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**NATIONAL TRAINING STANDARDS  
(REGULATION)**

**FOR**

**ENTREPRENEUR LEVEL IV**

**BUSINESS, ADMINISTRATION AND LAW  
SECTOR**

**TVET Standard — Entrepreneur — Requirements and Guidelines**

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**TVET Standard — Entrepreneur  
— Requirements and Guidelines**

**TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING AUTHORITY (TVETA)**

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## Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need for establishing requirements governing quality of training services in the TVET Sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA standards department, public and private sector institutions in the TVET sector.

TVET Standards are developed through a Technical Committee that in consultation with key stakeholders representing government, regulatory and Professional bodies, Curricula development and Assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the Principles and procedures for development of Company Standards. Once finalized, the public are then notified through Government gazette.

TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

During the development of this standard, reference was made to the following documents:

TVET Act, 2013.

TVET Regulations, 2015.

Quality Assurance Criteria and Guidelines for the Caribbean Vocational Qualification

August 2009.

Acknowledged is hereby made for the assistance derived from these sources.

## TVET Standard — Entrepreneur — Requirements

### 1 Scope

This TVET Standard prescribes terminologies, requirements and guidelines for development of Entrepreneurship curricula for Competence- Based Education and Training (CBET) in Kenya.

### 2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

*TVET Regulations, 2015*

*TVET Act, 2013*

*Education Programme ISCED-P summary 2011*

*International Standards Classification of Education (ISCED) Fields of education and training (ISCED-F 2013)*

*Kenya National Qualification Framework (KNQF)*

### 3.0 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

#### 3.1 performance criteria

These are assessable statements which specify the required level of performance for each of the elements.

#### 3.2 elements of competence learning outcomes in each unit of competence

#### 3.3 training standards

specifications for knowledge and skills an individual is required to possess to undertake job tasks

#### 3.4

**assessment bodies**

certified body that carries out assessment on assessment centres

**3.5****competence descriptors**

provide general information and describe the competencies to be achieved after completion of the programme or a unit.

**3.6****unit of competence**

is the smallest component of a training programme that can be assessed and certified

**3.7****foundation skills**

are a range of skills that are essential for successful participation in work and life. They include but not limited to reading, numeracy, communication and employability skills.

**3.8****core competencies**

are the specific skills and knowledge needed in a particular area of work-industry sector/occupation/job role

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## INTRODUCTION

These are the National Competency Standards that define the minimum level of practice expected of Entrepreneurship. The aim of developing these standards is to guide the curriculum developer to package the quality training for the Entrepreneurship level 4. The key elements of quality training and learning are described in the Standards. They articulate what Entrepreneur are expected to know and be able to practice.

This defines the work of Entrepreneur and make explicit the elements of high-quality and effective training delivery that will improve the learning outcomes for the trainees. Packaging rules for the qualification is based on the formats provided by TVETS\_01\_2019 Competency Based Education Training and Assessment Standards.

The Training Regulations serve as basis for the:

1. Competency assessment and certification for CBET Entrepreneur;
2. Accreditation and delivery of training programs for CBET Entrepreneur and
3. Development of curriculum and assessment instruments

Each Training Regulations has four sections:

- |           |  |
|-----------|--|
| Section 1 | Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.   |
| Section 2 | Competency Standards - gives the specifications of competencies required for effective work performance.   |
| Section 3 | Training Standards - contains information and requirements in designing training program for certain Qualification. It includes training delivery; trainee entry requirements; tools equipment and materials; training facilities; trainer's qualification and institutional assessment. |
| Section 4 | National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.   |

## **TRAINING REGULATIONS FOR ENTREPRENEUR**

### **SECTION 1: ENTREPRENEUR PROGRAMME**

The **ENTREPRENEUR LEVEL IV QUALIFICATION** consists of competencies that a person must acquire to establish and sustain a small enterprise to respond to an identified need.

#### **0413354/A ENTREPRENEUR PROGRAMME**

The Units of Competency comprising this qualification include the following:

#### **CORE COMPETENCIES**

<b>S/NO</b>	<b>CODE NO.</b>	<b>UNIT OF COMPETENCY</b>
1.	<b>0413353/1/A</b>	Introduction to Entrepreneurship
2.	<b>0413353/2/A</b>	Start a small business
3.	<b>0413353/3/A</b>	Manage a small business
4.	<b>0414353/4/A</b>	Market a small business
5.	<b>0412353/5/A</b>	Manage finances in business
6.	<b>0413353/6/A</b>	Write a simple business plan
7.	<b>0413353/7/A</b>	Embrace creativity and innovation

A person who has achieved this Qualification is competent to be:

- Entrepreneur

## SECTION 2: COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required for LEVEL IV ENTREPRENEUR PROGRAMME.

### UNIT OF COMPETENCY : INTRODUCTION TO ENTREPRENEURSHIP

UNIT CODE 0413353/1/A

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to develop entrepreneurial competencies necessary for starting and sustaining a business

ELEMENTS	PERFORMANCE CRITERIA
1. Describe entrepreneurship	1.1 Explain <i>various terms</i> used in entrepreneurship 1.2 Identify types of entrepreneurs 1.3 Explain <i>requirements of self-employment</i> 1.4 Explain characteristics/traits of an entrepreneur 1.5 Explain contribution of entrepreneurship in the community
2. Identify Internal and external factors that affect entrepreneurial growth 3. Describe entrepreneurial culture	2.1 Identify factors that prevent entrepreneurial growth 2.2 Identify factors that promote entrepreneurial growth 2.3 Establish ways of managing factors that prevent entrepreneurial growth
4. Develop skills and qualities required for entrepreneurship	4.1 Describe the characteristics of a successful entrepreneur 4.2 Identify reasons for becoming an entrepreneur and explain its effects 4.3 Match personal strengths with the available business opportunities within the community
5. Identify entrepreneurial opportunities	5.1 Identify sources of business ideas 5.2 Generate business ideas 5.3 Identify workable business opportunities
6. Identify a viable location for the business	6.1 Identify factors that affect the location of a business 6.2 Evaluate factors that affect the location of a business 6.3 Select suitable business location

