

REPUBLIC OF RWANDA



National Curriculum Development Centre (NCDC)
P.O.Box. 608 Kigali

ENTREPRENEURSHIP EDUCATION CURRICULUM FOR TEACHER TRAINING COLLEGES

(SENIOR 4, 5 & 6)

Kigali, February 2010

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 TTC 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 O-levels and TTC curriculum are 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 for TTC is organized into 4 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.

SENIOR 5

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 6

Theme 4 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.

Participants in the Entrepreneurship Education Curriculum Development Process for Teacher Training Colleges (TTC).

I. Supervisors - NCDC

1. GAHIMA Charles (General Director)
2. GATERA Augustin (Director of Languages and Humanities)

II. Curriculum developers – NCDC

3. MTATIRO Senseri (Curriculum Developer for Entrepreneurship)
4. Florian RUTUYOMBA (Curriculum Developer for Economics)
5. BIZIMANA Méschac (Curriculum Developer for Economics)
6. BACUMUWENDA Nehemiah (Curriculum Developer in charge of Pedagogical Norms)

III. Lecturers and Teachers

7. MBASSANA Elie Marvin (Adventist University of Central Africa)
8. KATEERA Claudius (Kigali Institute of Education)
9. NYIRISHEMA Mahseni (Kigali Institute of Education)
10. MURAYA Anthony (Umutara University)
11. WALUSIMBI Moses (Umutara University)
12. FURAHA Françoise (G.S Kicukiro)
13. BUTERA Emmanuel (G.S Nyamiyonga)
14. IRAGUHA Prisca (Marthrys Secondary School)
15. MUVUNYI KIBA (S.O.S)

IV .Resource Persons

16. UWAMAHO Adnan Saligo (RDB)
17. CATHERINE A. Sikubwabo Honeyman (PhD. Candidate, University of Wisconsin-Madison)
18. MOLLY Norton (Mission Schools International, Rwanda)
19. BILLY Butamanya (UNIDO’s International Entrepreneurship Development Expert)

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ENTREPRENEURSHIP EDUCATION CURRICULUM FOR TTC

SENIOR FOUR

THEME 1: Entrepreneurial Culture (35 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 	<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 • 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: Type of Work, Contribution to Society, Is this Work done in My Locality?, Is it Needed in My Locality?, Talents and Skills necessary for this Work, How people Prepare to do this Work, and Work that I would Like to Do? The learners will gradually fill in this table as they go through the following teaching/learning activities. • 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. • 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

<p>world do, and explain the contributions they make to 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>	<p>notebooks as well.</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. • 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. • 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. • 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. • 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.
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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. • 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. • 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. • 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.
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THEME 2: Identification and generation of business ideas and opportunities (25Allocated 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. • Develop new business ideas, technologies, processes, products, and/or services. 	<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” • Through brainstorming learners will discuss various existing business ideas/activities they would wish to duplicate in their own locality. • 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. • 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. • The teacher will guide the learners to use the approaches of observing, interviewing, reading books or periodicals, and investigating on the Internet in order to develop their own new business ideas, technologies, processes, products, and/or services.

Learning Objectives	Content	Proposals for Teaching-Learning Activities
<ul style="list-style-type: none"> • 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. Some criteria:</p> <ul style="list-style-type: none"> - Strong local demand - Resources available - Personal capacities - Success with the same idea elsewhere - Others... 	<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. • 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. • Working in groups, prepare a short report showing the relative viability of identified business opportunities in their locality.

SENIOR FIVE

THEME 3: Business Organization and Management (60 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 • Describe the four managerial functions 	<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> <p>1.2 Management</p> <p>1.2.1 Managerial Functions</p> <ul style="list-style-type: none"> • Introduction to managerial functions 	<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). • 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. • 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 • 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. • 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. • 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.

Learning Objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> • 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 relationship and know how to create and establish good relations. 	<ul style="list-style-type: none"> • Planning • Budgeting • Organizing • Leading • Controlling <p>1.2.2 Team building and effective communication</p> <p>1.2.3 Public Relations: The importance of maintaining good customer and supplier relations</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 cases the teacher should ask the learners to mention their own experiences in regard to customer care services. • Then, the teacher should form two groups in the class. One group will role play what good customer/supplier relations looks like, and the other group will role play bad customer/supplier relations.

Learning Objectives	Content	Proposals for Learning/Teaching activities
<ul style="list-style-type: none"> Keep, organise and use effectively the business files, documents and equipment Effectively manage a simple business activity 	<p>1.3 Office Practice</p> <p>1.3.1 Organization of documents</p> <p>1.3.2 Care of office equipment</p> <p>1.4 Managing a business activity</p>	<ul style="list-style-type: none"> Ask the learners to mention business documents that they know and if possible the teacher should provide specimen documents and explain them in detail. Ask the learners to visit business premises and collect as many documents as possible, then file them. Ask learner to identify office equipment they know, and their uses. The teacher complements their answers and tells them how to maintain the office equipment. The teacher leads the learners in a discussion of a few different kinds of businesses the documents and office equipment that are important for each one. For each case, learners should describe how they would organize the documents and take care of the office equipment, and how they would use them. Case studies of different management approaches in 2-3 different businesses to see a more complex application of what has been discussed in this theme. Using the business ideas generated in the previous theme, learners should form small groups and start their own simple business activity.

SENIOR SIX

THEME 4: Entrepreneurship and Socio-economic Development (*60 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 • Explain how entrepreneurship contributes to socio-economic development • Explain the role of entrepreneurship in employment creation • Explain the role of taxes in development 	<p>1.1 The Meaning of socio-economic development</p> <p>1.2 Factors and indicators of Socio-economic development</p> <p>1.3 Role of entrepreneurship in socio-economic development</p> <p>1.3.1 Entrepreneurship and employment</p> <p>1.3.2 Business taxes: sources and importance (Why should business pay</p>	<p>Through brainstorming 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? • 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. (At the end of this brainstorming, the teacher should summarize by saying what development is, its determinants and indicators). • 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.) • 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. • 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.

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<ul style="list-style-type: none"> • Develop positive attitude towards payment of taxes • Identify a range of other contributions entrepreneurship makes to socio-economic development • Explain the impact of business activities on various types of environment and their components • 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 	<p>taxes)</p> <p>1.3.3 Other contributions of business to socio-economic development</p> <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> <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</p>	<ul style="list-style-type: none"> • 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). • 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. • 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. • 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. • 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.) • 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

Learning Objectives	Content	Proposals for Learning and Teaching Activities
<p>the environment</p> <ul style="list-style-type: none"> • Explain the meaning of social responsibility and give concrete examples of how a business can contribute to the welfare of the society • Elaborate a business plan 	<p>negative effects of a business on different types of environment and their components</p> <p>1.4.4 Proactive Social Responsibility</p> <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 iv) Marketing Plan v) Organisation/Management 	<p>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).</p> <ul style="list-style-type: none"> • 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. • 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 business plan according to their business idea.

Learning Objectives	Content	Proposals for Learning and Teaching Activities
	Team vi) Financial Plan vii) Legal considerations viii) Insurance requirements ix) Social responsibility x) Suppliers xi) Risks xii) Implementation plan xiii) Assumptions/Conclusion	

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 tests or exams. 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.

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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