

**ENTREPRENEURSHIP
SENIOR 6
TEACHER'S GUIDE**

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FOREWORD

Dear teacher,

Rwanda Education Board is honoured to present Senior 6 entrepreneurship teacher's guide which serves as a guide to competence-based teaching 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 teachers' pedagogical approaches, the assessment strategies and the 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 teachers, 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 teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude 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.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part 1:

Explains the structure of this book and gives you the methodological guidance;

The part 2:

Gives the sample lesson plans as reference for your lesson planning process;

The part 3:

Provides details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

Dr. NDAYAMBAJE Irénée
Director General of REB

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Joan Murungi,
Head of CTLR

TABLE OF CONTENTS

FOREWORD	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
PART I. GENERAL INTRODUCTION	viii
Introduction	viii
1.1. The structure of the guide	viii
1.2 Methodological guidance	X
1.1.2 Developing competences	x
1.2.2 Addressing cross cutting issues.	xi
1.2.3 Attention to special educational needs and inclusive education.....	xiii
1.2.4. Guidance on assessment	xv
1.2.5 Students’ learning styles and strategies to conduct teaching and learning processes.....	xviii
1.2.6. Skills Labs Method Of Teaching.....	xxi
1.2.7. Student Business Club	xxiii
PART II: SAMPLE LESSON PLANS	xxvi
PART III: UNIT DEVELOPMENT	xxxii
UNIT 1: SOCIO-ECONOMIC DEVELOPMENT	1
1.1 Unit Prerequisite	1
1.2 Cross-cutting issues to be addressed.....	1
1.3 Generic competencies to be developed	2
1.4 List of lessons (including assessment)	4
1.5 Use of Skills Lab Method: Lab 1.....	21
1.6 Summary of the unit	23
1.7 Additional Information:	23
1.8 End of unit assessment	23
1.9 Additional Activities.....	29
UNIT 2: ENVIRONMENTAL IMPACT ASSESSMENT (EIA)	31
2.1 Unit Prerequisite	31
2.2 Cross-cutting issues to be addressed	31
2.3 Generic competencies to be developed	32
2.4 List of lessons (including assessment).....	36
2.5 Use of skills Lab Method: Lab 2	51
2.6 Summary of the Unit.....	53
2.7 Additional Information.....	54
2.8 End of Unit 2 Assessment	55
2.9 Additional activities.....	58

Unit 3: CUSTOMS PROCEDURES	59
3.1. Unit Prerequisite	59
3.2. Cross-cutting issues to be addressed	59
3.3. Generic competencies to be developed	60
3.4. List of lessons (including assessment).....	61
3.5. Use of Skills Lab Method: Lab 3.....	82
3.6. Summary of the Unit.....	84
3.7. Additional Information.....	84
3.8. End Unit Assessment:	85
3.9. Additional Activities	87
Unit 4: FINANCIAL MARKETS	91
4.1. Unit Prerequisite.....	91
4.2. Crosscutting issues to be addressed.....	91
4.3. Generic Competencies	92
4.4. List of lessons (including assessment).....	95
4.5. Use of skills lab method: Lab 4.....	120
4.6. Summary of the unit	122
4.7. End of Unit 4 Assessment.....	123
4.8. Additional Information	126
4.9. Additional activities	127
UNIT 5: FINANCIAL STATEMENT	129
5.1 Unit Prerequisite	129
5.2 Cross-cutting issues to be addressed	129
5.3 Generic competencies	130
5.4 List of lessons (including assessment).....	136
5.5. Use of skills Lab Method: Lab 5	159
5.6 End Unit Summary	160
5.7 Additional Information.....	162
5.8 End of unit 5 assessment	166
5.9 Additional Activities	174
UNIT 6: STOCK CONTROL	177
6.1. Unit Prerequisite.....	177
6.2. Cross-cutting issues to be addressed.....	177
6.3. Generic competencies to be developed	178
6.4. List of lessons (including assessment).....	182
6.5. Use of skills lab method: Lab 6.....	197

6.6.Summary of the unit.....	199
6.7.Additional Information	200
6.8.End unit 6 Assessment	202
6.9.Additional Activities.....	206
UNIT 7: BUSINESS PLAN FOR AN ENTERPRISE	207
7.1.Unit Prerequisite	207
7.2.Cross-cutting issues to be addressed	207
7.3.Generic competencies	208
7.4.List of lessons (including assessment).....	210
7.5.Use of Skills Lab Method: Lab 7.....	231
7.6.End of unit Summary	233
7.7.Addition information.....	234
7.8.End of Unit 7 Assessment	237
7.9.Additional Activities	240
UNIT 8: OPERATIONAL BUSINESS PLAN FOR AN ENTERPRISE	241
8.1. Unit Prerequisite.....	241
8.2. Cross-cutting issues to be addressed.....	241
8.3. Generic competencies	242
8.4. List of lessons (including assessment).....	244
8.5. Use of Skills Lab Method: Lab 8	263
8.6 End Unit Summary	264
8.7. Additional information.....	266
8.8. End of Unit 8 Assessment.....	267
3.9. Additional Activities	271
UNIT 9: QUALITY ASSURANCE AND QUALITY COMPLIANCE IN BUSINESS	273
9.1.Unit Prerequisite	273
9.2.Cross-cutting issues to be addressed.....	273
9.3.Generic competencies to be developed	274
9.4.List of lessons (including assessment)	278
9.5.Use of skills lab method: Lab 9.....	297
9.6.Summary of the Unit	299
9.7.Additional Information	300
9.8.End of Unit 9 Assessment	301
9.9.Additional activities	304

UNIT 10: WORK HABITS AND BEHAVIOR	305
10.1. Unit Prerequisite	305
10.2. Cross-cutting issues to be addressed.....	305
10.3. Generic competencies	306
10.4. List of lessons/sub-heading (including assessment).....	309
10.5. Use of Skills Lab Method: Lab 10	323
10.6. Summary of the unit.....	325
10.7. Additional information for teachers	326
10.8. End unit assessment.....	326
10.9. Additional activities	328
UNIT 11: WORK SAFETY AND HEALTH	331
11.1. Unit Prerequisite	331
11.2. Cross-cutting issues to be addressed	331
11.3. Generic competencies.....	333
11.4 List of lessons /sub-heading (including assessment).....	335
11.5. Use of Skills Lab Method:Lab 11.....	370
11.6. Summary of the Unit: Safety and Health at Workplace	373
11.7. Additional Information for teachers.....	373
11.8. Additional Activities	382
11.9. End Unit Assessment	384
Bibliography	385
ANNEXES	390

PRESENTATION OF THE TEACHER'S GUIDE

PART I. GENERAL INTRODUCTION

Introduction

The purpose of this teacher guide is to help you 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. I will encourage you to research and look for new and challenging ways of facilitating students' learning. The teacher guide and the syllabus must be used side by side. The syllabus states the learning outcomes for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The teacher guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This teacher 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 teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to 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 the teacher develop their own lesson plans.

Part III: Unit development

This is the core part of the 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:

1. **Unit title:** From the syllabus
2. **Key unit competence:** From the syllabus
3. **Prerequisites** (knowledge, skills, attitudes and values)

This section indicates knowledge, skills and attitudes 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 teacher 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 that can 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; teachers 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 teacher'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/sub-heading: This section presents in a table suggestion on the list of lessons, 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 teacher'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 teacher 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-sub heading

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

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

This section gives a clear instruction to teacher 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. Teachers are encouraged to replace the suggested teaching aids by the ones available in their respective schools 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:
- **Exercises/application activities:** This provides questions and answers for exercises/ application activities.

1.2 Methodological guidance

1.1.2 Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. 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 children's learning achievement, and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude 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 learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are example of how generic competences can be developed in the subject of Entrepreneurship

- **Critical Thinking:** Learners analyze their environment or community for problems or challenges faced and the causes. After they suggest possible remedies to the identified problem during generation of business ideas and opportunities.

- **Research and problem solving:** Learners collect data using interviews, questionnaires and any other tool, analyse the data gathered and suggest solutions regarding business customer behaviour in a research in business unit.
- **Creativity and Innovation:** Learners analyse resources such 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 Memos, Notices in a clear and understandable language to convey on information effectively during interpersonal communication
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership. Alternatively, teams compete to prepare and present a business plan for their team projects to potential investors or financial institutions.
- **Lifelong Learning:** Learners lead a problem solving and decision making process in a team. Do 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 analyse a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real situations

1.2.2 Addressing cross cutting issues.

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

Some cross cutting issues may seem specific to particular learning areas/subjects but the teacher need 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 cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in your 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 have appreciate the need to take great care for environment as it is paramount for continued business ideas and opportunity generation as well as survival of the business activities....”
- **Inclusive education:** All learners need to realize that universal laws do discriminate as they do apply to all regardless of social, economic, political, physical background. Emphasis in this unit should be on how we all have the same rights. During rights and responsibilities of workers and employers unit, learners may discuss and appreciate need to respect and advocate for employer’s and worker’s rights and responsibilities at work place.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for teachers to promote peace and values among learners. Being punctual for activities (time management), involvement in various aivities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson the encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, assist one another with pens, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.

- **Financial Education:** For example in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on. While looking at financial management and institutions, learners need to appreciate the need for managing their finances and proper ways of managing their finances such as opening a bank account among others.
- **Standardisation Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always, create opportunities to have learners discuss where standards apply and when they need to be cautious 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.
- **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. For example, 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 way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each learner in the classroom. Also teachers 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, teachers need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limits distraction. This will help learners with special needs to stay on track during lesson and follow instruction 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 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 for the learner. 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 a 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 challenges, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow him/her 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 a learner with physical disabilities or mobility difficulties:

- Adapt activities so that learners who use wheelchairs or other mobility aids, or other children who have difficulty moving, 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 professional about assistive devices

Adaptation of assessment strategies

Each unit in the teacher'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 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.

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 for learning (Continuous/ formative assessment)

Assessment for learning is often called formative assessment and is 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 your 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, not effort the work should be assessed, not 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 portfolios as tool of assessment during or after a lesson(s)
- 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 tool of end 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 teacher 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.

Teacher assessment

Assessment is a continuous process. You should:

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

Self-assessment and peer assessment

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

Self and peer assessment:

- Continues the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for the 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 skill.
- 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 available materials; 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's talk, instructions, explanations, lectures or loud reading.
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modelling
- Guest speakers
- Classroom displays.

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 part and their small steps:

1. 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: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity

Step 1

- 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 individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly in the working of activity or results/findings of the task
- He/she then monitors how the students are progressing towards the results, output, results and expected knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

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.

Institutionalization (summary/conclusion/ and examples)

- The teacher summarizes the learned knowledge and gives examples, which illustrate the learned content. Then links the activities to the learning objectives, and guide learners to make notes.

Exercises/Application activities

- 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

1.2.6. Skills Labs Method Of Teaching

a. What is Skills Lab?

Skills lab is a practical method of teaching where students are required to complete learning activities while working in manageable groups. Skills Labs are a no cost, easy method to change teacher's pedagogy from theory-based to competence based instruction.

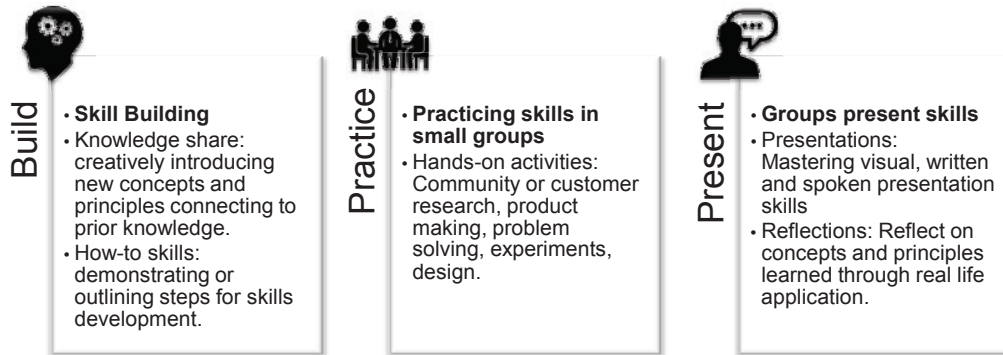
The basic characteristics of Skills Lab are:

- It takes place during a double period (80 minutes)
- Students work in small groups (manageable teams)
- 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 of products.

Note:

Skills lab is the time when lesson combines the competencies acquired during the unit and previous units to make learning more practical. Although, the syllabus provides more than one skills lab per unit, this teacher’s guide provides one model Skills lab lesson which appears at the end of the unit for the practical application of the competencies acquired.

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



Questions to ask yourself while using skills lab method in teaching and learning	Build: Do students know the guiding principles and know-how for the skill?	Practice: Did all individual students get a chance to practice?	Present: Were students given feedback on the work presented?
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b. Use of Present Boards and Portfolios During Skills Lab

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

	When?	How?	Where?
Present Boards	Last activity of each Skills Lab. Each lab team/group has their own 1 Present Board.	Made by students. Boards have cool designs to showcase the notes and work product of each lab	Boards are hung on the walls of classroom and kept there for others to see

c. 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 on 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.

d. 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 teacher has a role of encouraging and supporting students to start up BHP during school

BHPs are meant to help learners apply skills and attitudes acquired during skills lab and 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

What are present boards?

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.

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

1.2.7. Student Business Club

a) General Guidelines

The Club should be student run. Students should be actively engaged in idea generation, planning, procurement, sales, record keeping, and decision making. Teachers should only guide them. Clubs should start small with what the students can afford. In the past Clubs have started with 0 capital and used recycled materials and seeds only! Teachers 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 school 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 Club competitions / exhibitions at the school to motivate students to work to succeed and to showcase the Club work to the rest of the stakeholders.

b. Objectives of the Student Business Club

- i) Give learners the practical experience to do business.
- ii) Enhance the learner's entrepreneurial competencies.
- iii) Apply the knowledge, skills, and attitudes learned.
- iv) To inspire young people to succeed in the global economy.

c. School Stakeholder Business Club Roles:

School Administration	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 Teacher	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 ·	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.

<p>Parents and community</p>	<p>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.</p>
<p>Students ·</p>	<p>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.</p>

PART II: SAMPLE LESSON PLANS

Template of a Competence – based Lesson Plan

School Name:

Teacher's Name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1 /...../2018	Entrepreneurship	S.6	1	3 of 6	120 min	45 students
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Slow learners: 2 Low Vision: 1 Hearing impairment: 1			
Unit title		Environment Impact Assessment (EIA)					
Key Unit Competence:		To be able to analyze EIA as a tool for prevention and control of the social economic development impacts on the environment					
Title of the lesson		Role of stakeholders in EIA process					
Instructional Objective		Given different questions on the role of stakeholders in EIA process, learners will be able to appropriately create ways of involving stakeholders in the projects they intend to start.					
Plan for this Class (location: in / outside)		In class or outside(optional)					
Learning Materials (for ALL learners)		EIA sample reports, EIA guidelines as from REMA,					
References		General Guidelines and Procedures for Environment Impact Assessment. (2006). Kigali: government of Rwanda, co, R. S. (August 2011). Environmental Impact Assessment Report for Stone Crushing Factory. Kigali: Green World Consultants.					
Timing for each step		Description of teaching and learning activity				Generic competences and cross cutting issues to be addressed + a short explanation	
		Learners through pairs or groups as used by the teacher will discuss the stakeholders involved in EIA process and their role.					
		Teacher activities		Learner activities			

<p>1.Introduction 15 Min</p>	<p>Use appropriate method, could be brainstorming, pairs or group and provide learners with the introductory activity 2.6, and give instructions to the activity.</p> <p>Explain the purpose of the introductory activity in relation to the objective of the lesson.</p>	<p>Learners respond to the questions asked by the teacher to clearly understand the purpose of the introductory activity given.</p> <p>Learners ask questions for clarifications if necessary.</p>	<p>Generic competencies</p> <p>Creativity and innovation. Problem solving and team building</p>
<p>Development of the lesson</p>			

<p>2.1 Discovery activity (25 Min)</p>	<p>Use an appropriate method (could be pairs, gallery walk, discussions, and groups). According to the appropriate method used, ask learners to read each of the stakeholders carefully as guided by you.</p> <p>Guide learners as they answer questions that follow on stakeholders.</p>	<p>Learners form or join their respective pairs or groups as directed by the teacher.</p> <p>The learners respond to the questions of the activity as they analyze the stakeholders involved in the EIA process and their role.</p> <p>Learners work together, ask questions to each and seek guidance from the teacher where necessary.</p>	<p>Generic competences Critical thinking; through answering more challenging questions.</p> <p>Communication will be developed through answering questions and group work/class presentation</p> <p>Cooperation will be developed through working together in groups/pairs.</p> <p>Cross cutting issues; Peace and values education:</p> <p>The learners will interact peacefully in their groups/pairs and will be able to appreciate each other and live in harmony/peace.</p> <p>Inclusive Education Integrates all learners including SEN. A learner with low vision will be provided by large print text to enable him/her to ready.</p> <p>The teacher will ask learners in the same group with hearing impairment to speak loudly so that he/she can participate in the group discussion.</p>
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<p>2.2 Presentation of learner's productions (25 Min)</p>	<p>The teacher gives the instructions for the presentations and the time they will take.</p> <p>Teacher announces the end of the time of activity and asks them to present accordingly. The teacher notes major things/issues and what he/she needs to clarify after presentations.</p>	<p>Learners present their findings as directed by the teacher.</p> <p>The learners ask questions, complement each other and ask for clarifications accordingly during presentations.</p>	<p>Generic competences: Communication will be developed through answering questions and group work/class presentation</p> <p>Cooperation will be developed through working together in groups.</p> <p>Cross cutting issue Inclusive education</p> <p>The whole classroom will be encouraged to speak loudly in order to help the one with hearing impairment participate in the classroom. Where possible total communication will be used to facilitate the communication in the classroom.</p>
<p>2.3 Exploitation(25 Min)</p>	<p>The teacher gives clarifications as from the learners' presentations.</p> <p>He/she emphasizes the main points as per from each of the presentations relating them to the lesson objective.</p>	<p>Learners take notes and ask clarifications where necessary from the teacher.</p> <p>The learners take notes and rectify mistakes in their notebooks.</p>	<p>Generic competences: Critical thinking; through answering more challenging questions and as they relate to what the teacher is emphasizing to life real life experience.</p> <p>Cross cutting issue: Inclusive education: Slow learners are facilitated to take clear and comprehensive notes.</p>

2.4.Conclusion/ Summary (15 Min)	<p>The teacher notes that entrepreneurs/ developers while doing EIA, they must involve the stakeholders and also have a clear plan of how they will be involved.</p> <p>The teacher writes on the blackboard the ways of how the stakeholders can be involved in EIA process.</p>	Learners take notes in their notebooks	<p>Generic competences: Lifelong learning; as learners discover more from the teacher’s emphasis points, they eager to learn and discover more.</p> <p>Cross cutting issue: The teacher provides a favorable place to the student with low vision, and ensures to write clearly on the blackboard.</p> <p>Cross cutting issues;</p>
3. Assessment (40 Min)	<p>To assess learners about the lesson, give them activity 2.7</p> <p>Guide learners to do the individual work as per the activity making sure that instructions are well followed.</p> <p>Use the activity to judge the learners’ progress on the lesson. Have a rubric to follow while giving feedback and marking.</p> <p>Ensure that the cross cutting issue of environment and sustainability is taken into consideration on the activity.</p>	<p>Learners write the activity in their notebooks and ask clarifications where necessary.</p> <p>They then do the activity by answering the questions given.</p> <p>As guided by the teacher they present their work for marking.</p>	<p>Environment and Sustainability: The learners appreciate the need for being responsible with the environment as they come out it with ways of managing environment</p>
Observation on lesson delivery	The lesson was successfully taught as evidenced by the learners’ active participation and enthusiastic involvement in the lesson and the positive responses provided proved that the pre-instructional objectives set were achieved.		

PART III: UNIT DEVELOPMENT

Following the structure below for all units

Note to the teacher:

As a teacher, you should consider the following as you prepare your lessons:

a. Students: What are the academic, social, physical, personal, and emotional needs of my students?

b. Strategies: Which teaching strategies will best facilitate my students' learning?

c. Grouping: Should I group heterogeneously or homogeneously? What size should my groups be?

d. Timing: When is the best time to do this lesson? Are there prerequisites my students should have mastered?

e. Materials: What materials and human resources do I need for the lesson to be successful?

f. Success: Was the lesson successful? Were my students interested? Did my students learn? What didn't work? What will I do differently next time?

g. Sequence: What can I do next to build upon this lesson? How can I make it flow?

h. Rationale: What is the reason for doing this? What objectives will be accomplished?

UNIT 1: SOCIO-ECONOMIC DEVELOPMENT

1

Key unit competence: Be able to evaluate the contribution of entrepreneurship 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 understand the contribution of entrepreneurship to 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 an activity which can generate an income. So as to promote the standard of living of the family, the locality by creation of employment opportunities and the country by paying taxes; this will lead to socio-economic development.

Environment and society: The greatest source of entrepreneurship is the environment and the society. One cannot be implemented without the other, both are combined. Therefore, great care has to be taken for environment and society for the survival of entrepreneurship.

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

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

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to identify potential contributions of entrepreneurship to socio-economic development and promote peace. Learners also need to develop positive attitude towards the society, customers, shareholders, environment, and government, among others as the socio-economic development; Security is important for people to live high standard of living.

Standardization culture: You need to emphasize to learners the need for socio-economic development. This will help them to abide by the living standards and wellbeing of the citizen.

Guidance on the introductory activity (refer to Students' Book)

Kigali is a fast developing city in terms of social, economic infrastructural and technological advancement as well as in other aspects of life. Entrepreneurs have contributed a lot in constructing infrastructures by paying taxes; create employment opportunities, improvement of technology, transport, education, creativity and innovation etc.

Socio-economic development is the process of social and economic development in a society. Development is a gradual process through which there is a persistent increase both in quality and quantity of goods and services that are enjoyed by the people in a community or a country. E.g. having schools in a community may not be sufficient, but the quality of teachers who teach in such schools is also very vital.

1.3 Generic competencies to be developed

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

Critical thinking: Learners analyze their home localities as well as their school location for challenges and problems hindering socio-economic development, and suggest possible measures to be taken and activities that can be carried out there to improve the well-being of people residing in those areas.

Creativity and innovation: As prospective accountants or entrepreneurs, learners are considered as the brains or engines for their business. Learners should be given opportunities that will make them think in new and novel ways. For example, learners should be trained for thinking about new ways of doing things which enables the enhancement and well-being of people.

Research and problem solving: Learners should be given activities and opportunities that require them to be resourceful while analyzing the socio-economic aspect of the school location or home areas to find answers to different challenges posed in different learning activities.

Co-operation, interpersonal relations and life skills: Through different tasks assigned, learners should demonstrate a sense of personal and social responsibility as they live in society. They should be able to work as a team even outside classroom activities to their societies as they solve challenges.

Lifelong learning: Learners must be given activities that help them develop the culture of endless learning to keep improving on knowledge and skills. They must be able to improve on knowledge and skills as they recognize the role of customs service department in the exportation and importation of goods.

Communication: Entrepreneurs have the responsibility to communicate in a respectful and orderly way. Through different learning activities worked on, learners should be able to confidently and effectively communicate their findings and ideas through speaking and writing to the targeted audience or recipient, and this will train them for essence of effective communication at work.

1.4 List of lessons (including assessment)

No.	Lesson title	Learning objectives (From the syllabus including knowledge, skills and attitude)	Number of periods
1	<p>The Meaning of Socio-economic development</p> <p>Factors and indicators of Socio-economic development</p>	<p>Explain the meaning of Socio-economic development and describe some of its indicators</p> <p>Analyze factor that lead to socio-economic development</p> <p>Develop positive attitude towards payment of taxes</p>	2
2	<p>Role of entrepreneurship in Socio-economic development</p>	<p>Explain how entrepreneurship contributes to Socio-economic development</p> <p>Explain the role of entrepreneurship in employment creation</p> <p>Explain the role of taxes in development</p> <p>Identify a range of other contributions entrepreneurship makes to Socio-economic development</p> <p>Develop positive attitude towards payment of taxes</p>	2
3	<p>Meaning of environment and society, their types and components</p>	<p>Understand the relationship between entrepreneurship, environment, society and socio-economic development</p>	2
4	<p>Positive and negative effects of business activities on different types of environment and their components</p>	<p>Identify potential negative effects of entrepreneurship on the environment</p>	4

5	Managing and preventing the negative effects of a business on different types of environment and their components	Suggest strategies to reduce the negative effects of entrepreneurship on the environment and using a completed Environmental Impact Assessment (EIA) Appreciate that environmental protection and conservation are essential to ethical entrepreneurship	3
6	Entrepreneurs and social responsibility	Know the meaning of social responsibility and give examples Use notions of social responsibility to evaluate entrepreneurial activities and suggest possible areas of change Proactive Social Responsibility	2
7	Lab 1	Apply Skills Lab Methodology	2
8	End Unit assessment	Can be able to Evaluate the contribution of entrepreneurship towards socio-economic development	2

Lesson 1: The Meaning of Socio-economic Development, Factors and Indicators of 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.

Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about the socio-economic development. Learners write under (K-what I know; W-What I want to know, L-what I learned) about the socio-economic development.

K-W-L Chart		
Topic:		
What I Know	What I Want to know	What I Learned

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

Learning activities 1.1. Lerner's Book

Follow the guidance about the learning activity

Possible answers

- Socio-economic development** is the process of social and economic development in a society. Development is a gradual process through which there is a persistent increase both in quality and quantity of goods and services that are enjoyed by the people in a community or a country. E.g. having schools in a community may not be sufficient, but the quality of teachers who teach in such schools is also very vital.

b. Factors that may have affected the socio-economic development are the following:

- (i) Level of technology
- (ii) Level of entrepreneurship,
- (iii) Investment climate,
- (iv) Education system,
- (v) Availability and use of resources etc.

c. Some indicators of socio-economic development are the following:

- (vi) High Gross Domestic Product (GDP) figures
- (vii) Gross National Product (GNP).
- (viii) High level of literacy, life expectancy.
- (ix) High level of employment (Occupation structure of labor force).
- (x) Availability of goods and services.
- (xi) Developed infrastructure.
- (xii) Improved security (Political stability).
- (xiii) Improved health facility, improved shelter, access to clean water

A Case Study Activity Learners Book

Possible response to the Case Study Activity 1.1

1. Some of social economic changes that have occurred over the past five years are the following:
 - (i) Construction of planned settlement /Agglomeration (villages = IMIDUGUDU)
 - (ii) Good roads, rural area connected to the electricity grid and water, schools, health centers, security etc.
 - (iii) Good governance, etc.
2. Entrepreneurship activities might hold back social economic development rather than promoting it by:
 - (i) Exploitation of workers through underpayment, delayed payment, deductions in form of unjustified penalties etc.
 - (ii) Over exploitation of natural resources without considering the posterity; as we exploit the resources for our survival today it is also important to think about the future generation. Some resources are limited in nature and when they are used without care for the future, the generation to come may not have what to live on.
 - (iii) Using defective weighing scales and measurements; some entrepreneurs use defective scales and exploit their customers through under weighing of quantities.
 - (iv) Breaching of contracts when we realize that we stand to benefit less

Application Activity 1.2 Learners Book

Possible answers for Application Activity 1.2 refer to learners' book

- 1) The socio-economic changes that occurred over the past five years are:
Good Infrastructures, construction of schools, health centres, electricity, water, roads, planned settlement (IMIDUGUDU), etc.
- 2) Examples:
E^{se} URWIBUTSO/SINA GERARD Company has contributed to the social economic development by constructing schools, helped the people to increase their standard of living towards the creation of employment opportunities.

BRALIRWA enterprise located at RUBAVU district has contributed a lot to the social economic development by increasing the standard of living by providing pure water, employment opportunities to the local population, paying taxes and employees which increase the revenue of the government.
- 3) a) "Umuganda" (community work day) contributes to social economic development by supporting; the construction of the schools, health centres, roads, houses for the poor (planned settlement = IMIDUGUDU) people, re-afforestation to avoid erosion, radical terracing, etc.

b) The different challenges to social economic development of the community can be; infertility of the land, high rate of the population growth, misuse of resources i.e corruption and embezzlement of public funds, unfriendly environmental activities like deforestation, ignorance and illiteracy of people etc.

c) For overcoming the above challenges, use the manure for increasing the fertility of the land, use of family planning methods, participate actively to the construction of the roads for developing the transports, encourage reafforestation, education for all, proper disposal of wastes. etc.

Lesson 2: Role of Entrepreneurship in Socio-economic Development

Prerequisites/Revision/Introduction:

Read the Key unit competency 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.

Learning Activity 1.2: Case study

- **Guidance :** Read the case study and follow the guidance

Possible answers

- a) MIZERO has contributed to the socio-economic development by creating an employment for himself and give job opportunities to other people.
- He supplies eggs to the local market at affordable price
 - The employees pay taxes which increase the government revenue
 - The citizen can use the farm manure in their field in order to increase the local production then increase the farmer's revenue
- b) It creates employment opportunities to local citizens and so helping them to change their standard of living.
- It supplies eggs to the local communities which are an important source of nutrients with high quality proteins.
 - It reduces malnutrition in the village as a result of cheap supplied eggs.
 - Villagers use the farm manure in their field in order to increase the local production.

Application Activity 1.2 Learners Book

- 1) The visions of socio-economic development must match with the national visions that consist of improving peoples' standards of living, construction of roads, schools, health centres, education, etc.
The objectives of these visions will be achieved by the involvement and participation of each citizen in the community.
- 2) A young entrepreneur (girl) created a small enterprise to promote Rwanda's youth employment policy by producing cakes in squash (amadegede/ibihaza). Nowadays it has employed more than 100 people.
The second entrepreneur also is promoting the Rwanda's youth employment policy by producing oil from avocados. The enterprise employs many workers.

- 3) The problems the society would face if such entrepreneurs were not operating in the society include;
- Unemployment
 - Poor standard of living
 - Failure to educate their own children
 - Poor shelter
 - Increased number of beggars
- 4) Some entrepreneurial activities hinder socio-economic development. Those practices include the following:
- (i) **Improper packaging:** like polythene papers, paper bags, wooden and paper boxes, plastic containers, metal containers, etc. for packaging products affect the drainage system and soil texture
- (ii) **Out competing small scale entrepreneurs:** The competition between small scale and large scale entrepreneurs in the long run might lead to the collapse of the small ones.
- (iii) **Harmful products like expired products:** are harmful to people's health. This is common with such goods as foods, drinks and medicine. This applies to animal health as well.
- (iv) **Pollution from factories/ industries:** Businesses emit a lot of carbon dioxide, smoke, ozone depleting gas, dust, sulfur dioxide that pollute the air which is dangerous for animal and plant respiration. Manufacturing businesses also pollute water by releasing their effluents into water ways and drainage systems hence endangering human and plant life. The noise produced by manufacturing firms is also pollution.
- (v) **Income inequality:** this shows the injustice between the workers who are doing the same job but unfortunately earning unequal salaries.
- (vi) **Advanced technology that creates unemployment:** different activities in the enterprise are done by the robots which replace people at work
- (vii) **Industrial accident:** Some enterprises do not pay the insurance for their workers yet there are some incidences where workers get accidents in the course of work.
- 5) Entrepreneurship creates employment directly (self-employment) and indirectly (for other persons) by starting many industrial units that offer jobs to people; thus entrepreneurship is the best way to fight against unemployment. Entrepreneurship has a vital role to play in creating small firms which are important sources of new jobs.

Enterprises that start as small scale end up employing hundreds and thousands of people directly. This means that people earn salaries and wages from the enterprise. Indirectly, employment is created when people are employed they also employ others or people who are providing goods and services employ their own workers to help them produce goods and services.

Lesson 3: Meaning of Environment and Society, their Types and Components

Prerequisites/Revision/Introduction: Read the Key unit competency 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.

Learning Activity 1.3 Learners Book

- **Guidance:** Read the Learning activity and follow the guidance

Possible answers to the Learning activities 1.3

- 1) **Environment** means everything that is around us in form of natural and artificial. i.e (individuals, businesses or institutions, plants and animals, air. etc.);
Society means the aggregate of people living together in a more or less ordered community. Society is a group of people living together within a given geographical area, bound together by common norms, beliefs, values, culture and recognition that make it possible for them to stay together.
- 2) **Environment** means everything that is around us (an individual or a business or an institution). Environment mainly consists of **atmosphere, hydrosphere, lithosphere** and **biosphere**. The relationship between the environment and society is that the survival of an individual person or a business is largely influenced by the environment. Anything that negatively affects the environment also affects the individual person, a business or institution as well.

Application Activity 1.3 Learners Book

- 1) The environment can be divided into the following components:
 - a) **Physical environment:** This consists of all geographical features/topography such as rocks, soil, mountains, hills, drainage systems, plateaus.
 - b) **Biological environment:** This consists of ecology that is to say plants and animals of any kind both on land and in water.
 - c) **Cultural environment:** This is a set of beliefs, customs, practice and behavior that are found in a population.

- 2) The positive entrepreneurial activities protect the natural environment are the following;
- (i) Optimizing the use of energy.
 - (ii) Ensuring effective use of materials and creating replacement for instance by planting trees
 - (iii) Encouraging re-use and recycling of products and by-products and also incorporating the principle of sustainable use and development of natural environment.

It is important that businesses exercise some responsibilities towards society to enhance the positive effects or check the negative effects.

Businesses can do the following for the society:

- (i) Production of goods and services.
- (ii) Payment of taxes.
- (iii) Contribution towards community development programs.
- (iv) Proper disposal of waste products.

The following are some of the possible negative effects of business activities on the environment and society.

- Pollution.
- Deforestation.
- Depletion of resources.
- Vibration of machines.
- Land/soil degradation.
- Wetland destruction/ reclamation.
- Displacement of people.
- etc.

- 3) The environment of a business enterprise falls under different categories namely, **internal environment** and **external environment**.

Internal environment: The internal business environment is made up of the factors and resources within the business enterprise itself which affect the way the enterprise operates. The internal environment can be controlled by the management of the enterprise. The internal business environment comprises of both tangible and intangible resources.

External Business Environment: The external environment of a business is made up of those factors and the conditions outside the business which affect the business operations. The business enterprise always has limited control over the external environment. The external business environment may be categorized into the following environment.

Economic Environment: Economic environment includes the type of economic system that exists in the economy, the nature and structure of the economy, the phase of the business cycle (e.g., the conditions of boom or recession), the fiscal, monetary and financial policies of the Government, foreign trade and foreign investment policies of the government.

Social and Cultural Environment: Members of a society have important influence over business firms. Activities of business firms may harm the physical environment and impose heavy social costs. Besides, business practices may violate cultural ethics of a society.

For example, advertisement by business firms may be nasty and hurt the ethical sentiments of the people.

Political and Legal Environment: Businesses are closely related to the government. The political philosophy of the government wields a great influence over business policies.

Technological Environment: The nature of technology used for production of goods and services is an important factor responsible for the success of a business firm.

Demographic Environment: Demographic environment includes the size and growth of population, life expectancy of the people, rural-urban distribution of population and educational levels of labor force.

The skills and ability of a firm's workers determine to a large extent how well the organization can achieve its mission. The demographic environment also affects both the supply and demand sides of business organizations.

Natural Environment: Natural environment is the ultimate source of many inputs such as raw materials, energy which business firms use in their productive activity. Natural environment includes geographical and ecological factors such as minerals and oil reserves, water and forest resources, weather and climatic conditions, etc.

Ecological environment: Driven by the motive of profits maximization, businesses can cause irreparable damage to the exhaustible natural resources, especially minerals and forests and pollution of environment. The governments have now become conscious of the adverse effects of depletion of exhaustible natural resources and pollution of environment by business activity.

Lesson 4: Negative Effects of Business Activities on Different Types of Environment and Their Components

Prerequisites/Revision/Introduction:

Read the Key unit competency 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.

Learning Activity 1.4 Learners Book

Guidance: Read the activity

Possible answers for the Learning Activity 1.4

Some possible negatives effects which can affect the environment and the society in the locality are:

- a. Mining and quarrying cause noise pollution and some time there is an over-exploitation of the natural resources.
- b. Cutting down trees without re-forestation causes the degradation of the environment such as lack of rain, erosion, insufficient agriculture products, etc.
- c. Fumes from some manufacturing enterprises pollute the atmosphere (air pollution).

Application activities 1.4. Learners Book

- a. Referring to your respective localities, the entrepreneurial activities that are causing or are likely to cause environmental degradation can be;
- b. Mining and quarrying cause noise pollution, vibration, destroy the natural environment and sometime cause the accident of the workers;
- c. Deforestation causes climate change and the erosion; over exploitation of the natural resources without considering the future etc.

Lesson 5: Managing and Preventing the Negative Effects of a Business and Different Types of Environment and Their Components

Prerequisites/Revision/Introduction:

Read the Key unit competency 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.

Learning Activity 1.5. Learners' Book

Guidance: Read and follow the guidance given

Answers to the learning activity

The strategies which can be used to reduce the negative effects of entrepreneurship on environment are the following:

- (i) Encourage the citizens and enterprises to use gas for cooking instead of using wood or charcoal.
- (ii) Encourage re-forestation in order to fight against the changes of climate.
- (iii) Modernize the technology with aim of reducing the fumes emitted by manufacturing enterprises in the atmosphere.
- (iv) Increase taxes for reducing the importation of old cars, motor vehicles which emit fumes in the atmosphere.
- (v) Eliminate the use of polythene products.

Application Activity 1.5. Learners' Book

The reducing of the negative effects of business activities on the natural environment requires a joint effort by the entrepreneurs and the government or society through taking some of the following measures:

Recycling used products and by-products: By-product of the production process and used products should be recycled back into the production process to be made useful by using them to produce goods and services. E.g. shredding papers can be recycled to get fragile product like trays. This will help to reduce the rate of pollution caused by the careless disposal of waste.

Waste treatment and proper waste disposal: Entrepreneurs should always treat waste materials to purify them and choose proper waste disposal grounds that do not affect the environment negatively and also prolong animals and plant life.

Environment friendly packaging materials: Entrepreneurs should also choose proper packaging materials like paper bags or cloth instead of plastic which affect the soil structure

Reforestation: Refers to re-planting of trees to replace those that have been cut so that the natural environment balance is not disturbed. This should be encouraged to reduce the effect of deforestation on climate, soil fertility and water catchment.

Covering soil: This may involve mulching terracing, planting trees (afforestation) and other ways that can be used to cover the soil to ensure that it is not left bare. Organic manure maybe used to replace the depleted soils.

Use biological pest and disease control: Agribusiness entrepreneurs should be encouraged to use biological disease control instead of chemical in their farming process, farm yard manure and other natural fertilizers. Chemicals pollute the land and affect human, plant and animals.

Development of new raw material saving technologies: Entrepreneurs should be encouraged to invest in research to develop new technologies that save raw materials and have improved methods of production that do not pollute the environment.

Environmental education or protection sensitization campaigns: An interdisciplinary approach should be used in and out of the school to sensitize both the young and adults about the importance of living in a protected natural environment and the consequences of living in the degraded environment and also how they can protect the environment

Compulsory environment impact assessment: The government should undertake compulsory environmental impact assessment before licensing businesses such that businesses with potential dangers of the environment are known in advance their effect and also measures to minimize such dangers are devised in advance.

Setting environmental standards: The government should ensure that environment standards are set by the environmental protection bodies such as Rwanda environment management authority (**REMA**), and also ensure that effective supervision and monitoring is carried out to ensure that the businesses respect the set environmental standards and regulations.

Businesses should be requested to contribute funds for environmental protection and conservation programs such as cleaning of towns and setting up the garbage collection centers and tree planting.

Encouraging sustainable use of natural resources: The resource exploitation rate needs to be checked to avoid over exploitation and resource exhaustion especially for the natural resources such as forests, fish etc. Strict laws should be put in place and implemented regulating the exploitation of resources like about type and size on fish net, laws encouraging replanting after cutting down trees etc.

Optimizing energy use: Using of energy saving system in production processes and homes should be encouraged together with the use of other alternative energy sources in place of wood fuel that do not degrade the natural environment like solar electricity, biogas, hydro-electricity etc. this calls for government involvement to reduce and stabilize prices of these alternative energy forms to make them affordable to the people and business.

Laws against pollution: Government should enforce laws to penalize businesses that use machinery that pollute the environment. Even very old vehicles that emit a lot of fumes should be banned.

Lesson 6: Entrepreneurs and Social Responsibility

Prerequisites/Revision/Introduction:

Read the Key unit competency 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.

Activity 1.6. Learners Book

Guidance: Follow the guidance about the learning activity

Possible answers to the learning Activity 1.4.3

1. According to the images those enterprises involved are the following: Bank of Kigali, hospitals, etc.
2. The businesses have proactively contributed to the social environment in the following ways: example Bank of Kigali has supported Friends of Africa a campaign focusing on increasing returns on investment in the fight against HIV/AIDS, Tuberculosis and Malaria, diseases that have been among the leading causes of death in Sub Saharan Africa;

E^{se} URWIBUTSO/SINA GERARD Company is currently supporting more than 3000 local farmers to grow crops and fruits. As a result the farmers get seeds, technical advice and assistance as well as a secure market of their products from the company. It is also committed to strong community training, with clear practical training programs for farmers that include demonstration fields.

3. In supporting these activities the enterprises create good relationship with the communities in which they operate; it is a way used to advertise their products, to attract and maintain customers. Simply, social responsibility helps companies to develop a good reputation.
4. They become famous, earn money, have good health, and improve their standard of living.

Application Activity 1.6. Learners Book

Put answers with cross reference to textbook

a) **Five urgent problems affecting the community are the following:**

- **Poverty** limits people especially in the villages such as feeding, health, education, standards of living and sewing machine
- **Feeding:** enterprise can participate in supporting some families living in extreme poverty
- **Health:** enterprise can pay health insurance for 50 families
- **Education:** enterprise may support 10 students who are not able to pay the school fees and uniforms
- **Standards of living:** the enterprise can distribute some equipment such as mattress, hoes, etc.
- **Sewing machine:** enterprise can help some poor families to improve their standards of living by offering them some sowing machines.

b) Every company has different CSR objectives though the main motive is the same. All companies have a two-point agenda to improve qualitatively (the management of people and processes) and quantitatively (the impact on society). The second is as important as the first and stakeholders.

- holders of every company are increasingly taking an interest in “the outer circle”-the activities of the company and how these are impacting the environment and society. The other motive behind this is that the companies should not be focused only on maximization of profits.
- While many corporations include social responsibility in their operations, it is still important for those procuring the goods and services to ensure the products are socially sustainable.
- Social responsibility means that individuals and companies have a duty to act in the best interests of their environments and society as a whole. Social responsibility helps companies to develop a good reputation. The business increases its goodwill and popularity in the community as caring business. Remember, any good corporate citizen (business) must be driven by three Ps of investment namely: Profits, People, and Planet.

Skills Lab Activity 1.4.4

1.5 Use of Skills Lab Method: Lab 1

1) Build (Max 15 min)

Through brainstorming, introduce the activity by asking the following questions

- a) What positive role have clubs in your school played to the society?
- b) What environmental problems have the clubs caused to the community?
- c) How do the clubs in your school normally solve environmental problems caused by the club activities?

Possible answers

Learners respond to the questions asked by the teacher

Positive role the clubs have played to the society:

- a) Employment opportunities.
- b) Provision of goods and services.
- c) Raw materials have been bought from members in the society hence source of income.

Environmental problems that clubs have caused

- a) Cutting down of trees.
- b) Poor disposal of unused and waste materials.

How clubs normally solve environmental problem:

- a) Planting more trees in the society.
- b) Sensitizing the society about environmental protection.
- c) Designating areas for disposal of wastes.

From the answers to the questions above, acknowledge that whereas the clubs especially business clubs have positive impact to the community; they may cause environmental problems if the members/entrepreneurs are not responsible towards the environment. Also note that this activity will help them to be responsible with the environment as they carry out their club activities in in the community.

Thus introduce the purpose of the lab and its objective (Given a case study, Learners will be able to apply appropriately environmental protection and conservation in their businesses both in clubs and at home) to the learners.

2) Practice: (Max 25)

Get them into manageable groups, have them read and interpret the case study to answer the given questions. Note that each group will answer all the questions. As the teacher, you will move through groups ensuring the instructions are understood and clarify respectively where learners have issues.

3) Present: (Max 25)

Give each group time to present their findings. During presentations emphasize the key points and allow learners to ask questions to each other. Remember to be inclusive where all learners irrespective of their backgrounds, gender, age and strength are given opportunities to present their findings

4) Conclusion (Max 10)

Emphasize to the learners that entrepreneurs must have a clear measures/strategies of stopping/reducing negative business effects on the environment.

Write on the blackboard some of the ways how entrepreneurs/business clubs can be responsible with the environment.

- Planting more trees
- Designating specific areas for disposal of wastes
- Adhering to various legislations set out by government such as Cut 1 Plant 2
- Establish business in the zones legally allocated to reduce the impact of noise and air pollution in residential areas
- Being part or initiating environmental projects such as beach clean-up and planting of trees.

5) Portfolio Assignment (Max 5)

As a take home for the Unit, give each learner this assignment. Each learner should design a plan of managing environmental consequences from the business club activities and back home projects using the table provided below.

Project/ Business activity	Strategies to manage environmental consequences	Rationale of the strategy
E.g. Piggery project	Constructing the pig sty far away from the water body	To avoid wastes being emitted/ deposited in the water body

Remember to give the learners the appropriate time when this assignment will be handed in for your making.

1.6 Summary of the unit

This unit explains the meaning of socio-economic development and describes its factors and indicators. In creating employment opportunities and increasing the government revenue by paying taxes, entrepreneurship contributes to socio-economic development of the country. The unit describes the interdependence of business and the natural environment and explains how the negative effects can be managed or reduced. As a way of creating good relationship with the communities in which the enterprises operate, they impose on themselves responsibilities that may not be imposed by law. Entrepreneurs engage in corporate social responsibility programs and help the communities. They sponsor sports activities, medical facilities, support schools and other community programs.

1.7 Additional Information:

This section provides additional content for the teacher to have a deeper understanding of the topic.

Socio-economic development is the process of social and economic development in a society. Socio-economic development is measured with indicators, such as GDP, life expectancy, literacy and levels of employment. Changes in less-tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm, and the extent of participation in civil society. Causes of socio-economic impacts are, for example, new technologies, changes in laws, changes in the physical environment and ecological changes.

Socio-economic development involves the economic growth and economic development.

Economic growth refers to the quantitative changes in production in a country during the specific period of time. While, the economic development refers to a multidimensional process of transformation involving accumulated qualitative and quantitative changes in an economy leading to better standard of living, cultural and social changes, economic transformation, education reforms, political revolution.

1.8 End of unit assessment

Proposed answers

- 1) a) The positive effects a cement factory located in our sector is likely to affect the natural environment include:
 - a) Provision of employment
 - b) Improved standard of living
 - c) Improved technology and infrastructure
 - d) Promotion of education, health
 - e) Etc.

- b) The negative effects a cement factory to be located in your sector is likely to affect the natural environment include;
- a) Increased Pollution: air pollution and noise pollution
 - b) Health Challenges to the employees of the factory
 - c) Creative Destruction
 - d) Etc.

Note: The list proposed is not exhaustive; learners can give other points on all class can discuss according to the location of the school.

- 2) The reducing of the negative effects of business on the natural environment requires a joint effort by the entrepreneurs and the government or society through taking some of the following measures:

- Recycling used products and by-products.
- Waste treatment and proper waste disposal.
- Environment friendly packaging materials.
- Reforestation: replanting trees for replacing those that have been cut.
- Covering soil: It involves mulching terracing, planting trees (afforestation) and other ways that can be used to cover the soil to ensure that it is not left bare.
- Use biological pest and disease control.
- Development of new raw material saving technologies.
- Environmental education or protection sensitization campaigns.
- Compulsory environment impact assessment.
- Setting environmental standards.
- Encouraging sustainable use of natural resources.
- Optimizing energy use and reducing the use of wood fuel.
- Laws against pollution.
- Etc.

Note: Discuss on some points according to the locality

- 3) It is the responsibility of the business to care for and protect the natural environment by optimizing the use of energy, ensuring effective use of materials and creating replacement for instance by planting trees, encouraging re-use and recycling of products and by-products and also incorporating the principle of sustainable use and development of natural environment.

- c) The responsibility of business to society

- It is important that businesses exercise some responsibilities towards society to enhance the positive effects or check the negative effects. Businesses can do the following for the society:

- Production of goods and services
 - Payment of taxes
 - Contribution towards community development programs
 - Proper disposal of waste products
- 4) **Economic environment** includes the type of economic system that exists in the economy, the nature and structure of the economy, the phase of the business cycle (e.g., the conditions of boom or recession), the fiscal, monetary and financial policies of the Government, foreign trade and foreign investment policies of the government while the legal environment of a business is closely related to the government. The political philosophy of the government wields a great influence over business policies.

1) Entrepreneurship contributes to socio-economic development in the following ways:

Creates employment opportunities: Entrepreneurship creates employment directly (own job) and indirectly (for other persons). Directly, by self-employment as an entrepreneur, and indirectly by starting many industrial units they offer jobs to people. Thus entrepreneurship is the best way to fight unemployment. Entrepreneurship has a vital role to play in creating small firms which are important sources of new jobs.

Increases Government revenue (Business Taxes): entrepreneurs pay licenses, fees, taxes and other dues to the government which uses this revenue to cover public expenditure.

Entrepreneurship contributes also to:

Social responsibility: Entrepreneurs engage in corporate social responsibility programs and help the communities. They sponsor sports activities, medical facilities, support schools and other community programs. This promotes socio-economic development in those communities in the countries.

Provide variety of goods (products) and services: Enterprises produce goods and services that are used every day. Without entrepreneurship, there would be scarcity which in turn would lead to high prices and generally low standard of living.

Utilization of natural resources: Entrepreneurship makes possible use of natural resources and transforms them into usable products. Without entrepreneurs, resources like minerals, sand, fish, timber, oil, and others would stay unutilised.

Environmental protection: Entrepreneurship is a source of environment protection. Entrepreneurs come up with energy saving products like solar energy, gas, etc.

Research and development (Creativity and innovation): Entrepreneurs engage in research and lead to the development of new products.

Infrastructure development: Entrepreneurs put up the infrastructure to facilitate their enterprises but in the process lead to socio-economic development.

National Income National income consists of the total value of all final goods and services produced in the country accruing to an economy in one accounting year. Goods and services produced are for consumption within the country as well as to meet the demand of export. The domestic and export demand increase to meet the needs of people due to various reasons. An increased number of entrepreneurs is required to meet this increasing demand for goods and services. Thus, entrepreneurship increases the national income.

2) The following external business environment factors may negatively affect business activities;

a) **Negative economic effects can be:** exploitation of consumers by charging high prices, reduced profits due to increased competition, out competing of small businesses, excessive use of infrastructure and utilities.

b) **Legal environment:** In its broad sense, the legal environment of a business refers to and includes every law or regulation that affects the way individuals and organizations do business. The various laws and regulations at national and local level directly determine how businesses operate.

c) **Natural environment:** the natural environment refers to both living and nonliving things that surround the business. The natural environment includes climate, weather, natural resources, vegetation, water bodies and other components that affect the economic activities.

d) **Society:** Activities of business firms may harm the physical environment and impose heavy social costs. Besides, business practices may violate cultural ethics of a society. For example, advertisement by business firms may be nasty and hurt the ethical sentiments of the people.

3) **According to the community the changes seen in regard to socio-economic development can be the following:** Infrastructure such as the construction of the buildings, the roads, schools, health centres, improvement of standards of living, increased level of technology, electricity, water, etc.

4) The major indicators of socioeconomic development and their advantages and disadvantages are the following:

Level of technology is determinant because better technology means better goods and services at lower prices. Technology also enables people to get better shelter, medical facilities, education, transportation and generally better standard of living. Some time, a high level of technology creates unemployment by replacing workers by robots.

Level of entrepreneurship: Communities with high level of entrepreneurship tend to experience faster socio-economic development than those without entrepreneurship; this is because entrepreneurs create employment opportunities which increase people's income. Entrepreneurs produce goods and services, established medical facilities and other products which improve people standard of living. Entrepreneurs also pay taxes to the government which increases the government revenue. But entrepreneurs exploit workers through underpayment, delayed payment, deductions in form of unjustified penalties etc. They also exploit the natural resources without considering the posterity. Some entrepreneurs use defective scales and exploit their customers through under weighing of quantities.

Breaching of contracts when we realize that we stand to benefit less Corruption; Entrepreneurs ought to do their businesses through proper channels.

Investment climate refers to the conditions under which investors in a particular country operate. A good investment climate means that the conditions in the country favor investors. These conditions include favorable taxes, proper laws, economic and political stability.

When the investment climate is stable entrepreneurs create more goods and services, give job opportunities, and generally socio-economic development will be obviously seen; while when the investment climate is unstable, there exists less investment, few jobs, scarcity of goods and services, high prices which lead to the low socio-economic development.

Education system: Education is a key determinant of socio-economic development. Education eliminates unproductive beliefs, and myths, give people skills to produce goods and services in order to earn money/income, live hygienic, disease free life, etc. Education system can be a limitation when the population is attached to their customs because they do not accept to authorize their children to go to school

Availability and use of resources the resources that lead to the socio-economic development may be human, natural or financial. The human resources in form of skilled people create jobs, produce goods, start businesses, provide services like education, medical care etc. Natural resources like fertile soil, timbers, fish and minerals generate income, promote industries and earn government foreign income.

Financial resources in terms of access to finance help to start and expend existing enterprises develop infrastructure and buy goods and services. Availability of these resources determines the socio-economic development of a community or a country.

Level of savings: Savings refer to the financial resources set aside in the present time for use them in the future. When money is saved and accumulated can then be invested which lead to socio economic development.

Population growth rate: Population growth refers to the total number of people in a given area at a time. When the population is growing rapidly, it means there are more people per unit area. A rapidly growing population may create shortage of goods, services and shelter and make it difficult for the government to provide goods and services and other infrastructures. The combination of these factors may lead to a reduction of socio-economic development.

Customs and traditions: Some customs and traditions limit socio-economic development. This is because some of them discourage education and more effective medical care and generally keep people backward. Such negative customs and traditions keep people retard socio-economic development.

Social and physical infrastructure: Good roads, schools, hospitals, telephone systems and other infrastructures significantly determine the rate of socio-economic development in an economy. Such social and physical infrastructure makes business easy; improve health, education, distribution of goods and services and general wellbeing.

Political climate: Political climate is a key determinant of socio-economic development. A society that is characterized by political instability and social strikes cannot achieve socio-economic development. The political instability causes the displacement of people, destruction of property and disorganization of the business enterprises; create scarcity of commodities and hence low socio-economic development.

1.9 Additional Activities

Remedial activities

- a) Explain how society benefits from business
- b) Explain briefly the factors and indicators of socio-economic development

Extension activities

- a) Briefly explain the interdependence of business and the natural environment
- b) Explain briefly the impact of Business activities towards the society

Consolidation activities

- a) How entrepreneurship contributes to socio-economic development
- b) Identify some acts of social responsibility

UNIT 2: ENVIRONMENTAL IMPACT ASSESSMENT (EIA)

2

Key Unit Competency: To be able to analyze EIA as a tool for prevention and control of the social economic development impacts on the environment.

2.1 Unit Prerequisite

In O' level, learners were able to appreciate the role of work in society, factors and indicators of business growth, effect of business activities on the environment and while in A' level, they managed to learn about business growth & development and unit 1 of S6, they were able to evaluate the contribution of entrepreneurship towards social economic development.

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, projects and planned developments that may affect the quality of the environment and well-being of people.

In this unit, they will analyze EIA as a tool for prevention and control of the social economic development impacts on the environment.

2.2 Cross-cutting issues to be addressed

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

- **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 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 to 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 afforestation.
- **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 right to participate in EIA process for the benefit 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 Generic competencies to be developed

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

Communication: During and after learning activities, learners should be given a chance to communicate/share/pass on the ideas, findings, results and EIA reports of the businesses they intend to start.

Provide learners the opportunities to debate, make presentations, make arguments for and against, make reports among others.

Co-operation, interpersonal relations and life skills: Through different tasks assigned, they should demonstrate a sense of teamwork, cooperation, working

with others as they write EIA reports. They should be able to work as a team even outside classroom activities to their societies as they solve challenges.

Lifelong learning: After a task, activity or experience, learners should always share what lessons they have learned, how they may use or link the experience to improve on their knowledge and skills as they identify the components of EIA reports and the process and procedures of EIA, and its impact on Social economic development.

Critical thinking: Learners are given activities for example case studies, pictures to analyze and provide appropriate mitigation measures to stop or minimize negative effects of project activities. These activities make learners think reflectively, logically and imaginatively about the challenges encountered in a situation before arriving at a conclusion.

Creativity and innovation: Learners are given activities to use and apply their creative and innovative abilities in real life experiences. They will be able to creatively use different resources sustainably and also use the environment responsibly and or come up with solutions to challenges facing their community.

Research and problem solving: Learners should be able to discover and learn on their own through research related activities. These activities give learners a chance to do research or analyze the various problems or challenges faced in their community and propose ways or strategies of overcoming or solving the identified problems. Encourage learners to read different EIA reports on internet, library or as provided by you so as to be able to write their own (EIA report) for the businesses they intend to start.

Introduction

In the previous unit (social economic development), learners were able to assess the role of economic activities on the environment. They noted that as a result of all economic activities such as building infrastructure (i.e., roads and pipelines, mines, and tourism facilities etc.), the natural surrounding environment can be affected in one way or the other. This is evident when we consider the results of large-scale development like open-pit mines, hotels for thousands of people and large hydroelectric dams that often have irreversible impacts on the environment and the livelihoods of people because of large-scale deforestation, excessive water use, habitat destruction and resettlement.

Because of the big relationship that exists between the natural and human environments, it is very important to try to assess the environmental and social impacts of economic activities, projects and planned developments that may affect the quality of the environment and impact well-being. As the human population continues to increase and natural resources become more limited, it is important to have mitigation measures of solving environmental challenges arising from economic activities and thus the need to have EIA.

This unit is therefore designed to help learners be responsible and to ensure that all environmental matters are taken into account quite early in the project planning process while taking into consideration traditional aspects like impact on local people, biodiversity, etc. It will equip learners with knowledge and skills as well as attitudes that will enable them come out with appropriate EIA reports for the projects they intend to start. It will also help learners predict the effects of proposed activity/project on the environment and on social economic development.

Guidance on the introductory activity for the Unit

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 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 learners 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) The entrepreneurs according to EIA guidelines should be aware of;

The changes in the environment that their projects may cause.

