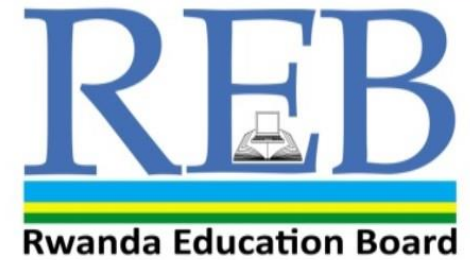


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



ENTREPRENEURSHIP SYLLABUS FOR ORDINARY LEVEL S1-S3

Kigali, 2015

**ENTREPRENEURSHIP SYLLABUS
FOR
ORDINARY SECONDARY LEVEL**

(Senior 1, 2and3)

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FOREWORD

The Rwanda Education Board is honoured to provide this syllabus which serves as both an official document and as a guide to competency-based teaching and learning. This syllabus ensures consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of the relevant knowledge, skills and appropriate attitudes that will prepare them to be well integrated into society and take advantage of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda has emphasised the importance of aligning the syllabus, teaching and learning, and assessment approaches to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire. Among these are the relevance of the syllabus, the quality of pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competency-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this syllabus, particularly the Rwanda Education Board and their staff who organised the whole process from its inception. Special appreciation goes to the

development partners who supported the exercise throughout. Any comment or contribution would be welcome for the improvement of this syllabus.

Mr. GASANA I. Janvier
Director General of Rwanda Education Board (REB)

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We also value the contribution of other education partner organisations such as EDC/Akazi Kanoze, RSB, REMA, Handicap International, Wellspring Foundation, MINECOFIN, and local and international consultants. Their respective initiative, cooperation and support were responsible for the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background to entrepreneurship syllabus review

As Rwanda moves towards universal secondary education and 12 years of basic education, it is imperative that those graduating from secondary school are equipped with competences that ensure they can be productive citizens after graduation. Therefore, it is on this quest that a careful review of the secondary school entrepreneurship syllabus was carried out. This review aimed to ensure that the key transferable soft skills that employers need are being provided to all secondary graduates, along with the relevant academic skills including communication and teamwork. What learners are taught and the competencies they acquire is influenced by many factors among which is the relevance of the curriculum, the appropriate pedagogical approach by teachers, assessment strategies and the necessary and sufficient instructional materials.

A competence based curriculum guides the development of competencies associated with methodologies and the assessment strategies that specify the outcomes which are consistent with personal, community and labour market's needs. With the help of teachers (whose role is central to the success of the curriculum delivery), this syllabus offers learners the opportunity to apply what they have learned to real life situations and to make a difference in their own life.

This entrepreneurship competence based syllabus intends to equip learners with a combination of knowledge, skills, attitudes, and values that they must demonstrate during and after each level of learning process. This will enable learners to accomplish certain tasks satisfactorily, while building personal characteristics such as motivation, self-confidence, and willpower as part of the process.

1.2. Rationale for teaching and learning of entrepreneurship

1.2.1. Entrepreneurship and society

The developmental process and capital formation cannot, in the long run, be achieved by the state or by donor funds alone. While both of these will make a contribution, the backbone of the process should be a middle class of Rwandan entrepreneurs. Productive entrepreneurship must be fostered to perform its traditional role of creating wealth, employment and vital innovations through opportunities for profit.

Entrepreneurship education is a vital part of the process to ensure societal prosperity, and acts as the driving force behind more employment, growth and competitiveness. A successful entrepreneur is an asset to society. They contribute to the wellbeing of society in several ways, including through the provision of goods and services, creating new markets, new technologies, new institutional forms, new jobs and, net increases in real productivity. It is these contributions that improve the living conditions of the people in society.

Entrepreneurship is a great enabler, which can help level the playing field between developed and developing countries and regions. It is envisaged that with entrepreneurship education, Rwanda will transform from a subsistence agricultural economy to a knowledge based society with a vibrant class of entrepreneurs.

1.2.2. Entrepreneurship and learners

The subject is meant to change the attitudes of learners and focus more on self-employment, self-reliance, and to raise awareness amongst young people, as well as the broader community, about the potential of youth enterprises. The attitude of

young people is a driver of their productivity. Many Rwandan youth lack a culture of entrepreneurship, while some youth perceive a certain kind of jobs as a job for second class citizens. This further translates into a negative attitude towards learning the skills related to those perceived blue collar jobs.

Entrepreneurship education will ensure that the key transferable soft skills that employers need are being provided to all secondary graduates, as well as academic skills including communication and teamwork skills. Entrepreneurship education will also result in reducing skills gaps and shortages, and improving productivity and business performance. It will also increase opportunities to boost the skills and productivity of everyone in the workforce, including action on equal opportunities, and improving the quality and relevance of training for employment among learners.

Using this syllabus, learners will have progressively more challenging educational activities, experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities, and the expertise to successfully start and manage their own businesses and take advantage of these opportunities. Education in entrepreneurship therefore helps learners to apply the business knowledge, skills and attitudes acquired to solve environmental, economic and social problems in their everyday lives.

1.2.3. Competencies

A competency is a combination of knowledge, skills, attitudes, and values that a learner must demonstrate during and after each level of the learning process that enables them to accomplish a certain task satisfactorily. Basic competencies are addressed in the stated broad subject competencies and in objectives highlighted on a year on year basis, and in each of units of learning.

The generic competencies and basic competencies that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help them acquire these skills.

Generic competencies

Critical and problem solving skills: The acquisition of these skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of these skills will help learners take initiative and use imagination beyond the knowledge provided in classroom to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts, and to explain phenomena from the information gathered.

Communication in official languages: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, interpersonal management and life skills: This will help the learner to cooperate as a team in whatever task they are assigned and to practice positive ethical moral values while respecting the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of advances in knowledge for personal fulfillment in areas that are relevant to their improvement and development.

Broad entrepreneurship competences

The overall goal of entrepreneurship education is to give learners the attitudes, knowledge and skills to act in an entrepreneurial way. During and at the end of lower secondary level, learners should be able to:

- Make viable entrepreneurial decisions in life.
- Manage resources properly and responsibly.
- Make rational work and career choices in life.
- Save for future needs and manage finances in daily activities.
- Scan and implement business opportunities from the environment.
- Perform basic accounting for a business.
- Develop and implement a viable business plan.
- Pay taxes in accordance to Rwanda tax law.

- Apply standards in business operations.
- Apply ethical behavior in business.

Entrepreneurship and developing competencies

The national policy documents based on the national aspirations identify some “Basic competencies” alongside the “Generic Competencies” that will develop higher order thinking skills and help learners learn the subject content and promote the application of the acquired knowledge and skills. The Basic Competencies alongside the Generic Competencies are stated in such a way that will develop higher order thinking skills and will help subject learning and the application of what has been learnt in real life situations.

Through learning sessions such as group work discussions, presentations, debates, research work, field visits, role plays and business simulations games, learners will develop abilities and skills that are transferable to new situations such as critical thinking, research and problem solving, creativity and innovation, and communication

Through the above learning activities learners don't only develop competencies but also values like appreciating diversity, determination, involvement, tolerance, responsibility, respect, loyalty, patience, and dignity.

2. PEDAGOGICAL APPROACH

A competency based entrepreneurship syllabus builds on active and participatory teaching methods. The change to a competency based curriculum is about transforming learning, and ensuring that learning is deep, enjoyable and habit-forming. Its main characteristics are the practical project based approach, the promotion of practical experience through workshops, cooperation with different organisations and enterprises (including learning settings outside school), and the hands on approach of setting up and running student projects. At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The methodological approaches used in this syllabus are based on active and participatory teaching and learning. The extent to which a teaching method is to be used largely depends on the topic being handled, the learner's learning or comprehension capacities, and the resources available for use in the learning/teaching process. The activities employed are learner centered, where the learner is the main actor and the teacher is expected to apply a series of interactive active learning approaches. The implementation of the entrepreneurship syllabus therefore requires the use learner centered methods of teaching. This approach will promote learning through doing where students are active participants in their own learning.

2.1. Role of the teacher

Since the competency based curriculum is about learner's active participation in the learning process, the teacher should stick to a learner centered approach. The teacher should play the role of the coach/facilitator in order to value the learner's needs and expectations.

The teacher's role in the delivery of this syllabus should include among:

- Use varied teaching and learning aids which will enable the students to acquire and demonstrate the target skills and competencies.
- Provide students with given opportunities to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless.
- Actively involve students in the learning process and provide guidance.
- Organizing learners in the classroom or study areas.
- Designing the tasks to be performed and working as facilitator throughout the whole process of learning.
- Providing the necessary support for challenging tasks.
- Planning and designing appropriate tasks that provoke learners to think critically, inquiry based learning, research and problem solving, decision making, creativity and innovation, communication and cooperation and be actively involved during the learning process.
- Organising and developing learning/teaching materials/resources.
- Throughout the teaching and learning process, make deliberate efforts to assess student progression towards attaining and demonstrating the expected competencies, providing timely feedback to students.

2.2. The role of the learner

The teacher shall act as a partner, a facilitator and a promoter of learning who organises classroom interactions. Learning therefore shall be rooted in the concept of constructivism where learner get an opportunity to interact with their peers and the environment at large through well-organised activities such as individual reflections, peer discussions and execution of tasks.

Learners use textbooks, the internet and other resource materials to research and understand their findings which will improve their knowledge, skills, attitude and values.

A competency based curriculum cannot be successful without the learner's full involvement in the learning process. They should be ready and willing to work with their teacher in the delivery of the syllabus. The role of the learner therefore, in the effective delivery of the syllabus should include:

- Regular attendance in the classroom.
- Active participation in group work or activities.
- Do/work on activities, assessments, and any other activity provided.
- Seek assistance and feedback from fellow learners and teachers.
- Imitate/apply learnt material in their school or daily life.
- Respect school rules and regulations.
- Search for more information through continuous research using various sources like books or the internet etc.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning, as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enroll them and also set strategies to provide them with relevant education. The teacher is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learner with special education needs is provided for in the guidance for teachers.

Strategies to address special education needs

All learners have the right to access education regardless of their different impairments and this implies that all citizens should benefit from the same menu of education programs. This is meant to focus on special needs education since there are learners who are totally different in their ways of living and learning. The difference can either be emotional, physical, sensory, and mental. Therefore, both teacher's and schools' role is to enroll them and also set strategies to provide relevant education for them.

