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# **SEA-Hub Weekly Meeting Curriculum Guide**

For Staff Advisers and Volunteers



## **SEA-Hub Anthem**

**We are the members of SEA-Hub  
SEA-Hub is who we are  
Young entrepreneurs, yes we are!  
SEA-Hub is what we do!**

**Being optimistic with our goals  
Moving to great heights with our dreams  
We are the change makers**

**Yes we are the pacesetters  
Yes we are, Hub of ideas (SEA-Hub!)  
Yes we are the pacesetters  
Yes we are, Hub of ideas  
Focused, determined we shall be  
Our great nation we shall change!**

**SEA-Hub!!! ...Our future is secured**

## Acronyms

BDC	Business Development Committee
BDCN	Business Development Committee Network
BEE	Business Enabling Environment
BMO	Business Membership Organisation
CEFE	Competence based enterprises through the formation of entrepreneurs
CBN	Central Bank of Nigeria
EE	Enabling Environment
FG	Federal Government
GIZ	Deutsche Gesellschaft fuer Internationale Zusammenarbeit
GM	General Manager
GOPA	Gesellschaft Für Organisation. Planung und Ausbildung
GSS	Government Secondary School
LGA	Local Government Area
LGC	Local Government Council
MD	Managing Director
MDA	Ministries, Departments and Agencies
MF	Micro Finance
MFB	Micro Finance Bank
MSME	Micro, Small and Medium Enterprises
NGO	Non-Governmental Organisation
OD	Organisational Development
SEA-Hub	Students Entrepreneurship Activity-HUB
SEDIN	Sustainable Economic Development in Nigeria AKA Pro-Poor Growth and Promotion of Employment in Nigeria.
SME	Small and Medium Enterprises
SWOT	Strength Weakness Opportunity Threat
TOR	Terms of Reference

## Table of Content

SEA-Hub Anthem .....	2
Acronyms .....	3
Table of Content .....	4
Background Information .....	5
SEA Hub Club Meeting Approach .....	6
Weekly meeting program schedule .....	7
Curriculum Time Table .....	7
Pre-Test .....	8
Session One: Welcome Meeting and Understanding SEA-Hub .....	10
Session Two: Personal Attributes and Characteristics of a Successful Entrepreneur .....	13
Session Three: Brainstorming Concept and Generating Business Ideas .....	16
Session Four: Starting A Viable Business with Little or No Capital .....	19
Session Five: Testing Your Business Ideas for Workability and Profitability .....	21
Session Six: Mini Business Planning and SWOT Analysis .....	23
Session Seven: Starting and Running the Business Venture .....	27
Session Eight: Welcome Meeting and Risk Management .....	28
Session Nine: Running The Business (Marketing) .....	31
Session Ten: Running The Business (Production Planning and Organizational Development /Management) .....	34
Session Eleven: Running The Mini Business (Financial Planning and Management) .....	37
Session Twelve: Corporate Social Responsibility (CSR) And Social Innovation .....	41
Session Thirteen: Business Expansion Strategies and Action Planning .....	44
Session Fourteen: Mentoring Meeting .....	46
Session Fifteen: Creativity and Innovativeness .....	47
Session Sixteen: Introduction to Digital Business Model & Digital Marketing .....	49
Session Seventeen: Introduction to The SEA-Hub Competitions .....	51
Session Eighteen: Learning Visit .....	52
Session Nineteen: Preparation for SEA-Hub Competitions .....	54
Session Twenty: Sustainability of Sea Hub Club, Post Test and Handing Over .....	57
Session Twenty-One: Passing Out Ceremony for Out-Going SEA-Hub Members .....	62
Complementary Topic: Migration and Sea-Hub .....	64
References .....	67
Appendixes .....	68
Picture Sources .....	82
Legal Notice .....	83

## Background Information:

The major objective of SEA-Hub is to provide basic entrepreneurship training and professional orientation for selected secondary school students in Nigeria starting from our partner states. The students are taught skills to run a successful business. The SEA-Hub concept fosters opportunity recognition, innovation, risk-taking and critical thinking. The students will also be coached on setting-up and effectively managing an entrepreneurship oriented club to be named Students Entrepreneurship Activity Hub (SEA-Hub).

The students are taught the basics of running a successful business, opportunity recognition, innovation, risk-taking and critical thinking. The students will also be coached on setting-up and effectively managing an entrepreneurship oriented club. Entrepreneurship education benefits students from all socioeconomic backgrounds because it teaches teenagers to think outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instils confidence and stimulates the economy.

SEA-Hub, when effectively implemented will produce thinkers amongst the students, who will go ahead to become job creators after school. The program will create much needed employment opportunities (when students actually start new enterprises) and provide youths with an opportunity to develop new skills and enjoy new experiences.

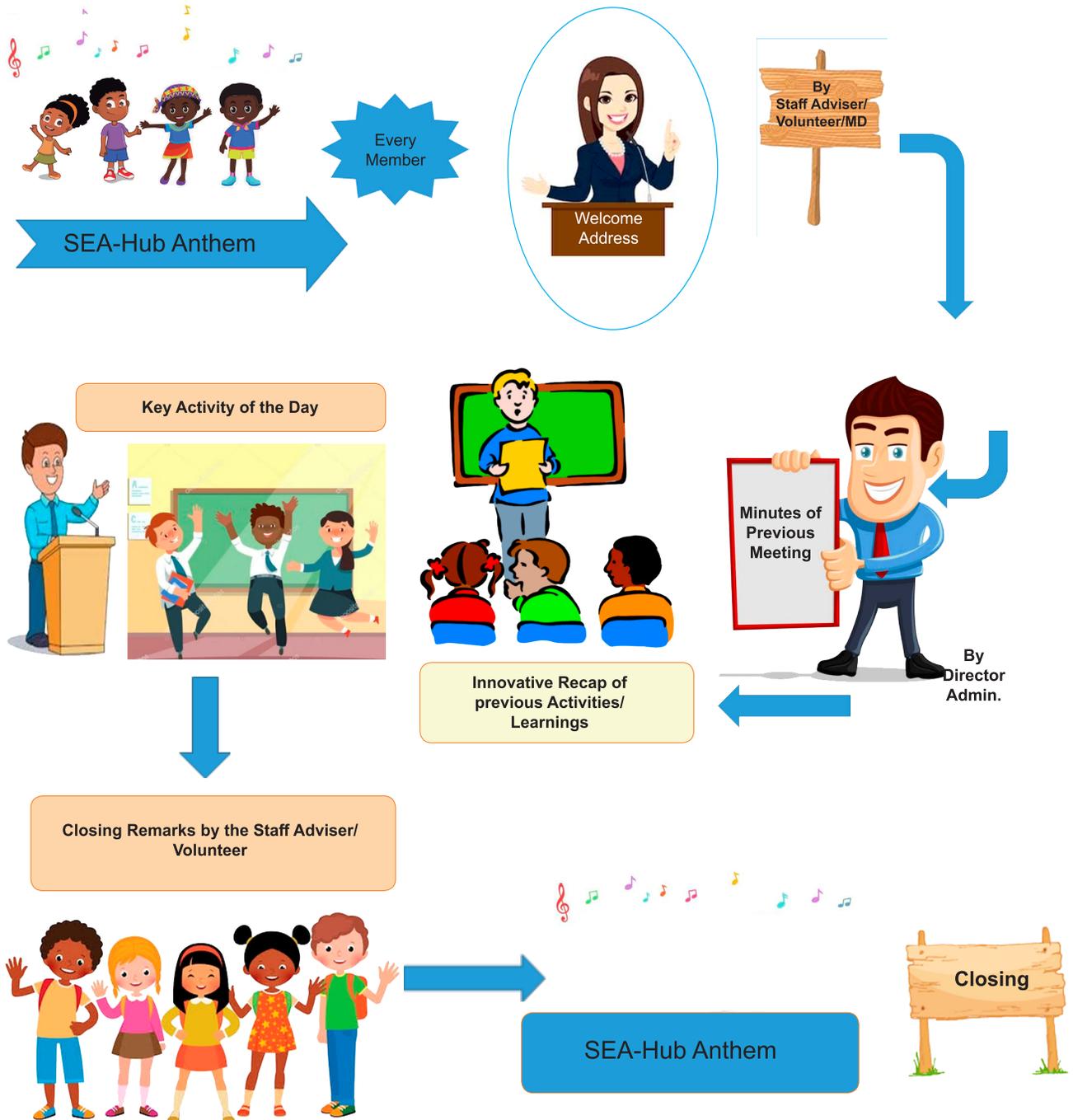
The essence of this curriculum implementation guide is to provide the training facilitator(s) with the required information necessary for the successful implementation of the SEA-Hub Meeting Curriculum. The curriculum is expected to be the guiding tools for ensuring the running of SEA-Hub activities in all the participating schools. This is expected to engender the sustainability of the club while streamlining and regulating the activities towards ensuring uniformity across all participating schools across Nigeria.

The training will be facilitated by either the staff advisers or any other appropriate volunteers who is expected to have a little knowledge and versatility in experiential training method.

The exercises are concise and simple to implement. The facilitators must have familiarized themselves with the material before the meeting day with a view to understanding what is to be done in details before the meeting. The facilitators should do their best in drawing out the required learnings designed for each of the sessions. They must ensure that they carry everyone along and make sure they engage all the students in the group activities. At the end of each session, they must allow ample time for the students to ask questions on grey areas.

Furthermore, they must ensure all take-home activities are returned completed and submitted as the case may be. They must find a way to mildly reprimand defaulters to serve as a deterrent to others.

# SEA Hub Club Meeting Approach



## Weekly Meeting Program Schedule

S/N	Activity	Time Allotted
i.	SEA-Hub Anthem	2 Minutes
ii.	Call to order and welcome address	3 Minutes
iii.	Reading and adoption of minutes of the previous meeting	5 Minutes
iv.	Recap of previous activities/learnings	5 Minutes
v.	Business Activity of the Day	40 Minutes
vi.	Closing Remarks	3 Minutes
vii.	SEA-Hub Anthem	2 Minutes
<b>Total Duration</b>		<b>1:00 Hrs.</b>

## Curriculum Time Table

S/N	Session		Session Focus
1	Session One:	Introduction to SEA-Hub and Understanding SEA-Hub	SEA-Hub Inauguration, SEA-Hub Concept, SEA-Hub Anthem and slogan, election of Board of Directors etc.
2	Session Two to Session Three:	Understanding the attributes of Entrepreneurs and Brainstorming for Business ideas.	Personal Entrepreneurship Characteristics, Brainstorming/ business idea generation/ problem identification/ identify business solution
3	Session Four and Session Five:	Starting Business with little or no capital, Vetting the Business for profitability.	Starting the Business, understanding needs and wants, grouping members to start their mini business.
4	Session six to Session Seven:	Business Planning / SWOT Analysis, fill a Need/ Launch the Business	Finalise on the business Idea and start mini business activity by the different groups.
<b>First Term Break</b>			
5	Session Seven to Session Ten:	Running the mini business, Marketing, Production Planning and Organisational development,	The 7P's of marketing, market penetration, packaging etc. Understanding Vision, Mission and setting SMART Goals. Consolidation of Businesses set up by each group.
6	Session eleven to Session Fourteen:	Expanding the mini business, Bookkeeping, Financial Planning and Management. How to use the proceeds of the mini business to start other innovative businesses/ projects, Mentoring meeting,	Bookkeeping, Financial Planning and Management, Action Planning, CSR and Social Innovativeness, Business Expansion Strategies. Mentoring Visit to SEA-Hub by a mentor.
<b>Second Term Break</b>			
7	Session Fifteen to Session Eighteen	Understanding Creativity and Innovativeness, Preparation for SEA-Hub State and/or National competition as the case may be, Learning Visit,	Digital Marketing, Creativity and Innovativeness, Introduction to SEA-Hub competitions and Learning visit to a successful business enterprises in town.
8	Session Nineteen to Session Twenty-one	Preparations for SEA-Hub competition, Closing of account for the session, graduation of SS3 members, update of SEA-Hub alumni group/data	Closing account, Looking to the future (Future of the club, Future of graduates with respect to the business and SEA-Hub Sustainability.

## Pre-Test:

This is to be administered to the students as soon as they signify their intention by registering to join SEA-Hub and appear for the first meeting.

1. SEA-Hub is a school-based entrepreneurship club where students are taught the basics of running a successful business (True or False).
2. It is impossible to start a business that will be successful with very little or no capital (True or False).
3. It is important for entrepreneurs to assess their own strengths and weaknesses before starting a business (True or False).
4. Being an opportunist and a relationship master is a good quality for an entrepreneur to possess (True or False).
5. Which of the following is not an important question to ask when brainstorming for new business opportunities?
  - a) Which customer needs do you want to satisfy?
  - b) Why do you want a share of the market?
  - c) What do you know about the product or service for this business?
  - d) Who are your competitors?
  - e) None of the above
6. Needs are something that a person desires, either right now or in the future (True or False).
7. Entrepreneurs need to put all ideas to test and ensure viability and profitability in the long run (True or False).
8. I only need to think of the scalability of my business after it has been established and is doing well (True or False).
9. Which of the following is a component of a detailed business plan?
  - a) Competitive Analysis
  - b) Description of CEO's credentials
  - c) Breakdown of Your Products and Services
  - d) Sales Strategy
  - e) Financial Projections
  - f) All of the above
10. A SWOT analysis is essential to understanding a business (True or False).
11. In sourcing for raw materials, one should consider free sources (True or False)
12. Saving for business emergencies should only when convenient (True or False)
13. Compromising customer service at the expense of cost is an important business sustenance strategy (True or False).
14. Place, Price, Packaging, Product and People are the 5 Ps of marketing (True or False).
15. Production is a system that turns inputs such as natural resources, raw materials, human resources and capital into outputs which are products and services (True or False).

16. Mastery is one of the important components of managing production (True or False).
17. It is not important to define a company's vision, mission and values as part of its organizational development (True or False).
18. Goals should always be smart (True or False).
19. Pricing determines the profits that the entrepreneur will make (True or False).
20. Break-even analysis is the estimation of when a business's income exceeds its expenses (True or False).
21. Profit = Price x sales volume (True or False).
22. The purpose of corporate social responsibility (CSR) is to give back to the
  - a) Customers
  - b) Community
  - c) Employees
  - d) Business
  - e) All of the above
23. Strategies for growing a business include all except:
  - a) Market Expansion
  - b) Diversification
  - c) Market Penetration
  - d) Being nice to everybody
  - e) Sales discounts
24. An action plan outlines steps needed to reach one's goals (True or False).
25. Raw materials are an example of fixed costs (True or False).
26. The key benefits of mentoring include all except:
  - a) Securing a lifetime family friend.
  - b) Advice on developing strengths and overcoming weaknesses.
  - c) Guidance on professional development and advancement.
  - d) Exposure to fresh perspectives, ideas and approaches.
27. Innovation is only important at the start of a business (True or False).
28. Digital marketing reduces the cost-effectiveness of a business and makes it difficult to interact with customers (True or False).
29. Which of the following will enhance profits for an entrepreneur?
  - a. Reduce costs of production (business costs)
  - b. Increase Sales volume (turnover)
  - c. Increase price
  - d. All the above
30. An investment in the firm by the owner is called \_\_\_\_\_.
  - a. Equity
  - b. Profit
  - c. Receivables
  - d. Margin

# SESSION ONE

## WELCOME MEETING AND UNDERSTANDING SEA-HUB

### Session Overview:



The purpose of this first session is to fully introduce the students to SEA-Hub and get them to understand the concept, purpose and structure of the club.