- The negative changes the materials and technology may cause and how the natural resources may be affected for example projects causing deforestation may lead to soil erosion. Among others (discuss reasons given by the groups & provide the necessary constructive feedback where necessary).

b) Positive effects of projects to the economy;

- The projects will enable people get jobs hence solving unemployment problem.
- Projects provide availability of 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)

c) 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)

d) Strategies to mitigate environment challenges;

- Noise pollution can be mitigated by use of public systems to alert people on time of noise, and use of sound proof equipments in night clubs.
- Erosion can be minimized by constructing 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.

e) Simple IEA report,

NOTE: You should have a simple EIA report that learners will use as they write EIA reports. Remember again that at this stage of the introductory lesson, they won't answer this question. It will be answered as they go through the entire unit.

2.4 List of lessons (including assessment)

No.	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Environmental Impact Assessment	Give an introduction and meaning of EIA Understand the Historical background and context of EIA in Rwanda Objective, roles and benefits of EIA in Rwanda	4
2	EIA Process	Describe the EIA Process	2
3	Role of stakeholders in EIA process	Describe the roles and responsibilities of the various stakeholders in the EIA process	3
4	EIA Procedure	Describe the EIA procedure	2
5	Practical Activity on designing EIA reports of projects	Write simple EIA reports for the project	4
6	Lab 2	Apply Skills Lab Methodology	2
7	End of Unit assessment	Can identify the components of EIA reports and the process and procedures of EIA, and its impact on Social economic development	2

Lesson 1: Environmental Impact Assessment (EIA)

Learning objectives: Give an introduction and meaning of EIA, Understand the Historical background and context of EIA in Rwanda and the Objectives, roles and benefits of EIA in Rwanda.

Prerequisites for the lesson: Read the objective of the lesson to the learners to determine what students will know and be able to do by the end of the lesson. Look at the action verb, concept and context of this 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: EIA sample reports, EIA related pictures, case study and any other relevant available materials.

Possible Teaching 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.

Guidance on the lesson

1. Introduce the Introduction Activity (Refer to the guidance of this activity).
2. Learners in manageable groups or pairs will discuss activity 2.2 to discover the meaning and major purpose of EIA. During this activity, they can use an appropriate method such as manageable groups or pairs. Ensure that there is a balance between boys and girls and all learners' needs are considered for example visual impaired sitting in front and being loud enough so that they can hear.
3. Explain the purpose of the introductory activity of the lesson. This activity is intended to provide interest and motivation for learners to understand the meaning and major purpose of EIA. The learners will use the background knowledge from the introduction activity of the unit and the picture to discover the meaning and the major purpose of EIA. The introductory activity will also arouse learners' interests about what to expect in this lesson as they answer the questions that follow in the activity.
4. Note that the learners may not answer with the best or appropriate definition and major purpose of EIA during the introductory activity but gradually during teaching and learning of this lesson, they will be able to critically understand the meaning of EIA and its major purpose.
5. The learners can build on previous knowledge, skills, values and attitudes for example unit 1 of social economic development notes the negative effects of business activities on the environment, you can challenge learners to use this background knowledge and experience to help them understand the major purpose of environmental impact assessment.

6. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.
7. Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.
8. Appreciate the team's presentations and remind them this activity was not meant come to the very right answers but to help them become aware of what to expect in this lesson. Answers to the activity will be got as the lesson progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Learning Activity 2.1 Learner`s Book

Analyzing Picture (Figure 2.1) refer in Learner's book

Possible answers as from the picture

a) Environmental Impact Assessment;

- (EIA) is a systematic process for identifying, predicting and evaluating the environmental effects of proposed actions and projects.
- Can be described as an assessment of the impact of planned activities on the environment, including impacts on biodiversity, vegetation and ecology, water, and air.

b) Major purpose of Environmental Impact Assessment.

Majorly meant to help decision makers understand a given project's impact and to also address any environmental or human challenges that could result from the project implemented.

Understanding EIA (its history, national & international policies of EIA, objectives, roles and benefits of EIA)

Activity: This activity is not in the learners' book but you will use it to deliver the above.

Using an appropriate method (could be pairs, gallery walk, discussions, and groups). According to the appropriate method used, assign learners questions as indicated below.

History of EIA

- i) Basing on the history of EIA, why did EIA become important?
- ii) What led to increase in environmental challenges as per the historical background of EIA?

National policy on EIA

- i) What does national policy of EIA aim to achieve?
- ii) What initiatives were adopted by the government of Rwanda to address environmental issues?

International Policy on EIA

- i) Name the 4 international environmental conventions.
- ii) What is the main objective of EIA process in Rwanda?

Objectives of EIA

- i) What are objectives of EIA?
- ii) Name the major categories of EIA and what are they responsible for?

Roles of EIA

- What are the roles of EIA?

Benefits of EIA

- What are the benefits of EIA?

EIA Development Planning & Strategic Environmental Assessment (SEA)

- i) Why does EIA require detailed environmental information during planning and EIA process?
- ii) What is strategic environmental impact assessment (SEA) and what is its main purpose in EIA process and planning?

Ask learners depending on the method used to read carefully their topics from the learners book analyze them and answer their given questions. Let learners make presentations.

NOTE: During discussions and presentation as a teacher, you will provide the necessary feedback and guidance. Remember as a facilitator, you guide or lead learners to the discovery of the solution.

Application Activity 2.1 Learner`s Book

Possible answers for the Application Activity 2.1

Measures she would take to mitigate the likely environmental challenges of 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 appropriate places	Capacity building and training of personnel with respect to environment and safety. Construct a toilet to act as a place of convenience.

c) Why she needs to do EIA for her project.

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

Lesson 2: Environmental Impact Assessment (EIA) Process

Learning objectives: Describe the EIA Process.

Prerequisites for the lesson:

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

Teaching resources:

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

Possible Teaching methods:

Think pair & share; small group discussions, brainstorm, gallery walk, research in the library and research on the Internet about EIA process.

Guidance on the lesson

1. Explain the purpose of the introductory activity of the lesson. This activity is intended to provide interest and motivation for learners to discover that during EIA planning and process, entrepreneurs/developers have to understand the impact of their projects on the environment and well-being of people. The activity will provide learners with an appreciation of positive use of natural resources and will show concern on how the resources are supposed to be sustainably used.
2. Note that the learners may not give appropriate or best answers during the introductory activity but gradually during teaching and learning of this lesson, they will be able to critically understand EIA process.
3. The learners can build on previous knowledge, skills, values and attitudes to help them understand EIA processes or steps. You can also assess the learner's prior knowledge during the introductory activity of the lesson and see if there is a need for an intensive recap of the previous lesson.
4. Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in the learner's book and give instructions to the activity. They will answer how people in their communities have used resources in a way that is not sustainable and environmentally friendly and will also write a letter to REMA showing concern of their environment and how it should be handled.
5. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

6. Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation
7. Appreciate the team's presentations and remind them this activity was not meant come to the very right answers but to help them become aware of what to expect in this lesson.

Note: You don't have to take a lot of time on the introductory, pick a few learners, pairs or groups to avoid a wastage of time. More time will be needed when you get to the depth of the lesson. You can support learner's answers by referring to possible answers to the introductory activity below;

Learning Activity 2.2 Learner's Book

Possible responses for Learning Activity 2.2

1. How natural resources are used unsustainably or non-environmentally friendly.

Natural resources	Nature of destruction or misuse
Water bodies like lakes, rivers	Wastes and emissions deposited in the water bodies
Forests and trees	Deforestation and fire
Bush and grass	Fire
Swamps	Encroachment when cleared for settlement or business activities
Flora and fauna species.	Destroyed, over used.
Soil	Over used

2. Environmental concerns to be addressed to the district authorities. Refer to the solutions for the application activity 2.1 from the learner's book about environmental challenges.

Under this question, you want learners to be cautious of what has been happening in their societies that is not environmentally friendly by becoming proactive or solution focused and one of the ways is to write a letter to the district REMA offices.

Sample letter to the district REMA offices

Kwizera Amos

Mukoni Sector

Burera District

Telephone No:

Date:1/01/20..

To:

REMA Offices,

Burera District

Dear Sir/Madam,

Greetings,

RE: Environmental Concerns Affecting Mukoni Sector

My name is Kwizera Amos a resident of Mukoni sector aged twenty years I am writing to express my concerns on how the local government and our sector can join efforts in order to address environmental problems affecting our community.

Mukoni sector is one of the sectors in the district that is endowed with natural resources like lakes, minerals and others and as a result many entrepreneurs and people have been attracted to the area. This has not only blessed people with jobs but also been able to increase their standards of living. However projects started by the entrepreneurs come with adverse effects on the environment and people. Pollution, soil erosion and deforestation are some of the environmental issues that have been registered in Mukoni sector.

The government being an advocate for green and sustainable environment, I am concerned that without serious attention from the citizens and local government, environmental challenges will continue to affect our society. There is a need for adequate sensitization and local government follow up to advice and show people how to protect natural resources and to use environment sustainably.

Sincerely,

Kwizera Amos

CC:

Sector Executive Secretary Mukoni Sector

To get learners able to analyze and understand critically the EIA process,

Use an appropriate method (could be pairs, gallery walk, discussions, and groups). According to the appropriate method used, ask learners to read each process carefully as guided by you and have them answer this question on each stage.

What is the role of each in the EIA process? They will later present their findings.

Application Activity 2.2 Learner`s Book

Question 1 requires learners to use a project of their choice and integrate into the details of a project brief (refer to the project brief above under the first stage)

Refer to the solutions of Application Activity 2.1 for question 2.

Lesson 3: Role of Stakeholders in Environmental Impact Assessment (EIA) Process

Learning objectives:

Describe the roles and responsibilities of the various stakeholders in the EIA process

Prerequisites for the lesson:

Read the objective of the lesson to the learners to determine what students will know and be able to do by the end of the lesson. Look at the action verb, concept and context of this 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:

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

Possible Teaching 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.

Guidance on the lesson

1. Explain the purpose of the introductory activity. This activity is intended to provide interest and motivation for learners to understand the role of stakeholder participation in EIA process. Focus learner's attention on stakeholders' role in a given project.
2. Note that the learners may not answer appropriately during the introductory activity but gradually during teaching and learning of this lesson, they will be able to critically understand the role of stakeholders in EIA process.
3. The learners can build on previous knowledge, skills, values and attitudes to help them understand the role of stakeholders in EIA process. You can also assess the learner's prior knowledge and help link with this lesson.
4. Use an appropriate method such as manageable groups or pairs, provide learners with the introductory activity from the learner's book and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities
5. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

6. 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.
7. Learners in manageable groups or pairs will discuss Learning activity 2.3 in learner's book to come out with the different stakeholders that can be involved in Mutesi's project and how she can involve her community in her project.
8. Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in this lesson. Answers to the activity will be got as the lesson progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Activity 2.3: Learner's Book

- a) i) REMA since it has a responsibility to organise the EIA procedure by undertaking screening, guiding developers on assessment procedures.
- ii) Developers since they have direct responsibility for the project and should provide necessary information about the project at all stages of the EIA process
- iii) Lead agencies/Line ministries since they have the responsibility for management and protection of environmental resources, public health and socio-economic development.

Others

- The public
- EIA experts
- International organisations
- Academic institutions

b) Ways of including stakeholders

- i) Identify stakeholders who may have a specific interest or concern regarding the project including local community leaders.
- ii) Meet with identified stakeholders or stakeholder leaders to listen to and understand their respective interests, concerns, and/or expectation in regard to this project. This can include seeking input from stakeholders through face-to-face meetings, or attending public gatherings like umuganda day.

- iii) Develop means to address stake-holder’s interests or concerns as they arise. This includes measures such as mitigating the project effects and /or modifying project design.
- iv) Provide timely and on-going updates to the stakeholders during this process.
- v) Maintain an on-going and open communication with key stakeholders to ensure transparent operations.

To get learners able to describe the roles and responsibilities of the various stakeholders in the EIA process,

Use an appropriate method (could be pairs, gallery walk, discussions, and groups). According to the appropriate method used, ask learners to read each of the stakeholders in the learner’s book carefully as guided by you.

For each of the stakeholders, they should be able to;

- Explain the responsibility and the role of each stakeholder in the EIA process? They will later present their findings.

Application Activity 2.3. Learner`s Book

NOTE: Under this activity, you want learners to apply this lesson in real life by incorporating how they would involve stakeholders in EIA process. Remember there is a connection between the introductory activity and this one, for this one they need to integrate real examples and the project they want to start.

Lesson 4: Environmental Impact Assessment (EIA) Procedure

Learning objectives: Describe the EIA procedure.

Prerequisites for the lesson:

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

Teaching resources:

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

Possible Teaching methods:

Think pair & share; small group discussions, brainstorm, case study analysis, research in the library and research on the internet about EIA procedure.

Guidance on the lesson

- i) Explain the purpose of the introductory activity. This activity is intended to provide interest and motivation for learners to discover that during EIA planning and process, entrepreneurs/developers go through a certain process which is called EIA procedure.
- ii). The introductory activity will also arouse learners' interests about what to expect in this lesson as they answer.
- iii) **Note that** the learners may not answer appropriately during the introductory activity but gradually during teaching and learning of this lesson, they will be able to critically understand EIA procedures or stages.
- iv) The learners can build on previous knowledge, skills, values and attitudes to help them understand EIA procedures or stages. You can also assess the learner's prior knowledge during the introductory activity of the lesson and see if there is a need for an intensive recap of the previous lesson.
- v) Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in the students' book, and give instructions to the activity. They will answer the process one goes through while preparing EIA report.
- vi) Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

- vii) 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.
- viii) Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in this lesson. Answers to the activity will be got as the lesson progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Activity 2.4 Learner's Book

Possible solutions

- i) Gathering general information about the project for example what is the name of the project and what does it intend to solve in the community.
- ii) Gathering of information from REMA about EIA process
- iii) Plans how the general community will be involved in EIA process.
- iv) Assessment of the project on the environment for example is there a risk that the project may have negative effect on ecosystem and the environment? Can they be avoided or minimized?
- v) Planning and setting of mitigation measures of the project challenges
- vi) Monitoring of environment techniques; that is how the project will be monitored to assess its impact on the environment.

NOTE: Under this activity you want learners to note that there is a process of EIA. However you don't want them to pay attention to a systematic process but instead be conscious in planning and to bear in mind that EIA goes through a process as well you want them to be expectant as they go through the whole unit.

To get learners able to describe the EIA procedure, Use an appropriate method (could be pairs, gallery walk, discussions, and manageable groups). According to the appropriate method used, ask learners to read each of the processes of EIA in the students' book carefully as guided by you. For each of the procedures/stages, they should be able to explain its purpose.

Lesson 5: Practical Activity on Designing Environmental Impact Assessment (EIA) Reports of Projects

Learning objective: Write simple EIA reports for projects.

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

Teaching resources:

EIA sample reports, EIA guidelines, REMA documents on the environment and procedures, sample business plan and any other relevant available materials.

Possible Teaching methods:

Think pair & share; small group discussions, brainstorming, research in the library and research on the internet about reports.

Guidance on the lesson

1. Explain the purpose of the activity. This activity is intended to provide interest and motivation for learners to put into practice what they have learnt in this unit.
2. Review the previous lessons by making sure you tackle areas like EIA process & procedures, roles of stakeholders in EIA process to mention but a few. This review can be done in form of questions and answer approach, checking their previous assignment activities.
3. **Note:** For learners to do this activity, they must describe the business project they intend to start. Thus you must challenge them to think of any viable projects they would want to start in their communities. Remember to have different EIA report samples that learners can always refer to.
4. They will build on previous knowledge, skills, values and attitudes to help them apply EIA components and processes while planning their projects.
5. Lead learners to review the EIA report summary in the students' book. You can use an appropriate method such as small groups or pairs to lead the review. Ensure a favorable learning environment during this activity that supports collaborative and inclusive learning for example learners irrespective of sex, age and other needs should sit in a way that will supports their needs. Facilitate learners and answer any questions they may have about EIA report guidelines.
6. Reviewing the application activity; the learners are expected to have a business or project idea they will use to appropriately accomplish the activity successfully.

7. Using an appropriate method (could be pairs, groups, individual work), learners will be required to write EIA reports for the projects they intend to start. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions.
8. Depending on the appropriate method used above, learners will present their findings, results (EIA reports for their projects). Encourage different learners to share and learn from each other. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question.
9. Appreciate learners' presentations and support them accordingly. Encourage them to always appreciate each other's work especially the presentation. You can as well use this activity in continuous assessment and record learners marks, if this is well known from the beginning of activity; learners will be motivated to do it on time.

Skills Lab Activity 2.5

2.5 Use of skills Lab Method: Lab 2

1) Build Part (max 15 mins)

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.

Possible answers

EIA is the process of evaluating environmental effects of a given project/business activity so as to help minimize environmental risks and financial costs.

The importance of EIA report includes but not limited to the following;

- Helps in risk management.
- Reduces undesired costs.

Ask learners to mention some of key topics from the previous unit such as Factors and indicators of Socio-economic development, Role of entrepreneurship in Socio-economic development, Possible negative effects of business activities on different types of environment and their components, Managing and preventing the negative effects of a business...etc. . Explain that just as noted in the previous unit economic/business 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 (Max 25 mins)

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 (Max 25 mins)

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 (Max 10)

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.

5) Portfolio Assignment (Max 5)

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.

Each learner should design an EIA report for the business club activities and back home projects.

2.6 Summary of the Unit

Environmental Impact Assessment is a systematic process to identify, predict and evaluate the environmental effects of proposed actions and projects.

Strategic Environmental Assessment is the assessment of impacts of policies, plans, programmes which are higher than the project level.

The main objective of EIA is to promote sustainable development and ensure that environmental issues are given proper priority. It allows decision makers to predict the environmental and social impacts of programs, projects and planned developments that may alter the quality of the environment and impact well-being.

The stakeholders involved in EIA process (REMA, public, EIA experts, international funding organizations and academic institutions) share information and knowledge, and may contribute to the project, so as to enhance the success of the project and hence ultimately their own interests.

The EIA process aims at informing development decisions, mandating a consideration of project alternatives and ways to prevent, mitigate, and control potential negative environmental and social impacts.

The steps of EIA process generally include project screening, scoping, assessment, impact management, EIA report development, public participation, review, decision, and monitoring.

Impact management and environmental monitoring plan (EMP). This is a plan for monitoring and management of impacts during the implementation and operation of the project, where the responsibilities between the state and investor are differentiated.

2.7 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 co-opted 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

2.8 End of Unit 2 Assessment

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

- EIA is defined as (select one):
 - 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.
 - A report written by government representatives on the planned development impacts of environment, socio-economic issues and culture.
 - Project life-cycle assessment.
- What is essential in an EIA? (Select all that apply):
 - That it allows decision makers to assess a project's impacts in all its phases
 - That it allows the public and other stakeholders to present their views and inputs on the planned development
 - That it contributes to and improve the project design, so that environmental as well as socioeconomic measures are core parts of it
- What is the purpose of the "screening" step of EIA? (Select all that apply)
 - To assess the quality of the project design
 - To facilitate informed decision making by providing clear, well-structured, factual analysis of the effects and consequences of proposed actions
 - To determine whether a full EIA is needed
- Which type of project usually requires an EIA? (Select all that apply):
 - Small housing building
 - 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
5. 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 transboundary 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
6. 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.

7. 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 fulfillment 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 licence.

Part B (True/False questions)

8. Frequency of monitoring will be determined by the nature of the project. True or false?
9. 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?
10. The EIA Report is compiled by the designated government agency. True or false?

Answers to the end of Unit assessment.

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	

2.9 Additional activities

These are activities that are meant to support teaching and learning of the unit; As a teacher you should always refer to them during or after teaching and learning of the lessons of the unit. Remember they facilitate you in making sure that different learners' needs are taken into consideration.

Remedial Activities

1. Differentiate between EIA and SEA.
2. Highlight the role of major stakeholders involved in EIA process.
3. Highlight the process of EIA.

Consolidation Activities

1. Why does the national government of Rwanda through REMA expect project developers to use proper EIA guidelines?
2. Explain the role of EIA towards the economy of Rwanda
3. Explain the main components of EIA reports
4. There are several processes that developers of project have to go through, explain the role of each stage towards EIA process

Extension Activities

- a) What is strategic environmental impact assessment (SEA) and what is its main purpose in EIA process and planning?
- b) As a student of entrepreneurship, you have been asked by the SEO of your sector to screen one of the biggest projects in your community? What areas would emphasize in your screening and why?

Unit 3: CUSTOMS PROCEDURES

3

Key unit competency: 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 senior 5 unit 3 to the taxes in business. So, this prior knowledge and skills 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 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.

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 to conduct environmental protection related to the customs procedures so as to maintain the environment that promotes the business sector.

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 business legal aspects that promote peace and are not against the values of the community. Learners also need to acknowledge the importance of business legal aspects promoting positive business values especially towards society, customers, shareholders, environment, government etc.

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

Guidance on the introductory activity

The government of Rwanda has reinforced a policy of obligatory deductions for imported and exported products; it is possible for the Government to tax products which are not manufactured in the country. Based on your previous knowledge about Rwandan customs, gained from S.3 unit 6 as well as knowledge about taxes in the economy gained from S. 5 unit 3, therefore;

Tax: is a compulsory contribution to State revenue, levied by the government on workers income and business profits, or added to the cost of some goods, services, and transaction, rent buildings, from exports and imports; from value added to goods and services; from services offered. etc.

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 is the official organization or department responsible for collecting taxes on goods especially on goods leaving or entering the country and preventing illegal trade.

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; or **Customs declaration:** is the practice used by customs officers to clear goods into a country and levy tariff include clearance procedures such as documentation and inspection, method of determination goods clarification, and method of assigning its value as the base for an ad valorem tariff.

3.3. Generic competencies to be developed

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

Communication: During and after learning activities, learners should be given a chance to communicate/share/pass on the ideas, findings, and results of what the customs agencies do. Provide learners the opportunities to debate, make presentations of their findings.

Co-operation, interpersonal relations and life skills: Through different tasks assigned, they should demonstrate a sense of teamwork, cooperation, working with others as they describe the process related to customs procedures .They should be able to work as a team even outside classroom activities to their societies as they solve challenges.

Lifelong learning: After a task, activity or experience, learners should always share what lessons they have learned, how they may use or link the experience to improve on their knowledge and skills as they distinguish different types of customs declaration and identify partners in the process of customs declaration.

Research and problem solving: Learners should be able to discover and learn on their own through research related activities. These activities give learners a chance to do research or analyze why some goods may be exported and imported in Rwanda.

3.4. List of lessons (including assessment)

No.	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning, Objectives of the customs service department	Explain the meaning of customs and customs declaration Recognize the role of customs service department in the exportation and importation of goods	2
2	Customs offices in Rwanda Types of customs declaration	Distinguish different types of customs declaration	2
3	Goods that may be exported and imported in Rwanda , Customs exempt goods	Identify goods that may be exported and imported in Rwanda	2

4	Partners in the customs declaration	Identify partners in the process of customs declaration	2
5	Documents in customs declaration Declaration forms in customs	Differentiate documents necessary for goods declaration in customs Fill sample documents involved in customs declaration	2
6	Verification and payment of customs duties	Explain the procedures of verifying, paying of customs duties and taking goods out of the customs	2
7	Administrative practices for taking goods out of the customs	Describe the process related to customs procedures	2
8	Practical Activity (role play on customs procedures)	Advocate for compliance with customs procedure	2
9	Skills Lab 3	Apply Skills Lab Methodology	2
10	End Unit Assessment	Can identify partners and types of customs declaration in Rwanda	1

Lesson 1: Meaning and Objectives of the Customs Service Department

Prerequisites/Revision/Introduction:

a) 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.

b) Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about what is Customs Service Department and its objectives. Learners write under (K-what I know; W-What I want to know) about Customs Service Department. Briefly discuss what is written under each section with learners.

K-W-L Chart		
Topic:		
What I Know	What I Want to know	What I Learned

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

Guidance: Follow the guidance about the learning activity.

Possible answers for learning activity 3.1 refer to the students' book

- a) **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 is the official organization or department responsible for collecting taxes on goods especially on goods leaving or entering the country and preventing illegal trade.
- b) **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.

- c) **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; or

Customs declaration: is the practice used by customs officers to clear goods into a country and levy tariff including clearance procedures such as documentation and inspection, method of determination of goods clarification, and method of assigning its value as the base for an Ad valorem tax.

Learning Activity 3.2 Learner`s Book

Possible answers to the learning activity 3.2

Yes it is important to have customs services department because it helps the administration of RRA to know the quality and the quantity of goods to be imported or to be exported and the taxes and duties which will be paid.

Application Activity 3.1 Learner`s Book

Possible answers for Application activity 3.1

The objectives of the customs service department are the following:

- a) Enforcement of Customs legislation and other relevant laws;
- b) Facilitation of legitimate Trade;
- c) Protection of society from illegal entry and exit of prohibited goods;
- d) Compilation of trade statistics for economic planning
- e) Take all actions necessary to identify and combat evasion of duties and to combat fraud in its many forms;
- f) Ensure efficiency and effectiveness of the Customs Services department through enhanced management controls, training, increased accountability and the expansion of computerization.

Lesson 2: Customs Offices in Rwanda and Types of Customs Declaration

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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 3.3 & 3.4 Learner's Book

Guidance: Follow the guidance about the learning activity

Possible answers for learning activity 3.3 in the students' book

a) The main customs offices in Rwanda located on the map are:

- Gicumbi
- Ngoma
- Musanze
- International Kigali airport
- Huye

b)

- 11AB Akanyaru-Bas
- 11AH Akanyaru-Haut
- 11BU Butare
- 11BZ Buziba11GA Gatuna
- 11GI Gikondo
- 11GT Gatsata oil Depots
- 11KA Kagitumba
- 11KB Kabuye oil Depots
- 11NS Nshili

- c) 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'll be very pleased with how much you can save with this discount.

Activity 3.4 Learner`s Book

a) Export customs declaration

This is an official document declaring designated goods or service produced in one country to another which is called C17 form .Export of goods often require involvement of customs authorities. An export's counterpart is an importer.

b) The different types of customs declaration are the following:

Export customs declaration:

- **Policy statement:** The Department shall endeavour to facilitate the exportation of goods from Rwanda subject to such terms and relevant authorities in respect of goods being exported may lay down conditions as. Goods may only be exported or accepted for carriage for export after such declaration or other acceptable documentation has been delivered to Customs, by the exporter or agent, and duly processed.
- **Prohibitions and Restrictions of exports:** The goods specified in Part A of the Third Schedule are prohibited goods and the exportation of the goods is prohibited (Section70 (1)) of the East African Community (EAC) Capital Market Authority (CMA). The goods specified in Part B of the Third Schedule are restricted goods and the exportation of the goods, save in accordance with any conditions regulating their exportation, is prohibited ((Section70 (2)) of the EAC CMA. Customs Officers must tensure that regulations in force for the control of restrictions and prohibitions of exports of any particular goods are observed.
- **Import customs declaration:** It is a government document declaring designated goods or service produced to be moved or sold into the country from other countries. In order to facilitate trade, RRA customs services department adopted some special regimes.
- **Import Procedures:** In order to facilitate trade, RRA Customs Services Department has adopted some special regimes. This includes, Direct Delivery, Clearance on Truck, and Quick Release Regime offloads and Re-load of goods.

Quick Release (Q.R)

There are two types of Q.R special regimes; namely:

Quick Release with Deposit: This is where goods can be granted quick release after payment of the deposit, such goods include:

Perishable goods, factory machinery spare parts or other factory material that may stop the functioning of the factory in case of shortage of Goods with doubtful origin in case investigations are being conducted on the certificate of origin

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. 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.

Warehousing: 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 C.17 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 procedure.

Private Bonded Warehouses: A Bonded warehouse is a building, installation or area approved by and under the supervision of customs where goods may be stored under the conditions laid down by the provisions in force.

Private operators are allowed to operate bonded warehouse. Are you interested in operating one? All you need to do is apply to the Commissioner of Customs clearly indicating the nature of the warehouse you want to operate

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

Transit Documentation: Documentation is done by a clearing agency on behalf of the importer/exporter. Clearing Agencies present transit declarations (IM 8) to Customs through the Bureau or Remote DTI. Agencies must be careful while filling the documentation form, especially on section indicating the correct country of destination and the exit office.

Here is an example: if the country of destination is Democratic Republic of Congo then the possible codes of offices of destination are 31GC, 41MU, 41CY, 41BU.

Registered transit declarations with supporting documents are presented to Customs through the Acceptance desk and follow the approved Declaration Processing Path.

Customs Operations: Customs examine the documentation to establish the correct bond amount to be debited and generate a Transit document (T1) from the declaration lodged by the Clearing Agent if it meets all the requirements during entry examination.

The transit document (T1) contains summarized information from the IM8 declaration and constitutes the actual transit transaction is generated.

Activity 3.5 Learner`s Book

Possible answers for learning activity 3.5

1) The Goods that may be exported and imported to and from Rwanda are the following:

- Tea
- Coffee
- Cotton
- Cassitérite
- Tin
- Animal skin
- Baskets and fine art
- Mineral products: gold, wolfram, silver, Iron
- Security service in international peace keeping missions
- Human capital experts: Technicians, researchers, etc.

Application Activity 3.2 Learner`s Book

Possible answers Application activity 3.2

1) **Procedure include:**

The Clearing agent should fill the prescribed application form clearly specifying reasons for request of this special regime.

This application should be addressed to the Commissioner for Customs & Excise.

The clearing agent submits the approved form to the special regime desk for processing. If the application is approved, the Clearing agent prepares a provisional declaration and submits a copy to Special Regime Team office to calculate the correct amount to be deposited.

After payment of the deposit, the Head of Special Regime Team allocates special regime officer to accompany the consignment and conduct physical examination at the importer's premises.

Required documents are;

- Arrival notice where applicable
- Bill of lading or Airway Bill
- Original invoices
- Packing list of the imported goods
- A letter of guarantee to cover the duty and taxes on the goods signed by the organization and the line Ministry; the convention ratified by Republic of Rwanda and any other document that may be required by the Customs.

2. Differences between warehouse and warehousing customs

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 on to 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 C.17 must be passed on to the Post Parcels Office and the full warehousing procedure observed. For more information on warehousing regime, refer to Customs processes and procedure.

3) The documents used for goods which are in transit are the following:

Documentation is done by a clearing agency on behalf of the importer/exporter. Clearing Agencies present transit declarations (IM 8) to Customs through the Bureau or Remote DTI. Agencies must be careful while filling the documentation form, especially on section indicating the correct country of destination and the exit office. Here is an example: if the country of destination is Democratic Republic of Congo then the possible codes of offices of destination are 31GC, 41MU, 41CY, 41BU

4) This is the customs procedure under which goods are transferred under customs supervision from the importing means of transport (vehicle) to another means of transport.

Activity 3.6. Learner's Book

Possible answers

1) Some goods and services that should not be charged duties are the following: Fish fresh vegetables, fertilizers used in agriculture health service and supplies e.g. drugs, medicine and materials for blind or disabled, Education services and supply of education materials to learning institutions, books, journals, cassettes, discs, Machinery for industries, Raw materials for industries, Building and finishing materials imported by an investor fulfilling the requirements determined by an order of the Minister in charge of finance, Refrigerating vehicles, tourist vehicles, ambulances, fire-extinguishing vehicles..

2) I think that some goods and services are more important for the real life and may help people to acquire those goods and services which are not available in the country such as the construction, alteration, repair, extension, demolition or dismantling of any building or structure, including offshore installation, that is to say, installations which are maintained or are intended to be established for underwater exploitation; etc.

3) Exempted goods are goods imported which, because of various Acts or decisions of Parliament, are not subject to Customs Duty. The owner must still report the import of such goods to Customs in the same way every other person is required to report imports, but where the goods would normally have attracted duty, Customs instead applies a zero rate. Goods exemption is based on legislation that provides the basis for the exemption. Refer to the legislation to determine whether a specific commodity is taxable or exempt. Goods that do not fit the specific terms of the relevant legislation are not exempted.

4) The duty-free exemption, also called the personal exemption, is the total value of merchandise you may bring back to the United States without having to pay duty. You may bring back more than your exemption, but you will have to pay duty on it.

In most cases, the personal exemption is \$800, but there are some exceptions to this rule, which are explained below.

Application Activity 3.3 Learners' Book

Possible answers for Application activity 3.3

Exempted goods are goods imported which, because of various Acts or decisions of Parliament, are not subject to Customs Duty

1) The duty-free exemption, also called the personal exemption, is the total value of merchandise you may bring in the country without having to pay duty.

2) Fish, fresh vegetables, fertilizers used in agriculture, health services and supplies e.g drugs, medicine and materials for blind or disabled, Education services and supply of education materials to learning institutions, books, journals, cassettes, discs, Machinery for industries, Raw materials for industries, Building and finishing materials imported by an investor fulfilling the requirements determined by an order of the Minister in charge of finance, Refrigerating vehicles, tourist vehicles, ambulances, fire-extinguishing vehicles..

Lesson 4: Partners in the Customs Declaration

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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.

Activity 3.4. Students' book

Guidance: Follow the guidance about the learning activity.

Possible answers to Activity 3.4.

The following are main Stakeholders involved in customs declaration:

- (i) **Customs administration:** It manages all the operations in collaboration with the customs agent in charge.
- (ii) **Customs warehouse:** It is a warehouse where goods are stored waiting to be cleared. e.g. MAGERWA
- (iii) **Rwanda Standards Board (RSB):** It verifies and accredits the conformity of the quality of goods and services following the international norms/ standards
- (iv) **Transport Companies:** Include national and international transport companies
- (v) **Customs Agent also called declarant:** refers to an agent who is in charge of customs declaration for importer's account who pays him/her agreed fees.
- (vi) **Rwanda National Police:** It is a unit of national police in charge of protecting rights of customs administration. It sues customs and fiscal infractions. e.g. Rwanda Protective Department.

Application Activity 3.4. Learner`s Book

Possible answers for application activity3.4

There are many partners such as:

Banks, Post office, exporter, importer, 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 etc.

Imter- 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.

TheEuropeanUnion(EU),EuropeanFreeTradeAssociation(EFTA),InternationalStandards 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.), Global Express Association (GEA), The International Air Cargo Association (TIACA), International Chamber of Commerce (ICC), International Association of Ports and Harbors (IAPH).

Lesson 5: Documents in Customs Declaration and Declaration Forms in Customs

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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.

Activity 3.5. Learner`s Book

Guidance: Follow the guidance about the learning activity.

Possible answers activity 3.5

1) **Documents in customs Declaration:** are customs documents used to declare what goods have been brought on to the nation, as some may have limit or customs excise tax or are banned from entry. These may include: transaction invoices, transport documents, import license, packing list, certificate of origin, certificate of analysis.

2. **Transaction Invoice:** is a non-negotiable commercial document issued by a seller to a buyer. Showing a list of goods bought on credit.

i) **Transport documents:** are documents which show information about cargo that is being transported. Transport documents lie at the heart of international trade transactions. These documents are issued by shipping line, airline, international trucking companies, railroad, freight forwarder all logistics company.

ii) There is a type of transport document for each mode of transport.

iii) **CMR:** the CMR (Convention relative au Contrat de transport international de Marchandise par Route) transport document is an international consignment note used by drivers, operators and forwarders that govern the responsibility and liabilities of the parties to a contract for the carriage of goods by road internationally.

iv) **Air waybill:** is a transport document used for air freight. An air waybill (AWB) is a non-negotiable transport document covering transport of cargo from airport. It indicates only acceptance of goods for carriage. This document is prepared by IATA Transport Agent or the airline itself and is addressed to the exporter, the airline and the importer.

v) **Bill of Lading:** is a transport document for sea freight. Bill of lading B/L is used by the agent of a carrier to shipper, signed by the captain, agent, or owner of vessel.

vi) **Import license:** An import license is a document issued by a national government authorizing the importation of certain goods into its territory.

vii) **Packing list:** is a more detailed version of the commercial invoice but without price information. It shows a list of all packaged goods in transit.

viii) **Certificate of origin:** It shows that goods in particular shipment have been wholly obtained, produced, manufactured or processed in a particular country.

ix) **Certificate of analysis:** is a document which confirms that specific goods have undergone specified testing with specified results and adhere to product specification and standard of production.

x) **Goods arrival notice:** is a document sent by a carrier or agent to the consignee to inform about the arrival of the shipment and number of packages, description of goods, the weight, and collection charges(if any).

xi) **Assessment Notice:** is a document issued by a taxing authority specifying the assessed value of a property.

NOTE: Import documentation to Rwanda
Import Declaration Form (IDF). (from the Importer); Importer's Tax Identification Number (TIN) and Value Added Tax (VAT) numbers; Duties and Taxes Exemption Certificates

Application Activity 3.5 Learner's Book

Possible answers

i) **Bill of lading:** is a transport document for sea freight. A bill of lading B/L is issued by the agent of a carrier to a shipper, signed by the captain, agent, or owner of a vessel.

ii) **Certificate of Fumigation:** is the proof that wooden packing materials issued in international sea freight shipping e.g. wooden pallets and crates, wood, wool etc. have been fumigated or sterilized prior the international shipment

iii) **Goods invoice:** is a document sent by a seller to a buyer. It specifies the amount and cost of goods that has been provided by a seller

iv) **Payment receipt:** is a simple document that shows that payment was received in exchange for goods or services.

v) **Phytosanitary certificate:** is a certificate stating that a specific crop was inspected a predetermine number of times and a specified disease was not found or a certificate based on an area surveillance stating that a specific disease, as far as known, does not occur in the area of production.

vi) **Warehouse handling fees invoice:** is a document given by a warehouseman for items received for storage in his or her warehouse which services has evidence of title to the stored goods.

Lesson 6: Declaration Forms In Customs

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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.

Activity 3.6.Learner`s Book

Guidance: Follow the guidance about the learning activity.

Possible answers activity 3.6

From your prior knowledge answer the following questions:

1) Explain the meaning of declaration form?

2) Mention the different types of the declaration forms you know

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

ii) **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.

Application Activity 3.6: Learner's Book

Possible answers to the application activity

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 and **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.

Lesson 9: Verification and Payment Of Customs Duties

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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.

Activity 3.9.Learner`s Book

Guidance:

Follow the guidance about the learning activity. Possible answers for activity 3.9

1. 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 etc.
- ii) Goods that are not allowed in the Public Warehouse due to their nature e.g. Cement, Salt etc.
- iii) 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

Procedures

- (i) The clearing agent fills a prescribed form applying for “D.S.C” special regime. This application form, accompanied by the manifest is submitted to the Cargo Control office.
- (ii) Cargo Controller or Warehouse Team Leader (depending on where the truck is parked) verifies the goods and establishes whether “D.S.C” regime should be granted or not, based on the nature of the goods.
- (iii) Submits a detailed report to the commissioner for Customs & Excise
- (iv) The Commissioner’s decision is returned to the Cargo Controller who notes the granted regime.
- (v) The clearing agent prepares the declaration, which is submitted to the cargo controller for verification of goods and taxes and duties due.
- (vi) When verification is done, the agent pays taxes and duties and then goods are released.

The documents that are required in such an examination are the following:

- (i) Arrival notice of a commodity;
- (ii) A commercial invoice;
- (iii) Transport invoice;
- (iv) Certificate of origin;
- (v) Certificate of quality;
- (vi) Waybill.
- (vii) Certificate of inspection for a car;
- (viii) 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 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 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

Application Activity 3.9. Learner`s Book

1) Explain clearly the steps/process in clearing and paying customs duties

Possible answers

- The clearing agent fills a prescribed form applying for “D.S.C” special regime. This application form, accompanied by the manifest is submitted to Cargo Control office.
- Cargo Controller or Warehouse Team Leader (depending on where the truck is parked) verifies the goods and establishes whether “D.S.C” regime should be granted or not, based on the nature of the goods.
- Submits a detailed report to the commissioner for Customs & Excise.
- The Commissioner’s decision is returned to the Cargo Controller who notes the granted regime.
- The clearing agent prepares the declaration, which is submitted to the cargo controller for verification of goods and taxes and duties due.

When verification is done, the agent pays taxes and duties and then goods are released.

2) The documents that are required in such an examination are the following:

- (i) Arrival notice of a commodity;
- (ii) A commercial invoice;
- (iii) Transport invoice;
- (iv) Certificate of origin;
- (v) Certificate of quality;
- (vi) Waybill.
- (vii) Certificate of inspection for a car;
- (viii) 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 a validation stamp.

Lesson 10: Administrative Practices for Taking Goods Out of the Customs

Prerequisites/Revision/Introduction:

Read the Key unit competency 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 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.

Skills lab activity 3.10

3.5. Use of Skills Lab Method: Lab 3

1) Build (Max 15 min)

Using Think, Pair and Share. Prompt learners to answer the following questions;

- (i) What is 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 (Max 20 Min)

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 they improvise the necessary documents

(iv) Each group has 15 minutes to prepare/practice

3) Present (max 30 Min)

After 15 minutes, 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 by 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 (Max 10 min)

The teacher notes that customs offices are not only meant 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 (Max 5 min)

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

3.6. Summary of the Unit

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 from entry on some goods or quantities of goods. The form is also used to calculate any applicable tariffs or duties

Types of forms

If traveling with your goods the form is called a customs arrival card or a land card, or an entry voucher. 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 products, animals, fresh food, plant material, seeds, soils, meats, and animal products.

If not traveling with the goods, which are shipped, one must use other customs declaration forms, such as: a commercial, or a proforma invoice, or an import declaration form, or a re-export declaration, 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.

3.7. Additional Information

Required documents

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 C.17 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 procedure.

The documents used for goods which are in transit are the following:

Documentation is done by a clearing agency on behalf of the importer/exporter. Clearing Agencies present transit declarations (IM 8) to Customs through the Bureau or Remote DTI. Agencies must be careful while filling the documentation form, especially on section indicating the correct country of destination and the exit office. Here is an example: if the country of destination is Democratic Republic of Congo then the possible codes of offices of destination are 31GC, 41MU, 41CY, 41BU. This is the customs procedure under which goods are transferred under customs supervision from the importing means of transport (vehicle) to another means of transport.

Goods may not be unloaded or transhipped from their means of transport except with written authorization from customs and in the presence of Customs officers. Unloading or transshipment must take place according to the conditions determined by Customs and in accordance with the legal provisions in force.

3.8. End Unit Assessment:

Possible answer for question 1

- 1) In group of students, identify a business project they can operate after school. For this project identified, explain how the business will contribute to promote export of the products to the foreign countries. List and explain what you can do to encourage entrepreneurs to go for delivering their products out of Rwanda.
- 2) Identify some of the measures to help people develop a positive attitude towards customs declaration.
- 3) Identify some challenges encountered at customs department.

Possible answers for unit assessment question 2

- 1) The Foreign Market Development (FMD) Program aids in the creation, expansion, and maintenance of long-term export markets for Rwanda agricultural products. There are several programs in place, from Market Access Program (MAP) and Emerging Markets Program (EMP) to the Quality Samples Program (QSP), each with the goal of promoting Rwanda commodities overseas.

2) **State Trade and Export Promotion (STEP):** The State Trade and Export Promotion Program (STEP) is a three-year pilot trade and export initiative authorized by the Small Business, the STEP Program is designed to help increase the number of small businesses that are exporting and to raise the value of exports for those small businesses that are currently exporting.

3) **The Trade Promotion Coordinating Committee (TPCC):** is an interagency task force that ensures the coordination and development of a government wide export promotion plan. The TPCC was established to coordinate governmental efforts to increase Rwanda exports. It also actively participates in the drafting of the TPCC annual National Export Strategy report delivered to Congress, which serves as an effort to guide the national export promotion policy, goals and activity.

4) **Export-import Bank:** The Bank has provided financing that has led to Exports. For example, the Export-Import Bank supports for small business help.

5) **Business center overseas private:** mobilizes private capital to help solve critical development challenges and, in doing so, helps Rwanda businesses, including small businesses, gain footholds in emerging markets and catalyze revenues, jobs and growth opportunities both at home and abroad.

6) **Office of the Rwanda trade representative:** Trade Representative (USTR) is responsible for developing and coordinating U.S. international trade, commodity and direct investment policy, as well as overseeing negotiations with other countries.

7) **Department of treasury:** The Treasury Department works with other agencies, foreign governments, and international financial institutions to encourage global economic growth, to raise standards of living, and, to the extent possible, predict and prevent economic and financial crises.

8) In conducting their responsibilities for managing borders and collecting revenue, customs administrations operate in environments of uncertainty and change. It is not easy to predict, for example, how many people, craft, and goods crossing a border will break the law or how they will do so by entering a country illegally, smuggling drugs, or not paying tariffs. And it is not feasible to manually check every person, craft, and goods that enter or leaves a country.

9) **Coordinated Border Management:** is a new approach for successful border control harmonizing the operational activities of border control agencies as it is no longer possible to maintain traditional control approaches due to the increase in the movement of passengers and goods crossing the border and foreign trade, the number of newly introduced goods, the new tendencies in offences and the rapid technological developments.

Possible answer for unit assessment question 3

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 of commodities
- etc.

3.9. Additional Activities

Remedial 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 is called
a warehouse

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

Answer

1) **Water supply services.** The supply of main water and sewerage services made for non-profit motive, excluding sewerage pump out services.

2. 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.

3) **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 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.

4) **Books, newspapers, journals, cassettes and diskettes used as educational materials.**

5) **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 .

6) **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 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.

Consolidation activities

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

Answer

- 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 build etc.

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?

Answer

- 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: FINANCIAL MARKETS

4

Key Unit Competency: To be able to evaluate the role of financial market

4.1. Unit Prerequisite

Learners were introduced to the market in senior 2, unit 2 where they learned its meaning. In senior 4, unit 9 they were introduced to financial institutions and learned products and services offered by those institutions. The acquired knowledge, skills and attitudes acquired from the above lesson related to the financial markets and serve as backbone for this unit content. This prior knowledge should help them be able to understand and evaluate the role of financial market.

4.2. Crosscutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and females have equal right on family's financial management and appropriate decision to financial investment. Learners have to understand that both sex/gender have equal right to access to financial markets' services and products.

Inclusive education: In addition to all having equal rights to financial access opportunities, emphasis has to be put on how we can all regardless of our background, economic or social setup have a right to financial markets. In case of field trip, learners with mobility impairment especially like wheelchair users should be given special care by doing arrangements early in terms of transportation and site accessibility. Provide plenty of warning such as a personal assistant or adaptive equipment can be arranged as appropriate for field trips.

Unit 4 in considering alternative forms of assessment, equal opportunity to guarantee expected outcome should be the objective. You are not expected to lower standards to accommodate students with a disability, but rather required to give them a reasonable opportunity to demonstrate what they have learned.

Financial education: In this lesson, emphasis needs to be put on promotion of saving and investment culture among learners. Learners will set plan of their saving and financial investment strategies and set goals of how they will achieve their goals. Learners will appreciate the need of investing through capital markets.

4.3. Generic Competencies

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

Critical thinking: This will be developed through different activities that make learners think reflectively, logically and imaginatively about the advantages of financial markets on the country's economy as a whole and an individual person.

Creativity and innovation: This should be developed through various activities that envisage making learners be able to analyze case study that relate to financial markets and come up with good solution.

Research and problem solving: Learners should be resourceful in finding answers to different challenges posed in different learning activities and in assisting the community in understanding financial markets and how to take advantage of them.

Communication: This will be developed through group discussion and preliminary session where learners will be given opportunities to confidently and effectively communicate their findings and ideas through speaking and writing to the targeted audience or recipient. Debates also will be used to develop communication skills during this lesson.

Co-operation, interpersonal relations and life skills: Through different tasks assigned, learners should demonstrate a sense of personal and social responsibility as they work in teams.

Lifelong learning: Be able to exploit available resources/ opportunities to improve on knowledge and skills. Be able to transfer the acquired skills, knowledge and attitudes in the real life.

Introduction

The financial market plays a key role in the economy by stimulating economic growth, influencing economic performance of the actors, affecting economic welfare. This is achieved by capital market, in which entities with funds allocate those funds to those who have potentially more productive ways to invest those funds.

This unit is designed to help learners explore more about financial markets operation as one strategy of linking investors and lenders where they will learn more on capital market instruments and how investors are protected at the capital markets

Guidance on the introductory activity

Explaining the purpose of the introductory activity

This activity is intended to:

- Provide interest and motivation to the learners about financial markets.
- Focus learner's attention on financial markets and their functions.
- Bring learners' attention to this new lesson.
- Interest learners on the benefit of this new lesson .

It can

- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content,
- be new content to help arouse learner's interest about what to expect in the new content,
- be answered in one lesson,
- gradually over a period as the unit progresses. There are no right or wrong answers.

Use an appropriate method such as small groups or pairs, provide learners with the introductory activity from the learners' book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities. Learners in small groups or pairs refer existing investment opportunity and government saving strategy to answer the questions asked. Encourage learners to do more research on a country's saving policy.

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

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

Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answer to introductory activity:

- a)Mr. MANIRAFASHA`s family was worried about their future financial capacities and wellbeing because financial means to the humans' life is like blood for the person's body. It is difficult for a person to live without finances. It is in this regard that people are worried of the future financial capacity and wellbeing because they will no longer be able to perform their daily activities as usual if they don't take precaution measures of their financial management beforehand.
- b)Many people in their seventies age start becoming weak and weaker; they no longer have the same energy as they were and thus their productivity in most cases decreases remarkably.
- c)There are different investment portfolio that the families may choose to invest in estate building, transportation, education (building school), but also the family can invest in financial market through stock exchange by buying shares in recognized listed companies. Also the family may invest in government treasury bonds.
- d)In reference to the country's saving policy, it encourages people to save by capital accumulation, which in turn depends on investment and an equivalent amount of savings to match with it regardless of his/her income.

Throughout the unit, learners should appreciate the rationale for people to create a pool of funds which in turn are invested in highly yielding investment portfolio under facilitation of recognized investment agencies. There are also other saving venues where people may invest their money through capital market where they may buy shares in reputable companies listed on stock exchange or buy the government bonds that are regularly listed.

4.4. List of lessons (including assessment)

No.	Lesson title/ probable heading	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Financial markets Meaning and functions	Explain the meaning and types of financial markets Recognize the role of capital markets as a source of finance	2
2	Types financial markets	Explain the meaning and types of financial markets Distinguish between the various types of financial markets	2
3	Capital Markets Meaning and functions	Advocate for capital markets as a source of investment	2
4	Stock Exchange Capital Market Authority (CMA)	Explain how the stock market operates and the functions of stock exchange	2
5	Capital Market Business Capital market instruments	Describe the instruments of a capital market	2
6	Capital market Participants Benefits of investing through capital markets How investors are protected	Identify the various capital markets participants Explain the benefits of investing through the capital markets Describe how investors in a capital market are protected	2
7	How to invest in capital market?	Make informed decision when investing in the capital markets	2

8	Procedures to join the Rwanda stock exchange	Identify the requirements and procedure of listing on the Rwanda Stock Exchange Analyze the procedures and requirements of joining the Rwanda Stock Exchange	2
9	Skills Lab 4	Apply Skills Lab methodology	2
10	End Unit Assessment	To be able to Evaluate the role of financial markets	1
	Total Number of Periods		19

Lesson 1: Meaning and functions of financial markets

Learning objectives: Explain the meaning and types of financial markets and recognize the role of capital markets as source of finance.

Teaching resources: 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, field study to capital market or inviting a guest speaker from any financial market agency, research in the library, and research on the internet.

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.

Ensure a conducive learning environment and lead a review of the previous units/lesson.

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

K-W-L Chart		
Topic:		
What I Know	What I Want to know	What I Learned

Activity 4.1 Learner's Book

This is a discovery activity, guide learners through observation and comparison of both illustrations and help them answer the questions and guide them to draw a conclusion on the types of the markets illustrated there.

Learners in small groups, pairs or individual, do research and analyze the illustration to derive the meaning of capital market. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Encourage learners to respect other learners' contributions to the activity.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the meaning of financial markets and its functions. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Application activity 4.1 Learner's Book

This activity can be done individually, in pairs, small groups, whole class discussion. Referring to what they learnt, learner answers the questions and find more on the meaning and functions of financial markets. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners discuss their answers with the whole class. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Conclude the lesson by guiding the learners on the meaning and functions of the financial markets refer also to Rwandan situation.

Possible responses to the activity 4.1

- a. By observation both pictures people are involved in buying and selling. One is in capital market and others are in commodity market.
- b. Both are buying and selling in different financial markets. Some are in financial market while others are in commodity market.
- c. Financial market is a market in which people and entities trade financial securities, commodities, and other tangible items of value at low transaction costs and at prices that reflect supply and demand. Securities include stocks and bonds, and commodities include precious metals or agricultural goods.

Responses to the Application activity 4.1

a. **A financial market** is a market in which people and entities trade financial securities, commodities, and other tangible items of value at low transaction costs and at prices that reflect supply and demand. Securities include stocks and bonds, and commodities include precious metals or agricultural goods.

b. The role of Financial markets is to facilitate:

- The raising of capital (in the capital markets)
- The transfer of risk (in the derivatives markets)
- Price discovery
- Global transactions with integration of financial markets
- The transfer of liquidity (in the money markets)
- International trade (in the currency markets),
- Financial Markets are used also to match those who want capital to those who have it.

LESSON₂: Types of Financial Markets

Learning objectives: Explain the meaning and types of financial markets, Distinguish between the various types of financial markets

Teaching resources: 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, field study to capital market or inviting a guest speaker from any financial market agency, research in the library, research on the internet.

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 ; financial market and its functions, handle any homework or assignments.

Use a discovery activity; learners come up with different types of markets and their meaning. Help learners link some markets to the previous lesson and the discovery activity to the current lesson.

Activity 4.2 Learner's Book

Learners in small groups, pairs or individual identify different types of financial markets and the product they deal with following the instructions given. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair-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. Encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to respect every one's contribution. Encourage learners to appreciate each other's work especially after presentation.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on things/ on different types of financial markets and service offered by those financial markets. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Application activity 4.2 Learner's Book

This activity can be done individually, in pairs, or small groups. Learners analyze the case study and advise KAMANA on the type financial market where he can invest his money depending on advantages offered by that market. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

Conclude the lesson by guiding the learners on drawing a conclusion on the differences between different markets and guide them on what to do in terms of next lesson. You can give them homework.

Possible answers to activity 4.2

- Capital market that deal in trade of financial securities
- Stock markets that allow investors to buy and sell shares in publicly traded companies
- Bond markets where investors loans money to an entity
- Money market where financial instruments with high liquidity and very short maturities are traded
- Cash or spot markets where gold are sold for cash and delivered immediately
- Derivatives markets where the contract price is determined by the market price of the core assets
- Forex and interbank market, etc.

Possible answers to the application activity 4.2

KAMANA can be advised to invest in either capital market through Primary markets or Secondary markets.

Primary market is the market where investors raise new capital and sometimes through their initial public offer, shares are issued at a discount. So investing in this type of market would be a good investment choice as it will yield a high return on investment in the near future. The issue here is that most of companies are already listed on stock exchange, so to find out the company newly listing on capital market may be difficult; so the next advice will be to invest on secondary market where existing, already outstanding securities are traded among investors.

Government bond also presents an opportunity for KAMANA for investment. Government bonds are good investment venue as they are of a defined period of time at a fixed interest rate.

LESSON 3: Meaning and Functions of Capital Markets

Learning objectives: Advocate for capital markets as a source of investment

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

Possible methods: Pair share; small group discussion, brainstorm, field study to capital market or inviting a guest speaker, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember that the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on elements of a written and valid contract, handle any homework or assignments.

Use a discovery activity to introduce meaning and functions of the capital markets and benefits learners will get while investing through capital markets. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 4.3 Learner's Book

Learners analyze the case study “Kigali Friends Supply Ltd Facing Economic Crisis” and answer questions that follow.

Learners in small groups, pairs or individual brainstorm on the meaning of capital market and explain its functions. 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, ensure that everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair-share, small group presentations from the activity. Encourage different learners from other groups to share their views and avoid just a few learners dominating. Encourage learners to come up with the importance of raising investment money through capital markets. 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 after presentation.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the meaning and

functions of the capital markets. Answer or address any questions or challenges about the activity. Guide them to make notes in their note books referring to student book.

Application activity 4.3 Learner's Book

Read the Application activity 4.3 in the learner's book and answer questions that follow.

This activity can be done individually or in small groups. Learners analyze the different benefits of investing through capital markets and come up with benefits through capital markets enjoyed by Rwandan investors. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

Conclude the lesson by guiding the learners on what needs to be retained in terms of next lesson. You may give home works or assignment.

Possible responses to the activity 4.3

- a. The company used borrowed funds and savings to finance its expansion.
- b. Company had invested much money from its saving that would have helped it to overcome the hard time it was facing. Working capital is money that is meant to meet the day to day running of the organisation in time of recurrent expenses. So since the company doesn't have a working capital it is difficult to meet its contractual obligations for its customers and suppliers.
- c. Company would have borrowed money for its expansion through capital markets by issue of shares to the public.
- d. A capital market is a place in which financial securities are traded by individuals and institutions/organizations.

Capital market functions are:

- i. **Mobilization of Savings:** Capital market is an important source for mobilizing idle savings from the economy. It mobilizes funds from people for further investments in the productive channels of an economy. In that sense it activates the ideal monetary resources and puts them in proper investments.
- ii. **Capital Formation:** Capital market helps in capital formation. Capital formation is net addition to the existing stock of capital in the economy. Through mobilization of ideal resources it generates savings; the mobilized savings are made available to various segments such as agriculture, industry, etc. This helps in increasing capital formation.

- iii. **Provision of Investment Avenue:** Capital market raises resources for longer periods of time. Thus it provides an investment avenue for people who wish to invest resources for a long period of time. It provides suitable interest rate returns also to investors. Instruments such as bonds, equities, units of mutual funds, insurance policies, etc. Definitely provides diverse investment avenue for the public.
- iv. **Increases Economic Growth and Development:** Capital market enhances production and productivity in the national economy. As it makes funds available for long period of time, the financial requirements of business houses are met by the capital market. It helps in research and development. This helps in, increasing production and productivity in economy by generation of employment and development of infrastructure.
- v. **Regulation of Funds:** Capital markets not only helps in fund mobilization, but it also helps in proper allocation of these resources. It can have regulation over the resources so that it can direct funds in a qualitative manner.
- vi. **Service Provision:** As an important financial set up, capital market provides various types of services. It includes long term and medium term loans to industry, underwriting services, consultancy services, export finance, etc. These services help the manufacturing sector in a large spectrum.
- vii. **Continuous Availability of Funds:** Capital market is place where the investment avenue is continuously available for long term investment. This is a liquid market as it makes funds available on a continuous basis. Both buyers and sellers can easily buy and sell securities as they are continuously available. Basically capital market transactions are related to the stock exchanges. Thus marketability in the capital market becomes easy.

