

Know About Business (KAB) Training Workshop

19th – 27th November, 2014

Tanoa Plaza Hotel, Suva.



*Report Prepared by the Pacific Sub Regional Child Labour and Trafficking Programme
ILO Office for Pacific Island Countries*

Introduction

The job market is dynamic, requiring individuals to possess a combination of knowledge, practical and social skills and positive attitudes. Fiji, like many developing nations, is seeking to create bridges between education and the world of work. It has been acknowledged that a strong TVET sector with its associated high standard of training and accreditation driven by industry standards is the backbone for a strong economy and workforce. The Ministry of Education recognizes Technology and Employment Skills Training (TEST) as a priority area supporting children's educational development. In working towards improving access to education, improving the quality of education provided to all children, and reducing school drop-out rates, the Ministry of Education introduced the Start Your Own small Business (SYOB) course to the Vocational Centre's in the Secondary School system in Fiji. Following the implementation of SYOB, the ILO Know About Business (KAB) programme was then piloted in collaboration with the MOE with selected schools in Fiji. A KAB training workshop was organised for teachers, MOE Officers, MOY officers and NGO trainers. In the months following, the MOE has since expanded the KAB and SYOB programmes to include other schools in Fiji, and the Ministry of Youth has also included KAB as a course in their training curriculum for youths.

The development of the SYOB and KAB Courses was supported by the Tackling Child Labour through Education (TACKLE) programme, funded by the European Union and coordinated by the International Labour Organization (ILO). It is currently supported by the ILO Sub Regional Child Labour and Trafficking Programme.

Entrepreneurship Education

The ILO promotes the importance of *Entrepreneurship Education* as part of a lifelong learning strategy, starting at an early age, that can contribute to increased youth employability by building an entrepreneurial mind-set, positive attitudes, self-confidence, knowledge and skills needed to adapt to today's changing labour market needs and to become responsible, active and productive citizens.

The ILO's entrepreneurship education programme *Know About Business* (KAB) responds to the needs of member countries that intend to introduce entrepreneurship education at secondary education, vocational and technical education and higher education levels. KAB is a comprehensive set of training materials and an interactive learning methodology that has been implemented and adapted in over 50 countries around the world. KAB encourages young people to consider self-employment as a possible career path. Learners exposed to KAB will become aware of the role of enterprises and entrepreneurs in the society and those who consider entrepreneurship as a career option will learn how to face the challenges of managing a small business.

Workshop Objectives

The training was facilitated by internationally certified KAB trainer and author of KAB, Professor Robert Nelson from the University of Illinois (USA). Professor Nelson was assisted by 6 trainers from the Fiji Ministry of Education TEST section, Fiji Ministry of Youth, and the Kiribati Chamber of Commerce and Industries, who are also being considered for ILO certification as National KAB Trainers with the aim of establishing a Pacific pool of certified KAB Trainers. The participants of the training include representatives from the Ministry of Education and Ministry of Youth, school teachers, and trainers from Vanuatu and Kiribati.

The overall objective of the KAB workshop were:

- To provide KAB training to participants from the Ministry of Education, Heritage and Arts and the Ministry of Youth and Sports in Fiji as well as from the Vanuatu Institute of Technology
- To provide KAB Facilitators the opportunity to train with International KAB Trainer Professor Robert Nelson with the aim of becoming National KAB Facilitators

To meet the objectives, the training was divided into 8 daily sessions with the 9 KAB modules being presented by the facilitators and micro teaching sessions following each presentation by the participants. One of the key aspects of this training was to 'learn by doing' therefore the participants were expected to fully participate in the micro teaching sessions and were divided into groups on the first day with activities allocated according to modules covered on each day. [See Annex 1: Workshop Information Brief and Programme.](#)



L-R: Invited guest Mr William Naisara – Director, Ministry of Youth and Sports, Chief Guest Mr Jerome Pons, European Union Head of Section for Economic and Social Issues and invited guest Mr Satoshi Sasaki, ILO Specialist on Strategies for Decent Work, during the opening for the KAB Training Workshop at the Tanoa Plaza Hotel

Opening and Introductions

The KAB Training workshop was facilitated from the 19th – 27th November by the Pacific Sub-Regional Child Labour and Trafficking Programme Child Labour Officer, Ahmad Ali and the Finance and Administrative Assistant, Mere Corerega, who provided overall facilitation of the workshop.

The training facilitation for the workshop was provided by International KAB Facilitator and author of KAB Professor Robert Nelson who was assisted by five (5) Facilitators training to become National KAB Facilitators. These included; Mr Akuila Sovanivalu, Senior Youth Officer – Ministry of Youth and Sports, Mr Harry Smith, Acting Senior Education Officer Vocational – TVET – Ministry of Education, Heritage and Arts, Ms Rina Chand, Acting Senior Education Officer – TVET – Ministry of Education, Heritage and Arts, Ms Jacqueline Low, Vice Principal, Saint Josephs' Secondary School, Fiji, Mr Tamaroa Teebaki, Proprietor, Tamaroa Business Advisory & Accounting Service, (TBAAS), Kiribati.

The workshop was attended by participants from the Ministry of Education, Heritage and Art – Senior Education Officers from the Technical and Vocational Education Training Section, the Curriculum Development Unit, the Ministry of Youth and Sports Training Officers and teachers from various secondary schools around Suva who had been implementing KAB in 2014.

The workshop was officially opened by the European Union Head of Section for Economic and Social Issues Mr Jerome Pons. Other invited guests for the opening included the ILO Specialist on Strategies for Decent Work, Mr Satoshi Sasaki and the Ministry of Youth and Sports Director, Mr William Naisara.

In his opening address Mr Pons highlighted the emergence of KAB in Fiji through the EU funded ILO TACKLE Project. KAB had thus been introduced into schools through the MOE TVET section and the BEST programme and the EU was quite pleased to see that even though the TACKLE project had ended, the legacy of the work that had been initiative continued.



Mr Jerome Pons delivers his opening address at the KAB Training Workshop

Mr Pons also highlighted the importance of education, especially Entrepreneurship Education in the Pacific as a means of reducing child labour and fighting poverty in the world and the role of the EU in facilitating this in the Pacific.

In the introductory session, the participants introduced themselves and identified their expectation of the workshop, one current issue they saw with KAB and a possible solution to the issue that they have identified. These results were then grouped accordingly and presented to the participants as group discussion points during the course of the workshop programme.

Participant Expectations

- Ability to deliver KAB to respective schools school effectively and efficiently
- Ability to unlock my entrepreneur characteristics
- Being able to learn and practice the procedures being taught during workshop
- Learn and know more about KAB training & see how best to implement it through our programmes
- Learn more about KAB and become a business person
- Ability to learn from other participants to become more creative and innovative
- To be able to deliver KAB effectively to the community
- Get experience from Fiji about the KAB programme
- To learn better ways of teaching the KAB subject
- To become a better teacher in the KAB program and help students to realize their full potential
- To promote KAB in all the school as well as to all vocational centres
- Ensure all participants are well informed on the KAB programme, vision, purpose and sustainability of the program
- Learn as much about KAB to be able to help students and those in villages to start their own business
- To empower youths to establish their own business
- Learn innovative and interesting ways to impart KAB program to students as a teacher
- To get the maximum understanding about KAB
- To be enlightened in ways that I may be able to deliver more effectively on issues learnt

