

ENTREPRENEURSHIP SYLLABUS

FOR ASSOCIATE NURSING PROGRAM

SENIOR 4 - 5

KIGALI, 2022

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FOREWORD

Rwanda Basic Education Board (REB) is honoured to avail the Citizenship Syllabus as one of the subjects of the Associate Nursing Program. This document serves as an official guide to the teaching and learning of Citizenship subject in the Associate Nursing Program. The document ensures consistency and coherence in the delivery of quality education for the Associate Nurse that Rwanda desired.

The Ministry of Education through Rwanda Basic Education Board (REB) has undertaken the task to introduce the Associate Nursing Program in the second cycle of secondary education level. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the learners, the society, and the labour market.

Entrepreneurship is one of the subjects of competence-based curriculum that emphasizes on equipping the learners with required knowledge, skills, and attitudes to produce well-trained learners for quality nursing care improvement. High Quality Health Care is an important component of Health and Well-being of the Rwanda Vision 2050, “The Rwanda We Want”, that aims to at transforming the country’s socioeconomic status. It is only the healthy people who can significantly play a major role in this socioeconomic transformation journey. Entrepreneurship subject teaches the theories, principles, and procedures on which dependents and bases the nursing practice.

I wish to sincerely appreciate all the people who contributed to the development of this syllabus, particularly the Human Resources for Health Secretariat (HRHS), in partnership with REB, who organized the whole process right from its inception. Any comments or contribution towards the improvement of this syllabus for the next edition are welcome.

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Director General of Rwanda Basic Education Board

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1. GENERAL INTRODUCTION

1.1. Background to the introduction of the Associate Nursing Program in secondary schools

For a long time, nursing education around the World has taken different steps from the traditional apprenticeship, vocational, and hospital-based training model to a higher education academic model of teaching and learning (Gaberson & Oemann, 2010). This paradigm shift was driven by the increased demand of the professionalization of nursing, the changing illness patterns, and the expansion of the knowledge-based society requiring more improved and innovative education preparation of nursing professionals that is adapted to the context and specific health needs (Yam, 2004).

In Rwanda, the above-mentioned transformations in nursing education evolved overtime. Healthcare education in general started in 1933 with medical assistants “Assistants Médicaux” program, followed by the assistant midwives “Auxiliaires accoucheuses” in 1949 (Harelimana, et., 2015). From 1954 up to 1979, the A2 and A3 programs at secondary were established at secondary level. From 1979 to 2004, the program of nursing education was exclusively “A2” secondary level (Kabgayi School of Nursing and Midwifery, 2013). Nurses were mostly prepared for hospitals and health center-based health care provision, leaving out the community. This gap was later addressed by the introduction of the Community Health Workers (CHWs) in 1995 (MoH, 2012).

The Cabinet resolution of October 27th, 2004 phased out the A2 nursing program. A transition period was decided upon to move from nursing program A2 to Nursing Program A1 up to 2007. The purpose of this was to train nursing professionals at a tertiary level in order to produce highly-qualified professionals, thus improving quality health care service delivery. However, gaps in providing basic nursing care at different levels were continually observed.

Fourteen years later after the closure of “A2” secondary level, the Government of Rwanda decided to introduce the Associate Nursing Program as provided by Article 58 of the Rwandan Law Determining Organisation of Education No 10/2021 of 16/02/2021 (MoE, 2021).

Therefore, the Associate Nursing Program is being introduced to provide the support needed in basic nursing care provision, with the capacity to progress in different advanced health care professions. This decision aims at meeting the current and contextual health needs that present high demand at different levels of the Rwanda healthcare system, particularly in the community.

1.2. Associate nurse leaver's profile

Upon completion of the Associate Nursing Program, the learner should have acquired knowledge, skills and attitudes to:

1. Provide support to individuals, families, groups, and communities when faced with unwelcome news and life changing diagnoses;
2. Provide health education within her/his scope of practice;
3. Demonstrate understanding of the determinants of health that affect individuals, families, groups, and communities;
4. Demonstrate understanding of basic common health conditions affecting individuals of all age groups and their basic nursing care;
5. Assess individuals, families, groups and community needs and provide basic nursing care using evidence-based practice;
6. Collaborate effectively with multidisciplinary team members, clients and stakeholders in the provision of basic nursing care;
7. Demonstrate values of responsibility, accountability, commitment and patriotism in serving the nation in daily activities;
8. Ensure the privacy, dignity and safety of individuals is maintained at all times;
9. Provide support on basic care in reproductive, maternal, neonatal and child health;
10. Explain scientific phenomena using correct scientific terminologies;
11. Demonstrate knowledge and skills required to progress to higher learning education;
12. Express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriately;
13. Perform experiments using a range of scientific and medical tools and equipment and draw appropriate conclusions;
14. Demonstrate ability to manage data (collect, recording, processing, analysis, synthesis, and reporting) and take the appropriate decision.

2.TEACHING AND LEARNING ENTREPRENEURSHIP

2.1.Rationale for the teaching and learning of entrepreneurship

2.1.1.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 must contribute, 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 build a prosperous society, and a driving force behind employment, growth and competitiveness. A successful entrepreneur is an asset to the society. He or she can contribute to the wellbeing of a society in several ways, such as the provision of goods and services, creating new markets and new technologies, new institutional forms, new jobs and net increases in productivity that improves the living conditions of people. 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 into a knowledge -based society, with a vibrant class of entrepreneurs.

2.1.2.Entrepreneurship and learners

The subject is meant to change the attitudes of learners, encouraging them to focus more on self-employment and self-reliance. It should also raise awareness amongst young people and the broader community for promotion of the potential youth enterprises. The attitude of young people is also a driver of their productivity. Many Rwandan youths lack a culture of entrepreneurship while some youth perceive certain types of jobs as jobs for second zone citizens. This further translates into a negative attitude towards learning skills related to those perceived as blue-collar jobs. Entrepreneurship education will help to ensure that the key transferable soft skills that employers need are being provided to all secondary graduates, including academic skills, communication and team-work skills.

Entrepreneurship education will also help to reduce skills gaps and shortages; improving productivity and business performance; increasing opportunities to boost the skills and productivity of the sector's workforce, including action on equal opportunities; and improving quality and relevance of training for employment among learners.

Using this syllabus, students 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 to take advantage of these opportunities. Education in entrepreneurship therefore helps learners to apply business knowledge, skills and attitudes to solve environmental, economic and social problems in their everyday lives.

2.2.Competences

A competence is a combination of knowledge, skills, attitudes and values that a learner must demonstrate during and after each level of the learning process that enable him/her to accomplish a certain task satisfactorily. Basic competences are addressed in the stated broad subject competences and in objectives highlighted on a yearly basis and in each of units of learning.

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

2.2.1.Generic competences

Critical and problem-solving skills: The acquisition of such 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 such skills will help learners to take the initiative and use their imaginations beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

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

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 through spoken and written by applying appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.

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

2.2.2. Broad entrepreneurship competences

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

- Use available resources properly and responsibly to create gainful activities for the present and future generation.
- Use their creative and innovative powers to come up new products
- Take manageable risk ventures and create employment opportunities.
- Make rational decisions basing on one's needs.
- Scan and implement business opportunities from the environment;
- Create smart goals and make viable decisions in life.
- Save for future needs and manage finance in daily activities
- Develop and implement a viable business plan

- Apply standards in business operations
- Pay taxes in accordance to Rwanda tax law
- Exercise their rights and responsibilities as an employee and employer
- Demonstrate appropriate workplace behavior and attitude⁶
- Perform accounting for a business enterprise
- Apply ethical behaviors in business.