Parents and teachers should communicate on cases relating to learners special education needs and difficulties, so that they can jointly help. Parents are requested to collaborate with the school administration and teachers towards the academic progress and achievement of their children.

Adaption of teaching methods and approaches

Teachers should have a positive attitude towards all categories of learners and use teaching and assessment approaches that are appropriate to meet each individual learner's special needs. For example learners with hearing and visual impairment depend on more on sign language or the use of concrete objects such as models, diagrams, and samples. The examination therefore

should be standardised to meet the different categories of learners with special education needs and the interpretation of results and decisions should be fair.

The teacher will aim to use the following strategies if they are to cater for learners with special needs.

- Use cooperative learning, for instance through group work and discussion.
- Mix learners with special needs with the rest so as to be helped.
- Tape record portions of textbooks, trade books, and other printed materials so learners can listen (with earphones) to an oral presentation of the necessary material.
- Provide written or pictorial directions to those with hearing problems.
- Special programs and follow up to keep track of their learning.
- Providing special needs learners with frequent progress checks.
- Use concrete objects such as models, diagrams, samples, for those with hearing problems so as to demonstrate what you are saying by using touchable items.
- For learners with hearing problems, visual aids, and sign languages are appropriate.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress in learning and to make a judgment about the learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment will be organised at the following levels: School Based Assessment, District Examinations, National Assessment (LARS) and National Examinations.

3.1. Types of assessment

Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for the performance and behavioral changes at the beginning of a unit. Then, at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- a) Observation
- b) Pen and paper and
- c) Oral questioning.

Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or the performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether the learning objectives have been achieved. The results are also used for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School based summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organise a common test per class for all schools in order to evaluate the performance and the achievement level of learners in individual schools across the district. External summative assessment will be done at the end of S.3.

3.2. Record keeping

This is the gathering of facts and evidence from assessment instruments and using them to judge the learners performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used, they shall generate data in the form of scores that will be carefully recorded and stored in a portfolio. These scores will be used for remedial action, for

alternative instructional strategy, for feedback to the learner and to their parents to check the learning progress and to advise accordingly, or for the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of their work. Portfolios reflect not only work produced (such as papers and assignments), but it is also a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. It will also serve as a verification tool for each learner that they attended the whole learning process before they undergo the summative assessment for the subject. The results from the portfolio will contribute 50% of the summative assessment for each year.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be produced to show the units or topics to be tested, the number of questions in each level of Bloom's taxonomy, and the marks allocation for each question. In a competency based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subjectmatter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.

- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require only memorisation or recall answers but test for broad competencies as stated in the syllabus.

Structure and format of the examination

There will be one paper in the ordinary entrepreneurship subject. An examination of three (3) hours will be set and will consist three sections, “A”, “B” and “C”.

Section A

All questions in section “A” will be compulsory and will require clear and brief answers. This section will carry 40 marks. The questions will be set to give candidates the opportunity to read extensively and express informed, critical thinking, innovative and creative and relevant responses to issues relating to the overall learner’s level of knowledge, understanding and comprehension of the syllabus topics and objectives.

Section B

This section will be general in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to explain, discuss, examine, apply, analyse, synthesise, evaluate, describe and show support for significant issues related to entrepreneurial activities. This section will carry 40 marks and learners will answer a given number of questions as instructed. The ability to convey a sustained and well thought out argument will be credited.

Section C

This section will be specific in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to design, invent, produce, devise, develop, propose, generate, reconstruct, plan, and apply significant issues related to entrepreneurial activities. This section will carry 20 marks and learners will answer a given number of questions as instructed.

Questions will not necessarily be set on every topic or be in any particular order of this syllabus but should cover aspects of the subject from senior one through to senior three. The questions should put into consideration the competency levels of knowledge and understanding, skills and attitudes and values. The Rwanda Education Board will evaluate learners who have studied using this syllabus from 2016. Thus, the National Examination will be set based on this syllabus from 2018.

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learner's progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve in a given subject.

4. RESOURCES

The learner centered approach in the entrepreneurship syllabus emphasises the need to use a variety of teaching learning resources including those improvised or collected by the teacher and the learners from the surrounding environment. School libraries should be well stocked with relevant reading materials, and made easily accessible to students of different abilities and disabilities and include: audio-visual materials, Braille and other special equipment for the visually impaired.

The teacher should allow sufficient time for discussion as this will enable him or her to guide students in the practical application of knowledge, skills and attitudes. The school will need to facilitate the teacher by providing extra resources when necessary, assist by inviting guest speakers to illustrate lessons, and give permission to students for field trips. This section suggests some of the necessary requirements for the successful implementation of entrepreneurship syllabus.

4.1. List of materials needed

These are materials that teacher will have to aid the learning process, and include but are not limited to the following:

- Reference books e.g. textbooks, learner and teacher guides, entrepreneurship journals, and magazines.
- Case study materials and scenarios.
- Computer and internet connection.
- Projectors.
- Audio visual study and video materials.
- Entrepreneurship incubation facilities.
- Successful business resource persons.

- Business simulations.
- Individual and group business projects.
- Accounting software programs such as Sage, Paste, Quick books, Tally and Peachtree.
- Raspberry Pi software.

4.2. Human resource requirements for the successful teaching and learning of entrepreneurship

For the successful and smooth teaching of this subject, a competent teacher to teach O' Level Entrepreneurship should be recruited with at least the following minimum qualifications: diploma holders with education in entrepreneurship, business studies, economics, accounting, management or other closely related fields.

5. SYLLABUS UNITS

5.1. Presentation of the structure of the entrepreneurship syllabus units

This Entrepreneurship syllabus is structured in Topic Areas. Topic Areas are themselves broken down into Sub-Topic Areas while each of these is made up of Units. Units are characterised by the following features:

- 1) Each Unit shows the number of corresponding periods in it.
- 2) Each Unit has a key unit competency that is based on the entrepreneurship Subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. At the heart of a competence based curriculum is the objective of ensuring learners reach a competence level in their learning across the whole curriculum. Hence each unit is written in such a way that it develops a subject competence, referred to as the key unit competence.

- 3) Each Unit's key competence is broken down into the following three types of learning objective:
 - a) *Type I*: Learning objectives related to Knowledge and Understanding (these objectives are also known as Lower Order Thinking Skills or LOTS) – and are considered to be prerequisites to the following two types of learning objectives that are the ones targeted by the revised curriculum.
 - b) *Type II and Type III*: Learning objectives relating to Skills as well as Attitudes and Values. These learning objectives are also known as Higher Order Thinking Skills or HOTS and are the ones targeted in the revised curriculum.
- 4) Each Unit has a detailed content.
- 5) Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
- 6) Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

The table below portrays an overview of class by class number of topics areas, sub-topic areas and units.

	S.1	S.2	S.3
Topics areas	4	4	3
Sub-topic areas	8	8	9
Units	8	8	10

5.2. Senior One Syllabus Units.

5.2.1. Key competencies at the end of senior one

At the end of senior one, the learner should be able to:

- Analyse the desirable characteristics and role of an entrepreneur in entrepreneurship.
- Analyse the value of work in society.
- Make rational consumption decisions based on ones needs.
- Analyse the importance of accounting to a business.

5.2.2. Entrepreneurship units details for senior one

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: CONCEPT OF ENTREPRENEURSHIP	
S.1:ENTREPRENEURSHIP	UNIT 1: Meaning, roles and characteristics of an entrepreneur.		No. of periods: 9	
Key Unit Competency: To be able to analyse the desirable characteristics and role of an entrepreneur				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the concept of entrepreneurship.</p> <p>State the desirable characteristics of an entrepreneur.</p> <p>Explain the role of an entrepreneur in developing entrepreneurship.</p>	<p>Distinguish an entrepreneur, enterprising person and an intrapreneur.</p> <p>Examine the characteristics of an entrepreneur.</p> <p>Analyse the role of an entrepreneur in entrepreneurship.</p>	<p>Exhibit desirable characteristics for personal success.</p> <p>Appreciate the role of an entrepreneur in entrepreneurship development.</p>	<p>Concept of entrepreneurship</p> <ul style="list-style-type: none"> - Meaning of: Entrepreneurship, - An entrepreneur, - Enterprising person, and Intra-entrepreneur <p>Characteristics of a good entrepreneur</p> <ul style="list-style-type: none"> - Hard working. - Innovative and creative. - Risk taking. - Decision making. - Persistence. 	<p>Learners brainstorm the different types of work done in their community. Then they discuss what they wish do when they finish their studies and the reasons for their aspirations.</p> <p>The different activities mentioned by the learners are then related to entrepreneurship. E.g.an entrepreneur, enterprising person and intrapreneur.</p> <p>Learners analyse and give presentations on 2 or 3 case</p>

			<ul style="list-style-type: none"> - Ability to find viable business opportunities. - Seek information. - Determination and perseverance. <p>Roles of an entrepreneur in entrepreneurship</p> <ul style="list-style-type: none"> - Scanning the environment. - Identifying business opportunities. - Mobilising necessary resources. - Proper allocation of resources. - Setting up the business. - Managing business operations. 	<p>studies of successful entrepreneurs, focusing on how they started, persisted, and succeeded.</p> <p>In small groups, learners discuss a case study on the role of an entrepreneur in entrepreneurship development</p>
<p>Links to other subjects: <i>English: concept of entrepreneurship.</i></p>				
<p>Assessment criteria: <i>Ability to analyse the desirable characteristics of an entrepreneur to perform their role.</i></p>				
<p>Materials: <i>Case studies, the internet, reference books, resource person, and journals.</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: PERSONAL DEVELOPMENT	
S.1: ENTREPRENEURSHIP	UNIT 2: Personal values, skills and characteristics of an entrepreneur.		No. of periods: 8	
Key Unit Competency: To be able to evaluate own values, skills, strengths and identify areas for development against common characteristics of entrepreneurs				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain personal qualities, skills and values in relation to family, friends, and entrepreneurs as well as towards employers.</p> <p>Give reasons to support diversity and uniqueness among people in the society.</p>	<p>Evaluate personal qualities, values and skills in various contexts</p> <p>Complete an entrepreneurial self-assessment sheet on personal qualities, values and skills.</p> <p>Analyse personal strengths and identify areas for development.</p>	<p>Show respect for differences and personal choices.</p> <p>Develop self-awareness, self-esteem, confidence and positive attitude with respect to the potential to improve and to succeed.</p>	<p>Personal qualities</p> <ul style="list-style-type: none"> - Friendliness, respect, intelligence, caring, self-reliance, accomplishment, commitment, loyalty, honesty, dignity, integrity, prudence and the importance of these to personal, social, emotional and economic well-being. <p>Personal qualities in relation to:</p> <ul style="list-style-type: none"> - Entrepreneurship, creativity, 	<p>Group discussions to explore: desirable personal values, skills, and strengths. Learners then discuss the common values, skills and strengths in relation to their family/friends, entrepreneurs and employers.</p> <p>Use scenarios to focus on greed, selfishness, consideration, loyalty, etc. Look at the impact of different personal qualities on the feelings of wellbeing both now and in the future.</p>

