

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**INSTITUTE OF ADULT EDUCATION**



**THE ENHANCEMENT OF ACCESS AND QUALITY TO SECONDARY EDUCATION THROUGH  
ALTERNATIVE EDUCATION PATHWAY**

**BUSINESS STUDIES SYLLABUS  
FOR ALTERNATIVE SECONDARY EDUCATION PATHWAY**

**STAGE I & II**

**2026**

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Tanzania.

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## **1.0 Introduction**

Business Studies Syllabus for Alternative Secondary Education Pathway comprises of both Stage One (Equivalent to Form One and Two) and Stage Two (Equivalent to Form Three and Four) written in a modular format. It has integrated components that originate from formal education syllabus. The integrated syllabus has been prepared to allow learners to complete the ordinary secondary education course in two years' time. It is designed for learners outside the formal education system to enable them sit for Ordinary Certificate of Secondary Education Examinations, using acquired competences, both competently and professionally in their daily undertakings. The syllabus uses Competence Based Education and Training (CBET) approach which is result-based indicating what a learner is expected to do after completing the course.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education-General Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The learner should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the learner to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to advanced secondary and tertiary education.

### **4.0 Objectives of Secondary Education through Alternative Education Pathway in Tanzania**

The objectives of Secondary Education through Alternative Education Pathway are to:

- a) Provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system;
- b) Complement government efforts of achieving Education for All (EFA) objectives;
- c) Cater for youths and adults who dropped out of school due to various reasons; and
- d) Provide education to disadvantaged and marginalized groups including girls.

## **5.0 Competences to be gained in stage I and stage II of the Syllabus:**

### **5.1 General competences**

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge and skills acquired in the Primary Education stage to strengthen and expand academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and technical knowledge;
- (d) Use language skills including Tanzanian Sign Language (TSL), tactile communication, Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable a learner to be self-employed, employable and manage life and environment.

### **5.3 Main competences**

- (a) Demonstrate mastery of business knowledge Specific competences;
- (b) Solve social challenges using business skills;
- (c) Apply business knowledge in various contexts.

### **5.2. Specific competences**

- (a) Demonstrate mastery of the concepts, theories and principles of Business Education;
- (b) Demonstrate mastery of the basic skills of operating a small-scale business;
- (c) Demonstrate mastery of the basic skills of trading locally and internationally;
- (d) Apply business theories into practice;
- (e) Demonstrate mastery of basic business ethics.

## **6.0 The syllabus for Business studies subject comprises the following:**

### **i) Name of the Module**

This implies set of separate units that can be joined together to form a part of a subject course of study.

### **ii) Main competence**

Main competence is the ability of the learner to perform a certain task accurately and efficiently after learning a subject course.

### **iii) Specific competence**

Specific competence is the ability of the learner to perform various activities in specific period.

### **iv) Learning Activities**

These are the observable tasks to be done by facilitator and learners in realizing the specific competence.

### **v) Suggested learning/facilitation strategies**

This part indicates what a facilitator and learners are expected to do in the process of facilitation and learning. This includes self-learning and face to face session.

### **vi) Assessment criteria**

Assessment criteria are specific standards or guidelines that outline what is expected of a learner in particular assessment task.

### **vii) Facilitation/learning resources**

These are learning and facilitation materials which are used to support the process of facilitation and learning.

### **viii) Estimated time of study**

These are proposed Hours of learning which can be used for self-study and face to face facilitation.

## **7.0 Number of modules**

This syllabus has two stages which makes a total of seven modules as shown.

### **Stage I Modules**

Module 1: Assessing Business studies, entrepreneurship and business opportunities Available in local areas

Module 2: Managing production, warehousing and inventorying for small businesses.

Module 3: Applying financing and management skills in small businesses.

**Stage II: Modules**

Module 1: Applying Marketing and trade skills in small businesses.

Module 2: Applying Business Policies and Regulations in operating Small Businesses.

