**REPUBLIC OF RWANDA**



**KIGALI CITY**

**DISTRICT: GASABO**

 **Unit Plan/Scheme of work**

**Academic year: 2022-2023 Class S6 NAMES OF TEACHER.............................................................................**

**Subject: ECONOMICS Term:1 Number of period per week: 7**

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| **Dates**  | **Unit title**  | **Lesson title****+****Evaluation**  | **Learning objectives (copied or adapted from the syllabus depending on the bunch of lesson) + Key unit competence** | **Teaching methods & techniques****+****Evaluation procedures** | **Resources & References**  | **Observations** |
| **Week 1** 26-30/09 | **Unit 1:** International trade theories | **Lesson1:****International trade**- Meaning, forms(bilateral andmultilateral),terminologies used 3periods**Lesson2:**advantages,disadvantages 4periods**Lesson3:**limitations ofinternational trade. 2periods**Lesson4:****Theories of****international trade**- Absolute advantageand comparativeadvantage theories(meaning,assumptions,production schedule 4periods **Lesson5:**calculation,determining factors, 1period**Lesson5:**calculation,determining factors, 3periods**Lesson6:**applicability, andlimitations). 4periods | **Knowledge and Understanding:**- Distinguish between bilateraland multilateral trade.- Explain the differentterminologies used ininternational trade.- Differentiate betweenabsolute advantage andcomparative advantagetheories of internationaltrade.**Skills:**

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| - Discuss theadvantages anddisadvantages ofinternational tradeand its limitations.- Analyse thedeterminingfactors ofcomparativeadvantage theory.- Use calculationsfrom a productionschedule to explainthe theory ofcomparativeadvantage |

**Attitudes and Values:**

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| - Advocatefor theefficient useof availableresourcesto increasegains fromtheinternational trade. |

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 | **Teaching methods and techniques:** Group discussionBrain storming Research Group work and presentationObservation in groups | News paperTextbookInternet access |  |
| **Week 2** **03-07/10** |  |  |  |
| **Week 3 10-14/10** |
| **Summative Evaluation 1** | **Unit Competency**: Learners will be able to analyse the importance of international trade to the development of the economy. | Evaluation procedures **(oral, written, practical, …)** |  |  |
| **Week 4****17-21/10** | **Unit 2:** Terms of trade. | **Lesson1:****Terms of trade:**- Meaning, forms (income terms of trade and barter terms of trade), and the nature of the terms of tradein LDCs. 4periods**Lesson2:**- Improving the terms of trade in LDCs ,Balance of trade (meaning and calculation), 3periods  | **Knowledge and Understanding:**

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| - Differentiatebetween Terms ofTrade (TOT) andBalance Of Trade(BOT).- Identify factors forimproving the termsof trade in LDCs.. |

**Skills:**

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|  - Demonstrate the termsof trade and balance oftrade in LDCs throughcalculations andinterpret the results. |

**Attitudes and Values:**

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| Take part inimprovingthe terms oftrade inLDCs/Rwanda. |

 | **Teaching methods and techniques:** Group discussionBrain storming Research Group work and presentationObservation in groups | News paperTextbookInternet accessMagazines  Journals  |  |
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| **Week 5****24-28/10****Week 6** **31/10-04/11****Week 7****07-11/11** |  | **Lesson3:**Causes of changes in the terms of trade. Consequences of changes inthe TOT for the balance of) trade. 4periods |  |  |  |  |
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| **Summative Evaluation 2**  | **Key unit competence:** the learners will be able to use the basic concepts of economics appropriately and appreciate the role of economics in the society | Evaluation procedures **(oral, written, practical, …)** |  |  |
| **Unit 3:** Free trade and trade protectionism. | **Lesson1:****Free trade**- Meaning, advantages anddisadvantages. 3periods**lesson2:****Trade protectionism**- Meaning, reasons, tools(tariffs, taxes, quotas, andsubsidies), and dangers oftrade protectionism 4periods.**Commercial policy:**- Meaning, objectives, andtools. 3periods | **Knowledge and Understanding:**

