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**NATIONAL TRAINING STANDARDS (REGULATION)**

**FOR**

**ENTREPRENEUR LEVEL V**

**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.

Acknowledgement 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 5. 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 II

### (KNQF LEVEL V)

#### SECTION 1: ENTREPRENEUR II PROGRAMME

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

The Units of Competency comprising this qualification include the following:

#### CORE COMPETENCIES

S/NO	CODE NO.	UNIT OF COMPETENCY
1.	0413453/1/A	Introduction to Entrepreneurship
2.	0413453/2/A	Identify Business Opportunities
3.	0413453/3/A	Exhibit creativity and innovation
4.	0413453/4/A	Start a small business
5.	0413453/5/A	Manage business enterprise
6.	0414453/6/A	Business marketing

7.	0412453/7/A	Basic business finance and Accounting
8.	0413453/8/A	Write a business plan

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

- Entrepreneur II

## SECTION 2: OCCUPATIONAL TRAINING STANDARDS

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

### CORE COMPETENCE

<b>UNIT OF COMPETENCY</b>	<b>INTRODUCTION TO ENTREPRENEURSHIP</b>
<b>UNIT CODE</b> 0413453/1/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to develop entrepreneurial competencies

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Describe entrepreneurship	1.1 Explain <i>terms</i> used in entrepreneurship 1.2 Describe types of entrepreneurs 1.3 Explain <i>requirements for entrepreneurship</i> 1.4 Explain characteristics/traits of an entrepreneur 1.5 Explain the role of entrepreneurship in self-employment 1.6 Differentiate self-employment and salaried employment 1.7 Explain contribution of entrepreneurship towards national development
2. Describe entrepreneurial culture	2.1 Explain entrepreneurial culture 2.2 Identify cultural factors that promote entrepreneurial development 2.3 Identify cultural factors that inhibit entrepreneurial development 2.4 Establish ways of coping with cultural factors that inhibit entrepreneurial development

<p>3 Develop skills and attributes required for entrepreneurship</p>	<p>3.1 Describe the characteristics of a successful entrepreneur                      3.2 Identify reasons for becoming an entrepreneur                      3.3 Determine potential to become an entrepreneur.                      3.4 Create an action plan to meet entrepreneurial development needs.                      3.5 Implement entrepreneurial action plan                      3.6 evaluate the outcome of entrepreneurial <i>action plan</i></p>
<p>Training Methods</p>	<p>Competency in this unit may be delivered through the following methods</p> <ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Case Studies</li> <li>3. Role play</li> <li>4. Brainstorming</li> <li>5. Mentorship</li> <li>6. Coaching</li> <li>7. Research</li> <li>8. Presentations</li> <li>9. Field trips</li> <li>10. Industrial attachment</li> <li>11. Action learning</li> <li>12. Business games</li> </ol>

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
<p>1. Terms includes but not limited to:</p>	<p>1.1 Entrepreneurship                      1.2 Entrepreneur                      1.3 Self-employment                      1.4 Salaried employment                      1.5 Entrepreneurial activities                      1.6 Entrepreneurial culture</p>
<p>2. Requirements for entrepreneurs includes but not limited to:</p>	<p>2.1 Land for business location                      2.2 Capital and machinery                      2.3 Labor and skills                      2.4 Entrepreneurship</p>
<p>3. Action plan</p>	<p>3.1 Find the right business                      3.2 Determine if you should get an education                      3.3 Plan your business                      3.4 Find target group of customers                      3.5 Network                      3.6 Sell your idea                      3.7 Market your business</p>

**EVIDENCE GUIDE**

<p>1.Critical aspects of competence</p>	<p>Assessment requires evidence that the candidate:</p>
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	<ul style="list-style-type: none"> <li>1.1 Explained terms used in entrepreneurship</li> <li>1.2 Described types of entrepreneurs</li> <li>1.3 Explained requirements of entrepreneurship</li> <li>1.4 Explained characteristics/traits of an entrepreneur</li> <li>1.5 Explained the role of entrepreneurship in self-employment</li> <li>1.6 Differentiated self-employment and salaried employment</li> <li>1.7 Explained contribution of entrepreneurship towards national development</li> <li>1.1 Explained entrepreneurial culture</li> <li>1.2 Identified cultural factors that promote entrepreneurial development</li> <li>1.3 Identified cultural factors that inhibit entrepreneurial development</li> <li>1.4 Established ways of coping with cultural factors that inhibit entrepreneurial development</li> <li>3.7 Described the characteristics of a successful entrepreneur</li> <li>3.8 Identified reasons for becoming an entrepreneur</li> <li>3.9 Determined potential to become an entrepreneur.</li> <li>3.10 Created an action plan to meet entrepreneurial development needs.</li> <li>3.11 Implemented entrepreneurial action plan</li> <li>3.12 Evaluated the outcome of entrepreneurial action 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 Entrepreneurship</li> <li>2.2 Entrepreneurs</li> <li>2.3 Requirements of self-employment</li> <li>2.4 Characteristics/traits of an entrepreneur</li> <li>2.5 Entrepreneurial development</li> <li>2.6 Personal strengths and development needs.</li> <li>2.7 Business ideas generation</li> <li>2.8 Sources of business ideas</li> <li>2.9 Business opportunities</li> <li>2.10 Business location</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <ul style="list-style-type: none"> <li>3.1 Promotion of entrepreneurial development</li> <li>3.2 Analysis of differences between self and salaried employment</li> <li>3.3 Management of factors that inhibit entrepreneurial development</li> <li>3.4 self-assessment activities</li> <li>3.5 Creation of an action plan to meet entrepreneurial development needs.</li> <li>3.6 Implementation of entrepreneurial action plan</li> </ul>
4. Resource implications	The following resources should be provided:

	<p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 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</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 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>

<b>UNIT OF COMPETENCY</b>	<b>IDENTIFY BUSINESS OPPORTUNITIES</b>
<b>UNIT CODE</b> 0413453/2/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to identify business opportunities

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Assess entrepreneurial opportunities	<p>1.1 Identify sources of business ideas and opportunities</p> <p>1.2 Identify methods of generating business ideas and opportunities</p> <p>1.3 Generate business ideas</p> <p>1.4 Evaluate business opportunities</p> <p>1.5 Identify and explain emerging issues and trends that influence the generation of business ideas</p>
2. Assess personal ability of the entrepreneur	<p>2.1 Identify <i>personal strengths</i> and evaluate them against the opportunities</p> <p>2.2 Evaluate business opportunities in the environment</p> <p>2.3 Identify and explain emerging issues and trends that influence the <i>viability of business opportunities</i></p>
Training Methods	<p>Competency in this unit may be delivered through the following methods</p> <p>Group discussions</p> <p>Case Studies</p> <p>Role play</p> <p>Brainstorming</p> <p>Mentorship</p>

	Couching Research Presentations Field trips Industrial attachment Action learning Business games
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**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Business opportunities includes but not limited to:	1.1 Manufacturing 1.2 Merchandising 1.3 Service 1.4 Entertainment 1.5 Technology 1.6 Transport 1.7 Agri- business
1 Personal strengths include but not limited to:	1.4 Skills 1.5 Family history 1.6 Hobbies 1.7 Experiences 1.8 Interests 1.9 Resources 1.10Mentorship 2.11 Social networks
2 Viability of business opportunities	2.1 Profit 2.2 Market 2.3 Timing 2.4 Skills and technology

**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 ideas and opportunities</li> <li>1.2 Identified methods of generating business ideas and opportunities</li> <li>1.3 Generated business ideas</li> <li>1.4 Evaluated business opportunities</li> <li>1.5 Identified and explained emerging issues and trends that</li> <li>1.6 influence the generation of business ideas</li> <li>1.7 Identified personal strengths and evaluated them against the opportunities</li> </ul>
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	<p>1.8 Evaluated business opportunities in the environment</p> <p>1.9 Identified and explained emerging issues and trends that influence the viability of business opportunities</p>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>2.1 Sources of business ideas</p> <p>2.2 Methods of generating business ideas</p>
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <p>3.1 Evaluation of business opportunities in the community</p> <p>3.2 Identification of emerging issues and trends influencing the viability of business opportunities both locally and internationally</p> <p>3.3 Identification and evaluation of personal strengths against opportunities</p> <p>3.4 Identification of emerging issues and trends influencing the generation of business ideas</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where</p> <p>4.2 assessment can take place</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</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 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>

<b>UNIT OF COMPETENCY</b>	<b>EXHIBIT CREATIVITY AND INNOVATION</b>
<b>UNIT CODE</b> 0413453/3/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to exhibit new ideas and apply better methods in production and running businesses

