

ENTREPRENEURSHIP

TUTOR'S GUIDE

TTC Year 2

OPTIONS: ECLPE, SME, LE & SSE

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FOREWORD

Dear tutor, Rwanda Education Board is honored to present TTC year two entrepreneurship tutor's guide and learning to ensure consistency and coherence in the learning of the entrepreneurship subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education, which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of tutors' pedagogical approaches, the assessment strategies and instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitudes by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this tutor's guide, particularly EDUCATE! who provided financial support and REB staff who organized the whole process from its inception. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

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Director General, REB

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Head of Curriculum Teaching and Learning Resources Department/REB

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PART I. GENERAL INTRODUCTION

1.0. Introduction

The purpose of this tutor's guide is help you to implement the entrepreneurship syllabus. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to undertake research and look for new and challenging ways of facilitating students' learning. The tutor guide and the syllabus must be used side by side. The syllabus states the learning objectives for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for entrepreneurship, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach entrepreneurship.

1.1. The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help tutors understand the different sections of this guide and what they will find in each section.

- **Overall structure**

This tutor guide has three main parts as follows:

- **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, and integrate cross cutting issues. How to cater for learners with special educational needs, active methods and techniques of teaching entrepreneurship and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan developed and designed to help tutors develop their own lesson plans.

- **Part III: Unit development**

This is the core part of this tutor's guide. Each unit is developed following the

structure below. The guide ends with references.

• **Structure of a unit**

Each unit is made of the following sections:

- Unit title: From the syllabus
- Key unit competence: From the syllabus
- Prerequisites (knowledge, skills, attitudes and values)

This section indicates prior knowledge, skills and attitudes of learners required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

• **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues to be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

• **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

• **List of lessons/subheading**

This section presents probable lesson titles/suggested list of lessons in a table, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

• **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.

- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

- **Structure of each-subheading/lesson title**

Each lesson/sub-heading is made of the following sections:

- Lesson /Sub-heading title
- Prerequisites/Revision/Introduction

This section gives a clear instruction to the tutor on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives.

Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.

- **Learning activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book/ learner's book:
- **Exercises/application activities:** This provides answers for exercises/ application activities with cross reference to the textbook/ learner's book

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. This review comes as a response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for tutor education and the necessary provision of support and

guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum has been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service tutor education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement, and creating a safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learners can do rather than what learners know. Learners develop basic competencies through specific subject unit competencies with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are an example of how generic competences can be developed in the subject of Entrepreneurship

- **Critical Thinking:** Learners analyze their environment or community for problems or challenges faced and the causes. After, they suggest possible remedies to the identified problem during generation of business ideas and opportunities.
- **Research and problem solving:** Learners collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions regarding business customers' behavior in business unit.
- **Creativity and Innovation:** Learners analyze resources such as waste materials existing in the community or environment. They develop or come up with new ways of utilizing such resources or how they can be put to use again in generating business ideas and opportunities.
- **Communication Skills:** Learners can present themselves and their

abilities by writing application letters or CVs to potential employers. Can write different documents such as Memos, Notices in a clear and understandable language to convey on information effectively during interpersonal communication

- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership. Alternatively, teams compete to prepare and present a business plan for their team projects to potential investors or financial institutions.
- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real situations

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework. (See annex 2).

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in entrepreneurship subject:

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching contracts in business operations.
- **Environment and sustainability:** During generation of business ideas and opportunities, learners need to acknowledge that the greatest source

of business ideas and opportunities is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. So, throughout the unit/lesson learners have appreciate the need to take great care for environment as it is paramount for continued business ideas and opportunity generation as well as survival of the business activities.

- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they do apply to all regardless of social, economic, political, physical background. Emphasis should be put on how we all have the same rights. During business organization unit, learners may discuss and appreciate need to respect and advocate for employer's and worker's rights and responsibilities at a workplace.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson the tutor should encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, and assist one another with pens, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.
- **Financial Education:** For example in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share

with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always, create opportunities to have learners discuss where standards apply and when they need to be conscious about standards during their everyday and business activities. Entrepreneurs require standards to be able to generate ideas, create opportunities, gather resources, start and operate businesses successfully. Throughout the unit of Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can be applied in different areas.

- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how an entrepreneur can promote the fight against genocide ideologies during generating ideas, creating opportunities, gathering resources, starting and operating businesses successfully. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

1.2.3 Attention to special educational needs and inclusive education

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also tutors need to understand that learners with special needs; need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending to the unit and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limit distraction. This will help learners with special needs to stay on track during lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order

to facilitate them understand what you are asking.

- Use clear and consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

Strategy to help a learner with developmental impairment:

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the learner less help.
- Let the learner work in the same group with those without disability.

Strategy to help a learner with visual impairment:

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight difficulties, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible
- Strategy to help a learner with hearing impairment: Always get the learner's attention before you begin to speak.

- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help learners with physical disabilities or mobility difficulties:

- Adapt activities so that learners who use wheelchairs or other mobility aids can participate. Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair under.
- Encourage peer support
- Get advice from parents or a health professionals about assistive devices

Adaptation of assessment strategies.

Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

1.2.4. Guidance on assessment

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

Types of Assessment

- **Assessment for learning (Continuous/ formative assessment):**
 - lesson.
- **Assessment of learning (Summative assessment):**

Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

- **Assessing Entrepreneurship units:**

In the entrepreneurship syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.

When you set a task, make sure that:

- The requirements of the task are made as clear as possible to the student
- The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
- Any sources or stimulus material used are clear and appropriate to the task
- Instructions are clear and concise
- The language level is appropriate for the grade
- It does not contain gender, cultural or any other bias
- Materials and equipment needed are available to students
- Adequate time is allowed for completion of the task.

Feedback

- When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning
- Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student
- Specific to the unit learning outcomes so that assessment is clearly linked to learning.

Feedback can be:

- **Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person
- **Formal or direct** – in writing, such as checklists or written commentary

to individual student either in written or verbal form

- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment (refer to labs at the end of every unit)

Tests

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities. Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

Principles of designing classroom tests Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore;

- Students need to understand the purpose and value of the test.
- The test must assess intended outcomes.
- Clear directions must be given for each section of the test
- The questions should vary from simple to complex
- Marks should be awarded for each section.
- The question types (true/false, fill-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

Tests should:

- Be easy to read (and have space between questions to facilitate reading and writing).
- Reflect an appropriate reading level.
- Involve a variety of tasks.

- Make allowance for students with special needs.
- Give students some choice in the questions they select.
- Vary the levels of questions to include gathering, processing and applying information.
- Provide sufficient time for all students to finish.

Tutor assessment

Assessment is a continuous process. You should;

- Always ask questions that are relevant to the outcomes and content.
- Use frequent formative tests or quizzes.
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- Constantly mark/check the students' written exercises, class tests, homework activities.
- Use appropriate assessment methods to assess the tasks.

Self-assessment and peer assessment

Self and peer assessment helps students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

Self and peer assessment:

- Continues the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for learning

Helps students understand the assessment criteria and performance standards.

1.2.5. Students' learning styles and strategies to conduct teaching and learning process .

How students learn

- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.

- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master.

(Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

A student-centered approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn. The selection of teaching method should be done with the greatest care and some of the factors to be considered are:

The uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different students' learning styles and to assist and encourage students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas

Teaching strategies include:

- Group work
- Skills lab
- Research/inquiry
- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud

- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling Guest speakers
- Classroom displays.

1.2.6. Student Business Club and Skills lab

a) Student Business Clubs

What – Students Create Real Businesses

The student business club (SBC) is an extra-curricular activity to enhance student learning of entrepreneurial competencies. Business club is like ‘garden where learners transplant ‘or test what they develop in the ‘nursery’- the nursery here means the classroom/ skills lab.

It is a club in which students work in groups under the guidance of their tutor to raise money, create and sell products & services that solve problems in their communities, and manage their businesses.

Why – Learning by Doing

Entrepreneurship is a practical subject. Students must have time to practice. By running a mini business enterprise called “projects”, students learn entrepreneurial competencies practically. Students need products and services to apply the entrepreneurial competences.

Student Business Club:

- Give learners the practical experience to do business.
- Enhance the learner’s entrepreneurial competences.
- Apply the knowledge, skills, and attitudes learned.
- Inspire young people to succeed in the global economy.

Tutors have an opportunity to see how learners apply the competences outside class and are able to give constructive feedback

Student business club exhibitions are a practical assessment tool where students publicly demonstrate their skills, attitudes, and competencies by exhibiting products and services done in the business club.

Who – The Club is Open to All Students

A' level Entrepreneurship students typically lead the student business club. The Club runs multiple different business projects managed by small teams (Skills Lab teams). The club has student leaders and recruits club members from the total school population to join them.

How – Students Lead Business Projects

The club is student-led but is supervised by entrepreneurship Tutor(s).

The Club should be student run. Students should be actively engaged in idea generation, planning, procurement, sales, record keeping, and decision making. Tutors should only guide them. Clubs should start small with what the students can afford. Clubs should start with or no capital and use recycled materials and seeds only! Tutors should not ask the administration to give the Club huge sums of money to start operating. The Club experience should reflect the real business world. No one will just give them big capital for free when they graduate, so you should request only what is realistic. Club funds and profits should be kept in a safe and secure place. The best place is a club account with the college bursar. Students should not keep Club money in their suitcases as cases of theft and misuse of funds will arise. The patron should organize inter Project exhibitions at at school to motivate students to work to succeed and to showcase the Club work to the rest of the stakeholders.

Skills Lab Teams meet during extracurricular time to create their business projects. The student business club holds regular club meetings to plan and coordinate activities. Student products & services are sold in and out of school.

Business club structure

Club Set Up	Club Management	Club Sales & Exhibition
Elect club leadership & write constitution	Create innovative products	Keep business records
Recruit club members	Fundraise during visitation day/parents' days	Invest income
Propose product ideas	Sell products & services	Prepare for student business exhibitions

When – Extra-curricular time

Student Business Clubs meet a time convenient for students, after classes. The Student Business Club is one of the best extra-curricular activities that strengthens both academic and practical competencies.

Where – In-school and back home

Student businesses club activities take place both in school and in the community. Club members can decide to sell their products and services to fellow students, tutors, the school administration or community members. Both boarding and day students can participate in student business clubs. Day students typically set up projects back home that can grow into small businesses after graduation.

School Stakeholder Business Club Roles:

School Administration	<ul style="list-style-type: none">- To perform advisory and supervisory roles in the school.- To link the business club to the community and other schools.- To provide the business club with required facilities to operate such as land, room.- To provide market for some students' products and services.
Club Patrons / Entrepreneurship Tutor	<ul style="list-style-type: none">- Oversee the activities of the club.- Link students to the administration.- Keep records regarding student's performance in the business club- Find resources and opportunities for students.
Staff Members ·	<ul style="list-style-type: none">- Support the club in its activities.- Offer expertise in the area of specialization when required.- Can invest in the business club.- Link the business club with other school clubs.

Parents and community	<ul style="list-style-type: none"> - Providing a favorable environment for students to develop and nurture their talents and skills. Community is the market to students' products or services. - Community members can also act as advisers to students' projects and clubs. - In case the students' project is in the community and requires land, the community members may offer land for students' project.
Students	<ul style="list-style-type: none"> - To be members of the business club. - To fundraise or find available resources to run the club. - To actively participate in the activities of the club. - To keep records of the business club.

b) Skills Lab

i) What is a skills lab

Skills lab is a method of teaching where students are required to complete learning activities working in manageable groups where applicable. Skills Labs do not necessarily require a cost, It is an easy method that enables teachers to change pedagogy from theory-based to competence-based instruction.

Skills lab is like nursery where learner germinates their ideas, products before they are transplanted

Business club is garden where learners plant, test what is developed in nursery. This should be done when student share skills in class in order to be sure that after class it will be used/applied.

Difference and similarity between skill lab and end unit assessment

The similarity is that they both aim to build competences in students. However the difference largely lays in the purpose. The skills labs prepare/guide learners to create prototypes that they are going to use in the real life (or business club when they are still at school). The Skills lab is at the level of building and polishing learner's competences well as the end unit assessment is to test whether the competences have been acquired.

The basic characteristics of Skills Lab are:

- It takes place during a double period (80 minutes) Unless the tutor cannot find the 80 minutes as a block.
- Students work in small groups (manageable teams) . Unless the class has too few students.
- Assessment takes place through portfolio activities.
- Students talk more than teachers (10% teacher talk time and the rest is for the students)
- Students receive constructive feedback on their work (Teacher gives quality feedback on student presentations).
- Skills lab consists of three components: build, practice and present.
- Link to student business club as a plat form for practicing real life activities through making products.

Note

Skills lab as a methodology of teaching can be used at any time within a unit (i.e. at the start, during or at the end of the unit). It can be used as a method of teaching during teaching and learning of a given lesson not necessarily only at the end of the week or unit. However, within this Teachers' Guide, you have been provided with skills lab model lesson which appears at the end of every unit.

Skills Lab follows a 3-part format, which helps teachers plan for practical and Competence-based lessons. This format includes Build, Practice and Present, described below:

ii) Steps of skills lab lesson plan



Build

- **Skill Building**
- Knowledge share: creatively introducing new concepts and principles connecting to prior knowledge.
- How-to skills: demonstrating or outlining steps for skills development.



Practice

- **Practicing skills in small groups**
- Hands-on activities: Community or customer research, product making, problem solving, experiments, design.



Present

- **Groups present skills**
- Presentations: Mastering visual, written and spoken presentation skills
- Reflections: Reflect on concepts and principles learned through real life application.

iii) Use of Present Boards and Portfolios during Skills Lab

Present boards are boards made by learners using locally available resources that contain learners' work/achievements. When learners finish their work from presentations as a group, it's hang on the present board. This can be used by both the teacher and students for reference.

The biggest sign of a successful skills lab is the activities students complete. And how do we know whether students completed their group activity? It's through **Present Boards**. Each team has their own board to display all the work they completed during the Skills Lab. At the end of each Skills lab, each team makes a verbal presentation to the class and shows their Present Board.

	When?	How?	Where?
Present Boards	Last activity of each Skills Lab. Each lab team/group has their own Present Board.	Made by students. Boards have cool designs to showcase the notes and work product for each lab	Boards are hung on the walls of classroom and kept there for others to see

iv) Relationship between Portfolios and Present Boards

What is a Student Portfolio?

A portfolio is a collection of student work for individual assessment. Learners fill their portfolios by completing a series of assignments. These individual assignments are the evidence that students have mastered a learning objective. Each assignment requires learners to apply the skill they learned in that unit practically.

Portfolios are the basis for Skills Lab. First, teachers create the portfolio assessment for students to complete.

Skills Lab is when students will work upon group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your teacher's normal lessons (no extra time is needed) that are especially designated for the purpose of students working in groups to complete their activities. Skills Lab prepares students to complete portfolio assignments on their own after classes. So, the classroom activity should connect directly to the portfolio assignment.

For example, they set goals as a group in class, and set individual goals as portfolio assignment.

	Done by?	When?	Where?
Present boards	Groups	During Skills Lab	On Present Boards
Portfolios	An Individual	As an Assignment	In Portfolio Folder

v) Relationship between Portfolios and Back Home Projects (BHPs)

Back Home Projects (BHP) refer to projects of business activities that are started up by students in their communities. These projects can be started during school or after school. The tutor has a role of encouraging and supporting students to start up BHP during school.

BHPs are meant to help learners apply skills and attitudes acquired during skills lab and business club activities. However, they still require support and mentoring from the teacher on how to start and maintain BHPs.

The portfolio assignments given to students should be able to challenge them to start BHPs. For example, preparing a journal template for the businesses they intend to start.

vi) Other components of student portfolio

Tutors should also guide learners about the use of K-W-L (what learners already know, what they want to know, what they have learnt). This should be done after the introductory activity of each unit to help assess how much the students already know and what they would be interested in learning about the unit. Learners write under (K-what I know, what I want to know)

At the end of the unit, the tutor comes back to K-W-L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:		
What I know	What I want to know	What I learned

1.2.7. Steps for a lesson in active learning approach

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main parts and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the previous and current lesson through appropriate techniques. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: After a short presentation as introduction to the lesson, the following steps are undergone : discovery activities/prediction, presentation of learners' findings, exploitation synthesis/summary and exercises/application activities which are explained below:

A: Discovery activity/prediction

- The teacher discusses with students to take responsibility of their learning
- He/she distributes the task/activity, necessary resources and gives instructions related to the tasks (working in groups, pairs, or individuals to instigate collaborative learning, to discover knowledge to be learned). Teacher can ask questions to find out what participants know already, before sharing new information. Very often, someone in the class will know something about what you are going to learn together. So, it is always good to find that knowledge. Teacher can also see if participants have misunderstandings which you can correct during the session.
- The teacher let the students work collaboratively on the task
- During this period the teacher refrains to intervene directly in the working of activity or results/findings of the task
- He/she then monitors how the students are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

B: Presentation of learners' productions

- In this period, the teacher invites representatives of groups to share their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- Exploitation of learner's productions
- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false.
- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.

C. Exploitation synthesis/ summary/conclusion/ application activities

- The teacher summarizes the learned knowledge and gives examples, which illustrate the learned content. Then links the activities to the learning objectives, and guides learners to make notes.
- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts.
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step, the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment, or additional activities.

PART II: SAMPLE LESSON PLAN

SCHOOL NAME: LDK

TEACHER'S NAME: NZAYISENGA JEAN CLAUDE

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	28/01/2020	ENTREPRENEURSHIP	Year 2	1	2 of 4	40 Min.	30/32 Students
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Three learners with physical impairment			
Unit title		Taxes in business					
Key Unit Competence		To be able to analyze the role of tax towards economic development of a country and pay taxes					
Title of the lesson		Importance of paying taxes					
Instructional Objective		<p>Given a business club related scenario about the importance of paying taxes, students will be able to correctly explain the importance of paying taxes in a country.</p> <p>The tutor will read for the learners with visual impairment and allow them to answer verbally.</p>					
Plan for this Class (location: in / outside)		Inside the classroom in a U shape arrangement					
Learning Materials (for all learners)		The learning material will depend on what is available (example: A case study)					
References		Entrepreneurship for Rwanda , TTC College book year 2					

Timing for each step	Description of teaching and learning activity	Generic competences and Cross cutting issues to be addressed
	<p>Think-pair-share; small group discussion on the importance of paying taxes, gallery walk, and content harmonization from different presentations of group work.</p> <p>Teacher activities</p> <ul style="list-style-type: none"> - Learner activities 	<p>+ A short explanation</p>
Introduction 5 Minutes	<p>Revision on the previous lesson on characteristics of a good taxation system,</p> <ul style="list-style-type: none"> - Give at least 4 characteristics/qualities of a good taxation system Handle any homework or assignments, Ensure a conducive learning environment. Show learners the relationship between the previous lesson and new lesson Guide students to discover the lesson of the day. Share the objectives of the lesson with the learners Ask students to show the link between learning objective and Key unit competence 	<p>Communication: Through answering questions and peer discussion.</p>
	<ul style="list-style-type: none"> - Answer the questions on the characteristics of a good taxation system - Correct the homework with the tutor 	
	<ul style="list-style-type: none"> - Discover the title of today's lesson: - Importance of paying taxes 	

<p>Development of the lesson</p> <p>Discovering Activity</p> <p>15 Minutes</p>	<p>Ask student to play Water Melon Game: Put students into groups & have them sit together.</p> <p>Ask student to look at the infrastructures provided by the government, access to goods and services in their home area.</p> <p>e.g.-Good schools constructed</p> <ul style="list-style-type: none"> - Variety of products available in boutiques <p>Explain the importance of paying taxes to:</p> <p>Entrepreneur</p> <p>Government</p> <p>Society</p> <p>This activity will be done first individually, shared in pairs then in a big group according to learners sitting arrangement</p>	<ul style="list-style-type: none"> - Listen carefully the instructions - Forming groups - Guided by the teacher, Students arrange themselves in teams and sit together. - Work individually or in pairs to analyze stages each enterprise went through from start up to present - In their groups, they share and agree on the importance of paying taxes to entrepreneur, government, and society. 	<p>Cooperation, interpersonal management and life skills: Students share ideas in pairs and in groups.</p> <p>Critical thinking – Student analyze situation in their home localities and come up with reasonable importance of paying taxes</p> <p>Communication – Student discuss in groups and answer questions.</p> <p>Research and problem solving</p> <p>Through discussion and research students identify importance of paying taxes</p>
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<p>Presentation 10 Minutes</p>	<p>Tell students that this activity will be done in 10 minutes and the presentation will be done using gallery work</p> <p>Teacher moves around in groups and guides them as they attempt to answer the questions.</p> <p>The teacher pays a special attention to students with disabilities</p> <p>Invite the student to hang their work on the Present Boards</p> <p>Allow a student to make gallery work</p>		<p>Peace and values education: Trough games and group discussions students socialize and develop some values like sharing, honesty, cooperation, respect, turn taking, team work, etc.</p>
		<ul style="list-style-type: none"> - Groups Present about the importance of paying taxes to each category: Each team hang their answers on Present Board. - Each team moves around to read presentations of other teams while taking notes and asking for clarification where they do not understand. 	<p>Inclusive Education: Taking into account learners with physical impairment, during gallery walk and also read for learners with visual impairment.</p>

<p>Exploitation</p> <p>5 Minutes</p>	<p>The teacher asks other groups if they agree on what the group has said and comments on each presentation.</p> <p>Invite the representative of each group to come and explain the importance of paying taxes to one of the categories stated above.</p>	<p>- Harmonize their findings and come up with the importance of paying taxes</p>	<p>Communication – Student discuss and communicate verbally while presenting their work and commenting on other groups work</p> <p>Critical thinking – Learners use critical thinking in answering questions</p>
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Synthesis

3 Minutes

Help the students to come up with a summary on the importance of paying taxes to both entrepreneurs, government as well as the entire society

Read the summary loudly for the learners with visual impairment to allow them to take notes.

- Importance of paying taxes to an entrepreneur
- It helps the business activity to continue, as it does not face penalties and associated costs from the RRA for non-payment.
- It improves his/her reputation or public image which may result in increased customers and better services from the government
- To avoid inconveniences of closure of the business and its associated costs, etc.
- Importance of paying taxes to the government
- Source of government revenue: taxes are the main source of government revenue to finance its public expenditure.
- Taxes benefit the Rwandan government to meet its objectives and goals such as constructing affordable houses to the citizens which helps improve the standards of living
- Taxes help the government to finance its policies especially on poverty alleviation through programs such as "GIRINKA", "VUP", "UBUDEHE" among others, etc.

Inclusive Education:

Taking into account of students with visual impairment by reading for them note written on board and giving more time to take note

		<ul style="list-style-type: none"> - Importance of paying taxes to Society - Reduction of poverty among the community due to a significantly equal distribution of income through various activities and projects set by the government. - Improved wellbeing among the vulnerable and elderly as they benefit from the different government programs financed through taxes. - Reduced infant mortality rates and increased life expectancy due to improved access to health facilities and services. - Increase in the percentage of the population that completes secondary and TVET education, reducing the literacy levels, improving on the peoples' skills through programs such as 12YBE,etc. 	
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<p>Conclusion and Assessment 2 Minutes</p>	<p>Apply questions: Advise students to pay taxes to Rwanda revenue authority according to business activities in their business club. Ask the student how these stages of entrepreneurship process will help them in their everyday life and business club. Based on experience from this lesson, students appreciate the importance of paying taxes to the country</p>	<p>Expected answers: - Learners may come up with different answers but the most important is to appreciate the importance of paying taxes to the country - Explain any other importance of paying taxes to the country by your SBC - Answers - Increased community/social solidarity, - General happiness, - Life satisfaction - Construction of roads, hospitals, etc.</p>	<p>Critical thinking – Students develop critical thinking and reasoning skills while answering questions from other groups Research and problem solving Imagination and application of this lesson to daily life challenges.</p>
<p>Teacher self-evaluation</p>	<p>For example: 4 learners need remedial activities (they are given)</p>		

PART III: UNIT DEVELOPMENT

UNIT 1

BUSINESS IDEAS AND OPPORTUNITIES

1.0 Key Unit Competency:

To be able to generate business ideas and take advantage of opportunities.

