ENTREPRENEURSHIP SYLLABUS FOR TTCs

OPTION: SME, SSE, LE & ECLPE

YEAR 1, 2 and 3

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FOREWORD

Rwanda Education Board is honored to avail the Entrepreneurship Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning of Entrepreneurship in TTCs. The document ensures consistency and coherence in the delivery of quality education in TTCs, pre-primary and primary education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in in different programs under colleges of education for career advancement.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the labour market has necessitated the shift to a competence-based curriculum in TTCs. The TTC curriculum was revised to align it to competence-based curriculum with basic education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education.

I wish to sincerely express my appreciation to the people who contributed towards the development of this syllabus, particularly, Consultants, REB staff, UR-CE Lecturers, TTC Tutors, Teachers from general education and experts from local and international organizations for their technical support. A word of gratitude goes to head teachers and TTCs principals who availed their staff for various revision activities.

Special appreciation goes to the development partners such as UNICEF, USAID/ Chemonics International-Soma Umenye project, Save the Children and Right to Play for their financial support and other education partners who supported the activity.

I take this opportunity to call upon all education stakeholders to bring in their contribution for successful implementation of this syllabus.

Dr. MBARUSHIMANA Nelson

Director General

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I wish to sincerely express my special appreciation to the people who played a major role in development of Entrepreneurship syllabus. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

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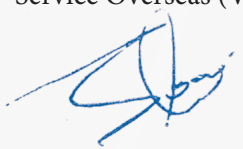

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GENERAL INTRODUCTION

1.1 RWANDA EDUCATION SECTOR OBJECTIVES

The education sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018 determining the organization of education revised the objectives of the sector. They are to:

1. Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
2. Offer quality courses and education at all levels;
3. Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
4. Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favouritism;
5. Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
6. Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
7. Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
8. Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2 LEVEL COMPETENCES OF PRIMARY TEACHER EDUCATION IN THE REPUBLIC OF RWANDA

As stated earlier, Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be prepared adequately for efficiency in education, administration, management, evaluation and measurement;
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners abilities and interests
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3 BACKGROUND TO CURRICULUM REVIEW

The Entrepreneurship syllabus is prepared for TTC student-teachers of all options. The motive of reviewing the syllabus is to ensure that the syllabus is responsive to the needs of the student-teachers and to shift from objective and knowledge-based learning to competence-based learning. Another reason is to align the TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Entrepreneurship syllabus guides the interaction between the tutor and student-teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply Entrepreneurial competences in different contexts and see its importance in daily life. Tutors help the student- teachers appreciate the relevance and benefits for studying Entrepreneurship from pre-primary to tertiary levels.

The learning of student teachers is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the Entrepreneurship syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre-primary and primary education. This implies equipping student teachers with relevant knowledge and understanding, skills, attitude and values necessary to make them competitive on local, regional and global labour market. This syllabus will allow future teachers to contribute to the development of equity and quality education at pre-primary levels and then it will enable student teachers to go for further studies.

1.4 RATIONALE OF TEACHING AND LEARNING ENTREPRENEURSHIP

Entrepreneurship stimulates people to build successful lives and contribute to the development of their society by creating and managing income generating projects adapted to local realities. It prepares young people for the uncertainties and complexities of the real business world where business opportunities exist. In entrepreneurship education, there is a key to drive to ensure that Rwandans actively create employment opportunities rather than having a mindset of relying on others. It will also help them to qualify for further studies in higher education in different programs under colleges of education for education career advancement.

1.4.1 ENTREPRENEURSHIP AND SOCIETY

Entrepreneurship education is a vital part of the process to build a prosperous society, a driving force behind employment, economic growth and competitiveness. Business representatives can support entrepreneurial teaching and learning in many ways: as experts, supporters and as mentors. A successful entrepreneur is an asset to the society. He or she can contribute to the wellbeing of the society in several ways, such as provision of goods and services, creating new markets, new technologies, new institutional forms, new jobs and net increases in productivity that improves the living conditions of people.

With entrepreneurship education, Rwanda will transform from a subsistence agricultural economy into a knowledge-based society, with a vibrant class of entrepreneurs. This new TTC Entrepreneurship syllabus therefore is intended to address gaps in the previous one which lacked adequate and appropriate knowledge, skills, attitude and values.

1.4.2 ENTREPRENEURSHIP AND STUDENT TEACHERS

The subject is meant to change the attitudes of learners by encouraging them to focus more on self-employment and self-reliance. It is also to raise awareness amongst young people and the broader community for promotion of the potential youth entrepreneurs. The attitude of young people is also a driver of their productivity. Many Rwandan youths lack a culture of entrepreneurship while some youth perceive certain types of jobs as jobs for second zone citizens. This further translates into a negative attitude towards learning skills related to those perceived as blue-collar jobs.

Entrepreneurship education will help to ensure that the key transferable soft skills that employers need are being provided to all secondary graduates, including academic skills, communication and team-work skills. Entrepreneurship education will also help to reduce skills gaps and shortages, improving productivity and business performance, increasing opportunities to boost the skills and productivity of the workforce sector on equal opportunities and relevant employment trainings among learners

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

1.5 PROFESSIONAL STANDARDS AND COMPETENCES

1.5.1 COMPETENCES

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Entrepreneurship competences as well as the generic competences.

Broad subject competences are broken into key unit competences for the year. These competences for the year decode into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in each learning unit. Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student-teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Entrepreneurship tutors will ensure that student -teachers are exposed to tasks that help them acquire these competences.

1.5.2 TEACHING PROFESSIONAL STANDARDS

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have at least the characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it**

The teacher has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross-cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. She or he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust his/her actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behavior and values. S/he guides and coaches his/her student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, inter personal and lifelong learning skills.

- **The teacher as entrepreneurship subject expert**

The professional entrepreneurship teacher/tutor stimulates the student teacher's critical thinking, problem solving and creativity. Entrepreneurship is best learnt when active and experiential learning strategies are used. Such strategies promote meaningful learning because they enable the learners to retain knowledge for longer periods and to apply their knowledge and skills to real-life issues and situations. Some of the teaching and learning strategies that are suitable in an entrepreneurship course are the use of skills lab pedagogy, case studies and simulations, teamwork, brainstorming, mind mapping, portfolios, seminar presentations and real-world applications. By ensuring that student teachers engage in experiential learning and real-world applications, tutors can help them acquire the practical, current business knowledge and skills to foster enterprising attitudes in their lives.

The teacher as Entrepreneurship expert knows and uses appropriate methods/techniques to assess learners and give constructive feedback to the whole class. The teacher as an Entrepreneurship expert should be able to facilitate learners to apply Entrepreneurship competences and use other subject's content as resources to deal with real life situations and realize that entrepreneurship is not a mere school subject but a reality that profoundly affects their lives and that of their future students.

- **The teacher as a communicator**

The professional tutor displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/her and the learners, between learners themselves, school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires learners to effectively communicate in official languages.

- **The teacher as a guide and an organizer**

The professional tutor facilitates the holistic development of all student teachers, taking into account the differences between them. S/he ensures that the learning environment (class, playground, etc.) is well maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills.

- **The teacher as an innovator, researcher and reflective practitioner**

The professional teacher looks at ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action.

The acquisition of such skills will require student- teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development, thus becoming lifelong learners.

1.5.3 BROAD ENTREPRENEURSHIP COMPETENCES

The overall goal of entrepreneurship education is to give student teachers the attitudes, knowledge, skills and values to act in an entrepreneurial way. In entrepreneurship, a TTC student teacher upon completion of TTC, should be able to:

- Develop and implement a business plan for a viable business opportunity.
- Use the available resources properly and responsibly to implement business opportunities.
- Keep accounting records for her/his business properly.
- Analyze the impact of business activities on the environment.
- Exercise ethical behavior in business

1.5.4 ENTREPRENEURSHIP AND DEVELOPING COMPETENCES

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

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

With the above learning activities, student teachers will not only develop competencies but also values such as appreciating diversity,

determination, involvement, tolerance, responsibility, respect, loyalty, patience, dignity and the like.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1 ROLE OF THE STUDENT TEACHER

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From the learning theory, they move in their understanding. Therefore, the opportunities should be given to student teachers to manipulate.
- Student teachers work on one competence at a time to form concrete units with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research and present their findings through group work activities.
- Student teachers are cooperative: they work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2 ROLE OF THE TUTOR

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, and conflict solver.

The specific duties of the tutor in a competence-based approach are the following, Tutor is:

- **A facilitator:** his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- **An organizer:** his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- **An advisor:** he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- **A conflict-solver:** most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.

Asked for help only when the whole group agrees to ask a question

Ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance, by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

2.3 SPECIAL NEEDS AND INCLUSIVE EDUCATION APPROACH IN ENTREPRENEURSHIP

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

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream

colleges. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Entrepreneurship tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

2.4 SKILLS LAB PEDAGOGY

Entrepreneurship is a practical subject. Students must have time to practice. Student teachers should engage in business clubs to guarantee practice of entrepreneurship. It is called "Skills Laboratory" or "Skills Lab" for abbreviation because students research, experiment, and practice their entrepreneurial skills during this time. No special facilities or equipment is required for Skills Lab. In order for student teachers to learn entrepreneurship program focused on developing transferable 21st century skills, the pedagogical structure of skills lab is provided in the learning activities.

Skills lab is a when student teachers are required to complete learning activities working in small groups. The skills labs are easy method to change teacher's pedagogy from theory-based to competency-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus.

