

REPUBLIC OF RWANDA



National Curriculum Development Centre (NCDC)
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ENTREPRENEURSHIP EDUCATION CURRICULUM FOR ADVANCED SECONDARY LEVEL

(SENIOR 4, 5 & 6)

Kigali, December 2009

INTRODUCTION

One of the major goals of education in a country is to prepare her citizens for employment. Indeed, when people complete their education they expect to get well paying jobs. This poses the question of “who” should provide such jobs; governments, private companies, NGOs, etc

In developing countries so far, governments have been the major providers of jobs. Very few education systems equip the learners with skills and capacities to underpin their future careers especially in case they decide to start their own business or social or cultural activities and become self-employed.

The Ministry of Education of the Republic of Rwanda is taking measures to ensure that the learning outcomes are more aligned with the labour markets’ needs. One of such measures or approaches is the introduction of entrepreneurship curriculum into the secondary school curriculum. This is intended to enable the learners at any level of the secondary education to acquire knowledge, skills and attitudes necessary for them to thrive in their future working lives including setting up their own business, social or cultural activities.

The entrepreneurship curriculum for the Ordinary Level of the secondary education is already being implemented. Learners who complete this level of education will have basic entrepreneurial knowledge, skills and attitudes for starting economic, social or cultural activities for their benefit as well as that of their communities.

This -A- Level entrepreneurship curriculum is intended to provide more advanced knowledge, skills and competencies to the learners who will pursue further studies after the O Level of the secondary education. It builds on the –O- level curriculum but goes deeper into the analysis of the subject.

If the curriculum at –O- and –A- levels is well implemented, the outcome should be a self reliant citizen who is capable of identifying and exploiting viable business, social or cultural opportunities and contributing to the socio-economic development of his or her community and country.

GENERAL ORIENTATION

The entrepreneurship curriculum at A Level is organized into 6 major themes. The following outlines the themes with the corresponding learning outcomes:

SENIOR 4

Theme 1: Entrepreneurial Culture

By the end of this theme, learners should exhibit desirable qualities of an entrepreneur.

Theme 2: Identification and generation of business ideas and opportunities

By the end of this theme, learners should be able to identify, generate and assess business ideas and opportunities.

Theme 3: Business Organization and Management

By the end of this theme, learners should be able to start, operate, and manage simple business activities

SENIOR 5

Theme 1: Financial, Legal, and Technological Issues in Business

By the end of this theme, learners should be able to:

- Effectively manage the finances of their business, social o cultural activities
 - Abide by the relevant legal business requirements and regulations in Rwanda when operating their business activities
- Use efficient and appropriate technologies in their business activities

SENIOR 6

Theme 1: Business Growth and Stability

By the end of this theme, learners should be able to adapt to changing business environment

Theme 2: Entrepreneurship and Socio-economic Development

By the end of this theme, learners should be able to: Grow their business activities and contribute to the socio-economic development of their communities

METHODOLOGICAL APPROACH

The teacher should use the learner centered teaching methodologies in teaching this subject. The exact mix of what teaching methods to use will largely depend on the topic being handled, the learners' learning or comprehension capacities, the learning environment and the resources available for use in the learning/teaching process. Besides the conventional teaching methods, there is a variety of unconventional teaching or learning methods that can stimulate the learners' interest in the learning process. These include case studies, role plays, business simulation games, success stories, team teaching, resource person presentation and field visits. Some of these approaches (which are highly recommended for this course) may not be familiar to the teachers. The teachers are therefore advised to study, consult and research about them so that they become conversant with them and therefore effectively guide their learners in using them as they learn and acquire the expected learning outcomes.

Entrepreneurship teachers need to work in close collaboration with the school administration, other teachers, learners, parents, existing entrepreneurs, practicing technicians or specialists and school communities in order for them to be able to effectively use the recommended teaching methods and help their learners learn entrepreneurship more effectively. Local entrepreneurs and specialists in different learning areas in this curriculum may be invited to come and share their experiences with the learners. However, it is important that the teachers do not limit themselves to the teaching methods described in this curriculum or in the accompanying teachers guides but they should go out and experiment with other creative and innovative methods that they may find appropriate to their environment as well as their learners' capacities.

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FOREWORD

This entrepreneurship curriculum is the product of combined efforts and was developed by NCDC staff with technical support by UNIDO in order to provide the learners of advanced level with an effective curriculum corresponding to the needs of the society.

This curriculum is divided into themes. Each theme is also subdivided into several units, beginning with the learning outcome and learning objectives to achieve at the end of each unit. Next is the list of content to be studied by learners and lastly are the proposed teaching and learning activities that guides the teacher and students on how to use this curriculum as well as the challenges for students to solve, thereby permitting them to find out whether they acquired the expected learning outcomes.

This curriculum must be complemented with the contribution of the teacher and the learners in a classroom situation but with more practical exercises within the school environment, learners' homes and communities. Such will allow a better acquisition of the expected entrepreneurial knowledge, skills and attitudes.

The National Curriculum Development Centre (NCDC) is grateful to UNIDO's international and national experts as well as the United Nations Development Industrial Organization (UNIDO) for their technical support.

December, 2009

GAHIMA Charles

Director General – NCDC

ENTREPRENEURSHIP EDUCATION CURRICULUM FOR ADVANCED SECONDARY LEVEL

SENIOR FOUR

THEME 1: Entrepreneurial Culture (83 Allocated periods)