1.1 Prerequisite

Learners were introduced to the characteristics of a good entrepreneur; personal values, skills and characteristics of an entrepreneur; work in society; concept of needs, wants, goods and services; factors and indicator of business growth (covered in O level). While in Year 1, they were introduced to initiation to entrepreneurship; career opportunities; setting personal goals; market research and business organization and management (Year 1). This prior knowledge, skills or competencies should help them to be able to generate business ideas and take advantage of opportunities available.

1.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit but this does not mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Gender education: Emphasis throughout this unit has to be put on how both male and females have the same opportunities when it comes to generating business ideas and opportunities, there are no ideas/opportunities specifically reserved or meant for a particular gender but they can all choose whatever ideas they feel capable of.

Environment and sustainability: The greatest source of business ideas and opportunities is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. Therefore, great care for the environment is paramount for continued business ideas and opportunity generation as well as survival of the business activities.

Inclusive education: In addition to all having equal opportunities to generate business ideas and opportunities, emphasis has to be put on how we all regardless of our background, economic or social setup have right to generate ideas that do not discriminate as our needs are the same. Learners need to understand that good business ideas should not discriminate but promote inclusiveness of all...etc.

Peace and Values: You need to emphasize to students the need to live in peace and harmony with others. Learners need to appreciate the generation of business ideas and opportunities that promote peace and are not against the values of the community they want to serve. Learners also need to appreciate the importance of promoting positive business values especially towards society, customers, shareholders, environment, government, among others to generate business ideas and opportunities. Refer to other cross cutting issues as identified in the curriculum framework.

1.3. Generic competencies

Throughout this unit, give learners opportunities to develop their generic competences especially activities and the methodology adapted. These have been discussed in the preliminary pages of this teacher's guide. Some of the generic competences that you should facilitate learners to develop include but not limited to the following:

Critical thinking: learners are given activities to analyze different resources in their environment and generate business ideas, analyze generated business ideas to come up with business opportunities. All these activities make learners think reflectively, logically and imaginatively about the challenges encountered in a situation before arriving at a conclusion.

Creativity and innovation: learners are given activities that challenge them to think differently and outside the box about existing resources and generate business ideas and opportunities in their communities to solve problems and challenges.

Research and problem solving: Through activities, learners get a chance to conduct research or analyze the various problems or challenges faced in their community and propose ways or strategies of overcoming or solving them. Encourage learners to be part of the solution to their community problems. Learners perform PESTEL and SWOT analysis so as to assess the viability of their ideas to solve the identified problems and challenges.

Communication: During and after learning activities, learners should be given a chance to communicate, share and pass on the ideas, findings, results and products from various business idea generation activities among others in a logical and appealing manner, through speaking and writing to the targeted audience or recipients. Give learners opportunities to debate, make presentations, make arguments for and against and make reports among others.

Co-operation, interpersonal relations and life skills: Through different tasks assigned (specifically in Skills labs) , they should demonstrate a sense of teamwork, cooperation and working with others as they generate business ideas and opportunities through working in groups, teams, pairs, etc.

Lifelong learning: After a task, activity or experience, learners should always share what lessons they have learned, how they may use or link the experience to improve on their knowledge and skills as they generate ideas and opportunities.

1.4. Guidance on the introductory activity

This introductory activity is intended to:

- Provide interest and motivation to the learners about business ideas and opportunities
- Focus learner's attention on business ideas and opportunities. Its purpose is to
- convince learners about what they will benefit from the unit. It can
- Build on previous knowledge, skills, values and attitudes to help the teacher to assess the learner's prior knowledge and help to link with the new content, or
- the new content can help to arouse learner's interest about what to expect in the new content. that can be answered in one lesson, or
- Gradually, over a period of time as the unit progresses. At this point, there are no right or wrong answers as learners will gradually get more appropriate answers progressively as they go through the unit.
- Use an appropriate method such as small groups or pairs and provide learners with Unit 1 introductory activity, give clear instructions to the activity. During grouping or pairing, mix boys and girls and learners' with different abilities.

1.5. List of Lessons including assessments

No of lessons	Lesson Title	Learning objectives (from the syllabus including knowledge, skills and attitudes)	Periods
1	Meaning of business idea and Reasons for generating business ideas.	Explain the meaning of business ideas and business opportunities.	1
2	Reasons for generating business ideas	Describe the importance of generating business ideas	1
3	Sources of Business Ideas	Explain the different sources of business ideas	
4	Steps in generating business ideas.	Describe the steps of generating business ideas.	1
5	Meaning of Business opportunities and Characteristics of good business ideas	Describe the characteristics of a good business opportunity.	1
6	Factors to consider when generating and evaluating viable business ideas and opportunities.	Assess business ideas for opportunities.	1
7	Skills Lab	conduct viability test on business ideas to get the most profitable one for the business club to start	2
8	End of Unit Assessment		1

Possible answers for the Introduction Activity: refer learner's book

- a) The possible business ideas for a situation of lack of sufficient safe water in the community are:
- Selling of purified bottled water,
 - Selling of harvested rainwater,
 - Making and selling water harvesting equipment,
 - Door to door delivery of water in jerry cans by bicycle, e.t.c
 - Digging of boreholes, etc

- b) The possible business ideas in case of high demand for charcoal as a source of energy in community could be:
- Selling of energy saving stoves (Rondereza),
 - Charcoal made from used papers and cartons,
 - Installing solar energy, etc.
 - Selling of gas and gas stoves
 - installing biogas kits.
- c) The possible business ideas in community with increased pollution due to increased disposal of wastes could include amongst other things:
- Door to door collection and transport of waste for disposal (by the use of different means),
 - Turning waste into charcoal.
 - Sorting of wastes to identify waste that can be recycled or reused.
 - Make and sell paper beads, plastic beads, container gardening, ropes, among others.
 - Educating population on proper waste disposal such reduce, recycle, reuse, repair etc. .
- 4) In reality not all business ideas are viable business opportunities because one has to consider different factors in choosing the best business opportunity, for Example personal interests, passion, availability of resources etc. (refer to the learners' book)

LESSON 1: Meaning of a business, a business idea and a business opportunity

a) Learning objectives:

Explain the meaning of a business, business idea and business opportunity.

b) Teaching aids:

Basic materials for a class/ lesson to be conducted include: Desks, Learners books, internet, case studies and any other trustworthy and reliable resources to enhance learning.

c) Possible methods:

Pair share; small group discussion, brainstorming, interviews with business people, research in the library or on the internet

d) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will learn and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about business ideas and opportunities.

Follow the guidance about the introductory activity.

Activity 1.1 A Reality T.V. Show

Learners in small groups, pairs or individual read and analyze the case study and come up with the Meaning of a business, a business idea and a business opportunity following the instructions given. You may ask two learners to act out the interview as the rest listen and follow.

During the interview activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Harmonize their findings or answers, and help them draw conclusions/summary to the meaning of a business, a business idea and a business opportunity. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Application Activity 1.1

Learners analyse the given problem, which relates to their community either in groups or in pairs and come with ideas that may result in opportunities to start business. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learners' findings, answers or responses. Depending on the

performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 1 (case study)

- a) Business; is the production, distribution, and sale of goods and services for a profit.
- Collection of people and resources organized to provide a product or service to others with the objective of sustaining themselves economically and/or for generating economic profit.
 - Rwiyezeza's business is growing and processing Mushrooms.
- b) A business idea is a thought about a prospect or potential business. From the case study, the sources of business ideas for Rwiyezeza's business activity were:
- Listening to the radio,
 - Reading newspapers, and
 - Watching TV about how different people have succeeded by starting their own business activities.
- c) A business opportunity refers to a situation that can be turned into a real business activity. It can also be defined as an attractive business context or a situation worth investing in or propositions that provide the possibility of a monetary return.
- Some challenges Rwiyezeza faced were:
 - Competition,
 - Unsure market,
 - Lack of experience,
 - Deciding on turning his business idea into a profitable business, among others.
- d) It is very important to do research and personal evaluation before deciding to start a business activity because it helps one to:
- Identify existing competition to the business activity.
 - Identify whether market for the products will be available.
 - Identify whether the business activity will be accepted in the community.
 - Personal evaluation helps one decide whether he/she is ready to take on the business activity; whether it fits in his/her vision, skills, attitude, experience, etc.
 - Helps one to do not waste money on activities that won't work, etc.

- e) It is important to generate business ideas because business ideas result into business activities which provide opportunities to owners and community at large.

LESSON 2: Reasons for Generating Business Ideas (Factors Considered)

a) Learning objectives

Describe the importance of generating business ideas from the environment for viability, and recognize that a business idea alone is not sufficient to start a business.

b) Teaching resources

Basic materials for a class/ lesson to be conducted: Desks, Learners books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on factors influencing choice of a business opportunity, handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 1.2

- 1) Guide learners to come up with reasons why entrepreneurs have to generate business ideas and opportunities. Such reasons may include:
 - Start own businesses.
 - Create own jobs or employment.
 - Meet identified needs in the community.
 - Solve unmet customer needs and wants.
 - To take advantage of existing favourable investment climate.

- For future survival of existing businesses.
- 2) Based on the people who have started business activities in the community identified, guide learners to discuss whether the people identified have been successful or not, and to support their responses. Most of their response may be around:
- Business being market driven (useful or not to the community).
 - Innovation by owners
 - Real demand for the products or services they were delivering
 - Return on their investment
 - Competition from other similar businesses in the market
 - Meeting owners' objectives
 - Availability of resources necessary for the business activity

Application Activity: 1.2

Needs and wants in our community	Possible business opportunities
Clean water	Clean water joint
Gym membership	Gym centre
Food	Food store
Cheap clothes	Made in Rwanda

LESSON 3: Sources of good business ideas and opportunities

a) Learning objectives

Discuss different sources of business ideas/opportunities, use different resources to search for business ideas, use different business ideas to come up with business opportunity, appreciate one's environment as a source of business ideas and opportunities.

b) Teaching aids

Basic materials for a class/ lesson to be conducted such as desks, learners books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research on the internet, etc.

d) Prerequisites/Revision/Introduction

Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on the qualities of a good business idea and opportunities, handle any homework or assignments, and ensure a conducive learning environment. Help learners to link the previous lesson to the current lesson.

Activity 1.3 Learner's Book

Using an appropriate method, learners in reference to their community, suggest ways in which people generate business ideas and explain any sources of business ideas and opportunities in Rwanda.

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative and think beyond the box, as they discuss the sources of business ideas.

Sources of business ideas and opportunities in Rwanda:

- **Existing businesses:** copying or modifying existing business activities
- **Inheritance:** taking over existing business activities from family or starting a business activity related to it
- **EXPOs (Trade exhibition):** these are held every year in Rwanda bring together entrepreneurs from Rwanda and outside where people can pick a business idea
- **Government programs:** programs that are supported by the government may be a source of business ideas
- **Internet:** this is a big source of business ideas and opportunities especially in information technology

Possible solution to Application Activity 1.3

People in my community get ideas and opportunities through:

- Copying other existing businesses;
- Asking other people for ideas through brainstorming;
- Attending EXPOs or TRADE SHOWS and get ideas from there

- Reading about business ideas and opportunities
- Searching on the internet, etc. For qualities refer to the learners book.

LESSON 4: Steps in Generating Business Ideas

a) Learning Objectives

Describe the steps of generating and assessing business ideas.

b) Teaching resources

Basic materials for a class/ lesson to be conducted: Desks, Learners books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you to see the skills, knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives are linked to the key unit competence.

Lead a review of the previous lesson on sources of business ideas and opportunities, handle any homework or assignments and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Solution to Activity 1.4

1. Best business opportunity

a) Generating business ideas from existing businesses: Based on the existing businesses learners identify in their community, guide and encourage learners to think and come with their own business ideas which they share with the large group.

b) Generating business ideas from the available information: Based on the existing business learners read, heard, watched or seen, guide and encourage learners to think and come with their own business ideas which they share with the large group.

c) Generating business ideas from existing products: Based on the samples of existing products analysed, guide and encourage learners

to think of innovative ways on the existing products. (for example by improving on them, changing their uses, etc.) by thinking and proposing new products either to be applied at present or in the future which they share with the large group.

- d) **Totally new business ideas:** Based on the learner's dreams, passions or goals, guide and encourage learners to think and come with their own new business ideas which they will share with the large group.
- e) **Business ideas based on the learners' community needs:** Based on the existing un-served needs, future needs and dissatisfactions observed or investigated in the community, guide and encourage learners to think and come with own business ideas to solve community needs, which they share with the large group.
- f) **Business Ideas based on existing local resources:** Based on the existing resources observed or investigated in the community, guide and encourage learners to think and come with own business ideas, which they share with the large group.
- g) **Situations:** Based on the different real life situations (e.g. back to school days, festive seasons, weddings functions, political campaigns, road junctions, border crossing points, rainy or sunny days, etc) identified, guide and encourage learners to think and come up with own business ideas to take advantage of the situation, which they share with the large group.

2. It is important to pay attention to such issues because:

- One should not be discriminated against because of gender when generating business ideas and opportunities-we all deserve equal opportunities to explore our entrepreneurial potential..
- Without the environment, there cannot be business ideas and no human survival. Therefore, as we generate business ideas, we should think of the environment and it's sustainability.
- Business ideas should always result into peace and harmony among the people be it within the business community or among customers, etc.

Lesson 5: Evaluating Business Ideas and Opportunities

a) Learning objectives

Describe how to evaluate a business idea, assess business ideas and opportunities for viability, and recognize that a business idea alone is not sufficient to start a business.

b) Teaching resources

Basic materials for a class/ lesson to be conducted: Desks, Learners books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research on the internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge, attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Create a conducive learning environment and lead a review of the previous lesson on factors influencing choice of a business opportunity, handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 1.5 Learner's Book

Use an appropriate method such as small groups or pairs, provide learners with the activity 1.5 in the learner's book, and give instructions to the activity. During grouping or pairing, mix boys, girls and learners' different abilities.

Learners in small groups or pairs analyse the paragraph, use prior knowledge, and research in different entrepreneurship documents, to identify at least five factors that can be considered while evaluating business ideas. Learners should also consider factors such as the environment, sustainability, gender, creativity.

Monitor and confirm whether every student is working on the activity, instructions were understood, address any challenges or questions, ensure every student is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions and share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Learners explain why environment and sustainability, gender, creativity among the important factors considered. Also, encourage

other learners to pay attention presenting team who are sharing unless it is a question. Encourage learners to appreciate each other's work, especially the presentation through a clap or any other method of their choice..Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given an opportunity to present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them to draw conclusions/summary on the factors considered while evaluating Business Ideas. Refer to the possible solutions to the activity below

Appreciate the team's presentations and answer or address any questions or challenges about the activity. Guide them to make notes in their books referring in their learner's books on factors considered while evaluating business ideas.

Possible answers for activity 1.5

- 1) Viable business opportunity, a business is said to be viable when it has the ability to grow and expand. A viable business idea means an idea that you can implement in real life as well as can generate considerable profits from it.
- 2) The students teachers can think of any possible business opportunity from their environment and help them to come up with some of these examples,
 - Home Based Childcare,
 - Private chef-skilled in the kitchen,
 - Online business opportunities,
 - Construction,
 - Security,
 - Consultancy,
 - Open a food or coffee truck

Application Activity 1.5 Learner's Book

This activity can be given as an individual, a pair or small group. Learners analyze the photo and suggest any business ideas they may generate in response to the effects; give the factors they will base on while choosing that idea and give advice to potential entrepreneurs. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Conclude the lesson by guiding the learners on what to cover in the next lesson, home works, organizing the class, etc.

Possible solutions to the application activity 1.5

- a) Guide learners to think of many activities as possible related to the photo, such as deforestation, lumbering, charcoal burning, cutting down trees, etc.
- b) Based on the activities identified in (a) above, guide learners to describe all possible effects of the activities to the community. These may include:
 - Pollution of environment
 - Desertification
 - Loss of natural cover
 - Drought, famine and hunger
 - Poor soils
- c) Based on the various effects identified in (b) above, guide learners to suggest any two business ideas they may generate in response to the effects such as:
 - Planting trees (nursery beds)
 - Coming up with alternatives to timber (timber from waste products)
 - Coming with alternative to charcoal as source of fuel
- d) Based on any one idea from the list generated from (c) by the learners, guide to give factors they will base on while choosing that business idea
 - Planting of trees require availability of space/land for nursery bed, knowledge and skills for managing nursery bed and environment(climate)
 - Timber from waste products require knowledge and skills, technology about recycling and market for the timber
 - Alternative to charcoal, use gas and Rondereza, but you need capital.
- e) Guide learners to propose advice to young entrepreneurs when generating business ideas in relation to the photo such as:
 - We should always be mindful of our environment when generating ideas
 - We should always remember that others will use the same sources to generate ideas in the future, so we have to have them in mind
 - We should generate ideas that do not have a negative effect on our community
 - Business ideas should be in the interest of the community but not individual entrepreneur.

LESSON 6: Evaluating Business Ideas - Factors Considered in evaluating business idea

a) Learning objectives

Describe how to evaluate a business idea, assess business ideas and opportunities for viability and recognize that a business idea alone is not sufficient to start a business.

b) Teaching resources

Basic materials for a class/ lesson to be conducted such as desks, learners books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge, attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember, the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on factors influencing choice of a business opportunity, handle any homework or assignments. Help learners to link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 1.6

Possible answers include:

- **Is the Business legal?** Find out the legality of the goods and services you intend to provide
- **The entry barriers.** Are there specific requirements and barriers that may stop from doing the kind of business?
- **The extent/size of need or problem to be solved.** Is the need big and significant or small and minimal?
- **Availability of potential customers.** Are there ready customers willing and able to buy your products?
- **The size of the market.** The size of the market in terms of how much you can sell

- **Market growth.** Is the market for the products increasing or decreasing?
- **Market share.** What percentage of the market would you be able to capture?
- **Requirements to start promoting and operate the business.** Do you have the resources?
- **Your unique selling propositions.** What makes your business different from other businesses selling the same goods or services?
- **Competitor analysis.** Who are your potential competitors, their size, and strength?
- **Return on investment (R.O.I).** What would be the returns in terms of profitability from this business, when will the business start making profits?
- **Availability of factors of production.** Resources required to implement the business idea
- **Acceptability.** Is it generally acceptable by the community?
- **Exit strategy.** If the business goes bad, how do you pull out of the business without losing too much money?
- **Is the Business legal?** Find out the legality of the goods and services you intend to provide
- **Exit strategy.** If the business goes bad, how do you pull out of the business without losing too much money?

Application activity 1.6

Possible answers include;

- 1) Cutting down of trees (deforestation)
- 2)
 - Loss of habitat.
 - Increase in greenhouse gases
 - Soil erosion
 - Flooding
 - Disturbance of the native people who live in forests
 - Life quality, silt can flow to the water bodies making the quality of water harmful to human beings.
- 3) Based on the various effects identified in (b) above, guide learners to suggest any two business ideas they may generate in response to the effects such as:

- Planting trees (nursery beds)
 - Coming up with alternatives to timber (timber from waste products)
 - Coming with alternative to charcoal as source of fuel
- 4) Based on any one idea from the list generated from (c) by the learners, guide to give factors they will base on while choosing that business idea
 - 5) Guide learners to propose advice to young entrepreneurs when generating business ideas in relation to the photo such as:
 - We should always be mindful of our environment when generating ideas
 - We should always remember that others will use the same sources to generate ideas in the future, so we must have them in mind.
 - We should generate ideas that do not have a negative effect on our community Business ideas should be in the interest of the community but not individual entrepreneur

Skills Lab 1:

For this lab, student teachers will be able to generate viable business ideas and opportunities.

Guidance to the lab:

Build

Using Think, Pair and Share; ask learners to answer the following questions. Choose some few pairs to answer the questions below to the general audience.

- 1) Differentiate between business idea and opportunity
- 2) What are the steps of generating a viable business idea?

Possible answers

- 1) A business idea is a thought about a prospect or potential business while a business opportunity can be defined as an attractive business context or a situation worth investing in or propositions that provide the possibility of a monetary return.
- 2) 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.

Emphasize to the learners that this lab will help them to select better and viable business ideas for the businesses they intend to start or in the club or back at home. They should be able to take advantage of the available opportunities and select business ideas which are in line with customers' needs.

Practice

Ask learners to choose 2 business ideas.

Assign each group a number to make a poster indicating how each of the factors below favors or limits their business ideas with clear examples.

- 1) Potential for growth
- 2) Infrastructure
- 3) Market for the goods/services (real demand)
- 4) Profitability
- 5) Competition and competitive advantage
- 6) Financial viability

Move around the groups and make a follow up whether the learners are on track.

Presentations

Communicate the appropriate time for this activity to be done. Choose the appropriate method they can use to present their findings for example gallery work or one group presenting at a time. During presentations encourage learners to challenge/supplement each other.

Ask them to recommend the most viable business idea, the business club should continue/ start running basing on the results of the viability tests.

Conclusion

Use 'a small ball' to make conclusion. Throw the ball randomly to different learners to answer questions on what they have learnt.

Emphasize the following by writing them on the note board;

- Selecting a viable business idea is key to a successful business.
- Products should be able to solve community problems.
- The products made should not have negative effects on the environment.

- Business club should try as much as possible to be a solution to the community than a problem and therefore businesses like charcoal making must be discouraged because of its effect on the depletion of trees.

Portfolio Assignment

As a take home of this lab, provide learners a portfolio assignment from the learner's book which is meant to test the skills learners have attained from this lab. Remember this is an individual activity and thus each learner must do it.

Unit 1 Summary

Business refers to the activity of buying and selling goods and services to earn money. The purpose of business is to solve a customer's problem or meet the customers' needs.

A business idea can be referred to as the response of a person or persons, or an organization to solve an identified problem or to meet perceived needs in the environment. Finding a good business idea is the first step in transforming the entrepreneur's desire and creativity into a business opportunity.

An opportunity is a favorable set of circumstances that creates a need for a new product, service, or business.

A business opportunity refers to an attractive business context or a situation worth investing in or propositions that provide the possibility of a monetary return for the person implementing them or taking the risk of investing in them. What turns an idea into a business opportunity is when the income exceeds cost and generates profits.

To be referred to as a good business idea, it must fulfill the following qualities:

- Have real demand.
- Favorable return on the investment.
- Be favorably competitive.
- Meeting the investors' objectives.
- Availability of necessary resources for the investment.

SWOT is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats. It helps entrepreneurs to internally evaluate their business and to compare themselves with the competitors and therefore determine whether his/her business is in a better position to compete or not.

In evaluating the viability of a business idea and opportunity, there are external factors to be considered using PESTEL analysis which stands for Political, Economic, Social, Technological, Environmental and Legal.

Additional Information

It is often difficult to figure out how to research business idea; especially if the person has never been in business. The person will need to decide if the business idea has profit potential.

Any good business ideas could be an invention, a new product or service, or an original idea or solution to everyday problems. A good business idea does not necessarily have to be a unique products or services. An opportunity is a favorable set of circumstances that creates a need for a new product, service or business. An opportunity has four essential qualities: it is attractive, durable and timely and anchored in a product, service or business that creates or add value for its buyer or end user.