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| - Distinguish betweenfree trade and tradeprotectionism.- Discuss the impact offree trade and tradeprotectionism on aneconomy.- Identify the objectivesof commercial policy. |

**Skills:**

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| - Evaluate the impactof free trade.- Analyse the needfor tradeprotectionism andthe likely dangers.- Assess the tools oftradeprotectionism.- Examine the toolsof commercialpolicy in Rwanda |

**Attitudes and Values:**

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| - Choose theappropriate tradesystem foreconomicdevelopment |

 | **Teaching methods and techniques:** Group discussionBrain storming Research Group work and presentationObservation in groups | News paperTextbookInternet accessMagazines  Journals  |  |
| **Summative Evaluation 3** | **Unit Competency**: Learners will be able to analyse the impact of free trade and trade protectionism in an economy | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
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| **Week 8****14-18/11** | **Unit4:** Balance of payment (BOP). | **Lessons1:****Balance of payment**Meaning,terminologies used, equilibrium anddisequilibrium, structure of BOP accounts, 3periods**lessons2:** how tooffset BOP deficit orsurplus, causes and effects of BOP deficits, and possible solutions to BOP deficits in LDCs. 4periods**lesson 3:****A case study of Rwanda**- Causes, effects, and policymeasures to overcomeBOP problems. 3periods | **Knowledge and Understanding:**

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| - Explain theterminologies usedin BOP.- Distinguish betweenBOP equilibrium anddisequilibrium.- Describe thestructure of BOPaccounts. |

**Skills:**

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| - Design BOPaccounts.- Discuss themeasures to offsetBOPdeficit/surplus onBOP accounts.- Suggest possiblesolutions to BOPproblems inRwanda |

**Attitudes and values:**

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| Showcontinualdesire tocontrol BOPproblems inLDCs. |

 | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentationObservation in groups | News paperTextbookInternet accessMagazines  Journals  |  |
| **Week 9****21-25/11** |  |  |  |
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|  |  | **Summative Evaluation 4** | **Key unit competence:** learners will be able to describe economic phenomenon using mathematical tools | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week 10****28/11-02/12** | **Unit 5:** Exchange rates. | **Lesson1:**Exchange rate- Meaning, terms used, forms,factors influencing, 2periods **Lesson2:**advantages anddisadvantages of eachexchange rate system. 2periods**lesson3:**Exchange rate regime(floating versus fixedexchange rates). 3periods**lesson4:**Devaluation- Meaning, reasons, conditionsfor successful devaluation,the Marshall- Lernerdevaluation condition, **4periods** | **Knowledge and Understanding:**

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| - Identify the variousforms of exchange ratesystems.- Explain the impact ofeach exchange ratesystem on theeconomy.- Explain the reasonsand necessaryconditions forsuccessful devaluation. |

**Skills:** - Makecomparisonbetween thevariousexchange ratesystems.**Attitudes and values:**

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| - Justify thechoice of theappropriateexchange ratesystem foreconomicdevelopment. |

 | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups | News paperTextbookInternet accessMagazines  Journals  |   |
| **Week 11****05-09/12** |  | **lesson4:** effects of devaluation.- Success of devaluationpolicy in LDCs. **4periods** | - Appreciate theexchange rate ofRwandancurrency interms of othercurrencies.- Advocate fordevaluation toincrease thelevel ofeconomicactivities. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups | News paperTextbookMagazines  Journals Internet access  |  |
| **Unit 6:** Economic integration | **Lessons 1:**Economic integration- Meaning, reasons/rationale,conditions, steps, 3periods **+ REVISION** | **Knowledge and Understanding:** - Explain thereasons whycountries integrateand the likelydisadvantages. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation  | News paperTextbookInternet accessMagazines  Journals  |  |
| **Week 12****12-16/12** |  **FIRST TERM EXAMS** |
| **Week 13****19-23/12** |  **MARKING AND MAKING REPORTS**  |