Possible responses to the Application activity 4.3

The following are some of the benefits of investing through capital markets:

- a. **Access capital:** By issuing shares or debt directly to the public through the Rwanda Stock Exchange (RSE) private sector businesses and government can raise funds for expansion of existing business or new projects
- b. **Discover the value of its business:** By listing on the RSE issuers or owners of business are able to discover the price of their securities and therefore the value of their business. This enables them to realize the market worth of their wealth.
- c. **Raise a company's visibility and enhance its status with customers and suppliers at home and overseas:** A listing on the capital market raises the profile of a company through continuous media coverage. This is free publicity and enhances the product presence of the issuer among its customers.

- d. **Have better bargaining position with financiers:** Increased capitalization of an issuer over time enables the issuer to raise capital at a lower cost due to their improved rating in the market.
- e. **Management practices:** The capital market requires a minimum level of disclosure and corporate Governance and this encourages the quality of management practices.

Example 1: Government of Rwanda Bonds were issued to the public to raise money to build Bugesera international airport and to finance other infrastructure projects.

Example 2: Have you heard on radio how different shares are being traded? You will find that there some shares that are highly traded than others. This reflects the value that the public place on the company. By investing through capital markets the company discovers the value that the public place on its business. Also the company best management practices is enhanced as there are to some extent information disclosure to the public.

LESSON 4: Stock Exchange

Learning objectives: Explain how the stock market operates and the functions of stock exchange

Teaching resources: 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, interview with stock exchange employees, field visit to stock Exchange, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on the Importance and termination of business contracts, handle any homework or assignments.

Use a discovery activity to introduce the meaning of capital market and stock exchange and their operations. Guide learners to brainstorm and come up with functions of stock exchange. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 4.4 Learner's Book

Learners analyze the case in activity 4.4 in the learner's book and answer questions that follows.

Learners in small groups, pairs or individual analyse the case of UWIMANA and her husband KALISA to derive the meaning and functions of stock exchange that include marketability of securities following the instructions given. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Encourage learners to show how contracts promote peace and values. 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 after presentation.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on meaning and functions of Stock Exchange. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learners' book.

Application Activity 4.4 Learner's Book

Learners analyze application activity 4.4 and answer the questions that follow.

This activity can be done as an individual, pairs, and small groups. Learners analyze the statements given to identify advantages of stock exchanges. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

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

Possible responses to the activity 4.4

For the family to get back the money, it needs to sell the shareholding at stock exchange. Stock exchange being a market or a place where different types of securities are bought and sold; they will find a broker who will sell them on their behalf.

Possible responses to application activity 4.4

1. **Stock exchange** is a market or a place where different types of securities are bought and sold. Securities traded on a stock exchange include shares issued by companies, unit trusts, derivatives, pooled investment products and bonds.
2. **Functions of stock exchanges include the following:**
 - i. **Marketability of Securities:** The stock exchange provides for easy marketability of securities as securities can be bought and sold conveniently on the floor of the stock exchange. The Stock Exchange provide companies with the facility to raise capital for expansion through selling shares to the investing public and on the other hand provides investors with a platform to trade these shares.

- ii. **Price Determination and Continuity:** Since transactions take place regularly on a stock exchange there is continuity in the dealings. Supply and demand in stock markets are driven by various factors and this balance of supply and demand affects the price of stocks. These prices get duly recorded and reported in the newspapers for the benefit of investing public. Besides, stock exchanges have defined rules and regulations to moderate price fluctuations to ensure continuity in buying and selling.
- iii. **Surplus Savings:** Stock exchange is an integral part of the capital market of a country. When people draw their savings and invest in shares (through an IPO or the issuance of new company shares of an already listed company), this leads to mobilization of funds to help companies finance their organizations. They facilitate the process by which the savings from all parts of country get channelized as investment into industrial and commercial undertakings financing their capital requirements. This promotes business activity resulting in stronger economic growth and higher productivity levels of firms.
- iv. **Barometer of the Economy:** The share prices fluctuate on stock exchanges as a result of underlying market forces. The intensity of buying and selling of securities and the corresponding rise or fall in the prices of securities reflects the investors' assessment of the economic and business conditions. Share prices tend to rise or remain stable when companies and the economy show signs of stability and growth whereas they might fall sharply at the time of an economic recession, stagnation, depression, or financial crisis. Changes in security prices are known to be highly sensitive to changing economic, social and political conditions and hence act as a barometer of economic and business conditions.
- v. **Mobility of Capital:** Investing in other businesses require huge capital outlay whereas investing in shares is open to both the large and small stock investors. Stock exchanges furnish an open and continuous market for small investors and their savings that are invested in securities are converted into cash for reinvestment in other securities. Thus, stock exchanges provide mobility to capital and facilitate sound investment. Savings are encouraged when people come to invest in stock exchange.
- vi. **Sharing and Resource Allocation:** As a result of stock market transactions, funds flow from the less profitable to more profitable enterprises. All types of stock investors whether they are individuals, professional stock investors, institutional investors earn capital gains through dividends and stock price increases. This enables them to share in the wealth of profitable businesses. Industries which have potentials of growth are able to attract the savings of people towards their ventures relatively more than those which have no such prospects. Thus, financial resources of the economy are allocated on a reasonable basis. Unprofitable and troubled businesses may result in capital losses for shareholders.

- vii. **Speculation:** The stock exchanges are also fashionable places for speculation and bring equilibrium in the prices of securities which are bought and sold by speculators. In a financial context, the terms “speculation” and “investment” are actually quite inter-related because “investment” means the act of placing money in a financial vehicle with the intent of producing returns over a period of time. Speculators generally buy securities in anticipation of rise in the prices. As a result of their buying, prices do not decline as low as might have been the case without their buying and vice versa hence regulating excessive price fluctuations.
- viii. **Liquidity:** This is the most important function provided by the stock exchanges. The capital investments are generally long term and if a shareholder wants their investment back, in a physical scenario, it will result in winding up the company and selling its assets to discharge the money. Investors usually prefer liquidity of their investment. The stock markets facilitate and provide that assurance to investors. These are markets which facilitate buying and selling of securities assuring liquidity of investments which goes to serve the investor’s need.
- ix. **Corporate Governance:** As stock exchanges facilitate ownership of companies to be helped by a wide and varied scope of owners, companies generally tend to improve management standards and efficiency to satisfy the demands of these shareholders. To safeguard the interest of investors more stringent rules are imposed by public stock exchanges and the government on public corporations when compare to privately owned enterprises. Every stock exchange defined its own rules and regulations for the control of operations of the exchange. Only members are allowed to deal in securities and make transactions. As the members have to transact their business strictly according to the rules, the investors’ interests are safeguarded against dishonesty or malpractices. Traded public companies tend to have better management records than privately held companies.

Lesson 5: Capital Market Authority (CMA), Business and instruments.

Learning objectives: Describe the instruments of a capital market

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

Possible methods: Pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on the Rwanda stock exchanges' functions.

Use a discovery activity to introduce Rwanda Capital market authority, CMA's business and instruments. Guide learners to come up with the reason the capital market authority is very important to the country's economy. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 4.5 Learner's Book

Learners answer to the activity 4.5 using the prior knowledge and research on different institutions; especially CMA that help MINECOFIN deliver its mandate of promoting dynamic, efficient and stable financial market accessible to all segments of the population.

Learners in small groups, pairs or individual identify different functions, business and instruments of Rwanda capital market Authority following the instructions given. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair-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. Encourage learners to show how contracts promote peace and values. 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 after presentation.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the Capital Market Authority's business and instruments. Answer or address any questions or challenges about the activity. Guide them to make notes in their books while referring to the learner's book.

Possible responses to the activity 4.5

a. The functions of the capital market in the country/economy:

- i. Implementing the Government policy on Capital Market;
- ii. Preparing draft policies on capital market;
- iii. Advising Government on policy relating to the capital market;
- iv. Promoting public awareness on the capital market and develop such market;
- v. Elaborating action plans and conducting studies in order for CMA to achieve its mission;
- vi. Formulating principles and regulations for the capital market;
- vii. Making regulations governing capital market business in accordance with the Law regulating capital market in Rwanda;
- viii. Controlling and supervising all capital market activities with a view to maintain proper code of conduct and acceptable practices on the capital market;
- ix. Registering capital market business and related instruments provided for by the Law regulating capital market in Rwanda;
- x. Issuing, suspending, and withdrawing licenses and approvals related to capital market business;
- xi. Seeking to achieve fairness, efficiency and transparency in the functioning of the capital market;
- xii. Protecting citizens and investors in capital market from unfair and unsound practices or practices involving fraud, deceit, cheating or manipulation;
- xiii. Monitoring, supervising, and take actions with regard to the compliance with this Law and regulations thereto related as well as with the Law regulating capital market in Rwanda and regulations thereto related;
- xiv. Co-operating and collaborating with other regulatory bodies in accordance with the provision of the Law regulating capital market in Rwanda;

xv. Consulting concerned organs prior to making any decision to modify principles and regulations of the profession that may have impact on the functioning of the capital market;

xiv. Keeping adequately and timely records of decisions made in the accomplishment of CMA mission;

xvii. Accomplishing any other mission assigned by the Law regulating capital market in Rwanda.

B. Capital market instrument include but are not limited to the following:

i. Shares: A share is a unit of ownership in a limited company and gives the holder claim over any dividends that the corporation/company may pay on it in future and on its face/ residual value in case the company is liquidated or closed. Owners of shares are called shareholders and receive dividends on their shares from the company's profits usually at the end of financial year.

ii. Debentures: A debenture is a type of debt instrument that is not secured by physical assets or collateral. Debentures are backed only by the general creditworthiness and reputation of the issuer. Both corporations and governments frequently issue this type of bond to secure capital.

iii. Debenture stock: Loan contract issued by a company or public body specifying an obligation to return borrowed funds and pay interest, secured by all or part of the company's property. Certificates specifying the amount of stock, with coupons for interest attached, are usually issued to the lenders

iv. Loan stock: Loan stock is shares of common or preferred stock that are used as collateral to secure a loan from another party. The loan earns a fixed interest rate, much like a standard loan, and can be secured or unsecured. A secured loan stock may also be called a convertible loan stock if the loan stock can be directly converted to common shares under specified conditions and with a predetermined conversion rate, as with an irredeemable convertible unsecured loan stock (ICULS).

v. Bonds: Bond is a debt instrument created for the purpose of raising capital. They are essentially loan agreements between the bond issuer and an investor, in which the bond issuer is obligated to pay a specified amount of money at specified future dates.

vi. Certificate of deposit: A certificate of deposit is an agreement to deposit money for a fixed period with a bank that will pay you interest. You can choose to invest for three months, six months, one year or five years, etc. You will receive a higher interest rate for the longer time commitment

vii. **Treasury Bills:** Treasury Bills (T-bills) are short term debt securities (one year or less) issued as a primary instrument for regulating money supply or raising funds via open market operations to finance the budget gap. T-bills are always issued through the country's central bank, and commonly pay no explicit interest but are sold at a discount, their yield being the difference between price and the par-value also called redemption value.

In Rwanda; T-Bills are issued by auction on weekly basis with maturity dates of 28 days, 91 days, 182 days and 364 days. T-Bills market is announced via BNR website, each Monday for auction on Thursday (T), and settlements take place on Friday (T+1). The minimum purchase is 100,000 Frw. T-bills market is open for all investors (Banks, non Banks, Insurance companies, Pension Fund, individuals, etc.

c. Treasury Bonds

A Treasury Bond/Government bond is a debt instrument issued by a national government through the Central Bank in its capacity of Government agent, generally with a promise to pay periodic interest payments and to repay the face value on the maturity date.

The terms on which a Government can sell bonds depend on how creditworthy the market considers it to be. Government bonds are usually denominated in the country's own currency. Bonds issued by national governments in foreign currencies are normally referred to as sovereign bonds, although the term "sovereign bond" may also refer to bonds issued in a country's own currency.

Activity 4.6 Learner's Book

Learners analyze the case study and answer the questions that follow.

This activity can be done as an individual, pairs, and small groups. 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 activity. Refer to the possible answers below as you assess their work.

Conclude the lesson by guiding the learners on what to gain from this lesson and what information needed in terms of next lesson.

Possible answers for activity 4.6

1. Institutions and players who contribute in the good running of capital market business: Capital Market Authority (CMA), Rwanda Stock Exchange (RSE), Brokers, sponsors, dealers and traders.

2. **CMA:** CMA is the Regulator

RSE: RSE raises capital for businesses and mobilizes savings for investment

Brokers: They represent clients to buy or sell stocks and other securities.

Dealers: They trade equities under their own. They may be clients of brokers.

Traders: They trade equities but maintain their own account with brokers.

Sponsors: Providers and entities supporting the goals and objectives of a capital market.

3. Advantages of investing in capital market:

Savings: Investing in securities that are listed in the Capital or Stock market encourages investors to accumulate their savings in small amounts over time

Income: Investment in the stock market provides a source of income. Shares pay dividends when companies declared profits and decide to distribute part of the profits to shareholders. Bonds pay an interest income to the bondholders. Sometimes the income earned from listed securities is higher than interest earned from the money or banking sector.

Wealth or Capital gain: Whenever the prices of securities listed in the market go up, the value of the investment of the holders of those securities increases. This is called capital gain and is an important way of growing wealth through the stock market. It is important to note that a one –off investment in the Capital market does not make sense. It is therefore the accumulative investment over time that creates opportunities for growth in wealth through the Capital Market.

Securities as Collateral: Listed securities are easily acceptable as collateral against loans from financial institutions.

Liquidity: Liquidity is the ability to convert shares or bonds into cash by selling within the shortest time possible without losing much value. When one needs funds urgently, listed securities could be very useful because they are more liquid than most other forms of assets.

Application Activity 4.5 Learner's Book

Learners analyze application activity 4.5 and answer the questions.

This activity can be done as an individual, pairs, and small groups. Learners discuss and come up with the benefits of investing in treasury bonds and how investing through capital markets raises visibility of the company. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

Possible answers for application activity 4.5

1. The benefits of investing in Treasury Bonds:

- Saving through Treasury Bond is a good way to plan for your future as it pays you a regular interest rate
- The interests are paid to you by the National Bank on behalf of the Government.
- The Treasury bond holder can also use it as collateral to acquire other financial facilities.
- They also enjoy the capital market tax incentives.
- By investing in the Treasury Bond you enable the Government to speed up and implement its development agenda
- Treasury Bonds are time efficient because you can sell your Bond at the capital market and get your money

2. Investing through capital markets raises the visibility of the company:

Investing on the capital market raises the profile of a company through continuous media coverage. This is free publicity and enhances the product presence of the issuer among its customers.

Lesson 6: Capital Market Participants, Benefits of Investing Through Capital Markets and How Investors are Protected

Learning objectives: Identify the various capital markets participants, explain the benefits of investing through the capital markets and describe how investors in a capital market are protected.

Prerequisites/Revision/Introduction: Use a discovery activity to explain to the learners, benefits of investing through capital markets and how investors are protected. Help learners link the previous lesson and the discovery activity to the current lesson.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners' books, internet, laws, orders, regulations and guidelines related to capital market, case studies and any other trustworthy and reliable resources to enhance learning.

Possible teaching methods: pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Activity 4.7 Learner's Book

Learners analyze the illustrations and answer questions above them.

Possible responses to the activity 4.7

1. To invest in capital market, you have to join Rwanda Stock Exchange.

If you want to invest in primary market, the first step will be to approach the broker who will help to apply to Capital Market Authority to list your securities on the market. Once admitted, you will be listed on RSE.

If you want to invest in secondary market, the first step will be to approach the broker who will help to open an account (CSD Account). Dealers, traders and stockbrokers are there to sell their securities to investors.

2. You can invest in primary market, or in secondary market.

3. Companies selling their shares in RSE: for this question, the teacher will make research to give updated information. Possible response is BK, KCB, EQUITY BANK GROUP LTD, I&M BANK, UCHUMI SUPERMARKET LTD, NATIONAL MEDIA GROUP, BRALIRWA, CRYSTAL TELECOM, etc.

Application Activity 4.6 Learner’s Book

Guidance: Learners analyze application activity 4.6 and answer the questions that follow.

This activity can be done as an individual, pairs, and small groups. Learners analyze the statements given to identify how to save and invest through treasury bonds. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

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

Possible answers for application activity 4.6

This is how you can save and invest through the Treasury bonds:

If you have required money to buy at least one bond or more (in general 100,000 Frw), you visit your Stock Broker or any Commercial Bank and you fill the application form, and submit it to the Central Bank. The Central Bank will let you know when to pay for the Treasury bonds.

After a given period of time (in general every six months) you will be paid interests. You can sell your bond any time at the secondary market of the Rwanda Stock exchange.

Read the Application activity 4.6 in the learner’s book and answer questions that follow.

Lesson 7: How to Invest In Capital Market

Learning objectives: Make informed decision when investing in the capital markets

Prerequisites/Revision/Introduction: You can introduce your lesson by role play, where a chosen team of students will assimilate capital market participants and their roles. Then, you will conduct a debate with learners about this game and process of investing in capital market.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners' books, internet, laws, orders, regulations and guidelines related to capital market, case studies and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

NOTE: For this lesson, there is no specific activity in the learners' book but as a teacher organize a debate in relation to what is to be covered in this lesson.

Lesson 8: Procedures to join the Rwanda stock exchange

Learning objectives: Identify the requirements and procedure of listing on the Rwanda Stock Exchange and analyze the procedures and requirements of **joining the Rwanda Stock Exchange**

Prerequisites/Revision/Introduction: This lesson requires learners to have basic knowledge about legal systems in Rwanda. You can introduce the lesson with summary of unit 4, S4: Laws in business operations.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners' books, internet, laws, orders, regulations and guidelines related to capital market, case studies and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Use a discovery activity to explain to the learners, benefits of investing through capital markets and how investors are protected. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 4.8 Learner's Book

Learners analyze the case study and answer questions that follow.

Possible responses to the activity 4.8

1. Needed documents to registrar the company at RSE:
 - Original certificate of incorporation together with its photocopy.
 - If the organization registered in any other way, there is a need to provide the original certificate of registration and its photocopy.
 - Submit the signed form in the presence of your Stockbroker.
2. Basic requirements to sell or buy shares of companies listed in Rwanda Stock Exchange:
 - The basic requirement is to have a Central Securities Depository/ Central Exchange Depository account (CSD account).

Application Activity 4.7 Learner's Book

Guidance: Read the Application activity 4.7 in the learner's book and answer questions that follow.

Possible responses to the activity 4.7

1. The CSD account (Central Exchange Depository account or Central Securities Depository account) is an account opened by investor in order to buy or sell shares of companies listed in Rwanda Stock Exchange.
2. The Central Exchange Depository System can be compared to a bank where the records of all shareholding of listed companies are kept. It is database where investors can open CSD accounts and debit them with shares/bonds for the purpose of trading.
3. The process of opening a CSD account:
 - You will need to identify the stockbroker of choice
 - Provide two (2) recent passport size photographs
 - Provide your original national identity card or passport together with a photocopy.
 - If you are a company you will need to provide an original certificate of incorporation together with a photocopy.
 - If you are an organization registered in any other way e.g. Society, you will need to provide the original certificate of registration and photocopy.
 - You will hand in sign the form in presence of your Stockbroker
 - You will be left with the duplicate of account opening form your records.
 - Your Stockbroker will provide you with your own CSD account number, to be kept confidential.
 - You are free to open several CSD account with different stockbrokers.
 - You can migrate from one broker to another simply by completing and signing the exchange transfer form. This form is available from your broker and must be signed by your current stockbroker and your new stockbroker.

Skills lab Activity 4.8 Learner's Book

4.5. Use of skills lab method: Lab 4

1. Build part (Max 15 min)

Using Think, Pair and Share, ask learners to answer the meaning of Financial markets and the importance of financial markets to the economy. Choose few pairs to answer the above questions to the general audience.

Possible answers

A financial market is a market in which people and entities trade financial securities, commodities, and other tangible items of value at low transaction costs and at prices that reflect supply and demand. Securities include stocks and bonds, and commodities include precious metals or agricultural goods

The importance of financial markets includes but not limited to the following;

Financial markets facilitate:

- The raising of capital (in the capital markets)
- The transfer of risk (in the derivatives markets)
- Price discovery
- Global transactions with integration of financial markets
- The transfer of liquidity (in the money markets)
- International trade (in the currency markets),

Ask learners to mention some of the ways they have used to raise capital for the school club activities like fundraising, savings, borrowing and others.

Explain that obtaining capital for a business startup is not a simple thing and requires clear measures of managing the obtained funds.

Thereafter ask the learners to sit in their respective lab groups Emphasize that in this lab, they will be able to apply appropriate ways of managing the shares of members and will also be able to plan and save for their future.

2. Practice (Max 25 min)

Let learners read or review the given case study on page X in the learner's book.

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.

Case Study (Provide learners with case study in learner's book)

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.

3. Presentations (Max 25 min)

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 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 (Max 10)

Emphasize that as aspiring entrepreneurs, they have to prepare and plan for their future by investing in financial markets

Write on the note board the following ways of saving for their future

- Starting up business
- Buying shares from stock exchange markets
- Buying bonds

5. Portfolio Assignment (Max 5)

As a take home for the Unit, give each learner this assignment. Each learner should propose one activity and show how it will help them save for their future.

4.6. Summary of the unit

1. Financial markets bring suppliers of funds and users of funds together. Suppliers of funds will seek a positive return in exchange for the use of their funds. Primary markets allow fund users to raise money through new securities issues. Secondary markets provide diversity and liquidity by allowing the selling and buying of previously issued securities.

They facilitate the flow of funds between fund suppliers and fund users. Those with excess funds (fund suppliers) will offer the use of their funds to those in need of funds (fund users). The fund suppliers will expect to receive a rate of return on their investment.

2. Financial institutions serve as middlemen between fund suppliers and fund users. Fund suppliers and fund users frequently find that financial institutions provide the most cost-effective way to channel funds to each other. Financial institutions provide monitoring and asset transformation services that, in turn, reduce costs, provide liquidity, and reduce risks for the investor.

3. Initial public offerings (IPOs) are first-time issues of equity by firms allowing their shares to be publicly traded on stock markets for the first time.

4. A derivative security is a financial instrument whose value is linked to the performance of an underlying security. Options are an example of a derivative security.

5. Securities that have already been issued are traded in the secondary markets. Economic agents (consumers, corporations, governments) with excess funds buy secondary market securities. Economic agents in need of funds sell secondary market securities.

6. Money markets are markets where investors can trade debt securities or other instruments that will mature within one year.

7. Money market instruments are securities with maturities of one year or less or long-term debt with one year of maturity remaining. Examples of money market instruments are commercial paper, repurchase agreements, negotiable CDs, and Treasury bills.

8. From the beginning of activity; learners will be motivated to do it on time

4.7. End of Unit 4 Assessment

1. Answers for the question 1

1. The important functions and role of the capital market are the following:

- **Mobilization of Savings:** It mobilizes funds from people for further investments in the productive channels of an economy. In that sense it activates the ideal monetary resources and puts them in proper investments.
- **Capital Formation:** Through mobilization of ideal resources it generates savings; the mobilized savings are made available to various segments such as agriculture, industry, etc. This helps in increasing capital formation.
- **Provision of Investment Avenue:** Capital market raises resources for longer periods of time. Thus it provides an investment avenue for people who wish to invest resources for a long period of time. It provides suitable interest rate returns also to investors. Instruments such as bonds, equities, units of mutual funds, insurance policies, etc. definitely provides diverse investment avenue for the public.
- **Speed up Economic Growth and Development:** As it makes funds available for long period of time, the financial requirements of business houses are met by the capital market. It helps in research and development. This helps in, increasing production and productivity in economy by generation of employment and development of infrastructure.
- **Proper Regulation of Funds:** Capital markets not only helps in fund mobilization, but it also helps in proper allocation of these resources. It can have regulation over the resources so that it can direct funds in a qualitative manner.
- **Service Provision:** As an important financial set up capital market provides various types of services. It includes long term and medium term loans to industry, underwriting services, consultancy services, export finance, etc. These services help the manufacturing sector in a large spectrum.

- **Continuous Availability of Funds:** Capital market is place where the investment avenue is continuously available for long term investment. This is a liquid market as it makes fund available on continues basis. Both buyers and seller can easily buy and sell securities as they are continuously available. Basically capital market transactions are related to the stock exchanges. Thus marketability in the capital market becomes easy.

2. Answers for the question 2

The role of stockbrokers in stock exchange process:

A stock broker is an agent who represents clients to buy or sell stocks and other securities. A broker's primary service is to buy and sell stocks on an exchange for members of the investing public who wish to own part of a company. In addition, they help investors to open CSD accounts which are mandatory for buying and selling securities.

3. Answers for the question 3

Advantages of investing at the Rwanda Stock Exchange:

- The Rwanda Stock Exchange is a fair market place
- Shares bought or sold at the stock exchange are liquid. This means that it is easy for an investor to quickly convert this investment into cash if the need arises.
- The price of the shares is determined fairly through the forces of demand and supply.
- Easy access and exit. There are minimal restrictions if any, to investing at the RSE. You can be a shareholder of a listed company in seconds and exit just as fast.
- There is continuous reporting of their prices so an investor is always up to date with the status of his/her investment.
- There is a variety of companies in which one can invest. This allows the investor to diversify his investment in industries that he is attracted to.
- The shares of most companies at the exchange pay dividends. This way, you make your money work for you.
- Full and accurate information is available on the listed companies that one is interested in investing in. This enables the investor to make informed decisions on where to invest.
- The Rwanda Stock Exchange provides an avenue through which companies can access capital for growth and expansion.
- There are strict regulations for the protection of those who buy and sell shares at the Stock Exchange.
- A vibrant capital market is integral to the overall economic development of Rwanda.

4. Answers for the question 4

Difference between primary capital market and secondary capital market:

The Primary market is the market where securities are sold for the first time, while Secondary Market is the market where already existing securities are bought and sold through licensed brokers. The primary capital market handles the trading and investments in the new issues while the secondary capital market takes care of the trading of existing securities.

5. Answers for the question 5

The process of joining RSE:

1. To identify the stockbroker of choice
2. To open a CSD account in Central Exchange Depository System
3. To attend the open outcry trading session which is conducted at the RSE Secretariat or over the counter market the following business day.

6. Answers for the question 6

If the Frw declines over the maturity of the bonds, the dollar value of the cash flows from the bonds will fall, as well as the dollar value of the bonds' principal. Janet also faces "country, or sovereign," risk (although it may not be a large one), the risk that the Rwandan government will interfere with her repayments through a change in national policy. Another risk Janet bears is the risk that interest rates will rise, and the value of her fixed rate bonds will fall.

The bank's ability to diversify its portfolio reduces the risks associated with buying these bonds. The bank could hedge the currency risk by buying bonds denominated in other currencies. It could reduce its exposure to the country, or sovereign, risk by obtaining securities in countries where that risk is extremely small (i.e., the U.S.). It could reduce the interest rate risk by matching the maturities of other assets to the bonds.

7. Answers for the question 7

In the secondary markets, the transfer of funds flows between the holder of the financial instrument and the buyer; there is no flow of funds to the issuer. Floruty studied the secondary markets to track the trading of its existing financial instruments to obtain information about their current market value. This told Floruty if it was effectively using the funds it had already raised. It also gave Floruty an idea of how much money it could raise and at what cost with another offering. The goal of Floruty was to obtain the required amount of funds needed at the lowest cost.

8. Answers for the question 8

Users of funds would have a harder time obtaining funds from suppliers of funds. Monitoring costs would discourage potential investors from supplying funds for investment. Or, in some cases, investors might try to avoid monitoring costs by just not monitoring their fund borrowers sufficiently (increasing their default risk). Fund suppliers would also want to hold on to their cash instead of tying up their funds in long-term commitments. Fund suppliers would also hesitate to invest due to the fact that they would have to bear the full risk that an asset's sale price would be less than its purchase price.

4.8. Additional Information

1. Financial markets and institutions

Financial managers and investors don't operate in a vacuum. They make decisions within a large and complex financial environment. This environment includes financial markets and institutions, tax and regulatory policies, and the state of the economy. The environment both determines the available financial alternatives and affects the outcomes of various decisions. Thus, it is crucial that investors and financial managers have a good understanding of the environment in which they operate.

History shows that a strong financial system is a necessary ingredient for a growing and prosperous economy. Companies raising capital to finance capital expenditures as well as investors saving to accumulate funds for future use require well-functioning financial markets and institutions.

Direct funds transfers are more common among individuals and small businesses and in economies where financial markets and institutions are less developed. While businesses in more developed economies do occasionally rely on direct transfers, they generally find it more efficient to enlist the services of one or more financial institutions when it comes to time to raise capital. Major categories of financial institutions are the following: Investment banking houses, Commercial banks, Financial services corporations, Savings and loan associations, Mutual savings banks, Credit unions, Pension funds, Life insurance companies and Mutual funds.

2. Financial market and technology

Technology has facilitated increased cross-border participation in financial markets. This has allowed investors to diversify their portfolio holdings and corporate issuers to access new pools of capital. In some cases this trend has led to activity in some markets, for example the foreign exchange market and the debt capital market, to become increasingly concentrated in a small number of geographic locations. Economies of scale and the creation of efficient global platforms for financial transactions have significantly reduced the cost of transacting in markets and led to more active markets with large pools of liquidity, all of these factors benefit participants in these global markets.

4.9. Additional activities

Remedial activity

Through remediation activities, teachers help a student improve his skills through direct instruction. Remedial instruction is focused on the specific concepts with which the student struggles. Remediation strategies include re-teaching, using alternative instructional strategies, task analysis, additional practice and one-on-one tutoring. For this unit, the teacher will give homework to students to visit a commercial bank and ask information about how they can save and invest through the Treasury Bonds. A small report will be presented in class.

Extension activities

1. Explain why you should advise VSLAs (Village Savings and Loans Associations) to invest in capital market.
2. Suppose you are a leader of a VSLA (Village Savings and Loans Association). Describe the process through which you will go until when your VSLA may buy a treasury bond.

Consolidation activities

1. Explain the following concepts:
 - a. Capital market
 - b. Stock exchange
 - c. Bonds
 - d. Certificate of deposit
2. Indicate the functions/roles of following institutions in Rwanda Capital Market
 - a. Rwanda Capital Market
 - b. Rwanda Stock Exchange
3. Summarize the process of joining Rwanda Stock Exchange



UNIT 5: FINANCIAL STATEMENT

5

Key Unit Competency: To be able to prepare financial statements

5.1 Unit Prerequisite

Learners learned in Senior 5 in unit 10 the accounting prime books where they learned Accounting and book –keeping, accounting system, double entry accounting system, journalizing, ledger entry and trial balance preparation and adjustments. This prior knowledge, skills or competences should help them to be able to prepare financial statements

5.2 Cross-cutting issues to be addressed

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

Financial Education: Emphasis shall be put on the culture of efficiency and effectiveness in use of finance. Emphasize that financial fitness starts from good financial management and this can be assessed through financial reports and analysed through ratios. Emphasis shall be put also on the proper way of financial management of people and business finances.

Standardization Culture: there are international standards that are followed while preparing financial statements; therefore learners shall apply the existing accounting and reporting standards while preparing financial statements.

Gender education: Emphasis throughout this unit has to be put on how both male and females have same capacity when it comes to financial statements preparation and when it comes to business performance. Both men and female can effectively and efficiently run their business and prepare good financial statements regardless of gender.

Inclusive education: emphasis shall be put on how all; regardless of our background, economic or social setup; have ability to prepare good financial reports. Learners need to understand that good financial statement and good financial analysis is not based on anything else apart from business data.

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

5.3 Generic competencies

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

Critical thinking: learners are given activities to analyze transactions involving purchase and sale of goods to determine gross profit/loss, analyze given transactions involving expenses and revenues and use them to calculate Net profit/loss. Learners analyze also the financial ratio and come up with constructive recommendations.

Creativity and innovation: learners are given activities to use their creative and innovative abilities to calculate ratio and prepare good report for management.

Communication: During and after learning activities, learners should be given a chance to communicate/share/pass on the ideas, findings, and results from learning activities through speaking to her/his peers. Debate shall be used so that learners challenge themselves/each other on the results of their activities.

Co-operation, interpersonal relations and life skills: Through different tasks assigned, learners should demonstrate a sense of teamwork, cooperation, working with others as they prepare financial statements through working in groups, teams, pairs...

Lifelong learning: after learning activity, learners shall apply what they learned to their daily activities and their businesses to analyze the level of efficiency and effectiveness in their operations.

Introduction

Finance is a word that brings good or bad memories to people. The reason behind such conception is that finance can be considered as the art of handling money. As you might know most organizations if not all run on money. Be it a family, a church, a school, a hospital, governments, none of them can operate without money. Everything we do has to be connected to money either directly or indirectly. We don't normally see finance when there is a new house that is coming up in our neighborhood. We neither see finance when we pay school fees for our children. But it is there, and without it most of the things that we do see would not exist. In order to solve most of the challenges that people or organizations face, money should be there.

This unit will enhance learners understanding of the main financial statements namely Income statements, balance sheet, cash flow statements and statement of owners' equity and linkages between these financial statements.

This information will be useful in analyzing financial performance by way of ratio analysis; the techniques used in analyzing the financial position of a company and, having gained that knowledge then to assist in interpreting current and potential future performance of the business.

Guidance on the introductory activity

This introductory activity is intended to:

- Bring learners attention and introduce them to trading, profit and loss account
- Bring learners attention and introduce them to the balance sheet using the accounting equation that they learned in senior 2; UNIT 7: initial accounting entries for a business
- Bring learners attention and introduce them to the cash flow statement
- Motivate learners to discover what makes up expenses and income
- Bring attention of learners towards financial statements
- Attract learners' attention on the benefits they will get from this unit.

The introductory activity help:

Teachers to assess previous skills, knowledge, competences and attitudes of learners that can be built on to achieve this unit's learning objective.

Create a linkage between previous skills, knowledge, competences and attitudes of learners with this leaning unit's content.

Attract learner's interest about new skills, knowledge, attitudes and competencies to be acquired in this unit's content.

This activity may be answered in one lesson, or gradually, over a period as the unit progresses.

Use an appropriate method such as small groups or pairs, provide learners with the Unit 5 introductory activity, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the Unit 5 introductory activity to describe to calculate purchases, sales, expenses and profit of the business and assets and liabilities of UWINEZA. Guide learners in the whole process and monitor to confirm that every learner is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

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

Appreciate the team's presentations and remind them this activity was not meant 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 answers to the introductory activity below:

Answers to the introductory activity

a) How much did she pay for purchases?

The purchases costed 5,000,000 Frw

b) What are total expenses for UWINEZA during this trading period?

Total expenses: 980,000 Frw

c)How much did she earn from sales?

Sales income: 7,000,000 Frw

c) What is the amount of other income?

Other income: rental fees 1,200,000 Frw

e) Did UWINEZA make a profit during this trading period?

Particulars	Frw	Frw
Sales		7,000,000
Less COS		
Opening stock	1,000,000	
Purchases	5,000,000	
	6,000,000	
Less: closing stock	1,200,000	
		4,800,000
Gross profit		2,200,000
Add: other income		
Rent received		1,200,000
		3,400,000
Less: Expenses		
Wages and salaries	500,000	
Rent and rates	360,000	
Postage and telephone	120,000	
		980,000
Net profit		2,420,000

Yes. UWINEZA made a profit of 2,420,000 Frw

f) Accounting equation can be justified by completing the book of accounts and balancing them to find elements of the balance sheet.

Dr		Cash a/c		Cr	
		Frw			Frw
Capital		850,000	Purchases		1,000,000
Tom		100,000	Purchases		5,000,000
Bank loan		50,000	Wages and salaries		500,000
Sales Income		7,000,000	Rent and rates		360,000
Rent received		1,200,000	Postage and telephone		120,000
			Balance c/d		2,220,000
		<u>9,200,000</u>			<u>9,200,000</u>
Balance b/d		2,220,000			

Dr		Capital a/c		Cr	
c/d		3,270,000	sh		850,000
			Net pro		2,420,000
		<u>3,270,000</u>			<u>3,270,000</u>
			b/d		3,270,000

Dr		Bank loan a/c		Cr	
c/d		<u>50,00</u>			<u>50,000 Frw</u>
			b/d		50,000

Dr		Tom a/c		Cr	
c/d		<u>100,000</u>			<u>100,00</u>
			b/d		100,000

Dr		Sales a/c		Cr	
To trading a/c	<u>7,000,000 Frw</u>	Cash		<u>7,000,000 rw</u>	

Dr		Bank loan a/c		Cr	
c/d	<u>50,00</u>			<u>50,000 Frw</u>	
		b/d		50,000	

Dr		Tom a/c		Cr	
c/d	<u>100,000</u>			<u>100,000</u>	
		b/d		100,000	

Dr		Sales a/c		Cr	
To trading a/c	<u>7,000,000 Frw</u>	Cash		<u>7,000,000 rw</u>	

Dr		Purchases a/c		Cr	
Cash	1000,000 Frw	To trading a/c		6,000,000 Frw	
Cash	5,000,000 Frw				
	<u>6,000,000</u>			<u>6,000,000</u>	

Dr		Wages an salarie a/c		Cr	
Cash	<u>500,000</u>	To P&L		<u>500,000</u>	

Dr		rent and rates a/c		Cr	
cash	<u>360,000</u>	To P&L		<u>360,000</u>	

Dr		Postage and telephone a/c		Cr	
Cash	<u>120,000</u>	To P&L		<u>120,000</u>	

Dr		Rent income a/c		Cr	
To P&L	<u>1,200,000</u>	Cash		<u>1,200,000</u>	

Uwineza Balance sheet for the year ended June 30, 2010				
Assets	Frw		Frw	Frw
Stock	1,200,000	Capital	850,000	
Cash	2,220,000	Add Net Profit	2,420,000	
				3,270,000
		Add Liabilities		
		Bank loan	50,000	
		Tom	100,000	
				150,000
	<u>3,420,000</u>			<u>3,420,000</u>

Capital= Assets- Liabilities

Capital= 3,270,000 Frw

Assets= 3,420,000 Frw

Liabilities= 150,000 Frw

3,270,000 Frw= 3,420,000 Frw- 150,000 Frw

5.4 List of lessons (including assessment)

	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning and Importance of Financial Statements	<ul style="list-style-type: none"> • Explain the meaning of financial statements • Adjust necessary entries • Identify the various financial statements and their purpose • Appreciate the need for end of accounting period reports • Advocate for preparing of financial statements 	2
2	The Income Statement	<ul style="list-style-type: none"> • Distinguish gross profit and net profit • Prepare income statement for the business 	4
3	Balance sheet	<ul style="list-style-type: none"> • Prepare the balance sheet • Prepare end of period reports 	3
4	Interpreting Financial Statements	<ul style="list-style-type: none"> • Calculate Financial statement analysis ratios • Compute and analyze financial ratios 	2
5	Cash Flow Statements	<ul style="list-style-type: none"> • Prepare a cash flow statement • Explain how the statement of cash flows assists users in evaluation of business • Interpret the format and content of the statement of cash flows 	4
6	Statement of Owners Equity	<ul style="list-style-type: none"> • Prepare the statement of Owners Equity 	2
7	Skills Lab 5	<ul style="list-style-type: none"> • Apply Skills Lab Methodology 	2
8	End Unit Assessment	<ul style="list-style-type: none"> • Be able to prepare financial statements 	2
	Total Number of Periods		21

Lesson 1: Meaning and Importance of Financial Statements

Learning objectives:

Explain the meaning of financial statements, adjust necessary entries, identify the various financial statements and their purpose, appreciate the need for end of accounting period's reports and advocate for preparing of financial statements

Teaching aids: Basic materials for a class/ lesson to be conducted/ Handout of case study, Learners' books and any other resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, interview with business people, 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:

- Ask learners what they understand by financial statements
- Use the brainstorming strategy/methodology to get more information from each learner;
- Make sure that you engage each learner to get his individual contribution;
- Take a good note of every aspect of response provided by each learner in order to identify individual knowledge about financial statements.

Introductory activity, Unit 5

Follow the guidance about the introductory activity.

Activity 5.1: JYAMBERE Cooperative' case study

Learners in small groups, pairs or individual read and analyze the case study to come up with the answer to different questions asked

Assist learners to answer all questions and help them discover that the calculations made are used in preparation of financial statements.

Through guided group discussion and exchange learners come up with the meaning of financial statements and importance of their preparation for the business unit.

Ask group to present meaning of financial statements and their importance on business.

Ensure that every learner participates in their respective group and give them an opportunity to give their point of view.

Summarize their answers and help them draw a conclusion on the meaning and importance of financial statements.

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

Application Activity 5.1

Learners analyze the given scenario which relates to the case between the cashier and the shop manager either in groups or in pairs and come up with answers that show information needed to prepare a good trading report which are sales and purchases. This activity may be given as a research question or homework to enable learners to come up with many different answers.

This application activity has the purpose of assisting learners to appreciate the importance of proper records keeping in preparation of financial statements, therefore, choose an appropriate method to assess learners' findings, answers or responses.

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

Possible answers for activity 5.1 (case study)

Leaning activity 5.1

1.Amount paid to farmers	360,000 kg x 250 Frw/Kg	= 90,000,000 Frw
2.Sales Income	360,000 kg x 315 Frw/kg	= 113,400,000
3.Cooperative's total expenses:	Transport= 20 Frw/kg x 360,000	= 7,200,000 Frw
	Package= 10 Frw/kg x 360,000	= 3,600,000 Frw
	Salaries =300,000 x 12 months	= 3,600,000 Frw
	Electricity = 20,500 x 12 months	= 246,000 Frw
	Overheads= 41,254 x 12 months	= 495,048 Frw
	Total expenses	= 15,141,048 Frw

d) Cooperative report will contain information that shows to the members the total cooperative's annual income (Total sales revenues) and total annual expenses (operating expenses and farmers payment). The report will show also the difference between total income and total payment that is the surplus/ profit.

Cooperative Surplus= Total income- payment to farmers- all cooperative expenses = 113,400,000Frw - 90,000,000Frw - 15,141,048Frw = 8,258,952 Frw.

Possible answers for the Application Activity 5.1, refer learner's book

a) It will be difficult to determine the sales per item as there is no records of sales that was taken.

Sales use one item can be determined by deducting the current inventory from the previous day's inventory. This will take time and will require the business to close. This is time consuming and very difficult.

b) Referring to this case, financial information needed to prepare a good report are names of items sold, unit price per item, quantity of each item sold, discount allowed if any and other sales expenses. Also there might have been purchases, so need to be considered while preparing financial information

c) Users of financial statements are:

There are many users of the financial statements produced by an organization. The following list identifies the more common users of financial statements, and the reasons why they need this information:

- **Company management.** The management team needs to understand the profitability, liquidity and cash flow of the organization every month, so that it can make operational and financing decisions about the business.
- **Competitors.** Entities competing against a business will attempt to gain access to its financial statements, in order to evaluate its financial condition. The knowledge they gain could alter their competitive strategies.
- **Customers.** When a customer is considering which supplier to select for a major contract, it wants to review their financial statements first, in order to judge the financial ability of a supplier to remain in business long enough to provide the goods or services mandated in the contract.
- **Employees.** A company may elect to provide its financial statements to employees, along with a detailed explanation of what the documents contain. This can be used to increase the level of employee involvement in and understanding of the business.
- **Governments.** A government in whose jurisdiction a company is located will request financial statements in order to determine whether the business paid the appropriate amount of taxes.
- **Investment analysts.** Outside analysts want to see financial statements in order to decide whether they should recommend the company's securities to their clients.
- **Investors.** Investors will likely require financial statements to be provided, since they are the owners of the business, and want to understand the performance of their investment.
- **Lenders.** An entity loaning money to an organization will require financial statements in order to estimate the ability of the borrower to pay back all loaned funds and related interest charges.
- **Rating agencies.** A credit rating agency will need to review the financial statements in order to give a credit rating to the company as a whole or to its securities.
- **Suppliers.** Suppliers will require financial statements in order to decide whether it is safe to extend credit to a company.
- **Unions.** A union needs the financial statements in order to evaluate the ability of a business to pay compensation and benefits to the union members that it represents.

In short, there are many possible users of financial statements, all having different reasons for wanting access to this information

Lesson 2: The Income Statement

Learning objectives: Distinguish gross profit and net profit and prepare income statement for the business

Possible methods: Think-pair-share; small group discussion, brainstorm, hand out of a case study, interview with business owners in community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction: Read the learning objective to determine what students will know and be able to do at the end of this 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 brainstorm and briefly explain what are income statements and its components which are trading, profit and loss accounts.

Guide learners in identification of accounts transferred in trading account. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson by explaining them that income statement is one of the financial statements.

Activity 5.2.1 Learner's Book

Using an appropriate method, such as small groups or pairs learners make research in the library or on internet, do group discussions following instructions given to calculate total expense, total sales income and profit for the business.

Through guided brainstorming, learners identify items to be included in trading account

Guide learners to build a format of a trading account to come up with gross profit.

Using participatory approach, in small groups or pairs guide learners in preparation of trading account using **example 5.2 a)** provided in learners book in horizontal and vertical formats.

Ensure that every learner is actively involved and assist them to give their answers.

Help learners to share their findings with their peers and with the rest of the class.

Harmonize their findings or answers, and help them draw conclusions/summary of trading account preparation.

Answer or address any questions or challenges about the preparation of trading account. Guide them to make notes in their books referring to learners' book.

Through guided brainstorming, learners identify items to be included the profit and loss account.

Guide learners to build a format of a profit and loss account to come up with Net profit.

Using participatory approach, in small groups or in pairs, guide learners in preparation of profit and loss account using **example 5.2b)** provided in learners book in horizontal and vertical formats.

Ensure that every learner is actively involved in this activity and assist them to give their answers.

Help learners to share their findings with their peers and with the rest of the class.

Harmonize their findings or answers, and help them draw a conclusions/summary of profit and loss accounts preparation. Answer or address any questions or challenges about the preparation of profit and loss account. Guide them to make notes in their books referring to learners' book.

Application Activity 5.2 Learner's Book

Learners analyze trial balance in group or in pairs and prepare trading profit and loss account for the year ended.

This activity may be given as homework.

This activity intends to evaluate achievement of learning objectives of this lesson so choose an appropriate method to assess learners' answers. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answer to activity 5.2.

a) Expenses incurred by DUSABE and his wife KEZA are:

- Laborers 4,500,000
- Transport 1,000,000
- Seeds 200,000
- Lease 1,000,000

Total expenses are 6,700,000 Frw

b) Earning from sales of Tomatoes= $45,000 \text{ kg} \times 200 \text{ Frw/ kg} = 9,000,000 \text{ Frw}$

c) Difference between income and expenses = $9,000,000 \text{ Frw} - 6,700,000 \text{ Frw} = 2,300,000 \text{ Frw}$

d) Income statement is a financial statement that reports a company's financial performance over a specific accounting period. Financial performance is assessed by giving a summary of how the business incurs its revenues and expenses through both operating and non-operating activities

e) Preparation of income statement is very important because it helps the business to evaluate its past performance, helps in assessing the risk of not achieving certain level of income in the future

Answers for application activity 5.2.1

Horizontal format

Miss IKUZWE					
Trading and profit and Loss account for the year ended 30 June 2016					
Dr					Cr
Particulars	Amount (Frw)	Amount (Frw)	Particulars	Amount (Frw)	Amount (Frw)
Opening stock		12,350	Sales	250,000	
Purchases	156,000		Less: sales returns	<u>5,400</u>	
Add: Carriage inwards	<u>1,450</u>		Net sales		244,600
	157,450				
Less: Returns outwards	<u>7,200</u>				
Net purchases		<u>150,250</u>			
Cost of good available for sale		162,600			
Less: Closing stock		<u>16,300</u>			
Cost of goods Sold (COS)		146,300			
Gross Profit c/d		98,300			
		<u>244,600</u>			<u>244,600</u>
Indirect Expenses			Gross Profit b/d		98,300
Discount allowed		3,700	Add: Discount received		2500
Other expenses		78,550			
carriage outwards		3,250			
Net profit c/d		<u>15,300</u>			
		<u>100,800</u>			<u>100,800</u>
			Net profit b/d		15,300

Vertical format

Miss IKUZWE			
Trading and profit and Loss account for the year ended 30 June 2016			
Particulars	Amount (Frw)	Amount (Frw)	Amount (Frw)
Sales		250,000	
<u>Less:</u> Sales returns		<u>5,400</u>	
Net sales			244,600
<u>Less COS</u>			
Opening stock		12,350	
Purchases	156,000		
<u>Add:</u>	<u>1,450</u>		
<u>wards</u>	157,450		
<u>Less:</u> Returns outwards	<u>7,200</u>		
Net purchases		<u>150,250</u>	
Cost of good available for sale		162,600	
<u>Less:</u> closing stock		<u>16,300</u>	
Cost of goods Sold (COS)		146,300	<u>146,300</u>
Gross Profit			<u>98,300</u>
<u>Add:</u> Discount received			<u>2,500</u>
			100,800
<u>Indirect Expenses</u>			
Discount allowed		3,700	
Other expenses		78,550	
Carriage outwards		<u>3,250</u>	
Total indirect expenses			<u>85,500</u>
Net profit b/d			<u>15,300</u>

IKUZWE's business gross profit is 98,300 Frw and the net profit is 15,300 Frw

Lesson 3 : Balance Sheet

Learning objectives: Prepare the balance sheet and prepare end of period reports

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

Possible methods: Small group discussion, brainstorm, 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.

Assist learners to review the accounting equation and assist them to handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 5.2.2 Learner's Book

Using an appropriate method, learners in reference to the business in their community, identify the business assets, capital and liabilities. Learners suggest the meaning of balance sheet, its elements and why it is important for the business.

Guide learners to brainstorm on preparation of a balance sheet using horizontal and vertical formats.

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard, instructions clearly followed and address any challenges/issues identified.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on what makes up a balance sheet and its advantages to assess the business' financial position. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Application Activity 5.2.2 Learner's Book

Learners in groups analyze the trial balance to come up with a well prepared balances sheet. This activity may be given as homework.

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

Possible answers for activity 5.2.2

a) To be able to find out what does belong to the business, we need to post the transactions of that month in their respective ledgers and balance them off as follows:

Cash a/c				Sales a/c			
Dr	Frw	Cr	Frw	Dr	Frw	Cr	Frw
Capital	2,000,000	Purchases	500,000	Trading a/c	1,160,000	Cash	1,000,000
Sales	1,000,000	Equipment	80,000			Kalisa	160,000
		Rent	10,000				
		Insurance	50,000		<u>1,160,000</u>		<u>1,160,000</u>
		Bal c/d	2,360,000				
	<u>3,000,000</u>		<u>3,000,000</u>				
Bal b/d	2,360,000						

Capital a/c				Purchases a/c			
Dr	Frw	Cr	Frw	Dr	Frw	Cr	Frw
Bal c/d	2,000,000	Cash	2,000,000	Cash	500,000	Trading a/c	1,100,000
				Uwineza	600,000		
	<u>2,000,000</u>		<u>2,000,000</u>		<u>1,100,000</u>		<u>1,100,000</u>
		b/d	2,000,000				

KALISA a/c				UWINEZA a/c			
Dr	Frw	Cr	Frw	Dr	Frw	Cr	Frw
Sales	160,000	Bal c/d	160,000	Bal c/d	600,000	Purchases	600,000
Bal b/d	160,000					Bal b/d	600,000

Insurance a/c				Rent a/c			
Dr	Frw	Cr	Frw	Dr	Frw	Cr	Frw
Cash	50,000	P&L	50,000	cash	10,000	P&L	10,000

Salary a/c				Equipment a/c			
Dr	Frw	Cr	Frw	Dr	Frw	Cr	Frw
Out. salary	15,600	P&L	15,600	cash	80,000	Bal c/d	80,000
				Bal b/d	80,000		

Unpaid employees salary a/c			
Dr	Frw	Cr	Frw
Bal c/d	15,600	Salary	15,600
		Bal b/d	15,600

From the above posting, as at the end of the month, the business had 2,360,000 Frw of cash, equipment valued at 80,000 Frw and stock of 300,000 Frw. The business owns a debt for goods sold on credit to Kalisa worth 160,000 Frw.

b) Also from the above postings, we observe that the business owed 600,000 Frw to UWINEZA for credit purchases and 15,600 Frw outstanding/ unpaid salary owed to its employees.

c) The business's property are called Assets.

d) What the business owes to outsiders are called Liabilities.

e) A balance sheet is a statement that shows what you own, what you owe, and what you are worth. It is a statement of assets and liabilities of a business organization at any particular date.

f) Items to be included in a balance include amongst others:

- **Assets** (building, land, motor vehicle, equipment, stock, cash, debtors, bank, furniture ...)
- **Capital** (owners' equity, net profit/ net loss, drawings.....)
- **Liabilities** (short/long term Bank loan, creditors, outstanding expenses ...)

g) A balance sheet is prepared in order to have a clear understanding of its assets and liabilities, which indicate the financial position of the concerned business.

Answer to application activity 5.2.2

Kaneza & Kamali LTD Company		
Balance Sheet		
31st March 2010		
Assets	Frw	Frw
Fixed Assets:		
Plant & Machinery		75,000
Motor Vehicle		50,000
Furniture and Fittings		25,000
Total		150,000
Current Assets:		
Total Fixed Assests	35,000	
Debtors	60,000	
Cash at Bank	45,000	
Total Current assets	140,000	
Less: Current liabilities		
Creditors	40,000	
Working Capital		100,000
Total Capital Employed		250,000

Financed by Capital/Owners' Equity:		
Capital	150,000	
Add: Net Profit	117,500	
	267,500	
Less: Drawings	17,500	
Net Capital		250,000

Kaneza and Kamali Ltd Company					
Balance Sheet					
31 st March 2010					
Assets	Frw	Frw	Capital & Liabilities	Frw	Frw
Fixed Assets :			Capital	150,000	
Plant & Machinery	75,000		Add: Net Profit	<u>117,500</u>	
Motor Vehicle	50,000			267,500	
Furniture and Fittings	<u>25,000</u>		Less: Drawings	<u>17,500</u>	
Total fixed assets		150,000	Net capital		250,000
Current Assets:			Current liabilities		
Stock	35,000		Creditors		40000
Debtors	60,000				
Cash at bank	<u>45,000</u>				
Total Current assets		140,000			
Total Assets		<u>290,000</u>	T. Liabilities & Capital		<u>290,000</u>

Lesson 4: Interpreting Financial Statements

Learning objectives: Calculate financial statement analysis ratios,
Compute and analyze financial ratios

Teaching resources: Learners book, internet, sample financial report and any other reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on website of some business, 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.

Lead a review of the previous lesson on balance sheet, its preparation and its advantages on the business, 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

Give instructions to the learning activity, learners in small groups or pairs analyze the trading, profit and loss accounts and answer the questions that relate to it. Guide learners in calculation of net profit margin, Gross profit margin, earning per share ratio and current ratio and guide learners to find out that they were calculating ratios.

Guide learners in identification of relevant information needed in calculation of ratios.

Guide learners through research to find out more about liquidity ratios, profitability ratio, debt to equity ratios and assets management ratios, their calculation and their interpretation.

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 computation and interpretation of financial ratios. Answer or address any questions or challenges about the activity. Guide them to make notes in referring to their learner's book.

Application Activity 5.3 Learner's Book

This activity can be given as group assignment, to allow learners do more research on ratio calculation, analysis and interpretation. Give clear instructions and ensure a balance in the groups. Learners are to give a report of their interpretation of calculated ratios.

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 answers for activity 5.3

- (i) Net profit ratio to sales = $(\text{Net profit}/ \text{sales}) * 100 = (200,000 \text{ Frw}/7,000,000) * 100 = 2.86\%$
- (ii) Gross profit ratio to sales = $(\text{Gross profit}/ \text{sales}) * 100 = (2,000,000 \text{ Frw}/7,000,000) * 100 = 28.57\%$
- (iii) Earning per 1 Frw of capital employed = $(\text{Net profit}/ \text{capital employed}) * 100 = (200,000/30,600) = 65.36 \text{ Frw}$
- (iv) Current assets to current liabilities = $16000 \text{ Frw}/2500 \text{ Frw} = 6.4$
- (v) Financial statement analysis is the process of reviewing and evaluating a company's financial statements, thereby gaining an understanding of the financial health of the company and enabling more effective decision making. It is an evaluative method of determining the past, current and projected performance of a company

Possible answer to application Activity 5.3

MANIRAREMA general trader			
Trading and profit and Loss account for the year ended 31 July 2017			
Particulars	Amount (Frw)	Amount (Frw)	Amount (Frw)
Sales			600,000
Less COS			
Opening stock		80,000	
Purchases		<u>260,000</u>	
Cost of good available for sale		340,000	
Less: closing stock		<u>60,000</u>	
Cost of goods Sold (COS)			<u>280,000</u>
Gross Profit			320,000
Expenses			<u>120,000</u>
Net profit b/d			<u><u>200,000</u></u>

- (i) Mark up percentage = $(\text{Gross profit}/ \text{Cost of sales}) * 100 = (320,000 \text{ Frw}/280,000) * 100 = 114.3\%$

Form the above answer, gross profit markup is 114.3% which is very high for a business. This ratio means that the business is earning more 1.143 Frw in per 1 Frw invested

which is a good deal for the business. The business is in good position considering its trading activities.

- (ii) Acid test ratio/ quick assets ratio= $(\text{current assets}- \text{stock}): \text{current liabilities})= (100,000-60,000)/40,000= 40,000/40,000= 1:1$

The recommended acid test ratio is 1:1. Therefore, this business is performing well because its acid test ratio is equal to the recommended one. The business needs to maintain this position or improve.

- (iii) Current assets ratio = $\text{Current assets}/ \text{current liabilities}=100,000/40,000=2.5:1$
The recommended acid test ratio is 2:1. Therefore, this business is performing well with its 2.5:1 ratio which is above the normal/ recommended one. The business needs to maintain this position or improve more.

- (iv) Gross profit margin= $(\text{Gross profit}/\text{sales})*100= (320,000/600,000)*100= 53.3\%$
This ratio indicates the amount of gross profit per sales. From the above data, per 100 Frw of sales, there are 53.3 Frw in gross profits which looks good for the business.

- (v) Net profit ratio= $(\text{Net profit}/\text{total sales})*100= (200,000/600,000)*100= 33.3\%$.
The business net profit is 33.3% of sales which is a good indication for business' profitability.

