the end of the session the participants will be able to:

- define the following: environment, sustainability, environmental sustainability
- explain the importance of care for Mother Earth/environment
- discuss the impact of Environmental Neglect
- explain strategies that one can use to take responsibility for environmental sustainability

5.1 Meaning of Environment:

According to the Merriam Webster Dictionary, the environment is anything that surrounds us and is also the sum of all the living (biotic) and non-living (abiotic) mechanisms which affect and determine its form, survival and quality of life. The environment includes physical, chemical and other natural forces. In the environment there are different interactions between animals, plants, soil, water, and other living and non-living things. All living or biotic elements are: animals, plants, forests, fish, and birds. The non-living or abiotic elements include water, land, sunlight, rocks, and air,

5.1.1 Functions of the Environment

The environment has various functions namely to:

- Generate Resources:** The environment offers resources for production both in renewable and non-renewable resources examples of which would be: soil, land and wood for furniture.
- Sustain Life:** The environment includes the sun, soil, water and air which are essential for human life. The environment sustains life by providing genetic and bio diversity.
- Assimilate Waste:** The invention and consumption activities produce waste. The by-product of this process is the creation of garbage which the environment subsequently gets rid of.
- Enhance Quality of Life:** the environment enhances the quality of life allowing people to enjoy natural beauty like rivers, mountains, deserts which add to the quality of life

5.1.2 Renewable and Non-Renewable Resources in the Environment

Activity 2

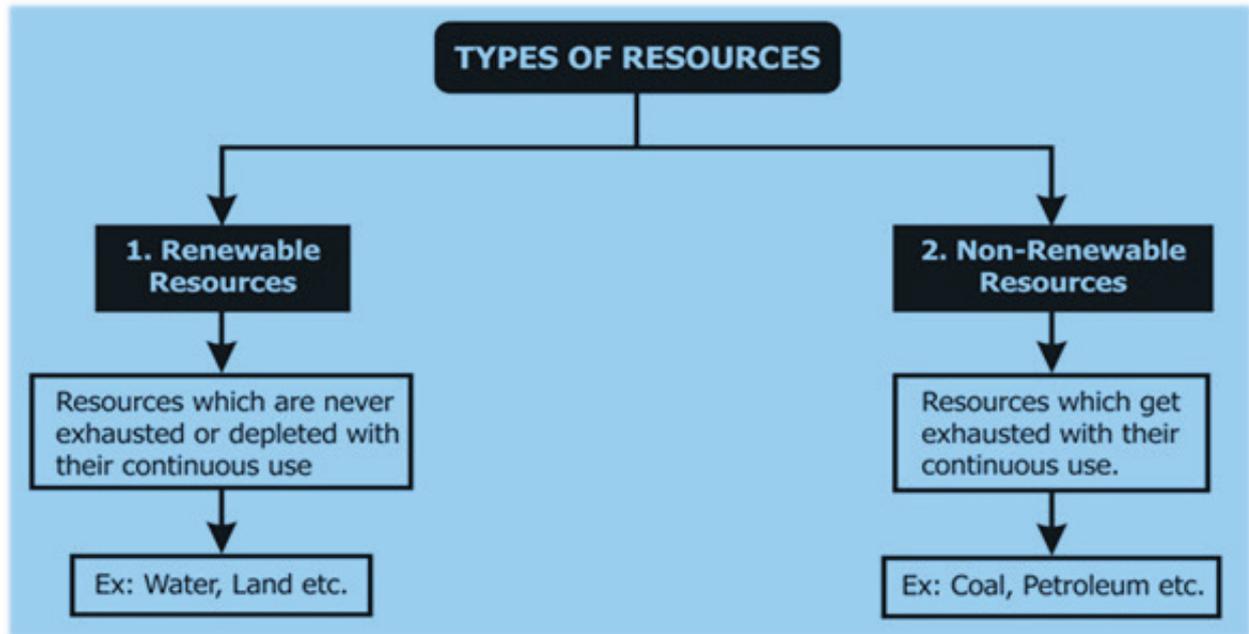
The facilitator asks the participants to define the following terms:

Q.1- What is a renewable and non-renewable resource?

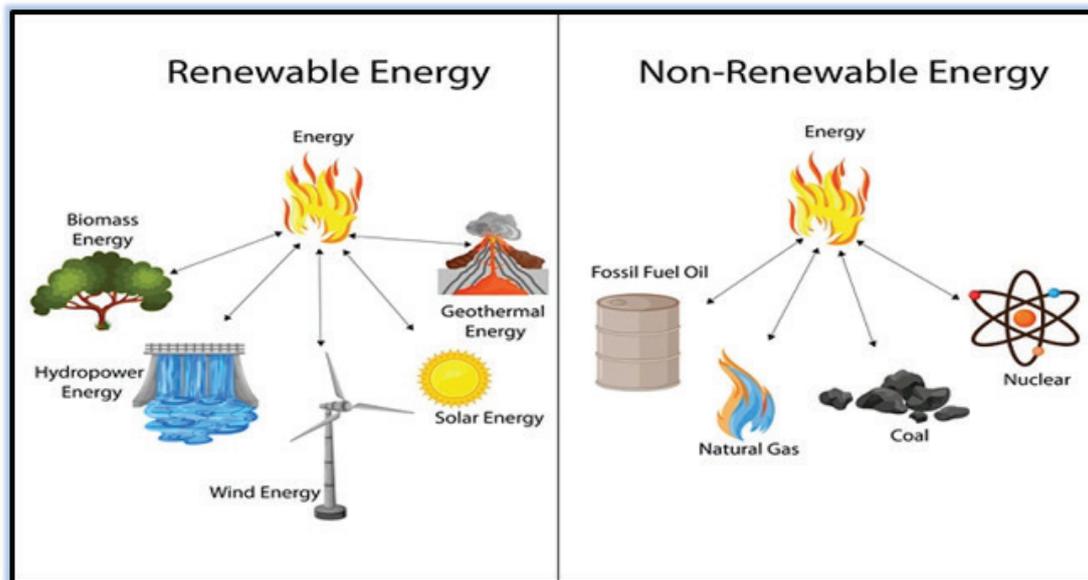
Q 2- Differentiate the following into renewable and non-renewable resources:

(i) Trees (ii) Fish (iii) Petroleum (iv) Coal (v) Iron-ore (vi) Water (vii) Land

5.1.3 Types of Resources in the Environment



Renewable and Non-Renewable Energy Resources



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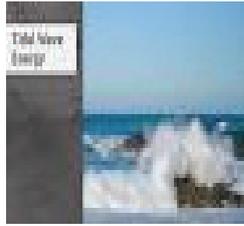
Renewable energy is a force that results from the natural assets that the environment refills after it is used up by natural processes and depletion. Renewable energy includes: sunlight, rain, water, wind, soil, geothermal heat, tides, biomass (an energy source derived from organic matter such as crop waste, wood, and garbage), biofuels, cultivated plants, solar energy, animals

Non-renewable energy has its origin in the natural resources that are not replaced by Mother Nature once used such as fossil fuels. Non-renewable energy is a one off resource and once used up, it is gone forever. Examples in this category include Coal, Petroleum, Oil, Iron ore, Uranium, Gold, Aluminium, Sand, Iron, Phosphate rock, rare earth elements

Examples of Renewable Resource Sources



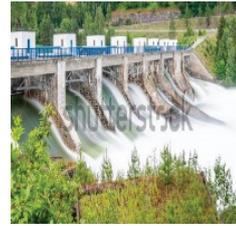
Acitechdaily.com- Solar Energy



Tidal Wave Energy



shutterstock.com-Geothermal Energy

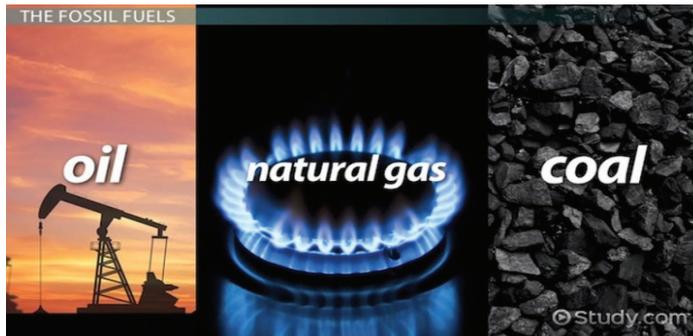


shutterstock.com-Hydropower



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Examples of Non Renewable Resource Sources



Slideplayer.com:

Slideplayer.com

Slideplayer.com



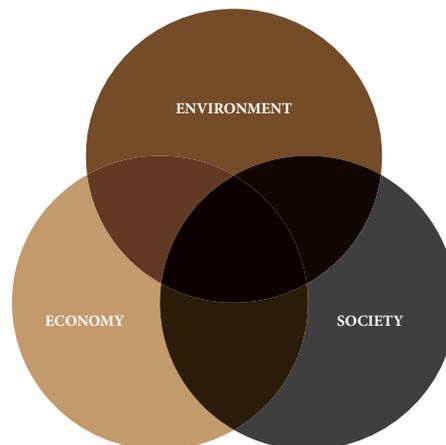
fuergy.com: Nuclear Energy



kidzworld.com

What is Sustainability?

Sustainability is a holistic approach that considers ecological, social and economic dimensions to achieve lasting prosperity. This approach calls on the world to live within the limits of the available physical, natural and social resources. Sustainability therefore demands that the earth and the human civilization must co-exist for the benefit of the now and the future (University of Alberta, 2012).



Three pillars of sustainability

The principle of The Three Pillars of Sustainability says that for the complete sustainability problem to be solved all three pillars of sustainability must be sustainable. The three pillars are social sustainability, environmental sustainability, and economic sustainability.

Of the three pillars, the most important is environmental sustainability. If this is not solved, then no matter how hard we try the other pillars cannot be made strong because they are dependent on the greater system they live within, the environment

What would a sustainable world look like?

- Environment Sustainability-Environmental integrity is maintained, all of earth's resources are safeguarded
- Economic Sustainability- Every community has access to resources-economic and other - to meet their needs
- Social sustainability - All communities are treated with dignity and have access to financial and other resources in order to attain total wellbeing.

5.2 What is Environmental Sustainability?



Environmental Sustainability is the responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing, now and in the future

Environmental sustainability is the responsible interaction with the environment to avoid the destruction or ruin of the natural resources for long term environmental quality. Environmental sustainability is about acting responsibly to ensure the present and future generations have a safe and secure home. According to the United Nations (UN) World Commission on Environment and Development, environmental sustainability is the capacity to improve the quality of human life while living within the carrying capacity of the earth and supporting the ecosystems. Thus the environmental sustainability practices carried out today should guarantee the needs of today's population are met without threatening the ability of future generations to meet their own needs.

5.2.1 Why Environmental Sustainability now?

The ecological units of the world have been ruined to the point that they are no longer the life-giving units. We are living at a time of increased poverty, poor nutrition leading to multiplicity of diseases and epidemics, clean and safe waters are a thing of the past while oil, forests and other resources are diminishing at an alarming rate.

The global climatic condition is worrying. However, a key element of environmental sustainability is its forward-thinking nature. In fact, the U.S. Environmental Protection Agency defines it as “meeting today's needs without compromising the ability of future generations to meet their needs.” All these global challenges call on the world to offer a fast response before the world collapses. The answer lies in all of us getting involved in Environmental sustainability.

5.2.2 What is an Environmentally Sustainable Society?

According to Sphera (2020) an environmentally Sustainable Society is one where there is clean air for all to breathe, fresh water to drink, and a healthy place to live that is free of toxic substances and hazards. It also means living on world's natural gifts without exhausting or depleting the natural wealth that Mother Earth provides.

To attain an environmentally sustainable society, every member of society must act to reverse the global warming and all the climatic ills experienced today by communities the world over. It further means everyone living on this globe ought to commit to environmentally sustainable practices that help build thriving communities that secure future growth potential and wellbeing for all.

5.2.3 Some Basic Principles of Environmental Sustainability

The five principles that guide environmental sustainability are as follows:

1. Nature has Limits: the carrying capacity of nature is limited so the usage of natural resources must be well planned and policies put in place to preserve the usage of the natural resources.
2. The world is interconnected and interdependent: the use of resources in any part of the world impacts negatively or positively on the planet. Attaining sustainability means creating conservation communities across the globe.
3. Improved environmental quality: sustainability involves harmonising social, economic and environmental significances. Many human needs cannot be satisfied by only one aspect of life; to attain holistic wellbeing the social, environmental and economic aspects must be considered.
4. Equitable distribution of opportunities: sustainable practices require, wealth, and quality of life across communities and nations - now and in the future. We have a responsibility towards others now, and towards future generations, to ensure that our children and grandchildren can gain access to resources necessary for a good quality of life.
5. Nature's functioning: the protection of Mother Earth is important for we all depend on it. Any decisions made about the environment must consider the best interest of the now and of the future generations.

5.3 Importance of Saving Mother Earth



Our Mother Earth needs to be saved as our survival depends completely on this planet. The following are the reasons why we need to save our world:

1. Trees provide Oxygen to the human race: To nurture the environment makes it possible for the human race thrive. To get enough oxygen for all we must preserve the trees and the environment.
2. The Only Home for Us All to LIVE in: Planet earth is the only planet where life is possible. It is the only home we all have. Destroying the only planet we have is detrimental to all, therefore we must all stop harmful activities to Mother Earth for all generations to live a healthier life.
3. The Quality of Environment: To attain communities that have total wellness the environment requires well maintained natural resources, fresh air and a risk-free environment
4. Growth: As the world's population grows more resources are needed; however everyone must aim at using resources like land, water, forests efficiently to maintain a healthy environment

5. **Healthcare:** The quality of the environment affects the wellbeing of its people. Everyone who has the best interest of the world and of human posterity has to raise awareness about a clean healthy environment
6. **Earth is home to living things and inanimate things:** activities that harm our planet deplete the environment.
7. **Improves quality of life:** Caring for the world helps increase our well-being. It is our shared responsibility to raise public responsibility regarding the well-being of our Mother Earth.
8. **Biodiversity:** All animals and plants are together due to the biodiversity of life. Destructive human activities disrupt the biodiversity resulting in its loss. Taking preventive actions will ensure the safety of biodiversity.
9. **Source of food and water:** All living things on our planet depend on the food and water provided by Mother Earth. To show respect to the earth we ought to adopt environmentally friendly lifestyles to make this world a productive place to live in.
10. **Greener and Cleaner Planet:** To attain a greener and cleaner world, everyone needs to accomplish their duties to protect Mother Earth from planet ruining activities.
11. **Sustaining living things and inanimate things:** The World sustains all species, living and inanimate things. Any destructive activities cause irreversible damage to the environment which results in the shameful condition of the world.

5.4 Human Activities That Destroy the Environment

Activity 3

In groups, the facilitator asks the participants to discuss the following questions:

Q.1- Who destroys our environmental resources?

Q 2- In your community, what are some of the human activities that have destroyed the environment?

The following may contribute to environmental degradation:

1. **Population growth:** Environmental sustainability is the key strategy against the backdrop of the growth of human population and the rampant exploitation of the environment by humans.
2. **Wasteful and unsustainable resource use:** The underlying concern of modern society is that while today people are enjoying the comforts of economic development, the future generations are on the verge of confronting scarce natural resources and polluted environment and it is our most important responsibility to leave the planet as a self-sustainable system
3. **Poverty:** providing equal opportunities of survival not only to our future generations but also to all other species co-habiting with us.
4. **Failure to include environmental costs of goods and services in market prices.**
5. **Too little knowledge of how nature works.**
6. **People with different environmental worldviews often disagree about the seriousness of environmental problems and what we should do about them.**

5.5 My Responsibility for Environmental Sustainability

Activity 4

The facilitator will show a video clip of “What YOU Can Do about Climate Change”

<https://www.youtube.com/watch?v=VTfgNFz1DBM>

In groups, the facilitator asks the participants to answer the following questions:

1. What did you find striking or interesting in the video clip?
2. List any strategies you have been using effectively in your family to preserve Mother Earth
3. List other strategies you think your community can participate in order to preserve Mother Earth as proposed in the video clip.