Module 3: Developing Business Plans and Ethical Partnerships for Small Businesses

Module 4: Applying Basic Insurance, Communication and Networking Principles in Small Businesses

**8.0 Further readings**

Several books have been suggested for further reading in each module at the end of the syllabus.

## **BUSINESS STUDIES SYLLABUS STAGE I**

### **COMPETENCES FOR BUSINESS STUDIES STAGE I**

Upon completion Stage I Modules of Business studies, a learner should be able to:

1. Demonstrate mastery of business knowledge;
2. Apply business knowledge in various contexts;
3. Solve social challenges using business skills.

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
1. ASSESSING BUSINESS STUDIES, ENTREPRENEURSHIP AND BUSINESS OPPORTUNITIES AVAILABLE IN LOCAL AREAS	1.1 Demonstrate mastery of business knowledge in various contexts.	1.1.1 Demonstrate mastery of the concepts, theories, and principles of Business Education.	a) Describe the concepts and scope of business studies, and its relationship with other disciplines.	<p>i) Library search: A learner should visit library to search for meaning of business, business studies and its terminologies.</p> <p>ii) Internet search: A learner should search information about the relationship between business studies and other discipline.</p>	<p>i) <b>Brainstorming:</b> Guide Learners to brainstorm on the importance of business studies in the community. Relate their responses to the importance of business studies and how it relates with other disciplines.</p> <p>ii) <b>Guest speaker:</b> Invite a guest to share with the learners on the relationship between business studies and other disciplines. Then, guide the learners to summarise what they have learnt.</p> <p>iii) <b>Scenario:</b> Provide a scenario in groups showing various activities involved in the production, distribution, and consumption of a product. Guide learners to share what they learnt from the scenario.</p>	The concepts and scope of business studies is clearly described.	Online/offline sources, business club guidelines and video clips showing various business activities.	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			b) Describe the concept and theories of entrepreneurship ( <i>meaning, characteristics, skills and importance</i> ).	<p><b>i) Online browsing;</b> A learner should use various internet sources to explore the meaning, characteristics, skills and importance of entrepreneurship.</p> <p><b>ii) Group discussion;</b> A learner should discuss with other colleagues on theories of entrepreneurship.</p>	<p><b>i) Brainstorming:</b> Ask learners in manageable groups to generate a list of different activities performed in their community. Relate the discussion to the meaning and characteristics of a good entrepreneur.</p> <p><b>ii) Field Trip:</b> Assign learners in manageable groups to visit nearby businesses to explore the importance of their businesses to the community and skills needed to become successful entrepreneurs. Let groups share their findings through presentations.</p> <p><b>iii) Role play/simulation performance:</b> Assign learners in manageable groups to prepare the simulation game on various theories</p>	The concept and theories of entrepreneurship are well described	Online/ offline sources and video clips showing various business activities	6 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					and approaches to entrepreneurship by choosing a theme that is relevant to a particular theory (innovation theory, economic theory, sociological theory, opportunity and resource-based theory). Let learners discuss lessons learnt from the simulation. Relate their ideas with the theories of entrepreneurship. Then, synthesise what learners have presented and make a conclusion on the intended lesson.				
			c) Identify business opportunities available in the local environment	<b>i) Library and internet search:</b> A learner has to search information about business opportunities available in the local environment	<b>v) Brainstorming:</b> Guide learners in manageable groups to identify various business opportunities available in their local areas. <b>Group discussion:</b> organise learners in	The business opportunities available in the local environment		3 Hours	1Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					manageable groups to discuss and come up with any business opportunities based on their surroundings. Let the groups through presentations share the identified opportunities. <b>Skills lab:</b> guide learners in groups to prepare a business pitch guide (key items to cover in business pitch guide include: business ideas and goals, problem identified, solution, target market, marketing strategy, industry analysis, management team, competition, current status, amount of money requested and the projected use of funds), and present it.	ent are identified			