### Session Objective:



- To help members fully understand the SEA-Hub structure.
- To introduce the students to the various concept in SEA-Hub.
- To also supervise them in electing BOD's and teach them the SEA-Hub Anthem

### Activity 1: Introduction to the SEA-Hub Concept.

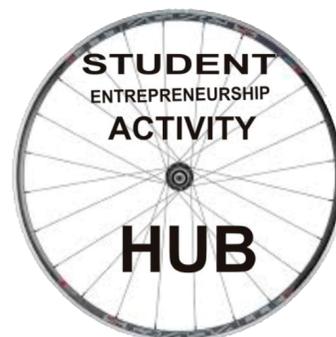
<b>Estimated time:</b>	<b>45.00 Minutes</b>
<b>Type of activity:</b>	<b>Plenary Reviews, Discussions etc</b>
<b>Materials needed:</b>	<b>Flip chart, Markers, Cardboard paper etc</b>

#### Activity implementation:

The adviser or facilitator should go through the whole concept of SEA-Hub with the students. He should take time to explain the individual letters that makes up SEA-Hub, S E A (Student, Entrepreneurship, Activity), Hub, and explain that the Hub represents a convergence at the middle (Hub)

It is a central point where young entrepreneurs will emerge from. The spoke of a bicycle wheel as seen in the figure best describes the SEA-Hub concept.

After the introduction, which should be brief, he should then guide the students through the “Why SEA-Hub” in the curriculum.



### Activity 2: The SEA-Hub Slogan and Membership Title

<i>SEA-Hub Slogan</i>	<i>Membership Title</i>
-----------------------	-------------------------

### Activity 3: The SEA-Hub Motto



The SEA-Hub Motto “Securing the future of young Nigerians” is read out to members and they are asked to repeat it until it becomes memorized.

The Adviser or volunteer as the case may be reads out the SEA-Hub slogan and asked members to repeat until it becomes memorized.



Staff Adviser: **SEA-Hub**  
Student Answer: **Our Future is secured.**

Staff Adviser: Our Future is secured.  
Student Answer: **SEA-Hub**

After the members have mastered the slogan, the facilitator will inform the members about the membership title for SEA-Hub members. Rather than calling each other as mister, brother, uncle or aunty, SEA-Hub members including the advisers are addressed as "Entrepreneur". This title is practiced using the names of some of the members present.



**SEA-Hub Motto: Securing the future of young Nigerians**

#### Activity 4:

##### **The SEA-Hub Anthem**

The Adviser/volunteer writes out the SEA-Hub anthem on a board and asked members to read it out. He then goes ahead to sing it out while the members sing after him. This is repeated until the anthem is memorized by the members.

Refer to SEA-Hub anthem on page 1.

#### Activity 5: THE SEA-Hub Mandate:

These are briefly explained to the students as the summary of the general activities expected in a SEA-Hub calendar year.

- Sensitization and invitation of new members
- Inauguration of SEA-Hub or new members to SEA-Hub as the case may be
- Run innovative mini businesses with little or no capital
- Mentorship session at least once in a session
- Learning visit once in a session
- Annual SEA-Hub Competition:

#### SEA-Hub Logo

The SEA Hub logo, depicted here, which should have been previously drawn on a cardboard or mounted on a board will be introduced to the students and all the aspects explained to them and what all aspects represents.



The two semi-circle beings depict students and young minds in secondary school holding themselves in unity, depicting strength and togetherness. The green colour represents life, renewal, energy, fruitfulness, flourishing and finances. While the blue colour depicts wisdom, confidence and intelligence, blue is also a sign of stability and reliability, which are all hallmark



of the SEA-Hub. The **black SEA-Hub** letters inside depicts the hub of entrepreneurial activities.

**Activity 6:**  
**Election of Board of Directors (BOD)**

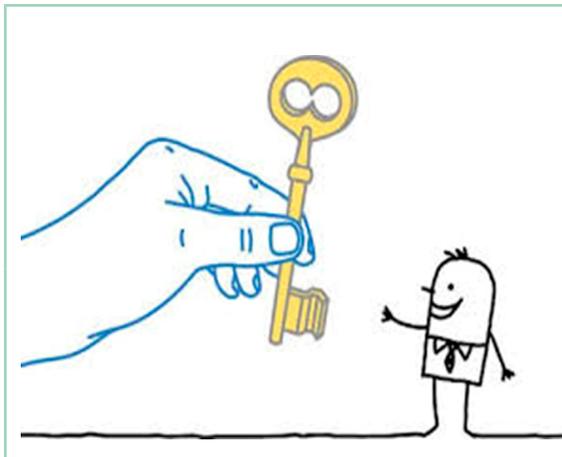
Nominations from members into the listed SEA-Hub executive offices are made. If more than one person is nominated for an office, election using voice vote or raising of hands (whichever is most convenient) is called. If only

one nomination is made for an office, the person is returned elected un-opposed. All elected members are inaugurated. Relevant sections of the SEA-Hub constitution are read out to them and they are made to sign an undertaken of good behavior, which is collected and kept in the custody of the Staff Adviser.

- |                             |       |
|-----------------------------|-------|
| Managing Director           | (MD)  |
| Assistant Managing Director | (AMD) |
| Director of Administration  | (DA)  |
| Director of Finance         | (DF)  |
| Director of Marketing       | (DM)  |



**Take Away:**



Students are to memorize all concepts learnt today before the next meeting.

At the next meeting, students should be able to recite the SEA-Hub Anthem. They must also be able to name all steps of the SEA-Hub Mandate.

From this meeting forward, all members would be addressed by the new title (Entrepreneur). E.g. Entrepreneur Ngozi, Entrepreneur Hadiza, Entrepreneur Segun etc.

## SESSION TWO

### PERSONAL ATTRIBUTES AND CHARACTERISTICS OF A SUCCESSFUL ENTREPRENEUR

#### Session Overview:



Entrepreneurial competencies and individual characteristics include both attitudes and behaviours that enables entrepreneurs to achieve and maintain business success. These entrepreneurial competencies are comprised of the entrepreneur's motives, traits, self-image, attitudes, behaviours, skills and knowledge. These PECs i.e. entrepreneurial behaviour are learnable through practice as competencies. With enough practice the PECs become the driving force of successful entrepreneurial ventures. In this session, students will learn various personal attributes and characteristics necessary for the success of any entrepreneur. These attributes are also called personal entrepreneurial competencies (PECs).

#### Session objectives:



- To Identify and imbibe personal entrepreneurial characteristics required for business success.
- Help participants reflect on their own behaviours.
- Identify characteristics aspects that should be improved on.



#### Review of previous take home activity

The adviser will do a short recap of the previous session and request for feedback, especially concerning the take home activity.

#### Activity 1: Understanding Personal Attributes and Characteristics of a Successful Entrepreneur

<b>Type of activity:</b>	<i>Class work, Plenary Discussions</i>
<b>Estimated time:</b>	<i>30 Minutes</i>
<b>Materials needed:</b>	<i>Blackboard/chalk or whiteboard/marker, Sheets of Paper.</i>

#### Activity implementation



The exercise is about evaluating the entrepreneurial characteristics that make entrepreneurs successful using local entrepreneurs' lives as a basis or case study. Nationally we have successful entrepreneurs like Akijo Dangote, Tony Elumelu, Folorunso Alakija etc. The students will be asked to list the names of successful entrepreneurs in their locality while the list is captured on a black/whiteboard. One of such successful entrepreneurs is selected and in plenary the students list the unique characteristics they know of the chosen entrepreneur. These characteristics of the chosen entrepreneurs are discussed.

The aim is to highlight those characteristics that can make an entrepreneur successful and why it is important to imbibe them to become successful.

After listing the various characteristics and traits that enhance the entrepreneurial success of the entrepreneurs listed, the facilitator will process using the following questions.

- Why are these characteristics important in business?
- How can these characteristics be developed?
- In which situations would you require some of these characteristics?
- Which is the most important of these characteristics for business success?
- What do you do if you lack these characteristics?
- How can you improve on these characteristics?

- Hard working
- Optimistic and forward looking
- Totally committed
  
- Frugal and discipline
- Ongoing learning
- Relationship Masters
  
- Persistent and Determined
- Risk Takers
- Opportunist
- Flexible
- Innovative
- Trustworthy and honest
- Self-responsible.

The facilitator must ensure participants understand how the characteristics can affect success in business and how they can develop their own characteristics. He should also link the entrepreneurial characteristics to real situations.

After processing, the participants are guided into the ‘**HOT FOR PROFITS**’ characteristics.

They are guided to use the acronym **HOT FOR PROFITS** to memorise the listed characteristics.

The staff adviser then encourages them to access how **HOT FOR PROFITS** they are using the chart below.

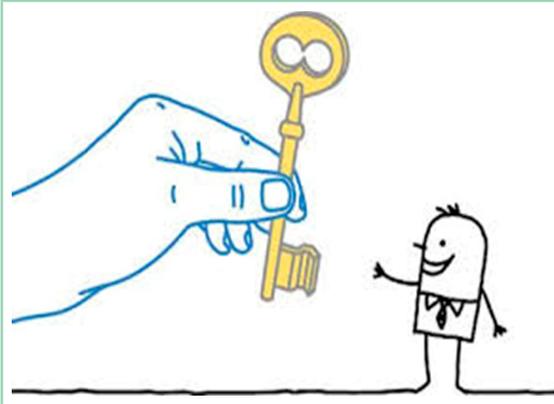
Accessing your Personal Entrepreneurship Competencies				
PEC Characteristic	Very Strong	Strong	Average	Weak
<b>Hard working</b>				
Optimistic/forward looking				
<b>Totally committed</b>				
<b>Frugal and discipline</b>				
Ongoing learning				
<b>Relationship Masters</b>				
<b>Persistent and Determined</b>				
Risk Takers				
<b>Opportunist</b>				
Flexible				
<b>Innovative</b>				
Trustworthy and honest				
<b>Self-responsible.</b>				

*Tick whichever is applicable: Very Strong, Strong, Average, Weak.*

**Grading**  
 Very Strong 4, Strong 3, Average 2, Weak 1

52-39 – Very Good Entrepreneur  
 38-25 – Good Entrepreneur  
 25-13 – Average Entrepreneur  
 13-0 – Weak Entrepreneur

**Take Away:**



Each student to access their PEC's using the criteria discussed.



## SESSION THREE

### BRAINSTORMING CONCEPT AND GENERATING BUSINESS IDEAS

#### Session Overview:



To introduce members to Brainstorming Concept and strategies for Generating Business ideas.

#### Session Objectives:



By the end of the session participants will:

- Be able to identify business opportunity in their area.
- Understand that all economic activities must be based on needs.
- Realize that a problem in a market or community represents an opportunity for entrepreneurial action by a group or individual.
- Form themselves into groups to begin their mini business.

#### Activity 1: Brainstorming Exercise

The goal of this exercise is for members to generate great amount of product and service ideas as a basis for the identification of an idea of business. It involves passing a ball around and every one that gets the ball has a few seconds to mention a product or service without repeating one that has been mentioned before.

<b>Estimated time:</b>	25.00 Minutes
<b>Type of activity:</b>	Plenary Reviews, Brain storming activity, Discussions etc
<b>Materials needed:</b>	Soft Ball, Flip chart, Markers, Cardboard paper etc A fast writer to list business ideas that come up on flipcharts/cardboards.

#### Activity implementation:



The participants are formed into a circle while the facilitator introduces the task of the exercise with the instructions, which are then written on a flip-chart.

The softball provided will be tossed around from person to person in no specific order. The person who receives the ball will name an idea in 5 seconds, in case he can't make it, he says "I pass". A tape will be placed on the fore-head of anyone who wasn't able to name an idea in the allotted duration by the facilitator. Anyone with up to 3 tapes on his forehead will be

asked to sit down. The goal is to have a King or Queen of Ideas (Which is the last man or woman standing).

### Exercise Instructions

- As soon as the ball gets to you, you must name a product or service idea.
- All members of the group must participate.
- As many ideas as possible must be generated, the more the idea, the better.
- No idea must be criticized, no idea should be blocked, even if they seem absurd or foolish and no participant must be laughed at for their idea.
- No repeat of ideas that have already been mentioned

The exercise finishes when there is a great amount of ideas and participants shows signs of fatigue and the free flow of ideas reduced or we reach the last person after every other person has already received 3 tapes on their forehead.

**Note:** The Adviser must try and make this a fun activity and allow free flow of Ideas (no matter how crazy). If possible, crown the King or Queen and present a small gift.

### Relevant Energizer

#### Activity 2: Idea Screening and Business Group formation

<b>Estimated time:</b>	20.00 Minutes
<b>Type of activity:</b>	Plenary Reviews, Brain storming activity, Discussions, Group Work etc
<b>Materials needed:</b>	Flip chart, Markers, Cardboard paper etc A fast writer to list business ideas that come up on flipcharts/cardboards.

This next exercise will screen all ideas previously generated towards ensuring a sizeable idea. All business ideas generated and captured on the flip chart or black/white board from the idea generation exercise are then screened using the criteria below.

At the end of the exercise, and using the screening criteria listed above, the ideas generated are screened to between 4 and 6.



1. Is there sufficient demand for the business idea?
2. What are your own capabilities or knowhow about the idea?
3. Can this idea be implemented with little or zero capital?
4. Do you have enough financial resources sufficient to start (at least 50% of estimated project cost)

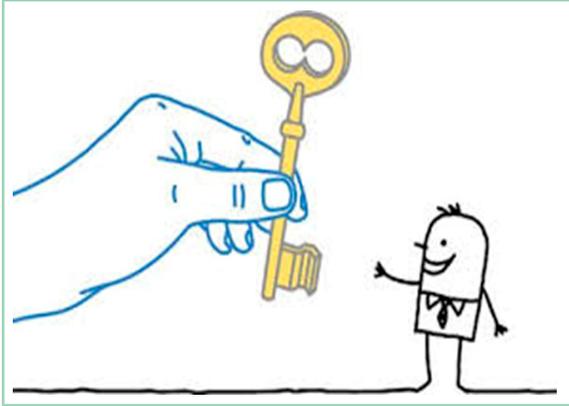
Depending on the total number of t/he students/participants, they will be divided into maximum of 3 Business Groups. Each group will take a preferred business idea as the business idea for their group.

How can we package and position our business idea in this environment so that students, our

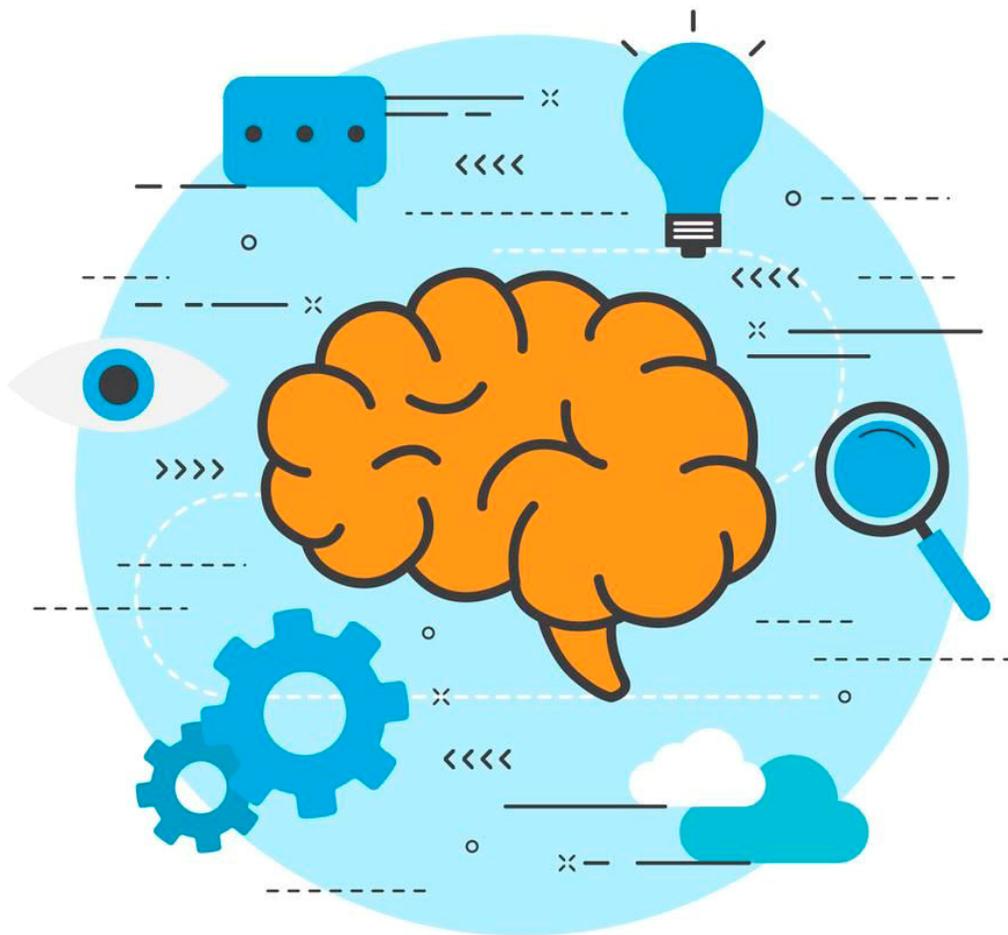
teachers or parents can patronize?