The basic characteristics of Skills Lab are:

- 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 platform for practicing real life activities through making of products.

Skills lab is the time when lesson combines the competencies acquired during the unit and previous units to make learning more practical. Thus, at the end of every unit, this syllabus provides /suggest skills lab pedagogy lesson to ensure practical application of the competencies acquired.

3. ASSESSMENT APPROACH

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

3.1 TYPES OF ASSESSMENTS

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- **Knowledge and understanding**: Does the student- teacher demonstrate an understanding of the Entrepreneurship concept? Has the student- teacher mastered the Entrepreneurship concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning, uses correctly entrepreneurship concepts, etc.
- **Practical skills:** How does the student -teacher performs on aptitude and practical tests? Indicators: accuracy, using appropriate methods, quality product, speed and efficiency, and coherence.
- **Attitude and values:** How does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving a given problem?

3.1.1 FORMATIVE ASSESSMENT

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by colleges to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2 SUMMATIVE ASSESSMENT:

When assessment is used to record a judgment of a competence or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal College based assessment or external assessment in the form of national examinations. College summative assessment average scores for each subject will be weighted and included in the final national examinations grade. The national examinations will be done at the end of year 3 for certificate award. College based assessment average grade will contribute a certain percentage to be determined by the institution in charge of national examination.

Particularly, in teacher training colleges the summative assessment will have two parts:

- **National examinations:** Subject content will be examined at the end of three years in Teacher Training College. This assessment will cover 70% of the overall assessment.
- **Professional practice:** Although entrepreneurship subject is not taught at primary level, professional practice as a mandatory for a pre service teacher and another is another type of assessment, which contributes 30% to the overall assessment. The student teacher is assessed gradually from year I to year III and records are kept until the completion of the college. The student teacher professional marks will be added to the marks obtained from national examinations to form the overall assessment results.

Aspect of professional practice assessed from year I to Year III include:

- Observation
- Microteaching
- Teaching practice on demonstration schools
- Final lesson (conducted by the team of internal and external examiners)
- School attachment and reflective practices (internship

For the student teacher to be awarded the certificate of successful completion of TTC, the overall results should obligatorily contain at least 21% of the professional practice assessment results which is equivalent to 70% of professional practice.

3.2 RECORD KEEPING

This is gathering facts and evidence from assessment instruments and using them to judge the student - teacher's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feedback to the student teacher. The records also are important to parents to check the learning progress and to advise accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

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

3.3 ITEM WRITING IN SUMMATIVE ASSESSMENT

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

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

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1 MATERIALS NEEDED FOR IMPLEMENTATION

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

- Materials to encourage group work activities and presentations: Computers (Desktops and laptops) and projectors; Manila papers and markers, textbooks and handouts
- Materials for enhancing research skills: Textbooks and internet (the list of the textbooks to consult is given in the reference at the end of the syllabus and those books can be found in printed or digital copies).
- Reference books like textbooks, learners' and teachers' guides, entrepreneurship journals, magazines.
- Case study materials and scenarios.
- Computer and Internet connection.
- Projectors.
- Audio visual study and video materials.
- Entrepreneurship incubation facilities.
- Successful business resourceful people.
- Business simulations.
- Individual and group business projects.
- Data analysis software such as Microsoft Excel.
- Business incubators.
- Accounting software such as QuickBook, Sage, Pastel, Tally, Peachtree etc.
- Raspberry pi software.

4.2 HUMAN RESOURCE

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, tutors are expected to accomplish their noble role as stated above. The staff in charge of education at District and sector level should ensure overall support to TTCs for a successful implementation. On the other hand, TTC principles and TTC deputy principals are required to

make a close follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for student teachers as well as the contemporary development of the country.

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

A competent TTC tutor of entrepreneurship must have at least the following minimum qualifications: a Bachelor's degree in education with entrepreneurship, business studies, business administration, economics, management, finance.

Skills required for the Tutor of entrepreneurship

- The tutor of Entrepreneurship should have the following skills, values and qualities:
- Engage student teachers in variety of learning activities
- Use multiple teaching and assessment methods
- Adjust instruction to the level of the student teachers
- Have creativity and innovation the teaching and learning process
- Be a good communicator and organizer
- Be a guide/ facilitator and a counselor
- Manifest passion and impartial love for children in the teaching and learning process
- Make useful link of Entrepreneurship with other Subjects and real life situations
- Have a good master of the Entrepreneurship Content as well as pedagogical content of teaching Entrepreneurship
- Have good classroom management skills

The table below shows an overview of number of topic areas, sub-topic areas and units for TTC per year

	Year 1	Year 2	Year 3
Topic Areas	5	5	5
Sub-Topic Areas	5	8	5
Units	8	9	6

5. SYLLABUS UNITS DEVELOPMENT

5.1. ENTREPRENEURSHIP SYLLABUS UNITS FOR YEAR ONE

5.1.1. Key competencies at the end of Year One

- Exhibit desirable qualities of an entrepreneur
- Make rational career choices and related decisions
- Set achievable entrepreneurial goals
- Justify the need for standards and its role in business
- Conduct market research for business startup and growth
- Analyze the factors that lead to business growth and development
- Classify different forms of businesses
- Design business organization structure

5.1.2. Entrepreneurship units for year one

<table>
<tr><td colspan="3">Subject: Entrepreneurship</td><td colspan="2">Year: 1</td><td>Options: SME; SSE; LE; ECLPE</td></tr>
<tr><td colspan="3">Topic Area: Entrepreneurship Culture</td><td colspan="3">Sub Topic: Entrepreneurship as a career</td></tr>
<tr><td colspan="5">Unit 1: Initiation to entrepreneurship</td><td>No. of periods: 8</td></tr>
<tr><td colspan="6">Key Unit competence: To be able to exhibit desirable qualities of an entrepreneur</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td colspan="2" rowspan="2">Teaching / Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>Explain the meaning of entrepreneurship, an entrepreneur, Intrapreneur and manager

Define the qualities of an entrepreneur

Explain the stages of Entrepreneurship process

Explain the different types of entrepreneurs

Distinguish between creativity, innovation and invention</td><td>Identify people in the community with entrepreneurial qualities

Describe how creativity and innovation helps to sustain different activities

Discover community problems and come up with innovative projects to solve them</td><td>Demonstrate desirable qualities of an entrepreneur

Appreciate innovative business projects in their community

Judge</td><td>Meaning of:
– Entrepreneurship
– An entrepreneur
– Intrepreneur
– Manager
Qualities of an entrepreneur
– Risk taking
– Persistence
– Self-confidence
– Hardworking
– Etc.</td><td colspan="2">Reflecting to the understanding of entrepreneurship in O'level, student-teachers brainstorm the meaning of entrepreneurship, entrepreneur, intrapreneur, manager and identify the desirable qualities of an entrepreneur

In their learning teams, student teachers discuss the stages of entrepreneurship process.

Class field visit to the nearby trading center to identify types of entrepreneurs in their community

Skills Lab: Student teachers in their learning groups identify possible business ideas and the resources available in the community.</td></tr>
</table>

Discuss the meaning of entrepreneurship in relation to creativity and innovation		creatively and innovatively challenges facing their community	**Stages of entrepreneurship process** – Discovery – Concept development – Resourcing – Actualization – Harvesting **Types of entrepreneurs** – Innovative – Imitative – Drone – Fabian – Etc. **Types, benefits** **and challenges of** – Creativity – Innovation and invention	Use the community map information like resources available, challenges, missing needs in relation to skills and passion; discuss possible business ideas that can be implemented to solve the problems observed in the community. Groups present their findings
Assessment criteria: Can explain desirable qualities of an entrepreneur and classify types of entrepreneurs				
Link to other subjects: *Social studies, English,*				
Resources: Internet: *Magazines: Case studies:* *George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn. (2008). Know About Business. Turin, Italy: International Training Centre of the ILO:* *Richard Barekye, Alele Kevin. (2016). Entrepreneurship for Rwandan school (senior 1 students' book). Kigali, Rwanda: East African Educational Publishers Ltd:*				

Subject: Entrepreneurship		**Year:** 1		**Options:** SME; SSE; LE; ECLPE
Topic Area: Entrepreneurship culture		**Sub Topic:** Entrepreneurship as a career		
Unit 2: Career opportunities				**No. of periods:** 8
Key Unit competence: To be able to make rational career choices and related decisions				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of career Classify the major fields of career opportunity Identify the various sources of information that help in choosing career Explain the meaning of career guidance Identify sources of career guidance to choose appropriate careers Differentiate between self-employment and paid-employment Compare the benefits and challenges of self and paid employment	Identify different career opportunities in their community Utilize the available sources of information to select appropriate careers Compare the employment options to choose the suitable one Choose appropriate careers that match their talents, skills, interests and passion	Recognize different career opportunities available in community Recognize careers that match talents, skills, interests and passion	**Meaning of Career concept** **Choosing work to do and fields of career opportunities** – Education – Health – Security forces – Law – Hotel and tourism – Commercial and manufacturing – Etc. **Sources of career information** – School – Media (newspapers, radios etc.) – Potential workplace – Etc.	In manageable groups, Students teachers identify different types of work done in their community and explain which type of work inspires them most and why they are inspired in that type of work Through manageable groups, Student teachers brainstorm the needed skills and talents for types of work that inspires them. In groups, student teachers discuss how people prepare to start doing various types of work mentioned above Student teachers design a number of questions they can ask their parents, teachers, employers, employees and counselors in order to learn more about certain types of work

			Meaning of career guidance **Sources of career guidance** – Teachers – Parents – Career guidance – counselors – Friends – Experienced workers, – Etc. **Employment options** – Self-employment and – Paid-employment (being employed) **Benefits and challenges of self-employment** – Benefits – Higher social status – Self-employment and job security – Higher income – Provision of employment opportunities – Contribution to welfare programs – Boosting household incomes – Exploitation of resources – Etc.	Through the use of "Think-pair-share", Student teachers identify and assess' sources of career information to learn more about the type of work they are interested in. In manageable teams, student teachers discuss the types of businesses they are interested in using at least two of the above sources In manageable teams, student teachers discuss different employment options using examples from the community. In manageable teams, student teachers discuss the benefits and challenges of self-employment and being employed. **Skills Lab:** Student teachers in their groups, do a personal assessment test to find out their passion, strength, weaknesses and threats, discuss possible career choices that align with who they are and make rational career choices and related decisions Each group chooses their favorite career and present them in skits.