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
<b>2. MANAGING PRODUCTION, WAREHOUSING AND INVENTORYING FOR SMALL BUSINESSES</b>	2.1 Demonstrate mastery of business knowledge.	2.1.1 Demonstrate mastery of the concepts, theories and principles of Business Education.	(a) Explain the concept of production ( <i>meaning, types, factors and importance</i> ).	<b>Library search:</b> A learner should visit library to search for concept of production (meaning, types, factors and importance)	<b>i) Brainstorming:</b> Guide learners to brainstorming the meaning, types, factors and importance of production. Provide learners with tangible things such as bottles, shoes, books, furniture items and clothes then ask them to explain how each one is made. Relate their responses to the meaning of production. <b>ii) Field trip:</b> Assign learners in manageable groups to pay a visit to any nearby production centre within the community to observe and learn about the production process, specifically on the: a) Types of production and the product produced; b) Factors of productions used; and	The concept of production is clearly explained.	Online/ offline sources	6 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p>c) Importance of the production to the community.</p> <p>Let learners in groups share their findings with the rest of the class through presentations. Relate their findings to types of production, factors of production and importance of production.</p> <p><b>iii) Skills lab:</b></p> <p>Organise learners in manageable groups to think about and choose three products that they can produce in their business club and analyse how to produce the products based on the factors of production available in the learning centre. Then each group should choose one product that can be best produced with the factors of production available in their community Let groups share their ideas</p>				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					with the rest of the class through presentations. <b>iv) Project activity:</b> Task learners in their business club to start production of products selected in the skills lab. Monitor the progress of the learners in this project from time-to-time learners in groups write a simple report on the production of products.				
			b) Describe the basic aspects of warehousing and inventorying for small businesses ( <i>meaning and functions</i> )	<b>Internet search:</b> A learner should search information about meaning, types, and functions of warehousing and inventorying.	<b>i) Group activity:</b> Guide learners in manageable groups to analyse different goods sold in a business (manufacturing or trade businesses). Let them discuss how these items are stored and documents used to manage them.  Let each group present their findings in the rest of class and relate their ideas with the meaning, types, and functions of warehousing and	The basic aspects of warehousing and inventorying for small businesses are clearly described	Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents	5 Hours	2Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p>inventorying.</p> <p><b>vi) Guest speaker:</b> Invite a procurement and supply officer or storekeeper or expert from outside to share with learners about warehousing and essential documents for inventory management.</p> <p>Let learners in manageable groups to explain:</p> <p>a) Different documents used in businesses to manage inventory and their importance;</p> <p>b) Ways they will use the documents to manage stock for the business club; and</p> <p>c) The methods used for management of inventory.</p> <p>Guide each group to share the findings.</p> <p><b>vii) Project activity:</b></p> <p>Assign each group to discuss and prepare inventory documents that will be used for their</p>				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					business club's activities. Each group to present their documents to the club leadership and identify documents to be used by the business club.				
3. APPLYING FINANCIAL AND MANAGEMENT SKILLS IN SMALL BUSINESSES	3.1 Solve social challenges using business skills.	3.1.1 Demonstrate mastery of the basic skills of operating a small-scale business	(a) Describe sole proprietorship ( <i>meaning, features, advantages and disadvantages, and start-up</i> )	<b>i) Online Browsing</b> A learner has to use the internet to search for meaning, features, capital sources, and daily operations. advantages, challenges, and start-up experiences <b>ii) Library search;</b> A learner has to visit library to search for sole proprietorship (meaning, features, advantages and disadvantages, and	<b>i) Brainstorming:</b> Guide learners to brainstorm on the businesses found in their surroundings and their owners. Why some businesses are owned by one person and others by more than one.  Guide learners to explain meaning, features, advantages, challenges and establishment of sole proprietorship business. <b>ii) Guest speaker:</b> Invite a sole proprietor to share with learners on his or her experience on advantages and disadvantages of being a sole proprietor.	Sole proprietorship is clearly described	Online/ offline sources from Business Registration and Licensing Authority (BRELA)	7 Hour	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				start-up)	<p><b>iii) Project activity:</b> To facilitate learners in a group(s) to write a simple report/presentation on how to register a sole proprietorship in Tanzania.</p> <p><b>iv) Case study:</b> Provide case studies on sole proprietor business start-up processes of a real person (from capital acquisition, the business idea, resources needed, customers and market) Guide learners in pairs to discuss and share some things they would consider when starting up their own businesses.</p>				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
	Demonstrate mastery of business knowledge	Demonstrate mastery of the concepts, theories and principles of Business Education	(b) Describe sources of capital for small businesses (loans, savings, deferred payments, funds from family and friends)	<b>i) Online search;</b> A learner has to use the internet to search for sources of capital for small business. <b>ii) Library search;</b> Learner has to visit library to search for sources of capital for small business and calculations of interest on loan	Guide learner to understand sources of capital for small businesses and how to calculate interest on loan. <b>v) Think-ink-pair-share:</b> Ask learners to think how they can get capital when they want to start a small business. Guide learners to pair up to discuss their ideas. Relate their findings with the findings with different sources of capital and importance of capital in facilitating business startup <b>vi) Guest speaker:</b> Invite a guest speaker to share how they got their capital, what sources of capital are available, and importance of capital.	The sources of capital for small businesses are clearly described.	Online/offline sources, brochures from banks and microfinance	10 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
	Solve social challenges using business skills	Demonstrate mastery of the basic skills of operating a small-scale business	(c) Describe the role of micro financing and cooperatives in facilitating business formation and operations	<p><b>i) Internet search:</b> A learner should identify various financial institutions and cooperative that provide small loans (micro credits) to small business owners.</p> <p><b>ii) Library search</b> A learner should visit a nearest library to look for roles of microfinances, their importance,</p>	<p><b>i) Brainstorming:</b> Guide learner to identify various types of microfinances, and cooperatives their roles, formation, and organisation. And how they assist small businesses.</p> <p><b>ii) Group discussion:</b> Organise learners in manageable groups and assign each group a task of identifying various financial institutions that provide small loans (micro credits) to small business owners. Relate their ideas with the meaning and importance of micro finances.</p>	The role of micro financing and cooperatives in facilitating business formation and operations is clearly described	Online/offline sources	10 Hours	3 Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			d) Describe the basic aspects of management for small business (meaning, financial and other records keeping, calculation of profit and loss, budgeting and control and administration)	<b>i) Internet and library search:</b> A learner has to search materials on basic aspects of management for small business including meaning, financial and other records keeping. how to calculate profit and loss, budgeting and control and administration	<b>i) Think-ink-pair-share:</b> Ask learners to make a list of the sources of income for an individual or a family for a given period and let them show how the income is spent in relation to the needs and wants of an individual or family Guide the students to assess the difference between income and expenses and relate their ideas to the meaning and significance of a budget  <b>ii) Project activity:</b> Task learners in manageable groups to prepare a monthly cash budget based on their business club activities, using a budget template provided to them				