Issues identified by Participants

- School dropouts and unemployment is increasing which KAB can help with
- Entrepreneurship education for all youth is lacking
- Lack of Business Ideas and Niche markets
- To clearly interpret the terms and elements involved in the concept of enterprising
- No avenue to allow students/trainees to further engage in Business
- Poor financial management
- KAB is not incorporated in the curriculum to teach everyday
- Time given to teach KAB program in school (not enough time)
- Rise in unemployment – especially qualified graduates
- Young people leaving school without skills/competencies to get a job

- Lack of knowledge especially within Fijian societies about KAB
- Getting schools to appreciate the initiative by MOE, ILO in order for economic development to prevail in Fiji
- Lack of entrepreneurial skills & knowledge for young school leavers

Possible Solutions

- Hope KAB will assist decrease unemployment problem
- Using my knowledge and skills on KAB to assist young people to begin their career & solve the issue being mentioned
- Interactive teaching
- Incorporate KAB in Youth Development programmes
- People are lacking knowledge on KAB and are unable to sustain what they have learnt from school
- More funding for KAB
- Education and awareness programmes on the importance of KAB in Fiji
- To implement the programme in Vanuatu Institute of Technology
- To be more informed and experienced in delivering KAB
- Empower my students knowledge to be an entrepreneur and tackle the issues they faced daily
- To create awareness to schools in Fiji so that students benefit from this interesting program
- Create awareness with students – KAB to become mandatory in all schools
- Action-WLS for H/School
- Societies need to be educated about KAB in order to be successful entrepreneurs in future
- Implement KAB in Kiribati
- Teachers qualified as certified KAB facilitators have to stress on the need for KAB Education to the schools and students
- To be included in the formal curriculum

The workshop was conducted on a recommended programme with amendments to be made as the necessity arose. As KAB is supposed to be a subject that is taught outside the box, so too the programme was designed in such a way as to offer a structure without a great degree of rigidity and allowed for flexibility. In this regard, the module overviews and micro teaching sessions were also kept at a maximum of 20 minutes to ensure that participants were able to fully concentrate on the issues and not become bored as a result of lengthy presentations. Sessions were interspersed with short KAB games, ice breakers and brain teasers throughout to ensure that participants did not feel bored and were continually engaged throughout the workshop.

Indeed, many of the ice breakers and brain teasers used will also be distributed to participants as a resource to use during their own teaching sessions to ensure that their classes are just as engaging as the workshop was for them. The workshop also allowed them to experience how KAB should be taught and not as a normal subject through autocratic teaching methods. This is one of the highlights of the workshop which the participants spoke highly of.

The final session for each day was designated for longer KAB games so that participants could get an idea of how the games were supposed to be administered.

Knowledge Sharing

The overall facilitation of the workshop was designed to create a conducive environment for learning by doing and sharing. It was continually emphasized to the participants that positive re-enforcement was a key teaching tool that would help make KAB interesting for students.

One of the ways that knowledge was shared amongst participants was through the use of micro teaching sessions. These sessions were used to gauge presentation skills of the participants and also how these could be improved. Overall, the micro teaching sessions given by all of the participants were of a high standard and the most common questions that was asked at the end of each presentation was *"If you had to do the presentation all over again tomorrow, what would you change?"*

The question was designed to get participants to reflect on their presentations skills and how this could be made better. The group was also asked to critique and make suggestions on how the micro teaching presentations by each participant could be improved. What these sessions also highlighted for the participants was the different teaching techniques that could be used to teach similar topics. The suggestions for improvements also pointed out different ideas and concepts that would enhance not only the learning experience for the students, but also the teaching experience for the teachers.

Brain Teasers and Ice breakers

The brain teasers and ice breakers were used throughout the workshop to break the cycle of continuous learning. When used appropriately, these can be positive tools that enable participants and students to think outside the box and come up with creative solutions.

Workshop outcomes and recommendations

What Participants liked about the workshop:

- The KAB programmes has a great teaching methodology, is student centered and interactive.
- It broadens the knowledge on the study of commerce and provides the 'missing link'
- The flow and sequencing of the modules is really good
- The KAB curriculum can be tailored to suit any setting – allows flexibility in teaching
- The workshop has been an enlightening and empowering experience which will enhance our teaching abilities
- Sharing of different interactive teaching techniques has been a great too that teachers will use to facilitate KAB in their classrooms

Improvements to be made to KAB modules:

- The case studies and activities should be contextualized to Fiji
- The flow of presentations can be improved and made more interesting
- Games should be included in the teachers' guide to make this easier to facilitate
- The students workbook and the teachers guide need to be reviewed as well top ensure they both correlate
- Include excursions in the curriculum to enhance student learning

Suggested improvements for teachers and trainers of KAB:

- Implement interactive teaching techniques to make KAB more interesting for students
- Invite speakers (entrepreneurs) to present to students
- Incorporate KAB into more schools
- Provide more training to teachers
- Prepare well before teaching activities and ensure these are student centered. Also have a backup activity and allow for flexibility
- Adopt local examples where possible so students are easily able to relate

KAB Timing

- A discussion was held in regards to the duration of the KAB programme. KAB is currently being taught with in the BEST programme in schools (with the exception of St Josephs' Secondary School) and the participants of the workshop recommend that KAB start in Year 11 and be completed in Year 12.
- Year 13 can then be used as a special projects year for KAB students to implement what they have learnt in practice. This system will eliminate the issue of students not completing KAB and thereby not receiving the KAB certificate if the leave secondary education in Year 12.

Workshop Summary

Day 1: Module 1: What is Enterprising?

Module 1 was facilitated by Harry Smith from the TVET section of the Ministry of Education, Heritage and Arts and this presentation set the tone for other facilitators to learn from and improve their own presentations. Harry gave an overview of the Module and discussed the objectives in depth. He emphasized that men and women with disability can also be enterprising in one way or another. (Full module overview is available in appendix 3)

Harry outlined the learning outcomes for the module; enterprising in your community, meaning and scope of enterprising, self-management skills and decision making skills and how these could all be linked together to give students a more holistic view of enterprises in their community. Harry discussed this by emphasizing the following points:

- ✓ People living in a community have different needs and wants and Enterprising people recognize these needs and provide services to satisfy them and at the same time successfully reward themselves
- ✓ an enterprise is any identified idea that is translated into a planned and satisfactorily implemented activity. In its narrower sense, it refers to a business venture or undertaking. Practically all projects and undertakings can be referred to as enterprises
- ✓ Self-Management Skills are skills that describe your work habits and attitudes that contributes to achieving ones goal
- ✓ Decision-making is a key skill and is particularly important if you want to be an effective leader.
- ✓ Whether you're deciding which person to hire, which supplier to use, or which strategy to pursue, the ability to make a good decision with available information is vital.
- ✓ There is no one formula in decision making

At the end of the session, Harry also showed a video of a person with disability (no legs and limited movement of his arms) Mr Vail Horton who was an entrepreneur and had adapted to live a normal life with his family. Mr Horton is CEO Founder of Keen and Incight and has not let his disability keep him from running a successful and innovative business.



Vail Horton - CEO Founder of Keen and Incight - a company that specialises on catering for the needs of disabled persons

The facilitators also conducted a panel discussion on day one on their experiences in interviewing entrepreneurs as tasked. They shared how they identified the entrepreneurs they were to interview, the approach used, the problems faced and how these were resolved. Overall the outcome from the interviews were very positive and also highlighted that teachers need not look to big businesses for possible persons who could come a speak to their classes in regards to entrepreneurship.