2.2.3. Entrepreneurship and developing competences

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘generic competences’ that will develop higher order thinking skills and help student learn subject content and promote application of acquired knowledge and skills. The basic competences alongside the generic competences are stated in such way that will develop higher order thinking skills and which will help subject learning and application of what has been learnt in real life situation.

Through learning sessions such as group work discussions, presentations, debates, research work, field visits, role plays and business simulations games, learners develop abilities and skills that are transferable to new situations such as critical thinking, research and problem solving, creativity and innovation and communication. With the above learning activities learners don’t only develop competencies but also values such as appreciating diversity, determination, involvement, tolerance, responsibility, respect, loyalty, patience, dignity and the like.

2.3. Pedagogical Approach

An entrepreneurship syllabus for Associate Nursing program builds on active and participatory teaching methods. The competence 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.

In order for secondary school students to learn entrepreneurship program focused on developing transferable 21st century skills, the pedagogical structure of skills lab is provided in the learning activities. Skills lab is a weekly time when students are required to complete learning activities working in small groups. The skills labs are a no-cost, easy method to change teacher's pedagogy from theory-based to competence-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus. Students should also engage in business clubs to guarantee they practice entrepreneurship.

2.3.1. 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 competence 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.

2.3.2.Role of the teacher

Since the competence based curriculum is about learners' active participation in the learning process, the teachers ought to stick to a learner centered approach where the teacher plays the role of the coach/ facilitator in order to value learners' needs and expectations. The teacher has to ensure that the cross cutting issues are addressed in teaching and learning process. The teacher's role in the delivery of this syllabus should include among others:

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.
- Classrooms should be made learner friendly and therefore stimulating enough to promote cooperation for effective learning.

2.3.3.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.

2.4. Assessment Approaches

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

As recommended by comprehensive assessment, Assessment will be organized at the following levels: School-based assessment, District examinations and National assessment.

2.4.1. 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 his/her lesson, he/she should establish criteria for performance and behaviour 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 competences based on the criteria stated, before going on to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences 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
- c) Oral questioning.

► **Summative assessment (assessment of learning):**

When assessment is used to record a judgment of a competence or 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 learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

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 summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. This subject will not be part of end-of-cycle national examination which will take place at end of Senior 6. Only this subject will be assessed through the comprehensive assessment that takes place at all levels of studies.

2.4.2.Record keeping

This is the gathering of facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute to remedial actions, for alternative instructional strategy and feedback to the learner and to the parents to check on the learning progress and to advise accordingly, or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is 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 two years of Advanced Level. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

2.4.3.Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be developed to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from 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 subject-matter 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 memorization or recall answers only but testing broad competencies as stated in the syllabus.

2.5.Reporting to parents

2.6.The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with 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 students are doing well and where they need to improve in a given subject. Resources

2.6.1. Material resources

The learner centered approach in the entrepreneurship syllabus emphasises the need to use a variety of teaching and 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.

The materials that the teacher will need to aid the learning process include but are not limited to the following:

- Reference books like textbooks, learners' and teachers' guides, entrepreneurship journals, magazines.
- Case study materials and scenarios.
- Computer and Internet connection.
- Projectors.
- Audio visual study and video materials.
- Entrepreneurship incubation facilities.
- Successful business resourceful people.
- Business simulations.
- Individual and group business projects.
- Data analysis software such as Microsoft Excel.

- Business incubators.

2.6.2.Human resource

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. The staff in charge of education at District and sector level should ensure overall support to schools for a successful implementation. On the other hand, school managers and Dean od studied are required to make a close follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for students as well as the contemporary development of the country.

In a special way, the teacher of Entrepreneurship at school level should have a firm understanding of entrepreneurship concepts and pedagogical content of teaching Entrepreneurship. He/she should be qualified in Entrepreneurship and have a firm ethical conduct. The teacher should possess the qualities of a good facilitator, organizer, problem solver, listener and adviser. He/she is required to have basic skills and competence of guidance and counseling because students may come to him or her for advice.

A competent teacher of entrepreneurship should have a firm understanding of entrepreneurship concepts and pedagogical approach of teaching entrepreneurship. He/she should be qualified in entrepreneurship related options and have a firm ethical conduct. The teacher should possess the qualities of a good facilitator, organizer, problem solver, listener and advisor.

Skills required for the teacher of entrepreneurship

The teacher of Entrepreneurship should have the following skills, values and qualities:

- Engage students in variety of learning activities
- Use multiple teaching and assessment methods
- Adjust instruction to the level of the students
- Have creativity and innovation the teaching and learning process

- Be a good communicator and organizer
- Be a guide/ facilitator and a counselor
- Manifest passion and impartial love for children in the teaching and learning process
- Make useful link of Entrepreneurship with other Subjects and real life situations
- Have a good master of the Entrepreneurship Content as well as pedagogical content of teaching Entrepreneurship
- Have good classroom management skills

3.SYLLABUS UNITS'DEVELOPMENT

3.1.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 competence 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 this 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:
 - 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.

1. Each Unit has a detailed content.
2. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
3. 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 shows an overview of number of topic areas, sub-topic areas and units for Associate Nursing Program per year

| | S4 | S5 |
|------------------------|-----------|-----------|
| Topic Areas | 5 | 4 |
| Sub-Topic Areas | 10 | 5 |
| Units | 13 | 5 |

3.2.Entrepreneurship Syllabus for Senior Four

3.2.1.Key competences at the end of senior four

- Analyse entrepreneurial stages for the success of a business
- Make rational career choices and related decisions
- Set achievable entrepreneurial goals
- Conduct market research for business startup and growth
- Analyze the strategies that lead to business growth and development
- Classify different legal forms of businesses

- Design a business organization structure
- Generate viable business ideas and opportunities
- Make valid contracts in business operations
- Analyze the role of taxes towards economic development of a country and pay taxes
- Be aware of how new technologies can affect their business activities
- Demonstrate a good leadership strategy for leading teams in the business.
- Design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community

| | | | | | |
|--|--------|--|---------|----------------------------------|--|
| Subject: Entrepreneurship | | S4 | | Associate Nursing Program | |
| Topic Area: Entrepreneurship Culture | | Sub Topic: Entrepreneurship as a career | | | |
| Unit 1: Initiation to entrepreneurship | | | | No. of periods: 4 | |
| Key Unit competence: To be able to analyse entrepreneurial stages for the success of a business | | | | | |
| Learning objectives | | | Content | Teaching / Learning Activities | |
| Knowledge and understanding | Skills | Attitudes and values | | | |

| | | | | |
|--|---|--|--|---|
| <p>Explain the meaning of entrepreneurship, an entrepreneur, Intrapreneur and manager</p> <p>Define the qualities of an entrepreneur</p> <p>Explain the stages of Entrepreneurship process</p> | <p>Identify people in the community with entrepreneurial qualities</p> <p>Utilise stages of entrepreneurship process to assess their businesses</p> | <p>Demonstrate desirable qualities of an entrepreneur</p> <p>Appreciate innovative business projects in their community</p> <p>Judge creatively and innovatively challenges facing their community</p> | <p>Meaning of entrepreneurship, entrepreneur, intrapreneur and manager</p> <p>Qualities of an entrepreneur</p> <p>Risk taking</p> <p>Persistence</p> <p>Self-confidence</p> <p>Hardworking</p> <p>Etc.</p> <p>Stages of entrepreneurship process:</p> <p>Discovery</p> <p>Concept development</p> <p>Resourcing</p> <p>Actualization</p> <p>Harvesting</p> | <p>Reflecting to the understanding of entrepreneurship in O'level, students identify the desirable qualities of an entrepreneur</p> <p>In their learning teams, students discuss the stages of entrepreneurship process.</p> <p>Skills Lab: Students in their learning groups identify possible business ideas and the resources available in the community.</p> |
|--|---|--|--|---|