Essentially, entrepreneurs need ideas to start and grow their entrepreneurial ventures. Generating ideas is an innovative and creative process. Sometimes, the most difficult aspect of starting a business is coming up with a business idea. Even if you have a general business idea in mind, it usually needs to go through fine-tuning processes. Fruitful ideas often occur at points where skill set, hobbies and interests, and social networks intersect. In other words, the best ideas for a new business are likely to come from activities and people that you already know well.

A person may already have a good idea for a business. What is rare, on the other hand, is the ability to execute an idea and turn it into a profitable business. The ability to take action is far more important than the idea itself.

END UNIT 1 ASSESSMENT

- 1) a) It wasn't a good business idea because they didn't carry out enough research whether it would be viable in Nyagatare.
b) Guide learners on how to write a letter advising Mr & Mrs Kaberu on the importance of assessing a business idea or opportunity. Having looked at this in the unit.
- 2) There are many reasons why we should assess a business opportunity before investing our resources and time. Such as to find out whether it is a viable business or not. Etc. other reasons are in student book.

Additional activities

Remedial Activities

- 1) What do you understand by the terms: Business, Business idea and Business opportunity

Possible answers

- a) Business: Business refers to the activity of buying and selling goods and services for a profit. Business can also mean the production, distribution, and sale of goods and services for a profit
 - b) Business idea: A business idea is the response of a person or persons, or an organization to solve an identified problem or to meet perceived needs in the environment. c) Business opportunity: A business opportunity refers to an attractive business context or a situation worth investing in or propositions that provide the possibility of a monetary return for the person implementing them or taking the risk of investing in them.
- 2) How different is a business idea from a business opportunity? Possible answer:
 - 3) A business idea is any response to an identified need, gap, and challenge in community or unsaved customer need that has to be met which may or may not result into a profitable business activity while
- 1) Describe the factors influencing one's choice of a business idea/opportunity in your community Possible Answers
 - Identified market need or gap– the nature of the identified need or challenge in the market or customer need will influence an entrepreneur's
 - Growing market– most people do not want to avoid the hustles of starting a new business. So, most people will choose ideas or opportunities that easy for them their businesses while others may choose an idea that gives them a chance to be creative.
 - Low funding requirements– the amount of funding required to implement a business opportunity may influence one's choice of a business idea. Most people will choose opportunities that do not involve of funding in relation to profits.
 - Vision or goals– the choice of a business opportunity will greatly depend on the vision or goals of the entrepreneur. These could be short term or long-term goals
 - High profit margins– of course, on every entrepreneurs' mind is profit. The profit margin expected from the opportunity will greatly influence one's choice.

- Not easily copied– every entrepreneur of course wants to protect their ideas, protect intellectual property and developing a brand reputation. So, entrepreneurs are likely to choose ideas/opportunities that cannot be easily duplicated in the market at least in the short run.

Extension Activities

Discuss the different sources of business ideas/opportunities in your community.

- Personal interest in searching for new things/Hobbies
- Franchises (improving upon an existing idea)
- Mass media (newspapers, magazines, TV, Internet)
- Business exhibitions
- Surveys and research
- Customer needs, advice, complaints, preferences, wishes, etc.
- Changes in society
- Brainstorming
- Being creative
- Prior jobs
- Seeing a need or a gap in the marketplace
- Most promising skills
- Use skills as a foundation for a business.

UNIT 2

DRAFTING A VALID BUSINESS CONTRACT

2.0 Key Unit Competence:

To be able to make a valid contract in business operations.

2.1. Unit Prerequisite

In year one learners were introduced to laws in business operations. All this prior knowledge in way or the other relates to contractual obligations of entrepreneurs. In addition to this, learners can be reminded of experiences from their communities, which require people to make from simple agreements to complex contracts. This prior knowledge, skills or competences should enable them make valid contracts and resolve business operations.

2.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address crosscutting issues throughout the unit but this does not mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Gender education: Emphasis throughout this unit must be put how both male and females have the same opportunities and should be treated fairly when making contracts or when resolving conflicts. People's opinion of gender roles should not affect one's rights or responsibilities to meet his or her contractual obligation.

Environment and sustainability: The greatest source of business ideas and opportunities is the environment, and the environment is not limited to vegetation but all that surrounds the business environment. So, when entering into contractual obligations, one should ensure that the contract is valid and considers the sustainability of the environment.

Inclusive education: In addition to all having equal rights to access opportunities, emphasis must be put on how we all regardless of our background, economic or social setup have right to enter into valid contractual obligations, etc.

Peace and values education: When contracts are signed or when people enter into an agreement, there is a need to fulfill their contractual obligations as failure to do so will result into conflicts/disputes among colleagues. As a teacher, therefore you need to emphasize respect of one's values when dealing with contracts and how this may promote or hinder peace. Also, emphasize the need to resolve harmoniously any issues/conflicts/ disputes that may arise when dealing with contracts.

Financial education: You need to emphasize to learners the need to manage properly their finances while entering into contracts with other persons/ business entities. This helps not to incur losses or be sued because of making invalid contracts.

2.3 Guidance on introductory activity

Introductory activity, Unit 2

Explaining the purpose of the introductory activity

This activity is intended to:

- Provide interest and motivation to the learners about how to design business contracts.
- Focus learner's attention on business contracts and purposes.
- Explain to learners about what they will benefit from the unit.
- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
- Could be new content to help arouse learner's interest about what to expect in the new content.
- It could be answered in one lesson, or gradually over a period as the unit progresses.

Use an appropriate method such as small groups or pairs, provide learners with the introductory activity from the learner's book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs refer to laws in business operations and the role of standards in business and answer the questions that follow; analyze the scenario and answer the questions that follow.

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work, especially the presentation.

Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses.

You can support learner's answers by referring to possible answers to the introductory activity below:

Questions:

- a) Has such a situation ever happened to you? When and what happened?
- b) What mistake did Sam do?
- c) Assume you were the one in such a situation, what would you do?
- d) What advice would you give to Sam and the businessperson?
- e) What lessons do you learn from the above situation?

Expected answers

- a) Yes, learners will give different views about their experience.
- b) Sam did not sign a contract.
- c) Learners will suggest their views like taking the businessperson to courts of law.
- d) Always make contracts to avoid making losses or be taken courts of law.
- e) In business it is important to make written contracts and can be enforced by law.

2.4 List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning and Forms of Business contracts	Explain the meaning of a contract	1
2	Parties to a contract	- Analyze parties to a contract - Describe the elements of a valid contract	1
3	Importance of business contracts	- Explain the importance of contracts in business - Analyze the importance of contracts in business activities	2
4	Designing a contract sample	Design a valid contract of their individual business activities.	1
5	Termination of contract	Describe ways of terminating a contract	1
6	Skills lab	To be able to analyze the elements of a valid contract and draft valid contracts used in business operations.	2
7	End Unit assessment and Remediation		1

LESSON 1: Meaning and Forms of Business contracts

a) Learning objectives:

- Explain the meaning of a contract.
- Explain different forms of contracts

b) Teaching aids:

Basic materials for a class/ lesson to be conducted such as Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

c) Possible methods

pair share; small group discussion, brainstorm, research in the library, research on the internet

d) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know about contracts and forms of contracts. Student teachers write under (K-what I know; W-What I want to know) about forms of contracts. Briefly discuss what is written under each section with learners.

Activity 2.1 learner's book

Possible responses to the activity 2.1

Note: These responses may be shared by the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation.

- a) Agreement, contract, business contract, guidelines of sale.
- b) Yes, Ishimwe is right to have the agreement before supplying the beans.
This is because:
 - It helps set the terms of sale.
 - Clarifies period of supply.
 - Clarifies amount and means of payment.
 - Clarifies quantity of beans to supply and when.
 - Avoid some conflicts/disagreements that may rise later etc.
- c) The agreement may be made in written form because it provides written proof of the agreement between the two especially for reference in future. But it can also be done orally if there is a witness.
- d) A contract is an agreement between two people.
 - A contract is a promise to do something for another person, it can be a written or oral agreement;
 - A contract is a voluntary arrangement between two or more parties that is enforceable by law as a binding legal agreement. A business contract is a legally binding agreement between two or more persons/businesses to perform an agreed business transaction; a business contract is a legally binding agreement between two or more persons or entities.

APPLICATION ACTIVITY 2.1

Possible answers:

- a) **Contracts include:** ii) and v
- b) **Non contracts include:** i, iii, iv,vi
- c) **Business contracts:** i, ii and v

LESSON 2: VALID CONTRACT

a) Learning objectives:

- Analyze parties to a contract
- Describe the elements of a valid contract

b) Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

c) Prerequisites/Revision/Introduction

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about parties to a contract. Student teachers write under (K-what I know; W-What I want to know) about the three parties to a contract. Briefly discuss what is written under each section with student teachers.

Possible responses to activity 2.2

- 1) a) Yes, it is a contract. Reasons being there is an agreement between two people Muhire and Umugwaneza; Muhire is promising to sell a car to Umugwaneza in return for money;
- b) Elements of the written contract above are:

- Details of the parties to the contract (Muhire and Umugwaneza)
- Duration or period of the contract (30 days)
- A description of the car (car Benz 2000, C-Class, a 4-seater, black in color, year of make 2007, VIN is 0984536222TG, and the odometer reads 102345)
- Payment details and dates (price of 2.000.000Rfw payable in two equal installments not more than 30 days after signing the contract)
- Key dates and milestones (year of make 2007, 14/Feb/2018)
- Guarantee provisions (Car sold "AS IS". Seller makes no warranties about the condition of the car).
- Termination conditions (two equal installments not more than 30 days of sale).
- The car is sold "AS IS". Seller makes no warranties about the condition of the car.
- Special conditions (Seller will provide the buyer with the vehicle's logbook and any other required documents, inspection report, etc. after completion of payment).
- Witness (Mugunga) etc.

c) Yes, it is valid. Elements in the sample contract include:

- Intention to be bound by the contract: The two parties intend their agreement to be legal
- Offer and acceptance: There is a lawful offer of a car and money
- Consideration/price: the price is 2.000.000Frw for the car
- Capacity of the parties: The parties to the contract must have contractual capacity for the contract to be valid, i.e. should be sober, above 18years, not bankrupt, not insane, properly registered
- Free Consent: Parties to the contract must agree freely without any of the parties being forced to accept or enter the contract
- Legality/lawful object: The car is legal
- Possibility of performance: If the contract is impossible either physically or legally, then such contract is not valid and cannot be enforced by law
- Certainty: The terms of the contract must be clear and understandable for a contract to be valid. If the terms are vague or ambiguous, where even the court may be able to tell what the parties agreed, then it will be declared invalid.

- 2) **Offeror/promisor** is the one who makes an offer. It can be accepted or rejected.

Offeree/promisee is the one to whom an offer is made.

Witness is a person who sees an event happening.

- 3) It is an invalid contract because Kamaliza son is underage (16 years old)

Possible answers to application activity 2.2

For a contract to be valid and therefore enforceable by law, it must have the following elements:

- **Intention to be bound by the contract:** the two parties should have intended that their agreement be legal. Domestic agreements between husband and wife are not taken as valid.
- **Offer and acceptance:** there must be an offer and the two parties must lawfully come to acceptance leading to a valid contract. Until an offer is accepted, it's not a valid contract.
- **Consideration/price:** this is the price agreed upon by the parties to the contract and paid by one party for the benefit received or promise of the other parties. For others elements, please refer to the learner's book.
- Learners will give different views such as conflicts, misunderstanding, incur losses among others. Make a conclusion by emphasizing to the learners that whenever they are to make a contract, they should put into consideration the elements of a valid contract.

LESSON 3: Importance of business contracts

a) Learning objectives:

- Explain the importance of contracts in business
- Analyze the importance of contracts in business activities

b) Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners' books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

c) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess the importance of business contracts. Briefly discuss what is written under each section with learners.

Possible answers to activity 2.4

- It is essential to prepare the business contracts
- Contracts reduce business risks by compelling business partners to perform what they have agreed to as per contract.
- Business contracts specify terms and conditions of business transactions including price, quantities, quality, date of delivery, etc. which avoids misunderstandings.
- Contracts help entrepreneurs to get the goods on credit because the suppliers are aware that the entrepreneur is bound by contract and therefore will make an effort to pay the agreed amount.
- Written contracts are important because it is easy to forget the details you have agreed upon verbally and therefore provide a permanent record.
- Contracts may be used by entrepreneurs to convince bankers that the entrepreneur has a business that will generate income to obtain loans.

Application activity 2.3

Learners will demonstrate the importance of business contracts to the school business club.

LESSON 4: Designing a contract sample

a) Learning objectives:

Design a valid contract of their individual business activities.

b) Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

c) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning in designing contracts for businesses. Briefly discuss what is written under each section with learners.

Possible answers to activity 2.4

Learners will prepare a sample contract for their school business club with suppliers using the examples given in the learner’s book.

Application activity 2.4

An example of rental contract

MONTHLY RENTAL AGREEMENT

This rental agreement, dated -----, Is between unit located at:-----tenant, and-----landlord, for the rental unit located at:-----.

Under this rental agreement, the tenant agrees to rent the above-mentioned residence on a month to month basis, with a monthly rental amount offrws. The monthly rent will be due and payable on the -----day of each month, starting on the first day of -----of-----. A damage deposit is required at the time of signing this rental agreement. The deposit will be paid on the bank account of BPR 000111231. This amount will be returned to the tenant if the rental unit at the date of return is clean and in good conditions. The tenant or the landlord may terminate this contract with a 2 weeks’ notice to either party.

The tenant acknowledges reading and understanding this agreement. The tenant’s signature indicates acceptance of all terms and conditions of this rental agreement.

-----landlord -----date

.....tenant.....date.

LESSON 5: Termination/discharge of business contracts.

a) Learning objectives:

Describe ways of terminating a contract.

b) Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

c) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in what may lead to termination of contracts. Briefly discuss what is written under each section with learners.

Possible answers to activity 2.5

Answers may include the following:

To terminate a contract means to end the contract. Contract may be terminated under the following circumstances:

- **By performance:** If the contract is performed and fulfilled as expected under the terms and conditions of the contract and both parties are satisfied, the contract may be terminated.
- **By agreement:** The parties to the contract may freely agree to end the contract if both consent to end the contract. Other answers, refer to the learners book “ termination of business contracts”.

Application Activity 2.5

Possible answers

- 1) a) - Being supplied with goods without making a contract
 - selling goods on credit without taking records.
- b) Consequences of Musoni's actions may include;
 - Forgetting the people, he sold to goods on credit
 - Not getting the right goods he asked for.
 - Incurring losses if he his not supplied with what he paid for.
- c) The advice I would give to Musoni to avoid the consequences are;
 - He should record all the business transactions such as recording the creditors
 - To make a contract when he needs to be supplied with goods
- d) Reasons that may cause Musoni to terminate the contract with the construction company
 - If they don't build the way he requested them.
- 2) a) The contract was a valid one because it is a unilateral. Reason: Mupenzi made an offer and another person accepted it
- b) I don't think Mupenzi is right because he made an offer to whoever finds his dog.
- c) To take him to courts of law with proof that Mupenzi offered 10,000.

Skills Lab 2

Learning aids: unit content on contracts, examples of contracts, charts, markers,

Build:

- 1) Guide learners to explain the term contract and why it is important for parties to enter into a valid contract. What forms of contracts do you know?
- 2) Emphasize, the importance of contracts for an entrepreneur while doing business.

- 3) Share learning objective: In this skills lab, you are going to create real contracts for your business club, that will enable different stakeholders to make legal transactions with the club.

Expected answers

A contract is a legal binding agreement between two or more parties. For example, employment contract between an employee and employer.

Practice:

- Learners in their groups design contract templates to be used in the school business club when dealing with; (a) suppliers (b) customers, (c) employees of the club (d) club members.
- Learners can use unit content they covered or examples of other written contracts and tailor them to their business club.

Present:

- Use Gallery walk and learners move around the class and observe the works of their peers.
- Guide learners in their groups as they present different templates of the business contracts.
- Ask them to explain why particular components exist on the template they have created.

Conclusion:

Emphasize that business club/entrepreneurs should always make a contract with their suppliers/ employees to avoid misunderstandings and conflicts. That they should always make their dealings official and work with their patron or school authority and that irrespective of gender, all need to respect contractual business obligations.

Ask the club leaders to type the contract templates following the feedback, include the club logo and present them to the club meeting for feedback, after incorporation of the feedback they may be user ready.

Portfolio assignment is in the learners' book to be done by learners individually and their results are kept in the learners portfolio records.

N.B

The teacher emphasizes that for any club dealing, the club leadership must respect school norms and regulations. Learners must always provide progress

reports to school patron and administration and to avoid issues and conflicts, they must respect club constitution. Thus, make sure the club has a constitution since it reduces conflicts and disputes. Learners must always respect contractual obligations.

Unit 2 summary

A contract is a legal binding between two or more parties that can be enforced by law.

Written contracts may consist of a standard form of agreement or a letter confirming the agreement.

Oral / Verbal agreements rely on the good faith of all parties and can be difficult to prove.

Offeror /promisor is the one who makes an offer. It can be accepted or rejected.

Offeree /promisee is the one to whom an offer is made.

Witness is a person who sees an event happening.

End of Unit 2 assessment

The teacher guides learners in their group as they present.

Expected **Answers:**

- 1) Elements identified above in the contract; Intention to be bound by the contract, free Consent, Offer and acceptance, Legality/lawful object, Consideration/price, Possibility of performance, Capacity of the parties, Certainty.
- 2) No there wasn't a valid contract since the parties in the contract didn't write anything formal when dealing together.
- 3) Advise to give shine business club
 - They should always put in writing any business dealings and keep the documents used.
 - They should also have witnesses during the business dealings.
- 4) How they would approach the situation?
 - They can have a mediator (convince school administrator to intervene or use their patron)
 - Approach witnesses.

Expected answers for question 2;

- a) Yes, there is a valid contract
- b) Referring to the elements of a valid contract, support your response
 - Check for the elements of a valid contract and how they have been supported from the example, such as: Intention to be bound by the contract, free Consent, Offer and acceptance, Legality/lawful object , Consideration/price, Possibility of performance , Capacity of the parties, Certainty.
- c) a written contract.
- d) Check for causes such as: By performance, by frustration, by agreement, by convenience, by destruction of the subject matter, due to a breach, by operation of the law.

Expected answers for question 3;

- a) Property owner denying the rent paid by Ntwali
 - Ntwali not asking for a written contract with the property owner
- b) Advise Ntwali on how he can resolve the conflict with the property owner
 - Ask for a written contract with the property owner.
 - Record any money that he pays to the property owner.
 - Report the property owner to authorities.
- c) What are the disadvantages of the form of contract between Ntwali and the property owner?
 - It is easy for one to forget the details of the contract.

Additional information

For a contract to be legally binding it must contain four essential elements:

An offer, an acceptance, an intention to create a legal relationship consideration (usually money).

However, it may still be considered invalid if it:

- Entices someone to commit a crime or is illegal.
- Is entered by someone that lacks capacity, such as a minor or bankrupt,...
- Was agreed through misleading or deceptive conduct, duress, unconscionable conduct or undue influence.

General terms and structure of an agreement

There is no specific format that a contract must follow. Generally, it will include some terms; either expressed or implied, that will form the basis of the agreement. These terms may outline contract conditions or contract warranties.

Contract conditions are fundamental to the agreement. If the contract conditions are not met it is possible to terminate the contract and seek compensation or damages.

Contract warranties are less important terms and not fundamental to the agreement. You cannot terminate a contract if the warranties are not fulfilled, however, you may be able to seek compensation for any losses incurred.

When negotiating the contract terms make sure the conditions of the contract are clearly defined and agreed to by all parties.

Contracts may follow a structure that can include, but are not limited to, the following items:

- Details of the parties to the contract, including any sub-contracting arrangements
- Duration or period of the contract.
- Definitions of key terms used within the contract
- A description of the goods and/or services that your business will receive or provide, including key deliverables
- Payment details and dates, including whether interest will be applied to late payments
- Key dates and milestones
- Required insurance and indemnity provisions
- Guarantee provisions, including director's guarantees
- Damages or penalty provisions
- Renegotiation or renewal options
- Complaints and dispute resolution process
- Termination conditions
- Special conditions

Additional activities

- 1) You have been approached by a person who wants to buy your land located in Kigali.
- a) Prepare the terms and conditions that should be included in the contract of sale.

b) What is the importance of making contracts to an entrepreneur?

Extension activities:

- 1) You are in the middle of the school term and one of your friends has used up all her books. She wants you to give her some books and says she will give them back to you.
 - a) With your knowledge of contracts, design a simple contract between the two of you.
 - b) In reference to the contract designed in a) above:
 - i) Do you think your contract has all the necessary elements? If yes, name them
 - ii) Do you think your contract is valid? If yes, name the essential elements of your valid contract.

3.0 Key Unit Competence

To be able to analyze the role of tax towards economic development of a country and pay taxes.

3.1. Unit Prerequisite

Learners were introduced to Unit 5(S2): Taxes in Rwanda where the meaning of concepts like Taxes, Taxation, Tax avoidance and Tax evasion; Sources of taxes; Rights and obligations of taxpayers; The taxes paid in Rwanda; Conditions, Documents and advantages of subscribing to the tax system were introduced. This prior knowledge, skills or competences should help them be able to justify the need for taxes in the economy.

3.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Gender education: Emphasis throughout this unit has to be put on how both male and female have the same opportunities when it comes to identify, examine and justify the need of taxes for economy. There are no taxes specifically reserved or meant for a particular gender but they can all choose whatever business from legal form and pay taxes accordingly.

Inclusive education: In addition to all having equal opportunities to identify, examine and justify the need of taxes for economy, emphasis has to be put on how we all regardless of our background, economic or social setup, learners need to understand that tax compliance should not discriminate but promote inclusiveness of all etc.

Financial education: You need to emphasize to students the need to manage properly their business revenues and any other monetary issues. This will help them to be financially fit in order to meet their tax obligation as nearly future business generators.

Note: Refer to other cross-cutting issues as identified in the curriculum framework.

UNIT 3

TAXES IN BUSINESS

3.3 Guidance to Introductory activity.

Follow the guidance about the introductory activity:

- Learners in small groups, pairs or individual read and analyze the case study and identify the major changes expected by people especially business people on June 15, every year.
- What makes the business people so anxious to know the changes, why it is important for businesses to pay taxes to the government, how an entrepreneur, government and society benefit from taxes, and the meaning of at least two types of taxes in Rwanda.
- During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.
- Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
- Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. Guide them to take notes in their books referring to learners' book.

You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity (case study)

Note: These responses may be shared or not with the learners. They are specifically to guide you while harmonizing learners' responses during presentation.

- a) The major changes expected business people and others on 15th June every year are the change in national budget, tax reforms and new taxes

- introduced.
- b) Business people are anxious because the above decisions may have an impact on their business when they do not comply with, especially tax reforms and new taxes introduced.
 - c) It is important for business to pay taxes because government gets revenue for infrastructure development, which is more needed by business for smooth running of business activities.
 - d) From the passage, how do the following benefit from taxes?
 - i) **Entrepreneur:** From taxes paid entrepreneurs, get infrastructures like road we travel on are safe and well-maintained, funds public libraries, parks etc.
 - ii) **Government:** From taxes paid government gets revenue to pay for public expenditures. Examples: workers (salary), support common resources such as police, firefighters etc.
 - iii) **Society:** From the tax paid, society gets infrastructure like schools, hospitals, protected against harmful products/services etc.
 - e) Taxpayers in Rwanda pay taxes like Pay-As-You-Earn tax, VAT, sales tax, fixed/property tax, etc. (refer to the learner's book for further explanation)
 - f) People who do not pay taxes face penalties, such as fines, closure of the business or going to jail.
 - g) Tax is the compulsory amount of money paid to the government without compensation to finance government expenditures whereas taxation is a system of raising money or revenue by the government from individuals/businesses and companies by law through taxes.