Boat Making Game

At the end of the day in the final session for the day (session 8) the boat making game was played. This was a session that was thoroughly enjoyed by the participants as it allowed them to become creative and also brought out the negotiation skills that they possessed. Participants gave their feedback as to how they felt during the game and also at the end of the game when they reviewed their performance against the initial objectives



Rina Chand facilitates the boat making game and demonstrates how the boats are made



Above: Boat Buyers: Akuila and Bob negotiate prices with Olsen while checking out other potential purchases

Below: Participants get their boats ready for the market and provide 'upgrades' for better sales



Day 2: Module 2: Why Entrepreneurship?

Day 2 began with a recap of day 1 activities and participants feedback on the first day of the workshop. Participants were asked if there was anything in particular that they liked of felt could be improved upon and highlights were made on the boat making game as a method of generating creativity for the students as well as showcasing how they could make products and then provide 'added value' to make these more lucrative for buyers.

The participants also discussed the idea of linking these types of games to initiatives such as money smart and making students aware of what they could do with their resources. Day two also saw the first micro teaching session being presented by Ms Karuna Prasad from Jai Narayan College.



Day two of the workshop with participants during micro teaching sessions

Module 2: Why Entrepreneurship – was also presented by Mr Harry Smith who gave an overview of the module before conducting his micro teaching session. Harry explained the module through defining entrepreneurship and the objective of enabling learners to recognize that being entrepreneurial in business and non-business situations is beneficial at the individual, family, community and society levels. (Full module overview is available in appendix 4)

Harry outlined the learning outcomes for the module that included reasons for entrepreneurship in business, entrepreneurial motivation, setting entrepreneurial goals and risk taking. One of the highlights of Harry's presentation was the use of his innovative slides that participants found could be used as learning tools themselves (see full slides on appendix ???) For instance, in terms of the risk taking slide, Professor Nelson suggested that the images could be used and students could be asked on what they would do if they were the fish.

A presentation slide with a blue header containing the text 'Learning Outcome 5 Risk-Taking'. Below the header, the text reads 'To enable learners to demonstrate the skills needed to assess and evaluate a risk.' The slide features two images: on the left, a graphic with the text 'Take Risks IF YOU WIN, YOU WILL BE HAPPY, IF YOU LOSE, YOU WILL BE WISE.'; on the right, a photograph of a goldfish jumping out of a glass bowl into the air.

Snapshot of Harry Smith's presentation on learning outcome for Module 2, risk taking

The micro teaching sessions that followed the presentation also highlighted characteristics of entrepreneurship and used the activities in the workbook to effectively explain this to the participants. One of the main tools that was highlighted through the activities was the group work sessions which were more interactive rather than doing the tasks individually.



Above and below are two more images used by Harry Smith to illustrate different motivational factors for different people

Risk Taking Game

The Risk Taking Game was played during session 8 of Day 2. Tamaroa Teebaki facilitated this game which entailed using discarded paper that was used to make paper balls of any size. The participants were then divided into teams of three and were then required to toss their paper balls into a basket from various distances. The further away the participant was, the higher the risk therefore decision making in this instance was very important, as it is in business dealings.



Participants enjoy taking part in the risk taking game during Day two of the workshop



Day 3: Module 3: Who are Entrepreneurs?

For the Day 3 session, the venue of the workshop shifted to Holiday Inn and many of the participants commented that they preferred this venue to Tanoa Hotel as it was more spacious and the food was better.

The presentation for module 3; *Who are entrepreneurs?* Was done by Jaqueline Low, Vice Principal for Saint Josephs' Secondary School and at the end of Day 2 participants were given tasks to do overnight as homework. Jaqueline highlighted the objectives of module 3 effectively to the participants as a) enabling learners to appreciate the personal characteristics needed to be a successful entrepreneur and b) appreciate the scope of entrepreneurship to include gender equality, people with disabilities and the protection of the environment. (Full module overview is available in appendix 5)



Group discussion by participants during the micro teaching sessions on Day 3

Jaqueline also gave a comprehensive summary of the module topics and also included an additional activity that she had developed as an alternative to what had been presented in the book. She summarised the module as follows;

- Module 3 focuses on entrepreneurship concepts and ideas to enable learners to know and appreciate their entrepreneurial potential and characteristics that is needed to succeed as an entrepreneur.
- This self-awareness of identifying individual competencies in knowledge, skills and personal traits. Understanding that all 3 competencies are necessary characteristics an entrepreneur must have.
- The other important factor in this module is that entrepreneurs must have leadership qualities and exercise the styles of leadership when necessary when running a business. More importantly to use a leadership style that will operate the business successfully and promote a positive working morale in the business.
- The ability to negotiate is another factor entrepreneurs must possess for a win-win achievement outcome after negotiations.
- Entrepreneurs must be good listeners for business ideas and establish good professional business relations. Personal characteristics and competencies are traits and skills an entrepreneur must have before starting a business.

Day 3 session began with a recap of Day 2 activities and professor Nelson also shared variations to the survival game that was played during the day. This emphasized the ability to re-construct a game according to the needs of the classroom. Jaqueline also used two videos of disabled farmers as well as blind women in business in the Asian region to emphasize the points that she was trying to make during her presentation. The micro teaching session on entrepreneurial leadership was also emphasized by these videos as the women who were blind had now become trainers in their community.

Module 4: How do I become an entrepreneur?

This module was also facilitated by Jacqueline and the overview and introduction for the module was presented in a comprehensive manner. The objectives for Module 4 are to provide an understanding of the key competencies and determining factors for success in entrepreneurship and small business management and to promote upskilling of entrepreneurship competencies (knowledge, Skills and attitude) to enhance community capacity building and learning communities in society.



Some of the key elements were:

- An aspiring entrepreneur needs to understand the operations of an economy and the role of business in an economy and how businesses responds to society's goals.
- Understanding what self employment is, the ideology of entrepreneurship, its dynamics and the impact it will have on personal lifestyles.
- Small enterprise must be understood within the context of the hierarchy of micro-macro business, and the strengths and challenges entrepreneurs will face in starting a business.
- The key success factors that would bring about business success.
- A well informed individual on entrepreneurship will be confident and will commit to start a business
- After consideration and assessment of the current situation,
- an enabling environment and social network.
- Including the people with disabilities will also consider these aspects before becoming an entrepreneur.



Workshop participants look on as others play a part in the square making game

In concluding the module, Jaqueline emphasized that the following should be kept in mind. To teach KAB, teachers had to be active and inspiring to motivate the learners; be creative and use innovation where necessary to contextualize the content to our local context. This will motivate the learners more; bring in motivational speakers – remember Module 1-4 is focused on the inner self of entrepreneur or how to acquire the right skills to become one; stay focused on the purpose of this KAB program and how it can be sustained in the school;

Jacqueline also finished her summary with a reflective question for the participants in understanding their role in the KAB process and what their responsibility was? She also challenged them to try to understand what was expected of them as a KAB facilitator in the future? Day 3 ended with a pineapple game being played by participants and facilitated by Jaqueline.