			Challenges – Over working – Lack of resources – Uncertain income – Limited skills and knowledge – Lack of enough capital – Un favorable economic environment – Use of inappropriate technology, – Etc.	
Assessment criteria: Can compare career fields and make appropriate career decision				
Link to other subjects: *Social studies, Foundation of Education, Special needs education*				
Resources: *Successful Entrepreneurs as Resource Persons: Rwanda Education Board, Advanced Level Entrepreneurship syllabus for Rwanda General Education: Rwanda Education Board (2018) Entrepreneurship Senior 5 - Content and activities: Experimental version, Kigali, Rwanda.*				

Subject: Entrepreneurship			**Year: 1**	**Options**: SME; SSE; LE; ECLPE
Topic Area: Entrepreneurship Culture			**Sub Topic Area:** Entrepreneurial goals	
Unit 3: Setting entrepreneurial goals				**No. of periods: 9**
Key Unit competence: To be able to set achievable entrepreneurial goals				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of an entrepreneurial goal. Explain the meaning of a SMART (Specific, Measureable, Attainable, Realistic and Timeframe) goal. Describe the types of goals. Differentiate between entrepreneurial vision, goals and objectives Discuss action plans for achieving the goals set.	Adapt the steps in setting an entrepreneurial goal Set SMART long term and short term goals Create an action plan for achieving entrepreneurial goals.	Develop a culture of goal setting in daily life. Appreciate the importance of setting entrepreneurial goals in everyday business life	**Meaning of an entrepreneurial goal** **Characteristics of a goal** – Specific – Measureable – Attainable – Realistic, and – Timeframe **Meaning of entrepreneurial:** – Vision – Goal – Objectives **Strategies of setting entrepreneurial goals** – Identify the goal – Identify current reality – Identify the desired reality – Identify obstacles – Identify the key resources – Bridging the gap	Student teachers brainstorm the different goals they have set in life and how important they are. Relate their personal goals to the business goals to devise the meaning of entrepreneurial goal. In groups student teachers discuss to discover what the acronym "SMART" stands for and draft examples of entrepreneurial SMART goals. Student teachers visit a website of any company, organization or institute of their choice to study their vision, goals and objectives. Then, they use the knowledge acquired from visiting various websites to write vision, goals and objectives for their business ideas identified in unit 1.

			Steps of creating an action plan for entrepreneurial goals. – Identify priorities – Break the goal into small tasks – Choose who to undertakes the task – Set the time line – Identify the necessary resources – Potential challenges – Evidence of achievement	– Through the use of "think - pair - share" student teachers write down the steps they need take to achieve the goals they have set above. **Skills Lab:** Student teachers in their groups discuss and set entrepreneurial goals for their group. Create a clear action plan that will lead to the attainment of the goals. Groups present their different action plans.
Assessment criteria: Can set a SMART entrepreneurial goal				
Link to other subjects: *Social studies, Foundations of Education.*				
Resources: *Magazines: Internet: George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008),Know About Business, students book. Turin, Italy: International Training centre of the ILO.*				

Subject: Entrepreneurship	**Year: 1**	**Options**: SME; SSE; LE; ECLPE
Topic Area: Business legal aspects	**Sub Topic:** standardization culture	
Unit 4: Role of standards in business		**No. of periods: 8**
Key Unit competence: To be able to justify the need for standards and its role in business		

Learning objectives			**Content**	**Teaching / Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of standards, standard goods and standard services Explain the importance of standards in business and in life Discuss the implication of standards to the entrepreneur.	Distinguish standard goods and services from sub-standard one Analyze the importance of standards in business and society	Advocate for standard products and services in daily life. Apply standard procedures in running and making of products and services in their businesses.	**Meaning of standards in business.** **Standard and substandard goods and services** **Importance of standards to:** – Consumers – Government – Industry or producers – Society	Student teachers research on the Rwanda Standards Board (RSB) website and answer the questions below: – Why are standards necessary? Why are they enforced? – What does a consumer do if they have a complaint? – What can an entrepreneur do to ensure compliance and minimize consumer complaints? Student teachers brainstorm and identify various things they would want to buy (such as food, shoes, clothes, phones, etc.) while the teacher prompts them on what they consider as either Standards and sub-standard goods and services. Student teachers discuss their ideas, and then the teacher relates the activity to the need for standards and its role life and in business.

				Skills Lab: Referring to the goods and services that they use, teams discuss the difference between a substandard product and a standard one, giving examples. In manageable teams, student teachers analyze the implication of standardization process and practices for their dream businesses. They present their ideas to the rest of the class.in the community to the entrepreneur.
Assessment criteria: Can differentiate standard goods from sub-standard goods				
Link to other subjects: Science, Science and elementary technology				
Resources: Resourceful person from RSB: Government publications on standardization: Reference Books: Internet/RSB website (www.rsb.gov.rw).				

Subject: Entrepreneurship			**Year: 1**	**Options**: SME; SSE; LE; ECLPE
Topic Area: Business growth and sustainable development			**Sub Topic:** Business market research	
Unit 5: Market research				No. of periods: 9
Key Unit competence: To be able to conduct market research for business startup and growth				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of market, marketing and market research Describe the components of marketing (the 5Ps) Explain the importance of marketing in a business Explain the meaning of, customer, competitor and supplier surveys. Describe the steps of conducting market research. Discuss the tools needed in conducting market research. Identify the Source of competitor information	Analyze the relationship between 5Ps involved in marketing. Make market research tools like Questionnaires, observation guides Conduct market research to identify gaps and needs of customers in the market Develop marketing strategy for small businesses. Analyze the importance of market survey	Appreciate the role of conducting market research for a business. Recognize that customers are the back bone of any business	**Meaning of:** – Market – Marketing – Market research **Components of marketing /marketing mix elements (5ps)** – Price – Place – Product – Promotion – Positioning **Importance of marketing in a business** – Determine the number of customers – Facilitates advertising – Determining the market size – Location of an enterprise – Quality and type of product	Student teachers in manageable groups brainstorm the meaning of Market, Marketing and Market research In manageable groups Student teachers identify and discuss the five variables of marketing (5ps) and how they are important to the business. In manageable teams Student teachers discuss the meaning and process of conducting market survey, and kind of information they need to find out from the community about the market. Student teachers visit nearby businesses around the college to find out for example: the customers of the business, suppliers, price of products, customer preferences, age, sex, beliefs, competition, challenges currently being faced, and any suggestions to solve the challenges.

			Elements of market research/surveys • **Customer survey** – Meaning of customer survey. – Steps of conducting customer survey. • **Competitor survey** – Meaning of competitor survey – Steps of conducting competitor survey. – Source of competitor information – Competitor product features • **Suppliers survey** – Meaning of supplier survey – Supply chain (raw materials-transporters – warehouse – manufacturer – retailers – consumers) • **Product/Service survey or analysis** – Meaning of product/ Service analysis – Product evaluation (features and benefits)	In their groups, they will then present research findings to the entire class for class discussion and supplements **Skills Lab:** Student teachers use the information acquired from the market survey they conducted, textbooks and internet and in their teams they design a marketing plan for their identified business opportunity – clearly indicating the market share they plan to acquire and the 5Ps of marketing which they present to the class.

			• **Tools/techniques used in market survey.** – Blogs and Social Networks – Focus Groups – One-on-one Interviews – Etc • **Importance of market survey** – Maximize sales and profits – Retain of customers – Identifying suitable suppliers Determining level of demand – Properly locate the business	
Assessment criteria: Can explain the process of conducting market survey for the needed business information				
Link to other subjects : Economics, *Social studies*				
Resources: *Resourceful people like potential customers, successful supplier and Business Competitors:* ***Reference books: Case studies:*** *George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008),Know About Business. Module 9 Turin, Italy: International Training centre of the ILO.*				

Subject: Entrepreneurship			**Year: 1**	**Options**: SME; SSE; LE; ECLPE
Topic Area: Business growth and sustainable development			**Sub Topic:** Business market research	
Unit 6: Business growth and development				**No. of periods: 8**
Key Unit competence: To be able to analyze the factors that lead to business growth and development				
Learning objectives			**Content**	**Teaching / Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of business growth and business development Identify the indicators of business growth and development Differentiate between a growing business from a declining business	Describe factors that lead to business growth and development Lay the strategies for business growth Devise potential mitigation to constraints of business	Exhibit the value and practices that lead to business growth and development Be aware of the indicators of business growth and development Advocate for the business growth and development	**Meaning of:** – Business growth – Business development **Indicators of business growth** – Increased sales – Increased profits – Increased number of branches – Increased cash or liquid assets – Increased number of customers – Use of improved technology **Business growth strategies** • **Internal business strategies** – Bundling goods and services – Promotions and discounts – Staff motivation like trainings – Product innovations etc.	In groups student teachers discuss the meaning of business growth and business development Through group discussion, student teachers choose 1 business in the community around the college and analyze how it has grown up to the current status. By individual work, student teachers design growth strategies for their personal businesses and present them to the entire class. **Skills Lab:** Student teachers in their learning groups identify areas in their business that needs growth, set realistic growth targets and discuss strategies of how the business will grow and develop. they share with the whole class.

