

History

S6

Teacher's Guide

COPYRIGHT:

© 2020 Rwanda Basic Education Board

All rights reserved

This book is the property of Rwanda Education Board.

Credit should be given to the authors when the source of this book is quoted.

FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present Senior 6 History teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the History subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this book and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

Dr. MBARUSHIMAN Nelson
Director General of REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in development of this Senior 6 entrepreneurship teacher`s guide. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, teachers and all other individuals whose efforts in one way or the other contributed to the success of writing of this textbook.

Special acknowledgement goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism..

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum,Teaching and Learning Resource department (CTLRD) who were involved in the whole process of in-house textbook writing.

MURUNGI Joan,
Head of Curriculum,Teaching and Learning Resource department

TABLE OF CONTENT

| | |
|--|------------|
| FOREWORD | i |
| ACKNOWLEDGEMENT | iii |
| PART I. GENERAL INTRODUCTION | 1 |
| 1.1 The structure of the guide | 1 |
| 1.2. Methodological guidance | 1 |
| PART II: SAMPLE LESSON PLANS | 1 3 |
| UNIT 1: THE POST-COLONIAL RWANDA | 31 |
| 1.1. Key unit competence | 3 1 |
| 1.2. Prerequisite knowledge and skills | 3 1 |
| 1.3. Cross-cutting issues to be addressed | 3 1 |
| 1.4. Guidance on the introductory activity | 33 |
| 1.5. List of lessons | 34 |
| 1.6 Lesson 1: The causes of the Liberation War (1990- 1994) in Rwanda | 35 |
| 1.7 Lesson 2: The course of the Liberation War (1990- 1994) in Rwanda | 37 |
| 1.8 Lesson 3: Effects of the Liberation War of 1990- 1994 in Rwanda..... | 38 |
| 1.9 Lesson 4: The challenges faced by the Government of Rwanda after the genocide against the Tutsi | 40 |
| 1.10 Lesson 5: Achievements of the Government of Rwanda after the genocide against the Tutsi..... | 42 |
| 1.11. Summary of the unit..... | 4 6 |
| 1.12. Additional information for teachers | 47 |
| 1.13. End unit assessment answers | 5 1 |
| 1.14 Additional activities | 54 |
| UNIT 2: GENOCIDE PREVENTION | 83 |
| 2.1. Key unit competence | 83 |
| 2.2 Prerequisite knowledge and skills | 83 |
| 2.3 Cross-cutting issues to be addressed | 83 |
| 2.4 Guidance on the introductory activity | 84 |
| 2.5 List of lessons..... | 85 |
| 2.6 End unit assessment answers | 97 |
| 2.7. Summary of the unit | 9 8 |
| 2.8. Additional activities | 99 |

UNIT 3: THE FORMS OF SLAVE TRADE.....101

| | |
|---|-----|
| 3.1. Key unit competence | 101 |
| 3.2. Prerequisite, knowledge and skills | 101 |
| 3.3 Cross-cutting issues to be addressed | 101 |
| 3.4 Guidance on the introductory activity | 102 |
| 3.5 List of lessons | 103 |
| 3.6 Lesson 1: The Trans – Saharan Trade | 104 |
| 3.7 Lesson 2: The Trans -Atlantic Slave Trade | 106 |
| 3.8 Lesson 3: The Long Distance Trade | 108 |
| 3.9 Summary of unit | 110 |
| 3.10 Additional Information | 111 |
| 3.11 End unit assessment answers | 113 |

UNIT 4: AFRICAN NATIONALISM AND ACQUISITION OF INDEPENDENCE101

| | |
|--|-----|
| 4.1 Key unit competence | 101 |
| 4.2 Prerequisite knowledge and skills | 101 |
| 4.3. Cross-cutting issues to be addressed | 101 |
| 4.4. Guidance on the introductory activity | 102 |
| 4.5. List of lessons | 104 |
| 4.6. Lesson 1: Causes of African nationalism..... | 104 |
| 4.7 Lesson 2: Mechanisms /Means used by Africans to regain independence in Africa | 112 |
| 4.8 Lesson 3: Process followed by African countries to regain independence | 115 |
| 4.9 Lesson 4: Consequences of African nationalism | 118 |
| 4.10. Additional Information | 120 |
| 4.11. End unit assessment answers | 122 |
| 4.12. Summary of the unit..... | 123 |
| 4.13 Additional activities | 125 |

UNIT 5: CAUSES AND EFFECTS OF NEO-COLONIALISM131

| | |
|---|-----|
| 5.1. Key unit competence | 131 |
| 5.2. Prerequisite knowledge and skills | 131 |
| 5.4. Guidance on the introductory activity | 132 |
| 5.5. List of lessons | 133 |
| 5.6 Lesson 1: Rise of neo-colonialism in Africa | 134 |

| | |
|--|-----|
| 5.7 Lesson 2: Causes of neo-colonialism in Africa | 136 |
| 5.8 Lesson 3: Indicators of neo-colonialism in Africa..... | 139 |
| 5.9 Lesson 4: Consequences of neo-colonialism in Africa..... | 143 |
| 5.10. Additional Information | 145 |
| 5.11. End unit assessment answers | 147 |
| 5.12. Summary of the unit..... | 149 |
| 5.13 Additional activities | 150 |

UNIT 6: THE PERFORMANCE OF THE AGE OF ENLIGHTENMENT
.....**157**

| | |
|---|-----|
| 6.1 Key unit competence | 157 |
| 6.2 Prerequisite knowledge and skills | 157 |
| 6.3 Cross-cutting issues to be addressed | 157 |
| 6.4 Guidance on the introductory activity | 158 |
| 6.5. List of lessons | 159 |
| 6.6.Lesson 1: Introduction to the Age of Enlightenment: Origin, concept and causes | 160 |
| 6.7.Lesson 2: The nature and characteristics of the Age of Enlightenment | 162 |
| 6.8 Lesson 3: Ideas of different philosophers..... | 164 |
| 6.9.Lesson 4: Impact of the Age of Enlightenment | 166 |
| 6.10 Additional Information | 170 |
| 6.11 End of Unit assessment..... | 170 |
| 6.12 End of unit summary | 173 |
| 6.13. Additional activities | 175 |

**UNIT 7 : THE CAUSES, COURSES AND EFFECTS OF FIRST AND
SECOND WORLD WARS.....183**

| | |
|--|-----|
| 7.1 Key unit competence | 183 |
| 7.2 Prerequisite knowledge and skills..... | 183 |
| 7.3. Cross-cutting issues to be addressed | 183 |
| 7.4 Guidance on the introductory activity | 184 |
| 7.5. List of lessons | 185 |
| 7.6.Lesson 1: The First World War (1914-1918)..... | 186 |
| 7.7.Lesson 3: Second World Wars | 196 |
| 7.8 Lesson 4: United Nations Organisation | 199 |
| 7.9 Lesson 5: Cold War | 202 |

| | |
|---|------------|
| 7.10 Additional Information | 206 |
| 7.11. End unit assessment answers | 209 |
| 7.12. Summary of the unit..... | 211 |
| 7.13 Additional activities | 212 |
| UNIT 8: DIFFERENT TYPES OF NATIONAL SERVICE IN VARIOUS SOCIETIES | 217 |
| 8.1 Key unit competence | 217 |
| 8.2 Prerequisite knowledge and skills | 217 |
| 8.3 Cross-cutting issues to be addressed | 217 |
| 8.4 Guidance on the introductory activity..... | 218 |
| 8.5. List of lessons | 219 |
| 8.6 Lesson 1: Definition of the concept of national service in Rwanda and other countries..... | 220 |
| 8.7. Lesson 2: Differences and similarities of different national service..... | 222 |
| 8.8 Lesson 3: National service in Rwanda and in other countries | 224 |
| 8.9. Lesson 4: Contribution of the youth in the national service | 227 |
| 8.10 Lesson 5: General roles of the national service..... | 231 |
| 8.11. Additional information | 234 |
| 8.12 End unit assessment answers..... | 241 |
| 8.13. Summary of the unit | 242 |
| 8.14. Additional activities | 243 |
| UNIT 9: THE ROLE OF DEMOCRACY, UNITY AND RECONCILIATION IN THE TRANSFORMATION OF THE RWANDAN SOCIETY | 247 |
| 9.1. Key unit competence | 247 |
| 9.2. Prerequisite knowledge and skills | 247 |
| 9.3. Cross-cutting issues to be addressed | 247 |
| 9.4. Guidance on the introductory activity..... | 248 |
| 9.5. List of lessons | 249 |
| 9.6 Lesson 1: Concepts of democracy and justice and their features | 250 |
| 9.7. Lesson 2: Different forms of democracy and justice | 254 |
| 9.8. Lesson 3: Maintenance of democracy, unity, reconciliation, and justice in Rwanda..... | 259 |
| 9.9 Lesson 4: Democracy and justice in neighbouring countries: case studies of Tanzania and Kenya | 264 |

| | |
|---|------------|
| 9.10. Additional Information | 267 |
| 9.11. End unit assessment answers | 273 |
| 9.12 Summary of the unit | 276 |
| 9.13 Additional activities | 278 |
| UNIT 10: DIGNITY AND SELF-RELIANCE | 281 |
| 10.1 Key unit competence | 281 |
| 10.2. Prerequisite knowledge and skills | 281 |
| 10.3 Cross-cutting issues to be addressed | 281 |
| 10.4. Guidance on the introductory activity | 283 |
| 10.5. List of lessons | 283 |
| 10.6.Lesson 1: Concepts of home-grown solutions and self-reliance..... | 284 |
| 10.7.Lesson 2: Contribution of home- grown solutions towards good governance, self-reliance and dignity | 287 |
| 10.8.Lesson 3: Challenges encountered during the implementation of home grown solutions | 289 |
| 10.9 Additional Information | 294 |
| 10.10. End unit assessment answers | 295 |
| 10.12 Additional activities | 297 |
| UNIT 11: PREVENTION AND RESOLUTION OF CONFLICTS..... | 303 |
| 11.1. Key unit competence | 303 |
| 11.2. Prerequisite knowledge and skills | 303 |
| 11.3. Cross-cutting issues to be addressed | 303 |
| 11.4. Guidance on the introductory activity | 304 |
| 11.5. List of lessons | 306 |
| 11.6.Lesson 1: Organs responsible for preventing and resolving conflicts and violence at national and international levels | 306 |
| 11.7 Lesson 2: Different ways used to prevent and resolve conflicts and violence | 309 |
| 11.8 Lesson 3: Challenges encountered during the prevention and resolution of conflicts and violence | 311 |
| 11.9 Summary of the unit..... | 313 |
| 11.10 Additional information..... | 313 |
| 11.11. End Unit assessment answers..... | 315 |
| 11.12. Additional activities | 317 |
| REFERENCES | 321 |

PART I. GENERAL INTRODUCTION

1.1 The structure of the guide

The present Teacher's Guide encompasses different parts. The first part deals with the general introduction. In this part, methodological guidance is provided and includes notes on generic competences, cross cutting issues, attention to special educational needs; student's learning styles and strategies to conduct teaching and learning process teaching methods and techniques.

In this part, teacher is equipped with all information on how to develop generic competences, integrate cross cutting issues in History and how to help learners with special needs.

The second part is made up of samples of lesson plans which will be developed in line with different approaches or techniques and teaching resources that can be used in teaching and learning History. At least four lesson plans are developed. They are related to the use of written documents, audio visual materials (films, songs, and broadcast records), electronic sources and testimonies.

The third part gives details about unit development. Each unit has the following structure: unit title, key unit competence, prerequisite, cross cutting issues to be addressed, guidance on introductory activity, list of lessons, guidance on different lessons, summary of unit, additional information, end unit assessment and additional activities.

This part also provides a structure of each lesson made up of the following components: lesson title, prerequisites/revision or introduction of new lesson, teaching resources, learning activities and lesson assessment. The lesson assessment comprises questions and suggested answers to assess the lesson learning objective.

At the end of this teacher's guide, references are provided to teacher for further reading to gain more information about the content.

1.2. Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children's learning achievement, and creating safe and supportive learning environment. It implies also that a learner must demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learners can do rather than what learners know in History. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes through learning activities disseminated in a learner-centred rather than the traditional didactic approach. The learner is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences such as cooperation and interpersonal management, life skills, communication, research and problem solving, critical thinking and lifelong learning which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in History:

Cooperation, interpersonal management, life skills

In History Subject, learners will have works to do in groups. In so doing, therefore, learners will interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour such as self-discipline, corroboration, mutual help, sharing ideas and opinion and experiences, tolerance of others opinions commitment and determination.

Communication

By learning History, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their readings or collecting traditions after discussions in group works aiming at improving their communication abilities.

Research and problem solving

Learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems. This will enable them to produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions based on findings from information gathered or provided. For instance, while learning topics on conflicts learners are invited to carry researches on their causes, course, consequences and durable solutions aiming at preventing them. Therefore, learners will be able to handle encountered problems and resolve them.

Critical thinking

The History subject is one which requires deep analysis of events. So, learners will be involved in situations or activities in which, they will have to use their critical thinking sense. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches. For example in unit one where the matter is to analyse achievements and challenges of the Government of National Unity, learners will have to use their critical thinking in order to identify what has been really achieved and what are the challenges faced in carrying out its programme. By using electronic and testimonies and other sources, learners acquire skills to detect the credibility sources.

Lifelong Learning

In the History subject specifically, learners will need to personally read more documents and carry out researches so as to update their knowledge and skills. In so doing, they will get the opportunity to cope with the evolution of knowledge and technology advances for personal fulfilment. In addition, learners should seek out acquaintances more knowledgeable in areas that need personal improvement and development.

Creativity and innovation

History is a subject in which some activities such as essay writing, storytelling, role play and project designing (museum creation) require learners to use their imagination beyond knowledge provided to generate new ideas so as to enrich learning. To successfully perform such activities, learners should take initiative to explore challenges and ideas in order to improve their knowledge and skills. In so doing, learners generate original ideas and apply them in learning situations.

1.2.2 Addressing cross cutting issues

Among the changes in the competence based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are peace and values education, inclusive education, genocide studies, gender, environment and sustainability, standardisation culture, comprehensive sexuality education and financial education.

Some cross cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples of how crosscutting issues can be addressed in History subject:

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. For instance, by learning unit two about Genocide prevention, learners will have the opportunity to develop positive values towards their classmates and school staff in particular and the community in general. In so doing, they will become peace promoters.

Inclusive education: care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities. In History subject, this cross cutting issue is addressed through group work technique where all the learners whatever their background will participate in lessons without any distinction.

Gender: with this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice. In History subject, both boys and girls will be assigned similar responsibilities. For example, while choosing secretaries, chairpersons or vice-chairpersons of the group works, girls and boys will be given the same chances.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems. Specifically, in History Subject, learners will acquire awareness about the importance of protecting environment since most of time conflicts studied contribute to its destruction. In addition, learners will understand that conflict prevention is a way of protecting our environment.

1.2.3. Attention to special educational needs specific to each subject

In the classroom, learners learn in different way depending to their learning space, needs or any other special problem they might have. However, the teacher have the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also teachers need to understand that learners with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending to the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limits distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

Use real objects that the learner can feel and handle. Rather than just working abstractly with pen and paper.

Break a task down into small steps or learning objectives. The learner should start with an activity that she/he can do already before moving on to something that is more difficult.

Gradually give the learner less help.

Let the learner work in the same group with those without disability.

Strategy to help a learner with visual impairment:

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow him/her to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible

Strategy to help a learner with hearing impairment:

- Strategies to help learners with hearing disabilities or communication difficulties
- Always get the learner's attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication use the same signs yourself and encourage other learners to also use them.
- Keep background noise to a minimum.

Strategies to help a learner with physical disabilities or mobility difficulties:

- Adapt activities so that learners who use wheelchairs or other mobility aids, or other learners who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair under.
- Get advice from parents or a health professional about assistive devices

In order to include all the learners with special needs while teaching History subject, different techniques, methods and teaching resources can be used such as group work, tactile objects, audio visual materials, gestures and body language, peer-support friends and outdoor activities among others.

NB:/ Attention Adaptation of assessment strategies

Each unit in this teacher's guide provides additional activities to help learners achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively. Therefore, the teacher is expected to do assessment that fits individual learners.

1.2.4. Guidance and types of assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/**Continuous/formative assessment** intends to improve learners' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/formative assessment is an ongoing process that arises out of interaction during teaching and learning. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

In History subject, formative assessment should be done by using the different techniques such as simple/detailed observation (faces, behaviour, gesture, thumbs-up/down), class work, group work, quiz/exercise, oral presentation, debate, oral questioning, interview, illustration, story telling.

Summative assessment: The assessment can serve as summative and informative depending to its purpose. The end unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/cycle assessment in form of national examinations.

In using formative assessment, teacher verifies, at each step of the lesson from its introduction up to its end, if the learners have understood the lesson taught. He or she uses diversified activities and tasks including learning activities, application activities and other questions that can help him or her to get the feedback or information on the progress of students so that he or she can decide what adjustments to be done. Learning and application activities have been suggested in the learner's book.

As regards summative assessment, at the end of each unit, assessment activities have been suggested in the learner's book. Other assessment such as remedial, consolidation and extended activities have been proposed in the teacher's guide. Remedial activities are suggested questions for slow learners while consolidation activities are about questions for deep development of competences. Extended activities are suggested for gifted and talented learners. All the above mentioned questions have answers or approaches of answering them at the end of each unit in this teacher's guide.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional available materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

There are mainly four different learning styles as explained below:

- **Active and reflective learners**

Active learners tend to retain and understand information best by doing something active with it—discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

- **Sensing and intuitive learners**

Sensing learners tend to like learning facts; intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

- **Visual and verbal learners**

Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, demonstrations, etc.; verbal learners get more out of words—written and spoken explanations.

- **Sequential and global learners**

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

Learning activities in the learner’s book and teaching resources in the teacher’s guide have been proposed in accordance with different learning styles so as to cater for the needs of each learner. For instance, group work activities would help the category of active and reflective learners who can learn well in environment that facilitates discussion of information and its explanation to others.

Besides, learning activities and teaching resources have been prepared with the intention of catering for the needs of sensing and intuitive learners. In so doing, learning activities which involve making research have been provided to help such learners who enjoy studying when they are enabled to learn with facts and when they are given the possibilities of discovering or establishing links between events and solving problems.

An attention has also been paid to the visual and verbal learners while elaborating learning activities and selecting teaching resources. For this category of learners, teaching materials such as pictures, diagrams, charts, time lines and films have been proposed to help them learn in conducive atmosphere.

Sequential and global learners have also been catered for as far as learning activities and teaching resources are concerned. Therefore, activities requiring making research and the technique of group work can successfully help the category of such learners.

In teaching History subject according to the competence-based curriculum, the most suitable method is learner centred while the techniques that are the most of time used are class work, group work, oral presentation, debate, oral questioning, illustration, storytelling, learning centre /corner, research work, brainstorming, case study, role play, field visits, questions in corners, roundtable, think-pair-share, homework/individual tests, teaching by asking questions, discussion and designing project.

1.2.6. Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings

- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

1.2.7 Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1.2.7.1. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

1.2.7.2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises /application activities, explained below:

Discovery activity

Step 1

The teacher discusses convincingly with students to take responsibility of their learning. He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

The teacher let the students work collaboratively on the task.

During this period the teacher refrains to intervene directly on the knowledge

He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of learners' productions

In this episode, the teacher invites representatives of groups to presents the students' productions/findings.

After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

Exploitation of learner's productions

The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false. Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

Institutionalization (summary/conclusion/ and examples)

The teacher summarises the learned knowledge and gives examples which illustrate the learned content.

Exercises /Application activities

Exercises of applying processes and products/objects related to learned unit/sub-unit.

Exercises in real life contexts

Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

1.2.7.3. Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLANS

A lesson plan is the teacher’s detailed plan of what learners should learn and how it will be done effectively during the class time. Before planning a lesson, teacher will firstly identify the learning objectives of the lesson to be taught. Then, he or she will design appropriate teaching and learning activities that will allow him or her to obtain feedback on learners’ progress.

A good lesson plan increases confidence in the teacher. In addition, a detailed plan clearly demonstrates that the teacher has taken the time and put in the thought and effort into making the lesson.

.....

lesson.

Template of a Competence – based Lesson Plan

School Name:

Teacher’s name:

| Term | Date | Subject | Class | Unit N ^o | Lesson N ^o | Duration | Class size |
|---|------------|--|--------|---|-----------------------|------------|-------------|
| First Term | .././ 2018 | HISTORY | S6 HEG | 1 | 1 of 5 | 80 minutes | 45 learners |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | Three learners are gifted; Five learners are slow learners; Two learners have language and communication problem. | | | |
| Unit title | | <i>Post-colonial Rwanda</i> | | | | | |
| Key Unit Competence: | | Assess the causes, course and consequences of Liberation war of 1990-1994, the achievements and challenges of the Government of Rwanda after the genocide against Tutsi. | | | | | |
| Title of the lesson | | <i>Causes of the Liberation War of 1990- 1994 in Rwanda</i> | | | | | |
| Instructional Objective | | Through group discussions on the causes of Liberation War of 1990-1994, the learners will be able to analyse correctly the causes of the Liberation War of 1990 in Rwanda. | | | | | |

| | | | |
|---|--|---|--|
| Plan for this Class (location: in / outside) | Inside the class | | |
| Learning Materials (for ALL learners) | Textbooks, newspapers, journals and extracts of some Presidents' speeches, Kayibanda and Habyarimana, about the issue of refugees. | | |
| References | Breackman, C. (1994). <i>Histoire d'un genocide</i> . Paris: Fayard. Byanafashe, D. & Rutayisire, P. (Eds) .(2011). History of Rwanda. <i>From the beginning to the end of the twentieth century</i> . Huye: National University of Rwanda, National Unity and Reconciliation Commission. Institute of Research and Dialogue for Peace, (2006). <i>History and conflicts in Rwanda</i> , Kigali. | | |
| Timing for each step | Description of teaching and learning activity | | Generic competences and cross cutting issues to be addressed + a short explanation |
| | Teacher organises learners in groups and invite them to analyse the causes of the Liberation War of 1990 in Rwanda. Afterwards, group leaders present the results of their work to the whole class. | | |
| | Teacher activities | Learner activities | |
| 1.Introduction 10 min | To introduce the new lesson, teacher uses revision by asking the learners some questions related to the failures of the First and Second Republics. | Learners respond to the questions. | |
| 2.Development of the lesson (55 minutes) | | | |
| 2.1 Discovery activity | Organize learners in groups and guide them to analyse the causes of the Liberation War of 1990- 1994 in Rwanda. | Guided by the teacher learners form groups and discuss the causes of the Liberation War of 1990-1994 in Rwanda. | Cross cutting issues Peace and values education This cross cutting will be addressed by enabling learners to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build a more peaceful world. In this case, the conflict is the Liberation |
| 2.2 Presentation of learner's productions | Afterwards, teacher invites group leaders to present the results of their | Causes of the liberation war of 1990 – 1994 The causes of the Liberation War of 1990 – | |

| | | | |
|--|---|---|---|
| | | 1994 are the long exile of Rwandan refugees and the fact that the Government of Rwanda refused them to come back to their homeland. In addition, there were ethnic and regionalism division, the intimidation and killing of political opponents and the increase of dictatorship in Rwanda which also contributed to the outbreak of the 1990 - 1994 Liberation War. | Arusha Peace process was one way of achieving peace through negotiation. In the same vein, refugees' solidarity; RPF's combatants' altruism are values for building a better Rwanda. Inclusive education will be Through learning and teaching process care will be given to all learners including SEN cases. When forming groups, the teacher will make sure to put slow learners in group of peers able to help them doing the activity. The gifted one will be assigned more responsibilities in order to avoid boredom and distractibility in the group. The ones with communication problem will be facilitated by allowing them to write their opinion. |
| 2.3 Exploitation | After the group presentation, teacher guides the learners to make class discussion. | All learners discuss and assess the different causes of the Liberation War of 1990 – 1994 by asking some questions to the presenters for more clarification. | |
| 2.4.Conclusion/ Summary (5 minutes) | Teacher guides the learners on how to make synthesis of the lesson taught through the question and answer method. | Learners make the summary of the lesson taught. | Genocide Studies This cross-cutting issue will be addressed by offering learners the opportunity to know about the execution of the genocide against the Tutsi. |
| | | | Gender This cross-cutting issue is addressed in helping learners both boys and girls to exploit their full potential and talents |
| 3. Assessment (10 minutes) | In order to evaluate the learning and teaching process, | Questions 1. How long exile and refusal of return of | |

| | | | |
|--|--|---|--|
| | <p>teacher asks some questions on learnt lesson.</p> | <p>Rwandese refugees led to the outbreak of the 1990-1994 Liberation War in Rwanda?</p> <p>2. Discuss the role played by the following factors in the outbreak of 1990 – 1994 liberation war:</p> <ul style="list-style-type: none"> - Ethnic and regionalism division - Intimidation and killing of opposition politicians - Increasing of dictatorship in Rwanda <p>Attempted answers</p> <p>1. The following are reasons to explain how long exile and refusal of return of Rwandese refugees led to the outbreak of the 1990-1994 Liberation War in Rwanda</p> <ul style="list-style-type: none"> - the bad conditions of living - lack of employment - lack of good education in hosting countries - the Rwandese government had since 1964 requested that refugees be settled in their countries of asylum, | <p>without any prejudice. A particular attention can be paid to the use of both male and female combatants in the Liberation War.</p> <p>Inclusive education</p> <p>This cross-cutting issue is addressed by assisting slow learners to make a comprehensive synthesis. This include to give them big lines to follow when writing a synthesis. For the gifted one, the teacher will plan an extra activity to their level in order to keep them busy.</p> <p>Environment and sustainability</p> <p>This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at protecting and rehabilitating environment that had been destroyed during the Liberation War.</p> <p>Generic competences</p> <p>Cooperation, interpersonal management, life skills</p> <p>Learners will have works to do in groups and will interact to accomplish whatever task assigned.</p> <p>Communication</p> <p>Learners will be invited to communicate and convey confidently and effectively</p> |
|--|--|---|--|

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> - the Rwandese government did nothing to help them to return back to their home country - Right to the nationality <p>The role played by different factors in the outbreak of 1990 – 1994 liberation war:</p> <ul style="list-style-type: none"> - <i>The role of Ethnic and regionalism division:</i> Instauration of quota system in administration, school and in army, conflicts between the two regions such Nduga and Rukiga based on region exclusion, hate against the Tutsi was strengthened. - <i>Intimidation and killing of opposition politicians:</i> Arbitrary arrest and long prison term and political assassinations which were quite frequent in the country. - <i>Increasing of dictatorship in Rwanda:</i> Only one single political party was allowed, all the powers were concentrated in the hands of small group | <p>information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts.</p> <p>Research and Problem Solving Learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems related for instance to Arusha Peace Agreement and produce new knowledge based on research.</p> <p>Critical Thinking Learners will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. This will be achieved from the beginning by discussing main aspects of the failure of the First and the Second Republics till the end unit assessment where learners will link the assessment to the real situation.</p> <p>Cooperation, interpersonal management, life skills Group works will enhance learners' interaction and will help them to accomplish some tasks. In addition, learners will do individual works.</p> <p>Communication</p> |
|--|--|---|--|

| | | | |
|------------------------------|--|---|---|
| | | <p>members of the president's family and the family of in-law, called <i>Akazu</i>. No single decision could be made without prior approval of the president and his party.</p> | <p>By writing and reporting not only on the failure of the First and Second Republic but also on the causes of the Liberation War learners will be able to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary.</p> <p>Research and Problem Solving Learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems produce new knowledge based on research.</p> <p>Critical Thinking Learners will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions.</p> <p>Lifelong Learning Learners will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfillment, improvement and development.</p> |
| Observation on lesson | In reference to the teaching aids used, questions asked and answers provided by learners, Learners' activities done compared to their performance, teacher can | | |

| | |
|-----------------|--|
| delivery | conclude that the objectives of the lesson have been achieved. |
|-----------------|--|

School Name:

Teacher's name:

| Term | Date | Subject | Class | Unit N ^o | Lesson N ^o | Duration | Class size |
|---|--|---|--------|---|-----------------------|------------|---|
| First Term | ... /... / 2018 | HISTORY | S6 HEG | 1 | 2 of 5 | 80 minutes | 45 learners |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | Three learners are gifted; Five learners are slow learners; Two learners have language and communication problem. | | | |
| Unit title | | Post-colonial Rwanda | | | | | |
| Key Unit Competence: | | Assess the causes, course and consequences of Liberation war of 1990-1994, the achievements and challenges of the government of Rwanda after the 1994 genocide against Tutsi. | | | | | |
| Title of the lesson | | <i>The course of the Liberation War of 1990- 1994 in Rwanda.</i> | | | | | |
| Instructional Objective | | After watching a film on the Liberation War of 1990-1994, learners will be able to describe the course of the Liberation War of 1990 in Rwanda by giving details on its different stages. | | | | | |
| Plan for this Class (location: in / outside) | | Inside the class | | | | | |
| Learning Materials (for ALL learners) | | Textbooks , Learner's books, press media and documentary films on the liberation war of 1990 – 1994 | | | | | |
| References | | Breackman, C. (1994). <i>Histoire d'un genocide</i> . Paris: Fayard. Byanafashe, D. & Rutayisire, P. (Eds) .(2011). History of Rwanda. <i>From the beginning to the end of the twentieth century</i> . Huye: National University of Rwanda, National Unity and Reconciliation Commission. Institute of Research and Dialogue for Peace, (2006). <i>History and conflicts in Rwanda</i> , Kigali. Republic of Rwanda EPUBLIC OF RWANDA, MINEDUC, NCDC, (2010) <i>The History of Rwanda Secondary Schools, Teacher's Guide</i> , Module I & II, Kigali: Ministry of Education, National Curriculum Development Centre. | | | | | |
| Timing for each step | Description of teaching and learning activity | | | | | | Generic competence s and cross cutting |
| | Teacher reorganises learners' sitting so that everyone can watch film played on screen and gives clear instructions which guide the learners to get more information about the course of the | | | | | | |

| | | | |
|--------------------------------|--|--|--|
| | | <p>started losing the war.</p> <p>In July 1992, a cease-fire was negotiated and signed in the Arusha Cease-fire Agreement between RPF and the Habyarimana government.</p> <p>Later on August 4th 1993, the Peace Agreement between the government of the Republic of Rwanda and the Rwandese Patriotic Front was signed at Arusha in Tanzania.</p> <p>However, the implementation this peace agreement was not carried.</p> <p>On the following day, the genocide against the Tutsi started which forced RPA to resume the war in order to stop it.</p> <p>The war to liberate Rwanda was ended by the victory of RPA on July 4th 1994. On July 19th 1994, a government of national unity was formed.</p> | <p>Tutsi.</p> <p>Gender This cross-cutting is addressed in helping learners both boys and girls to exploit their full potential and talents without any prejudice.</p> <p>Environment and sustainability This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at protecting and rehabilitating environment that had been destroyed during the Liberation War.</p> <p>Generic competences Cooperation, Interpersonal management, Life skills Learners will have works to do in groups and will be in a need of interacting to accomplish whatever task assigned.</p> |
| <p>2.3 Exploitation</p> | <p>After the group presentation, teacher guides the learners to make class</p> | <p>All learners discuss about the description of the liberation war of 1990 – 1994 by asking some</p> | <p>Communication Learners will communicate and</p> |

| | | | |
|--|---|---|---|
| | discussion. | questions to the presenters in order to get the common understanding. | convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. |
| 2.4.Conclusion/ Summary (5 minutes) | Teacher guides the learners on how to make synthesis of the lesson taught through the question and answer method. | By responding to the asked questions, learners come up with a synthesis of a lesson taught by mentioning the main steps of the liberation war of 1990 – 1994. | |
| 3. Assessment (10 minutes) | Teacher asks some questions for evaluation. | <p>Questions</p> <ol style="list-style-type: none"> 1. Why did RPF choose the military option? 2. Describe the beginning of the 1990 – 1994 Liberation War. <p>Attempted answers</p> <ol style="list-style-type: none"> 1. The following are reasons why RPF chose the military option : <ul style="list-style-type: none"> - The indifference of the Rwanda government to their plight. - The guerilla war and Museveni’s final victory - Availability of volunteers to be engaged in army - Gain of military experience and training through participation in the NRM guerrilla warfare. 2. The description of the beginning of the war: | <p>Critical Thinking Learners will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions.</p> <p>Research and Problem Solving Learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems produce new knowledge based on research.</p> <p>Lifelong Learning Learners will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and</p> |

| | | | |
|---------------------------------------|---|--|--|
| | | <ul style="list-style-type: none"> - The war started in 1990 with 3,000 well trained soldiers led by Major General Fred Gisa Rwigema. - The first attack was not successful because of the death of Major General Fred Gisa Rwigema on October 2nd, 1990. - RPF was pushed from Umutara. - Habyarimana regime launched a vast operation to eliminate the opposition. - Between 7000 and 10000 people were arrested and imprisoned arbitrarily. | <p>development</p> <p>Cross cutting issue During classroom discussion, learners with communication barriers will be helped to participate in the class discussion by encouraging peers to use total communication. When necessary let them write their opinion on the blackboard.</p> |
| Observation on lesson delivery | In reference to the teaching aids used, questions asked and answers provided by learners, learners' activities done compared to their performance, teacher can conclude that the objectives of the lesson have been achieved. | | |

Template of a Competence – based Lesson Plan

School Name:

Teacher's name:

| Term | Date | Subject | Class | Unit N ^o | Lesson N ^o | Duration | Class size |
|---|----------------|--|-----------|--|-----------------------|------------|-------------|
| First Term | ... /.../ 2018 | HISTORY | S6 HEG | 2 | 3 of 4 | 80 minutes | 45 learners |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | Three learners are gifted/quick learners. Five learners are slow learners Two learners have language and communication problem | | | |
| Unit title | | <i>Prevention of genocide</i> | | | | | |
| Key Unit Competence: | | Explain measures of preventing genocide from happening again in Rwanda and elsewhere | | | | | |

| | | | |
|---|--|------------------------------------|---|
| Title of the lesson | Challenges faced in prevention of genocide | | |
| Instructional Objective | Through discussions on the challenges faced in prevention of genocide, learners will be able to analyse accurately the main challenges encountered in the process of preventing genocide. | | |
| Plan for this Class (location: in / outside) | Inside the class | | |
| Learning Materials (for ALL learners) | Textbooks, newspapers, journals and internet. | | |
| References | <p>African Union (2000), <i>Rwanda, the preventable genocide; The report of the international panel of eminent personalities to investigate the 1994 genocide in Rwanda and the surrounding events</i>, PEP/OAU, Addis Ababa.</p> <ol style="list-style-type: none"> 1. Gasanabo, J.-D. (2014). Dehumanization and anti-dehumanization in schools. In J. D. Gasanabo, D. J. Simon & M. M. Ensign (Eds.), <i>Confronting genocide in Rwanda: Dehumanization, denial, and strategies for prevention</i> (pp. 89-125). Bogota: Apidama Ediciones Ltd. 2. Gasanabo, D. J. Simon & M. M. Ensign (Eds.). (2014). <i>Confronting genocide in Rwanda: Dehumanization, denial, and strategies for prevention</i>. Bogota: Apidama Ediciones Ltd. 3. Mayroz, E. (2012). The legal duty to 'prevent': after the onset of 'genocide', <i>Journal of Genocide Research</i>, 14(1), 79 – 98. 4. Ruvebana, E. (2014). <i>Prevention of genocide under International law: An analysis of the obligations of States and the United Nations to prevent genocide at the primary, secondary and tertiary levels</i> [S.l.]: Intersentia Cambridge. | | |
| Timing for each step | Description of teaching and learning activity | | Generic competences and cross cutting issues to be addressed + a short explanation |
| | Teacher organises learners in groups and invites them to carry a research on internet about the challenges faced in genocide prevention. Afterwards, learners present to the whole class. | | |
| | Teacher activities | Learner activities | |
| 1.Introduction 10 min | To introduce the new lesson, teacher starts by asking learners some questions about the measures of prevention of genocide. | Learners respond to the questions. | |
| 2.Development of the lesson (55 min) | | | |

| | | | |
|--|--|---|--|
| 2.1 Discovery activity | <p>Teacher organises learners in groups and asks them to carry out a research on internet about the challenges faced in prevention of genocide. At the same time, teacher provides learners with instructions like writing down the main points of their research.</p> | <p>Guided by the teacher, learners form groups and using internet point out the challenges faced in prevention of genocide.</p> | <p>Cross cutting issues</p> <p>Peace and values education</p> <p>This cross cutting will be addressed by enabling learners to have a better awareness of the causes of genocide and the challenges faced in genocide prevention.</p> <p>Inclusive education will be</p> <p>Through learning and teaching process care will be given to all learners including SEN cases. In this case, the teacher will provide more specified instructions to slow learners because for them it is sometimes difficult to understand instructions. For those who have communication problem, they will be facilitated by allowing them to write their ideas or opinion on a piece of paper or blackboard. Also they can use any form of communication easy for them.</p> |
| 2.2 Presentation of learner's productions | <p>Afterwards, teacher invites learners to present the results obtained from their research carried out on internet.</p> | <p>After analyzing the challenges faced in prevention of genocide, learners present the results of their research to the whole class. Learners discuss the challenges faced in prevention of genocide. The main challenges discussed are the following:</p> <ul style="list-style-type: none"> - Lack of certainty about the factors which can lead to the genocide; - Lack of enough and clear information about the planning and execution of genocide; - Interest of some countries supporting the government that have committed crimes of | <p>Genocide Studies</p> <p>This cross-cutting issue will be addressed by offering learners the opportunity to know about the genocide perpetrated against the Tutsi.</p> <p>Gender</p> <p>This cross-cutting is addressed in helping learners both boys and girls to exploit their full potential and talents without any prejudice.</p> |

| | | | |
|---|---|---|--|
| | | <p>genocide ;</p> <ul style="list-style-type: none"> - Lack of institution which assesses the factors and phases of genocide in order to take and implement the preventive measures; - Lack of international community immediate intervention to stop genocide. | <p>Environment and sustainability This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at protecting and rehabilitating environment that had been destroyed during the genocide against Tutsi.</p> <p>Generic competences</p> |
| 2.3 Exploitation | Then, teacher conducts a class discussion. | All the learners discuss and assess the challenges faced in prevention of genocide by asking some questions to the presenters for more clarifications. | <p>Cooperation, Interpersonal management, Life skills Learners will have works to do in groups and will be in a need of interacting to accomplish whatever task assigned.</p> |
| 2.4.Conclusion/ Summary 5 min | Teacher guides learners on how to come up with summary of the lesson taught. | Learners make the summary of the lesson taught. | <p>Communication Learners will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts.</p> |
| 3. Assessment 10 min | In order to assess the learning and teaching process, teacher asks some questions on the lesson taught. | <p>Question <i>Explain how factors that may lead to genocide constitute a challenge to prevention of genocide.</i></p> <p>Answer The certainty from the existing factors and risks at early phases that they will amount to genocide may be difficult to get, given that the genocide is planned by the power in place. Even at advanced phases, the degree of certainty of occurrence may still not be there</p> | <p>Research and Problem Solving Learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems produce new knowledge based on research.</p> <p>Critical Thinking Learners will be required to reason broadly and logically in</p> |

| | | | |
|---------------------------------------|---|--|--|
| | | | order to arrive at appropriate and meaningful conclusions. Lifelong Learning Learners will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development. |
| Observation on lesson delivery | In reference to the teaching aids used, questions asked and answers provided by learners, learners' activities done compared to their performance, teacher can conclude that the objectives of the lesson have been achieved. | | |

Template of a Competence – based Lesson Plan

School Name:

Teacher's name:

| Term | Date | Subject | Class | Unit N ^o | Lesson N ^o | Duration | Class size |
|---|------------|--|-----------|---|-----------------------|------------|-------------|
| First Term | /.../ 2018 | HISTORY | S6 HEG | 1 | 3 of 5 | 80 minutes | 45 learners |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | Three learners are gifted (quick learners). Five learners are slow learners Two learners has language and communication problem | | | |
| Unit title | | Post-colonial Rwanda | | | | | |
| Key Unit Competence: | | Assess the causes, course and consequences of Liberation war of 1990-1994, the achievements and challenges of the government of Rwanda after the 1994 genocide against Tutsi | | | | | |
| Title of the lesson | | Effects of the Liberation War of 1990- 1994 in Rwanda | | | | | |
| Instructional Objective | | Using testimonies collected by learners about Liberation War of 1990-1994, the learners will be able to assess correctly its effects in Rwanda. | | | | | |

| | | | |
|---|--|--|---|
| Plan for this Class (location: in / outside) | Inside the class | | |
| Learning Materials (for ALL learners) | Textbooks, newspapers, journals and collected testimonies about the Liberation War of 1990-1994. | | |
| References | <p>Breckman, C. (1994), <i>Histoire d'un genocide</i>, Fayard.</p> <p>Byanafashe,D et ali.(2011), <i>HISTORY OFRWANDA; From the beginning to the end of the twentieth century</i>, National University of Rwanda.</p> <p>INSTITUTE OF RESEARCH AND DIALOGUE FOR PEACE, (2006) <i>History and conflicts in Rwanda</i>, Kigali.</p> <p>REPUBLIC OF RWANDA, MINEDUC, NCDC, (2010) <i>The History of Rwanda Secondary Schools, Teacher's Guide</i>, Module I & II, Kigali.</p> | | |
| Timing for each step | Description of teaching and learning activity | | Generic competences and cross cutting issues to be addressed + a short explanation |
| | <p>Teachers organize learners in groups and invite them to assess the effects of the Liberation war of 1990 in Rwanda by using collected testimonies.</p> <p>Afterwards, group leaders present the results of their work to the whole class.</p> | | |
| | Teacher activities | Learner activities | |
| 1.Introduction 10 min | To introduce the new lesson, teacher uses revision by asking the learners some questions related to the course of the Liberation War | Learners respond to the questions. | |
| 2.Development of the lesson (55min) | | | |
| 2.1 Discovery activity | Organizes learners in groups and guide them to assess the effects of the Liberation War of 1990- 1994 in Rwanda. | Guided by the teacher learners form groups and using testimonies collected, they assess the effects of the Liberation War of 1990- 1994 in Rwanda. | <p>Cross cutting issues</p> <p>Peace and values education</p> <p>This cross cutting will be addressed by enabling learners to</p> |

| | | | |
|--|---|--|--|
| | | | have a better awareness of the causes of genocide and the challenges faced in prevention of genocide. |
| 2.2 Presentation of learner's productions | Afterwards, teacher invites group leaders to present the summary of the assessment. | <p>Group leaders report to the whole class the results of their work. In their presentation, learners point out the following effects of the Liberation war:</p> <ul style="list-style-type: none"> - The loss of lives and destruction of properties - The decline of the Rwandan economy - The displacement and exile of many people - Stopping the genocide against Tutsi | <p>Inclusive education will be Through learning and teaching process care will be given to all learners including SEN cases.</p> <p>Genocide Studies This cross-cutting issue will be addressed by offering learners the opportunity to know about the genocide perpetrated against the Tutsi.</p> |
| 2.3 Exploitation | After group presentation, teacher guides the learners in their class discussion. | All the learners discuss and assess the effects of the Liberation War by asking some questions to the presenters for more clarifications. | |
| 2.4.Conclusion/ Summary 5 min | Teacher guides learners on how to come up with summary of the lesson taught. | Learners make the summary of the lesson taught. | <p>Gender This cross-cutting is addressed in helping learners both boys and girls to exploit their full potential and talents without any prejudice.</p> |
| 3. Assessment 10 min | In order to assess the learning and teaching process, teacher asks some questions on the lesson taught. | <p>Questions</p> <ol style="list-style-type: none"> 1. Loss of lives, destruction of property and Rwandans in exile and inside were excited are one of the effects of the Liberation War of 1990- 1994 in Rwanda. Discuss. 2. Discuss the decline of the Rwandan economy and displacement and exile of many people as effects of the Liberation War of 1990- 1994. | <p>Environment and sustainability This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at</p> |

| | | | |
|--|--|---|--|
| | | <p>Answers</p> <p>1. Loss of lives, destruction of properties and Rwandans in exile and inside were excited are the one of the effects of the Liberation War of 1990- 1994 in Rwanda in the following ways:</p> <p><i>Loss of lives and destruction of properties</i></p> <ul style="list-style-type: none"> - Many people were killed and others were wounded including soldiers and civilians. - Public infrastructures like offices, roads and bridges were destroyed - Private prosperities were also destroyed like houses, shops etc. - People in exile felt the time had come to return home - A lot of money, medicine, food and clothes were mobilized on a continuous basis in support of the war by Rwandans in exile and inside the country. <p>2. The following are factors showing the decline of the Rwandan economy and displacement and exile of many people as effects of the Liberation War of 1990- 1994:</p> <p>a. Decline of the Rwandan economy</p> <ul style="list-style-type: none"> - Rwandan economy collapsed - The coffee which was the main resource of overseas currencies | <p>protecting and rehabilitating environment that had been destroyed during the 1994 genocide against Tutsi.</p> <p>Generic competences</p> <p>Cooperation, Interpersonal management, Life skills Learners will have works to do in groups and will be in a need of interacting to accomplish whatever task assigned.</p> <p>Communication Learners will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts.</p> <p>Research and Problem Solving Learners will be given assignments that require them to carry out researches so as to</p> |
|--|--|---|--|

| | | | |
|---------------------------------------|---|--|--|
| | | <p>was not produced,</p> <ul style="list-style-type: none"> - Foreign aid stopped - The Rwandan franc lost its value. - Main sectors of economic activities fell down. - People became poor and discontented. - The North corridor was closed and this led to the stoppage of commercial exchange with Uganda. - The war increased the military expenditure of the government of Rwanda and this make the country more and more impoverished. <p>b. Displacement and exile of many people</p> <ul style="list-style-type: none"> - More than one million of Rwandans fleeing the battle fields were displaced inside the country. <p>At the end of the war, millions of civilians fled to the Democratic Republic of Congo (DRC), then known as Zaire, Tanzania and Burundi.</p> | <p>find answers to questions and solutions to problems produce new knowledge based on research.</p> <p>Critical Thinking Learners will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions.</p> <p>Lifelong Learning Learners will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.</p> |
| Observation on lesson delivery | In reference to the teaching aids used, questions asked and answers provided by learners, learners’ activities done compared to their performance, teacher can conclude that the objectives of the lesson have been achieved. | | |

UNIT 1: THE POST-COLONIAL RWANDA

1.1. Key unit competence

Assess the causes, course and consequences of Liberation war of 1990-1994, the achievements and challenges of the government of Rwanda after the 1994 genocide against Tutsi

1.2. Prerequisite knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on the following issues:

The causes and consequences of 1959 crisis in Rwanda
The genocide against the Tutsi
The achievements and failures of the 1st and 2nd Republics in Rwanda

The factors for the downfall of the two republics in Rwanda and their categorisation.

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

1.3. Cross-cutting issues to be addressed

1.3.1. Peace and values education

Applied to this unit one on The Post-colonial Rwanda, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity and altruism. The previous values are indicated in the sections on “*the long exile and The foundation of RANU*” which show the solidarity between refugees which helped each other and assisted their colleagues in difficult conditions.

The section on the Arusha Peace Agreement also shows how belligerents strived to establish peace through negotiation.

In section 5, you can help learners to discover how unity and reconciliation can help to maintain peace through justice, forgiveness and solidarity.

1.3.2 Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

1.3.3. Genocide Studies

Dealing with unit on Post-colonial Rwanda, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social justice in Rwanda under the First and Second Republics created a genocidal continuum (see the section on The long exile or the ethnic and regional based divisionism).

In this unit, you can also help learners to find solutions of challenges caused by genocide or any other conflict. The section on The achievements of the Government of National Unity (1994-2003) is a good example. The reconstruction process is a way of building lasting peace.

1.3.4. Gender

This cross-cutting is particularly addressed in Section 5 related to The achievements of the Government of National Unity (1994-2003). You can help learners to understand how female were not integrated in decision making organs and their number was low in schools. Learners should avoid analysing traditional Rwanda in the lens of “contemporary” Rwanda. Help learners to understand that gender equity is a process to be achieved in different domains.

1.3.5. Environment and sustainability education

Using unit one on The post-colonial Rwanda you can help learners to realise that environment had been destroyed and efforts to rehabilitate it have been done. You can help them discover their own solutions to this problem.

However, the Section 5 in The achievements of the Government of National Unity (1994-2003) under Urban and rural settlement development the policy of imidugudu can help learners to reflect on the problem and see which challenges and opportunities can be found in view of protecting our environment.

1.4. Guidance on the introductory activity

At the beginning of this unit one, the introductory activity (**Learner's book page 3**) motivates learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the causes, course and effects of the 1990-1994 Liberation War in Rwanda and the challenges as well as achievements of the Government of National Unity.

Possible answer of the introductory activity

a. The statement indicates that the Government of Rwanda led by the President Juvenal Habyarimana was unwilling to repatriate Rwandan refugees.

You can help learners to identify key words of the statement such as Rwandese refugees, strong resolutions, Right of Return, Rwandese government which had remained undaunted (see the statement in Learner's book). The link between the previous words can help learners to understand that there were Rwandan refugees scattered all over the world. Their meeting shows their solidarity and their wish to return home. In addition, their decision was strong because of the refusal of the Government to their right of living in their country.

You can build on this activity to remind learners the causes of the refugee problem and their living conditions in countries of exile. Other aspects of the problem including the way the Government was stubborn and hindered their return can also be analysed from the statement and using Learner's book (**See The refusal of return for Rwandan refugees**).

b. You can help learners understand that in history there is no unique cause. On one side, yes, the world congress of Rwandan refugees held in Washington DC in August 1988 was one of the main steps in the decision-making that led to the outbreak of the Liberation war (1990-1994) because it created awareness among refugees about the necessity of returning home and strived to unify the Rwandan refugees from different countries. On the other hand, there are other causes which facilitated the process including economic crisis in Rwanda, the internal opposition which was against the dictatorial practices.

Note that in this introductory activity, learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organised at the beginning of lessons or during the lesson.

1.5.List of lessons

| Number of lessons | Lesson title | Learning objectives | Number of periods |
|-------------------|--|--|-------------------|
| 1 | The causes of the Liberation War of 1990- 1994 in Rwanda | Analyse the causes of the Liberation war of 1990 in Rwanda | 2 |
| 2 | The course of the Liberation War of 1990- 1994 in Rwanda | Describe the course of the Liberation War of 1990 in Rwanda | 7 |
| 3 | The effects of the Liberation War of 1990- 1994 in Rwanda | Assess the effects of the Liberation war of 1990 in Rwanda | 3 |
| 4 | The challenges of the Government of Rwanda after the 1994 genocide against the Tutsi | Discuss different challenges of the Government of Rwanda after the 1994 genocide against the Tutsi | 3 |
| 5 | The achievements of the Government of Rwanda after 1994 genocide against the Tutsi | Evaluate achievements of the Government of Rwanda after 1994 genocide against the Tutsi | 4 |
| 6 | Assessment | Sum up the whole unit | 1 |

1.6 Lesson 1: The causes of the Liberation War (1990- 1994) in Rwanda

a) Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking the learners some questions related to the failures of the First and Second Republics. In addition, learners should have some knowledge on the effects of 1959 violence.

b) Teaching resources

Learner's textbooks, internet, testimonies, press media, tactile materials, documentary film on Ndi Umunyarwanda (if it is available), extracts of some Presidents Kayibanda and Habyarimana speeches about the issue of refugees. Braille materials can be availed if there are impaired learners.

c) Learning activities

In the case of the film start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learner's textbook to explain the causes of the Liberation War of 1990- 1994. After this activity, teacher invites learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the causes of the Liberation War on the board. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticise the person instead of criticising his or her ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Activity 1

Answers to activity 1

The causes of the Liberation War (1990 – 1994) are the long exile of Rwandan refugees and the fact that the government of Rwanda refused them to come back to their homeland. In addition, there were ethnic and regionalism division, the intimidation and killing of opposition politicians and the increase of dictatorship in Rwanda which also contributed to the outbreak of the 1990 - 1994 Liberation War.

Answers to the application activities

1. The Government of Rwanda had since 1964 hindered the return of Rwandan refugees. For instance, it requested that refugees be settled in their countries of asylum.

The Rwandan embassies watched refugees closely in their countries of asylum. The refugees had to express in writing their desire to return. The request had to be addressed to the country of origin through the High Commission for refugees and the hosting government. The refugee whose request was rejected stayed in the country of exile or looked for another. The government prevented them from returning and by destabilizing them where they lived in refugees' camps. This can be considered as a will of making life for them very difficult in those counties (**See Section on The refusal of return for Rwandan refugees**).

2. The following are reasons to explain how long exile of Rwandan refugees led to the outbreak of the Liberation War (1990-1994)

- the bad conditions of living
- lack of employment
- lack of good education in hosting countries

- the Government of Rwanda had since 1964 requested that refugees be settled in their countries of asylum,
- the Government of Rwanda complicated the refugees’ plan to return back to their home country
- Right to the nationality

3. The “ethnic” and regional divisions contributed to the outbreak of the Liberation War by establishing quota system in administration, school and in army, creating conflicts between different regions based on region exclusion and strengthening hate against the Tutsi. However, there were other factors that led to the outbreak of the Liberation War of 1990-1994 such as intimidation and killing of political opponents and the increase of dictatorship in Rwanda.

1.7 Lesson 2: The course of the Liberation War (1990- 1994) in Rwanda

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the causes of the Liberation war (1990 – 1994). You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read on internet on the course of the Liberation War (1990-1994). Thereafter, two learners can volunteer to share their knowledge with the whole class.

b. Teaching resources

Learner’s textbooks, internet, testimonies, press media, tactile materials, documentary films on the Liberation War (1990 – 1994). Braille materials can be availed if there are impaired learners.

c. Learning activities

You can build your lesson on learners’ summary on the Liberation War (See prerequisite of the current lesson).

Learners can use internet or read a range of materials including textbooks. They can also watch a documentary film on the Liberation War (1990-1994) in order to describe the course of the liberation war of 1990-1994.

After this activity, teacher invites the learners to make presentation of their work to the whole class.

The advice given in the previous lesson on “*The causes of the Liberation War*” are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, teacher guides the learners to summarize the lesson taught. To do so, teacher asks the main stages of the liberation war of 1990 – 1994.

d. Application activity

Answers to the learning activity

The war began on October 1, 1990. The first days of this war became so difficult to RPF. But, from January 23, 1991, the RPA adopted guerrilla warfare and the official troops started losing the war. In July 1992, a cease-fire was negotiated and signed through the Arusha Cease-fire Agreement between the RPF and the then Habyarimana government. Later on August 4, 1993, the Peace Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front was signed at Arusha in Tanzania.

However, the implementation of the Arusha Peace Agreement was not fully respected. On the 7th April 1994, the genocide against the Tutsi started and forced the RPA to resume the war in order to stop it. The war to liberate Rwanda was ended by the victory of RPA on July 4, 1994. On July 19, 1994, a government of national unity was formed.

Answers to the application activity

The Arusha Peace Agreement had innovative strategies for building a better and peaceful Rwanda as it stipulated respect of principles underlying the rule of Law which include democracy, national unity, pluralism, the respect of fundamental freedoms and rights of the individual. The mentioned principles could constitute the basis and consistency of a lasting peace awaited by the Rwandan people for the benefit of the present and future generations.

1.8 Lesson 3: Effects of the Liberation War of 1990- 1994 in Rwanda

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about the course of the Liberation War (1990 – 1994).

b. Teaching resources

These can include learner’s textbook, internet, testimonies, newspaper, tactile materials such as pictures or cartoons, documentary films on the Liberation War (1990–1994). Braille materials can be availed if there are impaired learners.

c. Learning activities

As learners were asked to carry out the research by using internet (If available), textbooks and newspapers about the effects of the Liberation War (1990–1994), you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter considering Rwandan situation, one group will present on effect and propose a strategy to overcome it. Other groups can ask two questions or make comments and then move to the next groups.

After class presentation, teacher uses the question and answer method to guide the learner in making a summary of the lesson.

d. Answers to the learning activity

Three effects of the Liberation War are as follows:

The loss of lives and destruction of properties

Many people were killed and others wounded including soldiers and civilians. The killings led not only to the problem of orphans and widows but also increased insecurity and psychological problems.

The decline of the Rwandan economy

Because of the war and the pressure on Habyarimana regime the Rwandan economy collapsed. The price of main export commodities such as coffee decreased at the international market. Thus the country witnessed a hard economic situation.

The displacement and exile of many people

More than one million of Rwandans fleeing the battle fields were displaced inside the country and were not working. Besides, at the end of the war, Government officials, soldiers and militia fled to Zaïre, Tanzania and Burundi taking with them millions of civilians.

Note that learners can use his or her own categorisation to respond to this question. For instance he or she can consider loss of lives and destruction of properties as two different effects. Or he or she can categorise the effects as social, economic, psychological and political.

Answers to the application activity

The following are factors that led to the execution of the Genocide against the Tutsi:

- Divisionist ideology
- Bad governance under the First and Second Republics

- Culture of impunity
- Dissemination of hate message by extremist mass media
- The long hatred vis-à-vis the Tutsi and reinforced early 1990s
- Political instability in sub region
- Inefficiency of the international community

Application activities 1.3.1

1. Comment on the findings of the learners after their research findings and help them to harmonise them.
2. Respond by checking learners research findings and remind them on how to write a good essay.
3. Guide learners on the answers they give after their research.

1.9 Lesson 4: The challenges faced by the Government of Rwanda after the genocide against the Tutsi

a. Prerequisites/Revision/Introduction

At the start you can ask learners questions related to the effects of the Liberation War. You can introduce the new lesson by means of a cartoon depicting one of the effects of the Liberation War. You can ask learners to take two minutes to observe the cartoon/picture and tell what it means to them.

If they do not link it with the effects of the genocide, you can do it in the development of the lesson.

b. Teaching resources

These can include learner's textbook, internet, testimonies, newspaper, tactile materials such as pictures/cartoons, damaged utensils, computer, documentary films on the genocide. Braille materials can be availed if there are impaired learners.

c. Learning activity

Teacher invites the learners to use their textbooks to analyse challenges faced by the government of Rwanda after the Genocide against the Tutsi.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Learners can be divided into five groups and each group can spend roughly ten minutes on each station. The

documents can therefore be based on the following:

- Problems of insecurity
- Unity and reconciliation
- Justice
- Assistance to Genocide survivors or other socially disadvantaged groups

Activity 4

Learners can respond to particular questions and move quickly to the next session. At the end, the secretary of each group can present their report. Questions and comments can follow. Learners can do additional reading in their textbook to understand some aspects not raised during the lesson.

After class presentation, teacher guides learners so that they come up with a summary of the lesson.

d. Application activities

Answers to the learning activity

Learners will attempt to make their own comments orally or in written way.

Answers to the application activity

1. After observing the picture, the following are the comments that can be made about it:

After the Genocide against the Tutsi, prisons became overcrowded because a big number of people suspected of having committed it were apprehended and jailed. The big number of them could not be catered for without innovative measures.