3.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Tax and bussiness Tax	<ul style="list-style-type: none"> - Explain the concept of tax and business tax - Distinguish tax evasion from tax avoidance. - Describe the characteristics of a good tax system 	1

2	Importance of paying taxes	<ul style="list-style-type: none"> - Explain the importance of tax in a country - Appreciate the importance of paying taxes to the country 	1
3	Calculation of Pay As You Earn and Value Added Tax	Compute various tax payments levied on their businesses	2
4	Penalties of not paying taxes	<ul style="list-style-type: none"> - Identify instances through which a taxpayer may undergo various penalties. - Analyze the penalties of defaulting taxes - Comply with the tax system in the country 	1
	Skills lab 3	To be able to analyze the role of tax towards economic development of a country and pay taxes	2
	End Unit assessment and Remediation	To be able to analyze the role of tax towards economic development of a country and pay taxes.	1

LESSON 1: Tax and bussiness Tax

a) Learning objectives:

- Explain the concept of tax and business tax
- Distinguish tax evasion from tax avoidance.
- Describe the characteristics of a good tax system

b) Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet etc.

c) Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb,

concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Activity 3.1 Learners' book

Learners analyze the questions and using their knowledge of entrepreneurship obtained in O 'level and research made from internet or libraries explain the meaning of tax and business tax, identify any 5 things they normally heard people complaining about taxes, and mention any five things they would put into consideration if they are the ones determining or imposing taxes to people or businesses. This activity may be given as a research question or homework.

Possible answers to Activity 3.1, refer learner's book

- 1)
 - a) Tax is the compulsory amount of money paid to the government without compensation to finance government expenditures.
 - b) Taxation is the process of collecting and managing taxes from the community/people.
- 2) Five things that most people complain about the tax (people used to think but seems not to be true about taxes):
 - Tariff/tax rate (complaining that is high).
 - Time to pay tax (complaining that should be extended).
 - Tax bases (saying that should be increased for ex. from 30,000Frw to 50,000Frw should be exempted).
 - VAT(Value Added Tax) (especially to those traders who do not issue Electronic Billing Machine bills.(EBM bills)
 - Certain taxes like fixed and rental taxes (saying those things are theirs and therefore should not assessed taxes) etc.
- 3) If I was the one to determine/impose taxes, I would put in place the following:
 - Making regular mobilization and sensitization about taxes.
 - Fixing time for declaration and payment of taxes.
 - Explaining to people the importance of tax so that they reduce tax evasion and avoidance.
 - Explaining the rights and obligations of taxpayers.
 - Put in place fines and penalties for those who fail to be tax compliant.

Application activity 3.1 Learner's book

Learners analyze and discuss about the questions either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 3.1, refer learner's book

Principles of taxation are rules and regulations that should be observed in the tax assessment, collection and administration. These rules are very important since, they guide both taxpayers and tax-collectors in taxation system.

Each principle is important because each one specifies what to do and when to do it both for tax-payers (people/business people) and tax-collectors (RRA). From the list of principles of taxation, none is more important compared to others. All of them are important and complement because everyone states what/how to do and when to do it.

Refer to learner's book

Refer to learner's book

LESSON 2: Importance of paying taxes

a) Learning objectives:

- To explain the importance of taxes in the country.
- To appreciate the importance of paying taxes to the country.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, interview with revenue authority officials, research in the library, research on the internet, etc.

b) Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives are linked to the key unit competence.

Activity 3.2 learners' book

Learners briefly identify reasons why business enterprises need to pay taxes to the government, brainstorm on how businesses or entrepreneurs benefit from paying taxes, explain how their society benefit from paying taxes using examples to support their views. Correct any homework or assignment from the previous lesson. Help learners to link the previous lesson to the current lesson. This activity may be given as a research question or homework.

Make a follow up as learners do the activity. Ensure everyone is actively participating and the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given the same opportunities to present their findings.

Harmonize their findings or answers, and help them to draw conclusions/summary to identify reasons why business enterprises need to pay taxes to the government, brainstorm on how businesses or entrepreneurs benefit from paying taxes, using examples explain how their society benefit from paying taxes to support their views. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 3.2

- 1) People and business need to pay taxes to support government and allow it to afford public interests like police, military, build and maintain infrastructure etc.
- 2) As an entrepreneur or referring to the activities of entrepreneurs in my community, business or entrepreneurs benefit infrastructure like buildings, construction of roads etc.
- 3) In general society benefits from paying taxes thereby enjoying infrastructure, security, education and medical services not only this but also society benefits from government in many programs such as VUP (Vision 2020 Umurenge Program), Gira Inka Munyarwanda, Ubudehe.

Application activity 3.2

Learners analyze the questions either in groups or in pairs to explain how their society benefit from taxes; and describe what would happen in the country if taxes were not paid. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 3.2

- 1) In our community, society benefits from taxes like enjoying infrastructure development, security among others
 - There is a reduced rate of poverty among the community due to a significantly equal distribution of income through various activities and projects set by the government.
 - Improved wellbeing among the vulnerable and elderly as they benefit from the different government programs financed through taxes.
 - Reduced infant mortality rates and increased life expectancy due to improved access to health facilities and services.
 - Increase in the percentage of the population that completes secondary and TVET education, reducing the literacy levels, improving on the peoples' skills through programs such as 12YBE.
 - Increased community/social solidarity, general happiness, life satisfaction, and a significant more trust among the community members and for public institutions.
 - Taxes are imposed on undesirable products to discourage their usage hence controlling over-exploitation of resources and protecting the environment which is vital for the existence of the society.
- 2) If taxes were not paid, businesses would fail to perform their activities because the government would be unable to finance its expenditures like roads, hospitals, building etc. which are essential for the smooth running of business activities.

LESSON 3: Taxes

a) Learning objective:

To compute various tax payments levied/imposed on their businesses.

b) Teaching aids

Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

c) Prerequisites/Revision/Introduction

Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on the importance of paying taxes, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 3.3 Learner's book

Using an appropriate method, learners in reference to businesses in their community, based on the exercise provided by the teacher brainstorm about the importance of knowing how to compute the amount of tax they are supposed to pay, and explain the meaning of PAYE tax and how it is calculated.

Make a follow up as learners do the activity. Ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think and understand the importance of paying taxes and how to compute them.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their calculations. Harmonize their findings or answers, and help them draw conclusions/summary on the calculations.

Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for activity 3.3

- 1) Yes, it is important for an entrepreneur to know how to compute the amount of tax to be paid, because this will help him/her to be aware of it in terms of the running expenses. Hence, help him/her to be tax compliant.

- 2) PAYE is the professional tax composed of wages, salaries, leave pay, sick pay, medical allowances, pension payment etc. Pay-As-You-Earn tax is computed as follows:

Monthly taxable income (Frw)	Tax rate
From To 0 30,000	0%
From To 30,001 100,000	20%
From To 100,001 Above	30%
Casual laborer	15%
Casual laborer not exceeding 30,000	0%

Application activity 3.3 Learner's book

Learners in groups calculate PAYE tax, VAT and price VAT excluded. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 3.3

Possible Solution:

a) The PAYE tax on each individual employee:

a) Muneza (MD) :

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	100,000	70,000	20%	$70,000 \times 20\% = 14,000$
100,001	250,000	150,000	30%	$150,000 \times 30\% = 45,000$
Total				59,000

b) Rugwiro(Director of finance) :

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	98,000	68,000	20%	$68,000 \times 20\% = 13,600$
Total				13,600

c) Kanyarwanda(Logistics officer) :

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	35,000	5,000	20%	$5,000 \times 20\% = 1,000$
Total				1,000

d) Since **Mugwaneza** earns less than 30000Frw she does not pay PAYE. Her total tax = $0 \times 29,500\text{Frw}$

b) Total **PAYE** for students' business club (SBC) every month = $(59,000 + 13,600 + 1,000)\text{Frw} = 73,600\text{Frw}$

2) a) The price VAT excluded = $\frac{\text{Price VAT included} \times 100}{118} = \frac{33,500\text{Frw} \times 100}{118} = 28,389,83\text{Frw}$

b) VAT paid = $\frac{\text{Price VAT included} \times 18}{118} = \frac{33,500\text{Frw} \times 18}{118} = 5,110.17\text{Frw}$

LESSON 4: Penalties of not paying taxes

a) Learning objectives:

- Identify instances through which a taxpayer may undergo various penalties
- Analyze the penalties of defaulting taxes

- Comply with the tax system in the country

b) Teaching resources

Basic materials for a class/ lesson to be conducted: textbooks, learner's notebooks, internet, newspapers and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you to see the skills, knowledge and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives are linked to the key unit competence.

Lead a review of the previous lesson on calculation of PAYE and VAT taxes, handle any homework or assignments and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 3.4 Learner's book

Give instructions to the learning activity, learners in small groups or pairs identify instances through which a taxpayer may undergo various penalties, and discuss what may happen to an entrepreneur if he/she does not comply with the tax obligations.

Monitor group activities to ensure everyone is actively participating and that instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their choice.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on instances through which a taxpayer may undergo various penalties, and what may happen to an entrepreneur if he/she does not comply with the tax obligations. Guide them to make notes in reference to their learner's book.

Possible answers for activity 3.4

- 1) The following are instances through which a taxpayer may undergo various penalties:

- a) Not paying taxes
 - b) In case of late tax payments
 - c) For not withholding tax
 - d) Tax fraud
- 2) If an entrepreneur fails to meet tax compliance, he/she will be fined and penalized.

Application activity 3.4 Learner's book

Learners can be given an activity to discuss why RRA charges fines and penalties, and what will happen if tax payers don't pay both taxes assessed and fines/penalties. Give clear instructions and ensure a balance in the groups. Learners are to give a report of their findings. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Possible solutions to the application activity 3.4

- 1) RRA charges fines and penalties from taxpayers who are not tax compliant and it is for:
- a) Assuring the national security
 - b) Making business people be tax compliant;
 - c) Making business people be ordered in paying tax;
 - d) Sensitizing business people to revise /reread tax law.
- 2) If taxpayers fail to pay both taxes assessed and fines/penalties, government will lack the revenue for financing its public expenditures, offences (ex-road, not paying trading license, not registering for VAT, not issuing EBM bill etc.) would increase, and in general businesses would operate in chaos and disorderly manner.

Skills lab 3

Guidance on skills lab activity:

1) Build

Through brainstorming, the learners answer the following questions;

- 1) What do you understand by tax and taxation?
- 2) What are the benefits of paying taxes to entrepreneurs in your country?

3) Practice: DEBATE

Instructions

Inform learners that in their groups they are going to have a debate with:

- 1st team (group 1) becomes the judge. The judging criteria will be based on five rules where each team has to have five strong points of what they are debating whether proposing or opposing.
- 2nd team (group 2): propose/ support the motion; 'Taxes are more of a cost to an entrepreneur than a benefit'
- 3rd team (group 3): opposes the motion for team two. (taxes are more of a benefit than a cost to an entrepreneur)
- 4th team (group 4); Propose the motion: "Tax evasion is a shortcut to business growth"
- 5th team (group 5): Opposes motion for team four. (Tax evasion is not a shortcut to business growth)
- Each team will have 10 minutes to prepare or discuss points for the motion of the debate they will present (**Maximum:** 5 minutes each).

2) Present

Let the debate begin with group 2 and group 3 first for 10 minutes each group with 5 minutes.

After groups 2 and 3 presenting, have group 4 and 5 also support their motions for 10 minutes each group with 5 minutes. Allow 5 minutes to other groups to ask questions for clarification or supplement other teams as well.

After all groups have debated, give feedback and ask the group to post their points on the Present Boards (post the assessment results from the judging team)

3) Conclusion:

Conclude the lab by linking the importance of paying tax to business activities (make necessary clarification of the judging team's comments). Emphasize that as entrepreneurs to be, they must be responsible taxpayers and should be able to calculate different taxes applicable to their business activities; as you emphasize the importance of paying taxes on the side of entrepreneurs.

Also, remind learners that not paying taxes may have diverse consequences to the business such as:

- Being fined for not paying taxes

- Closure of business activities
- Lack of trust by the public
- Not being able to compete for tenders

Note: Give question number 2 of the skills lab 3 (in learner's book) as individual work and keep it as learner's portfolio record.

Possible answers:

The business has to calculate PAYE tax as follows:

KALISA

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	35,000	5,000	20%	$5,000 \times 20\% = 1,000$
Total				1,000

KALIZA

From (Frw)	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	40,000	10,000	20%	$10,000 \times 20\% = 2,000$
Total				2,000

Since **BERWA** earns less than 20,000Frw she does not pay PAYE. Her total tax = 0 ($2,000 \times 0\%$)

Total **PAYE** for students' business club (SBC) every month = **(1,000+2,000)**
Frw = **3,00Frw**

- **The business has to calculate VAT as follows:**

$$\text{VAT (output)} = \frac{300,000 \text{Frw} \times 18}{100} = 54,000 \text{Frw}$$

$$\text{VAT refund} = \text{out VAT} - \text{input VAT} = 54,000 \text{Frw} - 34,000 \text{Frw} = 20,000 \text{Frw}$$

a) Total amount of tax that the business club has to pay to RRA

$$= \text{Total PAYE} + \text{VAT refund} = 2,000 \text{Frw} + 20,000 \text{Frw} = \mathbf{22,000 \text{Frw}}$$

- b) The business can pay taxes using mobile money, physical delivery of cash banking system.

Unit 3 Summary

Tax is a fee without direct exchange requested to the members of the community by the State according to the law, to financially support the execution of the government tasks.

Business tax refers to compulsory and non-refundable payments made by the business to the government or local authority to raise revenue to the government or local authority.

Taxation is a system of raising money or revenue by the government from individuals/businesses and companies by law through taxes.

Tax avoidance is a situation where a business person does not pay tax because s/he has avoided the product or activity on which the tax is imposed. Tax avoidance is legal / it is allowed.

Tax evasion is the illegal practice of not paying taxes, by not reporting income, reporting expenses not legally allowed, or by not paying taxes owed.

A good tax system should consist of taxes which conform to the canons of taxation such as:

- a) Canon of convenience
- b) Canon of simplicity
- c) Canon of certainty
- d) Canon of economy
- e) Canon of elasticity
- f) Canon of productivity
- g) Canon of equity
- h) Canon of diversity

Payment of taxes is of great importance to government, entrepreneurs, and the society as a whole.

The PAYE tax is computed as follows:

Monthly taxable income (Frw)		Tax rate
From	To	0%
0	30,000	
From	To	20%
30,001	100,000	
From	To	30%
100,001	Above	
Casual laborer		15%
Casual laborer not exceeding 30,000		0%

And the VAT standard rate is fixed at 18%.

Penalties of not paying taxes include but are not limited to imprisonment, jail, closure of the business, bar from public tenders, and exposure in the media.

Additional Information

- In defining tax, “**Business tax** refers to compulsory and non-refundable payments made by the business to the government or local authority to raise revenue to the government or local authority”. Be clear in explaining and indicate characteristics of tax:

Tax is compulsory: as long as you do an activity or possess something on which the tax is imposed, then you have to pay taxes.

Tax is only imposed by government: only the central or regional government can collect taxes and fees. Rwanda Revenue Authority (RRA) is responsible for collecting taxes in Rwanda. Individuals, Companies, NGOs and other entities cannot impose taxes on anything.

Taxes are called a **non-quis pro-quo** payment which means that after you have paid tax, there is no direct payment or contributions to government services (A taxpayer may receive more or less services than the taxes actually paid).

- Remember **the main objective of RRA** (Rwanda Revenue Authority) which is “tax for growth and development”
- **Tax declaration** – companies: an annual tax declaration on income

should be filed with the RRA by 31 March of the following tax year. The tax declaration should include financial statements and any other documents that may be requested by the RRA.

- **Tax declaration** – individuals must also file their annual tax declaration by 31 March of the following year, except in the cases listed below:

A non-resident person who has no income accruing in or derived from Rwanda during the year:

- A non-resident person who suffers a final withholding tax on income derived in Rwanda;
- A resident employee whose only income is employment income and on whose behalf an employer has furnished a return; and
- A resident individual who receives investment income that is subject to withholding tax.

Notice of assessment

The Commissioner General may raise a notice of assessment on a taxpayer in the following instances:

- The taxpayer files their tax declaration on time but has not paid the tax on time;
- Following an RRA investigation or audit; or
- There are indications that the taxpayer may not settle their tax obligations.

Completing student's portfolio

At the end of this unit, the tutor comes back to K_W_L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:		
What I know	What I want to know	What I learned

NB: This exercise of completing student's portfolio will be done consistently after each unit.

End of unit 3 assessment

It is said that “tax is the free money to central or local authorities from taxpayers” do you agree with this statement. Justify your answer

No, taxes are not free money from taxpayers to government. According to the law, Taxes are fees without a direct exchange requested to the members of the community by the State to financially support the execution of the government tasks. Example: roads construction and maintenance, hospitals, security (army and police) etc.

- 1) Describe any four characteristics of a good taxation system
- 2) Characteristics of taxation (their discussion), refer to the student’s book
- 3) Tax is used by government to:
 - a) Support Entrepreneurs by providing infrastructure like roads to travel on, hospital, markets, security, government subsidies, legal advice, support from BDF etc
 - b) Support the community by sponsoring programs like VUP, Ubudehe, Gira Inka, support from BDF and enjoying infrastructure.
- 4) Fill the gap with missing appropriate word in the following:
 - a)**Tax fraud**..... ‘s punishment is the jail for a period between six (6) months and two (2) years; even the Minister’s order determines an award given to any person who denounces a taxpayer who engages in that act.
 - b)**Tax**.....is the compulsory and non-refundable payment made by the business to the Government or Local Authority so as to raise their revenues.
 - c)**Any goods or services listed under exemption** is the one that is exempted from VAT
 - d) The.....**casual laboror**..... means an employee or worker who performs unskilled labour activities, who does not use machinery or equipment requiring special skills, and engaged by an employer for an aggregate period not exceeding thirty (30) days during the tax period.

Additional Activities

Consolidation activity

- 1) Explain the moto /objective of Rwanda Revenue Authority

Possible answer:

The RRA is in charge of enforcing, assessing, collecting, and accounting for the various taxes imposed in Rwanda.

Remedial activities

- 1) Explain any two taxes paid in Rwanda.
- 2) What do you understand by subscription to tax system?
- 3) Discuss the importance of taxes to the economy.

Possible answers, refer to the learner's book

Extended activity

Ganza's firm has three employees with their respective monthly salary as follows:

- Karangwa gets 250,000Frw
 - Mrs. Kayitesi gets 80,000Frw
 - Kayiranga gets 25,000Frw
- a) Calculate the total amount of tax to be paid.
 - b) Discuss of VAT registered taxpayer

Solutions:

- Karangwa :

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$
30,001	100,000	70,000	20%	$70,000 \times 20\% = 14,000$
100,001	250,000	150,000	30%	$150,000 \times 30\% = 45,000$
Total				55,000

- Mrs Kayitesi:

From Frw	To (Frw)	Taxable income	Tax rate	Tax (Frw)
0	30,000	30,000	0%	$30,000 \times 0\% = 0$

30,001	80,000	50,000	20%	$50,000 \times 20\% = 10,000$
Total				10,000

- Since Kayiranga earns less than 30000Frw she does not pay PAYE. Her total tax $= (25,000 \times 0) = 0$ Frw

The total amount of tax to be paid by Kanyarwanda enterprise every month = $(55,000 + 10,000)$ Frw = **65,000Frw**

a) Obligations of a VAT registered taxpayer:

Articles 57-63 specify the rights and obligations of a VAT registered taxpayer and include the following:

- 1) Must clearly display the VAT registration certificate in plain view at the entrance of his place of business for his client to see.
- 2) Must issue a VAT invoice to his customers every time they purchase goods or services from him.
- 3) Must file a monthly or quarterly VAT return on the appropriate form .
- 4) Must be available at all times to receive VAT officers and to make available to the officer books of accounts ascertaining to the business.
- 5) Must use an Electronic Billing Machine in invoice issuing.

UNIT 4

TECHNOLOGY IN BUSINESSES

Key Unit Competence: To be aware of how new technologies can affect business activities.

4.1. Unit Prerequisite

Learners were introduced to the modes of electronic payment in ordinary level and to technology used in day to day business activities. All this prior knowledge, skills, attitudes and values should enable learners to justify the role of technology in business operations.

4.2. Cross-cutting issues to be addressed

The examples below are some of the cross cutting issues to be addressed throughout the unit. Learners should discuss technology relating to businesses in the local environment or community.

Gender education: In this unit, both males and females must be put into consideration. Learners should know that regardless of gender, technology is vital and has to be used in the business operations. They can use any type of technology, tools of ICT that is appropriate for their businesses.

Environment and sustainability: All technology chosen should be sustainable and should try as much to protect the environment. Learners should be able to make decisions on the type of technology, taking into consideration the environment, and how sustainable technology is. The technology chosen should not focus only on the profitability of the company, but also look at its effects on the natural, social and economic environment.

Inclusive education: There should be no discrimination based on gender, disability, race or background, economic or social setup when it comes to the use modern of technology.

Peace and values education: Living in peace and harmony with others should be emphasized to the learners needs. Learners should appreciate that

the introduction of technology has done more good than harm in business operations today. When technology is used properly with care it can help people live peacefully.

Financial education: You need to emphasize to students the need to manage properly their finances when it comes to buying different types of technology to be used in business. They should buy what is needed and appropriately use different types of technology.

Refer to other cross cutting issues as identified in the curriculum framework.

4.3. Introductory activity,

Follow the guidance about the introductory activity.

This introductory activity is intended to:

- Attract the learner's attention on the various production techniques used in business.
- To help the teacher assess the learner's prior knowledge, skills, attitudes and values on the importance of technology in business.

The teacher asks learners to form groups or pairs. Then the learners are provided with the introductory activity with clear instructions. Learners will make an analysis on the photos provided in groups or pairs. Ensure everyone is following and actively participating.

They will try to give possible answers as the facilitator moves around to monitor where necessary.

Learners present their findings, responses or answers through an appropriate method such pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage to be active listeners when a group or a pair is presenting their work. Encourage learners to appreciate each other's work, especially the presentation. Appreciate the team's presentations and remind them that this activity is an introduction to the role of technology in business.

Possible answers to the introductory activity:

- a) Looking at the pictures 1, 2,3and4. The production technique used is capital- and labor-intensive technology.

The advantages of Capital-Intensive Technology include the following;

- commodities of high quality are produced.
- There is mass production.
- Exploitation of idle resources.
- Promotes development of skills.
- Reduces labor unrest for instance demonstrations and strikes.
- It saves time and increases labor productivity
- Increases a country's assets
- Promotes specialization leading to high profits for the entrepreneur.
- It is appropriate where labor is scarce and not applicable
- It promotes industrialization.

Disadvantages of capital-intensive technology.

- It is very expensive to buy machines.
- It leads to technological unemployment
- It widens the income inequality gap
- Costs are high
- It encourages rural- urban migration
- It is not helpful in the eradication of poverty
- It is inappropriate technique in some activities.

Advantages of labor-intensive production

- It generates more employment opportunities
- It reduces costs of production
- It helps to reduce rural-urban migration (RUM)
- It increases effective demand
- Monopoly control,
- Labor is more mobile than capital technology
- It does not require a lot of skills
- Labor can provide feedback and craftsmanship in the production process
- It encourages decentralization
- It minimizes the dependency on technology

Disadvantages of labor-intensive production

- It is relatively expensive in the long-term when compared to machinery

- Inferior quality products are produced
- Limited hours of work.
- It requires a lot of supervision
- Lack of uniformity in production
- Specialization is not promoted
- Managerial complexity arises.

b) Some learners may choose labor- and capital-intensive technology as suitable and will justify the above advantages.