			<p>determination, decision making, etc.</p> <ul style="list-style-type: none"> - Personal development, goal setting, responsibility, commitment, etc. - Engagement with society. - Respect, involvement, tolerance, etc. - Work in school, attentiveness, communication, loyalty, etc. - Workplace cooperation, respect, ethics, etc. <p>Diversity and uniqueness as a source of success</p> <ul style="list-style-type: none"> - Emphasise by the use of an activity. 	<p>With the help of an entrepreneurial self-assessment sheet, learners perform a self-assessment on values, skills and qualities in relation to entrepreneurship, personal development, engagement with society, and work in school and beyond. Learners should identify areas for development (how might I be more successful? What might I do to become an entrepreneur?)</p> <p>Brainstorm why different people have different values, skills, and strengths. Then discuss why diversity and uniqueness are important for personal and business success.</p>
<p>Links to other subjects: <i>English and Society: concept of entrepreneurship. Citizenship: Social development.</i></p>				
<p>Assessment criteria: <i>Can evaluate their own values, skills, strengths and areas for development against common characteristics of entrepreneurs.</i></p>				
<p>Materials: <i>Flipcharts, masking tape, handouts on examples of values, beliefs and desirable qualities, entrepreneurial self-assessment sheet, and work readiness training program (trainer manual, examples of values, beliefs and desirable qualities 1.1 & 1.2).</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: WORK IN SOCIO-ECONOMIC DEVELOPMENT	
S.1: ENTREPRENEURSHIP		UNIT 3: Work in the society.		No. of periods: 9
Key Unit Competency: To be able to analyse the value of different work in society.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning and different types of work.</p> <p>Identify the different myths and beliefs about work.</p> <p>Explain the dignity and value of work.</p>	<p>Distinguish between the different types of work in the learner's localities.</p> <p>Analyse how myths and beliefs affect work.</p> <p>Describe the value of work (person and society).</p>	<p>Take part in various work in society.</p> <p>Promote positive beliefs and values about work.</p>	<p>Definition of key concepts</p> <ul style="list-style-type: none"> - Work. - Mental and physical work. <p>Types of work according to activities</p> <ul style="list-style-type: none"> - Agriculture. - Trading. - Manufacturing. - Service provision. <p>Myths and Beliefs about work</p> <ul style="list-style-type: none"> - Meaning of myths and beliefs. - Positive beliefs and negative beliefs such as: - Hard work pays, business is a last resort when you fail in education, entrepreneurs 	<p>In groups, learners explore the meaning of work and the concepts of mental and physical work. Learners then identify and classify activities under the various types of work.</p> <p>In small groups, learners identify various beliefs and myths about work and classify them as positive and negative.</p> <p>In small groups, learners discuss the meaning of dignity of work, value of work, and the importance of doing work.</p> <p>In small groups, learners present a short theatre piece or a drawing showing what they think their</p>

			<p>are rich because they cheat, house work is for women only, etc.</p> <p>Dignity and value of work Meaning of dignity and value of work Recognising the value of work in the locality.</p>	<p>community would be like if no one wanted to do certain types of work. E.g. if nobody accepted to sweep, to dig pit latrines, to grow food, to teach, etc.</p> <p>Leaners give a presentation on what type of work they want to do and the reasons for their choices.</p>
<p>Links to other subjects: <i>Citizenship and general studies: work and effective communication.</i></p>				
<p>Assessment criteria: <i>Can analyse the different types of work, the effects of myths and beliefs about work, and the value of work in society.</i></p>				
<p>Methods: <i>Internet access, reference books, and drawing materials.</i></p>				

TOPIC AREA: BUSINESS ACTIVITY			SUB-TOPIC AREA: CONCEPT OF BUSINESS ACTIVITIES	
S.1: ENTREPRENEURSHIP	UNIT 4: Concept of needs, wants, goods and services.		No. of periods: 9	
Key Unit Competency: To be able to make rational consumptions decisions based on ones needs.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the concept of need, scarcity, opportunity cost, consumption, goods and services.</p> <p>Classify needs according to primary/basic and secondary.</p> <p>Identify the importance of making a choice when there are scarce resources.</p> <p>Explain the factors that influence the</p>	<p>Prioritise needs based on primary and secondary needs.</p> <p>Evaluate different types of goods.</p> <p>Relate the concepts of need, want, scarcity, opportunity cost, and goods and services, to the unlimited human wants.</p>	<p>Make rational consumption for the competing daily needs.</p> <p>Make responsible decisions while satisfying your own needs.</p> <p>Advocate for the proper use of scarce resources and the sustainability of resources.</p>	<p>Concept of needs</p> <ul style="list-style-type: none"> - Meaning of needs. - Primary/basic needs. - Secondary needs. <p>Goods and services</p> <ul style="list-style-type: none"> - Meaning of goods and services. <p>Types of goods</p> <ul style="list-style-type: none"> - Durables goods and perishable goods. - Economic goods and free goods. 	<p>In small groups, learners make a list of some of their needs. They group the needs into those to be satisfied first and those to be satisfied later. Depending on the most and least pressing needs, learners identify and explain the meaning of basic and secondary needs. Learners then give a presentation to the rest of the class that shows how needs change over time, between individuals, and between different countries etc.</p> <p>Learners brainstorm and identify the different types of goods</p>

<p>consumption of goods and services.</p>		<p>Show concern for the irrational consumption of goods and services.</p>	<ul style="list-style-type: none"> - Substitutes goods and complementary goods. <p>Categories of goods</p> <ul style="list-style-type: none"> - According to biodegradability. - Non degradable goods. <p>Relationship between</p> <ul style="list-style-type: none"> - Needs and wants. - Goods and services. - Scarcity and choice. - Opportunity cost. <p>Factors influencing the consumption of goods and services</p> <ul style="list-style-type: none"> - Price, - Income, 	<p>needed in society. In small groups, learners categorise the goods listed by their respective types and classify them into either biodegradable or non-biodegradable.</p> <p>Learners role play ranking the needs identified in the activity above according to their priority. Given a certain limited amount of money, they make choices and give reasons for the first and last choice. Learners then relate these needs to goods and services, scarcity, choice, and opportunity cost.</p> <p>In small groups, based on the previous activity of ranking needs, learners research the factors that influence the consumption of goods and services. Each group then shares their findings to rest of the class.</p> <p>In small groups, learners identify examples of the differences</p>
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			<ul style="list-style-type: none"> - Social and cultural structure, - Fashion, - Expectation, etc. 	between goods, services and wants.
<p>Links to other subjects: <i>Economics: theory of production. General studies: personal finance, food processing, and effective communication.</i></p>				
<p>Assessment criteria: <i>Ability to suggest the different ways of using scarce resources.</i></p>				
<p>Materials: <i>Reference books, the internet, and products and money for role play.</i></p>				

TOPIC AREA: FINANCIAL INFORMATION AND DECISION MAKING			SUB-TOPIC AREA: MANAGING FINANCES	
S.1: ENTREPRENEURSHIP		UNIT 5: Financial awareness.		No. of periods: 10
Key Unit Competency: To be able to access finance and make financial decisions.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of finance, saving, borrowing, and debt management.</p> <p>Identify the various sources and purpose of business finance.</p> <p>- Identify the terms and conditions of a loan contract.</p> <p>Explain the importance of saving.</p>	<p>Describe the various ways of getting money to buy desired items.</p> <p>Analyse financial needs effectively.</p> <p>Develop saving goals.</p> <p>Analyse the different terms and conditions involved when borrowing.</p>	<p>Choose the best ways of using money.</p> <p>Save for future needs.</p> <p>Confidently make financial plans for the future.</p> <p>Properly use money at their disposal.</p>	<p>Concept of finance</p> <ul style="list-style-type: none"> - Meaning of finance. - Need for finance. - Personal finance. - Business finance. <p>Accessing business finance</p> <ul style="list-style-type: none"> - Grants, relatives/friends, loans from banks, trade credits, personal savings, and selling shares. <p>Saving</p> <ul style="list-style-type: none"> - Savings goals. - How to save. 	<p>In small groups, brain storm the meaning of finance, the need for finance and the different ways to get money to buy desired items. Learners then connect their experiences to a business situation.</p> <p>In small groups, learners discuss the meaning of savings, the motives for saving money, ways of saving money, and the importance of saving. Learners should understand that everyone can save irrespective of the amount of income they have. It is a question of behavior and culture. Each group should share what their findings were to the whole class.</p>

<p>Describe risks associated with debt.</p> <p>Explain the different ways to reduce expenses.</p>	<p>Determine ways to decrease expenses through reuse, recycling, reduction, and repair.</p> <p>Develop strategies to keep out of debt.</p> <p>Use debit and credit cards to manage funds.</p>	<p>Properly use debit and credit cards.</p>	<p>Borrowing</p> <ul style="list-style-type: none"> - Reasons for borrowing. - Terms and conditions. <p>Debt management</p> <ul style="list-style-type: none"> - Avoid unnecessary spending. - Don't borrow more money. - Don't buy anything expensive while still in debt. <p>Proper management of finance</p> <ul style="list-style-type: none"> - Reduce expenses, reuse items that are still in good condition, proper record keeping, separate personal finance from business finance, etc. <p>The use of debit and credit card</p> <ul style="list-style-type: none"> - Benefits and risks 	<p>In groups, learners set a saving goal (either personal or business) and describe the various ways in which they will achieve their set goal.</p> <p>Learners brainstorm and then explain what debt is and identify the reason for taking on debt. The teacher then asks learners how they can manage their debts.</p> <p>In small groups, learners analyse the terms and conditions in sample loan contracts from financial institutions. . Learners then discuss the impact of these terms to the borrower and the institution and why is it important to read and understand the terms and conditions before signing.</p> <p>In small groups, learners give a presentation on the various ways of proper financial management with an emphasis on reduce, reuse, repair/fix and recycle.</p> <p>Learners demonstrate what it means to be physically fit, for instance use arm wrestling and discuss why one</p>
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				<p>beat the other, point out why one is slightly stronger than the other. Explain that there are ways that people can be financially fit and that there are health habits relating to proper management of money and that learners need to stay financially fit.</p>
<p>Links to other subjects: <i>General studies: money management.</i></p>				
<p>Assessment criteria: <i>Are able to suggest ways of accessing and managing funds.</i></p>				
<p>Materials: <i>Reference books, and bank notes, coins and pass books from various financial institutions.</i></p>				