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Exhibit creativity and innovation in business	1.1 Describe the <i>importance of creativity and innovation</i> 1.2 Identify sources of <i>creativity and innovation</i> 1.3 Explain the <i>process of creativity and innovation</i> 1.4 Describe <i>barriers to Creativity and innovation</i> 1.5 Establish <i>ways of coping with barriers to creativity and innovation</i> 1.6 Apply creativity and innovation in business
2. Highlight 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
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
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1. Importance of creativity and innovation	<ul style="list-style-type: none"> <li>1.1 Cope with competition</li> <li>1.2 Cope with change</li> <li>1.3 Change market demand</li> <li>1.4 Change in technology</li> <li>1.5 Avoid obsolescence</li> <li>1.6 Dead stock</li> </ul>
2. Sources of creativity and innovation	<ul style="list-style-type: none"> <li>2.1 Unexpected</li> <li>2.2 Change in technology</li> <li>2.3 Incongruence</li> <li>2.4 Market changes</li> <li>2.5 Problems</li> <li>2.6 Demographic change</li> <li>2.7 Market niche</li> </ul>
3. Process of creativity and innovation	<ul style="list-style-type: none"> <li>3.1 Generation of ideas</li> <li>3.2 Information search</li> <li>3.3 Incubation</li> <li>3.4 Illumination</li> <li>3.5 Implementation</li> <li>3.6 Evaluation</li> </ul>
4. Barriers to Creativity and innovation	<ul style="list-style-type: none"> <li>4.1 Bureaucracy of systems</li> <li>4.2 Fear of change</li> <li>4.3 Attitude</li> <li>4.4 Systems that are too established</li> <li>4.5 Culture</li> </ul>
5. Ways of managing barriers to creativity and innovation	<ul style="list-style-type: none"> <li>5.1 Training</li> <li>5.2 Benchmarking</li> <li>5.3 Sensitization and inclusivity</li> <li>5.4 Rewarding innovation champions</li> <li>5.5 Brainstorming</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 the importance of creativity and innovation</li> <li>1.2 Identified sources of creativity and innovation</li> <li>1.3 Explained the process of creativity and innovation</li> <li>1.4 Described barriers to Creativity and innovation</li> <li>1.5 Established ways of coping with barriers to creativity and innovation</li> <li>1.6 Applied creativity and innovation in business</li> <li>1.7 Identified emerging issues and trends affecting innovation and creativity in business</li> <li>1.8 Established ways of coping with emerging issues and trends</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 Importance of creativity and innovation</li> </ul>

	<p>2.2 Sources of creativity and innovation</p> <p>2.3 process of creativity and innovation</p> <p>2.4 Barriers to Creativity and innovation</p> <p>2.5 Emerging issues and trends affecting innovation and creativity in business</p>
3. Underpinning skills	<p>The individual needs to demonstrate skills on:</p> <p>3.1 Coping with barriers to creativity and innovation</p> <p>3.2 Application of creativity and innovation in 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</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 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>

<b>UNIT OF COMPETENCY</b>	<b>STARTING A SMALL BUSINESS</b>
<b>UNIT CODE</b> 0413453/4/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to start a business enterprise.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Starting a business enterprise	<p>1.1 Describe <i>forms of business ownership</i></p> <p>1.2 Analyze factors to consider when starting a business enterprise</p> <p>1.3 Explain the procedure for starting a business</p> <p>1.4 Establish challenges faced when starting a business</p> <p>1.5 Evaluate causes of <i>business failure</i></p> <p>1.6 Analyze <i>business life cycle</i></p> <p>1.7 Determine resources for a business</p>

<p>2. Identify a viable location for the business</p>	<p>2.1 Identify factors that influence the location of a business                  2.2 Evaluate factors that influence the location of a business                  2.3 Select a suitable business location</p>
<p>3. Comply with legal requirements for running of business</p>	<p>3.1 Identify relevant <i>laws and regulations</i> from local authorities and government bodies that are in line with a particular business                  3.2 Identify relevant offices that offer legal support to a particular business                  3.3 Meet the necessary legal requirements of the business</p>
<p>Training Methods</p>	<p>Competency in this unit may be delivered through the following methods                  Group discussions                  Case Studies                  Role play                  Brainstorming                  Mentorship                  Coaching                  Research                  Presentations                  Field trips                  Industrial attachment                  Action learning                  Business games</p>

**RANGE OF VARIABLE**

<p><b>VARIABLE</b></p>	<p><b>RANGE</b></p>
<p>1. Forms of business ownership may include but not limited to:</p>	<p>1.1 Sole proprietorship                  1.2 Limited company                  1.3 Cooperative                  1.4 Partnership                  1.5 Unlimited company                  1.6 Franchise</p>
<p>2. Business failure may include but not limited to:</p>	<p>2.1 Loss making                  2.2 Low demand                  2.3 Lack of growth                  2.4 Poor policies                  2.5 Uncontrollable circumstances</p>
<p>3. Business life cycle may include but not limited to:</p>	<p>3.1 Birth                  3.2 Growth                  3.3 Maturity                  3.4 Decline</p>

<p>4. Laws and regulations may include but not limited to:</p>	<p>4.1 Licensing 4.2 Labor 4.3 Health 4.4 Taxation 4.5 Advisories</p>
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**EVIDENCE GUIDE**

<p>1.Critical aspects of competence</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Explain terms used in business finance 1.2 Identify types of business finance 1.3 Identify sources of business finance 1.4 Explain factors to consider when selecting a source of finance 1.5 of finance 1.6 Identify the business records in a business 1.7 Describe the importance of keeping business records in a business 1.8 Demonstrate ability to keep business records in a business enterprise 1.9 Prepare source documents and books of original entry 1.10 Prepare capital and revenue expenditure 1.11 Prepare final accounts 1.12 Identify emerging issues and trends affecting finances in a business 1.13 Establish ways of coping with emerging issues and trends 1.14 trends</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>The individual needs to demonstrate knowledge of:</p> <p>2.1 Forms of business ownership 2.2 Procedure for starting a business 2.3 Causes of business failure 2.4 Challenges faced when starting a business 2.5 Factors that influence the location of a business 2.6 Relevant related offices that offer legal support to a particular business</p>
<p>3. Underpinning skills</p>	<p>The individual needs to demonstrate skills in:</p> <p>3.1 Analyzing of factors considered when starting a business enterprise 3.2 Analyzing of business life cycle 3.3 Evaluation of factors influencing the location of a business 3.4 Selection of suitable business location 3.5 Determination of resources for a business 3.6 Determination of relevant laws and regulations from local authorities and government bodies that are in line with a particular business</p>

