

ENTREPRENEURSHIP TUTOR'S GUIDE

TTC Year 3

OPTIONS:

ECLPE, SME, LE & SSE

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FOREWORD

Dear tutor, Rwanda Education Board is honored to present TTC year three 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! which 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.

Dr. NDAYAMBAJE Irénée

Director General, REB

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I wish to express my appreciation to all the people who played a major role in the development of this entrepreneurship tutor's guide for TTC year three. It would not have been successful without the active participation of different education stakeholders. I owe gratitude to EDUCATE! which allowed their staff to bring their expertise in the integration of skills lab in all subjects especially the entrepreneurship tutor's guide and financial support provided in development of those books. Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of in-house textbook writing.

Joan Murungi,
Head of CTRLD

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PART I. GENERAL INTRODUCTION

1.0. Introduction

The purpose of this tutor's guide is to 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 labor 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 based on 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 examples 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/an 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.

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 appreciated 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:** All learners 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 kindly.

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 exploit 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 discuss about the standards with learners during their everyday and business activities. 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 over 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):** Assessment for learning is often called formative assessment and is an assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous 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:

- Continue 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 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 visit day/parents' days	Invest income
Propose product ideas	Sell products & services	Prepare for student business exhibitions

When – Extra-curricular time

Student Business Clubs find a time convenient for students, after classes. The Student Business Club is one of the best extra-curricular activities that strengthen 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 the fellower 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/develops their ideas, products before they are transplanted.

Business club is a 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** that 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 its 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 made 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 many 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/activate or initiate 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/desist 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 on 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/ and 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 3	1	2 of 3	40 Min.	25 Students
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Three learners with visual impairment			
Unit title	Agri-business and Socio-economic development						
Key Unit Competence	To be able to develop agri-business activities and know their contribution towards socio-economic development.						
Title of the lesson	Agri-business activities,						
Instructional Objective	<p>Given a written scenario of locally produced products, students will be able to describe agri-business activities practiced in School location in ten minutes.</p> <p>The tutor will read for the learners with visual impairment and allow them to answer verbally or use Braille documents.</p>						
Plan for this Class (location: in / outside)	Inside the classroom in a U shape arrangement or outside the classroom						
Learning Materials (for all learners)	The learning material will depend on what is available (example: A case study, field visit, etc.)						
References	Entrepreneurship for Rwanda , TTC College book year 3						

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed +A short explanation
	Teacher activities	Learner activities	
Introduction 5 Minutes	<p>Revision on the previous lesson on the meaning of agri-business, and socio-economic development.</p> <p>- <i>Explain the meaning of agri-business, and socio-economic development</i></p> <ul style="list-style-type: none"> - 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>Answer the questions on the meaning of agri-business, and socio-economic development</p> <ul style="list-style-type: none"> - Correct homework with the tutor <p>Discover the title of today's lesson:</p> <p><i>Agri-business activities practiced in the country</i></p>	<p>Communication: Through answering questions and peer discussion.</p>

<p>1. Development of the lesson</p> <p>a) Discovering Activity</p> <p>15 Minutes</p>	<ul style="list-style-type: none"> - Ask student to play Water Melon Game: Put students into groups & have them sit together. - Ask student to look at the locally produced products. e.g. - vegetables, .honey, milk, etc. <p><i>Describe agri-business activities practiced in the country.</i></p> <ul style="list-style-type: none"> - This activity will be done first individually, shared in pairs then in a big group according to learners sitting arrangement - Tell students that this activity will be done in 10 minutes and the presentation will be done using gallery work. - Teacher moves around in groups to guide them as they attempt to answer the questions. - The teacher pays a special attention to students with disabilities 	<ul style="list-style-type: none"> - Listen carefully to instructions <p>FORMING GROUPS:</p> <ul style="list-style-type: none"> - Students arrange themselves in teams and sit together. - Work individually or in pairs to describe agri-business activities practiced in the country. - In their groups, they share and agree on the various agri-business activities practiced in the country. 	<p>COOPERATION, INTERPERSONAL MANAGEMENT AND LIFE SKILLS: Students share ideas in pairs and in groups.</p> <p>CRITICAL THINKING</p> <ul style="list-style-type: none"> - Student analyze situation in their home localities and come up with reasonable agri-business activities practiced in their localities <p>COMMUNICATION: - Students discuss in groups and answer questions.</p> <p>Research and problem solving:</p> <p>Through discussion and research, students describe various agri-business activities practiced in the country.</p> <p>Peace and values education:</p> <p>Trough games and group discussions, students socialize and develop some values like sharing, honesty, cooperation, respect, team work, etc.</p>
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<p>b) Presentation 10 Minutes</p>	<ul style="list-style-type: none"> - Invite the student to hang their work on the Present Boards. - Allow students to do gallery work 	<p>Groups present about the various agri-business activities practiced in the country</p> <ul style="list-style-type: none"> - Each team hangs its 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:</p> <p>Taking into account learners with visual impairment during gallery walk and also read for them.</p>
<p>c) Exploitation 5 Minutes</p>	<ul style="list-style-type: none"> - To ask other groups if they agree on what other groups have presented and comment on each presentation. - Invite the representative of each group to come, describe various agri-business activities practiced in the country. 	<p>Harmonize their findings and come up with various agri-business activities practiced in the country.</p>	<p>COMMUNICATION: – Student discusses and communicates verbally while presenting their work and commenting on other groups work.</p> <p>CRITICAL THINKING – Learners use critical thinking in answering questions.</p>

<p>c) Synthesis 3 Minutes</p>	<ul style="list-style-type: none"> - - Help the students to come up with a summary on various agri-business activities practiced in the country. - Read the summary loudly for the two learners with visual impairment to allow them to take notes. 	<p><i>Various agri-business activities practiced in the country:</i></p> <ul style="list-style-type: none"> - LIVESTOCK/ ANIMAL REARING: involves the rearing and selling of different types of animals for beef, milk and hides and other products. - CROP PRODUCTION: <i>dealing in</i> producing and selling they include; coffee, tea, cassava, bananas, cotton, maize, beans, potatoes, tobacco etc. - POULTRY KEEPING: concentrates on the keeping and selling of birds for meat, eggs, feathers and skins. - FLORICULTURE: <i>dealing in growing and sell flowers</i> - AQUACULTURE: deal in fish farming, crocodile farming etc. - HORTICULTURE: dealing in this business, grow fruits and vegetables. - APICULTURE: dealing in beekeeping for honey. 	<p>Inclusive Education:</p> <p>Taking into account of students with visual impairment by reading for them note written onboard and giving more time to take note.</p>
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<p>2. Conclusion and Assessment</p> <p>2 Minutes</p>	<p>APPLY QUESTIONS:</p> <p>1. Discuss any 3 agri-business activities practiced in your home locality.</p> <p>2. Suggest their role towards socio-economic development</p> <ul style="list-style-type: none"> - Advise students to think out of box and come up with modern ways of doing agribusiness. - Emphasize that agribusiness can be one of the viable projects that their Business Club can deal in. 	<p>Expected answers:</p> <p>Learners may come up with different answers.</p> <p>Answers:</p> <p><i>1. The agribusiness activities practiced in the home localities may fall under the following:</i></p> <ul style="list-style-type: none"> - Livestock/ Animal rearing - Crop production - Poultry keeping - Floriculture - Aquaculture - Horticulture - Apiculture <p>2. Role of agribusiness activities towards socio-economic development:</p> <p><i>(a) Provision of employment chances to the people in the community.</i></p> <p><i>(b) Provision of food for the community (people are able to survive on food produced).</i></p> <p><i>(c) Sources of income to the population.</i></p> <p><i>(d) Source of income to the government in form of taxes, etc.</i></p>	<p>Critical thinking:</p> <p>Students develop critical thinking and reasoning skills while answering questions from other groups.</p> <p>Research and problem solving</p> <p>Imagination and application of this lesson to real business world.</p>
<p>Teacher self-evaluation</p>	<p>For example:</p> <p>2 learners need remedial activities (they are given)</p>		

PART III: UNIT DEVELOPMENT

UNIT 1

AGRI-BUSINESS AND SOCIO-ECONOMIC DEVELOPMENT

Key unit competence: To be able to develop agri-business activities and know their contribution towards socio-economic development.

1.1 Unit Prerequisite

In senior 2, unit 1 you analyzed the role of an entrepreneur in socio-economic development; senior 2 unit 3 you also described the contribution of the various types of work to socio-economic development while in senior 3 unit 4 you analyzed different forms of enterprises. This prior knowledge, skills or competences should help the learners to be able to develop agri-business activities in their locality and be able to realize their contribution as students towards socio-economic development.

1.2 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 around them.

Gender education: Emphasis throughout this unit has to be put on how both males and females have same chance to create agribusiness activities which can generate an income in their local community. So as to promote better standard of living of their families and in the locality by creation of agriculturally based employment opportunities and the country by paying taxes leading to socioeconomic development.

Environment and society: The greatest source of entrepreneurship is the environment and the society. Agribusiness activities or any other income generating activity cannot be implemented without the environment, both are combined. Therefore, great care has to be taken for environment and society. Therefore, agricultural activities the only way through which the environment can be safe from harm but only done appropriately.

Inclusive education: In addition to all having equal opportunities to become entrepreneurs, attention will be made on how we all regardless of our background have right to generate ideas that do not discriminate as our needs are the same. Learners need to understand that agribusiness should not discriminate but promote inclusiveness of all.

Throughout the business activities learners should be able to evaluate the contribution of agribusiness to socio-economic development and then participate and support people in different circumstances and in general youth employment.

Peace and Values: You need to emphasize on learners need to live in peace and harmony with others. Learners need to identify potential contributions of agribusiness towards socio-economic development and promoting peace. Learners also need to develop positive attitude towards the society, customers, shareholders, environment, agriculture, and government, among others as the socio-economic development. They need also to know that the security is important for people to live in high standard of living.

Standardization culture: You need to emphasize to learners the need for standards even in agribusiness activities to ensure that these products bring in enough income to the economy, an individual and to gain international market access.

1.3 Guidance on the introductory activity

NOTE: The students won't be able to answer all the questions at this stage; they can answer the first two questions. The most important thing is that you want to challenge learners to be expectant and to use their previous knowledge and background to self-discover during teaching and learning of this unit. Tell learners that they will learn more about agribusiness in the corresponding lessons.

Explain the purpose of the introductory activity of the lesson. This activity is intended to provide interest and motivation for learners to be able to appreciate agribusiness as any other business opportunity as a way of fighting youth unemployment in the country while creating more opportunities in rural Rwanda.

The introductory activity will also arouse learners' interests about what to expect in this unit as they answer the questions that follow in the activity. Learners can build on previous knowledge, skills, values and attitudes to help you assess the learner's prior knowledge and help link with the new content.

Exploit and use appropriate learning methods that can foster collaborative learning for (example small groups or pairs, gallery walk). Provide learners with the introductory activity in the learner's book, and give instructions to the activity to be done. During grouping or pairing, ensure a balance between boys and girls

and learners' different abilities.

During this activity ensure that learners have understood the instructions, prompt and probe them through question and answer approach to make sure they are active and their curiosity in learning and discovery is aroused. 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-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 if it is a question. Encourage learners to appreciate each other's work especially during the presentation.

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

Possible answers to introductory activity;

1. Ways in which Mahoro's farming activity is different from others in the locality
 - She grows Irish potatoes mainly for commercial purposes while most of the farmers produce for home use and only the remainder/remains to be taken to the market.
 - She is persistent and never gives up, no matter how many times she fails.
2. The following motivated Mahoro to undertake the activities
 - Mahoro had a strong dream of being self employed
 - Strong advice and support from her relatives
 - Back ground knowledge from her entrepreneurship lessons
 - Loan from Sacco
 - Favourable season of the year
 - Ready market
3. Contribution of agribusiness towards socio-economic development
 - These businesses provide food for the community; people are able to survive on food produced.
 - They provide employment chances to the people in the community and this helps to reduce on unemployment in Rwanda. Agribusiness employs the biggest percentage of people .
 - Provide raw materials/inputs to other industries in the country for instance wheat providers supply inputs to Azam industries to produce wheat flour

etc.

- They act as sources of income to the population. People get money which they use to buy essential goods thereby increasing on their standards of living.
 - They use bi-products like rubbish, husks etc. which would have otherwise been dangerous to the environment there by conserving it from damage.
 - Provide foreign exchange through the sale of goods on foreign markets.
 - Provide market to other industrial products e.g. fertilizers, farm tools.
 - Act as a source of income to the government in form of taxes.
 - Some areas are developed because of agricultural activities and products from such areas. e.g. roads are developed.
4. The government may assist the youth in the following ways in order to benefit more from agribusiness activities.
- Organizing workshops for the youth to enlighten the youth on how they can take advantage of agribusiness.
 - Reducing interest rates on loans obtained by youth groups.
 - Encouraging the youth to organize themselves in groups so as to obtain government support.
 - Putting up youth support schemes even at the lower levels of the society ,
 - Reducing taxes for upcoming youth entrepreneurs.
 - Etc.

1.4 List of lessons (including assessment)

No.	Lesson title	Learning objectives (From the syllabus including knowledge, skills and attitude)	Number of periods
1	Meaning of agri-business, Socio-economic development, and agri-business activities.	<ul style="list-style-type: none">- Explain the meaning of agri-business.- Explain the concept of socio-economic development.- Describe agri-business activities practiced in the economy.- Conduct research on agri-business activities that suit their social- environment.- Analyze different agri-business activities in their locality.	3

2	Contribution of agribusiness towards socio-economic development.	<ul style="list-style-type: none"> - Discuss the contribution of agri-business activities towards socio-economic development of the nation - Recognize role of agribusiness towards socio-economic development. 	1
3	Youth employment in agri-business.	<ul style="list-style-type: none"> - Explain the meaning of youth employment . - Describe the benefits of youth employment towards community development. - Create agribusiness activities that match their choice. - Appreciate the role of youth employment towards community development. - Appreciate resourcefulness in business startups . 	2
	Skills lab activity	To be able to develop agri-business activities and know their contribution towards socio-economic development.	2
	End of unit assessment and Remediation	To be able to develop agri-business activities and know their contribution towards socio-economic development.	2

Lesson 1: Meaning of agri-business, Socio-economic development, and agri-business activities

Lesson objectives:

- Explain the meaning of agri-business
- Explain the concept of socio-economic development
- Describe agri-business activities practiced in the economy
- Conduct research on agri-business activities that suit their socio environment
- Analyze different agri-business activities in their locality

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Handle any holiday packages where present and revise with the students any last term exams to enable student have a fresh start of the term or the year.

Possible methods: Think pair & share; small group discussions, gallery walk, brainstorm, case study analysis, research in the library and research on the internet about the meaning of agri-business, socio-economic development, and examples of agri-business activities in Rwanda and /worldwide.

Teaching resources: Learner's books, internet, case studies and Rwanda's government budget for say the last five years; local agribusiness entrepreneurs who have a tangible contribution to the community's development and are ready to give a motivational testimony to the young entrepreneurs to assist them develop a better attitude toward work and agriculture.

Learning activities 1.1' Learners' Book

Follow the guidance about the learning activity

Possible answers

- 1. Agribusiness** therefore is a combination of agriculture and business. It is defined as an activity of growing plants, live stocks, for commercial purposes.
- 2. Socio-economic development:** This is a multi-dimensional process of transformation involving accumulated qualitative and quantitative changes in an economy leading to better standards of living. Social economic development involves cultural changes, social changes, economic transformation, education reforms and it's a continuous process covering a long period of time.

Application Activity 1.1

Possible answers for Application Activity 1.1 refer to learners' book.

- 1. Agri-business activities illustrated in the photos provided in the learner's book.**

1. Poultry farming
2. Croproduction Horticulture
3. Floriculture
4. Aquaculture

Apiculture². Question two has no specific answer expected but the learner might come with any of the agricultural activities in relation to the area located e.g. Poultry farming, Aqua-culture, Horticulture, Floriculture, Apiculture, Crop production, etc.

Lesson 2: Contribution of agribusiness towards socio-economic development

Learning objectives:

- Discuss the contribution of agri-business activities towards socio-economic development of the nation.
- Recognize role of agribusiness towards socio-economic development

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching resources:

Learner's books, internet, case studies and Rwanda's government budget for say the last five years, local entrepreneurs who have contributed to the community's development.

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

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Learning Activity 1.2: Case study

Using an appropriate method, such as small groups or pairs learners ,explain different ways how people in their community have benefited from agribusiness activities.

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 heard instructions clearly followed; address any challenges/issues identified. Encourage learners to think agribusiness on a more creative, innovative point of view to be able to increase output while taking advantage of a small environment they are living in.

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. Learners give and explain different ways on how people in their communities have benefited from agribusiness activities.

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

Guide them to make notes in their books referring to learner's book.

Possible answers

Different ways in which people have benefited from agribusiness activities:

- These businesses provide food for the community; people are able to survive on food produced.
- They provide employment chances to the people in the community and this helps to reduce on unemployment in Rwanda. Agribusiness employs the biggest percentage of people.
- Provide raw materials/inputs to other industries in the country for instance wheat providers supply inputs to Azam industries to produce wheat flour etc.
- They act as sources of income to the population. People get money which they use to buy essential goods thereby increasing on their standards of living.
- They use bi-products like rubbish, husks etc. which would have otherwise been dangerous to the environment there by conserving it from damage.
- Provide foreign exchange through the sale of goods on foreign markets.
- Provide market to other industrial products e.g. fertilizers, farm tools .
- Act as a source of income to the government in form of taxes.
- Some areas are developed because of agricultural activities and products from such areas e.g. roads are developed.