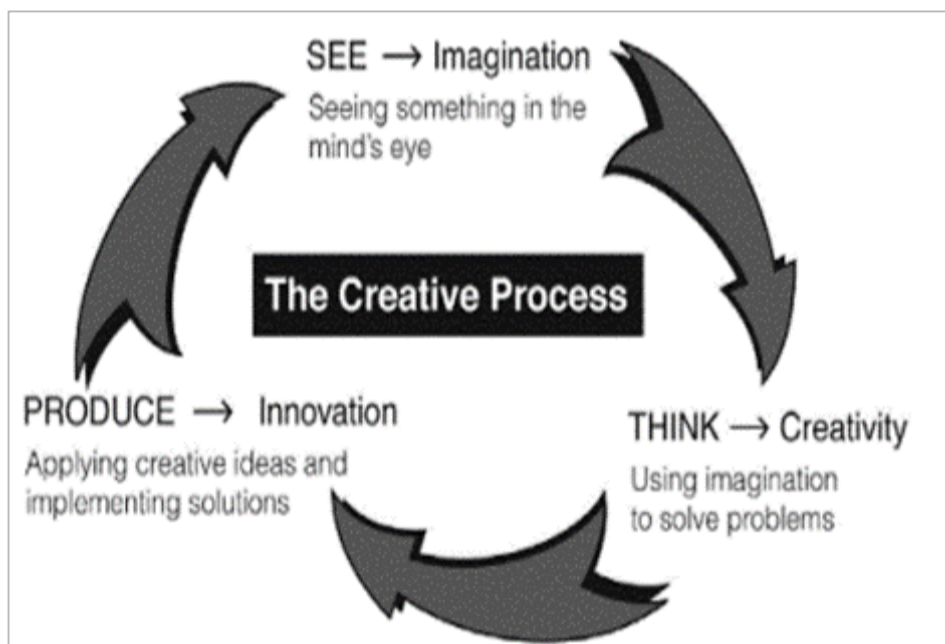
Day 4: Module 5: How do I find a good business idea?

At the start of day 4, a brief recap was done for all the modules covered in the previous week (module 1-4) to get participants familiarized with what they had covered so far. Discussions were also held on how the games in KAB are used to elaborate or bring out some characteristics that need to be highlighted.

Ms Rina Chand, from the TVET section of the Ministry of Education, Heritage and Arts was the facilitator for Module 5 and presented the overview and key concepts covered in the module. The objective of module 5 is to provide techniques for generating business ideas as well as identifying and assessing business opportunities. The learning outcomes for the module was for students to become more creative and innovative and to provide techniques for generating business ideas as well as identify and assessing business opportunities.

Rina asked the participants to identify where and why business ideas were generated. The feedback from the group suggested that business ideas sometimes arose due to responding to needs of people, trying to stay ahead of the competition – adding value to existing product, and changing a product due to its life cycle – it was becoming obsolete. She then used these as a basis to conduct a discussion on where entrepreneurs were inspired from, i.e. their source of ideas. The group suggested that most ideas were through personal traits – skills, interests and hobbies, or responding to issues or problems in their community, or from the mass media through research – TV, newspapers, internet, etc.

Rina explored to creativity process through a diagram as depicted below:



Snapshot of Rina Chand's presentation on the creativity process

Day 4 Activities:

The micro teaching sessions were used quite well in conducting the activities to highlight what and how the participants were able to think creatively.

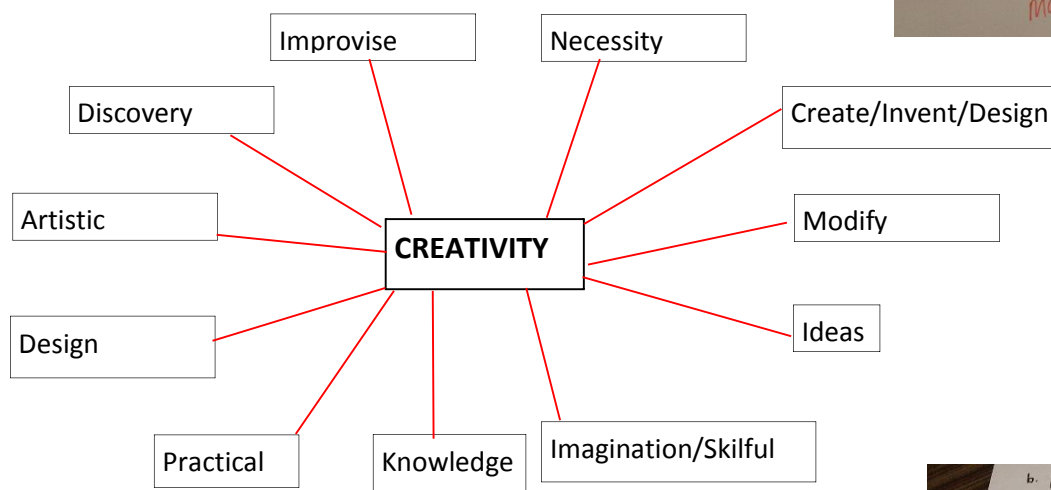
Micro teaching session: Topic 1: Creativity & Innovation (Group Work)

Objective:

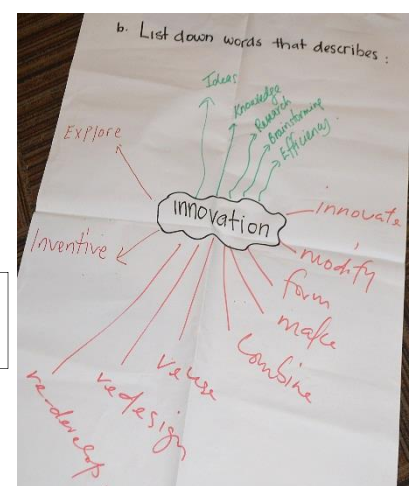
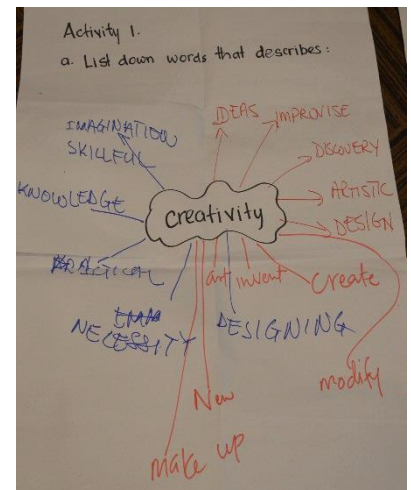
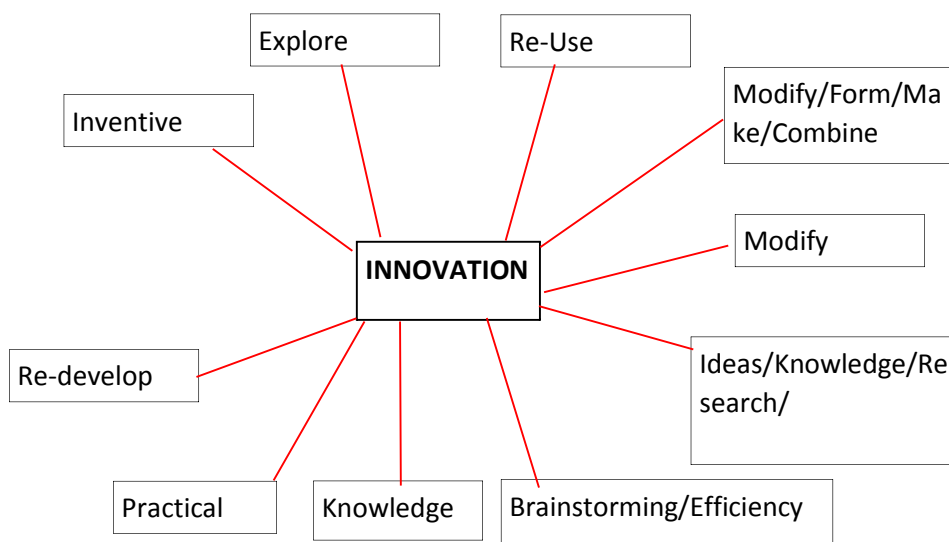
1. To provide opportunities for learners to become aware of their own creative potential
2. Learners will learn to apply techniques for developing their creative ability.