- (vi) Stock turnover ratio= $\text{Cost of sales}/\text{average stock}$
 $\text{Average stock}= (\text{opening stock}+ \text{closing stock})/2= (80,000+60,000)/2= 70,000$
 $\text{Stock turnover}= 280,000/70,000= 4 \text{ times}$

This shows the number of times the stock is used up to reflect the extent to which the capital is being tied up. The higher the stock turnover, the higher the cash flows from sales, means more cash to settle liabilities, in holding stock for long (lower stock turnover) then the business is not able to get cash from stock. If this is an annual stock turnover then it would be lower stock turnover which is risky for the business but if this is a monthly stock turnover then it looks good for the business' performance.

- (vii) Return on capital employed = $(\text{Net profit}/\text{capital employed})*100= (200,000/500,000)*100= 40\%$.

From the above figure, we observe that each 100 Frw invested; the business gets 40 Frw as net profit. This is a good ratio for a good business.

In a nutshell, based on all calculation; it is remarkable that the business is performing well in terms of profitability, liquidity and debt management.

Lesson 5: Cash Flow Statements

Learning objectives: Interpret the format and content of the statement of cash flows, prepare a cash flow statement, explain how the statement of cash flows assists users in evaluation of business,

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners' books, financial reports for sample business, books 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, financial statements analysis and handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 5.4 Learner's Book

Use an appropriate method such as small groups or pairs, provide learners with the activity 5.4 in the learner's book and give instructions on how to solve the case study. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the case study using the prior knowledge, skills and attitudes acquired and do research to identify what made up cash inflow and cash outflow. Guide learners in brainstorming on the meaning of cash flow and the activities that make cash to flow in business which are operating activities, investing activities and financing activities.

Learners through brainstorming identify the importance of preparing cash flow for business.

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

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating.

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 interpretation of format and content of the statement of cash flows, its preparation and how it assists users in evaluation of business. Refer to the possible solutions to the activity below

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

Application Activity 5.4 Learner's Book

This activity can be given as a group assignment or homework. Learners analyze given comparative balance sheet and prepare the statement of cash flow for the business. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and all are actively participating.

Possible answers for activity 5.4

a) Mutware money expenses were as follows:

Less: Cost of sales	1,400,000
Wages and salaries	60,000
Electric ty	25,000
Telephone charge:	5,000
Total money spent	1,490,000

b) Mutware has money income got from the sales which is equivalent to 2,180,000 Frw

c) The difference between money received and money spent is equal to 690,000 Frw **(2,180,000 Frw-1,490,000 Frw)**.

Yes this sum of difference between money received and money paid differ from the business' profit reason being that in profit and loss calculation, depreciation and loss on sales of the business' asset were counted.

d) Cash flow statement is a statement that provides valuable information about a company's gross payments and receipts and allows insights into its future income needs.

e) Sections of cash flow statements are:

Operating section to records cash inflow ad out flow from operating activities.

Investing section to records cash inflow ad out flow from investing activities.

Financing section to records cash inflow ad out flow from financing activities.

f) It is important to prepare cash flow statement because:

- It helps to identify the source of cash inflows in the business and also identify how cash was used.
- It helps management in proper cash planning to avoid excess cash or cash deficits in the business.
- It reports the total amount of cash used during a given period in long term investment activities such as purchase of fixed assets.
- It shows the amount of cash received from various financing sources such as long term loans and sale of shares.
- It helps management to avoid liquidity problems by anticipating when cash is expected to flow in and plan payments accordingly.
- It helps investors to understand how a company's operations are running where its money is coming from and it is spent.

Additional activities

Exercise 1. central trading company cash flow statement

Solution

Central trading company's cash flow statement for the month of April, May and June.

Details	April	May	June
Cash inflows	Frw	Frw	Frw
Cash balance b/d	10,000,000	14,100,000	11700,000
Sales	5,000,000	5,000,000	5,000,000
Credit sales		3,500,000	4,000,000
Rent income	1,000,000	1,000,000	1,000,000
Bank loan	10,000,000		
Total cash inflows (A)	26,000,000	23,600,000	21,700,000
Cash outflows			
Cash purchases	6,000,000	6,000,000	6,000,000
Calaries/ wages	800,000	800,000	800,000
Interest payment	100,000	100,000	100,000
Raw material	5,000,000	5,000,000	5,000,000
Total cash outflows (B)	11,900,000	11,900,000	11,900,000
Cash balance (A-B)	14,100,000	11,700,000	9,800,000
Net position			9,800,000

Possible answers for application activity 5.4

XYZ Company Statement of Cash Flows

Particulars	Frw
Cash flow from operating activities	
Net Income	110,500
Depreciation	50,000
Increase in Accounts Receivables	(30,000)
Increase in Inventory	(20,000)
Decrease in Prepaid Expenses	10,000
Increase in Accounts Payable	35,000
Decrease in Accruals	(5,000)
Net Cash Flows from operating activities (A)	150,500
Cash flow from Investing activities	
Increase in Investments	(30,000)
Increase in Plant & Equipment	(100,000)
Net Cash Flows from investing activities (B)	(130,000)
Cash flow from Financing activities	
Increase in Long Term Bank Loans	50,000
Dividends Paid	(65,000)
Net Cash Flows from financing activities (C)	(15,000)
Net increase in cash flows (A+B+C)	5,500

Lesson 5: Statement of Owners Equity

Learning objectives: Prepare the statement of Owners Equity

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners books, internet, financial reports, books 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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on interpretation of the format and content of the statement of cash flows, preparation of a cash flow statement and on explaining how the statement of cash flows assists users in evaluation of business and handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 5.5 Learner's Book

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

Learners in small groups or pairs calculate the cooperative's total assets and total liabilities to come up with the total cooperative's equity. Learners brainstorm on the meaning and importance of the statement of owners' equity.

Guide learners in preparation of the statement of owners' equity. Learners should relate the statement of owners' equity to the balance sheet.

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

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Learners explain the meaning of the statement of owners' equity and its importance and the process of its preparation. Involve each and every learner and encourage learners to appreciate each other's work especially after presentation.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary the meaning and importance of statement of owners' equity and its preparation. Refer to the possible solutions to the activity below.

Appreciate the team's presentations and answer or address any questions or challenges about the activity. Explain the meaning and importance of statements of owners' equity, its importance and its preparation. Guide learners to make notes in their books referring in the learners' book on preparation of statement of owners' equity.

Application Activity 5.5 Learner's Book

This activity can be done in small groups or individually. Learners analyze the given question and answer it. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

Conclude the lesson by guiding the learners summarizing the meaning, importance and preparation of statement of owners' equity.

Possible answers for activity 5.5

a) Calculate the total assets and liabilities

Particulars	Frw	Frw
Assets		
Truck		150,000,000
Building		64,000,000
Other assets		11,000,000
Total Fixed Assets		225,000,000
Less Current Liabilities		
Farmer's arrears	6,000,000	
Working Capital		219,000,000
Financed by Capital and Liabilities		
Capital/ Equity	177,000,000	

Long Term Liabilities		
Long Term Loan	42,000,000	
		219,000,000

The cooperative's total assets is worth 219,000,000 Frw and Total liabilities is 177,000,000 Frw (farmers' arrears is 6,000,000 Frw and long term loan 42,000,000 Frw)

b) Cooperative equity also known as Capital is equivalent to 177,000,000 Frw

c) Statement of owners' equity is a financial statement that shows the changes in owner's equity during a given time period. It shows the equity balance at the beginning, additions and subtractions and ending balance.

This statement is very important because it explains changes in equity from net income or net loss and from any owner investments and withdrawals over a period of time. Increases in owner's equity come from owner investments and net income

d) Its preparation follows the following step:

Beginning capital

+ Additional investments

+ Net income (or - Net loss)

- Owner withdrawals

= Ending capital

Possible answers for application activity 5.5

XYZ Company Statement of Cash Flows	
	Frw
Net Income	110,500
Depreciation	50,000
Increase in Accounts Receivables	(30,000)
Increase in Inventory	(20,000)
Decrease in Prepaid Expenses	10,000
Increase in Accounts Payable	35,000
Decrease in Accruals	(5,000)
Net Cash Flows from operating activities	150,500
Increase in Investments	(30,000)
Increase in Plant & Equipment	(100,000)

Net Cash Flows from investing activities	(130,000)
Increase in Long Term Bank Loans	50,000
Dividends Paid	(65,000)
Net Cash Flows from financing activities	(15,000)
Net increase in cash flows	5,500

Skills lab activity 5.6: Learners' book

5.5. Use of skills Lab Method: Lab 5

1) Build (Max 15 minutes)

Through brainstorming, the learners answer the following questions;

- (i) What should an entrepreneur track in his/her business?
- (ii) What is the importance of keeping records for the business you intend to start.

1) Possible responses

What an entrepreneur tracks in his/her business is;

- a) His or her income, expenses of the business, assets and liabilities.
- b) It has helped them to know profits made, losses made, value of their business club among others. The teacher should emphasize that the entrepreneur has to keep records in business to ascertain whether they are making a profit or loss. The teacher then explains that day's lesson is going to help them prepare profit and loss account.

Emphasize it is important to keep track of all transactions or financial activities in business if it is to achieve its goals. The business needs financial records to be able to calculate profit or loss. Therefore, this lab will enable learners calculate profit/loss through "preparation of profit and loss account".

2) Practice (Max 20 Min)

Learners in their lab groups make a Profit and Loss statement in relation to activity in learners' book on page X based on the given transactions.

Inform learners of the time for the activity. Check whether all group members are actively participating.

3) Present (Max 30 Min)

Teacher reminds the learners about the end of the time for doing group activity and asks group representatives to present group work

After every group presentations, the teacher gives feedback and asks the group to post their findings / answers on the Present Boards.

4) Conclusion: (Max 10 min)

Conclude the lesson by reminding learners of the importance of preparing a profit & loss account to the business. Emphasize that no matter the size of the business, it has to prepare a P&L account to be able determine whether the business made a profit or a loss.

5) Portfolio Assignment: (Max 5 min)

As a take home for the Unit, give each learner this assignment. Each learner should calculate a profit and loss account for his or her Back Home Project.

5.6 End Unit Summary

In this Unit you learnt to prepare financial statements discovered the purpose and importance of preparing income statement and balance sheet. You learnt also the financial analysis/interpretation, cash flow statement and preparation of statement of owners' equity.

Financial statements are useful for the following reasons:

- 1) To determine the ability of a business to generate cash, and the sources and uses of that cash.
- 2) To determine whether a business has the capability to pay back its debts.
- 3) To track financial results on a trend line to spot any looming profitability issues.
- 4) To derive financial ratios from the statements that can indicate the condition of the business.
- 5) To investigate the details of certain business transactions, as outlined in the disclosures that accompany the statements.

Income statement is a financial statement that reports a company's financial performance over a specific accounting period

Balance sheet is a statement of assets and liabilities of a business organization at any particular date

Financial statement analysis is the process of reviewing and evaluating a company's financial statements, thereby gaining an understanding of the financial health of the company and enabling more effective decision making. It is an evaluative method of determining the past, current and projected performance of a company.

Its purpose is to examine past and current financial data so that a company's performance and financial position can be evaluated and future risks and potential can be estimated. Financial statement analysis can yield valuable information about trends and relationships, the quality of a company's earnings, and the strengths and weaknesses of its financial position. This is done by use of ratios that include but not limited to the following:

- **Liquidity ratios:** These measure the ability of the enterprise to meet its short term maturing obligations. Therefore, they assess the level of current assets and current liabilities. These ratios include the following.
- **Profitability ratio:** There are ratios that indicate the ability of the business to generate enough profit or returns on the investment made. They measure commercial effectiveness of the business in generating profits. Those ratios measure the efficiency with which the firm is using its various assets/resources to generate return/profit.
- **Debt to equity ratio:** This is the ratio of total debt to the total equity of the business. It measures the extent to which the borrowed funds are covered by the business owners' funds.
- **Assets management ratio:** This is also referred to as asset turnover ratio which measures how many Frw's worth of sales a company can generate from its net assets. Net assets are non-current assets plus net current assets less non current liabilities. In other words they are equal to total equity
- **Cash flows statement** is a statement that provides valuable information about a company's gross payments and receipts and allows insights into its future income needs.
- **Statement of owners' equity** is a financial statement that shows the changes in owner's equity during a given time period. It shows the equity balance at the beginning, additions and subtractions and ending balance.

5.7 Additional Information

END OF YEAR ADJUSTMENTS

These are the changes which are made in business at the end of the trading period. It is very important to be aware of these changes which mostly affect the income statement (mainly profit and loss account section) and balance sheet. These adjustments made in the books of accounts include:

- Depreciations
- Accruals
- Pre-payments
- Provisions
- Reserves

1) **DEPRECIATION:** This refers to the loss of value in a fixed asset. Depreciation is an expense to the business which is supposed to be charged to the profit and loss account at the end of the trading period so as to get the net profit or net loss of the business. In the balance sheet the value of depreciation is deducted from the particular asset in question.

Illustration:

Profit and loss account a/c

Operating expense	
Depreciation 500,000	

Balance sheet

Assets	Capital + Liabilities
Asset in question	
Less: Depreciation	

2) **ACCRUED EXPENSES/ OUTSTANDING /UNPAID EXPENSES:** These are expenses that remain unpaid at the end of the trading period. These costs are also called unpaid expenses, expenses owing or expenses paid in arrears (Money that is owed and should have been paid earlier = outstanding payments = debts = liabilities = dues) such expenses should be included in the profit and loss account by adding them to the value of expenses.

In the balance sheet they appear as current liabilities e.g. rent paid is 500,000, rent outstanding is 200,000.

Illustration:

Dr	Profit and loss account a/c	Cr
Operating expense (Frw)		
Rent	500,000	
Add: Rent outstanding		
200,000		
	700,000	

Balance sheet

Liabilities (Frw)	Assets
Current liabilities	
Outstanding rent 200,000	

3) PREPAID EXPENSES: These are expenses which have been paid for but not yet fully used up by the business at the close of the trading period. Such expenses are also referred to as expenses paid for in advance, prepayments. Such expenses are subtracted from the expenses for the year and in the balance sheet they appear as current assets e.g. assuming that a business 3 month rent of 1500000 in advance starting with January 2009, 2 months would have been used up and one month will still not be used up.

Illustration:

Dr	Profit and Loss account	Cr
Operating expense (Frw)		
Rent	1,500,000	
Less: Prepaid	500,000	
	1,000,000	

Balance Sheet

Liabilities	Assets (Frw)
	Current assets
	Prepaid rent 500,000

Illustration:

4) **ACCRUED INCOME/UNPAID INCOME/OUTSTANDING INCOME/AREARS:** This is the income which the business has earned but has not yet received it. This income is expected to be added to the income which is already received in the profit and loss account at the end of the trading period and in the balance sheet it will appear as a current asset. E.g. during the trading period a business received commission of 600000 Rwf and 45000 of the commission was not being paid. It can be illustrated as below.

Dr	Profit and Loss Account	Cr
	Operating expense	
		Gross profit b/d *****
		Additional income
		Commission received 600,000
		Add: accrued commission 45,000
		645,000

Balance sheet

Liabilities	Assets (Frw)
	Current assets
	Commission accrued 45,000

5) **PREPAID INCOME/INCOME RECEIVED IN ADVANCE:** Income paid for in one accounting period but relates to the next accounting period. A prepaid income is an advance payment by customers and services but the business has not yet supplied those with the goods and services paid for by the close of the financial year. Prepaid incomes appear as current liabilities in the balance sheet because they are owed to the outside parties. e.g: a business received 500,000 in 2010 for the supply of goods in 2011. Record the above transactions in the profit and loss account and balance sheet.

Illustration:

Dr Profit and loss account Cr

Operating expense	
	Gross profit b/d *****
	Additional income
	income received xxxxx
	Less: Advance 500,000

Balance sheet

Liabilities (Frw)	Assets
Current liabilities	
Income received in advance.500,0000	

Provisions

Money put aside to cater for any eventuality e.g. bad debts, depreciation.

Necessary records concerning provision for bad and doubtful debts:

a)

To write off a bad debt:

Dr: Bad debts account

Cr: Debtor's account

(b) To create a provision for bad debts

Dr: Profit and loss account

Cr: Provision for bad and doubtful debts a/c

Bad debts written off:

Dr: Profit and loss account

Cr: Bad debts account

(c) To increase a provision for bad & doubtful debts

Dr: Profit and loss account

Cr: Provision for bad and doubtful debts a/c

(d) To reduce a provision for bad debts

Dr: Provision for bad and doubtful debts a/c

Cr: Profit and loss account

5.8 End of unit 5 assessment

Note: The answers below are not standards, where applicable, considers other learners answers that are in line with the provided ones

1. a. Recording the transactions in a journal

Date		Account titles and explanation	Debit (Frw)	Credit (Frw)
Month	Day			
Jan.	2	Cash	1 320 000	
		Equipment	100 000	
		Madenge, Capital		1 420 000
		(Cash investment by Madenge)		
	3	Furniture	60 000	
		Cash		60 000
		(Cash purchase of furniture)		
	5	Rent expense	50 000	
		Cash		50 000
		(Cash payment of rent)		
	7	Equipment	320 000	
		Account payable		320 000
		(Purchase of equipment on account/on credit)		
	15	Cash	625 000	
		Revenue		625 000
		(Cash collection from services)		
	16	Account receivable	98 000	
		Revenue		98 000
		Services offered on account		
	17	Cash	98 000	
		Account receivable		98 000
		(Cash collection from services on account/Credit)		
	19	Salary expense	75 000	

		Cash		75 000
		(Cash payment for an employee salary)		
	30	Cash	804 000	
		Revenue		804 000
		(Cash collection from services)		
	30	Account payable	230 000	
		Cash		230 000
		(Cash payment for purchase on account)		
	31	Madenge, withdrawal	310 000	
		Cash		310 000
		(Madenge cash withdrawal)		
		TOTAL IN JOURNAL	4 090 000	4 090 000

b. Posting the transactions from the journal to the ledger and preparing the trial balance

Cash account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	2	Cash investment by Madenge	1320 000		1320 000
	3	Cash purchase of furniture		60 000	1260 000
	5	Cash payment of rent		50 000	1210 000
	15	Cash collection from services	625 000		1835 000
	17	Cash collection from services on account	98 000		1933 000
	19	Cash payment for an employee salary		75 000	1858 000
	30	Cash collection from services	804 000		2662 000

	30	Cash payment for purchase on account		230 000	2432 000
	31	Madenge cash withdrawal		310 000	2122 000

Account receivable ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	16	Services offered on account	98 000		98 000
	17	Payment by the customer		98 000	0

Furniture ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	3	Purchase of furniture	60 000		60 000

Equipment ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	2	Investment by Madenge	100 000		100 000
	17	Purchase of additional equipment	320 000		420 000

Account payable ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	7	Purchase of equipment on account		320 000	320 000

		Cash payment for purchase on account	230 000		90 000
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Madenge, Capital ledger account ((in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	2	Madenge investment in the business	1 420 000		1 420 000

Madenge Withdrawal ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	31	Cash withdrawal by Madenge	310 000		310 000

Revenue Ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	15	Cash collection from services		625 000	625 000
	16	Services offered on account		98 000	723 000
	30	Cash collection from services		804 000	1527000

Rent expense ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	5	Cash withdrawal by Madenge	50 000		50 000

Salary expense ledger account (in Frw)					
Date		Explanation	Debit	Credit	Balance
Month	Day				
Jan.	19	Cash payment for salary	75 000		75 000

c. Madenge's Trial Balance For the Month ended January 31

Particulars	Debit (Frw)	Credit (Frw)
Cash	2,122,000	
Account receivables		
Furniture	60,000	
Equipment	420,000	
Account payable		90,000
Madenge, Capital		1,420,000
Madenge, Withdrawal	310,000	
Revenue		1,527,000
Rent expenses	50,000	
Salary expenses	75,000	
Total	3,037,000	3,037,000

e. Prepare an income statement

Madenge's Income Statement For the Month ended January 31, 2017

Revenue

Cash collected from services offered 1,527,000

Less: Expenses

Rent expense 50,000

Salary expense 75,000

Total expense (125,000)

Net income (or loss) 1,402,000

f. Prepare statement of owner equity

Madenge's Statement of Owner's Equity For the Month ended January 31, 2017

Madenge, Capital, January 1	0	
Plus: Investments	1,420,000	
Net Income	1,402,000	
	2,822,000	
Less: Withdrawals by owner		310,000
Madenge, Capital, January 31, 2017		2,512,000

g. Prepare the balance sheet

Madenge Balance Sheet January 31, 2017

Assets		Liabilities	
Cash	2,122,000	Account Payable	90,000
Furniture	60,000	Total Liabilities	90,000
Equipment	420,000	Equity	
Madenge, Capital	2,512,000		
Total Assets	2,602,000	Total Liabilities plus Equity	2,602,000

h. Prepare a statement of cash flows

Madenge Statement of Cash Flows for month ended January 31, 2017

Cash flows from operating activities

Cash received from customers	1,527,000
Cash paid for rent	(50,000)
Cash paid for salary	(75,000)
Net cash provided by operating activities	1,402,000

Cash flows from investing activities

Purchase of furniture	(60,000)
Purchase of Equipment	(230,000)
Net cash used by investing activities	(290,000)

Cash flows from financing activities

Investments by owner	1,320,000
Withdrawals by owner	(310,000)
Net cash provided by financing activities	1,010,000
Net increase in cash	2,122,000
Cash balance, January 1, 2017	0
Cash balance, January 31, 2017	2,122,000

2.a

INGENZI Ltd trading, Profit and Loss account for the year ended 31 December 2012		
	Frw	Frw
Sales		92,340
Less Cost of goods sold		
Opening Stock	18,160	
Purchases	69,185	
Carriage inwards	420	
Returns outwards	(640)	
Closing stock	<u>(12,000)</u>	<u>75,125</u>
Gross Profit		17,215
Less expenses		
Carriage outwards	1,570	
Wages and Salaries	10,240	
Rent	3,015	
Communication	624	
Commission payable	216	
Insurance	405	
Sundry expenses	<u>318</u>	<u>16,388</u>
Net Profit		<u>827</u>

INGENZI Ltd balance sheet as at 31 December 2012		
	Frw	Frw
Non Current Assets		
Building	20,000	
Fixtures	<u>2,850</u>	<u>22,850</u>
Current assets		
Debtors	14,320	
Cash at bank	2,970	
Cash in Hand	115	
Closing stock	<u>12,000</u>	
	29,405	
Less current Liabilities		
Creditors	<u>8,160</u>	<u>21,245</u>
		<u>44,095</u>
Financed by		
Openin g Capital	50,888	
Add net profit	827	
Less drawings	<u>(7620)</u>	<u>44,095</u>

b. Prepare the following ratios:

- Acid test ratio/ quick assets ratio= $(\text{current assets}-\text{stock})/\text{current liabilities}=(29,405-18,160)/8160=1.5:1$

By recommendation, acid test ratio would be 2:1 but here it is found that the ratio is below the recommended one. So the business may fall short to meet its current liabilities which is a risk on the business operation

- Markup percentage= $(\text{Gross profit}/\text{Cost of sales})\times 100=(\text{Frw}17,215/75,125)\times 100=22.9\%$

By this ratio, it is observable that the gross profit ratio is not good for the business considering other associated expenses like overheads.

- Gross profit margin= $(\text{Gross profit}/\text{sales})\times 100=(17,215/92,340)\times 100=18.6\%$

This ratio states that per 100 Frw of sales, there is a gross profit of 18.6 Frw. Depending on the associated overheads; the business shall review the pricing policy in order to increase this ratio or to maintain it.

- Stock turnover ratio= $\text{Cost of sales}/\text{average stock}=75,125/15,080=5$ times
- Average stock= $(\text{opening stock}+\text{closing stock})/2=(18,160+12,000)/2=15,080$

This ratio shows to what extent the business is trading. By observation, only the stock turns over 5 times which is on very too few considering the number of months. So there is a cost of handling stock, and also it is observable that the company's trading activities are not in good move. Management shall find out how to deal with this issue.

- Return on capital employed = $(\text{Net profit}/\text{capital employed})\times 100=(827/43,268)\times 100=0.02\%$

This ratio set an alarm for the company to act very quickly to avoid that their business may collapse. The capital is likely to be used up because there no profitability in such.

So the management shall find out the way to increase their profitability so that they may find money.

c. Statement of owners' equity

INGENZI Ltd	
Statement of Changes in Owner's Equity	
For the Year ended 31 December 2012	
	Frw
TWIYUBAKE, Capital – beginning	50,888
Net Income	827
Less: Withdrawals	7,620
INGENZI Ltd capital ending	44,095

5.9 Additional Activities

Remedial activities

- 1) Differentiate final accounts from a trading account
- 2) Given that sales: 20,000,000Frw, opening stock: 2,000,000Frw; closing stock: 5,000,000Frw and margin rate: 25%.

Calculate

- a) Gross profit
- b) Purchases
- c) Rate of stock turnover and explain it

Answers

- 1) Final accounts is a term used to refer collectively to the financial statements which consists of the trading account, the profit and loss account and the balance sheet, while trading account is an account drawn / prepared at the end of the trading period to determine the gross profit or loss made by a business over a period of time.

- 2) a) Gross profit = Sales – Costs of Sales

Where cost of sales = $75/100 * 20,000,000 = 15,000,000\text{Frw}$

Gross profit = $20,000,000\text{Frw} - 15,000,000\text{Frw} = 5,000,000\text{Frw}$

- b) Purchases = Cost of sales + closing stock – opening stock

Purchases = $15,000,000\text{Frw} + 5,000,000\text{Frw} - 2,000,000\text{Frw} = 18,000,000\text{Frw}$

$$\text{c) Rate of stock turn over} = \frac{\text{Cost of sales} = 15,000,00\text{Frw}}{\text{Average stock } 3,500,000\text{Frw}} = \frac{150}{35} = 4.28$$

This means that the stock will be exhausted 4.28 times and be replaced accordingly.

Extension activities

Akaliza started a new business, AkaFlo Solutions, which completed the following transactions during its first year of operations:

- Akaliza invests 47 500Frw cash and office equipment valued at 10 000Frw in the business.
- Purchased a 60 000 Frw building to use as an office. Akaliza paid 10 000 Frw in cash and signed a note payable promising to pay the 50 000Frw balance over the next two years.
- Purchased office equipment for 10 000Frw cash
- Purchased 700 of office supplies and 1 500 of office equipment on credit.
- Paid local newspaper 200Frw cash for printing an announcement of the office's opening.
- Completed a financial plan for a client and billed that client 900Frw for the service
- Designed a financial plan for another client and immediately collected a 1 000Frw cash fee.
- Akaliza withdrew 2 500Frw cash from the company bank account for personal use.
- Received 900Frw cash from the client described in transaction Munezero.
- Made a 1 000 cash payment on the equipment purchased in transaction Ntwari.
- Paid 1 000Frw cash for the office secretary's salary.

Required:

- I) Arrange the following transactions using the accounting equation
- II) Record all the transactions in a journal
- III) Post the transactions into balance column account format
- IV) Prepare the income statement, the statement of owner's equity, and the balance sheet.



UNIT 6: STOCK CONTROL

6

Key unit competence: To be able to assess the need for proper inventory management

6.1. Unit Prerequisite

In senior 4, unit 7, you described the importance of management in a business organization; while in senior 5 unit 5, you evaluated the factors that lead to business growth. In addition, in S5 unit 6, you described the role of technology and its impact on businesses. This prior knowledge, skills or competences should help the learners to understand the need for proper inventory management and the contribution of stock control in any business.

6.2. 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.

Environment and sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Learners during this lesson should be able to show great concern on natural resources and environment. They should for instance be able to integrate environmental protection dimension in their procurement procedures.

Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.

Through this stock control unit, a teacher should demonstrate that good stock management will promote good relations between employees and employers, managers and shareholders/business owners, etc. Learners also need to work in harmony during group activities and other activities provided by the teacher.

Gender: Teacher should address gender as a cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoiding any gender stereotype in the whole teaching and learning process.

Financial education: The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of learners. Emphasis has to be put on how learners need to be financially responsible and this requires them also to be careful with how they can use available resources in the whole process of stock management. Through this unit, learners will be able to appreciate the need to take care of resources and therefore note to them that utilizing resources efficiently is one way of being financially responsible in the long run.

Standardization Culture: Standardization Culture will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing. Emphasis has to be put on standard business legal aspect. Learners should for instance be aware that in procurement procedures and during perpetual and periodical inventory control, business owners and stock managers will verify whether goods and services are designed, manufactured and supplied in a manner that matches the needs of the entire society, expectations and requirements of the purchasers and consumers, as well as those of the regulatory authorities in the local, regional and international markets.

Inclusive Education: Inclusion is based on the right of all learners to a quality and equitable education that meets their basic learning needs, and understands the diversity of backgrounds and abilities as a learning opportunity. Firstly, teachers need to identify/recognize learners with special needs. Then, by using adapted teaching and learning resources while conducting a lesson and setting appropriate tasks to the level of learners, they can cater for learners with special education needs.

6.3. Generic competencies to be developed

This unit should give learners opportunities to develop their generic competencies, especially through activities and the methodology adapted. Some of the generic competences that you should facilitate learners to develop include but not limited to the following:

Communication: During and after learning activities, learners should be given a chance to communicate and share inventory management related experiences. Provide learners the opportunities to debate, make presentations, discuss, etc.

Cooperation, interpersonal relations and life skills: through different tasks and activities, learners should demonstrate a sense of teamwork, cooperation, working

with others as they learn stock management and control techniques. They should be able to work as a team even outside classroom activities. Awareness of learners on the contribution of cooperation and good relationships in effective stock and business management should be increased through this unit.

Lifelong learning: learners should always share what lesson they have learned from the task, activity or experience, how they may use it for improvement of stock management and inventory control, and its impact on business management.

Critical thinking: learners are given activities (for example case studies and scenarios), and are invited to analyze and provide appropriate responses. These activities make learners think reflectively, logically and imaginatively about the challenges encountered in daily life, especially in business.

Creativity and innovation: learners are given activities through which they use and apply their creative and innovative abilities in real life experiences. They will be able for example to create documents and tools to use in stock management adapted to different realities and businesses.

Research and problem solving: learners should be able to propose and discover the ways and strategies of overcoming or solving the identified problems. Encourage learners to use earned skills to solve problems related to stock management, procurement and supply.

Introduction

This unit is designed to equip learners with knowledge, skills and attitudes that will enable them to manage stock effectively and make an inventory, to comply with the standards, policies and procedures to be followed in the procurement of goods, services and works in supply chain management. All institutions, organizations and companies hold stocks. These are the stores of materials they keep until needed. Whenever an organization has materials that it does not use immediately, it puts them into stock. Through this unit, learners will know how to use basic documents needed in stock management, how to conduct perpetual and periodical inventory, procurement procedures, as well as evaluation methods on supplied stock.

Guidance on the introductory activity for the Unit

This activity is intended to provide interest and motivation for learners to appreciate the need for stock management and inventory control in business. 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. Previous knowledge, skills, values and attitudes of learners can help you to link with the new content.

Exploit and use appropriate learning methods that can foster collaborative learning (for example small groups or pairs, experience sharing, case studies, etc.). Provide learners with the introductory activity in the learners' 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 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 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.

The students won't be able to answer all the questions at this stage. 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 stock management and inventory control in the corresponding lessons. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to the following guidelines on responding to the introductory activity:

1. The main causes of poor inventory control:

- Limited skills and competencies
- Ineffective inventory management system
- Lack of experience about procurement procedures and clients' needs
- To be overloaded
- Poor communication between concerned persons
- Lack of clear guidelines, etc.

2. Main effects of poor stock management and inventory control on the business:

- Missing items in the stock, despite their need by clients (product shortages),
- Goods rejected due to the expiration and damage (as effect of overstocking),
- Clients not satisfied,
- Decreased number of customers,
- Decreased revenues,
- Difficulties in financial analysis and reporting

3. Advise to Kamana and his employee:

- Making inventory control a priority
- Review of their stock management system and prepare basic documents to be used, guidelines, etc.

4. What can be done in order to avoid incidents related to poor stock management in businesses:

- To have documents and templates to be used in stock management process
- Have clear guidelines/policies
- Competent and skilled persons
- Use modern Information Technology, etc.

6.4. List of lessons (including assessment)

No.	Lesson title	Learning objectives (From the syllabus including knowledge, skills and attitude)	Number of Periods
1	Meaning of stock, stock management and inventory	Explain the meaning of stock, stock management and inventory Appreciate the need for inventory management in business	2
2	Necessary documents for stock management	Identify the necessary documents for stock management Fill in documents in relation to stock management	4
3	Procurement procedures	Describe the procedures of procurement in a business Demonstrate procurement process	5
4	Perpetual and periodical inventory	Perform perpetual and periodical inventory	4
5	Evaluation methods on supplied stock:	Describe the different methods of stock valuation Prepare stock cards using LIFO, FIFO and WAC valuation methods	3
6	Lab 6	Apply Skills Lab Methodology	2
7	Unit Assessment	Can assess the need for proper inventory management	2

Lesson 1: Meaning of stock, stock management and inventory

Learning objectives: Explain the meaning of stock, stock management and inventory and appreciate the need for inventory management in business.

a) Prerequisites/Revision/Introduction:

A. Read the objective of the lesson to the learners to determine what learners will know, be able to do and their attitudes at the end of the lesson. Look at the action verb, concept and context of this objective. This will help you see the skills, knowledge, attitudes and values embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Use K-W-L Chart (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about stock control. Learners write under (K-what I know; W-What I want to know, L-what I learned) about stock management and inventory control. Briefly discuss what is written under each section with learners.

K-W-L Chart:		
Topic: Stock management and inventory control		
what I Know	what I Want to know	what I Learned

b) Teaching resources:

Learners' books, internet, books, inventory records, resource person from Logistic or Finance unit, local entrepreneurs, and any other reliable resources to enhance learning.

a) **Possible Teaching methods:** Think pair & share; small group discussions, brainstorm, visit of neighboring businesses, research in the library and research on the internet about stock management and inventory control.

b) Activity 6.1

Guidance: Read the activity and answer the questions that follow;

Possible answers to the activity 6.1.

- 1) Basic initiatives that you will take to safeguard organization's assets:
 - Engage a person in charge of stock (storekeeper/stock manager)
 - Set rules and regulations related to assets management (Policy/procedures manual)
 - Prepare tools, documents and templates/form to be used for good stock management
 - Organizing training on stock management and inventory control
 - Avail stock management related infrastructures: warehouses, computers & software, etc.
- 2) Identify key persons who will support you to implement those initiatives and their responsibilities.
 - Accountant
 - Logistic officer
 - Data manager
 - IT officer
 - Human Resources Manager,
 - Etc.

Application activity

- 1) For this application activity, you can request students to visit the storekeeper or bursar of the school, ask him/her about stock management system in this school and then, write a small report.

The following ideas can help you to describe the stock management system in the school:

Depending on the school, stock management can be under responsibilities of the bursar, the accountant or Headmaster. As the school often need different materials and goods which cannot be stored together, the administration create separate stocks and inventories: Library inventory, Lab materials inventory, ICT materials inventory, Furniture inventory and Food stuffs inventory. The suitable customer addresses the request to the stock manager who can proceed with next steps, until when goods will be availed. For instance, didactic materials are requested by teachers, while requisition related to food stuffs are prepared by cooks or kitchen manager. Finance unit often collaborates with storekeepers. In general, there are forms/templates/documents filled for entry or exit of goods/products.

2) Importance of inventory control in an organization:

Possible answers:

- Inventory control can help organization to assess current assets, balance accounts, and provide financial reporting.
- Inventory control is also important to maintaining the right balance of stock in warehouses.
- When you have control over your inventory, you are able to provide better customer service. Key to proper inventory control is a deeper understanding of customer demand for your products.
- It will also help you get a better, more real-time understanding of what's selling and what isn't.
- You also don't want to have excess inventory taking up space in your warehouses unnecessarily. Too much inventory can trigger profit/losses whether a product expires, gets damaged, or goes out of season.

Lesson 2: Necessary documents for stock management

Learning objectives:

Identify the necessary documents for stock management and fill in documents in relation to stock management

a) Prerequisites/Revision/Introduction:

Ask students the importance of inventory control as it has been seen in the previous lesson. Students will learn better if they have competencies in Information Technology, especially Microsoft Excel.

b) Teaching resources:

Learners' books, computer, internet, books, inventory records, resource person from Logistic or Finance unit, local entrepreneurs, other reliable resources to enhance learning.

c) Teaching methods:

Active learning is a recommended pedagogical approach for this lesson. Learners will be encouraged to bring their own experience and knowledge into the learning process.

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, discovery activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and
- He/she provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

A particular attention will be paid to children with mental/developmental disabilities and children with visual disabilities. You will have to make sure that their specific needs are satisfied, they are actively participating in lesson and school life, and that they are achieving learning objectives.

Activity 6.2

Guidance: Read the activity and answer questions that follow;

Possible answers to the activity 6.2.

- 1) Documents that can be used for proper stock management in business:
 - Material/ purchase requisition note
 - Receipt note
 - Return-outward note
 - Return-inward note
 - Stock sheet (Inventory form)/ Stock record card
- 2) Circumstances under which employees can record information:
 - When they receive new items in the stock
 - When they sell items
 - When a client request items which are not available
 - When they want to make requisition
 - When there are items sold which come back (return inwards)
 - When they identify items which cannot be sold (suggested to be returns outwards)
 - When they prepare reports

Application activity 6.2

This activity will be done in such way that students will be able to differentiate between documents used in stock management: when and how they are used. You will have to emphasize some differences between these documents, with practical examples. For instance, in this case, “Legend 30 cl” item can help you to explain how Purchase Requisition and Receipt note can be different.

a) Receipt note

RECEIPT NOTE								
Requisition No: 4				Company: SABANA LTD				
Name of requisitioning officer: Nyiraneza				Date: 12/3/2018				
Delivery note No: 4								
Handed over by: Musoni				Date 12/3/2018				
Received by: Nyiraneza				Date 12/3/2018				
Items	Unit price (frw)	Quantity ordered	Total price (frw)	Unit price (frw)	Quantity delivered	Total price (frw)	Signature	Remarks
Primus 72cl	8,100	20	162000	8,100	20	162000	-	
Primus 33cl	8,100	0	0	8,100	0	0	-	
Mutzig 65cl	10,100	15	151500	10,100	15	151500	-	
Mutzig 33cl	10,200	30	306000	10,200	30	306000	-	
Legend 30 cl	12,100	0	0	12,100	0	0	-	Not available
Amstel 33cl	14,100	10	141000	14,100	10	141000	-	
Turbo King 33cl	10,200	10	102000	10,200	10	102000	-	
Heineken 33cl	20,000	5	100000	20,000	5	100000	-	
Soft Drinks 30cl	6,700	30	201000	6,700	30	201000	-	
Soft Drinks 50cl	8,000	0	0	8,000	0	0	-	
TOTAL			1,163,500			1,163,500	-	

b) Stock sheet for SABANA LTD on March 12th, 2018

SABANA LTD

Stock sheet/Stock record Card

Date: 12/03/2018

Items	Initial			Received			Issued			Balance		
	Qty	P/U (frw)	Total (frw)	Qty	P/U (frw)	Total (frw)	Qty	P/U (frw)	Total (frw)	Qty	P/U (frw)	Total (frw)
Primus 72cl	12	8,100	97200	20	8,100	162000	15	8,100	121500	17	8,100	137700
Primus 33cl	6	8,100	48600	0	8,100	0	6	8,100	48600	0	8,100	0
Mutzig 65cl	4	10,100	40400	15	10,100	151500	6	10,100	60600	13	10,100	131300
Mutzig 33cl	0	10,200	0	30	10,200	306000	0	10,200	0	30	10,200	306000
Legend 30 cl	4	12,100	48400	0	12,100	0	4	12,100	48400	0	12,100	0
Amstel 33cl	8	14,100	112800	10	14,100	141000	8	14,100	112800	10	14,100	141000
Turbo King 33cl	1	10,200	10200	10	10,200	102000	1	10,200	10200	10	10,200	102000
Heineken 33cl	0	20,000	0	5	20,000	100000	0	20,000	0	5	20,000	100000
Soft Drinks 30cl	3	6,700	20100	30	6,700	201000	12	6,700	80400	21	6,700	140700
Soft Drinks 50cl	6	8,000	48000	0	8,000	0	6	8,000	48000	0	8,000	0
TOTAL			425,700			1,163,500			530,500			1,058,700

Purchase requisition

SABANA LTD

Purchase Requisition N°: 7

Date: 13/03/2018

Items	Quantity	Unit Price (frw)	Total Price (Frw)	Remarks
Primus 72cl	0	8,100	0	
Primus 33cl	10	8,100	81,000	
Mutzig 65cl	0	10,100	0	
Mutzig 33cl	0	10,200	0	
Legend 30 cl	10	12,100	121,000	
Amstel 33cl	0	14,100	0	
Turbo King 33cl	0	10,200	0	
Heineken 33cl	10	20,000	200,000	
Soft Drinks 30cl	0	6,700	0	
Soft Drinks 50cl	10	8,000	80,000	
TOTAL			482,000	

Lesson 3: Procurement Procedures

Learning objectives:

Describe the procedures of procurement in a business and demonstrate procurement process.

a) Prerequisites/Revision/Introduction:

This lesson requires students to have basic skills in business organization and management. You will need to revise with students the organizational structures and their roles, including procurement, divisions, departments, sections, etc. In addition, students will learn better this lesson if they understand **managerial functions**: planning, budgeting, organizing, leading, controlling, etc. Link these skills with procurement concept.

b) Teaching resources:

Learners' books, internet, books, procurement policies and manuals, resource person from Logistic or Finance unit, local entrepreneurs, other reliable resources to enhance learning.

c) Teaching methods:

Think pair and share, small group discussions, brainstorm, visit of procurement units in local institutions, research in the library and research on the internet about procurement procedures.

Activity 6.3

Guidance: Read carefully the activity and answer the questions . The students won't be able to answer all the questions at this stage. 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 in this lesson about meaning of procurement and procurement procedures.

Possible response to the activity 6.3

1. Meaning of procurement as in Leaner's book:
 - A Process of finding, agreeing terms and acquiring goods, services or works from an external source, often via a tendering or competitive bidding process.
 - A business management function that ensures identification, sourcing, access and management of the external resources that an organization needs or may need to fulfill its strategic objectives.

- A complete range of events from the identification of a need for a good or service through to its disposal or cessation.
2. Process through which the food and other materials are purchased: you can use the figure in learner's book to identify the item to describe the procurement procedures; for example the bread, beans, milk, etc. The learner will have to discover that the item/good is supplied because there has been procurement;
 - Procurement process begins with Restaurant manager to make purchase requisition and purchase order for food stuffs to the farmer or another supplier.
 - When items are supplied, the store keeper receives the products/ items and forwards the delivery note to the account to prepare payment voucher in order to pay for the items supplied.
 - The kitchen unit makes requisition for needed items for preparation of meals.
 - Finally, the client addresses his/her command/order to the waiter or waitress who proceeds for supply with his/her coworkers as the unit progresses.

Application activity 6.3

Possible answers.

1. The question requires learners to use a project of their choice and go through procurement procedures, step by step: needs recognition or needs identification, identification and examination of suppliers, prices and terms, purchase order, delivery and expedition, receipt, invoice, payment and records. Needs, Suppliers, Purchase order, etc. will depend on the chosen project.

Procurement process for building a clinic/ in your sector:

2. As building a clinic may be a public procurement affair, it may be a good opportunity to inform learners about public procurement process and related law. This procurement process will go through the following steps: need recognition and procurement plan, Creation of tender, preparation of bidding documents, advertisement, receiving and closing the bids, evaluation of tenders, award of contract, contract signature, contract implementation, evaluation, invoice, payment and record keeping.

Lesson 4: Perpetual and Periodical Inventory

Learning objectives: Perform perpetual and periodical inventory

a) Prerequisites/Revision/Introduction:

Based on the importance of inventory control, tell students that it can be done continually or regularly. When inventory control is done continually, it is called perpetual inventory, while when it is done periodically, it is called periodical inventory control.

b) Teaching resources:

Learners' books, internet, books, inventory records, resource person from Logistic or Finance unit, local entrepreneurs, any other reliable resources to enhance learning.

c) Teaching methods:

Think pair & share, small group discussions, brainstorm, visit of procurement units in local institutions, research in the library and research on the internet about procurement procedures.

Activity 6.4 learners' book

Guidance: Read the activity and follow the guidance. The students won't be able to answer all the questions at this stage. 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 perpetual and periodic inventories.

Possible answers to the activity 6.3.

1. Difference between perpetual and periodic inventories:
 - **A perpetual system** keeps an ongoing record of the inventory balance, while a periodic system records the amount every once in a while.
 - **Perpetual inventory** is a regular system of recording and controlling the physical movements of stock and establishing its Current balance while Periodic inventory is a system of inventory in which updates are made on a periodic basis. The value of stock is determined by a physical counting on a specific date (before the date of preparation of the final accounts).
2. Referring to your school, briefly explain how perpetual and periodical inventories are carried out by the accounting department.
 - You will help learners to know that the two systems can be applied in one institution for instance, furniture inventory can be periodical, while food stuffs inventory will be perpetual (continuous).

Application activity 6.4

Responses to the application activity 6.4

1. a) The system used by Nishimwe is perpetual inventory system, while the system used by Rugwiza is periodic inventory system
 - b) The system used by Nishimwe is perpetual because she records and controls the physical movements of stock day to day.
 - c) The system used by Rugwiza is periodic because he performs inventory control at the end of the month, meaning periodically.
2. Advantages of each system.
 - a) Advantages of perpetual inventory system:
 - Quick valuation of closing stock.
 - Lesser investment in materials.
 - Helpful in formulating proper purchase policies.
 - Immediate detection of theft and leakages etc
 - Adequacy of working capital.
 - Beneficial in ascertaining efficiency of stores' organization.
 - b) **Advantages periodic inventory system**
 - Since no permanent employee is required for physical counting of merchandise inventory under this system, it is less expensive.
 - It is applicable for all business organizations, large or small, dealing with specific or a variety of goods.
 - Since stock taking is done at the end of a period, under this system the normal activities of the business are not hampered.
 - Since the stock taking of merchandise is done on a particular date, the quantity of stock of merchandise is reliable.

Lesson 5: Valuation Methods on Supplied Stock

Learning objectives:

Describe the different methods of stock valuation and prepare stock cards using LIFO, FIFO and WAC valuation methods

a) Prerequisites/Revision/Introduction:

Introduce this lesson by challenging learners through analysis of this scenario:

Mugenzi, Kamana and zaninka are shareholders of a business selling computers. They were informed that their stock has 1 remaining computer among 12 supplied computers, respectively at 220, 000 frw (4 computers), 250,000 frw (4 computers), and 280,000 frw (4 computers). What is the value of their stock and why? Some of them will say 220,000 frw, others will say 280,000 frw and others will say 250,000 frw. Based on their arguments, you will tell them that most of them may be right, depending on the valuation method. Tell them that in this lesson, you will learn different valuation method on supplied stock.

b) Teaching resources:

Learners' books, internet, books, inventory records, resource person from Logistic or Finance unit, local entrepreneurs, any other reliable resources to enhance learning.

c) Teaching methods:

You will use the active learning approach for this lesson. Learners will be encouraged to bring their own experience and knowledge into the learning process.

- The teacher will engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she will encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He will provide supervised opportunities for learners to develop different competences by giving tasks which will enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher will support and facilitate the learning process by valuing learners 'contributions in the class activities.

Make sure that specific needs for children with mental/developmental disabilities and children with visual disabilities are satisfied. You will verify if they are actively participating in lesson and school life, and that they are achieving learning objectives.

Activity 6.5

Guidance: Read carefully the activity and answer the questions there after.

Answers to the activities 6.5

- a) At 31 December, the five items will be valued at a cost of 15, 000 FRW each,
i.e. $5 \times 15,000 \text{ FRW} = 75,000 \text{ FRW}$.
- b) Twelve months later, the three items remaining unsold will be valued at a net realizable value of 10,000 FRW each,
i.e. $3 \times 10,000 \text{ FRW} = 30,000 \text{ FRW}$.

Application activity 6.5

Stock card using FIFO method

STOCK CARD: WHEAT FLOUR									
Date 2017	Receipts			Issues			Balance		
	Quantity Kg	Cost per kg	Total cost Frw	Quantity Kg	Cost per kg	Total cost Frw	Quantity Kg	Cost per kg	Total cost Frw
Balance at 1 December							1,000	1,000	1,000,000
6 December	2,000	1,100	2,200,000				1,000	1,000	1,000,000
							2,000	1,100	2,200,000
							3,000		3,200,000
10 December				1,000	1,000	1,000,000	1,000	1,100	1,100,000
				1,000	1,100	1,100,000			
				2,000		2,100,000			
17 December	2,500	1,200	3,000,000				1,000	1,100	1,100,000
							2,500	1,200	3,000,000
							3,500		4,100,000

20 December				1,000	1,100	1,100,000	2,000	1,200	2,400,000
				500	1,200	600,000			
				1,500		1,700,000			
25 December				1,000	1,200	1,200,000	1,000	1,200	1,200,000

Skills lab activity 6.6: Learners' book

6.5. Use of skills lab method: Lab 6

1. Build (Max 15 min):

Through brainstorming, the learners answer the following questions;

- What kind of materials have you purchased for the business club activities and why have you purchased them?
- What kind of documents have you used while making the above purchases?

Possible responses

- Kind of materials purchased for business club activities
Different clubs will require and therefore purchase different materials for their activities. Encourage learners to mention as many materials as possible for their various business clubs
- Documents used while making purchases
Again based on the different business club activities, encourage learners to mention as many documents as possible they use while making purchases. Such may include: purchase order, requisition note, delivery note, etc

Let learners mention some of the things learnt in the previous unit on financial statements such as the trading account, profit and loss account, balance sheets, cash flows statement, and statement of owner's equity while explaining the importance of each. Emphasize that just as it is important to record business transactions for calculation of profit/loss, so is the stock control in the management of business inventory/stock.

Explain that the buying process goes through a process called procurement process and this lab will help learners fully acknowledge that success of the business also depends on good management of stock/inventory.

2.Practice: (Max 20 Min)

Interviewing the school Bursar

Note: You should have informed the resourceful person (cashier/bursar) in advance and about the intentions of the lab as well as the questions that he/she will answer.

Inform learners that in their groups they are going to interview a guest speaker with each group asking one question for which they will share the responses with the whole class in the present session. Remind groups of how much time each will use

Invite the resourceful person, and guide learners in their respective lab groups to ask questions giving ample time to resourceful person to respond. You can further give clarifications in case the question/answer is not clear.

3.Present (Max 30 Min)

Thank the resourceful person and escort him/her out of the class. Have each group present their findings/responses from the interview to the whole class. Remind each group of the time they have for presenting. Encourage other groups to supplement or add any other thing the group might have left out.

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

4.Conclusion (Max 10 min)

Emphasize that no matter the size of the organization/business, they always have to go through procurement process because it;

- Helps to decide what to buy as needed by the organization
- Helps reduce raw material costs since many bargaining takes place.
- Helps identify the better sources of supply as it involves contacting many suppliers to get the best.
- Aids planning and reduces the unnecessary costs.

5.Portfolio Assignment (Max 5 min)

As a take home for the Unit, give each learner this assignment. Each learner should design a Procurement process they will go through as they purchase any resource and the documents they will use to control stock for their Back Home Projects.

Table 6: Procurement process and documents used for stock control

Back Home Project	Resource to be bought	Procurement process	Documents for stock management
E.g. Making Pancakes	Yellow Bananas	Determining the quantity of bananas needed Looking for different suppliers of yellow bananas Placing an order for yellow bananas from the best supplier Receiving and paying for the yellow bananas Transporting the yellow bananas to the business premise Recording stock of goods in documents	Stock sheet (Inventory form) Material requisition note Goods Receipt note Stock bins/cards

6.6. Summary of the unit

The terms stock and inventory are often used interchangeably. Stock consists of all the goods and materials that are stored by an organization, while an inventory is a list of the items held in stock. Organizations use stock control to maintain an appropriate level of materials on hand to meet customer demand. It is very closely related to other activities in the supply chain, especially procurement. Organizations are continually looking for ways to improve their management.

Material/Purchase Requisition, Receipt note/Goods received note, Return-inwards, Return-outwards and Stock sheet/Inventory form are basic documents used in stock management. For tracking organizations' inventories, two main types of inventory systems are applied: perpetual inventory and periodic inventory systems. The stock of materials held by a business has considerable value and ties up a lot of money. It is essential for an organization to make a physical stock-take and to value its stock for use in the financial statements, in the calculation of profit, and for the balance sheet. First-in, first-out (FIFO); last-in, first-out (LIFO) and Weighted Average Cost (WAC) are the three commonly used stock valuation methods.

6.7. Additional Information

This section provides additional content for the teacher to have a deeper understanding of the topic.

6.7.1. Types of stock/inventory

There are different types of businesses such as trading or merchandising, manufacturing, and service. Trading businesses buy inventory at a low price and sell it to someone else at a higher price. Examples of trading businesses are clothing stores, hardware stores and supermarkets. Retail stores are always trading businesses as they buy inventory at a low price from a wholesaler or manufacturer and sell these at a higher price to consumers.

On the other hand, manufacturing businesses make products, which they then sell. Some examples of manufacturing businesses are computers manufacturers, fertilizer production, bag manufacturers and bakeries (bakeries manufacture cakes, cookies, bread, etc.). There is another category of business apart from service, trading and manufacturing businesses: businesses like mining companies and farmers which extract or gather natural resources and sell them. They don't manufacture (make) gold or coltan. They also don't buy it at a low price and sell it at a higher price. They extract it in nature themselves.

Based on nature of business, there are Merchandise and Manufacturing Inventories.

Merchandise Inventory

It is the inventory of trading goods held by the trader. Merchandise inventory are goods that a company purchases and plans to resell to customers at a higher price. Typically, retailers and wholesalers are the only businesses with merchandise inventory.

Manufacturing Inventory

It is the inventory held for manufacturing and selling of goods. Based on the value addition or stage of completion, the manufacturing inventories are further classified into 3 types of inventory: Raw Material, Work-In-Progress, and Finished Goods. Another type is MRO inventories (Maintenance, Repair, and Operating supplies) which are to support the whole manufacturing and administrating operation.

Types of manufacturing inventories

- **Raw materials:** Raw materials inventory are the materials or goods purchased by the manufacturer from suppliers that the business uses to produce its goods and/or services which are kept until needed for operations. For example, if you manage an ice cream business, raw materials inventory could include milk you use to make ice cream.
- **Work in progress (WIP):** These are the partly processed raw materials lying on the

production floor. These are also called semi-finished goods which are currently, being worked on. For example, if the business makes and sells chairs, work-in-process inventory would include any unfinished chairs on hand that the business has made.

- **Finished goods:** Finished goods inventory includes any finished goods that are ready for sell. They are waiting to be shipped to customers. If you have a retail business that buys and sells soaps, the soaps you buy would be finished goods inventory.
- **Maintenance, Repair, and Operating supplies (MRO)** .They are also called as consumables. They are like a support function. Maintenance and repairs goods like bearings, lubricating oil, bolt, nuts etc. are used in the machinery used for production. Operating supplies mean the stationery etc. used for operating the business (Borad, 2009).

To take a specific example, UTEXRWA makes a range of clothes, and their raw materials are wool, cotton, fabrics and other materials waiting to be made into articles; work in progress is the articles being worked on at the moment; finished goods are articles waiting to be delivered to customers; MRO supplies include cleaners, stationery and other material to keep the operations going.

NOTES: One organization's finished goods may be raw materials for another organization.

Another less widely used classification of stock of basic inventories.

- **Buffer Inventory:** Buffer inventory is the inventory kept or purchased for the purpose of meeting future uncertainties. Also known as safety stock, it is the amount of inventory besides the current inventory requirement. The benefit is smooth business flow and customer satisfaction and disadvantage is the carrying cost of inventory. Raw material as buffer stock is kept for achieving nonstop production and finished goods for delivering any size, any type of order by the customer.
- **Anticipatory Stock:** Based on the past experiences, a businessman is able to foresee the future trends of the market and takes certain decisions based on that. Expecting a price rise, a spurt in demand etc some businessman invests money in stocking those goods. Such kind of inventory is known as anticipatory stock. It is normally the raw materials or finished goods and this strategy is executed by traders.
- **Decoupling Inventory:** In manufacturing concern, plant and machinery should always keep running. The act of stopping machinery, costs to the entrepreneur in terms of additional set up costs, repairs, idle time depreciation, damages, trial runs etc. The reason for halt is not always demand of the product. It may be because of availability of input. In a production line, one machine/process uses the output of other machine/process. The speed of different machines may not always integrate with each other. For that reason, the stock of input for all the machines should be sufficient to keep the factory running. Such WIP inventory is called decoupling inventory.

6.7.2. Public procurement in Rwanda

The Government of Rwanda has been engaged in a number of initiatives aimed at streamlining its public procurement system in order to align it with fundamental principles of transparency, competition, economy, efficiency, fairness and accountability. It is in this regard that in March 2007, the Law on public procurement was enacted followed by the Law establishing the Rwanda Public Procurement Authority in December 2007. In January 2008, procurement regulations and standard bidding documents were issued.

Public procurement in Rwanda is governed by the Law on Public Procurement no. 12/2007 of 29/03/2007 and ministerial order no. 001/08/10/MIN of 16/01/2008 establishing the procurement regulations and standard bidding documents. The Law on Public Procurement applies to procurement conducted by Central Government authorities, Local Government authorities, public institutions, Commissions, Government projects, parastatals, agencies or specialized institutions. The main institutions or players involved in public procurement are: Rwanda Public Procurement Authority (RPPA), Procuring Entities, Independent Procurement Review Panel and Bidders.

Remember to give the learners the appropriate time to hand in the assignment for your making.

6.8. End unit 6 Assessment

Answers to End Unit 6 Assessment

1. The importance of stock and inventory management as in Learner's book
2. The scenario must include the business person/company, the supplier and the client. Supplied items which are returned to the supplier are Returns outwards, while items returned by the client are Returns inwards.
3. Disadvantages of perpetual inventory system:
 - High cost of implementation
 - Recorded inventory may not reflect actual inventory/ the recorded figures may not match with the actual inventory.
 - Greater complexity
 - More time-consuming
 - Etc.
4. Disadvantages of Periodic Inventory System
 - On the day of the physical counting of merchandise stock, normal activities of business remain almost suspended.
 - The act of counting of merchandise stock is to be completed hurriedly due to a shortage of time.

