

S5 ENTREPRENEURSHIP EDUCATION SYLLABUS BREAKDOWN

SENIOR FIVE, TERM ONE

TOPIC 1: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION

TIME: 48 HOURS (72 PERIODS)

Learning outcomes: The Learner applies entrepreneurial qualities in life and business environment.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
1.1	Entrepreneurship Education	The learner selects entrepreneurship as a career option.	The concept of: Entrepreneurship. Entrepreneurship education. Uganda's unemployment situation. Reasons for studying entrepreneurship education. The role of entrepreneurship in economic development. Career options: Engineering Medicine Teaching Law etc.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			<p>Entrepreneurship as a career option.</p> <p>The concept of self -employment.</p> <p>Benefits and challenges of self – employment.</p> <p>Entrepreneurial career: costs and rewards.</p> <p>Differences between entrepreneur, Intrapreneur and enterprising person.</p>
1.2	Entrepreneurial Characteristics	The learner demonstrates Entrepreneurial characteristics	<p>Important entrepreneurial characteristics.</p> <p>Categories of entrepreneurial characteristics:</p> <ul style="list-style-type: none"> - personal background - behavioural pattern - lifestyle and - emotional intelligence <p>Major competences required for successful entrepreneurship.</p> <p>Assessing entrepreneurial potential.</p>

1.2.1			Coping with change Concept of change. Types of change. Importance of change. Reasons why people resist change. Change coping techniques. Factors that bring about change. Effects of change on business: Competition. Technology. Change of desire. Change of taste. Efficiency. Environmental changes.
1.2.2			
1.2.3			Creativity Concept of creativity. Importance of creativity. One's creative potential. Techniques for developing creative ability. Obstacles to creativity.

			<p>Stages of creative process:</p> <p>Preparation.</p> <p>Incubation.</p> <p>Illumination.</p> <p>Verification.</p> <p>Creativity tests.</p> <p>Innovation</p> <p>Concept of innovation.</p> <p>Importance of innovation.</p> <p>Types of innovation.</p> <p>Advantages and disadvantages of innovation.</p> <p>Sources of innovation.</p> <p>Characteristics of innovators.</p> <p>Ways to foster innovation in small businesses.</p>
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1.2.4			<p>Entrepreneurial Motivation</p> <p>Concept of entrepreneurial motivation.</p> <p>The motivational process.</p> <p>Classical concepts of entrepreneurial motivation.</p> <p>Achievement motivation.</p> <p>Advantages and disadvantages of motivation.</p> <p>Factors which hinder entrepreneurial motivation.</p> <p>Behavioural characteristics associated with strong need for achievement.</p>
1.2.5			<p>Risk-taking</p> <p>Concept of a risk.</p> <p>Types of risk.</p> <p>Assessing risk situation.</p> <p>Calculated risks.</p> <p>Authority and responsibility.</p> <p>Types of risk-takers.</p> <p>Negotiations</p> <p>Concept of negotiation.</p> <p>Negotiation concepts and nature.</p>

1.2.6			<p>Principles of negotiation.</p> <p>Challenges in negotiation.</p> <p>Ways of overcoming negotiation challenges.</p> <p>Preparing for negotiation.</p> <p>Personal attributes of good negotiators.</p> <p>Negotiation skills with:</p> <p>Customers.</p> <p>Employees.</p> <p>Suppliers.</p> <p>Other stakeholders.</p> <p>Strategies of negotiation.</p>
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S/N	SUB-TOPIC	COMPETENCES	CONTENT
1.2.7			Business Ethics The concept of business ethics. Importance of business ethics. Principles of good business ethics. Good business ethics in decision making process. Business ethics to customers. Business ethics to employees. Business ethics to the community. Decision making skills for ethical decisions.
1.2.8			Communication skills Concept of communication skills. The communication process. Importance of communication. Forms of communication: Verbal communication skills. Non verbal communication skills. Writing skills. Listening skills.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			<p>Barriers to effective communication.</p> <p>Strategies to overcome barriers to effective communication.</p> <p>Forms of information and support:</p> <p>Marketing information.</p> <p>Technical information.</p> <p>Information and communication technology (ICT)</p> <p>Financial information.</p> <p>Legal information.</p> <p>Sources of information and support:</p> <p>Industry data.</p> <p>Membership based organisations.</p> <p>Subscribing to trade papers and magazines.</p> <p>Training programmes.</p> <p>Consultants.</p> <p>The library.</p> <p>Internet</p> <p>Business development service providers.</p>

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			Business information providers: Employees. Customers. Suppliers. Other business owners. Free web sites. Professionals. Business associates. Business development service providers. Government agencies. Uses of various sources of information.
1.3	Personal Branding	The learner develops one's personal brand.	Concept of personal branding. Importance of developing a personal brand. Guidelines on personal brand.

