



# **A Toolkit for Entrepreneurial Educators**

**Inspiring the Next Generation Through  
Cases, Games & Simulations**

IDEA4Africa is a non-profit, 501(c)(3) organization dedicated to increasing economic growth wherever we work. The organization first established a permanent and visible presence in Rwanda; in-country leadership and local staff are Rwandan. Following our achievements in Rwanda, the organization opened an office in Kampala to advance entrepreneurship in Uganda. We are confident that with the support of our networks on the ground and two enormously talented in-country Directors this work will succeed in generating useful economic and social change in both nations.

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# Introduction to IDEA4Africa's Toolkit

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Where others talk about intractable social and economic problems, entrepreneurs recognize opportunities for social and economic change. They develop means to address the problems through innovation and by adapting means used successfully elsewhere or for other ends. As a result, entrepreneurial activity drives job creation, economic growth, standards of living and community prosperity. Through required secondary school curricula, Rwanda has recognized this value and has committed to encouraging entrepreneurial thinking in the youth of the country.

IDEA4Africa was established in 2015 by Dr. Dennis Hanno who has been working with students and schools in sub-Saharan Africa since 2000. His belief, and the reason that IDEA4Africa was created, is that economic and social progress will only occur if young people think entrepreneurially and act on their ideas. Under Dennis' leadership, the Babson-Rwanda Entrepreneurship Center, the predecessor organization to IDEA4Africa, was established in Kigali in 2010. The Center offered the first nationwide training program for high school students and worked with Rwandan teachers as the national entrepreneurship curriculum was rolled out. IDEA4Africa was established in 2015 to continue the work the Center had started.

IDEA4Africa provides educators, youths and young businesses with the knowledge and skills they need to put their ideas into action, to create an entrepreneurial culture in their communities. Our global team are dedicated leaders, all of whom have worked with Dennis on economic and entrepreneurial development in Africa. Collectively, the Board has invested thousands of hours in these efforts and has been responsible for implementing and delivering innovative programs in several African countries leveraging public, private and policy partnerships.

## *The Toolkit*

This TOOLKIT is designed to guide teachers in engaging students in learning how to become entrepreneurial and how to think about issues in an entrepreneurial way. IDEA4Africa's way of teaching complements the national entrepreneurship curriculum that is currently being taught in Rwanda.

The more successful you are at teaching entrepreneurship, the more likely that your students and your country will be defined by good business, good values and governed by an innovative, resourceful generation of entrepreneurial leaders.

Effective student learning means that students are moving from merely remembering and understanding the content that has been delivered by the teacher, to analyzing and applying that content and eventually transferring that information into their own creative initiative or enterprise.

The guide uses two approaches to teaching:

1. case-based teaching
2. experiential teaching

The toolkit provides case studies from real-life entrepreneurs as well as discussion questions to help you stimulate deeper and more lively conversations about the cases.

The experiential teaching section provides exercises and simulations that will boost classroom engagement.

### **The Entrepreneurial Mindset...**

- Identify passions, skills and core values
- Build networks and resources
- Identify problems in communities, workplaces and one's life
- Identify social and economic problems along with opportunities for their solution
- Test ideas
- Refine for feasibility (is it do-able?)
- Pitch and share ideas

## Inspiring the Next Generation through Cases, Games & Simulations

You may be wondering:

- Do I have what it takes to teach entrepreneurship?
- Can it really be taught?
- Do I have to be an entrepreneur in order to be qualified to teach entrepreneurship?

These questions are vital and we encourage you to refer to the materials in this Toolkit as a means to overcome self-doubt.

As a teacher, you can teach your students how to *think* entrepreneurially. A first step is to be curious about the entrepreneurs in your community. How do these entrepreneurs operate? How do they live their lives? What motivates them? What challenges do they run into?

You can turn their stories into cases and with these cases, begin to answer these questions.

Every entrepreneur has a story.

### How to Use This Toolkit

The two teaching methods we will focus on in this toolkit are: **case-based teaching** and **experiential teaching**. These strategies can be implemented in your classroom in conjunction with the existing national entrepreneurship curriculum. You will find overlaps between the two methods as they both entail engaging with the learner and promoting an interactive setting in the classroom.

Each section comprises three parts:

- an instructional method
- activities that elaborate the method
- advice on tailoring these techniques to your own classroom

Used correctly, this toolkit will increase your confidence and effectiveness as a teacher of entrepreneurship.

***Please Note:*** Pay attention to bolded and italicized words –they are meant to be emphasized.

# Section 1: Case-Based Teaching

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- Case Method Instruction
- Case Activities
- Discussing & Writing Cases



## CHAPTER 1: CASE METHOD INSTRUCTION

### What is a case?

Cases grow out of the stories that describe an entrepreneurs' experience. You can use them to illustrate the inspiration, challenges and ingenuity that bring to life the path they took. As an entrepreneurship teacher, you must ask yourself this question: How can I bring the realities and the excitement of entrepreneurship into the classroom?

A good case describes a situation that students can identify with. It provides the details or circumstances that one might confront. These circumstances can involve a decision, a problem, a challenge or an opportunity. When reading a case, you are asked to step into the other persons' shoes.

The case method is a teaching method whereby both teacher and students read a specific case and explore it in class through lively discussion.

This method enables students to **discover** and **develop** their own unique framework for approaching, understanding and dealing with business and wider social problems. <sup>1</sup>

### How does a good case work in the classroom?

Good cases should not lead to cut-and-dried conclusions. The goal of the case is to bring the student to the junction between ambiguity and experience that reflect the realities of most difficult decisions. While you read the cases outlined here, take note of the moments that are ambiguous, moments when the entrepreneur could have made different choices. Pointing out these instances can lead to compelling discussions.

<sup>1</sup> See Pearson Hunt, "The Case Method of Instruction," *Harvard Educational Review*, Summer 1951, pp.175-192

## Being the Facilitator

Your role as an educator is to put the student in the driver's seat of the case so that your student feels that she/he is a key decision maker in the resulting outcome. Quizzing students on the details of the case is NOT what's important here. The idea here is to master the entrepreneurs' thought process. Your goal is to get your students to be inside the story. At this point they should be coming up with interesting solutions to the problems the entrepreneur had and possibly seeing alternative strategies for solving those problems.

### **Prior to class:**

A case discussion must be prepared for in advance. Prepare a list of questions for the students to address as they are reading the case. Having these questions in mind will keep your discussion more focused. Make sure that your students have read the assigned case and have drafted answers to the discussion questions. One way of ensuring student participation is by having each student submit a written response to the case at the beginning of class. Expectations should vary depending on the class level.