**BUSINESS STUDIES SYLLABUS STAGE II**  
**COMPETENCES FOR BUSINESS STUDIES STAGE II**

Upon completion Stage II Modules of Business studies, a learner should be able to:

- 1: Demonstrate mastery of business knowledge.
- 2: Solve social challenges using business skills.
- 3: Apply business knowledge in various contexts

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
<b>1. APPLYING MARKETING AND TRADE SKILLS IN SMALL BUSINESSES</b>	1.1 Demonstrate mastery of business knowledge,	1.1.1 Demonstrate mastery of the concepts, theories and principles of Business Education, and the basic skills of trading locally and internationally.	(a) Describe the basic aspects of marketing for small businesses ( <i>meaning and importance, product, price, place/ distribution, promotion</i> ).	<p><b>i) Library search:</b> A learner should search the basic aspects of marketing for small businesses.</p> <p><b>ii) Internet search:</b> A learner should search the basic types and aspects of marketing for small businesses, and their functions.</p>	<p><b>i) Brainstorming:</b> Guide learner to identify various types and meaning of markets, importance, features, and functions.</p> <p><b>ii) Group activity:</b> Organise learners in manageable groups to identify any business activity in their community and show how the business owner influence customers. Then, relate their responses to the meaning of marketing and its importance.</p> <p><b>iii) Skills lab:</b> Organise learners in manageable groups to prepare a marketing plan.</p>	The basic aspects of marketing for small business are clearly described.	Online/ offline sources	6 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					Let learners present their marketing plans to the rest of the class				
			(b) Describe the basic aspects of e-marketing for small businesses <i>(upload business biography in social media)</i>	<b>i) Library search:</b> A learner should visit library to search for; the basic aspects of marketing for small businesses. <b>ii) Internet search:</b> A learner should search the basic aspects of marketing for small business search;	<b>i) Scenario:</b> Prepare a scenario that portrays the meaning and importance of e-marketing. Guide learners to summarise the lessons learned from the scenario. Relate their presentations to the importance of e-marketing. Summarise the lessons learned from the scenario and relate their discussion with the meaning.	The basic aspects of e-marketing for small businesses are clearly described	Online/ offline sources, and biography template	5 Hours	1 Hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<b>ii) Group activity:</b> Organise learners in manageable groups to discuss the meaning of biography and social media. Let learners share their findings from the discussions. Relate their presentations with the meaning of biography and social media. Guide learners on how to create social media accounts				
			(c) Use pricing techniques to determine appropriate prices of products	<b>i) Internet search:</b> A learner should search for the basic techniques of pricing of products in a small business	Guide learners to identify various types of price techniques. <b>i) Scenario:</b> Organise groups and give each of them a scenario that portrays one type of	Pricing techniques to determine appropriate prices of products are distinctly used	Online/ offline sources, and price catalogue samples	7 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				<p><b>ii) Library search:</b> A learner should search for the basic pricing techniques of a product.</p>	<p>pricing technique: a) Cost-plus pricing; b) Value pricing; c) Penetration pricing; d) Price skimming; e) Bundle pricing; f) Premium pricing; g) Competitive pricing; and h) Psychological pricing.</p> <p>Guide learners to summarise the lessons learnt from the scenario and relate the discussion with the meaning and importance of various pricing techniques.</p> <p><b>ii) Field visit:</b> Guide learners to visit the nearest producer to investigate how</p>				