7. Assess the viability of business ideas and translate them into business opportunities	7.1 Identify personal strengths and evaluate them against the opportunities 7.2 Identify business opportunities in the environment 7.3 Determine emerging issues and trends that influence the viability of business opportunities.
Training Methods	Competency in this unit may be delivered through the following methods 1. Group discussions 2. Case Studies 3. Role play 4. Brainstorming 5. Mentorship 6. Coaching 7. Research 8. Presentations 9. Field trips 10. Industrial attachment 11. Action learning 12. Business games

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Various terms includes but not limited to:	1.1 Entrepreneurship 1.2 Entrepreneur 1.3 Self-employment 1.4 Salaried employment 1.5 Entrepreneurial activities 1.6 Entrepreneurial culture
2. Requirements of self-employment includes but not limited to:	2.1 Skills 2.2 Capital 2.3 Machinery/Equipment/Tools 2.4 Premises

**EVIDENCE GUIDE**

1. Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Explained various terms used in entrepreneurship 1.2 Identified types of entrepreneurs 1.3 Explained requirements of self-employment 1.4 Explained characteristics/traits of an Entrepreneur 1.5 Explained contribution of entrepreneurship in the community 1.6 Identified factors that prevent entrepreneurial growth 1.7 Identified factors that promote entrepreneurial growth
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	<ul style="list-style-type: none"> <li>1.8 Established ways of managing factors that prevent entrepreneurial growth</li> <li>1.9 Described the characteristics of a successful entrepreneur</li> <li>1.10 Identified reasons for becoming an entrepreneur and explain its effects</li> <li>1.11 Matched personal strengths with the available business opportunities within the community</li> <li>1.12 Identified sources of business ideas</li> <li>1.13 Generated business ideas</li> <li>1.14 Identified workable business opportunities</li> <li>1.15 Identified factors that affect the location of a business</li> <li>1.16 Evaluated factors that affect the location of a business</li> <li>1.17 Selected suitable business location</li> <li>1.18 Identified personal strengths and evaluate them against the opportunities</li> <li>1.19 Identified business opportunities in the environment</li> <li>1.20 Determined emerging issues and trends that influence the viability of business opportunities.</li> </ul>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Terms used in entrepreneurship</li> <li>2.2 Types of entrepreneurs</li> <li>2.3 Requirements of self-employment Explained characteristics/traits of an entrepreneur</li> <li>2.4 Contribution of entrepreneurship in the environment</li> <li>2.5 Factors that prevent entrepreneurial growth</li> <li>2.6 Factors that promote entrepreneurial growth</li> <li>2.7 Characteristics of a successful entrepreneur</li> <li>2.8 Sources of business ideas</li> <li>2.9 Characteristics/traits of an entrepreneur</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>3.1 Establishment of ways of managing factors that prevent entrepreneurial growth</li> <li>3.2 Identification of reasons for becoming an entrepreneur and explain its effects</li> <li>3.3 The Match of personal strengths with the available business opportunities within the environment</li> <li>3.4 Generation of business ideas</li> <li>3.5 Identification of workable business opportunities</li> <li>3.6 Evaluation of factors that affect the location of a business</li> <li>3.7 Selection of suitable business location</li> <li>3.8 Identification of personal strengths and evaluate them against the opportunities</li> <li>3.9 Determination of emerging issues and trends that influence the viability of business opportunities.</li> </ul>
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>4.1 Appropriately simulated environment where assessment can take place</li> </ul>

	4.2 Access to relevant workplace environment 4.3 Resources relevant to the proposed activity or tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the-job 6.2 Off-the-job 6.3 Workplace experience

**UNIT OF COMPETENCY : START A SMALL BUSINESS**

**UNIT CODE 0413353/2/A**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to start a successful business

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Start a business enterprise	1.1 Describe <i>forms of business ownership</i> 1.2 Identify factors to consider when starting a small business 1.3 Identify Procedure for starting a business 1.4 Evaluate causes of business failure 1.5 Identify challenges faced when starting a business 1.6 Determine resources for a business
2. Identify a viable location for the business	2.1 Identify factors that affect the choice of a business location 2.2 Select suitable business location
3. Comply with legal requirements for smooth running of business	3.1 Identify the legal requirements for starting a small business 3.2 Identify relevant related offices that offer legal support to a particular type of business

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Forms of business	1.1 Sole proprietorship

ownership includes but not limited to:	<ul style="list-style-type: none"> <li>1.2 Limited company</li> <li>1.3 Cooperative</li> <li>1.4 Partnership</li> <li>1.5 Unlimited company</li> <li>1.6 Franchise</li> </ul>