### **In the classroom:**

Being the facilitator requires attention to all points that are raised. Keep in mind the questions you asked as a way of organizing the discussion. You may want to list all the points your students make on a board. Anticipating the comments that might arise, prodding the students with specific questions about the case, or asking them to elaborate on their comments are ways to add value and cohesion to the overall discussion.

***Remember:** The questions that arise from the case are for the student to discover.*

Give yourself enough time (about an hour) before the class to highlight all the points that come up through the case that would spur an in-depth conversation. Look to the discussion questions to guide you in this process

## Best Practices on Case Teaching

### **Break-Out Sessions:**

During a case discussion, the teacher may notice that some students are not being vocal about their opinions, or have not read the assigned material. In this situation the teacher could break out the class into small groups, and prompt each group with a discussion

question. Typically, breakout sessions last between 10–15 minutes, after which the groups share their perspective with the rest of the classroom.

Or students can be divided up into break out groups. Group members can select a group leader who will be given a list of questions for a group discussion. The group leader's task is to facilitate the conversation and make sure all the questions are addressed by the group. After 20 minutes, have the whole classroom reconvene and have a representative from each group present to the entire class what has been discussed in the group.

### **Skills acquired from this exercise:**

- *Critical Thinking*
- *Reflection*
- *Public Speaking Reading Comprehension*
- *Leadership and collaboration skills*

### **Role-Play:**

Role-playing involves the assigning of characters in a case to students. This is one way of allowing students to take control of the case. When the student attempts to act like the entrepreneur who is being analyzed, she/he feels, even for a fleeting moment, the pressure that accompanies decision-making.

For example, when discussing the Rosine case, below, one of your students could play Rosine and others could play the role of school administrators to learn to see the story from another perspective.

**Remember:** *Creating a class case discussion environment that accepts **failure** is vital to student learning.*

### **Asking Questions:**

Continuous inquiry during discussions on the case significantly stimulates the learner's critical thinking and can illuminate ideas. Asking *why* and *how* helps the learner to grasp the important concepts of the case.

- *Why do you think Rosine did X?*
- *How else could she have performed Y?*

### **Expectations:**

You may want to think about assigning a written component before and/or after the in-class discussion of the case for students to see how their understanding has changed.

## CHAPTER 2: CASE ACTIVITIES

In this chapter, you will encounter several cases involving real-life entrepreneurs in Rwanda. These diverse cases will not always be straightforward, or have all the information you are searching for. Count this as an advantage; it is essential for students to learn when to search for more information and what the risks are of acting on too little information

Following each case are potential questions for classroom discussion, technical terms and their definitions, as well as insights students may have while reading the case.

In addition, following the first case, we have included three different kinds of exercises to engage your students:

- A. **Highlighted text with reflections** on the entrepreneurial process
- B. **Sample student answers to specific discussion questions** along with some critique of those answers
- C. **Sample Action Plan** for the case
- D. **Reflection Opinion**

## Case #1: A Business of Fruits

### **A Day in the Life of Rosine**

Every morning, Rosine Ndayishimiye wakes up and prays. She thinks about how blessed she is, and plans her day as she lies in bed. Next, she reads. She loves to read. An article or an interesting book will brighten her mood before she gets up to have breakfast and prepare for school. After school, she returns home and enjoys some family time. Then, she exercises. Exercising helps her to relax and feel healthy, which is extremely important to her. Supper is next on her routine, and once again she prays. She thanks God for everything, and enjoys a group prayer with her family until it is time to bid everyone goodnight.

### **Rosine does what she loves**

“Do what you love. Love what you do”. Rosine stays true to this quote by being spiritually and physically healthy. She is passionate about both forms of health and actively pursues them. For example, she participates in a community-based non-profit organization called the Christian Youth Organization for Spiritual and Physical Development (CYOPSD).

She also has a newfound passion for entrepreneurship. Starting businesses and running them has become fascinating to her. It came as a blessing, therefore, when she was selected to participate in a weeklong Entrepreneurship Academy taught by Dennis Hanno, President of IDEA4Africa. During that week, Rosine learned a lot about starting up businesses and felt inspired to act on her passion.

When Rosine returned to school, she decided to start an entrepreneurship club along with a few other school members who had attended the same Entrepreneurship Academy. Together they planned to share the knowledge they had acquired and transform interesting ideas into a reality.

### **Making your passion your business**

Rosine and her 11 club members looked for entrepreneurship opportunities within their school setting. Through brainstorming sessions, the team realized that one area that could be addressed were the breaks between classes when students looked for food to purchase. The school-dining hall had been closed down, meaning that students had to search for alternative food options.

The entrepreneurially minded students observed their fellow classmates during these breaks. Some students would leave campus gates to buy biscuits from street vendors, while others would bring in home-made food.

Being a health enthusiast, it dawned on Rosine that she could sell healthy snacks during these break times. *Who can resist avocados and bananas?* she thought. She approached the school authorities and asked them if it was within her rights to sell fruits. The headmaster enthusiastically gave the club permission.

With the help of her club members, she decided to test her idea by having each member invest Rwf 2,000 in the business. After raising Rwf 28,000 the members bought a batch of fruits from local vendors. They had to negotiate a good deal in order to begin selling for a profit.

At first, Rosine's schoolmates disapproved of Rosine and the entrepreneurship club's work. Bargaining with vendors and selling fruits in baskets did not appear sophisticated. However, it was not long before the bell rang –signaling break time – and a stampede of students would race past each other to find their way to the fruits. These students made sure to bring cash to class to be able to pay for the avocados and bananas that were being offered. The demand for the fruit was high and increasing. Gradually, Rosine was recording a *monthly* revenue of 1million RWF!

### **Supply versus Demand**

Rosine and her club members started to notice that there was not enough of a fruit supply available to meet the high demand of fruits. There was a multitude of students who were willing to pay for snacks but were turned away because of the fruit shortage. This was frustrating to Rosine and her club members.

On other occasions, her fruits would perish when the demand for fruits was low. Rosine would take the fruits home and many times, these fruits would become spoiled. This presented a problem to the entrepreneurship club, as they realized they were taking a loss on those fruits.

### Discussion Questions

1. What would you do if you were Rosine?
2. Describe Rosine. What are her strengths?
3. Can you identify any points that she can improve on?
4. Is it normal for people to look down on your work and make you feel inferior? How do you overcome this?

5. How can the entrepreneurship club grow its business?
6. How can the club finance its activities in other ways?
7. Are there similar opportunities in your school or community?

**A. Example of ways to stimulate class conversations from the text:**

Selected text from Case #1:

**Highlighted Text #1**

Identifying problems and opportunities

Rosine and her 11 club members looked for entrepreneurship opportunities within their school setting. Through brainstorming sessions, the team realized that one area that could be addressed were the breaks between classes when students looked for food to purchase. The school dining hall had been closed down, meaning that students had to search for alternative food options.