Application Activity 1.2 Learners Book

- Learners in either groups or in pairs point out the contribution of agribusiness activities towards socio-economic development of the nation.

This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose 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 to the application activity 1.2

Learners analyze 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, chose 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

The first part of the question has no specific answers but the teacher will have to look through the learner's ideas in relation to their localities.

But the contributions to socio economic development may include the following;

- These businesses provide food for the community
- They provide employment chances to the people in the community
- Provide raw materials/inputs to other industries in the country.
- They act as sources of income to the population
- They use bi-products like rubbish, husks etc.
- Provide foreign exchange through the sale of goods on foreign markets.
- Provide market to other industrial products e.g. fertilizers, farm tools.
- Act as a source of income to the government in form of taxes.

Lesson 3: Youth employment in agri-business

Learning objectives:

- Explain the meaning of youth employment
- Describe the benefits of youth employment towards community development
- Create agribusiness activities that match their choice
- Appreciate the role of youth employment towards community development
- Appreciate resourcefulness in business start-ups the steps of preparing EIA report

Teaching aids: 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.

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

Prerequisites/Revision/Introduction: Before delivering a lesson, the teacher reviews 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. Remember the learning objectives link to the key unit competence.

Activity 1.3 learners' book

Using an appropriate method, learners attempt to explain the meaning of youth employment.

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 youth employment, be creative and try to think beyond the box as they suggest ways . The youth can be self-reliant and sustaining while even creating employment to other members of the community.

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 to draw conclusions/summary on the meaning of youth employment. Guide them to make notes in their notebooks referring to learner`s book even when they are presenting their group work.

Encourage them to always write down the main points heard from another group.

Possible answers for activity 1.3

Youth employment is the situation of young people who are looking for jobs and are able to find jobs, with the age range being that defined by the United Nations as 15–24 years old.

Application activity 13 Learners' book

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

Depending on the purpose of the application activity, chose 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 solutions to the application activity 1.3

Benefits of youth employment

- New energy and perspective.
- Workforce development.
- Affordability.
- Technology advancement & early adoption.
- Adaptability & agility.
- Youth employment builds young people's self-esteem and self-confidence
- It develops ability of the youth to manage personal and social relationships
- Offering worthwhile and challenging new experiences at work and outside work place
- It provides learning opportunities to enable young people to gain knowledge and develop new skills
- Building young people's capacity to consider risks and consequences and make informed decisions and take responsibility.
- Helps young people to develop social awareness and a sense of social solidarity from their work environments.
- It gives young people a voice in decision-making which affect their lives.
- Enhances young people's role as active citizens and preserving culture.

1.5 Skills lab activity

For this lab, learners will be able to apply appropriate measures of improving products of the club or the ones they intend to start back at home.

Guidance to the skills lab

1) Build

Using Think, Pair and Share, ask learners to answer the meaning of agribusiness and the importance of agribusiness to the economic development of the country like Rwanda. Choose few pairs to mention the meaning of agribusiness to the general audience.

Possible answers

It is defined as an activity of growing plants, live stocks, for commercial purposes. This may include the dealing in agrichemicals, breeding, crop production, distribution, farm machinery, processing, and seed supply, as well as marketing and retail sales. The contributions to the economy may include the following.

- These businesses provide food for the community.
- They provide employment chances to the people in the community.
- Provide raw materials/inputs to other industries in the country.
- They act as sources of income to the population.

Thereafter ask the learners to sit in their respective lab groups and emphasize that this lab will help them to boosting their agricultural output while taking advantage of small spaces and small piece of land available as a move towards self-reliance and youth employment.

2) Practice

Each group brainstorms on different methods that they can apply to boost agricultural output and promote employment even to their friends taking advantage of the market in the locality and available resources at the same time minimizing cost.

Inform learners of the time for the activity; make intentional movements to the groups, ensuring that there is active participation and that all issues have been resolved. Encourage learners into having viable projects that can solve community problems.

Make sure all learners in groups are active for example by asking silent learners to have a voice and involve them in the discussions or to ask their peers where they don't understand.

Note that in this activity, students are trying to come up with creative ideas on how they can boost production taking advantage of the local market in different areas of agriculture e.g. crop production, green-house farming, zero grazing, etc. thereby creating a positive attitude about agriculture and agribusiness at large.

Make it clear that the current methods used in agriculture are subsistence in nature and have not brought much change in peoples standards of living.

3) 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

walk or one group presenting at a time. During presentations encourage learners challenge/supplement each other (control this as it makes time) as it will enable them to understand better.

Provide feedback after each group presentation as per the observations and try to ask questions to the rest of the group to make the lesson more inclusive to all learners and to avoid a few learners dominating the discussions.

4) Conclusion

Emphasize that since agribusiness is the back bone of the economy yet the levels of production are still low and dominated by subsistence tools. It is in the interest of this subject that the teacher encourages learners to develop a positive attitude towards agribusiness. Stressing that their input as learners is paramount because most youths are more moving to search for jobs in the city than dealing in agriculture and agribusiness. Agribusiness can be more productive when applied with better and creative methods.

Portfolio assignment

Question number 2 on the skills lab is a take way of this lab; provide learners a portfolio assignment 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.

1.6 Unit Summary

Agribusiness therefore is a combination of agriculture and business. It is defined as an activity of growing plants, live stocks, for commercial purposes.

Example of some activities that an entrepreneur can do in agribusiness:

- Tree nursery. A tree nursery can be a great investment when done in right way.
- Fish farming. Fish farming is an ideal business idea for investors with available land, and it does not always require a body of water.
- Dual crop farming.
- Dairy farming.
- Herb gardening

Socio-economic development

This is a multi-dimensional process of transformation involving accumulated qualitative and quantitative changes in an economy leading to better standards of living. Social economic development involves cultural changes, social changes,

economic transformation, education reforms and it's a continuous process covering a long period of time.

Agri-business activities

- Livestock/ Animal rearing
- Crop production
- Poultry keeping
- Floriculture
- Aquaculture
- Horticulture
- Apiculture

Contribution of agribusiness towards socio-economic development

- These businesses provide food to the community; people are able to survive on food produced.
- They provide employment chances to the people in the community and this helps to reduce on unemployment in Rwanda. Agribusiness employs the biggest percentage of people .
- Provide raw materials/inputs to other industries in the country for instance wheat providers supply inputs to Azam industries to produce wheat flour etc.
- They act as sources of income to the population. People get money which they use to buy essential goods thereby increasing on their standards of living.

Youth employment is the situation of young people who are looking for jobs, are able to find jobs, with the age range being that defined by the United Nations as 15–24 years old.

Benefits of youth employment

- New energy and perspective
- Workforce development
- Affordability
- Technology advancement & early adoption
- Adaptability & agility

1.7 End of unit 1 assessment

a) Identify any two agribusiness activities that you can do in your home locality.

This question might not have specific answers but the teacher should pay attention to the possible answers presented by the learners and the areas they live in.

b) Describe the methods that you can use to make it a real profitable business than survival and discuss their contribution towards socio-economic development.

Also, this question might not have specific answers but the teacher should pay attention to the possible answers presented by the learners.

1.8 Additional Activities

Remedial questions

1. Identify some of the agricultural activities in your community that are still done on a subsistence level.

This question might not have specific answers but the teacher should pay attention to the possible answers presented by the learners

2. Suggest ways the government may assist the Rwandan youth to be more productive in agribusiness activities.

- Availing low interest loans to the youth.
- Encouraging the youth to form groups for combined effort.
- Organizing youth empowerment workshops.
- Adding agriculture as a subject even at a lower primary level to develop strong positive attitude among learners towards agribusiness, etc.

Note: the above answers are some of the suggestions the learner may come up with **but** not limited to the above. Therefore, the teacher should be open for any new suggested ideas from learners.

Consolidation activities

Suppose you have just graduated from the TTC. Prepare an agribusiness activity that you intend to run back home detailing all the necessary requirements for your smooth operations and discuss how environmentally friendly your activity will be all along with predictions of how you will moderate/lessen its negative environmental impacts.

This question might not have specific answers but the teacher should pay attention to the possible answers presented by the learners.

Extension Activity

Write a press release of not more than 200 aimed at encouraging the youth in this country to develop a positive attitude towards agribusiness by giving them a few methods that can be cost effectively applied to boost agricultural productivity.

Also, this question might not have specific answers but the teacher should pay attention to the possible answers presented by the learners.

UNIT 2

ENVIRONMENTAL IMPACT ASSESSMENT

Key Unit Competence: To be able to prepare EIA report as a tool for preventing negative effect of business activities on the Environment.

2.1. Unit Prerequisite

Learners were introduced to effects of business activities on the environment and business ethics; work in society. This prior knowledge, skills or competences should help them to prepare EIA report as a tool for preventing negative effects of business activities on the environment and take advantage of opportunities available without harming the surroundings.

Given this back ground, learners should be able to appreciate that there exists a big relationship between the natural and human environments and that it is very important for them to try to assess the environmental and social impacts of economic activities, and planned development projects that may affect the quality of the environment and well-being of people.

2.2. 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 all the cross-cutting issues where possible taking consideration of their environment or community.

- **Peace and Values:** In day to day activities both at school and community, learners need to live in harmony and peace. Emphasize to learners that they need to provide mitigation/easing/moderated measures of managing negative effects of project activities that promote peace and are not against the values of the community they live in. Learners also need to work in harmony during group activities and other activities as provided by the teacher.
- **Environment and sustainability:** The greatest reason why EIA is done is to preserve the environment and to make the natural resources 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 a forestation.

- **Gender education:** Emphasis throughout this unit is on how both male and females have 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 activities, all learners irrespective of sex should be given equal opportunities.

- **Inclusive education:** Emphasis has to be put on how we all regardless of our background, economic or social setup have the right to participate in EIA process for the benefits of our

communities. Learners need to appreciate that doing an appropriate EIA report doesn't require someone to be hailing from a special background, that it requires following the right procedures and processes.

- **Financial inclusion:** Emphasis has to be put on how learners need to be financially responsible and this requires them also to be careful with how they use all resources around them. 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.

Refer to other cross-cutting issues as identified in the preliminary pages of the teachers' guide and curriculum framework.

2.3 Guidance on the introductory activity

Note: The students won't be able to answer all the questions at this stage; they can answer the first two questions. The most important thing is that you want to challenge learners to be expectant and to use their previous knowledge and background to self-discover during teaching and learning of this unit. Tell learners that they will learn more about EIA in the corresponding lessons.

Explain the purpose of the introductory activity of the lesson. This activity is intended to provide interest and motivation for learners to analyze EIA as a tool for prevention and control of the social economic development impacts on the environment.

The introductory activity will also arouse learners' interests about what to expect in this unit as they answer the questions that follow in the activity. Learners can build on previous knowledge, skills, values and attitudes to help you assess the learner's prior knowledge and help link with the new content.

Exploit and use appropriate learning methods that can foster collaborative

learning for (example small groups or pairs, gallery walk). Provide learners with the introductory activity in the learner's book, and give instructions to the activity to be done. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

During this activity ensure that learners have understood the instructions, prompt and probe them through question and answer approach to make sure they are active and their curiosity in learning and discovery is aroused. 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-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 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. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers to introductory activity

a) Positive effects of projects to the economy;

- The projects will enable people get jobs hence solving unemployment problem.
- Projects provide goods and services to the economy.
- Increase in the income of the population working on the site and development of small businesses that will serve the employee for the staff.
- Possibility of meeting the fundamental social needs for the employees and their families (health care, schooling children, "mutuelle de santé" etc.
- Payment of taxes to the local and central government. Among others (discuss reasons given by the groups).

Negative effects of business activities/projects to the environment

- Wastes and disposals may end up in water bodies.
- Pollution of air, trees/forests are cut.
- People may be displaced, swamps may be reclaimed, among others (discuss responses from groups).

b) Strategies to mitigate environment challenges;

- Noise pollution can be mitigated/moderated by use of public systems to alert people on time of noise, and use of sound proof equipment in night clubs.
- Erosion can be minimized by radical terraces and planting grass and trees.
- Dust and emissions can be minimized by use of dust suppression machines. Among others (provide constructive feedback and supplements from others provided by learners).

c) Importance of the environmental impact assessment report;

- To detect the effects of the project on the neighbouring environment such as the water bodies, soil, people, infrastructure, fauna, flora and the atmosphere.
- To propose alternative measures where it is noticed that adverse effect may occur.
- To carry out a diagnosis of the existing environment and activities in the area of the project.
- To propose enforcement measures where beneficial effects from the project are detected.
- To set up an environmental management plan that will govern all activities of the project for the better protection of the environment.

2.4 List of lessons (including assessment)

Lesson title/probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods

N°	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes)	Periods
1	Definition of Environment and Effects of business activities on the environment	<ul style="list-style-type: none">– Explain the concept of environment– Describe the effect business activities on the natural environment– Analyze the impact of business activities on the natural environment	2

2	Preventive measures to reduce negative effects of business activities on the natural environment	<ul style="list-style-type: none"> – Explain the preventive measures to reduce the negative effect of business activities on the natural environment – Apply preventive measures to conserve the environment 	1
3	Meaning of EIA report and steps of preparing an EIA report	<ul style="list-style-type: none"> – Explain the meaning of Environmental impact assessment – Describe the steps of preparing an EIA report – Analyze the steps of preparing EIA report 	1
4	Importance of EIA report	<ul style="list-style-type: none"> – Develop a culture and advocate for environmental conservation in their communities – Design an EIA report for their business projects, solve environmental problems caused by business activities 	1
6	Skills lab 2	To be able to prepare EIA report as a tool for preventing negative effect of business activities on the environment	2
7	End Unit assessment and remediation.	To be able to prepare EIA report as a tool for preventing negative effect of business activities on the Environment	1

Lesson 1: Definition of Environment and Effects of business activities on the environment.

Learning objectives:

- Explain the concept of environment
- Describe the effect of business activities on the natural environment
- Analyze the impact of business activities on the natural environment

Teaching aids:

EIA sample reports, EIA related pictures, case study and any other relevant available materials.

Possible methods: Think pair & share; small group discussions, gallery walk,

brainstorm, case study analysis, research in the library and research on the internet about EIA process.

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 2.1

Learners in small groups, pairs or individual read and discuss what the environment is, identify what activities mentioned in the case study affect the environment and identify the would-be positive effects of the above activities on the environment.

During the discussion, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud/congratulate 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 definition of environment and effects of business activities on the environment

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

Possible answers for activity 2.1 (case study)

a) Environment is the sum total of conditions that surrounds us at a given point of time and space.

b) Activities in the cases study that affect the environment:

Using non-renewable construction materials, excessive use of electricity, leaving equipment switched on even when not working, excessive use of office paper, dumping of electronic wastes.

c) Would-be positive effects of the above activities on the environment:

- Infrastructural development.
- Proper waste disposal ,
- Makes environment appealing and more beautiful.

- Increased vegetation cover which improves the quality of air.
- Improved standards of living ,
- Etc.

Consider any other points the learner may suggest.

Application activity 2.1

Learners analyze 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, chose 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 the application Activity 2.1

a) Should Sally's mother buy the bottled water? Support your answer.

No, she should not buy. Because she will be adding on the negative effect of water bottles on the environment.

b) Increasing awareness campaigns.

- Holding environment protection campaigns.

c) Over use of aquifers.

- Some major water shortages."
- Filling up of landfills.
- Increased air pollution.
- Destruction of our ozone layer.
- When they are burned with the regular trash, toxic fumes are emitted that are harmful to our health, and these include greenhouse gases that are also harmful to the environment."

Lesson 2: Preventive measures to reduce negative effects of business activities on the natural environment

Learning objectives:

- Explain the preventive measures to reduce the negative effect of business activities on the natural environment.
- Apply preventive measures to conserve the environment.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research in the library, role play, 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners explain the concept of environment; describe the effect of business activities on the natural environment, analyze the impact of business activities on the natural environment as discussed in the previous lesson through a question and answer session.

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 2.2 Learners book

Using an appropriate method, such as small groups or pairs learners ; advise Kayitesi by identifying the importance of preparing an environmental impact assessment report and the likely consequences of not submitting the EIA report to REMA before starting the business.

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 heard; instructions clearly followed; and address any challenges/ issues identified. Encourage learners to think about the environment, innovation, standards as they come up with qualities of a good business idea.

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. Learners give reasons why it is important to think about environment, innovation, standards, etc. while protecting the environment.

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

Guide them to make notes in their books referring to learner's book.

Possible answers for activity 2.2

Measures Mutesi should take to mitigate the likely environmental challenges caused by her project

Environmental challenges	Mitigation measures
Proximity to areas with many people.	Establish the project in an area away from many people to avoid accidents and other inconveniences.
Dumping of wastes in water bodies	Have designed water bodies' free areas where to dump wastes and other disposals .
Risks of accidents	Use of protective equipment and wear (helmets, gloves)
Air emission by dust	Soil watering during the time of soil works.
Urinating and defecating in inappropriate places,	Capacity building and training of personnel with respect to environment and safety. Construct toilet to act as a place of convenience.

Application activity 2.2 Learner's book

Learners in either groups or in pairs point out the roles and benefits of environmental impact assessment in Rwanda and suggest possible outcomes as a result of businesses in Rwanda operating without an environmental impact assessment report. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose 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 solutions to the application activity 2.2

Possible outcomes as a result of businesses in Rwanda operating without an environmental impact assessment report:

- Environmental degradation
- Loss of government revenue
- Poor standards of living
- Wide spread poverty
- Persistent drought due to loss of rain.
- Loss of life due to preventable diseases, etc.

After the activity, guide learners on how their findings will be shared with the whole class and emphasizing the cross-cutting issues to the activity.