4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where assessment can take place 4.2 Access to relevant work environment 4.3 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 evidence 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

<b>UNIT OF COMPETENCY</b>	<b>MANAGE A SMALL BUSINESS ENTERPRISE</b>
<b>UNIT CODE</b> 0413453/5/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required in managing business enterprise.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate ability to manage a small business enterprise	1.1 Identify the functions of management 1.2 Develop short and long term goals and objectives 1.3 Establish <i>operation procedures and policies</i> 1.4 Maintain <i>basic business records</i> 1.5 Identify business support services 1.6 Undertake basic marketing activities in the business 1.7 Practice ethical behavior 1.8 Network and collaborate effectively
2. Manage time effectively	2.1 Identify benefits of <i>time management</i> 2.2 Explain effects of poor time management 2.3 Determine factors influencing use of time 2.4 Identify ways of managing time effectively
3. Manage technology	3.1 Identify the benefits and challenges of technology in a business

	<p>3.2 Identify <i>appropriate technology</i>, equipment and tools for the business</p> <p>3.3 Identify suitable computer application software in the business</p> <p>3.4 Establish mechanism for coping with emerging issues and trends in technology</p>
4. Manage supplies	<p>4.1 Determine business needs</p> <p>4.2 Identify potential suppliers</p> <p>4.3 Evaluate suppliers</p> <p>4.4 Make orders</p> <p>4.5 Receive goods</p> <p>4.6 Pay suppliers</p>
5. Manage business risks effectively	<p>5.1 Identify business risks</p> <p>5.2 Explain benefits of managing risk</p> <p>5.3 Suggest ways of mitigating risks</p>
6. Participate in corporate social responsibility	<p>6.1 Identify the importance of <i>corporate social responsibility</i></p> <p>6.2 Identify social concerns of the enterprise</p> <p>6.3 Undertake corporate social responsibility in the community</p>
7. Highlight emerging issues and trends	<p>2.1 Identify emerging issues and trends affecting managing a small enterprise</p> <p>2.2 Establish ways of coping with emerging issues and trends</p>
Training Methods	<p>Competency in this unit may be delivered through the following methods</p> <ul style="list-style-type: none"> <li>Group discussions</li> <li>Case Studies</li> <li>Role play</li> <li>Brainstorming</li> <li>Mentorship</li> <li>Couching</li> <li>Research</li> <li>Presentations</li> <li>Field trips</li> <li>Industrial attachment</li> <li>Action learning</li> <li>Business games</li> </ul>

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Operation procedures and policies includes but not limited to:	<p>1.1 Finance procedures</p> <p>1.2 Procurement procedures</p> <p>1.3 Inventory management</p> <p>1.4 Human resource procedures</p>

<p>2. Basic business records includes but not limited to:</p>	<p>2.1 Purchasing records 2.2 Payroll records 2.3 Customer records 2.4 Assets records 2.5 Sales records 2.6 Debtors records 2.7 Creditors records 2.8 Statutory and licence records</p>
<p>3. Corporate Social Responsibility includes but not limited to:</p>	<p>2.1 Business and community 2.2 Community needs 2.3 Co-existence 2.4 Sustainability</p>
<p>4. Appropriate Technology includes but not limited to:</p>	<p>5.1 Social media 5.2 Data and records 5.3 Business systems</p>
<p>5. Time Management includes but not limited to:</p>	<p>6.1 Time tabling 6.2 Scheduling 6.3 Prioritization 6.4 Delegating 6.5 Working in shifts</p>