SENIOR FIVE, TERM TWO

TOPIC 2: THE ENTREPRENEURIAL ENVIRONMENT

TIME: 12 HOURS/18 PERIODS

Learning Outcome: The learner appropriately uses the environment for the benefit of self,

Community and nation.

S/N	SUB – TOPIC	COMPETENCES	CONTENT
2.1	Aspects that Characterise the Entrepreneur's Environment.	The learner identifies aspects that characterise the entrepreneur's environment.	Aspects that characterise the entrepreneur's environment. Resource scarcity. Opportunity orientation. Uncertainty. Flexibility.
2.2	Economic Environment	The learner identifies opportunities from the economic environment.	The concept of economic environment. Economic factors influencing the entrepreneurial attitudes and opportunities.

S/N	SUB – TOPIC	COMPETENCES	CONTENT
			<p>Freedom of entry into the market.</p> <p>Administrative procedures.</p> <p>Infrastructure.</p> <p>Financial services.</p> <p>Legal requirements.</p> <p>Resource availability.</p> <p>Cost of business.</p> <p>Technology.</p> <p>Business cycle.</p> <p>Economic incentives.</p> <p>Organisations supporting entrepreneurship in Uganda.</p> <p>Chamber of commerce.</p> <p>Uganda Manufacturers Association.</p> <p>Business Uganda Development Scheme and Enterprise Development Support.</p> <p>Uganda Investments Authority.</p> <p>Enterprise Uganda.</p> <p>International Labour Organisation.</p>

S/N	SUB – TOPIC	COMPETENCES	CONTENT
			<p>National Agricultural Advisory Services.</p> <p>Micro finance institutions.</p> <p>Commercial banks.</p>
2.3	Social-Cultural Environment	The learner modifies the social- cultural settings for business.	<p>The concept of social- cultural environment.</p> <p>Social-cultural factors influencing entrepreneurial attitudes and opportunities.</p> <p>Culture.</p> <p>Social capital.</p> <p>Social identification.</p> <p>Religion.</p> <p>Role models.</p> <p>Inheritance.</p> <p>Historical background.</p> <p>Social responsibilities of a business.</p>
2.4	Political Environment	The learner generates business opportunities from the political environment.	The concept of political environment.

S/N	SUB – TOPIC	COMPETENCES	CONTENT
			<p>Political factors influencing entrepreneurial attitudes and opportunities.</p> <p>Political climate.</p> <p>Government policies.</p> <p>Government expenditure.</p> <p>Legal requirements.</p>
2.5	Global Environment	The learner exploits global opportunities for business.	<p>The concept of global environment.</p> <p>Export and Import sector.</p> <p>Factors in the global environment that influence entrepreneurial intentions.</p> <p>Global finance.</p> <p>Government policy.</p> <p>Democracy.</p> <p>Market openness.</p> <p>Export policy.</p> <p>Import policy.</p>
2.6	Demographic Environment.	The learner identifies business opportunities from the demographic environment.	<p>The concept of demographic environment.</p> <p>Demographic factors influencing entrepreneurial attitudes and opportunities.</p>

S/N	SUB – TOPIC	COMPETENCES	CONTENT
			Family background. Population size and growth rate. Gender. Age. Education. Income levels. Marital status.

SENIOR FIVE, TERM TWO

TOPIC 3: SOCIAL ENTREPRENEURSHIP

TIME: 48 HOURS/72 PERIODS

Learning Outcome: The Learner initiates and sustains a social enterprise in the community through the business club.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
3.1	Introduction to Social Entrepreneurship	The learner identifies social entrepreneurship as an opportunity.	<p>The concept of social entrepreneurship.</p> <p>Innovation.</p> <p>Sustainability.</p> <p>Positive.</p> <p>Impact.</p> <p>Triple bottom line</p> <p>History of social entrepreneurship.</p> <p>Comparison between social enterprises, business and charity.</p> <p>Types of social enterprises.</p> <p>Case studies of some social entrepreneurs that have changed the world:</p> <p>Muhammad Yunus.</p> <p>Vera Cordeiro.</p> <p>Dr. V and David Green.</p> <p>Wangari Mathai.</p> <p>Importance of social entrepreneurship.</p> <p>Social entrepreneurship and sustainable development.</p>