**EVIDENCE GUIDE**

1. Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Described forms of business ownership</li> <li>1.2 Identified factors to consider when starting a small business</li> <li>1.3 Identified Procedure for starting a business</li> <li>1.4 Evaluated causes of business failure</li> <li>1.5 Identified challenges faced when starting a business</li> <li>1.6 Determined resources for a business</li> <li>1.7 Identified factors that affect the choice of a business location</li> <li>1.8 Selected suitable business location</li> <li>1.9 Identified the legal requirements for starting a small business</li> <li>1.10 Identified relevant related offices that offer legal support to a particular type of business</li> </ul>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Described forms of business ownership</li> <li>2.2 Identified challenges faced when starting a business</li> <li>2.3 Determined resources for a business</li> <li>2.4 Identified factors that affect the choice of a business location</li> <li>2.5 Identified the legal requirements for starting a small business</li> <li>2.6 Identified relevant related offices that offer legal support to a particular type of business</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in the following:</p> <ul style="list-style-type: none"> <li>3.1 Identification of factors to consider when starting a small business</li> <li>3.2 Identification of Procedures for starting a business</li> <li>3.3 Evaluation of causes of business failure</li> <li>3.4 Selection of suitable business location</li> </ul>
4. Resource implications	<p>The following resources should be provided: Appropriately simulated environment where new</p> <ul style="list-style-type: none"> <li>4.1 Ideas can be practiced</li> <li>4.2 Existing technology</li> <li>4.3 Access to relevant work environment</li> <li>4.4 Resources relevant to the proposed activity and tasks</li> </ul>

5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

**UNIT OF COMPETENCY :** MANAGE A SMALL BUSINESS

**UNIT CODE** 0413353/3/A

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required in managing a small business effectively.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Manage a small business	1.1 Manage <i>business resources</i> 1.2 Maintain business records 1.3 Identify business support services 1.4 Undertake marketing activities in the business 1.5 Practice ethical behavior 1.6 Network and collaborate effectively
2. Manage time effectively	2.1 Set and manage <i>performance targets</i> 2.2 Identify benefits of time management 2.3 Identify factors affecting use of time 2.4 Identify ways of managing time effectively
3. Manage technology	3.1 Identify the advantages of using technology in a business 3.2 Identify appropriate technology, equipment and tools for a particular business 3.3 Use suitable computer application in the business 3.4 Establish ways of coping with emerging issues and trends in technology
4. Manage suppliers	4.1 Identify business needs 4.2 Identify potential suppliers 4.3 Make orders 4.4 Receive goods 4.5 Pay suppliers
5. Manage business risks effectively	5.1 Identify benefits of managing risk 5.2 Identify risks affecting a particular business 5.3 Reduce risks

6. Participate in corporate social responsibility	6.1 Identify the importance of enterprise social responsibility 6.2 Identify social concerns of the community in relation to a particular business 6.3 Undertake corporate social responsibility in the community
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**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Business resources includes but not limited to:	1.1 Finance 1.2 Human resource 1.3 Goods and services
2. Performance targets includes but not limited to:	2.1 Business targets <ul style="list-style-type: none"> <li>• Departmental/Unit</li> <li>• Individual</li> <li>• Daily</li> <li>• Weekly</li> <li>• Monthly</li> <li>• Annual</li> </ul>

**EVIDENCE GUIDE**

1.Critical aspects of competence	Assessment requires evidence that the candidate <ol style="list-style-type: none"> <li>1.1 Managed <i>business resources</i></li> <li>1.2 Maintained business records</li> <li>1.3 Identified business support services</li> <li>1.4 Undertook marketing activities in the business</li> <li>1.5 Practiced ethical behavior</li> <li>1.6 Networked and collaborate effectively</li> <li>1.7 Set and managed performance targets</li> <li>1.8 Identified benefits of time management</li> <li>1.9 Identified factors affecting use of time</li> <li>1.10 Identified ways of managing time effectively</li> <li>1.11 Identified the advantages of using technology in a business</li> <li>1.12 Identified appropriate technology, equipment and tools for a particular business</li> <li>1.13 Used suitable computer application in the business</li> <li>1.14 Established ways of coping with emerging issues and trends in technology</li> <li>1.15 Identified business needs</li> </ol>
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	<ul style="list-style-type: none"> <li>1.16 Identified potential suppliers</li> <li>1.17 Made orders</li> <li>1.18 Received goods</li> <li>1.19 Paid suppliers</li> <li>1.20 Identified benefits of managing risk</li> <li>1.21 Identified risks affecting a particular business</li> <li>1.22 Reduced risks</li> <li>1.23 Identified the importance of enterprise social responsibility</li> <li>1.24 Identified social concerns of the community in relation to a particular business</li> <li>1.25 Undertook corporate social responsibility in the community</li> </ul>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Identified business support services</li> <li>2.2 Practiced ethical behavior</li> <li>2.3 Identified benefits of time management</li> <li>2.4 Identified factors affecting use of time</li> <li>2.5 Identified ways of managing time effectively</li> <li>2.6 Identified the advantages of using technology in a business</li> <li>2.7 Identified business needs</li> <li>2.8 Identified potential suppliers</li> <li>2.9 Identified benefits of managing risk</li> <li>2.10 Reduced risk</li> </ul> <p>Identified the importance of enterprise social responsibility</p>
3. Underpinning skills	<p>The individual needs to demonstrate skills in the following:</p> <ul style="list-style-type: none"> <li>3.1 Management of business resources</li> <li>3.2 Maintenance of business records</li> <li>3.3 Undertaking marketing activities in the business</li> <li>3.4 Networking and collaboration effectively</li> <li>3.5 Setting and management of performance targets</li> <li>3.6 Identification of appropriate technology, equipment and tools for a particular business</li> <li>3.7 Using suitable computer application in the business</li> <li>3.8 Establishment of ways of coping with emerging issues and trends in technology</li> <li>3.9 Making orders</li> <li>3.10 Receiving of goods</li> <li>3.11 Payment of suppliers</li> <li>3.12 Identification of risks affecting a particular business</li> <li>3.13 Identification of social concerns of the community in relation to a particular business</li> <li>3.14 Undertaking corporate social responsibility in the community</li> </ul>
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>4.1 Appropriately simulated environment where new ideas can be practiced</li> <li>4.2 Existing technology</li> <li>4.3 Access to relevant work environment</li> <li>4.4 Resources relevant to the proposed activity and tasks</li> </ul>

5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

**UNIT OF COMPETENCY :** MARKETING A SMALL BUSINESS

**UNIT CODE** 0414353/4/A

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to manage marketing in a small business.