The entrepreneurially minded students observed their fellow classmates during these breaks. Some students would leave campus gates to buy biscuits from street vendors, while others would bring in homemade food.

**Highlighted Thoughts #1**

- How can “brainstorming sessions” help a group or individual persons in the group “realize” opportunities? How should such a brainstorming session be organized to succeed? How do you know when you (or someone in your group) has identified an opportunity?
- What was the significance of the school-dining hall closing down? Note that when things change, opportunities can arise! Keen entrepreneurs are always on the lookout for change.

What was the purpose of observing fellow classmates during breaks? Is this easy to do – that is, “spy” on your fellow classmates? Can this be done systematically, yet unobtrusively?

**Highlighted Text #2**

At this point in the case, the entrepreneurship club has identified a possible opportunity

Being a health enthusiast, **it dawned on Rosine** that she could sell healthy snacks during these break times. Who can resist avocados and bananas? She thought, **She approached the school authorities** and asked them if it was within her rights to sell fruits. The headmaster enthusiastically gave the club permission.

### **Highlighted Thoughts #2**

- Spell out the connection between observing a possible opportunity, then identifying it specifically, and finally elaborating an idea for a possible solution. Were there other possible solutions here? Was Rosine's more viable than others? Why did Rosine, and apparently no one else, come up with this solution?
- Was it a good idea to approach the school authorities straight off? Under what circumstances might it have been a bad idea? What might have made it a good idea in this case? At what point do you share your ideas with others? When is it better to keep an observed opportunity or an idea for addressing it to yourself (or selves)?

### **Highlighted Text #3**

At this point in the case, the students (club) have an idea for action

With the help of her club members, she **decided to test her idea** by having each member invest Rwf 2,000 in the business. **After raising Rwf 28,000** the members bought a batch of fruits from local vendors. **They had to negotiate a good deal** in order to begin selling

### **Highlighted Thoughts #3**

- At what point should they have that is, tested her idea? Does it matter whether the window of opportunity may be large or small (e.g., closed dining hall)?
- What alternative means to finance this venture might have been available? What would have made this method (club member investments) the best alternative?
- How did they know how much money they *needed* to raise in order to test/start the business?
- How would you assess whether they got a good deal? What should they have been aiming for?
- [Note that the size of the initial business might have been determined by the amount of money available for the initial purchase of fruits; or the initial purchase of fruits may have been based on an estimate of expected business, in which case the initial financing goals would have been set accordingly.]



#### **Highlighted Text #4**

Now the students have taken action: they are testing the idea; they have raised funds; and they have defined the scale of their initial operations.

At first, Rosine's schoolmates disapproved of Rosine and the entrepreneurship club's work. Haggling with vendors and selling fruits in baskets did not appear sophisticated.

Rosine and her club members started to notice that there was not enough of a fruit supply available to meet the high demand for fruits. There was a multitude of students who were willing to pay for snacks but were turned away because of the fruit shortage. This was frustrating to Rosine and her club members.

On other occasions, her fruits would perish when the demand for fruits was low.

#### **Highlighted Thoughts #4**

- Why did haggling with vendors and selling fruits result in disapproving reactions from schoolmates?
- Why are there constant shortages and surpluses of fruit?
- What can the students do with the leftover fruit before it perishes? Discount leftover fruit at the end of the day? Change (e.g., lower, raise) the prices depending on how sales are going? Auction off leftover fruit? Contract with individual students or street vendors to take on leftover fruit? Recycle the leftovers (e.g., banana bread, guacamole mix?)

*At this point the students are enacting their "plan" and making assessments along the way in order to refine the business, operationally and financially.*

*The class discussions based on the sample highlighted text, above, should give you an understanding of how your students perceived and understood the case.*

*Below is an example of what you may expect from written student responses followed by some notes critiquing the student responses.*

**B. Sample student answers to discussion questions:**

1. What would you do if you were Rosine?

If I were Rosine, I would gather my club together and present this problem to them. Together, we would brainstorm ways to solve this issue. For instance, I would implement a tracking system that tells me how many fruits have been sold on a given day, as well as which type of fruit. Over a period of two weeks, I would be able to understand which fruits are higher in demand and on what days they are in demand. This would eventually change the amount of fruit we receive from our supplier and solve our surplus and shortage problem

2. Describe Rosine. What are her strengths? Can you identify any points that she can improve on?

Rosine seems to be a passionate individual who is also a risk taker. She does what she loves and that is displayed through the business of fruits that she started along with her entrepreneurship club. She is also a smart girl who seizes opportunities. This is shown in the opportunity she landed of learning entrepreneurship through an intensive entrepreneurship course.

Although Rosine is doing all she can to keep her business running, one thing she could improve on is the surplus and shortage problem of her [????]. Through finding a method of tracking which days certain fruits are demanded, she could save a lot of money and a lot of fruits from perishing.

*Note that in the sample student answers ignore some important alternatives:*

- They ignore the possibility of running an economic experiment:
  - at what prices, for instance, will students substitute one fruit for another, or buy more (or less) fruit generally, etc.

Tracking is a less reliable solution to the problem.

- The students ignore the possibility of surveying their classmates the day before they purchase their fruits for sale:
  - the survey may be simply informational (in which case there is no guarantee to the respondents that their preferences will be met);
  - or it may be accompanied by pre-payments for particular orders, and accordingly guarantees for delivery.

You want your students to evaluate the cases using the critical skills they have learned to use.

**C. Another approach to evaluating cases is to have your students formulate an Action Plan:**

The table below displays a structure for thinking through action plans. It comprises team objectives, the tasks that the team has to carry out, the time frame and resources needed for the task, as well as the metric that identifies how successful the tasks have been.

<b>Sample Action Plan:</b>				
Highlighted sections are student prepared. Bottom row contains teacher comments.				
<b>TEAM OBJECTIVES</b>	<b>TASKS</b>	<b>SUCCESS METRIC</b>	<b>TIME FRAME</b>	<b>RESOURCES</b>
	What you need to do to achieve your objectives	Criteria to identify your success	By when you need to achieve the tasks	What resources you will need for each task
Design tracking method for gauging shortages and surpluses	Account for every fruit transaction	When the surpluses and shortages even out	Two weeks	Paper Pen Calculator
<b>Teacher's Comments</b>				
What about economic experiments?	What about surveying students ahead of time?	What about prepayment options to secure orders?		