TOPIC AREA: FINANCIAL INFORMATION AND DECISION MAKING			SUB-TOPIC AREA: BASIC ACCOUNTING	
S.1: ENTREPRENEURSHIP		UNIT 6: Initiation to accounting.		No. of periods: 10
Key Unit Competency: To be able to analyse the importance of accounting to a business.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Distinguish between accounting and bookkeeping.</p> <p>Describe the importance of keeping accounting records.</p> <p>Identify the various users of accounting information.</p> <p>Distinguish between cash and credit transactions.</p> <p>Identify the various modes of payment.</p>	<p>Assess the importance of keeping records.</p> <p>Select the appropriate mode of payment.</p> <p>Make payments using appropriate modes of payment.</p>	<p>Appreciate the importance of keeping accounting records for a business.</p> <p>Make informed choices regarding the appropriate mode of payment for goods and services.</p>	<p>The meaning of accounting and bookkeeping</p> <p>The importance of accounting</p> <ul style="list-style-type: none"> - Tool of control. - Calculation of profits and losses. - Tool for business evaluation, etc. <p>Users of accounting information</p> <p>Internal users</p> <ul style="list-style-type: none"> - Employees. - Share holders. - Managers. 	<p>In small groups, learners share their personal experiences regarding bookkeeping, its importance and the documents used. These experiences can be either in the family business or the school. Learners then understand the meaning of accounting and bookkeeping.</p> <p>Learners analyse scenarios of two businesses where one practiced bookkeeping and the other did not, and what the effects were. Learners then discuss the consequences of not keeping proper accounting records and appreciate the importance of accounting in the business.</p> <p>Through a case study, learners identify various users of accounting information and explain how each user makes use of the information.</p>

			<p>External users:</p> <ul style="list-style-type: none"> - Suppliers. - Financial institutions. - Government authorities, etc. <p>Business transactions</p> <ul style="list-style-type: none"> - Cash transactions. - Credit transactions. - Installment payment. - Advantages and disadvantages of cash and credit transactions. <p>Modes of payment</p> <ul style="list-style-type: none"> - Payment in cash. - Payment by bank. - Electronic payment. - Prepayment, etc. 	<p>Learners share experiences of how they pay for goods and services in their community either on a cash basis or credit basis. Learners then discuss the advantages and disadvantages of cash and credit transactions.</p> <p>A role play on situations where one has to pay for goods and services either by cash or credit and the mode of payment.</p>
<p>Links to other subjects: <i>Entrepreneurship A' level.</i></p>				
<p>Assessment criteria: <i>Can analyse the importance of accounting, identify users of accounting information and analyse the modes of payment.</i></p>				
<p>Materials: <i>Research, internet, textbooks, case studies, application exercise, and resourceful person.</i></p>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: BUSINESS GROWTH	
S.1: ENTREPRENEURSHIP		UNIT 7: Factors and indicators of business growth.		No. of periods: 9
Key Unit Competency: To be able to analyse factors that influence business growth.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of business, growth, and business growth.</p> <p>Identify factors contributing to or restraining business growth.</p> <p>Identify indicators of business growth or failure.</p>	<p>Assess factors for business growth or business failure.</p> <p>Analyse indicators of business growth or business failure.</p> <p>Suggest strategies/solutions to overcoming the constraints of business growth.</p>	<p>Appreciate that business growth depends on proper business operations.</p>	<p>Meaning of:</p> <ul style="list-style-type: none"> - Business. - Growth. - Business growth. <p>Factors contributing to business growth</p> <ul style="list-style-type: none"> - Clear objectives, Proper business location, - Availability of business support services, etc. <p>Constraints to business growth</p> <ul style="list-style-type: none"> - Poor handling of customers, Poor 	<p>In small groups, learners research and share the meaning of business, growth, and business growth.</p> <p>In small groups and using real life experiences, learners identify in their own community some businesses. Learners then categorise them as successful or failing businesses.</p> <p>Given the previous activity, learners enumerate factors and indicators of business growth or business failure.</p> <p>In small groups based on the above the activities, learners come up with suggestions/solutions/strategies to the constraints of business growth.</p>

			<p>management of business stock, - Misuse of business finance, etc.</p> <p>Indicators of business growth/success</p> <ul style="list-style-type: none"> - Increase in the volume of sales - Increase in business profits, - Increase in the number of branches, etc. <p>Indicators of business failure</p> <ul style="list-style-type: none"> - Increased business losses, Empty stock - Low sales, etc. 	
Links to other subjects: <i>Economics: economic growth.</i>				
Assessment criteria: <i>Can analyse factors for business growth.</i>				
Materials: <i>Research, the internet, textbooks, journals, and newspapers.</i>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: STANDARDISATION	
S.1: ENTREPRENEURSHIP		UNIT 8: Concept of standardisation.		No. of periods: 8
Key Unit Competency: To be able understand basic concepts of standardisation				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of standard, standardisation, standards body, and standards harmonisation.</p> <p>Explain the importance of standardisation.</p> <p>Identify the fields and levels of standardisation.</p> <p>Give different types of standards.</p>	<p>Assess the fields and levels of standardisation.</p> <p>Analyse standardisation practices in the community.</p>	<p>Be keen on standards in daily activities.</p>	<p>Meaning of:</p> <ul style="list-style-type: none"> - Standards, Standardization - Standards body - Standards harmonization <p>The importance of standardisation</p> <p>Subject and field of standardisation.</p> <ul style="list-style-type: none"> - Engineering. - Industry. - Commerce. - Science. - Education. - Transport. - Housing/building. - Food. 	<p>In small groups, learners research the meaning of standards, standardisation, standards body, and standards harmonisation.</p> <p>Learners brainstorm and identify various things they would want to buy (such as food, shoes, clothes, phones, etc.) while the teacher prompts them on what they consider as good quality products. Learners discuss their ideas, and then the teacher relates the activity to the concept of standardisation.</p> <p>Learners are given a list of different types of standards and different levels and subjects of standardisation and are asked to match them. Learners are then</p>

			<ul style="list-style-type: none"> - Agriculture. - Forestry. - Textiles. - Chemicals. <p>Level of standardisation</p> <ul style="list-style-type: none"> - International standardization - Regional standardization - National standardization <p>Types of standards</p> <ul style="list-style-type: none"> - Basic standards. - Product standard. - Terminology standard. - Testing standard. - Code of practice. - Service standard. - Process standard. 	<p>asked to sketch a typical standardisation space.</p> <p>Through a case study learners identify the importance of standardisation.</p> <p>A resource person discusses the fields, levels of standardisation and types of standards.</p> <p>Learners discover standardisation fields, levels and types of standards with the aid of audio visual programs.</p>
Links to other subjects: <i>Chemistry: standardisation. General studies: effective communication.</i>				
Assessment criteria: <i>Ability to explain the basic concepts of standardisation and its importance.</i>				
Materials: <i>Research, the internet, textbooks, journals, newspapers, audio visual aids, resource person, and case studies.</i>				

5.3. Senior Two Syllabus Units

5.3.1. Key competencies at the end of senior two

At the end of senior two, the learner should be able to:

- Analyse the role, benefits and challenges of being an entrepreneur.
- Evaluate the role of work in socioeconomic development.
- Prepare a personal budget.
- Record initial accounting entries for a business.
- Analyse the impact of different types of markets.
- Apply basic concepts of metrology and quality testing.

5.3.2. Entrepreneurship units details for senior two

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: CONCEPT OF ENTREPRENEURSHIP	
S.2: ENTREPRENEURSHIP	UNIT 1: Role, benefit and challenges of an entrepreneur.		No. of periods: 8	
Key Unit Competency: To be able to analyse the role, benefits and challenges of being an entrepreneur.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognise the role of an entrepreneur in socioeconomic development.</p> <p>Describe the benefits and challenges of being an entrepreneur.</p> <p>Identify the benefits and challenges of being an entrepreneur.</p>	<p>Assess the role of an entrepreneur in socioeconomic development.</p> <p>Analyse the benefits and challenges associated with being an entrepreneur.</p>	<p>Appreciate the role of an entrepreneur in socioeconomic development.</p> <p>Develop a positive attitude towards being an entrepreneur.</p> <p>Start entrepreneurial activities in their community.</p>	<p>Role of an entrepreneur in socio-economic development</p> <ul style="list-style-type: none"> - Creation of employment opportunities, - Provision of goods and services; - Exploitation of resources, etc. <p>Benefits of being an entrepreneur</p> <ul style="list-style-type: none"> - Increased income, - Self-reliance 	<p>In groups, research and present on the role of an entrepreneur in socio-economic development.</p> <p>In groups, evaluate case studies of entrepreneurs and identify benefits and challenges faced by entrepreneurs.</p> <p>Meet a local entrepreneur and interview them about the enterprise and how they have overcome challenges and what their future aspirations are.</p>