LEARNING OUTCOME: Exhibit desirable qualities of an entrepreneur

Learning Objectives	Content	Proposals for the Teaching/Learning Activities
<p>By the end of this unit, the learner should be able to:</p> <ul style="list-style-type: none"> • Describe a range of different types of work being carried out in the locality • Explain how these different types of work contribute to the living standards of the residents • Identify some occupations or ways of earning money that do not make a positive contribution. • Describe other types of work that people in other parts of Rwanda or the world do, and explain the contributions they make to 	<p>1. Introduction to Entrepreneurship: Work</p> <p>1.1 Types of work and their socio-economic contributions</p> <p>1.1.1. Types of work being done in the locality and their socio-economic contributions</p> <p>1.1.2 Distinguishing between positive and negative ways of earning money</p> <p>1.1.3 Types of work that are done in other places</p>	<ul style="list-style-type: none"> • General Introduction to entrepreneurship linking the Ordinary level to Advanced level content (2 Allocated periods) • Help learners create a special section in their notebooks where they can list the types of work that will be discussed during this unit, leaving space for adding further details about each one as they progress through the unit. This can take the form of a table with column headings: (1) Type of Work, (2) Contribution to Society, (3) Is this Work done in My Locality?, (4) Is it Needed in My Locality?, (5) Talents and Skills necessary for this Work, (6) How people Prepare to do this Work, and (7) Work that I would Like to Do? The learners will gradually fill in this table as they go through the following teaching/learning activities. (3 Allocated periods) • Brainstorm different types of work done in the locality. For each, ask learners to talk about ways in which the work contributes to the life of the person doing it, and also to those around him or her. Identify any ways that people in the locality earn money that do not make a positive contribution to those around them. Have them add these details to their notebook list as the discussion evolves.(3 Allocated periods) • Ask learners to list other types of work they know of that are not done by anyone in their own locality. Using images, the Internet, books, periodicals, or other teaching aids, introduce to learners a range of other types of work that people do in the world, but with which the learners might not be familiar. Have learners add these to the lists in their notebooks as well. (4 Allocated periods)

<p>society</p> <ul style="list-style-type: none"> • Identify types of work that are needed in their locality but are not yet provided there, and justify why they think those types of work would be helpful to the local population • Present a range of beliefs about work. • Explain the importance or value of working • Explain the basis for choosing the work to do. • Identify work they are interested in doing and justify their choices. • Identify some of their own and their classmates' particular talents and interests and explain how those characteristics can 	<p>1.1.4 Recognizing opportunities: types of work that are needed in the locality</p> <p>1.2 Beliefs and Value of work</p> <p>1.2.1 Understanding local beliefs about work</p> <p>1.2.2 Recognizing the value of work in the locality</p> <p>1.3 Career Concept</p> <p>1.3.1 Choosing work to do</p>	<ul style="list-style-type: none"> • Organize learners into groups of two or three and have each group identify a few types of work that are not being done in the locality, but which could be helpful for people living there. Each group should present the types of work they have chosen and be able to explain why they think these types of work would be helpful. (4 Allocated periods) • Help learners in small groups prepare a set of interview questions about people's beliefs and values related to work. Assign them the task of talking with three different adults about what kinds of work they think are important and why. Learners should turn in a report of their interviews and add a final section that discusses their own perspective and how it concords or differs with that of the people they interviewed. (7 Allocated periods) • In small groups, learners should present a short theatre piece or a drawing showing what they think their community would be like if no one wanted to do any of these types of work. For example if nobody accepted to sweep, to dig pit latrines, to grow food, to teach etc. (4 Allocated periods) • Ask learners to review the list of types of work they have been making in their notebooks, and identify a number of types of work that are interesting to them personally, writing in their notebook why they are interested in that type of work. (2 Allocated periods) • Have learners brainstorm in small groups the types of skills and talents needed for a range of different types of work. Also have learners mention some of the main skills and talents they have noticed in their classmates within the small group. Together, the learners should help each other identify at least three different types of work they will be good at. (3 Allocated periods)
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<p>help them choose among different career paths.</p> <ul style="list-style-type: none"> Describe the main sources of information that can help them choose what kind of future work to prepare for and use those sources in order to get career guidance. Investigate and describe the preparation and career trajectory for several different types of work they are interested in. 	<p>1.3.2 Career trajectory or path</p> <p>1.3.3 Obtaining a career guidance</p>	<ul style="list-style-type: none"> Discuss in detail as a class or in small groups how people prepare to start doing each type of work the learners have chosen (the necessary education and practical preparations), what represents high and low levels of skill and knowledge for each occupation, and how people progress from being beginners to having a high level of skill in each one. Use these ideas to introduce the concept of a career trajectory. (4 Allocated periods) Introduce learners to how they can use the Internet and other sources available (e.g. newspapers, books, or the radio), to learn more about the types of work they are interested in. (3 Allocated periods) Also help learners develop a set of questions that they can ask their parents, teachers, career guidance counsellors, or skilled workers in order to learn more about certain types of work. (3 Allocated periods) Assign learners to investigate what they can learn about the types of work they are interested in, using at least two of these different sources. They should make a presentation of the results, including what sources they have used, what they have learned, and how they have learned it. The presentation should also include a personal evaluation of the benefits and drawbacks of each type of work. (7 Allocated periods)
<p>By the end of this unit, the learner should be able to:</p> <ul style="list-style-type: none"> Explain various meanings of entrepreneurship. Explain the meanings of 	<p>2. Entrepreneurship</p> <p>2.1. The concept of entrepreneurship and its meaning</p> <p>2.1.1 Entrepreneurship as</p>	<ul style="list-style-type: none"> Help learners recall the meaning of entrepreneurship as they learned in O-Level. (1 Allocated period) Explain to learners that two of the most important aspects of entrepreneurship are