These should be considered as possible businesses for the students to start with emphasis on little or no capital.

**Take Away:**



Each group as formed during the 2nd exercise to develop their unique business Idea before the next business meeting.



## SESSION FOUR

### STARTING A VIABLE BUSINESS WITH LITTLE OR NO CAPITAL

#### Session Overview:



creative ability.

One of the main components of the SEA-Hub concept is that mini-businesses are expected to be established with little or no capital. This session entails the facilitation of a general class discussion to be led by the Staff Adviser on how the students can start their businesses with little or no capital. They will also be given examples of businesses they can start with little or no capital to ignite their

#### Session objectives:



- This session will provide relevant information and insight into how participants can look beyond money in the drive to start and grow their business.
- To help participants look inwards and creatively consider various non-cash capital that they have that can be leveraged to get their business rolling.
- At the end of this session, the students will be fully informed to kick start their various businesses.



#### Review of previous take home activity

Before going into the activity for the day, the adviser will ask each business group to give the unique business idea they came up with after the last class and its present status.

#### Activity 1: Understanding the Difference between Needs and Wants

<b>Type of activity:</b>	<i>Plenary, Case studies, Scenario discussion.</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Black/White board and marker, Papers etc.</i>

#### Activity implementation:



The facilitator will test the students' knowledge by asking from the students randomly the meaning of needs and later want. The response from the students are written down on the board. He will then ask for the difference between need and wants. After all submission, he/she will review all the answers with the students and lead them into a deep understanding of needs and wants. Needs are "must haves" while wants are "nice to haves". He will explain in

details the reason for this understanding to them as entrepreneur. As entrepreneur, you must be able to clarify your purchases so your money does not go down into irrelevant purchases.

### Relevant Energizer.

### Activity 2: Class Discussions on Starting Business with Zero Capital

<b>Type of activity:</b>	<i>Plenary, Case studies, Scenario discussion.</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Softball, papers etc.</i>

#### Activity implementation:

- The facilitator will guide the students into a general class discussion on the various strategies that can be employed to start a business with little or no startup capital.
- The teacher, using his personal discretion will throw the softball to different students in the class. Whoever picks the ball amongst the students will respond by stating his/her own strategy for starting or running a business with little or no capital. After the response, the ball is thrown back to the facilitator. If the response by the student is acceptable, the teacher asked the class to celebrate the particular students.
- After the exercise, the facilitator will guide the students into the various strategies as listed in the training manual.
- He/She will also take time to break-down some of the concept in the way that they become understandable and implementable for the students.
- The class will also discuss the session on the types of businesses that they can start with limited capital. This is to open their minds to low capital business opportunity around them and to aid them in determining the businesses they want to choose and implement as their SEA-Hub Business project.



#### Take Away:



Each group as formed during the 2nd exercise to develop their unique business Idea before the next business meeting.

## SESSION FIVE

### TESTING YOUR BUSINESS IDEAS FOR WORKABILITY AND PROFITABILITY

#### Session Overview:



The Unique Selling point of SEA-Hub is empowering the students with adequate capacity in creating innovative business solutions that requires very little or no startup capital. This session intends to task the creativity of SEA-Hub members after brainstorming and gathering business ideas to ensure the workability and profitability of the ideas.

#### Session objectives:



This session will help students look inwards and creatively consider various non-cash capital that they have that can be leveraged to get their business rolling.



#### Review of previous take home activity

Before the business of the day, the adviser will ask for feedback concerning the previous day's assignment and offer relevant insight.

#### Day's Activity: Group Work and Presentation.

<b>Type of activity:</b>	<i>Group work, Case studies, Scenario discussion.</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Blackboard/chalk or whiteboard/marker, Sheets of Paper.</i>

#### Activity implementation:

The participants are grouped according to the business idea they chose in the previous session. The group will elect a leader and a presenter that will represent on their behalf during plenary presentation.

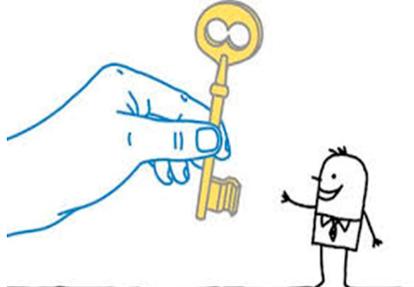
Upon separation into their various groups, the staff adviser will then ask each group to come up and present the various strategies they can employ to start and grow their chosen business with zero capital or the smallest amount of capital, and also the strategies that will ensure the business generates profits and is eventually sustainable.



The groups will be given 15 minutes to prepare and write down their points on a flip-chart which will be distributed to them during the brainstorming session. After the group work and return to plenary, each group is given 7 minutes each to present their points while other members and Staff Advisers critique and make relevant input.

The group with the best strategy is rewarded with marks to get the best group or the most innovative. The adviser should ensure that the competition created is healthy and only spurs the students interest in the activity. Watch out for unhealthy rivalry between the groups and students and quickly nip this in the bud by appropriate counselling.

**Take Away:**

	<p>Each group to use Feedback received to adjust and improve on their chosen business Idea</p>
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## SESSION SIX

### MINI BUSINESS PLANNING AND SWOT ANALYSIS

#### Session Overview:



This session will introduce SEA-Hub members to the need for having a Business Plan and testing the business using the SWOT analysis before embarking on the business. It will also expose them to the strategy for drafting a simplified business plan that will stand as a guide for their proposed businesses.

#### Session objectives:



- To introduce the students to business plan as a veritable tool in ensuring business success
- To enhance and develop business planning knowledge & skills
- To develop the competencies of participants on business planning and SWOT Analysis.

#### Day's Activity: Business Plan Development Exercise

<b>Type of activity:</b>	<i>Group work, Case studies, Scenario discussion.</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Blackboard/chalk or whiteboard/marker, Sheets of Paper.</i>

#### Activity implementation:



The students will be guided in a plenary discussion on the benefits of business plan in the success of any business. The facilitator will go through the components of a good business plan and take the students through the mini business plan template presented below.

After the review, the students will go back to their various groups to develop business plans for their various businesses.



## SAMPLE SIMPLE BUSINESS PLAN TEMPLATE

### MY BUSINESS PLAN

#### Goals:

What am I going to sell or produce? \_\_\_\_\_

In what markets will I sell? \_\_\_\_\_

How much (quantity) do I intend to produce? \_\_\_\_\_

How much (quantity) do I intend to sell? \_\_\_\_\_

What price do I expect to receive? \_\_\_\_\_

#### Resources:

What do I need to successfully achieve this plan?

Land (Size) \_\_\_\_\_ Cost \_\_\_\_\_

Inputs \_\_\_\_\_ Cost \_\_\_\_\_

Tools \_\_\_\_\_ Cost \_\_\_\_\_

Labour \_\_\_\_\_ Cost \_\_\_\_\_

Cash \_\_\_\_\_ Cost \_\_\_\_\_

Credit \_\_\_\_\_ Cost \_\_\_\_\_

TOTAL CASH resources needed \_\_\_\_\_

What are the months that I will have the highest need for cash? \_\_\_\_\_

What information do I need to complete my plan? \_\_\_\_\_

Where will I get this information? \_\_\_\_\_

#### When will I do the following key activities?

Purchase inputs: \_\_\_\_\_

Apply for credits: \_\_\_\_\_

Sell my produce: \_\_\_\_\_

Template Source: @ GIZ\_SEDIN

## Relevant Energizer

### Activity 2: Understanding SWOT Analysis

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc.</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Blackboard/chalk or whiteboard/marker, Sheets of Paper, SWOT Analysis Chart etc.</i>

#### Activity implementation:

The facilitator/Adviser will lead the students in a discussion on the meaning of strengths, weaknesses, opportunities, and threats. After getting several definitions and meaning from the students, he quickly aligns the student's opinion in this line.

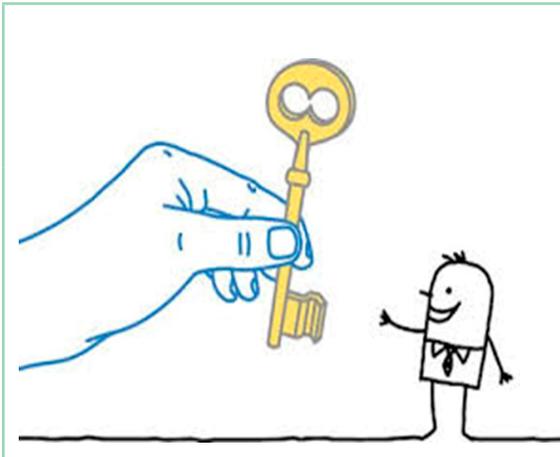
INTERNAL FACTORS	
<b>Strengths</b>	What is your business team really good at? What do they offer people that others can't or don't?
<b>Weakness</b>	What are some things that your team is not very good at, that others do much better?
EXTERNAL FACTORS	
<b>Opportunities</b>	What are some areas that your business group could thrive in that it isn't currently taking advantage of?
<b>Threats</b>	What are some external factors—competitors, consumer demand, economic conditions—that could make it more difficult for your team to succeed?

#### SWOT Analysis Template

The class is hereafter shared into their various business groups after which the SWOT analysis template below is distributed to each group. They are to copy and fill in with the strengths, weaknesses, opportunities, and threats of their group business.

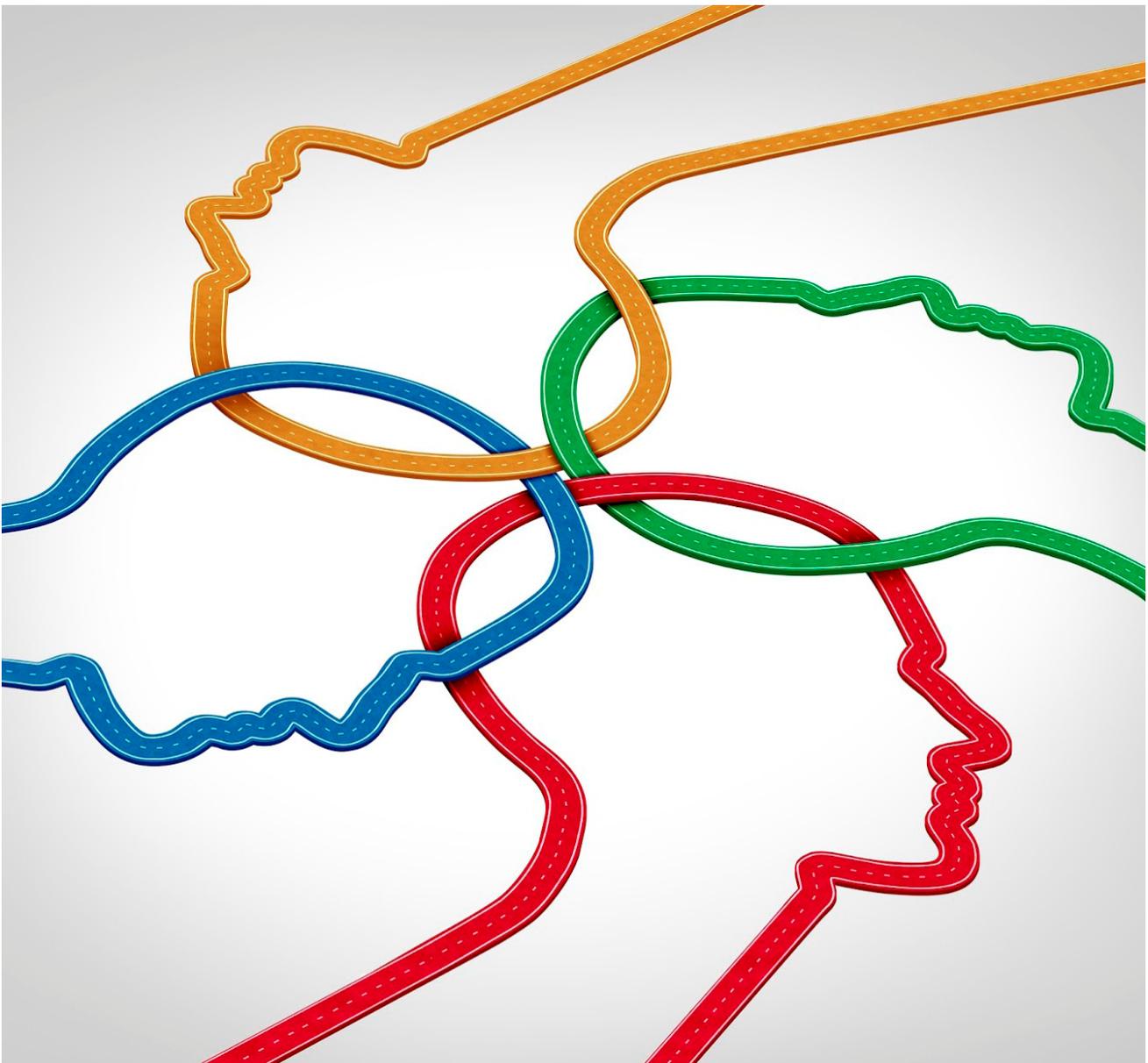
STRENGTHS		WEAKNESSES	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
OPPORTUNITIES		THREATS	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

**Take Away:**



Each group to do SWOT of their business idea and also complete business plan for the business.

Each group to source raw materials, production equipment, packaging materials and develop market entry strategy.



# SESSION SEVEN

## STARTING AND RUNNING THE BUSINESS VENTURE

### Session Overview:



This session will avail all groups opportunity to present the start status of their new businesses to the house in plenary. As they present, the Staff Advisers and others will review and offer necessary feedback. At the end, the advisers will provide necessary feedback in strategies to help sustain their various businesses.

### Session objectives:



The main objective is to serve as a peer learning avenue for all members to find out what others are doing well and what they can learn from others to improve what they are already doing.



### Review of previous take home activity

1. Before the business of the day, the adviser will ask for feedback concerning the previous day's assignment especially the group business plan and their unique business SWOT Analysis. He/she will also request for their business strategy and offer relevant insight.
2. The adviser will also ask each business group to give the present status of the businesses they just started. He/She will ask them about the business they have just started, what materials they have gotten, what sales they have made, how much profits/loss they have made etc.

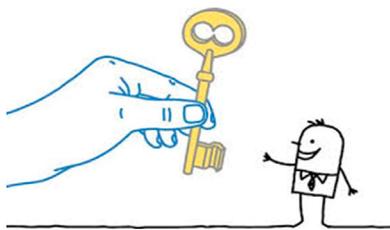
<b>Type of activity:</b>	<i>Plenary Discussion, Class work</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Nil</i>

### Activity implementation:



Each business group will do a short presentation of the status of their business. The staff advisers are to use the "Strategies for sustaining your business Venture" contained in the curriculum and other real-life experiences to give feedback to the presentations. Encourage them to continue to do their best to make their business successful.

### Take Away:



Each group to use Feedback received to improve on their business operations during the holiday.

Take full records of business conducted during the holiday for presentation at resumption in the next term.

# SESSION EIGHT

## WELCOME MEETING AND RISK MANAGEMENT

### Session Overview



The main purpose of this session is to highlight risk as an integral part of business, discuss the practical approach to risk management/risk controlling and to suggest approaches to taking minimal and calculated risks in line with the SEA-Hub mini businesses.