			<ul style="list-style-type: none"> - Independent decision making, - Improved status <p>Possible challenges of being an entrepreneur:</p> <ul style="list-style-type: none"> - Long and irregular working hours, - High risk, - Uncertain income, - No fringe benefits, - etc. 	<p>Debate the benefits and challenges of being an entrepreneur.</p>
<p>Links to other subjects: <i>Entrepreneurship A' level.</i></p>				
<p>Assessment criteria: <i>Can analyse the role, benefits and challenges of being an entrepreneur.</i></p>				
<p>Materials: <i>Resource person, case studies, scenarios, interview guide, and questionnaire.</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: PERSONAL DEVELOPMENT	
S.2: ENTREPRENEURSHIP		UNIT 2: Setting personal goals.		No. of periods: 10
Key Unit Competency: To be able to create SMART goals and a plan to achieve them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of goal setting and SMART goals.</p> <p>Identify ways to achieve SMART goals.</p> <p>Distinguish between short term and long term goals.</p>	<p>Classify goals into short term and long term goals.</p> <p>Set SMART goals.</p> <p>Take steps to achieving set goals.</p>	<p>Appreciate the need for setting SMART goals.</p> <p>Set personal goals in life and strategies to achieve them.</p>	<p>Concept of SMART goal - Meaning: Goal, SMART goals (Specific, Measurable, Achievable, Realistic, Time bound).</p> <p>Setting long term and short term goals</p> <p>Steps, time frame and resources needed in setting SMART goals: - Identify priorities, start and end points, Skills, - Opportunities, - Strategies, - Obstacles</p>	<p>In small groups, learners draw a tree that includes the roots, trunk, major branches, smaller branches, leaves, flowers and thorns, and relate the parts of the tree to the growth and development of a person.</p> <p>Learners label their trees with their own information regarding values and skills, people or places that give them strength, their goals, and how they want to improve their situation.</p> <p>Brainstorm the Meaning of a goal and what is goal setting?</p> <p>Using an example of how a farmer progresses from a simple farmer to an advanced one, learners discuss goal</p>

				<p>setting and the steps one has to take to reach their goals. Learners then give their own goals.</p> <p>Based on the above activities and other examples, learners are introduced to the concept of SMART goals. They assess their goals so see if they are SMART and change any so they are SMART.</p> <p>In groups, learners make a plan to reach their set SMART goals using an “Achieving My Goals” sample with the template provided.</p>
<p>Links to other subjects: <i>General Studies: effective communication.</i></p>				
<p>Assessment criteria: <i>Can develop SMART goals and plans to achieve them.</i></p>				
<p>Materials: <i>Work readiness training program (trainer manual: 1.1: Examples of Values, Beliefs, & Desirable Qualities, 1.2: Skills and Qualities Assessment, and 1.3: Setting and Achieving Goals).</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: WORK IN SOCIO-ECONOMIC DEVELOPMENT	
S.2: ENTREPRENEURSHIP		UNIT 3: Role of work and socioeconomic development.		No. of periods: 8
Key Unit Competency: To be able to evaluate the role of work in socioeconomic development.				
Learning objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<p>Identify the various activities undertaken in the community.</p> <p>Explain the types of work done in the community.</p> <p>Give examples of activities that hinder socioeconomic development.</p>	<p>Analyse different activities according to the types of work.</p> <p>Assess the contribution of work to socioeconomic development.</p> <p>Describe activities that hinder socioeconomic development.</p>	<p>Take part in work that contributes to socioeconomic development.</p> <p>Show concern over activities that hinder socioeconomic development.</p>	<p>Activities being done in the locality</p> <p>Classification of activities according to type of work</p> <ul style="list-style-type: none"> - Agriculture. - Manufacturing. - Trading. - Service provision. <p>Contribution of the various types of work to socioeconomic development</p> <ul style="list-style-type: none"> - Employment opportunities, - Variety of goods and services. - Improving standards of living, 	<p>In groups, learners research and present different activities undertaken in their community and classify them according to the types of work.</p> <p>In small groups, learners discuss and present the ways in which work contributes to the life of the person doing it, and also to those around them.</p> <p>In groups, learners identify and discuss any activities that do not make a positive</p>

			<ul style="list-style-type: none"> - etc. <p>Activities that hinder socioeconomic development</p> <ul style="list-style-type: none"> - Deforestation, - Over grazing, - Over exploitation of resources, - etc. 	<p>contribution to those around them.</p> <p>Debates on socioeconomic contribution of work/activities.</p>
Links to other subjects: <i>Citizenship: work. General studies: communication skills.</i>				
Assessment criteria: <i>Can assess the contribution of different types of work to socioeconomic development.</i>				
Materials: <i>Internet access, and research materials.</i>				

TOPIC AREA: BUSINESS ACTIVITY			SUB-TOPIC AREA: CONCEPT OF BUSINESS ACTIVITIES	
S.2: ENTREPRENEURSHIP		UNIT 4: Markets.	No. of periods: 8	
Key Unit Competency: Analyse the impact of the different types of markets.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of market, product, demand and supply.</p> <p>Identify various types of markets.</p> <p>Explain the advantages and disadvantages for each type of market.</p> <p>Explain the concept of economic integration.</p> <p>Give the advantages and disadvantages of economic integration.</p>	<p>Explain the relationship that exists between demand and supply.</p> <p>Explain the process of shifting from a domestic market to a regional market.</p> <p>Assess the effects of economic integration on the economy.</p>	<p>Show support for shifting from domestic markets to regional markets.</p>	<p>Meaning of:</p> <ul style="list-style-type: none"> - Market. - Product. - Supply. - Demand. <p>Relationship between demand and supply</p> <p>Types of markets</p> <ul style="list-style-type: none"> - Domestic or local markets: Advantages and disadvantages. - Regional markets: Advantages and disadvantages. 	<p>In groups research and brainstorm the meaning of the terms product, demand, supply and market. Identify the relationship that exists between demand and supply.</p> <p>In small groups, research and give a presentation on the different types of markets and analyse the advantages and disadvantages of each.</p> <p>Group discussion and presentation on the meaning of economic integration, advantages and disadvantages, and quote some examples of regional organisations to which Rwanda is affiliated.</p> <ul style="list-style-type: none"> - Debate the role of economic integration in Rwanda.

Identify certain regional trading blocs.			<p>Economic integration</p> <ul style="list-style-type: none"> - Meaning of economic integration. - Shifting from domestic market to a regional market. - Advantages and disadvantages of economic integration. - Some regional trading blocs EAC, COMESA, and CEPGL. 	
<p>Links to other subjects: <i>Economics: Economic integration.</i></p>				
<p>Assessment criteria: <i>Can analyse the different types of markets and their roles.</i></p>				
<p>Materials: <i>Reference books, journals on environment and business, the internet, and case studies.</i></p>				

TOPIC AREA: BUSINESS ACTIVITY			SUB-TOPIC AREA: TAXATION	
S.2: ENTREPRENEURSHIP		UNIT 5: Taxes in Rwanda.	No. of periods: 10	
Key Unit Competency: To be able to analyse the roles of taxes in Rwanda.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of taxation, taxes, tax avoidance and tax evasion.</p> <p>Explain the importance of paying taxes.</p> <p>- Identify the sources of tax.</p> <p>Identify the rights and obligations of tax payers.</p> <p>Distinguish between the different types of taxes paid in Rwanda.</p>	<p>Assess the various types of taxes.</p> <p>Fill out the documents required to subscribe to a tax system.</p>	<p>Appreciate the role of taxes in an economy.</p> <p>Advocate for the payment of taxes in the community.</p> <p>Show concern for non-payment of tax.</p>	<p>Meaning of</p> <ul style="list-style-type: none"> - Taxation and tax. - Tax avoidance and tax evasion. <p>Importance of paying taxes in an economy</p> <ul style="list-style-type: none"> - Paying government workers. - Infrastructure development (schools, hospitals, etc.). - Raising revenue for the government, etc. 	<p>In groups research and share findings on the meaning of taxation, tax, tax avoidance and tax evasion.</p> <p>Self-reflection through questions and answers, based on the Rwanda Revenue authority statement “<i>without taxes there is no peace, no roads, no hospitals, and no schools</i>”. In small groups learners then discuss the importance of paying taxes for an economy.</p> <p>Group discussion about the types of taxes. Learners are given different scenarios relating to a legal business entity importing /exporting given commodities. Learners then find out the different taxes to be paid, the stakeholders involved and their roles.</p>

<p>Identify the conditions, documents advantages and sanctions of subscribing to the tax system.</p>			<p>Sources of taxes</p> <ul style="list-style-type: none"> - Personal income. - Business profits. - Personal and business property. - Business sales, etc. <p>Rights and obligation of tax payers</p> <p>Right of the tax payers</p> <ul style="list-style-type: none"> - Right to confidentiality. - Right to legal representation. - Right to tax refund, etc. <p>Obligation of the tax payers</p> <ul style="list-style-type: none"> - Register with Rwanda Revenue Authority. - Signing of tax returns. - Supply all the information and documents, etc. 	<p>In groups research and brainstorm the rights, obligations of taxes payers.</p> <p>In groups research and present on the conditions, documents, advantages and penalties of not subscribing to the tax system.</p> <p>Invite/meet a resource person to share with the learners the various taxes paid in Rwanda, rights and obligations of tax payers, advantages, and sanctions of not paying/subscribing to tax system.</p>
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			<p>Different types of taxes</p> <p>Direct taxes</p> <ul style="list-style-type: none"> - Income tax. - Rental tax. - Property tax, etc. <p>Indirect taxes</p> <ul style="list-style-type: none"> - VAT. - Consumption tax. - Entry duties etc. <p>Subscribing to the tax system</p> <p>Conditions</p> <ul style="list-style-type: none"> - Filling in a registration form. - Legal form of a business. - Indicate all types of taxes one owes to the RRA, etc. <p>Documents</p> <ul style="list-style-type: none"> - Certificate of registration. 	
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			<ul style="list-style-type: none"> - Documents showing the types of taxes. - Identification document, etc. <p>Advantages</p> <ul style="list-style-type: none"> - Take part in business. - Take part in nation building. - Get certification, etc. <p>Sanctions/ penalties</p> <ul style="list-style-type: none"> - Fine. - Closure of business. - Cancellation of registration certificate. 	
Links to other subjects: <i>Economics; Taxes. General studies; effective communication.</i>				
Assessment criteria: <i>Can analyse the role of the taxes in an economy.</i>				
Materials: <i>Case study scenarios, registration and declaration forms from the Rwanda revenue authority, and resource persons.</i>				