Abigail Kent (2020) suggests that irrespective of one’s age, profession, or social status, everyone benefits from a healthy environment and sustainable practices. There are lots of ways to promote sustainability. Here are some eco-friendly living tips worth looking into everyday so that we can all be more environmentally conscious. If everyone can purpose to make a few quick changes to their daily routine we can all make a big difference for the environment. The following are some practical tips to keep our environment safe:



5.6 Simple Things Everyone Can Do to Help Protect the Earth

- Walk, Run, and Cycle: One of the best ways to reduce your carbon footprint is to find times to walk, jog, or ride a bicycle when you otherwise would have driven a car or used public transportation
- Go Green: Plants are fantastic for numerous reasons. First, trees and other plants are an essential aspect of our ecosystem, and they’re vital players in the fight against climate change



Andreas Fox Islands Marquesas French Polynesia



Ngare Ndare Safaris - at foot of
Mt. Kenya close to Lewa wildlife Conservancy- Kenya

- Partner Up: Find like-minded individuals with whom you can team up and work together. By combining your efforts to recycle, reuse, and cut down on carbon emissions, you can maximize your impact.
- Invest in Your Home: Make a few key eco-friendly improvements
- Make Sustainable Living a Core Priority: Becoming a more environmentally-conscious person will likely require time, effort, and financial investment but ensures a healthier and happier world in the future
- Use solar and wind power
- Prevent the consequences of man-made global warming:
 - i. Carry your bag to the shop so as not to always have to buy new ones
 - ii. Grow your own food
 - iii. Minimize your energy use
 - iv. Repair rather than throw away
 - Educate Yourself on Green Alternatives: take control of how chemicals are used to avoid degrading the environment
 - Use a Reusable Bottle: it takes so much fossil fuel to produce plastic. Fuel extraction itself is a process that degrades the environment, so the production of plastic water bottles and their usage can cause a stress on the environment leading to the degradation of Mother Nature.
 - Drive Electric: Electric cars are safe for the environment since they produce less to no emissions.
 - Start Cycling: This is a much better way to exercise while at the same time helping to preserve the environment. Transforming your mode of transportation from gasoline-powered vehicles to cycling or walking is one of the most significant steps you can take to preserve the environment.
 - Recycling: You can also help recycle by sorting out the recyclables and the non-recyclables. Make an effort to locate recyclables near you so they can be sent to the right place for recycling
 - Lobby the Government to put Policies in Place: Good government policies ensure the environment of the planet does not deteriorate to a point where future generations face water shortages, extreme weather events, and excess temperature

Conclusion

Population growth has led to increased farming, which leads to greater greenhouse gas emissions and deforestation. Industrial and technological growth means we need more power than ever. Yet our planet is not expanding, it is overloaded. Around us now we witness the overburdening of the earth through global warming on ecosystems and communities. The call for all, including the youth to participate in environmentally sustainable and socially responsible practices, is the right thing to do now. Environmental balance is the solution. Let us do away with cutting down trees, poor agricultural methods, resource depletion, pollution, the “throw away” culture, and the rise of consumerism all of which puts a great load on the environment. Let all the youth act to help the earth flourish.



QUOTE



5.6.1 Plan of Action

Write down three ways that you are going to sustain your family environment, institution environment and community environment.

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6

MODERN TECHNOLOGY: RISKS AND OPPORTUNITIES

by Anastasio Nyaga

Activity 1

The facilitator asks the participants to look at the different pictures below and identify the positive and negative impacts they have on their lives





Purpose

The purpose of this topic is to help young people cope with new lifestyles presented to them by modern technology, identify both its risks and opportunities and suggest ways to help them build resilience in their life.

Learning Outcomes

At the end of this topic, the participant should be able to;

- Know the meaning of modern technology
- Positively use technology in their growth and development
- Be aware of the negative influences of modern technology on young people
- Know how to be safe both offline and online

6.1 Introduction

Modern/new technology has changed a lot in the last ten years or so. New machines and gadgets have been invented to make jobs easier like never before. From the little sewing machine to the fastest car in the world, all have been automated, hence, reducing manual activity to the least. Modern technology has made it easy for young people to benefit from the possibilities of the latest tech inventions. However, modern technology has also negatively impacted the life of many young people.

Today, modern technology has affected every area of our lives. It has become a crucial reality that we cannot do without. We have even reached a point where everything we use in our daily life is directly or indirectly related to the technological advancement of some form. So, modern technology cannot be avoided even if we intentionally wanted to.

6.2 What is modern technology?

Modern technology is the current advancement of old technology with new additions and modifications. For example, the mobile phone which can be taken with us anywhere is the perfect example of technological advancement or simply, modern technology, releasing us from dependence on the fixed desk telephone. Any machine or device we see around us is the product of modern technology which has made things much easier than we could ever have imagined. (<https://www.techquintal.com/modern-technology> Feb. 2021)



Activity

The facilitator asks the participants to mention other examples of modern technology.

6.3 Technological Determinism Theory

Scientifically, a theory is an acceptable general principle or body of principles offered to explain phenomena. (Merriam Webster Dictionary). Technological determinism theory says that technology (as a modern phenomenon) has direct impacts on our lives. This means that changes in technology are the primary source for changes in the modern society. For instance, various media adverts we see today, like fashions, eating and dressing styles shape our way of doing things.

6.4 Digital Technology Use

The word “digital” comes from the Latin word, ‘digitus’ which literally means ‘finger.’ It refers to one of the oldest tools for counting. When information is stored, transmitted or forwarded in digital format, it is converted into numbers. Digital technology is the opposite of analogue technology.

Most adolescent digital technology use nowadays takes place on mobile devices. Offering the functions and affordances of several other media, smartphones play a pivotal role in adolescent media use. Smartphones and other digital devices can host a vast range of different services.

A representative survey of teens in the US showed that the most commonly used digital services are YouTube (85%), closely followed by the social media Instagram (72%), and Snapchat (69%). Notably, there exist two different types of social media: social networking sites such as Instagram or TikTok and instant messengers such as WhatsApp. (Humphreys, L. et al. 2018)

6.4.1 Positive Aspects of Technology

- Improves Language Skills.
- Higher Capacity for Visual Attention
- Enhances Social Interaction Skills
- Increases Motivation to Complete Tasks
- More Dynamic Spatial Skills
- Develops Problem Solving Skills
- Expands Horizons

6.4.2 Negative Aspects of Technology

- Exposure to adult content
- Lack of privacy
- An increase in bullying
- Lack of social bonds
- Developmental Effect
- Loses Sense of reality – instant coffee type of interaction
- Sexting, online extortion, black mail
- Mobile Device overuse reduces sleep quality

6.5 Keeping Safe Online

Online Safety (also referred to as E-Safety or Internet Safety) is being aware of the nature of the possible threats that one could encounter while engaging in various activities through the Internet. These could be security threats, protecting and managing your personal data, online reputation management, and avoiding harmful or illegal content.

Therefore, being safe online means we are protecting ourselves and others from online harm and risks which may jeopardize our personal information, lead to unsafe communications or even effect our mental health and wellbeing.

Activity 2

The facilitator asks the participants to read the following scenario and discuss the following question(s)

Alice is a 15yr old girl in your Institution. Recently, you've spotted her with a ring and a tattoo on her back written Eve. Upon interrogation she tells you that the tattoo means a lot to her since Eve is her online girlfriend. They have made a vow to each other that they will get married after the Covid-19 Pandemic is over!! You have come to learn that other students know about Alice's situation and are so excited about it. Some students have asked Alice if she could connect them with such online friends.

Reflection Questions

1. What is your first reaction to this case?
2. How are you going to tackle this situation?
3. How will you deal with other students who have ask Alice to connect them?

Common e-risks for Young People

There are several e-risks that most young people are exposed to. Below are some of them.

1. Online sexual abuse

- The young person may be approached by strangers or people they know online
- They may be sent sexual content
- May be asked to share pictures and videos of themselves with sexual content
- Adults may build a relationship with them with the intention of sexually abusing them (so called 'grooming')

2. Cyberbullying

- The young person may receive degrading comments, messages and posts online
- He/she may be left out of groups online
- This can increase stress and feelings of isolation
- They may also engage in bullying online themselves
- Eventually this becomes a habit



3. Sending and receiving potentially harmful content

- This may include accessing, being sent and sharing harmful content, for instance:
- incitement to suicide and self-harm
- violent or xenophobic content
- misinformation

4. Children's privacy may be at a risk

- Many of the apps, may pose privacy risks to users
- This may result in their data being compromised
- Thus personal details and information becoming easily accessed and exploited

5. 5. Phishing

- Emails which try to trick people into clicking on malicious links
- This can be especially difficult for children and young people to recognize
- Emails can sometimes appear to be from someone they know

6. Radicalization

- Sometimes youth are exposed to views considered radical or extreme
- They could be political, religious, sexist, or racist in nature
- They are made to hold strong beliefs, leading them to harmful actions

7. Inadvertently downloading malware

- Malware is computer software that is installed without the knowledge or permission of the victim
- They perform harmful actions on the computer
- Some malware can be appealing to children

Note:

These risks do not only come from strangers, but also people well known to young people, online or offline.

Activity 3

The facilitator asks the participants to mention/write other known online risks

6.5.1 Those most vulnerable to e-risks

- Young people who feel ostracized or even just not popular with their peers
- Those who feel abandoned – either because of an absent or recently divorced parent, etc.
- Young people who have bad relationships with family members
- Also those who need to dominate or control others
- Those who seek excitement or adventure
- Young people with mental health issues (depression, post-traumatic stress...)
- Those young people who perceive they have been the victims of injustice (especially if they have been the brunt of racist bullying)
- Young people who spend a lot of time online or have no supervision of their online activities

6.5.2 How can we help keep Young People Safe Online?

1. Agreeing on boundaries and expectations of being online

- discuss and agree on time limit to be online
- for how long they can play games,
- how long they need to spend doing school or homework.
- also agreements like ‘no devices at dinner or no devices after a certain time,’ can also be introduced



2. Speak to the young people about online safety

- be positive and open when speaking to them about time online
- ask them if they are worried about anything
- show that you are available to listen,
- ask about their online friends
- ask what they are interested in when online

3. Become familiar with online safety tools

- these include the safe search option that most browsers and common search engines have
- parental controls on devices, especially for younger children
- social media accounts your children may use, such as Instagram, Tik tok, snapchat and others

4. Know where to seek help and assistance

- Most social media platforms and apps have built-in reporting tools.
- Visit the FAQ or help section of the apps the young person is using to find out more.
- It is also important that you are aware of any signs of the young person being upset or distressed from their time online.

5. Understand the privacy risks

- a quick online search can provide the key information
- when the young person is using the application, ensure that their location cannot be identified

6. Be proactive in speaking and engaging with young people during this period about:

- the many opportunities and benefits that the internet and technology can offer during the lockdown and beyond
- knowing how to stay safe, regardless of what they are doing online. This is important, and requires an active mediating role by parents and caregivers

6.5.3 Warning signs of online addiction

- spending excessive time online, as much as 40-80 hours a week
- losing sleep due to web use
- poor performance in school
- feeling anxious or depressed while away from a smartphone or computer
- irritability or mood changes
- withdrawal from social situations or daily activities

6.5.4 Way forward...if one notices these signs

- monitor the young person's internet use
- set limits for internet use
- express concern about excessive internet use
- create and sign a "contract" limiting screen time
- encourage real life social interactions and activities
- consider professional help from an internet addiction specialist

QUOTE:

"The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential"

-Steve Ballmer

Plan of Action

Write two things that you have learned from this section and you will apply in your daily life

1. _____
2. _____

References

(UNICEF), (April, 2020) Keeping Children Safe Online during the Covid-19 Pandemic: tips for parents and caregivers

Australia e-safety commissioner, global online safety advice for parents and carers – covid 19

Ministry of Labor and Social Protection Department of Children Services: Protocols for Case Management for Statutory Children Institutions in Kenya During Covid 19

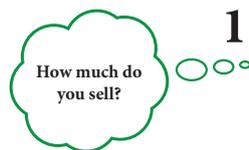
7

INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

By Damaris K. Muthusi

Activity 1. Picture Interpretation

The facilitator guides the participants to give feedback on the given pictures and respond to the questions.



Reflection Questions

- What do you see in the pictures?
- What is your interpretation of the pictures?
- Differentiate a product and a service among the pictures.
- What kind of enterprises can you start from picture 3?



Purpose :

This topic aims at empowering the youth interested in starting and growing enterprises to consider Social Entrepreneurship as an alternative to job seeking.

Expected Learning Outcomes

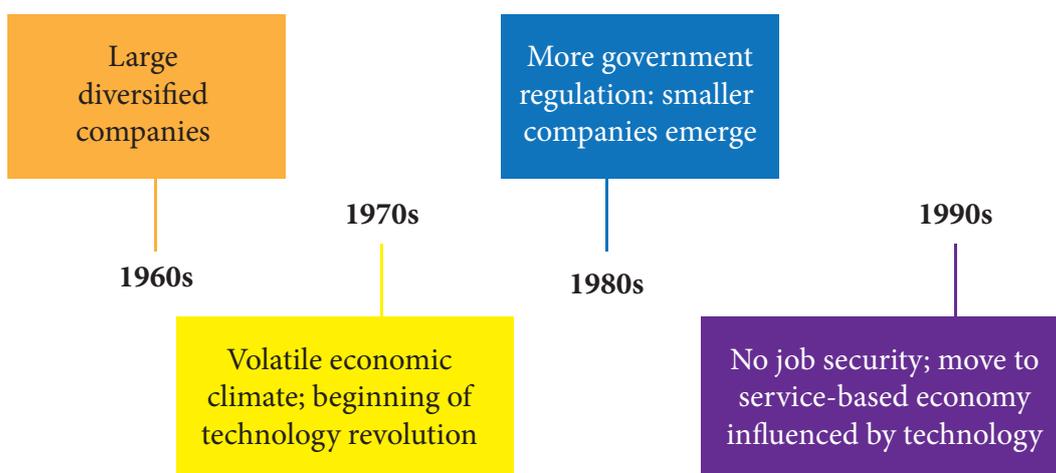
By the end of this topic the participants should be able to:

- Explain the concept of social entrepreneurship and its role in responding to social needs.
- Have identified their entrepreneurial interest and the opportunities within the identified sectors.
- Give examples demonstrating the value of engaging in social entrepreneurship.

7.1 Introduction

The word ‘entrepreneur’ derives from French, literally meaning someone who ‘takes between’ or ‘goes between’. The earliest use of the term reflected this sense of the ‘middleman’ who directed resources provided by others. In the Middle Ages, an entrepreneur was someone who managed large projects on behalf of a landowner or the church, such as the building of a castle or a cathedral. Entrepreneurship then is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resultant rewards of monetary and personal satisfaction (Schwartz B. Rippling, 2012).

7.1.1 The Entrepreneurial Evolution



Source: <https://www.entrepreneurship/evolution>

From the 1990s onwards, the challenge of lack of job security led individuals to start tapping into new opportunities. They realized that an idea can have commercial potential. Opportunities have potential when there is demand for the product.

Activity 2: Idea + Market = Opportunity

- In groups the participants discuss and highlight various idea which have a commercial potential
- Feedback from groups is shared in class while the facilitator gives a critique of the ideas shared.

Social Entrepreneurship is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues (Roger L. Martin & Sally Osberg, 2007).

7.2 Business entrepreneur Vs Social entrepreneur

Activity 3: Picture analysis



Source: <https://www.entrepreneurship/idea/>

The facilitator engages the participants in analyzing the picture below, seeking to identify the difference between a business and a social entrepreneur.

Reflection Questions

What are the needs of the people selling goods in this market?

What four businesses can you start to meet the needs identified in the picture of people selling in a market?

What concerns can you raise to indicate the difference between a social and a business entrepreneur?



Source: <https://www.entrepreneurship/activities>

Most social entrepreneurs have a particular focus on marginalized and exploited populations, including the poor, sick, the vulnerable and defenceless. Rather than simply sitting back and watching social injustice and large-scale tragedies unfold, social entrepreneurs translate their feelings of grief, sympathy, and despair into action. Whereas Business entrepreneurs identify gaps in the society for their own gains (profits) social entrepreneurs focus on creating social impact through value addition to their ventures (Samer Abu-Saifan, 2012).