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

LESSON 3: Meaning of EIA report and steps of preparing an EIA report

Learning objectives:

- Explain the meaning of Environmental impact assessment
- Describe the steps of preparing an EIA report
- Analyze the steps of preparing EIA report

Teaching aids: 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.

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

Prerequisites/Revision/Introduction: Before delivering a lesson, the teacher reviews 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. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on measures to reduce negative effects of business activities on the natural environment.

Activity 2.3 Learners' book

Using an appropriate method, learners attempt to define an environmental impact assessment report and suggest the steps you think should be involved in preparation of environmental impact assessment report.

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, be creative and think beyond the box as they suggest the steps, they think should be involved in preparation of environmental impact assessment report.

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 environmental impact assessment. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner`s book even when they are presenting their group work.

Encourage them to always write down the main points heard from another group.

Possible answers for activity 2.3

a) An environmental impact assessment report is a detailed document involving a systematic process for identifying, predicting and evaluating the environmental effects of proposed actions and projects.

b) Steps of preparing an EIA report

- Project brief submission and registration.
- Scoping and consideration of alternatives.
- Baseline data collection and analysis of initial state.
- Impact prediction and analysis of alternatives.
- Public hearing.
- Decision-making
- Environmental Monitoring.

Application activity 2.3 Learners' book

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

Depending on the purpose of the application activity, chose 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 solutions to the application activity 2.3

Refer to the answers in the activity above

Lesson 4: Benefits and challenges of self-employment

Learning objective: Compare the employment options to choose the suitable one.

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.

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 meaning and sources of career guidance, handle any homework or assignments and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 2.4 learner's book

Give instructions to the learning activity, learners in small groups or pairs advise Kayitesi by identifying the importance of preparing an environmental impact assessment report.

And the likely consequences of not submitting the EIA report to REMA before starting the business.

Monitor group activities to 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, 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 the importance of preparing an environmental impact assessment report. Answer or address any questions

or challenges about the activity. Guide them to make notes in referring in their learner`s book.

Possible answers for activity 2.4

1. Importance of preparing an environmental impact assessment report

- It is a key component of a more systematic and objective approach to environmental issues.
- It provides a framework for promotion of efficient decision-making in project approval.
- Enables implementation of environmental safeguards to mitigate significant negative impacts.
- Avoid ecological damage and large-scale irreversible loss of natural resource.
- An invaluable tool for environmental management in a trans-boundary context.
- Provides a basis for future international cooperation and conflict resolution concerning environmental impacts at a regional level.
- Provides a basis for future international cooperation and conflict resolution concerning environmental impacts at a regional level.
- Enables incorporation of environmental considerations in design and site selection for a project or development activities.
- Providing information beneficial to decision making.
- Enhancing responsibilities of relevant parties in the development process.
- It helps in mitigating and minimizing environmental damage.
- Helps to void costs and delays in implementation of projects that would arise from anticipated environmental problems.
- Makes developmental projects more financially and economically efficient.
- Provides active contribution towards sustainable development in the country as a whole.

2. Likely consequences of not submitting the EIA report to REMA before starting the business include, but not limited to the following:

- Closure of the business
- Paying fines as a result of breaking environmental laws
- Loss of business image
- Loss of public confidence in business products
- Inability to obtain government support

- Loss of prominent customers
- Cancellation of business licenses, etc.

Application activity 2.4 learners book

This activity can be given as a normal individual or group activity, where learners analyze the options given to determine the appropriate answer to the question.

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 2.4

All of them apply and are essentials in an environmental impact assessment.

2.5 Skills lab activity

For this lab, learners will be able to apply appropriate measures of improving products of the club or the ones they intend to start back at home.

Guidance to the skills lab

1) Build

Using Think, Pair and Share, ask learners to answer the meaning of EIA and the importance of EIA report. Choose few pairs to mention the meaning of EIA to the general audience.

Ask learners to mention some of key topics from the previous unit such as role of agribusiness in socio-economic development and youth employment at large.

Explain that just as noted in the previous unit economic/business activities (agribusiness activities) have potential environmental impact, it is important that businesses develop EIA reports showing how environmental risks will be minimized.

Thereafter ask the learners to sit in their respective lab groups and emphasize that this lab will help them to always assess the environmental effects of the businesses they intend to start by developing an EIA report.

2) Practice

Let learners read or review what EIA entails in the Students' Book'. Thereafter

ask each group to develop an EIA report for a project of their choice they want to present.

Inform learners of the time for the activity; make intentional movements to the groups, ensuring that there is active participation and that all issues have been resolved. Encourage learners into having viable projects that can solve community problems.

Make sure all learners in groups are active for example by asking silent learners to have a voice and in the discussions or to ask their peers where they don't understand.

Note that in this activity, they are creating EIA reports and thus ensure that all steps of the report are incorporated accordingly.

3) 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 walk or one group presenting at a time. During presentations encourage learners challenge/supplement each other (control this as it makes time) as it will enable them to understand better.

Provide feedback after each group presentation as per the observations and emphasize that their reports have to have clear mitigation plan showing how environmental challenges will be dealt with.

4) Conclusion

Emphasize that since economic/business activities have potential environmental impact, entrepreneurs need to have an EIA report that shows how environmental issues caused by the business activities will be solved.

Write on the blackboard what an EIA report shows.

- How environmental damages resulting from the business activities will be reduced/ mitigated.
- Costs and delays that would result from poor EIA reports.
- How projects will be financially efficient.
- Contribution of the project to sustainable development.

Portfolio assignment

Question number 2 on the skills lab is a take way of this lab; provide learners a portfolio assignment 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.

2.6 Unit Summary

Environment is the sum total of conditions that surrounds us at a given point of time and space.

Business environment is the total sum of all external and internal factors that influence a business.

a) **Positive effects of business activities on the environment include:**

- Saves on cutting down forests for fuel.
- Reduction on carbon emissions which depletes the ozone layer.
- Reduction on soil fertility loss and leaching of minerals.
- Reduces water loss from the soil.
- More forest cover which improves the air we breathe in.
- Reduction on desertification and leads to more rain.
- Makes environment appealing and more beautiful.
- Increased vegetation cover which improves the quality of air.
- Improved drinking water quality, household sewage connection, and improved hygiene practices.
- Results into taxes which the government earns as revenue to set up social amenities such as schools, hospitals, roads and provide security to the country.
- Results into production of goods that satisfy people's needs thereby improving the society's well-being.
- Creation of employment opportunities for the people thereby improving their standards of living.
- Corporate social responsibility activities such as sponsoring sports activities, planting of trees, building of schools and hospitals which help the community.
- Business activities promote infrastructural development in the society such as road construction, schools, and houses for people thus contributing to the development of the society.

b) **Negative effects of business activities on the environment; These include:**

- Soil degradation
- Industrialization
- Deforestation.
- Heating and air conditioning systems pump greenhouse gas emissions from offices into the atmosphere and use up vast amounts of electricity.

- Poor waste disposal.
- Depletion of resources
- Pollution (air, water, land)
- Displacement of people
- Rush-hour traffic jams in towns and cities
- Vibration

Meaning of EIA report

An environmental impact assessment report is a detailed document involving a systematic process for identifying, predicting and evaluating the environmental effects of proposed actions and projects.

Steps of preparing an EIA report:

- Project brief submission and registration.
- Scoping and consideration of alternatives.
- Baseline data collection and analysis of initial state.
- Impact prediction and analysis of alternatives.
- Public hearing.
- Decision-making.
- Environmental monitoring

Importance of the environmental impact assessment report includes the following:

- It is a key component of a more systematic and objective approach to environmental issues.
- Provides a framework for promotion of efficient decision-making in project approval.
- Enables implementation of environmental safeguards to mitigate significant negative impacts.
- Avoid ecological damage and large-scale irreversible loss of natural resource.
- An invaluable tool for environmental management in a trans-boundary context.
- Provides a basis for future international cooperation and conflict resolution concerning environmental impacts at a regional level.
- Provides a basis for future international cooperation and conflict resolution concerning environmental impacts at a regional level.
- Enables incorporation of environmental considerations in design and site selection for a project or development activities.

- Providing information beneficial to decision making.
- Enhancing responsibilities of relevant parties in the development process.
- It helps in mitigating and minimizing environmental damage.
- Helps to void costs and delays in implementation of projects that would arise from anticipated environmental problems.
- Makes developmental projects more financially and economically efficient.
- Provides active contribution towards sustainable development in the country as a whole.

2.7 End of unit 2 assessment

a) Positive effects of business activities on the environment include:

- Infrastructural development
- Increased tax revenue
- Improved standards of living
- Employment opportunities to the people
- More forest cover which improves the air we breathe in.
- Reduction on desertification and leads to more rain.
- Makes environment appealing and more beautiful.
- Increased vegetation cover which improves the quality of air.
- Etc.

Negative effects of business activities on the environment;

These include:

- Soil degradation
- Industrialization
- Deforestation.
- Heating and air conditioning systems pump greenhouse gas emissions from offices into the atmosphere and use up vast amounts of electricity.
- Poor waste disposal.
- Depletion of resources
- Pollution (air, water, land)
- Displacement of people
- Rush-hour traffic jams in towns and cities
- Vibration
- Etc.

b) Possible ways the above projects can apply to reduce its negative effects on the environment.

- Picking right supplies.
- Training Employees.
- Practicing Recycling.
- Improve energy efficiency by minimizing the energy consumption.
- Reforestation programs.
- Sensitization and education of the general public about the importance of conserving the environment.
- Soil conservation and management.
- Following environment laws set by the government.
- Etc.

c) Steps Mahoro may have to include in the environmental impact assessment report to be submitted to REMA:

- Project brief submission and registration.
- Scoping and consideration of alternatives.
- Baseline data collection and analysis of initial state.
- Impact prediction and analysis of alternatives.
- Public hearing.
- Decision-making.
- Environmental monitoring

2.8 Additional information

1) Other stakeholders in EIA Process

- a) The Public: Communities have a right to take part in the EIA process. Public participation allows important social and environmental problems to be identified and gain consensus on nature and adequacy of proposed mitigation measures and recommendations. The role of the public in the EIA process includes contributing information and advice to EIA studies during scoping and public hearing process. The public also advises project developers and REMA on approaches to avoid, minimize or compensate for adverse environmental impacts.**
- b) EIA Experts: EIA experts are professionals registered with REMA to undertake impact studies. They help the developer to carry out EIA, design mitigation measures, prepare EIA report, and design environmental management and monitoring plans.**
- c) International Funding Organizations: All international funding organizations require EIA for projects they are to fund.**
- d) Academic Institutions: Members of academic institutions are commonly cooped on EIA technical committees. They also institutionalize environmental education in their curricula.**

2) Terms of reference for EIAs; once a project or development has gone through the screening and scoping phases, the authority responsible for processing the EIA provides the client with a Terms of Reference (TOR) document.

The TOR provides details of all the information required for the EIA review committee to make an informed decision about awarding the environmental license. Depending on the country, TORs may be developed specifically for the project, or there may be a general set of guidelines that apply to all projects in a sector.

The terms of reference include the following;

- A description of the project
- A list of the agencies or ministries responsible for overseeing the EIA process and making decisions.
- The geographic area to be studied (also called the 'impact zone')
- EIA requirements in applicable laws or regulations.
- Impacts and issues to be studied.
- Mitigation and/or monitoring systems to be designed.
- Provisions for public involvement.
- Key stakeholders
- Timeframe for completing the EIA process
- Expected work product and deliverables
- Budget for the EIA

2.9 Additional Activities

Remedial Activities

1. What do you understand by? (a) Environment Business environment
2. Describe the components of the business environment with one example each.
3. Identify any 3 activities of any business in your community and discuss any one positive and negative effect of each activity on the environment.
4. Suggest any 5 measures on how the negative impacts of business activities identified above can be minimized.

Possible answers

Refer to the learner's book

Consolidation Activities

Part A (Multiple choice questions) choose the most appropriate answers

1. EIA is defined as (select one):
 - a) **A process of identifying, predicting, and evaluating the likely impacts of a proposed project or development to define mitigation actions to reduce negative impacts and to provide positive contributions to the natural environment and well-being.**
 - b) **A report written by government representatives on the planned development impacts of environment, socio-economic issues and culture.**
 - c) **Project life-cycle assessment.**
2. What is the purpose of the “screening” step of EIA? (Select all that apply)
 - a) **To assess the quality of the project design.**
 - b) **To facilitate informed decision making by providing clear, well-structured, factual analysis of the effects and consequences of proposed actions.**
 - c) **To determine whether a full EIA is needed.**
3. Which type of project usually requires an EIA? (Select all that apply):
 - a) **Small housing building.**
 - b) **Dams and reservoirs,**
 - c) **Industrial plants (large scale).**
 - d) **Community garden development.**
 - e) **Irrigation, drainage, and flood control (large scale).**
 - f) **Mining and mineral development (including oil and gas).**
 - g) **Port and harbour development.**
 - h) **Development of wells in the community.**
 - i) **Reclamation, resettlement and new land development:**
 - j) **Thermal and hydropower development.**
 - k) **Outdoor recreation.**
4. EIA is usually required for a development project when (select all that apply):
 - a) **Large changes are expected in the environment.**
 - b) **Limited impacts are expected in the environment.**
 - c) **A small area is expected to be affected by the project.**
 - d) **There are potentials for trans-boundary impact.**
 - e) **Many people are likely to be affected by the project.**
 - f) **No cumulative impacts are expected.**
 - g) **There are protected areas in the project area of influence.**
5. What specific aspects does a good EIA report and review include? (Select all that apply)

- a) Assessment, mitigation measures and related plans.
 - b) A terms of reference (TOR).
 - c) A generalized set of assumptions about the project benefits described in highly technical terms.
 - d) A satisfactory prediction of the adverse effects of proposed actions and their mitigation using conventional and customized techniques.
 - e) Information that is helpful and relevant to decision making.
6. What kind of monitoring is referred to when we speak of monitoring a development project (select all that apply?)
- a) Monitoring indicators that measure the impacts on the environment and communities as a result of the development project.
 - b) Ensuring the fulfilment of all the commitments made in the approved EIA.
 - c) Keeping track of changes that may happen in the environment and communities because of the project and other local and/or global changes, such as changes in livelihoods due to economic crisis or migration, differences in water availability due to drought, etc.
 - d) Keeping track of the political context, to ensure that the project retains its license.

Part B (True/False questions)

- 7. Frequency of monitoring will be determined by the nature of the project. True or false?
- 8. A good quality EIA might still lead to the planned development not being permitted to go ahead based on the identified impacts. True or false?
- 9. The EIA Report is compiled by the designated government agency. True or false?

Possible answers to additional activities

Question	Right Answer	Explanation where necessary
1	A	
2	a, b, c	
3	b, c	At the screening step, the project design is not considered because it may not even require an EIA

4	b, c, e, f, g, l, j	
5	a, d, e, g	
6	a, b, d, e	
7	a, b, c	
8	False	
9	True	
10	True	

Extension Activity

Write a press release of not more than 500 words that details the problems or the effects using plastic water bottles to the environment. In your press release include measures to control or the effects of the water bottles on the environment.

Guidance to the activity:

There is no specific answer for this activity. Give learners an opportunity to do the activity, and guide them to reach a clear and complete press release entailing information gathered from views of different learners.

UNIT 3

AGRI-BUSINESS AND SOCIO-ECONOMIC DEVELOPMENT

Key unit Competence: To be able to develop an ethical understanding of Rwanda customs system.

3.1. Unit Prerequisite

Learners were introduced in senior 2 (unit 5) to the role of taxes in Rwanda, in senior 3 (unit 5) to the role of Rwandan customs procedures and in year 2 (unit 3) to taxes in business. So, with this prior knowledge and skills it should help them to be able to develop an ethical understanding of Rwandan customs system.

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 cross-cutting issues where possible taking consideration of their environment or community around them.

Environment and sustainability: Environment is one of the greatest factors that can affect both positively or negatively any business activity and one cannot start up a business without the environment. Therefore, great care for environment is crucial. Learners are to be advised on the importance of environmental protection and the importance of customs procedures in reducing harmful imports such as polythene paper while promoting other environmentally friendly businesses e.g. use of renewable energies (solar energy).

Gender education: Emphasis throughout this unit has to be put on how both males and females have the equal opportunities to understand and explain the process of customs procedures system in Rwanda. So that this will encourage people to take the first step in paying their duties to the government.

Inclusive education: In addition to all having equal opportunities to carry out business activities, emphasis has to be put on how we all regardless of our background, economic or social setup have right to develop an ethical understanding of Rwandan system that do not discriminate. Learners need to

understand that the customs procedures should not discriminate but promote inclusiveness of all etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate the role of customs procedures in promoting peace and patriotism in the community avoiding activities that are illegal e.g. smuggling and make sure that every trade they plan to have is legal and contributes to national development goals.

Standardization culture: You need to emphasize to learners the need for standard in a business legal aspect. This will help them to abide by standards of customs procedures as prospective business legal aspects.

3.3 Guidance on the introductory activity

NOTE: The students won't be able to answer all the questions at this stage; they can answer the first two questions. The most important thing is that you want to challenge learners to be expectant and to use their previous knowledge and background to self-discover during teaching and learning of this unit. Tell learners that they will learn more about customs procedures in the corresponding lessons.

Explain the purpose of the introductory activity of the lesson. This activity is intended to provide interest and motivation for learners to analyze customs procedures as a tool for controlling what is coming in and out of the country as well as bringing in revenue to the government.

The introductory activity will also arouse learners' interests about what to expect in this unit as they answer the questions that follow in the activity.

Learners can build on previous knowledge, skills, values and attitudes to help you assess the learner's prior knowledge and help link with the new content.