 **Unit Plan/Scheme of work**

**DISTRICT: GASABO**

**Academic year: 2022-2023 Class S6 NAMES OF TEACHER.............................................................................**

**Subject: ECONOMICS Term:2 Number of period per week: 7**

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| **Week 1****09-13/1** | **Unit 6:** Economic integration. | **lesson2:** advantagesand disadvantages, andobstacles. 2periods**lesson3:****Case studies**- East African Community (EAC), Historic background, objectives 4periods**Lesson4:**East African Community (EAC), achievements and challenges 1period**Lesson5:** Common Market for Easternand Southern Africa (COMESA), Historic background, objectives **4periods****Lesson6:** Common Market for Easternand Southern Africa (COMESA), achievements and challenges **3periods****Lesson7:** Communauté Economiquedes pays des Grand Lacs‘’Economic Community of theGreat Lakes Countries“(CEPGL).Historic background, objectives, **4periods****Lesson8:** Communauté Economiquedes pays des Grand Lacs‘’Economic Community of theGreat Lakes Countries“(CEPGL).achievements and challenges **3periods****Summative evaluation** | **Knowledge and Understanding:** - Identify the steps,necessaryconditions, andobstacles toeconomicintegration.- Identify thedifferent economicgroupings to whichRwanda belongs.**Skills:**- Analyse theconditions forsuccessfuleconomicintegration.- Discuss theadvantages,disadvantages andthe problems ofeconomicintegration.- Analyse thecontribution ofeconomicgroupings on theRwandan economy.**Attitudes and values:**- Acknowledgetheimportance ofeconomicintegration ineconomicdevelopmentandparticipatewillingly intheintegrationprocess. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups**Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups | News paperTextbookMagazines  Journals Internet accessNews paperTextbookMagazines  Journals Internet access  |  |
| **Week 2****16-20/1** |
|  | **Key Unit Competency**: Learners will be able to explain the importance of economic integration on the development of the economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week 3****23-27/1****Week4****30/1-3/2****Week 5****6-10/2** | **Unit 7:** Globalisation. | **Lessons 1:****Global business organization**- Meaning, characteristics, andcauses and effects ofglobalisation. **3periods****lesson2:** Multinational corporations(MNCs).- Foreign direct investment (FDIs),meaning, examples, andadvantages and disadvantages. **4periods****lesson3:** **Global financial systems**Breton Woods conference. **4periods****Lesson4:** International Monetary Fund(IMF) **3periods****lesson3:**the International Bank for Reconstruction andDevelopment (IBRD) currentlythe World Bank (WB). Objectives,criticisms, and functions. **4periods****lesson3:**Structural AdjustmentProgrammes (SAPs), meaning,objectives, applicability, andcriticisms. **3periods** | **Knowledge and Understanding:**- Explain the impact of MNCsand FDIs on economicdevelopment. Describe theorigin of the Breton Woodsconference and the operation of the IMF and WB.- Identify SAPs conditionality to Rwanda fromthe IMF and WB**.****Skills:**Analyse the impacts ofglobalisation on the economy (local, national and international).- Extract key principles ofglobalisation by looking at specific examples of MNCsand FDIs.**Attitudes and values:**- Appreciate The implicationOf globalisation on theeconomy of Rwanda. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups**Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups | News paperTextbookMagazines  Journals Internet accessNews paperTextbookMagazines  Journals Internet access  |  |
|  |  | **Summative Evaluation 7** | **Key Unit Competency**: Learners will be able to analyse the impact of globalisation on the Rwandan economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week 6****13-17/2****Week 7****20-24/2****Week 8****27/2-3/3****Week 9****6-10/3****Week 10****13-17/3** | **Unit 8:** Economic growth, and economic development andunderdevelopment. | **Lessons 1:** Meaning, determining factors, 3periods**Lesson2:**costs,benefits of growth, and calculation.4periods**lesson3:****Theories of growth:**- W.W. Rostow’s theory (stages,application in LDCs and limitations). 3periods**lesson4:** Balanced growth theory: meaning,advantages and disadvantages, 4periods**lesson5:**limitations, and application in Rwanda. 2periods**lesson6:**Unbalanced growth theory: meaning,advantages and disadvantages,limitations, and application in Rwanda.5periods**lesson7:**Big push theory: meaning, advantagesand disadvantages, limitations, andapplication in Rwanda. 4periods**lesson8:****Economic development**- Meaning, comparison betweeneconomic growth and development,and development indicators 3periods**lesson9**:**Underdevelopment** Meaning, characteristics, causes andpolicy measures **3periods** **lesson10:** Poverty: meaning, characteristics of thepoor, types of poverty, measures toreduce poverty, and vicious cyclepoverty. **4periods****+ REVISION** | **Knowledge and Understanding:**