Figure 1. The entrepreneurship spectrum illustrating the boundaries of social entrepreneurship

Source: Samer Abu-Saifan (2012)

7.3 The benefits of doing Entrepreneurship

“Entrepreneurs are the only people who will work 80 hours a week to avoid working 40 hours a week,” says ‘Shark Tank’ investor Lori Greiner. While this may be tongue-in-cheek, it is true that entrepreneurs have built a reputation for breaking out of the mould and working hard to live a certain kind of life. That is because, for many ambitious professionals, the benefits of entrepreneurship are incredibly rewarding (Community Futures Manitoba, 2017).



Source: Community Futures Manitoba (2017)

The following are some 10 of the greatest perks of becoming an entrepreneur:

1. A flexible schedule:

So many people begrudge the office routine that it's called the "9-to-5 grind." As an entrepreneur, you have the opportunity to break out of that cycle and create your own schedule. Start your day early if you're a morning person, work later in the day if you prefer evenings, and take an afternoon jog whenever the fancy strikes. This scheduling power isn't just freeing, it also may be healthier as well.

2. Autonomy:

Digital news outlet Quartz reported on the multiple studies that have demonstrated the link between autonomy and job satisfaction. It turns out that employees who have more control over their work tend to be more engaged and less emotionally exhausted. Just another perk of being your own boss!

3. Creating a career that aligns with your values:

Aligning your personal values with career values is an intensely gratifying experience. Someone who believes in respecting the environment, for instance, would probably find a career in renewable energy incredibly fulfilling. You don't have to find that perfect job; create it! Entrepreneurship allows you to fashion a life and career that directly align with your core values, like helping others, saving the environment, or putting family first.

4. Constant growth and development:

Starting a company forces you to constantly improve your skillset, from marketing to closing deals to creating Excel reports. There is always more to learn and apply to your business, which can prevent complacency and encourage constant professional growth.

5. Meeting like-minded people:

Businessman Jim Rohn said, "You are the average of the five people you spend the most time with." By becoming an entrepreneur, you will join a group of ambitious and helpful people who believe in bettering themselves and the world. It isn't hard to imagine that these connections will push you to become a better person along the way. Plus, there are plenty of opportunities to connect with mentors, brainstorm with fellow professionals, and reach out for help during tough times. No one succeeds alone, but with a supportive network of likeminded people, entrepreneurs don't need to.

6. Unexpected and thrilling experiences:

If you are considering becoming an entrepreneur, you probably appreciate the value of the unexpected. Not knowing exactly how the day is going to play out when you wake up is exciting, especially when compared to the predictable and monotonous schedule of a traditional office job. Another related benefit: responding to unexpected situations teaches you to live in the moment and be more present.

7. Choosing who to work with:

Entrepreneurs can choose which clients to work with, employees to hire, and partnerships to pursue. If having control over business relationships appeals to you, the entrepreneur life may be the perfect fit.

8. Greater self-confidence:

Nothing boosts your confidence more than battling self-doubt and coming out on top. Many entrepreneurs become more confident in their self-sufficiency as time goes on and they see what they are truly capable of.

9. Leadership experience:

Self-discipline, Communication Skills, passion, optimism, patience, and unrelenting work ethic. Building a company from the ground up hones these leadership traits, which means that entrepreneurship can transform you into an inspiring leader both professionally and personally.

10. The best “offices”:

Digital nomads are becoming increasingly common. These types of entrepreneurs often combine fun travel with online business, and work from cafes, hotels, and co-working spaces in the coolest cities around the globe, which can make for some neat “offices.” Even if you aren’t trekking the world, the ability to work from a local park, a beautiful café, or even a home office (while wearing pajamas), is incredibly tempting.



Activity 4: Adds

The facilitator engages participants to add more input on the benefits of doing social entrepreneurship

Reflection Questions:

- What other benefits can you raise?
- Are there particular benefits for social entrepreneurs?

7.4 Characteristics of a Successful Entrepreneur

Activity 5: Get out of the building

The participants go out to interact with at least 2 successful entrepreneurs in their specific local communities.

Reflection Questions:

- What tells you they are successful?
- What do you admire about these successful entrepreneurs?



Source: <https://www.entrepreneur/role/2464/solution/>

7.5 Self-Assessment of Entrepreneurial Characteristics:

Activity 6: Game:

The participants match the picture with the characteristic by drawing a line to join the picture that best suits the characteristic.

	<p>a) I am rich in ideas and I spot opportunities easily</p>
	<p>b) I easily find unusual ways of solving problems.</p>
	<p>c) I invest my money, time and hard work in opportunities without being hindered by the possibility of making a loss.</p>
	<p>d) I do not allow obstacles to stop me from achieving my goal.</p>
	<p>e) I always strive hard and do all I can to achieve my desired goals.</p>
<p>Source of pictures: https://www.google/variety.activity_entrepreneur/behaviour/</p>	

Activity 7: Self entrepreneurship competency

The participants evaluate characteristics below and identify those you have and those you don't have by ticking the box. The participants to make commitment on how to maintain and improve their entrepreneurial competency.

My Strengths to Conduct an Entrepreneurial Venture	My Areas of Strength	Areas That I Need Improvement
Commitment Can you spend most of your time and efforts on your business?		
Motivation Do you know clearly why you want to have your own business?		
Taking risks Are you willing to risk your money to invest in your business?		
Making decisions: Can you make difficult decisions by yourself?		
Ability to handle stress Are you excited or enjoy your work?		
Problem solving Do you have the ability to solve problems in creative ways?		
Goal orientation Have you drawn a vision and set a goal for your business?		
Social support Do you have a people that will support the realization of your dream?		
Financial situation Have you set money aside to get your business started?		
Technical Skills Do you have technical skills that are necessary for your business?		
Business management skills Do you have skills in marketing, costing, record keeping, etc.?		

<p>Knowledge of your line of business</p> <p>Do you have knowledge of the type of business that you want to start?</p>		
<p>Negotiation skills</p> <p>Can you get what you want in a way that both parties can benefit?</p>		
<p>Your business and your environment</p> <p>Are you aware of environmental factors that may affect your business?</p>		

7.6 Conclusion

Social entrepreneurship has flourished significantly at the practical level, but not at the theoretical level. However what matters is a social-purpose business performing social and commercial entrepreneurial activities simultaneously to achieve sustainability. In this scenario, a social entrepreneur operates an organization that is both social and commercial; the organization is financially independent and the founders and investors can benefit from personal monetary gain.

QUOTE

Whenever society is stuck or has an opportunity to seize a new opportunity, it needs an entrepreneur to see the opportunity and then to turn that vision into a realistic idea and then a reality and then, indeed, the new pattern all across society. We need such entrepreneurial leadership at least as much in education and human rights as we do in communications and hotels.

This is the work of social entrepreneurs.

(Bill Drayton Founder of Ashoka: Innovators for the Public)

8

SMALL ENTERPRISE DEVELOPMENT

By Damaris K. Muthusi

Activity 1: identification of areas of entrepreneurial interest

The facilitator guides the participants to identify their areas of entrepreneurial interest

Guiding questions:

1. *What are you good at?*
.....
.....
.....
2. *What do other people say you are capable of doing?*
.....
.....
.....
.....
3. *Given an opportunity, what will you offer to bring change to the community where you live?*
.....
.....
.....
.....
.....



The purpose: This topic enables the participants to explore the concepts and the requirements of venture creation.

Expected learning Outcomes

By the end of this topic, the participants should be able to:

- a. Identify their entrepreneurial sectors of interest.
- b. Start their entrepreneurial ventures.

8.1 Introduction

Some of the reasons for the difficulties in classifying those involved in small business management is the wide variety of motives for their involvement in small firms. The reasons for small firm formation can be divided between 'pull' and 'push' influences.

8.1.1 Pull influences

Some individuals are attracted towards small business ownership by positive motives such as a specific idea which they are convinced will work. Pull motives include:

- **Desire for independence:** This features prominently in several research studies¹⁵ as the key motivator. The Bolton Report singled out the need to gain and keep independence as a distinguishing feature of small business owner-managers. A study of female entrepreneurs in Britain found that women were motivated particularly by the need for autonomy, which had been frustrated by the individuals' prior training and background.
- * **Desire to exploit an opportunity:** The identification of a perceived gap in the market place through personal observation or experience is also a common reason for starting a business. For example, a study of new manufacturing firms in South Hampshire¹⁵ reported that 60 per cent of founders quoted their desire to exploit a perceived market. Whilst other studies have shown lower percentages, the wish to satisfy a perceived market gap remains a powerful motive. Entrepreneurs may seek to exploit this opportunity through specialist knowledge and product development or they may hire the appropriate technology and skills.
- * **Turning a hobby or previous work experience into a business:** Many new entrepreneurs seek fulfilment by spending more time involved in a cherished hobby or part of their work that they particularly enjoy. Although research confirms that founders tend to establish businesses in activities of which they have direct prior experience, this is often precipitated by a push motive, such as redundancy, rather than part of a considered decision process.
- * **Financial incentive:** The rewards of succeeding in your own business can be high, and they are well publicised by those selling 'how-to-succeed' guides to would-be entrepreneurs. The promise of long-term financial independence can clearly be a motive in starting a new firm, although it is usually not quoted as frequently as other factors.
- *

8.1.2 Push influences

Many people are 'pushed' into founding a new enterprise by a variety of factors including:

- **Redundancy:** This has proved a considerable push into entrepreneurship, particularly when accompanied by a generous hand shake in a locality where other employment possibilities are low.
- **Unemployment (or threat of):** Job insecurity and unemployment varies in significance by region and by prevailing economic climate. A study reported that 25 per cent of business founders in the late 1970s were pushed in this way, whilst later research showed a figure of 50 per cent when unemployment nationally was much higher.
- **Disagreement with previous employer:** Uncomfortable relations at work have also pushed new entrants into small business.

The dividing line between those pulled and those pushed is often blurred. Many people considering an opportunity or having a desire for independence still need some form of push to help them make their decision. What is clear is that the diversity of motivations for starting a business will influence the owner-manager once they have set up. For example, the desire for independence may inhibit growth, as this can be seen as a threat to autonomy. Once a firm becomes bigger, it might take on some of the characteristics of larger organizations from which the owner-manager is trying to escape. Entrepreneurial tendencies to develop the business through new opportunities may therefore conflict with an owner-manager motivation to retain control by remaining small.

8.2 Understanding a Business idea and the Problems

Activity 2: Brainstorming

In groups, the participants identify and discuss different viable business ideas based on their pull and push influences

Guiding questions:

What business ideas can you draw from your experiences?

- Using examples of businesses in your local area, indicate the need each seeks to meet.



Activity 3: The story of Jane

The participants read and share how Jane identified her idea

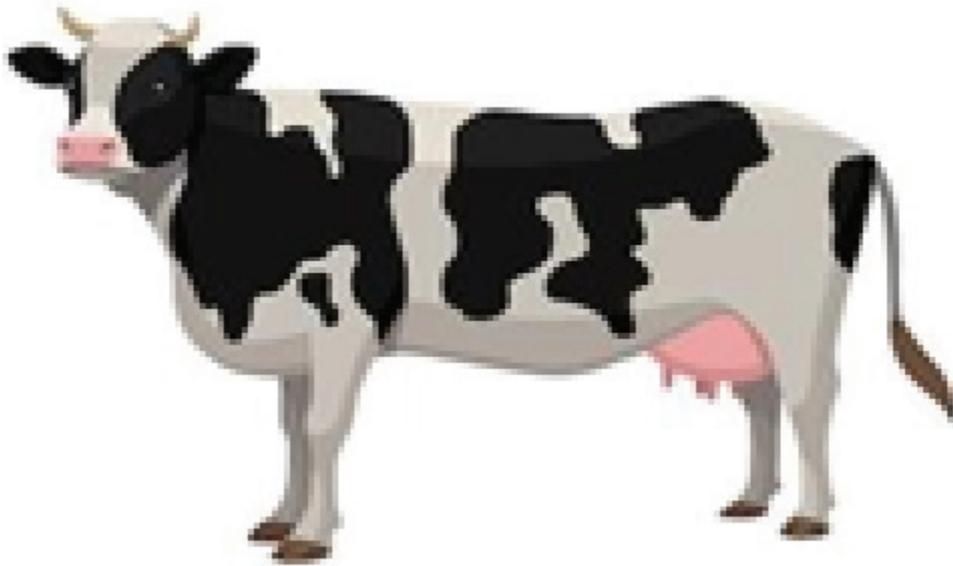
Jane has been looking for a job but none is forthcoming, so she decides to try her hand in business. She has absolutely no idea where to start but has interacted with her cousin Mary who owns a dress making business so she engages her to know how she started.

Mary informs her that she did home science and liked her clothing and design classes and that she likes fashion. So, she advises her to reflect on what she likes and enjoys doing and then go out into the market area and simply look at what businesses are out there that resonate with her interests. Jane visits Gikomba market and also talks to different traders on why they started their businesses. She also talks to some customers to find out what things they buy from the market and how regularly they come. She realizes Gikomba has all manner of business but she is attracted to the mutumba clothes business having noticed that youngest people are fighting over the "mitumba" clothes and buying a lot of them. She also notices a line of shops that make and sell jewellery like bangles, necklaces, earrings and even anklets. She discovers the material for making the jewellery which includes beads, wires, leather strings and other material is

being sold within the same market.

Now she is confused because she likes jewellery but also does not mind selling clothes. To make a decision, she talks to jewellery makers and is advised that jewellery has demand. She finds out that there is a steady market for jewellery and that the trick is in how unique each jeweller is. She is also advised that she can sell the jewellery to other markets like countries abroad if she joins the jewellery maker's cooperative society that supports the traders in selling to outside countries. She is now convinced she can do this. She is also excited because her friends love jewellery and will be her first customers. Jane leaves the market very happy; she believes she has found her business idea - Bead making!

Activity 4: The Cow



Source: KYEOP-BDS

List all the business ideas that come to your mind on when you see this picture of a cow.

When you see a business opportunity, you need to develop your thoughts into a business idea. Your business idea will tell you what goods or services your business will sell.

Therefore, a business idea is the first stage of building a successful business. A good business idea is:

- a. One capable of solving a problem
- b. Innovative
- c. Unique

- d. Profitable
- e. Satisfies the entrepreneur's urge to serve

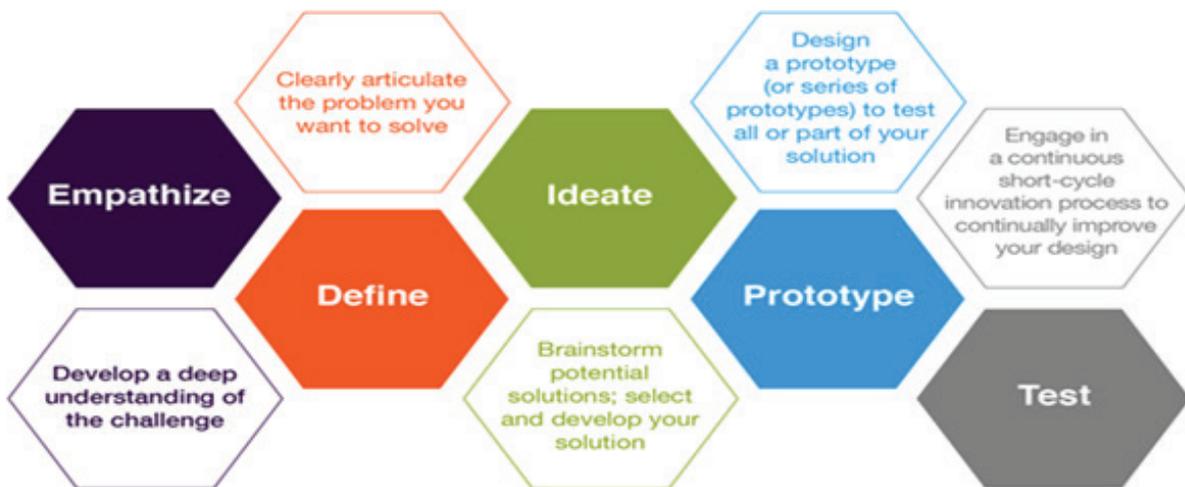
A Business opportunity, instead, is a need or a problem that can be solved at a profit or surplus.