**D. Reflection Piece:**

Reflections can be written based on a prompt or a question. For instance, the prompt could be: *Reflect on a time you took a risk. How does it compare or relate to Rosine's story?*

**Student Sample:**

Rosine took the risk of starting her business. She and her club members each invested Rwf 2,000 of their own money to start their venture. They also risked the disapproval of their peers for their choice in bargaining and selling fruits in baskets.

I took a similar risk when I joined an acting club that performed a comedy at school. I was worried about what my classmates would think of me. Practice was very time consuming and I had to manage my time more than I had ever done in the past. That alone was a learning experience for me. I was also quite surprised to see the reaction of the students and my teachers to my acting abilities. It was a risk I had almost not even taken.

## Case #2: The English Language School

### Recognizing an opportunity

Jean Bosco is a doting husband and father of four grown-up children. He is a very personable, respectable man and is great at maintaining relationships. After working for the same company for over twenty years in various senior management positions, Jean Bosco decided to follow his lifelong dream of owning his own business. As a young man out of university, he was drawn to business creation and making money. Yet he married at a young age and so took on the responsibility of raising his four children. *Now that my children are older, I can afford to leave my stable job and take the risk of starting my own business. The time has come, he thought to himself, for me to be my own boss and become a job creator.*

Having a warm and personable character earned Jean Bosco an outstanding reputation among his peers. Also, the years he spent at his former company exposed him to a vast network of all kinds of people in different industries. As a result, he looked forward to substantial support from former colleagues as he embarked on his new venture.

Before Jean Bosco left his job, he had a brilliant idea. It had everything to do with Rwanda negotiating to be a part of the East African Community. He thought that it would only make sense that French speaking Rwandans would need to learn English to communicate with the rest of East Africa. One morning as he was listening to the radio, he heard an important announcement from a radio journalist: “The Ministry of Education would like to announce that from this day onward, English will be used as a medium of communication in government, schools, hospitals, hotels and all institutions.”

Jean Bosco realized that this would be a drastic change that had its advantages and disadvantages. Although he was confident that nationalizing the English language was a step in the right direction for his country, he feared that it would take decades for English to be learned and spoken fluently like it was in Kenya or Uganda. He felt strongly about this issue, and saw an opportunity in starting a business that would help Rwandans overcome the disadvantages of the sudden language shift.

### Working out a solution to a problem

*Now that English is the national language, Rwanda’s business people will need to learn English in order to trade with the East African Community! It only makes sense that I train our business people to express themselves in the English language, Jean Bosco thought.*

He was excited about his idea, and felt empowered to pursue it. *But, where will I find the money to cover my operating costs? Or good teachers who are qualified to teach English? Where will I conduct the classes?* He pondered. These were just a few of the many

questions that crossed his mind every single day.

Fortunately, Jean Bosco managed to find an abandoned building to hold classes in. The building was actually owned by his former company, so they lent it to him for no rental cost under one condition: that he could conduct classes at his will until the company needed to use it for their purposes.

### **From Idea to Action**

Things were escalating fast, and Jean Bosco was constantly working. He was meeting new people, spreading the word about his new venture, and looking to recruit teachers for his business. People were excited to hear about his new venture, and they told their friends. Meanwhile, he looked for a way to pay for the desks, chairs, printers and supplies he would need for his classrooms. He settled on taking a loan from a bank. Unfortunately, the loan came at a high interest rate which Jean Bosco was not happy about. However, because of how passionate he felt about starting this business, he did not view the loan arrangement as a barrier. Rather, he was motivated to pay it back and prove that his business could work.

### **Business takes off, but challenges remain**

As more people found out about his business, Jean Bosco labored to make sure that his offering was of the best quality Rwanda had ever seen. *It has to go beyond what people are expecting*, Jean Bosco thought. *That means fluent and professional English teachers.*

Fortunately, through a friend of his, he met two retired professionals who were living in Rwanda. The two women had a background in teaching English and were originally from England. They even spoke the Queen's English! Jean Bosco was certain that people would find his business more legitimate if their teachers spoke nice-sounding English. They were so excited to be a part of Jean Bosco's idea, and so was he when he hired them.

Jean Bosco realized that business people might not have time to come to his school and learn English because of their busy schedules. He decided that he would narrow his target market. He would offer classes to people in the service sector who needed to interact with foreigners in English, i.e. hotel staff, restaurant staff or airport staff.

After convincing a hotel manager to send hotel workers to his school to learn English, Jean Bosco had his first customers. His business had finally begun.

For the next few months, Jean Bosco's work tripled. His students were improving in English, and the word was spreading. Soon, other English language schools sprung up offering the same service. However, the competition did not concern him. He was certain that his school was among the best ones in Rwanda.

He felt that he needed more professional teachers to meet the demand he had, and struggled to find them. Furthermore, the teachers that he had hired were both planning to return to England. He wondered where he would find good teachers to replace them.

He also worried about the loan he was paying back to the bank. The interest he was paying was high, and he thought about ways to offer other services to make his business more profitable.

As if his problems were not enough, his former company called him one day and asked him to move his classrooms to another space. The building he was using for free was now needed for company purposes.

### **Discussion Questions:**

1. What are Jean Bosco's main challenges?
2. Should Jean Bosco have offered to teach the company's managers English in exchange for the building space in order to make the arrangement fairer?
3. Shouldn't Jean Bosco have made some calculations about the number of students he would need to pay back the loans?
4. Should Jean Bosco have made a more systematic appraisal of his competition?
5. What was Jean Bosco's network? How useful was Jean Bosco's network in helping him to start his venture? How could he have grown his network even more to make his venture even more successful?
6. What behavioral qualities does Jean Bosco have that make him an entrepreneur?
7. What does Jean Bosco need to do in order to make his business successful?
8. If you were Jean Bosco, how would you deal with
  - a. Your teachers leaving?
  - b. The loan that you have to pay back to the bank?
  - c. Relocating your classrooms?

## Case #3: Glo T Shirt Creations

### Background

As a twelve-year old, Gloria Uwizera had a dream of becoming a soldier. Her father, an experienced soldier, encouraged her to pursue this dream. That dream was subsequently shattered when she witnessed what the 1994 genocide did to her people. She no longer wanted to fight, nor did she have any interest in armed weapons. What she began to love, however, were the days when she helped her mom and grandfather with their businesses. She found business transactions fascinating. In her spare time, she enjoyed drawing and creating art pieces.

Gloria's mother was a small business owner who imported diverse products from Europe to sell in Kigali. Her grandfather, a farmer, also opened a shop to sell local food and beverages. Her mother eventually closed her business so that she could help expand Gloria's grandfather's store –which was doing very well financially.

As Gloria grew into a young woman, she was convinced that business was something she would continue doing. She felt that it was in her blood since both her mother and grandfather were involved in business. Yet, she looked for a specific business to start and failed to find something of true interest.