**EVIDENCE GUIDE**

<p>1. Critical aspects of competence</p>	<p>1.1 Identified the functions of management 1.2 Developed short and long term goals and objectives 1.3 Identified enterprise resources 1.4 Maintained basic business records 1.5 Identified business support services 1.6 Undertook marketing activities in the business 1.7 Networked and collaborated effectively 1.8 Practiced ethical behaviour 1.9 Identified benefits of time management 1.10 Explain effects of poor time management 1.11 Identified ways of managing time effectively 1.12 Analysed the benefits of technology in a business 1.13 Identified appropriate technology, equipment and tools for the business 1.14 Applied suitable computer application software in the business 1.15 Established mechanism for coping with emerging issues and trends in technology 1.16 Determined business needs 1.17 Identified potential suppliers 1.18 Evaluated suppliers 1.19 Made orders 1.20 Received goods 1.21 Paid suppliers</p>
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	<ul style="list-style-type: none"> <li>1.22 Identified business risks</li> <li>1.23 Analysed benefits of managing risk</li> <li>1.24 Applied principles of risk management</li> <li>1.25 Evaluated risks</li> <li>1.26 Mitigated risks</li> <li>1.27 Identified the importance of enterprise social responsibility</li> <li>1.28 Identified social concerns of the enterprise</li> <li>1.29 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 Functions of management</li> <li>2.2 Enterprise resources</li> <li>2.3 Business records</li> <li>2.4 Business support services</li> <li>2.5 Time management</li> <li>2.6 Technology in a business</li> <li>2.7 Determined business needs</li> <li>2.8 Identified potential suppliers</li> <li>2.9 Analyzed benefits of managing risk</li> <li>2.10 Applied principles of risk management</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <ul style="list-style-type: none"> <li>3.1 Undertaking marketing activities in the business</li> <li>3.2 Networking and collaborating effectively</li> <li>3.3 managing time</li> <li>3.4 Identification of appropriate technology, equipment and tools for the business</li> <li>3.5 Application of suitable computer application software in the business</li> <li>3.6 Established mechanism for coping with emerging issues and trends in technology</li> <li>3.7 Identification of social concerns of the enterprise</li> <li>3.8 Analysis of the importance of enterprise social responsibility</li> <li>3.9 Undertook corporate social responsibility in the community</li> <li>3.10 Practiced ethical behavior</li> <li>3.11 setting short and long term goals and objectives</li> <li>3.12 Made orders</li> <li>3.13 Evaluated suppliers</li> <li>3.14 Received goods</li> <li>3.15 Mitigated risks</li> <li>3.16 Evaluated risks</li> <li>3.17 Paid suppliers</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> <li>4.2 Access to relevant work environment</li> </ul>

	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 evidence 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

<b>UNIT OF COMPETENCY</b>	<b>BUSINESS MARKETING</b>
<b>UNIT CODE</b> 0414453/6/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the introductory knowledge, skills and attitudes required to market a business

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Explain terms in marketing	1.1 Describe <i>terms used in marketing</i> 1.2 Differentiate <i>types of markets</i>
2. Obtain marketing information	2.1 Identify <i>sources of market information</i> 2.2 Describe methods of collecting marketing information 2.3 Apply methods of collecting marketing information
3. Conduct product marketing	3.1 Develop a product 3.2 Set product prices 3.3 Plan promotional activities 3.4 Identify market place
4. Plan for service marketing	4.1 Determine characteristics of a service 4.2 Set service prices 4.3 Plan promotional activities for service
5. Determine different market segments	5.1 Identify the different market segments 5.2 Explain their unique needs 5.3 Address customer needs
6. Determine emerging trends in marketing	6.1 Identify the emerging issues and trends in marketing 6.2 Establish ways of coping with the emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming

	Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games
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**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Marketing mix includes but not limited to:	1.1 Price 1.2 Product 1.3 Place/Distribution 1.4 Promotion
2. Terms used in marketing includes but not limited to:	2.1 Needs 2.2 Demand 2.3 Market 2.4 Goods 2.5 Product 2.6 Price 2.7 Service
3. Types of Markets includes but not limited to:	3.1 Consumer 3.2 Reseller 3.3 Organizational 3.4 Business 3.5 International
4. Sources of market information includes but not limited to:	4.1 Customers 4.2 Distributors 4.3 Observation 4.4 Internet 4.5 E- marketing 4.6 Vernacular FM stations 4.7 Newspapers 4.8 Barazas 4.9 Social media 4.10 Marketing networks

**EVIDENCE GUIDE**

1.Critical aspects of competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1. Described terms used in marketing</li> <li>1.2. Differentiated markets</li> <li>1.3. Identified sources of market information</li> <li>1.4. Described methods of collecting marketing information</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5. Applied methods of collecting marketing information</li> <li>1.6. Developed a product</li> <li>1.7. Planned promotional activities</li> <li>1.8. Set product prices</li> <li>1.9. Identified market place</li> <li>1.10. Determined characteristics of a service</li> <li>1.11. Planned promotional activities for service</li> <li>1.12. Set service prices</li> <li>1.13. Determined the different market segments</li> <li>1.14. Identified their unique needs</li> <li>1.15. Addressed customer complaints</li> <li>1.16. Identified the emerging issues and trends in marketing</li> <li>1.17. Established ways of coping with the emerging issues</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 Marketing</li> <li>2.2 Markets</li> <li>2.3 Sources market information</li> <li>2.4 Methods of collecting marketing information</li> <li>2.5 Promotion activities</li> <li>2.6 Promotion of products and services</li> <li>2.7 Market segmentation</li> <li>2.8 Identification of market place</li> <li>2.9 characteristics of a service</li> <li>2.10 Identification of unique needs for different market</li> <li>2.11 segments</li> <li>2.12 Monitoring, reviewing and amending marketing activities</li> </ul>
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <ul style="list-style-type: none"> <li>3.1 Application of methods of collecting marketing information</li> <li>3.2 Planning promotional activities</li> <li>3.3 Addressing customer complaints</li> <li>3.4 Handling and coping with emerging issues and trends in marketing</li> <li>3.5 Addressing customer complaints</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> <li>4.2 Access to relevant work environment</li> <li>4.3 Resources relevant to the proposed activity or 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> </ul>