ELEMENTS	PERFORMANCE CRITERIA
1. Obtain marketing information	1.1 Identify needs for marketing activities 1.2 Identify <i>market segment</i> for the particular goods and services 1.3 Explain the effects of expected marketing activities
2. Carry out Product/ Concept development	2.1 Design the product/concept 2.2 Develop the product 2.3 Package the product
3. Plan promotional activities	3.1 Determine <i>promotional activities</i> of the business

	3.2 Plan and schedule promotional activities according to the needs of the business 3.3 Ensure timeline and costs for promotional activities are within the budget 3.4 Provide reports on promotional activities
4. Plan for service marketing	4.1 Determine characteristics of a service 4.2 Profile the market segment for the service 4.3 Develop pricing strategy 4.4 Design marketing activities for the service
5. Deal with different market segments	5.1 Determine the different market segments 5.2 Identify their unique needs and solutions 5.3 Address customer complaints and make improvements in service delivery
6. Determine emerging trends in marketing	6.1 Identify and respond to the emerging issues and trends in marketing 6.2 Establish ways of coping with the emerging issues

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Market segment includes but not limited to:	1.1 Individuals 1.2 Special groups 1.3 Institutions 1.4 Businesses 1.5 Organizations
2. Promotional activities includes but not limited to:	2.1 Advertising 2.2 Sales promotion

**EVIDENCE GUIDE**

1. Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Identified needs for marketing activities 1.2 Identified market segment for the particular goods and services 1.3 Explain the effects of expected marketing activities 1.4 Designed the product/concept 1.5 Developed the product 1.6 Packaged the product 1.7 Determined promotional activities of the business
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	<ul style="list-style-type: none"> <li>1.8 Planned and schedule promotional activities according to the needs of the business</li> <li>1.9 Ensured timeline and costs for promotional activities are within the budget</li> <li>1.10 Provided reports on promotional activities</li> <li>1.11 Determined characteristics of a service</li> <li>1.12 Profiled the market segment for the service</li> <li>1.13 Developed pricing strategy</li> <li>1.14 Designed marketing activities for the service</li> <li>1.15 Determined the different market segments</li> <li>1.16 Identified their unique needs and solutions</li> <li>1.17 Addressed customer complaints and make improvements in service delivery</li> <li>1.18 Identified and respond to the emerging issues and trends in marketing</li> <li>1.19 Established ways of coping with the emerging issues</li> </ul>
2. Underpinning knowledge and attitudes	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>2.1 Identified needs for marketing activities</li> <li>2.2 Explain the effects of expected marketing activities</li> <li>2.3 Ensured timeline and costs for promotional activities are within the budget</li> <li>2.4 Determined characteristics of a service</li> <li>2.5 Determined the different market segments</li> <li>2.6 Addressed customer complaints and make improvements in service delivery</li> <li>2.7 Identified and respond to the emerging issues and trends in marketing</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in the following:</p> <ul style="list-style-type: none"> <li>3.1 Identification of market segment for the particular goods and services</li> <li>3.2 Designing of the product/concept</li> <li>3.3 Development the product</li> <li>3.4 Packaging of the product</li> <li>3.5 Determination of promotional activities of the business</li> <li>3.6 Planning and scheduling of promotional activities according to the needs of the business</li> <li>3.7 Provision of reports on promotional activities</li> <li>3.8 Determination of characteristics of a service</li> <li>3.9 Profiling of the market segment for the service</li> <li>3.10 Development of pricing strategy</li> <li>3.11 Designing of marketing activities for the service</li> <li>3.12 Determination of the different market segments</li> <li>3.13 Identification of their unique needs and solutions</li> <li>3.14 Addressing customer complaints and make improvements in service delivery</li> <li>3.15 Identification of and respond to the emerging issues and trends in marketing</li> <li>3.16 Establishment of ways of coping with the emerging issues</li> </ul>

4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where new ideas can be practiced 4.2 Existing technology 4.3 Access to relevant work environment 4.4 Resources relevant to the proposed activity and tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio 5.6 Group projects 5.7 Third party reports 5.8 Use of Rubrics
6. Context of assessment	Competency may be assessed: 6.1 On-the-job 6.2 Off-the-job 6.3 Workplace experience

**UNIT OF COMPETENCY : MANAGE FINANCES IN BUSINESS****UNIT CODE 0412353/5/A**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to effectively manage and keep records in a business

ELEMENTS	PERFORMANCE CRITERIA
1. Manage finances in business	1.1 Identify <i>sources of business</i> finance 1.2 Explain factors to consider when selecting a source of finance
2. Keep business records	2.1 Identify the business records 2.2 Describe the importance of keeping business records in a business 2.3 Demonstrate ability to keep business records in an enterprise 2.4 Prepare source documents and books of original entry 2.5 Prepare capital, revenue and expenses 2.6 Prepare final accounts 2.7 Interpret finance records and make appropriate business decisions

3. Emerging issues and trends	3.1 Identify emerging issues and trends affecting management of finances in a business 3.2 Establish ways of coping with emerging issues and trends
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**RANGE OF VARIABLE**

VARIABLE	RANGE
1. Sources of business include but not limited to:	1.1 Family 1.2 Financial institutions 1.3 Savings 1.4 Government