### Session Objective:



The objective is to learn how to foresee what could go wrong in your business and what you can do to proffer solutions and how to make decisions based on the DECIDE model.

For participants to internalise the importance of personal entrepreneurial qualities as risk taking and the development of strategies

- To evaluate alternatives
- To make best decisions
- To enable solid implementation plans
- Helps to simulate risks involved in business start ups



### *Review of first term and holiday activities*

Before the business of the day, the adviser will ask for feedback concerning the holiday's assignment and offer relevant insight.

<i>Type of activity:</i>	Basket-ball exercise, Plenary Discussion, Class work
<i>Estimated time:</i>	45 Minutes
<i>Materials needed:</i>	Waste basket, small football, board and markers

### **Activity implementation:** Basket-ball exercise

This is an exercise that will make the participants experience the need to formulate appropriate strategies in certain situations.

The trainer explains to the participants that they should form groups (or companies) consisting of five to six members each. Each company is required to make specified real money investment. The companies will compete in a Basket-Ball market as each group throws the ball into a Trash Basket following specified rules and in return for specified points. The game is played in three rounds during which the members of the companies decide jointly about the risk to be taken by every active player. There are always only three active players per company and round. The other members act as silent partners. The rules of the game change from

round to round in order to simulate different market conditions. The companies' success or failure depends on their capability to develop and effectively employ suitable strategies to match the players' skill with the distance from which the Balls are to be thrown and the changing conditions

#### Basket-ball exercise rules

- Three Companies are participating
- Real Money investment
- Distances are chosen by individual company with 3 shots per member
- Participants names are written
- Trial shots at N20.00
- Results are announced and recorded
- Final results declared and winner group will be rewarded
- Registration is N50.00

#### Distance Multiplier Chart

Distance	Multiplier
2m	1
3m	2
4m	4
5m	8
6m	16
7m	32
8m	64

#### Activity 2: plenary

The winning and the losing teams are asked in turns what they did right or wrong, what were the learning points? The exercise will be used to effectively discuss risk management and risk controlling as it relates to their SEA-Hub or personal businesses. While the conclusions below are arrived at.

#### Risk Controlling

- Risks, defined as the dangers or wrongs that can happen, are unavoidable occurrence that can affect any business.
- The act of thinking of the danger that can occur in the future
- Finding solutions to handle danger
- It is requested by banks to determine the credit worthiness

#### Types of risks

Risks are generally divided into different types depending on from where they arise. Examples are:

- Minor/Ignorable risks (minor likelihood of occurring)
- Nuisance risks (occur because of carelessness or lack of proper management)

- Insurable risks (risks with major consequences, relatively unlikely to happen, but should be insured)
- Company risks (high likelihood of occurrence and have major consequences)

### Risk Management Strategies

There are four common ways to respond to risk:

- Accept the risk
- Transfer the risk
- Reduce the likelihood / impact of the risk
- Avoid the risk

## DECIDE Model

The DECIDE Model describes a step-by-step process for decision making and it helps you to improve your decision-making skills, which leads to more effective decisions.

- D** Define the problem
- E** Establish the criteria
- C** Consider all the alternatives
- I** Identify the best alternative
- D** Develop and implement a plan of action
- E** Evaluate and monitor the solutions and feedback

#### Decide what to do

- ✓ Can you define risks for your business?
  - ✓ What will you do to overcome the risks?
  - ✓ Which precautionary measures are in place in your business?
- Have you considered all possible risk for your business?



### Remember

Risks come in different forms. They can be minor, insurable, nuisance etc., hence there is need to be well informed about them and well equipped to handle them.

<b>Take Away:</b>	
	<ul style="list-style-type: none"> <li>▪ Can you define risks for your business?</li> <li>▪ What will you do to overcome the risks?</li> <li>▪ Which precautionary measures are in place in your business?</li> </ul> <p>Have you considered all possible risk for your business?</p>

## SESSION NINE

### RUNNING THE BUSINESS (MARKETING)

#### Session Overview:



This session seeks to introduce the students to marketing and how effective marketing activities can impact on the success of their entrepreneurship endeavours. The students will be introduced to the 5 P's of marketing using an activity and taught how to take advantage of the concept to grow their business.

#### Session objectives:

By the end of the session participants will:



- Understand the importance of the five P's (Place, Price, Product, Packaging and Promotion).
- Understand the relationship between the five P's.
- Understand the link between the five P's and customers, competitors, suppliers, etc.
- Be able to describe the different P's in detail.
- Develop a marketing strategy using the five P's.



#### Review of previous take home activity

The adviser will do a short recap of the previous session and request for feedback, especially concerning the take home activity.

#### Activity 1: Understanding the 5 P's of Marketing

<b>Type of activity:</b>	<i>Role Play, Class Activity</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Items to be sold, Black/whiteboard,</i>

#### Activity implementation:

##### Advance Preparation

- Before the session starts, the facilitator will ask five volunteers to bring objects/products to be sold (you can put a price limit on the items if necessary).
- Inform all participants that there will be exciting products for sale and that they should bring money if they wish to buy something. (Paper money could as well be used alternatively, But the students must assume and treat the paper money as real money).



## Facilitation STEPS

- Introduce the activity to the participants.
- Reiterate that anything sold will be sold for good. Products can neither be exchanged nor reimbursed at the end of the exercise. (even when paper money is used, the teacher has to be firm and treat like real money with appropriate value)
- Participants must carefully note all their cash transactions.
- Allow the sellers (the volunteers who have brought products to the session) five minutes to prepare their market stalls. Tell them that they have to select their own selling places.
- once the sellers have set up their stalls, invite buyers to the minimarket giving them 10 minutes for buying and selling.
- Sellers and buyers can freely address each other as though they were in a real marketplace.
- Negotiations may take place, but buyers need to pay cash immediately to settle a deal.
- Buyers are bound to purchase at least two products/services, but if they so desire, they may buy more. Tell buyers that they must later state why they decided to purchase an item. The facilitator should make notes of observations of the different strategies used by both sellers and buyers.
- After 10 minutes, close the market and ask the participants to sit down again so that their transactions can be recorded.

## Processing

- Ask the sellers and buyers how they think the transactions went?
- How are they are feeling (happy, frustrated, etc.) and why?
- Write their responses on the black/white board.
- Inquire of those sellers who failed to sell any products why they think they failed. Note their answers on the flip chart/board.
- Facilitate a discussion and make sure that the following points are addressed:
  - The needs of the buyers were not researched.
  - Quality did not meet buyers' requirement (Product).
  - The product was too expensive, or too cheap (PRICE).
  - The seller's style was too passive or aggressive (Person, Promotion).
  - The seller could not get close enough to buyers (PLACE).
  - The container or package of the product was not enticing or convincing enough (PACKAGING)

**Note:** Other reasons may also be noted. Do not yet mention the terms PRODUCT, PLACE, PRICE, PACKAGING and PROMOTION if the participants themselves do not mention them.

- Now ask those who sold their products or services to state their "secrets" of success. Note their answers on a separate flip chart sheet. Pay particular attention if anyone mentions any of the four Ps specifically.
- Ask the successful sellers if they were able to obtain the price they had set prior to the start of the activity. If yes, how? If no, what happened?
- What is the relationship of negotiation to selling price (profit margin)?
- Ask observers to point out the sellers they felt understood the concept of demand? How

did these sellers assess buyers' needs? The answer you are looking for is that these sellers may have observed certain behaviors that helped in assessing a buyers' need.

- Ask participants to identify some risks associated with making assumptions about buyers? The point you want to make is that sellers must make informed guesses about potential buyers, but uninformed assumptions can be risky.
- Ask participants how they could have checked their assumptions. The answer you are looking for is that they could have conducted a simple interview of potential buyers to better understand their needs and wants.
- Now ask each of the buyers to report what they purchased and why?
- Were buyers tempted to buy something that they really did not need, purely because of a seller's persuasion strategies? If so, ask the persuasion technique used.
- What other aspects motivated the buyers to purchase a product? Were their needs surveyed by any of the entrepreneurs?

The facilitator will now introduce each of the P's and wrap up the exercise by highlighting their importance. Emphasize that those who properly practice the P's have a greater chance of successful selling. It is all a matter of effective planning:

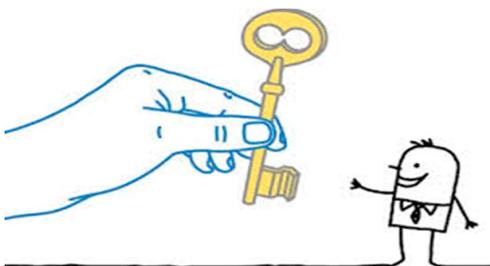
Ask participants what they have learned from the minimarket exercise? The answer you are looking for is that focusing on the 5 P's is fundamental to ensure the success marketing of any business. The five P's as outlined in the curriculum provides a framework to guide the planning process.

### Practical Application of the Five P's

- Divide participants into small working groups, preferably according to their business ideas group.
- Ask each participant to define the five P's for his or her individual project. Encourage participants to elaborate on their marketing strategies.
- At the end of the session, ask two or three volunteers to share their marketing strategies with the group.

Encourage active discussion so that all participants understand the relationship between the P's and appropriate marketing strategies

### Take Away:



Each group to use Feedback received to improve on their Marketing operations in their mini businesses.

Apply the lessons learnt on the 5Ps to the marketing of their mini businesses

## SESSION TEN

### RUNNING THE BUSINESS

#### (PRODUCTION PLANNING AND ORGANIZATIONAL DEVELOPMENT/MANAGEMENT)

**Overview:**



Two major activity will be undertaken in this session. The first will seek to review the production activities of each of the business group. Their individual strategies will be evaluated with the view of providing necessary insight that can enhance their operations and output.

**Session objectives:**



By the end of this session, The students will:

- Become more informed concerning their production process and how to make it better
- Understand the concept of Production Planning and Management
- Organisational Development and Management
- How to set realisable goals.



#### Review of previous take home activity

The adviser will do a short recap of the previous session and request for feedback, especially concerning the take home activity.

**Activity 1: Production Management Process**

<b>Type of activity:</b>	<i>Plenary Reviews, Group Work, Discussions etc</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Various coloured cardboard paper cut into size, Black/whiteboard, chalk/marker</i>

**Activity implementation:**



The facilitator will ask the representatives from the various business groups to outline and present their product production processes in class during plenary.

They will be given enough time to demonstrate their business production process to the whole class while everybody looks on and takes note.

The various presentations will be discussed by everyone during plenary, necessary critique and advise will be offered. The staff adviser will observe each group and provides insight on

the production and management approach of all of the businesses.

After the group presentation, the staff adviser/facilitator will lead the students through the 6 M's of production management as outlined in the curriculum.

## Relevant Energizer

### Activity 2: Organisational Development/Management

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>30 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker</i>

### Learning objectives

- Understand what “goals” are and how to set SMART goals.
- Understand the factors that may have an impact on the accomplishment of goals.
- Emphasis the importance of goal setting for the sustainability of an association

### Materials required

#### Activity implementation:

Ask the participants what they consider to be a “goal” and how it can be defined. Note participants’ answers on flip chart or board.

- Divide the participants into two groups and assign the task: **“You have 5 min time to plan and decide upon a goal that you can achieve within this room within 2 min, your goal must be written on an index card.”**
- Provide the two groups with different color index cards (one card per participant) and with markers.
- Ask the participants to fix their goals on the board - group A on the left side, group B on the right side.
- Ask them to make themselves familiar with the goals.
- Randomly select 3 volunteers to represent each group. Give exactly 2 min for the volunteers from the 2 groups to implement their stated goals one after the other.
- After the implementation of the goals by each group, ask the observers whether or not the stated goal was achieved.
- Ask all observers to report back to the class.
- Check for falsely reported achievement of goals.

### Questions for debriefing

- (1) Who has achieved his/her goal (note on the index cards)?
- (2) Why did you set this goal?
- (3) Was it easy to set your goal?
- (4) Was it easy to implement and achieve it (take the observed examples)?
- (5) Why could you achieve your goal? Why not?
- (6) What general factors may influence your accomplishment and the achievability of your goals (planning, preparation, resources, external factors, conflicts)?

The activity is summarized by using the key points obtained during task execution and debriefing discussion and lead the participants to develop the “SMART” rule. Note it on board or flip chart.

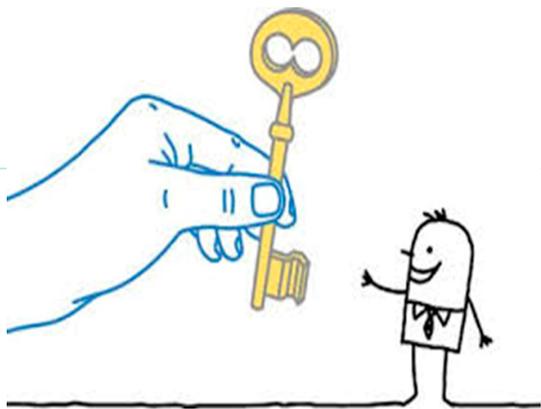
The participants will be asked to come up with a goal that is SMART, preferably a (business) goal for their real life/Group Business endeavours and discuss if the examples they give are SMART. If not (so much), they are assisted to re-phrase them into SMART goals.

After the exercise, the facilitator must ensure to link the learning and relate it to that of a business group. The Business Group has to understand how to set SMART goals and build plans towards achieving the goals.

After the SMART GOALS Exercise, the participants will be introduced to organisational management and planning as a tool for successful business engagement. The facilitator will lead the students into understanding the following concept and their relevance in pursuing business engagement activities.

- i. Mission
- ii. Vision
- iii. Values
- iv. SMART Goals
- v. Mission Statement
- vi. Vision Statement

**Take Away:**

	Set a SMART Goal for your SEA-Hub
	Each group to use Feedback received to improve on their production operations and organisational management.
	The heads of all the various Business Groups are to form a planning team and decide on the successful entrepreneur to be invited for the upcoming SEA-Hub mentoring meeting session. (At least 3 mentors should be considered for invitation to forestall any disappointment).

## SESSION ELEVEN

### RUNNING THE MINI BUSINESS (FINANCIAL PLANNING AND MANAGEMENT)

#### Session Overview:



Finance is the life blood of any successful business engagement, therefore any business person who wants to succeed must understand basic financial management concept. This session therefore is to introduce the student participants to the basic fundamentals of financial planning and management as a necessity for business success.

#### Session objectives:



- To introduce the students to basic business finance concept.
- To help the students understand basic bookkeeping required for business success.
- To establish the relevance of prudent financial management in the success of their mini business and any business undertaking.



#### Review of previous take home activity

The adviser will do a short recap of the previous session and request for feedback, especially concerning the take home activity.

#### Activity 1: Understanding Basic Business Financial Management Concept.

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>25 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker</i>

#### Activity implementation:

In plenary, the facilitator leads the entire student into a general discussion on financial management and planning. The following points as discussed in the curriculum will also be discussed in details.

##### 1. Costing

- i. What is costing?
- ii. Types of costs
- iii. Fixed costs
- iv. Direct cost
- v. Variable costs
- vi. Indirect cost

## Product Pricing

### i. Prices of products and/or services:

Pricing is the monetary value of a product or services that you charge to cover your total costs (direct and indirect costs) and profit that you desire on each unit of product or service.

### i. Mark Up

When you add a certain percentage of profit desired on the sale of a product or service, it is called a mark up.

*Example: If you desire to mark up the cost of a wooden cupboard your group produced by 20% and it cost you 13,000 to make, the following is the calculation;*

Your cost	=N13,000
Mark Up - 20%	=N2,600
Selling price	=N15,600 i.e. (2,600+13,000)
Your selling price	=N15,600
Cost	=N13,000
Profit	=N2,600

Price is important in all business ventures. This is because it determines the profits that the entrepreneur will make.