Activity 1:

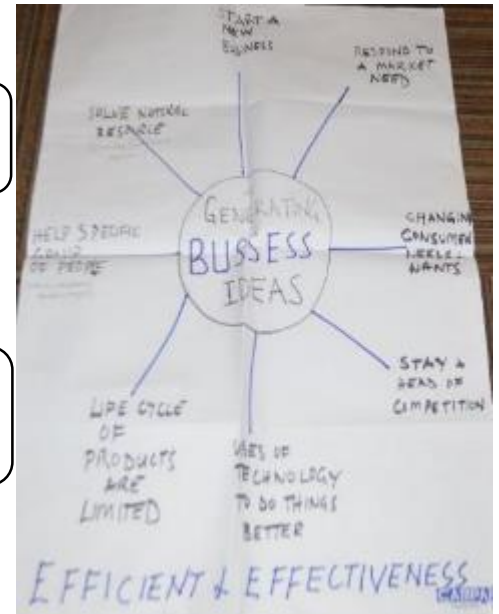
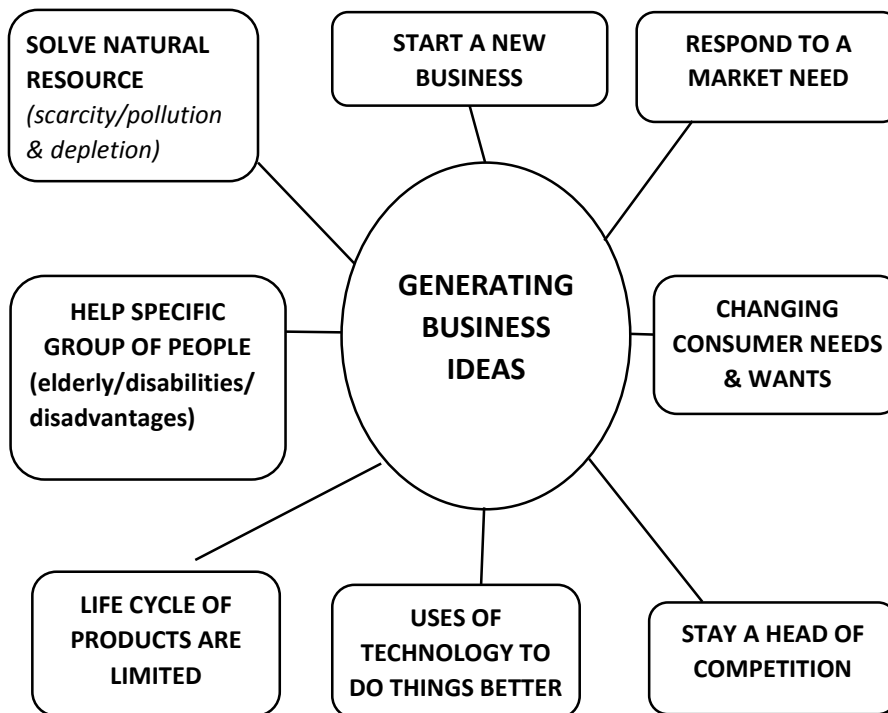
- a. List down words that describes:



- b. List down words that describes:



EFFICIENT AND EFFECTIVENESS



Group Activity - Innovative business ideas and marketing strategies

Identifying Business Idea (Think, Pair & Share)

Each partner should write down their skills, experience, and training and background that they have to start a business

Skills	<ul style="list-style-type: none"> • Waiter • Designer
Experience	<ul style="list-style-type: none"> • Hotel • Architectural, Engineers, Companies
Training	<ul style="list-style-type: none"> • In-house productions • FIT/USP
Background	<ul style="list-style-type: none"> • Hospitality & Tourism-management • Design & build- teacher



Facilitators discuss group work activities with Professor Nelson

Aspiring business venture

- To run hospitality business
- To compete, exposure

Skills	<ul style="list-style-type: none"> • Teaching, Sewing, Cooking, Driving • Fashion Designing, Driver, Seamstress
Experience	<ul style="list-style-type: none"> • Teacher (more than 5years)
Training	<ul style="list-style-type: none"> • Teacher College • University • Sewing Classes
Background	<ul style="list-style-type: none"> • Tutor/Facilitator • Designer/Seamstress • Driving Instructor

Aspiring business venture

- Tutoring classes for commerce students

Skills	<ul style="list-style-type: none">• Verbal Communication• Negotiation• Networking
Experience	<ul style="list-style-type: none">• Mentoring Youth Clubs• Family Business (small scale)• Fundraisers
Training	<ul style="list-style-type: none">• KAB• Qualifications• Conferences/Workshops
Background	<ul style="list-style-type: none">• Based on the innate skills we have on negotiation, knowledge on farming and reaching out to Youths-assets to starting our business venture

Aspiring business venture

- Farming-Agriculture

Skills	<ul style="list-style-type: none">• Baking, Business
Experience	<ul style="list-style-type: none">• Home, Party, Family, Hobby
Training	<ul style="list-style-type: none">• School, Workshops, Tertiary
Background	<ul style="list-style-type: none">• Equipment/Techniques

Aspiring business venture

- ole model- put in action

Skills	<ul style="list-style-type: none">• PC Maintenance, Interest in new ICT Technologies
Experience	<ul style="list-style-type: none">• Over 10 years• Computer/ICT Technologies
Training	<ul style="list-style-type: none">• University level/CS & Infox systems• Professional certificate
Background	<ul style="list-style-type: none">• Worked with Telecom Fiji Ltd

Aspiring business venture

- ICT Service Provider



KAB Game: Building Construction



Participants construct their hotels for Donald Trump's representative to inspect



Day 5: Module 6: Organizing an enterprise

Akuila Sovanivalu from the Ministry of Youth and Sports facilitated discussions on module 6. Akuila started off with a quick but comprehensive module overview discussing key concepts in a concise and engaging manner. The objective for the module was to enable learners to appreciate the procedures required for organizing an enterprise with the learning outcomes at the end of the module for participants to be able to know the necessary procedures required for organizing an enterprise.



Akuila summarized the key concepts of the module into 6 simple but effective questions; how, who, what, when, where and why. With these he was able to discuss the topics such as selecting a suitable market, selecting a business plan, legal forms of business ownership, money needed to start an enterprise, obtaining money to start an enterprise and ways of getting into business.

During the micro teaching session, Akuila used 2 pictures from which he gave instructions as to activity which was selecting a business location. Participants divided into three groups and were asked to select a picture and write reasons for choices as the suitable location for business and what type of business they would choose to perform at that particular location and why.

Further suggestions made to improve upon Akuila's innovative teaching methods were; there could have been more pictures given to generate ideas and also one picture could be given and students asked to suggest many types of business activities in one particular location.