Exploit and use appropriate learning methods that can foster collaborative learning for (example small groups or pairs, gallery walk). Provide learners with the introductory activity in the learner's book, and give instructions to the activity to be done. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

During this activity ensure that learners have understood the instructions, prompt and probe them through question and answer approach to make sure they are active and their curiosity in learning and discovery is aroused. 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-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 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. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers to the introductory activity

a) Customs: This is a government agency entrusted with enforcement of law and regulations to collect, protect import-revenue, to regulate and document flow of goods in and out of the country while **Customs declaration** is a practice used by customs officers to clear goods into and out of a country and levy tariff include clearance procedures such as documentation and inspection.

b) Consumption entry: for goods to be offered for consumption in the importing country.

- Formal entry
- Informal entry
- In-transit entry
- Mail entry
- Person baggage entry.
- Transportation and exportation entry
- Warehouse entry

c) Documents in customs Declaration.

- Transaction invoice
- Transport documents
- Air waybill
- Bill of lading
- Import license
- Packing list
- Certificate of origin
- Certificate of analysis
- Goods arrival notice
- Assessment notice

d) Why goods are declared through customs before entering the country

- To collect revenues in form of taxes.

- Protect home industries from excessive competition ,
- To avoid entry of harmful or dangerous items in the country,
- To guard against inflation,
- It's a way of protecting the environment, etc.

3.4 List of lessons (including assessment)

N°	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes)	Number of periods
1	Meaning of customs and customs declaration.	- - Explain the meaning of customs and customs declaration	1
2	Declaration of goods in customs and customs offices in Rwanda,	- Identify the examples of goods declared through customs in form of imports and exports in Rwanda. - Identify customs offices in Rwanda .	1
3	Documents used for declaration of goods in customs.	- Fill samples of documents used in declaration of goods under customs. - Explain the documents used for declaration of goods in customs.	2
4	Types of customs declaration.	Describe the types of customs declaration.	2
5	Procedures for clearing goods in customs.	- Advocate for customs declaration in development of the country. - Describe the procedures of customs declaration.	1
6	Importance of customs declaration.	- Explain the importance of customs declaration. - Recognize business legal operations culture - Analyze the importance of customs declaration to the country .	1

	Skills lab 3	To be able to develop an ethical behaviour towards customs system,	2
	End unit assessment and Remediation	To be able to develop an ethical behaviour towards customs system.	2

Lesson 1: Meaning of customs and customs declaration

Lesson objective: Explain the meaning of customs and customs declaration

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

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 attitudes embedded in the learning objective.

Remember the learning objectives link to the key unit competence.

Teaching resources:

Learners books, internet, resource persons from RRA, debates, sample tax reports from the government, newspapers, books or magazines, radio, television, computer, projector and any other trustworthy and reliable resources to enhance learning.

Activity 3.1 Learner`s Book

Learners in small groups, pairs or individual read and explain the term customs, explain in their own words what happens at customs and customs declaration.

During the discussion, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud/congratulate 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 customs and customs declaration and a brief explanation of

what happens at customs. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners 'book

Possible answers to the activity

1. Explain the term customs.

Customs: Is the government agency entrusted with enforcement of law and regulations to collect protect import-revenue, to regulate and document flow of goods in and out of the country. Or customs are the official organization or department responsible for collecting taxes on goods especially on goods leaving or entering the country and preventing illegal trade.

2. In your understanding, what do you think normally happens at the Customs?

Upon arrival and entrance into the immigration area passengers are split into multiple lines. There is generally a line for host country nationals (people with a passport from that country), sometimes a line for citizens of the region (EU, ECOWAS, etc.), and non-immigrant visitors. Be sure to enter the correct line to avoid confusion and wasting your time and the time of the officials.

When going through immigration in a country in which you are not a host-country national, you will likely go through the non-immigrant visitor line. **Do not** use your cell phone or cameras in the immigration area. Cell phone calls are not allowed in this area and could be subject to confiscation. It is a good practice to avoid using any electronic device in the immigration and inspection area. Stay relaxed. As long as you are honest and pay attention to instructions, there will be nothing to worry about.

3. **"Goods to declare"**. Based on this statement, what do you think customs declaration means.

Customs declaration is a statement showing goods being imported and exported on which duty will have to be paid. It is a necessary document to facilitate the acceptance, verification and payment of taxes before the goods can be handed over to the importer.

Application activity 3.1

Learners analyze 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, chose 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 to the application activity

Customs: Is the government agency entrusted with enforcement of law and regulations to collect, protect import-revenue, to regulate and document flow of goods in and out of the country .

While

Customs declaration: Is a statement/document showing goods being imported and exported on which duty will have to be paid .It is a necessary document to facilitate the acceptance, verification and payment of taxes before the goods can be handed over to the importer.

Lesson 2: Declaration of goods in customs and customs offices in Rwanda

Lesson objectives:

- Identify the examples of goods declared through customs in form of imports and exports in Rwanda.
- Identify customs offices in Rwanda.

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners explain the meaning of customs and customs declaration as discussed in the previous lesson through a question and answer session.

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

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

Teaching resources:

Learners books, internet, Resource person from RRA, debates, sample tax reports from the government, newspapers, books or magazines, radio, television, computer, projector and any other trustworthy and reliable resources to enhance learning.

Activities 3.2 Learner's book

Guidance

Learners in small groups, pairs or individual observe the map provided and answer the questions that follow. During the discussion, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud/congratulate 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 customs and customs declaration and a brief explanation of what happens at customs. 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 learning activity 3.2 in the students' book

a) Main customs offices in Rwanda include the following :

- Akanyaru
- Butare
- Buziba
- Gatuna
- Gikondo
- Gatsata oil Depots
- Kagitumba
- Kabuye oil Depots
- Nshili

b) Other customs offices in Rwanda you know that are not mentioned above

- Buhita
- Kaniga
- Kigali-poste
- Kigali-Poste
- Rwempasha
- Murago
- Rwabusoro
- Kigali-Aeroport

- Rusumo
- Etc.

Possible answers for learning application activity 3.2 in the students' book

Learners analyze 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, chose 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.

Why there are many customs offices in Rwanda?

There are many customs in Rwanda because of trade facilitation but also the cost of collecting customs taxes in Rwanda is relatively low, duty or tax determined by your local customs office will apply to any transport wherever you are with a declared value higher than the minimized value. These rates are exclusive, and we think you will be very pleased with how much you can save with this discount.

Lesson 3: Documents used for declaration of goods in customs

Learning objectives:

- Fill forms or templates of documents used in declaration of goods under customs,
- Explain the documents used for declaration of goods in customs.

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

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners identify the examples of goods declared through customs in form of imports and exports and examples of customs offices in Rwanda as discussed in the previous lesson through a question and answer session.

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 3.3 Learner's book

Using an appropriate method such as small groups or pairs, compile/collect different documents as used in customs declaration.

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

Make a follow up as learner's does the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/ issues identified. Encourage learners to think about customs which is paramount in the development of the country.

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. Learners give reasons why it is important to think about environment, innovation, standards, etc. while protecting the environment.

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

Guide them to make notes in their books referring to learners 'book.

Possible answers to activity 3.3 Learners' book

Documents needed in the customs declaration.

- Transaction invoice
- Transport documents
- CMR: the CMR (Convention relative au contract de transport international de Marchandise par Route)
- Air waybill
- Bill of lading
- Import license
- Packing list
- Certificate of origin
- Certificate of analysis
- Goods arrival notice
- Assessment notice

Application activity 3.3 Learners' book

Learners in groups analyze the question to 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 learners' 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

- Air way bill (Airfreight) or Bill of lading (Sea freight)
- Commercial invoice(s) or equivalent document
- Packing list
- Import declaration form (IDF). (from the Importer)
- Importer's tax identification number (TIN) and VAT numbers
- Duties and taxes exemption certificates, if any
- National Drug Authority Certificate / Permit for import of drug and pharmaceuticals
- Phyto sanitary certificates for import of agricultural products.
- Registration / De-registration card of country of origin of old/used vehicles
- Gift certificates, if gifted to any organization eligible for duty free clearance
- Passport of the individual for clearance of personal effects
- Certificate of origin – especially for goods imported from COMESA countries

Lesson 4: Types of customs declaration

Learning objective: Describe the types of customs declaration.

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.

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 documents used for declaration of goods in customs, 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 of the learning activity, learners in small groups or pairs to explain on the following different types of customs declaration, Import, temporary importation, warehouse, transit.

Monitor group activities to ensure everyone is actively participating and heard instructions clearly; 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 the importance of preparing an environmental impact assessment report. Answer or address any questions or challenges about the activity. Guide them to make notes in referring in their learner's book.

Possible answers for activity 3.4

- a) **Import customs declaration.** Is a government document declaring designated goods or service produced to be moved/relocated or sold into the country from other countries, in order to facilitate trade, RRA customs services department adopted some special regimes;
- b) **Temporary importation.** Is the import of goods into another country or territory for a limited period of time; such goods are generally not subject to tariffs or similar fees, though they must leave the country within a certain period of time.
- c) **Temporary importation** means that goods may be used in the country without payment of duty or VAT under certain conditions and re-exported afterwards in the same state as they were in at import.
- d) **Warehousing.** A warehouse is a commercial building for storage of goods. Warehouses are used by manufacturers, importer, exporter, wholesalers, transport businesses, customs, etc. Warehouses allow transport optimization along the supply chain, and allow companies to work with an optimal.
- e) **In-transit entry:** This is customs declaration for the movement of goods from the port of unloading to the port of destination, under a customs bond.

Transit refers to the movement of goods entering or leaving the country's borders under customs control.

Application activity 3.4 learners' book

This activity can be given as a normal individual or group activity, where learners analyze the options given to determine the appropriate answer to the question.

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

a) Major types of customs entry used by Rwanda revenue authority

- Export customs declaration
- Import customs declaration
- Temporary importation.
- Warehousing.
- Consumption entry
- Formal.
- Informal entry
- In-transit entry
- Mail entry
- Person baggage entry.

b) Stakeholders involved in customs declaration

- Rwanda Revenue Authority (RRA)
- Bureau of Standards
- Clearing and forwarding agency
- Warehousing agency and security bodies

Lesson 5: Procedures for clearing goods in customs

Objectives of the lesson:

- Advocate for customs declaration in development of the country.
- Describe the procedures of customs declaration.

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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners explain the meaning of customs declaration and types of customs entry as discussed in the previous lesson through a question and answer session.

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

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

Teaching resources:

Learner's books, internet, resource person from RRA, debates, sample tax reports from the government, newspapers, books or magazines, radio, television, computer, projector and any other trustworthy and reliable resources to enhance learning.

Activities 3.5 learner's book

Guidance

Learners in small groups, pairs or individually observe the map provided and answer the questions that follow:

During the discussion, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud/congratulate 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 customs and customs declaration and a brief explanation of what happens at customs. Answer or address any questions or challenges about the activity. Guide them to make notes in their note-books referring to learners 'book.

Possible answers for learning activity 3.2 in the students' book

A list of procedures that the investor friend will have to go through to bring goods on Rwandan market:

- Obtain notice of arrival of the goods (avis d'arrivée)
- Submit goods arrival notice for verification by Rwanda bureau of standards
- Obtain manifest
- Submit import document to the clearing agent for tax calculation
- Pay import tax
- Obtain an invoice for warehouse handling fees
- Pay warehouse fees for goods handling
- Obtain goods exit note

Possible answers for learning application activity 3.5 in the students' book

Learners analyze 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, chose 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.

Lesson 6: Importance of customs declaration

Learning objectives:

- Understand and explain the importance of customs declaration
- Recognize business legal operations culture
- Analyze the importance of customs declaration to the country

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

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 attitudes embedded in the learning objectives. Remember the learning objectives link to the key unit competence.

Learners identify the procedures for clearing goods in customs as discussed in the previous lesson through a question and answer session.

Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 3.6 Learner's book

Using an appropriate method, such as small groups or pairs identify the importance of customs declaration.

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 heard instructions clearly; and address any challenges/issues identified. Encourage learners to think about customs as a way of raising revenue which is paramount in the development of the country.

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. Learners give reasons why it is important for the country to think about customs declaration,

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

Guide them to make notes in their note-books referring to learner's book.

Possible answers to activity 3.6 Learners' book

Importance of customs declaration

- To ensure observance of laws.
- Trade compliance and facilitation.
- To protect economic interests of the country.
- To protect the rights and interest of citizens and businesses in Rwanda.
- To ensure observance of revenue collection to support nation building.

Application activity 3.6 Learners' book

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

Depending on the purpose of the application activity, chose 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 solutions to the application activity 3.6

Refer to the above activity for possible answers

3.5 Skills lab activity 3

For this lab, learners will be able to apply appropriate measures of improving products of the club or the ones they intend to start back at home.

Guidance to the skills lab

1) Build

Using Think, Pair and Share, prompt learners to answer the following questions:

- i) What are customs?
- ii) What department regulates the flow of goods and services across borders?
- iii) Where are the various customs offices in Rwanda?
- iv) Mention the types of customs declaration.
- v) What are the various customs forms declared in Rwanda?

Possible answers

- i) Customs is an authority or agency in a country responsible for collecting tariffs and for controlling the flow of goods, including animals, transports, personal, and hazardous items, into and out of a country.
- ii) Customs services department
- iii) Some customs offices in Rwanda include; Cyanika, Gatuna, Kagitumba etc.
- iv) Types of customs declaration are;
 - Export declaration
 - Import declaration
- v) Customs forms declared in Rwanda.
 - Import declaration form
 - Importer's Tax Identification Number
 - Passport of the individual for clearance of personal effects
 - Suppliers invoice

2) Practice

Role plays on customs procedures:

Note: Make sure that learners/groups have the goods to use as examples during role-playing.

Instructions to the learners:

Inform learners that in their respective lab groups, they will

- i) Role play what happens during customs declaration
- ii) Roles of groups:
 - **Group 1:** Exporters
 - **Group 2:** Customs declaration administration
 - **Group 3:** Rwanda Standards Board (RSB)
 - **Group 4:** Warehouse
 - **Group 5:** Rwanda police
- iii) Each group should make sure that they improvise/provide the necessary documents
- iv) Each group has 15 minutes to prepare and practice

3) Present

After that the time allocated for practice is expired, have learners start the role-play. During the role-play, make sure everyone is actively participating. In addition, you can ask learners the following questions after the role-play:

1. What documents did every group use?
2. Where the goods declared are legally accepted in Rwanda?
3. Did the customs officers give enough guidelines to the traders during the declaration process?

After every group presentation, give feedback and ask the group to post their findings on the Present Boards.

4) Conclusion

The teacher notes that customs offices are not only meant/intended to collect revenue but also to carry out the following services:

- Ensure there is legal trade across borders.
- Ensure that there is no wastage of time during the declaration process.
- Guide traders on the expected code of conduct on the flow of goods and services.

5) Portfolio Assignment: Question number 2 on the skills lab is a take way of this lab; provide learners a portfolio assignment which is meant/intended to test the skills learners have attained from this lab.

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.

After every group presentation, gives feedback and ask the group to post their findings on the Present Boards

3.6 Unit Summary

Customs declaration is a form that is required by most nation, country when a citizen or a visitor or goods are entering that nation's borders, called importer. The purpose of the import form is to declare what goods are being brought into the nation, as some countries may have importer (limits), customs excise taxes, or bans/embargos from entry on some goods or quantities of goods. The form is also used to calculate any applicable tariffs or duties.

Customs offices in Rwanda

- Akanyaru-Bas
- Akanyaru-Haut
- Butare
- Buziba
- Gatuna
- Gikondo
- Gatsata oil Depots
- Kagitumba
- Kabuye oil Depots
- Nshili
- Aerogare-Kgl

- Cyanika
- Gisenyi-Corniche
- Rutete
- Gisenyipoids-lourds
- Kabuhanga
- Bugarama
- Bweyeye
- Cyangugu
- Kibuye
- Rusumo
- Buhita

Examples of goods cleared through customs in form of imports and exports :

- Cassitérite
- Animal hides
- Tea
- Coffee
- Machinery and equipment
- Cement and construction materials
- Petroleum products
- Foodstuffs
- Cassitérite

Customs' documents used in Rwanda

- Air way bill(Airfreight) or Bill of lading (Sea freight)
- Commercial invoice(s) or equivalent document
- Packing list
- Import declaration form (IDF). (from the importer)
- Importer's tax identification number (TIN) and VAT numbers
- Duties and Taxes Exemption Certificates, if any
- National drug authority certificate / Permit for import of drug and pharmaceuticals
- Phyto -Sanitary certificates for import of agricultural products.
- Registration / De-registration Card of country of origin of old/used vehicles
- Gift Certificates, if gifted to any organization eligible for duty free clearance

- Passport of the individual for clearance of personal effects
- Certificate of Origin – especially for goods imported from COMESA countries

Main types of customs entry

- Export customs declaration
- Import customs declaration
- Temporary importation.
- Warehousing.
- Consumption entry
- Formal entry.
- Informal entry
- In-transit entry
- Mail entry
- Person baggage entry

Customs clearance procedures include the following in Rwanda.

- Obtain notice of arrival of the goods (avis d'arrivée)
- Submit goods arrival notice for verification by Rwanda bureau of standards
- Obtain manifest
- Submit import document to the clearing agent for tax calculation
- Pay import tax
- Obtain an invoice for warehouse handling fees
- Pay warehouse fees for goods handling
- Obtain goods exit note

3.7 Additional Information

Warehousing form is the official document used by an importer who wishes to warehouse goods imported by parcels post, an entry in the prescribed form C.17 must be passed at the Post Parcels Office and the full warehousing procedure.