A formula that articulates how to estimate the selling price is:

$$\text{iii. Selling Price} = \frac{\text{Cost of Goods}}{\text{Units}} + \frac{\text{Operating Costs}}{\text{Units}} + \frac{\text{Desired Profit}}{\text{Units}}$$

## Factors that influence pricing

1. Nature of the market: open market with little competition - abundant supply and low demand normally means low prices, and vice versa
2. Consumer demand for a product; customers generally buy more of a product when prices are low.
3. Costs in the distribution channel; If a product is sold through a middle-person the price charged will be affected by how that middleperson treats the product.

## Break-Even Analysis

A breakeven analysis is used to determine the volume of sales your business needs to start making a profit. The breakeven analysis is especially useful when you're developing a pricing strategy, either as part of a marketing plan or a business plan.

$$\text{i. Break Even: } \text{Break Even} = \frac{\text{Fixed Cost}}{\text{Revenue per Unit} - \text{Variable Cost per Unit}}$$

ii. Profit:

iii. Revenue:

- iv. Price:
- v. Sales Volume:
- vi. Expenditure:

### Some simple formulas;

Profit = Revenue - Expenditures

- i. Revenue = Price x sales volume
- ii. Expenditure = Material + Labour + Transportation...
- iii. Price = Cost + Profit

### Ways to Increase Profit

In order to increase profit one or both of the following must be done:

- Increase Revenue.
- Reduce Expenditure.
- Revenue can be increased by taking measures on the marketing mix.
- The marketing mix is a planned mix of controllable elements of a product's marketing plan commonly termed as 4P's: product, price, place, and promotion. These elements are adjusted until a right combination is found that serves the customers' needs while generating optimum revenue.

Examples of increasing revenue include:

- Selling more by reducing price
- Aggressively promoting the product
- Changing places where it is sold.
- Making the product more attractive.
- Increasing quality, etc.

Expenditure can be reduced by taking measures on cost components between the producer and consumer. Examples of reducing expenditures include;

- Acquiring supplies from more affordable sources
- Joining with other traders to reduce the cost of transportation or selling

### Relevant Energizer

#### Activity 2: Bookkeeping Chart

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>25 Minutes</i>
<b>Materials needed:</b>	<i>Sample weekly Bookkeeping Chart, Black/whiteboard, chalk/marker</i>



Activity implementation:

Participants are guided by the facilitator into filling the attached weekly bookkeeping chart as a guide into Financial planning and record keeping.

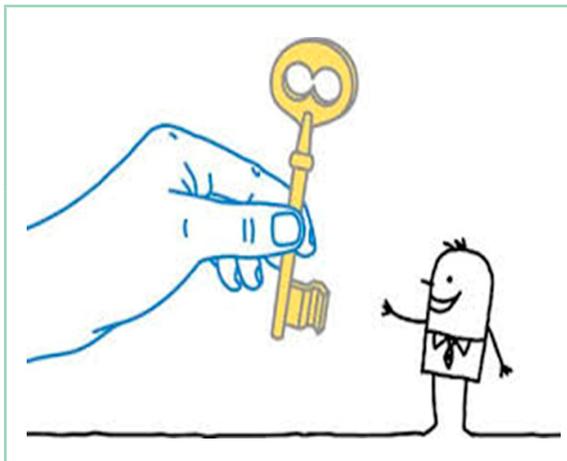
### Sample Weekly Bookkeeping Chart

Date \_\_\_\_\_ to \_\_\_\_\_ Opening Balance \_\_\_\_\_

Date	Cash In	Cash Out	Balance	Remarks

Opening Balance \_\_\_\_\_  
 Closing Balance \_\_\_\_\_  
 Cash taken to Bank \_\_\_\_\_  
 Cash Retained \_\_\_\_\_

#### Take Away:



Each group to develop a financial plan and begin to use the record keeping template presented for their business.

From henceforth, all financial transactions in their group businesses should be captured with the financial record keeping format.

## SESSION TWELVE

### CORPORATE SOCIAL RESPONSIBILITY (CSR) AND SOCIAL INNOVATION

#### Session Overview:



The purpose of corporate social responsibility (CSR) is to give back to the community, take part in philanthropic causes, and provide positive social value. In this session, as young entrepreneurs, the students will be exposed early to the need to always find a way to be socially responsible in the pursuit of their business engagement.

#### Session objectives:



- To introduce the students to the concept of Corporate Social Responsibility (CSR).
- To get the students to begin to think how they can impact positively on their environment from an early age.
- To help the students develop a desire to embrace social innovativeness in their business endeavors.



#### Prior - Activity: Review of previous take home activity

##### Review of previous take home activity

The adviser will request for the financial plan and record keeping template from the students before the business of the day. Each group is expected to submit these documents separately. The adviser will then ask for feedback on the process engaged and offer relevant insight.

#### Relevant Energizer

#### Background Information

#### What is Corporate Social Responsibility (CSR)?



The purpose of corporate social responsibility is to give back to the community (starting from your School environment), take part in philanthropic causes, and provide positive social value.

#### Social Innovation?

Social innovations are new solutions (products, services, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities

and relationships and better use of assets and resources.

### The Three types of Corporate Social Responsibility are

1. Philanthropy,
2. Environment Conservation,
3. Volunteerism.

#### 1. Philanthropic Efforts

This is what your business does to impact positively on its immediate society as a way of giving back. Your business can donate part of your profit to support drainage Construction, support the purchase of medical supplies to the local health center in your school, purchase buckets/watering cans for the use of gardeners in the school, provide financial assistance to an indigent and vulnerable student etc.

#### 2. Environmental Conservation

This is helping to enhance the overall stability of the environment by contributing to cause that reduces mans impact on the environment. Planting flowers and trees, reducing the cutting down and use of tress for coal fire etc. this could as well be in form a campaign or awareness creation.

#### 3. Supporting Volunteer Efforts

Being involved in the community in a productive way. Take the opportunity to help plant trees in your School or work with the school authority on addressing specific needs in the school.

- As young entrepreneurs, you must find a way to be socially responsible in your business pursuit.
- Learn and desire to be a change agent.
- How can your business solve some of the social problems facing the world today, beginning from your immediate environment? For example, what can we do/give back to our school from our business profit or what innovative contribution can SEA-Hub make to our school? Establish a school garden and plant flowers? Plant trees? Partner to create some sort of sensitisation and awareness campaign in the school or social innovation etc.
- What entrepreneurial endeavour can you innovate that will not only make you money but is at the same time solving some of the pressing problems in the world today.

#### **That is what is meant by social innovation.**

- What part of the Sustainable Development Goal can your business partner with towards ensuring positive impact, no matter how little the impact is.

### The Sustainable Development Goals (SDGs)

The Sustainable Development Goals are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs, set in 2015 by

the United Nations General Assembly and intended to be achieved by the year 2030, are part of UN Resolution 70/1, the 2030 Agenda.

Sustainable development is defined as an approach to developing or growing by using resources in a way that allows for them to renew or continue to exist for others.

Examples:

- Using recycled materials or renewable resources when building is an example of sustainable development.
- Building a new community in a previously undeveloped area without destroying the ecosystem or harming the environment is an example of sustainable development

**Activity (Group Work):** How to become socially responsible in the running of my business.

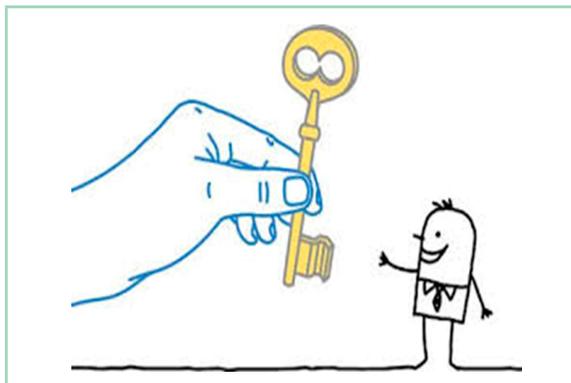
<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Various coloured cardboard paper cut into size, Black/whiteboard, chalk/marker</i>

#### Activity implementation:

In plenary, the facilitator leads the entire student into a general discussion and detailed understanding of what Corporate Social Responsibility is and its relevance to the business, the environment and the society at large. He will introduce the Sustainable Development Goals (SDG) concept to them. Encourage them on why it is important to give back to society. Enlighten them on how this can be combined with business e.g by encouraging social enterprise, Climate focused business, Pro poor business etc. He will guide the students into the various points as listed in the training curriculum.

After the plenary discussion, the students will be separated into their various business activity Group. Where each group will discuss for 15 minutes on “**How can we engage social innovativeness and Corporate Social Responsibility (CSR) in the running of our business**”. After the group discussion, each group will elect a presenter who will present on behalf of the group at plenary. Each group will have seven minutes for their presentation.

#### Take Away:



Each business group to decide on which corporate social responsibility they will embark on, and what number of the SDG's does it harmonized with.

# SESSION THIRTEEN

## BUSINESS EXPANSION STRATEGIES AND ACTION PLANNING

### Session Overview:



No business will ever increase in value without growth. But business growth does not happen accidentally; it's the result of strategic initiatives. This session will expose the students to business growth strategy they can adopt to expand and enhance their business activities.

### Session objectives:



- To show that there are things to be done so businesses don't remain on one level for too long.
- To expose to the students, the strategies to engage for business expansion.
- To introduce action planning as a tool for business expansion.



### Review of previous take home activity

Before the business of the day, the adviser will ask for feedback concerning CSR the students came up with after the previous session and offer relevant direction.

### Relevant Energizer

#### Activity 1: Understanding Business Growth and Expansion

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>25 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker</i>

### Activity implementation:



The facilitator/adviser will facilitate a general discussion on business growth and the necessity for having a business expansion strategy in place. He will lead the class to understand the four basic growth strategies they can employ to expand their business as listed in the growth and expansion strategy in the curriculum viz: market penetration, product development, market expansion and diversification. Expansion could be in same business but at a bigger level or it could be expansions into other related business. Adviser can try to guide business expansion to areas of social innovation. After the general discussions, the adviser will divide the students into their various business

groups and request that each group plans for 5 minutes and deliver a 5 minutes' presentation on how they can enhance the growth of their peculiar individual businesses.

**Activity 2: Action Planning**

<b>Type of activity:</b>	<i>Plenary, Group Work, Discussions etc</i>
<b>Estimated time:</b>	<i>25 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker, Action plan development chart</i>

**Learning objectives**

- Understand how to develop goals into action plan
- Understand the modern strategies for setting action plans

**Activity Implementation:**

Step 1: Break the class into the various business groups. Each group should nominate a presenter.

Step 2: Ask each group to come up with at least 2 business expansion goals they have for their business group (one short term and one long term goal).

Step 3: Ask participants in their groups to discuss their expansion plans and how they would achieve these goals.

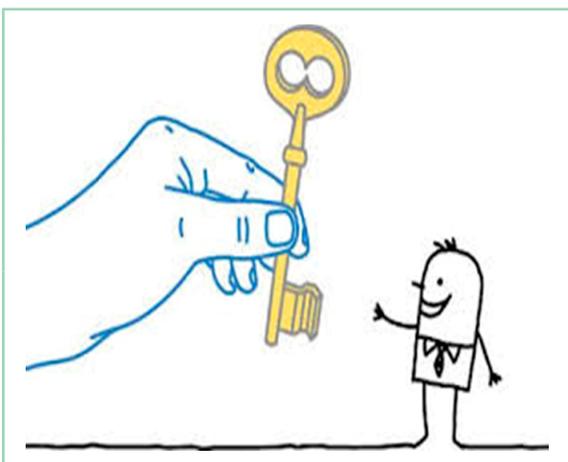
Step 4: Share the action plan chart for them to summarize their discussions into and break it down into the various component and column subhead.

Step 5: Invite each group representative to present their action business expansion plan at plenary.

**Action Plan Development Chart**

<b>Task (What, Where)</b>	<b>Responsible Party (Who)</b>	<b>Completion date (When)</b>	<b>Resources Needed (How)</b>	<b>Expected outcome</b>	<b>Status</b>

**Take Away:**



Students are to memorize all concepts learnt today before the next meeting.

Each group to develop expansion strategies (what new areas of business can we go into?) and action plan to be adopted for their business.

The heads of all the various Business Groups formed into a planning team are to develop an action plan and follow-up on the successful entrepreneur to be invited for next week's mentoring meeting session. The action plan should be executed accordingly.

## SESSION FOURTEEN

### MENTORING MEETING

#### Session Overview:



The major aim of the mentoring session is to avail the invited mentor, who will be a seasoned and successful entrepreneur from the town to share with the mentee's (Students) information about his or her entrepreneurial activities and success path, as well as provide guidance, motivation, emotional support, and role modeling. The mentor will help with exploring opportunities, setting goals, developing contacts, and identifying resources.

#### Session objectives:



- To draw wisdom from the invited mentor on running sustainable business
- To engage the mentor on strategies for ensuring continuous business growth.
- To find out their secrets for running successful businesses.
- To find out causes of business failures and how to avoid them
- To serve as a platform for viable network for future opportunities for the students.

#### Activity: Mentoring Session

<b>Type of activity:</b>	<i>Plenary Discussions etc</i>
<b>Estimated time:</b>	<i>50 Minutes</i>
<b>Materials needed:</b>	<i>Nil</i>

#### Activity implementation:

The facilitator will ensure the strict adherence to the program of event as outlined in the schedule below for the mentoring session.

Program of event for Mentoring Meeting		
S/No.	Activity	Time Allotted
1.	SEA-Hub Anthem	2 Minutes
2.	Introduction of Invited Guest Entrepreneur	3 Minutes
3.	Keynote Discussion by Invited Guest/Mentor	30 Minutes
4.	Questions and Answers	15 Minutes
5.	Vote of Thanks By SEA-Hub MD	2 Minutes
6.	Closing Remarks Staff Adviser	2 Minutes
7.	SEA-Hub Anthem	2 Minutes

#### Take Away:



Each group to give a feedback of their engagement with their mentors.

## SESSION FIFTEEN

### CREATIVITY AND INNOVATIVENESS

#### Session Overview:



This session is to welcome the students back to school for the third term, review their experiences during the holidays and introduce them to creativity and innovation. They will also learn how to be creative and strategies to enhance their innovativeness. After this session, all individual group business will be consolidated into one whole school business project.

#### Session objectives:



- To bring the students to the awareness of their creative capacities
- To bring the students to the awareness of the impact of innovation on their entrepreneurship pursuit.
- To challenge participants on the need to constantly engage innovativeness in their business engagement
- To attempt to move from very basic SEA-Hub businesses to more innovative businesses in SEA-Hub.

#### Activity 1: Review of Holiday Activity

<b>Type of activity:</b>	<i>Plenary Reviews, Discussions etc</i>
<b>Estimated time:</b>	<i>15 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker</i>

#### Activity implementation:

In plenary, the facilitator asks for volunteers from among the student to come share their holiday experience with the class.



#### Activity 2: Warming up Creative Capacity

<b>Type of activity:</b>	<i>Group Work.</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Two containers, index cards, Black/whiteboard, chalk/marker</i>

#### Activity implementation:

The adviser/facilitator will place the index cards inside the provided containers and separate them. One set of cards has major brand names (including international brands) eg. GM, Microsoft etc. One set has product categories (including developing nations' needs).



The Students will form teams of three to five. Each team randomly chooses an index card from each of two buckets.

The instructor opens with “You work for the company on the one card, and they now require you to develop a product for them that is on the other card.” The groups are given five to seven minutes to develop the product’s features, benefits, target audience, and perhaps promotional ideas. One spokesperson from each team briefly presents to the class their submission

while the instructor records their ideas on the flipchart or board. Team work (combining disparate ideas) is a helpful and practical way to get ideas for potential innovation, and a skill that can be developed in students. The innovativeness in packaging solutions by each of the team is evaluated and the team with the most innovative solution is appreciated.