Source: http://google/images/ideation_process/

8.3 Steps to Generate a Business Idea

The process of Design Thinking...



Source: http://google/images/design_process/

Activity 5a: Step 1: Identify your skills, interests and experiences – the big challenge

The participants write their skills, interests and experience

My Skills.....

My Interests.....

My Experience.....

Based on your skills, interests and experiences, list three business ideas you can screen.

.....

.....

.....

Activity 5b: Step 2: Business idea screening

The participants articulate the problem & identify potential solutions

Use the Table below to rate each business in order to remain with only one: indicate strength/ weakness.

Business idea	Idea 1	Idea 2	Idea 3
<i>The idea requires technical skills and you possess them.</i>			
<i>Will you be available to supervise the business or you will employ someone?</i>			
<i>Do you have knowledge of your line of business?</i>			
<i>Will you easily meet legal requirements?</i>			
<i>Do you have access to capital?</i>			
<i>Have you done previous research on this idea?</i>			
<i>Are the raw materials you need available?</i>			
<i>Will the business be environmentally friendly?</i>			
<i>Total Strengths</i>			
<i>Total Weaknesses</i>			

Activity 5c: The 7C Idea Testing Table

The participants score on a scale: 1-3 where 3=High Success, 2=moderate success and 1=Low Success

Business idea Indicator/ Score	Idea 1	Idea 2
<i>Customers: Do you have enough customers who actually need the product or service?</i>		
<i>Character: Does the idea agree with your moral values, talents and skills? Is it interesting to you?</i>		
<i>Cash: Will your customers actually pay?</i>		
<i>Costs: Will the costs for setting up and running that business</i>		

Competition: Will your product beat that of the competitors?		
Capital: Can you raise the required capital easily?		
Conditions: Can you easily meet the legal requirements?		
Total Score		

The higher the score, the more the idea is likely to succeed.

Activity 5d: Step 4: From the 7C Idea Testing Table, fill in the following:

The participants engage the customers for feedback & innovation

My selected business idea _____

Name of my business _____

How do you rate your business idea?

Question	Answer
Which problem is your business addressing for your target population?	
What products or services will your business sell?	
Who will your business sell to? You should clearly define who your customers are	
How are you going to sell your products or services?	
How are you going to sell your products or services?	
How will your business affect the environment?	

Adapted from Africa Turnaround tools (2010)

8.4 Conclusion

An idea that is developed and put into action is more important than an idea that exists only as an idea.

– Buddha

9

BUSINESS MODEL AND PLANNING

by Damaris K. Muthusi

Activity 1: Picture interpretation

The facilitator guides the participants in analyzing the pictures



Source: http://google/images/design_process/

Expected Learning Outcomes

By the end of this topic, the participants should be able to:

- a. Grasp the value of a business model canvas and its role in planning for a successful venture
- b. Build their business models with high positive impact and value creation.

9.1 Introduction

Over the years, there has been a challenge with business start-ups. A Start-up is a temporary organization in search of a business model that enables growth. Today dynamism and rapidity are basic conditions to face a fast-changing market. Working on the business model allows the entrepreneur to design, test and rapidly make many changes through involving customers. Remember, one's initial vision of the Business Model is built largely on untested assumptions (hypotheses) that eventually might turn out to be false. One needs to systematically test and refine that initial vision. Offering a product or service based on raw, non-tested assumptions will lead you to failure. Do not forget: failure is a standard phase in the search for a business model. So, we are mainly focused on the business model. We are starting a process in which ideas and action are strictly integrated. This process may end up changing your business idea or starting a completely new venture company.

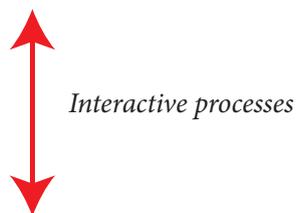
9.2 Business Model Canvas Discussed

“A business model describes the rationale of how an organization creates, delivers, and captures value”, Prof. Mario.

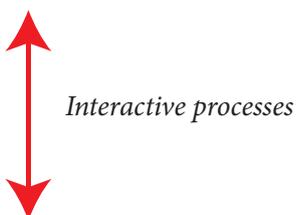
- **Creating value - what needs does it address?**
- **Deliver value - how does it reach the target?**
- **Capture value - what part of this value goes back to the organization?**

9.3 The BMD Story

- a. Designing

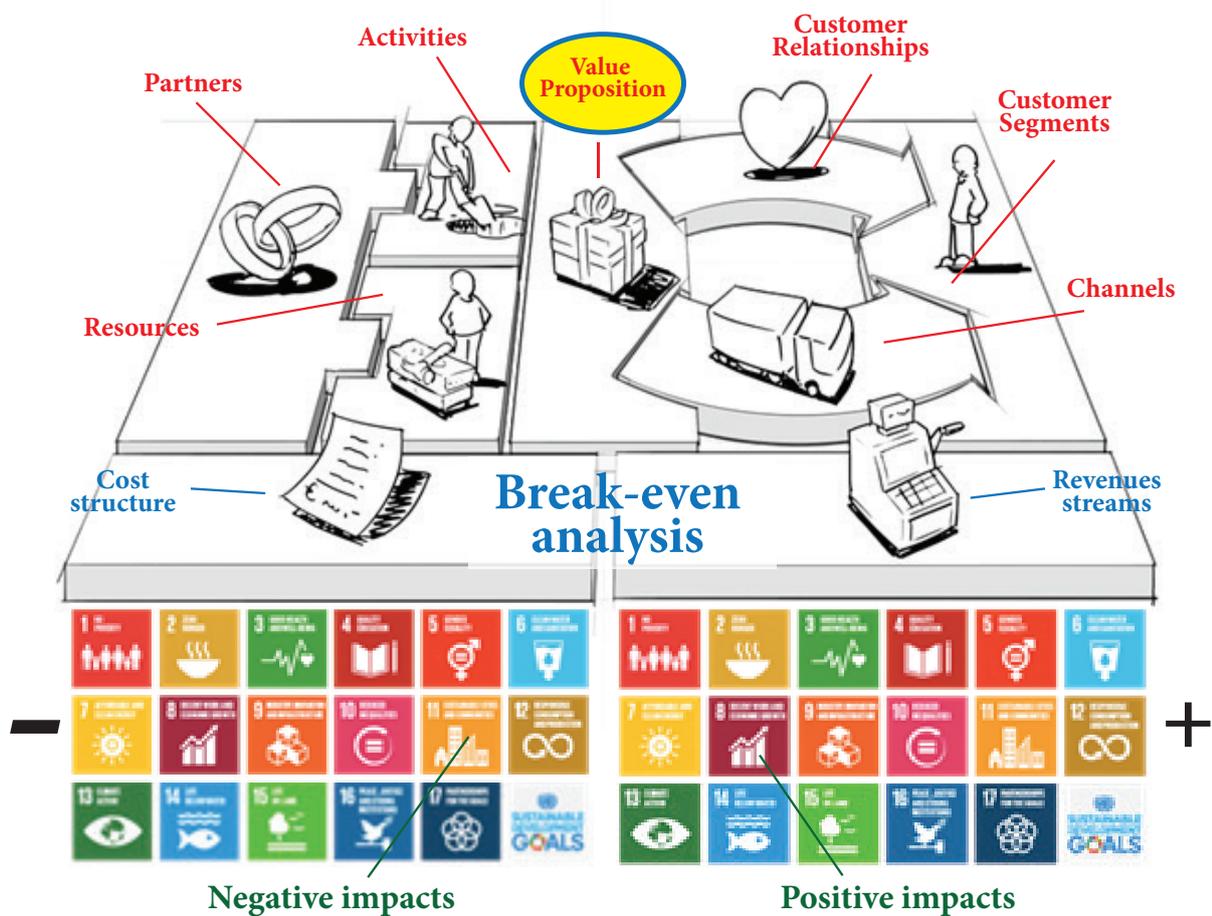
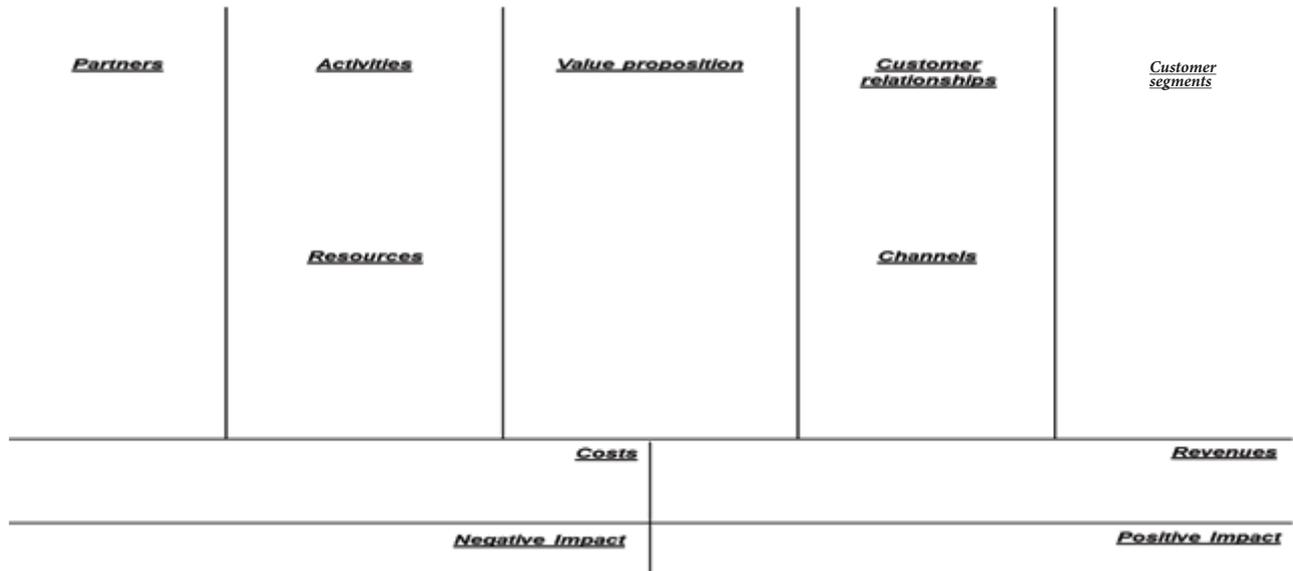


- b. Refining



- c. Adapting/Changing
- d. Implementing

9.4 Understand the Pillars of BMC (Source: KYEOP_BDS/https://www/e4impact.org)



9.4.1 The Value Proposition

The value proposition seeks to respond to the following questions

- What value do we deliver to the customer?
- Which one of our customers' problems are we helping to solve?
- Which customer needs are we satisfying?
- What bundles of products and services are we offering to each segment?
- What is our excellence?
- What makes our proposal better than similar ones?

Activity 2: Customer Expectations

The participants describe what the customers can expect from their products and services.



Therefore, a VP should be:

- A clear and short statement to outline to clients and stakeholders
- The company's unique value-creating features
- Able to show why you are different and worth getting attention
- Able to describe the essence of your product/service in few words

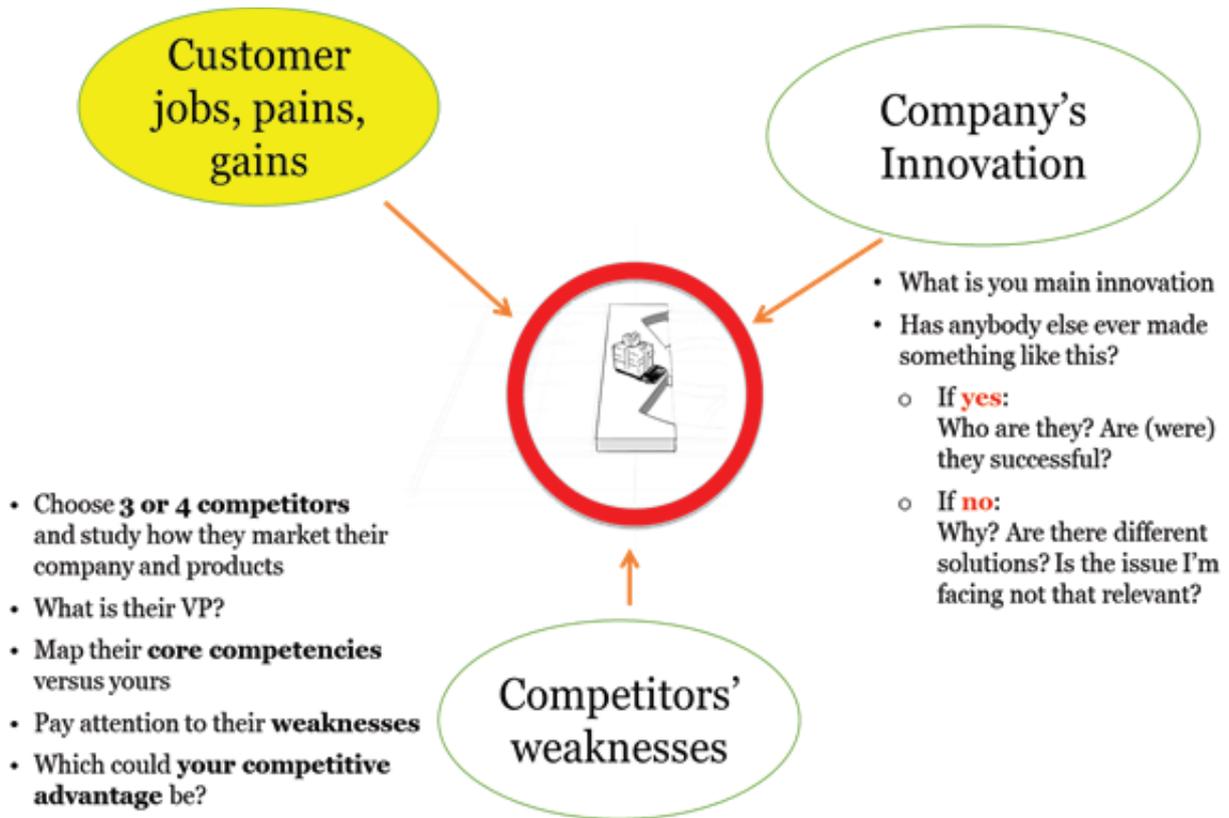
Tips on how to craft a Unique VP Statement

- a. Answer what (product), who (customer), and why (advantage)
- b. Be different, but make sure your difference matters.
- c. Target early adopters.
- d. Focus on the benefits your customers derive after using your product.
- e. Pick your words carefully and own them.
- f. Study other good VP statements, also from other industries

Activity 3: Developing a VP

The facilitator guides the participants in developing their VPs for their ventures

The Value Proposition's drivers



9.4.2 Customer Segments

- For whom are we creating value?
- Who are our most important customers?
- What are our customers' main characteristics?
- Which needs/problems do they have?

9.4.3 Channels

- Through which distribution channels do our customer segments want to be reached?
- How do other companies reach them now?
- Which ones work best?
- Which ones are most cost-efficient?

9.4.4 Customer Relationships

- How do we: get, keep, and grow customers?
- Which customer relationships have we already established?
- How costly are they?

9.4.5 Revenue Streams

- For what value are our customers really willing to pay?
- For what do they currently pay?
- Which are the other sources of revenues?
- What are the pricing tactics?

9.4.6 Key Resources

What key resources do we need:

- To create and offer our Value Proposition?
- For our distribution channels?
- For our customer relationships?

9.4.7 Key Activities

- Which are the activities necessary to deliver our value proposition?
- What key activities do we require?