**EVIDENCE GUIDE**

1. Critical aspects of competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Identified sources of business finance</li> <li>1.2 Explained factors to consider when selecting a source of finance</li> <li>1.3 Identified the business records</li> <li>1.4 Described the importance of keeping business records in a business</li> <li>1.5 Demonstrated ability to keep business records in an enterprise</li> <li>1.6 Prepared source documents and books of original entry</li> <li>1.7 Prepared capital, revenue and expenses</li> <li>1.8 Prepared final accounts</li> <li>1.9 Interpreted finance records and make appropriate business decisions</li> <li>1.10 Identified emerging issues and trends affecting management of finances in a business</li> <li>1.11 Established ways of coping with emerging issues and trends</li> </ul>
2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: <ul style="list-style-type: none"> <li>2.1 Sources of business finance</li> <li>2.2 Factors to consider when selecting a source of finance</li> <li>2.3 Importance of keeping business records in a business</li> <li>2.4 Ways of coping with emerging issues and trends</li> </ul>
3. Underpinning skills	The individual needs to demonstrate knowledge of: <ul style="list-style-type: none"> <li>3.1 Identification of the business records</li> </ul>

	<p>3.2 Demonstration of ability to keep business records in an enterprise</p> <p>3.3 Preparation of source documents and books of original entry</p> <p>3.4 Preparation of capital, revenue and expenses</p> <p>3.5 Preparation of final accounts</p> <p>3.6 Interpretation of finance records and make appropriate business decisions</p> <p>3.7 Identification of emerging issues and trends affecting management of finances in a business</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where new ideas can be practiced</p> <p>4.2 Existing technology</p> <p>4.3 Access to relevant work environment</p> <p>4.4 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning Interviewing</p> <p>5.4 Portfolio</p> <p>5.5 Third party report</p>
6. Context of assessment	<p>Competency may be assessed:</p> <p>6.1 On-the -job</p> <p>6.2 Off-the-job</p> <p>6.3 Workplace experience</p>

**UNIT OF COMPETENCY :** WRITE A BUSINESS PLAN

**UNIT CODE :** 0413353/6/A

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to develop a comprehensive Business Plan

ELEMENTS	PERFORMANCE CRITERIA
1.Develop Business Plan	<p>1.1 Identify the uses of a Business plan</p> <p>1.2 Identify the various <i>parts</i> of a Business Plan</p> <p>1.3 Complete provided business plan template using relevant content</p> <p>1.4 Present Business plan</p>

**RANGE OF VARIABLE**

VARIABLE	RANGE
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1. Parts includes but not limited to:	<ul style="list-style-type: none"> <li>1.1 Introduction</li> <li>1.2 Business description</li> <li>1.3 Marketing plan</li> <li>1.4 Organization/Management plan</li> <li>1.5 Operational plan/Production plan.</li> <li>1.6 Financial plan</li> </ul>
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## EVIDENCE GUIDE

1. Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identify the uses of a business plan</li> <li>1.2 Identify the various parts of a business plan</li> <li>1.3 Complete provided business plan template using relevant content</li> <li>1.4 Present business plan</li> </ul>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Identify the uses of a business plan</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in the following</p> <ul style="list-style-type: none"> <li>3.1 Identify the various parts of a business Plan</li> <li>3.2 Complete provided business plan template using relevant content</li> <li>3.3 Present Business plan</li> </ul>
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>4.1 Appropriately simulated environment where new ideas can be practiced</li> <li>4.2 Existing technology</li> <li>4.3 Access to relevant work environment</li> <li>4.4 Resources relevant to the proposed activity and tasks</li> </ul>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation</li> <li>5.2 Written tests</li> <li>5.3 Oral questioning</li> <li>5.4 Interviewing</li> <li>5.5 Portfolio</li> <li>5.6 Third party report</li> </ul>
6. Context of assessment	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>6.1 On-the -job</li> <li>6.2 Off-the-job</li> <li>6.3 Workplace experience</li> </ul>

**UNIT OF COMPETENCY :** EMBRACE CREATIVITY AND INNOVATION

**UNIT CODE :** 0413353/7/A

This unit covers the knowledge, skills and attitudes required to embrace new ideas and better methods of running businesses in an

**UNIT DESCRIPTOR :** ever changing business environment

ELEMENTS	PERFORMANCE CRITERIA
1. Embrace creativity and innovation in business	1.1 Describe the importance of creativity and innovation 1.2 Describe <i>barriers to creativity and innovation</i> 1.3 Establish ways of managing barriers to creativity Establish emerging issues and trends
2. Profile emerging issues and trends	2.1 Identify emerging issues and trends affecting innovation and creativity in business 2.2 Establish ways of coping with emerging issues and trends

#### RANGE OF VARIABLE

VARIABLE	RANGE
1. Barriers to creativity and innovation include but not limited to:	1.1 Blindly following 'the rules' 1.2 Being over specialized 1.3 Fearing to look foolish 1.4 Fearing mistakes and failure 1.5 Believing that you are not creative

#### EVIDENCE GUIDE

1. Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Describe the importance of creativity and innovation 1.2 Describe barriers to creativity and innovation 1.3 Establish ways of managing barriers to creativity 1.4 Establish emerging issues and trends 1.5 Identify emerging issues and trends affecting innovation and creativity in business 1.6 Establish ways of coping with emerging issues and trends
2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: 2.1 Describe the importance of creativity and innovation 2.2 Describe barriers to creativity and innovation 2.3 Establish ways of managing barriers to creativity 2.4 Establish emerging issues and trends 2.5 Establish ways of coping with emerging issues and trends

3. Underpinning skills	The individual needs to demonstrate the following: 3.1 Identify emerging issues and trends affecting innovation and creativity in business
4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where new ideas can be practiced 4.2 Existing technology 4.3 Access to relevant workplace environment 4.4 Resources relevant to the proposed activity or tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: Observation 5.1 Written tests 5.2 Oral questioning 5.3 Interviewing 5.4 Portfolio 5.5 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the-job 6.2 Off-the-job 6.3 Workplace experience

### SECTION 3: TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) Entrepreneurship with information and other important requirements to consider when designing Entrepreneur programs for TVET Entrepreneur.