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p>demand, supply, cost, and competition influences the price determination of products.</p> <p>Ask learners to write a report based on a template provided by the facilitator on what they recommend on how they will price their business products based on the pricing techniques.</p>				
			(d) Identify relevant procedures and practices for buying and selling products within and outside the country.	<p><b>i) Library search:</b> A learner should search for the basic procedures of buying and selling products from abroad,</p> <p><b>ii) Internet search:</b></p>	<p><b>iii) Group discussion:</b> Learners should arrange a small group with other learners to discuss the basic procedures of buying and selling of goods with other</p>	Relevant procedure	Online/ offline sources, sample documents for importation and exportation of products	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				A learner should search for the basic procedures of buying and selling goods from abroad.	countries.				
			(e) Use appropriate selling methods and techniques (branding, logos, packaging, after sales services, barcoding, direct mail and internet auctions) to facilitate trade	<b>i) Internet search:</b> A learner should search for the basic techniques of branding, packing and packages, barcoding, and auctioneering. <b>ii) Library search:</b> A learner should search for the basic techniques of branding, packing and packages, barcoding, and auctioneering.	<b>i) Group discussion:</b> Learners to meet and discuss various techniques of facilitating trade. <b>Case study:</b> Organise learners in manageable groups and provide two case studies that portray relevant exporting and importing procedures and practices. The cases should capture the areas of documentation, institutions, clearing and forwarding agencies, and	Selling methods and techniques to facilitate trade is clearly used.	Online/ offline sources, and sample of products	5 Hours	1 Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					incoterms. Let learners discuss and share lessons learnt from the case study				
2. APPLYING BUSINESS POLICIES AND REGULATIONS IN OPERATING SMALL BUSINESSES	2.1 Solve social challenges using business skills.	2.1.1 Demonstrate mastery of the basic skills of operating a small-scale business.	(a) Explore the basic aspects of the policy and regulatory environment governing small businesses in Tanzania ( <i>roles of government and non-governmental agencies, policies, laws and by-laws</i> ).	<b>i) Internet search:</b> A learner should search for the basic skills of operating a small-scale business.  <b>ii) Library search:</b> A learner should search for the basic skills of operating a small business.	<b>i) Brainstorming:</b> Guide learner to brainstorm on various types of policies and regulations governing small businesses.  <b>ii) Group discussion:</b> Learners should arrange a small group with other learners to discuss basic aspects and regulations governing small businesses in Tanzania.  <b>iii) Guest speaker:</b> Invite a resourceful person from	The basic aspects of the policy and regulatory environment governing small businesses in Tanzania are appropriately explored.	Online/ offline sources	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					government agencies responsible for regulating small business operations in Tanzania				
			(b) Describe procedures for registering small businesses in Tanzania ( <i>types of licenses, importance of registration and sanctions for non-compliance</i> )	<p><b>i) Internet search:</b></p> <p>Learner should search for the basic procedures of registering a small-scale business.</p> <p><b>ii) Library search:</b></p> <p>A learner should search for the basic procedures of registering a small business.</p>	<p>Guide learners to identify various procedures of registering small-scale business.</p> <p><b>vi) Group discussion:</b></p> <p>Learners should arrange a small group with other learners to discuss basic procedures of registering small businesses.</p> <p><b>Reflection:</b> Guide learners to recall the importance of business compliance and certification Relate their responses to</p>	The procedures for registering small businesses in Tanzania are clearly described	Online/ offline sources, registration guide, and license template	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					types of licenses, importance of registration and certification and compliance.				
			(c) Describe taxes and levies associated with small businesses in Tanzania (meaning, types, importance, and sanctions for non-compliance).	<b>i) Internet search:</b> A learner should search for the basic types of taxes and levies, to a business.  <b>ii) Library search:</b> A learner should search for the basic types of taxes and levies to a business.	<b>i) Group discussion:</b> Guide learners in small groups to identify various types of taxes and levies, their meaning and importance.  <b>ii) Role play:</b> Direct learners to act out a short play depicting a busy market in which tax/levy payers and collectors are in action. Then, ask the learners to reflect on the meaning and importance of tax, and sanctions for non-compliance	Taxes and levies associated with small businesses in Tanzania are clearly described.	Online/ offline sources, and guidelines from TRA	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p><b>iii) Guest speaker:</b> Invite tax/levies officers from Local government and/or Tanzania Revenue Authority (TRA)/ Zanzibar Revenue Authority (ZRA) to share their knowledge and experience on tax and levy issues</p> <p><b>v) Project activity:</b> Task learners to write a report on the taxes and levies associated with small businesses in Tanzania</p>				