- Under this system, chance of fraud and forgery lies, because here continuous control over merchandise is absent.
 - Under this system on expiry of the particular period, the reasons for differences between merchandise at hand and merchandise shown in the books of accounts cannot be sorted out easily.
 - Under this system, the stock control device is very weak. Their employees get a chance to adopt corruption.
5. Purchase requisition for office materials

An example of a purchase requisition

MPORE HOSPITAL DEPARTEMENT OF FINANCE Requisition N°: 1						
	N°	Items	Quantity	Estimated Unit Price (frw)	Estimated Total Price (frw)	Remarks
	1.	Chairs	8	50,000	400,000	
	2.	Tables	2	80,000	160,000	
	3.	Bookshelf	1	150,000	150,000	
	4.	Computer	1	350,000	350,000	
	5.	Printer	1	200,000	200,000	
		TOTAL PRICE			1,260,000	

Requested by Mugiraneza

Signature:

Director of Finance

6. Relationship between purchase requisition and purchase order:

The Purchase Requisition is a means whereby an employee of an organization can request materials or equipment. Once the employee has completed the Purchase Requisition and it has been authorized, it can be taken to the purchasing department for a Purchase Order to be created. I.e. Purchase order is prepared based on purchase requisition.

7. a) Stock card using FIFO

STOCK CARD: CEMENT									
Date	Receipts			Issues			Balance		
	Quantity bags of 50 kg	Cost per bag	Total cost Frw	Quantity bags of 50 kg	Cost per bag	Total cost Frw	Quantity bags of 50 kg	Cost per bag	Total cost Frw
2016									
Balance at January							200	10,000	2,000,000
February				100	1,0000	1,000,000	100	10,000	1,000,000
March	60	9500	570,000				100	10,000	1,000,000
							60	9,500	570,000
							160		1,570,000
April				100	1,0000	1,000,000	60	9,500	570,000
May	150	9800	1,470,000				60	9,500	570,000
							150	9,800	1,470,000
							210		2,040,000

b) Stock card using LIFO

STOCK CARD: CEMENT									
Date	Receipts			Issues			Balance		
	Quantity bags of 50 kg	Cost per bag	Total cost Frw	Quantity bags of 50 kg	Cost per bag	Total cost (Frw)	Quantity bags of 50 kg	Cost per bag	Total cost Frw
2016									
Balance at January							200	10,000	2,000,000
February				100	10,000	1,000,000	100	10,000	1,000,000
March	60	9,500	570,000				100	10,000	1,000,000
							60	9,500	570,000
							160		1,570,000

April				40	10,000	400,000	60	10,000	600,000
				60	9,500	570,000			
				100		970,000			
May	150	9,800	1,470,000				60	10,000	600,000
							150	9,800	1,470,000
							210		2,070,000

c) Stock card using WAC

STOCK CARD: CEMENT									
Date	Receipts			Issues			Balance		
	Quantity bags of 50 kg	Cost per bag	Total cost Frw	Quantity bags of 50 kg	Cost per bag	Total cost (Frw)	Quantity bags of 50 kg	Cost per bag	Total cost Frw
2016									
Balance at January							200	10,000	2,000,000
February				100	10,000	1,000,000	100	10,000	1,000,000
March	60	9,500	570,000				100	10,000	1,000,000
							60	9,500	570,000
							160		1,570,000
April				100	9,812.5	981,250	60	9,812.5	588,750
May	150	9,800	1,470,000				60	9,812.59,800	588,750
							150		1,470,000
							210		2,058,750

6.9. Additional Activities

Remedial activities

Through remediation activities or lessons, teachers help a student improve his skills through direct instruction. Remedial instruction is focused on the specific concepts with which the student struggles. Remediation strategies include teaching, using alternative instructional strategies, task analysis, additional practice and one-on-one tutoring.

It is in such way that teacher will help students to differentiate between documents used in stock management: material requisition, purchase requisition, purchase order, receipt note, invoice, etc. Scenarios, case studies and shared practical experiences are good methods to help students to understand well the content of this stock control unit.

Extension activities

- Briefly explain the contribution of effective stock management in business management success.
- With supporting examples, demonstrate the relationship between failure of businesses and poor stock control.

Consolidation activities

- Indicate necessary documents used in stock management, when and how they are used.
- Differentiate between perpetual and periodical inventories.
- Summarize stock valuation methods and their principles.

UNIT 7: BUSINESS PLAN FOR AN ENTERPRISE

7

Key Unit Competency:

To be able to prepare a business plan for an enterprise (Part 1)

7.1. Unit Prerequisite

Learners were introduced to business plan preparation (O level, Senior 3, UNIT 7) 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.

7.2. Cross-cutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and females have same ability when it comes to preparation of a business plan for an enterprise. 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 do 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.

7.3. Generic competencies

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

Critical thinking: learners are given activities to do Strengths, Weakness, Opportunity and Threats analysis, business environment analysis, analyze available financial capacity, Human resource requirement etc.... and come up with a well prepared business plan.

Creativity and innovation: learners are given activities to use their creative and innovative abilities to do situational analysis, gather resources and prepare a business plan for a given business. Through creativity and innovation, learners also identify available opportunities in their neighborhood and develop a business plan to capitalize on those opportunities.

Lifelong learning: after a task, activity or experience, learners should always share learnt lessons and how they may use or link the lesson learnt to their daily life. This will help them transfer what they learnt into their daily life.

Guidance on the introductory activity

This introductory activity is intended to:

- Provide interest and motivation to the learners about preparation of business plan
- Focus learner's attention on the purposes of a business plan and how and when to prepare a business plan.
- Convince learners about what they will benefit from the unit

It can

- build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
- be new content to help arouse learner's interest about what to expect in the new content
- be answered in one lesson, or
- be gradually, over a period as the unit progresses. There are no right or wrong answers

Use an appropriate method such as small groups or pairs, provide learners with the Unit 7's introductory activity, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the Unit 7's introductory activity to describe the questions and answers that can be asked before setting off for training and justify the reason they have to ask themselves a number of questions before engaging in a certain event.

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

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

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

Appreciate the team's presentations and remind them this activity was not meant 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

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

N°	Question	Answer
1	When will I be going?	E.g. Sunday
2	Where will I be residing?	In a hotel, relatives if any, etc.
3	What should I take with me?	E.g. Clothes, beddings, up keeping Pocket money, Stationary, etc.
4	When will I start the job?	Immediately after the completion of the workshop? A month after the workshop, etc.

5	How much will I be earning as the salary?	100,000Frw, 150,000Frw, 300,000Frw, 500,00Frw, etc.
6	When will I start the job?	Immediately after the completion of the workshop? A month after the workshop, etc.
7	Etc.	Etc.

c. The importance of asking myself and answering the questions (in 1 & 2 above) before I set off on the journey to the workshop in Huye is because:

- I'm concerned about my 2 week future in Huye during my career development
- Future outcomes are a function of today's decisions on how prepared I am for the workshop and its success.
- I know planning is vital to overcome the random inherent uncertainties associated with the future so I can increase the probability of successfulness,
- Etc.

7.4. List of lessons (including assessment)

No.	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Introduction to business plan	Explain the meaning of a business plan Explain why a business plan should be prepared Recognize the importance of a business plan in the successful operation of a business	2
2	Users of a business plan and how they use it.	Describe the users a business plan •	2
3	The structure of a business plan	Review a sample business plan and determine if it has all the necessary information Develop personal and business plans for daily activities	4

4	Business description	Describe the components of business description Prepare some components of the business plan such as business description	4
5	Marketing plan	Describe the components of marketing plan Prepare some components of the business plan such as: Marketing plan, Organization and management plan, etc	5
6	Skills Lab 7	Apply Skills Lab Methodology	2
7	End Unit assessment	Can identify the elements of a business plan, and elaborate a business plan for a small enterprise	2

Lesson 1: Introduction to Business Plan

Learning objectives: Explain the meaning of a business plan, Explain why a business plan should be prepared; recognize the importance of a business plan in the successful operation of a business.

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, interview with business people, 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.

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

K-W-L Chart:		
Topic:		
what I Know	what I Want to know	what I Learned

Introductory activity, Unit 7

Follow the guidance about the introductory activity.

Activity 7.1

Learners in small groups, pairs or individual read and analyze the question and come up with personal plan with a clear timeline and strategies for reaching their plan. You may ask two or three learners to act out the interview as the rest listen and follow

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

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

Harmonize their findings or answers, and help them come up with the meaning of a business plan, why is needed in business and its importance for the business. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Application activity 7.1 Learner's Book

Learners read the case study either in groups or in pairs to find out that Mugabo's problem was caused with lack of business plan to guide his business' activity. 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.

Possible answer for activity 7.1

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) 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.
- 2) To answer that question, remember that every learner has a dream to do any career after her/his study in order to survive. So consider every learner's answer that contains activities to be done after completion of their senior 6 studies
- 3) For this question, the learners must describe what to do in other to start that chosen career and show the time he/she want to start that career.
- 4) Using the figure 7.1 to interpret the meaning of business plan where you show that the business plan is a written document that gives the reader an overview from business idea and what the intended business or project will look like, how it will work and what activities must take place to reach the final goals.

Possible answers for application activity 7.1 (case study)

The source of the loss of Mugabo's capital is planning where he didn't do plan of his business where he would have thought of the market.

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).

Lesson 2: Users of a Business Plan and how they use it

Learning objectives: Describe the users a business plan

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

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

Learners in small group or in pairs brainstorm on different users of business plan and the kind of information they need from the business plan. Assist learners to come up with different users of business plan such as business owners, government agents managers, employees.... . Briefly explain to learners different users of business plan and how they use it. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 7.2 Learner's Book

Using an appropriate method, such as small groups or pairs learners may interview an entrepreneur; make research in the library or internet, group discussions following instructions given to identify users of a business plan and how they use it. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about different users of a business plan as they come up with how they use it

Learners share their findings on different users of business plan and how they use it through an appropriate method such as group presentation, pair-share. Ensure learners of different needs and abilities are given opportunities share or present their findings. Learners give reasons why identified users of business plan will need it and how they will use it.

Harmonize their findings or answers, and help them draw conclusions/summary on different users of business plan and how they will use it. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Application Activity 7.2 Learner's Book

Learners analyse the case study for MUBERARUGO in groups or in pairs and identify how her business plan will help her get funding for her business. This activity may be given as homework.

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

Possible answers for activity 7.2

Users of business plan are the following:

- a) Yourself as Business owners. You use a business plan - to establish the right steps to starting a new business, including what you need to do, what resources will be required, and what you expect to happen.
 - To better understand your customer and competition.
 - To help you to ask a loan to a bank and to attract investors
- b) The government agents. A business plan helps government to determinate the specific incentives that the government may give to entrepreneur, ensures which tax a business should be taxed and to plan the infrastructures needed.
- c) Managers .Business plan helps managers allocate scarce resources appropriately.
- d) The business plan gives the employees assurance about the duration of their employment and helps define tasks and responsibilities of each of the workers and so helps reduce conflict.
- e) Most financiers will closely look and verify some documents of a business plan such as, the balance sheet is probably the first thing your loan officer will turn to and the profit or loss and the cash flow to approve if the business is profitable.
- f) Investors need to see a business plan before they decide whether or not to invest. They'll expect to gain profit from business.

Possible solutions to the application activity 7.2

Guide learners to come up with their own thinking about the extract such as:

- A good business plan attracts investors to invest in profitable business. In this way some investors should be attracted by this business plan and invest in Muberarugo's business.
- A well prepared business plan will help her as a business owner to borrow money from banks to run her business. Muberarugo can borrow money to his bank after bank analysed his balance sheet, Trading, profit and loss statement and cash flows from her business plan.

Guide learners to give their own thoughts on how one can use a business plan in different ways.

After the activity, guide learners in sharing their findings with the whole class. Give all learners with different need opportunities to share with the rest of the class their findings.

Close the lesson by guiding the learners on what to retain in terms of next lesson, give home works, etc.

Lesson 3: The structure of a Business Plan

Learning objectives: Review a sample business plan and determine if it has all the necessary information, develop personal and business plans for daily activities

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

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, interview with entrepreneurs in community, 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 the users of a business plan and how they use it, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Learners in small group or in pairs brainstorm on the structure of a business plan. Assist learners to do brainstorming and come up with the elements that constitute business plan's structure such cover page, table of contents, executive summary. Briefly guide learners to identify contents of identified parts of business plan. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 7.3 Learner's Book

Using an appropriate method, such as small groups or pairs learners may interview an entrepreneur in their school; make research in the library or internet, group discussions following instructions given to identify different information that are included a business plan. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the content of business plan.

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

Learners share their findings on different information to be included in business plan using an appropriate method such as group presentation, pair-share.

Ensure learners of different needs and abilities are given opportunities share or present their findings. Learners give reasons why they think that information is to be included in business plan.

Harmonize their findings or answers, and help them draw conclusions/summary on the structure of the business plan. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Application Activity 7.3 Learner's Book

Learners read the questions either in groups or in pairs to identify a business of their choice and develop its cover page and executive summary. This activity may be given as homework.

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

Possible answers of activity 7.3

The information which must be in the business plan is the following:

- Name of the owners and his contact details who submitted the plan, date and business name
- Company logo
- Business address including: Location, telephone, fax, email and company website,
- Tables of contents where all pages of a business plan should be correctly numbered and the table of contents should include page numbers.
- Executive summary which is an overview or summary of all the sections of the business plan such as business idea and goals, marketing, operations, finances and sales.

Possible answers for application activity 7.3

a) The cover page of your business plan:

- Company logo : A picture of bread
- Business name: AKARYOSHYE BAKERY
- Location : BUKINANYANA- NGORORERO
- Telephone : +250 78111111
- Fax: +250 5860
- Email: akaryoshye@gmail.com
- Website: www.akaryoshye.com
- Name of the owner: KAMALI Felix

- Phone Number : +250 789999999
- Email: kamali@gmail.com
- Date: 1st May 2018

b) Summary of a business

1) Name of business:

- Business name: AKARYOSHYE'S BAKERY

2) Contact address and phone number :

- Location : BUKINANYANA- NGORORERO
- Telephone : +250 781111111
- Fax: +250 5860
- Email: akaryoshye@gmail.com
- Website: www.akaryoshye.com

3) Legal form: Sole Proprietorship

4) Type of business: Manufacturing and retail

5) Description of business idea and market:

Products or services: Akaryoshye Bakery will sell white bread and a variety of cakes. It will be located on a road with several small boutiques and is very near the district office and Secondary school. Orders will be accepted and delivered by bicycle, motorcycle and a pick-up, if it is necessarily. The bakery will serve customers in the neighborhood and offers a type of bread currently not sold by the main competitor in the whole district.

Customers: My customers will be people who live in my neighborhood boutiques, the district staff and secondary school learners. If I am open 6 days a week, I expect to sell between 150 - 200 loaves of bread and 100 cakes per day.

6) Information about the owner of the business

(Background, experience, Qualifications and skills):

- **Background/experience/ Qualifications:**
- Helped his family for running restaurant
- Helped family prepare foods and bread
- Serve foods and bread in restaurant
- Finished senior six and got his/her secondary certificate.

- **Skills**

- Baking white and a variety of cakes
- Selling baked goods to customers
- Knowing some basic accounting for a business

7) Start-up capital

Investment 200,000Frw

Working capital 300,000Frw

Total 500,000Frw

8) Source of capital

Own savings 250,000Frw

Partner 100,000Frw

Friends' loan 50,000Frw

Bank loan 100,000Frw

Lesson 4: Business Description

Learning objectives: Describe the components of business description; prepare some components of the business plan such as business description

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

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

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

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

Learners in small group or in pairs brainstorm on components that describe well the business. Assist learners to do brainstorming and come up with the components that describe the business such as name of business, contact address, legal form, and types of business, description of the business idea and market, information about the owner. Conclude the lesson telling them the components of a business description. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 7.4 Learner's Book

Give instructions to the learning activity, learners in small groups or pairs choose one small business they may decide to start and describe it. Monitor group activities to ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think components of business description and the reason they find them to be relevant while describing the business.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities 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 different components of business description. Answer or address any questions or challenges about the activity. Guide them to make notes in referring in their learner's book.

Application Activity 7.4 Learner's Book

This activity can be given as a research activity in group or individually where learners set mission, vision and objectives of a business. Give clear instructions and ensure a balance in the groups. Learners are to give a report of their findings. Monitor the activity to ensure that all learners are 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 answers of Activity 7.4.

Akaryoshye's Bakery Business Description

a) **The name of a business : AKARYOSHYE BAKERY**

b) **Contact address:**

- Telephone : +250 781111111
- Fax: +250 5860
- Email: akaryoshye@gmail.com
- Website: www.akaryoshye.com
- Location : BUKINANYANA CELL
KABEZA SECTOR
NGORORERO DISTRICT
WESTERN PROVINCE
RWANDA

c) **Legal form:** Sole proprietorship

d) **Types of business:** Manufacturing and retail

e) **Description of the business idea and market**

- » **Products or services:** Akaryoshye Bakery will sell white bread and a variety of cakes. It will be located on a road with several small boutiques and is very near the district office and Secondary school. Orders will be accepted and delivered by bicycle, motorcycle and a pick-up, if it is necessarily. The bakery will serve customers in the neighborhood and offers a type of bread currently not sold by the main competitor in the whole district.
- » **Customers:** My customers will be people who live in my neighborhood boutiques, the district staff and secondary school learners. If I am open 6 days a week, I expected to sell between 300 - 350 loaves of bread and 200 cakes per day.

- » Business location: BUKINANYANA CELL
KABEZA SECTOR
NGORORERO DISTRICT
WESTERN PROVINCE
RWANDA
- » Business history: I expect to start my business next month means that on 1st June 2018
- » Vision. To deliver bread and cakes known for quality, efficiency, reliability and customer satisfaction.
- » Mission: To deliver to our customers quality bread and cakes from reliable and quality suppliers and delivered to our customers when and where they need it in hygienic conditions while ensuring efficiency, integrity, sustainability and profitability.
- » Objectives.

Short term objectives (one year)

- Sign a minimum of 400 customers by 30 July to December
- Achieve a profitability target of at least 30% by June 2019
- Recruit at least 6 staff by 31 June 2019

Long term objectives

- Expand our business in the whole country where in every province you will find our business branch.

» **Description of market:**

Akaryoshye Bakery will be located on the main road near several small boutiques and is very near the district office and Secondary school.

My customers will be people who live in my neighborhood boutiques, the district staff and secondary school learners. If I open 6 days a week, I expected 300 customers (district staff, boutiques, secondary students and neighbors) every day

Our competitor's weaknesses: low quality bread, long distance from customers, no accessibility to persons with mobility impairment or wheelchair users, limited variety and unhygienic display.

- » The analysis of strengths, weaknesses, opportunities and threats (**SWOT Analysis**) of AKARYOSHYE 'BAKERY business :

STRENGTHS	WEAKNESSES
Product quality Convenient good location Qualified personnel Good customer service Adequate production capacity Modern technology Skilled motivated staff, etc.	Insufficient working capital, Small distribution network, etc.
OPPORTUNITIES	TREATS
High population growth rate International and national events Invention of new technology, New favourable government policies Favorable changes in consumer tastes Preferences, possibility of securing a big order, Reduction in poverty levels,	New competitors, World insecurity or terrorism, Increased taxation,

F. Information about the owner: (background, experience, Qualifications and skills):

- **Background/experience/ Qualifications:**
 - Helped his family for running restaurant
 - Helped family prepare foods and milk
 - Serve foods and milk in restaurant
 - Received TVET certificate in Hospitality

- **Skills**

- Good customer care
- Counting money and calculating the balance.

Possible answers for application activity 7.4

a) Vision. To be the best provider of quality food through unequalled customer service.

b) Mission: To deliver to our customers quality food items and soft drinks sourced from reliable and quality suppliers and delivered to our customers when and where they need it in hygienic conditions while ensuring efficiency, integrity, sustainability and profitability.

c) Objectives.

Short term objectives (one year)

- Sign a minimum of 200 customers in every week
- Achieve a profitability target at least 50% by December 2018
- Recruit at least 5 staff by 31 December 2018

Long term objectives

- Expand a business at least in three provinces.
- Conclude the lesson by guiding the learners on what to retain in terms of next lesson, home works, organizing the class, etc.

Lesson 5: Marketing Plan

Learning objectives: Describe the components of marketing plan; prepare some components of the business plan such as:

- Marketing plan,
- Organization and
- Management plan,
- etc.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, books or business magazines 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/ school, research on internet, etc.

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

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

Learners in small group or in pairs brainstorm on components of a marketing, organizational and management plan. Assist learners to do brainstorming and come up with the elements that need to be considered while developing a marketing plan, organizational plan and management plan of the business. Conclude the lesson telling them the elements that need to be considered while developing a marketing plan, organizational plan and management plan of the business. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 7.5 Learner's Book

Use an appropriate method such as small groups or pairs, provide learners with the activity 7.5 in the learner's book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs, use prior knowledge, and research in different entrepreneurship documents, to describe their business, identify target customers and promotional activities to be undertaken to reach out to customers.

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

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

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

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

Application Activity 7.5 Learner's Book

This activity can be given as an individual, pair or small group activity. Learners identify a business of their choice and make a marketing plan. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

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

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

Possible answers of activity 7.5

a) Product Description: Akaryoshye Bakery will sell white bread and a variety of cakes. It will be located on a road with several small boutiques and is very near the district's office and Secondary school. Orders will be accepted and delivered by bicycle, motorcycle and a pick-up, if it is necessarily. The bakery will serve customers in the neighborhood and offers a type of bread currently not sold by the main competitor in whole district.

b) Target customers: My target customers will be people who live in my neighborhood boutiques, the district staff and secondary school learners. If I am open 6 days a week, I expect to sell between 150 - 200 bread and 100 cakes per day.

c) Promotional activities: To promote my products, I will advertise with signs, on the local radio and have my friends announce the opening in my neighborhood. I will paint a picture of delicious looking bread and different cakes .I will put that picture on the bread packages. I will launch my business where I offer free samples of different bread and cakes so people can taste how good the products are.

Possible solutions to the application activity 7.5

Based on the activity 7.5, guide learners to describe all parts of market plan and guide them how to present them:

a) Product description: Akaryoshye Bakery will sell quality white and brown bread and a variety of cakes. It will be located on a road with several small boutiques and is very near the district office and Secondary school. All bread and cakes will be packed in paper bags. Orders will be accepted and delivered by bicycle, motorcycle and pick-up, if it is necessarily.

b) Customer description, demand/ need for the product, competition

1) **Customer description:** My target customers will be people who live in my neighborhood small boutiques, the district staffs and secondary school students. If I am open 6 days a week, I expected to sell between 150 - 200 bread and 100 cakes per day.

2) **Demand/Need for the product:** The Akaryoshye Bakery will serve customers in the neighborhood and offer a type of bread currently not sold by the main competitors in whole district. People in the neighborhood tell me that they need a specialized bakery and that they like the bread and cakes I bake. I will make and offer different types of white and brown bread and cakes since my competitors offer few types of bread.

Some of my competitors don't sell white and brown bread and cakes on everyday so people will come to me if I sell them daily. Keza's bread and Cyiza's cakes are located in the market but their quality is not as good. I will also offer a variety of bread and cakes, which no body sells in the area. It is hard to estimate but I hope to get at least 60% of the market share since I will have a new type of bread and cakes and then a higher percentage as customers realize the high quality of my bread and cakes.

3) **Competition:** My competitors are small boutiques located near my business.

List of Competitors

Competitor	Products and service offer by competitor	Target customers	Tactics and strategies	Akaryoshye's bakery tactics and strategies
1. Keza Boutique	- White Bread - Brown bread	- Neighborhood - District staff - Secondary Students - Passengers	- Documented with invoice and receipts - One source for different items - Shopping bags and porters	- Better quality production - Delivery service
2. Cyiza diary	- Brown bread - Chapatis	- Neighborhood - District staff - Secondary Students - Passengers	- Proper storage ensure quality all the time - Permanent address	- High quality raw materials - Saves time - Saves expenditures on parking
3. Coffee shop	- Cakes - Chapatis - Bagel - Zopf	- Neighborhood - District staff - Secondary Students - Passengers	- Accept cash, cheques - Variety of products	- Accept cash, Mobile money, cheques and visa card transfer
4. Urwibutso restaurant	- Food - White Bread - Brown bread	- Neighborhood - District staff - Secondary Students - Passengers	- Defined timetable - Able to market and promote products and business	- Variety bread and cakes - Proper storage and delivery

a) **Current production:** I have capacity to make 300 white and brown bread and 200 cakes per day. Keza Boutique 'bread seems less consistent, with perhaps 30 bread per day. Urwibutso restaurant focuses on food. Cyiza diary focused on milk and Coffee shop focused on coffee and cakes.

b) **Price:** I am going to sell a bread at 80frw and 800frw according the size and a cake at 100frw, slightly higher than the main competitor but a common price in other parts of the district. I will be offering higher quality bread and cakes so I think customers will come. If not I will reduce price to 70frw, 700frw accordingly and 80frw for a cake.

c) **Sales forecast for next 12 months:** If I open 6 days a week, I expect to sell between 280 - 300 bread and 200 cakes per day. On average I will sell 7,200 bread (576,000Frw) and 4,800 cakes (480,000Frw) per month. This average will bring in 1,056,000Frw per month.

It is hard to estimate but I hope to get at least 60% of the market since I will have a new type of bread and cakes and then a higher percentage as customers realize the high quality of my bread and cakes.

d) **Business location or business place:** Akaryoshye Bakery will be located on the main road near several small boutiques and is very near the district office and Secondary school. It is a busy area and very accessible to clients. I will reach to the customers by selling to individuals, retailers, wholesalers. Orders will be accepted and delivered by bicycle, motorcycle and pick-up, if it is necessarily.

e) **Promotion:** I will advertise with brochures, posters, signs, on radio and have my friends announce the opening in my neighborhood. I will paint a picture of delicious looking bread and different cakes .I will put that picture on the bread packages.

- I will launch my business in opening ceremony where I offer free samples of different bread and cakes so people can taste how good the products are.
- I will offer credit facilities and offering discount if customers will buy in large quantities.
- I will freely offer my business cards and brochures to promote my products.
- I will invite all my friends and nearborhood community people for special event to welcome them and to share some drinks.

Skills Lab Activity 7.6 Learner`s Book

7.5.Use of Skills Lab Method: Lab 7

1) Build part (max 15 min)

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

- a) What is a business plan?
- b) Why and when should we prepare a business plan?
- c) Who are the users of the Business Plan?

Choose few pairs to answer the above questions to the general audience.

Possible answers

- a) A business plan is a written document that describes in detail how a business is to achieve its goals.
- b) 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.
- c) The users of a Business plan include: Managers, owners, banks etc

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

Thereafter 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) Practice (Max 30 min)

Let each group prepare the business description and marketing plan sections of a business plan for business activity of their choice.

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.

NOTE: Each team will agree on which projects they will prepare the description and marketing plans.

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 do not understand.

3) Presentations (Max 20 min)

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 challenge/supplement each other (control this as it make time) as it will enable them to understand better.

4) Conclusion (Max 10)

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.

- 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

5) Portfolio Assignment (Max 5 Min)

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. Each learner writes the business description and marketing plans for for the projects they want to start at home.

7.6.End of unit 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 some 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 (detailed plans on how to achieve the objectives set). Whether starting a new business or looking to expand an established business, it's essential to have an up-to-dated business plan for your business.
- **Users of a business plan are:** business owners, managers, government agents, employees, investors and financial institutions
- **The components of a business plan are :**

- Cover page
 - Table of contents
 - Executive summary
 - Business description
 - Marketing plan
 - Production 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.

7.7.Addition information

The Seven Key Sections of a Business Plan

- 1) **Executive summary:** Your executive summary should be 1–2 pages long, and provide 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. Your executive summary should be written last, after you’ve written the rest of the plan; each paragraph should be a summary of the more detailed, related section of the plan.
- 2) **Business Overview:** In your overview, include details regarding your business’s history, vision and/or mission, objectives, and your ownership structure.
- 3) **Products and Services:** Expand upon your products and services including features and benefits, competitive advantages, and if marketing a product, how and where your products will be produced.
- 4) **Industry overview:** The industry overview is your opportunity to demonstrate the viability of your business by discussing the size and growth of your industry, the key markets within your industry, how your customers will buy your products or services, and which markets you’ll be targeting.
- 5) **Marketing Strategy:** Here you describe your target market segments, your competition, how you’ll differentiate your products or services, and your products’ or services’ unique selling proposition (USP). (Marketing Variables)
 - Discuss product or service pricing and promotion, including how your promotional programs will appeal to each of your 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 your products or services will be sold (e.g. storefront, online, wholesalers), and your target markets' buying cycle.
- 1) **Operations Plan:** Provide a profile of your management team, your human resources plan, your business location(s) and facilities, your 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's worth dedicating up to 80% of your time to writing this section. You'll 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.

Sample of business plan

Table of Content:

1.0	Executive Summary
	Chart: Highlights
1.1	Objectives
1.2	Mission
1.3	Key Success Factors
2.0	Company Summary
2.1	Company Ownership
2.2	Start-up Summary
	Table: Start-up
	Chart: Start-up
3.0	Services
4.0	Market Analysis Summary
4.1	Market Segmentation
	Table: Market Analysis
	Chart: Market Analysis (Pie)
4.2	Target Market Segment Strategy
4.3	Service Business Analysis
4.3.1	Competition and Buying Patterns
4.3.1.1	Competitor Overview
5.0	Strategy and Implementation Summary
5.1	SWOT Analysis
5.2	Competitive Edge
5.3	Marketing Strategy
5.3.1	Marketing Tactics
5.4	Sales Strategy
5.4.1	Sales Forecast

	Table: Sales Forecast
	Chart: Sales Monthly
	Chart: Sales annually
5.5	Milestones
	Table: Milestones
	Chart: Milestones
6.0	Management Summary
7.0	Financial Plan
7.1	Start-up Funding
	Table: Start-up Funding
7.2	Important Assumptions
7.3	Break-even Analysis
	Table: Break-even Analysis
	Chart: Break-even Analysis
7.4	Projected Profit and Loss
	Table: Profit and Loss
	Chart: Profit Monthly
	Chart: Profit Yearly
	Chart: Gross Margin Monthly
	Chart: Gross Margin Yearly
7.5	Projected Cash Flow
	Table: Cash Flow
	Chart: Cash
7.6	Projected Balance Sheet
	Table: Balance Sheet
7.7	Business Ratios
	Appendix
	Table: Ratios
	Table: Sales Forecast
	Table: Personnel
	Table: Profit and Loss
	Table: Cash Flow
	Table: Balance Sheet

7.8. End of Unit 7 Assessment

1) In your opinion, explain the meaning of business plan.

A business plan is a written document that sets out the business strategy and goals and how the business is going to achieve those goals. It will also contain some other information including what it sells, to whom and how and when it will make a profit.

2) After your study you have a dream to study a small business and you have to just write your business plan. Explain how Rwanda Revenue Authority can use that business plan.

Rwanda Revenue Authority can use my business plan to assess the viability of my business to determine specific incentives like tax exemptions, credit guarantees and subsidies that the government may give to me.

The business plan helps the government to plan for infrastructures and other services that it may want to put up.

Rwanda Revenue Authority can use my business plan to ensure which tax my business should be taxed.

3) You have just established a mushroom growing business in your home area. You intend to launch your business to create community awareness. Prepare your launch program.

A plan for launching my mushroom growing business. The following programme will be used for launching the project:

1. Name of business
2. Publicity
3. Seeking permission relevant authorities
4. Invitation of guests
5. Printing of information about the business e.g. price lists, catalogues, flyers, etc
6. Preparation of launching venue
7. Identification of the public address system/entertainments
8. Identify eyes and ears on ground for launch e.g. people who are going to make observations and listen to ascertain public impression about the product.
9. Selection of day and date

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LAUNCHING PROGRAMME

Venue: KABAYA – NYABIHU

Date: Friday 30th March 2018

Time: 12:00PM

TIME	ACTIVITY	PERSON RESPONSIBLE
10.00-11.00Am	Arrangement of venue and seats ,organization of stage and installation of public address or musical system	
12.00Pm	Arrival of guest and registration	
12.30Pm	Arrival of chief guest	
12.40Pm	Prayer	
12.45Pm	Welcoming guests and introducing of the directors and managerial staff	
01.00pm	Presentation and display of business products and demonstrating the benefits of the products	
01.20pm	Organizing price winning raffles and giving free prices and samples to people	
01.30pm	Marketing manager’s speech highlighting about the products being launched and answering people’s questions and complaints	
02.00pm	Speech and official launch of the products by Chief guest	
03.00pm	Music interlude (Butera Knowless and King James)	
04.00pm	Promotional selling at reduced prices (Music in the background)	
06.00pm	Closure	

4) Describe three challenges that a new enterprise might face.

- Poor planning or not planning
- Small or no capital start-up
- Bad location
- Poor quality raw materials
- Outdated technology
- No or few customers
- Unskilled workers
- Poor management

5) A business that fails to plan will plan to fail. Discuss.

Many entrepreneurs write a business plan only when they need to secure start-up financing. However, the plan is far more than a document for banks and investors to read; it's an invaluable roadmap for launching and growing a business.

In order to put your business concept on paper, you need to think through and research the many factors that are needed to make sure your business is a success. With a plan, not only can you spot potential weaknesses, opportunities, and threats, your plan can help entrepreneur make informed decisions about his/her venture before she/he commit himself/herself legally or financially.

6) Explain the term “marketing mix” as could be used in business planning.

Take an example of Akaryoshye bakery business and the market mix –What should she consider?

- **Product:** How can he make his product stand out? He can make different types of bread and cakes than the other neighborhood bakery. He could find out what potential customers might like.
- **Price:** He should find out what prices of competitors are charging for bread and cakes. He will then need to consider how much it costs him for the raw materials and make sure the price he sets will help cover the costs and be competitive.
- **Place :** He will need to sell his bread and cakes in a location that is easy to get to or near other boutiques, restaurants or coffee shop and dairy ,he consider delivering his bread and cakes by bicycle, motorcycle and pick-up if it is necessary. He could sell bread and cakes to boutiques, restaurants, coffee shop and dairy.
- **Promotion :** He will need to advertise his bakery word of mouth, put up signs, paint a bread and cakes sign for his bakery, give free samples the first week

7.9. Additional Activities

Extended activities

“If you don’t know where you are going any road leads you there” and “ If you don’t know where you are going then you will go nowhere”. Discuss the relationship between the two phrases referring to business plan.

UNIT 8: OPERATIONAL BUSINESS PLAN FOR AN ENTERPRISE

8

Key Unit Competency: To be able to prepare an enterprise business plan (Part 2)

8.1. Unit Prerequisite

Learners were introduced to the business plan preparation, its structure, business plan description and marketing plan in previous unit (A level-S.6, unit 7). This prior knowledge, skills or competences should help them to be able to prepare a complete enterprise business plan.

8.2. Cross-cutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and females have the same ability in business plan preparation.

Inclusive education: you need to put emphasize on the working conditions that allow all learners to perform required task regardless of their status. Learners shall be facilitated to accomplish their tasks especially the blind learners.

Environment and sustainability: The greatest source of business plan and its implementation is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. Therefore, great care for environment is paramount for continued business activities

Peace and Values: Teachers need to emphasize to learners the need to live in peace and harmony with others especially when working in group. Learners need to appreciate themselves about the business plan generated. Learners also need to promote positive business values especially towards society, customers, shareholders, environment, government, among others as they generate business plans for being implemented.

Financial education: An emphasis is needed to learners for managing properly their business revenues and any other monetary issues. This will help them to be financially fit because of successful business plan implementation.

8.3. Generic competencies

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

Critical thinking: learners are given activities to analyze different information requirement, different resources for a given business to come up with a business plan. The logical thinking shall apply in business plan development before coming up with a full complete business plan.

Research and problem solving: Learners are given a case study where they have to collect data on business plan development, develop it and draw a conclusion from the data analysed.

Creativity and innovation: learners are given activities to use their creative and innovative abilities to develop a business plan that can be presented to the bank.

Research and problem solving: Through activities, that gives learners a chance to do research or analyze the various business opportunities that are present within their community and develop a business plan that that can be used as guiding tool in exploiting those opportunities.

Lifelong learning: after a task, activity or experience, learners should always share what lessons they have learned, how they may use or link the experience to improve on their knowledge, skills and attitudes in business plan preparation and to what extent those will be exploited.

Guidance on the introductory activity

This introductory activity is intended to:

- Provide interest and motivation to the learners about business plan preparation
- Focus learner's attention on business operational plan
- Convince learners about what they will benefit from the unit

It can

- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
- be new content to help arouse learner's interest about what to expect in the new content be answered in one lesson, or

- Be gradually, over a period as the unit progresses. There are no right or wrong answers use an appropriate method such as small groups or pairs, provide learners with the unit 8 introductory activity, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the Unit 8 introductory activity to identify business start up cost and describe factors to be considered while choosing the business location and production process of a given commodity.

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

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

Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers to the introductory activity:

1.a Example of startup cost

- Advertising and promotion
- Borrowing costs
- Employee expenses
- Equipment and supplies
- Insurance, license and permit fees - Research expenses
- Technological expenses

b. Factors to be considered while choosing location of the business

Distance to your customers and suppliers: transportation costs are usually a large component of total supply chain costs. Generally, the further you are from your customers and suppliers, the higher the transportation costs will be. To better understand your transportation costs, you will also need to understand the frequency of deliveries and pickups from customers and suppliers. Industry practitioners use the center of gravity and load distance technique to determine the ideal location, purely focusing on transportation costs.

Access to the transportation network: Operating an effective supply chain is contingent upon having good access to your transportation network. This may include alternate transportation methods. Depending on your commodity, you will rate modes of transport differently. As an example, a courier may require close proximity to an airport, whereas a grain producer would require close proximity to a transport loading facility.

Security: The location of a business can increase the probability of being affected by insecurities. So, it's better to choose a location which is more secure and safe for your business.

Labor availability: Has become a significant challenge in warehousing and truck transportation. Understanding the labor market situation in the area will assist in determining projected labor costs and the availability of workers with the skills you require. In addition, transportation access to your facility for your staff is very important. If public transit is limited or inconvenient, you may have challenges in the hiring process.

8.4. List of lessons (including assessment)

No.	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	periods
1	Production Plan	Describe the production plan	3
2	Business Operation and Cost Plan	Identify the necessary required costs to start a business Describe the parts of the business operation and costs plan Calculate various business operation costs	3
3	Financial Plan	Explain the various components of the financial plan Prepare: Sales plan, Cost forecast (6months/1 year), Cash flow plan, monthly net profit estimation, Operating balance sheet	3
4	Risk assessment and contingency plan	Describe various risks encountered in business operations Assess business risks Devise contingency measures to reduce risks	2

5	Action Plan	Develop an action plan for successful operation of the business	2
6	Sample Business Plan	Describe the elements of a business plan Develop a business plan from an identified business idea Encourage others to develop plans whether for personal or business purposes Take moderate life and business risks	4
7	Lab 8	Apply Skills Lab Methodology	2
8	End Unit Assessment	Can identify the elements of a business plan, and elaborate a viable business plan for an enterprise	2
	Total periods for the unit		21

Lesson 1: Production Plan

Learning objectives:

Describe the production plan

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, interview with business people, 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.

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

K-W-L Chart:		
Topic:		
what I Know	what I Want to know	what I Learned

Activity 8.1

Learners in small groups, pairs or individual read the question and through brainstorming learners come up with the meaning of production plan and factors to be considered while developing production plan following the instructions given. You may ask two learners to act out the interview as the rest listen and follow.

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

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

Harmonize their findings or answers, and help them draw conclusions/summary to the meaning of business plan and factors to be considered while selecting location of the business. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Application Activity 8.1

Learners analyse the given problem about the bakery business and in groups prepare a financial plan, identify human resource requirements, draw measures for quality control and utility requirements. 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 activity 8.1

1. Suppose you want to open a bakery in your village.

a) The answer to this question varies from one learner to another. You have to consider that the learner has provided the justification of her/his choice taking into consideration factors for location of business such as:

- Distance to your customers and suppliers
- Access to the transportation network
- Security
- Labor availability

b) Equipment required for bakery business includes but is not limited to:

- Bakery oven
- Dough mixer
- Bread slicer
- Planetary mixer
- Dough sheeter
- Dough divider and round
- Deck oven
- Molders
- Electric prove

c) Raw material required for bakery business include but are not limited to: Flour, salt, eggs, water, yeast, Fat, sugar, honey, raisins and nuts (Consider other raw material provided that clear explanation are given by learners)

Possible answers for the Application Activity 8.1

a) Consider all answers provided by learners provided that they have given clear explanation of production process of that product and have identified raw materials.

Lesson 2: Business Operation and Cost Plan

Learning objectives: Identify the necessary required cost to start a Business, describe the parts of the business operation and costs and calculate various business operation costs

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview Small and Medium enterprise's owners in their community, research in the library, research on the internet, etc

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

Learners through brainstorming identify different types of start up costs, different sources of capital available and do a monthly cost forecast. Guide learners to draw a conclusion on element to be considered while developing start up costs and available alternative source of finance. Guide theme in developing a sales' plan and monthly cost forecast through brainstorming. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 8.2 Learner's Book

Using an appropriate method, such as small groups or pairs learners may interview an entrepreneur in bakery business; make research in the library or internet, group discussions following instructions given to all cost requirements to start bakery business and different available financing options. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to brainstorm on different start up costs for identified business and the different sources of finance available for entrepreneurs.

Learners share their findings on different start up costs for identified business and the different sources of finance available for entrepreneurs through an appropriate method such as group presentation, pair-share. Ensure learners of different needs and abilities are given opportunities share or present their findings. Learners draw conclusion on different cost involved for starting and the reason they think that those cost are relevant and different sources of finance available while thinking on the best alternative source of finance

Harmonize their findings or answers, and help them draw conclusions/summary on identified startup costs and source of finance. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Application Activity 8.2 Learner's Book

Learners read the questions either in groups or in pairs to differentiate to develop a sales plan of a certain business of their choice and total monthly plan for a bakery business. 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 activity 8.2

1. You have to consider all answers from learners provided that they have given supporting opinions. The answer provided below is an example:

Particulars	Cost estimation (Frw)
Advertising and promotion	100,000
Borrowing costs	45,000
Employee expenses	125,000
Equipment and supplies	2,400,000
Insurance, license and permit fees	73,000
Research expenses	200,000
Technological expenses	175,000
	3,118,000

2. Sources of money for business include the following:

- **Personal savings/your own money or personal funds or Equity financing:** Personal funds or equity capital is money raised by a company in exchange for a share of ownership in the business. Ownership is represented by owning shares of stock. Equity financing allow business to obtain funds without incurring debt, or without having to repay a specific amount of money at a particular time.
- **Partners or shareholders:** Selling part of the business to others. This can be done in a number of ways such as getting partners to inject in some money or selling shares to outsiders either informally or formally through the capital market system by converting the business into a public limited liability company.

- **Contribution from Family and Friends:** One can acquire money from your family and friends. In some incidences, a family member can lend you money that you will have to pay at an agreed period or it can be capital given to you freely may be from your parents to start a business.
- **Borrowing from lending institutions:** The option of borrowing is used when equity funding is not enough. You can borrow money through: Banks, Cooperatives, Government scheme and other financial Institutions like insurance companies, among others.

(Consider all other sources provided by learners)

Possible answers for application activity 8.2

1. Follow the guideline of developing sales plan in Learners' book, unit 8 lesson 2.3 sales plan. You have to be sure if the learners have taken into consideration the following plans:

- Distribution methods to be used
- Transaction process between your business and your customers
- Sales strategy

2. There is no simple formula for a monthly forecast for business. You have to consider that learners have taken into consideration through their answers the following elements:

- Staff cost
- Material cost
- Utility cost
- Depreciation expenses
- Cost of capital
- Other costs that are relevant to the bakery business

Lesson 3: Financial Plan

Learning objectives: Explain the various components of the financial plan. Prepare Sales plan, Cost forecast (6months/1 year), Cash flow plan, monthly net profit estimation, Operating balance sheet.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners books, internet, sample, illustration case studies and any other resourceful person to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on business operation and costs plan, handle any homework or assignments.

Use the case study question in order help learners to explain the various components of the financial plan and prepares, sales plan, cost forecast, cash flow plan, monthly net profit estimation, Operating balance sheet. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 8.3 Learner's Book

Learners read the case study and answer questions that follow.

Learners in small groups, pairs or individual by referring to previous activities to explain the various components of the financial plan and prepare it. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Encourage learners to explain the various components of the financial plan and prepares, sales plan, cost forecast, cash flow plan, monthly net profit estimation, Operating balance sheet. 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 after presentation. Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the preparation of financial plan. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to student book.

Application Activity 8.3 Learner's Book

Read the Application activity 8.3 in the learner's book and answer questions that follow. This activity can be done as an individual, pairs, and small groups. Learners analyze the activity on financial plan. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work. Conclude the lesson by guiding the learners on financial planning.

Possible responses to the Activity 8.3

a) Budget for MUHIRE Shop Ltd

	January	February	March	April	May	June
Receipts	127,500	85,000	212,500			
		112,500	75,000	187,500		
			120,000	80,000	200,000	
				82,500	55,000	137,500
					112,500	75000
						105000
Total receipts	127,500	197,500	407,500	350,000	367,500	317,500
Expenses						
Water	(1,800)	(1,800)	(1,800)	(1,800)	(1,800)	(1,800)
Rates of security	(2,500)	(2,500)	(2,500)	(2,500)	(2,500)	(2,500)
Heat and light	(4,000)	(4000)	(4000)	(4000)	(4000)	(4,000)

Electric materials	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)
Hygiene	(1,500)	(1,500)	(1,500)	(1,500)	(1,500)	(1,500)
Machines		(85,000)	(100,000)			
Raw material 1	(70,000)	(70,000)	(110,000)	(110,000)	(100,000)	(100,000)
Raw material 2	-	(100,000)	(100,000)	(90,000)	(90,000)	(87,500)
Total expenses	(80,800)	(265,800)	(320,800)	(210,800)	(200,800)	(198,300)
Net cash flow	46,700	(68,300)	86,700	139,200	166,700	119,200
Balance b/f	(175,000)	(128,300)	(192,600)	(101,900)	41,300	212,000
Balance c/f	(128,300)	(192,600)	(101,900)	41,300	212,000	331,200

b) Cash is the lifeblood for any organization as it must have sufficient to be able to trade.

Cash budgets identify the amounts expected to be received and paid out and most importantly the timings of these receipt and payments. This enables the business to plan its expenditure based on when it expects its receipts. Where an excess of outflows is identified, the organization can take steps to secure temporary funds by transferring them from elsewhere or through an overdraft facility.

Possible responses to the Application activity 8.3

1. Startup budget of a small shop

INEZA Stationary shop/Start up Budget	
SOURCE OF FUNDS	Amount
Owner's funds	300,000
Loan from Bank of Kigali	400,000
Loan from Uncle Kalisa	100,000
Total Amount	800,000

Planned use of funds	
Equipment (Shelf, etc)	200,000
Renting shop 6 months	180,000
Blackboard Dusters	5,000
Chalk Dustless all Colours	25,000
White-board Cleaning Spray	9,000
White-board Dusters	10,000
White-board Markers all colors	20,000
Cash Receipt Books	45,000
Hard Cover A4 Index, Thick, Thin	12,000
Hard Covers A5 book	18,000
Ledger Book	27,000
Pen Carbon duplicates	23,000
Shorthand spirals	25,000
All types of CDs	15,000
Pens	10,000
Pencils	20,000
Notebooks	15,000
Manila papers	14,000
All types of envelopes	7,000
Operational fees	89,000
Total expenses	769,000
Total amount planned to get in 1 year	1,280,000
VAT (value added tax)	91,980
Net Profit	419,020

2. Refer to capital you have planned to put in your stationary, calculate your Return On Investment.

Return on investment (ROI) = $419,020/769,000 \times 100 = 54.48\%$

3. Using your start-up budget that you have done early, prepare your opening balance sheet for your stationary shop

My opening balance sheet

Assets		Liabilities and owner's equity	
Fixed assets		Owner's equity	347,000
Equipment	200,000	Long-term liabilities	
Total fixed assets	200,000	Bank loans	400,000
Current assets			
Stock	347,000		
Debtors	180,000		
Cash	89,000	Current liabilities	
Bank	31,000	Kalisa	100,000
Total current assets	647,000	Total liabilities	500,000
Total assets	847,000	Total liabilities and owner's equity	847,000

The amount of total assets must be equal to total liabilities and owner's equity because the last one financed all assets.

Lesson 4: Risk assessment and contingency plan

Learning objectives:

- Identify and discuss various risks encountered in business operations
- Assess business risks
- Devise contingency measures to reduce risks
- Take moderate life and business risks

Teaching resources:

Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, books or magazines, radio, television and any other resourceful person 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 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.

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

Lesson Activity 8.4

Learner's Book gives instructions to the learning activity, learners in small groups or pairs identify and discuss on all risks that may occur in a given 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 business risks related to the environment, be creative, peace and values.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities 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 risks related to any business. Answer or address any questions or challenges about the activity. Guide them to make notes in referring in their learner's book.

Application Activity 8.4 Learner's Book

Learners read the application activity 8.4 and answer the related questions. This activity can be done as an individual, pairs, and small groups. Learners analyze business risks and make strategies to reduce or avoid those risks. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work. Conclude the lesson by guiding the learners on what to in terms of next lesson, home works, organizing the class, etc.

Possible solution to activity 8.4

All possible risks may occur in my business are:

External risks :

- Earthquake
- Floods
- Change in environment
- Changes in consumer preference
- Competitors

Internal risks:

- Computer damaged
- Unskilled employees
- Computer network failures
- Problems associated with using outdated equipment
- Failures or interruptions to the delivery of electricity, water, transport and telecommunications.
- Infrastructure problems such as supply electricity, availability of software and servers, etc.

Possible solutions of application activity 8.4

Risk mitigation is defined as taking steps to reduce adverse effects. There are four types of risk mitigation strategies that hold unique to business continuity and disaster recovery.

- **Risk Acceptance/Retention:** Risk acceptance does not reduce any effects however it is still considered a strategy. This strategy is a common option when the cost of other risk management options such as avoidance or limitation may outweigh the cost of the risk itself.

Based on our case study this strategy can be used when the business owner found that the kind of risk occurred is less expensive than other mitigation strategies.

- **Risk Avoidance:** Risk avoidance is the opposite of risk acceptance. It is the action that avoids any exposure to the risk whatsoever. Risk avoidance is usually the most expensive of all risk mitigation options depending on the type of risk to avoid.
- **Risk Limitation/Reduction:** Risk limitation is the most common risk management strategy used by businesses. This strategy limits a business's exposure by taking some action. It is a strategy employing a bit of risk acceptance along with a bit of risk avoidance or an average of both. An example of risk limitation would be for the above case study accepting to hire skilled employees and using updated materials even if it is expensive.
- **Risk Transference:** Risk transference is the involvement of handling risk off to a willing third party. For example, working with insurance companies whereby a business is ensured.

Lesson 5: Action Plan

Learning objectives:

- Identify business activities required
- Show the specific time to complete every business activity identified
- Develop an action plan for a business

Teaching resources:

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

Possible methods: Pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on the risk assessment and contingency plan.

Use a discovery activity to introduce what is an action plan, its importance and how to prepare it. Help learners link the previous lesson and the discovery activity to the current lesson.

Activity 8.5 Learner's Book

Learners complete the activity 8.5 as identified all business activities and their expected time to complete them.

Learners in either small groups, pairs or individual read and complete the activity to identify the business activities and their specific time to complete them. 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, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such pair-share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating.

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 after presentation.

Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the action plan. Answer or address any questions or challenges about the activity. Guide them to make notes in their books while referring to the learner's book.

Application Activity 8.5 Learner's Book

Learners read the Application activity 8.5 and answer the questions that follow. This activity can be done as an individual, pairs, and small groups. Learners prepare an action plan for any chosen business. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work. Note: if the activity is to be marked/ corrected by the teacher, there might be no need of sharing.

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

Possible responses to the activity 8.5

My business activities needed and the specified time to complete them are:

- Buying land in January 2019
- Building premises in February 2019
- Buying machinery and equipment in May 2019
- Installation machinery and equipment in June and July 2019
- Recruitment employees in June and July and August 2019
- Training in September 2019
- Buying raw materials in October 2019
- Start production in October and November 2019
- Selling products and offer services in December 2019

Summarize all these activities in a timetable to better explain what an action plan is.

Possible solutions of application activity 8.5

Business action plan

Activity	Time	Person responsible
Renting a business house	1st December 2018	Business owner
Buying equipment and furniture	15th December 2018	Business owner
Installation of equipment	20th December 2018	Technician
Recruitment employees	25th December 2018	Human resource officer
Training	26th December 2018	Specialist in hospitality
Buying raw materials(Tea, coffee, milk, breads and cakes)	27th December 2018	Kitchen officer
Start selling	27th December 2018	Sales officer

Application Activity 8.6 Learner's Book

Learners read the Application activity 8.6 and answer the questions that follow. This activity can be done as an individual, pairs, and small groups. Learners prepare a business plan for a business of selling eggs. 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 do in terms of next lesson, home works, organizing the class, etc.

Possible responses to the activity 8.5

Refer to students' book about sample of a business plan

Skills Lab Activity 8.7

8.5. Use of Skills Lab Method: Lab 8

1) Build (max 15 minutes)

Through brain storming, learners answer the following questions.

- a) What do you understand by:
 - i. Production plan
 - ii. Business operations and cost plan
 - iii. Financial plan
- b) What do you understand by the word production?
- c) What should you do before you start production?

Possible answers from students would be;

a) **Production plan** is the guideline to create and monitor output of a product and how that output affects other parts of a business plan such as marketing, sales and logistics. A business operations and cost plan is a layout of the amount of money needed during the start - up process of a business for payments before the business begins, to earn its own income.

A financial plan describes the business current financial status, its financial goals, when it wants to achieve them, and strategies to meet those goals.

b) One needs to plan for production needs such as materials, premise/ location, workers, method of production among others; the amount of money needed to start and operate the business activity as well as the sources of finance.

Explain that before a business starts its activities, it needs to plan for its production needs so as to be able to produce what will satisfy the market as well as avoiding losses through overproduction; think of the costs needed to start and operate the activities; as well as sources and how to get finance for its activities. This lab will help learners plan for the production needs, operational cost as well all financial needs of the business activities.

2) Practice (max 25 Min)

Let learners in their respective lab groups prepare the production plan, business operation and Costs Plan, and Financial plan for the business activity they chose in lab 7.

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 do not understand.

3) Present (Max 20 Min)

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 challenge/supplement each other (control this as it make time) as it will enable them to understand better.

4) Conclusion (Max 10)

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 the elements a business plan should have.

- i. Production plan
- ii. Business operation and Costs Plan
- iii. Financial plan
- iv. Risk assessment and contingency plan
- v. Action plan

5) Portfolio Assignment (Max 5 Min)

Each learner designs a production plan, Business operation and Costs Plan, and Financial plan for his/her own Back Home Project (the project he/she intends to start)

8.6 End Unit Summary

- 1) Production plan:** is the planning of production and manufacturing modules in any company or industry.
- 2) Quality:** refers to the ability of a product or service to satisfy the needs of customers.
- 3) Quality:** control is when the entrepreneurs ensure that they control all production activities so as to produce products that meet required specifications or standards.

- 4) Packaging:** refers to the process of wrapping, crafting, filling or compressing of products to protect them from spoilage, breakage, leakage, pilferage and contamination in the process of transit, storage and use.
- 5) A sales plan:** is a strategy that sets out sales targets and tactics for your business and identifies the steps you will take to meet your targets.
- 6) A forecast:** is the act of predicting business activity for a future period of time.
- 7) Cash flow:** is the money that comes in and goes out of a company.
- 8) Free cash flow (FCF):** measures how much cash you generate after taking into account capital expenditures for such things as buildings, equipment, and machinery.
- 9) Operating cash flow (OCF):** is the measure of your company's ability to generate positive cash flow from its core business activities.
- 10) Depreciation:** is an accounting practice where you deduct the cost of a tangible capital asset, such as machinery or real estate, over a period of time.
- 11) Amortization:** is where you deduct the cost of an intangible capital asset, such as a patent, over a period of time.
- 12) Balance sheet:** is a financial statement or report which indicates what you own and what you owe on any given day in the life of a business.
- 13) Payback period:** is the time in which the initial cash outflow of an investment is expected to be recovered from the cash inflows generated by the investment.
- 14) Return on Investment (ROI):** is a performance measure, used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments.
- 15) Risk management:** is process of identifying risks, assessing risks and developing strategies to manage risks is known.
- 16) Internal risks:** are internal factors which affect the business but are within a company's control and sometimes occur as a result of improper systems put in place or the lack thereof.
- 17) External risks:** are outside the control of the project team and its host organization.
- 18) A contingency plan:** is a course of action designed to help an organization respond effectively to a significant future event or situation that may or may not happen.
- 19) An action plan:** is a document that lists what steps and actions must be taken in order to achieve a business goal.

8.7. Additional information

Operational budget: This is a document/statement that provides a summary of income and expenditure expectations of the business. These expenses may include the following.

Operating costs of the business

- Costs of goods; costs of purchases, raw material, labor etc.
- Administrative expenses; administrative salaries, legal accounting charges.
- Depreciation of office equipment, office rent, stationery.
- Selling and distribution expenses e.g. sales staff salaries, sales commission, carriage outwards.
- Financial charges e.g. bank charges, discount allowed and interests on loans.

Steps in Preparation Of An Operational Budget

- Setting business goals for a period of time to be budgeted for.
- Set up the objectives to be achieved.
- Set the activities to be performed and their time table.
- Estimate the sales to be made in the period.
- Estimate the cost of goods /services to be sold.
- Calculate the profits/gross and net profits.
- If profits are taxable, apply the tax rate to the profits before tax to get tax payable.

Importance of an Operational Budget

- It helps to determine the future expected profits.
- It helps in pricing goods.
- It is a measure that is used to compare the planned output to the actual output.
- It helps in calculating production costs.
- It helps the entrepreneur to prioritize the expenditure of his income. Helps to plan for the future in line with the objectives of the business/organization.
- It encourages hard work and innovative among workers to meet the targets set at the beginning of the budget period.
- It enables the entrepreneur to know her sources of income in the business, hence planning accordingly.

Operational Budget

An example of an operational budget for brave enterprise limited.