			• **External business growth strategies** – Advertising – Product trade show and exhibition – Merging (reasons, and types) – Franchising (advantages and disadvantages) – Joint venture – Etc. • **Factors that lead to business growth and development** – Favorable government policies, – Enough capital – Access to financial services – Skilled and experience workers – Availability of resources, – Less or no competition – Level of technology, – Infrastructures, – Education system – E t c.	
Assessment criteria: Can elaborate the factors that lead to business growth and development				
Link to other subjects : *Economics, Geography, Social studies*				
Resources: *Peter Hagan, Alistair B. Wylie, Anne Beck (2003), Higher Business Management .Scotland. UK: J&L Composition: successful Entrepreneurs: News Paper: Audio-Visual tapes about grown business companies.*				

Subject: Entrepreneurship			**Year: 1**	**Options**: SME; SSE; LE; ECLPE
Topic Area: Business operations and management				**Sub Topic:** Business organization
Unit 7: Forms of business organization				**No. of periods: 10**
Key Unit competence: To be able to classify different forms of businesses				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the concept of business organization for enterprises Identify various forms of business organizations Discuss the classifications of enterprises. Explain the benefits of registering a business Describe the consequences of not registering a business Explain the factors considered in choosing people to work with in a business organization	Classify business enterprises according to their forms Choose the suitable form of business enterprises Make use of the procedures of registering different forms of businesses Analyze the factors considered when choosing people to work with in a business operations	Recognize the need for managing enterprises in society Appreciate the value of registering business in society Appreciate the value of choosing partners to business	**Meaning business organization** **Classification of business forms:** • **According to size** – Micro business – Small scale enterprises – Medium scale enterprises – Large scale business • **According to products or activities** – Manufacturing – Agri-business – Service and commercial business • **According to life span** – Temporally and – Permanent/ long run businesses	In manageable groups, student teachers discuss meaning of business organization and different classification of enterprises. Student teachers list down all the businesses in their community and categories them according their classes or forms. Through think, pair and share, research on internet, student teachers explain the procedures of registering different forms of business in Rwanda Student teachers in manageable groups discuss and present the benefits of registering a business

			• **According to ownership** – Sole proprietorship – Partnerships – Joint stock companies – Co-operatives and – State Owned Enterprises (SOE)/ parastatals • **Business registration procedures according to form;** – Registering a sole trading business – Registering a domestic company – Registering a foreign company – Registering a co-operative • **Benefits of registering a business** – Obtaining licenses and permits – Legal liability protection – To be versatile – Have continuity entity – Safe guarding business name – Protecting product brand – Etc.	Student teachers in manageable groups discuss and present the consequences of not registering a business **Skills Lab:** Student teachers analyze the current information they have acquired on business classifications in this unit, match it with the resources available to them, their passion and skills to decide a particular class of enterprise they want their business to focus on. They share with the class justifying the choice they have made.

			• **Consequences of not registering a business** – Business closure – Fines and penalties – Limitation to financial services – Suspension of business operation – Limitation to issue official invoice – Etc. **Factors considered in choosing people to work with in a business organization** – Financial capacity – Experience – Skills, – Etc.	
Assessment criteria: Can classify different forms of businesses				
Link to other Subjects: *Social studies, Economics, Foundations of Education*				
Resources: *RDB website (www.rdb.gov.rw): News Papers: Case studies: Peter Hagan, Alistair B. Wylie, Anne Beck (2003), Higher Business Management. Scotland. UK: J&L Composition*				

Subject: Entrepreneurship		**Year: 1**		**Options:** SME; SSE; LE; ECLPE
Topic Area: Business operations and management		**Sub Topic:** Business organization		
Unit 8: Business organization structure				**No. of periods: 8**
Key Unit competence: To be able to design business an organization structure				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of organizational structure, Discuss the departments in a business organization and how they support the running of business activities. Explain the managerial functions of the business. Explain the importance of human resource management	Design an organizational structure of any enterprise Organize the duties of the different functions of departments on the organizational chart. Analyze the managerial functions in an organization	Recognize the role of each department in management of any business. Exhibit teamwork and respect for all business partner Trust for other team member's ability to run departments of any enterprise. Finance department Marketing and sales department Etc.	**Meaning of**: – Organizational structure **Departments in an organization** – Human resource department – Production department – Administration department – Marketing and sales department – Etc. **Managerial functions** – Planning – Budgeting – Controlling – Leading – Organizing	Student teachers brainstorm the meaning of organizational structure, list the departments and managerial functions. Reflecting on the college organization structure and how departments work, student teachers in their groups brainstorm which departments they would need in their business and the key managerial functions. student teachers in groups discuss the importance of human resource department in an organization

			Personnel/ human resource management – Manpower planning, – Recruitment, – Selection, – Placement, – Orientation, – Motivation, and – Appraisal/ evaluation **Importance of human resource management** – Qualified, experienced and skilled workers – Increased production – High profits – Quality products/ services – Good business will – Etc.	**Skills Lab:** Student teachers discuss the staffing needs for their unique business clearly identifying the functions needed given the level of their business growth. Create a clear organization chart that shows the tasks of each member in the business and how they will support each other. They present to the whole class.
Assessment criteria: Can explain Functions of departments in business organization				
Link to other subjects : social studies, Religious studies				
Resources: Resourceful persons (like college Administrators): case studies: publications from local government about leadership structures: Mark Ssempija (2011), Entrepreneurship Education for Advance level and business institutions, Kampala. Uganda: Book shop Africa.				

5.2. ENTREPRENEURSHIP SYLLABUS UNITS FOR YEAR TWO

5.2.1. Key unit competencies at the end of year Two

- Generate viable business ideas and opportunities
- Make valid contracts in business operations
- Analyze the role of taxes towards economic development of a country and pay taxes
- Maintain effective quality compliance system in business
- Be aware of how new technologies can affect their business activities
- Manage money responsibly and keep financial records
- Choose suitable financial institutions for business transactions
- Recognize the value of accounting in managing the business
- Demonstrate rights and responsibilities of employees at work place

5.2.2. Entrepreneurship units details for year Two

Subject: Entrepreneurship			**Year:** 2	**Option:** SME; SSE; LE; ECLPE
Topic Area: Entrepreneurial culture		**Sub Topic:** Business startup process		
Unit 1: Business ideas and opportunities				**No. of periods:** 8
Key Unit competence: To be able to generate viable business ideas and opportunities				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of business ideas and business opportunities Describe the importance of generating business ideas Explain the different sources of business ideas Describe the steps of generating and assessing business ideas Explain the meaning of business opportunity Describe the characteristics of a good business opportunity Explain the factor for assessing business opportunities	Analyze the different sources of business ideas Generate business ideas from the environment. Analyze the characteristic of a good business opportunity Assess business ideas for opportunities.	Appreciate the importance of having a good business idea Appreciate available sources of business ideas to start business in the community Recognize the importance of assessing business opportunities.	**Meaning of business idea** **Reasons for generating business ideas** – Starting new business – Respond to market needs – Stay ahead of competition – Introduce new products – Etc. **Sources of new business ideas** – Mass media – Customers complaints – Personal skills and experience – Personal interest – Observing changes in society – Surveys – Etc.	Student teachers in manageable groups brainstorm the meaning of business idea and the importance of generating ideas Student teachers discuss the sources of business ideas Student teachers visit entrepreneurs in their locality to ask them how they came up with the ideas of starting a business and explain their reasons for considering these ideas as being good. Student teachers define the term business opportunity and draw a distinction between an idea and an opportunity.