4.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Types of technology in business	Explain the meaning of technology with examples from their communities Distinguish intermediate technology from capital intensive and labor intensive technologies	1
2	Characteristics / Features technology	Analyze the characteristics considered when choosing appropriate technology	1
3	Importance of Technology in business		1
4	Technological tools used in business	Identify the technological tools to come up with the importance of technology in business.	1
5	Skills lab 4	a) Carry out a research on the procedures of starting an e-commerce business. b) Design a plan on how to sell products of your business club online.	1
6	End Unit assessment and Remediation		1

LESSON 1: Types of technology in business

Learning objectives:

- To explain the meaning of technology with examples from their communities
- To identify different types of technology
- To distinguish capital, labor intensive and intermediate technology.

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you to see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about technology in business operations. Learners write under (K-what I know; W-What I want to know) about technology and the different types of technology. Briefly discuss what is written under each section with learners.

Activity 4.1 learner's book

Learners analyze the question and using their knowledge of entrepreneurship obtained in O 'level and research made from the internet or libraries. They choose the type of technology they want to use in their business and give reasons why?

Possible answers include;

1. Types of technology

a) Labor intensive technology

- It generates more employment opportunities
- It reduces costs of production
- It helps to reduce rural-urban migration (RUM)
- It increases effective demand
- Monopoly control etc.

Capital intensive technology;

- Commodities of high quality are produced.
- There is mass production.
- Exploitation of idle resources.
- Promotes development of skills.
- Reduces labor unrest /disturbance for instance demonstrations and strikes.
- It saves time and increases labor productivity

b) Technology means the use of knowledge, tools, techniques or specific methods to solve a problem or serve a purpose. Or can be defined as the body of knowledge devoted to creating tools, processing actions and extracting of materials.

2. Intermediate technology is one that fits into the level of development of the host country. It is neither too simple nor advanced. For instance, the use of ox-ploughs, solar cookers etc.

Capital-intensive technology is the production method/ technique where more machines are used than labor. It is also called labor saving technology because we save more labor to use machines. It is common in industries, factories, mining etc.

Labor intensive technology is the production method where more labor is used than machines.

Application activity 4.1

1) Possible answers for activity 4.1

- Commodities of high quality are produced, which compete favorably both in the domestic and international market.

- There is mass production, with the use of machines more output is produced which stimulates the rate of economic growth in a country.
- Utilization of idle resources is encouraged since it is efficient which increases the production of more goods and services.
- Promotes the development of skills; using machines requires highly skilled labor therefore encourages people to do research innovations and inventions.
- Reduces labor unrest for instance demonstrations and strikes. This increases production of more goods and services therefore it is easy to control machines than labor.
- It saves time and increases labor productivity because a worker who uses a machine will do his or her work in a shortest period of time and are less exhausted than using manual labor to perform a given task.
- Increases a country's assets which can be used as collateral security to acquire loans.
- Promotes specialization which leads to production of excess (surplus) at a low cost. The surplus is exported yielding foreign exchange earnings.

2)

- Technology makes work easy and enjoyable
- It makes uniformity in work
- It leads to quality production of goods and services
- It provides security for work which is confidential
- It facilitates in the movement of goods and people making work convenient and easy.

LESSON 2: Characteristics / Features of appropriate Technology

Learning objective: To analyze the characteristics when choosing appropriate technology.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning

objectives are linked to the key unit competence.

Learners briefly make a recap of the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 4.2 learners' book

Using an appropriate method, such as small groups or pairs learners may make research in the library or internet, group discussions about the appropriate technology. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and address any challenges/issues identified.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given the opportunity to share or present their findings.

Harmonize their findings or answers and help them draw conclusions/summary

Possible answers for Activity 4.2

- a) Labor intensive technology in the northern province
- b) Both capital and labor-intensive technology in the Eastern province
- c) Capital and labor-intensive technology in the southern province
- d) Capital-intensive technology in the western province

Application activity 4.2 in learners' book

Learners read and analyze the text either in groups or in pairs.

Depending on the purpose of the application activity, choose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

1) Technology of Production

Human activity area	Simple example	Complex example
Cultivation	Hoes, slashers	Tractors
Cloth making	Sewing machine	Electric sewing machines
Secretariat	typewriters	Computers
Transportation	Wooden carts	Cars, lorries
Milking	Own hands	Milking machines
Mining	Hoes,	Tractors, quarrying machines

a) Learners will choose the technology they want to use in their businesses, either simple or complex.

b) Those who choose simple may be because of the following reasons:

- Relatively cheaper compared to machines
- Easy to use
- Do not require a lot of skills to use them
- While those who will choose a complex may give the following reasons:
 - It's more efficient
 - Eases the work
 - Much faster compared to simple tools
 - Uniformity of work
 - Production in bulk etc.

c) The complex technology is more effective and increases productivity.

2) Guide learners to debate about the motion of "Technology has done more good than harm"

Give them enough time to express their views both the proposer side and opposer side. Make a conclusion showing how the use of technology in business plays a key role in its success. (You can look at the advantages mentioned above outweigh the disadvantages).

LESSON 3. Importance of Technology in Business.

Application Activity 4.3

Possible answers for activity 4.2.1 in learner's book

Technologies used in business may include the following:

Technology used	Department
Telephone, email, internet, fax, SMS, websites, blogs, social media (Twitter, Instagram, Facebook, LinkedIn, WhatsApp etc.)	Communication
Computers, time recorders, software, access control gadgets.	Management
Computers, calculators, money counting machines, Automated Teller Machine (ATM), computerized accounting software's, electronic safes,	Accounting
Cashless public transport system, cars, planes, motor bicycles, airline booking and reservations software.	Transport

LESSON 4. Technological Tools used in Business.

Learning objective:

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on characteristics considered when choosing appropriate technology for a business and importance of technology in business, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 4.4 learner's book

Using an appropriate method, learners in reference to their community, and looking at fully developed businesses will identify the technological tools.

- 1) Learners in pairs or small groups observe the pictures and explain the importance or uses of each machine, equipment or technology as used in business.
- 2) While learners are doing the activity, make sure everyone is working and actively participating.
- 3) Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
- 4) Make a conclusion. Guide them to make notes in their books referring to learner's book. Possible answers for activity 4.3 in learner's book.

Possible answers for application activity 4.3 in learner's book will depend to a school.

Picture 1: Email, is used for sending and receiving messages

Picture 2: Automated teller machines are used to deposit and withdraw cash using ATM cards.

Picture 3: Cashless public transport system (Tap and go), an electronic payment system used in public transport systems.

Picture 4: Electronic safe used to keep money for the business.

Picture 5: CCTV camera used for security.

Picture 6: Metal detectors used for security to detect dangerous metals.

Picture 7: Electronic Point of sale machine used to make electronic payments.

Picture 8: Bar coders track and store information about goods.

Picture 9: Electronic Point of sale terminal used to make electronic payments.

Application Activity 4.4 Learner's Book

- 1) Learners describe how new technologies affect business activities either in groups or in pairs.
- 2) Depending on the purpose of the application activity, choose an appropriate method to assess learners' findings, answers or responses.

Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for activity 4.4

- 1) Technology makes work easy and enjoyable
 - It makes uniformity in work
 - It leads to quality production of goods and services
 - It provides security in business operations
 - It facilitates the movement of goods and people making work quicker and easier.
- 2) Challenges of using such technologies in local and small-scale businesses in Rwanda;

Guide the learners to find challenges of using such technologies in small businesses.

- It's expensive to buy
- It needs qualified staff to use such technologies.
- Most of such technologies is found in urban centers, a big challenge to rural area businesses
- Some technologies are not appropriate

Skills Lab 4: Technology in Business

Objective: Be able to analyze business needs and identify appropriate technology to improve business club performance.

Build:

Through research and use of the prior knowledge Learners have on technology, ask them to respond to the following questions about technology as a think pair share activity.

- What technology is used in business?
- How does technology improve on business performance?

Students' teachers give possible answers e.g. technology makes it possible for businesses to operate efficiently and effectively with minimal manpower and helps to reduce the cost of doing business.

Technology helps in communication with customers and efficiency of operation.

Practice: Group activity

Learners discuss in groups and make research on different ways of using technology in business to improve organizational performance.

The learners are expected to come up with different ways how technology helps in running their Students Business Clubs or Back Home Businesses in each of the steps below.

The teacher guides the learners in their groups to analyze how technology is applied in the following processes of business operations.

- a. Business registration
- b. Production of Goods and services
- c. Packaging and branding
- d. Marketing
- e. Selling of the products and / services

Tutor moves around the groups guiding the discussions and supporting learners accordingly as they answer the given questions.

Guiding facts as per questions given:

- Online business registration
- Use of ICT tools in production of goods and services eg: computers in providing services
- Packaging materials produced and branding designed using technology
- Online marketing of goods and services,
- Production of marketing materials such as brochures, banners
- Selling products or services online,

Communicating to their customers.

Tutor guides the presentations through question and answer approach to insight more understanding in the learner.

Also give comments or feedback to the groups after every presentation.

Teams Presentations:

Each team presents summarized findings as from the questions. The learners write in their portfolio books during presentations as they complement each other and ask for clarifications from the teacher where necessary.

They post their presentations on the present board.

Conclusion:

The tutor notes that technology can be used in business in the production of services or goods, communicating to customers and marketing of their products. Technology can also be used to know the needs of their customers and this makes their work easier.

Student teachers take note and ask for clarifications where necessary.

The learners write portfolio assignment in their portfolio notebooks

Portfolio Assignment:

Each learner is required to look at the available ICT tools that are used in the school community and note/ write how they can be used in the Students Business Club for better performance in the product making.

End of unit summary

Technology means the use of knowledge, tools, techniques or specific methods to serve a purpose.

Capital intensive technology is a production method which uses more capital or machines than labor.

Labor intensive technology is the production method which uses more of labor units than machines.

Intermediate technology means using both labor and capital in almost equal proportions.

Appropriate technology is the type of technology which matches with the existing conditions in the host country.

Closed Circuit Television (CCTV) is a television system where signals are not publicly distributed but are monitored with a main purpose of security and surveillance.

Additional Information

Information technology communication can also be defined as the combination of all devices, systems and networking components to allow people interact in the digital world. It also refers to technologies that provide access to information through telecommunications. The internet is the most recognized piece of ICT today.

The use of ICT plays a significant role in the success of any business. These are additional benefits:

- Provides a voice to those who would not speak in groups
- Open discussions are being supported in the business organization with the use of ICT tools.
- Increases customer satisfaction
- Reduces staff costs
- Leads to access to markets and customers
- Increases efficiency and effectiveness
- It's a competitive edge

Technology transfer: is the movement of technology from one place/ country to another.

Merits of technology transfer

- It is a source of income since some technologies can be exported with this aim.
- It facilitates in the exploitation of resources by the recipient country.
- It promotes innovation and invention. People will be able to produce new or improve on the products.
- It increases on the production and efficiency since labor will be more productive.
- It leads to the society transformation be it culture or socially. Today many people have started using facebook or whatsapp and this has changed their way of socializing with others.
- It leads to the development of new skills.

End Unit 4 Assessment

1 a) The factors that may have made Mugiraneza decide to invest in modern technology:

- Increase the businesses' competitiveness
- Produce quality products and in large quantities.

b) Learners will give their arguments about employees taking industrial action.

- Those in support of the industrial action will raise that Mugiraneza did not handle the case very well. They will give their reasons.

- Those opposing the industrial action may raise that Mugiraneza informed them in advance and she also said that the company will train them.
- c) Learners will give their opinions showing how Mugiraneza did not handle the issue very well. Come up with a good conclusion advising them that in real life change is always a factor of life.

2i) Amazon, ebay, Jumia,

- ii) Guide the learners to discuss the advantages and disadvantages of e-commerce.

Those advantages are:

- Faster buying/selling procedure, as well as easy to find products.
- It is cheaper. Sellers and buyers reach each other without the physical movement of the buyers to the shop.
- Buying/selling is 24/7.
- More reach to customers, you can buy and sell from around the world.
- Virtual goods like music, electronic books can be delivered instantly.
- Low operational costs and better quality of services.
- No need of physical company set-ups.
- Easy to start and manage a business.
- Customers can easily select products from different providers.

The disadvantages include:

- Anyone, good or bad, can easily start a business. And there are many bad sites which eat up customers' money.
- It is costly in terms of delivery and ICT equipment.
- There is no guarantee of product quality.
- Mechanical failures can cause unpredictable effects on the total processes.
- As there is minimum chance of direct customer to company interactions, customer loyalty is always on a check.
- There are many hackers who look for opportunities, and thus an ecommerce site, service, payment gateways; all are always prone to attack.

Remedial activities;

Describe the problems associated with the transfer of technology in the developing countries?

- Shortage of capital: many developing countries fail to acquire technology due to lack of enough capital.
- Lack of skills: many people in developing countries do not have the required skills to run the machines.
- Some technologies are not appropriate because they might be developed for the developed countries. For instance, the robots
- The market size is small since many people in developing countries are poor. Therefore, some technologies might be manufactured for mass production in large markets like China.
- Restrictions by developed countries about certain technologies such as nuclear technology which is not allowed in the developing countries.
- Some technologies require raw materials that may not be available in the developing countries, so this may be an obstacle in transferring the technology.Etc.
- Political instability. In many developing countries their instabilities which affects the transfer of technology.
- The infrastructure of most developing countries is still underdeveloped or poor to use some technologies from the developed countries.

Extended activity;

‘The key to better performance is better management rather than more technology.’ Critically assess this view.

Learners are expected to show how better management is a key to better performance rather than more technology or vice versa.If Performance management system process is followed as indicated below, it will lead to better performance:

- Planning work and setting expectations.
- Continually monitoring performance
- Developing the capacity to perform
- Periodically rating performance in a summary fashion.
- Rewarding good performance.

Key unit competence: To be able to manage money responsibly and to keep financial records.

5.1. Unit prerequisite

In ordinary level, learners were introduced to concept of needs, wants, goods and services. They have also studied financial awareness, setting personal goals, personal budgeting. In S4 they continued with setting personal goals, financial management and financial institutions. This prior knowledge, skills or competences should help them to be able to manage finances and take advantage of planning, saving and make investments.

5.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking into consideration of their environment or community.

Financial Education: Financial literacy will be very important in this unit because it is actually the main target of the unit. For instance in setting personal savings goals, learners will be requested to make a saving plan, how much and when they plan to achieve their saving goals. Learners will also describe strategies to reduce spending and increase savings to become more financially fit. Learners will appreciate the need for managing their finances and proper

UNIT 5

MONEY MANAGEMENT

ways of managing their financial records and debts up to the level of becoming financial counselor because of mastering and performing money management practices.

Gender education: Emphasis throughout this unit has to be put on how both male and females have the same opportunities when it comes to saving and making investments...there are no ideas/opportunities specifically reserved or meant for a particular gender but they can all plan based on financial goals, save and invest for becoming financially fit..."

Environment and sustainability: Environment is the most important thing to consider when one wants to make investments after saving for achieving financial goals. It is therefore very crucial to make great care for environment, for finding best places of making investments in order to be financially fit.

Inclusive education: In addition to all having equal opportunities to manage finances, emphasis has to be put on how we all regardless of our background, economic or social setup have right to save and make investments. Learners need to understand that money management practices should not discriminate but promote inclusiveness of all etc.

Total communication for those who are deaf, make group in such a way that slow learners are mixed with talented learners.

Peace and Values: You need to emphasize to students the need to live in peace and harmony with others. Learners need to recognize that they need to plan how to get money for the things they need, save and invest for their financial fitness in such ways that promote peace and are not against the values of the community in which they want to make investments.

Refer to other cross cutting issues as identified in the curriculum framework.

5.3 Guidance on the introductory activity

Follow the guidance about the introductory activity:

Learners in small groups, pairs or individual read and analyze the case study and identify the need of money, explain the need to save money, and the moral lesson that they learn from the case study.

During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. Guide them to take notes in their books referring to learners' book.

You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity (case study)

Note: These responses may be shared or not with the learners. They are specifically to guide you while harmonizing learners' responses during presentation.

- a. Elizabeth and Kabayiza need money because
 - They have to pay rental expenses
 - They have to pay for bills for which they maintained a joint account
 - They pay off a mortgage
 - They need to save so they can afford private education for their children
- b. The best ways of the couple to saving money are maintaining both separate and joint accounts.
- c. Refer to the answer in (a)
- d. The moral lesson from the case study is that saving is very important to achieve someone else's goals.

Note: Learners may come up with other moral lesson than this. Give them the opportunity to present their findings and you guide them to design the correct and clear answer entailing the information from the entire class population.

5.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of money, savings and saving goals	- Explain the meaning of saving, saving goals and need for money	1
2	Need for money	- Describe the need for money	
3	Obstacles to achieving saving goals	- Describe the obstacles to achieving saving goals	1
4	Where to save	- Identify where to save money.	
5	Managing money	<ul style="list-style-type: none"> - Prepare a simple cash book as financial record - Forecast their income and come up with a cash flow plan - Appreciate the importance of savings in investment - Acknowledge the use of financial records to manage their money 	2
	Skills lab 5	- To be able to manage money responsibly and to keep financial records	

	End Unit assessment and Remediation	- To be able to manage money responsibly and to keep financial records	1
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LESSON 1: Meaning of money, savings and saving goals

Learning objective:

- Explain the meaning of saving, saving goals and need for money .

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Activity 5.1 Learners' book

Learners discuss the question and using their knowledge of entrepreneurship obtained in O 'level and research made from the internet or libraries explain the meaning of money, savings, and saving goals. This activity may be given as a research question or homework.

Possible answers to Activity 5.1, refer learner's book

Application activity 5.1 Learner's book

Learners analyze and discuss the question either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 5.1

Example of a SMART saving goal:

- ▶ To increase the level of my savings by 20% from today, year..... up to year.....
 - **Specific:** increase the level of savings
 - **Measurable:** 20%
 - **Attainable/Achievable:** 20% is possible due to increment of previous periods
 - **Realistic:** the objective is within reach, realistic, and relevant to your life purpose
 - **Time-bound:** the time limit is clearly defined. (from year..... to year.....)

Highlights on a SMART goal:

Specific: Well defined, clear, and unambiguous

Measurable: With specific criteria that measure your progress towards the accomplishment of the goal.

Achievable: Attainable and not impossible to achieve

Realistic: Within reach, realistic, and relevant to your life purpose

Time-bound: With a clearly defined timeline, including a starting date and a target date.

LESSON 2: Need for money

Learning objective: - Describe the need for money

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Activity 5.2 Learners' book

Learners briefly describe household expenses, and discuss different sources of income (money). Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson. This activity may be given as a research question or homework.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 5.2

1. Household expenses include rent, food expenses, utilities, transportation, school fees, etc.
2. Sources of money may include salaries, rental incomes, money from business

Application activity 5.2

Learners analyze the questions either in groups or in pairs to come up with different ways of getting money; and make the total cost of all household expenses in your family. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 5.2

- 1) There are different sources of money such as working as self-employed or being an employee. When being self-employed one can get income from the profit of business activities for example commerce, farming, manufacturing, giving different services such as transport services, etc. when being an employee, income comes from salaries, wages, commission.

2) Total cost of family household (estimation):

FIXED EXPENSES	Households	Cost in Frw
Housing		
1	Rent, Mortgage or Lot Rent	80,000
2	Electricity	2,500
3	Other	5,000
	S/Tot	87,500
Insurance		
1	Health (medical and dental, if not payroll deducted)	32,000
2	Other	8,000
	S/Total	40,000
Others		22,500
Tot. Fixed exp.		150,000
Variable expenses		
Food		
1	Food/Groceries	60,000
2	Work Related (lunches and snacks)	8,000
4	Other	2,500
	S/Tot	70,500
Child Care		
1	Diaper expenses	25,000
2	Other	10,000
	S/Tot	35,000
Medical		
1	Doctor	20,000
2	Dentist	50,000
3	Other	15,000

	S/Tot	85,000
Clothing		
1	Clothing	30,000
2	Laundry/Dry Cleaning	5,000
3	Other	10,000
	S/Tot	45,000
Entertainment		
1	Movies, Sporting Events, Concerts, Videos, Theater, etc.	5,000
2	Internet Service	2,500
3	Vacations/Trips	5,000
4	Other	5,000
	S/Tot	17,500
Miscellaneous		
1	Pet Care/Supplies	50,000
2	Hobbies and Crafts	30,000
3	Other	80,000
	S/Total	160,000
Total. Expenses		413,000
Total Cost		563,000

Note: Use the above estimation as a guide because learners will come up with different expenses.

LESSON 3: Obstacles to achieving saving goals

Learning objective: - Describe the obstacles to achieving saving goals

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on the importance of paying taxes, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 5.3 Learner's book

Using an appropriate method, learners in reference to their community, describe obstacles for people in that community to achieving saving goals.

Make a follow up as learners do the activity. Ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on description of obstacles for people in their community to achieving saving goals. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for activity 5.3

There is no specific answer for this question. Give an opportunity to learners to present their findings which are examples of different communities, and you guide them design the correct and clear answer entailing the information from the entire class population.

Application activity 5.3 Learner's book

Learners analyze the extract either in groups or in pairs to come up with reasons why majority of youth of sub-Saharan Africa do not save. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 5.3

There is no specific answer for this question. Give an opportunity to learners to present their findings which are examples of different communities, and you guide them design the correct and clear answer entailing the information from the entire class population.

LESSON 4: Where to save

Learning objective:

Identify where to save money.

Teaching resources: Basic materials for a class/ lesson to be conducted: textbooks, learner's notebooks, internet, newspapers and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you to see the skills, knowledge and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives are linked to the key unit competence.

Lead a review of the previous lesson on obstacles to achieving saving goals, handle any homework or assignments and ensure a conducive learning environment. Help learners to link the previous lesson to the current lesson.

Activity 5.4 Learner's book

Give instructions to the learning activity, learners in small groups or pairs identify where to save money according to what they have heard normally people talking about.

Monitor group activities to ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their choice.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and link the findings to the learning

objective, help them draw conclusions/summary on where to save. Guide them to make notes in reference to their learner's book.

Possible answers for activity 5.4, refer to learner's book

Application activity 5.4 Learner's book

Learners can be given an activity to advise someone on where to save money to avoid needless expenditures. Give clear instructions and ensure a balance in the groups. Learners are to give a report of their findings. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity.

Possible solutions to the application activity 5.4, refer to the learner's book

LESSON 5: Managing Money

Learning objectives:

To prepare a simple cash book as financial record

To forecast their income and come up with a cash flow plan

To appreciate the importance of savings in investment

To acknowledge the use of financial records to manage their money.

Teaching resources: Basic materials for a class/ lesson to be conducted: internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills; knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember, the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson about where to save, handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate

discovery activity.

Activity 5.5 learner's book

Use an appropriate method such as small groups or pairs, provide learners with the activity 5.5 in the learner's book and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the extract, use prior knowledge to come up with their real situations.

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair and share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also, encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work, especially the presentation.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on money management.

Appreciate the team's presentations and answer or address any questions or challenges about the activity. Guide them to make notes in their books referring in their learner's book on money management.

Possible answers for activity 5.5

There is no specific answer for this question. Give an opportunity to learners to present their findings which are examples of their real situations, and you guide them design the correct and clear answer entailing the information from the entire class population.

Application activity 5.5 Learner's book

This activity can be given as an individual, a pair or small group activity. Give

clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Conclude the lesson by guiding the learners on what to cover in terms of the next lesson, home works, organizing the class, etc.