9.4.8 Partners

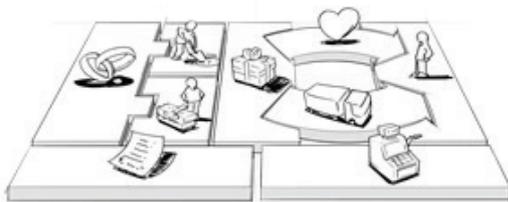
- Who are our key partners?
- Which key resources are we acquiring from our partners?
- Which are our other main suppliers?

9.4.9 Cost Structure

- What are the most important costs inherent to our business model?
- Which key resources are most expensive?
- Which key activities are most expensive?

9.4.10 Social impact

- What are the most important social benefits generating by our business?
- Which Sustainable Development Goals does it contribute to reach?
- Which are the key performance indicators for our positive social impact?
- Which are the main negative impacts of our business?
- Which are the key indicators for our negative social impact?



9.5 Developing your BMD (Source: <https://www.e4impact.org>)

9.5.1 Value map

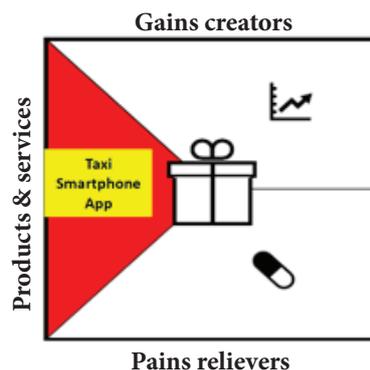


The set of value proposition benefits that you design to attract customers

Various types of products and services:

1. Physical/tangible manufactured products...
2. Intangible Copyrights, services...
3. Digital Music downloads, online recommendations...
4. Financial Investment funds, financing of a purchase...

Example
Customer segment:
Taxi Passengers
in a large African city



If a product....

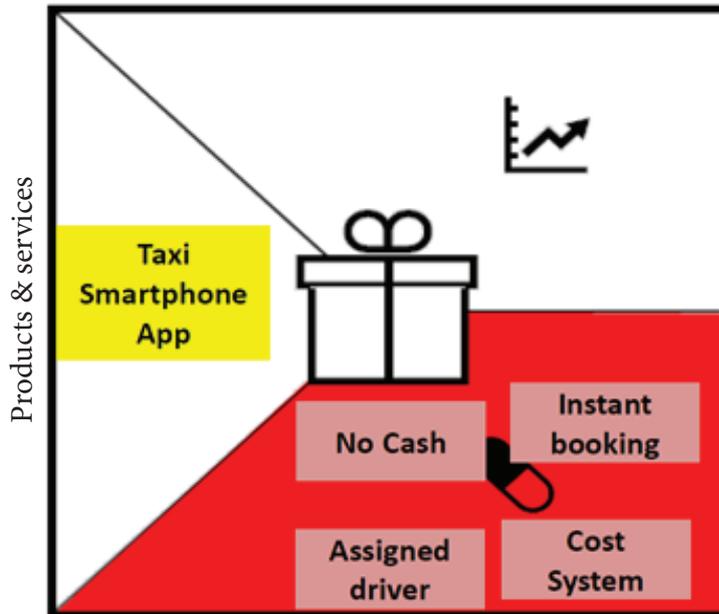
Variables	Some examples
1. Tangible features	<ul style="list-style-type: none"> • Quality • Range • Reliability • ...
2. Intangible elements	<ul style="list-style-type: none"> • Fashion • Prestige • Healthy • Safety • ...
3. Connected services	<ul style="list-style-type: none"> • Fast delivery • Pre- and post- sales service • Application engineering • ...
4. Terms of transaction	<ul style="list-style-type: none"> • Price • Terms of payment • Warranties • Insurance

If a service...

Variable	Some examples
1. Core service	<ul style="list-style-type: none"> • Quality • Relevant performance• ...
2. Peripheral services	<ul style="list-style-type: none"> • List • Quality • ...
3. Intangible services	<ul style="list-style-type: none"> • Fashion • Prestige • Healthy • Safety • ...

4. Terms of transaction	<ul style="list-style-type: none"> • Price • Terms of payment • Warranties • Insurance • ...
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Pain Relievers

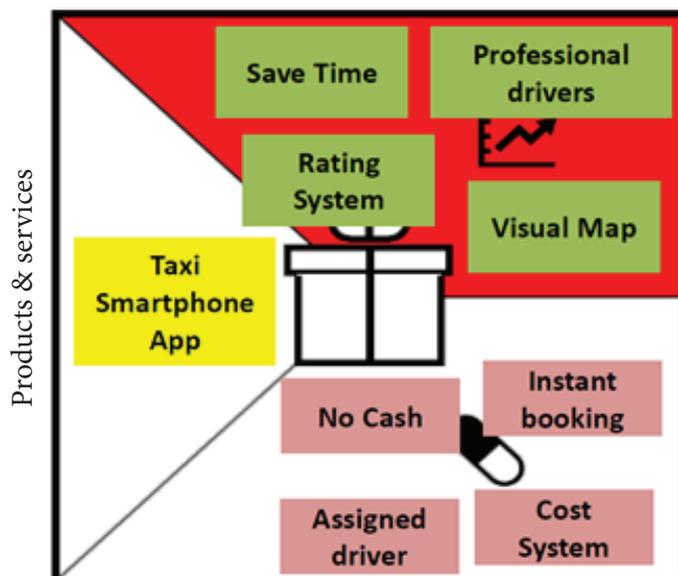


How your products and services alleviate (or kill) specific customer pains

Examples:

- Produce savings?
- Make your customer feel better?
- Put an end to difficulties your customer encounters?
- Eliminate risks your customers fear?
- ...

Gain Creators

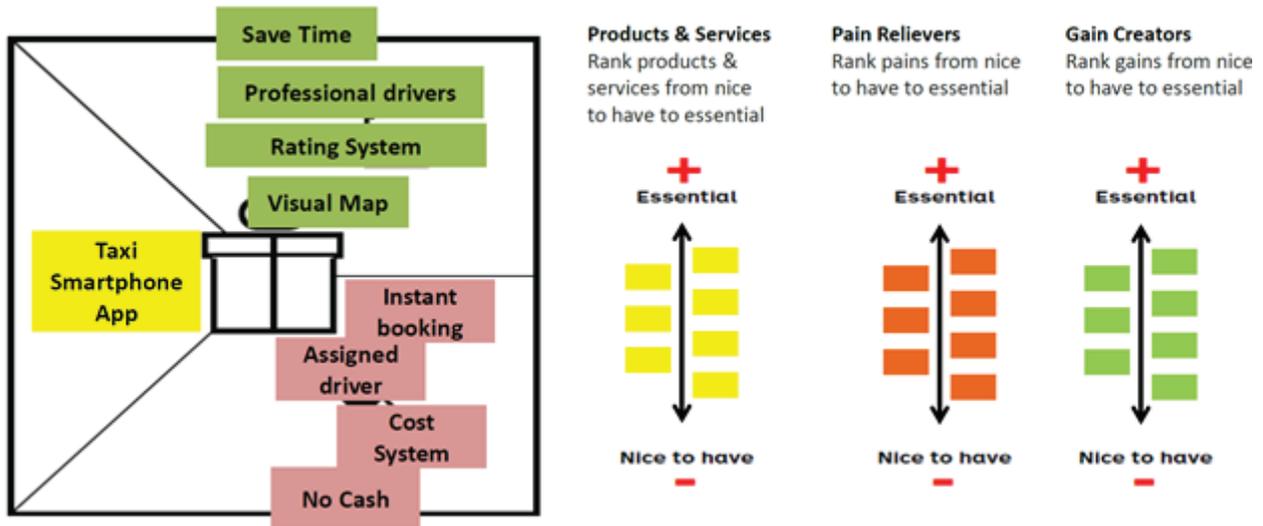


How your products and services create customer gains

Examples:

- Could your products and services:
- Create savings in terms of time, money, and effort?
- Produce quality levels your customers expect or that exceed their expectations?
- Make your customers' work or life easier?
- Create positive social consequences?
- ...

Ranking Product and Services (customer jobs), Pain Relievers, Gain Creators



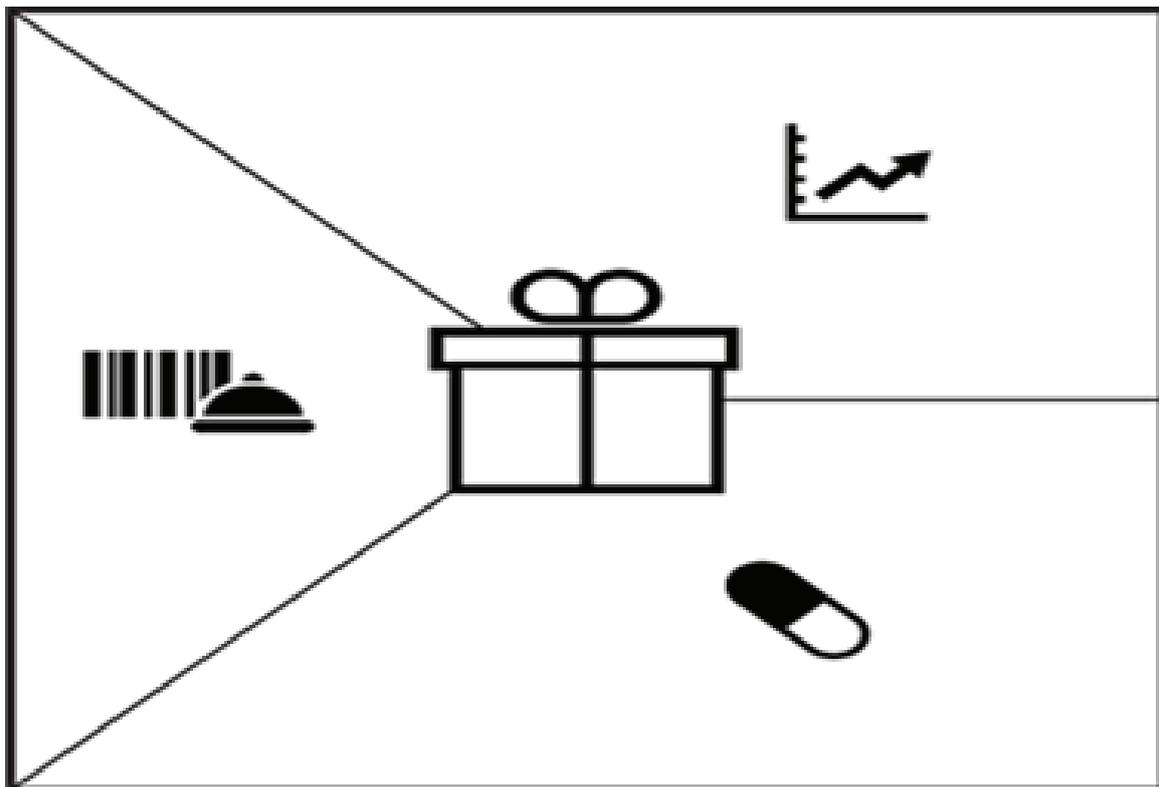
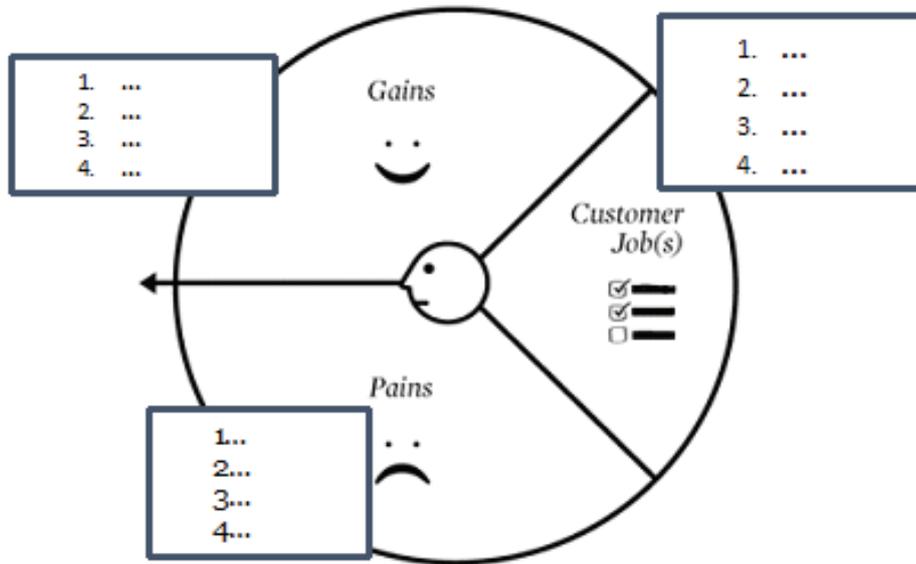
Steps for creating the Value Map



- *Pain Relievers and Gain Creators both create value for the customer.*
- *The difference is that the former specifically addresses pains in the customer profile, while the latter specifically addresses gains.*
- *It is okay if either of them addresses pains and gains at the same time.*
- *The main goal of these two areas is to make the customer value creation of your products and services explicit.*

Activity 4: Customer jobs, pains and gains

The participants fill in the customer profile and the Value map



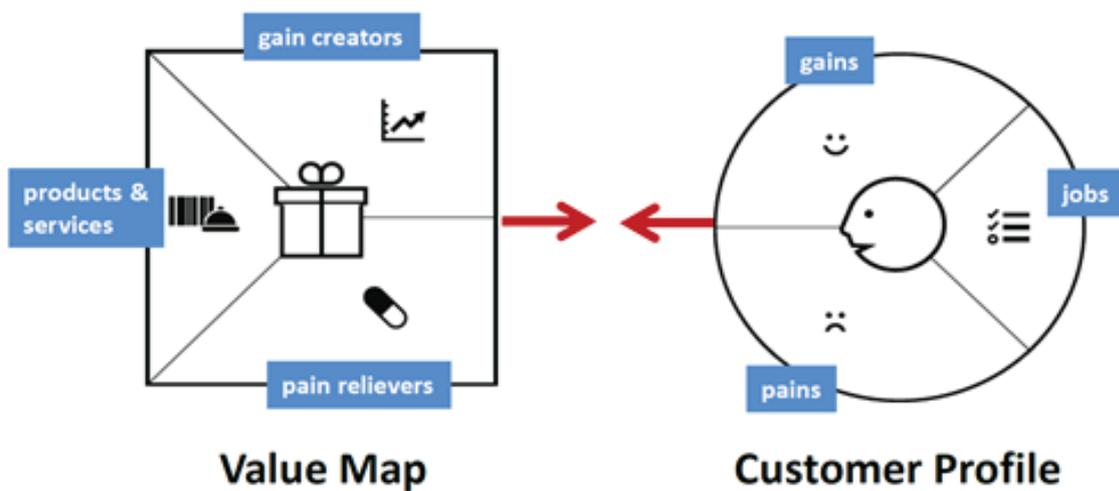
9.5.2 Product market-fit

Activity 5: Product market-fit

The participants: Look at the picture and discuss whether the product is market fit.