			Steps of generating business ideas. – Start thinking/get your brain at work – Buy a notebook to record – Follow your passion – Keep your eyes open – Capitalize on your strength – Explore new things – Know what you want in life – Read about other people that started their own – businesses – Etc. Meaning of business opportunities Characteristics of a good business opportunity – High Return on Investment(ROI) – Something you are passionate about – Specific market niche – Low start-up capital required – scalability – Etc Factors to assess business opportunities – Market – Length of the window of opportunity – Business environment – Business plan	Invite an entrepreneur to talk to the student teachers about how he/she found the business opportunity and transformed it into a successful venture. Student teachers list the factors involved in the identification and assessment of a business opportunity. **Skills Lab:** Student teachers in their groups choose 2 businesses/ business ideas and conduct a viability test to find out their: 1. Potential for growth 2. Infrastructure 3. Market for the goods/ services (real demand) 4. Profitability 5. Competition and competitive advantage 6. Financial viability. They make posters They indicating how each of the above factors favors or limits their business with clear examples. Recommend

			– Technology and other resource – requirements – competition – Etc	the most viable business they should continue running. Students rotate to each of the posts listening and contributing to the explanation
Assessment criteria: Can identify available business opportunities in the community				
Link to other subjects: Science and elementary technology, social studies				
Resources: Richard Barekye, Alele Kevin. (2016), Entrepreneurship for Rwandan school(senior1 students' book). Kigali, Rwanda: East African Educational Publishers Ltd: George Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) Know About Business. Turin, Italy: International Training Centre for ILO: Internet (www.ramitaher.com)				

Subject: Entrepreneurship			**Year**: 2	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business legal aspects		**Sub Topic:** Contracts in business operations		
Unit 2: Drafting a valid business contract				No. of periods: 9
Key Unit competence: To be able to make a valid contract in business operations				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of a contract Explain different forms of contracts Describe different parties to a valid contract Describe the elements of a valid contract Explain the importance of contracts in business Describe ways of terminating a contract	Make any form of contract in their daily life activities when dealing with community members Differentiate oral contract from written contract Analyze parties to a contract Differentiate a valid contract from an invalid contract Design a valid contract of their individual business activities. Analyze the importance of contracts in business activities	Appreciate the importance of contracts in business operations Respect contracts made with different parties in business activities. Offeree/promisee Witness Elements of a valid contract Offer Acceptance Free consent Capacity of the parties Possibility of performance	**Meaning of contract** **Forms of a contract** – Oral contract – Written contract **Parties to a contract;** – Offeror/promisor – Offeree/promisee – Witness **Elements of a valid contract** – Offer – Acceptance – Free consent – Capacity of the parties – Possibility of performance – Consideration – Intention to be bound by the contract – Etc.	Through think, pair and share, student teachers explain the meaning of contract. Through group discussion, student teachers describe different forms of contracts used in business operations Given samples of a contract used by any business, student teachers in their groups design a contract that relates to the businesses they intend to start Then each group justify how their contract is valid Student teachers explain the importance of a contract they have designed Skills Lab: Student teachers in their groups, share their

		Consideration Intention to be bound by the contract Etc.	**Importance of contracts** – Increase discipline among workers – Solve business conflicts – Effectiveness at work – Legal relationship – Etc. **Designing a contract Sample of:** – Employment contract – Sales contract – Etc. **Termination of** contract – By breach – By frustration – By performance – Lapse of time – By law – Etc.	knowledge of contract, they design a sale of goods contract template that they will use with: The suppliers of the business The clients The contract template should fully reflect all the qualities of a valid contract. Each group presents to the class.
Assessment criteria: Can make sample draft of a contract in business				
Link to other subjects: *Social studies, Economics*				
Resources: *Official Gazette of 11.10.2010: internet: Constitution of the Republic of Rwanda: Case studies: Mark Ssempija 2011), entrepreneurship education for advanced level and business institution. Kampala, Uganda: Bookshop Africa*				

Subject: Entrepreneurship			Year: 2	Option: SME; SSE; LE; ECLPE
Topic Area: Business legal aspects		Sub Topic: Taxes and customs procedures		
Unit 3: Taxes in business				No. of periods: 8
Key Unit competence: To be able to analyze the role of tax towards economic development of a country and pay taxes				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the concept of tax and business tax Describe the characteristics of a good tax system Explain the importance of tax in a country Distinguish tax evasion from tax avoidance. Identify instances through which a taxpayer may undergo various penalties.	Analyze the characteristics of a good taxation system Compute various tax payments levied on their businesses Differentiate tax evasion from tax avoidance. Analyze the penalties of defaulting taxes	Comply with the tax system in the country Appreciate the importance of paying taxes to the country	**Meaning of tax and business tax** **Characteristics of a good taxation system** – Compulsory contribution – Reflect persons' ability to pay – Imposed by the state – Meant for public expenditure – Etc. **Importance of paying tax** – Source of government revue – Protect environment – Control inflation – Discourage consumption of harmful products	In manageable groups, Student teachers define the concept of tax, business tax Student teachers in pairs identify the characteristics of a good tax system. Student teachers prepare a debate about the importance of a tax. Student teachers use tax rates provided to calculate PAYE and VAT. Student teachers role plays on the sanctions for not paying tax.

			– Protect local industries – Control monopoly powers – Promote economic growth and development – Collect balance of payment problems – Etc. **Calculation of:** – Pay as You Earn (PAYE) – Value Added Tax (VAT) **Penalties of not paying tax** – Closure of business – Fines – Imprisonment – Etc.	**Skills Lab:** Student teachers visit RRA Offices in their district or RRA Officer visits the college and speaks to students about taxations, types, examples of taxes that affect their level of businesses. They identify the taxes that apply to their dream/ business and calculate how much they need to pay in order to operate legally.
Assessment criteria: Can calculate VAT, PAYE and defend the need for taxes				
Link to other subjects: *Social studies, Economics, Geography, Foundations of Education*				
Resources: *RRA website (www.rra.gov.rw): Resourceful person: public journal: Mark Ssempija (2011), Entrepreneurship Education for Advance level and business institutions, Kampala. Uganda: Book shop Africa*				

Subject: Entrepreneurship			**Year: 2**	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business growth and sustainable development		**Sub Topic:** Technology in business operations		
Unit 4: Technology in businesses				**No. of periods:6**
Key Unit competence: To be aware of how new technologies can affect their business activities				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of technology with examples from their communities Distinguish intermediate technology from capital intensive and labour intensive technologies Identify technological tools to come up with importance of technology in business	Analyze the characteristics considered when choosing appropriate Analyze the importance of technology towards business growth and development	Appreciate the role of technology in business growth and development. Advocate technology for a business Select appropriate technology for their small enterprises	Meaning of technology Types of technology – Intermediate technology – Capital intensive technological tools in their business activities and operations technology – Labor intensive technology Characteristics considered when choosing appropriate technology for a business – Simple – Effectiveness – Availability – Flexibility – Durable – Efficient – Cost effective – Etc	Using question and answer student teachers explain the meaning of technology and identify types of technologies Through field visit student teachers visit nearby businesses in the community to observe the technologies being used and come up with appropriate technologies for the activities of their choice. Basing on examples which include internet, mobile phones, new water filtration systems and new farming implements, student teachers discuss changes in their community that have been brought about by technology and then identify other technological tools currently used not mentioned in the question.

			Importance of technology in business. – Market research – Promotion – Record keeping – Presentation – Increased labor productivity – Business growth – Etc **Technological tools used in business** – Electronic billing machines(EBM) – Closed circuit television(CCTV) – Computers – Bar coders – Automatic teller machines – Etc	**Skills Lab:** Student teachers in their learning groups use the organisation structure of their business/ dream business to identify the appropriate type of technology they need to use in order to achieve the business goals. They discuss strategies of acquiring the technology and how they will use it in their business. Groups present to the whole class
Assessment criteria: Can explain how new technologies affect business activities				
Link to other subjects : *Economics, Geography, ICT, Science and Elementary Technology, English*				
Resources: Internet: *ICT Technicians as Resourceful persons: Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) Know About Business. Turin, Italy: International Training Centre for* ILO *module 7: Babson Rwanda educators network august 2012 training manual*				

Subject: Entrepreneurship			**Year:2**	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business operation and management		**Sub Topic:** Financial management		
Unit 5: Money management				**No. of periods: 7**
Key Unit competence: To be able to manage money responsibly and to keep financial records				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of saving, saving goals and need for money. Describe the obstacles to achieving saving goals. Identify where to save money.	Prepare a simple cash book as financial record Forecast their income and come up with a cash flow plan	Appreciate the importance of savings in investment Acknowledge the use of financial records to manage their money.	**Meaning of money, savings and saving goals** **Need for money** – For investment – Personal needs – For emergency – Education – Retirement – Etc **Obstacles to achieving saving goals** – Poor spending habits – Culture of dependency – Lack of financial literacy – Procrastination – Etc	Student teachers brainstorm the meaning for money, savings, saving goal and need for money. By use of knowledge from the case study about the cash flow plan of a business student teachers are asked to modify it and design a cash flow plan for their own business. Student-teachers role play about obstacles to achieve saving goals Student teachers are provided with different alternative places of saving e. g. a piggy bank, commercial bank, under the bed for them to choose the safest place to save money.

			Where to save – In banks – Assets – Securities – Shares and boards – Small savings groups – Starting business – In education – Etc **Managing money** – Keeping financial records – A simple cash book – Financial forecast – A simple cash flow plan – Practicing money management habits E. g. re-use, recycle, repair and reduce.	**Skills Lab:** Student teachers in their learning groups refer to the goals and departments in their business, draft a budget for the remaining part of the year, clearly capturing all planned business operation activities. List down procedures and other financial management tools to be used in order to ensure teams adhere to the budget. Each group presents to another group (eg Group A presents to Group B and vice versa.)
Assessment criteria: Can prepare a simple financial statement				
Link to other subjects: *Economics,* *Social studies, Mathematics*				
Resources: *Internet: Magazines: Government print outs like National Budget: Manu, Robert Nelson, John Thiongo, Klaus Haftendorn (2008) KnowAbout Business. Turin, Italy: International Training Centre for* ILO ***module 7***				

Subject: Entrepreneurship			**Year**: 2	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business operations and management		**Sub Topic Area:** Financial management		
Unit 6: Financial institutions				No. of periods: 7
Key Unit competence: To be able to choose suitable financial institutions for business transactions				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of financial institutions. Identify types of financial institutions in a country Explain the services offered by financial institutions	Differentiate banking from non-banking financial institutions Analyze the factors considered to choose suitable financial institution to work with.	Appreciate the role of financial institutions towards managing their businesses Recognize the services offered by financial institutions in their country	**Meaning of financial institutions** **Types of financial institutions** – Banking financial institutions (central bank, commercial bank, development bank, micro-finance banks, Etc) – Non- banking financial institutions (insurance companies and capital markets) **Factors for selecting suitable financial institution to deal with:** – Interest rate – Credibility of the institution – Location – Etc.	Student teachers in pairs brainstorm the meaning of financial institutions and then identify their types Student teacher's role play on the factors for choosing a suitable financial institution to deal with Student teachers visit a nearby financial institution to identify services offered by that institution