<p>entrepreneurship based on creativity and/or innovativeness</p> <ul style="list-style-type: none"> • Explain how existing types of work can be carried out with creativity and/or initiative • Describe a number of examples from their locality as well as in the larger region in which someone has opened a new business, has started to do a type of work that no one was doing before, or is providing a new product or service. • Explain the difference between employment and self-employment and give examples of types of work or careers that involve each one • Identify personal qualities, skills, and knowledge that help an entrepreneur to be successful and other personal characteristics or 	<p>creativity and initiative</p> <p>2.1.2 Entrepreneurship as developing a new business, product, service, or technology</p> <p>2.1.3 Entrepreneurship as self-employment</p> <p>2.2 Qualities of an entrepreneur 2.2.1 Identifying entrepreneurial qualities (some examples include: the</p>	<p>creativity and initiative. Discuss the meaning of these words and have learners give examples until you are sure that they grasp the concepts. Then, organize learners in small groups where they will each show someone doing a particular type of work, choosing from among the list they developed during the previous lessons. The first half of the role play should show what that work looks like when it is done in a routine way. The second half should show the work being done with the entrepreneurial qualities of initiative and creativity. (7 Allocated periods)</p> <ul style="list-style-type: none"> • Brainstorm with learners examples from their own locality or elsewhere of someone inventing and marketing a new product, service, or technology. (2 Allocated periods) • Study 2 to 3 cases of entrepreneurs that have innovated new products, services, or technologies. (3 Allocated periods) • Explain that another aspect of entrepreneurship involves “being your own boss” – organizing your own activities and earning a living for yourself, rather than being paid a salary. Have learners brainstorm a list of the differences between being employed versus being self-employed. (2 Allocated periods) • Read 2 or 3 case studies of real entrepreneurs. Each case study should give some information about the personal qualities and challenges of the entrepreneur as an individual, and discuss the successes and/or challenges the entrepreneur has faced. Learners should analyze these three case studies together in order to identify some of the personal characteristics that contribute positively to entrepreneurship and those that are weaknesses. (7 Allocated periods)
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<p>weaknesses that often make an entrepreneur fail.</p> <ul style="list-style-type: none"> • Identify real individuals who show these positive entrepreneurial qualities and present convincing justification for why these individuals are good examples of effective entrepreneurs. • Make a self-evaluation of his or her own personal qualities and habits and judge whether they would make him/her a successful entrepreneur or not. • Describe what kinds of personal changes he or she would have to make in order to become a successful entrepreneur. • Describe the benefits and challenges they may encounter if they decide to 	<p>capacity to find opportunities and seek information; persistence and determination; engagement; perseverance; creativity and originality – students may identify others).</p> <p>2.2.2 Identifying individuals who show entrepreneurial qualities</p> <p>2.2.3 Conducting entrepreneurial self-assessment</p> <p>2.3 Benefits and challenges of being an entrepreneur 2.3.1 Benefits 2.3.2 Challenges and their possible solutions</p>	<ul style="list-style-type: none"> • Based on all of the previous activities, have learners work in small groups to identify individuals they know who entrepreneurs are and who demonstrate effective entrepreneurial qualities. Each small group should justify why they chose those individuals as positive examples of entrepreneurs.(3 Allocated periods) • Have learners complete an individual self-evaluation where they rate to what degree they themselves demonstrate each of the positive qualities of an entrepreneur identified above. The final portion of their self-evaluation should be a reflection on what habits and qualities they would need to change in order to be a successful entrepreneur, and a description of what they could do in order to start changing those habits and qualities. (3 Allocated periods) • Organize learners into pairs of two. Help each pair to develop a set of interview questions, and send them to talk to a person who runs his/her own business. They should ask the business person about the good and bad experiences s/he has had with the business. They can also ask why s/he has chosen to run a business, rather than other types of work. Learners should present the results of their interviews to the rest of the class. After the learners listen to each other’s presentations, help them to create a list
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become entrepreneurs		together of some of the commonly-experienced benefits and challenges of an entrepreneur. <i>(7 Allocated periods)</i>
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THEME 2: Identification and generation of business ideas and opportunities (40 Allocated periods)

LEARNING OUTCOME: - Generate, identify and, assess different business ideas

Learning Objectives	Content	Proposals for Teaching Learning Activities
<p>By the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> Highlight the concepts of a “business, business idea and business opportunity”, giving concrete examples to illustrate its meaning. Identify ways in which one can learn about <u>existing</u> business ideas and opportunities both in the locality and elsewhere, and explain how to use them for this purpose Describe the qualities of a good business idea as well as a good business opportunity. Explain a range of different ways in which people are able to come up with <u>new</u> business ideas. 	<p>1. Business Ideas and opportunities</p> <p>1.1 Meaning of “a business idea” and “a business opportunity”</p> <p>1.2 Sources of and qualities of good business ideas and identification of opportunities</p> <p>1.2.1 Learning from existing business ideas and opportunities</p> <p>1.2.2 Inventing/Creating new business ideas</p>	<ul style="list-style-type: none"> With the aid of a case study the teacher helps the learner to understand the concepts of a “business, business idea and business opportunity” <i>(4 Allocated periods)</i> Through brainstorming learners will discuss various existing business ideas/activities they would wish to duplicate in their own locality. <i>(2 Allocated periods)</i> The learners organized into small groups can also learn about existing business ideas by talking with others, reading books and periodicals, listening to the radio, browsing the internet. Then present their findings in class. <i>(7 Allocated periods)</i> Learners in small groups discuss at least three different interpretations of what it means to come up with a “<u>new</u>” business idea (apply an existing idea to a new context, adapt an existing idea into a partially new form, invent a totally new idea, etc.), and give examples of each type. <i>(3 Allocated periods)</i> The teacher will guide the learners to use the approaches of observing, interviewing, reading books or periodicals, and investigating on the Internet in

Learning Objectives	Content	Proposals for Teaching Learning Activities
<ul style="list-style-type: none"> • Develop new business ideas, technologies, processes, products, and/or services. • Identify a number of different needs and wants in the locality that are not being met by existing businesses. • Judge among identified business ideas those that are most likely to be successful, make a positive contribution and are appropriate according to the resources available. 	<p>1.2.3 Identifying needs and wants in the locality (local demand conditions)</p> <p>1.2.4 Identifying viable business ideas</p> <p>Some criteria:</p> <ul style="list-style-type: none"> - Strong local demand - Resources available - Personal capacities - Success with the same idea elsewhere - Others... 	<p>order to develop their own new business ideas, technologies, processes, products, and/or services. (<i>7 Allocated periods</i>)</p> <ul style="list-style-type: none"> • The teacher should send the learners in small groups to investigate, interview local residents (business people and non-business people) about the needs, wants they would like to have met by the business community. After this activity learners should report and present their findings. (<i>7 Allocated periods</i>) • Based on the above research teacher should encourage learners to create a list of business ideas that they are interested in. Through brainstorming, learners should rank their list of business ideas and opportunities based on what they have discovered about potential local demand conditions, as well as considering other factors such as the amount of resources available, the learners' personal capacities, etc. (<i>4 Allocated periods</i>) • Working in groups, prepare a short report showing the relative viability of identified business opportunities in their locality. (<i>7 Allocated periods</i>)

THEME 3: Business Organization and Management (56 Allocated periods)