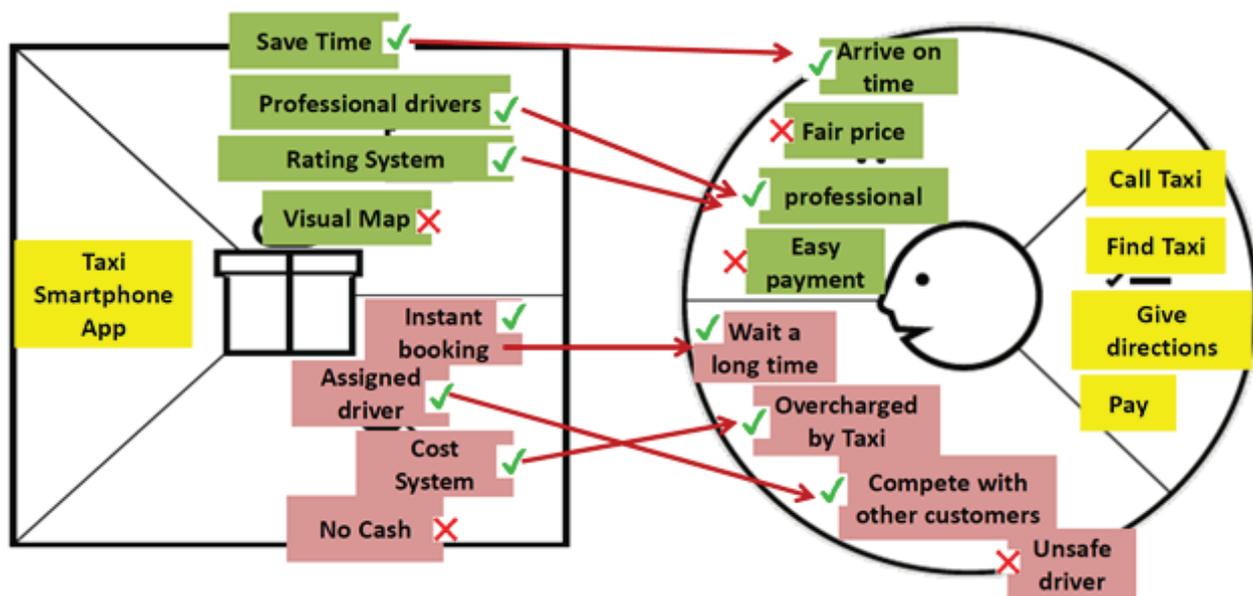


Fit is hard to find and maintain. Striving for fit is the essence of value proposition design



Analysing fit

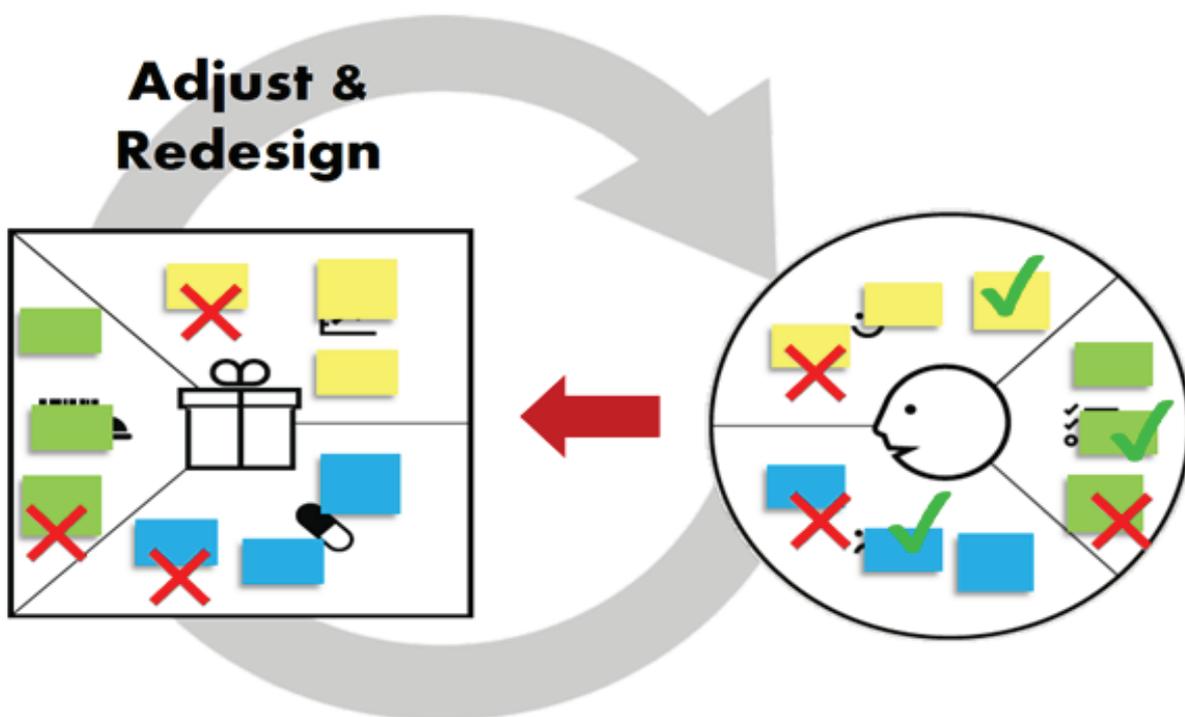
Verify if you are addressing what matter to customers = Connection between Product / Services and Customer jobs, pain, and gains



✓ = Products/services address one of the customers' jobs, pains, or gains

X = Jobs, Pains, and gains the Value proposition does not address

Adjust & Redesign



Activity 6a: Product Market-Fit Analysis

Using their products /services of choice, the participants fill in the form

VALUE MAP			CUSTOMER PROFILE	
Product & Services	Pain Relievers	FIT	Pains	Customers Jobs
	Gain Creators	FIT	Gains	

Activity 6b: Get out of the building!!!

The participants carry out a brief survey.

Guiding statements

- Interview some customers.
- Try to better understand the nature of the customers' jobs, pains, and gains.
- Analyze the main elements of the product/service of the main competitors

9.5.3 Break-even Analysis

Break even analysis seeks to explain the problem of reaching an economic equilibrium of any venture. The following questions are of concern.

- What does the volume of activity need to be in order to reach the economic equilibrium?
- How should the prices of our products be set to cover all the costs?

Example: Calculate the Break-Even Point (BEP) of Suzy

Suzy has decided to set up her own driving school. She has the following costs:



She charges 25 for a 30-minute lesson and can do no more than 60 lessons a week.

How many lessons a week to reach the break-even?

Step 1: Identify the fixed cost and variable costs and do the summations

Step 2: calculate the contribution margin (Price minus variable costs)

Step 3: calculate the breakeven point (BEP = Fixed Costs / Contribution Margin)

9.5.4 The value of breakeven analysis

- BE analysis helps entrepreneurs to understand what the volume of activity needs to be in order to reach sustainability
- BE analysis could be a simple tool to determine if you have priced your product correctly
- Entrepreneurs may use BE analysis to make decisions such as launching a new product
- or a new version of an existing one
- When a business first starts up, its financial objective is likely to be to break even.

Activity 7: Get out of the building!

The participants carry out a brief survey to acquire information for BE analysis.

Guiding Steps:

- State your general assumptions
- First guess about the price per unit of your product
- Develop on Excel the Revenues chart
- Identify all variable costs per unit

Back to class

- Quantify all variable costs
- Obtain the Margin per Unit
- Identify all fixed costs
- Quantify all fixed costs
- Divide fixed costs by the margin per unit. This gives the breakeven in terms of unit sold
- Adjust your hypothesis about price and check the economic feasibility of your BM

DAY 9

9.6 Developing a Business Plan

A Business Plan is a document providing detailed forecasting and information about the venture you are going to get off the ground.

It is an output of the strategy formulation process including both qualitative and quantitative information.

Qualitative – in terms of narrations showing the values, benefits, experiences, expressions etc.

Quantitative – in terms of numbers like the summation of costs, the target population, number of deliverables, the time it will take to break-even etc.

A business plan is developed using the business model canvas already prepared.

9.6.1 Moving from a Business Model (BM) to a Business Plan (BP)

9.6.2 Importance of a Business Plan

a. External purpose

- To get funding from investors (equity)



BM is a synthetic framework to design in an interactive way the profile of your business



Once the **BM** is defined, through the BP you can describe in a more **analytical** way your business to all the **stakeholders** or to a **specific target**

- To get funding from banks (debt)
- To get funding from foundations/special programs (grant)
- To get in-kind support from a wide range of stakeholders (i.e. foundations)
- To participate in Business Plan competitions

Generally speaking, you should prove that you:

- Can create or add significant value to a customer or end user
- Can solve a significant problem or meet a significant want or need
- Have robust market, margin and moneymaking chances
- Have a good fit with: founder(s) + management team + market + risk/reward balance (Timmons and Spinelli, 2003)

A good BP is very useful to explain the project to all the “would-be partners”:

- banks
- other financial institutions
- industrial or commercial partners
- holding (if the company is part of a group)
- managers to involve in the implementation of the project
- State, public administration

b. Internal Purpose

- To identify hypotheses about your BM and check for their feasibility
- To clarify what steps need to be taken to implement the idea
- To check how your forecast may change according to different environmental scenarios
- To understand how much money you need now and over the next few years
- To be conscious about how risky the project might be

c. Academic Purpose

- For an entrepreneur, at the end of the course they should be able to produce a well-developed business plan which is also useful for their future.
- The Business plan must be of high quality, with consistent information and financial data. It can be judged by a special Commission.

NB: Not only is the content relevant... also FORMAL ASPECTS are important!

9.6.3 Business Plan Structure

Different targets may require different structures (i.e. financial institutions may be more interested in getting evidence about guarantees, while grant making foundations may focus primary on the social impact created).

However, there is some information that must always appear in a good business plan...

Activity 8: Aspects of a business plan structure

The facilitator asks the participants to brainstorm the known aspects of a business plan in groups and share in the plenary (time allocation depends with the number of participants and the groups formed)

Day 10

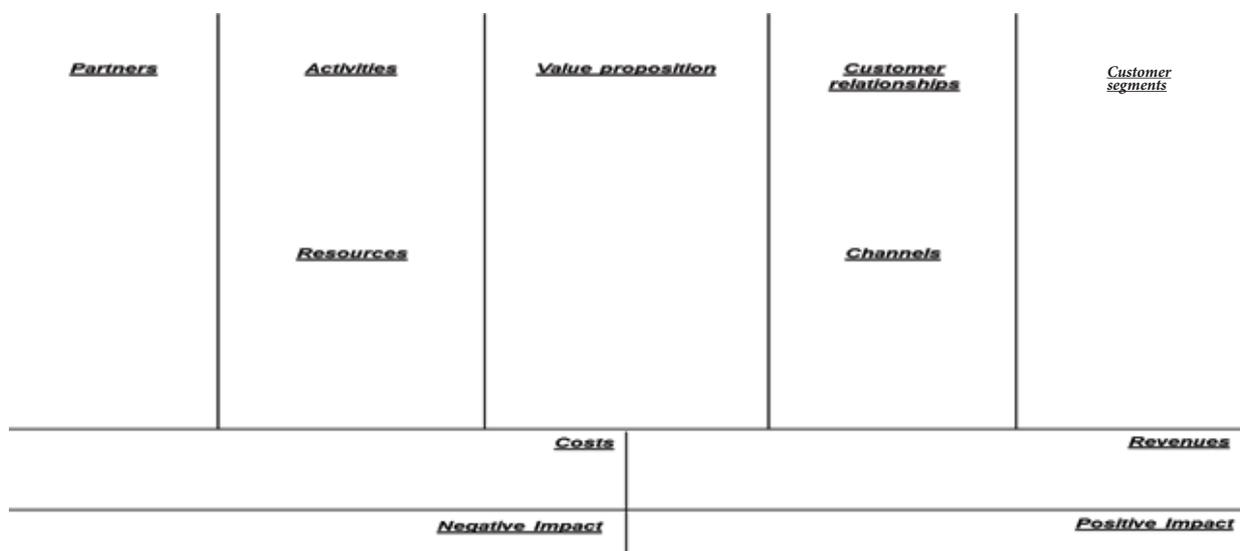
9.6.9.1 Aspects of a Business plan

a. Business overview

The business overview contains the following:

- Company description and business model
- Value proposition- financial and social elements
- Vision
- Current status of development
- Current or committed funding and all funding sources

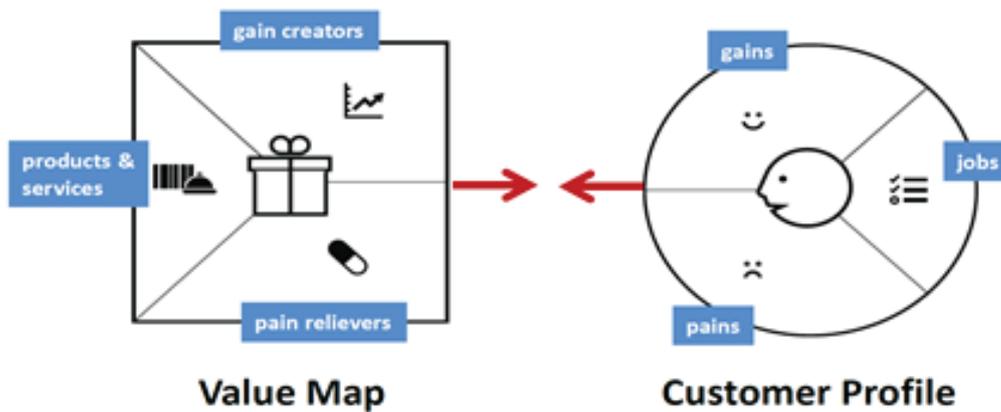
You can describe your business model by reporting the Canvas. However, do not take for granted that your audience is familiar with the Canvas framework!



- Detail here your distribution channels!
- Declare how and where you see your company in the immediate future
- If you can demonstrate early investment you can enhance your credibility

b. Market Opportunity

Show why your venture is such a great idea. Define the problem, describe the pain



Competitive analysis (describe how the problem is not being solved by your competitors using your value proposition).

Show the product-market fit: where is the consistency between your solution and the customer pain?

In order to enhance credibility, show to your audience that you are very well aware of what's already going on (other solutions) and demonstrate how and why yours is most the effective/ attractive

c. Market Solution

Show your Product or service description. Description of a working model (or production cycle if relevant, or prototype, etc...) is important and also the ability to create barriers to entry.

d. Show all the features of the product/service:

- Tangible
- Intangible
- Connected services
- Terms of transaction

You may use diagrams to show the working model. Show also your technical familiarity with technical issues to demonstrate your confidence in the solution. You can refer to example below:

Variables	Some examples
1. Tangible features	Quality, Range, Reliability etc
2. Intangible elements	Fashion, Prestige, Healthy, Safety etc
3. Connected services	Fast delivery, Pre- and post- sales service, Application engineering etc
4. Terms of transaction	Price, Terms of payment, Warranties, Insurance

If a product

Variable	Some examples
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1. Core service	Quality, Relevant performance etc
2. Peripheral services	List, Quality etc
3. Intangible services	Fashion, Prestige, Healthy, Safety etc
4. Terms of transaction	Price, Terms of payment, Warranties, Insurance etc

If a service

The market involves:

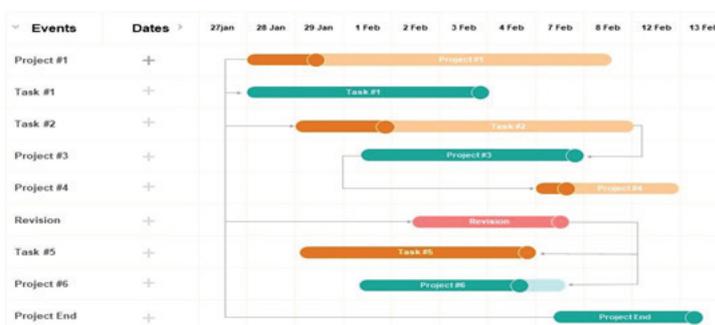
- Identification of customer(s)
- Market size, analysis and forecast
- Industry analysis and forecast
- Marketing plan
- Provide a description of the customer archetype, run a market analysis to demonstrate how big is the opportunity and how it will develop in the near future and show how you will be able to get, keep and grow your customers over time

e. Implementation Roadmap

Milestones: describe how long you think it will take for your venture/business to get off the ground. (This could be in terms of days, weeks or months.)

Roadmap: show the paths you will take to implement your business i.e., the procedures and criterion. For example, use a GANTT diagram to show the timeframe of your venture development process. Convince the audience that the timing is reliable and feasible and that it is important to demonstrate your reactivity.

Gantt Chart for Business Planning Proposal



Source: <https://www.google.com/images?q=gantt>

Activity 9: Gantt chart development (takeaway assignment)

The facilitator asks the participants to develop their own Gantt charts using their various businesses. Discussions to be held on the following day. The timelines will vary from one business to another.

f. Management Team

These involve:

- Founders and key management of your business
- Their industry experience, education background etc. Generally, their brief profile.
- Board of advisors of your business where applicable.