They include information on training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification. However, curriculum design shall be developed by curriculum developers based on this training regulation.

#### 3.1 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

1. The training is based on curriculum developed from the competency standards;
2. Learning is modular in its structure;
3. Training delivery is individualized and self-paced;
4. Training is based on work that must be performed;
5. Training materials are directly related to the competency standards and the curriculum modules;

6. Assessment is based in the collection of evidence of the performance of work to the industry required standard;
7. Training is based both on and off-the-job components;
8. Allows for recognition of prior learning (RPL) or current competencies;
9. Training allows for multiple entry and exit; and
10. Approved training programs are Nationally Accredited

The competency - based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast trainees are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the trainees and trainer are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

### 3.2 MINIMUM TRAINEE ENTRY REQUIREMENTS

Prospective trainees must possess the following qualifications:

- Completion of KNQF level 3 qualification;

### 3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### TVET ENTRPENEUR PROGRAMME

Recommended list of tools and materials per trainee for a class of 20 trainees

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
	Hand tools (for the target trade areas)	10	Computer/ laptops,	5	Internet Connection (Wi-Fi)
				20	Paper and
				Reams	
				20pkts	pencil

		20	USB memory sticks		
		5	Printer		
		1	LCD projector	20 CDs	Audio video materials
		5	Electronic /Multimedia equipment	20	Hand outs
		1	<b>Training facilities</b> • Smart/White Board	20	Reference books
		1pkt	White Board markers/eraser		
		1 Per trade	• Workplace or simulated Lab environment	20	• Manuals • Policy documentation
				20	Different types of sample forms
				20	Materials and consumables for maintenance activities

### 3.4 TRAINING FACILITIES

#### ENTREPRENEUR PROGRAMME

At the minimum, there should be provisions for a lecture and workshop area, learning resource area, multimedia/computer/audio-visual laboratory and workshop/production area as per training standards for the trade area

### 3.5 TRAINER'S/ASSESSOR QUALIFICATIONS

Must be a holder of a minimum of:

- Degree in Entrepreneurship or Business related and
  - Instructors course in Technical Education
- Or equivalent qualifications

### 3.6 INSTITUTIONAL ASSESSMENT

Institutional Assessment is to be undertaken for trainees to determine the achievement of units of competency. A certificate of achievement is issued for each unit of competency.

#### SECTION 4: NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 1.1 To attain the Qualification of TVET Entrepreneur the candidate must demonstrate competence in all the units of competency.
- 1.2 The Qualification may be acquired through accumulation of Certificates of Competency (COC) in the following units of competency:
  - 4.2.2.1 Introduction to Entrepreneurship
  - 4.2.1.2 Start a small business
  - 4.2.1.3 Manage a small business
  - 4.2.1.4 Market a small business
  - 4.2.15 Manage finances in business
  - 4.2.1.6 Write a simple business plan
  - 4.2.1.7 Embrace creativity and innovation
- 4.3 Upon accumulation and submission of the above seven (7) COCs acquired, an individual shall be issued the National Certificate (NC) in TVET Entrepreneur Program.
- 4.4 Assessment shall focus on the core units of competency. The Foundational skills /basic competencies shall be integrated or assessed concurrently with the core units.
- 4.5 The candidate applying for assessment and certification under Level IV Entrepreneur programme must be:
  - Level 4 qualification in Entrepreneurship or its equivalent as prescribed in the KNQF;
  - Prior Learning Recognition candidates

## 5.0 Foundation Skills

All graduates of the Entrepreneurship program of instruction must have reliably demonstrated the foundation skills learning outcomes listed on the following pages, in addition to achieving the entrepreneurial learning outcomes and meeting the Education Sustainable Development (ESD) and Global Citizen Education (GCED) requirements.

### Context

Foundation skills (FS) are skills that, regardless of a trainee's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The training and attainment of these FS for trainees in TVET institutions are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- TVET Institutions are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they start their own business, or pursue further education.

### Skill Categories

To capture these skills, the following six categories define the foundational essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal and
- Personal

**Application and Implementation**

In each of the six skill categories, there are a number of defining skills, or sub skills, identified. The following chart illustrates the relationship between the foundation skills categories, the elements within the categories and performance criteria to be achieved by graduates from all TVET programs of instruction that lead to Entrepreneur TVET qualifications.

Foundation skills may be embedded in ESD & GCED requirements or core entrepreneurship courses, or developed through discrete courses. However these skills are developed, all graduates with Entrepreneurship TVET qualifications must be able to reliably demonstrate the foundation skills required in each of the six categories.

<b>Foundation Skill Category</b>	<b>Elements:</b> Skill areas to be demonstrated by graduates:	<b>Performance Criteria:</b> The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communication	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</li> <li>2. respond to written, spoken or visual messages in a manner that ensures effective communication.</li> </ol>
Numeracy	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> </ul>	<ul style="list-style-type: none"> <li>• execute mathematical operations accurately.</li> </ul>
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>1. apply a systematic approach to solve problems.</li> <li>2. use a variety of thinking skills to anticipate and solve problems.</li> </ol>

<b>Foundation Skill Category</b>	<b>Elements:</b> Skill areas to be demonstrated by graduates:	<b>Performance Criteria:</b> The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Information Management	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ol style="list-style-type: none"> <li>1. locate, select, organize and document information using appropriate technology and information systems.</li> <li>2. analyze, evaluate and apply relevant information from a variety of sources.</li> <li>3. Use a scientific calculator</li> <li>4. Use computers and software programs to cost and document findings.</li> </ol>
Interpersonal	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Relationship management</li> <li>• Peace and Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<ol style="list-style-type: none"> <li>1. show respect for the diverse opinions, values, belief systems and contributions of others.</li> <li>2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</li> </ol>
Personal	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> <li>• Coping with emotions</li> </ul>	<ol style="list-style-type: none"> <li>1. manage the use of time and other resources to complete projects.</li> <li>2. take responsibility for one's own actions, decisions and their consequences.</li> </ol>

## 5.0 Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)

### 6.0 Trainees with Special Needs

**6.1** Each training programme shall ensure that it accommodates trainees with special needs, as applicable (see Annex D of TVETS01:2019 CBETA standards for recommended facilities).