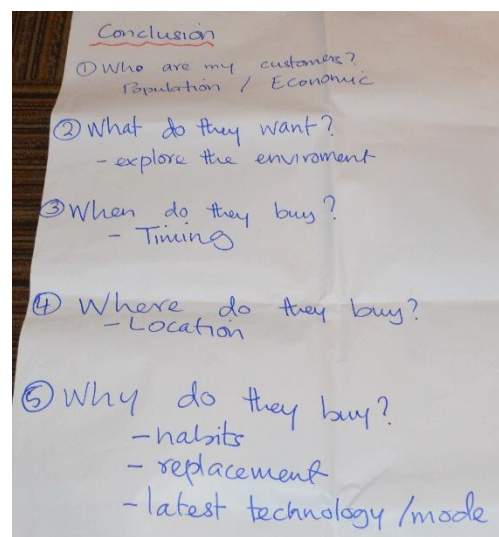


Module 6 Activities

TOPIC 2: Selecting a Business Location

Objectives:

- To enable learners to understand the main factors to be considered when selecting a location for a business.
- To enable learners to understand the procedures for identifying a suitable market for a business
- This was achieved through an activity where learners read worksheet 1 (module 6. pg 18). They discussed and answered the questions given and they presented their funding to the class.
- 5 W's with local example:
 - WHO- are my customers? *Potential customers*
 - WHAT- do they want? *Goods/Services*
 - WHEN- do they buy? *Time of buying*
 - WHERE- do they buy? *Location*
 - WHY- do they buy? *Reason to buy*



TOPIC 3: Legal Forms of Business Ownership

Ownership Form	Advantages	Disadvantages
Sole Proprietorship	-low cost to start - minimum regulations -direct control of business -owner receive all profit -tax advantages	-unlimited liability -lack of continuity -difficulty in raising capital -responsible for all decisions
Partnership	-easy to form -low cost to start -added capital cost -shared management -possible tax advantage	-unlimited liability -lack of continuity -shared authority -difficulty in raising additional capital -difficulty in finding suitable partners
Limited capital	-limited liability -management can specialize -transferrable owner ship -easier to raise capital -potential tax advantage	-double taxation -very expensive to form -extensive record keeping required -closely regulated
Cooperative	-means to empower poor women & groups who often lack a voice -combines individual skills -easier to raise capital	-hard to keep qualified members -shared authority -gender issues -members contribute unequally -governance challenge

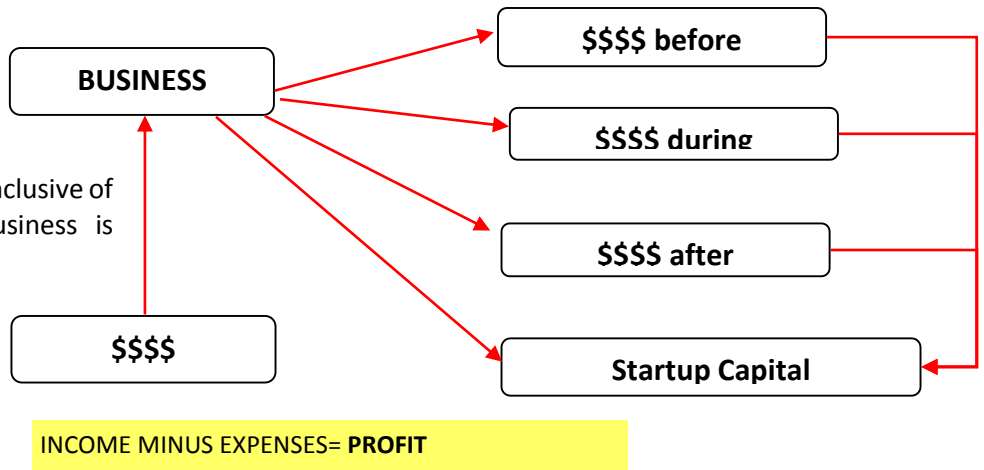
TOPIC 4: Finances Needed To Start An Enterprise

Objectives

- To enable learners to make the distinction between pre-operation payments and initial payments to estimate the amount of money needed to start an enterprise.

Rationale

- Setting up a business requires certain amount of \$\$ before business can start
- Startup capital has to be inclusive of requirements: Before business is setup,
- While setting up (location, machinery, staff)
- After setting up (payments, staff wages, etc.)



TOPIC 6: Costs In Operating An Enterprise

Objectives

- Participants are expected to know the different categories of cost in a business

Group Activity

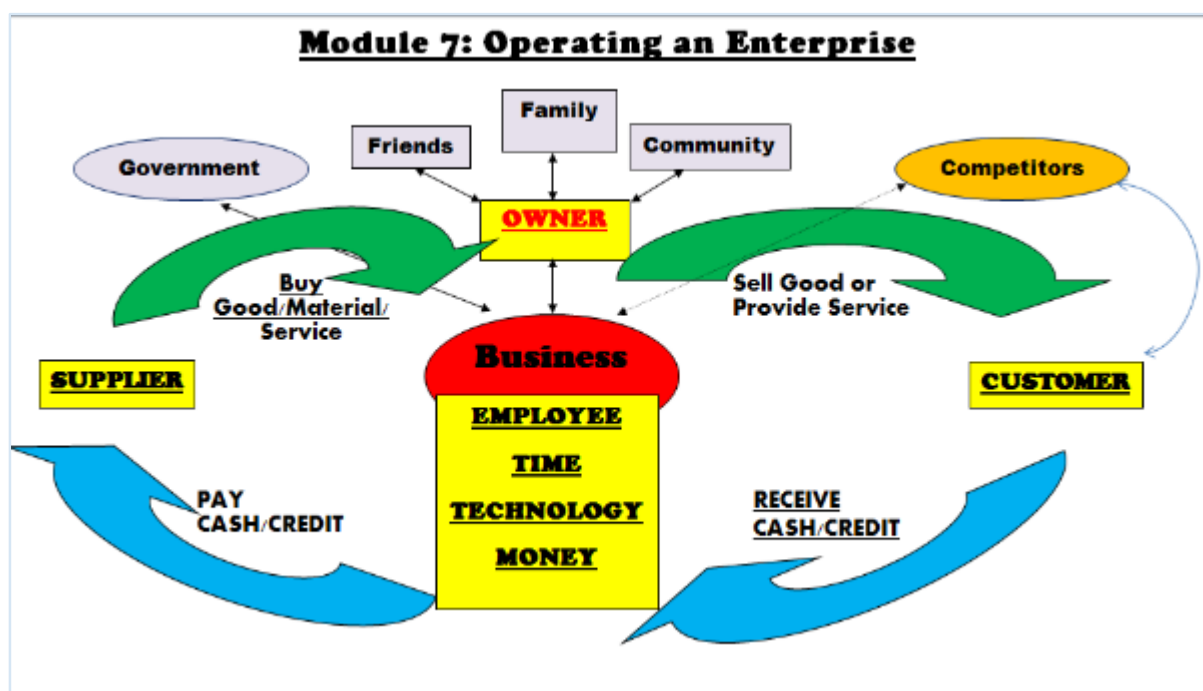
Market	Material costs	Staff Costs	Capital Costs	Other costs
Chicken Farm	-Chicken mesh -Sawdust -Chicken feed	-Labour costs (wages) -Safety gear for staff (gumboots overall)	-Interest paid on any loan -Depreciation for chicken shed	-Electricity - Water -Repairing cost -Methane gas
Roti Business	-Raw Materials (flour, oil, curry ingredients) - Standard Materials	-Wages - Superannuation fund (FNPF)	-depreciation costs on gas stove -additional asset (new electrical roti maker)	- utilities bill -transport costs
Grog Business (Nadera) *semi-urban	<u>PRE-OPERATIONAL</u> - Business License - Purchasing stock & equipment - Advertising		<u>INITIAL OPERATION</u> -weighing scale -packing bags	-purchase of additional stock from suppliers -costs of transport
Karuna Kava Kona (KKK) *Vunidawa	<u>Before</u> - B/L - Labour Cost (farm) - Bags - Equipments	<u>Payments</u> - Electricity -Delivery cost	<u>After</u> - Labour	
Grog Business in Toorak	<u>Before</u> 1. Business license 2. Adjust the facility to suit the business 3. Sign board 4. Purchase scale 5. Identify supplier	<u>During</u> 1. A lot of stock in place (buy yaqona) 2. customer friendly 3. purchase old newspaper, raffia, brown bag 4. continue advertising	<u>After</u> 1. Electricity bills 2. Pay wages of casual workers 3. donation 4. Talanoa session	

Module 7: How do I operate an enterprise?

