**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 and  multilateral),  terminologies used 3periods  **Lesson2:**  advantages,  disadvantages 4periods  **Lesson3:**  limitations of  international trade. 2periods  **Lesson4:**  **Theories of**  **international trade**  - Absolute advantage  and comparative  advantage theories  (meaning,  assumptions,  production schedule 4periods  **Lesson5:**  calculation,  determining factors, 1period  **Lesson5:**  calculation,  determining factors, 3periods  **Lesson6:**  applicability, and  limitations). 4periods | **Knowledge and Understanding:**  - Distinguish between bilateral  and multilateral trade.  - Explain the different  terminologies used in  international trade.  - Differentiate between  absolute advantage and  comparative advantage  theories of international  trade.  **Skills:**   |  | | --- | | - Discuss the  advantages and  disadvantages of  international trade  and its limitations.  - Analyse the  determining  factors of  comparative  advantage theory.  - Use calculations  from a production  schedule to explain  the theory of  comparative  advantage |   **Attitudes and Values:**   |  |  | | --- | --- | | |  | | --- | | - Advocate  for the  efficient use  of available  resources  to increase  gains from  the  internation  al trade. | | | **Teaching methods and techniques:**  Group discussion  Brain storming  Research  Group work and presentation  Observation in groups | News paper  Textbook  Internet 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 trade  in LDCs. 4periods  **Lesson2:**  - Improving the terms of trade in LDCs ,Balance of trade (meaning and calculation), 3periods | **Knowledge and Understanding:**   |  | | --- | | - Differentiate  between Terms of  Trade (TOT) and  Balance Of Trade  (BOT).  - Identify factors for  improving the terms  of trade in LDCs.. |   **Skills:**   |  | | --- | | - Demonstrate the terms  of trade and balance of  trade in LDCs through  calculations and  interpret the results. |   **Attitudes and Values:**   |  | | --- | | Take part in  improving  the terms of  trade in  LDCs/Rwan  da. | | **Teaching methods and techniques:**  Group discussion  Brain storming  Research  Group work and presentation  Observation in groups | News paper  Textbook  Internet access  Magazines  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 in  the 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 and  disadvantages. 3periods  **lesson2:**  **Trade protectionism**  - Meaning, reasons, tools  (tariffs, taxes, quotas, and  subsidies), and dangers of  trade protectionism 4periods.  **Commercial policy:**  - Meaning, objectives, and  tools. 3periods | **Knowledge and Understanding:**   |  | | --- | | - Distinguish between  free trade and trade  protectionism.  - Discuss the impact of  free trade and trade  protectionism on an  economy.  - Identify the objectives  of commercial policy. |   **Skills:**   |  | | --- | | - Evaluate the impact  of free trade.  - Analyse the need  for trade  protectionism and  the likely dangers.  - Assess the tools of  trade  protectionism.  - Examine the tools  of commercial  policy in Rwanda |   **Attitudes and Values:**   |  | | --- | | - Choose the  appropriate trade  system for  economic  development | | **Teaching methods and techniques:**  Group discussion  Brain storming  Research  Group work and presentation  Observation in groups | News paper  Textbook  Internet access  Magazines  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 to  offset BOP deficit or  surplus, 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 policy  measures to overcome  BOP problems. 3periods | **Knowledge and Understanding:**   |  | | --- | | - Explain the  terminologies used  in BOP.  - Distinguish between  BOP equilibrium and  disequilibrium.  - Describe the  structure of BOP  accounts. |   **Skills:**   |  | | --- | | - Design BOP  accounts.  - Discuss the  measures to offset  BOP  deficit/surplus on  BOP accounts.  - Suggest possible  solutions to BOP  problems in  Rwanda |   **Attitudes and values:**   |  | | --- | | Show  continual  desire to  control BOP  problems in  LDCs. | | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups | News paper  Textbook  Internet access  Magazines  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 and  disadvantages of each  exchange rate system. 2periods  **lesson3:**  Exchange rate regime  (floating versus fixed  exchange rates). 3periods  **lesson4:**  Devaluation  - Meaning, reasons, conditions  for successful devaluation,  the Marshall- Lerner  devaluation condition, **4periods** | **Knowledge and Understanding:**   |  | | --- | | - Identify the various  forms of exchange rate  systems.  - Explain the impact of  each exchange rate  system on the  economy.  - Explain the reasons  and necessary  conditions for  successful devaluation. |   **Skills:**  - Make  comparison  between the  various  exchange rate  systems.  **Attitudes and values:**   |  | | --- | | - Justify the  choice of the  appropriate  exchange rate  system for  economic  development. | | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation Observation  **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation Observation in groups | News paper  Textbook  Internet access  Magazines  Journals |  | |
| **Week 11**  **05-09/12** |  | **lesson4:** effects of devaluation.  - Success of devaluation  policy in LDCs. **4periods** | - Appreciate the  exchange rate of  Rwandan  currency in  terms of other  currencies.  - Advocate for  devaluation to  increase the  level of  economic  activities. | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups | News paper  Textbook  Magazines  Journals  Internet access |  | | |
| **Unit 6:** Economic integration | **Lessons 1:**  Economic integration  - Meaning, reasons/rationale,  conditions, steps, 3periods  **+ REVISION** | **Knowledge and Understanding:**  - Explain the  reasons why  countries integrate  and the likely  disadvantages. | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation Observation | News paper  Textbook  Internet access  Magazines  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:**  advantages  and disadvantages, and  obstacles. 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 Eastern  and Southern Africa (COMESA), Historic background, objectives **4periods**  **Lesson6:**  Common Market for Eastern  and Southern Africa (COMESA), achievements and challenges **3periods**  **Lesson7:**  Communauté Economique  des pays des Grand Lacs  ‘’Economic Community of the  Great Lakes Countries“(CEPGL).  Historic background, objectives, **4periods**  **Lesson8:**  Communauté Economique  des pays des Grand Lacs  ‘’Economic Community of the  Great Lakes Countries“(CEPGL).  achievements and challenges **3periods**  **Summative evaluation** | **Knowledge and Understanding:**  - Identify the steps,  necessary  conditions, and  obstacles to  economic  integration.  - Identify the  different economic  groupings to which  Rwanda belongs.  **Skills:**  - Analyse the  conditions for  successful  economic  integration.  - Discuss the  advantages,  disadvantages and  the problems of  economic  integration.  - Analyse the  contribution of  economic  groupings on the  Rwandan economy.  **Attitudes and values:**  - Acknowledge  the  importance of  economic  integration in  economic  development  and  participate  willingly in  the  integration  process. | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups | News paper  Textbook  Magazines  Journals  Internet access  News paper  Textbook  Magazines  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, and  causes and effects of  globalisation. **3periods**  **lesson2:**  Multinational corporations  (MNCs).  - Foreign direct investment (FDIs),  meaning, examples, and  advantages and disadvantages. **4periods**  **lesson3:**  **Global financial systems**  Breton Woods conference. **4periods**  **Lesson4:**  International Monetary Fund  (IMF) **3periods**  **lesson3:**  the International Bank for Reconstruction and  Development (IBRD) currently  the World Bank (WB). Objectives,  criticisms, and functions. **4periods**  **lesson3:**  Structural Adjustment  Programmes (SAPs), meaning,  objectives, applicability, and  criticisms. **3periods** | **Knowledge and Understanding:**  - Explain the impact of MNCs  and FDIs on economic  development. Describe the  origin of the Breton Woods  conference and the operation of the IMF and WB.  - Identify SAPs conditionality to Rwanda from  the IMF and WB**.**  **Skills:**  Analyse the impacts of  globalisation on the economy (local, national and international).  - Extract key principles of  globalisation by looking at specific examples of MNCs  and FDIs.  **Attitudes and values:**  - Appreciate The implication  Of globalisation on the  economy of Rwanda. | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups | News paper  Textbook  Magazines  Journals  Internet access  News paper  Textbook  Magazines  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 and  underdevelopment. | **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, advantages  and disadvantages, limitations, and  application in Rwanda. 4periods  **lesson8:**  **Economic development**  - Meaning, comparison between  economic 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 cycle  poverty. **4periods**  **+ REVISION** | **Knowledge and Understanding:**   |  | | --- | | - Explain the  determining factors,  costs and benefits of  economic growth.  - Identify the stages of  growth according to  W.W. Rostow.  - Compare and  contrast economic  growth and  development.  - Identify the  indicators of  economic  development and |   **Skills:**   |  | | --- | | - Discuss the  determining  factors and  indicators of  economic growth,  and economic  development and  under  development.  - Calculate economic  growth.  - Design possible  measures for the  economic  development of  Rwanda.  - Assess the  applicability of  growth theories in  Rwanda. |   **Attitudes and values:**   |  | | --- | | - Be aware of  the indicators  of economic  development  and advocate  for the  sustainable  development  of Rwanda.  - Show  concern for  the poor and  advocate for  their  improved  standards of  living.. | | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups | News paper  Textbook  Magazines  Journals  Internet access  News paper  Textbook  Magazines  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 and  strategies, and the goals of development  strategies.4periods  **Lesson2:**  **Agricultural development strategy**  - Meaning, and merits and demerits of  agricultural development.3periods | **Knowledge and Understanding:**   |  | | --- | | - State the goals  of  development  strategies.  - Identify the  merits and  demerits of  agricultural  development.  - Explain the  different  approaches of  agricultural  development.  - Explain how  land is owned  and used in  Rwanda. |   **Skills:**   |  | | --- | | - Analyse the  goals and  strategies of  development  in the  economy.  - Assess the  merits and  demerits of  agricultural  development  in Rwanda.  - Analyse the  applicability  of  agricultural  development  approaches  in Rwanda. |   **Attitudes & values:**   |  | | --- | | - Acknowledge the  goals of  development  strategies in the  economy and  support the  development  strategies adopted  by the country.  - Contribute to  agricultural  development in the  Rwandan economy.  - Appreciate the  contribution of land  reforms in the  development of  agriculture in  Rwanda. | | **Teaching methods and techniques:**  Demonstration  Brainstorming  Group work  Research work  Discussion and presentation  Round table  Question and answer  Role play | News paper  Textbook  Magazines  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 (benefits  and criticisms).2periods  **Lesson4:**  Small scale subsistence production and large  scale commercial production (benefits and  criticisms).2periods  **Lesson5:**  Agricultural specialisation and  diversification of agriculture (benefits and  criticisms).2periods  **Lesson6:**  Extensive and intensive techniques (benefits  and criticisms). 1period  **Lesson7:**  Mechanisation of agriculture (benefits,  disadvantages, and limitations), Commercialisation of agriculture (benefits  disadvantages, and limitations). 3periods  **Lesson8:**  Agriculture cooperatives (roles and  problems), Agriculture research and extension services  (roles and limitations). 2periods  **Lesson9:**  Landownership (forms of land ownership  and 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 of  industrial development in  Rwanda. 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, and  limitations).3periods  **Lesson5:**  appropriate  technology: (meaning, features,  advantages, disadvantages, and  limitations).3periods  **Lesson6:**  Technological transfer and  technological development:  (meaning, advantages,  disadvantages, and limitations) 4periods | **Knowledge and Understanding:**   |  |  | | --- | --- | | - Explain the  advantages and  disadvantages of  industrial  development.  - Identify the  approaches of  industrial  development.  - Describe the  limitations of  industrial  development in  Rwanda.  - Distinguish  between capital  and labour  intensive  technology.  **Skills:**   |  | | --- | | - Analyse the  advantages and  disadvantages of  industrial  development.  - Examine the  applicability of  industrial  development  approaches in  Rwanda.  - Describe the  problems of  industrial  development in  Rwanda.  - Use illustrations to  distinguish between  capital and labour  intensive technology. | |   **Attitudes and values:**   |  | | --- | | Acknowledge  industrial  development  strategies in  the economy  and choose  the  appropriate  approach for  their  development  in Rwanda. | | **Teaching methods and techniques:**  Demonstration  Questions and answers  Brainstorming  Group work  Research work  Discussion and presentation | News paper  Textbook  Magazines  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, and  measures of promoting  education in Rwanda.2periods  **Lesson3:**  **Foreign aid and economic**  **development**  - Meaning and types of foreign aid.  - Types and forms of  foreign aid. Need for  foreign aid. 3periods  **Lesson4:**  - Why donors give aid?  - Utilisation of aid. 2periods  **Lesson5:**  - Problems of foreign aid.  **Infrastructure and**  **economic development**  - Meaning and examples of  social economic  infrastructure.3periods  **Lesson6:**  Role of infrastructure in  economic development. 2periods | **Knowledge and Understanding:**   |  |  |  | | --- | --- | --- | | - Distinguish  between  education as an  investment and  consumer good.  - Identify the role  of infrastructure  on the economic  development of  Rwanda.  **Skills:**   |  | | --- | | - Examine the role and  challenges of education  in Rwanda.  - Examine the problems  of overdependence on  foreign aid in the  development of a  country.  - Analyse the role of  infrastructure in  economic  development. |   **Attitudes and values:**   |  | | --- | | - Advocate for  measures that  promote education  for economic  development in  Rwanda.  - Acknowledge the  importance of  reducing over  reliance on foreign  aid in development.  - Appreciate the  contribution of  infrastructure in the  development  process for Rwanda. | | | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  Question and answers | News paper  Textbook  Magazines  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, and  obstacles to planning. 2periods  **Lesson2:**  **Types of plans**  - Partial, comprehensive, short  term, and perspective plans (meaning, advantages, and  disadvantages). 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 cutting  priorities, objectives, and  challenges. 4periods  **Lesson5:**  **Economic Development and**  **Poverty Reduction Strategies**  **(EDPRS)**  - Background, objectives,  strategies, achievements, and  challenges. 3periods | **Knowledge and Understanding:**  - State the rationale  of economic  planning.  - Explain the  objectives and  pillars of vision2020 and  the Economic  Development and  Poverty  Reduction  Strategy (EDPRS).  **Skills:**  - Assess the need for  economic planning in  an economy.  - Discuss the  advantages and  disadvantages of  different types of  plans.  - Describe the qualities  and principles of a  good plan.  - Assess the  achievements and  challenges of vision  2020 and EDPRS  programs in Rwanda  **Attitudes and values:**  - Advocate for  the need for  economic  planning in  the  development  process.  - Support  vision 2020  and EDPRS  programmes  to promote  development  in Rwanda.  - Acknowledge  the  contribution  of vision  2020 and  EDPRS in the  development  process of Rwanda. | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  Question and answers | News paper  Textbook  Magazines  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 and  disadvantages.2periods  **Lesson4:** Dualism Meaning, forms, advantages  and disadvantages. 2periods | **Knowledge and Understanding:**   |  | | --- | | - Identify the  various sectors of  the economy.  - Identify the  objectives of the  public sector in  Rwanda.  - State the  characteristics and  role of the private  sector in Rwanda.  - Explain the advantages and |  |  | | --- | | disadvantages of  privatisation.  - Explain the  advantages and  disadvantages of  economic  liberalisation |   **Skills:**  - Examine the  contribution of  different sectors  of the economy  to GDP.  - Examine the  achievements,  weaknesses,  and challenges  of the private sector in  Rwanda.  - Analyse the  impact of  privatisation in  development.  - Examine the  obstacles of the  privatisation  process in  Rwanda.  **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 discussion  Brain storming  Group work and presentation  Observation in groups  Question and answers | News paper  Textbook  Magazines  Journals  Internet access and audio media |  |
| **Week 11**  **26-30/6** | | Public sectors Meaning, role, objectives, and justifications for the public sector. 2periods  Private sectors Meaning, characteristics, role,  challenges, achievements,  weaknesses, and policy  measures to boost private  sector in Rwanda. 2periods  Privatisation  - Meaning, rationale, forms,  advantages, disadvantages,  and limitations. 2periods  Economic liberalisation  - Meaning, merits, demerits,  and limitations 1period  **+ REVISION** | **Teaching methods and techniques:**  Group discussion  Brain storming  Group work and presentation  Observation in groups  Question and answers | News paper  Textbook  Magazines  Journals  Internet access and audio media |  |
| **Week12**  **3-7/7** | | **END OF TERM EXAMS** | | | | | |
| **Week13**  **10-14/7** | | **MARKING AND MAKING REPORTS** | | | | | |