### Relevant Energizer

#### Activity 3: 100 Uses

<b>Type of activity:</b>	<i>Plenary Reviews, Group Work, Discussions etc</i>
<b>Estimated time:</b>	<i>20 Minutes</i>
<b>Materials needed:</b>	<i>Unused indomie boxes, or outdated computer materials, plain papers Black/whiteboard, chalk/marker</i>

#### Activity implementation

This exercise is a way to warm up a groups creativity and innovation. The adviser forms the class into their various business groups.

The task is simple: In ten minutes, each group is to come up with 100 uses for old newspapers (or unused indomie boxes, or outdated computer materials).

The teams need every conceivable idea their members can offer to approach the target number, so they learn the value of building on each other’s ideas and not to inhibit ideas from others. They should be encouraged to recall this lesson when their team is asked to develop ideas in new contexts.

After the exercise, the facilitator evaluates the responses and determine which group is more innovative in their submission.

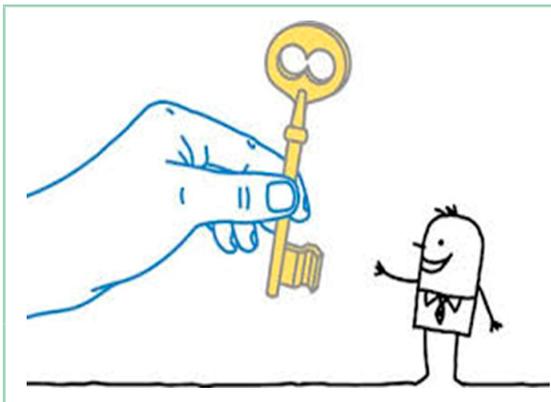
The two exercises will form the basis for the class on creativity and innovativeness.

The facilitator leads the students into what creativity and innovation is. He leads the discussion of how students can be more creative and how to encourage and enhance their creative capabilities using some of the points in the training curriculum. He explains how creativity and innovativeness can add value to their business and give examples (using real businesses) of where Creativity or innovativeness have been brought to play in some businesses.

Some real life examples that can be used are:

- Apple computers examples
- Microsoft Corporation
- Smart/Intelligent cars
- Drone use in agriculture, entertainment, warfare and security control

#### Take Away:



After the day’s session, the business groups will be disbanded and all members will come together to form one single business unit representing the whole school.

The students are to develop the type of creativity or innovativeness to be adopted for their business.

Think of which business venture to visit for the scheduled Learning visit for this academic term.

The business formed will come together and start preparing for the SEA Hub competition.

## SESSION SIXTEEN

### INTRODUCTION TO DIGITAL BUSINESS MODEL & DIGITAL MARKETING

#### Session Overview:



The world is presently in the internet era, also known as the digital era and any entrepreneur who wants to succeed in this era must take advantage of the internet technology to enhance the success of their businesses. This session therefore is to introduce the students to the digital dimension of business operation and reveal how they also can take advantage of digitization of their business to enhance their success.

The world is presently in the internet era, also known as the digital era and any entrepreneur who wants to succeed in this era must take advantage of the internet technology to enhance the success of their businesses. This session therefore is to introduce the students to the digital dimension of business operation and reveal how they also can take advantage of digitization of their business to enhance their success.

#### Session objectives:



- To introduce the students to the digital age and the internet.
- To acquaint the students on the need to find a way to leverage the internet for their business.
- To introduce digital marketing and how it can benefit the students.



#### Review of previous take home activity

Before the business of the day, the adviser will ask for feedback concerning the previous session take home activity.

#### Activity 1: Enhancing Business Profitability through the Internet

<b>Type of activity:</b>	<i>Group Work, Discussions etc</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Plain papers, Black/whiteboard, chalk/marker</i>

#### Activity implementation:



The facilitator will divide the class into four different Groups. The groups will be given the various topics as outlined below to discuss and plan amongst themselves for 10 minutes after which they will be invited to present their resolutions in plenary. Each group will be given 5 minutes for their presentation.

Group 1: How can internet/digital technology be applied to business sectors such as Agriculture, Service, Manufacturing, Sales etc .

Group 2: How can a Nigerian Business Entity take advantage of the opportunities of the Internet to enhance their business growth.

Group 3: In view of the several online/internet fraud occurring, how can a business protect

itself from the internet fraud while trying to do business online..

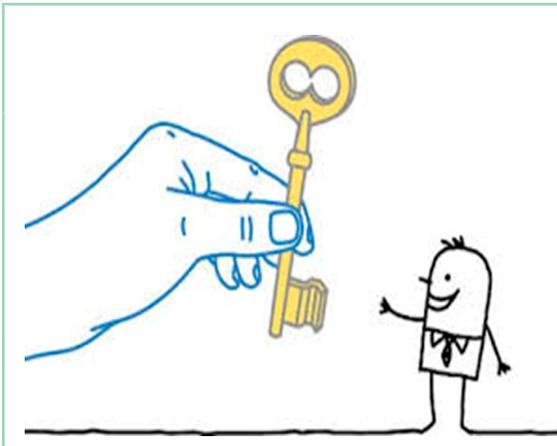
Group 4: How can a School Based business take advantage of the internet to promote their business.

After the presentation, the Adviser will facilitate an introductory session to digital business Model and Digital Marketing. He will explain how in this information technology age participants need to sync their business with information technology using real life relevant examples like Agriculture, which has now gone digital with precision farming, use of drones for agric activities etc.

He will explain to them that they don't have to do it now but to think about the possibilities for the future.

They will also discuss digital marketing methods, tools and opportunities as outlined in the curriculum.

**Take Away:**



Each group to come up with a digital business model and digital marketing concept for their business.

Business group leaders are to come together to determine the business enterprises, business mentor or company that will be visited in the next two weeks for the SEA-Hub learning visit. An action plan to that effect is to be developed and followed to the letter. The letter should be out before the of the week and response gotten.



# SESSION SEVENTEEN

## INTRODUCTION TO THE SEA-HUB COMPETITIONS

### Session Overview:



The purpose of this session is to introduce the students to the various level of the SEA-Hub competitions Viz: The Inter School, State and National. By the end of the session, the students should have gotten a general overview of what it takes to qualify, the expectations, all the requirements and how to participate at different level of the competition.

### Session objectives:



- To acquaint the students with the existence of the SEA-Hub competitions and its objectives.
- To expose the students to all the necessary requirement to be part of the competition.
- To let them aware of how to qualify for each stage and move higher in the competition.

### Review of previous take home activity

Before the business of the day, the adviser will ask for feedback concerning the previous session take home activity.



### Activity 1: THE SEA-Hub Competitions.

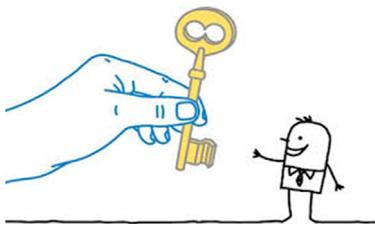
<b>Type of activity:</b>	<i>Plenary Discussions etc</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Nil</i>

### Activity implementation:

Staff Adviser/Facilitator will introduce the students to the SEA-Hub competition. He will explain the concept of the competition to the students and take time to explain all the major expectation from students. He will explain how to compete and participate in each stage of the competition from State to National.

The facilitator will go through the rudiments as laid out in the training curriculum and break it down to the simplest level that the students can understand.

### Take Away:



Members to start preparation for SEA-Hub competition and plan for a local mini completion in their school..

## SESSION EIGHTEEN

### LEARNING VISIT

#### Overview:



This session is part of the mentoring activity designed for members of SEA-Hub. The intention is to expose the students to practical entrepreneurship activities first hand. During the learning visit, the students will visit an existing and successful business entity and get to interact with the proprietor of the business.

#### Session objectives:



- To expose the students to practical experience in business activity.
- To provide an avenue where students can get first-hand information from practicing entrepreneurs.
- To inspire the spirit of entrepreneurship in the students

#### Activity Implementation

The will get to hear from the mentor directly, his experience in running the business and other relevant details that will be useful to the students. This is expected to enhance the students understanding and love for entrepreneurship.

Before going out for the meeting, the Adviser will brief the students on the need to be polite and courteous during the visit. Anyone who misbehaves will be reprimanded appropriately.

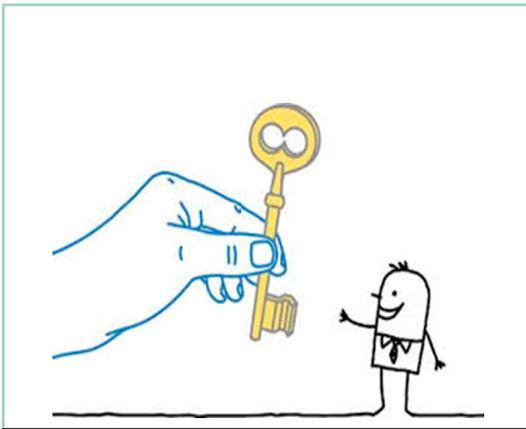
During the learning visit, one of the students. Preferably the school's SEA-Hub MD will engage the proprietor (or his representative as the case may be) with the following questions while the others take notes.

1. What is your name Sir/Ma?
2. How long have you been running this business?
3. How many staff do you have?
4. Can you say this business is profitable to you?
5. What are some of the challenges you are confronted with in the running of this business?
6. How are you managing to face the challenges?
7. How do you cope with the various taxes and levies by various arms of Government?
8. How do you confront the various challenges faced by entrepreneurs in Nigeria e.g. lack of adequate power, Unavailability of skilled manpower etc.
9. What are some of the impact of some government policy on your business?
10. Is there any of the Government policy that favours or did not favour your business? Which one is it and how did you surpass it.

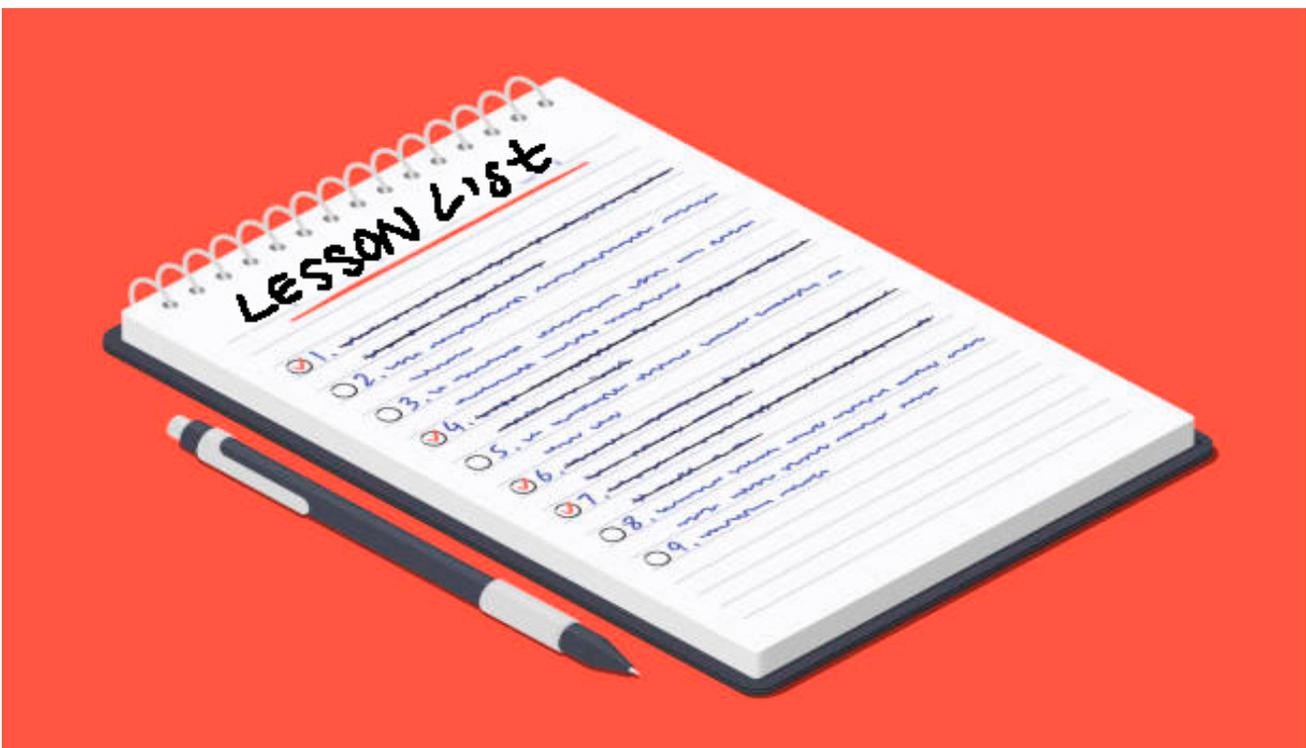
11. What are your future plans for this business?
12. What innovation or modern technology are you engaging in the running of your business?
13. What is your candid advice for anyone who wants to venture into this type of your business tomorrow?
14. Are you involved with any philanthropic engagement with some of the profits from your business?
15. How do you give back to the society?

**Note:** these questions are just guide, the students are free to ask whatever question they so desire

### Take Away:



Members to come up with a list of all they have learnt from the learning visit and how they will implement it in their general school business.



# SESSION NINETEEN

## PREPARATION FOR SEA-HUB COMPETITIONS

### Session Overview:



After being introduced to the SEA-Hub competitions earlier, the students will need to practice and experiment on the major requirements for excelling at the competition, that is the whole essence of this session. To provide opportunity for SEA-Hub members to get acquainted with the focus and style of questions for the competition.

### Meeting objectives:



- To get the students set mentally for the SEA-Hub competitions
- To expose the nitty-gritty of the competition and position the students for success
- To provide equal opportunities for everyone to prove themselves in qualifying for the competition.
- To acquaint the students with the different categories of focus and questioning for the competition.



#### Review of previous take home activity

Before the business of the day, the adviser will ask for feedback, especially concerning the learning visit embarked upon during the previous meeting. He will review all leaning points derived from the visit with the students and emphasises the key points

### Activity: Preparing for SEA-Hub Competitions.

<b>Type of activity:</b>	<i>Group Work, Discussions etc</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>5 Piece of cardboard paper, Black/whiteboard, chalk/marker</i>

### Relevant Energizer

#### Activity implementation:



1. The Staff Adviser/Facilitator will remind the students about the SEA-Hub competitions and do a recap of the major highlights of the session on introduction to SEA-Hub Competitions. He/She will remind the students the competition judging criteria, based on the SEA-Hub fundamentals and the unique selling points promoted in SEA-Hub activities referred to as the SEA-Hub mandates.

These include the under listed categories:

- i. Critical thinking/ problem solving
  - ii. Finance & Funding Strategy (with consideration to starting their mini businesses with little or no funds)
  - iii. Sales, Marketing, Records Keeping & Business Management
  - iv. SEA-Hub Impact and Lessons Learnt
  - v. SDG & CSR Impact
  - vi. New Technology and digitalisation
  - vii. SEA-Hub Sustainability Plan.
2. The class will then be divided into the various business groups.
  3. The Facilitator will write each of the fundamental SEA-Hub USP on a separate cardboard paper and the consequent relevant questions and place them on the wall where its visible to all group.
  4. He will allocate 15 minutes to all the group to deliberate and answer all the questions at the group level.
  5. Each group will be given 7 minutes each to present their answers based on the listed categories.

#### Category 1. Critical Thinking/ Problem-solving

1. How did you come about the idea(s) for your product(s)/service(s)
2. What problem(s) is/are your product(s)/service(s) solving?
3. What is innovative or unique about your product(s) or service(s)?

#### Category 2: Finance & Funding Strategy (with consideration to starting with little or no funds)

1. How much was the start-up capital for your product(s)/service(s)? How was it sourced?
2. How do you keep financial records?

#### Category 3: Sales, Marketing, Records Keeping & Business Management

1. How much do you generate from the sale of your product(s)/service(s)
2. How did you decide what the price should be?
3. How much profit has the mini business realized and what's done with the profits?
4. Who are your target audience for each of your P&S and why
5. How do you market your product(s)/service(s)?
6. How do you keep financial records?
7. Have you been on a learning visit or attended a business coaching session?