Discuss the factors considered in choosing suitable financial institution to work withExplain the Services offered by financial institutions Describe the Role of financial institutions in social economic development	Evaluate the services offered by financial institutions Select appropriate financial institutions to deal with in their business transactions Analyze the role of financial institutions in social economic development	Acknowledge suitable financial institutions to deal with in their business activities	**Services offered by financial institutions** – Safe guarding people's – Deposits – Extending loans – Keeping valuable documents – Protect business properties – Act as referees – Financial advice – Etc. **Role of financial institutions in social economic development** – Control inflation – Give loans to people – Keep peoples' money – Develop infrastructures – Easy methods of payment – Etc.	Student teachers in their manageable groups research on internet and businesses in the community about role of financial institutions **Skills Lab:** Student teachers in their groups discuss the financial needs they have for their business, calculate the amount needed if loans, or account to keep business money. Research on the internet for the terms and services offered by the other financial institutions, they compare and choose one that is more appropriate, they give clear reasons as to justify their choice. Draft next steps to approach the chosen institution and present to the class.
Assessment criteria: Can propose factors for selecting a suitable financial institution				
Link to other subjects: ICT, Social Studies				
Resources: Reference Books, Internet: Bank Cashiers as resourceful people: Mark Ssempija 2011Entrepreneurship education revised edition for advanced level and business institutions. Kampala, Uganda: Bookshop Africa				

Subject: Entrepreneurship			Year: 2	Option: SME; SSE; LE; ECLPE
Topic Area: Business legal aspects		**Sub Topic: Standardization culture**		
Unit 7: Quality assurance and quality compliance in business				**No. of periods: 7**
Key Unit competence: To be able to maintain effective quality compliance system in business.				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of quality assurance, quality compliance and quality management Explain the measurement standards used in business activities Describe the relationship between quality management, quality assurance and quality compliance Identify levels of accreditation and accreditation bodies Describe the role of quality compliance in business	Differentiate quality assurance from quality compliance Analyze measurement standards used in the community Interrelate quality management, quality assurance and quality compliance	Apply correct measurements in their business activities Produce quality goods and services acceptable by accreditation bodies in their businesses	**Meaning of quality assurance and quality compliance** – Measurement standards – Mass – Volume – Length – Area – Etc. **Meaning and relationship between quality management, assurance and quality compliance** **Accreditation bodies** – National standards (RSB) – Regional standards (EACS, EAAB) – International standards (ISO)	Given background and knowledge on standards in business, student teachers brainstorm the definition of quality compliance, quality assurance and quality management Student teachers are provided with a case study from Rwanda Standards Board to analyze it and come up with different measurement standards used in businesses Student teachers make research from internet to come up with different recognized accreditation bodies which ensure quality compliance The tutor invites a resource person from any accreditation

			Role of quality compliance in business – Ensure that products satisfy their intended use – Consistent products with no defects – Improved health and safetyQuality improvement – Maintain or increase market share – Etc.	body to attend the lesson with student teachers to answer some questions related to quality compliance, quality assurance and quality management and then come up with the role of quality compliance in business. **Skills Lab:** For every department in the business and product or service, student teachers discuss and write down steps, measurements and procedures of conducting that activity to ensure standardization of practices align with the acceptable RSB standard. Make action plan to acquire RSB certification for services or products that the business produce or offer. And share with the class.
Assessment criteria: Can explain the need for quality compliance systems in business.				
Link to other subjects: *Integrated Science, Science and Elementary Technology*				
Resources: *Richard Barekye, Alele Kevin (2016), entrepreneurship for Rwandan schools senior 1, Nairobi , Kenya: East African Publishers Ltd: RSB web portal (www.rsb.gov.rw): Peter Hagan Alastair B. Wylie, Anne Beck (2003) Higher business management , Scotland. UK J&L composition.*				

Subject: Entrepreneurship			**Year: 2**	**Option: SME; SSE; LE; ECLPE**
Topic Area: Business operations and management		**Sub Topic:** Accounting		
Unit 8: Financial statements				**No. of periods: 9**
Key Unit Competence: To be able to recognize the value of accounting in managing the business				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the meaning of financial statements Discuss the importance of financial statements Explain the meaning of the income statement Explain the meaning of balance sheet	Analyze the importance of financial statements in business management Prepare income statement and balance sheet for the business	Appreciate the importance of financial statements towards business management Advocate for financial records keeping towards making informed business decisions	**Meaning of financial statements** **Importance of Financial statements** **Two essential financial statements** • **Income statement** – Meaning of income statement – Trading account (purpose and preparation) making informed business decisions – Profit and loss account (purpose and preparation) • **Balance sheet** – Definition and Purpose – Preparation of balance sheet	Basing on the knowledge of entrepreneurship in O'level student teachers in their groups brainstorm meaning of a financial statement. Student teachers in manageable groups describe the importance of preparing financial statements in business. Student teachers are provided with income statement template and necessary information to determine the profit/loss for the business in question. **Skills Lab:** Student teachers use the current information they have on their business and prepare an income statement (or projected income statement) for their business.

				Analyze the profitability of the business as shown by the income statement. In their groups they suggest action steps to improve profits of business basing on the income statement information. Each group presents to the whole class
Assessment criteria: Can describe the value of accounting in managing the business				
Link to other subjects: Mathematics				
Resources: Reference books: internet: accountants as resourceful persons: A 'level business studies by Brian Heaps 12th edition : Mark Ssempija (2011), Entrepreneurship education for advanced level and business institutions , Kampala Uganda: Bookshop Africa				

Subject: Entrepreneurship			Year: 2	Option: SME; SSE; LE; ECLPE
Topic Area: Employment Readiness			Sub Topic: Rights and responsibilities at work place	
Unit 9: Rights and responsibilities of workers and employers				No. of periods: 7
Key Unit competence: To be able to demonstrate rights and responsibilities of employees at work place				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of rights and responsibilities Identify some of the rights and responsibilities of employers Describe some examples of rights and responsibilities of employees	Differentiate rights from responsibilities at place of work Develop rights and responsibilities at work as employers Fulfill their responsibilities as employees at work as well as exercising their rights	Practice their responsibilities and exercise their rights as employers and employees	**Meaning of rights and responsibilities** **Examples of rights and responsibilities of employers** **Rights of employers** – Recruitment – Fire workers – To request that the insurance carrier contest the compensability of a claim – Report suspected workers' compensation fraud – Etc. **Responsibilities of employers** – Giving fair pay for work done – Supervising and monitoring workers	Brainstorm the definition of rights and responsibilities Students teachers in their respective groups role play responsibilities of employers to come up with responsibilities they will practice as business employers Student teachers are provided with pictures of employees' rights violated by the employers in any organization and ask them what would they advise those employees to do Make research through listening to Radio and television programs on employment rights and responsibilities talk shows to come up with broad knowledge.

			– Ensuring safety and health conditions for workers – Recruitment of suitable workers – Compensation coverage – Etc. **Rights of workers/Employees** – Receive fair pay – Fair conditions of worker – To appeal to court in case of unfair treatment – Compensation benefit – Work leave – Etc. **Responsibilities of workers** – Execute their duties – Respect rules and regulations – Respect and other workers – Etc.	**Skills Lab:** Student teachers visit some of business organizations or other public offices to find out how the rights and responsibilities of em ployees, employers and other decision making bodies at workplace are practiced according to the Rwandan labour laws. After the visit, in groups they discuss their field findings and where they found best practices of rights and responsibilities of workers and employers and why. Each group presents to the class.
Assessment criteria: Can justify the need for rights and responsibilities of workers				
Link to other subjects: *social studies, Foundations of Education*				
Resources: *Reference books: Internet: Resourceful persons: Brian Heaps, Alan Hosking, Nicholas Grier (1996) A 'level business studies 12th edition, HTL Publications. Great Britain, London*				

5.3. ENTREPRENEURSHIP SYLLABUS UNITS FOR YEAR THREE

5.3.1. Key competences at the end of year Three;

- Develop agri-business activities and their contribution towards socio-economic development.
- Prepare EIA report as a tool for preventing negative effect of business activities on the environment
- Develop an ethical behavior towards customs system
- Design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community
- Demonstrate a good leadership strategy for leading teams in the business.
- Prepare a business plan for the business they are running or intend to start

5.3.2 Entrepreneurship units details for year Three

Subject: Entrepreneurship			**Year:3**	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business growth and sustainable development		**Sub Topic:** Agri-business in Socio- economic development and environment		
Unit 1: **Agri-business and Socio-economic development**				**No. of periods: 10**
Key Unit competence: To be able to develop agri-business activities and their contribution towards socio-economic development				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of agri-business Explain the concept of socio-economic development Describe agri-business activities practiced in the country Discuss the contribution of agri-business activities towards social economic Development of the nation Explain the meaning of youth employment Describe the benefits of youth employment towards community development	Conduct research on agri-business activities that suit their social environment Analyze different agri-business activities in their locality Create agri-business activities that match their choice	Recognize different agri-business activities in their communities Recognize role of agri-business towards social economic development Appreciate the role of youth employment towards community development Embrace resourcefulness in business startups	**Meaning of ;** – Agri-business – Socio-economic development **Agri-business activities** – Live stock – Fish farming – Epi-culture – Flori-culture – Horti-culture – Etc. **Contribution of agri-business towards social economic development** – Source of food – Source of raw materials	Brainstorm the meaning of agri-business, social economic development. Student teachers conduct field visit to identity agri-business activities in the nearby communities and analyze how agri-business activities have contributed towards social economic development of the area Student teachers define youth employment and identify benefits of youth employment in their communities