LEARNING OUTCOME: Start, run, and manage a simple business activity

Learning Objectives	Content	Proposals for Learning/Teaching activities
<p>At the end of this unit the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a business organization • Describe the characteristics of different types of organisation in terms of purpose, structure and components (people). • Identify the skills and qualities needed to support the goals of your business and evaluate potential employees or partners based on those criteria 	<p>1. Business Organization and Management</p> <p>1.1 Business Organization</p> <p>1.1.1 Meaning of an organization</p> <p>1.1.2 Organizational Structure (Divisions, Departments, Sections, and their Roles)</p> <p>1.1.3 Criteria for selecting people to work with</p>	<ul style="list-style-type: none"> • Through brainstorming in the whole class the learners analyze the example of the family in order to understand what an organization is, including issues of purpose, structure and components (people). <i>(2 Allocated periods)</i> • Also discuss two other known types of organizations (such as a local small business and a local cooperative) in order to understand how they are organized and operate. Synthesize the discussion into a broader list of different types of organizations and their characteristics. <i>(2 Allocated periods)</i> • Discuss 2 or 3 case studies about how real businesses have chosen their employees or partners, based on the skills and qualities needed by the business <i>(4 Allocated periods)</i> • Based on the previous three examples of organizations, have learners in small groups identify some of the important skills and qualities of people working with them. <i>(2 Allocated periods)</i> • Divide learners into small groups, give each group a different kind of business that they imagine they are operating, have learners role play deciding on necessary skills and qualities for the employees in their business and then interview candidates <i>(4 Allocated periods)</i>

Learning Objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> • Describe the four managerial functions • Determine specific objectives for the business and make a schedule of activities, to attaining them, and the resources to implement them. • Arrange and structure the resources at their disposal in order to accomplish organisational goals • Work with and through colleague or partners to reach a stated goal. • Monitor the plan, evaluate and take corrective action • Understand the concept of team building, appreciate its role in management and communicate effectively with members of different backgrounds and cultures • Appreciate the benefit of maintaining a sound customer and supplier 	<p>1.2 Management</p> <p>1.2.1 Managerial Functions</p> <ul style="list-style-type: none"> • Introduction to managerial functions • Planning • Budgeting • Organizing • Leading • Controlling <p>1.2.2 Team building and effective communication</p> <p>1.2.3 Public Relations: The importance of</p>	<ul style="list-style-type: none"> • In order to help them understand the managerial functions, ask the class to decide a goal they would like to achieve together, and then lead them to decide on what is needed to accomplish the chosen goal. During the discussion the teacher can classify their suggestions into the four management functions. <i>(3 Allocated periods)</i> • Then, make an in-class game where learners have to form teams and prepare a certain quantity of some simple item (such as identical drawings of something, etc). They have to make a plan to reach their production goal, organize their team members into different functions/activities for achieving their responsibilities, and have a manager who helps to supervise and control their activities. See which teams are more efficient and effective in reaching their goals, and analyze with the class after they complete the game what techniques worked well etc. <i>(7 Allocated periods)</i> • Discuss the same game outcomes in terms of team building including tolerance, cooperation, patience, sharing ideas, tasks etc. Help students analyze how team-building and effective communication contributed to the success of their group's efforts. <i>(2 Allocated periods)</i> • Learners should study 2 case studies relating to customer care services, one emphasizing a successful experience and the other one failure to care about customers. From the 2

SENIOR FIVE

THEME 1: Financial, Legal, and Technological Issues in Business *(196 Allocated periods)*

- LEARNING OUTCOMES:**
- Effectively manage the finances of a business
 - Abide by all legal business requirements and regulations in Rwanda
 - Use efficient and appropriate technology in business

Learning objectives	Content	Proposals for Learning/Teaching activities
<p>At the end of this unit the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the introduction of financial institutions and its implication • Explain the purpose and the meaning of financial management • Explain the concept of business capital and be familiar with the sources of business capital, its sources, how to access it and implications thereof. 	<p>I: FINANCIAL MANAGEMENT</p> <p>1.1 Introduction to the financial system</p> <p>1.2 The meaning and purpose of financial management</p> <p>1.3 Business Capital, its sources and implications of accessing and using it.</p>	<ul style="list-style-type: none"> • Students should investigate and know what used to be prior to the introduction of money. From there the teacher should explain the introduction of financial systems. <i>(4 Allocated periods)</i> • Through brainstorming and discussion the teacher guides the learners to explain the meaning and purpose of financial management <i>(1 Allocated period)</i> • Help learners distinguish between the different types of capital <i>(1 Allocated period)</i> • Ask the students to explain their personal experiences about how they get the financial means to buy desired items. From there the teacher should connect their experiences to a business situation and explain that in a business situation such means are termed capital <i>(1 Allocated period)</i> • Discuss with the learners different possible sources of capital. Ask learners to explain how to access business capital from different sources and, suggest some of the benefits and drawbacks of each one. <i>(1 Allocated period)</i>

Learning objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> • Properly allocate capital or resources according to budget lines • Calculate breakeven point and payback period for the best case, and most likely worst case scenarios • Demonstrate adequate knowledge about the different financial institutions and identify the most appropriate institutions to deal with. 	<p>1.3.4 Uses of Capital</p> <p>1.3.5 Breakeven point and Payback period</p> <p>1.4 Financial Institutions</p>	<ul style="list-style-type: none"> • Have students discuss what would happen to the business activity they have described if some of the resources were misused or not used for what was intended in the budget. <i>(2 Allocated periods)</i> • Use a case study to illustrate the effect of inadequate resource allocation or misuse of resources and ask the learners to give some examples of their own experiences regarding misuse of resources and the impact or effects. The teacher can emphasize the importance of following budget lines. <i>(2 Allocated periods)</i> • Use a case to explain and emphasize the concept of breakeven point and payback period for the best case, most likely and worst case scenarios of business performance. The learners should demonstrate the significance of the BEP as well as the payback period in the business decision making process. <i>(14 Allocated periods)</i> • The teacher should help learners differentiate among different types of financial institutions. The teacher should request learners to collect information from banks, cooperatives, micro finances, and other financial institutions in their locality regarding loans, interest rate policies for approving loans etc. The collected information should help the teacher guide the learners in selecting the right institution to deal with for both loans and savings. The learners should practice opening and operating accounts in different financial institutions and accessing their services. <i>(7 Allocated periods)</i>