When she found herself in Senegal for studies, Gloria made a personal decision to learn as much as she could from her new environment. Intrigued by the artistic community in Dakar, Gloria immersed herself in learning how to make designs on t-shirts. From an elderly man who was an experienced artist, she learned an authentic Senegalese design printing technique called "Batik" in a five-day period.

In late 2004, Gloria began selling t-shirts with Batik designs printed on them. After church, she would set up a stand and sell her products, and noticed that people really liked her products. Word spread quickly and orders for her products increased exponentially.

### Returning Home

It occurred to Gloria that she could not live in Senegal forever. She had to return to her country, Rwanda, and see if it was possible to start her business in Kigali.

When she returned to Kigali, she was happy to find that "Batik" designs were in high demand not only in Kigali but also in Uganda, Tanzania, Kenya and Burundi. Gloria discovered that people were not only willing to purchase fashionable clothing, but also home décor in the textile designs that she had become an expert in

Gloria started off as a sole proprietor of her business, which she named “Glo Creations”. Within a year, her business grew because she had diversified into home décor. She hired four employees to support her with her expanding business. She had also begun thinking of exporting her products to Japan and the United States, which would require more contacts.

### **Obstacles on her journey**

One of Gloria’s biggest challenges was the lack of appropriate raw materials in Rwanda. She traveled to Senegal often in order to replenish the raw materials that she would need to create products for her business. This back and forth travelling proved to be very expensive and unrealistic. She hoped to seek out alternative, cost-friendly options.

She was also anxious about the future of her business because she projected that skilled labor would be necessary. Gloria anticipated a need for workers who could not only help her artistically in producing her product but also to assist her with the business end of importing and exporting in the East African region.

### **Class Discussion Questions:**

1. What could be the raw materials that Gloria is having trouble finding in Rwanda? Is traveling to Senegal regularly the best way to solve this problem?
2. If you could ask Gloria questions to understand her business better, what would you ask her?
3. Give Gloria advice on the issues she is facing:
  - a. Lack of raw materials
  - b. Lack of skilled labor
4. Gloria’s journey is indicative of many stories where who you want to be when you are younger, may change as you get older. Have you thought about who you want to be when you grow up?



## Case #4: A Teenager with A Dream

How a young teenager from Nyabugogo started a thriving computer service business in his house is something to be in awe of. How the same teenager got admitted into Harvard University –a selective, prestigious university in the United States of America, is something to not only be in awe of, but to aspire to.

This young teenager, Jonathan Iyandemye is quoted to have said “one doesn’t need much money to start a business and become an entrepreneur. Rather, one needs an entrepreneurial mindset. One needs to identify the problem he sees in society and to try to use what he has to address that problem. For me, an entrepreneur is a person who sees opportunities in obstacles, and uses them to create an activity that benefits him and the society.”

### Jonathan’s Story

#### Background

In 2011, Jonathan Iyandemye attended the Babson Entrepreneurial and Leadership Academy, a one-week workshop in which participants received training and mentorship on how to move from ideas to actions, how to start a small business, and how to grow it.

Armed with the skills received from the workshop, and with the knowledge from playing with his brother’s computer, Iyandemye started a small computer training class using his brother’s computer and utilizing the dining room of his parents’ home in Nyabugogo as a classroom.

“I figured out that for me to achieve the big dream of owning my own company, I had to start small and use what I already had on the table,” he said, admitting that the early days were tough and scary,

I went to some wealthy families and coaxed their children to come to our house to study. I gave the best I had to my first 2 students and that proved to my other clients that I wasn’t kidding”.

By creating a track record, it was only a matter of days before clients from the neighborhood started streaming into Iyandemye’s classroom, seeking various computer skills. His classroom too was growing, and by the time he clocked two months in business, the class boasted ten students.

“I realized that our dining room was no longer able to accommodate my class, which forced me to rent a nearby house to use for classes. I erected a banner above the door, opened a bank account to which students could pay their tuition, and embarked on serious classes,” he narrated.

“The business offered me more than I had expected. It helped me with some school needs for my senior 5 and 6, helped me increase my computer knowledge and offered me different life lessons including persistence. Moreover, since I had to focus on my studies too, I trained my two sisters and had them run the business with me, to allow me time for my studies. Since then, the business started to help my whole family and it is now one of the sources of income for my siblings.

I am grateful that I had a chance to do business and see what it looks like. I am grateful that I made people computer literate and even more grateful that I created employment for myself and my siblings. I am not much involved in the business now because I have to focus on my studies, but I hope to continue and to create more businesses and initiatives in the future”.

After completing his A level at College Saint Andre in Nyamirambo, Iyandemye completed a gap year program. Jonathan also learned the concept of corporate social responsibility giving back to fellow students and youths. While in school and running his computer bureau, he used his spare time for voluntary work teaching English and Mathematics to children in a home for former street children.

### **On Entrepreneurship**

According to Jonathan, entrepreneurship is not all about the money.

“One doesn’t need much money to start a business and become an entrepreneur. Rather, one needs an entrepreneurial mindset. One needs to identify the problem he sees in society and to try to use what he has to address that problem. For me, an entrepreneur is a person who sees opportunities in obstacles, and uses them to create an activity that benefits himself and the society.”

He is all for self-employment, as opposed to seeking jobs elsewhere, and says:

“For me, the main benefit of being self-employed is the flexibility and development of one’s critical thinking. A self-employed person has total control of his business. He can change it whenever he wants, and introduce new products and innovations to grow his business. This makes him think critically and act enthusiastically since the success of his business lies on his shoulder”.

Jonathan graduated from Harvard University in the United States in 2018. Harvard is one of the most prestigious Universities in the world. And he worked hard to get there, sharing his expertise and talents along the way with other young people from his community.

**Class Discussion Questions:**

1. How could Jonathan expand his business?
2. What unique abilities do you see in Jonathan?
3. What opportunities do you see in your community that addresses technology?
4. What steps would you take in order to take advantage of that opportunity?

## CHAPTER 3: DISCUSSING & WRITING CASES

A central aim in assembling this guide is to equip and empower entrepreneurship educators to create their own case material. The examples of cases in Chapter 2 serve as a resource to help you understand the general framework of a case study. The table below delves into how cases are structured, as well as how to write valuable cases.

### Elements of a Case

#### 1. Examination of personal, group or community circumstances

Start by thinking about things in your community that you think are not working. It is important to evaluate circumstances close to home that can give rise to entrepreneurial opportunities and social change.