			– Government revenue – Employment – Culture preservation – E t c **Youth employment in agri-business** • **Meaning of youth employment** • **Benefits of youth employment** – Income – Community development – Reducing crime rate – Reduce government – Expenditure – Exploitation of idle Resources – Improved standards of living – Etc.	**Skills Lab:** Student teachers in their groups draw a community resource map showing agri-business activities. They analyze it and come up with ideas on how their business club can invest and add value to the agro-products and increase revenue lines as well as create employment for the youth in the community. They make posts on different walls and rotate viewing and listening to the explanations form all the groups.
Assessment criteria: Can identify agri-business activities and their contribution towards social economic development				
Link to other subjects: *Social studies, Science and Elementary Technology*				
Resources: Internet: *Reference books: newspapers: Mark Amon Mugaru, Edward Erasmus Kayanja (2017), Ordinary Level Entrepreneurship. Kigali, Rwanda: MASTEP General Suppliers Ltd*				

Subject: Entrepreneurship	**Year:** 3	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business growth and sustainable development	**Sub Topic:** Agribusiness in socio-economic development and Environment	
Unit 2: Environmental impact assessment		No. of periods: 8
Key Unit competence: To be able to prepare EIA report as a tool for preventing negative effect of business activities on the Environment		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Explain the concept of environment. Describe effect of business activities on the natural environment. Explain the preventive measures to reduce negative effects of business activities on the natural environment Explain the meaning of Environmental Impact Assessment Report Describe the steps of preparing EIA Report Explain the importance of EIA report	Analyze impact of business activities on the natural environment Apply preventive measures to conserve the environment Analyze steps of preparing EIA Report Design an EIA report for their business projects	Solve environmental problems caused by business activities Develop culture and advocate for environmental conservation in their communities.	**Definition of environment** **Effect of business activities on the environment** **Positive** – Employment – Proper disposal of waste – Payment of taxes – Preserving culture – Easy access to social survives – Etc **Negative** – Displacement of people – Pollution – Soil degradation – Deforestation – Diseases – Etc.	In relation to O'level entrepreneurship student teachers brain storm the meaning of environment Student teachers analyze the provided sample of EIA report of any business, identify positive and negative effect of that business to the natural environment and come up with preventive measures.

			Preventive measures – Reforestation – Sensitization and education – Recycling – Use of appropriate technology – Soil conservation – Etc **EIA report** **Meaning of EIA report** **Steps of preparing a EIA report** – Project screening – Scoping – Assessment of the project – Impact management – Report development – Public participation – Review – Decision – Monitoring **Importance of EIA report** – Avoid costs and delays in implementation of projects	Student teachers prepare a simple EIA report for any business of their choice to the authorities e.g. REMA. **Skills Lab:** Student teachers in their groups. Assess all their business activities against the EIA criteria to find out the exact impact they will have on the environment, Prepare EIA report for their business activities and present it to the college and the local authorities.

			– Enhance responsibility of relevant parties – Provide beneficial information in decision making – Etc	
Assessment criteria: Can prepare Environmental Impact Assessment (EIA) report				
Link to other subjects: *Social Studies, Science and Elementary Technology and Integrated Science*				
Resources: *REMA website (www.rema.gov.rw): Reference books: Rwanda Education Board, Advanced Level Entrepreneurship syllabus for Rwanda General Education: Rwanda Education Board (2018) Entrepreneurship Senior 5 - Content and activities: Experimental version, Kigali, Rwanda.*				

Subject: Entrepreneurship			**Year:** 3	**Option:** SME; SSE; LE; ECLPE
Topic Area: Business legal aspects		**Sub Topic:** Taxes and customs procedures		
Unit 3: Customs declaration				**No. of periods:** 12
Key Unit competence: To be able to develop an ethical behavior towards customs system				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of customs and customs declaration Identify customs offices in Rwanda Explain the documents used for declaration of goods in customs Describe the types of customs declaration Explain the importance of customs declaration	Identify examples of goods declared through customs in form of exports and imports in Rwanda Fill samples of documents used in declaration of goods under customs Describe the procedures of customs declaration Analyze the importance of customs declaration to the country	Advocate for customs declaration in business Appreciate the role of customs declaration in development of the country. Recognize business legal operations culture.	**Meaning of customs and customs declaration** **Declaration of goods in customs** **Customs offices in Rwanda** – Gatuna – Rusumo – Rusizi – Rubavu – Kanombe Airport – Etc. **Documents used for declaration of goods in customs** – Commercial invoice – Identification documents – Air transport letter	Student teachers explain the meaning customs, declaration of goods in customs. Student teachers discuss the importance of customs in Rwanda Student teachers discuss the documents used for declaration of good in customs. Invite a resourceful person from RRA at sector level to talk to student teachers about the process and implications customs processes. Student teachers ask any questions they have about customs.

			– Vehicle inspection certificate – Arrival notice – Certificate of analysis – Payment receipt – Transport invoice – Etc **Types of customs declaration** – Import declaration – Export declaration – Temporary import declaration – Warehousing declaration – Transit declaration **Procedures of clearing goods in customs** – Obtaining of arrival notice – Filling of declaration form Verification of goods by cargo controller – Submission of report to the commissioner of customs	**Skills Lab:** Student teachers work in their business groups. They pick specific products from their businesses or technological needs, they use the internet or other books available and write custom requirements for importing (if it is technology or raw materials) and exporting (if it is products made by the business). Groups share with the whole class

			– Verification of stored goods – Payment of invoice (customs duty) – Securing of goods exit pass **Importance of customs declaration** – Reduce dumping – Avoid harmful products – Stopping illegal activities – Government revenue – Etc	
Assessment criteria: Can identify documents used and arrange procedures of clearing goods in customs				
Link to other subjects: *Foundation of Education, Social studies*				
Resources: *Customs officer as a resourceful person, Allan Hosking, Nicholas Grier(1996), A 'level business studies 12th edition Great Britain UK: HLT publications: Community leaders as resourceful persons: Rwanda Education Board (2018) Entrepreneurship Senior 5 - Content and activities: Experimental version, Kigali, Rwanda:*				

Subject: Entrepreneurship			**Year:** 3	**Option:** SME; SSE; LE; ECLPE
Topic Area: Employment readiness		**Sub Topic:** Employee resourcing		
Unit 4: Employee recruitment process				**No. of periods:** 10
Key Unit competence: To be able to design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of employee recruitment and selection. Explain factors considered while recruiting employees/workers. Describe procedures/stages in recruitment process Identify required documents to apply for a job	Utilize and take up available job positions Select suitable workers for their business enterprises Design and fill documents used to advertise and apply for a job	Follow recruitment procedures while recruiting workers and applying for jobs in businesses and community. Take advantage of available employment opportunities in the region.	**Meaning of recruitment and selection** **Factors considered to recruit workers / employees** – Size of the firm – Business human resource needs – Cost of employees – Age of employees – Employees' skills and experience – Nature of job – Number of workers – Health conditions – language – Etc.	Through think-pair-share, student teachers explain the meaning of recruitment and selection Student teachers brain storm the factors considered to recruit workers in an enterprise Student teachers explain the process of recruiting workers in a business. In reference to business plan they have prepared for their intended project, student teachers discuss the need in the business for recruiting workers, define job positions available and skills required for the position and then describe the criteria and process they will follow to recruit workers.

			Procedures/ stages of recruitment process of workers – Job analysis – Defining job position – Attracting the applicant (job advert) – Screening and Selection – Hiring – integrating the new employee to the organization **Required documents to apply for a job** – Application letter – Curriculum Vitae – Academic credentials/ relevant qualification papers – Etc	**Skills Lab:** In groups, student teachers analyze the current status of their businesses and identify gaps that would be filled by recruiting new employees. Define the job, with clear specifications and make an advert that will be used to recruit and fill in the gaps. They present their adverts to the whole class.
Assessment criteria: Can describe procedures for recruiting workers and prepare a letter to apply for a job				
Link to other subjects: *English, Foundations of education*				
References: Resourceful persons: internet: Brian Heaps.(1996). *A-level business studies.* Greyhound road. London, Great Britain: HTL group Ltd: Lynne Butel, L. C. (1998). *Business functions an active learning approach.* Oxford. United Kingdom: Blackwell Publishers Ltd.				

Subject: Entrepreneurship			Year: 3	Option: SME; SSE; LE; ECLPE
Topic Area: Employment readiness		Sub Topic: Leadership in business		
Unit 5: Team leadership				No. of periods: 6
Key Unit competence: To be able to demonstrate a good leadership strategy for leading teams in the business.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of leadership Describe the qualities of a good leader. Describe various leadership styles. Explain the meaning of team building	Choose leadership styles to use in their businesses and community Apply strategies of managing their teams in business work. Explain team building steps/techniques.	Recognize the application of leadership style depending on situations in their businesses and community Embrace the importance of team building and team work in managing their businesses	**Meaning of leadership** **Qualities of a leader** – Intelligent – Honesty – Disciplined – Exemplary – Inspiring – Flexible – Etc. **Leadership styles** – Autocratic – Democratic – Laissez faire etc.	Student teachers discuss the meaning of "Leadership" and a "Leader" Student teacher's role play a scenario demonstrating different leadership styles practiced in their community. Then they discuss scenarios under which specific leadership styles can be used when leading a team.