#### Category 4: SEA-Hub Impact and lessons learnt

1. What other key learnings and skills have you gained by being a member of SEA-Hub?
2. What have you learned from running SEA-Hub mini businesses in your school?
3. What impact or difference has SEA-Hub made to you or any member of your club

### Category 5: SDG & CSR Impact

1. Which of the SDGs does your product/service address?
2. What impact and how was the SDG achieved?
3. What Corporate Social Responsibility project did you embark on?
4. How many people benefitted and what impact does the CSR have?

### Category 6: New Technology and digitalisation

1. How have you been able to use technology to solve a problem?
2. What digital approach was used?
3. How were you able to migrate from the basic business to technological inclined one?

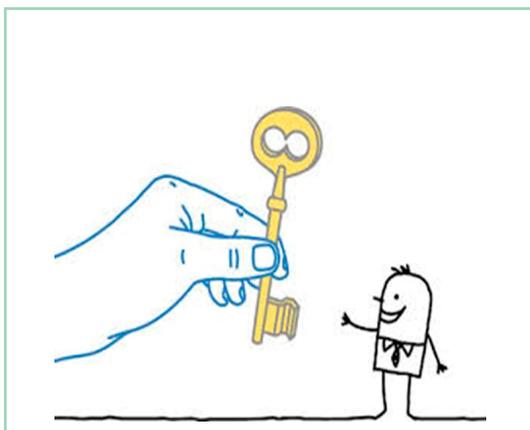
### Category 7: Sustainability

1. How will SEA-Hub be sustained in your school)?
2. How often do you meet as a club?

6. After presentation by each of the groups, their submissions are evaluated and graded based on all the category in plenary. Necessary advice, different perspective and critique is given towards ensuring a better output next time.

7. After the presentation, the entire SEA-Hub member in the school will adopt the lessons and point raised, harmonise them in preparation for the State or National competition as the case may be.

### Take Away:



The members should step-up preparations for a successful SEA-Hub competition. Presenters are chosen and rehearsal continues at available time.

## SESSION TWENTY

### SUSTAINABILITY OF SEA HUB CLUB, POST TEST AND HANDING OVER.

#### Session Overview:



Consequent upon the great stride of SEA-Hub and all the beautiful plans ahead, it is very expedient that the presence and activities of the club is sustained beyond the present moment in the school. This session therefore will focus on the future of the club and seeks to find out and establish strategies that will ensure the growth and sustainability of SEA-Hub in the school and its duplication in other schools.

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#### Session objectives:



- To create an awareness with the student on the need for sustainability for the club.
- To draw out from the students directly, what they can do to ensure the sustainability of the club in their school.
- To get the total commitment of the students on the growth and development of the club in their school.
- To ensure that the graduation of SS3 students does not mark the end of SEA-Hub in the school.
- To test the knowledge level of SEA-Hub Members towards ascertaining if new learning has taken place.

#### Activity: Ensuring the Sustainability of SEA-Hub in our School.

<b>Type of activity:</b>	<i>Group Work,</i>
<b>Estimated time:</b>	<i>40 Minutes</i>
<b>Materials needed:</b>	<i>Black/whiteboard, chalk/marker</i>

#### Relevant Energizer

#### Activity implementation:

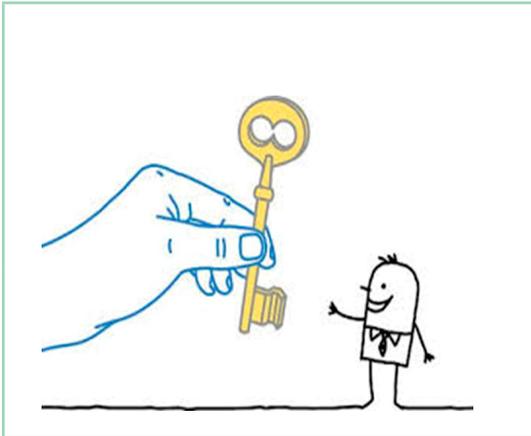


1. The Staff Adviser/Facilitator will divide the class into 3 different groups.
2. After sharing the class into groups, he will write the statement below on the white board or flipchart. "How can we Ensure the Sustainability of SEA-Hub in our School".
3. Each group will deliberate amongst themselves in providing answers to the write-up on the board. Then they will present their findings for 7 minutes each in plenary.
4. After the various group presentation, the advisers will provide further insights. Thereafter, the resolutions from each group will be articulated and harmonized to form a working document that the school can begin to implement towards ensuring the continuous existence of SEA-

Hub in the school.

5. Part of the focus the facilitator will draw the attention of the students to is: How to hand over the affairs of the club to the next generation, how will the spaces/vacancies created by the out-going executive members be filled-up, what are the plans for recruiting new members etc.

**Take Away:**



The facilitator will coordinate the inauguration of a 7-man passing out ceremony planning committee from amongst the not-graduating-members. Their main assignment is to put heads together and plan a befitting passing out ceremony for the graduating members next week.

All graduating students should officially register on the available SEA-Hub Alumni platform.



## Post -Test:

This is to be administered to the students as soon as they signify their intention by registering to join SEA-Hub and appear for the first meeting.

1. SEA-Hub is a school-based entrepreneurship club where students are taught the basics of running a successful business (True or False).
2. It is impossible to start a business that will be successful with very little or no capital (True or False).
3. It is important for entrepreneurs to assess their own strengths and weaknesses before starting a business (True or False).
4. Being an opportunist and a relationship master is a good quality for an entrepreneur to possess (True or False).
5. Which of the following is not an important question to ask when brainstorming for new business opportunities?
  - a) Which customer needs do you want to satisfy?
  - b) Why do you want a share of the market?
  - c) What do you know about the product or service for this business?
  - d) Who are your competitors?
  - e) None of the above
6. Needs are something that a person desires, either right now or in the future (True or False).
7. Entrepreneurs need to put all ideas to test and ensure viability and profitability in the long run (True or False).
8. I only need to think of the scalability of my business after it has been established and is doing well (True or False).
9. Which of the following is a component of a detailed business plan?
  - a) Competitive Analysis
  - b) Description of CEO's credentials
  - c) Breakdown of Your Products and Services
  - d) Sales Strategy
  - e) Financial Projections
  - f) All of the above
10. A SWOT analysis is essential to understanding a business (True or False).
11. In sourcing for raw materials, one should consider free sources (True or False)
12. Saving for business emergencies should only when convenient (True or False)
13. Compromising customer service at the expense of cost is an important business sustenance strategy (True or False).

14. Place, Price, Packaging, Product and People are the 5 Ps of marketing (True or False).
15. Production is a system that turns inputs such as natural resources, raw materials, human resources and capital into outputs which are products and services (True or False).
16. Mastery is one of the important components of managing production (True or False).
17. It is not important to define a company's vision, mission and values as part of its organizational development (True or False).
18. Goals should always be smart (True or False).
19. Pricing determines the profits that the entrepreneur will make (True or False).
20. Break-even analysis is the estimation of when a business's income exceeds its expenses (True or False).
21. Profit = Price x sales volume (True or False).
22. The purpose of corporate social responsibility (CSR) is to give back to the
  - a) Customers
  - b) Community
  - c) Employees
  - d) Business
  - e) All of the above
23. Strategies for growing a business include all except:
  - a) Market Expansion
  - b) Diversification
  - c) Market Penetration
  - d) Being nice to everybody
  - e) Sales discounts
24. An action plan outlines steps needed to reach one's goals (True or False).
25. Raw materials are an example of fixed costs (True or False).
26. The key benefits of mentoring include all except:
  - a) Securing a lifetime family friend.
  - b) Advice on developing strengths and overcoming weaknesses.
  - c) Guidance on professional development and advancement.
  - d) Exposure to fresh perspectives, ideas and approaches.
27. Innovation is only important at the start of a business (True or False).
28. Digital marketing reduces the cost-effectiveness of a business and makes it difficult to interact with customers (True or False).

29. Which of the following will enhance profits for an entrepreneur?
- a. Reduce costs of production (business costs)
  - b. Increase Sales volume (turnover)
  - c. Increase price
  - d. All the above
30. An investment in the firm by the owner is called \_\_\_\_\_.
- a. Equity
  - b. Profit
  - c. Receivables
  - d. Margin

# SESSION TWENTY-ONE

## PASSING OUT CEREMONY FOR OUT-GOING SEA-HUB MEMBERS

### Session Overview:



This session will focus on organizing a befitting send off session for the outgoing members of SEA-Hub, i.e members of SEA-Hub who are graduating students from the school.

### Session objectives:



- To facilitate a befitting passing out ceremony for outgoing SEA-Hub members.
- To create an avenue for business product exhibition by out-going members.
- To recognize and reward excellence and service amongst the outgoing members of SEA-Hub.
- To ensure the sustainability of SEA-Hub in the school.

Prior to now, the passing out planning committee earlier setup in conjunction with the Staff Adviser(s) would have come up with the dimension they want the event to take. Key people, both from the school community, the mentors from the town and other well-wishers would have been formally invited. The Staff Adviser(s) will try and ensure that there is robust attendance and participation by the school management, preferably to be led by the school Principal.



There will be product exhibition by the various business groups. During the event, the outgoing Students will be given an opportunity to talk about the impact of the club on their lives. What they learnt and achieved during the period.



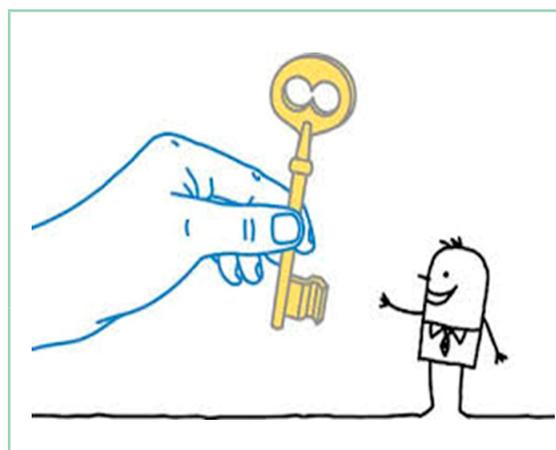
The graduating students should be presented with gifts organized by the staff and students and inaugurated as life members of the company they supported in creating.

The program should be designed in such a way that it is lively and fun-filled. The Staff Adviser may wish to engage (pro-bono) any of the articulate and hilarious students as MC for the event. Those with special presentation will also be allowed to the limit of available time.

The program outline as presented below will be used as a guide in the hosting of the SEA-Hub passing out ceremony.

SEA-Hub Passing out Ceremony Program Outline		
S/No.	Activity	Presenter
1.	Procession (Outgoing BoD's/Members)	
2.	SEA-Hub Anthem	
3.	Welcome Address by the Staff Adviser	
4.	Goodwill Message by the Principal or His/Her Representatives	
5.	Goodwill Messages by other Distinguished Special Guests	
6.	Address by the out-going Managing Director	
7.	Introduction of the Graduating Members	
8.	Special Recognition of the Accomplishments of the Outgoing Members	
9.	Handing over of Special Project/Contribution to the School Management (optional)	
10.	Special speech presentation by 3 outgoing members on impact of SEA-Hub membership on them	
11.	Special Award Ceremony for deserving members (Optional)	
12.	Introduction of the Special Guest of Honour	
13.	Paper Presentation by the Special Guest of Honour	
14.	Presentation of Certificate of Membership to out-going members (optional)	
15.	Exhibition of special projects by out-going members	
16.	Presentation of Gifts to out-going BoD's	
17.	SEA-Hub Anthem	
18.	Closing	

### Take Away:



Graduating students are encouraged to attend SEA-Hub mentorship session in subsequent years if they are available and they are also invited to attend next year's SEA-Hub Passing out Ceremony.

In the near future SEA-Hub graduates running their own business will be the facilitators for knowledge and experience sharing during the SEA-Hub mentorship session

All graduating students are by now expected to have been registered on the available SEA-Hub Alumni platform and they henceforth become a SEA-Hub ambassador and volunteer.

## COMPLEMENTARY TOPIC

### MIGRATION AND SEA-HUB

#### SESSION OVERVIEW:



This is an add on session to sensitize students on migration to highlight the ills and dangers of irregular migration.

#### SESSION OBJECTIVE:



This topic is centered on educating the students on Migration, specifically on irregular migration and to create an awareness on the dangers of irregular migration. Students are expected to know the different ways of migration.

Ever wondered what Migration is?

Migration is the movement of a person or people from one country or place of living to settle in another country or place of living.

History of mass migration in Africa

Migration in Africa started with the Trans-Atlantic Slave Trade. This movement was from the 16th-19th century and involved the mass exportation of about 10-12million Africans. About 1.8 million people died within the period. With the end of the slave trade, Africans began to travel abroad more for jobs, educations and more opportunities. With barbaric laws, heightened insecurity and economic degeneration in most African countries, the quest to travel out has become increasingly popular.



## Why People Migrate

People migrate for many different reasons. These reasons can be classified as Economic, **Social, Political or Environmental:**

**Economic migration** - moving to find work or follow a particular career path

**Social migration** - moving somewhere for a better quality of life or to be closer to family or friends

**Political migration** - moving to escape political persecution, conflict or war such as Boko Haram insurgency in the North East of Nigeria

**Environmental migration**- causes of migration include natural disasters such as flooding etc.

## Types of Migration

- **Labour Migration:** The movement of persons from one state to another, or within their own country of residence, for the purpose of employment.
- **Forced Migration or Displacement:** The movement of persons who have been forced to flee or to leave their homes or places of habitual residence, in particular as a result of the effects of armed conflict, situations, violations of human rights or natural or human-made disasters.
- **Human Trafficking:** The action or practice of illegally transporting people from one country or area to another, typically for the purposes of forced labour or sexual exploitation

## Ways to Migrate

There are two ways through which people migrate:



**Regular Migration:** Movement of persons that occurs in compliance with the laws of the country of origin, transit, and destination.

**Irregular Migration:** Movement of persons that takes place outside the laws, regulations, or international agreements governing the entry into or exit from the State of origin, transit, or destination.

## Irregular Migration

Irregular migration is the movement of persons that takes place outside the laws, regulations, or international agreements governing the entry into or exit from the State of origin, transit or destination. It is also called 'illegal migration'. Here, the migrant does not have the necessary authorization or documents required under immigration regulations to stay or work in a country. Such irregularity is seen in cases which a person crosses an international boundary without a valid passport or travel documents.



## Risk of Irregular Migration

Moving to Europe and other parts of the world has become increasingly difficult globally. Many people have tried to travel irregularly, at their own risk. Here, are the five main dangers facing irregular migrants on their way out of the country:

- Exploitation by people smugglers
- Kidnapping and theft
- High risk of abuse on children
- Violence and exploitation of women
- Rejected from Europe, Nigerians return
- Death or Damage



### Did you know?

1. Irregular migrants are often very young, usually in secondary school.
2. Migration can impact, both positively or negatively, the host country and the country of origin.
3. Irregular migration is a dangerous way to travel and puts the traveler at a lot of risks.
4. All migrants whether regular or irregular have human rights, access to health and dignity both in the home and host country.

### Group Task/Discussion

1. Have you ever moved from the place you once lived? Where did you go? What means did you use? What are the reasons for the movement?
2. With your understanding on irregular migration, discuss ways you can help reduce the risks in your society?

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## Appendixes

### Training/Meeting Energisers



Energisers are used to start or close meetings or training sessions and give a spark to our event. When people look sleepy or tired, energisers can be used to get people moving and to give them more enthusiasm. It can also be used to help people think through issues and can help to address problems that people may encounter when they are working together. Energizer Games can also help people to think creatively and laterally.

This guide includes different types of very short and adaptable energiser games – in no particular order, for SEA-Hub Meetings. Facilitators can choose those that are most appropriate for their specific purpose and context.



#### 1. Unique Things

**Group Size:** Any size **Resources:** None

**Duration:** Dependent on group size

Each person will introduce themselves and state one thing about themselves / something they've done which they think is unique to them, if someone else has done it then they have to think of something else.

**Variation**

The trainer can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant would then introduce their partners by name and share at least two unique characteristics about them.