<b>3. DEVELOPING BUSINESS PLANS AND ETHICAL PARTNERSHIPS FOR SMALL BUSINESSES</b>	3.1 Apply business knowledge in various contexts.	3.1.1 Apply business theories into practice, and demonstrate mastery of basic business ethics.	(a) Develop a plan for a small business identified from the opportunities in Stage I (identification,	<b>Internet search:</b> A learner should search for the basic procedures of forming a business plan.	<b>Brainstorming:</b> Guide learner to brainstorm on preparation of the business plan by looking on the meaning and importance of	A plan for a small business identified from the opportunities in form two is	Online/ offline sources, and business plan template.	5 Hours	1 Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			financing, production and distribution, and marketing).		business planning.  <b>v) Project activity:</b> Task learners in manageable groups or individually to create a business plan for their small business that includes business description, market analysis, marketing, management, organisation, operations and financial plans.	appropriately developed.			
			(b) Complete and present the business plan developed.	<b>Library search:</b> A learner should visit a library to learn the preparation of the business plan and its development,	<b>i) Group activity:</b> Guide learners to exchange their group business plan documents for peer review and further improvement. Learners improve their business plans based on the peer feedback Provide	Business plan clearly completed and presented.	Online/ offline sources, and business plans developed	10 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					feedback and allow them to complete their business plans in their skills lab <b>vii) Skills lab:</b> Guide the learners to polish and submit complete business plans. Task learners in groups to prepare the pitch of their business plans, role play (rehearse) it, and pitch their business plans				
			(c) Describe business partnerships (meaning, types, features, advantages and disadvantages, formation and dissolution).	<b>Online browsing:</b> A learner should look for the meaning, types, features, advantaged, and disadvantages, formation and dissolution.	<b>i) Brainstorming:</b> Guide learners to brainstorm on the meaning, types, features, importance, formation and dissolution of partnership. <b>ii) Role play:</b> Use manageable groups	Business partnership clearly described.	Online/ offline sources, and partnership deed template	8 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p>to role play features associated with running a business</p> <p>Relate the role play to the meaning, features and formation of business partnership.</p> <p><b>iv) Debate:</b> Guide the learners to debate on this theme: “Running a business as a group is better than running it as an individual” Relate the learners’ arguments in the debate to the advantages and disadvantages of partnership.</p>				
			(d) Describe the basic tenets or principles of ethics for small	<b>Internet search:</b> A learner should search	<b>Group discussion:</b> Organise Learners to discuss on the principles of ethics	The basic tenets of ethics for small	Online/ offline sources	10 Hours	2 Hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			businesses ( <i>meaning, norms, and values</i> ).	for the meaning or principles of ethics for small businesses.	for small business.	businesses clearly described			
4. APPLYING BASIC INSURANCE, COMMUNICATION, AND NETWORKING PRINCIPLES IN SMALL BUSINESSES	4.1 Demonstrate mastery of business knowledge	4.1.1 Demonstrate mastery of the concepts, theories and principles of Business Education	(a) Explain the basic aspects of insurance for small businesses ( <i>meaning, principles, importance, choice of appropriate insurance plan and procedures of filing insurance claims</i> )	<p><b>i) Library search:</b> A learner to visit a library to search materials about the, principles, types, procedures, importance of insurance.</p> <p><b>ii) Online browsing:</b> A learner should look for the meaning, types, principles, types, procedures, importance of insurance.</p>	<p><b>i) Brainstorming:</b> Guide learners to identify various procedures of taking insurance, their types, principles and importance of insurance.</p> <p><b>ii) Group discussion:</b> Learners should arrange a small group with other learners to discuss basic procedures of taking and filling of insurance claims, its types, and procedures of taking insurance for</p>	The basic aspects of insurance for small businesses are appropriately explained	Online/ offline sources		

