

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus: Entrepreneurship

Subject stream: Economics, Business & Entrepreneurship



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.





Curriculum elements for Entrepreneurship - a core subject

Subject definition

Entrepreneurship involves a business-oriented individual or group taking action to make a change in the world. Whether start-up entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something different that advances society; they all have one thing in common: action for change.

Rationale for the Inclusion of Entrepreneurship in the Senior Secondary School Curriculum

- Entrepreneurship education aids students from all socioeconomic backgrounds to think creatively and nurture unconventional talents and skills.
- It creates opportunities,
- Ensures social justice,
- Instills confidence and stimulates the economy
- Develops their initiative and helps them to be more creative
- Self-confident in whatever they undertake and
- To act in a socially responsible way.

General Learning Outcomes (Broad Goals)

At the end of the course, students will:

- a) Embrace the entrepreneurial spirit and resourcefulness
- b) Be familiar with various uses of human resource for earning dignified means of living
- c) Understand the concept and process of entrepreneurship - its contribution in and role in the growth and development of individual and the nation
- d) Gain entrepreneurial quality, competency and motivation
- e) Understand the process and skills to create and manage entrepreneurial ventures



Teaching Syllabus

Year 1 Term 1

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Entrepreneurship <ul style="list-style-type: none"> Origin Concepts Functions Need and importance Pros and cons of entrepreneurship Process Start up and stages 	Learners will be able to: <ul style="list-style-type: none"> Assess how entrepreneurship can help shape one's career Explain the functions of an entrepreneur. Appreciate the need for Entrepreneurship in our economy Describe the current scenario of Entrepreneurial activity in Sierra Leone 	<ul style="list-style-type: none"> Open question to the class "what is entrepreneurship?" Teacher writes the responses on the black board with probing questions around pros & cons of entrepreneurship 	<ul style="list-style-type: none"> Written display of a definition of entrepreneurship Use of Teacher's Handbook 	Students to explain the functions of entrepreneurship and describe the entrepreneurial activity in Sierra Leone
Why be an Entrepreneur? <ul style="list-style-type: none"> Competencies Characteristics Ethics Values Attitudes 	<ul style="list-style-type: none"> Differentiate between types of entrepreneurs Explain the competencies an entrepreneur Assess their own entrepreneurial qualities and competencies 	Open question to the class on ethics, values and attitudes of an entrepreneur and responses are written on the blackboard.	Display list of entrepreneur ethics, values and attitudes	Students to list the various types of entrepreneurs, ethics, values and attitudes
Types of Entrepreneurs <ul style="list-style-type: none"> Innovative Fabian 	<ul style="list-style-type: none"> Differentiate types of entrepreneurs 	Open questions to the class on types of entrepreneurs in their communities and	Display chart containing the types of entrepreneurs	Students to list and describe the types of entrepreneurs based in their communities.



Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<ul style="list-style-type: none"> Drone Intrapreneur Technopreneur 	<ul style="list-style-type: none"> Describe the types of entrepreneurs in our community. 	responses are written on the blackboard.		

Year 1 Term 2

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Sources of finance <ul style="list-style-type: none"> Definition Types Importance Challenges 	<ul style="list-style-type: none"> Identify sources of finance for various entrepreneurs. Describe the main challenges around sourcing finances. 	Open questions to the class on types of finances and their sources and responses are written on the blackboard	A chart displaying the sources of finance	Students to list the sources of finance for entrepreneurs in their communities.
Entrepreneur Motivation <ul style="list-style-type: none"> Motivational influence and entrepreneurship Need for achievement Risk taking propensity Tolerance Self – efficiency Desire for independence Drive 	<ul style="list-style-type: none"> Describe the motivational influence of an entrepreneur. Explain the risk-taking propensity. Describe the reasons for becoming an entrepreneur. 	Open questions to the class on motivational influences of entrepreneur and their responses are written on the blackboard	A chart displaying the various motivational influences.	Students to describe the various motivational influences of entrepreneurs
Non- motivational influences on entrepreneurs <ul style="list-style-type: none"> Opportunity cost Social tries to investors Career experience Life – path circumstances 	Describe the various non-motivational influences on entrepreneurs.	Open question to the class on the various non- motivational influences on entrepreneurs and the	A chart containing the various non- motivational influences on entrepreneurs.	Students to describe and explain non- motivational influences on entrepreneurs



Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<ul style="list-style-type: none"> Unsatisfactory work environment Negative displacement Career transition Positive pull influences Background characteristics 		responses are written on the blackboard.		