#### 2. Human Spelling

**Group Size:** Small groups **Resources:** Clues & Space

**Duration:** 2 mins per word

The room is divided into small groups. The leader then gives a crossword style clue to a target word. The groups then have to spell out the word using their bodies to create letters. This can either be done standing or lying down (depending on how clean the floor is). Every member of the group must be used. The first team to correctly spell the word using their bodies is the winner and gets a point.

The leader needs to know the numbers of people in order

to decide on the words. The number of letters in a word doesn't have to correlate to the number of people in a group.

### 3. BANG!

**Group Size: 10-30 Resources: People**

**Duration: 10 Minutes**

The group make a circle and one person is nominated to stand in the middle of this circle (this person should know everybody's name). The person in the centre of the circle shouts out a person's name. This person must quickly bend down. The two people either side of this person make a 'gun' shape with their hands and, pointing at one another and shout bang. The last person to shout bang must sit down and is out of the game. If the person who's name is called doesn't bend before someone shouts bang, he/she is out.

When only two people are left, they stand back to back in the centre of the circle and begin to walk away from each other. One person shouts draw, and they must both quickly turn round and shout bang while aiming at the other. The quickest person to shout bang is the winner.



### 4. Shopping List

**Group Size: >5 Resources: People**

**Duration: 5 mins**

Participants sit in a circle and one person is nominated to start. This person says, 'I went shopping and I bought...' and says one item that they bought. The next person must then repeat the phrase 'I went shopping and I bought...' and list all the previous items that have been bought, adding in their own each time.

Variations include 'Under my bed I found...' & 'I opened my door and saw...'

Variation 2: Use only business-related items. E.g I went shopping and I bought... (e.g Record notebook,)



## 5. Line Up

**Group Size: 20+ Resources: None**

**Duration: 10mins**

This exercise is good for a large group. It is good to break the monotony of long periods of sitting. It can be a fun activity and to help participants find out about each other. This can be a whole groups' activity or an inter-group competition.

Leaders will give the instruction for groups to line up in a particular way and each group should get in a line as quickly as possible.

The twist is that they must do it in silence. Group members can't speak to one another but must communicate to get into the correct line. When the group is lined up appropriately all group members should clap to indicate they have completed the task.

Variations: Use this activity periodically throughout a long session or you can ask groups to come up with their own way of letting you know they're ready. (We have had groups yell, hum a song, put up their hands, etc.) This can add a lot of fun to the activity.



## SUGGESTIONS

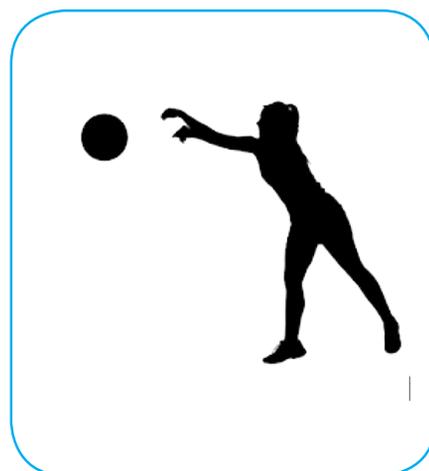
1. Line up in order by shoe size.
2. Line up by first name in alphabetical order.
3. Line up by surname in alphabetical order.
4. Line up by age, down to the month, youngest to oldest.
5. Line up in order by number of pets owned.
6. Line up by house number, smallest to largest
7. Line up in order by the number of bones you've ever broken.

## 6. Juggling ball game

**Group Size: Any size Resources: None**

**Duration: dependent on group size**

Everyone stands in a close circle. (If the group is very



large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. The ball receiver throws the ball to another person, mentioning his/her name. Each person in the circle continues to catch and throw the ball, establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Once everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

**Variation:** Once everyone has received the ball, A reverse is done, and you throw the ball to who you received it from calling out the person's name. A twist can be added (From the beginning) that as the ball is being thrown the person names something about themselves or about their business (E.g they could be asked to name their favourite food, or their target customers for their business etc.)



## 7. Match the cards

**Group Size: 20+ Resources: None**

**Duration: 10mins**

The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write 'Happy' on one piece of paper and 'Birthday' on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

**Variation:** this can also be done using various formats e.g State and Capital (i.e. Papers are matched together by States and Capital and those who pick the states need to find their capitals and vice versa.)



## 8. What we have in common

**Group Size: 20+ Resources: None**

**Duration: 10 mins or depending on students**

The facilitator calls out a characteristic of people in the group, such as ‘having children’. All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as ‘likes football’, people with the characteristic move to the indicated space. Different characteristics can be used for this including (gender, Skin Color, Class, Family size, favourite foods) facilitator must ensure to make it a fun activity.

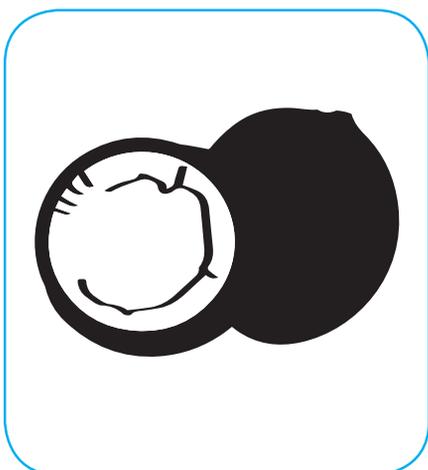


## 9. Who is the leader?

**Group Size: 20+ Resources: None**

**Duration: 10mins**

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.



## 10. COCONUT

**Group Size: 20+ Resources: None**

**Duration: 5mins**

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together. Body writing Ask participants to write their name in the air with a part

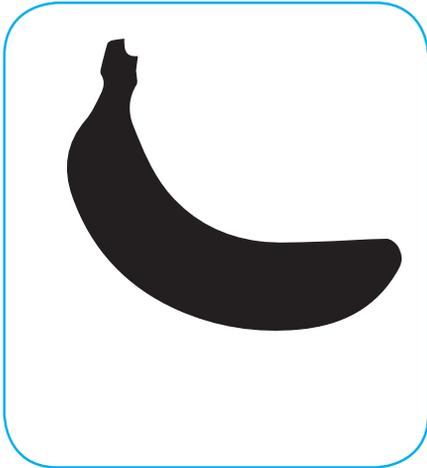
of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.

## 11. Banana game

**Group Size: 20+ Resources: None**

**Duration: 10mins**

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle. Move to the spot.



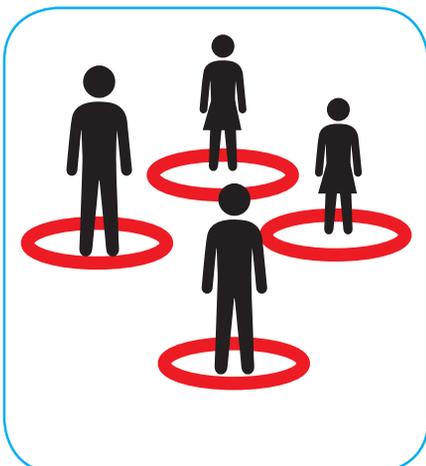
Variation: A small ball, duster, chalk, etc could as well be used in place of a Banana

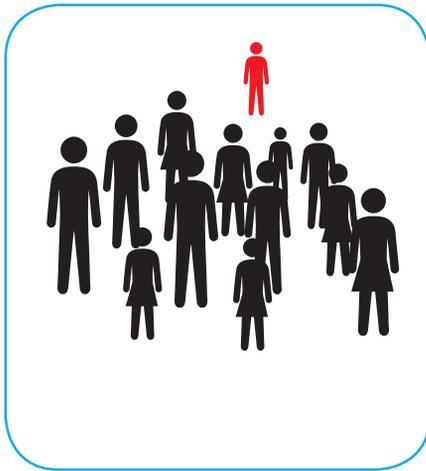
## 12. Run to your Spot

**Group Size: 20+ Resources: None**

**Duration: 10 mins**

The facilitator Ask everyone to choose a particular spot in the room. They start the game by standing on their 'spot'. Instruct people to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc. When the facilitator says "Stop", everyone must run to his or her original spots. The person who reaches their place first is the next leader and can instruct the group to do what they wish.



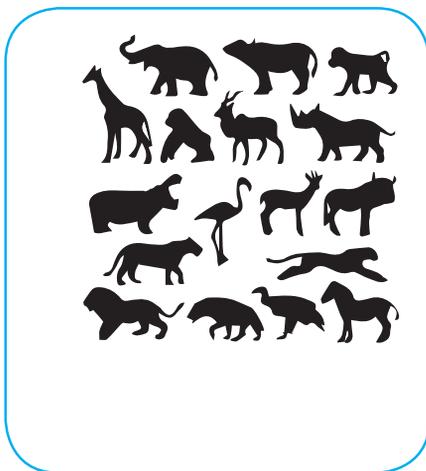


### 13. Governor says

**Group Size: 20+ Resources: None**

**Duration: 10mins**

The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying “Governor says...” If the facilitator does not begin the instructions with the words “Governor says”, then the group should not follow the instructions! The facilitator begins by saying something like “Governor says clap your hands” while clapping their hands. The participants follow. The facilitator speeds up the actions, always saying “Governor says” first. After a short while, the “Governor says” is omitted. Those participants who do follow the instructions anyway are ‘out’ of the game. The game can be continued for as long as it remains fun.

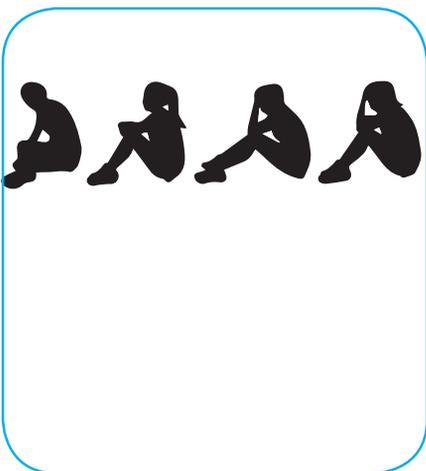


### 14. The animal game

**Group Size: 20+ Resources: None**

**Duration: 10mins**

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.



### 15. Locomotion

**Group Size: 20+ Resources: None**

**Duration: 10mins**

Everyone sits in a circle and a leader stands in the middle. The leader then walks or runs around the outside of the circle, imitating some means of locomotion such as a car, a train or swimming. S/he stops in front of several people, gives them a signal and they follow the leader, imitating the form of locomotion. When the leader has six to ten people behind him/her, s/he shouts “All change” and everyone, including the leader, races for a seat. The person who is left without a seat must start the game again, with a different form of locomotion.

## SEA-Hub CODE OF CONDUCT FOR STAFF ADVISERS AND VOLUNTEERS



### PURPOSE AND OVERVIEW OF THE CODE OF CONDUCT

The Code of Conduct is intended to provide SEA-Hub staff advisers and volunteers advice and guidance with respect to their support to the implementation of SEA-Hub in their various schools. It contains the set of rules outlining the norms, values, ethical principles and responsibilities or proper practices of all Members, Partners, Volunteers and other Stakeholders in the Administration and Management of SEA-Hub in the particular school. This code is to act as a detailed description of what is the most acceptable and ethical behaviour expected from all stakeholders. Its essence is to enhance the group's core values and set the right culture thereby protecting the SEA-Hub members who are secondary school students and most of whom are minors according to law. It also contains specific guidelines for Advisers and volunteers both morally and legally.

Advisers and volunteers must read this code of conduct carefully and make sure the contents are well understood. It contains many standards and you must be familiar with them all. Advisers are asked to sign a form to acknowledge that they have read the contents and agree to abide by the standards laid out.



## APPLICATION

The code of conduct will apply to all teachers, staff advisers, volunteers and Business Development Committee Network (BDCN), where applicable, members who are involved in implementing SEA-Hub activities in Schools. It will also apply to staff of GIZ-SEDIN and other NGO or donors supporting SEA-Hub implementation.

## STANDARDS

### • Commitment

- o Provide high level of professional service and perform to the best of abilities.
- o Show up for club meetings on time and regularly
- o Attendance of all club meetings should be regularly recorded
- o Look for opportunities to improve SEA-Hub processes and performance.
- o Exhibit passion about development of young minds

- **Trust & Mutual Respect**

- o Treat everyone with dignity.
- o Respect the students' rights and dignity without prejudice to gender, religion, tribe, physical characteristics, place of origin, age etc.
- o Use appropriate, non-offensive language when communicating with students.
- o Demonstrate care and concern for students and their challenges.
- o Respect the students point of view and encourage them to come out with their own ideas
- o Encourage mutual respect and understanding amongst students

- **Confidentiality**

- o Treat student's information or ideas with confidentiality. Advisers are to maintain high level of professionalism and not share information about the student's ideas without permission from the students.
- o Do not take students ideas as your own and start to implement the business idea for yourself.



- **Sexual misconduct and related abuse of position / office**

- o Maintain professional relationship with students at all times
- o Do not engage in sexual or unprofessional relationship with students
- o Do not use position to humiliate, threaten, intimidate, harass or blackmail any student to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences

- **Role Model**

- o Serve as role model to students showing high degree of decency in speech, mannerism, discipline, dressing and general performance of roles
- o Dress to portray dignity and professionalism.
- o Abide by highest morale, ethical and legal standards and encourage students to strive to attain same standards
- o Do not smoke, drink alcohol or eat during meeting sessions in the presence of the students. Possession or use of alcoholic beverages or illegal drugs or reporting to the club's activities while under the influence of drugs or alcohol is prohibited.



- **Corrupt practice**

- o Do not ask or receive gifts or gratification for yourselves or for others in any kind whatsoever for selfish motive. Corrupt practice here also includes sexual misconduct, financial misconduct and bribery.
- o On no account should students be invited / brought to your house to perform any task (Even if related to SEA-Hub activities)
- o On no account should proceeds from the SEA-Hub mini businesses be kept in the adviser's personal bank account
- o Do not take products from students without paying the appropriate amount for their products
- o Do not go into partnership with students in doing business with the aim of making profits.
- o When going for a field trip, do not use it as an opportunity to make money from the participants e.g. asking them to pay even for the adviser. The work is voluntary and

therefore adviser should pay for themselves.

- **Discipline and Corporal Punishment**

- o Ensure students behave in a civil and disciplined manner at all times
- o Do not under any circumstance administer any corporal punishment during SEA-Hub activities or /on the basis of SEA-Hub
- o Do not verbally, emotionally or physically abuse the students, especially using profanities or derogatory remarks



- **Ideological influence**

- o Do not use your position to spread your political, religious or other ideologies among learners.

- **Teamwork:**

- o Work with others in a cooperative manner to achieve SEA-Hub Goals

- **Fun and Motivation**

- o Students like to have fun! Ensure the Club meetings are fun and interesting. Celebrate successes of students and the club regularly.

- o Regularly motivate students and keep their morale high towards SEA-Hub activities

- **Continuity and sustainability of SEA-Hub**

- o If peradventure you and the co- Staff Adviser will not be around for a period that is more than 2 weeks at a stretch to perform your oversight function to the club, ensure you make adequate arrangement to ensure no vacuum is created because of your absence.

- o As a Staff Adviser, in the case where you are being transferred or leaving the School on any premise, ensure to effectively handover to a co-staff Adviser or a new teacher to ensure the continuity of SEA-Hub in the School.
- o Transferred Staff Advisers are strongly encouraged to establish SEA-Hub in his/her new school if no SEA-Hub already exists.
- o Do not use or allow others to use SEA-Hub's name, property, resources, information or funds for any purpose other than that required for the club's activities and collectively agreed by the SEA-Hub members.
- o Recognize achievements, both of individual students, groups and of the club as a whole. As much as possible, let the students run the affairs of the club, under your guidance and supervision. For example, let them be the ones to agree on rules and how to enforce them.

**ATTESTATION**

I have read and I understand the SEA-Hub’s Code of Conduct. I agree to abide by the rules described above and understand that I may be removed as a Staff Adviser or Volunteer if I violate any of these rules.

Full Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Witness Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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