	5.5 Portfolio evidence 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

<b>UNIT OF COMPETENCY</b>	<b>BASIC BUSINESS FINANCE AND ACCOUNTING</b>
<b>UNIT CODE</b> 0412453/7/A	
<b>UNIT DESCRIPTOR</b>	This unit covers knowledge, skills and attitudes in basic business finance and accounting

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine business finances	1.1 Explain <i>terms</i> used in business finance 1.2 Identify <i>types of business finance</i> 1.3 Identify <i>sources of business finance</i> 1.4 Explain factors to consider when selecting a source of finance
2. Keep basic books of accounts	2.1 Describe the importance of keeping business records in a business 2.2 Demonstrate ability to keep business records in a business enterprise 2.3 Prepare basic books of account
3. Emerging issues and trends includes but not limited to:	3.1 Identify emerging issues and trends affecting finances in a business 3.2 Establish ways of coping with emerging issues and trends
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Terms includes but not limited to:	1.1 Finance 1.2 Equity 1.3 Loan 1.4 Savings 1.5 Balance sheet equation
2. Types of business finance includes but not limited to:	2.1 Equity finance 2.2 Borrowed
3. Sources of business finance includes but not limited to:	3.1 Friends 3.2 Family 3.3 Banks 3.4 Personal saving 3.5 Table banking/SACCOs
4. Basic books of account includes but not limited to:	4.1 Source documents 4.2 Ledgers 4.3 Income statement 4.4 Statement of financial positions 4.1 Cash flow statements
5. Source documents includes but not limited to:	5.1 Cash book 5.2 Receipt 5.3 Invoices 5.4 Diary
6. Books of original entry includes but not limited to:	6.1 Purchases day books 6.2 Sales day books 6.3 Purchases returns 6.4 Sales returns
7. Final accounts includes but not limited to:	7.1 Trading account 7.2 Profit and loss account 7.3 Balance sheet 7.4 Cash flow statement

**EVIDENCE GUIDE**

1. Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Identified the business records in a business 1.2 Described the importance of keeping business records in a business 1.3 Demonstrated ability to keep business records in a business enterprise 1.4 Prepared source documents and books of original entry 1.5 Prepared capital and revenue expenditure 1.6 Prepared final accounts 1.7 Identified emerging issues and trends affecting finances in a business
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	1.8 Established ways of coping with emerging issues and trends
2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: 2.1 Business records in a business 2.2 Importance of keeping business records in a business 2.3 Identification of emerging issues and trends
3. Underpinning skills	The individual needs to demonstrate skills in: 3.1 Demonstration of ability to keep business records in a business enterprise 3.2 Preparation of source documents and books of original entry 3.3 Preparation of capital and revenue expenditure 3.4 Preparation of final accounts 3.5 Establishing ways of coping with emerging issues and trends
4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where 4.2 assessment can take place 4.3 Access to relevant work environment 4.4 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 evidence 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

<b>UNIT OF COMPETENCY</b>	<b>WRITE A BUSINESS PLAN</b>
<b>UNIT CODE</b> 0413453/8/A	
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to develop a business plan .

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
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1.1 Introduce Business plan	1.1 Identify the <i>uses</i> of a business plan 1.2 Identify the various <i>components</i> of a Business Plan
1.2 Develop a Business Plan	2.1 Develop <i>chapters of the business plan</i>
1.3 Present Business plan	3.1 Compile all the <i>parts of the business plan</i> 3.2 Present final report of business plan

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Components includes but not limited to:	1.1 Executive summary 1.2 Business description 1.3 Marketing plan 1.4 Organization/Management plan 1.5 Operational plan/Production plan. 1.6 Financial plan
2. Chapters of the business plan includes but not limited to:	2.1 Business description 2.2 Marketing plan 2.3 Organization/Management plan 2.4 Operational plan/Production plan. 2.5 Financial plan
3. Parts of the business plan includes but not limited to:	3.1 Cover page 3.2 Declaration 3.3 Dedication 3.4 Acknowledgement 3.5 Table of contents 3.6 Executive summary 3.7 Business description 3.8 Marketing plan 3.9 Organization/management plan 3.10 Operational plan/production plan. 3.11 Financial plan 3.12 Appendices
4. Uses includes but not limited to:	4.1 Planning 4.2 An evaluation tool 4.3 Financing 4.4 Road map