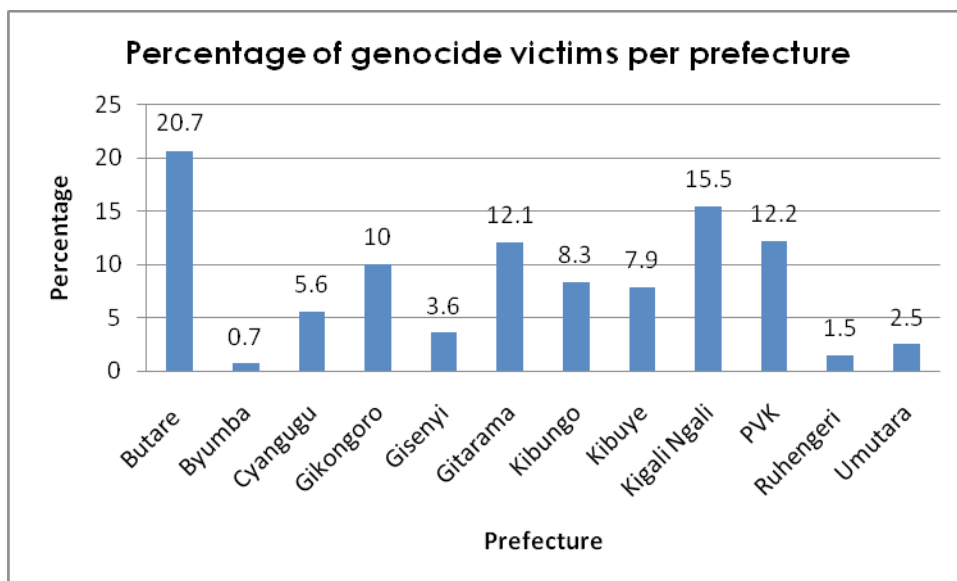
2. The challenges faced by Rwandans after the Genocide against the Tutsi can be classified under different categories as social, political, economic and psychological as follows:

| Social | Political | Economic | Psychological |
|--|--|---|---|
| Education, health, resettlement of refugees and genocide survivors | Broken justice, problems of insecurity Suspicion and mistrust among the Rwandan | Unstable macro-economic environment, inflation, low productivity in all sectors, low private investment | Suspicion and mistrust among the Rwandan population; traumatism, Stress, humanity, identity, no hope for the future |

The challenges have been selected and ranged into different categories. The arrangement has been done after having well reflected on and chosen the category that can match better with the concerned challenge.

3. Referring to the previous classification done on question 2, the quote falls exactly in category of psychological challenges because according to the words used in the quote it is mentioned that the character had started to lack the ability to sleep at night and he or she could only sleep for two hours at night. In addition, this went on for a year, and he or she developed a complex sickness. Even afterwards, his or her mental condition had taken on grave proportions so that he had started to visit doctors.

4. The following chart represents percentage of reported Genocide victims per prefecture:



Highest percentage (20.7) is in Butare followed by Kigali Ngali (and Gitarama (12.1%). The lowest percentage is found in Byumba (0.7) and Ruhengeri (1.5%). The highest percentage can be due to the fact these prefectures had registered many target persons. For the lowest percentage was due to the presence of the RPF in the northern part of Rwanda and low presence of targeted persons.

1.10 Lesson 5: Achievements of the Government of Rwanda after the genocide against the Tutsi

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher asks the learners some questions related to the previous lesson about challenges faced by the government of Rwanda after the genocide against the Tutsi.

b. Teaching resources

Learner's textbook, electronic sources, testimonies, newspapers extracts, tactile materials, documentary films on the post-genocide Rwanda (if possible) and braille materials in case of impaired learners.

c. Learning activities

Teacher asks learners to use individually their textbooks or internet (if it available); to discuss the achievements of the Government of National Unity.

Thereafter, teacher invites some learners to make presentation of their work to the whole class. You can help learners to ask questions and make comments.

After this activity, teacher guides learners to make synthesis of the lesson.

Answers to the learning activity

The following are the achievements of the Government of Rwanda after the genocide against the Tutsi:

A. Safeguarding national security

- Repatriation of refugees from DRC
- Military operations aiming at weakening militia Interahamwe and Ex-FAR forces.

B. Promotion of Unity and reconciliation

- Promotion of good governance
- Fight and elimination of all constraints of National Unity such as ethnicity, regionalism, discrimination
- Giving an equal opportunity to national economic resources
- Introduction of several structures and programs that were meant to correct past errors that led to war and genocide.
- Organisation of solidarity camps known as Ingando

C. Justice

- Thousands were arrested and sentenced.
- Others were released for lack of evidence or convicted and sentenced.
- Categorisation of genocide suspects according to the crimes

- Creation of Gacaca courts
- Provision of special training to magistrates and judges
- Renovation of courts around the country
- Creation of national police force charged with civil security matters and criminal investigations.

D. Democratisation

- Organisation of free, transparent and peaceful elections at local levels
- Putting in place a constitution in 2003

E. Establishing core Institutions

- The office of the Ombudsman,
- Office of the Auditor General for State Finances,
- Rwanda Public Procurement Authority,
- Rwanda Revenue Authority, and Rwanda Governance Board.

f. Decentralisation

- Maintenance of administrative structures left behind by the deposed regime, i.e. central government, provinces (prefectures), districts (communes), sectors and cells.
- Development of Rwanda's decentralisation policy
- Implementation of the decentralisation policy into three phases

G. Economic growth and development

- Creation of fiscal stability and economic growth.
- Inflation was brought down from 64% in 1994 to under 5% from 1998-2000.
- The privatisation of government enterprises
- rebuilding, expanding and improving the infrastructure
- Promotion of health conditions in residential houses increased the availability of water and electricity.

Answers to the application activities

1. Two main achievements of the Government of National Unity are safeguarding national security and the promotion of unity and reconciliation among Rwan-

dans. These two achievements are fundamental because after the Liberation War (1990-1994) and the genocide against the Tutsi, Rwanda faced a serious problem of insecurity which if it was not solved it would have compromised the existence itself of the country. Besides, because of genocide Rwandans had been divided and the reconstruction of the country necessitated first of all the rehabilitation of unity among the Rwandans and their reconciliation.

2. Different administrative reforms have been initiated through decentralisation by the Government of Rwanda after the genocide against the Tutsi: Rwanda's decentralisation policy was an important innovation. Its objective was to empower and invite the population to participate actively in debates on issues that concerned it directly. It also aimed at encouraging the electorate in the countryside to provide information and explain issues in order to take decisions knowingly. The decentralisation of activities went hand in hand with the decentralisation of financial, material and human resources.

The first phase (2001-2005) aimed at establishing democratic and community development structures at the district level and was accompanied by a number of legal, institutional and policy reforms, as well as democratic elections for local leaders.

The second phase (2006-2010) was conceived after a territorial restructuring in 2005, which considerably reduced the number of administrative entities (from 11 to 4 provinces, 106 to 30 districts, 1545 to 416 sectors, and 9165 to 2148 cells), and aimed at consolidating progress on national priorities, such as Vision 2020, and reinforced the decentralisation process by enhancing effectiveness in service delivery to communities.

3. The education has been promoted by the Government of Rwanda after the Genocide against the Tutsi in the following way:
 - The Government of National Unity immediately instituted meritocracy in education system and measures were put in place to address the country's manpower incapacity;
 - The increase in the number of higher learning institutions and that of university graduates;
 - The creation of new higher education institutions like Kigali Institute of Science and Technology (KIST) in 1997;
 - The increase in number of primary schools and that of qualified teachers rose;
 - More resources were made available to build new schools and to rehabilitate old ones;
 - Introduction of universal primary education;

- Establishment of education support institutions such as the National Curriculum Development Centre, the General Inspectorate of Education and Examinations Council.

1.11. Summary of the unit

This unit covers the causes of the Liberation War including the long exile of Rwandan refugees and the fact that the Government of Rwanda refused them to come back to their homeland. In addition, divisionism based on “ethnicity” and regionalism, the intimidation and killing of political opponents, the increase of dictatorship in Rwanda which also contributed to the outbreak of the Liberation War (1990 – 1994).

The new coordinated struggle started with the formation of the organisation of refugees in 1979 called Rwandese Alliance of National Unity (RANU), which became Rwandese Patriotic Front in 1987 led at the beginning by Major General Fred Rwigema.

The Liberation War began on October 1, 1990. After few days, some foreign countries such as France, Belgium and Zaïre (current DRC), provided support to the Habyarimana regime. The first days of this war became so difficult to RPF. But, from January 23, 1991, RPA adopted guerrilla warfare and the government started losing the war.

In July 1992, a cease-fire was negotiated and signed in the Arusha Cease-fire Agreement between RPF and the Habyarimana government. Later on August 4, 1993, the Peace Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front was signed at Arusha in Tanzania. However, the implementation of this peace agreement was not implemented. On the 7th April 1994, the genocide against the Tutsi started and forced RPA to resume the war in order to stop it. The war to liberate Rwanda was ended by the victory of RPA on July 4, 1994 and followed on July 19, 1994 by the creation of a government of national unity.

The Liberation War caused many consequences including loss of lives, destruction of properties, decline of Rwandan economy, displacement and exile of many people among others.

After the genocide against the Tutsi, Rwanda faced many challenges. These include for instance problems of insecurity, resettlement of refugees and genocide survivors, economic challenges, many problems in sectors of health, education and justice. Despite these problems, the government of national unity recorded many achievements like safeguard of national security, promotion of unity and reconciliation among the Rwandese, democratization, decentralization, economic growth and development. A

big work was also done in education, promotion of Gender equality, urban and rural settlement development.

1.12. Additional information for teachers

PEACE AGREEMENT
BETWEEN
THE GOVERNMENT OF THE REPUBLIC OF RWANDA
AND
THE RWANDESE PATRIOTIC FRONT

The Government of the Republic of Rwanda on the one hand, and the Rwandese Patriotic Front on the other;

Firmly resolved to find a political negotiated solution to the war situation confronting the Rwandese people since 1st October, 1990;

Considering and appreciating the efforts deployed by the countries of the Sub-region with a view to helping the Rwandese people to recover peace;

Referring to the numerous high-level meetings held respectively at Mwanza, United Republic of Tanzania, on 17th October, 1990, in Gbadolite, Republic of Zaire, on 26th October, 1990, in Goma, Republic of Zaire, on 20th November, 1990, in Zanzibar, United Republic of Tanzania, on 17th February, 1991, in Dar-es-Salaam, United Republic of Tanzania, on 19th February, 1991 and from 5th to 7th March, 1993;

Considering that all these meetings aimed first and foremost at establishing a ceasefire so as to enable the two parties to look for a solution to the war through

Reaffirming their unwavering determination to respect principles underlying the Rule of Law which include democracy, national unity, pluralism, the respect of fundamental freedoms and rights of the individual;

Considering that these principles constitute the basis and consistency of a lasting peace awaited by the Rwandese people for the benefit of the present and future generations;

Noting the Protocol of Agreement on the Rule of Law signed at Arusha on 18th August, 1992;

Considering that the two parties accepted the principle of power-sharing within the framework of a Broad-Based Transitional Government;

Noting the Protocols of Agreement on Power-Sharing signed at ARUSHA respectively on 30th October, 1992, and on 9th January, 1993;

Considering that the conflictual situation between the two parties can only be brought to an end through the formation of one and single National Army and a new National Gendarmerie from forces of the two warring parties;

Noting of the Protocol of Agreement on the integration of Armed Forces of both Parties, signed at Arusha on 3rd August, 1993;

Recognizing that the unity of the Rwandese people cannot be achieved until a definitive solution to the problem of Rwandese refugees is found and that the return of Rwandese refugees to their country is an inalienable right and constitutes

Resolved to eradicate and put a definite end to all the root causes which gave rise to the war ;


Have, at the conclusion of the Peace Talks held in Arusha, United Republic of Tanzania, between 10th July, 1992 and 24th June, 1993 as well as Kinuhira, Republic of Rwanda from 19th to 25th July, 1993 under the aegis of the Facilitator, His Excellency Ali Hassan MWENYI, President of the United Republic of Tanzania, in the presence of the Representative of the Mediator, His Excellency, MOBUTU SESE SEKO, President of the Republic of Zaire as well as Representatives of the Current Chairmen of the OAU, His Excellency Abdou DIOUF, President of the Republic of Senegal, and Hosni MUBARAK, President of the Arab Republic of Egypt, the Secretary General of the OAU, Dr. Salim Ahmed SALIM, the Secretary General of the United Nations, Dr. Boutros Boutros GHALI and Observers representing the Federal Republic of Germany, Belgium, Burundi, the United States of America, France, Nigeria, Uganda and Zimbabwe;

Calling the International Community to witness;


Hereby agree on the following provisions.

Article 1: The war between the Government of the Republic of Rwanda and the Rwandese Patriotic Front is hereby brought to an end.

Article 2: The following documents are an integral part of the present Peace Agreement concluded between the Government of the Republic of Rwanda and the Rwandese Patriotic Front:

- I. The N'SELE Ceasefire Agreement of 29th March, 1991 between the Government of the Republic of Rwanda and the Rwandese Patriotic Front, as amended in GBADOLITE on 16th September, 1991 and at ARUSHA on 12th July, 1992; 
- II. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Rule of Law, signed at ARUSHA on 18th September, 1992;
- III. The Protocols of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the Framework of a Broad-Based Transitional Government, signed at ARUSHA respectively on 30th October, 1992 and on 9th January, 1993;
- IV. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Repatriation of Refugees and the Resettlement of Displaced Persons, signed at Arusha on 9th June, 1993;
- V. The Protocol Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the integration of Armed Forces of the two parties, signed at ARUSHA on, 3rd August, 1993;
- VI. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Miscellaneous Issues and Final Provisions signed at Arusha on 3rd August, 1993.

These entire documents are attached as Annex.

Article 3: The two parties also agree that the Constitution of 10th June, 1991 and the Arusha Peace Agreement shall constitute indissolubly the Fundamental Law that shall govern the Country during the Transition period, taking into account the following provisions: 

1. The following articles of the Constitution shall be replaced by the provisions of the Peace Agreement relating to the same matters. The Articles in question are: 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 63, 65, 66, 67, 68, 70, 71, 73, 74, 75 paragraph 2, 77 paragraphs 3 and 4, 81, 82, 83, 84, 85, 86, 87, 88 paragraph 1, 90, 96, 99, 101.

2. In case of conflict between the other provisions of the Constitution and those of the Peace Agreement, the provisions of the Peace Agreement shall prevail.

3. The Constitutional Court shall verify the conformity of Laws and Orders in Council with the Fundamental Law thus defined. Pending the enactment of the law on the Supreme Court, the existing Constitutional Court shall remain composed of both the Court of Cassation and the State of Council. The Presiding Judge of the Constitutional Court shall assume the presidency.

Article 4: In case of conflict between the provisions of the Fundamental Law and those of other Laws and Regulations, the provisions of the Fundamental Law shall prevail.

Article 5: The Government of the Republic of Rwanda and the Rwandese Patriotic Front undertake to make every possible effort to ensure that the present Peace Agreement is respected and implemented.

They further undertake to spare no effort to promote National Unity and Reconciliation.

Article 6: The two parties agree on the appointment of Mr. TWAGIRAMUNGU Faustin as Prime Minister of the Broad-Based Transitional Government, in accordance with Articles 6 and 51 of the Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the framework of a Broad-Based Transitional Government.

Article 7: The Transitional Institutions shall be set up within thirty seven (37) days following the signing of the Peace Agreement.

Article 8: The current Government shall remain in Office until the Broad-Based Transitional Government is established. The maintenance of that Government does not mean that it can encroach on the mandate of the Broad-Based Transitional Government being established.

The current Government shall, in no case, take decisions which may be detrimental to the implementation of the Broad-Based Transitional programme.

Article 9: The "Conseil National de Developpment" (CND) shall remain in Office until the Transitional National Assembly is established. However, as from the date of signing the Peace Agreement, it shall not enact laws.

Article 10: The present Peace Agreement is signed by the President of the Republic of Rwanda and the Chairman of the Rwandese Patriotic Front, in the presence of:

- The Facilitator, His Excellency, Ali Hassan MWINYI, President of the United Republic of Tanzania,
- His Excellency, Yoweri Kaguta MUSEVENI, President of the Republic of Uganda; Observer country;

- His Excellency Melchior NDADAYE, President of the Republic of Burundi, Observer country;
- The Representative of the Mediator, His Excellency Faustin BIRINDWA, Prime Minister of Zaire;
- Dr. Salim Ahmed SALIM, Secretary General of the OAU;
- The Representative of the Secretary General of the United Nations;
- The Representative of the Current Chairman of the OAU;
- The Representatives of other Observer countries: Germany, Belgium, United States of America, France, Nigeria and Zimbabwe;
- The delegations of the two parties.

Article 11: The present Peace Agreement shall come into force upon its signing by the parties.

Done at Arusha, on the 4th day of the month of August, 1993 both in French and English languages, the original text being in French.


 HABYARIMANA Juvénal
 Major-General

President of the Republic of Rwanda

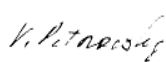

 KANYARENGWE Alexis
 Colonel

Chairman of the Rwandese Patriotic Front


In the presence of the Facilitator
 Ali Hassan MWINYI


 President of the United Republic of Tanzania

In the presence of the Representative of
 the Secretary General of the United
 Nations


 Mr. Vladimir PETROVSKY
 Under-Secretary General
 Director General of the United Nations
 Office at Geneva

In the presence of the Secretary General of
 the OAU


 Dr. Salim Ahmed SALIM

1.13. End unit assessment answers

1. The following are the factors supporting the attack of RPF Inkotanyi on 1st October 1990:

- Long exile and refusal of the return of Rwandese refugees strengthened by the bad conditions of living, lack of employment, lack of good education in hosting countries, and right to the nationality
- The Rwandese government had since 1964 requested that refugees be settled in their countries of asylum and it did nothing to help them to return back to their home country. The role of Ethnic and regionalism division with instauration of quota system in administration, school and in army, conflicts between the two regions such Nduga and Rukiga based on region exclusion and hate against the Tutsi;
- Intimidation and killing of opposition politicians, arbitrary arrest and long prison term and political assassinations which were quite frequent in the country;
- Increasing of dictatorship in Rwanda where only one single political party was allowed, all the powers were concentrated in the hands of small group members of the president's family and the family of in-law, called Akazu and where no single decision could be made without prior approval of the president and his party.

2&3. For main causes and consequences, learners can give their own views. Help them to give strong explanations of their choice. Let them share their views thus they can make their own decisions by listening to others. But, you can prepare this exercise in advance so that you can challenge learners who give answers you feel that they are not relevant.

4. Section A

After stopping genocide and defeating the interim government, the Government of National Unity has encountered challenges like:

- Problem of suspicion and mistrust due to atrocities expressed during the genocide against the Tutsi and self-culpability of those who has committed the crime of genocide;
- Problem of insecurity especially in the northern region caused by the attacks of ex-FAR and interahamwe militias;
- Problem of resettling the refugees and genocide survivors;
- Problems of economic stagnation, unstable macroeconomic environment, low private investment and scarcity of skilled personnel;
- Problem in the health sector such as workers who were few and poorly trained;

the number of the injured and patients which was very high; malnutrition levels which were very high; the prevalence of water-borne diseases and other conditions related to poor sanitation which was among the highest in Africa at that time; the high infection rate of transmittable diseases, especially HIV and AIDS; the high fertility rate, coupled with ignorance and malaria which was hyper endemic in some parts of the country;

- Problems in education sector where most educational infrastructure was destroyed; a good number of human capital was decimated or in exile; education policies had some weaknesses and discriminatory; education system did not respond to the socio-economic needs of the country; the few Rwandans that went to school could not translate their knowledge into productive activities and higher education was quantitatively low and was a privilege for some Rwandans.
- Problem of justice due to insufficient prison infrastructures to host more than 140, 000 genocide suspects that had been arrested yet; inadequate number of trained lawyers to handle the large number of perpetrators of genocide; some laws which were also outdated and inexistent for some cases such as genocide and the justice sector which witnessed unskilled personnel.

Section B

For evaluating the Liberation War/The Government of National Unity you can help learners to identify the aims of the two phenomena. A special attention can be paid to what has been done in line with the aims and the failures/challenges and how to overcome them.

The following are the achievements of the Government of Rwanda after from 1994 up to 2003:

- Safeguarding national security by repatriation of refugees from DRC and military operations aiming at weakening militia Interahamwe and Ex-FAR forces.
- Promotion of unity and reconciliation by promoting good governance, fighting and eliminating all constraints of National Unity such as ethnicity, regionalism, discrimination, giving an equal opportunity to national economic resources introducing several structures and programs that were meant to correct past errors that led to war and genocide and organisation solidarity camps known as Ingando;
- Promotion of justice where thousands were arrested and tried; others were released for lack of evidence or convicted and sentenced; genocide suspects were categorized according to the crimes; Gacaca courts were created; special training to magistrates and judges were provided; courts around the country were renovated and national police force charged with civil security matters and criminal investigations was created.

- Promotion of democracy by organising free, transparent and peaceful elections at local levels and putting in place a constitution in 2003;
- Establishment core Institutions like, the office of the Ombudsman, office of the Auditor General for State Finances, Rwanda Public Procurement Authority, Rwanda Revenue Authority, and Rwanda Governance Board;
- Promotion of decentralization with maintenance of administrative structures left behind by the deposed regime, i.e. central government, provinces (prefectures), districts (communes), sectors and cells; development of Rwanda’s decentralization policy and implementation of the decentralization policy into three phases
- Economic growth and development with creation of fiscal stability and economic growth; inflation which was brought down from 64% in 1994 to under 5% from 1998-2000, privatisation of government enterprises, rehabilitation, expansion and improvement of infrastructures and promotion of health conditions in residential houses which increased the availability of water and electricity.
- Promotion of education by institutionalising meritocracy in education system, setting up of measures to address the country’s manpower incapacity, increasing the number of institutions for higher learning, increasing the number of primary schools, increasing the number of qualified teachers, building new schools and rehabilitating old ones, introducing universal primary education and establishment of education support institutions (National Curriculum Development Centre, the General Inspectorate of Education and Examinations. Board “National Examination Council” was introduced ensure fairness, transparency and uniformity in standards).
- Promotion of Gender equality with inclusion of women in the process of Family land inheritance, empowerment and inclusion of women in all sectors of National life, increase of women representation in decision-making organs and promotion of girls’ education
- Urban and rural settlement development with elaboration of the first national policy on settlements formulated in 1996, construction of grouped settlements known as Imidugudu, abolition of dispersed settlements in favour of group settlements optimization of land management rationalisation of land for accommodation, agriculture or other purposes, design of the plan for Kigali city and other towns, construction of new residential and commercial neighbourhoods in Kigali and Construction of middle-income houses in Kicukiro, Kibagabaga, Gisozi, Nyarutarama, Kimironko.

1.14 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

- Describe the causes of the 1990–1994 Liberation War.
- Explain briefly the course of the Liberation War (1990–1994) between the then Government of Rwanda and RPF Inkotanyi.
- What were the pillars of the Arusha Peace Agreement? Explain four of them in two lines each. Why were they important for Rwanda?
- Explain three effects of the Liberation War.
- Discuss the challenges of the Rwandan Government after 1994 Genocide against the Tutsi.
- Examine the achievements of the Rwandan Government after the Genocide against the Tutsi.

Expected answers

1. Different causes justify the reasons for the outbreak of the Liberation War (1990–1994) in Rwanda. Among them, the main are the following:
 - The long exile.
 - The refusal of return of Rwandan refugees.
 - Ethnic divisionism and regionalism.
 - Intimidation and killing of opposition politicians
 - Increasing of dictatorship in Rwanda.
2. The Liberation War that started on October 1, 1990 and ended on July 4, 1994 had been fought through the different stages. The main are the following:
 - The foundation of RANU in 1979 and birth of RPF Inkotanyi in 1987;
 - The adoption of military option by RPF Inkotanyi 1990's;
 - The beginning of the war on October 1st 1990;
 - The attack on Ruhengeri in January 1991;

- The phase of guerrilla war, between 1991 – 1992;
- The peace process, between 1992 – 1993;
- The involvement of foreigner countries;
- The signing of the Arusha Peace Accord, on August 4th 1993;
- The end of the war on July 4th 1994.

Note that learners are not required to memorise the above dates. They should know that the above facts happened early 1990s. Rather it is important to understand changes and continuities and the motives behind them.

3. The pillars of Arusha Peace Agreement:

- The establishment of the rule of law
- Power-sharing;
- Repatriation and resettlement of refugees and internally displaced people;
- The integration of armed forces;
- Other miscellaneous provisions

You can help learners to link the answer to the problems Rwanda was facing at that moment such as lack of democracy and discriminative policies; the lack of appropriate solution to refugees' problems which led to the use of force.

4. Some effects of the Liberation War in Rwanda

- *Displacement and exile of many people*

More than one million of Rwandans fleeing the battle fields were displaced inside the country. These were in great need of shelter, food and other basic materials to use in their daily life, without working, etc. At the end of the war, Government officials, soldiers and militia fled to within neighbouring countries with them millions of civilians. Thousands died of water-borne diseases.

- *Loss of lives and destruction of properties*

Many people were killed and others were wounded including soldiers and civilians.

There was also the massacre of Abagogwe group (199-1993) by Habyarimana regime in retaliation for a RPA attack. The similar killings were done in Kibirira, Bugesera, kibuye, Murambia and in Umutara.

By this war, some public infrastructures like offices, roads and bridges were destroyed. Besides, the private prosperities were also destroyed like houses, shops etc.

- *Rwandans in exile and inside were excited*

For those in exile, they felt the time had come to return home and joined massively the RPF and the struggle as the war progressed. A lot of money, medicine, food and clothes were mobilized on a continuous basis in support of the war.

Inside Rwanda, there were mixed reactions. Some people mainly sympathizers of the RPF, felt the time had come for their rescue and joined the struggle through different neighboring countries while others were worried about the reactions of the Habyarimana regime.

5. After the end of the Liberation War and of the Genocide against the Tutsi, a new government was set up. It is the government of national unity. This government faced the following challenges:

- Suspicion and mistrust among the Rwandan population;
- Problems of insecurity;
- Resettlement of Refugees and genocide Survivors Economic challenges;
- Health problems;
- Challenges in education;
- Challenges in Justice.

6. Although many problems encountered by the government of national unity just after stopping genocide, this government has registered many achievements in many fields such as:

- Safeguarding the national security;
- Promoting unity and reconciliation;
- Ensuring the justice to all;
- Promoting democratization process;
- Establishing the core national institutions;
- Implementing the decentralisation policy;
- Stimulating the economic growth development;
- Promoting education
- Promoting the gender equality
- Developing urban and rural settlement.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Can we claim that long exile could lead to the Liberation War (1990-1994)?

You can help learners to understand that the Liberation War does not have one cause. However, the bad conditions of living such as lack of employment and good education in hosting countries and refusal to come back home by the First and Second Republics made them think of a solution to return home.

2. Analyse the outcomes of the Arusha Peace Agreement.

The Arusha Peace Agreement was preceded by the signing of the agreement on a new ceasefire, as well as parties agreeing on the following principles:

- That there was neither democracy nor the practice of the rule of law in Rwanda;
- That a broad-based government of national unity, including parties of different political persuasions was necessary to oversee the transition to democracy;
- That the Rwandan army was not national in character and that it was necessary to set up a truly national army from among members of the two existing armies;
- The Rwandan refugees have a legitimate inalienable right to return home.

Help learners to find out what changed due to the Agreement and what remained unchanged.

3. Explain how the Liberation War worsened the situation of economy in Rwanda. Because of the war and the pressure on Habyarimana regime Rwandan economy collapsed, the coffee which was the main resource of overseas currencies was not produced, thus the country witnessed a hard economic situation. Besides, foreign aid stopped and the Rwandan franc lost its value. Main sectors of economic activities fell down.

People became poor and discontented. In fact, because of the war, the North corridor was closed and this led to the stoppage of commercial exchange with Uganda. Besides, the war increased the military expenditure of the government of Rwanda and this made the country more and more impoverished.

4. What are the challenges encountered by the Government of National Unity created in 1994? What could you have proposed to sort out them?

- Problems of insecurity(Interahamwe militia, Zone Turquoise, had become a safe haven for genocide forces, infiltrators from refugee camps across the border continued to cross and destabilize the country supported by DRC.)

- Resettlement of Refugees and genocide survivors (Millions of Rwandan refugees could return. Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were resettled and provided with basic housing facilities. About three million Rwandan Refugees who had been taken hostage by fleeing genocide forces in the DRC and some in Tanzania were brought back home by the Transitional Government.)
- Economic challenges (The Rwandan economy and political situation before 1994 was marked by economic stagnation and high levels of poverty, no private sector, no skilled professionals had been particularly targeted)

Despite the challenges faced after the Liberation War, the government of unity has many achievements. In which domains or sectors?

- National security
- Unity and reconciliation
- Justice and democratization
- Decentralization
- Economic growth and development
- Education and promotion of gender equality

Extended activities

These are suggested questions for gifted and talented students.

1. Search on internet or other documents in the school library the aims, achievements and challenges of one of the following institutions created during the Government of National Unity: Office of the Ombudsman, Office of the Auditor General for State Finances, Rwanda Public Procurement Authority, Rwanda Revenue Authority and Rwanda Governance Board. Propose some solutions to sort out those challenges.
2. Soldiers from different countries participated in the Liberation War (1990-1994). Search on internet or other documents in the school library and justify the intervention of each of them.
3. Find some evidence related to the challenges of the Government of National Unity (gender, assistance to survivors, settlement in imidugudu, security) and comment them.
4. After the genocide against the Tutsi, the Government of National Unity was set up. Assess its achievements from 1994 up to 2003.

Expected answers

1. You can help learners identify some websites or reports which can help them perform this activity. They can work in pairs to facilitate their search and discussion.
2. Soldiers from different countries participated in the 1990-1994 Liberation War. The countries that intervened are France, Zaïre, Belgium and Uganda.

France helped the Habyarimana regime because Rwanda was at this time a French-speaking country that had been attacked by English-speaking rebellion supported by a foreign country. Other possible reasons can be found by learners (military agreement between the two countries).

Belgium sent to Rwanda a contingent with a mission of repatriating its citizens who wished to leave the country.

The Zairian contingent intervened in the war in order to help President Habyarimana who was a very important friend of President Mobutu. Learners can find other reasons such as the supporting a country member of the Communauté Economique des Pays des Grands Lacs (CEPGL).

3. You can help learners to understand the challenges faced by the Government of National Unity after the genocide against the Tutsi. In this regard, they can look for some statistics or testimonies and comment them. These are for instance the number/ testimonies of genocide survivors assisted by the Government and the domain of intervention. In addition, learners can identify challenges which are related to the assistance of genocide survivors.

4. Learners can also look for data related to girls in education or other activities (if possible in historical perspective) to identify their number, options they follow in schools/universities.

You can also help learners to find more readings on problems of insecurity, economic challenges, justice, settlement in imidugudu, villages, etc.

5. You can help learners to identify not only the achievements of the Government of National Unity in different domains such as decentralisation, economic growth, education, promotion of economic growth and development, education, promotion of gender equality, urban and rural settlement development) but also the challenges it faced. If learners identify other domains such as agriculture, transport and foreign relations, you should not ignore them.



UNIT 2: GENOCIDE PREVENTION

2.1. Key unit competence

Explain measures of preventing genocide from happening again in Rwanda and elsewhere.

2.2 Prerequisite knowledge and skills

In order to study this unit on Genocide prevention the learner should have knowledge, skills and

competences on:

- Different genocides in the 20th century (e.g. the Holocaust, the genocide against the Tutsi)
- Similarities and differences between the genocide against the Tutsi and other genocides
- Forms of genocide denial and ideology
- Channels of genocide denial and ideology

The unit on Genocide prevention is linked to other subjects such as Religious Studies and Citizenship. Learners should understand that the respect of others' life is so important as taught in the mentioned subjects.

2.3 Cross-cutting issues to be addressed

2.3.1 Peace and values education

Applied to this unit two on Genocide prevention, learners will be acquainted with measures of preventing genocide at primary, secondary and tertiary levels, challenges faced in the process of preventing genocide and solutions to the challenges faced in the process of preventing genocide.

In so doing, learners will be enabled to be equipped with skills that will help them to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also take this opportunity to develop positive values.

In this unit, you can help learners understand the importance of some values such as altruism. A clear illustration is peace keepers soldiers who risk their lives in conflict zone

(See the section on *the Solutions to the challenges faced in prevention of genocide*). The same section helps to understand sense of responsibility to protect others. International responsibility to protect shows humanism. Learners should understand that mutual cooperation should not occur in normal circumstances but people should also help those in difficult conditions. The intervention of international community in conflict zone should also be understood as a sign of international solidarity/cooperation.

2.3.1 Genocide studies

With unit two on *Genocide prevention*, peace and values education is linked with genocide studies. Genocide Studies as a cross-cutting issue will be addressed by offering learners the opportunity to know about measures of preventing genocide at primary, secondary and tertiary levels, challenges faced in the process of preventing genocide and solutions to the challenges faced in the process of preventing genocide. These measures in view of genocide prevention aim also at building lasting peace. The whole unit helps to deal with the above cross cutting issue on genocide education.

2.3.2. Gender

The cross-cutting issue on gender does not clearly appear in this unit at hand. However, by using the section on *Factors that may lead to genocide*, you can help learners that the exclusion of male or female can be used by those planning genocides as one reason to engage a war. Thus the role of social equality can be mentioned as a way of genocide prevention.

2.3.4. Environment and sustainability

The cross-cutting issue on *Environment and sustainability* does not clearly appear in this unit at hand. Using unit two on *Genocide prevention*, environment and sustainability as cross-cutting issue can understand that genocide prevention can help to avoid wars which destroy the environment and slow down economic growth.

2.4 Guidance on the introductory activity

Basing on learners' prerequisites on genocide and its consequences, this activity will create learners' awareness on prevention of genocide. The answer of this activity will provide a general overview of this unit.

Teacher will invite learners to carry out research using textbooks, media, internet, videos, etc. to collect information on genocide prevention. You can guide learners by indicating some key words for internet search. While delivering lessons on this unit, teacher will help learners to come up with the answer to this introductory activity.

Possible answer on the introductory activity

The prevention of genocide is possible if different factors (denial and impunity of genocide, extermination, massacre of targeted group, preparation, and propaganda for the elimination of targeted group, dehumanisation, discrimination and social categorisation) which may lead to genocide are taken in consideration at the three levels namely primary, secondary and tertiary.

These levels refer to the period before the beginning of conflict that may lead to genocide (primary level), during that conflict (secondary level), and after genocide (tertiary level).

The prevention is continuous and needs measures like prevention of armed conflicts, protection of civilians in armed conflict, end impunity through judicial action in national and international courts on international level; various regional mechanisms like Peace and Security Council of the African Union (PSC), the African Standby Force (ASF) and the African Peace and Security Architecture (APSA); and laws punishing the crime of genocide and the genocide ideology on national level etc.

2.5 List of lessons

| Number of lessons | Lesson title | Learning objectives | Number of periods |
|-------------------|---|---|-------------------|
| 1 | Concepts, factors and practices of genocide prevention | Define the concept of genocide prevention and analyse different factors and practices that may lead to Genocide | 6 |
| 2 | Measures of preventing genocide at primary, secondary and tertiary levels | Analyse different measures of preventing genocide | 6 |
| 3 | Challenges faced in prevention of genocide | Analyse the challenges encountered in the process of preventing | 2 |

| | | | |
|---|---|--|---|
| 4 | Solutions to the challenges faced in the process of preventing genocide | Suggest solutions to the challenges faced during the genocide prevention | 6 |
| 5 | Assessment | Sum up the whole unit | 4 |

2.5.1. Lesson 1: Concepts, factors and practices of genocide prevention

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher invites learners to define the concepts of genocide as a revision of the lesson on genocide taught in senior four.

b. Teaching resources

Learner's books and dictionary, textbooks, internet, testimonies, pictures, photos, press media, tactile materials, and braille materials.

c. Learning activities

Teacher asks learners to use internet, textbooks or dictionary so as to define the concept of prevention of genocide and to do an assessment on the actions of the UN in the prevention of genocide and other mass killings.

Thereafter, teacher asks learners to analyse different factors and to describe practices that may lead to Genocide.

After this activity, teacher guides learners in the presentation of the results of their findings to the whole class.

Application activities

Answers to the learning activities 2.1

- Prevention is a continuous process that is aimed at avoiding the occurrence of something harmful by tackling the causes of the harm prior to it and at each phase of the process to its occurrence and after. Genocide Prevention is any action that works toward averting a future genocide. See Learner's Book P.55?
- Measures that can be used to prevent genocide from taking place are the following:
 - The prevention at the primary level consists on creating an environment that reduces the risk of conflict escalation.

- The secondary prevention takes place when genocide is already taking place. Here, the main measure to be taken is to end the genocide before it progresses further and takes more lives. This level of prevention may involve military intervention. In addition, the international community has the obligation to intervene once all signs are enough clear to prove that genocide is happening.
- The prevention of genocide at the tertiary level focuses on preventing genocide in the future by re-building and restoring the community in order not only to repair the damage but also to avoid the reoccurrence of the harm.
- Other measures of genocide prevention comprise the following:

Intervention of international community once all signs of escalation of genocide are present,

International community should help in rebuilding of society after genocide;

State must punish the persons who have committed the crime of genocide in order to provide justice to the genocide survivors;

Promoting unity and reconciliation in aftermath genocide;

Keeping alive memories of past acts of genocide for remembering and learning;

Educating people, especially youth, about culture of peace and humanism.

Note that learners can be innovative and find their own way of explaining their ideas or of proposing other solutions. Help them to air their views.

Answers to the application activities 2.1

1. The Learner's book can help you to find the meaning of genocide and genocide prevention.
2. Three factors that may lead to genocide are:
 - *Differences in identity*: genocide is not possible where there is no difference among the population in a given state but this difference itself cannot cause genocide if not combined with other factors ;
 - *Difficult life due to economic problems (poverty)*: Being poor itself does not make genocide possible. But it certainly creates a favorable environment to other associated problems that may add their contribution to the process to genocide.
 - *Deprivation or inequalities in the allocation of resources*: When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given more privileges than others or when a group is totally excluded from accessing the resources, it may create tensions that may lead

to other problems that may soon or later lead to genocide;

- **Political problems:** in many cases the origin of the genocide is the political dominance of one group over other groups. The dominant group may intend to eliminate other groups in order to have the guarantee of continuation of dominance. In reaction, the underprivileged group may feel discriminated and plan to get to power by any means. In both cases, they tend to use a war which might be itself another factor leading to genocide;
- **Armed conflicts:** the existence of armed actors has served as a motivation and excuse for human rights violations, including killings, arbitrary arrest and discrimination, committed against the civilian population that the armed actors claim to represent. Refugees from the persecuted side may also become warriors determined to overthrow the government in place in order to recover their rights (like having a home land);etc

3. Two practices that may lead to genocide are:

- *Deprivation or inequalities in the allocation of resources:* When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given many more privileges than others or when a group is totally excluded from the access to the resources, it may create tensions that may lead to other problems that may soon or late lead to genocide
Preparation: this phase is when some possible acts susceptible of making genocide are performed. They include lists of victims, creation and training of militia, purchase and distribution of arms.
- *Denial of genocide and impunity of crimes:* During and after every genocide, the perpetrators would deny their crime. They would try to justify the killings, and try to blame the victims, claiming that victim's own behavior brought on the killing. In Rwanda killers alleged that Tutsi were helping rebels of RPF, and they used this to justify the mass killing of innocent people. The denial of genocide is not only the destruction of the truth about genocide by negating or minimising it, it is also a potential cause of its repetition.

2.5.2. Lesson 2: Measures of preventing genocide at primary, secondary and tertiary levels

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the factors and practices leading to Genocide.

b. Teaching resources

Learner's textbook, computer, internet, testimonies, photos, press media, tactile materials and braille materials.

c. Learning activities

Learners use internet or read a range of materials including textbooks in order to analyse different measures of genocide prevention. Thereafter, they can write a short text commenting Gregory Stanton's statement on 'never again'. Another activity is to discuss the challenges encountered in prevention of genocide which can be done by means of small groups.

d. Application activities

Answers to the learning activities 2.2

Measures that can be used to prevent genocide from taking place are the following:

- The prevention at the primary level consists creating an environment that reduces the risk of escalation of the conflict.
- The secondary prevention takes place when genocide is already taking place. Here, the main measure to be taken is to end the genocide before it progresses further and taking more lives. This level of prevention may involve military intervention. In addition, the international community has the obligation to intervene once all signs are enough clear to prove that genocide is happening.
- The prevention of genocide at the tertiary level focuses on preventing genocide in the future by re-building and restoring the community in order not only to repair the damage but also to avoid the reoccurrence of the harm.
- Other measures of genocide prevention comprise the following:
 - Intervention of international community once all signs of escalation of genocide are present,

International community should help in rebuilding of society after genocide;

State must punish the persons who have committed the crime of genocide in order to provide justice to the genocide survivors;

Promoting unity and reconciliation in aftermath genocide;

Keeping alive memories of past acts of genocide for remembering and learning;

Educating people, especially youth, about culture of peace and humanism.

Answers to the application activities 2.2

1. The prevention at the primary level is undertaken by taking measures aiming at creating an environment that reduces the risk of escalation of the conflict. At this phase, the aim is to put in place measures that may pre-empt the start of the harm: measures that may avoid the occurrence of the harm by tackling its root causes will

therefore include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.

2. The secondary prevention takes place when genocide is already taking place. At this level, many “genocidal” actions are observable, such as: hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanizing public discourse, etc. Measures tailored to the situation may involve military intervention and prefer peaceful prevention.

2.5.3.Lesson 3: Challenges faced in prevention of genocide

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher starts by asking learners some questions about the measures of prevention of genocide.

b. Teaching resources

Learner’s books, textbooks, internet, testimonies, press media, tactile materials, and braille materials.

c. Learning activities

Teacher invites learners to carry out the research by using internet (If it available), textbooks and newspapers about the challenges faced in prevention of genocide.

Thereafter, teacher calls upon the learners to make presentation of the results of their research to the whole class.

d. Application activities

Answers to the learning activities 2.3.1

The challenges encountered in prevention of genocide are as follows:

- Lack of certainty about the factors which can lead to the genocide;
- Lack of enough and clear information about the planning and execution of genocide;
- Interest of some countries supporting the government that have committed crimes of genocide ;
- Lack of institution which assesses the factors and phases of genocide in order to take and implement the preventive measures;
- Lack of international community immediate intervention to stop genocide.

Answers to the application activities^{2.3}

The certainty from the existing factors and risks at early phases that they will amount to genocide may be difficult to get, given that the genocide is planned by the power in place. Even at advanced phases, the degree of certainty of occurrence may still not be there.

2.5.4.Lesson 4: Solutions to the challenges faced in the process of preventing genocide

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher uses the revision by asking the learners some questions related to the challenges faced in prevention of genocide. Thereafter you can ask learners to write down their own solutions and thereafter discuss them.

b. Teaching resources

Learner's books, dictionary, textbooks, internet, testimonies, press media, the Constitution of the Republic of Rwanda, tactile materials and Braille materials.

c. Learning activity

Teacher invites the learners to use their textbooks, newspapers and internet (where is available) to make research on solutions that can be taken to overcome the challenges faced in prevention of genocide. They prepare a written document to be used during their presentation (This activity can be done individually or in group).

Thereafter, teacher asks learners to present the results of their research to the whole class.

After class presentation, teacher guides learners so that they come up with a summary of lesson.

d. Application activities

Answers to the learning activity^{2.4.1}

In order to overcome the different challenges faced in prevention of genocide, different solutions can be adopted.

The provision of public information on the nature of genocide and creation of the political will to prevent and end it.

The creation of an effective early-warning system to alert the world and especially the U.N. Security Council, North Atlantic Treaty Organisation (NATO) and other regional

alliances to potential ethnic conflict and genocide.

Take swift and decisive action, including military action.

Effective arrest, trial, and punishment of those who commit genocide, including the early and effective functioning of the International Criminal Court.

Provision of resources and logistical and communication capacities to effectively enforce the peace.

Respect of the laws; and set up of special court to try those who have committed the crime of genocide;

Provision of financial resources for maintaining the genocide memorials;

In education, state should support the education of people for sustainable peace.

Note that learners are not requested to memorise these solutions. Help them to explain the identified ones. In case of an assessment, you can precise the number of solutions they can propose.

Answers to the application activity:4.4

At international level:

- The provision of public information on the nature of genocide and creation of the political will to prevent and end it.
- The creation of an effective early-warning system to alert the world and especially the U.N. Security Council, NATO and other regional alliances to potential ethnic conflict and genocide.
- Prevent armed conflict, which usually provides the context for genocide;
- Take swift and decisive action, including military action.
- Effective arrest, trial, and punishment of those who commit genocide, including the early and effective functioning of the International Criminal Court.

At regional level:

- Respect of Protocol Relating to the Establishment of the Peace and Security Council of the African Union and other treaties;
- The Continental Early Warning System was set up in Africa;
- The early warning and preventive diplomacy;
- Provision intervention and humanitarian action;
- There is set up of Eastern Africa Standby Force;

- Provision of resources and logistical and communication capacities to effectively enforce the peace.

At national level:

- Respect of the laws; and set up of special court to try those who have committed the crime of genocide;
- Provision of financial resources for maintaining the genocide memorials;
- In education, state should support the education of people for sustainable peace;
- To include genocide studies in curriculum in order to be taught in schools.

Note that you can give clear instruction regarding the use of language in such activity.

2.5.5 Additional Information

Convention on the Prevention and Punishment of the Crime of Genocide

Approved and proposed for signature and ratification or accession by General Assembly resolution 260 A (III) of 9 December 1948

Entry into force: 12 January 1951, in accordance with article XIII

The Contracting Parties,

Having considered the declaration made by the General Assembly of the United Nations in its resolution 96 (I) dated 11 December 1946 that genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world,

Recognizing that at all periods of history genocide has inflicted great losses on humanity,

Being convinced that, in order to liberate mankind from such an odious scourge, international co-operation is required,

Hereby agree as hereinafter provided:

Article I

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article II

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a. Killing members of the group;
- b. Causing serious bodily or mental harm to members of the group;
- c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- d. Imposing measures intended to prevent births within the group;
- e. Forcibly transferring children of the group to another group.

Article III

The following acts shall be punishable:

- a. Genocide;
- b. Conspiracy to commit genocide;
- c. Direct and public incitement to commit genocide;
- d. Attempt to commit genocide
- e. Complicity in genocide.

Article IV

Persons committing genocide or any of the other acts enumerated in article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

Article V

The Contracting Parties undertake to enact, in accordance with their respective Constitutions, the necessary legislation to give effect to the provisions of the present Convention, and, in particular, to provide effective penalties for persons guilty of genocide or any of the other acts enumerated in article III.

Article VI

Persons charged with genocide or any of the other acts enumerated in article III shall be tried by a competent tribunal of the State in the territory of which the act was committed, or by such international penal tribunal as may have jurisdiction with respect to those Contracting Parties which shall have accepted its jurisdiction.

Article VII

Genocide and the other acts enumerated in article III shall not be considered as political crimes for the purpose of extradition.

The Contracting Parties pledge themselves in such cases to grant extradition in accordance with their laws and treaties in force.

Article VIII

Any Contracting Party may call upon the competent organs of the United Nations to take such action under the Charter of the United Nations as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in article III.

Article IX

Disputes between the Contracting Parties relating to the interpretation, application or fulfilment of the present Convention, including those relating to the responsibility of a State for genocide or for any of the other acts enumerated in article III, shall be submitted to the International Court of Justice at the request of any of the parties to the dispute.

Article X

The present Convention, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall bear the date of 9 December 1948.

Article XI

The present Convention shall be open until 31 December 1949 for signature on behalf of any Member of the United Nations and of any non-member State to which an invitation to sign has been addressed by the General Assembly.

The present Convention shall be ratified, and the instruments of ratification shall be deposited with the Secretary-General of the United Nations.

After 1 January 1950, the present Convention may be acceded to on behalf of any Member of the United Nations and of any non-member State which has received an invitation as aforesaid.

Instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article XII

Any Contracting Party may at any time, by notification addressed to the Secretary-General of the United Nations, extend the application of the present Convention to all or any of the territories for the conduct of whose foreign relations that Contracting Party is responsible.

Article XIII

On the day when the first twenty instruments of ratification or accession have been deposited, the Secretary-General shall draw up a procès-verbal and transmit a copy thereof to each Member of the United Nations and to each of the non-member States contemplated in article XI.

The present Convention shall come into force on the ninetieth day following the date of deposit of the twentieth instrument of ratification or accession.

Any ratification or accession effected subsequent to the latter date shall become effective on the ninetieth day following the deposit of the instrument of ratification or accession.

Article XIV

The present Convention shall remain in effect for a period of ten years as from the date of its coming into force.

It shall thereafter remain in force for successive periods of five years for such Contracting Parties as have not denounced it at least six months before the expiration of the current period.

Denunciation shall be effected by a written notification addressed to the Secretary-General of the United Nations.

Article XV

If, as a result of denunciations, the number of Parties to the present Convention should become less than sixteen, the Convention shall cease to be in force as from the date on which the last of these denunciations shall become effective.

Article XVI

A request for the revision of the present Convention may be made at any time by any Contracting Party by means of a notification in writing addressed to the Secretary-General.

The General Assembly shall decide upon the steps, if any, to be taken in respect of such request.

Article XVII

The Secretary-General of the United Nations shall notify all Members of the United Nations and the non-member States contemplated in article XI of the following:

- (a) Signatures, ratifications and accessions received in accordance with article XI;
- (b) Notifications received in accordance with article XII;
- (c) The date upon which the present Convention comes into force in accordance with article XIII;
- (d) Denunciations received in accordance with article XIV;
- (e) The abrogation of the Convention in accordance with article XV;
- (f) Notifications received in accordance with article XVI. Article XVIII

The original of the present Convention shall be deposited in the archives of the United Nations.

A certified copy of the Convention shall be transmitted to each Member of the United Nations and to each of the non-member States contemplated in article XI.

Article XIX

The present Convention shall be registered by the Secretary-General of the United Nations on the date of its coming into force.

2.6 End unit assessment answers

For Ban Ki-Moon's statement guide learners by giving clear instructions of words to be used, language issue and being able to defend his or her argument.

Most of time, international community is well informed about the factors that can lead the genocide and what is happening in the genocide. However, due to the lack of political will guided by different interest, its intervention is limited and often delayed.

Illustrated case is the genocide against the Tutsi in Rwanda, where the United Nations Organization through his former Secretary General Ban Ki-moon accepted this "inaction"; while it had all information and all resources to intervene at early time in order to stop it.

UN also has military troops who can intervene to counter the killers to kill more people. However, they intervention in Rwanda was delayed and they were operating under the limited mandate.

Three initiatives made by the Government of Rwanda to prevent the reoccurrence of genocide both on national and international levels are the following:

- After the genocide against the Tutsi in 1994, the Government of Rwanda elaborated laws punishing the crime of genocide and the genocide ideology.
- Keeping alive the memory of past acts of genocide like memorials of the genocide against the Tutsi in order to educate people for sustainable peace and prevention of genocide
- Effective arrest, trial and punishment of those who have committed genocide. In so doing, the country of Rwanda had put in place Gacaca courts to try the people suspected of having committed genocide.

3. The lack of institution in charge of assessing the factors that can lead to genocide is a challenge to the prevention of genocide because no one could determine who takes which measures, when to take them and how and where to implement them. This delays the decision-making which leads to the failure of the prevention of genocide.

4. You can help learners to understand the importance of forgiveness and decision taking in genocide prevention

2.7. Summary of the unit

The prevention of genocide is done by taking into consideration all the factors likely to lead to genocide at the three levels namely primary, secondary, and tertiary. These levels refer to the period before the beginning of conflict that may lead to genocide (primary level), during the conflict (secondary level), and during and after genocide (tertiary level).

The prevention is continuous and needs measures at every level because if it is done when the risk of occurrence of genocide is high, the risk of failure to avert its occurrence is also high.

However, genocide prevention meets many challenges, among them, certainty that the presence of factors at different phases may lead to genocide, and sovereignty of the state.

Despite these challenges, many solutions can be taken at different levels. On international level, solutions like prevention of armed conflicts, protection of civilians in armed conflict, end impunity through judicial action in national and international courts have been adopted by the United Nations Organisation as measures of preventing the occurrence of genocide.

Likewise, at the regional level, initiatives have already been made like in Africa where various regional mechanisms have developed to prevent conflict likely to generate into genocide.

At national level, with a case of Rwanda, laws punishing the crime of genocide and the genocide ideology have been elaborated and constitution itself with fundamental principles aiming at combating divisions has been adopted in 2003 as amended in 2015.

2.8 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

1. When does the tertiary prevention take place? What is its focus?
2. What are the five measures that have been proposed by the UN Secretary-General Kofi Annan to prevent genocide?

Answers to remedial activities

1. The tertiary prevention takes place during and after the genocide has ended. Its focus is on preventing genocide in the future, thus re-building and restoring the community.
2. Five measures proposed by programs the UN Secretary-General Kofi Annan to prevent genocide are:
 - Prevent armed conflict, which usually provides the context for genocide;
 - Protect civilians in armed conflict, including through UN peacekeepers;
 - End impunity through judicial action in national and international courts;
 - Gather military information and set up an early-warning system; and
 - Take swift and decisive action, including action.

Consolidation activities

Suggestion of question and answer for deep development of competences.

Could the genocide in Rwanda have been prevented? Substantiate your answer.

Answers

You can help learners think about what different actors could have done:

- Political leaders
- Media
- Public institutions
- Churches
- Civil society
- International community, etc.

Let learners who had a different view air their ideas. They can show how the genocide was unavoidable. Help each category of learners to evaluate their position.

Extended activities

1. Imagine a genocide memorial you can create in your home community. Describe what you can put in the memorial and explain how it can help to prevent further genocide.
2. Search on internet challenges of peacekeeping missions.
3. Read the Convention on the Prevention and Punishment of the Crime of Genocide in its article 2. What do you think about the definition of genocide?
4. Show how the Convention the Prevention and Punishment of the Crime of Genocide require States to take measures for genocide prevention. Use direct quote from the Convention.

Possible answers

1. You can ask learners to design their genocide memorials in groups. They can use testimonies, pictures, drawings or artefacts. Let them have their own creativity. After describing their genocide memorial, other learners can make comments on how to improve it, or can ask questions on how it can help to prevent genocide.
2. You can help them to identify specific readings to identify the challenges peacekeeping missions. After their presentation, you can ask them possible solutions to sort out the challenges.
3. You can help learners identify key words in the definition. Ask them to link it to the Rwandan case. Help them to understand that some groups are not included in the definition. Ask them if the gap in the definition cannot be an opportunity of genocide occurrence.
4. Learners can read the Convention line by line and underline what they feel that it goes in line with the response. They can do it in pairs and the whole class can share at the end. For instance article V and VII give clear example on prevention.

UNIT 3: THE FORMS OF SLAVE TRADE

3.1. Key unit competence

Analyse the emergence, organisation and the impact of slave trade in Africa.

3.2. Prerequisite, knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on:

- The Origin, rise organisation and decline of the empires in West and Southern Africa
- Geography of continents
- The Trans Saharan trade, Trans-Atlantic Slave Trade and Long Distance Trade learnt in Ordinary Level

3.3 Cross-cutting issues to be addressed

3.3.1 Peace and values education

Applied to this unit of the three forms of slave trade, learners will be acquainted with evils of slave trade, forced labour, racism and mixture of cultures. Simultaneously, learners will acquire the culture of tolerance, human rights, liberty, equality that will help them build more peaceful families, communities, societies and ultimately a more peaceful world. This is specifically analysed in the Section on decline of slave trade. The learners will also take this opportunity to develop positive values such as fighting against injustice.

2.3.2 Inclusive education

Through the learning and teaching process of this unit, care will be given to all the learners including SEN cases. They will also be given quality and equitable education that meets their basic learning needs, and recognises the diversity of their backgrounds and abilities.

2.3.3 Gender

This cross-cutting issue applied on unit three helps the learners both boys and girls to exploit their full potential and talents without any discrimination or prejudice. The teacher can indicate that in the slave trade done by Arabs in Rwanda the latter were interested in Rwandan women considered as prolific.

3.4 Guidance on the introductory activity

Basing on the learners' prerequisites on slave trade, this activity will create learners' awareness on causes and effects of different forms of Slave trade. The answer of this activity will provide a general overview of this unit.

The teacher will invite the learners to carry out research using textbooks, media, internet, videos, etc. to collect information on forms of slave trade. While delivering lessons on this unit, the teacher will help the learners to come up with the answer to this introductory activity.

Answer of the introductory activity

The history of slavery spans many cultures, nationalities, and religions from ancient times up today. This was a legally recognized system in which people were legally considered as property or chattel of others. However the social, economic, and legal positions of the slaves were vastly different in different systems of slavery in different times and places. A slave had few rights and could be bought or sold and had to work for the owner without any choice.

In Africa, this trade had different forms according to the time and areas involved. There is Trans Sahara trade which linked West Africa to North Africa by crossing the Sahara desert, Trans-Atlantic slave trade that linked West Africa to America and Europe through Atlantic Ocean and the Long distance trade which linked interior of central Africa and the East African coast.

The main reason of the rise of this trade was that the European colonialists, after the "discovery of American continent", found themselves in need of imported labour to work on the sugar plantations and the mines, and later on the tobacco and cotton plantations. The slaves from Africa were deported in very bad conditions, disease attacked many and death was so common that ships were called floating tombs. As this trade was done between Africa, America and Europe, Africa suffered serious losses from the slave trade because the depopulation resulted in famine. While Europeans who were running the slave trade profited from it: Money from the slave trade contributed to the Industrial Revolution industries gained the raw materials from Africa.

3.5 List of lessons

| Number of lessons | Lesson title | Learning objectives | Number of periods |
|-------------------|--------------------------------|--|-------------------|
| 1 | Trans – Sahara Trade | <p>Examine the factors for the emergence of the Trans- Saharan trade.</p> <p>Analyse the organisation of the Trans- Saharan trade.</p> <p>Examine the effects and factors for the decline of the Trans- Saharan Trade.</p> | 10 |
| 2 | The Trans-Atlantic Slave Trade | <p>Examine factors for the emergence of the Trans-Atlantic Slave Trade</p> <p>Analyse the organization of the Trans -Atlantic Slave Trade</p> <p>Examine the effects and factors for the decline of the Trans-Atlantic Slave Trade</p> | 12 |
| 3 | The long Distance Trade | <p>Examine the factors for the emergence of the Long Distance Trade</p> <p>Analyse the organization of the Long Distance Trade</p> <p>Examine the effects and factors for the decline of the Long Distance Trade</p> | 10 |
| 4 | Assessment | Sum up the whole unit | 2 |

3.6 Lesson 1: The Trans – Saharan Trade

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher, asks the learners questions related to the Trans Saharan Trade.

b. Teaching resources

Learner’s textbooks, computer, internet, photos, maps, press media, tactile materials and braille materials.

c. Learning activities

The Teacher asks the learners to use their textbooks and analyse the factors, organisation and effects of the Trans – Saharan trade.

After this activity, the teacher guides learners in the presentation of the results of their work to the whole class.

Answers to the learning activities 3:1

The Trans Saharan trade emerged due to the following factors:

- The introduction of camels on a large-scale basis into North Africa from Asia;
- The increase in demand for gold in Muslim countries;
- The spread of Islam in West Africa ;
- The emergence of centralized state systems in the Kingdoms of Ghana, and later Mali and Songhai in the West Africa leading to the development of the Trans Saharan trade;
- The Islamisation of rulers of West African kingdoms;
- Conquest of North Africa by the Arabs increased the introduction and use of camels as a new means of transport;
- Availability of trade goods needed by both parts;
- The trade routes to and from Sudan were well established and safe to the foreign merchants;
- The presence of oases that provided water.

Application activities

1. Slavery was already a common practice among Sub Saharan Africans long before the involvement of the Arabs, Berbers and Europeans. There were three types: those who were slaves through conquest, those who were slaves due to unpaid debts, or those whose parents gave them as slaves to tribal chiefs.
2. The spread of Islam in West Africa played a very important role in the development of the Trans Saharan Trade. The majority of traders were Muslims and people who resisted to be converted to Islam were captured and sold as slaves. Moreover, the spread of Islam in West Africa was a securing factor for both Moslem traders and their buyers which facilitated trade transactions between slave traders and Muslims. The Islamisation of rulers of West African kingdoms, their performance of annual pilgrimages and the subsequent diplomatic activities also played an important role in the development of the Trans Saharan trade.
3. Effects of the Trans Saharan trade are the following:
 - The Trans-Saharan trade played a very significant role in the relations of African nations and beyond.
 - Trans-Saharan trade provided an important link between the Western Sudan and North Africa facilitating the exchange of political, religious, economic, social and cultural ideas.
 - Trans-Sahara trade helped to build the comfort and splendour of large North African cities such as Carthage, Leptis, and Sabratha.
 - The trade also facilitated the spread of Islam.
 - Trans-Saharan trade introduced new political system based on sharia law
 - The Trans-Sahara Trade also enhanced the spread of the knowledge of Western Sudan to other parts of the world.
 - The Trans- Saharan Trade contributed to the development of urban centres in West Africa such as Gao, Kano, Jenne, Walata and Timbuctu.
 - The Trans- Sahara Trade also created a need among the indigenous to control the centres of strategic productivity.
 - Trans-Saharan Trade provided strong motivation for the formation of large Sudanic States and empires to protect trader and trade routes;
 - Slave Trade led to the intermarriages between the people from the North and those from the West Africa.