Possible solutions to the application activity 5.5

1. UBUMWE simple cash book for the month of April 2015

Dr (Receipts)				Cr (Payments)			
Date	Details	Ledger Folio	Amount (Rwf)	Date	Details	Ledger Folio	Amount (Rwf)
<u>2015</u>				<u>2015</u>			
Apr.01	Balance b/d	-----	1,650	Apr.04	Wages		2,250
Apr.02	Sales		16,000	Apr.09	TCP		420
Apr.04	Sales		4,680	Apr.11	Salaries		2,850
Apr.19	Sales		11,400	Apr.17	Repairing		360
Apr.26	Sales		19,200	Apr.21	Office expenses		180
Apr.28	Debtors		4,500	Apr.25	Rent and rates		3,600
Apr 14	Note receivabl realized		<u>3,000</u>	Apr.27	Electricity		900
				Apr.29	Purchases		2,000
				Apr.30	Loan		3,000
				Apr.30	Balance c/d		44,870
May. 01	Balance b/d		<u>60,430</u>				<u>60,430</u>
			44,870				

Note: The transactions of the 12th (credit sales) and that of 3rd (a creditor who was paid by cheque) won't be considered in the simple cash book since so cash was affected. They are given to learners simply to challenge them to research.

2. CENTRAL TRADING COMPANY LTD FOR THE MONTH OF APRIL, MAY AND JUNE 2005

Details	April (Frw)	May (Frw)	June (Frw)
cash inflows			
Cash balance b/d	10,000,000	4,100,000	11,700,000
Cash sales	5,000,000	5,000,000	5,000,000
Credit sales	-	3,500,000	3,500,000
Rental income	1,000,000	1,000,000	1,000,000
A loan (U.SACCO)	-	10,000,000	-
Total cash inflows (A)	16,000,000	23,600,000	21,200,000
Cash outflows			
Cash purchases	6,000,000	6,000,000	6,000,000
Monthly salaries & wages	800,000	800,000	800,000
Monthly interest	100,000	100,000	100,000
Raw materials	5,000,000	5,000,000	5,000,000
Total cash out flows(B)	11,900,000	11,900,000	11,900,000
Cash balance c/d(A-B)	4,100,000	11,700,000	9,300,000
Net cash position			9,300,000

Skills lab 5

Guidance on the skills lab activity:

1. Build/Activity 1: Think- pair- share

Through small group discussions, learners discuss and answer the questions below:

- i) Why do businesses need finance?
- ii) Why is it important for business to keep financial records?

Explain that as much as other activities are important for business to survive, without proper financial recording will have great consequences on the performance and survival of the business.

2. Practice:

Strategies to cut costs

Inform learners that in their respective lab groups, they come up with strategies to cut costs in a business activity of their choice.

Explain the instructions to the activity:

- Each group will think of a business activity
- Suggest strategies or how they will cut costs/expenses for their business activity using the 4Rs (reducing, recycling, repairing and reusing)
- They will have 20 minutes (which can be changed according to class circumstances) to do the activity after which they will share their strategies to the whole group.
- Groups are free to be creative on how they will present the strategies
- Groups can use the following table as a guide on the activity

Business activity	What or how to reduce?	What or how to recycle?	What or how to repair?	What or how to reuse?

- As the groups are doing the activity, visit groups to check that everyone understands the instructions and that everyone is actively participating

3. Present:

- Let each group present their strategies using an appropriate methodology. Encourage other teams to ask questions regarding other groups' strategies to cut costs/expenses for their business activities.
- After each group presentation, give feedback and ask the group to post their findings on the Present Board.

Conclusion:

- Emphasize that coming with strategies to cut cost/expenses for business activities helps in the money management of a business and ensures proper financial records which leads to profitability and success.
- Summarize some strategies to cut costs/expenses for business activities below:

a) **Reduce**

- Turn off lights or lamps in the house, or blowing out candles, to reduce energy consumption.
- Use only as much soap and water as you need to get clean, rather than wasting soap and water.

b) **Reuse**

- Reuse bags to carry items at the market, and to carry other materials, such as school supplies or to protect papers.
- Reuse plastic oil jugs or water jugs to carry other liquids.

c) **Recycle**

- Use scrap metal to make stoves or implements.

d) **Repair**

- Sew old clothing or resole a shoe.
- Repair equipment rather than buying a new one.

Note: Give question number 2 of the skills lab 5 (in learner’s book) as individual work and keep it as a learner’s portfolio record.

Possible answer:

Plan to cut costs/expenses

Personal activity or Back Home Project	What or how to reduce?	What or how to recycle?	What or how to repair?	What or how to reuse?

E.g. Use of energy at home or business activity	Switch off lights during day time	Use waste materials to make fuel such as charcoal instead of buying new charcoal	Repair broken stoves, ovens, lamps instead of buying new ones	Refill gas cylinders instead of buying new ones every time you buy gas
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Unit 5 Summary

Money is anything that is generally accepted as a medium of exchange and repayment of debts. It is one of the most important inventions of modern times. It has undergone a long process of historical evolution such as barter trade, commodity money, metallic money, paper money, and bank money stages among others.

Savings is the portion of income not spent on current expenditures. . Without savings, unexpected events can become large financial burdens. Therefore, savings helps an individual, family or business become financially secure.

We usually save to achieve the following saving goals:

- Basic needs,
- Household expenses,
- Education,
- Retirement/security,
- Family wellbeing,

Saving is a conscious and deliberate way of setting aside a portion of the personal income for future use. It can be hindered by procrastination, poor spending habits, culture of spending and lack of financial literacy among others. There are eight steps to successful money management:

1. Get organized.
2. Decide what you want to do with your money.
3. Look at all available resources.
4. Decide how much money you are worth.
5. Find out how much money you make.
6. Find out how much money you spend.
7. Set up a plan for spending your money and stick to it.
8. Evaluate your spending plan

Additional Information

Achieving financial fitness requires discipline and determination over the long term, just like running a marathon. Becoming financially fit means feeling good and confident about a financial situation. It requires learning the principles and best practices that others have used to achieve their financial objectives. It means being able to manage the money in order to meet current and long-term needs. The future of finance is a long-term, global effort to shape a trustworthy, forward-thinking investment profession that better serves society.

Completing student's portfolio

At the end of this unit, the tutor comes back to K_W_L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:		
What I know	What I want to know	What I learned

NB: This exercise of completing student's portfolio will be done consistently after each unit.

End of unit 5 assessment

Possible solutions:

1. Money is important to one's future and peace of mind.
 - Money can help to pay for higher education, which opens the door to many career opportunities.
 - Having money can prevent worry and stress about paying bills and having a safe place to live.
 - Saving money can improve both your financial and emotional well-being.
 - Having good habits with money can allow you to help your family in times of need and improve quality of life.
 - Maintaining good financial habits can help you in three main ways:
 - **First**, the job that someone has now and the money she makes can influence his or her future. What a person does with the money also affects his or her

future. For example, if someone saves money and buys a reliable car, he/she can apply for jobs that require a commute. If you save money to pay for higher education, you open the door to careers that can give you a lifetime of greater satisfaction and higher income. If you are disciplined about saving money, you will have more money for the fun things in life.

- **Second**, think about how you feel when you are out of money. Most of us feel anxious or nervous. Learning to save and manage your money can prevent or reduce stress.
- **Third**, if you are able to build up extra money by saving and investing, you can share the wealth.

Using this table, learners think of just one example each of how they could influence their future, relieve stress, and share the wealth.

The benefit	The activity	How would this help?
Influence my future	Example: Save and buy a reliable car.	Example: Can commute better to job.
Relieve my stress	Example: Save to make larger credit card payments.	Example: Stop worrying about loss of credit.
Consider sharing my "wealth"	Example: Save and give to the Red Cross.	Example: Feel I've helped people less fortunate than I am.

Additional Activity

Remedial activity:

Some transactions are given below. On which side of the Cash Book would you record them. Tick [✓] the correct side:

Transactions	Debit side	Credit side
i) Saniya started business with Cash		
ii) Goods Purchased for cash		
iii) Goods sold for Cash		

Solution:

- i) Debit side
- ii) Credit side
- iii) Debit side

Consolidation activity:

Explain how you can manage your pocket money.

Possible answer:

There is not a single specific answer for this question. Let students come up with their own ways of managing pocket money which may include but not limited to prioritization, budgeting, avoiding unnecessary expenditure, etc.

Extended activity:

Shares are said to be one of the ways to save money. Differentiate between preference shares and equity shares.

Possible solution:

The key differences between preference shares and equity shares are listed in the following table:

Basis of distinction	Preference shares	Equity shares
Rate of dividend	Paid at a fixed rate	May vary depending upon the profits
Arrears of dividend	Get accumulated for cumulative preference shares	No accumulation
Preferential rights	Before equity shares	After
Winding up	Have a right of capital before equity (they are safer)	Only paid when preference share
Voting rights	No voting rights	Voting rights
Right to participate in management	Have no right	Have a right
Convertibility	Could be converted into equity shares	Cannot be converted into preference shares

UNIT 6

FINANCIAL INSTITUTIONS

Key Unit Competence: To be able to choose suitable financial institutions for business transactions.

6.1. Unit Prerequisite

Learners were introduced to money management in day to day business activities. All this prior knowledge, skills, attitudes and values should enable learners choose a suitable financial institution for business transactions.

6.2. Cross-cutting issues to be addressed

The examples below are some of the cross cutting issues to be addressed throughout the unit. Learners should discuss financial institution relating to businesses in the local environment or community.

Gender education: In this unit, both males and females must be put into consideration. Learners should know that regardless of the gender, financial institutions are important in the business operations. They can choose the suitable financial institution for their businesses.

Inclusive education: There should be no discrimination based on gender, disability, race or background, economic or social setup when it comes to working with financial institutions.

Peace and values education: Living in peace and harmony with others should be emphasized to the learners needs. Learners should appreciate the introduction of financial institutions in business operations today. When you use the right financial institution, it can help people live in peace.

Financial education: You need to emphasize to students the need to manage properly their finances through saving it in banks, using different services offered by different financial institutions.

Refer to other cross cutting issues as identified in the curriculum framework.

6.3. Introductory activity,

Guidance on the introductory activity. This introductory activity is intended to;

- Attract learner's attention on financial institutions used in business
- To help the teacher assess the learner's prior knowledge, skills, attitudes and values on the importance of financial institutions in business.

The teacher asks learners to form groups or pairs. Then the learners are provided with the introductory activity with clear instructions. Learners will identify any financial institution in groups or pairs. Ensure everyone is following and actively participating.

They will try to give possible answers as the facilitator moves around to monitor where necessary.

Learners present their findings, responses or answers through an appropriate method such pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encouraged to be active listeners when a group or a pair is presenting their work. Encourage learners to appreciate each other's work, especially the presentation. Appreciate the team's presentations and remind them that this activity is an introduction to financial institutions in business.

Possible answers to the introductory activity are as follow:

a) Banks such as KCB, Bank of Kigali, bank Populaire, umurenge SACCO etc

Insurance companies include: CORAR, Britam, SORAS,

b) These financial institutions are so important towards managing their businesses. The reasons include the following: Financial institutions

- Accept customers deposits.
- Advance short and long term-loans to the public in order to generate interest as profit.
- They facilitate easy transfer of money internationally and from one account to another.
- They facilitate international trade through offering or selling travelers cheques.
- They provide foreign exchange services where one can easily exchange one currency to other currencies.

- They provide overdrafts to clients that is, where one can withdraw money which is in excess of what is remaining on his or account. For more details on the reasons why financial institutions are important in managing businesses, Read student’s book on the lesson 6.3: “services offered by Financial institutions”

6.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of financial institutions	<ul style="list-style-type: none"> - Explain the meaning of financial institutions. - Differentiate banking from nonbanking financial institutions. 	1
2	Factors for selecting suitable financial institutions to deal with.	<ul style="list-style-type: none"> - Analyze the factors considered to choose suitable financial institution to work with. 	1
3	Services offered by financial institutions	<ul style="list-style-type: none"> - Explain the services offered by financial institutions 	1
4	Role of financial institutions in social economic development.	<ul style="list-style-type: none"> - describe the role of financial institutions in social economic development 	1
5	SKILLS LAB 6	To be able to choose suitable financial institutions for business transactions	2
	End Unit assessment and Remediation	To be able to choose suitable financial institutions for business transactions	1

LESSON 1: Meaning of financial institutions

Learning objectives:

- Explain the meaning of financial institutions.
- Differentiate banking from nonbanking financial institutions.

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about financial institutions. Learners write under (K-what I know; W-What I want to know) about financial institution and the different types of financial institutions. Briefly discuss what is written under each section with learners.

Activity 6.1 learner's book

Learners analyze the question and using their knowledge of entrepreneurship obtained in O 'level and research made from the internet or libraries. They analyze the case study and answer questions.

Possible answers include:

- a) Keza took a wise decision to start a business because she earns money, she is self-reliant and she solved a problem of the school compound being littered by papers. In other words, she promotes conservation of the environment.
- b) Learners will give different views about the case study. Make a conclusion encouraging them to develop habits of using financial institutions.
- c) **Financial institutions** are institutions that deal in providing financial services to their clients.
- d) **-Banking financial institutions** are financial institutions that are authorized to receive deposits and create credit. Examples include banks, microfinance institutions etc

-Non- banking financial institutions these institutions that accept deposits but don't create credit and offer other bank related services such as investment, risk pooling, examples include insurance companies, building societies, pension funds, pawn shops, capital markets. (Pawn shops are a store which offers loans in exchange for personal property as equivalent collateral).

Application activity 6.1

a) Some learners will choose banking and non-banking financial institutions.

Banking because of:

- To acquire loans
- To save
- It's much safer to keep money in banks than at home.
- To carry out transfer payments etc.

Non-banking because of:

- To reduce uncertainty of business losses
- Welfare of employees in case of insurance
- It is a law for large businesses to get at least a type of insurance for its employees
- It shows credibility among clients and customers
- Attracts and retains employees.
- Promotes economic growth since insurance brings in taxes
- Creates employment opportunities
- Provide security to the business
- Help to get loans etc.

LESSON 2: Factors for selecting suitable financial institutions to deal with.

Learning objective: Analyze the factors considered to choose suitable financial institution to work with.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives are linked to the key unit competence.

Learners briefly make a recap of the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 6.2 learners' book

Using an appropriate method, such as small groups or pairs learners may make research in the library or internet, group discussions about the factors considered to choose a suitable financial institution to work with.

Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and address any challenges/issues identified.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings.

Possible answers for Activity 6.2

Interest rate, Proximity, Customer care, Payback period, Terms and Conditions of issued loans etc

For further possible answers and explanations, refer to the learners' book on Unit 6- 6.2: Factors to consider while choosing a financial institution to work with.

Possible answers for application activity 6.2

Guide learners to role play on the factors for choosing a suitable financial institution to deal with.

LESSON 3: Services offered by financial institutions.

Learning objective: Explain the services offered by financial institutions

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember, the learning objectives link to the key unit competence.

Lead a review of the previous lesson on factors for selecting suitable financial institutions to deal with. Handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 6.3 learner's book

Possible answers to activity 6.3.

Services offered by financial institutions:

Commercial banks

- Accept deposits
- Advance loans
- Cheque payments
- Exchange of currencies
- Consultancy
- Remittance etc.

Central banks

- Issuing of currencies
- Determine interests
- Advisor to the government
- Banker to other commercial banks etc.

Insurance companies offer the following;

- Property insurance
- Motor insurance
- Health insurance
- Cyber insurance

Application Activity 6.3 Learner's Book)

- 1) Learners research on the new financial institutions around their school either in groups or in pairs.
- 2) Depending on the purpose of the application activity, choose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for activity 6.3

- a) Some learners might choose banks, micro finance, insurance companies etc.

Evaluate the services they offer.

- b) They will select an appropriate financial institution to deal with.

LESSON 4: Role of financial institutions in social economic development.

Learning objective: Describe the role of financial institutions in social economic development.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on services offered by financial institutions. Help learners link the previous lesson to the current lesson.

Activity 6.4 learner's book

Possible answers include:

Refer to learner's book, unit 6 – 6.4: Role of financial institutions in social economic development.

Application activity 6.4

- 1) Learners will write an essay about financial institutions as the key engine to the development of the country.
- 2) Student teachers will visit any financial institution and find out the services offered.

SKILLS LAB 6

Learning aids: magazines, internet, and portfolio books.

Build:

Guide student teachers to discuss the financial needs they have in their school business club.

The teacher asks student teachers to make a role play about the services, terms and conditions offered by financial institutions.

Practice:

The teacher assigns each group one financial institution such as commercial bank, central bank, insurance company, micro finance institution and savings and credit cooperatives to role play about the services, terms and conditions they offer.

Present:

The teacher guides the student teachers to role play/skit. S/he guides the learners to give their comments from each role play/ skit performed.

After the students giving their comments, the teacher gives general comments on all those financial institutions.

Ask the learners to write down the services, terms and conditions offered for those financial institutions and post them on the present board.

Conclusion:

Emphasize that business club/entrepreneurs should always look for a financial institution that meets their needs based on the terms and conditions and services they offer.

End of unit summary

Financial institutions: These are institutions that deal in providing a variety of financial services to the public such as providing safe custody for their saving deposit and withdraw services, etc.

Roles of financial institution to entrepreneurship: Providing credit, accepting deposits, giving interest on deposits, facilitating payments and money transfer.

Nonbanking financial institutions, these are financial institutions which do not create credit but accept deposits from the public. These include insurance companies, trust companies, building societies,... They provide specialized services that cannot be provided by commercial banks.

Financial products and services: These are the activities done by financial intermediaries to meet the needs of the public such as insurance, money transfer, loans, etc.

Additional Information

Development bank

This is a national or regional financial institution designed to provide medium- and long-term capital for productive investment, often accompanied by technical assistance in developing countries. Or it is a financial institution dedicated to fund new and upcoming businesses and economic development projects by providing equity capital and/or loan capital.

Examples include: **Development Bank** of Rwanda (Banque Rwandaise de Développement (BRD)), East African Development Bank (EADB) and African Development Bank (ADB)

The purpose of development banks

- To promote and develop small-scale industries (SSI) in Rwanda.
- To finance the development of the housing sector in Rwanda.
- To facilitate the development of large-scale industries (LSI) in Rwanda.
- To help the development of the agricultural sector in rural areas.
- To enhance the foreign trade of Rwanda.
- To help to review (cure) sick industrial units.
- To encourage the development of Rwandan entrepreneurs.
- To promote economic activities in backward regions of the country.
- To contribute in the growth of capital markets.

Micro-Finance institutions (MFIs)

- Receiving deposits. MFIs receive and safeguard deposits in form of cash from the public
- They offer credit facilities on short-term and medium terms basis
- Encourage savings of especially low-income earners
- They also provide financial advice to their clients
- They act as trustees to their customers especially when they require credit facilities from commercial banks

TYPES OF INSURANCE

Personal insurance/ life insurance. This may involve whole life policy where one pays premium and in the event of death, the insurer pays the beneficiaries of the dead.

Fire insurance. The policy protects an entrepreneur's business against loss arising from a fire outbreak.

Marine insurance. This involves marine cargo insurance that protects goods being transported on water; it also includes hull insurance.

Motor insurance. This involves taking out comprehensive motor insurance which covers the insured's car against fire, accidents etc.

End Unit 6 Assessment;

Possible answers

- 1a) Possible answers may include; banks, insurance companies, capital markets, microfinance institutions etc. learners will give reasons why those institutions and these may include;
- Services and products offered.
 - Terms and conditions.
 - Proximity.
 - Health insurance etc.
- b) **Products include;** ATM cards, cheque books, **services offered** include loans, financial advice etc.
- c) Source of income, securities act as collateral, form of saving, form of investment etc.

Additional/ Remedial Activities

Examine the financial institutions in Rwanda.

- **The central Bank.** This issues money on behalf of a government, and regulates the money supply, the central bank of Rwanda is the National Bank of Rwanda (BNR)
- **Commercial bank** accepts deposits and channels those deposits into lending activities, either directly or through capital markets. For example; Bank of Kigali (BK), Bank Populaire BPR, Equity bank etc.
- **Development bank** specializes in providing long term development loans which are not usually provided by commercial banks to their clients. For example, Rwanda Development Bank (BRD)
- **Micro Finance Institutions (MFI)** mobilizes savings from low income earners as well as providing them with credit where necessary. For example, Urwego Opportunity Microfinance Bank, Micro Finance Inkingi, etc.
- **Insurance companies** these have financial resources from premiums that are made available to other people for investment. For example, COGEAR, SONARWA, SORAS, Britam etc.

Extended Activities:

Assume you need a loan to start up a business. Describe the requirements for obtaining a loan from any commercial bank.

The requirements for accessing a loan vary from one lender to another however the common requirements include:

1. Being an account holder or member of the lending institution.
2. Having operated the account for some time.
3. Purpose for which borrowing. (indicate in the application letter)
4. Justify whether the lender has already been given a loan to the borrower or not.
5. Amount being borrowed (loan size) falling within the lender's limit.
6. Borrower meeting the gender or sectorial bias (priority sector) of the lender
7. Borrower provides accurate information about the purpose of the loan, the amount of loan required.

8. Proposed loan repayment terms and conditions e.g. repayment mode, length of loan period.
9. Borrower's nationality or citizenship
10. Age of borrower.

As a businessperson, what are the benefits of using cheques in business.

1. Cheques are safer than carrying large sums of money.
2. Cheques are easy to carry than cash
3. A cheque can be used in international transactions which can enable local businesspeople to pay for goods from abroad which is not possible with certain currencies
4. Cheques provide evidence of payment. Because of the signatures
5. It is faster and convenient i.e writing a cheque is quicker than physical counting of Bank notes and coins.
6. If it is a crossed cheque it is not easy for an unauthorized person to withdraw money from the account. This makes it very safe when it is lost.
7. Cheque can be used for post dated payments(delayed)e.g. a person

UNIT 7

QUALITY ASSURANCE AND QUALITY COMPLIANCE IN BUSINESS

can write a cheque for payments many months ahead of the planned payment and the payee will only receive the money from the bank after a future date.

Key Unit Competence: To be able to manage money responsibly and to keep financial records.

7.1. Unit prerequisite

In O' level, Unit 8 (S1), learners explained the basic concepts of standardization, in unit 8(S2), they analyzed the need for metrology, quality testing and accurate measurement while in S3 unit 10; they were able to explain the requirements for acquiring a certification mark for a given business. In A' level, unit 4 of year1, they were able to analyze the role of standards in business activities. Given this background, learners should be able to appreciate that doing business requires entrepreneurs to conform to the required regulatory quality and measurement standards.

In this unit, they will be able to establish an effective quality management system for the business idea they intend to implement in their communities.

7.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

- **Environment and sustainability:** It is important to note that conforming to the required guidelines regarding quality and measurement standards necessitates entrepreneurs to be responsible with the environment. During

business activities like packaging and production processes, the environment is used in one way or the other. Satisfying customers' needs should also include appropriate use of the environment and making sure that the natural resources are sustainable for all the current and future generations. Therefore, learners during this lesson should be able to show great concern on natural resources and environment. They should for instance be able to adopt programs like “cut one and plant two” to promote afforestation.

- **Inclusive education...** Emphasis has to be put on how all learners irrespective of their backgrounds, economic or social setup have right to participate in business activities that benefit their communities. Learners need to appreciate that irrespective of their backgrounds, they have to set business projects that conform to the right quality and measurements.
- **Peace and Values...** In day to day activities both at school and community, learners need to live in harmony and peace. Re-echo that provides high quality goods and goods that conform to the set guidelines set by Rwanda Standards Board (RSB) promotes expected values of the country. Learners also need to work in harmony during group activities and other activities as provided by the teacher.
- **Gender education:** Rwanda is a gender sensitive country that promotes gender equality across all spheres of life. Thus emphasis has to be put throughout this unit on how both male and females have the same opportunities when it comes to participating in class and other opportunities outside class like taking up leadership in their communities. When they are presenting different learning activities, researching and other assignments, all learners irrespective of sex should be given equal opportunities.
- **Financial inclusion...** Being financially responsible partly means resources are used appropriately and productively. Through this unit, learners will be able to appreciate the need to take care of resources and environment sustainably and therefore, note to them that utilizing resources efficiently is one way of being financially responsible in the long run. For example, when entrepreneurs produce what customers don't need, there will be low demand leading to overstocking. This stock can go bad hence wastage of resources and money.