Each training programme shall make special arrangements to cater for training and assessment for trainees with special needs.

NOTE 1 Where training facilities are not equipped to accommodate trainees with special needs, alternative arrangements shall be made for training and assessment to take place at the nearest Education Assessment and Resource Centres (EARCs).

NOTE 2 EARC shall ensure that it employs assessment accommodation to eliminate or reduce assessment bias for candidates with special needs. An accommodation is a procedure or practice, which permits candidates with special needs to have an equitable access to instruction / training and assessment. An accommodation shall not fundamentally lower the quality of the assessment or alter the skills or knowledge being assessed.

ESD Element	Performance Criteria
Adopt sustainable energy practices	<ul style="list-style-type: none"> <li>• Carry out a survey for applicable environmental, waste management and disposal regulations</li> <li>• collect information about usage of different materials including water</li> <li>• collect information on the pattern of electricity and fuel consumption</li> <li>• identify processes where energy/electricity utilization can be optimized</li> <li>• identify possibilities of using renewable energy and environment friendly fuels</li> <li>• ensure electrical equipment and appliances are switched off when not in use</li> </ul>

Manage Climate Change

**Knowledge**

Identify and Explain

- Concepts and effects of climate eg seasons, global warming, Tsunami’s, cyclones
- Identify and explain -dynamics of climate change eg desertification, green economy & cities and marine life
- policies, regulations and laws

**Skills**

- planning, mitigation of climate change and pollution
- planting trees,taking care of vegetation

**Values**

- Advocates of sustainability practices eg. 7R’s (Rethink,Reduce,Reuse,refuse,recycle,repurpose,Rot) and , 5S Sort, Set in order, shine, standardize and sustain

**attitudes**

- .Behaviour change in practices that affect climate
- .love for nature

Manage Risk and  
Disaster

**Knowledge**

Identify types of disasters

- Describe phases of disaster management cycle.
- Explain policies, regulations and laws relating to disaster management

Identify types of risks in disaster management

**Skills**

- Analyse Risk and disaster
- Mitigate risk and disaster
- Prepare for risk and disaster.
- Respond to risk and disaster
- Recovery from risk and disaster

**Values**

Community emergency and response to incidents,

**attitudes**

.that disaster can take place anytime anyplace hence mitigate and be prepared to mitigate against risk

<p>Provide security and Nutrition</p>	<p>Food and</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>. Overview of Food &amp; nutrition, malnutrition ,Balanced diet, access to Healthy foods, indigenous foods, health lifestyles.</li> <li>. Explain factors of food production, processing, preservation, distribution</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>. innovative gardening, eg Hydroponics, crop rotation,vertical gardens</li> <li>.Value addition of local products for local use and export</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>.healthy lifestyles</li> <li>.healthy diets</li> </ul> <p><b>attitude</b></p> <ul style="list-style-type: none"> <li>. Appreciating healthy foods and lifestyles,</li> <li>. appreciate indogenous foods</li> <li>.appreciate organic foods</li> </ul>
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Manage Sustainable Production and utilization of resources

**knowledge**

- explain concept of sustainability
- -understanding the interdependence of the ecosystem

**skills**

- sustainable production of resources
- sustainable utilization of resources
- Reverse the adverse patterns of production and utilization of resources
- minimise wastage during production and consumption

**values**

- ecological integrity
- ability to demonstrate sustainable use of resources
- stewardship
- demonstrate the Understanding of the 7R's of sustainability

**attitudes**

appreciate effective and efficient production and utilization of resources

- identify recyclable, non-recyclable and hazardous waste
- ensure recyclable, non-recyclable and hazardous waste are segregated as per SOP
- ensure proper mechanism is followed while collecting and disposing recyclable and non-recyclable waste
- ensure proper mechanism is followed while collecting and disposing hazardous waste as per SOP
- ensure reuse and recycling of waste wherever applicable

Poverty  
Eradication  
/reduction

**knowledge** -understand the concept of poverty  
- understand methods of eradicating /reducing poverty

**skills**

- identify opportunities for self reliance and self efficacy
- demonstrate ability to be imaginative and creative, innovative, critical thinking ,problem solving,
- establish partnerships and collaborations

Values

- 
- -
- industriousness

**values**

- Value for basic needs and human rights
- self-worth
- service to others
- stewardships
- honesty
- concern for other peoples’ needs
- sharing and cooperation
- -responsibility
- -resilience
- appreciate working smart