3.7 Lesson 2: The Trans -Atlantic Slave Trade

a. Prerequisites / Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson concerning the Trans Saharan Trade.

b. Teaching resources

Learner's books, textbooks, internet, tactile materials, and braille materials.

c. Learning activities

The learners use internet or read a range of materials including textbooks in order to examine factors for the emergence of the Trans -Atlantic Slave Trade, describe its organisation and analyse its effects.

Thereafter, the teacher invites the learners to make a presentation of the results of their research to the whole class.

d. Application activities

Answer to the learning activity 3:2

The main factor of the trade was the colonies that European countries were starting to develop in America and in West Indies. In America, for instance, which was a colony of England; there was a demand for many labourers for the sugar, tobacco and cotton plantations. Paid labourers were too expensive, and the indigenous people had largely been wiped out by disease and conflict, so the colonists turned to Africa to provide cheap labour in the form of slaves. With discovery of the America and West Indies in 1492, there were much economic potential that was not controlled. There were minerals like copper, iron ore, gold etc. and agricultural potentials; like coffee, sugar cane, tobacco and cotton.

The demand for labour in America and West Indian colonies stimulated a profitable commerce known as the triangular trade, since European ships often undertook voyages of three legs. On the first leg they carried horses and manufactured goods like guns, gunpowder, clothes, some utensils, glassware etc. from Europe. Africans would in return give to Europeans slaves, ivory, honey, gold, palm oil and tortoise shells.

The second leg took enslaved Africans to Caribbean and American destinations. Upon arrival, merchants sold their human cargoes to plantation owners for two to three times what they had cost on the African coast. Then they filled their vessels' hulls with land growing cash crops like coffee, cotton, sugar cane and tobacco and minerals like iron ore, copper, gold and others. All of these raw materials were shipped to Europe to supply their industries.

Answers to the application activities

1. Two factors for the decline of the Trans Saharan Trade are:

Industrial revolutions in Europe from 1750 to 1850 led to abolition of Slave Trade because many machines were invented and could do much of the work quickly, easily and effectively.

American war of independence: with the defeat of British, American war contributed to the abolition of slave trade because the British had no longer any interest to recruit most African slaves to America.

2. Europeans were running the slave trade; they owned plantations in the Americas, and mines in Africa. They made huge profits off the slave trade; money from the slave trade contributed to the Industrial Revolution (factories, urbanization, etc.); the European industries gained the raw materials from Africa and America through the Trans- Atlantic Slave Trade and it encouraged the building of many industries in Europe which gave the job to many workers in Europe; European empires were able to grow due to strong economies. They remain the major world powers today. The weakened status of African communities and the strength and money of European ones, allowed the Europeans to colonise Africa easier.

In America plantations were very successful and made a lot of money which went into the larger economy. Plantations were so successful in part because of free labourers who could work in hot temps and laborers with agricultural and mining skills. The enslaved Blacks became talented, free carpenters, masons, mechanics, miners, and inventors and white Americans made money selling raw materials to Europeans in exchange for slaves. Much of the wealth generated by the Trans-Atlantic slave trade supported the creation of industries and institutions in modern North America and Europe. To an equal degree, profits from slave trading and slave-generated products funded the creation of fine art, decorative arts, and architecture that continues to inform aesthetics today.

3. The Slave Trade led to the demographic problems of Africa because slaves were sold to America and Europe. Other Africans died during the period of raids and on transit or after reaching different destinations. While diverting labor from Africa to other lands, the slave trade also distorted African sex ratios, since approximately two-thirds of all exported slaves were males. This preference for male slaves had social implications for lands that provided slaves. African communities also experienced wars and raiding, which caused death. African coastal communities were especially depopulated as people migrated to the interior to escape slave traders and warring.

The slave trade also brought turmoil to African societies. During the early modern times, African peoples fought many wars for reasons that had little or nothing to do with the slave trade, but it encouraged them to participate in conflicts that might never have occurred in the absence of the trade.

Violence escalated when African peoples exchanged slaves for European firearms. The sale of firearms to notorious chiefs who wanted to conquer their neighbours looking for slaves increased insecurity.

4. The procurement of the slaves was sometimes by raids into the interior, or even actual wars, but more usually by trading agreements with the local native rulers or by providing them with military help against their African enemies. Some of the main European commodities supplied in exchange were guns and gunpowder. The mode of purchase in Africa was barter system. Europeans would exchange their goods like clothes, guns etc. with the African goods such as slaves, ivory, honey. However, there was no clear measurements in this barter system that was to level on the balancing of the quantity exchanged. Later, money was introduced such as Cowries shells. In America, they exchanged slaves for cash, but in sugar-producing regions they often bartered slaves for sugar or molasses.

3.8 Lesson 3: The Long Distance Trade

a. Prerequisites / Revision/Introduction

To begin this lesson, the teacher starts by asking the learners some questions on the previous lesson about the Trans -Atlantic Slave Trade.

b. Teaching resources

Learner's books, textbooks, computer, internet, photos, maps , tactile materials, and braille materials.

c. Learning activities

Learners to carry out the research by using internet (if it available) or textbooks to analyze the factors for the emergence of the Long Distance Trade, its organisation and effects.

Thereafter, the teacher invites the learners to make a presentation of the results of their research to the whole class.

d. Application activities

Answers to the learning activity 3

The teacher guides the the learners to give appropriate answers to this activity by using the learner's book and other relevant documents available at school. Then learners come up with answers. **(See Learner's Book page 94).**

Factors for the rise

- The expansion of Russian empire
- The high demand for slaves for the sugar and coffee plantations on the French islands in the India Ocean
- The growth in the Arab demand for slaves for their plantations on Zanzibar and surrounding islands
- The increase in demand for sugar and cotton in Europe
- The strong desire for European goods by Africans
- The contribution of Ngoni invasion
- The movement of Seyyid Said's capital to Zanzibar
- Presence of the trade items
- The existence and recognition of slavery in East African societies

Effects

Long distance trade had the following effects on East and Central African societies:

- Human suffering
- Expansion of agricultural activities in East African societies
- Introduction of currency
- Specialisation of some societies
- Rise and expansion of some states
- Emergence and strengthening of large and powerful states
- Rise of new strong statesmen
- Famine, poverty and destruction of properties
- Exhaustion of African natural resources
- Introduction of the Swahili culture in central Africa
- Emergence of new trading centres and towns
- Decline in production of African traditional goods

Answers to the application activities

The teacher guides the learners in this activity by asking them to use their learner's books and others could recall the answers as well. (See **Learner's Book page 113**)

Reasons for decline of the Long Distance Trade

- The death of the trade tycoons;
- The exhaustion of some trade items;
- The Long Distance Trade had become less profitable;
- The foreign invaders disrupted the trade activities;
- The long distance became tiresome;
- The colonisation of Africa.

Effects of the Long Distance Trade

- Human suffering
- Expansion of agricultural activities in East African societies
- Introduction of currency
- Specialization of some societies
- Rise and expansion of some states
- Emergence and strengthening of large and powerful states
- Rise of new strong statesmen
- Famine, poverty and destruction of properties
- Exhaustion of African natural resources
- Introduction of the Swahili culture in central Africa
- Emergence of new trading centres and towns
- Decline in production of African traditional good

3.9 Summary of unit

In Africa, slavery was a common practice long before the arrival of the Arabs, the Berbers and the Europeans. There were different types of slaves. For instance those who were slaves through conquest, those who were slaves due to unpaid debts, those whose parents gave them as slaves to tribal chiefs, etc.

After the discovery of America, the need of manpower for the exploitation of this new continent increased. From this time, Europeans started to come to Africa to search for slaves. These slaves were used as workers in mines and sugarcane plantations. The Blacks were exchanged with European and Asian products like clothes, old guns and wines among others. This trade has been named Trans- Atlantic Slave Trade.

Apart from this slave trade, there were two other forms of slave trade, namely the Trans Saharan Trade operated across the Saharan desert where slaves from West Africa were exchanged with European and Asian commodities and the Long Distance Trade in which slaves from East Africa were traded to be used mainly in plantations that were in Zanzibar by Arabs and in Seychelles and Reunion Islands by French colonists.

The slaves from Africa were deported in very bad conditions, disease attacked many and the death was so common that ships were called floating tombs. As this trade was made between Africa, America and Europe, Africa suffered serious losses from the slave trade because the depopulation resulted into famine. While Europeans who were running the slave trade profited from it: Money from the slave trade contributed to the Industrial Revolution industries gained the raw materials from Africa. America also got profits from that trade because much of the wealth generated by the Trans-Atlantic Slave Trade supported the creation of industries and institutions in modern North America.

The Trans -Atlantic Slave Trade ended in the mid-nineteenth century because of various reasons, mainly the role played by humanitarians and religious groups. While the Long Distance trade declined because of the death of the trade tycoons and exhaustion of some trade commodities.

3.10 Additional Information

African resistance to slave trade

Most of the Africans did not accept the slave trade without any resistance, reasons why they stated to fight the Trans-Atlantic Slave Trade just at the beginning. This resistance mainly covered three continents: Africa, America and Europe. The struggle to resistance started in Africa during slave raids, selling and during long journeys to America.

In America, the African resistance continued in America. The slaves ran away, established maroon communities, used sabotage, conspired and arose against those who held them in captivity. Liberated people used to publish the petitions, formed information campaigns and worked actively for abolition of slave trade and slavery.

In Europe, the blacks started to participate in civic movements aiming at ending the black deportation and enslavement of the Africans. They used different means including delivering speeches, delivering information, writing newspapers, articles and books denouncing the evil of slave trade. They also opted to use violent means like demonstrations and strikes.

When the first navigators reached the coast of Mauritania in 1441, and Senegal in 1444, with the intention of capturing the blacks for slavery, the Africans preferred armed resistance as the best strategy for fighting against slave trade in Africa. The fortifications were built to prevent small-scale raids and kidnappings; some rivers were diverted so that they would not bring ships near settlements. Africans surrounded their main towns by broad walls, too high they built ramparts and fortresses with deep ditches and planted venomous and thorny trees and bushes all around. They established work teams for protection, left the paths to their villages overgrown, stationed armed groups at vulnerable points, and covered their roofs with noisy leaves to detect would-be kidnappers. They used their habitat as a safeguard by reconfiguring the layout, size, and architecture of their houses, villages, and capital cities. They built their towns in network to confuse and disorient attackers. Houses were connected one with another; they bordered with forests and the sea to make escape easier. Some communities adopted the most brutal tactics: they indiscriminately killed anyone who ventured close to their territory so as to discourage any invasion targeting to capture the slaves in Africa.

Some leaders in West Africa worked aggressively against the Trans-Atlantic Slave Trade. One of the most famous was Abdel Kader Kane, the Muslim leader of the Futa Toro region in northern Senegal. Kane had succeeded in recuperating the people of his kingdom by retaking by force his people who had been kidnapped and by forbidding slave caravans from passing through his territory.

As the slave trade expanded, resistance to it grew as well, and the need for shackles, guns, ropes, chains, iron balls, and whips tells an eloquent story of the continuous and violent struggle from the hinterland to the high seas.

Tentative of independence of slaves in America

On the political side, one episode before the abolition of the slave trade and slavery should be mentioned. This was in the French colony of Saint Domingue in the West Indies. During the Napoleonic Wars the slaves in Saint Domingue, led by Toussaint Louverture, expelled the French and in 1804, established the “Negro” nation of Haiti. In the 19th century, while the Atlantic slave trade was dwindling, another slave trade grew up in East Africa. The Arabs who ruled in Zanzibar and other places on the east coast, raided far into the interior for slaves, in partnership with the Swahili traders. Some were sold to Arabian dealers, some to the French for work in the Indian Ocean islands, some even to North America. However, by the 1880s, this trade, like the Atlantic trade, had ceased.

Toussaint Louverture, alleged to be the son of an African chief, was brought to Saint Domingue as a slave and rose to the position of superintendent of other Negroes on the plantation. He joined in as a rebellion in 1791, and later on raised and disciplined a Negro army. He led a further insurrection in 1796. His armies defeated a French force sent by Napoleon, but Toussaint Louverture was captured and died in a French prison.

3.11 End unit assessment answers

1. The need for the slave labour to work in sugar cane, cotton, and tobacco plantations prevalent in the Americas set up the Triangular Trade route in the 16th and 17th centuries. From England, Spain, and other countries like Portugal, slave traders would make the voyage to Africa to pick up slaves as the first leg of the route. The second leg of the trade route started in Africa with the capturing and enslavement of Africans where they were taken on board ships and transferred to islands in the Caribbean and to countries in South America. This is historically called the Middle Passage in the trade route. From there, slaves were sold and forced to work in sugar cane plantations and later cotton plantations to make rum and other goods to be shipped to England and other European countries (the 3rd leg of the Triangular Trade route).

As the slave trade continued in the 1600's, it wasn't long before the demand for slave labour included the newly settled North American continent. Tobacco and cotton soon became the "cash crops" that demanded slaves to cultivate them. Unable to enslave Native Americans, the United States quickly turned to the slave trade to fill its plantations with free labour. The majority of slaves brought to the United States originated from the Caribbean Islands and the Middle Passage in the Triangular Trade route.

The slave trade developed many countries of today into the economic powers they are. The statement that many countries were built on the backs of slaves rings true.

2. The slave trade had many effects on Africa. Most of them were, of course, negative, though we can argue that the slave trade was beneficial for some African states in the short term.

One negative thing about the slave trade was that it tended to increase the amount of war that occurred in West Africa. The reason for this is that European and American slave traders did not simply go out into the African countryside and kidnap their own slaves. Instead, they bought slaves from the coastal kingdoms. Those kingdoms generally got slaves to sell through war and through raids against inland tribes. Because the slave traders wanted more slaves, the coastal kingdoms were encouraged to wage more wars and conduct more raids against their neighbours. In addition, those kingdoms were provided with things like guns in exchange for slaves. This helped those kingdoms have a greater capacity for waging war. This brings us to the one (short-term) benefit of the slave trade: it initially helped the coastal kingdoms.

Those kingdoms became richer and more powerful because they were able to get guns, money, and other things in exchange for the slaves.

However, even these kingdoms were hurt in the long term. This is because the slave trade hurt all of West Africa. First, the slave trade took away millions of Africans, men more than women, in the prime of their lives. This badly disrupted both the cultures and the economies of the African nations. Because they were disrupted, they were less able to progress. The link below argues that the slave trade made it harder for Africa to enjoy an agrarian revolution and, in turn, an industrial revolution. This is because the men and women who could have helped make these revolutions were being taken into slavery. Because the African nations did not develop economically and their societies were weakened, they were unable to effectively resist the Europeans when they started to colonize Africa.

Thus, we can say that Africa was badly harmed by the slave trade. The trade made war more common, harmed the economies and societies of the nations from which the slaves came, and eventually made it easier for Africa to be colonized by the Europeans.

3. I agree that while the Atlantic slave trade did penetrate deep into the continent, especially by the eighteenth century, the public remains largely unaware of what historians have known for decades, i.e. that the Atlantic slave trade was extremely complex, and that at least from 1500-1700, was conducted largely on terms dictated by the leaders of various African polities who profited heavily from it. It should be noted, by the way, that this was not a case of Africans “selling their own people” into slavery. West Africa was a diverse place, composed of different peoples who, like Europeans, felt little sense of unity with each other. Moreover, the slave trade had a dramatic destabilizing effect on the east coast of Africa, contributing to endemic warfare both to control the trade and to gather more slaves. The slave trade was at the heart of the Atlantic economy, providing the labour for the production of cash crops, particularly sugar, and engaging capital and enriching merchants from Liverpool to New England to Amsterdam.

3.12 Additional activities

Remedial Activities:

1. Describe different means used in transport during the Trans Saharan Trade.
2. Describe the main trade routes used traders in the Long Distance Trade.
3. Explain two effects of the Trans-Atlantic Slave Trade on African continent.

Answers to the remedial activities

1. At the beginning of the Trans Saharan Trade, the means used in transport was the portage on head but with the conquest of North Africa by the Arabs in the 8th Century, a new means of transport, camels, was introduced.

The main routes in the Long Distance Trade are conveniently divided into north, central and south routes:

The Southern route which began at the coast in the town of Kilwa and coastal ports of Kilina and Sofala going into the interior to Lake Malawi and across to Khota Khota, Kazembe, Karonga, Ndebele and Shona lands. The principle participants of this route were the Yao with the slaves as the major trade item.

The Central route ran from Bagamoyo and Saadani through Zaramo to Tabola, Ujiji, Karagwe, Buganda, Bunyoro, Rwanda, and Congo – Katanga. The Nyamwezi were dominant with ivory as the major item.

The Northern route started from Pangani, Tanga and Mombasa to the Kilimanjaro through Akamba society, to the slopes of Mt Elgon going as far as Busoga and Iteso in Uganda. The Akamba were dominant in this trade with ivory and slaves as the major trade items.

2. Two effects of the Trans -Atlantic Slave Trade on African continent are the following:

- **Loss of lives:** It has been estimated that the total number of African slaves who reached America and the West Indies in the course of the trade was about 9 to 10 million. It may well have been more; and this does not include those who died on the voyage or those who were killed in Africa in slaving raids or wars.
- **Famine:** The constant wars and slave trade resulted in famine. Wars increased during slave raids and energetic people were taken into slavery outside Africa. The elders and older people who were left behind died of hunger and famine because of lack of manpower in agricultural activities.

Consolidation activities

1. Describe the living conditions of slaves transported by ships as a part of the Trans -Atlantic slave trade.
2. Did slavery have a role in the growth of racism? Explain your statement.
3. How did the African slave trade affect West African societies?

Answers to Consolidation activities

1. The living conditions for slaves were but as inhumane as one could imagine. Because the Africans were regarded as cargo, they were packed in the bottoms of ships as such. No considerations were made for pregnant women who gave birth on the ships, or, quite simply, for people who would need to use the bathroom. As a result, for weeks, human beings were forced to lie in their own blood, faeces, urine, and vomit, as some of those transported became ill due to illness or from being overwhelmed by the smells.

Slaves were packed very tightly into the bottoms of ships. The goal of the traders was to fit as many bodies in as possible. Mere inches of space separated one captured individual from another. More space was allowed only in instances in which a slave committed suicide by jumping off of a ship, or when those who had become too ill to be sold were forced overboard.

Every few days, slaves would be brought out onto the deck of the ship. Here, they would get exposure to sunlight and were allowed to breathe fresh air. Traders would get buckets of freshwater and throw the water onto the slaves. This was a feeble effort at maintaining hygiene. They were allowed small amounts of food (e.g., manioc, fish) and water to drink.

2. Slavery certainly had a role in the development of racism. Arguably, if Europeans had simply admitted that they captured Africans out of economic necessity (attempts to enslave Native Americans had failed over the long-term, and white indentured servitude was deemed less economically viable), perhaps some future troubles could have been avoided. It was the need to justify the act of enslavement which caused the racial tensions and hatred that remain prevalent today.

Racism had developed as a pseudo-science in the eighteenth century. Those who studied anthropology and biology began measuring skulls to determine differences between groups of people. It was assumed that the skulls of those of African descent showed evidence of poor mental development. With this, many whites came to believe that blacks deserved enslavement because they were deemed mentally inferior to whites. 3. The impact of the slave trade on West African societies was uneven. The societies that traded the slaves flourished during the era of the Atlantic slave trade. By contrast, the societies from which the slaves were taken were badly hurt.

The coastal societies got slaves from farther inland and traded them to the white slavers. By doing so, the coastal societies became rich and powerful. As this was going on, however, the societies farther inland were drastically affected. Those who came raiding for slaves tended to take the young and the fit. These were the most profitable people to take. Because of this, the most productive and important members of society (the young, fit workers) were taken away. This, of course, harmed the inland societies.

Extended activities

1. Explain how the industrial revolution contributed to the development of slave trade and how it changed by after to be one of the factors for its abolition.
2. “The Trans-Atlantic slave trade laid the foundation for modern capitalism”. Discuss this assertion.

Answers to the extended activities

1. Industrial Revolution contributed to development of slave trade as it provided manufactured products used by traders in exchange for slaves in Africa. It also encouraged slave trade because Europeans needed raw materials for their industries in America and these raw materials were provided by slave. Later on, Industrial revolution led to abolition of Slave Trade because many machines were invented and could do much of the work quickly, easily and effectively. European countries needed also a stable markets in Africa for their industrial products. So, many countries stopped importing slaves.
2. The Trans-Atlantic slave trade laid the foundation for modern capitalism as it generated immense wealth for business enterprises in Americas and Europe. European empires were able to grow due to strong economies. They remain the major world powers today. The trade contributed to the industrialization of north-western Europe and created a single Atlantic world that included Western Europe, western Africa, the Caribbean islands, and the main lands of North and South America. The weakened status of African communities and the strength and money of European ones, allowed the Europeans to colonize Africa easily and expand their imperialism worldwide. The current status of Africa, Europe, and the Americas global political positions and their economies are deeply linked to this terrible part of history.



UNIT 4: AFRICAN NATIONALISM AND ACQUISITION OF INDEPENDENCE

4.1 Key unit competence

Analyse the causes of African nationalism, the means used to acquire independence in Africa and its impact on African societies.

4.2 Prerequisite knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on the following issues:

- European domination and the exploitation of Africa in the 19th century
- Impact of the colonial rule on the African society
- Role of the agents of the colonial conquest

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

4.3. Cross-cutting issues to be addressed

4.3.1. Peace and values education

Applied to this unit on African nationalism and acquisition of independence, learners will be enabled to have a better awareness of the causes of African nationalism, struggle for independence, and lack of peace and self-governance and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity like the one propounded by Pan-Africanist. The previous values are indicated in the sections on the means used to regain independence which show the solidarity between African nationalists which helped each other and assisted their colleagues in difficult conditions.

The section on the independence of African country also shows how African leaders strived to establish peace after independence.

4.3.2 Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

4.3.3. Genocide Studies

Dealing with unit on African nationalism and acquisition of independence, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social freedom, liberty and self-governance under colonial rule pushed Africans to react violently against colonial masters. The latter's cruel reactions could be part of a genocidal continuum in some countries. The section on Mau Mau resistance can help to reflect on colonial masters' reactions and examine whether it can be considered as part of a genocidal continuum. Note that at this point, there was no intent to wipe out Africans. In this unit, you can also help learners to find solutions of challenges caused by colonisation. The section on consequences of nationalism is a good example.

4.3.4. Gender

This cross-cutting issue is particularly addressed in Section related to independence of African countries where the role of men and women into nationalist movements was raised. You can help learners to understand how female were not integrated in decision making organs in colonial rule and their number was low in schools. Help learners to understand that gender equity is a process to be achieved in different domains.

4.3.5. Environment and sustainability education

Using Unit 4 on African nationalism and acquisition of independence you can help learners to realise that environment had been destroyed by colonisers in their search for natural wealth (mineral, timber, ivory...). You can help them discover their own solutions to this problem.

4.4. Guidance on the introductory activity

At the beginning of this Unit 4, the introductory activity (Learner's book page 116) motivates learners to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the how and by who African countries regain independence.

Possible answer of the introductory activity

In some African countries colonisers were reluctant to negotiate and to give independence to the Africans because of their political or economic interests. In such situation the Africans picked up arms to fight the imperialists by force as a method to achieve their independence it involved bloodshed use of guerrilla warfare.

It's true that armed struggle became dominant after 1945 especially in Zimbabwe, Kenya, Angola, Algeria and South Africa as compared to other forms of liberation this was due to the following facts that accelerated the application of armed struggle among such factors include the following:

- Military assistance from USSR
- Manchester conference
- Role and influence of the ex-soldiers
- The support from U.N
- Failures of other methods. Other methods like peaceful means and constitutional failed, the armed struggle became as the last resort for getting independence from the colonialists.
- Impact of India and Pakistan independence
- Influence of Pan-Africanism
- The unwillingness of the colonial power to grant independence mainly Portuguese and Spanish colonies
- Role of front line states that provided military and man power support to the anti-colonial struggles in Africa
- Intensive exploitation after world war two.
- Emergence of cold war after 1945.

4.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/24 |
|----------------------|---|---|----------------------|
| 1 | Causes of African nationalism | Analyse both internal and external causes of African nationalism and their transformations | 4 |
| 2 | Mechanisms /Means used by Africans to regain independence in Africa | Examine the means and mechanisms used by Africans in the process to regain their independence | 6 |
| 3 | Process in Africa to regain independence | Assess the steps taken by Africans to regain their independence of some countries | 9 |
| 4 | Consequences of African nationalism | Examine the consequences of African nationalism with reference to Zambia and Ghana | 4 |
| 5 | Assessment | Sum up the whole unit | 1 |

4.6. Lesson 1: Causes of African nationalism

a)Prerequisites/Revision/Introduction

To begin this lesson, teacher can use revision by asking the learners some questions related to the European colonial rule in Africa. In addition, learners should have some knowledge on the impact of the colonial rule on the African society.

b)Teaching resources

Learner's textbooks, computer, internet, photos, maps, testimonies, press media, tactile materials, documentary film on colonisation, Pan-Africanism, independences, extracts of some African Nationalists, Kwame Nkrumah, Nyerere, Lumuba, Nelson Mandela, Mutara III Rudahigwa, Rwagasore... speeches about African Nationalism. Braille materials can be availed if there are impaired learners.

c.Learning activities

In the case of the film start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities.

In addition to this, they should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learners textbook to explain the causes of African nationalism and acquisition of independence.

After this activity, teacher invites learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the causes of African nationalism on the board. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Activity 4.1

Answers to the learning activities

The factors that gave birth to African nationalism are of two kinds;

- Internal factors;
- External factors;

Internal factors

These were forces that were internally motivated and that generated nationalism within Africa societies. These included the following factors.

- The loss of independence to foreigners and the introduction of foreign systems of government caused feelings of resistance among rulers and peoples of Africa. Therefore foreign control caused feelings of nationalism.
- There were also unfair colonial policies. Colonial economic policies such as taxation, forced labour and compulsory growing of crops caused discontent among Africans.
- The suffering of Africans which was also expressed in form of armed resistance in many countries marked the growth of African nationalism.
- The settlement of large numbers of European settlers in different parts of Africa caused growth of African nationalism. Large numbers of Africans were displaced from fertile lands in Kenya, Zimbabwe, Tanzania, South Africa and many other countries. This caused destruction of African culture, poverty, hunger and other forms of suffering. It also exposed Africans to segregation. This caused the need to fight for political freedom and self-determination.
- Also important to note is the improved transport network and urbanization. Improved transport led to concentration of population in mining centres, cash crops growing and processing areas and port cities. This in turn caused urbanization. Many people from different ethnic groups migrated to the towns. People of different cultural backgrounds shared their experiences. They suffered the same problems of racial discrimination, unemployment and poor living conditions. People decided to unite and fight for independence.

- Colonial education also contributed to the rise of African nationalism. As a result of colonial education a group of African elite with anti-colonial sentiments emerged. These educated Africans later became leaders of nationalist movements. They played a decisive role in the mobilization of their people for political independence. They include Nkwame Nkrumah, Jomo Kenyatta, Modibo Keita, Mamadou Dia, among others.
- Newspapers also played a major role. After World War II there emerged a big number of educated elite who founded a number of newspapers. The elite used these newspapers to expose colonial exploitation and to mobilize the people for the nationalist struggle.
- The example of Liberia and Ethiopia also influenced nationalism. The presence of the independent states of Liberia and Ethiopia showed that it was possible for Africans to rule their own countries. This influenced the rise of nationalist movements.
- The Pan African Movement also influenced African nationalism. Pan-African Congresses which were held in the first half of the twentieth century emphasized the need to promote the dignity of black people and liberate them from racial discrimination. They emphasized the idea of Africa for Africans. Of particular importance was first Pan-African Congress which was held in Manchester in 1945. It was attended by key figures like Kwame Nkrumah and Jomo Kenyatta. The congress resolved that Africans must organize liberation movements to free Africa from foreign control. This encouraged the rise of nationalist movements.
- Linked to this was the work of the Organization for African Unity (O.A.U). The O.A.U supported the liberation struggle by providing diplomatic and military support. The O.A.U liberation committee with head quarters in Dar-es-salaam under the leadership of Julius Nyerere inspired and supported nationalist movements in Mozambique, Angola, Namibia, South-Africa, Zimbabwe, among others.
- The formation of political parties also inspired nationalism. They sensitized colonial people about their human rights and especially the need for political independence. Examples include CPP in Ghana, TANU in Tanzania, among others.
- Also important to note was the contribution of African nationalists. People like Kwame Nkrumah, Patrice Lumumba, and Abdel Nasser among others provided leadership and mobilization which encouraged the emergence of nationalist all over Africa.

- Also important was the role of the Labour Party in Britain after 1945. The Second World War led to death, destruction of buildings and other property. As a result, the conservative party of Winston Churchill was replaced by the Labour Party led by Clement Atlee. The Labour Party was determined to grant independence to British colonies, hence the rise of African nationalism.
- Religion also played an important role. The growth of the Ethiopian movement, a religion which was inspired by Biblical references, that Africa and black people would dominate the world politically, socially and economically started in South Africa in 1892 and spread to West Africa. This encouraged pride of black people and inspired feelings of nationalism.

(Learner's book page 108-110)

External Factors

(Learner's book page 110-112)

These were factors that motivated nationalism but being generated from outside Africa such forces included.

- The emergence of the new superpowers, that is, USA and Soviet Union, replaced Britain, France and Germany which had failed to protect world peace. The new powers wanted to be free to pursue their trading interests in Africa's wanted to spread the ideology of capitalism. Also Russia, wanted to spread communism. They therefore put pressure on colonial powers to decolonize. In addition they provided support to liberations movements for example, scholarships for education. They also used their influence in the UN to call for independence of African colonies this encouraged the growth of nationalist movements.
- The influence of decolonisation in Asia also played a big role in the growth of African nationalism. The independence of India and Pakistan in 1947 encouraged Africans also to struggle for political independence. Of particular importance was Mahatma Gandhi's strategy of non-violence. This was borrowed by Nkrumah who called it positive action. It involved political campaigns, education, newspapers, boycotts and strikes. African nationalists decided to use this strategy, hence promoting nationalism.
- Harold Macmillan also played an important role. As a result of a powerful nationalist movement in Africa, on one of his visits to Africa he made the famous speech called "The wind of change". He observed that a wind of change was sweeping through Africa and that colonial powers had to leave Africa to avoid fighting. This encouraged the demand for independence.

- The returning ex-soldiers who participated in the war on the side of their colonial masters assisting them as porters and security guards of army camps, this participation brought awareness since these soldiers were exposed to western democracy, freedom, and liberation message.
- Formation of U.N which replaced the league of nation where independent African states were allowed to participate as members it become an organization of all nations African and Asian nations through the UN opposed the colonialist and demanded for self determination, unlike during the league of nation where African colonies became mandatory colonies of European nations.
- The India Pakistan independences. These acted as an external pressure for the Africans to emulate both were British colonies that attain their independence in 1948 as one nation which later separated in two nations, African quoted such incidences as a negotiative tool to argue for their independence.
- The after math of Second World War to the colonialist who incurred a lot of losses and could not continue with spending to the colonies so they were forced to grant some independence to some African states. But on top of the above some European powers adopted intensive exploitation to revamp their economies, which awakened many Africans to resist thus rise of nationalism.

Answers to the application activity 4.1

1. First of all, Africans were drafted to serve in war. They learned modern military skills in battle and demonstrated leadership abilities. Many of them performed acts of bravery and endurance that should have banished once and for all any racist notions that Africans, given a chance, could not measure up to Europeans. Once the war ended, African veteran felt that they had earned at least the right to be treated with respect.

Beyond the military and leadership skills acquired, and the sharpening of contradictions inherent in colonized Africans fighting in war to save their colonial masters from the tyranny of a fellow white man, the First World War had a very important psychological dimension. Because the conquest of Africa had been accomplished so thoroughly and so effectively, a myth of the white man's superiority and invincibility had developed. The white man, through his policy of racial segregation in the colonies and his harsh treatment of the "natives," had, in fact, nurtured this myth. He had behaved in Africa with impunity, as though there was nothing the African could do about it. The war experience changed all that, at least for the African soldiers who had fought side by side with the white man. The Africans noticed that, in war, the white man bled, cried, was scared, and, when shot, died just like anyone else. They also saw that he displayed a range of emotions and abilities that Africans knew they themselves had. It dawned on the African that beneath the skin, there was no difference between him and the European.

Finally, economic conditions deteriorated considerably in the colonies during and after the two world wars: high unemployment accelerated rural-urban migration resulting in overcrowded cities, inadequate schools, and health facilities. All resources were diverted to the war effort, and Africans were coerced to produce more to feed Europe even as they were not producing enough to feed themselves. Africans were taxed more and forced labour became more widespread. European colonial powers were exhausted physically and economically after First World War. Thus, they were not willing or able to commit substantial resources to improving dire social and economic conditions in the African colonies. They were unwilling militarily to suppress nationalist movements that had been fuelled by the devastation of the war.

2. The first major result of World War II for Africa was the end of colonialism. Britain and France were replaced as world powers by the Soviet Union and the USA. They had an anti-colonial tradition and encouraged colonial powers to decolonize. The new super powers dominated the United Nations and put pressure on colonial powers to prepare Africans for self-government. The emergence of Russia as a world power also led to the spread of socialist and Marxist ideas especially in French colonies.

The war also resulted in the formation of the UN which in turn affected events in Africa. In 1941 American president Franklin Roosevelt and British Prime Minister Winston Churchill signed the Atlantic Charter which called for self-determination of all peoples. This idea was adopted by United Nations Charter of 1945 which also called for independence and improvement of livelihoods colonized peoples. The development of human rights system which began in 1948 with the signing of the Universal Declaration of Human Rights has led to the improvement of livelihoods in Africa through the promotion human rights, for example for children and women.

3. Learners will search on internet and make comment about the speech. They will be asked to highlight some part of the speech and link them to some specific countries then after they will be asked to analyse the impact of the speech in the movement of independence.

Example:

a. The “Wind of Change” speech was a historically significant address made by the UK Prime Minister Harold Macmillan to the Parliament of South Africa, on February 3, 1960 in Cape Town. He had spent a month in Africa visiting a number of what were then British colonies. The speech signalled clearly that the Conservative-led UK Government had no intention to block the independence to many of these territories.

The speech acquired its name from a quotation embedded in it. Macmillan said:

“The wind of change is blowing through this continent. Whether we like it or not, this growth of national consciousness is a political fact.”

The occasion was in fact the second time on which Macmillan had given this speech: he was repeating an address already made in Accra, Ghana (formerly the British colony of the Gold Coast) on 10 January 1960. This time it received press attention, at least partly because of the stony reception that greeted it.

Besides restating the policy of decolonisation, the speech marked political shifts that were to occur within the next year or so, in the Union of South Africa and the United Kingdom. The formation of the Republic of South Africa in 1961 and the country's departure from the Commonwealth of Nations were the result of a number of factors, but the change in the UK's attitude to African self-government is usually considered to have been significant.

The Portuguese Colonial War started in 1961 in Angola, and extended to other Portuguese overseas territories at the time, namely Portuguese Guinea in 1963 and Mozambique in 1964. By refusing to grant independence to its overseas territories in Africa, the Portuguese ruling regime of Estado Novo was criticised by most of the international community, and its leaders Salazar and Caetano were accused of being blind to the so-called "winds of change". After the Carnation Revolution in 1974 and the fall of the Portuguese authoritarian regime, almost all the Portuguese-ruled territories outside Europe became independent countries. Several historians have described the stubbornness of the regime as a lack of sensibility to the "winds of change". For the regime, those overseas possessions were a matter of national interest.

b. Macmillan's Cape Town speech also made it clear that Macmillan included South Africa in his comments and indicated a shift in British policy in regard to apartheid with Macmillan saying:

"As a fellow member of the Commonwealth it is our earnest desire to give South Africa our support and encouragement, but I hope you won't mind my saying frankly that there are some aspects of your policies which make it impossible for us to do this without being false to our own deep convictions about the political destinies of free men to which in our own territories we are trying to give effect."

You can also use this quote while teaching the apartheid. You should also understand that what is explained here is indicative. In collaboration with learners you can draw more ideas from the text. You can analyse it paragraph by paragraph or line by line. It is up to you to take a decision on how to go about it. For this question search first yourself the speech. Note key words which helped you to find it and guide learners how to find it easily.

4.7 Lesson 2: Mechanisms /Means used by Africans to regain independence in Africa

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the causes of African nationalism. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read on internet on the means used by Africans to regain independence. Thereafter, two learners can volunteer to share their knowledge with the whole class. You can also ask learners to draw something representing for them the causes of African nationalism. One can maybe draw a train or lorry and he/she can explain that it means the exploitation of African resources. Another can draw soldiers and explain how Africans who participated in the Second World War, for instance, brought back home ideas of freedom. This is indicative learners have their own imagination.

b. Teaching resources

Learner's textbooks, internet, testimonies, press media, tactile materials, documentary films on independence of African countries. Braille materials can be availed if there are impaired learners.

c. Learning activities

You can build your lesson on learners' summary on the means used by Africans to regain independence (See prerequisite of the current lesson).

Learners can use internet or read a range of materials including textbooks. They can also watch a documentary film on the independence of African countries or on 1st and 2nd World War in order to describe the the means used by Africans to regain independence.

After this activity, teacher invites the learners to make presentation of their work to the whole class.

The advice given in the previous lesson on The causes of African nationalism are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, teacher guides the learners to summarize the lesson taught. To do so, teacher asks the main means used by Africans to regain independence.

d. Application activity 4.2

Answers to the learning activity

African countries recovered independence in different ways depending on different factors:

- Existence of settler in the colonies that had a number of white settlers like Kenya, Zimbabwe whereby they had made some developments in form of investment the colonialist were not willing to surrender their wealth to Africans and were not sure of their future in case Africans take over the government, thus giving independence was very difficult. This made the Africans to apply armed struggle as the means of getting their independence.
- The nature of the colony. Those colonies that were regarded as overseas provinces of the colonial nation and view them as their mandatory land this was mostly to colonial masters like Portugal and France in such cases the colonialist were not ready to grant independence until the African decide to use the barrel of the gun to give independence; therefore armed struggle was the only solution for example in Kenya, Angola, Algeria, Mozambique and South Africa.
- The economic strength of the colony. In those colonies where development was very high and colonial investment was huge like South Africa and Zimbabwe the colonialists were not able to grant independence to the Africans in a peaceful way, the only solution remained to apply forceful means.
- The financial economic position of the colonial power. Many colonies that belonged to Portugal applied armed struggle because Portugal economic position was not good highly depended on Africa colonies for domestic development so she was unwilling to give independence.
- The status of the colony those colonies that were under the trust ship of UN managed to achieve their Independence easily through peaceful means because of the pressure from UN and USA, like Tanganyika got her independence early enough than other east African sister nations of Kenya and Uganda, but those who were mandatory colonies could not get their independence so easily thus armed struggle.
- The minority rule like UDI in Zimbabwe and the white racist regime in SA where by the minority white settlers declared the unilateral independence, in case of Zanzibar where minority Arabs were given independence by the British to the expense of the majority Africans on the islands this also caused armed struggle through a revolution.

- Existence of peasant cash crops; colonies that had developed peasant cash crops like, Uganda, Nigeria, Ghana, and Tanganyika, achieved their independence through peaceful means, the colonialist could not delay this independence after realizing that they can continue exploiting their resources through neo colonialism and they had nothing to lose in granting independence.
- The nature of reaction the African had towards the colonialist, also determined the form of liberation, those African societies who were very collaborative to the colonialist and forged class alliance with the colonialist in most cases dialogue or peaceful means were applied to decolonize e.g. in Uganda the Baganda were used as sub imperialist to Other areas of Uganda to spread the colonial rule so independence was through peaceful means in Uganda as to pave way for the Baganda to dominant other tribes.
- Existence of wealthy especially minerals like gold diamond sliver, industries, well developed social over heads like in South Africa, Kenya, independence could not be given easily because the colonialist were not ready to leave such wealthy unexploited thus armed struggle became the only solution. In colonies where development was minimal independence was easily given through peaceful means e.g. in Tanganyika.

2 Many factors mediated the struggle for independence: colonial education, the churches, ideas and expressions of support from individuals of African ancestry through the Pan-African movement, the exposure to the world through world wars, and, of course, the forum provided briefly by the League of Nations and later by the United Nations. The Christian church and colonial education, pivotal tools in the Europeans' "civilizing missions" in Africa, also inadvertently became the tools that the African would use in fighting for freedom.

3. They were four forms of liberation that Africans applied in their struggle to liberate themselves from the colonial domination:

- Liberation by constitution/ dialogue/ peacefully. This involved intensive negotiation between the colonialists and African nationalists e.g. the political independence of Tanganyika, Ghana, Uganda, Zambia etc. all applied negotiation or peaceful means to get their independence.
- Liberation by revolution. This was the type of liberation which involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expenses of the majority, the case in point is in Zanzibar where minority Arabs were granted independence by the British which prompted the majority blacks to make a revolution in 1964, and replaced with another new political system that is supported by the masses. It took place even in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.

- Liberation by armed struggle/arbitration. This was conducted in the situation where peaceful means failed and the imperialist were reluctant to negotiate or to give independence to the Africans. In such situation the Africans picked up arms to fight the imperialists by force as a method to achieve their independence it involved bloodshed use of guerrilla warfare. For example in Zimbabwe, Kenya, Angola, South Africa, Namibia, Mozambique.
- Combination of constitution and armed struggle. These liberations combined both methods. Firstly the Africans resorted to armed struggle as a way to achieve their independence and then applied dialogue/peaceful means to solve the problems of their independence, this happened in Kenya and Zimbabwe.

Note that learners can give the same ideas by using their own typology. Do not reject it rather integrate it within this framework.

4.8 Lesson 3: Process followed by African countries to regain independence

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about the means used by Africans to regain independence. You can also bring some pictures of people fighting for African independence, some people on the table of negotiations and ask learners to observe them and link them with means used by Africans to regain independence.

b. Teaching resources

These can include learner's textbook, computer, internet, maps, testimonies, newspaper, tactile materials such as pictures or cartoons, documentary films on the Pan-Africanism and independence of African countries. Braille materials can be availed if there are impaired learners.

c. Learning activities

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the process of independence in Africa, you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter, one group will present one process of independence of an African country as case study. Other groups can ask two questions or make comments and then move to the next groups. Ask learners similarities or differences in the process of independence.

After class presentation, teacher can use the question and answer method to guide the learner in making a summary of the lesson. You can also be innovative and find another strategy.

d. Answers to the activity4.3

French were faced with nationalist unrest in Morocco and Tunisia which they were unable to subdue, and both were granted independence in 1956. In Algeria, France faced a rebellion which ended by the independence. Meanwhile France had launched, in 1958, a “Community of African nations” to include all the remaining French territories in Africa. In the Community each state was to be self-governing, but closely linked to France in foreign, strategic, financial and economic affairs. Guinea did not join, and became independent. Two years later all members of the Community became fully independent.

The first sub-Saharan state to gain independence was the British colony, the Gold Coast. The other British possessions in West Africa - Nigeria, Sierra Leone, and The Gambia - followed between 1960 and 1965. Progress towards self-government and eventual complete independence was probably smoother in these West African states where there were few white settlers than it was in some of the climatically more salubrious territories in East Africa, where there were significant numbers of Europeans and Asians who were apprehensive of their future under African rule. Nevertheless, between 1960 and 1964 independence was granted to all the British possessions in East Africa. In 1960 the Union of South Africa became a republic, and in 1961 withdrew from the British Commonwealth. The situation in Southern Rhodesia: failing to reach any agreement on the question, the white Rhodesians in 1965 declared Rhodesia to be an independent Dominion, within the Commonwealth. Negotiations and discussions - and internal troubles - continued for 15 years, until in 1980 Rhodesia became the independent African nation Zimbabwe.

In Belgian colonies, influenced by what was happening in French and British colonies and Congolese nationalist movements, Belgians the granted independence of Congo in 1960. The same nationalist movements pushed them to give independence to Rwanda and Burundi which became separate states in 1962.

The Portuguese were reluctant to give up their African empire; but in all three colonies - Mozambique, Angola and Guinea-Bissau (Portuguese Guinea) - they were faced with continuous warfare from the early 1960s onwards against the guerrillas of African resistance organizations. In 1974-75 Portugal abandoned the struggle, and all three became independent.

Spain granted independence to Spanish Guinea in 1968 - under the name Equatorial Guinea; and in 1975 the Spanish Sahara came under the joint control of Morocco and Mauritania.

Answers to the application activity

1. During struggles African nationalism played a crucial role as African nationalists believed in black pride and aimed to free African states from colonial rule. African nationalists united the people of African countries behind their nationalist leaders and played a vital role in achieving independence for them. The future for Africa looked promising as these new nations had a prosperous middle-class, an efficient civil service and were parliamentary democracies. Most African countries were ethnically divided and regional political parties were formed. Tribal chiefs still had great influence in rural areas. African nationalism had united people during the struggle for independence.

2. After research in textbooks and on internet, Learners will highlight the role of nationalistic movement in each case study and they will attempt to make their own comments orally or in written way.

3. You can help learners identify apartheid faced by blacks in South Africa. Note for instance the issue of passes which allowed them to enter and leave the town at specific hours. The cartoon of a black woman carrying a baby who could not enter a space reserved for whites is another indication. Thus help learners to understand those segregationist policies.

You can help learners to understand the role of women who struggled for the end of apartheid regime such as Winnie Mandela and the challenges they faced.

4. Some persons use apartheid and segregation indistinctly.

| Segregation | Apartheid |
|---|---|
| Form of discrimination which is not too harsh | Observed strict and rigid system of race classification which followed specific laws. |
| Started under colonial period | Introduced after the Second World War when the world aimed at strengthening the ideals of democracy, human rights and independence. |
| Based on a Christian National ideology | Used Christianity to justify apartheid. |

4.9 Lesson 4: Consequences of African nationalism

a. Prerequisites/Revision/Introduction

At the start you can ask learners, questions related to the process in Africa to regain independence. You can introduce the new lesson by means of a cartoon depicting one of the processes of independence. You can ask learners to take two minutes to observe the cartoon/picture and tell what it means to them. If they do not link it with the process of independence, you can do it in the development of the lesson.

b. Teaching resources

These can include learner's textbook, computer, internet, testimonies, newspaper, tactile materials such as pictures/cartoons, documentary films on the independence. Braille materials can be availed if there are impaired learners.

c. Learning activity

Teacher invites the learners to use their textbooks to analyse consequences of African nationalism.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Learners can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

- Pan-Africanism
- Independence of African countries and post-colonial periods
- Nationalism
- Colonization and independence of Rwanda

Learners can respond to particular questions and move quickly to the next session. This means that you can prepare few questions related to identify document. At the end the secretary of each group can present the report. Questions and comments can follow. Learners can do additional reading in their textbook to understand some aspects not raised during the lesson.

After class presentation, teacher guides learners so that they come up with a summary of the lesson.

d) Application activities

Answers to the learning activity

Having seen history of colonial and post-colonial Africa in general and Rwanda in particular previous lessons, learners will be asked to analyse the role of nationalist movements in the independence and their consequences to Rwanda then after they will attempt to make their own comments orally or in written way.

Answers to the application activity: 4.4

1. African nationalism brings the sense of unity amongst African ethnic groups. i.e through the formation of political movements to free for the formation of modern African Nations under single government. It dismantled the evils of European capitalism that drawing the early year of Independence. It brings political awareness to most of African people against economic exploitation done by the Europeans. It rejected capitalist occupation and finally Africans achieved Independence and self-rule. It was Pro- African culture. This means that all political movements brought Africans to be able to govern them under African leadership (Administration).
2. Once Ghana had achieved her independence, Nkrumah focused on helping other African countries to liberate themselves from colonial rule. He said “Our independence is meaningless it is linked up with the total liberation of the African continent”. Ghana’s independence gave hope and encouragement to other nationalist leaders involved in struggles to free their own nations. Nkrumah invited other Pan-Africanist movements from many African countries for discussing about what can be done to liberate their countries.
3. During the Apartheid (1948-1994), the National Party instituted segregation across South Africa in order to restore white supremacy. Along with the physical separation of moving non-white South Africans out of the white, urban areas, the government also worked to create wealth and power separation between non-whites and whites, offering non-whites inferior education, decreasing their access to high-level jobs. Subsequently, poor people of European background benefited greatly from the Apartheid, as they could move up classes and bypass even higher-educated non-whites. State spending on apartheid increased, but not enough to stall economic growth. The standard of living for a wide cross-section of working South Africans gradually improved, steadily raising the status and salary levels of several job categories. South African government enacted its job apartheid policy that protected higher-status, preferred job categories for “whites only.” Technological progress continually increased business and industrial productivity and as a result, steadily increased the demand for increasing numbers of qualified job candidates.

By the early 1980s, increasing numbers of educated, middle-class black professional people began to achieve prominence in South Africa's economy. Work place apartheid gradually began to disintegrate.

At this point in time, an increasing number of white business owners came to realize the extent to which the viability of their businesses depended on their non-white employees and their non-white customers.

Half a century of apartheid and a much longer period of legally enforced racial discrimination have left most black South Africans poor and undereducated. The reliance on a low-wage work force, especially in the country's mines but also in other areas of the economy, left South Africa without a significant consumer class among its black majority. Instead, nearly one-half of the population in the mid-1990s lived below internationally determined minimum-subsistence levels. Nearly fifty years of racial discrimination education left the country short of skills and unable to generate the sort of labour force that could produce an "Asian miracle" along the lines of the skilled-labour-dependent industries of South Korea or Taiwan.

Help learners to understand that despite country's economic growth the majority of the population did not entirely benefit from its wealth. The development was also hampered by demonstrations and international community against the apartheid policy.

4.10. Additional Information

Pan-Africanism

Because it refers neither to a single political ideology nor a clearly discernible philosophical tradition, Pan-Africanism is difficult to define. Many scholars avoid defining it, noting that black internationalism has varied drastically according to time and place. Indeed, various conceptions of Pan-Africanism have been aligned with disparate political and theoretical positions, from largely religious to communist to even, Paul Gilroy suggests, fascist forms. Yet, the concept can be said to signify a set of shared assumptions. Pan-Africanist intellectual, cultural, and political movements tend to view all Africans and descendants of Africans as belonging to a single "race" and sharing cultural unity. Pan-Africanism posits a sense of a shared historical fate for Africans in the Americas, West Indies, and, on the continent itself, has centered on the Atlantic trade in slaves, African slavery, and European imperialism.

Cultural and intellectual manifestations of Pan-Africanism have been devoted to recovering or preserving African "traditions" and emphasizing the contributions of Africans and those in the Diaspora to the modern world. Pan-Africanists have invariably fought against racial discrimination and for the political rights of Africans and descendants of Africans, have tended to be anti-imperialist, and often espoused a metaphorical or symbolic "return" to Africa.

Pan-Africanism - origins and development of Pan-Africanism

The modern conception of Pan-Africanism, if not the term itself, dates from at least the mid-nineteenth-century. The slogan, “Africa for the Africans,” popularized by Marcus Garvey’s (1887–1940), Declaration of Negro Rights in 1920, may have originated in West Africa, probably Sierra Leone, around this time.

The African-American Martin Delany (1812–1885), who developed his own re-emigration scheme, reported in 1861 the slogan after an expedition to Nigeria during 1859–1860 and Edward Wilmot Blyden (1832–1912) adopted it when he arrived in West Africa in 1850. Blyden, originally from St. Thomas, played a significant role in the emergence of Pan-Africanist ideas around the Atlantic through his public speeches and writings in Africa, Britain, and the United States, and proposed the existence of an “African personality” resembling contemporary European cultural nationalisms. Blyden’s ideas informed the notion of race consciousness developed by William Edward Burghardt Du Bois (1868–1963) at the end of the nineteenth century.

The growth of Pan-African sentiments in the late nineteenth century can be seen as both a continuation of ethnic, and “pan-nationalist,” thinking and a reaction to the limits of emancipation for former slaves in the diaspora and European colonial expansion in Africa. There are a number of reasons why black internationalism had particular resonance during this period. African contact with Europeans, the slave trade from Africa, and the widespread use of African slaves in the New World colonies were the most salient factors, leading first those in dispersion and then many in Africa to envision the unity of the “race.” At the same time, as abolition spread gradually around the Atlantic during the nineteenth century, Europeans increasingly viewed race as a biological and, thus, inherent difference rather than a cultural one.

Back-to-Africa movements—particularly the establishment of Sierra Leone by the British in 1787 and Liberia by the American Colonization Society in 1816—also contributed to the emergence of Pan-Africanism, and were probably the original source of the phrase, “Africa for the Africans.” From 1808, English Evangelicals at the CMS Grammar School in Freetown taught their “liberated” students that there were other Africans around the globe, which instilled a sense of a common destiny. Many mission-educated Sierra Leoneans like Samuel Crowther (c. 1807–1891) and James Johnson (1836–1917) moved or, in some cases, moved back to Nigeria, primarily Lagos, beginning in the mid-nineteenth century, where they were joined by returning freed people from Brazil and the Caribbean. These groups quickly coalesced into the Christian, African upper class that produced the leaders of early Nigerian nationalism and Pan-Africanism. Pan-Africanism was the product of extraordinary, European-educated Africans and African-Americans, in other words, those most exposed to metropolitan culture and the influences of the modern world.

4.11. End unit assessment answers

1. The origin of nationalism in Africa is traced back to the era of colonialism and primary African resistance against colonial rule. The increase of exploitation resulted to nationalistic struggle. Its origin and basis were of two perspectives: these are based on reflection of the ancient and modern based on recent phenomena characterized by structural conditions of modern society. Nationalism has been expanded especially after 1945, after the Second World War. It was in this period that African was successful in their struggle at times referred as modern nationalism.

Immediately after World War II Africans gained the momentum to demand for self-determination this came as a result for intensive exploitation of African resources after World war two. Generally nationalism was characterized by mass feeling and attitude of demanding independence by using a nationalist struggle in form of unified parties beyond the class, tribe or ethnic background.

2. Nationalism can be defined as the desire for Africans to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs. The central feature of nationalism in any African country was the common desire to oppose the colonial rulers within their colonial frontiers. This anti-colonial nationalism, with rare exceptions, was not replaced by any broader forms of national awakening that transcended the frontiers of the old “scramble for Africa”.

Pan-Africanist intellectual, cultural, and political movements tend to view all Africans and descendants of Africans as belonging to a single “race” and sharing cultural unity. Pan-Africanism posits a sense of a shared historical fate for Africans in the Americas, West Indies, and, on the continent itself, has centered on the Atlantic trade in slaves, African slavery, and European imperialism.

Formation of Pan-Africanize in 1900 by William Sylvester from the new world which later led to the formation of O.A.U an organization that aimed at uniting all African independent nations to helped in fighting for African independence.

3. After the Second World War, nationalist movements in Africa quickly gained momentum. This was largely due to the war itself, and its effects. Many thousands of Africans had fought in the Allied armies, expanding their outlook and their knowledge of international affairs; and the war had been to some extent an antiracist war - against the racist governments of the Axis powers. And many more Africans had by now received the beginnings of a modern education and begun to take an interest in political matters. In many parts of Africa outstanding leaders arose - such men as Kwame Nkrumah of the Gold Coast, Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, Sékou Touré of (French) Guinea, Houphouët- Boigny of Ivory Coast. All these factors put colonization to the end.

4. The following are impacts of African nationalism:

- African nationalism helped at gaining political sovereignty i.e. self-determination by opposing imperial occupation of the European colonialist.
- African nationalism spread political awareness to African against white economic exploitation the imperialist extended excessive oppression and exploitation to the Africans, heavy taxation, land alienation and forced labour.
- African nationalism brought various African ethnic groups to form unity and solidarity to fight their grievances and this was to be achieved through formation of political parties.
- African nationalism removed the element of European capitalism and its related evil and adopts new afro-centric views of Marxism.
- African nationalism spread the African culture and fought out foreign culture that had been promoted by the colonialism, like language, dressing, and table manners among others.
- African nationalism removed inferior complex among the Africans and to appreciate the effort of liberating themselves from European domination

5. Learners will be asked to compare how Algeria and Ghana got independence and why the used different means. They will attempt to comment to the role of nationalist movements in these countries and the consequences (positive and negative) in each the two country. Guide them where to find documents. For the internet give them some key words. Identify political leaders for each country they can look for. Help them to see that in one country independence was achieved through struggle and how it was peaceful for Ghana. Help learners to identify how the process keeps influencing relationship between France and Algeria.

4.12. Summary of the unit

This unity covers the nationalism in Africa and acquisition of independence of African countries. Nationalism can be defined as the desire for Africans to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs. Before 1960 most of Africa was still under colonial control. However, by 1970 most of Africa was independent of European colonialism. Several factors contributed to the rise of African nationalism.

The causes of African nationalism are the loss of independence to foreigners and the introduction of foreign systems of government, unfair colonial policies, settlement of large numbers of European settlers in different parts of Africa, emergence of the new super powers (USA and USSR), improved transport network and urbanization, colonial education, newspapers, influence of decolonization in Asia, example of Liberia and Ethiopia, the Pan African Movement, Organization for African Unity, formation of political parties, contribution of African nationalists, religion, Harold Macmillan, Labour Party in Britain, and World Wars among others.

Many factors facilitated the struggle for independence: colonial education, the churches, ideas and expressions of support from individuals of African ancestry through the Pan-African movement, the exposure to the world through world wars, and, of course, the forum provided briefly by the League of Nations and later by the United Nations. The Christian church and colonial education also became the tools that the African would use in fighting for freedom.

After the Second World War, nationalist movements in Africa quickly gained momentum. This was largely due to the war itself, and its effects. Many thousands of Africans had fought in the Allied armies, expanding their outlook and their knowledge of international affairs; and the war had been to some extent an antiracist war - against the racist governments of the Axis powers. And many more Africans had by now received the beginning of a modern education and begun to take an interest in political matters. In many parts of Africa outstanding leaders arose - such men as Kwame Nkrumah of the Gold Coast, Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, Sékou Touré of (French) Guinea, Houphouët-Boigny of Ivory Coast. Thus, between 1951 (Libya) and 1980 (Zimbabwe) colonial Africa ceased to exist.

As consequences African nationalism brings the sense of unity amongst African ethnic groups. i.e through the formation of political movements to free for the formation of modern African Nations under single government. It dismantled all the evils of European capitalism that drawing the early year of Independence. It brings political awareness to most of African people against economic exploitation done by the Europeans. It rejected capitalist occupation and finally Africans achieved independence and self-rule. It was Pro-African culture. This means that all political movements brought Africans to be able to govern them under African leadership (Administration).

4.13 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

1. Explain the concept of nationalism.
2. Discuss the origin of nationalism in Africa
3. Explain at least five nationalist movements and their leaders in Africa.

Expected answers

1. Nationalism literally refers to the desire, love, or spirit for ones nation. In Africa the term nationalism has been used to signify the struggle of independence or self determination against foreign domination in case of Europe the term nationalism has been used to signify for national unification in Germany and Italy and to acquire oversea colonies.
2. The origin of nationalism in Africa is traced back to the era of colonialism and primary African resistance against colonial rule. The increase of exploitation resulted to nationalistic struggle. Its origin and basis were of two perspectives: these are based on reflection of the ancient and modern based on recent phenomena characterized by structural conditions of modern society.
3. You can help learners to link the answer to the independence of Ghana (Kwame Nkrumah), Tanganyika (Nyerere), Kenya (Kenyatta), Malawi (Kamuzu Banda) or Congo (Lumumba) and then they can presents their findings.

Consolidation activities

The following questions are suggested for enhancing development of competences.

- Analyse the problems experienced during African nationalism.
- Explain with examples the meaning of decolonization and through constitutional means;
- Explain with examples the meaning of armed struggle.
- Analyse the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa.

Expected answers

1. When Africans struggled for the independence, especially during mass nationalism, they encountered many problems such as disunity among the Africans, tribalism, financial problems, and lack of awareness among Africans as well as strong opposition from colonial rulers.