A warehouse is a commercial building for storage of goods. Warehouses are used by manufacturers, importers, exporters, wholesalers transport, businesses, Customs, etc. Warehouses allow transport optimization along the supply chain, and allow companies to work with an optimal inventory. Economic order quantity regarding service quality, when an importer wishes to warehouse goods imported by parcels post, an entry for warehousing in the prescribed form must be passed at the Post Parcels Office and the full warehousing procedure observed. For more information on warehousing regime, refer to customs processes and procedures.

Partners in the process of customs declaration

The following are the main partners involved in customs declaration:

- International Civil Aviation Organization,
- International Maritime Organization
- Universal Postal Union,
- United Nations Conference for Trade and Development,
- The United Nations Educational,
- Scientific and Cultural Organization,
- United Nations / Economic Commission for Europe,

Inter-Governmental Organizations

- Organization for Economic Co-operation and Development (OECD),
- Organization for Security and Co-operation in Europe (OSCE),
- The World Bank, International Trade Center (ITC)

International Cooperation

- The European Union (EU),
- European Free Trade Association (EFTA),
- International Standards Organization (ISO),
- International Air Transport Association (IATA),
- Global Facilitation Partnership for Transportation and Trade (GFP),
- The International Road Union (IRU).
- The Bureau International des Containers et du Transport Intermodal (B.I.C.).

Types of declaration forms

There are two forms of declaration:

- a) Customs arrival card or a lading card when traveling with your goods.**
The traveler or family members are required to complete the form, sign it, and then submit it to the customs and/or border protection official before arriving into the nation. Most nations require declaration of alcoholic drinks, tobacco product, animals, fresh food, plant material, seeds, soils, meats etc.
- b) Commercial invoice or a Pro-forma invoice, or an import declaration form, or a re-export declaration.** If not traveling with the goods, which are shipped, one must use other customs declaration forms. Incoterm on these forms define the shipment and customs declaration. Also, the forms normally require the traveler to note the country of origin of the goods and may sometimes require a certificate of origin. These

forms can also be used when hand carrying goods across a border. Errors on the forms can cause delays or confiscation of the goods. For that reason, importers often use a customs brokerage to clear goods through customs.

The importer must submit the necessary documents at the nearest Customs branch office; alternatively, the importer may appoint a clearing agent to do the clearance on their behalf. Clearances can also be done electronically. Customs clearance procedures can be found at the E-Regulations Rwanda website.

The importer must also be registered as importer and exporter. Before the payment of customs duties, there is the declaration of commodities which has the following process:

- **Clearing through customs:** Clearing through customs is the implementation of necessary formalities so that commodities can be consumed, exported or put under other customs regulations.
- **Clearance of goods on truck (“D.S.C”):** Goods, which can be granted this regime, fall into:
 - i) Identical goods that can be easily identified and verified when loaded on the trucks e.g. sugar, rice, metals ,etc.
 - ii) Goods that are not allowed in the public warehouse due to their nature e.g. cement salt etc. Heavy and bulky items that can be easily identified and examined when loaded on the trucks e.g. Machines, rolls for making iron sheets etc.

The documents that are required in Clearance of goods on truck examination are the following:

- Arrival notice of a commodity;
- A commercial invoice;
- Transport invoice.
- Certificate of origin.
- Certificate of quality.
- Waybill.
- Certificate of inspection for a car;
- Identification of the importer.

After the examination of all these documents, the customs officer makes his declaration testifying that the commodity can be consumed and affixes/attaches a validation stamp.

Verification of a stored commodity

This is about physical verification of a commodity put in a warehouse, its location, etc.

It is the arrival notice that guides the controller in his/her work. In this step, the declaring officer replaces the importer.

The purpose of the verification is to confirm not only the existence of the commodity, but also its value and the respect of the customs legislation by the importer. At the end of the verification, the controller signs on the verified documents.

This verification is carried out by technicians who verify the conformity of data at their disposal and the customs law. These are the people who confirm the exact value of a commodity, its state and tax together with customs duties to be paid.

Payment of the invoice

In reality, this invoice is settled at the beginning of clearing through customs operations. In this step, the issue is to confirm the payment of the bill and the making of the bill. This allows a delivery of the commodity to its owner.

3.8 End of unit 3 assessment

a) Challenges encountered by customs department

- Insufficient detective equipment like CCTV cameras
- Ignorance by some business people regarding clearing procedures
- Theft of goods under customs
- Smuggling /trafficking of commodities
- etc.

b) Measures to help people develop a positive attitude towards customs declarations.

- setting up laws to govern customs
- strict punishment to law breakers
- In service training to workers on how to handle customers and use of modern technology
- Introducing online software to assist to reduce time lag of clearing at the boarder
- Mass education to the citizens on the importance of customs declarations
- Increased trade relations across boards to broaden the market
- Etc.

c) Proper arrangement of the customs procedures in their right order:

- Obtain notice of arrival of the goods (avis d'arrivée)
- Submit goods arrival notice for verification by Rwanda bureau of standards
- Obtain manifest

- Submit import document to the clearing agent for tax calculation
- Pay import tax
- Obtain an invoice for warehouse handling fees
- Pay warehouse fees for goods handling
- Obtain goods exit note

3.9 Additional Activities

Consolidation activities

a) Fill in the following gaps:

1.**Custom declaration**.....Is a statement showing goods being imported and exported on which duty will have to be paid. It is a necessary document to facilitate the acceptance, verification and payment of taxes before the goods can be handed over to the importer.
2. A commercial building for storage of goods that are used by manufacturers, importer, exporter, wholesalers, transport businesses, customs are called **a warehouse**

b) List any four supplies that are exempted from Value Added tax and explain the reason why?

Possible answers to the question

- **Water supply services.** The supply of main water and sewerage services made for non-profit motive, excluding sewerage pump out services.
- **Health supplies**
 - a) The supply of health and medical services
 - b) Articles designed for use by the blind or disabled.
 - c) The supply or importation by, eligible persons, of equipment and drugs to hospitals and health centers.
 - d) Supply or importation of drugs and medical equipment made by persons recognized by Rwandan laws, for medical use, by patients and disabled persons.
 - e) The eligible bodies for the exemption under paragraph (b) of this item shall be those recognized by the laws of Rwanda as public institutions, not for profit social organizations and any other form of voluntary or charity institution.
- **Educational services**
 - a) Educational services provided to pre-primary, primary or secondary students.
 - b) Educational services provided by social organizations, to students

and other youths, meant/designed for promoting the social, physical, educational or spiritual development of the members otherwise than for profit.

- c) Educational services provided to vocational and to other tertiary institutions.
- d) Educational materials supplied directly to learning institutions.

The eligible bodies for this exemption shall be those recognized by the laws of Rwanda as public institutions, not for profit social organizations and any other form of voluntary or charitable institution.

- **Books, newspapers, journals, cassettes and diskettes used as educational materials.**
- **Transport Services**
 - a) Transportation of persons by road in a bus or coach licensed under the roads and Road Traffic Law and having a seating capacity for fourteen or more adult persons.
 - b) Transportation of persons by air or any scheduled flight.
 - c) Transportation by railway.
 - d) Transportation of persons or vehicles by boat.
- **Transfer of property**
 - a) The sale or lease of an interest in land.
 - b) Sale or transfer of a building or part of a building, flat or tenement meant/ designed for residential purposes.
 - c) The renting of, or other grant of the right to use, accommodation in a building used - predominantly as a place of residence of any person and his family, if the period of accommodation for a continuous term exceeds 90 days.

Remedial activities

1. Is/ are the good(s) in transit sold in Rwanda? Explain your answer
2. Explain how the customs department protects the economic interest of a country such as Rwanda.

Possible answers

1. The goods in transit are not sold in Rwanda, because they do not pay the required duties. If the business wants to sell the goods in Rwanda, it must make a customs declaration and pay the required duties.
2. The learners will point out that duties make imported goods more expensive to encourage made in Rwanda to become more competitive. This is also important to the employment therefore reduce unemployment rate, improves standard of living, more tax will be paid, more infrastructures will be built.

Extension activities

1. Do you think citizens' rights are protected by the customs?
2. It is said "a custom declaration is a legal document" what is meant by this?
3. What do you think is the reason behind the country to have customs declaration?

Possible answers

1. Yes, the citizens' rights are protected by the customs. Some goods are prohibited (banned) and it is illegal to bring these into a country. In Rwanda, it is illegal to bring in illegal drugs or animal products such as elephant tusks and rhino horns. Customs officials inspect the goods to ensure that only legal goods arrive in Rwanda.
2. A customs declaration is a legal document: this means that an importer makes sure that the information declared on a customs declaration is true. If it is not true, then the importer can be penalized, for example, by a fine.
3. It is reasonable for a country to have customs declaration because this protects a country from being harmed by products from abroad E.g. drugs, narcotics.

UNIT 4

EMPLOYEE RECRUITMENT PROCESS

Key Unit Competence: To be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community.

4.1. Unit Prerequisite

Learners were introduced to Unit 9 year 2 (Rights and responsibilities of workers and employers) where the meaning of concepts like meaning of rights and responsibilities of workers and employers, examples of rights and responsibilities of workers and employers were explained. They also learnt how to write official letters in English subject. This prior knowledge, skills or competences should help them to be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community.

4.2. 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 their environment or community.

Gender education: Emphasis throughout this unit has to be put on how both male and female have same opportunities when it comes to employment. There are no jobs specifically reserved or meant for a particular gender.

Inclusive education: In addition to all having equal opportunities to employment, emphasis has to be put on how we all regardless of our background, economic or social setup, learners need to understand that employee recruitment process should not discriminate but promote inclusiveness of all.

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

4.3 Guidance to Introductory activity

Follow the guidance about the introductory activity:

- Learners in small groups, pairs or individual read and explain the meaning

of employee recruitment and selection, explain any 3 factors considered while recruiting employees/workers, describe procedures/stages in recruitment process, and identify required documents to apply for a job.

- 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/congratulate 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 their views are respected.
- Appreciate the team's presentations and remind them that this activity was not meant to have right answers but to help them become more 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 the following guidance on the introductory activity below:

Possible answers for introductory activity, refer to the learner's book

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

4.4 List of lessons (including assessment)

Lesson title/ probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and periods.

N°	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of recruitment and selection process, and factors considered to recruit workers.	<ul style="list-style-type: none"> – Explain the meaning of employee recruitment and selection. – Explain factors considered while recruiting employees/workers. – Utilize and take up available job positions – Select suitable workers for their business enterprises. 	2
2	Procedures/ stages of recruitment process of workers.	<ul style="list-style-type: none"> – Describe procedures/stages in recruitment process. – Follow recruitment procedures while recruiting workers and applying for jobs in businesses and community. 	2

3	Required documents to apply for a job.	<ul style="list-style-type: none"> - Identify required documents to apply for a job. - Design and fill documents used to advertise and apply for a job. - Take advantage of available employment opportunities in the region. 	2
	Skills lab 4	To be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community.	2
	End Unit assessment and Remediation	To be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community.	2

Lesson 1: Meaning of recruitment and selection process, and factors considered to recruit workers.

Learning objectives:

- Explain the meaning of employee recruitment and selection.
- Explain factors considered while recruiting employees/workers.
- Utilize and take up available job positions.
- Select suitable workers for their business enterprises.

Teaching aids:

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

Possible methods: Pair and 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Revise with the students the previous exam before introducing the lesson and mark any holiday packages (if any) so as to usher the student into the new year or term.

Activity 4.1 Learners' book

Learners analyze the questions and using clear examples, explain the meaning of recruitment, selection process and explain factors to consider while recruiting employees/workers. This activity may be given as a research question or homework.

Possible answers to Activity 4.1

1. Recruitment refers to the overall process of attracting, short listing, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization.

Selection process: This is the process of selection and short listing of the right candidates with the necessary qualifications and skill set to fill the vacancies in an organization. The selection process varies from industry to industry, company to company and even amongst departments of the same company.

2. The factors to consider while recruiting employees include the following:

- Size of the organization
- Human resource needs
- Employment costs
- Age of employees
- Employee's skills and experience
- Nature of the job
- Number of workers needed
- Health conditions of workers
- Linguistic skills

Note: For explanation, refer to the learner's book

Application activity 4.1 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 4.1

The factors to consider while recruiting employees include but not limited to the following:

- Size of the firm
- Human resource needs
- Employment costs
- Age of employees
- Employees skills and experience
- Nature of job
- Number of workers needed
- Health conditions of the employee and
- Linguistics skills

Note: For further explanation, **refer to the learner's book**

Lesson2: Procedures/ stages of recruitment process of workers

Learning objectives:

- Describe procedures/stages in recruitment process.
- Follow recruitment procedures while recruiting workers and applying for jobs in businesses and community.

Possible methods: Think-pair-share, small group discussion, brainstorming, field study, gallery walk, interviewing college administrators or any other official in charge of human resource management, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective(s) 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. Remember the learning objectives are linked to the key unit competence.

Application activity 4.1

Learners find out the factors to consider when recruiting employees and advise their business club. Refer to students 'book.

Activity 4.2 learners' book

Learners describe the stages in recruitment process; explain why it is important to prepare the job analysis (which combines job description and job specification),

and job advertisement. 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 has heard the instructions clearly; and address any challenges/ issues identified. Encourage learners to think about recruitment procedures and stages in recruitment process..

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 describe the stages in recruitment process; explain why it is important to prepare the job analysis (which combines job description and job specification), and job advertisement. Answer or address any questions or challenges about the activity. Guide them to make notes in their notes-books referring to learners' book.

Possible answers for activity 4.2

a) Refer to the learner's book

b) Both job analysis and job advert are important in the following way:

Some Activities necessary in recruitment process

▪ Importance

<p>Job analysis</p>	<p>Job description</p>	<ul style="list-style-type: none"> ▪ Give a clear understanding to candidates of what their duties and responsibilities for a particular position would be. ▪ Protect an organization legally, as the job description can be justification why a candidate was selected or not for a position. ▪ Provide a consistent understanding across departments about the job position roles and how they help the organization to grow. ▪ Help employees to create goals for job advancement. ▪ Create boundaries regarding employees' responsibilities. ▪ Justify an employee's pay.
	<p>Job specification</p>	<ul style="list-style-type: none"> ▪ Highlights all the specific details required to perform the job at its best. ▪ It gives the HR managers a threshold and a framework on the basis on which they can identify the best prospects. ▪ It helps in screening of resumes and saves time when there are multiple applications by choosing those who are closest to the job specification. ▪ Human resource managers can use job specification as a benchmark to evaluate employees and give them required trainings. ▪ It also helps companies during performance appraisal and promotions.

Job advertisement

A well-prepared job advertisement targets and attracts perfect candidates and fends/finishes off all the other candidates. As a result, the employer will save time and money.

Application activity 4.2

Learners analyze the questions either in groups or in pairs to design a job description for the vacant post, prepare a job specification for a post, and explain how a job description helps to ensure the most suitable person for the job.. 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 4.2

1. Job description of:

a) Job description of a business club cashier:

1. Recording all cash transactions of the business club
2. Handling all the daily payments made and cash received by the business club
3. Preparing a reconciliation of the club (this is applicable where the club has a bank account)
4. Tracking and collecting all the business club receivables
5. Working in weekends when required
6. Maintaining monthly, weekly and daily report of transactions
7. Performing any other tasks that may be assigned by the club president

b) Shop assistant

- A shop assistant is expected to know about the prices of the shop's products and interact with customers with the aim of selling.
- She/he is expected to reach monthly sales targets.
- She/he is also expected to know about various promotions on offer and help in ordering and arranging the delivery of stock.
- Shop assistant is expected to have special knowledge about the products on sale.

2. Example of Job Specification**Specification for marketing manager**

- The job specification describes the knowledge, education, experience, skills, and abilities you consider are essential for any candidate who will

successfully perform a particular job.

The successful candidate for the marketing manager position will possess these qualifications:

Experience of Marketing Manager:

- 10 years of progressively more responsible positions in marketing, preferably in a similar industry in two different firms.
- Experience in supervising and managing a professional marketing staff of seven.

Educational background of Marketing Manager:

Bachelor's Degree in Marketing or a related field required.

- Master's in Business or Marketing is preferable.

3. Required Skills, Knowledge, and Characteristics of Marketing Manager

These are the most important qualifications of the individual selected as the marketing manager:

- Strong effective communicator.
- Highly developed, demonstrated teamwork skills.
- Ability to coordinate the efforts of a large team of diverse creative employees.
- Demonstrated ability to increase productivity and continuously improve methods, approaches, and departmental contribution. Commitment to continuous learning.
- Expert in the internet and social media strategy with a demonstrated track record on Facebook, Twitter, and other social media outlets that are significant in a company's outreach.
- Demonstrated effectiveness in holding conversations with customers, customer evangelism, and customer-focused product development and outreach.
- Demonstrated ability to see the big picture and provide useful advice and input across the company.
- Ability to lead in an environment of constant change.
- Experience to work in a flexible, employee and empowering working environment. A small or medium-sized company without marketing staff on the same level and structured departmentalized experience will not work here.
- Familiarity and skill with the tools of the trade in marketing, written communication, website development, market research, product packaging, Microsoft software suite of products, visual communication software

products, and creative services.

- Experienced in advising product teams about potential markets, desirable product features, go-to-market best practices, and measuring the success of outreach and product sales.
- Experience managing external public relations and communication consulting firms and contractors.
- Experience in the global marketplace is an added advantage.
- Managing global marketing teams or agencies is also an added advantage.

Lesson 3: Required documents to apply for a job

Learning objectives:

- Identify required documents to apply for a job.
- Design and fill documents used to advertise and apply for a job.
- Take advantage of available employment opportunities in the region.