Refer to other crosscutting issues as identified in the preliminary pages of the teachers' guide and within the curriculum framework.

7.3 Guidance on the introductory activity

Follow the guidance about the introductory activity:

Learners in small groups, pairs or individual read and analyze the case study and identify what the National Standards and conformity assessment guidelines expect entrepreneurs to do, the likely negative effects the business may face if customers are not satisfied as a result of wrong measurements of the goods bought, strategies proposed to the entrepreneurs to implement and ensure the safety of their customers, as well as designing a simple quality management system of the business idea they intend to start in their communities.

During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. Guide them to take notes in their books.

You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity (case study)

Note: These responses may be shared or not with the learners. They are specifically to guide you while harmonizing learners' responses during presentation.

a) National Standards and conformity assessment guidelines expect entrepreneurs to do the following:

- Conform and comply with right quality and measurement standards.
- Being responsible with the environment as they carry out their business activities.
- Use the right raw materials and technology as per the expected national standards.

b) The likely negative effects the business may face if customers are not satisfied

as a result of wrong measurements of the goods bought are discussed below:

- Low demand, when customers are unsatisfied, they will buy less or completely stop buying leading to low demand.
- Bad referrals. If customers are not satisfied, they will inform their colleagues about their non-satisfaction.
- Bad image. The business will have a poor reputation and image.

c) Strategies that would be proposed to the entrepreneurs to implement to ensure the safety of their customers are the following:

- Ensure that raw materials used conform to the expected standards and measures, for example too much of materials used in a given product may be toxic and catastrophic to the customers.
- Building a quality compliance system, the entrepreneurs can develop a compliance system which must be consistently used and monitored.
- Use of a competent team; the entrepreneur can also emphasize the team used is competent enough in terms of meeting and quality standards that promote safety of customers.
- Clear instructions on the usability of the products, this can guide customers on how to safely use the product.
- Always investigate incidents; some occurrences may occur in the business that may affect both employees and customers. Thus the entrepreneurs can also ensure that they actively investigate and provide solutions to incidences in the businesses that may harm customers.

NB: Safety should be taken into account right at the start when products are being developed. Safety begins with employees. If the product develops safety issues or injures someone, the business may be liable for costly remedies or face potentially damaging publicity or legal action.

d) Design of a simple quality management system of the business idea (Refer to the learner's book).

7.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Quality assurance and quality compliance	<ul style="list-style-type: none"> - Explain the meaning of quality assurance, quality compliance and quality management - Differentiate quality assurance from quality compliance 	1
2	Measurement standards	<ul style="list-style-type: none"> - Explain the measurement standards used in business activities - Analyze measurement standards used in the community - Apply correct measurements in their business activities 	
3	Meaning and relationship between quality management, assurance and quality compliance	<ul style="list-style-type: none"> - Describe the relationship between quality management, quality assurance and quality compliance - Interrelate quality management, quality assurance and quality compliance 	1
4	Accreditation bodies	<ul style="list-style-type: none"> - Identify levels of accreditation and accreditation bodies - Produce quality goods and services acceptable by accreditation bodies in their businesses 	
5	Role of quality compliance in business	<ul style="list-style-type: none"> - Describe the role of quality compliance in business record - Forecast their income and come up with a cash flow plan - Appreciate the importance of savings in investment - Acknowledge the use of financial records to manage their money 	1

	Skills lab 7	- To be able to maintain effective quality compliance system in business.	2
	End Unit assessment and Remediation	- To be able to maintain effective quality compliance system in business.	2

LESSON 1: Quality assurance and quality compliance

Learning objectives:

- To explain the meaning of quality assurance, quality compliance and quality management
- To differentiate quality assurance from quality compliance

Teaching aids:

Basic materials for a class/ lesson to be conducted: learner's books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet.

Prerequisites/Revision/Introduction:

Read the key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 7.1 Learners' book

Learners discuss the question and using their knowledge of entrepreneurship obtained in O 'level and research made from the internet or libraries explain the meaning of quality assurance, quality compliance, quality management. This activity may be given as a research question or homework.

Possible answers to Activity 7.1, refer learner's book

Application activity 7.1 Learner's book

Learners analyze and discuss the question either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate

method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 7.1

Quality assurance includes activities like process checklists, process standards, process documentation and project audit whereas **Quality compliance** is much about fulfilling regulatory requirements, for example compliance in the manufacturing may cover product safety, health, safety, and environmental impact. Products must abide by these regulations in order to be considered compliant.

LESSON 2: Measurement standards

Learning objectives:

- Explain the measurement standards used in business activities
- Analyze measurement standards used in the community
- Apply correct measurements in their business activities

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Activity 7.2 Learners' book

Learners analyze the illustration and answer questions related to it such as reasons why buyers of given products make sure that products bought conform to the right measurements, and explain the measurement standards used in business activities. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson. This activity may be given as a research question or homework.

Make a follow up as learners do the activity. Ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure

learners of different needs and abilities are given opportunities to share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 7.2

1.

a) Observations in the illustration

- i. Customer bought goods from the seller and were weighed
- ii. Customer complaining about low measurements given
- iii. Seller measuring again the goods on the weighing scale
- iv. Seller acknowledging the fact his weighing scale had a problem.

b) Lessons learnt from the illustration?

- i. As a buyer, you always have to make sure that what you are buying is accurate to the right measurements.
- ii. Being polite and proactive in solving the customers' issues is very important since it builds trust.
- iii. Use the right tools and follow regulatory procedures; as an inspiring entrepreneur.

b) Why measurements are important in business

Safety reasons; for any product made if less or more expected ingredients are used, the product may be catastrophic and harmful to the people. Accurate measurements of the ingredients and raw materials while making products must be observed.

- i. **Consumer protection;** measurement, and goods packed by measure, has generally replaced number and simple measures (bucket, plate etc.) as the basis of transaction for a wide range of consumer commodities and products.
- ii. **Meeting customers preferences;** for example when it comes to clothes, proper size and measurements as per customers' preferences must be taken into consideration. Customers would want to put what suits them according to their preferred size.
- iii. **Accurate measurements help entrepreneurs to make proper decisions.** For example, if the quantity of what customers need is

overestimated while making decisions, it may lead to losses as much resources would have gone to waste producing more than what customers need, etc.

2. Refer to the learner's book.

Application activity 7.2

Learners analyze the question either in groups or in pairs to come up with different measurement standards used in business activities. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 7.2

Measurements standards can be according to the following:

- iv. Length
- v. Metres
- vi. Kilograms
- vii. Measurement in terms of shape
- viii. Litres

NB: Basing on the business that the learners intend to start, they have to make sure that the measurements made according to the above units conform to the required standards as set by RSB and as per customers' needs and preferences.

LESSON 3: Meaning and relationship between quality management, quality assurance and quality compliance

Learning objectives:

- Describe the relationship between quality management, quality assurance and quality compliance
- Interrelate quality management, quality assurance and quality compliance

Teaching aids: Basic materials for a class/ lesson to be conducted: learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on measurement standards, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 7.3 Learner's book

Using an appropriate method, learners use their background knowledge and skills to describe the relationship between quality management, quality assurance and quality compliance.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on description of relationship between quality management, quality assurance and quality compliance.

Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for activity 7.3, refer to the learner's book

Application activity 7.3 Learner's book

Learners analyze the questions either in groups or in pairs to come up with the interrelationship between quality management, quality assurance and quality compliance. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 7.3

Example	Quality assurance	Quality compliance	Quality management
Production of Fanta	Assurance includes activities like process checklists, process standards, process documentation and project audit. In a nutshell, this deals with all necessary activities to minimize production defects. For example, Fanta product should be tested before it is released to customers	Quality compliance is much about fulfilling regulatory requirements, for example compliance in the manufacturing may cover: <ul style="list-style-type: none"> - Product safety - Health, safety, and environmental impact. - Fanta product must abide by the regulations and standards set by RSB in order to be considered compliant. 	Management activities and functions involved in determination of quality policy and its implementation through means such as quality planning, quality assurance, quality control and compliance) Quality management comprises quality assurance and quality compliance.

The above three concepts are interrelated in a way that each of them is not possible without others.

LESSON 4: Levels of accreditation and accreditation bodies

Learning objectives:

Identify levels of accreditation and accreditation bodies.

Teaching aids:

Basic materials for a class/ lesson to be conducted: learner's books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share, small group discussion, brainstorm, research in the library, research on the internet.

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) about accreditation. Student teachers write under (K-what I know; W-What I want to know) the levels of accreditation.

Activity 7.4 Learner's Book

Learners (individually, pairs or small groups) read and:

- 1) Discuss the meaning of accreditation.
- 2) Identify the levels of accreditation and accreditation bodies.

Note:

This activity can be done individually, in pairs or small groups as a research activity either in the library or on the internet.

Ensure a balance when pairing or grouping learners.

Make sure to follow up on learners during the activity to support and ensure everyone is participating and following the instructions.

Guide learners/groups to share their work by explaining the terms.

- You can have a pair or small group present one term, then the others supplement their answers with their own findings to ensure all pairs/small groups have an opportunity and avoid duplication.
- Encourage all learners to participate in the presentations, have a balance between boys and girls, slow and quick learners and if possible, you may choose to present on behalf of the pairs, or regulate each learner's contribution
- Harmonize learners' answers and ask questions to ensure that everybody is on the right track and activity answered correctly.

Refer to the following possible answers to guide in harmonizing learner's answers.

Accreditation: the action or process of officially recognizing someone as having a particular status or being qualified to perform an activity.

Refer to the student book and get the levels of accreditation and accreditation bodies.

Application Activity 7.4 Learner's Book

Learners (use an appropriate methodology), research about products made in Rwanda with S mark and ISO on the Rwanda Standards Board website using.

Using the internet student teachers come up with different recognized accreditation bodies that ensure quality compliance.

LESSON 5: Role of quality compliance in business

Learning objectives:

Describe the role of quality compliance in business

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, textbooks, resourceful persons and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share, small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L (What learners already know-What they want to know-What they have learnt) about role of quality compliance. Student teachers write under (K-what I know; W-What I want to know) about the role of quality compliance.

Activity 7.5 Learner's Book

Refer to the student book for possible answers on the role of complying with quality requirements in business.

Application activity 7.5

- 1) Guide Student teachers to visit Rwanda Standards Board website about the requirements needed to get an 'S' mark for the products in the school business club.
- 2) Guide learners to know the importance Zamukana ubuziranege program after visit the link provided.

SKILLS LAB

Build/Activity 1:

To introduce the topic, the teacher asks learners the following questions:

- If a business club wants to take its products to the market, what will they do to make sure their products can be accepted by the Rwanda Standards Board?
- If the products fulfill all those requirements, what should the club present as proof?

The teacher acknowledges the learners' answers and introduces the topic "quality assurance and quality compliance in business".

Practice

N. B: Teacher should have identified the guest speaker, prepared and briefed her/him on RSB requirements or organize a field trip to the guest speaker. The teacher arranges with the guest speaker to attend the lesson or take the learners outside the school to visit an entrepreneur or visit internet.

The teacher assigns each group one question to the learners to ask the guest speaker. The teacher monitors and controls the learners while they try to interact with the guest speaker.

Questions to assign each group;

1. Why would some products fail to be accredited by the Rwanda Standards Board?
2. Do all the products have the same certification requirements? (Why?)
3. What is required to maintain an effective quality compliance system for a product?
4. What is the role of quality compliance in business?
5. What advice can you give to our students' business club about certifying our product?

Present

The teacher guide the presentations as he/she gives feedback to each group and makes conclusion through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each group will keep their work on present boards.

Conclusion:

The teacher concludes by linking the importance of quality assurance and quality compliance to students' business club.

The teacher asks learners to read the portfolio assignment in the student book.

Summary of unit.

Accreditation is the formal recognition by an independent body generally known as an accredited body.

Quality Management System (QMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives.

Quality Assurance is the process of verifying whether a product meets required specifications and customer expectations.

Quality compliance means meeting the regulatory requirements of a given quality.

Additional information;

That certification body operates according to international standards to ensure their impartiality, competence and consistency. Examples: RSB Certification Division accredited Schemes :} ISO22000-FoodSafetyManagement System (FSMS) RS 184 – Hazard Analysis and Critical Control Point (HACCP).

Challenges faced by consumers, private and public institutions

- Low awareness on standards requirements
- Low awareness on certification benefits
- Certification is generally voluntary
- Lack of required competence
- Inadequate infrastructure
- Inadequate technology (processing techniques and equipment

- Poor business models hindering the ABC principle: A=availability-consistently meet quantity demands, B=better-quality, nutritious, color, taste, texture, size, C =cheap price planning for cost effective production.

Most products or services are regulated in some way, normally to make sure that health, safety and environmental requirements are met. Even if the products are not regulated, the marketplace will still often require products to meet a standard.

Systems certification bodies certify organizations for compliance with quality management systems standards (ISO 9001) and/or environmental management systems (ISO 14001).

Note: Organizations are never “accredited” to ISO 9001 or ISO 14001, they are “certified”.

Product certification bodies grant licenses for manufacturers to mark their products as complying with standards or specifications. Decisions to grant such licenses are based on test and inspection reports on prototypes or selected examples of the product, plus other criteria, e.g. packaging and labeling.

Personnel certification bodies certify personnel as being qualified with respect to defined criteria or standards. An example is certified auditors who undertake ISO 9000 and ISO 14001 audits.

Accreditation authorities accredited conformity assessment bodies. Accreditation is formal recognition that a conformity assessment body has been independently assessed by an accreditation authority in the five key areas of:

- Competence and experience of staff
- Integrity and traceability of equipment and materials
- Technical validity of methods
- Validity and suitability of results
- Compliance with appropriate management systems standards, and is found to be competent to carry out its services in a professional, reliable and efficient manner.

Accredited laboratories and inspection bodies are competent to undertake specific tests or inspections (scope of accreditation) and are therefore, entitled to issue certificates of compliance. These certificates may take the form of test or inspection reports.

Accreditation authorities are usually government-owned or government-endorsed and operate away from any political and commercial influence.

Each is peer-reviewed regularly, based on evaluations against an international standard, by other accreditation authorities from around the world.

Accreditation, which operates across all market sectors, provides an impartial assessment against internationally recognized standards. This has benefits for several groups:

- a) **Government:** Accreditation provides confidence in the competence and consistency of conformity assessment activities that can be used to support the implementation of government policies and regulations that impact on health, welfare, security and the environment.
- b) **Industry:** Accredited conformity assessment is essential for decision-making and risk management. Organizations can save time and money by selecting accredited and therefore competent conformity assessment services.

Accredited conformity assessment can provide a competitive advantage and facilitates access to export markets within Europe and beyond – with the aim of ‘tested or certified once, accepted everywhere.’

Accurate measurements and tests carried out in compliance with best practice have the potential to limit product failure, control manufacturing costs and foster innovation.

End unit 7 assessment

1. Possible answers for question 1

a)

- Ensure that the products satisfy their intended use.
- Consistent products with no defects
- Improved health and safety quality improvement
- Maintain or increase market share etc.

Learners will suggest their views about how to set quality standards in their business based on what the guest speaker told them (in the skills lab learnt previously).

2. They will also suggest the measurement tools they could use to achieve quality standards.

Possible responses:

Builds Confidence & Trust to interested parties

Serves as a marketing tool

Reduces losses hence increased profits.

Increased consumer safety & satisfaction

Increased government revenue

Increased efficiency i.e. reduced production costs.

Additional activities:**Remedial activities,**

Define the following terms;

Accreditation, Quality assurance, Quality compliance, Quality management system

Possible answers are in the student book.

UNIT 8

FINANCIAL STATEMENTS

Key Unit Competence: To be able to recognize the value of accounting in managing the business.

8.1. Unit prerequisite

In ordinary level, learners were introduced to the accounting prime books where they learned accounting and book –keeping, accounting system, double entry accounting system, journalizing, ledger entry and trial balance preparation and initial balance sheet. This prior knowledge, skills or competencies should help them to be able to prepare financial statements.

8.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Financial Education: Emphasize shall be put on the culture of efficiency and effectiveness in the use of finance. Emphasize that financial fitness starts from good financial management and this can be assessed through financial reports and analyzed through ratios. Emphasis shall be put on the proper way of financial management of people and business finances.

Standardization Culture: there are international standards that are followed while preparing financial statements; therefore learners shall apply the existing accounting and reporting standards while preparing financial statements.

Gender education: Emphasis throughout this unit has to be put on how both male and females have the same capacity when it comes to financial statements preparation and when it comes to business performance. Both men and women

can effectively and efficiently run their business and prepare good financial statements regardless of gender.

Inclusive education: emphasis shall be put on how all; regardless of our background, economic or social setup; have ability to prepare good financial reports. Learners need to understand that good financial statement and good financial analysis is not based on anything else apart from business data.

Refer to other cross cutting issues as identified in the curriculum framework.

8.3 Guidance on the introductory activity

Follow the guidance about the introductory activity:

Learners in small groups, pairs or individual read and analyze the case study and identify the kind of documents James would have used to organize his business financial information before presenting to investors, the meaning of financial statements, difference between financial statements and books of accounts, why financial information is important to any business, the purpose of financial statements as well as the distinction between income statement and balance sheet.

During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. Guide them to take notes in their books referring to learners' book.

You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity (case study)

Note: These responses may be shared or not with the learners. They are specifically to guide you while harmonizing learners' responses during presentation.

1. The books that James would have used to organize his business financial information before presenting to investors are financial statements, most importantly income statement and balance sheet.
2. Refer to the learner's book
3. Differences between books of accounts and financial statements

Example of Book of account	Example of Financial statement	Distinction
Books of Original Entry <ul style="list-style-type: none"> • Purchase journal • Sale journal • Purchase return journal • Sales return journal • Cash book (two/three column) • Petty cash book • General journal/ journal proper Books of Secondary Entry <ul style="list-style-type: none"> • Main ledger/general ledger • Subsidiary ledgers (creditors, debtors, private ledgers, etc.) 	Financial Statement <ul style="list-style-type: none"> • Balance sheet • Income statement • Statement of changes in equity • Cash flow statement 	Books of prime entry are books used in accounting to record daily transactions of the business in a chronological manner. The ledger accounts of a business are the main source of information used to prepare the financial statements Whereas Financial statements are final reports prepared by the business at the end of the accounting year (normally) to ascertain its financial position and performance as at that particular date.

4. Refer to the learner's book
5. Refer to the learner's book
6. Find few points showing the difference between the income statement and balance sheet:

Income statement	Balance sheet
<ol style="list-style-type: none"> 1. The income statement is an important final account of a business which shows the summarized view of revenues and expenses of a particular accounting period. 2. An income statement is prepared for an entire accounting period. 3. Accounts that are transferred to the income statement are closed. 4. An income statement shows how profits/gains are earned and expenses/losses are incurred. 5. It consists of income and expenses. 6. The balance of an account(profit or loss) is transferred to the capital account in the balance sheet. 	<ol style="list-style-type: none"> 1. The balance sheet is a statement that shows a detailed list of assets, liabilities, and capital showing the financial position of a company on a given date. 2. A balance sheet is prepared on the last day of the accounting period. 3. Accounts that are transferred to the balance sheet are not closed. 4. Balance sheet, on the other hand, shows the financial position of a business. 5. It consists of assets, liabilities, and capital. 6. The balance of the statement becomes the opening balance for the next period.

8.4. List of lessons (including assessment)

Lesson title/probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning and importance of Financial Statements	<ul style="list-style-type: none"> - Explain the meaning of financial statements - Discuss the importance of financial statements - Analyze the importance of financial statements in business management - Appreciate the importance of financial statements towards business management 	1

2	Income statement (Trading, Profit & Loss Account)	<ul style="list-style-type: none"> - Explain the meaning of the income statement - Prepare income statement for the business - Advocate for financial records keeping towards making informed business decisions 	3
3	Balance sheet	<ul style="list-style-type: none"> - Explain the meaning of balance sheet - Prepare a balance sheet for the business - Advocate for financial records keeping towards making informed business decisions 	2
4	Skills lab	<ul style="list-style-type: none"> - To be able to recognize the value of accounting in managing the business 	2
5	End Unit assessment and Remediation	<ul style="list-style-type: none"> - To be able to recognize the value of accounting in managing the business 	1

LESSON 1: Meaning and importance of financial statements

Learning objectives:

- Explain the meaning of financial statements
- Discuss the importance of financial statements
- Analyze the importance of financial statements in business management
- Appreciate the importance of financial statements towards business management

Teaching aids:

Basic materials for a class/ lesson to be conducted: learners books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 8.1 Learners' book

Learners study the quote and using their knowledge of entrepreneurship obtained in O'level and research made from the internet or libraries explain the meaning of financial statements and discuss their importance to businesses. This activity may be given as a research question or homework.

Possible answers to Activity 8.1

1. The quote means that having well prepared financial statements is a key to taking informed and reliable decisions, hence better financial position of a business.
2. The author of the quote emphasizes the reliability of financial statements because the purpose of making financial statements reliable is to provide accurate financial information for the user to use when making financial decisions. An investor wants to know that the net income reported accurately represents the company's activities for the period.
3. Refer to the learner's book
4. The financial statements that every entrepreneur should use to communicate and manage businesses effectively are income statement and balance sheet. On top of these two basic statements, he/she can prepare statement of owner's equity and cash flow statement.

This is because the above two basic financial statements help an entrepreneur to ascertain the business results and financial position for a particular accounting period hence taking reliable financial decisions.

Application activity 8.1 Learner's book

Learners analyze and discuss about the questions either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 8.1

Person/party interested in looking at the financial statements of any business	Example and explanation
<ul style="list-style-type: none">• Employees	Employees need to look at the financial statements to be sure of their job stability. In some businesses, the financial profits are a basis of salary improvement.
<ul style="list-style-type: none">• Business Manager	Managers use these financial statements to take managerial decisions at all levels of management.
<ul style="list-style-type: none">• Entrepreneur	Entrepreneurs are interested in looking at financial statements to check on the return on their investments.
<ul style="list-style-type: none">• Government	Though the government can use financial statements for different purposes, it basically looks at them to ascertain profits that the business is to pay to revenue authority.
<ul style="list-style-type: none">• Investors	Investors are interested in looking at the business financial statements in order to make decisions about which business they can invest in.

LESSON 2: Income statement (Trading, Profit & Loss account)

Learning objectives:

- Explain the meaning of the income statement
- Prepare income statement for the business
- Advocate for financial records keeping towards making informed business decisions

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, interview with the college bursar, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and

attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Activity 8.2 Learners' book

Learners briefly identify reasons why developing business needs to prepare an income statement, and explain the meaning of income statement. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson. This activity may be given as a research question or homework.

Make a follow up as learners do the activity. Ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary to briefly identify reasons why developing business needs to prepare an income statement, and explain the meaning of income statement. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 8.2

- A. No, developing entrepreneurs need to prepare income statement to check whether they are making profits or incurring losses. This can help them to take timely adequate decisions.
- B. Refer to the learner's book

Application activity 8.2

Learners analyze the questions either in groups or in pairs to describe the financial status of a business using income statement information. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 8.2

KUNDUMURIMO Enterprise

Income Statement for the year Ending 31 December 2012

			Frw	Frw	Frw	Frw
	Net sales				650,000	
	Opening stock	38,000				
	Net purchases	380,000				
	Cost of goods available for sale	418,000				
Less:	Closing stock	(2,200)				
Less:	Cost of goods sold				(415,800)	
	Gross profit				234,200	
Add:	Other incomes					
	Discount received				45,000	
	Rent received				55,000	
	Gross income					334,200
Less:	Operating expenses					
	Electricity			2,300		
	Telephone			51,700		
	Advertisement			4,400		
	Salaries and wages			22,000		
	Rates			1,400		
	Insurance/premium			3,700		
	Carriage outward			15,000		
	Discount allowed			500		
	Total operating expenses					(101,000)
	Net profit					233,200

LESSON 3: Balance sheet

Learning objectives:

- Explain the meaning of balance sheet
- Prepare a balance sheet for the business
- Advocate for financial records keeping towards making informed business decisions

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on the internet, etc.