2. Decolonization through constitutional means is the type of liberation which involve intensive negotiation between the colonialists and African nationalists e.g. the political independence of Tanganyika, Ghana, Uganda and Zambia. All applied negotiation or peaceful means to get their independence.

3. Armed struggle is the form of liberation that involves the use of guns in the struggle for independence, this was conducted in the situation where peaceful means failed and the imperialist were reluctant to negotiate or to give independence to the Africans. In such situation the Africans picked up arms to fight the imperialists by force as a method to achieve their independence it involves bloodshed use of guerrilla warfare. For example it was applied in Zimbabwe, Kenya, Angola, South Africa, Namibia and Mozambique.

4. Strengths and contribution of armed struggle to the African independence

- It helped in attainment of African independence
- It removed colonial regime in African countries
- It removed colonial settlers from the African land
- It restored most of African alienated land
- It restored African dignity
- It ended colonial exploitation of African resources
- It led to the military strength in Africa
- It provided strong leaders

Weakness of armed struggle to the African independence

- Death of people: many people were killed during the struggle as they were using arms
- Separation of families
- Destruction of properties
- Lack of strong military organisation

- Lack of military equipment
- Lack of funds
- Fear and insecurity among the nationalists
- Disunity among the Africans

Extended activities

These are suggested questions for gifted and talented students.

- 1) Search on internet or other documents in the school library, compare the strengths, weaknesses and contribution of political parties towards the road to independence.
- Assess the conditions which facilitated constitutional struggle for independence
- Analyse the causes of armed struggle for independence.
- Discuss the manifestation of African nationalism in context of Rwanda.
- After research on internet or in textbooks discuss reason why Guinea did not join French Community after independence. Find and comment Sekou Touré famous speech to French President de Gaulle.

Expected answers

Weaknesses of political parties in Africa

- Financial problems this was because members were unable to contribute the money required for various political activities due to poverty.
- Lack of reliable communication networks that could ease the transmission of information from one place to another in order to facilitate political activities of spreading political awareness among the Africans.
- Colonial restrictions to political parties, colonial governments acted as obstacles to parties since they limited political activities and slow down the decolonization process by banning political parties. For example the British colonial government restricted government workers from being members of TANU in Tanganyika. In Ghana Nkwame Nkrumah (CCP) was imprisoned all of this aimed at suppressing African political parties.

- Opposition between African political parties as each party basing on their ethnic, regionalism or elitism competing against the other to the extent of conducting campaign against the other instead of joining hands in fighting their common enemy. For example in Nigeria and Uganda the cases were commonly practiced.
- Some political parties were created to meet the interests of a few such as elites for example the Uganda National Congress (UNC) was created to meet the interest of other non Baganda against the Kabaka Yekka of Buganda in Uganda.
- Lack of support from other organizations like women, youth and farmers associations during the time of spreading liberation messages for decolonization process in Africa.

Strengths and contribution of political parties in Africa

- The use of peaceful means to fight for independence unlike armed struggle which led to loss of many African lives and property destructions.
- The rise of awareness among Africans as many Africans through their different groups and associations became conscious of their grievances by demanding their independence from colonial governments through political rallies, propaganda newspapers and organized boycotts. For example CCP of Ghana encouraged Ghanaians to boycott the colonialists.
- Unifying the Africans to fight against colonial government as their common enemy, they used youth and women to unify the masses at the grassroots to fight colonialism. For example CCP of Ghana and TANU in Tanganyika had youths and women groups to support them in fighting their goals of bringing independence.
- You can help learners identify some websites or reports which can help them perform this activity. They can work in pairs to facilitate their search and discussion.
- There are some conditions or factors that facilitated the constitutional means of the struggle for independence. These involved mandatory colony, the role of mass media, the role of elites, the nature of colonial Governor, existence of peasant cash crops, the nature of reaction, the role of political parties and political leaders. Learners can develop one or many of these factors.
- Armed struggle became dominant after 1945 especially in Zimbabwe, Kenya, Angola and South Africa as compared to other forms of liberation this was due to the following factors that accelerated to the application of armed struggle.

- Military assistance from USSR, after 1945 USSR consolidated her strength to the zenith it was anti colonialism and sympathizers to African anti colonial struggles. It was ready to provide military support and moral support to liberate the Africans from colonialism thus military struggle.
- Manchester conference, in this conference the major agenda was to liberate Africans from colonialism by all means peaceful or force. This situation gave Africans courage to use force through armed struggle especially in those colonies where the colonialists were reluctant to grant independence.
- The role played by ex-soldiers, the war veterans of the Second World War came back with awareness and military skills which they had acquired during the war, their skills encouraged many nationalist to apply force to overthrow the colonialists who were not ready to grant independence to Africans.
- The support from UN under USA and USSR, these nations ere anti colonialism as a result they provided support to African nationalist struggle to use all means to get rid from colonialism.
- Failures of other methods of liberation, other methods like peaceful means and constitution means failed hence the armed struggle became the last method for getting independence from colonialists.
- The aftermath of India and Pakistan independence, the independence of Asian countries especially India and Pakistan was a big challenge for the Africans to emulate as a result they used all means of liberation to attain their independence.
- The role of Pan-Africanism, this played a big role especially after shifting her headquarters from the new world to Africa. It ensured liberation of African nations by all means.
- The unwillingness of the colonial power to grant independence, some colonial powers were unwilling to grant independence for example the Portugal and British were not willing to grant independence to their colonies hence the Africans decided to use armed struggle to liberate themselves.
- Intensive exploitation; after the Second World War the colonialists increased exploitation to the Africans resources to revamp their ruined economies. This situation awakened the Africans against the colonialists as a result they used all means to liberate themselves
- The influence of front line states, these provided military and manpower support to the anti-colonial struggle in Africa e.g. Tanganyika during the struggle in south Africa and Namibia or Mozambique.

- Emergence of the Cold War after 1945 which dominated relationship between the USA and USSR, where by every bloc wanted to win more countries in Africa and in other parts of the world so as to spread socialism or capitalism, this witnessed the giving up weapons to fight the colonialists.

4. You can help learners to identify cases of nationalism in process of independence of Rwanda and in post-colonial period (Liberation war...).

5. Learners will download the Sekou Touré's speech and make comments on it orally or in writing

UNIT 5: CAUSES AND EFFECTS OF NEO-COLONIALISM

5.1. Key unit competence

Examine the causes and the effects of neo-colonialism in Africa.

5.2. Prerequisite knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on the following issues:

- European domination and the exploitation of Africa in the 19th century
- Impact of the colonial rule on the African society
- Role of the agents of the colonial conquest
- African nationalism and acquisition of independence

In addition, the learner should have some understanding on the importance of freedom, independence, democracy and respect of the citizens in order to develop the spirit of patriotism.

5.3. Cross-cutting issues to be addressed

5.3.1. Peace and values education

Applied to this unit “The causes and the effects of neo-colonialism in Africa”, learners will be able to have a better awareness of the causes, indicators and consequences of neo-colonialism, lack of peace and self-governance and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity and Pan-Africanism. The previous values are indicated in the sections of this unit which show the solidarity between Pan-Africanists who have helped each other and assisted their colleagues in difficult conditions.

The section on the manifestations of neo-colonialism also shows how Pan-Africanist leaders and thinkers such as Frantz Fanon and Kwame Nkrumah strived to fight against neo-colonialism.

5.3.2 Inclusive education

Through learning and teaching process of this unit, all learners should be taken in account including those with Special Education Needs (SEN) cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understand the diversity of their backgrounds and abilities.

5.3.3. Genocide Studies

Dealing with the section “The causes and the effects of neo-colonialism in Africa”, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social freedom, liberty and self-governance under colonial rule and the policy of divide and rule used by imperialist powers during the colonial period and after independence contributed to the genocidal continuum.

In this unit, you can also help learners to find out solutions to the challenges caused by neo-colonialism. The section on consequences of neo-colonialism is a good example.

5.3.4. Gender

This cross-cutting is particularly addressed in sections related to manifestation of neo-colonialism and to consequences of neo-colonialism. You can help learners to understand how cultural westernization affected gender aspect in Africa. You also help learners to understand that gender equity is a process to be achieved in different domains.

5.3.5. Environment and sustainability

Using unit five “*The causes and the effects of neo-colonialism in Africa*”, you can help learners to realise that environment had been and is still destroyed by western companies in their search for natural resources such as oil, minerals, timber and ivory with specific examples like oil exploitation in Nigeria, timber and minerals in DRC which contribute to the degradation of environment including air pollution. You can help them discover their own solutions to this problem.

5.4. Guidance on the introductory activity

At the beginning of this unit 5, the introductory activity (**Learner’s book page 153**) motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they will be able to discover answers to the questions they were asking at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the neo-colonialism.

Possible answer to the introductory activity

The figure shows two men with different tools and two texts: the first one was a British soldier with a weapon and a British flag while the second one was a gentleman with a flag of IMF and symbol of dollar.

You can help learners to identify those tools and read the captions. The link between the tools, texts and colonization can help learners to understand that there are different ways that western countries used to dominate African countries; weapon and money. You can help learners to notice that neo-colonialism is a continuation of colonisation. During colonial period, the British Empire and other colonial masters used to annex colonies to their countries and after, most important decisions such as programmes for structural adjustment are decided by western institutions such as IMF. From this activity you can help learners to understand concepts of neo-colonialism in Africa and its implications.

Note that in this introductory activity, learners may not be able to find the right solution but they are invited to use their knowledge to give possible solutions or answers. Through the course of the unit, learners gradually will realise the effects of neo-colonialism and how they can sort out of them.

5.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/30 |
|----------------------|---|---|----------------------|
| 1 | Rise of neo-colonialism in Africa | Explain the concept and rise of neo-colonialism | 7 |
| 2 | Causes of neo-colonialism in Africa | Examine the different causes of neo-colonialism in Africa by analysing how Europeans have influenced the institutions of Africa | 7 |
| 3 | Indicators of neo-colonialism in Africa | By the help of example, assess the indicators of neo colonialism in Africa | 7 |
| 4 | Consequences of neo-colonialism in Africa | Examine the consequences of neo-colonialism in Africa | 7 |
| 5 | Assessment | Sum up the whole unit | 2 |

5.6 Lesson 1: Rise of neo-colonialism in Africa

a. Prerequisites/Revision/Introduction

To begin this lesson, you can ask to the learners to write in their exercise notebooks what they remember about the African nationalism and acquisition of independence. After five minutes, they can share what they have written. By means of questions and answers check if they should have some knowledge on the impact of the colonial rule on the African society.

b. Teaching resources

Learner's textbooks, internet, testimonies, newspapers extracts, tactile materials, documentary film on colonisation, Pan-Africanism, independences, military coups in Africa, pictures of dictators such as Mobutu, Abdel Bokassa, Idi Amin Dada, extracts of some African nationalists' speeches such as Kwame Nkrumah, Julius Nyerere, Patrice Lumumba and Nelson Mandela; speeches of current presidents. Braille materials can be availed if there are impaired learners.

c. Learning activities

In the case of a film, start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film and prepare instructions to learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end and in your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain the reason of those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learners' textbook to explain the causes of neo-colonialism and its impact in Africa.

After this activity, teacher invites learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the causes of neo-colonialism. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to the other group and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk and that they should not use defamatory language or criticize other person's ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities:5.1

When African countries gained their independence, developed countries granted only a measure of independence to these African countries and the economic arrangements that existed between the developing and developed countries remained in place to maintain control of these African countries. This is referred to as neo-colonialism, a sort of modern control, that, maintains a certain level of dependency on the part of the formerly-colonized countries by the 'superior' powers.

The major problem with neo-colonialism is that the colonizers, or dominant states, are exploiting the colonized countries and taking advantage of their resources for their own gain. These developing countries are not benefiting from what is really theirs. Then these countries are not really better than when they were colonized in the formal, political sense of the word.

The term "neo-colonialism" was popularized by Kwame Nkrumah (1909-1972) and a movement of anti-colonialists groups from African countries (African People's Conferences), which voted a "Resolution on Neo-colonialism" in 1961. Then The French Jean Paul Sartre an activist against the French colonialism wrote book entitled Colonialism and Neo-colonialism (1964). Since then, neo-colonialism is an important concept in the history of ideas and has entered the vocabulary of African political philosophy.

Answers to the application activity:5.1.1

1. Neo-colonialism can be defined as colonialism through other means. Under neo-colonialism, the more powerful country will not actually have its soldiers occupying a country or running its government, but will rather have so many economic and social ties that the smaller, weaker country is basically under the control of it .

While France no longer maintains colonies in Africa, some nations such as Chad, are so deeply entwined with France that it can be said to be a neo-colonial relationship.

2. According to the “**dependency theory**”, underdevelopment persisted because developed countries dominated underdeveloped economies by paying low prices for their raw products and flooding their markets with cheap manufactured goods. This resulted in a perpetually negative balance of payments that prevented underdeveloped countries from ever becoming competitive at the global market place.

5.7 Lesson 2: Causes of neo-colonialism in Africa

a. Prerequisites/Revision/Introduction

To begin this lesson, you can revise the previous lesson by asking learners some questions related to the rise of neo-colonialism in Africa. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read on internet on the causes of neo-colonialism. Thereafter, two learners can voluntarily share their knowledge with the whole class.

b. Teaching resources

Learner’s textbooks, computer, internet, photos, testimonies, press media, tactile materials, documentary films on independence and neo-colonialism and braille materials can be availed if there are impaired learners.

c. Learning activities

You can build your lesson on learners’ summary on the rise of neo-colonialism (See prerequisite of the current lesson).

Learners can use internet or read a range of materials including textbooks. They can also watch a documentary film on the independence and post-colonial period in Africa, in order to describe the causes of neo-colonialism.

After this activity, you can invite the learners to make presentation of their work to the whole class.

The advices given in the previous lesson on the rise of neo-colonialism in Africa are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, teacher guides the learners to summarize the lesson taught. To do so, teacher asks questions on the main causes of neo-colonialism in Africa.

d. Application activities

Answers to the learning activity: 5.2.1

The major causes of neo-colonialism are:

- *Unequal exchange.* European countries had colonized most of the continent in the late nineteenth century, instituting a system of economic exploitation in which African raw materials, particularly cash crops and minerals, were expropriated and exported to the sole benefit of the colonizing power.
- *Foreign aid:* Neo-colonialist theorists think that the inability of African economies to develop after independence led many African countries to look for foreign aid. Accepting loans from Europe or America proved the link between independent African governments and former colonizers. They note as evidence that most foreign aid has been given in the form of loans, at high interest rates. Repayment of these loans contributed to the underdevelopment of African economies because the collection of interest impoverished African peoples.
- *Balkanization:* The most important factor allowing the perpetuation of neo-colonialism in Africa was the “balkanization” of the continent. Colonizers have divided Africa into many administrative units in order to govern it more effectively, and the colonial boundaries had become the lines within which African countries had been given independence. Since then, the interests of Africa have been damaged by the need of each new country to fight for itself.
- **The role of the ruling class:** The governing class which had received power from the colonial government is the cause of neo-colonialism in Africa. Africans who took power at the time of independence had been favoured by European powers because they were willing to operate a smooth transition from colonialism to neo-colonialism. Since they were generally educated and westernized, they had benefited in many ways from the colonial system and had to gain from a continuation of colonial economic policies. They are accused of collaborating with the colonial power to ensure that the interests of both would be met after the declaration of formal political independence.
- **Intellectual inability:** After colonialism has ended in Africa, the West did not consider that Africans were capable of organizing themselves socially, economically and politically. The reason is simply because Africans are believed to be intellectually poor and are reduced to the level of irrationality. Since Africans are different in race, language, and culture from the West, they do not possess the power, the rigor, the quality, and the intellectual analytical abilities that characterize Western philosophical and political traditions.

Answers to the application activity:5.2.2

1. The role of Africans in the neo-colonialism has been highlighted by Frantz Fanon and Achille Mbembe.

Frantz Fanon said that the “African petty bourgeoisie” or the governing class, which had received power from the colonial government was the primary cause of neo-colonialism in Africa. Africans who took power at the time of independence had been favoured by European powers because they were willing to operate a smooth transition from colonialism to neo-colonialism. Since they were generally educated and westernized, they had benefited in many ways from the colonial system, they had to gain from a continuation of colonial economic policies. Fanon accused them of collaborating with the colonial power to ensure that the interests of both would be met after the declaration of formal political independence. This class of Africans had betrayed the masses who support various nationalist movements.

Achille Mbembe, examines the nature of neo-colonialism in Africa today. In his view, after colonialism has ended in Africa, the West did not consider that Africans were capable of organizing themselves socially, economically and politically. The reason is simply, because Africans are believed to be intellectually poor and are reduced to the level of irrationality. Since Africans are different in race, language, and culture from the West, they do not possess the power, the rigor, the quality, and the intellectual analytical abilities that characterize Western philosophical and political traditions. This perception on the African primitiveness, used by colonizers to justify the conquest and the colonization of Africa, is still predominant in the discourses of some Westerners.

2. Neo-colonialist theorists think that the inability of African economies to develop after independence led many African countries to look for foreign aid. Accepting loans from Europe or America proved the link between independent African governments and former colonizers. They noted as evidence that most foreign aid has been given in the form of loans, at high interest rates. Repayment of these loans contributed to the underdevelopment of African economies because the collection of interest impoverished African peoples. During the Cold War the increasing level of American and Russian aid and intervention in the affairs of independent African states were designed to keep African countries within the capitalist or socialist/communist camp.

3. Learners will attempt to make their own comments orally or in written way.

For instance, the major problem with neo-colonialism is that the colonizers, or dominant states, are exploiting the colon and taking advantage of their resources for their own gain. These developing countries are not benefiting at all from what is really theirs. Then these countries are not really better than when they were colonized in the formal, political sense of the word.

Generally, in neo-colonialism the country that is doing the neo-colonizing is interested only in its own well-being. Looking at cases of neo-colonialism in history, and in fact those still happening now, the bulk of the benefits is reaped by the dominant country, due to tactics like diplomatic pressure and unfair trade agreement.

5.8 Lesson 3: Indicators of neo-colonialism in Africa

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking to the learners some questions about the causes of neo-colonialism in Africa

b. Teaching resources

As earlier suggested, teaching resources can include learner's textbook, internet, testimonies, newspaper, tactile materials such as pictures or cartoons, documentary films on the African leaders (Mobutu, Idi Amin Dada, Bokassa, Nyerere...), multinational companies and international relations of African countries and braille materials can be availed if there are impaired learners.

c. Learning activities

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the indicators of neo-colonialism in Africa, you can ask learners to form groups. Form new groups, give them fifteen minutes to put their ideas together. There after, one group will present one indicator of neo-colonialism as a case study. Other groups can ask two questions or make comments and then move to the next groups.

After class presentation, teacher uses the question and answer method to guide the learners in making a summary of the lesson.

d. Answers to the learning activity:5.3.1

Within a neo-colonial situation, the imperialists usually maintain their influence in as many sectors of the former colonies as possible, making them less independent states and more neo-colonies. To this end, the states look up to their imperialist allies (in many sectors such as politics, economics, religion, education, etc.), rather than improving their own indigenous culture and practices. The indicators of this neo-colonialism in Africa are as follows:

- **Dependence on foreign aid and external industrial investments:** Developed countries remained in Africa by giving donations, grants and loans to their former colonies and high interest rates are charged on these loans. Foreign firms have also continued to dominate the business sectors of the economy. Local industries in Africa became extensions of metropolitan firms and the needed raw materials for the industries depend on very high import from the capitalist economies.
- **Collaboration with local elites:** Western neo-colonialists have collaborated with local elites to perpetuate the exploitation of the people in Africa. Most of the local collaborators are not committed to national interest and development, and their aim is to ensure the continued reproduction of foreign domination of the African economic space.
- **Unfair trade terms:** African countries are producers of cash crops, like coffee, which serve as raw materials in advanced countries. However, the prices for African crops are determined by the advanced countries and are often very low or unpredictable. Contrarily, Africans are compelled to import the highly priced finished products from advanced countries.
- **Influence of foreign currencies:** Foreign currencies like dollar, pound, Euro, and Japanese Yen among others are used to determine the strength and value of African currencies. A fall in value of these foreign currencies means automatic fall in the value of African currencies, leading to the devaluation of African currencies.
- **Technological dependence:** African countries depend on advanced countries technology. They import tractors to improve on agriculture. When those tractors break down, African countries import the spare parts from advanced countries. This dependence applies to the importation of other machines as well like cars, television sets, laboratory equipment, chemicals and even medicines.
- **Military presence and intervention:** Most African countries have maintained close relations and cooperation with former colonial powers in military issues. This is achieved through different forms of cooperation, such as training of local armies, purchasing military equipment, direct intervention (sending soldiers on field like France in Sahara-Sahel or supporting a military coup d'état). Some big powers have military bases in some African countries (i.e. Mali, Djibouti, etc). The military presence and intervention aim at primarily serving and protecting the interests of big powers but not those of African states.

- Use of foreign political ideologies and practices: Because of their political weakness, African leaders have tried to apply in their countries political ideologies and practices of developed countries, such as western models of democracy, institutions, political parties and procedures. The implementation failed because these references could not be transferred and applied automatically in different contexts. This contributed to political instability and crisis because of the internal conflicts created by these policies, and the alternative one proposed by Africans, for example African socialism or non-alignment, have been fought by big powers and disappeared.
- Cultural degradation in Africa: Neo-colonialism and globalization have promoted Western values in Africa: western music, language, films, literature, games, new religions, etc. Hence new practices and behaviour especially among young generation, such as violence, pornography, prostitution, etc., have destroyed African values.

Answers to the application activity:5.3.2

1. Economic indicators of neo-colonialism is based on exploitation of developing countries by neo-colonialist countries as explained below:

- Mass investment: Imperialist nations invested much in developing countries. They have many companies in which they exploit market area and cheap labour. Countries from Europe and America have been able to get inexpensive natural resources from poorer countries in Africa including oil and minerals.
- Another economic method is world market control. European and America control the world market by fixing prices for African cash crops by keeping those prices low so that Africa remain dependant to their aid. To make Africa a dumping place for cheap labour and market for European manufactured goods with the aim of exploiting it. Imperialist nations have mandate to fix prices for Africa cash crops and other raw materials in addition with conditions.
- Another method under economic method is through giving loans and grants. Imperialist nations used the organs such as World Bank (WB), International Monetary Fund (IMF), International Finance Corporation (IFC among others), to give the developing countries loans and grants paid at very high interest rates and unrealistic conditions. This proves hard for African nations to pay back. As a result there is a debt burden hence underdevelopment. Through those international financial organs, developed countries make policies that enable them to continue to exploiting the third world countries.

- Unequal exchange is another economic method which is used by neo-colonialism to exploit developing country. The developed countries produce cheaper high quality goods in large quantities in a shorter period of time because they enjoy advantages of better technology expertise, transport, electricity among others. Something manufactured in America can take only two hours to be produced. In developing country it may take a week. This makes it difficult for poor countries to compete with the rich ones.
- Another economic method is through technology of the rich developed world: that is the minimum technology transfer from the rich to the poor countries. For example in the case of coca cola, they will bring machinery and powder but cannot allow the developing country to have access to the technology of manufacturing soft drinks. Money for the purchase of the machinery, the powder and expertise find its way back to the developed country.

2. The imperialists introduce the military bases in developing countries so as to safeguard their interests. For instance USA has got 234 military bases in 49 countries of Africa and Asia. Military bases established in Africa and Asia are not aimed to keep peace in those countries rather than to keep the interests of imperialist countries. According to the official doctrine, French military interventions are conducted only on request of the African governments and within the framework of a defence agreement, reason why these agreements constitute the centre piece of French military relations with its former African colonies. The defence agreements generally originate from colonial times and represent a deal between France and the African rulers, in that way they provide military protection in exchange for favourable access to raw materials. Their content is not publicly accessible. In France the military decisions about Africa are the sole decision of the president and according to the French Constitution, he does not need the approval of the parliament.

Also imperialists conduct coup d'état in developing countries especially those whose leaders are against their interests. For those who are strong to protest against the economic exploitation of their nations, they had been over thrown through coup d'état, for instance 1960, Lumumba of Zaire (present day DRC), 1966 Kwame Nkrumah of Ghana.

5.9 Lesson 4: Consequences of neo-colonialism in Africa

a. Prerequisites/Revision/Introduction

At the start you can ask learners, questions related to the manifestation of neo-colonialism in Africa. You can introduce the new lesson by means of a cartoon depicting one of the indicators of neo-colonialism in Africa. You can ask learners to take two minutes to observe the cartoon/picture and tell what it means to them. If they do not link it with the manifestation of neo-colonialism, you can do it in the development of the lesson.

b. Teaching resources

These can include learner's textbook, internet, testimonies, newspaper, tactile materials such as pictures/cartoons, documentary films on presences of multinational companies and western military forces in Africa. Braille materials can be availed if there are impaired learners.

c. Learning activity

You can invite the learners to use their textbooks or internet and to analyze consequences of neo-colonialism in Africa.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Learners can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

- International Aid and International Financial institutions (World Bank, IMF, IFC)
- Cultural westernization
- Multinational Companies
- International military bases in Africa
- International trade and markets

Learners can respond to particular questions and move quickly to the next session. At the end the secretary of each group can present a report. Questions and comments can follow.

Learners can do additional reading in their textbook to understand some aspects not raised during the lesson.

After class presentation, guide learners so that they come up with a summary of the lesson.

d. Application activities

Answers to the learning activity 5.4.1

Neo-colonialism had economic, political and cultural consequences in Africa. Economically the neo-colonial situation poses serious danger to the evolution of the continent. African leaders have been totally unable to change the colonial economic legacy in of the new independent states. They have made economic choices which undermined the potential for economic growth and at worst destroyed significant areas of commercial activity. Politically, neo-colonialism strengthened European laws and institutions of colonial bureaucracy in Africa which led to failure of parliamentary democracies, adoption of one political single party and military coups backed by western powers. Culturally, one of the effects of Western civilization on Africans is that it occasioned a discontinuity within their life and created a cultural dualism that often presents itself as a real dilemma: some remained traditions are still referred to at the same time with the predominant western traditions. In other words, the African experience of modernity is caught within tensions at every level of the communal and individual life. The post-independence Africa is confronted within the following dilemma: how to have a new cultural identity that is African in nature

Answers to the application activity: 5.4.2

1. The main economic consequence of neo-colonialism in Africa is the continued dependence of Africans on their former colonizers in economic and political activities, but also for African leaders' poor performance in management of their countries.

Neo-colonial situation poses serious danger to the evolution of the continent. African leaders have been totally unable to change the colonial economic legacy in the new independent states. They have made economic choices which undermined the potential for economic growth and at worst destroyed significant areas of commercial activity.

The industrialization models followed which is applied by the European/American model fail; project are not well elaborated, some were created for prestige, expensive and inefficient, depending on loans, external experts and imported technologies. The result is an enormous and heavy debt, the extreme poverty of the population, recurrent famines, uncontrolled urbanization and weak investment in social sector.

The World Bank, IMF and other multilateral organisations have taken this opportunity to control African economies. They lend loans to African states with hard conditions. The World Bank is lending loans to more than 140 countries in the world, 41 are African states and are most debt recipient countries in the world. The World Bank also estimates that 70% of the net wealth in sub-Saharan Africa is owned by non-indigenous Africans or foreigners. Debt recipient countries have to pay back with high interests, but most of the countries have not been able to pay back the loans received. This created the debt crisis in 1990s with dramatic effects on the living conditions of Africans.

Another example of the critical reality faced by African countries is related to unfair exchange. According to a recent research on African economy, the diamond mined in Africa costs about \$40 per carat, and a diamond cut and polished in Europe increases to \$400 per carat. That same stone's price is around \$900 per carat when it reaches the consumer. Another example is Zimbabwe, which is known for producing the best quality tobacco in the world. In 2014 it earned \$650 million from the sale of raw tobacco. Industry experts illustrate how Zimbabwe could have earned \$6.5 billion instead of \$650 million if they had processed the crop into cigarettes, rather than exporting tobacco as a raw good.

2. Western civilization led to the elimination of various cultures, worldviews, and beliefs. African languages have been dominated by European ones. This has been achieved through violence or by soft means such as modern schools and Christian religions. The main idea presented as a slogan was to “civilize Africans”, meaning to oblige them to abandon their traditions and make them as “white people” in all aspects of their life. Western civilization has taken precedence over African values and culture and the latter is considered as inferior to the former especially by local elites and young generation. It occasioned a discontinuity within their life and created a cultural dualism that often presents itself as a real dilemma:

some remained traditions are still referred to at the same time with the predominant western traditions. In other words, the African experience of modernity is caught within tensions at every level of the communal and individual life. The post independence Africa is confronted within the following dilemma: how to have a new cultural identity that is African in nature?

3. The learners will be asked to observe the cartoon attentively and to comment what they have seen in the context of neo-colonialism. They can note the irony in the caption. They can also describe what they see on the cartoon such as weapons, dead persons, an African leader kneeling down and link it to neo-colonialism. Learners can explain the denotation of this Christian position (domination of Western powers which have to rebuild and aid African countries destroyed by the search of economic interests).

5.10. Additional Information

Non-Aligned Movement

Non-Aligned Movement (NAM) is an international organization dedicated to representing the interests and aspirations of developing countries. The Non-Aligned Movement counts more than 100 member states, whose combined population amounts to more than half of the world's population.

The Non-Aligned Movement emerged in the context of the wave of decolonization that followed World War II. At the 1955 **Bandung Conference** (the Asian-African Conference, the conference's attendees, many of whose countries had recently gained their independence, called for "abstention from the use of arrangements of collective defence to serve the particular interests of any of the big powers." In the context of the Cold War, they argued, countries of the developing world should abstain from allying with one of the two superpowers (the United States and the U.S.S.R.) and should instead join in support of national self-determination against all forms of colonialism and imperialism. The Non-Aligned Movement was founded and held its first conference (the Belgrade Conference) in 1961 under the leadership of Josip Broz Tito of Yugoslavia, Gamal Abdel Nasser of Egypt, Jawaharlal Nehru of India, Kwame Nkrumah of Ghana, and Sukarno of Indonesia.

As a condition for membership, the states of the Non-Aligned Movement cannot be part of a multilateral military alliance (such as the North Atlantic Treaty Organization) or have signed a bilateral military agreement with one of the "big powers" if it was "deliberately concluded in the context of Great Power conflicts." However, the idea of nonalignment does not signify that a state ought to remain passive or even neutral in international politics. On the contrary, from the founding of the Non-Aligned Movement, its stated aim has been to give a voice to developing countries and to encourage their concerted action in world affairs.

Unlike the United Nations (UN) or the Organization of American States, the Non-Aligned Movement has no formal constitution or permanent secretariat. All members of the Non-Aligned Movement have equal weight within its organization. The movement's positions are reached by consensus in the Summit Conference of Heads of State or Government, which, by convention, convenes every three years. The administration of the organization is the responsibility of the country holding the chair, a position that rotates at every summit. The ministers of foreign affairs of the member states meet more regularly in order to discuss common challenges, notably at the opening of each regular session of the UN General Assembly.

Note that some aspects of nonalignment can help developing countries not to be involved in wars which can destroy their economies. But, this lesson does not aim to show that newly independent countries should be radical and avoid international cooperation. Rather, their strengths can help them to get an equal power in international affairs.

5.11. End unit assessment answers

Learners may develop different causes of neo-colonialism and defend them, basing of the causes developed below or developing their own ones.

Main causes of neo-colonialism in Africa

- *Unequal exchange.* European countries had colonized most of the continent in the late nineteenth century, instituting a system of economic exploitation in which African raw materials, particularly cash crops and minerals, were expropriated and exported to the sole benefit of the colonizing power.
- *Foreign aid:* Neo-colonialist theorists think that the inability of African economies to develop after independence led many African countries to look for foreign aid. Accepting loans from Europe or America prove the link between independent African governments and former colonizers. They noted as evidence that most foreign aid has been given in the form of loans, with high interest rates. Repayment of these loans contributed to the underdevelopment of African economies because the collection of interest impoverished African peoples.
- *Balkanization:* The most important factor allowing the perpetuation of neo-colonialism in Africa was the “balkanization” of the continent. Colonizers have divided Africa into many administrative units in order to govern it more effectively, and the colonial boundaries had become the lines within which African countries had been given independence. Since then, the interests of Africa have been damaged by the need of each new country to fight for itself.
- ***The role of the ruling class:*** The governing class, which had received power from the colonial government, is the cause of neo-colonialism in Africa. Africans who took power at the time of independence had been favoured by European powers because they were willing to operate a smooth transition from colonialism to neo-colonialism.
- Since they were generally educated and westernized, they had benefited in many ways from the colonial system, they had to gain from a continuation of colonial economic policies. They are accused of collaborating with the colonial power to ensure that the interests of both would be met after the declaration of formal political independence.
- ***Intellectual inability:*** After colonialism has ended in Africa, the West did not consider that Africans were capable of organizing themselves socially, economically and politically. The reason is simply because Africans are believed to be intellectually poor and are reduced to the level of irrationality. Since Africans are different in race, language, and culture from the West, they do not possess the power, the rigor, the quality, and the intellectual analytical abilities that characterize Western philosophical and political traditions.

2. Learners will be asked to analyse any consequences of neo-colonialism, political, social, economic, cultural, and attempt to make comments orally or in writing.

3. To avoid neo-colonialism Africans can take some measures like:

- developing education in order to increase skilled human resources that can stop the dependence on developed countries;
- reducing importations and adopt home made products. This can reduce the African dependence to foreigner currencies;
- building strong institutions with strong leaders. This can help in decision making and reduce external influence;
- promoting regional integration in order to avoid balkanisation and promote regional trade and markets
- Resolving conflicts among Africans in order to avoid interference of imperialist powers;
- Using their numerical power and the possession of natural resources to have fair trade with developed countries. Show to the learners that developing countries keep using their power to divide developing countries when they want to defend their interests.

4. a. *“Those African leaders who chose not to play ball with the West were abruptly assassinated by covert intelligence operations.”*

Take for instance the Congo Crisis saw CIA collusion with the assassination of an African head of state as well as Belgian support to the sectarian Katangese state with the intent of acquiring a stake in copper production. After independence in Congo, Lumumba wanted to change relationship between Congo and Western countries. Accusing Lumumba to be a communist, Americans and Belgians orchestrated his assassination and they put in place Mobutu, a pro-American leader.

In addition consider how the French government can dispatch troops to an African country and have those troops open fire on civilians- this was in the Ivory Coast where civilians were protesting against French domination of the country as Alassane Ouattara, the head of state today, was supported by the French and had the French military backed him to take power. These examples show how western countries have been and are still involved in the ruling of African countries. African leaders are obliged to collaborate with them in order not to be overthrown by them.

b. The learners will be asked to search on internet and raise some cases on which they attempt to make comments. Following cases may guide them:

- The case of Zimbabwe where white settlers have occupied the lands of Africans. When President Robert Mugabe decided to redistribute the land to Africans, western countries claimed and they took economic sanctions to Zimbabwe. But, note that whites are now citizens of Zimbabwe. Learners should understand that laws have to be respected. They can understand that sometimes colonialists got lands unfairly.
- Another case can be Rwanda where Americans are forcing Rwandan Government not to banish the importation of second-hand clothes because the importation of those clothes benefits the Americans. In this case also show to the learners that Rwanda has to respect agreements she signed. But, Rwanda is free to leave agreements when she feels that her interests are alienated.
- Learners can also recall the case of Al Bashir, the president of Soudan. Western countries asked to African countries not receive him; instead they have to arrest him what African leaders consider as interference in their internal affairs. In this case also, you should be careful because avoiding neo-colonialism does not mean supporting impunity in African countries.

5.12. Summary of the unit

This unity covers the causes and impact of neo-colonialism in Africa. The term neo-colonialism became widespread - particularly in reference to Africa - immediately after the process of decolonization. The use of the term neo-colonialism became frequent when Africans realized that even after independence their countries were still subjected to a new form of colonialism. The challenges that neo-colonialism poses to Africa are related to the socio-economic, cultural, and political development of the people and states of the continent.

Causes of neo-colonialism are unequal exchange, foreign aid, balkanization of African countries, the mediation of the ruling class, and the intellectual inability of Africans.

Regarding indicators of neo-colonialism, the latter is manifested in Africa through dependence of African countries on foreign aid and external industrial investments, collaboration with local elites, unfair trade terms, influence of foreign currencies, technological dependence military presence and intervention, use of foreign political ideologies and practices, and cultural degradation in Africa.

Neo-colonialism had economic, political and cultural consequences in Africa. Economically the neo-colonial situation poses serious danger to the evolution of the continent. African leaders have been totally unable to change the colonial economic legacy in of the new independent states. They have made economic choices which undermined the potential for economic growth and at worst destroyed significant areas of commercial activity. Politically, neo-colonialism strengthened European laws and institutions of colonial bureaucracy in Africa which led to failure of parliamentary democracies, adoption of one political single party and military coups backed by western powers. Culturally, one of the effects of Western civilization on Africans is that it occasioned a discontinuity within their life and created a cultural dualism that often presents itself as a real dilemma: some remained traditions are still referred to at the same time with the predominant western traditions. In other words, the African experience of modernity is caught within tensions at every level of the communal and individual life. The post-independence Africa is confronted within the following dilemma: how to have a new cultural identity that is African in nature.

5.13 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

Discuss criteria that are used to classify a country as developing or developed country?

- 2.4 Discuss criteria that are used to classify a country as developing or developed country?
- 2.5 Explain the concept of neo-colonialism
- 2.6 What are some examples of neo-colonialism?
- 2.7 Analyze the main impact of neo-colonialism

Expected answers

1. Criteria used to classify a country in the categories of developing or developed country are:

- School enrolment/educational level
- Life expectance/health status
- Employment rate
- Gross National Product/per capita income

- Urbanization
- Access to water and sanitation infrastructures
- Infant mortality rate
- Industrialisation
- Health services ...

You can advise learners to check on the internet criteria used by the UNDP.

2. Neo-colonialism can be defined as colonialism through other means. Under neo-colonialism, the more powerful country will not actually have its soldiers occupying a country or running its government, but will rather have so many economic and social ties that the smaller, weaker country is basically under the control of the more powerful country. E.g. While France no longer maintains colonies in Africa, some nations such as Chad, are so deeply entwined with France that it can be said to be a neo-colonial relationship.

3. The following are some examples of neo-colonialism:

- An American Senate sits down and discusses the affairs of another country. They analyse the behaviour of the president, opposition leader and other people and decide what to do with them. They specialize in discussing issues outside Western territorial waters. Africa, Asia, Middle East, Central and Southern America and Eastern Europe are the most discussed regions. But Americans are not discussing the same issues for the British, French, Germany or Canada not to mention Australia.
- When a president is taken from his country and imprisoned in other countries (Noriega in Panama, Laurent Gbagbo in Ivory Coast) no president from developed countries has been worried only the ones from developing countries are worried.

4. One of the most obvious impacts is that corporations and core countries get very rich through utilizing developing countries resources. Most of the ordinary person/worker do not benefit from the development.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Explain the arguments of detractors of neo-colonialism
2. Discuss how transnational corporations and international organizations enhance neo-colonialism in Africa.
3. Why does neo-colonialism occur?
4. Discuss the point of view of Sankara. Is what he proposes here possible?



When the Europeans controlled our countries they created debt. The debt was owed to their relatives in Europe. When they left, they expected Africans to pay off this debt. We shouldn't be paying them...

Source: <https://scontent-dft4-2.xx.fbcdn.net>

Expected answers

1. Detractors argue that the concept is merely an attempt to continue to blame colonialism for Africa's problems rather than confront the major issues hampering independent African governments, such as corruption, inefficiency, and protectionism. They argue that these problems, more than any systematic process of external exploitation, have been responsible for the poor performance of African economies since independence.
2. Transnational corporations, such as petroleum and mining companies, and international organizations such as the International Monetary Fund, World Bank and World Trade Organization are responsible for much of the neo-colonial influence in African countries in the early twenty-first century. The activities of these corporations and organizations transcend the boundaries and powers of the traditional nation-state, making it difficult to talk about interregional relationships except in terms of such paradigms as united developed countries (Europe, Canada, and the United States) and underdeveloped and desperate South (Africa, Asia, and Latin America).
3. Neo-colonialism occurs for a number of reasons. Among them are:
 - Imperialism is no longer acceptable in the eyes of world public opinion. Rich countries cannot simply take possession of poor countries anymore. Therefore, neo-colonialism is necessary if rich countries are to control poor ones.

- There are still poor countries. If all countries of the world were wealthy, there could be no neo-colonialism.
- Capitalism dominates the world economy. This gives rich countries and firms in those countries the incentive to go out and try to exploit the resources of poorer countries.

These are the most important reasons why neo-colonialism exists today.

4. Learners can express different points of view about Sankara's point of view on debt paid by Africans. For example supporters can argue that African should stop paying while detractors may argue that is not possible to stop to pay debt as long as were still depending on European countries to survive. Stopping to pay may create sanctions taken by developed countries.

Extended activities

These are suggested questions for gifted and talented students.

- Discuss the impact of Cold War on the emergence of neo-colonialism
- Searching on internet or in textbooks explain the functioning of World Bank, WTO and IMF?
- What Nkrumah proposed to fight against neo-colonialism?
- Explain how Frantz Fanon perceives neo-colonialism and what he proposes as a solution to it.

Expected answers

a. The Cold War that emerged in the post-war period and the subsequent emergence of two rival blocs in international relations, made things worse for the new states. Several new states felt compelled to join either one or another of the two blocs for securing vitally needed economic assistance and military equipment. Such a membership of a bloc acted as a source of outside control over their policies.

b. The World Bank and the IMF, jointly known as the Bretton Woods institutions, were created in 1944 with an aim to help rebuild the economies that had been greatly affected by World War II. The original plans included an international trade organization, but it was not until 1995 that the World Trade Organization (WTO) was formed. The IMF would create a stable climate for international trade by harmonizing its members' monetary policies, and maintaining exchange stability. It would be able to provide temporary financial assistance to countries encountering difficulties with their balance of payments.

The World Bank, on the other hand, would serve to improve the capacity of countries to trade by lending money to war-ravaged and impoverished countries for reconstruction and development projects. By 1944 none of the colonized African countries had attained their independence and hence were neither members nor intended beneficiaries of this grand plan.

Currently the World Bank is the largest public development institution in the world, lending around US\$ 25 billion a year to developing countries for the financing of development projects and economic reforms. It comprises of 183 member countries, including 47 in sub-Saharan Africa, and is headed by the World Bank director who is directly appointed by the US government. The bank is governed under a board of governors, whose voting powers are based on the members' capital subscriptions which means the members with the greatest financial contributions have the greatest say in the Bank's decision-making process. The US government holds 20 percent of the vote and is represented by a single Executive Director while the 47 sub-Saharan African countries, in contrast, have two Executive Directors and hold only seven percent of votes between them. It is evident early on from this fact that the board decisions are not likely to be in favour of the poorest members which are in Africa.

c. According to Nkrumah, the most important factor allowing the perpetuation of neo-colonialism in Africa was the “balkanization” of the continent that had occurred as a result of European colonialism. Colonizers had broken Africa into dozens of administrative units in order to govern it more effectively, and the colonial boundaries had become the lines within which African countries had been given independence. Nkrumah believed that the interests of Africa were being damaged by the need of each new country to defend for itself.

For instance, the fact that each produced and exported its cocoa crop independently was what resulted in lower prices. Nkrumah believed that through African unity and cooperation, the continent could best combat neo-colonialism. This required a policy of nonalignment in the Cold War. Believing that Africa had all the resources necessary to achieve true economic independence, Nkrumah promoted inter-African trade, so that the continent could wean itself from Western imports. He also believed that African unity would help to strengthen African countries' bargaining power on the world market, as well as in international politics. If Africans aligned with each other, rather than with the various Western countries that wished to exploit them, the future could be safeguarded. Nkrumah also believed that concerted efforts toward industrialization should complement agricultural and mineral exports in order that African countries become able to produce their own finished goods and reduce their reliance on European and American manufactured products.

By enacting such policies, the spell of neo-colonialism could be broken, ushering in an era of distinctly African “socialism.” Many African leaders of the day, including Sékou Touré of Senegal and Julius Nyerere of Tanzania, held similar beliefs. Although these men fought diligently for African unity and economic development, their goals were mostly not achieved.

d. Fanon took much of the basis for neo-colonialism for granted, seeing the exploitative tendencies of Western countries as inherent to their capitalist nature. He saw no place for Africa in this system. The African petty bourgeoisie, which had received power from the exiting colonial government, was the primary cause of neo-colonialism in Africa. Fanon believed that the Africans who took power at the time of independence had been favoured by European powers because they were willing to effect a smooth transition from colonialism to neo-colonialism. Since they were generally of the Western-educated middle class who had in many ways benefited from the colonial system, they had the most to gain from a continuation of colonial economic policies. Fanon accused them of collaborating with the colonial power to ensure that the interests of both would continue to be met after the declaration of formal political independence; this class of Africans had betrayed the masses on whose backs the various nationalist movements had been borne. In order to achieve complete and final independence for African countries, “a rapid step must be taken from national consciousness to political and social consciousness” by the masses in order to check the power of the governing class, which had merely replaced the colonial administration as the most direct exploiters of African people. Violent revolution was the only means to drive oppressive neo-colonial forces from the world. Fanon’s ideology was supported by several political actors in Africa, including Amilcar Cabral of Guinea-Bissau, who warred against a deeply entrenched Portuguese colonial regime until his assassination in 1974.



UNIT 6: THE PERFORMANCE OF THE AGE OF ENLIGHTENMENT

6.1 Key unit competence

Assess the impact of the ideas of Enlightenment.

6.2 Prerequisite knowledge and skills

In order to study this unit the learner should have tangible knowledge, skills and competences on:

- Origin, concept and causes of Enlightenment.
- The nature and characteristics of Enlightenment in the 18th century.
- Ideas of different philosophers.
- Phases and impact of the Age of Enlightenment.

6.3 Cross-cutting issues to be addressed

6.3.1 Peace and values education

Applied to this unit six on The Performance of the Age of Enlightenment, learners will be enabled to have a better awareness on peace and values as learners will analyze ideas of philosophers related to peace and values. They will also get positive values embedded in it.

6.2.3 Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

6.3.3. Gender

This cross-cutting issue is applied on unit six by helping learners both boys and girls to exploit their full potential and talents without any discrimination or prejudice. Using ideas of philosophers, learners will get views on equality, human rights, freedoms and liberty which are applied to gender issues.

6.3.4. Environment and sustainability

Using unit six on The Performance of the Age of Enlightenment, this cross-cutting issue (environment and sustainability) will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems-basing on the Enlightenment ideas that the natural world is governed by laws that can be discovered through reason. In other words, philosophers' ideas of equality and separation of powers contribute to maintaining peace. As a result, a peaceful world can help to safeguard our environment.

6.4 Guidance on the introductory activity

At the beginning of this unit six, the introductory activity (**Learner's book page 175**) motivates learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they discover answers to the questions they were asking themselves at the beginning. This will help learners to identify some issues and open them to what they did not know and be inquisitive to know about the Age of Enlightenment (origins, concept, causes, nature, characteristics and impact).

Introductory activity

Possible answers of the introductory activity

1. The Enlightenment was a sprawling intellectual, philosophical, cultural, and social movement that spread through England, France, Germany, and other parts of Europe during the 1700s.
2. It was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century, and later in North America.
3. It is a term used to describe a time in Western philosophy and cultural life centred upon the eighteenth century, in which reason was advocated for as the primary source and legitimacy for authority.

4. The Age of Enlightenment or the Age of Reason was a period in Europe during the 17th and 18th centuries when many individuals refused to acknowledge the authority of the Scripture and instead exalted their own reason to a place of extreme authority.
5. It was a period in which people rejected traditional ideas and supported a belief in human reason.

Learners can give other ideas which are not here. You are advised to make more readings before teaching the unit so that you can get a clear understanding of this era. Help learners to emphasize on what is embedded in the unit outcomes. Thereafter you can explain the main phases of the Age of Enlightenment before moving to lesson 1.

6.5. List of lessons

| Number of the lessons | Lesson title | Learning objectives | number of period/10 |
|-----------------------|---|--|---------------------|
| 1 | Introduction to the Age of Enlightenment: Origin, concepts and causes | Define and describe the origin, concept and causes of the Age of Enlightenment | 2 |
| 2 | The nature and characteristics of the Age of Enlightenment | Examine the nature and characteristics of the Age of Enlightenment | 2 |
| 3 | Ideas of different philosophers | Explain the different ideas of philosophers during the Age of Enlightenment | 2 |
| 4 | Impact of the Age of Enlightenment | Describe and assess the impact of the Age of Enlightenment | 3 |
| 5 | Evaluation/End of Unit Assessment | Sum up the whole unit | 1 |

6.6.Lesson 1: Introduction to the Age of Enlightenment: Origin, concept and causes

a. Prerequisites/Revision/Introductionm

To begin this lesson, you can ask learners some questions related to the lesson on the political economic and intellectual developments in the medieval and modern times offered in senior 4.

b. Teaching resources

Learner's book, computer, maps, internet and documentary films on the Age of Enlightenment (if available)

c. Learning activities

Teacher helps learners to form groups and asks them to use their textbooks and discuss the concept of the Age of Enlightenment.

After this activity, you can ask at least two learners to present the results of their discussion about the origin, concept and causes of the Age of Enlightenment to the whole class.

d. Application activity 6.1

Answers to the application activity

1. The following are different concepts of enlightenment:

- The Enlightenment was a sprawling intellectual, philosophical, cultural, and social movement that spread through England, France, Germany, and other parts of Europe during the 1700s.
- It was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century, and later in North America.
- It is a term used to describe a time in Western philosophy and cultural life centred upon the 18th century, in which reason was advocated as the primary source and legitimacy for authority.
- The Age of Enlightenment or the Age of Reason was a period in Europe during the 17th and 18th centuries when many individuals refused to acknowledge the authority of the Scripture and instead exalted their own reason to a place of extreme authority.
- It was a period in which people rejected traditional ideas and supported a belief in human reason.

- This movement was spearheaded by Philosophers such as Rousseau, Montesquieu, Diderot, Adam Smith etc.
- During this period, the use of reason in shaping people’s ideas about society and politics defined a period called the Enlightenment.
- People began to put great importance to reason, or logical thought.
- They used reason to try and solve problems such as poverty and war.
- It was believed that the use of reason could achieve three great goals: knowledge, freedom and happiness

2. The causes of enlightenment were:

- People believed and wanted economic improvement and political reform and believed both were possible.
- Rulers who believed in enlightened absolutism wanted to centralize their authority to reform their countries.
- They put the well-being of their country above anything else; including religion.
- Need for administrative reform in France after the wars of Louis XIV.
- The wars of Louis XIV left a huge debt and lots of commotion.
- Philosophers started to write topics that relate to government, politics and rights.
- People began thinking differently about these subjects and coming up with their own opinions; which, according to Kant, happens when someone is enlightened.
- Growth of the print culture that made ideas circulate faster through books, journals, newspapers, and pamphlets.
- Isaac Newton and John Locke’s ideas were the basis for the Enlightenment.
- Newton’s tabula rasa (blank page) and other fundamental ideas were brought to the public.
- Newton’s discoveries in science and such allowed people to question things more.
- People began to think the universe is understandable through science, not religion.
- Inspiration came from the Scientific Revolution.

- The discovery that the earth was not at the centre of the universe and the discovery that God had not created everything lead to a new way of thought where the Church's validity was questioned.
- Deism believed that rational and religion can be combined.
- Philosophers wanted to transform religion into an encouraging force to improve living.
- People started to think for themselves and started disregarding the idea of following God's laws and started following their 'own' laws and thinking for themselves.

6.7.Lesson 2: The nature and characteristics of the Age of Enlightenment

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson.

b. Teaching resources

Learner's book, maps, computer, CDs, internet and documentary films on the Age of Enlightenment (where they are available)

c. Learning activities

The teacher asks the learners to use their textbooks and tries to explain the nature and characteristics of the Age of Enlightenment.

After this activity, the teacher engages learners in the explanation of the nature and characteristics of the Age of Enlightenment.

d. Application activity 6.2

Answers to the application activity

1. The nature of the Age of Enlightenment

- The Enlightenment of the 18th century Europe was an intellectual movement among the upper and middle class elites.
- It involved a new world view which explained the world and looked for answers in terms of reason rather than faith, and in terms of an optimistic, natural, humanistic approach rather than a fatalistic (the belief that all events are predetermined and therefore inevitable), supernatural one.

- Understanding the physical world through processes of logic and observation encouraged the belief that similar progress might be made in the area of political economy and social relations.
- People began to question old ideas about the world around them through reason and rational thinking. This led to the Scientific Revolution and the Age of Reason or Enlightenment. People used the human mind to comprehend the universe as never before.
- Human sympathy, rather than supernatural grace was viewed as basis for the moral life. This reliance on human sympathy as a catalyst for moral choice encouraged the belief that each individual had the power to control his or her spiritual destiny.
- Like the scientific revolution, the Enlightenment involved an application of the natural, humanistic attitudes typical of the Renaissance.

2. Characteristics of the Age of Enlightenment

- The Enlightenment or the Age of Reason was marked by the glorification of man's ability to reason.
- Science and development served as the backbone for the popularity of law and reason.
- Stability and peace were regarded as the hallmarks of this period.
- This period was called The Augustan Age named after the Roman emperor Augustus who stabilized and expanded the Roman Empire.
- Greater cultural development took place but with the social desire of everyone remaining within the hierarchical order for stability to be established.
- At the same time, it is to be borne in mind that due to the agrarian society evolving into an industrial economy, there was a great flux in the value system and the cultural background of England.
- Its participants thought they were illuminating human intellect and culture after the 'dark' Middle Ages.
- Characteristics of the Enlightenment include the rise of concepts such as reason, liberty and the scientific method. Enlightenment philosophy was sceptical of religion-especially the powerful Catholic Church.

- Independent thought was embraced, scepticism ran freely through work, and new values, including an emphasis on science, became quite common among the educated classes. Not surprisingly, this Enlightenment found its way to the literary world as well. This era was dominated by the Declaration of Independence and by thoughts of thinkers such as Thomas Jefferson, Alexander Hamilton and James Madison, who laid the founding stones of the modern free world that we enjoy today.

6.8 Lesson 3: Ideas of different philosophers

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson. They can respond orally or by writing.

b. Teaching resources

Learner's book, maps, computer, CDs, internet and documentary films on the Age of Enlightenment (where they are available)

c. Learning activities

The teacher asks the learners to use their textbooks and write a short text describing the ideas of different philosophers.

After this activity, one learner can present what he/she had written teacher engages learners in the description of the ideas of different philosophers.

d. Activity 6.3

Answers to activity 6.3

1. Ideas of different philosophers (John Locke, Montesquieu, Jean-Jacques Rousseau and François-Marie Arouet Voltaire and Denis Diderot)

a. John Locke was a Philosopher who favoured limited government. Only governments with limited power, which are accepted by all citizens, protected the natural rights of the people. The main ideas of John Locke were:

- People have natural rights to life, liberty and property. Since these rights are natural, no one should take them away, including the government and the king.
- Government is created to protect the natural rights of the people and has only the limited and specific powers the people consent (approval) to give it.

- Citizens should rebel against unjust governments.
- Governments should have limited power -no absolutism.

b. Montesquieu was a Philosopher who believed in protecting liberty by dividing the various functions and powers of government among three branches; proposed a system of checks and balances. He published *The Spirit of Laws*. The main ideas of Montesquieu were:

- He courageously fought for civil rights in France like the freedom of religion, freedom of expression, and free trial.
- He advocated for the separation of the Church and the State.

c. Jean-Jacques Rousseau was a Philosopher and writer born in Switzerland. He believed that the natural goodness of man was warped by society. His ideas influenced the French Revolution. The main ideas of Jean-Jacques Rousseau were:

- People are basically good, but corrupted by the evils of society;
- Society needs an elected government (democracy);
- The community should be placed above individuals;
- Politics and morality are not separate;
- Government is a contract between the ruler and citizens;
- State is created to preserve freedom;
- ‘All men are born free, but everywhere they are in chains’.

d. Voltaire was a Philosopher who used his writings to fight ignorance, superstition, and intolerance. He defended freedom of thought through his writings. The main ideas of Voltaire were:

Voltaire defended freedom of thought and used biting wit as a weapon to expose the abuses of his day.

- He targeted corrupt officials and idle aristocrats.
- With his pen, he battled inequality, injustice, and superstition.
- He detested slave trade and deplored religious prejudice.

e. Application activity 6.3

Possible answers for application activity 6.3

1. Refer to the ideas of different Philosophers.
2. Help learners to understand that some leaders are not guided by the interests of their people. Sometimes they do not integrate them in decision making process. People are not consulted in decision making process or in policy implementation. This means that election itself is not enough for good leadership.
3. You can help learners to understand that Voltaire fought against slavery. For instance in French Guinea when he met a mutilated slave he referred to the Bible preaching that human beings have common origins and Voltaire stated that “no one could treat their relatives more horribly”. In France he fought also for the right to a fair trial and freedom of religion and was against the hypocrisies and injustice of the ancient regime. He was inequalities in terms of power and taxes instituted by the latter between the clergy and nobles on one side and the commoners and middle class who were paying higher taxes.
4. Help learners to link the statement to their experience. They can for instance ask themselves if dictatorial regimes preserve their citizens’ freedom. Do they agree with the fact that it is the society which corrupts people? Do not people have the capacity to take their own decision? The statement cannot help people to become wrong doers in name of the society?

You can help learners to think about the role of the government and citizens’ role and rights in the society.

6.9. Lesson 4: Impact of the Age of Enlightenment

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson. The teacher can also use photographs of the mentioned philosophers and ask learners to identify them thereafter learners can describe their ideas.

b. Teaching resources

Learner’s book, the internet and documentary films, photographs of philosophers, extracts of texts (where they are available)

c. Learning activities

The teacher asks the learners to use their textbooks and try to discuss about the impact of the Age of Enlightenment in groups of five.

After this activity, at least two groups present their ideas to the whole class. Other groups can either make more comments or ask questions and give additional information.

d. Application activity 6.4

Answers to the application activity 6.4

1. Phases of Enlightenment

Before starting this unit you should be aware of its historical evolution so that you can help learners to integrate main ideas of this era in their historical phase.

a. The early Enlightenment: 1685-1730

The Enlightenment's important 17th-century precursors (forerunners) included the Englishmen Francis Bacon and Thomas Hobbes, the Frenchman Renee Descartes and the key natural philosophers of the Scientific Revolution, including Galileo, Kepler and Leibniz (the German philosopher and mathematician).

Its roots are usually traced to 1680s England, where in the span of three years Isaac Newton published his 'Principia Mathematica' (1686) and John Locke his 'Essay Concerning Human Understanding' (1689)-two works that provided the scientific, mathematical and philosophical toolkit for the Enlightenment's major advances.

b. The high Enlightenment: 1730-1780

Centred on the dialogues and publications of the French 'philosophers' (Jean-Jacques Rousseau, François-Marie Arouet Voltaire, Baron de Montesquieu, Georges-Louis Buffon and Denis Diderot), the High Enlightenment might best be summed up by one historian's summary of Voltaire's 'Philosophical Dictionary': 'a chaos of clear ideas'.

Foremost among these was the notion that everything in the universe could be rationally demystified and catalogued. The signature publication of the period was Diderot's 'Encyclopaedia' (1751-1777), which brought together leading authors to produce an ambitious compilation of human knowledge.

c. The late Enlightenment and beyond: 1780-1815

The French Revolution of 1789 was the culmination of the High Enlightenment vision of throwing out the old authorities to remake society along rational lines, but it degenerated into bloody terror that showed the limits of its own ideas and led, a decade later, to the rise of Napoleon.

The most influential publication of the Enlightenment was the Encyclopaedia. Published between 1751 and 1772 in thirty-five volumes, it was compiled by Diderot, d’Alembert (until 1759) and a team of 150 scientists and philosophers. It helped spread the ideas of the Enlightenment across Europe and beyond.

Other landmark publications were Voltaire’s *Dictionnaire philosophique* (Philosophical Dictionary; 1764) and *Letters on the English* (1733); Rousseau’s *Discourse on Inequality* (1754) and *The Social Contract* (1762); Adam Smith’s *The Wealth of Nations* (1776); and Montesquieu’s *The Spirit of the Laws* (1748). The ideas of the Enlightenment played a major role in inspiring the French Revolution, which began in 1789.