DESCRIPTION	AMOUNT
Sales	4,000,000
<u>Cost of goods sold</u>	
Iron sheets 10,000unitsx300	3,000,000
Iron bars 500 unitsx20	10,000
Drums 10 units x 10	100
	3,010,100
Gross profit	989,900
List a number of other expenses e.g. miscellaneous, rent, wages etc	
Total	246,000
Fixed assets (list and total them) e.g. land	<u>30,000</u>
Net Profit	773,900

8.8. End of Unit 8 Assessment

1) a) production plan

Location of the business: Kigali city

Type nature and capacity of the business

- **Required inputs and raw materials:** furniture, curtains, carpets,
- **Labor requirements of the business:** skilled labor, unskilled labor
- **Required utilities:** electricity, water, telephone bills
- **Expected output:** accommodate more than 1000 people
- **Quality management:** day today monitoring of the business
- **Capacity of improvement:** expect to expand the business by having branches across the country.

b) Action plan

NO. OF ITEMS	ACTIVITY/ITEM	TIME	IMPLEMENTATION OFFICER
1	Carry out the feasibility study to determine the viability of the project	1 month	Entrepreneur/market research firm
2	Formulation of a business plan	2month	Entrepreneur
3	Loan application process	1month	Entrepreneur
4	Selection of the business site and purchase of land	1month	Entrepreneur
5	Purchase of machinery and equipments	2month	Entrepreneur/purchasing officer/engineer
6	Installation of machinery	2month	Engineer
7	Construction of premises and offices	8month	Construction firm
8	Recruitment of human resource	2month	human resource manager
9	Training of employees	2month	Human resource manage
10	Production testing	1 month	Production manager
11	Commercial production	2weeks	Production manager

2) The following should be included in the financial plan

- Fixed capital expenditure e.g. on land, buildings, machinery, tools etc
- Start up capital and expenses
- Working capital required e.g raw materials, direct labor, overhead costs, operating costs etc against sales revenue.
- Expected sources of financing i.e. where the funds will come from.
- Projected financial statements e.g. balance sheets, income statements, cash flow statements and budgets
- Break even analysis (BEA) of the business.
- Time frame i.e. a typical business plan forecast covers five years.
- Marketing expenses
- Research and development costs.
- General and administrative expenses.
- Estimated taxes on income.
- Inventories. i.e. estimated level of inventory needed to meet our estimated sales volume.
- Accounts receivable i.e. estimate the length of time between sale and collection of related receivables/payments.
- Cash i.e. estimate the amount of cash to be maintained over a forecast period.
- Account payable i.e. estimate the period over which you expect to pay your bills.

3) a) Determine what main riskS your business is likely to encounter: Ideally, there is a need to Figure out what types of disasters are most likely to affect your business depending on its type and location and plan accordingly. .

b) Preparation of an evacuation plan: There is a need to go over with the personnel and post it conspicuously throughout your business premises. Personnel need to know when to evacuate, what they should do when they're notified of an evacuation, what routes are available out of the building(s), and should also know who is responsible for checking to see whether everyone is out safely.

c) Create a communications fan-out system: There is a need to ensure that if something happened at your business, there is a person responsible for notifying each person who works there. In this case there is a need to ensure that phone and email contact lists are up to date and that the people responsible for contacting others have printed lists as all technology fails sooner or later and usually at the most inconvenient time. Also decide who will be responsible for communicating with the public and how (updating the business website, posting on social media, press releases, signs in the windows, radio announcements etc.) in case the need arises.

d) Be sure that your on-site emergency kits are complete and up-to-date: This Emergency First Aid Kit Checklist for Businesses shows exactly what first aid kits for small businesses need to contain. Depending on what types of disasters that may happen in your area, you may want to add other supplies. For example, one gallon of water per person per day is one of the recommended supplies on this list of Emergency Supplies for the Retail Store.

e) Take steps to protect your business data: Your business data is your most valuable asset. If it was stolen or destroyed, would your business be able to quickly get up and running again or even carry on at all? Therefore, data protection is one of many advantages of switching your business to cloud computing.

f) Ensure your business carries adequate insurance: Fire insurance is the type that springs to mind, but fire is certainly not the only possible disaster your small business could experience. Besides other obvious physical disasters such as flooding or wind damage etc. might affect the business Choosing the proper type of insurance to cover your risks and having good, up-to-date insurance coverage will go a long ways toward getting your small business up and running again if disaster strikes.

g) Check out local programs and resources: Your city or town or village may have contingency plans/disaster response plans in place or provide resources that will make it easier for you to put your own plan together. For instance, MIDMAR offers information about emergency preparedness for some locations in Rwanda where it sensitizes people to buy and install Umurindankuba (lightening rod/conductor) near their houses (for example in Rutsiro district, Nyaruguru district and especially in the high mountain region) on its website and offers training workshops on the topic.

Note: Investigate and find out what contingency plan is available in your town or village before you start writing your own business disaster plan.

h)Keep your business contingency plan handy: The entrepreneur has to keep his/her disaster plan in an easily accessible place and make sure everyone who needs to know where it is knows its location.

i)Use Your Business Social Media: Your business website and social media platforms like Facebook, Telegram, WhatsApp and Twitter are excellent ways to communicate with customers and business associates in the case of an emergency. Don't let your customers wonder if you are open or not when disaster strikes, a quick post on Facebook can keep them up to date.

Contingency planning therefore, requires an investment of time and resources, but if you fail to do it or if you do it poorly the costs could be significant if a disaster happens. A well thought out business contingency plan can mean the difference between your business's survival and failure if disaster strikes. A fire, a flood, a hard drive failure or data theft - any or all of these could put your business out of commission. Taking the time to do some business contingency planning will help ensure that your business is able to resume operations in the shortest possible time.

4. Elements of a business plan include the following

- a) General description of the business
- b) Mission statement, Goals and objectives
- c) Production plan
- d) Marketing plan
- e) Organization plan
- f) Financial plan
- g) Action plan

5. Guide learners to prepare an attractive business plan for the school business club.

Ensure all elements are included in the business plan

3.9. Additional Activities

Extended activity

You have received a grant from the Business Development fund Ltd (BDF) of 5 million to start a business of your choice.

- a) Prepare a production plan
- b) Prepare a financial plan
- c) Prepare a complete business plan

Guide learners to prepare the production plan, the financial plan and the whole business plan using the sample business plan in the student book.



UNIT 9: QUALITY ASSURANCE AND QUALITY COMPLIANCE IN BUSINESS

9

Key Unit Competency:

To be able to establish an effective quality compliance system in business activities

9.1. Unit Prerequisite

In O' level, Unit 8 (S1), Learners are explained the basic concepts of standardization, in unit 8(S2), they analyzed the need for metrology, quality testing and accurate measurement while in S3 unit 10, where they were able to explain the requirements for acquiring a certification mark for a given business. In A level, unit 5 of S4, they were able to analyze the role of standards in business activities while in unit 12 of S5, they were able to appreciate that there is need for conformity assessment in business. Given this background, learners should be able to appreciate that doing businesses requires entrepreneurs to conform to the required regulatory quality and metrological standards.

In this unit, they will be able to establish an effective quality management system for the business idea they intend to implement in their communities.

9.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit **BUT THIS DOES NOT** mean that they are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking into consideration the learning environment and the community.

- **Environment and sustainability:** It's important to note that conforming to the required guidelines regarding quality and accreditation standards necessitates entrepreneurs to be responsible with the environment. During business activities like packaging and production processes, the environment is used in one way or the other.
- Satisfying customers' needs should also include appropriate use of the environment and making sure that the natural resources are sustainable for all the current and future generations. Therefore, learners during this lesson should be able to show great concern on natural resources and environment. They should for instance be able to adopt programs like **“cut one and plant two”** to promote afforestation.

- **Inclusive education...** Emphasis has to be put on how all learners irrespective of their backgrounds, economic or social setup have right to participate in business activities that benefit their communities. Learners need to appreciate that irrespective of their backgrounds, they have to set business projects that conform to the right quality, accreditation and measurements.
- **Peace and Values...** In day to day activities both at school and community, learners need to live in harmony and peace. Re-echo that providing high quality goods and goods that conform to the set guidelines set by Rwanda Standards Board (RSB) promotes expected values of the country. Learners also need to work in harmony during group activities and other activities as provided by the teacher.
- **Gender education:** Rwanda is a gender sensitive country that promotes gender equity across all specs of life. Thus emphasis has to be put throughout this unit 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 learning activities, researching and other assignments, all learners irrespective of sex should be given equal opportunities.
- **Financial inclusion...** Being financially responsible partly means resources are used appropriately and productively. Through this unit, learners will be able to appreciate the need to take care of resources and environment sustainably, and therefore note to them that utilizing resources efficiently is one way of being financially responsible in the long run for example when entrepreneurs produce what customers don't need, there will be low demand leading to overstocking. This stock can go bad hence wastage of resources and money.
- **Refer to other cross-cutting issues as identified in the preliminary pages of the teachers' guide and curriculum framework.**

9.3. Generic competencies to be developed

Throughout this unit, provide learners a variety of opportunities to develop generic competences especially activities and the methodology adapted. These have been discussed in the preliminary pages of this teacher's guide. Some of the generic competences that you can promote during this unit are included but not limited to the following:

- **Research and problem solving:** Learners should be able to discover and learn on their own through research related activities. These activities give learners a chance to do research or analyze the various problems or challenges faced in their community and propose ways or strategies of overcoming or solving the identified problems. Encourage learners to read on their own different policy documents and reports of RSB, East Africa and ISO on standards, accreditation and measurements on internet, library or any other source as provided by you so as to be able to apply accurate measurements and quality standards as well as design their own quality systems for the businesses they intend to start.

- **Creativity and innovation:** learners are given activities to use and apply their creative and innovative abilities in real life experiences. They will be able to create strategies and systems that will promote quality and accurate measurements in businesses they intend to start.
- **Communication:** Learning activities and tasks learners perform ought to promote communication in one way or the other. They should be given opportunities to communicate, share ideas and findings.

Learning activities such as use of debates and role plays are some of the activities that can promote communication. In this unit, learners for example can have health arguments for or against need for accurate measurements in business activities, can design and present quality systems and can also communicate amongst them in groups or pairs during teaching and learning.

- **Co-operation, interpersonal relations and life skills:** Through different tasks assigned, they should demonstrate a sense of teamwork, cooperation, working with others as they for example analyze the different scenarios or case studies concerning metrology in business. They should be able to work as a team in peace and harmony even outside classroom activities to their societies as they solve given societal challenges.
- **Lifelong learning:** This unit should be able to encourage learners to self-discover and motivated to find and read more for example implementing the businesses ideas they intend to start. It will require them to keep learning from available businesses in their communities and also will have to consult people with experiences in one way or the other for technical advisory support. Therefore encourage learners to know that learning never ends that some tasks they do during class or outside classroom (in their communities) can be done if they keep learning and implementing what they learn accordingly.
- **Critical thinking:** learners will be able to develop critical thinking skills through analyzing of case studies, creating solutions to given scenarios and designing systems meant to improve and maintain quality of a given business These activities make learners think reflectively, logically and imaginatively about the challenges encountered in a situation before arriving at a conclusion.

Guidance on the introductory activity for the Unit

NOTE: The students won't be able to answer all the questions at this stage; they can answer the first 3-4 questions. The most important thing is that you want learners to use their previous knowledge and backgrounds to self- discover the expectations of this unit during and teaching of this unit. Tell learners that they will learn more about metrology, quality standards and accreditation in the corresponding lessons.

Explain the purpose of the introductory activity of the lesson. 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.

This activity is intended to provide interest and motivation for learners to appreciate the need for accurate measurements in business as well the need for an effective quality compliance standards in business activities.

Exploit and use appropriate learning methods that can foster collaborative learning for (example use of manageable groups or pairs, use of resourceful people, gallery walk). Provide learners with the introductory activity on SB page X, and give instructions to the activity to be done. During grouping or pairing, ensure a balance between boys and girls and learners with 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 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 as well 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. The appropriate 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 seen below:

Possible answers to the introductory activity

- a) What does the National Standards and conformity assessment guidelines expect entrepreneurs to do?
- Conform and comply with right quality and measurement standards.
 - Being responsible with the environment as they carry out their business activities.
 - Use right raw materials and technology as per the expected national standards.
- b) What are likely negative effects the business may face if customers are not satisfied as a result of wrong measurements of the goods bought?
- **Low demand:** when customers are unsatisfied, they will buy less or completely stop buying leading to low demand.
 - **Bad referrals:** If customers are not satisfied, they will inform their colleagues about their non-satisfaction.

- **Bad image:** The business will have a poor reputation and image.
- c) Explain the benefits a business will attain if there is an effective quality management, assurance and compliance standards?
- Wastes and disposals may end in water bodies.
 - Pollution of air, tress/forests are cut.
 - People may be displaced, swamps may be reclaimed on, among others (discuss responses from groups)
- d) What strategies would you propose to the entrepreneurs to implement to ensure the safety of their customers?
- Ensure that raw materials used conform to the expected standards and measures, for example too much of materials used in a given product may be toxic and catastrophic to the customers.
 - Building a quality compliance system, the entrepreneurs can develop a compliance system which must be consistently used and monitored.
 - Use of a competent team; the entrepreneur can also emphasize the team used is competent enough in terms of meeting and quality standards that promote safety of customers.
 - Clear instructions on the usability of the products, this can guide customers on how to safely use the product.
 - Always investigate incidents; some occurrences may occur in the business that may affect both employees and customers. Thus the entrepreneurs can also ensure that they actively investigate and provide solutions to incidences in the businesses that may harm customers

NOTE: Safety should be taken into account right at the start when products are being developed. Safety begins with employees. If the product develops safety issues or injures someone, the business may be liable for costly remedies or face potentially damaging publicity or legal action.

- e) Design a simple quality management system of the business idea you intend to start in your community

Refer to the application 9.3 part b.

The last Question (part e) will be answered as they go through the entire unit

Note;

- 1) You should have some policy guidelines and documents with you in this unit for example *Rwanda quality policy of 2010*. Remember again that at this stage of the introductory activity, they won't answer the last part of the question.
- 2) Don't spend a lot of time answering the introductory activity; learners as noted above will explore more as they do more learning activities of the corresponding lessons.

9.4. List of lessons (including assessment)

No.	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning and background of metrology	<p>Explain the meaning of metrology</p> <p>Understand the Historical background and context of metrology</p>	3
2	Types of Metrology	<p>Describe the different types of metrology.</p> <p>Analyze the applicability of measurements in business activities.</p> <p>Justify the need for accurate measurements in business.</p>	6
3	Meaning and relationship between quality management, quality assurance and quality compliance	<p>Explain the role of quality compliance as a link between standards - entrepreneurship – health and safety of consumers - market requirements and environment.</p> <p>Analyze and identify loopholes in terms of quality assurance for a given operating business</p> <p>Analyse the relationship between quality assurance, compliance and management</p> <p>Design an effective compliance system.</p>	6
4	Accreditation and its role in cross-border businesses	<p>Explain the different accreditation bodies at national and border levels.</p> <p>Appreciate the need for accreditation in business both at national and across borders.</p>	6
5	Practical Activity on quality assurance	Create quality assurance plans for the businesses they intend to start.	4
6	Skills Lab 9	Apply Skills Lab Methodology	2
7	End Unit assessment	Establish an effective quality compliance system in business activities	2

Lesson 1: Meaning and background of metrology

Learning objectives:

- Explain the meaning of metrology
- Understand the Historical background and context of metrology

a) Prerequisites for the lesson:

In this lesson learners will be able to the understanding of metrology and the different measurement devices businesses use. To guide learners, you can come in class with some measuring tools like measuring tape, weighing scale and the related. This will help learners to be curious of what they will acquire from the lesson. Remember to link the lesson objectives with the key unit competence

b) Teaching resources:

Rwanda quality policy of 2010, sample reports on metrology and quality, metrology and quality management case study, measuring tools and any other relevant available materials.

c) Possible Teaching methods:

Think pair and share; small group discussions, gallery walk, brainstorm, case study analysis, research in the library and research on the internet about metrology and its background.

d) Learning Activities

- Guidance on the lesson
1. Learners in manageable groups or pairs will discuss activity 9.1 in the Students' book to discover the meaning and major purpose of metrology in business. Ensure that there is a balance between boys and girls and all learners' needs are considered for example visual impaired sitting in front, you as a teacher being loud enough so that they can all hear.
 2. Explain the purpose of activity 9.1 to the lesson. This activity is intended to provide interest and motivation for learners to understand the meaning and major purpose of metrology. The learners will use the background knowledge from the introductory activity of the unit and text on the picture to discover the meaning and the major purpose of metrology.
 3. **Note that** the learners may not answer with the best or appropriate definition and major purpose of metrology during the introductory activity but gradually during teaching and learning of this lesson, they will be able to critically understand the meaning of metrology and its major purpose.

4. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.
5. Let learners present their findings, results, answers through an appropriate method such pair-share, small group presentations on activity 9.1. 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
6. Appreciate the team's presentations and remind them this activity was not meant come to the very right answers but to help them become aware of what to expect in this lesson. Answers to the activity will be got as the lesson progresses. You can support learner's answers by referring to possible answers to 9.1 activity below:

Activity 9.1 students' book

Possible answers

a) Meaning of Metrology;

- It's a science of precision and measurement that includes measurement of quantities like width, length, depth, angles of the related products.
- Can be described as a science of measurement.

b) Major purpose of Metrology.

Majorly, Metrology helps in reducing unnecessary costs arising from poor/wrong measurements. Businesses have to use the right technology and appropriate measurements that conform to the regulatory standards and as well meet customers' needs.

Understanding the background of Metrology (its history, current situation, its analysis and possible options)

Activity:

This activity is not in the learners' book but you will use to deliver the above.

Using an appropriate method (could be pairs, gallery walk, discussions, and groups), assign learners questions as indicated below. For them to answer these questions, they need to carefully read the above content as guided by you using the appropriate method as indicated above.

Background of Metrology

- i) What was metrology like before today's situation?
- ii) What are the current areas that metrology covers?

Current Situation

- i) What is the current situation of metrology In Rwanda?
- ii) What initiatives were adopted by the government of Rwanda to address environmental issues?

The bodies of Metrology

- i) What are the three bodies of metrology?

Ask learners depending on the method used to read carefully their topics in the Students' book, to analyze them and answer their given questions. Let learners make presentations.

NOTE: During discussions and presentation as a teacher, you will provide the necessary feedback and guidance. Remember as a facilitator, you guide or lead learners to the discovery of the solution.

e)Application Activity 9.1 Refer to Students' book

You may use a single period (40 Minutes) for this activity

Possible answers for the Application Activity 9.1

- a) For the business you intend to start in your community, what different measurement standards would emphasize?

Measurements standards can be based according to the following;

- Length
- Metres
- Kilograms
- Measurement in terms of shape
- Litres

NOTE: Basing on the business that the learners intend to start, they have to make sure that the measurements made according to the above units conform to the required metrology standards as set by RSB and as per customers' needs and preferences.

- b) What strategies would you implement to make sure that the environment you are operating in is safe ranging from production processes, packaging of materials and measurements?
 - Use of protective materials; employees have to use protective tools like helmets for their safety.
 - Use of emergency equipment and tools; the use of tools like fire extinguishers can prevent or stop emergency fire outbreaks.

- Training and use of competent team; the team has to be trained on safety use of environment and work place they are working on; the business have to ensure the people employed are competent enough and update on how to be responsible with the environment.
- Complying with quality and metrology standards; the business has to set environmental standards like being part of community activities like planting of tress and as well have to follow the environmental standards set Rwanda Environmental Management Authority (REMA).
- Use of environmental friendly packaging materials; the business as well has to use packaging materials that are friendly like use of paper bags. As a way of promoting made in Rwanda Program, they have to ensure the packaging materials are also made from Rwanda.

Lesson 2: Metrology and its Types, Its Application in Business activities and Importance of accurate Measurements

a) Learning objectives:

- Describe the different types of metrology.
- Analyze the applicability of measurements in business activities.
- Justify the need for accurate measurements in business

a) Prerequisites for the lesson:

In this lesson, learners will be able to appropriately analyse the application of metrology in business and its importance in business. Refer to the above lesson and let learners be able to reflect on the measuring tools used in business and their role towards aiding trade. This will help learners to be set for the lesson. Remember to link the lesson objective with the key unit competence.

b) Teaching resources:

Rwanda quality policy of 2010, sample reports on metrology and quality and any other relevant available materials.

c) Possible Teaching methods:

Think pair and share; small group discussions, brainstorm, gallery walk, research in the library and research on the internet about metrology and its applications in business activities.

d) Learning Activities

Guidance on the lesson

1. Explain the purpose of activity 9.2 of the lesson. This activity is intended to provide interest and motivation for learners to discover the rationale behind the different measurements in business activities.
2. **Note that** the learners may not give appropriate or best answers during the introductory activity of this lesson but gradually during teaching and learning of this lesson, they will be able to analyze the role of accurate measurements in business.
3. Use an appropriate method such as small groups or pairs, let learners do **activity 9.2** in the Students' book and give instructions to the activity. They will answer the different measurement standards applied by businesses and the importance of metrology.
4. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

5. Let learners present their findings, results, answers through an appropriate method such as individual work, pair-share, or small group presentations on 9.2 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. You can support learner's answers by referring to possible answers to the activity 9.2 as seen below;

Activity 9.2

Possible responses for activity 9.2

- a) Observations in the illustration
 - i) Customer bought goods from the seller and were weighed
 - ii) Customer complaining about low measurements given
 - iii) Seller measuring again the goods on the weighing scale
 - iv) Seller acknowledging the fact his weighing scale had a problem.
- b) Lessons learnt from the illustration?
 - i) As a buyer you always have to make sure that what you are buying is accurate to the right measurements
 - ii) Being polite; being polite and proactive in solving the customers' issues is very important since it builds trust.
 - iii) Use right tools and follow regulatory procedures; As an inspiring entrepreneur one has to ensure that they are conforming to the required regulatory standards for example using the right measuring tools.
- c) Why measurements are important in business

Safety reasons; for any product made if less or more expected ingredients are used, the product may be catastrophic and harmful to the people. Accurate measurements of the ingredients and raw materials while making products must be observed.

- i) **Consumer protection;** measurement, and goods packed by measure, has generally replaced number and simple measures (bucket, plate etc.) as the basis of transaction for a wide range of consumer commodities and products. The increased consistency of these measurements, when adequately controlled, has significantly reduced disputation, and fraud and increased the efficiency of the marketplace.
- ii) **Meeting customers preferences;** for example when it comes to clothes, proper size and measurements as per customers' preferences must be taken into consideration. Customers would want to put what suits them according to their preferred size.
- iii) **Accurate measurements** help entrepreneurs to make proper decisions. For example if the quantity of what customers need is over estimated while making decisions, it may lead to losses as much resources would have gone to waste producing more than what customers need.

- iv) **Effective stock control;** accurate measurements of quantity to sell by individual businesses provides accurate and effective stock control to facilitate the ordering of new stock.
- v) **Building image;** if the business is well known for producing products that confirm to accurate measurements for example producing accurate weights of goods builds high image and reputation to the business.
- vi) **Transportation capacity;** accurate measurements help in estimating proper weights different vehicles with different capacity ought to transport. Otherwise if too much weight of products is transported, mechanical problems to the vehicle may arise.

Application Activity 9.2

- a) What factors would you take into account while apportioning different sizes of products to make?
 - i) Legal standard requirements, while apportioning sizes of products, the legal standards set by Rwanda Standards Board have to be followed.
 - ii) Nature of demand; they would consider the nature of demand, if demand is high, it is better to have diverse sizes to accommodate customers 'choice. Bundling of the products can also be applied here.
 - iii) Customers' preferences and tastes, if customers preference for a given product is high, the sizes in which they come in may not have to be a lot but if its low, apportioning different sizes may attract customers.
 - iv) Consumers' levels of income; if the level of incomes of customers is low, it's better to have products that are measured in small sizes.
 - v) Level of competition; In order to have a competitive edge over others, entrepreneurs have to have as many sizes of products that suits different customers' needs.
- b) How would you ensure that there are accurate measurements of ingredients used while making products and that the products made conform to the right standard measures?
 - i) Use of measuring tools/scales for example weighing scale for measuring mass/weight in terms of kilograms. These are standard tools approved by the standards board and thus using means as well that businesses are conforming to the required regulations as set by the government.
 - ii) Inspection, In order for the right measurements to be used, there must be a team that monitors and inspects all the production and measurement processes to ensure that the right standards and measurements are consistently applied.
 - iii) Training the team, the employees need to be supported through trainings so that they are aware of the required standard measures to use during business activities.

- iv) Conforming to RSB standards; in order for accurate measurements to be used, the entrepreneurs have to follow and use the standards measurements as prescribed by the board.
- v) Following instructions as prescribed, when products or raw materials are bought, they always have instructions on how they are supposed to be used and thus have to be followed in order to avoid over or under usage which may be harmful.

Lesson 3: Quality Management, assurance and compliance

a) Learning objectives:

- Explain the role of quality compliance as a link between standards, entrepreneurship, health and safety of consumers, market requirements and environment.
- Analyse and identify loopholes in terms of quality assurance for a given operating business.
- Analyse the relationship between quality assurance, compliance and management.
- Design an effective compliance system.

b) Prerequisites for the lesson:

In this lesson, learners will be able to recognize the role of quality in business activities. In this lesson, you want learners to be able to apply quality standards in businesses they intend to start. Remember to link the lesson objectives with the key unit competence

b) Teaching resources:

Rwanda quality policy of 2010, sample reports on quality management and any other relevant available materials.

b) Possible Teaching methods:

Think pair & share; small group discussions, gallery walk, brainstorm, case study analysis, games and plays, research in the library and research on the internet about quality assurance, compliance and management.

c) Learning Activities

- Guidance on the lesson
1. Explain the purpose of the activity 9.3. This activity is intended to provide interest and motivation for learners to understand the concepts of quality assurance, compliance and management. The activity should also help them discover the relationship between quality assurance, compliance and management. Remember here they may not provide satisfactory answers to the activity but they will be able at least be expectant of what is expected for the lesson.
 2. Use an appropriate method such as manageable groups or pairs, brainstorming, games and plays and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities
 3. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

4. 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.
5. Learners in manageable groups or pairs will discuss activity 9.3 in the Students' book. Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in this lesson. Appropriate answers to the activity will be given as the lesson progresses. You can support learner's answers by referring to possible answers of the activity below:

Activity 9.3

Possible answers

- a) Meanings of;
 - i) **Quality Compliance;** Compliance is either a state of being in accordance with established guidelines or specifications, or the process of becoming so. Compliance encompasses efforts to ensure that organizations/businesses are abiding by both industry regulations and government legislation.
 - ii) **Quality assurance;** Quality assurance simply means the systematic effort by a business to ensure that its end product (s) satisfies its intended use, meets customers' expectations, and is produced consistently with zero defects.
 - iii) **Quality Management;** Quality management can be defined as the managing structure, responsibilities, procedures, processes, and management resources to implement the principles and action lines needed to achieve the quality objectives of an organisation.

- b) The relationship between quality control, compliance and management

The relation between the three in terms of standards means that quality management system is comprised of quality assurance and compliance activities that ensure the establishment of a set of quality policies and objectives which act as guidelines within an organization or business.

- c) How businesses have failed to observe quality expectations

NOTE: Quality expectations mean meeting customers' needs. The following are some of the ways in which businesses have failed to observe quality expectations;

- i) Failure to use the required standards in terms of quality both during product processes and while selling; this has been seen when some products sold are in small sizes than expected.
- ii) Having less or no stock compared to customers' demands, some businesses run out of stock and don't avail stock on time. This normally is incredibly frustrating experience for customers.

- iii) Unfulfilled promises, some entrepreneurs make promises that are not genuine and in the long run fail to meet them. This has created bad images to such businesses.
- iv) Failing to accept customer feedback; some businesses don't positively accept and work on customers' feedback, this has made them continue to provide poor services to the customers.

Other ways that businesses have exhibited poor customer service include the following;

- Lack of manners.
- Rude discourteous behavior.
- Long waits on the phone.
- Long waits in line.
- Lack of knowledge of the product or policy.

To get learners able to describe the meaning of quality assurance, compliance and management, quality assurance procedures and the relationship that exists between the terms, use an appropriate method (could be pairs, gallery walk, discussions, and groups) ask learners to read the above in the Students' Book carefully as guided by you and later answer have them answer the following;

- i) Explain the meaning of quality assurance, compliance and management.
- ii) Describe the quality assurance procedures that businesses normally follow.
- iii) What is the relationship between quality assurance, compliance and management?

They will later share/Present their findings.

Application activity 9.3

NB: Under this activity, you want learners to apply this lesson in real life by incorporating quality management in businesses they intend to start.

- a) Given the business that you want to start of your choice, what different measures will you implement to maintain quality in business?
 - i) **Tracking mistakes;** If you are going to commit to quality, first you must define exactly what quality is for example, the process of setting a product's specifications and then sampling a small number of units from the production line to see how closely they measure up to those specifications. There this would act as guide to track and monitor quality standards of the business.
 - ii) **Invest in training;** training of employees towards quality standards expectations in business is a key. This has to involve going over the definition of quality in detail, and show the employees how you measure quality. Employees need to know what problems you have had in the past, how you corrected these problems, and where the business stands with respect to its quality goals today.

- iii) **Create processes or protocols;** invest time to establish standard practices for your employees, you can't maintain consistent quality in your products, customer service, or other aspects of your business operations.
- iv) **Inspection and monitoring;** ensuring that the production and the related business activities are monitored which will help in tracking of quality implementation progress and challenges being faced. This will help in giving the necessary support to the team to ensure quality standards are consistently implemented.
- v) **Managing and controlling risks;** ensuring that risks are mitigated also will enable the team to produce goods or services without facing challenges. Having in place tools like fire extinguishers to manage fire outbreaks can be helpful in this regard.
- vi) **Use of quality raw materials;** ensuring that the raw materials are of high quality and can also lead to high quality products produced that is highly preferred by customers.

b) Create a Quality Management System (QMS) of the above business.

NOTE: A QMS helps coordinate and direct an organization's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis. Therefore this system helps businesses to run effectively and have high standard quality product or services.

A quality management system (QMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives.

The following system can be designed as a QMS for a given business.

- a) **Define and document necessary components of quality management system;** This would include key guidelines and elements of what the business per takes as quality for example which kind of raw materials will have to be used.
- b) **Define the quality policy;** This includes the business' mission that is what customers want and value from the business. This should be given top priority in the business.
- c) **Quality objectives;** must be communicated to the team and well understood, ISO requires that quality objectives are derived from quality policy and measured.
- d) **Define the product defect;** that is what contributes to poor quality, whenever such defects are seen they must be recorded and communicated accordingly.
- e) **Develop the documents for the system,** This could be a manual that includes the necessary policies, procedures and forms. ISO 901 2008 requires that organizations have quality manuals.
- f) **Define the quality process;** this includes corrective and preventive action process, management review and communication process. In short this involves ways of solving given challenges to quality implementation.
- g) **Determine the training needs;** Entrepreneur must identify the gaps within the team so that the workers are trained and supported accordingly to meet and comply with quality standards.

- h) **Use the system;** This is the stage when the system is implemented accordingly.
- i) **Measure and monitor performance;** Measuring performance happens after implementation and would vary greatly from organization to organization depending on size, potential risk, and environmental impact.
- j) **Take action that improves performance;** This is the last step that is implemented and when solutions to the risks are identified as per the quality process, they communicate them to the employees.

NOTE: The above steps are what constitute a quality management system. They must be documented and implemented accordingly.

Lesson 4: Accreditation and its Role in cross Border Business

a) Learning objectives:

Explain the different accreditation bodies at national and border levels.

Appreciate the need for accreditation in business both at national and across borders.

b) Prerequisites for the lesson:

In this lesson, learners will be able to recognize that the regulatory body has the mandate to test and certify products. Rwanda standards board is the officially recognized accredited body for Rwanda. Remember to link the lesson objectives with the key unit competence.

c) Teaching resources:

Rwanda quality policy of 2010, sample reports on accreditation, sample case study on accreditation and any other relevant materials.

d) Possible Teaching methods:

Think pair & share; small group discussions, gallery walk, brainstorm, case study analysis, games and plays, research in the library and research on the internet about accreditation and its role in facilitating trade across the borders.

e) Learning Activities

Guidance on the lesson

1. Explain the lesson objectives. This could be done by selecting a few learners to read loudly the objectives, ask them what they think is the purpose of the lesson as per the objectives. Relate the objectives by explain the purpose of the activity 9.4. Remember that the activity is intended to help learners be introduced to the meaning of accreditation and its role in business. The introductory activity will also arouse learners' interests about what to expect in this lesson as they answer.
2. **Note that** the learners may not answer appropriately during this activity but gradually during teaching and learning of this lesson, they will be able to analyze the role of accreditation across borders. The learners can build on previous knowledge, skills, values and attitudes to help them understand well this lesson.
3. Use an appropriate method such as manageable groups or pairs, gallery work and any other to provide learners with the activity 9.4 on and give instructions to the activity. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

4. Give an opportunity for learners to share and to present their findings, results, answers through an appropriate method such pair-share, small group presentations. 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.
5. You can support learner's answers by referring to possible answers to the introductory activity below;

Activity 9.4

Possible answers

- a) Accreditation is the process used by countries' regulatory body (RSB for Rwanda) to ensure that businesses/organizations maintain minimum standards of quality and integrity regarding measurement and certification requirements governing trade meaning of accreditation in business?
- b) Rationale for strict and clear regulations;
 - i) **Promote infant businesses/small;** Rwanda government aims to promote its own industries and make them stronger. That's why the government is implementing Made in Rwanda program that serves to expose local products and to promote and increase the quantity to be exported rather than imported. With such cause the government has to ensure that goods entering the country are regulated.
 - ii) **Environmental Concerns;** the government ensures there are clear regulations governing the flow of goods into the country to reduce the consumption of international goods that do not adhere to certain environmental standards.
 - iii) **Reduce over dependence on exports;** Rwanda as a country wants to be less economically dependent on other countries/economies especially exports since this may leave the economy vulnerable to fluctuations in the price of that commodity.
 - iv) **Anti-Dumping reasons;** Dumping may lead to poor products influx in the country. This is therefore suitable for the government to be strict on the flow of goods and services to avoid poor quality and unstandardized goods to be dumped into the country.

To get learners able to describe the meaning of accreditation, the different roles of accreditation bodies and role of accreditation across borders, use an appropriate method (could be pairs, gallery walk, discussions, and groups) ask learners to read the above in the Students' Book carefully as guided by you and later have them answer the following;

- 1) What is the purpose of RAS as stipulated by Rwanda Quality Policy 2010?
- 2) What is the primary purpose of International accreditation bodies?
- 3) What is the role of accreditation across boarders?

Application Activity 9.4

Possible answers

- a) Accreditation bodies at;
- i) **National level**
 - Rwanda Standards Board
 - ii) **Regional level**
 - East African Accreditation Board
 - iii) **International Level**
 - International Standards Organization (ISO).
 - International Laboratory Accreditation Cooperation (ILAC).
 - International Accreditation Forum(IAF).
- b) Importance of obtaining certification mark for their products by the above accreditation bodies.
- i) Multilateral arrangements between national accreditation bodies have also helped make accreditation an internationally recognized ‘stamp of approval’ to demonstrate compliance against agreed standards and requirements and this means businesses spend less time tied up with bureaucracy.
 - ii) International accreditation agreements help increase the choice of goods and services available on the market and help to ensure that these meet relevant standards of quality and safety, whatever their country of origin.
 - iii) Holding accredited conformity assessment results shows credible evidence of conformance with national and international standards and regulations which can differentiate a business from its competitors.
 - iv) As accreditation is recognised internationally, it can open doors overseas equally as well as those in the domestic market. Indeed, an increasing number of organisations in both the public and private sectors in domestic markets and overseas are specifying accredited testing, inspection or certification as a precondition to tendering for contracts.
 - v) Accredited conformity assessment can also contribute to the operational efficiency of businesses in other ways, saving time and money by reducing bureaucracy and by helping with risk management and key aspects of decision-making. For instance, it can be used as a basis on which to make efficient and informed choices about domestic suppliers and promotes confidence in imports from other countries.

Lesson 5: Practical Activity on Quality Assurance

a) Learning objective:

- Create quality assurance plans for the businesses they intend to start.

b) Prerequisites for the lesson:

This lesson is intended to provide interest and motivation for learners to put into practice what they have learnt in this unit. Learners will have to reflect on the projects they want to start as they create quality assurance plans for their businesses. Remember the lesson objective with the key unit competence.

c) Teaching resources:

Rwanda quality policy of 2010, sample reports on quality assurance, quality assurance plan samples, and any other relevant materials.

d) Possible Teaching methods:

Think pair & share; small group discussions, brainstorming, research in the library or on the internet about quality assurance.

e) Learning Activity

Guidance on the lesson

1. Review the previous lessons by making sure you tackle areas like meaning of quality assurance, compliance and management and the relationship of the terms.
2. Before this activity starts use brainstorm or Think, Pair and share or Question and Answer approach to ask the following;
 - What is the relationship between quality assurance and management?
 - Why should businesses take into consideration customers' feedback?

Note that these review questions should be aligned with the lesson objectives, for example note that valuing or taking customers' feedback into consideration is important because unless you know what the customer wants and expects, you cannot possibly deliver it and therefore businesses have to ensure products made and sold satisfy customers' needs and expectations by creating a rigorous quality assurance system that is inclusive of customers' feedback.

3. **Note:** For learners to do this activity, they must describe the business project they intend to start. Thus you must challenge them to think of any viable projects they would want to start in their communities. Remember that they have learnt about business plans and can as well use this background knowledge and skills as they are developing quality assurance plans.

4. Lead learners to review the Quality management system (solutions for activity 9.3 part b), this could be written before the lesson and shared to the learners you can use any appropriate method such as small groups or pairs to lead the review. Ensure a favorable learning environment during this activity that supports collaborative and inclusive learning for example learners irrespective of sex, age and other needs should sit in a way that will supports their needs. Facilitate learners and answer any questions they may have about quality management system.
5. Thereafter, the learners can describe the following about the project they will present to the ministry. This will help to link to the quality assurance plans they are meant to create.
 - Identify and name the business project they want to start
 - Business particulars like contacts of the business and where it will be located.
 - The business' vision and purpose.
6. Depending on the above, learners can now create quality assurance plans basing on the businesses they will present to the Ministry. The following are the elements of the quality assurance plan that learners will follow as they create quality plans for their projects;
 - i) Objectives of the quality assurance plan to be achieved. This explains the main intentions the project wants to achieve in relation to managing quality for example ensuring the right and quality raw materials are used by securing them from the suppliers that are well known or accredited.
 - ii) Texting, inspection and examination of the project; this includes activities that will be implemented to ensure that quality objectives are met. For example having a quality control team that checks and monitors materials making sure they comply with the required quality standards.
 - iii) The steps in the process that establish the standard operating procedure of an organization; For example creating Environmental management plans. This includes that will be taken to make sure the environmental challenges resulting from the project activities are mitigated.
 - iv) Methods of measuring the achievement of the project; this includes the method that will be applied to measure the achievement of the quality planned goals. For example the quality team can carry out a survey in the business checking the progress of the quality standards.
 - v) The allocation of responsibility and resources to be used in the quality assurance plans; this includes who will be in charge of what and what resources will be needed to aid the team to achieve the stipulated quality assurance planned activities.

An example;

Roles	Responsibility
Project Manager	Preparing, maintaining and executing the quality assurance plan
Project coordinator	Communicate and coordinate quality assurance planned activities
Others	Execute the planed quality assurance activities of the project

NOTE: Remember main purpose of a quality plan is to define the quality of a project, product or service to meet the customer's expectation or to exceed the customer's expectation regarding the quality and the satisfaction made by a particular product, service, or project. It also helps the business to achieve the quality of the project being executed.

7. Using an appropriate method (could be pairs, groups, individual work, or gallery walk), learners will be required to create quality assurance plans for the projects they will present to the ministry. Monitor to confirm whether everyone is working on the activity, ensure that instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions or pairs.
8. Depending on the appropriate used above; the learners will present their findings, results (Quality management plans). Encourage different learners to share and learn from each other. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question.
9. Appreciate learners' presentations and support them accordingly. Encourage them to always appreciate each other's work especially the presentation. You can as well use this activity in continuous assessment and record learners marks, if this is well known from the beginning of activity; learners will be motivated to do it on time.

Skills lab activity 9.5 Learner`s Book

9.5. Use of skills lab method: Lab 9

1) Build (Max 15 Min):

Through brainstorming, the learners answer the following questions;

- i) What is metrology?
- ii) What is the relationship between quality management, quality assurance and quality compliance?
- iii) What is the role of Accreditation in cross-border businesses?

Possible responses

- Refer learners' book for the meaning of metrology.
- Relationship between quality management, quality assurance and quality compliance.

Quality management focuses on understanding who business current customers are (and are not), noting their key needs and requirements and keep these expectations at the forefront of their strategy and processes.

Quality assurance focuses on ensuring that its product(s) satisfies its intended use, meets customers' expectations, and produced consistently with zero defects.

Quality compliance focuses on ensuring that businesses are abiding by both industry regulations and government legislation.

- Role of Accreditation in cross-border businesses
 - i) It demonstrates compliance against agreed standards and requirements and this means businesses spend less time tied up with bureaucracy.
 - ii) Increase the choice of goods and services available on the market and help to ensure that these meet relevant standards of quality and safety, whatever their country of origin.
 - iii) Shows credible evidence of conformance with national and international standards and regulations, which can differentiate a business from its competitors.
 - iv) Opens doors overseas equally as well as those in the domestic market.

Let learners mention some of the most important things needed or required for a business to succeed such as business finance, technology, materials, workers, proper record keeping, among others. Emphasize that just as these are very important for the business to survive, the business has to establish an effective quality compliance system in business activities to survive or succeed as well.

Emphasize that all businesses must comply to quality procedures in place for their business activities and that this lab will enable them acknowledge the importance of establishing an effective quality compliance system in the business.

2) Practice (Max 25 Min)

In their respective lab groups, learners design a process they will use/follow to ensure effective quality compliance for their business club activities. The process should be in line with the business club activities and requirements

Remind groups of how much time they will use for the practice activity.

3)Present (Max 25 Min)

After the allocated time is over, have each group present their designs using an appropriate method such as gallery walk, group presentations to the whole class. Remind each group of the time they have for presenting. Encourage other groups to supplement or add any other thing the group might have left out.

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

4)Conclusion: (Max 10 Min)

Emphasize that quality assurance and compliance is very crucial for every business activities and survival. Summarize the following on the blackboard to conclude the lesson;

- It is important to have accurate size of the products in accordance the legal business standards.
- Accreditation demonstrates compliance against agreed standards and requirements and this means businesses spend less time tied up with bureaucracy.
- Compliance increases the choice of goods and services available on the market and help to ensure that these meet relevant standards of quality and safety, whatever their country of origin.
- Accreditation shows credible evidence of conformance with national and international standards and regulations, which can differentiate a business from its competitors.
- Compliance and assurance opens doors overseas equally as well as those in the domestic market.

5)Portfolio Assignment

As a take home for the Unit, give each learner this assignment. Each learner should describe how he/she would ensure effective quality compliance system in his/her Back Home Projects and its rationale.

9.6.Summary of the Unit

Metrology is defined as the science of measurement. It's a science of precision and measurement that includes measurement of quantities like width, length, depth, angles of the related products.

The primary purpose of accurate measurement is safety reasons; for any product made if less or more expected ingredients are used, the product may be catastrophic and harmful to the people. Accurate measurements of the ingredients and raw materials while making products must be observed.

Quality management can be defined as the managing structure, responsibilities, procedures, processes, and management resources to implement the principles and action lines needed to achieve the quality objectives of an organisation.

Quality assurance, simply means is the systematic effort by a business to ensure that its end product (s) satisfies its intended use, meets customers' expectations, and is produced consistently with zero defects.

Quality compliance is either a state of being in accordance with established guidelines or specifications, or the process of becoming so. Businesses in Rwanda, for example in their production processes have to comply with specifications created by a standards body (Rwanda Standards Board).

The relation between the three in terms of standards means that quality management system is comprised of quality assurance and compliance activities that ensure the establishment of a set of quality policies and objectives which act as guidelines within an organization or business.

Accreditation is one of the critical quality infrastructure elements that facilitate trade. Accreditation is the process used by countries' regulatory body (RSB for Rwanda) to ensure that businesses/organizations maintain minimum standards of quality and integrity regarding measurement and certification requirements governing trade.

9.7. Additional Information

1) Benefits of Quality Management

The benefits of a structured approach to quality management cannot be ignored. As a consequence of formulating and executing a quality management plan, the company can expect:

- Greater levels of customer satisfaction, which will very likely result in both repeat business, as well as referral business.
- A motivated team that not only understand the policy objectives of the quality management plan, but who also actively participate in executing the plan.
- Elimination of waste by eliminating rework arising from either the need to address bugs, or to address gaps in the solution's ability to meet customer requirements.
- Higher levels of confidence in planning, since the tasks arising from unplanned rework will fall away.
- Financial rewards for the company, which are a consequence of new projects from existing and referral clients, as well as through the reduction of monies spent on rework tasks.

2) Quality Assurance – Managing and Planning for Quality

Quality assurance takes your quality management process a step further. QA is focused on planning, documenting, and agreeing on the steps, rules, and guidelines that are necessary to ensuring quality. The planning happens at the beginning of a project, and the end result is a documented quality plan.

The main purpose of QA is to prevent defects from entering into your product in the first place, so it's a proactive measure to ensure quality. Planning for quality is key to mitigating risks, but also saves you a lot of time and money

3)Quality Management System – QA and QC Working Together

According to ISO standards, a Quality Management System includes quality planning, quality improvement initiatives, the establishment of a set of quality policies and objectives that will act as guidelines within an organization, and QA/QC procedures.

The seven quality management principles are:

- i. Customer focus
- ii. Leadership
- iii. Engagement of people
- iv. Process approach
- v. Improvement
- vi. Evidence-based decision making
- vii. Relationship management

A well-organized QMS provides multiple benefits that cannot be ignored, including the elimination of waste in your processes, the improvement of your product's quality, faster TATs, lower costs, and increased customer satisfaction—so it is important to ensure your LSP has a well-built QMS that is ready to cater for all your needs

9.8.End of Unit 9 Assessment

- 1) Ingabire Sandra and Jean Claude are planning to start up a business in your sector; they approached you for more information on metrology in business activities.
 - a) First explain to them the different types of metrology
 - i. **Scientific Metrology** dealing primarily with Research on definition and realization of measurement standards. It deals with the establishment of units of measurement, unit systems, and quantity systems.
 - ii. **Industrial Metrology** dealing with the satisfactory safe keeping and dissemination of measurement units to Industry and Laboratories. Applied metrology is rather specific in its applications, which are primarily various industrial processes including manufacturing among others.

- iii. **Legal Metrology** responsible for enforcement of trade, safety and health measurement regulations, and type approval of measurement instruments. It also embraces the regulation of pre-packages for retail goods.
- b) Having accurate measurements in business activities is very important. Justify the statement so that the above people feel confident to apply metrology in their business activities.
- i. **Safety reasons;** for any product made if less or more expected ingredients are used, the product may be catastrophic and harmful to the people. Accurate measurements of the ingredients and raw materials while making products must be observed.
 - ii. **Consumer protection;** measurement, and goods packed by measure, has generally replaced number and simple measures (bucket, plate etc.) as the basis of transaction for a wide range of consumer commodities and products. The increased consistency of these measurements, when adequately controlled, has significantly reduced disputation, and fraud and increased the efficiency of the marketplace.
 - iii. **Meeting customers preferences;** for example when it comes to clothes, proper size and measurements as per customers' preferences must be taken into consideration. Customers would want to put what suits them according to their preferred size.
 - iv. **Accurate measurements** help entrepreneurs to make proper decisions. For example if the quantity of what customers need is over estimated while making decisions, it may lead to losses as much resources would have gone to waste producing more than what customers need.
 - v. **Effective stock control;** accurate measurements of quantity to sell by individual businesses provides accurate and effective stock control to facilitate the ordering of new stock.
 - vi. **Building image;** if the business is well known for producing products that confirm to accurate measurements for example producing accurate weights of goods builds high image and reputation to the business.
- 2) Explain the following concepts as used in metrology
- a) **Quality assurance** is the systematic effort by a business to ensure that its end product (s) satisfies its intended use, meets customers' expectations, and is produced consistently with zero defects.
 - b) **Quality compliance** is either a state of being in accordance with established guidelines or specifications, or the process of becoming so. Businesses in Rwanda, for example in their production processes have to comply with specifications created by a standards body (Rwanda Standards Board).
 - c) **Quality management** can be defined as the managing structure, responsibilities, procedures, processes, and management resources to implement the principles and action lines needed to achieve the quality objectives of an organisation.

- d) **Quality management system (QMS)** is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. Quality Management System includes quality planning, quality improvement initiatives, the establishment of a set of quality policies and objectives that will act as guidelines within an organization.
- e) **Accreditation** is the process used by countries' regulatory body (RSB for Rwanda) to ensure that businesses/organizations maintain minimum standards of quality and integrity regarding measurement and certification requirements governing trade.
- 3) Explain the relationship between quality compliance, assurance and management
- The relation between the three in terms of standards means that quality management system is comprised of quality assurance and compliance activities that ensure the establishment of a set of quality policies and objectives which act as guidelines within an organization or business.
- 4) As a member of partnership business that you and the colleagues started in your community, you have been tasked to design for them a Quality Management System (QMS). Using your background knowledge and skills about quality management, design your business' QMS.

Refer to application **activity 9.3** for solutions of the above question.

5) **Describe the procedures that are embedded in quality assurance**

The following are procedures the business can undertake to ensure the products made or services provided are quality assured;

- i) **Customers' input;** customers' feedback must be taken into consideration for the business to assure quality of products/services produced.
- ii) **Current specifications of products;** the business sets product or service specifications/particulars that will be applied to ensure quality is achieved. These particulars can be according to customers' tastes and preferences.
- iii) **Inspection;** this involves activities set by the business to ensure the set quality standards are achieved for example use of quality assurance team to inspect and support members towards achieving set standards.
- iv) **Monitoring and Evaluation;** this involves activities that are done to monitor progress of the quality standards set. This helps the business to make the decision on whether to review quality standards set for the business or continue implementing.
- v) **Complying with regulatory standards as set by the regulatory body;** the business has to ensure that they apply in the business procedures the right standards set by Rwanda Standards Board.

6) Explain how accreditation aids and promotes trade across borders.

- i) Multilateral arrangements between national accreditation bodies have also helped make accreditation an internationally recognized ‘stamp of approval’ to demonstrate compliance against agreed standards and requirements which reduces bureaucracy.
- ii) International accreditation agreements help increase the choice of goods and services available on the market and help to ensure that these meet relevant standards of quality and safety, whatever their country of origin.
- iii) Holding accredited conformity assessment results shows credible evidence of conformance with national and international standards and regulations which can differentiate a business from its competitors.
- iv) As accreditation is recognized internationally, it can open doors overseas equally as well as those in the domestic market. Indeed, an increasing number of organizations in both the public and private sectors in domestic markets and overseas are specifying accredited testing, inspection or certification as a precondition to tendering for contracts.
- v) Accredited conformity assessment can also contribute to the operational efficiency of businesses in other ways, saving time and money by reducing bureaucracy and by helping with risk management and key aspects of decision-making.

9.9. Additional activities

These are activities that are meant to support teaching and learning of the unit; as a teacher, you should always refer to them during or after teaching and learning of the lessons of the unit. Remember they facilitate you in making sure that different learners’ needs are taken into consideration.

Remedial Activities

- a) Differentiate between legal and industrial metrology.
- b) Highlight the primary roles of Rwanda Standards Board
- c) Identify the different accreditation bodies within and outside Rwanda.

Consolidation Activities

- a) Why does the national government of Rwanda protect and support local industries?
- b) Explain why businesses need to comply with the required standards as set by RSB?

Extension Activities

- a) What do businesses need to have Quality management plans?
- b) As a student of entrepreneurship, you have been asked by the Sector Executive Secretary of your sector to assess one of the biggest projects in your community and ascertain if it has the required quality standards. What areas would emphasize while assessing and why?

UNIT 10: WORK HABITS AND BEHAVIOR

10

Key Unit Competence:

To be able to apply for a job and maintain professional conduct at workplace

10.1. Unit Prerequisite

Learners have had a variety of opportunities to work together in accomplishing given academic tasks or goals. Throughout O' level and A' level, learners have realized that entrepreneurs need to exercise proper work habits and behavior by communicating effectively in life and at work, making rational career choices, behaving ethically in life and business, among others. This prior knowledge, skills or competences should help the learners to analyze appropriately the characteristics of good work behaviors and attitude.

In this Unit, Learners will be able to write appropriately a CV and an application letter.

10.2. 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 how both males and females have same chance to apply for any job opportunity.

Environment and society: the greatest source of employment is the environment and the society. One cannot be implemented without the other one, they are interrelated. Therefore, great care for environment and society survival for creating the employment opportunities.

Inclusive education: in addition to all having equal opportunities to find job, emphasis will put on how we all regardless of gender, all learners are equal. Based on the career opportunities, learners need to understand that the competition for finding a job does not discriminate but promote inclusiveness of all.

Peace and Values: you need to emphasize to learners the need to live in peace and harmony with their co-workers. Learners need to identify resources in their communities that will help them find job therefore avoid jobless and promote peace. Learners also need to develop positive attitudes towards the society, environment, and government, among co-workers at the workplace. Security is important for people to live high standard of living. Peace helps to develop personal qualities of a better time management. Appropriate workplace behaviors and attitudes exist where there is peace and values.

Also, refer to other crosscutting issues as identified in the curriculum framework

10.3. Generic competencies

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

- **Critical thinking:** This will be developed through different activities that make learners think reflectively, logically and imaginatively in developing their career plan and for finding a job by using new technology.
- **Creativity and innovation:** Finding a job may be one of the hardest and most stressful things you will have to do. Unlike applying to schools, finding a job requires much more initiative on your part, if only because of the large number of opportunities and choices involved. Finding a job does not mean to be always employed; you can create your self-employment. The learners must be creative and innovative.
- **Research and problem solving:** 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, 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, race, 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.
- **Communication:** Through different tasks, give learners an opportunity to communicate their group needs and findings effectively either through speaking, writing or any other form to the targeted audience or recipient.
- **Co-operation, interpersonal relations and life skills:** Through different tasks assigned to learners, they can be encouraged to participate proactively and respectfully and listen to the ideas of others as well.
- **Lifelong learning:** Be able to exploit available opportunities to improve knowledge and skills for keeping your job once you have one.

Vocabularies and the Key Words

• CV/Resume	• Application letter/Cover letter
• Interview	• Workplace
• Interviewer	• Behaviors & Attitudes
• Interviewee	• Habits
• Time management	• Career and career plan
• SMART goals	

Guidance to the introductory activity

Explain the purpose of the **introductory activity** during the lesson. 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.

This activity is intended to provide interest and motivation for learners to appreciate the need for appropriate behaviors and attitude at work. It will also help them recognize the need to develop career plans in their professional lives.

For learners to answer this activity, use an appropriate teaching and learning method (could be use of manageable groups, think, pair and share, brainstorming, etc.) Thereafter, let learners read the case study (introductory activity) and answer the questions therein. Guide them and ensure that during the activity, there is a balance between boys and girls and all learners with different abilities and needs are catered for accordingly.

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 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 as well 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. The appropriate 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 seen below

Remind learners that finding a job may be one of the hardest and most stressful things people go through. Learners need to identify the resources in their communities that will help them to find a job. They need to demonstrate appropriate workplace behaviors and attitudes during work as this can also help them sustain their jobs in real life.

Possible answers

a) Kamaliza has skills in computer science, it is a good career; as a technician she can be paid temporarily work, this would give her more experience. She can as well pursue short courses in other fields to broaden her competencies.

Building networks; she can also seek to build more relationship with peers and other successful people as these can link her to other job openings in the labour market.

She should also make sure that she is updated by visiting websites such as umurimo.com, tohoza.com, and mucuruzi.com; for more information she can be registered in Rwanda Civil Service Recruitment Portal.

b) Looking for a new job is a hard work especially if you are not prepared and do not have a clue where to start. Some steps are normally followed in the process for finding a job:

- Organize your search time
- Know what you want
- Emphasize your skills
- Prepare your promotional tools
- Have a search strategy
- Maintain a presence online
- Use local resources and your own network
- be informed and able to write clearly the application letters and CV according to the job description and fill correctly your job profile
- Prepare for interview
- Follow up

10.4. List of lessons/sub-heading (including assessment)

No.	Lesson title	Learning objectives (From the syllabus including knowledge, skills and attitude)	Number of periods
1	Finding a job	Identify and use a variety of resources in their communities that will help to find a job Apply for job opportunities Explain the contents of an application letter and a basic CV Write an application letter and a CV How to apply online	3
2	Interviews process and techniques	Recognize typical questions asked during an interview Demonstrate effective interviewing skills	4
3	Appropriate workplace behaviors and attitudes	Identify and demonstrate appropriate workplace behaviors and attitudes	2
4	Time management skills	Identify strategies to better manage time	2
5	Personal qualities that help one to manage time	Communicate effectively in order to manage personal and work lives	2
6	Developing a career plan	Describe the elements of a career plan Develop a career plan	2
7	Skills Lab 10	Apply Skills Lab Methodology	2
8	Unit assessment	Evaluate if the learners are able to apply for a job especially apply online, write a CV and an application letter; manage time and developing a career plan	2

Lesson 1: Finding a job

- a) Prerequisites/Revision/Introduction:** Read the objectives of the lesson to the learners to determine what learners will know and be able to do by the end of the lesson. 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.
- b) Teaching resources:** Learner's books, newspapers, internet, case studies, advices from volunteers who have been to training and medias such as radio, television, sample application letters/cover letters and CVs/Resumes etc.

b) Learning activity 10.1.1

- **Guidance**

- 1) Before the activity, distribute newspapers with job adverts, or any other appropriate material (for example internet/websites with job announcement) to the learners.
- 2) Use an appropriate method for the learners to answer the activity (e.g. use of manageable groups, pairs, individual work, brainstorming, Question & Answer approach). Ensure all learners are active and have understood the question by clarifying were necessary.

- **Possible answer:**

In our community different resources for finding employment can be used such as;

- i) Print media like Newspapers,
 - ii) Audio media like radio, television,
 - ii) Potential workplaces,
 - iv) Internet/websites (e.g. Tohoza.com, Umurimo.com, and Mucuruzi.com),
 - v) Government agencies and offices: Some government agencies provide Information on jobs, career, and consultancy. For example: Akazi in Rwanda found on (<http://recruitment.mifotra.gov.rw>), Youth Employment Systems (YES) Rwanda, established by Kigali City Employment Service Centre (KESC); it contributes to the Government target by offering information on job vacancies, Training information Internship information, Self-employment, Job matching career guidance etc.
- 3) Thereafter give reasonable time to the learners to read in the student book the different resources of finding employment information, this will help them to expound on the above answers what they didn't know. Allow and prompt them to ask questions so as for them to understand well.

c) Learning activity 10.1.2

- **Guidance**

- 1) Before the lesson ensure you have sample templates of a CV and an application letter since these will help you to guide learners on the above activity.
- 2) Again use an appropriate teaching and learning method (e.g. use of manageable groups, pairs, individual work) and distribute the above templates to the learners. Allow the learners to first look at them and ask questions where necessary as you guide them.
- 3) To get learners going for the activity, ask them to differentiate between an application letter and a CV, ask them also to describe the type of information found in the two by referring to what they see in the templates.
- 4) You can now introduce the objective of the lesson by telling learners that this lesson will help them be able to write a CV and an application.