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 internet, etc.

Prerequisites/Revision/Introduction: Before delivering a lesson, the teacher reviews 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. Remember the learning objectives should link to the key unit competence.

Lead also review of the previous lesson on procedures of recruiting workers, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 4.3 Learner's book

Using an appropriate method, learners in reference to businesses in their community, using an exercise provided by the teacher, advise about the requirements to applying for a job, identify the difference between a curriculum vitae and an application letter, and identify the major parts of a good curriculum vitae.

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, be creative and

think beyond the box, as they discuss about the sources of business ideas.

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 sources of good business ideas and opportunities. 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 4.3. Refer to the learner's book

Application activity 4.3 Learner's book

Learners in groups design an application letter and curriculum vitae. 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 4.3

Note: refer to the learner's book. Emphasize that it is a requirement to use formal structures.

4.5 Skills lab 4 activity

Guidance on skills lab activity:

1. Build

Guide students as they brainstorm about the components of job advert and specification. In this skills lab, they will focus on designing job advert, components of specification for a marketing manager. This lesson will give them soft and hard skills of analyzing a given job that suits their interests and they will also be able to design job description and specifications of a given job in relation to the business club.

2. Practice

Analyzing a job advert and creating a job specification for a marketing manager of a business club. The teacher comes in a class with different samples of a job advert and distributes one to each group. Each group based on the sample job advert given, they design a job advert with clear specification of a marketing manager. They should ensure that the position is in line with business club activities and the

qualifications sought for are for a student still at TTC level.

Job description components: Heading information (Job title), summary of the job, list of key responsibilities and tasks of the job.

Job specification components: Personal characteristics like age sex etc. required education and work experience.

3. Present

The teacher guides the presentations and uses question and answer approach to insight more understanding in the learners. He compliments and clarifies accordingly as learners present the job advert for the marketing manager.

4. Conclusion

The teacher notes that job description and specification help potential applicants to measure if they are eligible (capable or not). It also helps the organization to train and monitor performance of the worker once employed. He/ she notes that the designed job positions should be able to help them evaluate a given job on the market and find out if it suits their interests and abilities.

Portfolio assignment

Note: Give question number 2 of the skills lab 4 (in learner's book) as individual work and keep it as learner's portfolio record.

Possible answers to the portfolio assignment: refer to answers for activity 4.2

4.6 Unit 4 Summary

According to Edwin Flippo: "**Recruitment** is the process of searching the candidates for employment and stimulating them to apply for jobs in the organization ". Recruitment is the activity that links the employers and the job seekers.

- The process begins when new recruits are sought and ends when the new employees are hired.
- The result is a pool of application forms from which new employees are selected .

Selection is a process whereby out of the many job applicants, the best is taken to fill the vacancy. Selection means reducing down the application pool by using the screening tools such as test, assessment centers, background and reference checks.

Factors considered when recruiting workers / employees:

- Size of the firm
- Human resource needs
- Employment needs
- Age of employees
- Employee's skills and experience
- Nature of job
- Number of workers
- Health conditions
- Language,
- Etc.

Procedures/ stages of recruitment process of workers

- Job analysis
- Definition of a job position
- Job specification
- Job description
- Job advertisement/ attracting the applicants
- Selection
- Hiring and
- Integrating the new employees/orientation

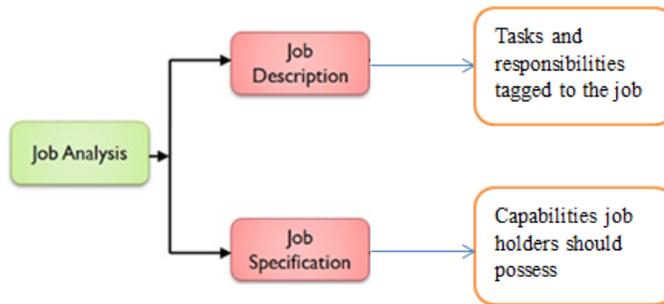
To prove that an applicant is eligible for work and to apply for a job, the following are some of the documents required: application letter, updated curriculum vitae as well as academic credentials.

4.7 Additional information

Job Analysis

In this teacher's guide, an emphasis is made job analysis which some people confuse with job description and job specification or people use the three terms interchangeably.

Job Analysis is a detailed examination and evaluation of the job to determine the necessary information regarding the nature of the job. It includes thorough study, observation, and reporting of what the job involves, qualifications of the job holder, working conditions, abilities, skills, competencies, duties, responsibilities, etc. Job description and job specification are the two products of job analysis. It is performed by an expert known as job analyst.



Uses of job analysis

Information for job analysis may be collected through interviews with officeholders and supervisors, questionnaires, surveys, position analysis, checklists, etc.

Job analysis is carried out to pick the appropriate candidate from some applicants who is best suited for the concerned job. The analysis may include research of necessary skills, knowledge, and qualifications required for doing a job because every job is different in itself. The importance of job analysis in an organization is as under:

- Performance Appraisal
- Compensation Management
- Job Re-engineering
- Health and Safety
- Job Evaluation

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.

4.8 End of unit 4 assessment

Possible answers

1. Application letter for the post of Head of Security Officer

Name

Address

Telephone number

Email Address

Month, Day, Year

Title of the authority receiving the application

Name of Organization

P. O. Box Address

Dear Sir/Madam

Re: Application for the post of Head of Security Officer

I am writing this letter to apply for the security officer position with your company. I have three years of security experience with increasing responsibility and enjoying the work very much. Currently, I am employed as a security officer with the XBG Company where my primary duties include observing for suspicious behavior, detaining shopper who have been caught in illegal activity and keeping records of events. I am organized, honest and observant.

My excellent physical condition allows me to work on my feet for an entire shift with ease.

I have an established relationship with local law enforcement due to my experience working as a security officer. My diligence and professionalism has earned me praise both from local officers and from current supervisors. I would like to bring that same level of stellar work to the security officer position within your company.

I am confident that I am a candidate that will stand out from the rest. Please, contact me through the email or phone number provided at your earliest convenience to arrange a time to talk in person. I welcome the opportunity to talk to you and thank you very much for your hiring consideration for security officer position with your company.

Sincerely,

A handwritten signature in black ink, appearing to be 'A. B. P.', written in a cursive style.

Names of applicant

2. The following is a model of job advertisement for the post of Accountant:

Job title: Accountant (1position)

Location: Kigali, Rwanda

Our fruit processing is a profit-oriented organization that aims to ensure the wellness of families and communities by providing affordable fruit related products.

Overall Job Function:

Reporting to the Finance Manager, the Accountant will be responsible for the day-to-day- accounting and booking activities, entry of financial movements in the accounting software, reconciliation and compliance of all project-related expenses incurred by the organization.

This is a grant funded, One-year contract, Non-Renewable.

Responsibilities:

- Verify staff submissions and process their travel advance requests for country office staff and survey teams.
- Process travel advance reconciliations for country office staff and survey teams.
- Process and enter transactions into mobile money to pay survey teams and participants.
- Mobile money transaction reconciliations and reporting.
- Tracking of travel advances for both office staff and survey team.
- Verify submissions and process reconciliations of payments to survey participants.
- Verify fuel reconciliations and process fuel replenishments for survey teams in collaboration with the Fleet Management Officer.
- Process payroll in collaboration with Human Resources to feed the change file for country office staff and survey teams.
- Disbursement of monthly payroll payment.
- Ensure compliance with local regulations and laws regarding taxes, social welfare payments and other remittances.
- Maintenance and update of QuickBooks accounting package.
- Cash management for all cash transaction in exceptional cases.
- Online banking entries and writing check payments.
- Petty cash management and reconciliation.

- Preparation of monthly bank reconciliations.
- Compiling of documents for VAT claim processing and submission to the Rwanda Revenue Authority for reimbursement.
- Complying with contractual requirements including timely submission of reports to the Finance Manager and Director of Administration and Finance for consolidation
- Perform any other duties as assigned.

Minimum Qualifications and Experience

- Minimum bachelor's degree.
- Minimum 2 years' experience in a similar position in an international organization.

Preferred Experience, Abilities, and other Skills:

- Demonstrated knowledge of accounting software (QuickBooks).
- Computer literate in Database Management, Microsoft Office package (including email management (Outlook), Excel, Power Point and Word) and Adobe.
- Effective writing, verbal and listening communication skills in English.
- Very effective organization and time management skills.
- Flexible, honest and trustworthy and with sound work ethics.
- Good financial calculation understanding, knowledge and skill.

Travel Requirements

- No travel requirements

Mode of Application

Suitably qualified and experienced candidates should send their applications, including a detailed Curriculum Vitae (CV) and cover letter to bbbaz@gmail.com. Please indicate position being applied for in the subject line and do not attach certificates. The closing date for receiving applications is **December 15th, 2019 at 5:00 PM**. Only shortlisted candidates will be contacted.

4.9 Additional Activities

Consolidation activity

Using clear examples, discuss employment costs incurred when recruiting new workers.

Possible answer:

The costs that fall under employment costs include, but not limited to:

- **Recruiting expenses:** This is a one-time cost in the total employee cost calculation. Recruitment costs include advertising, fees for online recruiting services, etc.
- **Basic salary:** Basic salaries vary all over the place depending on the industry and a variety of other factors. Be sure to establish rational salary ranges given your growth plans. This means that in most cases there should not be great salary differentials between early hires and later employees.
- **Employment taxes:** These are the employment costs other than basic salaries. In preparing a personnel budget, be sure to include all the employment related taxes such as professional income tax.
- **Benefits:** In most cases, an employer will need to provide some benefits such as life insurance, dependent care assistance, tuition reimbursement, accommodation, and any other possible allowance where applicable.

Remedial activities

1. Explain the meaning of employee recruitment and selection.
2. Explain any 3 factors considered while recruiting employees/workers.

Identify required documents to apply for a job.

Possible answers, refer to the learner's book

Extended activity

On 28 May 1997, the coordination of Labour returned back to the **Ministry of Public Service and regained the name of “Ministry of Public Service and Labour**. Discuss its responsibilities.

Possible answers:

- Find and recruit competent employees in Public Institutions.
- Initiate strategies to promote work in private sector.
- Training workers in Public and private.
- Strategies to increase productivity and fight for employees benefits.
- Update laws on employees and labour.
- To set up new politics on salaries and employees welfare.
- Training and reintegrating employees from the exile/refugee.

Note: Extendedly, you can require student teachers to visit the website of MIFOTRA (www.mifotra.gov.rw) for further information about employment processes as governed by the Ministry of Public Service.

UNIT 5

TEAM LEADERSHIP

Key Unit Competence: To be able to demonstrate a good leadership strategy for leading teams in the business.

5.1. Unit Prerequisite

Learners have had a variety of opportunities to lead others in accomplishing given tasks or goals. Throughout O' level and A' level, learners have realized that entrepreneurs take on different leadership styles in performing their roles as entrepreneurs, setting personal and business goals, respecting rights and meeting own responsibilities, making rational career choices, communicating effectively in life and business, behaving ethically in life and business, among others. In addition to this, learners should be reminded of experiences from their communities where they have had to lead others or be led to accomplish community goals.

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 them and give learners opportunities to discuss all the crosscutting issues where possible taking into consideration 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 leading others. During class and out of class activities, give both boys and girls opportunities to lead regardless of the position. There are not specific leadership roles meant for a particular sex. Throughout the lesson encourage learners to give and emulate/ imitate examples of good leaders they know both women and men...as a teacher or a leader; you can support gender parity, equality and gender equity.



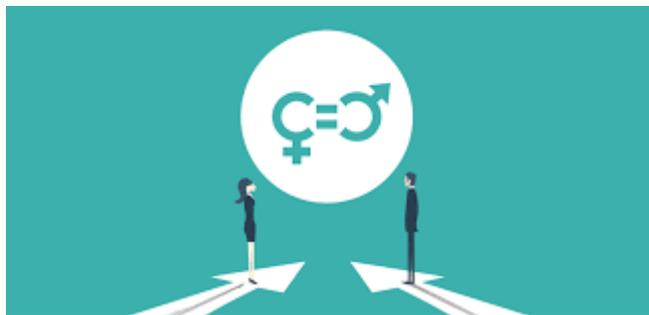
Equality = Sameness

GIVING EVERYONE THE SAME THING ———> It only works if everyone starts from the same place

Equity = Fairness

ACCESS TO THE SAME OPPORTUNITIES ———> We must first ensure equity before we can enjoy equality

Equity image credit: Please note, this image was adapted from an image © 2014, Saskatoon Health Region



Parity= Equivalence

Be more gender-sensitive in your class by:

- **Being a champion on gender issues:** This includes being supportive of and taking on an active role in gender initiatives, taking the time to explain to others why these initiatives are important for the future of the team.
- **Promoting gender balance and diversity:** Continuously seek to increase equal representation of boys and girls as part of work teams and committees, and within the larger community, as well as greater representation from diverse groups. An effective leader views both girls and boys as equal contributors to the team and to its work, and is not

afraid to encourage girls to take on different roles and ensure their skills do not go unnoticed.

- **Considering gender-specific initiatives:** An effective leader recognizes girls and boy's different needs and experiences and seeks to ensure that these do not put either (girls in particular), at a disadvantage. This also means ensuring girls and boys have the same opportunities to advance in their career and be promoted to higher positions.
- **Challenging discriminatory practices:** This includes challenging school or community practices to make them more gender-sensitive. As a teacher/leader, it is crucial that you eliminate discrimination based on gender, especially when it comes to family and caring responsibilities. At the same time, it's important to recognize and call out any potential conscious or unconscious gender biases or mindsets that create invisible barriers for girls.

Environment and sustainability: Good and effective leaders strive for the survival of those they are leading. Since the survival of humans depends on the environment, learners need to be reminded of the importance and the need to sustain the environment as leaders. Also, remind learners that one does not need to be a leader to protect the environment but instead one has always to take a leadership role in protecting the environment.

Inclusive education: Promoting inclusiveness and diversity within your class is one of the best ways to foster an open-minded, inclusive class culture. Not only does this make good sense to helping your class to better understand classmates, it also makes the classroom a more interesting and personally enriching environment for everyone. Diversity in the class can take many forms, from culture and nationality to gender, sexuality, educational background, and more, and therefore regardless of our background, economic or social setup, all learners have equal opportunities to lead and to be led in a right way. During class and out of class activities, give all learners opportunities and encourage them to lead teams in accomplishing goals.

Peace and Values: It is everyone's responsibility to take a leadership role in promoting peace and values in the community.

The teacher and the learners should always do the following to promote peace and values:

- Place peace in your heart and encourage everyone else to do the same.
- Stress the importance of religious, cultural, gender and social diversity in positively fostering a peaceful and inclusive society.
- Be dedicated to inclusive approaches to tolerance and reconciliation.
- Promote teamwork and collaboration, diversity, assertiveness, negotiations

- and conflict prevention and resolution.
- Stress tolerance for diversity, freedom of expression and the rights of everyone.
 - Be committed to social responsibility and community, civic/public involvement and the promotion of peace and harmony.
 - Support economic development and sustainability of all.

Genocide studies: In class, learners need first to accept that genocide ideology is still there. In addition, if we are to fight it as leaders, we need to analyze how it is manifested in our respective areas. Encourage learners during tasks to be brave enough to talk about it to better know the cruelty of genocide ideology and to establish sustainable measures to fight it. As a teacher, try to promote the culture of peace, cooperation, unity and reconciliation in both leaders and other learners in order to promote social cohesion and cooperation to enhance sustainable development.

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

5.3 Guidance to Introductory activity

There is no right or wrong ways to answer this assessment. It is for the student's own use during this unit. He/she will read an element of a competence listed in the left column, think about him/her: Does he/she think he/she can do this? How well? Read the statements across the top. He/she has to check in column that best represents his/her situation. At the end of the unit, a student will take this assessment again.

My experience	I do not have any experience in doing this.	I know little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, Skills and Attitudes					
Identify characteristics of effective leaders					

My experience	I do not have any experience in doing this.	I know little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, Skills and Attitudes					
Demonstrate leadership in my personal life and with others, at work or in the community					
Promote group cooperation					
Help others accomplish a task by providing guidance & leadership					
Describe my own leadership style					
Use necessary steps to successfully solve problems – identification; information gathering; generating, choosing and evaluating a solution					

5.4 List of lessons (including assessment)

Lesson title/probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and periods.

N°	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of leadership and qualities of a good leader	<ul style="list-style-type: none">- Explain the meaning of leadership- Describe the qualities of a good leader.	1
2	Leadership styles	<ul style="list-style-type: none">- Describe various leadership styles.- Choose leadership styles to use in their businesses and community	1
3	Team building	<ul style="list-style-type: none">- Explain the meaning of team building	1
4	Steps for building productive and effective teams	<ul style="list-style-type: none">- Explain team building steps/techniques.	1
5	Strategies for managing a team	<ul style="list-style-type: none">- Discuss strategies of managing a team.- Apply strategies of managing their teams in business work.	1
6	Importance of teams in business	<ul style="list-style-type: none">- Explain the importance of teams in business.- Embrace the importance of team building and team work in managing their businesses	1
	Skills lab 5	To be able to demonstrate a good leadership strategy for leading teams in the business.	1
	End Unit assessment and Remediation	To be able to demonstrate a good leadership strategy for leading teams in the business.	1

Lesson1: Meaning of leadership and qualities of a leader

Learning objectives:

- Explain the meaning of leadership
- Describe the qualities of a good leader

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 and 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Revise with the students the previous exam before introducing the lesson and mark any holiday packages (if any) so as to usher/guide the student into the New Year or term.