Year 1 Term 3

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Entrepreneur variables <ul style="list-style-type: none"> Creativity Stages of creativity Innovation and its benefits Forms of innovation Phrases in successful innovation 	<ul style="list-style-type: none"> Define creativity Describe the stages of creativity Differentiate the forms of innovation. 	Open questions to the class on what is creativity, what are the stages of creativity and what are the forms of innovation and responses are written on the blackboard	A chart displaying definition of creativity, stages of creativity, forms of innovation and phrases in successful innovation.	Students to define creativity, describe the stages of creativity and differentiate forms
Concept of business and business environment <ul style="list-style-type: none"> An overview of the concept of business Components of business environment Intermediate environmental factors SWOT analysis 	<ul style="list-style-type: none"> Describe the overview of the concept of business. Explain the components of business environment Analysis the SWOT system 	Open questions to the class on the overview of the concept of business, components of business environment and meaning of SWOT and responses written on the blackboard	A chart displaying the SWOT analysis	Students to select a business in their community and analyse its SWOT



Year 2 Term 1

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Form of business ownership <ul style="list-style-type: none"> • Introduction • Consideration for the choice of the form of business organization 	Describe the consideration for the choice of form of business.	Open question to the class on the consideration for the choice of form of business and responses are written on the blackboard	A chart displaying the consideration factors Teacher's handbook	Students to describe the consideration for the choice of form of business in their communities.
Sole proprietorship <ul style="list-style-type: none"> • Meaning • Advantages • Disadvantages • Challenges 	<ul style="list-style-type: none"> • Describe sole proprietorship businesses • Explain the advantages and disadvantages of sole proprietorship. 	Open question to the class on what a sole proprietor and responses are written on the blackboard	A chart containing a list of advantages and disadvantages of a sole proprietor.	Students to list sole proprietors in their communities.
Partnership <ul style="list-style-type: none"> • Meaning • Advantages • Disadvantages • Dissolution and termination of partnership 	<ul style="list-style-type: none"> • Describe partnership forms of business. • Explain the advantages and disadvantages of partnership 	Open questions to the class on what the forms of partnership in business are and what are the advantages and disadvantages are and responses are written on the blackboard	A chart containing the advantages and disadvantages of partnership	Students to describe partnership form of business in their communities.



Year 2 Term 2

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<p>Limited liability companies</p> <ul style="list-style-type: none"> • Meaning • Types • Formation of company • Registration of company 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Describe limited liability companies • Explain the formation of companies • Describe the registration of company 	<p>Open questions to the class on what is limited liability company, formation of companies and registration of companies' responses are written on the blackboard.</p>	<p>A chart displaying the types of limited liability companies and registration process.</p>	<p>Students to describe and list examples of limited liability companies in their communities</p>
<p>Co-operatives</p> <ul style="list-style-type: none"> • Meaning • Types • Advantages • Disadvantages • Challenges 	<ul style="list-style-type: none"> • Identify the types of co-operatives. • Explain the advantages and disadvantages co-operative • Describe the challenges of a co-operative 	<p>Open questions are put to the class on the meaning, types and advantages and disadvantages of co-operatives and responses are written on the blackboard.</p>	<p>A chart containing the types of co-operatives and the advantages and disadvantages</p>	<p>Students to list the type of co-operatives in their communities</p>
<p>Team, Group Dynamic and entrepreneurship (Team)</p> <ul style="list-style-type: none"> • Definition • Typology • Characteristics • Effective and efficiency • Benefits • Potential problems 	<ul style="list-style-type: none"> • Define team and group of entrepreneurs • Describe the typology of team group entrepreneurs • Explain the benefits and potential problems of team and group of entrepreneurs 	<p>Open questions to the class on typology, characteristics and potential problems of team and group entrepreneurship and responses written on blackboard.</p>	<p>A chart containing typology, benefits and potential problems of team and group entrepreneurship</p>	<p>Students to describe the typology and explain the benefits and potential problems of team and group entrepreneurship</p>



Year 2 Term 3

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Group Definition <ul style="list-style-type: none"> Theories & Types Advantages & Disadvantages Strategies Main Factors affecting group performance Decision making in group Comparison between individual and group decision making 	Learners will be able to: <ul style="list-style-type: none"> Describe the theories of groups of entrepreneurship Explain the advantages and disadvantages of group entrepreneurship Discuss the factors affecting group performance 	Open questions to the class on the theories of group, advantages and disadvantages and factors affecting group performance and responses are written on the blackboard.	A chart displaying advantages and disadvantages and factors affecting group performance.	Students to describe and explain the theories and factors affecting group performance.
Vision <ul style="list-style-type: none"> Definition Components Importance Key elements Processes Evaluation of vision 	<ul style="list-style-type: none"> Define vision Describe the components of vision Explain key elements and evaluation of vision. 	Open questions to the class on the definition of vision, components, key elements and evaluation process and responses are written on the blackboard.	A chart containing definition, components and key elements	Students are grouped to design a vision of a business of their choice.
Mission statement <ul style="list-style-type: none"> Definition Components Characteristics Steps in designing a mission statement 	<ul style="list-style-type: none"> Define a mission statement Describe components of a mission statement. Describe the characteristics of mission statement 	Open questions to the class on the definition of mission statement, components, characteristics and steps in designing a mission statement and responses are written on the blackboard.	A chart displaying components, characteristics and steps in designing a mission statement	Students are grouped to select a business of their choice and design its mission statement.



Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
	<ul style="list-style-type: none">• Explain the steps in designing a mission statement.			





Year 3 Term 1

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Business goals and objectives <ul style="list-style-type: none"> • Definition • Business goals • Business objectives • Importance of objectives • Characteristics of objectives 	Learners will be able to: <ul style="list-style-type: none"> • Describe business goals and objectives. • Explain the importance and characteristics of business objectives. 	Open question to the class on what business objectives and goals are; characteristics and importance of business objectives and responses are written on the blackboard.	A chart displaying the goals, objectives, importance and characteristics of business	Students are asked to design a business of their choice and write the business goals and objectives
Business idea and concepts <ul style="list-style-type: none"> • Types of business (manufacturing, trading and services) • Stakeholders (sellers, vendors, customers and competitors) 	<ul style="list-style-type: none"> • Differentiate among manufacturing, trading and services type of business, • Identify sellers, vendors and competitors of a business. 	Open questions to the class on types of manufacturing trading and services business and responses are written on the blackboard.	A chart with examples of manufacturing, trading and services businesses in Sierra Leone	Students are asked to name manufacturing, trading and services businesses in their communities

Year 3 Term 2

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Business model <ul style="list-style-type: none"> • Definition • Concept • Content of business model 	Learners will be able to: <ul style="list-style-type: none"> • Explain the concept of business model. • Describe the contents of business model 	Open questions to the class on the concept and business models and responses are written on a blackboard.	A chart displaying the contents of business model	Students are asked to select a business of their choice and describe the business model of the selected business
Resources mobilization <ul style="list-style-type: none"> • Types of resources (Human, material, finance) 	<ul style="list-style-type: none"> • Differentiate the types of resources. 	Open questions to the class on the types of resources and	A chart listing examples of resources under human, material and finance	Students are asked to list examples of human,



Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<ul style="list-style-type: none"> Selection and utilization Estimating financial resources required 	<ul style="list-style-type: none"> Discuss the estimating financial resources required for a business 	estimating financial resources required for a business and responses are written on the blackboard		material and finance resources of a business
Business plan <ul style="list-style-type: none"> Definition Importance Components 	<ul style="list-style-type: none"> Define business plan Describe the importance and components of a business plan 	Open questions to the class on the importance and components of a business plan and responses written on the blackboard	A chart displaying the components of a business plan	Students are put into groups and draft a business plan
Business Ethics <ul style="list-style-type: none"> Definition Corporate ethics Importance International business ethics 	<ul style="list-style-type: none"> Define business ethics Describe corporate ethics of a business Explain the international business ethics 	Open questions to the class on the definition, corporate, importance and international business ethics and responses are written on the blackboard	A chart displaying business ethics	Students to list various businesses and their ethics.

Year 3 Term 3

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Quality management <ul style="list-style-type: none"> Definition of quality Attributes of quality Factors affecting quality Quality Management 	Learners will be able to: <ul style="list-style-type: none"> Define quality management Discuss factors affecting quality Explain the attributes of quality 	Open questions to the class on what is quality, attributes of quality and factors affecting quality and responses written on the blackboard	A chart displaying attributes of quality	Students are asked to list down the attributes of quality



<p>Interpersonal relationship and labour management</p> <ul style="list-style-type: none"> • Importance of maintaining good interpersonal relationships with related people in business • Need for leadership in the enterprise development • Various styles of Leadership • Characteristics of a good leader 	<ul style="list-style-type: none"> • Discuss the importance of good interpersonal relationship • Describe the need for leadership in business • Describe the various styles of leadership 	<p>Open questions to the class on why it is important to maintain good interpersonal relationship in business and responses are written on the blackboard</p>	<p>A chart displaying various styles of leadership</p>	<p>Students are asked to list down the various styles of leadership</p>
<p>Enterprise growth, expansion & diversification</p> <ul style="list-style-type: none"> • Critical factors contributing to the sustenance of an enterprise • Need for growth in the enterprise • Various avenues for growth of an enterprise • Product addition, product deletion and product substitution 	<ul style="list-style-type: none"> • Discuss factors contributing to the sustenance of an enterprise • Identify the need for growth in business • Describe the various avenues for growth of an enterprise 	<p>Open questions to the class on what factors contribute to the sustenance of an enterprise and responses are written on the blackboard</p>	<p>A chart displaying factors contributing to the sustenance of an enterprise, various avenues for growth</p>	<p>Students are asked to list down factors contributing to the sustenance of an enterprise</p>