



MODULE CURRICULUM

LEARNING MODULE	LEVEL I			
TVET-TRAINING PROGRAMME PROVISIONS : - For all Level I & Level II Trainees				
MODULE TITLE: - Entrepreneurship for employability - I				
MODULE STATUS : - Common				
MODULE CODE: - TCEE-I (TVET, Common Course, Entrepreneurship for Employability -I)				
COURSE DELIVERY AND DEPARTMENT : – Professional above B-level Entrepreneurship Trainers and Common Course Departments				
NOMINAL DURATION: - 162 Hours				
Lecture 30 hrs.	Discussion 50 hrs.	Group and Individual Project/Practical Works 30 hrs	Assignment and Self-Check 40 hrs	Assessment Practice, Theory, Attitudes/Work Ethics) 40 hrs
MODULE DESCRIPTION: This module is designed to provide knowledge, skills and attitudes required in promoting, improving and growing business operations.				
LEARNING OUTCOMES:				
Upon the completion this module the learner/trainees will be able to:				
LO 1: Understanding Entrepreneurship Skills				
LO 2: Starting an enterprise				
LO 3: Generating Business Ideas and Recognizing Opportunities				
LO 4: Understanding Employability Skills				



MODULE CONTENTS:

LO 1: Understanding Entrepreneurship Skills

1.1 Basic Concepts of

- 1.1.1 Entrepreneurship
- 1.1.2 Entrepreneur and intrapreneur
- 1.1.3 Entrepreneur and manager
- 1.1.4 Enterprising and Enterprise
- 1.1.5 Identify the role of Entrepreneurship in Economic Development

1.2 Developments of Entrepreneurial mindset

- 1.2.1 Overview of Mindset
- 1.2.2 Entrepreneurial mindset
- 1.2.3 The importance of an entrepreneurial mindset
- 1.2.4 Distinguishing characteristics of entrepreneurial mindset
- 1.2.5 Developing Positive mindset towards work
- 1.2.6 Positive mindset to work
- 1.2.7 Developing effective work habit (Culture)

1.3 Understanding Entrepreneurial Competencies and Environment

- 1.3.1 Identify Personal Entrepreneurial competencies (PECs)
- 1.3.2 Assessing Entrepreneurial potential
- 1.3.3 Understanding Entrepreneurship and Environment

1.4 Entrepreneurial motivation and Decision

- 1.4.1 Entrepreneurial motivation
- 1.4.2 Entrepreneurial Decision

LO 2: Generating Business Ideas and Recognizing Opportunities

2.1. Business Ideas

- 2.1.1. Definition of business ideas
- 2.1.2. Identify Sources of business ideas
- 2.1.3. Generating and Screening business ideas



2.1.4. Applying Creativity and innovation in generating business ideas

2.2. Business opportunities

- 2.2.1. Definition of business opportunities
- 2.2.2. Identification of business opportunities
- 2.2.3. Assessment of business opportunities

2.3. Conducting a Feasibility study

- 2.3.1. meaning of feasibility study/ analysis
- 2.3.2. components of a feasibility study
- 2.3.3. steps in conducting a feasibility study

LO 3: Starting an enterprise

3.1. Understand Classification of enterprises

3.2. Distinguish legal forms of business ownership.

3.3. Realizing facts of Micro and Small Enterprises in Ethiopia

- Key success factors for setting-up Micro, Small and Medium Enterprises

3.4. Establishing an enterprise

3.5. Basic Concepts of Marketing

- 3.5.1. Definition of Marketing
- 3.5.2. Importance of marketing
- 3.5.3. Identify Marketing Mix
- 3.5.4. Selection of Business Location
 - Major factors for selecting business location/
- 3.5.5. Selling and Customer service

3.6. Financing a business enterprise

- 3.6.1. Identify Sources of capital
- 3.6.2. Start-up Capital

3.7. Basics of Business Plan (Definition, importance and standard structure and format of business plan

LO 4: Understanding Employability Skills

- 4.1. Definition of Employability Skill**
- 4.2. Importance of employability skills**
- 4.3. Common Elements of Employability skills**

Training Methodology

Interactive Lecture, Activities, group discussion and reflection, Data collection and Discussion with Real World Entrepreneurs, Field visit, invited guest(Model)

LEARNING METHODS:



Reasonable Adjustment for Trainees with Disability (TWD)

For Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop

Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges

Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA:

LO 1: Understanding Entrepreneurship Skills

- 1.1 Basic concepts of entrepreneurship are understood and practiced as per the given standard.
- 1.2 Entrepreneurial mindsets are discussed and developed according to the standard.
- 1.3 entrepreneurial competencies and environment are identified and discussed as stated
- 1.4 Entrepreneurial motivation and decision are understood and practiced.

LO2: Business ideas, business opportunities and feasibility study

- 2.1. Business Ideas are discussed and understood
- 2.2. Business opportunities are identified according to the standard
- 2.3. Feasibility study is Conducted according to the standard

LO 3: Starting an enterprise

- 3.1. Classification of enterprises and Legal forms of Enterprise are understood as stated
- 3.2. Facts of Micro and Small Enterprises in Ethiopia are discussed
- 3.3. Sample business enterprises are established
- 3.4. Basic Concepts of Marketing are understood as specified in the standard
- 3.5. Different Financing methods sources of an Enterprise are discussed and understood
- 3.6. Basics of Business Plan is prepared according to the standard

LO4: Understanding Employability Skills

- 4.1. Employability skills are defined and understood according to the standard
- 4.2. Importance of employability skills are stated and practiced as per the standard
- 4.3. Common Elements of Employability skills are identified and defined according to the standard

Annex: Resource Requirements

Entrepreneurship and employability skill Module I-				
Item No.	Items	Description/ Specifications	Quantity	Recommended Ratio (Item: trainee)
A.	Learning Materials			
1.	TTLM	Training Manual	25	1:1
2.	Textbooks	Training Manual	25	1:1
3.	Reference & Texts (appropriate to the subject matter and the level of understanding of the trainees)	Recommended , Relevant & Appropriate References	25	1:1
4.	Journals/Publication/Magazines	From Reliable sources & Internet		
B.	Learning Facilities & Infrastructure			
1.	Training Room with White board or Chock board	Suitable for training	-	-
2.	Library, Sample documents	Sufficient	-	-
C.	Consumable Materials			
1	Copy paper	A ₄ , A ₃ ,	Sufficient	1:5
2	Pencil	Pcs	25	1:1
3	Pen	Pcs	25	1:1
4	Eraser	Standard	25	1:1
D.	Tools and Equipment			
1.	Laptop/Computer	Standard	25	1:1
2	Divider	Standard	25	1:5
3	LCD		1	1:25
4	Screens	Standard	1	1:25
5	Bins		25	1:25