- **Possible answers for activity 10.1.2**

- a) The difference between a CV and an application letter is;

A CV is different from an application letter because it is more concise including detailed information about a person's educational background, work experience and activities, skills, accomplishments and any other information relevant to getting a job while an application letter is expressing interest in a job or area of work and highlights why you are qualified for the work.

- b) The type of information found in the CV:

Contact information, skills summary, work experience, education background, references.

Information in the application letter include; contact information for the applicant, the organization's information the applicant is applying to, title of the position applied for, the body of letter, complimentary close.

- 5) After they have answered the above activity, give learners ample time to read through a CV and an application letter in the students' book. You can as well use an appropriate method that will promote collaborative learning like pairs or group work. To promote reading and communication skills among learners, pick a few learners to read loudly to the whole class what they have found and ask others to explain. Guide them accordingly and clarify where they have issues.

Application Activity 10.1

The application activity 10.1 given is individual work; learners are going to prepare a CV and application letter for cashier position at new times. Make sure in their application/ CV, the components described are clearly explained. You can use the rubric below as you guide learners into the activity.

Components of a CV	Components of an application letter
Contact information of the applicant	Contact information for the applicant
Education background	Title of the position applied for
Work experience	The body of letter
Skills	Complimentary close
Hobbies	Personal likes
References	

NOTE:

Because this activity requires a lot of writing, learners with low literacy levels might have difficulties. It is important to give one on one support during the activity and also know that they can get support from someone outside or within the school who can help them complete the CV and application letters.

Lesson 2: Interview process and techniques

Prerequisites/Revision/Introduction: In this lesson, ensure to have a resourceful person (could be your fellow teacher, school administrator, parent or any other person who has formerly done an interview for a given job). Make sure you prepare this person a head of time.

This resourceful person will help learners to analyze the interview techniques and skills required to succeed for the given job. Remember to link this objective to the key unit competence.

Teaching resources: Learner's books, internet, resourceful person, and any other related materials.

Learning activity 10.2:

- **Guidance**

1) Before the lesson, let learners ask the resource person the following questions about the interview process and techniques;

i) What interview process did you go through to succeed for the job?

ii) What techniques did you use before and during the interview that made you succeed for the job?

During the interview above, ensure that learners ask the above questions or that questions asked are related to the objective of the lesson.

2) After this interview, ask learners to do activity 10.2 in the Students' book, they will use the dialogue they had with the resource person to answer the questions. Guide learners to do activity by the use an appropriate method (could be pairs, individual work or group work).

- Possible answers

1) For the success of the interview, the interviewee can use the following techniques:

Before the interview: learn as much as possible about the services of the company/organization/enterprise, products, customers and competition. Dress appropriately for the interview: neat, clean clothing and shoes and allow plenty of time to get to the interview

- **During the interview:** Greet the interviewer. Speak slowly, clearly and distinctly in a confident voice; think before speaking; be respectful; listen carefully; make sure you listen attentively and respond accordingly; be a good listener: Wait until the interviewer has finished talking before you respond; stay calm etc.

- **After the interview:** Thank the interviewers and after sometime make follow to find out if you were considered for the next step.
- 2) A standard job interview would consist of the job seeker and a panel of either one to three persons from the employer's side. The process of an interview varies from organization to organization. The questions may be pertinent to the qualification, previous work experiences, work patterns, personality and various other coefficients related to the job. You might also be tested with your aptitude at a few places

For instance one of the most commonly asked questions at an interview would be "Describe your-self". The next questions that tend to follow would be derived by the interviewing panel from your possible reply. Briefly the interview process reflects the value of the company places on each candidate and, by extension, each employee. Be a good ambassador for the company by conducting a professional interview, communicating honestly, and basing hiring decisions on an honest evaluation of each candidate's capabilities.

- 3) To get learners into the understanding of interview techniques and process, lead them to read in the Students' book about the process and techniques. You can use an appropriate method to guide learners and make sure that they are reading and active. Clarify where learners have challenges and make sure learners are working in peace and harmony.

Application Activity 10.2

Give learners application activity 10.2. found in the learner's book to read and answer the questions under it.

- **Possible answers**

- 1) Mutesi prepares for an interview:
- i) Prepared her CV well and sent to the supermarket.
 - ii) She searched about possible questions to be asked and practiced how to answer them.
 - iii) She approached her relatives and peers for advice on how she can approach the interview.
- 2) During her interview she demonstrated
- i) Confidence skills (she was clear/audible enough during the interview)
 - ii) Research skills (she had researched enough about the business she wanted to join)

Lesson 3: Appropriate workplace behaviors and attitudes

Prerequisites/Revision/Introduction: In this lesson, learners need to reflect heavily about work behaviors and attitudes exhibited in the work environment they have worked in which could be at school or in their communities. This reflection and the lesson will guide them to appropriately demonstrate the required behaviors and attitudes at work. Remember to link the objective of this lesson to the key unit competence.

Teaching resources: Learner's books, internet, school library.

Learning activity 10.3

- **Guidance**

- 1) Lead the learners to do activity 10.3. You can use an appropriate method (could be pairs, group work, brainstorming or individual work to guide them into this activity).
- 2) After the activity 10.3, use an appropriate method to guide learners to read in their students' book the different work behaviors and attitudes necessary at work. Support learners accordingly and make sure they are all actively involved collaboratively.

- **Proposed answers**

- a) Appropriate behaviors and attitudes exhibited at work;
 - i) Dressing neatly and appropriately for the work:
 - ii) Keeping time and managing it well:
 - iii) Speaking to co-workers in a positive and respectful manner.
 - iv) Being honest.
 - v) Keeping discussions and interactions related to work.
 - vi) Staying positive.
- b) Work behavior and attitude refers to different ways or conduct one exhibits at work, these could be actions and reactions performed by someone at work for example being early at work or willing to work with others are examples of good behaviors and attitude at work. Typically, when we refer to a person's attitudes, we are trying to explain his or her behavior.

Work behaviors and attitudes are the reaction, belief, feeling or opinion of approval or disapproval towards something an employee can have at work.

NOTE: Explain that this lesson is going to focus on the behaviors and attitudes necessary to behave at work appropriately.

d) Application activity 10.3

Proposed answer

The appropriate workplace behavior and attitudes which can be re-enforced may include the following:

- a) Dress neatly and appropriately for the work
- b) Keep time and manage it well
- c) Speak to co-workers in a positive and respectful manner
- d) Be honest: Being honest will gain the respect of co-workers.
- e) Keep discussions and interactions related to work
- f) Stay positive
- g) Be respectful of others and your environment:
- h) Take proper care of equipment, put things back where they belong, keep the environment tidy.
- i) Be a team player and flexible: Participate pro-actively and respectfully and listen to the ideas of others as well.
- j) Respect the roles of others

Believe in yourself and what you do: Being positive about your job and how you do it will help you to succeed and achieve your goals.

Lesson 4: Time management skills

Prerequisites/Revision/Introduction: This lesson requires you to motivate learners to be good time managers. Learners need to be challenged to plan ahead of time and always to have a time table of their day to day activities. You can use a sample timetable in this lesson to help learners reflect on it and how it helps in managing time appropriately. Remember to link the lesson objective with the key unit competence.

Teaching resources: Learner's books, newspapers and case studies about time management.

Learning activity 10.4

- **Guidance:**

- 1) The teacher can start by the phrase used nowadays: "Time is money" and ask learners what they understand by the statement.
- 2) Lead learners to do activity 10.4; you can use an appropriate method (for example use of pairs, group work or brainstorming). Guide the learners to read the case study, support and help them to understand it well.
- 3) After they have read the case study, ask them to answer the questions about the case study.

Possible answers for activity 10.4

- a) Yes Nkudimana was a good time manager because;
 - i) He had a personal timetable that he was consistently using.
 - ii) He always began his day early enough and thus had enough time to prepare himself.
 - iii) He was always on time for the meetings which he led.
- b) Advantages of being a good time manager;
 - i) Clarity of purpose; a good time manager always has a clear view of where he/she is going and can easily assess the status of his/her achievements.
 - ii) Provides focus on the task; the time management skills provide relief from stress and later help you in focusing your target and performance in the task.
 - iii) Gain self-confidence; a good time manager is always prepared and ready for the tasks he/she is meant to perform. This makes the person confident and can always approach life with hope and determination.

- iv) Productivity increases; a good manager is able to perform effectively and efficiently which consequently increases his/her productivity.
- v) Conscious decision making; time management helps you make conscious choices, so you can spend more of your time doing things that are important and valuable to you. Time management will help you set up your priorities.

Application activity 10.4

Proposed answers

1) As a friend I can advise Keza to have time management spirit by:

- **Setting goals:** When trying to manage or planning for your time, you should think about what you really want to achieve/accomplish within a given period of time. When setting goals, rely on the SMART goal-setting process. SMART stands for Specific, Measurable, Agreed to, Realistic and Time bound.
- **Specific:** Identify your goal clearly and specifically.
- **Measurable:** Include clear criteria to determine progress and accomplishment.
- **Attainable:** The goal should have a 50 percent or greater chance of success.
- **Relevant/Realistic:** The goal is important and relevant to you.
- **Time bound** Commit to a specific time frame.
- **Prioritizing**

Prioritizing means generating a list of tasks you need to do in order to reach your goal(s)

Put your list of tasks in order of importance or logical progression. Prioritizing what you need to do in a day, week, month, etc. This means that you need to scale up tasks depending on the level of urgency. Taking the most important task so far

Making decisions: Making proper decisions helps in taking important choices among many alternatives given and thus fostering time management.

Planning and Scheduling:

Identify the strategies which can be used for planning and scheduling what you need to do.

You can do a calendar of activities where you show the date, activity which must be done, who will do the activity and the observations. She must avoid any possible distraction

Lesson 5: Personal qualities that help one to manage time

Prerequisites/Revision/Introduction: This lesson requires you to motivate learners to be good time managers. Learners need to have certain qualities of managing time and balancing work and personal life. They need to have a state of balance with whatever they are doing. For example having timetables of their personal activities should include all the day's activities like when to do sports, have personal time with God/Allah and the related. This will help them to maintain a state of balance. Remember to link the lesson objective with the key unit competence

Teaching resources: Learner's books, internet, newspapers and any other related materials.

Learning activity 10.5

- **Guidance**

1) Guide the learners to do activity 10.5, using an appropriate method (could be pairs or group work). Ensure that the learners are actively involved and clarify any issues they may have about the question.

- **Proposed answer**

i) For balancing work and personal life you can make plans with the people in your life, take the time to schedule plans with your friends and family,

ii) Have time to work and time for leisure; take regular breaks for relaxing etc. Briefly try to do an accommodation between personal life and work.

2) After the above activity, use an appropriate method (pairs or group work) for learners to analyze the qualities of managing time in the Students' book. Make sure that they have understood the instructions and they are following, ensure that all learners are active and are able to present their findings.

Application activity 10.5

Proposed answers

Basic qualities that can help manage time are the following:

- **Good organizational skills:** a person with great time management skills can adapt to new problems and readjust as needed to complete an assignment. This combination of planning, scheduling, strategy, delegation, and adaptability are the kinds of traits that make an employee dependable, and employers look out for that. Here are some organizational skills related to time management:
 - Creating and keeping deadlines
 - Delegation

- Goal setting and meeting goals
- Decision making
- Managing appointments
- Team management,

Self-discipline: It is the ability you have to control and motivate yourself, stay on track and do what is right. Self-discipline at the workplace is a positive effort which helps in developing set ways for our thoughts, actions and habits. It is an art of self-control and self-reliance, which empowers a person to stick to his/her decisions and propels the individual towards achieving the set goal.

Motivation: are Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to provide an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way.

Being focused on accomplishing tasks and not getting distracted: there is a need to eliminate distractions, concentrate and have a plan that is always have a plan. Start your day with writing down what you need to do, when do you need to do it, what do you need to achieve. When you have a plan, a schedule, it is that much easier to focus and to stay focused. Finally take regular breaks for relaxing.

Balancing Work and Personal Life: balancing work and personal life is very important in keeping a job. Being able to strike a balance between your professional and personal lives can help you become more productive. You must be able to communicate and manage time effectively at home and at work for helping to create this balance.

Lesson 6: Developing a career plan

Prerequisites/Revision/Introduction: Learners in this lesson need to develop skills of creating career plans. They need to reflect on their careers or professional activities they want to undertake in future. In this lesson, there is an element of setting goals since they will be able to create personal career goals. Remember to link the learning objectives with link key unit competence.

Teaching resources: Learner's books, internet, Work Readiness curriculum of akazi kanoze, and any other related materials.

Learning activity 10.6

- **Guidance**

- 1) Guide the learners to do activity 10.6, before this activity; you can engage learners to brainstorm about personal time management skills by answering the following questions;
 - i) Explain the different time management skills that can help one succeed in their personal lives?
 - ii) What are the personal qualities that help people to manage time?
- 2) After the above brainstorming activity, use an appropriate method (pairs or group work) for learners to do activity 10.6 make sure that they have all understood the instructions and the questions in the activity.

- **Proposed answers**

- 1) A career is an occupation or profession, especially one requiring special training, followed as one's lifework; it is composed by the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.

A career plan is an individual's choice of occupation, organization and career path. A career plan is a set of goals and actions that will lead you to your ultimate long-term career goal. It involves choosing an occupation and developing a plan of the steps it will take you to get to that occupation. It is a plan for temporary and long-term self-reliance.

- 2) Developing a career plan is very important because;
 - i) It helps you determine your skills and interests since can be able to do one a personal assessment on his/her passion and what he/she can do best.
 - ii) It lists short- and long-term career goals and the actions you can take to achieve them.

- iii) Career plans can help you make decisions about what classes or professional jobs you want to undertake in future. One can be able to know which kind of internships they need to do to make them strong job candidates.

After activity 10.6, use an appropriate method (Think, Pair& Share/TPS or group work) for learners to read and analyze the key elements of a career plan and key steps that can help one develop a career plan. Ensure that all learners are active and are able to present their findings.

Application activity 10.6

The following steps can help you to develop your career plan of the career you intend to pursue in your life:

a) Identify Your Career Options: Develop a refined list of career options by examining your interests, skills, and values through self-assessment. Narrow your career options by reviewing career information, researching companies, and talking to professionals in the field. You can further narrow your list when you take part in experiences such as job shadowing, volunteering, and internships.

b) Setting Goals: Now that you've identified your career options, develop an action plan to implement this decision. Identify specific, time-bound goals and steps to accomplish your plan. Set short-term goals (to be achieved in one year or less) and long-term goals (to be achieved in one to five years)

c) Steps to reach the goals: In order to reach goals and keep resolutions in, take these five steps toward success:

i) Choose a Goal Wisely: Setting a goal that is meaningful to you will increase your motivation to achieve it.

ii) Make It Positive: When you create a list of your highest values and then align your goals with them; you will have a sense of being on purpose and are more likely to be motivated naturally and become more consistent.

iii) Write It Down

After writing down your goal, keep it where you can see it. Let it serve as a daily reminder to help keep you motivated.

iv) Create a Detailed Action Plan

A successful action plan consists of breaking down goals into small, manageable steps. Before taking action, write out each action step you plan to take. Be as specific and detailed as possible.

v) **Reward Yourself:** Have a reward in place for when you accomplish your goal; it can serve as a powerful motivator.

d) Pooling together necessary information needed (CV, Application letter, etc.): Develop your CV and application letter. Refine your career goals and strategy. Regular updating of their resume will help jobseekers review their career plans periodically and define themselves in terms of skill sets and competencies instead of merely job titles. Successful career development should eventually enable the jobseeker to find the best way to start a new career. The ultimate outcome of which will be the fulfillment of personal career goals, attainment of financial stability and achievement of work-life balance.

e) Skills lab activity 10.7 students' book

10.5. Use of Skills Lab Method: Lab 10

1) Build part (max 15 min)

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

- a) What was the previous skills lab lesson?
- b) What process do people go through to find a job?

Choose few pairs to answer the above questions to the general audience.

Possible answers

i) Previous skills lab lesson

Writing a CV and application letter

ii) Process people go through to find a job.

- Finding employment information
- Writing a CV and application letter
- Interview process

Remind learners that it is always better for one to be prepared for a job. One should always have skills of **writing a CV and application letter**. Therefore, this lab will enable learners to be prepared for a job.

2) Practice (Max 25 min)

Role-plays on interview techniques

Explain that each group will have a **panel of three (3) interviewers** who will interview one person to one specific position.

Two groups will role play about this situation. That is the person being asked will depict the following behaviors.

- An interviewee as being unresponsive,
- Disrespectful,
- Unclear,
- Not answering questions clearly, etc.

The other groups will have an interview that will depict the following behaviors;

- Coming early for the interview
- Confidence
- Clear and loud in communication
- Use of relevant examples
- Show commitment to work and team work.

Sample questions during the interview

- Tell me about yourself.
- What qualities and skills do you have that will help you perform this job?
- Have you ever done any other job like this one?
- What are your strengths and weaknesses?
- Why should we hire you?

Depending on the manageable groups formed in this lab, make sure that there are groups meant for the first category and others for other category of behaviors and also ensures each group has the job position they will interview someone about.

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.

3) Presentations (Max 25 min).

During each groups' role play, ask the following to the learners;

- What went well in this interview?
- What would you have done better if you were the one being interviewed?

During the role plays as well encourage learners to challenge/supplement each other (control this as it make time) as it will enable them to understand better.

4) Conclusion (Max 10)

Conclude by writing on the blackboard with focus to the main parts of interview and interviewing tips at every part: Make sure that the learners are copying notes.

- **Before the interview**
- Learn as much as you can about the organization/institution or business to which you are applying for a job – What do they do? Where? Size? Who are their clients?
- Think about how your previous work experience, schooling and activities will help you perform the job to which you are applying.
- Dress appropriately for the interview: neat, clean
- **During the interview**
- Greet the interviewer properly (handshake).
- Speak slowly and clearly.
- Think before speaking.
- Be respectful.
- Be a good listener – wait until the interviewer has finished talking before you respond.
- Stay calm.
- **After the interview**
- Send a thank you letter by post or email if appropriate.

Follow up with a phone call after a week if appropriate

5) Portfolio Assignment (Max 5)

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.

Each learner comes out with a list of at least five interviewing tips before, during and after interview.

10.6. Summary of the unit

Work habits and behaviors provide to the learners the knowledge on how to identify and apply to job opportunities by writing a basic CV and application letter or by using new technology (searching and applying online); recognize the process and techniques of an interview and demonstrate effective interviewing skills; demonstrate appropriate workplace behavior and attitudes; identify strategies to better manage time and balancing work and personal life. The unit helps the learners to set goals and develop their career plan.

10.7. Additional information for teachers

An application letter is an alternative to writing a cover letter or motivational letter: is a letter of introduction attached to, or accompanying another document such as a resume or CV.

All applicants in the public services must use “online application system” of the related public services. Nowadays, hard copy applications are no more encouraged.

The teacher must initiate the learners how to apply online because technology is implemented in our system for avoiding the problems of storage, cost (transport fees, printing hard copies etc.) and encouraging local and international submission of information with a high speed (saving time).

10.8. End unit assessment

Part 1 (Multiple choice questions) choose the most appropriate answers

1. e
2. e
3. c
4. b
5. e
6. c

Part 2 (True/False questions)

7. False
8. False
9. False
10. True

Part 3

1. A district is a local government organization under MIFOTRA; for applying on the position you must be registered in the application system of e-Recruitment online. If you are not registered, the first step is to visit the website of MIFOTRA: <https://recruitment.mifotra.gov.rw> with the following web page: Rwanda Civil Service Recruitment Portal where you can obtain the following information about **e-Recruitment**:

Three steps are necessary:

Register

Registration allows you to subscribe to notifications when new positions become available, to apply for jobs and track the progress of your pending applications

Complete your profile

A complete profile will make it easier to apply for jobs: follow the instruction given in the job description and attach/upload the PDF copies of your identification (ID card) and required degree not certified or other relevant documents. The size of each applauded document must not exceed 200KB

Apply for a job

Find a job that matches your skills and send in your online application.

2. **CV** includes information on one's academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements while a **resume** provides a summary of your education, work history, credentials, and other accomplishments and skills. CVs are thus much longer than resumes, and include more information, particularly related to academic background
3. A well written CV and application letter must be Concise, includes relevant information only, is neat, is accurate, has correct spelling, uses consistent format, is simple and clear
4. The elements of a career plan are the following:
 - **Individual assessments of abilities, interests, career needs, and goals:** It is basically a process of self-exploration and analysis. Individuals are frequently guided by self-assessment exercises. The self-assessment process is basically viewed as an individual responsibility; however, organizations can aid in this process by providing the employee with materials and opportunities for self-exploration and analysis.
 - **Organizational assessments of employee abilities and potential:** A key issue in career counseling sessions is whether an employee's goals are realistic in terms of organizational possibilities and organizational assessments of employee abilities and potential. Accurate assessments of employee abilities and potential are important to both the organization and the individual.

Organizations have several sources of information for making assessments of employee abilities and potential. First is selection information, including ability tests, assessment center test, interest inventories, and biographical information such as education and work experience. Second is current job history information, including performance appraisal information, records of promotions and promotion recommendations, salary increases, and participation in various training and development programs. Organizations have traditionally relied on performance appraisal data as the primary basis for assessing employee potential.

- **Career Information within an Organization:** before realistic goals can be set, the employee needs information about career options and opportunities. This includes information about possible career directions; possible paths of career advancement; and specific job vacancies. In organizations with informal career planning programs, employees learn about career options and opportunities from their supervisors within the context of developmental performance appraisal interviews. Organizations with more established career planning programs make greater use of workbooks, workshops, and even recruiting materials to communicate career options and opportunities.
- **Career counseling to set realistic goals and plan for their attainment:** It is in counseling sessions, typically with supervisors and managers in developmental performance appraisal interviews, that most employees explore career goals and opportunities in the organization. Supervisors and managers need accurate assessments of employee abilities and potential, as well as information about career options and opportunities in the organization.

10.9. Additional activities

10.9.1. Remedial activity

Explain why job interview is important to the employer and the interviewee.

Proposed answer:

A job interview is a major tool for selection process which is set up by the employers to know in detail about the candidates. It is a formal verbal interaction between the employers and the prospective candidates which helps the employers in extracting as much information as possible about the candidate.

10.9.2. Consolidation activity

Identify the advantages of applying online

Proposed answer:

Before you post your next round of open positions through traditional, paper-based methods, nowadays applying online presents benefits to the applicants and to the employers:

Qualified Candidates Are Performing Job Searches Online

Candidates are searching for jobs online and are expected to continue their application process online – not by downloading, handwriting and mailing a paper application. When a candidate identified with your job posting, enable him/her to immediately submit an application online, while he/she is still highly motivated and excited by the opportunity, will result in a more thorough and expressive application.

Qualified Candidates Are on Mobile

Applicants are also searching for opportunities from their mobile devices. Many candidates use their mobile device to look for a job. Today's workforce, especially younger generations, prefers to use their mobile devices for research – including job opportunities. The audience that wants to pay their bills online also wants the opportunity to find and apply for jobs online. Having an online application built into your mobile optimized website will expand your potential talent pool exponentially and increase your chances of more quickly hiring the ideal candidate.

Qualified Candidates Are Tech Savvy

As a society, we grow digitally knowledgeable and reliant every day. In addition, today's millennial and post-millennial generations that are just entering the work force are heavily tech-savvy. Candidates with technical skills will be an asset to the district (for example), but you may not find these qualified candidates if you are only accepting paper applications and not posting open positions online. A more streamlined online application process will also signal to candidates that your district embraces modern technology and values their time, which will improve their perception of a position serving their local government.

Digital Tools Remove Barriers to Application

The last thing you want to do is deter a qualified candidate with a cumbersome application process. The thought of printing a paper application, paying for stamps and waiting weeks for a response will seem to many to be too time consuming when there are viable positions that can be obtained with less up-front time, effort and cost. Making the application process as easy as possible will help ensure you have a larger and more valuable applicant pool for consideration.

Online Applications save your Time

Filling a position through traditional channels such as newspaper classified ads, headhunters or internal personnel departments can be time-consuming and costly. Online applications can reduce the cost of hiring considerably, especially when online application forms are easily accessible from the website.

Online Applications save your Candidate Time

For job seekers, whether they are actively or passively searching for a new position, the research, application submission, interview and on boarding process could take months. Compared to traditional paper applications, online hiring is a more expeditious approach to filling vacant positions and right-sizing staff. When confronted with an application process perceived as being outdated or timely, applicants will move on to other opportunities and your government will miss out on talented candidates.

Storage, Organization and Access to Digital Information

Nowadays no space necessary to store paper records for each candidate that submits an application to each vacant position. In addition, organizing paper records of applicants at various stages of the review process for each open position can pose significant logistical challenges. Online applications not only save physical space, they allow for easier tracking of applicants throughout the screening process and searching for stored candidate data.

Better hires lead to less attrition which saves money

With all of the benefits that online applications provide to more accurately match qualified candidates to job positions, local governments stand to benefit financially from maintaining longer tenured employees. Better hires lead to less attrition, greater job satisfaction and greater productivity – all factors that will help mitigate the cost of new hires to municipal bottom lines.

Online applications allow public sector employers to efficiently connect with talented candidates seeking positions that will allow them to improve the lives of others.

10.9.3. Extended activity

At the end of O' Level you have made your choice about the combination you follow now because you had some aspiration on your expected career. What is the importance of career planning?

Proposed answer:

Career planning is the continuous process of thinking about your interests, values, skills and preferences, exploring the life, work and learning options available to you and ensuring that your work fits with your personal circumstances. According to the combination the learners will try to give their vision and how the combination chosen will help them to develop their career plan during the university studies or other professional courses they can follow.

UNIT 11: WORK SAFETY AND HEALTH

11

Key Unit Competency:

To be able to apply standard health and safety practices and regulations in the workplace

11.1. Unit Prerequisite

In senior 3, learners were introduced to ethics in business (S3-unit 9); in S6 ,unit 10- work habit and behavior), learners covered the essential professional conduct appropriate at workplace. As Safety and health in the workplace are vital to a well-functioning warehouse, or manufacturing environment, it is known that healthy habits, such as eating well, exercising, and avoiding harmful substances, make sense mindset.

In addition to this, learners should be reminded to apply standards of health and safety practices and regulations at school and at their future work places.

11.2. Cross-cutting issues to be addressed

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

Gender education: Throughout the lesson encourage learners to understand that the safety and health in the workplace are vital to any worker in a given working environment. As a teacher, you can support gender parity and equality and at the same time be more gender-sensitive in your class.

Environment and sustainability: Establishing and maintaining health and safety of employers, employees and any other stakeholder are crucial to the success and sustainability of any given work. As a teacher; remind learners that they are prospective workers, employers, etc. and have to keep their workplaces health and safe to protect the environment at large.

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; 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, physical impairment, race, 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 activities, tell learners that sex-based labor force segregation contributes to different workplace health and safety challenges for women and men.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate workplaces that promote peace and are not against the values of 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 involvement and the promotion of peace and harmony.

Genocide studies: In class, learners need first to accept that genocide is the worst crime against humanity. In addition, as prospective workers, employers and good citizens need to analyze and fight against any sign of genocide ideologies and the denial of genocide committed against the Tutsi in 1994. Encourage learners during tasks to be brave enough to talk about how bad it is to better know the cruelty of genocide ideology and to establish sustainable measures to fight it forever. As a teacher, try to promote the culture of peace, cooperation, unity and love at workplace.

- Also, refer to other crosscutting issues as identified in the curriculum framework

11.3. Generic competencies

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

- **Critical thinking:** This will be developed through different activities that make learners think reflectively, logically and imaginatively as worker, employer, etc before making decisions about workplace in order to ensure healthy and safe condition of work.
- **Creativity and innovation:** Safety innovation brings a layer of protection to industries in all sectors. Safety innovation and creativity is becoming an increasingly important component of workplace safety management. As a teacher, you have to encourage learners to be creative and innovative in relation to keeping the workplace healthy and safe.
- **Research and problem solving:** Learners should be given activities and opportunities that require them to be resourceful to find solutions to different challenges posed in different learning activities and solving different problems encountered at workplace or in community.
- **Co-operation, Interpersonal relations and life skills:** Through different tasks assigned, they should demonstrate a sense of personal and social responsibility of alerting others about any hazard that may happen.
- **Lifelong learning:** Learners have to improve on knowledge and skills on different ways that can be used to maintain workplaces safe.

Vocabularies and the Key Words

- Healthy habits
- Hygiene
- Sanitation at work:
- Personal hygiene practices
- Food sanitation practices
- Clean water and toilet facilities

Guidance on the introductory activity

- i) Remind learners that there is no right or wrong ways to answer this assessment.
- ii) It is for their own use during this course to help them get familiar with the topics that will be covered in the Unit and help you know where to put more emphasis
- iii) This is an individual activity. Have learners turn to the Self-assessment in their books.
- iv) Read the “Knowledge, Skills and Attitudes listed in the left column,
- v) Have learners to think about themselves and put a check under the statement that best represents their situation.
- vi) Remind learners that at the end of this Unit, they will take this assessment again.

Remind the learners the key unit competency and through brainstorming have them explain how the introductory activity links with the key unit competence

Inform them that in this unit, they will build on the concepts of entrepreneurship that they were introduced to in O’ Level and S.6 particularly those mentioned in above prerequisite of this unit.

Introduce the introductory activity (self –assessment) following the guidelines mentioned above in this teacher’s guide the lesson title “Introduction to unit 11: Safety and Health at Work

Positive health and safety practices” on chalkboard and have learners do Activity 11.1 in the Learners Book using an appropriate method such “pair work, small groups.

Introductory Activity

In the previous unit (work habit and behavior), you were able to apply for a job and maintain professional conduct at workplace. You noted that finding employment information for a job, interviews techniques before, during and after the interview, appropriate workplace behaviors and attitudes and time management skills are very important in real life. As Safety and Health are vital to a well-functioning in the workplace of any organization;

Think about your own health and the ways in which you must stay healthy. There are good habits that keep us healthy in work place and where we live.

Possible answers for introductory activity should depend on what learners have filled in the listing their competences accordingly. Relate to the table in learners book

11.4 List of lessons /sub-heading (including assessment)

No.	Lesson title/ probable heading	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of Periods
1	Introduction to unit 11: Safety and Health at Work Positive health and safety practices	Describe the importance of good personal care and healthy habits at work Promote healthy habits in daily Handle unsafe situation that could harm people while on job	2
2	Healthy hygiene and sanitation practices	Identify important health practices in the workplace Explain how to prevent the spread of illness Practice healthy habits in life and workplace	2
3	Hazards in the workplace	Explain how to prevent contamination at work Explain why certain situations or substances are hazardous	4
4	Ways to make work safer	Identify ways of controlling hazards and staying safe Practice ways to prevent accident and getting sick at the work	4
5	Emergencies at Work Responding to emergencies and staying healthy at work	Respond appropriately if there is a safety hazards, an accident or an emergence at work and in daily life Deal with emergencies life and workplace	3
6	Skills Lab 11	Apply Skills Lab Methodology	2
7	End Unit Assessment	Can apply safety and health practices at work and respond appropriately if there is a safety hazards on accident or an emergency	2
		Total number of period/ lessons	19

Lesson 1: Safety and Health at Work

Learning objectives: By the end of the lesson, learners will be able to:

- Describe the importance of good personal care and healthy habits at work
- Promote healthy habits in daily
- Handle unsafe situation that could harm people while on job

Prerequisites/Revision/Introduction: Introduce the lesson by asking them if they have ever heard or even seen someone injured or got sick on the job due to his/her work environment. Introduce this lesson by saying that we are going to start this Unit on health and safety at work by thinking about our own health, and the ways in which we stay healthy both at work, home and in our communities. And that we will first look at some of the good habits that keep us healthy.

Tell them that by the end of the lesson, they should be able to identify and handle some of the primary hazards and know why these situations or substances cause harm.

Possible Methodology: Small group work, art or music creation, individual work, large group discussion.

Teaching resources: Markers, tape, crayons, paint and any other art materials.

Activity 11.1 Learner's book

- a) What is the relationship between the proverb (The proverb found at the beginning of the unit “Inyamaswa idakenga yicwa n’umututizi”) and safety and health at work place
- b) Rate yourself on the following health habits:

HABITS FOR GOOD HEALTH	Always	Sometimes	Never
1. I get enough rest.			
2. I try to eat foods that are nutritious for me.			
3. I avoid smoking and drinking.			
4. I get plenty of exercise.			
5. If I do not abstain, I practice safe sex.			
6. I strive to be clean and keep my surroundings clean.			
7. I take precautions against malaria.			

8. I avoid injuries when possible (e.g. wear helmet when riding motor)			
9. I treat minor injuries and illnesses promptly.			
10. I strive to have happy relationships.			
11. I avoid gossiping about others.			
12. I like to see others do well.			
13. I avoid thinking about myself in a negative way.			
14. I strive to look my best.			
15. I am optimistic about the future.			

Possible responses

1) The proverb and the title of the unit in this context are related because without any cautious when people are working they are exposed to different dangers which may happen.

The Health and safety act 1974 imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failures. As an adult with a duty of care towards children, the need to be vigilant and maintain a responsible attitude towards safety in workplace is paramount. All Personnel staff should ensure that, they:

- Are aware of specific health and safety polices, fire and accident procedures in their places of work
- Report any accident or health and safety incident to a relevant member of staff
- Have the right training and qualifications required if they wish to administer first aid and/or any agreed medication.

While any worker can undertake general supervision in workplace, there are certain subjects where staff should ensure that they have the relevant qualifications, experience and training before undertaking (e.g. Physical Education, Design Technology, Resistant Materials, Food Technology). Doing so, they will be protecting co-worker and the whole community.

According to what has been observed previously there is the relationship between the proverb and the unit title. The link is that to prevent a hazard you should be cautious and know the existence of the danger and then take measures against it. Now the best way to protect yourself and your employees from workplace hazards is to identify and manage them and take reasonable steps to prevent their potential to harm.

In order to control workplace hazards and eliminate or reduce the risk, you should take the following steps:

- Identify the hazard by carrying out a workplace risk assessment;
- Determine how employees might be at risk;
- Evaluate the risks;
- Record and review hazards at least annually, or earlier if something changes.

Never risk the health and safety of the employees: Profit may be the main motivation of a company but they should earn their profits without exposing their workers to hazard. Company owners should always prioritize the health and safety of their workers no matter what.

There are a lot of precautionary measures that both employers and employees can take to prevent an accident at work. However, a worker who follows the safety measures and procedures set by the employers for the workplace will most likely be able to prevent future accident

Therefore, the relationship between the title and the proverb is obvious.

2) Possible answers for question 2 will depend to what students will tick from the competences provided and the teacher will facilitate or guide the learner depending on learners habit rating from the table.

The importance of good personal care and healthy habits at work to you and the community around you includes:

Maintaining personal hygiene is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odors.

Keeping *your body* clean is vital in combating and preventing illness -- both for yourself and for those *around you*. Washing your hands and cleaning all your body parts can prevent the spread of germs from one person to another or from one part of your body to another.

Personal hygiene refers to the comprehensive cleaning of and caring for your body. Maintaining good personal hygiene includes bathing, washing your hands, brushing your teeth and wearing clean clothing. It also includes making safe and healthy decisions when interacting with others. Implementing good personal hygiene practices has both health and social benefits.

Health Benefits: Keeping your body clean is vital in combating and preventing illness -- both for yourself and for those around you. Washing your hands can prevent the spread of germs from one person to another or from one part of your body to another. Flossing and brushing your teeth can reduce the likelihood of oral and other diseases.

Social Benefits: In many cultures, poor personal hygiene is considered offensive or a sign of illness. Caring for your body regularly can reduce body odour and improve your personal appearance, subsequently improving others' perceptions of you. Good personal hygiene is also helpful in improving your own self-image.

Poor hygiene can lead to poor health. If you have cut yourself, the wound should be cleaned and dressed suitably, this can help reduced the risk of infection and pain, etc. Our chances of succeeding either in work or social settings, or even with the opposite sex can be altered by maintenance of good hygiene.

Application Activity 11.1

Answers: As an employee, I will guide my co-worker to raise awareness of their legal rights and responsibilities, so that they can enjoy a safe and healthy workplace.

Employers' Duties

Employers have legal obligations to ensure a safe and healthy workplace for their employees in the first instance – and also for anyone else who may visit the workplace such as customers, contractors and members of the public. All employers, whatever the size of the business, must:

- Design, provide and maintain workplaces which are safe and without risk to health;
- Identify any hazards (actual or potential) and take measures to control the risks, preferably by eliminating them – but if that is not possible, by reducing them as far as possible;
- Ensure that safe working practices are developed and implemented,
- Implement measures to reduce the risk of bullying and harassment;
- Provide adequate first aid facilities;
- Provide employees with information, instructions, and training set up contingency plans to deal with accidents and emergencies (including the evacuation of the workplace);
- Ensure that ventilation, temperature, lighting, toilet, washing and rest facilities meet the standard of health, safety and welfare sought by the statutory bodies;
- Ensure that appropriate work equipment is provided and is properly used and regularly maintained;
- Take necessary precautions against the risks caused by flammable or explosive hazards, electrical equipment, noise, dust and radiation;
- Take reasonable steps to avoid potentially dangerous work involving manual handling and provide manual handling training where required;
- Provide health supervision, as needed;
- Provide protective clothing, where required and appropriate warning signs;

- Report specific accidents, injuries, diseases and dangerous occurrences to the appropriate authorities; and maintain records of accidents and injuries as appropriate.

Employees' Rights and Responsibilities

The law establishes significant rights for employees – as well as responsibilities to co-operate in appropriate behaviour to protect their own well-being.

The right of employees to work in a safe and healthy environment is enshrined in law. As such, it cannot be withdrawn or diluted by your employer. The most important rights and responsibilities are set out below.

Their Rights

- To have any risks to your health and safety properly controlled, as far as possible;
- To be provided, free of charge, with any personal protective and safety equipment;
- To stop work and leave your work area, if you have reasonable concerns about your safety, without being disciplined;
- To tell your employer about any concerns about your health and safety at work;
- To get in touch with the appropriate authority, without being disciplined, if your employer refuses to address to your concerns;
- To be consulted by your employer about safety, health and welfare at work and to be provided with specific information on these issues; and
- To select Safety Representatives, as part of this consultation with your employer.

Their responsibilities to take reasonable care of your health and safety; to take reasonable care not to put other people at risk;

- To participate in appropriate training;
- To adhere to the employer's health and safety policies;
- To make proper use of any personal protective equipment;
- To report any injuries, strains or illnesses you may have suffered as a result of your work; and
- To tell your employer of any health-related issue that may affect your work performance (for example, becoming pregnant, taking prescribed medication or suffering an injury) so that the employer can make appropriate adjustments in your working arrangements.

Common Workplace Problems

Space: Every room where people work should have sufficient floor area, height and unoccupied space for purposes of health, safety and welfare. While additional accommodation may be necessary if there is a need for wheelchair access, generally in offices 4.65 square metres is the minimum amount of floor space required for each person working in a room (This includes the area occupied by an office desk and chair but excludes filing cabinets and other office furniture).

Temperature: The regulations do not specify a maximum temperature but, as a guide, a minimum comfortable working temperature for indoor sedentary workers is reckoned to be 16° Centigrade within one hour from the start of work with the maximum comfortable working temperature at 27° Centigrade (when undertaking light duties).

Ventilation: Workplaces need to be adequately ventilated. Windows or other openings may provide sufficient ventilation but, where air conditioning is provided this should be regularly maintained.

Natural: Lighting should be sufficient to enable people to work and move about safely. If necessary, local lighting should be provided at individual workstations and at places of particular risk such as corridors and stairs. Lighting and light fittings should not create any hazard. Automatic emergency lighting, powered by an independent source, should be provided where sudden loss of light would create a risk.

Workstations and breaks away from the screen: Employers must plan work at visual display units (VDUs) so that it is interrupted periodically by breaks or changes in activities to reduce exposure to the VDU. Although regulations set no required breaks, no single continuous period of work at a screen should not exceed one hour. If you use a VDU as a significant part of your daily work, you have a right to seek appropriate eye tests which must be made available and paid for by your employer.

Fire: Every workplace must have clear evacuation procedures in place and carry out regular fire drills to ensure employees are aware of the procedures.

Slips, trips and falls: The main causes of slips, trips and falls in the workplace are:

- Uneven floor surfaces;
- Unsuitable floor coverings;
- Wet floors;
- Changes in levels;
- Trailing cables;

- Poor lighting; and
- Poor housekeeping.

If you fall, seek medical assistance if required; notify your employer about the incident; ensure a report is filed if necessary; and demand that the hazard is removed.

Work-Related Stress: Workplace stress occurs when the demands of the job and/or the working environment exceeds a worker's capacity to meet them. The symptoms of stress may be physical, mental and/or behavioural. You should familiarise yourself with your employer's policy on stress.

Bullying and Harassment: Bullying in the workplace is a health and safety issue. It can lead to health problems and give rise to further safety issues. It is also an industrial relations matter – and may have legal consequences. Employers have a duty of care to all employees, to ensure they are both mentally and physically safe at work and that their health is not adversely affected by anything or anyone in the working environment.

Lesson 2: Healthy Hygiene and Sanitation Practices

Learning Objectives: - By the end of the Lesson, learners will be able to:

- a) Identify important health practices in the workplace
- b) Explain how to prevent the spread of illness
- c) Practice healthy habits in life and workplace

Prerequisites/Revision/Introduction: Read the learning objectives to determine what learners will know and be able to do by the end of the lesson. Then, tell them that in the last lesson, we identified one of the important health habits for workers as ‘striving to be clean and keep my surroundings clean.’ In many workplaces, this is called ‘hygiene and sanitation.’ ‘Hygiene’ is personal cleanliness and ‘sanitation practices’ is public cleanliness.

Possible Methodology: Large group discussion, small group activities – demonstration, role play, Think-pair-share; brainstorm, field study, gallery walk, interview with entrepreneurs in community, research in the library, research on the internet, etc.(any other methodology that suits the learning environment).

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 and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson on elements of a written and valid contract, handle any homework or assignments.

Use a discovery activity to introduce the healthy hygiene and sanitation practices and their importance and share their experiences on their benefited of complying to them both at home and at in the workplace.

Materials and Preparation: Markers, tape, items to do demonstrations – soap, water, basin, handkerchiefs, a few fruits and vegetables, utensils, clean water, dishcloth, cooking pot, toilet paper, etc.

Place the information and materials (use real materials such as basin, water, soap, handkerchief, cloths to wipe tables, etc. – make it as real as possible!) needed for each group at different stations around the room. Make a sign with flipchart for each station – Germs be Gone! Let’s Eat!, and Water and Waste!

Activity 11.2

Possible responses of activity 11.2

- 1) One of the important health habits for workers is 'striving to be clean and keep the surroundings clean.' In many workplaces, this is called 'hygiene and sanitation'. 'Hygiene' is personal cleanliness and 'sanitation' is public cleanliness.
 - a) Examples of personal cleanliness include : Make sleep a ritual mealtimes, Proper dressing at night, Ideal sleep environment, Let your toddler cry, Comforting objects, Bedtime entertainment, Don't let routine suffer, Family participation is a must:
 - b) Examples of public cleanliness include: clean health centres, restaurants, roads, markets among others.
 - c) If we don't keep our selves and work places clean, we can get infections and diseases which affect our health.
- 2) Give some examples of Personal Hygiene Practices that everyone can practice at home and the workplace.
 - a) Germs are very small organisms that can grow in the body and cause some infectious diseases; microorganisms. They can make you sick and are easily transferred. There are, however, some things you can do to help prevent them from getting into your system and making you sick.
 - b) One excellent way to prevent germs from getting or other sick is wash your hands very often. Keeping hands clean through improved hand hygiene is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. If clean, running water is not accessible, as it is common in many parts of the world, use soap and available water. If soap and water are unavailable, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands.
 - c) We Wash hands in order to stop germs from spreading. From the telephone to the toilet, may be you blew your nose in a tissue and then went outside to dig around the dirt.

Whatever you do today, you came into contact with germs. It's easy for a germ on your hand to end up in your mouth. Think about how many foods you eat with your hands. You can't wear rubber gloves all day long, but you can wash your hands so those germs don't get a chance to make you or someone else sick.

Application activity 11.2 Answers

1) Germs, or microbes, come from many different origins (including food itself) and can be kept out of food by taking some basic, simple precautions:

Sources of Microbes	Prevention Techniques
Contaminated kitchen surfaces	Ensure surfaces are kept clean; keep refuse containers clean and away from food being prepared.
Dust	Keep surfaces clean.
Insects, rodents and pets	Keep them away from food - particularly for dry foods kept outside of refrigerators or freezers, store in tightly sealed containers.
Dirty hands and dish cloths	Wash regularly.
Raw foods	Keep foods separate to prevent cross-contamination; carefully wash preparation surfaces and utensils between uses for different foods. Take particular care with surfaces and utensils used to prepare meat and poultry to prevent potential spread of salmonella.

2) Advice to Musore on what to do in order to prevent illness and contamination of food and work place include the following:

- a. To use warm water (not cold or hot) when you wash your hands.
- b. Use whatever soap you like. Some soap come in cool shapes and colors or smell nice, but whatever kind gets you scrubbing is the kind you should use. Antibacterial soaps are OK to use, but regular soap works fine.
- c. To always wash around his nails. This is one place germs like to hide. Wash for about 10 to 15 seconds
- d. Rinse and dry well with a clean towel.
- e. Musore must ensure toilets / latrines hygiene:
 - Over time, throw lime, dirt or ashes in the hole to reduce the smell and keep flies away.
 - Make sure your latrine is covered.
- f. Disinfecting Water by boiling it and store it in clean containers.
- g. Keeping the work area clean is also more important

Lesson 3: Hazards in the Workplace

Learning objectives: By the end of the lesson, learners will be able to:

- Explain how to prevent contamination at work
- Explain why certain situations or substances are hazardous

Prerequisites/Revision/Introduction: Introduce the lesson by telling learners that now they will be thinking about the ways in which people are injured on the job. By the end of the lesson, they should be able to identify some of the primary hazards and know why these situations or substances cause harm. Inform them that identifying and reducing the risks of hazards in the workplace is a very important task that needs to be carried out thoroughly to stop workplace hazards becoming an issue.

Possible methodology: Group discussion, Pairs

Teaching resources: Markers, tape, cards or post-it notes

- Using flip chart pages or a whiteboard, make a large chart with four columns. The headers for each column should be Safety, Chemical, Biological, Other.
- Review preparation steps before the lesson.
- Make copies of Hazards in workplace

Activity: 11.3 Learner`s Book

Possible Answers for Activity 11.3

- 1) Some of the things in the picture that can make the workplace not safe or harmful to people working there.
 - Electrical Hazards due to improper laying of electric cables and equipments;
 - Fire hazards,
 - Slip, trip and fall hazards;
 - The presence of clutter/litters can be just as harmful to employees. It's not just viruses and illnesses that the workers in the office have to watch out for in a dirty office,
 - The growth of mould that may occur due to excessive water poured and left to accumulate,
 - Etc.

2) Briefly explaining what it means by the following terms as relates to health and safety at work

a) A hazard is any agent that can cause harm or damage to humans, property, or the environment.

A workplace hazard is a situation that has the potential to harm life, health or equipment at work.

There are many different types of workplace hazards, many won't be relevant to every type of workplace, but here are the 5 most common hazards that will be relevant to most places.

b) **Safety hazards** can cause immediate accidents and injuries. Examples: hot surfaces, slippery floors.

c) **Chemical hazards** are gases, vapors, liquids, or dusts that can harm your body. Examples: cleaning products or pesticides.

d) **Biological hazards** are living things that can cause diseases such as flu, AIDS, Hepatitis, and TB. Examples: bacteria, viruses, or insects. In the workplace, you can be exposed to biological hazards through contact with used needles, sick children, animals, etc.

e) **Other health hazards** are harmful things, not in the other categories, that can injure you or make you sick. These hazards are sometimes less obvious because they may not cause health problems right away. Examples: noise or repetitive movements.

Explain that some job hazards are obvious, but others are not. In order to be better prepared to be safe on the job, it is necessary to be able to identify different types of hazards. Tell the class that hazards can be divided into four categories:

Have learners call out possible job hazards and say whether each one is a safety hazard, chemical hazard, biological hazard, or other health hazard. List each hazard in the matching column on the flipchart paper. Alternatively, have the group generate one list of hazards and then work in small groups to categorize them.

Examples of Hazards in the Workplace:

Note to Teacher: Learners may confuse the effects of hazards with the hazards themselves. They may mention “cuts” instead of knives, which cause the cuts. The cause is the hazard and should be listed on the chart. If people give effects rather than causes, ask them what causes the problem they mention. This will help later when students discuss how to eliminate hazards. Your completed chart may be similar to this sample

Safety Hazards	Chemical Hazards	Biological Hazards	Other Health Hazards
Hot surfaces	Cleaning products	Viruses	Noise
Slippery floors	Pesticides	Bacteria	Vibration
Unsafe ladders	Solvents	Molds	Radiation
Machines without protection	Acids	Animals	Heat or cold
Sharp knives	Mill dust (cassava, millet...)	Birds	Repetitive movements
Hot oil	Lead	Insects	Awkward posture
Unsafe electric circuits	Ozone	Snakes	Heavy lifting
Lack of fire exits	Machines without protection	Poisonous plants	Fast pace of work
Motor vehicles	Wood dust	Used needles	Harassment
Cluttered work areas	Mercury		Stress
Falling objects	Poor air quality		Areas too dark or too bright
Electrical cords	Gasoline		Violence

Below is a list of hazards that are present in a few of the workplace

Restaurant	Supermarket
<ul style="list-style-type: none"> • Hot grill • Steam • Fire • Hot oven • Cooking grease • Knives • Heavy lifting 	<ul style="list-style-type: none"> • Heavy lifting • Box cutter • Meat slicer • Cleaning chemicals • Repetitive motion • Bending or reaching • Standing a lot Stress

<ul style="list-style-type: none"> • Slippery floor • Cleaning chemicals • Pressure to work fast • Stress 	
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3) What can be done to make the workplace above safe includes:

- Clean and keep the office organized
- Have regular meetings on workplace safety.
- Train employees well on dangers hazards in the workplace and ways to overcome them.
- Appoint or nominate a safety captain who is empowered to communicate concerns identified by employees to leadership on a consistent basis.
- Make sure employees have the right tools and have regular equipment inspections.
- Keep workplace and everything clean.
- Use labels and signs to remind and alert workers and visitors.
- Etc.

How to deal with care to make work place safe

Maintaining good personal hygiene includes bathing, washing your hands, brushing your teeth and wearing clean clothing. It also includes making safe and healthy decisions when interacting with others. Implementing good personal hygiene practices has both health and social benefits.

Keeping hands clean through improved hand hygiene is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. If clean, running water is not accessible, as is common in many parts of the world, use soap and available water. If soap and water are unavailable, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands.

Application Activity11.3

Possible answers

1) The potential work hazards identified in the picture include:

a) Kitchen hazards

- Fracture due slippery floors,

- Food contamination due to the dirty kitchen leading to diseases
- Etc.

b) Butchery shop hazards

- Diseases caused by biological hazards from animals` meat
- Wound and injuries from cutting tools and machinery
- Etc.

c) Store hazard

- Shoulders and back pains because of carrying heavy weight luggage
- Accident from falling objects over the person seated under
- Etc.

Petrol station Accident

- Car accidents especially for the one standing in front of the car,
- Fire outbreak,
- Etc.

2) Identifying the ways to prevent accidents at work is crucial in the work place

Every person can avoid being involved in accidents at work by following these ten simple tips.

- 1) **Always be alert on the job:** Being awake and alert all the time while at work will can prevent accidents from happening at work.
- 2) **Wear the required uniform:** A person who works in a factory has a greater chance of being involved in an accident at work. Thus, they should be more vigilant about the wearing of proper uniforms and other protective garments when working. If your work requires you to wear a hardhat helmet then wear it.
- 3) **Listen and actively participate during emergency drills:** Be alert to emergency drills to make sure what to do in cases of emergencies so as to avoid accidents.
- 4) **Always ask your supervisor about the possible risks of doing a certain task** : There are workers who are exposed to danger just by doing their regular workloads. A worker should always check with his supervisor if s/he is unsure about the task at hand or if s/he feels that doing that task will expose him to great danger.
- 5) **Never take a high-risk job for which you have not been trained for:** Doing this will not only expose you to a great danger but will expose other people to danger as well.

- 6) **Always follow the safety program of your workplace:** Employees can avoid an accident at work if they follow the safety program mandated by the employer.
- 7) **Always be on the lookout for possible cause of accidents and then report it to the management:** There are workers who are already aware of a disaster waiting to happen but they refuse to see the warning and go on with their work. Do not wait for the accident to happen as it might happen to you.
- 8) **Owners of a company should always post signs or rules that should be observed by their employees** in order to avoid a possible accident at work. These posters should be posted in areas that are highly visible to the workers so they will be able to read them.
- 9) **Formation of an emergency team among the workers:** It will be responsible for monitoring possible hazards at work and also formulate rules and regulation to be observed in case of possible incidents that may cause harm to the workers.
- 10) **Never risk the health and safety of the employees:** Profit may be the main motivation of a company but they owners should always prioritize the health and safety of their workers no matter what.

There are a lot of precautionary measures that both employers and employees can take to prevent an accident at work. However, a worker who follows the safety measures and procedures set by the employers for the workplace will most likely be able to prevent future accidents.

On the roads **you can prevent accidents by:**

- Stop signs,
- Steep road signs,
- Broken pavement signs;
- In public spaces:
- High voltage signs,
- Construction in process, slippery, etc.)

Lesson 4: Ways to Make Work Safer

Learning objectives: By the end of the lesson, learners will be able to:

- Learning objective: Identify ways of controlling hazards and staying safe
- Practice ways to prevent accident and getting sick at the work

Prerequisites/Revision/Introduction: Read the learning objectives to determine what learners will know and be able to do by the end of the lesson.

Teaching resources: Pictures of different hazards being controlled, Manila papers, markers, cards or post-it notes

Possible Methodology: Large group discussion, pair work, pictures, small group work

Activity 11.4 Learners Book

Pick one job hazard from the list that the class made during the previous activity. Write it in the **Hazards** column of the table. (For example, you might write “slippery floors”). Ask the group: How can this workplace hazard be reduced or eliminated? As students suggest answers, write them in the Possible Solutions column next to the hazard.

Possible solutions for slippery floors might include: (Put out “Caution” signs).

- Clean up spills quickly.
- Install slip-resistant flooring.
- Use floor mats.
- Wear slip-resistant shoes.
- Install grease guards on equipment to keep grease off the floor.

Explain to the learners that there are often several ways to control a hazard, but some are better than others are. **Controlling Hazards** and let learner discuss on the three main control methods:

- Remove the hazard
- Improve work policies and procedures
- Use protective clothing and equipment.

Choose a few hazards on the hazard chart and have learners say how each of these three methods can be used to control the hazard.

Explain to learners that now we will be using pictures and stories to identify hazards and possible solutions (using all three categories). Do a sample story/picture together. Provide learners with copies of 11.3: **Hazard Scenes and Solutions**. Read the first story about the dishwasher aloud and discuss the question: What solutions can you think of that might prevent this injury from happening again?

Whether you work at a business, manage it, or own it, you all have the same goal--- you don't want anyone to get hurt on the job. And there's something each of workers can do to make sure everyone goes home as whole as when we started the day..

Control measures remove the hazard from the workplace

Remove the Hazard: The best way is keep away from hazards by preventing them so it cannot hurt anyone.

Improve Work Policies and Procedures: Policies and procedures are among organization's most important documents. Without them, employees would have no clear guidelines on how to perform their work, how to start and maintain equipment, how to get expense reports approved, and so on.

Use Protective Clothing and Equipment

Employers have duties to use Personal Protective Equipment (PPE) that will protect the user against health or safety risks at work. It can include items such as respirators, protective clothing such as gloves, face shields, eye protection, safety helmets, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses and it also includes Respiratory Protective Equipment (RPE) that serve to provide a barrier between the wearer and the chemical or material PPE must be properly looked after and stored when not in use, e.g. in a dry, clean cupboard. If it is reusable it must be cleaned and kept in good condition.

Application Activity 11.4 Learners book

Answer for Application activity

a) Some of potential health hazards that Gitangaza may face at her workplace includes:

- The cleaning solution may accidentally be splashed over her face and got and destroy her vision sight for some time or forever.
- Respiratory hazards from chemical steam
- Dishwashing areas have chemicals and heat.
- Minor or major cuts caused by broken glasses
- Usually the floor is slippery, which may cause serious injury from a fall
- It is often necessary to work in a fixed or awkward position which often muscle strain and associated tendon, nerve, disc, or joint pain.
- Etc.

b) Some of strategies that can be suggested to Gitangaza to control or prevent such hazards includes:

- Make sure that you know the Workplace Hazardous Materials Information System (WHMIS) symbols and what they mean
- Know where the closest first-aid kit and emergency eyewash station are
- Read the labels before you mix chemicals. If you are not sure about what chemical you are using, ask your supervisor
- Use the personal protective equipment (PPE) required by your employer
- Store the chemical in a locked area that has warning signs posted
- Do not store a chemical in a food container or store food in an empty chemical container
- Do not touch broken glass or sharp objects with your bare hands – use PPE such as gloves
- Make sure that your working area is organized to prevent strain on your body
- Stay in a comfortable working position
- Be aware of working conditions, heights of stations, anti-fatigue mats, etc.
- Learn to recognize signs of tiredness that may result from work-related ergonomic problems
- If you have to lift anything that is heavy or awkward, ask for help, use a dolly or call another person,
- Etc.

Lesson 5: Emergencies at Work

Learning objective: By the end of the lesson, learners will be able to:

- Respond appropriately if there is a safety hazards, an accident or an emergence at work and in daily life
- Deal with emergencies life and workplace

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

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

Possible Methodology: Large group discussion

Explain to learners that in this lesson will focus on emergencies at work. Then, engage learners in a general discussion about the term ‘emergency.’ What do you think qualifies as an emergency in the workplace? Can you give some examples?