**EVIDENCE GUIDE**

1.Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Identified the uses of a business plan 1.2 Identified the various components of a Business Plan
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	<p>1.3 Developed a business plan using relevant content</p> <p>1.4 Developed chapters of the business plan</p> <p>1.5 Compiled all the parts of the business plan</p> <p>1.6 Presented final report of business plan</p>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>2.1 Uses of a business plan</p> <p>2.2 Components of a business plan</p>
3. Underpinning skills	<p>The individual needs to demonstrate skills on:</p> <p>3.1 Developing a Business plan using relevant content</p> <p>3.2 Development of chapters of the business plan</p> <p>3.3 Compilation of all the parts of the business plan</p> <p>3.4 Presentation of business plan</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Internet</p> <p>4.3 Computers</p> <p>4.4 Printers</p> <p>4.5 Printing materials</p> <p>4.6 Projectors</p> <p>4.7 Resources relevant to the proposed activity or 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 Interviewing</p> <p>5.4 Portfolio</p> <p>5.5 Presentation</p> <p>5.6 Project reports</p> <p>5.7 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>

### 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 trainee and trainer are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

### 3.2 TRAINEE ENTRY REQUIREMENTS

Prospective trainees must possess the following qualifications:

- TVET Entrepreneur Certificate level 4

### 3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### TVET ENTREPRENEUR PROGRAMME

Recommended list of tools and materials per trainee

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
				20pkts	pencil
		20	USB memory sticks		
		5	Printer		
		1	LCD projector	20	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

### **3.5 TRAINER'S QUALIFICATIONS**

Must be a holder of a minimum of:

- Diploma in Entrepreneurship and
- Diploma in Technical Education

### **3.6 INSTITUTIONAL ASSESSMENT**

Institutional Assessment is to be undertaken by 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**

4.1 To attain the Qualification of TVET Entrepreneur the candidate must demonstrate competence in all the units of competency.

4.2 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 Identify Business Opportunities

4.2.1.3 Exhibit creativity and innovation

4.2.1.4 Start a small business

4.2.15 Manage business enterprise

4.2.1.6 Business marketing

4.2.1.7 Basic business finance

4.2.1.8 Write a business plan

4.3 Upon accumulation and submission of the above eight (8) 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 Entrepreneur programme must be:

### LIST OF TOOLS AND EQUIPMENT

S/NO	ITEMS
1.	Laptops (students to provide and use own)
2.	Multimedia Projector
3.	Smart/White Board
4.	White Board markers/eraser
5.	Internet Connection (Wi-Fi)
6.	Printer (Portable if possible)
7.	USB sticks
8.	KNQF/Policy documentation
9.	Codes of conduct
10.	Notebooks
11.	Pens/Pencils
12.	Learning Platforms (online)

#### 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> </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>

	<ul style="list-style-type: none"> <li>• Demonstrating personal responsibility</li> <li>• Coping with emotions</li> </ul>	
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**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).

**6.2** 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.

<p><b>GCED Element</b></p>	<p><b>Performance Criteria</b></p>
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<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>
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<p>Apply Human Rights</p>	<p><b>Knowledge</b>                  The trainee is able to:                  a) Explain concepts of Social justice and equity                  b) Globalism and interdependence</p> <p><b>Skills:</b>                  a) Ability to challenge injustice and inequities                  b) Ability to compare systems of justices for different countries                  c) Ability to discuss                  d) Critical inquiry                  e) Communication skills                  f) Decision making                  g) Problem solving</p> <p><b>Attitudes:</b>                  a) Concern for and commitment to the environment                   b) Belief that people can make a difference                  c) Equality for all                  d) Solidarity</p> <p><b>Values:</b>                  a) Respect for people and things                  b) Empathy                  c) Ubuntu                  d) Responsibility                  e) Love                  f) Respect                  g) Integrity                  h) Tolerance</p>
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<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>

	a)Embrace diversity
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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>

Governance	<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>

**Matrix-Mainstreaming Education for Sustainable Development (ESD) in TVET Institutions in Kenya**

<b>Thematic Area</b>	<b>Performance Criteria</b>
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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>
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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