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			<p>Opportunities for social entrepreneurs:</p> <p>Global opportunities.</p> <p>Local opportunities.</p> <p>Making a social impact in the community.</p>
3.2	Characteristics of Social Entrepreneurs	The learner applies characteristics of social entrepreneurship in daily life activities.	<p>Characteristics of social Entrepreneurship</p> <p>(Personal leadership ethical and principled-centred, good oriented and visionary, good listener, risk taker, empowering, advocator, optimistic and flexible).</p> <p>Key characteristics of social entrepreneurs.</p> <p>Social entrepreneurial ethics.</p> <p>Development of personal principles to social entrepreneurial decision making.</p> <p>Applying personal principles to social entrepreneurial decision making.</p> <p>Visionary Leadership</p>

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			<p>The concept of visionary leadership.</p> <p>Importance of visionary leadership in social entrepreneurship.</p> <p>Perceptions of visions:</p> <p>Pessimistic vs optimistic.</p> <p>Win-win vs poverty.</p> <p>The ‘bridge the gap approach’.</p> <p>Vision mapping.</p> <p>Developing personal vision statement.</p> <p>GEPIC Method of Advocacy.</p>
3.3	Becoming a Social Entrepreneur	The learner follows the steps in becoming a social entrepreneur.	<p>Steps in becoming a Social Entrepreneur.</p> <p>Discover vision, passion and skills.</p> <p>Identify opportunities in the community and strategise.</p> <p>Match vision with community opportunity.</p> <p>Act and spread change.</p> <p>Developing goals and action steps from a vision.</p>

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			Application of vision to community needs in creating social enterprises.
3.4	Sustainability of Social Enterprises	The learner manages a social enterprise sustainably.	Sustainability of social enterprises. The root cause analysis tool.
3.5	Innovation in Social Enterprises	The learner introduces innovation social enterprises.	The concepts of social innovation and resourcefulness. The Innovation matrix: Applying innovation matrix and root cause analysis to evaluate social enterprises.
3.6	Social Enterprise Planning	The learner produces a social enterprise plan.	Structure of a social enterprise plan. Social enterprise opportunity identification. Innovation. Management and operations. Sustainability. Triple bottom line in social Entrepreneurship(People, profit and Planet)

S/N	SUB-TOPIC	COMPETENCES	CONTENT
3.6.1			<p>People</p> <p>Community resources.</p> <p>Strategies of social enterprises.</p> <p>Community threats and opportunities for community development.</p> <p>Turning community development threats into opportunities.</p> <p>The role of finance in the sustainability of a social enterprise.</p> <p>Profit-making strategies and their effects.</p> <p>Threats to profit making for social entrepreneurship.</p> <p>Marketing social enterprise products.</p> <p>Environmental threats.</p> <p>The concept of and causes of climate change.</p>

S/N	SUB-TOPIC	COMPETENCES	CONTENT
3.7	Social Enterprise Development	The Learner develops a social enterprise in the Community.	<p>Develop a social enterprise</p> <p>Identification of a mentor for the social enterprise</p> <p>Mentor's role in creating social enterprises.</p> <p>Community enterprise mapping tool.</p> <p>Social enterprise development through business club</p>
3.8	Impact Assessment	The learner carries out simple impact assessment for a social enterprise	<p>The concept of impact assessment.</p> <p>Importance of impact assessment.</p> <p>The feedback systems for impact assessment.</p> <p>Designing feedback systems.</p> <p>Indicators of community and environmental impact assessment.</p> <p>Assessment and improvement cycle.</p>

SENIOR FIVE, TERM TWO

TOPIC 4: BUSINESS IDEAS

TIME: 16 HOURS/24 PERIODS

Learning outcome: The Learner selects business ideas.

SN	SUB-TOPIC	COMPETENCES	CONTENT
4.1	Generation of Business Ideas	The learner generates business ideas.	<p>The concept of a business idea.</p> <p>Importance of generating business ideas.</p> <p>Sources of business ideas:</p> <p>Mass media (News papers, magazines, TV, Internet).</p> <p>Hobbies,</p> <p>Trade shows and exhibitions.</p> <p>Survey.</p> <p>Customer complaints.</p> <p>Changes in society.</p> <p>Creative thinking.</p> <p>Franchises.</p> <p>Vocational training.</p>

SN	SUB-TOPIC	COMPETENCES	CONTENT
			<p>Role models.</p> <p>Identifying/formulating business ideas from the environment using different techniques.</p>
4.2	Evaluation of Business Ideas	The learner evaluates generated business ideas.	<p>Classification of business ideas:</p> <p>Food and recreation.</p> <p>Manufacturing.</p> <p>Construction.</p> <p>Repair and maintenance.</p> <p>Service.</p> <p>How to research a business idea:</p> <ul style="list-style-type: none"> - The idea stage. <ul style="list-style-type: none"> - Checking out the competition. - When the idea looks like a flop. - When the idea is ready to go. <p>Evaluation of different business ideas:</p> <ul style="list-style-type: none"> - Present market. <ul style="list-style-type: none"> - Market growth. - Costs. - Business risks.