After the Revolution, the Enlightenment was followed by the intellectual movement known as Romanticism.

2. ‘Romanticism’ and ‘Scepticism’

a. Romanticism

- Romanticism (also the Romantic era or the Romantic period) was an artistic, literary, musical, cultural and intellectual movement that originated in Europe toward the end of the 18th century, and in most areas was at its peak in the approximate period from 1800 to 1850.
- Romanticism was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature, preferring the medieval rather than the classical.
- It was partly a reaction to the Industrial Revolution, the aristocratic social and political norms of the Age of Enlightenment, and the scientific rationalization of nature—all components of modernity.
- It was embodied most strongly in the visual arts, music, and literature, but had a major impact on historiography, education, the social sciences, and the natural sciences.
- It had a significant and complex effect on politics, with romantic thinkers influencing liberalism, radicalism, conservatism and nationalism.

b. Scepticism

- Scepticism is generally any questioning attitude or doubt towards one or more items of putative knowledge or belief.
- It is often directed at domains, such as the supernatural, morality (moral scepticism), religion (scepticism about the existence of God), or knowledge (scepticism about the possibility of knowledge, or of certainty).

Causes for the decline of the Age of Enlightenment

- The Age of Enlightenment became a victim to competing ideas from several sources. Romanticism was more appealing to less-educated common folk and pulled them away from the empirical, scientific ideas of earlier Enlightenment philosophers.
- The theories of scepticism came into direct conflict with the reason-based assertions of the Enlightenment and gained a following of their own.
- What ultimately and abruptly killed the Enlightenment, however, was the French Revolution.
- Begun with the best intentions by French citizens inspired by Enlightenment thought, the revolution attempted to implement orderly representative assemblies but quickly degraded into chaos and violence.
- Many people cited the Enlightenment-induced breakdown of norms as the root cause of the instability and saw the violence as proof that the masses could not be trusted to govern themselves.
- The 17th and 18th century philosophy was still rooted in religion, with notions of equality, individuality and liberty that were largely metaphysical. The 19th century, however, marked the beginning of the end for Enlightenment-era metaphysics.
- Colonialism and exposure to other cultures.
- Industrialization and its abuses.
- The rise of science and scientific materialism.

6.10 Additional Information

Key enlightenment ideas:

- The ability to reason is unique to humans.
- Reason can be used to solve problems and to improve people's lives.
- Reason can free people from ignorance.
- The natural world is governed by laws that can be discovered through reason.
- Natural laws also govern human behaviour.
- Governments should reflect natural laws and encourage education and debate.

6.11 End of Unit assessment

6.11.1 End of unit assessment activities

1. The origins of the Age of Enlightenment.

Suggested answers:

- Enlightenment was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century, The Century of Philosophy.
- The Enlightenment included a range of ideas centred on reason as the primary source of authority and legitimacy and came to advance ideals like liberty, progress, tolerance, fraternity, constitutional government and separation of church and state.
- In France, the central doctrines of the Enlightenment philosophers were individual liberty and religious tolerance, in opposition to an absolute monarchy and the fixed dogmas of the Roman Catholic Church.
- The Enlightenment was marked by an emphasis on the scientific method and reductionism, along with increased questioning of religious orthodoxy.
- French historians traditionally place the Enlightenment between 1715 (the year that Louis XIV died) and 1789 (the beginning of the French Revolution). Some recent historians begin the period in the 1620s, with the start of the scientific revolution. The philosophers of the period widely circulated their ideas through meetings at scientific academies, Masonic lodges, literary salons, coffee houses and in printed books and pamphlets.

- Different factors spurred it on, such as the clout of the Church and State and the power struggle between them, as well as the Western discovery of new societies with radically different cultural traditions and norms.
- Many intellectuals also felt discontented with the fixed social striations among their own collectives and angry at their governments' unwillingness to grant personal rights.
- The ideas of the Enlightenment undermined the authority of the monarchy and the Church and paved the way for the political revolutions of the 18th and 19th centuries.
- A variety of 19th-century movements, including liberalism and neo-classicism, trace their intellectual heritage back to the Enlightenment.

2. The nature and characteristics of the Age of Enlightenment

- The Enlightenment of the eighteenth century Europe was an intellectual movement among the upper and middle class elites.
- It involved a new world view which explained the world and looked for answers in terms of reason rather than faith, and in terms of an optimistic, natural, humanistic approach rather than a fatalistic (the belief that all events are predetermined and therefore inevitable), supernatural one.
- Understanding the physical world through processes of logic and observation encouraged the belief that similar progress might be made in the area of political economy and social relations.
- People began to question old ideas about the world around them through reason and rational thinking. This led to the Scientific Revolution and the Age of Reason or Enlightenment. People used the human mind to comprehend the universe as never before.

Human sympathy, rather than supernatural grace was viewed as basis for the moral life. This reliance on human sympathy as a catalyst for moral choice encouraged the belief that each individual had the power to control his or her spiritual destiny.

3. Effects of the Enlightenment philosophers on government and society

- Enlightenment philosophers had an enormous impact on government and society because they helped to introduce ideas and structures that became realities in governments across the world.

- By focusing on ideas such as democracy, liberty, freedom of speech, human rights, natural rights, and the role of revolution the enlightenment thinkers helped to spread humanism and a push for democracy in countries around the globe.
- The Age of Enlightenment came up with new ideas that reordered politics and government drastically. These philosophers and the democratic governments that they created had a deep effect on the American and French revolutions.
- Starting in the 1600s, European philosophers began arguing on who should rule and govern a nation. As the absolute rule of kings destabilized, Enlightenment philosophers debated for various forms of democracy.
- John Locke (1632-1704) favoured a representative government such as the English Parliament, which had a hereditary House of Lords and an elected House of Commons.
- According to Locke, the supreme authority of government should reside in the law-making legislature, like England's Parliament. The executive (prime minister) and courts would be creations of the legislature and under its authority.
- Charles Montesquieu (1689-1755) concluded that the best form of government was one in which the legislative, executive, and judicial powers were separate and kept each other in check to prevent any branch from becoming too powerful. He believed that uniting these powers, as in the monarchy of Louis XIV, would lead to despotism.
- While Montesquieu's separation of powers theory did not accurately describe the government of England, Americans later adopted it as the foundation of the U.S. Constitution.
- Jean-Jacques Rousseau (1712-1778) argued that all political power must reside with the people, exercising their general will. The people, meeting together, will deliberate individually on laws and then by majority vote find the general will. Rousseau's general will was later embodied in the words 'We the people . . .' at the beginning of the U.S. Constitution.
- You can also point out some ideas from Thomas Hobbes:
- Thomas Hobbes (1588 to 1679) took an intellectual route from mathematics to political theory, a path that led him to advocate absolute monarchy.
- Hobbes believed that a government headed by a king was the best form that the sovereign could take. Placing all power in the hands of a king would mean more resolute and consistent exercise of political authority, Hobbes argued.

4. The decline of the Age of Enlightenment

- The Age of Enlightenment became a victim to competing ideas from several sources. Romanticism was more appealing to less-educated common folk and pulled them away from the empirical, scientific ideas of earlier Enlightenment philosophers.
- The theories of scepticism came into direct conflict with the reason-based assertions of the Enlightenment and gained a following of their own.
- What ultimately and abruptly killed the Enlightenment, however, was the French Revolution.
- Begun with the best intentions by French citizens inspired by Enlightenment thought, the revolution attempted to implement orderly representative assemblies but quickly degraded into chaos and violence.
- Many people cited the Enlightenment-induced breakdown of norms as the root cause of the instability and saw the violence as proof that the masses could not be trusted to govern themselves.
- What ultimately and abruptly killed the Enlightenment, however, was the French Revolution.
- The 17th and 18th century philosophy was still rooted in religion, with notions of equality, individuality and liberty that were largely metaphysical. The 19th century, however, marked the beginning of the end for Enlightenment-era metaphysics.
- Colonialism and exposure to other cultures.
- Industrialization and its abuses.
- The rise of science and scientific materialism.

6.12 End of unit summary

The Enlightenment was the product of a vast set of cultural and intellectual changes in Europe during the 1500s and 1600s - changes that in turn produced the social values that permitted the Enlightenment to sweep through Europe in the late 1600s and 1700s.

One of the most important of these changes was the Scientific Revolution of the 1500s and 1600s. During the Scientific Revolution, European thinkers tore down the flawed set of 'scientific' beliefs established by the ancients and maintained by the Church. To replace this flawed knowledge, scientists sought to discover and convey the true laws governing the phenomena they observed in nature.

The Age of Enlightenment was a period of scientific awakening, largely centred around France, although the starting point for Enlightenment was John Locke's (1632-1705) book *Essay Concerning Human Understanding* (1690), which was a relentless attack on metaphysical arguments. Metaphysics is posing the existence of objects that cannot be observed.

The Enlightenment met the church head on, tackling previously avoided issues. It was, at least initially, an act of great courage to defy the church. The focus on self-consciousness led to a break with the past rather than a gradual change and the tendency towards specialisations led to hastening of division of disciplines and spawned many specialist journals and an active printing industry.

Enlightenment thinkers in Britain, in France and throughout Europe questioned traditional authority and embraced the notion that humanity could be improved through rational change. The Enlightenment produced numerous books, essays, inventions, scientific discoveries, laws, wars and revolutions.

The American and French Revolutions were directly inspired by Enlightenment ideals and respectively marked the peak of its influence and the beginning of its decline. The Enlightenment ultimately gave way to 19th-century Romanticism.

Four areas where significant change occurred were:

- **Religious:** Questioning of Catholic beliefs and Protestantism led to tolerance for new ideas.
- **Intellectual:** Free intellectual inquiry resulted from widespread opposition to religious intolerance; the French revolution led to 'age of reason'; educational institutions free of religious allegiance also spread.
- **Economic:** Industrial revolution, move away from agrarian fiefdoms led to an increasingly wealthy, independent and educated middle class.
- **Political:** Nation-states emerged, ruled by kings and parliaments that only paid lip-service to religious rule.
- **Parties and factions** which have legitimate differences of opinion expanded.

6.13. Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Explain how Science led to the Enlightenment.

Explain how thinking changed during the Age of Enlightenment.

1. How Science led to the Enlightenment

Suggested answers

- The Enlightenment developed through a snowball effect: small advances triggered larger ones, and before Europe and the World knew it, almost two centuries of philosophizing and innovation had ensued.
- These studies generally began in the fields of earth science and astronomy, as notables such as Johannes Kepler and Galileo Galilei took the old, beloved ‘truths’ of Aristotle and disproved them.
- From these discoveries emerged a system for observing the world and making testable hypotheses based on those observations.
- At the same time, however, scientists faced ever-increasing scorn and scepticism from people in the religious community, who felt threatened by science and its attempts to explain matters of faith. Nevertheless, the progressive, rebellious spirit of these scientists would inspire a century’s worth of thinkers.
- In the explanations you can also add that:
- Thinkers such as René Descartes and Francis Bacon revised the scientific method, setting the stage for Isaac Newton and his landmark discoveries in physics.

2 Change of thinking during the Age of Enlightenment

Suggested answer

- The Enlightenment of 18th century was an extension of the scientific revolution in which rational thought and reason was extended from nature to society.
- Thinkers of the Enlightenment, known as philosophers, completely rejected the supremacy of religion, superstition and Church authority and replaced it with reason.

- Enlightenment synthesized Greek inclination on rational thinking, Stoic emphasis on natural law and Christian idea of equality of man. Enlightenment thus had a profound impact on the social and economic thinking of that time.
- Philosophers were French thinkers who believed that the use of reason could lead to reforms of government, law, and society.
- The thinkers of enlightenment shattered the influence of superstition, revelations and priestly authority and emphasized the importance of human intelligence and rational thinking. In their writings, philosophers urged to break the shackles of tradition.
- In the words of Immanuel Kant, ‘Enlightenment is man’s leaving his self-caused immaturity’. Thinkers of this era argued that reason alone is sufficient to reform societies.
- They criticized intolerance and inequality in the society. John Locke, one of the principle figures of Enlightenment, advocated for religious tolerance, human equality and liberty. His ideas on government, law and liberty inspired the reformers of French revolution.
- The spread of enlightenment Philosophers ideas sparked changes in governments and society throughout Europe.
- Encouraged by ideas such as natural law and social contracts, people challenged the structure of governments and society in existence since the Middle Ages.
- Across the Atlantic, Locke’s ideas influenced the founding father of the United States of America. The American Declaration of Independence, the Constitution and the Bill of Rights all reflect the ideals of Enlightenment such as all men are created equal and possess inalienable rights of life, liberty and pursuit of happiness.
- The age of Enlightenment also had a profound effect on the economy. Ideas of free trade or laissez faire were first propagated in this period.
- As people moved from rural areas to cities, economic reliance shifted from agriculture to non-agriculture products. Life style began to change.
- A new breed of middle class merchants and trader flourished. This transformation led to economic globalization of Europe.

- Although most of the thinkers of Enlightenment were deists and believed in one God, they denounced religious mysteries, miracles and prophecies. Some took a more extreme approach and denied the existence of God and attributed the notion to human ignorance, superstition and fear.
- Philosophers also stressed the importance of practical knowledge and education to promote human happiness and control over environment. They refused to dwell on insoluble metaphysical issues irrelevant to human condition and proposed pragmatic studies.
- The thinkers of Enlightenment also denounced slavery and slave trade. They argued that slavery violates the fundamental principles of justice and equality.
- The Enlightenment brought cultural changes as writers, artists, and musicians spread new ideas. Even absolute monarchs in Europe became enlightened despots by granting greater freedoms in their realms.
- Enlightenment thus played a pivotal role in transforming social, political, religious and economic life in Europe. Established authority of Church was displaced with that of reason and efforts were directed to improving the state of people.

Consolidation activities

The following questions are suggested for deep development of competences.

Questions:

1. Write short notes on the following terms used during the Age of Enlightenment: (a) Scepticism (b) Scientific materialism (c) Romanticism (d) Tabula rasa (e) Freethinking
2. Briefly analyse the characteristics of the following: (a) Ancien Regime (b) Rationalism (c) The Social Contract (d) Theory of mind (e) Nobility

Suggested answers:

(a) Scepticism is generally any questioning attitude or doubt towards one or more items of putative knowledge or belief. It is often directed at domains, such as the supernatural, morality, religion, or knowledge.

(b) Scientific materialism is the belief that physical reality, as made available to the natural sciences, is all that truly exists.

(c) Romanticism was the attitude or intellectual orientation that characterized many works of literature, painting, music, architecture, criticism, and historiography in Western civilization over a period from the late 18th to the mid-19th century.

(d) Tabula rasa refers to the mind before it receives the impressions gained from experience. It is the epistemological (theory of knowledge) idea that individuals are born without built-in mental content and that therefore all knowledge comes from experience or perception. In other words, it is ‘the mind in its primary state’, from Latin *tabula rasa*, literally ‘scraped tablet or clean slate’, ‘from which writing has been erased, thus ready to be written on again.

(e) Freethinking refers to a person who forms opinions on the basis of reason, independent of authority or tradition, especially a person whose religious opinions differ from established belief.

2. (a) Ancien Régime (old regime) was the political and social system of the Kingdom of France from the Late Middle Ages until 1789, when hereditary monarchy and the feudal system of French nobility were abolished by the French Revolution. Note the issue of inequality which characterised this regime.

(b) Rationalism is any view appealing to intellectual and deductive reason (as opposed to sensory experience or any religious teachings) as the source of knowledge or justification. Rationalists hold that the best way to arrive at certain knowledge is using the mind’s rational abilities. It was a philosophical movement which gathered momentum during the Age of Reason of the 17th Century.

(c) The social contract is a theory or model that originated during the Age of Enlightenment. Usually, the social contract concerns the origin of society and the legitimacy of the authority of the state over the individual. Social contract arguments typically posit that individuals have consented, either explicitly or tacitly, to surrender some of their freedoms and submit to the authority of the ruler or magistrate (or to the decision of a majority), in exchange for protection of their remaining rights. **It is the contract or agreement between the rulers and the ruled defining the rights and duties of each.** The question of the relation between natural and legal rights, therefore, is often an aspect of social contract theory. The term takes its name from *The Social Contract* a 1762 book by Jean-Jacques Rousseau that discussed this concept.

(d) Theory of mind is the ability to recognize and attribute mental states-thoughts, perceptions, desires, intentions, feelings - to oneself and to others and to understand how these mental states might affect behaviour. It is also an understanding that others have beliefs, thought processes and emotions.

(e) Nobility is a social class in aristocracy, normally ranked immediately under royalty that possesses more acknowledged privileges and higher social status than most other classes in a society and with membership thereof typically being hereditary. In other words, it is a socially or politically privileged class whose titles are conferred by descent or by royal decree.

Extended activities

1. Assess the career and achievements of Isaac Newton.

Suggested answer:

- Isaac Newton was an English physicist and mathematician, who was the culminating figure of the scientific revolution of the 17th century.
- In optics, his discovery of the composition of white light integrated the phenomena of colours into the science of light and laid the foundation for modern physical optics.
- In mechanics, his three laws of motion, the basic principles of modern physics, resulted in the formulation of the law of universal gravitation.
- In mathematics, he was the original discoverer of the infinitesimal calculus.
- Isaac Newton's ideas were the basis for the Enlightenment. His tabula rasa (blank page) and other fundamental ideas were brought to the public.
- Isaac Newton used the scientific method to make a range of discoveries. His achievements using the scientific method helped inspire Enlightenment thinkers.
- Newton's discoveries anchored the Scientific Revolution and set the stage for everything that followed in mathematics and physics.
- Newton's discoveries in science allowed people to question things more.
- From Sir Isaac Newton's discoveries emerged a system for observing the world and making testable hypotheses based on those observations.
- At the same time, however, scientists faced ever-increasing scorn and scepticism from people in the religious community, who felt threatened by science and its attempts to explain matters of faith.
- Nevertheless, the progressive, rebellious spirit of these scientists would inspire a century's worth of thinkers.
- Isaac Newton published his *Principia Mathematica* (1686) that provided the scientific, mathematical and philosophical toolkit for the Enlightenment's major advances. It introduced the world to gravity and fundamental laws of motion.
- Isaac Newton is widely credited with developing the idea of natural law, according to which the universe proceeds in a uniform manner without the need for divine intervention.

2. In your opinion in what ways did the writings of Comenius and Grotius foreshadow the themes of the later Enlightenment?

Suggested answer:

The works of Comenius and Grotius set the stage for Enlightenment thought in a variety of ways. First, the very fact that they were writing in protest of a national event—the Thirty Years’ War—was revolutionary, as most European governments up to that point had looked very unfavourably upon individuals who might be seen as undermining their authority.

Moreover, the substance of Comenius’s and Grotius’s arguments contains clear elements that were mirrored in the works of later Enlightenment thinkers.

Comenius emphasized the importance of education, claiming that educated citizens would be less likely to go to war.

With this suggestion, Comenius made the same argument that the French philosophers would almost a century later—that reason, and the ability to think and analyze a situation, could solve the problems of the world.

Both Comenius and Grotius stressed the importance of treating men as individuals, not as commodities—a sentiment that they expressed in different ways.

Comenius felt that, physiologically speaking, we are all the same, and it is therefore unnecessary to fight with each other. Grotius wrote that we all have a responsibility to God to use our lives wisely, and thus giving one’s life for war is an irresponsible way to die.

In short, although they phrased it different ways, both men set forth the same ideas: individual liberty, humane treatment for citizens, and ultimately a change in the way that nations and rulers viewed their citizens.

2. Comparison between Hobbes’s perspective on man with Locke’s and how that perspective affects their respective ideal governments

Suggested answer:

Although both hailed from England and both rose to prominence early in the Enlightenment, Hobbes and Locke took diametrically opposite approaches in their political philosophies. Hobbes was steadfast in his belief that all humans are inherently

evil or base by nature. As a result, all people are intrinsically motivated to provide themselves with as many resources as possible. Because resources in the world are limited, people thus become selfish and greedy in their competition for these resources.

From this belief emerged Hobbes's ideal government: one in which a single figure oversees a country and rules using fear. Hobbes believed that fear was the most effective way to control the citizenry and prevent the disorder that would result from each individual greedily pursuing his or her wants.

Locke was far more optimistic, stating that all humans were capable and that they strove for the betterment of the world.

His one caveat was that humans in a society would all have to compromise on some of their ideals in the interest of forming a government that best served everyone - however, he believed that humans were reasonable enough to do so.

Subsequently, Locke was a proponent of a representative democracy. Such a system would allow all of these rational, thinking people in a society to contribute to their governance, but in such a way that found compromise and kept any one individual's or group's wants from crowding out the others.

3. Factors that caused the German Enlightenment to lag behind the English and French Enlightenments

Suggested answer:

In the late 1600s and early 1700s, when the Enlightenment was well under way in Britain and France, Germany was highly fragmented both politically and culturally. It was technically not a nation at all but rather a multitude of small sovereign states. Furthermore, nearly all of these states were ruled by despots who instituted strict censorship, stifling intellectual development and making the dissemination of new knowledge difficult.

German culture and literature were likewise disjointed, with different regions drawing on different influences and no distinct literary style yet in place. Whereas France and other European countries used vernacular languages for literature, the literary language in Germany was still predominantly Latin. As a result, Enlightenment ideas from England and France took a long time to spread to Germany. Moreover, German intellectual culture had a prominent streak of conservatism that was lacking in England and France.

Christianity was still a dominant force in Germany, where there was not nearly the level of popular discontent with religion and the Church that there was in other western European nations. Many German intellectuals still incorporated traditional Christian themes into their thought and therefore rejected the Enlightenment's 'heretical' focus on pure reason and empiricism. Leibniz, for instance, made a number of great discoveries in mathematics and philosophy, but his religious devotion kept him from straying too far from tradition. As a result, when the German Enlightenment finally did begin in the late 1700s, it proceeded in an entirely different direction from the English and French Enlightenments, embracing reason and rationalism but maintaining strong elements of religion and spirituality at the same time.

UNIT 7 : THE CAUSES, COURSES AND EFFECTS OF FIRST AND SECOND WORLD WARS

7.1 Key unit competence

Examine the causes, course and the effects of the first and the second World Wars.

7.2 Prerequisite knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on the following issues:

- Major European events from 1836 to 1878 seen in senior 5
- European domination and the exploitation of Africa in the 19th century taught in senior 5
- Major European events from 1789 to 1835, studied in senior 4

In addition, the learner should have some understanding on the importance of peace, freedom liberty and respect of the citizens in order to develop the spirit of patriotism.

7.3. Cross-cutting issues to be addressed

7.3.1. Peace and values education

Applied to this unit 7 on The causes, course and effects of First and Second World Wars the learners will be enabled to have a better awareness of the causes, course and effects of world wars, peace settlements and the role of the United Nations Organisation in peace keeping, and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity, tolerance, courage. The previous values are indicated in all sections of this unit which show the solidarity between the different people engaged in wars who helped each other and assisted their colleagues in difficult conditions.

7.3.2 Inclusive education

Through the learning and teaching process of this unit, care will be given to all the learners including SEN cases. At this time, all the learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

7.3.3 Genocide Studies

Dealing with unit 7 on “**The causes, course and effects of the First and Second World Wars**” the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand how the rise of fascisms led to the outbreak of the Holocaust. In this unit, you can also help the learners to fight against the genocide ideology. The section on the Second World War is a good example.

7.3.4 Gender

This cross-cutting issue is particularly addressed in the Section related to consequences of World Wars. You can help the learners to understand the role of women during the wars and after the wars as they participate in all sectors of national activity in absence of men who were at battlefields. The wars show the ability of women to undertake all activities that were thought to be only men’s activities. Help the learners understand that gender equity is a process to be achieved in different domains.

7.3.5 Environment and sustainability

Using unit 7 you can help the learners to realise that environment had been destroyed by the wars especially by the atomic bombs in Nagasaki and Hiroshima. You can help them discover their own solutions to this problem.

7.4 Guidance on the introductory activity

At the beginning of the unit 7, the introductory activity (**Learner’s book page 201**) motivates learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they discover answers to the questions they were asking themselves at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the causes, course and effects of World Wars, United Nations Organisation and the Cold War.

Possible answer of the introductory activity

The History of World War I and II concerns many aspects of the world life because their effects are still felt up to today. People who fought during the two World Wars some of them are still alive and the damages that caused these led to creation of international peace organizations such as the League of Nations and the United Nations Organization.

The First World War was sparked off by Sarajevo incident, when the Archduke Francois Ferdinand and his wife Sofia were assassinated. After this sad event the whole world was embraced and many countries of all continents were involved in this terrible war. The effects of the World War I led to the rise of dictatorial regimes like Fascism in Italy and Nazism in Germany. The latter organised and executed the Holocaust.

Besides, the World experienced a world economic depression in 1929, whose effect was a general bankruptcy of the whole world. And, the Versailles Peace treaty led to the creation of the League of Nations which failed to implement durable peace and security because only after two decades, the World fell once again in the Second World War whose consequences were also devastating.

After World War II, the world experienced the Cold War and thanks to the UNO, the nuclear confrontation was avoided.

7.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/24 |
|----------------------|------------------|--|----------------------|
| 1 | First World War | Examine the causes, course and the effects of the First World War | 6 |
| 2 | Inter-war period | Analyse the achievements and weaknesses of the League of Nations Assess the causes and consequences of the Economic Depression of 1929-1933 Analyse the factors for the rise of totalitarian regimes in Europe and evaluate their impact | 4 |
| 3 | Second World War | Examine the causes, course and the effects of the Second World War | 6 |

| | | | |
|---|-----------------------------|---|---|
| 4 | United Nations Organisation | Analyse the achievements of the United Nations Organization | 3 |
| 5 | Cold war | Examine the causes, course and effects of the Cold War | 4 |
| | Assessment | Sum up the whole unit | 1 |

7.6. Lesson 1: The First World War (1914-1918)

a. Revision

To begin this lesson, the teacher uses revision by asking the learners some questions related to major European events from 1836 to 1878 seen in senior 5. In addition, the learners should have some knowledge on the events that happened in Europe from 1789, including some causes of World Wars. You can also use pictures or extracts of texts which characterised that period. For instance, the learners can read those extracts and link them to major events of that period.

b. Teaching resources

Learner's textbooks, internet, testimonies, press media, tactile materials, documentary film on 1st World War, ... Braille materials can be availed if there are impaired learners.

c. Learning activities

In the case of a film, start by first pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions for the learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask the learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help the learners identify the authors and ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to underline the words they think are important to them and explain why. They can share their views in pairs or groups. Thereafter, the whole class can share their responses.

The learners can also identify two common texts and written/oral testimonies. After reading/listening to them, they can identify similarities and differences and explain why, as earlier explained.

The teaching of this lesson can be done by means of learners textbook to explain the causes and course of the World Wars and the Cold War.

After this activity, the teacher invites the learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the causes, sequences and consequences of the World Wars and the Cold War on the board or by using a power point projection. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to the other which can respond and you can give additional information.

Note that the learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

The teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Introductory activity

Answers to introductory activity activity

1. Use internet or textbooks to define the key concepts like Conflict, war and World war.
2. The causes which were at the origin of the First World were:
 - Alliance System initiated by Bismarck such as Triple Alliance and Triple Entente that were formed for defensive purposes but thereafter became hostile to each other leading to the First World War;

- Economic imperialism among European countries mostly between Germany, France and Britain like the Moroccan Crises of 1906 and 1911 when Germany lost Morocco to France. In 1912, naval competition between Germany and Great Britain was very important. The British and the French saw Germany turn up as colonial rivals in Africa, Middle East and Far East. In addition, Germany had an ambitious project of constructing a railway joining the Berlin and Bagdad that Great Britain could not support because it was a threat to its important colony, India.
- Arms race which had been characterized by the growth of militarism between France and Germany. The latter had elaborated military plans to avoid being encircled during the War. Schlieffen Plan aimed at defeating France first and thereafter counter-attacks at the east. Von Moltke had envisaged fighting first at the eastern front. In addition, manufacturing of the most dangerous weapons was also in preparation for war.
- The Franco-Prussian war 1870-1871 also led to the war. Following France's defeat by Germany. France lost Alsace and Lorraine to Germany, Germany remained suspicious that France might revenge which made her to turn into arms race and alliance system to protect and defend Germany supremacy. It also contributed to economic imperialism in Africa which turned into rivalry between Britain and Germany.
- Kaiser William II's aggressive character was responsible for the outbreak of World War I. He was bellicose (war like), arrogant and a person who could not hide hangover for war. In his foreign policy, he tried to intervene in each and every activity of the world politics to make Germany a super power. He declared; "Nothing must go on anywhere in the world in which Germany does not play apart". He is therefore blamed for starting arms race and militarism as well as signing a blank cheque to Austria that increased Austria's recklessness towards Serbia. He also openly promised Austria that; "...be rest assured that his majesty will faithfully stand by Austria-Hungary as required by the obligations of his alliance and by his ancient friendship". Surely, if Kaiser William had not given this assurance, Austria would not have taken a bold step against Serbia (to the extent of declaring war).
- Lack of peaceful statesmen like Bismarck also led to the war. After his resignation (1890) the alliance system and European peace were left in the hands of young, inexperienced and aggressive men like Kaiser William II which drove Germany and the world to the First World War. Had he been there, the Sarajevo double murder would have ended into negotiations and discussions but instead it turned into War.

3. The main phases of The First World War were as below:

War on Western Front:

- Using Schlieffen Plan Germany planned to outflank the main French defences by moving through Belgian and then through northern France to encircle France within six weeks.

War in eastern Front:

- The Russian army was invariably defeated by the forces of German arms and by the end of 1916, Russia had lost most of Poland with more than two million soldiers out of the First World War.

The Italian Front:

- Italy entered the war in 1915 on the side of Allies and was defeated at the great Battle of Caporetto in 1917.

War in the Balkans: Serbia survived three invasion attempts in 1914 but succumbed in 1915 to an Austro-German offensive supported by Bulgaria.

- The withdraw of Russia from the War (1917).
- The entry in the War of USA (April 1917)

The end of the First World War:

- The collapse of the Austro-Hungarian Empire led to independence of Republics like Czechoslovakia, Yugoslavia, Rumania and Hungary.

The defeat of Germany:

- When Germany undertook the attack against France her troops were exhausted and Allied powers took advantage of their superior manpower to defeat it. German seeks the armistice. On 11/11/1918, the First World War was ended.

You can do the same for the Second World War and help learners to identify major phases of the War including for instance the Axis victories (conquest of Poland, fall of France, the battle of Britain, the invasion of the Soviet Union, the Pacific wars), the Soviet Union's victories and the turning of the tide.

4. The First World War was more much deadly because of the following factors:

- The destructive power of new modern weapons like the rapid-fire machine gun and the long-range artillery machine guns mowed down waves of soldiers. Debris from artillery shells killed or wounded even more soldiers than the guns.

- The use of poison – gas: It was used as another new weapon. It choked its victims or caused agonizing burns and blisters. It could be fatal. Poison-gas was remained the most dreaded hazards of the war.
- Tanks, airplanes and submarines were used and caused many deaths.
- Flux-influenza killed more than the First World War: It killed more than 20000000 millions of people.

5. The following were the effects of the First World War I The massive loss of lives:

- People who perished were estimated at about 13 million on the front and about 10 were left disabled. It was outrageous, regrettable and condemnable as far as human beings' lives were concerned.
- The War led to women emancipation first in Europe and finally worldwide. This was as a result of death of a big number of men during the war period. Woman and children were allowed to work in the factories, public offices, schools, shops and hospitals.
- Besides, destruction of property and infrastructure was experienced in Europe as a result of World War I, of 1914-1918. These among others included hospitals, shops, industries, roads, bridges, residential areas, hotels, administrative offices and railways.
- Germany and her best allies were defeated leading to her disintegration. Germany was divided into two parts namely West, Germany and East Germany with Polish Corridor in between to the Dazing Port. It also contributed to the downfall of some empires like Austro-Hungary, Ottoman Empire and Russia.
- World War I left the European economies in shambles. For instance, during the war period, a lot of resources were channelled in war industries, many important infrastructures were destroyed. This partly contributed to the outbreak of the 1929-1935 World Economic Depression.

1. The First World War was more much deadly because of the following factors:

The destructive power of new modern weapons like the rapid-fire machine gun and the long-range artillery machine guns mowed down waves of soldiers. Debris from artillery shells killed or wounded even more soldiers than the guns.

The use of poison – gas: It was used as another new weapon. It choked its victims or caused agonizing burns and blisters. It could be fatal. Poison-gas was remained the most dreaded hazards of the war.

Tanks, airplanes and submarines were used and caused many deaths.

Flux-influenza killed more than the First World War: It killed more than 20000000 millions of people.

Answers to activity 7.1.1

The Sarajevo incident cannot be considered as the only cause which spark off the First World War because many problems which poisoned international relations existed before the outbreak of the First World War. Among them we can mention the political problem between France and Germany. Since 1871, France wanted to take revenge for her territories Alsace and Lorraine. The economic rivalry about Iraq between Germany and Great-Britain, Germany wanted to construct a railway joining Berlin and Bagdad in order to control the trade in this area, which could not be supported by England. There is also an issue of nationalism which brought tensions between the powers which wanted to gather people with the same nationalities. Sometimes, these people were scattered within foreign territories.

Answers to application activity 7.1.2

1. The two blocs formed at the beginning of the First World War were:

- The triple Alliance was formed by Germany, Italy and Austria-Hungary. It becomes known later on as the central Powers or Axis.
- The triple Entente: A rival bloc took shape in 1893, when France and Russia formed an Alliance, Britain join them in 1904 when war began these powers became known as the Allies.

2. Four causes which were at the origin of the First World were:

- Rivalries and nationalism between European powers increased the tension.
- Economic rivalries between Germany and Britain for their rapid economic growth.
- Overseas rivalries also divided European Nations: France and Germany dispute over Morocco under France's influence.
- The rise of militarism or the glorification of the military also helped to feed the arms race.
- Nationalism: aggressive nationalism between France and Germany caused

tension too. France needed to recover the lost border province of Alsace and Lorraine; Russia sponsored a powerful form of nationalism called Pan-slavism. It held that all Slavic peoples shared a common nationality. Germany preached also Pan-germanism which was opposed to Panslavism.

- Assassination in Sarajevo: After the assassination on June 28, 1914 by Gavrilo Princip, Austria sent a harsh ultimatum or final set of demands asking Serbia to end all anti-Austrian agitation and punish any Serbian official involved in the murder plot. It must even let Austria join in the investigation. Serbia agreed to most but not all of the terms of Austria's ultimatum. This partial refusal gave Austria the opportunity it was seeking for. On July 28, 1914, Austria declared war on Serbia, alliances kicked in thus the beginning of the First World War

3. The war would happen at any cost because the international tension between Great powers was high because of many political, diplomatic, economic, strategic and territorial problems as discussed in the second response.

4. The economic consequences of the First World War in Europe were:

- In battle zones from France to Russia, homes, farms, factories, roads and churches had been shelled into rubble.
- The cost of rebuilding and reconstruction and paying off huge war debts burdened an already battered world.
- People were worried and felt bitter about the war.
- - Reparations or payments for war damage by the defeated countries.

The graphs will depend on statistics found by learners. In their comments, they can make comparisons between countries and try to find reasons why countries were affected in different ways. They can also see the evolution through time. In this case, they can ask themselves the reasons behind the increase or decrease.

The cartoon designed by the learners should reflect the situation of horror which existed during the war. For instance, destruction of infrastructure shows that people were lacking shelters. Some soldiers were wounded or killed at the battle field. The life in the trenches was also hard. This can be depicted to show how soldiers were living in harsh conditions. People were obliged to work in factories for making more weapons. Women stayed at home with their children. Soldiers' families or families in general were broken down due to the war. The depiction can help you to discuss with the learners about the necessity of building a peaceful world to avoid such harsh living conditions.

Inter wars period

Answers to activity 7.2.1

Ask the learners to write down what they know about the inter-war period specifically the League of Nations, the rise of Fascism and the 1929 World Economic depression.

The following are the achievements of the League of Nations:

- It established the International Labour Organisation (ILO) which improved general living conditions of employees in several countries;
- In 1926, the League of Nations managed to solve border conflicts between Greece and Bulgaria by demanding the Greeks to withdraw and pay compensations;
- In 1924, the League of Nations set up a slavery commission that declared slave trade and slavery illegal and antisocial internationally.
- The League of Nations set up a mandate commission for effective administration of the former German colonies like Burundi, Cameroon, Namibia, Rwanda, Togo, Tanganyika, in Africa.

The objectives of the League of Nations were:

- To maintain peace through collective security;
- To encourage international cooperation in order to solve economic and social problems;
- To defend and promote territorial integrity and sovereignty of member nations against aggression of any kind;
- To limit production of disastrous military weapons;
- To implement the terms and conditions of the 1919 settlements and preserve its achievements.

a. Revision

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson concerning the First World War. You can also introduce the new lesson by asking the learners to take four minutes to share in pairs what they read on internet on the period between the First and the Second World Wars. Thereafter, two learners can volunteer to share their knowledge with the whole class.

b. Teaching resources

Learner's textbooks, computer, internet, press media, tactile materials, documentary films on League of Nations, First World War, Mussolini, Hitler, Economic depression. Braille materials can be availed if there are impaired learners.

c. Learning activities

You can build your lesson on learners' summary on the First World War (See prerequisite of the current lesson).

The Learners can use internet or read a range of materials including textbooks. They can also watch a documentary film on the First World War, League of Nations, Totalitarian regimes, economic depression and War of Ethiopia in order to help learners to have an idea on inter wars period.

After this activity, the teacher invites the learners to make a presentation of their work to the whole class. The advices given in the previous lesson on the First World War are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, the teacher guides the learners to summarize the lessons taught. To do so, the teacher asks the main means used by Africans to regain independence.

d. Application activities

Answers to the learning activity

The League of Nations was created in 1920, after the end of the First World War. It was the first international peace keeping body witnessed by the world that time. Its objectives were to maintain peace through collective security; to encourage international cooperation in order to solve economic and social problems; to defend and promote territorial integrity and sovereignty of member nations against aggression of any kind; to limit production of disastrous military weapons and to implement the terms and conditions of the 1919 Versailles Peace settlement and preserve its achievements.

Fascism rose in Italy and was founded by Benito Mussolini. The term fascism is derived from the Latin word fasces. It was a totalitarian or dictator regime characterized by an extreme nationalism. Mussolini was an Italian politician who led the National Fascist Party and Mussolini ruled the country from 1922 to his ousting in 1943. He was the key figure in the creation of Fascism.

The economic Depression of 1929 was a global economic crisis which affected all sectors of the World Economy. It started on 24/10/1929 in USA and spread worldwide. Its root causes were the overproduction, the system of high taxation, etc. Its consequences were the human suffering due to unemployment and low incomes, the rise of dictators in Europe Mussolini and Hitler.

Answers to the application activity

1. At the beginning, during the decade 1920-1930 the League of Nations made many people optimistic for the Future. It solved a number of minor international disputes, as well as achieving valuable economic and social work. But after 1930, the League of Nations registered failures such as the fact it was not able to find solutions to the 1929 World Economic depression, it was not able to check dictators and aggressive regimes like Italy of Mussolini which invaded Ethiopia, Japan invaded Manchuria. Also, the League of Nations did not prevent the Second World War. Help learners to get a balanced idea that on one hand it succeeded but on the other side it failed.
2. Although the United States of America Woodrow Wilson was the principal initiator of the creation of the League of the Nations, His country was not the member of the organization because he met an opposition of the Congress formed in its majority by Republicans, arguing that the refuse the intervention of USA outside because it was expensive. President W. Wilson was a democrat. This was a great lost for the League to miss an important country as USA. It becomes a business of France and Great-Britain because defeated nations were not members.
3. Under the New Deal, the federal Government more directly involved in people's everyday lives than ever before. New laws regulated the stock market and protected banks deposits. Government programs created jobs and gave aid to farmers. A New social security system provided pension for the elderly and other benefits. As the new Deal programs were being put into effect, a natural disaster in 1934 hit several central states. After years of drought and over farming, huge winds blew across the plains. The winds picked up and carried away the topsoil exposed by erosion, creating the Dust Bowl. The storms destroyed crops, land and equipment. Thousands of farmers lost their land. Many migrated to the cities of the west coast in search of work and a new life. The New Deal failed to end the Great Depression, although it did ease the suffering of many.

4. Help learners to identify fascist leaders in the cartoon such as Mussolini and Hitler. Note that Mussolini is depicted as a cow feeding other fascist. This shows that Mussolini inspired other European fascist. The depiction can help you to reflect again about the difference between Nazism and Italian fascism and to identify other European fascists.

7.7.Lesson 3: Second World Wars

a. Revision

To begin this lesson, teacher can start by asking learners some questions about inter World Wars period specifically for understanding how fascists recruited jobless people (due to economic depression) to follow their ideologies. In the questions remember to talk about the humiliation felt in Germany due to the Treaty of Versailles.

b. Teaching resources

These can include learner's textbook, computer, internet, newspaper, tactile materials such as pictures or cartoons, documentary films on the Second World War. Braille materials can be availed if there are impaired learners.

c. Learning activities

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the Second World War, you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter, one group will present causes of the Second World War, another one the course of the war, other group present effects. Other groups can ask two questions or make comments and then move to the next groups. Given the school context, you can invite learners to look for teaching aids which can help them to make their ideas more clear.

After class presentation, teacher uses the question and other method to guide the learner in making a summary of the lesson.

d. Application activities

Answers to the learning activity7:3.1

The unsolved problems of the First World War led to the outbreak of World War II especially concerning the Versailles Peace Treaty which was unfair for Germany. The harsh decisions took during the Treaty made Germans angry.

- Germany was solely blamed for the outbreak of WW and had to pay heavy reparations for damages done to the Allies and lost her territories.

- Italy of Mussolini which had been promised to gain some territories by Allies didn't get them and Italians were frustrated, hence to participate on the side of Germany in the Second World War.
- The weaknesses of the League of Nations to solve some problems led to Second World War.
- It failed in its mission to ensure world disarmament.
- It failed to prevent the Economic Depression of 1929,
- It failed to control dictators and aggressors.

Answers to the application activity 7.3.2

1. The causes of the Second World War include:

- The harsh terms of the 1919, Versailles Peace Settlement.
- The revival of the arms race and failure of the disarmament policy.
- The rise of different dictators power in different countries; Benito Mussolini in Italy 1922, General Franco in Spain, Tojo Hirohito in Japan and Adolf Hitler in Germany in 1933.
- The inherent weakness of the League of Nations inspired major powers to invade weaker states.
- The negative effects of the World Economic Depression, 1929 –1935 forced many powers like the USA, Britain and France to resort to the policy of protectionism in a bid to protect their domestic markets.
- The presence of the ideological differences (Communist phobia).
- The 1931 –1939 Spanish Civil wars. In 1939, with the support of Adolf Hitler and Benito Mussolini, General Franco overthrew the republican regime which was supported by Britain, Russia and France.
- The formation of the Rome-Tokyo- Berlin Axis (Military alliance) by 1939.
- The Appeasement Policy initiated by the British prime minister, Neville Chamberlain.
- Britain and France took no step against Germany.
- Lastly, the invasion and eventual occupation of Poland on September 1, 1939 by a Germany was the immediate cause of the Second World War.

2. The Second World War led to enormous destruction:

- Massive loss of lives and destruction of property,
- The holocaust, the deliberate murder in extermination camps of over 5 million Jews and hundreds of thousands of non-Jews mainly in Poland and Russia.
- The Second World War contributed to the rise of new superpowers: USSR and USA.
- The Second World War contributed to the decolonization of Asian and African states.
- The Second World War contributed to rapid scientific innovations and technological development this resulted into production of weapons of mass destruction.
- The Second World War contributed to the outbreak of the Cold War words between the Western Capitalist led by USA and Eastern Communist led by USSR
- United Nations Organisation was formed to replace the defunct League of Nations in 1945 at the end of the Second World War.
- The Second World War led to economic decline in Europe.
- The Second World War led to the defeat and eventual demise of great and worst military dictator of Europe; Benito Mussolini of Italy and Adolf Hitler of Germany who committed suicide on April 30, 1945. General Franco in Spain and Tojo Hirohito of Japan were also overthrown.
- The rise of Zionism (Jewish nationalism).

3. The major phases of the Second World War are:

- a. The year of axis triumph (1939-1942).
 - The conquest of Poland (September 1939).
 - The fall of France (June 1940).
 - The battle of Britain (1940- 1941).
 - The Nazi invasion of Soviet Union (1941-1942).
 - The Japanese and the pacific phase.
 - The western-soviet victory (1942-1945).

b. The turning of the tide 1942-1943: North Africa and Stalingrad.

- The fall of Italy (April 1945)
- The operation overlord (June 6, 1944).
- The assault on Germany
- The defeat of Japan

4. In this exercise, you can help learners to think not only on negative effects of the war but also on the creation of the United Nations Organisation. In other words, the learners can discover the role of international cooperation in fighting against the evil (Nuremberg tribunal). The learner can depict one aspect or many depending on their imagination. Ask them to be innovative.

7.8 Lesson 4: United Nations Organisation

a. Revision

At the start you can ask the learners, questions related to the Second World War. You can introduce the new lesson by displaying/projecting a picture of an event of the Second World War. You can also ask the learners to take two minutes to observe the picture and tell what it means to them. If they do not link it with the Second World War, you can do it in the development of the lesson.

b. Teaching resources

The teaching resources can include learner's textbook, computer, internet, newspaper, tactile materials such as pictures/cartoons, and documentary films on the United Nations Organisation. Braille materials can be availed if there are impaired learners.

c. Learning activity

Teacher invites the learners to use their textbooks to analyze causes, course of consequences of the Second World War.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Learners can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

- Principles of the UNO
- Structure of the UNO
- Charter of the UNO

- Security Council of the UNO
- Peace keeping missions of the UN

Learners can respond to particular questions and move to the next session. At the end the secretary of each group can present their report. Questions and comments can follow. Learners can do additional reading in their textbook to understand some aspects not raised during the lesson.

After class presentation, teacher guides learners so that they come up with a summary of the lesson.

d. Application activities

Answers to the learning activity 7:3.3

For the learners saying YES, they should give the achievements of the UNO like,

1. The man with spectacles (glasses) in the cartoon is the late and former USA President Harry Truman. He is running in order to save the League of Nations which was dying out.
- 2.a The UNO has maintained World peace.

It is probably fair to say that the UN has been more successful than the League of Nations in its peacekeeping efforts, especially in crises which did not involve the interests of the Great Powers.

The UN provides a world assembly where representatives of over 180 nations can come together and talk to each other. Even the smallest nation has a chance to make its voice heard in world forum.

For those saying No, they should give the weaknesses of the UN as follows:

Although drug trafficking was reduced but it was never eliminated completely. This was because the UNO did not have an effective and competent force to control drug trafficking.

The UNO failed to stop cold war politics and its associated tension in Europe. Cold war was led by USA and USSR yet the countries were permanent members.

The UNO has failed to wipe out culture intolerance and racism. Though the UNO embarked on global sensitization campaign against racism and cultural intolerance but it was not fully successful by 1970.

The UNO's policies on disarmament, weapons of mass destruction and space exploration were great failures. By 1945, it was only America with the atomic bomb but nearly all nations by 1970, had such weapons.

- b. The major challenge faced by the UNO was and is still the use of the veto power by the five countries (USA, Russia, Britain, China and France) to stop any resolutions with which any one of them did not agree. This paralyses the activities of UNO.
 - c. The most serious of its failure of UNO was the fact that UNO did not prevent and stop the 1994 Genocide against the Tutsi in Rwanda. There are also other conflicts such as the war in Bosnia, the partition of some countries such as Sudan and its related conflicts.
3. Ways to improve the activities of UNO:
- To enlarge the power of veto to other countries (on regional basis for instance) not only the Five countries,
 - To develop the intervention policy of its specialized agencies.

Answers to the application activity 7:3.4

1. The League of Nations was created in 1919 after the end of the First World War while the United Nations Organization was created in 1945 after the Second World War. The two institutions have the same mission of ensuring peace, security and stimulate political, economic, social and technical cooperation worldwide. The League of Nations did not assure peace in the world because it missed soldiers to intervene in conflict zones, hence the outbreak of the Second World War. At the outset, it did not include defeated powers. UN intervenes worldwide because of its peacekeeping forces and had helped to end some wars like the war between Iran and Iraq (1980-1988). The world should be a far worse place without UNO.
2. Among the many achievements of UN ,we can cite the following:
 - The UN investigates and reports on human rights violations under repressive regimes like military government in Chile.
 - The UNO stimulates political, economic, social, cultural and technical international cooperation among nations throughout its specialized Agencies.
 - The UNO is a world assembly where even the smallest nations have a chance to make its voice heard in world forum.
 - The UNO ensures peacekeeping mission all over the world in order to maintain peace and security.

7.9 Lesson 5: Cold War

a. Revision

At the start you can ask the learners, questions related to the Second World War and UNO. You can introduce the new lesson by displaying or projecting a picture of an event of the Second World War. You can ask the learners to take two minutes to observe the picture and tell what it means to them. If they do not link it to the Cold War, you can do it in the development of the lesson.

b. Teaching resources

The teaching resources can include learner's textbook, computer, internet, and newspaper, tactile materials such as pictures /cartoons, documentary films on the Second World War and on the Cold War, Braille materials can be availed if there are impaired learners.

c. Learning activity

The teacher then invites the learners to use their textbooks to analyse causes, course of consequences of Cold War.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. The learners can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

- War of Vietnam
- War of Angola
- War of Korea
- Cuban missile crisis
- Wall of Berlin

The learners can respond to particular questions and move to the next session. At the end, the secretary of each group can present the report. Questions and comments can follow. The learners can do additional reading in their textbook to understand some aspects not raised during the lesson.

After the class presentation, you can guide the learners so that they can come up with a summary of the lesson.

d. Application activities

Answers to the learning activity 7:5.1

1. Cold War was a situation of difficult relations without direct fighting between Soviet Russia and the west. It was a mutual hostility without an opening war characterized the rival powers attacked each other with propaganda and economic measures, and with a general policy of non-cooperation. The term Cold War was coined in 1947. The nuclear physicist Bernard Baruch used the term for the first time in April 1947 when he described the international situation as one in which ‘we are in the midst of a cold war’. Political commentator Walter Lippman popularized the phrase with his book *The Cold War: a study in US Foreign policy*. The immediate cause for using the phrase was the general disappointment with the outcome of Yalta Agreements and the fast fading spirit of goodwill and cooperation between the Soviet Union and the United States.

Help learners to discover that Source A and Source B in learner’s textbook indicate that the Cold War was characterised by hot crisis but punctuated with moments of detente and peaceful coexistence between superpowers.

2. The four countries of the Cold War were as follows:
 - Cuban missiles crisis (1961-1962).
 - The Berlin blockade and airlift (June 1948-1949).
 - The war of Korea (1950-1953).
 - The Angolan civil war between MPLA of Augustinho Neto and UNITA of Jonas Savimbi.

Answers to the application activity 7:5:2

1. The Cold war in Korea.

Korea had been under Japanese occupation since 1910. When Japan was defeated in August 1945, the USA and the USSR agreed to divide the country into two zones along the 38 parallels (the 38 degree north line of latitude) so that they could jointly organize the Japanese surrender and withdrawal. Russia in the North and the Americans in South, as far as the Americans were concerned, it was not intended to be a permanent division. The United Nations wanted free elections for the whole country and the Americans agreed, believing that since zone containing two-thirds of the population the communist North would be outvoted. However the Unification of Korea, like that of Germany, soon became part of Cold war rivalry, no agreement could be reached and the artificial division between two Korea continued: Independent Republic of Korea (South Korea) and the Democratic People’s Republic of Korea (North Korea).

Like the Korean War superpowers wanted to gain control of different countries including Germany which was divided and Stalin wanted to control the whole Berlin and later the whole Germany by imposing a blockade on West Berlin what western powers could not accept.

2. a. The Cuban missile crisis, 1962.

Cuba became involved in the Cold War in 1959, when Fidel Castro, who had just seized power from the corrupt American-backed dictator Batista, outraged the USA by nationalizing American owned estates and factories. As Cuba's relations with the USA worsened those with Russia improved. In January 1961, the USA broke off diplomatic relations with Cuba, and the Russians increased their economic aid. Convinced that Cuba was now a communist State in all but name, the new USA President John F. Kennedy, approved a plan by a group of Batista supporters to invade Cuba from an American base in Guatemala. The American Central Agency (CIA), a kind of a secret service was deeply involved. The operation was so badly planned and carried out that Castro's forces had no difficulty to defeat them. Later the same year Castro announced that he was now a Marxist and that Cuba was a socialist country. Khrushchev, the Soviet leader decided to set up nuclear missile launchers in Cuba aimed at the USA whose nearest point was less than a hundred miles from Cuba. He intended to install missiles with a range of up to 2000 miles which meant that all the major cities of central and eastern USA such as New York, Washington, Chicago and Boston would be under threat. This was a risky decision, and there was great consternation in the USA when in October 1962, Photographs were taken from spy planes showed a missile base under construction. The situation was tense, and the world seemed to be on the verge of nuclear war. Fortunately, the crisis was resolved by negotiations between Khrushchev and President F. Kennedy.

b. The Berlin blockade and airlift (June 1948-May 1949).

In June 1948, the west introduced a new currency and ended price controls in their Zone and in West Berlin. The Russians decided that the situation had become impossible: already irritated by this island of capitalism a hundred miles inside the communism zone, they felt impossible to have two different currencies in the same city and they were embarrassed by the contrast between the prosperity of West Berlin and the poverty of the surrounding area. The Russian response was immediate: all road, rail and canal links between West Berlin and West Germany were closed; their aim was to force the west to withdraw from West Berlin by reducing it to starvation point. The

western powers, convinced that a retreat would be the prelude to a Russian attack on West Germany, were determined to hold shooting down the transport planes. Truman had thoughtfully sent a fleet of B29 bombers to be positioned on British airfields. Over the next ten months 2 million Tons of supplies were airlifted to the blockaded city in a remarkable operation which kept the 2.5 million West Berliners fed and warm right through the winter. In May 1949, the Russians admitted failure by lifting the blockade.

The affair had important results:

The outcome gave a great psychological boost to the western powers, thought it brought relations with

- Russia to their worst ever.
- It caused the western powers to coordinate their defences by the formation of NATO,
- It meant that since no compromise was possible, Germany was doomed to remain divided for the Foreseeable future.

3. Arms race characterised relationship between the East and the West. When the United States of America dropped the two atomic bombs on Japan in 1945, Stalin realised that the Soviet Union must catch up rapidly with US atomic technology. By the end of 1945, he had created a special unit to develop the means to develop an atomic bomb. The cost was high and faced a lot of challenges but benefited from intelligence acquired from the West. When the Soviet Union discovered the H-bomb Americans did their best to out-pass the Soviet Union. American President Eisenhower called international cooperation in this regard (Atoms for Peace). John Foster Dulles proposed a hawkish new policy of massive retaliation against anyone who dared make a strike against US or its allies. While Malenkov was still pondering his response, the US began a new series of thermonuclear tests at Bikini Atoll in the Pacific. In 1954, the US tested a new lithium-based H-bomb (about 5 megatons of high explosives). The same year, the Soviet Union dropped a 20-kilotonn bomb from an aircraft during military exercises in Urals. When the Soviet Union launched the Sputnik, Americans noticed a technology gap (missile), an educational gap. Americans also developed missiles. Note that the ban treaties of the 1960s and other missiles developed under Ronald Reagan and the detente was not respected. Thus, you can help learners to notice the race but also technological advancement in this domain and people who were eager to stop the arms race for world peace.

4. The containment policy or the Truman doctrine was a foreign United States policy launched by the former USA president Harry Truman. It consisted of stopping the advance of communism throughout the world and support free people in Europe, Korea and Vietnam. Americans prevented its allies to supply raw material to the Soviet Union to avoid her military advancement. The latter could facilitate Soviet Union's foreign policy expansion.

5. For this question help learners to identify the signs of peaceful coexistence/detente between the United States of America. These include for instance a series of treaties to reduce arms race and use of chemical weapons; the settlement of a hot line between Washington and Moscow which could help them direct communication, etc. But also help learners to notice that the detente was punctuated by hot wars including the Vietnam War, communism expansion in Africa and Latin America, etc.

6. For the relationship between China and the Soviet Union help the learners to discover that blocs were not homogenous. There was a misunderstanding between China and the Soviet Union on how to expand communism. China noticed that the Soviet peaceful coexistence was not respecting world revolution propounded by Lenin/Karl Marx.

7. You can guide the learners to search for issues related to glasnost or perestroika to see how Gorbachev liberalised economic and socio-political life. The constitution was changed to allow more freedom to people. In foreign policy, communism had to expand by seduction not by force.

7.10 Additional Information

Excerpt from Woodrow Wilson's Fourteen in its speech – January 8, 1918

“It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of rights had occurred which touched us to take quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. . . .

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this program does remove. We have no jealousy of German greatness, and there is nothing in this program that impairs it. We grudge her no achievement or distinctions of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, - the new world, in which we now live, - instead of a place of mastery. . .

We have spoken now, surely, in terms too concrete to admit of any further doubt or question. An evident principle runs through the whole program I have outlined. It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak.

Unless this principle be made, its foundation nor part of the structure of international justice can stand. The people of the United States could act upon other principles; and to the vindication of this principle they are ready to devote their lives, their honor, and everything they possess. The moral climax of this the culminating and final war for human liberty has come, and they are ready to put their own strength, their own highest purpose, their own integrity and devotion to the test.” (Woodrow Wilson)

Source: www.ourdocuments.gov/doc_large_image.php?flash=false&doc=62

7.11. End unit assessment answers

1. The Second World War was not the continuation of the First World War but there were links and contrasts between the two World Wars like:
 - Many political, economic and military problems characterised the European powers. That is why they formed Alliances or blocs as in the First World War. Those Alliances were Triple alliance formed by Germany, Italy and Austria and Triple Entent formed by France, Britain and Russia. Each camp was ready to support its allies if it was attacked by the other block.
 - The arms race where each camp wanted to produce more weapons than the enemy as it was in the First World War.
 - The Versailles Peace Treaty which was unfair for Germany and Hitler cease to implement its decisions which led to World War II.
 - The weaknesses of The League of Nations as the first International Body which failed to maintained peace and security and control aggressive countries like Germany ,Italy and Japan.

On the other side, the Two World Wars were different because they had different actors and different aims.

2. The reasons below favoured the Allied victory:
 - Location of Germany: Germany was surrounded by enemies, in the western part France and England and in the East Russia.
 - Location of Japan: the country was a set of islands missing raw materials and depending on imported goods.

- Poor military decisions by Axis leaders.
 - Allied powers enjoyed the support of the USA
 - The Allied powers had better technology developed which they used perfectly.
3. The Nazi-Soviet Pact was based not on friendship or respect but on mutual need. Hitler feared communism as Stalin feared Fascism. Hitler wanted a free hand in Poland. Also, he did not want to fight a war with the Western democracies and the Soviet Union at the same time. For his part, Stalin had sought allies among the western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin tried to protect the Soviet Union from the threat of War with Germany and grabbed a chance to gain land in Eastern Europe. The two agreed not to fight if the other went to war and to divide up Poland and other parts of Eastern Europe between themselves. In reality, the Nazi-Soviet Pact bound Hitler and Stalin to peaceful relations. Stalin was not ready to go to war and Hitler couldn't fight in two fronts.
 4. Allies scientists offered another way to end the war instead of invading Japanese territory. Scientists understood that by splitting the atom they could create an explosion for more powerful than any yet known. Allied scientists some of them German and Italian refugees, conducted a research with the code named the Manhattan Project, racing to harness the atom. In July 1945, they successfully tested the first Atomic Bomb at Alamogordo, New Mexico. News of this test was brought to the new president, Harry Truman. Truman had taken office after Franklin Roosevelt died unexpectedly on April 12, 1945. He realized that the atomic bomb was a new terrible force for destruction. Still, after consulting with his advisors and determining it would save American lives, he decided to use the new weapon against Japan.