As teachers you should help your students to recognize social innovations (i.e., cases of entrepreneurship) that actually succeeded and have them reflect on what was there before the innovation. Examples should include a range of innovations, from the simple introduction of a service into a community that had already been offered successfully in other communities (e.g., farm supply chain, food distribution system, uses of cell-phones to overcome local obstacles, etc.) to more complicated innovations like expanding technology systems into their region.

As you understand the role of entrepreneurship in social change, you will be better equipped to enable your students to grapple with it as well.

This examination entails introspection. Introspection leads to recognition of opportunities. “What are the problems in my community that I believe I can address myself?”

#### 2. Idea Generation:

Identifying problems for which the entrepreneur believes s/he can develop or provide a solution.

This is the process of articulating the perceived imperfection so that the would-be entrepreneur can identify the specific problem s/he is addressing and kinds of solutions s/he envisions.

#### 3. Research and Development

Elaborating alternative solutions and ultimately “mocking up” preferred solutions to the problem identified. This is where you must figure out how to deploy organizational, operational, financial, marketing and other traditional business skills that the students have already mastered.

- How does my proposed solution compare with what is already being offered or possible alternatives (e.g., in other places)? Is there any competition? How do I differentiate my product/service from others?
- What will it take to implement my solution? Financially? Organizationally? Winning acceptance (e.g., marketing, P.R., and legitimation)?

#### 4. The Practice

How do I actually go about starting this business and taking the necessary steps to make it sustainable? This will require drafting a feasibility or implementation plan.

**Note:** When writing cases, it is important to write something that will be valuable ten years from now. Some cases deal with a story around an ancient technology that is not relevant to readers today. This becomes not only irrelevant but also uninteresting if you choose to teach that kind of case in class.

Another tip is to always write a case about something that you are truly interested in. If there is a business that fascinates you, look for the entrepreneur who started it and engage in a conversation around that business. Learn from these entrepreneurs, and have personal anecdotes in the palm of your hand when it is time to write or discuss their cases in class.

## Section 2: Experiential Teaching

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- Igniting the Entrepreneurial Spirit through Games and Simulations
- Activities
- Creating an experiential classroom
- The Rocket Pitch

## CHAPTER 4: IGNITING THE ENTREPRENEURIAL SPIRIT THROUGH GAMES & SIMULATIONS

Many times, as teachers, we have to step into our students' shoes to understand how their mind works. Sometimes, this requires thinking back to our childhood and reminding ourselves what stimulated our brains to perform work. It could have been sports for some, arts and music for others, or even games.

### Games are Powerful

There is something about games that immediately gets students interested and active. Whether it is card games, board games or field games, you find that students enjoy action when there is an understanding of how the game works. It could be the competition involved, the rules outlined, or the fast-paced nature of certain games that motivates them. This is why we need to be creative.

Games can be utilized to teach important entrepreneurial concepts. In this chapter, you will be provided with different game ideas that you can adapt to your classroom. Each game should enable your students to take-away a meaningful learning concept. Along with the game, the teacher will also ask students to reflect on the game. Shared reflections from students are key in gauging vital feedback from the game played. This feedback should be used for future adaptations of the game.

### Simulations are just as Powerful

Simulations are games that mimic real-world operations. The goal of a simulation should be to **reveal** and **simplify**. The educator must organize his/her students so that the activity experienced makes the learner fully understand what goes on in a given situation by participating in that simulated situation. A complex circumstance can be simplified through a simulation because the learner becomes an actor and as a result, gains a different perspective of the situation as a whole.

\*\* The simulations introduced here (2<sup>nd</sup> packet) are year-long simulations for Form Four students.

## CHAPTER 5: ACTIVITIES

The activity workbook is grouped into various themes to help you choose specific games or simulations as they are relevant to your teaching topic. The skills that will be learned using games and simulations are listed below:

- Risk and Failure
- Creativity
- Communication and Public Speaking
- Teamwork and Decision-Making



## Getting Comfortable with Failure

Failure is a likely event in the creation of any venture. When you assume the risk of starting a new venture, you are also assuming the risk of failing to succeed in that venture. It is a widely known truth that entrepreneurs fail many times before they succeed.

*Why are people afraid of failing?*

In many societies around the world, failure is perceived in a negative light. In fact, it is frequently seen as a taboo. From a young age, children are taught not to fail. If you fail at school, you are told that negative consequences await you. If you are rejected by a person that you admire, or from a program you want to enter, you feel ashamed. Speaking in public and failing to convey your message leaves you embarrassed. These are all examples of situations that make it much easier not to try to pursue what you truly want because of the fear that you may not attain it.

Despite these natural reactions toward failure, one of the stark differentiators between most successful entrepreneurs and the multitudes of people is how they perceive failure. This is why an essential ingredient in teaching entrepreneurship is creating a culture where failing is viewed positively.

Below are some popular quotes from famous entrepreneurs who share their perspective on failure.

*“Failure is just a resting place. It is an opportunity to begin again more intelligently.” – Henry Ford*

*“I have taken more than 9000 shots in my career. I have lost almost 300 games. Twenty-six times I have been trusted to take the game winning shot and missed. I have failed over and over again in my life; and that is why I succeed.” – Michael Jordan*

*“Think like a queen. A queen is not afraid to fail. Failure is another stepping stone to greatness.” – Oprah Winfrey*

The above quotes exemplify how failure is inevitable. Further, they emphasize how failure can be looked at as an opportunity to learn from your mistakes, and an opportunity to perform better. We are not saying that you must encourage your students to fail on purpose. Rather, should you they try to do something and fail to accomplish it, they must not lose motivation. Instead, they should learn from their failure, and pivot so that they can succeed the next time they try. As a teacher, a classroom culture that encompasses these complexities is something that you have to enforce.

## Game #1: The Bop Game

This children's game is a simple game that has the effect of removing the social stigma around failing. In this game, everyone fails and everyone laughs about failing. Additionally, it is a good ice breaker and can instantly create camaraderie within students in a classroom.

First:

- Ask your students to stand up and create a circle.
- Step into the middle of the circle and beginning explaining the rules of the game.
- The middle member always initiates the game, and the circle members respond to the prompts made by the middle member. If someone around the circle fails to follow the rule, he/she replaces the person in the middle and becomes the prompter.
- This game is most fun when the middle member is enthusiastic!

**Rule number one:** When the person in the middle (let's call him David) points to a circle member and says "Bop Bitty Bop Bop Bop 1---2---3---4---5" (as fast as s/he can) to a circle member, the circle member must respond "Bop" before David finishes his line.

**Rule number two:** When David points to a circle member and says "Bop! 1---2---3---4---5" the circle member must remain quiet.