SN	SUB-TOPIC	COMPETENCES	CONTENT
			<ul style="list-style-type: none"> - Personal considerations. - Business considerations. <p>Turning a business idea into a product.</p>

SENIOR FIVE, TERM THREE

TOPIC 5: BUSINESS OPPORTUNITIES

TIME: 18 HOURS/27 PERIODS

Learning outcome: The learner selects a business opportunity.

SN	SUB-TOPIC	COMPETENCES	CONTENT
5.1	Identifying Business Opportunities	The learner identifies business opportunities from the environment.	<p>Differences between business idea and business opportunity.</p> <p>Identifying business opportunities.</p> <p>Types of business opportunities.</p> <p>Identification process for a good business opportunity.</p>
5.2	Evaluating Business Opportunities	The learner evaluates business opportunities.	<p>Evaluating business opportunities.</p> <p>Local organizations that provide business opportunity guidance (BOG) and counselling:</p> <p>Private sector foundation.</p> <p>Uganda Industrial Research Institute.</p> <p>Non –governmental organisations.</p> <p>Government organisations like National Agricultural Advisory Services (NAADS).</p> <p>Consultancies.</p>

SENIOR FIVE, TERM THREE

TOPIC 6: SMALL AND MEDIUM ENTERPRISES

TIME: 14 HOURS/21 PERIODS

Learning Outcome:

The Learner makes use of the government, organizations and agencies that provide useful information in the promotion and development of entrepreneurship in small and medium enterprises.

S/N	SUB - TOPIC	COMPETENCES	CONTENT
6.1	Introduction to Small and Medium Enterprises	The learner defends the role of small and medium enterprises in developing rural areas of the economy.	<p>Concepts of small and medium enterprises.</p> <p>Role of small and medium enterprises in development.</p> <p>Formal and informal businesses.</p> <p>Advantages and disadvantages of formal and informal businesses.</p> <p>Advantages and disadvantages of small and medium enterprises.</p>
6.2	Success Factors in Small and Medium Enterprises	The learner identifies the success factors in a given situation for small and medium enterprises.	<p>Reasons for high rate of failure of small and medium enterprises in Uganda.</p> <p>Starting a business for wrong reasons.</p> <p>Poor management.</p> <p>Insufficient capital.</p> <p>Poor location</p>

S/N	SUB - TOPIC	COMPETENCES	CONTENT
			<p>Poor planning.</p> <p>Suggested solutions to the high rate of failure of small and medium enterprises in Uganda.</p>
6.3	Insurance for Small and Medium Enterprises.	The learner takes insurance policy for business.	<p>The concept of insurance.</p> <p>Principles of insurance.</p> <p>Types of insurance.</p> <p>The insurance contract</p>

S/N	SUB - TOPIC	COMPETENCES	CONTENT
			<p>Importance of insurance to business.</p> <p>Categories of insurance policies.</p> <ul style="list-style-type: none"> - Essential insurance policy. - Desirable insurance policy.
6.4	Family and Business	The learner promotes good relationship between family and business.	<p>Relationship between business and family.</p> <p>Factors that necessitate good relationship between family and business.</p> <p>Challenges associated with family businesses.</p> <p>Suggestions to overcome challenges associated with family businesses.</p> <p>Importance of family savings in business.</p>

SENIOR FIVE, TERM THREE

TOPIC 7: GENDER AND ENTREPRENEURSHIP

TIME: 12 HOURS/18 PERIODS

Learning Outcome: Learner handles gender issues in entrepreneurship.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
7.1	Terminologies used in Gender	The learner uses the common terminologies in gender issues.	Common terminologies in gender issues. Gender. Sex. Culture. Society. Access Equity. Conscientization. Empowerment. Gender stereotyping. Patriarchy.

S/N	SUB-TOPIC	COMPETENCES	CONTENT
			<p>Patriarchal resistance.</p> <p>Division of labour.</p>
7.2	Gender Partnership in Entrepreneurship.	The learner justifies gender partnership in entrepreneurship development.	<p>Gender identity and gender roles.</p> <p>Gender partnership in entrepreneurship development.</p> <p>Gender profile in the country.</p> <p>Factors enhancing gender balance/ partnerships.</p> <p>Gender myths/stereotypes.</p> <p>Barriers to women participation in entrepreneurship</p> <p>Solutions to barriers to women participation in entrepreneurship.</p>