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| | | | | Use the community map information like resources available, challenges, missing needs in relation to skills and passion to discuss possible business ideas that can be implemented to solve the problems observed in the community. Groups present their findings |
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Assessment criteria: Can explain desirable qualities of an entrepreneur and classify types of entrepreneurs

Link to other subjects: Social studies, English,

Resources: Internet: Magazines: Case studies:

George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn. (2008). *Know About Business*. Turin, Italy: International Training Centre of the ILO: Richard Barekye, Alele Kevin. (2016). *Entrepreneurship for Rwandan school (senior 1 students' book)*. Kigali, Rwanda: East African Educational Publishers Ltd:

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| Subject: Entrepreneurship | S4 | Associate Nursing Program |
| Topic Area: Entrepreneurship culture | Sub Topic: Entrepreneurship as a career | |
| Unit 2: Career opportunities | No. of periods: 5 | |
| Key Unit competence: To be able to make rational career choices and related decisions | | |

| Learning objectives | | | Content | Teaching / Learning Activities |
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| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the meaning of career</p> <p>Classify the major fields of career opportunity</p> <p>Identify the various sources of information that help in choosing career</p> <p>Explain the meaning of career guidance</p> <p>Identify sources of career guidance to choose appropriate careers</p> | <p>Identify different career opportunities in their community</p> <p>Utilize the available sources of information to select appropriate careers</p> <p>Compare the employment options to choose the suitable one</p> <p>Choose appropriate careers that match their talents, skills, interests and passion</p> | <p>Recognize different career opportunities available in community</p> <p>Recognize careers that match talents, skills, interests and passion</p> | <ul style="list-style-type: none"> - Meaning of Career concept - Choosing work to do and fields of career opportunities - Education - Health - Security - Law - Hotel - Tourism - Commercial and - Manufacturing - Etc. | <p>In manageable groups, students identify different types of work done in their community and explain which type of work inspires them most and why they are inspired in that type of work</p> <p>Through manageable groups,</p> <p>Students brainstorm the needed skills and talents for types of work that inspires them.</p> <p>In groups, students discuss how people prepare to start doing various types of work mentioned above</p> |

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| | | | <ul style="list-style-type: none"> - Meaning of career guidance - Sources of career guidance - Teachers - Parents - Career guidance counselors - Friends - Experienced workers, - Etc. | <p>teachers, employers, employees and counselors in order to learn more about certain types of work</p> <p>Through the use of “Think-pair-share”, students identify sources of career information to learn more about the type of work they are interested in.</p> <p>In manageable teams, students discuss the types of businesses they are interested in using at least two of the above sources.</p> <p>possible career choices that align with who they are and make rational career choices and related decisions.</p> |
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| | | | | Each group chooses their favorite career and present them in skits. |
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Assessment criteria: Can compare career fields and make appropriate career decision

Link to other subjects: Social studies, Foundation of Education, Special needs education

Resources: Successful Entrepreneurs as Resource Persons: Rwanda Education Board, Advanced Level Entrepreneurship syllabus for Rwanda
 General Education: Rwanda Education Board (2018) Entrepreneurship Senior 5 - Content and activities: Experimental version, Kigali, Rwanda.

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Entrepreneurial culture | | Sub Topic: Business startup process | | |
| Unit 3: Business ideas and opportunities | | | | No. of periods: 5 |
| Key Unit competence: To be able to generate viable business ideas and opportunities | | | | |
| Learning objectives | | Content | Learning Activities | |
| Knowledge and understanding | Skills | | | |

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| <p>Describe the reasons of generating business ideas</p> <p>Explain the different sources of business ideas</p> <p>Describe the steps of generating and assessing business ideas</p> <p>Explain the factor for evaluating business ideas and opportunities</p> | <p>Analyze the different sources of business ideas</p> <p>Generate business ideas from the environment.</p> <p>Analyze the factors for evaluating business ideas and opportunities</p> <p>Assess business ideas for opportunities</p> | <p>Appreciate the importance of having a good business idea</p> <p>Appreciate available sources of business ideas to start business in the community</p> <p>Recognize the importance of evaluating business opportunities.</p> | <ul style="list-style-type: none"> - Meaning of business idea and business opportunity - Reasons for generating business ideas - Starting new business - Respond to market needs - Stay ahead of competition - Introduce new products - Etc. <p>Sources of new business ideas</p> <ul style="list-style-type: none"> - Mass media - Customers complaints - Personal skills and experience - Personal interest - Observing changes in society - Surveys - Etc. | <p>Students in manageable groups brainstorm the reasons of generating business ideas</p> <p>Students discuss the sources of business ideas Invite an entrepreneur to talk to the students about how he/she found the business opportunity and transformed it into a successful venture.</p> <p>Students list the factors considered in the evaluation of a business ideas and opportunities.</p> |
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| | | | <ul style="list-style-type: none"> - Steps of generating business ideas. - Start thinking/get your brain at work - Buy a notebook to record - Follow your passion - Keep your eyes open - Capitalize on your strength - Explore new things - Know what you want in life - Read about other people that started their own businesses - Etc. - Competition and competitive advantage - Length of the window of opportunity - Etc. | <p>Skills Lab:</p> <p>Students in their groups choose 2 businesses/ business ideas and conduct a viability test to find out their:</p> <p>Potential for growth</p> <p>Infrastructure</p> <p>Market for the goods/services (real demand)</p> <p>Profitability</p> <p>Competition and competitive advantage</p> <p>Financial viability. They make posters</p> <p>They indicate how each of the above factors favors or limits their business with clear examples. Recommend the most viable business they should continue running.</p> <p>Students rotate to each of the posts listening and contributing to the explanation.</p> |
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| Assessment criteria: <i>Can identify available business opportunities in the community</i> | | | | |
| Link to other subjects: Science and elementary technology, social studies | | | | |
| Resources: Richard Barekye, Alele Kevin. (2016), Entrepreneurship for Rwandan school (senior1 students' book). Kigali, Rwanda: East African Educational Publishers Ltd: George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) Know About Business. Turin, Italy: International Training Centre for ILO: Internet (www.ramitaheer.com) | | | | |

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Entrepreneurship Culture | | | Sub Topic Area: Entrepreneurial goals | |
| Unit 4: Setting entrepreneurial goals | | | No. of periods: 4 | |
| Key Unit competence: To be able to set achievable entrepreneurial goals | | | | |
| Learning objectives | | | Content | Teaching / Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| Explain the meaning of an entrepreneurial goal. Explain the meaning of a SMART (Specific, Measureable, | Adapt the steps in setting an entrepreneurial goal | Develop a culture of goal setting in daily life. Appreciate the importance of setting entrepreneurial goals in everyday business life | - Meaning of an entrepreneurial goal Characteristics of a goal | Students brainstorm the different goals they have set in life and how important |

Attainable, Realistic and Timeframe) goal.