TOPIC AREA: FINANCIAL INFORMATION AND DECISION MAKING			SUB-TOPIC AREA: MANAGING FINANCES BUDGETING	
S.2: ENTREPRENEURSHIP		UNIT 6: Personal budgeting.		No. of periods: 10
Key Unit Competency: To be able to prepare a personal budget.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of budgeting and personal budgeting.</p> <p>State the role of personal budgeting.</p> <p>Identify the elements of a budget.</p> <p>List the steps of budgeting.</p>	<p>Analyse the principal parts of a budget.</p> <p>Prepare a budget.</p> <p>Review and make adjustments in the budget.</p>	<p>Appreciate the importance of budgeting in a daily life.</p> <p>Make budgets for personal and business activities.</p> <p>Advocate for budget preparation in their community.</p>	<p>Meaning of</p> <ul style="list-style-type: none"> - Budgeting. - Personal budgeting. <p>Role of personal budgeting</p> <ul style="list-style-type: none"> - Enable proper use of personal resources. - Helps in personal decision-making. - Helps minimise risks. 	<p>In small groups, learners research the meaning of budgeting and personal budgeting.</p> <p>Through a case study learners discover the role and elements of budgeting.</p> <p>In small groups, learners make a list of the sources of income for an individual or a family for a given period. Then they make a list of the needs and wants that require money to be spent for a given period. Learners then analyse the variation between income and expenses.</p> <p>In small groups, learners prepare a budget based on the above activity.</p>

			<p>Elements of a budget</p> <ul style="list-style-type: none"> - Income for the period. - Expenses for the period. <p>Steps in preparing a budget</p> <ul style="list-style-type: none"> - Record all sources of income for a given period. - Create a list of expenses for a given period. - Subtract expenses from income. - Review the budget. - Make adjustments. 	<p>Referring to debt management in senior one, learners are given a series of scenarios which could throw their budget off track, such as a family member getting married. How will they amend their budgets continuously to keep themselves from getting into serious debt.</p>
<p>Links to other subjects: <i>Economics: national budgeting. Mathematics.</i></p>				
<p>Assessment criteria: <i>Can prepare and review a personal budget.</i></p>				
<p>Materials: <i>Internet, research, case studies, reference books, and journals.</i></p>				

TOPIC AREA: FINANCIAL INFORMATION AND DECISION MAKING			SUB-TOPIC AREA: BASIC ACCOUNTING	
S.2: ENTREPRENEURSHIP		UNIT 7: Initial accounting entries for a business.		No. of periods: 10
Key Unit Competency: To be able to record initial accounting entries for a business.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Identify various source documents used in business.</p> <p>Identify the users of accounting information.</p> <p>- Explain the double entry accounting principle and the elements of the accounting equation.</p> <p>Identify the different books for prime entry.</p>	<p>Categorise business transactions following the accounting equation.</p> <p>Record transactions in the books of prime entries.</p>	<p>Appreciate the need for keeping accounting records in business.</p> <p>Advocate for proper record keeping in business.</p> <p>Show concern for poor record keeping in business.</p>	<p>Source documents</p> <ul style="list-style-type: none"> - Receipts, Voucher, - Pay slips, - Invoices, - Cheque, - Payment order, etc. <p>Accounting equation</p> <ul style="list-style-type: none"> - Account. - Asset accounts. - Liability accounts. - Equity accounts. 	<p>The school bursar comes to class with sample source documents that learners identify. Learners then fill or write out sample source documents provided, e.g. sample cheques, receipts, etc.</p> <p>In small groups, learners research the meaning of the accounting equation, account, assets, liabilities, equity, and double entry accounting principles.</p> <p>Through a case study learners identify transactions that affect assets, liabilities and equity in a business and</p>

			<p>Prime books</p> <ul style="list-style-type: none"> - Meaning. - General journal. - Sales journal. - Purchases journal. - Sales returns. - Cashbooks (single column). - Ledgers. - Recording transactions using the double entry accounting principle. 	<p>complete accounting equations for each. Based on the previous activity, learners use source documents to record some accounting information.</p> <p>Through an application exercise, learners record transactions in sample books of prime entries.</p>
<p>Links to other subjects: <i>Entrepreneurship in A' level.</i></p>				
<p>Assessment criteria: <i>Can prepare initial accounting entries for a business.</i></p>				
<p>Materials: <i>Research, internet, textbooks, case studies, application exercise, resource person, samples of source documents (cheques, receipts, invoices, etc.)</i></p>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: STANDARDISATION	
S.2: ENTREPRENEURSHIP	UNIT 8: Concepts of metrology and quality testing.		No. of periods: 8	
Key Unit Competency: To be able to apply basic concepts of metrology and quality testing.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of metrology, quality testing, and accurate measurement.</p> <p>Identify the base units used in accurate measurement.</p> <p>Identify where base units are applicable.</p> <p>Explain the quality testing process.</p>	<p>Analyse accurate measurements.</p> <p>Assess the applicability of base units.</p> <p>Assess the quality testing process.</p>	<p>Appreciate the need for metrology, quality testing and accurate measurement.</p> <p>Show concern for accurate measurement and quality testing.</p>	<p>Meaning and relationship between</p> <ul style="list-style-type: none"> - Metrology, quality testing, and accurate measurement. <p>Accurate measurements base units</p> <ul style="list-style-type: none"> - Mass (Kilogram, Kg). - Time (Second, S). - Temperature (Kelvin, K). - Length (Meter, M). - Current (Ampere, A). - Molecules (Mole, mol.). - Frequency (Hertz, Hz). - Volume (Liter, L). 	<p>In small groups, through the use of a case study, learners discuss the meaning of metrology, quality testing and accurate measurement.</p> <p>In small groups, learners perform simple measurements on provided products to test for their quality and accuracy.</p> <p>Field visits to investigate measurement units used in various business environments.</p> <p>A resource person shares with learners the application of base units and quality testing processes followed by a discussion.</p>

			<p>Application of base units</p> <ul style="list-style-type: none"> - Trade. - Quality testing. - Calibration. - Verification. <p>Quality testing process</p> <ul style="list-style-type: none"> - Sampling. - Quality and safety controls in laboratories. - Equipment and apparatus. - Reagents and consumables. - Test methods. - Test reports. - Quality and safety controls in laboratories. 	<p>An audio visual aid is prepared beforehand to introduce the quality testing process to learners.</p>
Links to other subjects:				
Assessment criteria: <i>Can explain the basic concepts of metrology and quality testing.</i>				
Materials: <i>Research, the internet, textbooks, case studies, audio visual, resource person, and field visits.</i>				

5.4. Senior Three Syllabus Units

5.4.1. Key competencies at the end of senior three

At the end of senior three, the learner should be able to:

- Manage resources properly and responsibly.
- Make a rational career choice.
- Analyse the importance of various sectors of production in Rwanda's economy.
- Examine the role of Rwandan custom procedures and taxes.
- Apply ethical business practices.
- Plan and manage a business.

5.4.2. Entrepreneurship units details for senior three

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: WORK IN SOCIO-ECONOMIC DEVELOPMENT	
S.3: ENTREPRENEURSHIP		UNIT 1: Resources and their usage.	No. of periods: 7	
Key Unit competence: To be able to manage resources properly				
Learning objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<p>Explain the meaning of resources.</p> <p>Identify various types of resources.</p> <p>Explain the importance of resources.</p> <p>Explain the meaning of effective and sustainable utilisation of resource.</p>	<p>Analyse the different types of resources.</p> <p>Determine whether resources are effectively utilised.</p> <p>Develop strategies on how resources can be effectively utilised and sustained.</p>	<p>Advocate for the proper use of resources.</p> <p>Use resources properly and sustainably.</p>	<p>Meaning of resources</p> <p>Types of resources</p> <ul style="list-style-type: none"> - Financial. - Human. - Time. - Technological. - Raw materials. - Information. <p>Importance of resources</p> <p>Effective utilisation of resources</p> <ul style="list-style-type: none"> - Sustainable use of resources. - Planning. 	<p>Based on the school environment, learners identify the various resources used at the school, identify the type of each resource..</p> <p>Through a case study, learners discuss the relevance or importance of various resources and how they are utilised.</p> <p>In small groups, learners research and discuss the ways of using resources effectively and sustainably.</p> <p>In small groups, learners analyse the usage of resources in different workplace scenarios, and discuss the types of resources being used and whether they are being utilised effectively. Learners then suggest</p>

			<ul style="list-style-type: none"> - Budgeting. - Proper human resource management. - Saving. - Recycling. - Reuse. - Disposal. 	ways to better utilise the resources effectively.
Links to other subjects: <i>Economics: production theory.</i>				
Assessment criteria: <i>Can use resources properly.</i>				
Materials to be used: <i>Internet, research, and case study.</i>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: PERSONAL DEVELOPMENT CAREER OPPORTUNITY	
S.3: ENTREPRENEURSHIP		UNIT 2: Career opportunities.	No. of periods: 7	
Key Unit Competency: To be able to make rational career choice.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of career, opportunity, and career opportunity.</p> <p>Identify possible fields of career opportunities.</p> <p>Identify sources of career information.</p> <p>Explain the importance of choosing a suitable career in life.</p>	<p>Evaluate the fields of career opportunities.</p> <p>Search for career information from various sources.</p> <p>Describe the link between personal qualities, education, earnings, and careers.</p> <p>Use the steps in choosing a career.</p>	<p>Appreciate the importance of choosing a suitable career in life.</p> <p>Choose careers rationally.</p> <p>Show respect for different careers.</p>	<p>Meaning of</p> <ul style="list-style-type: none"> - Career. - Opportunity. - Career opportunity. <p>Importance of choosing careers in life</p> <ul style="list-style-type: none"> - Link between personal qualities, skills, - Education, earnings, - Careers, - E.t.c 	<p>In small groups, learners research the meaning of career, opportunity and career opportunity.</p> <p>In reference to personal qualities in senior one, learners make a link between personal qualities, skills, educational attainment, earnings, and careers. In small groups, learners discuss why having a career can help one reach lifestyle goals which can lead to personal and economic wellbeing.</p> <p>Invite a career advisor to share information about career options.</p> <p>Field visits where learners interview people from different career fields in</p>