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					small businesses.				
			(b) Describe the basic principles of communication and networking for small businesses	<p><b>i) Library search:</b> A learner should use different books from the library.to search for the basic principles of communication and networking for small business.</p> <p><b>ii) Internet search:</b> A learner should use internet independently to search for the articles that describe the basic principles of communication and networking</p>	<p><b>i) Brainstorm activity:</b> Guide learners to think about how people communicate and relate their responses to the meaning, importance and channels of communication.</p> <p><b>iii) Scenario:</b> Provide two short write ups such as a business letter or business plan (ideally one page), one with clear communication depicting all communication principles and another with</p>	The basic principles of communication and networking for small businesses is clearly described	Online/ offline sources, write up templates, and samples	5 Hours	1 Hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				for small business.	unclear, confusing communication with grammatical errors. Guide them to compare the two and identify which one is clearer and why. Relate the findings in the scenario to principles of communication. <b>iv) Brainstorm Activity on networking:</b> Guide learners to share how they make new friends, why they make friends, and how helpful those friendships have been. Relate their responses to the meaning and importance of business				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING METHODS		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					<p>networking.</p> <p><b>v) Skills lab:</b>  Task the learners to create and write a plan on a loose sheet about how they will use principles of communication and business networking to grow their business project, which they will execute in their business clubs.  Through the gallery walk, guide learners to present the plans and receive feedback.</p>				

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