Learning objectives	Content	Proposals for Learning/Teaching activities
Learning objectives	Content	Learning/Teaching activities
<p>By the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Explain the difference between book-keeping and accounting; • Explain the role of accounting in providing information to decision makers. • Identify the different users of accounting information <ul style="list-style-type: none"> • Explain the meaning of assets, liabilities and owner's capital (equity); • Explain and apply the accounting equation; • Outline the double entry system of book-keeping; • Process accounting data using the double entry system; <ul style="list-style-type: none"> • Recognise and understand the use of business or source documents(invoice, credit note, debit note, statement of 	<p>2. Accounting</p> <p>2.1 The purpose of accounting</p> <p>2.2 Sources and recording of data</p> <p>2.3 The double entry system of book-keeping</p> <p>2.4 Business documents or Source documents</p>	<ul style="list-style-type: none"> • The teacher should give an overview of accounting as a field of study that involves business record keeping and processing it into reports required for information and decision making purposes. Ask the learners if they have ever been involved in situations that require them to record what they are doing, are earning or spending. Ask them to enumerate reasons why they had to make those records. With the help of the teacher the learners should explain the meaning of record keeping, accounting and differentiate between the two. The learners should also identify the users of accounting information and how they use it. <i>(4 Allocated periods)</i> <ul style="list-style-type: none"> • The teacher should guide the students to identify assets, liabilities and owner's equity <i>(2 Allocated periods)</i> • The students should be able to understand the accounting equation and be able to record business transactions using the accounting equation <i>(7 Allocated periods)</i> • The teacher introduces the double entry system to students, and through examples help the students record business transactions using the double entry system <i>(4 Allocated periods)</i> <ul style="list-style-type: none"> • The students should collect sample business documents and be able to identify them <i>(2 Allocated periods)</i> • The teacher should have a sample proforma document and have students fill it. <i>(3 Allocated periods)</i>

Learning objectives	Content	Proposals for Learning/Teaching activities
<p>account etc)</p> <ul style="list-style-type: none"> • Complete sample proforma business documents; • Understand the use of business documents as sources of information. <ul style="list-style-type: none"> • Explain the advantage of using various books of prime entry; • Process accounting data in the books of prime (original) entry –cash book, petty cash book, sales journal, purchases journal, sales returns journal, purchases returns journal and the journal; • Post the ledger entries from the books of prime (original) entry; 	<p>2.5 General Journal and Special Journals</p>	<ul style="list-style-type: none"> • Use case studies that emphasize the consequences of keeping and not keeping records. The teacher should also use exercises to have a clear understanding of accounting systems and apply it in daily activities (<i>2 Allocated periods</i>) <ul style="list-style-type: none"> • The students should be able through the guidance of their teacher to identify books of prime entry and how to use them • The students should be able to record information from the books of prime entry to the journal • The students should be able to post the information from the journal to the ledger <p><i>(14 Allocated periods)</i></p>
<ul style="list-style-type: none"> • Prepare ledger accounts in either “T” account format or balance column account format; • Post transactions to the ledger accounts; • Balance ledger accounts as 	<p>2.6 The ledger and the Trial Balance</p>	<ul style="list-style-type: none"> • The teacher should introduce T accounts and balance column accounts to students and request them to record transactions using both methods. • The teacher should give several transactions to students and request them to record the transactions and then post them to the ledger • From the previous examples the students should compute the balances and interpret them • The students should be able to prepare a trial balance and understand that the

Learning objectives	Content	Proposals for Learning/Teaching activities
<p>required and make transfers to final accounts;</p> <ul style="list-style-type: none"> • Interpret ledger accounts and their balances. • Outline the uses and limitations of a trial balance; • Prepare a trial balance from a given list of balances and amend a trial balance which contains errors; <ul style="list-style-type: none"> • Calculate the gross and net profits or losses based on accounting principles, for a specified period; • Recognise that net profit (or loss) is the increase (or decrease) in the net assets during that period. <ul style="list-style-type: none"> • Calculate the increase or decrease in the owner's equity • Recognize that business operations affect the owner's capital either with an increase or a decrease. 	<p>3: Principles of financial statements (final accounts)</p> <p>3.1 Income statements</p> <p>3.2 Statement of Owner's equity</p>	<p>trial balance is not the final step in accounting. <i>(21 Allocated periods)</i></p> <ul style="list-style-type: none"> • The students should be able to identify expenses, revenue and be able to compute the profit <i>(14 Allocated periods)</i> • The students should be able to determine the changes that occur to the capital during a specific period of business <i>(7 Allocated periods)</i>

Learning objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> Prepare income statements (profit and loss accounts), statement of owner's equity, statement of cash flows, and balance sheets for service businesses in either horizontal or vertical form (where applicable) 	<p>4. Preparation of financial statements (final accounts)</p> <p>4.1 Proprietorship</p>	<ul style="list-style-type: none"> Using different exercises the students should be able to prepare end of period reports (financial statements) (<i>7 Allocated periods</i>)
<p>By the end of this unit learners should be able to :</p> <ul style="list-style-type: none"> Have an understanding of the legal system of Rwanda. Demonstrate and apply an understanding of the legal procedures for business formation and registration Explain the different types of contracts, their importance to the involved parties Prepare simple written business contracts Handle all business disputes with customers, employees and partners accordingly 	<p>4. Business Legal Aspects</p> <p>4.1 Legal System in Rwanda - legal institutions related to business</p> <p>4.2 Business Formation and Registration</p> <p>4.3 Business Contracts</p> <p>4.4 Business Disputes and their Resolution</p>	<ul style="list-style-type: none"> The teacher will start by asking the learners to think about the school or classroom regulations, from there mention rules and regulations at home; the teacher should highlight their importance and later connect it to the State. The teacher should at this point classify the legal institutions in the country and then narrow down to the specific area of business (e.g.: commercial courts, Rwanda Revenue Authority, Rwanda Commercial Registration Services Agency RCRSA, etc.) (<i>4 Allocated periods</i>) Learners should be asked to collect information from business people around regarding the requirements they followed to start their businesses. Then get sample forms from local authorities and the teacher should guide them identify and fill the documents. They should carry out business registration simulation games (<i>4 Allocated periods</i>) The teacher should use a case study of a contract to illustrate the importance of contracts and emphasize the parties that are involved. (<i>2 Allocated periods</i>) Ask the learners cases where any of them entered into an agreement without a signed contract and what were the consequences. Learners practice making written business contracts based on different situations Encourage learners to enumerate some dispute cases in the classroom and how they were solved. Learners in small groups should be asked to gather some disputes cases from