<p>- Explain the steps followed in making a career choice.</p>			<p>Fields of career opportunities</p> <ul style="list-style-type: none"> - Education. - Health. - Security forces. - Law. - Media. - Hotel and tourism. - Commercial and manufacturing. - Media. - Construction, etc. <p>Sources of career information</p> <ul style="list-style-type: none"> - Schools, Media (newspapers and radios), - Potential - Workplace, - Etc. <p>Steps taken in choosing a career</p> <ul style="list-style-type: none"> - Assess yourself. 	<p>order to know their fields of work and the steps they followed in choosing their careers.</p> <p>Learners identify careers they would like to pursue, then in small groups, learners use the steps to identify occupations within a chosen career field, set goals, and create a plan regarding their career choice.</p>
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			<ul style="list-style-type: none"> - Make a list of potential occupations. - Explore the options. - Narrow down your list. - Set goals. - Create a career action plan. - Obtain training. 	
<p>Links to other subjects: <i>English: Career and different types carrier.</i></p>				
<p>Assessment criteria: <i>Can evaluate and make rational choices among different careers in life.</i></p>				
<p>Materials: <i>Research, the internet, textbooks, resource person, and field visits.</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: PERSONAL DEVELOPMENT	
S.3: ENTREPRENEURSHIP		UNIT 3: Communication skills.	No. of periods: 9	
Key Unit Competency: To be able to communicate effectively in life and business.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of communication.</p> <p>Identify the different types of communication.</p> <p>Identify the methods of communication.</p> <p>Describe the factors to consider when determining a form of communication.</p> <p>Define customer care, including different levels and principles.</p>	<p>Use appropriate communication methods (verbal and non-verbal).</p> <p>Practice good customer service.</p> <p>Practice interpersonal skills used in providing good customer care.</p> <p>Write sample business documents.</p>	<p>Value the importance of using appropriate means of communication with others.</p> <p>Communicate effectively with peers at school and business.</p> <p>Respect the norms of communicating with others to maintain good relationships.</p>	<p>Communication</p> <ul style="list-style-type: none"> - Meaning of communication. <p>Types of communication</p> <ul style="list-style-type: none"> - Internal communication. - External communication. <p>Methods of communication</p> <ul style="list-style-type: none"> - Oral. - Written. - Audiovisual. 	<p>Brainstorm and discuss the meaning and types of communication.</p> <p>In small groups, learners brainstorm and discuss various methods they use to communicate with their colleagues, and then demonstrate the methods discussed.</p> <p>Learners analyse different scenarios and chose appropriate methods of communication for each. Learners then discuss the reasons for their choices.</p>

<p>Describe strategies to enhance oral skills.</p> <p>Identify effective speaking strategies.</p> <p>Identify various business documents.</p> <p>Knowledge in business communication.</p>	<p>Business communication skills.</p>		<p>Factors considered when choosing methods of communication</p> <ul style="list-style-type: none"> - Urgency, length, confidentiality, complexity, legal reasons, etc. <p>Advantages and disadvantages of each method of communication</p> <p>Interpersonal skills</p> <p>Non verbal communication signals</p> <ul style="list-style-type: none"> - Clapping, nodding, rolling eyes, etc. <p>Orals skills</p> <ul style="list-style-type: none"> - Giving and receiving instructions. - Asking for clarification. - Clear, brief, concise, to the point. 	<p>In small groups, learners discuss the advantages and disadvantages of each method of communication.</p> <p>Based on their experience, learners discuss when they have been customers and when they have served customers. They then share experiences of good and bad customer service, and what made it good or bad?</p> <p>In pairs, learners discuss scenarios for communicating with customers and then reenact them in a way that shows excellent customer service.</p> <p>In pairs, learners come up with different non-verbal signals and demonstrate them to the rest of the class and discuss the particular gesture.</p> <p>In small groups, learners discuss techniques that will enhance their oral skills.</p>
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			<ul style="list-style-type: none"> - Use examples to get to the point, etc. <p>Writing skills</p> <ul style="list-style-type: none"> - Business documents. - Standard letter. - Advertisements. - Memos. - Messages, etc. <p>Customer care</p> <ul style="list-style-type: none"> - Meaning of customer care. <p>Levels of customers service</p> <ul style="list-style-type: none"> - Poor service. - Mediocre service. - Exceptional service. <p>Customer care principles</p> <ul style="list-style-type: none"> - A customer is the boss. - Never argue with the customer. - Do not confront a customer. 	<p>In small groups, learners analyse various business document samples (formats and components), then practice writing each of them.</p>
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			<p>Importance of customer service</p> <ul style="list-style-type: none"> - Helps to keep customers. - Helps to stand out from the competitors. - It is the cheapest form of positive advertisement. <p>Costs of poor customer service</p> <ul style="list-style-type: none"> - Bad reputation. - Loss of confidence and trust from customers. - Bad reference for a career. 	
<p>Links to other subjects: <i>General Studies: effective communication.</i></p>				
<p>Assessment criteria: <i>Can use various forms of communication to communicate effectively in life and business.</i></p>				
<p>Materials: <i>Work readiness training program (trainer manual: 2.4: Role plays for communicating with customers), sample business documents, and case study scenarios.</i></p>				

TOPIC AREA: ENTREPRENEURIAL CULTURE			SUB-TOPIC AREA: CONCEPT OF ENTREPRENEURSHIP	
S.3: ENTREPRENEURSHIP		UNIT 4: Forms of enterprises.		No. of periods: 6
Key Unit Competency: To be able to analyse different forms of enterprises.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of an enterprise.</p> <p>Identify different forms of enterprises.</p> <p>Discuss the role of enterprises in socioeconomic development.</p>	<p>Categorise enterprises according to sectors, sizes and legal status.</p>	<p>Appreciate the role of enterprises in the socioeconomic development.</p> <p>Choose the most appropriate form of business enterprise.</p>	<p>The meaning of:</p> <ul style="list-style-type: none"> - Enterprise. <p>Classification of enterprises by:</p> <p>According to products/activities</p> <ul style="list-style-type: none"> - Manufacturing businesses. - Agribusiness. - Service Businesses. - Trading businesses. <p>According to life span</p> <ul style="list-style-type: none"> - Temporary or short term businesses. - Permanent or long term businesses. 	<p>Learners research the meaning of an enterprise and the categories of enterprises.</p> <p>Learners carry out a field visit to investigate the different categories of enterprises in their community.</p> <p>In small groups, learners identify various enterprises in their community then discuss and classify them according to products/activities, and lifespan or ownership.</p> <p>Group learners according to different enterprises (agribusiness, manufacturing, service or trading) and each group discusses the</p>

			<p>According to ownership/legal status</p> <ul style="list-style-type: none"> - Sole proprietorship. - Joint stock companies. - Partnership. - Cooperatives. <p>Role of enterprises in socioeconomic development</p> <ul style="list-style-type: none"> - Employment. - Government revenue (business taxes). - Other contributions to socioeconomic development. 	contribution of the enterprise to socioeconomic development.
Links to other subjects: <i>Economics: production.</i>				
Assessment criteria: <i>Can analyse different forms of enterprises.</i>				
Materials to be used: <i>Internet, research, case study, field visits, journals, and newspapers.</i>				

TOPIC AREA: BUSINESS ACTIVITY			SUB-TOPIC AREA: CONCEPT OF BUSINESS ACTIVITIES	
S.3: ENTREPRENEURSHIP		UNIT 5: Sectors of production.		No. of periods: 6
Key Unit Competency: To be able to analyse the importance of various sectors of production in Rwanda's economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the importance of different sectors of production in Rwanda's economy.</p> <p>Describe the characteristics of each sector of production in Rwanda.</p> <p>Identify the components of the Rwandan primary, secondary and tertiary sectors.</p> <p>Explain the relationship</p>	<p>Classify different business activities in terms of the sector of production.</p> <p>Examine the importance of primary, secondary and tertiary sectors to an economy.</p> <p>Examine the relationship between the sectors of production.</p>	<p>Choose a suitable sector to engage in.</p> <p>Recognise that there are various sectors one can get employed.</p>	<p>The Primary sector Agricultural farming - Food crop farming and cash crop farming, plantation farming, and forestry plantation.</p> <p>Fishing and fish breeding (Pisciculture) - Fish breeding, artisan fishing (traditional fishing), industrial fishing (modern fishing).</p> <p>Livestock farming - Traditional rearing, and modern rearing, beekeeping (apiculture).</p> <p>Mining and quarrying</p> <p>Importance of the primary sector</p>	<p>Learners visit an agricultural activity, a farm and fishery pond in order to differentiate various categories of agriculture, animal husbandry and fishing. This will show the importance of each sector of the economy. (In the absence of a real case, pictures can be used).</p> <p>Using concrete examples of existing industries in Rwanda, learners discover the different types and their importance.</p> <p>Learners brainstorm and list down service companies that they know, group them, and outline their importance.</p>

<p>between the sectors of production.</p>			<p>The Secondary Sector</p> <ul style="list-style-type: none"> - Handcraft industry. - Agro pastoral. - Agrofood processing. - Manufacturing industry. <p>Importance of secondary industry</p> <p>Tertiary sector</p> <ul style="list-style-type: none"> - Transport. - Banks. - Insurance companies. - Warehousing. <p>Importance of Tertiary sector</p>	
<p>Links to other subjects: <i>Geography: Man and his environment. General studies: the environment.</i></p>				
<p>Assessment criteria: <i>Can evaluate the impact of different business activities in the community.</i></p>				
<p>Materials: <i>Reference books, journals on the environment and business, the internet, and case studies.</i></p>				

TOPIC AREA: BUSINESS ACTIVITY			SUB-TOPIC AREA: TAXATION CUSTOMS	
S.3: ENTREPRENEURSHIP		UNIT 6: Customs procedures.		No. of periods: 7
Key Unit Competency: To be able to examine the role of Rwandan custom procedures.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of customs and customs declaration.</p> <p>Identify the types of customs declarations.</p> <p>Explain the role of customs procedures.</p> <p>Identify the various stakeholders involved in customs declarations.</p>	<p>Analyse the types of customs declarations.</p> <p>Analyse various documents used in customs declarations.</p> <p>Assess the role of various stakeholders involved in customs procedures.</p>	<p>Appreciate the role of customs procedures in the facilitation of trade.</p> <p>Develop a positive attitude towards customs declarations.</p>	<p>Meaning of customs and customs declaration</p> <p>Types of customs declarations</p> <ul style="list-style-type: none"> - Export and import. - Temporary importation. - Warehousing. - Transit. <p>Role of customs procedures</p> <ul style="list-style-type: none"> - Trade compliance and facilitation. - To ensure observance of laws. 	<p>In small groups, learners research the meaning of customs, customs declarations and the types of declarations.</p> <p>A resource person is invited to share with learners about customs procedures, declarations, the necessary documents for declaration, stakeholders involved in customs declarations, and the role of customs declarations.</p> <p>In small groups, research the necessary documents involved in making a declaration.</p>