Tamaroa Teebaki from the Kiribati Chamber of Commerce and Industry (KCCI) had been given the task of facilitating Module 7. The session started off with an energizer by Tamaroa called 'Coconut'. Tamaroa began his introduction of Module 7 through outlining the objectives of the module which was to enable learners to appreciate the various techniques that affect the management of an enterprise and to enable learners to know and understand the different resources and groups involved in an enterprise.

Tamaroa discussed the 7 topics involved in the module; Managing staff, time, sales, suppliers, technology, costs and money by highlighting the key concepts in each topic and detailing how the learning objectives in each topic could be achieved through proper management. He also related the different management styles learnt in previous modules and how this could be applied in these instances.

The summary of the module is given in the diagram below:



Snapshot of Tamaroa Teebaki's presentation on Module 7

The final session on Day 5 was set aside for a KAB game. Professor Nelson then took the participants through the *Air Crash in the Pacific Game* which required participants to select which survivors were to stay in the waters and which ones were to go on the life raft and these were ranked according to the groups. He explained that this type of activity allows students to think logically about decision making and why those decisions are made. Decisions are often based on different perspectives and are founded on the characteristics of a person.

Module 7 Activities

TOPIC 1: Hiring And Managing People

Objectives

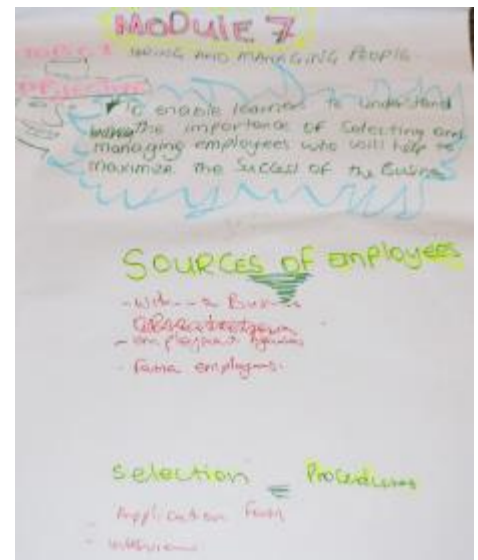
- To enable learners to understand the importance of selecting and managing employees who will help to maximize the success of the business

Sources of employees

- Within the business
- Employment agencies
- Former employees

Selection procedures

- Application form
- Interview



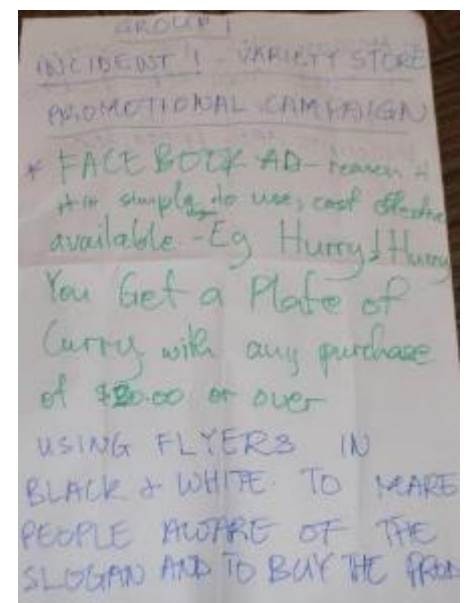
TOPIC 3: Managing Sales

Activities: WORKSHEET 1_Planning Promotional Activities

Incident 1: Variety Store

Promotional campaign:

- Facebook AD- reason it is simple to use, cost effective & readily available. E.g 'hurry hurry, you get a plate of curry. With every purchase of \$20.00 or over.
- Using flyers in black/white. To make people aware of the slogan and to buy the product
- AD- using the PA system to lure customers during happy hours where discounts are promised.



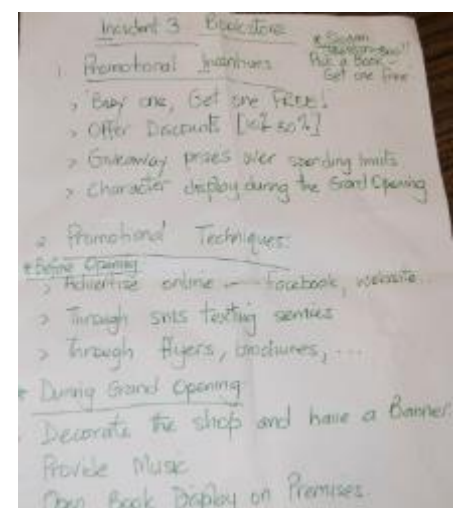
Incident 3: Bookstore

Promotional campaign:

- Buy One, Get one FREE! [Slogan:!!Peek-a-Boo!!pick a book-get one free!]
- Offer discounts (10%-30%)
- Giveaway prizes over spending limits
- Character display during grand opening

Promotional techniques:

- Before opening
 - Advertise online-facebook, website
 - Through sms texting services
 - Through flyers, brochures
- During grand opening
 - Decorate the shop and have a banner
 - Provide music
 - Open book display on premises



Day 6: Module 8: What are the next steps to becoming an Entrepreneur?
Module 9: How to elaborate one's own business plan?

Rina Chand was also tasked with facilitating modules 8 and 9 and the day began with a brain teaser which allowed the participants to begin on a positive note. After the recap of the previous day's activities Rina provided an overview of the module beginning with stating the objective which was to enable learners to pursue plans to start an enterprise.

At the end of this module the participants were expected be able to prepare and interpret the findings of a business plan and confidently evaluate factors in starting an enterprise and access information and assistance in maintaining an entrepreneurial outlook.