Learning objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> Have an understanding of different ethics and apply them into their ordinary life and business activities 	<p>4.5 Ethics in Life and Business</p>	<p>business owners in their neighbourhood, and how they were solved. The learner can comment if the procedures were appropriate based on the dispute resolution. <i>(7 Allocated periods)</i></p> <ul style="list-style-type: none"> By the use of 2 or 3 case studies the teacher will help learners to discuss business disputes and their resolution. Discuss some of the institutions in Rwanda that can help with business disputes, and the differences between them (commercial courts, ombudsperson, mediators, etc.) Introduce the concept of ethics in life and business to the learners <i>(1 Allocated periods)</i> Ask learners to enumerate cases where ethics are important within life and business. The teacher should make sure that learners mention at least few examples within each of the following categories: <i>(4 Allocated periods)</i> <ul style="list-style-type: none"> Ethics in accounting information Ethics in human resource management Ethics in sales and marketing Ethics in production Ethics in intellectual property Ethics in ordinary life Ethics towards the government, community and family Ethics toward the natural environment
<p>By the end this unit learners should be able to:</p> <ul style="list-style-type: none"> Explain the importance of technology and its impact on businesses Know the different types of technology and be able to select the appropriate technology for their 	<p>5. Technological Issues</p> <p>5.1 Meaning of Technology 5.2 Types of Technology</p> <p>5.3 Choosing Appropriate Technology</p> <ul style="list-style-type: none"> Capital intensive technology 	<ul style="list-style-type: none"> Working in groups and aided by the teacher, learners will be able to explain what technology is and distinguish different types of technology. <i>(2 Allocated periods)</i> The teacher can give 3 cases of businesses and ask learners to discuss which technology they can use to improve their quality or productivity. <i>(3 Allocated periods)</i>

Learning objectives	Content	Proposals for Learning/Teaching activities
<p>businesses</p> <ul style="list-style-type: none"> Explain how they would be able to use ICT to enhance the effectiveness their business 	<ul style="list-style-type: none"> Labour intensive technology <p>5.4 Role of ICT in Business</p> <ul style="list-style-type: none"> publicity record-keeping financial analysis e-commerce as a business opportunity Etc. 	<ul style="list-style-type: none"> Through brainstorming, learners will identify roles of ICT in business and discuss/demonstrate how ICT might be used in relation to different specific business ideas. (<i>2 Allocated periods</i>)

SENIOR SIX

Theme 1: Business Growth and Stability (69 Allocated periods)

LEARNING OUTCOME: Adapt to the changing business environment

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<p>At the end of this Unit learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of business research • Show importance of research in business growth and development • Identify various steps of research in business • Demonstrate their ability to successfully carry out relevant research 	<p>1. Research and Development in Business</p> <p>1.1 Meaning of business research</p> <p>1.2 Role of research in business (testing and validation of ideas, development of new products, provide basis for decision-making and taking)</p> <p>1.3 Key Steps in Research</p> <p>1.3.1 Research problem/objective/question</p> <p>1.3..2 Data types, sources and collection</p> <p>1.3..3 Sampling</p>	<ul style="list-style-type: none"> • By use of brainstorming the teacher will help the learners understand clearly the meaning of business research and its importance to business growth. <i>(2 Allocated periods)</i> • The teacher will divide the learners into two groups and assign each group a product and a particular problem that the product faces. <i>(2 Allocated periods)</i> • Learners make a list of information they need in order to solve the problem. <i>(2 Allocated periods)</i> • The teacher will help the learners to understand the difference between primary and secondary data and how it can help in business research. <i>(2 Allocated periods)</i> • Make a plan of how they are going to obtain different kind of information they need. <i>(1 Allocated period)</i> • For primary data, ask each group to formulate five questions they would administer to collect the required information <i>(2 Allocated periods)</i> • For primary data, use the population of all the learners in the school as the consumers of the product; demonstrate the concept of sampling and data collection. <i>(1 Allocated period)</i> • Identify where they can find the necessary secondary data and collect it. <i>(3 Allocated periods)</i>

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<ul style="list-style-type: none"> Demonstrate their ability to interpret and use research findings in decision making 	1.3.4 Data analysis and interpretation 1.3.5 Data analysis soft ware e.g. Excel 1.3.6 Decision-making using data	<ul style="list-style-type: none"> From the collected data ask each group to attempt to process and analyze the data and using excel to summarize the data in one or more charts or graphs. <i>(7 Allocated periods)</i> Ask learners to interpret the results obtained to propose suitable recommendation about the product<i>(2 Allocated periods)</i> Let learners carry out case studies of two different enterprises where one enterprise is carrying research and another one is not. Then they analyze those two enterprises. <i>(3 Allocated periods)</i>
<p>At the end of this unit learners should be able to:</p> <ul style="list-style-type: none"> Explain the meaning of business growth as well as indicators of business growth Identify opportunities for business growth Propose practical solutions to constraints of business growth 	<p>2. Business Growth</p> <p>2.1 Meaning of business growth and indicators of business growth</p> <p>2.2 Growth Strategies (e.g. bundling products/services together, sell more by offering promotions or volume discount, finding a new distribution channel, creating a franchise, developing line extensions, etc.)</p> <p>2.3 Factors and constraints of business growth</p>	<ul style="list-style-type: none"> The teacher will help learners to understand clearly the meaning of business growth, by identifying some of the variables/ indicators that show whether a business has grown or not (e.g. employee productivities, profit, volume of sales or market share, increase in cash or liquid assets, number of branches, number of products, type of technology, hours of business operation etc) <i>(2 Allocated periods)</i> Discuss case studies showing several strategies for business growth. After analyzing the case studies, the teacher should help learners add to those examples to create a more complete list of possible business growth strategies <i>(3 Allocated periods)</i> Teacher divides learners in small groups. Each group chooses the growth strategies appropriate to their business idea (imagining that their business is already in place) and makes a step-by-step plan of how they would implement that growth strategy. <i>(4 Allocated periods)</i> Visit local business operators to find out if their businesses have grown (or stagnated) and factors that might have contributed to this growth (or stagnation). Each group should then produce and present a small report, including recommendations for overcoming any constraints on growth. <i>(7 Allocated periods)</i>