At the time, Truman was meeting with other allied Leaders in the city of Potsdam, Germany, they issued a warning to Japan to surrender or face complete destruction and utter devastation. When the Japanese ignored the warning, the United States took the action.

On August 6, 1945, an American plane dropped an atomic Bomb over the city of Hiroshima. The Bomb flattened four square miles and instantly killed more than 70,000 people. On August 8, the Soviet-Union declared war on Japan and invaded Manchuria. Again, Japanese leaders did not respond. The next day, the United States dropped a second atomic bomb, this time on the city of Nagasaki. More than 40,000 people were killed in this second explosion. Finally, on August 10, Emperor Hirohito intervened and forced the government to surrender on September 2, 1945.

5. Women played a critical role in total war during the First World War:

Many women worked in war industries, manufacturing weapons and supplies.

Others joined women's branches of the armed forces,

- When food shortages threatened Britain, Volunteers in the women's land army went to the fields to grow their nation's food.
- Nurses shared the dangers of the men whose wounds they tended.
- At aid stations close to the front lines, nurses often worked around the clock, especially after a big "push" brought a flood of casualties.
- In her diary, English Nurse Vera Britain describes sweating through 90 degree-days in France, "Stopping Hemorrhagic, replacing intestines and draining and reinserting innumerable rubber tubes with gruesome human remnants heaped on the floor."
- War work gave women a new sense of pride and confidence.
- After war, most women had to give their jobs to men returning home.
- Still, they had challenged the idea that women could not handle demanding and dangerous jobs.
- In many countries, including Britain, Germany and United States, Women's support for the war effort helped them finally win the right to vote, after decades of struggle.

7.12. Summary of the unit

This unit covers sections of First World War, inter-wars, Second World wars, UNO and The Cold war. The First World War started in 1914, and ended on 11/11/1918 after the signing of the Versailles Peace Treaty. It opposed to major alliances or camps: Triple Alliance and Triple Entente. It had many causes such as the economic rivalries between European powers and the rise of nationalism (Pan-germanism and Pan-slavism. With time many countries of all continents were involved and it led to many consequences: the loss of lives, more than 13 millions of people died and many were displaced from their homes, many infrastructures were destroyed. And because of the World War I, Europe assisted to the rise of dictators and the world experienced a terrible Economic depression in 1929. But last not least, there was the formation of the League of Nations, the first international institution to cope with worldwide peace issues.

The Second World War broke out only 27 years after the end of the First World War. It opposed also two blocks: Allied powers and the Axis powers. This World War II was the most destructive one that the humanity experienced because of the use of dangerous weapons for mass destruction such as atomic bombs. It was also during that war that the holocaust or the Genocide against Jews was applied and claimed about 6 millions of souls. It ended on September, 1945 with 76.184.000 people killed, the collapse of Germany and the surrender of Japan. The World War II led to creation of the United Nations Organization and the Cold War.

7.13 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

1. What were the objectives of the Versailles Peace Treaty? Explain two of them in two lines each.
2. Explain two reasons which facilitate Hitler's rise to power.
3. Describe briefly three causes of cold war.
4. Examine two reasons which push USA to entry in the First World War

Expected answers

1. The two objectives of the Versailles Peace treaty were:
 - To punish Germany and her allies as the solely responsible of the outbreak of the First World War. Germany lost all its territories in Europe and its colonies in Africa.
 - To forbid the Union between Germany and Austria etc.
2. The factors for the rise of A. Hitler to power were:
 - Personal Talent: He was a good orator and could convince Germans to his causes.
 - The death of the old Chancellor Hindenburg in 1934 paved way for Hitler to ascend to power.

3. Three causes of Cold War were:

- Difference of principles between the two emerged super-powers USSR (communist) and USA (capitalist).
- The Stalin's aggressive foreign Policy which was bases to the spread of Communism worldwide.
- The containment policy or Harry Truman doctrine which aimed at stopping the spread of Communism throughout the world.

4. Three reasons for the entry of USA in the First World War were:

- German blockade of trade ships using submarines threatened world Trade especially the United States then she decided to enter the war.
- The support of Germany to Mexico for helping Mexico to get back its regions taken by force by the USA decades before.
- When a German submarine sunk, a British ship Lusitania which transported 1200 persons with 118 Americans, American opinion was shocked and the Government entered in the war.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Analyze the achievements of the League of Nations after the end of the First World War. Explain three of them.
2. Differentiate totalitarian regime and authoritarian one.
3. Explain how the Economic Depression led to World War II.
4. Account for two major challenges faced by the United Nations at its creation

Expected answers

1. Three achievements of the League of Nations were:

- The International Court of Justice was set up at Hague which by 1939, had mediated the signing of about 400 agreements and had settled 70 cases of international concerns.
- It established the International Labour organisation (ILO) which improved general conditions of employees in several countries.

- The League of Nations settled the 1914 World War I refugees and internally displaced people by providing them various assistance.

2. Totalitarian regime: It is a system of government that is centralised and dictatorial. e.g.: Germany of Adolph Hitler and Italy of Mussolini.

Authoritarian regime: It is a system that enforces strict obedience to the authority at expense of people's freedom. eg: Russia of Joseph Stalin.

3. The Economic Depression led to world War II as follows:

- The dictators like Hitler and Mussolini rose up to power making profit of discontent people suffering from the lack of basic needs to promise them better future. People were discouraged and unemployed especially in Germany where many jobless were, and it was easy to convince them that it was a crisis of Capitalist System, hence this was one of the causes of World War I.
- It also exposed the weakness of the League of Nations as various member States could not meet their financial obligations, thus the League of Nations couldn't fulfil its mission of preserving the peace and security in the World.
- Besides, the Economic Depression led to international aggression from powerful countries to the weak ones as a way to resolve their economic problems e.g.; Japan on China, Italy on Ethiopia and Germany on Austria, this increased tensions between countries.

4. Two problems faced by UNO at its creation were:

- The system of allowing five countries, members of Security Council, to dispose the power of Veto, this practice paralyses the UNO.
- Another problem was the extension of the Cold War in the world. Many conflicts due to cold war took long to be solved and some of them they are still unsolved. e.g. The Korean conflict.

Extended activities

These are suggested questions for gifted and talented students.

1. Search on internet the aims, the achievements and the challenges of the League of Nations and the UNO. Propose some solutions to sort out those challenges.
2. Soldiers from different African countries participated in the First and Second World Wars. Explain their contribution in winning the Wars and how this helped the decolonization process of Africa.

3. After the World War II, The World was in deep consternation of Jews Holocaust. Explain the reasons which pushed Hitler and his Nazis to do that.
4. Search in the school library books which talk about the cold War. Explain why there emerged superpower mistrust to each other during the World War II?

Expected answers

1. The learners will be asked to search on internet, newspapers and in textbooks some activities of the UNO around the World as case studies. Then they will compare them to the objectives of the UNO and they will attempt to comment on its achievement and challenges
2. You can start this activity by giving to the learners some key words like “**African colonial troops**”, “**Askaris**”, “ **Tirailleurs Senegalais**”, “**African troops** “ and then they can search and comment on their role in the World Wars.
3. Using what wthey know on Genocide, the learners will be asked to search on internet or in textbooks reason why Hitler committed the Holocaust.
4. In not more than 250 words, the learners will be asked to comment orally or in writing what they have searched about the cold war with concrete examples.



UNIT 8: DIFFERENT TYPES OF NATIONAL SERVICE IN VARIOUS SOCIETIES

8.1 Key unit competence

Explain the different types of national service in Rwanda and other countries.

8.2 Prerequisite knowledge and skills

For effective study of this unit about the different types of national service in various societies, the learner should have knowledge, skills and competence on the following topics:

- National duties and obligations in the development of the country.
- The contributions of Rwandan citizens and non -citizens towards national duties and obligations (Itorero, Community Policing, imihigo and Umuganda).
- The challenges faced during the implementation of the national duties and obligations.

8.3 Cross-cutting issues to be addressed

Through the learning of this unit about the different types of national service in various societies, the following cross – cutting issues will be addressed:

8.3.1 Peace and values education

By learning this unit, the learners will be enabled to appreciate the role of national service in peace keeping for nation building and will acquire the values like self-reliance, dignity and volunteerism among others. Such values will encourage the learners to act as peacemakers.

8.3.2 Inclusive education

Through learning activities and the teaching process of this unit, care will be given to all the learners including the SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs. By learning activities, the learners will work together to develop the skills and acquire the values towards the national service – Urugerero.

8.3.3 Genocide Studies

Through the teaching and learning of this unit about national service, the cross – cutting issue of genocide studies will be addressed. In this regard, the teacher can help the learners to understand that working together under the same national goal and serving to the same national interest during national service can be one way to prevent the genocide ideology.

8.3.4 Gender

In this unit, the teacher makes an emphasis on participation of both men and women in national service in various societies by using examples from different case-studies. This unity shows the difference between the periods to spend in national service in some countries such as Israel.

8.3.5 Environment and sustainability

Through this unit, the learners are initiated to environmental protection and sustainability through the model lessons from the achievement of Umuganda, Urugerero for instance. The learners will be initiated to maintain a clean environment at school as well as at home and even elsewhere.

8.4 Guidance on the introductory activity

At the beginning of this eight unit, the introductory activity is suggested (**Learner’s book page 268**) in order to motivate the learners so that they become interested to know what happens and what they will learn in this unit. This activity will also create learner’s awareness on the participation into national service.

The teacher will invite the learners to carry out research by using textbooks, journals, newspapers, internet and videos among others to collect information about the national service in Rwanda and in other countries. While delivering the lessons on this unit, the teacher will help the learners to come up with the answers to this introductory activity.

Possible answers

During the 14th National Dialogue Council – Umushyikirano from December 15 to 16, 2016, the proposed theme discussed was Shaping together the Rwanda We Want. Among the resolutions adopted by the end of this National Dialogue Council, the government should set up a deadline when Rwanda will be financially independent and also prepare a multi-year plan to deliver the nation to a high-income economy by 2050.

The resolutions called for continued efforts to promote good governance and efficient delivery of services to citizens, while also promoting unity and reconciliation among Rwandans through programmes like Itorero, fighting Genocide ideology, and helping Genocide survivors recover their destroyed property and access therapy for trauma.

To achieve such goals, the national service is one way which can allow the youth to contribute to the social transformation of Rwanda.

By national Service, the youth will offer their contribution in good service delivery by helping the grass-roots leaders in service provision and delivery to local population at Sector and Cell levels.

During national service, the youth will get the opportunity of strengthening solidarity and national identity by reducing stereotypic thinking;

Through the physical activities done during national service, the youth can provide assistance to the Genocide survivors where they can repair their house for instance.

This also will help the government of Rwanda to achieve its goals embedded into vision 2050.

By participating into national service, the youth can provide their effort in social integration and cohesion; necessary to national building.

8.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/18 |
|----------------------|---|---|----------------------|
| 1 | Definition of the concept of national service in Rwanda and other countries | Explain the concept of national service and its types with their roles | 2 |
| 2 | Differences and similarities of different national service | Compare and contrast the different types of national services. | 3 |
| 3 | National service in Rwanda and in other countries | Compare and contrast national service in Rwanda with those of other countries | 8 |
| 4 | Contribution of the youth in the national service | Assess the contribution of the youth in national service especially a level leavers | 3 |

| | | | |
|------------|---------------------------------------|---|---|
| 5 | General roles of the national service | Examine the role of national service in the nation building | |
| | | Sum up the whole unit | |
| Assessment | | | 2 |

8.6 Lesson 1: Definition of the concept of national service in Rwanda and other countries

a. Prerequisites/Revision/Introduction

To start this lesson, the teacher reminds the learner's the contributions of abunzi / mediators and Gacaca courts in conflict solving. It is a lesson they have learnt in senior four. The teacher also can ask some questions about the national duties and obligations. This topic was studied in senior five.

b. Teaching resources

Learner's textbooks, computer, photos, internet, DVD, testimonies, press media, tactile materials and documentary film about Urugerero, "Meet the President" (Where is available). Braille materials can be availed if there are impaired learners.

c. Learning activities

Depending on the teaching aids (audio-visual material, electronic sources or any other written documents, testimonies) you are using in this lesson, refer to the previous units to get some guidance.

In the case of the film, start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to the learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask the learners to link the film with other sources they know and to identify the differences or similarities.

In this case of using audio-visual material, to cater for the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing the scene they are watching. Thereafter, the learners with disability are independently assessed. The Teacher also can use sign language to communicate with the hearing impaired learners.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search.

After finding the document, the learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

The learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify the similarities and differences and explain why, as earlier explained.

The teaching of this lesson can be done by means of learners textbook to describe the concept of national service in Rwanda and in other countries.

After this activity, the teacher invites the learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on national service in Rwanda and in other countries. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as the learners can have different views; at the beginning, give them clear instructions on how to behave when their colleagues are responding. For instance, they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities 8:1

National service is a set of service, either compulsory or voluntary, rendered to the government at no financial rewards, most of time, by the youth.

In Rwanda, the national service exists and it is known as Ubukorerabushake (Volunteerism) done through Urugerero. Such service aims at developing programmes which enhance and accelerate economic growth, social cohesion and self-reliance and dignity.

In national service, a range of services were provided to the community through Umuganda, Ubudehe, Umusanzu (Communal self-help activities based on solidarity), abunzi, local government councils (Njyanama), Gacaca judges, electoral commission agents and community health workers (abajyanama b'ubuzima) among others.

Answers to the application activity.8:1:2

For this question, the teacher has to consider the learner's answers. Some elements can guide him/her to find the relevance of the answers, including the following:

- National service is either compulsory or voluntary;
- Category of age of people involved in such service;
- Reasons for this service, etc.

8.7. Lesson 2: Differences and similarities of different national service

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson concerning the concepts of national service in Rwanda and in other countries. This activity can take five minutes and the teacher asks the learners to give answers to such questions.

b. Teaching resources

Learner's textbooks, computer, internet, testimonies, press media and tactile materials. Braille materials can be availed if there are impaired learners.

c. Learning activities

In teaching this lesson, the teacher can use different materials. Depending on the teaching aids (audio-visual material, electronic sources or any other written documents, testimonies) you are using in this lesson, refer to the previous units to get some guidance.

When the teacher is using audio-visual material, to cater for the learners with vision impairment, the teacher can integrate them into other groups and their friends can help them by describing the scene they are watching. Thereafter, the learners with disability are independently assessed. The teacher also can use sign language to communicate with hearing impaired learner.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to underline the words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

The learners can also identify two common texts and written/oral testimonies. After reading/listening to them, they can identify the similarities and the differences and explain why, as earlier explained.

The teaching of this lesson can be done by means of the learner's textbook to explain the similarities and differences of the forms of national service.

After this activity, the teacher invites the learners to present their work to the whole class by selecting two learners who can read or write their ten lines text on comparison and differences between different forms of national services on the board. You can build your lesson from their texts by asking other learners to add additional information.

Note that the learners can have different views. At the beginning, the teacher gives them clear instructions on how to behave when their colleagues are responding. Tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person presenting instead of criticizing his or her ideas.

The teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities 8:2

There are two forms of national service such as compulsory national service and alternative civilian service. Compulsory service is also known as military service, where all citizens, at certain age (according to the countries) have to enlist in military service. Most governments use military conscription when the voluntary soldiers cannot meet military needs.

Alternative civilian service is service to government made by civilians. Civilian service is also performed by non-profit governmental organisations like Red Cross for example.

Answers to the application activity 8:2:1

Comparison

Compulsory service and alternative civilian service, both are rendered to a nation without any rewards. To some extent, the alternative civilian service is also legalised like in Uganda for instance in Rwanda, which must be performed by all Rwandans aged between 18 and 65.

Both have to respond to the national goals and priorities set up by the central or local government.

Differences

Compulsory service is regulated and imposed on citizens who are forced into military conscription.

It is limited in time, meaning that it must be accomplished during a limited period of time like one year or two years; after which a citizen is free.

No conscription must be justified and motivated by some reasons like political, religious, psychological or related to the health. Alternative civilian service is not limited by the time because the volunteers have a whole time to perform their activities.

8.8 Lesson 3: National service in Rwanda and in other countries

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson concerning the different types of national service. This activity can take five minutes and the teacher then asks the learners to give answers to such questions.

b. Teaching resources

Learner's textbooks, computer, internet, testimonies, press media and tactile materials. Braille materials can be availed if there are impaired learners.

c. Learning activities

In teaching this lesson, the teacher can use different materials. When the teacher is using audio-visual material, to cater for the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing the scene they are watching. Thereafter, the learners with disability are independently assessed. The teacher can also use sign language to communicate with hearing impaired learner. Depending on the teaching aids (audio-visual material, electronic sources or any other written documents, testimonies) you are using in this lesson, refer to the previous units to get some guidance. Note that case studies are United Kingdom, Israel, Ghana, Nigeria, Singapore and Brazil.

In the case of written documents (internet, newspapers) or oral testimonies, you can read the guidance in the previous units. The teaching of this lesson can be done by using the learner's textbook to describe the national service in Rwanda and in other countries, especially one country per continent. The learners can individually read the text and share main ideas in groups. Thereafter, they write a short text summarizing their findings.

The teacher invites the learners to present their work to the whole class by selecting two of the learners who can read or write their findings about national service in Rwanda and in other countries. You can build your lesson from their texts by asking other the learners to add additional information.

The teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities 8:3

In Rwanda, the national service - Urugerero Programme is provided for in Article 48 of the Constitution of Rwanda of 2003 revised in 2015.

The National Service (Urugerero) component is divided into two parts: a compulsory part and a voluntary part. Service programs are based on national priorities that are identified way before the commencement of the service. Strategic choices i.e. vision, goal, objectives to respond to the identified challenges are described to guide all the programming processes of the Itorero programmes. A motto for the Urugerero has been proposed and it states that “Selfless service to the Nation”.

After graduating from senior six secondary school, the leavers attend a period which varies according to the categories of group to be trained (One month to three months), a trainee (intore) is sent in local community to accomplish the national services. Such activities are coordinated by local leaders with assistance of National Itorero Commission. The work is done in umudugudu, village, and reported to the Executive Secretary of the Cell.

Answers to the application activity 8:3:1

1. Volunteerism in Rwanda has contributed greatly in different domains, including the following:

Gacaca courts: to judge the cases of people who have committed the crimes of Genocide against the Tutsi, the judges as volunteers have contributed to the work that would have cost to the country a lot of money

Gacaca is credited for laying the foundation for peace, reconciliation and unity in Rwanda. It contributed to the end of culture of impunity, strengthened unity and reconciliation among the Rwandans and demonstrated the capacity of Rwandans in conflicts and problem solving.

National Electoral commission: Since 2003, the electoral volunteerism contributed in reducing on the costs of elections and increased their national ownership of elections. This volunteerism through national electoral commission has demonstrated how the Rwandans can own their duties and find solutions to the local problems.

Umuganda or Community service: Umuganda is credited for contributing to Rwanda's development, particularly in the areas of infrastructural development and environmental protection. Common infrastructure projects include roads (especially those connecting sectors), bridges, health centres, classroom construction (to support the 9 and 12 Years of Basic Education programs), housing construction for the poor and vulnerable Rwandans (often to replace grass-thatched housing) and the construction of local government offices and savings and credit cooperative buildings.

Environmental protection projects undertaken include tree planting and terracing to fight erosion, wetland rehabilitation, renewable energy construction and crop planting.

Health: Community health workers are volunteers who help in the sensitization and mobilisation of people concerning health care and sanitation issues.

They act as mediators between the local population and their leaders by providing clear information from the leaders to local people. To some extent, they also provide health care like the first aid as treatment of some diseases such as malaria.

They sensitise and mobilise people for family planning and nutrition among other. They strengthen the health system thereby saving the population the long walks to the nearest health centres.

By sensitizing the local villages and making themselves available, they improve access to care; because of CHWs, a greater number of previously unreachable Rwandan citizens now have access to health care.

2. **In Rwanda,** national service is an organized activity in which people serve the community in ways that contribute to social, economic and political transformation at no financial rewards. It comprises of compulsory service to the secondary school leavers (Urugerero) and voluntary activities (Ubwitange) done by the adults into different domains. There is also a general community work known as Umuganda; which is compulsory to all Rwandans aged between 18 – 65.

In Israel, the national service is known as the conscription and it is for all Israeli citizens over the age of 18. The length of compulsory service is two years and eight months for men and two years for women. Both have to serve in Israeli Defence Force. However, exemption from military service in Israel is given basing on the following criteria: being expatriates, having medical or psychological reasons,

marriage, pregnancy or parenthood (for women only).

But those who cannot or do not wish to serve in the Israel Defence Forces, there is an alternative voluntary civilian national service called “Sherut Leumi”. It is a volunteer program in Israel for young women between the ages of 18 – 21 years; though some men also participate and those who cite religious reasons for opting out of the requirement to serve in the Israel Defence Forces.

In Nigeria, the national service is known as the National Youth Service Corps (NYSC). It involves the country’s graduates from Universities and Polytechnics in the development of the country for one year. There is no military conscription. After the orientation period of three weeks spent in a military controlled boot camp, the National Youth Service Corps members are posted to cities away from their home. There, they have to accomplish some activities related to the need of local communities.

3. For this question, the teacher will consider the learners’ answers where they prove that the following objectives of volunteerism are achievable or not in Rwanda:
 - Educate Rwandans on the culture of volunteerism through activities of national development;
 - Provide a framework where people are able to make effective use of their special skills and access unexploited potential which is an additional contribution to national development;
 - Build satisfaction among volunteers for their role in volunteer work for increasing national production skills development associated with the volunteering activities.
 - Provide an appropriate institutional framework for effective management, coordination and use of existing and future volunteer activities and resources.
 - Provide a mechanism through which volunteer services can be recorded and accorded national recognition.

8.9. Lesson 4: Contribution of the youth in the national service

a. Prerequisites/Revision/Introduction

In order to start this lesson, the teacher can use revision where he /she asks the learners some questions related to the previous lesson concerning the comparison of the different forms of national service.

Thereafter, the teacher provides a time to the learners to report their work to the whole class. This activity can take five minutes.

b. Teaching resources

The following teaching resources are helpful during the delivery of this lesson: the learner's textbooks, internet, testimonies, reports, journals, newspapers and tactile materials. Braille materials can be availed if there are impaired learners.

c. Learning activities

Depending on the teaching aids or activity (audio-visual material, electronic sources or any other written documents, testimonies) you are using in this lesson, refer to the previous units to get some guidance.

When the teacher is using written documents (internet, newspapers), do not use provocative sources, select a source that leads to the peace and value education and which can motivate the learners to do continuous research. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

The learners can also identify two common texts and written/oral testimonies. After reading/listening to them, they can identify the similarities and the differences and explain why, as done earlier.

When the teacher is using audio-visual material, to cater for the learners with vision impairment, the teacher can integrate them into groups and their friends can help them to describe to them the scene they are watching. Thereafter, the learners with disability are independently assessed. The teacher also can use sign language to communicate with hearing impaired learner.

The teaching of this lesson can be done by means of learner's textbook to describe the contribution of the youth in the national service.

After this activity, the teacher invites learners to present their work to the whole class by selecting two learners who can read or write their work. You can build your lesson from their texts by asking other the learners to add more information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At beginning, you give them clear instructions on how to behave when their colleagues are responding. Tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

Through the question and answer method, the teacher guides the learners to make synthesis of the lesson.

d. Application activities

Answers to the learning activity 8:4

The youth could play the following roles in the national service: (the list is not exhaustive; the teacher has to also consider other roles given by the learners).

- Became a soldier, which increases the number of the soldiers as needed in national army.
- Act as the manpower provider.
- Contributes in making data collection.
- Play a big role in sensitizing and mass mobilization about the national goals and programs.
- They can contribute in service provision and delivery to the local population.

Answers to the application activity 8:4:1

In national service, the youth play a key role by providing work force in army as in civil service.

They contribute in sensitizing and mobilising the local population about the national policies like family planning, fighting against the drug abuse, fighting and prevention of Genocide ideology, etc.

Due to the need of improving the service provision and delivery, the youth act as volunteers who can boost this program at grassroots levels like at the Cell and Sector levels.

By participating in national service, young people can benefit a lot but also face some challenges

Benefits

- Youth become militarily trained which can improve their physical fitness
- Politically, they become initiated and integrated into national programmes
- They are trained and prepared to the career opportunity;
- Source of employment where some can join national army as professional function.

- Dignity: Having contributed to national development
- National service contribute to the behavioural change because activities done encourage trainees to work together. At the same time, the activities will instil a spirit of determination.
- National Service helps to develop leadership skills into the youth. Developing leadership skills means being exposed to the concept and principles of leadership along with learning effective leadership strategies or how to convert leadership resources into productive assets.
- National Service encourages the youth into group competition. This can instil into them values and skills necessary for leadership.
- National Service promotes patriotism as well. The activities include talks on history and how our nation achieved independence. This will lead the trainee to realize the sacrifice people made before the country achieved her independence. So the youth start to appreciate the national pride by respecting the national anthem or buying national product. However, this does not exclude interdependence between countries.

Challenges

- Some young people argue that the practice is against the right of a person to act and decide on his or her own free will. However, all citizens of a country who fall under this category are required to join national service.
- Some young people are afraid to be in the battle field. They are not interested in military service and can be forced to live their private lives and serve the country.
- In case of death in wars which is inevitable, the youth fear to join national service; however, they do it under obligation and so it becomes difficult and painful.
- The members of the family who are left behind can also be traumatized especially if their son or daughter is killed while on duty.
- Moreover, it risks the lives of young people who should have been enjoying life instead of fearing for their lives.
- National service takes proper training and skills to be in the military. If someone has a different educational background and was drafted to be sent to war, the time to train might be insufficient.
- To some extent, the national service compromises the youth's religious beliefs because during training camps they have to do their activities all days for example.

8.10 Lesson 5: General roles of the national service

a. Prerequisites/Revision/Introduction

To begin this lesson, the teacher uses revision by asking the learners some questions related to the previous lesson concerning the concepts of national service in Rwanda and in other countries. This activity can take five minutes and the teacher then asks the learners to give answers to such questions.

b. Teaching resources

Learner's textbooks, computer, internet, testimonies, photos and pictures, press media, tactile materials and different reports about Urugerero and volunteerism in Rwanda (if they are available in hard copy). Braille materials can be availed if there are impaired learners.

c. Learning activities

Depending on the teaching aids or activity (audio-visual material, electronic sources or any other written documents, testimonies) you are using in this lesson, refer to the previous units to get some guidance.

The teacher asks the learners to use their textbooks, testimonies and written reports to assess the role of national service in the nation building. Such reports can also be found by using internet. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to analyze such reports and they can share their views in pairs or groups. After, the whole class can share their responses.

In case of using audio-visual material, to include the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing to them the scenes they are watching. Thereafter, the learners with disability are independently assessed. The teacher can use sign language to communicate with the hearing impaired learners.

You can also select two learners who can read or write their ten lines text on general roles of national service on the board. You can build your lesson from their texts by asking other learners to add more information. One group can ask questions to other which can respond and you can give additional information.

Note that the learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing

his or her ideas.

The teacher guides the learners on make a synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities 8:5

In Rwanda, the national service comprises compulsory activities done during Urugerero and voluntary activities accomplished by the volunteers. Both activities have contributed in the building of Rwanda in the following ways: Urugerero.

The response to this activity can be found in the history learner's textbook

- Sensitizing Rwandans on the eradication of Genocide ideology;
- Encouraging all Rwandans to participate in activities organized to commemorate the Genocide committed against Tutsi in 1994;
- Sensitizing the community on the importance of mutual health insurance;
- Sensitization on adult literacy;
- Sensitizing the community in general and the youth in particular, to fight against drug abuse;
- Sensitizing the community on the importance of legalizing their marriages especially for families that are just cohabitating;
- Organizing meetings at village levels aimed at educating the community on Rwandan cultural values, unity, patriotism, and development;
- Sensitizing the community on the need to participate in the ceremonies organized to honour national heroes and the International Women's Day
- Educating the population on personal hygiene and cleanliness of their environment.
- Sensitizing the population on environmental protection
- Sensitizing the communities on the culture of saving via SACCOs and other nearby banking institutions.
- Some groups of Intore in Urugerero opted to demonstrate how speedy and exceptional service could be rendered while working with various public offices. This kind of support work was done in health centres, cell offices, district offices, especially in the services relating to issuing of documents, data entry in computers and customer care.

- Construction of shelters for vulnerable families;
- Participation in the construction of cell offices and their compounds' landscaping;
- In the area of environmental protection, intore constructed terraces and planted trees as a measure of preventing soil erosion.

Volunteerism

During Gacaca Courts, the voluntary judges known as inyangamugayo contributed in judicial system by providing the justice to the Genocide survivors by trying the cases of Genocide. Such courts have considerably influenced the national unity and reconciliation among the Rwandans. The Gacaca Courts were able to try 1, 958,634 cases of Genocide within a short time (trials began on 10/03/2005 in pilot sectors). This is an irrefutable evidence of the collective will and ability of Rwandans to overcome huge challenges of their country and work for its faster development.

During the national elections, the volunteers also play a key role in the organisation and the process of elections. Their contributions prove how Rwandans can serve their nations without depending on foreign aid.

Participation of Rwandans in community service known as Umuganda is another invaluable contribution of national service towards the building of their nation in Rwanda. By this service, some public infrastructures were constructed for the poor and vulnerable groups. By such national service, the environmental protection projects were undertaken like fighting erosion by terracing.

In the health sector, the community health workers contribute in sensitization and mobilization of people about the health care and sanitation.

Answers to the application activity

1. For this question, the teacher has to consider the answers from the learners, guided by their own experience from local areas. However, the following elements can be included:
 - Collection of data on illiterate people in their area,
 - Collection of data on people who have not yet registered for medical insurance;
 - Collection of data on people eligible for paying tax and making inventories of districts' property;
 - Collection of data on school dropouts and children of school going age who are not yet in school;
 - Collection of data on illegal marriages.

2. The volunteerism refers to any unpaid communal work, voluntarily undertaken in the service of the nation.

It is reflected in various community works such as Umuganda, Ubudehe and contributions to a common cause. Other voluntary activities include those done by community mediators, various councils of local government, community health workers, community policing committees and Red Cross Volunteers among others.

The contributions of the volunteers are recorded in all domains of life. In justice, the Mediators and the judges during Gacaca courts are more important. In health sector, the community health workers contribute in health care provision. In national security; community Policing Committees play big role in ensuring security in local areas such as Cell and Sector levels. In case of natural calamities, the Red Cross volunteers are recognized to support the families by giving them the first aid / support.

8.11. Additional information

Some of the outstanding values highlighted during the Gacaca courts process leading to nation building.

The implementation of the Gacaca Courts system demonstrated the courage of Rwandans, their will to rebuild their nation and their collective capacity to find solutions to their problems.

Looking back at the situation in Rwanda in the aftermath of the Genocide, everybody was wondering whether the nation would ever come together again, especially whether it would be able to bring to justice the overwhelming number of Genocide suspects.

There is evidence worth remembering, of positive values that became manifested in the course of implementing the Gacaca programme, such as upholding the spirit of hope and confidence to build a brighter future, trying all Genocide cases within a short time, upholding human rights, supporting National unity and reconciliation, building the Nation through community work to replace imprisonment, accepting guilt and seeking for forgiveness, having the courage to hide those who were being hunted during the Genocide, the courage of survivors to forgive those who committed inhuman crimes against them and so many similar acts of selflessness.

Self-confidence and hope

Although there were different propositions, as to how the solutions for the problem of rendering justice for the crime of Genocide could be found, none of them seemed to be adequate. The Government of Rwanda decided that the solution be provided by Rwandan people.

The decision of Rwandans to resolve the issue of Genocide cases through Gacaca Courts

process is absolutely a sign of hope and confidence in their capacity to solve their own problems.

Trying a huge number of Genocide suspects within a reasonable time

Gacaca Courts were able to try 1, 958,634 cases of Genocide within a short time (Trial phase was launched on March 10th 2005 up to 2010). This is an irrefutable evidence of the collective will and ability of the Rwandans to overcome the huge challenges of their country and work for its faster development.

The achievements of Gacaca Courts are exceptionally greater than those of any other justice system that investigated and tried Genocide cases either in Rwanda or elsewhere such as at the International Criminal Tribunal for Rwanda.

Patriotism

In the implementation of Gacaca Courts process, there are some patriotic acts which demonstrated a deep-rooted love of Rwandans for their country. We can mention, for example, the outstanding dedication of Inyangamugayo judges and the commendable zeal of Local Defence Forces (LDF) in the activities of Gacaca Courts.

It is this spirit of patriotism that drove even senior citizens, some with disabilities or even blind, to participate tirelessly in Gacaca Courts as Inyangamugayo judges, and show the young how traditional Gacaca worked.

It is this spirit of patriotism that made Inyangamugayo judges have the courage to continue their work in the face of threats and sometimes at the risk of their lives. Some actually lost their lives because of the work they were doing.

The courage of survivors to forgive those who committed Genocide and inhuman crimes against them

The, Gacaca courts were truly messengers of reconciliatory justice. They brought the perpetrators of Genocide face to face with their surviving victims and encouraged dialogue between them, to the extent that the criminal would step forward and fully confesses his crimes, asks for forgiveness from his victim(s) and the survivor(s) had the courage to grant it.

It is a true sign of redemption for a person who took part in the perpetration of inhuman crime like Genocide to rethink and convict himself without anyone accusing him, and approaching the surviving victims to ask for forgiveness. It is also a sign that he or she is ready to live with others in peace. This spirit of asking for forgiveness and granting it is the sure path towards peace and reconciliation between families.

Building the nation through community service as an alternative of imprisonment

It was decided that a certain category of prisoners should have their terms commuted to community service of national interest. This work involves Genocide convicts of the second category who pleaded guilty and confessed their role in Genocide.

Their community work includes building schools, construction of radical terraces to fight soil erosion, production of stones for road construction, building houses for the homeless, etc. The prisoners are engaged in productive work instead of being a burden to the nation for their maintenance in jail.

Support to national unity and reconciliation

One of the main objectives of Gacaca Courts was to strengthen unity and reconciliation among Rwandans. Unity and reconciliation is a path Rwandans have chosen after the Genocide against the Tutsi to lead them to peace and harmony. Gacaca Courts have made a great contribution in this journey because they established a way of healing some of the wounds left by the Genocide.

Through Gacaca Courts, Genocide survivors were able to identify those who offended. One of the obstacles to unity and reconciliation was having Genocide perpetrators walking around free, without ever having them prosecuted for their crimes.

This helped Rwandans to distinguish those who participated in the Genocide from those who did not and prejudiced suspicion was removed.

Gacaca Courts created a platform for Rwandans to speak out on what they had experienced or witnessed and therefore alleviated some of the pain and the wounds inflicted by the Genocide.

It is obvious, for that reason, that providing a platform for those who committed atrocities during the Genocide and their surviving victims to talk openly about the burdens in their hearts made them free of those burdens and now they live together in harmony. This harmony and talking to each other and rebuilding of trust among Rwandan are a sign of peace and reconciliation.

Source:

Indicative value and contribution of volunteerism to national development

Estimated value of Volunteerism contribution in selected sectors

The noble contribution of volunteerism to national development can be best appreciated if services rendered through this mechanism are given a monetary value. With a conservative estimate on the current 59,368 Community Health Workers and 150,366 Local Government Officials and Committees each of them working for an estimated 100 days in a year, 65,000 Election Process Managers each working for an estimated 15 days a year, 5,352 Abunzi officials, 24,000 Gacaca officials and 5000 Red Cross volunteers each working for an estimated 50 days in year, all at the rate of a token Frw 3,000 per day (Frw. 90,000 per month), it would cost the government an estimated Frw. 70,998,000,000 per year to deliver the services that are being delivered through volunteerism.

Indicative value of volunteerism contribution to Development

| Category | Number of Volunteers | Days worked in a year | Rate per day (frw) | Total Amount |
|---|----------------------|-----------------------|--------------------|----------------|
| Community Health Workers | 59,368 | 100 | 3,000 | 17,810,400,000 |
| Local Government Officials & Committees | 150,366 | 100 | 3,000 | 45,109,800,000 |
| Election Process Managers | 65,000 | 15 | 3,000 | 2,925,000,000 |
| Abunzi | 5,352 | 50 | 3,000 | 802,800,000 |

Volunteer Contribution to GDP

It is indicative from the 2011 GDP figure of 2,540 billion francs that volunteerism contributes more than 30% to the national GDP which is substantial. This excludes contribution by other volunteers like night patrol guards at cell level, civil servants working overtime, monthly umuganda, etc.

Ratio of Volunteer value to Public Sector Wage Bill

In the health sector at district level, the 59,368 community health workers working for 12 months at an estimated monthly salary of Frw. 90,000 would cost government Frw. 64,117,440,000 per year, while the 2,500 salaried district health personnel earning an estimated Frw. 200,000 per month for 12 months costs government Frw. 14,633,088,710 per year (MINECOFIN 2011-2012 wage bill). This means that the government is saving three times for the same work provided through volunteer effort in this sector.

Table 2: Ratio of Volunteer value to Public Sector Wage Bill in selected sectors

| Category | Number of Volunteers | Annual Wage bill (Frw.90,000 /month) | Salaried Employees | Annual Wage bill (Frw.200,000/ month) | Ratio |
|---|----------------------|--------------------------------------|--------------------|---------------------------------------|-------|
| Community Health Workers | 59,368 | 64,117,440,000 | 2,500 | 14,633,088,710 | 1:4 |
| Local Government Officials & Committees | 150,366 | 162,395,280,000 | 4,000 | 940,960,854 | 1:173 |

| | | | | | |
|---------------------------|--------|----------------|----|-------------|-------|
| Election Process Managers | 65,000 | 70,200,000,000 | 75 | 344,794,762 | 1:204 |
|---------------------------|--------|----------------|----|-------------|-------|

Source: MINECOFIN 2011 – 2012 Wage bill for selected sectors

Figures in table 2 above indicate that government is saving three times by using volunteer community health workers, more than 170 times by using volunteers in local administrative councils and more than 200 times by using volunteers to run the electoral process.

Source: Republic of Rwanda, National Itorero Commission (2012). Volunteerism policy paper. Kigali: pp. 6-8.

Rwanda’s model of national service

From the experiences and lessons from different countries (like Nigeria, Kenya, Namibia, Ghana, Cameroon, South Africa and Israel) and based on Rwanda’s context, a blended model (voluntary and compulsory) is adopted for different categories of participants of Urugerero. The target group for the compulsory category is the youth between the ages of 18 – 35, completing their secondary education. But the board of commissioners of Itorero may change the target group for the compulsory category whenever need for doing so arises. Other categories of the population will be allowed to participate on a voluntary basis depending on their time, professional backgrounds and identified priorities. The number of participants for the national Service (Urugerero) in each intake shall be determined by the board of commissioners based on the available resources. Priorities to be focused on during National Service (Urugerero) are identified at least 3 months prior to the commencement of mobilization and training phase begins. The cost of the service shall be shared between the state and beneficiary institutions/ organizations.

In terms of affiliation of Itorero, the review of other countries’ experiences indicate that some have National Service (Urugerero) under ministry of youth; others under ministry of education while one of the countries has it under the office of the president. Based on our country context, Itorero commission shall be an independent commission with a reporting line to the Office of the President of the Republic.

Rationale of Itorero and Urugerero

The Itorero Program is a home grown initiative that helps to instil positive values in Rwandans especially the youth, give back to their communities, promote patriotism, community cohesion, and social responsibility and volunteerism. It enhances the socio-economic development of our country using integrated approaches some of which are informed by the Rwandan culture and traditions. It is developed in alignment with Rwanda's long term development strategy (Vision 2020), Millennium Development Goals (MDG) and Rwanda's medium term development strategy (EDPRS).

National Service (Urugerero) can be defined as an organized activity in which people serve the community in ways that contribute to social, economic and political transformation at no financial rewards.

The Urugerero program is aimed at developing programs that enhance the current efforts put in place to accelerate growth in all sectors of the economy by adding a formalized voluntary service component.

The Urugerero will also support young people to fulfil their potential and to work together as a community. Each participant will receive practical training (training related to domains of service), training in civic education and basic military training. Participants will be expected to carry out the lessons they have learnt during training by undertaking structured National Service (Urugerero) work.

Benefits of Itorero in general and Urugerero in particular

- Increased solidarity, and strengthened national identity and reduced stereotypic thinking by interfacing with the realities of the communities and the country in general.
- Increased patriotism and civic participation specially among the young generation
- Receive committed, motivated workers at no financial reward. The committed and motivated workers often influence the atmosphere in the work place

- The well-being of beneficiaries is improved with the injection of new compassionate dedicated workers
- Increases Social integration and cohesion
- Self-actualization because of the recognition of participants' efforts in people's lives or other forms of changes emanating from their efforts
- The participation empowers those involved in different ways including gaining new skills, interaction with others etc.
- Bridging the gap between communities and participants who may not otherwise get such an opportunity
- Gain practical skills that bridges the gap between the theory and the practices thus exposing the participants to the world of work
- Increases a sense of responsibility and love for the country
- Increases connection between the well off and the poor through getting understanding of community life experience.
- Increased opportunities for employment.

Source: Republic of Rwanda (2011). Itorero National Commission Strategy. Kigali: pp. 10-11.

8.12 End unit assessment answers

Expected answers to end unit assessment

1. For this question, the learners can refer to the section 8.1 (LB page 255....) and section 8.3 (LB page 257)
2. For this question, the teacher will consider the choices made by the learner.
3. The learners can provide the following elements as their answers:
 - Mediators play a big role in conflicts resolution where due to their competences they make trials of the problems that affect the Rwandans;
 - They reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities;
 - As the problems are locally resolved, mediators pave a strong way to national reconciliation because the solutions are coming from the neighbours;
 - The activities of mediators cement the national unity as well as all social categories which are equally handled by these kinds of courts;

- Economically, the mediators improve the economic conditions of the Rwandans because their economic activities are maintained live as the time spent in ordinary courts is reduced. Even the money needed in transport is no longer needed.
- The election process managers also play a key role in organisation and the process of elections. Their contributions prove how Rwandans can serve their nations without depending on foreign aid.
- In health sector, the community health workers contribute in sensitization and mobilization of people about the health care and sanitation.

The youth could play the following roles in the national service: (List is not exhaustive; the teacher has also to consider other roles given by the learners).

Became soldiers, which increases the number of the soldiers as needed in national army.

Act as manpower provider.

Contributes in collecting data.

Play big roles in sensitizing and mass mobilization about the national goals and programs.

They can contribute to service provision and delivery to the local population.

8.13. Summary of the unit

National service, as an organised activity where people serve in the community through different ways (according to the country), has been adopted by different countries as a solution to their internal problems. It is one way to integrate the youth in national priorities areas and their contribution into national social and economic development.

Not only the youth who are catered through the national service, the adult as well participate in the national service through the voluntary activities rendered to the community.

Many countries have adopted the national service for different purposes. Some of them are inspired by the need to increase the number of soldiers during the war time. This is a case of national service for example in the United Kingdom and in Singapore. Other countries like Ghana, Nigeria and Brazil, the motives which have guided option for national service including the need to incorporate the youth into social and economic development of their countries.

In Rwanda, the adoption of national service was inspired by the concept of volunteerism practiced in traditional Rwanda. Today, national service exists under the term of Urugerero program. This is provided for in article 48 of the Constitution of the Republic of Rwanda of 2003 revised in 2015. Through Urugerero activities, the youth are trained and initiated into military trainings for physical fitness. Thereafter, they are sent into their respective local communities to help in implementation of some national policies like sensitization and mobilisation against some diseases such as malaria.

Not only are the youth that are engaged in national service but also the adult as well. It is through the volunteerism where they contribute to the national building. The volunteerism programs included the activity of mediators, the judges in Gacaca courts, and the health community workers in health sectors, Red Cross volunteers, even all adults, not aged more than 65 years old, through community work are engaged in national service.

8.14. Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

What do you understand by the following concepts: a) national service b) voluntarism

List the different services rendered to the community in Rwanda. Explain briefly how they contribute not only to unity and reconciliation but also to democratization process.

Exemption from military service in Israel is given based on some criteria. Describe them.

Restate objectives of the National Youth Service Corps in Nigeria.

Expected answers

1. National service: It is defined as an organized activity in which people serve the community in ways that contribute to social, economic and political transformation at no financial rewards.

Volunteerism: It is defined as “unpaid non-compulsory work, that is, time that individuals give without pay to activities performed either through an organization or directly for others outside their own household.”

2. Umuganda, Ubudehe, Umusanzu (Communal self-help activities based on solidarity), Abunzi, local government councils (Njyanama), Gacaca judges, electoral commission agents, and community health workers (abajyanama b’ubuzima) among others. You can help learners to reflect how working together increases unity and the role played by Gacaca for instance in truth telling.

3. Exemption from military service in Israel is given based on some criteria. Enumerate them.

To be exempted from military service in Israel, some criteria is required:

- Being an expatriate.
- Having medical or psychological reasons
- Marriage, pregnancy or parenthood (for women only),
- Religious Israeli Druze citizens,
- Arab citizens of Israel and some young people are exempted for holding a criminal record.
- Also, the security minister may exempt certain people from an army service in the IDF, for reasons related to the volume of the military forces or reserve forces, or for reasons related to educational needs, settlement needs, security needs, economy needs, family needs and various other reasons.

4. Restate objectives of the National Youth Service Corps in Nigeria.

- To inculcate discipline in Nigerian youths.
- To raise the moral tone of the Nigerian youths.
- To develop in the Nigerian youths the attitudes of mind, acquired through shared experience and suitable training.
- To enable Nigerian youths acquire the spirit of self-reliance.
- To develop common ties among the Nigerian youths and promote national unity and integration.
- To remove prejudices, eliminate ignorance and confirm the many similarities among Nigerians of all ethnic groups.
- To develop a sense of corporate existence and common destiny of the people of Nigeria.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Describe the concept of national service in Rwanda.
2. Demonstrate the reasons that guide adoption of national service in Rwanda.

3. Compare the national service in United Kingdom and that of Singapore.
4. In the context of Rwanda, propose some activities which can be done in national service. Explain why you propose them and how they can contribute to unity and reconciliation.
5. Considering the challenges of national service, write a text for appeasing the spirit of those who have worries towards national service.

Expected answers

1. The learners independently describe the national service in Rwanda in their own words. The key words in their answers can be the following: Urugerero, itorero and volunteerism. **(See LB page 268)**
2. The learners will express in their own words to present answers. They have to focus on key points like: inspiration and benefits of volunteerism in traditional Rwanda, efforts of Urugerero in acceleration of national growth and national priorities. **(See LB page 268)**
3. After analyzing national service in United Kingdom and in Singapore, the learners make comparison of the two. They can use the following points to compare two countries:

United Kingdom:

- National service is full conscription on all males between 18 and 41 who were residents in the UK. There was also voluntary recruitment
- Need of national service was inspired by the wartime
- Period of service: 6 – 12 months after which a serviceman became a reservist for about four years.
- End of service in May 1963.

Singapore:

- National service is a constitutional requirement for all male and second generation permanent residents (i.e. Male children who take up permanent residency status under the sponsorship of their Permanent Resident parent) in Singapore aged 16 and 40
- Need of NS was a reaction to necessity to build a substantial military force.
- Period: Two years as national servicemen full time
- After full time in national service, a serviceman becomes a reservist.

4 and 5: You are advised to listen carefully to the learners' proposition to understand if they are really linked to some aspects of the key unit competence.

Extended activities

These are suggested questions for gifted and talented students.

1. Make a search on the achievements of the community health workers and evaluate how they facilitate the reinforcement of the six building blocks of World Health Organisation.
2. Justify the formation of National Youth Service Corps in Nigeria.
3. Debate on the role of national service in the nation building

Expected answers

1. To facilitate the achievement of the six building blocks of World Health Organisation, the health community workers contribute in the following ways:

- They deliver the good health services
- There is a well-performing health workforce
- There is a well-functioning health information
- There is equitable access to essential medical products, vaccines and technologies.
- There is good health financing system.
- The community health workers serve as role models in the health sector.
- Community health workers are a solution for overcoming the financial resource problems and improve access to health in rural communities.

2. For this question, the learners refer to the section 8.3.2 on paragraph about the national service in Nigeria (**See LB page 260**)

3. For this question, the learners use the knowledge and skills acquired in section 8.4 (**See LB page 266**)

UNIT 9: THE ROLE OF DEMOCRACY, UNITY AND RECONCILIATION IN THE TRANSFORMATION OF THE RWANDAN SOCIETY

9.1. Key unit competence

Examine the role of democracy, unity and reconciliation in the transformation of the Rwandan society.

9.2. Prerequisite knowledge and skills

In order to study this unit the learners should have knowledge, skills and competences on the following issues:

- Concepts of judicial systems and instruments
- National judicial systems and instruments
- Structure and organization of national judicial systems and instruments
- Different ways in which justice in Rwanda has been delayed and denied.
- Identify the achievements and challenges of the Rwandan Government after the 1994 Genocide against the Tutsi.

Moreover, learners should have information on some of the achievements that have been made by the government of Rwanda in terms of policies initiated in the judiciary, unity and reconciliation so as to promote the political, social and economic life of Rwandans and the rule of law and democracy in general.

9.3. Cross-cutting issues to be addressed

9.3.1. Peace and values education

In this unit nine, the cross-cutting issue of peace and values education will be addressed through the opportunity that will be offered to learners of being aware of a great role that democracy, unity, reconciliation and justice play in the maintenance of peace.

Learners will also take this occasion to develop positive values such as fight against injustice and will also know the importance of promoting unity and reconciliation as a bedrock of social and economic development in a country like Rwanda that experienced the 1994 Genocide against the Tutsi.

9.3.2 Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

9.3.3. Genocide Studies

Applied to this unit on *the role of democracy, unity and reconciliation in the transformation of the Rwandan society*, the cross-cutting issue on genocide studies will be addressed when learners will be helped to understand how a situation in which a country does not promote democracy and where people are divided alongside regions, religions, ethnic groups or other considerations can lead to genocide as it was the case of Rwanda with the 1994 Genocide against the Tutsi. Simultaneously, the learners will get the opportunity to be conscious of the role they have to play in enhancing unity and reconciliation in Rwanda as a pillar in the struggle for a sustainable peace in their country and a *never again* against the genocide.

9.3.4. Gender

This cross-cutting issue is applied on this unit as far as the participation of women in the democratic institutions elected in Rwanda has increased and their contribution in the process of unity, reconciliation and justice has also been very important since the end of the 1994 genocide against the Tutsi. This cross-cutting issue has also to be addressed when learners will be helped to understand how gender equity is a principle that deserves to be taught to every Rwandan and be implemented in all the domains of life.

9.4. Guidance on the introductory activity

At the beginning of this **Unit 9**, the introductory activity (**Learner's book page 289**) encourages learners to know what happens or will happen in this unit and helps them to be interested in getting informed about what they did know before studying this unit.

As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking themselves at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the role that has been played by democracy, unity and reconciliation in the transformation of the Rwandan society. In so doing, learners will involve themselves in the exploration of unit 9 even before its different lessons are taught in class.

Possible answer of the introductory activity

Learners will be invited to carry out a research using internet, textbooks, media, documentary videos, etc, on the situation of democracy, justice, unity and reconciliation has been significantly improved after the 1994 Genocide against the Tutsi and how this has brought tremendous transformation of the Rwandan society. In so doing, learners will try to find out how the progress that has been made so far by the Government of Rwanda in unifying and reconciling Rwandans and promoting a democratic rule in the country has had a positive impact on political, social and economic development of the country.

Before coming up with a conclusion, learners should make a comparison between the forms of democracy and justice in Rwanda and in some neighbouring countries such as Kenya and Tanzania. At this level, learners should try to establish similarities and differences between democratic and judicial systems that are practiced in Rwanda and in neighbouring countries.

9.5. List of lessons

| Number of sub-heading | Subheading title | Learning objective | Number of periods/22 |
|-----------------------|--|---|----------------------|
| 1 | Concepts of democracy and justice and their features | Describe the concepts of democracy and justice and their features | 3 |
| 2 | Different forms of democracy and justice | Discuss different forms of democracy and justice | 4 |

| | | | |
|---|--|--|----|
| 3 | Maintenance of democracy, unity, reconciliation, and justice are in Rwanda | Assess how democracy, unity and reconciliation and justice are maintained in Rwanda | 10 |
| 4 | Democracy and justice in neighbouring countries : case study of Tanzania and Kenya | Compare the forms of democracy and justice in Rwanda and in neighbouring countries of Tanzania and Kenya | 4 |
| | Assessment | Sum up the whole unit | 1 |

9.6 Lesson 1: Concepts of democracy and justice and their features

a) Prerequisites/Revision/Introduction

To begin this lesson, teacher can use revision by asking the learners some questions related to the role of different types of national service in Rwanda and other countries in addition, learners should have some information on the achievements of the Government of Rwanda after the genocide against Tutsi seen as they were taught in the unit one.

b) Teaching resources

To teach this lesson, different teaching materials can be used such as learner's textbooks, computer, internet, dictionaries, encyclopedias, etc. Braille materials should also be availed to help learners with visual impairment if there are such cases.

c) Learning activities

Teacher invites the learners to use their textbooks, internet or other references books like dictionaries to define the terms, democracy and justice. At the same time, learners are also assigned the task of describing the features of democracy and justice. These two activities are carried out in groups and learners are given at least fifteen minutes to put together the results of their research. Thereafter, one group will present its findings of the study.

Other groups can ask questions or make comments and then move to the next groups.

After class presentation, teacher can use the question and answer method to guide the learners in making summary and assessment of the lesson taught.

d)Introductory activity

Ask the learners to write down five hundred words text explaining the contribution of unity and reconciliation policy to the transformation of Rwandan society.

Use internet or textbooks to guide learners' response.

e)Activity 9.2

Answers to activity 9.2

In short, **democracy** is simply a system of government where the citizens directly exercise their power, and have the right to elect government representatives who collectively create a government body for the entire nation (like, a parliament). It is characterised by political freedom, equality of citizenship, selectivity of state bodies, separation of powers, decision-making by the will of the majority with the mandatory observance of the rights of the minority and political pluralism.

On the other hand, **justice** is a state of character, a set of dispositions, attitudes and good habits. Justice consists of treating equals equally and unequals unequally, in proportion to their inequality. Justice is action in accordance with the requirements of some norms which ensure that all members of society receive fair treatment. Justice ensures that people receive their fair share of the goods available; that people receive fair treatment from society's institutions; that people's actions conform to rules of fair play. There are four main features of justice including meritocracy, fairness, equality and moral righteousness.

Basing on its characteristics, democracy is actually practiced in Rwanda. Citizens are sovereign in the determination of the form of government they wish to rule them. This occurs with their participation in electing the constitution as it was the case in Rwanda when the Rwandan population voted a revised constitution in a referendum for approval organized in 2015.

In Rwanda, citizens are also equal before the law which ensures equal protection before court. In addition, there are no privileges or restrictions for a given group based on its colour, political beliefs, religious or other convictions, ethnic or social origin, property status, residence, linguistic or other grounds. People enjoy and exercise the electoral rights and the three powers, executive, legislative and judicial are separate and independent.

In addition, the Rwandan citizens participate in decision-making through for example their consultation in the preparation of the national budget. Apart this, they can freely adhere to any political party of their choice.

As far as justice is concerned, its features are also ostensibly implemented in the country of Rwanda. A number of mechanisms have been set in place in order to promote transparency and fight against corruption in both public and private sectors. This can help the population of Rwanda to get what one deserves. The governmental institutions such as Office of General Auditor, Office of the Ombudsman, Public Service Commission, etc. have been created to fulfil this finality. People are also treated equally in all aspects of the political, economic and social life.

f)Application activity 9.2

Answers to the application activity 9.2

1. **Democracy** is a system of government in which citizens enjoy full rights to choose their leaders and to remove them in case they fail to accomplish conveniently their duties and responsibilities. Concomitantly, citizens have to be regularly consulted in the process of decision-making.
2. **Meritocracy**: this feature of justice means that a person has rewarded according to the importance of the work he or she has completed. For instance, in examination, learners should be marked in the same way and be given the marks that they deserve. This is a positive recognition.

On the negative side, a person should be punished in the limit of the gravity of his/her bad deeds. For example, if two learners have committed the same mistake, they should be punished accordingly. You cannot for instance suspend a learner for having made noise in classroom. However, students that are truant, they can be given a sanction of cultivating in the school garden.

3. **Fairness:** This characteristic of justice means that people who are equal should be treated equally. Sometimes, fairness can mean treating people unequally in order to correct past injustices. For example in Rwanda, the women have been for long time not excluded from political posts. In order to correct this imbalance, 30% of political posts are automatically provided to them.
4. **Equality:** This means that all people in Rwanda enjoy equal citizenship for instance in paying taxes, electing leaders, health insurance, education, etc. However, unjust distribution of social and economic resources should be rectified by using corrective measures. In Rwanda, for example, people of the first category of Ubudehe do not pay for the medical insurance; this is paid by the Government.

The moral righteousness recommends altruistic conduct in order to make society a better place for living. Here, parents should be of abnegation while bringing up their off springs as well as elected politicians in public roles.

The term justice can be defined as individual disposition, attitude or good habit of treating all people in the same way without giving to some or others privileges or imposing restrictions.

The two dimensions of the equality are that all the citizens have the equal rights in matters like elections of leaders, running political offices, etc .These are political rights.

Equality also has economic and social dimensions. At this level, justice is ensured when governments put in place a system that helps everyone to enjoy adequate economic security programmes that help all people in society to have ready access to adequate and affordable housing, sufficient, safe and nutritious food and other public goods such as transportation.

As a teacher you should know that the above developed answers are not absolute or perfect ones, students may find diverse other many answers. It is your task as a teacher to search how to help learners be informed if they are on good way in their attempts to answer questions. This note has also highlighted for other answers that are provided in this teacher's guide.

9.7.Lesson 2: Different forms of democracy and justice

a)Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the concepts of democracy and justice and their features. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read in books and report on different forms of democracy and justice. Afterwards, two learners can volunteer to share what they have acquired as new knowledge related to the lesson to be learnt with the whole class.

b)Teaching resources

Different teaching materials can be used to teach this lesson: learner's textbooks, computer, internet, dictionaries, encyclopedias, etc. Braille materials should also be availed to help learners with visual impairment if there are such cases.

c)Learning activities

Teacher invites the learners to use their textbooks, internet to explain and describe different forms of democracy and justice of democracy and justice. This activity can be performed in groups and learners are given at least fifteen minutes to put together the results of their research. Thereafter, one group will present its findings of their study. Other groups can ask questions or make comments and then move to the next groups.

After class presentation, teacher can use the question and answer method to guide the learners in making summary and assessment of the lesson taught.

d)Activity 9.3

Answers to activity 9.3

Democracy has different forms including direct democracy, representative democracy, presidential democracy, parliamentary democracy, authoritarian democracy, participatory democracy, Islamic democracy and social democracy.

A direct democracy is said when citizens get to vote for a policy directly, without any intermediate representatives or houses of parliament. This has been successful for a long time in Switzerland.

Representative democracy or indirect democracy is when people choose to vote for who will represent them in a parliament. This is the most common form of democracy that is applied across the world. In Rwanda, this is also the form of democracy used in its governance.

Under a **presidential democracy**, the president of a state has a significant amount of power over the government. The president and the executive branch of the government are not liable to the legislature, but cannot, under normal circumstances, dismiss the legislature entirely. Similarly, the legislature cannot remove the president from his/her office either, unless the case is extreme. In a presidential democracy, the head of state is also the head of the government. The country of United States of America employs this kind of democracy.

A parliamentary democracy gives more power to the legislature and the executive branch derives its democratic legitimacy only from the parliament. The head of state is different from the head of government, and both have varying degrees of power. However, in most cases, the president is either a weak monarch (e.g. the United Kingdom) or a ceremonial head (e.g. India).

Authoritarian Democracy is when only the elites are a part of the parliamentary process. The individuals of the state are allowed to vote for their chosen candidate, but “regular people” cannot enter the elections. Therefore, in the end, it is only the ruling elite that decide on the various interests of the state’s population. Modern-day Russia under Vladimir Putin is a classic example of this type of governance.

Participatory Democracy is the exact opposite of an authoritarian democracy. The participatory democracy places an emphasis on the creation of opportunities for all members of a population to make meaningful contributions to the decision-making process. It also searches to empower the disempowered by breaking up the state into small networks and prefers to empower community-based grassroots politics. It values deliberation and discussion, rather than merely voting.