It is important to demonstrate a fit between the tasks to be performed and the skills/competencies of

the entrepreneurial team. Both technical and managerial skills must be covered by the members of the team, Experience in the field is appreciated and it is key to have a board of advisors who can provide experience and connections in the field. Underline the diversity/complementarity among the group members

g. Financial Analysis

Outline an overall financial model with detailed projections through Year 3 including:

- pro forma income statement
- pro forma cash flow
- pro forma balance sheet

Other analysis, as appropriate (i.e. break even analysis) and discuss the assumptions

Activity 10: Developing financial model

The facilitator guides the participants on how to develop a financial model based on their skills from basic accounting class.

This is usually the core section of a BP: investors are interested in the economic profitability/sustainability of the business

- You must show them how much profit they will get out of it (Pro forma Income Statement)
- You must show whether the business will generate enough cash to keep working without systematic injection of new capital (Pro forma Cash Flow)
- You must show how financial resources will be used for (Pro forma Balance Sheet)

Statements and breakeven analysis are always rooted in your operative and financial assumptions!

Even if the assumptions will not appear in the BP, they must exist and be very clear to you!

h. Social Impact

The following aspects are very key:

- Definition of your Social Value Proposition
- Quantification of your top three Social Indicators
- Discuss key assumptions throughout the analysis
- Discuss your potential negative social or environmental impact, if any
- Discuss, where applicable, how you are addressing each of the following areas within your business: economic development, community involvement, environmental practices, governance, hiring and workplace practices, sourcing/supply chain
- Other considerations (e.g., analysis of stakeholder needs, qualitative or anecdotal social impact data)

NB: review on how your business interacts with the sustainable development goals could be important.



Source: <https://www.google.com/images?q=sustainable+development+goals>

This section is rarely included in a business plan, however it shows a strong commitment toward the society/environment

You can attract a wider range of potential investors (corporate foundations, responsible investors) whose main driver is value creation/development. It is really important to quantify the impact created as the ideal solution, however, if it is not possible just rely on a qualitative assessment.

i. Risk Analysis

These are the:

- Limiting factors and obstacles
- Critical success factors
- Specific risks and countermeasures

Do not pretend that your business model is free of risk and uncertainty: this would sound unrealistic! Carefully acknowledge and anticipate all possible objections from the audience.

The key is providing possible solutions to reduce at least partially such risks/uncertainty.

j. Funding request

The following questions could guide you in developing this section:

- How much funding are you looking for?
- What form of funding are you looking for (equity vs debt)?
- How will you use that money?

It is of key importance to explain what form of capital you are looking for (i.e. equity, debt or both?)

It is critical to keep in mind who are you speaking to: this will shape the BP pretty much (i.e. in some cases investors may be interested in an exit strategy)

It is important to show that you will use the money in the most effective way

Activity 11: Different forms of capital

The participants to discuss in groups different forms of capital that may be required by different types of businesses

k. Executive Summary (ES)

The Executive Summary must not exceed a 2-page space limit. There is no redundancy since a lot of information is needed and space is limited. It must be clean and well written since it gives the first impression to the reader, which is of key important! Although it will be the first section of the BP, it should be the last one to be written (since it's a synthesis).

The Executive summary describes the following aspects:

- Your business idea (including the social mission)
- The target market and size
- The target customers (customers profile)
- Your competitive advantage
- Barriers to entry
- Estimated year of breakeven profitability
- Estimated quantitative social impact
- Three years of estimated revenues and net income
- Your funding Recommendations

The ES is a concise summary of the business opportunity, however it covers all the important components of the plan.

The ES captures the essence of the BP.

The ES is the most important part of the BP. Many investors make their decision to proceed to further discussions based on this single session.

It could stand alone as a short BP.

When readers finish the ES, they should have a good sense of what the entrepreneur is trying to do in his business.

A successful ES captures the readers' attention and imagination, causing them to want to learn more.

NB:

STRATEGIC IMPORTANCE

- It is important to develop a concise description of the business to capture the reader's interest and support.
- Readers might be partners, potential investors, lenders, regulatory agencies etc.

RESEARCH IMPLICATION

- The ES is supported by documentation from the main body of the BP
- The ES should not introduce information that is not reinforced in other sections of the plan (document)

9.6.4 Business Plan samples and templates

You can find free templates for the BP in sites as:

- www.score.org
- https://www.liveplan.com/features/samples_and_examples
- <http://www.businessplanpro.co.uk/>

9.7 Conclusion

“Your customers are the judge, jury, and executioner of your value proposition. They will be merciless if you don’t find fit!” Alexander Osterwalder

“Without a plan, even the most brilliant business can get lost. You need to have goals, create milestones and have a strategy in place to set yourself up for success”. Yogi Berra

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10

BUSINESS LEGAL ISSUES

by Dr. Peter Kimuru

Activity1:

Students share briefly on the business legal issues they have come across, for example operating licenses, taxation and the process of business registration.



Purpose :
The purpose of this topic is to enable the students to understand different forms of business ownership and business legal issues.

Learning outcomes

- Students should be able to explain the basic legal principles that govern businesses in the Country/Counties

Introduction

Businesses operate and are governed by the laws of the country and local government where they are located. A business in operation is therefore affected by several legal issues. In order to operate fully within the law, a business must seek to comply with several legal responsibilities. These include: getting the relevant licenses and permits, observing employee regulations, paying taxes, honouring contractual agreements and getting insurance for your business.

Basic legal forms of business

There are simple legal forms that a business entrepreneur can opt for which include:

1. Becoming a sole proprietor
2. Entrepreneurs can also form partnerships
3. A limited company
4. Cooperative

For a small business start-up, you need a form of business with legal requirements that are affordable and easy to fulfil. A sole proprietorship is good enough to start with.

1. Sole Proprietorship

This type of business is owned by one person who has authority to make all the decisions.

Sole proprietorship is the most basic form of business ownership for many business start-ups. This form of a business means that the entrepreneur is the sole owner where he or she is responsible for the business. Sole proprietorship is not a legal entity and that means that it doesn't separate the business owner from the business. The owner is responsible for all of the debts and obligations of the business on a personal level. In exchange for that liability, the owner keeps all the profits gained from the business.

This form of business ownership is easy and inexpensive to create since it has few government regulations, making it a more flexible type of ownership with complete control at the discretion of the owner. For these reasons, sole proprietorships are often most appropriate during the early stages of a business where the owner has little capital/resources to work with but also has few debts to pay

If two or more people decide to run a business together, they can form a partnership. To start a partnership, the partners enter into a partnership agreement also known as Partnership Deed

2. Partnerships

Partnership is a business ownership where two or more people act as the business co-owners. Partnerships have two forms i.e., general partnerships and limited partnerships, which are differentiated primarily by the liability coverage by the business owners. In a partnership form of business, all the owners of the business have an unlimited liability in their business (that is similar to the sole proprietorship). In a limited partnership kind of business, one of the partners has to have a limited liability, meaning that they are not personally responsible for the debts of their business venture. This kind of ownership is useful at the early stages of the business because multiple people are involved.

Activity 2 :

If you own a business with a friend or a relative, what things will you agree on?

A limited company is owned by one or more owners called shareholders.

3. Limited Company

Another type of business structure is a corporation. Business incorporation can be done at the federal or provincial/territorial level. When entrepreneurs incorporate their businesses, it is considered as a legal entity that is separate from its shareholders. Shareholders of a corporation are personally liable for the debts, obligations or acts of the corporation. Entrepreneurs are however advised to seek legal advice before incorporation.

A cooperative is formed by a number of people who decide to work together for a common purpose. The common purpose can be economic or providing certain services for the members of the cooperative.

4. Cooperatives

Cooperatives are organizations that are owned and controlled by an association of members. This form of ownership allows for a more democratic approach to control where each share is worth the same amount of votes, similar to a corporation with common stock. It also offers limited liability to its owners and equal profit distribution based on ownership percentage. Disappointingly, the democratic approach to decision making results in a longer decision-making processes as participation from all

association members is required. Conflicts between members can also arise that can have a big impact on the efficiency of the business. Co-operatives are often used when individuals or businesses decide to pool resources to achieve a common goal or satisfy a common need, such as employment needs or a delivery service.

10.7.1 Business Registration

How to register a business in Kenya

Steps to register your business

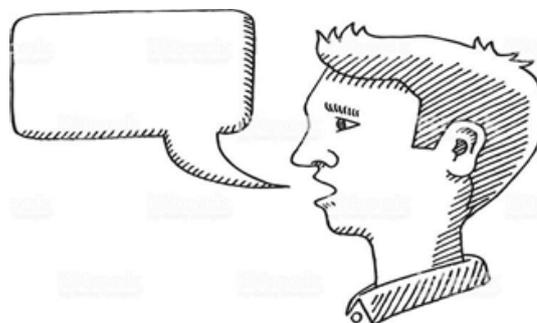
1. Identify at least 3 business names
2. Visit Sheria house/Huduma Centre and register the names for search.
3. Once names are approved, fill registration form on e-citizen and pay via mpesa
4. Wait for registration certificate. Once issued, your business is now recognized.

What steps will you follow to register your business?

.....

.....

.....



The Legal Requirements of a Business

According to the Kenyan law, different businesses are required to fulfil certain legal requirements. Some of these include:

Licenses and Permits:

Most businesses need to obtain an operating license from the local authorities in order to operate. Find out what licenses and permits you need to start your business. Some businesses require special licenses and permits.

Labour laws: Some of the most important labour laws deal with minimum wages, working hours, holidays, safety and health and sick leave.

Taxes: The most important tax paid by the business is charged on the profits made by the business itself.

Deductions: The law requires that one deducts from the employees' pay contributions for the National Social Security Funds (NSSF) for retirement and the National Hospital Insurance Funds (NHIF) for health.

Insurance: Through Insurance, a business can protect itself from loss.

Activity 2

Conduct a research on the specific legal requirements for your business, the place to acquire them and the cost. Add any other legal requirements that you feel may be necessary for you. List them in the table below

Legal requirement	Place of issue	Cost
• National Identity Card (ID)		
• Trading license		
• Certificate of good conduct		
• Professional certificate		
• Medical certificate		
• PAYE		
• VAT		
• NSSF Contribution		
• NHIF Contribution		
• Insurance		

10.7.2 Legal Requirements for Public Procurement

- Registration certificate/Certificate of incorporation/partnership deeds;
- VALID Tax Compliance Certificates;
- VALID PIN/VAT certificates;
- Registration Certificate with the National Treasury as a Youth, Women and/ or Persons with Disability for access to Government Procurement Opportunities;
- Duly registered Bank Account;
- Identification Cards (ID Cards) as proof of being a youth (aged between 18-35 years) as may be applicable;
- Proofs of physical address e.g. lease agreements, rent bills, water bills, and electricity bills etc.;

11

MARKETING FOR ENTREPRENEURS

by Dr. Peter Kimuru

Activity 1

Students to identify activities that take place at their market place

- Students are required to understand the market environment



Purpose :

Purpose: The purpose of this topic is to enable the students understand the importance of marketing for entrepreneurs

Learning Outcomes

Introduction

Marketing is everything you do to find out who your customers are and what they need and want. The customer is the blood of every business.

11.1 Marketing

Marketing is how to satisfy customers' needs at a profit by: providing a product or services they need, setting prices, they are willing to pay, and availing your services to them. Marketing starts by identifying a need and designing a product or service to satisfy that need and in the process make a profit. Everything that is done from the conception of a business idea to concluding a profitable sale can be summarized in one word: marketing.

11.1.1 Marketing tactics: The 5 Ps of Marketing

The 5 Ps of marketing are the tactics or the stepping stones between your business and your customers

The 5 Ps are Product, Price, Promotion, Place and People.

5Ps: Product

Product: refers to the things that are different about my product that make customers buy it rather than that of competitors.

My product is a cup



“How will my product look like in terms of colour, quality, size, packaging, labeling and branding?”

Marketing is the ability to meet customers' needs/wants make them to come again and also tell others because they are satisfied.

- Always listen to what your customers like and don't like.
- When their needs change, change your products and services to satisfy the new needs.

5Ps: Price

Price refers to how you put a value on your product or service to ensure that it covers your costs, is affordable to customers and can compete with other products.



Activity 2:

Students can identify the pricing strategy used by Carrefour Supermarket

What you need to consider in deciding on your price

Entrepreneurs need to know their business costs and how much money their customers are willing to pay. They also need to understand their competitors' prices.

5Ps: Promotion

Promotion: Promotion refers to how a business will make customers aware of its products and attract them to buy.

Students are asked list the sales and promotion strategies they will use in order to ensure that their products/service are known by their customers

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A kiosk, retailers, wholesalers, hawking, Shop, Supermarkets? etc

5Ps: PLACE

Market place refers to where the product can be bought e.g., a retail shop



TUC, (2021). Kakuma

5Ps: PEOPLE

People: refers to my target group, the people I want to sell to.



TUC (2021) Kakuma

What are the characteristics, interests, experiences/opinions with your product/service

Activity 2:

Students are invited to list the characteristics of their customers - their ages, their interests, their income and their needs.

11.1.2 Market Survey

Market surveying is collecting data/ information related to the market that will help identify and develop need products and services/market to new customers.

How to collect market information

Talking to Potential customers	Studying Competitors	Talking Suppliers & Friends in Business	Reading literature
What do they want? What do they think of your Competitors?	The quality of their products How much do they charge? How do they market? Where do they buy from?	Which products are fast moving businesses? What do they think about your business idea? What do they think of your competitors' products? What advice would you give me about e.g. in pricing	What information or ideas can you get from the internet, newspapers and magazines

Activity 3

Students are asked to list the kind of market information they will collect for their business.

Customers are the main source of information when conducting a market survey

Market Research Questions you can ask a potential customer:

1. How much do you like this type of service/product?
2. How much would you pay for this service/product?
3. Where do you buy this product or service from? (Kind of shops)
4. How often do you buy this product or use this service?
5. Where do you get information about such services or products?
6. What similar product do you use?
7. What do you like about the product you use or the place you get it from?
8. What is it that you do not like about it or where you get it from?
9. What would make you buy it from me and not from other people?
10. At what price do you buy the product or service?
11. Who are my competitors and what are their price, quality and uniqueness?
12. What are the competitors' success strategies?
13. What are the competitors' weakness

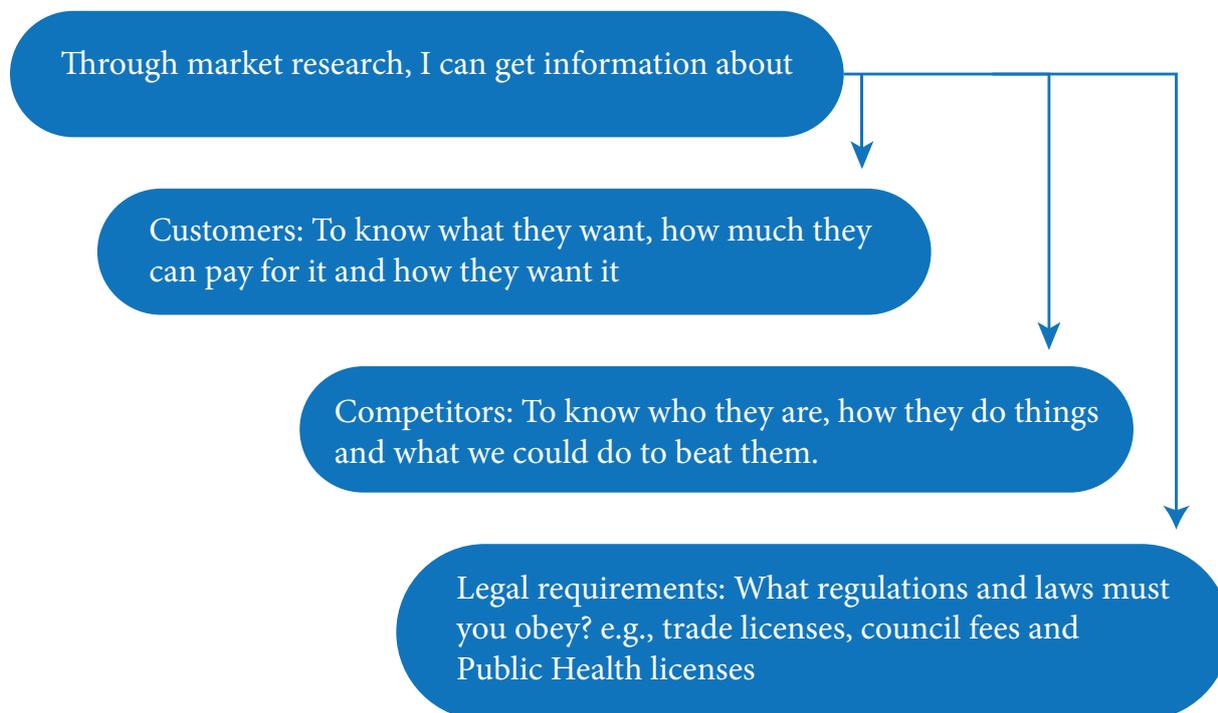
11.1.3 Digital marketing

Digital marketing ensures that your products are known to your current and targeted customers through online means. This is mainly on the internet but also includes mobile phones.