Discuss strategies of managing a team. Explain the importance of teams in business.			**Team building** **Meaning** **Characteristics of a good team** – Common goal – Cooperative – Division of labor – Team leader – Hardworking – Etc **Step for building productive and effective teams** – Establish leadership – Establish relationship with each of your employees – Build relationship between your employees – Foster teamwork – Set ground rules for the team – Etc **Strategies for managing a team** – Encourage participation – Model respect – Treat members fairly – Use positive feedback – Etc.	Student teachers give testimony about their leaders in the community to enable them come up with leadership styles and qualities of a good leader during a discussion. Student teachers discuss the meaning of "team" and give qualities of a good team. Student teachers work in their different groups to solve a challenge that requires them to work as a team, teams should compete against each other to determine the winner. They reflect after the game to learn how various teams used strategies to win.

			Why teams are useful in business – Eases work – Achieving set goals Easy management of workers – Team work spirit – Commitment at work – Quick business growth – Etc	**Skills Lab:** Student teachers carry out a leadership style personality test for every member; analyze the strength and weaknesses of every personality. Identify matches of people who should work together more effectively. effectively and present to the whole class
Assessment criteria: Can motivate and lead team members to complete class group task successfully				
Link to other subjects: Social studies, Foundations of education				
Resources: www.gavelintl.com, Allan Hosking, Nicholas Grier(1996), A 'level business studies 12th edition Great Britain UK: HLT publications: Community leaders as resourceful persons.				

Subject: Entrepreneurship			Year: 3	Option: SME; SSE; LE; ECLPE
Topic Area: Business operations and management		Sub Topic: Business start-up process		
Unit 6: Business plan for an enterprise				No. of periods: 18
Key Unit competence: To be able to prepare a business plan for the business they are running or intend to start.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the meaning of the business plan, Discuss the importance of the business plan, Explain the elements of the business. Explain the steps of preparing a business plan	Prepare a business plan for their business opportunities. Generate a viable business idea and raise money to start a business Analyze the elements of the business plan Use the business plan to raise funds for their businesses	Appreciate the value of the business plan in starting and managing the business Embrace planning as a tool for starting, running and managing businesses.	**Definition of business plan** **Importance of the business plan** – Weighing the business idea – Attract investors or buyers – Reduce risks in business – Attract outside talent – Seeking funds – Management tool – Etc.	Student teachers in manageable groups discuss the meaning of the business plan Student teachers discuss the importance of a business plan in starting and managing the business Student teachers explain the elements of the business plan Student teachers analyze a sample of the business plan provided by the tutor and identify best practices demonstrated and make suggestions on how to make the business plan even better.

			Elements of a business plan; – Executive summary – General description of the business – Vision, mission and objectives of the business – Production plan – Marketing plan – Management or organization plan – Financial plan – Action plan – Appendix **Preparation of the business plan**	**Skills Lab:** Student teachers in their groups, they allocate parts of the business plan evenly amongst themselves and each team writes a plan of how they suggest the business to operate and achieve success. They present to the class and at the end, all parts will be joined together to form 1 draft of a business plan. They submit to the tutor for feedback.
Assessment criteria: Can prepare a business plan for the business				
Link to other subjects: Social studies, integrated science				
Resources: Case studies: Professor Henry M Bwisa(2011) Entrepreneurship theory and practice, a Kenyan perspective Nairobi. Kenya Jomo Kenyatta foundation : International training center of the international labor office(ILO) module 8&9				

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7. ANNEXES

7.1. TTC Subjects time Allocation

Early Childhood and Lower Primary Education (ECLP)

SN	SUBJECTS	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education*	6	6	6
2	English*	5	5	5
3	Kinyarwanda*	5	5	5
4	Mathematics*	3	3	3
5	Integrated Science*	4	4	4
6	Social Studies*	4	4	4
7	Creative Performance(Music and Fine Arts)*	4	4	4
8	Physical Education	1	1	1
9	Entrepreneurship*	2	2	2
10	ICT	2	2	2
11	TMP*	7	7	7
12	SNE	2	2	2
13	RE	1	1	1
14	French	4	4	4
15	Kiswahili	1	1	1

16	Co-Curricular	1	1	1
17	Individual Study	8	8	8
18	School Attachment			1st term
	TOTAL	60	60	60

At the end of year three, students in this option will take national exams in nine subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Mathematics, Integrated sciences, Social Studies and Creative Performance.

Social Studies Education (SSE)

SN	SUBJECT	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education*	6	5	5
2	Social studies	11	0	0
3	Geography*		5	5
4	History *		5	5
5	Economics*		5	5
6	Religious education*	4	3	3
7	Creative Performance*	4	4	4
8	Physical Education	2	1	1
9	English*	5	4	4
10	Kinyarwanda*	2	2	2
11	General Sciences	1	1	1
12	Mathematics	3	3	3

13	French	2	2	2
14	Entrepreneurship*	2	2	2
15	ICT	2	2	2
16	Teaching Methods and Practice (TMP)*	4	4	4
17	Special Needs and Inclusive Education (SN&IE)	2	2	2
18	Kiswahili	1	1	1
19	Co-curricular activities:	1	1	1
20	Individual Study	8	8	8
21	School Attachment			1stTerm
	TOTAL	60	60	60

At the end of year three, students in this option will take national exams in ten subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Geography, History, Economics, Religious education and Creative Performance.

Table 6: Languages Education (LE)

SN	SUBJECTS	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education *	6	5	5
2	French*	7	7	7
3	English*	7	7	7
4	Kinyarwanda*	5	6	6
5	Creative performance* (Music & Fine Arts)	4	4	4
6	Physical education	1	1	1
7	General Sciences	1	1	1
8	Mathematics	2	2	2
9	Kiswahili*	5	5	5
10	Entrepreneurship*	2	2	2
11	ICT	2	2	2
12	Teaching Methods and Practice (TMP)*	4	4	4
13	Special Needs Education (SNE)	2	2	2
14	Religious education	1	1	1
15	Social Studies	2	2	2
16	Co-Curricular activities (clubs, sports, public lectures)	1	1	1
17	Individual study (Research, library, Teaching Resource Center, etc)	8	8	8
	School Attachment			1stTerm
	Total	60	60	60

At the end of year three, students in this option will take national exams in seven subjects: common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), French and Kiswahili.

Science and Mathematics Education (SME)

SN	SUBJECT	PERIODS PER WEEK		
		Y1	Y2	Y3
1	Foundations of Education *	6	5	5
2	Mathematics*	6	6	6
3	Integrated Sciences	11	0	0
4	Chemistry*	0	5	5
5	Biology*	0	5	5
6	Physics*	0	5	5
7	English*	5	4	4
8	Kinyarwanda*	2	2	2
9	Creative Performance (Music & Fine arts)	2	2	2
10	Physical Education	1	1	1
11	French	2	2	2
12	Entrepreneurship*	2	2	2
13	ICT	2	2	2
14	Teaching Methods and Practice (TMP)*	6	4	4
15	Special Needs Education (SNE)	2	2	2
16	Religious education	1	1	1
17	Kiswahili	1	1	1
18	Social studies	2	2	2
19	Co- Curricular	1	1	1
20	Individual Study	8	8	8
21	School Attachment			1st Term
	TOTAL	60	60	60

At the end of year three, students in this option will take national exams in nine subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Mathematics, Physics, Chemistry and Biology.

7.2. Entrepreneurship Subject Overview

Topic Area	Sub-topics Area	Competences		
		YEAR 1	YEAR 2	YEAR 3
Entrepreneurial Culture	Entrepreneurship as a career	Exhibit desirable qualities of an entrepreneur Make rational career choices and decisions		
	Entrepreneurial goals	Set achievable entrepreneurial goals		
	Business startup process		Generate viable business ideas and opportunities	Prepare a business plan for the business they are running or intend to start
Business legal aspects	Contracts in business operations		Make valid contracts in business operations	
	Taxes and Customs procedures		Analyze the role of taxes towards economic development of a country and pay taxes	Develop an ethical behavior towards customs system
	Standardization culture	Justify the need for standards and its role in business	Maintain effective quality compliance system in business	

Business growth and sustainable development	Business Market research	Conduct market research for business startup and growth Analyze the factors that lead to business growth and development		
	Technology in business operations		Be aware of how new technologies can affect their business activities	
	Agri-business in Socio-economic development and Environment			Develop agri-business activities and their contribution towards socio-economic development Prepare Environmental Impact Assessment (EIA) report as a tool for preventing negative effect of business activities on the environment

Business operations and management	Business organization	Classify different forms of businesses Design business organization structure		
	Financial management		Manage their money responsibly and keep financial records Choose suitable financial institutions for business transactions	
	Accounting		Recognize the value of accounting in managing the business	
Employment Readiness	Rights and responsibilities at work place		Demonstrate rights and responsibilities of employees at work place	
	Leadership in business			Demonstrate a good leadership strategy for leading teams in the business.
	Employees resourcing			Design a strategy for recruiting workers in their businesses and prepare for job opportunities in the community