**attitudes**

.have a positive attitude to work

<p>Water and sanitation</p>	<p><b>knowledge</b></p> <ul style="list-style-type: none"> <li>-identify water sources and protection</li> <li>· -understand hazards of poor sanitation</li> <li>· -water harvesting and storage</li> <li>· -water and water system management</li> </ul> <p><b>skills</b></p> <ul style="list-style-type: none"> <li>• plan and implement ways to conserve and re-use water</li> <li>• monitor water conservation processes</li> <li>• ensure proper mechanism is followed for treatment of wastewater</li> <li>-utilization of water eg fish ponds</li> <li>· recycling of water</li> <li>· -prudent use of water</li> <li>· -improved sanitation</li> <li>· -sewage management</li> <li>· -care for water resources</li> </ul> <p><b>values</b></p> <ul style="list-style-type: none"> <li>-sustainable use of water</li> <li>-responsible sanitation practices</li> </ul> <p><b>attitudes</b></p> <ul style="list-style-type: none"> <li>· -appreciate the right to access water, proper sanitation and clean environment</li> </ul>
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<p>GCED Element</p> <p><b>TVET STANDARD</b></p>	<p><b>Performance Criteria</b></p> <p><b>TVETS 01-CBTA-ENT4:2021</b></p> <p>ICS 03.180</p>
<p>Promote Peace and conflict resolution</p>	<p>The trainee is able to...</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Explain concepts of peace and conflicts</li> <li>· Identify causes of conflict</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Nonviolent management of conflicts</li> <li>· Exhibit Mutual respect</li> <li>· Negotiation skills</li> <li>· Identify and Comply to policies, laws &amp; regulations</li> <li>· Resource management</li> <li>Self-awareness</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>· Evaluate, participate, and influence provision of Social justice</li> <li>· Globalism and interdependence</li> <li>· Critical thinking</li> <li>· ability to Collaborate/teamwork</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>- Love</li> <li>- Trust</li> <li>- Peace</li> <li>- Equity</li> <li>- Tolerance</li> <li>- Cooperation</li> <li>- Respect</li> <li>- Responsibility</li> </ul>

<p>Apply Human Rights</p>	<p><b>Knowledge</b> The trainee is able to:</p> <ul style="list-style-type: none"> <li>a) Explain concepts of Social justice and equity</li> <li>b) Globalism and interdependence</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>a) Ability to challenge injustice and inequities</li> <li>b) Ability to compare systems of justices for different countries</li> <li>c) Ability to discuss</li> <li>d) Critical inquiry</li> <li>e) Communication skills</li> <li>f) Decision making</li> <li>g) Problem solving</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>a) Concern for and commitment to the environment</li> <li>b) Belief that people can make a difference</li> <li>c) Equality for all</li> <li>d) Solidarity</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>a) Respect for people and things</li> <li>b) Empathy</li> <li>c) Ubuntu</li> <li>d) Responsibility</li> <li>e) Love</li> <li>f) Respect</li> <li>g) Integrity</li> <li>h) Tolerance</li> </ul>
<p>Diversity</p>	<p><b>Knowledge:</b> The trainees to be able to:</p> <ul style="list-style-type: none"> <li>a) Understand forms of diversity (e.g. individual, religious, gender, ethnic, political, culture)</li> <li>b) Understand importance of diversity</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>a) Promote global dialogue</li> <li>b) Create diverse relationships</li> <li>c) Self-awareness</li> <li>d) Creativity when harnessing difference</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>a) Accommodating diverse groups</li> <li>b) Appreciating diversity</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>a) respect</li> <li>b) Unity in diversity</li> <li>c) Tolerance</li> <li>d) Love</li> <li>e) Social justice</li> </ul>

	<p><b>Knowledge:</b> The trainee will be able to:</p> <ul style="list-style-type: none"><li>a) Understand various digital platforms</li><li>b) Use digital platforms to promote diversity</li><li>c) Use of virtual space to understand local, national , regional and global issues</li><li>d) Develop Netiquette (Digital Etiquette)</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>a) Use of digital platforms in appreciating diversity</li><li>b) Use of digital platform to promote global dialogue</li><li>c) Self-awareness</li><li>d) Creativity when harnessing difference</li><li>e) Use of digital platforms to promote diversity</li></ul> <p><b>Values:</b></p> <ul style="list-style-type: none"><li>a) Responsibility</li><li>b) Patriotism</li></ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"><li>a)Embrace diversity</li></ul>
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	<p><b>Knowledge:</b> The trainee will be able:</p> <ul style="list-style-type: none"> <li>a) Understand how culture influences occupation, safety, and health</li> <li>b) Accommodating indigenous knowledge and skills i.e., herbal healing, water/spa treatment,</li> <li>c) Understand historical issues on the environment</li> <li>d) Understand legal and regulation framework governing environment and OSH</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>a) Demonstrate safe work habits</li> <li>b) Appreciating culture diversity in occupations</li> <li>e) Preservation of cultural heritage sites</li> <li>a) Practice environmental ethics</li> <li>b) Care for community heritage</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>c) Accommodating diverse groups</li> <li>d) Appreciate diversity</li> <li>e) Advocacy for environmental protection</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>a) Respect</li> <li>b) Tolerance</li> <li>c) Love</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>a) Understanding global employee/employer operations</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>a) Self-awareness</li> <li>b) Interpersonal skills</li> <li>c) Negotiation skills</li> <li>d) Innovativeness at the workplace</li> <li>e) leading a diverse workplace team</li> <li>f) Etiquette</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>a) Accommodation and coexistence with others including other cultures</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>a) Responsibility</li> </ul>

<p>Governance</p>	<p><b>Knowledge:</b>                      The trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) Understand good governance</li> <li>b) Understand politics as art of Governance</li> <li>c) Understand local, national, regional and global issues on governance</li> <li>d) Understanding resources usage</li> <li>e) Understanding global poverty and inequalities</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>a) Vie for leadership positions</li> <li>b) Vet leaders</li> <li>c) Vote</li> <li>d) Be assertiveness</li> <li>e) Be creative</li> <li>f) Prudent use of resource</li> <li>g) Meritocracy</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>a) Open mindedness</li> <li>b) Accept results</li> <li>c) Optimization</li> <li>d) Appreciate good governance</li> <li>e) Appreciate political systems</li> <li>f) Appreciate our interconnectedness</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>a) Honesty</li> <li>b) Integrity</li> <li>c) Unity</li> <li>d) Respect for rule of law</li> </ul>