Today, no country actively practices this form of democracy. However, many social movements, like the international Occupy movement, the Bolivarian movement in Venezuela and the Narmada Bachao Andolan in India organize themselves around a participatory model of democracy.

Islamic Democracy is a form of democracy that seeks to apply Islamic law to public policies, while simultaneously maintaining a democratic framework.

Islamic democracy has three main characteristics. Firstly, the leaders are elected by the people. Secondly, everyone is subject to the Sharia law. Thirdly, the leaders must commit to practicing ‘shura’, a special form of consultation practiced by Prophet Muhammad. The only countries that fulfil these three characteristics are Iran, Afghanistan, Pakistan, and Malaysia.

Social Democracy arose as a reaction to neoliberal policies in international economics. Under neo-liberalism, profit-making entities like multinational corporations can easily infiltrate other political states. They maintain a level of sovereignty and mobility that no government can oppose. The power of the political state seems weak in comparison.

Social Democracy aims at empowering the state over the mere whims of the neoliberal market. For instance, the state can increase its expenditure by providing free alternatives to overpriced private ventures. It may focus on providing free education or free healthcare, so that people don’t have to depend on profit-making corporations.

For the forms of justice, consult the answers that are provided in the following section entitled “*answers to the application activities*”. Learners who manage to find all the forms of democracy, they will justify them by providing the explanation of its form of democracy.

d)Application activity 9.4

Answers to the application activity 9.4

| 1.Answer to the question 1Country | Form of democracy | Justification |
|--------------------------------------|--------------------------|--|
| Rwanda | Representative Democracy | Citizens choose to vote for who will represent them in a parliament. |
| Uganda | Representative Democracy | Citizens choose to vote for who will represent them in a parliament. |
| Kenya | Representative Democracy | Citizens choose to vote for who will represent them in a parliament. |
| Tanzania | Representative Democracy | Citizens choose to vote for who will represent them in a parliament. |

| | | |
|--------|--------------------------|--|
| Sudan | Islamic Democracy | Application of Islamic law, Sharia to public policies |
| Yemen | Islamic Democracy | Application of Islamic law, Sharia to public policies |
| Iraq | Islamic Democracy | Application of Islamic law, Sharia to public policies |
| France | Representative Democracy | Citizens choose to vote for who will represent them in a parliament. |
| UK | Parliamentary Democracy | More power lies in the legislature or parliament and the executive power i.e. the government derives its democratic legitimacy only from the parliament. |
| USA | Presidential Democracy | The president of a state has a significant amount of power over the government and the head of state is also the head of the government. |

2. The four forms of justice are distributive justice, procedural justice, restorative justice and retributive justice.

The distributive justice, or economic justice, is concerned with giving all members of society a “fair share” of the benefits and resources available. Different governments in the world have put in place taxes as a way of redistributing the wealth among their citizens. Others also practice the social assistance in favour the poorest categories to respond to this commitment.

The procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment.” Those carrying out the procedures should be neutral, and those directly affected by the decisions should have some voice or representation in the decision-making process. Implementing fair procedures is central to many dispute resolution procedures, including negotiation, mediation, arbitration, and adjudication.

In Rwanda, for example, in resolution of disputes, mediators (abunzi) intervene and the two parts in conflicts participate in the decision –making process.

The restorative justice or reparative justice” or “corrective justice” is an approach to justice that focuses on the needs of victims and offenders, instead of satisfying abstract legal principles or punishing the offender. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions, “to repair the harm they’ve done – by apologizing, returning stolen money, or community service”. Such a kind of justice was applied in Rwanda in Gacaca courts for the people who had been found guilty for having been involved in the crime of genocide against the Tutsi concerning the acts of looting or destroying the properties belonging to Tutsi. For such cases, the wrongdoers were required to pay back.

Retributive justice is based on the idea that people deserve to be treated in the same way they treat others. It is a retroactive approach that justifies punishment as a response to past injustice or wrongdoing. The central idea is that the offender has gained unfair advantages through his or her behavior, and that punishment will set this imbalance straight. In other words, those who do not play by the rules should be brought to justice and deserve to suffer penalties for their transgressions.

Retributive justice is concerned with healing victims’ wounds, restoring offenders to law-abiding lives, and repairing harm done to interpersonal relationships and the community. Victims take an active role in directing the exchange that takes place, as well as defining the responsibilities and obligations of offenders. Offenders are encouraged to understand the harm they have caused their victims and take responsibility for it. In Rwanda, this kind of justice has also been applied between the victims and perpetrators of genocide against the Tutsi where in healing the wounds the genocide survivors, perpetrators of genocide are invited to plead guilty and apologize before the victims and the latter are asked to forgive them.

3. The presidential democracy and parliamentary democracy are different in the way that under a presidential democracy, the president of a state has a significant amount of power over the government. He/she is either directly or indirectly elected by citizens of the state. The president and the executive branch of the government are not liable to the legislature, but cannot, under normal circumstances, dismiss the legislature entirely. Similarly, the legislature cannot remove the president from his/her office either, unless the case is extreme. In a presidential democracy, the head of state is also the head of the government.

The parliamentary democracy gives more power to the legislature. The executive branch derives its democratic legitimacy only from the legislature.

The head of state is different from the head of government, and both have varying degrees of power. However, in most cases, the president is either a weak monarch or a ceremonial head.

4. To answer this question, learners are required to support the view that governments have the duty of assisting people with low income or if such category of population as well as the class of the wealthy have he you think that the role of have to struggle themselves to earn their livings.

5. The features of the direct democracy are the following:

- Citizens get to vote for a policy directly, without any intermediate representatives or houses of parliament.
- The people can even bring up issues themselves, as long as they have a substantial consensus on the issue.
- Taxes cannot be raised without the public support

9.8.Lesson 3: Maintenance of democracy, unity, reconciliation, and justice in Rwanda

a)Prerequisites/Revision/Introduction

Teacher can start this lesson by asking learners some questions about the previous lesson on different forms of democracy and justice. The new lesson can be introduced by inviting learners to take four minutes to share in pairs what they read in books and report on how democracy, unity, reconciliation, and justice in Rwanda. Afterwards, two learners can volunteer to share what they have acquired as new knowledge related to the lesson to be learnt with the whole class.

b)Teaching resources

Learner’s textbooks, internet, testimonies, reports, press media, tactile materials, documentary films on the maintenance of democracy, unity, reconciliation, and justice in Rwanda, extracts of some Rwandan leaders, President, Ministers ‘speeches about governmental programs, policies and achievements. Braille materials should also be availed to help learners with visual impairment if there are such cases.

c) Learning activities

Teacher invites the learners to use their textbooks, internet, testimonies, films and other relevant documents to evaluate how democracy, unity, reconciliation, and justice are maintained in Rwanda. This activity can be performed in groups and learners are given at least fifteen minutes to put together the results of their research. Thereafter, one group will present its findings of their study. Other groups can ask questions or make comments and then move to the next groups. After class presentation, teacher can use the question and answer method to guide the learners in making summary and assessment of the lesson taught.

d) Activity 9.5

Answers to activity 9.5

After the 1994 Genocide against the Tutsi, the Government of Rwanda has managed to make a number of achievements in the promotion of democracy, unity, reconciliation and justice. As a teacher, invite learners to work on this activity in groups to determine at each level, the achievements that were made. They may use their history textbooks or carry out a research on internet. Afterwards, learners make presentation of the results of their findings to the whole class.

Application activity 9.5

Answers to the application activity 9.5

1. The Government of Rwanda through its National Unity and Reconciliation Commission (NURC) has made many achievements in uniting and reconciling the Rwandan population. Many other Governmental services and the civil society have also been involved in such a program. Learners should work in groups to evaluate different achievements made by all the above institutions. They can use the history textbooks of senior six or internet to find out the required information and then after they present the findings of their work to the whole class.
2. In groups, learners are invited to read the History textbooks of senior six and search for how justice is maintained in Rwanda and describe the judicial branch hierarchy in Rwanda. Afterwards, learners present the outcomes of their research to the whole class.

3. Since inception of the decentralisation policy, the Government of Rwanda decided that the implementation of the strategy should be carried out in phases. The first phase (2001 to 2005) aimed at establishing democratic and community development structures at the District level and was accompanied by a number of legal, institutional and policy reforms, as well as democratic elections for local leaders.

The second phase (2006 to 2010) was conceived after a territorial restructuring in 2005, which considerably reduced the number of administrative entities (from 11 to 4 provinces, 106 to 30 districts, 1545 to 416 sectors, and 9165 to 2148 cells), and aimed at consolidating progress on national priorities, such as Vision 2020, and deepen the decentralization process by enhancing effectiveness in service delivery to communities. (MAPS)

The second phase of decentralization also focused on trying to build capacities (human and financial) at local levels, and to boost local development but this has been rather piecemeal and a slow process. Enhanced upward accountability, particularly after introduction of the process of performance contracts-“Imihigo”, has led to significant achievements in terms of governance, social and economic development, and has reinforced synergies, coordination and harmonization of interventions in local governments. But the next phase needs to improve on the key downward accountability linkages between local government leadership and citizens.

In general, the decentralization policy had had several advantages. This policy encouraged teamwork in decision making between Councils and Executive Committees at local administration level. It brought services closer to the people in order to solve their problems. The policy also helped in enforcing unity in so far as different Rwandan communities were concerned. In addition, the people participated in choosing and checking their leaders. Above all, the people took decisions jointly on concrete programs and activities. For instance, the Rwandan population participated in placing the households in new categories based on their social-economic status, and their property – in terms of land and other belongings – and what the families’ breadwinners do to earn a living at the level of each village.

After having evaluated the achievements that have been made so far at the local administration level in implementing the policy of decentralisation, invited the learners to discuss in groups two challenges that still hinder its realisation:

- Local Government Budgets have increased significantly over the past years, however while overall financial resources are still not at the level to cover all needs of local governments, the share of the budget that local governments have discretionary control over (from own revenues and from central government transfers) is still small and shall be increased to strengthen the decentralization process. This includes improving own revenue collection and management.
- Participation of the population through decision making and demanding for accountability from leadership is still low.

At the end of the discussions in groups, each group present the results of their discussions to the whole class.

4. After the 1994 Genocide against the Tutsi, tremendous progress has been made in the industry of media. For example, at the end of the genocide in 1994, the country had only a radio and television stations both owned and operated by the government. Today, the country has 35 radio stations (including four foreign radios that operate on FM but excluding the public broadcaster), five private television stations and a number of pay television channels. These radio stations are owned by different individuals and organisations, Rwandans as well as non Rwandans ; a point that serves to ensure plurality of ownership to avoid over concentration of the media in a few hands—which would adversely affect media freedom. The radio stations also represent varied interests as some are commercial, others religious while others are community based. This also means that the radio stations fulfil the principle of representing variety of views and opinions which is also crucial for media freedom.

In addition, the former state broadcaster was reformed and renamed Rwanda Broadcasting Agency (RBA) with a mandate to become more focused on citizen based programming and citizen generated stories rather than the government. Better, the broadcaster has added on five community radio stations and two FM stations (Magic FM and Inteko) besides the parent radio station that broadcasts throughout the country and Rwanda television. With regard to the print media, the country has at least 43 registered newspapers and magazines, 80 web-based newspapers and a host of blogs.

In addition, the media law of 2013 not only protects media pluralism and freedom to start and own a media outlet but also provides for media self-regulation. The provision of self-regulation came into effect after the amendment of the media law of 2009. Besides media law, there is an Access to Information law that also guarantee the right not only of journalists but also citizens to access information whether in position of government or some private entities. The law was also enacted and came into force in 2013.

Regarding the institutions that train journalists, today, there are five such institutions, including the School of Journalism and Communication (SJC) at the University of Rwanda (UR) and the Great Lakes Media Center (GLMC) both directly funded by the Government of Rwanda (GoR). In addition, the Media High Council (MHC) was reformed and is now charged with media Capacity Development. And since the Government decided to withdraw from media regulation, journalists regulate themselves through their own created organ known as the Rwanda Media Commission (RMC). However, since this organ does not have the capacity to regulate the technical part of the media, particularly radio and television, RMC works with Rwanda Regulatory Agency (RURA) when the technical part of media regulation is needed. It is RURA therefore that also issues broadcasting licenses and frequencies.

5. Provide to learners the content of article 59 of the constitution. Then invite them to debate in groups on how the principle of collaboration between political organisations for the purposes of political dialogue, and building consensus and national cohesion is actually implemented in Rwanda. Afterwards, learners present to the whole class the outcomes of their debate.
6. Learners are invited to read the constitution of Rwanda from article 10 to article 52. Then, they identify some (like 5) fundamental human rights by consulting at the same time the **Universal Declaration of Humana Rights**. This work can be performed individually as a homework.
7. Referring to the forms of democracy, learners are invited to find out one which matches with the principles of Gacaca jurisdictions. Afterwards, learners justify their answer basing on the programme of unity and reconciliation that the Government of Rwanda considers as the sine qua non condition for the rebuilding of the social fabric destroyed by the 1994 genocide against the Tutsi.

9.9 Lesson 4: Democracy and justice in neighbouring countries: case studies of Tanzania and Kenya

a)Prerequisites/Revision/Introduction

At the start of the new lesson, as a teacher you can ask learners questions related to the previous lesson entitled “maintenance of democracy, unity, reconciliation, and justice in Rwanda”. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read in books and report on democracy and justice in neighbouring countries of Tanzania and Kenya. Afterwards, two learners can volunteer to share what they have acquired as new knowledge related to the lesson to be learnt with the whole class.

b)Teaching resources

These can include learner’s textbook, computer, internet, newspaper, tactile materials documentary films, etc. on democracy and justice in neighbouring countries of Tanzania and Kenya. Braille materials should also be availed to help learners with visual impairment if there are such cases.

b)Learning activity

Teacher invites the learners to use their textbooks, internet, films and other relevant documents to analyse how democracy and justice are maintained in the neighbouring countries of Tanzania and Kenya. This activity can be performed in groups and learners are given at least fifteen minutes to put together the results of their research. Thereafter, one group will present its findings of their study. Other groups can ask questions or make comments and then move to the next groups.

After class presentation, teacher can use the question and answer method to guide the learners in making summary and assessment of the lesson taught.

d)Activity 9.3.1

Answers to activity 9.3.1

Having analysed how democracy and justice are maintained in Rwanda, learners will be invited to read and to analyse the democratic and judicial systems that are practiced in Tanzania and Kenya.

Afterwards, they will be asked to establish a comparison between the Rwandan democratic and judicial systems and those that are practiced in Tanzania and Kenya. Guide learners to do this exercise as long as they are studying the lesson four as homework and it can be done individually or in groups. At the end of this lesson, learners will be invited to submit a written document of their homework and make an oral presentation to the whole class.

e)Application activity 9.4

Answers to the application activity 9.4

1. Since the time of the independence of Kenya in 1963, the development of democracy and public participation have had mixed results. Kenya adopted a Westminster style of democracy with multi-party institutions and a federal system of government.

There were several political parties, the main ones being the Kenya African National Union (KANU) and the Kenya African Democratic Union (KADU). The first government introduced a series of constitutional amendments that centralised power in the presidency.

These changes significantly constrained democratic participation. The government became increasingly intolerant of dissent. Keen to consolidate power without rivalry, the government banned the opposition in 1969. This gave the then ruling party, KANU, unchecked dominance. More amendments to the constitution to centralise power in the executive followed. In 1982, Parliament changed the constitution to make Kenya a one-party state. The country remained as such until 1991 when pressure, through people's struggles for democratic change, compelled the government to repeal this constitutional provision and provide for a return of multi-party democracy. However, in the 1990s, multi-party democracy was not yet exercised to fulfil such expectation but it still reproduced certain negative tendencies and needed to be enhanced.

At the end of 2002, the coming to power of a new government seemed made another new promise for the transition to democracy. There was a new beginning where some of these hopes were momentarily realised. But the country experienced unprecedented electoral violence after a dispute over presidential election results in December 2007. This violence again eroded some of the gains in the area of democracy and political participation.

In 2010, yet democracy values and principles of governance provided in the new constitution such as accountability, public participation and the rule of law were not fully practised. The 2010 constitution has addressed some of the obstacles that prevent consolidation of democratic gains. It has established two levels of government: national and county government. The County governments are given resources to undertake development in their areas. The powers of the president have also been reduced; the president cannot make appointments without the approval of Parliament. The constitution has secured the independence of the judiciary and Parliament and, therefore, the executive cannot compel them to tend to its interests.

2. Tanganyika (Tanzania Mainland) had a multiparty political system, The Tanganyika African National Union (TANU), established in 1954 was the overwhelmingly a dominant political party in pre independence Tanganyika. The multiparty general election in Tanganyika prior to independence took place in 1958, 1960 and 1962 when Tanganyika became a republic and Mwalimu Nyerere as the first President. Although all the political parties struggled to bring independence in Tanganyika, soon after the attainment of independence, the ruling party (TANU) under the Chairmanship of Mwalimu Nyerere, denounced opposition parties and introduced the single party system in 1962.

In 1965, there was introduction of the single party constitution. All general elections since 1965 to 1990 were held in a single party system, though they were competitive in nature. The single party political system didn't give the citizens freedom to join in or form the political parties, even though they were not pleased by the ruling party.

The multiparty political system was officially reintroduced in 1992 by President Nyerere who realized his mistakes of having banned multiparty system. Because of his influence and reputation as the father of the nation, multiparty system was officially signed on 1st July, 1992. This marked the era of true democracy in Tanzania, where many political parties registered. There were 13 political parties that participated in the general election in 1995. Since that time, the political party Chama Cha Mapinduzi (CCM) has managed to win all the presidential elections.

3. In groups, learners are invited to read their history textbooks on the structure of the judicial and then after they describe it and present to the whole class the results of their findings.

4. In groups, learners are invited to read their history textbooks or to carry out a research on internet so as to assess the implementation of the social justice in Tanzania. Afterwards, learners present to the whole class the results of their findings.

9.10. Additional Information

Key achievements of the National Consultative Forum of Political Organisations

The NFPO has registered following key achievements:

- Conducted a survey on women representation within Political Parties' Leadership (2011);
- Developed a documentary film on Youth Political Leadership Academy program;
- Designated eight (8) Senators to the Senate;
- Conducted a National Seminar on Rwandese Political Philosophy and national consciousness, with the objective of « Highlighting an integrated Rwandese national political philosophy for national consolidation”;
- From 2003, the NFPO established the Election Observation Mission to monitor any national election to be carried out in the country, and deploy observers from different political organisations to monitor the election process starting from the campaigning events to Election Day itself.
- Contributed in the drafting process of different laws including the Organic law governing political organisations and politicians and Electoral Law.
- The NFPO participates in the preparation of the annual commemoration of the 1994 Genocide against the Tutsi, especially in the preparation activities of the closing of the commemoration week which is held at Rebero Genocide memorial site.

Truth, Justice and Reconciliation in Kenya

The commission was mandated to —inquire into the causes of ethnic tensions and make recommendations on the promotion of healing, reconciliation and co-existence among ethnic **communities**.

The report derives much of its understanding from a wide variety of historical injustices committed during the period under investigation, which it combines with a discussion of ethnicity and ethnic tension, national unity, and reconciliation. This report attempts to document causes and effects of ethnic tensions in Kenya including their drivers and root causes, and the government policies that have undermined national cohesion and unity (for example, stereotyping and excluding certain groups from the political affairs of the state). It seeks to make a causal link between heightened ethnicity and politics, land, and violence.

The commission found that, during the Colonial period, the British Colonial government pursued a **policy of —divide and rule in order to consolidate their hold on the country and lessen the possibility** of the African population resisting colonial rule. Second, it created ethnically defined administrative boundaries and set them with little consideration for historical interethnic interactions and relations. Third, the Colonial Government focused on developing infrastructure and social services in—**productive areas of the country at the expense of the rest of the country.**

According to the TJRC Report, colonial land policies resulted in displacement and inequality that remained largely unaddressed in the policies and practices of independent Kenya. The ruling elite in independent Kenya did not have the political will or commitment to create a truly democratic and prosperous Kenya for all of its citizens. The report identifies the causes of ethnicity, which include Colonialism and policies in Kenya that continue to have a far-reaching effect on how communities interact. These include administrative, economic, and land policies that have bred a sense of division and hatred among Kenyan communities. It also identifies successive regimes as not only maintaining **policies that ingrained ethnic division, but exploiting them, further resulting in —insider-outsider** dynamics. The report asserts that ethnic tension and violence occur when communities assert a superior claim over a territory at the expense of or to the exclusion of others. Such superior claims are based on the assumption that ownership or occupation at some point in the past created an exclusive claim for such ownership or occupation in the present. Such exclusive claims to territory inevitably create classes of **insiders'and outsiders'.** **This perception of people as outsiders as opposed to fellow citizens** often leads to increased tension based on ethnicity which, in turn, creates the potential for ethnic violence. For a long time, this has been the

issue in the greater part of the Rift Valley.

For decades, Kenya has remained a nation in which communities stand divided along ethnic and regional lines suspicious and distrustful of one another. Over the decades feelings of inter-communities distrust and hatred have festered mainly because a myriad of issues which are at the core of nation building have largely remained unresolved. These issues include conflicts over land, inequality and regional imbalances, and impunity combined with a lack of transparency and accountability. These issues have eroded a sense of belonging, nationhood, and public trust in political and governance institutions. Since independence, successive governments have employed silence, denial and selective amnesia whenever individuals and agencies have raised the need to address these fundamental issues. Painful memories have been passed from one generation to another and as a consequence, present generations continue to hold grudges for violations and historical injustices meted against their forefathers and mothers. Until now, the scale and impact of human rights violations and historical injustices have neither been fully acknowledged nor sufficiently addressed.

In its work, the Commission recognized that meaningful reconciliation is not an event, but rather a long process. At the individual level, the decision to reconcile is a personal one, aimed at setting the stage and establishing the basis for the beginning of a reconciliation process. Accordingly, the Commission worked towards ensuring that its activities in the course of its life and the result of its work would substantially contribute to the process of reconciliation. The Commission conducted reconciliation workshops across the country. It also conducted Workshops on Trauma Healing and Strategy Formulation in selected places in the country.

On the one hand, the Commission found that the views of victims on reconciliation are varied. There were those who willingly forgave their perpetrators and did not even need to meet them. There were those who simply wanted to know why atrocities were committed against them. But there were also those who were unwilling to forgive and wanted to see their perpetrators prosecuted for the wrongs they committed. On the other hand, adversely mentioned persons, were largely unwilling to acknowledge any responsibility for events that resulted in unspeakable atrocities. Acknowledgement of wrongdoing and an expression of remorse are vital ingredients in the road to reconciliation. The refusal by adversely mentioned persons to acknowledge and own up to their actions point to a nation that is very far from being reconciled.

The situation is made worse when the perceived perpetrators of untold human rights violations go a step farther to challenge the validity of the information as presented by the victims. By all means, a victim is both an eye and a key witness when it comes to a violation. We cannot rule out distortions in the information given but at the same time they could not all have been wrong.

To achieve healing and restorative truth, there must be a consideration of the personal or narrative truth (personal versions of truth by witnesses, including victims and perpetrators), the factual or forensic truth (the product of investigations, verification and corroboration), and the social truth (the product of dialogue, interaction, discussion and debate. All versions must corroborate to ascertain a thread. On the one hand, a relationship exists between truth and reconciliation. While closure for victims and the ability to address past violations and prevent repetition begins with knowing the truth about past events, truth-telling may open wounds in ways that slow or impede reconciliation and healing especially at a personal level. The challenge is to engage with both without negating either. The dignity of the victim must be taken into consideration. On the other hand, there exists both conceptual and practical links between reconciliation and the notion of justice. Justice includes redistributive, retributive and reparative justice. Reconciliation is fostered when those who have suffered are restored and repaired, those who were previously excluded are included in meaningful ways, and those in dire want as a result of marginalization are materially enabled to move forward. To achieve reconciliation emphasis should be put on facilitating dialogue and creating space for constructive exchange by and around individuals, communities and institutions.

For Kenya to foster reconciliation and healing, it is essential that the truth of the past be officially established. As Werle observes, there can be no reconciliation without truth. The TJRC was fundamental in creating a proper record of the past while stating this truth which has been elusive in Kenya for a long time. This in itself is a form of reparation to the victims and survivors of human rights violations who have desired to know the official truth for a long time. Kenyans should analyze and use the findings and recommendations of TJRC to demand new and more effective mechanisms for truth telling, if at all justice and reconciliation is to be attained. It is the right of the citizen to know the truth.

Normally, the citizenry know what abuses happened and who did what, thus the TJRC would have served as a way of acknowledging the evasive truth officially. The TJRC process should have served as an avenue of healing and

reconciliation which is needed in a fractured Kenyan society. The government and civil society should create a conducive environment for the perpetrators to show remorse and seek forgiveness in public for purposes of achieving reconciliation. Perpetrators who fail this test should face the full force of the law. The TJRC report should also be used together with other official and unofficial sources – like findings from other commissions of inquiry – as the basis for furthering the agenda for truth, justice and reconciliation in Kenya.

The commission makes no tangible, actionable, or concrete recommendations on the issue of ethnicity in Kenya or how to deal with ethnic tension. Some probable recommendations for resolving ethnic tensions implied in the TJRC Report, and explicit in the new constitution, include ethnic inclusion in public offices at the national and county level, fostering civic engagement and dialogue among ethnic groups at the national and county level, and equitable distribution of resources among various regions. The presidency, county government, political parties, the Public Service, and Parliament are specific organs of the state identified by the constitution as capable of playing a key role in managing ethnic tension and fostering national cohesion. The national values and principles of governance in the Constitution provide the necessary legislative and social framework to embark on social cohesion and reconciliation of the Kenyan people.

Extracts: Promotion of National Unity and Reconciliation act 34 of 1995

[Assented to 19 July 1995][Date of commencement: 1 December 1995] act

To provide for the investigation and the establishment of as a complete picture as possible of the nature, causes and extent of gross violations of human rights committed during the period from 1 March 1960 to the cut-off date contemplated in the Constitution, within or outside the Republic, emanating from the conflicts of the past, and the fate or whereabouts of the victims of such violations; the granting of amnesty to persons who make full disclosure of all the relevant facts relating to acts associated with a political objective committed in the course of the conflicts of the past during the said period; affording victims an opportunity to relate the violations they suffered; the taking of measures aimed at the granting of reparation to, and the rehabilitation and the restoration of the human and civil dignity of, victims of violations of human rights; reporting to the Nation about such violations and victims; the making of recommendations aimed at the prevention of the commission of gross violations of human rights; and for the said purposes

to provide for the establishment of a Truth and Reconciliation Commission, comprising a Committee on Human Rights Violations, a Committee on Amnesty and a Committee on Reparation and Rehabilitation; and to confer certain powers on, assign certain functions to and impose certain duties upon that Commission and those Committees; and to provide for matters connected therewith.

Truth and Reconciliation Commission (ss 2-11)

1. Establishment and seat of Truth and Reconciliation Commission
 - a) There is hereby established a juristic person to be known as the Truth and Reconciliation Commission.
 - b) The seat of the Commission shall be determined by the President.
2. Objectives of Commission
 - The objectives of the Commission shall be to promote national unity and reconciliation in a spirit of understanding which transcends the conflicts and divisions of the past by-establishing as complete a picture as possible of the causes, nature and extent of the gross violations of human rights which were committed during the period from 1 March 1960 to the cut-off date, including the antecedents, circumstances, factors and context of such violations, as well as the perspectives of the victims and the motives and perspectives of the persons responsible for the commission of the violations, by conducting investigations and holding hearings; facilitating the granting of amnesty to persons who make full disclosure of all the relevant facts relating to acts associated with a political objective and comply with the requirements of this Act; establishing and making known the fate or whereabouts of victims and by restoring the human and civil dignity of such victims by granting them an opportunity to relate their own accounts of the violations of which they are the victims, and by recommending reparation measures in respect of a compiling a report providing as comprehensive an account as possible of the activities and findings of the Commission contemplated in paragraphs (a), (b) and (c), and which contains commendations of measures to prevent the future violations of human rights.

3. The provisions of subsection (1) shall not be interpreted as limiting the power of the Commission to investigate or make recommendations concerning any matter with a view to promoting or achieving national unity and reconciliation within the context of this Act.
4. In order to achieve the objectives of the Commission-
 - a) The Committee on Human Rights Violations, as contemplated in Chapter 3, shall deal, among other things, with matters pertaining to investigations of gross violations of human rights;
 - b) the Committee on Amnesty, as contemplated in Chapter 4, shall deal with matters relating to amnesty;
 - c) the Committee on Reparation and Rehabilitation, as contemplated in Chapter 5, shall deal with matters referred to it relating to reparations;
 - d) the investigating unit referred to in section 5 (d) shall perform the investigations contemplated in section 28 (4) (a); and
 - e) the subcommittees, referred to in section 5 (c) , shall exercise, perform and carry out the powers, functions and duties conferred upon, assigned to or imposed upon them by the Commission.

[Para. (e) substituted by s. 2 (b) of Act 87 of 1995.]

[Date of commencement of s. 3: 10 April 1996.]

9.11. End unit assessment answers

1. The Constitution of Rwanda specifically refers to the concept of power sharing by emphasizing that Rwanda is a State governed by inter alia the rule of law, human rights, pluralistic democracy, equitable power sharing, tolerance and resolution of issues through dialogue. Pursuant to Article 58 of the Constitution, the President of the Republic and the Speaker of the Chamber of Deputies shall be from different political parties. The Speaker of the Senate occupies a higher position compared to the Speaker of the Chamber of deputies due to the fact that in the event of the death, resignation or permanent incapacity of the President of the Republic, the President is replaced in an acting capacity by the Speaker of the Senate.

The members of the cabinet are selected from political parties proportional to number of seats in the Chamber of Deputies.

It is worth noting that the political party holding the majority of the seats in the Chamber of the Deputies shall not exceed 50 % of all the members of the cabinet.

In addition, with regard to the cabinet composition, it must be noted that the possibility of having a member of the Cabinet who does not belong to any political party is not excluded. Constitution of Rwanda is likely to focus on consensus of political parties and the concept of power sharing thus on a coalition government.

The advantage of a coalition government is that the policies adopted on the basis of consensus are likely to be accepted by a large number of political parties provided they were involved in the negotiations and debate. However, in a multi-party system susceptible to coalition government, that policies announced by parties at election time would get modified and transformed in coalition-formation. Policies that would be implemented in practice would be different from the ones that were announced at the time of elections.

Furthermore, consensus leads to policies in which results are notable more for their compromise nature than for their efficacy in some instances.

2. The meritocracy as one of the features of justice. It suggests the idea of “getting what one deserves.” On the positive side, a person may be given an award or social recognition for a good deed or unselfish behaviour, for example, a medal for bravery for risking one’s life to save a drowning person. Awards and honours may also be a way to recognize extraordinary talent, for instance, a gold medal at the Olympics, etc.

There is also a negative side to meritocracy; punishment or bad consequences for harmful or immoral actions, laziness or incompetence. For example, sentencing in the courts through the use of fines, imprisonment and community service orders certainly fits this category. Other examples of getting what one deserves through negative consequences include children losing privileges for misbehaving, lazy students getting poor or failing grades and employees without the necessary skills for a job being demoted or dismissed, etc.

3. In groups, learners read the learner’s book of History or to search on internet the outcomes of the meetings held in Urugwiro Village in the democratisation process in Rwanda in the aftermath of the 1994 Genocide against the Tutsi. Then after, learners make a class presentation of the results of their research to the whole class.

4. Guide learners on how an essay form is written specifically on the topic they have been provided with. Tell them that in introduction, they have to define the key words like democracy and provide the short background of how democracy began in Rwanda.

In the body, learners are told that it is the main part of the work to be performed. Each paragraph encompasses of one idea and it should also be illustrated by relevant examples and explanations.

The conclusion should be made at the end of the work and should contain the point of the view of the writer on different arguments provided in the body.

5. In groups, learners read the History textbooks or search on internet the key achievements of the National Consultative Forum of Political Organisations. Then after, learners should make a class presentation of the results of their research to the whole class.
6. In groups, learners are provided with the instruction on how they should work in their respective groups. Thereafter, learners are invited to use their history textbooks to analyse the circumstances of the conception of the Travail d'Intérêt Général (TIG) and evaluate the achievements in uniting and reconciling the Rwandans. Monitor the different groups and the after invite the group leaders to present to the whole class the results of their work.
7. Learners should be invited to carry out a research on internet or in the history textbooks on the process of reconciliation in Kenya after the violence that engulfed this country following a dispute over presidential election results in December 2007. Afterwards, learners should present the results of their study to the whole class.
8. In groups, learners carry out a research on internet regarding the Promotion of National Unity and Reconciliation Act 34 promulgated in 1995. Thereafter, they are invited to establish a comparison between the process of unity and reconciliation that was initiated in South Africa and that of Rwanda that followed the 1994 genocide against the Tutsi. At the end of this activity, learners should present the results of their findings.

9.12 Summary of the unit

Democracy is a system of government where the citizens directly exercise their power, and have the right to elect government representatives who collectively create a government body for the entire nation (like, a parliament). The basic features of democracy include political freedom, equality of citizenship, selectivity of state bodies, separation of powers, decision-making by the will of the majority with the mandatory observance of the rights of the minority and pluralism. The forms of democracy include direct democracy, representative democracy, presidential democracy, parliamentary democracy, authoritarian democracy, participatory democracy, Islamic democracy and social democracy.

Justice is a state of character, set of dispositions, attitudes and good habits. It consists of treating equals equally and unequal unequally, in proportion to their inequality. Justice is action in accordance with the requirements of some law. The characteristics of justice are meritocracy, fairness, equality and moral righteousness whereas its forms are distributive, procedural, retributive, and restorative.

After the 1994 Genocide against the Tutsi, the Government of Rwanda has managed to make a number of achievements in the promotion of democracy, unity, reconciliation and justice.

In the area of democracy, the democratisation process culminated into the establishment of elected institutions both at national and local levels. In 2003, a new constitution was adopted, presidential and parliamentary were organised. This Constitution guarantees media freedom and provides for media self-regulation. It also emphasises the principle of multiparty system and separation of powers.

Besides, according to the Rwandan Constitution and the principle of power sharing, a political organisation holding the majority of seats in the Chamber of Deputies cannot have more than fifty (50%) per cent of Cabinet members.

Moreover, the rule of law, one of the facets of constitutionalism in Rwanda is respected since state institutions act in accordance with the law. The situation of Human rights and security is well maintained. The government of Rwanda promoted unity and reconciliation by using different mechanisms including the creation of the Gacaca courts and engaging the Rwandan people in dialogue

on various issues of Genocide.

A number of achievements have also been made in judiciary whereby the justice structure has been revised and strengthened. New courts like Gacaca jurisdictions and commercial courts were created. Besides, Maisons d'Accès à la Justice (MAJ), were established to serve as the first point of orientation with legal aid service for Rwandans. MAJ mainly provide legal information/education as well as legal advice/mediation essentially to the Rwandans who are unable to afford a lawyer.

The process of democracy and judicial systems in the neighbouring countries of Tanzania and Kenya has also been the focal point of this unit. In Kenya, the development of democracy and public participation was reliant on multi-party institutions and a federal system of government. Therefore, several political parties were created, the main ones being the Kenya African National Union (KANU) and the Kenya African Democratic Union (KADU).

In 1969, the ruling party banned the opposition and in 1982 KANU officially became a single political party when the Parliament changed the constitution to make Kenya a one-party state. The country remained as such until 1991 when pressure, through people's struggles for democratic change, compelled the government to repeal this constitutional provision and provide for a return of multi-party democracy.

At the recovery time of its independence, Tanganyika had a multiparty political system. However, in 1965; there was introduction of the single party constitution. All general elections since 1965 to 1990 were held in a single party system. The multiparty political system was officially reintroduced in 1992 by President on 1st July, 1992. This marked the era of true democracy in Tanzania, where many political parties registered. There were 13 political parties that participated in the general election in 1995. Since that time, the political party Chama Cha Mapinduzi (CCM) has managed to win all the presidential elections.

The two countries, Tanzania and Kenya, have a judicial system inherited from the colonial period where the British judicial system was a source of inspiration in their elaboration. It contributes to ensure in both countries the rule of law and to a certain extent the respect of the human rights and these of citizens.

9.13 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

1. What is the meaning of democracy according to Abraham Lincoln?
2. Democracy has different forms. Explain them by using short sentences.
3. Describe briefly the history of elections in post-genocide Rwanda.

Expected answers

1. Learners should use their history textbooks to find out the meaning of democracy given by Ancient USA President, Abraham Lincoln.
2. Guide learners on how to make short sentences to explain different forms of democracy. Provide them with instruction on how they can summarise them.
3. Invite learners to read their history textbooks on the point concerning elections in post-genocide Rwanda. Then after, learners should come up with a brief description of the history of elections in Rwanda from 1994 up to date.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. After the 1994 Genocide against the Tutsi, the Government of Rwanda promoted democracy through different ways. Identify all of them and then develop adequately one of them.
2. According to the recent history of Rwanda, account for the principle of power sharing.
3. Analyse the implementation of the policy of decentralisation in Rwanda.
4. Find out the results of the judicial reforms in Rwanda after the 1994 Genocide against the Tutsi.

Expected answers

1. Invite learners to carry out a research on internet or in their history textbooks on different ways used by the Government of Rwanda to promote democracy in the country. Then after, learners should present to the whole class the outcomes of their research.
2. In groups, learners are invited to make a research using internet or their history textbooks on the account for the principle of power sharing in Rwanda. They can read the revised Constitution of Rwanda of 2015 to grasp the meaning of this principle and to get the information on how it is applied in Rwanda. Then after, learners should present their findings to the whole class.
3. In groups, learners are invited to make a research using internet or their history textbooks on the account for the implementation of the policy of decentralisation in Rwanda. Then after, learners should come up with the achievements that have been made since the inception of the policy of decentralisation up to date. Invite them to present their findings to the whole class.
4. With learners of your class, make a study tour to the nearest tribunal to meet lawyers that work there to collect information about the results of the judicial reforms in Rwanda after the 1994 Genocide against the Tutsi. Then after, invite learners to write a report on this study tour. Learners can work in groups to perform this activity and should also be given the opportunity to present their reports to the whole class.

Extended activities

These are suggested questions for gifted and talented students.

1. The Gacaca jurisdictions have played an important role in rebuilding of the social fabric of Rwanda. Discuss this statement.
2. In Tanzania as well as in Kenya, the democratisation process was impeded by the one single party system. Justify this assertion.
3. Evaluate the democratisation process in Rwanda since the end of the 1994 Genocide against the Tutsi to date.

Expected answers

1. In groups, learners use their history textbooks or internet to find out information about how the Gacaca jurisdictions have played an important role in rebuilding of the social fabric of Rwanda. Thereafter, learners make discussions on this topic. At the end of their discussion they should present the main outcomes of their discussions to the whole class.
2. Learners should carry out a research using their history textbooks or internet to justify how in Tanzania as well as in Kenya, the democratisation process was impeded by the one single party system. Afterwards, learners should present the results of their findings to the whole class.
3. In groups, learners use their history textbooks or internet to find out information that they can use to evaluate the democratisation process in Rwanda since the end of the 1994 Genocide against the Tutsi to date. Afterwards, learners should present the results of their findings to the whole class.

UNIT 10: DIGNITY AND SELF-RELIANCE

10.1 Key unit competence

Critique how home-grown solutions contribute to self-reliance (Abunzi, Gacaca, Girinka, Imihigo, Itorero, Ingando, Ubudehe, Umuganda, Umwiherero,).

10.2. Prerequisite knowledge and skills

In order to study this unit the learner should have knowledge, skills and competences on the following issues:

- The role of democracy, unity and reconciliation in the transformation of the Rwandan society.
- National service.
- The achievements of the Government of Rwanda after the Genocide against the Tutsi.

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

10.3 Cross-cutting issues to be addressed

10.3.1 Peace and values education

Applied to this unit ten on dignity and self-reliance, learners will be enabled to have a better awareness of home-grown solutions and their contribution towards good governance, self-reliance and dignity in national building. They will also get positive values such as patriotism, solidarity, selflessness, humility like the one propounded by Intore. The previous values are indicated in the sections on Concepts of home-grown solutions and self-reliance which show the values required for Intore and solidarity, justice and social cohesion related to Ubudehe, umuganda, ingando, gacaca and Abunzi.

The section on the contribution of home-grown solution to good governance, dignity and self-reliance also shows how Ingando, Itorero, Gacaca, Abunzi strived to establish peace after the Genocide against the Tutsi. Help learners to reflect on this aspect of peace to make it one of their value.

10.3.2 Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

10.3.3. Genocide Studies

Dealing with unit on dignity and self-reliance, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social freedom, dignity and good governance in Rwanda led to Genocide against the Tutsi. The section on Ingando, Itorero and Gacaca shows how Rwandans have been affected by genocide and efforts done by the Government of Rwanda to overcome Genocide challenges and to prevent further tragedy.

10.3.4 Gender

This cross-cutting issue is particularly addressed in Section related to concepts of home-grown solutions where the participation of men and women in all home-grown initiatives was raised. You can help learners to understand how the Government of Rwanda made efforts to increase the number of female in all institutions of decision making. Help learners to understand that gender equity is a process to be achieved in different domains.

10.3.5 Environment and sustainability

Using unit ten on dignity and self-reliance you can help learners to realise that environment had been taken as core components in all social and developmental programmes of the Government of Rwanda. You can help them discover the contribution of urugerero, ingando, umuganda, Girinka, ubudehe to the protection and the sustainability of environment.

10.3.6 Financial Education

Through this unit you can help learners to understand how self-reliance can help the country save some money through home grown solutions.

10.4. Guidance on the introductory activity

At the beginning of this Unit 10, the introductory activity (**Learner’s book page 345**) motivates learners to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about how, in the context of the post Genocide Rwanda, home grown policies have generated numerous success stories in strengthening the delivery of the Economic Development and Poverty Reduction Strategy-EDPRS. As the home-grown solutions are a direct response to economic and social challenges, they directly contribute to the fast-growth of the economy thereby making the difference in gradually uplifting citizens’ wellbeing.

Possible answer of the introductory activity

Learners will be asked to search, using internet, textbooks, media, stories, documentary videos, songs etc, how people in traditional Rwanda were handling problems related to justice, education, food security, medicine, security, shelter... using methods like ingando, gacaca, itorero, traditional medicine, ubudehe, umuganda, then after learners will try to identify which among those methods can be applied to present situation to enhance social and economic development.

To conclude, the teacher will help learners to understand that the social impact of each home-grown initiative is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance. The assessment on economic impact investigates income generation and consumption pattern, improvement in the households’ and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.

10.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/26 |
|----------------------|--|--|----------------------|
| 1 | Concepts of home-grown solutions and self-reliance | Explain the concepts of home-grown solutions and self-reliance and their contribution to national building | 14 |

| | | | |
|---|---|---|---|
| 2 | Contribution of home-grown solutions towards good governance, self-reliance and dignity | Analyze the contribution of home grown solutions towards good governance, self-reliance and dignity in Rwanda | 7 |
| 3 | Challenges encountered during the implementation of home grown solutions | Examine challenges encountered during the implementation of home grown solutions | 4 |
| | Assessment | Sum up the whole unit | 1 |

10.6. Lesson 1: Concepts of home-grown solutions and self-reliance

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher can use revision by asking the learners some questions related to the role of democracy, unity and reconciliation and national service in the transformation of the Rwandan society. In addition, learners should have some knowledge on the achievements of the Government of Rwanda after the genocide against Tutsi seen in the unit one.

b. Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on itorero, ingando, umuganda (Ndi Umunyarwanda), extracts of some Rwandan leaders, President, Ministers' speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

c. Learning activities

In the case of the film start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to learners. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they

should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learners textbook to explain the concepts of home-grown solutions: Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda, umwiherero.

After this activity, teacher invites learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the Home-Grown Initiative (HGI). You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application Activity 10.1

Answers to the learning activities

1. As part of efforts to reconstruct Rwanda and nurture a shared national identity, the Government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programs to the country's needs and context. The result is a set of Governance and Home Grown Initiatives (GHI) - culturally owned practices translated into sustainable development programs.

Home Grown Initiatives (HGIs) are Rwanda’s ‘trade mark’ solutions built on the Rwandan history and culture. These policies are a direct response to economic and social challenges and contribute to fulfil the developmental vision of Rwanda. The most extensive and transformative HGIs include Umuganda, Gacaca, Abunzi, Imihigo, Ubudehe, Itorero & Ingando, Umushyikirano, Umwiherero and Girinka.

2. Learners will be asked to form groups and basing on their knowledge of Umuganda, its impact and governmental vision, they will comment on the statement of President Paul Kagame and then they will present their assertion to the class.

Activity 10.1.5.1

Form groups of five learners and tell them to discuss about civic education and link it to the context of Rwanda

1. Learners will search on internet and in textbooks the concept of civic education and they will try to link it to the context of Rwanda using some real cases as examples.

Answers to the application activity 10.1

1. Learners will be asked to search on internet and in textbooks and media and they will attempt to define in their own words what they understand by umuganda, imihigo and ubudehe.

2. Learners will search in textbooks and on internet how and why Umuganda was done in traditional Rwanda and how and why it is done today and then they will highlight similarities and differences between them.

3. After the 1994 Genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the country would be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population. Rwandan development was thought to be given some targets by pursuing a given vision; vision 2020 where Rwandan government has set some goals to be achieved during this period of time. To achieve these goals some formulated policies are cultural based such as girinka munyarwanda (one cow per family), umuganda (community services), Gacaca (traditional courts) and others. These cultural based policies can facilitate the implementation process because the sensitization process among local population is very easy and they have impacted the Rwandan economy by helping in saving some amount of money which has been used elsewhere.

4. Learners will search on internet, in books or in media other home grown initiatives out of the ones mentioned in section 10.1 in the learners’ book. After that they will try to explain their concepts. Examples of some HGIs are Agaciro, Community policing, Abajyanama b’ubuzima, ababyaza, Irondo...

5. Agaciro Development Fund is the Rwanda’s sovereign wealth fund that was initiated by Rwandans on 15-16 December 2011 at the 9th Umushyikirano (National Dialogue Council) chaired by His Excellency the President of the Republic of Rwanda Paul Kagame. The Fund was then launched officially by President Kagame on 23 August 2012. The name “Agaciro” conveys the idea of “Dignity” which was embraced as Rwanda’s key moral value in its journey towards sustainable socio-economic development. The Fund was set up to; build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda’s socio-economic development goals. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.

10.7. Lesson 2: Contribution of home- grown solutions towards good governance, self-reliance and dignity

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the concepts of home-grown solutions. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read in books and report on Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero. Thereafter, two learners can volunteer to share their knowledge with the whole class. You can also ask learners to draw something representing for them the HGI. One can maybe draw many people together and he/she can explain that it means people in Itorero. Another can draw soldiers and explain that they are students in ingando, for instance, applying volunteerism. This is indicative learners have their own imagination.

b. Teaching resources

Learner’s textbooks, internet, testimonies, reports, press media, tactile materials, documentary films on itorero, ingando, umuganda, Ndi Umunyarwanda, extracts of some Rwandan leaders, President, Ministers’ speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

c. Learning activities

You can build your lesson on learners’ summary on the concepts of home-grown solutions: Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero (See prerequisite of the current lesson).

Learners can use internet or read a range of materials including textbooks and reports.

They can also watch a documentary film on Ndi umunyarwanda in order to describe the contribution of home-grown solutions to national building.

After this activity, teacher invites the learners to make presentation of their work to the whole class.

The advices given in the previous lesson on the concepts of home-grown solutions are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, teacher guides the learners to summarize the lesson taught. To do so, teacher asks the main achievements of Abunzi, gacaca, girinka, itorerero ingando, imihigo, ubudehe, umuganda and umwiherero.

d. Application activity 10.2

Answers to the learning activity

Learners will be asked to comment the proverb “akimuhana kaza imvura ihise” [in English: help from neighbours never comes in the rain it comes after] in the way of that you should not rely on foreign aid or external solutions every time to your problems instead you should try handle them yourself first and look for external helps after.

The proverb “akimuhana kaza imvura ihise” [in English: help from neighbours never comes in the rain it comes after] can be applied to the concepts of home grown solutions adopted by the Government of Rwanda as it preferred to rebuild Rwandan social and economic structures which were devastated by the Genocide and to reactivate the process of development using its own innovations called Home grown initiatives.

Answers to the application activity 10.2

1. Learners will be asked to check on internet, in textbooks or in Governmental and NGOs’ reports the achievements of Abunzi courts. After that they give their appreciations or their points of view on the achievements of Abunzi.

2. Learners will be asked to assess the contribution of home grown solutions using the following indicators:

- The social impact of each HGI is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance.
- The assessment on economic impact investigated income generation and consumption pattern, improvement in the households’ and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.

3. HGSs serve as a forum in which community members discuss the problems they face

and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. HGIs enhance also social cohesion among people. HGIs trigger neighbourhood socialisation and are one route for the communication of public policies and community mobilisation. HGIs contribute to social protection and economic development through the construction of community infrastructure and shelter for the needy. The theme of “peace building” is basically concerned with maintaining local security, on top of conflict resolutions, and unity and reconciliation.

4. Achievements of the population through Umuganda are numerous and include the construction of houses for vulnerable people, support to the implementation of water supply projects, construction of new classrooms for 9 YBE and latter 12 YBE, health centres, Public offices, sectors, cells and Umurenge SACCO offices, road maintenance, tree planting, radical terracing and other soil erosion control infrastructures, etc. Umuganda serves also as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. Umuganda enhances also social cohesion among people. It was established that Umuganda triggers neighbourhood socialisation and is one route for the communication of public policies and community mobilisation. It contributes to social protection and economic development through the construction of community infrastructure and shelter for the needy.

10.8.Lesson 3: Challenges encountered during the implementation of home grown solutions

a. Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about the contribution of home-grown solutions to good governance, dignity and self-reliance. You can also bring some pictures of people in activities of Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero, and ask learners to observe them and link them with achievements of home-grown initiatives.

b. Teaching resources

Learner’s textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on itorero, ingando, umuganda (Ndi Umunyarwanda), extracts of some Rwandan leaders, President, Ministers ‘speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

Activity 10.3

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the Challenges encountered during the implementation of home grown solutions, you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter, one group will present challenges of one home-grown initiative. Other groups can ask two questions or make comments and then move to the next groups.

After class presentation, teacher can use the question and answer method to guide the learner in making a summary of the lesson. You can also be innovative and find another strategy.

Answers to activity 10.3

Learners will be asked to highlight challenges encountered in Girinka program and comment them basing on experiences from their community, from media, reports and after their will propose possible solutions to those challenges. The following items may help to develop challenges:

- the limited access to veterinary services and drugs;
- having a proper cowshed;
- cow feeding;
- access to water for the cows;
- limited knowledge in livestock management;
- Low milk prices.
- distribution of cows has not been transparent

Answers to the application activity 10.3

1. Challenges that were faced by Gacaca in its implementation are:

- Persistence of genocide ideology;
- Killing and intimidation of survivors of genocide, witnesses and Inyangamugayo judges;
- Destruction or damaging of equipment used in data collection (filing cabinets, books, forms...);
- Inyangamugayo judges accused of participation in crimes of genocide

- Refusal to testify;
- People moving to Provinces where they were unknown;
- Refugees who fled Gacaca Courts;
- Partial confession of crimes causing re-categorization or maximum penalties;
- Serious trauma cases

2. Learners will be asked to search on internet, in governmental and NGOs' reports, in media or to use their observations and after they will give their comments on challenges met by Abunzi. The following are some examples of challenges from media and NGOs:

- **Practical and logistical challenges and their consequences:** The mediation committees do not always work in the best of conditions: basic materials are not always available and meeting rooms unsuitable or non-existent, often leading to the hearings being held in the cell or sector office or in the executive secretary's office. Hearings may also regularly be held outdoors. Lack of resources may also lengthen or delay the conflict resolution procedure, for example in the case of a hearing being postponed because the room is not available. Inadequate access to laws, legal documentation and textbooks on mediation leads to a low level of expertise in mediation techniques and poorly reasoned decisions. Lastly, it becomes more difficult, notably for the Ministry of Justice, to monitor the work of the mediation committees when their registers are not properly kept. But one of the most negative repercussions is the following: a lack of resources may sometimes lead mediation committees to request a (financial) contribution for handling the case.
- **Mediator absenteeism:** The voluntary nature of their duties means that time must be taken off work, depriving a proportionally large number of mediators of a source of income. Hence, it is not surprising that some mediators are absent from committee hearings. Apart from the voluntary nature of the work, a number of other factors contribute to absenteeism: the term of office is long (five years); mediators are not always elected willingly; health insurance payments may be delayed and an Umwunzi with more than five dependents will not have all.
- **The low level of qualifications of committee members:** The initial qualifications of Abunzi, and their access to harmonized and sufficiently substantial trainings, remain a major challenge.
- The supervision, coaching and monitoring of Abunzi committees, provided by MAJ, should be supported with additional resources: the high number of Abunzi committees is a major challenge for the MAJ who are expected to cover large areas with limited human and logistical resources;

- The link between Abunzi committees and primary courts, and in particular the coaching of committees by judges, could be strengthened: it would not only support the supervision conducted by the MAJ, but also restore the natural link between the judiciary and the Abunzi committees, that are the first level of formal justice in Rwanda;
- The independence of the committees from administrative and political authorities should be ensured, particularly through continuous clarification of the respective roles and mandates of local actors;
- The execution of the solutions agreed by the litigants, or of the decisions taken by the committees, should be subject to special monitoring and allocated specific resources since they represent the best chance for a durable resolution to conflicts handled by the Abunzi;
- There is the question of the multiplicity of dispute resolution mechanisms that exist at the local level, and their relationship with the Abunzi. These various arrangements can effectively contribute to the settlement of disputes between citizens. However, they should not be considered as preliminary steps to take or conditional to accessing the Abunzi by litigants.

3. Key challenges in Imihigo planning and implementation could be:

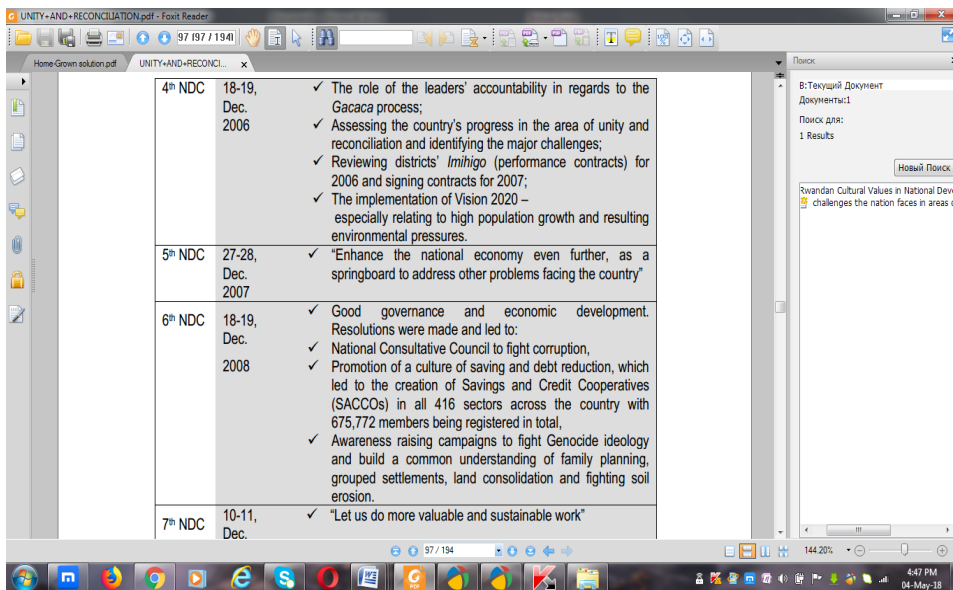
- **Budget versus needs:** There is a clear discrepancy between allocated budget and the magnitude of citizen needs at the local administrative level. The most pressing needs used to be infrastructure development (water, electricity, and feeder roads), access to vocational training (TVET), and access to employment, especially for the youth.
- **Competing Agendas:** this concerns the existence of competing agendas between central and local government. Urgent assignments from line ministries and other central government agencies interfere with local planning. Despite efforts for joint planning meetings between the central and local levels, unplanned for requests emerging from channels outside of joint planning often come from the central government consume local resources (finances and time) particularly when the demands are not accompanied with implementing funds. In some instances, money to implement an inserted item will be promised but the promise is not delivered when it comes to the implementation phase or local authorities are told to insert items and are then told to expect the resources to come from private sources.

- **Low Ownership of Imihigo;** Ideally, district Imihigo should be informed by the needs of citizens at the local level while being aligned to national development priorities that themselves stem from those needs. However, Imihigo ownership is relatively low among the intended beneficiaries. In some respects, there is a “dependency syndrome” where citizens would rather depend on government to provide them with free or subsidised goods. In some instances, citizens will compete for lower categories of Ubudehe in order to become eligible for free healthcare and VUP programmes.
- **Understaffing and Low Capacity:** Understaffing and capacity gaps at the local government level are widely documented. Lack of staff, insufficient financial means, lack of data base to facilitate planning, monitoring, and evaluation and heavy workload constitute the pressings factors influencing service delivery in local government. On one hand, district staff is overloaded to the extent that they may not have the requisite time to implement Imihigo targets. On the other hand, as evidenced by the above studies, local government staff are not skilled enough in Monitoring and Evaluation (M&E), a key element if the Imihigo are to achieve optimum impact.
- **Ranking Driven Planning:** A closer analysis of Imihigo documents as well as extensive interactions with concerned officials suggests that some district authorities are largely interested in scores. This significantly impacts the design of Imihigo by including soft targets that in reality should be routine activities. In this spirit, a one-time activity such as purchasing a television set for a cell office, trainings and seminars, as well as beautifying public spaces ought to be considered routine activities rather than items to be placed in Imihigo. One potential consequence from this situation is diverting the spirit of Imihigo from being a tool for socioeconomic transformation to a mere competition between various entities. Crucially, citizens would likely withhold support, and to assume ownership, for Imihigo if they fail to see how they are contributing to changing their lives.

10.9 Additional Information

The document is titled "UNITY+AND+RECONCILIATION.pdf" and discusses "unity and reconciliation at the core, as the table below summarizes." It lists themes or topics discussed at every year's National Dialogue Council (NDC).

| NDC | Date | Themes or Topics discussed |
|----------------------|------------------|---|
| 1 st NDC | 28, Jun. 2003 | <ul style="list-style-type: none"> ✓ The role of local government in development; ✓ The status of unity and reconciliation in the context of a multiparty political system; ✓ The role of leadership in facilitating democratic elections; ✓ Rwanda's vision for sustainable development. |
| 2 nd NDC | 21-22, Dec. 2004 | <ul style="list-style-type: none"> ✓ Good governance and how leaders across government could more effectively instill a culture of accountability and performance; ✓ Genocide ideology prevention. |
| 3 rd NDC | 13-14, Dec. 2005 | <ul style="list-style-type: none"> ✓ Promoting knowledge based decision making using clear social and economic indicators; ✓ Strengthening government reforms; ✓ Fast tracking the processing of Genocide cases using Gacaca courts; ✓ Finding effective ways to support the country's most vulnerable people ✓ Good governance as an effective tool for sustainable development; ✓ Improving awareness of government programs to accelerate development. |
| 7 th NDC | 10-11, Dec. 2009 | <ul style="list-style-type: none"> ✓ "Let us do more valuable and sustainable work" |
| 8 th NDC | 20-21, Dec. 2010 | <ul style="list-style-type: none"> ✓ "Our responsibility is delivering quality service" |
| 9 th NDC | 15-16, Dec. 2011 | <ul style="list-style-type: none"> ✓ "Strive for our dignity, together we pitch for rapid development" |
| 10 th NDC | 13-14, Dec. 2012 | <ul style="list-style-type: none"> ✓ "Agaciro (dignity): Aiming for self reliance". |
| 11 th NDC | 6-7, Dec. 2013 | <ul style="list-style-type: none"> ✓ "The Rwandan Spirit: Foundation for Sustainable Development" |
| 12 th NDC | 18-19, Dec. 2014 | <ul style="list-style-type: none"> ✓ "Common Vision, New Momentum" |
| 13 th NDC | 21-22, Dec. 2015 | <ul style="list-style-type: none"> ✓ "Rwandans'choices: Foundation of National Development and Dignity" |
| 14 th NDC | 15-16, Dec. 2016 | <ul style="list-style-type: none"> ✓ "Shaping together the Rwanda we want" |



Source: NURC, UNITY AND RECONCILIATIONPROCESS IN RWANDA, December 2016,

10.10. End unit assessment answers

1. Learners will be asked to highlight the achievements of Umuganda using indicators like schools and health centers construction, road construction and maintenance, constructions of houses for vulnerable people, planting trees... then they will be asked to differentiate social achievements and economic ones. Learners will also highlight challenges they observe in umuganda like poor planning, absenteeism, low ownership by local people, lack of follow up of some activities done,... thereafter learners will try to formulate tentative solutions and recommendations.
2. Learners will be asked to highlight the achievements of Umwiherezo. After that they will choose ones that are related to economic development and others that are related to good governance. They will also be asked to highlight what they think could be challenges of Umwiherezo and to propose solutions and recommendations to such challenges.
3. Learners will be asked to search on internet and in textbooks and dictionary the concept of dignity and self reliance, then they will try to link the concepts of ubudehe, dignity and self-reliance in the way that ubudehe is a Rwandan initiative to solve problems of poverty and to promote development using your own planning and your own implementation without to rely to others from outside to do it for you.