Keep track of the types of emergencies that learners think of by writing them on the board or flipchart. The list might include some of the following: severe injury, fire outbreak, explosion, earthquake, floods, severe storm, violence, etc.

Ask learners if there is anyone in class who has ever experienced any of these emergencies, either at any work place/site, home or elsewhere. Ask him/her how did s/ he/ they respond? What was the outcome?

Review their answers while also connecting them to the lesson learning objectives and relating them to lesson title.

Activity 11.5 Learners book

Possible answers:

1) Refer to possible answers from learner’s book as they also discuss

2) Workplace emergency

An emergency is any unplanned event that threatens employees, customers, or the public; that shuts can down business operations; or that can causes physical or environmental damage.

A work place emergence refers to as unforeseen situation that might threaten employees, customers, or the public and turn into an emergency situation. Emergencies can be natural or man-made and include such things as:

Floods

E.g. When a fire occurs in the workplace, it has the potential to disrupt your business and the people who rely on your goods and services. The higher the number of occupants, the greater the risk.

3) Any situations that may be taken as emergencies at school or any workplace familiar with may include:

- a) Fires outbreak,
- b) Earthquake,
- c) Violence,
- d) Accident
- e) Severe storm,
- f) Landslides,
- g) Thunder
- h) Etc.

4) For any emergency situation identified above, what can be done to handle it?

In case of fire outbreak, I /we will ensure that:

Steps to take if there's a fire in the workplace:

Step 1: To raise the Alarm

Step 2: Evacuate

Step 3: Get to the Assembly Point

N.B: If you're too high up stairs to attempt jumping down, then use the window to call for help and also call Fire brigade for help.

Block the gaps under doors with materials such as clothing, bedding, towels etc. to prevent smoke from entering. And if your clothes ever catch fire, don't run around as this will fan the flames; instead, remember:

1) Steps to take if there's a fire in the workplace:

Step 1 – To raise the Alarm

Anyone discovering a fire should raise the alarm immediately, regardless as to how small the outbreak is or how innocuous it appears to be. Fires can develop very quickly and every second counts.

The Fire and Rescue Service should be called, with the name, address and full postcode of the property given clearly, along with any helpful information such as the fire type and location.

If the alarm has sounded automatically, assigned office fire marshals should investigate the alarm condition as everyone else evacuates the building. If it is a genuine fire condition, and if the fire is small and manageable (about the size of a waste paper bin on fire), and the appropriate type of fire extinguisher is available, then somebody may attempt to extinguish the fire, but only if they have been trained to do so.

They should make sure that their escape route is never compromised by the fire, as well as ensuring they are confident that they understand the fire type and adjacent risks. Similarly, they should retreat if, despite their best efforts, the fire continues to grow. Fire marshals will “sweep” their designated areas of the building to ensure that everyone is out safely.

Step 2 – Evacuate

Evacuation should be prompt and calm, with everyone making their way to the designated assembly point.

Any hazardous machinery or processes should be shut down in line with the fire evacuation procedure for the site.

Do not stop to collect any personal belongings, and never use lifts in the event of a fire – this is because the lift could stop working, trapping you inside, or the doors could open on the afflicted level and expose the occupants to flames, heat and toxic gases.

Head directly to the nearest emergency fire exit. Put your hand against any doors you go through to check that the fire is not on the other side, and the last person out should try to close doors behind them to prevent the fire spreading through the building’s “fire compartments” and also to reduce the level of oxygen available in any room to feed the fire.

If the escape route is affected by smoke, drop down onto the ground and crawl, as the available air will be cleaner closer to the ground.

Step 3 – Get to the Assembly Point

One of the most important steps in any fire evacuation plan is choosing an assembly point.

The location of the assembly point must be easily accessed by all exiting persons and should have safe access for the emergency services.

Once you have exited the building, everyone should meet at the designated assembly point.

A headcount (or nominal roll call) should be performed, making sure that any visitors are accounted for.

You should not re-enter the building until told to do so by an attending Fire Officer.

NOTE: If You Become Trapped Inside

Try and get to a room with a window. If you're on the first floor, open a window and lower yourself to arm's length, then drop to the floor. Never jump from a window and make sure to first throw down some soft materials onto the ground outside. If you're too high up to attempt this, then use the window to call for help and also call Fire brigade for help.

Block the gaps under doors with materials such as clothing, bedding, towels etc. to prevent smoke from entering. If your clothes ever catch fire, don't run around as this will fan the flames; instead, remember: to stop immediately, drop to the ground and roll to smother the flames.

In case of Chemical Spill, I /we will ensure that:

I. Emergency Preparedness

To prepare for spills, you should:

- i) Learn about the hazards of the chemicals in your laboratory,
- ii) Write response procedures to address those hazards, and
- iii) Make sure that there are equipment and training necessary to follow those procedures.

Fire extinguishers

Employers must tell their workers where fire extinguishers are located, what types of fire they are suitable for, who is authorised to use them and who your fire wardens are.

Alarm signals: If there is a fire or emergency, an alarm of some kind will sound. You must be able to identify the alarm signals so you know what they mean. Your employer must provide training so you know what to do and where to go if there is an emergency

Have a plan: Know what you plan to do and where you will go in case of trouble. This plan should include who you will call if you need someone to pick you up. You should also be familiar with safe places along your route that you can run to if needed.

Stay calm: If confronted, stay calm and confident. Being calm will give you a chance to assess the situation. If your assailants simply want property, it is often safest to give it to them. If they want to cause harm, you need to get away. Run if you can. If you can't get away, fight as hard as you can. Aim to inflict pain by lashing out at eyes, the bridge of the nose, knees and groin

Make noise: Attackers don't want to get caught. Do whatever it takes to attract attention. Yell for help. Scream. Blow the whistle you invested in before you left for the night. Get to a safe place. As soon as you can, get to a safe place, such as a shop or nearby house. Call the police and report the incident. Include details of the confrontation, as well as a description of the perpetrator.

a) Know Your Hazards

Before using any chemicals, it should be evaluated for the consequences of potential spills and develop appropriate response procedures. The following chemical properties are of most concern when preparing for possible chemical spills:

- Flammability,
- Reactivity to air or water,
- Corrosion, and
- High toxicity.

b) Make Materials and Equipment Available

Before starting any work with chemicals, verify that all necessary safety equipment and spill clean-up materials are available and in good working order. Additionally, ensure that the individuals who may be involved in spill response are properly trained in equipment use and spill clean-up procedures. Finally, regularly inspect all materials and equipment to ensure that they will function properly when needed

II. First Steps When a Spill Occurs: Communication and Determination

When a spill occurs, you and others should move well away from the area when determining the appropriate response. There are two types of spills: simple spills, which you can clean up yourself, and complex spills, which require outside assistance. A simple spill is defined as one that:

- Does not spread rapidly,
- Does not endanger people or property except by direct contact, and
- Does not endanger the environment.

Three basic steps should be taken to determine whether a spill is simple or complex:

- a) Evaluating the spill's risks;
- b) Evaluating quantities; and
- c) Evaluating the spill's potential impact.

a) Evaluate the Risks

The first step in evaluating whether a spill is “simple” is to estimate the risks created by the spill. In spill response, the key risks of concern are human health effects, property damage, and environmental damage.

Human Health Effects

Some chemical releases may result in health hazards such as fires or explosions. Other chemical releases may present health threats because of their ability to spread rapidly and enter the body readily. A spill is not “simple” if it presents these risks.

If the potential for fire or explosion exists, seek outside assistance from trained emergency responders. Releases of flammable chemicals (liquid or solid) can present significant fire and explosion risks when one or more of the following is present:

- Volatile vapours,
- Water reactive or air reactive chemicals,
- Ignition sources,
- Oxidizers, and
- Significant quantities of combustible materials.

Toxic vapours and dust are also hazardous. Avoid direct contact with such hazards because they spread quickly, are easily absorbed through the skin, and may damage tissue.

Physical Damage to Property

The potential for physical damage to property (equipment, building materials, structures, or clean-up materials) also is important when determining whether you have a simple spill. Remember—a common first response to a spill is to try to protect equipment and property, but any real threat to such items will also threaten the persons cleaning up the spill. Do not attempt to protect property if there are any human healths or fire/explosion hazards present.

In addition to potential fire and explosion hazards, strong corrosives and oxidizers typically fall under the property damage category. If any hazards are present that would damage property, treat the spill as complex and contact the appropriate authorities.

Environmental Threats

Some laboratory spills have the potential for escaping into the environment. Spills may release into the atmosphere, discharge into the sewer system, or leak directly into soils or surface water. While few laboratory spills present environmental threats, it is necessary to notify the appropriate authorities if a spill has the potential to cause

environmental damage. If you can do so safely, it may be prudent to take interim measures before the hazardous materials response team arrives, such as blocking a spreading spill with absorbents or covering a floor drain with a rubber mat.

Though small amounts of some chemicals pose environmental problems, most environmental risks are presented by large-quantity releases of materials. A large-quantity release that threatens the environment is not a simple spill, but requires the attention of trained responders.

b) Evaluate Quantities

The next step to take when determining whether a spill is “simple” is to evaluate the quantity of material released. If a spilled chemical is not hazardous, its cleanup (without the assistance of an emergency response team) is dependent on the ability to control the spill, as well as the availability of sufficient spill control materials (e.g., an absorbent for liquids). Factors that may complicate a cleanup effort (such as the unique characteristics of a spill’s surroundings or the restricted access to a spill) must be determined on a case-by-case basis.

If the spilled chemical is hazardous, the threshold quantity for a simple spill cleanup depends on the spilled chemical’s physical properties and hazards. This quantity depends on situational factors such as:

- The training and experience of laboratory personnel,
- The availability of spill control materials,
- The availability of personal protective equipment, and
- The physical layout of the spill location.

The more toxic, corrosive, or flammable a material is, the less likely that the spill can be defined as “simple”. Thresholds for flammable liquids and solids, as well as volatile toxics, should be relatively low. Spills of reactive chemicals should only be managed by trained responders (who may be in-house). In general, simple spill thresholds for liquids will be lower than the thresholds for solids. Additionally, simple spill thresholds for volatiles will be lower than the thresholds for non-volatiles.

c) Evaluate Potential Impacts

The third step to take when deciding whether a spill can be managed as a simple spill is to evaluate the potential broader impacts of the spill. A chemical spill in an area where its potential risks are magnified by specific situations (such as physical situations or the presence of a large number of people) should not be managed as a simple spill. For instance, the presence of boxes, chemicals, and other ignition sources would magnify the impact of a one-gallon release of acetone. Since acetone is highly flammable and volatile, this situation would be immediately dangerous to both human health and property, and cleanup should be handled by an emergency responder.

Other factors that may magnify a spill's impact and require emergency response are

- The possibility that hazardous vapors or dusts might enter the building's ventilation system (and be distributed to other areas);
- The possibility that spilled liquids might flow into other areas, thus expanding the threat of harm (such as reaching ignition sources, exposing other people, damaging delicate equipment);
- The presence of incompatible chemicals;
- The proximity of classrooms or offices containing people who could be harmed by the spill's consequences; and
- Spills in sinks that might be connected to other sinks through the plumbing system.

When evaluating potential impacts, a prompt response can minimize adverse consequences. On the other hand, an inappropriate response can turn a simple spill into a complex situation.

To determine whether a spill is simple or complex (which is often the hardest part of spill response), you need to know (1) the hazard(s) posed by the spilled chemical and (2) the spill's potential impact. Both these factors are, in large part, determined by the spill's size. The following information will help you determine whether you have a simple spill:

- The type of chemical(s) spilled,
- The amount,
- The hazardous characteristics of the spilled chemical(s),
- The location,
- The proper method for cleaning up the spill,
- The personal protective equipment available, and
- The training of the laboratory's personnel.

IV. Recommended Procedures for Cleaning Up Simple Spills

a) General Response Guidelines

For simple spills, emergency responders do not need to be notified. However, you should contact the environmental health and safety office or other responsible person within your facility. Most importantly, before cleaning up a simple spill, be sure that you can do so safely. You must have the right personal protective equipment, including, at a minimum, appropriate eye protection, protective gloves, and a lab coat.

The following steps should be taken during spill clean-up.

- 1) **Prevent the spread of dusts and vapours:** If the substance is volatile or can produce airborne dusts, close the laboratory door and increase ventilation (through fume hoods, for example) to prevent the spread of dusts and vapors to other areas.
- 2) **Neutralize acids and bases, if possible:** Spills of most liquid acids or bases, once neutralized, can be mopped up and rinsed down the drain (to the sanitary sewer). However, be careful because the neutralization process is often vigorous, causing splashes and yielding large amounts of heat. Neutralize acids with soda ash or sodium bicarbonate. Bases can be neutralized with citric acid or ascorbic acid. Use pH paper to determine when acid or base spills have been neutralized.
- 3) **Control the spread of the liquid:** Contain the spill. Make a dike around the outside edges of the spill. Use absorbent materials such as vermiculite, cat litter, or spill pillows.
- 4) **Absorb the liquid:** Add absorbents to the spill, working from the spill's outer edges toward the center. Absorbent materials, such as cat litter or vermiculite, are relatively inexpensive and work well, although they are messy. Spill pillows are not as messy as other absorbents, but they are more expensive. Note that special absorbents are required for chemicals such as hydrofluoric and concentrated sulphuric acids.
- 5) **Collect and contain the clean-up residues:** The neutralized spill residue or the absorbent should be scooped, swept, or otherwise placed into a plastic bucket or other container. For dry powders or liquids absorbed to dryness, double bag the residue using plastic bags. Additional packaging may be required before the wastes can be transported from your laboratory. For spills of powders or solid materials, you may need to add a dust suppressant. Be sure to place descriptive labels on each container.
- 6) **Dispose of the wastes:** Keep clean-up materials separate from normal trash. Contact your environmental health and safety officer for guidance in packaging and labelling clean-up residues. Promptly place clean-up wastes in an appropriate hazardous waste receptacle.
- 7) **Decontaminate the area and affected equipment:** Ventilating the spill area may be necessary. Open windows or use a fan unless the area is under negative pressure. In some instances, your environmental health and safety officer can test the air to ensure that hazardous vapours are gone. For most spills, conventional cleaning products, applied with a mop or sponge, will provide adequate decontamination. If you have any question about the suitability of a decontaminating agent, seek expert advice.

b) Special Precautions

The following precautions apply to chemicals that have hazardous characteristics. Note that some chemicals may exhibit more than one characteristic.

- 1) **Flammable Liquids:** Remove all potential sources of ignition. Vapours are what actually burn and they tend to accumulate near the ground.

Flammable liquids are best removed through the use of spill pillows or pads. Spill pads backed with a vapor barrier are available from most safety supply companies. Because flammable liquids will probably be incinerated, avoid using inert absorbents such as cat litter. All used absorbent materials should be placed in heavy-duty poly bags, which are then sealed, labelled, and disposed through your facility's hazardous waste management program. Before resuming work, make sure the spill area has been adequately ventilated to remove flammable vapours.

- 2) **Direct Contact Hazards:** Carefully select suitable personal protective equipment. Make sure all skin surfaces are covered and that the gloves you use protect against the hazards posed by the spilled chemical. Often it is a good idea to wear two sets of gloves: one as the primary barrier, the second as a thin inner liner in the event the primary barrier fails. When the clean-up is completed, be sure to wash hands and other potentially affected skin surfaces.

- 3) **Worker Safety and Training:** Workers who clean up their own spills must be trained according to their laboratory's Chemical Hygiene Plan. This plan includes a written certification that all participants are trained on how to use their personal protective equipment. Workers who go into other work areas to assist with spills must be documented as having had additional, special training. Such training covers how to handle the specific material spilled, as well as how to approach hazardous material accidents in unfamiliar locations.

- 4) **Planning with Local Emergency Responders:** Preplanning with local emergency responders is required if a laboratory has "environmentally hazardous substances" exceeding threshold planning quantities. As with reportable quantities, threshold planning quantities vary according to each chemical's inherent hazards. Some spills require outside help from emergency responders because of the following:

- A confined space, the need for emergency medical attention,
- A fire,
- A natural gas leak,
- The need to shut off electricity,
- The need for evacuation,
- The need for traffic control, and
- The need for building security.

Due to a third-party notification, or the miscommunication of a legal spill notification, emergency responders may arrive when their services are not necessary. Maintaining a good working relationship with your local emergency responders will help foster the mutual respect necessary to optimize spill response activities..

5) Disposal of Spill Clean-up Materials: Clean-up materials from hazardous substance spills are regulated as hazardous waste. Follow your facility's guidelines for packaging, labeling, and disposing of these materials.

To minimize spills during transport, a laboratory should integrate the following:

- Carts, where appropriate,
- Safety containers,
- Rubberized buckets,
- Straps to secure containers, and
- Properly trained and thoughtful workers.

For the transfer of liquids from one container to another, the risk of spills can be reduced by

- Paying careful attention to the size of containers to avoid overfilling;
- Using pumps or other mechanical devices rather than simply pouring directly into a container;
- Providing spill containment to capture any leaks; and
- Bonding and grounding containers when flammable liquids are involved.

In addition to chemical spills, water spills can be caused by loose connections or breaks in lines to water condensers or cooling systems. Such spills can cause damage and inconvenience, even if they do not present environmental or health risks. Appropriate planning, including use of security clamps or other devices to prevent loosening of connections or automatic shut-off devices, can reduce the likelihood of flood damage.

Finally, pay attention to physical details in the laboratory, such as:

- Reducing clutter and unnecessary materials,
- Eliminating tripping hazards and other obstructions, and
- Having all needed equipment readily available before starting work.

Personal Protective Equipment (PPE)

- Chemical splash goggles
- Face shields
- Gloves (proper elastomer for the material in the lab)
- Appropriate body protection, such as
- Lab coat
- Elastomeric aprons
- Tyvek suits
- Shoe/foot coverings
- “Saranex” suits

Basic Emergency Equipment (should be close at hand)

- Respirators
- Neutralizers (citric acid, sodium bicarbonate, etc.)
- Special reactants (chelating agents, etc.)
- Decontaminants and biostats (e.g., for blood-borne pathogen cleanup)
- Specialized PPE
- Corporation

In case of Earthquakes, I /we will ensure that:

Everyone has a responsibility to protect their homes and their families. Since no one can predict with certainty when an earthquake will happen, it is important to get prepared in advance. This involves three basic steps:

- i) Find out what to do before, during, and after an earthquake.
- ii) Make a family emergency plan, so that everyone knows what to do, and where to go in case of an emergency.
- iii) Get an emergency kit, so that you and your family can be self-sufficient for at least 72 hours.

Planning for an earthquake will also help prepare you for many other types of emergencies. After reading this guide, keep it in a handy spot, such as in your emergency kit.

Step 1: Know the Risks and Get Prepared

To get prepared for an earthquake, you should know the risks specific to your community and your region to help you better prepare. To find out what the hazards are in your region, visit the ‘Know the risks’ section of the GetPrepared.ca website.

Before an Earthquake

Go through your home, imagining what could happen to each part of it, if shaken by a violent earthquake. Check off the items that you have completed in this list.

- Teach everybody at work or in the family (if they are old enough) how to turn off the water and electricity.
- Clearly label the on-off positions for the water, electricity and gas.
- Repair loose roof shingles.
- Secure water heaters to wall studs or masonry using a bracing kit, to reduce the possibility of the heater falling and rupturing gas and water connections.
- Secure major appliances to walls, such as refrigerators.
- Secure costly and heavy electronics.
- Secure the tops of top-heavy furniture to a wall by anchoring to studs and using flexible fasteners. Keep heavy items on lower shelves.
- Secure expensive or fragile items that if damaged would be a significant loss.
- Affix mirrors, paintings and other hanging objects securely, so they won’t fall off hooks.
- Don’t hang heavy pictures and other items over beds. Closed curtains and blinds will help stop broken window glass from falling on beds.
- Put anti-skid pads under TVs, computers and other small appliances, or secure them with Velcro or other such product.
- Use child-proof or safety latches on cupboards to stop contents from spilling out.
- Keep flammable items and household chemicals away from heat and where they are less likely to spill.
- Secure items in the garage to reduce hazardous material spills and damage to vehicles.
- Consult a professional for additional ways to protect your home, such as bolting the house to its foundation and other structural mitigation techniques.
- If you live in an apartment block or a multi-storey building, work with your building manager or condominium board to decide how best to “quake-safe” your unit. Seek advice from professionals (building engineers, emergency preparedness authorities) if you are unsure about what to do.

- Review your Emergency Plan with your staff/workers or family (see Step 2 for more information).
- Have an emergency kit that will sustain you and your family for at least 72 hours (see Step 3 for more information).

Indoors: “DROP, COVER AND HOLD ON”

- Stay inside.
- Drop under heavy furniture such as a table, desk, bed or any solid furniture.
- Cover your head and torso to prevent being hit by falling objects.
- Hold on to the object that you are under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- If you can’t get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
- If you are in a shopping mall, go into the nearest store. Stay away from windows, and shelves with heavy objects.
- If you are at school, get under a desk or table and hold on. Face away from windows.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.

If you are outdoors

- Stay outside.
- Go to an open area away from buildings. The most dangerous place is near exterior walls.
- If you are in a crowded public place, take cover where you won’t be trampled.

If you are in a vehicle

- Pull over to a safe place where you are not blocking the road. Keep roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Stop the car and stay inside.
- Listen to your car radio for instructions from emergency officials.
- Do not attempt to get out of your car if downed power lines are across it. Wait to be rescued.
- Place a HELP sign in your window if you need assistance.
- If you are on a bus, stay in your seat until the bus stops. Take cover in a protected place. If you can’t take cover, sit in a crouched position and protect your head from falling debris.

AVOID the following in an earthquake

- Doorways. Doors may slam shut and cause injuries.
- Windows, bookcases, tall furniture and light fixtures. You could be hurt by shattered glass or heavy objects.
- Elevators. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.
- Downed power lines – stay at least 10 meters away to avoid injury.
- Coastline. Earthquakes can trigger large ocean waves called tsunamis. If you are near a coastline in a high-risk area during a strong earthquake, immediately move inland or to higher ground and remain there until officials declare the area safe.

After an earthquake

- Stay calm. Help others if you are able.
- Be prepared for aftershocks.
- Listen to the radio or television for information from authorities. Follow their instructions.
- Place corded telephone receivers back in their cradles; only make calls if requiring emergency services.
- Put on sturdy shoes and protective clothing to help prevent injury from debris, especially broken glass.

Step 2: Make a plan

Start by discussing what could happen and what you should do at home, at school or at work if an earthquake strikes. To be prepared, make a list of what needs to be done ahead of time. Store important family documents, such as birth certificates, passports, wills, financial documents, insurance policies, etc. in waterproof container(s). Identify an appropriate out-of-town contact that can act as a central point of contact in an emergency.

Step 3: Get an emergency kit

Make sure your kit is easy to carry. Keep it in a backpack, duffel bag or suitcase with wheels, in an easy-to-reach, accessible place, such as your front hall closet. Make sure everyone in the household knows where the emergency kit is.

Basic emergency kit

- Water – at least two litres of water per person per day. Include small bottles that can be carried easily in case of an evacuation order
- Food that won't spoil, such as canned food, energy bars and dried foods (remember to replace the food and water once a year)

- Manual can opener
- Wind-up or battery-powered flashlight (and extra batteries)
- Wind-up or battery-powered radio (and extra batteries)
- First aid kit
- Special items such as prescription medications, infant formula and equipment for people with disabilities
- Extra keys to your car and house
- Cash in smaller bills, such as \$10 bills and change for pay-phones
- A copy of your emergency plan and contact information

First aid facilities

If you or your workmates are involved in an accident, first aid is crucial. Your employer must provide first aid facilities and must tell you where they are. For example, they could be:

- In a room set aside specifically for first aid treatment
- At a number of stations within the workplace
- In a first aid box on a wall

Make sure you find out what first aid facilities you have at your workplace and who your first aiders are.

11.5. Use of Skills Lab Method:Lab 11

Skills lab activity 11.4 Learners' Book

1) Build/Activity 1: Think pair Share;(Max 15 Min)

Through brain storming, learners answer the questions below;

- a) What are some of the basic health and safety practices they carry out in their business clubs
- b) What kind of hazards do they experience during the business club activities?
- c) What strategies do they put in place to make their business club activities safe?

Select a few participants to answer the above questions.

Possible responses

Basic health and safety practices they carry out in their business clubs:

- Proper disposal of waste materials; Wearing safety equipment during activities

- Putting warning signs or healthy signs or hazards signs in their workplaces

Hazards experienced during the business club activities

- Liquids like cleaning products, paints, acids, solvents – used in the business club activities; Vapours and fumes that come from business club activities
- Constant loud noise from business club activities

Strategies to make their business club activities safe

- Removing the possible Hazard
- Putting in place business club healthy and safety Policies and Procedures and ensure they are followed
- Using Protective Clothing and Equipment during business club activities

Emphasize that just as it is important to adhere to quality compliance in the business club activities, so is ensuring proper health and safety during business club activities as this is a tool for quality assurance and quality compliance. Explain that lab will enable them to acknowledge the need of applying standard health and safety practices and regulations in their business club activities.

2) Practice: (Max 40 min)

Quiz on Health and Safety

Note: Prepare a Scoreboard on the chalkboard, questions, in advance

Inform learners that in their respective lab groups, they are going to have a quiz on health and safety against other groups.

Explain the rules of the game to the groups:

- Each group will take turns answering a given question which carries 3pts if well answered and opts if not properly answered
- When a group fails to answer the question correctly, the next group answers it and gets 1pt; if the group also fails, the chance goes to the next group, which also gets 1pt.
- Each group will have a set of 5 questions
- Each groups will have 1 minute to answer their question with a total of 5 minutes to answer all 5 questions.
- A bonus mark (1pt) team participation (all members participating)
- The group with the highest score will be declared the winner
- Each group will share one or two facts that they learned from playing this game

Make sure that not only a few individuals monopolize the quiz

Begin the quiz by reading a bonus question to determine which group starts. The bonus question has 1pt. Bonus question: What are germs at a workplace?

When a group or all groups fail to answer a given question, read out the correct answer to the whole class. Also, make clarifications to the questions as well as answers given.

3) Present: (Max 10 min)

When the game is over, let each group talk about the questions that were the most challenging/were answered incorrectly.

In addition, each group shares one or two facts that they learned from playing this game using these questions:

- a) How do you feel about dealing with possible emergencies at work?
- b) Have you ever had to deal with an emergency before?
- c) With the information learned through the game, do you feel better able to handle an emergency?

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

4) Conclusion:

Emphasize that applying standard healthy and safety practices and regulations in their business activities is paramount for any business survival. Summarize on the chalkboard the following.

Standard healthy and healthy practices in organizations therefore:

- Helps demonstrate to all stakeholders that a business is socially responsible,
- Protects and enhances an organization's reputation and credibility,
- Helps maximize the performance and/or productivity of employees, etc.

5) Portfolio Assignment:

As a take home for the Unit, give each learner this assignment. Each learner should design a plan to apply healthy and safety practices and regulations in his/her Back Home Projects.

Table 11: Applying healthy and safety practices and regulations

Back Home Project	Healthy and safety practices	Ways to make back home safer from hazards	How to respond to emergencies

11.6. Summary of the Unit: Safety and Health at Workplace

This summary presents the key findings from the environment in which an establishment operates affects the way it manages workplace to ensure worker and workplace safety. The goal is to make sure employers provide their workers a place of employment free from recognized hazards to safety and health, Assess the degree of risk of these hazards, such as exposure to toxic chemicals, excessive noise levels, mechanical dangers, heat or cold stress, or unsanitary conditions, Suggest options for managing the risks including engineering controls, personal protective equipment, and worker training.

- Outline the institutional management of workers after a suspected occupational exposure.
- Provide sample illustrative occupational health and safety plans for personnel working in large and small nonhuman-primate facilities.
- In order to establish standards for workplace health and safety, the unit discusses in detail the building blocks of a successful identification of hazards, risk assessment, identification of applicable safety regulations, risk management, and personnel training. It also emphasizes the importance of a strong institutional commitment to a safety and health, and the clear delegation of responsibility, authority, and accountability at all stages of development, implementation, and evaluation in order to enforce standards of safety and health in workplace.

11.7. Additional Information for teachers

Safety and Health Management System

Frequently Asked Questions

What is a Safety and Health Management System?

A safety and health management system means the part of the Organisation's management system which covers:

- the health and safety work organisation and policy in a company
- the planning process for accident and ill health prevention
- the line management responsibilities and
- the practices, procedures and resources for developing and implementing, reviewing and maintaining the occupational safety and health policy.

The system should cover the entire gambit of an employer's occupational health and safety organisation.

What critical safety and health issues should be addressed, and allocated adequate resources, in the safety and health policy?

Critical safety and health issues, which should be addressed and allocated resources, in the safety and health policy, include the:

- Design, provision and maintenance of a safe place of work for all employees
- Design, provision and maintenance of safe means of access to and egress from each part of the workplace
- Design, provision and maintenance of any article, plant, equipment or machinery for use at work in a safe manner, provision of systems of work that are planned, organised, performed, maintained or revised, so as to be safe, particularly for safety critical process operations or services
- Performance of ongoing hazard identification and Risk Assessments, and compliance with the general principles of prevention as set out in the legislation
- Provision and maintenance of welfare facilities and PPE
- Preparation of emergency plans and the provision of first-aid training
- Reporting of accidents and dangerous occurrences to the Authority and their investigation
- Provision and dissemination of safety and health information, instruction, training and supervision as required
- Operation of safety and health consultation, employee participation and safety representation programmes
- Review and keeping up-to-date the safety and health policy in order to prevent adverse effects on the safety and health of employees from changing processes, procedures and conditions in the workplace
- Appointment of people responsible for keeping safety and health control systems in place and making them aware of their responsibilities
- Establishment of monitoring arrangements, including safety and health inspections and audits, which should be used by the employer to ensure ongoing compliance with legal duties, responsibilities and controls
- Development of in-house safety and health competence
- Employment of external safety and health experts as required
- Use of standards, Codes of Practice, guidelines or industry practices
- Co-operation required from employees and disciplinary procedures for non-compliance.

However, this list is not exhaustive and the critical safety and health issues that could be covered by the policy will depend on the risks in the organisation. If the above issues are adequately covered elsewhere in the Safety Statement or in the safety and health management system, they might need only to be referred to in the safety and health policy. Backup documentation may also be referred to in the policy.

Can I get an example of a safety and health policy anywhere?

Safety and health policies are specific to each individual organisation. The content of the policy of an organisation should be based on the hazards and risks present in the organisation and should reflect the fact that systematic hazard identification and risk assessment have been undertaken. As a minimum, the policy should contain a commitment that safety and health legislation will be complied with and should specify those responsible for implementing the policy at all levels in the organisation and define their responsibilities. Employees' responsibilities should also be addressed. An organisation's policy declaration may be as follows:

How can the safety and health management system be monitored?

It should be a line-management responsibility to monitor safety and health performance against predetermined plans and standards. Monitoring reinforces management's commitment to safety and health objectives in general and helps to develop a positive safety and health culture by rewarding positive work done to control risk. Two types of monitoring are required:

- 1) **Active Systems** that monitor the design, development, installation and operation of management arrangements, safety systems and workplace precautions.
- 2) **Reactive Systems** that monitor accidents, ill health, incidents and other evidence of deficient safety and health performance.

1) Active monitoring

Every organisation should collect information to investigate the causes of substandard performance or conditions adequately. Documented procedures for carrying out these activities on a regular basis for key operations should be established and maintained. The monitoring system should include:

- Identification of the appropriate data to be collected and accuracy of the results required
- Monitoring of the achievement of specific plans, set performances criteria and objectives
- Installation of the requisite monitoring equipment and assessment of its accuracy and reliability

- Calibration and regular maintenance of this equipment together with documented records of both the procedures involved and the results obtained
- Analysis and records of the monitoring data collected and documented actions to be taken when results breach performance criteria
- Evaluation of all the data as part of the safety and health management review
- Documented procedures for reviewing the monitoring and safety and health implications of forthcoming changes to work systems.

Techniques that should be used for active measurement of the safety and health management system include:

- Systematic inspections of workplace processes or services to monitor specific objectives, e.g. weekly, monthly or quarterly reports
- Systematic review of the organisation's Risk Assessments to determine whether they are functioning as intended or need to be updated, and are the necessary improvements being implemented
- Plant or machinery inspections, e.g. statutory plant inspections and certification
- Environmental sampling for dusts, chemical fumes, noise or biological agents
- Analysis of safety and health management system records.

2) **Reactive monitoring**

A system of internal reporting of all accidents (which includes ill health cases) and incidents of non-compliance with the safety and health management system should be set up so that the experience gained may be used to improve the management system. The organisation should encourage an open and positive approach to reporting and follow-up and should also put in place a system of ensuring that reporting requirements are met.

The organisation should establish procedures for investigating accidents and incidents to identify their causes, including possible deficiencies in the safety and health management system. Those responsible for investigating accidents, and incidents should be identified and the investigation should include plans for corrective action, which incorporate measures for:

- Restoring compliance as quickly as possible
- Preventing recurrence
- Evaluating and mitigating any adverse safety and health effects
- Reviewing the Risk Assessments to which the accident relates
- Assessing the effects of the proposed remedial measures.

Should the management of safety and health be audited in addition to monitoring performance?

Monitoring provides the information to let the organisation review activities and decide how to improve performance. Auditing and performance review are the final steps in the safety and health management control cycle. They constitute the ‘feedback loop’ that enables an organisation to reinforce, maintain and develop its ability to reduce risks to the fullest extent and to ensure the continued effectiveness of its safety and health management system. Audits, by the organisation’s own staff or by external bodies, complement monitoring activities by looking to see if the safety and health management systems are actually achieving the right results. Combine the results from measuring performance with information from audits to improve the organisation’s overall approach to safety and health management.

The organisation should establish and maintain a programme and procedures for periodic safety and health management system audits to be carried out. This enables a critical appraisal of all the elements of the safety and health management system to be made. Auditing is the structured process of collecting independent information on the efficiency, effectiveness and reliability of the total safety and health management system and drawing up plans for corrective action. These audits should be carried out in addition to routine monitoring, inspection and surveillance of the safety and health management system. The purpose of these audits is to ensure the continued suitability, adequacy and effectiveness of the safety and health management system. The audit process should ensure that the necessary information is collected to allow management to carry out this evaluation adequately.

The organisation should establish and maintain audit records consistent with the safety and health management system records. Their retention times should be established and must comply with legal requirements.

What key questions should an employer ask her/himself when measuring, reviewing and auditing their safety and health performance?

The key questions that an employer should ask when measuring, reviewing and auditing their safety and health performance are:

- Do you know how well you perform in safety and health?
- Are your executive board, your directors and senior management team kept informed of your safety and health performance and do you report on this performance in your annual report?
- How do you know if you are meeting your own objectives and standards for safety and health? Are your controls for risks good enough?
- How do you know you are complying with the safety and health laws that affect your business?
- Do your accident or incident investigations get to all the underlying causes - or do they stop when you find the first person that has made a mistake?

- Do you have accurate records of injuries, ill health, bullying complaints and accidental loss?
- Do you report on safety and health failures to your board and your directors?
- How do you learn from your mistakes and your successes?
- Do you carry out safety and health audits at least annually? If you do, what action do you take on audit findings?
- Do the audits involve staff at all levels? Do you involve your safety representative and safety committee, where it exists, in the audits?
- When did you last review your Safety Statement and your safety and health performance?
- Does your executive board of Directors or senior management team review your safety and health performance and ensure safety and health risk management systems are in place and remain effective?
- Has your executive board and your Directors or senior management team appointed someone at Director level to ensure safety and health risk management issues are properly addressed and is this person competent to do so?

How does the employer train staff to ensure they have the skills, knowledge and attitudes to make them competent in the safety and health aspects of their work?

Health and Welfare at Work Act 2005, employers must provide their employees with the instruction and training necessary to ensure their safety and health. There are specific training obligations for employees involved in the safety consultation and safety representation processes. Safety and health training must form part of the training of all people who work at the workplace. Training helps people acquire the skills, knowledge and attitudes to make them competent in the safety and health aspects of their work. It includes formal off-the-job training, instruction to individuals and groups, and on-the-job coaching and counselling. However, training is not a substitute for proper risk control, for example to compensate for poorly designed plant or inadequate workstations. The key to effective training is to understand job requirements and individual abilities.

In order to train staff to ensure they obtain the necessary skills, knowledge and attitudes to make them competent in the safety and health aspects of their work, it is important to identify appropriate training objectives and methods by first identifying the training needs. Training needs may be organisational, job-related and individual:

1) Organisational needs: Everyone in the organisation should know about the organisation 's Safety Statement and the philosophy underlying it and the structure and systems for delivering the policy. Employees should also know which parts of the systems are relevant to them, to understand the major risks in the organisation's activities and how they are controlled.

2) Job-related needs: These falls into two main types - management needs and non-management needs.

Management needs include:

- Leadership skills
- Communication skills
- Techniques of safety and health management
- Training, instruction, coaching and problem - solving skills relevant to safety and health
- Understanding of the risks in a manager’s area of responsibility
- Knowledge of relevant legislation and appropriate methods of control, including risk assessment
- Knowledge of the organisation ‘s planning, measuring, reviewing and auditing arrangements
- Awareness of the financial and economic benefits of good safety and health performance.

Non-management needs include:

- An overview of safety and health principles
- Detailed knowledge of the safety and health arrangements relevant to an individual ‘s job
- Communication and problem-solving skills to encourage effective participation in safety and health activities.

3) Individual needs: Individual needs are generally identified through performance appraisal.

They may also arise because an individual has not absorbed formal job training or information provided as part of their induction. Training needs vary over time, and assessments should cover:

- Induction of new starters, including part-time and temporary workers
- Maintaining or updating the performance of established employees, especially if they may be involved in critical emergency procedures
- Job changes, promotion or when someone has to deputise
- Introduction of new equipment or technology
- Follow-up action after an incident investigation.

How does an organisation ensure it has access to sufficient safety and health?

1) Recommendations:

- Prioritised actions with responsibilities and targets for completion
- Whether the risk assessments need to be reviewed and the safety statement updated.

2) Learning from and communicating results from investigations:

The organisation, having learnt from its investigations, should:

- Identify root causes in the safety and health and general management of the organisation
- Communicate findings and recommendations to all relevant parties
- Include relevant findings and recommendations from investigations in the continuing safety and health review process.

i) Personal hygiene may be described as the principle of maintaining cleanliness and grooming of the external body. People have been aware of the importance of hygiene for thousands of years. The ancient Greeks spent many hours Bathing, using fragrances and make up in an effort to beautify themselves and be presentable to others. Maintaining a high level of personal hygiene will help to increase self-esteem and confidence, while minimising the chances of developing imperfections. Maintaining personal hygiene is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odour

Body image influences self-esteem, confidence and motivation. Those who already have low self esteem and especially those with depression often neglect personal hygiene which perpetuates the problem of poor body image.

Teeth - A beautiful smile can make a person's day - but if teeth are grubby or breath is smelly, it has an entirely different result. Brush your teeth twice daily with a decent toothbrush (powered ones are best), a fluoride based toothpaste and an antibacterial mouthwash and you can't go far wrong. If you think your teeth are not white enough, try wearing different colours to make them seem brighter, avoid drinks such as tea, coffee and red wine, which are thought to stain them. If you're still convinced they're not white enough ask your dentist about treatments.

Smelly breath - Sometimes, despite good brushing a tooth will succumb to decay - if left untreated this can spread and infect your gums. Bad breath can be the sign of a gum infection. Make sure you visit your dentist regularly to keep a check on it. Halitosis (bad breath) can also be a result of dehydration or an empty stomach, so eat and drink regularly.

Genital Areas - Genital areas can be prone to bacterial infections and unpleasant aromas if not kept clean. Conversely though, too much cleaning with scented products or soaps can cause thrush - a yeast infection. The best hygiene for all the genital areas is to clean once or twice a day using mild soap and water

ii) Good personal hygiene is the first step to good health for yourself and your community. It not only protects you from poor health, but also shields those around you from suffering illness that arise from poor personal habits. Habits such as washing your hands, bathing, brushing, flossing, may all look monotonous and boring, but they all come under important personal hygiene. They make you and your community feel good about yourself and keep you free of bacteria, viruses, and illnesses. In this post we give you 20 tips for personal hygiene that you must follow routinely...

Frequently identified include tasks related to working at height, chemicals, housekeeping, electrical, forklifts, lockout/tagout and confined spaces.

Steps to help avoid potential tragedies caused by common hazards include providing appropriate employee training and equipment and instilling a positive culture of safety.

Workers shouldn't wait for housekeeping or sanitation crews to take care of these issues, Instead, they should clean as they go. Just because it's a dirty process doesn't mean you shouldn't clean up spills

If employers determine PPE is necessary, they need to select the right sizes and a variety of choices for their staff – and train workers on how to properly put on, wear and take off the gear. Supervisors on the floor should model the behavior they expect from employees by wearing all required PPE. If employees aren't wearing PPE, Dankert said, employers need to find out why – the gear may be uncomfortable or not performing correctly.

But providing the right safety equipment isn't enough. The devices can be misused or neglected. "People are pretty cavalier with their PPE," Harrington said, adding that employers should ensure gear is placed in its appropriate container and not simply slung over a hook.

Clearly communicate and reinforce the need for workers to wear PPE by stressing that the equipment protects them from injuries and illnesses, such as losing an eye or developing a respiratory disease. In short, George said, teach "what's in it for me."

Employers need to identify all locations where fall protection is necessary – as well as where the engineered anchor points are – and train employees and regularly audit the fall protection program, she said. Employers should use all available resources to learn about their obligations to keep workers safe and how to resolve hazardous situations.

8. Hazard Prevention and Control

Effective controls protect workers from workplace hazards; help avoid injuries, illnesses, and incidents; minimize or eliminate safety and health risks; and help employers provide workers with safe and healthful working conditions. The processes described in this section will help employers prevent and control hazards identified in the previous section.

To effectively control and prevent hazards, employers should:

- Involve workers, who often have the best understanding of the conditions that create hazards and insights into how they can be controlled.
- Identify and evaluate options for controlling hazards, using a “hierarchy of controls.”
- Use a hazard control plan to guide the selection and implementation of controls, and implement controls according to the plan.
- Develop plans with measures to protect workers during emergencies and nonroutine activities.
- Evaluate the effectiveness of existing controls to determine whether they continue to provide protection, or whether different controls may be more effective. Review new technologies for their potential to be more protective, more reliable, or less costly.

11.8. Additional Activities

Extended activities

Explain the key elements of a successful safety and health management system

- 1) **Policy and commitment:** The workplace should prepare an occupational safety and health policy programme as part of the preparation of the Safety Statement required by Section 20 of the Safety, Health and Welfare at Work Act 2005. Effective safety and health policies should set a clear direction for the organisation to follow. They will contribute to all aspects of business performance as part of a demonstrable commitment to continuous improvement. Responsibilities to people and the working environment will be met in a way that fulfils the spirit and letter of the law. Cost-effective approaches to preserving and developing human and physical resources will reduce financial losses and liabilities. In a wider context, stakeholders’ expectations, whether they are shareholders, employees or their representatives, customers or society at large, can be met.
- 2) **Planning:** The workplace should formulate a plan to fulfil its safety and health policy as set out in the Safety Statement. An effective management structure and arrangements should be put in place for delivering the policy. Safety and health objectives and targets should be set for all managers and employees.

3) Implementation and operation: For effective implementation, organisations should develop the capabilities and support mechanisms necessary to achieve the safety and health policy, objectives and targets. All staff should be motivated and empowered to work safely and to protect their long-term health, not simply to avoid accidents. These arrangements should be:

- Underpinned by effective staff involvement and participation through appropriate consultation, the use of the safety committee where it exists and the safety representation system and,
- Sustained by effective communication and the promotion of competence, which allows all employees and their representatives to make a responsible and informed contribution to the safety and health effort.

There should be a planned and systematic approach to implementing the safety and health policy through an effective safety and health management system. The aim is to minimise risks. Risk Assessment methods should be used to determine priorities and set objectives for eliminating hazards and reducing risks. Wherever possible, risks should be eliminated through the selection and design of facilities, equipment and processes. If risks cannot be eliminated, they should be minimised by the use of physical controls and safe systems of work or, as a last resort, through the provision of PPE. Performance standards should be established and used for measuring achievement. Specific actions to promote a positive safety and health culture should be identified. There should be a shared common understanding of the organisation's vision, values and beliefs on health and safety. The visible and active leadership of senior managers fosters a positive safety and health culture.

4) Measuring performance: The organisation should measure, monitor and evaluate safety and health performance. Performance can be measured against agreed standards to reveal when and where improvement is needed. Active self-monitoring reveals how effectively the safety and health management system is functioning. Self-monitoring looks at both hardware (premises, plant and substances) and software (people, procedures and systems, including individual behaviour and performance). If controls fail, reactive monitoring should find out why they failed, by investigating the accidents, ill health or incidents, which could have caused harm or loss. The objectives of active and reactive monitoring are:

- To determine the immediate causes of substandard performance
- To identify any underlying causes and implications for the design and operation of the safety and health management system.

You can use large group discussion, poster designing, group presentations, introductory activity or a written activity to assess learner's ability to demonstrate the following:

- a) Identify emergencies encountered at work. Analyzing emergencies in places of work.

11.9. End Unit Assessment

You can use large group discussion, poster designing, group presentations, introductory activity or a written activity to assess learner's ability to demonstrate the following:

- a) Describe need for health and safety hygiene practices that are positive in places of work.
- b) Identify hazards and demonstrate appropriate safety measures in workplace
- c) Identify emergencies encountered at work.

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ANNEXES

ANNEX 1: REQUIRED COMPETENCES AS OUTLINED IN THE CURRICULUM

There are two types of competences addressed by the curriculum. These are basic and generic competences. The indicative learning activities in each unit have been planned so that they contribute to the development of the basic and generic competences. The descriptors of each competence should contribute to the elaboration of good learning activities and exercises.

Basic competences Descriptors

Competences		Competence Descriptions
Basic	Literacy	<ul style="list-style-type: none">- Reading a variety of texts accurately and quickly.- Expressing ideas, messages and events through writing legible texts in good hand-writing with correctly spelt words.- Communicating ideas effectively through speaking using correct phonetics of words.- Listening carefully for understanding and seeking clarification when necessary
	Numeracy	<ul style="list-style-type: none">- Computing accurately using the four mathematical operations.- Manipulating numbers, mathematical symbols, quantities, shapes and figures to accomplish a task involving calculations, measurements and estimations.- Use numerical patterns and relationships to solve problems related to everyday activities like commercial context and financial management.- Interpreting basic statistical data using tables, diagrams, charts and graphs.
	ICT and digital competences	<ul style="list-style-type: none">- Locating, extracting, recording and interpreting information from various sources.- Assessing, retrieving and exchanging information via internet or cell phones.- Using cell phones and internet for leisure and for money transactions.- Using computer keyboard and mouse to write and store information.

Competences		Competence Descriptions
		<ul style="list-style-type: none"> - Using information and communication technologies to enhance learning and teaching(all subjects)
	Citizenship and national identity	<ul style="list-style-type: none"> - Relating the impact of historical events on past and present national and cultural identity. - Understanding the historical and cultural roots of Rwandan society and how the local infrastructure functions in relation to the global environment. - Demonstrating respect for cultural identities and expressing the role of the national language in social and cultural context. Advocating for the historical, cultural and geographical heritage of the nation within the global dimension. - Showing national consciousness, a strong sense of belonging and patriotic spirit. - Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.
	Entrepreneurship and business development	<ul style="list-style-type: none"> - Applying entrepreneurial attitudes and approaches to challenges and opportunities in school and in life. - Understanding the obligations of the different parties involved in employment. - Planning and managing micro projects and small and medium enterprises. - Creation of employment and keeping proper books of accounts. Risk-taking in business ventures and in other initiatives. Evaluating resources needed for a business.
	Science and technology	<ul style="list-style-type: none"> - Apply science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task. - Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena. - Reason deductively and inductively in a logical way. - Use and experiment with a range of objects and tools of science and technology and draw appropriate conclusions.

Competence	<i>What learners are able to demonstrate during the learning process</i>
Critical thinking	<ul style="list-style-type: none"> - Think reflectively, broadly and logically about challenges encountered in all situations. - Weigh up evidence and make appropriate decisions based on experience and relevant learning. - Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. - Explore and evaluate alternative explanations to those presented by others.
Creativity and innovation	<ul style="list-style-type: none"> - Responding creatively to different challenges encountered in life. - Use imagination beyond knowledge provided to generate new ideas to enrich learning. - Take initiative to explore challenges and ideas in order to construct new concepts. - Generate original ideas and apply them in learning situations. - Demonstrate resilience when faced with learning challenges.
Research and problem solving	<ul style="list-style-type: none"> - Be resourceful in finding answers to questions and solutions to problems. Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions. - Explain phenomena based on findings from information gathered or provided.
Communication	<ul style="list-style-type: none"> - Communicating and conveying confidently and effectively information and ideas, through speaking and writing and other forms of communication, using correct language structures and relevant vocabulary in a range of social and cultural contexts. - Comprehending language through listening and reading. - Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner. - Communicating clearly and confidently using a range

	<p>of linguistic, symbolic, representational and physical expression.</p> <ul style="list-style-type: none"> - Developing and communicating formal messages and speech appropriate to the target recipient or audience.
<p>Cooperation, interpersonal management, life skills</p>	<ul style="list-style-type: none"> - Co-operating with others as a team in whatever task assigned. Adapting to different situations including the world of work. - Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments. - Respecting others' rights, views and feelings. - Having positive ethical and moral attitudes with socially acceptable behaviour. - Performing practical activities related to environmental conservation and protection. - Advocating for personal, family and community health, hygiene and nutrition. - Developing motor skills to perform a variety of physical activities for fitness, health, leisure and social interaction.
<p>Lifelong learning</p>	<ul style="list-style-type: none"> - Taking initiative to update knowledge and skills with minimum external support. - Coping with the evolution of knowledge and technology advances for personal fulfillment - Seeking out acquaintances more knowledgeable in areas that need personal improvement and development. - Exploiting all opportunities available to improve on knowledge and skills.

ANNEX 2: CROSS-CUTTING ISSUES DESCRIPTORS AND THEIR INTEGRATION IN SUBJECTS

Cross-cutting Issue	Description	Subjects incorporating aspects of the cross-cutting issue
Genocide Studies	Genocide Studies provides young people with an understanding of the circumstances leading to the genocide and the remarkable story of recovery and re-establishing national unity. Genocide Studies helps learners to comprehend the role of every individual in ensuring nothing of the sort ever happens again.	Social Studies, History and Citizenship, General Studies, Religious Education, ICT, Music
Environment and sustainability	The growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. Hence Environment and Sustainability is a very important cross-cutting issue. Learners need basic knowledge from the natural sciences, social sciences and humanities to understand and interpret principles of sustainability. They also need skills and attitudes that will enable them in their everyday life to address the environment and climate change issue and to have a sustainable livelihood.	SET, Social Studies, Geography, Biology, General Studies, Agriculture, Home Science, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Art and Craft, Economics, ICT, Music, Physical Education, Physics, Chemistry
Gender	There is a strong moral imperative to afford every individual their basic human rights and gender inequality results in women and girls being treated less favourably than men. A strongly negative impact of unequal treatment which affects the nation as a whole is the fact that it results in women being held back and their talents and abilities not being fully realised. With a good understanding of the principles of Gender Equality, it is intended that future generations will ensure that the	Social Studies, History and Citizenship, General Studies, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Economics, Literature in English, ICT, Music, Physical Education, Physics

	potential of the whole population is realised.	
Comprehensive sexuality education(HIV/AIDS, STI, Family planning, Gender equality and reproductive health)	<p>Comprehensive sexuality education which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style. Preparing children and young people for the transition to adulthood has been one of humanity's great challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation. Unintended pregnancy and sexually transmitted infection (STI) including HIV/AIDS. Many young people approach adulthood faced with conflicting and confusing messages about sexuality and gender. This is often exacerbated by embarrassment, silence, disapproval and open discussion of sexual matters by adults (parents, teachers) at a very time when it is most needed.</p> <p>Comprehensive sexuality education supports a rights-based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human right.</p> <p>A clear message concerning these dangers and how they can be avoided, from right across the curriculum, is the best way to ensure that young people understand the risks and know how to</p>	SET, Social Studies, Geography, History and Citizenship, Biology, General Studies, English, French Kinyarwanda, Kiswahili, Religious Education, Physical Education, ICT, Music

	stay healthy.	
Peace and Values Education	The need for Peace and Values Education in the curriculum is obvious. Peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Values education forms a key element of the strategy for ensuring young people recognize the importance of contributing to society, working for peace and harmony and being committed to avoiding conflict.	All subjects
Financial Education	Financial education makes a strong contribution to the wider aims of education. It makes learning relevant to real life situations. It aims at a comprehensive financial education program as a precondition for achieving financial inclusion target and improves the financial capability of Rwandans. Financial education has a key role of not only improving knowledge of personal but also transforming this knowledge into action. It provides the tools for sound money management practices on earnings, spending, saving, borrowing and investing. Financial education enables people to take appropriate financial services both formal and informal that are available to them and encourages financial behaviours that enhance their overall economic well being.	Mathematics, Social Studies, Economics, Entrepreneurship, General Studies, ICT, Pre-primary
Standardisation Culture	Standardisation Culture develops learners' understanding of the importance of standards as a pillar of	All subjects

	<p>economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardization culture should have an impact upon health improvement, economic growth, industrialization, trade and general welfare of the people. While education is the foundation and strength of our nation, standards are one of the key pillars of sustainable economic development.</p>	
Inclusive Education	<p>Inclusive education involves ensuring all learners are engaged in education and that they are welcomed by other students so that everyone can achieve their potential. Inclusive practice embraces every individual regardless of gender or ability including those with learning difficulties and disabilities. The almost focus of inclusive curriculum is on ensuring participation in education of learners with different learning styles and other difficulties. To be successful, it entails a range of issues including teacher's positive attitudes, adapting the learning resources, differentiation of teaching and learning methods and working together. Overall the benefits of an inclusive curriculum extend to all learners.</p>	All subjects

ANNEX 3: QUESTION STEMS & ACTIVITIES DERIVED FROM BLOOM'S TAXONOMY TO BE USED IN TEXTBOOKS

The following tables are adapted and developed from Bloom's Taxonomy, provide lists of verbs, question stems and activities that authors and Content providers could use in creating competence and skill-based activities for teachers to use in class for learners at different levels.

Knowledge

Useful Verbs	Sample Question Stems	Possible activities
Tell	What happened after....?	Make a list of the main events
List	How many....?	Make a timeline of the main events
Describe	What was it that?	Make a facts chart
Relate	Can you name the....?	Make a list of the information that you can remember
Locate	What happened at....?	List all the places in the story
Write	How did you get to school in the rainstorm?	List all the problems in getting to school and your solutions to the problems
Find	What is the meaning of ...?	Use a dictionary and start a Vocab notebook
Name	What are your favourite foods?	List all of the favourite foods of the group members and the frequency with which they are provided and make a chart to show the results
State	What birds have you seen today on the way to school?	Make a chart of the common birds seen around the school

Comprehension

Useful Verbs	Sample Question Stems	Possible activities
Explain	Write in your own words....	Draw pictures to show an event
Interpret	Write a brief outline of...	Illustrate with pictures the main idea
Outline	What happened next...	Make a cartoon strip with matchstick men to show a sequence of events
Discuss	Who do you think will win....	Make a chart of the teams taking part
Compare	What is the difference between...	List the differences between living in the hills and living in the valleys
Predict	What would happen if	Write two different endings to the same story
Describe	What happened on the way to school?	Make a cartoon of your journey to school

Applications

Useful Verbs	Sample Question Stems	Possible activities
Illustrate	Categorize animals by their characteristics	Make a chart showing different groups of animals with the same characteristics
Collect data	How many in your family?	Design a questionnaire to find out how many brothers and sisters the children have (and even ages) . Then present the collected data statistically and draw conclusions
Classify	What are the most important daily activities in the village?	Make a list of different activities and put in rank order of importance to village life
Design	How would you make something work better?	Make a collection of photographs to show how something works and how it could be made to work better
Examine	Identify the different ways in which products are promoted and sold	Present a different market strategy for a product
Identify	What are the strong and weak points of...	Invent a game, which illustrates the strong and weak points

Analysis

Useful Verbs	Sample Question Stems	Possible activities
Analyse	Which events could have happened...	Design a questionnaire to gather data for analysis
Examine	What was the main theme of	Design an investigation to collect evidence to form a viewpoint on...
Contrast	What other possible outcomes could there have been?	Make a flow chart to show critical stages in an activity where different outcomes could be possible
Investigate	Why did Changes occur	Construct a graph to illustrate the results of your investigation
Explain	Explain what happened when...	Make a decision tree to illustrate your explanation
Distinguish	Distinguish between two different approaches to the same problem	Make a poster/PowerPoint presentation of the results of the analysis
Identify	Identify the importance of different factors in determining the outcome of an event e.g. a rainstorm	Write a short report and illustrate the relative importance of different factors with graphs

Synthesis

Useful Verbs	Sample Question Stems	Possible activities
Create	Create an idea for a machine to do a new job	Provide plans showing the different parts of the machine and how it would work
Invent	An improved design for your school	Provide a plan to scale to show your improved design
Compose	Write a poem about ...	Put your poem into an illustrated poster or into a PowerPoint presentation
Imagine	What would happen if...?	Write a story about what you think might happen if...
Plan	If you had access to all the required resources how would you solve the problem of....	Produce a plan showing the resources you would need and how you would apply them to solving the problem. Show also how you would know if the problem had been solved
Formulate	Formulate a new recipe for a tasty meal	Write down the ingredients, quantities and methods of preparing your new meal
Devise	Devise new and unusual uses for ...	Prepare an advertising campaign to sell your new uses

Evaluation

Useful Verbs	Sample Question Stems	Possible activities
Judge	Is there a better solution to...	Prepare a list of criteria to judge the solution to a problem. Indicate priority criteria and ratios
Select	Judge the value of...	Conduct a class debate about an issue of special interest
Decide	Decide if something is good or bad	Prepare a poster/PowerPoint to present 5 criteria to judge if it is good or bad
Justify	Explain and justify your attitudes to homework	Organise a class survey on homework and present the results
Argue	Your point of view about And defend your arguments against others who disagree	Take a class view on which arguments were best and why?
Recommend	When you have just completed a problem solving exercise recommend ways in which your approach to the problem could have been improved	Prepare a report that clearly explains the reasons for your recommendations
Rate	How effective was?	Collect data and analyse it to demonstrate the effectiveness
Assess	How serious global warming would be for the area where you live	Produce a proposal showing how individuals can take action against global warming