Discuss action plans for achieving the goals set.

Set SMART long term and short term goals

Create an action plan for achieving entrepreneurial goals.

- Specific
- Measureable
- Attainable
- Realistic, and
- Timeframe

Strategies of setting entrepreneurial goals

- Identify the goal
- Identify current reality
- Identify the desired reality
- Identify obstacles
- Identify the key resources
- Bridging the gap

Steps of creating an action plan for entrepreneurial goals.

- Identify priorities
- undertakes the task

they are. Relate their personal goals to the business goals to devise the meaning of entrepreneurial goal.

In groups, students discuss to discover what the acronym “SMART” stands for and draft examples of entrepreneurial SMART goals.

Through the use of “think - pair - share” students write down the steps they need take to achieve the goals they have set above.

Skills Lab: Students in their groups discuss and set entrepreneurial goals for their group. Create a clear action plan that will lead to the attainment of the goals

Groups present their different action plans.

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| | | | <ul style="list-style-type: none"> - Break the goal into small tasks - Choose who to - Set the time line - Identify the necessary resources - Potential challenges - Evidence of achievement | |
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Assessment criteria: Can set a SMART entrepreneurial goal

Link to other subjects: Social studies, Foundations of Education.

Resources: Magazines: Internet: George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008), Know About Business, students book. Turin, Italy: International Training centre of the ILO.

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| Subject: Entrepreneurship | | S4 | Associate Nursing Program |
| Topic Area: Business growth and sustainable development | | Sub Topic: Business market research | |
| Unit 5: Market research | | | No. of periods: 5 |
| Key Unit competence: To be able to conduct market research for business start-up and growth | | | |
| Learning objectives | | Content | Teaching / Learning Activities |
| Knowledge and understanding | Skills | | |

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| <p>Explain the meaning of customer, competitor, supplier surveys, and product/ service surveys. Discuss the steps to follow in conducting market research.</p> <p>Identify the source of competitor information</p> <p>Describe the components of marketing (the 5Ps)</p> | <p>Analyze the relationship between 5Ps involved in marketing.</p> <p>Conduct market research to identify gaps and needs of customers in the market</p> <p>Analyze the importance of marketing in business</p> | <p>Appreciate the role of conducting market research for a business.</p> <p>Recognize that customers are the backbone of any business</p> | <p>Elements of market research/surveys</p> <ul style="list-style-type: none"> - Customer survey - Competitor survey - Suppliers survey - Product/Service survey <p>Steps to follow when carrying out a market survey</p> <ul style="list-style-type: none"> - Finding the topic of the research study - Define the research problem - Setting objectives - Selection of data - collection methods - Determine the scope | <p>In manageable teams Students discuss the meaning and process of conducting market survey, and kind of information they need to find out from the community about the market. Students think of possible businesses around the college to examine for example: the customers of the business, suppliers, price of products, customer preferences, age, sex, beliefs, competition, challenges being faced, and any suggestions to solve</p> |
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| | | | <p>Design a clear schedule for conducting the research/action plan</p> <ul style="list-style-type: none"> - Collecting data - Analysing data - Presenting findings - Etc. <p>Basic components of marketing /marketing mix elements (4Ps)</p> <ul style="list-style-type: none"> - Product - Price - Place - Promotion | <p>the challenges. In their groups, they will</p> <p>then present research findings to the entire class for class discussion and supplements. In manageable groups</p> <p>Students identify and discuss the five variables of marketing (5Ps) and how they are important to the business.</p> <p>Skills Lab: Students use the information acquired from the market survey they conducted , textbooks and internet to design a marketing plan for their identified business opportunity – clearly indicating the market share they plan to acquire and the 5Ps of marketing which they present to the class.</p> |
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Assessment criteria: Can explain the process of conducting market survey for the needed business information

Link to other subjects : *Economics, Social studies*

Resources: *Resourceful people like potential customers, successful supplier and Business Competitors: Reference books: Case studies: George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008), Know About Business. Module 9 Turin, Italy: International Training centre of the ILO.*

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| Subject: Entrepreneurship | | | S4 | Associate Program | Nursing |
| Topic Area: Business growth and sustainable development | | | Sub Topic: Business market research | | |
| Unit 6: Business growth and development | | | | No. of periods: 5 | |
| Key Unit competence: To be able to analyze the strategies that lead to business growth and development | | | | | |
| Learning objectives | | | Content | | Teaching / Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | | |
| Explain the meaning of business growth and business development Identify the indicators of business growth and development | Lay the strategies for business growth Devise potential mitigation to constraints of business | Exhibit the value and practices that lead to business growth and development Be aware of the indicators of business growth and development Advocate for the business growth and development | Meaning of: - Business growth - Business development Indicators of business growth | | In groups students discuss the meaning of business growth and business development |

Differentiate between a growing business from a declining business

Describe indicators of business growth and development

- Increased sales
- Increased profits
- Increased number of branches
- Increased cash or liquid assets
- Increased number of customers
- Use of improved technology

Business growth strategies

- Internal business strategies
- Bundling goods and services
- Promotions and discounts
- Staff motivation like trainings
- Product innovations etc.
- External business growth

strategies

- Advertising
- Product trade show and exhibition

Through group discussion, students choose 1 business in the community around the college and analyze how it has grown up to the current status.

By individual work, students design growth strategies for their personal businesses and present them to the entire class.

Skills Lab: Students in their learning groups identify areas in their business that needs growth, set realistic growth targets and discuss strategies of how the business will grow and develop. they share with the whole class.

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| | | | <ul style="list-style-type: none"> - Merging (reasons, and types) - Franchising (advantages and disadvantages) - Joint venture - Etc. | |
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Assessment criteria: Can elaborate the factors that lead to business growth and development

Link to other subjects : Economics, Geography, Social studies

Resources: Peter Hagan, Alistair B. Wylie, Anne Beck (2003), *Higher Business Management*. Scotland. UK: J&L Composition: successful Entrepreneurs: News Paper: Audio-Visual tapes about grown business companies.