<p>Manage Risk and Disaster</p>	<p><b>Knowledge</b></p> <p>Identify types of disasters</p> <ul style="list-style-type: none"> <li>· Describe phases of disaster management cycle.</li> <li>· Explain policies, regulations and laws relating to disaster management</li> </ul> <p>Identify types of risks in disaster management</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Analyse Risk and disaster</li> <li>• Mitigate risk and disaster</li> <li>• Prepare for risk and disaster.</li> <li>• Respond to risk and disaster</li> <li>• Recovery from risk and disaster</li> </ul> <p><b>Values</b></p> <p>Community emergency and response to incidents,</p> <p><b>attitudes</b></p> <p>.that disaster can take place anytime anyplace hence mitigate and be prepared to mitigate against risk</p>
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<p>Provide Food security and Nutrition</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>· Overview of Food &amp; nutrition, malnutrition</li> <li>.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 indegenous foods</li> <li>.appreciate organic foods</li> </ul>
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<p>Manage Sustainable Production and utilization of resources</p>	<p><b>knowledge</b></p> <ul style="list-style-type: none"> <li>-explain concept of sustainability</li> <li>· -understanding the interdependence of the ecosystem</li> </ul> <p><b>skills</b></p> <ul style="list-style-type: none"> <li>· sustainable production of resources</li> <li>-sustainable utilization of resources</li> <li>-Reverse the adverse patterns of production and utilizes of resources</li> <li>-minimise wastage during production and consumption</li> </ul> <p><b>values</b></p> <ul style="list-style-type: none"> <li>-ecological integrity</li> <li>-ability to demonstrate sustainable use of resources</li> <li>-stewardship</li> <li>- Understand the 7R’s of sustainability</li> </ul> <p><b>attitudes</b></p> <p>appreciate effective and efficient production and utilization of resources</p> <p>identify recyclable, non-recyclable and hazardous waste</p> <p>PC17. ensure recyclable, non-recyclable and hazardous waste are segregated as per SOP</p> <p>PC18. ensure proper mechanism is followed while collecting and disposing recyclable and nonrecyclable waste</p>
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PC19. ensure proper mechanism is followed while collecting and disposing hazardous waste as per SOP

PC20. 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

Water and sanitation	<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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Target 4.7 of Goal 4 calls for: "by 2030 all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

**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).

**6.2** 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.

<b>GCED Element</b>	<b>Performance Criteria</b>
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<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> </ul> <p>Self-awareness</p> <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>
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<p>Apply Human Rights</p>	<p><b>Knowledge</b>                  The trainee is able to:                  a) Explain concepts of Social justice and equity                  b) Globalism and interdependence</p> <p><b>Skills:</b>                  a) Ability to challenge injustice and inequities                  b) Ability to compare systems of justices for different countries                  c) Ability to discuss                  d) Critical inquiry                  e) Communication skills                  f) Decision making                  g) Problem solving</p> <p><b>Attitudes:</b>                  a) Concern for and commitment to the environment                   b) Belief that people can make a difference                  c) Equality for all                  d) Solidarity</p> <p><b>Values:</b>                  a) Respect for people and things                  b) Empathy                  c) Ubuntu                  d) Responsibility                  e) Love                  f) Respect                  g) Integrity                  h) Tolerance</p>
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<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>

	a)Embrace diversity
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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>

Governance	<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>

**Matrix-Mainstreaming Education for Sustainable Development (ESD) in TVET Institutions in Kenya**

Thematic Area	Performance Criteria
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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>
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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

<p>Manage Risk and Disaster</p>	<p><b>Knowledge</b></p> <p>Identify types of disasters</p> <ul style="list-style-type: none"> <li>· Describe phases of disaster management cycle.</li> <li>· Explain policies, regulations and laws relating to disaster management</li> </ul> <p>Identify types of risks in disaster management</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Analyse Risk and disaster</li> <li>• Mitigate risk and disaster</li> <li>• Prepare for risk and disaster.</li> <li>• Respond to risk and disaster</li> <li>• Recovery from risk and disaster</li> </ul> <p><b>Values</b></p> <p>Community emergency and response to incidents,</p> <p><b>attitudes</b></p> <p>.that disaster can take place anytime anyplace hence mitigate and be prepared to mitigate against risk</p>
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<p>Provide Food security and Nutrition</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>· Overview of Food &amp; nutrition, malnutrition</li> <li>.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 indegenous foods</li> <li>.appreciate organic foods</li> </ul>
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<p>Manage Sustainable Production and utilization of resources</p>	<p><b>knowledge</b></p> <ul style="list-style-type: none"> <li>-explain concept of sustainability</li> <li>· -understanding the interdependence of the ecosystem</li> </ul> <p><b>skills</b></p> <ul style="list-style-type: none"> <li>· sustainable production of resources</li> <li>-sustainable utilization of resources</li> <li>-Reverse the adverse patterns of production and utilizes</li> <li>-minimise wastage during production and consumption</li> </ul> <p><b>values</b></p> <ul style="list-style-type: none"> <li>-ecological integrity</li> <li>-ability to demonstrate sustainable use of resources</li> <li>-stewardship</li> <li>- Understand the 7R’s of sustainability</li> </ul> <p><b>attitudes</b></p> <p>appreciate effective and efficient production and utilization of resources</p> <p>identify recyclable, non-recyclable and hazardous waste</p> <p>PC17. ensure recyclable, non-recyclable and hazardous waste are segregated as per SOP</p> <p>PC18. ensure proper mechanism is followed while collecting and disposing recyclable and nonrecyclable waste</p>
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PC19. ensure proper mechanism is followed while collecting and disposing hazardous waste as per SOP

PC20. 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

Water and sanitation	<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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Target 4.7 of Goal 4 calls for: "by 2030 all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