4. Learners will be asked to analyze and give their own comments on what they think Girinka has done to reduce poverty. Some ideas may guide them like:

- Income generation from milk, skins and meat;
- Food security and reduction of malnutrition cases because of availability of meat and milk;
- Increase of agricultural production because of manure;
- Increase of money because of the increase of cows...

5. Learners will identify the achievements of Abunzi in the social sector like conflicts resolution, repentance, social cohesion, family reconciliation...then they will try to explain how those achievements contributed to unit and reconciliation.

10.11 Summary of the unit

This unity covers Home grown solutions toward dignity and self-reliance. Home Grown Initiatives (HGIs) are Rwanda's brain child solutions to economic and social development. They are practices developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development. Being locally-created, HGIs are appropriate to the local development context and have been the bedrock to the Rwandan development successes for the last decade.

Home-grown solutions are development/governance innovations that provide unconventional responses to societal challenges. They are based on:

- National heritage
- Historical consciousness
- Strive for self-reliance

Home Grown initiatives include Umuganda (community work), Gacaca (truth and reconciliation traditional courts), Abunzi (mediators), Imihigo (performance contracts), Ubudehe (community-based and participatory effort towards problem solving), Itorero and Ingando (solidarity camps), Umushyikirano (national dialogue), Umwiherero (National Leadership Retreat) and Girinka (One cow per Family program). They are all rooted in the Rwandan culture and history and therefore easy to understand by the communities.

After the 1994 genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the county should be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population.

HGIs had a significant impact on recipient households and the community. In terms of social impact, Home Grown Initiatives have contributed to beneficiary households through the increased access to health and education services, shelter, improved nutrition, social cohesion and sustained participation in decision making at community level.

During their implementation, home-grown solutions encountered challenges which hindered their achievements. Some challenges have been solved and for others recommendations have been provided in order to achieve them.

10.12 Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

Questions

1. Explain why Gacaca is a Rwandan home grown solution.
2. Describe itorerero in traditional Rwanda and explain which problems pushed the Government of Rwanda to adopt it in contemporary context.
3. Explain pillars of Imihigo.

Expected answers

1. Home Grown Initiatives are Rwanda's 'trade mark' solutions built on the Rwandan history and culture. These policies are a direct response to economic and social challenges and contribute to fulfil the developmental vision of Rwanda. Gacaca court is a Rwandan cultural based policy such as it is a properly Rwandan initiative in sector of justice. Gacaca courts, have contributed a lot in helping getting some socio-economic solutions that were not possible to get otherwise. The financial resources used in Gacaca courts are far from what should be used if genocide cases were tried in classical courts; taking experience of United nations court of Arusha (Tanzania). The genocide cases were time and resource saving and resources saved could be used in other development projects that can help the country to reduce poverty.

2. Traditional Itorero was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values. Itorero trainers planned daily activities according to different priorities and every newcomer in Itorero had to undergo initiation, known in Kinyarwanda as *gukuramo ubunyamusozi*.

The common belief was that intore were different from the rest of the community, especially in matters of expression and behaviour because they were expected to be experts in social relations, quick thinkers and knowledgeable. As a nation, the Government of Rwanda was looking to the population especially the youth to move the country forward and provide a solid base for future development. As a result of the distortions observed after genocide against Tutsi, Rwandans especially the youth face the following challenges:

- Low levels of social cohesion/engagement;
- Lack of values that help to promote positive attributes of our culture and that help people especially the youth to grow up as responsible and productive citizens;
- Low levels of patriotism;
- Low levels of awareness on unity and reconciliation;
- High levels of both unemployment and underemployment;
- Need for increased skills development across the board;
- Overall low levels of education;
- High risk of contracting HIV/AIDS & STDS;
- Overpopulation – Rwanda has a high birth rate and is already densely populated;
- Low levels of entrepreneurship and high level of dependency;

3. Using internet and textbooks learners will explain briefly the three pillars of Imihigo which are:

- Governance and Justice;
- Social development;
- Economic development

Consolidation activities

The following questions are suggested for enhancing development of competences

Questions

1. “After 1994, the Government of Rwanda put set up targets to promote social cohesion among Rwandans with the aim of re-building a Rwandan society based on positive values of our culture, patriotism, truth, tolerance, respect, mutual support and democratic governance”. Analyse with examples how extent the Government of Rwanda has achieved targets.
2. Explain what you think could be challenges for Rwandans to promote their dignity and self-reliance
3. The implementation of home grown solutions on local level implicates the participation of partners or stakeholders in what is called “The Joint Action Development Forum” (JADF). Discuss the mechanisms of JADF.

Expected answers

1. Learners will be asked to discuss how the culture of volunteerism has been re-introduced and re-enforced in the Rwandan society in different sectors. Groups such as mediators; Gacaca courts judges, community health workers, national youth council members, national women council members and local government council members etc need special recognition for their contribution to the rebuilding of Rwanda. These are groups of people who have served the nation voluntarily in different capacities. Learners will be also asked to highlight challenges met while achieving targets and solutions adopted.
2. Basing on concepts of dignity and self-reliance, learners will be asked to explain the factors that undermine the promotion of dignity and self-reliance. The following points may help learners as key factors:
 - Poverty;
 - Lack of patriotism;
 - Dependence;
 - Governance (lack of good governance)
 - Corruption;
 - Poor education...

3. The Ministerial Instructions No. 04/07 of 15/07/2007 defined JADF as follows “The Joint Action Development Forum (JADF) is a multi-stakeholder platform that was put in place to facilitate and promote full participation of citizens in the decentralized and participatory governance and improve service provision processes with representatives from the public sector, private sector and civil society”.

JADF members come from distinctly different backgrounds (local government, civil society organizations, private sector, other local development partners), together they form JADF as a non-hierarchical discussion platform in which every member has equal role to play: representing their constituency, provide open, complete and transparent information about their development activities and results, discuss progress made in the District towards sustainable and inclusive local development, to learn and eventually improve. Thus, JADF meetings are a key platform facilitating the implementation of effective decentralization by providing a forum for service provision and development planning accountability.

The Rwanda Governance Board (RGB) is the institution in charge of coordination of JADF activities through stakeholders’ consultative Fora at national and provincial levels and follows up JADF operations in Districts through the National JADF Coordination Secretariat which is under the Department of Service Delivery, Good Governance and JADF.

The National JADF Coordination Secretariat has the following responsibilities:

- To ensure that JADF Action plans in Districts are harmonized with JADF national strategic plan;
- To collect and analyze reports submitted to RGB by Districts JADF
- To prepare the JADF Stakeholder Consultative Meeting at National level;
- To prepare National JADF Steering Committee meetings;
- To monitor the functioning of JADF Secretariat at District levels;
- To prepare and to present the annual report on the progress of JADF strengthening program;
- To assist individuals or institution requesting for information on the organization of JADF or seek advice on its functioning and Districts applying for technical or financial support for JADF.

Extended activities

These are suggested questions for gifted and talented students.

Questions

1. Explain reasons that pushed the Rwandans to refer to traditional ways of solving problems and to adopt them in order to solve present problems.
2. Discuss this assertion: “The adoption of alternative dispute resolution mechanisms in Rwanda emerged from the recognition of a growing crisis in a judiciary where it had become almost impossible to resolve disputes efficiently and in a cost-effective manner. The Government of Rwanda concluded that modern judicial mechanisms of dispute resolution were failing to deliver and so the decision was taken to examine traditional mediation and conciliation approaches as alternatives.”
3. Analyse the issues of gender in traditional ubudehe and in contemporary ubudehe.

Expected answers

1. Pre-colonial African societies relied on mutual aid, kinship and community support to meet human needs. Traditional cultural beliefs and practices encouraged collective responsibility, solidarity and reciprocity. They have roots in social development approaches, which are mainly concerned with harmonising economic and social policies and programmes. They are culturally appropriate and context specific programs that promote people-centred development, human capabilities, social capital, participation and active citizenship, and civic engagement in achieving human development. Today, Rwanda’s socio-political history and geographical setting necessitates a socio-economic and value system that guarantee the existence of the nation by its own people. Rwanda aims to ensure human security, which goes beyond military considerations and includes all aspects of the community life i.e. economic, social, political and environmental security. In addition to developing the nation socially and economically, Rwanda also looks back to its pre-colonial roots to reiterate cultural values and norms and to protect itself against genocide ideology.

2. Learners will be asked to search on internet, in textbooks, reports and media and analyze the judiciary crisis in Rwanda after genocide against Tutsi and how it was impossible to resolve judiciary problems using modern manner without to look to other alternative solutions like Gacaca and Abunzi. The following items may help learners as key factors while they will be searching for information:

- A big number of people to be judged;
- Judges have been killed in Genocide others were accused of committing genocide and others went in exile;
- Time could not allow conflicts being solved effectively;

- Modern judiciary mechanisms could be very expensive to the governments and to the both parties in disputes;
- Distance could discourage participation of different people involved in disputes;
- Information and truth could not be easily obtained.

3. Learners will be asked to identify and analyze the role of men and women in traditional Ubudehe then in contemporary ubudehe make comments.

UNIT 11: PREVENTION AND RESOLUTION OF CONFLICTS

11.1. Key unit competence

Explore ways of preventing and resolving conflicts and violence at national and international levels

11.2. Prerequisite knowledge and skills

For effective study of this unit about the prevention and resolution of conflicts, the learner should have prerequisite knowledge, skills and competence on the following topics:

- Role of Gacaca and Abunzi in conflict solving (History Senior 4, Unit 11)
- Conflict management (General Studies and Communication Skills Senior 5, Unit 1)

11.3. Cross-cutting issues to be addressed

Through the learning of this unit about prevention and resolution of conflicts, the following cross – cutting issues will be addresses:

11.3.1. Peace and values education

By learning this unit, learners will be initiated to the practices and skills of prevention and resolution of conflicts in their community even at school and in classrooms. Learning this unit will enable the learners to adopt the positive values like tolerance towards each others.

11.3.2. Inclusive education

Through learning activities and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs. By learning activities, learners will work together to develop the skills in mediation, negotiation and conflict resolution.

11.3.3. Genocide Studies

Teaching and learning this unit about the prevention and resolution of conflicts, this cross – cutting issue of genocide studies will be addressed. In this regard, teacher can help learners to understand that preventing conflicts can be one way of preventing genocide. Teacher will emphasize on some principles of conflicts resolution like negotiation and mediation to help learners to resolve interpersonal conflicts.

11.3.4. Gender

This cross-cutting issue is applied in this unit eleven by helping learning, both boys and girls, to exploit their full potential and talents without any discrimination or prejudice. In addition, teacher makes an emphasis on importance of gender equality in prevention and conflict resolution. By considering such importance, learners will be able to prevent and solve the family conflicts at home.

11.3.5. Environment and sustainability

Through this unit, the learners are initiated to environmental protection and sustainability through the lesson model from the prevention of conflicts based on land for instance. The learners will adopt the positive values like cleanness that leads to environmental sustainability at school as at home even elsewhere.

11.4. Guidance on the introductory activity

At the beginning of this eight about, the introductory activity is suggested (**Learner’s book page 411**) in order to motivate the learners so that they become interested to know what happens and what they will learn in this unit. This activity will also create learner’s awareness on participation into national service.

Teacher will invite learners to make research through the use of textbooks, journals, newspapers, internet and videos among others to collect information about the prevention and resolutions of conflicts. They will have to identify and examine the roots causes and types of conflicts. While delivering the lessons on this unit, teacher will help learners to come up with the answers to this introductory activity.

Possible answers

Conflicts begin with the apparition of human being on the earth and have existed in all cultures, religions, and societies. Although the conflicts occurred in society, many initiatives were taken by various actors so as to help people solving them. This intervention can be on different levels, such as National or international level, depending on the level of the conflict (Intra-personal conflicts, inter-personal conflict, intra-group conflicts, Inter-group conflicts, intra-state, Inter-national, inter-state conflicts) or the causes of the conflict (Structural factors, Political factors, Economic factors, Cultural factors).

Recently (in 1990s) new groups of actors emerged such as:

- The private companies of mercenaries very active in Africa, South America and Middle East. They are also militias or paramilitaries; they are locally recruited, operated with obscure finances and often directed by a leader with politic objectives;
- The trans-state organizations like arms dealers trading in small arms, merchants dealing in minerals controlled by governments or non-state actors, drug traders engaged in international cartels and coalitions, or monetary transfers and money laundering to support war efforts;
- The non governmental organizations (NGO) called also civil society organization (CSO); they have the ability to act in transnational giving quick answers that few actors can.

The legitimate multinational companies operating all over the globe are example. They may be involved in the early phases of conflict, as the exploitation of resources may be at the heart of social dynamics, leading to armed conflict. Recently (in 1990s) new groups of actors emerged such as:

- The private companies of mercenaries very active in Africa, South America and Middle East. They are also militias or paramilitaries; they are locally recruited, operated with obscure finances and often directed by a leader with politic objectives;
- The trans-state organizations like arms dealers trading in small arms, merchants dealing in minerals controlled by governments or non-state actors, drug traders engaged in international cartels and coalitions, or monetary transfers and money laundering to support war efforts;
- The nongovernmental organizations (NGO) called also civil society organization (CSO); they have the ability to act in transnational giving quick answers that few actors can;
- The legitimate multinational companies operating all over the globe. They may be involved in the early phases of conflict, as the exploitation of resources may be at the heart of social dynamics, leading to armed conflict.

The actors involved in conflict resolution are the Nation (when it is about the intra-conflict) and International such us UN, International court, when it is about regional or international.

11.5. List of lessons

| Number of subheading | Subheading title | Learning objectives | Number of periods/22 |
|----------------------|---|--|----------------------|
| 1 | Organs responsible for preventing and resolving conflicts and violence at national and international levels | Describe organs responsible for preventing and resolving conflicts and violence at national and international levels | 6 |
| 2 | Different ways used to prevent and resolve conflicts and violence | Analyze different ways of preventing and resolving conflicts and violence | 8 |
| 3 | Challenges encountered during the prevention and resolution of conflicts and violence | Assess the challenges encountered during the prevention and resolution of conflicts and violence | 6 |
| | | Sum up the whole unit | |
| Assessment | | | 2 |

11.6. Lesson 1: Organs responsible for preventing and resolving conflicts and violence at national and international levels

a. Prerequisites/Revision/Introduction

To start this lesson, the teacher calls up the learners to remind the contributions of Abunzi / Mediators and Gacaca court in conflict solving. It is a lesson they have learnt in senior four. The teacher can also ask some questions about the national duties and obligations. This topic was studied in senior five.

b. Teaching resources

Learner's textbooks, internet, testimonies, journals, newspapers, reports and tactile materials. Audio – visual materials (if available) can be fruitful. Braille materials can be availed if there are impaired learners.

c. Learning activities

When the using audio-visual material is available, in order to cater for the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing to them the scene they are watching. Thereafter, the learners with disability are independently assessed. The teacher can also use sign language to communicate with hearing impaired learner.

In the case of written documents (internet, newspapers or textbooks like Learner's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

After this activity, the teacher invites the learners to present their work to the whole class.

You can also select two learners who can read or write on the board their ten lines text on national service in Rwanda and in other countries. You can build your lesson from their texts by asking other learners to add more information. One group can ask questions to other which can respond and you can give additional information.

Much as the learners can have different views; at the beginning, give them clear instructions on how to behave when their colleagues are responding. For instance, they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

The teacher guides the learners to make synthesis on the lesson through the question and answer method.

d. Application activities

Answers to the introductory activity

Conflict can be defined as a serious disagreement between two or many different people. Some measures can be taken so as to avoid the conflicts to happen or solve them when they have already happened. Conflict and violence are linked but are not identical. The way to solve conflict depends on the level of conflict. For example, domestic disputes are resolved by counsellors or psychologist provided by the government;

for labour disputes, trained mediators or arbitrators might work well. Internal conflicts, which consist of interactions among individuals, groups and peoples brought together inside the same borders, are left to the domains of the states themselves and placed outside of the international bodies. Internal affairs can be submitted to the international community if the legitimate, the government, ask for such an intervention.

Answers to the application activity 11.1

Other actors are very active on the regional and international level. One of the most important is the armed- no- sates actors. Few of these organizations are recognized by international community and certainly not by the states against which they are fighting. They are instead defined variously as terrorists, gangs, bandits, criminal groups and so on. Such descriptions may sometimes be accurate, sometimes not.

Some of these organizations enter into negotiations or even win wars. Their leaders may then appear as reasonable or even enlightened statespersons despite the labels that have been put on them previously (for instance, Nelson Mandela in South Africa).

Answers to the application activity.11:1:2

1. Discuss the various organs responsible for preventing and solving conflict

- Counsellors or psychologist: domestic disputes
- Mediators or arbitrators: labour disputes
- State: Internal conflicts, which consist of interactions among individuals, groups and peoples brought together inside the same borders, are left to the domains of the states themselves and placed outside the international bodies.
- International community: When the internal affairs are submitted to the international community, they are asked for such an intervention.
- The legitimate multinational companies operating all over the globe: They may be involved in the early phases of conflict
- Actors on the regional and international level: Few of these organizations are recognized by international community and certainly not by the states against which they are fighting.

2. According to scholars and practitioners, there are 4 main causes of conflict:

- *Structural factors* : such as weak states, security concern and ethnic geography;
- *Political factors*: example discriminatory political institutions, exclusionary national ideologies, intergroup and elite politics;

- *Economic factors:* example widespread economic problem, discriminatory economic system, poverty, unequal access to national resources, modernization, etc.
- *cultural factors:* example cultural discrimination ; problematic group historics, emerging dehumanising ideologies,etc

3. The teacher can use the internet or the dictionary to distinguish between the two-that is international and national conflicts.

4. Analyze the types of conflicts and their causes

Conflicts are classified as follows:

- **Intra-personal conflicts:** some are conflicts within a person, psychological conflicts, decision making conflicts in one person. Though these conflicts may play a part in social conflicts, they are not the subject matter of conflict transformation work but more a concern of therapy or counselling;
- **Inter-personal conflict:** conflicts between two or a small number of people;
- **Intra-group conflicts:** conflicts within smaller (team, organization, family) or larger groups (religious community, within elites in a country, etc.);
- **Inter-group conflicts:** conflicts between groups, like organizations, ethnic groups, political parties;
- **intra-state:** conflicts within a country;
- **Inter-national, inter-state conflicts:** Conflicts between two or more countries or states.

11.7.Lesson 2: Different ways used to prevent and resolve conflicts and violence

a. Prerequisites/Revision/Introduction

To start this lesson, the teacher has to use revision by asking the questions about the previous lesson concerning the Organs responsible for preventing and resolving conflicts and violence at national and international. This revision will enable the learners to get ready to learning this lesson.

b. Teaching resources

Main teaching resources the teacher can use include the following: learner’s textbooks, internet, testimonies, journals, newspapers, reports and tactile materials. Audio – visual materials (if available) can be fruitful. Braille materials can be availed if there are impaired learners.

c. Learning activities

When the using audio-visual material is available, in order to cater the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing then scene they are watching. Thereafter, the learners with disability are independently assessed. The teacher also can use sign language to communicate with hearing impaired learner.

In the case of written documents (internet, newspapers or textbooks like Learner’s book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner’s search. After finding the document, the learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

After this activity, the teacher invites the learners to make oral presentation of their work to the whole class. Here, the teacher can select two learners who can read or write on the board their ten lines text on national service in Rwanda and in other countries. You can build your lesson from their texts by asking other learners to add more information. One group can ask questions to other which can respond and you can give additional information.

Much as learners can have different views; at the beginning, give them clear instructions on how to behave when their colleagues are responding. For instance, they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

The teacher guides the learners to make synthesis on the lesson through the question and answer method.

d. Application activities

Answers to the learning activities11.2

The ways that can be used while solving conflicts are:

- Conflict Analysis
- Taking a good position which can be formal, official or public.
- Adopting positive values towards the conflict resolution.
- Analyzing the issues which are the basis of conflict. They can be disputed interests...

- Assessing the Needs which are the fundamental, essential requirements for human survival.

Answers to the application activity.11.2.1

2. Conflicts change over time, passing through different stages of activity, intensity, tension and violence. It is helpful to recognize and analyze each stage. There are:

- **Pre-conflict:** period when there is an incompatibility of goals between two or more parties, which could lead to open conflict;
- **Confrontation:** when the conflict has become more open;
- **Crisis:** the peak of the conflict, when the tension and/or violence is most intense. This is the period of war, when people on all sides are being killed;
- **Outcome/Consequence:** One way or another the crisis will lead to an outcome: defeat, or perhaps call a ceasefire (if it is a war), negotiations either with or without the help of a mediator... At this stage the levels of tension, confrontation and violence decrease somewhat with the possibility of a settlement.
- **Post conflict:** the situation is resolved in ways that leads to the end of a violent confrontation, to decrease the tension and to more normal relationships between the parties. The problems are not completely addressed, that is why another crisis can happen again.

23 Negotiations are based on the following basic principles:

- Separate the people from the problem
- Focus on interests, not positions
- Invent options for mutual gain
- Use objective criteria

11.8 Lesson 3: Challenges encountered during the prevention and resolution of conflicts and violence

a. Prerequisites/Revision/Introduction

To start this lesson, the teacher has to use revision by asking the questions about the previous lesson concerning the ways used to prevent and resolve conflicts and violence. This revision will encourage the learners to start this lesson.

b. Teaching resources

Main teaching resources the teacher can use include the following: learner's textbooks, internet, testimonies, journals, newspapers, reports and tactile materials. Audio – visual materials (if available) can be fruitful. Braille materials can be availed if there are impaired learners.

c. Learning activities

When the using audio-visual material is available, in order to cater the learners with vision impairment, the teacher can integrate them into groups and their friends can help them by describing then scene they are watching. Thereafter, learners with disability are independently assessed. The teacher also can use sign language to communicate with hearing impaired learner.

In the case of written documents (internet, newspapers or textbooks like Learner's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, the learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

After this activity, the teacher invites the learners to make oral presentation of their work to the whole class. Here, the teacher can select two learners who can read or write their ten lines text on national service in Rwanda and in other countries. You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as the learners can have different views; at the beginning, give them clear instructions on how to behave when their colleagues are responding. For instance, they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

The teacher guides the learners to make synthesis of the lesson through the question and answer method.

d. Application activities

Answers to the learning activities^{11:3}

For this question, the teacher encourages the learners to make their own research and come up with answers. Among their answers, including the following:

- Lack of conflict mechanism and programmes in local community;
- Minimizing oppressive personal relationships;

- Advance in communication and technology which spread out quickly the escalation of conflict.
- Unwillingness of the UN to develop a conflict resolution mechanism;
- Lack of international community ownership.

Answers to the application activity.

For this question, the teacher will consider the learners' answers through they express themselves by taking initiatives to the challenges faced during the prevention and resolutions of conflicts.

11.9 Summary of the unit

In this unit eleven, concerning the prevention and resolution of conflicts, the conflict is defined as a reality of social life and exists at all levels of society and it is dynamic and not inherently negative or positive. It exists when there is an interaction between two or more individuals, groups or organizations where at least one side sees their thinking, ideas, perceptions, feelings or will contradicting with that of the other side and feels that they cannot get what they want because of the other side.

The preventive measures of conflicts are based on conflict analysis and assessment from local communities to the national level and international level. To make this analysis, it is necessary to understand the background and history of the events, identify all relevant groups involved and factors and trends that underpin conflicts.

Once the conflict breaks up, the measures to resolve it would be taken by the community, nation and international community headed by the United Nation Organisation. Most measures are negotiation and mediation. However, the challenges are still to handle. Most of them are the lack of conflict mechanism and programmes in local community which can hinder the prevention and resolution of conflict in the community. There is also unwillingness of the United Nation Organisation to develop such mechanism.

11.10 Additional information

Role of the United Nations in resolving conflict

The UN is doing all things possible to eradicate the source of conflicts in international politics. The stoppage of conflicts in international politics and the advocacy of peace thus truly take different structures (Boulden, 2003). This UN initiative has turned even more important especially because after the last global war, weaponries have turned into more lethal killing agents. And while there is a vast amount of resources in the globe, their allocation is imbalanced. This difference between the wealthy and the impoverished is very evident in all nations, and is getting worse, especially the Eastern and Western countries.

Eventually, the UN realized that conflicts in international politics develop effectively in places where poverty is so severe. Because of this, the UN has since made it a goal to help in the eradication of poverty, the encouragement of the participation of females, safeguarding the environment and the support of liberal entities. The management of the voting process provides a better idea on this. The UN is not the only organization involved in trying to attain this objective, as plenty of institutions are also doing efforts in their own individual ways.

The UN also believes that the lack of education and access to it also leads to the emergence of new conflicts in international politics. Countries whose people have a low literacy rate are less capable of comprehending for the person they are choosing to lead their country or the choices done by its leaders (Ramsbotham, 2005). Truly, lack of education frequently establishes a conflict between those in a community who are literate and those over whom, as a result, the literate get the authority. It can also establish a huge gap between the country and its people if the latter can be readily manipulated since they neglect the happenings of the society. UN has already developed policies to advocate and provide access to education. The United Nations is also present to guarantee that justice, the rights of people and basic liberties are acknowledged, regardless of ethnicity, gender or religious perspective.

The emergence of present conflicts in international politics can also be connected to the management of available resources. According to the UN, more effective handling of these resources could aid prevent the emergence of long term conflicts in international politics. For instance, the impacts of environmental degradation can quickly worsen and demand better global camaraderie. Environmental degradation does not really consider the territories planned by people. Over the history of the Earth, there have already been lots of terrible environmental issues caused by its mismanagement. These environmental issues are frequently because of the failure of nations to implement basic regulations for the protection of the environment. This failure inspires specific nations to implement less strict policies in order to motivate organization to operate part or the entire business from these nations. Nevertheless, the most common and major environmental issues happen in straits between various nations.

This is the idea where the United Nations is basing its initiatives all over the globe to alter perspectives regarding the environment. It starts and handles multilateral meetings on ecology awareness and therefore attempts to advance the world legal structure for environmental security. Bigger global cooperation will eventually imply lesser environmental issues and, as a result, lesser conflicts in international politics

based on this matter.

Acknowledging the rights of people is a situation important for the creation of peace on this world. In 1948, the countries comprising the United Nations established and declared the Universal Declaration of Human Rights (Fisher, 1997). This announcement creates fundamental rights for all mankind. Though the rights of people are not really honored in periods of conflict, acknowledgement for the rights of people can prevent difficult situations from escalating into a more serious conflict. The responsibility of the UN is therefore to advocate respect for the rights of people. This institution has to portray, through effective initiatives, the global community's desire and passion to guarantee that the rights of every person are recognized. Also, it attempts to have global provisions for human rights approved and implemented. The United Nations does not only educate people regarding the need to recognize the rights of people. It also makes initiatives in the field to offer technical support or assistance in the proper education of law enforcement units. The United Nations is not the sole institution to strive for the advocacy of the rights of people.

It is evident that the equivalent of all conflicts in international politics is the presence of various types of weaponries.

Since the launching of the atomic bomb on Japan in 1945, nuclear bombs have unfortunately experienced tremendous development, as has the production of weapons in essence. As a result, the UN has encouraged countries to strive towards the eradication of all nuclear weapons. Most countries consume so much resources on weapons, and for some countries, weapons signify the primary component of their available funds, while other important sectors of the society are afforded lesser funds.

The United Nations actively advocates disarmament, which is necessary for attaining peace. The United Nations closely monitors the status of weapons manufacturing all over the globe and creates disarmament guidelines and objectives in coordination with other UN departments. The UN is also doing investigations into the opportunity to have a more secured future and the chance of establishing meetings and conventions whose objective is to attain disarmament deals.

Source: Role of The United Nations In Conflict Resolution Politics Essay. Retrieved from <https://www.ukessays.com/essays/politics/role-of-the-united-nations-in-conflict-resolution-politics-essay.php?vref=1>

11.11. End Unit assessment answers

Expected answers to end unit assessment

1. To give answer to this question, the learners must first of all begin with the introduction (conflicts exist everywhere and they are old as the world itself).

Then, students will turn around these main points:

- Conflicts are integral part of human interaction (even each of us has in one way or the other been involved in conflicts).
- Conflicts are dynamic and are not inherently negative or positive
- Conflicts are linked to violence
- Conflicts are not identical (there are no conflicts that are entirely similar).

Conclusion: People were always living in conflicts among them, they also set up many channels to solve them, despite the challenges they were facing.

2. For this question, the learners make a research on causes and impacts of conflicts in Africa. Every learner comes up with answers. The following elements can be included:

Causes:

- Conflicts based on boundaries (Ethiopia and Eritrea)
- The legacy of colonization (The inability of colonizers to provide basic levels of policing and social services leading to the weakening of state authority. Thus, displacement of people...)
- Ethnical (abuse of ethnicity) and/or religious problems (Burundi, DRC, Nigeria, Cote d'Ivoire, South Sudan...)
- Mismanagement of available resources,(petrol, and other minerals)
- Inequality(between groups not individuals)
- Unemployment and lack of proper education

Impacts

- Human tragedy (death, displacement of people=Refugees, famine, flood)
- Internal displacement (Congo, South Sudan, Sudan...)
- Civilian casualties
- Epidemic diseases
- Children soldiers
- Threatening African Economy (= conflicts in Africa are the causes of poverty)

- Lack of investors.

3. This question is answered by learners in their own ways. Among the proposed answers include the following:

- Complete, genuine and unconditional faith in the process of mediation,
- Ability and commitment to strive for excellence in the art of mediation
- Honesty
- Good communication skills (Ability to listen, understand, clarify and give constructive feedback)
- Ability to motivate and inspire
- Patience
- Management of time skills
- Approachable, tolerant, flexible and open-minded
- Being positive team member
- Empathy (willingness to put oneself in other's shoes, trying to see things from their perspective)
- Respect (self-respect and respect for others)

11.12. Additional activities

Remedial activities

The following questions are suggested as remedial activities for slow learners.

1. Explain any 4 types of Conflicts.
2. Violence is very often an expression of conflict. In which ways can violence be used?
3. A well detailed conflict Analysis helps to plan and carry out better actions of solving conflicts between people. What are the points to consider while analysing conflict?

Expected answers

1. To give answer to this question, the learner can give the following:

- Intra-personal conflicts

- Inter-personal conflict
- Intra-group conflicts
- Inter-group conflicts
- Intra-state
- Inter-national or inter-state conflicts

2. Learners try to answer to this question in the following ways:

- As an instrument of repression by a more powerful conflict party, wishing to force its interests upon others;
- As an instrument for the articulation of interests by the weaker conflict parties, especially if they do not know other ways;
- When conflict parties fail to find other means of carrying out conflicts (dynamic of escalation).

3. The learner can suggest the following points to this question:

- To understand the background and history of the current events.
- To identify all the relevant groups involved,
- To understand the perspectives of all these groups and to know more about how they relate to each other.
- To identify the factors and trends that underpins conflicts.
- To learn from the failures as well as successes.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. According to scholars and practitioners, there are 4 main causes of conflicts. Analyse these causes and find out others causes of conflicts that can be found in Rwanda in general.
2. In order to solve any conflict, a detailed analysis must be carried out by exploring the specific issues and problems that relate to it. Discuss the elements to consider while analysing conflict.
3. Analyse the basic principles of negotiations, as one of the ways used in conflicts resolution.

Expected answers

1. The answers provided by the learners to this question may include the following:

- Structural factors
- Political factors
- Economic factors
- Cultural factors

In case of Rwanda:

- Land related conflicts
- Heritage conflicts
- Family conflicts (polygamy, concubine...)

2. Learners can give the following answers:

- To understand the background and history of the current events (what are the structural causes of conflict?)
- To identify all the relevant groups or actors involved,
- To understand the perspectives of all these groups and to know more about how they relate to each other.
- To identify factors and trends that underpins conflicts.
- To learn from failures as well as successes.
- Factors contributed to prolonging conflict
- What are the interests of various actors involved in conflict?
- Capacity and relationship of actors involved in conflict

3. For this question, the possible answers can be the following:

- Separate the people from the problem
- Focus on interests, not positions
- Invent options for mutual gain
- Use objective criteria
- Active listening

Extended activities

These are suggested questions for gifted and talented students.

1. By 1990s, new groups of actors of conflicts emerged. From your own research, collect data that help you to describe those groups.
2. By the end of Senior Six, you are well instructed, educated and you become mature enough to manage a local community. In your own words, describe different methods you can use in order to prevent the occurrence of conflicts in your community by focusing on ground realities.
3. Sometimes, conflicts extend to international level, according to you, what must be the role of United Nations Organisation in international conflict resolution?

Expected answers

1. For this question, the learners will carry out a research and come up with answers. Among their answers, the following points can be included:
 - Private companies of mercenaries
 - Trans-state organizations like arms dealers trading in small arms
 - Some non-governmental organizations
 - Some legitimate multinational companies operating all over the globe.
 - Etc (the teacher has also to consider the learners' answers.)
2. This question can be differently approached by the learners much as they come from different communities with different realities. The teacher will consider the learners' point of views.
3. The answers to this question are provided by the learners after assessing the role of UNO in international conflicts resolution. The teacher will consider the different point views from the learners.

REFERENCES

- Adu Boahen, A. (1987). *African Perspectives on Colonialism*. Baltimore, MD: Johns Hopkins University Press.
- African Development Bank (2012). *Performance contracts and social service delivery-lessons from Rwanda*, Kigali.
- African Union (2000). *Rwanda, the preventable genocide. The report of the international panel of eminent personalities to investigate the 1994 genocide in Rwanda and the surrounding events*. Addis Ababa: PEP/OAU.
- Alderman C, L. (1967). *The Story of the French Revolution*. New York: Julian Messner.
- Allan, T. (2001). *The Modern World*. Oxford: Oxford University Press.
- Allen, L. (1971). *Japan: The years of Triumph*. London: Macdonald.
- Andrew, R. (1976). *A History of Zambia*. London: Heinemann.
- ASSA, O, (2006). *A History of Africa, Volume One: African societies and the Establishment of Colonial Rule, 1800 – 1915*. Kampala: East African Educational Publishers.
- Assa, O. (2010). *History of Africa ,Volume 2*. Nairobi: East Africa Educational Publishers.
- Attah, N.E. (2013). The historical conjuncture of neo-colonialism and underdevelopment in Nigeria, *Journal of African Studies and Development*, 5 (5), 70-79.
- Bailey, S. (1989). *The United Nations*. London: Macmillan.
- Balley.A.Th. (1983). *The American Pageant, Seventh edition*. Massachusetts: Lexington
- Bamusananire, E. (2012). *History for Rwanda secondary schools. BK 4*. Kigali: Fountain Publishers Ltd.
- Barash, D.P., Charles P.W. (2009). *Peace and conflict studies*, 2nd edition. Los Angeles: Sage publications.
- Bayern-Jardine, C. (1987). *The second World war and its Aftermath*. London: Longman.
- Beasley, W. (1987). *Japanese Imperialism 1894-1945*,. London: Oxford.
- Berridge, G.R. (2005). *Diplomacy: Theory and Practice*. 3rd Edition. London: Palgrave Macmillan.

- Ben Wash. (1997). *Modern World History, Second edition*. London: Mastering.
- Berton, P., Kimura, H. & Zartman, W. (1999). *International negotiation. Actors, structure/process, values*. New York: St. Martin's.
- Birmingham, David (1995). *The Decolonization of Africa*. London: UCL Press Limited.
- Black, J. (1999). *Atlas of world History*. London: Darling Kindersly.
- Boahen, A.A., Ade, J.F., Ajayi and Michael Tidy (1986). *Topics in West African History, second edition*. Harlow: Longman.
- Boahen, A.A., *Britain, the Sahara and the Western Sudan 1788-1861*. Oxford 1964.
- Bovill, E.W. (1995). *The Golden Trade of the Moor*. Princeton: Markus Wiener.
- Bowker, M. (1997). *Russian foreign policy and the end of the Cold War*. Aldershot: Dartmouth Publishing Company.
- Bown, C. P. (1984). *Cold war to detente 1945-1983*. London: Heinemann.
- Bradford, S. (1960). *The Islands of Hawaii*. Philadelphia and New York.
- Breckman, C. (1994). *Histoire d'un genocide*. Paris: Fayard.
- Breslin, W. & Rubin, J. (1991). *Negotiation theory and practice*. Harvard University: Pon.
- Brown M.E. (ed.) (1993). *Ethnic conflict and international security*. Princeton: Princeton University Press, 1993.
- Byanafashe, D & Rutayisire, P. (Eds) (2011). *History of Rwanda. From the beginning to the end of the twentieth century*. Kigali: National University of Rwanda and National Commission for Unity and Reconciliation.
- Carlyle, T. (1934). *The French Revolution*. New York: The Modern Library.
- Collins, R.O. (1990). *Western African History*. Princeton: Wiener.
- Croucher, A. (2011). *The international community and the prevention of genocide*, University of Queensland. Retrieved on February 18, 2018 from <http://www.e-ir.info/2013/09/14/never-again-all-over-again-the-international-community-and-the-prevention-of-genocide/>
- Davidson, B. (1989). *Modern Africa, 2nd edition*. New York: Longman.
- Davies, I. (1966). *African trade unions*. Baltimore: Penguin Books.
- Day, J. (1967). *International nationalism*. London: Routledge.
- Deibel, T.L. (Ed.) (1987). *Containing the Soviet Union. A critique of US policy*.

Washington: Pergamon-Brassey's International Defense Publishers.

Des Forges, A. (1999). *Leave none to tell the story. Genocide in Rwanda* Retrieved from http://www.essex.ac.uk/armedcon/story_id/Leave%20None%20to%20tell%20the%20story-%20Genocide%20in%20Rwanda.pdf.

Devisse, J. (1988). Trade and Trade Routes in West Africa. In M. El Fasi and I. Hrbek (Ed.) *Africa from the Seventh to the Eleventh Century. Volume 3 of General History of Africa* (pp. 367-435). London: Heinemann / Berkeley: University of California Press / Paris: UNESCO.

Ellis E.G. & Esler, A. (2008). *World History*. Boston: Pearson Prentice Hall.

Evans, D. (1987). *The great war 1914-1918*. London: Arnold.

Ezyanya, C. (2015). *Home-grown and grassroots-based strategies for determining inequality towards policy action: Rwanda's Ubudehe approach in perspective*, Helsinki: United Nations University Institute for Development Economics Research (UNU-WIDER).

Fanon, F. (1962). *The Wretched of the Earth*. New York: Grove Press.

Feis, H. (1970). *From trust to terror: The outset of the cold war*. London: Longman.

Fieldhouse, D.K. (1986). *Black Africa 1945-1980: Economic decolonization and arrested development*. London.

Fischer, F. (1967). *Germany's Aims in the first World war*. London: Chatto and Windus.

Garuka Nsabimana, C. (2005). *The concept of power sharing in the constitutions of Burundi and Rwanda*. University of the Western Cape.

Gasanabo, D. J. Simon & M. M. Ensign (Eds.). (2014). *Confronting genocide in Rwanda: Dehumanization, denial, and strategies for prevention*. Bogota: Apidama Ediciones Ltd.

Gasanabo, J. D., Mutanguha, F., & Mpayimana, A. (2016). Teaching about the Holocaust and Genocide in Rwanda. *Contemporary Review of the Middle East*, 3(3), 1-17.

Gasanabo, J.-D. (2014). Dehumanization and anti-dehumanization in schools. In J. D. Gasanabo, D. J. Simon & M. M. Ensign (Eds.). *Confronting genocide in Rwanda: Dehumanization, denial, and strategies for prevention* (pp. 89-125). Bogota: Apidama Ediciones Ltd.

Gibbons, S. a. (1970). *The League of Nations and United Nations Organisation*, London: Longman.

Gilbert, M. (1987). *The Holocaust: The Jewish tragedy*. London: Collins.

Goldberg, S. B., Sander, F. E. A. & Rogers, N. H. (1995). *Dispute Resolution: Negotiation, Mediation, and other Processes: 1995 Supplement*. Boston, Toronto, London: Aspen.

Government of the Republic of Rwanda (2017). *Rwandan homegrown solutions and good practices. The drivers of transformation*. RDB.

Henig, R. (1976). *The League of Nations*. Edinburgh.

Henig, R. (1984). *Versailles and after, 1919-1933*. London: Methuen.

Herbert, L. (1982). *A History of Modern Europe 1789-1981*. Peacecock.

Institute of Research and Dialogue for Peace (2006). *History and conflicts in Rwanda*. Kigali.

Institute of Research and Dialogue for Peace (2006). *Rwanda Tutsi genocide: Causes, Implementation and Memory*. Kigali.

International Fund for Agricultural Development (IFAD) (2011). *Rwanda: Country Evaluation Report*.

Innovation and Civic Participation (2003). *The Impact of National Service on critical social issue. Getting things done*. Washington.

International Rescue Committee, (2016). *Access to Justice Project*, Kigali.

Isaacs, J. & Downing, T. (1998). *For 45 years the world held its breath*. Sydney: Bantam Press.

Joll, J. (1992). *The origins of the first World war*. London: Longman.

Kamukama, D. (1997), *Rwanda conflicts: its roots and regional implications*, 2nd Edition, Kampala: Fountain Publishers.

Kaunda, H.R (1964). *Founder of Zambia*. London: Longman.

Kester, P.B. & Ray, L. (2002). *Conflict Resolution Training Program*. San Francisco, CA: Jossey-Bass.

Law Number 53/2007 of 11/11/2007 establishing Community works Works in Rwanda in Official Gazette No special of 04/03/2008. In Official Gazette No 2 of 15/01/2008.

Liddell-Hart, S. B. (1970). *History of second World war*,. London: Cassel.

Mamdani, M. (2002). *When victims become killers*. Princeton: Princeton University Press.

Masabo, F. (2014). *Educating about the history of genocides in Rwanda*. In K. Fracapane & M. Haß (Eds.), *Holocaust education in a global context* (pp. 129-134). Paris: UNESCO.

- Masolo, D.A. *African Philosophy in Search of Identity*. Bloomington: Indiana University Press, 1994.
- Mauny, R. (1961). *Tableau géographique de l'Ouest africain au Moyen Age d'après les sources écrites, la tradition et l'archéologie*. Dakar: IFAN.
- Mayroz, E. (2012). The legal duty to 'prevent': after the onset of 'genocide'. *Journal of Genocide Research*, 14(1), 79 – 98.
- Mazrui, A.A (Ed.) (1993). *General History of Africa. VIII. Africa since 1935*. Heineman, California: UNESCO.
- Mazrui, A.A. (1978). *Political Values and the Educated Class in Africa*. Berkeley: University of California Press.
- Mbembe, A. (2001). *On the Post colony*. Berkeley: University of California Press.
- McCauley, M. (1983). *Origins of the Cold War*. London: Longman.
- Melvern, L. (2000). *A people betrayed. The role of West in Rwanda's genocide*. London: Zed Books.
- Migai, A. et al. (2010). *Institutional reform in the new constitution*. International Center for Transitional Justice, Kenya.
- Ministry of Finance and Economic Planning, (2006). *Rwanda Poverty Reduction Strategy Evaluation Report (2002-2005)*.
- Ministry of Local Government (2009). *Ubudehe mu Kurwanya Ubukene*. Concept Note. Kigali.
- Morel, J. (2011). *La France au coeur du génocide des Tutsi*. Paris: Esprit Frappeur/Izuba.
- Mudimbe V.Y. (1994). *The Idea of Africa*. Bloomington: Indiana University Press.
- Mudimbe, V.Y. (1988). *The invention of Africa: Gnosis, Philosophy and the Order of Knowledge*. Bloomington: Indiana University Press.
- Mushemeza, E.D. (2015). *The politics of empowerment of Banyarwanda Refugees in Uganda (1959 – 2001)*, Kampala: Fountain Publishers.
- Mutisi, M. (2011). *The Abunzi Mediation in Rwanda: Opportunities for Engaging with Traditional Institutions of Conflict Resolution* at www.accord.org.za.
- Nantulya, P. et al. (2005). *Evaluation and Impact Assessment of the National Unity and Reconciliation Commission (NURC)*. Institute for Justice and Reconciliation (IJR).
- National Commission for Human Right. (2008). *International Instruments on*

Human Rights. Kigali.

National Itorerero Commission (2013). Strategic Plan (2013-2017) of National Itorerero, Commission. Kigali: Imanzi Ltd.

National Unity and Reconciliation Commission (2016). Unity and reconciliation process in Rwanda, Kigali.

Ndabangingi Sithole (1968). African nationalism, 2nd Edition. New York: Oxford University Press.

Ndahiro, A., Rwagatare, J. & Nkusi, A. (2015). Rwanda rebuilding of a nation. Kampala: Fountain Publishers.

Ngugi, wa Thiong'o (1986). Decolonising the Mind: The Politics of Language in African Literature. London: James Curreys.

Nigel, S. (1990). The Industrial Revolution. East Sussex: Wayland Publishers Ltd.

NISR (2013). the Third Integrated Household Living Conditions Survey (EICV3): And, The Evolution of Poverty in Rwanda from 2000 to 2011: Results from the Household Surveys (EICV). Kigali.

Nkrumah, Kwame (1963). Africa Must Unite. New York: Frederick Praeger. A. Publisher.

Nkrumah, Kwame (1965). Neo-Colonialism: The Highest Stage of Imperialism. London: Heinemann.

Olisanwuche Esedebe, P. (1982). Pan-Africanism: The idea and the movement, 1776–1963. Washington, DC: Howard University Press.

Organic Law No. 16/2004 establishing the organization, competence and functioning of Gacaca courts charged with prosecuting and trying the perpetrators of the crime of genocide and other crimes against humanity, committed between October 1, 1990 and December 31, 1994 in Official Gazette No. 43 Special of June 19, 2004.

Organic Law No. 31/2006 of 14/08/2006 on Organisation, Jurisdiction, Competence and Functioning of the Mediation Committee in Official Gazette no Special_of_16.08.2006.

Organic Law N° 02/2010/OL of 09/06/2010 on Organisation, jurisdiction, competence and functioning of the mediation committee in Official Gazette n°24 Bis of 14/06/2010.

Organic Law No. 40/2000 Setting Up Gacaca Jurisdictions and Organising Prosecutions for Offences Constituting the Crime of Genocide or Crimes Against Humanity in Official Gazette of the Republic of Rwanda, Year40 no 6 15th March 2001.

Organic Law No. 02/2010/OL on the jurisdiction, Functioning and Competence of Abunzi

mediation committees in Official Gazette of the Republic of Rwanda, No. 24 Bis of 14/06/2010.

Organic Law No 10/2013/OL of 11/07/2013 governing Political Organisations and politicians in Official Gazette n° Special of 12/07/2013.

Owens, R. a. (1985). *The United Nations and its Agenceies*. London: Pergamon Press.

Padmore, G (1972). *Pan-Africanism or communism*. New York: Anchor Books, Doubleday.

Prime Ministerial Order Number 58/03 determining the attributions, organisation, and functioning of community work supervising committees and their relations with other organs.

Pruitt, D.G. (1981). *Negotiation behavior*. New York: Academic Press.

Prunier, G. (1999), *The Rwanda crisis: history of a genocide* (2nd edition) New York: Colombia University Press.

Rees, R. (1996). *The Western front*. London: Heinemann.

Reid, R.J., A (2009). *History of Modern Africa: 1800 to the Present*, 2009, Oxford: Blackwell Publishing.

Republic of Rwanda (2010). *TheHistory of Rwanda Secondary Schools, Teacher’s Guide, Module I & II*, Kigali: Ministry of Education, National Curriculum Development Centre.

Republika y’u Rwanda, Komisiyo y’Itorero y’igihugu (2014). *Raporo y’ibikorwa bya Komisiyo y’Itorero y’Igihugu 2013 – 2014*. Kigali.

République du Rwanda, Ministère de l’administration locale, du développement communautaire et des affaires sociales (2004). *Dénombrement des victims du génocide. Rapport final. Version révisée*. Kigali.

Richard, J. R. (2009). *A History of Modern Africa, 1800 to the present. Concise history of the modern world*. West Sussex: Wiley – Blackwell publishing.

Richards, D. (1977). *An Illustrated History of Modern Europe 1789-1984*, 7th Edition. Longman.

Ramsbothan, O., Woodhouse, T. & Miall H. (2005). *Contemporary Conflict Resolution*. Cambridge (UK): Polity.

Republic of Rwanda, National Itorero Commission (2013). *Strategic plan (2013 – 2017) of National Itorero Commission.Final report*.

- Republic of Rwanda (2011). Itorero National Commission (Strategy). Kigali.
- Republic of Rwanda, National Itorero Commission (2012). Volunteerism policy paper, Kigali.
8. Peacock, H,L,A History of Modern Europe 1789-1981,Seventh Edition,Heinemann education,1982
- Republic of Rwanda. Office of the Prime Minister. The constitution of the Republic of Rwanda of 2003 revised in 2015. In Official Gazette Special issue of 24/12/2015.
- Republic of Rwanda. Rwanda Parliament. The Senate. (2010). Political pluralism and power sharing in Rwanda. Kigali.
- RGB (2012). Survey on the performance of mediation committees.
- RGB (2014). The assessment of the impact of home grown initiatives.
- Rosenberg, A. (1964). The birth of the German Republic 1871-1918,. Boston: Beacom Press.
- Rotberg, R. I. (1967). The Rise of nationalism in Central Africa: The Making of Malawi and Zambia 1873-1964. Cambridge: Harvard University Press.
- Rouge, D. (2007). Saharan salt caravans ply ancient route, [Reuters](#).
- [Rwanda National Service of Gacaca Courts](#) (2012). Administrative Report of the National Service of Gacaca Courts.
- Ruebana, E. (2014). Prevention of genocide under International law: An analysis of the obligations of States and the United Nations to prevent genocide at the primary, secondary and tertiary levels [S.I.]: Intersentia Cambridge.
7. Ruhlman, J & Pommerolle, F, History from 1914 to date, Berlin,1982
- Sartre, J.P. (1964). Colonialism and neocolonialism, (translated by Azzedine Haddour, Terry McWilliams). London: Routledge.
- Sayer, J. (1987). Superpower Rivalry. London: Arnold.
- Sharp, A. (1991). The Versailles Settlements,peace making in Paris,1919. London: Macmillan.
- Schreiber, J. (1986). Western Hemisphere, America and Canada. Illinois: Glenview.
- Scher, D. (2010). The Promise of Imihigo: Decentralized Service Delivery in Rwanda, 2006-2010, in Innovations for Successful Societies. Princeton University.

Shillington, K. (1995). *History of Africa*. New York: St. Martin's Press.

Shillington, K.; (2005). *History of Africa, Second Edition Revised*. New York: St. Martin's Press.

Stanton, G.H (2003). How we can prevent genocide; building international campaign to end genocide. Retrieved on February 12, 2018 from <https://www.hawaii.edu/powerkills/COMM.6.24.03.HTM>.

Stanton, G.H. (1996). *The eight stages of Genocide*. Briefing paper prepared for the United States Department of State. Retrieved on February 5, 2018 from <http://genocidewatch.org/images/8stagesBriefingpaper.pdf>. Stanton, G.H. (2014). *Why do people commit genocide and what can we do to stop it?*

Taylor, A. (1963). *The first World war*. London: Penguin.

Totten, S. (2011). *Post Genocide Rwanda: Critical issues for genocide survivors. 16 years after the genocide perpetrated against Tutsi (1994-2010)* (pp. 391-406). Kigali: CNLG.

The Republic of Rwanda. Ministry of Local Government (2014). *Rwanda National Media Policy: 2014-2020. Consolidating a free, self-regulating and responsible media in Rwanda*. Kigali.

Turner, L. (1970). *Origins of the first World war*. London: Arnold.

UNESCO, (2017). *Education about the Holocaust and preventing genocide. A policy guide*. Paris.

WFP (2009). *Rwanda: comprehensive food security and vulnerability analysis and nutrition survey*.

William, J. (1977). *Explosing our World Latin America and Canada*. Chicago: Follet Publishing Company.

Young, R. (2001). *Postcolonialism: An Historical Introduction*. Oxford: Blackwell.

Zartman, W. (1994). *International Multilateral Negotiation: Approaches to the Management of Complexity*. San Francisco: Jossey-Bass.

Electronic references

Arusha Peace Agreement. Retrieved on February 20, 2018 from www.incoreulst.ac.uk/services/cds/agreements/pdf/rwan1.pdf.

<https://www.gounesco.com/rwanda-liberation-war/>

<https://teachwar.wordpress.com/resources/war-justifications-archive/rwandan-civil-war->

[1990/#fm](#)

www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml

http://www.peace.ca/ten_lessons_to_prevent_genocide_.htm

<http://www.genocidewatch.org/howpreventgenocideic.html>

<http://www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml>

<https://en.unesco.org/themes/holocaust-genocide-education>

United Nations General Assembly, (1948). Convention on the Prevention and Punishment of the Crime of Genocide, on <https://treaties.un.org/doc/publication/unts/volume-78-i-1021-English.pdf>.

<https://www.africanexponent.com/post/africas-nationalist-leaders-biographies-and-contributions-2823>

www.globalblackhistory.com/wp-content/uploads/2015/10

www.globalblackhistory.com/wp-content

<http://www.nationsonline.org/oneworld/History/South-Africa-history2.htm>

<http://www.africa.ufl.edu/asq/v16/v16i1a2>

<http://www.maliweb.net>

<http://www.dw.com/en/africa-in-world-war-ii-the-forgotten-veterans/a-18437531>

<https://ebonydoughboys.org/index-12.html>

https://www.thenation.com/wp-content/uploads/2015/09/FLN_algerian_war_cc_img.jpg

http://www.rfksafilm.org/html/apartheid_cartoons.php.

<http://www.hartford-hwp.com/archive/27/index.html>

<https://scontent-dft4-2.xx.fbcdn.net>

<https://leonkwasichronicles.com/2015/01/31/the-imf-and-neo-colonialism-in-the-developing-world-article/>

<https://i.pinimg.com/originals/4e/4a/c3/4e4ac325acddb19ceb305foa1691dac.jpg>

<http://banknoteworld.com/find?start=0&Country=West%20African%20States#banknotes>

<http://thomassankara.net/franz-fanon/>

<http://fullpraxisnow.tumblr.com/post/69905905367/neo-colonialism-the-looting-of-africa>

<https://www.pinterest.fr/search/pins/?q=neo-colonialism&rs=typed&term>

<https://www.rts.ch/archives/tv/information/3443279-la-chute-de-bokassa.html><https://www.gettyimages.com/photos/john-locke>

<https://danassays.wordpress.com/encyclopedia-of-the-essay/rousseau-jean-jacques/jean-jacques-rousseau/>

<https://rickrozoff.wordpress.com>

<https://www.google.rw/search?q=montesquieu+photos>

<https://www.google.rw/search?q=denis+diderot+photos>

<https://www.google.rw/search?q=d%27alembert+photos>

http://www.newworldencyclopedia.org/entry/Galileo_Galilei

<https://www.google.rw/search?q=Johannes+Kepler+photos>

<https://www.fromoldbooks.org/Aubrey-HistoryOfEngland-Vol3>

<https://www.nyulawglobal.org/globalex/Tanzania.html>

<http://www.hierarchystructure.com/Kenya-court-hierarchy/>

<http://www.nationsencyclopedia.com/Africa/Kenya-JUDICIAL-SYSTEM.html>

http://www.commonwealthgovernance.org/countries/africa/...of_tanzania/judicial-system/

https://www.indexmundi.com/tanzania/legal_system.html<https://www.chathamhouse.org/sites/files/chathamhouse/public/.../151111ebadi.pdf>

<http://top5resources.blogspot.com/2014/05/sources-of-law.html>

<http://www.kas.de/wf/doc/4181-1442-1-30.pdf>

<https://pdfs.semanticscholar.org/9f13/2aacc14b8af475cc6daf44414c8a69ca09c3.pdf>

<https://www.hierarchystructure.com> › Court Hierarchy

<https://www.opensocietyfoundations.org/.../kenya-democracy-political-participation-2...>

<https://pdfs.semanticscholar.org/9f13/2aacc14b8af475cc6daf44414c8a69ca09c3.pdf>
pdf.usaid.gov/pdf_docs/pnacr569.pdf

https://kr.usembassy.gov/wp-content/uploads/sites/75/.../Democracy-in-Brief_kor-1.pdf

http://www.minijust.gov.rw/fileadmin/Documents/JRLOS.../SSP_II_2013-2018.pdf

<https://www.chathamhouse.org/sites/files/chathamhouse/public/.../151111ebadi.pdf><http://www.forumfp.org.rw/>

<https://www.voanews.com/a/rwanda-votes-presidential-election/3972455.html>

<http://cfnhri.org/members/africa/rwanda>

<http://cfnhri.org/news-events/detail/the-rwandan-national-commission-for-human-rights-talks-to-the-cfnhri>

<https://twitter.com/rbarwanda>

<http://mucuruzi.com/job-at-national-commission-for-unity-and-reconciliation-advisor-to-executive-secretary-deadline-31-october-2017>

<https://www.google.rw/imgres?imgurl=http%3A%2F%2Fwww.nurc.gov.rw>

<https://nairobinews.nation.co.ke/wpcontent/uploads/2016/06/editor7053775513564086556.jpg>

<http://www.ohchr.org/Documents/Publications/Compilation1.1en.pdf>

http://rgb.rw/fileadmin/Key_documents/Rwanda_National_Media.doc

<http://ktpress.rw/2017/10/ndi-umunyarwanda-program-here-to-stay-ndayisaba/>

<https://www.cbsnews.com/pictures/kenya-election-violence/2/>

<https://www.e-ir.info/2014/05/01/rwandas-national-unity-and-reconciliation-program/>

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.514.8305&rep=rep1...>

<https://www.capitalfm.co.ke/eblog/?p>

<http://www.statistics.gov.rw/survey-period/integrated-household-living-conditions-survey-2-eicv-2>

<http://en.igihe.com/local/cache-vignettes/L1000xH652/1-1963-90fc1-2-65dec.jpg>

http://www.newsofrwanda.com/wp-content/uploads/2015/10/m_116.jpg

http://www.rwandapedia.rw/sites/default/files/13062988465_7e76c492ef_b_o.jpg

<http://www.rwandapedia.rw/sites/default/files/Masaka%20Umuganda%20November%2022%202012.jpg>

http://www.rwandapedia.rw/sites/default/files/IMG_8251-s.jpg

http://www.rwandapedia.rw/sites/default/files/Ingando%20Closing_2008_6_o.JPG

<http://www.rwandapedia.rw/sites/default/files/Boniface%20Rucagu>

http://www.rwandapedia.rw/sites/default/files/DSC_2162.JPG

<http://www.rwandapedia.rw/sites/default/files/1%20copy.jpg>

http://www.rwandapedia.rw/sites/default/files/Gacaca%202001%204_1.jpeg

http://www.rwandapedia.rw/sites/default/files/Mediation%20Session%20in%20Nyamugari%20Sector%20in%20the%20Kirehe%20District_2012.jpg