			<ul style="list-style-type: none"> - To protect economic interests. - To take measures to protect the rights and interests of citizens and businesses. - To protect economic interests. <p>Necessary documents for the declaration of goods at customs</p> <ul style="list-style-type: none"> - Transaction invoices. - Transport documents. - Import license. - Packing list. - Certificate of origin. - Certificate of analysis. <p>Stakeholders involved in customs</p> <ul style="list-style-type: none"> - Revenue Authority. 	<p>Perform role plays on the various stake holders involved in customs.</p> <p>Field visits to customs points (MAGERWA), and find out about the types of customs declarations, roles of customs declarations, documents, and the stakeholders in customs.</p>
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			<ul style="list-style-type: none"> - Bureau of Standards - Clearing and forwarding agencies. - Warehousing agency, and security bodies. 	
<p>Links to other subjects: <i>Economics: customs duties.</i></p>				
<p>Assessment criteria: <i>Can analyse the Rwandan customs procedures in relation to business and the economy.</i></p>				
<p>Materials: <i>Case study scenarios, the internet, computers and other resource materials, and resource persons.</i></p>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: BUSINESS GROWTH	
S.3: ENTREPRENEURSHIP		UNIT 7: Developing a business plan.		No. of periods: 10
Key Unit Competency: To be able to develop a business plan for a project.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of a plan, a business and a business plan and how it assists business growth.</p> <p>Explain the importance of a business plan.</p> <p>- Identify the users of a business plan.</p> <p>Describe the elements of a business plan.</p>	<p>Analyse the need for a business plan.</p> <p>Prepare a marketing plan.</p> <p>Prepare organisational and management plans.</p> <p>Prepare a startup plan.</p> <p>Prepare business operations and cost plans.</p>	<p>Appreciate the need for a business plan.</p> <p>Use knowledge of planning in their daily lives.</p>	<p>Meaning of a plan, a business and a business plan</p> <p>Purpose of a business plan</p> <ul style="list-style-type: none"> - Clarify the direction of the business. - Ensure the efficient use of resources. - Provide a way of measuring progress. - Support effective decision making. 	<p>Using real life experiences, learners outline activities that they are likely to achieve in a specific period of time and develop plans to reach them. Learners then discuss the meaning and purpose of planning in a business.</p> <p>Learners using sample business plans, identify the various elements of a business plan.</p> <p>In small groups, learners prepare the various elements of a business plan and then prepare a business plan for a business idea agreed upon in class.</p>

	<p>Prepare financial plans.</p> <p>Prepare a business plan.</p>		<p>Users of a business plan</p> <ul style="list-style-type: none"> - Business owner. - Financial institutions. - Employees, etc. <p>Elements of a business plan</p> <ul style="list-style-type: none"> - Marketing plan. - Organisational and management plans. - Startup plan. - Business operations and cost plans. - Financial plan. 	<p>Each small group will be assigned a specific part of the business plan to complete.</p>
<p>Links to other subjects:</p>				
<p>Assessment criteria: <i>Can plan and manage a business.</i></p>				
<p>Materials: <i>Research, the internet, textbooks, real life experiences, and sample business plans.</i></p>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: BUSINESS GROWTH	
S.3: ENTREPRENEURSHIP		UNIT 8: Effect of business activities on the environment.		No. of periods: 7
Key Unit Competency: To be able to practice business activities that are environmentally friendly.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of environment.</p> <p>Identify the different components of the environment.</p> <p>List different business activities that affect the environment.</p> <p>Identify strategies to reduce the negative effects of business activities on the environment.</p>	<p>Categorise business activities that positively or negatively affect the environment.</p> <p>Analyse the effect of business activities on the environment.</p> <p>Suggest measures to promote positive effects and reduce negative effects of business activities on the environment.</p>	<p>Promote business activities that positively contribute to the environment.</p> <p>Become actively involved in activities that protect the environment.</p> <p>Discourage business activities that negatively affect the environment.</p>	<p>Meaning of environment</p> <p>Components of the environment</p> <ul style="list-style-type: none"> - Hydrosphere (water). - Lithosphere (rocks and soil). - Biosphere (animals and plants). - Atmosphere (air). <p>Business activities that positively affect the environment</p> <ul style="list-style-type: none"> - Afforestation, proper waste disposal, Beautification of the environment, etc. 	<p>In small groups, learners research the meaning and components of the environment.</p> <p>In small groups, learners identify business activities that affect the environment and discuss whether they have a positive or negative effect on the environment.</p> <p>Based on the activity above, learners discuss positive and negatives effects from the business activities identified.</p> <p>Learners analyse positive and negative business</p>

			<p>Business activities that negatively affect the environment</p> <ul style="list-style-type: none"> - Waste disposal, deforestation, construction, etc. <p>Positive effects of business activities on the environment</p> <ul style="list-style-type: none"> - Clean environment, proper hygiene and sanitation, protection of wild life, etc. <p>Negative effects of business activities on the environment</p> <ul style="list-style-type: none"> - Pollution, land degradation, and wetland reclamation. <p>Measures to reduce negative effects of business activities on the natural environment</p> <ul style="list-style-type: none"> - Following environment laws. 	<p>effects on the environment in different workplace situations and suggest measures to reduce the negative effects identified.</p> <p>Learners carry out a field visit to identify negative effects of business activities in their community. Learners then debate the measures that can be taken to reduce or eliminate these negative effects.</p>
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			<ul style="list-style-type: none"> - Educating business owners about environmental protection. - Advocate for environmentally friendly business operations, etc. 	
<p>Links to other subjects: <i>Biology: ecology. Geography: man and his environment. General studies: environmental awareness.</i></p>				
<p>Assessment criteria: <i>Can analyse the impact of business activities on the environment.</i></p>				
<p>Materials: <i>The internet, research, case study, field visits, journals, and newspapers.</i></p>				

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: BUSINESS GROWTH ETHICS	
S.3: ENTREPRENEURSHIP			UNIT 9: Ethics in business	No. of periods: 7
Key Unit Competency: To be able to behave ethically in life and business				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of ethics and business ethics.</p> <p>Explain the importance of business ethics.</p> <p>Identify factors influencing ethical behaviour.</p> <p>Explain ethical practices towards different stakeholders.</p>	<p>Evaluate whether business practices are ethical or not.</p> <p>Assess the impact of ethical and non-ethical behavior on businesses.</p>	<p>Practice ethical behaviour in society.</p> <p>Show concern for non-ethical behaviour in business and society.</p>	<p>Meaning of ethics, business ethics</p> <p>Factors influencing ethical behaviour</p> <ul style="list-style-type: none"> - Religion. - Culture. - Family background. <p>Business ethics practices towards customers</p> <ul style="list-style-type: none"> - Use the right weights and measures. - Provide quality products. - No overcharging, etc. <p>Suppliers</p> <ul style="list-style-type: none"> - Paying for goods/services. - Paying on time, etc. 	<p>Based on everyday experiences, learners discuss the ways they have been treated either at home, businesses, school, and other places to understand the meaning of ethics and ethics in business.</p> <p>In class, learners brainstorm the factors that influence people’s behavior.</p> <p>Learners analyse case studies on ethical behavior in different workplaces, then identify the benefits to practicing ethical behavior and the costs of non-ethical behavior.</p> <p>Learners perform role plays on ethical and non-ethical behaviors in business with various stakeholders. Learners then discuss</p>

<p>Explain the consequences of non-ethical behaviour for business.</p>		<p>Employees</p> <ul style="list-style-type: none"> - Fair and timely payment. - Provide good working conditions. - Avoid discrimination, etc. <p>Government</p> <ul style="list-style-type: none"> - Paying taxes. - Observe the laws of the country. - Ensuring quality, etc. <p>Shareholders</p> <ul style="list-style-type: none"> - Checking account books. - Paying dividends. - Voting rights, etc. <p>The community</p> <ul style="list-style-type: none"> - Protecting people's health. - Respecting customs and beliefs. - Preservation of the environment, etc. <p>Importance of ethics in business</p> <ul style="list-style-type: none"> - Improves the efficiency of workers. - Expand the market. - Good image of the society, etc. <p>Business costs of unethical behavior</p> <ul style="list-style-type: none"> - Loss of physical assets. - Higher costs of debt. - Loss of reputation, etc. 	<p>the benefits of ethical behavior and the costs of unethical behavioral to a business.</p>
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Links to other subjects: *History and Citizenship: society. General studies: effective communication.*

Assessment criteria: *Can explain the effect of ethics to the success of business and in life.*

Materials: *The internet, research, case study, journals, and newspapers.*

TOPIC AREA: BUSINESS GROWTH AND ETHICS			SUB-TOPIC AREA: STANDARDISATION	
S.3: ENTREPRENEURSHIP		UNIT 10: Quality management and certification.		No. of periods: 6
Key Unit Competency: To be able to explain quality management and certification.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the meaning of certification, quality control, quality assurance and quality management.</p> <p>Explain the evolution of quality management.</p> <p>Identify the requirements for certification.</p> <p>Explain the importance of quality management and certification.</p>	<p>Justify the need for quality management and certification.</p> <p>Evaluate quality management issues in businesses.</p> <p>Describe the requirements for acquiring a certification mark.</p> <p>Distinguish certification marks from test reports.</p>	<p>Appreciate the role of quality management and certification.</p> <p>Show a concern for non-certified products.</p>	<p>Meaning of</p> <ul style="list-style-type: none"> - Certification, quality control, quality assurance and quality management. <p>Background of quality management</p> <ul style="list-style-type: none"> - Quality control. - Quality assurance. - Quality management. <p>Certification</p> <ul style="list-style-type: none"> - Registration. - Certification body. - Certification schemes. - Product certification. 	<p>In small groups, learners research the meaning and evolution of quality management.</p> <p>Invite a resource person to share with learners how quality management is implemented.</p> <p>Learners view video clips of various requirements used in certification using audiovisual aids.</p> <p>In small groups, learners carry out research to determine the importance</p>

			<ul style="list-style-type: none"> - System certification. - Personnel certification. - Certification mark. - Certification mark and test report. - Importance of quality management and certification. 	of quality management and certification.
Links to other subjects: <i>Chemistry: standardisation.</i>				
Assessment criteria: <i>Can explain quality management and certification.</i>				
Materials: <i>The internet, research, case study, journals, newspapers, and field visits.</i>				

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7. APPENDICES

Subjects and weekly time allocation for ordinary level

In ordinary level Entrepreneurship shall be allocated 2 periods per week; each period takes forty minutes meaning that Entrepreneurship will be allocated eighty minutes per week.

Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
Sub Total		41 periods	41 periods	41 periods

II. Elective subjects: Schools can choose 1 subject				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2
Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
III. Co-curricular activities (Compulsory)				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170