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Business growth and sustainable development | | | Sub Topic: Technology in business operations | |
| Unit 7: Technology in businesses | | | | No. of periods: 6 |
| Key Unit competence: To be aware of how new technologies can affect their business activities | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| Explain the meaning of technology with examples from their communitie | Select appropriate technology for their small enterprises | Appreciate the role of technology in business growth and development. | - Meaning of technology | Using question and answer students explain the meaning of technology and identify types of technologies |

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| <p>Distinguish intermediate technology from capital intensive and labour intensive technologies</p> <p>Identify technological tools to come up with importance of technology in business</p> | <p>Analyze the importance of technology towards business growth and development</p> | <p>Advocate technological tools in their business activities and operations</p> | <p>Types of technology in business</p> <ul style="list-style-type: none"> - Intermediate technology - Capital intensive technology - Labor intensive technology <p>Importance of technology in business</p> <ul style="list-style-type: none"> - Market research - Promotion - Record keeping - Presentation - Increased labor productivity - Business growth - Etc. <p>Technological tools used in business</p> <p>.Electronic billing machines(EBM)</p> | <p>Through field visit students visit nearby businesses in the community to observe the technologies being used and come up with appropriate technologies for the activities of their choice.</p> <p>Basing on examples which include internet, mobile phones, new water filtration systems and new farming implements, students discuss changes in their community that have been brought about by technology and then identify other technological tools currently used not mentioned in the question.</p> <p>Skills Lab:</p> <p>Students in their learning groups use the organisation structure of their business/ dream business to identify the appropriate type of technology they need to use in order to achieve the business goals. They discuss strategies of acquiring the technology and how they will use it in their business.</p> |
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| | | | <ul style="list-style-type: none"> - Closed circuit television(CCTV) - Computers - Bar coders - Automatic teller machines | Groups present to the whole class |
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Assessment criteria: Can explain how new technologies affect business activities

Link to other subjects: *Economics, Geography, ICT, Science and Elementary Technology, English*

Resources: Internet: *ICT Technicians as Resourceful persons: Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) Know About Business. Turin, Italy: International Training Centre for ILO module 7: Babson Rwanda educators network august 2012 training manual*

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Business operations and management | | | Sub Topic: Business organization | |
| Unit 8: Forms of business organization | | | | No. of periods: 6 |
| Key Unit competence: To be able to classify different legal forms of businesses | | | | |
| Learning objectives | | | Content | Teaching / Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| Identify various legal forms of business organizations Discuss the classifications of enterprises according to their legal status. | Classify business enterprises according to their legal status Choose the suitable form of business enterprises Make use of the procedures of registering different forms of businesses | Recognize the need for managing enterprises in society Appreciate the value of registering business in society | Classification of business according to legal status <ul style="list-style-type: none"> - Sole proprietorship - Partnerships - Joint stock companies - Co-operatives and - State Owned Enterprises (SOE)/ parastatals Business registration procedures according to form | |

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| | | | <ul style="list-style-type: none"> - Registering a sole trading business - Registering a domestic company - Registering a foreign company - Registering a co-operative | <p>In manageable groups, students discuss classification of enterprises according to legal status.</p> <p>Students list down all the businesses in their community and categories them according their forms.</p> <p>Through think, pair and share, research on internet, students explain the procedures of registering different forms of business in Rwanda</p> <p>classifications in this unit, match it with the resources</p> |
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| | | | | available to them, their passion and skills to decide a particular class of enterprise they want their business to focus on. They share with the class justifying the choice they have made.- |
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Assessment criteria: Can classify different forms of businesses

Link to other Subjects: Social studies, Economics, Foundations of Education

Resources: RDB website (www.rdb.gov.rw): News Papers: Case studies: Peter Hagan, Alistair B. Wylie, Anne Beck (2003), Higher Business Management. Scotland. UK: J&L Composition

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| Subject: Entrepreneurship | | S4 | | Associate Nursing Program | |
| Topic Area: Business operations and management | | | Sub Topic: Business organization | | |
| Unit 9: Business organization structure | | | | No. of periods: 5 | |
| Key Unit competence: To be able to design a business organization structure | | | | | |
| Learning objectives | | | Content | | Teaching / Learning Activities |
| Knowledge and understanding | | Skills | Attitudes and values | | |

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| <p>Explain the meaning of organizational structure,</p> <p>Discuss the departments in a business organization and how they support the running of business activities.</p> <p>Explain the managerial functions of the business.</p> | <p>Design an organizational structure of any enterprise</p> <p>Organize the duties of the different functions of departments on the</p> <p>organizational chart.</p> <p>Analyze the managerial functions in an</p> <p>Organization</p> | <p>Recognize the role of each department in management of any business.</p> <p>Exhibit teamwork and respect for all business partner</p> | <p>Meaning of:</p> <ul style="list-style-type: none"> - Organizational structure - Trust for other team member's ability to run departments of any enterprise. <p>Departments in an organization</p> <ul style="list-style-type: none"> - Human resource department - Production department - Administration department - Finance department - Marketing and sales department - Etc. <p>Managerial functions</p> <ul style="list-style-type: none"> - Budgeting - Controlling - Leading - Organizing | <p>Students brainstorm the meaning of organizational structure, list the departments and managerial functions.</p> <p>Reflecting on the school organization structure and how departments work, students in their groups brainstorm which departments they would need in their business and the key managerial functions.</p> <p>Skills Lab: Students discuss the staffing needs for their unique business clearly identifying the functions needed given the level of their business growth.</p> |
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| | | | Personnel/ human resource management <ul style="list-style-type: none"> - Manpower planning, - Recruitment, - Selection, - Placement, - Orientation, - Motivation, and - Appraisal/ evaluation | Create a clear organization chart that shows the tasks of each member in the business and how they will support each other. They present to the whole class. |
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Assessment criteria: Can explain Functions of departments in business organization

Link to other subjects: Social studies, Religious studies

Resources: Resourceful persons (like college Administrators): case studies: publications from local government about leadership structures: Mark Ssempiija (2011), Entrepreneurship Education for Advance level and business institutions, Kampala. Uganda: Book shop Africa.

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Employment readiness | | Sub Topic: Employee resourcing | | |
| Unit 10: Employee recruitment process | | | | No. of periods: 7 |
| Key Unit competence: To be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community. | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |

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| <p>Explain the meaning of employee recruitment and selection.</p> <p>Explain factors considered while recruiting employees/workers.</p> <p>Describe procedures/stages in recruitment process</p> <p>Identify required documents to apply for a job</p> | <p>Utilize and take up available job positions</p> <p>Select suitable workers for their business enterprises</p> <p>Design and fill documents used to advertise and apply for a job</p> | <p>Follow recruitment procedures while recruiting workers and applying for jobs in businesses and community.</p> <p>Take advantage of available employment opportunities in the region.</p> | <p>Meaning of recruitment and selection</p> <p>Factors considered to recruit workers /employees</p> <ul style="list-style-type: none"> - Size of the firm - Business human resource needs - Cost of employees - Age of employees - Employees' skills and experience - Nature of job - Number of workers - Health conditions - language - Etc. <p>Procedures/ stages of recruitment process of workers</p> <p>Job analysis</p> <p>Defining job position</p> | <p>Through think-pair-share, students explain the meaning of recruitment and selection</p> <p>Students brain storm the factors considered to recruit workers in an enterprise</p> <p>Students explain the process of recruiting workers in a business.</p> <p>In reference to business plan they have prepared for their intended project, students discuss the need in the business for recruiting workers, define job positions available and skills required for the position and then describe the criteria and process they will follow to recruit workers.</p> |
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| | | | <ul style="list-style-type: none"> - Attracting the applicant (job advert) - Screening and Selection - Hiring - integrating the new employee to the organization <p>Required documents to apply for a job</p> <ul style="list-style-type: none"> - Application letter - Curriculum Vitae - Academic credentials/ relevant qualification papers - Etc | <p>Skills Lab:</p> <p>In groups, students analyze the current status of their businesses and identify gaps that would be filled by recruiting new employees.</p> <p>Define the job, with clear specifications and make an advert that will be used to recruit and fill in the gaps.</p> <p>They present their adverts to the whole class.</p> |
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Assessment criteria: Can describe procedures for recruiting workers and prepare a letter to apply for a job