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| - Explain thedetermining factors,costs and benefits ofeconomic growth.- Identify the stages ofgrowth according toW.W. Rostow.- Compare andcontrast economicgrowth anddevelopment.- Identify theindicators ofeconomicdevelopment and |

**Skills:**

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| - Discuss thedeterminingfactors andindicators ofeconomic growth,and economicdevelopment andunderdevelopment.- Calculate economicgrowth.- Design possiblemeasures for theeconomicdevelopment ofRwanda.- Assess theapplicability ofgrowth theories inRwanda. |

**Attitudes and values:**

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| - Be aware ofthe indicatorsof economicdevelopmentand advocatefor thesustainabledevelopmentof Rwanda.- Showconcern forthe poor andadvocate fortheirimprovedstandards ofliving.. |

 | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups**Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groups | News paperTextbookMagazines  Journals Internet accessNews paperTextbookMagazines  Journals Internet access  |  |
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| **Week 11****20-24/3** |  **FIRST TERM EXAMS** |
| **Week 12****27-31/3** |  **MARKING AND MAKING REPORTS**  |

 **Unit Plan/Scheme of work**

**DISTRICT: GASABO**

**Academic year: 2022-2023 Class S6 NAMES OF TEACHER.............................................................................**

**Subject: ECONOMICS Term:3 Number of period per week: 7**

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| **Week 1****17-21/4** | **Unit 9:** Agricultural development.**“** | **Lesson1:****Development process and strategies**- Meaning of development process andstrategies, and the goals of developmentstrategies.4periods**Lesson2:****Agricultural development strategy**- Meaning, and merits and demerits ofagricultural development.3periods | **Knowledge and Understanding:**

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| - State the goalsofdevelopmentstrategies.- Identify themerits anddemerits ofagriculturaldevelopment.- Explain thedifferentapproaches ofagriculturaldevelopment.- Explain howland is ownedand used inRwanda. |

**Skills:**

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| - Analyse thegoals andstrategies ofdevelopmentin theeconomy.- Assess themerits anddemerits ofagriculturaldevelopmentin Rwanda.- Analyse theapplicabilityofagriculturaldevelopmentapproachesin Rwanda. |

**Attitudes & values:**

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| - Acknowledge thegoals ofdevelopmentstrategies in theeconomy andsupport thedevelopmentstrategies adoptedby the country.- Contribute toagriculturaldevelopment in theRwandan economy.- Appreciate thecontribution of landreforms in thedevelopment ofagriculture inRwanda. |