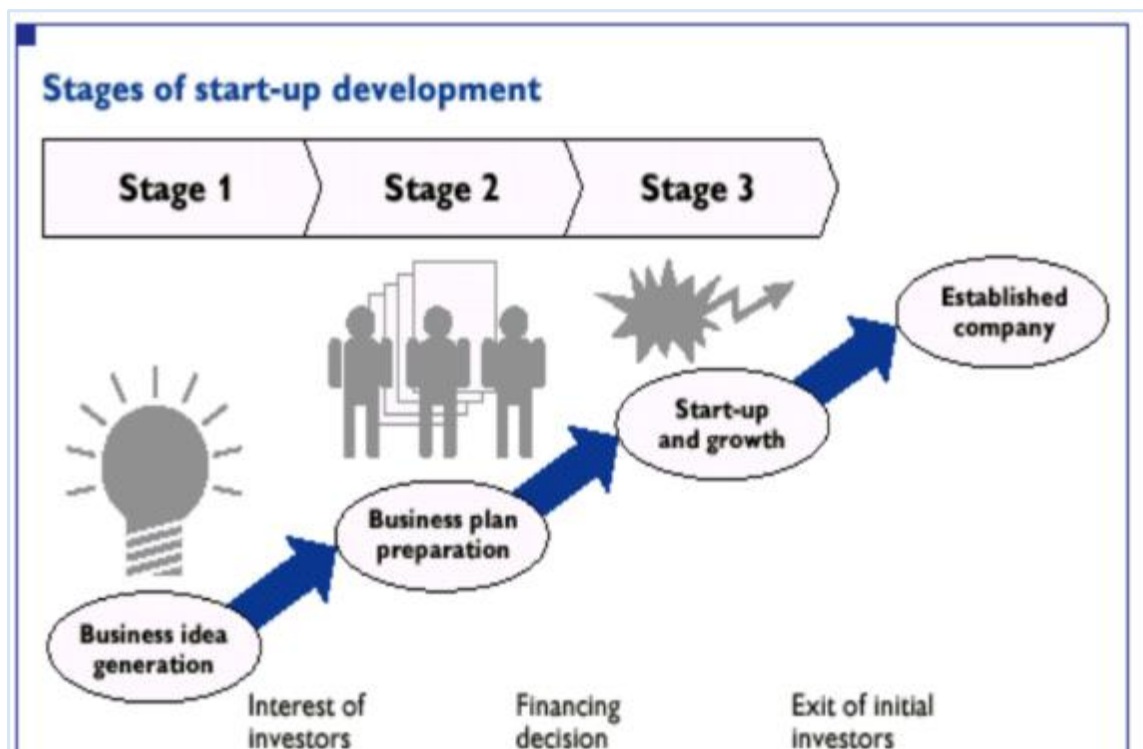


Olsen and Karuna present their group activity for module 8

Rina discussed the concepts in the module through activities and explained the importance of preparing a business plan well to be able to follow the guidelines and plans that the entrepreneur would set for himself/herself in the plan.

Modules 8 and 9 are a culmination of the KAB curriculum and in these modules the participants (and students) are expected to be able to articulate all of their creative ideas and what they have learnt over the course into a business plan. These modules highlight key factors in small businesses such as *Topic 3: evaluation factors in starting an enterprise* and *topic 4: sources of information and assistance*.

A short business plan for an ice block business is provided in appendix 11 as an example of the plans that the participants came up with during the group activity for this module. Rina summed up these modules in the diagram below:



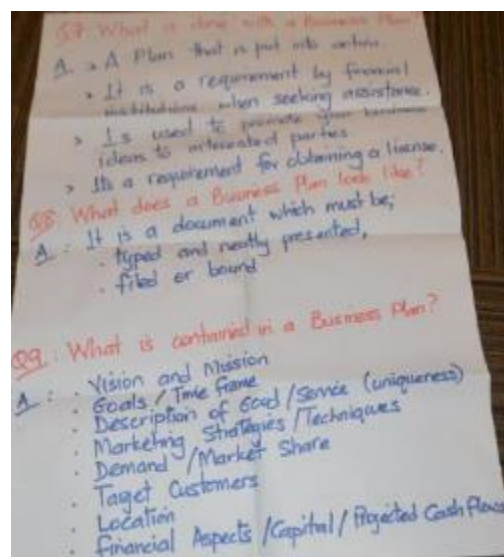
Snapshot of Rina Chand's presentation of Module 8 & 9

Module 8 Activities

TOPIC 4: Sources of Information and Assistance

Activities: Kinds of Information Required by Potential Entrepreneurs

Type	Source
LEGAL -Business License & Tax Registration -OHS Policies -Superannuation	-Local government -Provincial office -FIRCA -Labour Department -Ministry of Health -FNPF
ENVIRONMENT -Location -Support Services	-Ministry for Lands/i-TLTB -feasibility study -Local Government -Utility providers (FEA/WAF)
INFORMATION AND COMMUNICATION TECHNOLOGY -Smart phones, computers, networking (friends, business people) - business magazine/brochures or yellow pages	-internet -business consultants -TV programme (e.g Talk Business) -TV Advertisements
FINANCIAL -Loans -Micro-finance (brochures in banks and bank managers)	-banks (commercial/FDB/Merchant Bank) -NGOs -NCSMED
MARKETING -Suppliers -Customers -Competitors -Locations	<u>Formal</u> -research (internet & cat) -business reports -financial reports - observing customers <u>Informal</u> -community (talanoa & grog)
TECHNICAL -Design -Equipments -Costs involved	<u>Formal</u> -research -experts -customers <u>Informal</u> -friends and club members



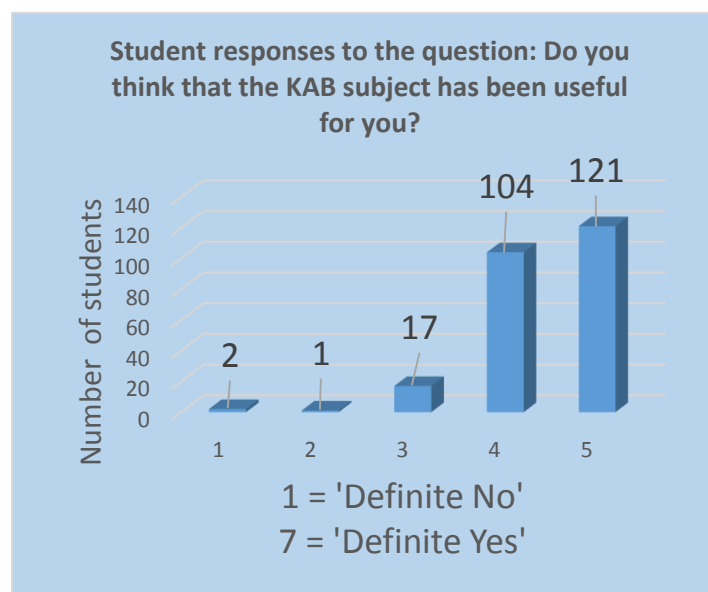
Group work sessions for module 8 & 9



Day 7: Conclusion

The final day of the workshop saw the participants taking on the task of reviewing the entire KAB Modules (1-9). These were discussed in groups and according to the modules that participants had presented on. The discussions were facilitated by each of the trainers who had made presentations on each particular module. Participants were asked to make their comments directly onto a single copy of a set of the modules which would then be correlated and presented as a draft of recommended changes to the Ministry of Education which would be conducting the KAB curriculum review. These recommendations were also discussed as a group to allow for dialogue and clarity.

A presentation on the KAB Fiji Review that had been conducted in 2014 was also done by Ahmad Ali and the findings of this was also discussed with the participants. Many of the findings in the Review also correlated to what the participants had done in the morning session which re-affirmed the need to make appropriate changes to localize the content of KAB. One of the attributes that was highlighted in the presentation was the positive impact that KAB had on students outlook of the future. This is illustrated in the graph.



In conclusion the KAB training workshop was successful in meeting its objective of training participants in how best to teach KAB and sharing different teaching techniques that could be employed. It also provided an opportunity for the training Facilitators to showcase their ability to conduct similar workshops at the National level.

The expectations that participants had at the beginning of the workshop was also reached as many expressed satisfaction and a deeper understanding of the content and felt more comfortable and confident in their ability to teach KAB to their students.

The ILO acknowledges the support and commitment of all stakeholders who participated in the KAB Training Workshop from the 19th – 27th November, 2014. The ILO also acknowledges the commitment of International KAB Trainer and author of KAB, Professor Robert Nelson for conducting a successful workshop.

Thank you very much!

Appendix

1. Information Brief and Programme
2. Participants list
3. Module 1 overview: What is Enterprising?
4. Module 2 overview: Why Entrepreneurship?
5. Module 3 overview: Who are Entrepreneurs?
6. Module 4 overview: How do I become an Entrepreneur?
7. Module 5 overview: How to find a good business idea?
8. Module 6 overview: Organizing an enterprise
9. Module 7 overview: How do I operate a business?
10. Module 8 & 9 overview: (8) What are the next steps to becoming an entrepreneur & (9) how to elaborate one's own business plan
11. KAB Fiji Roll Out – Harry Smith
12. KAB Fiji Review 2014 – Ahmad Ali
13. KAB Games
14. Brainteasers, Energizers and Ice breakers