Link to other subjects: English, Foundations of education

References: Resourceful persons: internet: Brian Heaps.(1996). *A-level business studies*. Greyhound road. London, Great Britain: HTL group Ltd: Lynne Butel, L. C. (1998). *Business functions an active learning approach*. Oxford. United Kingdom: Blackwell Publishers Ltd.

| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
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| Topic Area: Employment readiness | | | Sub Topic: Leadership in business | |
| Unit 11: Team building in a business | | | No. of periods: 4 | |
| Key Unit competence: To be able to demonstrate a good team building strategy in the business. | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the meaning of a team, and team building</p> <p>Explain the meaning of team building</p> <p>Discuss the characteristics of a good team</p> <p>Explain the steps of building a team,</p> <p>Discuss strategies of managing a team.</p> | <p>Build a good team in business</p> <p>Apply strategies of managing their teams in business work.</p> | <p>Recognize the application of leadership style depending on situations in their businesses and community</p> <p>Embrace the importance of team building and team work in managing their businesses</p> | <p>Team building</p> <p>Meaning</p> <p>Characteristics of a good team</p> <ul style="list-style-type: none"> - Common goal - Cooperative - Division of labor - Team leader - Hardworking - Etc. <p>Step for building productive and effective teams</p> <ul style="list-style-type: none"> - Establish leadership - Establish relationship with each of your employees | <p>Students discuss the meaning of “Team” and “Team building”</p> <p>Students work in their different groups to solve a challenge that requires them to work as a team, teams should compete against each other to determine the winner.</p> <p>They reflect after the game to learn how various teams</p> |

Explain the importance of teams in a business

- Build relationship between your employees
 - Foster teamwork
 - Set ground rules for the team
 - Etc.
- Strategies for managing a team**
- Encourage participation
 - Model respect
 - Treat members fairly
 - Use positive feedback
 - Etc.
- Why teams are useful in business**
- Eases work
 - Achieving set goals
 - Easy management of workers
 - Team work spirit
 - Commitment at work
 - Quick business growth
 - Etc.

used strategies to win.

Skills Lab:
Students carry out a leadership style personality test for every member; analyze the strength and weaknesses of every personality. Identify matches of people who should work together more effectively, effectively and present to the whole class

Assessment criteria: Can motivate and lead team members to complete class group task successfully

Link to other subjects: Social studies, Foundations of education

Resources: www.gavelintl.com, Allan Hosking, Nicholas Grier(1996),_A' level business studies 12th edition Great Britain UK: HLT publications: Community leaders as resourceful persons.

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| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Business legal aspects | | Sub Topic: Contracts in business operations | | |
| Unit 12: Drafting a valid business contract | | | | No. of periods: 5 |
| Key Unit competence: To be able to make a valid contract in business operations | | | | |
| Learning objectives | | | Content | L e a r n i n g Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| Explain the meaning of a contract Explain different forms of contracts Describe different parties to a valid contract Describe the elements of a valid contract | Make any form of contract in their daily life activities when dealing with community members Differentiate oral contract from written contract | Appreciate the importance of contracts in business operations Respect contracts made with different parties in business activities. | Meaning of business contract Forms of a contract - Oral contract - Written contract Parties to a contract; - Offeror/promisor - Offeree/promisee - Witness Elements of a valid contract | Through think, pair and share, students explain the meaning of a business contract. Through group discussion, students describe different forms of contracts used in business operations Given samples of a contract used by any business, |

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| | <p>Analyze parties to a contract Differentiate a valid contract from an invalid contract Design a valid contract of their individual business activities.</p> | | <p>Offer</p> <ul style="list-style-type: none"> - Acceptance - Free consent - Capacity of the parties - Possibility of performance - Consideration - Intention to be bound by the contract - Etc. <p>Designing a contract Sample of:</p> <ul style="list-style-type: none"> - Employment contract - Sales contract | <p>students in their groups design a contract that relates to the businesses they intend to start, then each group justify how their contract is valid</p> <p>Skills Lab: Students in their groups, share their knowledge of contract, they design a sale of goods contract template that they will use.</p> <p>The contract template should fully reflect all the qualities of a valid contract.</p> <p>Each group presents to the class.</p> |
|--|---|--|---|---|

Assessment criteria: Can make sample draft of a contract in business

Link to other subjects: Social studies, Economics

Resources: Official Gazette of 11.10.2010: internet: Constitution of the Republic of Rwanda: Case studies: Mark Ssempija 2011), entrepreneurship education for advanced level and business institution. Kampala, Uganda: Bookshop Africa

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|---|---|--|---|---|
| Subject: Entrepreneurship | | | S4 | Associate Nursing Program |
| Topic Area: Business legal aspects | | Sub Topic: Taxes and customs procedures | | |
| Unit 13: Taxes in business | | | | No. of periods: 4 |
| Key Unit competence: To be able to analyze the role of taxes towards economic development of a country and pay taxes | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the concept of tax and business tax</p> <p>Describe the characteristics of a good tax system</p> <p>Explain the importance of tax in a country</p> | <p>Analyze the characteristics of a good taxation system</p> <p>Compute various tax payments levied on their businesses</p> | <p>Comply with the tax system in the country</p> <p>Appreciate the importance of paying taxes to the country</p> | <p>Meaning of tax and business tax</p> <p>Characteristics of a good taxation system</p> <ul style="list-style-type: none"> - Fairness - Adequacy - Simplicity - Transparency - Administrative ease - Etc. | <p>n manageable groups, Students define the concept of tax, business tax</p> <p>Students in pairs identify the characteristics of a good tax system.</p> <p>Student teachers prepare a debate about the importance of a tax.</p> <p>Students use tax rates provided to calculate P.A.Y.E tax and VAT.</p> |

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| | | | <p>Importance of paying tax</p> <ul style="list-style-type: none"> - Source of government revenue - Protect environment - Control inflation - Discourage consumption of harmful products - Protect local industries - Control monopoly powers - Promote economic growth and development - Collect balance of payment problems - Etc. | <p>ISkills Lab: Students visit RRA Offices in their district or RRA Officer visits the school and speaks to students about taxations, types, examples of taxes that affect their level of businesses. They identify the taxes that apply to their dream/business and calculate how much they need to pay in order to operate legally.</p> |
| | | | <p>Calculation of taxes</p> <ul style="list-style-type: none"> - Pay as You Earn (PAYE) - Value Added Tax (VAT) | |

Assessment criteria: Can calculate VAT, PAYE and defend the need for taxes

Link to other subjects: Social studies, Economics, Geography, Foundations of Education

Resources: RRA website (www.rra.gov.rw): Resourceful person: public journal: Mark Ssempija (2011), *Entrepreneurship Education for Advance level and business institutions, Kampala. Uganda: Book shop Africa*

3.3. Entrepreneurship Syllabus Units for Senior five

3.3.1. Key competences at the end of Senior five

- Judge different ways of being entrepreneurs and create their own journey for successful business
- Create sustainable investments that contribute towards socio-economic development of the country
- Prepare a business plan for the business they are running or intend to start
- Manage money responsibly and keep financial records
- Maintain effective quality compliance system in business