 | **Teaching methods and techniques:** DemonstrationBrainstormingGroup workResearch workDiscussion and presentationRound tableQuestion and answerRole play | News paperTextbookMagazines  Journals Internet access and audio media |  |
| **Week 2****24-28/4****Week3****1-5/5****Week 4** **8-12/5****Week 5****15-19/5** | **Lesson3:****Approaches to agriculture development**- Transformation and modernisation (benefitsand criticisms).2periods**Lesson4:**Small scale subsistence production and largescale commercial production (benefits andcriticisms).2periods**Lesson5:**Agricultural specialisation anddiversification of agriculture (benefits andcriticisms).2periods**Lesson6:**Extensive and intensive techniques (benefitsand criticisms). 1period**Lesson7:**Mechanisation of agriculture (benefits,disadvantages, and limitations), Commercialisation of agriculture (benefitsdisadvantages, and limitations). 3periods**Lesson8:**Agriculture cooperatives (roles andproblems), Agriculture research and extension services(roles and limitations). 2periods**Lesson9:**Landownership (forms of land ownershipand land reforms in Rwanda). 2periods |
|  | **Summative Evaluation 9** | **Key Unit Competency**: Learners will be able to analyse the contribution of development strategies on the economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Unit 10:** Industrial development. **“** | **Lesson1:****Industrial development strategy**- Meaning, advantages,disadvantages, and limitations ofindustrial development inRwanda. 3periods**Lesson2:****Industrial development****approaches**- Capital intensive technology (meaning, illustration, merits,demerits, and limitations).4periods**Lesson3:**labour intensive technology:(meaning, illustration, merits,demerits, and limitations).4periods**Lesson4:**- Intermediate technology (meaning, features,advantages, disadvantages, andlimitations).3periods**Lesson5:**appropriatetechnology: (meaning, features,advantages, disadvantages, andlimitations).3periods**Lesson6:**Technological transfer andtechnological development:(meaning, advantages,disadvantages, and limitations) 4periods | **Knowledge and Understanding:**

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| - Explain theadvantages anddisadvantages ofindustrialdevelopment.- Identify theapproaches ofindustrialdevelopment.- Describe thelimitations ofindustrialdevelopment inRwanda.- Distinguishbetween capitaland labourintensivetechnology.**Skills:**

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| - Analyse theadvantages anddisadvantages ofindustrialdevelopment.- Examine theapplicability ofindustrialdevelopmentapproaches inRwanda.- Describe theproblems ofindustrialdevelopment inRwanda.- Use illustrations todistinguish betweencapital and labourintensive technology. |

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**Attitudes and values:**

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| Acknowledgeindustrialdevelopmentstrategies inthe economyand choosetheappropriateapproach fortheirdevelopmentin Rwanda. |

 | **Teaching methods and techniques:**  DemonstrationQuestions and answersBrainstormingGroup workResearch workDiscussion and presentation | News paperTextbookMagazines  Journals Internet access and audio media |  |
|  |  | **Summative Evaluation 10** | **KeyUnit Competency:** Learners will be able to analyse the contribution of development strategies on the economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week6****22-26/5****Week7****29/5-2/6** | **Unit 11:** Development strategies. | **Lesson1:****Education and****development**- Meaning of education,Education as an investment and consumer good 2periods**Lesson2:**- Need for education- Role, challenges, andmeasures of promotingeducation in Rwanda.2periods**Lesson3:****Foreign aid and economic****development**- Meaning and types of foreign aid. - Types and forms offoreign aid. Need forforeign aid. 3periods**Lesson4:**- Why donors give aid?- Utilisation of aid. 2periods**Lesson5:**- Problems of foreign aid. **Infrastructure and****economic development**- Meaning and examples ofsocial economicinfrastructure.3periods**Lesson6:**Role of infrastructure ineconomic development. 2periods | **Knowledge and Understanding:**

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| - Distinguishbetweeneducation as aninvestment andconsumer good.- Identify the roleof infrastructureon the economicdevelopment ofRwanda.**Skills:**

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| - Examine the role andchallenges of educationin Rwanda.- Examine the problemsof overdependence onforeign aid in thedevelopment of acountry.- Analyse the role ofinfrastructure ineconomicdevelopment. |

**Attitudes and values:**

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| - Advocate formeasures thatpromote educationfor economicdevelopment inRwanda.- Acknowledge theimportance ofreducing overreliance on foreignaid in development.- Appreciate thecontribution ofinfrastructure in thedevelopmentprocess for Rwanda. |