Activity 4

List the social media platforms that are most popular for digital marketing

In summary, below is why it is important to know about the market you will be serving?



11.1.4 Marketing plan

Components	Description
Market research and analysis	Entrepreneurs need to gather important information on: the potential market for their product(s) and/or service(s). Entrepreneurs need to also understand their consumer buying habits, market size and market growth prospects.
Marketing goals and objectives	A marketing plan entails coming up with marketing and financial goals and objectives. Goals and objectives will assist the entrepreneur to focus and evaluate his/her marketing strategies.
Marketing mix	Entrepreneurs need to come up with specific strategies on how they will reach their target customers. Marketing mix strategies include pricing, product distribution, product advertising and sales promotions.
Marketing budget	Entrepreneurs need to develop a marketing budget. A marketing budget helps to plan for marketing expenditures. Entrepreneurs also need come up with a marketing schedule relating to what they plan to spend on marketing.

Monitoring and evaluating market response	Monitoring and evaluating market response are the strategies used by entrepreneurs to monitor and evaluate the market on how it is responding to the marketing strategies. It allows the entrepreneur to make adjustments in case the set marketing objectives are not met.
Marketing plan checklist	A marketing plan checklist is a summary of the tasks that need to be accomplished during the marketing activities.

11.1.5 Customer Care

Good customer care is the lifeblood of any business. Good customer service is all about bringing customers back - and about sending them away happy, happy enough to pass positive feedback about your business along to others.

What does Customer Care entail?

Provision of service to customers before, during, and after a “purchase”.

- How we relate to others in day-to-day activities
- Making customers feel good about doing business with us
- Making customers feel important

Who is a customer?

Internal customers:

- Internal customers are those customers who work with us or for us

External customers:

- External customers are those customers who buy or use our products.

- Understanding what customers want, need, think and feel
- The way we relate to others in day-to-day activities

Dissatisfied Customer: Bad customer care

How can I make my customers feel important?

Activity 5

In a group of not more than 4, prepare and dramatize a business person with: a) good customer care and b) poor customer care

Activity 6

What do you think are other rights of your customers?

Every customer has a right:



“I am your customer, I have a right to: be treated with courtesy, fairly and with respect, be trusted, express views and opinions, ask for help and get it!”

Rules of good customer care:

- Don't make promises unless you will keep them
- Answer your customers' phone calls
- Listen to your customers
- Deal with customer complaints
- Be helpful - even if there's no immediate profit in it.
- Have business skills, your staff too. Train and be trained on how to relate with your customer

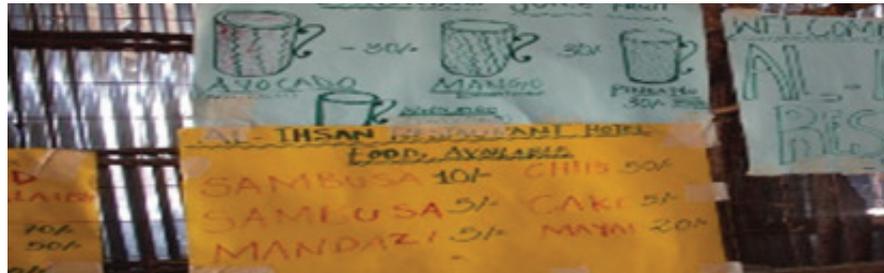
12

BUSINESS FINANCIAL MANAGEMENT (COSTING)

by Dr Peter Kimuru

Activity 1

Students are requested to identify the listed retail products in the picture below





Purpose:

The purpose of this topic is to enable the students understand basic business financial management for entrepreneurs.

12.1 Introduction

To produce a product or provide a service, one has to incur costs. Hence it is important to learn the different costs incurred in businesses.

12.2 Types of costs

Start-up costs: These are costs incurred to set up the business and are recovered over a long period of time depending on the amount invested. They include costs incurred in:

- Furniture and fittings
- Machines and equipment
- Renovation

Production expenses - These fall under two categories

- a. Direct costs: These are costs that are directly related to the products and services your business is involved in. They include:
 - Raw materials i.e., in a hotel an entrepreneur needs wheat, vegetables, rice, fruits and soft drinks
 - Direct labour costs i.e., wages paid to workers
 - Packaging
- b. Indirect costs- All other costs that your business incurs in the running of the business. They are not directly related to one particular product or service. These include:
 - Licenses and permits
 - Advertising
 - Interest on loans
 - Rent
 - Utilities e.g., electricity and water
 - Salaries
 - Transport
 - Airtime

What will it cost you to open the doors of your business?

Item	Quantity required	Cost per unit	Total costs
Equipment			
Tools			
Rent			
Renovation			
Permits			
Other Costs			
Total Costs			

List and cost what you need to produce goods/services for your business

Direct	Item	Quantity re-quired	Cost per	Total costs
Costs				
TOTAL COSTS				
Indirect Costs				
TOTAL				

How to determine the cost of a product or a service

The process of determining the cost of a product or service takes into consideration the following:

Direct costs, Indirect costs and the Profit desired

12.2.1 Costing Your product/service

An Example

Item/Service	Cost in Kenya Shillings
Raw materials	300
Direct labour	30
Indirect costs (Transport and airtime expenses)	40
Total Cost	370

Case Study: Costing a product

Donald's Kiosk:

Donald recently opened a samosa kiosk. He had produced 1,400 samosas amounting to Ksh. 7,000 in sales. His costs were as follows:

Item/Service	Cost in Kenya Shillings
Raw materials	300
Direct labour	30
Indirect costs (Transport and airtime expenses)	40
Total Cost	370

i) Work out Donald's total of cost of producing 1400 samosas

$$3000+700+500=4200$$

ii) Work out the direct cost of producing 1400 samosa

$$3000+700=3700$$

iii) Work out the cost of producing one samosa

$$4200/1400=3$$

Activity 1 Case Study - Mary's Bag making

Your friend Mary has requested you to help her in her bag making business. In a month, she makes 20 bags. She sells each bag at Kshs.2000. Calculate her business costs

Item	Cost in Kenya Shillings
Rent	2,000
Materials for making the bags	6,000
Electricity	500
Tailor	10,000
Transport	2,000
Air time	500

12.2.2 Pricing

Activity:

My neighbour has approached me to make for him a steel gate. Students will be requested to explain the factors that they will consider when costing for the gate.

Introduction

The goal of every business is to make profit. Many businesses fail because they do not know how to price their products. Pricing is very critical in achieving profit. By understanding the costs of products, prices can be set.

As a start-up, get the price right by considering the following:

- Material costs including machines used to create a product

- Labour costs including your own benefits (Salary)
- Other expenses; Taxes, rent, insurance, marketing, transport

Also consider the competitors' price as you develop your price strategy.

12.2.3 Pricing Strategies

Most businesses price their products and services based on production, labour, and advertising expenses and then add up a certain percentage so that they can make profit.

- Pricing at a premium (High quality, high price)
- Pricing for market penetration - used when you are entering a new market. (High quality, low price)
- Economy pricing - used for price conscious consumers. (Low quality, low price)
- Price skimming - this is especially for new products (High quality, low price)
- Psychology pricing - used to make the price appear lower than it actually is e.g.199.90 instead of 200.
- Bundle pricing - used where you want to push stock. This involves selling inbundles rather than one at a time.

12.2.4 Approaches to Pricing

a. Cost-Plus Pricing/ Pricing at a premium:

This approach ensures that the desired profit level will be achieved. For example, the cost of making a dining table is Ksh10,000. The seller wants make a profit of 3,000. Price = Cost + Profit

The problem with the method is that it does not consider whether the market will pay the price that is determined.

b. Demand-oriented Pricing

This is based on what customers are prepared to pay.

When demand of a product is high and suppliers are few, you increase the price of your products and services. When the demand is low with many suppliers you decrease the price. However, you must consider the cost of production.

Example if there is an overproduction of tomatoes the prices are lower since there are many sellers in the market, but if production of tomatoes is low with fewer sellers, the prices increase.

c. Competition-oriented pricing:

Competition oriented pricing entails having similar prices with your competitors or you slightly lower or increase the price. For example, your kiosk competitor sells a packet of milk Ksh 50. In your kiosk you can sell the same packet of milk at Ksh 50 or slightly lower it to Ksh 48.

Activity 3 Back to Donald's case study:

Activity:

- i. Calculate Donald's Total profits

Total sales – Total costs = Total profits

$$7000 - 4200 = 2800$$

- ii. Calculate Donald's profit per every samosa.

Total profits/ Total No. of goods produced

$$2800/1400 = 2$$

Pricing = Total production costs + Profits

Activity:

Set a price for Donald's 1 samosa

Total Cost of Production for 1 samosa + Profit for 1 Samosa

$$3+2=5$$

The price of 1 samosa is Ksh 5

Activity 4

- i. Calculate Mary's direct costs
- ii. Calculate Mary's indirect costs
- iii. Calculate Mary's total costs

12.2.5 Benefits of costing and pricing

- To show where costs can be reduced, or at least kept at a reasonable level
- To show which activity is costing the business the most money
- To assist in calculating profit, loss and the business cash flow.

13

BUSINESS RECORDS

by Dr Peter Kimuru

Activity 1

Students will suggest the business records they might have come across

13.1 Introduction

The success of a business depends on creating and maintaining an effective record system. An entrepreneur needs to keep and track a significant amount of information. Record keeping may range from a simple book to an electronic form. In whatever form, it should be easy to use and provide adequate storage and access to records when needed. The type, size and complexity of your business as well as the available resources determine the kind of record keeping system to use. This topic looks at the types of records, reasons for keeping records and the benefits of business records.

13.2 Types of business records that entrepreneurs should keep

Receipts

An entrepreneur needs to keep copies of all their receipts; this helps to accurately claim expenses on their annual tax return. This includes all bills related to their property, spending on equipment, goods or even lunch when you're meeting clients to discuss business.

13.2.1 Stock purchase daily record

Date	Item bought	Quantity	Cost per unit	Total Costs

Sales

Date	Items sold	Quantity	price per unit	Total sales

Record

Date	Expenditure	Amount

13.2.2 Cash Book

A cash book is a summary of all purchases and expenses made by a business.

Date	Item	Cash in	Cash out	Balance
	Cash carried forward from 10th May			
	Stock Purchase			
	Sales			
	General Expenses			
	Cash balance 11th May			
	Stock Purchase			
	Sales			
	General Expenses			

13.2.3 Cash flow plan

Your income (Cash received) should not exceed your expenses (Cash out).
Make sure you have a balance or increase your sales or reduce your expenses.

A cash flow plan shows how money moves in and out of a business. It helps the entrepreneur track cash and ensures they have enough money in the business for the day-to-day activities.

Cash in	Details	January (Example)	February	March
	Cash at start of month (Jan)	3,000	4,500	
	Cash in from sales	12,000		
	Any other cash in	1,000 (from Chama)		
	Total Cash in	14,000		
Cash out	Cash out for direct costs			
	8,000			
	Cash out for indirect cost	1,000		
	Any other cash out	5,00 (gift to mum)		
	Total cash out	9,500		
	Cash at the end of month	4,500		

13.2.4 Tips of keeping records for entrepreneurs

- Have a central place for your records
- Plan a day you can sort and organize your records
- Have a check list on what you need to file on the set day
- Categorize records and make entries
- Go through each record and differentiate them e.g., income, expense
- Identify a simple program that can assist you organize your records\

13.3 Managing your Finances

Activity 1:

Students are invited to explain how they have been managing/saving their finances

13.4 Budgeting

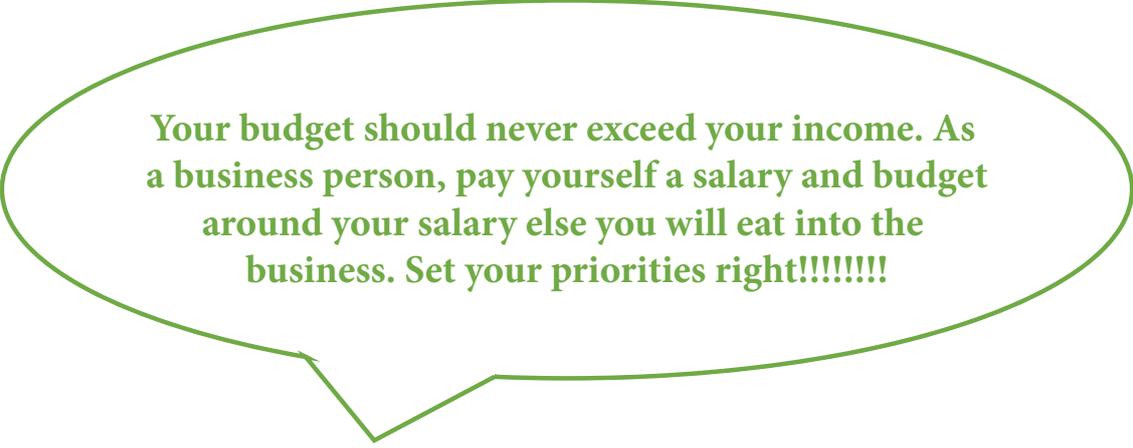
Budgeting is the planning for future business activities.

13.4.1 Types of Budgets

These include: operating, capital expenditure and cash budgets

Operating budget

Operating budgets are the revenues and associated expenses in day-to-day operations which are budgeted in detail and are divided into major categories such as revenues, salaries, benefits and non-salary expenses.



Your budget should never exceed your income. As a business person, pay yourself a salary and budget around your salary else you will eat into the business. Set your priorities right!!!!!!!

Capital budget

Capital budgets are typically requested for purchases of large assets such as property, equipment or IT systems that create major demands on an enterprise cash flow. The purpose of capital budgets is to allocate funds, control risks in decision making and set priorities

Cash budget

Cash budgets tie the other two budgets together and take into account the timing of payments and the timing of receipt of cash from revenues. Cash budgets help management track and manage the company's cash flow effectively by assessing whether additional capital is required, whether the company needs to raise money, or if there is excess capital

Money mistakes to avoid

- Spending just because you can
- Not paying attention to your finances
- Hiding from your debts

13.4.2 Personal budget

A Personal budget is a summary of estimated income and how it will be spent over a period of time like a week or month. A budget includes food, school fees, rent, medicine, transport, savings etc.

Activity 1

Students will be requested to draft their personal budget

13.4.3 Savings

Saving is an important aspect of personal budgeting. This is income not spent hence it is important to have a weekly savings plan and save that money where you can't withdraw it easily. You can save in your account, in a chama or even M-shwari.

Investment

Investing is putting your money where it earns more money. For example, setting up a business, buying land, buying livestock, building rental houses, buying shares and bonds, saving in a fixed account etc. With the money you save, you invest.

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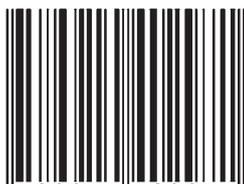
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Produced By:

Association of Sisterhoods of Kenya
Sisters Led Youth Empowerment Initiative
Tumaini Centre, Adams Arcade, Elgeyo Marakwet Road
P.O. Box 21068 – 00505, Nairobi – Kenya
Telephone: 0708663399
E-mail: aoskslyi@aoskenya.org
www.aoskenya.org

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