3.3.2. Entrepreneurship units details for senior five

| | | | |
|--|--|--------------------------|----------------------------------|
| Subject: Entrepreneurship | | S5 | Associate Nursing Program |
| Topic Area: Entrepreneurship Culture | Sub Topic: Entrepreneurship as a career | | |
| Unit 1: Entrepreneurial journey | | No. of periods: 5 | |
| Key Unit competence: To be able to judge different ways of being entrepreneurs and create their own journey for successful businesses | | | |

| Learning objectives | | | Content | Teaching / Learning Activities |
|---|--|--|--|--|
| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the entrepreneurial journey</p> <p>Explain the concept of entrepreneurial pathways</p> <p>Describe characteristics of successful entrepreneurs</p> | <p>Analyze the process of becoming an entrepreneur</p> <p>Evaluate entrepreneurial pathways of some successful entrepreneurs.</p> <p>Evaluate entrepreneurial characteristics leading to success</p> | <p>Embrace entrepreneurial pathways of successful entrepreneurs</p> <p>=</p> | <p>Meaning of entrepreneurial journey</p> <p>Entrepreneurial pathways of some local successful entrepreneurs</p> <p>Case studies</p> | <p>Use a case studies of successful entrepreneur, and analyze the journey they have gone through</p> <p>Skills Lab: invite a successful entrepreneur to address students. Each student should design questions to ask for better understanding of entrepreneurial pathway.</p> <p>Each group should discuss which pathway inspired them and why.</p> <p>Groups present their findings</p> |
| <p>Assessment criteria: Can explain desirable qualities of a good entrepreneur</p> | | | | |
| <p>Link to other subjects: Social studies, English,</p> | | | | |
| <p>Resources: Internet: Magazines: Case studies:</p> <p>George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn. (2008). Know About Business. Turin, Italy: International Training Centre of the ILO: Richard Barekye, Alele Kevin. (2016). Entrepreneurship for Rwandan school (senior 1 students' book). Kigali, Rwanda: East African Educational Publishers Ltd:</p> | | | | |

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|---|---|--|--|---|
| Subject: Entrepreneurship | | | S5 | Associate Nursing Program |
| Topic Area: Business growth and sustainable development | | | Sub Topic: Investment in Socio- economic development | |
| Unit 2: Prominent sectors of investment in Rwanda | | | | No. of periods: 6 |
| Key Unit competence: To be able to create sustainable investments that contribute towards socio-economic development of the country | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the meaning of investment and prominent investment</p> <p>Describe different prominent investment opportunities in your community</p> <p>Discuss the contribution of investment towards socio-economic development of the nation</p> <p>Describe methods of ranking investment</p> | <p>Conduct research on agri-business activities that suit their social environment</p> <p>Analyze different investment opportunities in their locality</p> <p>Create investment that match their choice</p> <p>Determine payback period and return on investment of a project</p> | <p>Recognize different investment opportunities in their communities</p> <p>Recognize contribution of investment towards socio- economic development</p> <p>Appreciate the role of youth's investment towards community development</p> <p>Embrace the method s of ranking investments</p> | <p>Meaning of Investment</p> <p>Prominent investment opportunities:</p> <ul style="list-style-type: none"> - Agriculture - Health services - Education - Financial services - Etc. - Investment and youth employment - Methods of ranking investments: | <p>Brainstorm the meaning of investment</p> <p>Students conduct field visit to identity different investment opportunities in the nearby communities and analyze how they can contribute towards socio-economic development of the area</p> |

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| | | | <ul style="list-style-type: none"> - Payback period (PBP) - Return on Investment (ROI) - Etc. | <p>Skills Lab: Students in their groups draw a community resource map showing agri-business activities. They analyze it and come up with ideas on how their business club can invest and add value to the agro-products and increase revenue lines as well as create employment for the youth in the community.</p> <p>They make posts on different walls and rotate viewing and listening to the explanations from all the groups.</p> |
|--|--|--|---|--|

Assessment criteria: Can identify prominent investments and their contribution towards socio-economic development

Link to other subjects: *Social studies, Science and Elementary Technology*

Resources: *Internet: Reference books: newspapers: Mark Amon Mugaru, Edward Erasmus Kayanja (2017), Ordinary Level Entrepreneurship. Kigali, Rwanda: MASTEP General Suppliers Ltd*

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| Subject: Entrepreneurship | | | S5 | Associate Nursing Program |
| Topic Area: Business operation and management | | | Sub Topic: management | Financial |
| Unit 3: Money management | | | | No. of periods: 7 |
| Key Unit competence: To be able to manage money responsibly and keep financial records | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <p>Explain the meaning of money, saving, and saving goals.</p> <p>Identify where to save money.</p> <p>Describe the different practices of money management</p> | <p>Prepare a simple cash book as financial record</p> <p>Forecast their income and come up with a cash flow plan</p> | <p>Appreciate the importance of savings in investment</p> <p>Acknowledge the use of financial records to manage their money.</p> | <p>Meaning of money, saving, and saving goals</p> <p>Where to save</p> <ul style="list-style-type: none"> - In banks - Assets - Securities - Shares and bonds - Small savings groups | <p>Students brainstorm the meaning for money, and saving.</p> <p>By use of knowledge from the case study about the cash flow plan of a business, students are asked to modify it and design a cash flow plan</p> |

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| | | | <ul style="list-style-type: none"> - Starting business - In education - Etc. <p>Managing money</p> <p>Keeping financial records</p> <p>A simple cash book</p> <p>Financial forecast</p> <p>A simple cash flow plan</p> <p>Practicing money management habits E.g.: re-use, recycle, repair and reduce.</p> | <p>for their own business.</p> <p>Students are provided with different alternative places of saving e. g. a piggy bank, commercial bank, under the bed for them to choose the safest place to save money.</p> <p>Skills Lab: Students in their learning groups refer to the goals and departments in their business, draft a budget for the remaining part of the year, clearly capturing all planned business operation activities. List down</p> |
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| | | | | <p>procedures and other financial management tools to be used in order to ensure teams adhere to the budget.</p> <p>Each group presents to another group (e.g. Group A presents to Group B and vice versa.)</p> |
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Assessment criteria: Can prepare a simple financial statement

Link to other subjects: Economics, Social studies, Mathematics

Resources: Internet: Magazines: Government print outs like National Budget: Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) KnowAbout Business. Turin, Italy: International Training Centre for ILO module 7

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|---|---------------|---|----------------|----------------------------------|
| Subject: Entrepreneurship | | | S5 | Associate Nursing Program |
| Topic Area: Entrepreneurial Culture | | Sub Topic: Business start-up process | | |
| Unit 4: Business plan for an enterprise | | | | No. of periods: 12 |
| Key Unit competence: To be able to prepare a business plan for the business they are running or intend to start. | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |

Explain the meaning of a business plan

Discuss the importance of the business plan,

Explain the elements of the business.

Explain the steps of preparing a business plan

Prepare a business plan for their business opportunities.

Generate a viable business idea and raise money to start a business

Analyze the elements of the business plan

Use the business plan to raise funds for their businesses

Appreciate the value of the business plan in starting and managing the business

Embrace planning as a tool for starting, running and managing businesses.