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 | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groupsQuestion and answers | News paperTextbookMagazines  Journals Internet access and audio media |  |
|  |  | **Summative Evaluation 11** | **Key Unit Competency:** Learners will be able to analyse the contribution of development strategies on the economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week 8****5-09/6****Week 9****12-16/6** | **Unit 12:** Planning. | **Lesson1:****Economic Planning**- Meaning, rationale, principles,qualities of a good plan, andobstacles to planning. 2periods**Lesson2:****Types of plans**- Partial, comprehensive, shortterm, and perspective plans (meaning, advantages, anddisadvantages). 3periods**Lesson3:****Planning under different****economic systems**- Centralised and decentralised(advantages and disadvantages). 2periods**Lesson4:****Current development plans in****Rwanda****VISION 2020**- Background, pillars, cross cuttingpriorities, objectives, andchallenges. 4periods**Lesson5:****Economic Development and****Poverty Reduction Strategies****(EDPRS)**- Background, objectives,strategies, achievements, andchallenges. 3periods | **Knowledge and Understanding:** - State the rationaleof economicplanning.- Explain theobjectives andpillars of vision2020 andthe EconomicDevelopment andPovertyReductionStrategy (EDPRS).**Skills:**- Assess the need foreconomic planning inan economy.- Discuss theadvantages anddisadvantages ofdifferent types ofplans.- Describe the qualitiesand principles of agood plan.- Assess theachievements andchallenges of vision2020 and EDPRSprograms in Rwanda**Attitudes and values:**- Advocate forthe need foreconomicplanning inthedevelopmentprocess.- Supportvision 2020and EDPRSprogrammesto promotedevelopmentin Rwanda.- Acknowledgethecontributionof vision2020 andEDPRS in thedevelopmentprocess of Rwanda. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groupsQuestion and answers | News paperTextbookMagazines  Journals Internet access and audio media |  |
|  | **Summative Evaluation 12** | **Key Unit Competency:** Learners will be able to analyse the need for economic planning of an economy. | **Evaluation procedures****(**oral, written, practical**, …)** |  |  |
| **Week 10****19-23/6** | **Unit 13:** Sectors of the Rwandan economy. | **Lesson1:**Sectors of Rwandan economy Informal sector Meaning, advantages and disadvantages. 2periods**Lesson2:** Subsistence Sector Meaning, advantages and disadvantages.1period**Lesson3:** Economic dependence sectors Meaning, forms, causes, advantages anddisadvantages.2periods**Lesson4:** Dualism Meaning, forms, advantagesand disadvantages. 2periods | **Knowledge and Understanding:**

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| - Identify thevarious sectors ofthe economy.- Identify theobjectives of thepublic sector inRwanda.- State thecharacteristics androle of the privatesector in Rwanda.- Explain the advantages and |

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| disadvantages ofprivatisation.- Explain theadvantages anddisadvantages ofeconomicliberalisation |

**Skills:**- Examine thecontribution ofdifferent sectorsof the economyto GDP.- Examine theachievements,weaknesses,and challengesof the private sector inRwanda.- Analyse theimpact ofprivatisation indevelopment.- Examine theobstacles of theprivatisationprocess inRwanda.**Attitudes and values:****-** Acknowledge the role of different sectors of the economy.- Advocate for the privatization drive in the economy. | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groupsQuestion and answers | News paperTextbookMagazines  Journals Internet access and audio media |  |
| **Week 11****26-30/6** |  Public sectors Meaning, role, objectives, and justifications for the public sector. 2periodsPrivate sectors Meaning, characteristics, role,challenges, achievements,weaknesses, and policymeasures to boost privatesector in Rwanda. 2periodsPrivatisation- Meaning, rationale, forms,advantages, disadvantages,and limitations. 2periodsEconomic liberalisation- Meaning, merits, demerits,and limitations 1period**+ REVISION** | **Teaching methods and techniques:** Group discussionBrain storming Group work and presentation Observation in groupsQuestion and answers | News paperTextbookMagazines  Journals Internet access and audio media |  |
| **Week12****3-7/7** | **END OF TERM EXAMS** |
| **Week13****10-14/7** | **MARKING AND MAKING REPORTS** |