**Rule number three:** When David points to a circle member and says "Avocado Tree 1---2---3---4---5", the person must raise his/her hands into a tree-like form, and the circle members on his/her left and right must throw imaginary avocados to the ground by letting out a "thud" and stomping on the ground.

**Rule number four:** When David points to a circle member and says "River Nile 1---2---3---4---5", the person must push his/her arms forward in a swimming motion, and have members on his/her left and right act like they are rowing canoes down the River Nile with an enthusiastic "row row row".

**Rule number five:** When David points to a circle member and says "house", the circle member must bend forward and beckon to David saying "come in come in come in", while

the circle members on his/her left and right turn and point their arms towards him as though they want their fingers to touch.

Feel free to include additional rules. The more rules you create, the easier it is to fail.

To wrap up the game, ask your students:

1. What did you learn from this game about failure?
2. How does this game relate to what entrepreneur's go through?

## Game # 2: Countries

This is another children's activity that we love to play, and that we fail at often!

Steps:

1. Make a circle.
2. Every student must name a country which starts with the next letter of the alphabet starting with A. Students must say next country name FAST or they fail.
3. Game ends as soon as someone fails to think of a country name with the next letter or you can have everyone who fails sit down and go on to the last two people till you get a winner.
4. Students cannot repeat the name of a country until someone fails. Only then can students start over the game.

For example:

(At a fast pace, someone will begin)

*Argentina!*

*Botswana!*

*Cameroon!*

*Djibouti!*

*England! ... etc.* until someone fails, then you can start over.

### ***Insights:***

In both of these games, you are essentially enabling an environment in which the concept of failure is de-stigmatized because it becomes a natural occurrence. The more these games are played, the sharper the students become. Similar to entrepreneurship, the more you try starting up ventures, the better you become at being an entrepreneur. Failure will only help the students reach farther levels.

## Unleashing Creativity

Successful entrepreneurs often reference creativity as being a key skill in helping them achieve a unique product or service that is different from others. Approaching a problem and solving it in a way that is different from the way it would normally be solved is considered creative. Popularly defined as a phenomenon whereby something new and valuable is created, creativity forces us to think differently about our daily lives.

Each and every one of us has the power to be creative. However, only a few of us actually exercise our creativity. Creativity can only be nurtured through practice, and it begins with curiosity.

As an entrepreneurship educator, your role is to carve out time in the classroom and dedicate it to exercising the learner's creativity. The best way to teach creativity is to practice being creative yourself as a teacher: in the classroom, in your home, and in your community.




It is much easier to live a boxed life where everything has been seen before. Accepting the way things are done, no matter how inefficient they are, simply because that is how they have always been done, creates complacency and can lead to an unfulfilled life. A creative mind and spirit is attainable once we recognize that our minds are much bigger than the boxes we put them in.

It is therefore important to challenge inefficient systems, whether social or technical, and create the needed change that is beneficial to our communities.

### Game #3: Ideate!

Locate a simple item in your environment. Then, give your students 5 minutes to list on a piece of paper the different uses of that object; for instance, a brick, a pen, a phone, a bottle, a glass, a cup, a tennis ball etc. Under time pressure, and extreme concentration, have your students make their lists as long as possible.

There are no wrong answers. A seemingly “crazy” idea can stimulate a great idea. The longer the list, the better. Be sure to convey that students should NOT censure themselves. They should try to come up with as many different ideas as possible.

 <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>	 <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>
 <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>	 <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>

After five minutes of the exercise, your students will most likely be brain tired. You will notice that the first five uses of the object you've chosen are the same among all students. After the fifth idea, however, the ideas become more interesting and novel.

### Game #4: "A-B-C's"

This game is about improvisation. The point here is to think on your feet, be creative, and go with the flow of the conversation. In this game, two students will volunteer to participate, say Teta and Manzi. Ask the classroom to give these two students a simple location and a simple relationship for example;

- classmates in a school
- doctors in a hospital
- even strangers in a supermarket

Based on the classroom suggestions, Teta and Manzi will have to build a scene.

The catch is –they must start each line with a successive letter of the alphabet.

For example: Let's say the classroom has suggested that these two are friends having lunch in a restaurant.

Teta: **Are** you enjoying this Indian food?

Manzi: **But** of course! I chose this location, and I'm really hoping you are enjoying this food as well!

Teta: **Come** to my mother's house and you will never come back here!

Manzi: **Did** you not hear what I said? I love this place! But I would be happy to eat at your mother's house.

Teta: **Enter** your name in the list of friends who have decided to come this weekend!

... and keep going until "Z".

\*Be prepared to chat for a while as your partner tries to find a good "x" or "z" word



## Communicating via The Rocket Pitch

Entrepreneurs must learn to clearly and effectively communicate in a way that generates interest for their ideas. Often you may only have a short amount of time to convey what is most important and/or impressive about you and your ideas.

One way to do this is through what is called a rocket pitch – a succinct delivery of an idea or opportunity. A rocket pitch usually consists of a simple, three-minute presentation that explains the market potential and how your solution will address it. Because this presentation is so brief, you want to include only enough detail to interest possible supporters and highlight why your idea is special. Be as concise and straightforward as possible, but bring passion and energy to the idea so that others are inspired by you.

There are four areas that you should cover in your rocket pitch:

- **The Need**
- **Product or Service Solution**
- **Goals**
- **Audience Call to Action**

Come up with a “HOOK”

Introduce yourself.

Introduce your idea or concept.

Be clear about WHY this is a good FIT for you and your passions. (A very brief story about HOW you got interested in this would be appropriate.)

What is the community need that is being addressed with your idea?

What is the solution?

Who is your target audience?

What is your marketing/advertising plan? What resources do you have?

Give an indication about your first-year costs or expenses and your timeline for paying back the money if you are borrowing.

What is your CALL TO ACTION? Usually there is SOMETHING that you are asking of your audience: money, involvement, commitment to spread the word...

Practice, practice, practice. Rehearse your presentation with friends and family every chance you get.

## Problem Solving & Decision Making

This is all about the other packet. Should it be here???

Part of being an entrepreneur is learning how to deal with problems by working with people to solve them. Solving these problems requires thinking through the problem and making decisions accordingly. Teaching these two concepts, i.e. problem solving and decision making, are most effectively delivered through an experiential classroom. In a separate packet, you will be introduced to the Entrepreneurship and Business Simulation. The simulation that will build a student's capacity for solving problems and making decisions.

### Simulation Overview

The **Entrepreneurship and Business Simulation** (EBS) is a hands-on, experiential simulation that has been designed for Form Four students undergoing entrepreneurship studies in Rwanda. This simulation simultaneously consists of classroom learning and experiential learning.