Definition and Importance of the business plan

- **Weighing the business idea**
- **Attract investors or buyers**
- **Reduce risks in business**
- **Attract outside talent**
- **Seeking funds**
- **Management tool**
- **Etc.**

Elements of a business plan;

- **Executive summary**
- **General description of the business**
- **Vision, mission and objectives of the business**

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| | | | <ul style="list-style-type: none"> - Production plan - Marketing plan - Management or organization plan - Financial plan - Action plan - Appendix - Preparation of the business plan | <p>Students in manageable groups discuss the meaning of the business plan</p> <p>Students discuss the importance of a business plan in starting and managing the business</p> <p>Students explain the elements of the business plan</p> <p>Students analyze a sample of the business plan provided by the teacher and identify best practices demonstrated and make suggestions on how to make the business plan even better.</p> <p>Skills Lab: Students in their groups, they allocate parts of the business plan evenly amongst themselves and each team writes a plan</p> |
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| | | | | <p>of how they suggest the business to operate and achieve success. They present to the class and at the</p> <p>At the end, all parts will be joined together to form 1 draft of a business plan. They submit to the teacher for feedback.</p> |
| Assessment criteria: Can prepare a business plan for the business | | | | |
| Link to other subjects: <i>Social studies, integrated science</i> | | | | |
| Resources: Case studies: <i>Professor Henry M Bwisa(2011) Entrepreneurship theory and practice, a Kenyan perspective Nairobi. Kenya Jomo Kenyatta foundation : International training center of the international labor office(ILO) module 8&9</i> | | | | |

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|---|---------------|-----------------------------|---|----------------------------------|
| Subject: Entrepreneurship | | | S5 | Associate Nursing Program |
| Topic Area: Business legal aspects | | | Sub Topic: Standardization culture | |
| Unit 5: Quality assurance and quality compliance in business | | | | No. of periods: 5 |
| Key Unit competence: To be able to maintain effective quality compliance system in business. | | | | |
| Learning objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |

| | | | | |
|---|--|--|---|--|
| <p>Explain the meaning of quality assurance, and quality compliance</p> | <p>Differentiate quality assurance from quality compliance Analyze measurement standards used in the community</p> | <p>Apply correct measurements in their business activities Produce quality goods and services acceptable by accreditation bodies in their businesses</p> <p>Appreciate of role of quality compliance in business</p> | <ul style="list-style-type: none"> - Meaning of quality assurance and quality compliance - Measurement standards - Mass - Volume - Length - Area - Etc. <p>Role of quality compliance in business</p> <ul style="list-style-type: none"> - Ensure that products satisfy customer's intended use - Consistent products with no defects - Improved health and safety - Quality improvement - Maintain or increase market share - Etc. | <p>Given background and knowledge on standards in business, students brainstorm the definition of quality compliance, and quality assurance</p> <p>Students are provided with a case study from Rwanda Standards Board to analyze it and come up with different measurement standards used in businesses</p> <p>The teacher invites a resource person from any accreditation body to attend the lesson with students to answer some questions related to quality compliance, quality assurance and quality management and then come up with the role of quality compliance in business.</p> <p>Skills Lab: For every department in the business</p> <p>and product or service, students discuss and write down steps, measurements and procedures of conducting that activity to ensure standardization of practices align with the acceptable RSB standard.</p> |
|---|--|--|---|--|

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|--|--|--|--|---|
| | | | | Make action plan to acquire RSB certification for services or products that the business produce or offer. And share with the class. |
| Assessment criteria: Can explain the need for quality compliance systems in business. | | | | |
| Link to other subjects: <i>Integrated Science, Science and Elementary Technology</i> | | | | |
| Resources: <i>Richard Barekye, Alele Kevin (2016), entrepreneurship for Rwandan schools senior 1, Nairobi , Kenya: East African Publishers Ltd: RSB web portal (www.rsb.gov.rw): Peter Hagan Alastair B. Wylie, Anne Beck (2003) Higher business management , Scotland. UK J&L composition.</i> | | | | |

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APPENDICES

Appendix A: WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

| No | Subjects | Weight | WEEKLY TIME ALLOCATION | | |
|----|---|--------|------------------------|----|----|
| | | | S4 | S5 | S6 |
| 1 | Fundamentals of Nursing * | 11 | 7 | 7 | 7 |
| 2 | Biology* | 11 | 7 | 7 | 7 |
| 3 | Chemistry* | 11 | 7 | 7 | 7 |
| 4 | Mathematics* | 5 | 3 | 3 | 3 |
| 5 | Physics* | 10 | 6 | 6 | 6 |
| 6 | Ethics and professional code of conduct | 1 | 1 | 1 | 0 |
| 7 | Medical Pathology | 2 | 0 | 3 | 1 |
| 8 | Surgical Pathology | 1 | 0 | 1 | 1 |
| 9 | Pharmacology | 4 | 3 | 2 | 2 |
| 10 | Maternal and Child health | 7 | 4 | 4 | 4 |
| 11 | Individual learning | 5 | 3 | 1 | 5 |
| 12 | Clinical attachment* | 13 | 6 | 7 | 10 |
| 13 | Kinyarwanda | 3 | 2 | 2 | 0 |
| 14 | English* | 6 | 4 | 4 | 4 |
| 15 | French | 2 | 1 | 1 | 1 |
| 16 | Entrepreneurship | 2 | 2 | 1 | 0 |
| 17 | Citizenship | 2 | 2 | 1 | 0 |

| | | | | | |
|--|---------------|------------|-------------|-------------|-------------|
| 18 | ICT | 2 | 1 | 1 | 1 |
| 19 | Sports/ Clubs | 2 | 1 | 1 | 1 |
| Total periods / week | | 100 | 60 | 60 | 60 |
| Total number of contact/years | | | 2340 | 2340 | 2340 |
| Total number of contact hours/year (39 weeks) | | | 1560 | 1560 | 1560 |

APPENDIX B: ENTREPRENEURSHIP SUBJECT OVERVIEW

| Topic Area | Sub-topics Area | Competences | |
|-------------------------|------------------------------|--|--|
| | | S4 | S5 |
| Entrepreneurial Culture | Entrepreneurship as a career | Analyse entrepreneurial stages for the success of a business Make rational career choices and decisions Judge different ways of being entrepreneurs and create their own journey for successful business | |
| | Entrepreneurial goals | Set achievable entrepreneurial goals | |
| | Business startup process | Generate viable business ideas and opportunities | Prepare a business plan for the business they are running or intend to start |

| | | | |
|--|--|---|--|
| Business legal aspects | Contracts in business operations | Make valid contracts in business operations | |
| | Taxes and Customs procedures | Analyze the role of taxes towards economic development of a country and pay taxes | |
| | Standardization culture | | Maintain effective quality compliance system in business |
| Business growth and sustainable development | Business Market research | Conduct market research for business start-up and growth Analyze the strategies that lead to business growth and development | |
| | Technology in business operations | Be aware of how new technologies can affect their business activities | |
| | Investment in Socio-economic development and Environment | | Create sustainable investments that contribute towards socio-economic development of the country |
| Business operations and management | Business organization | Classify different legal forms of businesses Design a business organization structure | |
| | Financial management | | Manage money responsibly and keep financial records |

| | | | |
|-----------------------------|------------------------|---|--|
| Employment readiness | Employees resourcing | Design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community | |
| | Leadership in business | Demonstrate a good leadership strategy for leading teams in the business. | |