Activity 5.1 Learners' book

Learners analyze the questions and using the case study provided, explain the meaning leadership, name any three examples of leaders inspiring them from their communities, and describe the characteristics/qualities they think make those leaders inspiring or effective. This activity may be given as a research question or homework.

Possible answers to Activity 5.1

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

For 1. a) and b), let each learner share their own experience.

2. a) **Leadership:** A simple definition is that leadership is the art of motivating a group of people to act towards achieving a common goal.

b) **Refer to the learner's book.**

Application activity 5.1 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 5.1

Based on the case study, you may consider some of the following responses and other responses learners may come up with, give them a chance to support their answers.

- a) GS RUGWIRO work as a team because it is a group of people with a common goal of achieving excellent academic performance.**
- b) GS RUGWIRO has good leadership because it motivates its members/ staff to accomplish the common purpose of navigating local difficulties and external pressures to steer the institution to success.**
- c) The head teacher of GS RUGWIRO is an effective leader with at least the following four qualities:**
 - He is focused –guides – has foresight and skills.
 - He always aims for success of the school.
 - He has ability to build a broad-based collaborative relationship
 - He is an enterprising leader.

Lesson 2: Leadership styles

Learning objectives:

- Describe various leadership styles.
- Choose leadership styles to use in their businesses and community.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with the college administrators or any other official in charge of human resource management, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective(s) 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. Remember the learning objectives are linked to the key unit competence.

Activity 5.2 learners' book

Learners describe the leadership styles and explain the meaning of each; give examples of people they know who tend to lead or have led in each of the explained leadership style, and describe when each leadership style would be appropriate to use. 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 leadership styles that fit with different situations.

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

Refer to the following possible answers to guide in harmonizing learner's answers

1. The “*Authoritarian*” Leader:

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells followers what they are to do.
- May or may not consider what the group will think or feel about the decision, but they clearly do not participate in the decision-making.
- Assigns roles.
- Relies primarily on his or her own judgment.

2. The “*Persuading*” Leader:

- Like the “*Authoritarian*” leader, makes the decisions without consulting the group. Instead of simply announcing the decision he or she attempts to persuade the group members to accept the decision.
- Describes how the decision fits everyone's interests.

3. The “*Consulting*” Leader:

- Gives the group a chance to influence the decision from the beginning.
- Presents the problem and relevant background information, then asks the members for their ideas on how to solve the problem.
- May offer a possible solution for the group members' reaction.
- Selects the solution the members regard as most promising.

4. The “*Joining*” Leader:

- Participates in the discussions as “just another” member agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions.
- Allows for individual recognition.
- Tends to guide, not rule.

5. The transformative Leader:

- Leader identifies the needed change .
- Creates a vision to guide the change through inspiration.
- Executes the change with the commitment of the members of the group.
- Guide and give clear instructions for learners to conduct the role play accordingly.

b. Which style is more appropriate and when?

The ***Authoritarian*** and ***Persuading*** styles of leadership are most prevalent:

- In large groups,
- At times when a quick decision or deadline must be met
- In passive groups,
- In groups which seldom meet,

The ***Consulting*** style of leadership is most effective and/or prevalent:

- In large groups,
- In organized groups
- In motivated groups,

The ***Joining*** style of leadership is most prevalent and /or effective:

- In small groups,
- In highly motivated groups,
- In groups that can deal with a less structured environment. There might be a lot of brainstorming, trying things out but switching direction as needed, etc.,
- In groups which have a relatively high need for independence,
- In groups where the members have the necessary knowledge and

experience to deal with the problem.

- In groups where the members expect to share in decision-making.

The **Transformative** style of leadership is most effective and/or prevalent:

- In teams with different strengths and weaknesses.
- When you want team members to work through a problem and arrive at a solution themselves (rather than giving them the answer or direction straight away).
- When you want to get your team to engage through providing direction and motivation.
- When you want to get your teams' respect by being honest, trustworthy, and driven.

Application activity 5.2

Learners analyze the scenario either in groups or in pairs to determine the leadership style which is more appropriate for the scenario and give reasons to support their choices. 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 (also consider other responses and reasons given)

- a) The authoritarian style of leadership, because a quick decision has to be taken to save the products.
- b) Joining style of leadership or consulting leadership style, because it requires everyone's participation so as to be accountable for the rules set.
- c) Persuading styles of leadership or the Consulting style of leadership, because indeed computers are very important but you need to convince the workers how they will benefit and improve their productivity.
- d) The Consulting style of leadership or the Joining style of leadership, since the policy affects the whole organization and these are senior managers who have a big say in the running of the company and therefore in decision making.
- e) Authoritarian leadership style, because no one may be willing to clean and also the urgency to use the classroom.
- f) Authoritarian and Persuading styles of leadership, because in most cases people do not want to willingly participate in government

Lesson 3: Team building

Learning objective: Explain the meaning of team building

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 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on leadership styles, 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 businesses in their

community, using an exercise provided by the teacher, explain the meaning of team building, and describe the characteristics of a good team.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly; 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.

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 team building. 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. Refer to the learner's book.

Application activity 5.3 Learner's book

Learners in groups read the activity. 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

a) Working in teams can be both beneficial and challenging at the same time. It is the task of the leader to unite the team and coordinate its activities for better performance. When such situation happens in a business club, the president of the club has to do the following ,but not limited:

- **Communicate:** Obviously, this is one of the most important elements to a strong team performance. Keeping the communication clear, open, honest, and respectful will allow team members to express their feelings in a way that prevents a build up of hidden anger or distrust. It is through communication a cub/learner leader explains how new members in the club will bring new projects and contribute in smooth running of the already existing ones.
- **Respect individuality.** When working with teams, it's important for superiors and managers to understand the importance of individuality. After that club president has put into consideration everyone's concern, it will be easy for him/her to unite the club members.
- **Encourage creativity.** Creative input should be encouraged from

every team member on every project. When creativity is the motto of the club, the senior members of the club will not complain about the new joining members, because they will also take them as new creative agents, hence unity of the club members.

- **Hold trust-building exercises.** One way to enhance team spirit is to set aside time for trust-building exercises. If trust and support are seen as an important part of the company culture, they are more likely to grow. And teams that appear more trustworthy have been shown to perform better and united than those which lack trust.
- **Define roles.** Effective teams require clearly-defined roles so that everyone knows what he or she is responsible for. This creates better team cohesion and productivity.
- **Don't settle.** The last piece of advice deals with how you staff your team. Know what you want in terms of team members, and keep looking until you find the candidates that are a perfect fit.

Note: Managing teams of individuals with different kinds of personalities and skills can be challenging, but following these tips will help the club president unite the club.

b) The characteristics required for the club to be successful include, but not limited to the following:

- **Clear expectations up front:** With respect to on-boarding members, it is vital to have a conversation about the club mission and the expectations of every member.
- **Weekly meetings:** Many clubs are still meeting only twice a month and sadly some meet even less. Weekly meetings more than double the opportunities to practice and build skill faster. Weekly meetings make it possible to get back to a meeting sooner; when a conflict is unavoidable therefore weekly meetings promote higher performance in every way.
- **Speaking schedule:** High performing clubs distribute a speaking schedule to create a culture of member engagement, with the goal of having every member speak.
- **Role assignments and role preparations:** High performing clubs do not use sign-up sheets for roles. In high performing clubs, the Vice President of Education (VPE) is the “production manager” of every meeting and fills the roles according to experience and need, and has members and processes in place to promote the little consistencies that promote showcase results every time.
- **Recognition and celebration:** With these other elements in place, there is always something to recognize and celebrate. Guests are recognized and warmly welcomed. New members are celebrated with inductions. First timers in roles are recognized.

Lesson 4: Steps for building productive and effective teams

Learning objective: Explain team building steps/techniques

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 team building, handle any homework or assignments and ensure a conducive learning environment. Help learners 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 explain team building steps or techniques.

Monitor group activities to 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, 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 team building steps or techniques. Guide them to make notes in reference to their learner's book.

Possible answers for activity 5.4:

Steps for building a team are:

1. Establish leadership
2. Establish relationships with each of employees
3. Build relationships between your employees
4. Foster teamwork
5. Set ground rules for the team

Note: For explanation, refer to the learner's book

Application activity 5.4 Learner's book

Learners can be given an activity to come up with how to apply the steps for building productive and effective teams. 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.

There is no specific answer for this question. Give an opportunity to learners to present their findings (answers) on how they would apply the steps for building productive and effective teams to manage the challenges in place. Guide them design the correct and clear answer entailing the information from the entire class population.

Lesson 5: Strategies for managing a team

Learning objectives:

- Discuss strategies of managing a team.
- Apply strategies of managing their teams in business work.

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 the steps for building productive and effective teams, 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.

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, and ensure everyone is given an opportunity to contribute 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 during 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 strategies for managing a team.

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

Possible answers for activity 5.5. Refer to the learner's book.

Application activity 5.5. Learner's book.

This activity can be given as an individual, 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.

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

Possible solutions to the application activity 5.5

Learners will come up with different views and strategies. There is no specific answer for this question. Give an opportunity to learners to present their findings (answers) on what management strategies they can apply to solve the given issue. Guide them to design the correct and clear answer in reference with the ***Strategies of managing a team*** provided in the learner's book.

Lesson 6: Importance of teams in business

Learning objectives:

- Explain the importance of teams in business.
- Embrace the importance of team building and team work in managing their businesses.

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 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on strategies for managing a team, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 5.6 Learner's book.

Using an appropriate method, learners in reference to businesses in their community, using an exercise provided by the teacher, explain the importance of teams in business.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly; and address any challenges/issues identified. Encourage learners to think about the source of business ideas and the importance of team building and team work in managing their businesses.

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 the importance of teams in business. Answer or address any questions or challenges about the activity. Guide them to make notes in their note-books referring to the learner's book.

Possible answers for activity 5.6

The importance of teams in business includes, but not limited to the following:

- Division of work and achieving the goals.
- Reduction of risk.
- Subordination of personal interest to organizational interest.
- It eases the work.
- Easy management of workers.
- Teamwork spirit.

Note: For explanation, refer to the learner's book

Application activity 5.6 Learner's book

Learners in groups read the activity. 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 5.6

Since students use the college based club examples, they will analyze different situations as they have different college set ups, different clubs, etc. There is no specific answer for this question. Give an opportunity to learners to present their findings (answers) on the analysis of advantages of the club working as a team. Guide them design the correct and clear answer entailing the information from the entire class population.

5.5 Skills lab 5

Guidance on skills lab activity:

1. Build

Through **Pair& Share**, learners answer the questions below:

- i) What do you understand by leadership?
- ii) Briefly explain the different leadership styles that can be used to lead business activities.

Possible responses

- **Leadership is** the art of motivating a people to act towards achieving a business goals
- **Different leadership styles used to lead business activities**
 - The “Authoritarian” Leader/ Autocratic style/Authoritarian
 - The “Persuading” leader:
 - The “Consulting” Leader:
 - The “Joining” Leader:
 - The transformative leader:

Explain that for every business to achieve its set goals there is need to lead people towards achieving business activities. There are so many styles of leading people to achieving business goals and so a business should apply a style that is appropriate to the business goals. This lab therefore, will enable learners recognize that leadership styles should change according to the context in which they are working.

2. Practice:

Leadership Style Scenario

Inform learners that in their respective lab groups, they will read and analyze leadership styles scenarios and:

- Describe the leadership styles applied in the scenario giving reasons to support their answers.
- Justify whether this was the most appropriate style to apply.
- They will have sometime (be precise accordingly) to do the activity after which they will share their strategies to the whole group .

Groups can use the following table as guide on the activity.

Leadership Style scenario	Style applied	Reasons to support style
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1.	Authoritarian styles.	Mushimiyimana provided approaches to be used without employee's contribution.
2.	Persuasion style	Employees expressed different views from the manager, Abatoni but in the end, Abatoni convinced them with her view.
3.	Consultative / democratic style	The owner/boss and workers handled the issue in a cooperative way.
4.	Idem	Habimana and the team shared responsibilities.

Students role-play the leadership styles applied in the scenarios and the teacher comments accordingly.

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

3. Present:

After the time allocated is finished /terminated, let each group present their findings using an appropriate methodology. Encourage other teams to challenge ask questions regarding other groups' the leadership styles in the scenario and the justification given.

After every group presentation, give feedback and ask the group to post their findings on the Present Boards.

4. Conclusion:

As a leader, it is important to understand the different styles of leading. The style you choose will depend on the context in which you are working in, the people you are working with, their needs and expectations, whether or not you have a deadline and the task, etc.

Portfolio assignment

Note: Give question number 3 of the skills lab 5 (in learner's book) as individual work and keep it as learner's portfolio record.

Give clear instructions on the assignment and expected answers. When marking learners, the possible answers may include but not limited to the following (this serves as a guide):

#	Inappropriate practice of the club president	Proposed advice on how to better influence the team members
1	Nepotism (the favouring of relatives or personal friends because of their relationship rather than because of their abilities).	Leading by democracy, participatory and or contingency leadership styles
2	Assuming powers inappropriately , for instance when the president needs to take over the duty of a treasurer for his/ her personal interest such as embezzlement of club funds	Establishing a club organogram that clearly defines a chain of command and span of control. (on top of that, the club president might show transparency in a club leadership)

5.6 Unit 5 Summary

Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job.

Although it may seem as if one player scored the basket, that basket was made possible by many people's planning, coordination, and cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player in the team can or will be the one who gets the ball. When everyone in the workplace works together to accomplish goals, everyone achieves more.

The ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work well with others to create and develop projects and plans.

Teamwork involves building relationships and working with other people using a number of important skills and habits:

- Working cooperatively.
- Contributing to groups with ideas, suggestions, and effort.
- Communication (both giving and receiving).
- Sense of responsibility.
- Healthy respect for different opinions, customs, and individual preferences.
- Ability to participate in group decision-making.

When employees work together to accomplish a goal, everyone benefits.

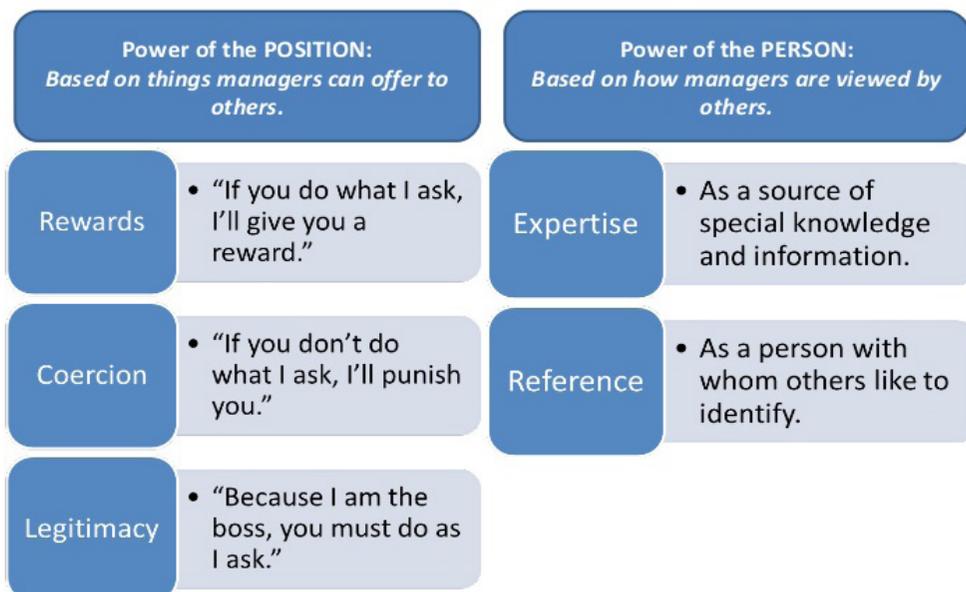
Employers might expect to “see” this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which different approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist.

5.7 Additional information

Sources of power in leadership

Power means many different things to different people. For some, power is seen as corrupt. For others, the more power they have, the more successful they feel. For even others, power is of no interest at all. John French and Bertram Raven identified the five bases of power in the early 1960’s through a study they had conducted on power in leadership roles. The study showed how different types of power affected one’s leadership ability and success in a leadership role.

The five bases of power are divided in two categories namely formal power and personal power.



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.

5.8 End of unit 5 assessment

Possible responses:

- 1. a)** Any style given by the learners should be considered depending on the explanations given by the learners to support the style of leadership.

From the scenario above, this is an Autocratic style because:

- Leader comes up with solutions to the problem by herself.
- Leader just gives instructions for others to follow in solving the problem.
- Leader does not consider or give others a chance to give their opinions on the problem.

- b)** Any style given by the learners should be considered depending on the explanations given by the learners to support the style of leadership.

From the scenario above, this a Consulting style because the leader:

- Gives the group a chance to influence the decision from the beginning.
- Presents the problem and relevant background information, and then asks the members for their ideas on how to solve the problem.
- May offer a possible solution for the group members' reaction.

Selects the solution the members regard as most promising.

- a)** Any style given by the learners should be considered depending on the explanations given by the learners to support the style of leadership.

From the scenario above, this is a Joining style because the leader:

- Participates in the discussions as "just another" member agreeing in advance to carry out whatever decision the group makes. Encourages group decisions.
- Allows for individual recognition.
- Tends to guide, not rule.

b) Any style given by the learners should be considered depending on the explanations given by the learners to support the style of leadership.

From the scenario above, this is the transformative style because:

- Leader identifies the needed change.
- Leader creates a vision to guide the change through inspiration, and
- Leader executes the change with the commitment of the members of the group.

2. Any style given by the learners should be considered depending on the explanations given by the learners to support the style of leadership.