EBS has been created to cater to the trimester academic approach in the Rwandan education curriculum. Over the course of 37 weeks, teams of students who participate in the simulation will actively go through the process of identifying a need in their community, looking for a solution to meet that need, test their idea's feasibility, write a business plan, and ultimately run a real-life business.

### Why Form Four?

The goal for this simulation is not to re-create teaching content. Rather, it is intended to build on prior entrepreneurship knowledge from Form One through Form Three, by applying that knowledge into a practical experience. By Form Three, an entrepreneurship student has grasped a multitude of technical experience that can be put into practice when he or she enters Form Four.

### Understanding EBS

The lesson plans provided are arranged to guide you through EBS from the first week to the last week of the simulation.

For most of the lesson plans, you will find a consistent format of lectures, content and time frames to help you manage your classroom.

**1. Lectures:**

The lectures highlight the topic of the week. Each week, a different lecture will be delivered depending on where in the simulation process the student teams are in.

**2. Activities**

The activities have been built around the lectures, and are placed in the lesson plan to enhance student engagement. Activities following lectures will involve student teams coming together and discussing the topic at hand and connecting the topic concepts to the business they are creating.

**3. Notes**

The notes provided are short snapshots that capture the essence of the lecture or activity. They explain further what goes into the activity or lecture.

**4. References**

References point to the specific location of resources that the EBS instructor should look into to find more information on the topic.

- Additional Resources: You will find references to the “Introduction to Entrepreneurship Curriculum for Ordinary Level” by the Department of Curriculum and Pedagogical Materials in Rwanda, and “*From Ideas to Action*” by Dennis Hanno and Nicole Smith.

**5. Debrief**

Class debriefs will usually take 5-10 minutes of class time and are reserved for the teacher to connect the classes with prior classes, and to welcome any questions from the students about the work day.

**6. Student Homework**

Student homework refers to the work that students will have to take home and hand in at a following class.

**\*The full simulation is provided in the separate, accompanying booklet.**

## CHAPTER 6: CREATING AN EXPERIENTIAL CLASSROOM

### Developing Games

The games in this toolkit are handpicked choices from:

- Popular culture
- Children's games
- Observing people

As an instructor, you can do a few things in order to develop or identify games that are relevant to the classroom.

1. Be alert and on the lookout for fun games that students seem to be enjoying
2. Ask your students to teach you the game, and take part in it enthusiastically!
3. Ask yourself: how can I bring this game into the classroom so that it is not simply a game, but a game that has a greater meaning?

Having identified games that are relevant to the classroom share your idea with a fellow entrepreneurship teacher. Sharing your game idea can be helpful not just to your class but to your colleague's class, which helps widen the impact of entrepreneurship education.

### Developing Simulations

When designing simulations, the designer must have an overall sense of the learning objectives that will come out of the simulation. Because simulations are generally longer than games, more time and energy will be spent on molding the simulation for it to produce the designer's intentions.

While building out the Entrepreneurship and Business Simulation (EBS), the main objectives for the students were:

- 1) Act on their entrepreneurial ideas
  - 2) Learn from their experiences
  - 3) Build on their knowledge
-

These three overarching principles, **Act, Learn, Build**, drove the designing of the simulation and laid the groundwork for other learning objectives to be acquired.

For instance, under the “ACT” objective, students will learn how to identify opportunities around them, test the feasibility of their ideas, learn to communicate their ideas and work in teams to pursue a single, feasible, idea. (See EBS packet)

Although the simulation packet provided in this toolkit is a yearlong simulation, simulations can take shorter periods of time (class period, week-long, month-long or even trimester long).

Simulations require clear and defined objectives. For instance, if the objective were to learn how manufacturing works within a company, the instructor would have to do two things:

1. Design a simulation that gives all students roles within the company
2. At the end of the simulation, the instructor must ensure that the main objective has been met, i.e. that students understand how a product is assembled before releasing it to the market.

## Using Resources

Developing cases, simulations or games can appear to be a daunting task, and can come off as one that requires an intensive amount of effort. Although it is time-consuming to assemble these activities, the good news is that you do not have to build it all on your own. As an entrepreneurship instructor, you have to be entrepreneurial in your teaching, and that includes being resourceful. Below are some ways you can improve entrepreneurship education in your school.

1. **Internet:** Internet access may be scarce. However, finding time to go to an internet café to research different simulation and game applications in business classrooms can make a big difference in the quality and effectiveness of your teaching. There are a multitude of resources online about entrepreneurship games and simulations, and finding ways to tailor these activities to your classroom will bring significant value to the classroom. Examples include:
    - *ABW* is a non-profit organization from Australia that is a leading developer of business simulations for schools. It conducts virtual weeklong experiential simulations that include students running sandwich shops, cafés or even retail companies. Find more information here: <http://www.abw.org.au/programs/secondary-school-program-years-9-to-12.php>
    - *Junior Achievement* provides programs to youth in financial literacy, work readiness and entrepreneurship. Find more information on their “A Business of Your Own” program here: <http://jacan.org/program/business-our-own%20>
-

- *ClassBrain.com* offers an online game that teaches business concepts called the Lemonade Stand Game. This kind of game works well if students have access to a computer in class. However, it can also be adapted to an in-class game without needing a computer. Find more information here: [http://www.classbrain.com/cb\\_games/cb\\_gms\\_bag/lemonade.html](http://www.classbrain.com/cb_games/cb_gms_bag/lemonade.html)
2. **Reach out to other entrepreneurship educators:** Either within your school, or through organizations like IDEA4Africa that routinely gathers teachers for trainings.
  3. **Organize inter-scholar entrepreneurship competitions:** Start an annual entrepreneurship competition in your district. Perhaps the students with the best ideas and best business plan can win start-up capital to start their business during their holiday period.
  4. **Partner with local businesses:** Is your school located close to a restaurant, café, bar, street vendors? If so, this is an opportunity for your students to study these businesses and provide consulting advice to problems a given business may be having. As the teacher, you can create this opportunity and make your entrepreneurship class a hands-on experience. Additionally, having a relationship with these businesses exposes students to future job opportunities within those businesses.
  5. **Invite Business Leaders to the Classroom:** Business people who are good motivational speakers can be an important addition to the classroom from time to time. Not only do they accomplish the goal of inspiring students, they also stand as potential role models for the students to emulate.
  6. **Attending entrepreneurship events:** There are entrepreneurship events occurring on a frequent basis around the country for instance;
    - Global Entrepreneurship Week. Not only is attending an event such as this a great way to find inspirational speakers for your classes, it also is a good way to find inspiration for potential games and simulations you can introduce to the class.
    - Entrepreneurship Competitions: Find out what organizations are giving out prizes to entrepreneurial students, and what organizations are involved in promoting entrepreneurship in the country.
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