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<p>At the end of this unit learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate that customers are the backbone of any business • Unambiguously identify the customers of specific businesses • Demonstrate various methods for getting feedback from customers • Analyze the quality of the product/service/processes of a business 	<p>3 Market Surveys</p> <p>3.1 Customer Surveys</p> <p>3.2 Product/Service Analysis and Quality Control</p>	<ul style="list-style-type: none"> • Based on learners’ experiences being customers of different businesses, discuss proper and improper ways to treat customers, and why it is important to treat customers well. <i>(3 Allocated periods)</i> • Using local businesses as examples, ask learners to indicate who the main customers of these businesses are. For example in a shop, who are the main customers? For a petrol station, who are the main customers? Etc. <i>(2Allocated periods)</i> • Ask learners to give examples of why they might want to gather information from customers. What kinds of information would they want to get? How could they get it? <i>(3 Allocated periods)</i> • The teacher brings several examples of locally-produced products to the classroom (e.g. chapattis, tomatoes, eggs, mandazi, etc). The learners should analyze these examples to see whether they are good quality products or not, and in what respect. If they notice quality defects, they should analyze the steps that have been gone through to produce the product and try to suggest how to guarantee better quality at each step. <i>(4 Allocated periods)</i> • Let half of the learners assume the role of the owners of the school, and the other half its customers. The owners are interested in knowing what their customers (clearly describe who these customers are) think about their school (what they are happy about and what they are not happy about). Ask the “owners” to enumerate the various ways in which they can get this information (examples: observation, survey, records, focus group/meetings, suggestion box), and use those methods to ask the opinion of the “customers” about the things they would like the school administration to improve on to provide a better service. Together, they should make a plan for how to improve the school based on the information collected. <i>(4 Allocated periods)</i>

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<ul style="list-style-type: none"> Apply supplier surveys to select the best suppliers for a given input Identify their competitors and analyze their strengths and weaknesses 	<p>3.3 Supplier Surveys</p> <p>3.4 Competitor Analysis</p>	<ul style="list-style-type: none"> Learners go to a nearby market, shop, or canteen and interview the owner about the criteria they use to select their suppliers. Based on this information, have learners write a set of questions on which they would evaluate suppliers for their own business idea. <i>(4 Allocated periods)</i> Compare the same kind of product as sold by two different local businesses. Now ask learners to imagine that they are producing the same product themselves – how could they use the information obtained from their competitors to enable them to produce a better or more desirable product? <i>(2 Allocated periods)</i> Visit another school and compare its canteen, library, teachers, curriculum, school fees, etc. with those in their own school. Based on this discussion, make a set of suggestions for how their own school could attract more learners. <i>(4 Allocated periods)</i>

THEME 2: Entrepreneurship and Socio-economic Development (101 Allocated periods)

LEARNING OUTCOME: Grow their business activities and contribute to the socio-economic development of their communities

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<p>At the end of this unit learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of Socio-economic development and describe some of its indicators 	<p>1.1 The Meaning of Socio-economic Development</p> <p>1.2 Factors and indicators of Socio-economic development</p>	<p>Through brain storming and with the help of the teacher,</p> <ul style="list-style-type: none"> • Ask the learners what changes they would like to see in their locality to make it a better place than it is presently? <i>(4 Allocated periods)</i> • Ask learners to enumerate any changes they have observed in the locality over the past five years. The learners should then be able to say if the locality has developed or not over this period. <i>(2 Allocated periods)</i> • (At the end of this brainstorming, the teacher should summarize by saying what development is, its determinants and indicators).
<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Explain how entrepreneurship contributes to Socio-economic development • Explain the role of entrepreneurship in employment creation 	<p>1.3 Role of entrepreneurship in Socio-economic development</p> <p>1.3.1 Entrepreneurship and employment</p>	<ul style="list-style-type: none"> • Identify local entrepreneurs who have contributed to the locality’s development and explain how they have done so. Explain how some ways of conducting entrepreneurship might hold back development rather than promote it (such as exploiting employees, corruption, cheating on contracts, etc.) <i>(4 Allocated periods)</i> • Through brainstorming, the learners will discuss the direct and indirect job opportunities created from various business activities. For example if you start a dairy you employ yourself directly and you also indirectly provide employment for dairy farmers who supply you with the milk. <i>(2 Allocated periods)</i>

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<ul style="list-style-type: none"> • Explain the role of taxes in development • Develop positive attitude towards payment of taxes • Identify a range of other contributions entrepreneurship makes to Socio-economic development 	<p>1.3.2 Business Taxes: sources and importance (Why should business pay taxes)</p> <p>1.3.3 Other contributions of business to socio-economic development</p>	<ul style="list-style-type: none"> • Through brainstorming sessions and role play, ask learners to propose how they would finance provision of roads, water, schools, health service, security etc in their locality (<i>1 Allocated periods</i>) • The teacher should then present data showing: Rwanda’s government budget for say the last five years; show total tax collected for the last five years, show share of the private sector in total tax collected (the entrepreneurs). (<i>2 Allocated periods</i>) • In small groups, learners will identify other contributions entrepreneurship makes to development. Each group will present evidence about one of these factors to the rest of the class. (<i>3 Allocated periods</i>) • Learners should make a presentation describing the different ways in which their own business idea will make a contribution to the development of the locality. Explain how they will avoid negative consequences from their business. (<i>4 Allocated periods</i>)
<p>By the end of this unit, the learners should be able to:</p> <ul style="list-style-type: none"> • Explain the impact of business activities on various types of environment and their components 	<p>1.4 Entrepreneurship, Social Responsibility and Environment</p> <p>1.4.1 Meaning of environment and society, their types and components (e.g. natural environment includes air, water, forests, land, different groups of people etc., business environment includes other competing businesses, suppliers, consumers, etc., society)</p>	<ul style="list-style-type: none"> • Ask the learners to cite examples of environmental pollution (e.g. garbage; noise and air pollution from industries, soil erosion from farming etc) and how they can negatively affect the people around the business. For example put a radio to the highest volume in a class room. Ask the learner to comment on the effect of the noise from the radio on their learning. (<i>2 Allocated periods</i>)