From the scenario above, this is a Persuading style because:

- Like the “Authoritarian” leader, he/she makes the decisions without consulting the group.
- Leader simply announces the decision or she attempts to persuade the group members to accept the decision.
- Leader convinces others how the decision fits everyone’s interests.

5.9 Additional Activities

Remedial activities

1. What does leadership mean to you?
2. What makes someone a great leader?
3. What does a good leader do?
4. Which qualities or characteristics does a bad leader usually have?
5. How would you go about getting cohesion among a team with disagreement?
6. How do you motivate your team?

Possible answers:

Activity 1 to 4: Refer to the learner’s book.

Activity 5: In this question, check for strategies learners give to develop cohesion such as:

- Find common ground between the members who disagree.
- Talk about the importance of the overall goal and implications if we didn’t come together to achieve it.
- Then work together to come to an agreement that is a win/win for both sides.

Activity 6: In this question, check for strategies learners give such as:

- Find out what motivates the members individually so that they can speak about how a goal or change is going to benefit them.
- Ensure that they give the right amount of positive and constructive feedback to help them perform effectively
- Their actions always match their words so when they speak to the team with conviction; they are on-board with performing their best

Consolidation activities

Describe a time you took a leadership position when you did not have the title of a leader.

Possible answer: In this question, learners give an example from a situation where they were in a group and took responsibility to delegate to achieve goals. Show how they gained from the other members to follow their lead and the result of the leadership.

For example: In class, we were put into groups of four to complete a marketing project. We had to prepare a 15-page paper and 10-minute presentation on **a new produce** for our entrepreneurship club. I took the initiative among the group to lead a discussion on how we should split up the work when we meet throughout the term and deadlines for each person's part of the work. Because I was the one to take the lead on the discussion and had a plan in mind, I gained the trust of the other members quickly. We created a group email to help us all keep track of our progress and so we could help each other outside of class and our meetings. By the end of the term, my group achieved a 95% on our project.

Extended activity

Consider different jobs in your community. Arrange for field trips to some local job sites where participants can ask both managers and employees a few questions about teamwork (or ask an employer and employees to come in to talk about the impact of teamwork on the job).

Possible answer

- Alternatively, participants can do this independently and then share their experiences with the larger group.
- Work with participants to develop a single set of questions to ask managers and employees. Questions should be focused on the importance of teamwork and what happens when one or more chooses not to be a team player.

UNIT 6

BUSINESS PLAN FOR AN ENTERPRISE

Key Unit Competence: To be able to prepare a business plan for the business they are running or intend to start.

6.1. Unit Prerequisite

Learners were introduced to business plan preparation (O level, Senior 3,) where they learned the business plan meaning and how a business plan is prepared. This acquired this prior knowledge, skills and attitudes will help learners in preparation of a business plan for an enterprise. Learners have also experience in developing different plans that will be helpful in developing a business plan for an enterprise. This prior knowledge, skills or competences should enable them prepare a good business plan for their enterprises.

6.2. 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 same ability when it comes to business operations. All regardless of their gender are able to prepare a winning business plan for an enterprise.

Environment and sustainability: Business plan shall take into consideration the environment. The greatest source of business is the environment, and one cannot implement his/her business without the environment. Therefore, great care for environment is paramount for continued business as well as survival of the business operations.

Inclusive education: In addition to all having equal opportunities to do business, emphasis has to be put on how we all regardless of our background, economic or social setup have ability to prepare a good business plan. Learners need to understand that to start the business and prepare a business plan should not

discriminate but promote inclusiveness of all...etc.

Refer to other crosscutting issues as identified in the curriculum framework.

6.3 Guidance to Introductory activity

There is no right or wrong ways to answer this assessment. It is for the student's own use during this unit. This is to help a student identify what he/she knows and doesn't know before the unit is learnt. The introductory activities should be fully answered as at the completion of the unit.

Possible answers:

a) According to the case study, the secret behind Manuela's success is that she took her time to discover and learn about the business she intended to start and devised/developed a plan as laying strategies on how to put the plan in action. In nutshell/in short, Manuela took time to prepare a business plan, and on top of that she never gave up when challenges came her way/side.

b) Every person has to plan before undertaking any action because the later serves as a roadmap while undertaking the action.

c) While preparing a business plan, the following elements or sections are put into consideration:

- Executive summary
- General business description
- Vision, mission, and goals of the business
- Production plan
- Marketing plan
- Organization plan
- Financial plan
- Action plan and
- Appendix

6.4 List of lessons (including assessment)

N°	Lesson Title	Learning Objectives(from the syllabus including knowledge, skills and attitudes	Periods
1	Definition and Importance of the business plan.	<ul style="list-style-type: none"> - Explain the meaning of the business plan. - Discuss the importance of the business plan. - Use the business plan to raise funds for their businesses. - Embrace planning as a tool for starting, running and managing businesses. 	2
2	Elements of a business plan	<ul style="list-style-type: none"> - Explain the elements of the business. - Analyze the elements of the business plan. 	8
3	Preparation of a business plan.	<ul style="list-style-type: none"> - Generate a viable business ideas and raise money to start a business - Explain the steps of preparing a business plan. - Prepare a business plan for their business opportunities. - Appreciate the value of the business plan in starting and managing the business. 	4
4	Skills lab 6	To be able to prepare a business plan for the business they are running or intend to start.	3
5	End Unit assessment and Remediation	To be able to prepare a business plan for the business they are running or intend to start.	1

Lesson 1: Definition and Importance of the business plan

Learning objectives:

- Explain the meaning of the business plan .
- Discuss the importance of the business plan.
- Use the business plan to raise funds for their businesses.
- Embrace planning as a tool for starting, running and managing businesses.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, case studies 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 attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 6.1 Learners' book

Learners explain the meaning of a business plan, and discuss the importance of preparing a business plan in a business. This activity may be given as a research question or homework.

Possible answers to Activity 6.1

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

1. Refer to the learner's book
2. a) The source of the loss of Mugabo's capital is poor planning. He didn't do plan of his business and has not thought of the market.
b) I would advise Mugabo that before to start any business, there is a need to prepare a business plan where customers' needs and expectations are identified and the market potential assessed. (For more refer to purpose of preparing a business plan).

Mugabo should know that a business plan is like a roadmap which shows him all necessary requirements and all activities needed to start a business and how to operate it until the end result. (For more refer to purpose of preparing a business plan).

Application activity 6.1 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.

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

1. a) Every group of learners present their personal plan daily, weekly, monthly and yearly activities using the class time table, school timetable and rwandan school calendar in order to show all activities that they are supposed to do and time to do them.

b & c)

There is no specific answer for this question. Give an opportunity to learners to present their findings (answers) on what business they plan to do after their studies and in life, how and when they plan to achieve their goals. Guide them design the correct and clear answer entailing the relevant information from the entire class population.

2. For the users of a business plan and how they will use it, refer to the learner's book.

Lesson 2: Elements of a business plan

Learning objectives:

- Explain the elements of the business.
- Analyze the elements of the business plan

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

Prerequisites/Revision/Introduction:

Read the learning objective(s) 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. Remember the learning objectives are linked to the key unit competence.

Activity 6.2 Learners' book

Learners explain the main elements/components of a business plan. 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; and address any challenges/issues identified.

Learners share their findings through an appropriate method (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.

The teacher harmonizes the findings or answers of learners, and helps them draw conclusions/summary on elements of a business plan. Answer or address any questions or challenges about the activity. Guide them to make notes in their note-books referring to learners' book.

Possible answers for activity 6.2

Refer to the following possible answers to guide in harmonizing learner's answers

Selected by Educate! To train youths on business planning, the following would be entailed in the training presentation:

Elements of a business plan

- Executive summary
- General business description
- Vision, mission, and goals of the business
- Production plan
- Marketing plan
- Organization plan
- Financial plan
- Action plan and
- Appendix

Notes: a) For more details, refer to the learner's book.

b) There is no exhausted number of elements to include in the document (business plan), the size and number of sections in the business plan depends on the size of the project being planned for, the nature of business, etc.

Application activity 6.2

Learners describe the small businesses they wish to start and set the mission and objectives for them. 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 6.2 (also consider other responses and reasons given)

1. There is no specific answer for this question. Give an opportunity to learners to present their findings (answers) on description of small business they wish to start. Guide them design the correct and clear answer entailing the relevant information from the entire class population.

2. a) - **Mission**

To provide quality food and good outside catering services in the village

- **Vision**

The restaurant aspires to be an effective socio-economic development contributor within the home sector.

b) **Examples of objectives for a restaurant business:**

1. To close sales representing 1,000,000Frw in monthly recurring revenue in quarter
2. To increase the market share by 30% in 2021.
3. To reduce the cost of production by 5% by the end of 2020.

Lesson 3: Preparation of a business plan

Learning objectives:

- Generate a viable business idea and raise money to start a business
- Explain the steps of preparing a business plan
- Prepare a business plan for their business opportunities.
- Appreciate the value of the business plan in starting and managing the business
- Generate a viable business idea and raise money to start a business

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

Prerequisites/Revision/Introduction:

Read the learning objective(s) 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. Remember the learning objectives are linked to the key unit competence.

Having studied different sections of a business plan in lesson 2, it is advisable to provide a sample business plan to learners and require them to critically analyze it.

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 (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.

The teacher harmonizes the findings or answers of learners, and helps them draw conclusions/summary on elements of a business plan. Answer or address any questions or challenges about the activity. Guide them to make notes in their note- books referring to learners' book.

Refer to the following possible answers to guide in harmonizing learner's answers

Learners make a critical analysis on the following sections to ensure that they are well prepared basing on what is learnt in lesson 2.

- Executive summary
- General business description
- Vision, mission, and goals of the business
- Production plan
- Marketing plan
- Organization plan
- Financial plan
- Action plan and
- Appendix

Application activity 6.3

This activity can be done individually, in pairs, and or in small groups. Learners prepare a business plan for a business of selling eggs.

Give clear instructions and 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. This activity can be given as a homework assignment.

Possible solutions to the application activity 6.3

1. There is no specific answer for this question. Give an opportunity to learners to prepare a business plan of selling eggs. When given as homework, have enough time to read through their answers, and from there you can give constructive feedback to entire class so as they can improve on how to prepare a business plan.

6.4 Skills lab 6

Guidance on skills lab activity:

For this lab, student teachers will be able to prepare various parts of the business plan namely business description and marketing plan.

Guidance to the lab:

Build

Using Think, Pair and Share; ask learners to brainstorm and explain different parts of the business plan by answering these questions:

1. What is a business plan and why do we prepare it and what are the key elements of a business plan?
2. What is included in each part (Element) of the business plan?

Possible answers

- 1) Learners will give different alternatives about the meaning of a business plan, this is okay. Remind them the reasons why business plans are prepared. Tell them that if you are serious to start the business, better to write a business plan because it acts as a guide to business operations, which contributes, to its success.

Let learners mention some of the key things about business plan such as marketing plan, production plan and others. Explain again that just while making marketing or production plans, the entrepreneur has to make research so that he/she is informed, it is also important that while making business plans, one carries out enough research or feasibility study about the business project of his/her interest.

Note: The structure of a business plan is headed by the following key components:

1. Cover page,
2. Table of contents
3. Executive summary

4. General description of the business: it includes (Name of business, Contact address, Legal form of business, type of business, Information about the owner)
5. Statement of mission, goals and objectives
6. Marketing plan
7. Production plan
8. Organization, management and administration plan
9. Financial plan
10. Implementation plan A.K.A “Action plan”

Thereafter, let learners sit in their respective lab groups and emphasize that this lab will help them to be able to make simple business plans for the projects they intend to start.

- 2) As in reference to learner's book, unit 6: 6.2 Elements of a business plan: guide learners' brainstorms showing them different items included in each part of the business plan. But for the interest of time, you can limit them and they explain only for business description and for marketing plan or just a few groups share with the audience.

Practice

Ask learners to join their teams/ group. Form and fold five or more papers containing different business activities and ask the team leaders to come and choose one activity they will base on while developing its description and marketing plan.

After each group have chosen its activity, assign each group to prepare:

1. Business description of the chosen activity.
2. The marketing plan.

Move around the groups and make a follow up whether the learners are on track. Remember to ensure that shy/ silent students and girls are also actively participating. Ask silent learners to have a voice in the discussions or to ask their peers where they do not understand and stimulate girls to lead discussions.

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 (control this as it takes time) as it will enable them to understand better.

Conclusion

Conclude by emphasizing that entrepreneurs have to always write businesses plans for their businesses and that as entrepreneurs to be, this will be their first step.

Write on the blackboard what a business description and marketing sections of the business plan should have. Ref: Learners book Unit 6, “6.2 elements of a business plan b and c”.

- **Business description:**
 - Name of business,
 - Contact address,
 - Legal form,
 - Type of business,
 - Description of the business idea and market,
 - Information about the owner
- **Marketing plan:**
 - Product description,
 - Customer description,
 - Demand/need for the product,
 - Competition,
 - Current production,
 - Price,
 - Sales forecast for next 12 months,
 - Business location,
 - Promotion, etc.

Portfolio Assignment

As a take way of this lab, provide learners a portfolio assignment, 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.

E.g.: Each learner prepares an action plan for the projects they want to start at home.

6.5. Unit 6 Summary

- **A business plan** describes all the steps necessary in opening and operating a successful business. It is setting out the business idea and showing how it is to be financed, marketed and put into practice. It spells out in details the business owner’s intentions for the future of the

firm. This implies that the business plan is a road map of the enterprise showing where the enterprise wishes to go (future of business indicated by operational and financial objectives) and how to get there (detail plans how to achieve the objectives set). Whether starting a new business or looking to expand an established business, it is essential to have an up-to-date business plan for your business.

- Users of a business plan are: business owners, managers, government agents, employees, investors, financial institutions, etc.
- The components of a business plan are:
 - Executive summary
 - Business description
 - Vision, mission and objectives of a business.
 - Marketing plan
 - Production plan
 - Organization plan
 - Financial plan
 - Risk assessment and contingency plan
 - Action plan
- SWOT the acronym stands for Strengths, Weaknesses, Opportunities, and Threats. It helps entrepreneurs to evaluate their business and to compare themselves with their competitors and therefore determine whether his/her business is in better position to compete or not.

6.6 Additional information

Highlights on the seven key sections of a business plan

- 1. Executive summary:** an executive summary should be 1–2 pages long, and provides an overview of your business concept, key objectives of your business and your plan, ownership structure, management team, your product or service offering, target market(s), competitive advantages, marketing strategy, and a summary of your financial projections. The executive summary is written last, after that the rest of the plan is completed. Each paragraph should be a summary of the more detailed related section of the plan.
- 2. Business Overview:** In an overview, include details regarding the business history, vision and/or mission, objectives, and your ownership structure.
- 3. Products and services:** Expand upon the products and services including features and benefits, competitive advantages, and if marketing a product, how and where the products will be produced.
- 4. Industry overview:** The industry overview is an opportunity to demonstrate the viability of a business by discussing the size and growth of the industry,

the key markets within the business industry, how business customers will buy products or services, and which markets the business will be targeting.

5. Marketing strategy: Here, the description of the target market segments in essential, competition, how to differentiate a business products or services, and the business products' or services' unique selling proposition (USP).

- Discuss product or service pricing and promotion, including how the business promotional programs will appeal to each of its target market segments.
- Provide a plan of traditional and guerrilla marketing tactics, such as tradeshows, press-magnet events, social media marketing (e.g. Facebook, Twitter, etc.), networking, and print, media, or online advertising. Include the cost associated with each tactic.
- Describe how the products or services will be sold (e.g. storefront, online, wholesalers), and your target markets' buying cycle.

1. Operations plan: Provide a profile of the management team, the human resources plan, business location(s) and facilities, production plan (if selling a product), and an overview of day-to-day operations.

2. Financial plan: Some believe this is the most important part of a plan. So much so, it is worth dedicating up to 80% of your time to writing this section. You will need to show three years' worth of projected financial statements, including income statements, pro-forma balance sheets, and monthly cash flow and annual cash flow statements. Summarize each statement into a few easy-to-understand sentences and put these in a cover page for the statements. Be sure to document all of the assumptions you used in forecasting your revenues and expenses.

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.

6.7 End of Unit 6 assessment

Guidance:

There is no specific answer for this question. Give an opportunity to learners to prepare a simple business plan. You can give this question as homework and on a submission date, guide learners to design the correct and clear business plan entailing the main section (in class).

The following can serve as an outline:

Executive summary

Business description

Vision, mission and objectives of a business

Marketing plan

Production plan

Organization plan

Financial plan

Risk assessment and contingency plan

Action plan and

Appendix

6.9 Additional Activities

Remedial activities

- a) Why do you think it is important for a person to plan before undertaking any action?
- b) Suggest the essential elements that you would put into consideration while preparing a business plan?

Guidance towards possible answers:

Refer to answers provided on the introductory activity in this teacher's guide.

Consolidation activities

Distinguish between production plan and marketing plan.

Possible answers

Production plan is a part, section, component, element of business plan/ document/ statement that:

- Shows how products will be produced, created, manufactured or developed.

OR

- A production plan is a document that shows the details of producing a product

E.g. - Requirement

- Quality
- Raw materials
- Technology

Marketing plan is a part, section, component, document of a business plan that:

- Shows the current market opportunities and strategies
- Shows the market expectation and how to distribute the product to customers
- Shows how goods can be sold
- Shows the advertisement and promotion

Extended activity

Failing to plan is planning to fail. Discuss this statement.

Possible answer

This is to mean that the absence of proper planning can detrimentally affect timely meeting of the on-going project deliverables. To avoid such a failure, it is vital that a project manager ensures that the requirement planning activity is given due importance so that everything is under complete control

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