Prerequisites/Revision/Introduction:

Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on preparation of income statement, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 8.3 Learner's book

Using an appropriate method, learners use an exercise provided by the teacher pick out the balances to be used in preparing a balance sheet, differentiate an income statement from a balance sheet, and discuss the importance of a balance sheet.

Make a follow up as learners do the activity. Ensure everyone is actively participating; instructions clearly followed; and address any challenges/issues identified. Encourage learners to be creative and think beyond the box, as they prepare the balance sheet.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on preparation of a balance sheet and its importance. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for activity 8.3

1. The balances to be used in preparing a balance sheet are the following:
 - Cash in hand
 - Cash at bank
 - Petty cash in hand
 - Motor vehicles
 - Sundry debtors
 - Sundry creditors
 - Office equipment
 - Furniture
2. Refer to the introductory activity possible answers (no 6)
3. An entrepreneur should prepare a balance sheet because the data displayed on the balance sheet provides a business with a better idea of the financial state of the business in the given time period. Liquidity and efficiency are two of the more common aspects of a business revealed in the balance sheet.
 - **Liquidity:** liquidity is generally more thoroughly measured by applying one or more ratios to produce a percentage that can easily be compared against previous, future, and market percentages. The ratios most commonly used are the current ratio and the quick ratio.
 - **Efficiency:** efficiency seems fairly straightforward as it involves how well a business is managing its assets including working capital. This provides a better idea of the financial efficiency on a day-to-day basis for the given time period.

The balance sheet can also provide insight into a business's leverage, which can illustrate the amount of risk being taken, as well as the returns such as returns on investment (ROI).

Application activity 8.3 Learner's book

Learners in groups prepare the balance sheet and advise the business owner on how to improve its financial position. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 8.3

a)

KALISA's Balance sheet as at 31.12.2011

Fixed assets:

Land	1,600,000	
Furniture	<u>1,400,000</u>	
Total FA		3,000,000

Current assets:

Stock	240,000	
Debtors	800,000	
Cash at bank	190,000	
Cash in hand	<u>200,000</u>	
Total C.A	1,430,000	

Less: current liabilities:

Creditors	700,000	
Bank overdraft	<u>320,000</u>	
Total C.L	<u>1,020,000</u>	

Working capital **410,000**

Capital employed **3,410,000**

Financed by:

Owner's equity		
Capital	2,458,000	
Net loss	<u>(548,000)</u>	
	1,910,000	
Drawings	<u>(300,000)</u>	
	1,610,000	

Long term liabilities

Bank loan (4years)	1,000,000	
Bank loan (2years)	<u>800,000</u>	
Total LTL	<u>1,800,000</u>	

O.E +LTL **3,410,000**

- b) The advice to give to KALISA to improve the business financial position is to reduce the amount of liabilities which can cause business dependence, and make rational expenditures.

Skills Lab 8

For this skills lab, student teachers will use the current financial data they have so far collected from the business club activities and prepare an income statement and a balance sheet (or projected income statement & Balance sheet if the club has not yet made any sales) for the period they have existed so far.

Analyze the Income statement and Balance sheet, describe the net financial position of the business club. Basing on the financial position, suggest action steps to improve the financial life of the Business club.

Suggested Lesson Duration: 80 Minutes

Learning aids: Business club data, structure of income statement and balance sheet, big paper/flip charts, markers and scotch.

Build

This section can take up to 15-20 minutes

- Start the lesson with a reflection discussion, students respond to the questions below,
- What do we mean by financial statements? What financial statements are so helpful for any business person? Why?
- What is the difference between a balance sheet and income statement?

Conclude Build by Introducing lesson objectives, and emphasize the fact that students will use their own data and create financial statements for the business club.

Practice

This can take up to 30 minutes

- Ask the club treasurer to provide club records and together with president or any person on the club leadership team, they lead the whole class discussion as they create the club's income statement and the balance sheet, they interpret the two statements and describe the financial

position of the business club and suggest possible action steps that the club needs to take to improve their financial performance.

- Announce the amount of time for the activity, and make sure every student is engaged.

Present

This can take up to 20 minutes,

Invite representatives to present:

One student the Income statement, another person present the balance sheet, another person to present the interpretation of the financial position of the club. And the last person to present the action steps the club should take to improve financial performance.

Use questions to probe them to give deeper explanations of what they are presenting, not simply reading what is prepared.

Conclusion

Emphasize the importance of financial statements to an entrepreneur; especially making data based decisions that will affect the business, helpful in managing taxation, helpful for external investors among others.

Encourage them to keep financial records to always prepare income statements for the club.

Portfolio Assignment;

For the back home business you are running or plan to start, prepare an income statement, balance sheet and explain the net financial status of the home business.

Success Criteria

Each student should provide a unique income statements and balance sheets, with their business name, dates, indicate whether it's an existing business or a planned one,

They should provide an explanation of the financial position and the next steps they intend to do to get started or improve their personal businesses.

Unit 8 summary

Financial statements are reports prepared by a company's management to present the financial performance and position at a point in time.

Financial statements consist of four statements namely:

1. Income statement
2. Balance sheet
3. Statement of owner's equity and
4. Cash flow statement

Generally, the most important financial statements are:

- i) The income statement or profit and loss account.
- ii) Balance sheet or the position statement.

On one hand, the income statement compares revenues with expenses to determine whether the business makes a profit or incurs a loss for particular accounting period. On the other hand, the balance sheet lists the assets, liabilities and owner's equity of the business to illustrate the overall picture of the business at a particular date.

The income statement formula states that: - Profit= Revenues - Expenses
- Loss= Expenses - Revenues

The balance sheet equation states that assets= Capital + Liabilities

Additional information

After preparing financial statements, analysis and interpretation of financial statements are of great importance. Analysis and interpretation of financial statements are an attempt to determine the significance and meaning of the financial statement data so that a forecast may be made of the prospects for future earnings, ability to pay interest, debt maturities, both current as well as long term, and profitability of sound dividend policy.

The main function of financial analysis is the pinpointing of the strength and weaknesses of a business undertaking by regrouping and analysis of figures contained in financial statements, by making comparisons of various components and by examining their content.

Completing student's portfolio

At the end of this unit, the tutor comes back to K.W.L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K.W.L chart

UNIT:		
What I know	What I want to know	What I learned

Note: This exercise of completing student's portfolio will be done consistently after each unit.

End of unit 8 assessment

For question one, students are required to read the accounting information provided in the learners' guide and:

- a) prepare the business balance sheet as at 31 March 2010 in both formats (Horizontal and vertical).
- b) How do you describe the financial status of Kaneza and Kamali Ltd Company given their balance sheet status?

Below is the expected responses to question one:

- a) Balance sheet preparation.

Balance sheet of Kaneza and Kamali ltd As At 31 Dec			
Assets	<u>Frw</u>	<u>Frw</u>	<u>Frw</u>
Non - current assets(Fixed)			
Plant and Machinery	75,000		
Motorvehicle	50,000		
Furniture and fittings	25,000		
Total Non - current assets			150,000
Current Assets			

Debtors	60,000		
Cash at Bank	45,000		
Stock	35,000		
Total Current assets		140,000	
Less: Current liabilities			
Creditors	40,000		
<i>Total Current liabilities</i>		(40,000)	
Working Capital			<u>100,000</u>
Capital employed			<u>250,000</u>
Financed by:			
Net profit	117,500		
Capital	150,000		
less: Drawings	(17500)		
Long term liabilities	0		
Net capital	<u>250,000</u>		

b) How do you describe the financial status of Kaneza and Kamali Ltd Company given their balance sheet status?

Expected student responses

- The owner's equity was able to grow from 150,000 to 250,000. This is evidence that the business is making enough money to cover operating expenses and attain a net profit.
- The business is able to cover current liabilities and remains with enough working capital,
- The balance sheet shows a good financial life, it shows that the business will be able to continue in operations.

Question 2

This requires students to prepare an income statement for Alexis trader Ltd, below is the vertical representation of the Income statement (Trading, profit and loss account)

a)

	Particulars/Items	Rwf	Rwf
Revenues	Sales	557,500	
	Less : Sales returns	0	
	Total Net sales		557,500
Less Cost of sales	Opening stock	50,000	
	Add: Purchases	420,000	
	Add: carriage in	0	
	less: Purchases returns	0	
	Total goods available for sale	470,000	
	Less Closing stock	(42,000)	
	Cost of goods sold (less)		(428,000)
Gross profit	(Net sales - COGS)		129,500
Other revenues	Add: Interest received		1,120
	Total Revenues		130,620
Less Operating expenses	shop expenses	6,200	
	wages	33,500	
	rent paid	750	
	Telephone expenses	500	
	Interest paid	5,670	
	travel expenses	550	
	Total Operating Expenses		
Profit Before Taxes			83,450
Less: Tax (VAT)		2,000	
Net profit After Tax			81,450

b) The advice the students could give to Alexis include:

- The business can reinvest the profits to increase the amount of revenues.
- Closing stock makes 76% of the total goods sold; this means the business

could have made more money if right marketing was done. So the business can increase expenses in marketing like advertising, better packaging and market research.

Additional Activities

Remedial activities

Discuss the importance of financial statements.

Possible answer: Refer to the learner's book

Consolidation activity

Given that, sales: 20,000,000Frw, opening stock: 2,000,000Frw; closing stock: 5,000,000Frw Cost of goods sold: 12,000,000Frw

Calculate a) Gross profit

b) Purchases

a) **Gross profit**= Sales – Cost of goods sold

$$= 20,000,000\text{Frw} - 12,000,000\text{Frw} = \mathbf{8,000,000\text{Frw}}$$

b) **Purchases**= COGS + Closing stock – Opening stock

$$= 12,000,000\text{Frw} + 5,000,000\text{Frw} - 2,000,000\text{Frw} \\ = \mathbf{15,000,000\text{Frw}}$$

Extended activity

Given that sales: 20,000,000Frw, opening stock: 2,000,000Frw; closing stock: 5,000,000Frw and margin rate: 25%.

Calculate a) Gross profit

b) Purchases

c) Rate of stock turnover and interpret it

Possible answers:

1) a) Gross profit = Sales – Costs of Sales

Where cost of sales = $75/100 \times 20,000,000 = 15,000,000\text{Frw}$

Gross profit = $20,000,000\text{Frw} - 15,000,000\text{Frw} = \mathbf{5,000,000\text{Frw}}$

b) Purchases = Cost of sales + closing stock – opening stock

Purchases = 15,000,000Frw + 5,000,000Frw – 2,000,000Frw = **18,000,000Frw**

c) Rate of stock turnover = 4.28 times

This means that the stock will be exhausted 4.28 times and be replaced accordingly.

Key Unit Competence: To be able to demonstrate rights and responsibilities of employees at work place

UNIT 9

RIGHTS AND RESPONSIBILITIES OF WORKERS AND EMPLOYERS

9.1. Unit Prerequisite

Learners were introduced to the concept of human rights, citizen duties and responsibilities, and ways of preventing human rights violations in history subject(senior 1-unit 10)and Rights, duties and obligations in history subject (senior 2-unit 12). This prior knowledge, skills and competences should help them to be able to exercise the rights and responsibilities as an employee or employer at workplace.

9.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

- **Gender education:** Promoting decent and productive employment and income equality for women and men is one of the priorities of the government of Rwanda and the world at large. Throughout this unit, integrate gender concerns about rights and responsibilities at workplace and do away with all the stereotypes that generate discrimination against women or men at work by telling girls and boys that they all have to discharge the obligations incumbent on them and see their rights respected.
- **Inclusive education:** In addition to all having equal rights to education, emphasis has to be put on how well, regardless of our background, economic or social setup have rights and obligations that do not discriminate. Learners need to understand that work obligations should not discriminate but promote inclusiveness of all etc.
- **Peace and Values:** You need to emphasize to students the need to live in peace and harmony with others. Learners need to appreciate employment rights and responsibilities that promote peace and are not against the values

of the community.

- **Standardization culture:** You need to emphasize to students the need for meeting both national and international standards related to rights and responsibilities of workers and employers. This will help them to abide by the standards of effective employment rights and responsibilities as prospective workers and employers.
- **Genocide studies:** In class, learners need first to accept that genocide is the worst crime against humanity. In addition, as prospective workers, employers and good citizens need to analyze and fight against any sign of genocide ideologies and the denial of genocide committed against the Tutsi in 1994. Encourage learners during tasks to be brave enough to talk about how bad it is to better know the cruelty of genocide ideology and to establish sustainable measures to fight it forever. As a teacher, try to promote a culture of peace, cooperation, unity and love at workplace.

Note: Refer to other cross-cutting issues as identified in the curriculum framework.

9.3. Guidance on the introductory activity

Introductory activity, Unit 9

Follow the guidance about the introductory activity.

- Learners in small groups, pairs or individual read and analyze the case study describe the rights that have been violated in regard to employment relationship, every year, and identify responsibilities which have not been fulfilled on both employer and employee sides.

During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. Guide them to take notes in their books referring to learners' book.

You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity (case study)

Note: These responses may be shared or not with the learners. They are specifically to guide you while harmonizing learners' responses during presentation. The rights that have been violated in regard to employment relationship are:

- **Right of the worker to ask employer to correct dangerous conditions** (violated by the MD by not correcting some dangerous aspects in the production system)
 - **Right of the employer to be respected by the worker** (violated by talking to MAHORO in a disrespectful manner)
- (a) Responsibilities which have not been fulfilled on both employer and employee sides
- The responsibility to correct the dangerous condition at the workplace was not fulfilled by the employer
 - The responsibility to respect the employer was not fulfilled by the worker.

9.4 List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of rights and responsibilities	<ul style="list-style-type: none"> - Explain the meaning of rights and responsibilities - Differentiate rights from responsibilities at place of work 	1

2	Examples of rights and responsibilities of workers and employers: <ul style="list-style-type: none"> • Rights and responsibilities of workers • Rights and responsibilities of employers 	<ul style="list-style-type: none"> - Identify some of the rights and responsibilities of employers - Describe some examples of rights and responsibilities of employees - Develop rights and responsibilities at work as employers - Fulfill their responsibilities as employees at work as well as exercising their rights - Practice their responsibilities and exercise their rights as employers and employees 	3
3	Skills lab 9	<ul style="list-style-type: none"> - To be able to demonstrate rights and responsibilities of employees at workplace 	2
4	End Unit assessment and Remediation	<ul style="list-style-type: none"> - To be able to demonstrate rights and responsibilities of employees at workplace 	1

LESSON 1: Meaning of rights and responsibilities

Learning objectives:

- Explain the meaning of rights and responsibilities
- Differentiate rights from responsibilities at place of work

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills,

knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 9.1 Learners' book

Learners analyze the case study and using their knowledge of entrepreneurship obtained in O 'level and research made from internet or libraries explain the meaning of rights and responsibilities, and explain the difference between rights and responsibilities. This activity may be given as a research question or homework.

Possible answers to Activity 9.1, refer learner's book

1. Refer to the learner's book
2. Refer to the learner's book
3. **Rights** are predominantly privileges granted to individuals by governing bodies and are generally written into laws. For example, in a democratic country, the government may grant its entire people the right to choose their own government by voting, the rights to free speech.

While

Responsibility is duties or obligations of an individual by the governing body that are required to be done by the said individual.

Briefly, Rights are principles or benefits that you are entitled to exercise or claim **whereas**

Responsibilities are duties that you are expected to fulfill.

Application activity 9.1 Learner's book

Learners analyze and discuss the question either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 3.1

Activity	Right	Responsibility
Follow instructions given by the employer		
Receive fair pay at the correct time		

Do a good job and finish on time		
Arrive on time and stay until the work day has ended		
Do all work in a safe manner and be careful of other people		
Have time for regular breaks		
Work in a safe workplace		
Use all equipment safely		
Respect the equipment and materials from the workplace		
Be provided protective clothing or equipment		
Be given clear information about the job and expectations		
Have the right equipment and materials to do the work properly		
Have a positive attitude about his/her work		

LESSON 2: Examples of rights and responsibilities of workers and employers

Learning objectives:

- Identify some of the rights and responsibilities of employers
- Describe some examples of rights and responsibilities of employees
- Develop rights and responsibilities at work as employers
- Fulfill their responsibilities as employees at work as well as exercising their rights
- Practice their responsibilities and exercise their rights as employers and employees

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, interview with revenue authority officials, research in the library, research on the internet, use an extract from Rwanda labor law (Article 47) etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Activity 9.2 Learners' book

Learners briefly explain how KEZA's rights were violated; discuss the obligation of an employer that was ignored by KABERA the line manager to KEZA. They also analyze the case study in N° 2 either in groups or in pairs and using their knowledge, research made from internet or libraries describe any 3 rights and 4 responsibilities of workers in the business. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson. This activity may be given as a research question or homework.

Make a follow up as learners do the activity. Ensure everyone is actively participating and that the instructions given are clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary to explain how KEZA's rights were violated; discuss the obligation of an employer that was ignored by KABERA the line manager; describe any 3 rights and 4 responsibilities of workers in the business. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 9.2

1. a) KEZA's rights were violated by being harassed by the employer (when he started touching and cuddling her)
- b) KABERA the line manager to KEZA ignored the responsibility to fight against any form of harassment at the workplace.
2. Refer to learner's book

Application activity 9.2

Learners analyze the questions either in groups or in pairs to answer the activities. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 9.2

A.

1. d
2. d

B.

- a) False
- b) True
- c) False
- d) False

C.

There is no specific answer for this question. A teacher gives an opportunity to learners to present their findings which are examples of different organizations, and you guide them design the correct and clear answer entailing the information from the entire class population.

Skills lab 9

Guidance on skills lab activity:

Build:

Using Think, Pair & Share Introduce the lesson by asking learners to the following questions:

- 1) What are the employees' rights at work?
- 2) What are employees responsible for at their workplace?

N.B: Inform learners that this lesson gives them an opportunity to be responsible in the business clubs and to exercise their rights accordingly.

Practice:

- Arrange with the school administrator to attend the lesson as a guest speaker or take the learners out of the classroom to visit administrator in his/her office if possible.
- Assign the questions to a few students who will ask the administrator in reference to students' book and this is to avoid wastage of time or confusion.
- Each group can have a question so that there is fair representation during interviewing.
- Present:
- Ask each group to present their findings (summary as from the interview). Clarify some points to the learners during presentation.
- Emphasize that organizations must respect workers' rights and that learners have responsibilities to play towards achieving the goals of their business club they intend to start or have been operating.
- Ask the groups to post their findings on the Present Boards

Conclusion:

Conclude by providing human rights violation pictures and ask students to identify human rights violated in the displayed pictures.

Note that workers have to be familiar with their rights at work and if they are violated, they have a right to request them from their employers, and that much as they have rights, they are responsible for performing their duties and other tasks expected of them.

Emphasize that they should be able to perform their duties and responsibilities in the business club and that club leaders have to respect the rights of members like not having a meeting when it is Sunday service while most are in church, etc.

Note: Give question number 2 of the skills lab 9 (in learner's book) as individual work and keep its results as learner's portfolio record.

Unit 9 Summary

This unit explains the meaning of workers and employers' rights and responsibilities. It describes also both workers and employers' rights and responsibilities according to the law regulating labour in Rwanda (Law n° 13/2009 of 27/05/2009).

Rights and responsibilities are interrelated. Rights are considered to be essential for the expansion of human personality. They offer the individual a sufficient scope for free action and thus prepare ground for self-development.

All employees have basic rights and responsibilities in the workplace including the right to privacy, fair compensation, and freedom from discrimination on one hand, on the other hand, the employers have also to abide by principal responsibilities and enjoy rights that they have to abide by and enjoy.

Additional information

Workplace rules for business owners & employees impact on the rights of both workers and employers.

Rules for workers may be legally required, but various optional workplace rules should be considered as well. Carefully selected workplace rules can protect a business from legal claims and help to maintain an orderly positive work environment.

What to consider when selecting work rules?

Work rules can help to create and maintain an orderly atmosphere that is pleasant to work in where employees can work effectively. Creating such an atmosphere is to employer's benefit because employees tend to be more creative and productive when they are contented/ satisfied.

Work rules can help improve the quality of work life by:

- Creating an atmosphere where employees are treated with dignity and respect;
- Helping to ensure that employees conduct themselves in a professional and safe manner;
- Encouraging open communication between employers and employees;
- Ensuring that all employees are treated fairly and that they follow the same rules.

However, because the relationship between work rules and quality of work life is an important one, if work rules are unreasonable, inappropriate, or unenforced, the rules can actually damage employee.

Avoid overly restrictive work rules

Overly restrictive work rules mean nothing but trouble. Not only do they create unnecessary hardship for employees, but they make an employer seem

unreasonable and unconcerned about the feelings and needs of your employees. If you have a rule, you should be able to give any employee who asks a good business-related reason for having it. The reasons should be clearly related to the employee's job, and you should not impose personal opinions or beliefs on your employees in the form of work rules.

Example: When Roger was interviewed for a job and was subsequently hired, he was clean-shaven. When he reported for his first day at work, Roger was wearing a beard. The employer had a policy against employees having facial hair.

The employer asked Roger to shave off the beard, but Roger refused because he felt it was an infringement on his personal freedom, and more importantly, no one ever gave him a good reason why this rule exists. As a result, the employer fired Roger.

There are no winners here. The employer lost a good employee and the employee lost a good job. The employer will now have to spend more time and money to replace the employee.

In the example above, the employer, upon noticing the employee's reluctance to shave the beard, should have explained why it had the policy against beards. It might have been enough to make the employee change his mind. If the employer could not come up with a good reason, it shouldn't have had the policy in the first place.

Completing student's portfolio

At the end of this unit, the tutor comes back to K.W.L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:		
What I know	What I want to know	What I learned

NB: This exercise of completing student's portfolio will be done consistently after each unit.

End of unit 9 assessment

1. Let learners give as much advice as possible. Remind them that before signing a contract, it is essential to take into consideration your beliefs. Sometimes, employees' rights and responsibilities may conflict with each other.
2. The training presentation for the rights and responsibilities of employers should entail the following:

Rights of employers	Responsibilities of employers
<ul style="list-style-type: none">• Hiring rights• Firing an employee• To see his orders respected• To see his work well executed• To see all legal provisions in his/her favor being respected	<ul style="list-style-type: none">• Provide competent supervision• Provide training to employees• Provide a workplace safe and free from hazards• Ensuring no discrimination in the workplace• To affiliate workers to the social security scheme• To pay the worker the agreed remuneration regularly and in due time

Additional Activities

The following questions require short answers, true or false, and filling the gaps with appropriate word(s).

- a) Who is responsible for providing equipment necessary to do the work in the workplace?
- b) It is not bad to harass people at work if it is all in fun.
- c) Workers who have any negative opinions about their place of work should be dismissed.
- d) Should workers get paid on a regular basis, as stated in their contract, or only when the employers have enough money to do so?
- e) All workers should have a written contract.
- f) A woman with the same qualification, years of experience and position as a man must be paid -----salary.
- g) Employers should train employees on health and safety in the workplace.

Possible answers:

- a) The employer
- b) False, no form of harassment is acceptable
- c) False, workers have the right to express their opinions about their workplace.
- d) Regular, as agreed upon schedule
- e) True
- f) Equal
- g) True

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