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<ul style="list-style-type: none"> • Develop positive attitude towards environmental protection and conservation towards social responsibility • Identify the negative effects of business on different types of environment and their components • Manage or prevent the possible negative effects of their business on the environment • Explain the meaning of social responsibility and give concrete examples of how a business can contribute to the welfare of the society 	<p>1.4.2 Possible negative effects of business activities on different types of environment and their components</p> <p>1.4.3 Managing and preventing the negative effects of a business on different types of environment and their components</p> <p>5.4.4 Proactive Social Responsibility</p>	<ul style="list-style-type: none"> • Through brainstorming ask learners how their lives would be affected if they lived next to a factory producing toxic waste, a bar, a market, a bus park, a disco hall etc. In small groups, do role plays showing the effects on people and the environment of these different types of businesses, if conducted irresponsibly (e.g. if the market stall owners do not keep their food clean and in that way spread diseases, etc.) (<i>5 Allocated periods</i>) • Organize a visit to nearby business premises for learners to have an opportunity to observe various forms of waste generated from the businesses. Discuss the impact and better ways for these businesses to reduce or manage their waste. At the end of the discussion, learners should understand that the pollution generated by businesses is not a problem per se, but rather that the problem is failure to control or manage the waste (for example failure to collect and dispose the waste). (<i>4 Allocated periods</i>) • Discuss 3 or more case studies showing different ways businesses have proactively contributed to the social and environmental context. Using those examples help the learners identify more ideas related to how a business can implement social responsibility. (<i>5 Allocated periods</i>)
<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Elaborate a business plan 	<p>1.5 Business Plan</p> <p>1.5.1 Components of a business plan</p> <p>1.5.2 Users of a business plan and how they use it.</p> <p>1.5.3 Elaboration of a business plan</p> <ul style="list-style-type: none"> • What Is Included in the Business Plan? <ul style="list-style-type: none"> i) Executive Summary ii) Mission Statement iii) Business Environment 	<ul style="list-style-type: none"> • The teacher will present an overview of a business plan and ask learner to discuss its purpose • Learners will review three complete business plans prepared for different types of businesses • The teacher will ask learners to form groups of two , choosing some one that he/she would like to start a business with • Each group should review the business ideas they developed in senior four and chose the idea that they think will be most effective • With the help of the teacher, each group will write down a

Learning Objectives	Content	Proposals for Learning and Teaching Activities
	<ul style="list-style-type: none"> iv) Marketing Plan v) Organisation/Management Team vi) Financial Plan vii) Legal considerations viii) Insurance requirements ix) Social responsibility x) Suppliers xi) Risks xii) Implementation plan xiii) Assumptions/Conclusions 	<p>business plan according to their business idea. (63 Allocated periods)</p>

EVALUATION APPROACH

Evaluation is an essential part of the education process in order to ensure that teaching meets the learners' learning needs and identify areas where teaching can be improved. In this subject, both the formative and summative evaluation methods should primarily be concerned with the knowledge, skills and attitudes you expect successful learners to have acquired as the result of studying each unit. The assessment should connect clearly the learning outcomes with the learning objectives.

For the formative evaluation, during each unit, practical assignments, exercises, written analyses of case studies, and field reports given by learners must be organised in order to allow the teacher to analyse the learner's abilities in critical thinking, and effective communication as well as the application of knowledge and skills in solving problems. Each of these methods will allow the teacher to evaluate the progress the learners are making in developing the desired understanding and abilities.

The summative evaluation of learners should consider both the marks learners have obtained for their practical activities, as well as their marks on a written exam. The written exam should include not only items related to the meaning of concepts and terms, but should also pose more complex questions and problems to learners that require them to apply some of the ideas they have been studying. In this way, the teacher can evaluate both the level of their understanding and their grasp of how the concepts apply to real-world circumstances.

During the Senior Six National Examination, the Rwanda National Examination Council (RNEC) should evaluate this curriculum in a progressive way, such that during the first two years of implementation, the students are only examined on the portion of the curriculum (the content they have actually studied or covered):

2010: The content of Senior 4

2011: The content of Senior 4 and 5

2012: The content of Senior 4, 5 and 6

In other words, only beginning with the academic year of 2012, the Rwanda National Examination Council (RNEC) should examine Senior Six students in the whole Advanced Level Entrepreneurship curriculum.

OTHER FACTORS TO CONSIDER

In order to meet the central goal of this course, it will be important for the teacher to possess basic understanding of a learner centered approach to teaching, a positive attitude towards entrepreneurship, some hands on experience in entrepreneurship activities, basic entrepreneurship reference materials, and sufficient time to discuss and guide the learners on practical application of entrepreneurial knowledge and skills as well as attitudes in their daily lives.

The school will need to facilitate the efforts of the teacher, including providing extra resources if necessary, inviting resource persons to facilitate some lessons, giving permission to learners to carry out field study trips and activities, and allowing learners to start and operate small businesses within the school environment or in their homes. It will be helpful if the learners can visit nearby entrepreneurs' businesses, or if entrepreneurs can be invited to make presentations within the classroom. For these activities, the teacher will need to plan ahead and contact the entrepreneurs before the planned lessons as well as securing necessary school permission. Furthermore, the resource persons should be allowed to share with learners in the language they are comfortable with.

The teacher should also make an effort to stay up-to-date regarding the subject. This can be done through attending entrepreneurship workshops, reading books, journals, magazines, conducting research on the internet, interacting with practising entrepreneurs, etc. The teacher of this course should be enthusiastic about the topics and should be willing to carry out entrepreneurial practical activities alongside the learners e.g., it is recommended that the teacher should try to create a small business activity for him/herself in order to gain practical experience and provide an example for the learners.

However, teachers should not use any of these activities irresponsibly e.g. by using them to simply promote their personal interests. Furthermore, learners should never be required to work for the teacher in his/her business activity

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